



EXPERIENCES OF THE TEACHER INDUCTION SCHEME: OPERATION, SUPPORT AND CPD

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The General Teaching Council for Scotland ("the Council") was set up under the Teaching Council (Scotland) Act 1965. It was the first such body for teachers in the United Kingdom and, indeed, one of the first teaching councils in the world. One of the fundamental principles underlying the work of the Council is that of professional self-government.

The public interest is represented on the Council. Its membership of 50 consists of 26 elected registered teacher members; 18 appointed members representing local authorities, directors of education, directors of social work, further and higher education institutions, the churches and the Scottish Council of Independent Schools; and 6 members nominated by Scottish Ministers.

The Council is an advisory non-departmental public body (NDPB), but differs from other NDPBs in that it is funded from the annual registration fees paid by registered teachers and not from the public purse. With regard to the public interest, policy statements and general advice issued by the Council are made available to the public and Minutes of meetings of the Council are made available to the press and on the Internet, subject to confidentiality in the Council's case work.

The principal aims of the General Teaching Council for Scotland are:

- ❖ To contribute to improving the quality of teaching and learning;*
- ❖ To maintain and to enhance professional standards in schools and colleges in collaboration with partners including teachers, employing authorities, teacher education institutions, parents and the Scottish Executive Education Department;*
- ❖ To be recognised as a voice and advocate for the teaching profession;*
- ❖ To contribute to the development of a world-class educational system in Scotland.*

The Council's key functions are:

- ❖ To maintain and enhance the quality of teaching in Scotland;*
- ❖ To maintain standards of professional conduct and competence in teaching;*
- ❖ To provide advice on the entry requirements for initial teacher education and the supply of teachers;*
- ❖ To enhance the status and standing of teaching and the teaching profession;*
- ❖ To develop the strengths of Council staff;*
- ❖ To run an effective and cost-efficient organisation.*

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1 Introduction

1.1 Standard for Full Registration

The Standard for Full Registration (SFR), published in June 2002, was the result of a joint project between the General Teaching Council for Scotland and the Scottish Executive Education Department. One of the major aims of the project was "to develop a set of standards that will govern the transition from provisional to full registration with the General Teaching Council for Scotland". As the project developed that set of standards became known as the Standard for Full Registration.

The Council believes that the Standard for Full Registration is an important milestone for the teaching profession in Scotland. It serves two main purposes. It provides:

- ❖ a clear and concise description of the professional qualities and capabilities teachers are expected to develop in the course of induction;
- ❖ a professional standard against which reliable and consistent decisions can be made on the fitness of new teachers for full registration with the General Teaching Council for Scotland.

In other words it sets out clearly what is expected of new teachers during their induction process and it provides a professional standard against which decisions will be taken on full registration.

But the Standard is much more than that. It provides a structure for schools and employers developing the first stage of the new national framework for Continuing Professional Development for all of our teachers.

A commitment to lifelong learning and personal development is at the heart of what it means to be part of a learning profession. As probationer teachers work towards the SFR they need guidance and support to address specific development needs. This support has been delivered through structured induction programmes organised by local education authorities and schools. It is based on a process of professional review and development which encourages self-reflection on the part of our new teachers and encourages them to prioritise their professional development.

1.2 Research Survey

The quantitative review of the Teacher Induction Scheme undertaken by the Council during 2002-2003 indicated that the scheme had been very successful in its first year of operation with clear evidence to show that probationer teachers were being well supported during their Induction year. A similar review was carried out during 2003-2004. Again the findings of the review indicated that the Teacher Induction Scheme provided a high level of support to probationer teachers during their Induction year. In general, the Teacher Induction Scheme has been one of the most successful education initiatives in Scotland in recent years.

In March 2005 the Council undertook a survey of the 3908 teachers who had gained full registration in June 2003 and June 2004, ie the first two groups of new teachers who were involve in the Teacher Induction Scheme. A total of 1222 responses (31.3%) were received. Of those who responded, 49.3% had participated in the 2002-03 scheme and 49.8% in the 2003-04 scheme. A total of 55% of the respondents were from the primary sector and 45% were from the secondary sector. This reflects the proportions of new teachers joining the profession. The survey comprised of a confidential questionnaire entitled '*Reflecting on Experiences of the Teacher Induction Scheme*'.

The questionnaire was divided into four sections:

- (i) current employment status;
- (ii) teachers' perceptions of Initial Teacher Education and links between Initial Teacher Education and the Induction year;
- (iii) teachers' view of the Teacher Induction Scheme;
- (iv) links between Teacher Induction Scheme and Continuing Professional Development (CPD) in the early years of teaching.

This paper presents the findings of the analysis in relation to sections (iii) and (iv) above. Findings of the analysis relating to sections (i) and (ii) have been previously published (Pearson and Robson, 2005).

2 New Teachers' Experiences of the Teacher Induction Scheme

2.1 Introduction

In June 2002, the Council published two documents, one for new teachers, the other for schools, providing general advice and guidance related to supporting and assessing probationer teachers as they worked towards achieving the Standard for Full Registration (SFR).

2.2 Supporter Meetings

As part of the advice and guidance provided it was suggested that supporters should arrange weekly meetings with the probationer teachers to discuss progress and issues arising from the probationer teacher's self evaluation. It was anticipated that supporters would organise approximately 14 meetings between August and December and around 15 meetings between January and the end of May.

2.2.1 Findings from Analysis of 2002 – 2003 Profiles

The quantitative analysis of the interim and final profiles for the 2002 -2003 group confirmed that most new teachers seemed to have had access to more or less weekly meetings with their supporters.

Overall, in the primary sector the total average number of supporter meetings was 23.69. While this number was a little less than anticipated it reflected an acceptable level of support. However, there was a wide variation in practice both within and across local authorities with recorded supporter meetings ranging from 14 to 54.

In the secondary sector, the total average number of supporter meetings was 29.16, more or less what the Council had suggested. Teachers in the secondary sector had, on average, 5 more meetings with their supporter than teachers in the primary sector. This could be the result of many secondary probationer teachers having their principal teacher as one supporter and a designated member of the management team as another. However, as in the primary sector there were wide variations and some secondary probationer teachers have had significantly fewer supporter meetings than the national average would suggest.

There was also evidence to corroborate this variation in practice from the Probationer Survey undertaken in March 2003. The findings of this survey confirmed that some probationer teachers had had considerably fewer meetings with their supporters than the data included on their interim and final profiles would suggest.

Council concluded that there was a need to define more precisely what constituted a supporter meeting and to ensure that these meetings were a regular feature of every probationer teacher's programme.

2.2.2 Findings from Analysis of 2003 – 2004 Profiles

The analysis of the interim and final profiles for the 2003 -2004 group also confirmed that most new teachers seemed to have had access to regular meetings with their supporters.

Table 1 below compares the national average number of supporter meetings (primary sector) for the 2002-2003 and 2003-2004 groups.

Primary	Interim		Final	
	2002/03	2003/04	2002/03	2003/04
National Average	12.0	10.8	11.7	10.6
Range of Averages	6 – 30	6.4 – 14.8	6 – 24	6.4 – 16.6

Table 1 : Primary Supporter Meetings

Table 2 below compares the national average number of supporter meetings (secondary sector) for the 2002 – 2003 and 2003 – 2004 groups.

Secondary	2002- 2003		2003 - 2004	
	Interim	Final	Interim	Final
National Average	14.2	14.9	13.2	12.3
Range of Averages	8 – 22	9 – 22	7.3 – 18.5	6 – 17.4

Table 2 : Secondary Supporter Meetings

The analysis of the 2003 – 2004 data indicated a reduction in the average number of supporter meetings from the previous year. The generally higher values for the Secondary sector may have related again to probationer teachers having more than one supporter in a particular school setting (eg a principal teacher and a designated supporter). While the range of averages indicated improved consistency in practice across authorities in 2003-2004, the ranges continue to be wider than at the secondary level, a figure possibly influenced by the fact that the probationer teachers may be recording meetings with more than one supporter.

While it was encouraging to find less variation in the average number of supporter meetings across local authorities indicating a greater consistency of practice, the difference between the lower and upper range values still gave Council cause for concern.

In general, there was still a need to explain the nature and purpose of supporter meetings more clearly. While it was accepted that each supporter meeting was likely to cover a number of issues supporters and probationer teachers should be encouraged to use the Standard for Full Registration (SFR) to help focus their discussions.

2.2.3 Findings from the 2005 Survey

As can be seen from table 3 below, the general impression gained from the analysis of the questions in the 2005 survey related to probationer teachers' meetings with supporters/mentors are positive with more than 80% of respondents agreeing or strongly agreeing with the statements in the survey.

Questions relating to Supporter Meetings	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Specified
The frequency of supporter meetings was appropriate.	41.3%	47.5%	7.3%	2.8%	1.1%
The focus of each supporter meeting was pre-defined.	29.1%	50.7%	16.3%	2.7%	1.1%
Discussions at supporter meetings were helpful in my development as a teacher.	47.7%	43.5%	4.8%	2.5%	1.4%
Clear actions were defined at the end of each meeting.	35.4%	51.1%	10.3%	2.0%	1.3%
Supporter meetings were well structured and collegiate	34.9%	49.1%	11.6%	2.8%	1.6%

Table 3 : Responses to questions focussed on Supporter Meetings

Respondents were also asked to comment on issues where they had disagreed or strongly disagreed with the statements presented and to suggest improvements that could be made to this aspect of the Induction system. A significant number of respondents who had agreed with the statements also took the opportunity to add their comments.

2.2.4 Issues raised in the Analysis of Comments

In analysing the comments made, the following issues were highlighted:

- (i) Many supporters/mentors were excellent, providing a consistently high level of support and guidance.
- (ii) Many of the respondents commented on the frequency of meetings. In some cases the respondents felt that weekly meetings were not necessary as the same topics were covered each week and, as a result, the meetings sometimes seemed repetitive and pointless. Others felt that the frequency of meetings (one per week) was appropriate at the start of the year but could be reduced to one meeting every two weeks in the second half of the year. To some extent the comments made by respondents reflect the nature of the relationship between probation teacher and supporter/mentor.
- (iii) A significant number of respondents commented that they did not have regular, organised or planned meetings with their supporter/mentor for a number of reasons, including:
 - ❖ no supporter was allocated;
 - ❖ the supporter left during the course of the year and was not replaced;
 - ❖ the supporter and probationer teacher believed that no time had been allocated to the supporter to allow meetings to happen;
 - ❖ the supporter/mentor was a promoted member of staff and had to cancel meetings frequently because of other priorities. These meetings were often not rescheduled;
 - ❖ there was a perceived conflict in the eyes of some probationer teachers if the supporter/mentor was also the principal teacher or the headteacher. There was an impression that there was no one to turn to if things went wrong.
- (iv) There were mixed reactions from the respondents as to whether supporter meetings should have an agenda or be of a more general nature. These views seemed to be directly related to the positive or negative experience of the respondents.
- (v) Supporters/mentors were viewed as ranging from being very professional, helpful, a good listener and giving valuable, sensible advice to being over-critical, not taking time to listen or talk through issues and in a minority of cases giving the impression that they were not interested.
- (vi) Many of the respondents commented on the lack of focus of the supporter meetings and as a result the lack of specific actions being identified to help the probationer to improve his/her skills. In almost 20% of cases no agenda was set for a supporter meeting.
- (vii) In general, probationer teachers welcomed the opportunity to talk to other probationer teachers and having other probationer teachers in the same school or close by was considered to be helpful, provided a peer support network and gave an increased sense of confidence.
- (viii) Many respondents believed that supporters/mentors should be selected and trained in how to support adult learners.

2.2.5 Reflections

Overall, there is little doubt that the support arrangements work well for most probationer teachers. However, there is still a need for the Council to emphasise clearly to local authority probation/induction managers and to colleagues in schools who support probationer teachers, the importance of the supporter in helping new teachers to develop their skills in a positive and confident manner.

The level and nature of training for supporters across the country has been variable. Perhaps the time has come, now that the new Induction system has had time to settle in, to consider again the possibility of developing at a national level and delivering at a local level, a common programme of supporter/mentor training to ensure that all supporters/mentors have the knowledge and skills to enable them to work effectively with probationer and student teachers.

Our respondents were clear, the best person to act as a supporter/mentor was an experienced class teacher provided they were given the allocated time to work with the probationer teacher. No matter how helpful a principal teacher, a depute headteacher or a headteacher was, these people had too many other, important demands on their time to give a consistent, regular level of support. Probationer teachers also need an independent figure if things are not going too well. They look to promoted staff in school for help and advice at that time.

Respondents who had been working in local authorities where support was centralised often commented that their supporter took a more objective view of what was happening in the school – the independent critical friend may have a useful role to play.

2.3 Observed Sessions

2.3.1 Introduction

The initial advice and guidance offered by the Council recommended that probationer teachers should be formally observed on a 3 to 4 week cycle with both written and oral feedback being provided. It was anticipated that most probationer teachers would be observed 4 or 5 times between August and December and 4 times between January and June.

2.3.2 Findings from the Analysis of the 2002 – 2003 Group

In primary sector, the average number of observed sessions between August and December was 4.24, with a range from 2 to 7.67. Between January and June the average number of observed sessions was 3.56, with a range from 2.67 to 13.

In the secondary sector, the average number of observed sessions between August and December, was 5.23 with a range from 2.88 to 7.57. Between January and June, the average number of observed sessions was 3.56, with a range from 3.33 to 7.

Given that we also know from analysis of the interim and final profiles and from the probationers survey conducted in March 2003 that some probationers were never observed in the classroom, these average figures are masking wide variations in practice within and across local authorities.

For an observed session to be seen as an integral part of the development process a teacher needs time to reflect on the issues that emerged during the session; agree the action to be taken to make progress and have access to further, relevant CPD to help the teacher gain a better understanding of what they might try in the classroom. The teacher also needs time to practice and gain confidence in using these new skills. This simply cannot be achieved successfully if observed sessions are happening too frequently.

Council concluded that there was a need for all partners to work towards a greater consistency of experience for our probationer teachers so that everyone benefited from regular observation and feedback.

2.3.3 Findings from the Analysis of the 2003– 2004 Group

As can be seen from the data in tables 4 and 5 below, the analysis of the interim and final profiles for the 2003 -2004 group highlighted that the in comparison to session 2002-2003 the range values in the Primary sector had narrowed. In the Secondary sector the range values had been adversely affected by practice in one local authority. The range values for the remaining 31 authorities were smaller than those for the previous year. These observations generally indicate more consistency in practice across the local authorities than previously.

Primary	2002 – 2003		2003 - 2004	
	Interim	Final	Interim	Final
National Average	4.2	3.6	4.6	4.6
Range of Averages	2 – 7.7	2.7 – 13	3.8 – 5.6	3.4 – 5.5

Table 4 : Primary Observed Sessions

	Interim		Final	
	2002/03	2003/04	2002/03	2003/04
National Average	5.2	5.1	3.6	4.8
Range of Averages	2.9 – 7.6	4.2 – 10	3.3 – 7	3 – 8.6

Table 5 : Secondary Observed Sessions

In general, Council concluded that the average number of observed sessions in both sectors aligned more closely with the initial guideline values, when compared with 2002 - 2003 figures.

2.3.4 Findings from 2005 Survey

As can be seen from table 6 below, the overall impression gained from the analysis of the questions in the 2005 survey related to observed sessions is very positive with a high percentage of respondents agreeing or agreeing strongly with each statement. Given the central role of observation and feed back in the whole professional development process, the response from teachers seems to indicate that classroom observation, when it is well organised and there is good feedback, is valued by teachers and supporters/mentors and contributes to the overall development of the teacher.

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Specified
The frequency of observed sessions was appropriate.	35.8%	53.3%	7.2%	2.7%	1.1%
The focus of each observation was pre-planned.	40.1%	46.4%	10.1%	2.3%	1.1%
Clear, specific feedback (oral and/or written) was provided after the session.	55.0%	37.7%	4.7%	1.4%	1.1%
Observed sessions were helpful in my development as a teacher.	49.8%	41.8%	4.9%	2.3%	1.1%

Table 6 : Responses to questions focussed on Observed Sessions

As in other sections of the survey respondents were asked to comment on issues where they had disagreed or strongly disagreed with statements presented and to suggest improvements that could be made. Again, respondents tended to comment whether or not they disagreed with a statement. The range of issues raised by the respondents highlights a number of issues for further consideration.

2.3.5 Issues raised in the Analysis of Comments

While there were definite signs of improvement in the way in which observed sessions were organised and dealt with in 2003 – 2004 as compared with 2002 – 2003 there were still a number of concerns being expressed. Some typical comments from the questionnaires highlighting the variety of views expressed have been included in italics.

- (i) There were mixed views on the perceived value of observation as part of the Induction year process.
'I think all teachers should have them.'
- 'Because of lack of feedback I do not think observations helped my development.'*
'I don't need to be observed – I have already been observed many times in ITE.'
- 'I had a first class degree and a merit in teaching. Did I need to be observed as often as others?'*

The views stated often reflected the nature of the relationship the probationer teacher had with the person observing the lessons, the way the observation had been organised and the quality of the feedback given.

(ii) The variable number of observations received over the course of the year:

❖ from none or few observations:

'As I worked in an open plan school and my mentor was often working in the next teaching bay scheduled observations were redundant'

'I was observed once during my induction year, the other nine observations recorded on my profiles were based on times my mentor popped into my classroom or were made up.'

'I don't feel I was observed enough and given enough guidance.'

❖ to regular observations:

'Each observed session was very helpful.'

'I had eight observations where I gained valuable feedback.'

❖ to too many observations:

'I will go in the Guinness Book of Records as having the greatest number of observations for a probationer teacher. I felt like specimen in a jar.'

'I was observed over 30 times, sometimes twice a week. I felt this was too much as I did not always get my time out to make improvements.'

'Four observations in one day is not helpful to anyone, nor are observations that are made up for the sake of an interim profile.'

'From too few observations at the start to too many towards the end.'

Respondents identified a real need to schedule regular, observed sessions at the beginning of the year to ensure they were well spaced and gave time between observations to enable advice to be acted on.

(iii) Many respondents indicated that few observations were based on an agreed agenda, ie no clear focus for the observation had been discussed and agreed before the observed session. Most of these respondents indicated that they would have felt more confident had a clearer focus been identified.

'No pre-planned focus for my observations. This would have been very helpful for my development as a teacher.'

'Since the focus of each session was not agreed to beforehand and not stuck to during the session, I felt very disorientated and demoralised by the feedback I was given.'

'Focus not pre-planned but taken from feedback from previous observation. I intentionally put into practice advice from previous observation.'

- (iv) The way in which supporters/mentors organised the observed sessions had a major impact on the confidence of the teacher and the value placed on the experience by the teacher. Some supporter/mentors used a team teaching model which seemed to work well with the teachers. Others used a 'crit' model, where the supporter/mentor went into the classroom, sat at the back or side of the room, took notes then left. Not surprisingly the first model was seen as supportive and helpful, the latter was not.

'Co-operative teaching would be the best form of observation.'

Respondents also identified the need for the length of an observed session to be more consistent. From the comments included in the questionnaires the length of an observed session seemed to vary from 10 minutes to most of a morning.

- (v) The feedback from observed sessions was very variable and often of limited value. In many cases the teachers received no written or oral feedback and so had nothing on which to build. In this situation observed sessions are seen to be of no value and as an added burden on inexperienced teachers. When teachers did receive feedback it was often of variable quality, eg:

'Quality of feedback was variable depending on who was observing, Principal Teacher, mentor, SMT link.'

'I do not remember any feedback but my mentor did give me lots of praise and encouragement.'

'Observation in my school was very well structured. Feedback was helpful, even just to reassure that I was doing well.'

'Negative feedback was not supported with practical, supportive help and advice.'

'Opinions and advice from experienced teachers was invaluable.'

- (vi) Finding time to fit in observed sessions seems to have been a major issue (see (ii) above).

'Observed sessions were often too close together. Nothing for six weeks then two within two weeks with no time to make sufficient changes to practice.'

'My mentor was mentor to two other probationers in addition to having many other managerial duties. The workload on her was unrealistic. I believe I did not get the support/input expected from a mentor.'

'My observed sessions were difficult to organise. I had to keep pushing to ensure that I had them done. On one occasion it was suggested that a classroom assistant did one. I protested and it was agreed that a qualified teacher would do it instead.'

'Observations were arranged on an availability basis.'

- (vii) Some interesting ideas were also included in the comments:

'Opportunities should be made to observe mentor and/or other teaching staff – which would be helpful to development.'

'At the beginning of the year a timetable should be drawn up regarding observed sessions.'

'Mentors need training to help them focus their observations and comments.'

'The guidelines are appropriate but schools are not monitored closely enough.'

'Observations clearly helped my confidence as the year developed and as this is now part of the life of all teachers (to be observed) this has given me an advantage over experienced teachers.'

2.3.6 Reflections

Observation and feedback was and is an important feature of the professional learning and development process for our probationer teachers. Where it has been well organised and dealt with in a sensitive and positive manner it has provided a boost in the confidence of the probationer teacher and the feedback has given them a clear sense of direction and purpose.

Where observation and feedback has not been an integral part of the process, has perhaps been ignored altogether or has been organised in such a way that it has undermined the confidence of the probationer teacher it could be argued that it may have done more harm than good.

What is clear is the importance of training the supporter/mentors in the necessary skills and techniques of observation and giving feedback in a sensitive manner to help the probationer teacher to develop.

The importance of developing more consistent approach to observation and feedback within a school, within a local authority and across local authorities has been highlighted again by the findings in this report. These findings confirm the Council's earlier findings already reported in the 2002-2003 Review and 2003-2004 Review.

The finding in this section of the report reinforce the proposal made in 2.2.5 that the time has come to develop a national programme of training for supporters/mentors to ensure they have the knowledge and skills necessary to work effectively with probationer teachers and students.

2.4 Continuing Professional Development Activities

2.4.1 Introduction

The original guidance issued by the Council in respect of CPD was couched in terms of the range of CPD activities it might be helpful for probationer teachers to have access to and the balance of time that might be devoted to each type of activity over the year.

During the first two years of the Teacher Induction Scheme, local authorities have established comprehensive programmes of CPD to support their probationer teachers. No single model has been employed across the country although Induction managers/co-ordinators have shared good practice during the Council's regular Induction manager seminars.

No detailed analysis of CPD was undertaken during 2002-03.

2.4.2 Findings from the 2003 – 2004 Analysis

Although the core number of CPD activities recorded by probationer teachers reflected a fair degree of consistency in terms of recorded CPD activity, analysis of the individual profiles indicated wide differences in the range of activities undertaken by individual probationers or by groups of probationers within particular local authorities.

In relation to the SFR, it is anticipated that a broad range of quality CPD activity spanning the range of professional development categories would ideally be undertaken by the probationer teacher, and as such an analysis of the forms of CPD activity may be considered of more importance.

In the Primary and Secondary cases, CPD activity profiles were similar in form in both profile sets and spanned to some extent the range of SFR categories. More than a third of the CPD activities were focussed on Professional Skills and Abilities (Teaching and Learning) in all profiles, to some extent reflecting the proliferation of available CPD opportunities in these areas. The Wider Activity grouping accounted for around 20% of recorded activity in each profile covering a broad range of activities including working with parents, extra-curricular and external activities.

2.4.3 Findings from the 2005 Survey

Overall, as can be seen in table 7 below, while the responses to the questions relating to CPD activities were positive, a much higher percentage of respondents agreed rather than strongly agreed with the statements than had been evident in other sections of the questionnaire.

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Specified
Local authority CPD programmes provided a worthwhile, balanced range of CPD opportunities.	24.6%	56.7%	14.2%	2.8%	1.7%
School CPD programmes provided a worthwhile, balanced range of CPD opportunities.	20.9%	66.3%	10.3%	1.2%	1.3%
Local authority and school CPD programmes complemented each other to provide a balanced range of CPD activity without duplication.	14.2%	58.9%	21.7%	2.8%	2.4%
The targets set out in my ITE profile were used to plan my CPD activities.	15.4%	59.2%	20.1%	3.3%	2.0%
CPD activities undertaken were clearly matched with specific areas of the Standard for Full Registration (SFR).	21.9%	64.5%	10.6%	1.1%	2.0%

Table 7 : Responses to questions focussed on CPD Activities

School CPD programmes were viewed as being more relevant and more worthwhile than local authority CPD programmes. The fact that 21.7% of teachers did not agree with the statement that local authority and school CPD programmes complemented each other is not a surprise. This issue had been identified in the 2003-2004 review and has been shared with local authorities.

A great deal of time is spent by staff in universities compiling individual student teacher's concluding profile which is supposed to identify CPD targets and actions for the Induction year. The data from this section of the questionnaire reinforces similar issues which were raised in section 2 of the previously published *Reflecting on Experiences of the Teacher Induction Scheme* (Pearson and Robson 2005), ie development targets were not discussed or used at the start of the Induction year to help identify CPD activities. If the development targets set at the end of ITE programmes are not discussed or are not relevant because of the different context the teacher is working in during the Induction year then perhaps the time has come to review the nature and purpose of the ITE profile to ensure a more coherent progression of professional learning from ITE to Induction.

2.4.4 Issues raised in the Analysis of Comments

While there were a number of positive examples of good CPD provision, the issues or concerns highlighted in the analysis of comments were very similar for both the 2002-2003 and 2003-2004 groups.

- (i) While there were some notable exceptions the comments made by respondents indicated that most local authority CPD was of variable quality.
- (ii) Many respondents felt that much of the local authority CPD seemed to be a repeat on content already covered in initial teacher education and that the input had often been of a higher quality when presented during the initial teacher education programme. This issue was emphasised by BEd teachers in particular.
- (iii) Many respondents commented that most of the local authority CPD was too theoretical and not of a practical nature. The vast majority of respondents valued input from serving classroom teachers.
- (iv) There were very strong comments made regarding joint CPD being organised for primary and secondary teachers. This was one of the most common reasons given for saying that CPD was of poor quality and lacked relevance. These courses were considered by respondents to be too generic to be of value at this stage in the teacher's development.
- (v) Many secondary respondents commented that there was often a valuable subject specific menu of CPD available in the school or in the local authority but that they were unable to attend these CPD activities because they were required to attend the defined probationer programme.

- (vi) Many respondents commented that local authority CPD was often mistimed with some sessions either too early or too late in the session and not linked to what was actually happening in school.
- (vii) The majority of respondents commented about the apparent lack of communication between local authority and school CPD regarding their respective CPD programmes.
- (viii) The vast majority of CPD (both local and school based) related to school and local authority development needs and not to the personal, professional development needs of the teachers.
- (ix) Respondents commented on the varied level and quality of CPD offered by schools. Some schools had excellent programmes closely matched to the individual needs of the probationer teachers but many more schools had no CPD programme at all.
- (x) The Standard for Full Registration was often used as the framework for local authority CPD but was not a tool recognised by most schools.
- (xi) Where respondents made a specific comment regarding valued CPD opportunities this almost always referred to opportunities to visit other schools and teachers.
- (xii) Many respondents commented again that the Initial Teacher Education profile was of little use as a basis for identifying appropriate CPD in the induction year. Where probationer teacher needs were used as the basis for identifying CPD these needs were identified by the supporter/mentor and probationer teacher during the Induction year.
- (xiii) A significant minority seemed to regard class teaching as all that mattered and wanted all of their time to be spent either teaching or in planning and preparation. This group therefore regarded CPD as an intrusion.

2.5 General Issues

2.5.1 Introduction

In the 2005 survey, respondents were asked to comment on general issues regarding their Teacher Induction Scheme experience. As can be seen in table 8 below, more than 95% of respondents agreed with the statements that the induction process encourages reflective practice and provides opportunities for the probation teacher to enhance their classroom management skills. More than 80% agreed that the induction process is encouraging changes in school culture. However, on reflection, it might have been better to phrase the statement to suggest that the process could/would encourage changes in the future as many respondents felt that it was probably too early to tell.

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Specified
The induction process encouraged, and provided opportunities for, reflection on practice.	41.9%	55.2%	1.6%	0.6%	0.7%
The induction process encouraged and provided opportunities to enhance classroom management skills.	46.8%	48.8%	8.8%	0.7%	0.9%
The induction process is encouraging changes in school culture.	24.8%	56.7%	12.1%	1.0%	5.4%

Table 8 : Responses to questions focussed on General Issues

2.5.2 Issues raised in the Analysis of Comments

As in other sections of the questionnaire respondents were asked to include comments if they disagreed or strongly disagreed with any of these statements. In analysing the comments the following issues were highlighted:

- (i) Many of the respondents repeated the point made in other sections of the questionnaire regarding the need to have more time with the class and in particular the need to increase class contact time throughout the year. Respondents were consistent in their view that class management was largely learned through experience rather than CPD input by the school or local authority.
- In balancing that view, some respondents felt that the basic principles and techniques of classroom management had already been learned during their Initial Teacher Education programme.
- Secondary teachers in particular valued opportunities being made available to enable them to observe other teachers during their CPD time.
- (ii) Again, there were numerous comments on the variation in the quality of the induction experience depending on the school.
- (iii) In contrast with the impression that might be gained from the quantitative analysis very few of the respondents really believed that school culture had been changed positively as a direct result of the Teacher Induction Scheme. The most generous comments suggested that it was too soon to tell and any changes would only happen when there was a critical mass of readers who had experience of the scheme. Most of the comments made suggest that the probationer teacher fits into the existing culture of the school (see also (iv) below).
- (iv) There were a large number of comments suggesting that many experienced teachers resent either the probationer teacher(s) or the Teacher Induction Scheme. This was at least partly due to the fact that most teachers seemed to have little or no knowledge of the Teacher Induction Scheme or what it was trying to achieve. Specific negative comments included:
- ❖ teachers resenting probationer teachers having 'time off' – we didn't get it so why should they;
 - ❖ in some schools and departments the allocation of probationers resulted in staff changes each year and so the probationer teacher was viewed as a problem rather than a benefit;
 - ❖ probationer teachers being viewed as a student rather than a qualified teacher;
 - ❖ the Teacher Induction Scheme is just another one of these new ideas that will soon disappear.
- (v) Some respondents commented that some headteachers did not approve of the Teacher Induction Scheme and did not give the probationer teacher the 0.3 FTE CPD time nor an adequate level of support. There is evidence to support the comment that some teachers did not receive any or all of the CPD time and that support was variable in the 2002-2003 and 2003-2004 Reviews.

2.5.3 0.7/0.3 Split

Respondents were asked to comment separately on the 0.7/0.3 split between teaching and professional development. As can be seen from the data in table 9 below, whilst more than 86% indicated that they agreed with the existing balance of time between teaching and professional development there were a large number of comments saying that although the respondents had indicated that they agreed with the statement they actually favoured a progressive reduction in CPD time over the year.

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Specified
The 0.7/0.3 contact hours/professional development balance is appropriate.	45.0%	41.7%	9.7%	1.8%	1.8%

Table 9 : Response to question focussed on 0.7/0.3 Split

There were a number of comments suggesting that the 0.3 FTE CPD time was not being honoured. Equally, other comments suggested that probationer teachers were teaching more than 0.7 FTE because they had requested more teaching time.

Overall, respondents made the following points about the 0.7/0.3 balance of time:

- (i) There was general support for the idea of having some non-contact time with some respondents regarding it as essential.
- (ii) The vast majority of comments favour a reduction in CPD time. The comments fall into one of two categories:
 - ❖ those suggesting a progressive reduction from 0.3 to 0.1 and in some cases 0.0;
 - ❖ those suggesting a simple reduction seem to generally favour a 0.8/0.2 balance.

There were a number of respondents who commented that the reduction of class contact time as a result of the McCrone agreement made 0.3 throughout the year unnecessary.

There were also many references made for the need to move during the Induction year towards 'reality', ie full-time teaching.

- (iii) There were a very large number of comments from primary teachers about wanting to have their own class full time. This linked to the issue of reality commented on in (ii) above.

Some secondary teachers commented on the difficulty of increasing teaching time because of study leave.

- (iv) One issue that emerged in relation to primary teachers in particular, was the probationer teacher being responsible for planning and preparing the work of the 0.3 teacher. This led to workload issues and concerns.
- (v) A number of respondents commented that reduction in CPD time might help to improve relationships in schools as these respondents felt that some teachers/schools did not like the probationer teacher being out of the class.
- (vi) A number of respondents also felt that probationer teachers might have more status as 'teachers' if they were teaching for a greater length of time.

There seems to be little doubt that probationer teachers value the opportunity to have dedicated CPD time. However, the need to ensure progression from Initial Teacher Education through the Induction year to full time teaching; the effect, particularly in the primary sector, of the reduction of class contact time for teachers; the increased planning and preparation time; and the fact that the vast majority of respondents favour a reduction in CPD, would suggest that a review of the current arrangements is required.

2.6 Overall Rating of Experiences

2.6.1 Introduction

In the final section of the questionnaire related to the probationers' experiences of the Teacher Induction Scheme respondents were asked to give an overall rating of their experiences. As can be seen from table 10 below, more than 92% of respondents rated their experiences positively. The data confirms the evidence already available as a result of the 2002-2003 and 2003-2004 Reviews.

Question	Excellent	Good	Average	Poor	Very Poor	Not Specified
Rate the quality of your overall experiences on the TIS.	45.0%	41.6%	8.8%	2.0%	1.6%	1.0%
Rate the quality of support generally provided by your Local Authority.	33.1%	45.7%	14.6%	3.3%	1.2%	2.1%
Rate the quality of support generally provided in your school.	57.4%	27.1%	8.2%	3.8%	2.3%	1.2%

Table 10 : Responses to questions requesting Overall Ratings

2.6.2 Issues highlighted in the Analysis of Comments

In analysing the comments made by respondents the following general issues were highlighted:

- (i) The vast majority of comments, both positive and negative were related to the perceived quality of the individuals who had been working with the respondents, ie the supporters/mentors, headteachers and other specified staff. However, given the nature of some of the responses it is possible that some of the negative experiences some, but not all, probationer teachers have encountered may well have been related to the probationer teacher's own attitude.
- (ii) As might have been expected in the first two years of a new system, there were many comments about the newness of the scheme and the fact that everyone involved was 'finding their feet'. There were also a number of comments suggesting that initial difficulties have now been resolved.
- (iii) Some thoughtful comments were included on the qualities of the supporter/mentor and the need for careful selection of these people. Working with a teacher who was an experienced supporter/mentor was highly valued. There were mixed comments about having a member of the senior management team, particularly the headteacher, as the supporter/mentor. Involving these staff so directly with probationer teachers was perceived as both a conflict of interests and left the probationer teacher with on one to turn to if things went wrong.
- (iv) There were some negative comments about the way in which a small number of local authorities responded to what the probationer teachers believed to be a problem. These local authorities apparently gave little or no support to the probationer teachers concerned.
- (v) A few respondents believed they had been given a particularly difficult class that no other teacher wanted and called for some kind of monitoring of this situation. However, perhaps this is best achieved by ensuring that the schools are aware of and taking account of the advice and guidance given in section 2 of the 'Achieving the Standard for full Registration, Guidance for New Teachers and Schools' available on the GTC Scotland website.
- (vi) Some respondents seem to have been job sharing with another probationer teacher, sometimes one who is part of the Teacher Induction Scheme and sometimes a probationer teacher who is completing the alternative route. This situation was viewed quite negatively with concerns expressed about the additional burden and stress of the situation.
- (vii) A number of respondents commented very positively on the value of meeting with other probationer teachers to share experiences.
- (viii) Many respondents commented on the lack of effective communication mainly between the local authorities and schools but also within schools (see (ii) above).
- (ix) A number of comments were also made suggesting that the quality of the experiences offered by schools and local authorities should be monitored more closely.

2.7 Conclusions

In general the evidence from this survey supports previous findings that the Teacher Induction Scheme is working well and is providing a very positive experience for many of our probationer teachers. As with any new initiative there are a number of issues which may now need to be reviewed and amended now that the new scheme has 'settled in'. The most important feature of all the comments and suggestions made is the need for more effective communication amongst all of the parties involved to ensure that the high quality experience that has been put in place in many schools to support probationer teachers is enhanced and developed over the next few years and is shared across the country to facilitate a more consistent approach.

3 Articulation between Teacher Induction Scheme and CPD for Fully Registered Teachers

3.1 Introduction

This section of the survey provided Council with the first opportunity to look at what happens to our teachers when they complete their Induction year and move into the 'real world' of teaching.

As can be seen in table 11 below, more than 90% of respondents agreed that development targets had been identified at the end of the Induction year and that the Teacher Induction Scheme had been a good preparation for the next stage of their teaching career. A very positive overall response. The fact that only 77% of respondents agreed that they had been able to undertake CPD related to the development targets set is perhaps not surprising given that many of the probationer teachers will have changed school and a considerable number are working as temporary teachers or supply teachers.

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Specified
Development targets linked to specific attributes of the SFR were defined at the end of my induction year.	30.0%	61.5%	4.7%	0.9%	2.9%
The induction scheme has prepared me well for my initial experiences as a fully registered teacher.	44.3%	47.5%	4.3%	0.9%	3.0%
I have been able to undertake CPD activities which have enabled me to address the development targets set out at the completion of my induction year.	21.1%	56.2%	16.3%	2.5%	3.9%

Table 11 : Responses to questions focussed on TIS/Teaching Links

3.2 Issues raised from the Analysis of Comments

The comments related to this section of the survey were heavily biased towards the last of these detailed in section 3.1, ie the ability to undertake CPD related to the development targets set at the end of the Induction year. A number of issues were highlighted:

- (i) The vast majority of comments suggest that the development targets set at the end of the Induction year have not been discussed with colleagues in school and have only been used by the individual teacher to identify appropriate CPD opportunities. Moving to a different school, often in a different local authority, has often resulted in priorities being changed. There is strong evidence in the respondents' comments to indicate that personal professional development such as the development targets set at the end of the Induction year play a subordinate role as compared to the needs of the school when decisions are made regarding appropriate CPD.

- (ii) By implication (see (i) above) most probationer teachers do appear to have identified development targets at the end of the Induction year. This comment is supported by the findings of the 2002-2003 and 2003-2004 Reviews.
- (iii) There were a number of comments indicating that the 0.7 FTE teaching commitment was inadequate preparation for full time teaching post (see comments in 2.5.3). However, most of the comments relate more directly to the lack of continuity between the Induction year and the next stage in a teacher's career because of a change of local authority. Respondents felt very strongly that the Induction year is not a good preparation for teachers who find themselves on short term temporary contracts or supply teaching.
- (iv) Many respondents who are employed on short term contracts or as a supply teacher feel frustrated that they seem to have moved backwards in their career and are finding it a 'challenge' to cope and get their career, as they see it, back on track.
- (v) There was overwhelming evidence indicating that it is not possible to engage in CPD because the teacher was on short term contracts or supply teaching. The specific reasons offered included:
 - ❖ a lack of time because the teacher was too busy preparing for different classes or applying for jobs;
 - ❖ schools were unwilling or unable to fund CPD opportunities for supply teachers or teachers on short term contract.
- (vi) Many of the respondents who were secondary teachers commented on the lack of subject specific CPD.
- (vii) Many respondents commented on the limited CPD budget that is available to schools and so they were often not allowed to attend a course they feel they would have benefited from.
- (viii) Many respondents also commented on the fact that many of the courses they might have wanted to attend were either cancelled or were fully booked and so were not available. This was a particular problem if the teacher moved to a new local authority in August and all course bookings had been made before the summer.

For all of the above reasons, but mainly the lack of permanent contract, very little CPD would seem to be being undertaken by those respondents who commented.

3.3 Identification of Specific CPD

In the light of their teaching experiences post the Induction year, respondents were asked to identify specific areas of CPD activity that they would find helpful/useful.

The following comments/issues highlighted in the analysis have been organised using the Standard for Full Registration as a framework for describing CPD opportunities.

- (i) Developing Professional Knowledge and Understanding

Teachers would welcome CPD opportunities related to the following areas:

 - ❖ many of the secondary teachers make reference to the need for more subject specific CPD and in particular would welcome opportunities to interact and team teach with experienced teachers, work with SQA assessors and moderators etc;
 - ❖ some primary teachers make reference to the need for more input on how to teach basic elements of the primary curriculum;
 - ❖ many primary teachers commented on the need for CPD on how to use key resources, such as reading and mathematics resources, effectively;
 - ❖ many respondents would welcome more ICT development, not personal ICT courses, but courses focusing on how to use ICT to enhance learning and teaching related to subjects/curriculum;

- ❖ a number of respondents would also welcome more input on First Aid and Health and Safety issues.

(ii) Developing Professional Skills and Abilities

Most respondents want any type of opportunity that will give them practical ideas and advice that can be used in the classroom. In particular they would welcome more CPD in the following areas:

- ❖ behaviour management including topics such as bullying, discipline and assertive behaviour management;
- ❖ all aspects of supporting pupil learning/SEN;
- ❖ formative assessment;
- ❖ classroom organisation and management.

(iii) Professional Values and Personal Commitment

Three areas of CPD were highlighted:

- ❖ personal time management;
- ❖ stress management; and
- ❖ a plea for specific CPD to help teachers cope when they are working as a supply teacher.

In addition, teachers wanted more opportunities to observe and work with experienced teachers in their classrooms.

And finally, the respondents made a strong plea for more and better information being made available about CPD in their local areas.

3.4 Conclusions

In conclusion, many of the issues the respondents raised as an identification of CPD needs have already been dealt with in both Initial Teacher Education and Induction and have been described as being covered excessively in both. Perhaps the real message to emerge from this study is that issues become more important and more relevant at different points in a teacher's career.

Some teachers will need access to CPD at an earlier or later stage than others. A 'one size fits all' approach to determining the content of an ITE programme or Induction programme or indeed a CPD programme for the early years of teaching will no longer work, it does not meet the needs of teachers.

The challenge for everyone involved in teacher development from ITE, through Induction and into the early years of teaching is to develop a programme of professional learning that provides choice for teachers while ensuring progression and coherence for the system as a whole.

4 Recommendations

A number of the issues highlighted in this paper related to the Teacher Induction Scheme and to the CPD needs of teachers in the early years of their careers cannot be considered in isolation from those related to Initial Teacher Education (Pearson and Robson 2005). Similar issues are emerging at each stage.

The following recommendations are made in this context:

- (i) Consideration be given to the development of a national supporter/mentor module for all staff involved in working with students and probationer teachers.
- (ii) Council initiates a dialogue with higher education institutions, local authorities/schools and other key stakeholders regarding the purpose and nature of the ITE profile.
- (iii) During 2005-2006 Council undertakes a survey to ascertain headteachers' and supporters'/mentors' perceptions of the Teacher Induction Scheme.
- (iv) During 2005-2006 Council undertakes a survey of the models of support provided by local authorities/schools to provide a more detailed picture of the different types of support used, the training programmes that have been developed for supporters/mentors and the monitoring and evaluation mechanisms that have been put in place.
- (v) A review of the current arrangements regarding the 0.7/0.3 teaching/CPD split is undertaken to determine how this time may be used to support the development of new teachers most effectively.
- (vi) Council initiates a dialogue with the profession regarding the development of a new framework or model of professional learning and development recognising that the development of the reflective practitioner is grounded or founded on practice/experience to ensure that appropriate professional learning and experience are matched to the appropriate stage of a teacher's development whether that be during initial teacher education, induction or the first five years of a teacher's career.

References

Pearson, M.A. & Robson, D. (2005) *Reflecting on Experiences of the Teacher Induction Scheme*, Edinburgh, GTCS