

1 Response Rate

- 1.1 There was a high level of response (162), the second highest number of responses to any major consultation held in recent years, exceeded only by that on Professional Update. Thirty responses were made on behalf of organisations and 132 were from individuals. However, these figures are not necessarily accurate. Some responses appear to be from organisations but were identified as “individual” by the respondent, and vice versa. The location of respondents comprised 4 universities, 4 local authorities, 35 schools, 2 national organisations, and 117 individuals.

2 Summary of the Results

- 2.1 84% agreed in principle that dual registration should be possible through the Teacher Induction Scheme (TIS).
- 2.2 79% agreed in principle that dual registration should be possible through the Flexible Route (FR).
- 2.3 The specific pairs of subjects proposed were strongly supported, and the levels of agreement (excluding those who said the question wasn’t relevant for them) were:

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| • Sciences – any 2 from biology, chemistry, physics | 85% |
| • Social subjects and RME – any 2 from geography, history, modern studies, RME | 85% |
| • Modern Languages – any 2 from French, German, Italian, Mandarin, Spanish | 92% |
| • Computing with business education or mathematics | 82% |
| • Drama with music or English | 76% |
| • Physics with mathematics | 85% |

The level of support expressed by organisations and by individuals was very similar.

The most common suggestions for further pairs of subjects were Gaelic language plus any subject (delivered in English or in Gaelic), and English combined with a social subject or media studies or philosophy.

- 2.4 Universities were keen to offer the subject pairings for the PGDE but not for 4-year degrees. The interest in offering each pairing was (PGDE figure shown first, followed by 4-year course figure);

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| • Sciences – any 2 from biology, chemistry, physics | 86%/5% |
| • Social subjects and RME – any 2 from geography, history, modern studies, RME | 89%/11% |
| • Modern Foreign Languages – any 2 from French, German, Italian, Mandarin, Spanish | 85%/7% |
| • Computing with business education or mathematics | 88%/13% |
| • Drama with music or English | 80%/20% |
| • Physics with mathematics | 92%/11% |

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The most common suggestion from universities for a new pair of subjects was for art and design to be combined with home economics or CDT or drama or computing.

2.5 Employers, schools and other organisations said that the subject pairings proposed were viable as vacancies for the TIS, but were less viable on the FR, with probationers having to piece together the two sets of subject experiences on that route. The levels of viability expressed were (TIS figure first, FR figure second):

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| • Sciences – any 2 from biology, chemistry, physics | 100%/55% |
| • Social subjects and RME – any 2 from geography, history, modern studies, RME | 100%/54% |
| • Modern Foreign Languages – any 2 from French, German, Italian, Mandarin, Spanish | 100%/54% |
| • Computing with business education or mathematics | 97%/56% |
| • Drama with music or English | 97%/57% |
| • Physics with mathematics | 97%/56% |

The most common suggestion for additional subject pairings was for Gaelic language plus any other subject (delivered either in English or in Gaelic).

2.6 In terms of weekly teaching time on the TIS, should an equal split of 9 hours of teaching per subject not be possible, the strongest support was for a minimum of 8 hours per week (42%).

2.7 In terms of days of teaching service on the FR, should an equal split of 135 days per subject not be possible (95 days if continuous service in 1 school), the strongest support was for a minimum of 120 days (35%).

2.8 There was strong support (74%) for restricting teaching timetables on the TIS only to the 2 subjects concerned (i.e. without any additions such as RME or PSHE).

2.9 The issues and challenges raised mostly concerned the logistics of timetabling. Those who supported the proposal (the vast majority) said that such challenges could be overcome and those who opposed it said they could not.

3 Recommendation

3.1 The Education Committee is recommended to approve the principle of allowing dual registration in the Secondary sector to be achievable through both the Teacher Induction Scheme and the Flexible Route and that further work be carried out with our partners to make such a facility as workable as possible for probationers who choose it, universities who offer it, employers who offer vacancies and support, and all other partner organisations, including GTC Scotland itself. The basis of the further work should be the conditions laid out in the consultation in terms of subject pairings and timetable restrictions, with the addition of Gaelic language plus any other subject to the acceptable pairings.

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