

**TEACHING STAFF RECRUITMENT, RETENTION AND LEADERSHIP IN ARGYLL AND BUTE “GROWING OUR OWN”**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 The main purpose of this report is to update members on current practice and future developments related to Teacher Recruitment and Retention, including the Growing Our Own programme in place for Argyll and Bute. Developments are in line with the recommendations from Teaching Scotland’s Future 2010. Future initiatives are being informed by the National Improvement Framework and associated Action Plans.
- 1.2 In Argyll and Bute we have provided professional learning opportunities at all levels from pre career entry through to Head Teacher development and beyond; whilst ensuring staff in Argyll and Bute have quality experiences and development opportunities. We have also recruited high calibre staff from other areas of Scotland, England and from International schools to support and enhance the Argyll and Bute teaching workforce.
- 1.3 Similar to many Scottish local authorities there are continuing difficulties around teacher recruitment here in Argyll and Bute. It has therefore been essential to ensure there are opportunities to enhance the profession by providing opportunities to “Grow Our Own” teachers and leaders.
- 1.4 From August 2015 a partnership with UHI/Argyll College saw the introduction of a Post Graduate Diploma in Education (PGDE) Primary (English and Gaelic) being taught via Argyll College Oban and online facilities. This allows candidates with an appropriate degree the opportunity to gain a teaching qualification based in Argyll. From August 2017, a PGDE Secondary course will allow for the training of secondary subject specialists within Argyll and Bute.
- 1.5 Partnerships with a range of relevant agencies, notably the Scottish College of Educational Leadership (SCEL) and University of the Highlands and Islands (UHI) have allowed further opportunities to be offered to those living and working in Argyll and Bute, negating the need for current practitioners and aspiring education professionals to move in order to study and develop their practice.
- 1.6 The paper also describes support and guidance provided for schools to ensure a quality Professional Review Development (PRD) annual process is in place for all staff.
- 1.7 **RECOMMENDATIONS**

It is recommended that Community Services Committee:

- Note the current practice and the future developments for teacher recruitment and leadership development in Argyll and Bute;
- Note the involvement with partner organisations such as University of the Highlands and Island, SCEL and other organisations and agencies to improve the professional competence and skills of our teaching workforce, and
- Note the approaches being taken by taken by Education Services to ensure the delivery of professional review and development arrangements for all staff, including the actions being put in place for session 2017/18.

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## **2.0 INTRODUCTION**

- 2.1 In 2016 The National Improvement Framework for Scottish Education (NIF) was published. In it, the Scottish Government stated its commitment to “continue to invest in ensuring we have a highly professional, skilled workforce, who can exploit fully the potential of the new curriculum, including through the implantation of *Teaching Scotland’s Future*. One of the principles of the NIF is to “build relevant professional skills through initial teacher education and professional development” by having a clear focus on the key drivers of school leadership and teacher professionalism.
- 2.2 Argyll and Bute has provided professional opportunities at all levels from career entry through to Head Teacher development and beyond; whilst ensuring staff in Argyll and Bute have quality experiences and professional learning opportunities. We have also recruited high calibre staff from other areas of Scotland, England and from International schools. This is supporting the highest standards of professional competence and commitment within our educational establishments.
- 2.3 During a period of challenge in teacher recruitment both in Argyll and Bute and nationally it has been essential to provide opportunities to “Grow Our Own” teacher leaders. We also seek to retain our highly trained teacher workforce by providing professional development opportunities, to ensure that there are enough teachers and leaders with the requisite skills to ensure our pupils are provided with high quality education provision. The Education Service has continued to promote a number of initiatives including:
- (a) Programmes to support initial teacher education, probationer support, teacher leadership and supporting newly appointed Head Teachers;
  - (b) The Shared Headship Policy in Argyll and Bute which has continued to provide further opportunities for enhanced development of leadership skills for both Heads and Principal Teachers;
  - (c) An annual Professional Review of Development (PRD) cycle which entails a professional reflection for teachers and leaders in line with General Teaching Council for Scotland (GTCS) standards to identify areas of success and areas for future development that are used as a basis for further individual support and/or training.

- (d) The Professional Update now required for all teachers working with General Teaching Council Scotland (GTCS) supporting the delivery of further opportunities to enhance the skills and competencies of our teachers and leaders;
- (e) Our partnership with UHI/Argyll College allows for a Post Graduate Diploma in Education (PGDE) Primary (English and Gaelic), and from August 2017 a PGDE Secondary being taught via Argyll College Oban and online facilities. This allows candidates with an appropriate degree the opportunity to gain a teaching qualification whilst based in Argyll.
- (f) Partnerships with a range of agencies, specifically to focus on teacher leadership development within Argyll and Bute, and supporting the *Into Headship* programme which leads to the Standard for Headship qualification. This will become a pre-requisite for newly appointed Head Teachers from August 2018.

### **3.0 RECOMMENDATIONS**

Community Services Committee is asked to:

- Note the current practice and the future developments for teacher recruitment and leadership development in Argyll and Bute;
- Note the involvement with partner organisations such as University of the Highlands and Island, SCEL and other organisations and agencies to improve the professional competence and skills of our teaching workforce, and
- Note the approaches being taken by taken by Education Services to ensure the delivery of professional review and development arrangement for all staff, including the actions being put in place for session 2017/18.

### **4.0 DETAIL**

4.1 This report will provide details in relation to the comprehensive programme of career development opportunities offered to staff at a range of levels throughout the academic year. Current and developing pathways and models in place in Argyll and Bute are as follows:

- UHI – PGDE Primary English and Gaelic, PGDE Secondary;
- Probationer Programme;
- Teacher Leadership Programme;
- Middle Leadership Programmes;
- Practitioner Enquiry Programme supported by Stirling University;
- Newly Appointed Head Teacher Programme;
- Shared Headship;

- Professional Update;
- Into Headship;
- Excellence in Headship;
- Fellowship of SCEL, and
- Masters Study.

#### 4.2 UHI – PGDE Programme

From August 2015 a partnership with UHI/Argyll College saw the introduction of a Post Graduate Diploma in Education (PGDE) Primary (English and Gaelic) being taught via Argyll College Oban, online facilities and placement in local schools. This allows candidates with an appropriate degree the opportunity to gain a teaching qualification whilst based in Argyll. The role of the Argyll and Bute Education Service in this partnership includes:

- Involvement in interview and selection process of potential students;
- Allocation of school placement and providing mentors and supervisors within the placement schools;
- Preparation of handbooks for each school that accepts a student placement
- Meetings with placement supervisors;
- Provision of associate tutors from local authority staff into the PGDE programme;
- Evaluation of students during placement, and
- Provision for probationer placement at end of PGDE course, if required.

This opportunity for Argyll and Bute supports students to access teacher training without having to leave the area and then to be placed in a school within Argyll and Bute for their probationary year. The following table illustrates the number of participants on the programme:

<b>Academic session</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Number of students enrolled on PGDE Primary	9	14	12
Number of students successfully completed PGDE Primary	8	13	Not yet available
Number of Argyll College trained students placed as probationers in Argyll and Bute	5*	11*	11**
Number of Argyll College trained probationers who secure full GTCS registration	8	13	11

\*Remaining students were placed outwith Argyll and Bute

\*\*Remaining student will complete training during 2017-18

#### 4.3 Probationer Programme

Argyll and Bute receive an annual allocation of probationers as part of the Teacher Induction Scheme Grant Aided Expenditure (GAE).

On allocation of probationer teachers local authorities are then required to provide suitable placements within their schools. Probationers are expected to participate in GTCS framework for full registration throughout the year which entails professional reflection on practice and learning. There is a detailed online record of reflection, training undertaken, lesson observations and meetings for Probationers to complete throughout the year. Probationers are supported by a mentor based in their school, and meet with them on a weekly basis; Head Teachers also play a key role in supporting probationers. Probationers are assessed formally twice through the induction year against GTCS teaching standards and are expected to demonstrate progress in the knowledge, understanding and skills of teaching. These assessments are submitted into the authority in December and May of the probationary year and signed off as satisfactory or unsatisfactory. Further structured support is offered to probationers who are finding it difficult to meet the standard for registration.

- 4.4 Probationer Teachers receive the highest quality support from placement schools and from the local authority. Argyll and Bute's Probationer Teacher Programme consists of 8 seminar and networking days with inputs from a variety of experienced and well respected partners and officers. These inputs are tailored to meet the development needs of probationary teachers aligned to national and local priorities. In line with recommendations from *Teaching Scotland's Future* (Donaldson 2010), probationer teachers in Argyll and Bute undertake an area of practitioner enquiry in order to demonstrate and develop their effectiveness as teachers as well as to assist in school improvement. The Probationer Programme provides a smooth professional development transition from Student Teacher, through Newly Qualified Teacher and into Career Long Professional Learning. The skills, abilities and professional actions are matched to the General Teaching Council for Scotland (GTCS) Standard for Provisional Registration, through the Standard for Full Registration and into the Standard for Career Long Professional Learning.

Feedback from the Argyll and Bute Probationary Programme demonstrates the positive experience of participants:

*"The opportunity to teach, learn and reflect within a supportive and positive environment was fantastic. I received really good support from my mentor and Head Teacher at school, who seemed to know the peaks and troughs of the school year and helped me at key times. The authority support team provided some quality learning experiences which challenged my thinking and helped me to step back and critically reflect on my progress to date."*

*Probationer from cohort 2016-17*

- 4.5 The following table illustrates the number of probationers placed in Argyll and Bute, also indicating those who achieved full GTCS registration and those who secured teaching posts thereafter in the last five year period. There are 29 probationers starting this session 2017-18 on the Programme and we would aim to retain as many as possible, and where vacancies allow, within the authority, where possible.

<b>Academic Session</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Number of Probationers supported through Argyll and Bute Probationary Programme	10	17	21	20	21
Percentage of Probationers gaining full Registration in Argyll and Bute	100%	100%	100%	100%	100%
Number of Probationers Retained in Argyll and Bute as teachers	Not Available	100%	5	8	6

The Education Service will carry out a review of reasons for the number of probationers retained decreasing in recent years. The results of this review will inform the Authority's approach to retaining greater numbers of probationers within Argyll and Bute in future years.

#### 4.6 Teacher and Middle Leaders

In previous years, the Education Service in Argyll and Bute has run a leadership course for teachers with a generic focus on leadership and education. This has been further developed to become a programme of professional learning with a variety of entry points based on the current stage of career for aspiring leaders. The leadership programmes also offer accreditation to participants towards formal study in line with university expectations.

New programmes focus specifically on the Standards for Leadership and Management (GTCS) and draw on advice from Education Scotland and SCEL.

Participants on Middle Leadership Programmes were invited to go give feedback to identify impact on professional skills and knowledge. The following quote is representative of many views offered:

*"The most valuable aspect of the Middle Leadership Programme has been the opportunity to build my confidence into believing that I can be a leader. I now feel that the work I do in school has been validated and that I have a better understanding of the theories behind leadership which I can now put into*

*practice. Having the ability to build a working relationship with colleagues and having the opportunity to discuss ideas was also really valuable.”*

*Class Teacher participant - Middle Leadership Programme*

4.7 The Middle Leadership Programmes have been successfully supported by a number of universities including University of Highlands and Islands, Glasgow University, Edinburgh University and Stirling University and have also allowed practitioners the opportunity to share their development work with other schools outside of the authority.

4.8 The following table indicates participation in numbers of colleagues completing Middle Leadership programmes, Into Headship and Assessment and Moderation Facilitator training over the past two academic sessions. Applications for session 2017-18 will be submitted during September 2017. Education Services anticipate sustaining the numbers of colleagues participating for the current year.

<b>Academic Session</b>	<b>2015-16</b>	<b>2016-17</b>
Middle Leadership Programme	18	15
Middle Leadership Network	8	6
Into Headship (successful completion)	N/A	6
Assessment/Moderation Leaders	48	125

Feedback from the Middle Leadership Network has also been extremely positive in terms of supporting school leaders to develop school improvement in their own schools and also work with colleagues outwith the authority, as illustrated here:

*“For me the Middle Leadership Network has given me the opportunity to carry out self-evaluation using excellent resources within our school and use this to take forward an aspect of school improvement. The support then provided by the leader of the programme and others within the group has been invaluable and the theory that we explored was relevant to the work we were carrying out. The inter-authority days with East Dunbartonshire middle leaders were fantastic!! There was a wonderful variation in the amazing speakers and something of value and worth to take from everything that was organised – right down to the lunchtime when we could share our thinking and practice.”*

*Principal Teacher participant - Middle Leadership Network*

4.9 Newly Appointed Head Teacher Programme

The following table indicates the number of permanent and acting Head Teacher positions filled by Argyll and Bute Education Service since 2014.

<b>Academic Session</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Number of Permanent Head Teachers recruited	10	6	5
Number of Acting Head Teachers Recruited	6	7	10

The current programme of support and induction for newly appointed Head Teachers within Argyll and Bute consists of termly full day seminars which provide valuable information, support and is responsive to the needs of new colleagues. Newly appointed Head Teachers are assigned an experienced Head Teacher mentor, who meets with them on a regular basis to provide support. All new Head Teachers have regular support from the Area Education Officer and receive a school based visit from an Education Manager within 6 months of taking up post.

The effectiveness of the programme is reviewed at the end of the academic year and feedback informs future training needs. Head Teachers have found this type of support invaluable as indicated here:

*“The induction programme helped me to understand some of the more formal procedures in place in Argyll and Bute. Guidance in relation to child protection, finance and risk assessment were particularly of use to me in my setting. But also the opportunity to come out of school to discuss the current challenges and strengths of Scottish Education with fellow Head Teachers was important and helped to support me in my first year of Headship.”*

*Newly Appointed Head Teacher, session 2016-17*

#### 4.10 Shared Headship

Historically, one of the challenges for small schools in Argyll and Bute has been that a small staff group is responsible for the same range of curriculum developments as in larger schools. A collaborative model of Shared Headship, whereby a joint Head Teacher oversees the working of two schools, has given access to a larger team and wider range of specialisms. Opportunities for collegiate working and improved professional development for staff have supported developments across the Curriculum, leading to improved learning and teaching. Having one Head Teacher oversee more than one school has reduced duplication of management duties and has led to the more effective use of existing resources and time in addition to the benefits to pupils and parents.

4.11 Within the Shared Headships there has been the creation of a principal teacher post in each of the schools with a shared Head Teacher. The purpose of this post is to deputise for the head teacher, as appropriate, act as a point of liaison for the Head Teacher in their absence and have a specific focus on curriculum, learning and teaching. This is providing greater opportunity for leadership and management opportunities which would not normally be possible within the smaller school setting. Through a collegiate, cross school approach staff are developing a greater knowledge and understanding of the skills required to

deliver Curriculum for Excellence.

The Education Team provided support for Principal Teachers who work in Shared Headship schools, as often their role is quite unique in nature. These were well received as expressed here and will be continued into the next academic session:

*“The recent shared professional support session for PT’s of Shared Headship schools within the authority really supported me and it provided an opportunity for coming together with other colleagues and having time to discuss issues and feelings and hopefully helping each other. I especially gained confidence from looking at scenarios and thinking about my own school, the role I have and the impact I can make.”*

*PT from Shared Headship School, session 2016-17*

Very often a Head Teacher in a village primary can have a teaching commitment (potentially up to four days a week in some cases) which can be challenging. Attraction to, and competition for, class committed head teacher posts is posing significant challenges for small schools. The number of applicants for these posts is often low and it is not unusual for class teachers to be the only applicants for these senior posts. In addition, salary scales are comparable with the Depute Head Teachers of larger schools. Retaining a successful applicant once appointed is also an issue as talented post holders quickly move on to larger schools and pupils and families in small communities will often experience discontinuity in educational experience. Shared Headship posts are seen as more attractive and offer career progression overcoming difficulties with recruitment and retention.

#### 4.13 Professional Update

The General Teaching Council for Scotland (GTC Scotland) was tasked by the Scottish Government to introduce a scheme of re-accreditation for teachers. This scheme is called Professional Update.

The Professional Update process requires teachers to:

- Keep their entry on the GTCS Register accurate;
- Engage in on-going professional review and learning, and
- Confirm this with GTC Scotland every 5 years

The Professional Update process requires employers to:

- Provide a Professional Review and Development cycle which meets national criteria and supports teachers in completing the Professional Update process.

- 4.14 A full consultation was carried out with schools during May 2017 in regard to Professional Review and Development (PRD) cycle for professionals at all levels. As a result this process is being developed further to ensure that all teachers complete an annual PRD and professional training needs are supported.

From August 2014, ongoing engagement in the Professional Update process is a condition of registration with GTC Scotland for all teachers. The Professional Review and Development (PRD) cycle for teachers in Argyll and Bute has met the GTC Scotland criteria and supports the Professional Update process. Registered teachers are requested by GTCS to submit formal Professional Update on a five year cycle.

The following table shows the number of teachers requested to complete Professional Update against those completed to date:

	2015-16	2016-17
Registered teachers requested by GTCS to complete Professional Update	148	217
Registered teachers completed Professional Update to date	148	122

*Please note that teachers have until October 2017 to complete their Professional Update and the Authority are confident that all will be successfully submitted.*

4.16 Schools are provided with detailed guidance from the authority that outlines good practice and a framework for the Professional Review Development (PRD) process, in line with GTCS expectations. During spring 2017, an evaluation was undertaken of current practice in schools which highlighted strengths and areas for development. It was felt that satisfactory arrangements were in place for support and teaching staff but there have been issues around completing the process consistently for some teachers, in some schools across the authority. There was also a need to consider the current process for Head Teacher PRD and these matters are programmed to be addressed in the next academic session. In order to improve the rate of PRD completion, there will be an added focus within the Newly Appointed Head Teacher programme and during Education Officer school visits.

4.17 Into Headship Programme – Standard for Headship Qualification (GTCS and SCEL)

The Into Headship Programme is supported by the Scottish College for Educational Leadership (SCEL) and delivered by our partner, University of the Highlands and Islands (UHI). It is designed to support aspiring Head Teachers to develop the knowledge, skills and attributes required to lead and manage a school effectively.

4.18 The programme is completed within a year and includes attendance at two national conferences, weekly webinars, study of current educational leadership theory and a 360 degree evaluation of participants. There is a focus on developing and implementing change in a strategic way and there are two assignments and school verification visits undertaken. The Authority provide a

mentor and coach for participants and work closely with participants.

- 4.19 During the first year of the programme 2015-16, the authority had six successful participants complete and receive the Standard for Headship qualification from GTCS and all have gone onto promoted posts, three of which are headships within Argyll and Bute. The Authority is supporting another six participants through this year's cohort 2016-17.

The Education Team invited feedback from participants regarding the programme and received positive reflections on the programme and the support offered by the Authority, as indicated here:

*"I found the reading material on the Into Headship programme very interesting, particularly regarding leadership strategies. The SCEL modules and conferences were excellent. Personally, I felt well supported and encouraged by the Authority. The length of such a programme and its focus on personalised strategic plans were a strength. I would highly recommend this programme to others as it has given me the skills and confidence to take on a Head Teacher role."*

*Successful Into Headship participant, who is now a newly appointed Head Teacher in Argyll and Bute*

- 4.20 The Scottish Government announced that the Standard for Headship qualification would become mandatory for all new Head Teachers from 2018/19. Funding for the new qualification has been provided by Scottish Government and costs are also covered within the Authority.

- 4.21 Excellence in Headship and Fellowship

The Scottish College for Educational Leadership (SCEL) has offered two programmes in recent years which offered to support the further professional development for experienced Head Teachers. The most recent programme has been *Excellence in Headship* which was aimed at supporting experienced Head Teachers in providing an opportunity to re-engage with current leadership theory and issues and reflect on how to improve their practice further. Argyll and Bute supported three Head Teachers onto the new programme during the summer term 2017 and we anticipate further participation throughout the next academic year.

- 4.22 The Fellowship Programmed led by SCEL has provided outstanding leadership development experiences for successfully established Head Teachers to help shape the future direction of educational leadership in Scotland. Argyll and Bute has had two Head Teachers successfully complete Fellowship in the last two years and they have been involved in developing system level leadership within Education in Argyll and Bute. The Team will continue to encourage participation in the Fellowship Programmed which has clearly had a significant impact on the Head Teachers who have taken part:

*"The SCEL Fellowship Programmed gave me tremendous confidence to improve my own skills and knowledge and support other leaders within*

*education. It transformed my practice and my thinking and helped me to evidence the impact I was making as a leader. It opened the door to many opportunities for me and opened my eyes to current international developments in a structured way, it gave me the chance to work with some amazing colleagues who are at the top of their game.”*

*Argyll Head Teacher and SCEL Fellow*

## 5.0 CONCLUSION

5.1 The Argyll and Bute programme of professional learning opportunities is demonstrating a range of benefits and advantages to schools and communities. The programme in place is maximising opportunities to promote teaching in Argyll and Bute as a career and to ensure we retain and recruit a highly skilled workforce. Identifying and creating leadership opportunities will ensure that Argyll and Bute Council has in post excellent Head Teachers who will provide leadership and support to our schools ensuring that they provide high quality learning experiences for all of our pupils. The capacity of the authority to train and retain teachers and increase the leadership capacity of staff is improving through the delivery of programmers at all levels. Access to the new qualification for Headship will ensure that we are able to:

- 1) Provide a model of Headship fit for the 21st Century, and
- 2) Provide high quality provision of Education for all Argyll & Bute pupils.

5.2 Teacher leadership and recruitment of high quality staff remains a priority for improving the learning and teaching in our schools, Argyll and Bute Council Education Service will continue to work with partners to provide the highest quality staff in our schools.

## 6.0 IMPLICATIONS

6.1	Policy	Implementation of professional development and planning for supporting the teaching workforce in Argyll and Butte. This contributes to the completion of SOA Outcome 1 and Objectives 1 and 6 in Argyll and Butte’s Education and Vision Strategy, ‘ <i>Our Children, Their Future.</i> ’
6.2	Financial	Budgeted costs from Continuous Professional Development allocated £17,000.
6.3	Legal	Argyll and Butte Council is required to prepare and publish the Annual Education Plan as directed within the Standards in Scotland’s School etc. Act 2000, set out within the supporting Statutory Guidance published in March 2017. All teachers are required to be registered with GTCS.
6.4	HR	The further development of effective PRD at all levels and access to professional development programmes will improve policy and practice within the Education Service.

6.5 Equalities	There is a direct correlation between effective leadership and successful schools. By providing opportunities for staff at all levels develop leadership capacity, Argyll and Bute are investing in quality provision for all children and young people for the future. Through Growing Our Own, geographical challenges around capacity for residents of Argyll and Bute to train or retrain are reduced.
6.6 Risk	There are potential reputational risks for the Council should they fail to deliver the legislative requirements as set out within the Standards in Scotland's Schools etc. Act 2000 statutory guidance of March 2017
6.7 Customer Service	None.

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