Measuring Quality in Initial Teacher Education: Final Report

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EXECUTIVE SUMMARY

Measuring Quality in Initial Teacher Education (MQuITE) was a six-year, Scottish Government-funded study which involved co-investigators from all 11 University providers of ITE along with the General Teaching Council for Scotland. The project sought to address two research questions:

1. How can quality in ITE be measured in a Scottish, context-appropriate way?
2. What does this measuring tell us about aspects of quality in different ITE routes in Scotland?

The project began with literature review (Rauschenberger et al., 2017) which informed the development of a framework to guide the study (Kennedy et al., 2022). At the same time, the MQuITE team explored the concept of ITE 'quality' by: charting the quality mechanisms in existence in Scottish ITE; considering the challenges of identifying quality at both system and local levels; exploring the relationship between markers of quality and underpinning purposes of ITE; and considered the measurement of quality as a tool to prove or to improve, that is, as an accountability mechanism or as a means to enhance ITE.

Empirical data collection included an annual survey of 2018 and 2019 initial teacher education (ITE) graduates for five years (2018 – 2022), together with surveys of school and university-based teacher educators and focus groups with school mentors and leaders and local authority probation managers. MQuITE is the largest ITE study in Scotland to date, representing the views of 946 early career teachers across 1414 individual survey responses.

Graduates report no real areas of persistent weakness, and levels of confidence and self-efficacy remain fairly high and fairly stable over time. There is no sense of a crisis in ITE, and in the CfE areas of responsibility for all, confidence, while slightly higher in the primary sector, is high across both sectors. We identified no statistically significant difference in confidence or self-efficacy by sector or by programme route (undergraduate or PGDE). The range of different professional learning needs identified by graduates suggests a need for choice rather than a 'one size fits all' type approach in the induction year. Finally, when compared with TALIS data, graduates in Scotland report comparable levels of self-efficacy, and higher than OECD average positive orientations towards staying in teaching.

There was a clear commitment to partnership working expressed by all stakeholders – during and beyond the ITE phase. However, for a national system that relies so heavily on mentoring and in-school support for professional learning, there is an obvious lack of systematic support, appropriate resourcing, clarity of role expectations and systematic support for school-based teacher educators. This lack of systemic resourcing and support is compounded by a school placement system which sees schools receiving students from many different courses and providers, thereby making the development of relationships, and sharing of understanding between schools and HEIs more challenging.

The whole exercise of developing a contextually appropriate framework for measuring quality in Scotland has illuminated the fact that there is not a shared understanding of the purpose of ITE. The link between how one might measure quality, and how one identifies or describes what constitutes quality ITE, is of crucial importance. The MQuITE data points to the need for more explicit conversation in the system about what we see as the purpose and expected outcomes of ITE and what pedagogical decisions we would take in order to achieve these desired outcomes.

Collaboration between the 11 university providers and GTC Scotland over the life of MQuITE has enabled a process of ongoing research and development, and individual universities found it particularly helpful to be able to interrogate their own data, and to compare that to the data as a whole. Comparison has also been made with international data, revealing that Scottish ITE is in a comparatively healthy position across the board.

While much of the news is good, conclusions also point to a number of areas requiring consideration and action, including: greater personalisation and choice in early phase professional learning; a more coherent early phase experience spanning ITE and induction; strengthened partnership between key stakeholders; investment in mentoring; and a need to develop and articulate shared understanding of the purpose of ITE and the pedagogical decisions that inform programmes. Finally, while the system-level health check reveals a positive picture, in order to enhance provision further there remains a need for ongoing empirical data drilling down more deeply into some of the aspects identified in this report.

LIST OF ABBREVIATIONS

BEd	Bachelor of Education
BERA	British Educational Research Association
GTCS	General Teaching Council for Scotland
HEI	Higher Education Institution
HEIBTE	Higher Education Institution-Based Teacher Educator
ITE	Initial Teacher Education
MQuITE	Measuring Quality in Initial Teacher Education
NGT	Nominal Group Technique
NSS	National Student Survey
OECD	Organisation for Economic Co-operation and Development
PGDE	Professional Graduate Diploma in Education
PISA	Programme for International Student Assessment
QAA	Quality Assurance Agency
SBTE	School-based Teacher Educator
SCDE	Scottish Council of Deans of Education
SPR	Standard for Provisional Registration
SPS	Student Placement System
SSLN	Scottish Survey of Literacy and Numeracy
TALIS	Teaching and Learning International Survey
TIS	Teacher Induction Scheme

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1. INTRODUCTION

The Measuring Quality in Initial Teacher Education (MQuITE) project involved academic and professional stakeholders in the development of a contextually appropriate means of measuring quality in initial teacher education in Scotland (see www.mquite.scot). The project ran for six years (tracking graduates over five years from 2018 to 2022) and involved co-investigators from all eleven Higher Education Institutions (HEIs) in Scotland that provide ITE, as well as GTC Scotland (see Appendix A for list of team members). As the professional body responsible for setting Professional Standards, and for accrediting all programmes of ITE, it was important that GTC Scotland played a central role in the project alongside the HEI providers of ITE. The project sought to address two research questions:

1. How can quality in ITE be measured in a Scottish, context-appropriate way?
2. What does this measuring tell us about aspects of quality in different ITE routes in Scotland?

From the outset, the team was clear that the project would not be used to set ITE providers in competition with one another, rather, the aim of the project was to find out more about features of ITE quality whilst simultaneously enhancing that quality through engagement with emerging findings. We therefore agreed that any findings reported publicly would be at system-level, i.e. ITE in Scotland. However, we also undertook to share institutional findings with colleagues in each institution, comparing them with the national system-level findings. This way, individual institutions could use the annual data to drill down into the nuance of their own provision, using that to deepen understanding and enhance provision on a rolling basis.

The project began with a literature review (Rauschenberger, Adams & Kennedy, 2017), which formed the basis of development of the MQuITE framework (see below and Kennedy, Beck & Shanks, 2021 for more detailed discussion of the approach). The framework shaped data collection which consisted of:

- A series of surveys in 2018: graduates (n=332); university-based teacher educators (n=150); and school-based teacher educators (n=229).
- An annual survey of 2018 and 2019 graduates in 2019, 2020, 2021 and 2022 (combining longitudinal and snapshot surveys of recent graduates)
- Focus group interviews with school leaders and teacher mentors in 2021 and 2022
- Focus group interview with local authority induction managers in 2023
- A small number of group and individual interviews with 2018 and 2019 graduates to support interpretation of survey findings.

MQuITE is the largest ITE study in Scotland to date, representing the views of 946 early career teachers from the 2018 and 2019 cohorts across 1414 individual survey responses. It remains a unique endeavour internationally, where such research tends to focus on either individual programme or institutional context, or largescale analyses of externally collected quality assurance data. The involvement of the 11 university providers and GTC Scotland as co-investigators is, as far as we are aware, a distinctive approach to exploring quality in ITE at a national system level.

While support for the 6-year project was agreed by Scottish Government in principle, funding was agreed and released on an annual basis. Unfortunately, the project coincided with a serious economic downturn, and while the core survey was funded each year, additional data collection was more limited than had been anticipated at the outset. In addition to financial support from Scottish Government, it should be noted that the Scottish Council of Deans of Education also supported additional staff time for the project team, and GTC Scotland supported through the sharing of publicly available information

and statistical data relating to the Register of Teachers, and through hosting the final in-person stakeholder conference.

In summary, through its various iterations, MQuITE has resulted in a comprehensive and multifaceted study contributing to our understanding of the quality of initial teacher education in Scotland. This report discusses the wealth of data generated in the project and suggestions for data collection tools that universities can use to build on this work, informing future efforts to articulate and improve the quality of teacher education in the country. Overall, the MQuITE project represents an important step forward in understanding the key factors that contribute to high-quality teacher education in Scotland.

2. BACKGROUND TO THE PROJECT

The need for the project was a result of several policy events that happened during the early-mid 2010s. The original project proposal outlines the key issue under investigation, setting it within an international context:

Initial teacher education (ITE) in Scotland has long enjoyed an international reputation of high quality, in part due to its degree status and its professional regulation through the General Teaching Council for Scotland (GTCS). ITE in Scotland has been fairly conservative and fairly consistent, with no plethora of routes as is the case in some countries elsewhere. However, since the publication of the Donaldson Report in 2011 and the Cabinet Secretary for Education's recent delivery plan for education (Scottish Government, 2016), the range of routes into teaching are being opened up, resulting in increasing diversity. This development is a response to a perceived need for both more teachers and for better quality teachers, particularly in relation to supporting the national aim of closing the poverty-related attainment gap. Importantly, however, we currently have no shared or consistent way of identifying or measuring quality of ITE in Scotland, and this project seeks to address that through a collaborative, sector-wide project. This project seeks to develop and implement a context-appropriate approach to measuring quality in initial teacher education. In seeking to measure quality of ITE we acknowledge that this cannot simply be done during, or on exit from, programmes of ITE, rather it requires a longer-term approach. We therefore seek, in the first instance, to follow a cohort of new teachers through their first five years in the profession.

The quality of initial teacher education programmes is a policy priority throughout the developed world, as governments increasingly see teacher quality as central to improving pupil attainment, and hence national performance. However, while improving teacher (and teacher education) quality is increasingly being prioritised, there is a paucity of research on effective, reliable and appropriate ways to do this. The majority of current research is US-based wherein approaches focus on correlations between individual teachers and pupil performance in standardised tests; the 'value-added' approach (Chetty et al., 2011). This approach would be neither feasible nor desirable in Scotland (Hulme & Kennedy, 2016); they result in a disproportionate negative impact on pupils from disadvantaged and minority backgrounds (Mangiante, 2011) and emphasise education that can be measured quantitatively, to the detriment of other aspects (Biesta, 2009). These concerns are shared by many other countries. In addition to supporting policy development here in Scotland, such research into measuring the quality of teacher education through other means would be a major contribution internationally, further supporting Scotland's leading reputation internationally in relation to teacher education.

(MQuITE Project Proposal, December 2016)

Specifically, the original proposal outlined a number of national challenges that suggested a need for empirical data on ITE quality:

In recent times there has been an unprecedented focus on improving the quality of teachers, and of teacher education. In 2010 the Scottish Government commissioned a review of teacher education: ('Teaching Scotland's Future', Donaldson, 2011). This report recommended 50 changes to teacher education from pre-entry to headship including the recommendation that 'In line with emerging developments across Scotland's universities, the traditional BEd degree should be phased out and replaced with degrees which combine in-depth academic study in areas beyond education with professional studies and development. These new degrees should involve staff and departments

beyond those in schools of education.' This recommendation, of all the Donaldson recommendations, arguably required the most significant re-deployment of resources. Duly, six of the eight Scottish providers of initial teacher education (ITE) designed new undergraduate (UG) degrees. Of the other two providers, the University of the Highlands and Islands currently only offers postgraduate ITE, while the University of Stirling already offered undergraduate ITE compliant with the Donaldson recommendation. The evidence base for this move, recommendation 11, is somewhat opaque however. Indeed, the report asserts that 'Overall, the evidence gathered by the Review, indicates that recently-qualified teachers, probationers and students are generally satisfied with their experience in initial teacher education and induction' (Donaldson, 2011, p. 34). Despite no formal evidence to support the changes, Donaldson (2011, p. 40) asserts that 'Degrees which concurrently combine significant academic study outwith education with rigorous professional development for teaching offer a more relevant way forward than the traditional BEd programmes'. In the 2016 intake, UG primary students will account for 710 of the 3230 ITE places in Scottish universities. Significantly, although these undergraduate primary programmes have undergone significant reform, Scottish ITE as a whole now has a more explicit emphasis on partnership between schools, local authorities and universities.

Subsequent to these Donaldson-related reforms, the Scottish Government has developed a National Improvement Framework of Education (Scottish Government, 2015) and, under the new Cabinet Secretary for Education and Skills, a delivery plan for education (Scottish Government, 2016). These documents provide a mandate for ITE providers to think more creatively about how their provision can meet a number of pertinent challenges. As such, the Cabinet Secretary recently called on university providers to consider how, as a sector, they could address the following priorities:

1. *Increased numbers of teachers in shortage subjects such as STEM and Home Economics*
2. *Teachers who can work between primary and secondary sectors to support the transition phase*
3. *Increased opportunities for specialism within the primary workforce, e.g. STEM and modern languages*
4. *PGDE and induction year combined more coherently, and potentially over a shorter timescale*
5. *Opportunities for teachers to complete a full Masters degree during ITE or the induction year*
6. *Increased availability of distance or work-based routes into teaching*
7. *Increased numbers of black and minority ethnic teachers, and of male teachers in the primary sector*
8. *Increased numbers of teachers able to teach through the medium of Gaelic*

On 1st December the Cabinet Secretary announced formally his Government's support for this innovative package of new routes, further diversifying the portfolio of ITE routes in Scotland, with a twin focus on producing both more, and better, teachers. This move provides even greater imperative to develop a Scottish approach to measuring the quality of ITE.

The Donaldson review reflects an international policy meta-narrative whereby 'the foundations of successful education lie in the quality of teachers' (2011, p. 2). While there is seeming international unanimity over the need to improve teacher education, there is less certainty about what constitutes quality teacher education and how best to measure it. In some parts of the world, including Scotland and the rest of the UK, there has been a lack of concerted focus on how to measure quality teacher education. In other places, notably the US, there has been a significant focus on correlating pupil attainment data to teacher performance. Unsurprisingly, here teacher preparation is seen as one significant variable in variations in teacher performance as measured via student attainment data. Such measures have come under increased scrutiny resulting in the controversially received National

Council on Teacher Quality's (NCTQ) annual review of teacher preparation programs. The publication of such reports, and associated rankings, illustrates how politically important teacher education has become. Wiseman (2012) argues that teacher educators and teacher education researchers need to better understand the interplay of policy development and teacher education curriculum development as 'in more cases than not, policy emerges quickly and without the benefit of research before or after mandated innovations are implemented' (p. 90). While her claim relates to the US, it clearly has resonance more widely. In Scotland, the conceptual and resource challenges faced by universities and partners in developing new forms of ITE have come without any firm plans to research their impact, and this proposal seeks to address that gap.

One thing agreed is that there is a lack of rigorous research into the impact of teacher education programmes on teacher quality (Wiseman, 2012; Fuller, 2014; BERA-RSA, 2014). Apart from the lack of investment into the development of a coherent body of research, there are also challenges to ensuring that measurements of quality are appropriate to the aims of teacher education in the first place; that such frameworks measure what is deemed important in particular contexts, and thus gain traction as dependable means of identifying quality rather than being rejected by the community as inappropriate or irrelevant. Clearly, measuring, or identifying, the impact of teacher education on teacher quality is not a straightforward task; there exist numerous ways in which this has been attempted and these provide several examples of how 'quality' might be understood. For example, in Scotland, assessment of programme quality has been done almost entirely at the input stage, through university and professional body (General Teaching Council for Scotland) accreditations. While universities, and individual programmes, carry out their own evaluation processes, these tend to rely on student satisfaction rather than any assessment of student quality in either academic or practice contexts. There have been no wholesale attempts at measuring quality at the output stage: the quality of teachers graduating from ITE programmes. While in some political and cultural contexts this might seem odd it is very much in keeping with the 'Scottish policy style' (Hulme and Kennedy, 2016) which values democracy and fairness, eschews the idea of elitism and the publication of league tables, and values working in collaborative and transparent ways. By developing a framework to measure quality we will create a valuable opportunity to conceptualise what is meant by quality across the sector, something that will inform university-led ITE design and development, but will also be able to inform GTCS SCOTLAND accreditation processes.

(MQuITE Project Proposal, December 2016)

2.1   Project management

Responsibility for running the project was shared between the two Co-Principal Investigators (PIs) and the Research Associate (RA). The PIs took responsibility for strategic direction, leading on much of the qualitative data analysis. The RA had responsibility for the day-to-day management of the survey and led the quantitative analysis.

Detailed plans for the year ahead were shared with Scottish Government, and subject to annual negotiation. While a six-year project had been agreed in principle, actual funding was agreed upon and disbursed on an annual basis. Unfortunately, due to the financial downturn, original plans (as outlined in the MQuITE framework) had to be scaled back somewhat.

A 'data highlights' report was shared with Scottish Government annually, providing an opportunity to discuss the interpretation of the data as well as to decide on any new priorities that should be added into the next year's survey. For example, in 2020 our data capture was at the start of the pandemic,

so we added the prompt 'Respond to new initiatives or changes (e.g. emergency remote teaching)?' to the group of efficacy questions that started with the stem: 'In your teaching generally, to what extent can you do the following.' In addition to these internal reports to the funder, a series of conference presentations, peer-reviewed journal articles and book chapters were produced on focused aspects of the project as it developed (see Appendix B and project website www.mquite.scot).

While most of the day-to-day business was carried out by the Principal Investigators and Research Associate, regular meetings were held with the whole team of Co-Investigators to engage in ongoing dialogue about findings and future plans. Some of these meetings were funded by the project but some were supported by the Scottish Council of Deans of Education as contribution in kind. SCDE and the participating universities were kept up to date with the project through presentations at the annual Scotland-wide ITE Self-Evaluation Event.

3. QUALITY IN INITIAL TEACHER EDUCATION

One of the first challenges for the MQuITE project was to consider what was meant by 'quality' in relation to ITE. The project literature review (Rauschenberger et al., 2017) concluded that there is no one way of understanding quality and that it is very much a context-dependent concept. Thus, we sought to understand how quality is, or could be, understood in the Scottish context, drawing on wider literature to help us to consider the range of possible perspectives that might inform our own quality framework.

Our literature review (Rauschenberger et al., 2017, p. 8) pointed to 'three distinct trends witnessed in the late twentieth century: (1) changing conceptions of how people learn and what they need to know in a knowledge economy, (2) increasingly diverse student populations and growing school inequality, and (3) unprecedented attention to teacher quality and accountability (Cochran-Smith and Villegas, 2015, p. 9).' These trends have coalesced to shine a spotlight on the quality of teacher education as a key means of addressing societal challenges and meeting national aspirations to be globally competitive.

The role of supra-national bodies such as the Organisation for Economic Cooperation and Development (OECD), with its Programme for International Student Attainment (PISA) have, as Goodwin (2020, p. 7) points out, 'initiated world-wide competitiveness to advance up the league tables, and an increasing focus on the teachers needed to train a skilled work force to ensure economic productivity.' This increased focus on enhancing the quality of teachers, and therefore of teacher education, is a global phenomenon supporting increasingly neoliberal models of teacher quality evaluation.

This neoliberal approach to (teacher) education is encapsulated by Sahlberg's (2015; 2016) work where he identifies five key reform principles that feed what he calls the *Global Education Reform Movement* (GERM), namely: 1) competition; 2) choice; 3) standardisation; 4) a focus on core subjects; and 5) high-stakes test-based accountability. Much of the work on teacher quality identified in the MQuITE literature review draws very heavily on GERM principles, for example the 'value-added measures' approach increasingly common in parts of the United States:

> Value-added measures (VAM), or modelling, link teachers to students' standardized tests scores, and their teaching effectiveness is measured through a statistical regression model. The regression model controls for additional factors (i.e., prior student achievement and student, family, and neighbourhood characteristics) to determine how much value-added learning a given teacher produces compared to a calculated "average" teacher. (Rauschenberger et al., 2017, 33)

In identifying quality in the Scottish context, it is therefore important that we retain a healthy vigilance to the GERM, ensuring that global trends are not inadvertently, or inappropriately, used in our own context.

3.1   Quality mechanisms in Scottish teacher education

An important place to start with identifying quality is to consider mechanisms that already exist in the system. In Scotland, all ITE is located in universities, organised within a partnership approach that seeks to utilise the experience, expertise, and will of many stakeholders. Indeed, this partnership approach is that which features most notably in current mechanisms to identify and illuminate ITE quality across the country. Those who 'work in ITE' might describe approaches to the preparation of

future teachers as embedded in collaboration, collegiality, and the recognition of the worth of all who contribute, but contemporary HEI structures and audit mechanisms often orient individual and institutional work through much more individualised performative measures.

Adams & McLennan (2021, p.647) provide the following overview of current quality mechanisms that govern, and seek to evaluate, quality in Scottish ITE:

> In Scotland, that the location for ITE is the Higher Education Institution (HEI) determines the ways in which quality is defined and identified. Indeed, there are many assurance (QA) mechanisms to 'robustly' ensure quality. Universities' quality frameworks are grounded in the quality code of the Quality Assurance Agency for Higher Education (UK Standing Committee for Quality Assessment (UKSCQA), 2018). These encompass quality enhancement, quality assurance and academic standards. A key aim in developing this is to support public confidence in the quality of Higher Education. Further, ITE courses comply with institution-wide policies from Enhancement Led Institutional Review (QAA Scotland, 2012) annual reporting to the funding body, the Scottish Funding Council, to responding to student-issues raised at Programme Boards (the mechanisms by which student work and well-being is held up for scrutiny). However, ITE, provides for an academic and professional qualification, and is subject to additional scrutiny by the General Teaching Council (Scotland) (General Teaching Council Scotland (GTCS),2012) and Education Scotland (ES) (Education Scotland, 2018). The GTCS has a formal role in programme accreditation and validation and ES issues requests which involve the submission of information about ITE quality. In 2017, The Depute First Minister (DFM) requested that a self-evaluation framework be developed in conjunction with HEIs (Education Scotland, 2018). It was established that aspects of ITE, not already evaluated by the HE framework would benefit. The focus was on ensuring that teachers could improve issues relating specifically to the school context such as Literacy, Numeracy, Health and Wellbeing and support further those with Additional Support Needs (ASN). It is anticipated that such calls will change, year on year, as new initiatives are introduced. What is notable here is that in Scotland, ITE quality is identified via partnership arrangements between government agencies, schools and universities. There are no 'external inspections'; rather data is gathered as part of the day-to-day drive to improve. This framework (Education Scotland, 2018) acknowledges, for example, that HEI partnerships need to look inwards, outwards and forwards when establishing quality.

Further, there exist UK-wide measures to determine quality which do not attune to the quality assurance mechanisms outlined above, for example, the National Student Survey (NSS, 2019) which drives university league tables. Such mechanisms supply a definition for 'quality' centred on the production of numerical value to both ensure and highlight good/bad quality. This 'numerification' acts as a container for both discussions about quality and discussions about worth. Numbers tell us facts; an objective way to apportion and determine worth. What is ignored here is the relationship between various social, cultural, historical, and political matters. Taken-for-granted assumptions underpinning the use of numeric referents can become transformed into something that marks out quality as objective fact. It should be remembered that such numerification is not in and of itself 'good' or 'bad'; rather, the ends to which such referents are held, and the hold they have over other forms of judgement, are the important concerns for ITE.

MQuITE was funded by the Scottish Government, who had and still have, a need and desire to be able to show quickly and intelligibly the state-of-play for ITE, accounting publicly for its quality, whilst simultaneously supporting structures that will lead to further development of ITE across the system. This positioning between performative and developmental functions requires a middle ground through which quality might be identified and articulated, and developmental needs discussed and

supported. The simple deployment of numerical referents is not, then, sufficient and the need for more nuanced data and interpretation follows on.

3.2   Quality at system or local level?

For Scotland to make progress in how it understands, approaches, maintains, and develops ITE quality at system-level, generic matters are important. Generic, nation-wide markers of ITE quality are readily visible through the requirements for students and newly qualified teachers to meet the GTC Scotland professional standards for both provisional and full registration. Further, in order to gain GTC Scotland accreditation, individual ITE programmes must meet the criteria laid out in both the *Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland* (GTC Scotland, 2019a) and the *Guidelines for Accreditation of Initial Teacher Education Programmes in Scotland* (GTC Scotland, 2019b). These documents dictate national requirements around matters such as entry qualifications, length of programme, time to be spent on 'professional placement', and inclusion of specified contemporary priorities such as Learning for Sustainability etc. These documents are regularly reviewed by GTC Scotland to take account of changes in school structures, social, cultural, and economic matters, and political priorities.

Such system-wide requirements may provide solace for policymakers, but do not necessarily provide for local solutions. How HEIs, local authorities and schools meet these requirements is not a given, and local 'reading' is thus required if ITE is to meet local needs within a nationally agreed framework. Nationally stipulated ITE policies acknowledge this through the fact that although HEI programmes must meet certain requirements, there is little prescription as to how this should be actioned locally. Partnership principles prevail here, or at least should prevail; as a mechanism to meet local need. There are some international jurisdictions that have adopted a very different approach and now require all students to have more or less the same experiences (cf. England), but Scotland has not adopted this approach. Any framework for measuring quality must therefore be able to take account of the existence of local approaches within a more generic national framework.

3.3   The relationship between quality and purpose

Student teachers in Scotland are assessed against the SPR, interpreted in line with current policy demands. For example, in the SPR students are required to 'demonstrate knowledge and understanding of principles of curriculum design and how these can be applied in context' (GTCS, 2021, p. 7), this does, while not stated explicitly, mean situating curriculum knowledge within the current Curriculum for Excellence policy. HEIs must, therefore, ensure that when students graduate, they understand and can work within current frameworks and approaches. It could, then, be argued that ITE is concerned with ensuring students 'fit' with current educational visions, trends, and approaches. They are required to understand how education 'works' in contemporary Scotland, and to be able to work within these structures and expectations. ITE in this sense serves a 'socialisation' (Biesta, 2009) purpose, and quality would therefore be identified as a student's capacity to understand and work within the current policies and practices.

Aligned with the need to ensure that newly qualified teachers 'fit' with the current system is the view that the key purpose of teacher education is to produce 'classroom ready' teachers; that is, teachers who can 'hit the ground running' and take on full class or timetable responsibility from day one. If this is deemed to be the key purpose of teacher education, then measures of quality would focus on

graduates being able to perform as a fully registered, experienced teacher would in any classroom. Yet in their chapter exploring the Australian *Action Now, Classroom Ready Teachers Report* (TEMAG, 2015), Buchanan & Schuck (2016, p. 7) ask the question 'classroom ready for which classroom?' They urge us to consider that quality teaching in one classroom context may look quite different in another context, even within one national jurisdiction, and therefore the notion that one could prepare a new teacher to 'hit the ground running' in any/every classroom in Scotland is at best ambitious. Further, the existence of the national Teacher Induction Scheme (or the alternative Flexible Route) which lead to full registration with GTC Scotland, clearly acknowledges that teachers graduating from ITE are not yet 'fully formed'.

So, while the classroom ready notion, however unrealistic, might be appealing in some respects, it would entail a restricted and prescriptive ITE curriculum. Yet social, cultural, and political debates are not static. While there may be some solidification of ideas and approaches that can persist for some time, eventually, these will be challenged, and change must occur. Part of the role of ITE, then, is to ensure that early career teachers both understand, and are prepared for, this need for change. 'Quality' ITE must therefore ensure that students are supported to teach both in the here-and-now and in an as yet unknown future.

The MQuITE literature review explored a number of different international quality framework models, providing an interesting perspective on the need to match articulation of quality with the underpinning purpose of the ITE programme or approach. The review suggests that:

> While the studies and measures profiled in this literature offer a variety of innovative ways in which one may conceptualise an ITE quality framework, it is worth considering early on whether one's framework would be best primarily guided by shared values (the Boston College Social Justice Model), professional standards (the Stanford STEP Model), or a particularly theoretical approach (the Australian SETE Spatial-based Research Design).

> (Rauschenberger et al., 2017, p. 72)

These quite different approaches, and the quality frameworks through which they were evaluated, illustrate clearly the point that different approaches to ITE serve different purposes. For us, this begs the question, is there one key, shared purpose for ITE in Scotland?

3.4   Measuring quality: proving or improving?

A fundamental question for the MQuITE project team was *why* are we seeking to measure ITE quality? Tensions in identifying an appropriate quality framework can therefore also be considered through the contrast between *proving* and *improving* practice. The former, favouring a performative approach, embeds principles of inspection, audit, control, and sanction that may encourage narrow foci for the range and scope of teachers' work (following the GERM principles). The latter focuses on identifying quality as part of an ongoing developmental and enhancement process, embracing reflection, collaboration and, potentially, measured risk-taking. It is important, however, not to see proving and improving as mutually exclusive, and in many ways the existence of professional standards stands as a good example of a framework that can serve both purposes of proving and improving in that they can be used both to 'measure' competence and to support professional growth.

Ultimately, while our consideration of 'quality' in ITE does not provide a clear answer to how it might best be measured, the debate does serve to underscore our commitment to ensuring that the MQuITE framework would be as contextually appropriate as it possibly could be:

> While we cannot ignore the global hype around effective ITE, we can take a step back and respond to it in a contextually appropriate way, challenging the dominant neoliberal reform narrative. We believe that in order to create a contextually appropriate measure of quality, we must understand our own context rather than simply respond defensively to the global 'crisis in ITE' metanarrative
>
> (Kennedy, Beck & Shanks, 2020, p. 9)

Section summary

Quality is an international matter, often tied to educational orientations governed by performance-driven measures and features.

Quality in ITE is internationally debated. For some, this can be identified by seeming correlations between the exam performance of children and young people, and ITE route, in effect, a technocratic endeavour.

Such mechanisms might offer solace to politicians and others who desire to see numerical uplift.

ITE should concern itself with more than just numerical correlation between input and output.

ITE must engage with historical, contemporary, and future orientations.

Although it is often difficult for ITE students to effect significant change for the future, if their initial education only concerns itself with the here-and-now, then they will be ill-equipped to move with changing times.

The MQuITE project is committed to developing and using a contextually appropriate framework for measuring quality

4. METHODOLOGY

4.1   The MQuITE framework

The MQuITE framework formed the basis of the methodological design. In designing the framework, the project team was very well aware of the global push to enhance the quality of teacher education and a corresponding push to 'measure' this performatively. Many of the attempts to measure quality in ITE that surfaced in the literature review (Rasuschenberger, Adams & Kennedy, 2017) were based on correlating programmes with the standardised test scores of pupils taught by programme graduates. For many reasons, not least the fact that this approach serves to further disadvantage pupils traditionally underserved by schooling (Magiante, 2011) we rejected this approach as not being contextually appropriate for Scotland. Instead, we sought to draw on lessons from the international literature whilst at the same time adapting ideas to fit the social, political, cultural and historical context in Scotland – a process we referred to as 'Scotification'. Following a process of individual and group engagement with ideas in the literature review (see Kennedy, Beck & Shanks, 2021 for further detail), we created a framework adapted from the work of Feuer et al. (2013). Our framework (see Appendix B) comprises eight components:

1. Partnership
2. Admissions, recruitment and retention
3. Programme design
4. Practicum/fieldwork
5. Teacher educators
6. Initial destinations
7. Post-registration
8. Institutional context

Listed against these eight components are a number of 'related specific dimensions' which helped us to identify appropriate data collection tools. Essentially, our framework is, we believe, unique in international terms, being developed by a multi-stakeholder team, drawing on international literature, but adapted to the contemporary national context.

MQuITE was designed to be developmental in nature, securing a sound base for the study of quality in ITE in its initial phases and then testing this in subsequent years. It recognised the context of Scotland's ITE being conservative and consistent across university providers, even with the increased diversity of provision following the Donaldson (2011) report and the delivery plan for ITE (Scottish Government, 2016). These reports identified national priorities around curriculum areas of responsibility for all teachers, a shared responsibility for all teachers to be involved in developing early career teachers, and attention to key shared values such as narrowing the poverty-related attainment gap. Thus, study design explicitly rejected a 'value added' model as neither feasible nor desirable (Hulme & Kennedy, 2016). Likewise, we were conscious that any study 'measuring' quality could feed into the detrimental quantification of educational outcomes (Biesta, 2009), so we would need to be cognisant of the implications drawn from common measures when reporting any comparisons.

4.2   Developing areas of focus for the graduate survey

Fuller (2014) notes a lack of research explicitly addressing the impact of ITE on teacher outcomes. Studies such as the now discontinued Scottish Survey of Literacy and Numeracy (SSLN) offered some insight into teachers' generally positive self-evaluations of their literacy and numeracy teaching

abilities, while Donaldson (2011) reported general satisfaction with ITE among student and early career teachers. Attempts to track change over time are even rarer and typically rely on cohort-level changes, such that SSLN showed a slight decline in ratings in its final years and the National Student Survey (NSS) shows considerable fluctuations in overall satisfaction with education programmes from year to year. Elsewhere, the OECD's Teaching and Learning International Study (TALIS) asks for self-evaluation on a range of teacher efficacies but does not ask for evaluation of how effective teachers are in different curriculum areas, just asking instead which subjects were covered in their ITE.

The first MQuITE graduate survey (Appendix D) therefore asked for self-evaluation of teachers' preparedness to teach in the range of Curriculum for Excellence subject areas. There were also general satisfaction ratings about school-based and university-based aspects of the programme, including around general climate, preparedness to meet GTCS Scotland standards, and desirability of teaching as a profession and medium-term career intentions. Since this was the first survey, it also asked about competence and confidence to see if these were synonymous with preparedness or if there was value in exploring the nuance. There were also free-text prompts around the best and worst features of students' ITE experiences to help assess if other topics should be included in future iterations of the survey. Demographic information was requested to explore potential differences based on age, sex, ethnicity, and home language. Programme titles and university of study were also collected, though subject specialisms were not. The survey was administered online through Jisc surveys, with each HEI co-investigator responsible for recruitment in their own institution.

The intention to follow the 2018 graduating cohort through five years would require substantial commitment from participants to stay engaged with the project, particularly as they moved jobs and contact details changed. The bid proposal set an attrition trigger of 10%, hence the next iteration of the MQuITE survey included 2019 graduates as well as a general GTCS Scotland mailshot to 2018 and 2019 graduates who may have not participated in the direct institutional recruitment. This version of the survey (Appendix E) kept all the same questions, adding a checkbox for whether respondents had experience teaching different curriculum areas while in school. This was in response to free-text comments from the 2018 survey suggesting that this may have been a variable experience. It also added questions equivalent to the OECD's TALIS survey around teacher efficacy and professional learning needs as well as very similar questions around preparedness to MQuITE v1, but amended to the same four-point responses options as TALIS to make international comparisons easier. Questions were also adapted from the US Beginning Teacher Longitudinal Study (BTLS) (https://nces.ed.gov/surveys/btls/questionnaires.asp). While TALIS publishes its data and so facilitates comparisons, BTLS does not and so was used more for ideas for questions which are useful in a longitudinal design (BTLS followed a similar multi-phase methodology, revising its tools through five 'waves' from 2007 to 2012). This included a question asking respondents to look back on what topics were included on their ITE and judge how useful they had since found this input. To the BTLS list, MQuITE v2 added some prompts suited to the Scottish context around practitioner enquiry, BGE, and social justice. Career intentions prompts from the first survey were also supplemented with BTLS prompts, asking new teachers to reflect on their decision to become a teacher and which specific life events may change their career plans.

All these questions from TALIS and BTLS were added as an optional 'part 2' to the 2019 survey (Appendix E) so as not to overburden respondents and risk not collecting responses to the main questions of interest. Over 60% of respondents continued through to complete both parts of this survey, giving encouragement that some questions could be added to the core questions in future versions of the survey without risking too much survey fatigue. Questions were consolidated in 2020 in v3 (Appendix F) as some questions were merged and response options were made more

consistent, although in general it was decided to simplify comparisons between years by keeping phrasing as consistent as possible. Where similar questions were asked between earlier MQuITE versions and BTLS, BTLS phrasing was generally favoured as these seemed better suited to the reflective prompts of a longitudinal study. Thus, statistical comparisons in responses between the years were still possible (e.g. if ratings of preparedness or efficacy had increased), but v3 also had questions that asked respondents to look back over several years or to reflect on any changes.

In 2020, the project moved with the Principal Investigator and Research Associate from the University of Edinburgh to the University of Strathclyde. This coincided with additional participant recruitment when Queen Margaret University and Edinburgh Napier University produced the first graduates from their new ITE programmes. Strathclyde also had access to more advanced survey tools and the shift from Jisc Surveys to Qualtrics gave advanced filtering, piping, and pre-populating options. One key benefit of this was letting participants check their earlier information and overwrite with new details. Pre-populating was helpful in updating contacts as many participants had originally given university or induction-year school email addresses, which had since expired. In addition to general data cleaning, this also helped to link previous surveys and allow for more longitudinal comparisons. Pre-populated fields also sped up the responses since participants no longer had to select their university, sector, programme name, or many other routine details as well as hiding irrelevant sections (e.g. not showing primary school questions to secondary teachers) so more of the previous 'part 2' questions were added to make v4 into a single survey (Appendix G). Regrouping of prompts helped to present items as a 'battery', so it was convenient to add or change questions as our focus shifted based on analysis at each stage and discussion of results at team meetings, with the Scottish Government funder and at conferences. This was a key advantage in March 2020, where the survey could be quickly adapted to add a prompt about emergency remote teaching to the efficacy questions. At that time, it was unclear whether COVID-19 would have any impact on teachers so it was helpful to be able to add a question which would enable simple comparisons with other demands on teachers without needing to add a section to the survey that might turn out to be irrelevant. The surprise finding – that efficacy in emergency remote teaching was rated higher than any other area of teacher efficacy – combined with the growing seriousness of the pandemic, inspired a separately funded focus group study (Carver and Shanks, 2021).

The 2021 version (Appendix G) started to look more at outcomes by asking if respondents had completed induction and met the GTC Scotland Standard for Full Registration. More questions asked respondents to look back on how their ITE had prepared them for the induction year and for teaching more generally, and included some questions based on the idea that the induction year could be seen as part of ITE. Similar questions were combined, some response options that were not selected in previous years were removed, with the aim of making the survey easier to navigate and complete. While preserving the order of questions as much as possible to limit priming effects, some movement was made where prompts were phrased similarly so as to present a more coherent experience for respondents. Free-text comments were also greatly reduced, reflecting the limited research capacity to make fair use of such rich data.

In its final iteration, the 2022 survey (Appendix H) was again streamlined. Some prompts from the efficacy battery were removed, making room for more prompts suggested at conferences, team meetings and Scottish Government funder discussions around social justice and diversity. Some of the prompts asking participants to look back on their ITE were removed as this was now several years on. Questions on career intention were also reduced following reflections on measures of teacher retention (Carver, 2021) and discussion in focus groups that some of the BTLS options did not resonate with our teachers (e.g. around seeking other employment or waiting for particular benefits

or life events). This final iteration of the survey was intended to bridge from the original design of MQuITE's graduate survey as a 'general health check' to something more diagnostic, facilitating reflection on which items could be useful in a self-audit tool in the future.

At each stage of reporting, descriptive statistics were discussed in the project team and with stakeholder groups such as Scottish Government and Education Scotland. We were keen to avoid making comparisons between institutions (see section 4.6 on ethics), so presented personalised data at each HEI where they could see how responses from their own graduates compared with mean scores from all other institutions combined. The overwhelming narrative in these events was how little was different between institutions, giving another reason to avoid comparisons or ranking between institutions. As we sought more in-depth analysis and presented at academic conferences, we made more use of inferential statistics (Kendall's and Pearson's correlations, t-tests, and ANOVA), with exploratory factor analysis looking for scales in the various response batteries. We also recruited an expert in longitudinal analysis to look for key outcomes where we had data spanning several years, modelling various outcomes using path analysis in MEMORE. Some insights were added for different attrition predictors (Jones & Carver, 2022), but the number of respondents with complete response years did not allow for much more depth.

4.3 Survey response and attrition

ITE graduates were recruited in two waves: 2018 (n=332) and 2019 (n=229), plus a further sampling in 2020 of graduates from new programmes at Edinburgh Napier University (n=5) and Queen Margaret University (n=13). By way of context, the QMU respondents formed 76% of the total population in that first year. Additional email recruitment from GTC Scotland targeted graduates from 2018 and 2019 who had not responded to the original survey. While this meant that there was not always an 'on graduation' response, participation was boosted to a total of 946 (2018 graduates, n=594; 2019 graduates, n=286; unspecified but in the target range, n=66), from a potential population of around 8,000 graduates from 2018 and 2019 combined. Across five years of the survey, 1414 responses were gathered. This puts the overall response rate at around 12%, although it is unlikely that all 8,000 new graduates received invitations to participate. Completion of surveys across all five years of data collection was very rare (n=16), and only around half of participants completed more than one survey. This high attrition rate can be partly explained by participants registering with their university or school email addresses and therefore not being contacted for subsequent phases as these accounts were disabled or abandoned (only 48% of participants had a valid email after their first year of participation). However, it must also be acknowledged that maintaining strong relationships with participants across five years was challenging given limited resources, even before the pandemic. There may also be a general loss of interest in reporting on ITE experiences as teachers advance through their careers or leave the profession and no longer see relevance of the survey. Numbers of responses across all five stages are summarised in the table below:

SURVEY	RESPONSES
2018 WAVE 1	332
2019 WAVE 2	196
2020 QMU	13
2020 NAPIER	5
GTCS MAILER (2018 AND 2019 GRADUATES)	84
2019 RESPONSES (FROM 332 ELIGIBLE)	225
2020 RESPONSES (FROM 612 ELIGIBLE)	204
2021 RESPONSES (FROM 630 ELIGIBLE)	197
2022 RESPONSES (FROM 630 ELIGIBLE)	158

Table 4.1 Numbers of survey responses.

4.4   Teacher educator surveys

Alongside the longitudinal surveys of ITE graduates, school-based and HEI-based teacher educators were surveyed in 2018. School and HEI staff were allowed to self-identify as whether they supported student teachers or induction year teachers, and the surveys did not limit responses to particular named roles.

The survey of HEI-based teacher educators asked for several demographic variables, including gender, age, ethnicity, and place of work. It also asked about the teacher educators' initial teacher education (ITE) qualification and where they studied, their GTC Scotland registration status/eligibility, highest qualification, contract type, experience supporting ITE students in school, time spent on ITE programmes, and the kind of work they did on ITE programmes. In addition to these demographic questions, the survey used adjectival rating scales and open question types, including free text, to ask about their informal and formal professional learning regarding supporting student teachers, desire for more professional learning, views about partnerships with schools, selection and assessment of ITE students, quality of university and school placement experiences, general quality of ITE, and free-text comments about areas of higher and lower preparedness of new teachers.

The survey for school-based teacher educators likewise started with questions about various demographic variables, including gender, age, and ethnicity. The survey also included questions about the educators' ITE qualifications, their highest academic qualification, and the type of post they held. The survey used a mixture of rating scales and open-ended questions to explore the educators' experience and competence in mentoring student teachers, as well as their professional development needs related to mentoring. It included questions about the educators' involvement in the selection, development, and evaluation of ITE programmes with their HEI. It also used rating scales to ask about the level of partnership between schools and HEIs in delivering ITE programmes, the support provided by the local authority to school-based teacher educators, and the educators' knowledge of the requirements of school placements. The survey used rating scales to explore the educators' perceptions of the usefulness of the Standard for Provisional Registration in supporting student teacher learning, their confidence in assessing students against the standard, and their involvement in contributing to the final assessment of students on placement. The survey also included open-ended questions asking for comments on how assessment on placement might be improved and the overall quality of placement/site-based experiences. The survey asked for the educators' perceptions of the preparedness of ITE graduates to take up posts as beginning teachers, with free text comments to elicit their beliefs about the areas where ITE graduates are well-prepared or less well-prepared. The survey also used rating scales to explore the educators' perceptions of the morale and outlook of student teachers, teachers in schools, and university staff. Due to the question types, analysis used

descriptive statistics to make comparisons between university-based and school-based teacher educators, with no use of inferential statistics.

4.5   Focus group interviews

Early plans included holding focus group interviews with new graduates, but this proved problematic as they did not tend to return to their HEI for any significant length of time following school placements, and were therefore logistically not possible. This initial plan was therefore adapted into individual interviews, during which early analysis of the survey data was shared to elicit their views and feedback. Findings from these interviews fed into team discussions and planning, rather than being treated as data in their own right.

While the bulk of the project data were derived from the annual cohort survey (in large part due to financial constraints), the team acknowledged that this perception data from new graduates would be enhanced by the inclusion of the views of other stakeholders. We already had early survey data from school- and HEI-based teacher educators, but in addition to that we carried out data collection with school mentors and leaders and with local authority probation managers towards the latter part of the project, as follows:

- In 2022 we carried out 4 nominal group technique (NGT) sessions with 14 school-based mentors and leaders. NGT is a highly structured group activity which gathers and prioritises responses to a single prompt. The prompt we used was 'What do you think about the quality of ITE in Scotland?' We used a standard four-phase NGT format for the sessions: silent idea generation, round robin sharing of responses, item clarification, ranking (each participant voting for their top five priorities from the combined list of responses) (see Kennedy & Clinton, 2009, for overview of NGT process applied in the teacher development context). A key benefit of the NGT approach is that it levels out group dynamics by limiting the influence of dominant voices, it also records the data as part of the process and provides both range and strength of view from the group. This part of the data collection plan was, however, impacted by COVID lockdowns, and so we adapted what is usually an in-person activity into an online version. This had advantages for the team as it meant we could easily try out the activity ourselves, recording the session so that each facilitator had access to the recording for the purpose of upskilling and ensuring consistency of application. The Research Associate took responsibility for managing the online recording and ranking, while different members of the team acted as facilitators. All data were recorded live as part of the NGT sessions, and analysis was conducted both within and across the four groups, using the same procedure as outlined in Kennedy & Clinton (2009). This procedure involved thematic analysis (Braun & Clarke, 2006) of the whole range of data, that is all 53 statements that were recorded in response to the stimulus question across all four groups. Statements were initially coded and then themes generated from the emerging codes.
- In early 2023 we carried out three online traditional focus group interviews with local authority probation managers, organised through GTCS Scotland as part of their regular meetings of this group. Three groups were facilitated simultaneously, comprising 18 participants in total (meaning that over half of Scotland's 32 local authorities were represented). We used the same prompt as we had used for the NGT sessions: 'What do you think about the quality of ITE in Scotland?' Focus groups were facilitated by each of the Principal Investigators and the Research Associate and were recorded and transcribed. The transcriptions were analysed using an inductive thematic approach where themes emerged from the data, rather than being subjected to a prescribed framework or set of categories.

4.6   Ethics

Ethical approval was gained from the Principal Investigator's university on an annual basis and shared with the whole team via the shared document drive. The project complied with the British Educational Research Association's (BERA) Ethical Guidelines for Educational Research in ensuring that informed consent was gained from all participants; that the purpose of the study and associated data collection was transparent; that participants were aware of their right to withdraw; that anonymity was ensured; and that all data were stored securely. In addition to these general ethical protocols, the MQuITE team agreed at the outset that no data relating to individual programmes or institutions would be reported in the public domain, thus ensuring that a 'league table' of providers could not be established; something believed to be detrimental to the collegiate approach of the project, and of the teacher education sector more widely. Discussion and approval of the annual research plan with Scottish Government colleagues ensured that the funder had good awareness of data collection methods.

5. FINDINGS AND DISCUSSION

5.1 Cohort survey

This section presents data from the ITE graduate cohort surveys and is divided into several sub-sections, each focusing on a different aspect of the data. The first sub-section, 5.1.1, examines the preparedness ratings of graduating teachers in the broader curriculum for primary-trained teachers and the different levels of study within a specialism for secondary-trained teachers (areas of responsibility for all are addressed in the self-efficacy questions). This sub-section provides an overview of how well-prepared graduating teachers feel in these areas, including how these vary little over time. The second sub-section, 5.1.2, focuses on self-efficacy ratings, which measure teachers' confidence in their ability to perform various tasks related to teaching. This sub-section examines how confident graduating teachers feel in their ability to perform various tasks, such as managing student behaviour, delivering instruction, and assessing student learning. 5.1.3, explores graduating teachers' professional learning needs. This sub-section provides an overview of the areas where graduating teachers feel they need more professional development, such as teaching in multicultural/multilingual settings and teaching students with additional support needs. It also discusses some of the caution needed in interpreting professional learning needs as a measure of ITE quality, although this is most evident in the later sub-section on international comparisons.

The fourth sub-section, 5.1.4, examines career intention statements, arguing that these may be more helpful as measures of ITE quality than traditional measures of attrition and retention which are more limited to informing workforce planning. This sub-section provides an overview of the percentage of graduating teachers who plan to pursue further study, stay in the profession, or leave the profession, suggesting that we may wish to distinguish between teaching and the broader 'education profession' when considering graduate outcomes. Following these overviews of the main response sections of the cohort surveys, the fifth sub-section, 5.1.5, compares the results of the cohort survey across different sectors, namely undergraduate/postgraduate programme routes and primary/secondary. This sub-section examines any differences or similarities in the responses between these different sectors, again noting that there are far more similarities than differences. Finally, 5.1.6 uses data from the TALIS survey to compare the results of the cohort survey with international data. This sub-section provides an overview of how well-prepared graduating teachers in Scotland feel compared to their counterparts in other countries, helping to contextualise what a 'good' score might look like rather than relying on less contextualised interpretation of whether ratings are positive or negative.

5.1.1   Preparedness and confidence

On a 1-5 scale, where 1 represents 'not at all prepared' and 5 indicates 'very prepared', participants provided ratings. In the case of secondary education, the survey prompt asked about preparedness in the initial survey but changed to confidence ratings for the 2019-2022 surveys, requesting respondents to indicate their current level of confidence at different curriculum levels/phases. While there may be some impact of this change in wording, it was intended to avoid any confusion by asking about preparation so many years after graduation. Mean scores for each of the five curriculum levels (BGE, National 4, National 5, Higher, Advanced Higher) across the five study years (2018-2022) are presented in the table below:

Secondary phase/level	2018 (n=232)	2019 (n=119)	2020 (n=73)	2021 (n=80)	2022 (n=50)
BGE	4.29	4.58	4.42	4.56	4.42
National 4	3.53	4.24	4.01	4.10	4.25
National 5	3.53	4.25	4.26	4.38	4.51
Higher	2.66	3.05	3.18	3.54	3.55
Advanced Higher	1.76	2.03	2.03	2.43	2.52

Table 5.1 Secondary graduates' confidence to teach at different levels

A few general patterns can be observed. Preparedness and confidence decrease at the more advanced levels, which could be explained by the additional subject knowledge demands or reduced opportunities to experience such high-stakes classes during school placements or in the early career phase. The generally higher ratings for National 5 than National 4 would support the latter interpretation, that confidence largely relates to the opportunity to experience classes. Confidence also grows throughout the early career across all curriculum levels, although the gap between confidence teaching in BGE and teaching Advanced Higher level still persists even four years into the career, narrowing only slightly.

Primary teachers were not asked about preparedness/confidence for different stages of school, nor did we ask about transition or dual-qualified teachers (e.g. University of Edinburgh's MSc Transformative Learning and Teaching). Instead, we asked about the range of Curriculum for Excellence areas, using the same categories as in policy documents. On reflection, more granularity would have been helpful in focusing on any particular issues in music, drama, art, specific languages, EAL, etc. The trend over the five years of the study shows some variation across subjects and time. For instance, confidence in expressive arts started in 2018 at 3.44, decreased slightly in 2019 to 3.21, and then increased in 2020 to 3.49, before decreasing again in 2021 to 3.40 and in 2022 to 3.22. In contrast, confidence in social studies started in 2018 at 3.52 and increased each year to reach a peak of 4.05 in 2020, before decreasing slightly to 4.00 in 2021 and further to 3.77 in 2022. While this variation makes it difficult to draw strong conclusions about trends, the results suggest that teacher confidence varies across subjects and over time, although these differences tend to be slight.

Subject	2018 (n=218)	2019 (n=112)	2020 (n=93)	2021 (n=94)	2022 (n=66)
Expressive arts	3.44	3.21	3.49	3.40	3.22
Languages	2.86	2.64	2.84	2.94	2.88
PE	3.37	3.07	3.08	3.26	3.22
Technologies	3.00	3.17	3.49	3.38	3.30
RME	2.98	3.24	3.33	3.41	3.26
Sciences	3.26	3.23	3.38	3.62	3.39
Social studies	3.52	3.83	4.05	4.00	3.77

Table 5.2 Primary graduates' confidence to teach curricular areas

Asking about the range of subjects fit with the context of recent curriculum reforms and stakeholder interest in the amount of time spent on different curricular areas during ITE. However, asking about preparedness in subject areas tends not to be a feature of international research, where teachers are asked more about a range of skills and abilities across the board rather than in specific subject domains. To add some element of comparability, we therefore included a battery of questions on teacher efficacies.

5.1.2 Efficacy

Comparisons across the five years of the cohort survey are presented in the table below. Some items were added in later years and so are not available for the full range of data. Means are given below where 1=not at all, 4=a lot, sorted from highest to lowest overall mean.

Efficacy ratings	On grad.	End of induct.	Y1 post-induct.	Y2 post-induct.	Y3 post-induct.
Teach literacy	N/A	3.41	3.37	3.38	3.35
Provide alternative explanations	3.33	3.30	3.42	3.35	3.36
Make expectations clear	3.32	3.35	3.32	3.30	3.46
Teach health and wellbeing	N/A	3.41	3.35	3.28	3.20
Get pupils to believe they can do well	3.25	3.26	3.33	3.26	3.28
Teach numeracy	N/A	3.50	3.20	3.23	3.19
Challenge discrimination	N/A	3.27	3.24	3.20	3.12
Adopt inclusive pedagogies	N/A	3.36	3.24	3.19	3.21
Use ICT	3.13	3.07	3.21	3.18	3.09
Vary pedagogical strategies	3.12	3.16	3.13	3.13	3.09
Promote race equality	N/A	N/A	N/A	3.13	3.03
Teach to the UNCRC aims	N/A	N/A	N/A	3.12	2.99
Provide pastoral support	N/A	3.00	3.04	3.12	3.06
Get pupils to follow rules	3.08	3.09	3.14	3.11	3.11
Assess pupils	2.98	3.12	3.11	3.10	3.22
Craft questions	3.08	3.05	3.12	3.08	3.00
Promote social justice	N/A	3.27	3.18	3.06	3.12
Get pupils to value learning	3.10	3.11	3.12	3.01	3.08
Calm disruptive pupils	2.90	2.95	2.97	2.95	3.09
Manage pupil behaviour	2.83	2.88	2.91	2.95	3.05
Promote LGBTQI+ equality	N/A	N/A	N/A	2.94	2.80
Respond to new initiatives or sudden change	N/A	3.64	3.36	2.91	2.80
Make sense of social movements	N/A	N/A	N/A	2.85	2.72
Support pupils' critical thinking	2.94	2.87	2.90	2.81	2.80
Motivate pupils with low interest	2.87	2.83	2.83	2.66	2.74
Use blended/flipped approaches	N/A	N/A	N/A	2.58	2.42
Take on leadership roles	N/A	2.45	2.50	2.31	2.53

Table 5.3 Teacher efficacy items

Comparisons between different efficacy scales rely on reliability testing. This meant that several 1-4 ratings could be combined into a single score, enabling a wider array of statistical tests to look at differences based on demographics or programme features of interest. Factor analysis showed responses clustering around five scales or 'components'. First was termed 'classroom management' (control classroom behaviour, get students to follow rules, calm a disruptive student, make expectations around behaviour clear, motivate students who show low interest). This component also included, with a slightly weaker but still statistically significant association, getting students to believe they could do well in school, possibly hinting towards the more progressive approaches to classroom management. However, the motivation item seemed a better fit (both logically and statistically)

within a different grouping: Provide an alternative explanation for example when students are confused, use a variety of assessment strategies, help your students value learning, get students to believe they can do well in school work, craft good questions for your students, help students think critically, and vary instructional strategies. The focus on diverse strategies and flexibility suggested this component be named 'engaging and inclusive teaching'.

The items support pupils in making sense of contemporary social movements (e.g. LGBTQI+, BLM, climate strike), promote race equality, challenge discrimination, teach in line with the aims of the UNCRC; and promote social justice were grouped together as 'diversity and equity'. Another component included teach health and wellbeing, teach literacy, and teach numeracy, which was straightforward to name as 'areas of responsibility for all'. The most problematic component comprised three items: Take on leadership roles in your school, respond to new initiatives or changes (e.g. changes to assessment regime, curriculum reform), and teach using blended or flipped approaches. These were named 'reflexivity and agility' based on the focus group discussions of these and similar items in Carver and Shanks (2021).

Using these scales simplifies the reporting across the five years of the study, as shown in the table below, as well as allowing for a greater range of testing for differences based on independent variables.

Efficacy scale	On grad.	End of induct.	Y1 post-induct.	Y2 post-induct.	Y3 post-induct.
Diversity and equity	n/a	3.30	3.22	3.07	3.00
Areas of responsibility for all	n/a	3.45	3.31	3.30	3.25
Reflexivity and agility	n/a	3.06	3.02	2.75	2.71
Engaging and inclusive teaching	3.11	3.12	3.16	3.11	3.12
Classroom management	3.00	3.02	3.03	2.99	3.09

Table 5.4 Teacher efficacy components

Based on the available data, it appears that the issue of 'practice shock' may not exist. Although there is a possibility of sampling bias, the differences between teachers' self-assessed abilities at each stage of their early career are small. This suggests that both initial teacher education and the induction year are functioning effectively without any notable shortcomings or areas requiring improvement, with every measure well above what would be considered the threshold for a positive response (2.5). For example, the largest difference observed in any year-on-year comparison is only 0.27, which occurred during the survey conducted amid the Covid-19 pandemic. However, it is worth noting that the lack of change over time in teachers' self-assessed professional learning raises questions about whether teachers view their efficacy as fixed or if they adjust their self-expectations as they progress through their career stages.

5.1.3   *Professional learning needs*
To complement the self-efficacy ratings, the survey also included TALIS items that focused on professional learning needs, with additional items relevant to the Scottish context. It's important to note that this is a measure of need, so lower numbers are considered more desirable as they indicate lower levels of need. Therefore, it is expected that the numbers generally decrease as needs are met. However, new responsibilities or career aspirations following the end of induction could lead to an

increase in the level of need. Despite this, there is only a weak negative relationship between efficacy ratings and professional learning needs.

	On grad.	End of induct.	Y1 post-induct.	Y2 post-induct.	Y3 post-induct.
Reflective practice	N/A	1.77	1.73	1.61	1.70
Communication skills	N/A	1.82	1.57	1.63	1.66
Teaching broad general education	N/A	1.82	1.86	1.69	1.79
Practitioner enquiry	N/A	1.77	1.79	1.81	1.81
Planning	N/A	1.77	1.99	1.81	1.82
Social justice	N/A	2.00	1.98	1.89	1.92
Knowledge of the curriculum	2.24	2.07	2.05	1.97	1.87
Child development	N/A	2.00	1.99	1.99	1.96
Subject knowledge	2.26	2.10	2.06	1.99	1.94
General pedagogy	N/A	1.91	2.11	2.05	2.11
Student assessment practices	2.52	2.34	2.25	2.07	2.10
Student behaviour and classroom management	2.62	2.47	2.29	2.23	2.19
Motivation	N/A	2.32	2.33	2.26	2.24
Teaching cross-curricular skills	2.38	2.37	2.28	2.30	2.17
Pedagogical competencies in specific subjects	2.36	2.26	2.41	2.31	2.28
Approaches to individualised learning	2.68	2.72	2.46	2.36	2.34
Teaching students with additional support needs	2.91	2.95	2.61	2.53	2.57
Teaching in a multicultural or multilingual setting	2.85	2.74	2.58	2.55	2.65

Table 5.6 Professional learning needs

As a result, this measure may be more useful as a self-evaluation tool for ITE providers to reflect on the balance of focus in their programme rather than indicating any specific topics that are being overlooked. While a score of 1 indicates no current need and a score of 4 indicates a high level of current need, it may not be appropriate to use professional learning need as a rankable measure, as is shown in the later section on international comparisons. Therefore, this measure should be interpreted with caution and as one part of a larger evaluation of the balance of topics in ITE programmes and how concepts such as classroom-readiness are considered.

As with efficacy ratings, we see that the largest difference is again rather small (0.34), with no differences being statistically significant across the three years. Hence, we can conclude that professional learning need is fairly stable across the early career phase, with the highest (though still moderate) level of need being teaching in multicultural/multilingual settings and teaching students with additional support needs.

5.1.4   Career intention

One of the most common uses of retention figures is to help policymakers estimate the numbers and types of available teachers to determine the allocation of training places, incentives for new or serving teachers, and related policies around class size or teacher workload. However, using traditional measures of attrition, retention, or wastage to judge the quality of ITE has its limitations, as they tend to see teacher supply at the system level rather than considering what they tell us about the needs and desires of individual teachers. For instance, the 'wastage rate' measure, which counts any teacher not in the national state-funded school sector (except for short-term or maternity leave) as 'wasted,' can be problematic. This is because it views the value of ITE provision solely in terms of how well it serves the state-school system, rather than considering the value that it may have to individual teachers. Similarly, the binary categorisation of whether a teacher is in a state-funded mainstream classroom, which is the basis of attrition measures, also fails to consider the needs and desires of individual teachers.

Moreover, retention measures tend to assume that teaching is a traditional 'job for life,' creating a questionable interpretation that there must be a negative reason for teachers leaving the profession before retirement. The problem with such an assumption is that it does not recognise that some teachers may be leaving the profession for positive reasons, such as pursuing other career opportunities or reaching vocational maturity. As a result, career intentions and choice satisfaction ratings are presented as a more suitable measure from which to make inferences about the quality of ITE, as explained in Carver (2021). The starting point for this approach is to seek a context-suitable measure of the proportion of teachers who could be deemed to be putting their ITE to good use. This measure follows the rationale that the Scottish Government funds Higher Education as a general social good rather than for the supply of specific professions, and so may not be a suitable measure in 'fees with some bursaries' systems such as England.

Career intentions and choice satisfaction are intended to provide a clearer indication of what individual teachers plan to do with their ITE qualification, and how well their qualification has equipped them for their chosen career path. For programme evaluation, they can help to identify the features of ITE that are most likely to lead to fulfilling and rewarding careers for teachers. These measures may also serve a similar function to attrition statistics for policy-makers to better understand the factors that influence teachers' decisions to stay in the profession. At the very least, these measures have the advantage of being able to be asked before a teacher has decided to leave, where there is still a chance to do something about it.

First, responses to the prompt "Select all options where you can see yourself if five years" are presented below.

Intention	On grad.	End of induct.	Y1 post-induct.	Y2 post-induct.	Y3 post-induct.
a) Class/subject teacher in Scotland	72%	67%	63%	52%	57%
b) Middle leader	35%	33%	37%	29%	43%
c) Not teaching at all	7%	9%	10%	7%	11%
d) Teaching outwith Scotland	23%	18%	16%	7%	11%
e) Working in further or higher education	7%	8%	7%	7%	8%
f) Working in education but not teaching	11%	12%	11%	10%	10%
g) Studying for, or having achieved, a Master's Degree in Education	32%	24%	23%	21%	20%

Table 5.7 Career intention

Looking at the headline measure, we can see that the mythical 50% attrition (Sprigade, 2015) might be plausible in the sample of teachers two years after induction (i.e. 3 years after their ITE programme). However, this was conducted during the covid crisis, and responses improved in the following year. Nevertheless, there is a general downward trend, which is perhaps overly optimistic giving a sample bias for those who are still in the profession. It is also significant that almost 30% of new teachers surveyed on graduation did not see themselves as teaching in a mainstream school in Scotland five years later, calling into question what teachers themselves see as the purpose of ITE. Response (c) is also of interest, showing a consistently low number of teachers expecting to be out of the teaching profession (broadly defined) completely. Similarly, the high level of interest in further study suggests strong engagement with the profession in the longer-term.

To aid interpretation, we also asked new graduates an overall choice satisfaction question, phrased as "If you could go back to the start of university and start over, would you…" with a five-point response scale from 1='certainly would not become a teacher' to 5='certainly would become a teacher'. Responses are presented below.

	On grad.	End of induct.	Y1 post-induct.	Y2 post-induct.	Y3 post-induct.
Career choice satisfaction	4.53	4.07	4.04	4.09	3.93

Table 5.8 Career satisfaction

As with career intention, we observe a drop-off during the induction year and then very little change over time, even with the impact of COVID. Read alongside the career intention results, this suggests strong overall satisfaction with the decision to become a teacher even if teachers do not intend to remain in traditional teaching roles in the medium-term.

5.1.5 Sector comparisons

Changes across the cohort as a whole were minor, and mostly within the margin of error, but looking at the distribution of ratings by sector (primary or secondary) and degree type (undergraduate or postgraduate) can suggest some broad differences in programme features. T-tests were computed for comparisons between means for career choice satisfaction and the five efficacy scales, while chi-squared tests were used for comparisons between dichotomous measures (i.e. career intention). Based on 5% significance levels, no statistically significant differences were found based on undergraduate vs. postgraduate programme type. In each case where there is a statistically significant difference (i.e. not including behaviour management efficacy or the career satisfaction/intention items), we can see that efficacy rates are reported higher in the secondary teachers than for primary teachers (2022 means are shown below as illustration). However, the main finding here is possibly the lack of difference between routes and sector on most measures.

Measure	Primary mean	Secondary mean
Diversity and equity efficacy	2.89	3.20
Areas of responsibility for all efficacy	3.11	3.46
Reflexivity and agility efficacy	2.62	2.87
Engaging and inclusive teaching efficacy	3.05	3.23

Table 5.9 Sector comparisons in efficacy components

5.1.6 International benchmarking

In all of these analyses, we have treated the results as showing positive ratings if the mean responses is positive – i.e. above 3 on a 5-point scale and above 2.5 on a 4-point scale. However, international comparisons can help to add some nuance to this. When we filtered the OECD's most recent TALIS data (2018) to teachers of an equivalent career phase (within 5 years of qualification, n=5484 primary, n=3485 secondary), we can offer the mean ± SD for some of the measures. The intention here is that being above this range indicates a strongly positive sentiment and below a strongly negative sentiment. Being more than two SDs away from the mean in either direction would generally be considered an outlier, so would be interpreted as a distinguishing feature of the responses.

Measure	*TALIS Primary mean ± SD*	*TALIS Secondary mean ± SD*
Professional development needs	2.44±.71	2.35±.72
Efficacy scales	3.34±.47	3.25±.49

Table 5.10 TALIS means and standard deviations for professional development needs and efficacy

For example, an efficacy rating from a primary teacher between 2.87 and 3.81 would be considered within the normal range of responses in TALIS. The TALIS dataset is freely available to tailor such comparisons (e.g. to make the comparisons against similar education systems, or against top-performing PISA countries). For instance, using the OECD means, we can make the following comparisons with the MQuITE responses:

Measure	TALIS Primary mean ± SD	MQuITE Primary mean	TALIS Secondary mean ± SD	MQuITE Secondary mean
Professional development needs	2.44±.71	2.12±.58	2.35±.72	1.96±.50
Efficacy scales	3.34±.47	2.94±.55	3.25±.49	3.19±.35

Table 5.11 TALIS and MQuITE means and standard deviations for professional development needs and efficacy

In comparing our MQuITE sample to the international reference group, TALIS, we find that the two groups are broadly comparable across both professional development needs and efficacy scales. However, there are some differences in score and distribution that could merit further research.

For professional development needs, the TALIS Primary mean is slightly higher than the MQuITE Primary mean, and a similar trend is observed in the secondary level. In terms of efficacy scales, the TALIS Primary mean is also higher than the MQuITE Primary mean, while the TALIS Secondary mean is just marginally higher than the MQuITE Secondary mean. It's worth noting that these differences in means are within one standard deviation, suggesting a degree of similarity between the groups.

While the groups appear broadly comparable, the observed differences in score and distribution could be of interest for further investigation. To better understand these differences and their statistical significance, additional analyses such as t-tests or ANOVA could be employed. In conclusion, based on the provided data, our MQuITE sample is generally similar to the TALIS reference group, but exploring the observed differences in greater depth might reveal more nuanced insights.

Key messages

Secondary teachers feel more prepared at lower levels; providing additional support (e.g. team teaching) for advanced levels through school placements or early career can enhance preparedness.

Teacher confidence varies across subjects and is highest in areas of responsibility for all; targeted professional development in areas with lower confidence, such as expressive arts and languages, can strengthen overall preparedness.

New teachers exhibit high and stable self-assessed efficacy in five key areas: diversity and equity, areas of responsibility for all, reflexivity and agility, engaging and inclusive teaching, and classroom management. Since there are no cohort level shortcomings, ongoing professional development should allow individual choice.

Professional learning needs remain stable across the early career phase, with the highest need in teaching diverse student populations. We should also develop more nuanced measures of professional learning need.

Career intentions and choice satisfaction ratings offer better insight into ITE quality than traditional measures of attrition. Teachers' satisfaction with the profession more broadly remains stable, suggesting overall satisfaction with the decision to become a teacher, even if they do not intend to stay in traditional classroom-based roles long-term.

Both undergraduate and postgraduate programmes provide comparable outcomes in terms of efficacy and career satisfaction, with minor differences between primary and secondary teachers; ITE providers should continue to support students in choosing suitable routes.

International benchmarking reveals that ITE outcomes in Scotland are in line with comparable OECD countries and slightly above the OECD mean, adding context for interpreting results.

5.2 School-based teacher educator survey

The 2018 school-based teacher educator (SBTE) survey (Appendix I) invited responses from school leaders and mentors involved in the support and assessment of ITE students and probationers in Scottish schools. It generated 229 responses, from a mixture of senior management (29%), middle management (19%), main grade teachers (45%) and others (7%). 29% of respondents identified as male, 70% as female and 1% preferred not to say. Nursery/primary (46%) and secondary (50%) sectors were relatively evenly represented. When asked what ITE qualification respondents held, 91% indicated that they had carried out their own ITE in Scotland:
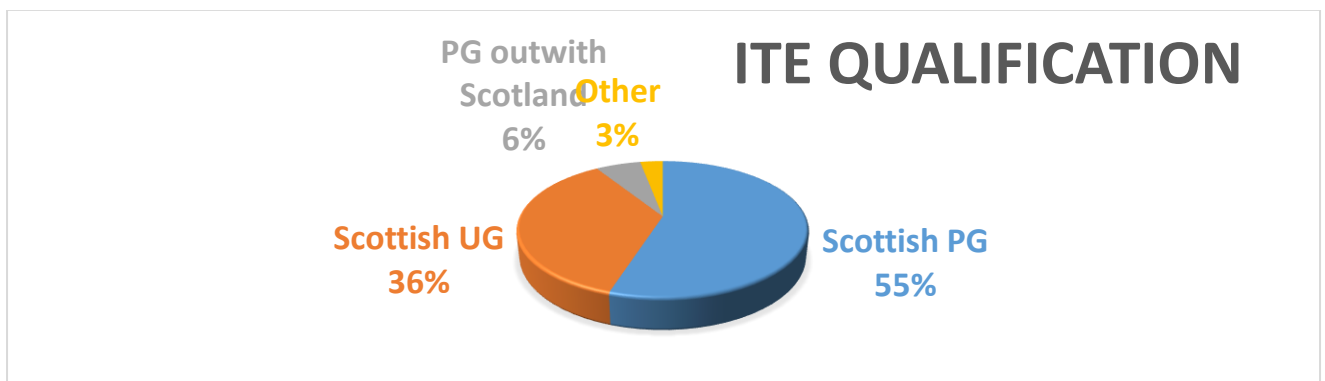
Fig. 5.1 ITE qualifications of school-based teacher educators

This is particularly interesting when we think about the range of experiences that mentors and those managing student and probationer learning in schools will have had as early career teachers themselves. Assuming that the representativeness of this sample reflects the wider population, this means that the pool of mentors in Scottish schools is incredibly homogenous, with these mentors drawing on their own very similar experiences of ITE. Thus, there arguably exists limited capacity for alternative understandings of learning to teach, and therefore limited diversity in how early career teachers are supported in their learning.

In interpreting the survey responses, we were conscious of the recommendation in the Donaldson Report that 'All teacher should see themselves as teacher educators, and should be trained in mentoring' (Donaldson, 2011, p. 73). We were keen therefore, to ascertain the extent to which this recommendation had been enacted, as well as to explore wider perspectives on SBTEs views on the quality of ITE and their role in that endeavour. Data analysis revealed five key themes: 1) views on practicum and its organisation; 2) the 'Standard for Provisional Registration' (SPR), observation and assessment; 3) time and expectations; 4) concerns about variable quality; and 5) suggestions for the future.

Views on practicum and its organisation

The data revealed pleas from SBTEs for organisational alignment of placement length and timings, suggesting a lack of understanding of the potentially different pedagogical strategies underpinning different ITE programmes which might necessitate different patterns of placements. For example, one respondent wrote: "It is VERY, VERY [sic] troublesome that placement dates vary to the extent that they do… Please get together and agree consistent dates for each course – surely it can't be that difficult to do this", while another commented that "There is no rhyme nor reason with placements in terms of timing, length, or focus." These comments suggest a lack of shared understanding between school and university-based partners, where such underpinning pedagogical rationales are not discussed as part of partnership working.

This idea of a lack of shared pedagogical understanding (in terms of the pedagogy of ITE), is also apparent in comments such as SBTEs not wanting student teachers to be able to "pull a 'good crit' out of the bag". This view of the tutor visit as purely a snapshot assessment of performance is something that belies the complexities of the multifarious purposes of tutor visits to students on placements.

However, what the survey data did reveal, we think for the first time, is just how complex the placing of students is for schools. The survey asked, 'From which university/universities do you support student teachers?' Table X. below shows the significant overlap here, and the complexities of demands for schools to familiarise themselves with the requirements of sometimes multiple different HEI providers. For example, of the 45 respondents who indicated that they supported students from the University of Aberdeen, 29% of these also supported students from University of Dundee, 27% of them supported students from University of Edinburgh, 13% from University of Glasgow, and so on. As well as being demanding in terms of course familiarisation, the picture revealed here suggests that multiple relationships are having to be built up, making deep partnership working quite a significant challenge.

	Aberdeen	Dundee	Edinburgh	Glasgow	Highlands and Islands	Royal Conservatoire	Stirling	Strathclyde	West of Scotland
Total responses	45	26	112	91	8	7	46	98	44
Also Aberdeen		50%	11%	7%	50%	29%	13%	3%	7%
Also Dundee	29%		13%	10%	38%	14%	17%	6%	5%
Also Edinburgh	27%	54%		38%	0%	86%	65%	42%	20%
Also Glasgow	13%	35%	31%		25%	100%	61%	66%	80%
Also Highlands & Isl.	9%	12%	0%	2%		0%	2%	2%	5%
Also Royal Cons.	4%	4%	5%	8%	0%		11%	6%	9%
Also Stirling	13%	31%	27%	31%	13%	71%		31%	18%
Also Strathclyde	7%	23%	37%	71%	25%	86%	65%		68%
Also West of Scotland	7%	8%	8%	38%	25%	57%	17%	31%	

Table 5.12 Universities from which schools support students

The 'Standard for Provisional Registration' (SPR), observation and assessment

Many of the responses focused on SBTEs' use and understanding of the SPR in relation to their mentoring roles, with a commonly referenced sense that it does not focus on "what really matters' in the classroom". Indeed, there was a general belief that the one-off observation (tutor visit) was the only assessment of professional competence, leading to a concern about a perceived lack of rigour in placement assessment across the board. Tensions between the respective power of the university and school-based partners was highlighted, with some respondents mentioning contradictory assessment decisions: "[universities have] a desire to pass students who are struggling". There was a common feeling that the teacher's/school's views is given less weight: "the universities often overrule the schools". However, despite strong views about the respective weighting given to school vis-à-vis university assessment judgements, there were strong views that there are insufficient university tutor

observations – suggesting reliance on such visits. There clearly exist strong and yet at times contradictory views around the relative roles of school and university partners in terms of placement assessment, again suggesting a lack of shared understanding about underpinning purpose and each other's expertise in this context.

Time and expectations

Despite protestations (as outlined above) that university staff hold the balance of power in school-based student learning, survey respondents felt that too much work/responsibility is laid on the shoulders of classroom teachers: "Class teachers are often committed to other classes and unable to provide support [to student]" and "Please don't put any more onto the class teachers". In interpreting these comments, it is also important to acknowledge the wider workload context of teachers, and not to see this as purely an ITE/induction year 'problem'. If we genuinely believe that a partnership approach to early phase teacher education is the way ahead, then there need to be other ways to organise the system to enable this (see Kennedy & Bell, 2022).

In addition to workload concerns, some respondents also mentioned expectations in terms of what a SBTE, or teacher mentor, needs to know, acknowledging that not all teachers are well-prepared for this role, for example: "Teachers need to be more confident in being honest with students", "Many school mentors have clearly never read the placement guides sent to them." and "Too much is expected of class teachers who often have no experience or understanding of the mentoring role." Interestingly, these comments about teachers not being sufficiently well prepared for the role seemed to be about 'other' teachers – no respondents wrote specifically about themselves as being unprepared.

A final theme around expectations was in relation to what respondents believed the university should have done before students go on placement, with a sense from some respondents that universities haven't taught 'the basics' before students arrive in schools. This relates back to the issue of pedagogical design in ITE programmes, and ultimately what we believe ITE should do. Comments about 'the basics' (which means, for example, being able to write a lesson plan), point to a conception of ITE as being about producing what might be termed 'classroom ready teachers' – teachers who can 'hit the ground running' and know the rules and routines of teaching. An alternative conception would be to consider ITE as a route to producing beginning teachers, who know enough about the rules of teaching, but who also know how to continue their own professional learning, and, importantly, to be able to identify what they need to learn in order to be effective in their particular work context. These two conceptions necessarily imply slightly different ways of learning during the early phase, and the data in this survey suggest that communication between school and university colleagues about fundamental purpose, and therefore pedagogical processes, are not sufficient to be able to build up a deep and shared understanding.

Concerns about variable quality

Several of the free-text comments expressed concern about consistency of experience, relating to: the quality of mentoring; the quality of university tutors; and variation in university requirements and paperwork. One respondent remarked that "there appears to be no quality control of the teachers

with whom the students are placed", indicating concern about consistency of mentoring quality between and within schools (although it should be noted that all such comments that were suggestive of a lack of mentoring capacity seemed to refer to 'other' teachers, rather than to the respondents themselves). This same concern was also expressed in relation to university tutors: "The biggest variation amongst ITE institutions is in the quality of the students' mentors in university: some are very poor, others excellent. And while this respondent felt tutor quality to be the biggest source of variation, others highlighted variation in university documentation, with one respondent saying "it would be good to have a streamlined approach across ITE providers". It is perhaps unsurprising, however, that respondents perceived considerable variation in the quality of both school-based and university-based support as there exists no national system of support, education or requirements for those involved in teacher education.

Suggestions for the future

Several of the free-text comments contained suggestions for the future, including issues around partnership, placements and the work of mentors.

In terms of partnership, there were many comments which called for closer working between school and university staff, going beyond simply meeting on the day of the observed visit. This view fits with the earlier reported data around the mismatch between school and university colleagues' views of the extent to which there is already genuine partnership: university teacher educators believed there to be much greater partnership, probably based on their existing good relationships with local authority and selected school colleagues, yet there is no way that every single teacher who mentors would have that quality of relationship with university staff. This suggests some more fundamental consideration of what activities might be undertaken in the name of partnership.

There were many, sometimes conflicting, views expressed about what could be done differently with placements, with several respondents suggesting a need for more university tutor visits, although another desired "more weight given to the judgements and observations of teaching staff". Some wanted to see "unannounced" tutor visits, in part to discourage "one-off showcase lessons", while others wanted to see a more developmental emphasis during the visit., with "more emphasis on professional dialogue with school mentors and students". Several wanted more specific guidance on exactly what the student should cover on placement, while others expressed a desire for the placement to be much more clearly led by the individual student's particular development needs. 'Paperwork' was another area where some conflicting suggestions were made with some respondents asking for "stronger exemplars of paperwork and standards of planning required by the university", but others suggesting "less emphasis on the paperwork required would be valuable, give the extra time over to practical experience and lesson planning".

There were some mixed messages about the need for further training/education in supporting students on placement: when asked if they themselves felt they would benefit from further professional development/learning in mentoring at this point in their careers, 42.3% said yes, or yes, very much (see fig x below), with over 80% of respondents indicating that they felt competent or very competent in the mentoring role (despite only 69% saying that they were experienced or very experienced in mentoring student teachers (Fig. X):
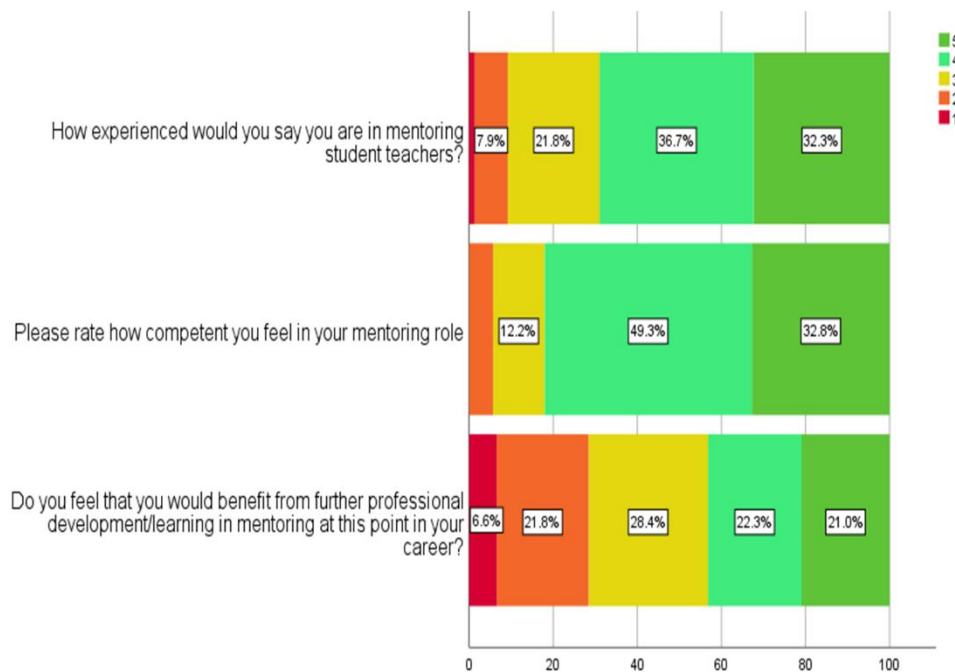
Fig. 5.2 Mentor experience, competence and professional learning needs

These responses reveal some mixed messages about level of experience v. competence but are even more interesting when laid alongside the free-text comments which very clearly indicated that 'other' teachers needed to be better 'trained' in mentoring: "too much is expected of class teachers who often have no experience or understanding of the mentoring role."

Key messages

There's a lack of shared understanding between school and university partners of the pedagogical principles underpinning different ITE programmes.

Tension exists around perceived power imbalance between school and university-based staff in terms of placement assessment, yet SBTEs still want more 'tutor visits'. There's a need to interrogate across partnerships what the purpose of a 'tutor visit' might be, and what respective role school and university staff should play in relation to assessment, according to their own specific areas of expertise.

Respondents perceive there to be a lack of consistency in both quality (of mentors and university tutors) and university placement requirements.

A wide range of suggestions were made for the future of placement, indicating no one clear view of the underpinning pedagogical principles of this element of ITE.

There was a very clear desire for greater partnership working, in particular for more and deeper dialogue between school and university during placement.

There is some contradiction over the extent to which school-based teacher educators need greater training/education in the mentoring role.

5.3   HEI-based teacher educator survey

The 2018 HEI-based teacher educator (HEIBTE) survey (Appendix J) invited responses from those who identified as contributing to ITE at an HEI in Scotland. The survey asked for such self-identification as it is difficult to define what is exactly meant by an HEI member of staff who contributes to ITE. For example, one person might identify as an HEIBTE as they contribute to a few hours on a programme each year, while another person may not so identify with the same level of input. There is no official register or definition of those identified as a HEIBTE; indeed, even someone who contributes quite frequently to ITE, may not identify as a teacher educator.

The survey generated 150 responses, from across the range of universities involved in the project at that time:

	Frequency	Percent
Aberdeen	14	9.3
Dundee	32	21.3
Edinburgh	28	18.7
Glasgow	20	13.3
Highlands and Islands	8	5.3
Royal Conservatoire	2	1.3
Stirling	5	3.3
Strathclyde	22	14.7
West of Scotland	19	12.7
Total	150	100.0

Table 5.13 HEI-based teacher educators' home universities

It should be here noted that only nine HEIs were involved in this survey; Queen Margaret and Edinburgh Napier Universities were not, at this point, offering ITE.

Given the caveat noted above concerning the identification of an HEIBTE, two points emerge from the above demographics. First, those engaged in ITE in HEIs present as a somewhat homogenous group. Most identify as female, white, British and are in older in age. While the latter might be less problematic due to the need for ITE tutors in HEIs to have an appropriate level of experience, the former do indicate that the ITE landscape across Scottish HEI-tutors is less diverse. Second, a significant majority of respondents undertook their ITE in Scotland. Although it cannot be surmised that post-ITE qualification Scottish-educated teachers only teach in Scotland, the propensity for Scottish HEIBTE to identify as Scottish is of note. We can question, therefore, how diverse a range of experience HEITBTE can draw upon.

Scottish ITE prides itself on engaging in significant partnerships between all actors and organisations that can and might contribute. Such a position was endorsed by the Donaldson Report (2011); in fact, recommendations therein noted the richness that exists across universities in supporting student and beginning teachers. To this end, the survey identified several key themes: 1) the role for the HEI-tutor

while student teachers are undertaking placement; 2) holism and the need for joint working; and 3) matters of power and control.

The role for the HEI-tutor while student teachers are undertaking placement

One clear matter raised by respondents concerned the ways in which HEI-tutors engaged with observations of student-teachers. That feature of Scottish ITE, 'the Crit' was questioned by many for its efficacy in assisting student teachers to advance. Such one-off observations were not commented on favourably as a mechanism to ensure quality support and development. As one respondent stated, "The practice of 'observing' lessons is unrealistic in the sense that it only gives tutors a snapshot of what is actually going on." There was a clear note from respondents that while they valued working with others to support emerging teachers, this was best exemplified through all being an embedded part of student ITE experience. As indicated above, school-based teacher educators were of similar mind. Indeed, HEIBTEs noted that when placement has input from and collaboration between HEI tutors and school staff, decisions are more appropriate. Joint observations that lead to joint summative reports were noted as positive features for the system and are seen as beneficial for student teachers, the school-based mentor, and the university tutor.

"We assess in partnership with the school which means that we don't observe one isolated lesson from our own perspective. We observe with the teacher and consider the standards together when we allocate a grade."

This desire for further collaboration is a recurring theme but should come as no surprise given the centrality of partnership resulting from Donaldson; clearer joint working, embedded in collaborative mechanisms, was marked as beneficial for all: "I believe more moderation activity would help ensure parity of tutor expectations and student feedback."

Holism and the need for joint working

The above theme was not only stated in partnership terms. Holistic, informative, and informal processes were noted as central to ITE. Respondents noted a tendency towards a desire to place students at the heart of the ITE process within transparent systems.

"I think it is vital that students feel a sense of ownership and involvement in the assessment process. It should be as authentic as possible in terms of supporting them to be critically reflective and self-evaluative career-long."

For HEIBTEs the ideas of partnership and holism extended beyond just placement experiences and were seen as obvious desirable features for the system in its entirety. Closer, collaborative ties were seen as beneficial; however, no respondent stated what this collaboration might look like. HEIBTEs, when responding in such terms, seemed to prefer collaborative ways of working between HEIs and schools/LAs, achieved through dialogue and working practices that positioned school staff within the university-based parts of programmes, not simply as participants, but as genuine partners/peers. This said, many noted frustration in the ways in which ITE and the education system in general seem unreceptive to either funding ITE adequately or supporting school-based teacher mentors to

undertake their roles. As one respondent noted, "currently, schools are understaffed, under-funded and experiencing high pressure." However, respondents also highlighted that mentoring a student-teacher is not something that anyone can do. There was a sense of frustration conveyed in the perception that some school-based mentors appear not to adequately understand the need for high quality support for student teachers, that some do not understand the level at which students will be at during placement, or that at times the expectations of the school are inappropriately set. These perceptions suggest a lack of shared understanding across the partnership.

Power and control

Speaking to partnership aspects, HEIBTEs noted that in many instances, student teachers seem disempowered. Indeed, the Student Placement System (SPS) itself was source of frustration for some, in that HEIs and schools have little, if any, control over the allocation of students to schools.

Respondents also highlighted that when mentors are appropriately educated, trained, and informed, many issues that emerge can be forestalled or prevented. Even though the Scottish Government (2019) identified possible pathways for teacher careers, there was no mention of school-based teacher educators. Here, and once again in terms of placement and partnership working, although systemic change was not identified, the need to articulate clearer roles and responsibilities between organisations and individuals would greatly benefit student teachers. It should be noted, however, that in terms of partnership working, there were challenges to be resolved. On the one hand, HEIBTEs identified collaborative styles of partnership as key, but also noted that role distinctions between various actors still remain.

While respondents noted a desire to develop partnership, power imbalances seemed to circulate between the two sites of HEI and school. Further, there was not real indication, other than increasing knowledge and knowledge sharing, as to how partnership, or placements, might be managed differently.

Despite the caveats above, there was sincere praise for and recognition of the ongoing good work, of mentors in schools. As one HEIBTE noted, "I meet many committed, caring teachers who are invested in the growth of the student. They are wise and coach students with a good balance of encouragement and sound advice", with another opining that some mentors "…go above and beyond the call of duty to support their students' professional learning."

Some respondents were keen to extol the virtues of partnership working that impact beyond placement and which open and significantly expand dialogue between themselves and others in the ITE process. Such power-sharing and joint responsibility centres on '…the intentional and careful construction of new placement roles and responsibilities, which disrupted the traditional placement triad of the student teacher, the school-based mentor and the university supervisor' (Grudnoff, Haigh & Mackisack, 2017). The data here note a desire to reorient partnership to bring all together in a shared endeavour from a position of equal status. Noted, though, was an expressed need for teachers to understand and accept their responsibilities as ITE mentors. No sense was evident that this lack of ability was prevalent across SBTEs; rather, HEIBTEs noted that good work is in the ascendency, but also that some mentors should not be in role. Identifying teachers as lacking was by no means the

norm. What was highlighted were the ways schools are currently configured, staffed, and funded and the subsequent impact this has on the time and wherewithal of school-based teacher educators.

HEIBTEs views on graduating students

Respondents' free-text responses clearly highlighted areas where HEIBTEs feel student teachers excel. As many HEI-based tutors do not work intensively with students in school classrooms, it is not surprising that most comments relate to general aspects of being a teacher and are closely related to theory. A clear majority were adamant that ITE prepares students well to understand their wider role as a teachers. Aspects such as "…dealing with the challenges of being a teacher, in planning, preparation, delivery and reflection", and understanding "…of policy and implications, the reflective and self-evaluative aspects of being a professional" came to the fore. One respondent was lengthy in their reply here:

"Particular strengths are the values that the students have developed and exhibited over the programme, embracing Learning for Sustainability and social justice. They have a sound grasp of the practices of the Local Authority for whom they are most likely to work and they have a strong sense of belonging, which is likely to help them to maintain their place in the profession. They are well equipped in the practicalities of teaching, such as planning, assessing and record-keeping, and have a clear grasp of the evidence base for good practice. They are highly reflective, enquiring practitioners, looking to find the best ways to meet all their pupils' needs."

Respondents highlighted how student teachers, upon graduating from their courses, have "…an overall readiness for teaching; they are prepared in terms of the professional expectations." The general tenor here was one of preparing student-teachers for 'being a teacher'; not the finished article, but rather individuals aware of their responsibilities and the expectations to be placed upon them. The focus, as identified, is towards those aspects of teaching that are, perhaps, less easily referenced in the classroom, but are, nonetheless, essential to understanding professionalism, professional action, and how this relates to different classrooms, children, and young people, as well as teachers' wider roles across the school. Certainly, criticality, critical thinking, sustainability, and social justice were themes widely referenced as important to the work of teachers, and things that HEIBTEs believe they do particularly well.

A question was also asked concerning what aspects students are less well prepared for than they should be. In answer, HEIBTEs mostly noted that upon exit, graduates are not necessarily prepared for day-to-day elements of classroom practice, such as planning, assessment, and teaching and learning strategies for some subjects. Whereas above, respondents noted that newly qualified teachers have good knowledge and skills to teach literacy and numeracy, this should come as no surprise given the emphasis placed upon these by government. Some subjects, which might command less time on primary courses, such as music, PE, and art, were mentioned as areas for future development. Similarly, classroom management was raised by some as an area of further need, as was meeting the needs of children and young people defined as having additional support needs (ASN). Some of these relate to general aspects of 'being a teacher', such as ASN, but others are more specific to identifiable roles and expectations, such as planning and behaviour management. As one respondent noted though, "understanding how the system works … [is]… only really developed with prolonged exposure

to the practice field." There was a general appreciation that HEIs do what they do well, but that other areas are difficult to support during the HEI phase of ITE due to a lack of extended time in the field.

Suggestions for the future

The final question on the survey asked HEIBTEs to provide any other comments they had about the quality of ITE in Scotland. Some answers spoke to specific provision in identified universities; for confidentiality, these comments, when shared here, are anonymised. However, most spoke to ITE in general.

Many comments related to how ITE is configured in HEIs and between them and local authorities. In the first instance, comments here noted tensions in ITE being in the academy. The sense of frustration shared by many related to the ways in which ITE, as a professionally oriented course, is seen when set against other HEI disciplines. Respondents here noted that while HEIs often desire to hold ITE provision, judgements were often made by HEI senior leadership that were incommensurate with the juxtaposition between ITE and education research, and ITE practice, that is, elements of ITE that do not automatically fit within frameworks such as the Research Excellence Framework, and research excellence foci, and modularity required by HEIs.

"Education departments within universities are pulled between the demands of the profession and the demands of the university. I think we are yet to find a comfortable identity within this conflicted space."

"I think we do pretty well under the circumstances. I do think that often university structures struggle to accommodate ITE programmes because they are not funded as vocational programmes like medicine - nor are they considered of equally high status - nor do they fit in to the 'standard' degree structure and this can be problematic."

Further, of note were comments that bemoaned the lack of permanent staff working in ITE, and a concomitant shift to employing part-time or sessional staff who, although possibly willing, are unable to realistically contribute to ITE as a research-informed activity.

"I am concerned that quality may decline if more and more seconded staff and the staffing turnaround that accompanies this system impacts on research-led, research-integrated university experiences. Issues, also of the reduced number of full-time, permanent staff being afforded little time for research and therefore limited inquiry and development in important areas which will in turn have consequences for future teacher education."

"However, the loss of experienced University staff (e.g. through voluntary redundancy) and the extensive use of guaranteed hours staff is to the detriment of ITE quality (while there is undoubtedly a place for e.g. seconded teachers, PhD students etc in ITE, at present there is a lack of continuity for students and sometimes a lack of expertise)."

A second theme emerging relates to that already discussed above: school-based mentoring. In a similar vein to comments above concerning both the role for school-based partners and the focus they have, comments here added to the sense that while partnership, in theory, is an excellent idea, systemic matters sometimes contribute to an 'us and them' approach where that undertaken in the HEI does not sit comfortably with that required in school, "I still fear that there remains a culture of 'this is what you do in uni, now forget it and do it this way in the classroom.'" This was seen as vital in the drive to both signal to students the importance of both elements of their ITE experience, but also to offer seamless opportunities to integrate theory and practice.

"Students seem to struggle to see links between learning in university and learning in schools; they generally seem to prefer school-based experiences. However, the quality of those experiences appear to be extremely varied and students do not necessarily realise that. There needs to be stronger partnership between ITE and schools so that there is a better understanding of what each group of organisations do and how they can work more effectively together."

Importantly, a research-led approach to ITE was highlighted as necessary, but somewhat lacking in parts, due to a lack of experienced staff, a focus on ensuring 'classroom readiness', and a shift to practitioner enquiry as the preferred Scottish model. Indeed, for some, this highlighted a shift towards a "…skills-based, practical sort of 'top tips' or 'how to do…' approach", but for others, the shift was in the opposite direction: a move towards too much theory and ITE "…at risk of being hi-jacked by purely theoreticians."

"There is too much of a dichotomy between education and training. A better model is required that includes both. Imitation of practice in early-stage career is fine as long as beginning teachers do not remain there. With the emphasis on education students are put under pressure to invent everything from scratch and to be innovating from the word go. This is not workable for long term careers."

One respondent noted the role for the professional standards here as a possible mediator between theory and practice.

A third theme emerging highlights the plethora of pathways through ITE. For some, a diversity of entry routes is seen as good, but for others this has led to too much diversity across and between institutions, that while possibly helpful locally, does not contribute to an overall sense of 'Scottish-ITE'. Here, though, there was some contradiction: some bemoaned that courses have moved between institutions; they wondered whether this had lowered ITE prestige (due, presumably, to the perceived 'lower status' of the receiving institution) while some noted that such diversity meant increased ability to diversify the entry pool. Here, HEIs were positioned as those who might innovate, but in partnership with local authorities, but even so, while standards might bring clarity to the outcomes for ITE, the processes remain variable. A few also questioned whether there are too many HEIs involved in ITE.

A fourth theme emerging is that need for specialist tutors to be able to support ITE students in subject areas. While CfE may have, to some degree, collapsed such distinctions, it remains the case that subjects/disciplines still emerge, even in the primary phase, and for secondary phase ITE students, there is a need for sympathetic and well-resourced support for subject specialisms.

The final theme emerging centred on the way in which ITE is conceptualised. Here the above themes of research versus practitioner enquiry-led approaches can be read, but also, the ultimate aim for ITE. Some noted how, perhaps, there needs to be a focused year in HEIs before a full year in school as a route to meeting the SPR. For others, though, the question concerned how far ITE should extend, and what it should ultimately seek to achieve. Of note here was the articulation that ITE does not consist of the HEI element alone but should be seen as encompassing the induction year as well. Whether this is fully appreciated by all is a question requiring further consideration. One respondent outlined this with some specificity,

"as a system we might reflect on 2 areas: 1. After leaving university environment successfully, teachers enter probation. Universities should consider a structured, formal role in supporting and developing our probationer teachers - e.g. additional mandatory courses, additional mandatory visits providing advice and support and feeding into the full-registration process. This would support the ethos of continuing professional development within our teaching teams and further develop the

system to generate further qualification/expertise (e.g. create a climate within which additional qualifications become the norm). 2. Again nationally, as a system we should look at how the expertise at university level fully partners with school teams - how the knowledge and expertise we have as a country in the university sector fully impacts dynamically on school teams (not simply student teachers). This might entail provision of professional learning within a student teacher placement school from a menu of options, "tutor" engagement with School Development Plan initiatives etc. In principle Universities working more in partnership in a structured way with school teams. Therefore, the impact of student placements would be understood within the system as an integral part of continuing professional development for all teachers."

The overall sense from the tutors was that ITE is in broadly good health, but that systemic matters impinge on, or prevent ITE from being truly embedded in partnership, to meet the needs and aspirations of all. HEIs were noted as innovative, and vital to Scottish ITE.

"ITE via the PGDE route brings together graduates from a range of disciplines and gives them an opportunity to craft a sense of belonging and identity as future teachers. Strong Local Authority links carry this relationship forward into the partnership schools, promoting an ongoing sense of self, likely to assist the long-term retention of staff. This is married with engagement with, and the development of the skills required for professional educators of the twenty-first century. Furthermore, the universities have shown themselves to be the innovators required to meet the demands of a profession facing recruitment issues and have come up with, in partnership with each other and the Government, new ways of meeting the human resource demands of schools. As a result, Scotland has amongst the highest of the world's qualities of ITE and innovative approaches to entrance to the profession."

Key messages

HEIBTEs favour approaches to partnership-working that acknowledge how different actor groups can work together, rather than delineating roles and responsibilities separately.

HEIBTEs cite the need for student teachers to be more involved in the organisation of their ITE.

HEITBEs are mostly complementary towards school-based mentors and teacher educators. However, they also report that a few teachers assigned such roles in schools do not possess the necessary knowledge, skills, or motivation to support student teachers appropriately.

HEIBTEs are clear that for partnership to become truly embedded in ITE, all staff, school or HEI-based require significant time, resourcing, support, and education/training to undertake their roles.

Power imbalances need to be considered for how they impinge upon partnership working and working within individual parts of the ITE system.

HEITBEs believe that Scottish ITE currently has strengths in how it utilises theory to inform practice.

For ITE to move forward, HEIBTEs noted that current organisational aspects within universities do not always give enough credence or provide enough understanding to the exigencies of professional education.

While diversity of routes was welcomed, there was a clear indication that underpinning this has to be an accepted understanding of what ITE is for and what it seeks to achieve.

5.4 Nominal Group Technique interviews with school-based mentors and school leaders

Four NGT sessions took place, involving a total of 14 participants. The NGT process produces both range and strength of view. In considering the range of data we took all responses from each of the four separate sessions (total no. responses = 52) and subjected them to a thematic analysis, from which five key themes were identified: quality thresholds; ITE course structures and curricula; comments about key stakeholders; temporal considerations; and numbers, recruitment & selection (see Appendix K for full list of statements, codes and themes). We then highlighted the top three priorities voted for by each group, synthesising these statements to identify the issues that participants felt most strongly about. The following section takes each of the five themes in turn before presenting the key priorities. It should be noted that while participants represented a range of roles in school (class teacher mentors and senior leaders) and a range of local authorities, the small number of total participants means that findings should be considered illuminative rather than conclusive. They do, however, help us to build a fuller picture of stakeholders' views when considered alongside the other survey and focus group data.

Quality thresholds

There were several statements that expressed concern over what is perceived as variable quality between and within courses and institutions. Two statements in particular raised concerns about variable thresholds for assessment of placements. While the concern was expressed as 'inconsistencies between universities in the rigour of assessment', it should be noted that there was not explicit recognition here of assessment being a shared endeavour between school and university. One statement also expressed a view that students were given 'too many chances to avoid failing the programme, so some teachers pass too easily'. This comment, read alongside those about inconsistencies within and between universities, echoes findings form the school-based teacher educator survey in suggesting that the ultimate power for assessment decision in placement lies with the university rather than being a genuinely shared endeavour.

ITE course structures and curricula

Many statements identified perceived deficiencies in course coverage, for example in digital competencies, differentiation, sequential lesson planning, numeracy pedagogy, literacy, classroom management and the values elements of the Professional Standards. However, there were no consistent messages here between groups, and so it is reasonable to conjecture that most of the single mentions in these statements may well reflect the most recent experiences that participants had with individual students rather than a wholesale evaluation of students across the board.

Interestingly, and contrary to much popular discourse, the two statements about the balance of theory and practice were both positive: 'the courses give students a good understanding of relevant education theory and current issues' and 'there is a good blend between theory and practical'.

Seven statements focused on issues of course structure and organisation, with three of these specially suggesting that the PGDE year is too short to enable sufficient depth of engagement. There were also comments about timing of placements and a welcoming comment about the 'better spread of entry routes', although this statement also added that there is 'room for improvement around part-time routes'.

Comments about key stakeholders

Statements about mentors (n=2), university staff (n=2) and what students do or don't do on placement (n=4) all highlighted negative perspectives. Most of these comments most likely reflect individual participants' own experiences of interactions with other ITE stakeholders, although the statement that 'there is a lack of training for school-based mentors' might be considered to be based on evaluation of the whole system rather than on individual experience. The four statements about what students do or don't do on placement ranged from the global: 'students are not as prepared as we'd expect them to be' to the particular 'not all students can produce their own high-quality resources', but did not (possibly owing to the small number of statements) reveal any particular patterns here.

Temporal considerations

Nine statements referred to changes in quality over time, with only one of these indicating a positive change: 'the standard of probationers has been getting better in the last 6-7 years'. The other statements variously referred to: negative changes relating to the dispositions and commitments of students (e.g. 'Student teachers have a lesser sense of vocation'); changes to course structures (e.g. 'Time in school has decreased over the last 5 years'); and changes due to the influence of the wider context (e.g. ''During COVID, there was a drop off in skills development which schools have picked up'). Understandably, COVID was identified as a factor, but several of the other statements again reflect participants' recent experiences of individual interactions with students and/or university staff. A couple of statements reflect impression rather than a real change, e.g. 'Time in school has decreased over the last 5 years': we know this is not the case as the GTC Scotland requirements in this regard have not changed, but nonetheless, the participant's perception is reflective of their lived experience.

Another set of statements under the theme of temporal considerations relate to transitions, mainly from ITE to probation, with negative perceptions expressed about the passing on of relevant information in sufficient time (e.g. 'Probationers don't find out their schools early enough'), and one suggestion for improvement, that is that 'ITE and probation needs to be seen as a two-year partnership. This set of statements indicate a keen awareness of the importance of the early phase as developmental stage, but also indicate logistical challenges around how schools best manage the arrival of newly qualified teacher on their staff.

Numbers, recruitment & selection

A final set of statements focus on a range of issues relating to the broad theme of numbers, recruitment and selection. These range from a more global view that 'financing of ITE does not support equality/diversity in the workforce' to some subject-specific issues such as 'Employment can be challenging for social subjects teachers with just one subject'. This theme also included the statement that 'Entry standards to ITE programmes have dropped under pressure to increase the supply of teachers over the last 5 years'. Yet again, this statement clearly comes from a very specific experience, most likely a participant working in a shortage subject in the secondary sector, as we know that the ratio of applications to places varies considerably across sectors and subjects, and that in the primary sector in particular, entry requirements (measured in exam passes) have risen recently.

Participants' priorities

The above discussion conveys the range of views expressed in the NGT sessions, and it should be remembered that each statement is produced by one individual, so there are no claims to generalisation. However, the NGT process also involves participants in voting for their top five priorities from the combined set of statements produced by the group (they may vote for their own statements, but equally, might vote for a statement produced by someone else). As group numbers were quite small we have chosen here only to report on the top three voted priorities in each group as below that distinction between numbers of votes for statements is negligible and unlikely to convey true sense of priority in the combined data.

The top priority statements voted for in each group are as follows:

Group 1	Group 2	Group 3	Group 4
Entry standards to ITE programmes have dropped under pressure to increase the supply of teachers over the last 5 years *[Temporal considerations]*	The quality varies both between courses within institutions and between institutions *[Quality thresholds]*	There are inconsistencies between universities in the rigor of assessment *[Quality thresholds]*	The standard of probationers has been getting better in the last 6-7 years *[Temporal considerations]*
Preparation prior to first placement overlooks fundamentals of planning, differentiation, and classroom management [*ITE course structures and curricula*]	(=2) The courses give students a good understanding of relevant education theory and current issues [*ITE course structures and curricula*] (=2) Schools don't get sufficient advance transition information from universities about new probationers *[Temporal considerations]*	There is not enough time in the PG year to cover depth of pedagogy and practicality [*ITE course structures and curricula*]	Students over-rely on provided resource *[Key stakeholders]*
There is a lack of training for school-based mentors *[Key stakeholders]*		Values in the standards (personal and professional commitment) need to be more explicit [*ITE course structures and curricula*]	Financing of ITE does not support equity/diversity in the workforce *[Numbers, recruitment & selection]*

Table 5.14 NGT Group priorities for each group: original statements voted as priority [with related theme indicated in brackets]

These priority data can be interpreted in a number of ways to reveal interesting patterns (although bearing in mind the small data set and lack of generalisability). When we look at the top voted priorities in each group, we see that two of the statements relate to the 'temporal considerations' theme. Interestingly, these two statements arguably contradict each other: Group 1 prioritised 'Entry standards to ITE programmes have dropped under pressure to increase the supply of teachers over the last 5 years while Group 2 prioritised the statement 'The standard of probationers has been getting better in the last 6-7 years'. An alternative interpretation, but one that is probably not intended, would be that while entry standards have dropped, the quality of 'output' has increased, thereby saying something about the capacity of the ITE experience to produce excellent graduates from candidates with low entry qualifications. What this example does illustrate is the need to take into account variations in individual participants' experiences of and with ITE. The other two top priorities show concern about perceived variable quality between and within institutions. Taken together, these four top priorities focus on variability, revealing a picture of both variability of experience on which to comment on ITE quality, and a perception of variability across courses and institutions.

The most commonly represented theme in these priority statements is that of 'ITE structures and curricula', but the four statements falling under that theme vary in relation to their holistic or granular focus and their positive or negative perception. Thus, we can identify that NGT participants have strong views on aspects of ITE structures and curricula, but we cannot identify a clear pattern in these views.

Key messages

There was a mix of positive and negative issues expressed, although more of the statements relate to deficiencies than positive affirmations.

There is potential for some of the statements to be examples of participants generalising from the particular, and therefore a need for a much bigger data set in order to draw generalisable conclusions.

There is a sense from NGT participants that the universities' job is to 'prepare' students for placement rather than seeing placement as a site of learning per se.

5.5   Local authority probation manager focus groups

The interview transcript analysis highlights common areas across the three groups. Insight was remarkably similar across and between each group, even though each focus group was led by a different member of the core MQuITE team. The data analysis presented below suggests that more research could be undertaken with these people as a group to further unpack some of the issues presented. However, it is also clear that there is somewhat of a common consensus between probation managers, and that the issues and concerns they raise and the suggestions they make warrant further in-depth consideration. Some of the participants drew upon locally held data about induction year successes and challenges, while others spoke to personal views, gleaned from experience and anecdotal evidence: *so I'm basing a lot of what I'm saying on that and on my experience over the years, rather than the hard facts and statistics* (focus group 1). We acknowledge that while official data is welcome, personal views stemming from experience supporting induction year teachers (also termed probationers in the discussions) probably provide clear insight into how those responsible for induction year support feel the ITE process has progressed and is now working.

It must also be noted that immediately prior to the focus group interviews, probation managers as a cohort had discussed support for failing probationers or those at least giving cause for concern. It may be that this predisposed this group to considering ITE from this vantage point, although to suggest that this unduly focused the minds of individuals would be disingenuous.

From the transcripts, eight themes were identified:

The relationship between ITE and the induction phase

In relation to the 'early phase', the Donaldson Report (Donaldson, 2011, p. 28) was clear that 'in order to improve coherence of these stages of teacher education and maximise their impact on the learning of students and teachers, it should operate as a single, planned early phase.' The majority of ITE graduates enter the Teaching Induction Scheme (TIS) which involves structured professional support and learning both in school and within the local authority. While those graduates who do not enter TIS can reach full GTC Scotland registration via the Flexible Route, probation managers tended to talk about TIS. Notably, although they often spoke of the HEI-phase 'as ITE' all accepted that in fact the TIS is also a part of early phase teacher education, as per Donaldson's recommendation. Pointedly, all spoke to the need to strengthen links between the two phases, so they present seamless provision. This was rarely explicitly expressed, but rather came through as a feature of the tenor of the conversations; there was tacit acknowledgement of the shape for ITE.

The scale and scope of tensions and problems

The vast majority of all three conversations centred on tensions and issues presented both by small numbers of students and the HEI phase of the ITE process. Although the managers noted difficulties in supporting some students and their supporters in school, across all three focus groups, participants noted that the number of probationers presenting with difficulties were low as a percentage of the probationer cohort. One group indicated that the percentage thereof is around 10%.

> *I think someone mentioned about 10%, which is probably similar to our stats... I mean, it's 10% too much really, but it's still the minority. The majority of our probationers are coming out with an acceptable quality or a very, very good quality of teacher training behind them…* (focus group 1)

This may seem low, but when put into the context that some local authorities have around 250 probationers to support and manage, this presents as a significant number of probationers who require significant help.

> *I mean, it's 10% too much really, but it's still the minority.* (focus group 1)

There seems to be tacit acknowledgement that overall, ITE prepares student teachers well for induction. However, concerns were identified about a possibly growing number of graduates who were deemed to be lacking the necessary 'resilience' to transition from the 'placement' experience of school life to the whole responsibility of the induction experience:

> *but there is a resilience issue, it's about what it is to be a teacher… , it's a combination of resilience and also what it is to be a teacher (focus group 3)*

> *They need to be resilient. We need resilient people... We need people with the right, the right attitude who understand that this job is not just standing in front of a class but actually it's part*

of a wider community of a school and there's an expectation that you're engaged with the wider school, it's not just you and your class (focus group 2)

Discussion in focus group 1 centred on the extent to which this 'resilience' problem was a direct result of COVID, with mixed views here, but a sense that a perceived lack fo resilience was probably a trend that had been creeping in prior to the pandemic.

National versus local matters

One of the features of Scottish Education is that although national provision is articulated, often the expectation is that this will be mediated or enacted at the local level. Curriculum for Excellence (CfE) is a notable example here: at the heart of this curriculum is a clearly articulated position that national expectations should be interpreted to meet local need and to fit local circumstances. Observation of local authority provision evidences this; a notable example is inclusion:

I think similarly with inclusion, the inclusion has changed in our local authority where before there was a lot more provision for children with ASN to get additional support or go to a different school or have one to one support, that provision has changed over time and we talk about the inclusive schools and what that in reality means is that you now have a class with a really wide range of ASN and behavioural difficulties… (focus group 2)

Also, however, was acknowledgement that year-on-year, the local and national picture changes.

You know, the different political economic situations impact on local authorities' budgets, therefore it's never gonna be exactly the same two years running. (focus group 2)

However, aspects such as the national improvement framework (NIF), a stridently expressed national policy mandate requires local authorities and their schools to engender significant progress against nationally agreed targets and requirements. In ITE terms, this seemingly presented something of a challenge: '*…what are the expectations, everybody should be talking this common language…*' (focus group 2).

Partly this is managed through well-articulated partnership provision. However, when students leave the HEI part of ITE, they are free to choose to possibly move anywhere in Scotland. This means that some may have worked in an ITE partnership that has little similarity with the local authority in which the student is allocated a TIS place.

…cause obviously it's a lot of generalisations, cause I think geographically because of where we are we have probationers who come to us who've been in lots of different ITE programmes. So, you know, we have I suppose … because of our location, you know, we get a real mix of people from different university programmes.

So all authorities will be doing the same, they'll structure their compulsory training element and their optional training element which compliments   the compulsory one, but it is difficult, as I think it was maybe [name] who said, how do we structure that to meet the needs of all of them when they come from different universities and with varied experiences? (focus group 1)

Currently, 11 HEIs offer programmes for ITE across Scotland. Some institutions have very large courses (the PGDE – primary and secondary combined - at one university is circa 900 students) while others work with small numbers. None of the participants commented on such provision in terms of size. However, what was perplexing for probation managers was how to support students when they come from such diverse ITE preparation backgrounds. This presented challenges for local authorities in a number of ways:

One respondent notably highlighted the need for some independence between local authorities and HEI provision, even though this may present some challenge for all in the system. However, this participant also recognised that even though it has now been over 10 years since Donaldson, there still does not seem to be a clear pathway for improvement of the system.

> *Universities are independent of local authorities, we're independent of you guys, and it needs to be that. We all have our own systems and there's a reason for that. So yeah, I suppose what I'm saying is yeah, we could make improvement definitely, but there's not a clear pathway as to how we would do that at this point in time…* (focus group 1)

However, while this was, in part acknowledged as a potential strength of the system, it was also something that highlighted disparity between pathways and university provision that may cause tension during TIS.

> *Because we have probationers who are coming from different ITE programmes, it's also that sense of trying to marry up what experiences they've had at university to try to work out okay, that's where they are, this is the policy if you like, or the expectations from X Council. So that's always going to be an issue, I suppose, when you've got that mixture of people coming from different ITE backgrounds.* (focus group 3)

In part this relates to provision within programmes and how this, while acknowledged as probably necessary, does cause tensions when probationers enter TIS. At one level this related to that taught during the ITE programme: the specific material and approaches used to support student teachers through their course.

> *I think from experience, in particular this year, there seems to be quite a disparity, is that the word, between the different universities and what our probationers,... the experience they're arriving with.* (focus group 1)

In part this relates back to the earlier point about local versus national need. However, participants also suggested that differences in, for example, placement structures mean that students have varying experiences and hence are at different stages of their professional development. Such disparity when coupled with different expectations between HEIs and indeed schools as to that which confers a passing grade on placement, engenders a situation where disparity becomes something rather overwhelming with which probation managers and schools must cope.

> *So when you look at different universities, each university has different criteria on how they will evaluate the success of their students, so they're not even the same from university to university, so some universities can be harder to pass say placement one than others and therefore they end up possibly going through into other placements, which can cause a bit of a problem…* (focus group 1)

While this is understandably challenging for schools, the pedagogical basis of different ITE programmes mean that different courses take different approaches in getting to the common endpoint, that is that all student teachers must meet the SPR by the end of their ITE course. These observations from the probation managers seemed not to be a 'blame game' however, rather a sense of frustration with a system that is, rightly, localised to some degree, but which must sit within national policy frameworks. Indeed, it was acknowledged that at times, schools themselves did not give adequate provision.

> *So thinking about yes, when we have them out in their placements and again, absolutely, they do make themselves quite evident when they come into their probation year, but when you start to unpick that and you look at when they were in their ITE year, we have had examples of some who when you unpick it, the school hasn't necessarily had the strongest quality assurance processes in and treated the students as we do for probationers, so there's not a level of scrutiny on all, it's not across the board…* (focus group 1)

The final aspect of this sub-section is the time given over to teaching certain curriculum aspects. In part this was wrapped up with discussion about wider content and that which should hold greater relevance on ITE programmes. A good example here was given in focus group 1, where one respondent questioned how a primary teacher can ever be proficient in teaching PE when the time given to this is so short.

> *We have the universities on that and even when we talk to them about the problems we're having with primary delivery in PE, they get something like two hours. I mean, how can you possibly know how to even start to scaffold a lesson, you know, plan a lesson, what's important in a lesson? So we are trying tae engage with them but it's, they've got to deliver everything in such a short space of time and then they've got to go out on placements.* (focus group 1)

Gaps in ITE programmes

Across all three focus groups, lesson pace and lesson planning was a recurring theme. Here, participants identified that for many new teachers in the induction year, lesson planning using aspects such as success criteria, learning outcomes, etc. was a challenge. Here, participants were concerned to highlight how they felt they needed to give significant input to probationers so that they might connect the various dots of a lesson.

> *it's the actual skill of teaching and learning, pace and challenge, it's being able to differentiate the actual practical bread and butter part of the teaching in terms of that sort of vocabulary around being a profession.* (focus group 1)

> *And the biggest one that's coming through for us this year as a probation manager is people understand what pace and challenge is, but that is a massive hole in practice. They can't, they can't put it into practice in context.* (focus group 2)

For some, these challenges in planning for a series of lessons exacerbates behaviour management matters that could be connected back to the fact that during ITE programmes, placement often does not provide enough opportunity for longer term planning to be engaged with.

> *Overall, I think planning is definitely something that we're seeing needs to be, we feel we're having to put a lot of support in quite early doors with that, which obviously we're happy to do*

but it's something that I think planning for progression would be up there in terms of what we need to try and get them, you know, hitting the ground running with that when they start with us. (focus group 3)

Such gaps in ability were highlighted for one participant when she mentioned discussions she had with TIS probationers at the start of the induction year.

For a lot of them, I mean you ask them, you know, in the early months of the kind of probationer events, the number of them that say, 'Well, we didn't really get very much on this at all,' and then I'll come in and say things like, 'But how was that modelled when you were on your placements?' And again, often the comments are, 'Not really because we were just given plans to deliver, rather than actually planning ourselves. (focus group 3)

This comment potentially reveals a lack of shared understanding between HEI and school-based colleagues, where each potentially misunderstands what the other is doing in regard to planning.

Different routes into teaching

Across many other jurisdictions, ITE has diversified in terms of route through initial periods of education and training. In Scotland, however, it remains the case that ITE programmes are all provided by HEIs in partnership with local authorities, schools, and where appropriate, other agencies. Predominantly, ITE programmes across Scotland are either undergraduate four-year routes or 36-week PDGEs. Across the three focus groups, there seemed to be no clear agreement on which route is to be preferred. Indeed, it seems that from year-to-year, concerns with probationers could be attributed to different ITE routes. For example, one participant highlighted how this year, the cohort with most cause for concern is different to the cohort with cause for concern from the previous year.

…for example, last year, secondary English was particularly bad, particularly bad. This year it's not so much secondary, it's primary that's the issue… So you couldn't definitively say it's the same subject every year, but last year there were trends… (focus group 1)

If any trend was to be identified, it would be that participants are less convinced that the PGDE route continues to be appropriate given the pressures and exigencies placed upon teachers today. Respondents did acknowledge that such blanket terms are somewhat unfair and unhelpful as across all routes there are those who present challenges for probation managers.

Definitely you notice the difference between those that have done the PGDE and those that have done the four-year. And I'm, I'm a PGCE of years gone by from, you know, I did mine in [University], and by gum my probation year was the learning curve because you couldn't possibly pack it all into that really short time, given that you were half of that time out on practice and half, you know, it was really intense, so. And then when I reflect from what I do now, we do notice that there is, I wouldn't say, trend's maybe too strong because I've not looked into the stats over a number of years, but we do notice that those, that there's higher instances of those that are requiring further support early on who have gone through the PGDE route as opposed to those that have done the four-year route, so would make you wonder. I mean, it's not any particular university that we can see that trend appearing from, it just seems to be those that have done the PGDE are less equipped than those that have taken longer, and that's just an anecdotal observation and I'm sure if we did dig down in our stats, you know, we could… (focus group 2)

In one focus group, although it was acknowledged that the PGDE is often the preferred route for career changers, questions were asked as to whether the nature of the PGDE with 18 weeks placement as opposed to 30 weeks for undergraduate routes, adequately prepares entrants for the vagaries and pressures of teaching.

> *A successful career beforehand, decided they want to go into teaching, they've done that year, that PGDE, and they've come into teaching and it is absolutely not what they thought it was. They thought it was, you know, much less, what's the word, they thought it was more similar to the career that they had and realise that actually it's really there's, there's no similarity whatsoever. So scientists, we've had scientists come into primary teaching and really struggle because children aren't experiments, they don't sit still, you know, learning's very dynamic. What you plan doesn't always necessarily work and actually you've got to think on your feet. So I think part of that PGDE thing could be that people are coming into teaching as a second career, and it's not quite what they thought it could be.* (focus group 2)

Tensions as expressions of systemic issues

The final aspect to discuss from these focus groups interviews speaks to systemic matters. Although participants were vocal as to the issues as faced by them, there was no apportioning of blame. Respondents were clear, the factors that present challenges are due to systemic matters in two areas:

1) *Those presenting for TIS following ITE*

It must be said that all probation managers were vociferous in their praise for most probationers and the work undertaken during ITE programmes. Mainly, they acknowledged that HEIs do a very good job with the resource and constraints they have, and within the system, partnership can, and often does, work reasonably well. However, here it was clear that some probation managers felt that some ITE graduates entering TIS seem to present with a sense of entitlement that has not been seen before. Such entitlement seems to revolve around the idea that some probationers automatically feel they have a right to an extension to their induction year should things not go as planned, when in fact, any extension can only be given to those whom the probation manager feels would benefit from it.

> *when you say actually, you might not pass, because I don't know what the culture is in ITE but when I've said, you know, if you don't change this you run the risk of not becoming fully registered. 'Oh, but I will, I'll get an extension, or I'll do this or I'll do that.' There is no finite end…* (focus group 1)

> *And then there is a very, very strong sense of entitlement when you do try and speak to them in a very professional manner, and having managed two schools, as I have, I'm not afraid to say it as it is with lots of evidence and lots of experience behind me, and they have this, one girl actually said to me, 'Well, I'll just keep getting an extension.' I said, 'No, you won't.' I mean, it's real sense of entitlement.* (focus group 1)

> *I think we've spoken very, you know, strongly about that over the last, the last hour, that, you know, there are people being passed onto probation year who are quite simply not ready. And again, it's this mentality of, you know, I'll do an extension…* (focus group 1)

Participants did comment that perhaps that observed, both in terms of entitlement and professional development was due to COVID and the varied experiences student teachers had. It is very difficult to quantity how the pandemic impacted upon ITE students and their move into probation and more

research will have to be undertaken here to gather evidence as to how this experience positioned newly qualified teachers and students entering ITE for the first time. It should also be noted that these comments came from one focus group only, so the extent to which they are widespread across the country cannot be verified here.

2)   *Partnership matters*

Scottish ITE prides itself on adopting a clear partnership approach. Here, HEIs work in close collaboration with local authorities and schools, as well as other partners who might enrich the ITE experience. There was no sense emerging that partnership is problematic, or that there are major issues to be resolved. Rather, what was discussed was a disconnect between HEI provision and local authority knowledge. Participants, when they did mention tensions here, identified a lack of joined up thinking and awareness-raising between themselves (as local authority representatives) and HEI provision. Partnership was presented as something positive that, for the most part, worked quite well, '*I… think the partnership is so important when keeping that communication between both sides really, really open*' (focus group 3). However, it was acknowledged that partnership is something that requires more input and development.

> *…and I do believe that we have real good strong links with our feeder universities, so those would be the universities for us in the [name]Partnership, and there are good links there right across the authority, not just in the induction year but in all aspects of the work that the service does with the universities. Do I think it could still be stronger? Yes, I do. Because do I know what's taught in the different universities? Do I know what our probationers are coming to us having learned? I don't. You know, I don't. I've got a kind of general overview of the content, but then based on that we have to structure our own professional learning programmes for the year.* (focus group 1)

> *I think, the disconnect between the university and the placement supporters, I think could be tighter in terms of that partnership working and that understanding from the universities to the placements when they're students…* (focus group 3)

> *And I think this comes back to partnership, you know, as a probation managers' group, you know, we're all starting to share things that we're using   at authority level in an extranet. Is that an option with the universities sharing that with the probation managers so that we actually get a feel for   what's actually been covered around these themes within the universities and we can be picking up and making reference to things a little bit more explicitly, rather than, you know, and the technologies we're all working with.* (focus group 3)

There was a clear desire for more 'joined up working' so that all involved in ITE (as presented by ITE programmes and the induction year) might understand better their role and contribution to teacher education in the round. What did present as a matter for further debate was how ITE students meet the SPR and how they are assessed on placement. Some frustration was expressed, particularly in focus group 1, at a perception that some students have managed to pass placements in their ITE programme, when schools themselves did not want to pass the student (it should be noted, however, that students can pass individual placements but still fail to meet the SPR at the end of the programme). Here questions were asked about the relative power to make the final placement assessment decision, with some probation managers reporting that schools felt pressure from HEIs to pass students. This points to a need to consider how the system can function more effectively in ensuring that both parties have similar expectations, and use similar standards of evidence to reach an agreed position against placement criteria and the SPR.

Local Authority Probation Managers acknowledged the need for ITE and induction to function as a more coherent whole.

While there are, annually, some probationers who do not meet the SFR, the proportion of these is usually small. However, this number seems to have grown since the COVID pandemic and some concerns were expressed about some induction-year teachers' levels of expectation in relation to support.

There are tensions between meeting local and national need. Current ITE, predicated on a national model, somewhat exacerbates this divide.

The diversity of ITE programmes means that Probation Managers often have difficulty in meeting the needs of all induction year teachers.

There was acknowledgement that not all schools are suitable for students in TIS.

The brevity of HEI input in some curriculum areas was highlighted as a concern (specifically relating to PGDE Primary route).

Perceived gaps in ITE programmes included practical matters such as lesson planning, assessment, pace, and challenge.

There was general agreement that ITE programmes in HEIs prepare students well for wider professional aspects of being a teacher and do a good job of engaging students with theory.

No one course or route was identified as presenting more problems than others, but there was general questioning as to how fit-for-purpose the PGDE remains given the ever shifting and increasing expectations placed upon teachers in the 21st century.

In terms of partnership, all were convinced that this is an appropriate approach to ITE. However, many questioned whether there is sufficient knowledge shared between partners and whether each organisation is deployed appropriately.

6.   IMPACT

Since its inception, the project team has included a co-investigator from each of the 11 ITE providers in Scotland, as well as from the General Teaching Council for Scotland. This has enabled ongoing institutional knowledge exchange and programme/portfolio development. This section provides statements of institutional impact from each co-investigator, demonstrating the range of ways in which involvement in the project had an ongoing positive impact on each institution's teacher education provision. This is followed by a summary of key themes arising, illustrating the ongoing impact of the project on the development and delivery of ITE programmes across Scotland.

University of Aberdeen

The regular update presentations on the MQuITE project findings gave staff the opportunity to consider what was happening at a national level in terms of ITE and to compare how Aberdeen was doing in relation to the national average. There were few areas where there was a significant difference with national averages, if any, and nothing that was a cause for concern so there was no direct link to changes being implemented into ITE programmes. The finding in relation to how students from different HEIs are doing their school placements across the country and how schools and placement mentors/teachers can be working with several HEIs in the same school year was very informative as the scale of this crossover had not been known before.

Some concerns were raised about accountability implications in relation to the student survey results. For some colleagues, comparing our own institution and our own teaching with that of others may have felt challenging and therefore might have impacted on staff engagement with the research project.

The MQuITE research findings as a whole (as well as the Aberdeen specific findings) will feed into the next reaccreditation exercise for ITE programmes at Aberdeen in 2023.

University of Dundee

We were delighted to welcome Mark Carver to speak with our staff to share the data that had emerged from the MQuITE study. The staff feedback on the session was overwhelmingly positive; they found it to not only be interesting and beneficial in terms of reviewing our programmes but also as a current information source reflecting perceptions in the profession.

The staff welcomed the data that was associated with Dundee specifically. It was reassuring for our staff to know that our performance was rated similarly to other TEIs and, in a number of cases, it confirmed the success of many aspects of what we already do. Many staff who attended the session indicated that they were going to access the website for more details and explore the data further.

The MA Education and PGDE Primary/Secondary Programmes intend to explore the data in more detail in preparation for our Periodic Programme Review which takes place in March 2023. This will include looking very closely at some elements which have been highlighted by the data to see if there is scope for any change in our processes, content, delivery, etc.

As part of our review, we are reaching out to current students and former students (probationers) in relation to their studies at Dundee. The questions that have been posed as part of the MQuITE study will help to focus our approach; we will not aim to repeat the questions and gather similar data but,

instead, to try to use this opportunity to explore certain areas more closely that have been highlighted as part of the MQuITE study.

The data encouraged us to also consider the experience of schools in supporting our students in relation to whether they are in our partner authorities or out-with our partner LAs. This is something that we will be discussing at our Partnership Group, with a strong sense that we need to be especially clear (with perhaps additional guidance) for schools in local authorities out-with our partnership area, who are less familiar with our programmes.

University of Edinburgh

The aim of the MQuITE project was to involve all stakeholders in the development of a contextually appropriate means of measuring quality in initial teacher education in Scotland. The first phase of the project generated rich discussions within our institution and the project team as we grappled with key concepts related to the project. For example, discussions of the purpose and structure of teacher education, what we meant by quality and how this could be measured. These rich discussions underpinned the initial literature review that was the starting point for the project. The literature review raised our awareness of teacher education across a range of contexts and the evaluative and research approaches taken to consider the influence of teacher education on teachers, schools and the wider education system. At Moray House, the first phase of the project highlighted for us the importance of communicating a clear vision for teacher education. Over the course of the project, an overall vision for teacher education at Moray House was developed and related visions for each teacher education programme articulating our values, purpose and aims. Furthermore, within our MA Physical Education undergraduate programme, vision is embedded within the programme, student teachers are supported to develop their vision for teaching throughout their studies and to consider how to enact it as they progress into a career in teaching.

The survey phase of MQuITE revealed an insight into our students' perspectives of their teacher education experiences. For example, the value students placed on both the university and school experience aspects of teacher education and some of the tensions that existed; this reflects much of the discussion within teacher education literature in relation to the theory – practice – policy relationship. At Moray House, we drew on insights from the MQuITe survey data to inform programme development work on our ITE programmes that were going through the reaccreditation process with GTCS SCOTLAND. Our thinking was very much focused on the links that we make between university and school experience and reminded us to carefully consider the 'what', 'how' and 'why' of our teacher education provision. Some of the main features of our programme development work were a continued emphasis on partnership with local authorities and Regional Improvement Collaboratives, and applying approaches such as vision building and lesson study within our programmes to reflect the iterative and collaborative nature of teacher learning.

Our involvement with MQuITE also highlighted the continuum nature of teacher education that teachers do not emerge from initial teacher education as a 'finished product'. The continuum emphasises a process of 'becoming' rather than 'being' a teacher, where knowledge, understanding and skills develop and are refined recursively over time. The continuum nature of teacher education was also apparent from the findings of more in-depth qualitative research we were able to undertake at Moray House with graduate student teachers. A phenomenological methodological approach was applied to interview MA Physical Education graduate teachers to ascertain their experiences of teacher education through university, their induction year and first year of teaching post induction. This research provided an insight into graduate teachers' initial school experiences, the ways in which

they drew on learning from their initial teacher education and how they continued learning in their induction year and beyond. Another key finding from this research was the relational nature of teacher learning. MA Physical Education graduates frequently identified the people that were influential in their learning throughout their teacher education - peers, university tutors, school mentors, teacher colleagues and pupils.

Our involvement in MQuITE has deepened our understanding of what we mean by 'quality' within teacher education and we have had the opportunity to act on findings from the project applying them in our practice and programmes.

General Teaching Council for Scotland

The MQuITE project has had a number of impacts and benefits for the General Teaching Council for Scotland. Being involved as a partner in planning for the development of a contextually relevant and viable measurement of quality in initial teacher education enabled GTC Scotland to enhance our depth of insight into the practical and conceptual issues facing initial teacher education providers. This, in turn, has helped us consider what these issues may mean for our policy and processes for accrediting initial teacher education programmes.

Data-gathering and the iterative processes of analysis and debate that have characterised the project have also generated some rich and far-reaching discussions about initial teacher education and the varied influences and experiences that shape student teachers' learning. Arguably, developing confidence, competence and preparedness to teach are at the heart of effective initial teacher education, though these are not straightforward terms to define. At GTC Scotland, discussions around findings from these aspects of the project's data have contributed to our ongoing thinking about teachers' learning needs, from the earliest stages of becoming a teacher, through provisional registration, to full registration, into the early career phase and beyond. Our appreciation of the need for a continuum of professional learning to support becoming, being and growing as a teacher in Scotland has been underscored by the MQuITE project's findings.

The project's data have also offered insights into key issues such as retention and the initial career trajectories of teachers entering the profession. GTC Scotland has found these insights valuable for informing thinking about teacher wellbeing as an ethical, professional imperative. This was the case not only during the challenging period of COVID-19 but also through the post-COVID recovery phase and will continue to have an influence into the future.

In summary, both involvement with the research process and the findings generated from it have had an impact on GTC Scotland, in terms of informing thinking and influencing actions across important areas of our work. We have valued the partnership approach adopted throughout the project and appreciated the ethos of shared responsibility that has infused the MQuITE project from the outset.

University of Glasgow

Providing high quality teacher education that aspires to be sector leading is an aim shared across Scotland's multiple institutional contexts of teacher education. The MQuITE project has developed by involving key stakeholders in the construction of a contextually appropriate approach to measuring essential dimensions of quality within initial teacher education in Scotland. The School of Education at Glasgow has wholeheartedly participated in this project, encouraged by its aims and collaborative

mode of development. In common with other institutions our teacher education community is continuously involved in a matrix of teacher preparation and professional learning that integrates recruitment with the design and provision of programmes for teacher education. Our programmes of study depend on partnerships with schools and the wider profession. Such programmes are by their nature complex, allowing the acquisition, integration and assessment of essential forms of knowledge, understanding, skills and dispositions. Our curricula include periods of practicum, together with an informed moral and ethical stance that reflects the values and standards formally set by the teaching profession.

For many of the colleagues who contribute to teacher education at Glasgow, evaluation and reflection are part of our shared language and understanding as a way of approaching the general concern for quality assurance and enhancement across tertiary-level education. In practice, it is the outcomes of reflection and evaluation that are reported in annual reviews and in turn inform our development planning within the University quality processes as they apply to teacher education within the wider framework set by the Quality Assurance Agency for Higher Education (QAA). The MQuITE project has been unique in providing an opportunity to go beyond the established rationale, policy, and requirements for measuring quality and to develop approaches within the Scottish system that are specific to teacher education.

During and following from the MQuITE project, the institutional framework for whole sector set by the QAA has become the subject of sustained reflection and development. This framework has both an internal and external focus or purpose, supporting academic standards and enhancement and external scrutiny and institutional review. Following from our involvement in the MQuITE project there is a concern that the internal processes and scope of the sector's framework is inadequate for supporting a higher level of quality within teacher education. This has opened up a new stream of reflection and viable research around its development in the light of the findings, approaches and insights arising from MQuITE. This can perhaps be best described as a new momentum around quality system development that looks to engage with the professional nature of teacher education alongside generic system requirements in favour of maximising the enhancement of teacher education.

This in turn has posed clearer questions for colleagues in Glasgow around the latitude for innovation and its reconciliation with the demands of policy compliance. Consideration is now being given to extending the space for enhancement, building enabling structures and recognising the importance of organisational culture in providing ITE. The MQuITE project has generated discussion and reflection on what are the essential elements of ITE, and their relation, within a programmatic vision. This has included the relationships between individual elements and overall programme quality.

Measurement in quality assurance, standard indicators and forms of data, together with organisational practices supporting reflection and development planning, have been brought into focus by our participation in the MQuITE project. This dimension was central to the research design and conceptualisation of the project and has left a legacy of continuing engagement with this set of questions that have both a technical and value dimension. The project has generated and established a network across institutions that share the desire to engage further with such questions and practices. As the member from Glasgow who participated in the project, I am convinced this will continue beyond the project, drawing on the patterns of meetings, collaborations and dissemination events that have been established over the life of the project. Another outcome from the Glasgow perspective and shared across participating institutions are lines of enquiry in relation to teacher educator ownership and professionalisation and the cultures and organisational realities across

universities that may be inhibiting and unsupportive of improvement and enhancement within teacher education.

The outcome and data provided by the MQuITE project has been made available to my teacher education colleagues and has become a form of 'baseline' in thinking and planning for programme development and the development of our quality systems. I hope, from my experience on the project to be able to contribute to this process and to help evolve a more developmental and practice sensitive system of quality assurance orientated to innovation for enhancement.

Today I am involved in a new research project as a direct result and hope to collaborate across our network on a further project of research. Intellectually, this project has allowed a more concerted consideration to be given to fundamental issues and questions central to high performing programmes of teacher preparation. In my two decades in the sector, this has been one of the most successful and positive inter-institutional collaborations to have been conceived and undertaken. Personally, I am very grateful for the experience of being part of the MQuITE project, it has been a developmental and positively challenging experience, and has given me a valuable opportunity to learn from and work with colleagues across the network of institutions assembled for the project.

University of Highlands and Islands

MQuITE has permeated the development of ITE provision in UHI. Whilst UHI had contributed to ITE provision led by the University of Strathclyde in the UHI region between 2007 and 2012, our own provision began with a PGDE primary programme in 2013 – 2014. When MQuITE was first proposed in late 2016 UHI had a PGDE primary programme, English and Gaelic medium, had run one year of a Gaelic medium PGDE secondary programme in partnership with the Nicolson Institute in Stornoway and was just introducing an undergraduate Gaelic Medium degree for primary education. We were focused on providing place-based and place-responsive ITE qualifications and beginning to find our own place as part of ITE in Scotland. The opportunity to take part in a collaborative research project on quality in ITE supported the development of both programmes and teacher educators in UHI. The literature review and shared work on the development of the framework informed the discussions we held about quality, our understandings of the word and the structures we used in our programmes to assess quality. In particular, the questions discussed from Fuerer et al. (2013) informed internal discussions about which aspects of ITE mattered most and what sources of evidence we could use. The feedback from the discussions at MQuITE meetings supported and encouraged the development of a mainly new group of teacher educators in UHI.

The survey phase of the project enabled us to actively involve UHI students, ourselves, as teacher educators and our mentor colleagues in school. We worked as a team with the feedback from the surveys and welcomed in particular the evidence that the majority of graduates felt prepared to teach numeracy. The topics included in the survey have continued to inform our annual programme reviews and supported the development, validation and accreditation of an English Medium Secondary PGDE and two undergraduate secondary degrees, one for Home Economics and one for Religious Education. As our ITE provision has developed alongside MQuITE, our staff group has increased and we have spent time each year considering and reflecting on our roles as teacher educators, with a particular emphasis on the transition from school teacher to teacher educator. This work has been supported by our reflections on the data and linked publications from MQuITE which provide a strong link to wider knowledge and understanding of that role. Similarly, those publications have informed our programme reflections and development. Although UHI, as a smaller provider, contributed a

small number of graduates to the survey we feel strongly that our involvement in MQuITE has been a key part of the development of our provision and the professional learning of our staff.

As the UHI representative on MQuITE and chair of SCDE between 2016 and 2018 I gave evidence to the Education and Skills Committee in the Scottish Parliament when they carried out their inquiry into ITE in 2017 and led the work of the Council with Education Scotland on their document Self Evaluation for Initial Teacher Education, that was an outcome of the parliamentary inquiry. This work affected my input to MQuITE at the start of the project, as I was there for UHI, but had a wider focus. The collaborative nature of the project enabled me to contribute from a variety of view points. I appreciated the flow of the project where it was possible to take part in a variety of ways. The collaborative strength of the group depended on the core team and I want to congratulate Aileen and her colleagues for the 'sharing' nature of the project. The project has demonstrated, as other recent work led by SCDE, that collaboration is welcomed and an important of ITE reflection, provision and that supports the quality of our provision.

Edinburgh Napier University

The PGDE Secondary at Edinburgh Napier has recently commenced its fourth year of developing highly skilled secondary curricular specialists. We have also introduced English language to complement the original maths and three sciences in order to broaden the scope of our provision from just being a STEM orientated programme.

Due to Edinburgh Napier having this relatively short history of involvement with teacher education we have been able to use the data from the feedback of several cohorts of student teachers from Scottish ITE programmes to help inform both structure and areas that needed to be supported as we planned and iterated the process of development in 2019. The involvement with the MQuITE project also helped me personally as a secondary education specialist to identify themes and issues that were relevant to the developing teacher identity. This has also been very useful in helping develop the partnership we require with local authorities and schools for the transition in professional identity.

In the first instance it was important to understand the areas of perceived concern that newly qualified teacher had from the various components of curriculum, professional skills and abilities. This knowledge has helped form a number of key elements in addressing the professional studies module that we titled Context of Learning. Having ensured that we have been inclusive in terms of GTCS SCOTLAND and Scottish Government requirements we have also been able to support a number of key areas such as numeracy and literacy across the curriculum, child protection and inclusive education by collaborating with partner local authority personnel. This has helped form that bridge between what can often be perceived as a gap in the practical against the theoretical nature of university experience.

Secondly, we have been able to use the reported perceptions of students across the many ITE courses to help review our course and content for school experience. This is often an area of anxiety for student teachers as they can feel overwhelmed by the multifarious interactions within classrooms that have to be honed to develop effective learning and teaching for all learners. The PGDE students have been able to experience a number of serial days, each with a focused remit, to help them be able to form some practical experience of a secondary school before an extended block of teaching. The other positive consequence is that the students bring back real-life examples of interaction or enacted policy that help them understand the various issues presented within schools.

Queen Margaret University

As I understand things, the objectives of the MQuITE project were to (a) involve all Scottish ITE providers in looking longitudinally at student-teachers' and key stakeholders' perceptions of what may count as "quality" in initial teacher education, and (b) to map these perceptions to the trajectory of participants' teaching careers (in the case of student teachers).

QMU joined this endeavour later than other institutions as it started offering ITE provision in August 2019, with a BA in Education (Primary) and a PGCE in Home Economics. Our students first entered the survey in 2020, from our PGDE course in Home Economics. At Queen Margaret University, having entered the survey later on, and with a small cohort of students, we drew instead on insights from the MQuITE survey data as a whole, the questions it poses to student teachers, to inform module development work on our ITE programmes, with an eye to the "teacher identities" that we might want our students to develop as '*QMU* graduates'. QMU (alongside the GTCS SCOTLAND, and measures on the MQuite study) places *social justice* at its core. Accordingly, we sought to look through a qualitative research lens at where and how our students saw 'social justice' in their courses. One outcome of this work was a focus group and survey study, which formed the basis of the below publication:

Jones, S.E., Eady. S., & Craig, L. (in press). Considering Social Justice: Lived Experiences of Education Students During the First Course Year. *Education, Citizenship and Social Justice.*

A key finding from this study was that whilst at programme level the term social justice is mentioned multiple times by lecturers in ITE – it is when they are on placement, and doing sociological topics of study that students consider that they are engaging with issues of *social justice*.

From my perspective, involvement with MQuITE has also highlighted how differences in where teachers see themselves in a few years' time are linked to certain facets of their ITE (and probationary) experience. For example, changes in the security with which teachers rate themselves against SPR.

Our involvement in MQuITE has led us to question what we do and what we could mean by 'quality' within teacher education and as a consequence we have reflected on findings from the project as a whole as we develop our relatively new programmes at QMU.

Royal Conservatoire of Scotland

The Royal Conservatoire of Scotland (RCS) joined the MQuITE project in 2017 when the initiative was already underway. As a small, specialist ITE provider our contribution to ITE in Scotland is slightly more 'niche', however, we are delighted to participate alongside the other institutions. We believe our involvement in MQuITE has benefitted us both externally, through gaining insight into the wider ITE context in Scotland, and also internally by using the data generated from the project to help inform our content and programme philosophy.

At the time of joining the project RCS had only one ITE programme, BEd Music. Since coming 'on board' in 2017 we have had one new programme accredited - PGDE Music. While the returns and data from our institution were small at the time of the accreditation for the PGDE Music in 2019, we were able to reflect upon the data from the wider MQuITE project, reflecting upon this and the wider requirements of a GTCS Scotland accredited programme to help inform our decision-making.

In addition to the wider data being used for our programme developments, we are also grateful to Dr Paul Adams and Dr Mark Carver who have each contributed to teacher professionalism classes with our BEd 4 students around the MQuITE work. These sessions have been very welcome contributions to the content of the module and very well received by the students. It was noted in some post-class discussions with the students that they felt that the sessions not only added another layer to understanding the wider educational context and their place within it but a bit of enlightenment as to how ITE programmes are designed. They started to understand how we at RCS – and other ITE programmes – are exploring the quality and considering the purpose, values and beliefs which are held at the heart of our programmes. This is important for our students, particularly as they try to marry their identities as both musicians and teachers.

Participating in and contributing to the MQuITE project has been a worthwhile endeavour for RCS. Some of the RCS-related data generated by the BEd Music participants, while small in number, has been encouraging and, as we move into reaccreditation in 2022-23, we will use this data to supplement the feedback that we receive as part of the programme, module and NSS to shape a programme that best supports the professional education of music teachers in Scotland.

University of Stirling

Engagement in the MQuITE project has positively impacted colleagues specifically involved in the work at Stirling and the ITE programmes more generally. Working on the project has enabled collaborative working with colleagues across all Scottish universities, providing an opportunity to engage in a critical dialogue about the term 'quality' in relation to ITE provision, key components of a quality ITE programme and how this can be measured.

Challenge of policy makers wanting ITE students to be 'classroom' ready with a belief that success is epistemological in nature i.e. knowledge and skills of a teacher are the key components to being an outstanding teacher, can impact content and delivery of ITE programmes. However, engagement in the MQuITE project has allowed for rich dialogue with colleagues across all Scottish universities and the research papers produced by colleagues from the MQuITE data analysis has further confirmed the importance of the need to develop and support ITE students' professional transformation at an ontological and epistemological level. This balance has been an issue debated at Stirling, and being part of the MQuITE project has further confirmed the need for our programmes to focus on teacher 'education' not teacher 'training' and we can positively take this forward through re-accreditation of programmes and design of new ones.

The intention had been for Stirling to examine their own specific MQuITE data in relation to the generic data to help inform amendments to the current and possibly future ITE programmes, especially with the current programmes due to be reaccredited in the next academic year however, COVID and staff changes have delayed this! Dr Andrea Priestley, new lead colleague for MQuITE at Stirling, and the new 'to be' appointed ITE Director I am sure will draw on the MQuITE research generally and at an individual university level to positively inform programme development.

Other key 'take away' points from involvement with the MQuITE project include:

- Positive response from induction teachers about ability to respond to new initiatives or sudden change, suggesting work on ITE programmes is supporting teacher reflexivity
- Continued work on partnership working between universities, schools and students, addressing expectations of responsibilities in relation to assessment, quality indicators, feedback, content etc.

- Competing purposes of assessments and the risks that are potentially created e.g. students play it safe, focusing on the assessment rather than learning, faking good, students avoid showing weaknesses or asking for feedback - conference notes from Mark Carver (2019)
- Need for continued analysis of confidence and competence across different diverse groups e.g. ethnicity, age, gender
- Continued analysis of preparedness in numeracy – we expect a lower entry grade for Mathematics than English, is there a general lower (perceived?) ability in Mathematics across the population? What can an ITE programme do to support?

University of Strathclyde

The University of Strathclyde has been centrally involved in MQuITE through having core project staff based there for some/all of the duration of the project:

Paul Adams (Co-Principal Investigator) and Anna Beck (Co-investigator) for the duration

Aileen Kennedy (Co-Principal Investigator) and Mark Carver (Research Associate) from 2020 onwards

This has allowed the project to be deeply embedded in ongoing discussions and developments across the School of Education. Strathclyde-specific findings have been shared with teacher education colleagues on two specific occasions, in 2020 and again in 2022. These seminars have supported discussion around detailed aspects of our provision as well as providing an opportunity for colleagues to engage more deeply in thinking about what constitutes quality in ITE and how we can identify and evidence it. This has been really useful to us as a School as we develop our vision for socially progressive teacher education.

The whole-School sessions were, inevitably, somewhat general in their coverage, but both sessions also prompted follow-up discussion with colleagues with specific interests such as modern foreign languages, or with programme-specific interests and responsibilities.

In addition, we have used the data from school- and university-based teacher educators in our teaching on the Postgraduate Certificate in Supporting Teacher Learning, thereby communicating key messages directly with many of those involved in school and system-based support of students and probationers. This opportunity to share data, and discuss interpretations, has not only been of benefit to students on the programme, but has also provided the research team with a very useful opportunity to test out interpretations with colleagues directly involved in the school-based element of ITE.

As the largest provider of ITE in Scotland, it would be easy for us simply to look internally for support and development, but the ongoing collaboration and relationship-building with colleagues from across Scotland has given us a welcome external perspective, providing both support and challenge.

University of West of Scotland

At UWS, initial teacher education programmes are taught on two campuses – one in South Ayrshire and one in South Lanarkshire. Students on the programmes are based in a high number of Scottish local authorities. The locations of schools for school experience reflect this extensive geography, with any one cohort of students being placed in, for example, Dumfries and Galloway, Inverclyde, Dundee, West Lothian, and many local authorities in between. In an early phase of MQuITE, in-school

supporters were asked to indicate the universities with whom they worked i.e. universities whose students are placed in their schools. All in-school supporters indicated that they work with more than one university – and many (particularly in the central belt) work with multiple universities. While this was not a surprise at UWS, it was a vivid confirmation of our desire to continue to maintain and, indeed, extend partnerships with local authority colleagues.

In the early stages of one of our PG programmes (PGDE Primary) and the first year of our UG programme (B.A. Education), prominence is given to the areas of health and wellbeing, literacy and numeracy. The design of the programmes reflects our belief that developing knowledge and skills in these key areas is a secure foundation of initial teacher education. In the early survey phase of MQuITE, findings indicated that teacher efficacy in these areas is relatively high – and remained high throughout the duration of the study. (This helped to dispel the numeracy "crisis", which was particularly heartening.) As we engaged in reflection on, and annual review of, our programmes, such findings reinforced our stance and encouraged us to continue to give prominence to these areas. The ongoing challenge, particularly in a short, intense PGDE Primary programme, is to build student teachers' efficacy in other areas.

At UWS, participation in MQuITE has prompted questions; provided some reassurance; encouraged deeper reflection on the nature of our programmes.

Key messages

Individual universities have found it a helpful and reassuring process to be able to interrogate their own institutional data in comparison with the Scotland-wide data, this has been particularly helpful for new and small providers.

The development of a focused relationship over time (six years) has enabled the team to engage in support and challenge, to mutual benefit.

Engagement in the MQuITE project has supported the development of both ITE programmes and of teacher educators who design, deliver and evaluate them.

Ongoing knowledge exchange with individual universities has enabled the team to test out their interpretations of the data with stakeholders.

A long-term, collaborative, national approach to developing ITE quality has had numerous positive outcomes, but requires a shared focus, and clear leadership.

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7.   CONCLUSIONS

MQuITE was framed by two key research questions:

3. How can quality in ITE be measured in a Scottish, context-appropriate way?
4. What does this measuring tell us about aspects of quality in different ITE routes in Scotland?

In this section we address these questions by synthesising the following:

- What we learned about measuring quality (RQ 1)
- What the cohort survey tells us (RQ 2)
- What the data from other stakeholders tell us (RQ 2)
- Bringing together what we know (RQs 1 & 2)

We finish the section with some commentary under the sub-heading 'what next' where we identify aspects worthy of further development, interrogation and/or action.

7.1   What we learned about measuring quality

Key to the whole MQuITE project was the underpinning commitment to measuring quality in a context appropriate way. This meant eschewing some of the more globally dominant approaches which are governed by performance-driven measures, often correlating pupil performance on standardised tests with individual teachers, and using this as a means of measuring the quality of teachers' ITE programmes. As a team, we also found that creating our own framework enabled us to tussle with ideas and priorities in a way that using a ready-made model would not.

One of the key challenges in measuring quality is that it requires a shared understanding of what constitutes 'good' quality, that is, the intended purpose and expected outcomes of ITE. Reflecting on the data that emerged from the project revealed a tension between identifying and prioritising outcomes for the here and now, vis-à-vis outcomes that would enable graduate teachers to be prepared for an as yet unknown future. In this regard, we conclude that quality needs to be both current and future oriented, and we recognise the inherent challenge in this.

However, carrying out a collaborative project with all HEI providers and GTCS involved as co-investigators ensured that MQuITE, rather than simply being a research project which collected and interpreted empirical data, became a research and development project which simultaneously collected empirical data and fed findings back into the system. This ensured ongoing impact rather than relying on a more linear research – reporting – knowledge exchange – impact model. Thus, the act of measuring quality, which involved all co-investigators in interpreting data and interrogating their own institutional data in relation to the system wide data, naturally also resulted in enhancing quality on an ongoing basis.

7.2   What the cohort survey tells us

The picture across the board is positive, and teacher confidence in the CfE areas of responsibility of all (numeracy, literacy and health & wellbeing) is high. We found no statistically significant differences between sectors (primary and secondary) or programme routes (4-year undergraduate or one-year PGDE). Patterns of confidence in secondary graduates did, however, suggest a need for more

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experience during ITE and induction of teaching Higher and Advanced Higher classes. While the reasons for this lack of experience are clear (the importance of the senior phase exam results in the current Scottish system), there nonetheless could be more creative ways of supporting student and early career teachers to gain this experience earlier in their careers.

While primary graduates' preparedness and confidence in the range of CfE areas varies a little over time (and not always in a straight upwards trajectory), by 2022 the only area with a mean score under 3/5 was languages, suggesting a need to focus on this across the system. In general, graduates' self-efficacy reporting across the range of different components is positive and remains fairly stable across the early phase. The question here is whether we would expect it to improve with experience, or whether graduates deploy a shifting threshold themselves that means that they expect greater levels of self-efficacy as their experience increases.

The survey questions on graduates' areas of professional learning needs indicated that reported needs are varied. These findings should be interpreted with caution, however, as needs do not necessarily serve as a proxy for 'weakness'. Indeed, recognition of a need for more professional learning in a particular area could be seen as a desire to grow a particular expertise. As outlined earlier, we believe that this battery of questions serve best as a self-evaluation tool for ITE providers.

Our findings on career intention have pointed to a need to critique attrition as a measure of teacher quality on the basis that the discourse of 'wastage' positions ITE as solely a means to provide an immediate pipeline of workers for state schools. This is particularly problematic in terms of its fit with the current policy focus on diversifying the profession. A diverse profession would include teachers who came in and out of the Scottish state system over time, working in other countries, and being qualified in other countries. We advocate for a focus on career intention and choice satisfaction as more helpful measures of ITE quality than simple measures of attrition or wastage (Carver, 2021).

Overall, the survey findings tell us that there are no specific areas of crisis, but do help to give a clearer picture of confidence and self-efficacy across a number of measures which will help us to target specific areas of programmes, TIS and general early phase support in a more specific way.

7.3   What the data from other stakeholders tell us

A range of views were expressed, between and across various stakeholders, about the fundamental purpose and possibilities of ITE: some stakeholders conveyed a belief that ITE is about creating 'classroom ready' teachers (this is evident in the strong message that universities should be 'preparing' students for placement teaching, rather than seeing placement as a different, but equally important site of learning), while others (including HEIBTEs, school mentors/leaders and probation managers) stressed the importance, and current strength, of theory-informed practice as fundamental to career-long professional growth. What this range of co-existing views suggests is that there is a need for much greater clarity in the system about what is desirable and possible at the end of ITE. This then has implications of what happens in the induction period, whose very existence acknowledges that new graduate teachers are not expected to be fully formed at the end of ITE. Probation managers in particular, most of whom hold the unique position of being involved in both student placements and TIS, identified the need for ITE and induction to function much better as a coherent whole, rather than as two distinct phases as currently happens.

Respective power between partners during student placements was raised as an issue, particularly with regard to assessment of placement, where school-based partners perceived that their HEI-based

colleagues exercised greater power to influence final decision, even when that decision contradicted the school partner's judgement. Our learning here is not so much about what the 'true' position is, rather that this reveals some issues relating to communication and shared understanding of respective roles. Indeed, a lack of shared understanding was evident across partners in different roles, and we conclude that very often the pedagogical underpinnings of ITE programmes (in terms of structure, placement lengths, timings and expectations, assessment), are not made explicit or shared across all partners.

Adding to the challenge of communicating and developing such a shared understanding is the practical challenge facing schools in terms of the wide range of programmes and providers from whom they accept students on placement. The range of programmes and providers for which individual schools support placements places a significant burden on schools in terms of their capacity to know and understand the different requirements. The way in which SPS allocates placements, without being able to fully recognise and accommodate this variability, is problematic in this regard. This raises questions about how we might best reconcile the need for a national system with the demands in, and restrictions on, local contexts.

Regardless of the challenges and areas where there is clearly a need for greater shared understanding, all stakeholders were positive about the notion of partnership, but, to varying degrees, believed that this could be strengthened. In part, this strengthening would involve greater clarity over respective roles, and a deeper, shared understanding of the pedagogical underpinning of different programmes.

Across the various sets of stakeholder data, there was an acknowledgement that while much of ITE is good, and graduates are generally well-prepared, there are pockets of practice which are not as high quality as we would wish for. This includes comments about variability of mentor quality, variability of HEI-based teacher educator quality and variability of the capacity of schools to provide supportive placements. Owing to the systemic reliance on goodwill, these weak points often go unchallenged. A more overt, properly resourced and valued system of partnership would allow for greater support and accountability. As things currently stand, mentors, or SBTEs, seem to rely quite heavily on folk knowledge which has its origins in mentors' own ITE experiences. There is clearly work to be done here in ensuring an adequate level of education and support for teachers who are involved in the direct support and assessment of student and probationer teachers.

Finally, stakeholders raised some concern about the resilience of new graduates. There were suggestions that this might be related to COVID, but some probation managers had identified this as a growing trend prior to COVID. This has implications for recruitment and selection in ITE as the well as the clear and timely communication of expectations during the induction year.

Key project messages: Bringing together what we know

A synthesis of the MQuITE project learning can be captured under four key headings, namely: 1) graduate outcomes; 2) stakeholder partnerships; 3) measures of quality; and 4) project approach.

Graduate outcomes

Graduates report no real areas of persistent weakness, and levels of confidence and self-efficacy remain fairly high and fairly stable over time. There is no sense of a crisis in ITE, and in the CfE areas of responsibility for all, confidence, while slightly higher in the primary sector, is high across both

sectors. We identified no statistically significant difference in confidence or self-efficacy by sector or by programme route (undergraduate or PGDE). The range of different professional learning needs identified by graduates suggests a need for choice rather than a 'one size fits all' type approach in the induction year. Finally, when compared with TALIS data, graduates in Scotland report comparable levels of self-efficacy, and higher than OECD average positive orientations towards staying in teaching.

Stakeholder partnerships

There was a clear commitment to partnership working expressed by all stakeholders – during and beyond the ITE phase. However, for a national system that relies so heavily on mentoring and in-school support for professional learning, there is an obvious lack of systematic support, appropriate resourcing, clarity of role expectations and systematic support for school-based teacher educators. This lack of systemic resourcing and support is compounded by a school placement system which sees schools receiving students from many different courses and providers, thereby making the development of relationships, and sharing of understanding between schools and HEIs more challenging.

Measures of quality

The whole exercise of developing a contextually appropriate framework for measuring quality in Scotland has illuminated the fact that there is not a shared understanding of the purpose of ITE. The link between how one might measure quality, and how one identifies or describes what constitutes quality ITE, is of crucial importance. The MQuITE data points to the need for more explicit conversation in the system about what we see as the purpose and expected outcomes of ITE and what pedagogical decisions we would take in order to achieve these desired outcomes.

The components of the MQUITE framework which looked at graduates' career intentions/career choice have helped us to see more clearly that the way we construct 'measurements' can help to shift the discourse. Our questions about career intention and career choice have revealed a more nuanced picture that challenges the reductive and technicist discourses of 'wastage' and attrition.

Project approach

The collaborative, longitudinal approach to the project which adopted a research and development orientation is unique and puts Scotland on the global map in terms of its commitment to evaluating its national ITE provision in a systematic, collective way. The importance of valuing empirical research that can be used to support and enhance provision is not to be underestimated, and the interest in the project from outwith Scotland has helped us to recognise and value this shared commitment to researching and developing our ITE system.

7.4   What next

The overall headline message from the MQuITE study is that the ITE system as a whole is generally healthy, and there is definitely no 'crisis'. However, the nuance in the data helps us to identify key areas which might be targeted to leverage system improvement, namely:

- Building a self-audit tool based on the MQuITE data as a baseline will enable individual institutions to maintain the capacity to consider their own provision in relation to national data. This will not, however, allow us to carry out system-level checks unless resources are made available to gather and analyse data across institutions.
- While there is no one clear area of weakness in the system, the data reveal that personal professional learning needs vary across individuals and over time. This suggests a need for much more choice in early phase professional learning.
- Partnership working (e.g. between schools, HEIs and local authorities) is a key area that should be further strengthened, or indeed perhaps rethought, and certainly properly resourced.
- Given that the whole early phase of teacher education relies so heavily on mentoring, investing in this part of the system would have the potential to build system-wide capacity and enhance the early phase experience. Such investment might include access to high quality professional learning and ongoing support, adequately funded time to carry out the role, and appropriate status/value placed on the role.
- The system-level health check reveals a positive picture which should be drawn on in recruitment activities as a counterbalance to some of the global, public discourses which portray teaching in a much more negative light. In particular, the positive picture in terms of graduates' intentions to remain in teaching/education and in expressing happiness with their career choices, could be shared more widely as a means of influencing public perceptions of teaching as a career.
- Ultimately, there remains the overarching issue that the data reveal a range of different views of the fundamental purpose of ITE, encapsulated by the tension between preparing teachers for the here-and-now and preparing them for a whole career, the future of which is unknown. There are system-level discussions to be had about the extent to which this variation is something that we want, that is, a range of provision that explicitly serves different purposes, or whether as a nation we want to come to a shared understanding around one key purpose of ITE. Clarity over purpose and expectations of ITE, and indeed the early phase as a whole, would help to inform subsequent attempts to measure quality in ITE.

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Appendix A: List of team members

Principal Investigator	Aileen Kennedy University of Edinburgh Jan 2017 – July 2020 University of Strathclyde August 2020 - present
Principal Investigator	Paul Adams, University of Strathclyde
Research Assistant	Emilee Rauschenberger, January 2017 – July 2017 Jennifer Treacy, August 2017 – August 2018
Research Associate	Mark Carver, September 2018 – December 2022
General Teaching Council for Scotland	Ellen Doherty, then Charlaine Simpson, then Victoria Smith & Louise Campbell
Napier University	Andrew Gallagher, from September 2019
Queen Margaret University	Sian Jones, from September 2019
Royal Conservatoire of Scotland	John Gormley, then Angela Japp
University of Aberdeen	Rachel Shanks
University of Dundee	Carrie McLennan
University of Edinburgh	Nicola Carse
University of Glasgow	Robert Doherty
University the Highlands and Islands	Morag Redford
University of Stirling	Sandra Eadie, then Jane Smithson, then Andrea Priestley
University of Strathclyde	Anna Beck
University of the West of Scotland	Jennifer Ellis

Appendix B: List of publications

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Appendix C: MQuITE Framework

Components of quality	Related specific dimensions	Data collection tool
COMPONENT 1: Partnership	Partnership structures	A(1) Programme profile
	Partnership culture in and between schools/LA	B(2) End of ITE survey (partnership staff) B(3) End of ITE survey (university staff)
COMPONENT 2: Admissions, recruitment and retention	Extent of partnership other than schools/LAs (e.g. third sector organisations)	A(1) Programme profile
	Selection process	A(1) Programme profile
	Conversion rates (offers to matriculated students)	A(2) Programme profile
	Academic qualifications of matriculated students	A(2) Programme profile
	Retention rates (start – end programme)	A(2) Programme profile
	Diversity of cohort in terms of protected characteristics	A(2) Programme profile
COMPONENT 3: Programme design	Curriculum design/structure (diagrammatic or tabular form), to include reference to SCQF levels and any optional extras such as study abroad.	A(1) Programme profile
	Aspects of programme most highly valued and seen as most problematic from existing QA processes, e.g. national surveys, course evaluations and staff/student liaison committees. (Identify three aspects highly rated and three identified a needing attention)	A(3) Programme profile
	Perceptions of student confidence/competence on exit	B(1) End of ITE survey (students) B(2) End of ITE survey (partnership staff) B(3) End of ITE survey (university staff)
COMPONENT 4: Practicum/fieldwork	Rationale for approach to site-based learning	A(3) Programme profile

	Structure of site-based learning, including pattern, time, content, assessment	A(1) Programme profile
	Satisfaction with SBL (students) Satisfaction with SBL (partners: HTs and teacher mentors) Satisfaction with SBL (university staff)	B(1) End of ITE survey (students) B(2) End of ITE survey (partnership staff) B(3) End of ITE survey (university staff)
COMPONENT 5: Teacher educators	Staff demographics (UBL & SBL): % permanent/temporary; % doctoral qualification; % TQ/GTCS registration; years spent teaching schools	B(3) End of ITE survey (university staff)
	Ongoing career development	B(3) End of ITE survey (university staff)
	Teacher educator (both university and school-based) quality surveys by students, colleagues and partners	B(1) End of ITE survey (students) B(2) End of ITE survey (partnership staff) B(3) End of ITE survey (university staff)
	Support/education for teacher mentors	A.Programme profile B(2) End of ITE survey (partnership staff) B(3) End of ITE survey (university staff)
COMPONENT 6: Initial destinations	Initial destinations and reasons for this	B(1) End of ITE survey (students)
	Percentage of our 2018 cohort starting Teacher Induction Scheme who complete it within the year completing induction year Percentage of whole 2018 population starting Teacher Induction Scheme who complete it within the year completing induction year	C. Annual GTCS data check
COMPONENT 7: Post-registration	Employment and registration status and role in years 2, 3, 4 & 5 after qualification	E(1) Annual 2018 cohort survey (2018 study cohort)
	Graduates' perceptions of confidence/competence at graduation, post-full registration, and in years 2, 3, 4 & 5 after qualification	B(1) End of ITE survey (students) D. End of induction survey E(1) Annual 2018 cohort survey (2018 study cohort) F. 2018 cohort individual interviews (sample of cohort)

	Employers' perceptions of confidence/competence at graduation, post-full registration, and in years 2, 3, 4 & 5 after qualification	E(2) Annual 2018 cohort survey (line managers)
	Local authority induction managers' perceptions of cohort confidence/competence twice per year	G. Induction manager focus group
COMPONENT 8: Institutional context	Organisation/management structures (e.g. admin. support, VLEs)	A(1) Programme profile
	Perception of impact of institutional vision, culture and policy priorities Perception of reputation/place of education within the institution as a whole	B(3) End of ITE survey (university staff)

Data Collection Tools

Timing/Data collection tool	Frequency	Timing
A. Programme profile (one-off, multi-dimensional data collection tool capturing data on programme design and student profile of 2018 graduating student population) (1) Statements of fact about programme (2) Admissions data (3) Programme Director/Course Leader perspectives	One-off	By end session 2017/18
B. End of ITE surveys (1) Whole population survey of 2018 ITE graduates (also used to recruit the 2018 study cohort) (2) Partnership staff * (3) ITE staff **	One-off for each	May/June 2017/18
C. Annual GTCS data check	Annual	August 2019 August 2020 August 2021 August 2022
D. End of induction survey (whole population of teachers competing TIS in June 2019)	One-off	June 2019

	(possibly annual survey if GTCS wishes to take the data analysis on)	
E. Annual 2018 cohort survey (1) Cohort teachers (2) Line managers	Annual	June 2020 June 2021 June 2022
F. 2018 cohort individual interviews drawing on ITE profile, induction profile and subsequent PRD records (sample only, not entire cohort)	Annual	June 2019 June 2020 June 2021 June 2022
G. Induction manager focus groups	Twice per year at existing GTCS-organised Induction Manager seminars	Twice in 2019 Twice in 2020 Twice in 2021 Twice in 2022

*Partnership staff includes:

- All headteachers in schools supporting students on placement/SBL within the programme
- All teacher mentors supporting students on placement/SBL within the programme. 'Teacher mentors' encapsulates both the class teacher involved in direct support on a daily basis and student regents/school mentors where these positions exist.

**University staff includes:

- all course organisers/module leaders on each programme, and all core staff teaching on these courses/modules
- all staff who regularly visit students on placement/site-based learning for the programme.

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What is this research seeking to find out?

This survey is part of the *Measuring Quality in Initial Teacher Education* (MQuITE) project. The project seeks to involve all stakeholders in the development of a contextually-appropriate means of measuring quality in initial teacher education in Scotland. The project is funded by the Scottish Government and runs for six years (tracking graduates over five years), involving all initial teacher education (ITE) universities in Scotland, as well as GTCS. This first stage of the project involves asking students teachers, school partners and university tutors for their views on the effectiveness of ITE. This work will contribute significantly to the development of quality teacher education in Scotland, and will also offer a useful perspective to the international debate on measuring quality in ITE.

Who is conducting the study?

The study is being led by Dr Aileen Kennedy at the University of Edinburgh and Dr Paul Adams at the University of Strathclyde. The project team also involves co-investigators from each of the nine universities in Scotland offering initial teacher education, as well as the GTCS. Should you wish more information at any time you can follow the project on the Scottish Council of Deans of Education website: http://www.scde.ac.uk/projects/measuring-quality-in-initial-teacher-education-mquite/ or you can contact either of the Principal Investigators:

Aileen Kennedy, University of Edinburgh aileen.kennedy@ed.ac.uk
Paul Adams, University of Strathclyde paul.adams@strath.ac.uk

What are you being asked to do?

We are inviting all ITE students in Scotland, who are due to graduate in summer 2018, to take part in this research. This will give us vital data about students' views of their ITE experiences in every programme in all nine institutions across the country. Specifically, we are inviting you to complete an online survey which asks questions about your ITE experience and your feelings of confidence and competence as you get ready to embark on your first post as a beginning teacher. We are also inviting respondents to express interest in signing up to be part of an ongoing study sample, and if you are interested in being considered as part of this group we will ask you to complete your contact details at the end of the survey.

Confidentiality

The online survey responses are submitted anonymously and prior to analysis, any contact details offered in relation to participation in the ongoing study example will be separated from the survey responses. The full set of data will be available to the project team for the purposes of analysis, and each institutional representative will have access to their own institution's responses at programme level (although they will not be able to identify individual respondents by name). Any public reporting of the data set will not name individual institutions. The data will be stored securely online and will be password protected.

Use of results

Individual institutions will be able to use their own data to identify trends and issues that can be used to influence ongoing programme development. At national level, the data will be used to identify aspects of ITE programmes that appear to support quality outcomes. The data from this survey will be considered alongside survey data from school partners and university tutors. Ultimately, the data from this project will have the capacity to influence the future direction of ITE in Scotland, supporting the ongoing development of a stronger and richer school experience for pupils.

Consent

The project is supported by the Heads of School of Education in all nine institutions, and has been granted ethical approval by the Moray House Ethics Committee at the University of Edinburgh. You are free to withdraw from the project at any time should you wish.

In proceeding to the next stage of the survey you are confirming that you understand the nature of the project and are giving your consent to the terms set out above. Should you not wish to participate, please exit the survey now.

Demographic Information

What is your gender?

○ Male

○ Female

○ Prefer not to say

○ Other

If you selected Other, please specify:

[   ]

What was your age last birthday?

○ Under 25

○ 26-30

○ 31-40

○ 41-50

○ 51-60

○ 61+

What is your ethnic group? (Please tick one of the following options which best describes your ethnic group or background)

At which University are you studying?

Can you communicate beyond beginner level in any language(s) other than English?

○ Yes

○ No

If yes, what language(s) do you speak?

At which University are you studying?

University of Aberdeen programmes

Which programme are you studying at the University of Aberdeen?

University of Dundee programmes

Which programme are you studying at the University of Dundee?

University of Edinburgh programmes

Which programme are you studying at the University of Edinburgh?

University of Glasgow programmes

Which programme are you studying at the University of Glasgow?

University of the Highlands and Islands programmes

Which programme are you studying at the University of the Highlands and Islands?

Royal Conservatoire of Scotland programmes

Which programme are you studying at the Royal Conservatoire?

University of Stirling programmes

Which programme are you studying at the University of Stirling?

University of Strathclyde programmes

Which programme are you studying at the University of Strathclyde?

University of the West of Scotland programmes

Which programme are you studying at the University of the West of Scotland?

Your feelings of preparedness to teach

In general terms, how prepared do you feel to enter the teaching profession?

	1	2	3	4	5	
Not at all prepared	☐	☐	☐	☐	☐	Very prepared

As a beginning teacher, please tell us how prepared you feel to teach the following, where 1 = not at all prepared, and 5 = very prepared

	1 not at all prepared	2	3	4	5 very prepared
Literacy	☐	☐	☐	☐	☐
Numeracy	☐	☐	☐	☐	☐
Health and Wellbeing	☐	☐	☐	☐	☐

PLEASE ONLY ANSWER THIS QUESTION IF YOU ARE QUALIFYING TO TEACH SECONDARY. If you are qualifying to teach secondary, please tell us how prepared you feel to teach your subject at the following levels/phases (if you are dual qualified, please answer in relation to your first subject only)

	1 not at all prepared	2	3	4	5 very prepared
Broad General Education	☐	☐	☐	☐	☐
National 4	☐	☐	☐	☐	☐
National 5	☐	☐	☐	☐	☐
Higher	☐	☐	☐	☐	☐

Advanced Higher	☐	☐	☐	☐	☐

PLEASE ONLY ANSWER THIS QUESTION IF YOU ARE QUALIFYING TO TEACH PRIMARY. If you are qualifying to teach primary, please tell us how prepared you feel to teach the following curricular areas

	1 not at all prepared	2	3	4	5 very prepared
Expressive Arts	☐	☐	☐	☐	☐
Languages	☐	☐	☐	☐	☐
Mathematics and numeracy	☐	☐	☐	☐	☐
Physical Education	☐	☐	☐	☐	☐
Religious and moral education	☐	☐	☐	☐	☐
Sciences	☐	☐	☐	☐	☐
Social Studies	☐	☐	☐	☐	☐
Technologies	☐	☐	☐	☐	☐

Please rate how **competent** you feel as a beginning teacher

	1	2	3	4	5	
Not at all competent	☐	☐	☐	☐	☐	Very competent

Please rate how **confident** you feel as a beginning teacher

	1	2	3	4	5	
Not at all confident	☐	☐	☐	☐	☐	Very confident

Your learning in university and site/school-based contexts

Thinking about all your **university-based** learning experiences...

	1 = not at all	2	3	4	5 = very
Overall, how effective were these university-based experiences in supporting your development as a beginning teacher?	☐	☐	☐	☐	☐

	1 = not at all	2	3	4	5 = very
How effective were these university-based experiences in supporting your academic development?	☐	☐	☐	☐	☐
How professionally relevant were these university-based experiences in supporting you to meet the Standard for Provisional Registration?	☐	☐	☐	☐	☐

Thinking about site-based/placement experiences…

	1 = not at all	2	3	4	5 = very
How knowledgeable have placement staff been about the requirements of your ITE programme?	☐	☐	☐	☐	☐
How supportive have placement-based staff been during placement?	☐	☐	☐	☐	☐
How supportive have university-based staff been during placement?	☐	☐	☐	☐	☐
To what extent have these placement-based experiences supported you in meeting the Standard for Provisional Registration?	☐	☐	☐	☐	☐
How positive did you find the general morale and outlook of the teachers in	☐	☐	☐	☐	☐

	your placement schools?					

Teacher Leadership

	1 = not at all	2	3	4	5 = very
How confident are you that you understand the concept of teacher leadership in schools?	☐	☐	☐	☐	☐
To what extent do you feel that your ITE programme has supported you to develop as a leader?	☐	☐	☐	☐	☐
To what extent do you feel that your ITE programme has enabled you to use leadership skills?	☐	☐	☐	☐	☐

Thinking about your career

Has your ITE programme made teaching seem a more or less desirable career than you originally anticipated?

○ More desirable

○ Less desirable

○ About the same

At this point in time, where do you envisage yourself in 5 years' time? (tick all that apply)

☐ Class/subject teacher in Scotland

☐ Middle leader (e.g. Principal Teacher, Faculty Head or Depute Headteacher)

☐ School leader/Headteacher

☐ Not teaching at all

☐ Teaching outwith Scotland

☐ Working in Further Education of Higher Education

☐ Working in education but not teaching, e.g. local authority officer, Education Scotland, GTCS...

☐ Studying for, or having achieved, a Masters degree in education

☐ Studying for, or having achieved, a doctorate in education, e.g. PhD or EdD

☐ Studying for, or having achieved a higher degree (Masters or Doctorate) in a non-education-related field

☐ Other

If you selected Other, please specify:

[text input box]

ITE highs and lows

Please list the three most positive things about your ITE programme/experience:

[text input box]

Please list the three most negative things about your ITE programme/experience:

[text input box]

The next phase of the project

The next phase of this project involves identifying a 'study cohort', which will be a sample of all the 2018 ITE graduates. We plan to recruit a cohort of approximately 400 ITE graduates who we will keep in touch with over the next 5 years. If you are interested in being selected to be a part of this study, please leave your name and contact details below. We would expect as a minimum to ask every person in the study cohort to complete a survey each year, and in addition we will interview a small sub-sample of the cohort.

Should you volunteer to be part of this study cohort you will, of course, be free to withdraw from the study at any point. Participation in the study will help to provide a unique insight into initial teacher education across the whole of Scotland over an extended period of time, and will provide a useful opportunity for you to reflect on your ongoing professional learning in the first few years of your career.

If you have any queries about the study before making a decision, you are very welcome to contact either of the Principal Investigators:

Dr Aileen Kennedy, University of Edinburgh: aileen.kennedy@ed.ac.uk
Dr Paul Adams, University of Strathclyde: paul.adams@strath.ac.uk

If you are interested in becoming part of the 2018 study cohort for the MQuITE project, please give your name and personal email address below. (This contact information will be separated from your survey responses prior to analysis so as to preserve your anonymity.)

Name:

<div style="border:1px solid #888; width:380px; height:28px;"></div>

Personal email address:

<div style="border:1px solid #888; width:380px; height:28px;"></div>

End of survey

Many thanks for taking the time to complete this survey. We wish you all the very best in your future career!

Key for selection options

3 - What is your ethnic group? (Please tick one of the following options which best describes your ethnic group or background)
> White - Scottish
> White - Other British
> White - Irish
> White - Gypsy/Traveller
> White - Polish
> White - Other
> Mixed or multiple ethnic groups
> Pakistani, Pakistani Scottish or Pakistani British
> Indian, Indian Scottish or Indian British
> Bangladeshi, Bangladeshi Scottish or Bangladeshi British
> Chinese, Chinese Scottish or Chinese British
> Asian - Other
> African, African Scottish or African British
> Caribbean, Caribbean Scottish or Caribbean British
> Black, Black Scottish or Black British
> African, Caribbean or Black - Other
> Arab
> Other ethnic group not listed above

5 - At which University are you studying?
> Aberdeen
> Dundee
> Edinburgh
> Glasgow
> Highlands and Islands
> Royal Conservatoire
> Stirling
> Strathclyde
> West of Scotland

6 - Which programme are you studying at the University of Aberdeen?
> PGDE Primary
> PGDE Secondary

MA Primary Education
DLITE Primary
DLITE Secondary
BMus

7 - Which programme are you studying at the University of Dundee?
MA (Hons) Education
PGDE/PGCE Primary
PGDE/PGCE Secondary
PGDE/PGCE Learn to Teach
PGCE Supported Induction Route

8 - Which programme are you studying at the University of Edinburgh?
MA Physical Education
MA Primary Education with…
MA Primary Education with Gaelic
PGDE Primary
PGDE Secondary

9 - Which programme are you studying at the University of Glasgow?
BTechEd
MA Primary Education (Dumfries Campus)
MA Religious and Philosophical Education
MEduc
PGDE Primary
PGDE Secondary

10 - Which programme are you studying at the University of the Highlands and Islands?
PGDE Gaelic Medium Primary
PGDE Gaelic Medium Secondary
PGDE Primary
PGDE Secondary

11 - Which programme are you studying at the Royal Conservatoire?
BEd (Music)
PGDE (Dance)

12 - Which programme are you studying at the University of Stirling?
BA/BSc Professional Education Primary
BA/BSc Professional Education Secondary

13 - Which programme are you studying at the University of Strathclyde?
BA Primary Teaching
BSc Chemistry/Maths/Physics with Education
PGDE with Masters
PGDE Primary
PGDE Secondary

14 - Which programme are you studying at the University of the West of Scotland?
BA (Hons) Primary Education
PGDE Primary
PGDE Secondary

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What is this research seeking to find out?

This survey is part of the *Measuring Quality in Initial Teacher Education* (MQuITE) project. The project seeks to involve all stakeholders in the development of a contextually-appropriate means of measuring quality in initial teacher education in Scotland. The project is funded by the Scottish Government and runs for six years (tracking graduates over five years), involving all initial teacher education (ITE) universities in Scotland, as well as GTCS. This first stage of the project involves asking students teachers, school partners and university tutors for their views on the effectiveness of ITE. This work will contribute significantly to the development of quality teacher education in Scotland, and will also offer a useful perspective to the international debate on measuring quality in ITE.

Who is conducting the study?

The study is being led by Dr Aileen Kennedy at the University of Edinburgh and Dr Paul Adams at the University of Strathclyde. The project team also involves co-investigators from each of the eleven universities in Scotland offering initial teacher education, as well as the GTCS. Should you wish more information at any time you can follow the project on the Scottish Council of Deans of Education website: http://www.scde.ac.uk/projects/measuring-quality-in-initial-teacher-education-mquite/, on Twitter @MQuITE_Ed, on our Wordpress blog, or you can contact either of the Principal Investigators:
Dr Aileen Kennedy, University of Edinburgh aileen.kennedy@ed.ac.uk
Dr Paul Adams, University of Strathclyde paul.adams@strath.ac.uk

What are you being asked to do?

We are inviting all ITE students in Scotland, who are due to graduate in summer 2019, to take part in this research. This will give us vital data about students' views of their ITE experiences in every programme in all eleven institutions across the country. Specifically, we are inviting you to complete an online survey which asks questions about your ITE experience and your feelings of confidence and competence as you get ready to embark on your first post as a beginning teacher. We are also inviting respondents to express interest in signing up to be part of an ongoing study sample, and if you are interested in being considered as part of this group we will ask you to complete your contact details at the end of the survey. Last year's participants took an average of just under 10 minutes.

Confidentiality

The online survey responses are submitted anonymously and prior to analysis, any contact details offered in relation to participation in the ongoing study example will be separated from the survey responses. The full set of data will be available to the project team for the purposes of analysis, and each institutional representative will have access to their own institution's responses at programme level (although they will not be able to identify individual respondents by name). Any public reporting of the data set will not name individual institutions. The data will be stored securely online and will be password protected.

Use of results

Individual institutions will be able to use their own data to identify trends and issues that can be used to influence ongoing programme development. At national level, the data will be used to identify aspects of ITE programmes that appear to support quality outcomes. The data from this survey will be considered alongside survey data from school partners and university tutors. Ultimately, the data from this project will have the capacity to influence the future direction of ITE in Scotland, supporting the ongoing development of a stronger and richer school experience for pupils.

Consent

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In proceeding to the next stage of the survey you are confirming that you understand the nature of the project and are giving your consent to the terms set out above. Should you not wish to participate, please exit the survey now.

Your feelings of preparedness to teach

In general terms, how prepared do you feel to enter the teaching profession?

	1	2	3	4	5	
Not at all prepared	☐	☐	☐	☐	☐	Very prepared

As a beginning teacher, please tell us how prepared you feel to teach the following, where 1 = not at all prepared, and 5 = very prepared

	1 not at all prepared	2	3	4	5 very prepared
Literacy	☐	☐	☐	☐	☐
Numeracy	☐	☐	☐	☐	☐
Health and Wellbeing	☐	☐	☐	☐	☐

PLEASE ONLY ANSWER THIS QUESTION IF YOU ARE QUALIFYING TO TEACH PRIMARY. If you are qualifying to teach primary, please tell us how prepared you feel to teach the following curricular areas

	1 not at all prepared	2	3	4	5 very prepared

Expressive Arts	☐	☐	☐	☐	☐
Health and Wellbeing	☐	☐	☐	☐	☐
Languages: English	☐	☐	☐	☐	☐
Languages: other than English	☐	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐	☐
Physical Education	☐	☐	☐	☐	☐
Religious and Moral Education	☐	☐	☐	☐	☐
Sciences	☐	☐	☐	☐	☐
Social Studies	☐	☐	☐	☐	☐
Technologies	☐	☐	☐	☐	☐

Which of these curricular areas have you had experience teaching during your ITE?

☐ Expressive Arts

☐ Health and Wellbeing

☐ Languages: English

☐ Languages other than English

☐ Mathematics

☐ Physical Education

☐ Religious and Moral Education

☐ Sciences

☐ Social Studies

☐ Technologies

PLEASE ONLY ANSWER THIS QUESTION IF YOU ARE QUALIFYING TO TEACH SECONDARY. If you are qualifying to teach secondary, please tell us how prepared you feel to teach your subject at the following levels/phases (if you are dual qualified, please answer in relation to your first subject only)

	1 not at all prepared	2	3	4	5 very prepared
Broad General Education	☐	☐	☐	☐	☐
National 4	☐	☐	☐	☐	☐

National 5	☐	☐	☐	☐	☐
Higher	☐	☐	☐	☐	☐
Advanced Higher	☐	☐	☐	☐	☐

Which of these levels have you had experience teaching during your ITE?

- ☐ Broad General Education
- ☐ National 4
- ☐ National 5
- ☐ Higher
- ☐ Advanced Higher
- ☐ Other (e.g. IB, GCSE)

Please rate how **competent** you feel as a beginning teacher

	1	2	3	4	5	
Not at all competent	☐	☐	☐	☐	☐	Very competent

Please rate how **confident** you feel as a beginning teacher

	1	2	3	4	5	
Not at all confident	☐	☐	☐	☐	☐	Very confident

Your learning in university and site/school-based contexts

Thinking about all your **university-based** learning experiences...

	1 = not at all	2	3	4	5 = very
Overall, how effective were these university-based experiences in supporting your development as a beginning teacher?	☐	☐	☐	☐	☐
How effective were these university-based experiences in supporting your academic development?	☐	☐	☐	☐	☐
How professionally relevant were	☐	☐	☐	☐	☐

these university-based experiences in supporting you to meet the Standard for Provisional Registration?			97		

Thinking about site-based/placement experiences...

	1 = not at all	2	3	4	5 = very
How knowledgeable have placement staff been about the requirements of your ITE programme?	☐	☐	☐	☐	☐
How supportive have placement-based staff been during placement?	☐	☐	☐	☐	☐
How supportive have university-based staff been during placement?	☐	☐	☐	☐	☐
To what extent have these placement-based experiences supported you in meeting the Standard for Provisional Registration?	☐	☐	☐	☐	☐
How positive did you find the general morale and outlook of the teachers in your placement schools?	☐	☐	☐	☐	☐

Teacher Leadership

	1 = not at all	2	3	4	5 = very
How confident are you that you understand the concept of	☐	☐	☐	☐	☐

teacher leadership in schools?			98		
To what extent do you feel that your ITE programme has supported you to develop as a leader?	☐	☐	☐	☐	☐
To what extent do you feel that your ITE programme has enabled you to use leadership skills?	☐	☐	☐	☐	☐

Thinking about your career

Has your ITE programme made teaching seem a more or less desirable career than you originally anticipated?

○ Much less desirable

○ Less desirable

○ About the same

○ More desirable

○ Much more desirable

How desirable is teaching as a career to you now?

○ Very undesirable

○ Undesirable

○ Neutral

○ Desirable

○ Very desirable

At this point in time, where do you envisage yourself in 5 years' time? (tick all that apply)

☐ Class/subject teacher in Scotland

☐ Middle leader (e.g. Principal Teacher, Faculty Head or Depute Headteacher)

☐ School leader/Headteacher

☐ Not teaching at all

☐ Teaching outwith Scotland

☐ Working in Further Education or Higher Education

☐ Working in education but not teaching, e.g. local authority officer, Education Scotland, GTCS...

☐ Studying for, or having achieved, a Masters degree in education

☐ Studying for, or having achieved, a doctorate in education, e.g. PhD or EdD

☐ Studying for, or having achieved a higher degree (Masters or Doctorate) in a non-education-related field

☐ Other

If you selected Other, please specify:

ITE highs and lows

Please list the three most positive things about your ITE programme/experience:

Please list the three most negative things about your ITE programme/experience:

Demographic Information

What is your gender?

○ Male

○ Female

○ Prefer not to say

○ Other

If you selected Other, please specify:

What was your age last birthday?

Please enter a number.

What is your ethnic group? (Please tick one of the following options which best describes your ethnic group or background)

What is your first language?

○ English

○ Gaelic

○ Other

If you selected Other, please specify:

Can you communicate beyond beginner level in any language(s) other than English?

○ Yes

○ No

If yes, what language(s) do you speak?

What programme are you studying?

○ MA Primary

○ MA Primary with Gaelic

○ MA Physical Education

○ PGDE Primary

○ PGDE Secondary

○ MSc Transformative Learning and Teaching

○ Other

If you selected Other, please specify:

The next phase of the project

The next phase of this project involves identifying a 'study cohort', which will be a sample of all the 2019 ITE graduates. We plan to recruit a cohort of ITE graduates who we will keep in touch with over the next 5 years. If you are interested in being selected to be a part of this study, please leave your name and contact details below. We would expect as a minimum to ask every person in the study cohort to complete a survey each year, and in addition we will interview a small sub-sample of the cohort.

Should you volunteer to be part of this study cohort you will, of course, be free to withdraw from the study at any point. Participation in the study will help to provide a unique insight into initial teacher

education across the whole of Scotland over an extended period of time, and will provide a useful opportunity for you to reflect on your ongoing professional learning in the first few years of your career.

If you have any queries about the study before making a decision, you are very welcome to contact either of the Principal Investigators:

Dr Aileen Kennedy, University of Edinburgh: aileen.kennedy@ed.ac.uk
Dr Paul Adams, University of Strathclyde: paul.adams@strath.ac.uk

If you are interested in becoming part of the 2019 study cohort for the MQuITE project, please give your name and email address below. Since you will soon be leaving your university, it is better to give a personal email address. (This contact information will be separated from your survey responses prior to analysis so as to preserve your anonymity.)

Name:

Personal email address:

That's all our questions, thank you very much for your help. We will analyse results and compare with previous years to get a sense of how ITE is changing in Scotland and what are recurrent issues. To support this, we would also like to see how Scotland compares with other countries. If you have time, it would help us a lot if you continue to 'part 2' where we will show you six questions from other surveys. This will allow us to make a direct comparison, and you'll be offered feedback on how your response compares with teachers in other countries. If you do not wish to continue, you can just close this page and all your answers so far will still be included in the main analysis. If you are happy to continue, please click next below.

○ I'm done, finish the survey

○ Let's keep going

OECD comparisons

The following questions are from the Teaching and Learning International Survey (TALIS) by the OECD and will help us compare responses in Scotland with 48 other countries and nations. Note that these all use 1-4 ratings instead of the 1-5 you used earlier so there is no 'neutral' option. If you genuinely feel neutral, we suggest leaving the response blank.

In your teaching, to what extent do you feel prepared for the elements below?

Please don't select more than 1 answer(s) per row.

	1 Not at all prepared	2	3	4 Very well prepared
Content of the subject(s) I teach	☐	☐	☐	☐
Pedagogy of the subject(s) I teach	☐	☐	☐	☐

Teaching in a mixed-ability setting	☐	☐	☐	☐
Teaching in a multi-cultural or multi-lingual setting	☐	☐	☐	☐

For each of the areas listed below, please indicate the degree to which you currently need professional development

Please don't select more than 1 answer(s) per row.

	1 - No need	2	3	4 - Very high level of need
Knowledge and understanding of my subject field(s)	☐	☐	☐	☐
Pedagogical competencies in teaching my subject field(s)	☐	☐	☐	☐
Knowledge of the curriculum	☐	☐	☐	☐
Student assessment practices	☐	☐	☐	☐
Student behaviour and classroom management	☐	☐	☐	☐
Approaches to individualised learning	☐	☐	☐	☐
Teaching students with additional support needs	☐	☐	☐	☐
Teaching in a multicultural or multilingual setting	☐	☐	☐	☐
Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	☐	☐	☐	☐
Approaches to developing cross-occupational competencies for	☐	☐	☐	☐

	future work or future studies			

In your teaching, to what extent can you do the following?

Please don't select more than 1 answer(s) per row.

	1 - Not at all	2 - To some extent	3 - Quite a bit	4 - A lot
Get students to believe they can do well in school work	☐	☐	☐	☐
Help my students value learning	☐	☐	☐	☐
Craft good questions for my students	☐	☐	☐	☐
Control disruptive behaviour in the classroom	☐	☐	☐	☐
Motivate students who show low interest in school work	☐	☐	☐	☐
Make my expectations about student behaviour clear	☐	☐	☐	☐
Help students think critically	☐	☐	☐	☐
Get students to follow classroom rules	☐	☐	☐	☐
Calm a student who is disruptive or noisy	☐	☐	☐	☐
Use a variety of assessment strategies	☐	☐	☐	☐
Provide an alternative explanation for example when students are confused	☐	☐	☐	☐
Vary instructional strategies in my classroom	☐	☐	☐	☐
Support student learning through the use of ICT (e.g.	☐	☐	☐	☐

	computers, tablets, smartboards)			

Comparisons with the Beginning Teacher Longitudinal Survey

This is our final page and will help us compare our responses in Scotland with teachers in North America.

Please tick if the following were included in your ITE, and then rate how helpful you have found them since

Please don't select more than 1 answer(s) per row.

	NI - Not included	1 - Included, not at all helpful	2 - Included, helpful to some extent	3 - Included, quite a bit helpful	4 - Included, very helpful
Student Motivation	☐	☐	☐	☐	☐
Reflective Practice	☐	☐	☐	☐	☐
Communication	☐	☐	☐	☐	☐
Child development	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Assessment	☐	☐	☐	☐	☐
Subject-specific pedagogy	☐	☐	☐	☐	☐
General pedagogy	☐	☐	☐	☐	☐
Additional support needs	☐	☐	☐	☐	☐
Promoting social justice	☐	☐	☐	☐	☐
Broad general education	☐	☐	☐	☐	☐
Practitioner enquiry	☐	☐	☐	☐	☐

If you could go back to the start of university and start over again, would you become a teacher or not?

○ Certainly would not become a teacher

○ Probably would not become a teacher

○ Chances about even for and against

○ Probably would become a teacher

○ Certainly would become a teacher

How long do you plan to remain in teaching?

☐ As long as I am able

☐ Until I am eligible for retirement from this job

☐ Until I am eligible for retirement benefits from a previous job

☐ Until I am eligible for Social Security benefits

☐ Until a specific life event occurs (e.g., parenthood, marriage)

☐ Until a more desirable job opportunity (outwith school teaching) comes along

☐ Definitely plan to leave as soon as I can

☐ Undecided at this time

Thank you so much. Your answers will be very helpful for shaping the future of ITE in Scotland. If you've given us your email, we'll be in touch!

Thank you for taking part in MQuITE 2019!

End of survey

Many thanks for taking the time to complete this survey. We wish you all the very best in your future career!

Key for selection options

16 - What is your ethnic group? (Please tick one of the following options which best describes your ethnic group or background)

       African, African Scottish or African British
       African, Caribbean or Black - Other
       Arab
       Asian - Other
       Bangladeshi, Bangladeshi Scottish or Bangladeshi British
       Black, Black Scottish or Black British
       Caribbean, Caribbean Scottish or Caribbean British
       Chinese, Chinese Scottish or Chinese British
       Indian, Indian Scottish or Indian British
       Mixed or multiple ethnic groups
       Pakistani, Pakistani Scottish or Pakistani British
       White - English/Welsh/NI
       White - Gypsy/Traveller
       White - Irish
       White - Polish
       White - Scottish
       White - Other
       Other ethnic group not listed above

Page 1

What is this research seeking to find out?
This survey is part of the *Measuring Quality in Initial Teacher Education* (MQuITE) project. It follows up on the survey you completed at the end of your teacher education programme as we seek to track 2018 and 2019 graduates through their early careers.

The project seeks to involve all stakeholders in the development of a contextually-appropriate means of measuring quality in initial teacher education in Scotland. The project is funded by the Scottish Government and runs for six years, involving all initial teacher education (ITE) universities in Scotland, as well as GTCS.

This work will contribute significantly to the development of quality teacher education in Scotland, and will also offer a useful perspective to the international debate on measuring quality in ITE.

Who is conducting the study?
The study is being led by Dr Aileen Kennedy at the University of Edinburgh and Dr Paul Adams at the University of Strathclyde. The project team also involves co-investigators from each of the universities in Scotland offering initial teacher education, as well as the GTCS. Should you desire more information at any time, you can follow the project on the project website: www.mquite.scot or you can contact either of the Principal Investigators:
Aileen Kennedy, University of Edinburgh aileen.kennedy@ed.ac.uk
Paul Adams, University of Strathclyde paul.adams@strath.ac.uk

What are you being asked to do?

We are inviting all recent ITE graduates in Scotland to take part in this research. You may have received a direct email from our research assistant, Dr Carver, if you were previously part of the longitudinal cohort. Or, you may have followed a link from the GTCS and this is your first time taking part. Either way, your participation will give us vital data about how you now reflect on your initial teacher education, your experience of the induction year and early career, and whether you are still in a teaching role. Specifically, we are inviting you to complete an online survey which asks questions about your experiences post-qualification. Individual responses are optional; you can skip any questions or sections you like and still have your views included in the research.

Confidentiality

The online survey responses are submitted anonymously and, prior to analysis, any contact details offered in relation to participation in the ongoing study will be separated from the survey responses. The full set of data will be available to the project team for the purposes of analysis, and each institutional representative will have access to their own institution's responses at programme level (although they will not be able to identify individual respondents by name). Any public reporting of the data set will not name individual institutions. The data will be stored securely online and will be password protected.

Use of results

Individual institutions will be able to use their own data to identify trends and issues that can be used to influence ongoing programme development. At national level, the data will be used to identify aspects of ITE programmes that appear to support quality outcomes. The data from this survey will be considered alongside survey data from school partners and university tutors. Ultimately, the data from this project will have the capacity to influence the future direction of ITE in Scotland, supporting the ongoing development of a stronger and richer school experience for pupils.

Consent

The project is supported by the Heads of School of Education in all participating institutions, and has been granted ethical approval by the Moray House Ethics Committee at the University of Edinburgh. You are free to withdraw from the project at any time should you wish.

In proceeding to the next stage of the survey you are confirming that you understand the nature of the project and are giving your consent to the terms set out above. Should you not wish to participate, please exit the survey now.

Demographic Information

What is your gender? *Optional*

○ Male

○ Female

○ Non-binary

○ Prefer not to say

○ Other

If you selected Other, please specify:

What was your age last birthday?

Please enter a number.

What is your ethnic group? (Please tick one of the following options which best describes your ethnic group or background) *Optional*

What is your first language?

○ English

○ Gaelic

○ Other

If you selected Other, please specify:

> [input field]

Can you communicate beyond beginner level in any language(s) other than your first language? *Optional*

○ Yes

○ No

If yes, what language(s) do you speak?

> [input field]

Did you undertake:

> [input field]

If you selected Other, please specify:

> [input field]

Have you now completed this year and are fully registered with the GTCS?

○ Yes

○ No

○ Other

If you selected Other, please specify:

> [input field]

What year did you graduate from your ITE programme?

○ Before 2018

○ 2018

○ 2019

○ 2020

○ Not yet graduated

At which University did you qualify as a teacher?

> [input field]

University of Aberdeen programmes

Which programme did you study at the University of Aberdeen?

> [input field]

University of Dundee programmes

Which programme did you study at the University of Dundee?

> [input field]

University of Edinburgh programmes

Which programme did you study at the University of Edinburgh?

[ ]

University of Glasgow programmes

Which programme did you study at the University of Glasgow?

[ ]

University of the Highlands and Islands programmes

Which programme did you study at the University of the Highlands and Islands?

[ ]

Royal Conservatoire of Scotland programmes

Which programme did you study at the Royal Conservatoire?

[ ]

University of Stirling programmes

Which programme did you study at the University of Stirling?

[ ]

University of Strathclyde programmes

Which programme did you study at the University of Strathclyde?

[ ]

University of the West of Scotland programmes

Which programme did you study at the University of the West of Scotland?

[ ]

Your feelings of preparedness to teach

In general terms, how well do you believe your **ITE programme** prepared you for entering the teaching profession as a **provisionally** registered teacher? *Optional*

	1	2	3	4	5	
Not at all	☐	☐	☐	☐	☐	Very well prepared

How well do you believe your **ITE programme** prepared you for your first year as a **fully registered** teacher?

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	1	2	3	4	5	
Not at all	☐	☐	☐	☐	☐	Very well prepared

How well do you believe your **induction year** prepared you to work as a fully registered teacher? *Optional*

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	1	2	3	4	5	
Not at all	☐	☐	☐	☐	☐	Very well prepared

Please rate how **competent** you feel at this point in your career *Optional*

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	1	2	3	4	5	
Not at all competent	☐	☐	☐	☐	☐	Very competent

Please rate how **confident** you feel at this point in your career *Optional*

	1	2	3	4	5	
Not at all confident	☐	☐	☐	☐	☐	Very confident

For each of the areas listed below, please indicate the extent to which you currently need professional development

Please don't select more than 1 answer(s) per row.

	1 - No need at present	2 - Low level of need	3 - Moderate level of need	4 - High level of need
Subject knowledge	☐	☐	☐	☐
Knowledge of the curriculum	☐	☐	☐	☐
Subject-specific pedagogies	☐	☐	☐	☐
General pedagogy	☐	☐	☐	☐
Student behaviour and classroom management	☐	☐	☐	☐

	1 - Not at all	2 - To some extent	3 - Quite a bit	4 - A lot
Student motivation	☐	☐	☐	☐
Individualised learning and differentiation	☐	☐	☐	☐
Teaching cross-curricular skills	☐	☐	☐	☐
Teaching in a multicultural or multilingual setting	☐	☐	☐	☐
Reflective practice	☐	☐	☐	☐
Communication	☐	☐	☐	☐
Child development	☐	☐	☐	☐
Planning	☐	☐	☐	☐
Assessment	☐	☐	☐	☐
Additional support needs	☐	☐	☐	☐
Promoting social justice	☐	☐	☐	☐
Broad General Education	☐	☐	☐	☐
Practitioner enquiry	☐	☐	☐	☐

In your teaching, to what extent can you do the following?

Please don't select more than 1 answer(s) per row.

	1 - Not at all	2 - To some extent	3 - Quite a bit	4 - A lot
Teach literacy	☐	☐	☐	☐
Teach numeracy	☐	☐	☐	☐
Teach health and wellbeing	☐	☐	☐	☐
Provide pastoral support	☐	☐	☐	☐
Get students to believe they can do well in school work	☐	☐	☐	☐
Help their students value learning	☐	☐	☐	☐
Craft good questions for their students	☐	☐	☐	☐

Control disruptive behaviour in the classroom	☐	☐	☐	☐
Motivate students who show low interest in school work	☐	☐	☐	☐
Make their expectations about student behaviour clear	☐	☐	☐	☐
Help students think critically	☐	☐	☐	☐
Get students to follow classroom rules	☐	☐	☐	☐
Calm a student who is disruptive or noisy	☐	☐	☐	☐
Promote social justice	☐	☐	☐	☐
Use a variety of assessment strategies	☐	☐	☐	☐
Provide an alternative explanation for example when students are confused	☐	☐	☐	☐
Adopt inclusive pedagogies	☐	☐	☐	☐
Vary instructional strategies in their classroom	☐	☐	☐	☐
Support student learning through the use of ICT (e.g. computers, tablets, smartboards)	☐	☐	☐	☐
Challenge discrimination	☐	☐	☐	☐
Take on leadership roles in your school	☐	☐	☐	☐
Respond to new initiatives or changes (e.g. emergency remote teaching)	☐	☐	☐	☐

IF YOU ARE TEACHING IN A PRIMARY SETTING, please tell us how confident you now feel to teach the following curricular areas

	1 not at all confident	2	3	4	5 very confident
Expressive Arts	☐	☐	☐	☐	☐
Languages: English	☐	☐	☐	☐	☐
Languages: other than English	☐	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐	☐
Physical Education	☐	☐	☐	☐	☐
Religious and Moral Education	☐	☐	☐	☐	☐
Sciences	☐	☐	☐	☐	☐
Social Studies	☐	☐	☐	☐	☐
Technologies	☐	☐	☐	☐	☐

IF YOU ARE TEACHING IN A SECONDARY SETTING, please tell us how confident you now feel teaching at the following levels/phases (if you are dual qualified, please answer in relation to your first subject only)

	1 not at all confident	2	3	4	5 very confident
Broad General Education	☐	☐	☐	☐	☐
National 4	☐	☐	☐	☐	☐
National 5	☐	☐	☐	☐	☐
Higher	☐	☐	☐	☐	☐
Advanced Higher	☐	☐	☐	☐	☐

Your learning in university and site/school-based contexts

Looking back on your **university-based** and **school-based** learning experiences during your ITE...

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	1 = not at all	2	3	4	5 = very

Overall, how effective were your university-based experiences in supporting your development as a teacher?	☐	☐	☐	☐	☐
Overall, how effective were your school-based experiences in supporting your development as a teacher?	☐	☐	☐	☐	☐

Please tick if the following were included in your ITE, and then rate how helpful you have found them since

Please don't select more than 1 answer(s) per row.

	NI - Not included	1 - Included, not at all helpful	2 - Included, helpful to some extent	3 - Included, quite a bit helpful	4 - Included, ver helpful
Student Motivation	☐	☐	☐	☐	☐
Reflective Practice	☐	☐	☐	☐	☐
Classroom management	☐	☐	☐	☐	☐
Child development	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Assessment	☐	☐	☐	☐	☐
Subject-specific pedagogy	☐	☐	☐	☐	☐
General pedagogy	☐	☐	☐	☐	☐
Additional support needs	☐	☐	☐	☐	☐
Promoting social justice	☐	☐	☐	☐	☐
Broad general education	☐	☐	☐	☐	☐

Practitioner enquiry	☐	☐	☐	☐	☐

Your Induction Year Experience

As the baseline standard for all teachers, how securely do you feel you meet the Standard for Full Registration?

[text field]

What is your greatest professional development need at this point in time?

[text area]

Which aspects of teaching would you say you have developed most in over the past year since graduation?

[text area]

What are your plans for the next academic year (tick any/all that apply)?

- ☐ I have a permanent teaching post in Scotland
- ☐ I have a temporary teaching post in Scotland
- ☐ I'm hoping to get a permanent teaching post in Scotland
- ☐ I'm hoping to get a temporary teaching post in Scotland
- ☐ I will be teaching outside Scotland
- ☐ I don't plan to be teaching at all
- ☐ Other

If you selected Other, please specify:

[text area]

Thinking about your career

At this point in your career, how desirable is teaching as a career?

- ○ Very desirable
- ○ Desirable
- ○ Neutral
- ○ Undesirable
- ○ Very undesirable

Compared with this time last year, is teaching currently a more or less desirable career to you? *Optional*

○ Much more desirable

○ More desirable

○ About the same

○ Less desirable

○ Much less desirable

At this point in time, where do you envisage yourself in 5 years' time? (tick all that apply) *Optional*

☐ Class/subject teacher in Scotland

☐ Middle leader (e.g. Principal Teacher, Faculty Head or Depute Headteacher)

☐ School leader/Headteacher

☐ Not teaching at all

☐ Teaching outside Scotland

☐ Working in Further Education or Higher Education

☐ Working in education but not teaching, e.g. local authority officer, Education Scotland, GTCS...

☐ Studying for, or having achieved, a Masters degree in education

☐ Studying for, or having achieved, a doctorate in education, e.g. PhD or EdD

☐ Studying for, or having achieved a higher degree (Masters or Doctorate) in a non-education-related field

☐ Other

If you selected Other, please specify:

If you could go back to the start of university and start over again, would you become a teacher or not?

○ Certainly would not become a teacher

○ Probably would not become a teacher

○ Chances about even for and against

○ Probably would become a teacher

○ Certainly would become a teacher

How long do you plan to remain in teaching?

- ☐ As long as I am able
- ☐ Until I am eligible for retirement from this job
- ☐ Until I am eligible for retirement benefits from a previous job
- ☐ Until I am eligible for Social Security benefits
- ☐ Until a specific life event occurs (e.g., parenthood, marriage)
- ☐ Until a more desirable job opportunity (outwith school teaching) comes along
- ☐ Definitely plan to leave as soon as I can
- ☐ Undecided at this time

Further involvement in the project We appreciate your support with MQuITE, and hope that you will continue to be part of our study cohort as we create the first large-scale longitudinal survey of new teachers in Scotland. Please indicate below if you are happy to be involved with any of the following activities (you can always change your mind later)

- ☐ Complete the survey again next year
- ☐ Join a focus group
- ☐ Be interviewed individually
- ☐ Pass on a link to my PRD reviewer/induction year supporter to complete a survey about me

If you ticked any of the boxes above, please give us your email address so that we can contact you later

[   ]

End of survey

Many thanks for taking the time to complete this survey. We wish you all the very best in your career!

Key for selection options

4 - What is your ethnic group? (Please tick one of the following options which best describes your ethnic group or background)
    African, African Scottish or African British
    African, Caribbean or Black - Other
    Arab
    Asian - Other
    Bangladeshi, Bangladeshi Scottish or Bangladeshi British
    Black, Black Scottish or Black British
    Caribbean, Caribbean Scottish or Caribbean British
    Chinese, Chinese Scottish or Chinese British
    Indian, Indian Scottish or Indian British
    Mixed or multiple ethnic groups
    Pakistani, Pakistani Scottish or Pakistani British

White - Gypsy/Traveller
White - Irish
White - Other
White - Other British
White - Polish
White - Scottish
Other ethnic group not listed above

7 - Did you undertake:
Teacher Induction Scheme
Flexible Route
Other

9 - At which University did you qualify as a teacher?
Aberdeen
Dundee
Edinburgh
Glasgow
Highlands and Islands
Royal Conservatoire
Stirling
Strathclyde
West of Scotland

10 - Which programme did you study at the University of Aberdeen?
PGDE Primary
PGDE Secondary
MA Primary Education
DLITE Primary
DLITE Secondary
BMus

11 - Which programme did you study at the University of Dundee?
MA (Hons) Education
PGDE/PGCE Primary
PGDE/PGCE Secondary
PGDE/PGCE Learn to Teach
PGCE Supported Induction Route

12 - Which programme did you study at the University of Edinburgh?
MA Physical Education
MA Primary Education with...
MA Primary Education with Gaelic
PGDE Primary
PGDE Secondary
MSC Transformative Learning and Teaching

13 - Which programme did you study at the University of Glasgow?
BTechEd
MA Primary Education (Dumfries Campus)
MA Religious and Philosophical Education
MEduc
PGDE Primary
PGDE Secondary

14 - Which programme did you study at the University of the Highlands and Islands?
PGDE Gaelic Medium Primary
PGDE Gaelic Medium Secondary

PGDE Primary

PGDE Secondary

15 - Which programme did you study at the Royal Conservatoire?

BEd (Music)

PGDE (Dance)

16 - Which programme did you study at the University of Stirling?

BA/BSc Professional Education Primary

BA/BSc Professional Education Secondary

17 - Which programme did you study at the University of Strathclyde?

BA Primary Teaching

BSc Chemistry/Maths/Physics with Education

PGDE with Masters

PGDE Primary

PGDE Secondary

18 - Which programme did you study at the University of the West of Scotland?

BA (Hons) Primary Education

PGDE Primary

PGDE Secondary

28 - As the baseline standard for all teachers, how securely do you feel you meet the Standard for Full Registration?

1 - Not at all

2

3

4

5 - Very securely

Appendix G: MQuITE Cohort survey 2021

Consent

What is this research seeking to find out?

This survey is part of the *Measuring Quality in Initial Teacher Education* (MQuITE) project. It follows up on the survey you completed at the end of your teacher education programme as we seek to track graduates through their early careers. The project seeks to involve all stakeholders in the development of a contextually-appropriate means of measuring quality in initial teacher education in Scotland. The project is funded by the Scottish Government and runs for six years, involving all initial teacher education (ITE) universities in Scotland, as well as GTCS. This work will contribute significantly to the development of quality teacher education in Scotland, and will also offer a useful perspective to the international debate on measuring quality in ITE.

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Confidentiality

The online survey responses are submitted anonymously and, prior to analysis, any contact details offered in relation to participation in the ongoing study will be separated from the survey responses. The full set of data will be available to the project team for the purposes of analysis, and each institutional representative will have access to their own institution's responses at programme level (although they will not be able to identify individual respondents by name). Any public reporting of

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Use of results

Individual institutions will be able to use their own data to identify trends and issues that can be used to influence ongoing programme development. At national level, the data will be used to identify aspects of ITE programmes that appear to support quality outcomes. The data from this survey will be considered alongside survey data from school partners and university tutors. Ultimately, the data from this project will have the capacity to influence the future direction of ITE in Scotland, supporting the ongoing development of a stronger and richer school experience for pupils.

Consent

The project is supported by the Heads of School of Education in all participating institutions, and has been granted ethical approval by the Moray House Ethics Committee at the University of Edinburgh and the Ethics Committee in the School of Education at the University of Strathclyde. You are free to withdraw from the project at any time should you wish.

In proceeding to the next stage of the survey you are confirming that you understand the nature of the project and are giving your consent to the terms set out above. Should you not wish to participate, please exit the survey now.

Page Break

Info check Please check the information below and over-write as necessary.

Age on graduation: Your age when you finished your ITE programme

_____

Sex Sex (female, male, other, prefer not to say)

_____

Ethnicity

_____

First language Your first language

_____

Other languages Any other languages in which you can communicate beyond beginner level

_____

○

Cohort Which cohort do you belong to? (pre-2018 graduates, 2018 graduates, 2019 graduates, 2020 graduates)

_____

○

University

_____

○

Programme Progrmme

_____

○

Programme type

_____

○

Sector Qualified to teach in...(primary, secondary, primary and secondary)

_____

○

123

Subject (Secondary) Subject qualified in

_____

Page Break ──

Q13 Have you completed induction and are now fully registered with the GTCS?

h) Yes (1)
i) No (0)
j) Other (99) _____

X→

Q14 In general terms, how well do you believe your ITE programme at ${University/ChoiceTextEntryValue} prepared you for **entering the teaching profession** as a provisionally registered teacher?

k) Not at all prepared (1)
l) 2 (2)
m) 3 (3)
n) 4 (4)
o) Very well prepared (5)

X→

Q15 How well do you believe your ITE programme at ${University/ChoiceTextEntryValue} prepared you for your **first year** as a fully registered teacher?

p) Not at all prepared (1)
q) 2 (2)
r) 3 (3)
s) 4 (4)
t) Very well prepared (5)

X→

Q21 Looking back on your university-based and school-based learning experiences during your ITE, how effective were your experiences in supporting your development as a teacher?

	1 = not at all effective (1)	2 (2)	3 (3)	4 (4)	5 = very effective (5)
At university (1)	u)	v)	w)	x)	y)
In placement schools (2)	z)	aa)	bb)	cc)	dd)
Other experiences (3)	ee)	ff)	gg)	hh)	ii)

X→

Q22 As the baseline standard for all teachers, how securely do you feel you now meet the Standard for Full Registration?

▼ 1 Not at all (1) ... 5 Very securely (5)

X→

Q17 For each of the areas listed below, please indicate the extent to which you currently need professional development

	1 - No need at present (1)	2 - Low level of need (2)	3 - Moderate level of need (3)	4 - High level of need (4)
Subject knowledge (4)	jj)	kk)	ll)	mm)
Knowledge of the curriculum (5)	nn)	oo)	pp)	qq)
Subject-specific pedagogies (6)	rr)	ss)	tt)	uu)
General pedagogy (7)	vv)	ww)	xx)	yy)
Student behaviour and classroom management (8)	zz)	aaa)	bbb)	ccc)
Student motivation (9)	ddd)	eee)	fff)	ggg)
Individualised learning and differentiation (10)	hhh)	iii)	jjj)	kkk)
Teaching cross-curricular skills (11)	lll)	mmm)	nnn)	ooo)
Teaching in a multicultural or multilingual setting (12)	ppp)	qqq)	rrr)	sss)
Reflective practice (13)	ttt)	uuu)	vvv)	www)
Communication (14)	xxx)	yyy)	zzz)	aaaa)
Child development (15)	bbbb)	cccc)	dddd)	eeee)
Planning (16)	ffff)	gggg)	hhhh)	iiii)
Assessment (17)	jjjj)	kkkk)	llll)	mmmm)
Additional support needs (18)	nnnn)	oooo)	pppp)	qqqq)
Promoting social justice (19)	rrrr)	ssss)	tttt)	uuuu)
Broad General Education (20)	vvvv)	wwww)	xxxx)	yyyy)
Practitioner enquiry (21)	zzzz)	aaaaa)	bbbbb)	ccccc)

Q18 In your teaching generally, to what extent can you do the following?

	1 - Not at all (1)	2 - To some extent (2)	3 - Quite a bit (3)	4 - A lot (4)
Teach literacy (50)	ddddd)	eeeee)	fffff)	ggggg)
Teach numeracy (51)	hhhhh)	iiiii)	jjjjj)	kkkkk)
Teach health and wellbeing (52)	lllll)	mmmmm)	nnnnn)	ooooo)
Provide pastoral support (53)	ppppp)	qqqqq)	rrrrr)	sssss)
Get students to believe they can do well in school work (54)	ttttt)	uuuuu)	vvvvv)	wwwww)
Help your students value learning (55)	xxxxx)	yyyyy)	zzzzz)	aaaaaa)
Craft good questions for your students (56)	bbbbbb)	cccccc)	dddddd)	eeeeee)
Control disruptive behaviour in the classroom (57)	ffffff)	gggggg)	hhhhhh)	iiiiii)
Motivate students who show low interest in school work (58)	jjjjjj)	kkkkkk)	llllll)	mmmmmm)
Make your expectations about student behaviour clear (59)	nnnnnn)	oooooo)	pppppp)	qqqqqq)
Help students think critically (60)	rrrrrr)	ssssss)	tttttt)	uuuuuu)
Get students to follow classroom rules (61)	vvvvvv)	wwwwww)	xxxxxx)	yyyyyy)
Calm a student who is disruptive or noisy (62)	zzzzzz)	aaaaaaa)	bbbbbbb)	ccccccc)
Promote social justice (63)	ddddddd)	eeeeeee)	fffffff)	ggggggg)
Teach in line with the aims of the UNCRC (64)	hhhhhhh)	iiiiiii)	jjjjjjj)	kkkkkkk)
Promote race equality (65)	lllllll)	mmmmmmm)	nnnnnnn)	ooooooo)

Promote LGBTQI+ equality (66)	ppppppp)	qqqqqqq)	rrrrrrr)	sssssss)
Use a variety of assessment strategies (67)	ttttttt)	uuuuuuu)	vvvvvvv)	wwwwwww)
Provide an alternative explanation for example when students are confused (68)	xxxxxxx)	yyyyyyy)	zzzzzzz)	aaaaaaaa)
Adopt inclusive pedagogies (69)	bbbbbbbb)	cccccccc)	dddddddd)	eeeeeeee)
Vary instructional strategies in your classroom (70)	ffffffff)	gggggggg)	hhhhhhhh)	iiiiiiii)
Support student learning through the use of ICT (e.g. computers, tablets, smartboards) (71)	jjjjjjjj)	kkkkkkkk)	llllllll)	mmmmmmmm)
Challenge discrimination (72)	nnnnnnnn)	oooooooo)	pppppppp)	qqqqqqqq)
Take on leadership roles in your school (73)	rrrrrrrr)	ssssssss)	tttttttt)	uuuuuuuu)
Teach using blended or flipped approaches (74)	vvvvvvvv)	wwwwwwww)	xxxxxxxx)	yyyyyyyy)
Respond to new initiatives or changes (e.g. changes to assessment regime, curriculum reform) (75)	zzzzzzzz)	aaaaaaaaa)	bbbbbbbbb)	ccccccccc)
Support pupils in making sense of contemporary social movements (e.g. LGBTQI+, BLM, climate strike) (76)	ddddddddd)	eeeeeeeee)	fffffffff)	ggggggggg)

X→

Q19 In a primary setting, please tell us how confident you now feel to teach the following:

	1 not at all confident (1)	2 (2)	3 (3)	4 (4)	5 very confident (5)
Expressive Arts (4)	hhhhhhhhh)	iiiiiiiii)	jjjjjjjjj)	kkkkkkkkk)	lllllllll)
Literacy and English (5)	mmmmmmm	nnnnnnnnn)	ooooooooo)	ppppppppp)	qqqqqqqqq)
Languages: other than English (6)	rrrrrrrrr)	sssssssss)	ttttttttt)	uuuuuuuuu)	vvvvvvvvv)
Numeracy and Mathematics (7)	wwwwwww	xxxxxxxxx)	yyyyyyyyy)	zzzzzzzzz)	aaaaaaaaaa)
Health and Wellbeing (8)	bbbbbbbbbb	ccccccccc)	dddddddddc	eeeeeeeeee	fffffffffff)
Physical Education (9)	ggggggggggg)	hhhhhhhhhh	iiiiiiiiii)	jjjjjjjjj)	kkkkkkkkkk)
Religious and Moral Education (10)	lllllllll)	mmmmmmr	nnnnnnnnnr	ooooooooooc	ppppppppppp
Sciences (11)	qqqqqqqqqq	rrrrrrrrrr)	sssssssssss)	ttttttttttt)	uuuuuuuuuu
Social Studies (12)	vvvvvvvvv)	wwwwwww	xxxxxxxxxx)	yyyyyyyyyy)	zzzzzzzzzz)
Technologies (13)	aaaaaaaaaaa	bbbbbbbbbb	ccccccccccc)	dddddddddc	eeeeeeeeeee

X→

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Q20 In a secondary setting, please tell us how confident you now feel teaching at the following levels/phases

	1 not at all confident (1)	2 (2)	3 (3)	4 (4)	5 very confident (5)
Broad General Education (4)	fffffffffff)	ggggggggggg	hhhhhhhhhh	iiiiiiiiii)	jjjjjjjjjjj)
National 4 (5)	kkkkkkkkkkk)	lllllllllll)	mmmmmmm	nnnnnnnnnn	ooooooooooo
National 5 (6)	ppppppppppp	qqqqqqqqqq	rrrrrrrrrr)	sssssssssss)	ttttttttttt)
Higher (7)	uuuuuuuuuu	vvvvvvvvvv)	wwwwwww	xxxxxxxxxx)	yyyyyyyyyyy)
Advanced Higher (8)	zzzzzzzzzzz)	aaaaaaaaaaa	bbbbbbbbbb	ccccccccccc	ddddddddddd

Page Break

Q23 Thank you for all your answers. This final page is about your current and future career intentions.

X→

Q24 At this point in your career, how desirable is teaching as a career?

▼ Very undesirable (1) ... Very desirable (5)

X→

Q25 Compared with this time last year, is teaching currently a more or less desirable career to you?

▼ Much less desirable (1) ... Much more desirable (5)

X→

Q26 If you could go back to the start of university and start over again, would you become a teacher or not?

▼ Certainly would not become a teacher (1) ... Certainly would become a teacher (5)

X→

Q27 What are your plans for the next academic year (tick any/all that apply)?

9. I have a permanent teaching post in Scotland (1)
10. I have a temporary teaching post in Scotland (2)
11. I'm hoping to get a permanent teaching post in Scotland (3)
12. I'm hoping to get a temporary teaching post in Scotland (4)
13. I will be teaching outside Scotland (5)
14. I don't plan to be teaching at all   (6)
15. Other (7) _____

X→

Q28 At this point in time, where do you envisage yourself in 5 years' time? (tick any/all that apply)

16. Class/subject teacher in Scotland (1)
17. Middle leader (e.g. Principal Teacher, Faculty Head or Depute Headteacher) (2)
18. School leader/Headteacher (3)
19. Not teaching at all (4)
20. Teaching outside Scotland (5)
21. Working in Further Education or Higher Education (6)
22. Working in education but not teaching, e.g. local authority officer, Education Scotland, GTCS... (7)
23. Studying for, or having achieved, a Masters degree in education (8)
24. Studying for, or having achieved, a doctorate in education, e.g. PhD or EdD (9)
25. Studying for, or having achieved a higher degree (Masters or Doctorate) in a non-education-related field (10)
26. Other (11) _____

Q29 Thank you for sharing your views. Please use this space below if there is anything else you would like us to know about your ITE or early career experiences.

_____

_____

_____

_____

_____

End of Block: About your career

Consent

What is this research seeking to find out?

This survey is the final part of the *Measuring Quality in Initial Teacher Education* (MQuITE) project. It follows up on the survey you completed at the end of your teacher education programme as we seek to track graduates through their early careers. Nearly 1000 teachers have responded over the last four years, and this is our final year to track how responses may have changed over time.
The project seeks to involve all stakeholders in the development of a contextually-appropriate means of measuring quality in initial teacher education in Scotland. The project is funded by the Scottish Government and runs for six years, involving all initial teacher education (ITE) universities in Scotland, as well as GTCS. This work will contribute significantly to the development of quality teacher education in Scotland, and will also offer a useful perspective to the international debate on measuring quality in ITE.

Who is conducting the study?

The study is being led by Prof Aileen Kennedy and Dr Paul Adams at the University of Strathclyde. The project team also involves co-investigators from each of the universities in Scotland offering initial teacher education, as well as the GTCS. Should you desire more information at any time, you can follow the project on the project website: www.mquite.scot or you can contact either of the Principal Investigators: Aileen Kennedy, University of Strathclyde aileen.kennedy@strath.ac.uk Paul Adams, University of Strathclyde paul.adams@strath.ac.uk

What are you being asked to do?

We are inviting all recent ITE graduates in Scotland to take part in this research. You have received a direct email from our research assistant, Dr Carver, as you were previously part of the longitudinal cohort. Your participation will give us vital data about how you now reflect on your initial teacher education, your experience of the induction year and early career, and whether you are still in a teaching role. Specifically, we are inviting you to complete an online survey which asks questions about your experiences post-qualification. Individual responses are optional; you can skip any questions or sections you like and still have your views included in the research.

Confidentiality

The online survey responses are submitted anonymously and, prior to analysis, any contact details offered in relation to participation in the ongoing study will be separated from the survey responses. The full set of data will be available to the project team for the purposes of analysis, and each institutional representative will have access to their own institution's responses at programme level

(although they will not be able to identify individual respondents by name). Any public reporting of the data set will not name individual institutions. The data will be stored securely online and will be password protected.

Use of results

Individual institutions will be able to use their own data to identify trends and issues that can be used to influence ongoing programme development. At national level, the data will be used to identify aspects of ITE programmes that appear to support quality outcomes. The data from this survey will be considered alongside survey data from school partners and university tutors. Ultimately, the data from this project will have the capacity to influence the future direction of ITE in Scotland, supporting the ongoing development of a stronger and richer school experience for pupils.

Consent

The project is supported by the Heads of School of Education in all participating institutions, and has been granted ethical approval by the Moray House Ethics Committee at the University of Edinburgh and the Ethics Committee in the School of Education at the University of Strathclyde. You are free to withdraw from the project at any time should you wish.*In proceeding to the next stage of the survey you are confirming that you understand the nature of the project and are giving your consent to the terms set out above.* Should you not wish to participate, please exit the survey now.

Page Break

X→

Q14 In general terms, how well do you believe your ITE programme at ${University/ChoiceTextEntryValue} prepared you for **entering the teaching profession** as a provisionally registered teacher?

○ Not at all prepared (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ Very well prepared (5)

X→

Q15 How well do you believe your ITE programme at ${University/ChoiceTextEntryValue} prepared you for your **first year** as a fully registered teacher?

○ Not at all prepared (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ Very well prepared (5)

X→

Q21 Looking back on your university-based and school-based learning experiences during your ITE, how effective were your experiences in supporting your development as a teacher?

	1 = not at all effective (1)	2 (2)	3 (3)	4 (4)	5 = very effective (5)
At university (1)	○	○	○	○	○
In placement schools (2)	○	○	○	○	○
Other experiences (3)	○	○	○	○	○

X→

Q22 As the baseline standard for all teachers, how securely do you feel you now meet the Standard for Full Registration?

▼ 1 Not at all (1) ... 5 Very securely (5)

X→

Q17 For each of the areas listed below, please indicate the extent to which you currently need professional development

	1 - No need at present (1)	2 - Low level of need (2)	3 - Moderate level of need (3)	4 - High level of need (4)
Subject knowledge (4)	○	○	○	○
Knowledge of the curriculum (5)	○	○	○	○
Subject-specific pedagogies (6)	○	○	○	○
General pedagogy (7)	○	○	○	○
Student behaviour and classroom management (8)	○	○	○	○
Student motivation (9)	○	○	○	○
Individualised learning and differentiation (10)	○	○	○	○
Teaching cross-curricular skills (11)	○	○	○	○
Teaching in a multicultural or multilingual setting (12)	○	○	○	○
Reflective practice (13)	○	○	○	○
Communication (14)	○	○	○	○
Child development (15)	○	○	○	○
Planning (16)	○	○	○	○
Assessment (17)	○	○	○	○
Additional support needs (18)	○	○	○	○
Promoting social justice (19)	○	○	○	○

Broad General Education (20)	◯	◯	◯	◯
Practitioner enquiry (21)	◯	◯	◯	◯

Page Break

Q18 In your teaching generally, to what extent can you do the following?

	1 - Not at all (1)	2 - To some extent (2)	3 - Quite a bit (3)	4 - A lot (4)
Teach literacy (50)	○	○	○	○
Teach numeracy (51)	○	○	○	○
Teach health and wellbeing (52)	○	○	○	○
Provide pastoral support (53)	○	○	○	○
Get students to believe they can do well in school work (54)	○	○	○	○
Help your students value learning (55)	○	○	○	○
Craft good questions for your students (56)	○	○	○	○
Control disruptive behaviour in the classroom (57)	○	○	○	○
Motivate students who show low interest in school work (58)	○	○	○	○
Make your expectations about student behaviour clear (59)	○	○	○	○
Help students think critically (60)	○	○	○	○
Get students to follow classroom rules (61)	○	○	○	○
Calm a student who is disruptive or noisy (62)	○	○	○	○
Promote social justice (63)	○	○	○	○
Teach in line with the aims of the UNCRC (64)	○	○	○	○

Promote race equality (65)	○	○	○	○
Promote LGBTQI+ equality (66)	○	○	○	○
Use a variety of assessment strategies (67)	○	○	○	○
Provide an alternative explanation for example when students are confused (68)	○	○	○	○
Adopt inclusive pedagogies (69)	○	○	○	○
Vary instructional strategies in your classroom (70)	○	○	○	○
Support student learning through the use of ICT (e.g. computers, tablets, smartboards) (71)	○	○	○	○
Challenge discrimination (72)	○	○	○	○
Take on leadership roles in your school (73)	○	○	○	○
Teach using blended or flipped approaches (74)	○	○	○	○
Respond to new initiatives or changes (e.g. changes to assessment regime, curriculum reform) (75)	○	○	○	○
Support pupils in making sense of contemporary social movements (e.g. LGBTQI+, BLM, climate strike) (76)	○	○	○	○

X→

Q19 In a primary setting, please tell us how confident you now feel to teach the following:

	1 not at all confident (1)	2 (2)	3 (3)	4 (4)	5 very confident (5)
Expressive Arts (4)	○	○	○	○	○
Literacy and English (5)	○	○	○	○	○
Languages: other than English (6)	○	○	○	○	○
Numeracy and Mathematics (7)	○	○	○	○	○
Health and Wellbeing (8)	○	○	○	○	○
Physical Education (9)	○	○	○	○	○
Religious and Moral Education (10)	○	○	○	○	○
Sciences (11)	○	○	○	○	○
Social Studies (12)	○	○	○	○	○
Technologies (13)	○	○	○	○	○

X→

Q20 In a secondary setting, please tell us how confident you now feel teaching at the following levels/phases

	1 not at all confident (1)	2 (2)	3 (3)	4 (4)	5 very confident (5)
Broad General Education (4)	○	○	○	○	○
National 4 (5)	○	○	○	○	○
National 5 (6)	○	○	○	○	○
Higher (7)	○	○	○	○	○
Advanced Higher (8)	○	○	○	○	○

Page Break

Q23 Thank you for all your answers. This final page is about your current and future career intentions.

X→

Q24 At this point in your career, how desirable is teaching as a career?

▼ Very undesirable (1) ... Very desirable (5)

X→

Q25 Compared with this time last year, is teaching currently a more or less desirable career to you?

▼ Much less desirable (1) ... Much more desirable (5)

X→

Q26 If you could go back to the start of university and start over again, would you become a teacher or not?

▼ Certainly would not become a teacher (1) ... Certainly would become a teacher (5)

X→

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Q27 What are your plans for the next academic year (tick any/all that apply)?

☐   I have a permanent teaching post in Scotland (1)

☐   I have a temporary teaching post in Scotland (2)

☐   I'm hoping to get a permanent teaching post in Scotland (3)

☐   I'm hoping to get a temporary teaching post in Scotland (4)

☐   I will be teaching outside Scotland (5)

☐   I don't plan to be teaching at all   (6)

☐   Other (7) _____

X→

Q28 At this point in time, where do you envisage yourself in 5 years' time? (tick any/all that apply)

☐ Class/subject teacher in Scotland (1)

☐ Middle leader (e.g. Principal Teacher, Faculty Head or Depute Headteacher) (2)

☐ School leader/Headteacher (3)

☐ Not teaching at all (4)

☐ Teaching outside Scotland (5)

☐ Working in Further Education or Higher Education (6)

☐ Working in education but not teaching, e.g. local authority officer, Education Scotland, GTCS... (7)

☐ Studying for, or having achieved, a Masters degree in education (8)

☐ Studying for, or having achieved, a doctorate in education, e.g. PhD or EdD (9)

☐ Studying for, or having achieved a higher degree (Masters or Doctorate) in a non-education-related field (10)

☐ Other (11) _____

Q29 Thank you for sharing your views. Please use this space below if there is anything else you would like us to know about your ITE or early career experiences.

_____

_____

_____

_____

_____

Q31 We are hoping to conduct some interviews to look at issues raised in these surveys. If you would be interested in learning more, please tick below and our research assistant will be in touch with more details.

○ Yes, I might be interested (1)

○ No thanks (2)

End of Block: About your career

Page 1: Page 1

What is this research seeking to find out?

This survey is part of the *Measuring Quality in Initial Teacher Education* (MQuITE) project. The project seeks to involve all stakeholders in the development of a contextually-appropriate means of measuring quality in initial teacher education in Scotland. The project is funded by the Scottish Government and runs for six years (tracking graduates over five years), involving all initial teacher education (ITE) universities in Scotland, as well as GTCS. This first stage of the project involves asking students teachers, school partners and university tutors for their views on the effectiveness of ITE. This work will contribute significantly to the development of quality teacher education in Scotland, and will also offer a useful perspective to the international debate on measuring quality in ITE.

Who is conducting the study?

The study is being led by Dr Aileen Kennedy at the University of Edinburgh and Dr Paul Adams at the University of Strathclyde. The project team also involves co-investigators from each of the nine universities in Scotland offering initial teacher education, as well as the GTCS. Should you wish more information at any time you can follow the project on the Scottish Council of Deans of Education website: http://www.scde.ac.uk/projects/measuring-quality-in-initial-teacher-education-mquite/ or you can contact either of the Principal Investigators:
Aileen Kennedy, University of Edinburgh aileen.kennedy@ed.ac.uk
Paul Adams, University of Strathclyde paul.adams@strath.ac.uk

What are you being asked to do?

We are inviting teacher mentors and headteachers who have supported ITE students in the academic sesison 2017/18 to take part in this research. This will give us vital data about schools' views of all ITE programmes in all nine institutions across the country. Specifically, we are inviting you to complete an online survey which asks questions about your experience of supporting students, and your views on the confidence and competence of final year ITE students as they get ready to embark on their first posts as beginning teachers.

Confidentiality

The online survey responses are submitted anonymously. The full set of data will be available to the project team for the purposes of analysis, and each institutional representative will have access to their own institution's responses at programme level. Any public reporting of the data set will not name individual institutions. The data will be stored securely online and will be password protected.

Use of results

Individual universities will be able to use their own data to identify trends and issues that can be used to influence ongoing programme development. At national level, the data will be used to identify

aspects of ITE programmes that appear to support quality outcomes. The data from this survey will be considered alongside survey data from graduating students and university tutors. Ultimately, the data from this project will have the capacity to influence the future direction of ITE in Scotland, supporting the ongoing development of a stronger and richer school experience for pupils.

Consent

The project is supported by the Heads of School of Education in all nine institutions, and has been granted ethical approval by the Moray House Ethics Committee at the University of Edinburgh. You are free to withdraw from the project at any time should you wish.

In proceeding to the next stage of the survey you are confirming that you understand the nature of the project and are giving your consent to the terms set out above. Should you not wish to participate, please exit the survey now.

Page 2: About you
What is your gender?

○ Male

○ Female

○ Prefer not to say

○ Other

If you selected Other, please specify:

What was your age last birthday?

○ Under 25

○ 26-30

○ 31-40

○ 41-50

○ 51-60

○ 61+

What is your ethnic group? (Please tick one of the following options which best describes your ethnic group or background)

Is your ITE qualification:

☐ An undergraduate teaching degree (e.g. BEd or concurrent) from a Scottish institution

☐ An undergraduate teaching degree (e.g. BEd or concurrent) from an institution outwith Scottish institution

☐ A PGDE or PGCE from a Scottish institution

☐ A PGDE or PGCE from an institution outwith Scotland

☐ Other

If you selected Other, please specify:

What is your highest academic qualification?

What type of post do you hold?

If you selected Other, please specify:

In which sector do you work?

○ Nursery

○ Primary

○ Secondary

○ Other

If you selected Other, please specify:

Page 3: Your mentoring responsibilities and experience
From which university/universities do you support student teachers?

☐ Aberdeen

☐ Dundee

☐ Edinburgh

☐ Glasgow

☐ Highlands and Islands

☐ Royal Conservatoire

☐ Stirling

☐ Strathclyde

☐ West of Scotland

Which statement best describes your current responsibilities for mentoring student teachers?

○ I mentor student teachers in my own class

○ I am responsible for the day-to-day support of all student teachers in my school, e.g. regent or school mentor

○ I am a headteacher with overall responsibility for ensuring appropriate mentoring for student teachers in my school

○ Other

If you selected Other, please specify:

How experienced would you say you are in mentoring student teachers?

	1	2	3	4	5	
Not at all experienced	☐	☐	☐	☐	☐	Extremely experienced

Please rate how **competent** you feel in your mentoring role

	1	2	3	4	5	
Not at all competent	☐	☐	☐	☐	☐	Very competent

Have you undertaken any professional development/learning relating to mentoring?

○ Yes

○ No

If yes, please describe what you have done.

Do you feel that you would benefit from further professional development/learning in mentoring student teachers at this point in your career?

	1	2	3	4	5	
No, definitely not	☐	☐	☐	☐	☐	Yes, very much

Page 4: Partnership working in ITE

Do you participate in the selection of students onto ITE programmes?

○ Yes

○ No

If yes, how effective do you think current selection processes are in selecting the best student teachers onto ITE programmes?

	1	2	3	4	5	
Not at all effective	☐	☐	☐	☐	☐	Extremely effective

Please make any additional comments you might have about selection procedures

Do you contribute to the development and evaluation of ITE programmes with your local university/universities?

○ Yes

○ No, because I don't want to

○ No, because I haven't had the opportunity

Do you contribute to the delivery of ITE programmes with your local university/universities?

○ Yes

○ No, because I don't want to

○ No, because I haven't had the opportunity

To what extent do you feel there is currently genuine partnership between schools and universities in delivering ITE?

	1	2	3	4	5	
No genuine partnership	☐	☐	☐	☐	☐	Real and genuine partnership

To what extent do you believe there should be greater partnership between schools and universities in delivering ITE?

	1	2	3	4	5	
No need at all for greater partnership	☐	☐	☐	☐	☐	Real need for greater partnership

To what extent do you believe your local authority supports you in the task of supporting student teachers in your school?

	1	2	3	4	5	
Not at all	☐	☐	☐	☐	☐	Very much

Page 5: Quality of placement/site-based ITE experiences

How well informed do you feel you are about the requirements of school placements?

	1	2	3	4	5	
Not at all informed	☐	☐	☐	☐	☐	Extremely well informed

How supportive are university staff during placements?

	1	2	3	4	5	
Not at all supportive	☐	☐	☐	☐	☐	Extremely supportive

To what extent do you believe that placement/site-based experiences support students' holistic development as beginning teachers?

	1	2	3	4	5	
Not at all	☐	☐	☐	☐	☐	Very much

Thinking about professional requirements, how useful do you feel the Standard for Provisional Registration (SPR) is in supporting student teacher learning?

	1	2	3	4	5	
Not at all	☐	☐	☐	☐	☐	Very much

How confident are you in assessing students against the SPR?

	1	2	3	4	5	
Not at all	☐	☐	☐	☐	☐	Very much

How involved are you in contributing to the final assessment of students on placement?

	1	2	3	4	5	
Not at all involved	☐	☐	☐	☐	☐	Very much involved

How effective do you believe the overall assessment of student teachers is on placement?

	1	2	3	4	5	
Not at all effective	☐	☐	☐	☐	☐	Very effective

Do you have any comments about how assessment on placement might be improved?

Do you have any other comments about placement/site-based experiences?

Page 6: The general quality of ITE

How well prepared do you believe ITE graduates are to take up posts as beginning teachers?

	1	2	3	4	5	
Not at all prepared	☐	☐	☐	☐	☐	Very much prepared

Are there any aspects in which you feel ITE graduates are particularly well prepared? Please comment

Are there any aspects in which you consider ITE graduates to be less well prepared than they should be? Please comment.

How positive do you find the general morale and outlook of student teachers?

	1	2	3	4	5	
Not at all positive	☐	☐	☐	☐	☐	Very positive

How positive do you find the general morale and outlook of teachers in schools?

	1	2	3	4	5	
Not at all positive	☐	☐	☐	☐	☐	Very positive

How positive do you find the general morale and outlook of university staff?

	1	2	3	4	5	
Not at all positive	☐	☐	☐	☐	☐	Very positive

Please make any other comments you might have about the quality of ITE in Scotland

Page 7: End of survey

Many thanks for responding to this survey which will contribute to the enhancement of ITE in Scotland.

Key for selection options

3 - What is your ethnic group? (Please tick one of the following options which best describes your ethnic group or background)

White - Scottish
White - Other British
White - Irish
White - Gypsy/Traveller
White - Polish
White - Other
Mixed or multiple ethnic groups
Pakistani, Pakistani Scottish or Pakistani British
Indian, Indian Scottish or Indian British
Bangladeshi, Bangladeshi Scottish or Bangladeshi British
Chinese, Chinese Scottish or Chinese British
Asian - Other
African, African Scottish or African British
Caribbean, Caribbean Scottish or Caribbean British
Black, Black Scottish or Black British
African, Caribbean or Black - Other
Arab
Other ethnic group not listed above

5 - What is your highest academic qualification?

Doctorate
Masters
Some Masters credits
PGDE/PGCE with some Masters credits
PGDE/PGCE with no Masters credits
Undergraduate Degree
Diploma

6 - What type of post do you hold?

Maingrade teacher
Chartered teacher
Promoted post such as Faculty Head or Principal Teacher
Depute Headteacher
Headteacher
Other

Appendix J: MQuITE HEI-based teacher educator 2018

Top of Form

Page 1

What is this research seeking to find out?

This survey is part of the *Measuring Quality in Initial Teacher Education* (MQuITE) project. The project seeks to involve all stakeholders in the development of a contextually-appropriate means of measuring quality in initial teacher education in Scotland. The project is funded by the Scottish Government and runs for six years (tracking graduates over five years), involving all initial teacher education (ITE) universities in Scotland, as well as GTCS. This first stage of the project involves asking students teachers, school partners and university tutors for their views on the effectiveness of ITE. This work will contribute significantly to the development of quality teacher education in Scotland, and will also offer a useful perspective to the international debate on measuring quality in ITE.

Who is conducting the study?

The study is being led by Dr Aileen Kennedy at the University of Edinburgh and Dr Paul Adams at the University of Strathclyde. The project team also involves co-investigators from each of the nine universities in Scotland offering initial teacher education, as well as the GTCS. Should you wish more information at any time you can follow the project on the Scottish Council of Deans of Education website: http://www.scde.ac.uk/projects/measuring-quality-in-initial-teacher-education-mquite/ or you can contact either of the Principal Investigators:

Aileen Kennedy, University of Edinburgh aileen.kennedy@ed.ac.uk

Paul Adams, University of Strathclyde paul.adams@strath.ac.uk

What are you being asked to do?

We are inviting all university ITE staff in the following categories to take part in this research:

- all course organisers/module leaders on each programme, and all core staff teaching on these courses/modules
- all staff who regularly visit students on placement/site-based learning for the programme.

This will give us vital data about schools' views of all ITE programmes in all nine institutions across the country. Specifically, we are inviting you to complete an online survey which asks questions about your experience of teaching/supporting final year ITE students, and your views on their confidence and competence as they get ready to embark on their first posts as beginning teachers.

Confidentiality

The online survey responses are submitted anonymously. The full set of data will be available to the project team for the purposes of analysis, and each institutional representative will have access to their own institution's responses at programme level. Any public reporting of the data set will not name individual institutions. The data will be stored securely online and will be password protected.

Use of results

Individual institutions will be able to use their own data to identify trends and issues that can be used to influence ongoing programme development. At national level, the data will be used to identify aspects of ITE programmes that appear to support quality outcomes. The data from this survey will be considered alongside survey data from graduating students and school partners. Ultimately, the data from this project will have the capacity to influence the future direction of ITE in Scotland, supporting the ongoing development of a stronger and richer school experience for pupils.

Consent

The project is supported by the Heads of School of Education in all nine institutions, and has been granted ethical approval by the Moray House Ethics Committee at the University of Edinburgh. You are free to withdraw from the project at any time should you wish.

In proceeding to the next stage of the survey you are confirming that you understand the nature of the project and are giving your consent to the terms set out above. Should you not wish to participate, please exit the survey now.

About you
What is your gender?

[Control]Male

[Control]Female

[Control]Prefer not to say

[Control]Other
If you selected Other, please specify:
[Control]
What was your age last birthday?
[Control]Under 25

[Control]26-30

[Control]31-40

[Control]41-50

[Control]51-60

[Control]61+
What is your ethnic group? (Please tick one of the following options which best describes your ethnic group or background)
[Control]
In which University do you work?
[Control]
Do you have an ITE qualification?
[Control]Yes

[Control]No
If yes, is your qualification:
[Control] An undergraduate teaching degree (e.g. BEd or concurrent) from a Scottish institution
[Control] An undergraduate teaching degree (e.g. BEd or concurrent) from an institution outwith Scottish institution
[Control] A PGDE or PGCE from a Scottish institution
[Control] A PGDE or PGCE from an institution outwith Scotland
[Control] Other
If you selected Other, please specify:
[Control]
Are you registered with the GTCS?
[Control]Full registration

[Control]No registration

[Control]Provisional registration

[Control]Conditional registration

If no, are you eligible for GTCS registration?

[Control]Yes

[Control]No

[Control]Don't know

What is your highest academic qualification?

[Control]

What type of work are you contracted to do?

[Control]

If you selected Other, please specify:

[Control]

Is your contract:

[Control]

If you selected Other, please specify:

[Control]

Your ITE responsibilities and experience

Have you held a teaching post in a school (class teacher and/or promoted post)?

[Control]Yes

[Control]No

If yes, during your time working in schools, did you mentor student teachers?

[Control]Yes

[Control]No

How much of your current university work is on ITE programmes?

[Control] All of my work is on ITE programmes

[Control] Most of my work is on ITE programmes

[Control] Some of my work is on ITE programmes

[Control] I only work on ITE programmes occasionally

What kind of work do you do on ITE programmes? (Tick all that apply)

Please select at least 1 answer(s).

[Control] I teach on university modules/courses (lecturing or tutoring)

[Control] I assess university modules/courses

[Control] I support student teachers on placement

[Control] I support mentors in schools

[Control] I have a programme/course/module coordination or leadership role

[Control] Other

If you selected Other, please specify:

[Control]

Have you undertaken any **formal** education or training to support you in your role as a teacher educator?

[Control]Yes

[Control]No

If yes, please state:

[Control]

Have you undertaken any **informal** education or training to support you in your role as a teacher educator?

[Control]Yes

[Control]No

If yes, please state:

[Control]

To what extent do you think you would benefit from further education/training/support in working with student teachers?

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	1	2	3	4	5	
Not at all	[Control]	[Control]	[Control]	[Control]	[Control]	Very much

Are there any areas of your ITE work about which you don't feel confident?

[Control] Yes

[Control] No

If yes, please state:

[Control]

Selection and partnership working in ITE

Do you participate in the selection of students onto ITE programmes?

[Control]Yes

[Control]No

If yes, for the ITE programme with which you are most closely associated, how effective do you think the selection processes are in identifying the best candidates?

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	1	2	3	4	5	
Not at all effective	[Control]	[Control]	[Control]	[Control]	[Control]	Very effective

Do you have any comments to make about selection procedures?

[Control]

To what extent do you feel there is currently genuine partnership between schools and universities in delivering ITE?

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	1	2	3	4	5	
No genuine partnership	[Control]	[Control]	[Control]	[Control]	[Control]	Real and genuine partnership

To what extent do you believe there should be greater partnership between schools and universities in delivering ITE?

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	1	2	3	4	5	
No need at all for greater partnership	[Control]	[Control]	[Control]	[Control]	[Control]	Real need for greater partnership

How positive do you believe the culture of partnership is between your university and its partner local authorities/schools?

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	1	2	3	4	5	
Not at all positive	[Control]	[Control]	[Control]	[Control]	[Control]	Very positive

Quality of university-based ITE experiences

Do you teach on university modules or courses, e.g. lecturing or tutoring?

[Control]Yes

[Control]No

Thinking about university classes for ITE students, overall how helpful do you believe these experiences are in supporting students' development as beginning teachers?

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	
Not helpful at all	[Control]	[Control]	[Control]	[Control]	[Control]	Very helpful

Please tell us why you think this...

[Control]

For the ITE programme with which you are most closely involved, how effective are these university learning experiences in supporting students' academic development?

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	
Not helpful at all	[Control]	[Control]	[Control]	[Control]	[Control]	Very helpful

Please tell us why you think this...

[Control]

How positive do you find the general morale and outlook of the university staff teaching these courses?

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	
Not positive at all	[Control]	[Control]	[Control]	[Control]	[Control]	Very positive

Quality of placement/site-based ITE experiences

Do you support ITE students on placement?

[Control]Yes

[Control]No

To what extent do you believe that placement/site-based experiences support students' holistic development as beginning teachers?

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	
Not at all	[Control]	[Control]	[Control]	[Control]	[Control]	Very much

Thinking about professional requirements, how useful do you feel the Standard for Provisional Registration (SPR) is in supporting student learning?

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	
Not at all	[Control]	[Control]	[Control]	[Control]	[Control]	Very

How confident are you in assessing students against the SPR?
Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	
Not at all	[Control]	[Control]	[Control]	[Control]	[Control]	Very

For the programme with which you are most closely involved, how fit for purpose is the assessment of student teachers on placement?
Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	
Not at all fit for purpose	[Control]	[Control]	[Control]	[Control]	[Control]	Very fit for purpose

Do you have any comments about how assessment on placement might be improved?

[Control]

How supportive do you find school-based staff during placement?
Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	
Not at all supportive	[Control]	[Control]	[Control]	[Control]	[Control]	Very supportive

How positive do you find the general morale and outlook of teachers in placement schools?
Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	
Not at all positive	[Control]	[Control]	[Control]	[Control]	[Control]	Very positive

Do you have any other comments about placement/site-based experiences?

[Control]

The general quality of ITE
To what extent do you feel that ITE programmes help students to understand the concept of teacher leadership?
Please don't select more than 1 answer(s) per row.
Please select at least 1 answer(s).

	1	2	3	4	5	
Not at all	[Control]	[Control]	[Control]	[Control]	[Control]	Very much

How well prepared do you believe ITE graduates are to take up posts as beginning teachers?
Please don't select more than 1 answer(s) per row.
Please select at least 1 answer(s).

	1	2	3	4	5	
Not at all prepared	[Control]	[Control]	[Control]	[Control]	[Control]	Very much prepared

How positive do you find the general morale and outlook of student teachers?
Please don't select more than 1 answer(s) per row.
Please select at least 1 answer(s).

	1	2	3	4	5	
Not at all positive	[Control]	[Control]	[Control]	[Control]	[Control]	Very positive

In which aspects do you consider ITE graduates to be particularly well prepared?

[Control]

In which aspects do you consider ITE graduates are less well prepared than they should be?

[Control]

Please provide any other comments you have about the quality of ITE in Scotland

[Control]

The future of ITE in your institution

How optimistic are you about the future status and resources of ITE in your institution?

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	1	2	3	4	5	
Not at all optimistic	[Control]	[Control]	[Control]	[Control]	[Control]	Very optimistic

End of survey

Thank you for your responses to this survey which will provide unique insight into the quality of ITE across Scotland. We look forward to sharing the findings of the MQuITE project with you in due course.

<div align="center">Bottom of Form</div>

Key for selection options

3 - What is your ethnic group? (Please tick one of the following options which best describes your ethnic group or background)

 White - Scottish

 White - Other British

 White - Irish

 White - Gypsy/Traveller

 White - Polish

 White - Other

 Mixed or multiple ethnic groups

 Pakistani, Pakistani Scottish or Pakistani British

 Indian, Indian Scottish or Indian British

 Bangladeshi, Bangladeshi Scottish or Bangladeshi British

 Chinese, Chinese Scottish or Chinese British

 Asian - Other

 African, African Scottish or African British

 Caribbean, Caribbean Scottish or Caribbean British

 Black, Black Scottish or Black British

 African, Caribbean or Black - Other

 Arab

 Other ethnic group not listed above

4 - In which University do you work?

 Aberdeen

 Dundee

 Edinburgh

 Glasgow

 Highlands and Islands

 Royal Conservatoire

 Stirling

 Strathclyde

 West of Scotland

7 - What is your highest academic qualification?

Doctorate

Masters

PGDE/PGCE with some Masters credits

PGDE/PGCE with no Masters credits

Undergraduate Degree

8 - What type of work are you contracted to do?

Research only

Teaching and research

Teaching and scholarship

Teaching only

School experience support/visits only

Other

9 - Is your contract:

Full-time permanent

Full-time fixed term

Part-time permanent

Part-time fixed term

Full-time seconded

Part-time seconded

Other

Appendix K: NGT statements, codes and themes

Key to highlighted statements:

Voted as top priority by one NGT group

Voted as second (or second equal) priority by one NGT group

Voted as third priority by one NGT group

Statements	Codes	Themes
• The quality varies both between courses within institutions and between institutions • There are inconsistencies between universities and programmes in the quality of student teachers • There is inconsistency of approaches and expectations between universities • There are inconsistencies between universities in the rigor of assessment • There are inconsistencies between universities in the support for new teachers	Variations in quality	Quality Thresholds
• There are too many chances to avoid failing the programme, so some teachers pass too easily	Assessment	
• There is room for improvement	General Evaluation	
• It overlooks the experience of starting a school year • Digital competencies are not sufficiently covered • Differentiation is insufficiently covered • Planning sequential lessons is insufficiently covered • There is not enough time spent on pedagogy in numeracy • There are issues with subject knowledge in both university mentors and student teachers, in particular core delivery of literacy and numeracy • Preparation prior to first placement overlooks fundamentals of planning, differentiation, and classroom management • Values in the standards (personal and professional commitment) need to be more explicit • There is not enough balance between curricular knowledge and pedagogy	Omissions/insufficiencies in course coverage	ITE course structures and curricula

• The courses give students a good understanding of relevant education theory and current issues • There is a good blend between theory and practical	Theory/practice	
• The timing of final placement can create a long gap before starting probation • The stages students are asked to focus on at secondary don't match the timing of the placements • Students are not in schools early enough in their ITE programmes • The postgraduate year is too tight and intense • There is a better spread of entry routes, but still room for improvement around part-time routes • There is not enough time in the PG year to cover depth of pedagogy and practicality • The ITE courses are broad in knowledge but lack depth, particularly for PGDE	Course structure and organisation	
• There is a lack of training for school-based mentors • Students are not consistently placed with the teachers most able to support student teachers	School mentors	Key stakeholders
• There can be a disconnect between lecturers' curricular knowledge and the latest CfE • There isn't communication between different university placement tutors	University staff	
• Students over-rely on provided resources • Not all students can produce their own high-quality resources • NQTs can sometimes struggle to present a rationale for, or reflect on, the learning strategies they're using • Students are not as prepared as we'd expect them to	What students do/don't do on placement	
• The standard of probationers has been getting better in the last 6-7 years • Students are less committed to professionalism and do not understand the requirements of the job • Time in school has decreased over the last 5 years	Changes over time	Temporal considerations

• There doesn't seem to be the same level of relationship between the university visiting tutor and the student teachers • Student teachers have a lesser sense of vocation • During COVID, there was a drop-off in skills development which schools have picked up • <mark>Entry standards to ITE programmes have dropped under pressure to increase the supply of teachers over the last 5 years</mark> • Expectations for what schools do to support student teachers have increased • Opportunities for LAs to talk to student teachers have reduced during COVID		
• Probationers don't find out their schools early enough • <mark>Schools don't get sufficient advance transition information from universities about new probationers</mark> • The timing of the final placement can create a long gap before starting probation • ITE and probation needs to be seen as a two-year partnership • Schools don't get sufficient advance transition information from universities about new probationers	Transitions	
• <mark>Financing of ITE does not support equity/diversity in the workforce</mark> • Some subject areas are over-recruited, especially in PE • Employment can be challenging for social subjects teachers with just one subject • LAs over-relying on NQTs can cause staffing issues re: consistency • Entry standards to ITE programmes have dropped under pressure to increase the supply of teachers over the last 5 years	Numbers, recruitment & selection	Numbers, recruitment & selection