

BRIEFING FOR THE FIRST MINISTER

MEETING WITH PAUL DRECHSLER CBE, CHAIR OF BOARD OF TRUSTEES, TEACH FIRST

21 September 2016

Key message	<p><i>Education is the Scottish Government's top priority and we will do whatever it takes to raise attainment for all and close the gap between children from the most and least deprived backgrounds.</i></p> <p><i>As part of this work we are developing new and innovative routes to teaching to ensure that we attract the best possible graduates into the profession and tackle both shortages in certain subjects and in some localities, teacher supply.</i></p>
What	<p><i>A meeting to hear more about the work of Teach First and whether the organisation could play a role in the context of Scottish Education.</i></p>
Why	<p><i>Teach First have long held ambitions of exporting their model of initial teacher education to Scotland. This meeting follows a number of meetings and letters between previous Cabinet Secretaries for Education and FM.</i></p>
Who	<p><i>Paul Drechsler, CBE, Chair of Board of Trustees, Teach First. To note Paul Drechsler is also currently Chair of the CBI and you met him at the CBI Scotland Annual Dinner on 3 September 2015.</i></p>
Where	<p><i>Scottish Parliament</i></p>
When	<p><i>Wednesday 21 September at 16:30. The meeting is scheduled for approximately 30 minutes.</i></p>
Likely themes	<p><i>Reform to Scottish Education, changes to Initial Teacher Education in Scotland and the possible role for Teach First.</i></p>
Media	<p><i>Private meeting – no comms required.</i></p>
Supporting official	<p><i>Clare Hicks, Deputy Director, Learning Directorate, Ext: 40950 Mob: 07816451910</i></p>
Attached documents	<p><i>Annex A – Background - Teach First</i> <i>Annex B – Scottish Challenges in Teacher Recruitment</i> <i>Annex C – Potential Role for Teach First / Lines to Take</i> <i>Annex D – Biography of Paul Drechsler</i></p> <p><i>FM letter to Paul Drechsler, 21 May 2016 (page 6)</i> <i>DFM letter to the Scottish Teacher Education Committee (page 7)</i></p>

ANNEX A: BACKGROUND - TEACH FIRST

- Teach First is an independent educational charity founded in 2002 and its stated vision is that no child's educational success should be limited by his or her socio-economic background. Teach First recruits graduates (2.1 degree or above), who are then known as 'participants', to teach full-time in low-performing schools in the most impoverished communities. The programme consists of participants undertaking a two-year Leadership Development Programme (LDP) within which they achieve a PGCE with Qualified Teacher Status (QTS) (at the end of the first year) and wider skills in leadership.
- The major focus of the programme is on developing the leadership potential and abilities of its graduates with the intention of making them stand out in their future careers; whether that career is in teaching or in management and/or other roles in business and/or the community. Graduates receive tutoring in learning to praise and leading with authority with the intention of being able to utilise these skills both in the classroom and in business.
- When a graduate is recruited, they are asked to commit to working towards and gaining a PGCE (in the first year) and then the wider requirements of the LDP for the following and subsequent years. Following completion of the two-year LDP, participants are referred to as ambassadors and may choose to remain in teaching (often going onto leadership positions) or to go on to tackle similar problems in the wider education system, Government or the third sector. Around two-thirds of participants stay in teaching for a third year, and over half have remained in teaching for the long term since 2003.

ANNEX B: SCOTTISH CHALLENGES IN TEACHER RECRUITMENT

- Teach First was established to address the specific problem of recruitment of teachers to schools in inner-city areas of deprivation in England. The situation in Scotland is different and we currently face teacher recruitment challenges in rural areas and priority subjects in secondary schools including with Chemistry, Physics, Maths, Home Economics, Technological Education, Business Education and Computing.

How we are tackling these challenges / Routes into teaching in Scotland

- We are taking a number of actions to help alleviate teacher shortages in Scotland's schools. These include:
 - Increasing student teacher intake targets for the fifth year in a row and are setting targets to train teachers in the subjects where they are needed most.
 - Over £2 million funding is being made available to train an extra 260 teachers in 2016-17. The 2016-17 target is 66% above the 2011-12 target.
 - Delivering a successful recruitment campaign with an initial focus on STEM subjects, and we will build on this with a refreshed campaign commencing in the coming months.
 - Working with COSLA we are improving our teacher workforce planning arrangements including how to make best use of local intelligence.
 - We have committed £400,000 from the Transition Training Fund to be used to enable 20 oil and gas workers to bring their skills and expertise into STEM teaching in the Aberdeen area.
 - Supporting distance learning teacher education programmes, which allow council employees to retrain as teachers while staying in work.
- There have traditionally been two main routes into teaching in Scotland: the four-year undergraduate degree for primary teaching and some secondary subjects; and the one-year postgraduate diploma (PGDE). On 6 July DFM wrote to the Scottish Teacher Education Committee (STEC) to request that they work together to develop new and innovative routes to teaching that focused on addressing the regional and subject shortages faced by Scotland's schools (letter follows on page 7).
- Teach First have seen this letter and have approached the University of Strathclyde to ask whether they would enter into a partnership with them. We understand this was declined although a relationship does appear to be building. STEC responded to DFM's request with a package of 23 proposals on 2 September and have included a number of work-based and accelerated approaches not unlike Teach First (albeit they aim to target career changers and not necessarily the best available graduates). This package of proposals is currently being analysed and is the subject of on-going discussions with the universities.

ANNEX C: POTENTIAL ROLE FOR TEACH FIRST / LINES TO TAKE

- Ministers, officials and the General Teaching Council for Scotland have consistently indicated that we are happy to discuss the potential for the involvement of Teach First in Scotland as long as teacher quality is maintained and the proposed model meets Scottish needs. In 'Delivering Excellence and Equity in Scottish Education – a Delivery Plan for Scotland' we state that we will develop a new route to teaching which is focused on getting high-quality graduates "*the brightest and the best*" into priority subjects and areas. This will be taken forward separately to the package of proposals from STEC discussion above and its likely we will tender for a new programme. This is of clear interest to Teach First who may be in a position to bid for this work particularly if they find a Scottish university partner. There are a number of challenges that would need to be addressed:
 - Teach First was developed to address the problem of recruiting teachers to schools in deprived, inner-city schools. We do not experience the same difficulty.
 - England has pay scales and terms and conditions for unqualified teachers (which Teach First teachers are until gaining a PGCE qualification at the end of their first year). In effect, their students are receiving a salary whilst studying towards a PGCE qualification. Similar arrangements would be difficult to be applied in Scotland.
 - If Teach First do succeed in devising a model that addresses Scottish circumstances then there is the question of affordability and value for money in terms of retention and teacher effectiveness.
 - Relations across the sector – in addition to the reference, above, to the GTCS, there is likely to be entrenched resistance to Teach First from the teacher unions (concerned about salary and quality of graduates) and the universities (who would see Teach First as a competitor).

LINES TO TAKE

- We are committed to maintaining teaching in Scotland as a graduate profession and we will ensure schools in Scotland are staffed by committed and high quality teachers.
- This will however not stifle our ambition and we are open to fresh approaches to help deliver excellence and equity in Scottish Education.
- Are currently considering a new route to teaching in Scotland designed to be attractive to the very best graduates and are open to an approach from Teach First. We are currently setting out the tendering process and will keep Teach First involved.

ANNEX D: BIOGRAPHY OF PAUL DRECHSLER CBE, CHAIR OF BOARD OF TRUSTEES, TEACH FIRST



Paul Drechsler graduated in Engineering from the University of Dublin, Trinity College. He is the President of CBI, Chairman at Bibby Line Group, Chairman of BitC's Education Leadership Team, a member of the Trinity College Dublin Business School Advisory Board, and a board member of Business in the Community. He was Chairman of the National Skills Funding Agency Advisory Board until September 2015. Paul was appointed Chief Executive of Wates Group in September 2004 and was Chairman and Chief Executive from 2006 until 2013.

Rt Hon Nicola Sturgeon
First Minister of Scotland

St Andrew's House, Regent Road, Edinburgh EH1 3DG
T: 0300 244 4000



Paul Drechsler CBE
Chair of the Board of Trustees
TeachFirst

Email: Paul.Drechsler@teachfirst.org.uk

21 May 2016

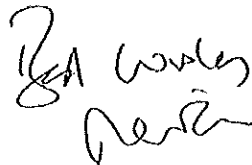
Dear Paul

Thank you for your e-mail of 16 February about TeachFirst, to which you attached the text of another e-mail to me, dated 15 September 2015. We do not appear to have received that earlier e-mail, and I apologise that it has taken so long to respond to this, your more recent e-mail.

Education is my highest policy priority in this new session of Parliament and I am determined to do whatever it takes to raise attainment for all and to close the gap between the attainment of children from the most and least deprived backgrounds. As my manifesto made clear, we will use both traditional and innovative recruitment methods to address particular subject and local shortages and develop new routes into teaching to help attract the brightest and best graduates to train to become a teacher.

We are aware of the experience of TeachFirst in England and my officials have spoken to their counterparts in Wales about the current pilot there. In April 2016, my officials met James Westhead and Reuben Moore, of TeachFirst, to outline our priorities in relation to teacher recruitment and to hear about the on-going evolution of TeachFirst which now stretches beyond the inner-city to suburban, rural and coastal communities across England and Wales - parts of the country that face similar challenges to those faced by parts of Scotland. James has been in touch again since that meeting and has indicated that he would be keen to stay in touch, and my officials will do that.

Thank you for your offer to further explain the work of TeachFirst and, if you have plans to be in Scotland again, I, or my Education Secretary, would be happy to meet you. Please contact my Diary Manager, Rory Hedderly (FirstMinister@gov.scot) to make the necessary arrangements.



NICOLA STURGEON

Deputy First Minister and Cabinet Secretary for Education and Skills
John Swinney MSP

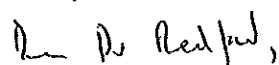
F/T: 0300 244 4000
E: dfmcse@gov.scot



Dr Morag Redford
Chair, Scottish Teacher Education Committee
University of the Highlands and Islands
By email

Copied to: Heads of Schools of Education
CEO, General Teaching Council for Scotland

6 July 2016



DEVELOPING INNOVATIVE ROUTES TO TEACHING

We are fortunate to have a graduate teaching profession that includes a high number of teachers that have benefited from attending one of the eight universities providing teacher education in Scotland. It is crucial that teachers in Scotland are prepared for the classroom by excellent programmes of Initial Teacher Education (ITE). While the traditional routes to teaching have served us well over a number of years it is now essential that we consider alternative routes that help address the current supply issues facing schools in many parts of the country.

In March and April this year the General Teaching Council for Scotland (GTCS) chaired two meetings of the Heads of School of Education where ITE providers were asked to consider the development of new and innovative routes to teaching. Further to these meetings a number of interesting and helpful ideas were forwarded by individual institutions that build on the alternative routes already in place (listed in Annex A).

We would now like to explore a number of these ideas further and the Scottish Government is in a position to financially support universities to take forward a linked package of new approaches. Building on the earlier submissions from individual universities we are interested in routes to teaching that:

- help address current lack of teachers in some secondary subjects such as STEM and Home Economics;
- allow for teachers to work between primary and secondary schools to support pupil transitions;
- help develop specialisms (e.g. modern languages and STEM) in the primary teaching workforce;
- combine PGDE with the probation year to allow teachers to quickly reach the Standard for Full Registration;
- allow teachers to complete Initial Teacher Education and/or the probation year with a full masters degree; and
- support an increase in the availability of distance or work-based routes to teaching;

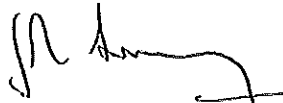
- result in an increase in students from Black and Minority Ethnic groups becoming teachers and male teachers in the primary sector; and
- result in an increase of teachers qualified to teach their subject through the medium of Gaelic.

A key condition of accessing these funds will be that the Scottish Teacher Education Committee (STEC) universities should work together to develop a coherent and linked package of new routes to teaching. Accordingly we are requesting a jointly signed submission from STEC that sets out the cost of the new routes, which university will offer them, when they will be available, alongside the number of type of students that you expect to recruit. As you will be aware any new provision will require to be accredited by the GTCS and this letter has been copied to the Council's CEO. I am aware that the GTCS is ready to support early accreditation any suitable proposals brought forward.

We are also interested in developing an additional new route specifically designed to attract high quality graduates into priority areas and subjects. This will be taken forward separately from the activity being initiated by this letter.

I am aware this is a challenging, but hopefully exciting offer that in time will provide a series of effective and sustainable routes to teaching. I am open minded in respect of possible new routes to teaching and I would encourage you to be ambitious in your own thinking. Officials will be in touch to discuss this offer in more detail but I would be grateful if you could work together towards completing a series of linked proposals by 2 September 2016.

Laird,



JOHN SWINNEY