Teacher Education in Scotland

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Abstract

Using the notion of travelling global policy, this paper discusses the ways in which teacher education in Scotland has responded to world-wide demands on school systems. It highlights the embedded practices which have resisted an unequivocal move to a market-based approach in initial teacher education and contrasts this with approaches to continuous professional development. It discusses the role of the General Teaching Council for Scotland as a possible bulwark against state control and as protector of standards. It concludes that, if the Council could become a more representative body, its already considerable influence as a policy player could be further enhanced.

Introduction

Education has long been seen as a key element of Scottish identity. The union of the Scottish and English Parliaments in 1707 gave Scotland civil self-government but within the British state and empire. This enabled education policy in Scotland and its educational institutions to maintain a distinctive identity. Features of that identity which education was believed to embody included 'individualism, social ambition, [and] respect for talent above birth' (Anderson 1997:2-3). The long held recognition of the relationship between educational achievement and social mobility in Scotland has been reflected in the nature of provision. For example, fee paying, private schools attract less than four per cent of the population of school pupils, with the dominant form of schooling being the publicly funded comprehensive school. The expansion of higher education provision has resulted in 50 per cent of people entering

higher education by the time they are aged twenty-one (www.scotland.gov.uk/stats). Several commentators have highlighted enduring features of Scottish education as a concern for egalitarianism and for education as a public good rather than private advantage (e.g. McCrone 2003; McPherson and Raab 1988; Paterson 1994). McCrone goes on to argue that these features are more than myths and can be evidenced. Furthermore, members of the educational elite in Scotland 'may have broader social origins than their English equivalents' (McCrone 2003 :244). Hence belief in the nature of Scottish education's distinctiveness is carried by key players in the policy community who are themselves beneficiaries of the system and any attack on the system is perceived as an attack on Scottish culture and identity itself (McCrone 2003). In the 1980s, for example, when a number of attempts were made by an unpopular Conservative government in Scotland to introduce market reforms to education, such as parental choice of school and the publication of attainment results school by school, they were opposed by teachers and parents in combination on the grounds of the 'Englishing of the Scottish education system' (Munn 1993).

The creation of a Scottish Parliament in 1999, after a referendum, resulted in direct political control over education (and other aspects of domestic policy) albeit within a British state which retained control of economic, foreign and defence policy. Policy divergence from England has continued in this context, as might be expected. Notable examples are the abolition of up-front tuition fees for students entering higher education and their replacement with a graduate tax, payable after graduation by those earning above a threshold salary and a vision of secondary schooling which continues to emphasise the comprehensive principle. The aspiration is that every school should be seen as excellent and there is no political appetite for the creation of different kinds of schools as a way of creating a quasi market. In both these policies Scotland is asserting differences from England (McCrone 2003).

Scotland thus provides an interesting case study of what some commentators have seen as a global trend amongst advanced western countries in the characteristics of reform of public services. These characteristics might be summarised as the need to provide more competition and choice among public service providers; accountability systems which focus on specified outcomes; evidence informed (or at least evidence aware) policy and practice; and a devolution of authority to those most affected by the decisions being taken. Thus, to coin Ozga's (2005) usage, while there are global forces at work, there is a need to

recognise that policy is both 'travelling' and 'embedded'. Gunther (2006:115) summarises as follows:

> ...while regulating educational purposes to deliver an economically productive workforce is travelling to and around the UK, it is also the case that local practice, culture and requirements are embedded, and hence mediate and possibly act as a barrier to how travelling policy is read.

This paper considers how the above characteristics of public service reform are playing out in teacher education in Scotland. It explains their particular form in Scotland in terms of the important role which education plays in Scottish identity and in the distinctive role which the General Teaching Council for Scotland (GTCS) plays as a representative body, independent of state control, safeguarding professional standards. The paper considers these issues in three main parts. Firstly, it describes initial teacher education (ITE) provision and the implications of all provision being located in universities. Secondly, it outlines the ITE curriculum and the quality assurance and accountability arrangements associated with it. Thirdly, it considers arrangements for the continuing professional development of teachers (cpd).

Initial Teacher Education Provision

Initial teacher education is provided by seven faculties[1] of education located in universities, with the Education Faculty in the University of Glasgow having specific responsibility for the initial training of Roman Catholic students. This incorporation is a relatively recent phenomenon, the last of a series of mergers between the former teacher education colleges and universities being completed in 2001. Historically, the professional preparation of teachers took place in specialist institutions devoted to that purpose (Kirk 2003). A combination of declining student numbers and the associated financial fragility of the colleges, the educational advantages of aspiring teachers being educated alongside a broader range of students, and the opportunities to involve teacher education staff more extensively in research led to the incorporation of the colleges into universities. The universities receive a grant for teaching and research from the Scottish Funding Council and have considerable flexibility to recruit undergraduate students in a wide

variety of disciplines, albeit within defined parameters of total numbers of students for each university. Teacher education numbers are different. Particular targets for trainee teacher recruitment are set each year on the basis of a workforce planning model which projects the numbers of teachers required. The Scottish Executive Education Department (SEED) makes additional funds available to the Funding Council for initial teacher education students which, in turn, is distributed to the universities. There remains, therefore, a strong link between SEED and the faculties of education through participation in workforce planning discussions and through the Scottish Teacher Education Committee (STEC), which represents the views of a range of stakeholders in ITE. In addition, the seven Deans of Education meet SEED representatives on a regular basis to discuss both strategic policy matters and operational concerns. The Deans also meet amongst themselves and have built up trust by sharing information and discussing developments. While they do not agree about everything, there is a predisposition to try to reach consensus on important policy issues.

Initial teacher education qualifications can be gained either via a four year Bachelor of Education undergraduate honours degree programme in primary education and in a small number of curriculum subjects in secondary education or via a one-year professional graduate diploma in either primary or secondary education. The one-year route enables teacher shortages to be swiftly tackled and has been the vehicle for meeting recent government commitments to reduce class sizes. Table 1 provides details of entrants to ITE over the last six years. It can be seen that there has been a rapid rise in numbers recruited via the one-year primary diploma and a marked rise in the numbers recruited to English and mathematics via the one-year secondary diploma. The table also illustrates the detailed planning in terms of recruitment to particular curriculum areas in which SEED is involved. These numbers are projected to fall sharply from summer 2007 with primary numbers rising again from 2009 but with no corresponding increase in secondary numbers.

All initial teacher education programmes in Scotland involve partnerships with local authorities who are responsible for state schools and are teachers' employers. There are also partnerships with schools in the small independent sector. Students spend a designated proportion of their degree programme in schools taking increasing responsibility for learning, teaching and assessment. In the one-year programmes of 36 weeks, students spend 18 weeks on teaching practice in schools across

Scotland. Likewise, in undergraduate programmes, students spend an increasing proportion of time in schools. In order to complete their programmes successfully, students have to satisfy both the academic rigour associated with a university degree or diploma and demonstrate classroom competence and professionalism according to the nationally agreed standard for initial teacher education (SOEID 1998). While the universities are responsible for awarding the degrees and diplomas, school teachers play an important role in contributing to formative and summative judgments about students' classroom competence.

What does this pattern of provision reveal about travelling policy and embedded practice? Most obviously provision does not conform to a market driven approach and reaffirms education as a public good provided and regulated by the state. As we shall see below, however, there are moves towards a market in the provision of continuous professional development (cpd). All ITE provision is located in universities and there are no school based routes or private providers. There is no competition amongst providers for market share as allocations are made by the funding council on SEED's advice and typically follow an historic pattern. Recent increases in ITE numbers have been allocated on a pro-rata basis across institutions and there has been no bidding for additional numbers or special treatment for any particular institution. Specialist low volume subjects, such as Gaelic, or design and technology, are also distributed on an historic basis taking geographical location into account. Institutions have to attract students, of course, but they tend to do so collaboratively. For example, they and SEED advertise collectively about the attractions of teaching as a career, and tend to advertise individually only when they are in danger of failing to meet recruitment targets in particular subject specialisms. The level of interest in teaching is such that there is a large oversubscription of applications for places available and the collaborative spirit has not, as yet, been challenged by a need to fill places from a declining pool of applicants. The challenge of managing declining numbers is also being met collaboratively. SEED and the Deans of education are discussing how best to rationalise provision in secondary curriculum specialisms where small numbers of students make provision in certain institutions uneconomic.

Table 1: Student Entrants Figures 2000-01 to 2005-06

	PGDE (1-year programmes)					
	2000–2001	2001–2002	2002–2003	2003–2004	2004–2005	2005–2006
SECONDARY						
English	145	176	150	184	279	368
Mathematics	63	98	119	147	272	257
Home Economics	28	26	17	28	36	55
Modern Languages	85	108	95	107	104	126
Physics	30	44	51	56	59	91
Technological Education	29	30	49	42	64	66
Art	66	57	33	43	46	100
Chemistry	52	54	31	46	53	111
Drama	29	35	12	25	46	47
Geography	52	50	42	34	54	94
Music	24	27	24	22	23	28
Physical Education	0	14	8	9	27	80
Religious Education	41	44	47	43	43	63
Biology	94	83	60	31	49	81
Business Education	54	67	36	30	39	48
Classics	6	10	5	8	0	2
History	95	65	51	31	35	65
Modern Studies	63	56	42	23	28	45
Computing	35	72	63	73	83	71
TOTAL	991	1116	935	982	1340	1798
PRIMARY	**335**	**745**	**592**	**706**	**1023**	**1482**

	BED (4 year programmes)					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
SECONDARY						
English						
Mathematics						
Home Economics						
Modern Languages						
Physics						
Technological Education	33	41	47	50	50	42
Art						
Chemistry						
Drama						
Geography						
Music	43	54	29	26	30	32
Physical Education	99	106	99	99	103	117
Religious Education						
Biology						
Business Education						
Classics						
History						
Modern Studies						
Computing						
TOTAL	175	201	175	175	183	191
PRIMARY	708	745	773	755	768	780

The benefits of this state of affairs have been the willingness to share experience and ideas on ITE curriculum and assessment, and professional energies have been devoted to the learning and teaching of students rather than marketing or writing tenders to provide places. There has also been innovation, for example, in using new technology to develop e-portfolios, where students can chart their professional development and record reflections on their practice, and in the development of problem-based learning. There has been some innovation in modes of provision too, with the development of part-time programmes supported by distance learning. The University of Aberdeen, under its 'Teachers for a New Era' programme, funded jointly by SEED and a philanthropic foundation, has been developing a six year approach to ITE, two years devoted to general higher education, two years to specialist teacher education, and two years to on the job training. This programme is seen as one way of ITE students benefiting from the rich menu of undergraduate provision that being a student at a Scottish university should bring. It should also develop new forms of partnership with local authorities and schools.

Innovation has not gone as far or as fast as some commentators would like. McIntyre (2006), for example, complains that Scotland is lagging behind other countries in developing authentic partnerships with local authorities and schools and that the long recognised theory-practice divide in ITE is not being tackled. He argues (McIntyre 2006:18) that

> while each of them [university tutor and school teacher] has important and rich but different experience from which beginning teachers need to learn, it is the learning from teachers in schools that is the more crucial.

He goes on to suggest that faculties of education need to move to a more service based approach to support students' school-based learning and implies that this is a travelling policy which Scotland should embrace. The incorporation of the former teacher training colleges into universities makes it very difficult to predict whether and how embedded practices might interact with any attempt to develop a more school-based approach to ITE. The most obvious embedded practice is the long standing reluctance of school teachers to take more responsibility for initial training (Smith et al 2006). There is also no political drive to move in this direction either via a reallocation of existing resources from the universities to schools or, indeed, finding

new resources to develop this kind of provision. A recent national review of ITE (Scottish Executive 2005) highlighted the need for partnership between ITE providers and local authorities and suggested that partners had considerable autonomy to develop in ways most appropriate to them. Local authorities in Scotland are undergoing a period of quite radical transformation, with former education departments being amalgamated with social work and other services to form departments of children and family services. Furthermore, the political composition of many local councils is liable to change. The traditional 'first past the post' voting system by which local councillors are elected is being replaced by a system of proportional representation. This means that the traditional domination of the Labour Party in Scottish local government is under threat. An additional uncertainty is generated by proposals to review the current configuration of local authorities. There are proposals to reduce the current thirty-two authorities to between twelve and fifteen. It seems unlikely that new forms of partnership with faculties of education will feature as a political priority for local authorities in these circumstances.

From the perspective of faculties, there is immense pressure to perform well in the forthcoming, UK wide, research assessment exercise (RAE). The judgements made by RAE panels about the quality of research will determine the research funding available to universities. A good RAE assessment in education would thus bring new resources to the faculties as well as increasing the esteem in which they are held. This pressure, combined with the increases in student numbers to ITE programmes, does not encourage deep thinking about the nature of partnership. Creating the space for such thinking involving local authorities, schools and university staff is a major challenge. The domination of universities as initial teacher education providers thus seems set to continue and to buck the trend of quasi market approaches being adopted elsewhere. This suggests that the impetus for change in terms of the ITE curriculum will lie with the universities and that they will need to work hard to attract the attention of local authorities and other partners to engage them in curriculum development. One potential vehicle for doing so is a major school curriculum development programme, *A Curriculum for Excellence*, which is reviewing the curriculum 3-18. A revised school curriculum has obvious implications for the initial education of teachers as well as their continued professional development. The programme is in an early stage of

development and ITE providers have been included in debates and discussions.

The ITE Curriculum

All ITE programmes in Scotland require the approval of Scottish Ministers under statutory regulations set out in 1993 (Scottish Education Department 1993). Approval is based on advice provided by the GTCS, the main regulatory body. Programmes must conform to the national Standard for Initial Teacher Education (SOEID 1998). This standard sets out in broad terms what students should know and be able to do by the end of their programmes. It comprises three main areas:

- Professional knowledge and understanding – for example of the curriculum, of learning theories and of key education policies;

- Professional values and commitments – for example to equality of treatment, social justice, integrity, reliability;

- Professional skills and attributes – for example in pedagogy, behaviour management, assessment.

In addition, there are requirements in terms of the amount of time students spend in schools on teaching practice, on partnership arrangements, and on the balance of the curriculum as between general educational studies and studies in the subject disciplines for which the teacher will be registered. All universities wishing to offer initial teacher education programmes must have these programmes approved by the GTCS. This was a major exercise involving submission of extensive documentation about the content of programmes, including information about teaching, assessment, placement patterns in schools and progression rules for students. There was also a site visit by a GTCS panel. The visit consists of an inspection of accommodation and other resources, such as library facilities, and a series of interviews with programme teams, and past and current students about the content of the programmes. No university can offer a teacher education programme which has not been accredited by the GTCS. Programmes are accredited for five years and then new accreditation has to be sought. A lighter touch approach to accreditation is currently being developed where universities are now invited to make a presentation to

the Professional Standards Committee of the GTCS and site visits have ceased. Programmes also require to be validated and approved by each university's internal processes, which typically involve colleagues from other disciplines and external experts in education. This ensures that programmes conform to standards set down by the Quality Assurance Agency for Higher Education. Programmes can also be inspected by Her Majesty's Inspectorate of Education, who have statutory powers to inspect the quality of learning and teaching. Thus the ITE curriculum is closely monitored and substantial changes to programmes have to be discussed and approved by the GTCS. Similarly, no teacher can teach in a school in Scotland unless he or she has been approved by and registered with the GTCS. In order to register, a teacher has to demonstrate that he or she has met the entry requirements for the profession which are laid down. In the case of those who have undergone training in Scotland in an approved university programme, this is usually straightforward. Applicants for registration from outside Scotland must convince the GTCS that they meet the requisite standards. This body therefore plays a crucial role in setting and monitoring standards and in setting entry requirements for the teaching profession.

The Council was established by statute in 1965 and came into being in 1966. It has a professional staff, headed by a Registrar, who carry out the day to day work of the Council. The Council itself is made up of representatives of the major teaching unions, local authorities, higher education institutions and others. The full Council meets three or four times a year and there are several sub-committees which deal with the detail of the Council's work. For example, one sub-committee focuses on professional standards; another on exceptional admission to the register; another on education policy as it affects teacher education. The Council is funded by membership subscriptions, all registered teachers being required to subscribe on an annual basis. It is therefore independent of the state, although some commentators have doubted its readiness to exercise this independence (e.g. Humes 1986). While, in the past, its main foci were establishing a register of teachers, standards of ITE, and controlling entry to and exit from the profession, its remit has recently been extended. It now has a statutory role in cpd under the terms of the Standards in Scotland's Schools... Act 2000. In addition, it has the potential to play a key role in education policy as a body representing the interests of a number of stakeholders. We return to this issue below.

Many aspects of the ITE curriculum and of the mechanisms for quality assurance and accreditation described above will be familiar to colleagues in Europe, the USA, Canada, Australia and New Zealand. This is the travelling policy of ITE curricula, a focus on skills and competences and accountability mechanisms to ensure compliance.

The embedded practice in Scotland lies, firstly, in the role of the GTCS as the main accreditation body compared to the Teacher Development Agency (TDA) in England, for example. The GTCS can be seen as a form of professional control over entry to and standards in teaching, underpinned by state regulation. The TDA, on the other hand, is a government agency which polices the state regulation of teaching undertaken by the Department for Education and Skills. Secondly, embedded practice is resisting the 'technical-rationalist' model of initial teacher education which Furlong (2005) argues is characteristic of New Labour's approach to public sector management in the UK. In brief, this model emphasises technical skills and competences underpinned by an uncontested and simplified knowledge base of 'what works'. By continuing to locate key responsibilities for ITE in the universities, new teachers are exposed to the different kinds of knowledge about learning and teaching held in the 'academy' and in schools. The complex and multi-faceted nature of teaching is thus exposed to students in a way which is unlikely in school-based routes with no higher education involvement as in England. Furlong et al (2006:41) sum this up as follows:

> The complexity and contestability of professional knowledge is no longer seen to be at the heart of what partnership is about; professional knowledge becomes simplified, flattened; it is essentially about contemporary practice in schools.

In Scotland, by contrast, beginning teachers are expected among other things to:

- engage with fundamental questions concerning the aims and values of education and its relationship to society; and to

- have intellectual independence and [to] engage critically with evidence. (Scottish Executive: Guidelines Consultation 2006).

Furthermore, the Scottish emphasis on the holistic nature of judgements about beginning teachers' competence, so that knowledge,

skills and professional values are assessed through action in the classroom and through the quality of reflection on that action resists a conceptualisation of teaching as a number of discrete competences. A key feature of the quality of reflection is a critical awareness of different kinds of knowledge revealed in students' writing in their personal development portfolios and in formal assignments. While specific competences can be the focus of formative assessments in the early stages of initial teacher education, meeting the standard is clearly not simply a matter of adding up performance on discrete competences.

After satisfactorily reaching the standard for initial teacher education, newly qualified teachers spend one year in school following a reduced timetable and being mentored by a senior teacher. While most of this induction is spent in school, many local authorities arrange generic induction programmes so that new teachers have the opportunity to share experiences and ideas with others and to deepen their knowledge of particular features of education policy and practice. There may be a focus on special educational needs, for example, or on home-school relations. The induction scheme is funded by SEED, who pay for mentoring and for a proportion of the new teachers' salaries. At the end of the induction, schools have to confirm to the GTCS that new teachers have met the Standard for Full Registration (SFR). The induction scheme has been in operation for only two years and, in 2005, 98 per cent of probationers met the SFR. The distinction between SITE and SFR is sometimes far from clear and a current national consultation on the two standards is seen by some as an opportunity for a more radical revision. The general tenor of the proposals for SITE is to encourage more autonomy for university provision and lighter touch monitoring and accountability systems.

The Continuous Professional Development of Teachers

The first Education Act passed by the Scottish Parliament made statutory provision for the GTCS to expand its remit beyond initial teacher education to include the career development of teachers (Purdon 2003). At almost the same time negotiations about teachers' pay and conditions were taking place. Their conclusion resulted in two significant developments, an entitlement to 35 hours cpd per academic year for all teachers and the establishing of a new grade of teacher – the Chartered Teacher – to encourage expert teachers to remain in the

classroom rather than seek career advancement in school or local authority management. A Chartered Teacher Standard was developed and salary awards were linked to staged progression in achieving the standard. Furthermore, another new standard, the Scottish Qualification for Headship (SQH), soon followed these developments. The SQH was introduced on a voluntary basis for those aspiring to become headteachers but has now become mandatory. Again, much of this is familiar territory as travelling policy to the UK from other parts of the world; evidence of a general concern with upskilling teachers and regulating promotion through the development of advanced standards.

There are two aspects worthy of note. Firstly, the GTCS established a register of providers accredited to provide cpd. The process is much less intensive and thorough than for the registration of degree programmes. These providers include, but go well beyond, the universities. They include private companies, local authorities and children's charities, for example. Registration involves completing reasonably straightforward documentation and providing references from participants in cpd provision about the quality of such provision. Thus a market in cpd provision is opening up in marked contrast to ITE provision. While only higher education institutions can award advanced degrees or diplomas, accreditation criteria for both the Chartered Teacher and SQH programmes include partnership with local authorities and others. Achieving recognition as a provider of these programmes involves the submission of a significant volume of documentation to the GTCS and an interview by a GTCS panel. Interestingly, we are beginning to see attempts to open up 'professional routes' to the Chartered Teacher and SQH standards. These routes cannot result in an advanced degree or diploma but they do provide professional recognition by the GTCS that candidates have reached the required standard. The arguments for such professional routes centre on the well rehearsed benefits of diversity and choice in raising standards and in catering for a wider range of participants.

Why have market approaches been introduced for cpd and advanced standards when they have not been contemplated in ITE provision? One possible explanation is that of expediency. There are providers of cpd and of leadership courses outside the universities and so it is possible to encourage a market approach. There is also concern that there is an insufficient interest in attaining advanced qualifications in general and in the supply of qualified candidates for headship vacancies. The argument goes that university provision is too demanding and is

therefore discouraging experienced classroom teachers or aspiring headteachers to enrol. This is an interesting argument given the importance of the contestability of knowledge evident in SITE and SFR. Critical awareness of different kinds of knowledge and of education policy would seem to be just as important for experienced as for beginning teachers. Recent research suggests that new entrants to teaching see the Chartered Teacher as a natural progression route and numbers are increasing. However, anecdotal evidence suggests that there may be a lack of people wanting to become headteachers (even amongst those SQH qualified) because of the increasingly demanding and high profile nature of the job. The current emphasis on educational leadership as the solution to the underachievement of the lowest performing 20 per cent of the school population may also be a factor in headteacher recruitment difficulties. The consultation on proposals for establishing alternative routes to headship has shown support, in principle, for a diversity of routes, but severe reservations about how standards will be safeguarded (www.scotland.gov.uk/consultations). Another explanation for market driven approaches could lie in Labour party politics. Many commentators have debated the extent to which the policies of the Labour Party in Scotland can diverge too explicitly from those in other parts of the UK. Having taken such a divergent approach from the rest of the UK both to ITE and to many aspects of schooling, perhaps the recency of cpd developments has provided an opportunity to challenge some embedded practices. The next elections for a Scottish Parliament are in 2007 when Labour policy in Scotland will be under the UK spotlight. It may be politic for Labour's ruling elite in Scotland to point to some aspects of quasi markets in education and in other public services in this context.

In contrast to the market approaches being tentatively pursued in cpd provision is the extension of GTCS control into postgraduate provision in universities. One can again see this control as being representative of the interests of various stakeholders in professional training and as largely independent of government. Thus, paradoxically, the reduction of university autonomy in the nature and content of postgraduate provision due to GTCS accreditation can be seen as strengthening resistance to any attempt by the Scottish Executive to impose conditions on such provision. Perhaps in recognition of this paradox, a national group on leadership/headship has been established to oversee cpd developments from which GTCS and university representation was initially excluded.

Conclusion

In summary, there are four standards which now govern key aspects of teaching in Scotland. These are:

- The Standard for Initial Teacher Education

- The Standard for Full Registration

- The Chartered Teacher Standard

- The Scottish Qualification for Headship.

All these standards are overseen by the General Teaching Council for Scotland which is responsible for registering teachers to teach in Scottish schools and accrediting provision. In the development and implementation of these standards, aspects of travelling policy are evident. These are a concern with teacher competence, accountability, market mechanisms as a way of improving performance, and a devolution of authority to the level most directly affected by decisions, albeit within clear parameters. Embedded practices in Scotland have resisted some aspects of these travelling policies, most notably in the absence of market mechanisms in ITE and in the broad and holistic notion of competence which underpins the ITE curriculum. These practices are intimately bound up with Scottish education traditions and myths. They are also closely associated with notions of Scottish identity. The creation of a Scottish Parliament and Executive with 'almost unfettered power [in education]: the only aspect ... where its remit is limited is in the funding of some aspects of research in higher education' (Paterson et al 2001 p 144) has intensified the notion of Scottish education as different from the rest of the UK. This difference is institutionalised also in GTCS, in existence since 1966 and seen as the bulwark of professional standards not only in initial teacher education but, since 2000, in cpd as well. This paper has suggested that, as the institution representing the various stakeholders in teacher education, the GTCS has helped sustain embedded practices and resisted or ameliorated travelling policy where it has seen this as inimical to Scottish traditions of quality in its teachers or more generally to the public interest. It has the potential to lead the debate on initial and continuing teacher education as long as it can enhance its reputation for representativeness in which all voices are heard and respected, and also be seen to be acting independently of SEED. A key issue in its

development, however, is the composition of its membership, including the need to involve a wider range of stakeholders, such as parents and the voluntary sector, and reducing representation from teacher unions. There are major challenges ahead in which it could lead debate. These include the remodelling of the children's workforce and the nature of teacher professionalism in the context where we are seeing the increasing employment of classroom assistants, special needs auxiliaries and playground supervisors. The development of inter-professional training among teachers, social workers, health professionals and community workers in a context where child protection is a high profile concern is an equally compelling issue. Finally, the programme of curriculum review and development 3-18 has major implications for the nature of a teacher's work, not least the blurring of boundaries between primary and secondary schooling and the emergence of new subject disciplines in the school curriculum. There is no shortage of issues on which the Council could take a lead, drawing attention to travelling policy and raising awareness of those embedded practices that the Scottish education policy community would wish to continue to support and those which need to be challenged.

Acknowledgement

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NOTES

[1] Some are titled 'schools' or 'institutes'. The descriptor faculties is used for ease of reference.