SPECIAL FEATURE

GLOBAL TEACHERS
SCOTLAND’S INTERNATIONAL ROLE

SHAWLANDS TO SOUTH AFRICA
A DIRECT CONNECTION

BARONESS WARNOCK
ON INTEGRATION TO INCLUSION

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John Anderson, Professional Officer at GTC Scotland, has been awarded an MBE for his services to the Children’s Panels in Scotland and has recently been appointed to one of the eight new honours committees set up by the Government. The Committees advise the Cabinet Secretary on candidates for the Prime Minister’s list of recommendations to the Queen. They examine nominations from the public, government departments and others across the whole range of national life. John will be a member of the Education Committee. GTC Scotland’s Chief Executive Matthew MacIver said: “It is wonderful to see one of our employees recognised in this way. We are very lucky at GTC Scotland to have such committed, hard working and talented employees. Seeing John appointed to such a role reflects the quality of staff we have working here.”

PLEASE TELL US YOUR CHANGE OF ADDRESS

There are 4011 teachers on the register who have not notified us of their change of address. It is very important that you ensure we have a record of your current address details. Your registration could lapse if you do not receive our account details for payment of the registration fee. Every year a number of teachers lapse from the Register for this reason and have to re-apply. So please keep us in mind when moving address. You can write to our Registration Department with details of your new address, quoting your registration number. Alternatively you can complete a change of address form found on our website at www.gtcs.org.uk or email us at registration@gtcs.org.uk.

NEW RESEARCH PUBLICATIONS

A key strand of the Council’s emerging research strategy is the sharing of research findings with teachers and other stakeholders. At the recent GTC Scotland Conference on ITE, two new research publications summarising the findings from two literature review based research projects commissioned by the Council were launched. These summary reports, entitled Widening Access to the Teaching Profession and Partnership in Programmes of Initial Teacher Education, can be found in the Research section of the Council website, along with details of other research initiatives. http://www.gtcs.org.uk

NEW TEACHER MAGAZINE GOES ONLINE

GTC Scotland is going online with a new electronic version of our New Teacher magazine. As from November 2005, all teachers can access the electronic newsletter full of items offering support, ideas and comments from other teachers to help make those early years of teaching that little bit easier. Accessible in late November 2005 at www.gtcs.org.uk

GETTING CONNECTED

Look out for the next edition of LT Scotland’s flagship publication Connected, coming to all schools in Scotland this November. Connected is funded through SEED’s National Grid for Learning (NGfL) programme and features first-hand accounts by Scottish teachers of how, where, when and why they are using information and communication technology (ICT) in the classroom to enhance learning and teaching. Connected also takes a look at how ICT is being integrated into education world-wide and how it is proving its worth in countries facing very different problems from those of Scotland.

Multiple copies of Connected will be delivered to every school in Scotland after half-term but if you miss out, remember all the editions, plus extra articles that couldn’t be squeezed into the printed magazine are online at www.LTScotland.org.uk/connected.

You can also receive a free e-mail update when a new edition of Connected is online. Sign up at: www.LTScotland.org.uk/connected/emailupdate.asp

NATIONAL CONFERENCE AT MURRAYFIELD STADIUM

In late May 2005, the Scottish Executive published the Review of Initial Teacher Education Stage 2 and shortly thereafter a Ministerial response to the Review. In response to the ongoing discussion, GTC Scotland and the Scottish Executive jointly organised a conference in October entitled ‘Moving the Profession Forward: The Challenge for ITE.’

Representatives from all relevant stakeholders groups were invited along to the day and further information on outcomes will appear in the winter edition of Teaching Scotland and also on the Council website: www.gtcs.org.uk
At the beginning of another new session I am very much aware that a new group of probationers will be beginning their induction year and I am mindful of the role that experienced teachers in schools will play in developing these new teachers. We will also have a cohort of teachers who have just finished their Induction year and who are now beginning their career in the teaching profession. I am absolutely delighted that one of these is my own daughter and that she has chosen teaching as her career. Like all other probationers, she has been well supported in her Induction year, and I want to take this opportunity to thank all of you who play a significant role in supporting new teachers as they begin their career in teaching.

I believe that the model we have built up for the induction system in Scotland is one that we should look at carefully if we are to explore ways in which the concept of partnership is developed in the Scottish education system.

What is it in that model that is different and what makes it successful? I think the first thing to be said is that it is a genuine partnership between the accrediting body, the GTC Scotland, the Scottish Executive Education Department, the Universities and the Local Authorities. That is a very powerful partnership and works well. And within that partnership there are other factors working. We have, I believe, acknowledged the fact that teachers need time to learn and that is why we fought hard for three-tenths of a probationers’ timetable to be given over to professional development. That principle is of huge importance and is one that we should look at very carefully if we are developing a teacher for the rest of his or her career. This has not been easy for the local authorities to accommodate. It has been expensive in cover.

At three years on, my own view is that an important principle has been established for the successful collaboration involved in probation offers lessons for the entire profession, says GTC Scotland’s Chief Executive and Registrar Matthew MacIver.
profession; that a certain proportion of a teacher’s week is allocated to personal professional development. Yet we also have to acknowledge that a probationer must teach for a minimum amount of time each week if the Standard for Full Registration is to be achieved in a year. We should, I think, be re-examining the original 0.7/0.3 split.

Secondly, we have involved the local authorities in a genuine liaison to enable us to develop potential. The role of the mentor has been critical, the probation co-ordinator has been critical and taken together it means, I believe, that the profession itself is beginning to understand that it has to take some responsibility for the development of teachers. That, I believe, is an important principle in terms of the future of the profession.

Thirdly, the Government has accepted that all of this costs money. Let us be gracious about the fact that the Scottish Executive spends £24 million per annum on the teacher induction system. I applaud that and I have already acknowledged it publicly. But I believe that there is an important principle here as well. If we are serious in supporting the profession “from the cradle to the grave”, then we must accept that resources are important and teachers should not feel that it is just one more job they have to implement without support. But that support will not come along without its own responsibility. I believe that the profession must accept responsibility in this whole area. The profession must accept that it does have to play a role, not only in training but also in the development of teachers. All schools in Scotland should understand that they have to accept students and probationers; and not only accept them but develop them.

I do not think it is a problem for the profession if teachers see that the system is being implemented with fairness and with adequate resources. We must not, for example, continue a system whereby only a handful of schools in Scotland accept students and the vast majority, through no fault of their own, never see a student. I do not believe, for example, that we should go down the route of training schools as we have with teaching hospitals. I believe that all Scottish schools would be more than happy to carry their share of responsibility in servicing the needs of the students and probationers if they felt that it was being done fairly.

Finally, let me say something about the role of higher education. If we are to produce a well-educated, well-resourced, intellectually-able teaching community, we simply have to accept that the universities will have to be part of that infrastructure. Universities should not disappear at the end of the initial teacher education year, they must be with us throughout the induction process, the early years of teaching, the Chartered Teacher process and the Standard for Headship. But more than that, I think that we have to take universities with us as we look at the huge gaps we have at the moment.

Universities will not be able to meet all these demands with their present resources. That is why we need a partnership which allows teachers to be seconded or used professionally at regular intervals by the universities. It is that partnership of good practice and intellectual rigour which gave Scotland such a reputation in the past. We have to strengthen it to enable us to meet the future with confidence.

Quite frankly we all need each other. We all depend on each other. We all want the same thing at the end of the day – the best education system that we can provide for our young people. I believe that the Induction system provides an example of a partnership model that could sustain us in the years ahead.

Matthew M MacIver
Chief Executive and Registrar GTC Scotland
INSPIRATIONAL TEACHERS

TURNING READERS INTO WRITERS

A host of world-famous authors, including Christopher Brookmyre, Ian Rankin and former teacher Janice Galloway, have backed a Scottish Executive campaign to attract more teachers

Inspirational teachers encouraged two-thirds of Scots to enjoy reading or to read more, according to research published during this summer’s Edinburgh International Book Festival. The study, which shows the impact and influence that teachers have on their pupils, is part of a drive by the Scottish Executive to boost teacher numbers in a range of subjects to help reach the full complement target of 53,000 teachers by 2007.

Many of the authors who attended the Book Festival this year supported the Scottish Executive’s campaign to recruit more teachers by acknowledging the influence of their school teachers in helping them to become world-renowned writers.

Award-winning Scots crime writer Christopher Brookmyre, cites William Golding’s ‘Lord of the Flies’ as a favourite read from school. He fondly remembers his English teacher, Mrs Festorazza, as being a key influence in his writing. “I was fortunate enough to have an English teacher sufficiently open-minded to allow me to submit literary papers based on my own choices of reading material, as well as the prescribed novels,” he says. “She was enormously encouraging and supportive of my creative efforts. This extended to indulging my submissions of 2000-word mini epics for composition papers, an admirable act considering she would have had thirty odd other essays to mark! She was the person who really made me believe that I had talent I could take beyond childhood and the classroom.”

Crime writer Ian Rankin also credits his English teacher with influencing his career choice. “I remember that my school Beith High had an enlightened attitude towards literature,” he says. “We did Catch 22 by Joseph Heller and I loved it. It was funny and strange and angry and well written. I was lucky – I had a funny, enthusiastic teacher in a couple of my years. His name was Mr Gillespie and he was young, Glaswegian, working class and very brainy. He played us a Paul Simon song then made us treat the lyrics as poems. He set me on the path.”

Over one-third of those questioned in the study claimed that school teachers had a lot of influence on their reading habits. Janice Galloway, who was a secondary teacher for 10 years, loved a book of poems entitled Poetry 1900-1965 edited by John Macbeth, as well as Shakespeare’s Macbeth when she was at school. “Who did influence me, to the point where I’d say he changed my life, was a music teacher,” Janice explains. “He was also the one who gave me texts – in particular The Prime of Miss Jean Brodie – which influenced me so much that I later thought of writing.”

The Edinburgh International Book Festival has lent its support to the campaign to recruit more teachers. Karen Moutney, Children’s Programme Director at the Festival comments: “It’s enormously important that children enjoy reading from an early age and encounter positive and enthusiastic role models at home and school. Teachers can have a huge impact on pupils’ enjoyment of books and reading and encouraging them to explore different authors and different areas of interest.”

The full list of books which had an impact or were considered a favourite read at school are:

<table>
<thead>
<tr>
<th>Title</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Jane Eyre by C Bronte</td>
<td>27%</td>
</tr>
<tr>
<td>Wuthering Heights by E Bronte</td>
<td>26%</td>
</tr>
<tr>
<td>Pride and Prejudice by J Austin</td>
<td>25%</td>
</tr>
<tr>
<td>Great Expectations by C Dickens</td>
<td>24%</td>
</tr>
<tr>
<td>Animal Farm by G Orwell</td>
<td>19%</td>
</tr>
<tr>
<td>To Kill a Mocking Bird by H Lee</td>
<td>18%</td>
</tr>
<tr>
<td>Of Mice and Men by J Steinbeck</td>
<td>17%</td>
</tr>
<tr>
<td>Lord of the Flies by W Golding</td>
<td>14%</td>
</tr>
<tr>
<td>1984 by G Orwell</td>
<td>14%</td>
</tr>
<tr>
<td>Far from the Madding Crowd by T Hardy</td>
<td>12%</td>
</tr>
<tr>
<td>The Great Gatsby by F Scott Fitzgerald</td>
<td>10%</td>
</tr>
<tr>
<td>Catcher in the Rye by JD Salinger</td>
<td>9%</td>
</tr>
</tbody>
</table>

15 per cent of the respondents chose to cite books not on the above shortlist, with the most popular being:

- Treasure Island by Robert Louis Stevenson
- Kidnapped by Robert Louis Stevenson
- Lord of the Rings by JRR Tolkien
- Black Beauty by Anna Sewell
- Little Women by Louisa May Alcott
- The Hobbit by JRR Tolkien
Refugees Into Teaching in Scotland (RITEs) evolved from a seminar held at GTC Scotland in 2003. Co-ordinator Stewart Simpson, a teacher from Dunfermline, reports on the organisation welcoming refugee colleagues.

RITEs aims to provide advice and support to refugees and asylum seekers living in Scotland who hold teaching qualifications. It will assist the teachers with the process of registering with GTC Scotland, as well as familiarising them with the Scottish education system and supporting them into employment.

We think that there are about 80 refugees living in the west of Scotland and others in the east who are experienced teachers. We know that we have a shortfall of teachers here in Scotland and many of these refugees are teachers in shortage subjects in the secondary sector. They have much to offer us and are desperate to begin working again after their traumatic experiences in the countries they have fled.

One of the first tasks that I have is to create and maintain a database of these teachers so I’m going to have to undertake some detective work to find them. Once we have their details we can see what support and help they will need to become registered teachers in Scotland. When they find a job, they will need help in understanding policies and procedures of the Scottish education system. I’ll also need the support of teachers in Scotland and I’d like to hear from anyone who would like to help in any way.

I’ve had over 20 years’ experience in the classroom and so I know how challenging it will be for them. I started teaching English at Queen Anne High School in Dunfermline in 1981 and went on to become Principal Teacher of English at Dunfermline High School. I’ve also been working with Voluntary Service Overseas and have not long returned from working as a volunteer teacher and advisor, helping Burmese refugees living in camps on the Thai/Burma border. I’m a trustee of the Burma Educational Scholarship Trust which provides scholarship funding for Burmese refugees. I didn’t realise how my experience with VSO would change my whole outlook on life and make me understand how precious is something that we take for granted: education. It’s a privilege for me once again to be working with refugees here in Scotland.

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We’ve had a tremendous amount of support for the project, not least from the Department of Primary and Childhood Studies at the University of Strathclyde. The GTC Scotland, also a partner in the work of the project, has been fully behind us, advising on the suitability of refugee teachers’ qualifications for the Scottish classroom and the steps that need to be taken to address any shortfall. Early in the life of the project, as a demonstration of their commitment to widening access to the teaching profession in Scotland, the Council of the GTC Scotland agreed to meet the initial registration and administration fees of refugee teachers. The work of RITEs also involves a major research project into the experiences, skills and qualifications of the teachers that we have on the database. This will help inform the Scottish Executive as they consider ways of making the teaching force more diverse as well as contributing to the Fresh Talent Initiative.

I know that the Scottish teaching profession will extend a warm welcome to colleagues fleeing despotic regimes and will recognise the breadth of experience which can be put to good use in the classroom. I look forward to contributing to future editions of Teach Scotland and, in particular, sharing the experiences of refugee teachers as they come to terms with their new lives in Scotland.

Stewart is based at Strathclyde University, Jordanhill Campus in the Faculty of Education. He can be contacted on 0141 950 3673 or stewart.f.simpson@strath.ac.uk. For more details, see the project’s website: www.strath.ac.uk/cps/rites

The RITEs partner organisations are the University of Strathclyde (host organisation for the project), the University of Paisley, the University of Glasgow, Anniesland College, the GTC Scotland, the Scottish Refugee Council, the Institute of Contemporary Scotland, Glasgow City Council Education Services, the West of Scotland Wider Access Forum and Greater Opportunity of Access and Learning with Schools (GOALS).
S 

hawlands Academy is an International School in the south side of Glasgow. The school roll is around 1200 with about 100 teachers. Around 50 per cent of pupils are from a very varied black/ethnic background with many asylum-seeking pupils. The majority of its ethnic pupils are from a Pakistani background. It also has a variety of other international links with countries including Norway, the Czech Republic, Spain, Austria, Sweden and France.

Realogile High School is a 'former' Black School that is situated in the centre of the township of Alexandra, on the outskirts of Johannesburg, South Africa. The school roll is around 1300 with 35 teachers. 90 per cent of the residents of ‘Alex’ are unemployed and so the pupils have financial problems paying for school fees and meals.

In June 2001, three pupils and one teacher from Shawlands Academy were asked by the British Council to attend the opening of the Glasgow Science Centre. The official opening was performed by President Thabo Mbeki of South Africa. One of our pupils gave a prepared speech to the President on behalf of our Prime Minister, Mr Tony Blair. During the visit our three pupils were given a chance to videoconference with the Realogile High School and both sides agreed to try and form a link between our two schools.

During early August 2002, two teachers made a 10-day visit to Johannesburg to visit the school. The British Council prepared a full itinerary for our visit, which gave us an insight into the workings of the whole South African education system. While visiting the Realogile High School, we met our counterpart link teacher Mr Bheki Mdzwka to discuss the structure of our link and how it might develop through time. We decided that initially both schools would set up a link group of 15 pupils.

These groups have been in regular communication with each other. The Shawlands group has met every Tuesday and Thursday lunchtime since November 2002. The International Officer for Glasgow, Mrs Edna Patterson, made sure that if any South African educationalists were visiting Glasgow, they had Shawlands Academy on their itinerary. During their talks they informed us about South Africa and were able to answer many questions.

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and dispel some myths.

The link group in Shawlands spent much time in fundraising and eventually in late October 2003 they were able to bring two pupils (‘learners’) and one teacher (‘educator’) to Glasgow for 10 days. They were made welcome in the homes of their Scottish counterparts and were able to visit many places of interest in Central Scotland.

In February 2004, the Shawlands Academy Headmaster visited our link school as the first part of a Headteacher Exchange funded and organised by the British Council.

After much more fundraising and preparation, the Shawlands group eventually made their visit to Johannesburg in April 2004. During their 15-day visit the group spent time in the Realogile High School and took part in excursions with the South African group, including trips to Soweto, Nelson Mandela’s house and The Apartheid Museum. The most memorable experience was a four-day visit to a bush camp just outside the Kruger National Park. It was during this time that both groups came out of their shells, friendships were made and a real cultural exchange took place. Round the bonfire at night songs were sung, jokes told, games played and language exchanged.

The Scottish Group presented their play The International Child, written by Shawlands drama teacher Chris McLean, to a huge appreciative audience in the Realogile High School during the last few days of our visit. The British Council, which had been very supportive, prepared the itinerary and hosted us with both a Welcome and Departure Reception. On our departure, there were many hugs and tears.

Before the Scottish pupils left they vowed to raise enough money to bring all those in the South African Exchange Group out to Shawlands Academy. In the intervening months the group has prepared presentations of their experiences in Africa and has shown them at school assemblies and also to various local primary schools.

The next phase of this exchange is based on the topic ‘The Health of Our Nations’. While in Glasgow, the exchange groups will concentrate on heart disease and strokes and in South Africa the main theme will be AIDS. Studying these scourges of each country should foster a better understanding of health issues and international awareness in both groups and school.

This theme was supported by a grant from the Commonwealth Youth Exchange Council. In August this year, a group of 11 South African learners and two teachers visited Glasgow for two weeks where they stayed in the homes of pupils and teachers. Both groups took part in a programme of visits mainly themed around ‘The Health of Our Nations’. Glasgow City Council gave a civic reception in their honour and they then took part in a workshop with some of the prominent City Council workers in this field. Parents were actively involved in the whole programme. They arranged for the whole group to visit Glasgow Caledonian University, which was heavily involved in the Anti-Apartheid Movement. Several parents also took a large part of the group to a cottage in Dumfriesshire for a teambuilding weekend.

It is also hoped to have a second outward link before the group leave school in June 2006 after four years of working on the project. A second group of 51 pupils from both schools have started up, to follow a similar route as their older counterparts. They are a larger group of 30 pupils and they will first meet their reciprocal South African pupils in Johannesburg during Easter 2006.

The past four years have linked the two schools in many ways. The project has brought together pupils, parents and teachers as a working team and produced a group of pupils who have had some life changing experiences. They have made true friendships and gained valuable life skills in organisation, responsibility and public speaking – to mention just a few. These pupils will leave school with skills that cannot be taught in any classroom.

I visited Realogile School in Alexandra near Johannesburg as part of our exchange link in February 2004. I found my visit inspirational. In many ways it is a great school, a place where lives are improved. What moved me was the deep-felt commitment evident everywhere in the system to the belief that education can truly make a difference and can build an inclusive society based on equality and human rights.

It is impossible not to be hugely impressed by what the South African education system is trying to achieve – and impossible not to recognise the scale of the task it faces. The heinous legacy of apartheid will take a long time to dismantle.

I found in South Africa a belief – a passionate belief – that education can make a better world, a world based on human rights, inclusivity and social justice. Perhaps we have become a little jaded, a little complacent. We could use that passion.

Kenneth Goodwin
Head Teacher/Principal,
Shawlands Learning Community
A modest little flier landed on our staffroom table one dreich day in November 2003: “Fancy doing something different next summer?” it read. “Do I just!” I thought as I picked it up. Had my crystal ball told me what it would lead to, I would not have believed it.

I was accepted as a Global Teacher and spent five weeks during the summer of 2004 working in a school in Kimberley in the Northern Cape of South Africa. There were six of us, teachers and Head-teachers, from Scotland. We lived with host families in areas of Kimberley that were ‘black’ and ‘coloured’ during the apartheid era. We worked in nearby schools, helping with School Development Plans, making sure the HIV/AIDS policies were being implemented and working on various aspects of learning and teaching. The work was challenging but rewarding and lasting friendships were made.

When the opportunity to return to Africa this year was announced, myself and a Global Teacher from Scotland were able to return. The work was challenging but rewarding and lasting friendships were made.

‘MY VALUES AND OUTLOOK ON LIFE HAVE CHANGED’

Sandra Towrie
Sanday Junior High School, Orkney

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Concentrated on working with the educators, the schools were Afrikaans-speaking, we concentrated on working with the educators, running workshops on Sharing Learning Intentions, Formative Assessment and strategies and methodology for teaching writing.

On both trips, I found that I learned much more than I taught. Living and working in the community gave me insights into issues that no amount of research in this country could have uncovered. I was surprised, I 1 years on from the end of apartheid, to witness the depth of racial tension that still exists. I was moved to hear about the child, the third that week, who had lost a parent to an AIDS-related illness and now had no immediate relatives. I found it hard to photograph the flimsy corrugated iron shacks that are home to thousands of people.

These experiences have made me more aware of the importance of Citizenship education. Our young people – the next generation of politicians – have to learn about rights and responsibilities, fair trade and interdependence. We have to give them the ability to recognise injustice and the confidence to speak out against it.

As a CPD experience, I can thoroughly recommend doing something like this. It was hard work and I was sometimes pushed out of my comfort zone but the rewards outweigh any hardships. My values and outlook on life have changed. Take up a similar challenge and you will probably never be the same again.

Prompted by my Headteacher, I was selected and started a year’s training leading to a placement in Eastern Cape, South Africa, one of the poorest areas. Weekdays I worked in the school teaching my own subject, science; organising whole school workshops; inter-school subject workshops; evaluation of the School Development Plan; and reviewing and proposing new targets. My personal joy was the promotion of science through the construction of a lab and the collection of experiments using minimal resources. Following my experience in South Africa, I have changed from a lifetime science teaching to take up a post in Pupil Support and Chaplaincy.

John Massey
St. Moden’s High School, Stirling

Read John’s full article on the GTC Scotland web site www.gtcs.org.uk

‘WE ARE USING THE SKILLS GAINED BACK IN SCOTLAND’

Andrew McNeil
Burntisland Primary School, Fife

My first Global Teacher placement in the summer of 2004 was undoubtedly the most rewarding professional development experience I have ever taken part in or would ever hope to. We worked with Principals and their staff in South African schools to implement Link’s HIV/AIDS Action plans, School Development Plans and support for literacy resources and strategies. This was in the diamond mining city of Kimberley in the Northern Cape Province.

I have a Cheyenne (one of the First Nations of the United States) great-grandmother and so I felt privileged to visit Africa again – a place where communal values and respect for elders still runs deep. The chance to plan and implement our own programme this year was also a strong attraction, as well as the friendship, joy and challenges we faced with South African colleagues and learners. We would collect further ideas and resources to build into our schools and communities citizenship project.

This summer Link offered the chance to work with a colleague from Orkney, Mrs Sandra Towner, to run workshops on sharing learning intentions, formative assessment and the teaching of writing. The warm and meaningful dialogue with Kimberley’s School Support Managers was critical to the success we had in the cluster of schools we worked with: both primary and senior primary (ages 12-15 years old) schools.

We stayed with departmental heads in the two schools that we worked in and gained a significant insight into the reality of the strains affecting South Africans, but also the importance of friendship and extended family bonds or support. Attending a funeral in another city, we were treated as honoured guests despite the large numbers attending. The marching and singing by comrades of a fellow worker was very moving. The contrasts of poverty and wealth, fantastic resources and scarcity were something we witnessed time and time again in our work and travels. Health problems and deaths were often a familiar part of existence among colleagues and even more so among the families of pupils – in many cases they had no family left.

This aspect of citizenship and interdependence is something also relevant to our own island and society, especially today. At Robben Island, our guide had been tortured and his friend murdered. His words were a testimony to the legacy that still throws a shadow over the Rainbow Nation. He also spoke of his pride in the new democracy and the education of the citizens of the future.

Tensions between different communities could affect working relationships within schools. The issue of language was a crucial one. We worked in Afrikaans-speaking schools, which taught English from Nursery as an Additional First/other language. Afrikaans is still a stigma and many South Africans, despite poor resources at home,
Swakazi Junior Secondary School won the inter-school netball competition this year and it was one of the highlights of my summer. I cheered loudly as the girls in ‘my’ team ran up and down the pitch – which had been marked out earlier in the day with a sickle – proudly wearing their Balerno High School tee-shirts that I had taken out with me. And as I watched I felt a real sense of connection between two very different schools. Balerno High School is well equipped and has over 50 classrooms for its 830 pupils. Mswakazi JSS is desperately lacking in resources and has only five classrooms for around 650 learners, leading to overcrowding inside and make-shift classrooms outside. At Balerno High School no one walks more than a mile or so and all of them have shoes. Almost all of the pupils at Mswakazi JSS walk to school, a significant number trekking over eight kilometres and many of them barefoot.

I had come to Mswakazi in the Eastern Cape of South Africa for a five week placement over the summer holidays as a Global Teacher with Link Community Development. Having spent time in rural Africa before, I was familiar with daily life in a village with no electricity or running water. What I had not anticipated was the sense of despair I would feel on my first day at the school. As I watched five children cram onto three broken chairs, and as the Primary One teacher tried to explain basic addition and subtraction to over 50 learners using only a few Coca Cola bottle tops, I wondered what on earth I as doing there and what, if any, difference I could make.

Over time, though, I began to see areas where I could help. I ran in-service training sessions for the teachers and worked closely with the Senior Management Team on creating school policies and developing a realistic school Development Plan. I tried to encourage the staff to focus on the things they could influence (the quality of teaching and learning, for example), as opposed to spending all their time on bigger issues which were out of their control.

I was constantly aware of the devastation HIV/AIDS is causing throughout South Africa. Forty per cent of the pupils at Mswakazi Junior Secondary School are orphans, many of them due to AIDS. When word got out that I had South African HIV/AIDS materials with me I was inundated with requests for training.

Now that I am back in Scotland, I realise that I probably gained far more than I gave during my placement in Mswakazi. My time there has given me a different perspective on life: one which, I hope, puts people first instead of agendas. All this I plan to feedback to pupils here, but perhaps above all I would like them to know the most important lesson I learned in South Africa – that people in so many ways are the same the world over, and that despite surface differences, people share the same hopes, dreams, fears and concerns.

On the netball pitch that day I forgot cultural divides and I was struck by all the similarities between Balerno High School and Mswakazi Junior Secondary School – the enthusiasm and passion to do well, the laughter and cheering and the sense of belonging to the school community. Perhaps next summer the two schools should play each other…

The Global Teachers Programme is run by Link Community Development (LCD), an international development organisation running long-term education projects with schools in South Africa, Ghana and Uganda. LCD provides comprehensive training and support to Global Teachers both before and after the placement. The Global Teachers Programme is supported by the HSBC Education Trust, Scottish Executive Education Department, Educational Institute of Scotland and the Department for International Development.

Teachers and headteachers interested in applying should see LCD’s website: www.lcd.org.uk Deadline for applications is 31 January 2006.

Longer versions of these articles and further reports and pictures from Global Teachers are available on the website: www.gtcs.org.uk
The Chartered Teacher programme was established to provide the best, experienced teachers with the opportunities to remain in teaching; to embrace new challenges, improve their skills and practice and to be rewarded accordingly.

It has three main aims

1. To enable participants to demonstrate enhanced practical classroom skills
2. To allow teachers to develop their role as enhanced classroom practitioners
3. To provide expertise and support to colleagues in matters of classroom practice.

The achievement of these aims should be based on both academic and work-based learning, and the knowledge teachers gain should be of direct relevance to professional action in the classroom.

It was the start of a new era for Scottish Education when the first 37 teachers were conferred with the Award of Chartered Teacher by the GTC Scotland in November 2004 and presented with their certificates by the Minister for Education and Young People, Peter Peacock.

Since then, 2800 teachers have started along the route to become a Chartered Teacher with around 1770 having completed Module One. We now have 149 Chartered Teachers in Scotland. Looking at the split between Primary and Secondary, the figures show 83 primary and 66 secondary.

This month we congratulate the first group of Chartered Teachers from the Providers Chartered Teachers Programme. Those teachers have graduated from Paisley, Strathclyde and Aberdeen Universities with the Academic Award and the Professional Award from the GTC Scotland.

To begin on the route to becoming a Chartered Teacher, a check has to be taken to make sure you match the eligibility criteria (information for this is on the GTC Scotland website on www.gtcs.org.uk). At the moment, 6851 teachers are ready to start on the programme.

Numbers are growing as teachers become more and more comfortable with the requirements of the programme and recognise the rewards it holds for them both financially and professionally. Since the start of August 2005, 89 teachers have applied to begin the programme, with 32 opting for the Accreditation Route over the same period.

Now that more and more teachers are taking up the challenge of the programme, teachers are supporting each other and the profession is gaining confidence by recognising just how highly skilled and professionally responsible it really is.

For information about the routes and details of the Chartered Teacher programme visit the Council website on www.gtcs.org.uk
FROM TREPIDATION TO AFFIRMATION

Accreditation of Prior Learning is a route to Chartered Teacher status available to experienced teachers, as Sheila Hay reports from St Joseph’s Primary School, Broomhouse, Edinburgh

As a classroom teacher with 31 years of experience, I approached the whole Chartered Teacher programme with some cynicism and a little trepidation. I remember the creation of Senior Teacher, a post designed to encourage good teachers to remain in the classroom and saw what was happening to that post in practice. With only nine years to retirement, my route had to be through the Accreditation of Prior Learning with GTC Scotland.

Being College trained, I was well-versed in the craft skills of teaching. My knowledge and skills have developed over the years through in-service training, but I had not completed any Master’s level modules before, and quite frankly did not know what was required. I decided to try Module One: Self Evaluation, before mentioning it to any of my colleagues. (Oh the shame if I failed!)

I started in February 2004. I found the lectures interesting and useful, but it was the discussions with my fellow students which gave me the most enjoyment. This was an opportunity to meet with other experienced classroom teachers. The camaraderie and willing sharing of ideas and opinions sustained me to the completion date of 9 July 2004.

By the end of Module One I had a much clearer idea of what I needed to do for full submission. I had my ‘S.M.A.R.T’ targets worked out. I now knew how to set it down and I knew which areas I would be reflecting on. The ‘why’ became obvious. The whole purpose of teaching is to find ways of improving children’s learning. I learned to find quotes to back up my views and found this one, which contradicts the more popular one held by G.B. Shaw:

“Those who can, teach. Those who can’t, go into some less significant line of work.”

After passing Module One and taking a break to settle in my new class, I then enrolled with GTC Scotland for full Accreditation of Prior Learning and was given an advisor.

Along with three other candidates we met at her house and over tea and biscuits we discussed our portfolios and areas of our careers for the reflective report. I started work on this in January 2005, worked two evenings each week gathering evidence, spent my February weekend break and my Easter holidays writing it and was ready to submit by 29 April. I found out that I had passed in June.

Why don’t more teachers go for it? Teachers say ‘I don’t have time’, but it is a very useful form of CPD. Choose starting times when your classroom routines are established and take a break when you are Forward Planning and Report Writing. They say ‘It’s a lot of money’ but you will recoup the outlay six months after receiving the salary increase. They say ‘I haven’t done anything significant to write about’ but once you start to think back over your teaching experience you will find many relevant areas.

It is not promotion, it is affirmation that within the school community the teacher who stays at the front of the class has a vital role to play. She/he is a professional in every sense of the word and you’ll have many definitions by the end of the course. It has not changed what I do in the classroom, but it has given me a clearer understanding of my place in the teaching profession in the twenty-first Century, as envisaged in the McCrone report.

Blowing your own trumpet is something teachers are not good at, but you are never too old to learn. Follow me!
ARRIVING at the end of the modular Charter Teacher programme this September is like completing a round the world trip: personally rewarding, at times frustrating, very challenging but most of all motivating me to start preparing for the next journey!

Being one of the first cohort to take up the challenge of undertaking Charter Teacher modules through the University of Paisley, the start now seems very long ago. The process of distance learning and using the ‘Blackboard System’ for group communication was to become an essential tool. The UoP has continually refined its operation to make this more user-friendly for all. Certainly it allows colleagues across Scotland to forge new links and support systems in a way that I couldn’t have imagined before I started. As a teacher in a small school, this strong support system coming from all corners of Scotland has been extremely appreciated, and will continue for many of us. As each new module has been undertaken, over these last 4 years, new friends and colleagues via the ‘Blackboard’ System have been truly supportive every step of the way. They have helped by answering questions, coming up with innovative solutions to teaching, logistical and academic problems but by far the greatest plus of this modular approach has been the continued electronic team building and support during the long hours and years of study by teachers from all backgrounds and sectors.

The modular approach allows one to take a mixture of compulsory and elective modules. Earlier modules tend to be more reflective and prescriptive. Other modules tend to work together as you work through them and, for me, making these connections across the modules was an essential part of the whole process.

All modules have a strong focus on theory, up-to-date reading and practical classroom applications in all areas. Because each module encourages one to build on previous work, I have found there has been a strong step-by-step progression and, equally important, it provides the motivation to take the next step forward. Being committed to the same provider (by choice) has also ensured a clear correlation to each of the Charter Teacher competences, and has had the added accolade of my being awarded a Masters Degree in Advanced Professional Studies. Taking this step-by-step approach has also meant that I have had a clearly defined pathway to achieving the Standard for Chartered Teacher, by revisiting and self-evaluating each of the Standards required of a Chartered Teacher.

Undertaking the modules has been a salutary lesson in remembering what it is like to read, study and write for examination purposes. It has reminded me of the demands and skills required of academic study, and the pressures which these can impose, but the reward has been worth it. The reflective practices and discussion via ‘Blackboard’ have challenged my thinking and established a clearer rationale for all that I do in the classroom.

The journey therefore has not ended – just taken a different direction. I can recommend this route to any teachers thinking of starting on the Modular route.

Taking Chartered Teacher modules through the University of Paisley, Angela Gardner found a supportive, clearly-defined path
Murnane realised the complexity of fulfilling several roles in life when she thought about joining the first group of 46 students on the Open University’s new Chartered Teacher programme. It had been 20 years since she had studied, but returning to studying and reading, she found she soon picked up her old skills.

There were a number of conditions that would have to be met to allow family life to continue – and for her three children to retain their taxi service.

The Open University was her ideal choice because it allowed flexible study and was an established provider of distance learning. One of Ruth’s colleagues had gained her degree through the Open University and was now doing her Chartered Teacher modules through it, and Ruth was keen to take part.

She felt that the materials were excellent, taking her through each stage, and that each task was precise and well constructed. A new challenge was going ‘online’ and learning to think without writing ideas and thoughts on paper. Her tutor was readily available at the end of the phone or contactable through email and she found the tutor group very useful for discussion. “You talk to teachers across the country, gaining insight into experience from around Scotland”, she says.

Support and encouragement helped Ruth through her first assignment, which she initially felt would swamp her, and she found that sharing ideas kept her afloat and on target.

Rather than feeling isolated, she felt supported by the other four teachers on the programme, even although each was at a different stage. She found that working with colleagues gave reassurance and opened up her ideas.

Ruth has now successfully completed Module One and is waiting for the assessment of her second and final assessment of Module Two. Like other teachers, Ruth regrets having to pay for each module herself but she doesn’t see it as a poor investment. £1200 pays for two modules in one year but she will earn this back in one year of teaching and the increment in salary will continue through her pensionable life.

To other teachers embarking on the Chartered Teacher route, Ruth would say that “it’s about updating skills and keeping up professionally”. Ruth found that it gave her new ideas and new challenges, and that taking the programme in a staged approach made it much less daunting.

Distance-learning takes planning and commitment but it allowed Ruth to set the pace and establish her own priorities. It allows her to complete the programme and further her career at little cost to her family life and professional demands.
FLEXIBLE OPPORTUNITIES ON A WORK-BASED ROUTE

Jim Rand, Programme Director, outlines the advantages of the CPDadvantage Chartered Teacher programme

The programme is designed to offer:

- flexibility to meet individual needs and circumstances
- blended learning including CD ROM materials
- responsive tuition and support
- opportunities to earn credit from APL and classroom-based projects
- opportunities for collaborative working with colleagues
- opportunities to integrate Chartered Teacher activities with personal/school development priorities and other CPD provision – such as education for work and enterprise, and using ICT to enhance learning.

The work-based focus provides structure, support and encouragement for individuals to critically and systematically review their own work and to use this review as the basis for their own professional development and for the enhancement of the learning opportunities that they can offer to their classes.

Most programme participants operate on a distance-learning basis – through email and telephone – although group meetings are also held for those who wish and are able to attend. Individual teachers are able to work with tutorial support, at their own pace and focusing on their own classroom activities, to extend their professional knowledge and skills and to find additional insights from reading and research. The philosophy of work-based learning that underpins the programme is to try to maintain a process that moves from practice to theory and back to practice.

Participants have valued the opportunities that the programme offers to begin from their own classroom and looking beyond it to the wider issues and relating outcomes of reading and research back to their own teaching, learning and assessment roles. One participant concluded that the main benefit of working in this way was that it ‘just made me so much more confident about my work’.

Our experience suggests that good professional learning is also a social and collaborative activity and we particularly welcome applications from teachers in the same school or cluster of schools – we even offer them a discount! Working with a friend or trusted colleague provides a wide range of support and learning benefits.

Like other CT programmes, CPDadvantage offers the four core modules, together with a choice of option modules and work-based projects. APL and Negotiated Learning provide further opportunities for individuals to customise their route to CT status, to suit their own particular needs and circumstances.

A work-based focus is emphasised throughout and the design and delivery of the programme draws heavily on the experience of City and Guilds, as one of the largest providers of work-based training and qualifications in the world, and Rocket Learning’s expertise in the development of learning materials.

Those who successfully complete the programme, in addition to achieving Chartered Teacher status, earn the Masters degree equivalent qualification Master Professional Practitioner Award for Chartered Teachers in Scotland and membership of the City and Guilds of London Institute (MCGI).

Participants have valued the opportunities that the programme offers, beginning from their own classroom and looking beyond it to the wider issues and relating outcomes of reading and research back to their own teaching, learning and assessment roles.

For details of the programme see: www.charteredteacher.co.uk.
Rocket Learning Ltd, 0131 467 7295
three years of work, the course team at the Institute of Education in the University of Stirling are preparing to celebrate the graduation of the first group of Chartered Teachers as two cohorts of teachers complete the MEd Professional Enquiry in Education (Chartered Teacher) programme. Their final assignment has been to give an account of a collaborative professional enquiry that they have undertaken in school, working with their colleagues to address a shared concern relating to learning and teaching. These dissertations are accompanied by a portfolio of evidence to back up their claims to have successfully carried out the professional actions delineated by the Standard for Chartered Teacher. These claims will be verified by Field Assessors who will make visits to their schools to discuss the work with those concerned. And what this work tells us suggests that Chartered Teachers represent a powerful force for positive developments in education.

A Chartered Teacher ‘Dissemination Day’ at the Stirling Management Centre

Alison Fox reports on positive feedback from the first graduates of the University of Stirling’s Chartered Teachers programme

AFTER three years of work, the course team at the Institute of Education in the University of Stirling are preparing to celebrate the graduation of the first group of Chartered Teachers as two cohorts of teachers complete the MEd Professional Enquiry in Education (Chartered Teacher) programme. Their final assignment has been to give an account of a collaborative professional enquiry that they have undertaken in school, working with their colleagues to address a shared concern relating to learning and teaching. These dissertations are accompanied by a portfolio of evidence to back up their claims to have successfully carried out the professional actions delineated by the Standard for Chartered Teacher. These claims will be verified by Field Assessors who will make visits to their schools to discuss the work with those concerned. And what this work tells us suggests that Chartered Teachers represent a powerful force for positive developments in education.

Early in June, these teachers took part in a Dissemination Day at the Stirling Management Centre when they displayed evidence of their enquiries, and also discussed with peers and invited guests from the wider educational community the contribution they believe they are making to learning and teaching in their schools. Colleagues undertaking the first work-based element in the programme, Improving Classroom Practice, also presented their work.

The range of enquiries from both groups included:

• Taking Responsibility: Feedback and feedforward across eight departments in a Secondary school
• Using Quality Circle Time to develop listening skills
• The implementation and impact of the Let’s Think programme
• How can I develop children’s confidence in asking questions that elicit thinking?
• Mistakes are stepping stones to success – Maths in the upper primary school.
• Does the use of EXCEL improve pupils’ line graphing skills?

The teachers themselves have remarked on the impact of this work at both a personal and professional level with one commenting: “The course has made me take the time to examine my teaching and to change it for the better. It has been exciting to allow the pupils to develop skills that would perhaps have lain dormant and I feel that I have developed a confidence to question things and the knowledge to back up my arguments. It has been stimulating, exhausting and mind-blowing, though not necessarily in that order!”

Another noted: “I feel the course has brought me out of the educational shadows and into the
These past three years have brought me into the twenty-first century with renewed confidence and enthusiasm. I now read more widely, question rather than accept and readily put forward my own thoughts and ideas”.

The quality of the work being done in schools by these teachers is a testament to them and their colleagues, and also confirms that the Chartered Teacher programme accredited by the GTC Scotland has much to offer experienced and enthusiastic professionals, and in turn that these teachers have much to offer back in school. The dialogue between the soon-to-be Chartered Teachers and the guests at Dissemination Day was lively and the impact of the work on the learning and development of their pupils was evident to all.

Comments from guests included:

- “Stunning enquiries. Could have spent many more hours sharing/learning about interventions/actions”.
- “This is a wonderful opportunity to see the excellent work that’s going on – it’s happening in real classrooms with real children and many people would benefit from seeing what’s going on!”
- “So interesting to see work on display! Some super research topics which prove high quality teaching and learning is alive in our schools”.
- “What I’ve seen this afternoon proves ‘beyond doubt’ that this programme is helping our teachers to recognise and value the excellent work they are doing. A very positive way to truly develop the profession”.

The Standard for Chartered Teacher outlines the expectation that Chartered Teachers will improve their professional performance by, among other things, “successfully adopting innovative, creative and imaginative solutions to problems”. They also must ensure that their teaching is informed by reading and research, for example by “engaging in professional enquiry and action research, and applying findings”. It has been very exciting to work with these skilled and accomplished practitioners as they initiate and facilitate what can be described as professional problem-solving in their various schools. What they have achieved seems to be a new form of professional enquiry that is driven by teachers’ own concerns with practice, embedded firmly in their own context. They have worked on issues which they have identified with colleagues, and are therefore meaningful and directly related to the learning and teaching in their own classrooms and schools.

As well as clearly contributing to enhancing the educational experience of their pupils, the collaborative nature of the professional enquiry has allowed these teachers to demonstrate their ability and the potential of this way of working to extend professional influence, exactly as envisaged within A Teaching Profession for the 21st Century. In doing so they have shown themselves to be “committed to influencing and having a leading impact in team and school development and to contributing to the professional development of colleagues” (SEED, 2002:6).

Here at Stirling we are very excited about what these teachers have done. We believe that Chartered teachers can and will enhance practice in schools through engaging with their colleagues and learners in focussing on evidence-informed approaches to improving pupils’ educational achievements and experiences.”
The introduction of the new grade of Chartered Teacher has identified a new standard of professional development for teachers. Although the full consequences of this have still to be realised, I believe the initiative is a significant one and will be wide-ranging in effecting improvement in our schools. Finland, a small Scandinavian country with a population of a size similar to that of Scotland, has consistently been at the top of international league tables on attainment and has deservedly acquired a worldwide reputation for its high educational standards. Perhaps this is no coincidence – teachers in Finland undertake a high level of professional training, a postgraduate degree in education at Master's level is required before teachers are allowed to practice. It is possible that similar benefits will accrue in Scotland in the future as more and more teachers embark on the Chartered teacher modules and achieve CT status here.

The Standard states: "The Chartered Teacher will be committed to influencing and having a leading impact in team and school development and to contributing to the professional development of colleagues". It continues: "...The Chartered Teacher will be committed to the development of teaching and learning and to strengthening the partnerships with other professional groups, parents and other agencies".

In practical terms, this may be possible in a variety of ways, for example through engaging in small scale projects, perhaps across clusters of schools, researching and developing good practice in the classroom and sharing it with colleagues, undertaking study visits and secondments, engaging with external agencies or contributing at INSET days and so on.

However, I believe that the experiences and aptitudes of CTs will need to be brought out of the confines of the classroom more explicitly and perhaps more formally if they are to influence learning and teaching in a wider sense. This will require support and cooperation at school level between Chartered Teachers and Headteachers in order to formulate plans and actions for the future.

Personally, I have gained considerable personal satisfaction since being awarded Chartered Teacher status in March 2005 and currently feel doubly committed in my professional role. In June 2005, I completed a report on a study visit to India which was circulated to appropriate SMT members and is currently posted on the City Council's International Education website. At whole school level, it is my intention to analyse SQA exam performance across gender and ethnicity, write a report and disseminate findings as appropriate to colleagues at the school and local authority. I also intend to review and develop Higher Still curriculum resources for Intermediate 1 and Advanced Higher Biology courses during the course of the next couple of sessions and evaluate the assessment materials that accompany them.

In conclusion, the McCrone agreement initiated a new standard of professionalism which first and foremost rewarded highly trained and skilled practitioners. I believe that this has immense potential for teaching and learning in our schools and will greatly benefit the Scottish education system of the twenty first century.
“For many years teachers called for a body to represent their professional needs. They sought a professional voice and a body dedicated to quality teaching and to raising the status and standing of our teachers”.

The Teachers’ Registration Board of New South Wales, Australia.

The GTC Scotland has always had international contacts as one of its key aims, both to enhance its own provision for teachers and to reach out and bring home to Scotland ideas that would inspire and challenge teachers and teaching.

In June 2005, Matthew MacIver, Chief Executive and Registrar of the GTC Scotland, invited Teaching Councils from around the world to Clerwood House in Edinburgh to participate in a conference that would allow discussion on issues central to every teaching regulatory body. Discussion ranged from teacher registration and mutual recognition to teacher professionalism.

Speakers included: Professor Sir Graeme Catto, President of the General Medical Council in the UK; Professor Walter Humes, Professor of Education and Research in the School of Education at the University of Aberdeen; Gordon Jeyes, Depute Chief Executive with Cambridgeshire County Council (previously Director of Education in Stirling Council); and Peter Peacock, Minister for Education and Young People. Also speaking were Chief Executives from Teaching Councils in Canada, Australia and New Zealand as well as all other UK GTCs.

Internationally, Councils and their teacher members have the same needs, issues and concerns across the world. If there was to be a partnership across the boundaries, it could only be beneficial to teachers who would be better represented and better supported in a world-wide debate.

The result of the conference was the ‘Declaration of Edinburgh’, an ongoing commitment of Teaching Councils to furthering debate and sharing ideas on what would enhance their own structures and, most importantly, improve teacher support and professional recognition.

COUNCILS AND THEIR TEACHER MEMBERS HAVE THE SAME NEEDS, ISSUES AND CONCERNS ACROSS THE WORLD

All Councils were aware that at the heart of every successful education system was a well-motivated, professionally-developed and recognised teacher. A conference such as this allowed discussions from speakers who were leaders in their field to input thought-provoking ideas and strategies that could help teachers and the educational world take issues head on.

The Edinburgh Declaration

This 1st International Conference of Teaching Councils resolved that, in the interests of supporting the learning and development of all students and pupils, the safeguarding of all students and pupils, and the promotion of the status of the teaching profession, internationally these Councils will:

• Work together to develop, promote and implement protocols that support effective sharing of relevant information where teachers and educators have been barred from working with pupils, students and young people;

• Share research and evidence in respect of effective ways of ensuring that teachers and educators engage in career-long professional training and development;

• Develop protocols that support the appropriate mutual recognition of initial teacher education programmes and qualifications and examine the associated ethical issues that inform the portability of teaching qualifications in a global employment market;

• Promote, internationally, the highest standards and shared values of the teaching profession, in the interests of the public.

In working towards these goals, the Council will always seek to support the diversity of students, pupils and teachers. We will seek to work in an inclusive way with similar bodies throughout the world, in particular supporting new and emerging Councils to develop appropriate models of professionally-led regulation.
For inclusion, if it means anything, must mean feeling you are where you are at home. Only this sense of belonging makes it possible for a child to learn and enjoy. All children are entitled by law to education, then they must also be entitled to an environment within which education is for them a genuine possibility…


At the GTC Scotland’s National Lecture series on 5 October 2005, the organisation welcomed Baroness Warnock to Edinburgh’s Royal College of Physicians to talk to a full capacity audience of educational stakeholders from across the country, especially teachers who turned out in considerable numbers.

Baroness Warnock chaired the 1978 Warnock Committee, which was set up to review educational provision in England, Wales and Scotland for young people handicapped by disabilities of body and mind. The result of this Committee was a publication in 1978 entitled ‘Special Educational Needs’ which put an end to labels previously used in education, such as handicap and replaced them with the term ‘Special Educational Needs’. The recommendations for the most part found their way into the Special Education Act 1981.

The following is the opening of the Baroness’s lecture: “It is more than thirty years since Margaret Thatcher, the then Secretary for State of Education, set up the independent but Government financed committee of ‘Inquiry into Education for Handicapped Children and Young People’, as it was then called. The Committee members were not so much the great and the good as a collection of knowledgeable people, teachers, educational psychologists, psychiatrists and officers of LEAs (I, as chairman, was the only ignoramus, being then completely new to the field).

There have been enormous changes since then, some attributed to the act itself but some have been independent of it. Of those, perhaps, the most significant have been identification of new conditions, such as Attention Deficit Disorder, or Asperger’s syndrome. And the recognition of dyslexia as an indefatigable condition (still regarded with great suspicion in the 1970s as possibly an invention of the middle classes to disguise the deficiencies of some of their children, and now under suspicion again). In addition there has been a change in social attitudes, now being accepted that deprivation can be the origin of special educational needs, something that, for fear of causing offence, had to be denied in the 70s. Moreover an increasing emphasis on raising academic standards, especially in secondary schools, has made it more and more difficult to fit children with learning difficulties into the system. Yet this spirit of competition for academic results has been combined with an ever more insistent demand that children with disabilities should be included in ordinary schools as of right.

The Disability lobby is a socially powerful
In the first place, most children with special educational needs require skilled specialist teachers: and while many dyslexic children, for example, can make enormous progress if they get a few hours of specialist teaching (and all the teachers recognise the nature of their problems), there are many others with different disabilities who need special teaching all the time. It is often not enough that they should have a classroom assistant to help them in an ordinary classroom.

In a highly critical report on children with special needs in mainstream schools, published in October 2004, Ofsted noted that, especially in secondary schools, pupils who were admitted and retained in the mainstream were often taught exclusively by teaching assistants who were not fully qualified, often withdrawn from the regular classroom and that the number of pupils nominally in mainstream who were in fact sent to referral units outside the school had risen. Ofsted also called attention to the fact that among pupils with special needs in the mainstream schools behaviour was frequently bad and attendance low.

For inclusion if it means anything must mean feeling that you are where you are at home. Only this sense of belonging makes it possible for a child to learn and enjoy. If all children are entitled by law to education, then they must also be entitled to an environment within which education is for them a genuine possibility. Parents should therefore be able to opt for a small school that will ensure that their child can actually learn and enjoy and profit from his learning if it becomes plain that he is floundering and unhappy in a large mainstream school.

The Council is always happy to have suggestions for future speakers for its national lecture series. Previous speakers have included, Sir Tom Hunter, Clive Fairweather, Lesley Riddoch, Baroness Helena Kennedy. Please send your suggestions to the editor, gtcs@gtcs.org.uk.
Scotland has one of the best education systems in the world. That’s not an idle, exaggerated boast, it’s a fact. International comparisons consistently show we are among the top performing countries – the premier league of education.

Not that you’d believe that if you were to believe those who choose to repeatedly talk down Scottish education; those who would rather throw the spotlight on negativity than acknowledge the fact that there is a lot to celebrate in schools the length and breadth of the country.

But it is true. And it’s a truth which doesn’t get aired often enough. Scotland is rightly proud of the role it played in exporting education around the world but how often do we talk about our success today on the international stage? Too often the Scottish tendency to hide our light under a bushel prevents us shouting our successes from the rooftops. But unless we only want the merchants of doom to have their...
And only Finland, Korea and Japan were significantly ahead in science.

This is a performance of which we can be rightly proud. It shows that the work you are doing day in, day out with your pupils is having an exceptional impact.

Let me help you by spelling out a few bald facts.

• In the last international study of secondary pupils’ performance in maths (the Programme for International Student Assessment (PISA) 2003), which involved 30 of the most developed nations, only Finland, Korea and the Netherlands performed significantly better than Scotland.

• In the same study, only Finland, Korea and Canada performed significantly better when it came to reading.

• And only Finland, Korea and Japan were significantly ahead in science.

This is a performance of which we can be rightly proud, but not complacent. It shows that the work you are doing day in, day out with your pupils is having an exceptional impact.

The interest which other countries show in Scottish education is testament to that impact. During my time as Education Minister, I have travelled to Australia, New Zealand and Finland and, just as I have been keen to see what we can learn from other countries, they have all been eager to learn more about our innovative approaches to issues such as formative assessment, curriculum flexibility and additional support needs.

I have also met some of my counterparts in the European Union and am in the process of setting up a ‘benchmarking club’ with countries so that we can regularly test ourselves against our international neighbours.

We are also developing close and productive links with China, which is working with the SQA to deliver Scottish exams to its students and which is setting up a Scottish summer school for 120 young Scots to learn Mandarin and experience China’s culture and way of life. And we are developing close links with Malawi to offer support to their efforts to improve the education of their children.

Scotland’s success also extends beyond pupil performance. The recently-published Key Data on Education in Europe showed that, at 35 hours a year, Scotland’s teachers enjoy more annual CPD than any other country. And a recent OECD report showed that teachers here are rewarded with comparatively high starting salaries across the most developed countries in the world.

So from an international perspective we have a lot to celebrate in Scotland and we should be proud of that.

You can also play your part in helping Scotland understand more about where we stand on the world stage. International studies like PISA are only as good as the data provided by those countries taking part. If we don’t provide sufficient information, Scotland will not feature in future studies.

Researchers from the Executive have recently been approaching schools, with the consent of directors of education, seeking their permission to take part in the next PISA study (which examines secondary performance) and the Progress in International Reading Literacy Study (PIRLS; which looks at primary-level performance). Both are scheduled to take place between March and June 2006 and we need enough schools to make the Scottish sample robust.

So if you or your school are asked to take part, please find the time to do so.

Opportunities also exist to take part in global study visits. These visits give individual teachers the chance to experience life in another country and more importantly perhaps, in another classroom in another country. They can compare structures and practices with their peers, share experiences, learn new ideas and demonstrate their own examples of best practice. The Executive is making extra funding available to help teachers do this.

The first set of headteachers and local authority staff are travelling to Beijing in October and the response from schools interested in involvement in Africa has been very encouraging. It is so heartening to see so much enthusiasm from Scottish schools for this type of direct participation.

These are exciting times for international education. This issue has not been so high up the political agenda for some time.

**WE HAVE SET OURSELVES THREE SIMPLE OBJECTIVES:**

1. To learn from world-class experience
2. To showcase Scotland on an international stage
3. To develop young Scots as global citizens.

We want Scotland to be recognised as the best small country in the world and our education system consistently contributes to that by punching above its weight. We owe it to ourselves and to others around the world to build on that proud tradition.
When I first registered with i-to-i (a professional organisation dedicated to supporting global issues with trained volunteers) to become a volunteer back in March 2005, I assumed I would be working with post-Tsunami orphaned children on the coastal areas of Sri Lanka. The last place I thought I would be posted was the Hill Country. It was a bit of a shock to find out that I had been placed in an orphanage run by nuns! But as long as my work was supportive I didn’t mind where I was placed – I just wanted to help at a time a country needed it.

Our first few days were spent at induction meetings on the coast. Columbo is rough around the edges – the beaches in the main resorts are mostly back to some kind of normality, but the outskirts are still devastated and people are living in tents among piles of rubble.

Soon we found ourselves at Gampola, our home for the next few weeks. The scenery changed to jungle and the weather to monsoon. We arrived at the Sisters of the Blessed Virgin Orphanage, where everyone was warm and friendly and eager to meet the new arrivals. As we entered the corridor, we were literally bombarded with little people demanding hugs as they sang a chorus of “aunty, aunty”. It was our first meeting and already we were regarded as family.

As the weeks went by I got to know every one of those little people. I washed and changed seven babies at 8am, then followed a Child Development Programme I had created with the children who were in need of one-to-one attention. Then from 9 to 11am, it was down to business in the Montessori Nursery classes, with 42 in each of four classes as well as 150 local children who attend as well as the orphanage children. Then it was time for the under threes to get rid of that pent up energy that only the ‘terrible twos’ are capable of: there were 15 in this age group and they were all needy. We then had English classes with the older girls and computer classes with the nuns and – if we had time to fit it in – Scottish country dancing for good measure.

In the evenings, I painted the classrooms which were totally bare and in dire need of brightening up. There was not a minute of my time where I did not feel appreciated.

As the weeks went by, I learned the history of the children I worked with. Some were orphaned by the tsunami, others were street kids, some were the unwanted babies of rape and others were from families who could simply not afford them.

In the orphanage there is normally one carer for 15 children and never enough help. So when a volunteer walks through the door they are seen as a cuddle-giver; with time and energy to give solely to them. I had raised funds in Scotland before I left and the money went to good use: music boxes with CDs, an all-in-one fax, scanner, printer and photocopier for the office, kettles for the kitchen, a giant mirror for the nursery and 80 new beds for all the kids.

Outside the orphanage, Sri Lanka is empty of tourists. Very few have come this year. People welcomed us wherever we went, grateful that we had come to their country. It is a stunning country from its tea plantations to mountain ranges, sea and surf and outstanding temples and ancient cities. I found Sri Lankans to be an immensely humble and gentle people.

I have danced with the Veddah tribe in the moonlight deep in the jungle and I’ve swum down the river used in the scene of the ‘Bridge over the River Kwai’. It has been an adventure but it’s the kids themselves who have made this the experience of a lifetime. I came away from Sri Lanka, which is now embedded in my heart, a better person and knowing I helped make a difference to the children I met.

Isla is currently in New Zealand completing her Diploma in Autism.

For links to various groups offering opportunities for teachers visit the GTC Scotland website on www.gtcs.org.uk. Have you used your teaching skills to make a difference outwith the classroom? We would like to hear from you, please contact the editor.
With the development of the Chartered Teachers Programme, changes in the registration process and the strengthening of our international links, it has been an important year for GTC Scotland.

Since we published our last annual report in 2004, the Chartered Teacher programme is developing well. We are now seeing the Chartered Teachers in the classroom and so far, 108 teachers have come through the accreditation route. We now await the emergence of Chartered Teachers through the University route. Although still in its infancy, the Programme has aroused great interest both at home and abroad. There is no doubt that this is one of the most significant steps taken in Scotland for some time, and we anticipate that there will be an increasing number of teachers becoming Chartered Teachers in the next few years.

Some important steps have been taken this year in the registration process for teachers in Scotland. The Repeal of the Schools (Scotland) Code 1956 and Replacement Regulations does have implications for the Council and for teachers and therefore the Council has approved the concept of professional recognition. Teachers cannot simply move from one sector to another and from one subject to another without the Council being satisfied that they have met certain professional criteria. The Council has taken this step simply to ensure that high professional standards are maintained in Scotland’s classrooms.

The Statutory Medical Requirements for entry into teaching have been removed by the Scottish parliament. This marks the successful conclusion of a long-standing campaign by the Council. It has been apparent for some years that many people do not seriously consider teaching as a career because of perceived barriers. The repeal of the medical requirements is an enormous step in widening access to the teaching profession in Scotland. The achievement of this piece of legislation is something of which the Council can be proud.

In a global village it is important for an organisation like GTC Scotland to be intimately involved with its partners, not just in the United Kingdom but in other countries as well. There has, in 2004-2005, been a deliberate policy to increase our relationship with Teaching Councils across the world and our article in this magazine on international contacts (p21) outlines our major international conference in June 2005.

A main aim of this Council is to reach out to teachers and encourage educational debate. We do this through bringing inspirational speakers who are leaders in their field to speak at our national lectures across Scotland. These continue to attract interest, as do our publications Teaching Scotland and Chartered Teacher. The Council’s determination to improve communications with classroom teachers is reflected in all we do.

Matthew MacIver, Chief Executive and Registrar, October 2005

For the full Annual Report and to see our successes and key priorities, please see our website: www.gtcs.org.uk
# TRICKS OF THE TRADE

Scottish teachers reveal the secrets of their success...

1. Make your pupils responsible and delegate duties. Don’t always hand out the jotters or clear up after pupils. They get used to you fetching and carrying.

2. Arrive before your class and have the room open and ready to receive your students. More disagreements happen in the corridor than anywhere else in schools and it starts your lesson off badly if you have to intervene in a war of words between two pupils not willing to back down.

3. Never start off your relationship with a new class by using volume over reason. If you start to teach in a loud voice you’ve got nowhere left to go when you really are angry or need to catch someone’s attention. The quiet voice of reason often wins over the sharp shout, less strain for you too. A loud classroom develops the "pub syndrome" by the end of the lesson everyone’s shouting to be heard!

4. Be cautious about accepting the results of a cookery lesson. A sausage roll may look tempting but remember rolling pastry is very good for getting hands clean!

5. At the end of each term take your mug home for a good clean, unless you are growing cultures for a specific lesson. Teachers are notorious for a “rinse and go” mentality after break and often abandon mugs. This goes for sharing mugs too, keep to your own and make sure it has a clever comment or picture on it for staffroom credibility.

6. Machines know when you are stressed and react by refusing to copy or they run out of toner. Do not leave copying to the last minute, prepare in advance.

7. When you make a classroom rule keep to it. No eating means exactly that, even when they do offer you sweets.

8. Pupils have an insatiable thirst for details about your private life. Keep this to yourself unless you want some information to come back and haunt you. Pupils talk to each other and information given to one will very shortly become whole school property.

9. Teachers like to use fine markers. It’s always a real give away in a pub when your shirt has an ink stain in the top pocket. Try not to lose the lid of your pen and remember to put it on and then into your pocket or else very soon you’ll find your entire wardrobe is filled with tell tale teacher marks!

10. If you must lend a pupil a pencil make sure it’s not the one you use for your marking later that night. Chewing on a pencil brings back the memory of just how itchy the pupil’s ear was that day!

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**top tips**

Have you any good advice for surviving in a school as a new teacher? Please send your thoughts and ideas to glenise.borthwick@gtcs.org.uk