

teachingscotland

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THE VOICE OF THE TEACHING PROFESSION



SPECIAL FEATURE
**PROFESSIONAL
RECOGNITION**
THE NEW FRAMEWORK LAUNCHED

FLAVOUR OF FRANCE
STRENGTHENING THE AULD ALLIANCE

RESEARCH ACTIVE
GTC SCOTLAND PROGRAMME

ADAPTING TO DEMAND OF FLEXIBILITY



This edition of Teaching Scotland coincides with the beginning of the 11th Council. This new Council met for the first time in December 2005 and will be responsible for General Teaching Council for Scotland issues for the next four years. Over the previous years the Council has worked hard to ensure that professional standards continue to be enhanced and supported. I am particularly encouraged by the fact that the Chartered Teacher Programme is now going from strength to strength. The Standard for Chartered Teacher has been met by 201 teachers throughout Scotland and there are almost 3000 teachers at various stages within the programme.

It is time, I think, to acknowledge that Scotland is developing a concept which is attracting increasing international interest. I have no doubt at all that the idea of recognising good classroom practice is a healthy one and I am delighted that so many teachers are now beginning to take up the challenge of achieving Chartered Teacher status.

I believe, however, that we should be looking beyond that. It is very important for the teaching profession to keep control of its own professional standards. As we move into a world where more flexibility will be demanded by society at large it is critical that we maintain

such standards. That is why we have introduced the concept of professional recognition/registration. This magazine will discuss that concept in detail and you will also find a leaflet to explain the thinking behind it.

Professional recognition/registration is in two parts. It will now be possible for teachers to gain professional recognition in a specialist area of the curriculum and to use that specialism in whichever way they think fit. The other side of professional recognition is giving teachers the opportunity to gain recognition in other subject areas. It is of fundamental importance that this further registration is controlled by the General Teaching Council for Scotland and not by any other body. For far too long we have had subjects like Philosophy, Psychology and some other Higher Still subjects taught by teachers who were not registered. I want all of these teachers now to apply for registration in these subjects and all teachers who feel that they qualify in other curricular subjects and areas to apply as well.

Let us have no doubt that the curriculum will continue to change in years to come and more new subject areas will appear. That is why the Council has put in place a framework that is flexible enough to accommodate new subject standards that have been our benchmark in Scotland over the years.

I believe that this framework for professional recognition/registration is highly significant in the development of our teaching profession in Scotland. I hope that many of you will consider it seriously and will see it as a method by which you can advance both your professional development and also your career interests.

I certainly commend the framework to you all.

A handwritten signature in black ink that reads "Matthew M Maclver".

Matthew M Maclver
Chief Executive/Registrar
General Teaching Council for Scotland

Teaching Scotland is produced by:
The General Teaching Council for Scotland, Clerwood House, 96 Clermiston Road, Edinburgh EH12 6UT
T: 0131 314 6000; F: 0131 314 6001
gtcs@gtc.org.uk; www.gtc.org.uk
Editor: Glenise Borthwick

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From the Editor

It has always been the aim of the Council to encourage more teachers to write for the magazine about the issues affecting daily life in the classroom. Thanks to the very good response to our survey in the last issue, we have a good number of volunteers ready to take up the challenge of doing exactly that, with classroom talk on additional support needs, CPD, supply teaching, subject specialisms and ideas for discussion and comment. *Teaching Scotland* is your magazine so watch out for these contributions in the next edition in the summer.

In this edition, we introduce you to your representatives on Council who have taken up their posts with GTC Scotland and are now working for you across the Council Committees, responding to national issues and representing their sectors. The new Professional Recognition Framework is now in place and we've highlighted its main points. We'll talk to some teachers who have got involved with this in our next edition. As usual our 'Tricks of the Trade' have been very popular and we've had lots of ideas sent in. We will print as many as we can over the next few editions but look out for additional ones on our website, too.

This spring we are holding a conference bringing together communication experts from most professional regulatory bodies in the UK to talk about reaching out to the membership and improving how we inform and represent members. A full report will be in the next edition of the magazine.

GTC Scotland is committed to seeking out information that will enhance teachers' professionalism and we do this through informed debate and research. You can join the debate by contacting us at the magazine about any issues you'd like to see printed and discussed.



Glenise Borthwick
Editor



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Change of address – please let us know

There are currently 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 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 which can be found on our website at www.gtcs.org.uk or email us at registration@gtcs.org.uk.

Refugees into Teaching

The Refugees into Teaching project, based at the University of Strathclyde (see *Teaching Scotland* Issue 18, October 2005) has been awarded a five star, 'beacon status' rating by the Home Office for its work with refugee and asylum seeker teachers. The project, initially part-funded by the European Refugee Fund through the Home Office, was assessed against the five criteria of relevance, efficiency, effectiveness, impact/outcomes and sustainability. The assessor commented: It shows early indications that it will result in positive personal and professional outcomes for refugees and is an excellent partnership project.

Stewart Simpson, Project Co-ordinator, said that he was very pleased with this assessment and commented: "The work of all of our partners, including the GTC Scotland, has made this possible. I'm particularly pleased for our refugee teachers whose experiences, skills and talent will now be put to good use in the Scottish classroom".

The RiTeS Project has recently received funding for its work from the Scottish Executive Education Department. The project has successfully supported a number of teachers with the registration process in the past few months. Stewart comments: "It has meant a wonderful start to 2006 for these teachers now registered, one teacher is already employed – after working in Burger King for over a year!

It's tremendously satisfying to see the teachers with a renewed sense of purpose, ready to contribute to Scottish schools".

Boost for Gaelic teaching

An innovative package of measures is being introduced to meet the growing demand for Gaelic-medium teachers.

Accepting the recommendations of the Gaelic-Medium teacher Action group, chaired by Matthew MacIver Chief Executive and Registrar of GTC Scotland, Education Minister Peter Peacock said the move would increase routes into Gaelic-medium teaching and make it a more attractive career. The proposals include:

- Appointing a Gaelic teacher recruitment officer
- Supporting Gaelic-speaking teachers to transfer to Gaelic medium, with extra training as required
- Improving promotion prospects for Gaelic-medium teachers
- Expanding new routes into Gaelic teacher education

VSO Working with Scottish Teachers

The Scottish Executive, in its bid to help poverty-stricken Malawi, is currently working with VSO to find ways of making volunteering for teachers easier. The charity is urgently seeking to recruit experienced Scottish teachers and education managers to work in the world's poorest countries on education policy, teacher training, methodology and curriculum development. The placements will offer the chance to help develop education where it will have the most dramatic effect.

More information is available at www.scotland.gov.uk/malawi-volunteering or www.vso.org.uk/education or call VSO on 020 8780 7500

The GTC Scotland Teacher Researcher Programme

Are YOU interested in...

- Undertaking a practice-led research project?
- Receiving funding to support your project?
- Using your research to enhance your teaching?
- Disseminating your research to the profession?
- Joining a teacher researcher community?

If you are interested and have an innovative project idea, then why not make an application to the 2006–2007 GTC Scotland Teacher Researcher Programme ?

The GTC Scotland TRP provides support to fully registered teachers in Scotland to undertake practice-led research. The Council will fund class cover costs (for up to ten days), travel costs and subsistence, as well as providing on-going mentoring support from the GTC Scotland Research Fellow and a teacher researcher network as the research progresses. The Council wishes to receive applications from teachers with innovative project ideas, preferably aligning with the Council's research priority areas. Applications from small teams of teacher researchers may also be considered for support.

Further details of the Programme and the GTC Scotland priority research areas, and an application form, can be found in the Research section of the Council's website: <http://www.gtcs.org.uk>

Information can also be obtained from: Dr Dean Robson, GTC Scotland Professional Officer (Research) Email: dean.robson@gtcs.org.uk Telephone: 0131 314 6070

Closing date for applications:
Friday 14th April 2006

Staff changes at the GTC Scotland



Tom Hamilton has been appointed to the newly-created post of Director of Educational Policy from 1 January. Qualified for both Primary and Secondary, Tom's last post in a school was as Principal Teacher of English in Doon Academy, Dalmellington. He then spent many years in teacher education and was the Associate Dean of the University of Paisley's School of Education before joining the Council in October 2004 as Professional Officer Professional Standards. His new post will involve him in developing, promoting and implementing the Council's educational policies.

Myra Pearson, the Depute Registrar (Education), left the Council in January 2006 to take up her new post as Head of Education at Aberdeen University. Myra joined the Council in 2001 and contributed greatly to many of the new initiatives taking place in education over these years, including the new Induction Process in Scotland and The Chartered Teacher programme. Myra also contributed greatly to the new Framework for Professional Recognition now in place across Scotland. Myra represented the Council on a number of national and international committees and contributed to many national education debates. She also played a key role in developing the Council's initial research strategy, which linked into the core business of the Council. Always a committed member of the staff at Clerwood House, Myra's contribution to an improvement in teachers' professional life will be the real testimony of her time at the Council.



Professional Practice Department:

John Anderson, previously Professional Officer Conduct and Competence, now leads the Department as Head of Professional Practice.

Mark Paxton joins the Department from the Exceptional Admission Department at GTC Scotland as the new Investigating Officer for the Council.

Launch of registration search

As a result of the Freedom of Information Act, GTC Scotland has provided Local Authorities, teachers and the general public with an online search facility that allows site visitors to check the registration status of all teachers in Scotland.

Visit www.gtcs.org.uk for more information.

In the near future our website will enable you to notify GTC Scotland of any changes to your contact or personal details. Currently you can notify us via letter or email: registration@gtcs.org.uk stating your registration number.

It is vital that you keep us up to date with any changes to your contact details so that you can be included in regular mailings throughout the year with information and news relating to professional development and wider educational issues that may affect you.

Promoting Scots

The Scots Language Resource Centre was set up in 1991 to promote and raise awareness of the Scots Language. It is funded by the Scottish Arts Council and Perth and Kinross Council with some smaller grants from Orkney and Falkirk Councils. Over the years it has built up a collection of books and other material providing information about Scots to enquirers around the world, as well as holding conferences and meetings and encouraging discussions about Scots. They offer help and information about dictionaries and books and provide contact details for dialect activists and experts. Books can be borrowed and information sourced on ongoing debates, academic papers and news.

For more information visit the website: www.scotsyett.com

This month the Centre is offering some free copies of *Minnie*, a novel by Sheena Blackhall written entirely in Scots.

If you would like a copy or copies, contact the centre. The books are free of charge but you must cover postage and packing.



Minnie
107pp, paperback

'a wee masterpiece' *The Scotsman*
'this braw work is a pleasure tae read' Irene Broon, *Scots Tung*

GTC Scotland Registration

The GTC Scotland registration fee has been held at £30 for the last four years. A two staged increase of £5 in 2006/7 and a further £5 in 2007/8 is required principally to fund an increase in GTC responsibilities and the professional support it gives to members.

WE'VE COME A

'From Integration to Inclusion', the debate continues after Baroness Warnock's GTC Scotland Anniversary Lecture, with responses below from the EIS and Scottish Executive.



Baroness Warnock: 'What is required is a radical change'

GEORGE MACBRIDE
Convener of the Education Committee of the
Educational Institute of Scotland (EIS)

The 1970s Committee of Enquiry into the Education of Handicapped Children, chaired by Mary Warnock, took us a long way on the journey from Victorian paternalism to an inclusive society. In Scotland, the recent Additional Support for Learning Act is another landmark on this road. Progress in this journey requires resources as well as commitment.

In looking back over the three decades since she chaired the Committee of Inquiry, Baroness Warnock, in her recent lecture, outlined the "enormous changes since then". One simple indicator of how far we have progressed is the impossibility now of using the word 'handicapped' as it was then used. It is troubling to recollect that, before the report of the Committee, all too often "a child who was disabled was... an object of pity or terror. Parents of such children... felt ashamed or embarrassed". Another welcome outcome was

the sweeping away of the legally defined categories into which children were forced and which determined their whole future. Our common humanity was acknowledged by the recognition that we can all have difficulty in learning.

But some of the practical outcomes of the Committee's work have, as Baroness Warnock acknowledged, been less successful. She spoke in detail of the statement: "It must inevitably lead to conflict, expense and bureaucratic delays in meeting a child's probably urgent needs"; authorities with limited resources tried to avoid detailed commitments; practice varied widely across the country. Similar comments can be made of our Record of Needs.

In her speech Baroness Warnock explored and deeply regretted the development of the catch-all label of the 'SEN pupil' which turns the child and the complexities of their learning and personality into an administrative convenience. There were reasons for this development: administrative ease, funding regimes, school league tables, but, as she concluded, "There is clear evidence that what

LONG WAY

is required is not further tinkering ... but a radical change”.

In Scotland this demeaning phrase was less used, but the need for radical change was pressing to ensure that the legal commitment that 'education should be directed to the development of the personality, talents, and mental and physical abilities of the child or young person to their fullest potential' be made a reality for all those young people affected in any way by challenges to their learning. The Additional Support for Learning Act of 2005 enshrines that radical change. It ceases to use the phrase 'special educational needs' which still places the locus of difficulty within the individual and uses the phrase 'additional support for learning' which places responsibility firmly on society to make suitable provision. The Act also requires education authorities to 'make adequate and efficient provision for such additional support as is required by that child or young person' rather than the previous requirement to make general provision. Finally, the new Act has partnership at its heart: partnership with parents, partnership among professionals, and, perhaps most importantly, partnership with children and young people so that they are included in all decision making that affects them. The associated shift in terminology from 'integration' to 'inclusion' reflects a change in emphasis from an agenda based on an evaluation of needs to an agenda based on the rights of children.

MIKE GIBSON

**Head of Support for Learning Division
Scottish Executive Education Department**

After reading the press reports about Baroness Warnock's comments on inclusion, as expressed in the pamphlet *Special educational needs: a new look*, published in 2005 by the Philosophy of Education Society of Great Britain, I was looking forward to finding out what she would say in the General Teaching Council for Scotland's Annual Lecture. Indeed, I found it both interesting and thought-provoking.

First of all the timing of the lecture could not have been better – it was taking place just before the commencement of the Additional Support for Learning Act 2005. It provided an

excellent opportunity to consider how far Scotland has come in terms of improving provision for children with special educational needs since the Warnock report of 1978 and how we are taking forward the broader additional support needs agenda.

However, it should be noted that the criticisms made by Baroness Warnock in the pamphlet, and in her lecture, referred to the position in England and Wales with no explicit reference to Scotland. For example, she criticised the 'Statement of Special Educational Needs', the Scottish equivalent of which is the now defunct Record of Needs, calling this concept 'not a very bright idea'. Also, she made a plea for the retention of specialist provision for those who need it, which is exactly what we have in Scotland. A system where the needs of the child and parental preference are at the heart of the decision.

In her lecture she acknowledged that we have reviewed the conceptual framework for special educational needs, which she felt was needed in England and Wales. She was 'delighted' to think that special educational needs is no longer part of the Scottish vocabulary, and liked the focus on individual children in the new system.

The shift to additional support needs addresses her concerns about children who in the past may not have received the additional support they needed (at least in England and Wales) because they did not have special educational needs. Included in this group, for example, are looked after children and young carers who are now covered by the new Act.

Space here does not allow me to consider all the issues raised at the lecture. However we have made significant progress since 1978 and the new Act gives us the opportunity to keep on improving provision for children with additional support needs.

The readers of this magazine are at the forefront of that and face the day-to-day task of helping pupils to get the best out of their time at school. I believe we have the right legislation in place to help us achieve that goal.

You can view the transcript of the full lecture on the GTC Scotland website at www.gtcs.org.uk or obtain a DVD of the lecture by contacting maureen.lowrie@gtcs.org.uk



**SHE WAS DELIGHTED THAT
'SPECIAL EDUCATIONAL
NEEDS' IS NO LONGER
PART OF THE VOCABULARY**

FRAMEWORK FOR PROFESSIONAL RECOGNITION

The General Teaching Council for Scotland is pleased to announce the launch of its new Framework for Professional Recognition. Tom Hamilton, Director of Educational Policy at GTC Scotland, explains the new framework



The background to this new development is the changing climate and practices of Scottish education: changes in curriculum, teaching approaches, CPD for teachers and, indeed, changes in teachers themselves and their expectations. The Framework offers the possibility of positively highlighting teachers' enhanced practices, their sharing of insights with colleagues and their increased flexibility.

The desire for increased flexibility is seen in current discussions of the curriculum review. The Framework will be supportive of this by offering Secondary teachers the opportunity to add GTC Scotland registration in additional subject areas. It also offers the opportunity for Primary teachers to move into Secondary schools (not just in the area of Learning Support) but in subject areas such as English or

Maths, either as teachers registered to teach these subjects in S1/2, or, depending on holding the necessary academic qualifications, over the full range of Secondary stages. Secondary to Primary will also be possible but the breadth of the Primary curriculum must be recognised.

Further consideration is being given to what arrangements would be necessary for those in Scotland's Colleges registered with the GTC Scotland possibly also gaining registration to teach in schools.

While the Schools (Scotland) Code of 1956 has now been repealed, the Requirements for Teachers (Scotland) Regulations 2005 require local authorities to employ teachers who have the appropriate professional skills and knowledge for the teaching duties allocated for them. Clearly such skills and knowledge mainly come

from Initial Teacher Education and through the Teacher Induction Scheme, leading to teachers meeting the Standard for Full Registration and becoming fully registered with the GTC Scotland. However, while encouraging greater flexibility, the Framework also gives the necessary assurance that the CPD teachers have undertaken is sufficient to meet the challenges of teaching different subjects or in different areas.

The Framework has been developed by the GTC Scotland, local authority personnel and university staff, and is in two sections – firstly Professional Recognition and secondly Professional Registration.

As prerequisites, all teachers working within the Framework will have to hold full Registration with the GTC Scotland and have

The new Framework allows Primary teachers (left) with suitable qualifications to move into Secondary schools (right) and from Secondary to Primary where appropriate.

taught for two further years.

Within the Recognition section, various types of recognition are identified (curricular; cross-curricular and other areas such as mentoring). Then the process is spelled out: self-evaluation; professional discussion; professional action such as CPD, enhanced practice, reflection, sharing insights with colleagues; further self-evaluation and professional discussion before making a claim to the GTC Scotland for recognition. Recognition would gain a certificate and be valid for five years at which point a teacher wishing to maintain it would provide an update on how they were still pursuing interest in the area.

It has been suggested that for some, such recognition might be a staging post towards the Chartered Teacher Programme.

The Registration section illustrates various routes that teachers could follow to gain additional registration with the GTC Scotland. Clear information is provided on how Secondary teachers can gain registration in additional subjects while still teaching in their own schools, subject to having (or working towards) the necessary academic qualifications and, during a probationary period, meeting the Standard for Full Registration. (This is in contrast to previous ATQ arrangements which required specific external programmes and periods of school experience.)

For Secondary teachers wishing to gain Primary registration, a clear pathway is illustrated as it is for Primary teachers wishing to gain registration for Secondary. However, for the latter group two possibilities exist – either to become registered to teach only in S1/2 or to become fully registered as a Secondary teacher of a specific subject. A Primary teacher wishing to teach in S1/2 would be expected to hold 60 credit points in a subject, at least 20 of which would have to be at SCQF level 8. This could be from their original degree or from further study while teaching. The Primary teacher wishing to become fully registered as a Secondary



THE FRAMEWORK ILLUSTRATES CHANGES TAKING PLACE IN THE SCOTTISH TEACHING PROFESSION AS IT DEVELOPS AUTONOMY, WITH TEACHERS INCREASINGLY TAKING RESPONSIBILITY FOR THEIR OWN DEVELOPMENT

teacher in order to teach a subject across the full Secondary range would have to have 80 credit points in that subject, at least 40 of which are at SCQF level 8, and meet any subject specific requirements from the Memorandum on Entry Requirements to Course of Initial Teacher Education in Scotland. In other words they would have to meet the same standard of academic qualifications as existing Secondary teachers. The new Framework is not about watering down standards but rather enhancing provision in Scotland's schools by increasing possible flexibility while maintaining robustness.

One area in which such flexibility will be welcomed is by teachers currently teaching the 'new' Highers such as Psychology. Currently there are no initial teaching qualifications in these subjects (an issue which needs addressed) but the Framework will allow existing teachers

to become registered with the GTC Scotland in these subjects. The same is also true in the area of Outdoor Education.

In conclusion, the Framework illustrates changes taking place in the Scottish teaching profession as it develops autonomy with teachers increasingly taking responsibility for their own development. Thirty years ago Lawrence Stenhouse was advocating 'extended professionalism' but admitting it would take a generation to achieve. Perhaps half way through the first decade of this century we're getting there.

Copies of the Framework have been distributed to Local Authorities, the Universities, the Professional Associations and other interested groups and the system is currently being put into operation. The full Framework document is available on the GTC Scotland website www.gtcs.org.uk.





FRAMEWORK FOR PROFESSIONAL RECOGNITION/REGISTRATION

In which areas can you gain Professional Recognition/Registration?

YOU CAN GAIN REGISTRATION IN THE FOLLOWING SUBJECTS:

ART AND DESIGN	GAELIC*	MUSIC*
BIOLOGY WITH SCIENCE	GEOGRAPHY	OUTDOOR EDUCATION
BUSINESS EDUCATION*	GREEK	PHYSICAL EDUCATION
CHEMISTRY WITH SCIENCE	HISTORY	PHYSICS WITH SCIENCE
CLASSICS*	HOME ECONOMICS	PHILOSOPHY
COMMUNITY LANGUAGES*	LATIN	PSYCHOLOGY
COMPUTING*	MATHEMATICS	RELIGIOUS EDUCATION
DRAMA	MEDIA STUDIES	TECHNOLOGY EDUCATION*
ECONOMICS	MODERN FOREIGN LANGUAGES*	SOCIOLOGY
ENGLISH*	MODERN LANGUAGES	

* The subjects marked with an asterisk(*) have specific requirements that you can find on page 17 of the Framework for Professional Recognition document available on line at www.gtcs.org.uk

I. Primary Teachers

If you are a Primary teacher you can gain Professional Recognition in one or more of the following areas:

CURRICULAR AREAS SUCH AS:	CORE CROSS CURRICULAR AREAS SUCH AS:	OTHER AREAS SUCH AS:
MATHEMATICS	LITERACY	SUPPORTING STUDENT/PROBATIONER TEACHERS LEADERSHIP MENTORING AND COACHING
MUSIC	ICT	
ENGLISH LANGUAGE	NUMERACY	
DRAMA	ASSESSMENT	
RELIGIOUS AND MORAL EDUCATION	SUPPORTING PUPIL LEARNING	
ART	HEALTH PROMOTION	
SOCIAL AND ENVIRONMENTAL STUDIES	ENTERPRISE EDUCATION	
PHYSICAL EDUCATION		
SCIENCE		
TECHNOLOGY		

II. Secondary Teachers

If you are a Secondary teacher you can gain Professional Recognition in one or more of the following areas:

CORE AND CROSS CIRCULAR AREAS SUCH AS:	OTHER AREAS SUCH AS:
LITERACY	SUPPORTING STUDENT AND PROBATIONER TEACHERS LEADERSHIP MENTORING AND COACHING
ICT	
NUMERACY	
ASSESSMENT	
SUPPORTING PUPIL LEARNING	
HEALTH PROMOTION	
ENTERPRISE EDUCATION	

UNDERTAKING, SUPPORTING AND SHARING RESEARCH

Dr Dean Robson, Professional Officer Research and Development, reports on the Council's Research Programme

Three main strands of activity have emerged from the work of the Council's Research Programme:

1. Undertaking large scale research studies to generate research evidence to underpin the work of the Council and its committees in developing policy and promoting the enhancement of professional practice;
2. Actively encouraging and supporting teachers to become research informed and research active as part of their Continuing Professional Development activities;
3. Sharing the research in appropriate format with a wide range of audiences.

LARGE-SCALE RESEARCH

Much of the large-scale research undertaken has been focussed on gathering the views, perceptions and experiences of teachers on a number of important issues.

For example, during 2005, all newly qualified teachers who experienced the Teacher Induction Scheme during the first two years of operation were surveyed to determine their retrospective views on the operation and structure of the scheme, the support mechanisms offered and CPD opportunities provided therein, and their preparedness for their initial career stages as a fully registered teacher. A second related project, initiated late in 2005, is surveying Head Teachers and designated supporters / mentors all over Scotland to establish their views on the scheme. The combined research findings are helping the Council to build a detailed picture of the progress of the scheme and to develop policy with regard to scheme enhancement, in collaboration with stakeholder partners such as the local authorities.

Another project, to be initiated early in 2006, will concentrate on the views and perceptions of teachers entering the profession in Scotland through the Exceptional Admissions Route (EAR). Over the last two years there has been a significant increase in the number of teachers registered through EAR (teachers qualified outside of Scotland). This project will gather information on the reasons why these teachers wanted to teach in Scotland, their perceptions of the registration process, and the challenges



they face now they are working in the Scottish Education system. It is envisaged that the research findings will be of interest to a wide range of stakeholders, from those interested in coming to teach in Scotland through to the Scottish Executive.

TEACHER ENGAGEMENT

To encourage teachers to become research active, the Council set up the Teacher Researcher Programme (TRP) in 2003. The TRP funds individual, or groups of, teachers to undertake small-scale practice-led research projects. The Council provides funding in the form of class cover, travel and subsistence costs. Each research project undertaken normally focuses on one or more of the priority research themes identified by the Council each year, and research findings are appropriately disseminated. Application details, background information and examples of typical TRP research can be found in the Research section of the Council website.

The Council has also funded teachers to have an active role in large-scale research projects. One such example is the project Enhancing Professional Practice and Standards through Continuing Professional Development (CPD), which is focussed on gathering information concerning teacher engagement with the CPD

process in the post-McCrone era. A particular strength of this project is the involvement of teachers in the process. The Council funded 12 teachers from all over Scotland to lead focus groups of teachers in their schools. The discussions therein leading to the generation of research evidence, the development of research tools and the analysis and interpretation of research findings. In addition, a questionnaire was sent to 8000 teachers to gather information concerning the planning and undertaking of CPD, the evaluation, recording and sharing of CPD and career long CPD. It is the intention to share the research findings in appropriate formats with teachers and a range of other stakeholders.

SHARING RESEARCH

Specific aspects of the Council's research activity will be of interest to a wide range of stakeholders. Published research findings from large-scale projects, summary and full reports of GTC Scotland Teacher Researcher projects, research papers presented at national and international conferences and seminars by council staff, and other statistical and policy related research reports can all be accessed from the Research Publications page in the Research section of the Council website at www.gtcscotland.org.uk

A PARIS!

Jeff Maguire reports on an Action Plan to Implement the 2004 Co-operation Agreement in Education and Training between Scotland and France

Closer co-operation between the Auld Alliance countries took a step forward recently with the first meeting of a group set up to forge closer education and training links.

On 24 November, 30 people met in Paris at the French Ministry of Education for the first full meeting of the group set up to implement the action plan. Among the attendees were eight from Scotland (GTC Scotland, as well as SEED, HMIE, British Council Scotland, the Scottish Funding Council, Universities Scotland and a representative of Local Authority International Co-ordinators), who agreed a series of co-operative activities and actions under each of the six articles of the plan. Lead contacts from both countries were designated for each activity to take forward more detailed planning and action on a bi-lateral basis.

Regular readers of *Teaching Scotland* will remember that – as a fitting climax to last year's 'Entente Cordiale 100' Programme – St Andrew's Day 2004 (30 November) witnessed the ministerial signing of a formal co-operation education and training agreement between Scotland and France.

The agreement sought to strengthen Franco-Scottish relations in the priority areas of quality of learning and teaching in schools, lifelong learning, mobility of students and teachers, ICT, vocational training and higher education. It was designed to acknowledge and cement existing activity between the two Auld Alliance countries and also lead to new exchanges of good practice and joint projects at pupil/student, teacher/practitioner and school manager/policy maker levels. This is in keeping with the commitment to international benchmarking made by SEED in 'Ambitious Excellent Schools' (November 2004).

The agreement also committed both countries to progress activity via an action plan, to be taken forward by a bi-lateral implementation group, hence the meeting in Paris for key education community stakeholders from both nations.

As a result of the action plan, a partner-finding seminar (organised along speed-dating lines!) involving over 30 primary and secondary teachers from Scotland and France took place from 30 November to 2 December at the French



Institute in Edinburgh. The seminar was organised through a creative partnership between SEED, the French Education Ministry, the French Consulate/Institute (Edinburgh) and Embassy (London), British Council Scotland and British Council France.

As a result, friendships were made (although nothing more *affair de coeur* as yet, we understand) and, perhaps more importantly, a range of joint curricular projects were established in such areas as 'Welcome to our World' (Scottish, French and African traditional songs), 'Joining City and Country in an Entente Cordiale' (exploring the different environments in which the pupils live) and 'Life after School' (alternative choices for disaffected 14 and 15 year olds).

The implementation group's next full meeting will be in Scotland on 30 November 2006 (St Andrew's Day again), where a review of progress made against the various articles of the plan will be high on the agenda (as well as news, in true Blind Date style, of any grande passion blossoming between French and Scottish teachers as a result of the partner-finding seminar...).

The delegates at the Paris meeting came away with a firm plan for future co-operation

Representatives of the Scottish team in Paris:

Jane Renton	HMIE
Jeff Maguire	SEED International relations
Kirsty McKenna	SEED International relations
Sandra Love	North Lanarkshire Council
Glenise Borthwick	GTC Scotland
Gerard Madill	Universities Scotland
Joe Wake	British Council
Lesley Sutherland	Scottish Further and Higher Education Funding Council

For more information about the co-operation agreement or action plan contact:

Kirsty McKenna or Jeff Maguire
Scottish Executive Education Department –
International Relations

Tel: 0131 244 4930/0914

Kirsty.McKenna@scotland.gsi.gov.uk

Jeff.Maguire@scotland.gsi.gov.uk

THE PATHWAY TO TEACHING IN SCOTLAND

John Adams, Manager of the Exceptional Admissions Department, explains the task of integrating teachers who have qualified outside Scotland into our registration system

Teachers who qualify outside Scotland must be processed through the Exceptional Admissions Department at the GTC for Scotland. Okay, that's the easy bit out of the way then. Well perhaps not – every single application that is submitted to the Department is treated as a single entity and assessed on its own merits in accordance with the relevant qualifications and procedures. Therefore no two cases are ever the same. This leads to a diverse and pressurised working environment but at least it means that no two days are the same and it's not all dour faces and stress – there are lighter moments, such as the person who wanted to register as an ice-skating teacher and another who wanted to teach in Scotland and arrived with an interpreter!

We deal with cases from around the world, many with problems and issues connected with the various education systems. Each month the number of applications increases, due mainly to Scottish Executive and Local Authority recruitment drives.

The six departmental staff deal with cases that can take between one hour to ten hours depending on the complexity. Regardless of the level of difficulty, they strive to reach a decision within 15 working days.

I work closely with the Scottish Executive on a range of issues, from provision of statistics for Parliamentary Questions to advising on a recent teacher recruitment campaign. Senior Case Assessor Claire McKee sits on a DFES Panel dealing with issues and problems regarding the EU directive on the Recognition of Professional Qualifications.

The Department works closely with Local Authorities so that registration issues can be dealt with quickly and effectively. Over the year, I hope to be able to meet with every Local Authority to discuss these issues. Meanwhile, 2006 looks like another busy year but the team relishes the challenge and we all look forward to providing the highest possible service as we welcome teachers to Scotland.

SAMPLE CASE STUDIES

CASE A

Having obtained a BA History in 1996 and then PGCE Primary in England, Case A completed his NQT in a North East England Primary School. He was awarded his QTS by GTC England and taught until 2004 when he applied for Registration in Scotland with the GTC Scotland.

The process involved providing copies of all academic and professional qualifications, names of at least two referees (commenting on his teaching service) and completion of a Disclosure Scotland Application. A thorough assessment followed of the supporting evidence and references and Mr A was offered Full Registration with GTC Scotland. It was possible to award full registration because he had over five years well attested teaching service.

CASE B

Ms B came to Scotland from Poland, following a teacher recruitment campaign by the Scottish Executive, wishing to register in Secondary Education Physics with Science.

Because Poland is a member state of the EU, the case assessor must now take into consideration EU legislation but this does not mean that the candidate has fast-track registration. Again academic and professional qualifications had to be provided (this time checked with the National Academic Recognition Information centre (NARIC) so that comparisons against UK qualifications can be made) along with two referees and evidence that she was registered in Poland.

For EU candidates, the comparison check is then double checked against the EU's own comparison database. Once the assessors were satisfied that the academic and professional qualifications were comparable with UK degree standards, they had to break down the degree transcript in order to identify at least 80 SCOTCAT Credit points in Physics.

Ms B was academically qualified in Physics and was registered in Poland. What was identified during the assessment was that she did not have sufficient teaching service for full registration. She was awarded provisional registration with a requirement to complete a period of probation to meet the Full Standard.

Following the successful completion of her probationary period, she is now fully registered and employed in Scotland.

'NEW TEACHER' MAGAZINE NOW ON-LINE



The 'New Teacher' newsletter, launched in November 2005 and aimed at Probationer teachers across Scotland, has published its second edition in February 2006. Sent directly to probationer teachers by email, the response from the first edition has been extremely positive and is an example of the Council's willingness to communicate with its members through a collaboration of print and new media.

The newsletter can be viewed on the Council website: www.gtcs.org.uk

Who gets the newsletter?

Probationer Teachers

Probation Managers

Higher Education Institutes

All teachers through the website www.gtcs.org.uk

What is the aim of the newsletter and what is the content?

The Council supports teachers through the SFR (Standard for Full Registration) and wants to extend that support by putting new teachers in contact with each other; encouraging them to write articles that would allow experiences to be shared and highlighting national issues that will enhance professionalism.

Content includes: Time Management information; New Educational Policies; Voice protection; Surfing for resources and information.

In the February edition you can read about why two probationer teachers decided to go on reality TV. You can contribute to the newsletter either as a new teacher or as an experienced teacher who has ideas to share with our new colleagues.

Each new edition, three times a year, will highlight different issues and hopefully be passed on to other teachers who can contribute and help new teachers throughout the first stages of their careers.

GTC Scotland's National Education Lecture in association with West Lothian Council



Lord David Puttnam of Queensgate CBE

Tuesday, 13 June 2006, Royal Museum, National Museums of Scotland



COMMITTED TO BRINGING TOP QUALITY SPEAKERS TO SCOTLAND, WHO ARE LEADERS IN THEIR FIELD AND INSPIRATIONAL IN THEIR IDEAS, THE COUNCIL INVITES TEACHERS TO A LECTURE BY LORD DAVID PUTTNAM

The General Teaching Council for Scotland continues its national lecture series in June 2006 with Lord David Puttnam, internationally renowned film maker and producer and the President of UNICEF UK.

Lord Puttnam, whose films include *The Killing Fields*, *Midnight Express*, *Local Hero* and *Bugsy Malone* as well as *Chariots of Fire*, was Chairman and Chief Executive Officer of Columbia Pictures – the only non-American ever to have run a Hollywood studio.

He spent ten years in the advertising industry and 30 years as an independent film producer and retired from film production in 1998 to spend time and focus his energies on education, serving on a number of public bodies. He was awarded a CBE in 1982,

received a knighthood in 1995 and was appointed to the House of Lords in 1997. In France he has been honoured as a Chevalier and later an Officer of Art and Letters.

As President of UNICEF UK, he now plays a key advocacy role on behalf of children's rights all over the world: "Children all over the world are being denied a very basic right: the right to a childhood".

For further information about Lord Puttnam, previous lecturers at the General Teaching Council for Scotland and links to UNICEF, please go to the Council's website: www.gtcs.org.uk.

You can reserve a ticket now by emailing: maureen.lowrie@gtcs.org.uk
Telephone: 0131 314 6084.
Tickets will be issued in May 2006.



Norma Anne Watson

- Convener of Council
- Convener of Professional Conduct Committee
- Convener of Policy and Strategy Committee
- Convener of Appeals Board



James Thewliss

- Vice-Convener of Council
- Convener of Disciplinary Sub-Committee



Ian Smith

- Convener of Education Committee



May Ferries

- Convener of Exceptional Admissions Committee



Bruce Heil

- Convener of Finance and General Purposes Committee



Ephraim Borowski

- Convener of Investigating Sub-Committee



Kay Barnett

- Convener of Professional Standards Committee

LOOKING TO THE FUTURE

Introducing Your New Council 2005–2009

November 2005 saw the new 11th Council in place and ready to drive forward educational debate and take its place representing teachers' professional needs and support.

Arguably the most representative body in Scottish Education, the GTC Scotland Council is looking forward to the challenges of the next four years that will see the new powers of Competence being introduced in 2006. This will have quite substantial implications for the world of education and for the work and responsibilities of the Council.

The Council, like other regulatory bodies, is going to face challenges, both in terms of the public's perception of it as a regulator and in terms of the concept of self-regulation.

The Second Stage Review of Teacher Education has far reaching implications for the profession as a whole and the Council will be looking closely at the process where student teachers move from Higher Education Institutions into the profession.

The success of the Chartered Teacher Programme and the imminent consultation on the routes to school leadership will remain part of the Council's agenda. The Council has been looking at the whole process of Registration and Additional Teaching Qualifications. Its framework for granting Professional Recognition in specific areas of expertise and registration in additional subjects and sectors has come into place this year.

The devolution of power and the creation of a Scottish Parliament in Edinburgh had obvious implications for an organisation like the Council in terms of Freedom of Information. The GTC in Scotland is an accountable and open organisation, keen to work with its members and educational partners in maintaining and enhancing professional standards in a transparent and accountable manner.

The new Council recognises the challenges ahead and its members' commitment and expertise will contribute greatly to the lifetime of the 11th Council.



COUNCIL MEMBERS

ELECTED MEMBERS

Headteachers in Primary or Nursery Schools (4)



Irene Hogg



Norma Anne Watson



Patrick Boyle



Frieda Fraser

Headteachers in Secondary Schools (3)



Michael Doig



James Thewliss

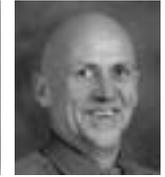


Ken Goodwin

Teachers in Further Education Centres (2)



Kirsty Devaney



Bruce Heil

Teachers in Primary Schools or Nursery Schools other than Headteachers (7)



Michael Ross



May Ferries



Susan Quinn



Linda Fisher-Dougan



Andrew McNeil



Linda Gray



Margaret Bryce-Stafford

Teachers in a Relevant Institution (1)



Anne Wilson

Teachers in Secondary Schools other than Headteachers (8)



Kay Barnett



James Forbes



Douglas Angus



Anne O'Kane



Margaret Smith



Ann Ballinger



David Malloch



William Gorrie

Pre-school/ Non-school Teachers



Vacancy

Position Vacant

APPOINTED MEMBERS

Convention of Scottish Local Authorities (3)



Eric Gotts



Alan Murray



Alasdair Urquhart

Relevant Institutions (4)



Liz Gillies



Pamela Munn



Ian Smith



Iain Smith

Further Education Colleges (1)



David Murray

Association of Directors of Education in Scotland (3)



Donald MacKay



Bruce Robertson



Fraser Sanderson

Universities other than Relevant Institutions (3)



Veronica Bamber



Lesley Kydd



Ian Minty

Church of Scotland (1) Roman Catholic Church (1)



Jane Reid



Michael McGrath

Scottish Council of Independent Schools (1)



Judith Sischy

Association of Directors of Social Work in Scotland (1)



Tom Kirk

MEMBERS NOMINATED BY SCOTTISH MINISTERS (6)



Ephraim Borowski



Debra Clapham



Ian Jackson



Catherine Macaslan



Brian Paterson



Eileen Prior

May Ferries

As a primary teacher in Glasgow for 30 years and a member of GTC Scotland for three previous terms, I was keen to seek re-election.

The work of the GTC Scotland with probationers and in pre-service teacher education has always been of particular interest to me. The experience of practising teachers is fundamentally important in the development of partnership and ongoing improvements in these areas and GTC Scotland committee work has allowed me to contribute to that agenda.

The GTC Scotland has also made a significant contribution to the wider national educational agenda particularly with SEED representatives. Again, elected teacher input to GTC Scotland policy development here is crucial.

A newer area of interest for me is the Exceptional Admissions to the Register. This committee works with teachers who did not qualify in Scotland. As we continue to experience teacher shortages, this committee faces the sometimes difficult task of welcoming teachers from other countries, while maintaining our standards of entry to the profession.

So the next time a teacher asks "what does the GTC Scotland do for us anyway? It's all just an expensive bureaucracy isn't it?" I hope you might be able to disagree.



May Ferries



Michael Doig



Anne O'Kane



Andrew McNeil

Anne O'Kane

GTC Scotland's prime function is to represent teachers. This is a particularly challenging time to be a member not only of the teaching profession but also of the GTC Scotland.

The introduction of the chartered teacher has introduced a new set of challenges while teacher shortages and indiscipline continue to cause very real concerns. In the near future, 'powers over teacher competence' will be introduced and the GTC Scotland will have to grapple with this new responsibility, which could well have potentially serious implications for teachers.

I accepted a nomination to the GTC Scotland in order to be a part of these challenges. As a secondary school teacher I see myself as being a representative of my colleagues at a time of momentous change and increasing uncertainty.

Michael Doig

Before committing myself to standing in the GTC Scotland elections, I gave considerable thought to the matter as there are so many other bodies that demand a Head Teacher's attention – mainly smaller ones (pupils), taller ones (staff) and older ones (parents).

However, having spent a lot of my discretionary time over the past four years meeting with senior managers, education organisations and public bodies across Scotland, I was happy to offer my knowledge and experience in a fresh national context. With the support of my peers, I now look forward to participating in some of the dynamic developments taking place in Scotland's teaching profession.

During this GTC Scotland cycle I particularly hope to see the completion of a unified framework of professional and leadership standards for teachers. From their first day of Initial Teacher Education to the latter stages of their teaching career, all practitioners should have the opportunity – and obligation – to enhance their skills and qualifications in a coherent, lifelong structure of professional development. GTC Scotland is uniquely placed to achieve this, and I am keen to contribute my support.

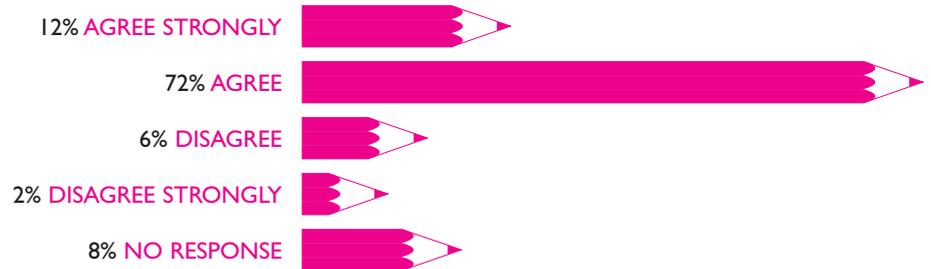
Andrew McNeil

It was quite daunting being part of the new arrivals on the newly convened Council. However, the Two-Day Induction Event and subsequent training days for the sub-Disciplinary Committee were marked by the friendliness of all Council members. The Council Officers and GTC Scotland Staff were warm and friendly. As an elected primary member, I wished to be part of, and work for, the greater collegiality and transparency that teaching will be opened up to – especially with the influence of new technology. I enjoyed looking at designs for the re-vamped GTC Scotland web site.

Change in all spheres: political, social and technological is increasing and I wished to contribute to and learn from the GTC Scotland involvement in that change. As our education system evolves in the next five years I believe there is much to do and learn.

YOUR VIEWS ON TEACHING

“You can trust what you read in *Teaching Scotland*”



Many thanks to all of you who took part in our readership survey in the last issue of *Teaching Scotland*. We were delighted with the response, with so many readers taking the time to share their thoughts and comments on the magazine, and to suggest ideas for future issues.

It was encouraging to discover that most of you read every issue and that over 80% of you agreed that the overall quality was very high, with well-written, relevant and thought-provoking articles. You welcomed the global perspective of the October issue, with very positive feedback on the features about Global Teachers in South Africa, refugee teachers in Scotland and a volunteer placement in a Sri Lankan orphanage. The light-hearted 'Tricks of the Trade' on the back cover also proved very popular, with plenty of suggestions for new entries.

However, while the general feedback was overwhelmingly positive, some of you felt that the approach of *Teaching Scotland* is sometimes too positive, with calls for a more realistic reflection of the day-to-day realities of classroom life. Some said that we “paint too rosy a picture”, with an emphasis on “shining examples and success stories” and not enough articles addressing the difficulties teachers have to deal with. “It is great to read about people who have done/gone to/achieved great things,” says one teacher, “but don’t forget about the everyday problems a class teacher faces. All the greatness makes you feel inadequate”.

“It’s wonderfully upbeat”, says another; “...so much so that it doesn’t always connect to reality”.

Others, however, welcomed this positive focus: “it is heartening to read about so many vibrant ventures taking place in Scottish schools”, said one teacher, and another asked us to “continue telling success stories”, as she enjoyed reading about “innovation and exciting developments”.

Asked if the last issue’s re-design was an improvement, most of you said it was, agreeing that the new design was attractive, easy to navigate, and the photographs of a high quality. Compliments included: “bright, attractively laid out and accessible”; “it has ‘read me’ appeal” and “very sharp looking and more professional”. Other comments included: “WHAT RE-DESIGN?” and “no, it nearly went in the bin, but I’ll recognise it in future”!

Suggestions of subjects to cover in future issues inevitably included the perennial problem of discipline in the classroom, with calls for advice on involving the family in discipline issues and sources of help if there is insufficient support from senior staff and teaching unions. Many of you are looking ahead with requests for more guidance on retirement, such as pensions and conditions as well as ways in which retired teachers can take part in volunteer programmes overseas.

We are incorporating your suggestions and comments into our plans for future issues of *Teaching Scotland*, already in this issue we’ve

brought back the letters page which many of you requested.

The excerpt from Baroness Warnock’s speech in the last issue was very highly rated and so we have followed it up with a range of responses to further the discussion on special needs teaching.

We hope that this survey is just a start in opening a dialogue between *Teaching Scotland* and its readership. Please continue to share your views with us, we always welcome your feedback, suggestions, comments, criticism and ideas.

The winner of the iPod was Mrs E M Robinson of Edinburgh



An extra thank you to all those who indicated that they would be interested in writing an article for *Teaching Scotland*. We were impressed by the range of expertise offered on a wide variety of subjects, and we will be in touch in due course to commission articles from you.

SCOTLAND MAGAZINE

“It’s heartening to read about so many vibrant ventures taking place in Scottish schools”

80%

AGREED THE OVERALL QUALITY WAS HIGH

This was one of a number of letters we received regarding the Tricks of the Trade in the last issue:

Hygiene and Home Economics

I have just read the October edition of *Teaching Scotland* and was somewhat offended by your ‘Tricks of the Trade’ section. As a long-serving Home Economics teacher, I am sure I can speak for all my colleagues when I object to your suggestion to be cautious accepting food made in the cookery class for fear of dirty hands. Can I assure you that at all times personal hygiene is of the utmost importance in Home Economics lessons.

I assume your comment was made in jest and you will be more than willing to print an apology to all Home Economics pupils and teachers. Feel free to pop in to Kirkintilloch High School anytime to sample some delicious, safely and hygienically prepared dishes.

Ann MacLennan
Kirkintilloch High School

The Editor’s reply

We sincerely apologise for any offence caused to Home Economics teachers or departments. ‘Tricks of the Trade’ is a light-hearted section of the magazine and is not intended to be taken too seriously or literally.

Bring back the Letters page!

I note the re-vamp of the magazine as shown by the October 2005 edition. I have always found the letters page very interesting and enlightening. I have made several contributions and I have noted some excellent correspondence. Have the GTC Scotland decided to eliminate the page or is it just because of the Chartered Teacher section and lack of space this time?

Roger Griffith

A further selection of ideas and comments from the *Teaching Scotland* readers’ survey:

“It would be helpful for probationer teachers who are not getting much backing in discipline to know what they should do to get help, ie from senior staff, teaching unions or deputy head. How can they bypass a weak head of department without prejudicing their future career?”

Mr W G McDonald

“I should like to see guidance issues covered. I should also like more on comparing teaching strategies”.

Mrs D Mackenzie

“Little ‘cameos’ of Scottish classrooms during different decades of the 20th century would be of interest to many readers”.

Mrs Macintyre

“More things that I could try in the classroom eg tips for inclusion, EAL pupils reporting to parents, use of McCrone time”.

Mrs H Symon

“Much more research evidence and advice for good practice on motivating pupils and generating good behaviour patterns”.

Mr I Hirschfeld

“My teaching career will soon be over – it is heartening to read about so many vibrant ventures taking place in Scottish schools. The GTC Scotland must continue to support our inspirational teachers”.

Mrs L Donnelly

“Please make sure there is a balance of articles between primary and secondary”.

Miss C Rose

“Some articles or suggestions regarding appropriate curriculum for students in S3/4 who cannot cope with 8 standard grades”.

Mrs A Dodds

“Tell us why research findings put Finland, Korea and the Netherlands above Scotland in Maths, Reading and Science. What do they do which gets improved teaching and learning for links to research?”

Mrs A Toner

TRICKS OF THE TRADE

Scottish teachers reveal another ten secrets of their success ...

11 When waiting for pupils to answer a question you've asked, don't be too hasty in taking the first set of hands to go up. Wait another 5–10 seconds or work in percentages to show how many in the class have worked out an answer. This will work towards motivating your pupils.

12 Try not to develop 'teacher speak'. Pupils hear the same expressions over and over again. Be different and avoid saying: "the bell rings for my benefit not yours"; "wipe that smile off your face"; "this punishment exercise is for your own good" and, worst of all, "do your parents let you do that at home?"

13 Keep your classroom from becoming a lost luggage depot. Lunch boxes, PE kit, artistic efforts can all mount up as you do your pupils a 'favour' and let them leave items to be collected later. Innocent looking boxes and rucksacks can turn your classroom into a cloakroom and pupils have a great capacity for denying all knowledge of previously abandoned items.

14 Staff room politics start and finish with comfort and position. Teachers like to sit in the same chair in the staffroom. Some have sat in 'their' chair for over twenty years. One day you will also have 'your' chair and be equally possessive about it. It is a rite of passage and you will have to work out which chair is taken and which one you can call your own.

15 Despite school policy that mobile phones must be switched off, many pupils will attempt to text during a lesson. You will know the signs: odd beeps, heads down ... Make sure that *your* phone is off, too! If your own phone is on at any time outwith lessons, make sure your ring tone has street credibility or prepare for discussions with pupils about why you've chosen the Muppets theme tune.

16 Don't encourage the use of nicknames in the classroom. Cheesy, Big Tam, Rebel and Terminator are fine for the playground. Keep to the name on the register.

17 When you say no, mean no. Pupils catch on very quickly when they realise you can be weakened by negotiation and their powers of pleading and persuasion are second to none.

18 Pupils like giving teachers nicknames. If you go into school after an evening in the pub or after a large meal with spices and herbs you're giving them ammunition in their search for a term of endearment. Keep mints in your desk.

19 Keep a record of any pupil who asks to go to the toilet. This is a national sport in schools. Pupils often agree with a friend to meet for a break by asking out of class – some like the break, others the walk and avoiding classwork. Keep a list of who was out of your class and when, to show if your pupils have a regular pattern on toilet trips.

20 Never sit in silence at staff meetings, always offer up your own ideas and your own thoughts and any possible solutions. Experienced teachers are often as much in the dark as new recruits. Take a notebook and make notes.

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