

teaching **scotland**

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THE VOICE OF THE TEACHING PROFESSION



THE RIGHT DIRECTION

The revised SFR for teaching excellence

Moving with the times

Using films to improve literacy

Shining examples

Striving for Chartered Teacher status

gtc
SCOTLAND

High standards in hard conditions



I am happy to introduce the first edition of *Teaching Scotland for 2007*. This year could be quite a significant one for Scottish education given that we await elections for the Scottish Parliament in May. It is clear that all the political parties see the development of education as a major part of their election message. That is to be welcomed and expected. Education, after all, is fundamental to the future success of any country. It is, of course, up to parties and politicians to come to their own judgements about how they see the way ahead.

However, it is important, to say loudly and clearly that teachers up and down the length of Scotland carry out exemplary work every day

IT IS IMPORTANT THAT WE MAINTAIN STANDARDS IN SCOTLAND, AND IN THAT CONTEXT IT IS IMPORTANT THAT TEACHERS ENGAGE IN THE WHOLE DISCUSSION ABOUT A CURRICULUM FOR EXCELLENCE

of their working lives to ensure young people in this country are well educated. Not only that, but through our new Induction system we are producing a cohort of new teachers who are well trained, enthusiastic and ambitious. I have great faith that a new generation of teachers is very well equipped to take over responsibilities in the coming years.

There will, of course, be changes in the coming years. It is interesting, for example, that Scotland's new minister for education has immediately asked for a review of the Chartered Teacher programme. That, I think, is significant and might lead to a new perspective on other standards as well.

It is important that we do maintain standards in Scotland, and in that context it is important that teachers engage in the whole discussion about A Curriculum for Excellence.

I am quite clear in my own mind that A Curriculum for Excellence will also change the lives of teachers. Much is made in the

various Curriculum for Excellence publications of the need for "more teaching across and beyond traditional subject boundaries", and "in-depth activities which extend across and beyond subjects".

The Council accepts and welcomes that this is a reasonable development but has concerns that an unintended consequence of such a move will be the undermining of the very subjects which are at the heart of the school system, particularly in Secondary schools.

Subjects quite rightly come and go, adapt and develop, and work separately and together. But they still provide an underlying rationale and logical framework for epistemology, education and, indeed, work.

They are an intrinsic part of any standards framework.

The Council has tried to anticipate some of these issues by introducing the concept of Professional Recognition which can lead to registration in certain curricular areas. In the coming weeks each Headteacher in Scotland will receive a letter from

the Council outlining the Framework for the Professional Recognition/Registration of teachers. The purpose of the Framework is to enable the profession to grow and develop while maintaining rigorous standards. Professional standards must not be compromised.

Sometimes these standards are maintained in very difficult circumstances and I would hope, therefore, that during the election campaign politicians will acknowledge the high standards which we have set within the teaching profession in Scotland. Teachers would welcome that support.

Matthew M Maclver
Chief Executive/Registrar

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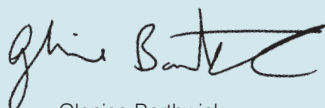
The views expressed by individual contributors are not necessarily the views of GTC Scotland.

This edition covers a range of subjects from a feature on Professional Recognition to teaching in a residential school and a secure unit. Our main article, *Top of the reading list*, will be of interest to every teacher in Scotland, because it focuses on the Standard for Full Registration – the benchmark to which all good teaching relates. We are also pleased to introduce a new regular column on Council disciplinary cases, called *Conduct matters*.

The Council is committed to supporting teachers and making information readily available. This is mirrored in our dynamic and informative website. And our new probationer microsite will aim to ensure that all new teachers are kept informed of key dates and have all the help that they need to cope with the challenges ahead.

We believe that *Teaching Scotland* should also play a role in encouraging communication and healthy debate between teachers. We would like to hear from you with any ideas for future articles or any issues you would like raised.

We sincerely hope that you enjoy this edition and look forward to hearing your comments.



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04 NEWS

Council updates and wider news

08 TOP OF THE READING LIST

The Standard for Full Registration

09 CONDUCT MATTERS

A new column for appropriate practice

10 RENOWNED RECOGNITION

Professional Recognition module

11 A CHANCE TO SHINE

Stories of Chartered Teacher success

12 DO BOOKS STILL MATTER?

Raymond Soltyssek praises the page

13 LETTERS

Responses to China, Inclusion and poetry

14 ACTION ON LEARNING

Moving Image Education in the classroom

16 GOOD SHEPHERDS

A unique but inspiring environment

16 TEACHING IN A SECURE UNIT

What it takes to work in an extreme class

18 BEING ACTIVE

Sports Scotland scheme has an impact

19 YES TO YOUNG ENTREPRENEURS

Bringing out business acumen

20 PROBATION ONLINE

The launch of a new site for probationers

05



14



18



AS SELF-REGULATING PROFESSIONS BECOME MORE SCRUTINISED, PERIODIC COMPULSORY RE-REGISTRATION MAY BECOME THE NORM

Tom Hamilton Page 08

NEW PROBATIONER WEBSITE APPLAUDED

January saw the launch of a new website from the General Teaching Council for Scotland to meet new teachers' needs as they progress through their probationary period. Since the launch of the new site, a number of positive comments have appeared on the discussion forum. One teacher commented: "Thank you! This website seems great so far - I have added it to my favourites". Another wrote on the forum: "This website is great. It has given me lots of helpful hints." Visit the site at www.gtcs.org.uk/probationweb

STUDENT APPLICATIONS GO ONLINE

For the first time, students who are currently studying with one of the Teacher Education Institutions in Scotland have been able to apply for registration using a new online facility. The service went live on 27 November 2006 and, following a slow start, the Registration department has now been inundated with applications. This online facility is the first in a number of initiatives the Council is working on to make the process of registration easier. The next stage will introduce online applications for teachers who have allowed their registration to lapse. Sandra Barclay, Team Leader of the Registration department, said: "Students have responded really well to this initiative and overall, most agree that this system is much improved from the previous paper application process."

EUROPEANS TO LEARN FROM GTCS

The General Teaching Council for Scotland has hosted a study visit under the EU Arion Scheme. The visit was held from 12-16 February and gave 17 educationalists from 12 European countries a chance to learn about, discuss and debate recent innovations in the professional development of teachers within the Scottish educational system. The visit began with a meeting at Clerwood House.

New officer for Educational Planning and Research

Ian Matheson has recently been appointed as Educational Planning and Research Officer for the General Teaching Council for Scotland. He is responsible for co-ordinating activity within the Council's Research and Development Strategy, for liaison between GTCS and key partners in matters related to the Further

Education sector and for providing advice on issues related to further education.

Feel free to contact Ian if you would like details of the research projects he is currently involved in or if you have areas of research you wish to discuss with him.

Ian can be contacted on 0131 314 6070 or ian.matheson@gtcs.org.uk



SQA awards fellowship

A member of the General Teaching Council for Scotland, Judith Sischy BA MA FRSA, who represents the Scottish Council for Independent Schools in Scotland (SCIS), has been awarded the Fellowship of the Scottish Qualifications Authority. It was given in recognition of her work in the Independent sector and in Scottish education. Judith, the Director of the SCIS, is a valued and respected member of the GTCS, which congratulates her on being awarded this prestigious fellowship.

Fife probationer lands award for winning thesis

The General Teaching Council for Scotland presented the 2006 George D Gray CBE MA award to Jane Chiverton from Fife.

The primary school probationer was given the award for producing the best BEd thesis in Scotland. Crossing the Great Divide: An Investigative Study into Children's Self-perceptions over the Period of Transition from Primary School to Secondary School won widespread praise from the judging panel, which included among others Matthew MacIver, CEO and Registrar of GTCS and Ethel Gray, widow of George D Gray. Jane's thesis contradicted the

present views held on the transition process of pupils from primary to secondary school. She found that when girls moved to secondary school, their self-esteem decreased dramatically; whereas boys were actually far more confident.

Jane said: "Having undertaken this work I am now thoroughly convinced of the vital role research plays in education and I hope to be involved in both in my future career."

The George D Gray CBE MA award was launched in 2001 by Doctor Ethel Gray in memory of her late husband, George D Gray CBE MA, who was the first ever Registrar of the GTCS.

Teachers rewarded for work in Malawi

Scottish teachers who spent last year's summer holidays working in Malawi were recently awarded Professional Recognition in Global Citizenship by the General Teaching Council for Scotland.

The 14 teachers, who were placed in Malawi schools through a Link Community Development project, were awarded certificates by GTCS Director of Educational



Policy Tom Hamilton (above centre).

For more information on Professional Recognition, visit www.gtcs.org.uk or on Link Community Development, visit www.lcd.org.uk

Award-winning novelist to give national lecture

Award-winning novelist Christopher Brookmyre has been confirmed to deliver the General Teaching Council for Scotland's 2007 National Lecture in Glasgow.

He joins a distinguished list of speakers who have helped inspire and contribute to teachers' professionalism through the national lecture series.

Christopher Brookmyre's previous novels have won the inaugural Critic's First Blood Award, the Sherlock Award for Best Comic Detective and the Bollinger Everyman Wodehouse Prize.



His latest murder mystery "A Tale Etched in Blood and Hard Black Pencil" takes the reader back to the primary school playground.

The lecture will be delivered at Glasgow University's Charles Wilson Building on 15 May, from 6.15pm to 9pm, and will be followed by a drinks reception. Tickets are expected to go quickly, so book early.

Complimentary tickets are available by emailing lisa.dobie@gtcs.org.uk or calling 0131 314 6021. Visit www.gtcs.org.uk/nationallecure for details. You can read more about Christopher Brookmyre at www.brookmyre.co.uk

DON'T LET YOUR REGISTRATION BECOME EXTINCT

Under new registration rules, the General Teaching Council for Scotland is to remove teachers from the register whose address details are out of date.

From 1 April 2007, teachers will be given three months to contact GTCS to update their personal information.

A teacher failing to update GTCS by the end of this period will result in the teacher being removed from the register and then being charged a fee for renewal of registration.

Staff at GTCS have been working over the past year to contact teachers in a bid to reduce the number of unknown addresses. This has resulted in a huge drop in unknown addresses from more than 3,400 in July 2006 to 450 (as at January 2007).

The GTCS also ran a nationwide advertising campaign in September 2006 and have been in contact with local authorities for assistance in this matter.

If you have received your own personal copy of *Teaching Scotland*, then rest assured we have your correct details on the register.

However, if you are currently browsing through a colleague's copy in the staff room and yours has not yet arrived, you should contact us to check we have your current address on the register.

Also, make sure to inform us when you next move address or change other contact information.

Act today, by either emailing registration@gtcs.org.uk, logging on to My GTCS at www.gtcs.org.uk/mygtcs or by calling 0131 314 6000.

CHARTERED TEACHER CONFERENCE

The General Teaching Council for Scotland and the Scottish Executive are set to co-host a national Chartered Teacher Conference in 2007.

The event will be held at the Royal College of Physicians in Edinburgh on 2 June. For more details, visit www.gtcs.org.uk



Photo finish for winner

Thank you to everyone who participated in GTCS' photography competition, which invited you to capture images reflecting Scottish education today. It was a difficult decision, but we are pleased to announce that the winner is primary teacher Ann Philpot.

We hope that you all enjoyed taking part. Win another prize by entering our next competition in the June edition of *Teaching Scotland*.

Left: Primary teacher Ann Philpot's image won her a Kodak Easyshare C310 digital camera



Above: Runner-up image from primary PE teacher Alan Davies

Right: Runner-up image from nursery teacher Karen Shepherd

Remember your profile

Final profiles for participants on the Teacher Induction Scheme should be with the local authority by the end of May. If you are unsure of the exact date, then please contact your local authority directly.

For participants on the Alternative Route, please remember to send in your interim reports at the end of term and/or at the end of a block of employment. You only need to send in a completed record of teaching service form for periods of less than 20 days service, which must be signed by the Headteacher or another appointed person at each school. Any periods of service over 20 days' must have an interim report. Final Reports should be sent to the local authority once you have completed the required number of days of probationary service.

For any queries, email probation@gtcs.org.uk or visit www.gtcs.org.uk/probationweb

Increasing fee for better value

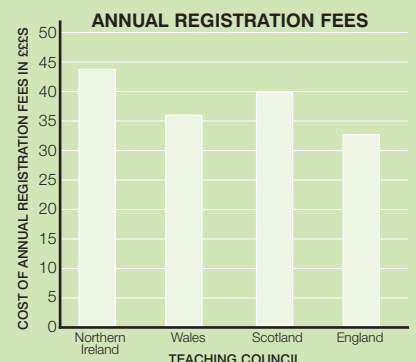
The fee for registration will increase to £40 per annum from 1 April 2007.

The table below demonstrates how the General Teaching Council for Scotland remains competitive and continues to provide good value for money.

It serves registered teachers in many ways, such as providing a teacher induction scheme (which is emulated and envied across the international community), overseeing and supporting probationers in their introduction to the profession, offering Continued Professional Development opportunities, accrediting Chartered Teachers and registering teachers who are trained both within and outside Scotland.

GTCS aims to further develop its web facilities in 2007 to include

online registration for teachers rejoining after a lapse from the register and online registration for Exceptional Admissions cases. Plans are also in place to offer online portfolio exemplars for teachers on the Chartered Teacher programme. All these initiatives are geared towards making life easier for registered teachers and providing the best level of support.



FOUNDING CEO OF ENGLAND'S GTC DIES

The General Teaching Council for Scotland is saddened by the death of Carol Adams, former Chief Executive Officer of the General Teaching Council for England, in January 2007. In her seven years as CEO, she developed the organisation into a mature, forward-thinking Council. GTCS worked closely with the Council for England, recognising her inspirational leadership and complete dedication to a cause she shared deeply with GTCS, that of dedication to high-quality teaching.

A farewell to Peter Peacock

Following Peter Peacock stepping down as Minister for Education and Young People, the General Teaching Council for Scotland wishes him well for the future and thanks him for the successful partnership over the years he served as Minister.

He was a respected colleague of GTCS. His determination and commitment to the teaching profession and the young people it serves was first and foremost in all of his dealings with the Council.



Annual registration subscription

The General Teaching Council for Scotland will begin to collect your annual subscription for 2007/08 at the beginning of April. Payment is taken directly from your salary or by means of an invoice issued by the Council. If your annual subscription is paid via the local authority, it will be evident on either your March or April payslip. If this is the case, no further action is required. However, if this is not the case, GTCS will issue you with an invoice for payment.

It is imperative that GTCS has an up-to-date address, otherwise teachers run the risk of not receiving their invoice. Teachers are reminded that failure to pay their annual subscription will result in their names being removed from the register at the end of May.

Teachers should visit www.gtcs.org.uk on a regular basis for up-to-date information regarding the payment of annual subscription fees.



KEY DATES AT GTCS

March

- 7 GTCS Council meeting, Clerwood House
- 19-20 Professionalism in Practice presentation to probationer teachers, Aberdeenshire
- 31 Deadline for changes to TIS applications

April

- 2 New registration year commences – annual fee due for 2007/08
- 2 Kathleen Marshall, Commissioner for Children and Young People in Scotland, visits GTCS
- 20 Finishing talk to BEd students, Moray House Campus, Edinburgh University*
- 21 Finishing talk to OU students, location to be confirmed
- 25 Probation Managers Induction seminar, Clerwood House

May

- 11 Finishing talk to ITE students, Dundee University
- 15 National Lecture, Glasgow University
- 29 TIS Allocation to local authority letter sent to applicants

* More finishing talks to students will be held over the coming months – dates still to be confirmed.

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Smoothing the path into the profession

Ron Clarke outlines the ways the GTCS is supporting teachers into the profession, including a new microsite for probationers

Since its inception, the General Teaching Council for Scotland has played a key role in the probationary service of teachers. GTCS continues to effectively induct teachers into the profession, jointly managing the world-renowned Scottish Teacher Induction Scheme with the Scottish Executive Education Department.

The GTCS is always looking to enhance the ways in which it supports new teachers into the profession. It has many new and ongoing initiatives that aim to do just this.

Engaging with student teachers

We have good links with all the Teacher Education Institutions (TEI) that provide teacher education programmes. In negotiation with the TEIs we have been able to meet and talk with all student teachers to explain the role of the GTCS and to prepare them for a smooth transition into their probationary posts.

Working with schools and local authorities

We also, very importantly, have good links with the personnel in Scotland's 32 local authorities who provide the experiences and opportunities for those teachers to carry out their probationary service. This year (2006/07), the local authorities have successfully accommodated 3,538 newly qualified teachers on the Teacher Induction Scheme and are endeavouring to provide experiences that are consistent across the country. A very good level of consistency and quality of experience is achieved, which speaks of the high level of commitment of the local authority and school staff. We also play a key role in developing that consistency and quality through the six-monthly seminars that we run with representatives from all the local authorities to share good practice and share findings from our research into how the induction scheme is progressing. Also, we provide specific input to the probation supporters/mentors who work very closely with probationer teachers in school.

Providing support and guidance

While our Probation Department at Clerwood House continues to provide invaluable advice on the end of the phone to probationers, school and local authority staff, the GTCS has made great advances in providing support and guidance through our website. Initially this was through a general overhaul of our website, but this has been followed up with the development of a specific Probation microsite. This microsite, launched in January, will take over from and build on the virtual learning environment that was originally set up for probationers (see page 20 for more information). Another development that will be introduced in the 2007/08 session is enabling probationers to access and amend their service documentation through an online profile facility, which is currently in development. This won't just eliminate the need to submit paper copies, but will also be a more convenient process for all involved.

Ron Clarke is GTCS Professional Officer (Probation & CPD). Visit the probation website at www.gtcs.org.uk/probationweb

Top of the reading list

The Standard for Full Registration is essential studying for new and experienced teachers but too few may be aware of its importance, writes Tom Hamilton.

An extensive consultation exercise has recently been completed and various changes made to the Guidelines for Initial Teacher Education Courses in Scotland, the Standard for Initial Teacher Education (SITE) and the Standard for Full Registration (SFR).

This new combined publication maps out the early professional development of teachers in Scotland and then indicates their ongoing professional journey as they maintain and enhance their teaching by making use of the Standard for Full Registration.

However, for teachers in general, the most significant element is the SFR.

Despite having been in existence for five years, the standard is not well known to many Scottish teachers. Of course, those who have entered the teaching profession in the last five years and those who have supported them through the Teacher Induction Scheme know the SFR in considerable detail, but many other teachers will have no great knowledge of the Standard.

EVERY TEACHER SHOULD KNOW ABOUT THE SFR BECAUSE IT IS A BASELINE PROFESSIONAL STANDARD THAT WILL APPLY THROUGHOUT THEIR CAREERS

But, of course, every teacher should know about the SFR because it serves three main purposes. It provides a clear and concise description of the professional qualities and capabilities teachers are expected to develop in the course of induction. It is a professional standard against which reliable and consistent decisions can be made on

the fitness of new teachers for full registration with the General Teaching Council for Scotland. And it is a baseline professional standard, which will apply to all teachers throughout their careers.

While the first two purposes clearly relate to the development of new teachers, it is the third one that makes the SFR so significant to all teachers across Scotland.

There is a clear commitment within the SFR that teachers, having gained full registration, will then maintain that standard throughout their professional careers. They will, therefore, show commitment to lifelong learning, personal development and enquiry, because these are at the heart of what it means to be a learning professional.

Teachers take responsibility for their professional learning and development because that is one of the key factors in being part of a profession.

So how should fully registered teachers be making use of the SFR? Well, for some, becoming aware of its existence and reading through it would be a very positive first step. For those with some knowledge, a deeper and more detailed reading would be a useful next step. And for those with detailed knowledge already, a periodic consideration of their professional performance against the SFR, completed as part of the Professional Review and Development process, would seem sensible. Indeed, this is what all teachers should ultimately be aiming to complete.

The SFR can be used as a measure, but it can also be used as a compass. If an area of the SFR seems to have been neglected then the SFR points the way, possibly suggesting some CPD work to

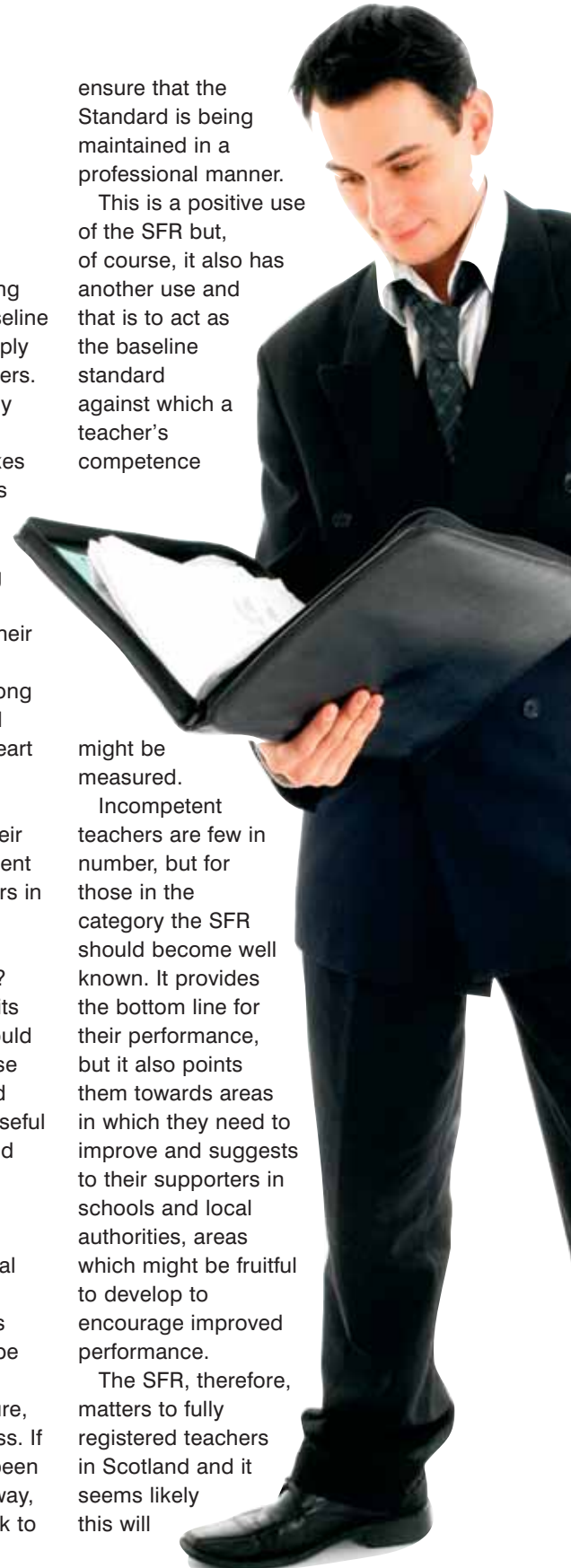
ensure that the Standard is being maintained in a professional manner.

This is a positive use of the SFR but, of course, it also has another use and that is to act as the baseline standard against which a teacher's competence

might be measured.

Incompetent teachers are few in number, but for those in the category the SFR should become well known. It provides the bottom line for their performance, but it also points them towards areas in which they need to improve and suggests to their supporters in schools and local authorities, areas which might be fruitful to develop to encourage improved performance.

The SFR, therefore, matters to fully registered teachers in Scotland and it seems likely this will



Conduct matters

apply even more so in the future. As self-regulating professions become even more heavily scrutinised by the public, it seems likely that periodic, compulsory re-registration will become the norm.

It already happens in various health professions in the UK and is a normal expectation of teachers in some parts of the world, with teachers in the USA having to re-license themselves every five years. How long can it be until a similar expectation is placed on Scottish teachers? And, when it is, the Standard for Full Registration will be even more at the heart of the lives of Scottish teachers.

At its December 2006 meeting, the General Teaching Council for Scotland approved the revised documentation for the Guidelines for Initial Teacher Education Courses in Scotland, SITE and SFR. It has now been recommended to Scottish Ministers for approval.

However, because there is an ongoing debate about Teachers for Excellence, this documentation for the standards will remain in draft form until the debate is concluded and Ministerial approval has been given.

In recognition of the fact that different groups will have specific interests in each of the sections of the document at different times, the various sections of the document will also be available separately.

However, GTCS hopes that this publication and its constituent parts will be of use to all communities with an interest in the development of Scottish teachers.

The Standard for Full Registration can be found on the GTCS website, www.gtcs.org.uk/sfr

Tom Hamilton is Director of Educational Policy at GTCS.

The General Teaching Council for Scotland has a statutory role to regulate the profession and must do so in the public interest. It adjudicates teacher conduct and competence and has powers to remove a teacher's name from the register, issue reprimands and place conditions on a teacher's registration.

Upcoming disciplinary hearings and the outcomes of hearings can be viewed in the Professional Conduct section on the Council's website (www.gtcs.org.uk/disciplinaryhearings).

Cases which have been recently considered by the Council have included:

→ **Inappropriate relationships between teachers and pupils**

Teachers are in a position of trust both legally and professionally as regards pupils in their charge. Breaching this trust has resulted in the Council using its ultimate sanction of removal from the Register.

→ **Convictions for viewing indecent images of children on computers/internet**

Such cases have in the past led to removal from the register on the

grounds of child protection and the unique position of a teacher.

→ **Production of fraudulent documentation**

Such instances are viewed very seriously by the Council as a teacher's integrity is central to his/her status as a registered teacher.

→ **Inappropriate material issued to pupils**

Teachers should ensure that any material they provide pupils with is non-discriminatory in nature and is suitable for viewing by children.

It may well be the case that certain material, while not being illegal and that pupils may well have access to themselves, is inappropriate for distribution by teachers to pupils.

The Council has a pivotal role in setting standards and providing guidance to the profession. Further information is contained in the leaflet Professionalism in Practice, which is also available on the Council's website in the Publications section, under Teacher Guidance.

This is the first of what will be a regular feature in Teaching Scotland, updating and informing teachers on matters concerning professional conduct.



Teachers distributing inappropriate material to pupils can put their registration at risk

Renowned recognition...

An internationally renowned module is helping teachers to improve their pupils' understanding, writes Professor Brian Boyd.

The General Teaching Council for Scotland has awarded 42 teachers Professional Recognition after they completed an internationally renowned teaching module run by the Tapestry Partnership and WIDE WORLD of Harvard University.

Professor David Perkins from Harvard University and GTCS Chief Executive and Registrar Matthew Maclver presented certificates in a ceremony on 15 November 2006, hosted by Learning and Teaching Scotland and involving teachers from eight Local Authorities, some through a live video link with Shetland.

The teachers had successfully completed the Teaching for Understanding (TfU) module, built around the work of Professor David Perkins and colleagues at the Harvard Graduate School of Education in the USA. Perkins, author of *Smart Schools*, is a world leader in thinking and thoughtful learning.

Professor Perkins argues that topics in schools should be "generative" – interesting, engaging and multi-disciplinary. He advocates that the goals

teachers set for pupils should focus on understanding, not just learning for tests or exams. Pupils should be encouraged to perform their understanding in a range of ways, and teachers should apply ongoing assessment, including peer and self-assessment.

The Tapestry Partnership, the brainchild of Katrina Bowes and myself, has become a creative force in Scottish education through its high-profile conferences and Masterclasses, its work with local authorities and its collaboration with leading-edge educationalists from around the world.

This initiative, also involving GTCS, is an exciting venture aimed at making leading-edge thinking and research accessible to teachers throughout Scotland.

The module, Teaching for Understanding 1, is one of WIDE WORLD's



Teachers who completed the TfU module were awarded Professional Recognition

programme of online CPD modules which are taken by teachers across the US and the world. The Tapestry Partnership has created a version of the TfU1 module for the Scottish context. The teachers worked in small teams, engaged with ideas, which informed their teaching, and, by their own testimony, they have emerged as more reflective professionals. In his address to the recipients of the Certificate of Professional Recognition, Matthew Maclver expressed his confidence that the Teaching for

Understanding approach can make a significant contribution to the progress of A Curriculum for Excellence.

Professor Perkins, who is acknowledged internationally as a leader in this field, observed: "I've been truly impressed by Scottish education, its concern for deep and genuine learning and the commitment and talents of teachers."

"The Tapestry Partnership and my colleagues and I at the Harvard Graduate School of Education share a mission to transform education

THIS INITIATIVE, INVOLVING GTCS, IS AN EXCITING VENTURE AIMED AT MAKING LEADING-EDGE THINKING AND RESEARCH ACCESSIBLE TO TEACHERS THROUGHOUT SCOTLAND



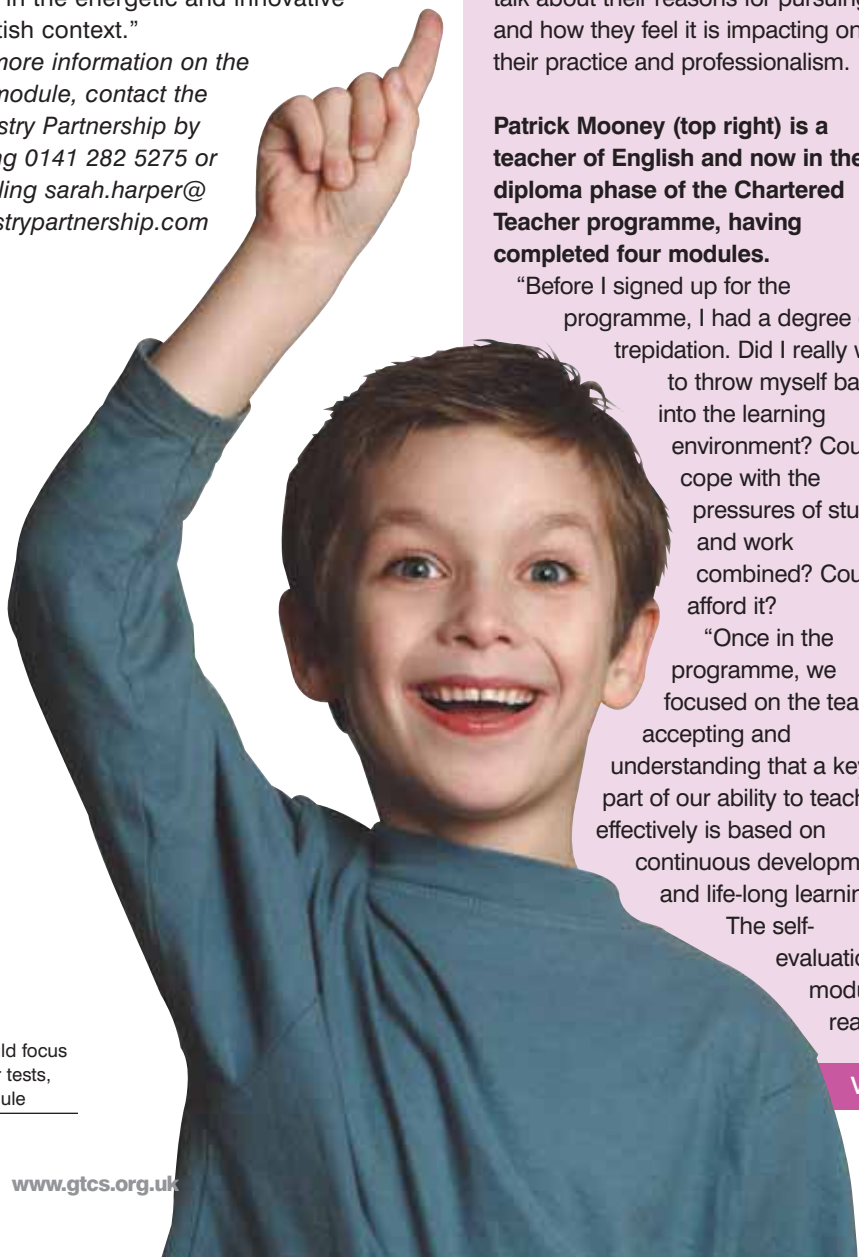
The goals teachers set for pupils should focus on understanding, not just learning for tests or exams. Says the thinker who inspires...



Recognition by Professor David Perkins (centre back)

through helping teachers to teach their very best. It is tremendously exciting to work in the energetic and innovative Scottish context.”

For more information on the TfU module, contact the Tapestry Partnership by calling 0141 282 5275 or emailing sarah.harper@tapestrypartnership.com



upils should focus learning for tests, and the module

...and a chance to shine

Two teachers explain to Marjory McMahon from Glasgow University how the Chartered Teacher programme is giving them a chance to excel in the classroom.



With the Chartered Teacher programme becoming more embedded in the Scottish education system, there is a growing sense that it is bringing about change not only for teachers and teaching, but also to roles and professional identity.

Two teachers, at different stages of their journey towards Chartered Teacher status at Glasgow University, talk about their reasons for pursuing it and how they feel it is impacting on their practice and professionalism.

Patrick Mooney (top right) is a teacher of English and now in the diploma phase of the Chartered Teacher programme, having completed four modules.

“Before I signed up for the programme, I had a degree of trepidation. Did I really want to throw myself back into the learning environment? Could I cope with the pressures of study and work combined? Could I afford it?”

“Once in the programme, we focused on the teacher accepting and understanding that a key part of our ability to teach effectively is based on continuous development and life-long learning.

The self-evaluation module really

focuses your mind on the notion of the ‘reflective practitioner’, and the need to always tackle the assumptions you have about teaching and learning. The course provided me with a framework to explore the latest ideas and research, to take risks and to explore new ways to foster a learning community.

“Of course, there are financial benefits for those teachers who successfully complete each stage. My early experience and my conversations with other course members tell me that the programme provides far greater rewards than the monetary kind. My question now: could I really afford not to be doing this?”

Anne Fishwick is a primary school teacher who has successfully completed the four core modules, and has just begun the diploma phase of the course.

“I came into teaching to teach and have never, during almost three decades, been tempted to apply for promotion into management. Nevertheless, I was aware of a growing inadequacy, and of somehow being left behind as I watched my peers being promoted while I was still ‘just’ a classroom teacher.

“In 2004 I enrolled in the Chartered Teacher programme, intrigued by gaining promotion of a different kind. Although returning to study at this level was a challenge, I found myself revelling in the opportunities for discussion and learning.

“Chartered Teacher is, I believe, one of the most exciting developments in the profession – it provides classroom teachers with the opportunity to shine.”

Visit www.gtcs.org.uk/charteredteacher for details.

Do books still matter?

Pages that you can touch and smell are central to building a love of literature for life, says Raymond Soltyssek.

A few years ago, an ex-pupil Lesley-Anne paid me the best compliment I've ever had as a teacher. In a Christmas card, she wrote, "Mr Soltyssek, thanks for everything. Because of you, I still smell books before I buy them".

I think this illustrates one of the most important reasons why books still do and always will "matter". We can pick books up, leaf through them, smell them, feel the tension of the paper – they are sensual creatures, are books.

Books are cultural artefacts in a way that bits and bytes and signals across



the Web can never be. They are unalterable: the strength of Wikipedia, YouTube and MySpace lies in the fact that they can be changed to accommodate often breathlessly fast changes in the world; the strength – and beauty – of books is that once published, they stand before us like a great statue or a painting and ask us to respond to them for what they are, for better or worse.

There will always be a place for books. They will not be replaced by e-books or blogs because we use them for different audiences and purposes, interacting with

them and interrogating them in radically different ways. The emphasis should not be on "should we choose more books or more technology?"; rather, we should be asking "how do we instil in children the skills they need to handle all the types of media they will encounter?" Therefore, new technology, because it is new media, is an additional demand for which resources need to be found.

So, of course, books still matter. I am an English teacher and a professional writer, so you would expect me to say that. But what we must ask, certainly in the English classroom, is, "do books still

BOOKS WILL NOT BE REPLACED BY E-BOOKS OR BLOGS BECAUSE WE USE THEM FOR DIFFERENT AUDIENCES AND PURPOSES

matter in the same way?" Well, it has always been impossible to find a novel which appealed to the interests and met the needs of 30 pupils in a classroom. While many of us can recount experiences of teachers bringing particular books to life, we tend to forget that these experiences are often limited to those who already have a love of books, who have supportive parents and a reading culture at home, and the feelings of the other 29 students in the class may have been quite different.

Now, given the demands of the Curriculum for Excellence and developments in formative assessment, the traditional approach is undesirable. The highly individualised strategies needed to create successful learners, confident individuals, responsible citizens and effective contributors means the one-



size-fits-all approach is untenable.

English classes are going to have to become places where individuals can build a love of literature for life. Carefully structured and monitored personal reading programmes will become a much more important part of each pupil's reading experience, simply because this will allow them much greater access to books, and is comparable to the contexts in which pupils will experience books in later life through libraries and bookshops.

Books of all descriptions differentiated by interest and ability will have to be supplied, necessitating an investment in good classroom libraries which are used more effectively. Textual analysis of genres will be better approached through the use of differentiated group texts or by studying extracts more clearly focused on the aspects required. Finally, imaginative and motivational library programmes will be essential to build readers who are able to make informed and independent choices about their reading.

I'm optimistic about the future of books. I believe that the Curriculum for Excellence offers a fabulous opportunity to integrate reading into the daily lives of pupils. And I am also optimistic because of a generation of teachers being introduced to new ways of thinking about reading, intelligence and ability.

It is a matter of considerable delight to me that Lesley-Anne has gone on to become a primary teacher, and I am sure at this moment her class are burying their faces in a crisp, new book and preparing to take a long, deep and life-enhancing breath.

Raymond Soltyssek is a lecturer at the University of Strathclyde and a widely published author.



China in geography

As a Principal Teacher of geography, I was very concerned to read your recent article on China, which made no reference to the role of geography in informing pupils about this fascinating country.

As geography deals with many issues, teachers make reference, for example, to the growing importance of China when teaching world trade in the Standard Grade course. They would also mention the role of the One Child policy in curbing population growth. At Higher level, pupils learn about China's development of the most recent drug to control and, in some cases, cure malaria. At Advanced Higher level, pupils can choose to research topics such as the Three Gorges project.

Geography teachers take great pride in keeping up to date with what is going on in the world and incorporating recent events into their teaching

**Christine Pacione, PT geography,
St Maurice's High School, Cumbernauld**

Whose idea was inclusion?

During a recent meeting I attended for adults with Autistic Spectrum Disorders (ASD), someone said: "Why does everyone assume that we want to be part of the mainstream education scene? I'd much rather do things with people who're on my own wavelength."

As a person who works with children on the Autistic Spectrum in mainstream schools, I ask: whose idea was this inclusion business?

Like communism, which was not invented by disadvantaged labourers, the concept of inclusion did not originate from those it concerns. It was simply assumed by people belonging to the majority group that it would be best for the minorities. And despite changing the term from *integration* to *inclusion*, the prevailing attitude is still that of fitting everyone in with the norm.

If you made an effort to seek the opinion of people on the Autistic Spectrum, the majority of them would tell you that they felt a lot more included amongst folks who experience the world in similar ways than among those whose minds work so differently.

When will inclusion finally seek to include the views of those it pretends to be benefiting?

I have great hopes that we will manage to create an education system with more diversity and scope to get it right for all learners than is presently the case. But it can only work if we let people speak up for themselves instead of patronisingly deciding what is best for them.

Elkie Kammer, Inverness

Inspiration for teachers in verse

I have read the poem in the last edition and wanted to make a response. It is wonderful! The poem covers education past, present and future, is humorous while showing inside knowledge of "how it is" in the world of education, acknowledges PC craziness, and looks forward with a summary of the current, inspiring initiatives. All of this captured succinctly in verse. The purpose, I'm sure, was to inspire the next generation of teachers and this it does, assuring them that throughout changing times, it is the teachers who are the "beacon lighters" and with the

responsibility and exciting opportunity to ensure that "evri wean will reach their target maurk", and confirming what Matthew McIver says in his introduction, "every day in the classroom, teachers can touch the future". Great stuff!

Anne McNulty



POST BOX

If you would like to comment on any articles in this issue then please contact the Editor: glenise.borthwick@gtcs.org.uk

Action on learning

Moving Image Education is providing teachers with a new avenue to improve pupils' literacy skills, writes Jo Muirhead.

If you have ever wanted to be a classroom movie mogul, then Moving Image Education (MIE) could be for you, albeit on a smaller scale than Hollywood.

A four-year pilot project in Angus, due to end in 2008, is showing that the use of moving image "texts", or movies, in the classroom can help develop children's literacy skills.

Although traditionally defined as the ability to read and write, literacy is now understood to be the ability to locate, evaluate, use and communicate using a spectrum of media resources including text, visual, audio and video. Andrew Gallagher, Project Leader of Moving Image Education at Angus Digital Media, believes that children today are more visually literate, something which can be used to their advantage.

"So much of the information children receive is visual. They're coming to school more visually literate than print-text

literate. Children know inherently what's happening in film. They know what's going on; we haven't needed to teach them. It's great to take it and use it to affect their written literacy work."

The project in Brechin sees P6 to S2 pupils analysing films from Scottish Screen and the British Film Institute Archive, which teachers then use as a catalyst for other learning projects, including film production.

And even though a lack of resources by some schools may be seen as a barrier, MIE does not necessarily have to be technology dependent or involve big film-making or arts projects. You can leave out hardware completely and have paper-based or discussion-based exercises in the classroom. As Scott Donaldson, Education Development Executive at Scottish Screen, points out, "You don't expect all pupils who study literature to write a novel."

Primary schools in the Brechin cluster



have managed to implement MIE across the curriculum, such as by combining historical footage with animation for history lessons and using films about the environment for science classes. MIE is beginning to creep into other subject areas too. The music and art departments are involved in creating props, soundtracks and scenery for the films and the modern language department would like to incorporate MIE for disengaged kids. An S5 pupil in the science department is also interested in filming science experiments to help children learn in a more visual way. Andrew Gallagher believes that secondary schools will begin to use MIE across the curriculum more and more as teachers start to recognise its potential.

Using film to improve pupils' literacy also provides many opportunities for pupils to develop within the four capacities of the Curriculum for Excellence: Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

Andrew Gallagher, with 13 years' experience as a primary teacher, firmly believes that the project is not simply about literacy and can also be used across the curriculum to develop life skills such as self-esteem and confidence as children become generators of their own learning. "[MIE] has switched children



WHAT YOU NEED

To produce a film the professional way, you will need movie editing software such as iMovie, Garageband, iStopMotion. The hardware required includes a PC or Mac, a webcam or digital camera and sound recording equipment. However it is possible to use certain mobile phones to record scenes. And, failing all that, there is always the humble pen and paper. The British Film Institute has published teacher notes and guides which can be used in the classroom.



Left: Pupils from Lethnot Primary School, Glen Lethnot feature in their own production

Bottom left: Emma Proctor, Maisondieu Primary School stars in a video about global warming

TEACHERS HAVE WITNESSED ONCE-DISENGAGED PUPILS BECOMING MOTIVATED, AND SHY PUPILS TALKING MORE

back on to education; children who were reluctant talkers are now willingly participating.”

In Angus, parents and teachers have witnessed once-disengaged pupils becoming newly motivated, and shy pupils talking more frequently, all through group-based work, which gives them a chance to pool their strengths and develop their teamwork and compromising skills. An interim report, from the research team at the University of Glasgow evaluating the project, has

found that “the programme has had a significant impact on talking and listening”, as well as at least some aspect of writing. And, as Andrew points out, there are benefits for teachers too. “One of the great things is that you don’t need to take anything out of the curriculum. All you need to do is change the way you deliver the curriculum.”

Although teachers in Brechin had two full days’ training in MIE from the local Angus Digital Media Centre, other teachers who want to bring this learning method into their classroom can also receive training. There are a range of CPD opportunities available, including modules for those interested in becoming Chartered Teachers (see box below).

Edinburgh City Council, Highland Council and South Ayrshire Council are currently offering CPD opportunities in MIE, which is being implemented in schools and nurseries. Teachers have one day’s training then go back into class and start to work with MIE with the support of a lead practitioner. The aim is to make teachers self-sufficient; however, there is ongoing support for teachers who want it.

Jim Anderson, Director of Education at Angus Council, claims that staff in Brechin “have come on board quickly and are changing how they do business in the classroom”. He has high hopes that MIE will develop into a way of working which will permeate classroom processes.

As Scott Donaldson says, “Moving Image Education can make a huge contribution to the existing curriculum, as

well as providing practical learning techniques to help schools achieve the goals set by A Curriculum for Excellence. It also brings the rich heritage and language of moving images into the classroom, where they belong – and where children want them.”

For further information on the MIE project and the possibilities of implementing MIE into classes, please visit the websites of Scottish Screen (www.scottishscreen.com), Angus Digital Media Centre (www.admc.tv/mie.htm) and the British Film Institute (www.bfi.org.uk).

What do the pupils think?

The P6 and P7 pupils at Stracathro primary school, Euan, Emily, Lewis, Katie and Freddie had a “great laugh” making a live action ghost story, which involved pupils taking on roles such as actor, editor and scriptwriter.

Lewis didn’t like working in a group to begin with, but his class mark has improved since MIE. “I have a lot more confidence in what I can do now,” he said. MIE is also popular because there is no right answer. As Emily said, “it’s good to think your own way. You’re free to think and say whatever you think is right”. This could have an impact on the increased confidence of children such as Emily: “I used to be really, really quiet. I was silent all the time and didn’t share any of my ideas. I was really shy but now I’m not as afraid.”

P7 pupil Chelsea, at Maisondieu Primary School, doesn’t like sitting and writing from textbooks and having nothing much to show for it at the end of the year. She prefers working towards a film. Corrie says that MIE helps with maths as you have to count how many frames can fit into a film, whereas S1 pupils at Brechin High School believe that this type of learning helps them with language.

Chartered Teacher education in images

Scottish Screen and the University of Glasgow’s Faculty of Education have developed two new optional Chartered Teacher modules in Moving Image Education. Approved by the General Teaching Council for Scotland in May 2006, the first new module commenced in January 2007. The

modules will be taught through lectures, collaborative experiential-learning workshops, seminars and tutorial support by telephone, email and the web.

For further information please email charteredteacher@educ.gla.ac.uk

Good shepherds

It's a bright, sunny morning at the Good Shepherd Centre in Bishopton and the pupils are at assembly. There is a buzz in the air, pupils interacting with care and teaching staff – good relations are evident.

Perhaps it's because here, at this voluntary residential and day school, these young people are being given a chance at an education they may never have thought possible before they first walked through its doors. The Good Shepherd Centre is a school for young girls between the ages of 12 and 17 who have experienced difficulty with education in mainstream schools. Many have complex educational and behavioural needs. These can range from school phobia and truancy to the most complicated of family situations.

Geraldine MacDougall, Acting Head of Education, explained that the main aim of the centre is "making the girls feel accepted, while providing them with a full education programme. We want children to achieve what they would never manage in mainstream schools, where they don't have the same support to cope with their problems."

Despite the fact that the girls can, at rare moments, be verbally or physically abusive, Geraldine can't wait to get back into class to start teaching again.

She left mainstream education because she wanted to work with children whom life had treated unfairly and who needed support in learning.

Geraldine explained that teachers are safe at all times – there are phones in every classroom, an alarm button and a very supportive network of staff. In addition, all staff are trained in therapeutic crisis intervention, which not only helps to prevent and respond to

THE CHILDREN OFTEN HAVE A PROBLEM WITH AUTHORITY AND NEED TO KNOW THAT STAFF CARE ABOUT THEM

crises, but also keeps teachers safe and free from accusations.

The staff offer a mainstream education programme, including Standard Grades and National Units, but with added flexibility to allow the girls' complex needs to be addressed. The centre attempts to deal with the person as a whole, something that secondary schools often find difficult to do. This approach by the centre yields excellent results, with most girls leaving with Standard Grades and a range of other qualifications.

Geraldine understands the problems



faced by mainstream schools: "There is not the same opportunity to empathise with individual pupils in crisis when there are 25 to 30 other children in class." Acting Principal of the centre, Margaret Sloan, agrees. "I think there is a place for units in secondary schools, but I do think that there is, and always will be, a need for children to be looked after and accommodated away from home and for specialist day provision."

There is no "magic wand", but there are a number of behavioural therapy programmes in place at the centre, such

Many pupils at St Mary's suffer from severe emotional problems



Teaching in a secure unit

St Mary's Kenmure is a purpose-built secure unit for children aged between 11 and 16. The residential facility has been designed to offer support and an education to emotionally and behaviourally-challenging young people, referred by the Children's Panel or the Court. It is not a prison, although pupils are not free to leave unless under supervision.

Challenging needs

A number of pupils have been disaffected since primary school and have very poor

literacy and numeracy skills. Some suffer from severe emotional, drug or alcohol problems. Because school is often seen as a place of failure, Home Economics teacher Eileen Ruthven believes that the most important job is to raise self-esteem, build confidence and encourage pupils to believe that they have the ability to achieve educationally. National Units can be taught in a relatively short space of time and can be used as a base on which to build after leaving St Mary's.

Dealing with disruption

Pupil/teacher relationships are generally very positive; however, some pupils can be volatile. If disruptive behaviour breaks out in class, teachers can activate an alarm system to bring staff to their aid. Disruptive pupils are taken out of class to

Teaching pupils with severe social, emotional and behavioural problems isn't for everyone, but for the teachers at one residential centre, it's a chance to make a real difference, writes Jo Muirhead.

Record of achievement

In the 2006 diet of SQA examinations 7 per cent of pupils at the school achieved six standard grades, 30 per cent five, 30 per cent four, 20 per cent three, 10 per cent two and 3 per cent one. Of the fourth year pupils, 80 per cent received a standard grade in maths and English while 20 per cent received qualifications in these subjects through national units.

as anger management and cognitive skills programmes, which give the girls coping mechanisms when faced with difficult social situations.

Teachers at the Good Shepherd Centre are generally quite open and informal

talk to another teacher or a care worker. The key is to treat pupils like young adults wherever possible: to discuss the problem and find a solution rather than reacting forcefully and punishing the behaviour.

Handling stress

Teachers at St Mary's deal with the stress they face by relying on a high level of support between staff. Humour is used to alleviate tension.

Desirable qualities

Eileen Ruthven believes that you have to be a special type of person to work in a secure unit. In order to cope with the unique teaching environment, you need to be both streetwise and intuitive. You must also be extremely patient and have

with their pupils, because, as Margaret explains, it is their home too and "a home should not be regimented". The children often have a problem with authority and need to know that staff care about them, so it is important that both care staff and teaching staff are able to reveal a part of themselves as people and demonstrate their trustworthiness. As Margaret says, "unless you forge a relationship with the young people you might as well pack up and go home." Most of the teachers at the centre have worked there for years and the girls have learnt to trust them.

For new teachers, however, life in the classroom can be tough. Girls can initially find it difficult to get used to new faces. The centre uses a bank of supply teachers and is always interested in hearing from teachers who would like experience working in this specialist sector. Despite the difficulties of gaining the girls' trust, Geraldine has witnessed the centre's newly qualified maths teacher John Paul flourish. "He is making a real contribution and is a very positive male role model for the girls – he is also learning a lot that will enhance his professional expertise.

"John Paul, like all the staff, is helping to provide a positive educational experience for the girls, which they may not have had in the past, so that they can really achieve in the future."

For more information about the Good Shepherd Centre, please visit www.goodshepherdcentre.co.uk

a particular "off-the-wall" style of humour. Teachers must focus on the job of educating while remaining sensitive to pupils' personal situations which could impact on their education and behaviour in class. It is important to be able to think on your feet and be aware of what's happening at all times.

Why teach here?

Eileen believes her job is extremely worthwhile, interesting and different from mainstream education as the focus is not simply on academia. She thrives on seeing the positive changes in her pupils as they meet teacher expectations and, surprisingly, she doesn't mind being locked up with her charges all day.

Healthclass



CARING FOR YOUR CHORDS

Talking constantly, above noise and in places which are dry and where acoustics are poor can cause some serious wear and tear to your voice. Many teachers work through an infection, which can only make the problem worse. Teaching under these conditions, with a weak and straining voice, can make teaching more stressful than normal, which also isn't very good for delicate vocal chords.

- Warm up your voice at the start of the day by humming gently or doing some vocal exercises. And drink plenty of water in small amounts and at regular intervals.
- Adjust your posture – relax your shoulders and neck and breathe from your diaphragm.
- Reduce background noise as much as possible, perhaps by shutting the classroom's windows.
- Use your hand or silence to get your pupils' attention and wait until the class is silent before speaking.
- Humidify the classroom with plants or a bowl of water.
- Be sensitive to the signs of vocal fatigue and don't ignore them.
- Don't raise your voice or try to raise your pitch above your pupils – young people's voices are naturally at a higher pitch.

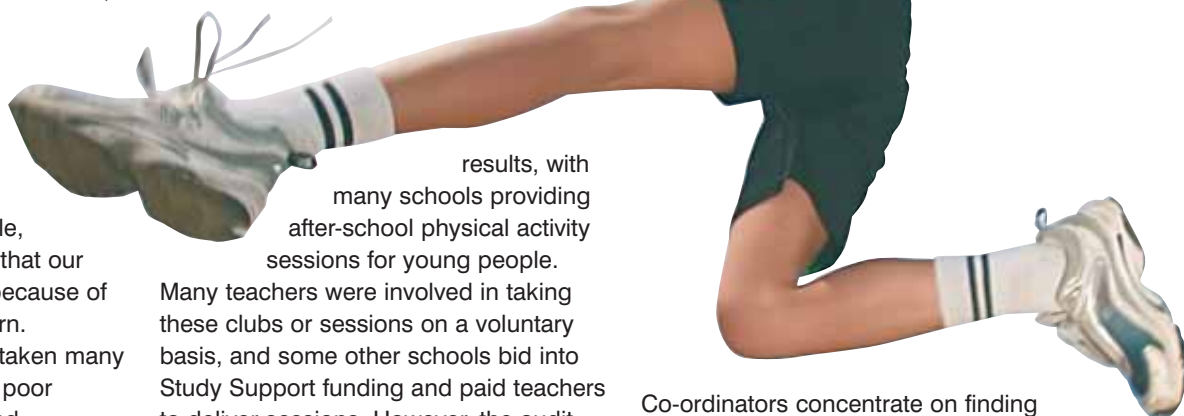
Being active

After two years in East Dunbartonshire, the Active Schools initiative is seeing big results, writes Keith Joss and Eric Gotts.

Hardly a day goes by without the media highlighting concerns about the health of young people – obesity, anorexia and diets, for example, are all big news. And hearing that our children could die before us because of their lifestyle is a major concern.

The Scottish Executive has taken many steps to try to stop the tide of poor health. For example, it provided £24 million to sportscotland (the national agency for sport) and local authorities more than two years ago to launch the Active Schools initiative with over 600 Active Schools co-ordinators.

Schools in East Dunbartonshire have seen tremendous growth in providing physical activity sessions since the launch of its Active Schools programme in 2004. At the very start, the eight co-ordinators for primary schools and nine co-ordinators for secondary schools (who are existing teachers seconded one day a week) audited the schools across the area. The audits showed some positive



results, with many schools providing after-school physical activity sessions for young people.

Many teachers were involved in taking these clubs or sessions on a voluntary basis, and some other schools bid into Study Support funding and paid teachers to deliver sessions. However, the audit also revealed many weaknesses in terms of the range of activities on offer (football for boys, netball for girls, and athletics in the summer term), lack of knowledge or CPD opportunities for teachers, limited types of physical activity for P1 to P3 pupils and limited resources for structured play and physical education.

Two years on, significant progress has been made, with the number of activity sessions for primary schools doubling to 1,287. For secondary schools, a similar message is emerging. East Dunbartonshire Council has only three per cent of the national secondary school population, but delivers four per cent of the total number of activity sessions and four per cent of the total participants.

The role of Active Schools co-ordinators in these sessions varies, but mostly they provide support to the deliverer, be that a teacher, local sports coach or development officer. This way, the programme is more sustainable.

Co-ordinators concentrate on finding volunteers to deliver new types of activity that will appeal to a wide range of young people. More than 250 people are now regularly involved in the delivery of sessions, compared with only 120 at the start of the programme.

Another major task for co-ordinators is to work with clubs to develop new activities for young people. And this collaboration has also produced “club nights” at local sports centres, where young people get the chance to try out up to three new activities with coaches from local clubs.

Feedback from the two events held so far, attended by 350 young people, is extremely positive. The co-ordinators also link with sports clubs to deliver more comprehensive packages.

At the start of Active Schools, many people felt that the co-ordinator approach was destined to fail. Two years on in East Dunbartonshire, that myth has been dispelled. More young people take part in more activity sessions more often than they did previously.

There is still some way to go in order to reach every young person achieving their daily target of one hour of physical activity. But Active Schools co-ordinators are building a structure that may, in the future, be able to deliver a healthier Scotland for young people.

Keith Joss is Active Schools Manager for East Dunbartonshire and Eric Gotts is an East Dunbartonshire Councillor and GTCS Council member.

THERE IS STILL SOME WAY TO GO IN HAVING EVERY YOUNG PERSON ACHIEVING THEIR DAILY TARGET OF ONE HOUR OF PHYSICAL ACTIVITY

IN THE WORDS OF A SPORT STAR...

Scotland's tennis ace Andy Murray said: "Playing sports and being active has been a big part of my life. Participating in sports of any kind is great for kids as it helps them develop and keeps them fit and active."



Children enjoy putting at Bridgend Golf Club

© Rob Eytton-Jones

YES to a new business class

The next generation of entrepreneurs will increasingly rely on teachers to bring out their business acumen, writes Jo Muirhead.

Teachers will become essential in helping turn pupils into the next Alan Sugar, according to head of Scotland's successful scheme for young entrepreneurs. Stuart Miller, Chief Executive of Young Enterprise Scotland (YES), believes it will be impossible to sustain business enterprise in schools without training teachers to deliver it.

YES is one of Scotland's leading providers of Enterprise in Education for 5-25 year olds. Originally known for the Company Programme, through which S5-S6 pupils set up their own listed company and produce goods or a service to sell at local area trade fairs, YES has recently started working with primary schools, an area in which it has seen massive growth.

Stuart Miller claims that it is never too early to start educating children about enterprise.

"Youngsters in primary schools have no inhibitions", explained Stuart. "They have all the courage in the world."

And to sustain this growth, and bring out the

courage of pupils, the scheme is looking to teachers. YES has recently become an approved CPD provider through a teacher training partnership with East Renfrewshire Council and is now delivering business and leadership training to Headteachers and deputy Headteachers in the area, who "come away with their leadership, decision making, communication skills all enhanced in a different way,"

Stuart said.

He highlights that the modules are particularly useful for teachers with no background in business planning and enterprise education who require additional support. Stuart, who hopes to develop similar CPD opportunities in other local authorities,

explains the reason for the modules: "Traditionally we've always said we will bring business people in. But if we're going to sustain enterprise education and build leadership into the curriculum in schools, then there is a chance there to go in and start training teachers".

Young Enterprise offers a wide range of primary



IT IS NEVER TOO EARLY TO START EDUCATING CHILDREN ABOUT ENTERPRISE

and secondary programmes, which give pupils the opportunity to meet their full potential, raise their self-esteem and test their business ideas. In the last three years, the company focus has shifted to hard-to-reach pupils.

Stuart believes that it is possible to teach core skills in a business-oriented way, through which disengaged students see literacy and numeracy as life skills rather than those limited to the classroom. The most important thing is that pupils have a reason for learning.

According to Stuart, these pupils could easily be in a better financial position than their more academic peers if they learn the right skills.

"A lot of people who are not going to go on to further and higher education have the potential of being the next self-employed plumbers and electricians and could be earning a handsome salary of about £70,000-£80,000 by their mid to late 30s if they're enterprising."

Training teachers to deliver enterprise education may mean YES giving up some of its unique selling points, but for Stuart, it is the only way forward to foster the next generation of entrepreneurs.

For further information on enterprise in education, visit www.yes.org.uk or www.determinedtosucceed.co.uk

New website for probationers

The General Teaching Council for Scotland has launched a new website for teachers undertaking probationary service in Scotland. The site, launched at the end of January, will act as an online support network guiding probationers all the way to full registration.



- **Induction year guidance**
- **CPD**
- **Alternative route**
- **Hints & tips**

www.gtcs.org.uk/probationweb