

# teaching **scotland**

ISSUE 23

SUMMER 2007

THE VOICE OF THE TEACHING PROFESSION

## **FACING THE CHALLENGES AHEAD**

Matthew MacIver and Fiona Hyslop  
spell out their priorities for teachers

**Also inside:**

**A guide to the  
Standard for Full  
Registration**

**Teacher Survey**

**The Scottish  
Learning  
Festival 2007**

**gtc**  
SCOTLAND

# Our system is a model for other countries

By invitation, I travelled to Australia in March to explain the successes of the Teacher Induction Scheme in Scotland.

A report entitled "Top of the Class" commissioned by the Australian Government had recommended that Australia should adopt the Scottish model.

My visit to Australia entailed meetings and seminars in Melbourne and Canberra. My whole itinerary was co-ordinated by the Victoria Institute of Teachers in Melbourne.

While in Melbourne, I addressed a meeting of civil servants, a meeting of educationalists composed mainly of teachers, the Faculty of Education at Melbourne University, the Chief Executives of the Australian Teaching Councils and the Minister's Policy Adviser. In Canberra, I gave a presentation to a large group of senior civil servants and I had a meeting with a new professional body, Teaching Australia.

What has emerged from the whole process, of course, is a reappraisal of where we are in Scotland and where we should be going. In reflecting on present practice, I had to think in terms of where we are going and also I had to reflect on some sharp observations and thoughts that were made on what we are doing in Scotland.

How then should we think in terms of developing the system? There is no doubt that in creating the present system we have raised expectations. We have given probationers a permanent post for a year and, whether we like it or not, we have raised expectations that these posts will remain permanent. Therefore, there is an employment issue to be resolved and we need to engage the local authorities in that discussion. There should be no such thing as a guaranteed job, yet we need some national consistency.

Some local authorities adopt a very caring attitude to their probationers and work with them in trying to work out their future; some do not. Some promise permanent posts; some do not. Given that we have a teaching profession in Scotland which is very static, do we need to look again at the five choices and how they relate to employer attitudes and practices? There is certainly an employment issue to be discussed.

The next issue that we need to explore is the continuum into Year 2 and beyond. Having given our probationers a year of professional support and professional development, why do we let them down so badly in their second year of teaching? In terms of professional development, what have we learned from

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## IN CREATING THE PRESENT SYSTEM WE HAVE RAISED EXPECTATIONS

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Year 1 that we can incorporate into Year 2? The answer is that we have learned plenty and we now have to apply these lessons. We now need to focus very carefully in Scotland on a CPD strategy which builds on what is a very firm foundation. It seems to me that this is the only logical strategy to adopt.

We need a clear view of a national professional development system which builds on the success of the Induction Scheme and which anticipates the demands of the various Standards. That is certainly a strategy worth pursuing and one which interested colleagues in Australia. In introducing a new system of inducting teachers to the profession, was Scotland planning to solve the leadership crisis that will emerge in all countries with an ageing profession? In other words, were we deliberately creating a new breed of teacher who would accept



leadership responsibilities early in their career? I had to admit that this was not a criterion when the scheme was introduced; yet it is something that we should be considering seriously.

To do that, we need a discussion to take place involving the employers, the national organisations and the universities. It is time to involve Higher Education in the continuing professional development of teachers. We are beginning to see it in the "Teachers for a New Era" being developed by Aberdeen University. That approach now needs to be expanded as we look towards a teaching profession that is going to be fit for purpose for a new world. I think we should also be asking other questions of the universities in the light of the new Induction Scheme. Have they changed any part of their courses because of what has happened? How do they see themselves becoming a more integral part of the CPD continuum?

One of the questions that I was asked after every presentation was whether we were getting value for money in terms of the public funding that was invested in the Induction Scheme. My answer was always in the affirmative, but I had to admit that no research had yet been carried out on this. Do the probationers who have gone through the Induction Scheme teach more effectively than those who have not? Is there an appreciable effect in the classrooms? We do have to look seriously at research projects in relation to the Induction Scheme. Nevertheless, I did point out that we analysed our interim and final reports extensively.

A handwritten signature in black ink that reads "Matthew M Maclver". The signature is written in a cursive style.

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



Two areas lie at the heart of the General Teaching Council for Scotland – regulation and the professional standards. Firstly, the Council seeks to maintain and enhance these standards, guiding teachers through their career pathways from being probationer teachers through the Standard for Full Registration (SFR), on to the Standard for Chartered Teacher, Professional Recognition and through to leadership.

This magazine reminds teachers that the SFR is there to be met throughout their teaching career and the inserted leaflet will guide teachers through why that is important.

Regulation is the other area of work that the Council carries out on behalf of Scottish teachers, acting as the gatekeepers to the profession and making sure, in terms of conduct and competence, that the profession is trusted and safe.

There are other standards that teachers set themselves to go that extra mile other than reaching targets or gaining awards. This magazine highlights Willie Allan, who epitomises what an inspirational teacher is, and hears from Mike Stevenson, who shows teachers what confidence can do.

If you would like to contribute to the profession and have ideas, examples or stories to tell about your professional life, we would be delighted to hear about them, so please contact us and we'll spread the word.

Glenise Borthwick  
glenise.borthwick@gtcsc.org.uk

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**WHILE COLLEGE PARTNERSHIPS REQUIRE A FAIR AMOUNT OF EFFORT, THEY ARE A WIN-WIN FOR EVERYONE**

*Margaret Forisky Page 15*

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## UPDATE YOUR ADDRESS AND STAY ON THE REGISTER

Following an 18-month campaign to ensure that all teachers inform GTCS of their correct address, we have now commenced a process to remove teachers with incorrect contact details from the Register.

GTCS can be contacted in many ways to update details, including online at the MYGTCS area of the website, via email to [customerservices@gtcs.org.uk](mailto:customerservices@gtcs.org.uk) or by writing to the Teacher Registration Department, Clerwood House, 96 Clermiston Road, Edinburgh EH12 6UT.

Read more details on the website [www.gtcs.org.uk](http://www.gtcs.org.uk)

## NEW TEACHER WEBSITE GROWS

As the end of 2006/07 session approaches, with current Teacher Induction Scheme (TIS) and Alternative Route probationer teachers preparing to become fully registered, student teachers are getting set to take their places in the classroom.

And the GTCS is gearing up to support them at every stage of the process with its recently launched website [www.gtcs.org.uk/probationweb](http://www.gtcs.org.uk/probationweb)

Since February, when the site replaced Blackboard as the main route for probationer teachers to access resources and support online, including interim and final profiles (TIS) and reports (Alternative Route), it has grown in both size and popularity.

"The process of becoming a teacher can be a stressful one," said site editor Jonathan Melville.

"We've asked teachers who have been through both the TIS and the Alternative Route to tell us what it was like for them, with new hints, tips and experiences added weekly."

With advice on job hunting, coping with pupil (and teacher!) stress and tips for the start of the new term in August, the site is a unique resource for both new and experienced teachers.

To find out more, visit [www.gtcs.org.uk/probationweb](http://www.gtcs.org.uk/probationweb) today.

# Changing faces and attitudes

Pupils with conditions, injuries and illnesses which affect the way they look form a significant but thinly spread group for whom school can be especially challenging.

One in 500 children has a facial disfigurement that affects their ability to lead a normal life, and one in 100 has a less noticeable mark or scar.

When someone has a disfigurement, staring is natural and curiosity is inevitable. Good social interactions require reactions to disfigurement to be addressed.

Your pupils need your help to develop and practice strategies, including answers and other social gambits.

Replacing social awkwardness with a comfortable social flow around disfigurement is just one of a range of interventions schools can

put in place to help resolve difficulties.

In time, your pupil with a disfigurement can begin to enjoy meeting classmates on the bus or in the playground instead of running the gauntlet of turned backs or snide comments.



*To find out more, contact Gareth Jenkins, Changing Faces Scotland, PO Box 17326, Edinburgh EH12 1BN. Call 0845 4500 640, email [scotland@changingfaces.org.uk](mailto:scotland@changingfaces.org.uk) or visit [www.changingfaces.org.uk](http://www.changingfaces.org.uk)*

## Obituary: Wolseley Brown

Wolseley Brown, who died in February at the age of 69, was a primary teacher who spent most of his professional life in Golfhill Primary School in Airdrie.

His contribution to the General Teaching Council for Scotland was enormous. He was a member of the Sixth Council in 1987 to the Ninth Council in October 2001. During that time, he was a continuous member of the Discipline Sub-Committee and the Accreditation and Review Committee.

When I arrived as Depute Registrar in 1998, Wolseley was then a very sure-footed Convener of the Exceptional Admissions to the Register Committee. I learned much from him about the whole area of entry requirements for teachers.

But it was in the last Council that we saw his greatest contribution. He was superb as the Convener of the Finance & General Purposes Committee. His partnership with our Depute Registrar (Finance), Gordon McIntyre, was astonishing. They were a formidable financial team who guarded the Council's finances jealously.



Yet he was extremely generous to the staff and, along with the retiring Convener, Norma Anne Watson, he was responsible for the good conditions of service that are now in place at Clerwood House.

Wolseley will long be remembered at GTCS. He gave huge amounts of his time and energy enhancing teachers' conditions and professional standards.

He was one of the great personalities of the Council and regarded affectionately by all of us. We send wife Jeanette and son Ewan our sympathies.

**Matthew M MacIver**  
Chief Executive/Registrar

# Survey of Scottish teachers

Six years on from McCrone, what does it feel like to be a teacher in Scotland? We are seeking your views through a national survey of teachers in Scotland. The survey explores your experiences of work, your relations with colleagues and your schools' ethos and professional culture. It is part of the Applied Educational Research Scheme (AERS), an independent research programme funded by the Scottish Executive Education Department and the Scottish Funding Council.

The results will be fed to the Scottish Executive Education Department. The GTC, EIS, SSTA and LTS have all given their support to the survey.

The leaflet in this edition of *Teaching Scotland* explains how to complete the survey – it is mainly web-based ([www.abdn.ac.uk/websurveys/aers](http://www.abdn.ac.uk/websurveys/aers)), but with the option of an email or paper version. If you have any queries, contact Cathy Howieson, University of Edinburgh, on 0131 651 6241; email [c.howieson@ed.ac.uk](mailto:c.howieson@ed.ac.uk), or Ralph Catts, University of Stirling, on 01786 466273 or email [ralph.catts@aers.ac.uk](mailto:ralph.catts@aers.ac.uk)

## Raising Gaelic's profile

The first National Plan for Gaelic was published by Bòrd na Gàidhlig on 26 March. This route map for the future of the language contains a detailed National Gaelic Education Strategy that sets out development priorities for the next five years.

Rosemary Ward, Education Manager at Bòrd na Gàidhlig, said: "The establishment of a National Gaelic Education Steering Group is a high priority for the Bòrd and arrangements are in place to set up this group shortly.

"Angela MacGillivray, Teacher Recruitment Officer for Bòrd na Gàidhlig, has had a busy first six months in post and has been raising awareness of Gaelic teaching opportunities in schools and universities across Scotland. The education team is also currently planning a National Gaelic Probationer seminar for June and will be conducting a teacher survey in the next few weeks."

Contact 01463 225454 for more information. A Gaelic version is available on [www.gtcs.org.uk](http://www.gtcs.org.uk)

# A wry look at education

Award-winning author Christopher Brookmyre joined a distinguished roll call of speakers when he gave the GTCS national lecture.

This was the first occasion that the Council had taken the lecture to Glasgow and the response was overwhelming with all tickets sold.

The GTCS takes seriously the part it plays in bringing together teachers and educational partners to hear comment on educational issues.

Christopher is the celebrated Scottish novelist who likes to mix politics and social comment with strong narrative.

Since 1996, he has been collecting

awards for his novels and won international praise for his characters and bold narratives.

His recent novel, *A Tale Etched in Blood and Hard Black Pencil*, is about language, survival in the playground and school experiences.

There will not be a teacher who does not recognise the pain, anguish and humour of the school memories evoked in the book.

A full review of the lecture is on the GTCS website [www.gtcs.org.uk](http://www.gtcs.org.uk) *The winner of the signed copy of Christopher's latest novel was Jackie Gallagher, Chirside Primary, Glasgow.*

## DEPUTE HEAD HAS GLOBAL AMBITIONS

Grant Gillies, a primary Depute Head from Midlothian, is taking a sabbatical year, having just completed his SQH. Learning and travelling abroad is Grant's ambition and he will be writing for us over the next year both online and in future editions of *Teaching Scotland*.

## GTC SCOTLAND CONVENER RETIRES



The Convener of the General Teaching Council for Scotland, Mrs Norma Anne Watson, retired in May 2007.

Norma Anne has been an elected member of the Council since February 1991 and Convener since November 1991. She has ably led the last three Councils as Convener, seeing the Teaching Council grow in powers and responsibility. A popular member of Council, she has shown loyalty and determination both in working for the conditions of staff at the Council and for teachers in Scotland.

Norma Anne has worked tirelessly in her position, making sure that the professional standards and standing of teachers are recognised and enhanced.

She gave of her time endlessly and selflessly for which the teaching profession owes her greatly. A full article outlining her work at the Council will be in the October *Teaching Scotland*.

## LOG ON TO READ ALL ABOUT IT!

*Teaching Scotland* is now online in a new and exciting format and design. The online version will complement the printed version with further reading and in-depth articles.

In the future, we hope to include surveys and discussion forums on the published items. So watch out for your new online version and visit [www.gtcs.org.uk](http://www.gtcs.org.uk) to view.

# Creating classroom confidence is essential

A message from Matthew MacIver to Fiona Hyslop, Cabinet Secretary for Education and Lifelong Learning.



Recently, a new Government was formed and a new Cabinet Secretary for Education and Lifelong Learning appointed. What would I want to say to Fiona Hyslop?

First, I want to tell her that good teaching is going on in Scottish schools every day. I am tired of the constant media messages that threaten to undermine not just morale but also people's confidence in the profession.

Let's make sure that politicians know that each one of the 85,000 teachers on the register is a very capable professional. Some of them work in very difficult conditions, but still manage to carry out their professional responsibilities well.

Next, I want to tell her that we do certain things in Scotland better than anywhere else. Let me give you an example. Invited by the Australian Government, I went out to brief senior civil servants in Canberra on the successes of the Teacher Induction Scheme in Scotland.

A report commissioned by the Australian Government had recommended that Australia should adopt the Scottish model. The Induction Scheme for new teachers in Scotland is better than any other model in the world at the moment. The system involves an annual investment by the Government of about £40m. That is a very

substantial public investment in young teachers. It is one which we should be proud of. But it is not perfect and we must keep on developing it.

Then I would tell her that the review of the Chartered Teacher must continue and that the concept of the Chartered Teacher must be retained. Nobody knows better than me of the fundamental flaws in the Chartered Teacher programme. Of course I do.

But the philosophy underlying it is so critically important. It actually acknowledges and recognises the worth of classroom teaching. Let's not forget that one precious fact. That's why I want us to continue with the Chartered Teacher programme, but I do want some radical reform.

Yes, I would have liked more Chartered Teachers in the system. Yes, I would like fewer media reports relating that the scheme is a failure. Yes, I would like more than the 2,500 teachers who are presently working through the universities towards the status of Chartered Teacher. I would like all of these and more.

That's why I want Fiona Hyslop to continue with the review and address questions such as the cost to teachers of following the programme. I want also to come back to the Curriculum for

Excellence and I want to tie it in with the demands for vocational education.

I have a very particular perspective on both of these and the reason I have placed them together is because the principles underlying them are the same. But I want to place them together for another reason. We have heard that common sense has prevailed and Lifelong Learning has been brought into the education portfolio. That is to be welcomed.

The General Teaching Council was set up by an Act of Parliament in 1965 to ensure that children in Scotland would never again be taught by unqualified and unregistered teachers. Over the years, we have developed a teaching profession with robust entry standards – a profession that is the envy of many countries in the world. We now have an all-graduate profession that has regulated itself robustly for more than 40 years.

During these 40 years, our model has been followed by many countries throughout the world. Sometimes we have been accused of being inflexible, but at all times, we have been admired for setting and maintaining very high professional standards. That is the context within which the profession has to view the coming curricular reforms.

As a Council, we have tried to anticipate these changes by introducing the concept of Professional Recognition and acknowledging that some teachers will wish to move to other subject areas and to other sectors. When the 1956 Code was repealed by the Government, I was afraid that the profession would no longer control its own registration destiny. I could see that the flexibility demanded by local authorities and the flexibility demanded by the Curriculum for Excellence could lead us into a world where teachers might be asked to teach in areas where they had no knowledge base.

There was a danger that we could return to the bad old days. I did not want that. I wanted teachers who wanted to move sectors to have completed certain CPD courses and to be eligible for recognition in these new areas of expertise.

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**OVER THE YEARS, WE HAVE DEVELOPED A TEACHING PROFESSION WITH ROBUST ENTRY STANDARDS THAT IS THE ENVY OF MANY COUNTRIES IN THE WORLD**

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# Tomorrow's Scotland is in our hands today

Let me give you a few examples. I did not want a teacher moving from P6 to P7 to S1-S2 without a certain amount of knowledge and professional awareness. I did not want, for example, the History teacher to become a Geography teacher overnight. I wanted a professional assessment made by a professional body of how and when that change could come.

My first intention, therefore, was to ensure that teachers wishing registration in other subject areas had a recognised knowledge base. I also wanted the profession itself to control and manage the changes. We do now have teachers moving to secondary from primary; fewer make the opposite journey, but some do, some moving into other subject and curricular areas. That flexibility has been achieved with, I believe, no loss of professional standards.

That balance between flexibility and professional standards is not an easy one. And it is one that we will increasingly face in the next few years. We must resist the demands that will inevitably come for anyone with a practical skill to teach children in schools, yet we must accept that thousands of young people deserve a better curricular experience than they have at the moment.

I think we as a profession have to engage very seriously in this debate. That is why I welcomed with open arms the Curriculum for Excellence. I hope schools do take advantage of the new environment that could be created in our classrooms if head teachers take advantage.

I think much responsibility will lie with head teachers in allowing teachers to breathe, create and teach with more freedom than they have had in the past 20 years. I believe head teachers are critical to that process, to creating confidence within the classrooms and to motivate and enthuse teachers in their schools.

It will not be an easy process. But long after we have all retired, a younger generation of teachers will thank us for going through this particular pain barrier.

Finally, I wish Fiona Hyslop the very best as she takes on this vital portfolio.

Schools are at the heart of our communities and have a critical role to play in Scotland's future success. To build the smarter, more successful Scotland which we want, we must have a well-qualified and educated workforce.

As people are the powerhouse of our country and the economy, it's vital that everyone is equipped with the first-class skills they need to ensure Scotland can play its part in a competitive, global 21st century workplace.

That's why education and lifelong learning are at the heart of the new Scottish Government's objectives. My colleagues and I are committed to delivering our objectives to make this country smarter, greener and healthier, as well as wealthier, fairer, safer and stronger by working together to ensure that each portfolio plays its part in achieving our collective goals.

It's easy to see how education is central to our aims. Clearly, education is crucial if we are to make the country smarter – through early intervention, opportunity and achievement in schools and by breathing life into lifelong learning. Schools are also the places where tomorrow's responsible citizens can acquire healthy and eco-friendly habits that can last a lifetime.

And, if Scotland's economy is to develop in the way that we want, it's crucial that our young people are equipped with the right skills.

Schools are not just places where children go to learn and gain qualifications – important though that is. They have a key role in developing children for life as rounded, well-adjusted individuals.

As teachers, you have a privileged role to play in young people's lives and your input can make a lasting impact. Here in Scotland we have many excellent teachers who make a difference to children's lives each and every day.

I'd like to reassure you all that this new Scottish Government does not mean that it's time for out with the old, and in with the new. I've listened to



your concerns about the burden of numerous initiatives and constant change and I very much value the contribution which teachers make. There are many things which are good about Scottish education and that's why I have a long list of programmes and initiatives which I want to keep.

However, I also think continuous improvement in all fields of life – and particularly education – is important. We can always strive to do better. While we might want to put a different slant on some existing ideas, our intention is to keep much of what we have got, build on it and drive it forward.

Over coming weeks, we will be outlining ways in which we believe our education system, schools and teachers can continue to develop to ensure all Scotland's youngsters are ready to play their part in our smarter country.

It's our intention to deliver smaller classes, review the operation and implementation of mainstreaming policy and increase entitlement to free school meals. We're also recognising the importance of excellent language skills, science and technology training, as well as the increasing importance of vocational learning.

In education, we must never forget that tomorrow's Scotland is in our hands today. We must have the self-confidence, self-belief and self-esteem to seize the opportunity to build a Scotland which we can all be proud of.

*Fiona Hyslop MSP, Cabinet Secretary for Education and Lifelong Learning.*

# Teacher numbers are on the increase

The latest statistics show a healthy rise in registration figures – and an interesting snapshot of Scottish teaching.

Last year, the GTCS registered 5,360 teachers to teach primary, secondary or further education within Scotland. Of these, 1,167 who were registered between 1 April 2006 and 31 March 2007 were recruited from outside Scotland.

The figures clearly show a steady and healthy rise in registration totals over the past three years.

As of September last year, 3,549 probationer teachers took up placements on the Teacher Induction Scheme with

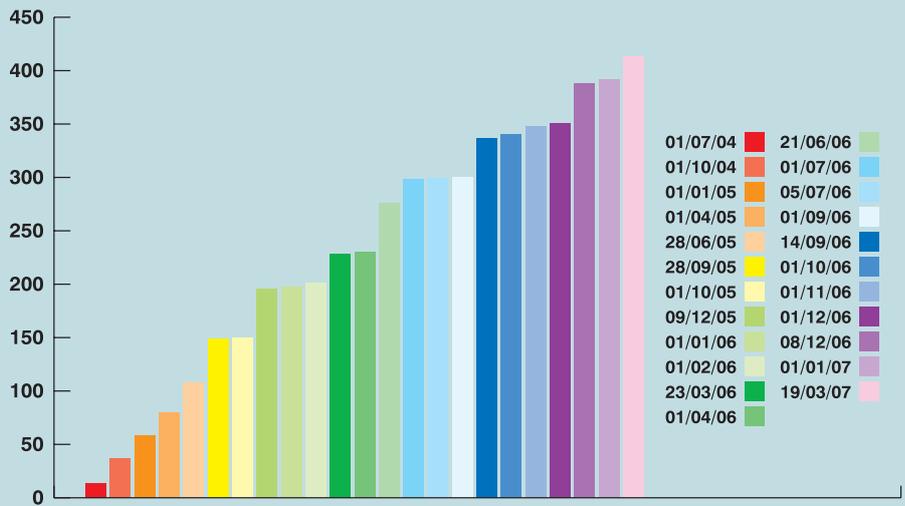
## THE TOP TEN SUBJECTS OF NEWLY QUALIFIED SECONDARY TEACHERS FROM THE 2006/07 COHORT INDICATE THAT THE MORE TRADITIONAL SUBJECTS SUCH AS MATHEMATICS AND ENGLISH ARE STILL FIRM FAVOURITES

82.3 per cent in the primary sector getting their first preference of local authority. More than 67 per cent of probationary teachers in the secondary sector were allocated to their first preference local authority.

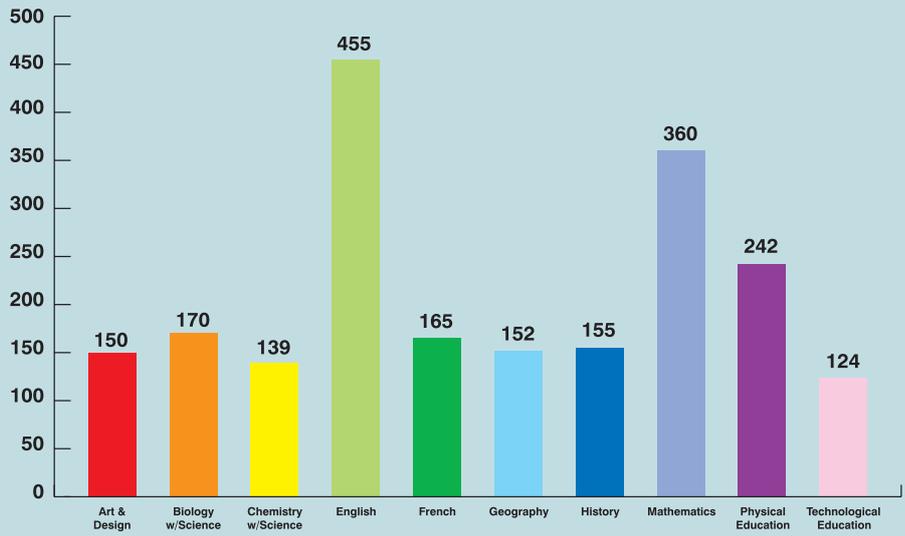
The top ten subjects of newly qualified secondary teachers from the 2006/07 cohort indicate that the more traditional subjects such as Mathematics and English are still firm favourites.

For more statistical information on the registration, induction and probation of newly qualified teachers, see [www.gtcs.org.uk/publications/publishedresearch](http://www.gtcs.org.uk/publications/publishedresearch)

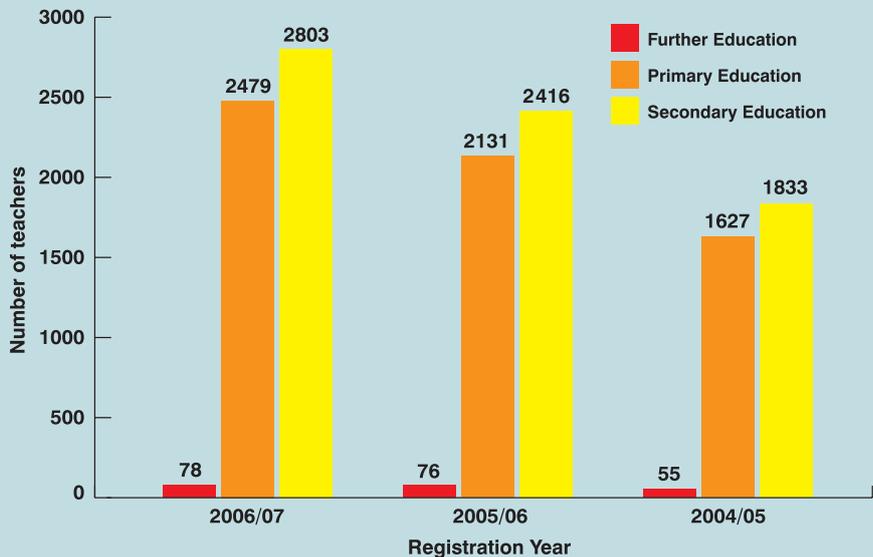
INCREASE OF THE NUMBER OF CHARTERED TEACHERS IN SCOTLAND FOLLOWING EACH NATIONAL PANEL MEETING



TOP TEN REGISTERED SUBJECTS IN 2006/07 (SECONDARY)



REGISTRATION TOTALS BY VOTING CATEGORY



Learning and Teaching Scotland presents

# The Scottish Learning Festival

## Excellence in the Learning Age



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Stephen Heppell  
Pasi Sahlberg  
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## WEDNESDAY

Seminar Code **K A** 10:45

### Turnaround Schools, Turnaround Systems

**Michael Fullan, former Dean, Ontario Institute for Studies in Education**

All too often, educational leaders are called on to reverse bad situations – students who are performing below expected standards, teachers who don't trust management, schools who have lost the confidence of their local communities. In this keynote address, Michael Fullan redefines 'turnaround leadership', arguing that turnaround thinking must move from a quick fix to efforts that result in deep and lasting improvement.

Michael will discuss the dynamics of what makes societies and education systems healthy or sick. He will identify the positive things turnaround schools do to get off the critical list, and explores what it takes to motivate large numbers of people to go beyond short-term solutions in order to achieve fundamental, sustainable reform. Ultimately, he will focus on the critical role of leadership: not the Lone Ranger leader who rides into town and saves a single school, but leaders whose very actions change the systems in which they work.

Seminar Code **K B** 14:30

### Ministerial Address

Learning and Teaching Scotland is pleased to announce that the Minister will deliver an address outlining the Executive's ambitions for Scottish education over the next year.

Seminar Code **K C** 17:00

### Twenty-first Century Learning: New Ambition, New Pedagogy, New Buildings, New Opportunities

Stephen Heppell

As the 21st century unfolds we can see that this first decade is already characterised by a more global world of 'helping people to help each other', with viral, peer-to-peer, agile, collaborative and creative outputs valued above the standards and conformity of the 20th century. Technology has arguably brought this about, although some would argue that the organic and collegiate world we now find ourselves in is more in line with history than the passive couch-potato world of the late 20th century.

Nevertheless, an education world of 'helping people to help each other' is challenging for organisation, for assessment, for institutions, for teachers and learners too. In addition, learning is finally, rather belatedly, going global too. The school curriculum sounds anachronistic in a world of global trading, worldwide holidays and international commerce and communication. If key institutions like universities are struggling to come to terms with this new century, the learners certainly have no problems.

In his keynote, Stephen will look at all these issues in the context of the work he has been engaged in with Scottish schools.

There are over 150 sessions to book from at  
[www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk)

## THURSDAY

Seminar Code **K D** 11:30

### Making Learning Irresistible: The Challenge in England

**Mick Waters, Director of Curriculum, QCA**

New curriculum developments need to be based in the fitness of the learning offered to meet the challenge of the changing society into which children will grow to adulthood. This spotlight session will tease out the essentials of the current curriculum debate in England and parallels (or otherwise) with a Scottish experience can be drawn. There will be a focus upon learning, from the national level to the point at which it meets the pupil. It is intended that the spotlight session will be worthwhile, challenging and enjoyable ... irresistible!

Seminar Code **K E** 15:00

### Common Futures, Different Pasts: Global Solutions to Curriculum Challenge

**Pasi Sahlberg, Senior Education Specialist, World Bank, Washington**

Most education systems are in transition, regardless of how well these systems are performing. Schooling that was once seen as the right way to prepare new generations for the predictable future has become challenged by many as the times are changing. Curriculum has been perhaps the most commonly used tool in making education serve for social transformation, economic growth and technological change. As nations are coming from different pasts of tradition, ideology and social values, they are today facing similar global challenges that education, among other things, is addressing. Climate change, digitalisation, global health risks and lifelong learning are just a few of those global issues. Despite common futures, countries are using differing policies and strategies in adapting their curriculum and assessment systems to the changing educational environments. This presentation explores how nations are adapting to changing the curriculum and the issues that surround assessment, increased school accountability and productivity.

### The Scottish Learning Festival is sponsored by



## WEDNESDAY

Seminar Code **L 1 A**



### Outcomes and Experiences for Effective Learning

**Margo Williamson, Programme Director, LTS**

Outcomes and experiences for the Curriculum for Excellence provide broad statements of learning which require a range of teaching and assessment approaches. They indicate the direction of travel and offer opportunities for the gathering and interpreting of evidence. Through the use of these outcomes and experiences we can motivate, enthuse and challenge young people. Margo Williamson, LTS, and Chris McIlroy, HMIE, will highlight how all the partners in Scottish education are working together to achieve this goal.

Seminar Code **L 1 B**



### Glow and the Curriculum for Excellence

**Marie Dougan, Programme Director, LTS and Margo Williamson, Programme Director, LTS**

The Curriculum for Excellence requires creative teachers, creative environments and creative learners. Using the unique schools digital network (Glow) we can show Scotland as a leader of education for all learners 3–18. This session will show how the synergies between Glow and the Curriculum for Excellence place Scotland in a very exciting place in the world.

Seminar Code **L 1 C**



### Making Learning Irresistible: The Challenge in England

**Mick Waters, Director of Curriculum, QCA**

New curriculum developments need to be based in the fitness of the learning offered to meet the challenge of the changing society into which children will grow to adulthood. This spotlight session will tease out the essentials of the current curriculum debate in England and parallels (or otherwise) with a Scottish experience can be drawn. There will be a focus upon learning, from the national level to the point at which it meets the pupil. It is intended that the spotlight session will be worthwhile, challenging and enjoyable ... irresistible!

Seminar Code **L 1 D**



### Developing Strong Leadership through Problem-based, Experiential Learning

**Dr Sandra J Stein, CEO, New York City Leadership Academy**

The greater demands of FE/HE and the workplace mean that education leaders must meet increasingly higher expectations. Across the education community, experts have developed creative methods to prepare educators to meet these demands. This session will discuss a problem-based, experiential learning and strong leadership training programme to prepare educators in transforming schools into environments where all students can succeed.

Seminar Code **L 1 E**



### Tall Tales about the Mind and Brain

**Sergio Della Sala, Human Cognitive Neuroscience, University of Edinburgh**

There is a gap between what scientists know about the mind and brain and the assumptions drawn from sources of everyday information such as newspapers and television. In this talk several mind myths will be tackled, for example the fallacy that we only use 100 per cent of our brains, the assumption that our right brains function as artistic hippies, or that listening to Mozart make us more intelligent. Whole industries flourished on these dubious claims which do not spare education.

## THURSDAY

Seminar Code **L 1 G**



### International Education in Action: 3–18

**Dr Judith McClure, CBE, Headteacher, St George's School**

Scottish schools should promote an understanding and awareness of Scotland and its place in the world and promote the development of global citizens through embedding an international dimension into the educational experience of all its pupils. This session will present the range of opportunities available to practitioners to engage pupils in international visits, exchanges, work experience and planned projects. It will highlight the work of the Scotland China Education Network and also illustrate the creation of links with schools across the world by pupils from 3 to 18.

Seminar Code **L 1 H**



### Science Education: Evolution or Revolution?

**Prof Jack Jackson, Formerly Assistant Chief Inspector, HMIE**

The Science Strategy for Scotland identified two main aims, namely to secure very high levels of achievement by those specialising in science and to ensure all learners acquire the capacity to cope as citizens and decision makers when dealing with scientific issues. The Curriculum for Excellence provides a unique opportunity, not only to reform what is taught, who should teach it, and how and where it is learned, but also to consider wider implications such as continuing professional development, promoting broader achievement and encouraging active participation beyond the formal curriculum.

Seminar Code **L 1 I**



### Early Years Curriculum: Opportunity or Challenge?

**Prof Aline-Wendy Dunlop, Chair of Childhood and Primary Studies, University of Strathclyde, Glasgow**

The Curriculum for Excellence 3–18 faces early years practitioners with the possibility of considering what the curriculum for young children should be like. This presentation aims to weave a learning story that embraces creativity, imagination, progression in learning and playful approaches in order to consider the support that early educators need as they embrace the challenge of changing classroom practices.

Seminar Code **L 1 J**



### Building Teaching Practice that is Collaborative, Public and Powerful through Professional Learning Communities

**Gary Bloom, Associate Director, New Teacher Centre, University of California Santa Cruz**

In the USA, many schools are building their reform efforts on a foundation of professional learning communities that engage participants in honest examination and refinement of their daily practice. This session will discuss the characteristics of effective teacher and principal learning communities. We will examine a variety of models of gathering data and insights that can inform changes in individual and school practices, transforming the teaching profession and accelerating student achievement.

#### KEY

-  Towards the Curriculum for Excellence
-  Excellence and Ambition
-  Support for Teachers and Learners
-  Leadership
-  Skills for Work and Life
-  International Perspectives

# The Scottish Learning Festival 2007

The Scottish Learning Festival is the annual national educational conference and exhibition that provides inspiration for better teaching and learning to help create a confident teaching profession for the twenty-first century.

Delegates have the opportunity to take part in inspirational presentations from world renowned keynote speakers, spotlight presentations by experts in their own field, stimulating discussions and over 150 practitioner-led seminars. In addition there are over 150 exhibitors and a variety of fringe activities including a local authority village, poster sessions and a cultural gallery.

The majority of seminars and workshops on offer are presented by practitioners who have identified strategies and resources that enable them to achieve their teaching and learning objectives. Educationalists from almost every local authority in Scotland will demonstrate best practice and local solutions in support of national education initiatives. Groups of school pupils from around the country will also demonstrate how they use a variety of resources to assist their learning.

## GTCS at the Scottish Learning Festival

This year a number of seminars will be delivered by the GTCS. **Ron Clarke**, Professional Officer (Probation and CPD) will report on research carried out to evaluate the working of the Teacher Induction Scheme on Wednesday 19 September at 15:45. Also on the

Wednesday at 16:45, **Rosa Murray**, Professional Advisor (CPD), will explore how teachers are developing leadership skills through CPD.

On Thursday 20 September at 09:30 **Ian Matheson**, Education Planning and Research Officer, will share outcomes from the teacher researcher programme. At 13:00 **Rosa Murray** will explore international opportunities and professional recognition for Scottish teachers and at 14:00 **John Adams**, Teacher Registration Manager, will take delegates through the process for registration. Visitors will also be able to come along to stand E34 in the exhibition hall and speak to staff from the GTCS.

Further information can be found on the Scottish Learning Festival website, [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk)

## Book early

Each visitor has the opportunity to attend one keynote and two seminars per day free of charge. To book simply complete and return the attached registration form or register online at [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk). You can also use this form to register for the exhibition only. To guarantee places at the seminars of your choice you are strongly advised to make your selections and return the booking form before the summer break.

To request a copy of the conference programme or if you have any queries about the Scottish Learning Festival call 0870 421 1938 or email [Festival@LTScotland.org.uk](mailto:Festival@LTScotland.org.uk).

## Registration Form for Conference and Exhibition

Please visit [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk) for the full seminar programme.

You may attend one keynote and two seminars or spotlights of your choice, on each day. Please enter the seminar codes in the boxes to guarantee your free place.

Wednesday 19 September 2007

KEYNOTE CODE

SEMINAR CODE

SEMINAR CODE

Thursday 20 September 2007

KEYNOTE CODE

SEMINAR CODE

SEMINAR CODE

### A. TYPE OF ESTABLISHMENT

- (Tick one box)*
- 01  Nursery/Pre-school  
 02  Primary School  
 03  Primary School (Independent)  
 04  Secondary School  
 05  Secondary School (Independent)  
 06  FE College  
 07  Adult Education  
 08  Teacher Education Institute  
 09  University  
 10  Special School  
 11  Education Trade/Industry/Commerce  
 12  Local Authority  
 13  Economic Development Agency  
 14  SEED  
 15  Consultancy  
 16  Learning Support Centre  
 17  Learning and Teaching Scotland  
 18  Other *(Please specify)*

- 11  Classroom Assistant  
 12  Student Teacher  
 13  Librarian  
 14  School Board  
 15  Bursar/Facility Manager  
 16  Administrator  
 17  HMI  
 18  IT/Networking Manager Technician  
 19  Newly Qualified Teacher  
 20  Nursery Teacher  
 21  Behaviour Support Teacher  
 22  LA Adviser/Officer  
 23  Consultant  
 24  Education Trade/Industry/Commerce  
 25  Director of Education  
 26  Quality Improvement Officer

### C. SUBJECTS/AREAS OF INTEREST

- (Tick all areas of interest)*
- 01  Art and Design  
 02  Biology  
 03  Business Studies  
 04  Chemistry  
 05  Classical Studies  
 06  Computing  
 07  Drama  
 08  English  
 09  Gaelic/Gàidhlig  
 10  Geography  
 11  History  
 12  Home Economics  
 13  ICT  
 14  Mathematics

- 15  Media Studies  
 16  Modern Languages  
 17  Modern Studies  
 18  Music  
 19  Personal and Social Education  
 20  Physical Education  
 21  Physics  
 22  Religious, Moral and Philosophical Studies  
 23  School Management/Admin  
 24  Special Needs  
 25  Design and Technology Studies

### D. OTHER AREAS OF INTEREST

- (Tick all areas of interest)*
- 01  Assessment  
 02  Citizenship  
 03  Enterprise  
 04  Gaelic  
 05  Technology  
 06  Literacy  
 07  CPD  
 08  Cross Curricular  
 09  Core Skills  
 10  Attainment  
 11  Integrated Community Schools  
 12  Behaviour  
 13  Numeracy  
 14  Guidance  
 15  Glow  
 16  Curriculum for Excellence  
 17  Health  
 18  Inclusion  
 19  Early Years  
 20  ICT

### E. PURCHASING INTEREST

- (Please tick all areas of interest)*
- 01  Admin/Office Administration  
 02  Audio Visual Equipment  
 03  Books/Library  
 04  Books/Text  
 05  Computer Hardware  
 06  D&T/Craft Equipment  
 07  Financial/Accounting Services  
 08  General Resources  
 09  Interactive Video  
 10  Internet/Online Hardware/Service  
 11  Internet/Online Content  
 12  IT/ICT Training  
 13  Library Resources  
 14  Micro-Electronics/Robotics  
 15  Peripherals  
 16  Scientific Workshop Equipment  
 17  Software and Multimedia  
 18  Stationery  
 19  Furniture/Storage Equipment  
 20  Communications/Networking Technology  
 21  Recruitment Services  
 22  Other *(Please specify)*

- 06  Comhairle Nan Eilean Siar (Western Isles)  
 07  Dumfries and Galloway  
 08  Dundee City  
 09  East Ayrshire  
 10  East Dunbartonshire  
 11  East Lothian  
 12  East Renfrewshire  
 13  City of Edinburgh  
 14  Falkirk  
 15  Fife  
 16  City of Glasgow  
 17  Highland  
 18  Inverclyde  
 19  Midlothian  
 20  Moray  
 21  North Ayrshire  
 22  North Lanarkshire  
 23  Orkney Islands  
 24  Perth and Kinross  
 25  Renfrewshire  
 26  Scottish Borders  
 27  Shetland Islands  
 28  South Ayrshire  
 29  South Lanarkshire  
 30  Stirling  
 31  West Dunbartonshire  
 32  West Lothian  
 33  Independent School  
 34  England  
 35  Wales  
 36  Northern Ireland  
 37  Republic of Ireland  
 38  International *(Please specify)*

### F. LOCAL AUTHORITY

- (Tick one box)*
- 01  Aberdeen City  
 02  Aberdeenshire  
 03  Angus  
 04  Argyll and Bute  
 05  Clackmannanshire

### PRINT CLEARLY IN BLOCK LETTERS

Prof  Dr  Mr  Mrs  Ms

First Name \_\_\_\_\_ Surname \_\_\_\_\_

Job Title \_\_\_\_\_

Establishment \_\_\_\_\_

Address \_\_\_\_\_

Town/City \_\_\_\_\_ Council/Country \_\_\_\_\_

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[www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk)

# Professional Regulation – the road ahead

In recent years, professional regulation has come under the spotlight, especially in the medical world following the case of Harold Shipman.

As a direct result of Shipman, regulatory bodies in general came under fire for not operating sufficiently in the public interest, but instead in the interests of the individual practitioner.

Following Dame Janet Smith's inquiry and the very recent Donaldson report, the General Medical Council (GMC) is undertaking a major programme of reform in the way it regulates doctors.

The passing of the Legal Profession and Legal Aid (Scotland) Act 2007 brings changes in the way service complaints against solicitors and advocates are dealt with and the future role the Law Society of Scotland and the Faculty of

Advocates plays within that process.

GTCS is the regulatory body for teachers in Scotland and, operating broadly within the same legal framework as bodies such as the GMC, regulates standards in teacher competence, conduct and entry to the profession.

It is important to recognise that the Council does not employ teachers, but in effect licenses them, providing continuity of professional standards and pupil safety throughout Scotland's schools.

GTCS discharges its statutory function in compliance with the Teaching Council (Scotland) Act 1965 (as amended by the Standards in Scotland's Schools etc Act 2000) through its framework of investigatory processes and disciplinary hearings.

GTCS must regulate in the public

interest and in a way that commands the confidence of the public, government and the profession itself.

Over the past year, in common with other regulators, GTCS has also been introducing a programme of change with publication of information about forthcoming disciplinary hearings and outcomes published on our website.

Hearings are now held in public, with further steps being taken to introduce independent scrutiny at key points in our processes. In the coming months, the Council will be consulting widely on a new Code or Standard of Professionalism and Conduct, with the aim to have this in place by early 2008.

In addition, the Council will be developing its regulatory processes and procedures and also the way in which it interfaces with members of the profession in general and in the area of standards and conduct in particular.

*John Anderson, Head of Professional Practice at GTCS.*

The Council's research strategy encourages teachers to participate in research and for the research to develop an evidence base underpinning policy development by the Council.

Arguably, all teachers participate in action research. Each time teachers evaluate a course or a lesson or reflect on a new approach to learning, they are conducting action research.

These activities provide evidence for future actions and guide teachers in professional development as a reflective practitioner. This process is now recognised through the incorporation of research skills into all of the GTCS standards.

The Teacher Researcher programme supports teachers in small-scale projects. In addition, the Council can now offer exciting new opportunities for teachers to work with researchers in the university sector.

You could take part in the emerging researcher network being developed in partnership with the Scottish Educational Research Association, bringing teachers carrying out specific research projects in contact with

## Supporting teachers through research

young academics and postgraduate students.

You could gain access to a virtual research environment offered by the Applied Education Research Scheme, taking part in online forums and using collaborative writing tools.

GTCS also funds major research projects to gain insight into major issues affecting teachers. Watch for publication of our reports on Models of Support in Induction and into the impact on

schools of the Chartered Teacher programme, both being completed soon.

There will be new projects too, examining changing perceptions of the profession among newer teachers, issues around qualifications for further education lecturers working in schools and issues relating to professional standards.

In the future, as at present, the Council's research strategy will continue to support the growing integration of research into the professional life of teachers and will use research evidence as the basis of policy development on issues critical to the profession and to Scottish education.

*Ian Matheson, Educational Planning and Research Officer at GTCS.*



# A success worth celebrating

**W**e live in a world where many professions revolve around standards and you will be aware that this is certainly the case for Scottish teachers.

The Standard for Initial Teacher Education and the Standard for Full Registration have recently been revised and reissued and the Standard for Headship was likewise reissued late in 2005.

You will be aware a review process for the Chartered Teacher programme is currently under way and as part of that process there will undoubtedly be consideration of the Standard for Chartered Teacher.

The use of standards is not without critics, but in Scotland there has been no sustained negative comment, perhaps because of how Scottish teacher education standards have been developed, consulted on and structured.

Another factor in gaining acceptance may well be that the standards in Scotland have, at their heart, professional values and personal commitment which is not the case in standards used in some other countries.

So professional values and personal commitment are central to being a teacher in Scotland, but is our framework of standards actually complete?

There are standards for those starting out in their career and the SFR technically covers all teachers, but clearly some move on to Chartered Teacher and Headship, so specific standards for them become the focus.

But what about those who move into leadership posts of Principal Teacher? What about those who move into local authority educational development service or directorate posts? What about those working in initial teacher education posts in universities? They still remain teachers, but do they not deserve specific standards?

The standards we have and their acceptance is part of the success story of Scottish education and, as such, something we should applaud, as are the successes of the Chartered Teacher programme and the Framework for Professional Recognition/Registration.

The latter is open to any fully

The standards our teachers achieve are the envy of other nations, says Tom Hamilton.

registered teacher who has been teaching for at least two years beyond full registration.

It can be used to highlight and celebrate particular expertise that teachers have in fields as varied as leadership, mentoring, learning support and international education.

It can also be used to gain additional registration in other secondary subjects or to move between sectors such as from primary to secondary. In the 18 months it has been operating, 114 teachers have gained recognition and 193 have gained additional registration. Professional Recognition/Registration enhances the

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**IT IS A REAL SUCCESS  
FOR SCOTTISH EDUCATION  
AND FOR SOME MAY BE  
A STEPPING STONE TO  
CHARTERED TEACHER**

---



autonomy and professionalism of Scottish teachers increasing their flexibility within the system while still ensuring that professional standards are maintained. It is a real success for Scottish education and for some may be a stepping stone to Chartered Teacher.

The Chartered Teacher programme is also a success. It is not without its issues and critics and there are those who blatantly talk it down, but, nevertheless, it is a success.

At 15 March, there were 2,568 teachers who had successfully completed Module 1 and were working towards Chartered Teacher status. Of this total, the first 14 Chartered Teachers were awarded their status on 1 July 2004 and by 15 March 2007, the number had grown to 413.

Of this number, 341 had come through the accreditation route, with the remaining 72 being through the modular route. There are 357 female Chartered Teachers and 56 male. By teacher registration categories, 218 Chartered Teachers are from primary, 193 from secondary, one teacher from an education institution and one from a pre-school.

All but one of Scotland's 32 local authorities have Chartered Teachers. There is currently one Chartered Teacher under 30 and seven between 61 and 65. The bulk are between 46 and 60.

So, in less than four years, Scotland has produced more than 400 Chartered Teachers, which seems a success story and something Scottish education should be celebrating.

It's certainly a development of interest both within the UK and internationally. For example, there is the development of a Chartered Teacher programme in Wales which has looked to Scotland as a model.

Positive views have also already been expressed by educational experts from the USA on visits to Scotland. They are convinced that chartered teacher-style programmes do make a real difference to pupils' learning. So, let's cast off our Scottish reticence and actually celebrate some of the positive things that teachers do and achieve.

*Tom Hamilton is Director of Educational Policy at GTCS.*

College School partnerships are proving a fruitful learning experience for both staff and pupils, says Margaret Forisky.

# A web of opportunity

The Scottish Executive's Curriculum for Excellence has set out to enable all young people to become successful learners, responsible citizens, effective contributors and confident individuals.

As someone who works within a college, this directive spells opportunity and I think that opportunity lives within College School partnerships.

West Lothian College, in partnership with West Lothian Council Education and Cultural Services, has been working with pupils in West Lothian for some 12 years.

While our relationship began with the traditional opportunity for S5 and S6 pupils to attend college two afternoons per week to achieve a qualification, our current provision is led by government initiatives and a greater awareness of our region's economic needs.

Today, the College School partnership in West Lothian is a planned, efficient resource that benefits all learners, with progression routes clearly marked by recognised certifications.

However, we did not reach this stage overnight. Establishing a strong



facilitating College School partnerships not only allows things to move smoothly, it also allows us space within which we can learn from our experiences.

Success in College School partnerships has much to do with the selection of students. Not every course is appropriate for every individual, so the college and school staff must undertake recruitment and selection as a joint effort.

Success also requires staff who have the right knowledge. At West Lothian College, we have developed CPD to support the different approaches required

we decided to get involved with the Scottish Qualification Authority's (SQA) Skills for Work pilot project. These new qualifications, which will be available from August, are designed to familiarise pupils in S3/S4 with the world of work using practical experience linked to careers.

Through the pilot project, we have developed construction crafts, which is being delivered as outreach provision in Inveralmond Community High School.

This school recognised the need for young people to develop vocational skills, but did not itself have the facilities or experience to do this effectively. By working together, we developed a solution that offers S3/S4 pupils opportunities to work together on group-based projects, developing their problem solving abilities, and learning various employability skills.

I think College School partnerships are an interconnected web of opportunity. Pupils have the opportunity to experience something that builds their confidence in new ways, equipping them for adulthood.

This has a knock-on effect that creates opportunity for schools who see improved learning skills and maturity in their pupils.

At the same time, the colleges have new opportunities for staff motivation and intrinsic reward. While College School partnerships require a fair amount of effort, they are win-win for everyone.

*Margaret Forisky, West Lothian College School Development Officer.*

## COLLEGES TEACHING THE PUPILS HAVE NEW OPPORTUNITIES FOR STAFF MOTIVATION AND INTRINSIC REWARD

partnership has required real effort and co-operation from all the key players. The needs of council, school and college staff, pupils and parents/carers are considered through initiatives including strategic planning, parents' evenings and well-circulated reports, but we're still learning new ways of working together.

West Lothian College has made a real commitment to this partnership style of working, to the point that they created my position, College School Development Officer, to co-ordinate the work and communicate with school staff, pupils, parents and carers and enterprise staff.

Having a focused resource dedicated to

to teach younger students.

We have also set up exchanges with St Margaret's RC Academy where college and schools staff spend time shadowing each other to gain a better understanding of different working practices.

As our college engages with more and more young people, we've also increased our focus on child protection. Considering government legislation and incorporating feedback from both social workers and the police, we've developed child protection training for all our staff.

We're seeing real success because of our focused efforts and that success is opening new doors. In August 2005,

## Developing teachers throughout their career

The Teacher Induction Scheme (TIS) has been in place for five years and heralded a great success.

This is not only due to the overall design and effective implementation of the scheme, but also to the ongoing evaluation of arrangements for probationers.

GTCS has played a key role in this area and the various forms of input we provide was featured in the last issue of *Teaching Scotland*. Here, we look ahead to the future development of the TIS and follow with a look at the career-long CPD of teachers.

The key role of the probation supporter or mentor will need to receive attention. Feedback from those who have completed the TIS is that the provision of an experienced practitioner as a supporter has been beneficial.

The 0.1 FTE funding per probationer provided to local authorities for the provision of a supporter is one of the elements of the TIS that is envied by other countries viewing Scotland's provision for inducting teachers.

However, there are significant issues around the recruitment, selection, training and support of supporters, not to mention their overall status, that will need to be addressed to make

the most of this provision. GTCS is developing guidance in this area.

Further work will undoubtedly be required on the interconnectivity between teacher education, probation and early professional development. Developments are already afoot in the design of teacher education programmes that seek to bring this about and the new TIS, while implemented for the specific purpose of preparing newly qualified teachers to achieve the Standard for Full Registration (SFR), cannot be seen as an isolated part within teachers' professional development continuum.

This then leads on to career-long CPD. The SFR is now the baseline standard to which all teachers must be working.

While those who had been through the TIS have experienced a structured approach to CPD focused on the SFR, many have not.

A key area for development must be in providing guidance and support to enable all teachers to effectively engage in CPD that helps them maintain and enhance their professional practice.

*Ron Clarke,  
Professional  
Officer  
Probation  
and CPD for  
GTCS.*



Pupils at Buckhaven High are being given a sporting chance thanks to an inspirational teacher, writes Jo Muirhead.

## Fired up for success

On sports fields across Scotland, budding young rugby stars from the country's top fee-paying schools are lining up – to take on the might of Buckhaven High.

The success of the team is thanks to Willie Allan, an inspirational teacher who has taught the players to have “fire in the belly but ice in the head”.

Built in the 1950s, Buckhaven High is in a regeneration area of high unemployment, where violence was commonplace and drugs prevalent.

Once, the school was facing meltdown. Now, the school has gone from a state of near disrepair to being held up as a model for other schools.

Among the areas in which the school thrives is physical education, which offers an important outlet for teenage aggression.

PE teacher Willie Allan heads up the rugby team and it is a credit to him that the first 15 is now competing with teams in the fee-paying schools of Edinburgh, such as Stewart's Melville and Merchiston Castle.

A rugby player since the age of 12, Willie knows the

value of sport. He is also a highly sought-after motivational speaker, billed by *The Herald* as “probably the best after-dinner speaker in Scotland”.

During the 13 years Willie has been at Buckhaven High School, he has created four rugby teams: S1, S2, S3 and the first 15.

He came up with the branding of the Buckhaven Sharks and the black, the motto “fire in the belly but ice in the head” and the white zigzag gum shields, which are proving to be a massive hit with pupils.

Willie believes that rugby is an ideal sport for pupils at Buckhaven High due to the “intrinsic hardness” gained from growing up in such a deprived area. Rugby is unique in that it is able to cater for all shapes and sizes such as “your tall skinny kid, your small, tubby kid, your little nippy fox terrier type, your speedy winger, your big aggressive basher”, and pupils who are disengaged in the classroom have a chance to shine on the playing field.

All pupils gain a sense of pride from being part of a team and representing their school, which filters into other aspects of their life.

Willie believes in discipline



and instilling old-fashioned values into the team. There is an informal buddy system where senior boys look after juniors. Pupils have to wear their uniform to all away games and it is imperative that they turn up on time.

He also recognises the importance of developing social skills. The team have sit-down meals after fixtures with schools in Edinburgh; they are placed by their number on the opposing team and encouraged to interact.

Lifetime memories can be created though the rugby experience, believes Willie, saying of the boys "not a lot of them will remember the time they solved a maths puzzle, but they can tell you the time they scored a try against Stewart's Melville".

Training takes place twice a week after school and matches every Saturday. This is also a huge commitment for the coach and there are, of course, costs involved.

Transport is £400-5000 a year and there is only one minibus for the whole school. There are also laundry bills.

However, Willie uses his contacts wisely. He recently

organised a rugby dinner at his former club, Dunfermline Rugby Club, which raised £31,000. He has friends in the independent sector in Edinburgh and trades his services as motivational speaker for game fixtures.

His after-dinner speaking has also encouraged major companies such as PricewaterhouseCoopers to sponsor the team, which has provided money for a decent rugby kit.

Corporate sponsors appear to be interested in what is happening in a school like Buckhaven High, where 33 per cent of pupils get free school lunches and there is not much inward investment.

Willie believes that



Willie Allan is helping pupils achieve

companies like to see success for their money and they are able to do this with the Buckhaven Sharks.

While corporate branding has helped the success of the team, Willie believes that this is partly self-generated, with former pupils playing a huge part in attracting younger sporting heroes to the field.

The captain of the Scottish school football side and the Scottish schools golf champion are both Buckhaven pupils and the best footballer in school is a girl, who was picked for under-15 nationals when she was only 12.

The PE staff at Buckhaven High recognise that competitive sport is not

**NOT A LOT OF THEM WILL REMEMBER THE TIME THEY SOLVED A MATHS PUZZLE, BUT THEY CAN TELL YOU THE TIME THEY SCORED A TRY AGAINST STEWART'S MELVILLE**

popular with everyone, so they are now offering an element of choice in Core PE S3-S6. Pupils can choose fitness work, aerobics, and boxercise rather than the traditional netball and hockey.

As Willie says: "The days of handing them a hockey stick on a dark November morning in their senior years are pretty far gone now...you have to change with the times."

The PE department also offers 10-week performance-based modules in basketball, rugby, etc. and coaching qualifications in netball, basketball, rugby and football, which look good on CVs and allow pupils to give something back to the school.

Willie is pleased the Government is getting the message across about the importance of sport and healthy eating in schools.

He would like to see the two hours of activity a week, recommended by the Scottish Executive, being made mandatory.

However, his message to anyone interested in what's going on at Buckhaven is that "it's not about policy; it's about people".



Children are gaining hands-on experience of the world around them at Vane Farm, an innovative education centre, writes Jo Muirhead.

# The natural way to learn about nature

**T**aking the classroom into the great outdoors is opening up a whole new world for pupils – and their teachers.

Vane Farm, part of the Loch Leven National Nature Reserve, is a haven for wildlife – and inquisitive children, keen to learn about its variety of habitats and inhabitants.

The non-profit making centre is funded by the RSPB and grant aided by Dundee, Falkirk and Stirling Councils, whose pupils can visit free of charge. Built in 1967, it was primarily set up as an education development centre and staff there are keen to challenge teachers who visit as much as – if not more than – the pupils.

Indeed, Uwe Stoneman, Vane Farm's new business manager, believes it is important to be a step ahead of educational developments to "expand teachers' horizons" and push back the boundaries of traditional education.

Vane Farm has a fully equipped classroom, woodland and wetland trails and two teaching ponds. There are six field teachers and one lead field teacher – although only three are registered, all have the necessary experience of working with children.

Lead teacher Susan Leslie, who has been at the centre for 14 years, is a registered biology teacher, but now

devotes her time to the education centre.

She says: "We try to give the children a fun, outdoors hands-on experience when they come because it's something that children just don't get now. They just don't play outside in the same way."

According to Susan, some children who have visited the centre have never even seen a slug before – it seems they are too busy playing computer games to notice the natural world around them.

P5/6 teacher Karen Hopkins, from Kings Road Primary School in Rosyth, agrees. She took her class to Vane Farm to learn more about birds and their migratory patterns.

Karen says: "I love getting out with the



**I THINK IT'S IMPORTANT FOR CHILDREN TO SEE NATURE IN ITS PLACE**

class. I think it's important for them to see nature in its place."

Outdoor education can also have further-reaching benefits, believes Karen, particularly for less academic and additional support pupils, as all individual learning styles are catered for.

"They work at their own level and extend their knowledge quite easily," she says.

Although it is an RSPB centre, school visits don't have to be bird-oriented. Field teachers are happy to accommodate requests from teachers and regularly work around lesson plans.

Field teachers work within curriculum guidelines to provide fieldwork opportunities for Standard Grade, Higher and Advanced Higher biology classes.

According to Susan Leslie, the primary school programmes are the most sought-after. The First Nature Walk, suitable for P1-3 and based on the senses of smell, touch, sight and sound, encourages children to "tune into" the world around them. The Minibeast experience is also popular, encouraging children to search for and identify insects.

In addition to these on-site programmes, Vane Farm works with pupils within their schools, encouraging them to become "bird friendly". The school receives a free starter kit, including bird feeders, food and nest boxes, as well as teacher resources.

The project works alongside the 5-14 curriculum, particularly environmental studies, maths and geography. It also nurtures pupils' understanding and interest in the natural world.

*For more information, visit [www.rspb.org.uk](http://www.rspb.org.uk) or call Susan Leslie, Lead Field Teacher, on 01577 862355.*

# Going the extra mile

Thinking outside the box is essential in education, says Mike Stevenson.

Is anything more rewarding than seeing young people win through and achieve something? When I invited a band from Craigroyston Community High School to perform at a sponsorship event for a Leith radio station, I experienced just that pleasure.

Having spoken at GTCS's staff conference recently, I had been acutely aware of the need to pay more heed to the work going on in Scottish schools and to bring their achievements into wider view. That's what prompted the invite to the school.

I can't describe my pride when the youngsters, fresh from victory in the Edinburgh schools Battle of the Bands competition, stepped up on stage to a rousing reception. Heaven knows what their music teacher must have felt – she had encouraged them since they formed just a few months ago.

Craigroyston is a school that's changing fast. The headteacher and staff are mapping out wonderful things and real ambitions for the children.

That they do so against a backdrop of social difficulty makes their achievements all the more remarkable. The revolutionary approach comes in acknowledging the reality and then focusing on the opportunities.

The world of work needs to learn from, work with and be inspired by developments in schools. I have been inspired by the energy and commitment I have seen and have sought to bring it back to my own business. After all, my work as a marketing and communications specialist is all about creating change and shifts in thinking.

Children think outside the box – any business owner will tell you that's a valued asset in the cut and thrust of commerce. How I can keep that energy and imagination in my business remains a constant challenge. Thank you



Mike Stevenson believes we should look beyond schools to seek inspiration for youngsters

schools for reinvigorating me.

I firmly believe schools should be more "visible" in their community. Parents, along with people from business, sport, the arts, technology and public services agencies, should take pride and support their efforts in any way that adds value to the schools' efforts. Take the message out there and tell people what you are doing – you have some great practice models.

But inspiration, like communication, is a two-way street. Schools should not be

## I FIRMLY BELIEVE SCHOOLS SHOULD BE MORE 'VISIBLE' IN THEIR COMMUNITY

the only influences on children. It is a realisation that has driven schools such as Craigroyston to create real dialogue with people from across the immediate community and way beyond.

I want to see more ideas about the workplace brought into schools so that young people get the chance to formulate new possibilities for themselves – an idea of what is out there in the otherwise amorphous and strange world of work. It is about creating a sense of the future – why not set up displays showing what former pupils have

achieved ("This could be you!")?

We all need this sense of being allowed aspirations. Today's achievement needs to be celebrated too in the way that companies such as BP and BSkyB use internal communications to consistently show staff how valuable their contribution is to the organisation.

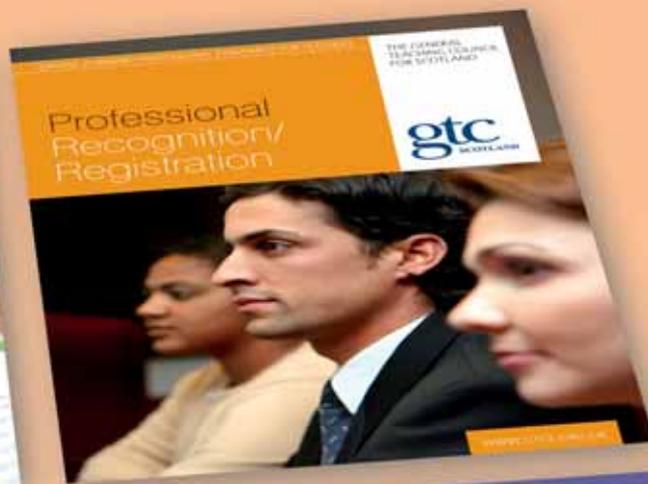
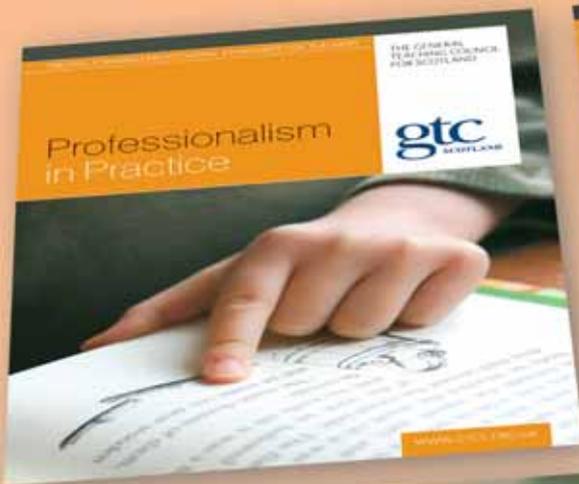
I am ambitious for Scotland and want us to move away from the "you cannae dae that" culture we have inherited. That means stepping outside our zone of influence and encouraging youngsters to do the same.

There is a huge opportunity for all of us to work together, communicate and learn from each other as we produce real social and economic results for Scotland.

We can all step beyond where we are now by encouraging and supporting people to try something new and step outside their sphere.

That's why I urge teachers to look for inspiration in other environments. We all need to take a sideways look and remind ourselves that we can "expand our taste buds", discover new ways of doing things and succeed by going beyond the here and now.

*Mike Stevenson is Managing Director of Design Links ([www.designlinks.co.uk](http://www.designlinks.co.uk)), an Edinburgh and Glasgow design and communications agency.*



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