

# teaching **scotland**

ISSUE 25    SPRING 2008

THE VOICE OF THE TEACHING PROFESSION



## **APPLIANCE OF SCIENCE**

Heather Reid talks about  
her passion for physics

### **Also inside**

**New era for GTCS**  
The Council becomes  
fully independent

**A fairer society**  
Working to ensure  
equality for all

**gtc**  
SCOTLAND



In a welcome move by the First Minister, the General Teaching Council for Scotland is to become the first fully independent teaching regulator in the UK.

# A new era for the teaching profession

In a statement to Parliament on 30 January, the First Minister made reference to the future of individual Non-Departmental Public Bodies (NDPBs). This is what the media continues to call the “Bonfire of the Quangos”. He made specific mention of the General Teaching Council for Scotland (GTCS), which, up until now, has been classified as an advisory NDPB.

Ministers have decided that the GTCS should no longer be classified as an NDPB and should become a fully independent professional regulatory body. In other words, it will become a body very similar to the General Medical Council and other professional regulatory bodies. It will mean, for example, that the GTCS will become the first fully independent teaching regulator in the UK and, to our knowledge, in the world. I believe this enhances the status of the teaching profession in Scotland as well as endorsing

## THE PROFESSION HAS SHOWN IT CAN REGULATE ITSELF WITH CREDIBILITY

the status of Council itself and recognises just how far it has come in the past few years.

It is salutary to remind ourselves that 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 which is the envy of many countries in the world. We now have an all-graduate profession which has regulated itself robustly for over 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. I believe we are now one of the most active education organisations in Scotland, protecting the high quality of teachers receiving registration while ensuring these standards are maintained in our schools.

That is the context within which this announcement should be viewed. In many ways, this was the next logical step in the development of the GTCS. It receives no Government funding and is self-funding via teachers’ annual registration fees. Without doubt, this is a significant change in the status of the Council and I welcome the news. On the one hand, the proposal presents huge opportunities while it also sets challenges for us.

Legislation will be needed to effect this change and, at the moment, I have no knowledge of a legislative timetable. What I do know is that the six Ministerial nominees who are presently on Council will retain their membership until the next round of appointments, which is due on 1 November 2009.

Over the last 40 years, the teaching profession in Scotland has shown it can regulate itself with credibility and public respect. As we enter a new era in the history of the profession in Scotland, I am convinced that our reputation will be further enhanced if we carry out our task with sensitivity to public needs but, above all, with professional pride.

This is very exciting news for the Council and indicates that a new era in the history of the GTCS is about to begin. It augurs well for the future.

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

Matthew M MacIver CBE  
Chief Executive/Registrar  
General Teaching Council for Scotland



This edition of the magazine highlights some teachers who have now achieved Professional Registration and used their experience to move sector.

Their positive experiences underline how a teacher's pathway can be rejuvenated, extended and worthwhile. More teachers than ever before are taking this route to change sectors and become transition teachers.

In this edition, we also talk to Heather Reid OBE who regularly contributes to science festivals, university events and seminars across the UK.

GTC Scotland is keen to interact and support teachers. To this end, we have a number of national and local events tailored to suit teachers as they make their way along their career pathway. Keep up to date with what is happening in your area by going to the GTCS website.

GTC Scotland has some exciting events coming up, so keep in touch with our website [www.gtcs.org.uk](http://www.gtcs.org.uk) for the latest news.

Our recent research has shown us what you want and rightly expect from your national magazine. We have ideas for some new and exciting changes, so keep your eye on future editions.

In the meantime, as always, keep in touch with us about any articles you think teachers would like to read about.

Glense Borthwick  
glense.borthwick@gtcs.org.uk

**04 NEWS**

Teacher conference; keep in touch; international visitors

**07 CONDUCT MATTERS**

Teachers' responsibilities in the wider community

**08 A DARK PERIOD IN OUR HISTORY**

Pupils are given an insight into the horrors of the Holocaust

**09 ADVENTURE OF A LIFETIME**

Grant Gillies continues his gap year

**10 REGISTERING AN INTEREST**

Making the most of your career through Professional Registration – special four-page feature

**14 OUR MOST POWERFUL LEARNING TOOL**

Unlocking the secrets of how the brain learns

**15 WORLD LEADER**

Scotland fares well in the education league tables

**16 TRAINING FOR A BETTER FUTURE**

Praise for our education system – but there's room for improvement

**17 THE WEATHER GIRL**

Heather Reid talks about her interest in education and passion for physics

**18 TEACHING IN THE 21ST CENTURY**

New guidelines to support teachers in continuing professional development

**19 LET'S GET PHYSICAL**

Bryan Gregg discovers a new approach to CPD

**20 CREATING A FAIRER SOCIETY**

Interview with Ros Micklem of the new Equality and Human Rights Commission

08



09



10



**I WOULD ENCOURAGE ANYONE THINKING ABOUT SEEKING PROFESSIONAL REGISTRATION TO DO SO**

*Ruth Hems Page 12*

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The General Teaching Council for Scotland is the independent regulatory body which aims to maintain and enhance teaching standards and promote the teaching profession in Scotland. It strives to be a world leader in professional educational issues.

GTC Scotland aims to promote equality and diversity in all its activities.

Cover: Heather Reid



## MOVING? TELL GTCS

Through failure to take some simple steps, teachers could find themselves being removed from the Register. You can easily avoid this by keeping GTCS updated when you change your address. It is your responsibility to maintain effective registration and your updated address is a key requirement.

GTCS must have an address where a teacher can be contacted and the teacher is responsible for providing this. Failure to do so will result in removal from the Register and, of course, teachers not on the Register cannot work in state sector schools.

As well as keeping GTCS informed of personal details through e-mail, post and telephone, teachers can do this through MyGTCS, our online facility.

Visit our website for details  
[www.gtcs.org.uk](http://www.gtcs.org.uk)

## For Oor New Dominies: Some Daes and Dinnas

Dominies – ken thysels, doot wise;  
 Redd up yir een, lugs, heid and hert;  
 Gang oot tae yir schules; realise  
 Yir weans' haill potential. Be smert,  
 Be strang, evite aw compromise:  
 Sae, dicht yir mou, it's time tae stert.  
 And dominies, gie dominion,  
 Dinna dominate, dinna bleat.  
 Praise independence and union.  
 Dinna get scunnered, never retreat.  
 Be coonted, hae an opinion –  
 Nae fear, nae boakin, dinna greet.  
 Dae no whit ye're telt, but whit ye feel –  
 Learn oor bairns guid, teach  
 Scotland weel.

*Matthew Fitt*

### FROM THE EDITOR

Apologies to Matthew Fitt as we printed his poem out of its sonnet form in issue 24. The mistake was ours and Matthew is indeed a competent practitioner!

# Annual Chartered Teacher Conference

## Lawrence Ingvarson to deliver keynote speech on 7 June



The third National Chartered Teacher Conference will be held in Edinburgh at the Royal College of Physicians, George Street, on Saturday 7 June from 10am.

The keynote speaker is Lawrence Ingvarson, recognised internationally for his research on teacher professional development. To register your interest for this event, please contact [alison.mcwilliams@gtcs.org.uk](mailto:alison.mcwilliams@gtcs.org.uk)

**The Council, as part of its communication strategy for teachers, hosts a number of national and local events throughout the year to inform and support the profession.**

**If you have an event or idea for an event that you think GTC Scotland should be part of, please contact our events co-ordinator Alison McWilliams at [alison.mcwilliams@gtcs.org.uk](mailto:alison.mcwilliams@gtcs.org.uk)**

## Karen's at the top of her game with thesis

Investigation into computer games and education wins George D Gray Award.



Karen receives her award from GTCS chief executive Matthew MacIver

Karen Crichton, who studied at Dundee University, has been awarded the prestigious George D Gray Award for her undergraduate thesis, "The Business People of Tomorrow".

Her thesis was an investigation into whether commercial computer games can make pupils more enterprising.

Her findings are groundbreaking in respects and show that the use of computer games by young people has a wider educational value.

You can read more about this award and previous winners on the Council website [www.gtcs.org.uk](http://www.gtcs.org.uk)



Above: Professional Recognition teachers with MSPs Fiona Hyslop, Karen Gillon and GTCS convener May Ferries

## Recognition for teachers' international contribution

A group of teachers who worked in Malawi as part of the Link Community Development's Global Teachers Programme have been awarded Professional Recognition by GTC Scotland at an event held in Holyrood.

Hosted by Karen Gillon MSP, co-convener of the Parliament's Malawi sub-group and attended by the Cabinet Secretary Fiona Hyslop and a number of educational partners including HMIE and the EIS, the evening recognised the commitment of the 17 teachers to

education and the contribution they are now able to make here in Scotland in the area of global citizenship.

The evening heard the choir from Stenhouse Primary School sing songs from Malawi as 32 MSPs joined the teachers to talk about Malawi and Professional Recognition.

*Link Community Development:*  
[www.lcd.org.uk](http://www.lcd.org.uk)

*For pictures of the event, go to*  
[www.gtcs.org.uk/teachingscotland](http://www.gtcs.org.uk/teachingscotland)

### READ TEACHING SCOTLAND ONLINE

Alongside the copy of *Teaching Scotland* you're currently holding in your hands, GTC Scotland has now developed an online edition of the magazine.

Teaching Scotland Online offers you the chance to read more about the news and features that interest you most, with more information, links and photos that we couldn't squeeze into the paper version.

In response to reader feedback, the coming months will see us bring you a host of online exclusives, all in addition to the paper version.

Check out [www.gtcs.org.uk/teachingscotland](http://www.gtcs.org.uk/teachingscotland) and let us know what you think.



### WORK EXPERIENCE

The Council welcomed Veronica Koh, above, from the Royal High School in Edinburgh for a week's work experience.

### TOP HONOUR FOR CHIEF EXECUTIVE

Matthew MacIver, Chief Executive and Registrar of the General Teaching Council for Scotland, has been appointed a Commander of the British Empire (CBE) in the New Year's Honours list for services to education.

### APPLICATIONS FOR ACCREDITATION ROUTE FOR CHARTERED TEACHER SET TO CLOSE

In line with the original Chartered Teacher Programme arrangements, the current Accreditation Route will close to new applicants from 31 August.

Any teacher intending to follow the current Accreditation Route must therefore embark on it by that date.

### REGISTRATION: IMPORTANT DATES

The General Teaching Council for Scotland would like to remind all registered teachers that the current registration period comes to an end on 31 March and that a fee of £40 will be payable for retention on the Register during the period commencing 1 April.

*Full details of the arrangements for payment of the fee are available on our website [www.gtcs.org.uk](http://www.gtcs.org.uk)*

### NO REGISTRATION FEE INCREASE IN 2008

GTCS is delighted to advise that there will be no increase in the annual registration fee in 2008/2009.

### LATE NEWS

**Shami Chakrabarti, GTC Scotland's national lecturer for 2008, has had to pull out of our event. Watch the website and future magazines for more information about this event.**

# Ensuring the best start for probationers

GTCS set to issue guidelines after raising concerns about the Alternative Probationary Route.

One of the key aims of GTC Scotland is to be an advocate for the profession. At the recent full meeting of the Council, members were in strong agreement that the experiences of some of Scotland's probationer teachers require attention.

The Teacher Induction Scheme (TIS) was introduced in 2002 to remedy the inconsistency of quality probation experiences. However, teachers still have the opportunity to complete their probation outwith the TIS via what is known as the Alternative Route.

While this allows for flexibility, probationers can have very varied experiences. In some independent schools, probationer teachers can undergo an experience that mirrors the TIS.

However, significant numbers endeavour to complete their probationary service by gathering supply days in a local authority school and without benefiting from CPD provision or mentoring.

The latter scenario is obviously one that concerns GTC Scotland, particularly where it appears that this may in fact be just as bad, if not worse, than the experiences of many carrying out probation before the TIS was introduced.

After all, the McCrone Report, which was the catalyst for the introduction of the TIS, described the former experiences as "nothing short of scandalous".

In conclusion, members of GTC Scotland agreed to the following:

- To conduct a survey of teachers carrying out their service via the Alternative Route. The survey will endeavour to gather detailed data on their experiences. The findings in turn will be used as a sound evidence base from which to make recommendations.
- GTC Scotland will develop guidance detailing a baseline expectation of provision for probationer teachers on the Alternative Route. This will in turn be used to influence policy at a national level.

Ron Clarke

Professional Officer (Probation & CPD)



## Teachers pick up some top tips for teaching!

Staff at Pittenweem Primary recently met with GTC Scotland to review the GTCS book, Top Tips for Teachers, which will shortly be on sale.

All proceeds from the book will go the charity Education Action International.

## Chartered Teacher Association Scotland

GTCS welcomes the setting up of an association for Chartered Teachers.

The Council hopes this body will act as an advocate for Chartered Teachers, contributing to the development of the programme and encouraging more teachers to become Chartered Teachers.

Although not directly involved in the association, GTCS wishes it well and looks forward to working with it in the future.

For information, contact Annie McSeveney on [anniemcseveney@yahoo.co.uk](mailto:anniemcseveney@yahoo.co.uk)

# GTCS hosts Welsh visitors

GTCS hosted course Directors in Scotland and Government representatives with staff from GTC Wales to discuss the Chartered

Teacher process in Scotland. In the next edition Hayden Llewellyn Registrar at GTC Wales talk about Chartered Teacher in Wales.



## YEMEN VISIT

GTCS met with the Ministerial education delegation from the Yemen who were accompanied by experts of the German Institute for International Education Research, Frankfurt at Clerwood House in late 2007.

# Scottish Learning Festival 2008

The Scottish Learning Festival will take place on 24-25 September at Glasgow's SECC.

The main theme is Curriculum for Excellence with a focus on outcomes and experiential learning and innovation in the curriculum. Glow, the national education intranet currently being rolled out across Scotland, will be the subsidiary theme.

Due to the festival's popularity and the demand to host seminars, prospective speakers have been

asked to complete a document emphasising how their session meets the key themes for the event to ensure there is a breadth of workshops available to suit every practitioner and education professional.

Last year almost 7,000 delegates attended the event. If you missed out, you can still view or hear vodcasts and podcasts of selected seminars and find out all the latest news at [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk)



## If you don't try, you don't get!

Let's be bold and make 2008 the year when our young people start to believe that anything is possible. Aside from the annual winner of the X-Factor, overnight success is usually fictional. It takes pain and effort to earn the top prize. In winning the X-Factor however, 17 year-old Leon Jackson from Whitburn reminded us "if you don't try, you don't get".

It's simple. Let's urge our young people to try new things, to test themselves in unfamiliar territory and never accept the put-downs of others. Low expectations are an easy option. "Let's not raise hopes", we hear. Nonsense. That mindset has held Scots back for years from achieving what they can.

Recently, I hosted an event where pupils of St George's School for Girls and Craigmoynton Community High joined people from business, politics, sport and education in discussing how business and schools can work more productively together.

To see pupils from vastly different backgrounds working together and expressing with clarity their views of the world was truly inspiring. They asked to be heard, stretched and challenged. We listened, they excelled.

These same pupils then penned a column in the *Edinburgh Evening News* and in doing so, they learned a valuable lesson – that with determination and the right contacts, they can make things happen.

Young people are the inheritors of the world we create. Their help, therefore, in shaping that future isn't just desirable – it's essential. Young people and adult decision makers working together makes for a powerful chemistry and from this great ideas can and do emerge.

To do this, businesspeople, teachers and pupils have to step outside their normal zone and look at and understand different perspectives. As a businessman, I see young people as powerful and creative allies. I don't want them to simply inherit their future, but help create it and then embrace it with confidence.

Can we make that happen? I firmly believe so.

*Mike Stevenson, pictured, is managing director of Design Links, a design and communications agency*

## Conduct matters

At the end of last year, the Council consulted widely on the draft Code of Professionalism and Conduct. This code sets the standard in relation to professional conduct and competence with the planned launch later this year.

Included are examples of good practice and commentary regarding situations concerning which teachers should take particular care. Consultation responses and focus groups resulted in a very high level of positive feedback about the code, its purpose and usefulness.

In terms of the Council's ongoing regulatory work, recent cases which have been considered by the Council include the following:

### Circulation of counterfeit material

A teacher's honesty and integrity is central to their position of trust and as a role model to pupils. Due to the illegal nature of the dealing in counterfeit goods the Council takes matters such as these very seriously.

### Social networking websites

Teachers should be extremely careful in corresponding with people on social networking sites. A teacher's relationship with pupils should at all times remain professional and so they should not correspond with pupils through such sites or add them as "friends". In addition, teachers should bear in mind who may access their own profiles on such websites and so should take care as to the information they display about themselves and their personal lives.

### Alcohol and pupils

Teachers must be careful in their interaction with pupils outside of the classroom. Care should be taken in these situations if teachers encounter their pupils.

It should be remembered that the vast majority of pupils will be under the age of 18 and so providing them with alcohol, for instance, would be illegal, as well as unprofessional.

In situations outside of the classroom, it should be remembered the same standards apply in terms of the professional relationship between teachers and pupils and teachers actions should reflect this.



Scottish pupils were given a sobering insight into the horrors that faced victims of the Holocaust during a trip to Auschwitz-Birkenau.

Last September, I had the privilege of joining more than 200 pupils from across Scotland in the first visit to Auschwitz-Birkenau organised by the Holocaust Educational Trust for Scottish schools.

With Government funding (Westminster) now extended to 2011, the aim is for two pupils from each secondary school in the UK to visit.

As preparation for this visit, pupils had attended an orientation seminar where they met each other and heard Holocaust survivor Kitty Hart-Moxon talk about her experiences at Auschwitz-Birkenau.

Some teachers explained that pupil interest was so great that the fairest way of choosing participants was to draw a ballot. Hence this group was an eclectic representation of 5th/6th year History, Modern Studies, Religious and Moral Education and Psychology pupils.

In addition to being a museum, Auschwitz is also a memorial as it is the world's largest burial ground. For this reason, visitors are requested to be respectful and quiet.

I had expected that after a while, pupils would become noisy. However, they remained sombre and thoughtful throughout the entire visit. In fact, the only time pupils did not do as they were requested was when, at the end of the day,



# Reflecting on period in our

they were asked to return to the buses, but insisted on joining the queue to write their comments in the museum visitor book.

While most pupils were reflective and moved by the events of the day, a few complained that the visit had not met their expectations. They had expected it to be -10° and because of the bright

autumnal day, they had not experienced the coldness of the camp – a feature recorded in many survivor testimonies.

Another pupil thought that the guide was telling them “far too much about the Jews” – though the guide explained that while large numbers of (Roma) Gypsies were murdered at the camp, the



The railtrack leading to the gates of the infamous concentration camp at Auschwitz-Birkenau



Pupils queued to write their comments in the visitors' book

# Time to take time out

**W**here does time go? In schools, the days, weeks and terms are so compartmentalised that the time flies by. Often I forget to look at my watch and the bell reminds me that I should be somewhere (or a child is sent to look for me!)

Being on sabbatical then is a strange sensation. Mondays could be Saturdays and vice versa. There is no real structure. While this takes a bit of time getting used to, it is very liberating and one of the many excellent benefits of taking time out.

Currently I am writing this in Hoi An, a fishing town that has been designated a world heritage site in Central Vietnam. I have been travelling in Asia for the last three months since (reluctantly!) leaving Africa and have visited Thailand, Laos, Cambodia and now Vietnam where I will spend Christmas.

My mum and sister have joined the adventure and we are off to a beach resort called Mui Ne for a week and on to Dalaat in the mountains after Christmas. No turkey, no cards and no television!

I really like Christmas time in school. I miss the excitement of the pupils that carries you forward in what is always an exhausting term with parents' nights and forward plans, cold mornings and clocks changing. This year is very different from others and it is amazing how quickly we all adapt to change.

After travelling in Thailand for a month visiting the islands and relaxing on the many beautiful beaches, I headed for Siem Reap in Cambodia in October where I visited Angkor Wat. It was amazing. The many temples that make up the complex take days to visit and some have only recently been reclaimed from the jungle.

Famously (for primary pupils!), Tomb Raider was filmed there. Tourism has only recently been widespread in Cambodia and it is still recovering from a turbulent

The incredible temple complex at Angkor Wat

Grant Gillies experiences a simpler way of life during the festive season in his year-long sabbatical...

past. I travelled from North to South, visiting the Phom Pen and celebrating my birthday on a desert island off the coast.

With the exception of Thailand, all of the countries have Francophone touches – a legacy of the French colonial days. Equally, all show scars of internal conflict and it's difficult to imagine the more difficult times in their recent history.

I read an excellent book, written from a child's perspective, about the war in Cambodia called "First they killed my father". Having time to read is another real plus – I average three books a week!

I have stayed in remote villages in Vietnam and travelled through Laos, a country that only really opened up to tourists five years ago – and still I wake up every day and smile.

Each day brings something new, whether it's eating crickets in Vientiane (the capital of Laos) or kayaking through gorges in Vietnam, I have grasped each opportunity. I realise how fortunate I am, but also how lucky we are in Scotland. At the halfway point, I look back on so many happy memories and forward to new ones. I will spend New Year in Sydney before travelling around the east coast of Australia and on to New Zealand.

Time is marching on and I intend to continue to make the most of it. The Visa bill is another matter...

*Grant Gillies is Depute Head Teacher at Lasswade Primary School, Midlothian*



# a dark history

1.2 million people who were murdered at Auschwitz-Birkenau were mainly Jewish. This brought home the reality of the prejudices that some of our pupils have. It is unlikely that a day visit to Poland will rid us of this.

The German philosopher Theodor Adorno wrote that "writing poetry after Auschwitz is barbaric". True, Germany was the most technologically advanced European country in the 1930s, but on this day in 2007, neither a mobile phone nor iPod could be heard. There was, however, the quiet, earnest voice of a pupil adding his personal detailed commentary to the video he was making as an accurate reminder of the day.

That, I would claim, was sheer poetry.

*Paula Cowan is Senior Lecturer in Education at the University of West of Scotland*



The Holocaust Educational Trust  
Lessons from Auschwitz Project



Scotland's teachers are making the most of the opportunities offered to them through career development and one of the most important tools available is Professional Registration.

a wealth of knowledge through  
**Professional  
Registration**

## The best of both worlds

Having been a primary teacher for the last 20 years, primarily in upper school and in the latter few years in P7, I decided I would like to



have a change of direction. Thanks to GTCS and my local authority, North Lanarkshire, this was made possible by offering the chance of a secondment into the secondary sector as a transition teacher.

This involved me undertaking extra training and the compilation of a portfolio linked to my prior learning which would be relevant to the post. I also had to undertake a probation year in S1 and S2.

My job entails teaching S1 and S2 Maths and English and also teaching the P7 classes in the cluster primaries attached to Coatbridge High, my base school. This allows me to see how the children progress from P7 into secondary school and also allows me to have an impact on both the pace of learning and the methodology used in secondary.

The learning has by no means been a one-way process. I have learned a huge amount from my colleagues in the secondary, both in relation to the curriculum and the pressure which national qualifications can bring.

In August 2007, I was appointed as a permanent member of the Coatbridge High staff and feel very privileged and excited to be working in both sectors. This is, in my opinion, a very positive step forward for the profession.

I would be pleased to speak to anyone who is interested in pursuing the same route in the professional development.

Breaking down barriers is essential for the future of the Scottish education system.

**Helen Conner**  
Coatbridge High School



**P**rofessional Registration forms part of the framework for Professional Recognition/Registration, allowing teachers to achieve registration in different subject areas or sectors (primary/secondary) and taking further responsibility for their own development.

GTC Scotland recognises that teachers bring a wealth of knowledge and experience to the profession, but that they may want to change or add to their subjects or move to another sector.

### ELIGIBILITY

In order to gain Professional Registration, a teacher must meet the following criteria:

- hold full registration with GTCS
- have completed a further two years' teaching service after gaining full registration.

Please note there are some further criteria to be met and these are assessed upon application.

### ROUTES

There are various routes to achieving Professional Registration for Primary and Secondary teachers. View these on our website: [www.gtcs.org.uk](http://www.gtcs.org.uk)

Here, six teachers from across Scotland talk about their involvement with Professional Registration.



## Making the transition to secondary

I am currently transition teacher for South Kintyre, where my remit involves working with P6-S2 pupils, staff and parents of Campbeltown Grammar School and its nine associated primary schools. This includes curricular developments and pastoral care – supplying a link during primary/secondary transition.

I have been a primary teacher for 12 years. However, to support early secondary pupils, I have been teaching English and Maths in S1 and S2. Having contacted GTCS, I was informed that although covered to teach at these stages, it was possible to gain Full Registration for an additional qualification to teach in S1 and S2.

After completing the application for Provisional Registration, I gained Full Registration by submitting a short portfolio of my experience, qualifications and CPD in both English and Maths alongside relevant references. The process was straightforward and I gained qualification within six months.

I would strongly encourage anyone considering following this route to do so, as there are many benefits. I am thoroughly enjoying working in both sectors and the experience I've gained has been invaluable.

All the staff I work with have been extremely supportive and it has been a huge opportunity to share experience, resources and techniques – developing curricular issues and smoothing the transition process for pupils involved.

**Caroline Armour, Mull of Kintyre**

# New career adds up for primary teacher

After many years of teaching in our primary department, in August 2007, I was asked to join our senior department to teach A-Level Law and S1/S2 Mathematics.

Support for this came from the senior school through the Rector, the Head of Mathematics and the school's Bursar. Following a positive Professional Development Review meeting earlier in the year, arrangements were made on my behalf to have my qualifications and expertise in Mathematics formally recognised.

This necessitated a letter to the GTCS from my employer detailing the work I had covered while a P7 teacher and the involvement I had had in administering and running Maths challenges and competitions, attending courses and

conferences on Mathematics, representing the Upper Primary on the school's Mathematics Working Party and, finally, giving a presentation on "Classroom Organisation in the Primary School" to the Maths Department's 16 experienced teachers.

The impact of this "career change" has been quite huge. It has been an extremely positive experience for me, one that I hope is matched by the school. All concerned – staff, pupils, parents – have responded favourably to my change in role. Throughout Hutchesons', I am accepted as a member of the Mathematics department – I have my own desk there in the work-base, am treated no differently to anyone else (I attend all departmental meetings – not just those regarding S1/S2), feel I

## Supported in progressing

For the last three years, I have taught Support for Learning (SfL) and Mathematics at Lossiemouth High School. I was originally primary trained and spent 10 years teaching at Portknockie Primary.

I am one of those "outlandish people" who have always enjoyed Mathematics and when Lossiemouth High School's senior management team recognised my abilities in Maths, they supplemented my SfL time with a one-year part-time position to raise attainment in mathematics.

While working with accelerated learners and students requiring additional help to pass their Standard Grade, I realised the enjoyment to be had teaching at that level.

This position helped build my confidence in my own Mathematical abilities and when the scheme for registration was introduced, I decided to attend a professional development course run by

Tom Hamilton from GTCS.

Through his encouragement, I applied for, and was granted, provisional registration as a transition Maths teacher in S1 and S2.

I have now completed the 135 days probation which, with the support of my principal teachers, the Maths teachers and the senior management team, was quite painless.

I would certainly recommend the scheme to others, as I have benefited in several ways.

I have now been employed to teach S1/S2 Maths one day a week. I am more confident in my Mathematical ability and have increased my knowledge of different maths topics and how to teach them.

This position has also allowed a closer working relationship with the Maths department, which has enhanced my four days of SfL work.

**Alison Beacham  
Lossiemouth High School**

# From rookie to depute rector

Little did I imagine when I began life as a rookie primary teacher at Camdean Primary in Fife in 1971 that my career path would lead to my becoming a Depute Rector of a large secondary school in Fife, Buckhaven High School.

My journey into secondary education began following a four-year maternity break. Having put my name on to the supply list, my first phone call was from a secondary school with a Special Education Department. My four days of supply work resulted in a permanent contract.

Working in a secondary school was something of a culture shock, but I soon discovered how much I enjoyed teaching older pupils, albeit with low attainment levels. I found the secondary environment more flexible and I enjoyed being part of a large staff.

I continued working in the additional support needs sector as a class teacher for many years. In 1999, I applied for and was successful in becoming Principal Teacher of the Special Education Department in Buckhaven High School, a post I enjoyed tremendously.

Four years later, when an Acting Depute Rector's post became vacant, I thought I would test out how inclusive Fife Education Authority was and applied for the post. Nobody was more surprised than myself when I was successful and even more so when I was subsequently appointed to the permanent position.

I have learned so much about education since taking up the appointment. I now have such an awareness of both strategic and operational issues regarding the provision of a meaningful curriculum for all ages and stages. It has been a privilege to have been given the opportunity to work at this level within the secondary sector.

**Elizabeth Glancey**  
Buckhaven High School



have settled in very well and certainly feel very much part of the team.

I have even been asked to take on a further role as the Mathematics Department's CPD co-ordinator.

Clearly, I am enjoying teaching in the senior department: it's interesting to see how the curriculum develops and to

see how the children change, or simply stay the same! I would encourage anyone in any primary department thinking about seeking Professional Registration, in whatever area, to do so.

**Ruth H.F. Hems**  
Hutchesons' Grammar School

## Enjoying a new challenge

When I did my degree 25 years ago, I was faced with the choice of Psychology or English. I chose Psychology on the grounds that I would never want to be an English teacher.

Fast forward to 2008 and I am PT1 in the English department of Buckhaven High School, with responsibility for S1 and S2. After 11 enjoyable years as a primary teacher, I arrived here six years ago to take up a post in Learning Support. I enjoyed the challenge of working in different departments with a wide range of pupils.

However, after two years, I was beginning to miss the responsibility of my own class, so when the chance came to teach S1 and S2 English, I was eager to take it.

Then I read about Professional

Registration in *Teaching Scotland* and made initial enquiries.

My experience in the primary sector and CPD, done both as a primary and Learning Support teacher, counted but I needed to address a gap in English literature.

I enrolled on an OU short course on Shakespeare (a treat in itself). I then applied for Registration, supported by two references from the school. In 2005, I was thrilled to be awarded Certificate of Full Registration for Transition. This has led to a promoted post, with the S1 and S2 remit, and involvement with the Standard Grade course – essential to articulate the transition from S2 to S3.

Now, I am lucky enough to enjoy a fulfilling and rewarding job. Primary-trained teachers work in other parts of Buckhaven High School – and the senior management team is well aware of the strengths this training can bring to the secondary sector.

**Alison Farrow**  
Buckhaven High School

A new book from the Organisation for Economic Co-operation and Development on the value of educational neuroscience dispels some of the myths about the brain's capacity for learning.

# Unlocking the secrets of mankind's most powerful machine

**T**he OECD's Centre for Educational Research and Innovation (CERI) has recently published the report *Understanding the Brain: The Birth of a Learning Science*.

This book features the main results of the project "Learning Science and Brain Research" (1999-2007), whose purpose was to encourage, enhance and synthesise the results of co-operation between learning sciences and brain research on the one hand, and educational researchers and policy makers on the other.

Even if neither neuroscience nor any other science is designed to provide recommendations to policy makers, the emerging "educational neuroscience" is generating valuable knowledge to inform educational policy and practice.

On many questions, brain research simply but valuably reinforces existing knowledge and the conclusions of everyday observation. But one of its most important contributions is to enable the move from correlation to causation – understanding the mechanisms behind familiar patterns – to help identify effective solutions. Moreover, neuroscience is generating new knowledge, opening up new avenues.

1. The design of education's phases and levels can be better informed with neuroscientific insights.

The message is nuanced: there are no "critical periods" when learning must take place, but there are "sensitive periods" when the individual is particularly primed to engage in specific learning activities.

Neuroscientists have established that the brain has a highly robust capacity to change in response to environmental demands, a lifelong process called plasticity. This involves creating and strengthening some neuronal

connections and weakening or eliminating others.

Brain research provides important evidence to support the broad aim of lifelong learning. Far from supporting ageist notions that education is the province only of the young – the powerful learning capacity of young people notwithstanding – neuroscience confirms that the brain is a lifelong learning machine. The more it learns while ageing, the more it is likely to continue to be effective in learning.

2. Insights on adolescence are especially important, as this is when so much takes place in an individual's educational pathway, with long-lasting consequences. At this time, young people have well-developed cognitive capacity, but lack emotional maturity. We call this "high horsepower, low steering".

This cannot suggest that important choices should be delayed until adulthood, but implies that such choices should not definitively close doors.

3. Far from the focus on the brain reinforcing an exclusively cognitive, performance-driven bias, neuroscience suggests the need for holistic approaches which recognise the close inter-dependence of physical and intellectual wellbeing, and the close interplay of the emotional and cognitive. New light is being shed on (hedonic components of) motivation, key to successful learning.

4. Neuroscience contributes to major learning challenges, including:

- **Maths:** understanding the underlying developmental pathways to mathematics from a brain perspective can help shape the design of teaching strategies. Drill learning, for instance, develops neural pathways that are less effective than those developed through strategic learning.



- **Dyslexia:** dyslexia is now understood to result primarily from atypical features of the auditory cortex (and possibly of the visual cortex) and it is possible to identify these features at a very young age. Early interventions are usually more successful than later interventions, but both are possible.

- **Dementia:** brain research provides powerful additional arguments on the "wider benefits" of education (beyond the purely economic that counts highly in policy making), especially for ageing populations, as it identifies learning interventions as a part of the strategy to address the problems of senile dementia and other neurodegenerative diseases.

5. The promise of this new field should not be the reason to duck fundamental ethical questions which now arise and include abuse of brain imaging, consumption by healthy individuals of substances that affect the brain, the risk of creating an education system excessively scientific and highly conformist, etc.

Neuroimaging potentially offers a powerful additional mechanism on which to identify individuals learning characteristics and design personalised approaches to improve learning; at the same time, it may also lead to even more powerful devices for selection and exclusion than are currently available.

6. Over the past few years, a growing number of misconceptions (pseudo-approaches to how we learn, often called "neuromyths") started to circulate about

# Scotland: a world leader in education

Scotland's education system holds up well internationally, according to three major global studies published recently.

Reports by the Organisation for Economic Co-operation and Development (OECD) and the International Association for the Evaluation of Educational Achievement (IAEEA) have confirmed that Scottish pupils continue to perform well from primary onwards.

According to the Progress In Reading Literacy Study (PIRLS), Scotland's reading literacy among nine and ten year olds is still well above the international average, although the country's ranking has slipped slightly since the previous report.

Ministers have said this presents an inherited challenge for the new Scottish Government.

Meanwhile, in secondary schools, 15-year-old pupils still do well in reading, maths and science and the country has one of the lowest levels of poorly performing pupils in the OECD.

Other countries are beginning to challenge Scotland's status in the rankings. In 2003, three countries had significantly better performances than Scottish pupils in all three subjects. In 2006, four countries performed better

Recent studies have given Scottish teaching an excellent report – but others are snapping at our heels in the ranks.

in science, eight in maths and five in reading.

The OECD Programme for International Student Assessment (PISA) also shows that the impact of a disadvantaged background has a greater affect on how our students perform than many other countries.

This positive report was again confirmed by the OECD's review of the performance of the Scottish school system, which states that "Scotland is a well-schooled nation by international standards".

The review shows there are some significant strengths in Scotland's schools, but also some real challenges for the future. Ministers welcomed the review, saying that it gives the Scottish Government an invaluable international evidence base to use as it develops its educational policies in the future.

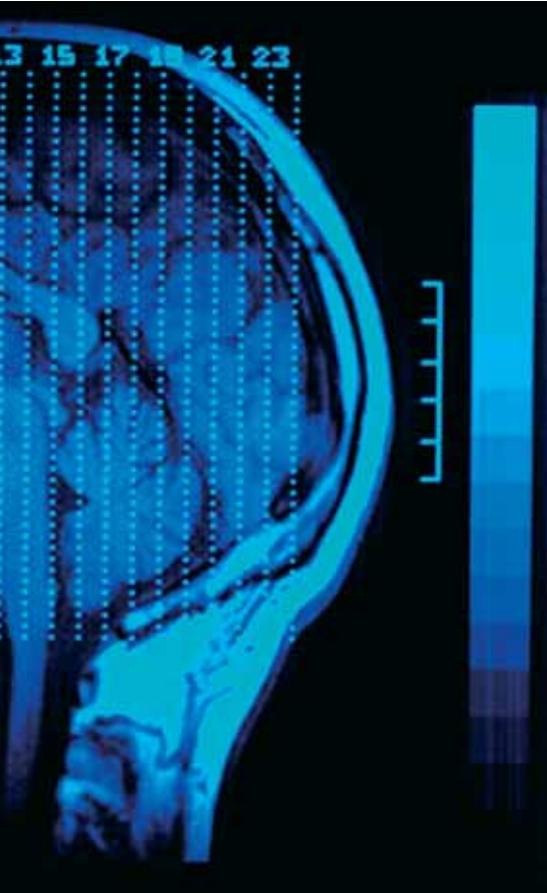
*Scottish Government*

the brain, including the myth of the first three years ("everything important about the brain is decided by three"), gender-related differences in the brain, etc. As they are incomplete, extrapolated beyond the evidence, or plain false, they need to be dispelled in order to prevent education from running into dead-ends or plunge in other pitfalls.

7. Finally, we identify key areas as priorities for further educational neuroscientific research. The goals set for research cover the better scientific understanding of such matters as the optimal timing for different forms of learning, emotional development and regulation, how specific materials and environments shape learning, and the continued analysis of language and mathematics in the brain. These would, if reached, contribute to the birth to a trans-disciplinary learning science.

*Bruno della-Chiesa and Koji Miyamoto, Centre for Educational Research and Innovation (CERI), OECD*

Further information on the subject can be found at [www.oecd.org/edu/brain](http://www.oecd.org/edu/brain) or by contacting the authors of this article: [bruno.della-chiesa@oecd.org](mailto:bruno.della-chiesa@oecd.org) and [koji.miyamoto@oecd.org](mailto:koji.miyamoto@oecd.org). The report can be purchased in paper or electronic form through the OECD's online bookshop: [www.oecd.org/bookshop](http://www.oecd.org/bookshop). Subscribers and readers at subscribing institutions can access the online version via SourceOECD: [www.sourceoecd.org](http://www.sourceoecd.org)



While there are many aspects of our education system that are worthy of praise, there is room for improvement.

In December last year, the Organisation for Economic Co-operation and Development (OECD) published a report on the Quality and Equity of Schooling in Scotland.

This is a particularly significant document for Scotland as it is the first time that the OECD has looked specifically at Scotland as a separate entity rather than as a part of the UK as it has done in previous reports, when comment on Scotland was often restricted to a footnote.

It is also a particularly significant document for all involved in Scottish education.

It is gratifying to read considerable praise for Scottish education such as the following: “Scotland performs at a consistently very high standard in the Programme for International Student Assessment”; “On national tests, many children are one or two years in advance of expected levels”; “Scotland’s approach to teacher induction is world class, and the Scottish qualification for headship is an outstanding and demanding programme.”

However, as you would expect in such a report, the authors go on to identify significant issues in Scottish education giving rise to various “challenges”.

“The question that needs to be raised is whether the potential of comprehensive schooling is fully exploited in Scotland”; “The most important issue is the gap in pupil attainment, especially in lower secondary classes, notwithstanding improvements in recent years”; “The current Scottish approach (to vocational education) appears to be rather narrowly focused on employability and, indeed, even the view of employability itself may be too limited.”

But by far the most significant issue and the biggest challenge is that, “in Scotland, who you are is far more important than what school you attend... the big factor that impedes the ability of Scottish children to use school successfully is socio-economic status”.

Scotland has good schools, catering successfully for most pupils – but not for all pupils. So what can Scotland do to improve? The OECD report gives 18



# Training for a better future in Scotland’s classrooms

recommendations, some of which made headlines in the press when the report was published.

However, from the General Teaching Council for Scotland’s point of view, the most significant steps to improvement may not necessarily be the headline-grabbing ones. Abolishing Standard Grade would of course be significant, but in the long term, having greater autonomy for schools and teachers, encouraging more flexible approaches to teaching such as team teaching, giving greater emphasis to applied learning and shared tasks through collaborative learning approaches are all likely to improve Scottish education.

And how do we do this? Well, one suggestion made by the OECD is to encourage “capacity building” within the system by giving higher priority to CPD within school development plans.

This sentiment is a direct echo of a statement made in a communication from the European Commission entitled Improving the Quality of Teacher Education sent to the European

Parliament in August of last year, which said: “Research shows that teacher quality is significantly and positively correlated with pupil attainment and that it is the most important within-school aspect explaining student performance (its effects are much larger than the effects of school organisation, leadership or financial conditions).

“Furthermore, other studies have found positive relationships between in-service teacher training and student achievement and suggest that an in-service training programme... raised children’s achievement ... (and)... that teacher training may provide a less costly means of increasing test scores than reducing class size or adding school hours.”

GTCS would stress the significance of initial teacher education, the strong development of new teachers in the Teacher Induction Scheme and agree with the importance of ongoing professional development for all teachers.

*Tom Hamilton, Director in Educational Planning, GTCS*

Heather Reid, one of our best-known meteorological personalities, talks about her love of the subject

# The weather girl

**H**eather Reid OBE, the BBC weather forecaster, is an ambassador for physics – a subject she’s had a passion for since she was at school. In fact, Heather once considered becoming a teacher before her studies led her into meteorology.

She regularly contributes to science festivals, university events and seminars across the UK. She also worked at Glasgow Science Centre during 2001-2002, developing weather-related shows and workshops for young people and the general public. Heather became a Trustee of the Science Centre in 2006.

She is a Fellow of the Institute of

Physics and was Chairman of the Institute of Physics in Scotland (1999-2001). Heather is also a Fellow of the Royal Meteorological Society and has an honorary lectureship in the Physics and Astronomy Dept at Glasgow University.

She was awarded the prestigious Kelvin Medal from the Institute of Physics in 2004 and an honorary doctorate for services to science communication from Paisley University in 2003. She is President of the Association for Science Education in Scotland and was awarded an OBE for her services to physics in 2007.

Heather takes time out from her busy schedule to talk to Martin Osler.



■ **Your job involves communicating complex information in a way that audiences will easily understand. What methods/tricks do you use to do this?**

I find it essential to stand back and look at the big picture, especially on severe weather days when we have lots of different variables affecting the forecast. It’s easy to get bogged down with the minute detail, but it’s often better to start with a few general facts and then add local detail where appropriate. On some occasions I will have spent half an hour designing a special feature graphic, but when I stand back and look at the whole presentation, I realise that it’s too cluttered and I need to simplify things by deleting all my hard work! But it’s a good learning exercise.

■ **With this in mind, did you ever consider becoming a teacher?**

I seriously considered becoming a teacher and even had an interview at Moray House after I left university. My mum and dad both taught, so maybe it’s in the blood. But I decided on an MSc in the Meteorology Department at Edinburgh Uni instead – and a job with the Met Office followed.

■ **You have been very heavily involved in Physics, promoting it and doing work with Glasgow Science Centre in this**

**area. What appeals to you about this subject area?**

Physics influences everything, from the Big Bang and distant universes to all forms of modern technology such as your iPod and digital camera. It also underpins the science behind meteorology and weather forecasting, so I have a personal interest in the subject. I also love how there are still many unanswered questions in science and physics – such as how a cloud becomes charged, leading to lightning flashes. A question perhaps the younger generation can answer one day.

■ **What educational benefits do you feel the Science Centre offers to people?**

I think Glasgow Science Centre, along with the other science centres within the Scottish Science Centre Network, has unique facilities to stimulate and excite all sectors of society about science. They have developed some amazing education programmes which offer tremendous curriculum links.

At Glasgow, we have also recently opened a new exhibit area focusing on some of the ethical issues within science, such as stem-cell research and how the media portrays science stories. So it’s not just whiz-bang science – the science centres are addressing some of the serious science debates as well.

■ **Who was your most inspirational teacher?**

Mr Weir, my first physics teacher – he really sparked my early interest in the subject.

■ **What was your favourite subject at school and why?**

I always liked science but also really loved Maths. I remember doing calculus for my Higher Maths – I thought integration and differentiation were great.

■ **If you could change one thing about the way education is taught or perceived in Scotland, what would it be?**

I’d like to see teachers given more time to really talk to their pupils – talk about current issues, modern science and what interests young people today. It seems to me that teaching everything in the syllabus takes up all the available time these days.

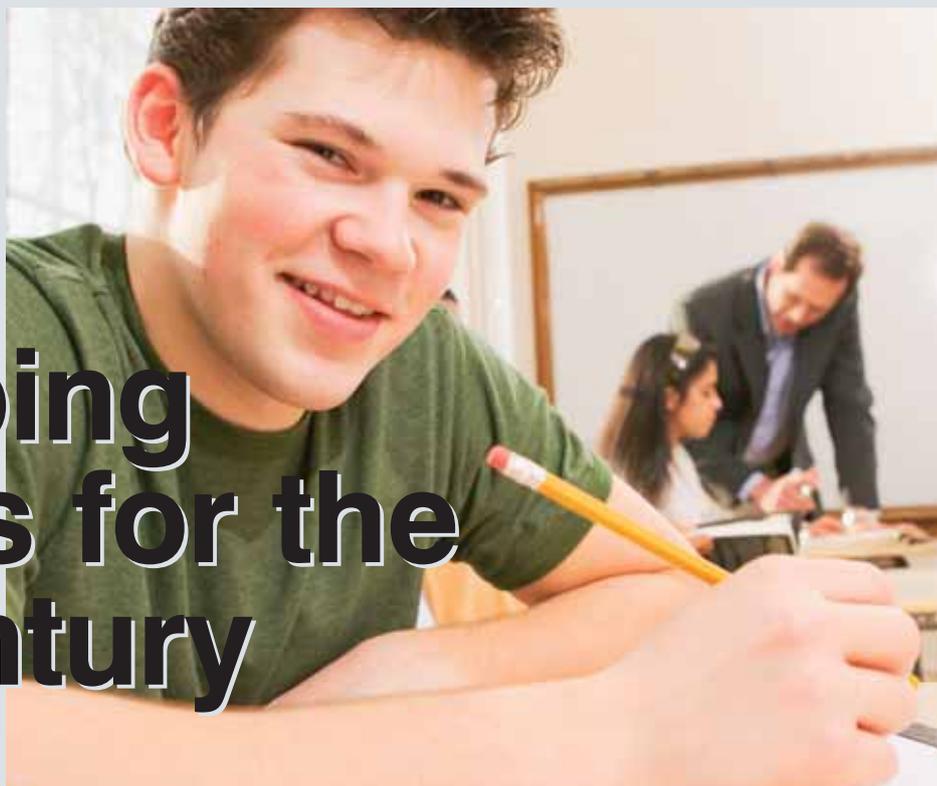
■ **What’s your impression of teachers in Scotland?**

Over-worked! I know there are big hopes for Curriculum for Excellence and I really hope it frees teachers up to engage more with their pupils.

■ **What’s the best bit about your job?**

Variety. Not only is the weather constantly changing, but I also do a job which mixes science, communication and the media.

New guidelines will support and encourage educators in their efforts to enhance their professional practice.



# Developing teachers for the 21st century

**T**he General Teaching Council for Scotland (GTCS) will soon be launching guidance for teachers about how to engage effectively in the process of continuing professional development (CPD).

As many teachers can testify, effective CPD while seeking to keep your professional practice up to date and stimulating also encourages you to be an inspired teacher who will in turn inspire learners.

A Teaching Profession for the 21st Century, the McCrone agreement, placed a new emphasis on CPD for all teachers in Scotland.

Although CPD is now a statutory element of a teacher's working life, research by GTCS identified a demand from teachers for further advice and guidance. In particular, teachers sought guidance to enable them to engage effectively with the CPD process so as to enhance their professional practice.

GTCS has responded to these views by developing a set of CPD guidelines, the process of doing so being informed throughout by teachers' knowledge and experiences as revealed in the research.

GTCS also recently launched the upgraded version of its Standard for Full Registration (SFR), which describes the qualities and capabilities that all registered teachers in Scotland are required to demonstrate in their professional practice.

A significant addition to the start of this



Top: CPD is important in teaching. Above: the focus group discuss and develop the teacher survey

document is the statement that the SFR is "a baseline professional standard that applies to all teachers throughout their career". It is no coincidence that the new CPD guidelines should be issued at this time.

If all teachers are to maintain and enhance their professional practice in order to work at or above the requirements of the SFR, then they will need to be making effective use of their CPD in order to do that. To this end, the new CPD guidelines not only make

explicit the professional benefits of CPD and how to make CPD have an impact, but also make the very important link to the SFR.

The process of gathering teachers' knowledge and experiences was achieved firstly by carrying out 12 school-based teacher focus groups involving about 75 primary and secondary teachers and, secondly, by carrying out a survey with a sample of 8,000 teachers from across Scotland.

We would like to acknowledge the input provided, which included tapping into the expertise of GTCS-funded teacher researchers and colleagues in their schools.

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

**EFFECTIVE CPD ENCOURAGES YOU TO BE AN INSPIRED TEACHER WHO WILL IN TURN INSPIRE LEARNERS**

# From thinking to practice with CPD

**C**PD can sometimes be a groan-inducing acronym for teachers. Perhaps the legacy of one too many courses of questionable value taking up that all-too precious time or the result of lost hours spent in search of some worthwhile nugget from the latest curriculum document or think-tank initiative.

Too rarely, it seems to me, are we presented with opportunities to truly develop as professionals, to extend ourselves – our thinking and our practice – in meaningful ways. It's been refreshing, therefore, for me to have been part of a wonderful course over the last 10 months or so aimed at really making a difference to teachers, schools and pupils alike.

I've been fortunate enough to be part of the Highland Council cohort on this year's PGCE Primary PE programme, run in conjunction with the University of Glasgow. As a teacher whose initial degree was in Sport in the Community and with a background including coaching, playleading and working as an outdoor instructor, the opportunity was just too good to miss.

For one weekend a month, a group of us – accompanied by our university tutors – take ourselves off to a venue in the heart of the Highlands to learn to be PE teachers. We're a diverse group, ranging from head teachers to those more recently qualified, taking in an active schools co-ordinator with a teaching background and including some with very little background – but a huge interest – in physical education.

The course descriptor cites the lofty aims as being to “examine key issues in the planning and delivery of an effective primary physical education curriculum” while providing “opportunities for course members to reflect on personal practice and the influences of National and Local Policy on this”.

The university also told us that “course members will analyse practice and engage in critical discussion on current

At times, CPD may seem an onerous task, but Highland teacher Bryan Gregg has found a practical way of making the whole experience enjoyable. Here he explains what's involved.

programmes and resources for the teaching of physical education in primary schools”. And do you know what? We do. We really do.

If the aim of CPD is to, as I alluded earlier, extend one's thinking and practice, then this is just about the only course I've met in my career to date which does that in a meaningful way.

I know I can speak for many of my colleagues on the course when I say that the mixture of practical and theoretical inputs – including challenging sessions on theories of development, “practical play” and the implementation of a Curriculum for Excellence – leave us not with the familiar feeling of post-CPD course overload; rather there's a sense of

“when can I get my class into the gym to try this great stuff?”

Ultimately, we may get the opportunity to work across cluster groups as PE specialists. At the moment, with about six months of the course still to go, we're all putting the ideas and the ethos of the course into practice, learning alongside the children, developing as we go and taking our practice forward through a range of challenging physical and “academic” experiences. A ringing endorsement if ever there was one.

Health and wellbeing at the heart of the Curriculum for Excellence anyone?

*Bryan Gregg is a class teacher at Acharacle Primary School, Ardnamurchan*



As the Director in Scotland of the new Equality and Human Rights Commission, former college principal Ros Micklem is relishing the challenges that lie ahead.

# Equality not a minority interest



**G**ood news: 65 per cent of people in Scotland say that we should do everything we can to get rid of all kinds of prejudice (Scottish Social Attitudes Survey 2006). It's also encouraging that younger people and those with more educational qualifications are less likely to express discriminatory attitudes: teachers should be proud of the part that they've played in that.

On the other hand, the proportion of respondents saying that sometimes there is good reason to be prejudiced rose from 26 per cent in 2002 to 29 per cent in 2006.

One of the survey questions designed to reveal people's underlying attitudes was about suitability for primary school teaching. The answers showed that around half the population thinks someone with depression, a gypsy/traveller or a person aged 70 would be unsuitable.

The view of 15-20 per cent is that a gay man, a lesbian or a Muslim person would be unsuitable, and of 22 per cent that women are more suitable than men to be primary teachers.

If you're committed to the Curriculum for Excellence and enabling all young people to become responsible citizens, and if you're concerned about equality of opportunity for people wishing to enter and progress through the teaching profession, the Social Attitudes Survey illustrates the scale of the challenge you face.

It's a challenge you share with the new Equality and Human Rights Commission. The Commission started work in October 2007, with the vision of helping to develop "a society based on fairness and respect" and "people confident in all aspects of their diversity". Our role extends to all

aspects of equality protected by law (age, sexual orientation, and religion and belief, as well as gender, race and disability), but we won't just be concerned with discrimination against particular groups: we'll be looking at all the factors that affect people's life chances and restrict their opportunities to make real choices.

Equality isn't a minority interest: a fairer society benefits everyone in terms of economic prosperity, quality of life and good relations within and among communities.

Part of our remit is to take forward the work of the Equal Opportunities Commission, the Commission for Racial Equality and the Disability Rights Commission and we've inherited their enforcement powers – for example, ensuring that public bodies fulfil their

equality duties, taking up individual discrimination cases, and investigating areas of systematic inequality.

We'll also be undertaking research, and aiming to ensure that our work is based on firm evidence and makes a measurable difference. We'll influence policy-makers and legislators, identify and promote good practice, challenge complacency and stimulate debate.

We have an important role in providing advice and guidance: our Scotland helpline (0845 604 5510) is there to support individuals and organisations who have queries about any aspect of equality.

The Commission covers England, Scotland and Wales, with teams of staff in all three countries. In Scotland and Wales, Statutory Committees support the GB-wide Commission, providing local leadership, particularly on the aspects of Commission strategy that concern devolved matters.

Scotland also has the advantage of a separate Scottish Commission for Human Rights, set up by the Scottish Parliament; we'll be working closely with them to make sure there is a joined-up approach to promoting human rights.

I moved to my new post as EHRC Scotland Director from further education, where our ambition was to enable everyone to fulfil their potential, narrowing opportunity gaps and equalising life chances – exactly what the Equality and Human Rights Commission is also aiming to achieve. Education and equality go hand in hand and I look forward to working with you to meet the equality challenge.



Ros Micklem

*Ros Micklem, Scotland Director, Equality and Human Rights Commission*