



Acknowledgements

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1. Executive Summary

Project background

As part of the organisation's continuous improvement, and in light of developments in education policy and practice, The General Teaching Council for Scotland (GTCS) is seeking to refresh the Professional Standards that were introduced in 2012.

The GTCS commissioned Children in Scotland to engage directly with children and young people, specifically on the area of 'values' as part of the review process. Children in Scotland is delighted to be part of this opportunity to build a greater understanding of the views of children and young people and place these at the heart of the key document setting the standards for the teaching profession in Scotland.

Methodology

Children in Scotland applied a mixed methods approach to answer one research question with one sub component: What makes a good teacher? and How does this look and feel in a classroom? The methodology included a rapid literature review which then shaped the engagement work with children and young people. The engagement work took three forms: direct engagement sessions; a resource developed to support adults to complete with children and young people, mirroring the structure of the engagement work; an online survey to support a wider geographical spread of participants. Questions and options included in the survey were informed by the themes identified in the literature review.

Participants

591 children and young people aged 5-18 years took part across the range of data collection methods. This included:

- a range of additional support needs
- a range of socio-economic backgrounds, including pupils living the most deprived areas of Scotland
- a range of ethnic backgrounds
- perspectives from both rural and urban communities

Findings

Children and young people highlighted a wide range of personal characteristics, relationship approaches, professional attributes and principles and values that they felt were important for all teachers to embody. The findings were very similar across all age ranges, settings and methods and are summarised under four themes:

- **Nurturing** – teachers should create a happy, friendly and encouraging atmosphere in the classroom by being kind, offering support and using praise
- **Rights-respecting relationships** – teachers should respect the rights and individuality of all pupils. They should do this by applying co-developed boundaries consistently, whilst ensuring individual needs and preferences are met
- **Professional skills and knowledge** – teachers need to have the knowledge and passion for the content of teaching and the skills to deliver this in an engaging and balanced way

- **Positivity/energy** – teachers need to show their love of teaching and an enthusiasm for the role. This will be shown by being engaging, interesting, creative and inspiring in the classroom.

It was expressed clearly by children and young people taking part in this study that teachers should not shout. This was seen as important across all the four themed areas identified above as shouting was felt to undermine a nurturing environment, a rights-based approach, professionalism and positivity. A balanced approach also appeared to be crucial. We have explored this concept further in the discussion section.

Key messages

This research highlights the complexity and importance of the role played by Scotland's teachers. Scotland's children and young people have a diverse range of needs and preferences. The refreshed Professional Standards need to be embedded in professional practice daily and be clearly linked to the lived learning experience of Scotland's children and young people, ensuring that every child has an equal chance to flourish.

The findings from children and young people provide important evidence to shape these standards and point to the importance of achieving balance in a number of key areas, including;

- **Nurturing and respect for boundaries**
- **Rules and freedom**
- **Equality and equity**
- **Professionalism and creativity**

We explored the role of professional judgement at different stages in the pupil journey in order to support this.

Conclusions and recommendations

Children and young people have a clear idea of the values and qualities they want from a good teacher, the disposition and the skills needed. They are also clear about how a good teacher acts in the classroom to put these values and skills into practice. The refreshed Professional Standards should reflect these views.

Specific recommendations included in the report relate to:

- **Children and young people's ongoing quality participation** in the review process for the Professional Standards (and education generally)
- **Next steps for the Professional Standards**, including school, regional and national improvement processes
- **Initial and career long teacher training**
- **Implementation of children's rights**

Appendices supply detail on:

- Methodology
- Initial scoping research
- Findings tables

2. Introduction

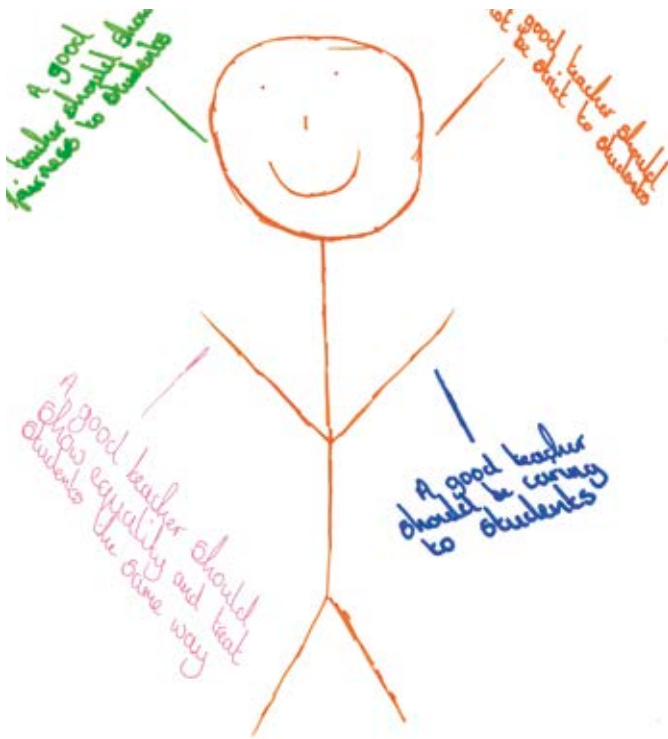
2.1 Children in Scotland

Giving all children in Scotland an equal chance to flourish is at the heart of everything we do.

By bringing together a network of people working with and for children, alongside children and young people themselves, we offer a broad, balanced and independent voice. We create solutions, provide support and develop positive change across all areas affecting children in Scotland.

We do this by engaging, listening, gathering evidence, applying and sharing, while always working to uphold children's rights. Our range of knowledge and expertise means we can provide trusted support on issues as diverse as the people we work with and the varied lives of children and families in Scotland

Participation and engagement with children and young people underpins everything we do and supports our legitimacy to speak on behalf of the children's sector. We have significant experience in carrying out quantitative and mixed method studies, analysing data and undertaking large consultation exercises.



2.2 Project Background

As part of the organisation's continuous improvement, and in light of developments in education policy and practice, the General Teaching Council for Scotland (GTCS) is seeking to refresh the Professional Standards that were introduced in 2012. The 'refresh' has been designed to ensure that they "remain contemporary, inspiring and have a direct effect on the classroom and in classroom practice"¹.

The Professional Standards take a particular focus on 'values', 'sustainability' and 'leadership'. They support teachers to develop with the professional values, knowledge and actions they need to ensure a positive impact on learners and learning.

In refreshing the Professional Standards GTCS has commissioned Children In Scotland to engage directly with children and young people, specifically on the area of 'values'.

Children in Scotland welcome the emphasis on good educational experience as an entitlement for all children. Our belief is that competence in teaching is about valuing children. Engaging directly with children and young people on their experiences of education supports their rights under the UN Convention on the Rights of the Child. They are the key stakeholder and it is right that their view is heard.

Children in Scotland is delighted to be part of this opportunity to build a greater understanding of the views of children and young people and place these at the heart of the key document setting the standards for Scotland's teaching profession. These views will also add to the evidence base for future national and international Education practice and policy.

The key aim of this document is to provide the GTCS with a comprehensive report based on robust and reliable evidence in relation to the views of children and young people on their experiences and expectations of the teaching profession. We will also provide guidance of how these views could be usefully employed to inform the revision of the Professional Standards for teachers.

Our methodology has been designed to gather this evidence and embody participative values. A wide range of participative approaches were used to ensure all children and young people were able to engage, regardless of age, additional support needs etc. Through these methods we have gathered evidence from over 500 children and young people, aged 5-18, across Scotland. We have drawn all of the evidence together, analysed the feedback into key themes and now offer a range of evidence-based recommendations to the GTCS.

1. Teaching Scotland Magazine, August 2017

3. Methodology

We applied a mixed methods approach to answer one research question with one sub component.

What makes a good teacher?

How does this look and feel in a classroom?

Initial scoping research

A rapid literature review was conducted to frame the participation work. This gave us insight into key teacher qualities and attributes identified as important by children and young people in other studies. The literature review was complemented by discussions with the Children in Scotland advisory group 'Changing our World'. The voices and experiences of children and young people (through our research and our advisory group) were used to shape our questions and engagement work. A summary of the findings of the literature review is presented in Appendix 8.2.

Primary research

The views of children and young people were directly gathered through a variety of methods, incorporating both quantitative and qualitative approaches. The engagement with children and young people included: direct work in schools; an engagement resource to be undertaken with children and young people together with adults such as teachers or youth workers, and; an online survey for completion by children and young people themselves, with support from an adult where appropriate. A summary of these methods is provided below.

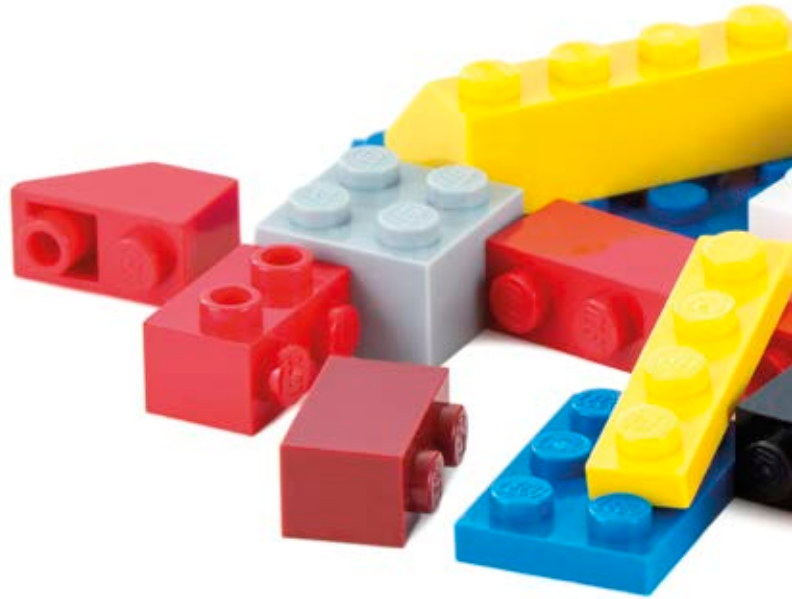
Direct work

Children in Scotland's dedicated participation and engagement team worked directly with 85 children across 5 schools, of which 3 were primary schools and 2 secondary schools. Schools were based in five Local Authority areas: Scottish Borders, Dumfries & Galloway, Midlothian, Fife and Inverclyde. A range of well-established active and creative participative methods were used to ensure views of all children and young people involved could be gathered. The direct work took place between February and March 2018. Sessions lasted a full day in the school settings.

Resource

To increase the reach of engagement in this review, Children in Scotland developed a resource to support teachers, youth workers and adults engage with and gather evidence from children and young people on the Professional Standards. The resource mirrored the structure of the engagement work carried out by Children in Scotland staff to allow direct comparison between the findings of the two.

Different versions were created for primary and secondary age children to ensure that the resource was accessible and to reduce the burden on practitioners in translating language and concepts to their setting.



One hundred and forty-four children and young people gave their views through the resource work from schools in 4 Local Authorities. This also included one session Education Scotland's Young Ambassadors for Inclusion.

Survey

An online survey was developed to gather the views of children and young people aged 5-18 and support a wider geographical spread of participants. Questions and options included in the survey were informed by the themes identified in the literature review.

We focused on making the survey short and accessible. Younger participants were encouraged to complete the survey with support from an adult if required. Three hundred and sixty-four participants submitted their responses through the survey.

Analysis

The four thematic areas identified in the initial research were used as a coding frame for data analysis. Data tables were produced for each theme, and these have been presented in the appendices to provide detail about what children and young people told us. Graphs were produced to present the quantitative findings from the survey and can be found at the top of each relevant theme, the appropriate percentages from the online survey findings will be shared within this text. A narrative of the findings was used to synthesise findings and highlight key priorities. Due to the cross over in the findings between the different thematic codes the narrative has been presented under the overarching themes identified in the research, not under the four themes used to code the data.

A more in-depth description of the methods can be found in Appendix 8.1.

4. Participants

Across the range of data collection methods we heard from 591 children and young people. We engaged with a diverse group of young people both through our direct work and the respondents to the resource and online survey.

- Direct Work – 85 participants
- Resource – 144 participants
- Survey – 362 Participants

This included:

- an age range of 5 -18
- a range of additional support needs
- a range of socio-economic backgrounds
- an ethnically diverse group of young people

4.1 Age range of participants

Just under 60% of the total sample was primary school aged children, and 40% secondary school aged (see Table 1 below). Overall, more primary school aged

children participated in the direct work and resource, and more secondary school aged children participated in the survey. Individual ages were gathered from survey respondents, and we received survey responses from every age from 5-18 years. Details of the individual ages of participants taking part on the direct work and resource was not systematically gathered. Schools often selected mixed age groups for the researchers to work with, and we approached the work seeking to find out the range of opinions of children in general rather than age specific differences.

See table 1 (below)

4.2 Location of participations

Local authority data was gathered for direct work and resource completion. It was not collected for survey respondents, or inclusion ambassadors.

See table 2 (below)

Table 1: Age of participants by primary and secondary

AGE	DIRECT WORK	RESOURCE	SURVEY	TOTAL	TOTAL (%)
Primary	54	123	168	345	58.4
Secondary	31	12	196	239	40.4
Age group not identified	0	7	0	7	1.2
Total	85	142	364	591	100.0

Table 2: Number of participants in direct work / resource by local authority

LOCAL AUTHORITY	CHILDREN AND YOUNG PEOPLE BASED IN EACH LA PARTICIPATING	RESOURCE	DIRECT WORK
Edinburgh	63	63	0
Perth and Kinross	39	39	0
Midlothian	26	0	26
Highland	23	23	0
Dumfries & Galloway	17	0	17
Fife	15	0	15
Inverclyde	14	0	14
Scottish Borders	13	0	13
West Dunbartonshire	12	12	0
National Group	7	7	0
Total	229	144	85

4.3 Socioeconomic data for participants

SIMD (Scottish Index of Multiple Deprivation) data was gathered for the schools involved in the direct work and for those who completed the response. We heard from schools across all five quintiles and seven of the 10 deciles. This included two schools in the lowest decile (highest level of deprivation).

See table 3 (right)

Table 3: Socioeconomic data for participants

SCHOOL	DECILE & QUINTILE	SIMD
<i>Direct Work</i>		
Stobhill Primary	D2 Q2	1088
Wallace Hall Academy	D7 Q4	4313
St Columba's RC High School	D8 Q4	4959
St Ronan's Primary	D5 Q3	3301
Lawhead Primary	D10 Q5	6761
<i>Resource</i>		
Dalry Primary	D6 Q3	3533
Canal View Primary	D1 Q1	375
Goodlyburn Primary	D5 Q3	2915
St. Peter the Apostle High School	D1 Q1	618
Muthill Primary	D7 Q4	4588
Dalneigh Primary	D4 Q2	2407
Range	D1 Q1 - D10 Q5	375-6718

6318

★ A Good Teacher ★

A good teacher is:

- kind
- understanding
- clever
- fair
- polite
- cheerful
- make you happy
- funny
- lets you play
- welcome



5. Findings

The initial scoping research identified four key themes for this study: personal characteristics; relationships and support; learning and knowledge, and; fairness (see Appendix 8.1). We used these findings to shape our data collection methods, and some of the survey results are presented according to these four themes below.

Children and young people involved in the research highlighted a wide range of personal characteristics, relationship approaches, professional attributes and principles and values that they felt were important for all teachers to embody. The findings were very similar across all age ranges, settings and methods. Findings tables relating to the specific characteristics, qualities and attributes identified by participants are available in Appendix 8.3.

There was considerable overlap between what children and young people told us was important to them in the four areas identified above. We have chosen to be led by what children and young people identified as their priorities, and focus the main findings section on their priority areas.

They relate specifically to:

- Nurturing
- Rights respecting approaches
- Professional skills and knowledge
- Positivity and energy

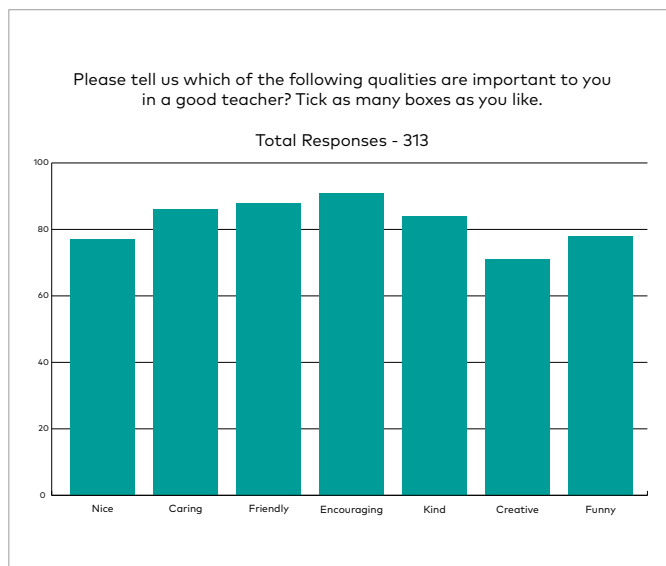
There are also two overarching themes which do not fall into the above categories.

5.1 Survey results

Personal Characteristics

Survey participants were given a range of words relating to specific personal characteristics identified through the initial research, and asked to pick which they felt were most important for teachers to embody. (see Graph 1 - below)

Graph 1: Personal characteristics



The survey responses illustrate the range of qualities that a good teacher must have. The most commonly selected personal characteristic from our survey was "encouraging" (91.05%) of children and young people, followed by 'friendly' (87.54%) and 'caring' (85.94%). 'Creative' was the least important characteristic for respondents, but this still scored highly, with 71.25% of respondents believing it was important for good teachers to be creative.

Relationships and Support

Survey participants were also given a range of qualities that were related to building relationships. Graph 2 below highlights the approaches children and young people who took part in the survey felt were most important to developing good relationships. (see Graph 2 - below)

The survey responses show the range of qualities pupils think a good teacher will do to help build relationships. The most important quality of those we listed was to be approachable (93.91%). The second most important was that teachers should treat all pupils with respect (91.19%) followed by has fun with their class (86.93%). The least popular but still commonly selected quality was to care about pupils lives outside of school (65.35%).

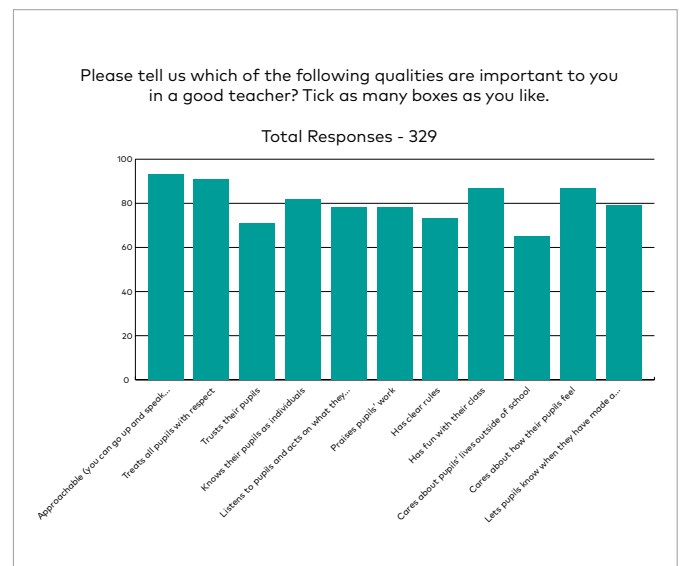
The importance of rules was prominent in both the quantitative and qualitative answers to the relationships sections of the survey. Over 40 responses mentioned rules/discipline and consequences in the qualitative section; the most by a large margin.

Learning & Knowledge

The survey also presented a range of qualities related to teacher knowledge and supporting learning. Graph 3 (see below) highlights what participants felt to be important in this regard.

It was clear from responses that children and young people felt that a good teacher will be knowledgeable

Graph 2: Relationships and support



and can support different learners. The most important quality to the respondents to our survey was that they know a lot about what they are teaching (80.94%), followed by uses different learning styles (77.90%). The third most important quality was to involve pupils in how they teach a lesson (71.55%).

Interestingly the research findings did not support the position that a good teacher will be involved in extra-curricular activities to any great extent. Indeed only 43.92% felt this was an important quality for a good teacher.

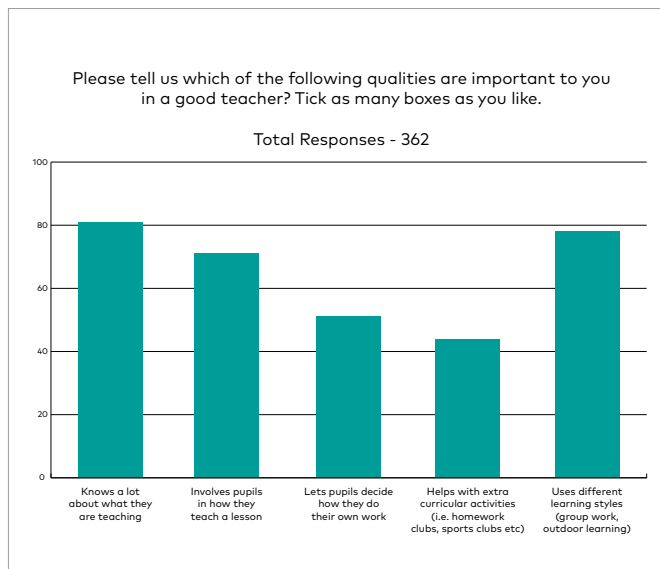
Fairness

We also asked participants how they felt a good teacher made things fair in the classroom. The results are presented in Graph 4 (right).

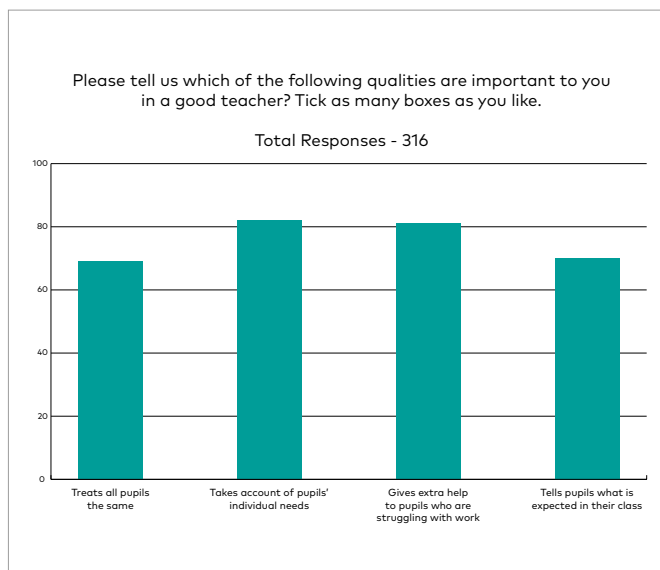
Survey respondents felt that the most important quality related to fairness was to take account of pupil's individual needs (82.91%). This was followed by 'Gives extra help to pupils who are struggling with work' (82.59%) and 'tells pupils what is expected in their class' (69.94%). The least common quality was that a good teacher treats all pupils the same, although over two thirds of respondents (69.30%) still felt that this was important.

The balance between giving extra support and treating people the same is explored in more detail in findings below.

Graph 3: Learning and knowledge



Graph 4: Fairness



5.2 Findings from across direct work, resource responses and survey

5.2.1 Key priority area: Nurturing

Many of the most commonly raised suggestions by children and young people for what makes a good teacher related to qualities that could be understood as 'nurturing' or 'supportive'.

The findings present a picture of a teacher who is positive and puts their pupils in a position to learn through the specific ways that they engage and support them. At a classroom level, this was frequently about creating a positive and warm environment where all pupils felt safe and supported. Children and young people often used the word **'kind'** to describe the quality that teachers needed to create this atmosphere;

"If a teacher is kind it travels across the class and puts everyone in a good mood."

Direct Work

They also recognised that kindness helped to put them in a position where learning was possible;

"It lifts your spirits. You want to do stuff a lot better because you are happy."

Direct work

This approach could therefore encourage pupils to progress with and finish their work or recognise and appreciate their own achievements.

To create this environment, children and young people suggested a range of simple actions teachers could take. This included saying 'hello', asking how you were, telling jokes and smiling.

"They could smile, make sure people are feeling ok." *Direct work*

Body language was also seen as important way to create a positive and nurturing atmosphere and making children and young people to feel comfortable in the classroom. In a practical sense children and young people felt that a good teacher would physically come down to the level of the children and young people in their class when talking to them.

On an individual level, being kind was felt to be particularly important if and when children and young people were upset or facing difficulties. Being kind, and demonstrations of kindness, such as hugs, helped to make children and young people feel safe and supported.

"They will give you a cuddle if you are tired or sad." *Survey*

It was recognised that teachers needed to know whether giving a distressed pupil a hug was something that the pupil wanted and would be comfortable with. Hugs and physical reassurance was one area where differences

between the needs of older and younger pupils may require further exploration. However, the principle of teachers offering comfort to pupils was highlighted as important across the board. Children and young people argued that teachers should be approachable so that pupils feel comfortable taking problems to them.

Safety was important to children and young people and they felt a good teacher had a role in providing a safe school environment for all children and young people. This included schools that were free from bullying and harassment. This extended to teachers themselves. Children and young people were quite clear in their views, that in order to be nurturing good teachers 'should not shout'.

"Shouting makes me more angry."

"Getting angry at you doesn't help."

Both direct work

Being **'encouraging'** was felt to be important by children and young people who took part in the research. They felt that a good teacher was appreciative, and recognised efforts children and young people were making. They did not want teachers to focus on the negatives, and instead wanted teachers who would praise children's work.

"It is important to praise pupils. It will make them feel good. They will do better work." *Direct work*

A good teacher must be able to support the pupil by being solution focused, and if an issue arose, find positive ways to deal with it. For example, patience was identified by one participant as the most important quality for a good teacher; this could be demonstrated by finding ways of dealing with issues other than just sending children and young people out of the classroom;

"Teachers sometimes get fed up but they need to be patient. It might cut in to learning time. Shouting can waste time." *Direct work*

In other areas of the research they suggested that a good teacher would allow young people to calm down or take a time out when there was an issue as opposed to dealing with it instantly.

It was also felt important that teachers did not 'hold issues' over children and young people. The children and young people we heard from felt a good teacher would always be respectful of them, a theme we return to below.

Overall, building a nurturing environment within classrooms came down to teachers developing good quality, supportive relationships with their pupils; relationships that recognised individual needs and offered kindness and encouragement to help children and young people to learn and thrive in the classroom.



5.2.2 Key priority area: Rights-respecting

Children and young people who took part in the research felt that respecting the rights and individuality of all pupils was a key quality for a good teacher. They talked about this in terms of recognition and support for specific needs, understanding their rights as individuals and how teachers would know these and support them. It was suggested that a teacher who respected their pupils as individuals would create an atmosphere where children and young people were more willing to learn:

"When a teacher doesn't respect me it makes me work less, but if a teacher respects me I want to do well and show I deserve respect."

Direct work

The research highlighted an interesting debate about the concepts of **equity and equality** within the classroom in relation to rights. In an overarching sense children and young people we spoke to firmly believed a good teacher did not have favourites and should treat everyone in the classroom equally.

"Everyone should get the same opportunities." *Direct work*

This also included having equal access to resources. However, participants were also clear that a good

teacher should understand that children and young people are all individuals and respect their choices, background and needs and treat them equally in this regard. Indeed, it was also suggested that a good teacher would view and highlight difference as a positive.

The children and young people we worked with understood that some pupils would need extra support with their learning and that a good teacher supported them with this. They recognised that pupil needs are all different and that all individuals may need extra support at some point. Children and young people wanted teachers to ensure that all children were able to participate in all areas of education, and that doing this would have a positive impact on well-being;

"Makes you feel more confident when you're getting the help you need."

Direct work

The impact of engaging with everyone on learning was highlighted by one participant who noted:

"If I feel ignored I don't want to go to that class at all." *Direct work*

Key to understanding how to support pupils best was **getting to know them as individuals**. They thought a good teacher would ask questions about all aspects of their school work and participants wanted teachers to know their expectations, goals and preferred learning

styles. They also felt it was important that teachers took an interest in their lives out of school, to fully understand how this impacted on them in the classroom;

"It is important to care about pupils' lives outside of school."

"Understand more about things that stop us learning - like our home life or being in care and stuff."

Both survey

Practically a good teacher could do this by knowing everyone's name, asking how they were, asking about what their pupils like, what their hobbies are and how their family is. Participants thought that a good teacher would know when their pupils were upset or their behaviour was different and should ask why, even if this was due to an issue outside the classroom. They also must be cognisant that this could affect learning and support pupils with this.

"Pupils who are disruptive should not be shouted at or called out to speak to the teacher in front of the class. The teacher should take them to the side at a time when there is enough time to try and explore what the underlying issue is."

Survey

Children and young people impressed upon us the importance of teachers dealing with issues in a discreet manner that kept issues private from the rest of the class. If a pupil was sad, then discussions should take place in private.

Fundamentally, as with the point above relating to hugs and physical comfort, children and young people recognised that **respecting individual boundaries** when asking questions about pupils lives was very important. For some children and young people a teacher did not need to know everything about their lives, and it was not thought helpful to push for information, where children were reluctant to speak. It is worth noting discussions about sexuality and religious beliefs were highlighted in particular as areas that some participants thought were private, and did not want to discuss with teachers. Being responsive through rights respecting practice to the preferences of the child or young person was clearly an important overarching consideration.

Interestingly, children and young people also felt that a degree of **reciprocity** was important in their relationships with teachers, so that sharing was not all in one direction. Children talked about wanting to know a bit about their teachers lives as well as sharing aspects of their own. This helped to create relationships that felt more equal;



"It is about an equal relationship."

Direct work

It was also clear that teachers should also use this information to support the children and young people they worked with. In simple terms this could include teachers regularly checking how pupils were getting on and provide help if they were 'stuck'. It could also mean finding out how pupils were coping, knowing when they needed extra help and offering individual approaches to addressing any worries;

"My teacher has helped me when I've been anxious by getting me to take a big deep breath and by giving me jobs to help her out it's good helping my teacher." Survey

It was felt that **teachers should know what resources and approaches would best support a pupil.** For example, access to 'fidget toys' to help concentration, or having opportunities for time out if needed;

"I have a time out card. I don't use it, but I know the teacher knows I might need out. But I find it hard to ask. So a teacher will know when I need help because they know me." Survey

Children and young people also suggested that **choice** should be offered in terms of whether they work alone or in groups. Some participants felt that group work, including mixed ability groups could support learning and help participants bond. Children particularly saw the benefit of this as they could learn from each other. It was also suggested that this could help children with additional support needs integrate into the class. However, for others, working in groups was distracting and they preferred to work on their own. We return to the theme of choice in future sections.

It was recognised in order to respect and support all pupils needs, that teachers (and classmates) may need to increase their understanding of accessible approaches. For example, it was suggested the teacher and pupils could benefit from training in areas such as deaf awareness. Support around transitions between primary school and secondary school, and from secondary school onwards were also highlighted.

When difficulties arose within school, children and young people emphasised the importance of a teacher **not making assumptions** about what has happened. Pupils felt a good teacher would listen to both sides of an argument and would not interrupt when children were explaining. It was also thought important to allow children and young people to start on a fresh footing each day. They felt a good teacher would be able to forget and forgive the issues young people may have had previously and think about their future, both in terms of work and behaviour.

"Teachers need to be consistent. Some teachers have favourites and children they pick in. That's not fair. We have a rocket system in our school but not all teachers use it the same. Things should be the same." Survey

Finally, from a rights-respecting point of view, children and young people described wanting to be involved in the decision-making process of the school. Under Article 12 of the UNCRC, children and young people have a right an opinion and for it to be listened to and taken seriously. The children and young people we spoke to were clear a good teacher would support this. In particular, they wanted to be involved in developing class rules and believed a good teacher should adhere to these.

"We need rules because they are important but we need the teacher to make sure that everyone understands the rules." Survey

They also wanted to be involved in evaluating lessons. There was some suggestion that, at present, teachers sometimes ignored the voices of pupils or did not act fully on the suggestions of Pupil Councils etc.

"Rights make it fair." Direct work

In summary, children and young people described a rights based approach as being one where where equal treatment was clearly translated through the teacher's implementation of fair and consistent rules that applied to all children and young people, combined with individualized responses to pupils specific support needs.

5.2.3 Key Priority Area: Professional skills and knowledge

Our research identified that children and young people thought **professionalism** was a key cornerstone of good teaching. A basic starting point for children and young people was that a good teacher would be organised, would not be late for lessons and would be prepared for class.

They would also ensure they were professional in their demeanour by being polite, smiling and using a good tone of voice. They would not bring their own problems or issues with other classes into their teaching.

The importance of education was prominent in the research, and while personality and rights were important to them, young people also wanted a teacher to be able to teach well to ensure they received a good education. Children and young people wanted teachers to be confident and care about their subjects. They were also clear that teachers need to be committed to increasing or expanding their own knowledge.

Unfortunately the research highlighted some instances where pupils experienced teachers who did not support them to learn;

"Most teachers don't listen even when you are stuck. They should learn to listen so they can help me think about my work." Survey

Clearly **listening to children and young people**, helping them with mistakes and difficulties and not getting upset were all thought to be important aspects of what made a professional teacher;

"If I make a mistake they explain what I did wrong and help me to understand for next time."

"They do not get upset when we don't do well. They help us focus on what we do best and make us learn more about what we don't know."
Both survey

Linked to this, children and young people felt it was vital that a teacher could explain things to them in a clear and understandable fashion. They need to walk children through problems with their learning and be sure that children understand.

In terms of teaching approaches, it was felt that a good teacher would provide children and young people with a wide range of learning experiences. The children and young people we spoke to suggested that they wanted to learn about real life events, as part of the curriculum. This included learning about transitions periods in their life such as puberty. They also wanted to discuss world events, so they could better understand them.

When supporting children with their learning, children and young people also highlighted the importance of **receiving clear feedback** that focused on what they had done well and next steps. Children welcomed the opportunity to discuss this on a one to one basis with their teachers:

"I like one on one time cause sometimes I want to ask or tell her something without other people knowing." Survey

There was an array of views from children and young people about how much they felt a good teacher would challenge and push them to achieve. Some children and young people we spoke to wanted to be challenged and pushed, while others did not want too much pressure placed on them and wanted their teacher to be realistic in their expectations.

Pupils wanted teachers to take an active role in setting positive learning goals on an individual basis and help children and young people to meet them. They wanted to be able to talk to teachers and receive help in the areas they found hard. It was suggested that short term achievements could be set daily.

"Teachers should make a difference in people's lives by helping them achieve their goals." Survey

One of the few differences highlighted in the research between older and younger children was on the role of teachers in supporting young people through exams. Understandably, this was not a priority for younger children, but for secondary school aged participants, they believed that a good teacher had a role in helping them to prepare for exams. They suggested lessons should be offered on exam preparation, in and out of school hours.

The children and young people we talked to did not expect good teachers to be perfect, or know everything. They felt **self awareness was key**, and the ability to accept any mistakes or areas where they could improve was important;

"They want to learn from us. They ask questions like, see if it is not working, how might I do this better? They are not too proud to say they got it wrong." Survey

Knowledge and skills in technology were areas where children and young people felt that teachers could improve in general. Children and young people felt a good teacher should have the ability to use IT platforms such as Glow.

5.2.4 Key priority area: Positivity/energy

Children and young people wanted teachers to show they loved teaching and were excited by it. They wanted to know that teachers were happy in their jobs. Children and young people felt that teachers who were enthusiastic about their job were more likely to motivate them and make their learning interesting.

"I think a good teacher is enthusiastic and creative-they make it exciting to learn." Survey

In particular, they felt that funny stories and anecdotes could support learning.

"Engaging teachers are the best, so teachers who share stories and can joke about things often make the class room environment less stressful and more productive." Survey

This also extended into offering creative and engaging ways of involving children and young people in their learning, and a choice of learning opportunities;

"A good teacher uses different examples so the children can understand better. Different resources (books, videos, pictures) or creates posters to help understand." Survey

Examples for creative learning approaches identified by participants included; active and outdoor learning; videos, technology and Lego; and playing music in class. However, it was also recognised that playing music could be distracting for some and would not necessarily work for all children and young people. Again knowing the individual needs of pupils was key;

"If teacher takes times with each child they will then know how a child minds works on learning whether they are visual learner or listener or reader." Survey

Some children and young people suggested that using real life examples helped to put learning into a more meaningful context. Using topics or people that children and young people were interested in was seen as a particularly positive quality. Any opportunity to link lessons to the work of famous YouTube gamers, for example was highly recommended! Again the concept of balance was important, and being receptive to the needs and energy within the classroom;

"They always have the right words, it's like magic. They lay off you when they see you don't want to talk but have a laugh when they see you are up for it." Survey

Tolerant
Enthusiastic
Accepting
Caring
Helpful
Effective
Respectful



6. Key messages

In this 'key messages' section we will highlight the common themes identified across the four areas of teaching identified and explore any tensions within them. We will also highlight where the views of children and young people are supported by consistent academic evidence to lend further weight to their views.

The GTCS has previously identified that the Professional Standards must "remain contemporary, inspiring and have a direct effect on the classroom and in classroom practice"². To achieve this, the Professional Standards need to be embedded in professional practice daily and be clearly linked to the learning experience of Scotland's children and young people.

It is worth noting here that our findings were broadly similar across all data collection methods. Our research highlights the complexity and importance of the role played by Scotland's teachers. Scotland's children and young people have a diverse range of needs and desires and teachers need to be able to work with a range of young people within the same setting. However, we appreciate that doing so can be difficult due to the uncertain nature of the current teaching landscape in Scotland. Increased workload and decreasing support staff contribute to an increasing pressure on the workforce, taking place within the context of potential educational reform.

Our aim through this research is to put teachers in a position to meet the needs of children and young people in the current climate and moving forward. The key purpose of Children in Scotland is to ensure that every child has an equal chance to flourish. Education and teachers have a central role to play in this and by taking on board the views of children and young people and implementing this into values that are fully embedded into daily practice the GTCS can put teachers in the best position to support Scotland's children and young people.

The overarching message from our research is that teachers need to meet the needs of all pupils as individuals. The values therefore must be interpreted and implemented in a way that works for all pupils as individuals. We know that different approaches will be needed for different pupils and in different settings. We trust teachers' professional judgement both to adhere to the Values section of the Standards but also to understand how to implement these in a way that meets the needs of the specific children and young people they are working with.

Our work did not take a specific focus on rights. However, when considered as a whole, the values and qualities that young people wish their teacher to possess

identify that a good teacher will be committed to a rights-based approach to teaching, specifically putting children's rights into practice. As we have touched on, children and young people want to be treated as individuals. They also do not want a teacher to make them scared. Furthermore, they think a good teacher will involve them in a two-way dialogue about their learning experience. Going forward the Values section of the Professionals Standards need to reflect this and be underpinned by children's rights at every stage.

Be positive and do not shout

Children and young people appear to have some experiences of stressful classroom situations. They identified that a good teacher does not make them stressed and is not stressed themselves. Teachers must commit to creating a positive welcoming environment that supports children and young people to learn.

It was identified across all data collections methods that a good teacher does not shout. Shouting or angry behaviour was felt to undermine relationships between teachers and pupils, and be counter productive in terms of supporting learning and motivation. While teachers are clearly under pressure our findings show that they should only shout as a last resort, perhaps to deal with safety issues, not behavioural or work-based ones. We heard that children and young people find shouting scary. They also identified that it negatively impacts on their learning, this is backed up by research that has identified stress and fear have a negative impact on capacity to learn both in immediate and longer term³.

The importance of balance

It was clear from across the data collection methods that clear and consistent rules and structure are essential for children and young people to have a positive experience of education. We did not hear once that a good teacher does not have rules. However, our research clearly shows that a good teacher will not enforce these by shouting.

It was clear that the children and young people we spoke to understood the impact of consistency on their experience of learning, the importance of this is backed up by academic research. Research has long shown that consistent rules (combined with warmth) are vital in supporting children at the early stages of development (self regulation etc.) and can support better school performance in adolescence^{4,5}. Cultural environments, such as schools have also been suggested to have an important role in influencing the development of children and young people⁶.

² Teaching Scotland Magazine August 2017

³ National Scientific Council on the Developing Child (2010) Persistent Fear and Anxiety Can Affect Young Children's Learning and Development: Working Paper No9 <http://www.developingchild.net>

⁴ Vogel, S & Schwabe, L (2016) Learning and memory under stress: implications for the classroom, npj Science of Learning [online] Available at: www.nature.com/articles/npjscilearn201611

⁵ Lexmond & Reeves (2009) Building Character 2009 [online] Available at www.demos.co.uk/files/Building_Character_Web.pdf

⁶ Steinberg, L., Lamborn, S.D., Dornbusch, S.M, and Darling, N (1992). Impact of Parenting Practices on Adolescent Achievement: Authoritative Parenting, School Involvement and Encouragement to Success. *Child Development*, 63: 1266-1281 [online] Available at: onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8624.1992.tb01694.x

Schools and teachers need to implement clear and consistent rules at the school level to support the learning and development of children and young people.

There was however less clarity about how strict, or not a good teacher will be in enforcing these rules and boundaries. We believe this tension is less stark than it appears and is borne out of differing perceptions of what strictness is or disparities in the language used about this. This disparity was identified by one young person who identified that strict meant being able to teach effectively, this does not fit with the typical controlling and punitive definition of strict that often comes to mind.

For some involved in our research, strict appears to mean simply that there are clear rules and that work gets done. Strictness was however never coupled with extremely punitive discipline. At the other end not strict for some simply meant the ability to have fun and not be overbearing. It was however never identified as allowing the class to run wild. These two outcomes are ultimately very similar but are described in entirely different ways.

A good method of understanding how a teacher should act in this regard was provided by the participants. They felt a good teacher is 'firm but fair' or even 'fun but firm but fair'. It was also summed up succinctly by one response that identified that rules are important, 'but don't be too strict'.

Relationship-based practice

We are also clear from our research that a good teacher needs to be committed to relationship-based practice. Positive relationships are central to the principles of *Getting It Right For Every Child*⁷. Hamre and Pianta have highlighted a wealth of evidence showing the as pupils go through school, positive and secure pupil – teacher relationships can protect against many risk factors for poorer education outcomes into adolescence⁸. It has also been suggested this may be particularly important for children with less secure parental relationships⁹.

Our research has reaffirmed the importance of relationship based practice to children and young people but also has identified practical ways to implement this that work for children and young people. Central to this is interacting with each child and showing that teachers respect them individually.

The participants in our research identified that two-way, reciprocal relationships between teachers and children are essential to supporting them in the classroom. Pupils identified that a good teacher could start to



build relationships by making all feel welcome and comfortable. Simple steps could support this including, smiling, knowing names, saying hello and being positive in tone. Children and young people also want teachers to take time to talk to them and get to know them as a whole person (their likes, dislikes, interests, learning preferences). This also had to be supported by sharing something of themselves such as telling stories, sharing their own interests etc.

It is also clear that teachers must also foster good relationships with parents. Passing on praise to parents made the children we spoke to happier. We know the key role that parents have in support learning, teachers need to support this¹⁰.

These relationships need to be underpinned by a series of positive personal characteristics. Children and young people made a clear link between the two, highlighting their interrelated nature, often discussing how personal characteristics build relationships.

The evidence in this regard is clear, children and young people want teachers to embody characteristics that sit firmly within the Nurture model. This is not surprising given the focus on relationships within this model^{11,12}. Children and young people identified that a good teacher will be kind and nice to pupils and also care about how they were. A fuller breakdown of the qualities can be found on Appendix 8.3.1

⁷ Block, J and Robins, R.W (1993) *A Longitudinal Study of Consistency and Change in Self-Esteem from Early Adolescence to Early Adulthood* Child Development, vol.64, no.3, 1993, pp. 909-923. JSTOR [online] Available at: www.jstor.org/stable/1131226

⁸ Scottish Government (2013) *Better Relationships, Better Learning, Better Behaviour* [online] Available at: www.gov.scot/Publications/2013/03/7388/1

⁹ Hamre, K.B & Pianta, P. C (2001) *Early Teacher - Child Relationships and the Trajectory of Children's School Outcomes through Eighth Grade*, Child Development, 72, 2, pp. 625-638 [online] Available at: greatergood.berkeley.edu/images/uploads/Hamre_Pianta_2003.pdf

¹⁰ O'Conner, E. & McCartney, K (2007) *Examining Teacher-Child Relationships and Achievement as Part of an Ecological Model of Development*, American Educational Research Journal, 44, 2, pp 340-369 [online] Available at: journals.sagepub.com/doi/10.3102/0002831207302172

¹¹ Sheill-Davies-K & Morton, S (2014) *Review of research on family engagement in education: addressing the achievement gap* [online] Accessed at: www.parliament.scot/S4_EducationandCultureCommittee/Educational%20attainment/Morton_Dr_Sarah.pdf

¹² Education Scotland & Glasgow City Council *Applying Nurture As A Whole School Approach* [online] Available at: education.gov.scot/improvement/documents/inc55applyingnurturingapproaches120617.pdf

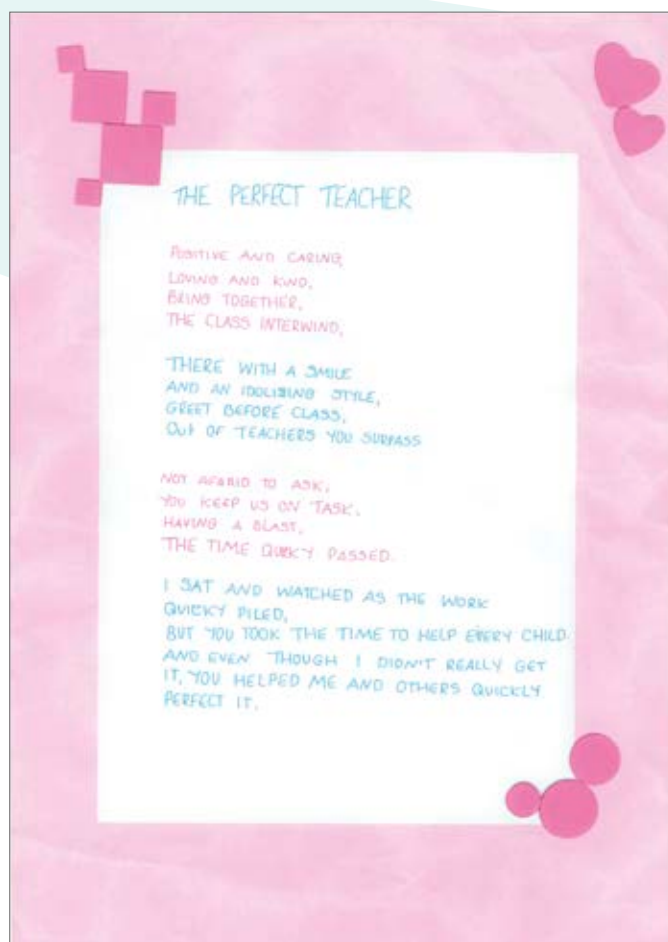
There is still a clear role for teacher judgement in supporting a child who is upset. Many participants felt a good teacher would give them a hug when they were upset. Some older children did note that this might be less appropriate the older pupils got. Ultimately, we see this being underpinned by knowing the pupils as individuals. A good teacher will both know if a child needs a hug, and also whether this is appropriate or desired by that individual.

There was also a clear link made with these characteristics and being able to meet the well-being and learning needs of children and young people. It is clear to us that these personal characteristics must be central to daily practice to develop the sort of secure relationships children and young people see as key to their successful learning.

A rights-based approach

Develop rules together

What was also clear is that for children and young people the way rules/boundaries are developed in the classroom has to change. Children and young people want to be involved in developing the rules in the classroom and feel that a good teacher will also adhere to these. Our research suggests a good teacher will commit to and support a change in the classroom culture with a move to a more shared space and shared ownership of boundaries.



We believe ongoing, respectful, two-way dialogue will support young people's nuanced understanding of the individual needs of others in the class and could support an equitable approach to support and discipline.

Putting rules into practice

Rules and boundaries should not dominate a young person's school experience but it is clear that they see them as important to framing their learning experience. The evidence from our research supports established research into child development. Children and young people need teachers to provide clear, established parameters that are understood and managed consistently so that children and young people feel secure and safe to learn. We hope to have built on this to identify how teachers can actually support this in a way that works in the classroom.

In a practical sense we heard how a good teacher deals with issues in the classroom in the fairest manner possible. Scotland's teachers need to listen to both sides in any situation and give young people a chance to explain. It is also important to think about why someone misbehaves and commit to restorative practice and help them fix these mistakes. It is also important to forgive pupils and allow them a fresh start.

This presents a professional/personal dilemma for teachers and highlights the complexity of the role. What is clear, is that in the eyes of children and young people a good teacher is able to set aside their feelings to support the learning of those they are working with.

Equality and equity

The other key tension identified in the findings of our research was in relation to fairness and particularly around equality verses equity of treatment. It was clear that on universal issues children and young people want a good teacher to treat all pupils equally. However, a tension arose when examining how to support those who need different treatment to support them with regards to behaviour.

It was unequivocal that a good teacher values and respects all children and young people regardless of their differences. We know Scotland's children and young people are incredibly diverse and have a range of needs. It is clear from our research that a good teacher recognises and understands this and highlights difference as a positive.

It was also clear that children and young people should not have favourites and feel this can have a damaging impact on their education.

It was clear that children and young people want a good teacher to take account of individual needs when providing support with learning. Children and young people were clear that all children and young people should be able to access extra support if they need it and the resources that can support them should be made available. It was also well understood that some pupils would require more support in this regard (e.g. those with ASN).

It is clear that a good teacher will make time for everyone and provide the support that pupils need. Clearly providing personalised support for all pupils will be time consuming, we will later outline how the desire for more personalised learning styles could support teachers to have more time to provide 1-1 support to those who need it.

Despite the view that a good teacher would provide extra support for learning to those who need it, there was less support for this equitable provision in relation to behaviour. While participants appeared to understand that some children and young people would face issues that could affect their learning, they did not seem to associate this so much with behaviour.

The concept of fairness for children and young people was inextricably linked with consistent discipline. As we have already discussed rules are key for children and young people in the classroom. Central to their understanding of fairness in this regard was behaviour should be dealt with equally, with the same consequences for all.

The tension between equitable provision for learning but equal provision for behaviour could potentially be explained in relation to developmental progress. There is clear evidence to suggest children and young people can be egocentric and may struggle to empathise with situations different from their own¹³.

It may be that struggling with learning is something that all children and young people can understand as they are all likely to face an issue in this area and so can see the need to provide extra support. Whereas allowing children away with behavioural issues because of certain home factors may be less universally understood and therefore not deemed as necessary.

The survey results lend a degree of support to this argument. When asked in a non-specific way, children and young people felt it was more important to take account of individual needs than to treat all pupils the same. This further showed children and young people understand the need for equitable provision of support, but when it is applied to their life they cannot see beyond their own experience of this.

Ultimately we are of the opinion that equitable support in this regard will be required to support all children and young people to participate in the learning experience. This was put succinctly by one participant who noted a good teacher should 'Use equity to create equality'.

Professional skills and knowledge

Course content

Children and young people were also clear in their understanding of the importance of education and the

teacher's role within this. Ultimately the qualities and values that have been identified throughout this paper should be seen as underpinning their learning. We also heard how a good teacher actually contributes to their learning through the course content and delivery of topics.

It is clear children and young people want their teacher to be knowledgeable about the subject but also able to develop their skills, including critical thinking, problem solving and reflection. They want to talk about questions rather than just working on their own, they felt this can help them perfect work more quickly. The importance of a positive, encouraging and motivational approach was noted.

It also clear that teachers need to commit to development in the areas that children and young people see as important and are appropriately supported to achieve this. Children and young people understand teachers need to train to keep up with new skills to ensure the content of what they teach is to a high standard. This included practical knowledge and skills around using resources, such as technology. However, it also must include development in putting the qualities and values identified throughout this report into practice.

The findings from the research also highlight that while teachers are busy they must commit to being organised and prepared to support the children and young people they work with. Teachers need to have all the materials to support different learning styles prepared in advance. They also need to be up to date on pupil profiles to ensure they are able to deliver inclusive lessons.

It was communicated that a good teacher will be committed to developing pupils from their individual starting point, experience or knowledge base. They also need to help set goals for individuals from this point. Our research has highlighted that children and young people want a teacher committed to a holistic model of education that develops pupils as individuals not one focused on more abstract/arbitrary curriculum-based targets and goals.

Personalised Learning

Relationship-based practice and a rights-based approach will support personalised learning, which was central to the learning experience that children and young people identified they wanted in our research. It is also at the heart of Curriculum for Excellence and GIRFEC¹⁴. Participants were clear that teachers must know each individuals' needs and likes and offer an individualised learning experience which supports a range of learning styles and includes a range of learning experiences. In principle, pupils want choice.

Teachers need to be prepared every day to support all of their pupils. This involves planning and delivering lessons that suit all. For some this involves allowing them to

¹³ Steinbeis, N., Bernhardt, B.C., Singer, T (2015) *Age-related differences in function and structure of rSMF and reduced functional connectivity with DLPPFC explains heightened emotional egocentricity bias in childhood*, *Social Cognitive and Affective Neuroscience*, 10, 2 pp 302-310 [online] Available at: academic.oup.com/scan/article/10/2/302/1657320

¹⁴ Education Scotland (2012) *CfE Personalised Learning* Education Scotland Briefing 5 [online] Available at: education.gov.scot/Documents/cfe-briefing-5.pdf

work independently while for others it means regular input from the teacher. Work must be able to be carried forward in a variety of manners and taught in different ways.

There was also interesting dichotomy over the amount of freedom afforded to children and young people over their learning experience. All the work conducted identified that a good teacher supports individual working methods and there was support for choice over topics and working method in the direct work. However, offering choice in this regard was deemed one of the least important qualities for a good teacher in the survey.

The disparity in findings here may be linked findings in other areas of the research. We know that structure, rules and boundaries are important to many children and young people. It may be that for some choice over undesirable due to the lack of structure. This in the end purely serves to bolster the idea that all learners are different and that teachers need to meet these different needs.

In a practical sense we heard the methods that children and young people feel are important such as group work or active learning (For more, see Appendix 7.3). However, they were less clear on how this could be facilitated in a managerial sense.

We feel that teachers will need to commit to leading a shift in how the classroom operates. Pupils need to be supported to understand what learning style they will take forward and be provided with the means to do this on an individual basis. Research has suggested choice over learning can allow children to take up roles not always available to them in traditional learning styles and can encourage greater creativity and autonomy¹⁵. By granting some pupils greater autonomy and freedom should also then support teachers to provide more intense 1-1 support to those who need it.

Providing support

Children and young people involved in our research were clear in a practical sense about how a good teacher will provide pastoral support to them. This must be offered and delivered with the pupil's dignity and rights at the centre. It was universally recognised that a good teacher will deal with issues discreetly, sensitively and confidentially. They will also not put children and young people on the spot or embarrass them.

Positivity/energy

Although there was a clear focus on the need for rules, this did not mean children and young people want a dull learning environment. Children and young people think a good teacher creates a fun, positive and engaging atmosphere within the classroom. They also want a supportive and reassuring teacher working within this who works with them to identify how they can improve. Research clearly shows the value of such an approach.

Prouty has suggested that fun and humour in the class can engage children and young people more fully in problem solving, American research has highlighted the importance of fun, saying it can increase motivation to learn when using learning games^{16,17}. Hornek & Roffey have highlighted research that suggested fun supported children and young people to make informed decisions in education¹⁸. Research has also highlighted the impact that positive emotions have on future well-being, in showing positivity in the classroom teachers can contribute to this¹⁹.

Encouragement specifically has also been noted to help build stronger teacher – pupil relationships and so should support the positive secure relationships that we have identified as important²⁰.

From a learning point of view, children and young people feel good teachers are supportive and do not focus on the negatives. They want to work in an environment where it is OK to make mistakes and learn from them. They also want to be challenged to do their best. It is clear to us that knowing pupils as individuals will support teachers in this regard as they will know what methods pupils respond to.

Our research also identified that a good teacher will encourage them, acknowledge their hard work and give rewards and praise. They felt it was important to focus on the areas for improvement rather than on what they had done wrong. It was also clear that they did not think a good teacher will get bogged down in individual tests or put pressure on them. They did however want teachers to push them to do well²¹.

¹⁵ Cremin, T., Burnard, P., Craft, A. (2006) *Pedagogy and Possibility Thinking in the Early Years*, Thinking Skills & Creativity, 1, 2, pp108-119 [online] Available at: [sciencedirect.com/science/article/pii/S1871187106000290?via%3Dihub](https://www.sciencedirect.com/science/article/pii/S1871187106000290?via%3Dihub)

¹⁶ Prouty, D. (2000). Creativity. *Zip Lines: The Voice for Adventure Education*, 40, 9-11.

¹⁷ Iten, N & Petko, D. (2016) *Learning with serious games: is fun playing the game a predictor of learning success?* British Journal of Education Technology, 47, 1, pp 151-163 [online] Available at: onlinelibrary.wiley.com/doi/full/10.1111/bjet.12226

¹⁸ Hornek, R. & Roffey, S. (2009) *Promoting Social & Emotional Learning With Games; It's fun and we learn things*, Simulating and Gaming, 40, 5, pp 626-644 [online] Available at: journals.sagepub.com/doi/abs/10.1177/1046878109333793#articleCitationDownloadContainer

¹⁹ Frederickson, B. L., & Joiner, T. (2002) *Positive Emotions Trigger Upwards Spirals Toward Emotional Well-Being*, Psychological Science, 13, 2, pp 172-175 [online] Available at: doi.org/10.1111/1467-9280.00431

²⁰ Bartholomew, D. (1993). *Effective strategies for praising students*. Music Educators Journal, 80(3), 40-43.

²¹ Education Scotland (2018) *How good is OUR school?* [online] Available at: [education.gov.scot/improvement/self-evaluation/HGIOS4](https://www.education.gov.scot/improvement/self-evaluation/HGIOS4)

7. Conclusion and recommendations

7.1 Conclusion

We welcome the opportunity to place children's voices and perspectives on teaching at the heart of the refreshed Professional Standards by the General Teaching Council for Scotland.

Through this work we engaged with nearly 600 children and young people between the ages of 5 and 18, asking 'what makes a good teacher?'. We believe what they told us about what matters most to them will be key to the GTCS and has the potential to strengthen the teaching standards and develop them further into standards that place the needs and well-being of children at their heart.

2018 is Year Of Young People. One of its central aims is to value young people's contributions to communities and provide a platform to have their views heard and acted on. Two of the six key themes of the year are Participation and Education. It is particularly pertinent, then, that so many children and young people have had the opportunity to have a stronger voice and a greater say in decisions that affect their lives around the refreshed Professional Standards.

Our findings were broadly similar across all data collection methods and tie in with the previous research that we explored in our scoping exercise. However, to our knowledge our research provides the most up to date and detailed data on the qualities and values of a good teacher.

Children and young people have a clear idea of the values and qualities they want from a good teacher, the disposition and the skills needed. They are also clear about how a good teacher acts in the classroom to put these values and skills into practice. We are clear that this must feed directly into the refreshed Professional Standards.

Children and young people have clearly identified that they want a teacher who is committed to a rights-based approach and a relationship-based practice. One who knows and meets their needs as an individual. They want to be inspired in the classroom and have fun with a nurturing teacher who they know, who knows them and with whom they feel equal.

Children and young people understand the role of the teacher in putting pupils in a positive position to learn and keeping them motivated and focused on their work. They also identify that a good teacher will be willing to relinquish 'power' and change the classroom dynamic. Children and young people want to be involved in developing rules, boundaries and practices to support them and many also want to be involved in directing their own learning. On a practical note, supporting this more independent learning may also free up teachers to work with those who need more structure.

Children in Scotland believe that implementing the findings of this research will change the Professional Standards and positively impact the lives of children and young people. However, the Standards are in and of themselves not enough. The review must be supported by meaningful implementation of the Standards at a

practice level. This work has placed Children in Scotland in a position to support the GTCS in this regard and we have provided some recommendations to support implementation and support teachers.

7.2 Recommendations

- The refreshed standards should reflect the findings of this study and reflect what children and young people have said matters to them in terms of 'what makes a good teacher'
- Children and young people should be included in ongoing discussions and activities around the review, refresh and implementation of the Professional Standards, including the next stage of the consultation and any subsequent high level decisions about teaching standards in Scotland
- The refreshed Professional Standards must be written in a form that allows them to be simply understood and implemented into daily practice
- The new Professional Standards should be part of the ongoing review process for teachers. This should also feed into school, regional and national improvement processes
- Children and young people need to be involved in the use of the Standards as an 'accountability' measure. As key stakeholder they have the right to know, understand and utilise the Standards. The GTCS should explore how children and young people can use the Standards to both challenge and support teachers
- The GTCS should encourage all teachers to advocate for their school setting to implement children's rights at all levels. This could involve UNICEF's Rights Respecting School programme or Education Scotland's Recognising And Realising Children's Rights
- Encourage use of Education Scotland's learner participation resource 'How Good Is OUR School?' to help schools establish the right culture, where "genuine respect for our children and young people must be at the heart of developing that culture"
- The new Professional Standards must be at the heart of teacher education. Children in Scotland believe childhood development, relationship-based pedagogy and a rights-based approach must be central pillars in developing knowledge and skills in initial teacher education and beyond
- Teachers need to be supported to access ongoing CLPL to put the refreshed Professional Standards for Teaching in to practice. The GTCS should explore with other strategic partners in Scottish Education how this can be supported at cluster, regional and national level. Peer learning, professional learning and action research could all be appropriate. It may also be of value to explore how in-service training can be used more effectively and how teachers can be supported to attend during term time.

8. Appendices

8.1 Methodology

8.1.1 Research Questions

Our research was based round a question within a context and with several sub components;

Research question

What makes a good teacher?
- How does this look and feel in a classroom?

This question was selected to allow children and young people to reflect on the values section of Professional Standards – the qualities of a good teacher. The sub question was used to delve more deeply into how children and young people experience a good teacher - what that looks and feels like in a classroom and around school.

8.1.2 Initial Scoping Research

We were aware of a range of engagement work and research that had been conducted by other organisations to gather the views of children and young people on education and the qualities of a good teacher. Relevant reports were gathered through online searches, using the research question as the basis to identify relevant literature.

A bibliography of key sources used to inform this project is presented on p28.

Children in Scotland has also recently developed an advisory group of children and young people, Changing our World (CoW). The members were engaged in discussions about the research question to allow them to shape our exploration of it in the research.

The research paper can be found in appendix 8.2

The voices and experiences of children and young people (through our research and our advisory group) were used to shape our questions and engagement work. This fed directly into the 4 aspects of teaching that made up the hubs used in the direct work and the distinct areas of questions in the online survey. They also shaped the questions asked in the activities in resource.

8.1.3 Direct Work

The direct work took place on 19th, 20th, 21st of February, the 27th of February and the 7th of March. Sessions lasted a full day in the school settings.

Through our direct work we heard from 85 children and young people, from five schools across five local authority areas.

Schools were selected to cover a broad geographical mix and reflect both urban and rural school settings. Schools were also deliberately targeted to ensure we heard from children and young people experiencing socio-economic disadvantage; we heard from schools across seven of the 10 SIMD deciles, including two schools from the lowest decile (highest level of deprivation).

At the recruitment stage we also encouraged schools to approach a range of pupils to take part, including a mix of age, gender, BME and children and young people with a range of additional support needs.

Well established active and creative participative methods were used to ensure views of all children and young people involved could be gathered. All activities focused on a what is a good teacher generally and not specific teachers that participants liked or disliked. While the participants often relied on their direct experience and reflected on things they liked or did not like, this was explored through the broader lens of how a good teacher would deal with any given situation.

Journey Map

To support participants to think about the purpose of school and the role of different aspects in supporting them we used a 'journey map'.

The journey map is a visualisation of a child or young person's journey to school to support participants to think about why young people go to school and how they feel about doing so. This discussion was child led but with probing from Children in Scotland staff to explore points in more depth. This section was used as preparation for the participants, putting the next stage of activity in a relateable context and is not considered at the analysis stage.

Hubs

The values, qualities and actions of a good teacher were explored through 4 hubs. The focus for each hub was identified from the initial literature review conducted to identify the qualities of a good teacher. These four hubs were named for our purposes as personal characteristics, learning & knowledge, relationships & support and fairness.

Images and props were used as characterisation and visualisation to support participants to explore the values, qualities and actions of a good teacher. For example, well known film and literature characters/teachers with distinct personalities and actions were used to explore what characteristics a good teacher would demonstrate.

Participants engaged in discussion with each other and Children in Scotland staff to explore their thoughts on specific images. Children in Scotland staff asked questions to further discussions (i.e how would a good teacher actually act to show they are fair?). Thoughts were applied by sticky note to the hub markers by participants and Children in Scotland staff. The children and young people were encouraged to share their feelings through drawing and writing.

Children and young people were then given the opportunity to identify the most important quality a good teacher would have. The participants were also asked how a teacher would show pupils that they have this one quality or value. The aim of this was to go beyond the basic qualities and values and give a deeper understanding of what a good teacher looks and feels like to young people in and around a school setting. The

one participant one vote method of voting at this point allowed quantitative analysis of the most important quality for a good teacher.

Creative Session

The final session of the direct work allowed children and young people to reflect on the qualities, values and actions of a good teacher in a more creative fashion.

Participants were given a free choice of activities to explore this in more depth and were able to work in groups or individually. Children in Scotland provided resources such as paper, pens/pencils, puppets, model figures and arts and crafts materials to support this. A variety of outputs were created. All decisions on the chosen outcome and the topics were child led with Children in Scotland available to provide support.

The outputs themselves provided a visual representation for the views of the participants but also gave a basis for Children in Scotland staff to ask unstructured questions and take case notes on the thoughts of the young people.

8.1.4 Resource

Children in Scotland also developed a resource to be used by adults with children and young people. The resource was linked to the direct work carried out by Children in Scotland staff to allow direct comparison between the findings of the two.

Different versions were created for primary and secondary age children to ensure that the resource was accessible and to reduce the burden on practitioners in translating language and concepts to their setting. For example, the two versions were the same in content but used different language to make it more appropriate for the age group.

The resource provided a simplified version of the activities carried out by Children in Scotland staff to allow them to be carried out in a shorter time frame. It focused on the following questions;

- Why do young people go to school?
- How might the figures in the picture be feeling about going to school?
- How can this best/ideal teacher help children to feel health, happy and safe at school?
- How can this best/ideal teacher help you learn?
- What makes them a good teacher?
- How would a good teacher show these values to pupils in the classroom/around school?

The resource was disseminated through Children in Scotland's communications channels and sent to teachers across all local authority areas. The resource was also uploaded on the Children in Scotland website and disseminated to other youth organisations.

Researchers followed up with schools in areas with high density of BME children and young people to reflect the need to hear from this group specifically.

Education Scotland's Young Ambassadors For Inclusion were also approached directly to undertake the resource work to ensure we heard from children and young people with a range of additional support needs.

Eight completed resources were returned, with 144 children and young people involved. Resource activities were undertaken between February and March 2018.

8.1.5 Survey

An online survey was also used to gather the views of children and young people aged 5-18, to encourage a wider geographical spread of participants.

We understood that this method would not be appropriate for all children and young people, however we agreed with the commissioners that it was the most appropriate method to reach a higher number of children and young people. To mitigate against accessibility issues we focused on making the survey short and we encouraged adults to support children to complete the survey if required.

The survey asked questions that were built on the findings of the initial research and the direct work carried out in schools to support cross method analysis.

The questions were split into four distinct sections taken from the initial research and used in the direct work; personal characteristics, learning & knowledge, relationships & support and fairness.

Participants were asked to select from a list of pre-determined qualities they would want from a good teacher. A text box was also provided at the end of each page to give participants the opportunity to leave qualitative feedback.

The online survey was open from 2nd February to 29th March 2018. The survey was disseminated through Children in Scotland's social media platforms and our website. We also actively encouraged partners from across the sector to share the survey through their social media channels. A prize draw was used to encourage participants to enter.

The survey asked for information about the age of respondents, but no other demographic data. The survey received 535 total responses,

Prior to analysis, the following exclusion criteria were applied to move irrelevant responses from the survey dataset:

- Participant was outside the age range at Q1
- Survey incomplete past Q1
- Survey responses identified adult had completed on behalf of child

362 responses were included in the final study following exclusions (see table 4 for exclusions). Of these 90% fully completed the survey.

Table 4: Table of exclusions

	NUMBER
Total responses before exclusions	535
Total excluded by age	36
Total excluded as did not complete past Q1	134
Total excluded as response from adult	3
Total excluded responses	173
Total included responses	362

8.1.6 Results and Analysis

Data was collated from the direct work, submissions of the resource and survey results by Children in Scotland staff. The data is presented in tabular, written and graph form.

The four key areas used for the hubs and to group survey questions were used as a coding frame to group the findings of each data collection method under a set of distinct themes. This also supported researchers to identify recurring topics and to explore how these different areas of teaching interact with each other.

Tables have been provided in appendix 8.3 to show which data collection method the values and qualities occurred in. Graphs illustrate quantitative data taken from the survey. Finally, a written narrative of findings has been provided to tie these methods together and highlight where they link and also to categorise these into sub themes. Due to the cross over in the findings between the different thematic codes the narrative has been presented under the overarching themes identified in the research, not under the four themes used to code the data.

Our research approach amplifies the voices of the children and young people from whom we heard. It provides a platform for their voices and experiences. The findings section provides GTCS with a clear route to understand the qualities and values of a good teacher from the perspective of children and young people.

The researchers' position within the research both as analyst and active data gatherer also allows us to provide context for some comments and explore what these may have meant in greater depth.

Our discussion section will be used to highlight key themes and discuss how these can be placed into the GTCS reviewed and refreshed Professional Standards. We have also explored the tensions that have arisen, using both our position in the research and our experience of working with children and young people to interpret meaning and provide clarity.

We also provide recommendations to GTCS on how the voices and experiences of children and young people can be best reflected in the structure and form of the new Professional Standards.

8.2 Initial scoping research

Our research for the GTCS aims to answer the question what makes a good teacher from the point of view and experience of children and young people living in Scotland?

As an organisation firmly committed to children's rights, it is important that we do not simply ask children and young people this question from an adult's perspective. Our research will put the experiences of children and young people at the heart of the research itself.

We have conducted a rapid literature review of UK literature on what children and young people want from a teacher and from school. We also worked with our young people's advisory group to gain an understanding of what they thought made a good teacher.

To identify potential literature for review a Google search was used. The key terms used were based round the research question; what makes a good teacher. Some snowballing was also used to identify potential literature from the papers that were read. Five papers were included in the review.

Papers were only considered for consideration if they contained/focused on the voices and experiences of children and young people. Several pieces of work have conducted surveys with children and young people to identify what they think the most important qualities a teacher can have are. This decision excluded a range of academic literature on the qualities of good teacher and instead looked to put children and young people at the centre of the research.

The findings from this work will shape the questions we ask in our data collection phase.

Learning and Knowledge

Our initial research was clear that children and young people still see knowledge of the subject as a very important factor in a good teacher^{22 23}. However, young people also identified that health and well-being was important, suggesting a good teacher needs to be able to support them in this regard²⁴.

The initial research also suggests that a good teacher's values will extend beyond the traditional curriculum towards building the social skills and personal qualities of their class. Young people felt that teacher had an important role in building confidence which may support

²² Davidson, R (2015) What Makes a Good Teacher [pdf] [online] Available at www.character-scotland.org.uk/.../51_Od8ca4d2eb536e07b5c-f989a9e597a07

²³ Chamberlain, T, Golden, S, Bergeron, C (2011) Children and Young People's Views of Education Policy, for Office of Children's Commissioner [Online] Available at dera.ioe.ac.uk/2692/1/force_download.php%3Ffp%3D%252Fclient_assets%252Fcp%252Fpublication%252F483%252FChildrens_and_young_peoples_views_of_education_policy.pdf

²⁴ Excite.Ed (2017) How to Deliver Equity and Excellence in Scottish Education, [Online] Available at www.gov.scot/Resource/0052/00521082.pdf

them to contribute more in class as well as having benefits outside school²⁵. They also felt teachers had a role in improving their ability to reflect on criticism and change their work²⁶. Our advisory group also highlighted that a good teacher will give work at a reasonable pace.

Given the importance placed on teacher knowledge, the inherent primacy of learning and the importance of wider learning including health and well-being, we will focus on learning and knowledge as a key area of our engagement work. However this will need to explore more than just the curriculum; the engagement will explore how a good teacher supports different aspects of learning.

Young people involved in our advisory group felt a good teacher would let you do fun activities and that subjects would be taught in a fun way. However some of the research highlighted that there was a disparity in some findings about fun in the classroom, older pupils felt this was less important than younger participants²⁷. Our research will question whether fun is important to young people and if so why it is important. For example does a fun classroom mean better relationships, does it promote understanding of subject matter?

Our literature review suggests that some teachers increase the pressure on pupils by reminding them about the importance of exams²⁸. This was generally considered in a negative light. The findings suggest that a good teacher has a role in reducing the pressure felt by pupils and that young people want a teacher to deal with things in a more supportive manner²⁹.

Our choice of key themes was impacted on by this, with various themes relating to how a good teacher prepares pupils for work and how they make sure pupils understand the importance of work. We will also unpick how teachers know which pupils respond better to different styles of motivating.

Fairness

The importance of respect and fairness to young people was clear. However, there are clear conflicting views about what fairness actually means within the

classroom. There is a clear understanding among young people of the need to provide pupils with extra support, however at the same time young people also identified that they want to all be treated equally^{30 31 32}.

The research conducted by the Children's Commissioner and Save the Children research focused on the relationship between poverty and education. The young people involved generally understood that poverty could affect a child's learning, particularly when this was placed in the context of resources for learning³³.

The NFER study also identified that pupils did not think it was important to help children who were already good at something³⁴. This also suggests that the opposite may be true and that young people who struggle with something or have additional support needs should receive extra support. However, the findings from Excite.Ed highlighted that teachers should treat all pupils equally, a deeper understanding of what equal meant to these young people was not explored³⁵. Our research will actively seek to understand how pupils see fairness in this area and how a teacher who supports.

Our research will explicitly focus on this dichotomy and look to understand how a good teacher approaches the equality verses equity balance.

Recommendations in Excite.Ed also suggest that young people feel there are issues with how schools are equipped to deal with LGBT issues³⁶. Findings from Excite.Ed and our advisory group also identified that respect from teachers is important³⁷. Our research will look at what children and young people feel a good teacher will do to respect differences and support issues of gender identity and sexuality.

Relationships

The importance of relationships was also explored in various pieces of research, the findings highlight there is a clear appetite for how pupil- teacher relationships operate to change³⁸. For the young people in our advisory group a good teacher would let you know they are there to talk and that they would give support when it was

²⁵ Excite.Ed (2017) How to Deliver Equity and Excellence in Scottish Education, [Online] Available at www.gov.scot/Resource/0052/00521082.pdf

²⁶ Children's Parliament (2011) A Teaching Workforce for Scotland, A Submission from the Children's Parliament: Bringing Children's Voices Directly To The Review Of Teachers' Employment, [Online] Available at www.childrensparliament.org.uk/wp-content/uploads/Teacher-Employment-Review-2011.pdf

²⁷ Davidson, R (2015) What Makes a Good Teacher [pdf] [online] Available at www.character-scotland.org.uk/.../51_0d8ca4d2eb536e07b5cf989a9e597a07

²⁸ Chamberlain, T, Golden, S, Bergeron, C (2011) Children and Young People's Views of Education Policy, for Office of Children's Commissioner [Online] Available at dera.ioe.ac.uk/2692/1/force_download.php%3Ffp%3D%252Fclient_assets%252Fcp%252Fpublication%252F483%252FChildrens_and_young_peoples_views_of_education_policy.pdf

²⁹ Excite.Ed (2017) How to Deliver Equity and Excellence in Scottish Education, [Online] Available at www.gov.scot/Resource/0052/00521082.pdf

³⁰ Elsey, S (2014) Learning Lessons; Young People's Views on Poverty and Education, SCCYP & Save the Children, [online] Available at www.cypcs.org.uk/ufiles/Learning-Lessons.pdf

³¹ Chamberlain, T, Golden, S, Bergeron, C (2011) Children and Young People's Views of Education Policy, for Office of Children's Commissioner [Online] Available at dera.ioe.ac.uk/2692/1/force_download.php%3Ffp%3D%252Fclient_assets%252Fcp%252Fpublication%252F483%252FChildrens_and_young_peoples_views_of_education_policy.pdf

³² Excite.Ed (2017) How to Deliver Equity and Excellence in Scottish Education, [Online] Available at www.gov.scot/Resource/0052/00521082.pdf

³³ Elsey, S (2014) Learning Lessons; Young People's Views on Poverty and Education, SCCYP & Save the Children, [online] Available at www.cypcs.org.uk/ufiles/Learning-Lessons.pdf

³⁴ Chamberlain, T, Golden, S, Bergeron, C (2011) Children and Young People's Views of Education Policy, for Office of Children's Commissioner [Online] Available at dera.ioe.ac.uk/2692/1/force_download.php%3Ffp%3D%252Fclient_assets%252Fcp%252Fpublication%252F483%252FChildrens_and_young_peoples_views_of_education_policy.pdf

³⁵ Excite.Ed (2017) How to Deliver Equity and Excellence in Scottish Education, [Online] Available at www.gov.scot/Resource/0052/00521082.pdf

³⁶ Excite.Ed (2017) How to Deliver Equity and Excellence in Scottish Education, [Online] Available at www.gov.scot/Resource/0052/00521082.pdf

³⁷ Excite.Ed (2017) How to Deliver Equity and Excellence in Scottish Education, [Online] Available at www.gov.scot/Resource/0052/00521082.pdf

³⁸ Excite.Ed (2017) How to Deliver Equity and Excellence in Scottish Education, [Online] Available at www.gov.scot/Resource/0052/00521082.pdf

needed. The research highlighted that children and young people want real relationships with teachers^{39 40}. Key components of this were teachers being nice to them and promoting a positive environment but also one in which mistakes can be pointed out and learned from⁴¹. Our research will delve into the specifics of how a good teacher develops these relationships and what children and young people want from them.

It is also clear that teachers need to get better at understanding how to support all pupils as individuals. However, the research highlighted that teachers sometimes went to far in trying to help pupils and that this could cause more problems^{42 43}. Our research will look at how a good teacher knows what each pupils needs and how to support them effectively. The engagement work will also discuss how young people want to be supported with work and how a good teacher does this.

The research suggests that young people want someone in schools to talk to about personal issues⁴⁴. It was also important for children and young people for teachers to know them as people and care about other aspects than just their exams, our advisory group specifically noted a good teacher will know you personally⁴⁵. It was seen to be important to give extra support when it is needed, even if the problems were arising outside the classroom⁴⁶. Our research will present an opportunity to discuss how a good teacher finds out about these issues and how they support young people to deal with them.

Trust was also seen as a vital part of the relationships between children and teachers, with it felt that good teachers must trust their pupils to build these relationships⁴⁷. Several quotations provided examples of how this looked in the negative sense, i.e where a teacher was not trusting of their class^{48 49}

Involvement in Learning

The research also identifies a dichotomy about children and young people's views on how a good teacher involves children and young people in planning and evaluating lessons. The research appears to show that young people want to be meaningful listened to about bigger issues in the school and for pupils and teachers to work in harmony to identify how lessons will be delivered to suit the class^{50 51 52 53}. However the research we identified suggests they are less interested in giving direct feedback on the quality of a lesson was less important for children and young people^{54 55}. Participants involved in Excite.Ed identified that they are currently supported to share thoughts in the wider school community and that they were not listened to when they did make suggestions⁵⁶. Our research will specifically aim to discuss this and explore how involved in decision making processes at class and whole school level and also how a good teacher can support this.

It will also be interesting to see whether the participants in our work discuss the relationship between feedback and support relationships as was highlighted in Excite.Ed⁵⁷.

³⁹ Elsey, S (2014) Learning Lessons; Young People's Views on Poverty and Education, SCCYP & Save the Children, [online] Available at www.cypcs.org.uk/ufiles/Learning-Lessons.pdf

⁴⁰ Children's Parliament (2011) A Teaching Workforce for Scotland, A Submission from the Children's Parliament: Bringing Children's Voices Directly To The Review Of Teachers' Employment, [Online] Available at www.childrensparliament.org.uk/wp-content/uploads/Teacher-Employment-Review-2011.pdf

⁴¹ Children's Parliament (2011) A Teaching Workforce for Scotland, A Submission from the Children's Parliament: Bringing Children's Voices Directly To The Review Of Teachers' Employment, [Online] Available at www.childrensparliament.org.uk/wp-content/uploads/Teacher-Employment-Review-2011.pdf

⁴² Chamberlain, T, Golden, S, Bergeron, C (2011) Children and Young People's Views of Education Policy, for Office of Children's Commissioner [Online] Available at dera.ioe.ac.uk/2692/1/force_download.php%3Ffp%3D%252Fclient_assets%252Fcp%252Fpublication%252F483%252FChildrens_and_young_peoples_views_of_education_policy.pdf

⁴³ Elsey, S (2014) Learning Lessons; Young People's Views on Poverty and Education, SCCYP & Save the Children, [online] Available at www.cypcs.org.uk/ufiles/Learning-Lessons.pdf

⁴⁴ Children's Parliament (2011) A Teaching Workforce for Scotland, A Submission from the Children's Parliament: Bringing Children's Voices Directly To The Review Of Teachers' Employment, [Online] Available at www.childrensparliament.org.uk/wp-content/uploads/Teacher-Employment-Review-2011.pdf

⁴⁵ Chamberlain, T, Golden, S, Bergeron, C (2011) Children and Young People's Views of Education Policy, for Office of Children's Commissioner [Online] Available at dera.ioe.ac.uk/2692/1/force_download.php%3Ffp%3D%252Fclient_assets%252Fcp%252Fpublication%252F483%252FChildrens_and_young_peoples_views_of_education_policy.pdf

⁴⁶ Elsey, S (2014) Learning Lessons; Young People's Views on Poverty and Education, SCCYP & Save the Children, [online] Available at www.cypcs.org.uk/ufiles/Learning-Lessons.pdf

⁴⁷ Chamberlain, T, Golden, S, Bergeron, C (2011) Children and Young People's Views of Education Policy, for Office of Children's Commissioner [Online] Available at dera.ioe.ac.uk/2692/1/force_download.php%3Ffp%3D%252Fclient_assets%252Fcp%252Fpublication%252F483%252FChildrens_and_young_peoples_views_of_education_policy.pdf

⁴⁸ Chamberlain, T, Golden, S, Bergeron, C (2011) Children and Young People's Views of Education Policy, for Office of Children's Commissioner [Online] Available at dera.ioe.ac.uk/2692/1/force_download.php%3Ffp%3D%252Fclient_assets%252Fcp%252Fpublication%252F483%252FChildrens_and_young_peoples_views_of_education_policy.pdf

⁴⁹ Children's Parliament (2011) A Teaching Workforce for Scotland, A Submission from the Children's Parliament: Bringing Children's Voices Directly To The Review Of Teachers' Employment, [Online] Available at www.childrensparliament.org.uk/wp-content/uploads/Teacher-Employment-Review-2011.pdf

⁵⁰ Davidson, R (2015) What Makes a Good Teacher [pdf] [online] Available at www.character-scotland.org.uk/.../51_Od8ca4d2eb536e07b5cf989a9e597a07

⁵¹ Excite.Ed (2017) How to Deliver Equity and Excellence in Scottish Education, [Online] Available at www.gov.scot/Resource/0052/00521082.pdf

⁵² Chamberlain, T, Golden, S, Bergeron, C (2011) Children and Young People's Views of Education Policy, for Office of Children's Commissioner [Online] Available at dera.ioe.ac.uk/2692/1/force_download.php%3Ffp%3D%252Fclient_assets%252Fcp%252Fpublication%252F483%252FChildrens_and_young_peoples_views_of_education_policy.pdf

⁵³ Children's Parliament (2011) A Teaching Workforce for Scotland, A Submission from the Children's Parliament: Bringing Children's Voices Directly To The Review Of Teachers' Employment, [Online] Available at www.childrensparliament.org.uk/wp-content/uploads/Teacher-Employment-Review-2011.pdf

⁵⁴ Davidson, R (2015) What Makes a Good Teacher [pdf] [online] Available at www.character-scotland.org.uk/.../51_Od8ca4d2eb536e07b5cf989a9e597a07

⁵⁵ Excite.Ed (2017) How to Deliver Equity and Excellence in Scottish Education, [Online] Available at www.gov.scot/Resource/0052/00521082.pdf

⁵⁶ Excite.Ed (2017) How to Deliver Equity and Excellence in Scottish Education, [Online] Available at www.gov.scot/Resource/0052/00521082.pdf

However it will also be interesting to explore if pupils think mutual relationships extend to looking at including children and young people in developing class room culture and the other aspects that demonstrate mutual relationships.

The findings from our initial research identified that children and young people feel they are able to identify a good teacher⁵⁸. Some young people also in that they want to be involved in school improvement⁵⁹. We know CPD is considered a key component of school improvement and our engagement work will give an opportunity to explore whether the young people we work with thinks a good teacher involves them in identifying what they need to improve on.

Our initial research also suggests that a good teacher will be flexible in the methods they use and give freedom over the learning styles. Children and young people identified that this ranged from learner directed learning to actually being able to walk round the classroom while thinking⁶⁰. The research highlighted that a good teacher gives choice so not everyone has to do the same thing, this was reaffirmed by our advisory group⁶¹.

It was also identified that more holistic approach to teaching subjects worked well for many pupils. One interesting suggestion was learning about history through art and music⁶². Beyond this active learning, outdoor learning and school trips were all seen as vitally important for helping pupils learn⁶³. Furthermore cross-curriculum work was also seen as important mechanism for supporting learning⁶⁴.

There is also a suggestion that teachers need to make their classroom fully inclusive. This extended beyond the idea of inclusivity in relation to additional support needs or ability and looked at considering family circumstances in planning trips⁶⁵.

Personal Characteristics

The initial research also highlighted the importance of personal characteristics for a teacher. The research, including our work with our advisory group identified that it is important to be happy, nice and fun⁶⁶. Giving praise and encouragement was also something that pupils linked to good teacher⁶⁷. The research also identified that a good teacher will be thoughtful, friendly and helpful, these issues were also raised by our advisory group⁶⁸. It was also identified by the Advisory Group that a good teacher should be kind & inspirational.

They also felt it was important to be listened to in the more traditional sense, with teachers actually taking in what they were saying⁶⁹. Clear and understandable communication was also seen as very important⁷⁰. The importance of creativity was also suggested by our advisory Group who felt a good teacher will be arty and creative.

The direct work we conduct for the project will give a chance to unpick the qualities of a good teacher more deeply, but also importantly how do children actually know that a teacher has these qualities and how are they demonstrated.

Classroom Atmosphere

The initial findings also highlight that a good teacher will find a balance between discipline and fun or enjoyment. Several papers discussed the idea of a balance between enforcing rules and encouraging work but teachers also being able to have fun and joke with pupils, ultimately discipline was seen as important⁷¹⁷². This closely linked to an idea raised by Children in Scotland's advisory group who felt that good teachers needed to be 'firm but fair' but also noted they did need to be able to control the whole class. Our research will allow us to explore how a good teacher

⁵⁷ Excite.Ed (2017) How to Deliver Equity and Excellence in Scottish Education, [Online] Available at www.gov.scot/Resource/0052/00521082.pdf

⁵⁸ Chamberlain, T, Golden, S, Bergeron, C (2011) Children and Young People's Views of Education Policy, for Office of Children's Commissioner [Online] Available at dera.ioe.ac.uk/2692/1/force_download.php%3Ffp%3D%252Fclient_assets%252Fcp%252Fpublication%252F483%252FChildrens_and_young_peoples_views_of_education_policy.pdf

⁵⁹ Excite.Ed (2017) How to Deliver Equity and Excellence in Scottish Education, [Online] Available at www.gov.scot/Resource/0052/00521082.pdf

⁶⁰ Children's Parliament (2011) A Teaching Workforce for Scotland, A Submission from the Children's Parliament: Bringing Children's Voices Directly To The Review Of Teachers' Employment, [Online] Available at www.childrensparliament.org.uk/wp-content/uploads/Teacher-Employment-Review-2011.pdf

⁶¹ Chamberlain, T, Golden, S, Bergeron, C (2011) Children and Young People's Views of Education Policy, for Office of Children's Commissioner [Online] Available at dera.ioe.ac.uk/2692/1/force_download.php%3Ffp%3D%252Fclient_assets%252Fcp%252Fpublication%252F483%252FChildrens_and_young_peoples_views_of_education_policy.pdf

⁶² Children's Parliament (2011) A Teaching Workforce for Scotland, A Submission from the Children's Parliament: Bringing Children's Voices Directly To The Review Of Teachers' Employment, [Online] Available at www.childrensparliament.org.uk/wp-content/uploads/Teacher-Employment-Review-2011.pdf

⁶³ Excite.Ed (2017) How to Deliver Equity and Excellence in Scottish Education, [Online] Available at www.gov.scot/Resource/0052/00521082.pdf

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enforces rules, and the balance between being a nice person and ensuring pupils completed their work. Children and young people also identified in aspects of the research that you learn best when your happy and relaxed and everyone pays attention⁷³.

Our research also highlighted a divergence in opinion over how a good teacher rewards and punishes behaviour and performance. Some children and young people felt it could be tokenistic or embarrassing to give praise for doing well while others felt that a good teacher would motivate learners in this way, our advisory group felt it was important to praise young people⁷⁴. There was also a clear trend that more generally children and young people wanted a teacher who would praise them all equally when they had done well and also who would focus on praise as opposed to demerits⁷⁵. There was a suggestion that at present pupils who often get in trouble receive more praise for smaller thing and also that teachers often only praise or indeed punish the extreme ends of behaviour, pupils felt this needed to change⁷⁶. Our advisory group explicitly identified that a good teacher does not focus on 'bad' kids but rewards the nice ones.

Interestingly while rewards strategies did receive some support, it was felt that a good teacher did not waste time with targets^{77,78}. Our research will explore how children and young people want a good teacher will praise, punish and motivate learners.

It is important to note that our advisory group felt motivating learners was a key role for a good teacher.

School Community

The findings from the literature review and our work with our advisory group also highlight that pupils think a good teacher will be committed to aspects of the school community outside of their classroom^{79,80}. Pupils placed a lot of regard by the role of extra-curricular activities and homework clubs feeling these were very beneficial for learning. Our research will provide an opportunity to explore how a good teacher interacts with these clubs There is also some evidence to suggest that pupils value when their school has a good relationship with their parents⁸¹. Our research will provide a good opportunity to explore how a good teacher deal supports this.

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8.3 Findings

8.3.1 Personal Characteristics

During our research we gathered 90 sub themes or sub headings that sat underneath the personal characteristics theme. The majority of these sat under

either the Nurture or Professionalism categorisation. The sub themes for the personal characteristics hub can be found in table 5 below.

Table 5: Personal characteristics

PERSONAL CHARACTERISTICS	DIRECT ENGAGEMENT	RESOURCE	ONLINE SURVEY
1. Don't shout	x	x	x
2. Likes their pupils		x	
3. Loves working with children		x	
4. Loves teaching/excited by it/content in their job		x	
5. Balance - (fair and fun, firm but fair, strict and fun, nice but not too nice, nice but can be firm)	x		x
6. Control the class	x		
7. Not too strict	x	x	
8. Can have a laugh but control the class and keep people focused on work			x
9. Understanding	x		x
10. Accepting	x		
11. Reasonable	x		
12. Approachable	x		x
13. Even/neutral/listen to all sides	x		
14. Listen to pupils	x		x
15. Good leader	x		
16. Reliable			x
17. Confident			x
18. Selfless/puts pupils first			x
19. Not afraid to admit they have made mistakes			x
20. Honest	x	x	x
21. Confidential	x		
22. Trustworthy		x	x
23. Responsible		x	
24. Wisdom	x		
25. Safe	x	x	x
26. Make pupils feel comfortable			x
27. Organised	x		
28. Calm		x	x
29. In control			
30. Relaxed	x		
31. Not stressed		x	x
32. Not stressful	x		
33. Peaceful			x
34. Sensible			x
35. Respectful	x	x	x
36. Kind	x	x	x
37. Happy (happy faces)	x	x	x
38. Be polite (speak nicely)			x
39. Caring	x	x	x
40. Nice	x	x	x
41. Patient	x		x
42. Positive		x	

Table 5: Personal characteristics (cont)

PERSONAL CHARACTERISTICS	DIRECT ENGAGEMENT	RESOURCE	ONLINE SURVEY
43. Cheerful		x	
44. Comforting			x
45. Smiling			x
46. Loving (make the class feel loved)	x		x
47. Compassionate			x
48. Supportive			x
49. Empathetic			x
50. Ask what the problem is and how it could be solved	x		x
51. Thoughtful	x		
52. Chirpy	x		
53. Helpful	x	x	
54. Friendly	x		x
55. Interested (ask what's happening in your life)			x
56. Talk to you like an equal			x
57. Encouraging	x	x	x
58. Don't focus on negatives	x		
59. Joyful	x		x
60. Fun	x	x	x
61. Funny, sense of humour	x	x	x
62. Banter		x	
63. Not tell too many jokes	x		
64. Can be serious		x	x
65. Teach effectively	x		
66. Sarcasm (not good)	x		
67. Motivational	x		x
68. Promote active learning			x
69. Creative	x		x
70. Relateable (genuine, real)	x		x
71. Down to earth	x		x
72. Unique		x	
73. Sound	x	x	
74. Not try too hard		x	
75. Passionate (interested in what they are teaching)	x	x	x
76. Engaging	x		
77. Interesting	x		
78. Inspiring	x		
79. Energetic	x		x
80. Enthusiasm	x	x	x
81. Not energetic		x	
82. Clever (smart, intelligent, knowledgeable)	x	x	x
83. Fairness	x	x	x
84. High expectations			x
85. Realistic (see the bigger picture)		x	x
86. Self aware		x	
87. Generous		x	
88. Determined (never give up)		x	
89. Careful		x	
90. Playful			x

8.3.2 Relationships and Support

Across the data collection methods we gathered 76 sub themes or headings that could be considered part of how teachers develop relationships and provide support to children and young people.

The sub themes for this hub can be found in table 6 below.

Table 6: Relationships and support

RELATIONSHIPS & SUPPORT	DIRECT WORK	RESOURCE	ONLINE SURVEY
1. Don't Shout		x	x
2. Interact with everyone	x		
3. Make everyone feel equal	x		
4. Knows everyone's name			x
5. Asks how you are			x
6. Don't have favourites			x
7. Good tone of voice	x		
8. Smiling	x		x
9. Listening	x	x	x
10. Being polite	x		
11. Help find solutions	x		
12. Understanding	x		
13. Caring	x		
14. Have time to chat	x	x	
15. Good body language		x	x
16. Relaxed			x
17. Helpful	x		
18. Come down to pupil's level	x		
19. Approachable			x
20. Not angry			x
21. Not grumpy			x
22. Don't bring own problems into the class			x
23. Don't nag			x
24. Don't use negative comments		x	
25. Don't interrupt	x		
26. Show an interest (work and out of schools)	x	x	x
27. Relateable (tell them about their lives)	x		
28. Mutual gains from learning			x
29. Know learners (expectations, goals, needs, learning styles, resources)		x	x
30. Knows how you are coping		x	
31. Let every child know they are important			x
32. Humour	x		
33. Join in with pupil interest	x		
34. Provides support/knows when you need extra help with work	x	x	x
35. Communicate ASN information (with other colleagues)			x

Table 6: Relationships and support cont.

36. Walk through problems (learning)			x
37. Identify strategies for behaviour and learning			x
38. Give little test to prepare for exams			x
39. Goes above and beyond		x	
40. Know when things have changed (upset, behaviour)	x		x
41. Take account of home life			X
42. Know when you need a break (and may need to change activity e.g. art)	x		
43. Play consoles		x	
44. Don't let pupils waste time	x		
45. Make pupils feel welcome/comfortable	x		x
46. Say hello	x		
47. Ask how you are	x		
48. Tell jokes			x
49. Friendly (not too friendly)	x	x	x
50. Privacy (Don't need to know everything, don't be too pushy when asking)	x		x
51. Rewarding	x		
52. Thankful	x		
53. Merits (not demerits, clarity around use)	x		
54. Praise, encouragement	x	x	x
55. Rewarding food behaviour		x	x
56. Focus on next steps	x		x
57. Don't make a fuss when providing support			x
58. Rights make it fair between teachers and pupils	x		
59. Important for teachers and pupils to be seen as equals		x	
60. Value pupils' points of view			x
61. Ask for feedback form the class			x
62. Involve pupils in making class rules/ Everyone needs to understand the rules (teachers stick to them)	x		x
63. Has rules	x		
64. Let pupils calm down	x		
65. Listen to both sides	x		
66. Mediate a solution			x
67. Easy to talk to	x		
68. Reassuring			x
69. Compromising	x		
70. Learn from pupils			x
71. Admit when made a mistake			x
72. Push/challenge pupils			x
73. Keep us safe			x
74. No bullying			x
75. Have contact with families		x	
76. Circle time			x

8.3.3 Fairness

The Fairness theme identified 37 sub themes, this was the least of the 4 areas we had identified. This was in part due to more commonality among young people about the way a good teacher ensures fairness in the classroom.

The qualities linked to fairness can be found in table 7 below.

Table 7: Fairness

FAIRNESS	DIRECT WORK	RESOURCE	ONLINE SURVEY
1. Don't shout	x	x	x
2. Treat everyone equally	x	x	x
3. Don't have favourites	x	x	x
4. Treat behaviour equally	x		
5. Consistency in discipline/consequences			x
6. Don't punish the whole class			x
7. Allow for mistakes			x
8. Positive discipline (e.g. explaining behaviour to help you understand)			x
9. Supporting young people to make things better		x	x
10. Use common sense to judge a situation (not a blanket ruling)			x
11. Involve young people in developing rules, agreements			x
12. Don't judge (background, choices)	x		x
13. Respect pupils (inc opinions)	x	x	x
14. All young people are individuals			x
15. Highlight difference as a positive			x
16. Privacy (e.g. religion, sexuality)	x		
17. Listen to both sides of the argument	x		x
18. Give extra support when needed	x	x	
19. Help pupils with disabilities	x		
20. Understand and meet the needs of all the individuals in the class	x		x
21. Check how everyone is getting on	x		
22. Help if people are stuck		x	
23. Work with pupils to find out how best to support them (e.g. extra time)		x	
24. Make sure support is not misused	x		
25. Challenge pupils to do better			x
26. Use inclusive methods (inc trips, food etc)	x	x	x
27. Make sure everyone is involved in learning	x	x	x
28. Seating plan to meet individual needs		x	x
29. Forgive/forget issues	x		
30. Privacy (be discreet, inc don't feel special when receiving support)	x	x	x
31. Consider home/life factors	x		x

Table 7: Fairness contd.

32. Allow time to calm down/time out	x		x
33. Ensure class have ASN understanding			x
34. Support pupil voice	x		x
35. Involve parents			x
36. No bullying			x
37. Equal distribution of resources	x		

8.3.4 Learning and Knowledge

Our research highlighted 70 sub themes under the learning and knowledge theme.

The various sub themes can be found in table 8 below.

Table 8: Learning and Knowledge

LEARNING & KNOWLEDGE	DIRECT WORK	RESOURCE	ONLINE SURVEY
1. Don't shout	x	x	x
2. Knowledge and confidence in what you are teaching	x		x
3. Good language skills			x
4. Use of Glow			x
5. Explain things (e.g. good instructions)	x	x	
6. Gives a good education	x		
7. Explain things when you are struggling			x
8. Give clear feedback		x	x
9. Focus on what you can improve on		x	
10. Let you fix mistake		x	
11. Teach Maths (e.g. 8/9 times table)	x		
12. Exam prep, make feel confident in exams (teach what is in tests, study techniques, build in time to prepare)			x
13. Subject CPD			x
14. Ways to support learning	x	x	
15. Care/accept about learning needs (e.g. different ways to teach the same things)	x	x	x
16. Spend time to learn each pupils' learning needs			x
17. Support all individuals learning needs	x		x
18. Flexible			x
19. Support different needs (e.g. dyslexia, deafness)			x
20. Read pupil's profiles to know learning styles and likes/dislikes		x	
21. Allow pupils to learn at own pace			x
22. Ask pupils if they understand the subject	x		
23. Asks pupils what they think of lessons			x
24. Talk pupils through a problem if they are struggling (make learners think)	x	x	x
25. Ask questions, allow discussions			x
26. Helps to set individual goals/targets (and exceed these), plan their learning	x	x	x
27. Give pupils independence			x
28. Group work/peer learning	x	x	
29. Work with friends	x	x	x
30. Mixed ability groups	x	x	x

Table 8: Learning and Knowledge contd.

31. Don't work with same people all of the time	x	x	x
32. Music (good/bad)	x		
33. Choice of topics	x		
34. Active learning (exercise)	x		x
35. Encouraging (wants you to do well)	x	x	
36. Appreciative of your work			x
37. Learning in a fun way (different every day)	x		x
38. Challenge pupils	x		x
39. Encourages perseverance (motivation)	x		x
40. Builds confidence		x	x
41. Builds relationships			x
42. Resources to help learning	x	x	x
43. Make learning interesting			x
44. Books, songs, art			x
45. Digital, technology	x		
46. Good citizens	x		
47. Fidget toys	x		
48. Use real life situations (learning into context)	x		
49. Funny stories, anecdotes		x	x
50. Stick to course content			x
51. Keep focused on learning	x		
52. Strict but balanced	x		
53. Friendly	x		
54. Listen	x		
55. Make feel relaxed	x		
56. Relax, have time out, time to play	x		x
57. PE	x		
58. Keep pupils healthy		x	
59. Life skills	x		
60. Puberty	x		
61. Real life events	x		
62. No homework	x		
63. Regular homework		x	
64. Organised/be prepared for lessons	x		
65. Pass ASN info on and adjustments made in advance		x	
66. Keep pupils on task	x		
67. Don't too much pressure		x	
68. Involve pupils in evaluating lessons			x
69. Critical thinking skills			x
70. Realistic	x		



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