

ETHICS AND THE PROFESSION TO SUPPORT US IN DETERMINING
OUR OWN ETHICAL CODE, EXPERTS ARE STIMULATING DISCUSSION
ABOUT ETHICS IN TEACHING

gtc
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Teaching Scotland

For the education profession

Airson luchd-dreuchd an fhoghlaim

INSIDE

Creative learning and teaching

Schools are embarking on a journey of creative leadership
and pupil-led curriculum design



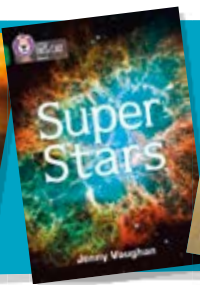
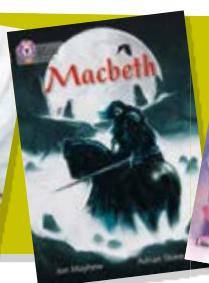


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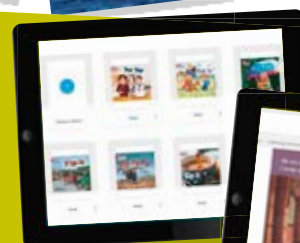
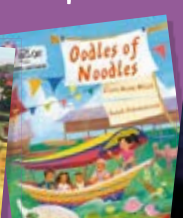
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In this issue...



"Teachers are our most important agents of creative change. They have the capacity to make a meaningful impact on our education profession and the innovation of teaching and learning. Every child joins school with excitement to learn, curiosity, creativity and courage and we should be aiming for them to leave school with these too."

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News

Ethics provocations

Trust is at the heart of teaching in Scotland.

To support us all in the professional journey involved in determining our own ethical code, GTC Scotland has purposely invited education professionals and experts with diverse, and sometimes potentially controversial views, to stimulate discussion about ethics in the teaching profession. We don't necessarily agree with all of the views presented, but we believe that it is by actively seeking to understand different perspectives and engaging in open reasoned, discussion and debate that we become critically informed.

A series of virtual roundtables is also planned to stimulate the conversation.

Watch the provocations and register to attend roundtables at gts.org.uk/ethics

You can read more about the ethics conversation on pages 14 and 34.



Provocateur Professor Emeritus
Rowena Arshad

Annual registration fee

Your registration fee is due soon. Most teachers pay through the Deducted at Source (DAS) process, meaning that the fee is deducted directly from your salary and subsequently paid to GTC Scotland by your employer.

The DAS process applies to teachers who are in employment as a teacher in Scotland on 1 April. All local authorities

in Scotland and some other employers use the DAS process however, it is important that you check your pay statements for March and April to ensure that your annual registration fee has been taken. If the payment has not been deducted from your salary, please do not worry as GTC Scotland will contact you to organise payment. If your annual registration fee is not paid through the DAS process, you will receive notification in early May with guidance on how to pay your fee.

Failure to pay your annual registration fees is likely to lead to removal from the Register of Teachers making you unable to work as a teacher in Scotland.

Please ensure that you keep your contact details up to date. You can update your details through MyGTCS.

If you would like any further information, or require assistance please email registration@gts.org.uk

To find out more about the work that your fee helps to fund, turn to page 22.

Rules consultation

GTC Scotland has published the report into the three-month public consultation on proposed updated Registration Rules, intended to replace the current Registration and Standards Rules 2015.

The consultation received 256 responses from a wide range of stakeholders. GTC Scotland engaged an external independent researcher to analyse the consultation responses.

Following consideration of the consultation report, it has become clear that further engagement and consultation with stakeholders is required to clarify various important elements impacting upon the proposed Registration Rules, to find joint solutions.

Further focus is needed on:

- GTC Scotland's role and context as a body that is established

and governed by legislation;

- Who GTC Scotland registers and why;
- What it means to be a 'teacher';
- What registration categories GTC Scotland currently has and why; and
- What a registration category needs to reflect and inform and what it does not.

Keep an eye on gts.org.uk for updates.



Creativity guide

GTC Scotland has published *Creativity in learning and teaching: a professional guide for teachers*, in partnership with the National Creative Learning Network.

Embedding creative learning and teaching is important as Scotland prepares its young people for life and work in an uncertain economic and social environment and to thrive in a world of increasingly rapid change.

This professional guide is linked to Scotland's Creative Learning Plan and is designed to help teachers embed creativity into their teaching, while supporting the development of creative learning experiences and creativity skills. The guide also provides an opportunity for teachers to reflect on their actions and consider whether they may need further advice or professional learning in developing creative learning and teaching.

Read the guide at bit.ly/3L5XJOG

and find articles about creativity on pages 10, 26, 38, 42 and 48.

Council election results

Seven teachers and one college lecturer have been elected to GTC Scotland Council. GTC Scotland is governed by a Council of 37 members, the majority of whom are elected teachers. Find out more about the role of Council at www.gtns.org.uk/about-us/the-council

Election Category	Candidates Elected	
	Name	Address (Educational Establishment in which employed at 20 September 2021)
Teachers (including headteachers) in Primary Schools or Nursery Schools in Scotland Three seats, including one reserved headteacher seat, for a four-year term	Reserved Headteacher Seat	
	Lilian Field	Strathdon Primary and Crathie Primary, Aberdeenshire
	Teachers/ Headteachers	
	Thomas Britton	Redhall School, Edinburgh
Teachers (including headteachers) in Secondary Schools in Scotland Four seats, including one reserved headteacher seat, for a four-year term One seat, including one reserved headteacher seat, for a two-year term	Reserved Headteacher Seat	
	John J Wilson	Broughton High School, Edinburgh
	John Devine	Breadalbane Academy, Aberfeldy
	Teachers/ Headteachers	
	Robert Macmillan	Inverkeithing High School, Inverkeithing, Fife
	Elizabeth Russell	Hospital Education Service, Glasgow
	Adam Charles Sutcliffe	The Gordon Schools, Huntly
Teachers/Lecturers in the Further Education Sector in Scotland One seat to be filled for a two-year term	Teachers/Lecturers	
	Anne Marie Harley	Forth Valley College, Falkirk

A-Z of professional learning for college lecturers

A new professional learning resource for college lecturers has now launched on the GTC Scotland website. The A-Z of professional Learning contains examples of professional learning that have had an impact on college lecturers and their students.

Each example hopes to inspire professional learning in colleagues across colleges in Scotland.

You can also submit your own examples to the resource.

Turn to page 48 to find out more, or visit bit.ly/3Nf5dRv



GTC Scotland Learning for Sustainability Hub

GTC Scotland has launched the Learning for Sustainability Hub, in partnership with Learning for Sustainability Scotland.

The Hub is designed to help teachers to explore Learning for Sustainability (LfS) and how it relates to the Professional Standards for Scotland's Teachers. The Hub supports teachers to evaluate their practice and enhance the skills, values and knowledge needed to enact and embed LfS across their day-to-day activity and that of their learning community.

A key part of the LfS Hub is a series of self-directed Professional Learning modules; which will explore LfS in the Professional Standards for Teachers. The first module, to be followed by two later in 2022, is now available. It introduces LfS and will help teachers to understand the nature of and context for Learning for Sustainability in Scotland and globally. It will support teachers to explore their values and perspectives in the context of LfS; review teaching and learning approaches that support LfS; and critically consider how to take an LfS approach in their teaching.

The new Hub and Professional



Learning module complement existing resources, including Learning for Sustainability, a professional guide for teachers.

Find the Hub at bit.ly/LfS-GTCS and turn to p46 to read more about LfS.

Celebrating school leaders, probationers and their supporters

The GTC Scotland and Education Scotland Leadership Awards will take place on 19 May, with the National Probationer Celebration taking place on 9 June. Follow the celebrations on Twitter at @gtcs.

Nominations for Saroj Lal award open soon



Saroj Lal was a trailblazing teacher and campaigner in Scottish race relations. She was among the earliest Asian primary school teachers in Scotland when she moved from India in the 1960s. The Saroj Lal Award for a Pioneering Spirit in Equality and Diversity honours Saroj's legacy.

Nominations on behalf of any teacher who has gone above and beyond in their efforts to fight for equality and diversity, and actively challenge discrimination, will open soon. Visit gtcs.org.uk to find out more.

Post-probation workshops

Stepping Stones workshops are coming up, aimed at teachers in their first four years post-probation.

- 27 April, 4.30-5.30pm
- **Making the most of your PRD**
- 18 May, 4.30-5.30pm
- **Anti-racist education**
- 1 June, 4.30-5.30pm
- **Effective Practice in LGBT Inclusive Education**

Find out more and sign up for the workshops at bit.ly/2Wo36Fp

Freedom of information

GTC Scotland is now publishing all FOI responses to its website, where you can find the disclosure log.

Digest

Putting Learners at the Centre report findings

Professor Ken Muir published his independent review into education reform in March. Professor Muir looked at findings from the OECD report and undertook a public consultation and engagement with stakeholders, including young people. *Putting Learners at the Centre: Towards a Future Vision for Scottish Education* details the findings and next steps.

Key elements

- The Scottish Government has fully accepted recommendations one to five of the report. These cover issues such as fostering a national conversation about

creating a compelling vision for Scotland's education system and creating new national education bodies.

- Education Scotland and the SQA will be replaced by 2024. Three national organisations are to be created:
 - Developing and awarding qualifications;
 - National agency for education; and
 - Independent inspectorate.
- Scottish education should "help [children's] mind, body and

talents be the best they can" (Article 29, UNCRC).

- Climate change and closing the poverty-related attainment gap must be recognised as key drivers to influencing change.
- The policy and support landscape needs to be simplified, with reduced levels of bureaucracy. The Scottish Government has said it will remain accountable for the education policy framework.

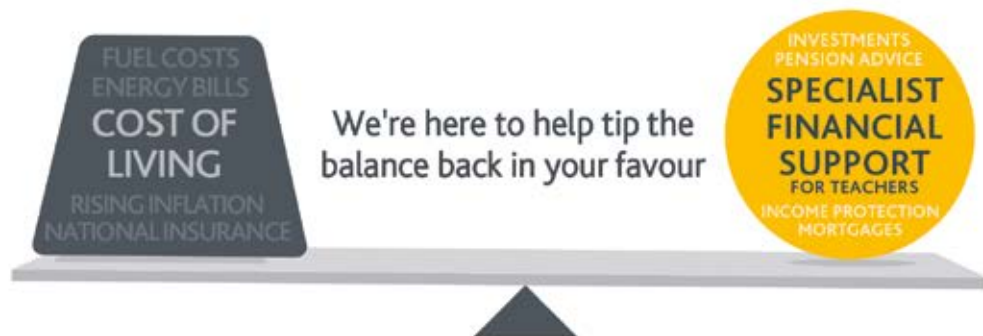
Read the full report and all 12 recommendations at bit.ly/3IGVCzj

THE COST-OF-LIVING CRISIS

31%* of UK adults admit they don't understand what changes they can make to better manage their money.

We're all currently facing an amplified cost-of-living crisis. As well as the immediate challenges we face, it's important to think longer-term too, particularly when it comes to pensions and retirement planning. There are very tangible impacts for education professionals from a personal finance perspective.

Some of the questions our Specialist Financial Advisers from Wesleyan Financial Services are asked by Teachers include; how much will I need to save to retain the same standard of living? How much harder would my investments need to work?



Speak to a specialist

If you'd like further advice on how to navigate the upcoming challenges, please contact:



07384 817439



sam.handley@wesleyan.co.uk



wesleyan.co.uk/teachers



Follow Wesleyan for regular updates on social media

*Findings are based on consumer research of 2,000 UK adults, conducted by 3Gem between the 1st and 4th of February 2022.

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Social media Something to share? Tweet us @gtcs



@Caldercuilt

We are so proud to celebrate 3 special ★★★★★ teachers who are receiving @gtcs recognition! Please congratulate Ms Green for her CLOL @glasgowcounts, Miss McMullen for @TapestrySIPE work within the #LearningOrganisation & Miss Callaghan with #MakingThinkingVisible @RonRitchhart



@StCuthbertsRCP

To celebrate the Chinese and Lunar New Year, the ESB 2 children made their own Chinese rattle drums. They worked hard and showed great creativity.



@MissBrownMusic

Opie reading Mr Sorley's article in the latest issue of @gtcs Teaching Scotland @mearnsigh



@gccearlycareer

Delighted to take part in the @gtcs EC event tonight where I had the opportunity to discuss Early Career Teachers' professional growth and share the progress we have made with Glasgow's bespoke CLPL programme for our city's Early Career colleagues.

@HTfernhill1953

Our newly refurbished Staff Learning & Coaching Hub @FernhillStaffPL @FernhillSchool Staff PL, Update & Review a major aspect of School Improvement. @GTCSJac @gtcs @EducationScot



Help GTC Scotland go greener – switch to digital

GTC Scotland has become a supporter of the Professional Bodies Climate Action Charter, pledging to: chart the path to sustainability for registrants; speak with a unified voice to and with professional bodies, government and the public; and empower and inspire registrants to drive sustainable growth.

You can help us meet our commitments by updating your MyGTCS account with an up-to-date email (so we don't have to send out paper correspondence) and by switching to our digital *Teaching Scotland* magazine.

You can make the switch by logging into MyGTCS and updating your contact preferences.



DIGITAL EXCLUSIVE: Cressida Cowell discusses creativity

In our *Teaching Scotland* digital exclusive, Waterstones Children's Laureate Cressida Cowell, author of the bestselling *The Wizards of Once* and *How to Train Your Dragon* books series, explores the importance of reading for enjoyment and how creativity can spark children's imaginations.

Read the full article in our digital issue at readymag.com/gtcscotland/TeachingScotlandIssue92



Support for teachers delivering National Qualifications

SQA has a wide range of online resources to help you strengthen your understanding of the standards required in SQA assessments.

Tailored for every subject, SQA's Understanding Standards resources include webinars, audio presentations, practical skills videos, and examples of learner assessment evidence.

To access resources for your subject, visit www.understandingstandards.org.uk





Embracing new possibilities

*Critically informed creativity is core to our own
professional development and learning*

“Get curious, not furious.” This phrase was on a poster in a colleague’s office a long time ago and has stuck with me. I try to bring it to mind when I need some inspiration about a particular issue. Some other favourite phrases include “let’s get off the balcony and see”, and “one foot in pain, one foot in possibility”.

I must sound like a broken record to those who work closest to me, however, I have realised that these are my hooks for engaging in a creative process. I enjoy thinking out loud. I know not everyone does and I believe it is important to recognise that individuals have different ways of looking at familiar things

with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.

We know that the creativity skills of curiosity, open mindedness and problem solving are transferable across learning, life and work. They increase engagement, support learning and enhance employability - for our learners and for us. Creativity is core to education and our own professional development and learning.

The creative process involves investigating a problem or issue, exploring multiple viewpoints and options, generating and testing out ideas, developing, refining and communicating solutions and evaluating whether or not they have





worked. This speaks to much of what it means to be a professional teacher or lecturer and it starts with being critically informed, an aspect enshrined in the Professional Standards for Teachers.

Being critically informed is being able to justify practice with sound reference to a range of credible sources which offer differing views on the matter, and making explicit the ways in which these differing views have been taken into account to reach the professional decision taken. It is the deep, reasoned consideration of differing views in light of our own lived and situated experiences that can support and demonstrate critically informed practice.

To fully embrace what a critically informed, collaborative and creative way of working can offer us, those around us and our learners, there is a need, I believe, to have a degree of self-awareness as to how we go about the process. Who are the 'thinking out louders' who aren't precious about their idea being grappled with and moulded until it looks somewhat different than its starting point and who are default internal thinkers who benefit from some time away from an issue (and you) to consider before coming back to build a solution?

Yin and yang

One of the best things that has happened to me personally in my career was sharing a room with a peer who was the yin to my yang approach of exploring new possibilities. Frustrating at times? Yes. Fun? Sometimes. Ultimately able to develop, test out and implement different ways of delivering our services that positively impacted on children and young people? Absolutely. Creativity is a process that generates ideas which have value to the individual and to society. We shouldn't underestimate its value.

Having this self-awareness about our own approach in this area helps us be critically informed. For example,

"To fully embrace what a critically informed, collaborative and creative way of working can offer us, those around us and our learners, there is a need, I believe, to have a degree of self-awareness as to how we go about the process"

I am very aware of who I gravitate towards to help me solve a problem. It is probably natural to head towards individuals who undertake the creative process in a similar way to you. After delivering hundreds of professional learning events, I know teachers can react in a similar way to their learners - they don't always like being allocated to mixed groups, they like to choose their table! There are dangers in this approach, however, as we can gravitate towards an echo chamber, to people who think like us, and we might even not adequately consider other perspectives. If we have a role that involves employing others, we may even tend to employ people like us.

Like our own professional learning, our use of creativity needs to do more than just make us feel better, it must have positive impact. It shouldn't also lead to change for change's sake - that's where the critically informed part comes in. A helpful check-in point throughout the creative process - and one which underpins our critically informed actions - could be to consider: for what and whose purposes do we do what we do as teachers and lecturers? It is a question that both Professor Gert Biesta and Dr Joe Smith offered their views on in our recent ethics roundtable (turn to p14 and p34 for more on this) and could help us in both our creative process and in working towards nurturing relationships with our learners.

Stuart McIntyre, of Forth Valley and West Lothian Regional Improvement Collaborative, believes creativity happens all the time and when we least expect it. For Stuart, teachers are the most important agents of creative change. You can read more about his creative approach on p42.

Collaborative practice is a key element of teacher professionalism. My absolute favourite phrase - and one my GTC Scotland colleagues hear often - is: "I have the beginning of an idea; I'll share..."

Creativity in Learning and Teaching, a professional guide for teachers, has been published by GTC Scotland in partnership with the National Creative Learning Network. Access it at gtcs.org.uk/aboutus/corporatepublications

It's nothing personal

Resilience coach Katy Roser reflects on her experience of receiving feedback

What if your PRD meeting could be a relaxed, productive and enjoyable exchange dedicated to deepening the impact and effectiveness of your teaching? What if you could fearlessly try out new ideas in the classroom, ask learners for honest feedback and look forward to adapting your teaching in response to it? What if the only thing standing in the way of these possibilities is a lifetime habit of taking things personally which has absolutely no basis in reality?

A few years ago, I made a discovery which has afforded me freedom from this habit and transformed my life in a very positive way. This now forms the basis



of my work and the 'Resilience for All' programme, which enables learners and teachers to reconnect with, and make immediate use of, their natural resilience, confidence and wellbeing. This happens effortlessly for people of any age when they discover for themselves how our experience as human beings really works. Up until making this discovery it is natural to assume that we see things as they are, and that everyone sees the same reality. From this place, we might struggle to relate to people who see the world differently to us, or to accept someone else's feedback if it doesn't fit with how we see things.

In reality, we each create and see our own individual version of the world. Our (mostly unconscious) thought filters are as unique as we are. When we see this for ourselves, it is no longer a problem or a source of distress that others see the world differently to us; it is as inevitable as us all having different fingerprints. Everyone is always doing what makes sense to them given what looks real to them at the time. We are therefore free from judging ourselves for past "mistakes" or worrying about things we might "get wrong" in the future. We can have an entirely different experience of giving and receiving feedback than we may have had up until now. We are much more likely to conduct ourselves in ways that would have others describe (and be inspired by) us as *confident individuals, effective contributors, successful learners and responsible citizens*.

The recent pilot of Resilience for All was an opportunity to "walk my talk". What I discovered about my own resilience has helped me to keep moving forward with the project even when that doesn't feel easy. It is just as relevant to teachers in dealing with informal feedback from learners and colleagues, or more formal feedback through the PRD process, observed lessons, school inspections or job applications.

The purpose of the pilot was to test the programme in a range of school settings, gather feedback from users (pupils, teachers and school leaders) and use it to inform



further development of the programme. This process can only work effectively when the feedback is not taken personally. Examples of taking it personally would include congratulating myself on positive feedback, doubting myself when feedback isn't glowing or giving up on the project because someone didn't like it.

Feedback in action

These days I see feedback as information, the result of an experiment and an opportunity to grow both personally and professionally. It doesn't mean anything about me. I know that what I put out there isn't perfect and that there will always be ways to improve it. This is true for anything that anyone creates. It really isn't personal. As well as being practically very useful in my line of work, this orientation to feedback makes life a lot more relaxing than it used to be.

Having reflected on my own experience of receiving feedback, I know that although like everyone I might sometimes feel insecure, this cannot stand in the way of taking the next step towards making the contribution I seek to make. So to be clear, it's not that I don't sometimes feel insecure; rather it's that having seen how my experience works I soon fall back out of it and see it for what it is - a habit of thought which bears no relation to reality.

This allows me to take the action needed to move forward, without getting derailed by whatever I'm thinking or feeling in the moment. I am free to not act on thoughts such as "who am I to be doing this?" or "what if someone doesn't like this?" because I know they have no power beyond the power I give them, and that they are not a reliable navigation tool. So, I do not waste time trying to rid myself of these thoughts or get myself into a "better mindset". Rather I just take action to carry

on with the project, and whatever else I'm doing in life, regardless of how I'm feeling in the moment. It is like someone has turned down the volume on my internal chatter, or I have just tuned out from that radio station.

I have been asked by learners how I have the courage to talk about my own resilience. The answer is very simple. What may appear as courage and confidence is just me doing what makes sense to me, while I am living the understanding taught in the programme. And the beauty of this is that there is nothing to remember or practise. Having made the discovery about what I call the inside out nature of our experience, I naturally find myself operating this way. This is possible for anyone.

Let's bring this back to PRD meetings and receiving feedback on your teaching. What if, rather than focusing on yourself, the over-arching aim of any feedback conversation was to be in ever deepening service to education and meeting the needs of the learners you work with? What if you were free to enjoy being curious, taking action and learning from the results? In other words to effortlessly embody a growth mindset and have fun in the process? What if this provided your learners with more diverse educational experiences and perhaps even more significantly with a role model who has seen through the habitual thinking that keeps humans as smaller versions of themselves? Would that be something worth giving up an old habit for?

ABOUT THE AUTHOR

Katy Roser is a former primary teacher now working as an educational entrepreneur and resilience coach. Resilience for All was recently piloted in 12 primary schools across Scotland and an updated offering will be available in August 2022. Find out more at www.katyroser.com

What is education for?

As we begin a process to review the Code of Professionalism and Conduct, the journey starts not with the document itself but in a conversation about ethics. In the first two in a series of provocation videos to stimulate discussion, our provocateurs ask what is education for, and who is it for?

Teaching is not a moral profession. An ethical teacher is not a good teacher

Professor Gert Biesta, University of Edinburgh

In my provocation video, I try to challenge the idea that teaching is a moral profession, that teachers should be ethical, and that that is all there is to say about the normative dimensions of teaching. I try to argue that there is a need to be more precise about what the place of ethics is in our conversations about teachers and teaching and what other normative considerations need to be taken into account.

To make my points, I compare teaching to baking. And the issue then is that you can have an ethical baker who may have 'ethical bakery' on the shop window, but this doesn't guarantee that the baker will be good at baking and will be able to bake good bread. The point here is that ethical questions, that is questions about right and wrong, about the ethical good, should be distinguished from questions about the good of the profession and the good of teaching.

In my presentation I distinguish between general ethics which is about the values and standards we want to aspire to or live up to as human beings, and special ethics, which is about the specific ethical considerations for a particular trade or profession. For example, in education we work with minors in relationships of care and power. To do that in an ethical way is important but it does not yet guarantee that the teaching we do in such relationships is good teaching. Rather than calling teaching a moral profession I would therefore call it a normative profession. There are important normative considerations to be made but they are not ethical or moral. They have to do with the point of teaching or, more specifically, with the

'good' of teaching. To highlight the normative character of teaching is particularly important to challenge views that see teaching just in technical or technicist terms. The language of teaching as an intervention and learning as an effect, the research on teacher or school effectiveness, and the obsession with 'what works' are all manifestations of such a technicist approach and, in my view, amount to a distortion of what teaching is, what it is about and what it is for.

I place teaching in the domain of human endeavours. I take inspiration from Aristotle who characterises such endeavours in terms of craft or art, highlighting that this is about intentional action and possible consequences, but never about mechanistic cause-effect relationships.

While baking and teaching are in this regard both human endeavours, one important difference is that bakers make things whereas teachers don't make things but educate human beings. Teachers, therefore, do not just need to engage in practical judgement about the 'how' of teaching, just as bakers need to judge about the 'how' of baking. Teachers also need to engage in wise judgements about the 'what for' of their teaching, that is, the orientation they work with, and the concerns they should have for the life of their students.

I think the biggest question we have as educators is to support and encourage our students to live their own life and to live that well. We are, in other words, always concerned about the freedom of our students with the hope that they will use their freedom wisely. That means that we need to equip them with the knowledge and skills that support their ability to think and act, and that we provide them with orientation in the world. And we need to help them to come to judgements about what it means to act well in the world. This orientation is about the good of education itself. These are, in other words, not moral or ethical question but properly educational ones.





The ethics of knowledge in curriculum design and teaching

Dr Joe Smith, University of Stirling

Gert and I start in the same places, we follow the same argument and we come to the same conclusion but phrase it differently. Gert is in favour of narrowing the definition of ethics so that it doesn't intrude on questions of purpose and I'm in favour of broadening what we mean by ethics so that we place purpose at the heart of it.

An important starting point is this question of the lost purposes of Scottish education. Over the last 15 to 20 years, since Curriculum for Excellence was first suggested, there has been 'learnification' in Scottish education. We talk about outcomes - skills for learning, life and work, insight data, standardised tests for primary - as though they are purposes, and this focus on outcomes has crowded out the space for discussion of what we actually teach children for.

This is not in any way to have a go at teachers. These are system-level considerations. We're all working within a system but it has become increasingly common to see these kind of questions/outcomes replacing conversations about purpose.

How is it that we've seen learnification to such an extent? I credit it to washback from SQA examinations in large part. We continue to think of the qualifications taken in the final years of high school as the purpose of schooling, with the preceding years merely as

preparation. What have been the effects of this learnification? I believe that we have come to think of questions of content selection in increasingly instrumental terms - is this something children will like? Is this knowledge 'useful'? Is this something that will help them get a job? Or some other extrinsic consideration? We've lost sight of those questions that Gert talks about in terms of the field of human endeavour.

My argument is that you can't take questions about human endeavour seriously unless you take knowledge seriously. We all want to help children become independent free thinkers - what Gert calls subjectification - but we are also inducting them into a world that already exists. Given that this world exists, that we have lived in it longer than our students have, and that we know more about it through various ways than our students, do we have a responsibility to take those questions of knowledge more seriously than we have been?

I think those questions of knowledge are fundamental to teaching and I believe they've been overshadowed by other conversations in Scottish education. Bringing that conversation around knowledge back in is important and I think fundamentally it is an ethical and a moral question and we can't or shouldn't get away from that.

FIND OUT MORE

Watch Gert and Joe's videos at gtes.org.uk/ethics or turn to page 34 for a summary of the roundtable discussion based on Gert and Joe's provocations.



Supporting the learning curve



West Lothian Council has a strong support network for probationers and early career teachers, with a focus on building trust and relationships

“Professional learning is really at the heart of what we are doing,” said Steph Mackenzie, Professional Learning Officer (Secondary) at West Lothian Council. Support for probationers at West Lothian Council is underpinned by high-quality professional learning and fostering strong collegiate working among teachers in the local authority.

Steph and her colleague Mairi Green, Professional Learning Officer (Primary) at West Lothian Council, both have a couple of decades worth of teaching experience. Their passion for helping others and encouraging professional learning led them to their current roles where they support teachers in the early part of their career.

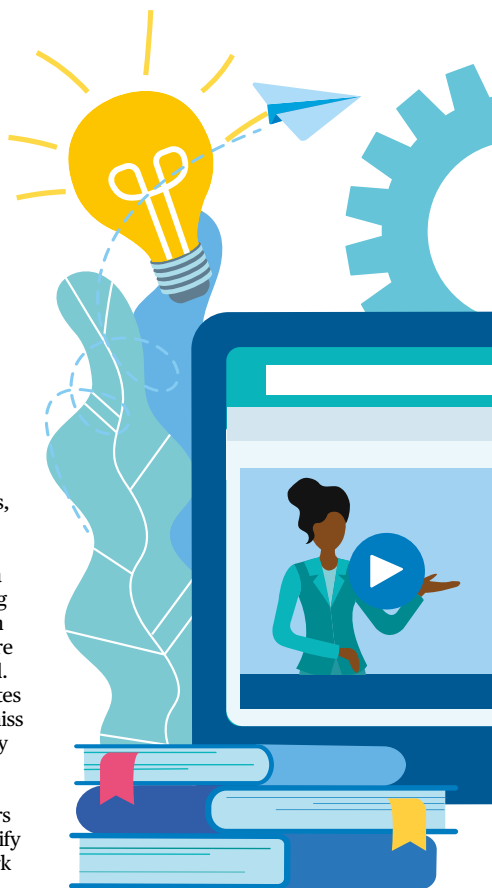
Like everywhere else, learning sessions had to move online two years ago. The change was a learning curve for everyone, but it has led to future thinking about how probationers might access and attend professional learning opportunities. Keeping connected was key and one-to-one meetings were set up between probationers and Mairi and Steph to ensure

pastoral care was in place.

The hope is that professional learning will take a hybrid approach at West Lothian Council. While there are advantages to virtual sessions in terms of accessibility, feedback from probationers was that some sessions could be more effective in person. “You can’t learn teaching from a book, you need to be out there doing it,” said Steph.

A virtual noticeboard is also accessible for probationers and all education staff in West Lothian, with information about courses and opportunities, and requests can be placed for resources in particular areas. “Something we have created is a career-long professional learning cut-off calendar for annually run programmes and courses that are available to teachers,” Mairi said. “This details all of the cut-off dates for courses, so teachers won’t miss out on professional learning they are interested in.”

The open-door policy that the team has means that probationers can come with queries and identify areas for improvement. “We work closely with other teams within



the council to provide learning in different areas,” explained Mairi. “We might contact the literacy team or 1+2 languages co-ordinator to create connections and bespoke support for probationers with those as an area for development, for example.”

Continued support

“We set up an early career network in 2018, so that support for teachers continued up until their fifth year of teaching,” explained Mairi. “One of the first sessions we do with the group as they enter their first year, post-probation is a session on Professional Review and Development (PRD) and Professional Update (PU). It can be quite a jump from probationer professional learning into the world of PRD and PU, so we like to make sure that they have access to support and training in

that area early on. Participants found it helpful to make links with the Professional Standards and how to most effectively use their professional learning time inside and outside the classroom.”

Recently, Mairi worked with a teacher in their third year of teaching who wanted to go into a leadership position. “We put together a support package for teachers with this career goal, which highlighted resources and professional learning opportunities within the council,” explained Mairi.

Reflecting on professional learning

The work Mairi and Steph undertake has prompted them to think about their own professional learning areas for development.

“I feel that this role has really opened up some doors for me, with regards to my professional development,” said Mairi.

“I was very much classroom

based before, but a focus for me this year is to develop my middle leadership skills.”

Improving equality and diversity is one area where Mairi and Steph have been developing their knowledge. Opportunities in building racial literacy and supporting disabled workers has given them insight into how to better support probationers. Equality and diversity is considered in everything they do. “When it came to interviews for permanent positions, some probationers with hidden disabilities felt anxious about doing interviews virtually. It is a very different context,” explained Steph. “Knowing the needs of probationers and building that trust is key to ensure the best support possible.”

Mairi and Steph also attended GTC Scotland’s first ever Probationer Manager’s Conference in February, which brought together probationer managers from across Scotland. “It really got us thinking about ourselves as professionals,” explained Mairi. “This role is all about helping others, but during the sessions we were able to pause and think about our own needs.”

EARLY CAREER SUPPORT

Last year, probation managers got together to develop a Probationer Support Package, which is available at www.gtcs.org.uk/probationer-support-package-2021

For those coming to the end of their probation year, Mairi and Steph say to keep in touch with supporters and local authority teams. Stepping Stones also offers national provision of support and professional learning opportunities for early career teachers in years one to four, post-probation. Find out more at bit.ly/2Wo36Fp

“Be organised,” is Mairi’s advice to those who will be starting their probation year in the next academic session. “Be one step ahead and aware of upcoming events so you can manage your time most effectively and don’t be afraid to ask for support when you need it.”



Teaching from experience

Michael Bracewell recounts his journey into teaching with dyslexia



Chemistry teacher Michael Bracewell was in Primary 3 in the early '80s, when his teacher first noticed that he was displaying signs of dyslexia. The support needed was still largely unknown, but the teacher took the time and care to help Michael and his parents find the right help.

The advice from Michael's teachers was to take time with him and show an interest to help support his learning. With his dad, Michael started collecting cigarette cards, which contained facts which he liked to share with his friends at school. "We collected hundreds of them in the end and I still have them all in folders. Not only was it a great hobby that my dad and I shared, but I felt that the short bits of reading really helped me. And of course, there was the added bonus of impressing my friends." With his mum, Michael liked watching old movies. "What I really enjoyed about old movies was how dialogue-heavy they are. I think they had a big impact on my understanding of things."

Michael was fascinated by history, but he struggled to get his thoughts down on paper. "It made it difficult to fully engage," he explained. "When it came to subjects like science or maths however, it was simply right or wrong - my work wasn't marked by someone's opinion of what I had written."

An unconventional path

When he finished school, Michael didn't go straight into teaching. A persuasive lecturer at Heriot-Watt University encouraged him into a brewing and distilling degree course during an open day. After working in breweries, Michael found a different career path working at Standard Life. However, he didn't feel like he was using his degree and decided to start his initial teacher education (ITE) to become a chemistry teacher.

"It has been many years since I did my ITE, and the support for dyslexia wasn't what it is now," Michael explained. "However, I had

"My lecturer and I spoke about supporting learners with dyslexia, but that same support wasn't quite there for us as students"

a fantastic lecturer called Douglas Buchanan who really helped me in my learning. What's really interesting is that we spoke about supporting learners with dyslexia, but that same support wasn't quite there for us as students."

Michael finished his ITE a year before the Teacher Induction Scheme came into place, so did supply work before finding a permanent post at Portobello High School in Edinburgh. He had some difficulties in developing his teaching career, and found support from colleagues. "I really struggled with report writing, but I had a lot of help from those I worked with. Early on in my career I had the opportunity to sit in on classes and watch experienced teachers. It was a great way for me to learn and see different methods in practice."

Changing perspectives

"Sometimes you have to break things down in different ways," explained Michael. "In Chemistry, there are a lot of complex words like 'exothermic'. I'm fascinated by the way words are made up, thanks to a former colleague who I used to do crosswords with. So, I use that in my teaching. 'Therm' means heat and 'exo' means out (like a beetle has an exoskeleton) and these are reactions that give out heat. For instance, a Bunsen burner giving you warmth while the windows are open for ventilation."

Michael also uses international chemistry papers in his teaching, to show that understanding can come from more than just words. "The symbols used in chemistry are the same all over the world. Learners get excited when they

understand a question, even if the paper is in Spanish."

Learning from others

Michael found a lot of support in the P.E. department when he was in secondary school and played football with the school team.

"I learned a lot from the teachers in that department. One great piece of advice was to treat an exam like a football match: 45 minutes of work, take a breather, then do another 45 minutes." Along with fencing and cricket club, it was here that he found the value of coaching. Helping others to realise their potential is an important aspect of teaching for Michael.

"Getting to know learners is crucial. When I meet a new class for the first time, I like to get them to tell me three things: their hobbies, a random fact and what their favourite film is. I do the same and write it on the board. The random fact from me is that I have dyslexia. I think it's important to share because it helps learners to feel safe in looking for help if they have dyslexia or another support need."

RESOURCES

Meeting the needs of dyslexic learners professional guide:
bit.ly/3C7vtYS

Dyslexia Scotland:
www.dyslexiascotland.org.uk

Dyslexia and Inclusive Practice:
Professional Learning modules:
bit.ly/3lIben8

Returning with confidence

The University of Edinburgh's dedicated course is supporting teachers to return to the classroom



Career breaks or moving countries can often mean teachers returning to the classroom need a refresh on the latest teaching practices in Scottish education.

The 10-week Return to Teaching (RtT) programme at the University of Edinburgh has helped many qualified teachers from within Scotland and across the UK, or who have taken a break from teaching, return to the profession. The programme has also attracted teachers who may be returning from living in other parts of the world to renew their professional understanding and practice.

The RtT programme was developed into a national online programme around four years ago and anyone who has or is eligible for registration with GTC Scotland is able to apply for a place. The programme is supported by the Scottish Government and GTC Scotland, as a rich professional learning opportunity for those who wish to return to teaching.

Rosa Murray, Deputy Head of Institute for Education, Teaching & Leadership / Deputy Director of Teacher Education, and programme leader for RtT at the University of Edinburgh, said: "This programme looks at theory and understanding, pedagogy and the practical side of teaching in Scotland's classrooms. The

professional values of trust and respect, integrity and social justice underpin the entire programme."

Rosa is very familiar with the Professional Standards for Teachers, having worked on the 2012 versions, particularly the Standard for Career-Long Professional Learning. She also took part in the consultation and first draft of the refreshed and restructured Professional Standards for Teachers 2021.

Course participants explore the different elements of Scotland's education system including Curriculum for Excellence, GIRFEC, positive relationships, inclusion, race, culture and diversity and assessment processes. "The programme looks at the vision for Scottish education and asks teachers to reflect on who they are and who they want to be as teachers," explained Rosa.

The programme has been refreshed to update the content in line with current education policy and the Professional Standards for Teachers 2021. There are talks, videos and films integrated into each week of the course and an online discussion where the teachers share ideas and comments on the weekly focus.

Groups are often made up of no more than 30 participants with discussion encouraged to promote shared learning.

REFLECTIONS

"This course has stirred up a passion in teaching that I had long since forgotten. Although still very apprehensive, I'm looking forward to getting back into it and am keen to further develop my learning, knowledge and skills. The course was well led, very supportive and manageable despite working full time and having a family. I wholeheartedly recommend anyone considering a return to teaching to complete this course (actually, I think it should be compulsory)."

Primary teacher

"The recap on professional values and practice was invaluable. I really needed to reassess who I was and wanted to be as a teacher, and I didn't even know that I did until the course."

Secondary teacher

"I am certainly thinking about aspects of teaching and learning which I would not be had I not completed this course. It has given me a lot to think about and research further. I am nervous but keen to get back into the classroom and apply what I have learned on the course."

Primary teacher

Find out more about the course at bit.ly/3CRB7yo

GTC SCOTLAND'S ROLE

GTC Scotland provides advice to individuals wishing to return to teaching in Scotland.

Visit bit.ly/340cMwX for further information.

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Mike Bolam and Donald McLeod

What does **gtc** do?

This is a frequent question at this time of year, when the annual registration fee is due. The short answer is that we keep the Register of Teachers and set and regulate the standards expected of our

registrants. The Register and its underlying rules are fundamental to Scottish education operating in the public interest and play a vital role in maintaining trust in the education system.

Below is just some of our work. Unless the context suggests otherwise, figures are annual and have been taken from GTC Scotland's most recent Annual Report.

11 

higher education institutes, which deliver GTC Scotland accredited programmes to people to become teachers

37 

members of Council, the majority of whom are elected teachers or lecturers

57 

years ago, teachers raised concerns about the increasing number of uncertified teachers in Scotland's schools and GTC Scotland was established



139

individuals awarded the Standard for Headship, the standard required for teachers employed in local authority headteacher roles, via the Into Headship course

£65 

the cost of the annual registration fee for the past five years

66 

colleagues work permanently at GTC Scotland supporting registrants to become, to be and to grow as teachers and college lecturers in Scotland

161 

Fitness to Teach referrals received

439

teachers awarded professional recognition in acknowledgement of their professional growth



189 

MSPs and MPs for Scottish constituencies engaged with on teacher professionalism on the International Day of Education

263 

teachers received professional registration by adding a new subject or category to their registration

1,028 

teachers in their first four years post-probation have enrolled in the Stepping Stones programme of professional learning for early-career teachers



1,254

individuals GTC Scotland works with to carry out our role – much of our work is carried out in partnership

1,310



probationer teachers who achieved full registration through the Flexible Route

2,089



college lecturers have joined the Register of Teachers under the College Registration Programme

2,839



probationer teachers achieved full registration through the Teacher Induction Scheme

2021

the year the refreshed Professional Standards for Teachers launched



13,000



the number of teachers and lecturers who confirmed their professional learning through Professional Update

+80,000



teachers and lecturers recorded on the Register of Teachers in February 2022



the positive impact teachers and lecturers have on the lives of children, young people and adult learners

What do the professional values mean to you?

The professional values of social justice, trust and respect and integrity are central to what it means to be a teacher in Scotland

The strong focus on professional values in the Professional Standards encourages teachers to develop their professional identity and underpins a deep commitment to all learners' cognitive, social and emotional growth and wellbeing.

At St Cuthbert's RC Primary School, Edinburgh, the school's values are creative, active, respectful, equal and supportive - CARES - and it is currently working towards the Silver Rights Respecting Schools Award.

Principal Teacher Genevieve Munro, who leads on equalities and raising attainment, said: "Learners throughout the school are explicitly

taught about upholding their rights through the UNCRC. A lot of our topics are directly linked to the Articles and our work in areas such as internet safety and fair trade is not tokenistic. For example, after becoming 'Fairaware', we have been aiming for 'FairActive' to start acting, for example in deciding which products are sold in our shop."

With learners using QR codes to learn about crops and poverty, the school also used Fairtrade Fortnight to highlight links with the UNCRC's Article 24 (the right to good quality health care, to clean water and good food) and Article 6 (the right to be supported to live and grow). Younger children in P1 learned about fair trade by joining the dots

and colouring in Pablo, the 'Super Banana', who told learners about how bananas are grown, while P7 discussed the impacts of climate change on farming communities and the actions we could take to reduce our carbon footprints to make a fairer world.

Supporting pupil voice

St Cuthbert's highlights the work of its pupil voice groups via its weekly newsletter. Genevieve said: "We are fair and honest, aiming to uphold moral principles and modelling an ethical approach. Our pupils take the initiative and make decisions in partnership with adults. Their voices are truly heard, and we want to listen. There is a wholeness, togetherness, a unity of pupils and staff that makes our school a place where the professional values are intrinsic to everything that we do."

Genevieve explained that learners are increasingly making their own links to the UNCRC, for example by discussing their right to clothing, food and shelter during lessons about the impact of the climate crisis on Sierra Leone and comparing this with the needs of young people in their own city of Edinburgh.

Teachers are increasingly being asked how the professional values are reflected in their teaching. For Edinburgh Academy Geography teacher Eliot Sedman, it is vital to encourage young people to think beyond the classroom and consider



St Cuthbert's P1 pupils are learning about fair trade



Recycling is important to P5 at St Cuthbert's

real world issues. “Pupils in my classroom will be asked to consider climate change and sustainability, the migrant crisis and the future of energy production. Geography is well positioned as a subject to grapple with these complex and multifaceted issues as it teaches pupils to think in a joined-up way. I encourage young people to make connections with other subject areas and share their opinions and perceptions with one another in an honest and respectful manner.”

Developing professionalism

A commitment to reflecting on the connections between values and actions and career-long professional learning is a critical part of developing professionalism.

Paula Dixon, lecturer in English and Spanish at Glasgow Clyde College, said: “As leaders of learning, we work together to develop new and innovative learning opportunities; and through participating in professional learning, we strive to ensure that our practice both in teaching and in our area of expertise is current and takes account of emerging ideas and developments.”

Christie Lamb, Principal Teacher, Primary Specialist at Holyrood RC Secondary in Glasgow, is currently undertaking Education Scotland's Middle Leaders Leading Change programme and has gained Professional Recognition for Supporting Pupil Learning following completion of the Improving our Classrooms programme. Christie is a registered primary teacher working with S1, S2 and S3 learners

who benefit from additional support in reading and writing at First and Second Level, many of whom don't speak English as a first language. Christie says, “Holyrood recognises the importance of my role and they are passionate about ensuring all pupils are supported”. Equal opportunity, trust and respect and inclusivity for her learners are vital.

Her research question was:

‘Does the effective use of feedback explicitly linked to Learning Intentions and Success Criteria lead to improved attainment in Setting Writing for S1 learners working at First Level?’ While 83 per cent of the case study group didn't know why Learning Intentions and Success Criteria were important at the beginning of the study, all the learners knew what they were,

and most could confidently explain their importance by the end. All the learners made significant progress in their writing, while also increasing independence and self-confidence.

Holyrood promotes nurturing principles across the whole school and has strong Support for Learning and English as an Additional Language departments. It has a pupil-led Mental Health Ambassador Programme, ongoing charity work and a focus on Learning for Sustainability. The school also has a Standards for Success positive relationships policy, driving mutual respect between staff and young people through its ABCs - Aspire Believe and Communicate.

Christie said: “My experience here at Holyrood has been so beneficial. I have a really in-depth experience of a learner's journey from primary to secondary. I have loved leading career-long professional learning focusing on understanding the journey of Early, First and Second level. I hope that I am building capacity in other staff to achieve a long-term impact.”

Christie has recently been running differentiation and support sessions for the school's probationers and initial teacher education students, with plans for roll out to other departments. She says: “These are steps to ensure our hard-working staff feel confident in supporting all learners. My job ties in with my professional values of ensuring that every pupil, no matter what level they're working at, is provided with opportunities to experience success and that they feel valued and happy coming to school.”



Ag Ionnsachadh tro Chruthachaileachd

Tha an tidsear bun-sgoile Jenna NicDhòmhnaill air a bhith a' cleachdadh nan ealain mar phàirt den teagasg aice

“Tha a’ Ghàidhlig uabhasach cudromach dhomhsa,” thuirt Jenna, tidsear aig Bun-sgoil Ghàidhlig Ghleann Dail ann an Glaschu. “Dh’fhàs mi suas leis a’ Ghàidhlig air a bruidhinn san dachaigh, ri mo sheann-phàrantan, san sgoil agus sa choimhearsnachd. Tha i na pàirt air leth cudromach den dualchas agam agus den dearbh-aithne cultarail agam agus mar rud a tha mi a’ cumail orm a’ cleachdadh nam bheatha làitheil. Tha ceanglaichean ris a’ Ghàidhlig aig earrann mhòr den cheòl ris am bi mi ag èisteachd, agus tha cultar beairteach sna h-ealain ris a bheil a’ Ghàidhlig a’ cur gu mòr.”

Tha Jenna air a bhith a’ cleachdadh taobhan de dhràma, na h-ealain agus ceòl na teagasg, gus cuideachadh ann a bhith a’ leasachadh faireachdainn de chruthachaileachd agus tlachd ann a bhith ag ionnsachadh agus a’ bruidhinn na Gàidhlig. “Tha clann nas feòrachail, nas mac-meanmnach agus nas cruthachail na tha sinn fhèin agus tha a bhith a’ togail cànan a’ soirbheachadh mar thoradh air na sgilean sin.”

“Tha e cudromach dhomhsa gu bheil a’ Ghàidhlig a’ leantainn oirre a’ soirbheachadh ann an dòighean so-ruigsinneach do dhaoine,” mhinich Jenna. “Bha mi airson a bhith mar phàirt den fhàs sin agus daoine a mhisneachadh agus taic a thoirt dhaibh ann a bhith ag ionnsachadh a’ chànan. Tha e na shochair dhomh fios a bhith agam gu bheil mi a’ cluich pàirt den fhàs sin (a dh’aindeoin dè cho beag ‘s a tha e), gu sònraichte sa cho-theacsa a bhith ag oideachadh chloinne.

Tha Jenna air a bhith a’ cleachdadh ghoireasan mar an goireas Mothachas tro Film/Mindfulness Through Film aig Film Alba gus a bhith a’

cuideachadh a bhith a’ toirt a’ Ghàidhlig a-steach dhan t-seòmar-sgoile. “Is urrainn dha na sgoilearan sa bhad ceanglaichean a dhèanamh ris a’ bheatha agus na fèin-fhiosrachaidhean aca fhèin, leis gu bheil an goireas a’ cleachdadh piosan ùra, iomchaidh agus bhon là an-diugh agus fiosrachadh as urrainn dha na sgoilearan a chleachdadh agus a rannsachadh. Bha e air leth math a bhith a’ coimhead nam filmichean goirid còmhla leis gun robh aon dhiubh stèidhichte air àite dham buin aon de shean-phàrantan nan sgoilearan againn - bha iad air a bhith ann seachdain ron sin agus dh’aithnich iad an t-àite anns a’ bhad!”

Tha a bhith a’ cleachdadh goireasan cruthachail air luchd-ionnsachaidh Jenna a chuideachadh



a bhith a’ fàs nas misneachail ann a bhith a’ cleachdadh a’ chànan. “Tha an luchd-ionnsachaidh air a thighinn air adhart air mòr le bhith a’ cleachdadh goireasan cruthachail. Tha mi air an cleachdadh a-nis le grunnan chlasaichean agus a h-uile turas tha iad air a bhith an sàs gu mòr, agus dealasach agus misneachail ann a bhith a’ cluich leis a’ chànan. Is urrainn dhuinn a bhith a’ cur ris na sgilean a tha aca a-cheana no an cuideachadh ann a bhith a’ faighinn tàlant ùr a bhios iad airson a mheudachadh.”

A’ Cleachdadh film

Chuir an carthannas foghlaim Into Film Scotland stòras didseatach ùr air chois o chionn ghoirid, a tha ag amas gu dìreach air a’ choimhearsnachd foghlaim Gàidhlig le beairteas de stuth a chuidicheas iad ann a bhith a’ rannsachadh an dà chuid meadhan film air leth tarraingeach



agus nàdar air leth aon de chànan nàiseanta na h-Alba.

Tha na goireasan an-asgaidh, gu tur sa Ghàidhlig agus freagarrach airson aoisean 5-19. A’ cleachdadh filmichean air cuspair sònraichte, filmichean goirid bhon tasglann agus raon de ghniomhan cruthachail eadar dèanamh film gu sgrùdadh breitheach, tha an làrach-lìn ag amas air a bhith a’ cuideachadh proifeiseantaich teagaisg a bhith a’ rannsachadh agus a’ dol an sàs le raon farsaing de chuspairean a’ gabhail a-steach Eco Explorers, Film Awareness agus Film Alba.

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Trust in the teaching profession

Ensuring public protection and maintaining teaching standards

Trust in teachers is essential to an effective education system. Without it, our schools and colleges would be very different places.

In the 1960s, teachers campaigned to become a self-regulating profession to ensure high standards for teachers were maintained. This resulted in the establishment of the General Teaching Council for Scotland in 1965. GTC Scotland's role is to help maintain trust in teachers.

Implicit in belonging to a self-regulating profession is a collective responsibility to uphold the reputation of that profession. The reputation of the teaching profession comes into question where trust in a teacher or college lecturer has been breached. GTC Scotland's regulatory process - called fitness to teach (FtT) - is the mechanism by which the teaching profession addresses breaches and upholds its reputation.

A very small number of teachers and college lecturers are referred to this process. Last year, we received FtT referrals in respect of 0.2% of the total number of individuals on the Register of Teachers, which is consistent with previous years. Fitness to teach work is targeted

and proportionate - requirements that are set out in our governing legislation. As a result, not all referrals we receive are investigated by us. In line with best regulatory practice, we take a right-touch regulation approach.

Overview of the Fitness to Teach process

The FtT process starts when GTC Scotland receives a referral. Most of the referrals we receive come from Disclosure Scotland, teacher employers and members of the public (usually parents of children and young people).

When a referral is received, the first thing we do is decide if it's something that we should investigate. We use our Fitness to Teach Threshold Policy to make this decision and to ensure that we focus on more serious cases. Many FtT issues can be managed effectively at a local level by the school or employer and there is no need for GTC Scotland to ever be involved. When a concern is of a more serious nature, the school or employer should appropriately investigate the matter and ultimately make a referral to GTC Scotland in line with the guidance set out in the FtT Threshold Policy.

If it is decided that a referral should be investigated, GTC Scotland will carry out an investigation to find out what happened. This can involve speaking to the teacher's employer, the referrer, or anyone who may have been a witness. The teacher is asked to provide information to help inform what lines of enquiry should be made. An investigation report sets out the information obtained. The report and information gathered is shared with the teacher, who is given an opportunity to respond.

Some cases are very quick and straightforward to investigate and others take longer because they are more complex. The investigation is a dynamic process - cases are sometimes investigated but then reviewed and closed early because the case is not at a level of seriousness to justify investigation.

If GTC Scotland concludes there is sufficient evidence to prove allegation(s), the case moves on to the Fitness to Teach Panel stage.

Fitness to Teach Panels

It is for Fitness to Teach Panels to decide the outcome of a case at either the Panel Consideration Stage or the Hearing stage according to a legal process (set out in the FtT Rules). Panels are composed of a minimum of three independent people comprising a majority of registered teachers, and at least one lay person.

FtT Panels consider the investigation report and decide what should happen next. The Panel can decide to take no further action, issue a consent order or refer the case on for a full hearing. A small number of referrals require a full hearing.

STRENGTHENING CHILD PROTECTION IN SCOTLAND

There are many bodies with responsibility for child protection in Scotland's education system. GTC Scotland has a specific role in this, as the professional regulator of teachers. Effective public protection requires each part of this system to play its part. In the course of our work, we have identified where improvements can be made to strengthen the system, which we have raised with the Scottish Parliament's Education, Children and Young People Committee.

FITNESS TO TEACH IN NUMBERS

Last year, GTC Scotland received FtT referrals in respect of **0.2%** of our total number of registrants. This is consistent with what we've seen in previous years.

161

REFERRALS WERE MADE TO
GTC SCOTLAND



40

were
referred by
the public

56

were
referred by
employers

65

were referred from
other sources including
Disclosure Scotland and
self-referrals



FtT cases take two forms:

CONDUCT and COMPETENCE

- Of the cases received in 2020-21, **89 per cent** were related to conduct.
- **49 per cent** of the referrals received were investigated, which means that **51 per cent** did not meet the threshold for investigation.



LEARNING MORE

Our Development Officer works with employers and other stakeholder groups to help develop understanding of the FtT process. Meetings are offered to all local authorities every six months, with more frequent sessions available. If you would like to arrange a meeting with our Development Officer, please contact Jim Moore on jim.moore@gtcsc.org.uk

HELPFUL LINKS

www.gtcsc.org.uk/fitness-to-teach
www.gtcsc.org.uk/fitness-to-teach/making-a-referral-or-recommendation

Fitness to Teach and college lecturers

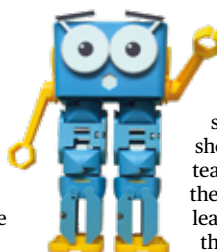
As part of the College Lecturer Registration Programme, Fitness to Teach information sessions are being held and booklets issued to the college sector as the process applies to all GTC Scotland registrants.



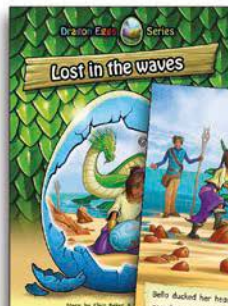
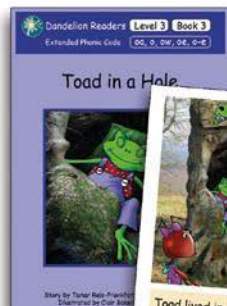
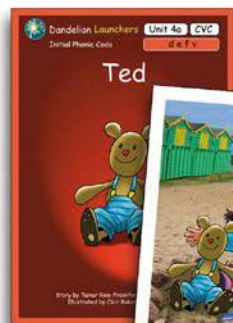
Rosslyn Lee, Digital Skills Coordinator for North Ayrshire Council, said: "It is our intention to

While the project is still in recovery mode, its positive effects are being felt. It has helped inspire a national initiative by Digital Scotland, CodeTheFuture.scot. Its mission is to explore how the decline in uptake of computer science at Higher and National

to hack the curriculum, hash algorithms or hear why Karlie Kloss believes coding is her superpower. Case studies from schools across Scotland show the creative ways teachers are capturing the imagination of their learners and are growing their own digital literacy.



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Supporting young people through Bloom

Created in collaboration with cognitive behavioural therapy (CBT) experts, Bloom is a free, preventative mental health programme with real-life impact. As part of Mental Health UK, our Bloom Team is reaching out to schools and colleges across the UK to share staff training, teaching resources, and co-deliver educational mental health workshops.

Bloom equips 14-18-year-olds to:

- Apply resilience-building tools and strategies for maintaining mental health
- Feel mentally healthy by building on mental health knowledge
- Feel supported and confident making successful life transitions
- Feel able to 'step in' to support their peers.

So far, Bloom has supported 140,000 young people with their mental health resilience and created a legacy by training 2,000 teachers to deliver Bloom workshops.

A teacher from Trinity Academy said: "The lesson headings are perfect for the age and stage of our young people and they have really engaged with the content."



Contact our Bloom Team:
schools@mentalhealth-uk.org

Visit our website:
**mentalhealth-uk.org/
support-and-services/
supporting-young-people/**



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stem.org.uk/nuffield-research-placements



 enquiries@sserc.scot



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Phone: 0141 255 0901

90kg Rice Challenge

THE ISSUE

Only one in three children can afford to go to secondary school in Malawi so many have no choice but to go work in the fields. Education is one of the most effective ways to escape poverty.

WHAT CAN YOU DO?

A bag of rice can change a life. 90kgs is the amount of rice a farmer has to sell to get a sustainable income to reinvest in their farms, feed and clothe their families and enable a child to attend secondary school for a year.

Can your school sell 90 bags of rice and change a life?



A Whole-School Approach to Wellbeing

"I've come to the frightening conclusion that I'm the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather... it is my response that decides whether a crisis will be escalated or de-escalated".

Ginott

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Are you an ethical teacher?

In a recent ethics roundtable, educational professionals discussed the provocations of Professor Gert Biesta of the University of Edinburgh and Dr Joe Smith from the University of Stirling

For Dr Joe Smith, access to knowledge is an ethical question. “Ultimately it’s about teachers being able to look at themselves in the mirror... have they acted with integrity in making sure they’ve given children access to the knowledge about the world that they need? If the answer is no, then I think that’s unethical.” He argues that learners should be taught to become independent free thinkers and that teachers have a responsibility to do this.

His view was supported by many roundtable participants. One said: “An ethical teacher will take account of the lives children are living, as well as the world they are being prepared and supported to enter into.”

Joe’s argument is that outcomes – such as attainment, and ‘skills for learning life and work’ – are now seen as ‘the purpose’ of education, and that a sense of education as a human endeavour has been lost. This assertion was supported by many attendees, one of whom commented: “I think the knowledge versus skills debate has been a particular problem. It struck many chords with me. I think we have lost our way and lost sight of the purpose of education in Scotland in many regards. I think it has come through in the OECD report and the Muir Review. I think we have to have a significant discussion within Scottish education about the purpose. What are we trying to do for and with learners?”

The practicality, however, of how to achieve this was questioned: “How do we ensure that we are getting the balance right for our young people

and are equipping them for a world which we don’t know looks like?”, with another attendee commenting: “We need to ensure that we are supporting teachers to understand the purpose of education / the curriculum and supporting them to have agency.”

Joe argued that measurement in education had become an end in itself. Another teacher asked if “all measurements are bad for education or do they highlight what knowledge has precedence over others?”

Professor Gert Biesta felt that the word “knowledge” could be misleading, preferring the word “understanding” instead. “Knowledge becomes, very quickly, something abstract and then it becomes a list, but if you say we teach for understanding then it

becomes educationally meaningful.”

Indeed, Gert argued that something much more is needed and that being an ethical teacher does not mean you are a good teacher. Not only do you need technical skill, he said, teachers also need to work with educational values: “And central in such values is the concern for your students’ future as subjects of their own life; a concern, in other words, for their freedom.”

What is CfE looking to achieve?

A discussion about the purpose of education inevitably led to Curriculum for Excellence (CfE), with one teacher commenting: “I agree with Joe’s [critical view of system] accountability and looking more deeply at the purpose of education. What are we trying to do and achieve? CfE, why did it come in and what is it for? We need to think about these issues.” Another attendee asked if the system let teachers down by expecting them to develop the curriculum without equipping them with the knowledge skills and agency to do so?

“The system doesn’t have agency, it’s not a thing with a mind, it’s not conscious,” Joe responded. “A



better way of phrasing this is: does CfE require a more fundamental re-evaluation of the system? Of stakeholders in the system, of hierarchies in the system and where power is in the system? Of teachers' roles, teachers' time and expectations of teachers... Do all these things need to be reformed in order to align better with the curriculum? Yes, I think teachers needed more help than they got. In order to make CfE work - if that's what we're aspiring to - there needs to be fundamental root and branch change to a lot of shibboleths."

One teacher felt that feeling knowledgeable and confidence in understanding and enactment of the curriculum was key: "Professional learning is important here, so that teachers have the opportunity to question and understand the curriculum themselves. This questioning slows down and stops after [initial teacher education] ITE."

Being a teacher

The relationship between the Professional Standards for Teachers and the Code of Professionalism and Conduct was also debated. In his provocation video, Gert says: "What I like about Scotland and the context in which we're doing this, is that Scotland makes this distinction [between the ethical dimensions of our work and the normative dimensions of our work] by having the Professional Standards for Teachers and the Code of



Professionalism and Conduct. And you can say one is the house of the good of teaching and the other is the house of the ethics of the profession."

Using this as a point for a discussion on whether the Professional Standards and Code need to be linked or separate, one participant commented: "There is something to explore about how individual a construct 'being a teacher' is. It is inherently relational (a teacher teaches pupils, a teacher is part of a staff team). If we separate the Code from the Standards, then the Code should be the enabler... for individual accountability to the Standards. What does that need to look like/sound like so that individuals are facilitated and empowered to bring the Standards to life in who they are and in the agency they are afforded. This is never going

to be universal or static."

While another teacher said: "The key thing that I took from Gert's presentation was the general and specific ethics and the fact that its implicit, but at some point it has to become explicit. I have had a lot of conversations with colleagues who say 'I'm doing everything right' and I'm being 'safe' but is 'safe' the same as being 'effective'? We need a shared understanding about what it means to be ethical and the conditions that allow professional growth to flourish for ourselves as well. It's about demystification - what is the purpose for teachers, learners and other key stakeholders? What do we want for our children and young people?"

Ethics in the profession

As we begin a process to review the Code of Professionalism and Conduct, the journey starts not with the document itself but in a conversation about ethics. Throughout 2022, GTC Scotland will publish a series of provocation videos from education professionals and experts in the field of ethics to stimulate discussion on ethics in the teaching profession. We will also be holding a series of roundtable events to discuss the themes raised in the provocation videos. You can access all the resources and sign up for the roundtables at gtcs.org.uk/ethics

For a summary of the provocations of Professor Gert Biesta and Dr Joe Smith, turn to page 14



Mindfulness in the classroom

The importance of teachers' own self-care in providing a supportive experience for learners has never been more evident



Hallglen's Wellbeing Hub

According to Louise Smith, Founder of Do-BeMindful, good mental health for teachers and their learners begins with development of an open, inclusive culture in which people feel comfortable in talking about their wellbeing and supported in nurturing self-care.

In 2017, Louise asked for feedback on her ideas for new education resources to fill a gap in the field of mental health and wellbeing education, which led to 75 different responses from schools eager to engage with her to cultivate an empowering mindfulness programme. She has since worked with more than 300 schools in Scotland and the programmes have been accredited with GTC Scotland Professional Recognition.

The Do-BeMindful Foundation Programme is usually introduced at the start of the school year and, within a matter of months, helps schools to introduce regular mindfulness practice for personal wellbeing and develop and sustain positive relationships within the wider community. There is also a Resilience-based Recovery: Trauma-

sensitive Mindfulness Programme. Louise points to the words of author Michele Rosenthal, that "Trauma creates change you don't choose. Healing is about creating change you do choose". She explained: "If there is anything good to have come from Covid it is that we know that our mental wellbeing is as vital as our physical health and teachers can't help children to develop resilience without putting supports for their own wellbeing in place."

The Do-BeMindful programmes are delivered via an online learning platform comprising modules on research and evidence, guided experiential practices, reflection exercises and resources for further professional enquiry. There is also ongoing peer support and online drop-in support sessions.

"The first thing we do is focus

on helping educators personally rather than focusing on pedagogy or working in the classroom. A lot of us are in the same boat and we help educators to see the value of mindful practice in cultivating self-care and emotional regulation, improving sleep, increasing attention and concentration, and developing effective coping strategies and agency," said Louise.

Only following the completion of the foundation programme will teachers be able to introduce mindfulness practices to learners and their families, with activities to facilitate learner conversations and encourage peer-to-peer learning through topics such as gratefulness and positive thoughts, and coping with uncertainty.

Hallglen Primary School near Falkirk has been working with Do-BeMindful since 2020 to enhance the mental health and wellbeing of everyone in the school. Pupils recently finished the Do-BeMindful Explorers and Adventurers Programmes but will continue to use the strategies learned both at school and home.

P4 teacher and wellbeing lead Stacey Allan encouraged Headteacher Morag Carson to adopt Do-BeMindful as part of her Falkirk Council leadership course, 'To lead or not to lead'. Morag said: "With Covid, it has become even more important for our staff and learners to have the right tools to deal with things during turbulent times. A shared language about how to support mental health feeds back into what happens in class. We are





Learners taking part in mindfulness sessions at Hallglen Primary

seeing that pupils are more engaged and offering their own insights into how the brain works, and are taking what they have learned back home, for example emphasising the importance of putting phones away during mealtimes.

“They are expressing themselves on a level that they couldn’t within the curriculum. We had a boy in P4 with whom we had some concerns but who is now on track with his learning, and we are fairly sure that this is due to this new approach.”

Hallglen has developed a new wellbeing hub where its nursery area used to be, giving groups of children a dedicated space for mindfulness, arts and crafts, exercises to build their voice and confidence, role-play while demonstrating the school’s values, exploring UNCRC Article 15 (the right to meet with friends and to join groups) and reading books including Elizabeth Cole’s *Kindness Makes Me Stronger*.

Stacey said: “In the mornings, our children blow away their worries and get ready for their learning. We have found that children now feel calmer and more relaxed, and they use the breathing techniques of their own volition in their daily lives.

“We are now evolving what we have been doing, including sending audio files for home use, and piloting yoga and outdoor learning. With a dedicated wellbeing officer employed for the whole year, there is potential for us to do more during the summer too.”

Louise concluded: “Teaching mindfulness must be authentic as, for a lot of learners, this is completely new to them. If children can learn that thoughts are just their thoughts, rather than facts that they can’t control, they can start to nurture feelings of gratitude and positivity. The more that mindfulness is embedded in a whole-school approach, the more benefits there are.”

STAFF COMPLETING THE FOUNDATION PROGRAMME:

- **54%** reported feeling good about themselves most or all of the time (36% baseline)
- **76%** felt happy most or all of the time (64% baseline)
- **62%** felt they could talk about their feelings and emotions (50% baseline)
- **40%** felt it was easy for them to feel calm and relaxed most or all of the time (26% baseline)
- **48%** of staff said they sleep well most or all of the time (37% baseline)
- **67%** reported feeling connected to other people most or all of the time (58% baseline)
- **33%** felt they did not get upset too easily (28% baseline)
- **49%** reported feeling that they deal with problems well most or all of the time (38% baseline)

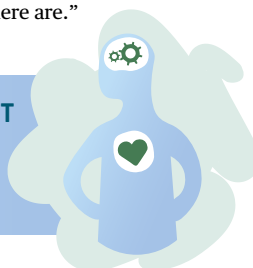
Figures from 2022, based on a survey of 2,000 educators

The following videos feature teachers and learners explaining their own Do-BeMindful experiences:

vimeo.com/278701404
vimeo.com/278702372

HEALTH AND WELLBEING SUPPORT

Explore GTC Scotland’s Health and Wellbeing Hub for bespoke resources for teaching professionals:
bit.ly/gtcsHandW





The Reading Café

Holy Cross High School in Hamilton is harnessing the power of podcasts to encourage reading in learners

“Who is your literary doppelganger?” This was one of the questions posed to S1 pupils in the first episode of The Reading Café podcast, hosted by S6 Reading Leaders at Holy Cross High School. From the determination of Matilda to the loyalty of Dobby the house elf, learners had a range of characters they identified with.

The project was started by the English department at the school, in support of the First Minister’s Reading Challenge. The initiative

is part of the work the school is doing towards attaining Reading Schools accreditation.

Working together

English teacher Peter Kelly decided to create a termly podcast to engage learners in discussions about books. He explained: “I wanted it to have a ‘book-club’ style feel to it. The S6 Reading Leaders present, and junior pupils participate in discussions based on a variety of topics about books and characters they have

enjoyed. We hope to use the first episode of the podcast as part of our P7 transition activities.”

Teamwork has been instrumental in the success of the podcast. Peter’s colleague Fiona Shillan, PT Literacy Across Learning, said: “This initiative has highlighted the importance of informal ‘book talk’ in enhancing our reading culture here at Holy Cross. It has been so encouraging to see pupils in S1, S2 and S6 talk openly and confidently about features of literature, sharing their opinions along the way. The Reading Café involved a huge team effort from staff and pupils alike. From the logistics, planning and facilitation, to recording and creation, everyone involved rose to this new and innovative challenge. Needless to say, it was very rewarding to hear the first complete episode!”

“Not only do podcasts engage pupils in a way in which reading becomes more active, they also help increase parental engagement”



For S6 pupils, it has allowed them to boost their confidence and collaborate with their peers and staff. One S6 Reading Leader said: "I wasn't a big reader until the first lockdown. I managed to foster a passion for reading then which I am really grateful for."

In the classroom

In class, the podcast was used as a listening exercise for S1. Learning intentions were set for the lesson, where learners could demonstrate their understanding, listening and note taking skills. Learners were then asked different questions based on what they heard in the podcast. At the end of the lesson, learners were asked what they think should be discussed in the next episode of the podcast, encouraging further engagement.

Peter has also created a resource for the Scottish Book Trust, to help

others use podcasts in their teaching and learning. "We really see the value in podcasts. Not only does it engage pupils in a way in which reading becomes more active, it also offers a chance to increase parental engagement. The podcast can be listened to anywhere, so parents and carers can hear about their child's learning at home."

A passion for reading is encouraged throughout the school. School librarian Amanda McMullin has also been a part of the project. "It's been great seeing so many learners find an interest in reading, sharing their favourite books and genres. It really helps to create a fantastic collection of books for the pupils". Manga found its way onto the library's shelves recently, after S1 learner Sam shared his love for the genre and inspired an interest in some of his peers.

Episode 2 has already been recorded and is available now. The podcast involves S2 learners this time, looking at graphic novels, suggesting autobiographies and which literary character's diary they would like to read.

RESOURCES

The Reading Café podcast
podcasts.apple.com/us/podcast/the-reading-cafe/id1599975460

How to Start a Reading Podcast:
www.readingchallenge.scot/resources/how-start-reading-podcast-0

The First Minister's Reading Challenge:
www.readingchallenge.scot

Learners' book recommendations

S1 and S6 pupils from Holy Cross High School share some of their favourite books:

"I really like *The Mysterious Benedict Society* books by Trenton Lee

Stewart. They really show the power kids can have and the puzzle book is fun too." - **Lorena, S1**

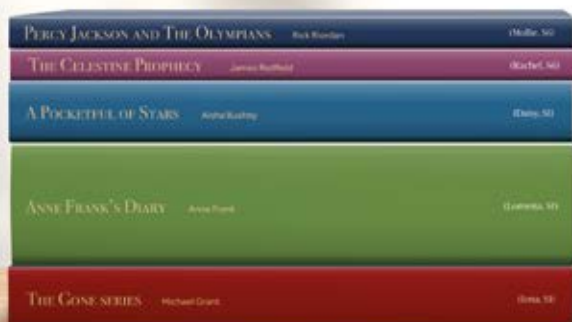
"I always find it really hard to choose which book is my favourite, but

I'm currently writing my Advanced Higher English dissertation on *The Secret History* by Donna Tartt." - **Molly, S6**

"I enjoyed reading *Daisy Jones and the Six* by Taylor Jenkins Reid. It's about a band who broke up and you find out why as the story progresses. It's written in an interview format which I found interesting."

- **Anna, S6**

"*The Murderous Ape* by Jakob Wegelius was full of adventure, which I really enjoyed." - **Molly, S1**



Coaching across borders

Inverclyde and West Dunbartonshire are working together to deliver coaching cross-authority

Alison McLellan, Education Officer at Inverclyde Council and Laura Radcliffe, Principal Teacher Workforce Development and Professional Learning Team, at West Dunbartonshire Council, first met on GTC Scotland's Coaching for Success programme.

They were paired up as co-coaches and soon found that they worked well together. It was there that they had an idea to run a similar coaching offer cross-authority - pairing up leaders from Inverclyde and West Dunbartonshire.

Over eight sessions, participants in the Coaching for Success programme work together with their co-coach to develop their coaching skills. We spoke to Alison and Laura to find out about what they gained from their experience and how it has helped them to create a provision across their local authorities.

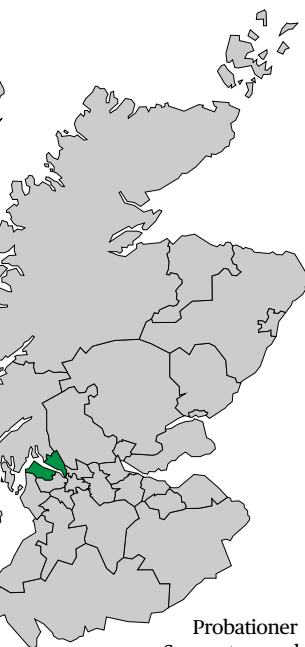
How did Coaching for Success impact your own coaching approaches and inspire you to create a cross-authority provision?

Laura: Participating in the programme had a big impact for me professionally. It deepened my understanding of what coaching was and the value it can have. I realised that when coaching is used effectively it really can empower individuals, allowing a deeper

level of self-awareness, honest reflection and learning to take place in a safe space of no judgement, meaning individuals are more likely to accept responsibility for their own learning and behaviour.

Alison: It really changed my perspective of what I thought coaching was and developed my understanding of a non-directive approach. While I originally believed that the skill was in the questioning, I very quickly realised that it's actually much more important to develop that coaching way of being, developing the 12 core competencies for effective coaching, to allow you to successfully use the coaching tools.

Laura: Working collaboratively as co-coaches, Alison and I discussed how we planned to use what we had learned from the programme to further enhance the coaching culture in our own authorities and found that creating a cross-authority provision would work well for what we both wanted to achieve. There was a wide range of participants on the programme including



Probationer
Supporters and
Middle Leaders, all

with the commonality in remit of supporting others. Pairing co-coaches up from Inverclyde and West Dunbartonshire gave participants an opportunity to work with someone new and gain different perspectives.

Alison: Another benefit of working with a co-coach from another authority was that it built professional relationships that now reach far beyond coaching. This approach



undoubtedly fosters partnership working, which is certainly what has happened for Laura and I as not only do we deliver the coaching programme together, we are also an extremely strong support for each other on a day to day basis, linking with our common remit.

How did participants feel at the end of the programme?

Alison: We've been delighted with how engaged everyone has been. One participant reported that the coaching sessions are her favourite part of the week! I think part of that is down to protecting time for yourself while also supporting others. It's lovely to hear the feedback from participants at the beginning of each session, detailing how they have used their newly developed skills and tools to support colleagues, pupils and others outwith their working day.

Laura: We allocate time at the beginning and end of each session, for participants to discuss their learning from the programme and the impact it is having on them professionally and at times personally too. We have seen a real growth in confidence every week from the participants as they discuss how they are using the tools to support others. I believe some people think that there is a secret to coaching, and they are surprised when they find that actually they have the ability to be an excellent coach themselves.

Alison: The feedback from participants has been vitally important in terms of making sure that we are having the desired impact and it has

also helped to build our confidence in our delivery of the programme.

How have things changed over the course of the first cohort?

Alison: Laura and I had a planning meeting before each session to decide who is doing what. We made small tweaks to each session and will continue to do so as we move onto new cohorts. For example, we found that the catch-up at the start of sessions was taking up around 25 per cent of the time which wasn't very productive. We changed to inviting Inverclyde participants to share their experiences one week and West Dunbartonshire participants the next which freed up more time for learning and practising coaching skills.

Laura: One learning curve we had was around flexibility. With Covid it was important that we took into account local contexts and planned the programme accordingly, meaning some date and time tweaks took place throughout the programme. However, we felt that this ensured maximum participation and engagement at each session.

Next steps

Following the success of the first programme, the second cohort for the cross-authority Coaching for Success programme at Inverclyde and West Dunbartonshire started in March. The pair are also planning on bringing a couple of current and past participants on as leaders of the programme to help widen the provision and continue to enhance the coaching culture in both authorities.

Participant feedback

"This programme has been a real insight into the differences between coaching and mentoring. It has made me analyse my personal life as well as my professional life. A fantastic opportunity to meet like-minded people outwith Inverclyde. My co-coach is now indeed a friend for life! Excellent practical ways to coach that I was able to put into practice straight away."

Julie Molloy, Inverclyde

"Participating has opened my eyes to the potential coaching strategies have for a wide variety of personal and professional situations. The enthusiasm and openness of the course leaders and participants have given me a deep understanding of how transformational these skills can be when utilised effectively, and I now feel well equipped to support others in realising their own capabilities. The practical nature of the course has ensured that we have all had the opportunity to practise the skills and learn to recognise when particular strategies would be the most impactful. Being assigned a co-coach has been an excellent support through the process and really helped to embed the learning, as a result I feel like I am now in a far better position to provide a high level of guidance and support to others."

**Hazel McGhie,
West Dunbartonshire**

Breaking the mould

Schools are embarking on a journey of creative leadership and pupil-led curriculum design

“If we want resilience in an ever-changing world, we need to foster creativity, enquiry and problem-solving - skills that can be used in everything,” says Emma Gee, Arts Officer in Orkney Islands Council.

Scotland’s Creative Learning Plan has been refreshed with a focus on creativity in curriculum design and encouraging learners to influence their own creative learning.

Part of the Creative Learning Network, Emma has been working with primary schools in Orkney, initially through consultancy Hidden Giants, to encourage creative bravery while on a “journey of their own making”.

Pupils from North Walls Community School in Hoy are closely involved in the creation of an education space at the £4.4 million Scapa Flow Museum

redevelopment, and have undergone training with experts from National Galleries Scotland to become junior curators, developing creative opportunities to support enthusiasm for writing. Pupils learned how museum curators can use stories, lighting and other exhibits to draw out points of interest for visitors.

The children delved into *The Dome*, an artwork by local illustrator Jim Baikie, the only artefact in the dedicated education space. They wrote labels for

their own paintings, which were exhibited for a community open day, and have been encouraged to develop new ways of highlighting exhibits to their peers.

Emma said: “I’m working to develop a lifetime partnership between our schools and the museum, which will open this summer. Creative leadership can come from people of any age. While we were always doing good things, such as the Orkney Storytelling Festival and children exhibiting at the Pier Arts Centre, we now have a fantastic platform for pupil-led creativity for the long term. We are having a small revolution in creative leadership.”

Islean Gibson, Headteacher at Dounby Community School, has been working with Matthew Sowerby (formerly of Hidden Giants) to introduce a pupil-led curriculum and fluid structure to the school day.





She explained: “We decided to look at what it is like to be at school here - as a pupil, a member of staff and a parent. I am a strong advocate of pupil voice and wanted them to be engaged in what they wanted their school to become. In a fully pupil-led exercise, they chose the topics they wanted to learn and how they would provide evidence of learning. We brought our learners, parents and staff together to speak about what needed to change and to audit our communications, both in the school and externally.”

This has resulted in learners designing signage and reward charts for the school (particularly helping children with additional support needs), adapting their classroom spaces, dog visits to classes, parents getting a better understanding of the school, and improved links with the community.

“Now everyone feels that they are part of things, which has been empowering. The school environment feels different, more relaxed and with a sense of purpose. While we are at the start of a journey, there has been a change in direction, attitude and perspective,” said Islean.

Affecting change in schools

Though often associated with the development of creativity skills in learners, creative teaching approaches might also be used to help learners acquire knowledge of other topics. Dominic Shaikh, teacher in Geography and Modern Studies at Holy Rood RC High School in Edinburgh, said: “The easy way to teach Learning for Sustainability is through a global citizenship topic, eco schools or developing a link with a school in Tanzania - that is not wrong, and every effort is necessary - but to develop a more integrated approach is a tougher challenge and



“I am a strong advocate of pupil voice and wanted them to be engaged in what they wanted their school to become”

takes more creativity.”

Stuart McIntyre, from Forth Valley and West Lothian Regional Improvement Collaborative, explains creativity as “how we question practices and see what is possible”. “Decision-making tends to be made with fear rather than bravery. The general approach is that creativity is sectioned off, associated with the arts, but real creativity happens everywhere and at the most inopportune moments.

“Given the space for making creatively brave decisions, those sparks of inspiration can emerge when we break down our enforced school mechanisms.”

Stuart is working with Dedridge, Torphichen and Westfield Primaries, which are redesigning their school spaces to create peaceful, exploration and discovery zones, giving teachers and learners more autonomy over their learning environments.

Stuart said: “The children might be saying ‘we want a hot tub’, but by asking questions with an open mind, it becomes apparent that what they really want is a relaxing area in their school.

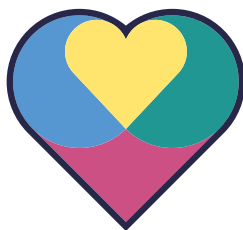
“It is possible to break out of the safety net of what school ‘should be’. Raising attainment is crucial but why is our approach of improving numeracy and literacy to provide more numeracy and

literacy? What will really make the difference? We can amplify what has the best impact and find ways to measure the things that matter. Some creatively brave steps might be a disaster but, if necessary, it will always be easy to revert to the established models while we rethink the next iteration.

“Teachers are our most important agents of creative change. We need as many as possible moving beyond a mindset of thinking that they are ‘just’ a person standing at the front of a classroom of kids and recognising that they have the capacity to make a meaningful impact on our education profession and the innovation of teaching and learning. Every child joins school with excitement to learn, curiosity, creativity and courage and we should be aiming for them to leave school with these too.”

Read GTC Scotland's *Creativity in Learning and Teaching* professional guide at gtcs.org.uk/about-us/corporate-publications





Making a promise to care experienced learners

Virtual School Head Teachers aim to help care experienced children feel more settled, motivated and resilient in schools

In the past two years, the Scottish Government has awarded additional funding to CELCIS, the Centre for Excellence for Children's Care and Protection, based at the University of Strathclyde, to strengthen and invest in Scotland's Virtual School Head Teachers' Network.

There are 17 local authorities with a Virtual School Head Teacher (VSHT), who provide links between multi-agency teams and advocate for the needs and rights of care experienced children and young people.

Emma Allen, former acting headteacher of Laurencekirk School, became Aberdeenshire's first VSHT in 2019, appointed to raise attainment and achievement for looked after children, now widened to include all care experienced children and young people. Emma says: "I believe in building relationships, strengthening communication and developing collaboration to ensure there is equity in opportunities for our care experienced young people. School plays a pivotal role in our lives, and educators aim to do anything we can to make young people's lives better, whether that is making sure they

have a meal every day, having access to the equipment they need, helping them settle into a new school, or supporting their mental wellbeing. Especially since Covid, schools are making sure that they are more trauma-informed and responsive to young people's needs."

Emma oversees and supports several hundred young people spread across the schools in Aberdeenshire. "These young people are amazing as they may have experienced loss, bereavement, trauma or abuse but the majority still turn up to school every day. They might need help accessing the curriculum in a different way, they might need a more flexible pathway or an adapted timetable. Attainment is so important but what means more is the individual story for each child."

Mary Jane Hunter, Virtual School Lead in North Lanarkshire, agrees. "We achieved 55 national qualifications working with 35 of our young people who struggled to attend school last year and were at significant risk of leaving without any formal qualifications. What is really important is that our care experienced young people feel

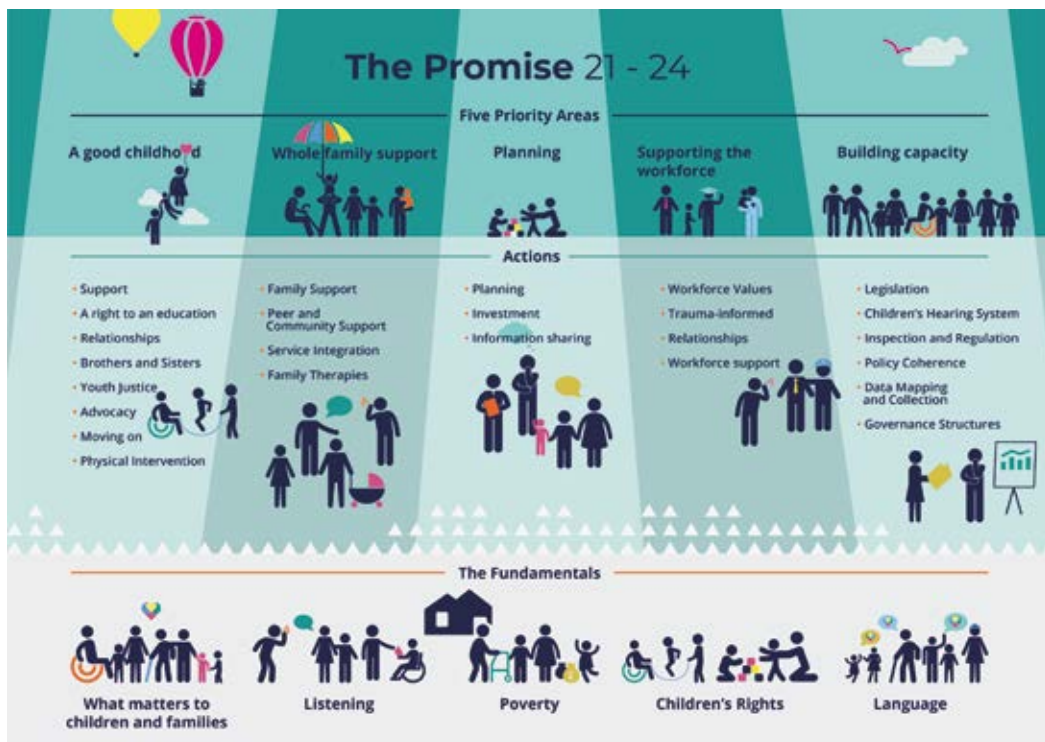
they can achieve. Sometimes that achievement can change more than you would imagine, for example improving the relationship between a young person and their carer."

A framework of support

A primary teacher before working in behaviour support and inclusion at high schools and recently as DHT Pupil Support at Airdrie Academy, Mary Jane is responsible for tracking and monitoring the attendance, achievements, planning and support for around 1,700 care experienced learners within North Lanarkshire. "We offer a framework of support for schools who need a listening ear, questions answered or guidance around access or delivery of creative interventions for their learners.

"Our most intensive work is delivered on a one-to-one or very small group basis. These are young people who for whatever reason struggle to access the school curriculum, but they are not saying they don't want to learn. Taking a strengths-based approach, we build nurturing relationships to find out what they like and what are they good at. They might benefit from an outdoor learning approach, family engagement support, vocational or work-based experiences so we try to build a package around them which interests them, builds their confidence and keeps them learning."

"They are not saying they don't want to learn. We must take a strengths-based approach"



In Aberdeenshire, Emma highlights the case of a young school leaver who had no qualifications but who, with the support of her foster carer and Aberdeenshire's Our Family Firm placements framework - part of the wider Corporate Parenting approach - succeeded in achieving a National 5 English and moved on to college.

The Promise Scotland's Plan 21-24 focuses on five priority areas: the right to a childhood, whole family support, supporting the workforce, planning, and building capacity. Emma says: "Everyone needs support in taking a step back and finding out what is really happening for our young people."

At the Gordon Schools in Huntly, a group of care experienced young people have been gathering to support each other and experience new skills, such as music and film making. Emma says: "This has been amazing for their engagement and communication, both with each other and the school. This is something that I really hope we can see replicated elsewhere now that we are moving out of the pandemic."

"The network and CELCIS can help and support each other with strategy but it's all about finding out

what's happening with the young people - putting ourselves in their shoes. Schools need help with understanding that. We often need to go back to thinking about our own values when the going gets tough."

Adapting our approaches

Emma explains that we need to use more effective language to engage with young people. "They really don't want to hear 'LAC' (Looked After Child) and other acronyms when we are talking to them."

Schools must also take care when detailing learners' challenges and progress in meetings, minutes and school reports. "These young people have a right to request these details and they may well be looking back at them from a different point in their lives and reading a description of their behaviour, which was due to anger, mistrust or shame at being moved from their family home, or a bereavement or other trauma, rather than their character."

Aberdeenshire, through CELCIS and Coram Voice, is currently undertaking the Bright Spots programme, which uses surveys to provide an opportunity for children and young people to share their

experiences of care and how they feel about their lives.

Emma says that "the will is there" to support our care experienced young people, more than ever before, with schools on a "journey of improved trauma-informed practice viewed with the lens of care experienced pupils". "Aberdeenshire is particularly strong in its nurturing approach," she says.

Mary Jane adds: "I think after almost three years, people are beginning to understand our purpose and our vision. We continue to work collaboratively and to build capacity in our staff, not only in schools but in our wider council services to develop their understanding of care and work in a more trauma-informed way."

"Most schools are now appreciating the need to take a different kind of approach - becoming more flexible with the curriculum and with a deeper understanding of the particular needs of their care experienced learners. We are encouraging schools to think a bit more creatively about how they best support their care experienced learners to improve outcomes."

Embedding learning for sustainability in teaching

Scotland's commitment to the Sustainable Development Goals means that all schools should embrace Learning for Sustainability in teaching

In Scotland, the Professional Standards for Teachers are underpinned by key cross-cutting themes, including Learning for Sustainability (Lfs).

GTC Scotland has worked with Learning for Sustainability Scotland, Scotland's United Nations University-recognised Centre of Expertise on Education for Sustainable Development, to produce a new Learning for Sustainability Hub, developed with input from teachers and lecturers.

Dr Fiona Savage, Lecturer in Physics Education at Edinburgh Napier University, has been part of the practitioner group involved in developing the Lfs Hub content. Formerly a secondary physics teacher with a whole-school remit of Lfs, Fiona has been teaching at Edinburgh Napier for three years. There, she developed a new element

to the PGDE programme by adding an introductory Lfs module.

She said: "I felt strongly that we needed an Lfs focus within the Learning and Teaching Modules of the programme. We got in touch with Learning for Sustainability Scotland to develop this area, with the knowledge that the Professional Standards for Teachers were changing so that there was going to be more of an emphasis on this. Learning for Sustainability Scotland adapted an introductory module for us that the student teachers could do as continuing professional development and linked into their assessments.

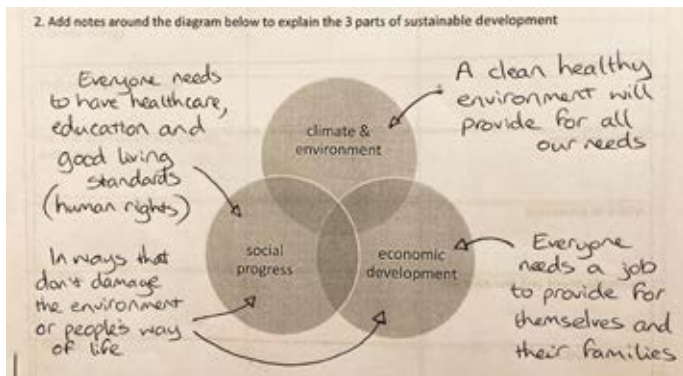
"We first ran the module as it was and found that it was a bit beyond new student teachers who hadn't got experience in the classroom, as it is about coming up with a learning activity. So, it was developed last year as a more basic approach

for initial teacher education. For assignments, the students develop a suite of lessons based around interdisciplinary learning and we ask them to have a notion of Lfs within that. A lot of the knowledge they get from the module can then be put into lesson plans. This allowed our students to develop a tangible sense of how to embed Lfs into their practice. They could then attempt to take those lesson plans into the classrooms during placements."

One of the PGDE students said: "I have learned that there is more to Lfs than just renewable energy and recycling (although these are important obviously!) It has been great to look at the UN Sustainable Development Goals in more detail and the ways that they can be discussed in the classroom."

The university's PGDE programmes educate secondary teachers in Biology, Chemistry, Maths or Physics. Fiona explains that it can be more difficult to introduce Lfs in secondary schools, where subject level silos can form. "However, I believe you can find a link to Lfs in any subject," she said. "Lfs lends itself well to interdisciplinary learning as it is an all-encompassing thing,





One of Dominic's pupil's notes in their work guide



including our environment, our future, social justice, etc.”

Understanding the context

A key part of the LFS Hub is a series of self-directed Professional Learning modules which supports teachers to critically consider how to take an LFS approach in their teaching. Fiona hopes that there will be more LFS resources for ITE students without much classroom experience. “If it is embedded in their practice now, from the outset, it will run all the way through with them as teachers.”

Dominic Shaikh, teacher in Geography and Modern Studies at Holy Rood RC High School in Edinburgh, is an advocate of an effective whole-school and community approach to LFS which weaves together global citizenship,

sustainable development education and outdoor learning. He said: “Being asked for my input for the LFS Hub gave me cause for thought. I am in favour of an integrated approach where environmental, societal and economic concerns are given equal weighting and consideration, whereas in teaching LFS, there is often a stress on one area or the other. There is often a broader context to consider, for example when discussing that refugees are fleeing their homes, learners will easily understand the empathy they should have with others in society and the terrible conditions they may be suffering, but there is also a wider context of the place, climate change impacts or political unrest. When talking about LFS, as an advocate for the integrated approach, I think we also need to consider the

environmental factors and drivers.”

Dominic says LFS can be integrated into teaching by explicitly focusing on sustainability topics such as the UN Sustainable Development Goals, as well as through everyday learning debates and discussions. He believes every school should have a whole-school approach to LFS that is robust, demonstrable, evaluated and supported by leadership at all levels. “With collective support from that top to make LFS a priority, just as wellbeing, literacy and numeracy are, then there can be an impetus for people to engage with LFS seriously. LFS is embedded in the Professional Standards and referenced in various policy documents, and there are pockets of excellence but a strategic, national approach to supporting LFS should be established.

“The new Hub gives teachers an opportunity to engage with LFS and what it means. It can only help embed LFS further and improve awareness and understanding of it.”



That light bulb moment

A-Z of Professional Learning contributor John Kelly on why imagination is crucial to delivering the best learning

One of the joys of working in Further Education (FE) is the opportunity which the sector offers to students and staff alike to experience variety in learning experiences, subject areas and levels of study. This variety, and the constant tumult which we face in the sector, provides us with an environment in

which it is not only desirable but, in fact, necessary to be imaginative in all that we do, to deliver the best we can for our learners. By necessity, this means that we must constantly participate in what we have come to know as professional learning.

A-Z SUBMISSIONS

Coaching: Awkward silences, listening and light bulb moments

Joe Mulholland, who at the time of his professional learning was working at City of Glasgow College as an Associate Dean, took part in a coaching programme facilitated by GTC Scotland. He developed knowledge and experience to help improve his approach to developing positive working relationships with colleagues by using coaching techniques. He also found himself moving from learner to tutor, as he and colleagues delivered the same coaching course with colleagues from Scotland's colleges.

Developing a deeper understanding of course content

John Kelly, a Business Lecturer at West College Scotland, used the additional teaching and learning time created by not needing to include

exam preparation in his course to introduce his class to a new concept based on his professional learning. He developed a deeper understanding of the topic of Doughnut Economics through additional research and reading, and applied this understanding when creating lessons for his Business and Economics students.

Professional reflections on dialogue in professional learning

A secondment as a Learning and Digital Skills Mentor at Forth Valley College was a great opportunity for Kerry Kay to learn and teach new skills and support staff across the college in a variety of ways. This experience has sharpened Kerry's belief that mentoring in FE is a worthwhile endeavour, and she hopes it is one that FE will continue to embrace. Alongside GTC Scotland registration, Kerry believes it is the most significant recognition of the importance of continuous professional development for FE lecturers in recent times.





“While many may see professional learning as being embedded in formal courses or CPD sessions, others view professional learning as instances when that light bulb moment occurred”

The A-Z of Professional Learning recently created by GTC Scotland offers some glimpses of what lecturers in the sector see as their experiences of professional learning. Through this A-Z, we can build up a picture of the diversity of opportunities for professional learning in FE, ranging from the impact of coaching on promoting equality and lecturer empowerment, to the benefits which scholarship provides in allowing us to create examples of good practice to share with others.

While many may see professional learning as being embedded in formal courses or CPD sessions, others view professional learning as instances when that light bulb moment occurred. Or, more likely, when confronted with a problem, a lecturer or team has been able to build upon their existing knowledge by using their imagination to create something new and more valuable.

My own experiences throughout Covid led me to consider alternatives which may not have seemed possible only a couple of years before. Lockdown necessitated a rapid shift to providing online support on a scale never imagined in the sector. However, other opportunities arose, including the use of alternative assessment models, providing more time for teaching and learning, and in many instances the chance to explore the outer fringes of our curriculum. Imagination and creativity were required to build upon existing knowledge and skills. While we have faced challenges and continue to do so, we have begun to emerge from the pandemic in a better place in some ways due to the additional knowledge and skills which we have gained.

It strikes me, however, that we should step back a little and consider what we have gained from the experience of the past couple of years. One key thing which I think is significant is that many staff in the sector

do now appreciate that professional learning comes in many forms. ‘Necessity is the mother of invention’, say some, and I agree with this old adage. What many of us have been doing for decades is engaging in professional learning, without identifying it as such. By sharing the A-Z, GTC Scotland hopes to help us all to recognise and value our professional learning.

It was Einstein who said: “Imagination is more important than knowledge”. The A-Z of Professional Learning can provide us all with examples of the wonderful process of ongoing development which takes place in our sector. I would encourage you to continue to share your experiences, expanding the A-Z into further areas which we have not yet imagined. Staff and students in the FE sector are full of imagination, creation and curiosity and I look forward to discovering new ideas from this resource.

A-Z OF PROFESSIONAL LEARNING FOR COLLEGE LECTURERS

Professional learning doesn't need to be a formal course or continuing professional development session, it can be much more.

We are keen to include as diverse a range of professional learning as possible in the College A-Z. You might have explored a new online platform, arranged an industrial visit or speaker, or experimented with a flipped classroom.

Contact Derek.Timpany@gtes.org.uk with your experience, and include your name, college and subject area or college role. We have a format for written submissions but are also keen to record interviews and videos about professional learning.

Visit bit.ly/356W19U to find out more.



Research Through Play

In this easy-to-read guide to engaging in research with children under the age of eight, the authors consider enquiry design, ethical issues, methods which are more closely aligned to early childhood play-based pedagogy, and potential approaches to gathering and interpreting data. While aimed at those conducting research with young children, the detailed and thoughtful discussions and the questions raised about how play is defined, initiated, observed and interpreted make this book a valuable tool to aid the reflective practice of early years teachers and practitioners alike.

Indeed, the authors are keen to draw parallels between teachers' and early years practitioners' existing skills and those required for research, and highlight the fact that professional enquiry underpins the National Professional Learning model as a means of supporting practitioners' own learning and development.

The book is organised into four sections, with clearly signposted chapters offering links to previous sections and examples supporting their ideas and methods. Part one offers a thorough discussion of the principles behind play-based approaches; part two examines potential theoretical frameworks for the researcher to consider; part three explores how to adapt play-based pedagogies for research; and part four offers in-depth illustrations of early childhood research.

The authors highlight the need for researchers to consider how younger children can be enabled to participate and have their voice heard within research in light of the United Nations Convention on

the Rights of the Child. They stress that age should no longer be a barrier and that, while there are multiple challenges to conducting research with children from 0-8, the use of play as a medium offers one potential avenue.

Throughout the book, the various contributors explore how play should be defined and understood within a learning context and why play can be a valid starting point for research. The book makes the point that play can take a range of guises on a continuum from purely child-led and initiated to adult directed 'educational play' (with clear research or curricular aims at its core). At no point do the authors claim that play as a research method is challenge-free. The tension is explored between allowing play to be as child-led as possible, creating an authentic experience, and there being elements the researcher needs to control to fulfil their own education or research driven agenda - while still attempting to place the child's play intentions at the core. Additionally, they consider whether the researcher/practitioner is simply observing or are joint players and the impact this has on the resulting research.

Whatever role the adult takes, the need to be playful, have a degree of flexibility and build strong relationships with the children are stressed as paramount. The point is made that play offers an opportunity to empower children as participants in research by giving them a familiar context in which to fully express themselves through a range of mediums as they may not

yet have the capacity to do so through words alone. The researcher is called on to put their 'eye' in the perspective of the child.

The use of filming/photography to track play, drawings as a basis for discussion, body movement in studies involving babies, the arts as a way of engaging children in meaning-making beyond the spoken word and the use of apps to record and interpret play are all highlighted as possible approaches within play with potential challenges explored and analysed at every turn. This is not meant to be an exhaustive list but is aimed at sparking inventive and responsive approaches among practitioners.

Research Through Play fills a gap in educational research guides and offers an approachable and thorough starting point to anyone looking to conduct research through the use of innovative play-based methods with young children, as well as to practitioners wishing to reflect on their own practice. While not claiming to offer all the answers, the important message of this book sounds loud and clear: research with young children is not only plausible and valuable but also fun!



ABOUT THE REVIEWER

Gordon Richerby is a teacher at Law Primary School, East Lothian.

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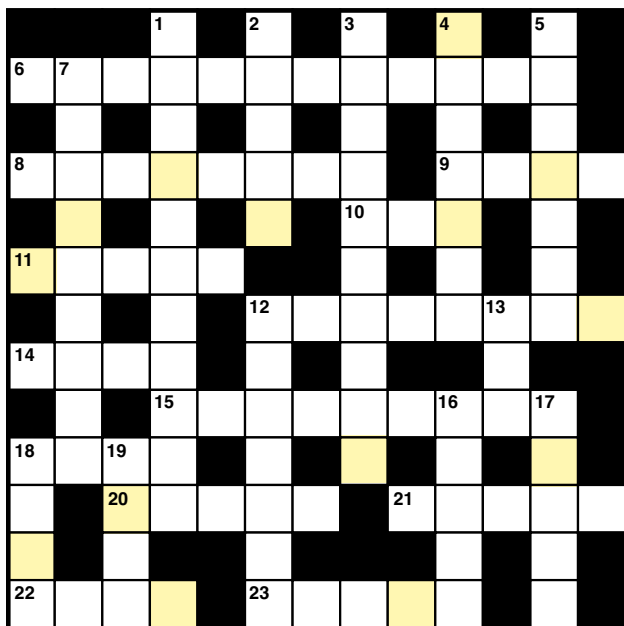
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Crossword



COMPLETE OUR CROSSWORD AND ANSWER THE SIMPLE QUESTION BELOW TO BE ENTERED INTO OUR PRIZE DRAW, WHERE YOU COULD WIN A LUXURY COUNTRY HOUSE STAY



FINISHED?
Use the coloured squares
to tell us the missing word:

One of the Professional Standard's key cross-cutting themes includes Learning for _____

Send your answer and a scanned copy of the completed crossword, including your name and contact details, marked 'Teaching Scotland Crossword' by email to teachingscotland@gates.org.uk by Friday, 27 May 2022.

Congratulations to Aileen Scott, who was the lucky winner of the crossword competition in issue 90.

Across

6. Change caramel nests into a Scottish high school! (6,6)
8. It is used by a musician...and a pupil (8)
9. Low platform for a lecturer (4)
10. Broad sash worn round the waist of a Japanese kimono (3)
11. 'Beauty is _____, _____ beauty' ('Ode On A Grecian Urn' by John Keats) (5)
12. Pupils who live in school during term time (8)
14. Paste made from fermented soya beans and used in Japanese cooking (4)
15. Newly coined word or expression (9)
18. Shrek is this kind of creature (4)
20. Commonest noble gas, making up one per cent of the earth's atmosphere (5)
21. These are often rung to indicate a change of period in Scottish schools (5)
22. GTC Scotland's Professional Learning system (2,2)
23. Irish poet and playwright who won the Nobel Prize for Literature in 1923 (5)

Down

1. Teacher at start of their career in Scotland (11)
2. Piece of writing by a pupil on a set topic (5)
3. William Shakespeare's nickname (4,2,4)
4. Devoted time to a subject in school (7)
5. Seminar conducted over the internet (7)
7. This form of education has become more prominent during the pandemic (1-8)
12. Science subject in Scottish schools (7)
13. South African golfer nicknamed 'The Big Easy' (3)
16. Thoughts or suggestions (5)
17. Capital of the Lombardy region of Italy (5)
18. Mature female reproductive cell (4)
19. Coarse file for filing metal objects (4)

TERMS AND CONDITIONS APPLY

See gates.org.uk/crossword-ts-and-cs



A haven of nature at Murrayshall Country Estate

Our lucky competition winner will win an overnight stay at Murrayshall Hotel, a luxury four-star country house and estate silhouetted against 365 acres of Perthshire countryside.

The evergreen heart of Perthshire, Murrayshall dates back more than

400 years. The former home of Lord Lynedoch is not only a stately house but a landmark on the Scottish landscape. With 40 sophisticated rooms and suites, it is a hideaway full of natural tranquility.

There are 27 holes of parkland golf and a range of activities across the surrounding area, as well as an array of award-winning food at the

brasserie and bar.

Murrayshall is a member of Scotland's Personal Hotels. For more information, visit murrayshall.co.uk

PRIZE:

An overnight stay for two people, including breakfast and dinner. The prize is offered subject to availability.

Road safety ready with Roadstars



Roadstars is a new, free online road safety learning resource developed by Road Safety Scotland for Scottish school children. The resource, specifically for primary school children, is designed to get children thinking about road safety in an active and immersive way.

The Roadstar characters evolve over the primary school years and task children (aged 3-11) with appropriate missions. At each stage (early, first and second level), children are challenged to complete different road safety missions. Fully linked to Curriculum for Excellence, Roadstars is designed to challenge children's attitudes and behaviours in a fun and interactive way. So, say 'hello' to the Roadstars.

Visit www.roadsafety.scot/learning



COURSES

RESILIENCE TRAINING

Mental Health UK training courses to help build resilience in learners. Topics include dealing with exam stress, friendships and making decisions about the future.

More information

mentalhealth-uk.org/bloom-online-teacher-training

ENGAGING FAMILIES FOUNDATION MODULE (ENDORSED BY EDUCATION SCOTLAND)

Connect's self-directed online module exploring evidence and practice around engaging families in children's learning, including resources and live webinar. Gateway to follow-on modules.

More information

Email training@connect.scot or book at familyengagementacademy.connect.scot

FAMILY ENGAGEMENT MASTERCLASS – WHAT MAKES A WELCOMING SCHOOL? 27 APRIL OR 18 MAY, 4.30-6PM

Connect's live online masterclass helps you find out what you can do to make school welcoming for families.

More information

familyengagementacademy.connect.scot

FAMILY ENGAGEMENT MASTERCLASS – CAPTURING THE SILVER LINING FROM COVID? 11 MAY OR 25 MAY, 4.30-6PM

This masterclass will look at what we have learned from Covid and how we can use that learning to build and develop family engagement.

More information

familyengagementacademy.connect.scot

SMILE THERAPY TRAINING – 24 MAY (9AM-12PM) & 25 MAY (2-5PM)

With the Scottish Sensory Centre, learn the basics for delivering smile Therapy. Key principles, structure and methodology, 10 steps in smile modules. Involves active learning, role play, paired activity and planning for pupils.

More information

bit.ly/38kEYsF

RESOURCES

SMITH SCHOOL'S SERIES

Pannure House's programme takes P7 pupils and their teachers on an Inquiry Learning Path where together they move from wonder and curiosity to debating big thoughts.

More information

panmurehouse.org/programmes/smith-schools-series

HISTORIC ENVIRONMENT SCOTLAND JUNIOR TOUR GUIDES

Explore Scotland's history with the help of junior tour guides. Linlithgow Palace is the latest addition to this series.

More information

bit.ly/36r1ako

ROYAL ZOOLOGICAL SOCIETY OF SCOTLAND SCHOOL TRIPS

Your group can now join us outside at Edinburgh Zoo or Highland Wildlife Park or online from the comfort of your classroom to explore a wide range of cross-curricular topics.

More information

Email education@rzs.scot or book at bit.ly/RZSSlearningbooking

FABULOUS FINN

The Scottish SPCA's toolkit brings the human-animal bond to life through the use of real stories and encourages recognition of animals' emotions.

More information

scottishspca.org/fabulous-finn

PATHWAYS FROM POVERTY: CURRENT CHALLENGES AND THE ROLE OF COLLEGES

This CDN report highlights the crucial role that Scotland's colleges play in tackling poverty and in creating a more inclusive society.

More information

bit.ly/3J96tBT

REACH MAGAZINE 2022

CDN's magazine for Scotland's college sector, featuring a spotlight on health and social care.

More information

bit.ly/3K9K6xz

EVENTS

AMERICAN PRINTING HOUSE FOR THE BLIND (APH)

SHOWCASE – MATHS, 27 APRIL

Join the Scottish Sensory Centre for a showcase of maths products, including apps for Primary school maths and algebra tiles.

More information

bit.ly/3u6ONml

COLLEGE LEADERSHIP AND GOVERNANCE SUMMIT – 28 APRIL, 9:30AM-1:30PM

CDN's Summit will discuss the role of colleges as anchor institutions within their regional economies and the role they will continue to play in driving forward economic renewal and growth.

More information

eu.eventscloud.com/website/7237/home

THE TEENAGE BRAIN: IMPLICATIONS FOR BEHAVIOUR AND LEARNING – 10 MAY, 10.30AM-12PM

This Children in Scotland webinar will focus on the adolescent brain and how it develops. It will explore why teenagers behave as they do.

More information

childreninscotland.org.uk/events

COLLEGE EXPO22 – 14 & 15 JUNE

CDN's Virtual College Expo22 is the professional learning event for the college sector in Scotland, offering inspirational keynotes, workshops, seminars and panel debate.

More information

eu.eventscloud.com/website/7114/

ANY MORE QUESTIONS ABOUT CEREBRAL VISUAL IMPAIRMENT? – ASK THE PANEL (DATE TBC)

Another chance to submit your questions about CVI to the panel.

More information

ssc.education.ed.ac.uk

MATHS WEEK SCOTLAND 2022

Taking place between 26 September and 2 October, with events and free resources for schools throughout the week.

More information

mathsweek.scot/schools



The little things you do to spark a love of reading in your pupils can make a huge difference, and the First Minister's Reading Challenge wants to recognise and celebrate your work. This is the final year of the Reading Challenge, before we transition fully to our new accreditation programme, Reading Schools.

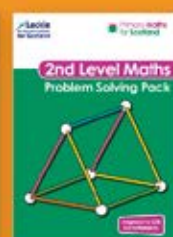
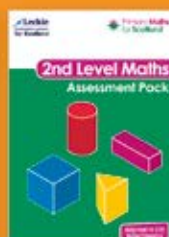
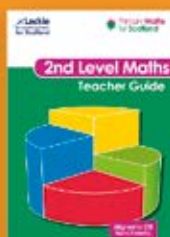
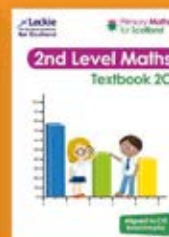
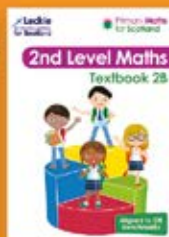
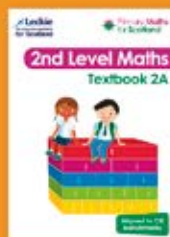
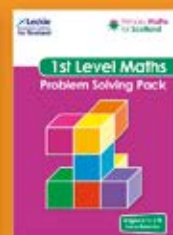
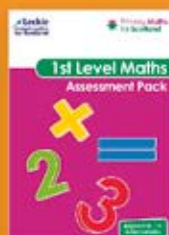
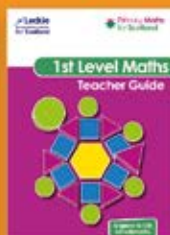
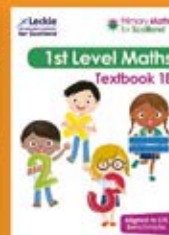
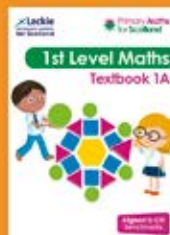
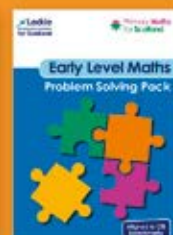
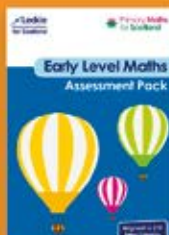
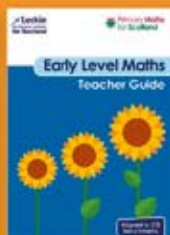
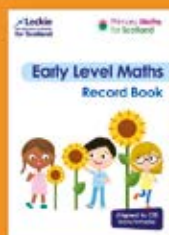
Your First Minister's Reading Challenge entry can be short and sweet, and by submitting an entry you could win a national award and new books for your school. We'll also send materials for your own book-themed party, and you can join in our week-long celebration festival online, starting on Monday 6 June.

Submit your entry at
readingchallenge.scot

Deadline: Thursday 28 April

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Contact your local rep to find out more:

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