

THE NATIONAL DISCUSSION ON EDUCATION CREATING A CLEAR
VISION FOR THE FUTURE OF SCOTTISH EDUCATION

gtc
SCOTLAND
GENERAL TEACHING
COUNCIL FOR SCOTLAND

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November 2022

Teaching Scotland

For the education profession

Airson luchd-dreuchd an fhoghlaim

INSIDE

Promoting race equality and anti-racist education

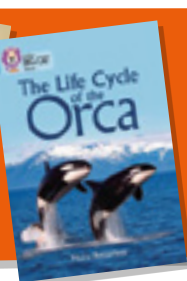
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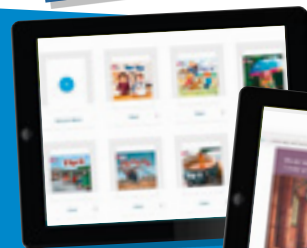
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“It is even more important to discuss and disrupt the status quo in schools where children are predominantly from a white ethnic identity. By avoiding conversations about race or racism or failing to unpack the history around colonialism, we are doing the children a disservice. How then are we supporting them to become critical thinkers in and around issues of social justice?”

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News

Highlighting the high standards of the profession to politicians

On World Teachers' Day (5 October 2022), Dr Pauline Stephen, Chief Executive and Registrar of GTC Scotland wrote to politicians in Scotland to highlight the high standards of the teaching profession. Here is what Pauline said:

"This year's theme for World Teachers' Day is 'the transformation of education begins with teachers'.

"UNESCO is calling on countries to ensure that teachers are trusted and recognised as knowledge producers, reflective practitioners, and policy partners. GTC Scotland echoes that call. Trust in the teaching profession is essential to an effective education system.

"That the world lacks enough qualified teachers is one of the challenges highlighted by UNESCO.

"We are fortunate in Scotland. It was in 1961 that teachers, concerned about the increasing number of uncertified teachers in Scotland's schools, packed into a hall in Glasgow to debate setting up a Scottish Teachers' Council. GTC Scotland, the independent registration and regulation body for



teachers, was set up in 1965.

"Scotland's teaching profession is now a mature one. We have a long track record of ensuring and maintaining the elements that you expect from a profession - agreed entry criteria, shared professional standards and a code of conduct, a commitment to ongoing learning and a system of self-regulation.

"Another challenge highlighted by UNESCO today is that the working conditions of many teachers are not adequate and undermine the attractiveness of the profession.

"In September, members of the Scottish teaching profession were subjected to racist abuse online after sharing resources on anti-racist education. The high standards of teachers are reflected in their professional values of social justice, trust and respect, and integrity.

These values speak to the aspiration of the profession for a world where inclusion is a given.

"The Standard for Full Registration requires teachers to understand how to take account and adapt their teaching to the context of learners. In an ever-changing and challenging world, teachers can help children and young people be thinking and responsible citizens.

"A final challenge highlighted by UNESCO is that teacher leadership and innovation should be encouraged and better harnessed in the transformation of education.

"When media headlines focus on exams results and league tables it is all too easy to assume that teachers' professional accountability is about meeting targets and improving data. But it is not. It is about upholding high standards in the service of learners. It refers to the hours of thinking teachers do to find a way for an individual to better engage with their learning, for the evenings spent wondering if they are doing enough to help a young person.

"Teaching is not only a technical role. It is complex relational and intellectual work. It requires hour by hour, sometimes minute by minute, effective ethical reasoning.

"On World Teachers' Day, I wanted to highlight the high standards of the teaching profession in Scotland."

Your views sought on Strategic Plan and college lecturer standard

GTC Scotland is seeking your views on two consultations.

Draft Strategic Plan 2023-2028

GTC Scotland has set out its vision of trusted teaching in its draft five-year Strategic Plan.

The plan was discussed by GTC Scotland Council on 26 October and feedback is being gathered before the next Council meeting.

Cost savings have

been identified, including continuing to hold governance and business meetings virtually, scaling back awards ceremonies and replacing the paper version of *Teaching Scotland* magazine with the digital version.

By doing this, the £65 registration fee, supplemented by planned use of reserves, is sufficient to fund the work planned for the beginning of our strategic planning period, with a small increase in the

fee likely required midway through this period to ensure GTC Scotland's financial sustainability.

College lecturer standard

Work on the college lecturer registration programme continues with the launch of a consultation on a proposed Standard for Provisional Registration (Lecturers in Scotland's Colleges).

More than 2,000 lecturers registered with GTC Scotland

following the launch of the national roll out of registration last year.

Registration with GTC Scotland provides a supportive framework for enhancing lecturer professionalism, ultimately improving outcomes for learners and upholding trust in the lecturer profession.

Go to www.gtcs.org.uk/about-us/consultations to share your views.



Scottish Government launches discussion on education

Shirley-Anne Sommerville, the Cabinet Secretary for Education and Skills has launched a nation-wide conversation on education at this year's Scottish Learning Festival. 'Let's Talk Scottish Education', the Scottish Government's National Discussion on education, is running until 5 December 2022. Find out more on [page 20](#).

Our statement on racism

In September, several professional learning sessions at the Scottish Learning Festival focused on anti-racism and diversifying the education profession.

That following weekend, a series of racist comments were directed toward our colleagues and others in the teaching profession. You can read our statement on [page 32](#).

Free access to leadership materials with Accel5

In addition to the EBSCO database, registered teachers and college lecturers now have access to

Accel5. This has a range of learning videos, texts and eBooks designed to support your personal, management and leadership skill development.

Log into EBSCO via your MyGTCS account.

Join November's Learning for Sustainability drop-in

The next Learning for Sustainability (Lfs) drop-in takes place on 24 November at 4pm. Connect with other teachers and contributors to collaborate on, inspire, inform and celebrate Lfs across your teaching, setting and learning community.

The Professional Standards for Teachers are underpinned by Lfs as a cross-cutting theme. The Lfs Hub contains a wealth of resources to support teachers to reflect on,

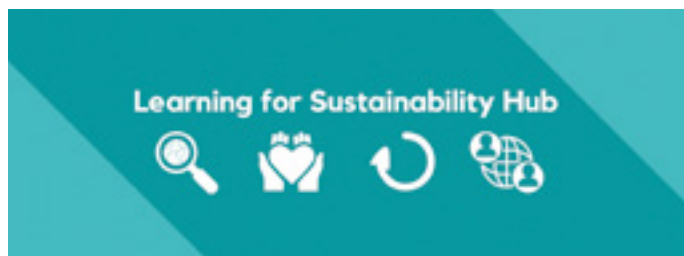
engage with and enhance Lfs in teaching. An interactive map has been added to the Lfs Hub. Click on the pins to watch each story, or to upload your own.

Explore the Hub and sign up to the next drop in at www.gtcs.org.uk/professional-standards/key-cross-cutting-themes/learning-for-sustainability

Freedom of information requests

Our most recent FOI requests include queries on a Fitness to Teach case, legal advice in Fitness to Teach Hearings, the number of teachers registered in PE and the number of probationers who started in 2021/22.

They are available to view on the FOI log at www.gtcs.org.uk/about-us/freedom-of-information/freedom-of-information-disclosure-log

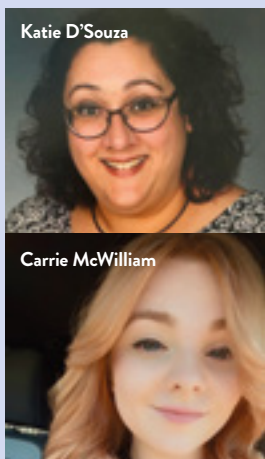


Saroj Lal 2022 winners announced

Congratulations to the joint recipients of this year's Saroj Lal Award for a Pioneering Spirit in Equality and Diversity, Catherine (Katie) D'Souza, teacher at Newark Primary School, Port Glasgow, and Carrie McWilliam, an English Teacher at Speyside High School, Aberlour.

Katie has been a pioneer for her school community on its journey to building racial literacy, while Carrie has been central to improving the experiences for young people at Speyside High School who may otherwise feel sidelined and experience discrimination.

You can read more about their work on [page 24](#).



Moved school or college?

Keeping your details up to date is a requirement of your GTC Scotland registration. If any of your details have changed recently, please log into your MyGTCS account at mygtcs.gtcs.org.uk/GTCS-login.aspx and update them.

Support for early careers teachers

Stepping Stones, the professional learning programme and network for teachers in the first four years of their career, has opened its doors and has developed a new Ambassador Model. Turn to [page 42](#) to find out more.



Letters

Response to Dr Pauline Stephen

In response to the foreword on Dr Pauline Stephen's article regarding teachers' professional accountability (issue 93), I agree wholeheartedly with the assertion that it is not about meeting targets and improving data.

I fully support these fine words from the GTC Scotland Chief Executive. However, at what point do the GTC or any other professional body act when the government of the day persistently and exclusively pursue this very agenda.

Dr Stephen stresses that this is clearly not the purpose of the teaching profession. All teachers would agree. The relentless compilation of confusing data hugely impedes the very teaching and

learning the GTC want to improve. The Scottish education system was recently described as drowning in data. The purpose of this data collection is largely unclear. I imagine if you have enough data some good news can be explicated from it. We have moved into a system in which the 'raison d'être' has changed from supporting children to supporting the creation of positive evidence. We shouldn't be complicit in this.

Additionally, honesty is further eroded when schools are obliged to maintain an appearance of rising attainment at a time of declining standards. Describing a child as being on track if they are 'supported' is disingenuous. How much support? By how many adults? Data is being

brutally manipulated. Surely this is incompatible with GTS Scotland's values. The GTC stated aim of 'establishing and maintaining the vision, purpose and values of GTC Scotland in order to improve the quality of teaching and learning in Scotland' is severely compromised in the fervour to 'prove' attainment is rising.

Having very recently retired from teaching, I am now in the enviable position of being able to speak out and my question to the GTC hierarchy is simply this - Is there a mechanism within your body to act when government interference impacts negatively on the lives of children?

Liz Lockhart

Social media Something to share? Tweet us @gtcs

@BanffAcademyBXA

An early but welcoming start for our new staff as our Professional Learning Together Programme began with an session on the Child Protection and @gtcs frameworks #alwayslearning #collegiality #COPAC



@StAlbertsG41

Looking for the light! Look what someone did. Surrounded us with love. Overwhelmed with love and support from our community and beyond. We believe love is a verb, it's what we do next that counts. Planning firm, inclusive action. @Doug_GCC @EducationScot @GayleGgorman @GlasgowCC



@ManagerCec

Was lovely to join probationers today getting away from school, engaging in professional dialogue and taking part in some fun learning activities that could be used with pupils outdoors. Thank you to @EdOutdoorLearn

@gccearlycareer

Thanks to @minniemilto for tonight's Early Career & INTO Glasgow CLPL session on our city's PRD process. Really important messages around coaching approaches, the importance of professional values, growing as a teacher & planning professional learning. Great to see everyone.



DIGITAL EXCLUSIVE

Image: Corinne Strauss Photography

Nobel winner credits teachers for STEM passion

In our digital exclusive article, we speak to Professor Sir David MacMillan, a Nobel Prize-winning chemist from New Stevenston in Bellshill.

David was a joint recipient of the prize for chemistry last year and talks about his inspirational teachers at Bellshill Academy and how he has established a charitable fund to help underprivileged young people in Scotland who want to go to university.

"If you think about all aspects of the world right now and what we are facing, we are only going to find hope through STEM and

people with passion for sciences, engineering and maths. We worry too much about the perceived complexity of STEM. We just need to get kids excited about the possibilities of it," he said.

You can read the full interview with David in our digital *Teaching Scotland* at readymag.com/gtcsotland/TeachingScotlandIssue94

As well as our exclusive content, our digital magazine presents key features from the print magazine in an engaging, interactive format.

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Digest



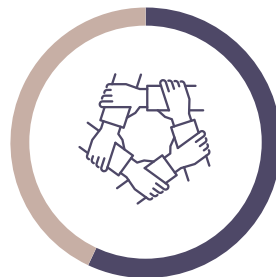
Earlier this year, College Development Network (CDN) surveyed college staff across Scotland on a range of topics including digital skills, professional learning and equality and diversity.



70% of respondents said they prefer learning through face-to-face-workshops.



44% of the workforce undertook all the training and learning they wanted.



57% of the workforce has undertaken professional learning activities related to equality and diversity.

On average, academic/teaching staff spent approximately

25 hours

on professional learning in the 2020/21 academic session.

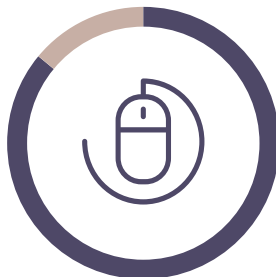


Priorities for professional learning requirements by role:

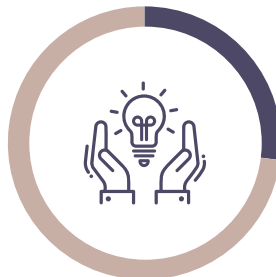
- Academic/teaching staff = subject/teaching specific opportunities
- Senior leadership = leadership opportunities
- Support/professional services = mental health and wellbeing opportunities.

The top three areas of equality and diversity which respondents want more support or training on were:

- Mental health and wellbeing
- Neurodiversity
- Gender identity.



86% of respondents agreed that they have the necessary digital capabilities to perform the duties required within their role. However, **80%** also said they would benefit from further training.



Learning for Sustainability in relation to their role is only fully understood by **27%** of respondents. **57%** answered 'neutral' to this question.

The Workforce Survey was issued to all Scottish colleges and ran from 1 February to 31 March 2022.

There were 1,810 respondents in total. You can read the full analysis at bit.ly/3fKktJK

Events and Webinars

SQA is running a series of subject-specific events and webinars to support you with delivering National Courses this year.

They are free to join and will help you strengthen your understanding of the standards required for assessment, so you can feel more confident about preparing your learners.

For more information and to book a place, visit

understandingstandards.org.uk/Events



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Taking action on racism

Talking about how race and racism manifest is not only good practice, but it also upholds children's rights

Racism is very much alive and well. It exists. And we need to call it what it is - it is racism. As a profession, we need to think about how we support each other to develop sound knowledge and understanding of race and racism, and the language in which we process and address it.

Racism is often discussed in the context of a child saying something racist to another child. But teachers are subjected to racism too - by their learners, parents, carers, the local community, anonymous figures online and, yes, even by their colleagues.

My experience as a BAME teacher was of going into schools - where the majority, if not all, children,

teachers and parents had a white ethnic identity - and trying to fit in. But suddenly a critical incident takes place - a terrorist attack, the case of Sheku Bayoh - and it isolates you from everyone else.

Microaggressions unfold. These are more than just throw away, insensitive comments: 'your English is really good', or 'where are you really from?'

They include more specific remarks that cause pain and are linked directly to a BAME person being a member of a racialised group that's subjected to stereotypes or discriminated against.

You realise you can't fit in because you can't change the colour of your skin.

Learning to be an anti-racist educator

Some teachers have had little to no learning in promoting anti-racist practice in their initial teacher education (ITE) programme. I didn't and being BAME doesn't necessarily mean you are an anti-racist educator. I learned a lot from my own racialised experiences.

Chris Gaine, author of *We're All White Thanks*, talks about children from diverse ethnic backgrounds "playing white", and I argue that many BAME teachers play white as well. Simply put, they try to fit into the majority culture.

I need to think hard about how my professional and personal identity come together to support me in this thing we call pedagogy. I think it is through teaching and learning that BAME teachers can try and challenge some of the barriers we face as a society. However, many BAME teachers are too afraid to be in that space because of pushback from some colleagues.

As teachers, our role is about critical pedagogy - how are we preparing our learners to think critically and be savvy about what they see and hear and able to challenge stereotypes? To me that's what teaching should be fundamentally about.

Some may argue that race is only one protected characteristic, and I would say that if we get one of



“I think we are the only profession which implicitly refers to anti-racist practice in its standards”

them correct and begin to think about how race intersects with disability, with gender, then that's good practice. Those strong anti-racist principles will help us plan what we teach, and how we teach, and question whose voices are missing, what history are we teaching, what history are we not teaching, and why?

There needs to be a paradigm shift in developing a strong anti-racist consciousness in the work that we do. There's certainly more awareness since the resurgence of the Black Lives Matter Movement in the summer of 2020 but we have to be cautious about how we do this. We are dealing with situations that are fraught with tension and complexity - how, or if, a BAME teacher calls something out will often depend on how race-cognisant their colleagues are.

Nationally, we now have the Race Equality and Anti-Racism in Education Programme (REREP), which is looking to address race inequality in schools. There has been underreporting of racism in schools because of a lack of confidence in the reporting and supporting mechanisms.

Racism doesn't fall under the 'bullying' category or 'other' option, it's racism. As soon as we acknowledge that it immediately has implications for how the profession is going to deal with this. How headteachers hold this space will have implications for the whole school community. It's important for us to adopt anti-racist practices as it aligns with our Professional Standards.

Anti-racism and our Professional Standards

I think we are the only profession which implicitly refers to anti-racist practice in its standards. If social justice is at the heart of everything we do, we need to acknowledge that racism exists, and we need to take critical action. This is where the tension lies. People are fearful of where to start or are nervous about offending or getting it wrong.

As a profession we have standards that should clearly shape our values and inform our practice - so why are we still often reactive? We hold on to the view that 'there is no problem here' until a racist incident takes place or a BAME

family joins the school. If we really stand true to our standards, embedding anti-racist principles should underpin our teaching, irrespective of the ethnicity of the young people and teachers in our schools.

It is even more important to discuss and disrupt the status quo in schools where children are predominantly from a white ethnic identity. By avoiding conversations about race or racism or failing to unpack the history around colonialism, we are doing the children a disservice. How then are we supporting them to become critical thinkers in and around issues of social justice? For me, talking about how race and racism manifests is simply good practice which is both race cognisant and culturally responsive. It's true differentiation. It's upholding children's rights.

The racist Twitter comments my colleagues and I received after the Scottish Learning Festival, highlights how anti-racist education is even more important today. Despite the attacks, I will continue to talk about racism as it is the right and just thing to do.

ABOUT THE AUTHOR

Khadija Mohammed is a Senior Lecturer at University of the West of Scotland, Chair of SAMEE and GTC Scotland Council Convener.



Let's talk about the future of Scottish education

*Professors Alma Harris and Carol Campbell
facilitate a National Discussion and a call to action*

Within schools, teachers and their teaching are the most important factors for supporting students' learning.

Following the publication of *Positive, High-achieving Students? What Schools and Teachers Can Do*, Andreas Schleicher of the Organisation for Economic Co-operation and Development said: "[W]hat teachers do in and outside the classroom matters the most - and the most directly - for the cognitive and social-emotional

outcomes of the school's students."

Teaching is highly complex, requiring teachers' expertise and professional judgement to meet the diverse needs of students.

The impact of the pandemic has further changed and challenged teachers' work. The heavy lifting of keeping learning and teaching going at the height of the pandemic and supporting parents and carers with home schooling, rested squarely on the shoulders of the profession. That heavy lifting is not over.

The impact of Covid on the wellbeing and mental health of

children and young people, as well as on education professionals, is increasingly clear. The teaching profession has done, and is continuing to do, a remarkable job in Scotland. The efforts of teachers should be celebrated and their ongoing, significant contribution to children and young people should be applauded.

Nevertheless, as David Edwards states in *The Global Report on the Status of Teachers* during the pandemic, quality education cannot be seen solely as the responsibility of the "heroic extra effort by teachers". Teachers' professional lives are affected by the policies, resources, culture, and working conditions of the education systems, schools, and classrooms they work in. Therefore, any consideration of the future of education must include the advice of all who work in education.

While the ongoing turmoil of

Alma Harris



Carol Campbell



Covid is far from over, and there is a strong pull to return to 'normal', this also an opportunity to pause, think and reflect upon what matters most as education moves forward.

The world is shifting on its axis in so many dramatic ways, economically, socially, environmentally, and geographically, that the future facing children and young people will inevitably be very different two decades from now. Previously, other countries, like Iceland and New Zealand have embarked on a National Discussion, with positive outcomes for children and young people. And now it is time for the people of Scotland to embark on their own National Discussion.

A National Discussion

In 2002, a National Debate was launched to inform a medium-term policy agenda for Scottish education, which resulted in Curriculum for Excellence. Twenty years later, Professor Ken Muir recommended that it was time for a new National Discussion that should engage all involved in education, particularly those least often consulted, to inform a vision for the future of Scottish education. The National Discussion launched in September.

In response to the Muir recommendation to "[Put] Learners at the Centre", children and young people are at the heart of this National Discussion. Importantly, there is a need for serious consideration of how Scotland will fulfil the United Nations Convention on the Rights of the Child (UNCRC), which includes the right for children to have education which develops their fullest potential.

The big question at the core of the National Discussion is: "What kind of education will be needed by children and young people in Scotland in the future and how do we make that a reality?" The core of the National Discussion concerns Our Future Education, with sub-themes of learning, equity, wellbeing, rights, and world.

It is important to be clear this is not a top-down discussion.

"Any consideration of the future of education must include the advice of all who work in education"

The aim is to facilitate a National Discussion that garners a variety of perspectives, views, and commentary from the grassroots up. The outcome will be a 'call to action' that will shape the contours of a future reform agenda in Scotland that is firmly grounded and informed by multiple views and large-scale feedback.

Engaging the profession

Teachers have never been so important as we make our way out of the pandemic towards a very different educational future for children and young people. Unquestionably, the day-to-day demands on teachers take every waking professional moment.

We fully appreciate the demands on teachers' time and the workload pressures the profession faces. But without the voice of the profession, the National Discussion will not be able to fulfil the tremendous potential to formulate a vision for education that meets the needs of future generations in collaboration with teachers. The voices of teachers must be heard if that educational future is to be more than just an extension of the present or changes imposed externally.

Teachers are well placed to inform and shape a future educational landscape because they know and care about children and young people. They understand the daily struggles, concerns, and battles that children and young people face. As Independent Facilitators of the National Discussion, we respectfully ask teachers in Scotland for their expert contribution in whatever way, in whatever form, they can.

With teachers' informing and shaping this discussion and action, there is the very real possibility that all children and young people in Scotland will have the best

chance of success, whatever the future holds.

ABOUT THE AUTHORS

Alma Harris is a Professor of Leadership at the Cardiff School of Education and Social Policy, Cardiff Metropolitan University, Wales and an Honorary Professor at the School of Education, University of Glasgow.

Carol Campbell is originally from Scotland and has worked in the UK, Canada and USA in education, academic, and government roles. She is currently a Professor of Leadership and Educational Change at the Ontario Institute for Studies in Education, University of Toronto, and a Visiting Professor at the School of Education, University of Glasgow.

SHARE YOUR VIEWS

You can find out how to participate in the National Discussion as well as facilitate conversations in your classroom at consult.gov.scot/national-discussion-scottish-education

Turn to **page 20** to read what a panel of young people think about Scottish education now and for the future.





Going deeper with praise

*We should use praise to connect with students,
not bribe them, says Finlay Mackie*

How do you get your teenage son to stop playing his Xbox and go outside? The answer might surprise you. You pay him.

Tell him that a recent study has shown video games are hugely beneficial to cognitive development, then set up a big timer on the wall behind his games console to keep track of how long he has been playing and promise him an insultingly small payment for every hour he puts on the clock.

For added effect, walk in every 15 minutes to pat him on the back and exclaim “Good job! I’m so proud of how much gaming you’ve done!

Keep it up for another 15 minutes and you’ll earn another 50p!”

We all hate being patronised and tend to think of ourselves as being pretty good at spotting when others are trying to twist our arm. The bulk of research in behavioural science tells us that while extrinsic motivators (such as praise or cash) create short-term compliance they can often come at the cost of a person’s intrinsic motivation – their view of the activity as something worth doing for its own sake.

I was showered with praise as a teen for playing the tin-whistle in a ceilidh band, and yet, when I tried to pick it up as an adult, I found it impossible to motivate myself. Images of church halls crammed with condescending grown-ups





flooded my brain the moment I held the instrument in my hands.

Our learners are little different. Many young people come to view systems and authority figures that try to influence them through bribes just as cynically as we might ourselves. And they, just like us, learn to devalue things that they see others have had to pay them to do! Clearly, praise, when used as a bribe or a form of cajolement is of limited efficacy.

And yet, we all know what it feels like to work hard on something and feel that our efforts were ignored. We have all, at some point in life, tasted the bitter disappointment that comes from thinking we've achieved something great only to find that others do not share our enthusiasm or have barely taken note of our accomplishments.

A tool for building relationships

A lot of the debates when it comes to praise, and rewards more generally, obsess over the amount of praise we give, whether too much of that praise will devalue it and whether it's better to focus our praise on things like effort rather than outcome.

Yet, all these questions fail to consider the function of praise and recognition as a tool for building relationships with learners. Few learners will transform their attitude towards schooling because of a SEEMiS point logged by their teacher. But, that small act of formal recognition can have a far-reaching impact when used as part of a conscious relationship-building strategy.

Small words of encouragement and appreciation can help a previously jaded and reluctant learner see that their teacher recognises their talents and potential. This realisation can lead the learner to conclude that their teacher might actually be worth engaging with and begin the vital yet tentative first steps of getting that learner to re-engage with lessons.

The most insignificant of merits can, despite their relative smallness, send a very significant message to a learner, who might otherwise be over-looked. It can help them feel that their abilities, skills, and

“We cannot bribe pupils into becoming responsible citizens or successful learners, but we can use recognition to demonstrate that we value them and that what we offer as educators is worth buying into”

contributions to classroom life are appreciated and that they are included.

Universal connection

While designing the behaviour blueprint at Fraserburgh Academy, known as ‘The Fraserburgh Way’, staff were keen to develop systems and practises that ensured that everyone got recognition, not just the difficult learners who needed encouragement and the class stars.

It was important to us from the start that the systems for recognition that we implemented allowed us to connect with everyone in the school. And the tools that we developed to help us in the form of classroom recognition boards, praise postcards and merits are exactly that – tools that offer teachers an opportunity to have positive interactions with learners that will lead to productive learning-orientated relationships.

Among our school values, developed through consultation with parents, carers, school staff and pupils, emerged the value of integrity. The value of doing what is right even when no one is watching or when you are incentivised not to.

If we were to use recognition as a bribe, even if it did work, would we really be producing individuals with integrity? Would we be developing their capacity as life-long learners who understand the value of education? I'd argue no.

So the recognition board that I keep in my classroom is not a treat or a reward. It's a reminder for me to look for the positive things that my learners are doing and take time to build connection with all of them.

We cannot bribe pupils into becoming responsible citizens or successful learners, but we can use recognition to demonstrate that we value them and that what we offer as educators is worth buying into.

ABOUT THE AUTHOR

Finlay Mackie is Principal Teacher Positive Ethos at Fraserburgh Academy.

Embedding nurturing practices from the start

The early introduction of the Nurturing Principles in Glasgow ensures that learners are in safe and welcoming environments, supported by staff who understand their needs

Nurture is intrinsic to Education Services in Glasgow City Council and a nurturing school is one in which young people can say, “We are listened to”, “We know we are valued” and “We feel we belong”.

Glasgow has been on its Nurturing City journey for more than 20 years and has seen the development of 85 nurture groups and bases in primary and secondary schools, underpinned by a plan to ensure all schools provide learning experiences which are informed by the principles of nurture.

For the Glasgow Education Probationer Support Team, positive and attuned relationships are central to a nurturing approach and form the foundation for effective teaching and learning, and the development of wellbeing. During the first training day each August, all probationer teachers in Glasgow - amounting to around 300 each year - receive training covering the current thinking of nurturing practices in schools.

All behaviour is communication

Delivered by Glasgow’s Educational Psychologists Service, probationers are taken through the six Nurture Principles and provided with an overview of how these can be used to support children and young people’s learning.

One of the six principles is ‘All Behaviour is Communication’, with probationers encouraged to reflect

on the fact that their interactions with young people take place within a relational context - when they are thinking about children’s behaviour, they must also be thinking about their own.

Education Officer Jayne Rowe explained: “Glasgow is a city of contrasts, with unacceptable levels of poverty. We are relentlessly focused on ensuring every child realises their potential. That starts with our approaches to nurture where we put wellbeing and building positive relationships at the core of our work and professional learning offer.

“Our Educational Psychologists emphasise the importance of planning responses in the classroom, understanding children’s needs, different attachment styles, and the impact of nurture on the development of learners. Probationers are helped to understand all behaviour is communication and have the strategies in place to prevent situations from escalating.”

Using video examples, the team takes probationers through the theory and practice of classroom-based supportive actions, the use of positive feedback and praise, the brain and the Arousal Cycle, how to de-escalate a situation, and duty of care.

A key focus is on supporting language and communication needs, attunement and wellbeing, with probationer supporters encouraged via challenge questions to help their probationers to reflect on how

they can effectively engage learner participation by understanding Glasgow’s Nurture Principles. “It is vital that teachers in particular can fill in their wellbeing plans with appreciation of learners’ different needs,” said Jayne.

Sharing effective practice

In January, Glasgow’s Educational Psychologists also help to introduce the Professional Inquiry element of Glasgow’s probationer support. Primary Probationers can select either Glasgow Counts or Literacy for All, or an aspect from their school improvement plan as a focus for their inquiry. Secondary Probationers can select literacy, numeracy or health and wellbeing across the curriculum, or another aspect of pedagogy.

THE SIX PRINCIPLES OF NURTURE (NURTURE GROUP NETWORK)

1. Children’s learning is understood developmentally
2. The environment offers a safe base
3. Nurture is important for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transitions in children’s lives.

They come together to share their research and discuss their findings in May. Jayne said: “This sharing of good practice during the showcase event means the probationer has completed one inquiry but actually comes away with the knowledge of nine others.”

As well as supporting knowledge and understanding of the 3-18 curriculum and Glasgow City Council priorities, the probationer programme is intended to provide opportunities to gain more insight into structures and methods used in other schools and sectors.

Quality Improvement Officer Kimberlee King said: “Our

programme ensures probationers are given high-quality professional learning experiences, which will allow them to reflect on their practice and evidence how they have applied this in their establishments and utilised what they have learned to meet the Standard for Full Registration. Our probationer programme comprises online webinars, face-to-face networking opportunities and both compulsory and voluntary twilight sessions. This year, we have offered comprehensive subject-specific input for secondaries. We reflect on feedback from previous cohorts of probationers and all our presenters which allows us tailor

the professional learning offer to the needs of our probationer teachers.”

Kimberlee added: “We have added additional support for probationers and their supporters, such as through the mentor team, which has provided an opportunity for greater collaboration. Despite Glasgow being the largest local authority in Scotland, there are strong, well-established communities of teachers committed to working to support each other.”

FURTHER INFORMATION:

Applying Nurture as a Whole School Approach:
bit.ly/nurturingapproach



Glasgow's probationer support team
 (Left to right) Jill Haywood,
 Kimberlee King and Jayne Rowe

PROBATIONER FEEDBACK

“I learned that nurture and attachment theory work concurrently in early stages of children’s lives. It is important that practitioners are aware of the signs of different types of attachment to provide individual learners with the correct tools to engage with a nurturing response.”

“I am now able to recognise traits of each style and use my knowledge of the six principles of nurture to engage with resources which could benefit individual learners. I have had conversations with my mentor regarding possible nurture plans which could be put in place to support individual learners in my class.”

Anne Higgins, St. Bridget’s Primary

“The city’s approach to incorporating nurture in school at all levels was inspiring to me as a probationer as this ethos is one I feel passionate about. Highlighted was the importance of ensuring we are offering the best and most appropriate guidance to young people and, in turn, doing the most to ensure we continue to develop this.”

“Additionally, the importance of looking after ourselves was highlighted, as much as the responsibility we hold for students, which is something I don’t think I have fully considered before.”

Katherine Haines, Kings Park Secondary

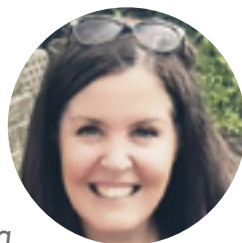
“I will now be able to see past ‘behaviour on the surface’ and understand that a child’s behaviour means more than how they are feeling at the time. Having these qualities will make it easier for me to use different approaches to communicate with the children I teach and enhance their learning experiences.”

Ryan McGeever, Shawlands Academy



Mar thoradh air gràdh cànanain

Tha an gràdh a tha aig Gillian Campbell-Thow air cànanain a' toirt oirre a bhith ag adhartachadh na Gàidhlig ann an Alba



Thòisich Gillian Campbell-Thow na dreuchd mar thidsear Nuadh-Chànain (Fraingis agus Spàinntis). Airson na seachd bliadhna a chaidh seachad tha i air a bhith na h-Oifigear Leasachaidh Càileachd aig Comhairle Cathair Bhaile Ghlaschu, le raon-ùghdarrais ro-innleachdail airson ionnsachadh cànanain, teagasg agus Foghlam Gàidhlig (Foghlam tro Mheadhan na Gàidhlig agus Gàidhlig Luchd-ionnsachaidh).

“Tha ùidh mhòr agam ann an teagasg agus a h-uile nì a tha co-cheangailte ri foghlam,” thuirt

Gillian. “Chanainn gu bheil earrann mhòr den fhèin-aithne agam fhèin co-cheangailte ri cànanain. Tha an cumhachd cruth-atharrachail a tha an lùib conaltradh cho cudromach dhomh - g’ e bith dè an cànan a tha ann.”

Bha Gillian mar phàirt den sgioba a chuir air chois am modh-obrach 1+2 airson ionnsachadh cànanain ann an 2011 agus tha i air a bhith a’ toirt taic mhòr do bhith a’ misneachadh ionnsachadh cànanain tro cùrsa-dreuchd air fad.

Cànan bèò

Ged nach e labhraiche dùthchasach Gàidhlig a tha innte, tha Gillian air

gràdh don Ghàidhlig altramachadh thar nam beagan bhliadhnachan a chaidh seachad. Thòisich sin le ceòl: “Bha mi a’ cluich ann an còmhlan cèilidh an uair a bha mi san oilthigh agus bha mi a’ dannsa aig Oilthigh Dhùn Èidinn, agus mar sin bha a’ Ghàidhlig sa chùl-raon fad na h-ùine.”

“Cha robh mi a-riamh a’ smaoinichadh air a’ Ghàidhlig mar chànan luchd-ionnsachaidh,” mhinich Gillian. “S e bh’ ann ach rud a bha daoine a’ bruidhinn. Ach mar bu mhotha a bha mi fas eòlach air, b’ ann a bu mhotha a bha m’ ùidh a’ fas.

“Air mo shon-sa, tha mi a’



faireachdainn gu feum ceangal faireachail a bhith agad ri cànan. Tha sin nas motha na dìreach facail.” Mhinich Gillian an uair a bha i a’ dèanamh Gearmailtis airson bliadhna san oilthigh, cha do dh’fhairich i an t-aon cheangal. “San oilthigh cha robh againn ach a bhith ag ionnsachadh nan gnìomhairean, ag ionnsachadh an structair. Cha do dh’ionnsaich mi càil mun chultar, agus bha seo a’ ciallachadh nach do rinn mi an ceangal faireachail a bha sin.”

An dèidh dhi gabhail thairis an raon-dleastanas airson na Gàidhlig ann an Glaschu, thuirt Gillian gun deach saoghal mòr ùr fhosgladh dhi. Tha i air a bhith na cathraiche air Lionra Gàidhlig an Ùghdarras Ionadail (GLAN) agus tha i na ball de bhòrd Stiùiridh Stòrlann Nàiseanta na Gàidhlig, a bhios ag ullachadh goireasan foghlaim Gàidhlig.

B’ ann an uair a bha i air a fo-hastadh gu Bòrd na Gàidhlig mar Stiùiriche an Fhoghlaim an Gnìomh a ràinig ionnsachadh Gillian sa Ghàidhlig ìre ùr. “Bha mi gu math mothachail dhìom fhèin agus air smuaintean dhaoine mu neach nach bruidhnadh Gàidhlig a bhith san dreuchd sin, agus tha sin furasta a thuigsinn. Ach, b’ ann gu mòr mu stiùir ro-innleachdail na Gàidhlig a bha e, rud anns a bheil ùidh mhòr agam. Aig a’ cheann thall bha an ìre neònach a bha seo de bhriathrachas agam oir bha tòrr den obair san robh mi an sàs co-cheangailte ri poileasaidh.”

“O chionn ghoirid, bha mi a’ faireachdainn gum bu chòir dhomh rudeigin a dhèanamh mu dheidhinn seo agus cuimseachadh air a bhith a’ leasachadh mo sgilean sa Ghàidhlig,” thuirt Gillian, a tha na pàirt den Teisteanas A-bharrachd airson Tìdsear a tha mar phàirt de Ghàidhlig aig Oilthigh Shrath Chluaidh.

“Tha uallach orm a bhith nam dheagh eisimpleir, a bhith a’ misneachadh dhaoine eile gu bhith ag ionnsachadh cuideachd. Tha e air a bhith doirbh, agus tha mòran charaidean agam a tha fileanta sa chànan, agus tha eagal orm rudan fhaighinn ceàrr. Tha mi a’ feuchainn ri faighinn thairis air a h-uile càil a bhith cho ceart ’s a ghabhas agus a bhith a’ gabhail ris gu bheil a bhith a’ dèanamh mhearachdan mar phàirt de ionnsachadh agus gu feum mi sin a chumail nam chuimhne fad na h-ùine.”

A’ leudachadh a’ churraicealaim

Is e leudachadh a’ churraicealaim raon eile air a bheil Gillian air a bhith ag obair. Aig an àm seo, chan eil

ann ach còig cuspairean anns an urrainn do luchd-ionnsachaidh a bhith a’ dèanamh teisteanas ann am foghlam tro mheadhan na Gàidhlig (FMG). Aig ìre foghlam farsaing coitcheann tha cuid de sgoiltean a’ tabhann raon de chuspairean ann am FMG, a’ gabhail a-steach Fraingis, ach chan urrainn dhan luchd-ionnsachaidh an uair sin an cuspair a dhèanamh aig Nàiseanta 5 no Àrd-ìre ann am FMG.

“Tha SQA air a bhith air leth taiceil ann a bhith a’ stèidheachadh nan teisteanasan ùra FMG, ach is e dìth sgioba airson seo a chruthachadh a tha na bhacadh. Feumaidh sinn daoine gu leòr airson a bhith nan luchd-deasachaidh, nan luchd-dearbhadh agus nan luchd-ceartachaidh gus seo a dhèanamh comasach,” mhinich Gillian.

“Tha mi dhan bheachd gu bheil e cudromach a bhith a’ toirt àite do dhà-chànanas na cloinne. Tha tòrr den chloinn a tha ann am FMG air a bhith ag ionnsachadh sa Ghàidhlig gus an ruig iad bliadhnaichean nan deuchainn, carson mar sin a tha sinn a’ stad?”

Chaidh sgioba de thidsearan FMG a thoirt còmhla gus bruidhinn mu na bhiodh iad ag iarraidh bho churraicealam FMG na b’ fharsainghe, le deireadh sheachdainean de sgrìobhadh a’ gabhail àite tro 2022. “Tha mi dhan bheachd gu feum thu daoine a thoirt còmhla riut air an t-slighe agus b’ e sin a rinn sinn. A bheil thu airson luchd-cleachdaidh rudeigin a dhèanamh? Ma tha, feumaidh iad faireachdainn gur ann leotha fhèin a tha e.”

Dè an ath cheum?

A’ leantainn air adhart bhon cho-obrachadh leis an SQA chan fhada gus am bi taghadh de dh’aonadan Nàiseanta 5 deiseil, a’ gabhail a-steach Ealain agus Deilbh, Fraingis agus saidheansan.

LOVE OF LANGUAGES

You can read a translated version of Gillian’s journey, and about the work going on in Glasgow and nationally to support Gaelic education at readymag.com/gtscotland/TeachingScotlandIssue94

The future of education

What kind of education, skills, knowledge and support do you think young people will need 20 years from now?

This is the question being asked as the National Discussion on Education takes place.

The aim of this discussion, which is being co-convened by the Scottish Government and COSLA, is to help create a clear vision for Scottish education. It has been 20 years since such a conversation has taken place, and it reflects recommendation one of Professor Ken Muir's report on education reform, which was published earlier this year.

The consultation was officially launched by Shirley-Anne Somerville, Cabinet Secretary

for Education and Skills, at the Scottish Learning Festival (SLF) satellite event in Fife. She said that while reform is happening in other areas, she thinks it is important that this discussion is owned by the education system.

The National Discussion hopes to reflect on what works well in education, where improvements are needed and what is required for the future. The incorporation of the UNCRC into Scots Law highlights the necessity of hearing the voices of young people who are active users of the current education system. In line with Article 29 of the UNCRC, children have a right to an education which

supports their development to their fullest potential.

Facilitating the conversations

Professor Alma Harris and Professor Carol Campbell have been appointed as independent facilitators for the discussion. Both have a wealth of knowledge in education and academia.

Having reviewed results of previous consultations on education, Professor Harris and Professor Campbell are looking to ask questions which have not been asked before.

"This is not about reviewing the present or the past. It's about looking 20 years into the future and recognising that in order to get there we need to make changes for future generations. Society is changing. What young people need to know and do is changing. That has implications for education," explained Professor Campbell.

"There's a real distinction between the latest things and the right things. Sometimes we get distracted by the latest things and we forget about the right things. And I think this National Discussion is the right thing at the right time," said Professor Harris.

While children and young people are at the centre of this discussion, views from the teaching profession are critical to shaping the future of education.

You can read more from Professors Campbell and Harris on **page 12**.



OUR NATIONAL DISCUSSION – LET’S TALK SCOTTISH EDUCATION



Learners' opinions

The launch concluded with a panel of young people answering questions about their experience in school, what they enjoyed the most and the skills they would love to see the next generation taught. The panel members ranged from high school age to first year of college or university.

Most of the panel said that extracurricular activities such as clubs and school shows were the highlight of their education journey. Kiera, from Clackmannanshire,

said: "I've been a part of the mental health champions which I trained for last year. I'm hoping it will lead me on to bigger leadership roles in school in the next few years."

Learners enjoy being a part of shaping their school experience and the experience of their peers. "One of my main highlights has been getting involved in the Sports Ambassador programme and being able to empower students to get involved with health and wellbeing activities throughout the school," said Amy from Fife.

The panel was asked what makes them feel like their voice is being heard, a key part of the National Discussion and the school environment. Ashley from Dundee said: "When teachers take time to ask you what you need and how they can help, and take an active interest in what you need, that's what makes me feel heard more than anything else."

Greater support for neurodivergent learners and recognition of mental health is something the panel members wanted to see more of in future education. Cameron, who was part of the SLF Education Scotland Think Tank, said he'd like to see other schools do something similar to what his school does to support mental health. "We have a local park near our school and there are teachers who you walk around the park with if you are struggling with anything mentally. It's just a conversation between you and the teacher."

Ashley said that while awareness of mental health issues had been raised in her school, there needed to be more continued support available.

The panel concluded the discussion by highlighting one thing that they wanted decision makers to know. Most focused on the desire to have more flexibility and choice when it came to subjects. Some felt that options at National 5 were not always broad enough, while others didn't feel like mandatory subjects were always helpful when it came to their future career aspirations.

SHARE YOUR VIEWS

Let's Talk Scottish Education
The National Discussion is running until 5 December.

Find out more about how to get involved at consult.gov.scot/national-discussion-scottish-education

"When teachers take time to ask you what you need and how they can help, and take an active interest in what you need, that's what makes me feel heard more than anything else"

Teacher ethics - the conversation so far

Our provocations and roundtables have encouraged discussion around how ethics are intertwined with teaching

Teaching is complex relational and intellectual work. It requires hour by hour, sometimes minute by minute, effective ethical reasoning.

At our Annual Lecture in January, we started a conversation on ethics. Presenter Dr Shirley Van Nuland, a Canadian academic, discussed how ethics are intertwined with teaching and the crucial role that teaching professionals have in the leadership of change. Throughout the year, we continued to provide a platform to debate ethics in the profession with a series of provocation videos and roundtable discussions.

The final provocations and roundtable will focus on ethical reasoning and the future. Visit gtes.org.uk/ethics to find out more.

What we value, think and do really matters

"Teaching is a complex process. Teaching is about building relationships, about knowing our students' needs, and responding to those relationships and needs - a process that really matters."

Dr Shirley Van Nuland

"Teaching a young person comes with a notion of what it is to lead a good life. The way we conceptualise this notion furnishes us with the purposes for which we teach. It is the real driver shaping our professional identities - and defining our existence as teachers."

Yannis Chatzantonis, PT Pedagogy and an RMPS teacher at the James Young High School

What is education for, and who is it for?

"We talk about outcomes - skills for learning, life and work, insight data - as though they are purposes, and this focus on outcomes has crowded out the space for discussion of what we actually

teach students for."

Dr Joe Smith, University of Stirling

"League tables are taking over the actual purpose of a good education.

It's so important to teach skills for life and not just curricular knowledge."

Roundtable participant

"The point here is that ethical questions, 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."

Professor Gert Biesta, University of Edinburgh

What it means to be an ethical leader

"It was easy for us to say that we have a broad curriculum and that it meets the needs of all young people, but how confident were we in following that through for every learner that came into our school regardless of background, ethnicity or with



additional support needs?"

**Lyndsay McRoberts, Headteacher
at Duncanrig Secondary School**

"Teachers should choose what learning to engage with and encouraged to do their learning ethically in terms of what's best for their learners. We need to build in time to learn about the social inequalities of our learners and understand the interactions between them and then select the intervention that works."

Roundtable participant

"To establish our school as a learning organisation we have focused on the notion of 'process over product', developing processes for learning rather than fixating on an end product."

**Catherine Kucia,
Headteacher at Jubilee
Park Primary School,
Newport, South Wales**

"Performativity/managerialism has taken a stranglehold on the system - we all want the same thing so why are our approaches so different? Who is beating this drum? What can we do about it?"

Roundtable participant

"A sense of fairness, intuition and common sense is not enough."

**Professor
Emeritus
Rowena Arshad**

"How can we work together with parents and carers to co-create 'success' and get away from qualitative to a more quantitative approach whereby As and Bs aren't the be all and end all. Is Louise Hayward's review

Share your views!

If you are unable to attend the roundtables and have thoughts you would like to share on the provocations, or any feature of the Ethics and the Teaching Profession project, please share these via the feedback form at bit.ly/teacherethicsviews

into qualifications an opportunity for this?"

Roundtable participant

"We need courageous school leadership and for the role and responsibility of teachers to change."

Alan

**Horberry,
Headteacher at
Banff Academy**



Pioneering spirits in equality and diversity

Port Glasgow teacher says real anti-racism change is on its way, while early career teacher makes big impact on inclusion

Catherine (Katie) D'Souza, a teacher at Newark Primary School, Port Glasgow, and Carrie McWilliam, an English Teacher at Speyside High School, Aberlour, are this year's joint recipients of the Saroj Lal Award for a Pioneering Spirit in Equality and Diversity.

Katie is truly a pioneer for her school and local community. Her pupil voice Anti-Racism group campaigned for equality and diversity, creating anti-racism posters to be displayed around their school and community, and visiting local businesses to share their learning and promote their anti-racism message.

In 2021, Katie joined Education Scotland's Building Racial Literacy cohort. She said: "I was initially concerned that I would not be academic enough to add value, however committed to fully immersing myself in the learning.

"It is fair to say that I have lived, breathed and acted upon my learning since embarking on the programme. My enthusiasm seems to be contagious, and my colleagues are making small but impactful

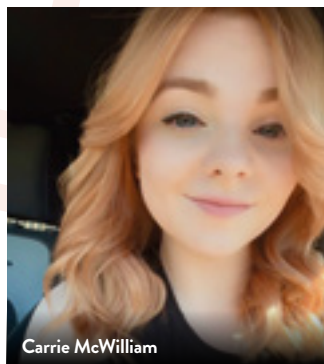


Katie D'Souza

changes to their practice, increasing visibility and representation of minority groups and looking for more inclusive resources."

Katie was nominated by her headteacher, Lauren O'Hagan, who said: "Katie has been a pioneer for our school community on our journey to building racial literacy.

"The majority of our school population, and indeed town, is of white Scottish ethnicity. We have a small number of New Scots families who have come to our school over the past few years and, although they have been welcomed by almost all, there have been incidences of



Carrie McWilliam

racism in school and the community which were the catalyst for change."

The 2011 census recorded the black, minority ethnic (BME) population of Scotland at four per cent. It is the Scottish Government's ambition that, by 2030, the teaching profession is reflective of society.

Making a difference in the classroom and community

Katie said: "As a mixed-race child growing up in a village in Scotland in the 1980s, I have always been very aware of the impact of racism in our communities and schools.

"When I embarked upon my

"I have striven to make sure that all of my pupils are treated fairly and without prejudice and that they gain exposure to cultures and ideas different to their own"

– KATIE D'SOUZA



“Seeing the positive impact these changes have made in the lives and participation of the young people I spend my days and weeks with is the most important thing to me”

– CARRIE MCWILLIAM

career in teaching, I found that the issues I had encountered as a learner were sadly still embedded in practice in our schools and I felt strongly that I had a duty to try to address this in my own classroom and beyond.

“I have striven to make sure that all of my pupils are treated fairly and without prejudice and that they gain exposure to cultures and ideas different to their own.”

Inclusive education

Meanwhile, Carrie has been central to improving the opportunities and experiences for young people at Speyside High School who may otherwise feel side-lined and experience discrimination. She joined the school in 2020 to complete her probation year, and since then has worked on several initiatives to support learners.

She led the collegiate Equality and Diversity working group towards establishing an inclusive school environment. Whole-school staff learning on Inclusive Education has resulted in inclusive and diverse curriculum plans and a bank of ready-to-use materials for different subjects.

Carrie also runs an LGBTQ+ pupil action group – a safe space for learners to be themselves, meet other pupils and have a say in school policies. Her ‘Understanding Prejudice’ workshops for S2 and S3 pupils seek to challenge pre-conceived opinions, consider how opinions are formed and the impact of discrimination.

Supporting learners with English as an additional language, Carrie has worked to translate and differentiate class resources, instructions and pupil notes to help them engage in classwork successfully.

Carrie was nominated by her headteacher, Patricia Goodbrand, who said: “In Carrie’s short time as

a successful teacher, a considerable amount of that time during lockdown, she has made great efforts to provide inclusive work and differentiated resources to allow all young people to successfully engage in learning during the pandemic.

“Carrie has further been pioneering in taking Speyside High School forward on our inclusion journey and has shown courage and leadership to do so, so early in her career.”

Show up as you are

Carrie said: “As soon as I began my career two years ago as an NQT at Speyside High, I quickly came to realise how passionate I was about inclusion, equality and diversity in all facets of my job. I noticed quickly that a large range of pupils were at risk of discrimination simply because of who they were.

“I took it on as a personal goal to ensure that the young people entering my class would feel valued and safe as themselves. I wanted to act quickly – first in my own teaching – but this quickly developed into a whole-school project as I volunteered for roles

SAROJ LAL’S LEGACY

Saroj Lal was a trailblazing teacher and campaigner in Scottish race relations. Born and educated in India, she migrated to the UK in the late 1960s. Saroj taught at Edinburgh’s South Morningside Primary School and was among the first Asian primary school teachers in Scotland. Saroj worked at the forefront of multicultural and anti-racism education in its early years and laid the foundations for many others to build upon.



that would both support and lead this change.

“Seeing the positive impact these changes have made in the lives and participation of the young people I spend my days and weeks with is the most important thing to me. The progress I have already made personally and with the school’s pupils and faculty is something I am incredibly proud of and something I am excited for in the future.”

Equality and diversity in the Professional Standards

Equality and diversity are key cross-cutting themes of the Professional Standards. You can develop your professional knowledge and understanding of equality and diversity by reading our

Professional Guide, taking our Professional Learning modules and engaging with the resources on our website.

Visit bit.ly/EqualityDiversityHub



Building racial literacy

Gemma Walters, Principal Teacher of Equity at Smithycroft Secondary School in Glasgow, has been promoting an anti-racist stance



Alex Wheatle as part of the Scottish Book Trust Scottish Friendly book tour

Gemma Walters started her education journey by completing her degree in English and Education in Brighton before working in London in a variety of different roles, including

Gemma Walters



Mentor and Higher Level Teaching Assistant, before gaining her teaching qualification in Scotland four years ago.

Having grown up in London, Gemma was used to a diverse population. “When I was doing my PGDE, I was one of around three people of colour in my cohort on the programme. While all of my classmates were lovely, I felt really odd. It’s an interesting thing to suddenly feel very seen, very visible and very different,” she explained.

“However, one of the leaders of the English PGDE, Dr Navan Govender, is a person of colour, so I was able to speak to him about how I was feeling and ask if there were any support networks available.”

Dr Govender put Gemma in touch with SAMEE, through which she enrolled in its Mentoring and

Leadership Programme led by Khadija Mohammed.

In 2021, Gemma was a participant in the Building Racial Literacy programme run by Education Scotland and headed by Mélina Valdelièvre. The programme made her feel empowered to act.

An anti-racist stance

“At the time of the Black Lives Matter protests I was having conversations with people about what actual, physical changes needed to be made. There is an idea that just being colourblind or tolerant to everyone is going to solve the problem, but if that was the case then racism wouldn’t still be a problem. Those conversations started me off thinking about what I could do as a teacher.”

When Gemma first joined

“People don’t like to talk about race. It’s a difficult thing, there’s a lot of emotional baggage associated with it. But if we want to have any impact on racism, we need to talk about it”

Smithycroft two years ago, she approached her headteacher about setting up an Anti-Racist Club. “I have been supported amazingly by the school, but initially of course there were questions like “should we call it an Equalities Club?” and “Can we have a group just for young people of colour?”. So I had to be a bit brave as I felt strongly that it needed to have this anti-racist stance. It was important to ensure that we looked at making a safe space for people of colour.”

“People don’t like to talk about race,” explained Gemma. “It’s a difficult thing, there’s a lot of emotional baggage associated with it. But if we want to have any impact on racism, we need to talk about it.”

Part of the safe space Gemma is creating within the school is to encourage learners to ask questions and increase their understanding of issues surrounding racial equality. “It comes back to that issue of people not liking to talk about race and we need to break that barrier down. Learners feel comfortable coming to me to ask, ‘I heard this thing, is it okay to say?’ and we can talk about it openly.

“The young people who come to the club are so verbal and good at explaining what they stand for and why. The majority of members are white, and it allows them to understand and empathise with experiences of people of colour, opportunities they otherwise won’t have.”

Gemma also teaches English in the school and has been weaving more diversity into her classroom teaching. Last year she put on a Diverse Authors Series with funding from Scottish Book Trust and the school. There were ten speakers over the year, including authors

of colour and people from an LGBT background.

Etienne Kubwabo, creator of Scotland’s first black superhero, led a workshop in which learners made their own comics set in Glasgow.

Tawona Sitholé, who is currently UNESCO Refugee Integration through Languages and the Arts - Artist in Residence at the University of Glasgow, did a theatre workshop involving traditional African instruments. Roza Salih spoke with the Anti-Racist Club just before she was elected as a Glasgow City Councillor earlier this year. This was well received by the learners, who are keen to learn about people from different backgrounds.

Continued learning

At the start of this academic session, Gemma started her School of Activism - part of a wider drive in the school to upskill students and prepare them for the world of work. She takes S1 learners one period a week for six weeks. They discuss topics such as privilege, intersectionality and ‘calling in’ versus ‘calling out’. “We’re really trying to embed that knowledge of social conscience, citizenship and activism within the school body. It aligns with our school value of ‘we belong’ which is hugely important to our school ethos.”

The young people at Smithycroft are now looking at setting up a forum which brings together other groups in the school, such as the LGBT group and autism support group. “I think the learners are really grasping how activism can be an everyday thing, as opposed to just protesting against something,” said Gemma.

A focus across Smithycroft this year is decolonising the curriculum. It will be part of



Tawona Sitholé's theatre workshop



Etienne Kubwabo's workshop based on *Beats of War*, which features Scotland's first black superhero



Members of the Anti-Racist Club making badges

everyone's ongoing professional learning to ensure that their curriculum is varied, and not from one singular, often white, Western perspective.

"Our Equalities Lead Rebecca Long and I are keen that we approach a lot of this as learning, so if someone says the wrong thing, they apologise, learn and we move on," explained Gemma.

"It's not about punishing people. It's difficult to talk about but it is necessary. Also, it helps young people to build critical thinking skills, encouraging them to question what they hear, and fact check information from sources online, at home or from their peers."

Gemma is running two professional learning sessions for colleagues in Glasgow, is heavily involved in their PARTIE22 (Promoting Anti-Racism Together In Education) events this October, and was on a panel discussing barriers to attainment at this year's Scottish Learning Festival. She was recently promoted to Acting Principal Teacher of Equity through Glasgow's 'Diversity in Education' initiative that gives

management experience to BAME teachers, and is facilitating the next two cohorts of the Building Racial Literacy programme, run by Education Scotland.

"I want to help more people to feel empowered to speak up, take an anti-racist stance and improve equity across education," Gemma concluded.



Roza Salih visiting to discuss her own student activism

"I want to help more people to feel empowered to speak up, take an anti-racist stance and improve equity across education"

RACIST ABUSE FOLLOWING ANTI-RACIST EDUCATION SESSIONS

At this year's Scottish Learning Festival, several professional learning sessions focused on anti-racism and diversifying the education profession. Material from the session was posted on Twitter and this led to a series of racist comments directed toward GTC Scotland colleagues and others in the teaching profession. This is unacceptable.

The teaching profession in Scotland sets high standards for itself. This is reflected in the professional values of social justice, trust and respect, and integrity. These values speak to the aspiration of the profession for a world in which inclusion is a given.

The Standard for Full Registration requires teachers to understand how to take account and adapt their teaching to the context of learners. In an ever-changing and challenging world, teachers can help children and young people be thinking and responsible citizens.

You can find professional learning resources aimed at developing knowledge and understanding of equality and diversity at bit.ly/EQHub



Young people at the Glasgow Women's Library



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WEB: respectme.org.uk/training
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ADVERTISING FEATURE

Scotland's Anti-Bullying Service

Anti-Bullying Week will take place from Monday 14 to Friday 18 November with the theme of 'Listen Up! (Respect our Rights)', because bullying is never acceptable. respectme is calling on all adults to respect the rights of children and young people, and take practical steps to help stop bullying in its tracks. Our new anti-bullying campaign has been co-designed with our Youth Action Group. Will you play your part? #AntiBullyingWeek #ImListening22.

Find out more about our new Primary and Secondary age learning resources and anti-bullying activities at www.respectme.org.uk/listenup

SIGN UP FOR FREE ANTI-BULLYING ELEARNING TODAY

Our new eLearning modules offer a convenient and flexible way to access latest guidance on recognising, preventing and responding to bullying behaviour. Learning outcomes are aimed at all adults who have a role to play in the lives of children and young people.

Register today for our **FREE** Anti-Bullying Learning Academy eLearning.

Individual learners can register at www.respectme.org.uk/training

For group learning enquiries, contact us at training@respectme.org.uk



Helping learners grow

Supporting learners to deal with change, loss and grief

Seasons for Growth helps children, young people and adults in Scotland develop an understanding of the impact of change, loss and grief and explores how they can learn to live with and grow from these experiences.

This can be any loss or change a young person is struggling with, from serious illness in the family or financial strain, to moving house or developmental changes.

The programme was initiated in Australia by Anne Graham, Professor of Childhood Studies and Founding Director of the Centre for Children and Young People at Southern Cross University.

Glasgow's Notre Dame Centre maintains strong links with the Australian programme as the licence holder for Scotland and hosts the Seasons for Growth National Co-ordinator, Moira Sugden.

Seasons for Growth combines psychology and education with peer support, using the metaphor of the seasons to explore the cyclic nature of grief. The programme is run with small groups over eight sessions and is facilitated by trained adult companions who have undertaken a two-day workshop and receive a subsequent accreditation from Seasons for Growth to deliver the programme.

Here, since 2001, more than 7,500 companions have been trained to deliver Seasons for Growth, most often provided by school staff including class teachers, nurture teachers and learning support teachers, at times supported by colleagues from voluntary agencies. In the year leading up to the pandemic, more than 7,000 children and adults opted to attend groups.

"Many people have seen the impact of loss and change in the past



few years," explained Moira. "We are certainly getting the impression from schools that mental health concerns remain, with the pandemic still impacting on children.

"The strength of this programme is that it is not about what adults feel is important for the children to speak about, it is about what is important to the children. They might not be able to talk about the big issues of losing a parent, for example, but they can talk about how they felt when their dog died. It is about different experiences of loss and change - whether that is divorce, suicide or becoming a refugee. Scottish Government figures estimate that 20,000 children in Scotland have a parent in prison each year - more than are affected each year by divorce - which impacts greatly on them."

Sharing stories of loss

"Children and young people are under no pressure to share but, in my experience, they embrace the opportunity to share their feelings, and stories of loss, often for



the first time, and to understand they are not the only ones who have experienced the challenges of dealing with loss,” said Rosemary Bowman, a Seasons for Growth trainer and teacher in Midlothian.

Rosemary’s feedback was provided to Denisha Killoh, Project Lead for the National Childhood Bereavement Project, whose final report, Growing Up Grieving, was submitted to the Scottish Government in September. For Denisha, the project is personal as her mum died when she was 14. “I felt like everything I knew, and found comfort in, withered away overnight,” she explained.

The National Childhood Bereavement Project report highlighted the differing levels of service, the various sources of funding, the lack of national data, and the difficulty in obtaining a national picture of bereavement services and support across Scotland. It recognised the nuances of dealing with bereavement both individually and societally.

The project engaged with three schools running Seasons for Growth



Worden's Tasks	Seasons for Growth Tasks	Session Content
To accept the reality of the loss	Learn that change and loss are part of life	AUTUMN Session 1: Life is like the seasons Session 2: Change is part of life
To process the pain of grief	Learn about different ways people experience change and loss	WINTER Session 3: Valuing my story Session 4: Naming my feelings
To adjust to a changed world after the loss	Learn skills to assist with adapting to change and loss	SPRING Session 5: Caring for my feelings Session 6: Remembering the good times
To find an enduring connection with what has been lost while embarking on a new life	Learn about ways that help in moving forward with life	SUMMER Session 7: Making good choices Session 8: Moving forward

Each activity pairs J. William Worden’s (1991) four ‘Tasks of Grief’ with a seasons metaphor

programmes, hearing from primary and secondary learners of the impact the programmes had on their lives. It also heard from teachers about the wider benefit running Seasons for Growth programmes had on normalising dying, death and bereavement in their school community. They reported that having the programme in their school encouraged both learners and school staff to learn about the programme and ask questions about change, loss and grief, helping them become more aware of how it affects themselves and those around them.

Rosemary explained: “Its aim is to educate about the grief process, though in a gentle, interactive and supportive way. For these children, having a place to go within school, and a person they can touch base with when things are tough, who can talk about the hard things and not be afraid to, is so important and really can be a lifeline.”

“Schools are also finding it more important to support parents



to support their children,” said Moira. “Seasons for Growth Parent Programme provides an opportunity for parents to better understand the experience of death, separation and divorce, and bereavement from a child’s perspective, and to explore ideas and strategies that they may wish to consider as they support their children transition through family change.”

Moira acknowledged that it is challenging for schools to release staff for the two-day training, to timetable in sessional slots and cover for those involved in the groups, but the benefits are clear. Researchers have found the peer support programme to have increased the emotional resilience of children and young people and their sense of belonging by normalising their experiences through listening to others’ stories and helping them to realise that they were not alone.

“We are so grateful to the network of trainers and companions who give so much of their time helping children and young people in this way,” said Moira.

Find out more at seasonsforgrowth.org.uk



Fitness to Teach Q&A

We continue our series of articles on Fitness to Teach with a Q&A with Jennifer Macdonald, Director of Regulation at GTC Scotland

What is GTC Scotland's Fitness to Teach process for?

It exists to maintain trust in teachers and teaching, to ensure that our registered teachers and college lecturers have and retain the skills and knowledge and character to teach learners safely and effectively.

We are required by law to carry it out and it has a distinct focus - upholding the teaching profession's standards. Another way to put it, is that Fitness to Teach is used to determine who belongs and who doesn't belong to the teaching profession.

How many teachers are referred to Fitness to Teach?

We receive around 200 referrals each year, which is comparatively low considering we have more than 80,000 individuals on the Register of Teachers.

Fitness to Teach referrals come from a range of sources - employers, Disclosure Scotland, the police and parents or carers. We also get self-referrals from teachers.

We rely on referrals being made to us and information being shared with us to enable effective investigations and lines of inquiry to be pursued.

What are you doing to strengthen understanding of Fitness to Teach?

A range of things. Our Development Officer works with employers and other groups to help develop understanding of the process. We are reviewing our communication and are going to start publishing a summary of Fitness to Teach decisions in *Teaching Scotland* magazine to raise awareness of the type of

cases we are seeing and to promote learning. We are also in the process of analysing the last five years of our casework to see what it is telling us about case trends, themes and performance of the process.

How do you distinguish when a concern is for GTC Scotland and when it's for an employer?

Most concerns about a teacher can be quickly and satisfactorily resolved by employers at that local level. Employers may then refer someone on to us where the concerns are serious and they are actually legally required to do this in specific circumstances, such as when a teacher is dismissed.

Fitness to Teach work is targeted and proportionate - in line with best regulatory practice we take a right-touch regulation approach. We want the right cases coming to us at the right time. Nearly half of the referrals that we receive are not investigated, often because they have not been referred to the employer, school or college first.

A referral should be made to GTC Scotland when a teacher or college lecturer has done something so serious that it raises concerns about their ongoing fitness to teach, meaning that they present a risk now and in the future. Our threshold policy explains what we investigate and what we do not.

Does GTC Scotland investigate in the same way as employers?

Our Fitness to Teach process is entirely independent from any other processes including employer, police and criminal court processes. We carry out our own



investigations. We can't rely on findings made by others, with some limited exceptions, for example criminal convictions.

Fitness to Teach is about looking forward to protect - not looking back to discipline or punish. Fitness to teach investigations focus on standards and suitability to be, or remain, on the Register of Teachers.

Our Regulation Team is made up of investigative specialists who generally come from a legal or criminal justice background. We also appoint external solicitors to present cases that reach the hearing stage. Our Fitness to Teach process must meet human rights law requirements of the right to a fair trial.

Does that mean you take different things into account when investigating, than employers or the police would?

Yes. In deciding whether something happened or not, Fitness to Teach applies the civil standard of proof - the balance of probabilities.

Our process also applies different rules on what evidence can be considered than what applies within a criminal process. For example, there is no requirement for corroboration in our proceedings.

This means we can take forward Fitness to Teach cases that the police have decided not to progress, or where the person has been found not guilty through a criminal trial. These cases often involve very serious allegations. It is essential they are taken forward in the interests of public safety and to maintain trust in teaching.

Is this why GTC Scotland's decisions are sometimes different to an employer's?

The severest disciplinary outcome an employer can apply is to remove a teacher or college lecturer from their employment. GTC Scotland's severest Fitness to Teach outcome - removal or refusal from the Register of Teachers - means an individual cannot be employed as a teacher in any educational establishment in Scotland.

While it might be proportionate to dismiss a teacher from employment, it might not be proportionate to remove that same teacher from GTC Scotland's Register.

Recent child abuse scandals have exposed institutional cover up, sometimes involving teachers. What is your role in this?

GTC Scotland is the teaching profession's

independent registration and regulation body.

We rely on employers and others to refer teachers to us where there are serious concerns about them so that we can investigate and take appropriate action.

Our role is set in law and we have no remit to regulate employers or institutions. We think there is a gap in the regulation of the system - specifically, who regulates employers as education service providers - which we have fed back to the Scottish Child Abuse Inquiry and to the Scottish Government.



Developing leadership



Geography teacher Kimberley Braid talks about her enthusiasm for teaching and her leadership journey so far

Kimberley Braid's passion for teaching started in high school, where she was inspired by her Geography teacher and his enthusiasm for education. "Mr West was so engaging as a teacher and I see a lot of his traits in myself," she explained. "He was so creative and I try to emulate that in my teaching. He really did have a huge impact on me."

After doing a work placement at a local primary school, Kimberley quickly learned that primary teaching wasn't for her. After leaving school, Kimberley went on to study for her Geography degree at the University of Dundee. "I still wasn't sure if teaching was for me, but we had a chance to do some secondary placements and that cemented a teaching career path for me."

In at the deep end

When Kimberley first joined the Waid Academy in Fife seven years ago, she was only a year into her teaching career and the Geography department was a single teacher department. "As a class teacher, I was given

responsibly for leading on and developing the Geography curriculum," explained Kimberley, who aspires to become a Principal Teacher for Curriculum (PTC). "I absolutely loved the challenge and thrived. Now the Geography department has two full-time teachers, with a very high uptake and fantastic exam results."

Kimberley has actively taken on additional opportunities available to her to develop her leadership skills. The Fife Council Teacher Leadership Programme (which is accredited by GTC Scotland and does lead to Professional Recognition) was something which came at the right time for her to enhance her skills and understanding on leadership.

"During the pandemic recovery phase, councils and schools were adapting their improvement plans and priorities to include blended learning approaches to prepare for future disruptions to learning. People were needed to lead on certain aspects of renewal."

"Having been at home for six months, I didn't want to just come back in and do the same thing. I had the drive to start thinking beyond just my role as a teacher."

Combating comfort zones

Before doing the Teacher Leadership Programme, Kimberley had worked within her own department with Danielle Herd, presenting on the implementation of skills though a learning journey at a SEIC (South-East Improvement Collaborative) event, as well as supporting the Fife Council Probationer Programme, on practical strategies to implement appropriately differentiated challenge. "The Teacher Leadership Programme pushed us out of our comfort zones. We found other colleagues across the school who shared the same values as we did, which help lead to sustainable change."

In the aftermath of lockdown, Kimberley focused on the implementation of blended learning strategies as part of her Teacher Leadership project. "I led a blended learning working group and my role was to harness others' strengths in the use of digital tools and create



opportunities for training to be delivered by experts in our school on various platforms.

"I also wanted to ensure that what I was leading on was not simply just a 'band aid' - I wanted to provide tools that could be embedded within our day-to-day practice to help our learners gain the knowledge and skills for life in the 21st century."

A different approach when it came to leading colleagues was something Kimberley took in her stride. "I've been known as the person to come to, and show others how to use certain tools, but I'm not an expert. This was the first time I could take a step back and push people forward. It was a huge learning curve for me because I was so used to leading from the front."

Kimberley feels that she has played a big role in the collaboration and professional learning culture at the school. "We can worry about box-ticking, and we sometimes do things without thinking about what the impact will be. Culture plays a huge role in the way a school runs and once you have that buy-in, you are more likely to have sustainable change. Add transparency to the mix and you can really garner authentic change."

"Culture plays a huge role in the way a school runs and once you have that buy-in, you are more likely to have sustainable change"

Supporting development

Kimberley has also been leading teachers new to the profession and has been a probationer supporter for a few years. "I'm passionate about my subject, about learning and about professional learning. It never really stops for me. I love that social media allows us to collaborate with people around the world and I love passing that onto new teachers. I want to be a positive role model for probationer teachers. Not only do I feel that I am helping them in their own teacher journey, but I am always learning from them too."

Kimberley undertook a temporary role as a guidance teacher last year, to learn more about the pastoral side of teaching. She has also just completed Fife Council's Aspiring to Middle Leadership programme and is continuing with her professional reading. "I recently looked into the work of Andy Buck and have a greater understanding of the eight leadership behaviours. While I can't develop them all right now, I can observe them in others."

Back in the classroom, Kimberley is interested in differentiated challenge. "I want to ensure that all my learners feel challenged in their learning so they can continue to improve. Using a wide range of data, I can identify those who need greater level of support and challenge - and I am always looking at new ways to do this, through professional reading or through networking with other teachers. This is something I will always have as part of my PRD. I really enjoy a challenge."



A safe space for critical reflection

Dumfries and Galloway College is flipping the focus around observation of learning by giving its lecturers ownership of the process

Few would disagree that a high-quality learning and teaching experience is central to raising attainment and learner success.

For Phil Storrier, Director of Student Experience and Academic Performance at Dumfries and Galloway College, a focus on improving learner outcomes is encouraging a new approach to observation of lecturers with their students.

Despite observation of learning being part of many college lecturers' Professional Review and Development (PRD), in line with the Professional Standards for Lecturers in Scotland's Colleges and GTC Scotland registration, Phil acknowledged that "across the sector, there are ongoing challenges and concerns with teaching observation, both in terms of the ownership of the process and with

the process being seen as checking up on people".

At Dumfries and Galloway College, Phil's team has been looking at how to integrate video observation and peer-to-peer professional collaboration into observation of learning, as well as offering absolute staff ownership of the process.

"Observation of learning for qualifications has been fine but anything else has been very much voluntary. However, the national agreement has flipped the focus for observation of learning, with the lecturer asked to understand how they contribute to wider student outcomes," said Phil. "So, what we wanted to look at was how to develop a system in which staff had ownership of the process and which was not being viewed as a performance monitoring tool. We wanted to shift the focus to improving the student experience

and to giving ownership to lecturers, as well as ensuring that we had the support of the trade unions for implementation."

Observing improvement areas

The college has created a new observation of learning system as part of a newly implemented PRD process, in which lecturers produce a 60-minute video segment of them teaching a class of students, followed up by discussion with a learning and teaching mentor.

Phil explained that the college is taking inspiration from Stephen Brookfield's four lenses for becoming a critically reflective teacher. The video allows the lecturer to observe what their own engagement with students is like and provides them with opportunities to highlight improvement areas. Lecturers will also be able to share their video with other colleagues for peer-to-peer support if that



Phil Storrer



would help them. Students will be provided with a questionnaire which will help map their own experiences against how the lecturer feels things are going.

Lecturing staff will be selected for the observation of learning process at random, or they can volunteer and will be referred to the college's Learning, Teaching and Innovation team to take part.

To avoid an onerous technical process in producing the recordings, learning technologists are on hand to set up the kit for the chosen lessons. "With the college having different campuses and a rural environment, video will also help

us overcome distance issues, one of the positive things we have adopted from the pandemic."

Are the students learning?

The recordings are shared only with the lecturer's learning and teaching mentor and their peer support, not their manager.

Phil explained: "It is the staff member's reflection tool which forms part of the PRD discussions. All the important things - preparation, learning and teaching approaches and assessment readiness - are still discussed between the lecturer and the mentor but there is no checklist to go through, no one sitting at the back of the class and no pro forma lesson plans. This should relieve pressure.

"Many lecturers are experienced, professional and adapt their lesson plans to work for their classes. Are the students learning? That is the key thing we want to focus on and staff can make sure this is the case in their own ways, without us planning everything for them. Traditionally teaching observation would say, how can digital or sustainability be embedded into lessons? Overall, we are still looking at these big

Becoming a critically reflective teacher

Brookfield's four lenses are (1) the autobiographical, (2) the students' eyes, (3) colleagues' experiences, and (4) theoretical literature.

These correlate to processes of self-reflection, student feedback, peer assessment and engagements with scholarly literature.

Find out more: bit.ly/3MwCKXu

themes, but staff can identify their own focus areas for their video segment, which may not be digital or sustainability in that particular scenario.

"Rather than put the quality assurance at the back end, we are focusing on learning and teaching improvements earlier in the process."

While Phil admits that only "time will tell" whether the college's new approach will result in engaged staff and improved learner outcomes, he insists it is important to work with his lecturer colleagues to develop "a safe space" for observation of learning. "Lecturers can give their own feedback about how they think things are going, both positive and negative. We believe this will be more effective than any sort of written report and it is consistent with the Professional Standards for Lecturers to support the enhancement of a culture of professional learning. It aims to build confidence among our staff and develop effective practice."

A-Z OF PROFESSIONAL LEARNING FOR COLLEGE LECTURERS

This resource, which has been curated for college lecturers, shares professional learning from across the sector. Visit bit.ly/356W19U to find out more.



A culture of problem-solving

Jodi Barclay talks about using her knowledge to support staff in Dundee

“The Pedagogy Team at Dundee City Council has a real focus on problem-solving and celebrating success,” said Jodi Barclay, Depute Head of the Pedagogy Team. “We’re made up of people with recent classroom experience, which has really helped with our engagement across the local authority.”

Jodi has been a primary teacher since 2006 and, having been the literacy lead in her school for a while, she wanted to explore other roles within education. Three years ago, she was seconded to the Dundee City Council Pedagogy Team and was promoted to her current position last year.

“A big project I had worked on in Dundee was about moderation – looking at creating shared understandings on expectations within schools. I was a Quality Assurance Moderation Support Officer (QAMSO) and worked on developing a programme helping to make moderation more cohesive across the local authority.

We had a network of QAMSOs across the city, then worked with Dundee and Angus Council to help develop it there and now we have national training.”

Solving problems

Schools can often experience issues with a range of topics, such as literacy or attainment. The Pedagogy Team provides support by working with schools and identifying areas for development.

“One school had asked us to come in to work on a particular challenge but, when we looked at it, we found that there were actually a few little problems which were contributing to a bigger issue,” explained Jodi. “The main challenge was classroom organisation and ensuring consistency across all approaches. One of the main areas for improvement was reading, and we had to ensure that new staff were trained properly on the pedagogical approaches we use. That is where my past knowledge of moderation was very useful.

“Working closely with schools

“The main challenge was classroom organisation and ensuring consistency across all approaches”



like this has helped us to build a community. We have examples from different schools which have managed to overcome challenges, so if another school faces a similar problem, we can put them in touch with each other.”

Supporting staff

Curriculum guidance is a focus for the Dundee Pedagogy Team this year.

They have created a sketchnote to help teachers look at their curriculum rationale. Training will be available to headteachers so that they can work with teaching staff to become curriculum makers.

The team also recently engaged with Voice 21, a listening and

“Sharing these successes and learning with your line manager can also lead to sharing your learning with colleagues. Sharing knowledge is one of the best ways we can learn”

talking programme. The aim is to have oracy pioneers across the city to boost teaching and learning in listening and talking.

In November, staff will complete a quality assurance form as part of the Professional Review and Development (PRD) and Professional Update process. This will help the team look at what topics are in demand and relevant training can be provided.

Dundee has a career-long professional learning standard where they offer training with follow-up courses to ensure continued learning is available. This offers flexibility to teachers who want to focus on particular topics.

“Often teachers will put in a development need, but then must source the learning themselves.

We want to ensure teachers get that support from us to ensure their learning needs are met. We also want to remind people that professional learning is more than just a course that you attend - it can be further reading or conversations with colleagues. Courses are great because you get to meet other people and have that professional dialogue, but that can happen in school as well.”

Jodi's advice for PRD

“Try to make sure that the PRD meeting is at a time that suits you. It's an opportunity to not only discuss development needs, but to showcase what you have been doing too.

“Often, we think about PRD as a time to talk about what we are going to do next. However, it is an opportunity to focus on your achievements as well. Look at what you are doing now and what is going well.

“Sharing these successes and learning with your line manager can also lead to sharing your learning with colleagues. Sharing knowledge is one of the best ways we can learn.”

PREPARING FOR PRD

PRD meetings are a big part of the professional learning journey. It is important to think about your successes and development needs. There is a wealth of resources to help you to prepare and think about your learning now and in the future.

Visit bit.ly/PRD-GTCS



Embracing our differences

Helping learners to understand neurodiversity can create compassion and respect in the classroom

Most primary teachers will have experienced the frustration of one learner protesting about another not 'having' to follow the same rules. Often neurodiversity-related differences at school unfold in these day-to-day situations.

According to Dr Alyssa Alcorn, exploring neurodiversity concepts and vocabulary in class can help us explain to learners why things are the way they are, in a way that avoids blaming individuals, or labelling them as not trying.

Alyssa is lead researcher on the Learning About Neurodiversity at School (LEANS) project at the University of Edinburgh's Salvesen Mindroom Research Centre. LEANS is a free resource for mainstream primary schools to introduce pupils aged 8-11 years to the concept of neurodiversity, and how it impacts on experiences at school.

There can be confusion about what neurodiversity means, said Alyssa. "Education policy has changed so much in recent years. Neurodiversity and ASN do not mean the same thing but are sometimes used interchangeably. ASN is a very broad term, encompassing learners with physical disabilities, emotional factors or those who may need support with English as an additional language. Some

neurodivergent pupils have additional support needs, but there are lots of ASN pupils who are not neurodivergent."

Interpreting things differently

LEANS shows how we can hold a positive attitude towards neurodiversity, while also recognising the challenges faced by many children in school. It explains to pupils that we are all different in how we think, feel and learn. Neurodiversity also links to curriculum topics like citizenship, health and wellbeing, and human rights.

Last year, LEANS was evaluated in Scottish primary schools, with teacher and pupil feedback used to create the final resources.

Dawn Thomson, Headteacher at Findochty Primary School, said: "I was looking for something that would work for our small school, to help the children understand that everyone has different needs. We have been involved with LEANS since the

"LEANS has also helped us to educate parents, to explain that some children need to receive information in different ways to be able to access the curriculum"



Our choices make a difference!

Learning about neurodiversity helps us understand how people learn and think differently, and that those differences are OK.

We can choose how we treat each other, and how we act.



We all learn and think differently

Even when we do the same things in class, we may not have the same experiences.

We may have different needs in order to focus and learn, and that is OK.



Illustrations © Claire Hubbard (@demseeitch) 2021-2022

Posters © LEANS project 2022

beginning, trialling the materials and providing feedback. We suggested the content was broken into more easily digestible chunks and to make themes more visual for younger learners.

"We had done a bit of work with children throughout



LEANS CHAMPIONS HAVE FOUR ROLES:

- 1. Awareness:** To raise awareness of the LEANS programme and importance of neurodiversity education among other education professionals.
- 2. Adoption:** To encourage considered, ethical choices about adopting LEANS.
- 3. Support:** To provide local advice and model good practice in LEANS delivery.
- 4. Connection:** To help connect educators using LEANS with each other.

the school about how we are unique and have strengths in our differences, including using *Only One You* by Linda Kranz and *Shine* by Sarah Asuquo. We have since been following the LEANS lesson plans and activities and sometimes the discussion will branch off into a new area, led by the children.”

Dawn particularly liked a LEANS activity called The Mind’s Eye, in which pupils follow step-by-step verbal instructions to create a unique drawing. She explained: “This is a visual demonstration of our differences in action. Everyone follows the same instructions but when the children look at the drawings, there is a lightbulb moment as they see that everyone has drawn something totally different.”

She said: “Neurodiversity can be a difficult topic to introduce among children. LEANS has been very useful to help our children understand why another child might be ‘acting out’ or is perceived to be allowed to be doing something differently. We had one child in particular who was struggling, and we

“When they look at the drawings, there is a lightbulb moment as they see that everyone has drawn something totally different”

have found more tolerance, understanding and respect among our learners. There is less of a ‘blame game’.

“LEANS has also helped us to educate parents, to explain that some children need to receive information in different ways to be able to access the curriculum.”

Educators supporting educators

Speaking to teachers as LEANS was created, it was established that there is an appetite for live training and support beyond the Teacher Handbook, which is written to be a ‘training course in a book’.

Salvesen Mindroom Research Centre is hopeful that the programme will be widely taken up and that a cohort of educator champions will be developed to support it.

Funded by ESRC Impact Accelerator Award funding at the University of Edinburgh, the team has developed a cascading programme for educators, and additional materials for parents and carers, to help them understand what LEANS is about, and propose the resources to their child’s school.

The first LEANS Champions training course is running this month and will help educators become local LEANS experts, providing advice and support for other educational professionals to embed LEANS into practice.

Alyssa said: “LEANS was created for classroom delivery, but other educational professionals can help by making themselves familiar with the terminology and speaking up for the value of neurodiversity as part of the curriculum.”

Find out more at bit.ly/LEANS-scot

Bridging gaps for early career teachers

An Ambassador Model is being piloted for new teachers

As part of the new Stepping Stones offer, GTC Scotland, Columba 1400 and Education Scotland have worked collaboratively with probation managers across Scotland to develop an Ambassador Model. Currently being piloted in 11 local authorities, the Ambassador Model aims to provide additional support to early career teachers.

Often, the year after probation is a natural progression within a supportive context, but for others there are similar opportunities and challenges to a probation placement – a new school, uncertain employment, supply work, added responsibilities, a full timetable and leadership to name a few.

The Ambassador role is very similar to that of the probationer supporter in schools. Ambassadors use coaching conversations to help early career teachers develop their knowledge and understanding of the Professional Standards with a particular focus on the Professional Values of integrity, trust and respect, and social justice.

Input from probation managers

The three organisations have worked closely with probation managers to create this model, ensuring that it meets the needs of early career teachers.

Paul Rooke, Quality Improvement



Manager (Central) and Probationer Manager, Aberdeenshire Council, said: “If teachers are our most valuable resource, then we must ensure that their development is our absolute priority.

“In bringing together a group of like-minded, experienced and thoroughly committed colleagues from across Scotland, we have established the solid foundations of a very significant piece of work in Scottish education.

“Underpinned by the principles and values of GTC Scotland and Columba 1400, the ambitious and aspirational Ambassador Programme will ensure that our early career teachers are given the best possible, most appropriate and timely support, which will in turn ensure that our children and young people experience the absolute best in what

our education system can offer.”

Maria McCarte and Kirsten Ross, NQT Development Officers, Renfrewshire Council, added: “Within Renfrewshire we believe teachers deserve high-quality support throughout their careers, particularly in those first years of teaching.

“As an authority we are fully aware of the changing demands within education and we look forward to developing an Ambassador Programme that underpins the values of our profession to enable us to support early career teachers to be informed, creative and reflective.

“By supporting colleagues at the start of their teaching careers we believe we can create a strong foundation for excellent learning and teaching experiences for all our learners.”

Become an Ambassador

If you are interested in becoming an Ambassador and work in one of the following local authorities, please contact your probation manager for further information: Aberdeen, Aberdeenshire, City of Edinburgh, Dumfries and Galloway, East Dunbartonshire, Glasgow City, Highland, Renfrewshire, Stirling, West Dunbartonshire and West Lothian.

If you are an early career teacher in your first four years post-probation and would like to join Stepping Stones, please register at bit.ly/SS-GTCS

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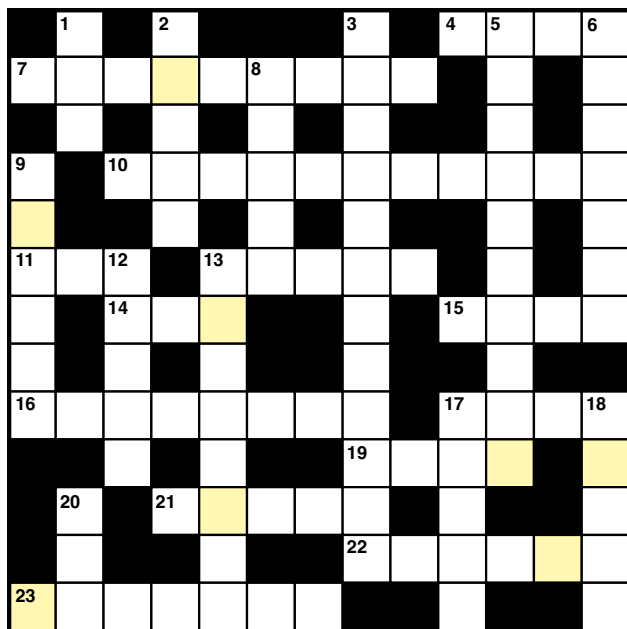
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Crossword



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

Gemma Walters is facilitating the Building
Racial _____ programme

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@gtcsc.org.uk by Friday, 30 December 2022.

Congratulations to June McIntosh, who was the lucky winner
of the crossword competition in issue 92.

Across

4. Swimming sports meeting (4)
7. Posting which gives a student teacher work experience (9)
10. Our teaching profession's regulation body (3,8)
11. Cry of despair (3)
13. 'The Turn of the _____', a horror novella by Henry James (5)
14. Tool used for chopping wood (3)
15. Statuette awarded to an outstanding television programme or performer (4)
16. Cars with roofs that can be folded back (4-4)
17. Card game in which cards from two piles are turned over simultaneously (4)
19. Leader of the successful 1953 expedition to Mount Everest (4)
21. Mayonnaise seasoned with garlic (5)
22. Young people in Scottish schools (6)
23. Partial or total loss of memory (7)

Down

1. And 9 Down. Arthur Miller play, often studied for Higher English (3,2,4)
2. 'Ivanhoe' is one of his most famous novels (5)
3. Programme for Scottish teachers who aspire to be in charge of a school (4,8)
5. A measure of a young person's achievement in school (10)
6. See 12 Down
8. Subject in Scottish schools that hits the right note! (5)
9. See 1 Down
12. And 6 Down. Beam fancy fad up to Scottish school! (5,7)
13. Soldiers stationed to keep guard (8)
17. Alan Rickman's character in the 'Harry Potter' movies (5)
18. Formula One world champion in 1985, 1986, 1989 and 1993 (5)
20. Dundee is famous for jute, _____ and journalism (3)

TERMS AND CONDITIONS APPLY

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



Explore the beauty of Shetland

Our lucky competition winner will win an overnight stay for two people, including dinner and breakfast, at Busta House, Shetland's idyllic country house hotel.

Busta House has stood proudly over the Busta coastline since the 16th century and is run top to bottom by welcoming and friendly locals, whose passion is matched only by the hotel's hospitality.

The experience guests have is always at the very top of Busta

House's list of priorities.

No matter how far you might have travelled, you can be assured that you will arrive through our doors and feel an instant comfort, as though you have arrived at your very own Scottish island home.

Echoing the whispers of volcanoes and Vikings, there are few places in the world as connected to centuries past as Shetland's rugged terrain. You will leave with fond memories of an unforgettable experience, where staff will have had you living like a local, feeling like

a friend and fully immersing yourself in all that Shetland has to offer.

The dramatic coastal location is perfect for enjoying the expansive beauty of Shetland and exploring the islands in their entirety.

Find out more at **bustahouse.com**

PRIZE:

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



Road Safety learning within Curriculum for Excellence

Road safety learning at every level within Curriculum for Excellence (CfE) offers opportunities for active and interdisciplinary learning. Road Safety Scotland's free resources have been developed for specific age groups from 3-18, with a view to developing responsible road use among young people. Our booklet 'Road Safety within Curriculum for Excellence' provides teachers with a quick and easy reference to our resources, and how these link with CfE experiences and outcomes.

For further information please go to www.roadsafety.scot/learning

Road Safety within Curriculum for Excellence 2022-23



EVENTS

SCQF SCHOOL AND COLLEGE AMBASSADOR EVENT – 7 NOVEMBER

Join this free one-hour session to see how our existing School and College Ambassadors are working with the SCQF to provide meaningful learning pathways and to find out how your school or college can get involved.

More information
bit.ly/3Mj8vTK

VIRTRURAL CAREERS – 9 NOVEMBER

This Lantra Scotland event aims to raise awareness and increase knowledge of the careers available in Scotland's land-based, aquaculture and environmental conservation sector.

More information
www.eventbrite.co.uk/e/virtrural-careers-tickets-429561017567

UK PARLIAMENT WEEK – 14-20 NOVEMBER

UK Parliament week looks to teach everyone what Parliament is, what it does and how you can get involved.

More information
 Register for a free activity kit at bit.ly/UKparliamentweek

CDN COLLEGE AWARDS 2022 – 25 NOVEMBER

The CDN College Awards celebrate successes, reward achievements and showcase to the wider community the projects and initiatives being delivered by colleges throughout Scotland.

More information
eu.eventcloud.com/website/9011/home

RESOURCES

SUPPORTING WORKFORCE WELLBEING

Education Scotland's 2022-2023 wellbeing support package is now available, with a range of coaching offers.

More information
professionallearning.education.gov.scot/learn/programmes

THE WOOD AND THE TREES: FORESTRY INDUCTION PACK

Lantra Scotland's induction pack is a one-stop shop for information about the sector, about trees and forestry, some of the rules and regulations, and where to find out more.

More information
www.scotland.lantra.co.uk/forestry-induction-pack-wood-and-trees

ENGAGING ONLINE: A PROFESSIONAL GUIDE FOR TEACHERS

A guide from GTC Scotland to help support teachers to stay safe online and on social media.

More information
bit.ly/engaging-online-guide

EQUALITY AND DIVERSITY: A PROFESSIONAL GUIDE FOR TEACHERS

A guide to help support discussion and interaction to encourage an understanding of diversity, equality, inclusivity and co-operative working.

More information
bit.ly/equality-diversity-guide

PROFESSIONAL STANDARDS AND PROFESSIONAL LEARNING WORKBOOK

This workbook from GTC Scotland aims to help teachers to reflect on their professional learning in line with the Professional Standards.

More information
www.gtcs.org.uk/professional-update/professional-learning

PROFESSIONAL STANDARDS: KEY CROSS-CUTTING THEMES

A range of resources aimed at helping teachers to engage with key themes within the Professional Standards.

More information
www.gtcs.org.uk/professional-standards/key-cross-cutting-themes

COURSES

ENGAGING FAMILIES FOUNDATION MODULE

Endorsed by Education Scotland,

this module from Connect comprises self-directed online learning, exploring evidence and practice around engaging families in children's learning. Includes audit and action planning resources. Self-directed, collaborative, including live webinar and follow-up coaching.

More information

Details of module fees, offers and how to book are in the prospectus. Register at familyengagementacademy.connect.scot to access it, or email info@connect.scot

PRACTICAL GUIDES TO ASSESS CEREBRAL VISUAL IMPAIRMENT (CVI) – 9 NOVEMBER

From the Scottish Sensory Centre, this one-hour webinar for educational psychologists and teachers of children with visual impairments features activities to create a structured assessment of complex ASN and CVI children, report writing and visual profile suggestions. Activities to assess dorsal and ventral stream function in nursery, primary, secondary.

More information
www.ssc.education.ed.ac.uk

THE JOURNAL CLUB: DEAF CHILDREN AND YOUNG PEOPLE – 16 NOVEMBER

The Journal Club is aimed at professionals who are interested in deafness, with education and early years the primary focus. This session is an online discussion on the paper *Supporting the development of scientific enquiry and conceptual understanding in science with deaf and typically hearing preschool children through a home-based science intervention*.

More information
www.ssc.education.ed.ac.uk

RECORDING EMERGING ADULTHOOD IN DEAF YOUTH (READY) STUDY UPDATE – 22 NOVEMBER

An update on the NDCS-funded READY study. Its main aims are to identify what factors are responsible for helping young deaf people shape and achieve their goals and aspirations.

More information
www.ssc.education.ed.ac.uk



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This year, the First Minister's Reading Challenge is focusing on the reading journeys of individual classes, groups and pupils.

Spark a love of reading in your pupils by bringing an author, illustrator or creative practitioner into your classroom for a brilliant in-person or virtual event, through the Workshops Fund.

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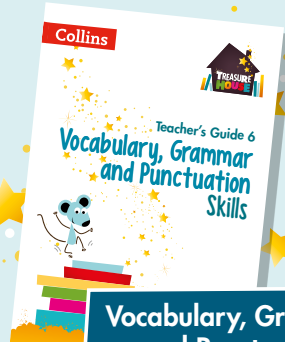
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Christine, West Scotland: 07825 116 401 or christine.stein@harpercollins.co.uk