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CREATIVE STEM, PROMOTING INCLUSION AND EQUITY AND MORE...

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GENERAL TEACHING
COUNCIL FOR SCOTLAND

Issue 96

April 2023

Teaching Scotland

For the education profession

Airson luchd-dreuchd an fhoghlaim

We're
going digital

Find out more
on p10



INSIDE

Enhancing Trusted Teaching

We set out our plan to enhance trust in teaching at an individual, group and system level



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In this issue...



"GTC Scotland has a unique role to play in Scottish education. We hold the Professional Standards on behalf of our profession, a profession that has shaped these over time. Being part of a self-regulating profession sends out the message that the regulation and registration of our profession is central to what it means to be a teacher in Scotland.

This is work rooted in trust."

P10

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TO MOVE AWAY
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FLEXIBILITY AT THE
LOCAL LEVEL"

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News

Annual registration fee held at £65 for 2023-24

GTC Scotland is independent of government and receives no funding for its core role of registration and regulation. This work is funded by the annual registration fee that teachers and college lecturers pay. For the sixth consecutive year the fee has been held at £65.

Keeping the fee under review

GTC Scotland must maintain good financial governance; we have a duty to teachers and college lecturers to ensure our money is managed well. We are required to strike a balance between holding enough in our reserves to ensure sustainability while furthering our legal purpose of registration and regulation.

To this end, efficiency savings have been identified over the course of the next five-year strategic planning period. This includes continuing to hold some meetings virtually, refreshing our awards ceremonies and replacing the paper version of Teaching Scotland magazine with the digital version for all registrants. This issue will be the last paper issue.

By doing this, the £65 registration fee, supplemented by planned use of reserves, is sufficient to fund our work for the beginning of our strategic planning period. The level of the registration fee will be kept under review and we may need to increase it to ensure GTC Scotland's financial sustainability.

Advancing trusted teaching together

While this is the last printed version of Teaching Scotland magazine, it is not the last edition.

Teaching Scotland magazine will continue to provide space for you to speak up about high standards in teaching and to showcase what happens every day to advance trusted teaching in schools and colleges across Scotland.

To contribute to the magazine please email gtics@gtcs.org.uk

From August everyone will be opted-in to the digital magazine. We know lots of people will be moving schools and colleges at that time so please make sure to update your email in your MyGTCS account. You can also update your publication preferences and opt-out of the magazine in MyGTCS.

Changes to our customer service

In April, to coincide with the launch of our new strategic plan, GTC Scotland is reorganising how we operate. As part of this, and based on your feedback, we are creating a Customer Services Team who will be responsible for end-to-end enquiries. Our aim is to provide a higher level of customer service.

We have plans in place to ensure a seamless transition from our old way of working to our new way – so you won't be affected by these internal changes. Like all new ways of working, we expect a few snags and learning opportunities along the way. Please bear with us and if

you need to get in touch, please do so in the usual way, via our contact form: bit.ly/3ZVWvxw

Speaking up guide

GTC Scotland has recently published a new resource: Ethics in Teaching: Speaking Up Guide for Teaching Professionals.

The guide outlines teachers and college lecturers' professional responsibility to speak up, including taking action in any workplace or raising a concern if they have seen, heard or suspect wrongdoing or serious risk.

The guide aims to support teacher and college lecturers with their personal reflection, to guide professional behaviour and identify professional learning needs and discussion points.

We hope teachers and college lecturers find this is a helpful tool in their individual and collective professional practice.

Turn to page 35 to find out more.

GTC Scotland responds to Citizen Participation and Public Petitions Committee

In March, GTC Scotland was asked to respond to a petition being considered by the Citizen Participation and Public Petitions Committee to establish an independent inquiry and an independent national whistleblowing officer to investigate concerns about the alleged mishandling of child safeguarding enquiries by public bodies. Our response reiterated our calls for national education reform to

Paying your fee this year

The payment process for the registration fee 2023-24 has begun. For those who pay via your employer, you should see the £65 deduction in your March or April pay slip.

If you pay the fee directly to us, we will be in touch with you in May.

Please ensure that your contact details are up to date in MyGTCS. Failure to pay the annual registration fee will result in you lapsing from the Register of Teachers.





CPD in Key Child Mental Health Topics: for any professional working with vulnerable children and teenagers

Centre for Child Mental Health Evening Lecture Programme 2023-24 (live stream events, only £20 a ticket!)

Thurs 4 May 2023 5 – 6.30pm

Dr Margot Sunderland: The Use of Big Empathy Drawings in Helping Traumatized Children and Young People to Heal

Thurs 11 May 2023 5 – 6.30pm

Dr Margot Sunderland: Sorting out the muddle between psychiatric diagnosis and trauma (children and teenagers)

Thurs 18 May 2023 5 – 6.30pm

Julie Harmieson: Trauma informed approaches to behaviour support in schools

Thurs 25 May 2023 5 – 6.30pm

Éadaoin Bhreathnach: Sensory Attachment Intervention with vulnerable children: How to enable carers to care for their vulnerable child

Thurs 8 June 2023 5 – 6.30pm

Dr Janet Rose: Why emotion coaching is vital in schools

Thurs 29 June 2023 5 – 6.30pm

Graham Music: Shut down states in children and young people. What do we need to Re-Spark?

Thurs 6 July 2023 5 – 6.30pm

Emma Connor: Working with children who have experienced grief and loss

Thurs 12 October 2023 5 – 6.30pm

Dr Margot Sunderland: Using storytelling and story listening as a therapeutic tool with children

Thurs 19 October 2023 5 – 6.30pm

Lynne Davis: Working with children and young people who self-harm with reference to eating disorders

Thurs 2 November 2023 5 – 6.30pm

Dr Dickon Bevington: A Mentalizing approach for excluded, underserved and risky adolescents whose help-seeking is non-conventional

Thurs 23 November 2023 5 – 6.30pm

Eleanor Longden: Supporting Voice Hearers: Recovery and Discovery

Thurs 11 January 2024 5 – 6.30pm

Dr Margot Sunderland: Addressing trauma-based shame in children who hate themselves

Thurs 18 January 2024 5 – 6.30pm

Dr Jeanne Magagna: From 40 years as a Senior Child Psychotherapist, what I've learnt about how children get mentally unwell and how they heal.

More details and bookings:

www.childmentalhealthcentre.org or telephone: 020 7354 2913



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rcs.ac.uk/teachers

address the role an inspectorate agency will play in ensuring that education providers do what is required of them.

Read our full response at gtcs.org.uk/news

Phase 2 SCEL Legacy Fund Bursary applications open

The remaining funds from the SCEL Legacy Fund will be used to support a new and original commissioned research project which will analyse issues relevant to the priorities of SCEL and of GTC Scotland.

The Research Project is open to experienced educational researchers with current knowledge of Scotland's education system and its place within wider thinking on education.

While it is anticipated that most applications will be drawn from Higher Education Institutions (HEIs) and other educational agencies, it is important to note that this is not a requirement for applicants.

Applications received from partnership researchers (for example, a partnership of staff in different universities) are encouraged.

We anticipate that a single research project will be commissioned.

The closing date for applications is 29 April 2023.

Find out more at bit.ly/40G2jvd

Vision Schools resource

A new Holocaust teaching resource will soon be available on MyPL.

The Holocaust – a resource for primary and secondary schools, contains a film of Holocaust survivor Rev. Ernest Levy OBE (1925-2009) speaking to learners, as well as supporting materials for teachers.

Freedom of Information responses

The latest Freedom of Information responses cover requests about secondary teacher allocations as part of the preference waiver programme and rules for Fitness to Teach Panels.

View the log at bit.ly/3U5fXpj



Health and Wellbeing Hub refresh

We have refreshed our Health and Wellbeing Hub grouping resources into three categories: taking care of yourself, taking care of others, and taking care of your learners.

Access the resources at www.gtcs.org.uk/health-and-wellbeing

Final ethics in teaching roundtable discussion on 15 May

In our concluding ethics in teaching discussion, provocateurs Dr Beth Christie, Alan Sherry OBE and James McEnaney, will present a summary of their arguments before participants are given the opportunity to debate them in breakout rooms. This will be followed by a Q&A with the panel. Provocateurs will be joined on the panel by Gert Biesta.

Please watch the provocation videos on our website before attending.

- In her video, Dr Beth Christie challenges the status quo in education and the impact on the living world;
- James McEnaney discusses if teachers really are able to make ethically informed decisions and act accordingly;
- and Alan Sherry OBE discusses the use of performance indicator data within colleges.

All of the information can be found at bit.ly/3Mz66nJ

Correction to Enhancing inclusion in January's issue

It was brought to our attention that some wording was missed at the start of sentence while quoting information from Autism Understanding in the article Enhancing inclusion in the last issue of Teaching Scotland. This removed some context and while the article has been updated online, we wanted to make an amendment in print too.

"Often, though not always, autistic women and non-binary people present in a different way to autistic men and tend to mask their autistic traits more. This can be due to a number of reasons, including differences in the way we are socialised as children and societal expectations."

My Benefits App discontinued

During the pandemic, the My Benefits App was withdrawn as there were very limited offers available. Following this, our conversations about our priorities for our new strategic planning period pointed to the app falling outwith the scope of our improvement work. The My Benefits App has now been permanently withdrawn.



Social media Something to share? Tweet us @gtcs



@SBCProfLearning

Today the team are trialling our newly developed Professional Learning Toolkit with a small group of school leaders. Looking forward to some rich discussion! [@inspireSBC](#) [@SBCEducation1](#)



@STEMatBHS

Proud of our new Diversity in STEM board. Pop up to Science to see it! [#wearebalfron](#)

@DGCProbationers

Inspired by our own [@Columba1400](#) experiences, yesterday we asked Probationers to explore their values and consider their journeys so far this year. Lots of collaboration led to the creation of the following posters. [@gtcs](#) [@ElaineNapier](#) [@sarahphilcoach](#)



@MissMcWilliam

What a day! Thank you so much [@GTCSPauline](#) and [@khadijamohamme8](#) for making the journey to present me with the Saroj Lal Award - I am beyond honoured and overwhelmed still! Thank you everyone who made the day special, I'm so grateful for such a wonderful celebration.



Become a Dynamic Leader

Our online Master's in Leadership in Professional Contexts is for aspiring and current leaders interested in advancing their leadership skills to facilitate their professional practice. Explore leadership and management theories while engaging with work-based learning projects to lead change and improvement within your organisation. You start with a PG Certificate and work up to a PG Diploma or Master's degree.

For more details visit [abdn.ac.uk/pgt/leadership-pro](#)





Digest

Hayward Review interim report

The interim report of the Independent Review of Qualifications and Assessment sets out key learning so far.

Key points

- Recognising every learner's achievements will be crucial if Scotland as a society is to thrive socially, culturally and economically.
- Conversations with colleagues from The Scottish Youth Parliament and the Children's Parliament about their vision for the future of qualifications and assessment in Scotland, were a starting point for the review.
- Few people believe that the current approach of the two-term dash to Higher is good practice. This will require a system and mindset change.

The review builds on:

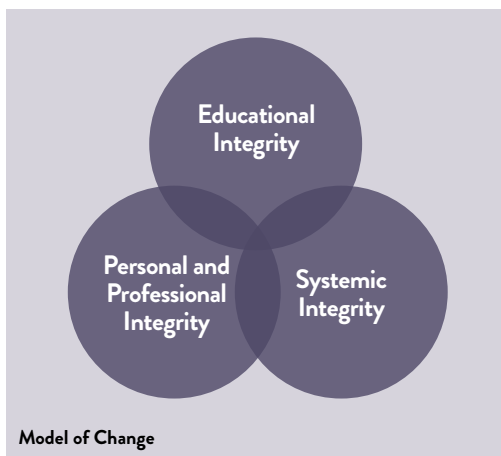
- Findings from the OECD report Scotland's Curriculum for Excellence - Into the Future (2021)
- Aspirations of those who originally designed Curriculum for Excellence
- Recommendations of the Stobart Report (2021) Upper-secondary education student assessment in Scotland: A comparative perspective.
- Covid-19 brought into focus the need for an approach to qualifications more closely aligned to Scotland's ambitions to achieve greater equity in education.

Next steps

The group will invite views on a possible model, asking if it is consistent with the Vision that has been collectively agreed, and will work in practice.

Proposed new approach

- Significant reduction in external assessment, including examinations, across the senior phase.
- Better and more clearly defined integration of academic and vocational qualifications.
- A broadening of the evidence collected during the Senior Phase including school and college partnerships to include skills and other competencies.



- Enhanced digital infrastructure that will enable the use of digital assessments.
- A Senior Phase Leaving Certificate, including school and college partnerships.

The final report is due to be published in May.

You can read the full interim report at bit.ly/40MPIpH

DIGITAL EXCLUSIVE

Feedback for professional growth

For Dr Ellen Goldring, effective leadership is about creating opportunities for trust, engagement and collective action towards school improvement

"It's a very challenging time to be a school leader, with some heart-breaking situations here in the US," says Ellen, the Patricia and Rodes Hart Professor of Education Policy and Leadership and Executive Associate Dean, Peabody College of Education and Human Development, at Vanderbilt University.

"In leadership, we must always look at what's

important and what's most urgent and address those things first.

"But also, as leaders, we want to think about how to move our systems forward towards improvement, and how to help our students achieve the best of their abilities. And how you balance that, both with care and trust, in a supportive community, is the main question."

Read the full article at readymag.com/gtcscotland/TeachingScotlandIssue96

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Sign up to our pulse survey panel for practitioners to help us understand what issues are important to you. Visit www.sqa.org.uk/pulsesurveys



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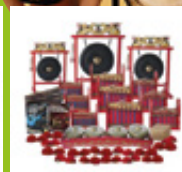
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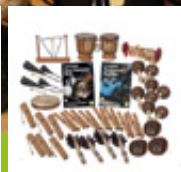
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Planning for a sustainable future

GTC Scotland is a small organisation with a large remit, set out in its new Strategic Plan

This time last year, I was elected Convener of GTC Scotland Council. It is a privilege to play a role in the organisation which upholds and promotes our Professional Standards.

I pledged to work according to the principles of good governance – selflessness, integrity, objectivity, accountability, openness, honesty and leadership – and to continue to promote a more nuanced approach to engagement with the Professional Standards.

As an educator from a BME background, my hope was to continue to contribute to the development of a more race-cognisant approach, supporting teachers to understand and conceptualise discourses of race, diversity and inclusion.

No sooner had I, and my new Council colleagues, taken our seats, than our thoughts turned to our strategic direction. Our current strategic planning period was drawing to a close following the tumultuous years of the pandemic and a new plan was needed. A lot of reflection has gone on over the past year taking our learning from the pandemic, situating it in the current

context of education recovery and reform, and setting out our ambitions for the future.

We shared the draft plan with teachers and college lecturers to seek your feedback and debated it at length with both Council and GTC Scotland staff. During all this work, two themes emerged: trust and impact.

Trust in teachers

As a Primary teacher, I thought GTC Scotland's role was to ensure I was on track with my professional learning, to maintain teacher standards. When I moved into academia, GTC Scotland was supporting the re-accreditation of the university's Initial Teacher Education programme and I realised they also had a role in setting the standards for entry to the profession.

Later, when I joined Council, I was introduced to yet another aspect of GTC Scotland's work. I understood that the

organisation was serving a public function to maintain trust in teachers and college lecturers.

GTC Scotland was created almost 60 years ago following calls from teachers for a body to ensure teacher standards. It exists to help maintain and enhance public trust in the teaching profession, as the profession's independent registration and regulation body.

GTC Scotland is accountable to the teaching profession through Council. In February we approved our Strategic Plan 2023-2028. The focus of our change and improvement work over the next five years will be on expertly delivering our core functions of registration and regulation. This work can be summed up in two words: trust and impact. Our vision is Trusted Teaching.

As a charity, GTC Scotland must maintain good financial governance; we have a duty to teachers and college lecturers to ensure our money is managed well. We are required to strike a balance between holding enough in our reserves to ensure sustainability while furthering our purpose of registration and regulation.

To this end, efficiency savings have been identified over the course of the next five years. This includes continuing to hold meetings virtually, scaling back awards ceremonies and replacing the printed version of Teaching Scotland magazine with the digital version.

We launched our digital magazine a year ago, taking advantage of the medium to share videos and engaging design. This edition is our final printed magazine. By making these changes, the £65 annual registration fee, supplemented

by use of reserves, is sufficient to fund our work for the beginning of our strategic planning period. The level of the registration fee will be kept under review in line with our fee policy to ensure GTC Scotland's financial sustainability.

Work with impact

We are a small organisation with a large remit to register and regulate more than 80,000 individuals on the Register of Teachers. We are independent of government and receive no funding for our core role of registration and regulation. This work is funded by the annual registration fee. It is important that we plan our work well and target what we do.

We know that our role in the education system is not always well understood by our partners and even by you, the teachers and college lecturers we register. That's why we have a focus on education as part of our new strategic plan. Our work on this begins with targeted engagement with key partners about registration and we have written to all 32 local authorities in relation to our fitness to teach work. We have also made direct contact with Scottish Parliamentary Committees to raise important issues.

Later this year, we plan to gather your feedback on Professional Update (PU). We are aware from the queries we receive during the PU sign-off period, that myths and legends about the process prevail and we are nearing a decade of this scheme which seems like a good time to review it.

GTC Scotland has a unique role to play in Scottish education. We hold the Professional Standards on behalf of our profession, a profession that has shaped these over time. Being part of a self-regulating profession sends out the message that the regulation and registration of our profession is central to what it means to be a teacher in Scotland. This is work rooted in trust.



Dr Khadija Mohammed is
GTC Scotland Council Convenor

You can read the strategic plan at bit.ly/gtcsSP2328

Continue to hear about trusted teaching and help us reduce our carbon footprint

From August, we will be sending *Teaching Scotland* magazine via email. Replacing the printed magazine with the digital version also helps us reduce our impact on the environment. But the story doesn't end there. Emails also have a carbon footprint. Help us reduce ours by making sure your email address is up to date. You can review and change your contact details by logging into your MyGTCS account at www.gtcs.org.uk



Promoting inclusion and equity

Lessons from international experience

Inclusion and equity are increasingly seen internationally as major priorities for the development of education policies and practices. These concepts are defined in UNESCO guidance¹ as: Every learner matters and matters equally.

In my keynote at the International Congress on School Effectiveness and Improvement, I drew on my experiences of working with education systems in different countries to address the challenges involved in putting this principle into action.

These experiences led me to develop an analytical framework

that can be used to review existing approaches within education systems.² The framework places schools at the centre of the analysis, while drawing attention to a range of contextual influences that bear on the way schools carry out their work. The use of evidence as a means of stimulating collaboration and experimentation is seen as a central strategy. This has major implications for practice within schools and across education systems.

Key ideas

My thinking is built around five ideas that can guide schools in promoting inclusion and equity,

drawing on anecdotes from schools around the world:

- Make use of existing skills and knowledge within schools – I recall my first visit to schools in China where, faced with class sizes of 70 or more children, I felt unable to think of advice I could give to the teachers I met. Gradually, I realised that many of them were highly skilled in engaging with their classes, not least through their effective use of questioning. This led me to recognise that the development of inclusive practices must start with an analysis of existing ways of working.



- Identify and address barriers to participation and learning – Visiting a classroom in a school near Vienna, I noticed that there were two teachers present, one of whom was there to support a learner designated as having additional support needs. As the class teacher worked with the children, the support teacher dealt with 'her pupil' separately, in a way that prevented him from interacting with his classmates. In this way, a well-intentioned strategy acted as a barrier to this pupil's participation and learning.
- Make effective use of available resources, particularly human resources – Observing a teacher in Vientiane, the capital of the Lao People's Democratic Republic, I noticed how skilful he was in occasionally getting his class to work cooperatively in groups. When managed effectively, this approach is a way of improving the learning of all pupils, as well as ensuring the participation of vulnerable learners. The essential resources are in every classroom across the world; the important factor is the teacher's skill in mobilising this potential.
- Develop a culture of experimentation – I was surprised to find the use of active learning methods, such as role play and cooperative group work, in a primary school in inner city New Delhi. A new headteacher had introduced a programme of monthly workshops for staff, where innovative teaching methods were developed. Teachers then worked in pairs to support the implementation of these ideas in their classrooms. The leadership skills of the headteacher were what made all of this happen.
- Learn from other schools – In the UK, I recently shadowed a trio of headteachers as they carried out peer inquiries in each of their schools. Following

a morning of learning walks, classroom observations and discussions with small groups of pupils, the school leaders reflected together on what they had learnt from the visit. For example, one colleague noticed that the youngest children rarely spoke unless encouraged by an adult. The trio went on to discuss the need to promote oracy within all three schools.

These experiences provided many surprises. They also reminded me that educational change is technically simple but socially complex. This, in turn, points to the fact that context matters. As a result, what appear to be effective strategies cannot be simply transferred from place to place. On the other hand, seeing different experiences can, as in my case, stimulate our professional learning.

An inclusive turn

The overall approach I am describing involves what I refer to as 'an inclusive turn'. This involves moving away from explanations of educational failure that concentrate on the characteristics of individual children and their families, towards an analysis of contextual barriers to participation and learning experienced by students within schools. In this way, learners who do not respond to existing arrangements come to be regarded as 'hidden voices' who, under certain conditions, can encourage the improvement of schools.

This thinking calls for coordinated and sustained efforts within schools, recognising that changing outcomes for vulnerable learners is unlikely to be achieved unless there are changes in the attitudes, beliefs and actions of adults. The starting point must be with teachers; enlarging their capacity to imagine what might be achieved, and increasing their sense of accountability for bringing this about. This may also involve tackling negative assumptions, most often relating to expectations about certain groups of learners, their capabilities and behaviours.

In relation to this challenge,

I recently worked with a group of international experts on the development of Reaching Out to All Learners³, a UNESCO resource pack of materials to support inclusive school development. The materials emphasise processes of collaborative inquiry, within which teachers are encouraged to work together in reviewing and developing their thinking and practices.

Implications

These arguments are particularly relevant to Scotland, where considerable progress has been made on inclusion and equity. However, if the thinking I have outlined is to be taken forward there are significant implications for national policies.

In particular, there is a need to move away from the current emphasis on centrally directed prescriptions to foster greater flexibility at the local level. In this way, teachers and other stakeholders will have the space to analyse their local circumstances and determine priorities accordingly.

ABOUT THE AUTHOR

Mel Ainscow CBE is Professor of Education at the University of Glasgow.



References:

- ¹UNESCO (2017) *A guide for ensuring inclusion and equity in education*. Paris: UNESCO
- ²Ainscow, M. (2020) Inclusion and equity in education: Making sense of global challenges. *Prospects* 49(3), 123-134 link.springer.com/article/10.1007/s1125-020-09506-w
- ³bit.ly/3yFd70q



True trailblazers

Our learners need to understand Scotland's place in the world

I have always been interested in people. I think when you're interested in people that drives your interest in religion, culture and languages, which inevitably leads you to question why people treat each other differently.

My sister and I grew up as mixed-race kids in a village in Scotland in the 1980s; I have always been very aware of the impact of racism in our communities and schools. In my teens, I read Maya Angelou's diaries and about the stolen generations of Australia. I think I had a personal quest to understand why people treat other people the way they do.

As a teacher 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 wanted to prevent my experience from happening to the next generation.

Finding your voice

In the wake of the death of George Floyd, the Scottish Government responded with Education Scotland's Building Racial Literacy (BRL) course. For years I had been quietly working away on anti-racist

education in my own classroom. I never had the confidence to go out and share my knowledge with other people – I didn't think they would listen. But BRL gave me a platform, and a voice. The course brought teachers like me, who had been working away in isolation, together and gave us credibility.

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 changes to their practice, increasing visibility and



representation of minority groups and looking for more inclusive resources. I am also involved with Inverclyde Council's Inclusive Education Team, supporting work to deliver learning on Inverclyde's link to the Slave Trade to all S2 learners.

Last year's Twitter debacle really underlines the importance of the work that we are doing and of white educators getting behind the anti-racist education movement, because people of colour can't do it ourselves. The Tweets questioned the Scottishness of teachers like myself and our right to exist in the country or work as educators. These comments really underline the importance of our work and how far we've got to go. That's where the Professional Standards come in.

To me it's clear when you look at the Professional Standards that diversity and equality is threaded all the way through them. It's very, very explicit. And yet teachers don't always see diversity and inclusion

as being up there on the priority list. I don't mean that they're trying to exclude anybody. But our heads are so full of all the curricular priorities that these things become peripheral, and we forget that they are absolutely the core of what a teacher should be doing.

There was an example given on the BRL course which really stuck with me. Andrew Watson was the first black man who played in the SFA. He's unlikely to have been the first black man who had the ability and ambition to play at that level – what he was, was the first black man that white men allowed to play with them at that level. We need white educators to take on board that message and put it out there. We need buy-in from the white majority because they still hold the power.

When you look around at anti-racist leaders and educators you can see that the bulk of the heavy lifting is still being done by people of colour. That's possibly because we have a vested interest or that we understand first-hand the impact that daily interactions have on us and the existence of a systemic and institutional racism that sometimes goes unnoticed by the general teaching population. Fewer than two per cent of the teaching population is of colour and if you don't come into contact with these things, it's easy to not know that they're happening.

Weave your magic

Sir John Jones talks about weaving magic. He says use what excites you because it comes across to your class and your learners feed off your passion. I find my learners respond to that. Often children will have gone home and told their parents what they're learning about. Their parents will then ask me to tell them more about post-war migration or Rastafarianism – it piques their interest.

Our learners need to understand Scotland's place in the world. They have to know about and celebrate other cultures before they can appreciate the beauty of the diversity within our own

communities. The kids in front of us are the next generation of decision makers. These are the people who will go out and make policy. They're going to be High Court judges and police officers. They need to have a much more heightened awareness of what systemic and institutional racism is so they can break the cycle. I want them to be much more aware of equality and diversity than my generation was.

NOMINATIONS FOR SAROJ LAL AWARD OPEN SOON

The Saroj Lal Award for a Pioneering Spirit in Equality and Diversity seeks self-nominations from colleagues who actively challenge discrimination, demonstrating a pioneering spirit and determination, in a bid to promote and facilitate a culture and ethos of equality and diversity. More information will be available soon on gtcs.org.uk

ABOUT THE AUTHOR

Katie D'Souza is a teacher at Newark Primary School, Port Glasgow, and one of the recipients of the Saroj Lal Award for a Pioneering Spirit in Equality and Diversity 2022.



An international register of teachers

GTC Scotland commissioned an analysis of our registration process for applicants who qualified outside Scotland

We welcome applications to join the Register of Teachers from all over the world and we work closely with applicants from outside Scotland, throughout the registration process. We carry out individual assessment of applications received when a qualification is gained through a route other than a GTC Scotland accredited Initial Teacher Education programme.

Teachers who apply via the Qualified Outside Scotland (QOS) route have their qualifications assessed against the requirements for registration set out in Schedule 2 of GTC Scotland's Registration and Standards Rules 2015.

Learning from data

GTC Scotland recently commissioned independent research into unsuccessful QOS applications resulting in registration refusal. The research and analysis of this data allows us to stay informed of themes, better understand reasons for registration refusals, and helps with our future work.

A total of 379 applications were analysed as part of this research, with 55 nationalities and countries of qualification represented.

Just over one-fifth (22 per cent) of application refusals were from applicants with qualifications gained in England. Nearly 13 per cent of refusals were from applicants with qualifications from South Africa

and 12 per cent had qualifications gained in Jamaica. Almost nine per cent of qualifications were gained in the USA and 6 per cent from Hong Kong.


The two most common reasons for refusal were an applicant's qualification not being comparable to a Scottish teaching qualification (34 per cent) and the applicant's qualification being assessed as not meeting the required SCQF level (33 per cent). 14 per cent of applications were refused due to the applicant not having sufficient subject equivalent credits at the required SCQF level.

As part of the assessment process, we contact the UK National Information Centre (UK ENIC) to obtain confirmation of the academic standing of the qualification(s) that prospective registrants hold.

An academic qualification is regarded as equivalent to a UK degree if it is either recognised as such by the UK ENIC or has been undertaken at an institution that is recognised by the UK ENIC, with the equivalent of 120 credit points at SCQF level 7 (or above), 120 credit points at SCQF level 8 (or above) and 120 credit points a SCQF level 9 (or above).

Categories and subjects

Analysis of the reasons provided about why an applicant's qualification is not considered comparable



to a Scottish teaching qualification reveals that nearly one-third of refusals are due to an applicant's qualification not including appropriate subject studies, pedagogical or professional studies or school-based teaching practice. A further seven per cent of refusals are due to an applicant not having undertaken university-assessed school-based teaching practice.

For example, when looking at reasons why qualifications are not comparable for applicants applying to register in Primary education, the main reason is due to the applicant's qualification covering only part of the full primary curriculum.

GTC Scotland registers teachers in a category that aligns with their qualification. Of the 379 applications where registration was refused, in just over half the cases, applicants were unclear as to what would be their preferred category of registration.

Of the 178 applicants in which the category of registration they were applying for was clearly stated, 60 per cent were applying for registration in Secondary education. Just over one-quarter were applying for Primary education registration. Nearly 6 per cent were applying for registration in Further Education and a further 3 per cent were looking for a category of registration that would register them across the 7-16 age range. Overall, these applications covered 42 different subjects.

WHAT NEXT?

The full analysis report will be used to inform GTC Scotland's further education and engagement work and we will use it to deepen our understanding of the qualifications of those seeking to join the Register of Teachers.

This information is used, in combination with other held data, to ensure that in all areas of our work we continue to ensure trusted teaching and welcome all those with the requisite qualifications onto the Register, promote the importance of a diverse teaching profession and uphold Professional Standards.

Read more about trust in teaching and our Strategic Plan on p10, and diversity in the teaching profession on p14.

“One of the most common reasons for refusal was an applicant's qualification not being comparable to a Scottish teaching qualification”



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Sharing a passion for modern languages

Hannah Winning and Victoria Colson, Modern Languages probationers at Mearns Castle High School, talk about their passion for teaching languages

Hannah Winning, a self-confessed “languages nerd” and former Mearns Castle learner, found that French and English came easy to her. However, it was her maths teacher who first sparked her interest in becoming a teacher.

“I gained my Intermediate 2 in Maths at grade C, and it was the only grade my family and I had ever celebrated – I put that achievement entirely down to having an exceptional teacher, who made me enjoy Maths for the first time, and whose dedication to his learners inspired me to pursue teaching as a career in the hopes that I could

be that teacher for someone else,” explained Hannah.

In S6, Hannah picked up Mandarin and decided to do Chinese Studies at the University of Edinburgh. After a gap year mid-Covid where she worked part-time and self-studied, she applied to the PGDE course at the University of Strathclyde.

Hannah has been surrounded by supportive colleagues, which has added to the success of her probation year: “I was in my Mandarin teacher’s first class when she started teaching at Mearns Castle, and coming back to work with her and co-teach has been incredible. I’ve been

responsible for planning trips, interdisciplinary learning events and all sorts of extra-curricular activities, which wouldn’t be possible without such a supportive department to turn to for advice.”

Belgian Victoria Colson studied translation in French, English and Dutch in her hometown at the University of Liège. Passionate about languages and drama, she has had several jobs using her different languages including in marketing, finance and entertainment.

After moving to Scotland, much of her PGDE learning was online due to the pandemic: “It was quite difficult to stay focused,



so I can only imagine how it was for learners. I was very happy when placement came, so I could finally see people and not be behind a computer.

"Rules were still quite strict during placement, so I had sometimes to adapt different activities that we were not allowed to do. It's quite weird to think that I started placement wearing a mask and having to constantly keep my distance, while at the end we were mask-free and we could do group activities."

Choosing teaching

Both Hannah and Victoria found a passion for teaching early on, but it is their love of languages and culture which really drives them to create the best experiences for their learners.

"Like all teachers, I love seeing that 'a-ha!' moment, when learners catch on and understand a difficult concept or topic," explained Hannah. "I love sharing the culture, and as a non-native speaker of Mandarin I love being able to provide a concrete example of what is achievable for our learners."

"The chance to have a positive impact on learners every single day is the biggest achievement to me."

Victoria always knew that one day she would become a teacher: "Teaching is definitely my favourite job. I was a Dutch teacher in a high school in Belgium before moving to Scotland. I applied to do the PGDE at Strathclyde University, and now

Victoria Colson



one year later, here I am teaching my mother language in Scotland.

"As a trilingual, I really like to share with learners the different links between languages. It's so interesting to see what link they remember from one lesson to another. It is also crucial for me to celebrate other languages as I have quite a lot of pupils who are bilingual in my classes."

Having a variety of activities within the languages department has also been important to learning. Victoria launched the Languages Club which offers learners the chance to open their mind to other languages and cultures.

Opening up the world

Victoria has found that one of the biggest challenges has been getting learners to understand the importance of learning a foreign language: "It is quite difficult to convince teenagers who are English-speaking natives, but I

Hannah Winning



love a challenge. I like to share my own experience and it does open their eyes when I explain that in Belgium, we don't speak Belgian, but that we have three national languages.

"Another tactic was to make them guess which jobs I had before becoming a teacher for them to see how sometimes languages can give you new opportunities and learn new skills."

Victoria has also been the Developing the Young Workforce (DYW) representative for the department this year: "The DYW side of the Belgian curriculum is not very developed. As a pupil, I would have loved to understand where all my subjects can take me and the different life skills that I'm building in each subject."

"I have also organised different activities for pupils to use French in real-life context. It's been interesting to see their engagement and to explain the importance of languages beyond the classroom."

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Speaking up for disabled teachers and learners



The experience and advocacy of a deaf and blind teacher

Julie Ferguson, a Biology and Chemistry teacher at Kirkwall Grammar School in Orkney, spent four years working in industry and research before moving into teaching.

"I was 17 when I started university and, despite wanting to be a teacher since P6, I wasn't in the right place confidence-wise to go straight into teaching," explained Julie. "So, I decided to go for a degree in Biochemistry and revisit the teaching idea later.

"When I did do my teaching qualification, I found it useful, but it was very jam packed. And if you're disabled like me – I am deaf and have tunnel vision and am registered blind – you're also trying to figure out how to teach in a way that works with your disability. Getting the right support in initial teacher education and during the probation year is essential – our tutors and mentors are

vital in helping us to teach effectively.

"I'm in my 16th year of teaching, but initially I felt very alone as I didn't know any other teachers with disabilities. There are very few deaf and/or blind people in education in Scotland. Despite disabled people making up around 20 per cent of the population, a very small percentage of the teaching profession identifies as disabled."

In-school requirements

In the classroom, Julie says awareness is key: "I have no interest in hiding my disability – I have hearing aids and use a white cane. You also need others to be flexible so you can try things that work for you rather than do what you're expected to do.

"I let my learners know about my disabilities, and





that sometimes they might need to speak a bit louder or be patient when they raise their hands. Weirdly one of the best lessons I had was with an S2 class because I lost one of my hearing aids. I had to ask the class to be extra loud and repeat themselves, which they were more than happy to do."

In addition to her disability, Julie's industry experience has been beneficial in the classroom and for her learners. "I teach biology and chemistry and I can talk to my learners about what you can do in a chemistry career. I've worked as a biochemist, I've worked as a geneticist and I know what people in industry and research might be looking for, to help learners prepare for that career path."

Julie went part time four years ago to ensure a

"I really try to present the problem and the solution. It is important that people with lived experience have their voices heard"



better work/life balance and which allowed her more time for advocacy work.

"One of my reasonable adjustments is that I share my classes with other teachers. I can focus on more theory teaching and my colleagues can then do the practical. They're really supportive and we work well together."

Open communication has led to Julie's line manager thinking about how he can best support her. "Whenever there is a new policy in the school, he will think about how it might affect me and then come and talk to me about it. I can also go to him with any issues. For example, I was getting a lot of emails and I was losing track of what I needed to do when. We spoke about solutions and involved the senior management team where necessary."

An advocate for others

Julie has been an advocate for disabled teachers for 13 years and continues to do what she can to support current and future teachers, including being active on social media.

After joining her local professional association committee in Orkney, Julie found the confidence to start speaking up about her experiences and the need for support.

"I found out you could write motions to be debated and passed at the AGM. I had a few ideas I wanted to share around helping disabled teachers. I ended up giving a speech on my first motion in 2010, which was to encourage adults with disabilities to become teachers, and it passed. I've now done about six or seven disability-related motions since then.

"I really try to present the problem and the solution. It is important that people with lived experience have their voices heard, and I always make sure to speak to a variety of people about different issues."

A month before the Covid-19 pandemic started, Julie was voted in as the Chair of the Scottish Trades Union Congress Disabled Workers Committee. "Covid obviously had a massive impact on disabled people. Beyond the danger of Covid itself, restrictions posed an accessibility problem. I ended up attending weekly meetings with the Scottish Government to advocate for disabled people during the pandemic, ensuring that solutions were in place."

Julie advocates for learners with disabilities as well, most recently on the review on exams led by Professor Louise Hayward. "A lot of things can be done to improve the experiences of disabled learners when it comes to exams. The current system has very little flexibility to support them. I've been working with my professional association and Professor Hayward and I feel it's really important because it's going to affect people for years and we need to make sure that it's more supportive than it has been in the past."

Building sustainable communities



A teacher's passion for sustainability is equipping learners with the skills to tackle today's global challenges

Brendan Fox, a Biology teacher at Auchmuty High School in Fife, has been teaching for more than 30 years. He started his career in London, then worked in Europe before heading to Scotland. Brendan has been an Eco-Schools coordinator in three of Fife's secondary schools, helping them gain the internationally recognised Green Flag accreditation.

Brendan has a passion for sustainability. In Fife, he has helped to plant orchards, created new woodland and hedgerow areas, built vegetable, flower and sensory gardens, coordinated environmental cleaning up, set up bat and bird boxes, expanded habitat corridors and cultivated wildflower meadows. He has worked with Rotary Clubs, Community Councils, the Woodland Trust, Scotland in Bloom, the RSPBS, St Andrews Links Trust and parents of children all over Fife.

"I began to fully engage with the Eco-Schools initiative during

my Chartered Teacher studies and after being inspired and motivated by many other professionals and I am still realising significant projects.

"I am particularly grateful to a gentleman by the name of James T M Towill, a dedicated, ardent, driven professional, who helped guide my approach to teaching for sustainability at the very beginning and encouraged me to apply for Professional Recognition."

Brendan believes that every school could benefit from the Eco-Schools programme: "Eco-Schools has given me many opportunities to develop as an educator. It's allowed me to focus more on the important issues facing our planet and encourage learners to positively confront the challenges ahead."

Linking with communities

Learner-led campaigns around litter are key and effective elements of the programme. Working with residents, local businesses, shops and



supermarkets, learners can help improve litter strategies, such as relocating recycling bins within and outside the school grounds to best effect.

Benefits of reducing or altering consumption (e.g. switching off lights and PCs when not in use), go beyond environmental. Some initiatives aim to raise money by setting up Rag Bag collection points within the community to recycle clothing or selling Fairtrade produce to generate income. Other possibilities like taking collected drinks cans to the scrap merchants or selling produce grown by learners at parents' evenings and community events are easy and fun to organise.

"The whole school community always benefits from increased family engagement during such endeavours," explained Brendan. "They can become more involved, contributing their time, labour or expertise to the achievement of Eco-Schools projects and goals. Including the wider community in celebrations, strengthens and builds closer ties."

The health and wellbeing benefits of sharing in the learning and working within a community where school and home are visibly mutually supportive is something Brendan has witnessed. "This is especially important for our learners with additional support needs, and particularly relevant when we consider the lingering effects of the recent pandemic."

Benefits to learners

Enabling learners to adopt leadership roles (such as Eco-Committee membership and project planning) and empowering their decision-making (such as letting them decide on topics and actions), has been proven to enhance pupil confidence. "Eco-Schools should generally be learner-led and provide opportunities to teach learners transferable skills leading to interdisciplinary cross pollination," said Brendan.

When learners actively participate in improving their immediate environment, they are transforming the world around them. "The physical and noticeable consequences of learner's endeavours help them to realise, that despite all the doom and gloom, change for the good is possible," explained Brendan. He believes that the cyclical approach of Eco-Schools allows learners to see this obvious, continual and sustained improvement around them, instilling a belief in the future and embedding a sense of pride in themselves and for their schools.

FIND OUT MORE

You can find out more about the Eco-Schools programme at www.KeepScotlandBeautiful.org/ecoschools or by emailing ecoschools@KeepScotlandBeautiful.org

Learning for Sustainability is a cross-cutting theme of the Professional Standards. Find out more at bit.ly/GTCS-LfSHub





Every Dundee Learner Matters

A partnership between schools, the local authority and researchers is improving outcomes for learners in Dundee

The Every Dundee Learner Matters strategy, launched in 2021, aims to support all children and young people in Dundee, irrespective of where they come from, and to enhance educational equity across the city.

It is led by headteachers in schools, with the support of the local authority and researchers from the University of Glasgow's Robert Owen Centre for Educational Change, with a focus on sharing ideas and experience.

Through the work of the Network for Social and Educational Equity (NSEE), researchers have developed a methodology that encourages collaborative working that has seen

results in the local authorities where it has been taken up. More than 100 school teams have developed collaborative projects using the NSEE model. One participating local authority saw numeracy attainment increase by 14 per cent (P4) and 11 per cent (P7) since 2016, while literacy increased by nine per cent (P4) and 13 per cent (P7), following the NSEE approach.

A crucial aspect of the NSEE collaborative approach is local context. Educational research shows that the most effective collaborative school/system improvement efforts are those led by local teachers and education department members working in partnership with like-minded professionals.

The Every Dundee Learner Matters strategy follows three guiding principles: Presence – ensuring that all children and young people attend regularly and promptly; Participation – creating a climate within schools where all young people feel welcome and valued; and Progress – developing policies and practices that maximise the achievement and ambitions of all children and young people.

Audrey May, Executive Director, Children and Families Service at Dundee City Council, said: "Dundee has challenges – people in poverty, with mental health and addiction problems, and those who are care-experienced – this is not an excuse, it is our motivation to do better.

“We are shifting the focus on to what we are not doing so well, to ensure that no young person is being left behind”



“How headteachers and other teaching colleagues have been working together has been the big difference. In each individual school, staff have been working together with an enquiring stance. The 3Ps encompass a lot of areas of focus. Attendance is a big issue for schools in Dundee but ‘presence’ is also about inclusion. We have a big focus on data to drive improvement but, along with the data, we want to dig deeper to know where all the children are on their journey as individuals so that those who are being left behind are targeted with effective interventions.”

Improvement across schools

Audrey says that schools are coming together to examine common approaches and to establish what is working. “In the past, this may have been the feeder primaries working with their secondary schools, but things are being mixed up a bit to bring together different schools across the city. That has been a big change. There are good opportunities for staff too in terms of building capacity and confidence, with professional learning opportunities available each term.”

There is now widespread awareness of the Every Dundee Learner Matters strategy and what it has set out to achieve, with all schools and nurseries having established a school inquiry group

to identify and address barriers to the presence, participation and progress of some of their learners.

Hugh McAninch, headteacher at Baldragon Academy, said: “What the strategy gives us is a common language in terms of our school improvement framework and the sharing of knowledge that we can then move around the system, whatever school, sector, or cluster we are in. We are shifting the focus on to what we are not doing so well, to ensure that no young person is being left behind.

“At Baldragon Academy, we have been looking at the 3Ps through attendance, as well as teacher professionalism and leadership to improve learning. By learning from other schools who have tackled similar challenges, we can adopt the best bits to better upskill our own teachers and to reach learners with a greater level of need. Our focus on the 3Ps through the ‘leading learners’ approach has had the biggest impact. Working with the pedagogy team, we are training teachers to be tutors in skills rather than by subject area, and we are seeing learners prepare better, engage better, and learn better with staff who are themselves becoming better teachers. This is also encouraging better relationships between our young people and teachers.”

Rowantree Primary, Downfield Primary and St John’s High School are among those to have tackled different areas where children are at risk of missing out. A small group of children who have a good attendance record and a positive worth ethic but are still failing to make progress was the focus of collaborative action research in one primary school, while teachers in a secondary school carried out research to address low levels of engagement, enjoyment and

confidence in numeracy. Sidlaw View Primary School has focused on closing the vocabulary gap for learners who potentially lost early learning experiences due to the Covid-19 pandemic.

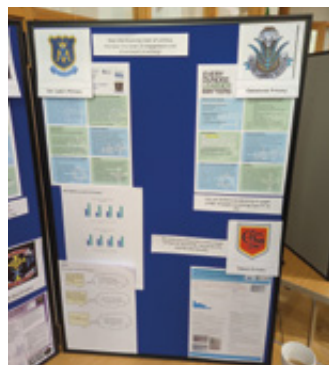
The strategy has brought education officers, the pedagogy team and educational psychologists and members of the Robert Owen Centre together to support school-led improvement efforts.

Audrey explained: “We have revised the education officer roles so that the school headteachers are taking the lead in discussions around quality improvement. Our role as a local authority is to support and challenge.”

Now that the strategy has been embedded throughout schools in Dundee, Audrey and the research team are encouraging peer evaluation for evidence of impact. “We are stepping things up a pace,” said Audrey.

“While many projects have some research evaluation at the end, we have been privileged to have had the Robert Owen Centre from the start of our journey and in a unique, ground-breaking effort to promote equity across an entire education system. The involvement of the researchers means that work of our staff in our schools will be recognised.

“Children in our schools were being left behind. Our job is surely to share good practice across the system. By moving this knowledge around and changing cultures, I believe we will truly deliver excellence and equity for Dundee’s children and young people.”



What critical reflection means to me

Critical reflection, as a meaning-making process, has proven key to progressing in Florence Chapman's teaching career

By implementing critical analysis, reflection and evaluation into the early stages of my teacher education I was afforded the opportunity to meaningfully and effectively embed this process in my daily practice.

What is critical reflection?

Critical reflection has been defined as high-impact practice, when teachers continually examine their own actions, perspectives, thoughts and biases. Composed of skills including, but not limited to, research, building confidence, self-awareness and asking probing questions. Critical reflection, or reflective practice, calls upon teachers to look at pedagogy from different perspectives, and is often implemented because teachers find themselves looking for new ways to make sense of their practice.

Throughout my career I have struggled to find relevant and relatable opportunities to enhance my teaching practice, often seeking these for myself rather than utilising school or council-led initiatives. Practising Critical Reflection: A Resource Handbook by Fook and Gardner is one such tool, and has helped me to critically reflect upon my own roles in education while considering how they have – and will continue to – influence my own future development.

When opportunities are lacking, perhaps due to the nature of my subject, Design Technology, and the rate at which the technological world is evolving, reflection becomes paramount to keeping my teaching up to date. As I reflect upon my own experiences, I aim to create a richer understanding of critical reflection to inform my continuing professional learning journey.

My journey

My probationary year was also the first year of the online MyGTCS system for recording professional learning. I recall inputting data on a weekly or sometimes daily basis. The importance of this system was impressed upon us from the day we left university; as such, I was

determined to do it well. Regularly reflecting upon my teaching practice taught me to think critically about each topic I teach to ensure I relate the topics to the wider context, otherwise, how can I expect my learners to see the value in what they are learning?

As a guidance teacher, I became more aware of the importance of the individual narrative behind each learner. Their reflections can help us to reflect upon our own pedagogy, using feedback to plan alternatively and see the need for viewing scenarios with different perspectives, thus improving our own teaching practice as well as the learning experience of the learners.

By taking time away from my subject, I began to understand that there was more to education than learning and teaching. Each learner has a story to be told, heard, and understood for them to be successful. My time as a guidance teacher meant I returned to the classroom

a better teacher because it raised my awareness of the importance of being open minded and accepting. This is not to say that I was a teacher of bias and prejudice beforehand; but doing this role opened my eyes to the range of difficulties learners face.

Following my time in Guidance I began teaching Practical Woodworking (PWW). The majority of learners in my PWW class came from Scottish Index of Multiple Deprivation values 1-3. For many, PWW was their only examined subject. My priority became ensuring every PWW learner was seen and heard, and for the four years of teaching PWW, each one of my learners gained an SQA qualification; many secured apprenticeships and college places due to their PWW qualification.

Upon reflection, the teaching of PWW following my stint as a Guidance Teacher was an emotional turning point for me. The deep-rooted connections I made with these learners stemmed from the understanding and experience I gained as a teacher of Guidance. From then on, my role in education, the enjoyment I got from my job, and my view of and relationships with my learners all changed for the better.

The time barrier

I give a large portion of my time to professional development and creating enriching experiences and resources for learners. I do so because I enjoy what I do and strive for betterment of myself, colleagues and learners. I can, however, see how time has become a huge barrier for teachers and colleagues, and is one I am beginning to feel as I embark upon a Master's in Education.

Reflecting on this aspect, I know time constraints are a barrier to overcome. Reading and writing at Master's level gives pleasure as learning inspires me to never stop – never stop teaching, observing and experiencing – to always seek the 'what next?'.

Over time I have found that through continual reflection on what and whom I teach, I am able to better relate to my learners. At an individual level, critical reflection can bring about an awareness of the need for change. Such change should not be feared; instead embrace it and benefit from it.

ABOUT THE AUTHOR

Florence Chapman is in her ninth year of teaching Design Technology in an Edinburgh secondary school. She is currently working toward a Master's in Education.



Turning a negative into a positive

An IDL approach to embedding sustainability and the circular economy in a curriculum for the future

Barrhead High School in East Renfrewshire has been looking at opportunities for pupils to learn about the circular economy and to see the value of cross-curricular creative collaboration as a positive response to the climate emergency.

The school has been reviewing its four capacities in response to the national and international debate about the future of education.

"In order to grow our curriculum and make it relevant to learners, we are committed to forging worthwhile and sustainable relationships with partners in the world of work who can help us in making links between what we do in our curriculum with possible pathways into work and the business community," said Adam Beaton, Depute Headteacher.

First Steps

The decision to explore the concept of the circular economy exposes learners to sustainable solutions, helping to change their habits and mindsets, and emphasizing the importance of looking after the world's resources on a local and global scale.



To launch the programme and to demonstrate how the concepts of the circular economy can be brought to life through enterprise and business, Barrhead High School invited local entrepreneur, Alasdair Mitchell, to give an inspirational presentation about his company Ocean Plastic Pots. "Alasdair's company and his personal story are a wonderful example of the circular design principles in action," explained Adam.

Ocean Plastic Pots' concept is to use plastic waste (mainly fishing nets and rope) from the Scottish coastlines and turn them into colourful plant pots; a simple and effective message of turning a negative into a positive. His work was recently featured in the 'Plastic: Re-making our World' exhibition at the V&A Dundee.

Learners enjoyed a presentation from Alasdair where he spoke about his 20-month journey from being a deep-sea diver with an idea inspired by his encounters with plastic waste in our seas, to making prototypes in his shed, and receiving an award at the RHS Chelsea Flower Show for the Sustainable Garden Product of the Year 2021.

"We were really pleased to see how enthusiastic our learners were about Alasdair's presentation. They learned how creativity, problem solving, collaboration, determination, vision, effort and communication are all vital skills they will need in the workplace and beyond. Many stayed behind to question Alasdair after his talk on the nature of enterprise and sustainability in business."

One S2 learner said: "I found his idea a wonderful one and it was a very inspiring presentation. It was cool turning stuff that's bad for the environment into something cool for plants."

Taking it further

As a starting point for Barrhead High School's curricular investigation, the Art and Design department are delivering design and expressive units of work demonstrating that waste products which have been recycled, can be used creatively to make stunning body adornment pieces, and be used to make issue-based



LFS HUB

GTC Scotland's Learning for Sustainability Hub contains a wealth of resources to help teachers to explore Learning for Sustainability in the Professional Standards for Teachers bit.ly/3HSWGzK

artwork with a powerful message raising awareness of local and global issues. Much of the scoping from this project has been conducted by Caroline Carter, a probationer in the department.

In Geography, learners are looking at globalisation and learning about the impact of manufacturing and global trade on people and the environment. Alasdair's pursuits provide a local and relevant context for the learners to develop their understanding of the impact of global forces on the climate.

The unit of work culminates in learners researching the impacts of plastic waste, specifically single-use plastics, in the oceans. Learners find out about the impact of micro plastics on the marine environment and develop strategies to raise awareness about the problems of plastic waste and methods to reduce and manage the issue.

Other departments including Expressive Arts, Design and Technology and Business and Admin are all part of the circular economy working group at the school. The hope is to bring in more departments such as Sciences, depending on how the IDL approach develops.

The school will also be working with Ostrero, who deliver workshops, talks and consultancy, to raise awareness and grow the circular economy in Scotland. In May they will deliver a creative workshop, Making Circles.

The workshop introduces the concept of the circular economy where a professional designer will work with learners to design and create objects using circular design principles for a zero-waste classroom. "We are really excited about this opportunity to develop and embed an interdisciplinary learning programme based on the circular economy and Learning for Sustainability.

"Having Alasdair's company as a real-life case study to add context for learning has brought a depth of understanding to the project that our partnership with Ostrero will build on and develop further," said Adam.



Alasdair Mitchell

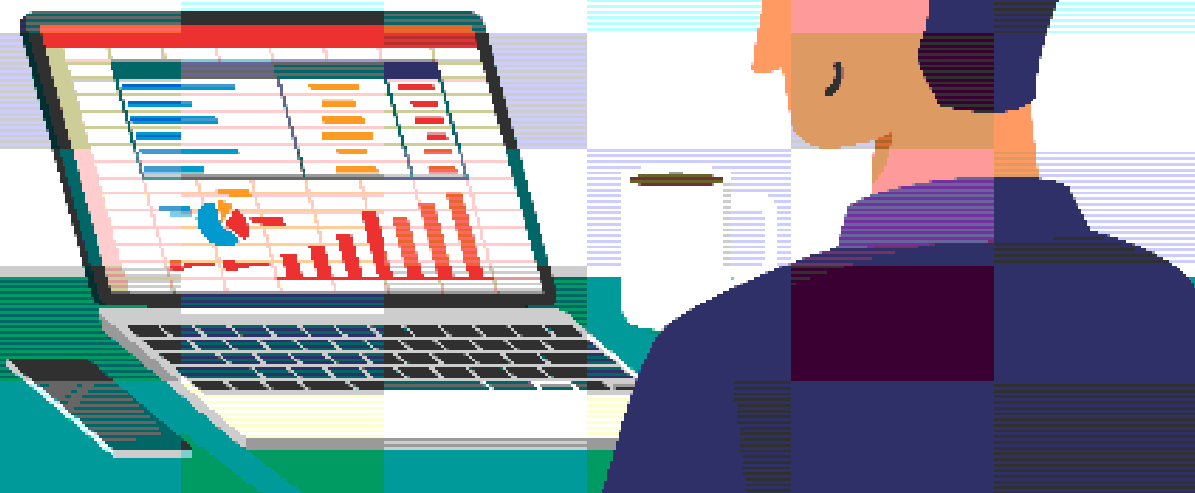
CREATIVE COLLABORATIONS FOR SUSTAINABILITY: LEARNING IN AND THROUGH THE EXPRESSIVE ARTS CONFERENCE

A practical and interactive conference in collaboration with the Royal Conservatoire of Scotland, Education Scotland and Creative Scotland.

This conference aims to explore some of the challenges surrounding Learning for Sustainability in, about and through the arts, investigating through a variety of discipline-specific and interdisciplinary workshops how people and communities value and engage with the natural environment.

Find out more at www.rcs.ac.uk/creative-collaborations-for-sustainability

Ensuring data has context



GTC Scotland has published a series of provocation videos from education professionals and experts to stimulate discussion about teacher ethics. In response to college lecturers' concerns about the use of data, Alan Sherry, Acting Principal at South Lanarkshire College, presented his provocation to explore the many facets of data use in colleges

Spreadsheets don't tell us very much about education, but they tell us some things. We collect data that fits neatly into spreadsheets, and we collect data that can easily be produced into tables and measured. It doesn't in any shape or form reflect the totality of the student experience, the quality of learning and teaching in the main, or what the learner has gained from that experience. It only records attainment and doesn't record wider achievement. So, in that sense, the data needs context.

There's a reluctance to challenge the data set and say this isn't fit for a purpose. We all know there are more

complex reasons for learning attainment fluctuating. We all know that there are factors that the college can and can't control. On that basis, staff need to engage more fully with their managers around the purpose of collecting the data.

The danger of data reliance

Data is only part of a view of how we assess, evaluate, and reflect on the support that's offered to learners, learner attainment, and learner achievement.

There is more to what we offer than simply learners attaining. However, we must realise that if learners don't attain and don't progress – particularly in the

“How we create a fairer and more inclusive Scotland is central to what we should be doing as college practitioners”

current environment – colleges will not be successful in bidding against other public sector providers for money to deliver.

I have a concern that colleges will be funded directly on the performance against that data set. Therefore, those colleges who deal with the most challenging learners, are prepared to take greater risks ensuring that everyone has access to college education, may be penalised if those learners don't progress as well as others.

There's a big case to be made for us to argue against that approach. But we need to be coherent and argue why it isn't correct, what the disadvantages are, the impact that will have on colleges and their attempt to create a fairer Scotland. College lecturers are the people who use this data set, who understand how it can be used effectively but also understand its limitations.

In some colleges, data drives curriculum planning, funding and staffing. In other colleges, it's seen as an element to be considered in the context of what the college is seeking to do – its broader mission and its commitment to the communities that it serves.

I believe that lecturers need to be engaged in that debate more fully. I believe that they need to be arguing for a broader review of what influences the college culture and effective learning experience, and what impact that would have and what benefit that would bring to all those who attend the college.

Data on its own, without context, is meaningless: it only tells you what you already know. The context of each college is different and the emphasis you would put on data changes and the emphasis of what aspects of the data set you place also changes depending on the context in which your college operates.

A way forward?

We can help shape that environment rather than just say we don't think that it works. In my view, we need to work at balanced, informed analysis that takes cognisance of the data set. This should reflect on the wider context, ensure that wider achievement is given the credit that it deserves and is acknowledged as a key part of the learner experience, and demonstrate how what we do fits in with the broader agendas of the Scottish Government. How we create a fairer and more

inclusive Scotland is central to what we should be doing as college practitioners.

I would argue that we need a more complex system of evaluating and identifying the benefits of the college system. This system would recognise wider achievement including how we signpost meta skills and what those meta skills mean in terms of ensuring that people are equipped for lifelong learning, which is going to be central to everyone in ensuring that they can participate meaningfully in society at all levels – both as citizens and within the context of the economy. We need to agree as practitioners that this is what we're trying to do.

The need to act now

Further education is going to change radically, in my view, in the next five to ten years. Demography will change the nature of the sector. The emphasis now on full-time study is unlikely to survive. We are going to have to develop micro credentials. We're going to have to recognise that learners are going to drop in and drop out.

Full-time courses are likely going to be very limited and the vast majority of what we'll do will be tailored to meet specific, individual and small group needs in order that people can either move on to employment, stay within the employment they have or deal with the complex changes that are coming to society. We need to start thinking about how we will ensure that our contribution to a successful Scotland is reflected adequately in that brave new world.

JOIN OUR ETHICS ROUNDTABLE

Join Alan and fellow provocateurs for our final ethics roundtable on 15 May. Sign up at gtcs.org.uk/ethics



State of the arts



The challenge for expressive arts in Scotland

The importance of the arts in Scotland is beyond doubt. The Scottish Government, its agency Education Scotland, and national arts organisations such as Creative Scotland have all detailed their commitment to arts education across a variety of policies and publications.

A recent report from Education Scotland and Creative Scotland, *A Collaboration for Creativity* (2021), explicitly states that cultural and artistic activities should be afforded to all children across the country.

This aligns with Article 31 of the United Nations Convention on the Rights of the Child (UNCRC), which is particularly timely

with the passing of the UNCRC (incorporation) Scotland Bill by the Scottish Government in 2021 and points to a nation which values and champions the arts and arts education for all.

But does the reality match the rhetoric? Findings from three research projects exploring Art, Dance and Music education in primary schools in Scotland paint a different picture.

The projects shared two specific aims: to explore primary teachers' knowledge and confidence relating to teaching the arts in their classrooms; and the content of arts education in primary-focused Initial Teacher Education (ITE) programmes.

Expressive arts in the curriculum

A survey was used to gather teacher views. The responses from primary teachers were: Art 110; Dance 211; Music 437. Most participants felt that the Expressive Arts subjects were an important element of Primary education (Art $n=82.7\%$; Dance $n=85\%$; Music $n=98\%$).

There was minimal evidence of a structured and coherent whole-school approach to teaching these subjects with responsibility for teaching the three subjects lying primarily with individual primary teachers. The participants across all three projects indicated that the quality and availability of resources were low, particularly in areas of deprivation.



“Many children, particularly those in more deprived areas, have limited, and in some cases no opportunities, to engage in artistic activity in primary school”

confidence levels by individual subjects though, with 79 per cent of participants in the Art survey stating that they were very confident/ confident/somewhat confident when teaching a stand-alone Art lesson compared to 56 per cent for the teaching of a stand-alone Dance lesson. The research also indicated that those who expressed higher levels of confidence tended to value the subject more and had some direct previous experience with it.

These results demonstrate that while there is a positive climate towards the teaching of the subjects among teachers there is potential for significant variance in the quality of the expressive arts experiences that children encounter in primary schools.

Teacher confidence

When exploring the findings from the three projects, there appears to be a range of factors which contribute to the confidence levels of teachers, including the quality of the ITE they received, and the availability of career-long professional learning (CLPL) opportunities in expressive arts subjects.

Across all three projects, the majority of respondents stated they felt unprepared to some extent to teach the subject following their ITE experience: in Art the figure was 68 per cent, increasing to 73 per cent for Music, and 84 per cent for Dance. Of those who stated they did feel prepared, a significant number had prior experience or qualification in the subject.

Also of concern was the lack of awareness among the participants of expressive arts professional learning opportunities. For Music, 57 per cent stated that they were not aware of any opportunities within their local authority, and more than

two-thirds stated that they had not taken part in any opportunities related to Music. In terms of Art and Dance, 87 per cent and 76 per cent respectively, stated that they were not aware of any CLPL in their local authority.

A different picture

Our projects highlight that the rhetoric from the Scottish Government does not match reality in classrooms. Many children, particularly those in more deprived areas, have limited, and in some cases no opportunities, to engage in artistic activity in primary school. The likelihood of children building on these experiences throughout their lives remains slim if not non-existent without these formative experiences.

The projects also highlight the importance of preparing teachers throughout their careers, beginning in the ITE phase and continuing across the career trajectory.

What is now needed to develop and sustain teacher confidence in the arts subjects is partnership to connect and create stronger communication and links between teachers, local authorities, universities and local arts and cultural organisations who can provide quality development opportunities for the profession and ensure that children across Scotland have access to the quality arts education they deserve.

ABOUT THE AUTHORS

Dr Angela Jaap, Dr Lio Moscardini and Eilidh Slattery are Lecturers at the Royal Conservatoire of Scotland. Dr Anna Robb is a Senior Lecturer at the University of Dundee.

Additionally, there were inconsistencies with how the individual subjects were taught in schools. For Dance, 48 per cent of participants believed that it was ‘non-existent’ or ‘almost non-existent’ in their school. Concerning Music, this figure came down to 15 per cent with more than half of respondents indicating that the subject was taught primarily through school shows and assemblies. However, for Art 52 per cent of participants believed that children took part in art and design lessons weekly in primary classrooms.

In terms of confidence levels, across the three projects, the participants stated they were more confident to teach stand-alone lessons in comparison to planning and teaching a series of lessons.

There was some variance in these

Evolving hybrid learning

The West Partnership, a Regional Improvement Collaborative, is creating high-quality online resources to support and enhance learning and teaching



Initially created as a response to the Covid-19 pandemic, West Partnership has developed a range of video lessons for learners to supplement the excellent work already being provided by schools. This content is hosted on the online school, West OS.

Debbie McGorry, Engagement Officer at West OS, said: "Following the first lockdown in 2020, learner feedback indicated that recorded lessons provided the flexibility needed to allow maximum engagement. Many learners were sharing devices or struggling to login to live lessons. Recorded content allowed teacher-led input at a time to suit each individual learner."

West OS has evolved its resources, now offering more than 2,500, 10-minute learning videos contributed by teachers across 15 local authorities, a Podcast series, Masterclasses, curriculum resources to support transitions, live lessons and more. The growing range of videos covers subjects across Broad General Education, up to Advanced Higher level. Teachers have utilised the videos as part of wider classroom activity as well as homework tasks and revision opportunities.

Beyond classroom learning

"Working online during lockdowns highlighted that learners are keen to learn in a more independent way. Digital engagement is key to this, with learners interacting

more enthusiastically with online content," explained Debbie.

West OS now includes a podcast series with supporting materials in which the concerns of young people are addressed directly and in a relevant and engaging way.

"A set of transition resources have been developed with teachers and learners to consider 'next steps' in P7, S3 and when leaving school. A series of videos with input from students and staff from universities, colleges and Skills Development Scotland have been produced for use in secondary schools.

"For primary school, a question and answer video session presented by Laura Boyd from STV offers P7 children the chance to ask burning questions to S1 learners and receive advice to alleviate any anxieties around starting secondary school. Both sets of resources can be used by teachers to support young people through these formative school stages," said Debbie.

Exam preparation

In the months leading up to prelims and final exams, live lessons presented by teachers are available to provide extra tuition to learners. A wide range of subjects are covered, and each lesson has a specific focus informed by the SQA examiners report to ensure delivery of relevant content. The interactive nature of these lessons ensures that all learners can take part in discussion and receive feedback, resulting in a boost to confidence and exam skills.

Learners in the senior phase have responded positively, taking responsibility for their own skills development with an approach that enables self-efficacy and the opportunity for flexibility, selecting the content which supports them as individuals.

These sessions complement those delivered by schools. A learner from Barrhead High School said: "The videos give you the opportunity to hear things again, when you want to, after school or at home. I can go at my own pace and work on questions and make notes. The learning videos really talk you through everything in detail."

West OS isn't stopping there. "We are continuing to evolve, with a new parent channel in development. New resources coming soon include a series of careers Masterclass videos, tied into curriculum content and with expert contributors including Gary McLean, first National Chef of Scotland, and Claire Mitchell, eminent King's Counsel. For primary school learners, our Day in the Life series has specialist input from a range of career profiles to support the transition process and assist learners in identifying their own skills and future job opportunities."

FIND OUT MORE

West OS is hosted on Glow and can be accessed by any teacher in Scotland westpartnership.co.uk/west-os

Ethics in education

GTC Scotland's first guide from its Ethics in Education series, supports teachers to speak up when something isn't right



From time to time, we all engage with situations that present us with a professional challenge. Individually, we can be faced with an issue where something doesn't feel right, which requires us to have the professional courage to speak up.

Why a focus on speaking up?

Anyone on the Register of Teachers needs to feel confident that their voices will be heard and respected, particularly when they feel something isn't right. Speaking up is a professional duty for all teachers and lecturers, including the need to take action in any workplace, to raise a concern if you've seen, heard or suspect wrongdoing or serious risk.

It is always better to have raised your concerns than to stay silent. By speaking up you could make a real difference or stop harm from happening. It is important that we enhance our self-awareness and professional confidence in raising and reporting any concerns we may have.

Teaching happens in different contexts, in different roles, within different learning and working cultures. Each context will have policies and procedures that need to be followed. For example, when expressing opinions in public about your employer and an awareness of the Data Protection Act requirements on handling information about children, young people, adult learners and their families.

Teachers sometimes need to address inappropriate comments, views and behaviour from children and young people. For example, bullying or racism and will need to open conversations, individually or collectively, that can inform and educate that these views or behaviours are never acceptable.

As teaching professionals, we take the same stance with adults

ensuring anyone who has experienced or has been a witness to unacceptable behaviour feels safe and knows it will never be acceptable.

Speaking up to protect the rights of children and young people

The United Nations Convention on the Rights of the Child seeks to protect the welfare and development of children. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

Education is a highly relational system made up of people, relationships and is firmly grounded on having respectful and inclusive approaches which align with the expectations of the Equality Act 2010. It should be a core part of teaching practice to ensure all learners feel safe, included, and valued and that teaching professionals feel confident to speak out if there is discrimination, bullying or harassment of any kind.

Speaking up about workplace issues

Many employers have policies in place to support teaching professionals speak up about wrongdoing. If you are ever in doubt about speaking up, or about an individual's welfare and safety, you should speak to your designated contact, a line manager, a trusted colleague or a professional association representative when you have concerns and seek appropriate advice.



ETHICS IN TEACHING: SPEAKING UP GUIDE

As individuals committed to the teaching profession, there is a need to continue to reflect on our professional responsibilities. You can find more support for your personal reflection in our Ethics in Teaching: Speaking Up Guide at bit.ly/3Kck3HP

Race and anti-racism in Scottish education

Key learning from Children in Scotland and Intercultural Youth Scotland

In 2020, GTC Scotland commissioned Children in Scotland (CiS) to conduct research into the lived experiences of Black and People of Colour (BPoC)* children and young people in Scotland. Since then, CiS has been collaborating with Intercultural Youth Scotland (IYS) to ensure the voices of BPoC learners are heard.

CiS and IYS invited young people to discuss and address the challenges they face around race, ethnic diversity and racism. They engaged with three primary schools, two secondary schools and one youth group. Here's what the learners told them.

Children's rights need brought to life

The United Nations Convention on the Rights of the Child (UNCRC), while known by many of the children and young people, needs to be more than just a concept

which is covered in lessons – it should be actively used to ensure safe learning environments. By having racially literate teachers, learners will be able to enjoy their right to education which is free from harm and racial violence.

A shared language for diversity

Diversity is understood in schools and embedded in language in education. Participants discussed the meaning and application of diversity using words such as 'equality' and creating safe environments.

The report highlights that it is important to have a common language to identify structures and behaviours which is "fundamental in anti-racism work and must not be undervalued". However, it is also important to acknowledge that 'diversity' is vague, and only allows for "surface level engagement with social justice matters".



“Racial representation and diversity must be a baseline factor embedded in policies, practices, school values and ethos and not just as a concept in standalone lessons.”

Identifying culture

One of the activities undertaken by learners was to explore culture and what it means to them.

When asked ‘what is culture?’, learners answers included: “It is when you are from a different region”; “People have different beliefs”; “Different religions”; “Something you like to eat”.

Looking at how they experience culture, learners spoke about sport, travel, listening to music and watching movies as well as activities they do in religious celebrations such as Easter treasure hunts.

School was, however, not a place where learners saw other cultures.

The report summarised that: “Decisions about whose cultures and histories are catered and who is represented in the curriculum and school more widely have crucial impacts on learners’ experiences.”

Role models and staff representation

Many learners spoke positively about having a BPoC teacher, who taught diversity and created safe environments. However, this pointed to a “burden of representation”, where it is expected that BPoC teachers are must educate and deal with racism.

The report says this speaks to a culture of ‘othering’: “Often the responsibility for creating anti-racist learning opportunities for the school community also falls on racialised people, who are often not provided with the extra resources, training or time to do this work.”

Learners were asked to think about role models from BPoC backgrounds. “BPoC youth and children and those immersed in racially diverse communities have a strong awareness of BPoC people in professional environments and are able to easily point out role models in their communities.

“For white children in predominantly white areas, this was significantly harder. Here, children and young people rely on BPoC role models’ tropes and stereotypes when they are identifying BPoC peoples’ strengths, mentioning sports players, civil rights activists and musicians.”

Involving learners in curriculum design

Learners were asked to think about the curriculum and learning outside of school, and how it could lend itself to creating an inclusive school. Primary school learners suggested IDL approaches could incorporate culture learning. For example, doing traditional dances in PE or making Mehndi art in art classes. Some learners also wanted to see more diversity in the books they read: “Try persuading the city council to include more diverse books and learning about pupils’ religion and culture.”

The enthusiasm from learners during this activity highlighted the desire for them to be involved in curriculum design. Not only does it allow for learners

to have their voices heard, it can also help to develop leadership skills and practise agency.

In this context however, it is important that teachers are equipped to support BPoC young people, who are not automatically equipped to lead anti-racist work, nor should they be expected to. Their experiences are important and valuable, but they must also be protected.

The need for meaningful learning about race

The report found that learners do not receive meaningful education on race and how it functions in society. Activities undertaken with learners explored the idea of race as a social construct.

Secondary learners had a wider conversation about how we identify people by colour versus where they come from: “Based on our answers, only two races are identified using colours.”; “Most of our answers categorise people based on where they come from.”

Further, learners began to question why we categorise people like this in the first place: “Putting people in different boxes, makes us believe that we are different, but we are not.” Also, “The expression ‘People of Colour’ doesn’t make sense then, if we can’t determine what colour they are as soon as they are not black or white.”

Reporting racism

When asked about their experiences of racism in and around school, 20 out of 57 learners said they had experienced or seen a racist incident perpetuated by peers, with four saying they had experienced or seen one perpetuated by teaching staff. Out of 20 learners, 16 had reported the incident(s).

“Young people across the board identified that teachers and adults in their lives are fundamental to addressing racist violence.” Action against racism is important here. Secondary learners in particularly believe that nothing will happen to the perpetrator once it is reported, or that consequences will be minimal. One learner said, “... just because someone reports it doesn’t mean it will be any better than before.”

SPEAKING UP FOR HIGH STANDARDS IN TEACHING

One area of focus over the next five years under GTC Scotland’s new Strategic Plan – Trusted Teaching – is to lead and support initiatives to improve diversity in teaching and tackle discrimination. The findings from CIS and IYS research will be used to inform this work.

You can read more about the initial stages of this research at bit.ly/3Fvjml1

** A note on terminology: The young people who took part in this project preferred the term BPoC – Black, Person of Colour – to describe their background, rather than BAME. As such, ‘BPoC’ was used in this article. ‘BAME’ will only be used when referring to other research or literature which uses this term.*

Spotlight on Fitness to Teach casework

In this case summary, while a teacher's past actions fell short of the Professional Standards, the teacher had remedied this, was not currently falling short of the standards and was therefore fit to teach



The circumstances

The teacher compromised the safety of a learner by knowingly driving a minibus before the learner's seatbelt was on, and the teacher used inappropriate language by swearing at another learner.

Consideration of Professional Standards

Fitness to Teach Panels decide the outcome of Fitness to Teach cases. Panel members are independent, and they reach outcomes according to a legal process solely based on the evidence before them.

Panels consider what steps have been

taken by the teacher to reflect openly and honestly on the issues; how they have learned from mistakes; and how the teacher has made changes to ensure the issues will not happen again.

In relation to the minibus incident, the Panel determined that the teacher's actions amounted to misconduct and that, at that time, they fell short of the standards expected of a registered teacher.

The Panel did, however, consider that the teacher's behaviour was remediable: the teacher had given up their minibus licence and had demonstrated insight and acknowledged the potential risks they had put their learners and colleagues at.

In relation to using inappropriate language, the Panel noted that the teacher had complied in full with their employer's instruction following this incident. The Panel considered the shortfalls identified in the teacher's behaviour had been remedied as far as possible.

The Panel were mindful that approximately four years had passed since the conduct took place and during that time there had been no repetition of the same or similar behaviour and that the teacher had been working at the school effectively and without incident.

The Panel considered that the teacher's behaviour, while serious, was isolated to a particular period in time and was not representative of a wider pattern of behaviour.

Accordingly, the Panel was satisfied that the teacher's behaviour was remediable, had been remedied and that there was a low likelihood of reoccurrence.

Consideration of the public interest

The Panel considered that the public perception of the seriousness of the allegations would be high, and that the public would consider the actions of the teacher as misconduct. They also noted

this was a one-off incident which had not resulted in actual harm and that the teacher had taken various steps to remediate their action.

The Panel noted that the matter had been brought before GTC Scotland and adjudicated upon. The Panel also noted that the teacher had made admissions, provided insight and with this in mind, the Panel determined that the public interest did not require a finding of impairment against the teacher.

The outcome

The Panel noted the objective in regulatory proceedings is to look forward, in order to protect, rather than looking back, in order to punish. They considered that a fair and just regulator was required to act in a proportionate manner and that a finding of breaches of the Professional Standards would act as a sufficient deterrent to the wider profession.

They determined that the teacher's behaviour does not currently fall short of the standards expected of a registered teacher and that they are therefore fit to teach.

BREACHES OF COPAC:

1.2 – respect your unique position of trust as a teacher

1.3 – avoid breaching the criminal law or calling into question your fitness to teach

1.4 – uphold standards of personal and professional conduct, honesty and integrity so that the public have confidence in you as a teacher and teaching as a profession

1.6 – maintain awareness that as a teacher you are a role model to pupils.

Design for life

Dr David Roxburgh aims to give CDEG its place in technology learning



Dr David Roxburgh joined the School of Education at the University of Strathclyde in 2012, having been a primary teacher for 17 years in the east end of Glasgow. Throughout his career, he has had a strong interest and enthusiasm for STEM-based subjects, in particular craft, design, engineering and graphics (CDEG) activities.

A course leader for MSc Education Studies and undergraduate programmes in STEM, David received funding for enhanced professional learning in CDEG as part of Education Scotland's STEM Nation programme, which promotes and builds effective practice in STEM education.

David introduced CLPL activities with 50 class teachers in ten schools across Glasgow, North Lanarkshire and East Renfrewshire between January and March.

He said: "The implementation of the technologies strands of Curriculum for Excellence

is strongly weighted towards computing and digital learning. From my observations of classrooms and discussions with learners and class teachers, I found that the CDEG elements of technology were very much underplayed. When you look at the technology strands within the curriculum, there's a lot more going on than just computing – for example food technology, textiles, engineering – but computing dominates.

Focus on individual subject areas

"I wanted to try and really focus on the core skills involved in CDEG activities. Primary teachers have the responsibility of teaching everything. This means that there'll be things that they do very well and things that they will be a bit more reluctant to teach. In addition to the confidence issue, when we look at interdisciplinary thinking around STEM, there is lots of effective practice in bringing together areas

of the curriculum, but this can be at the expense of the learners gaining a good understanding of the individual subject areas.

"Take an example of a fridge magnet; that topic could provide links to maths and science, and so on. But let's concentrate on that starting base and then bring curricular areas into that, rather than trying to squeeze design and technology tasks into another topic.

"The whole purpose of this programme is to try and bring back that skills base or that understanding of what you need to do when you're doing effective CDEG activities. To add it into a topic in any old way neglects the skills and the knowledge that are important if you really wanted to make a sound approach to CDEG."

David's school sessions focused on the principles of effective CDEG, asking teachers to consider their experiences, their confidence base, and their views on the underlying foundations for effective CDEG practice.



approaches that they might take. We talked about the IDEAs approach – investigate, disassembly, evaluate activities – looking at examples of good products.”

It is important for teachers to bring the learning from the sessions back to their own classroom context, said David. “What came out from those conversations was the fact that those sorts of technology activities aren’t really given their place, and that resources were a factor for schools. But these are materials which are easily available, particularly when recycling and reusing.”

David recently brought together all 50 teachers to discuss the impact of the project. More than 90 per cent would strongly recommend the programme to other teachers. He is hopeful of further work with schools in 2024.

“For some schools and teachers, what they do now might be quite small. For others, it might be something a bit more involved. I would like to continue building effective practice in the future.”

David can be contacted at david.roxburgh@strath.ac.uk

He said: “When I was putting together that first session, I was reflecting on things that I’ve done with students over the years and bringing to the teachers’ attention the work of organisations like the Design and Technology Association, as well as the principles of good design and technology, which are about relating design to real-life contexts. We want learners to understand that these objects or products were planned and designed with a particular user purpose.”

David explained that learners should also be encouraged to use the language of design and technology so that terms become easier to understand. “I think every good primary teacher would say that if you explain something, if you demonstrate, if you encourage the children to use it in their own work, then these terms become part and parcel of the learning. Even in the early years, we can use the words – design, investigation, planning, creating, evaluating – to set good foundations and then develop those as we go up the school.”

Small skills, big task

David encouraged teachers to talk about ‘small skills, big task’. He explained: “Before we can help the children to make their final product, we need to go through a whole series of little skills tasks, which are quite often neglected. I’m talking about cutting, folding skills, gluing, joining skills, all these things that are essential to good products being made.

“It is perfectly justifiable to spend time looking at building up the small skills base required. The children are used to tablets and technologies, but if they go on to careers in design, there will also be a ‘making’ context.”

David’s sessions also walked the teacher groups through a practical project making fridge magnets.

“This was about building confidence, which is the biggest issue for teachers, exemplifying the activities and some of the

Feedback from programme participants:

“We feel we are at the start of our CDEG journey and the sessions have enhanced professional development greatly.”

“Everything was step by step but also open enough that we could manipulate activities in order to suit the needs of our pupils.”

“It was excellent in not only providing an understanding of what CDEG actually is, but also how to confidently deliver it to pupils.”

Building diverse teams

Q&A with Asif Chishti, Principal Teacher of Curriculum currently on secondment as National Race Diversity Lead at GTC Scotland, on the role of middle leaders in creating and supporting diverse teams

The Standard for Middle Leadership recognises that effective leadership depends on the principles of collegiality and that all teachers should have opportunities to be leaders, who lead learning for, and with, all learners. Middle leaders work with, and support the development of, colleagues and other partners.

Within the Professional Standards for Teachers are the Professional Values of social justice, trust and respect and integrity. Each of these contains elements of supporting equality and diversity, ensuring that learners and colleagues are supported to learn and work in safe environments.

What role do middle leaders play in creating diverse teams?

As a Principal Teacher of Curriculum, I am well aware of the role middle leaders play in supporting their teams and the hand we have in creating them. It then becomes our responsibility to build diverse teams to ensure representation. You may find yourself on a recruitment panel, where you will have influence over choosing the right candidate for the role. As middle leaders, it is important that we exemplify the vision

and culture we seek to develop within both our team and the learning community.

What are important considerations for middle leaders?

We can all have biases and unconscious influences, which can often be difficult to tackle. It is therefore important to take some time and use our cultural and emotional intelligence to address any assumptions we might have and how these influence our leadership.

There may also be times where we will need to address the biases of others, unconscious or otherwise. By becoming more aware of what these biases are and challenging them, we can create safer and more inclusive learning and teaching environments.

How can middle leaders support diverse teams?

The Professional Standard for Middle Leadership highlights the need for knowledge and understanding of leadership and management of your context. Middle leaders should seek to continuously widen their critical understandings of leadership and management practices and consider implications for their leadership.



What role do middle leaders play in supporting learning and development?

Black and Minority Ethnic (BME) teachers already make up a tiny percentage of the profession, and even fewer are in promoted positions. As a middle leader, we have a responsibility to encourage and enable the development of leadership skills and capacities in others and cultivate trust and respect among colleagues by creating leadership opportunities across and beyond the school.

Through developing good coaching and mentoring techniques, as well as supporting equity of access to professional learning within our team, everyone is given the support they need to advance in their career.

REFLECTIVE QUESTIONS

Below are some questions to help you think about yourself as a leader and how you ensure equality and diversity in your role. Each of the questions relate to a corresponding standard within the Standard for Middle Leadership, which can be accessed at bit.ly/3JnrPhj

You may wish to use the Standard for Middle Leadership self-evaluation wheel to discover more about your knowledge and skills as a middle leader, and any areas for improvement. You can find it at bit.ly/3FuHEBI

<p>2.1.4 Have knowledge and understanding of Leadership and Management related to your context.</p>	<ul style="list-style-type: none">• How do I reflect on my individual leadership style and how it has an impact on this?• How do I use my leadership to embody the culture we want to promote?• How does my own level of racial literacy and understanding of equality and diversity have a bearing on this?
<p>2.2.1 Understand and demonstrate Political Insight.</p>	<ul style="list-style-type: none">• How can I centre the Professional Value of social justice in everything I do as a middle leader?• What will that look like in my day-to-day work?• How will this affect how I support and lead colleagues?
<p>2.2.2 Understand and demonstrate self-awareness and inspire and motivate others.</p>	<ul style="list-style-type: none">• Do I have a stereotype of what a teacher looks/sounds/behaves like?• How do I mitigate any preconceptions?• What do I do to contribute to/promote career development of all my colleagues?
<p>3.3.2 Enable and sustain approaches and processes which support colleagues to engage in critically reflective practice as an integral part of career-long professional learning</p>	<ul style="list-style-type: none">• What can I do in areas of school life such as curriculum, policy on dealing with racist incidents, professional learning?
<p>3.5.2 Work within the structure of employment legislation, national and local agreements and policies governing employment in line with identified strategic and operational priorities.</p>	<ul style="list-style-type: none">• Am I familiar with equality legislation and other key policies, such as the target to increase the number of BME teachers in Scotland by 2030?• What is my role/my sphere of influence in taking this work forward?



FIND OUT MORE
You can find more reflective questions related to equality and diversity in *Equality and diversity: a guide for teachers* at bit.ly/equality-diversity-guide



Improving established maths teaching practices

How a primary school changed its approach to mathematics pedagogy with the help of the University of Glasgow

Changing and improving established teaching practices in schools is a challenging task. The prerequisite for change is mutual recognition of the need for a change (by teachers and the school's senior leadership team (SLT)) and/or improvement and willingness to make it happen.

Teachers need to recognise that the kind of pedagogy adopted in their schools needs to be adjusted for meaningful change to happen.

Identifying a need for change

Rachel Ward, a Principal Teacher and Martine Leitch, Headteacher

from Croftfoot Primary School in Glasgow recognised a need for change in the established ways of teaching maths within their school. After a meeting between the SLT and the Mathematics Education Team (MET) from the University of Glasgow, a guiding principle was agreed: that there were no quick fixes or magic formulae for improving maths teaching practice if the aim is sustained change.

The MET then carefully designed activities to position the teachers as learners, which were implemented during professional learning sessions. The MET wanted to help the teachers view the concepts they

are familiar with from a different, unfamiliar perspective.

It is well established that putting teachers in unfamiliar contexts that are within their day-to-day teaching portfolio challenges their thinking and encourages them to question and reflect on their prior learning and teaching experiences.

The MET used three curricular contexts:

1. Place value
2. Area of rectangles
3. Fractions.

The main idea behind place value in base ten, the number system most of us are familiar with, is the



fundamental key ideas behind place value when adding these two numbers in the base five system. This highlighted to the teachers how difficult these principles may be for learners to conceptualise. The unfamiliar context of this activity acted as a stimulus for teachers to recognise a need for change and to re-evaluate their teaching approaches.

Changing and improving teaching practices is challenging, but possible, by enabling teachers to appreciate the need for change and reflect on their own practice through novel tasks.

ABOUT THE AUTHORS

Dr Ismail Zembat, Senior Lecturer of Mathematics Education; Susie Marshall, Lecturer in Mathematics; Dr Cristina Mio, Lecturer in Mathematics Education at University of Glasgow. Rachel Ward, Principal Teacher and Martine Leitch, Headteacher at Croftfoot Primary School.

hierarchical grouping of collections in tens.

For example, the number 243 consists of three columns representing different-sized groups. The column that involves “2” means that we have two groups, and each group has 100 items in it, whereas the column with “4” means four groups of ten items and the column with “3” means three individual items.

Hence, the way a number is represented in a place value system holds information about the number of groups (e.g. 4 groups), group size (e.g. ten) and how the group size in each column grows from right to left (e.g. each group size is ten times as big as the one at its right).

Changing the base

Primary teachers are so familiar with the base ten system that they may no longer notice these key ideas which are embedded in place-value notation. The MET wanted teachers to appreciate the complexities behind place value and understand the challenges that a new learner may encounter when interacting with this efficient and elegant system.

The MET engaged teachers in working with unfamiliar bases (grouping by 3, 5, 7, etc.) to remove the automated methods that the teachers are likely familiar with, taking them out of their comfort zone and helping them reflect on the underpinning concepts of place value.

When doing this activity teachers are surprised that the same notation 243 represents a different quantity

of items when working in a base different from ten, for example, base five. The column that involves “2” now means that we have two groups, and each group has 25 items in it (not 100, like in base ten), whereas the column with “4” now means four groups of five items and the column with “3” means three individual items.

The teachers who could easily add 243 and 324 in the base ten system needed to review the

What teachers learned

“Putting ourselves in [learners’] position helped us to think more deeply about our approaches to introducing concepts and made us consider how our own prior learning/assumed knowledge impacts how we deliver our maths lessons.”

“[We] are now designing our maths lessons to allow more time for exploration of the concept and this is also having an impact on [our] choice of tasks/worksheets to give children the best opportunity to make connections.”

“We are now thinking more deeply about how we can allow children to build and make connections themselves.”

Scotland in the spotlight

A European report features Scotland's teaching profession in its international highlights of effective teacher education for sustainability

Embedding LfS into teachers' Professional Standards: Scotland

GTC Scotland has embedded Learning for Sustainability (LfS) across the Professional Standards and developed a resource hub to help teachers grow their practice in this area.

Key elements:



Placing LfS at the heart of education means it is expected that all educators find ways to inspire and motivate learners into engaging with sustainability across the school and curriculum offering.



This national policy commitment helps develop a coherent response to sustainability with all aspects of teacher education (initial and continuing education) contributing to this area of learning.



An important step in the embedding of sustainability into curriculum is to weave LfS as a theme across the Professional Standards for all teachers, irrespective of where individuals are in their career journey.



Self-evaluation and action learning approaches are effective means of meaningfully engaging teachers in improving their practice. The reflective practice questions offered by GTC Scotland effectively develop teachers' competences in this area.

Green Community initiative: Italy

In Italy, a Green Community of technical experts and professionals can assist schools in addressing learning needs for sustainability as well as contributing to the transition towards a green economy. A Regeneration Week rewards schools that generate change and celebrates this good practice annually.

Key elements:



Building a community of expertise to guide teachers in their adoption of, and engagement with, learning for sustainability is a novel way to help schools contribute towards a green transition.



Complementary actions including a national Professional Development Plan helped to structure a diverse but supportive offering to broaden the teachers' experience in sustainability education and learning.



Creating spaces for teachers to explore and experiment with this agenda is important to build confidence and ownership. This is supported by multimedia resources and access to webinars hosted by professional trainers.

Career progression and assessment tools: Hungary

Hungary's e-portfolio is designed to help teachers assess their progress towards the attainment of education for sustainable development (ESD) competences.

Key elements:



Locating ESD within a career progression process, regardless of where the educators are in the development journey, is an effective means for educators to aspire to develop competences in this area.



The accessibility and practical nature of the indicators was an important aspect of this initiative as it was important that teachers could relate to them so as to be able to effectively respond to the call for evidence.



The development of guidelines which provided advice tailored to each level of progression, specialist subject or area of practice proved key to effective engagement of teachers.



Professional development and supporting activities offered by training and pedagogical centres and the embedding in initial teacher education were key catalysts for its adoption as they helped teachers identify supporting evidence to prepare for the qualification process.



Adopting a multi-pronged approach has led to an increasing participation of teachers in professional development activities of relevance to ESD.

The full report is available at bit.ly/40uxWb3

Visit the Learning for Sustainability Hub at bit.ly/3HUyj6p

respectme launches new reward programme

Have you ever wondered if any of the work you do to prevent and respond to bullying is making any difference to the lives of children and young people?

This perplexing question has been a driving force for the team at respectme, Scotland's Anti-Bullying Service, who are delighted to announce the national launch of the respectme reward.

Developed from a pilot scheme with schools from Dumfries and Galloway during the global pandemic, this unique approach to anti-bullying self-assessment offers access to a novel, interactive online toolkit, guiding users through a five-stage process towards success. Getting started is easy by visiting www.reward.respectme.org.uk

The respectme reward is a first for Scotland – never before has there been a systematic way to consistently gather and assess policy and practice data to evidence the impact of local anti-bullying work.

Leading the design and development of this new national programme, fully funded by the Scottish Government, Interim Director Lorraine Glass explained: "We already know that some amazing anti-bullying work takes



place across Scotland in schools and youth settings, although we didn't have a systematic method of recognising this positive and often life-changing anti-bullying work at a national level.

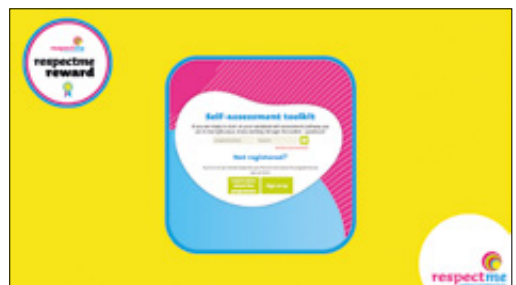
"The respectme reward celebrates the inclusive spaces where bullying is prevented from happening in the first place, and then handled well when it does take place. The reward recognises the consistent action required to create safe, happy and inclusive spaces for children and young people where bullying behaviour is never acceptable and is constantly challenged.

"Our role at respectme is neither one of inspection nor enforcement,

instead we seek to build solid, trusting relationships and act as enablers to help guide, uphold, celebrate, validate and share good practice wherever we can, and to encourage improvement and change through support and respectful challenge. This approach helps nurture a culture of growth rather than one of compliance."

respectme is thrilled to bring this new reward programme to schools across Scotland and showcase the energy that a whole-school approach to anti-bullying can generate, and the real difference it can make.

Find out more at www.reward.respectme.org.uk




Join the Reading Schools community

Unleash the magic of books and reading with Reading Schools.

Reading Schools offers three accreditation levels designed to champion your efforts as you build and sustain a reading culture, as well as practical resources and friendly support to guide you on your journey.

Connect with hundreds of schools across Scotland who have already seen transformational changes to their settings, staff and learners.



'The impact of the Reading Schools accreditation process is palpable! I have been so so proud of our learners.'
– Principal Teacher, South Lanarkshire

Begin your journey at
readingschools.scot



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Teacher-led learning groups are welcome to visit a wide range of Historic Environment Scotland sites for FREE including:

🏰 Edinburgh Castle 🏰 Urquhart Castle
🏰 Fort George 🏰 Skara Brae

- Choose your site at hes.scot/history-awaits
- Check terms & conditions: hes.scot/learning-visits
- Make a booking request online for Stirling and Edinburgh Castle; for all others phone the site
- Apply for a Scottish schools travel subsidy to get 75% of travel costs refunded (max £300)
- Download our supporting resources to help plan your visit
- Enjoy a memorable learning visit with your pupils!



FREE learning resources

Use our cross-curricular resources to explore:

🏰 story-making & storytelling 🏰 careers
🏰 expressive arts 🏰 STEM 🏰 social studies

🏰 hes.scot/learn (resources)
🏰 scran.ac.uk (Scottish imagery & information)



videos

3D models



images

#LearningWithHES

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Reading for social justice

Our Assistant Editor Kirsty Turnbull reflects on some recent reads which can be a tool for social justice

Back in 2021, GTC Scotland staff decided to match the organisation's values with that of the Professional Values for teachers; social justice being one of them.

Reading is one of the ways we can learn about experiences different to our own. A personal goal of mine since I started reading voraciously again last April, has been to read more diversely. Below are two I feel are the most accessible to think about others' experience and address our own unconscious bias.

You Don't Know What War Is by Yeva Skalietska

Days after Yeva Skalietska's twelfth birthday, Russia invaded her hometown of Kharkiv, Ukraine. Told over a 12-day period, *You Don't Know What War Is*, is the real-life diary of Yeva as she experiences curfews, bomb shelters, and travelling to find safety in Dublin.

The title of the book says it all – most of us don't know what war is. We find out that Yeva lives with her grandmother. Her parents are separated and live in different countries. Her mother had come to visit her before her birthday, but did not believe the threat of war was real. Yeva had a chance to be safer somewhere else. We never want to believe the worst will happen.



We read about conversations with Yeva's friends and the new daily routine for her and her grandmother, which involves making difficult decisions in order to survive.

Recitatif by Toni Morrison

Recitatif is an experimental short story by Pulitzer and Nobel prize winner, Toni Morrison. In just 40 pages, Morrison tells the story of Twyla and Roberta, two women who first met at a shelter as young girls. We learn very early on that one girl is white and the other is black, but it is never revealed which is which.

The experiment of the story? To challenge the biases of the reader, as we use context clues to 'figure

out' the race of each woman: the way they talk, their mothers, where they end up at different points in their lives.

Although it may seem impossible to have a subplot in such a short story, there is one in the form of Maggie, a disabled woman who worked in the kitchen at the shelter. Maggie was treated poorly and on one meeting the women recall a story where she fell – or was she pushed? One of the women believes she was white, the other thinks she was black – this further contributes to the unconscious bias narrative.

Ultimately, the point of the story is to make you think about stereotypes and prejudice, not to decide which race the women are.

“The experiment of the story? To challenge the biases of the reader as we use context clues to ‘figure out’ the race of each woman”

ACCESSING EBOOKS VIA MYGTCS

A number of ebooks, education journals and videos are available in EBSCO, which can be accessed via the Research tab in MyGTCS.

Easy Device Management

Storage & Charging

- Smart Lockers
- Charging Trolleys
- Self-Service Device Loaning
- Easy Device Management



Charging Solutions

- Mobile Trolleys
- Wall & Desk Units
- Intelligent Charging
- Secure Storage

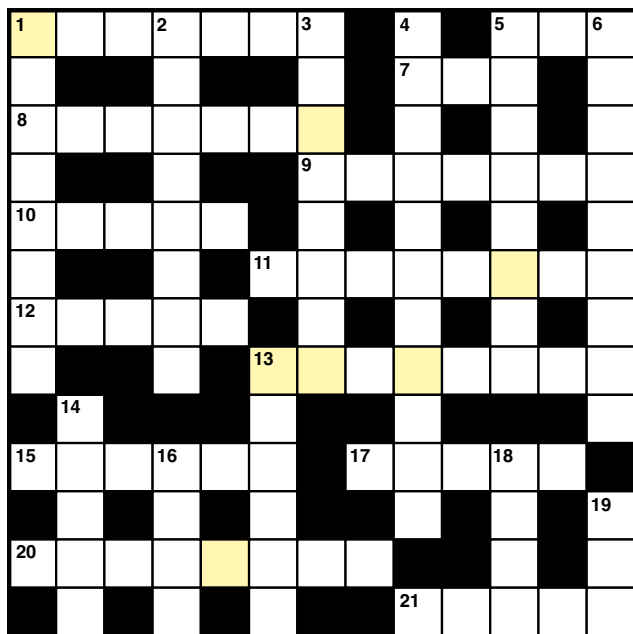
Smart Lockers

- Loaning Devices
- Break / Fix
- Hot Lockers
- Drop-Off & Collect

Crossword



COMPLETE OUR CROSSWORD AND ANSWER THE SIMPLE QUESTION BELOW TO BE ENTERED INTO OUR PRIZE DRAW, AND YOU COULD WIN A STAY IN DUMFRIES AND GALLOWAY



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

In Dundee, Every Learner _____

Send your answer and a scanned copy of the completed crossword, including your name and contact details, marked 'Teaching Scotland Crossword' by email to gtcs@gtcs.org.uk by Friday, 26 May 2023.

Congratulations to Lynne Greig, who was the lucky winner of the crossword competition in issue 94.

Across

1. And 1 Down. Our Strategic Plan sets out our vision of _____ (7,8)
5. Hedwig is Harry Potter's pet one (3)
7. Golden globe surmounted by a cross (3)
8. Grade changes in Scottish education can result from these (7)
9. 2022 Ian McEwan novel (7)
10. See 21 Across
11. Person who demonstrates a particular skill to a high standard (8)
12. Holder, lead singer on Slade's *Merry Xmas Everybody* hit single (5)
13. Title of a newspaper on the first page (8)
15. A language to get immersed in! (6)
17. See 13 Down
20. One of the skills at the forefront of Scottish education (8)
21. And 10 Across. Where teachers are educated in Edinburgh (5,5)

Down

1. See 1 Across
2. Scottish High School is speedy, perhaps! (8)
3. _____ Awareness Week happened in November (8)
4. Popular Malorie Blackman novel (4,4,3)
5. Out of date (8)
6. State of mental weariness (9)
13. And 17 Across. Scottish Set Text author for Higher English (6,5)
14. Deity in Roman mythology, usually represented with two faces (5)
16. Welsh national emblem (4)
18. Director of the movies *Witness* and *The Truman Show* (4)
19. Scotland's longest river (3)

TERMS AND CONDITIONS APPLY

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



Win a stay in a *Lonely Planet* travel choice

The South of Scotland has been named one of Lonely Planet's Best in Travel Destinations for 2023. It was one of only two UK destinations and 30 worldwide to make the annual list.

We're giving one lucky reader the chance to win a stay at one of the best bases to explore the beautiful Dumfries and Galloway region, The Cairndale Hotel and Leisure Club in Dumfries.

The 91-room family owned and

run Cairndale's Barracuda Club has a heated pool, sauna, steam room and jacuzzi.

Our winner will enjoy two nights' dinner, bed and breakfast for two, plus a tour of the nearby Annandale whisky distillery.

Dumfries and Galloway is one of lowland Scotland's most unspoiled regions. Its mild climate makes outdoor activities possible throughout the year.

The absence of light pollution means it's also famous worldwide

for its dark skies, making the region one of the best places in Europe to view the galaxies and planets at most times of the year. Heated domes in The Cairndale's garden allow guests to dine out under the stars.

Find out more at www.cairndalehotel.co.uk

PRIZE:

Two nights' dinner, bed and breakfast for two, plus a tour of the nearby Annandale whisky distillery.



COURSES

LIVING WELL WITH HEARING LOSS: DEVELOPING SOCIAL COMPETENCY AND WELLBEING – 9 AND 11 MAY

A Scottish Sensory Centre course looking at young people with hearing loss.

More information
bit.ly/3ng4NBK

EVENTS

BRITISH SIGN LANGUAGE TOOLKIT LAUNCH FOR TEACHERS OF DEAF CHILDREN – 26 APRIL

Explore the BSL toolkit to work more effectively with deaf colleagues and to signpost key available support.

More information
bit.ly/3JJCBIx

THE JOURNAL CLUB 'DEAF CHILDREN AND YOUNG PEOPLE' – 14 JUNE

A safe space for professionals to enhance their critical evaluation skills and discuss research in relation to practice.

More information
bit.ly/3ncYdvL

NASUWT DEVELOPMENT COURSE FOR BLACK MEMBERS

Giving a flavour of being active within the NASUWT, identifying barriers that exist for Black members, and action plans to remove those barriers.

More information
scotland@mail.nasuwt.org.uk

CHILDREN'S MENTAL HEALTH CONFERENCE 2023 – 30 MAY

This Children in Scotland conference will focus on intersectional approaches to improving mental health.

More information
bit.ly/3TVo1sR

CDN EXPO ROADSHOW CURRICULUM DESIGN – 25 MAY

What the future of curriculum design looks like in a post-Covid world.

More information
bit.ly/3LQYi9

CDN VIRTUAL COLLEGE EXPO23 – 21 AND 22 JUNE

Offering keynotes, interactive workshops, and seminars.

More information
bit.ly/40bIP2x

CONNECTING MATHS WITH STORIES – 26 APRIL

How children's books can be used to explore mathematical and numeracy concepts within the CFE framework.

More information
bit.ly/3MfAsOj

BOOK DISCOVERY SESSION: TEXTS TO SUPPORT EAL LEARNERS – 25 MAY

Join Scottish Book Trust to explore a range of contemporary texts you could use when working with EAL children.

More information
bit.ly/3AQYbOZ

BOOK DISCOVERY SESSION: DECOLONISING THE CURRICULUM – 1 JUNE

Recommendations and opportunities for discussion about using texts to decolonise the curriculum in secondary schools.

More information
bit.ly/3AQYbOZ

SCOTTISH COMPUTING SCIENCE WEEK – 15-19 MAY

Join Education Scotland's Digital Skills team for live computing science lessons.

More information
bit.ly/40LPKym

RESEARCH

NATIONAL THEMATIC REVIEW: APPROACHES TO RECORDING AND MONITORING INCIDENTS OF BULLYING IN SCHOOLS

How bullying is reported and monitored across primary, secondary and special schools throughout Scotland.

More information
bit.ly/3JUNbTD

NUMERACY IN EXPRESSIVE ARTS

Make links between numeracy and expressive arts skills.

More information
bit.ly/3IY5aR3

SAC – 'CAPTURING THE VOICE OF CHILDREN AND YOUNG PEOPLE'

Resource to strengthen engagement of children and young people in decisions relating to use of the Pupil Equity Fund.

More information
bit.ly/3Kra9n3

RESOURCES

VISION SCHOOLS RESOURCE

A new Holocaust teaching resource will soon be available on MyPL.

LANTRA – NEW ONLINE CAREERS RESOURCE

Education and training pathways to jobs within the land-based, aquaculture and environmental sectors.

More information
www.lantra.co.uk/careers

TAKING A RIGHTS-BASED APPROACH TO FICTION IN PRIMARY SCHOOL

Using picture books to help learners understand, advocate for and experience the UNCRC in the classroom.

More information
bit.ly/3FX9U05

DELIVERING EQUITY AND CLOSING THE POVERTY RELATED ATTAINMENT GAP

Supporting families to reduce the poverty related attainment gap

More information
bit.ly/3KgVc6E



Enter for a chance to win a national award!

Celebrate your reading journeys this year and submit your entry to the First Minister's Reading Challenge.

A love of reading can improve pupils' attainment, boost wellbeing and spark creativity. That's why we want to celebrate the learning professionals and pupils who have nurtured a vibrant reading culture in their classrooms and communities.

From book clubs to author visits, solo reading journeys to bookish class projects – if you have championed reading for pleasure this year we want to hear from you. Your submission entry can be any medium, so get creative!

You'll get the opportunity to take part in a national celebration and receive recognition for your work, however you want to take part.

Submit your entry by 27 April at
readingchallenge.scot

Each submission will also be entered into a prize draw to win a book bundle for your school!

Problem Solving Packs and Teacher Guides help pupils
learn and practise new mathematical concepts



The Teacher Guides contain teaching ideas and activities that add **breadth, depth and challenge** to the textbook resource. They can be used to introduce a topic prior to pupils practising new skills or as part of reinforcement of learning.

Problem Solving Packs are **ready-made banks** of rich problem-solving activities and resource sheets, with **enabling prompts** to stimulate thinking or simplify problems and **extension activities** to stretch pupils.



Contact your local rep to find out more:

Claire (East Scotland schools): 07557 188 154 or claire.mcauley@harpercollins.co.uk

Christine (West Scotland schools): 07825 116 401 or christine.stein@harpercollins.co.uk