

teaching**scotland**

ISSUE 26

SUMMER 2008

THE VOICE OF THE TEACHING PROFESSION

Also inside

Professional conduct

The new code
is unveiled

Chartered teacher

Spreading the word
about its success

ADVOCATING EDUCATION

Elish Angiolini signs up
for the National Lecture

gtc
SCOTLAND

The new Code of Professionalism and Conduct is a vital tool in ensuring the integrity of the teaching profession in Scotland

Maintaining professional standards

As the independent regulatory body for teachers, GTC Scotland has as one of its principal aims the maintenance and enhancement of professional standards.

Right at the heart of professional standards lies professional conduct. It provides one of the major challenges to the GTCS in the future as it has in the past.

The centre pages of this edition of *Teaching Scotland* announce the introduction of the GTC Scotland Code of Professionalism and Conduct (CoPaC) on 1 August 2008 which is designed to equip the profession in meeting this challenge.

As well as detailing the key elements of the Code, these pages also provide commentary

and guidance linking it to other standards such as the Standard for Full Registration.

Working within a wider framework of teacher governance, the Council, along with its other stakeholders, must play a pivotal role in creating a firm foundation for personal regulation through developing and promoting standards, principles and guidance delivered through a proactive,

THE COUNCIL MUST PLAY A PIVOTAL ROLE IN CREATING A FOUNDATION FOR PERSONAL REGULATION

ongoing relationship between the individual teacher and the Council.

The Code of Professionalism and Conduct is a central plank in this strategy assisting the GTCS to operate (and be perceived to do so) in the interests of the public, the profession and the safety and best interest of children.

In Scotland, we have a Standards Framework which directs the maintenance of professional standards in the teaching profession and ensures a national consistency. It also has the benefit of making the profession more secure in its own professional standards yet, at the same time, making it more accountable to the public.

That is exactly where it should be as it moves towards full independence from Government.



A handwritten signature in black ink, reading "Matthew M. MacIver".

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



Teaching Scotland aims to play a central part in the professional life of teachers by bringing articles to teachers that are informing and inspiring.

We do that by working with the profession and accepting ideas and comments that we then disseminate through the magazine to education partners as well as teachers. It is important that you continue to send in articles and tell us what you would like to see us covering.

This edition brings to you a four-page feature about the new Code of Professionalism and Conduct central to every teacher in Scotland, which can be pulled out and kept.

The Code brings to the attention of every teacher in Scotland the regulatory role of the Council and the part it plays in the professionalism of every teacher.

Chartered Teacher continues to be a success in Scotland and in this edition, we've asked our colleague from GTC Wales to talk about the new chartered teacher award in Wales. Profiled too is the new professional development opportunity which can contribute towards the Chartered Teacher award.

CPD is a central issue to the development of professional skills and we've highlighted a teacher's involvement with VSO. If you have experience of using your skills internationally, we're happy to hear about them.

Changes are on the way for *Teaching Scotland*, so watch out for the next edition in autumn where you'll see our new design and extra content.

Glenise Borthwick
glenise.borthwick@gtcs.org.uk

04 NEWS

International delegations, website award, Curriculum for Excellence

04 TIME TO CELEBRATE

Mike Stevenson urges teachers to celebrate their pupils' potential

07 EXCELLENCE IN THE LEARNING AGE

Four-pages on what September's Scottish Learning Festival has to offer teachers and details of how to register for the events

11 SPEAKING THE SAME LANGUAGE

An innovative experiment encourages young male pupils to maintain their interest in learning French

12 CHARTERED TEACHER SPREADS ITS WINGS

How teachers in Wales are embracing professional development

13 INTERNATIONAL EDUCATION

A new development opportunity brings a global perspective into the classroom

14 EDUCATING THE WORLD WITH PLAY

Mongolia opens its doors to new teaching methods with help from Voluntary Services Overseas

15 HOMEWARD BOUNDS

Grant Gillies' thoughts turn to home as the end of his year-long sabbatical looms

16 NATIONAL LECTURE

Elish Angiolini, the Lord Advocate for Scotland, is unveiled as the speaker at the GTCS National Lecture 2008

PROFESSIONALISM AND CONDUCT

Special four-page pullout on the introduction of the Code of Professionalism and Conduct – and what it means for teachers working in Scotland

05



06



14



MY YEAR-LONG TRIP HAS BEEN THE BEST THING I HAVE EVER DONE, WITHOUT A SHADOW OF A DOUBT

Grant Gillies Page 15

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

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

Cover: Elish Angiolini

APPLICATIONS FOR ACCREDITATION ROUTE FOR CHARTERED TEACHER SET TO CLOSE

In line with the original Chartered Teacher Programme arrangements, the current Accreditation Route will close to new applicants from 31 August 2008. Any teacher intending to follow the current Accreditation Route must therefore embark on it before that date.

VALUABLE SUPPORT FOR PROBATIONERS

At the latest six-monthly Teacher Induction Scheme (TIS) seminar run by GTC Scotland at Clerwood House, the main areas focused on included: supporting struggling probationers, online profiles and the ongoing development of the TIS.

TIS managers from all 32 authorities were invited to this much-valued seminar, which provided an opportunity for good practice to be shared and to consider enhancements to arrangements for probationer teachers.

After a pilot year, we shall be implementing a major new development during the 2008/09 session in the way probationers, head teachers and probation supporters manage the documentation associated with probation.

More details about our new online profile will be provided in the next issue.

Ron Clarke

Time to celebrate



WHEN YOU ENTER SCHOOL TOMORROW, TRY TO SEE IT AS I DO – WITH AN EXTERNAL EYE. YOU ARE PRIVILEGED TO BE AT THE GATES OF A NEW DAWN. NEVER LOSE SIGHT OF THAT

Schools are the most important places in our land... and teachers? That's easy. A great teacher has an impact on our world rarely measured or acknowledged. Schools and teachers are the wellspring of our nation's future.

How easy, as a teacher, to forget you spend your days in a veritable goldmine of energy and ideas. Performance targets and daily discipline challenges can so easily obscure that. As a visitor to schools, I only see creativity, energy and talent and as a businessman, I always rush back to my office armed with fresh perspectives.

Businesses and public services take heed. The best way to tool up for the future is to draw on the ideas of young people. How many poor decisions may have been reversed if we had asked the consumers, voters, parents, business leaders and employees of the future?

When you enter school tomorrow, try to see it as I do – with an external eye. You are privileged to be at the gates of a new dawn. Never lose sight of that. See your pupils in a fresh light – perhaps that distracted nuisance has qualities neither you or he/she is aware of. Let's not allow that potential to slip from view.

A financially pressed mother told me of a

solution her six-year old daughter came up with. "Mum," she said, "Do you know you can sponsor a dog for £1 a week? If we sponsor lots, we'll make loads of money."

If it were legal, I would employ six, eight, 12 and 15 year olds – because they bring a different kind of logic and a joyful creativity to the world. They see clarity where we are blind, take risks where we fear and speak with honesty when we are tongue-tied. These qualities are diamond jewels for those who deem to shape the future – ignore them at our peril.

Yet read the papers and you would think young people wear horns. They create a mood music that thwarts even the most foolishly optimistic spirit. Lazy and clichéd descriptions and an obsession with a demonised youth culture serve us ill. Young Scots hate this and feel put upon.

It's time for schools to take action. Showcase what you do, bring the press in and give us all a taste of the energy and ideas that abound. Young achievers and great teachers are great role models – we should celebrate them.

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



Irene Hogg

It was with great sadness that we learned at the end of March of the death of Irene Hogg, elected primary head teacher member of Council since November 2005. Irene was the much respected head teacher of Glendinning Terrace Primary School in Galashiels.

On Council, she served on the Education Committee and Investigating Sub-Committee. We extend our condolences to her family, friends, colleagues and pupils.

Moving? Tell GTCS

Through failure to take some simple steps, teachers could find themselves being removed from the Register.

You can easily avoid this by keeping GTCS updated when you change your address. It is your responsibility to maintain effective registration and your updated address is a key requirement.

Excellence award for probationer website

GTC Scotland's dedicated probationer website has just won an award for excellence in Europe's largest and most prestigious corporate communications competition, the Communicators in Business awards.

The site is also shortlisted for class winner in the best private/public sector charity and not for profit sector.

The Council has worked hard to make the site accessible and full of the current and relevant information every new teacher needs while working towards the SFR.

In issue 27 in the autumn, there will be a full profile of the relaunched site taking you through what you can find on the site and how new teachers can interact to share experiences. Meanwhile, you can visit the site at www.gtcs.org.uk/probationweb



Top Tips for Teachers on sale in July

GTC Scotland, in partnership with the charity Education Action, is publishing its book *Top Tips for Teachers*. All proceeds will go to the charity to help rebuild lives through education. You can order your copy online from www.luath.co.uk



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

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

Visit our website for details
www.gtcs.org.uk

Change really does work!



Leading sustainable development charity Changeworks is instilling a passion in children to become active citizens and change the culture of school waste.

Working in the fields of waste, energy and transport, the charity has an education team who are experienced in teaching young people how to make sustainable changes in school and at home.

Parson's Green Primary School in Edinburgh was the latest recipient of the exciting workshop Paper Raiders. The school was already recycling much of its waste when Changeworks arrived, so it was time to push the school from recycling to reusing. The workshop sees

pupils grab all the recycling paper in the school and begin to sort through it looking for pieces that could be reused.

Parson's Green found an incredible 8.8kgs of paper fit to be made into notebooks which they duly did using plastic spines.

The teachers and pupils all learned a lot from the day, especially how to conduct environmental active citizenship.

Changeworks Learning workshops can be booked by contacting wasteeducation@changeworks.org.uk or calling 0131 555 4010. Visit www.changeworks.org.uk for more details.



Pupils at Parson's Green Primary School in Edinburgh are learning how to be environmentally friendly thanks to the charity Changeworks

GTCS at international research conference

The European Conference on Educational Research in Gothenburg from 10-12 September will include a symposium of five papers on the theme of identifying and

rewarding accomplished teachers; international approaches and discussing approaches in Australia, Wales and Scotland.

Rosa Murray and Ian Matheson will reflect on the impact on teachers of their experiences in achieving Chartered Teacher status through the Masters route over the past five years.

International delegation



Jamaican ministers study Scottish education system

GTC Scotland is committed to sharing good practice with educational partners from across the world.

A team of officers recently met with a ministerial delegation from Jamaica as they looked at the Scottish educational system and provision offered by GTC Scotland to the profession.

Over the last 12 months, the Council staff have met with partners from the Yemen, Australia, Norway, Sweden, Lithuania, South Africa, Poland, France, the USA and Oman.

Working to improve the outcome for looked-after children

Children who are looked after by Scotland's local authorities have a high risk of being bullied, falling behind in schooling, being excluded from school and leaving school with few qualifications or even none.

An information leaflet will shortly be added to the GTCS website to raise awareness among teachers about the needs of these pupils.

A new website for professionals working with looked-after children has been launched by Learning and Teaching Scotland on www.ltscotland.org.uk/lookedafterchildren



P-p-p-pick up a new global wildlife partner!

The Royal Zoological Society of Scotland (RZSS) is looking for 50 schools across Scotland to become part of its new School Linking Project. This unique programme allows pupils from Scotland and another part of the world to learn and share experiences about their own wildlife and that of the linked country.

The Society directly supports conservation of species around the world, and one of its projects is based in the Falkland Islands, where there are large breeding colonies of penguins and other bird species.

The package for Scottish schools that become involved in the Scotland-Falklands school link project includes:

- an outreach session to the school introducing the wildlife and people of the Falklands
- a curriculum-linked pack to assist with work on Scottish wildlife projects
- a school linking day at Edinburgh Zoo in June 2009 with a live link to the Falklands.

This project is open to pupils between nursery and S3 and to schools anywhere in Scotland. If you are interested in becoming involved in this project, please contact RZSS Education Department for more details (registration for this project by end of August 2008): telephone 0131 314 0324 or e-mail education@rzss.org.uk

On the wild side of Curriculum for Excellence

Edinburgh Zoo has just launched its new Education Programme. There has been a complete revision of the lessons offered for all age and learner needs to assist you in enabling your pupils to become responsible citizens, successful learners, confident individuals and effective contributors in line with the new Curriculum for Excellence.

The ZooEd 2008 programme was mailed to all schools in the central area in March.

If you would like a copy of the programme, please contact RZSS Edinburgh Zoo Education Department on 0131 314 0324 or e-mail education@rzss.org.uk

Note: The RZSS also offers an education programme at The Highland Wildlife Park near Aviemore, and by Outreach to schools across Scotland.



Learning and Teaching Scotland presents

Excellence in the Learning Age

The Scottish
Learning
Festival



24-25 September 2008
SECC ► GLASGOW



**The Scottish
Learning Festival
2008**

Teaching Scotland
Feature

Exhibition partner

emap education

Funded by



Organised by



Join us in Glasgow for the Scottish Learning Festival 2008!

With the education event of the year edging closer, this is your personal guide to the sessions and activities you won't want to miss this September.

Now entering its ninth year, Scotland's largest education conference and exhibition just got better. The Scottish Learning Festival 2008 is bursting at the seams with more than 170 inspirational seminars, a host of fringe activities and up to 200 exhibitors in a packed two-day programme of events.

There is no other event on the Scottish educational calendar that covers all the key educational issues and initiatives, contributes to continuing professional development, shares innovative practice for the classroom and showcases new teaching resources, all fit for the 21st century.

What's on in 2008

- ▲ Energising keynote addresses from the Cabinet Secretary for Education and Lifelong Learning Fiona Hyslop MSP, Prof Richard Teese, Ellen Moir and Charles Leadbeater
- ▲ Spotlights presented by education experts Ruth Sutton, Alan McLean, Prof Kari Smith, Frank Crawford, Martyn Rouse, Ian Smith, Marie Dougan and Gill Robinson
- ▲ Over 170 seminars delivered by national organisations, LTS staff, education authority staff and practitioners
- ▲ **NEW!** Topic Surgeries hosted by leading educationalists from across Scotland
- ▲ Up to 200 exhibitors in Scotland's largest education resources exhibition, covering all curriculum areas and levels of education
- ▲ Learning in Practice area featuring the Local Authority, Cultural and International Villages
- ▲ **NEW!** Conference in Pictures providing a unique and interactive way for visitors to exchange and share ideas
- ▲ Presentations and demonstrations by teachers and pupils at the Scottish Education Village
- ▲ **NEW!** The Education Showcase area full of launches, demonstrations, stories, performances and the Consolarium Challenge

71% of 2007 visitors say they are likely to make changes to their educational practice as a result of their attendance at the Scottish Learning Festival. These changes include new techniques in the classroom, using existing technology in different ways and using new technologies in the classroom.

New for 2008!

Education Showcase located in the exhibition, features hands-on demonstrations of teaching and learning activities, stories and performances, launches and more. Highlights include the Fun Maths Road Show where you can see pupils tackle a range of maths and problem solving activities and the Consolarium Challenge where you can test out the latest games and consoles and see pupils learning and having fun with games technology.

Topic Surgeries provide visitors with the opportunity to take part in round-table discussions with presenters in a friendly and informal setting. Timetabled discussions will take place over the two days of the event within a designated area in the main exhibition hall. Deliberately short, lasting only 12 minutes, Topic Surgeries will be repeated four times per hour, providing you with the chance to speak with more presenters than ever before.

Conference in Pictures illustrates the discussions and debates taking place while giving you the opportunity to contribute in a fun and interactive way.

The Exhibition

This year's exhibition will be the biggest yet. Moving into the larger Hall 4, the exhibition is where you will find up to 200 exhibitors and more visitor features than ever before including the Software Information Point hosted by Schoolzone, the new Health and Wellbeing Zone and Early Years Zone.



Visit the Village

Home to LTS, Scottish Government, SQA and HMIE, the Scottish Education Village is the place to discover all the major developments in Scottish education and see examples of innovative practice presented by various schools.

Presentation highlights include how you use animated characters to enhance listening and talking skills with Sharon Toner from High School of Dundee and Peter Wright with pupils from Fife schools will show you the huge range of topics and activities that can be covered using Radiowaves.

Around nine in ten visitors claim the Scottish Learning Festival is very supportive of CPD.

Conference Programme Highlights

With over 170 seminars to choose from, the Scottish Learning Festival conference programme has something for everyone in education.

For the first time, all keynote addresses can be pre-booked. Reserve your seat to hear motivating addresses from Fiona Hyslop MSP at 10.30 and Prof Richard Teese at 14.30 on Wednesday 24 September. Come back for day two and be inspired by Charles Leadbeater at 12.00 and Ellen Moir at 15.00.

In addition to pre-booking all keynotes, you can also register for two spotlights or seminars each day. Make sure you book your place to one of the *Curriculum for Excellence* draft experiences and outcomes seminars and hear from the writers themselves. And not to be missed are the Glow seminars led by LTS staff providing real life examples of good classroom practice that has been generated across Scotland through the use of Glow.

Need help identifying and selecting seminars? Simply enter your subject areas of interest into the improved keyword search on the website for extended seminar descriptions, speaker biographies, intended target audience and more to help make your decision.

Browse the complete conference programme online and start planning your visit to the Scottish Learning Festival 2008.

www.scottishlearningfestival.org.uk

Representatives from every Scottish local authority attend the Scottish Learning Festival.

CPD Opportunity

The Scottish Learning Festival is the ideal opportunity to learn from and network with colleagues from across the country, the UK and the rest of the world. Whether you attend for two days, one day or even just an afternoon, make the most of your national free event by using it as development time for staff and colleagues.

Learning in Practice

This popular feature returns in 2008 with a new location in the main exhibition. Explore the Learning in Practice area to find out more about the projects and initiatives being developed by local authorities, talk with international teams about school links, exchanges and overseas visits at the International Village, and discover a range of resources and services available from national cultural organisations in the Cultural Village.



Book early – it's free!

The Scottish Learning Festival is absolutely free and each visitor has the opportunity to pre-book two seminars per day and all keynote addresses. To guarantee places at seminars it is strongly recommended that you make your selections and book before the summer break, as space is limited. You can either book online at

www.scottishlearningfestival.org.uk or complete the attached booking form.

If you would like more information about group bookings or if you have any queries about the Scottish Learning Festival, please call **0870 421 1938** or email

Festival@LTSotland.org.uk.

For all latest festival information, visit www.scottishlearningfestival.org.uk

91% of surveyed visitors agree that the Scottish Learning Festival successfully covers key current issues facing educationalists.

The Scottish Learning Festival 2008
Excellence in the Learning Age

Wednesday 24 September 09:00 – 17:30
Thursday 25 September 09:00 – 17:00

SECC and Clyde Auditorium



Registration Form

For free entry to the Scottish Learning Festival 2008, please complete this form fully. Please photocopy this form for your colleagues. Alternatively, you can register online at www.scottishlearningfestival.org.uk.



24-25 September 2008
SECC • GLASGOW

► **FREE ENTRY:** Organised by Learning and Teaching Scotland and Emap, the Scottish Learning Festival 2008 has been made possible with funding from the Scottish Government and is free to all educational professionals. There is no limit to the number of staff a school can send.

► **REGISTRATION:** Each individual registering to attend must complete and return a booking form.
► **RESERVE:** To reserve a seat at the seminar(s) of your choice and gain free entry, complete **steps 1-4** of the booking form or book online at www.scottishlearningfestival.org.uk.

Step 1: SEMINAR BOOKING FORM

You may attend all keynotes and two seminars or spotlights of your choice on each day. Please enter the seminar codes in the boxes below to guarantee your free place.

Wednesday 24 September 2008

KEYNOTE CODE

KEYNOTE CODE

SEMINAR CODE

SEMINAR CODE

Thursday 25 September 2008

KEYNOTE CODE

KEYNOTE CODE

SEMINAR CODE

SEMINAR CODE

Pre-booking for the seminars is essential. If you do not wish to book your seminars in advance, any remaining seminar tickets can be obtained each day from the seminar ticket desk inside the Exhibition Hall.

Each session has a limited number of seats and these will be allocated on a first-come, first-served basis. To guarantee a place at the seminars of your choice we recommend that you return your selection immediately. You will receive confirmation of your booking; please check that all details are correct. A delegate pack containing seminar tickets and delegate badge will be mailed to you approximately two weeks prior to the event.

Step 2: EXHIBITION TICKET

A. TYPE OF ESTABLISHMENT

- (Tick one box)
- 01 ☐ Adult Education
- 02 ☐ Consultancy
- 03 ☐ Economic Development Agency
- 04 ☐ Education/Trade/Industry/Commerce
- 05 ☐ FE College
- 06 ☐ Learning and Teaching Scotland
- 07 ☐ Learning Support Centre
- 08 ☐ Local Authority
- 09 ☐ Nursery/Pre-school
- 10 ☐ Primary School
- 11 ☐ Primary School (Independent)
- 12 ☐ Scottish Government
- 13 ☐ Secondary School
- 14 ☐ Secondary School (Independent)
- 15 ☐ Special School
- 16 ☐ Teacher Education Institute
- 17 ☐ University
- 18 ☐ Other (Please specify)

B. JOB FUNCTION

- (Tick one box only. Your main job function)
- 01 ☐ Additional Support Needs Teacher/Coordinator
- 02 ☐ Administrator
- 03 ☐ Behaviour Support Teacher
- 04 ☐ Bursar/Facility Manager
- 05 ☐ Classroom Assistant
- 06 ☐ Consultant
- 07 ☐ Deputy Headteacher
- 08 ☐ Director of Education

C. SUBJECTS/AREAS OF INTEREST

- (Tick all areas of interest)
- 01 ☐ Art and Design
- 02 ☐ Behaviour
- 03 ☐ Biology
- 04 ☐ Business Studies
- 05 ☐ Careers
- 06 ☐ Chemistry
- 07 ☐ Classical Studies
- 08 ☐ Computing
- 09 ☐ Drama
- 10 ☐ English

- 09 ☐ Education/Trade/Industry/Commerce
- 10 ☐ Headteacher
- 11 ☐ HMI
- 12 ☐ ICT Co-ordinator
- 13 ☐ IT/Networking Manager/Technician
- 14 ☐ LA Adviser/Officer
- 15 ☐ Learning Support Assistant
- 16 ☐ Lecturer
- 17 ☐ Librarian
- 18 ☐ Newly Qualified Teacher
- 19 ☐ Nursery Staff
- 20 ☐ Nursery Teacher
- 21 ☐ Primary Teacher
- 22 ☐ Principal Teacher
- 23 ☐ Quality Improvement Officer
- 24 ☐ School Board
- 25 ☐ Secondary Teacher
- 26 ☐ Student Teacher
- 27 ☐ Other (Please specify)

D. OTHER AREAS OF INTEREST

- (Tick all areas of interest)
- 01 ☐ Assessment
- 02 ☐ Attainment
- 03 ☐ Citizenship
- 04 ☐ Core Skills
- 05 ☐ CPD
- 06 ☐ Cross curricular
- 07 ☐ Curriculum for Excellence
- 08 ☐ Early Years
- 09 ☐ Enterprise
- 10 ☐ Gaelic
- 11 ☐ Glow
- 12 ☐ Guidance

- 13 ☐ Health and Wellbeing
- 14 ☐ Inclusion
- 15 ☐ Integrated Community Schools
- 16 ☐ Literacy
- 17 ☐ Numeracy
- 18 ☐ Technology
- 19 ☐ Other (Please specify)

E. PURCHASING INTEREST

- (Please tick all areas of interest)
- 01 ☐ Admin/Office Administration
- 02 ☐ Audio Visual Equipment
- 03 ☐ Books/Library
- 04 ☐ Books/Text
- 05 ☐ Catering
- 06 ☐ Communications/Networking Technology
- 07 ☐ Computer Hardware
- 08 ☐ D&T/Craft Equipment
- 09 ☐ Financial/Accounting Services
- 10 ☐ Furniture/Storage Equipment
- 11 ☐ General Resources
- 12 ☐ Interactive Video
- 13 ☐ Internet/Online Content
- 14 ☐ Internet/Online Hardware/Service
- 15 ☐ IT/ICT Training
- 16 ☐ Library Resources
- 17 ☐ Micro-Electronics/Robotics
- 18 ☐ Peripherals
- 19 ☐ Recruitment Services
- 20 ☐ Science Materials and Equipment
- 21 ☐ Software and Multimedia
- 22 ☐ Stationery
- 23 ☐ Other (Please specify)

F. LOCAL AUTHORITY

- (Tick one box)
- 01 ☐ Aberdeen City
- 02 ☐ Aberdeenshire
- 03 ☐ Angus
- 04 ☐ Argyll and Bute
- 05 ☐ Clackmannanshire
- 06 ☐ Comhairle Nan Eilean Siar
- 07 ☐ Dumfries and Galloway
- 08 ☐ Dundee City
- 09 ☐ East Ayrshire
- 10 ☐ East Dunbartonshire
- 11 ☐ East Lothian
- 12 ☐ East Renfrewshire
- 13 ☐ City of Edinburgh
- 14 ☐ Falkirk
- 15 ☐ Fife
- 16 ☐ City of Glasgow
- 17 ☐ Highland
- 18 ☐ Inverclyde
- 19 ☐ Midlothian
- 20 ☐ Moray
- 21 ☐ North Ayrshire
- 22 ☐ North Lanarkshire
- 23 ☐ Orkney Islands
- 24 ☐ Perth and Kinross
- 25 ☐ Renfrewshire
- 26 ☐ Scottish Borders
- 27 ☐ Shetland Islands
- 28 ☐ South Ayrshire
- 29 ☐ South Lanarkshire
- 30 ☐ Stirling
- 31 ☐ West Dunbartonshire
- 32 ☐ West Lothian
- 33 ☐ Independent School
- 34 ☐ England
- 35 ☐ Wales
- 36 ☐ Northern Ireland
- 37 ☐ Republic of Ireland
- 38 ☐ International (Please specify)

Step 3: PRINT CLEARLY IN BLOCK LETTERS

☐ Prof ☐ Dr ☐ Mr ☐ Mrs ☐ Ms ☐ Miss

First Name Surname

Establishment

Address

Town/City County/Country

Postcode Tel

Mobile Email

Is this your first visit to the Scottish Learning Festival? ☐ Yes ☐ No

The personal information provided by you will be held by LTS and EMAP Education. Tick here if you do not want to receive material from third parties ☐

By providing your email address, we will send you email updates about the festival. Tick here to sign up to the official email bulletin, the Delegate. ☐ Tick here if you would like to receive SMS reminders. ☐

Step 4: RETURN THIS FORM



By post to:
The Scottish Learning Festival 2008
Learning and Teaching Scotland
The Optima
58 Robertson Street
Glasgow G2 8DU



Or fax this form today to:
0870 238 7252



Or phone our Ticket Hotline on:
0870 421 1938



Or book online at:
www.scottishlearningfestival.org.uk

Speaking the same language

By changing her approach to teaching French to her male pupils, one teacher has seen a marked improvement in results.

As I undertook the final phase of my Chartered Teacher Studies, I decided to focus on a project which would enhance boys' learning of French.

During my years as a teacher of Modern Foreign Languages, I have always been aware of the unhappy marriage which tends to exist between boys and language learning and I saw my Masters project as a chance not only to investigate this, but also to attempt to improve the relationship.

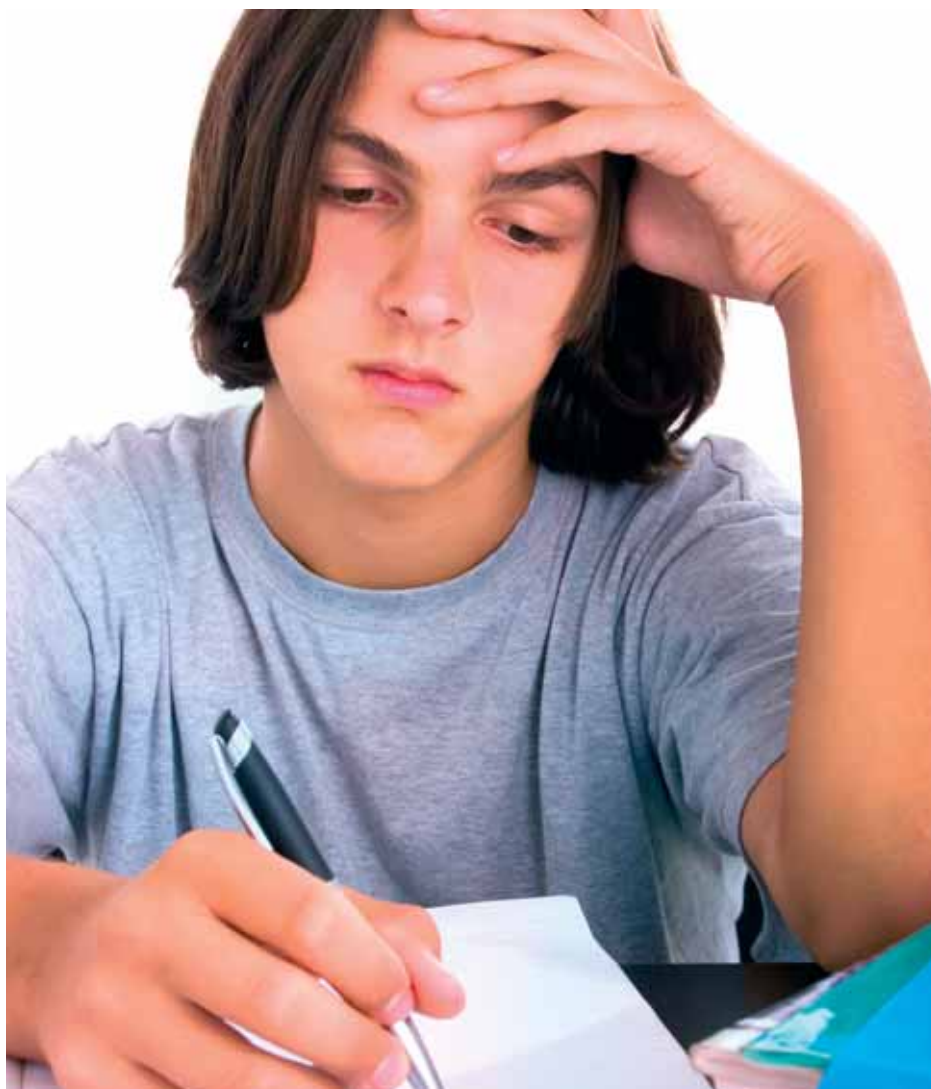
The first step was to examine the extent of boys' disaffection and to discover their reasons and views. Next came the need to investigate the characteristics, if any, of the typical boy learner and, finally, methodology had to be selected which had potential compatibility with boys' preferred learning styles.

I should point out that I used the term "learning" in its widest sense and not merely as a synonym for attainment. To me, knowledge is the aim of real learning with motivation, attitudes, achievement and attainment all as contributory factors towards gaining this knowledge.

Also, I acknowledge the danger of stereotyping. Not all boys learn in the same way so, when I refer to "boys", I am alluding to a group of learners and not assuming any clear-cut distinction between the two genders.

Research found much evidence that boys discontinue their studies of French in significant numbers once its study is no longer compulsory. I sought to canvass views about their experience of the subject and some of the significant findings were:

■ 29% of the boys found French enjoyable



- 17% of the boys found it easy
- 77% of the boys found it useful
- 55% of the boys thought they had clear targets and instructions in class.

One of the ways in which I gathered data about boys' learning characteristics was through questionnaires issued to teachers. The evidence from their responses tended to broadly support existing research. Examples include:

- 98% felt boys are competitive
- 87% felt boys are influenced by peers
- 83% felt boys are risk-takers

- 96% felt boys like short-term targets
- 80% felt boys are not creative.

I gathered and analysed a considerable amount of data and decided that my action research would involve selecting a target class (which had more boys than girls!) and introducing selected Formative Assessment (FA) techniques which seemed likely to meet boys' learning needs.

More specifically, I chose to use sharing aims in order to agree short-term targets for each lesson and also to answer the boys' complaint that targets are not always clear. Self/peer assessment would allow for their competitive streak and risk-taking, as would feedback. Wait time was also introduced in order to encourage reflection rather than allowing boys' natural impulsiveness.

Observation by a member of the senior management team (before and after the

DURING MY YEARS AS A TEACHER OF MODERN FOREIGN LANGUAGES I HAVE ALWAYS BEEN AWARE OF THE UNHAPPY MARRIAGE WHICH TENDS TO EXIST BETWEEN BOYS AND LANGUAGE LEARNING



introduction of FA techniques), further pupil questionnaires and my own learning logs were used to evaluate the outcomes of the experiment. The success was way beyond my expectations. Boys were more confident and motivated to succeed. My observer noted a high level of engagement (unlike in the earlier lessons!) and that they were determined to reach their targets. Boys themselves favoured the new methodology, with such comments as:

- "I know what I have to learn now."
- "It makes you try hard to reach your target."
- "Feedback is encouraging."
- "It helps us to think for ourselves rather than the teacher thinking for us."

Attainment was also high. Taking all of the evidence, it seemed undeniable that the increased enthusiasm and motivation in the boys had shown signs of raising attainment and that all of these had contributed to better learning.

The ethos of achievement in my classroom improved considerably. There was a hugely positive learning environment, no signs of disruptive behaviour and pupils were comfortable sharing, taking risks and making mistakes. The boys also remained enthusiastic long after the "new" methodology had become embedded.

I would conclude that my study heightened my awareness of the dangers of complacency. It seems abundantly clear that I had been short-changing a large group of learners simply through my ignorance of their learning preferences.

Some relatively simple alterations in methodology changed my teaching and, more importantly, my pupils' learning forever. One boy wrote to me on his questionnaire: "If I were you, miss, I'd keep doing things the new way!" Do I need more evidence?

Margaret Shaw is a Chartered Teacher at Lenzie Academy, East Dunbartonshire

Chartered Teacher status spreads its wings



Thirteen eager teachers from across Wales gathered at the Swansea Institute of Higher Education last September to be the first participants in the much-anticipated Chartered Teacher pilot run by the General Teaching Council for Wales (GTCW).

While teachers in Scotland are very familiar with the idea of a Chartered Teacher programme, to their colleagues in Wales, it is something very new!

Why a Chartered Teacher programme?

As part of published advice to the Welsh Assembly Government (2005-2007) on the establishment of a Professional Development Framework for teachers, GTCW recommended the introduction of a Chartered Teacher programme for teachers in Wales.

The aim was to put in place a professional development programme for teachers in the midst of their careers, who aspire to excellence in the classroom and/or have middle leadership responsibilities. So what are the key features? It will:

- fit neatly into a career-long CPD structure for teachers in Wales, alongside

other national programmes, namely:

- Initial Teacher Education and Training leading to Qualified Teacher Status
- Statutory Induction followed by two years of Early Professional Development
- The National Headship Development Programme, encompassing the National Professional Qualification for Headship, the Professional Headship Induction Programme and the Leadership Programme for Serving Heads
- have a strong emphasis on professional learning and be



The GTCW teachers taking part in Chartered Teacher

2008-09 financial year

Modules	Provider
Talk for Thought	Swansea Institute of Higher Education, North East Wales Institute and the Basic Skills Agency
Education for All	University of Wales Newport and collaborating local authority partners
Improving Practice through Action Research	University of Wales Institute Cardiff
Self Evaluation, Reflection and Professional Development Planning	South West and Mid Wales Consortium of local authorities, Swansea Institute of Higher Education, Trinity College Carmarthen
Piloting of Accreditation (portfolio) route to Chartered Teacher – advisers/assessors from North East Wales Institute and Swansea Institute	

2009-10 financial year

Self Evaluation and Reflection	Cardiff University and collaborating local authority partner
Learning, Teaching and Assessment	Educational School Improvement Services (ESIS) Cardiff University and collaborating local authority partner
Language and Methodology, Welsh as a Second Language	University of Wales Bangor and collaborating local authority partners
The pedagogical application of ICT in learning and teaching	University of Glamorgan and ESIS
Leading the Learning	To be confirmed

International education

A new professional development opportunity for teachers in Scotland brings a global perspective to the classroom

“enshrined” in classroom practice

- offer professional recognition and be academically accredited
- be centrally administered and funded. As such, it

will be available to all teachers in Wales regardless of where they live/work or any funding constraints at school or local authority level

■ ensure that teachers will not need to fund the programme themselves; however, there will be no link to pay.

What is being piloted?

Before the programme is mainstreamed in Wales, a two-year pilot, funded by the Welsh Assembly Government, is taking place. The pilot has received tremendous support from teachers in Wales, with places already being over-subscribed by six to one.

In designing the pilot, we took advice from colleagues at GTC Scotland. In particular, we were encouraged to test out as wide a range of modules and delivery methods as possible and involve a broad cross section of teachers and providers.

The pilot encompasses a number of taught modules delivered by partnerships across the length and breadth of Wales, as well as an accreditation route based on principles established by GTCS (see tables left).

As well as the two-year pilot, GTCW has the advantage of learning from developments in Scotland. In this regard, GTCW is working closely with staff at GTCS and has met Chartered Teacher providers in Scotland on two occasions.

So what does the future hold?

Following the success of the first pilot module, four further pilots are just getting under way. GTCW will also shortly be appointing independent evaluators to formally report back on the pilot.

Hayden Llewellyn, Deputy Chief Executive (Teachers' Qualifications, Registration and Professional Standards), GTCW

A new GTCS-accredited CPD course on international education is available to teachers in Scotland. The development of the pilot course, led by the University of Glasgow and the University of Aberdeen, has been funded by Learning and Teaching Scotland.

This innovative and exciting professional development opportunity will offer teachers the chance to gain accreditation for their work in the development of international education.

Course participants will also gain the opportunity to learn about current international education programmes and be supported to implement or further develop these and other international education initiatives in their schools.

About the course

Young people in Scotland are growing up in a more varied set of local, national and international contexts than previous generations and the increasing interdependence of nations necessitates a global perspective.

This course aligns closely with the aims of Curriculum for Excellence, which calls for successful learners who are open to new ideas; responsible citizens who respect others and are able to engage in intercultural dialogue; confident individuals who are able to relate to others and communicate their own beliefs and views of the world; effective contributors who are able to apply critical thinking in new contexts.

The international education course provides opportunities for broadening horizons and developing new relationships that will enable information and ideas to be shared, stimulate reflection, motivate pupils and teachers, and contribute to improving learning and teaching.

To achieve this, classroom practitioners will have the opportunity

to extend their knowledge of international education, find out about the resources and opportunities available to pupils, teachers and schools in Scotland, and develop expertise through a critical understanding of international education appropriate to postgraduate study at Masters level. The practice focus of the course will enable teachers to develop a school-based initiative related to international education.

Who is the course designed for?

The course is designed primarily for teachers who are undertaking the Chartered Teacher programme. It is also available to teachers who are not currently undertaking Chartered Teacher studies, but who wish to develop expertise in the field of international education. As well as contributing towards the award of Chartered Teacher, the successful completion of the course could contribute towards a Leadership qualification or the Masters in Advanced Professional Studies.

Applications are invited for the course. If you would like further information and an application, please email either of the following:

Dr Margery McMahon, University of Glasgow, on m.mcmahon@educ.gla.ac.uk or internationaleducation@educ.gla.ac.uk or Leila Holm, University of Aberdeen, on l.holm@abdn.ac.uk

THE INCREASING INTERDEPENDENCE OF NATIONS NECESSITATES A GLOBAL PERSPECTIVE



DEVELOPING POOR COMMUNITIES THROUGH LEARNING

VSO is an international development charity that works through skilled professional volunteers in 34 countries around the world. Over the last 50 years, more than 32,000 people have worked in partnership with local colleagues in 120 countries, sharing their skills and expertise to help find long-term solutions to poverty in some of the poorest communities in the world.

Volunteering placements can last from two weeks to two years.

Since VSO started, almost one third of all volunteers have been educational professionals, from classroom teachers at primary and secondary level through to special education teachers and education management staff.

Volunteers gain a greater appreciation of individual and cultural differences within UK schools and a recent study by the University of Southampton showed that 84 per cent of returned staff believed their time overseas had a substantial effect on their professional development. And 64 per cent noted a greater range and awareness about regular classroom teaching resources than before.

The government announcement that £13 million will be provided to fund pension contributions to public sector workers who volunteer overseas will play a key part in ensuring VSO continues its fight against poverty and improve global education for years to come. For more information, visit www.vso.org.uk

Bevis Man, Media Co-ordinator
VSO, 317 Putney Bridge Road,
London, SW15 2PN
E: bevis.man@vso.org.uk
T: 020 8780 7265

After the collapse of the Soviet Union, Mongolia has opened its borders to new education methods with the help of VSO teachers.

Choibalsan, on the eastern border of Mongolia, is the last place you might expect to hear "Ally Bally Bee". However, there are now six Voluntary Services Overseas (VSO) education volunteers there, including Lesley Harrison from Dundee, who is working as a kindergarten teacher trainer, and Deborah Boekestein from Glasgow, who is helping develop school management skills.

The VSO programme aims to develop child-centred methodology, especially at pre-school level, by partnering colleagues, organising cross-sectoral training and demonstrating lessons.

In 1921, with Russian help, "Outer" Mongolia achieved independence from Chinese occupation and for the next 70 years it was a closed country, acting as a buffer between Russia and China and receiving heavy political and economic support in return. Then, in the early 1990s, the USSR withdrew assistance, triggering years of massive hardship, and the country has been struggling to find its feet ever since.

The education system still strongly reflects Soviet methods of 20 years ago. The curriculum is very prescriptive, with great emphasis on attainment and competition, among teachers as well as pupils. Lessons are very teacher-led, and an important theme in volunteers' work here is to demonstrate interactive teaching methods, showing that children can and do learn independently through play.

There are, of course, many good teachers who have realised this already, and by training them as mentors within their schools, volunteers hope to create sustainable improvements to the quality of teaching. Perhaps the greatest barrier to development is the lack of knowledge of alternative methods. For several generations, teachers have had no contact with colleagues outside Mongolia and Russia, and are now for the first time hearing about ideas which underpin western education, such as



Educating world wi

differentiation, inclusion of children with learning difficulties and assessment as a tool for planning.

Lack of contact with the outside world also means that it is difficult to recognise your strengths. The Mongolian kindergarten curriculum places great emphasis on developing children's aesthetic sensibilities. The buildings themselves are beautifully decorated and spotlessly clean. The curriculum actively promotes the country's culture and heritage, and the children are taught to perform traditional songs, dances and plays. Children acquire a much deeper knowledge of their environment, its plants, animals and seasons than in the UK.

At the same time, fathers and grandparents are much more involved in nurturing and raising infants than in the West. The children themselves, living largely on a diet of meat, milk and carbohydrate, seem much calmer and more capable of sustained concentration than their western counterparts.



ng the th play

And, of course, many similarities and points of contact emerge. One of the first lessons Lesley observed was a rehearsal for a production of a Russian folk tale about an enormous turnip! And, in December, after a marathon of end-of-term shows, when asked what the next big event on the calendar was, as one, the teachers replied: "The holidays!"

For more information about VSO, see www.vso.org.uk

If your nursery or infants department would like to contact a kindergarten in Mongolia, you can contact Lesley c/o the VSO Programme Office in Ulaanbaatar

Lesley Harrison is currently working as a VSO kindergarten teacher in Choibalsan, eastern Mongolia. She is on a career break from Fife Council where she was a primary teacher.

Grant Gillies has spent a year travelling the globe. But now the end is in sight and in the last part of his diary, he explores Down Under...



Now it's homeward bound

Well, the last leg! I started 2008 in style, spending Hogmanay on Shark Island in the middle of Sydney Harbour. It seemed a fitting start to the New Year and the momentum has carried on throughout my sabbatical.

I rented a campervan with another Scottish teacher who is also taking a year out to travel, and we made our way along the Great Ocean Road, even managing to watch Andy Murray at the Melbourne Open!

I then made my way up the east coast, doing my PADI diving certificate on the Great Barrier Reef where I swam alongside sharks and turtles.

All in all, I spent six weeks in Australia before moving on to New Zealand where I felt homesick for the first time since leaving. It is so similar to Scotland and when I was sitting in Queenstown eating fish and chips on the harbour, a pipe band struck up.

We rented a campervan in New Zealand too and it is definitely the best way to travel – pulling up alongside a spectacular beach and cooking dinner with a fine New Zealand wine!

I am a big fan of walking in Scotland and took full advantage of some excellent trails and mountains, even managing a day ice climbing on the Franz Joseph Glacier.

There is a huge demand for teachers and professionals in general in New Zealand as many natives move to Australia.

I met lots of British couples who are emigrating and I can see the appeal, but for me it only reminded me just how fantastic Scotland is. Everywhere I have travelled I have caught myself saying "It's just like Scotland!"

Spending a month in New Zealand was just a perfect amount of time to see both islands. I resisted the temptation to bungee jump (I wasn't sure it was covered by my travel insurance!) and the Maori

cultural centres were a real highlight.

Leaving New Zealand, I flew to Santiago in Chile and made my way down to Patagonia where I did a five-day trek. It is very remote and the walking was tough but very rewarding with spectacular 360° views of snow-capped mountain ranges.

South America is my last continent, and I met up with a tour group to travel through Argentina, Bolivia and Peru in an overland truck. It was a great contrast to travelling on my own and packed full of adventures.

This week, I flew into a pampas grass landing strip in the Amazon where I swam with pink dolphins and fished for piranhas. Yesterday I mountain biked down the (officially) most dangerous road in the world!

The truck trip ends in Lima after hiking to Machu Picchu and from there I will make my way to Ecuador, finishing the year out with a diving trip to the Galapagos Islands.

I return to Edinburgh in July, exactly one year after leaving. The year-long trip has been the best thing I have ever done, without a shadow of a doubt. On a professional level, I feel refreshed and hungry to get back to a job I love, with a much wider appreciation of the world.

On a personal level, I have taken time to reassess and remember all the things that I like, and plan where I want to be in the future.

Taking a sabbatical is a big step, but much easier than I expected. Moving from our comfort zone is far more frightening than actually doing it.

I've already requested haggis, neeps and tatties with Irn-Bru for my home-coming tea. You can take the man out of Scotland, but you can't take Scotland out of the man!

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

Lord Advocate to deliver National Lecture 2008

Tickets are set to go fast as Scotland's top legal officer, Elish Angiolini, signs up for this prestigious event.

Elish Angiolini, Lord Advocate for Scotland, will deliver the GTC Scotland National Lecture for 2008 on 1 October at the National Gallery for Scotland in Edinburgh.

Appointed the first female Solicitor General for Scotland in 2001, she was also the first Procurator Fiscal and the first solicitor to hold the post.

In 2006, she was appointed Lord Advocate, the head of Scotland's prosecution service, the first woman in the 500-year history of that post.

GTC Scotland is committed to bringing top-quality speakers to

deliver our national lecture series, speakers who are leaders in their particular field and who can contribute to the educational debate in Scotland.

Previous speakers have included Lord David Puttnam, Baroness Warnock, Tom Hunter and Christopher Brookmyre.

Always well attended, tickets for these events go quickly, so please book your complimentary ticket by e-mailing nationallecture@gtcs.org.uk or contact Alison McWilliams on alison.mcwilliams@gtcs.org.uk or telephone 0131 314 6006.



Elish Angiolini, Lord Advocate

DRIVING FORWARD PROFESSIONAL STANDARDS FOR TEACHERS

Calling all primary/nursery teachers

GTC Scotland Council vacancy

THE GENERAL
TEACHING COUNCIL
FOR SCOTLAND

gtc
SCOTLAND

The Council has a member vacancy in the category for primary/nursery teachers other than head teachers.

- Are you currently on the register in the primary/nursery teacher category?
- Have you paid your registration fee for the current year?
- Are you employed as a teacher in a primary school or nursery school?

Then you are eligible to apply to stand for co-option to membership of the Council.

The successful candidate will be entitled to serve on Council until the end of the term of office of the current Council on 31 October 2009. It is possible, however, that this may be extended into 2010 in line with the Scottish Government's proposal to grant GTC Scotland independent status.

Further details on the vacancy, the role and commitment required of a Council member, and the co-option process, can be obtained via the GTC Scotland website – www.gtcs.org.uk

Alternatively, please contact Irene Hunter, Returning Officer, on 0131 314 6021 or e-mail: lisa.dobie@gtcs.org.uk

The closing date for applications is noon on Monday 7 July 2008.
Completed application forms should be returned to:

Irene Hunter
Returning Officer
GTC Scotland
Clerwood House
96 Clermiston Road
Edinburgh
EH12 6UT

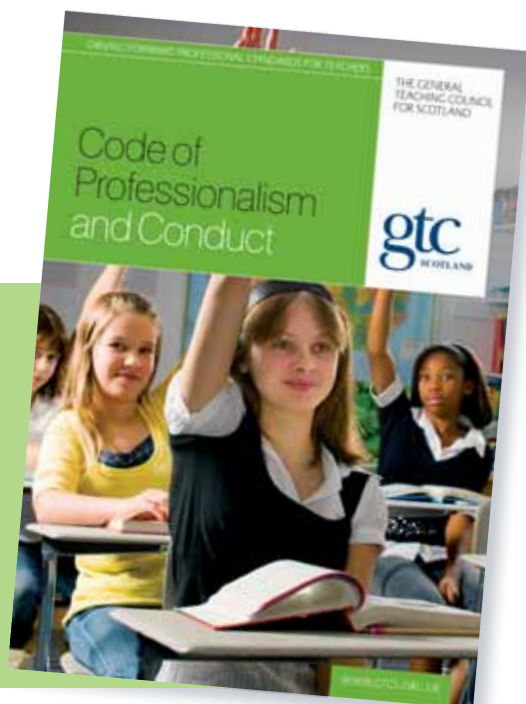


WWW.GTCS.ORG.UK

This important new document sets the standards of professionalism, conduct and competence expected of registered teachers in Scotland.

John Anderson, Head of Professional Practice at GTC Scotland, talks about the Code.

The Code of Professionalism and Conduct



On 1 August 2008, GTC Scotland's Code of Professionalism and Conduct comes into force – the culmination of two years' work by the Council and a wide-ranging consultation at the end of 2007. The Code will affect all of Scotland's registered teachers and brings the key elements of competence, conduct and professionalism together within one accessible document.

THE CODE AND CHANGES IN REGULATION

The world of professional regulation has changed greatly in recent years and the Council is constantly looking at ways of meeting the challenges and the opportunities this presents.

As the regulator of Scotland's teachers, GTC Scotland has to be fit for purpose and in discharging its statutory regulatory function must continue to earn the respect and trust of the profession, Government and the public.

THE CODE OF PROFESSIONALISM AND CONDUCT AFFECTS EVERY TEACHER IN SCOTLAND AND IS A SIGNIFICANT STEP FOR THE COUNCIL IN BUILDING TRUST AND CONFIDENCE OF THE PROFESSION

Matthew M MacIver, Chief Executive/Registrar GTC Scotland

In its regulatory role, GTC Scotland co-operates with and takes its place alongside similar bodies such as the General Medical Council, Scottish Social Services Council and the Teaching Councils in England, Wales, Northern Ireland and the Republic of Ireland.

In the past 10 years, the legal landscape has changed dramatically and now includes the extended European dimension. The introduction of the Human Rights Act and various statutes designed to protect children and other vulnerable groups has also brought about changes to the way in which regulators work.

The Code of Professionalism and Conduct will therefore sit within this broader context, which is in tune with the Scottish programme, "Getting it right for every child".

which is the safety and educational welfare of Scotland's children and young people.

The overwhelming majority of teachers do an excellent job day in and day out, very often in difficult and demanding situations. Therefore, the four sections of the Code are intended both to assure the public and to support the profession by stating clearly the professional norms within which the vast majority of teachers continually practise.

However at the heart of regulation is the pivotal role of the individual teacher through personal regulation. It is in this regard that the Code is aimed to have a positive and supportive impact upon the individual teacher's professional judgement.

As a consequence, the Code and its guidance is a significant step not only in GTC Scotland regulation but also in the essential area of personal regulation.

THE PROFESSION AND THE CODE

GTC Scotland registration is effectively the right to practise as a registered teacher through a licence, without which an individual cannot be employed as a teacher in local authority schools or in the vast majority of independent schools in Scotland.

The Council is required to regulate the granting, restriction or removal of registration in the public interest, central to

PROCESS OF CONSULTATION REGARDING THE DRAFT CODE OF PROFESSIONALISM AND CONDUCT

The consultation process and analysis was carried out independently of the Council by George Street Research.

Direct approaches were made to all the unions/professional associations, Scotland's 32 local authority employers, the Scottish Council of Independent

IT IS GREAT CREDIT TO THE GTCS AND ITS PARTNERS – UNIONS AND EMPLOYERS – THAT PROFESSIONAL STANDARDS REMAIN SO HIGH IN SCOTLAND AND THE NEW CODE WILL ENSURE THAT THIS REMAINS SO

Gordon Ford, Director of Education & Cultural Services, West Lothian Council

Schools, other regulatory bodies (including other teaching councils), parents' groups and Scotland's Commissioner for Children and Young People. George Street Research also made direct approaches to individual teachers, parents' groups and children and young people.

Consultation links were also placed on employer and union websites and in addition to the awareness-raising article in issue 24 of *Teaching Scotland*, local authorities also highlighted the consultation to their teaching workforce encouraging participation.

The process attracted considerable press and media attention with articles on BBC Scotland TV and Radio and features in The Herald and other newspapers.

Respondents were very positive indeed about the Code and its commentary sections. The overwhelming majority of respondents were of the view that the Code was fit for purpose and reflected the common sense approach already practiced and embraced by teachers.

The Code was also said to be helpful and supportive to teachers and very valuable in maintaining the public's trust in the profession.

CHANGES FOLLOWING THE CONSULTATION

In response to requests for more guidance or commentary, the Council has added to information already provided in the draft version of the Code, especially in the area of competence and the Standard for Full Registration. In addition, a dedicated section of the Council's website will be created to provide further information and updates associated with the Code – www.gtcs.org.uk/practiceinfo

The Council has tried to balance producing a book of rules or an exhaustive list of "dos" and "don'ts" with the broader, less prescriptive approach of



THE NEW CODE IS ESSENTIAL READING FOR ALL MEMBERS. THE PROFESSION IS UNDER CONSTANT SCRUTINY. IT IS ESSENTIAL THAT ALL TEACHERS ARE AWARE OF WHAT IS EXPECTED OF THEM AT ALL TIMES

Jim Docherty, Depute General Secretary, SSTA

a Code. This is to assist and support the individual teacher in relation to the professional judgements he or she has to make on a day-to-day basis.

The Code comprises four distinct sections, each addressing a specific area of professionalism, providing information on the standard which teachers should be meeting.

1 Professionalism and maintaining trust in the profession

This section reminds teachers of their unique position in terms of trust and in ensuring that their actions are seen to be in keeping with the high regard in which

the profession is held by parents and members of the public. This covers many areas such as the professional relationship between teachers and pupils and also the honesty and integrity expected from a registered teacher.

2 Professional responsibilities towards pupils

The importance of a teacher's responsibility towards pupils is stressed in this section. It is vital for teachers to realise that they have a central role in terms of child protection and that they have a duty to ensure that they treat pupils fairly and equally.

THE NEW CODE CLEARLY SETS OUT THE LEVELS OF PROFESSIONALISM EXPECTED OF TEACHERS IN SCOTLAND. SCOTLAND CAN BE PROUD TO HAVE A REGULATORY BODY SUCH AS GTCS WHICH PROVIDES A FRAMEWORK WHICH ENSURES THAT THE STANDARDS FOR TEACHERS ARE AMONG THE HIGHEST IN THE WORLD

Ronnie Smith, General Secretary, EIS

3 Professional Competence

The Standard for Full Registration (SFR) sets out the level of competence teachers must meet and maintain. This is reiterated in this section as is the need for teachers to ensure that they enhance their skills through continuous professional development.

4 Professionalism towards colleagues and parents

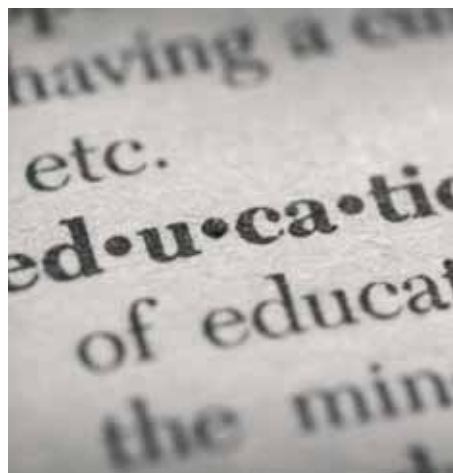
Teachers must work closely with a number of different members of staff and this section of the Code reminds teachers of the importance of retaining good working relationships with colleagues. The need to promote close working relationships between teachers, parents and home is also included in this section.

THE LAUNCH AND DISTRIBUTION OF THE CODE

The Code was launched on Tuesday 27 May at Roseburn Primary school in Edinburgh by the Education Secretary Fiona Hyslop MSP, Cabinet Secretary for Education and Lifelong learning.

In addition to the Code being available on the Council's website (www.gtcs.org.uk) prior to launch on 1 August, the Code will be made available in Scottish schools and colleges. It is also the Council's intention that all teachers will be sent a weblink to the Code and the SFR to his or her work e-mail address in readiness for the start of session 2008/9.

The full Code of Professionalism and Conduct is available at www.gtcs.org.uk; however, the text of the four main sections appears here:



Professionalism and maintaining trust in the profession

As a registered teacher:

- You should have knowledge of and maintain the key principles contained in the Professional Standards, Codes and guidance issued by the Council and as they may be reviewed and reissued from time to time
- You must maintain appropriate professional boundaries, avoid improper contact or relationships with pupils and respect your unique

THE NEW CODE UNAMBIGUOUSLY SETS OUT EXPECTATIONS AND ILLUSTRATES THEM WITH REAL, PRACTICAL EXAMPLES. WE WILL BE LOOKING AT THE EXAMPLE SET BY GTCS WHEN WE REVIEW OUR STATEMENT OF PROFESSIONAL VALUES AND PRACTICE

Gary Brace, Chief Executive, General Teaching Council Wales

MOST TEACHERS CAN'T IMAGINE THEIR CONDUCT EVER BEING QUESTIONED BY THE GTCS. THIS CODE SHOULD BE READ AND DISCUSSED BY ALL TEACHERS TO MAKE DOUBLY SURE THEY UNDERSTAND THEIR PROFESSIONAL OBLIGATIONS

May Ferries, Convener, GTC Scotland

position of trust as a teacher

- You should avoid situations both within and outwith the classroom which could be in breach of the criminal law or may call into question your suitability to be a teacher
- You must 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
- You should always be honest and accurate when providing professional information about colleagues or yourself, particularly when applying for posts or in your dealings with the Council and employers
- You should maintain an awareness that as a teacher you are a role model to pupils.

Professional responsibilities towards pupils

As a registered teacher:

- You must treat pupils equally, fairly and with respect, in line with the law and without discrimination
- You must treat sensitive, personal information about pupils with respect





I WARMLY WELCOME THIS CODE. IT PROVIDES CLEAR GUIDANCE ON THE STANDARD OF CONDUCT AND PROFESSIONALISM EXPECTED OF SCOTLAND'S TEACHERS. THE SCOTTISH GOVERNMENT IS PLEASED TO ENDORSE IT

Fiona Hyslop MSP, Cabinet Secretary for Education and Lifelong Learning

and confidentiality and not disclose it unless required to do so by your employer or by law

- You must be truthful, honest and fair in relation to information you provide about pupils
- You should aim to be a positive role model to pupils and motivate and inspire every pupil to realise his or her full potential
- You must maintain an up-to-date knowledge and understanding of and implement and comply with child protection procedures as they may currently apply in your workplace
- You must raise any concerns which you may have about the behaviour of any colleague in connection with child protection, using the appropriate procedures.

Professional Competence

As a fully registered teacher:

- 3.1 You should maintain and develop

THIS CODE SUPPORTS THE PROFESSION BY CLEARLY LAYING DOWN THE HIGH STANDARDS AND LEVELS OF PROFESSIONALISM WE EXPECT FROM ALL OUR TEACHERS IN ORDER TO ENSURE OUR YOUNG PEOPLE RECEIVE THE BEST POSSIBLE EDUCATION IN A SAFE AND SECURE ENVIRONMENT

Bruce Robertson, Director of Education, Learning & Leisure, Aberdeenshire Council

your professional practice to ensure you continue to meet the requirements of the Standard for Full Registration:

- Professional knowledge and understanding
- Professional skills and abilities
- Professional values and personal commitment.

- 3.2 You should refresh and develop

your knowledge and skills through Continuing Professional Development and maintenance of reflective good practice.

Professionalism towards colleagues and Parents

As a registered teacher:

- You should work in a collegiate and co-operative manner with colleagues and members of other relevant professions
 - You must treat all colleagues fairly and with respect, without discrimination
- 4.3 You should not make malicious or unfounded criticisms of or accusations about colleagues that may undermine them professionally or in the professional judgements they make

- 4.4 You should promote good relationships between home and school, respecting the role of parents in the education of their children.

THE NEW CODE ENABLES SCOTLAND'S TEACHER EDUCATION UNIVERSITIES TO EMPHASISE WITH STUDENT TEACHERS THAT A CAREER IN SCOTTISH SCHOOL TEACHING CARRIES A PERSONAL OBLIGATION TO MEET PROFESSIONAL STANDARDS OF CONDUCT WHICH MAINTAIN TRUST IN THE PROFESSION AND PROVIDE POSITIVE ROLE MODELS FOR YOUNG PEOPLE

Professor Ian K Smith, Dean, School of Education, University of the West of Scotland

