

CELEBRATING OUR PROBATIONERS AND SCHOOL LEADERS
CONGRATULATIONS TO ALL PROBATIONERS AND THE SUCCESSFUL
STANDARD FOR HEADSHIP AND IN HEADSHIP PARTICIPANTS



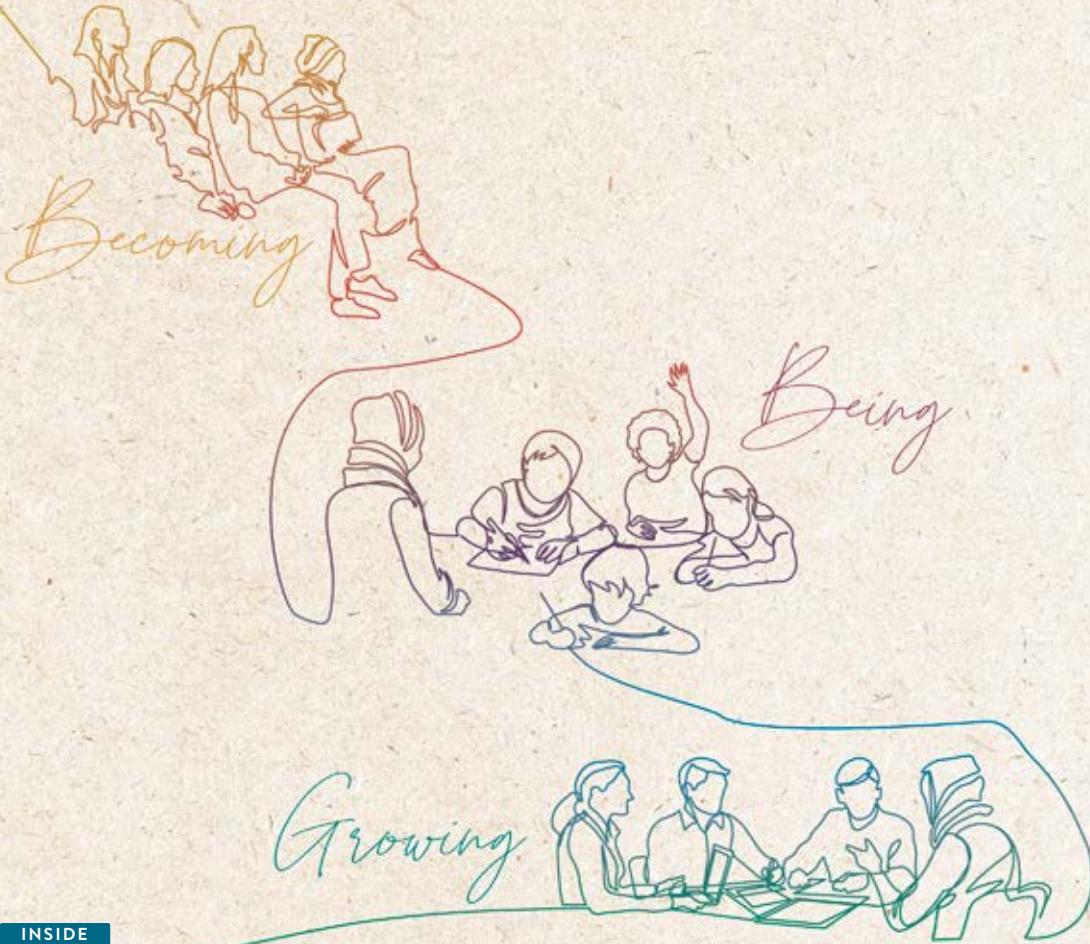
Issue 89

TeachingScotland

For the education profession

August 2021

Airson luchd-dreuchd an fhoghlaim



INSIDE

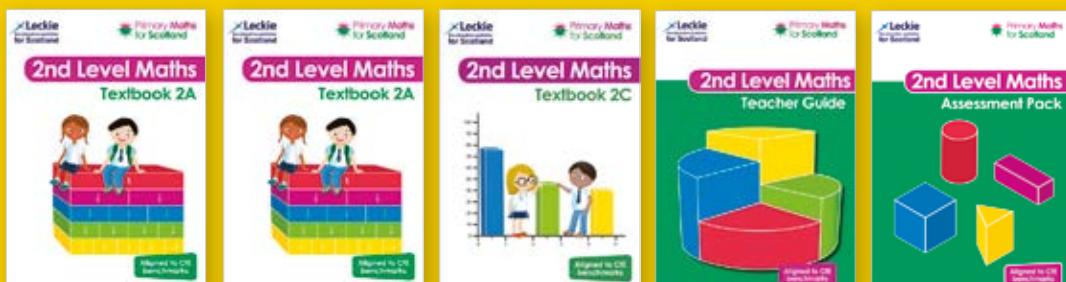
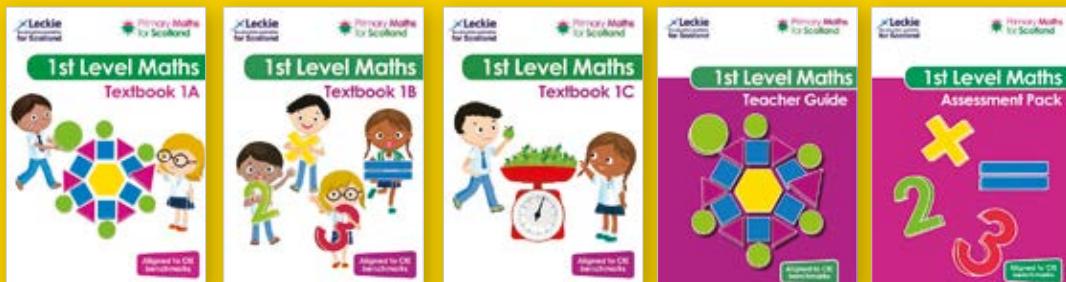
Collaborative professionalism

As we begin a new school year, the Professional Standards aim to unite teachers as a profession committed to do the best it can for learners

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maths mastery scheme written specifically for Scotland

"The books include great support for learning concepts before practising them."

P6/P7 Teacher



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In this issue...



"The Professional Standards describe what it means to become, to be and to grow as a teacher in Scotland. They provide the foundation for the development of our future collective story, they are what holds us together as a profession, committed to do the best that we can for our learners."

P10

AGENDA

- 04 News
- 04 Digest
- 06 Social media
- 07 Letters

OPINION

- 10 Pauline Stephen
- 12 Omar Kettlewell
- 14 Rebecca Favier

BECOMING

- 16 Probationer support
- 17 Tips for probationers
- 19 Probationer celebration
- 22 Autism in ITE

BEING

- 26 Children's rights
- 28 COP26

- 31 Loose parts play
- 33 Care experienced learners
- 35 Meeting all learners' needs
- 36 Colleges A-Z

GROWING

- 40 Hidden Giants
- 42 Celebrating leadership
- 44 Gaelic learning
- 45 PRD
- 46 Lesson Study
- 48 STEM teaching

REGULARS

- 50 Crossword competition
- 52 Book club
- 53 Resources

"AS SCHOOL LEADERS, WE MUST BE CONFIDENT TO DISCUSS PEDAGOGY, POLICY AND PRACTICE TO ENSURE THAT WE CAN ACHIEVE THE BEST POSSIBLE OUTCOMES FOR OUR CHILDREN AND YOUNG PEOPLE."

P42

GTC Scotland,
Clerwood House,
96 Clermiston Road,
Edinburgh
EH12 6UT
Editor Hannah Downie
Assistant Editor Kirsty Turnbull
T 0131 314 6000
E teachingscotland@gtcs.org.uk
Teaching Scotland is designed
and published by Connect

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behalf of GTC Scotland.
Editorial support Fiona Ramsay
Design Stuart Mathie
Advertising Clare Stebbing
T 0131 561 0024
E clare@connectcommunications.co.uk

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News

Professional Standards for Teachers 2021

The refreshed and restructured Professional Standards 2021 were enacted on 2 August. You can find resources on our website, including information about the changes and how to use the Professional Standards in your professional learning, at gtcs.org.uk/standards

Teaching Scotland revamp

We have refreshed the layout of *Teaching Scotland* magazine, to better incorporate the Professional Standards. The sections follow the journey of becoming, being and growing as a teacher in Scotland,



sharing the professional learning that is going on in Scotland's schools and colleges.

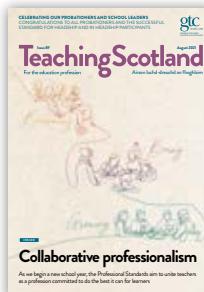
We have also transformed the digital version of *Teaching Scotland* magazine. You can view it at readymag.com/gtcscoltand/TeachingScotlandIssue89

In an exclusive opinion piece for our new digital magazine, award-winning global education author Michael Fullan (below left) talks about the changes ahead for Scottish education.

If you would prefer to receive the digital version, rather than the hard copy of the magazine, please switch to digital at bit.ly/TS-update-info (Please note this format does not work on legacy Internet Explorer browsers, which are no longer being supported by Microsoft.)

Digital refresh

Over the summer, GTC Scotland has been working on a refreshed website. This website is currently in a beta stage, but has modernised the interface with clearer pathways to finding information.



Collaborative professionalism

As we begin a new school year, the Professional Standards aim to unite teachers as a profession committed to do the best we can for learners.

Educators honoured

A number of teaching professionals were recognised on the Queen's Birthday Honours List, including former Chief Executive and Registrar of GTC Scotland, Ken Muir (below),

who was made a CBE. Teaching professionals who were bestowed MBEs are: James Brand of Annan Academy; David Dykes, for services to Perth Academy; Evelyn Oliphant of Education Scotland; Ellen Rafferty of Uddingston; and Anita Weir of Inverurie Academy.



Digest



The long-awaited OECD report into Scottish education was published earlier this year. The report looks at the implementation and use of Curriculum for Excellence (CfE), along with successes and challenges.



The Cabinet Secretary for Education and Skills, Shirley-Anne Sommerville, announced that the Scottish Government would take the recommendations very seriously. A working group will be put together, led by Ken Muir CBE, former Chief Executive and Registrar of GTC Scotland. Their work will help to inform important changes, including an overhaul of Education Scotland and the SQA.

KEY FINDINGS

- Scotland's CfE continues to be a bold and widely supported initiative, and its design offers

the flexibility needed to improve student learning further.

- Stakeholder engagement is at the heart of CfE and offers the possibility, with better structure, for shared ownership and effective leadership of CfE.
- Continued efforts are needed to enhance the coherence of the policy environment with CfE.
- The approach to the ongoing implementation of CfE has lacked structure and long-term perspective.

Read the full report:
bit.ly/3hYTJ5I



Notice of election

An election for registered teachers to serve on GTC Scotland's Council is about to be held.

GTC Scotland registered teachers are to be elected to fill seven seats on the Council **for a four-year term** and two for a two-year term (the

two-year term seats are to fill interim vacancies) as set out in the table below. Those elected will take up office on 2 April 2022.

Election category	Council members to be elected for a 4-year term	Council members to be elected for a 2-year term	Qualifications of persons entitled to nominate candidates and to vote
Those employed as teachers (including headteachers) in primary schools or nursery schools in Scotland	o 3*	*Note: 1 One seat will be reserved to those employed as headteachers within each of these categories	* Registered teachers employed in primary schools or nursery schools in Scotland
Those employed as teachers (including headteachers) in secondary schools in Scotland	o 4*		* Registered teachers employed in secondary schools in Scotland
Those employed as teachers/lecturers in the further education sector in Scotland	-	1	Registered teachers employed in the further education sector in Scotland
Those employed as teachers/lecturers in universities in Scotland providing courses of Initial Teacher Education	-	-	Registered teachers employed in universities in Scotland providing courses of Initial Teacher Education

Election categories

There are four election categories which are determined according to employment:

- Primary school teachers
- Secondary school teachers
- Further Education teachers/lecturers
- Teachers/lecturers delivering Initial Teacher Education

Nominations

If you would like to stand in the election, you must be employed in the election category that you wish to stand for and you need to be nominated by two other currently registered teachers (a proposer and seconder).

Voting

Voting will take place online. The Independent Scrutineer will send ballot information and instructions out by email and will determine the validity of, and count, votes received.

Key election diary dates

20 September 2021 (5pm)

Closing date for receipt of nomination papers; by this date all candidates must be in the appropriate election category.

1 December 2021 (5 pm)

Closing date for electors; by this date all electors must be in the appropriate election category.

10 January 2022

Emails with ballot information and instructions sent to registrants to enable them to vote online.

11 February 2022 (12 noon)

Closing date for receipt of online votes.

15 February 2022

(or as soon as possible after this date)
Publication of results.

16 and 17 March 2022

Induction meetings of the new Council.

2 April 2022

New Council members take up office.

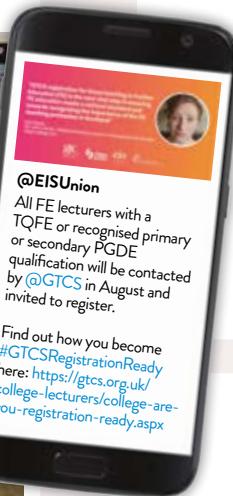


Social media

Something to share? Tweet us @gtcs

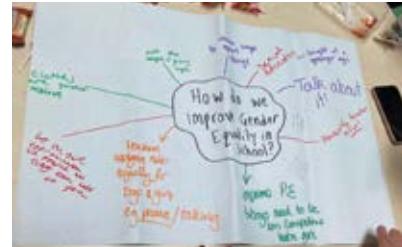
@AliJMitchHT

Great presentation from our @UofGEducation head of school @Margery25 on research around the @gtcs professional standards and comparisons with Portugal and Russia. Much to consider around engagement with and enactment of #StandardsForTeachers @WERA_EdResearch



@StartwithFamily

Another new CAL is off! Knitted in Edinburgh, heading to Fetterangus, Aberdeenshire! #KnitWellbeing2021
@GIRFECAbshire
@Aberdeenshire @gtcs
@girfec #children #fun #Health
#Summer2021 #women
<http://startatthebeginning.co.uk>
"Make a child smile. Get knitting!"



@macgeography

Gender equality was the theme today for Eco-Club! Ending the year on a high with some excellent discussions around how we can improve gender equality!
@ParkMainsSocSub
#genderequality
#learningforsustainability
#thisislsf

@AitkenheadS

Primary 6 were looking at Article 27 of the #UNCRC, the right to a proper house. We were designing our dream homes and creating a blueprint for future building. Some future architects in the making #uncrc #article27





Letters

Know your limits...

Dear Editor,

In the April edition of *Teaching Scotland*, Alex Cowie considered the limitations of the current school system. He says that “learning and teaching needs to be without artificial limits” and goes on to ask: “Does this cycle suit the human psyche?”

I wonder if he also wishes to challenge the limits of day and night? Why limit ourselves to the restrictions of physical buildings and heating needs? Why teach using the sounds of our own voice? Random noises could possibly achieve so much more.

I am being facetious but, really, teachers trying to teach 25 or more children the basics of numeracy and literacy have no time for this mince.

Yours sincerely,

Anon, Glasgow



Here to support you



SQA is looking forward to working with and supporting you in session 2021-22. We will continue to share information through SQA News and www.sqa.org.uk





'I can say with absolute certainty that the huge strides we have made in building our reading culture this year have been due to the focus we have on Reading Schools'

*– Principal teacher,
secondary school*

Become a Reading School

Reading Schools is a new accreditation programme for schools that are committed to building a reading culture for their learners and communities. We'll provide you with a framework mapped to HGIOS4 and resources, training and support as you work towards accreditation.

The programme is open to Scottish schools in selected local authorities this year, and will roll out nationally in August 2022.

Find out more and register if you're eligible at readingschools.scot

Scottish Book Trust is a registered company (SC184248) and a Scottish charity (SC027669).



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The profession's story

As the Scottish Government's reform of education gets under way, the Professional Standards provide a shared platform for us to address urgent questions

So why new Professional Standards for teachers, and why now? Isn't there enough going on for teachers and Scottish education? As recovery from the global pandemic continues and combines with major reform, surely this is not the best timing? I could answer these questions and similar ones by offering a historical analysis that highlights the relatively long journey the review of the last Professional Standards (enacted in 2013) has taken.

In this story of the past, I would take the opportunity to emphasise the importance of the role of significant stakeholder engagement that included a national conversation with the profession. I would definitely reinforce the requirement of a public consultation and describe how the focus groups of interested teachers held during a global pandemic were both inspirational and challenging. I would also ensure that I drew specific updates to the content of the Professional Standards to your attention with an increased focus on equality and diversity, digital learning, learning for sustainability and additional

support needs as examples. However, the only story that is important here is, I believe, the personal story of every teacher in Scotland. That is, why teachers have been called to do what teachers have been called to do.

A teacher's calling

I am a superfan of the work of Marshall Ganz on public narrative. I believe that everyone's story provides insight into their values into action and constructs their identity about who they are and why they are doing what they do. Most teachers have a personal story about why they teach. Some, like me, have a story which starts with an inspirational teacher from their own years at school, who planted an early seed about an exciting career in education. For others, their chapter to becoming a teacher took a direct route of school to university and back to school again.

Some have a different story that describes a journey via other careers. Whereas most teachers have a story about how they became a teacher, deep thinking is sometimes required to identify a personal 'why'; why we teach. Quite





often the foundation of that why is about an ambition to make a positive difference to children and young people and to spread a love of learning.

Our stories as teachers connect to those we work with and for. The story of ‘us’ as a profession of teachers starts with a consideration of what we can do and achieve together, defining what our shared purpose, goals and vision are. The recent OECD review of the implementation of Curriculum for Excellence emphasised that teachers in Scotland need space to think and reflect and time is needed to lead, plan and support curriculum making. Once again, the role of collaborative professionalism is highlighted, supporting a place for teachers with individual stories coming together to focus on their future impact.

There are choices to be made

Our collective story of ‘now’ is presented to us with some urgency for there are choices to be made. Choices for which there will be a variety of views and likely some problem elaboration, but where the collaboratively generated solutions need to be rooted in our shared professional values of trust and respect, social justice and integrity. Teacher professionalism is critical in influencing the change we have been challenged to lead. Together, across all contexts and layers, we need to embrace the system’s complexity and actively engage in necessary debates, from determining what curricular flexibility is desirable, to what effective assessment of young people looks like. Even more we all need to innovate, adapt, review, change and respond while continuing to offer stability and effective learning and teaching to our learners.

The Professional Standards have multiple purposes. They exist to create a shared language for teaching professionals, are a benchmark for professional

competency and provide a framework for becoming a teacher through Initial Teacher Education and probation (the mandatory Professional Standards of Standard for Provisional Registration and the Standard for Full Registration). They support career-long professional growth (the aspirational Professional Standards of Standard for Career-long Learning, Standard for Middle Leadership and Standard for Headship). They aim to develop and enhance professionalism as well as ensure and enhance public trust and confidence in the teaching profession.

In essence, they describe what it means to become, to be and to grow as a teacher in Scotland. They set out what the profession wants for the profession; what we believe is most important in terms of our values, commitment, knowledge, understanding, skills and abilities. They provide the foundation for the development of our future collective story, they are what holds us together as a profession, committed to do the best that we can for our learners. The Professional Standards are often described as GTC Scotland’s Standards. While we at GTC Scotland very much value our role as guardians of the Standards, they belong to the profession and should help the profession belong to each other. So why new Professional Standards, why now? They form our shared prologue for the new story we are going to write together.

Professional Standards for Teachers 2021

The refreshed and restructured Professional Standards for Teachers were formally enacted on 2 August 2021. You can access the Professional Standards, together with a range of supporting material, at www.gtcs.org.uk/standards

Visible and invisible

As teachers we need to be equipped with the tools to look at racism, but also diversity more broadly

I will never forget my English teacher, Miss Taylor. In her class, we read John Steinbeck's *Of Mice and Men* and Harper Lee's *To Kill a Mockingbird*. Two beautiful stories that introduced us to different perspectives, people and their challenges. In my drama class we studied Ann Marie Di Mambro's *Tally's Blood* and learned about lives of Italian people living in wartime Scotland. Literature gave us great joy in learning about people and in learning about diversity.

In a recent discussion with my colleagues, Headteacher Roland Peck defined diversity as respecting each and every person for who they are. It is not what they are. It is who they are as a person. When I talk to people about the education they had in school, some of them never had the opportunity to learn about American history, black people or slavery like I did. Now, in a broader sense, it makes me think about diversity across the board and how that should be inbuilt in our education system.

Diversity is not always visible. I have white skin and I am mixed race. I was raised as a Muslim. If it wasn't for my name, you may not have questioned my ethnicity. In fact, many of my friends comment on this. I feel obliged to clarify my ethnicity when I meet people and they hear my name, because I can see the confusion on their faces. I am a minority in terms of my race, religious background and in the profession, as a male primary teacher.

We have such a wide demographic within Scotland and our education workforce does not always represent the diverse communities we serve. Every school community is diverse. I've worked with communities where diversity is more visible, where a lot of people

are from an Asian or Middle Eastern background, to communities with less visible ethnic diversity. At times there has been just me and one pupil who are of a different ethnic background within a school.

Where there is little visible diversity, there is a need for us to introduce and share different people's experiences with our children. For me, a good leader embraces and respects different people and their values. Learning about people with different ethnicities, faiths, sexualities and disabilities allows us to expand on how we respect each and every person for who they are. In our school, we try to share our personal experiences and teach about others. I often find myself telling the children that while diversity might not always be visible, people are different and when they grow up and leave our school community, they need to be able to respect, understand and value people from all backgrounds. This will help them learn about people in a way that helps them interact together.

Challenging conversations

There's no shortage of opportunities for these discussions. Race is an obvious area that prompts discussions of diversity. Last year, my P5 class was watching *Newsround's* report on Black Lives Matter and Donald Trump. After the report, one of the children put their hand up to say that that there had been a black girl in the park at the weekend and a boy had called her the 'N' word and the girl started crying. I asked: "What did you do?" She said they left and told on him. We discussed this as a class and built empathy and understanding for the people involved. This space let the children challenge each other to find and explore what else they could have done in that situation. By the end, the children had considered speaking up in support of the girl by trying to correct the boy.

"For me, a good leader embraces and respects different people and their values. Learning about people with different ethnicities, faiths, sexualities and disabilities allows us to expand on how we respect every person for who they are."



I teach about Black Lives Matter as it has been at the forefront of the media, and it offers a good starting point to talking about diversity. It's challenging, especially when children ask, "but don't all lives matter?"

These are important conversations to have and for teachers to facilitate. We are fortunate in Scotland as teachers to have autonomy over what and how we teach. Curriculum for Excellence and the Professional Standards offer support and structure to teachers in having discussions of this nature in the classroom. Scotland's diverse society is not represented in our education workforce. Acknowledging this is important and I often wonder if more can be done to teach about diversity and equality, particularly as schools should be places where our children learn about other people.

Yes, we need to talk about racism in schools, but as teachers we need to do more than that and look at diversity more broadly. We need to develop this together. We need to be equipped with the tools to have difficult conversations. We need to structure dialogue in a way that people feel safe and for them to learn together. We need to think about and explore different viewpoints and perspectives with our classes. It's not my job as a teacher to tell my children what their views should be. My job is to get them to explore their thinking and support them

to develop their values and understanding of different people. That's what allows us to challenge each other and learn. Children need to consider how the language they use can be perceived. We must develop a shared understanding of diversity. This is how we build trust as teachers with our children, parents, and families. I think it's very normal for children to see differences - they've got black skin; I haven't got black skin - and to ask why we are different. I welcome this discussion. There's nothing racist about that. It's learning. As a profession we need to collectively delve deeper into diversity.

If we are ever going to promote equality and diversity in Scotland, we need to talk more about it. We need to have more articles like this, and it can't be limited to conversations between teachers. We need children's voices to be heard. We need families and parent communities to be heard for society to change. I was very lucky in school; Miss Taylor completely enriched my education by giving my class the opportunity to talk about our differences. It's up to us as teachers to do the same for our children.

ABOUT THE AUTHOR

Omar Kettlewell is a teacher at Robert Smillie Memorial Primary School.



How did we get to this place?

Headteacher Rebecca Favier reflects on her school's journey towards establishing 'classrooms without walls'

When I arrived as Headteacher in September 2018 I quickly came to view Corstorphine Hill, the wild space our school sits at the edge of, as an under-utilised resource. The barriers to Learning Beyond the Classroom (LBtC) including time, timetables and staff ratios were very real. Although there was a willingness across the staff team and pupil population to 'go there', making it happen meaningfully and regularly (rather than the tokenistic one-off treat or adventure day) was going to require the full might of curriculum and curriculum making.

Armed with new timetables ensuring staff ratios could be maintained, alongside a good dose of professional development opportunities, teachers began slowly but enthusiastically to build curriculum (the totality of all that is planned for children throughout their education) that would take place beyond the classroom walls. "Bush craft was deliberately avoided," remembers a class teacher, "rather we scanned our curriculum pathways for 'fits', asking what could be better taught outside the classroom." The opportunities, of course, proved endless and curriculum turned out to be our greatest enabler.

Practice and perseverance

We worked through weather, gathering and distributing pre-loved kit for those who needed it. We invested the time to train even our youngest pupils to 'gear up' quickly and ensured that, by removing the traditional wet break/lunch times, we were outside whatever the weather.

Initially over-cautious and a little risk adverse (we possibly spent too long debating the numerous hazards presented by wind, dogs, road safety and lines of sight!), once actually 'out there', our working knowledge of risk shifted dramatically. Supported by the expertise of

outdoor education staff we moved, with greater ease than we expected, from a 'perceived-risk' and rather cumbersome framework to an increasingly balanced approach to risk/benefit based on a deliberate mixture of generic, specific and dynamic assessments.

We quickly learned the importance of prioritising quality LBtC induction for new staff and families to our school. We included LBtC elements in all job specifications as well as ensuring at least one direct LBtC question formed part of the recruitment process. This, along with a refreshed school website, ensured that all in our community understood and bought into our unique LBtC offer.

Both our school's Quality Improvement Manager and the City of Edinburgh Council's Principal Officer for Outdoor Education were a supportive sounding board and offered advice throughout. Perhaps more importantly, however, they also challenged our thinking and ensured we remained focused on the output and impact of our approach; attainment and participation were regular features of robust professional dialogue.

We navigated the bumps (including scratches and nettle stings) along the way. As a school leader, I examined and re-examined the delicate balance of

"I examined and re-examined the delicate balance of my own 'push and pull' in establishing Learning Beyond the Classroom."



my own ‘push and pull’ in establishing LBtC across the school. My role as facilitator or enabler evolved as the team’s practice and confidence developed. Staff were increasingly empowered, as one of our teachers illustrated candidly in a planning and monitoring meeting “...actually, the best place for that lesson is inside the classroom, to take it up the hill would be false and feel a bit empty”. Teacher judgements about the right place for learning were becoming increasingly astute and staff were now leading the work, pushing and pulling each other through healthy dialogue and the exchange of ideas.

Start sharing

We kept curriculum and kids at the centre of our approaches and pedagogy, attainment, achievement and participation all benefited. By the autumn of 2020, despite Covid-19 challenges, we were beginning to be recognised more widely for our work on ‘curriculum-making in the outdoors’. The shift in pupil understanding of where they learned was significant and our parent community was engaged and supportive.

Schools across the city were beginning to reach out and we contributed regularly to Edinburgh’s Outdoor Learning Map (bit.ly/Learningmap). We were invited to make a video (bit.ly/3ySUISF) in partnership with the National Galleries of Scotland to showcase how their outdoor spaces could be used for learning.

We presented our story at a City of Edinburgh Council event and were asked to feed into local authority reports and working groups. As the first local authority-run school in Scotland to achieve recognition (bronze mark) from the Council for Learning Outside the Classroom, in January 2020, we were delighted to be invited to feed into the Council’s strategic plan for the future,

by offering a Scottish policy dimension to the award structure and application criteria.

In July 2021, we were thrilled to have our work further recognised when we were awarded the gold mark and we are, of course, planning a whole school outdoor event to celebrate this achievement!

Our pupils and staff will tell you (and show you) that learning beyond the walls of their classroom is now just a normal part of the school day. We can evidence how we use the outdoors to enhance learning and teaching across all curricular areas and our work feels embedded.

Yet, by Easter of 2021, a new and rather unexpected narrative had started to emerge among the students; they were beginning to explore the concepts of space and place. Simultaneously, I too was beginning to realise that the hill, which I had always viewed as a wonderful resource in facilitating excellent learning and teaching, was also a landscape with a story and that our staff and learners were developing a deeply personal relationship with this place. In session 2021/2022, it is the interconnectedness of people and place that we will explore together.

ABOUT THE AUTHOR

Rebecca Favier is Headteacher of St Andrew’s Fox Covert RC Primary School, Edinburgh, which began this journey in July 2019.





Supporting the newcomers

Probationer supporters play an essential role in the teaching profession and were celebrated alongside probationers and probation managers at the National Probationer Celebration in June. While the probation year is often a huge learning curve as new teachers put their theory into practice, it is also an opportunity for probationer supporters to learn new skills and try out different practices in their own teaching.

Martin Beattie, Principal Teacher of Design and Technology at Largs Academy, North Ayrshire, has mentored probationers for more than 20 years and finds it a fantastic experience for everyone involved. “Probationers are a real benefit to the department because they bring in new curricular and development

ideas, and it really encourages the other teachers in the department to develop their own ideas.”

Supporting a probationer is also an opportunity for self-reflection, as Roesia Nelson, Class Teacher at Law Primary School, Carlisle, found out. “Mentoring has been an incredibly positive experience for me, and it has taught me a lot about myself as a teacher. In some ways you find yourself having to rethink how you teach, to explain it to the probationer. I think the biggest thing I have learned being a mentor is how to ‘coach’. I had to learn to not give answers or just fix things but use coaching style questions to help the probationer find the answer.”

English teacher Leila McCann at Baldragon Academy, Dundee, agreed that the challenge was gauging the right level of professional support to give, be it non-directive or directive: “One of the most difficult things was knowing when to coach and when to mentor, as well as identifying those teachable moments. You need to know when to push and when to just give the advice.”

PROBATIONER CELEBRATION

Hear more about the fantastic work done by probation supporters and local authority probation managers at: bit.ly/ProbationerEvent21



HELPING YOU SUPPORT PROBATIONERS

GTC Scotland has created a series of webinars to help probationer supporters in their role. A playlist of all of our probation support videos can be found at bit.ly/2TIOVyt

You can also find coaching and mentoring resources on our website at bit.ly/368B1lr

For more advice and support read Support from the Start on page 43 of issue 88 of *Teaching Scotland*: bit.ly/3e9T4gK

Top tips

for probationer teachers

As schools across the country welcome new probationer teachers into their learning communities, teachers who have recently gone through this experience share their advice...

1. Prioritise your learning

“Don’t forget to keep learning. Yes, your time is precious and, yes, you have to prioritise work but think about what’s important to you as a teacher and what you want to develop, and continue to work on that as much as you can. Reflect on what does and doesn’t work, and go back and speak to your mentor, your learning community, and your colleagues. Find someone who is good in that area and ask them to help you. Pupils will quite happily tell you when something is rubbish.



But they will also happily tell you when something is great. They do appreciate the effort you put in to improve your practice. You are never done developing, you are never done improving. Keep learning because that keeps us getting better.”

Ruari Harris, Banff Academy

Five top tips from Mr Das

Shiv Das, Geography teacher at Boroughmuir High School, Edinburgh, has supported several probationers in his teaching career. Here are his top tips for probationers:

1. Know that mentors are there to learn from you too.
2. Shadow a pupil.
3. Humility – learn from mistakes, listen to feedback and be self-enquiring.
4. Treasure the staffroom (difficult with Covid restrictions), as relationships lie at the heart of this profession. The best CPD is through conversations with other teachers.
5. Feedback to learners is very useful.

You can find more of Shiv's tips at bit.ly/MrDasTips

You have to put down your phone and step away from Instagram and not get wrapped up in that mentality.”

Emma Cooper, Farr High School

For more advice on responsible social media use read *Engaging Online: A Guide for Teachers* at bit.ly/gtcsPublications

2. Use social media wisely

While social media can be a source of inspiration and create community, it can also become toxic. Moderating your usage is key.



“Creating a Twitter account as a probationer can be very beneficial, as there are many excellent practitioners out there who enjoy supporting others and sharing ideas. I have come across many inspiring and motivational people whom you can magpie ideas from. There are also good support networks for probationers, and weekly hashtags which you can follow and interact with to grow your Personal Learning Network - that is how I became a Microsoft Innovative Educator Expert #MIEExpert - one of my favourite CLPL programmes I have come across since qualifying.”

Michaela Dickson, Wester Cleddens Primary School, aka @themessyteacher

“Don’t get drawn into Instagram or Pinterest as you could go absolutely mad making your classroom or door look beautiful, or wondering if your lesson will go viral. Don’t compare yourself to other people. If we saw our kids doing that we would be the first people to tell them not to do that.

3. Enjoy the year

“My advice to probationers is to embrace and make the most of each and every opportunity given. Don’t be afraid to seek advice whenever you are unsure of something and, most importantly, enjoy the year!”

Kieran Mair, Methilhill Primary School and Stepping Stones participant



INSPIRING THE NEXT GENERATION

“My headteacher is the one person who has inspired me to know that education makes the biggest difference, has put the fire in my belly about what education means and what it's there for. That's why I am now training to be a teacher at university – all because of my headteacher inspiring me.”

Liam Fowley, MSYP representing Kilmarnock and Irvine Valley.

This year's probationer teachers will inspire and shape the lives of many learners throughout their careers. Turn to our school leader celebration on p42 to hear the story of how one headteacher's actions had a life-changing effect on a pupil.

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Fully recognised



With a global pandemic prompting a mix of online and in-class teaching, this has been a year like no other for teachers starting out in their career.

It also meant a different kind of probationer celebration. The annual GTC Scotland National Probationer Celebration was held in June, marking the accomplishments of all those who achieved the Standard for Full Registration. Probationers and supporters joined in over three days online to celebrate the milestone and share their reflections.

Adewemimo Abimbola, who undertook her probation year in Falkirk, said that completing the year during a global pandemic is “a true testament to the resilience of teachers. I’m so glad that ‘past me’ pushed through to help ‘future me’ get to where I am just now”.

Others could see how the Covid-19 restrictions had boosted their resilience. Elly McLaughlin, a Biology teacher who did her probation year at Baldragon Academy in Dundee, said: “It’s really improved my adaptability. When restrictions

eased, we had smaller groups in schools and I felt that this helped me to foster positive relationships with the learners in my classroom.”

Community is often key when it comes to a successful probation year. Danielle Boyce, a probationer from West Dunbartonshire, said: “The support network around you helps you through challenges. Every member of staff, from management and support for learning, to the lunch ladies and janitor, everyone is supportive of each other. Relationships are crucial.”

Anne Marie Bready, Probation Manager at Scottish Borders Council, offered sage advice for the new sessions: “Over lockdown you perfected the art of dressing above the waist. Legs are visible now, so don’t forget that over summer and turn up in pyjama bottoms in August.”

Visit bit.ly/ProbationerEvent21 to hear probationer teachers across Scotland share their experiences of this year and for congratulatory messages from probationer supporters and managers. You can also follow how the event unfolded on Twitter at #GTCSnpc2021.



STANDARD FOR FULL REGISTRATION 2021

The refreshed and restructured Professional Standards for Teachers were formally enacted on 2 August 2021. You can access the Professional Standards together with a range of supporting materials at www.gtcs.org.uk/standards



A NEW ADVENTURE FOR ALL KINDS OF MINDS

There is likely to be at least 6 learners with learning difficulties in every Scottish classroom.

Salvesen Mindroom Centre works to support these children, young people and their families, whether or not there is a diagnosis, with the UNCRC and children's rights at the forefront. One of the most important steps we promote is taking the child's views into account (Article 12 of the UNCRC).

This includes non-verbal children and young people, who can indicate their preferences every bit as loudly as the most verbally communicative.

Our friendly team is always on hand to advise on how best to speak to children and young people with learning difficulties – because children's rights matter.

BUDDY'S DARING ADVENTURE

To help broaden the understanding of neurodiversity, we are releasing an exciting new resource. This immersive and educational adventure was created with the help of a dynamic group of children – our Game Gurus.



"Really lovely game, he spoke about himself lots during it. He could relate to one of the characters, saying they had lots of things in common"
Game Guru Parent

"I liked all the new things I learnt, and it made me feel good that I knew some of the words and what they meant like ADHD and autism"
Game Guru

Players are taken on a journey across the seas with plenty of puzzles and learning opportunities along the way.

Buddy's Daring Adventure will be available to play from September and can be downloaded on Apple and Android devices.



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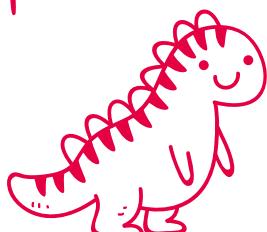


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Supporting student teachers with autistic learners

New ITE resource focuses on the needs of autistic learners and those with related support needs

Teachers are highly likely to meet autistic learners in every school they work in. Between 1.1% of children have autism and 86% of autistic children and young people attend mainstream schools. Moreover, this group of learners disproportionately represents 4.6% of exclusions in Scotland and 68% of additional support needs tribunals (2017-18). All of the 30.9% of children and young people in mainstream Scottish schools who have an additional support need will benefit from good inclusive practice.

The Professional Standards 2021 for Scotland's teachers have an increased focus on additional support needs, including autism, as do the most recent Guidelines for Accreditation of Initial Teacher Education Programmes in Scotland. In addition, GTC Scotland has published a number of associated online Professional Guides.

A report on the experiences of autistic children missing school, *Not Included, Not Engaged, Not Involved*, was published in 2018 amid concern that autistic children were not having their right to an education fulfilled and were missing a significant and concerning amount

of school. The report made nine recommendations, one of which was to enhance programmes of Initial Teacher Education (ITE) and continual professional development to improve understanding of autism.

In response to the report, John Swinney, then Deputy First Minister and Cabinet Secretary for Education and Skills, chaired a roundtable to discuss some of the issues raised and to identify solutions. From this, an ITE Subgroup was formed to progress co-creation of resources to aid greater standardisation of content about autism across all ITE programmes. Group membership included: Learning Directorate, Scottish Government, National Autism Implementation Team (NAIT), Education Scotland, GTC Scotland, COSLA, Association of Directors of Education in Scotland (ADES), Autism Mutual Aid Society Edinburgh (AMASE), Scottish Autism, National Autistic Society Scotland and the Scottish Council of Deans of Education (SCDE).

Developing content for ITE courses

Course content, which can be readily integrated into all ITE courses, was developed through

review of evidence-informed practice and consultation with the autism community, including autistic people, parents of autistic children and young people and professionals from education, health and the third sector. New teachers are not expected to be experts in everything and these materials, which were piloted at the University of Strathclyde in 2020,



ENHANCE YOUR PROFESSIONAL LEARNING ON AUTISM

Meeting the needs of autistic learners: A professional guide for teachers, provides support for teachers to reflect on their actions and consider whether they may need further advice or professional learning. A series of guides has been produced by GTC Scotland, two of which are on dyslexia and neurodiversity and may be helpful further reading. You can access all the guides at bit.ly/gtcsPublications

can support student teachers to be aware of issues for autistic learners and to understand their role in a staged intervention process.

The new ITE autism resource, entitled *We were expecting you!* was launched at the Self-evaluation of Initial Teacher Education symposium on 8 June 2021. The resource comprises four progressive units with pre-prepared PowerPoint presentations, key messages, reflective questions, links to video clips and related reading references.

A full script and set of FAQs are provided to support lecturers. The aspiration is that new teachers start their careers with an enhanced and consistent knowledge of good autism practice, expecting to teach learners with a range of additional support needs.

ABOUT THE AUTHORS

Lorna Johnston and Dr Marion Rutherford are part of the National Autism Implementation Team.

KEY MESSAGES FOR ITE STUDENTS

A set of key messages have been tailored to meet the needs of students of Initial Teacher Education. They are designed to guide planning for autistic children and young people and those with related needs.

1. Environment first

The physical and social environment should be appropriately adapted to meet the needs of all learners.

2. Provide predictability

Predictability helps to reduce anxiety; disrupted expectations increase anxiety.

3. Make learning meaningful

Match activities and expectations to each learner's profile. The biggest reason for distress is the mismatch between expectations and a learner's developmental stage.

4. Seek to understand distressed behaviour

The mindset with which we view distressed behaviour, affects how we respond to it.

5. Ensure adjustments are anticipatory

The Equality Act (2010) requires 'reasonable adjustments' and states that these should be 'anticipatory' - Let's not just see how it goes!

6. Difference not deficit

It is important that we do not see autistic people as presenting with a series of deficits but rather that we live in a neurodiverse world where differences between people are expected and are viewed positively.

7. We were expecting you!

The review of additional support for learning implementation (Morgan, 2020) states that 30.9% of Scotland's school population have an additional support need (ASN). Children and young people with a range of needs and presentations should be expected and welcomed!



Children need more play and better play in schools #play2021

Now that children are heading back to school, it is more important than ever to support their wellbeing and learning. Play Scotland has a range of resources and toolkits to support Playful Pedagogy.

Playful Pedagogy is a way of integrating children's play experiences with curricular learning, giving pupils the flexibility to find their own solutions to both new and existing problems. It engages children in personally meaningful activities, learning about themselves and others, and encourages autonomy and their independent motivation to learn.

The Playful Pedagogy: a guide to getting started resource has 3 sections: Why Playful Pedagogy, Getting started with Playful Pedagogy and Playful Pedagogy across the school.

The Play Types Toolkit is intended for schools and education professionals. The aim is to highlight the range of types of play children experience, their vital contribution to learning and development, and to support the integration of play into the school day.

We are also delighted to share our **Play Well Outdoors Pack**, which is packed full of activities to support children's wellbeing, based around the SHANARRI indicators. The pack is available free to organisations or schools and is suitable for all primary school children. Email info@playscotland.org for your copies.



www.playscotland.org
info@playscotland.org



Scotland's
Play Strategy
Valuing play, every day

X PLAY
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Road Safety
SCOTLAND

Achieving Vision Zero with the help of schools



We all need to use the roads network as part of our daily lives. However, sadly, we know that road accidents still represent one of the leading causes of accidental death to our children and young people. It is, therefore, vitally important to ensure that we all have the necessary skills and knowledge to use our roads network safely to minimise the risk of injury.

The recently launched Road Safety Framework to 2030 sets out a compelling long-term vision for road safety, 'Vision Zero', in which there are no fatalities and injuries

on Scotland's roads by 2050. The journey to achieving this vision also includes ambitious interim targets where the number of people being killed or seriously injured on our roads will be halved by 2030.

If this is to be achieved, we must maintain the excellent road safety support systems that exist in our schools and communities. By engaging our children at an early stage in their road safety learning journey, we hope to help provide them with strategies for a lifetime, helping to keep themselves and others safe in the road environment.

Road Safety Scotland has developed a suite of free online

road safety learning resources for 3-18-year-olds, aligned to Curriculum for Excellence, incorporating experiences and outcomes in health and wellbeing; literacy and English; numeracy and mathematics, and many other subject areas. These resources offer different learning styles to engage teachers and learners and encourage active and experiential learning.

Copies of the 'Road Safety within Curriculum for Excellence' booklet are distributed annually to all schools in Scotland, with further copies available online. Please visit www.roadsafety.scot/learning to find out more about our resources.



The UNCRC in school

Incorporating children's rights into everyday school life

The United Nations Convention on the Rights of the Child (UNCRC) may have only been formally adopted this year, but schools across Scotland have been incorporating children's rights into policies and lessons for many years.

Going for gold

When Lewis Whale first joined Gracemount High School, the Edinburgh-based school already had its Bronze Rights Respecting School Award. Having prior experience and interest in the programme, Lewis wanted to help the school reach the next level.

"We got the silver and gold fairly quickly. My last school had reached silver, so I knew what that entailed. Everyone was also really onboard with us achieving gold, which made it really easy," he said.

The award is only part of the story, as the pupils and staff are

passionate about learning and understanding children's rights. The school has a junior and a senior steering group which run pupil-led campaigns. Some of the projects have included campaigning for Halal meals to be served in the canteen, using Fairtrade footballs and even holding a vote on when the school day should start.

Teachers are encouraged to include articles in their lesson intentions. For example, a Geography lesson might include Article 27: *Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.*

Celebrating different cultures is also important to Gracemount. Not only have they held Christmas festivals, but they have also celebrated Eid within the school community. Lewis said: "One of the S6 leavers was part of the senior

steering group. She is Sudanese and had commented on how impactful the experience had been for her. The school being predominantly white, she never thought that she would see others celebrating her religion with her."

As holders of the gold award, learners and staff have been invited along to high-profile events. "We have presented our work to leaders at UNICEF, and some of our pupils are parliamentary advisors," said Lewis. "I'm immensely proud of the work all of the young people have led."

The school has seen many improvements in relationships, not only between staff and learners, but also with parents and the

"Over the last five and a half years, exclusion rates have dramatically dropped."



Gracemount pupils at the Scottish Parliament



Pupils and staff at Gracemount have been working to promote rights and the UNCRC

community. Over the last five and a half years, exclusion rates have dramatically dropped (with only a slight increase since returning from lockdown).

Creating global citizens

Pauline Pearson, Headteacher at Crossroads Primary, Caithness, has always had an interest in the UNCRC.

"I'd done some research and found that pupils in Rights Respecting Schools were more engaged and had better learning outcomes," said Pauline, who was keen to introduce pupils to

the UNCRC. "As Article 42 states, children and young people have the right to know what their rights are."

The school has a 'Right of a Fortnight', when it focuses on one Article every two weeks. This ties in heavily with the UN's Sustainable Development Goals. During lockdown, Pauline created a booklet highlighting the right, with activities and challenges. Week one saw pupils think about the impact locally and week two saw them think about the right in a global context. Pupils were asked to write a letter to anyone they wanted to, to create change. Some chose to write to the local transport company to campaign for greener buses, and others wrote to ex-US President Donald Trump, asking him to incorporate the UNCRC into American law.

Crossroads Primary will start working on achieving the gold award in the next school year, but only if that's what the pupils want. "At the moment, the pupils want to go for gold and it is important that they lead on this," said Pauline. "The work we do should have a

positive impact on them and be for their benefit."

Learners have already been leading on activities, working together on creating their own school policies such as anti-bullying. Rights Respecting Ambassadors also interviewed for their replacements, putting them at the centre of decision making.

Learners from Crossroads Primary were surveyed at the start and the end of the silver award process. By its conclusion, every pupil felt safe, protected and that they could make impactful changes locally. Almost all (94%) felt that they could make changes globally.



Gracemount pupils creating essential food and toiletries bags at Christmas

FURTHER READING

UNCRC (short version):

bit.ly/UNCRC-short

Rights Respecting Schools:

unicef.org.uk/rights-respecting-schools

A children's rights-based approach:

a guide for teachers:

bit.ly/childrens-rights-pg



Working for our world

Schools which have embedded Learning for Sustainability are excited about the opportunities provided by COP26

In November, more than 200 leaders from around the world will arrive in Glasgow for the 26th United Nations Climate Change Conference, COP26.

Ahead of the conference, the Scottish Government has launched a 'Let's do Net Zero' campaign to encourage greater public awareness of climate change and biodiversity loss. Cabinet Secretary for Net Zero, Energy and Transport Michael Matheson was joined by pupils from Bantaskin Primary School in Falkirk to launch the campaign.

Bantaskin Headteacher Elaine Gallagher says: "We really started focusing on the Learning for Sustainability (LfS) agenda four or five years ago through the introduction of our kitchen classroom and school gardens. These experiences allow our learners to develop skills for

life through the work they do with our food technologist, cooking the produce they grow in our gardens and developing meaningful links with our local community.

"From this we established our pupil-led LfS groups around the Sustainable Development Goals (SDGs), which include work on road safety, fundraising, children's rights, school uniform foodbank and Fairtrade. LfS is part of our daily learning and teaching, embedded across our school through assessment and planning processes.

"With COP26 coming up we are planning what we will do in the new session when we have more normality and our LfS groups are back up and running. With LfS also part of the Professional Standards, our staff and probationers are very aware of actively embracing

and promoting the principles and practices of LfS throughout the curriculum and we are very excited about the opportunities for teaching and learning such relevant and meaningful outcomes."

Glasgow City Council's Education Services team is encouraging schools to promote their relevant learning experiences as part of their ongoing curriculum focus on LfS. The city's 'Our Dear Green Place' campaign launch for schools took place via Teams and aims to shine the spotlight on innovative LfS practice through social media and Glow.

Linda Reed, Headteacher at Garnetbank Primary School, says: "For us, LfS is an umbrella term for a lot of aspects of our work, underpinning what we do throughout the curriculum rather than as a standalone subject. We are a Rights

Respecting School hoping to soon achieve our gold award and we want to ensure our children are globally aware and connected, with shared values and meaningful pupil voice. We have children from 70 countries speaking 30 languages at home and, by the nature of that diversity, we are a platform to real-world issues."

Linda explains that her learners make connections about global subjects raised in assemblies and classrooms, such as plastic pollution being shipped to Malaysia and the impact of textile production on India's environment, and have meaningful discussions when children realise that's where their friend's family comes from.

"We encourage children to understand how amazing our planet is, to care about it and feel connected to it. They made placards and banners to campaign for change during the International Healthy Streets Summit, which was really powerful. It's important that they know they have a voice and that they can have an impact through their activism."

Learners take part in Environmental Protection Scotland's annual Clean Air Day, marching through the city and learning about the impact of road traffic on air, while the school has also hosted its own Green Day community event.

Outdoor learning is a significant focus for Garnetbank, where the P5s learn to cycle and P6s undertake the John Muir Award. "We are right in the city centre and a lot of the children live in flats, so they need free play and access to the outdoors," says Linda. "We continue to develop our outdoor learning environment to enable our children to make connections across learning, to enhance play opportunities and to develop health



Bantaskin Primary pupils with Michael Matheson

and wellbeing. This resulted in a national play award, presented by the Nancy Ovens Trust and Play Scotland, while we are now continuing to develop play-based pedagogy."

Raising aspirations

Linda says COP26 has provided the school with a new impetus for its LfS activities. "We will have a whole-school IDL project on COP26 and a focus on the key SDGs of Reduced Inequalities, Climate Action, and Peace, Justice and Strong Institutions. It's too big and too important an event not to be involved."

Geraldine Millar, Headteacher at St Paul's Shettleston Primary School, agrees, having embarked on new LfS and school grounds enhancements as part of its School Improvement Plan two years ago. The school was awarded its Rights Respecting School Gold Award in June.

"We wanted to change the culture of the East End around food poverty, encouraging parents and the community to plant, grow and cook things. We asked the renowned dietitian and author Nigel Denby to help us explore a food hygiene course for staff and parents and we developed a healthy growing

and eating project including a school banquet and gardening club encouraging the 'pot to plate' concept, in which we had 10 families involved. Making healthy future choices is a big part of supporting our children's rights."

St Paul's enterprise groups, pupil council committee and rights respecting committee have a key focus on the SDGs while, as part of the school's health and world of work weeks, learners have been encouraging local businesses to clean up their streets, have picked up litter, and have learned about sustainability in careers.

Connecting on a global scale

Glasgow City Council and the University of Glasgow are part of the three-year EU-funded project 'Walk the Global Walk' involving 11 countries, which localises the SDGs and aims to create new educational models addressing issues associated with climate change, sustainable development, and our natural environment.

Lesley Atkins, International Education Officer at Glasgow City Council, says: "Over the three years, I have seen the young people develop their understanding of sustainable development in their communities and have been amazed by their increasing enthusiasm and confidence in what they are presenting to our international partners."

Last year's activities culminated in a European winter school that saw over 20 young leaders come together to create a climate action manifesto. King's Park Secondary presented their own climate action manifesto to Glasgow City Council's Education, Skills and Early Years Policy Development Committee.

Pupils from King's Park have

"With LfS part of the Professional Standards, our staff and probationers are very aware of actively embracing and promoting the principles and practices of LfS throughout the curriculum and we are very excited about the opportunities for teaching and learning such relevant and meaningful outcomes."



since enjoyed remote lessons from the Eden Project and Keep Scotland Beautiful, engaged with Open Aye Scotland as part of an environmental walk, while assemblies have focused on litter clean up, community partnerships, the SDGs and climate change. The school has invested in reusable water bottles for new first year pupils and is looking at the possibility of purchasing a reverse vending machine. Many of the sustainability activities have stemmed from the school's SI IDL group work in digital, STEM and outdoor learning areas, with Walk the Global Walk resources seeded into IDL projects.

Depute Headteacher Ali Preston said: "Our pupils are seeing links and building transferable skills through our IDL curriculum. There has been a huge amount of practical action taking place throughout the school. We received our iPads from Glasgow City Council last September, which transformed everything in terms of pupils' ability to connect with others on a global scale. The focus on digital and outdoor learning, which came from the pandemic, are two things that have fit really well with LfS. We are using different



settings and different tools. With LfS as part of the Professional Standards, it is the responsibility of all of us throughout primary and secondary schools to embed these issues in our classrooms and our young people are so passionate about it. They are being given the opportunity to shape what is important to them."

For Neil Hendry, Headteacher of Aberdeen's Lochside Academy, young people are the next generation of industry leaders and climate solutions must play a part in their learning for the future. To this

end, senior pupils and 25 members of staff have become the first in the UK to sign up to a new online training programme on climate change from Skills Development Scotland, which will see them obtain a Climate Solutions Accelerator Certificate. Neil said: "It has a lot of hard-hitting information and increased my own understanding of the issues, which have ramifications for all of us. By preparing our pupils to face up to the challenge, we will be in a much better position to tackle current and future changes."



GTC Scotland's Learning for Sustainability guide

The professional guide aims to help teachers understand their responsibility to embed Learning for Sustainability in their practice, inspiring and motivating learners to address the challenges of learning to live within the environmental limits of our planet and to build a just, equitable and peaceful society. Read it at bit.ly/gtcsPublications



We have transformed the digital version of *Teaching Scotland* magazine, which features exclusive content as well as key features from the print issue. If you would prefer to receive the digital version, rather than the hard copy of the magazine, please switch to digital at bit.ly/TS-update-info



Out in the sticks



Play-based learning can be as simple as hunting for twigs and branches

Combining outdoor learning with play-based learning can not only help to educate children about their local area and the natural world, it can also be a great opportunity to improve key skills in numeracy and literacy.

From counting the number of birds they can see to describing different trees, the outdoor world is full of possibilities and can foster better opportunities for children. In research conducted by the National Trust in 2016, 84% of parents believed that playing outdoors makes children more imaginative and creative.

Starting with sticks

Let's face it, we have all played with sticks at some point in our lives. If you think back to your childhood, I'm sure you have some fond memories of playing with twigs - whether that was playing Poohsticks, pretending to be a wizard, or even building a den.

In fact, according to the National Toy Hall of Fame, sticks are the world's oldest toy, and they still hold the same magic today.

Sticks can be an easy source of loose parts play, which allows children to use their imagination to build or create. In their *Make Time for Outdoor Play* publication, Inspiring Scotland suggests: "You can help scaffold [learners'] play by suggesting what shapes, patterns, or structures they could design or build. Let the children develop those ideas and join in if they invite you. Ask the children questions about their sticks and twigs. Some may be curious about the twigs - where did they come from, what tree and why are they on the ground - this opens up different play and learning opportunities."

Play in practice

Here are some ideas from across Scotland to get you started with loose parts play with your class. The possibilities are endless!

Linnliegair Primary [@LinnliegairP](#)

Children in need 2018, challenge yourself. Primary 5 have the challenge to create the word Pudsey or a Pudsey face out of leaves and twigs. JC



11:21 AM · Nov 16, 2018 · Twitter for iPhone

Thrive_Outdoors [@Thrive_Outdoors](#)

You can do a lot with a few sticks & a little imagination - Play Rangers at work @PEEK_Project #showplay



11:18 PM · May 8, 2018 · Twitter for Android

St Cuthbert's Primary School & Nursery Class [@StCuthbertsPrimary](#)

P1 are learning to do subtraction calculations through play. They are taking away loose parts from sticks to help them to complete the calculations.



9:36 PM · Jan 14, 2020 · Twitter for iPhone

RESOURCES

Woodland Trust stick crafts: bit.ly/3hwF19W
 Inspiring Scotland Loose Parts Play Toolkit: bit.ly/3xDzgd5



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Communities that care

The Independent Care Review's *The Promise* has a strong focus on educating communities on care experience and the key roles of schools within the lives of care experienced people.

Ryan McCuaig, Chair of the Board of Who Cares? Scotland, said: "Schools provide an ideal setting to improve attitudes, understanding and perceptions of care experienced people within the next generation, and in turn support a ripple effect from that learning within the wider school community. It is often said that it takes a village to raise a child and we believe that entire communities can contribute to improved outcomes for care experienced people."

"School pupils are the future teachers, social workers, employers and community leaders in Scotland; so by creating school environments which are more supportive and inclusive, we can provide opportunities to improve educational outcomes (and, in turn, life chances) for care experienced pupils which are currently unacceptably disproportionately poor compared with their peers."

Taking action

Communities that Care was first launched in Renfrewshire in 2016



as a five-year project, funded by STV Children's Appeal. As part of the initial pilot, an education model was developed aiming to improve school experiences for care experienced pupils.

Using a whole-school approach to create school environments which are both empathic and inclusive for care experienced pupils, the programme educates both teachers and learners. This is achieved through personal and social education (PSE) to learners and initial teacher education (ITE) programmes, training staff within the school and engaging with the wider school community, parents and carers.

In Renfrewshire, training was delivered to 87 teachers and other members of school staff and more than 2,600 student teachers completing their ITE. The training aimed to increase understanding

of issues faced by care experienced pupils that can impact on their education and enhance the ability of school staff to support care experienced pupils.

Gemma Denny, Pastoral Support Teacher from Gleniffer High School in Renfrewshire, reflected: "It's important that staff are able to know who care experienced young people are so they can pick up on any difficulties and offer empathy and support and be more understanding. Without Who Cares? Scotland and that education of the staff and the pupils, then care experienced pupils wouldn't be as well supported as they have been."

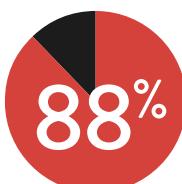
Based on the impact of the initial pilot in Renfrewshire, Who Cares? Scotland are currently developing a PSE curriculum for P1-S6 with support from Renfrewshire Council, to be rolled out over the next three years.

Communities that Care is now extending to Edinburgh. Sharon McGhee, Quality Improvement Education Officer, said: "In the City of Edinburgh Council, we are fully committed to our role as corporate parents. Embedding the principles of Communities that Care will ensure our care experienced community are loved, safe and respected. We are delighted to be working alongside Who Cares? Scotland and know that this collaboration will result in better outcomes for children, staff and families in Edinburgh."

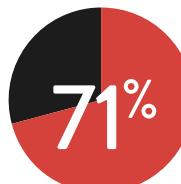
EVALUATION OF THE PILOT SHOWED:



agreed or strongly agreed that attending the training had enhanced their understanding of what life is like for young people in care



strongly agreed that attending the session would help them to include and support care experienced young people more effectively



strongly agreed that attending the session improved their understanding of their role as a corporate parent

(1,382 RESPONDENTS)



WHO CARES?
SCOTLAND

Who Cares? Scotland is a national voluntary organisation with the mission of creating a lifetime of equality, respect and love for care experienced people. This programme aims to ensure that care experienced people are accepted and included and have a sense of belonging within their communities. For more information, email Denny Ford at dford@whocaresscotland

PLANNING FOR YOUR RETIREMENT CAN BE QUICKER THAN PLANNING A LESSON



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Supporting deaf and visually impaired learners

As teachers, it is important to understand the needs of all learners. Living with a disability like deafness or visual impairment can affect the way children experience the world and learn.

Supporting learners who have a visual impairment or deafness is a key part of your commitment as teachers to the professional values of integrity, trust and respect and social justice. To help you to do this, GTC Scotland has created two new professional guides in partnership with the Scottish Sensory Centre (SSC): *Meeting the needs of learners with visual impairments: a guide for teachers* and *Teaching and supporting deaf learners: a guide for teachers*.

Teaching deaf learners

More than 85% of deaf children in Scotland attend a mainstream school. With one in 250 children affected by some form of hearing loss, it is likely you will come across a deaf learner in your career. Specialist teachers (ToDs) can provide support, but there are many ways you can ensure that your classroom is inclusive and deaf children have the right support and tools to succeed.

1. Identifying deafness

In some cases, a child may have an undiagnosed hearing issue. Teachers are often in a good position to identify when a learner might be facing some issues. Common signs include unclear speech, a very small vocabulary and appearing to not listen to spoken instructions.

2. Learn some BSL

BSL is a recognised language in Scotland and can help break down barriers for deaf learners. The SSC's *Glossaries of Curriculum Terms* is a great place to start to find out BSL terms for key STEM terms.
ssc.education.ed.ac.uk/bsl

3. Finding help

As well as SSC, the National Deaf Children's Society has a vast range of resources to help you support deaf children in the classroom, from guides on emotions and bullying, to making your practice inclusive.
ndcs.org.uk/

Teaching learners with a visual impairment

Much like deaf children, the majority of learners with a visual impairment (VI) attend mainstream school. Often

learners with VI can experience difficulty when it comes to reading, writing, spelling and numeracy. However, they may be creative and articulate or perform well practically.

1. Classroom resources

RNIB's 'See differently' houses many curriculum-based resources. It's a great starting point to find helpful tools to make learning easier for learners with a VI.
bit.ly/3yxdxUs

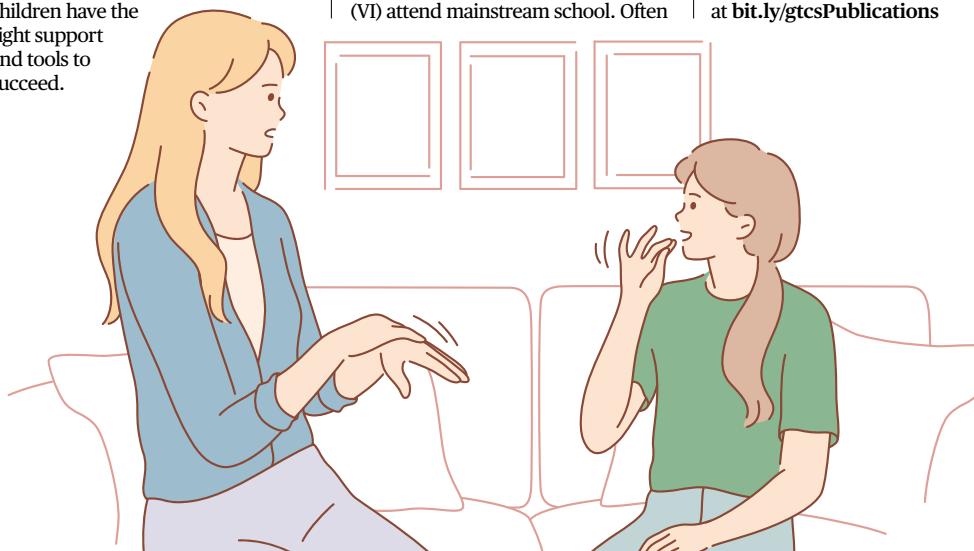
2. Listening to learners

Being inclusive means listening to learners' needs. In this video from the BBC, 10-year-old Theo talks about living with VI and why he wants to be treated like any other young person.
bbc.co.uk/programmes/p011t5k8

3. Boosting your knowledge

There are many different types of VI and it can be daunting trying to ensure that your learners get the right support. SSC offers online courses throughout the year, covering a range of sensory-related topics.

Find more tips, resources and reflective questions in the guides at bit.ly/gtcsPublications



Wellbeing and learning all wrapped up



Professional learning is an essential part of lecturer professionalism. As part of the College Lecturer Registration Programme, GTC Scotland is working with College Development Network (CDN) and EIS FELA Learning Representatives, to create a new, free professional learning resource: A-Z of Professional Learning in Scotland's Colleges.

Lecturer contributions are vital to help create this new national resource. Here, we look at Barry Carmichael's submission for 'W' on the Wellness Recovery Action Plan® (WRAP®).

WRAP® is a five-step self-management tool to help take control of your life and wellbeing.

It is based around the five key recovery concepts:

1. **Hope:** people who experience (mental health) life difficulties get well, stay well and go on to meet their life dreams and goals.

2. Personal responsibility:

it's up to you, with the assistance of others, to take action and do what needs to be done to keep yourself well.

3. **Education:** learning all you can about what you are experiencing so you can make good decisions about all aspects of your life.

4. **Self-advocacy:** effectively reaching out to others so that you can get what it is that you need, want and deserve to support your wellness and recovery.

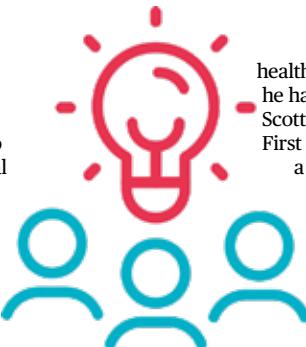
5. **Support:** while working toward your wellness is up to you, receiving support from others, and giving support to others, will help you feel better and enhance the quality of your life.

Once this has been accomplished, attention is turned to useful tools including creating a wellness toolbox; a daily maintenance plan; identifying triggers; noticing early warning signs; and what to do when things are breaking down.

Barry's professional learning journey

When the opportunity arose to take a two-day course on the introduction to WRAP®, Barry didn't hesitate: "I was hooked. I really like the model, it just resonated with me, the simple tools that could be used to safeguard my own wellbeing which was being impacted by my own poor mental health. I just had to learn more about WRAP®."

WRAP® wasn't Barry's first journey into improving mental



health and wellbeing: he has also co-delivered Scottish Mental Health First Aid. It was during a Mental Health Awareness session in 2015 when he was introduced to WRAP®.

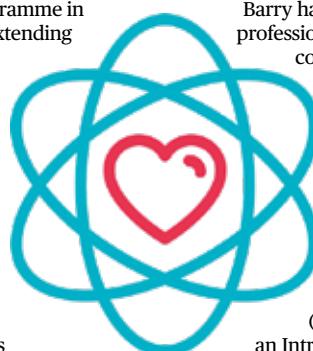
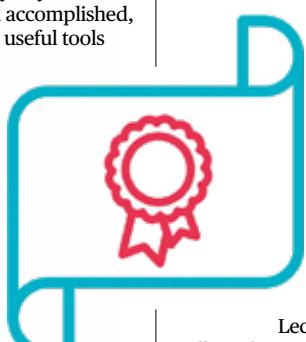
After initially discussing his learning with the college's People

Team, Barry went on to implement the programme in the wider college, extending his sessions to both colleagues and students. "Fast forward to the present time and I am a qualified WRAP® facilitator and I can say it has been a revelation for me," explains Barry.

As a WRAP® Facilitator, Barry has delivered two-day sessions to the most disengaged learners as well as bitesize lessons to staff and other learners. To ensure everyone has access to the information, Barry has created an on-demand course on the college's internal learning system.

Three elements of the Professional

Standards for Lecturers in Scotland's Colleges have informed Barry's professional learning. By putting



students at the centre of his work, Barry has managed to aid in their learning, retention and achievements. "I am a strong advocate of having students at the centre and as a result, I have to be in a position that I can match the expectations of the learners with the subsequent reflection, evaluation and feedforward. Part of my drive of being a lecturer is looking to innovate and inspire our students to be the best version of themselves, by offering a learning experience that is based on respect and trust."

Barry has continued his professional learning by completing a course to become a Resilience Training facilitator. "I have threaded the full two-day WRAP® and Strengthening Personal Resilience course within the Future Skills College (FSC) course, and

an Introduction to WRAP® as an addition to the two SQA level 4 wellbeing units within Step into Care. I have also picked up WRAP® with staff, the Students Association and as part of an ERASMUS project and have delivered Strengthening Personal Resilience to staff and the FSC."

As part of the academic session 21/22, he is delivering WRAP® across courses in Children and Young People (CYP), Health and Social Care (HSC) and Performing Arts and working on new opportunities to deliver CPD sessions within the college.

Barry can be contacted at b.carmichael@dundeeandangus.ac.uk

FEATURE IN THE A-Z OF PROFESSIONAL LEARNING

We are keen to include as many contributions as possible in the A-Z. We are looking for any piece of professional learning which has had an impact on you as a lecturer and – of course – on your students. Contact pam.currie@gtcs.org.uk with your idea.

NATIONAL ROLL OUT OF REGISTRATION BEGINS

From August 2021, all lecturers covered by the national agreement who hold a TQFE or other recognised teaching qualification, and have not yet registered with GTC Scotland, will receive an invitation to register. Find out more at www.gtcs.org.uk/college.aspx

Do-BeMindful – Building the next normal in wellbeing education

Creating a whole school wellbeing culture

A priority for us all in 2021 is understanding how we, as educators, can respond to the adverse impact of Covid-19 on mental health. Good mental health for staff, children and young people begins with awareness raising and the development of an open, inclusive culture where individuals feel comfortable talking about their wellbeing and supported in nurturing healthy self-care practice. The creation of a caring and compassionate wellbeing culture enables everyone to thrive in our new normal school communities.

Teachers are uniquely placed to be positive role models by demonstrating the life-enhancing skills pupils need to help time-limit and mitigate anxiety and stress caused by Covid-19. As Ginott¹ says of teachers: *'We come to a frightening conclusion that I'm the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather... it is my response that decides whether a crisis will be escalated or de-escalated.'*

Our ethos

Do-BeMindful empowers teachers, children and young people to care for their own mental wellbeing through Mindfulness education. We create dynamic, sustainable



mindful learning communities that foster a calm, kind and supportive culture within schools. Our unique whole school approach utilises blended learning via a purpose-built online platform that's inclusive, flexible and accessible to all.

Our Covid-19 response

In 2020 we created our **Foundation Trauma-sensitive Mindfulness Programme** for teachers and our **Resilience-based Recovery Programmes** for Early Years, Primary and Secondary pupils. These equip participants with practical knowledge of self-care and personal mental wellbeing, while nurturing the emotional resilience needed to cope with uncertainty and stress. Our **Do-BeMindful Programmes** have already delivered positive, measurable outcomes in over 300 schools, to more than 3,500 staff and 8,000 pupils.

Our healing pathway for schools

Each **Do-BeMindful** programme builds a Mindfulness Toolbox that fosters sustainable personal practice in fun and enriching ways. Programmes include eight weeks of inspirational learning notes, guided experiential practices linked to the Curriculum for Excellence and SHANARRI indicators, inspiring videos, learner-led activities, reflection exercises, access to an online community that offers peer-to-peer support and facilitates sharing of innovative ideas.



t: 0800 197 8804 w: do-bemindful.com
facebook: do bemindful twitter: @dobelowl instagram: dobemindful

To learn about our whole school approach to Mindfulness education and our secondary pilot scheme, please contact us at:
enquiries@do-bemindful.com
www.do-bemindful.com/contact
0800 197 8804

¹ H. (1976) *Teacher and Child*, Macmillan New York



Embark on a brilliant reading journey

Sign up to the First Minister's Reading Challenge to inspire a love of reading in your pupils this year

A vibrant reading culture can help to improve pupils' attainment across the curriculum, boost empathy and wellbeing, spark their creativity and aid recovery.

Create and embed a brilliant reading culture in your school this year with the First Minister's Reading Challenge. Signing up gives you access to a library of free CfE-linked resources, funding opportunities to facilitate author visits, and support from Scottish Book Trust. You'll also get the opportunity to receive national recognition for your work and win books for your school – however you want to take part.

We'll be transitioning to Reading Schools in August 2022, so this is the final year of the Reading Challenge!

Register your school at
readingchallenge.scot

Sign up by 1 October for the chance to win a bundle of books for your school!

Taking giant, brave steps

Hidden Giants has helped unleash teacher agency within a number of schools, with long-lasting impacts for both staff and learners

When asked what they do differently to other schools, the headteachers of Torphichen and Westfield Primary Schools in West Lothian and St Rose of Lima Primary School in Glasgow describe themselves as “bold”, “brave”, “empowered” and even “evangelical”.

They attribute this strength and enthusiasm to their work with Hidden Giants, which works with schools on one-off training sessions or long-term partnerships.

Kathleen Shiels, Headteacher at St Rose of Lima, invited Hidden Giants founder Paul Gorman for a conversation around five years ago. “I had made some big cultural changes at the school, which is in an area of deprivation, but the next step was the learning journey. I wanted someone who could help me change mindsets.

“The first year of working with Hidden Giants had a huge impact on the management team as their influence works almost virally. You become affected by what you hear and start to have conversations which confirm your ideas. It was a process of change during which we were challenged, and we were open to that, which has led to incredible and profound change in our school.”

Around seven years ago, Kathleen reached a turning-point and wanted to make some major changes. “I look at my job differently now and see change and learning as the same thing. Going through coaching

with Hidden Giants was a pivotal moment for me, helping me believe that I could change. They don’t tell you what to do, you discover how to make decisions for yourself.”

Paul explains: “Our input depends on the school’s needs. We are ‘hidden’ by name and nature and take a slow, rhizomatic approach allowing for movement and connections. When teachers are given space and agency, self-organising and authentic networks emerge. If you have a system that is full of scaffolding, you remove teacher agency. We have had an education culture of lots of change with no real difference. Schools need to understand what is happening within their systems and culture - everything is connected - and when they do that, they up their game.

“There is an expectation that a headteacher is all-knowing, but they are always becoming a leader. We help them to take brave steps towards a different way of thinking, and if they do that, the whole school community becomes involved in a sustainable culture of change.”

Hidden Giants uses visual facilitation methods and coaching techniques to help a school identify what needs to happen - whether in leadership or curriculum design - and what support is required. Sessions help a senior leadership team to explore their school culture, traditions and values to identify key focus areas. Additional sessions include engaging the full school

community in a process of cultural change and coaching to help teachers focus on their classroom practice and curriculum design.

The organisation is also part of the Creative Bravery Collective, which developed last September’s online Creative Bravery Festival and which has continued via weekly Zoom Campfires for people to converse and spark ideas. Find out more about the festival in issue 86 of *Teaching Scotland*: bit.ly/3hVzz33

Becoming bold

At St Rose of Lima Primary, Kathleen has introduced professional enquiry groups looking at IDL and assessment via weekly Teams meetings. Staff throughout the school are now leading their professional learning and looking for opportunities to lead. “We have conversations about new ideas and explore things we can put into practice, guided by Paul and his Hidden Giants partner Matthew Sowerby, who are so knowledgeable about things outwith the school. We can work in a very blinkered environment and, when you speak with others, you try new things. Our staff now regularly refer to being ‘bold’, sharing their theories of learning and encouraging a much more informed, learner-centred environment. Each conversation takes our teaching to a new horizon.”

A particular area of focus for Kathleen has been to change the



New, global connections are being made at Torphichen

way teachers and learners view maths. "While people would never say it's ok not to be good at English or reading, there is a different mindset when it comes to maths. We started to chip away at this, working with what learning looks like and pupil participation. We realised we needed to make learning different - it wasn't about doing tasks and keeping 'busy', it was about encouraging pupils to think and to become active in their own learning."

The school has also enhanced its work with partners, including community group Beacon Warriors and Barnardo's. "We are evolving as a community, working with authentic partners who mirror our own values and help us work with our young people as a part of our team, not simply popping in and leaving. Teachers have an important skill set and we have a role to play in communicating what happens next, but to get messages across to our children, who are going to be doing different jobs in different ways, we need to respect others' contribution to that."

Challenging learners

Marnie Ferguson, Headteacher at Torphichen and Westfield Primary Schools, says her staff have become "excited and energised about our vision" since working with Hidden Giants.

Over 18 months, the organisation has been involved in Marnie's leadership team meetings, whole-school staff sessions and smaller group sessions. "We now have the professional confidence to question everything we are doing. While some other schools were struggling to cope with imposed changes due to Covid disruption, our teams were buzzing about a different way to do school. The idea of future change became the now, and with no sense of panic."

Torphichen and Westfield are very different schools despite their closeness. Marnie explains: "Torphichen is in an affluent area and many pupils don't like challenging themselves as they are afraid of making mistakes. Westfield is in a more deprived area. While attainment was ok, we wanted to bring in more opportunities for pupils and spark the idea that school

is relevant to them. I didn't want a checklist of skills to tackle, I wanted a chance to rethink everything."

At Westfield Primary, P1/2 pupils recently designed a domino run from their classroom to the school's front door using hundreds of boxes of cereal. As well as encouraging children to direct their own learning, Marnie and her teams have introduced an online career showcase with parents and partners to inspire pupils, and have showcased the school's work on social media with the hashtag #Whatif.

Marnie says: "Connections have also been a real benefit of working with Hidden Giants. We are making new connections both nationally and internationally, including through our Global Classrooms project at Torphichen, which has linked our children with Palmetto Primary in Palm Beach, Florida. Such a shift has taken place in a year."

"We now want to work on profiling and capturing everything, as well as how we can be more flexible with our environment. Because of Covid, pupils have been in bubbles, but we will be able to take a pupil-led approach to opening up our space."

For Kathleen, Hidden Giants still has a role to play at St Rose of Lima too, particularly in coaching other members of staff. "I can't ask my staff to create new experiences for learners if they aren't getting that for themselves. I didn't make these changes as a new headteacher. With the support of other people, this is all about evolving."

Hidden Giants' pedagogy postcards: Biesta and the beautiful risk of education

Gert Biesta argues that education always involves a risk. The risk is there because education is not about filling a bucket, but lighting a fire. The risk is there because education is not an interaction between robots but an encounter between human beings. The risk is there because students are not to be seen as objects to be moulded and disciplined,

but as subjects of action and responsibility. Yet taking the risk out of education is exactly what teachers are increasingly being asked to do.

Try this out:

Ask a colleague to put an object in a box – you are not allowed to know what it is. Carry it around for two days. Encourage your class to get

excited about what could be inside. On the third day open the box with your class. Whatever comes out of the box is the context for learning. You will soon realise the context is not the object but rather the children's relationship to it. The risk is huge – it requires you to facilitate the unknown and make meaning with your pupils.

Celebrating leadership

Supported by **WESLEYAN**

Over 100 headteachers of the future have been awarded GTC Scotland's Standard for Headship after successfully completing the Into Headship course coordinated by Education Scotland. Into Headship is Scotland's national programme for aspiring headteachers and allows them to achieve all the elements required by the Professional Standard. As of August 2020, any teacher appointed to their first permanent headteacher post must have been awarded the Standard for Headship.

Twenty-four headteachers have also been recognised for completing Education Scotland's leadership programme, In Headship. This postgraduate programme for new headteachers supports them to develop and continue to build the necessary knowledge, skills and understanding required of headteachers.

Celebrations took place virtually on 20 May with congratulatory messages shared from local authorities, SCIS, universities, GTC Scotland and Education Scotland. See how the event unfolded on Twitter at #leadGTCSES21 or visit bit.ly/GTCSLeadership2021

Inspiring messages from learners

Members of the Scottish Youth Parliament also took part in the celebrations, adding their commendations and sharing stories

of their inspiring headteachers.

"The job of a headteacher is one of the most important in our education system. Headteachers are role models, leaders and they are accountable. They have a dynamic job, to say the least. The role is not just about sitting in an office or attending the school assemblies every couple of months, the role is about being there for young people, doing your work for young people and shaping young people," said Liam Fowley, MSYP representing Kilmarnock and Irvine Valley.

Reflecting on the impact her headteacher had on her, Emily Nix, Convener of Scottish Youth Parliament's Culture and Media Committee, said: "When I was younger, I was not the most social child. I had no social skills, not a lot of confidence and not a lot of friends. The headteacher in my last year of primary school was so helpful to me, she basically took me in almost every lunch time and gave me stuff to do, which looking back was probably a lot more work on her than it was on me. But it made me feel less lonely and also made me feel useful. Alongside that, she got me involved in youth work and showed me how to use my voice to make change."

"Without her I would not have gone for half the experiences and opportunities that I have done and I wouldn't have a lot of the skills and confidence that I have today. I think that just goes to show the massive impact that leadership in schools can have on a young person's life."

STANDARD FOR HEADSHIP 2021

The refreshed and restructured Professional Standards for Teachers were formally enacted on 2 August 2021.

You can access the Professional Standards, together with a range of supporting material, at gcts.org.uk/standards

"The 2021 Standard for Headship illustrates the complexities of leadership within the current climate in which we are working. There is a strong emphasis on strategic vision and the role of a school leader in empowering others to influence change."

"The importance of relationships with all stakeholders is embedded across all three sections of the 2021 Standard for Headship and recognises the importance of educators designing a curriculum to meet the needs of the community in which they serve."

"There is a significant emphasis on pedagogical leadership throughout. As school leaders, we must be confident to discuss pedagogy, policy and practice to ensure that we can achieve the best possible outcomes for our children and young people."

Martine Leitch, Headteacher, Croftfoot Primary, Glasgow



RECIPIENTS OF THE STANDARD FOR HEADSHIP and IN HEADSHIP 2021

Anne Anderson Kathryn Anderson Claire Angus Donna Bain Madelaine Baker Mairi Baker Nicola Barker-Harrison Gordon Barnes Paul Barrowman Caroline Bleach Donna Blyth Susan Brown Elaine Brown Anita Buchan Claire-Anne Buchan Angela Burnett Carolanne Calderwood Karen Campbell Kirsty Campbell-Robertson Gillian Carroll Anna-Marie Castro Rachel Chandler-Rogers Kevin Christie Susan Clark Lisa Coffey Stacey Collier-West Nicola Collins Craig Cowie Laura Cowper Lynsey Cradock Martin Craig Amy Cunningham Debbie Dallas Lorna Dashwood Pamela Davie Luisa Daye Robbie Dempsey Craig Downie Barry Drennan Sean Duffy Michelle Eckford	Natalie Falconer Niel Farquhar Marnie Ferguson Nicola Ferguson Clare Ferrie Julie Fish Annamarie Flynn Laura Fowler Claire Fox Marie-Claire Futamata Jennifer Gardiner Katie Gardiner Raymond Geddes Alison Gillespie Lesley Gillies Lisa Glashan Ann Gover Erin Grace Lesley Grant Elizabeth Gribben Simon Hall Jillian Hailstones Carol Harper Victoria Hart Gaynor Hartley Michael Healy Valerie Henry Ben Horsburgh Frank Hotchkiss Martin Hughes Maree Innes Evor Irvine Donna Jenkins Alex Johnson Fiona Johnston Martine Kelly Helen Kerr Donna Kilpatrick Marie Law Lorna Lawson Jordan Leslie	Lynsey Livingstone Jane Lobjoie Matthew Lofthouse Claire Loney Kathryn MacDonald Marina MacLeod Nadine MacPhee Robin Macpherson Kay Macpherson Tracey McCulloch Jill McEwan Elaine McEwan Allyson McGovern Victoria McGregor John McGuire Christopher McKay Louise McMahon Stephen McPeake Lee McPhail Kate Mechie Aileen Mellor Lynne Mendes Gordon Menzies Debbie Mercer Gaynor Miller Caroline Mitchell Vivien Moorhouse Clare Morgan Diane Morton Scott Mowat Kirsty Muir Anne Mulvenna Stephen Murphy Daniel Murray Karla Nicholson Philippa Nicolson Richard Noakes Claire Noble Elizabeth Nugent Wilma O'Donovan Brenda O'Hara	Chris Palmer Kirsten Patience Alison Pears Alexis Perkins Jemma Playfair Maryann Preston Barry Quinn Elizabeth Ramsay Bridget Reid Patrick Robertson Kathryn Robinson Michelle Rogers Janine Rushton Elizabeth Santos Sharon Saxton Judith Scott Karen Scott Colin Sharp Jacqueline Shaw Robert Simpson Dawn Simpson Douglas Sinclair Michael Smith Helen Snedden Meg Snedden Donna Stewart Frances Stewart James Stewart Samantha Stewart Megan Stirling Liam Sturrock Robbie Taylor Karen Thomson Belinda Tomasic Shirley Toole Ashley Vaughan Jeff Warden Jo White Rachel Wolford Fiona Young
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A' bruidhinn ris a' chridhe

Tha Sarah Stevenson a tha ag obair aig GTC Alba air faighinn Nàiseanta 5 Gàidhlig (Luchd-ionnsachaidh) agus tha i a' meòrachadh air a h-ionnsachadh càinain

Cho fad 's a chuimhnechas mi, tha ùidh air a bhith agam ann a bhith ag ionnsachadh cànan. Tha seo mar thoradh gun robh freumhaichean teaghlach agam à Chile agus gun robh mi a' bruidhinn Spàinnis on bha mi glè og, agus air adhart chun oilthigh an uair a thòisich mi ag ionnsachadh Catalan. An uair a bhios mi air saor-làithean, bidh mi an-còmhnaidh ag oidhreachadh a bhith a' feuchainn ri abairtean modhail agus feumail feuchainn a-mach an uair a bhios mi ann an sin. An uair a bha an obair agam mar Oifigeal Leasachaidh aig GTC Alba gam thoir air feadh Alba (ro Covid-19) agus gu àitean far an robhar a' bruidhinn na Gàidhlig sna h-Eileanan an Iar, thàinig mi chun a' cho-dhùnaidh gum bu chòir dhomh töiseachadh ag ionnsachadh na Gàidhlig.

Thòisich mo shlige ag ionnsachadh na Gàidhlig le cursa bogaidh còmhnaidh far an robh mi a' fuireach aig Sabhal Mòr Ostaig sa Giblean 2019. B' e seachdail dhùbhlanaich ach spòrsail a bha ann agus agad ri feuchainn gun tuigeadh

daoine na bha thu ag ràdh. Beag air bheag mar a bha an t-seachdail a' dol seachad, bha mi a' tuiginn barrachd is barrachd agus bha mo mhisneachd a' fas. Cheangal na fein-fhiosrachaidhean an fheadhainn a bha air a' chùrsa ri chèile; chun an latha an-diugh bidh mi a' coirneachadh ri fheadhainn a bha air a' chlas agus bidh sinn a' co-roinnt na dh'ionnsachadh sinn.

An dèidh a bhith aig Sabhal Mòr Ostaig, lean mi orm ag ionnsachadh a' cleachdadh nan stòrasan mhìorbhailleach air Duolingo agus clasaichean ionadail airson luchdtòiseachaidh ann an Dùn Phris is Gall-Ghàidhealaibh. Mar thoradh air Covid-19 thàinig na clasaichean gu ceann gu h-obann, agus bha mi a' faireachdann gun robh feum agam air rudeigin gus m' ùidh agus m' astar a chumail a' dol. Chuimhich mi air conaltradh a bha agam le cobraichean e-Sgoil is mi air chuairt ann an Leòdhas a thaobh m' obair, agus chuir mi fios an robh dòigh ann a dhòl an sàs ann an cursa air-loidhne. B' ann mar sin a thòisich mo chùrsa e-Sgoil Nàiseanta 5 Gàidhlig (Luchd-ionnsachaidh).

Còmhla ri buidheann anns an robh mu 20 ibneach a bha ag ionnsachadh (a' mhòr chuid dhiubh a bha nan tidsearan) agus trìùr dhaoine òga, thòisich mi ag ionnsachadh air-loidhne trì feasgairean gach seachdail. Bha uairean ann an uair nach robh mi a' faireachdann coltach ri bhith a' cur seachdail tuilleadh ùine a' coimhead ri sgrion an dèidh latha fada aig m' obair, ach cha b' fhada gus an do thuig mi gun robh mi a' déanamh deagh adhartas agus thug sin orm cumail a' dol. Bha a h-uile duine againn ag ionnsachadh na Gàidhlig airson adhbharan pearsanta diofraichte, ach bha e iongantach ionnsachadh na tha de dheagh thidsearan air feadh na h-Alba as urrainn a' Ghàidhlig a libhrigeadh sa chlasrum.

LEUGH PLANA GÀIDHLIG GTC ALBA

Tha am plana a' cur an cèill dealasan GTC Alba a thaobh a bhith ag adhartachadh na Gàidhlig. An dèidh sgrùdadh a dhèanamh mu ionnsachadh na Gàidhlig ann an 2020, tha sinn air a bhith ag obair gu com-pàirteachail le buidhnean nàiseanta gus a bhith a' tarraing cothroman ionnsachaidh na Gàidhlig ri chèile ann an aon àite do thidsearan aig a bheil üidh ann a bhith a' teagastg na Gàidhlig. Leugh am plana aig bit.ly/2Tw1Yy6

"Ma bhruidhneas tu ri neach sa chànan aige fhèin, tha sin a' dol chun chridhe aige."

The power of PRD

Back in May, GTC Scotland held PRD Support Month, sharing resources, thoughts and advice from across the profession to help reviewees and reviewers with their Professional Review and Development (PRD). The month focused on renewal as we came out of lockdown and found ourselves in a more optimistic position - yet there is still much to consider in terms of education recovery.

1. Opportunity for change

Classroom teaching hasn't looked like normal for some time, and now could be the perfect opportunity to discuss and implement change. Use your PRD meeting to discuss ideas and consider how your learning could foster positive change within the school community. Check out the 'PRD is important; especially now' blog from GTC Scotland's Sharon Smith. For more on this: bit.ly/3wghThn

2. Focus on wellbeing

Wellbeing has been a key focus over

the course of the past year. Whether reviewee or reviewer, you may find that your PRD meeting takes a more emotional turn. Sharon's 'Emotional overflow in PRD' blog discusses this possibility further, looking at emotional offload and the tools you can use to improve your mental wellbeing: bit.ly/3dszQCI

If you are a reviewer, you might be thinking more about the coaching side of things, to help improve resilience. Coaches Agnes Hendry, Alison Dakers and Lesley Henderson offer some practical tips on page 40 of issue 88 of *Teaching Scotland*: bit.ly/3dpigfw

3. Beyond goal setting

A big part of your PRD meeting is to discuss goals for the coming year. However, it is important to consider your personal life when planning professional goals.

In 'The power of PRD' video, Susan Ward, Headteacher of Kingsland Primary School, Peebles, discussed how her PRD meetings have shifted since she first started her career: "As a young teacher it

was crucial for me working in a big school to have those one-to-one conversations, because I wanted to get ahead and improve. It was an opportunity for me to focus in on what I wanted to achieve.

"As I've got older and had a family of my own, that conversation was more around those other priorities that had come into my life.

"If it feels like you are just ticking boxes, you need to challenge that because you deserve so much more."

Watch 'The Power of PRD' conversation at bit.ly/2uf8qj0

PU sign-off deadline extension

The PU sign-off deadline for the 2020-21 cohort has been extended to 31 October 2021. If you are unsure when your next PU sign-off year is, please check your MyPL dashboard at gcts.org.uk/mygcts



"If it feels like you are just ticking boxes, you need to challenge that because you deserve so much more."



Knocking down the walls

The collaborative potential of Lesson Study

When Douglas Academy and Armadale Academy looked to establish a culture of collaborative enquiry for their teachers, both schools turned to a professional learning approach that is relatively unknown in Scotland: Lesson Study. Several years into their journeys, these schools continue to use Lesson Study to drive their collaborative enquiry aspirations forward.

What is Lesson Study?

Lesson Study involves teachers working collaboratively in small groups as they move through a cycle of planning, teaching, observing, analysing and reporting on aspects of their teaching practice. At an initial planning meeting the teachers agree on the focus of their enquiry and

collectively plan a lesson. During the teaching and observation stages, while one teacher leads the lesson, the others observe the learners. These observations are less hierarchical and evaluative than traditional forms because the teachers seek to understand practice by observing the learners.

The analysing and reporting stages which follow, use the data generated from these observations for post-lesson discussions about the topic of enquiry. This stage usually generates more questions than solutions and often provides the starting point for further enquiry.

Finding Lesson Study

When Graham Paris was appointed Headteacher at Armadale Academy, he was eager to enhance teaching effectiveness and to work in close partnership with outside agencies. These twin aims were

brought together by reaching out to colleagues at the Moray House School of Education and Sport at the University of Edinburgh. The partnership ignited an interest in Lesson Study and the school has been building capacity since 2018. As Graham explains: “We needed a model that encouraged staff to get actively involved in professional learning. The more formalised structure of Lesson Study, and support from academics in terms of the criticality, will help navigate an improved culture of teachers trying new things.”

Depute Headteacher Jack MacKay takes the lead with Lesson Study and set in motion a successful pilot study in PE. This pilot study left the department feeling “incredibly empowered by taking ownership of professional learning” and acted as a springboard to include wider subject departments.

At Douglas Academy, Headteacher Barry Smedley wished to develop a collaborative approach to the development of learning and teaching. He encountered Lesson Study in 2015 during his Standard for Headship and explains his starting point: “The best way to make an impact on the outcomes for young people is to try to improve what is happening in classrooms. I felt Lesson Study would be an opportunity to do something different, to do something quite groundbreaking.”

Depute Headteacher Joan Docherty - who, with Kevin Stepney, Principal Teacher of Raising Attainment, directs the project - says the concept of Lesson Study was initially shared with staff at in-service and has subsequently been rolled out across the school.

Five years into this journey, evidence of the embedded nature of Lesson Study came to the fore during the Covid-19 pandemic.

Joan recognised: “Pupil engagement in online lessons was difficult to measure. A group of teachers from Music, History, English and Guidance completed a Lesson Study about enhancing pupil engagement and accountability during online lessons.” The enquiry was conducted “in an isolated virtual environment,” explains Joan, but “discussion around the planning of lessons was thorough and staff reported that the process still encouraged them to work collaboratively to share ideas, challenge their thinking and take risks.”

Enhancing the Collaborative Inquiry Process

At Armadale Academy and Douglas Academy, Lesson Study is founded upon teachers working together to investigate real-life issues in the schools. The collaborative

“Lesson Study provided a framework for collaboration and this led to a much richer learning experience for us all.”

process tends to be credited for many of the improvements in teachers’ practice, and aligns with key aspects of professional knowledge and understanding and the professional skills and abilities set out in the Professional Standard for Career-Long Professional Learning (e.g. 1.2, 1.3, 2.12, 3.31 and 3.32). Crucially, collaboration involves teachers being open and having enquiry time protected by senior leaders; this has figuratively knocked down the walls that lead to isolation in many schools.

Listening to the teachers at these schools, Lesson Study projects have succeeded because of the opportunities to enquire with others. At Armadale Academy, Lesson Study may be in its relative infancy, but two years of preparatory work by Senior Leaders has culminated in the pilot study. One teacher explained how “time to plan, lead and enquire collaboratively with colleagues made

us value the experience much more”, adding that: “Lesson Study provided a framework for collaboration and this led to a much richer learning experience for us all.” Reflecting on their collaborative work, another teacher revealed that the experience was “incredibly informative”.

Similarly, teachers at Douglas Academy have embraced the collaborative aspects of Lesson Study. While it requires careful planning and a commitment

to provide cover for staff involved, it has been welcomed across the school because of the opportunities to collaboratively discuss the mechanics of classroom practice.

One member of staff claimed that working with other teachers has been “the best professional learning I have experienced in 25 years of teaching”.

Departments have focused on different facets of teaching and learning, but positive views expressed about Lesson Study as collaborative enquiry remain a constant. Further department comments include: “I liked the camaraderie and appreciation from colleagues. It was really nice to collaborate, spend time with colleagues and talk to each other about how to improve learning and teaching.”

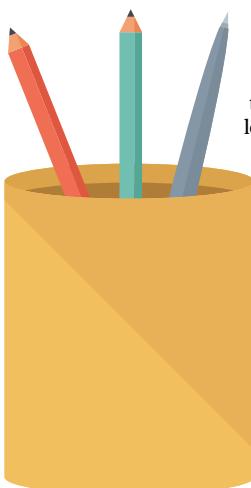
Take home messages

Teachers at Douglas Academy and Armadale Academy will continue their Lesson Study journeys. Enquiring together, taking risks, discussing outcomes, finding parts that work and parts that do not, then restarting the process are all key features that propel these Lesson Study journeys forward.

With the refreshed and restructured Professional Standards focusing on collaborative enquiry, these Lesson Study experiences provide inspiration for other schools and teachers to achieve their professional ambitions in the future.

ABOUT THE AUTHORS

Dr Paul McMillan is a Lecturer in Physical Education at The Moray House School of Education and Sport at The University of Edinburgh. With thanks to Joan Docherty, Armadale Academy PE Department and Mike Jess.



Enriching learning and teaching of STEM

Shrija Kumari implemented a research-informed STEM plan, which was awarded GTC Scotland professional recognition in STEM education

What did you aim to do?

Competency and literacy in Science, Technology, Engineering and Maths (STEM) subjects, along with efficacy of delivery, underpin some of the greatest educational challenges for the next generation.

I embarked on a goal of identifying and implementing a research-informed enquiry to enrich the learning and teaching of STEM in the junior school. The relevance and urgency of this study is reinforced in Royal Society's 2017 paper *After the Reboot*, which highlights the dearth of talented professionals to take on future technologically driven jobs and urges improving computing in schools to tackle this crisis.

The Scottish Government's strategic plans for a Digital Society also emphasise the need for concerted efforts to "launch a new digital schools programme, expand the number of school coding clubs and provide teachers with the skills and resources required to use digital technology to enrich their teaching".

My enquiry was informed through an extensive literature review of STEM issues within the primary setting to identify key focus areas. In the book, *Primary Science* (Kelly and Stead, 2013), cross-curricular approaches were highly recommended in enhancing the quality of science education within primary school. For example, (Newell, 1998, 2002) pointed out that "interdisciplinary teaching with clearly identified goals in the different disciplines helped in facilitating higher-order thinking".

I focused on looking at the benefits of incorporating meaningful, cross-curricular STEM links to existing topics where traditionally there were strong language and expressive arts links, but STEM links were not as firmly established. As formative assessment tools, intentional dialogue and hinge point questions were incorporated in my enquiry.

How did you do this?

To plan the technological outcomes, I engaged in extensive research to identify age-appropriate terminologies (related to programming, for example) and ways to embed these into the topic. I identified that providing experiences to help understand the Internet of Things was important, as well as to recognise children's perception of what a computer does to build on their understanding about programming.

I engaged in a few online courses on programming, including one on Scratch programming that laid out clearly the various stages of progression in this area. My interactions and discussions with Dr Judy Robertson, Chair in Digital Learning at the University of Edinburgh on a project

analysing privacy related issues around digital devices in primary and secondary pupils as part of the City Deal initiative informed and inspired this study. My contacts at Edinburgh University's Centre for Robotics enabled access to programmable robots for my workshops.

As our Primary 2 topic was toys, I enriched the STEM outcomes of this topic by including the following experiences to the cross-curricular plans:

Science

- Active science experiments with opportunities to hypothesise, conduct experiments, observe, record and make conclusions.
- Cross-curricular links to 'forces' topic was enhanced by exploring gravity, magnetism as well as the more abstract concept of friction and the effect of different surfaces on the motion of objects. The children set up interesting experiments to demonstrate these concepts at home and we used Teams to post videos. In these videos, they explained the reasons behind their observations, which also proved to be an excellent opportunity for formative assessment.





Technology

- Building humanoid robots using recycled materials to help appreciate the physical difficulties of being bipedal.
- Using interactive toys to understand the concept of Internet of Things. I taught a series of lessons by using Marty, a programmable robot to demonstrate the use of phones and iPad to program and control robots.
- To further reinforce the idea of connected devices, I organised a workshop using an interactive dog called Aino and an interactive sphere called Sphero.

Sharing the learning with the wider community

• Strong online communication

I used the MS Teams pages, school website and school's Facebook/ Twitter space to regularly post pictures and video clips of the learning experiences.

• Keeping the P1/P2/P3 Science Club community together

The clubs were made available to everyone in these year groups, and it was very popular during both lockdowns. My professional development work during these phases focused on facilitating

experiences that were easily attainable by all during lockdown.

I had to be very organised with my ideas and advertise the materials required for the club on Science Club Teams page well in advance and offer alternatives if any of the items were difficult to source for any of the families. I kept the interest levels high by encouraging video uploads on Teams with opportunities to comment as well as discuss science concepts. Pupils, siblings and even parents joined enthusiastically every Tuesday. They posted their video clips and pictures to the Science Club Teams page. The discussion thread provided them with the opportunity to ask questions and discuss their observations and opinions.

The Primary 3 Science Club produced a video about the FACTS campaign and this video (bit.ly/3hQzmHV) was forwarded to the whole school to be streamed as part of their assemblies to educate the school about pandemic safety.

They also made a display wall to educate the junior school about coronavirus and the FACTS campaign. They took great pride in communicating the science-backed measures recommended by the government in ensuring hygiene and social distancing to the whole school. This proved to be a highly motivating experience for the P3 science club pupils.

• Parents' and Grandparents' online assembly

We put together an assembly on toys for parents and the wider school community. The students collaborated to discuss their learning in the different cross-curricular strands. This assembly provided me with the opportunity to assess the learning that had taken place. It allowed me to continually analyse the efficacy

of my cross-curricular teaching. As the parents could not visit the school, we posted this assembly on the school website.

What was the impact?

Through this enquiry, I found out that it is not always the complexity of the topic but the pathways and links to enthuse as well as engage in the topic that led to deeper understanding. Encouraged by the success of this enquiry, I am keen to incorporate more ideas in robotics and autonomous systems (RAS) such as the concepts of self-driving cars, security bots, etc. further up the junior school. These experiences would also help generate an awareness about data ethics, our rights as users of technology, and privacy issues around the collection, processing and use of data. The decision-making power of humans versus machines as they interact more and more with each other is also an interesting area of Artificial Intelligence (AI) for student exploration.

The pedagogical approaches and recommendations from my enquiry are now well-embedded into the Primary 2 STEM curriculum. At a personal level, I feel confident taking on promoted roles to oversee STEM teaching at St George's as well as undertake cluster level CPD sessions and promote community partnerships in this area.

It has been a passion of mine to deliver science and maths lessons in a stimulating way from an early stage in primary education as I strongly believe that it is one of the very first steps to bridging the gender gap in STEM careers. Enriching the primary STEM curriculum with topical, relevant and inspiring outcomes continues to be my driving force. I would like to take this opportunity to thank everyone at St George's who gave me their invaluable support and encouragement during the various stages of this enquiry process.

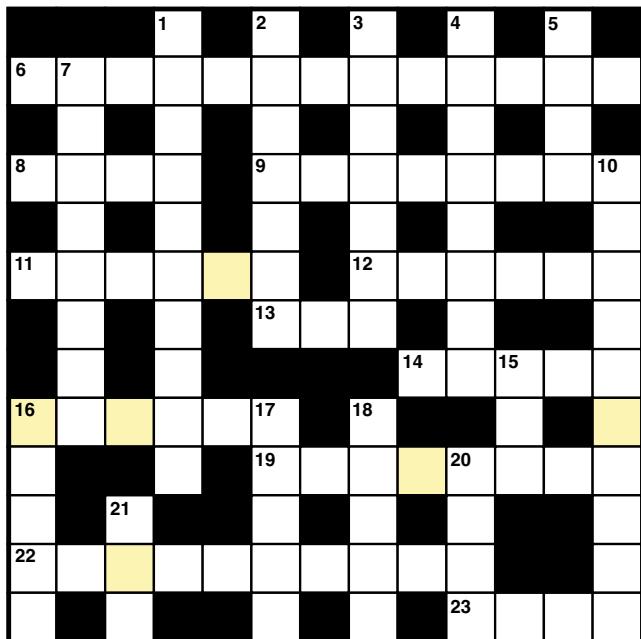
ABOUT THE AUTHOR

Shrija Kumari is a Primary 2 teacher and Junior School Science Coordinator at St George's School, Edinburgh.

Crossword



**COMPLETE OUR
CROSSWORD AND ANSWER
THE SIMPLE QUESTION
BELOW TO BE ENTERED
INTO OUR PRIZE DRAW,
WHERE YOU COULD WIN
A ROYAL DORNOCH STAY**



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

It is important to understand the needs of learners with deafness and _____ impairment

Send your answer and a scanned copy of the completed crossword, including your name and contact details, marked 'Teaching Scotland Crossword' by email to teachingscotland@gtcs.org.uk by 15 October 2021.

Congratulations to Gordon Stuart, who was the lucky winner of the crossword competition in issue 87. Please note, due to current hotel restrictions, prizes will be arranged for a suitable date.

Across

6. Educational practitioners (5,8)
8. Unit of land area equal to 4840 square yards (4)
9. Study of government and the state (8)
11. Vigorous struggle or scuffle (6)
12. Highly flammable sticky jelly used in incendiary bombs (6)
13. Robert, the poet who also wrote the best-selling novel 'Falstaff' (3)
14. Person in charge of a meeting (5)
16. Planet discovered by William Herschel in 1781 (6)
19. Portuguese term for the sauce made from hot chillies (4-4)
22. _____ For All: a programme designed to help learners and teachers to experience greater confidence and wellbeing (10)
23. Adrian, Sue Townsend's most famous fictional character (4)

Down

1. Evaluation of a pupil's educational ability (10)
2. See 3 Down
3. And 2 Down. First female Chief Executive and Registrar of GTC Scotland (7,7)
4. Shameless audacity in performing a task (8)
5. Cantona, the famous footballer (4)
7. University or college teacher (8)
10. Scotland's Cabinet Secretary for Education and Skills (10)
15. Boxer, known as 'The Greatest' (3)
16. It was incorporated into Scots law on 16 March, 2021 (5)
17. Madrid is its capital city (5)
18. Ulysses, 18th President of the USA (5)
20. 'Mrs Midas', 'Tam O'Shanter' or 'Revelation' (4)
21. The Grand Canyon is one of its leading tourist attractions (3)

TERMS AND CONDITIONS APPLY
See gtcs.org.uk/crossword-ts-and-cs



Award-winning luxury at Royal Dornoch

Our lucky competition winner will win an overnight stay at Links House, a five-star luxury hotel situated in the rugged and romantic Scottish Highlands, in the charming coastal town of Dornoch, with its award-winning beach, world-class golf course and 13th century Cathedral.

Originally the Manse for the Free Church of Scotland formed in 1843, the house has been lovingly and sensitively restored to its former glory.

Links House offers a variety of luxury accommodation: five deluxe rooms, eight luxury suites and two

bespoke apartments - all decorated in the house's original style and named after salmon rivers in the North Highlands. Additionally, each room boasts a unique Highland tweed which forms the basis for the rooms' interiors.

MARA, the hotel's new restaurant, was recently unveiled, serving gifts from Scotland's waters, fields, forests and skies.

The hotel offers a wide range of activities for those wishing to partake in typically Scottish pursuits, including golf, shooting, fishing, hiking and more. Located 50 feet from the 1st tee of the world acclaimed Royal Dornoch Golf Club,

the hotel is a mecca for golf lovers.

The North Highlands is an area of outstanding natural beauty, with a fascinating history. Castles and Gardens, Museums and attractions such as Loch Ness and Culloden Battlefield, tell the story of this unique northern outpost, from Neolithic times, to Picts and Vikings, clans and Jacobites and to modern-day Scotland.

Find out more at linkshousedornoch.com

PRIZE:

A one-night stay for two people, including dinner and breakfast. This prize is subject to availability.



Seeking out books about diversity

During lockdown I realised I couldn't name any recent authors, so I took to Twitter to find them, along with independent bookshops and other educators who read children's books for pleasure. Because how can we recommend and inspire learners with books when we don't know what's out there?

It is vital that our schools are full of good quality, diverse books. According to the Centre for Literacy in Primary Education, only 7% of the children's books published in the UK over the last three years feature characters of colour. Let me challenge you to look at your own class/school library - is it diverse? Are you telling the story of all children? Are stereotypes challenged? Can your children see themselves reflected in the books you share? Here are a few of my favourites.

Amari and the Night Brothers by B.B. Alston

Amari discovers a magical world in which the racism she has always experienced doesn't just disappear. This story deals with grief and identity through an authentic viewpoint. It's full of magic and mystery and will be enjoyed by those who enjoy *Harry Potter* and *Men in Black*.

The Arrival by Shaun Tan

This is a wordless text that can be used with all ages. It was one of the first books I bought when I was a student teacher. The story follows a father who leaves his family to seek a better life for them. It is a powerful story of immigration and finding a new home. The Scottish Book Trust has created a cross-curricular classroom resource for this book, which you can find at bit.ly/SBT-TheArrival

The Fox Girl and the White Gazelle by Victoria Williamson

Set in Glasgow, this tells the story of two girls, Reema and Caylin. Reema is a Syrian refugee who is trying to fit into her new life in a new country. Caylin is a Glaswegian and the school bully. This is a story that needs to be heard and that every teacher should read. Classroom resources accompanying the book can be found at bit.ly/TheFoxGirl

Harley Hitch by Vashti Hardy and illustrated by George Ermos

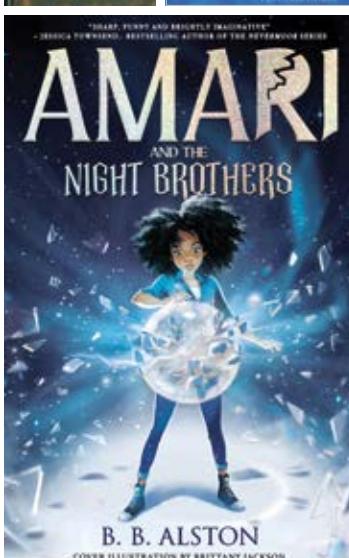
I would love to read this book aloud to a younger class as it has great illustrations woven throughout the text. The main protagonist is a determined female, who isn't perfect and makes mistakes. This book touches on STEM, Learning for Sustainability and the Sustainable Development Goals.

The Garden of Inside Outside by Chiara Mezzalama and illustrated by Régis Lejocne

I would recommend this book for a mature P7 or secondary pupil. It is a picture book/graphic novel that has been translated into English from French. Set in Iran, it shares the story of a friendship that develops through two sides of war and ending with hope. Resources can be found at bit.ly/GardenofInsideOutside

The Proudest Blue: A Story of Hijab and Family by Ibtihaj Muhammad and S.K. Ali

A beautiful picture book that puts Faizah and her sister's hijab central to the story and reveals the cultural importance of the hijab to these girls. This can be shared from the early years and helps our children see themselves in books. One pupil said: "She looks like me", and this is when I knew my books had had an impact. Resources can be found at clpe.org.uk/books/book/proudest-blue



ABOUT THE REVIEWER

Kirsten Barrett is an EAL Teacher in Glasgow (@mrskirstbarrett



8 podcasts to boost your professional learning

Podcasts have had a resurgence over the past few years and provide the perfect opportunity to learn from experts, locally and around the world. Here, we highlight just some of the podcasts on offer for education professionals.

CHILDREN IN SCOTLAND

childreninscotland.org.uk/podcast

The Children in Scotland Podcast aims to gather and share interesting projects, work and developments from across the sector, engaging key organisations and individuals in timely debate and discussion. The latest episode features Sharon Smith of GTC Scotland, Titi Farukuoye from Intercultural Youth Scotland, and Children in Scotland Policy Manager, Elaine Kerridge. They talk about the progress of the Diversity in Education project.

EDUBLETHER

edublether.wordpress.com

Teachers Jude and Jase talk about their

own teaching experiences, as well as pedagogy, school improvement issues and professional learning.

CHANGING CONVERSATIONS

spoti.fi/3hGxD7N

Billy Burke and Sarah Philp talk to leading figures from across the education profession. They look at what is affecting the world of education today and what is being done to foster change.

ALL WAYS LEARNING

allwayslearning.buzzsprout.com

This podcast has a strong emphasis on professional learning, to help challenge and strengthen your thinking.

THE INTERNATIONAL SCHOOLS PODCAST

theinternationalschoolspodcast.com

Looking at other contexts can be a great way to expand your thinking and find new ways of teaching and learning. This podcast airs every two weeks and discusses all aspects of technology and life in international schools.

THE EDTECH PODCAST

apple.co/3hm3FqX

The mission of The Edtech Podcast is to improve the dialogue between 'ed' and 'tech' through storytelling, for better innovation and impact.

THE CULT OF PEDAGOGY

cultofpedagogy.com/pod

Jennifer Gonzalez (who taught in Kentucky and D.C. for seven years) interviews educators, students, administrators and parents about the psychological and social dynamics of school. Another great podcast for those who are looking for teaching in other contexts.

PEDAGOGY MATTERS

www.cdn.ac.uk/pedagogy-matters-podcast-series

This podcast from CDN covers a range of key aspects of pedagogy and how these can be realised in current practice. This podcast will be of particular interest to those in the FE and college sector.

EVENTS**GLASGOW ACADEMY PASTORAL SUMMIT – 15 SEPTEMBER 2021**

This free virtual CPD event is for any current or aspiring pastoral leaders.

Presenters include Dr Suzanne Zeedyk, Dr Pooky Knightsmith and SAMH.

More information

thegaps.heysummit.com

COUNTDOWN TO COP – SEPTEMBER - NOVEMBER 2021

Countdown to COP will run from September to November and will provide learning opportunities to engage with the COP 26 summit and the climate and biodiversity crises.

More information

bit.ly/3qRmHZb

SCOTTISH LEARNING FESTIVAL – 21-23 SEPTEMBER 2021

The biggest professional learning event for Scottish education, which aims to inspire, innovate and inform great educational practice.

More information

scottishlearningfestival.com

COURSES**ENGAGING FAMILIES FOUNDATION MODULE**

Endorsed by Education Scotland, this self-directed online module from Connect explores evidence and practice around engaging families in children's learning and includes audit and action planning resources. It is a gateway to three follow-on modules.

More information

For details of modules, fees, offers and how to book, register at familyengagementacademy.connect.scot or email training@connect.scot

EVALUATION: ASSESSING THE IMPACT OF THE FAMILY ENGAGEMENT MODULE

Build on the Foundation Module by understanding evaluation techniques and processes and evidencing the impact of family engagement strategies. Includes access to the Connect Evaluation Toolkit. Self-directed, collaborative online learning.

CHALLENGES TO FAMILY ENGAGEMENT: A TEACHER ENQUIRY APPROACH

Build on the Connect Foundation Module and explore how to utilise teacher enquiry methodologies to support family engagement practice and development. Self-directed, collaborative online learning.

CPL FOR LEARNING PROFESSIONALS

Explore Scottish Book Trust's autumn training offer, whether it is one of its bag gifting sessions or shared practice, or supporting teen readers, there are a wide range of sessions available.

More information

scottishbooktrust.com/learning-and-resources/cpl-for-learning-professionals

PROFESSIONAL DIPLOMA IN THERAPEUTIC LIFE STORY WORK – 10 SEPTEMBER 2021-12 JUNE 2022

Through this Children in Scotland diploma, you will learn how to help children and young people to understand their behaviours, feelings and thoughts in light of their past. You will be empowered to enable children and teenagers to reflect on what has happened to them instead of moving into destructive repetitions of past pain and/or re-victimisation.

More information

childreninscotland.eventbritestudio.com

TACTILE GRAPHICS – A SERIES OF THREE WEBINARS – 2, 14, 28 SEPTEMBER 2021, 3.30PM - 4.30PM

For teachers of visually impaired children, transcribers and education assistants producing tactile materials, these webinars are from the Scottish Sensory Centre with American Printing House (APH). They are: Planning and Designing Quality Tactile Graphics; Explore and Use the Tactile Graphic Image Library; and Creating Collage Tactile Graphics with Sally Hart, American Printing House for the Blind.

More information

ssc.education.ac.uk/courses

COACHING PARENTS OF DEAF CHILDREN IN A VIRTUAL WORLD WEBINAR – 7 SEPTEMBER 2021, 2PM - 5PM

Join the Scottish Sensory Centre with AV UK for an interactive presentation and discussion with practical examples that will explore telepractice techniques, tips and research for working on communication skills with young children who are deaf.

More information

ssc.education.ac.uk/courses

EXAM ACCESS AND LANGUAGE MODIFICATION FOR CHILDREN WHO ARE DEAF – 21 SEPTEMBER 2021, 2PM - 5PM

Join the Scottish Sensory Centre with BATOD for an overview of some key access arrangements and their implications for practice across the four nations of the UK. There will be presentations, Q&A sessions, a workshop and a panel.

More information

ssc.education.ac.uk/courses

SUPPORTING CHILDREN AND YOUNG PEOPLE WITH CVI: AN ASK THE PANEL EVENT – 5 OCTOBER 2021, 4PM - 5PM

A short presentation from the Scottish Sensory Centre on basic understanding of supporting children and young people with, or suspected, CVI. Aspects of learning and teaching and mobility will be discussed. Follow-up Q&A session.

More information

ssc.education.ac.uk/courses

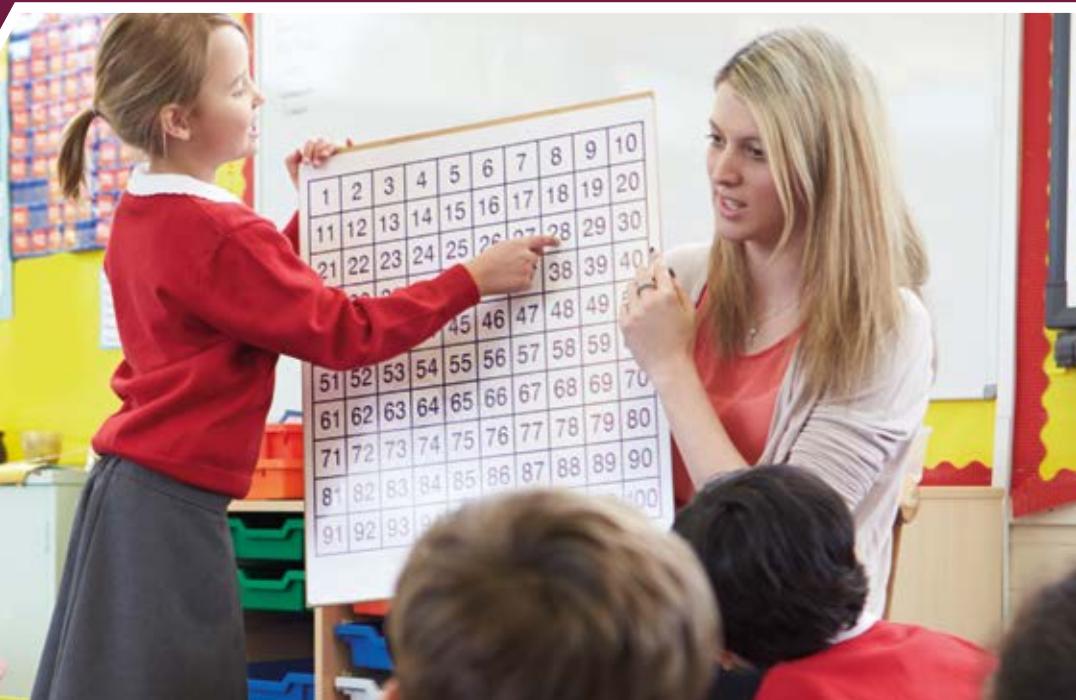
PUBLICATIONS**BOOK DISCOVERY BOOKLET**

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More information

scottishbooktrust.com/learning-resources/book-discovery-guide

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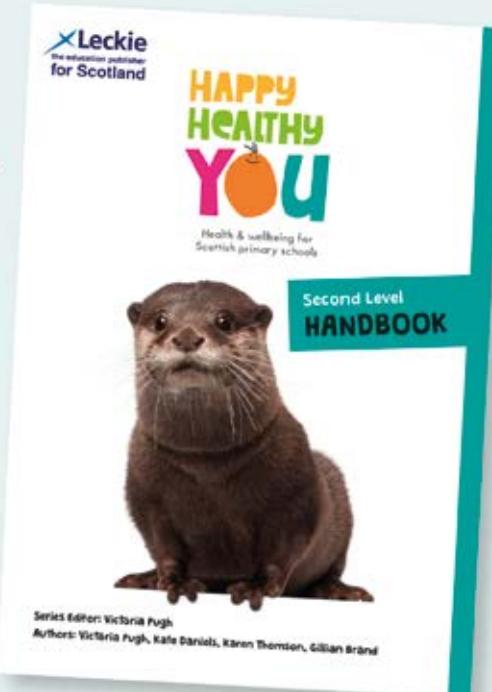
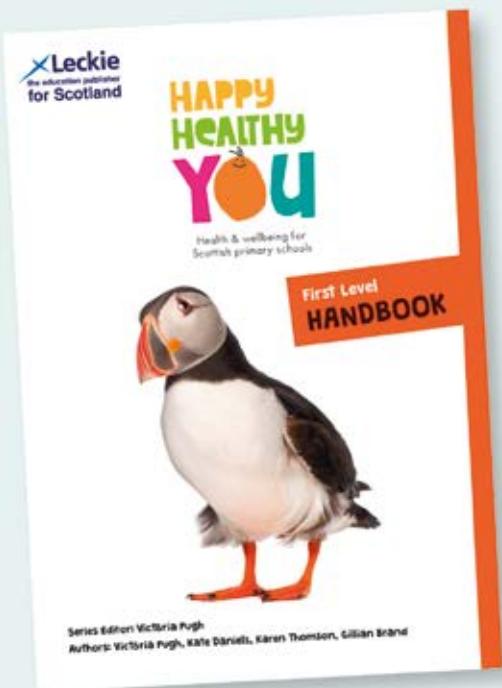
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