

GIVING LEARNERS A VOICE

WITH THE UNCRC ON THE HORIZON, EDUCATORS WILL BE
AT THE FOREFRONT OF LEADING THE CULTURE CHANGE

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SCOTLAND
GENERAL TEACHING
COUNCIL FOR SCOTLAND

Issue 90

November 2021

Teaching Scotland

For the education profession

Airson luchd-dreuchd an fhoghlaim



INSIDE

Our changing classrooms

Following the OECD review of the school curriculum, the views of teachers and learners will be central to Scotland's education reforms

Plan, teach and assess primary maths with the first
maths mastery scheme written specifically for Scotland

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Problem Solving Packs
publishing next Spring!



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

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

In this issue...



"I'm very proud of the focus Scotland places on our education system and its attempts at reform and thinking outside the conventional box. I want to be a teacher in Scotland who embraces these changes and has an influence on this movement, together with my colleagues, towards a superior system."

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"IN EVERY ASPECT OF SCHOOL LIFE, CHILDREN'S VOICES – AND THOSE OF THEIR TEACHERS – MUST BE HEARD. THIS CAN'T JUST BE A TICK-BOX EXERCISE BUT MUST MEANINGFULLY INVOLVE THEM IN DECISION-MAKING AND GIVE DUE WEIGHT TO WHAT THEY TELL US."

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News



Registration rules consultation launched

GTC Scotland is consulting on proposed changes to its registration rules. The changes seek to further safeguard the quality of education in Scotland by enhancing the integrity of the registration process and making the Register of Teachers more transparent.

The current registration rules were put in place in 2015 and set out GTC Scotland's registration criteria, ongoing registration requirements and how the Register of Teachers operates. The rules cover entry to the Register of Teachers as well as enhancements to registration, for example, the award of Professional Standard for Headship.

The consultation closes on 5 January 2022. Further information and how to participate can be found at bit.ly/GTCSConsultation

Education recovery support this session

Scottish Government funding for education recovery continues this session focusing on supervision spaces to support health and wellbeing; one-to-one coaching; coaching and mentoring for BAME teachers through SAMEE and a bespoke programme of events for teachers in their first four years post probation, called Stepping Stones.

More information will be available shortly through Education Scotland's website at bit.ly/3agnZWd

Sign-up to stay up to date with Stepping Stones at bit.ly/SteppingStones21

Stepping Stones workshops 21/22

10 November 2021
UNCRC: What is it? Why does it matter? How can we embed it?

8 December 2021
Digital learning and teaching

12 January 2022
Literacy

20 January 2022
Reading group: learner engagement

23 February 2022
Interview skills

16 March 2022
Skills and developing the young workforce

27 April 2022
Making the most of your PRD

28 April 2022
Reading group: differentiation

18 May 2022
Anti-racist education

8 June 2022
Reflect and celebrate - professional learning pathways event

9 June 2022
Reading group: future themes

Digital transformation

Digital transformation continues at GTC Scotland, with the launch of a newly designed website in November. With a cleaner design and easier navigation, the new website aims to help registrants find what they are looking for quickly. The next phase of transformation will focus on digital registration application forms.

Initiatives supporting the teaching profession highlighted

GTC Scotland has published its Annual Review 2020-21 in English and Gaelic, highlighting the work it has undertaken to support teachers and college lecturers over the last financial year. Key projects include: launching the Professional Standards for Teachers, championing equality and diversity through the creation of an Award for a Pioneering Spirit in Equality and Diversity to honour the legacy of Saroj Lal, and enhancing the learning resources and research available through our online portal, MyGTCS.

- Read more about the first recipient of the Award for a Pioneering Spirit in Equality and Diversity on p38.

You can read the digital Annual Review in English and Gaelic at <https://readymag.com/gtcsotland/gtcsannualreport202021/> and <https://readymag.com/gtcsotland/gtcalbaannualreport202021/>

Green light for strategic initiatives

In September, GTC Scotland Council approved a refresh of the remaining two years of the 2020-23 strategic plan. Delivery plans for the three strategic outcomes have been refined and a fourth outcome has been added: to ensure sustainable,



healthy and future-proof working arrangements. At the same time, Council approved new values and principles for GTC Scotland.

The values align with the teaching profession's values of trust and respect, integrity and social justice. The new principles, which were created by employees, describe the behaviours required of everyone: we care, we add value, we learn, we communicate, we collaborate.

The next Council meeting will be held on 15 December 2021.

New school or college? Update your details

As part of your registration with GTC Scotland you need to ensure your personal details are up to date. Take a minute to update your details through your MyGTCS account.

GTC Scotland Council election 2022 key dates

- **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.

Further information is available online at www.gtcs.org.uk/election

Sign-up to the new digital Teaching Scotland magazine

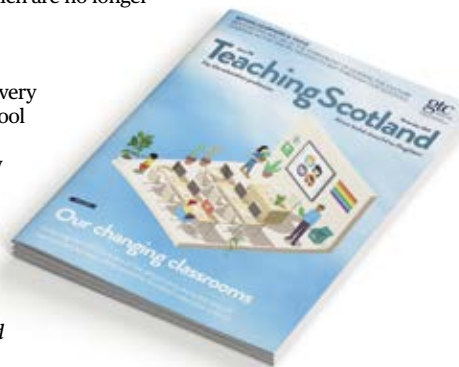
The new digital version of *Teaching Scotland* magazine includes exclusive interviews and extra features. You can view it at readymag.com/gtcsotland/TeachingScotlandIssue90

If you would prefer to receive it, 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.)

Our changing classrooms

Members of the Education Recovery Youth Panel's vision of what school could be like (see page 14-15 for their article) - a place of equality that nurtures a love of learning and equips young people with the life skills to flourish and fulfil their roles as custodians of the planet - is captured in the cover of *Teaching Scotland* magazine.



GTC Scotland Lecture 2022

Trust. Accountability. Collaboration,

As we begin a process to review the Code of Professionalism and Conduct, the journey starts not with the document itself but in a conversation about ethics.

Join us in the new year for a debate on ethics and the teaching profession.

Details to follow.



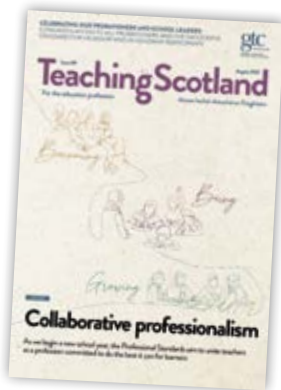
Letters

Lack of ethnic minority leader representation in schools

Dear Editor,

Your August issue included a number of pieces promoting a better understanding of racism, diversity in texts and the importance of social justice in our refreshed professional standards. Great. Unfortunately, these values seem to be forgotten when, in the same issue, we see the long list of recipients of the Standard of Headship and In Headship for 2021.

It is shameful that in 21st century Scotland, there is such a total lack of representation of ethnic minority leaders in our schools. This does not happen by chance, instead the barriers are well embedded in our structures and attitudes that ensure minorities are prevented from reaching such positions. These barriers start as pupils, who see no representation of themselves in the staff that teach them to the lessons they are taught.



It continues in staff rooms where BAME staff regularly are victim to covert and overt racial microaggressions. It continues further in our recruitment and selection

processes where usually an all-white panel's unconscious (or sometimes conscious) bias causes them to hire or promote people who seem more like themselves.

I wholeheartedly congratulate all the recipients this year, but request that they look around the room and see how many diverse faces they see sitting beside them. In 2021, it's just not good enough.

Good leaders support future leaders and it is vital that all our head teachers look for diversity of experience and thought in their teams and actively work towards breaking down barriers that exist.

Depressingly, change will take many years, in which many fantastic BAME teachers and diverse thinkers will move on, which will be a loss for Scottish education as a whole.

Anonymous

Social media Something to share? Tweet us @gtcs



@KeirHardieMem

KHMPs staff looking at the new Professional Standards. Self evaluation is a big part of ensuring our pupils are getting high quality learning experiences. [@gtcs](#) [#AlwaysLearning](#) [#CLPL](#)

@vineet_uk

Delighted to see Theo Ogbhemhe, the first-ever recipient of the [@gtcs](#) Saroj Lal Award for a Pioneering Spirit in Equality and Diversity, featured on [@STVLouise's](#) report for STV News last night. So proud! [#proudtobeus](#) [#sarojlal](#)



@MissCBowes

Our 3rd [#SharingtheAmbition](#) takeaway from [#SLFOnline](#) challenges you to learn more about professional enquiry from the [@gtcs](#) & undertake a project of your own. How will you communicate with your setting's learning communities?



@K_King0302

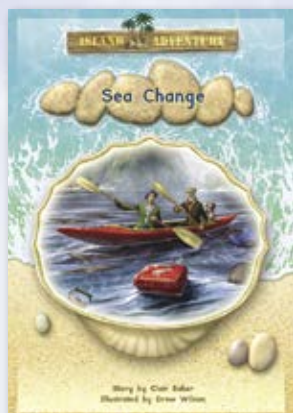
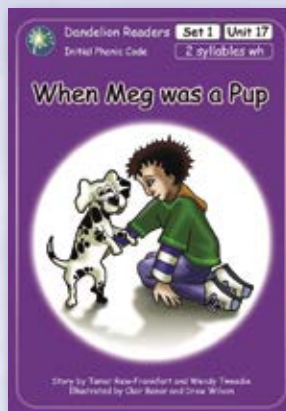
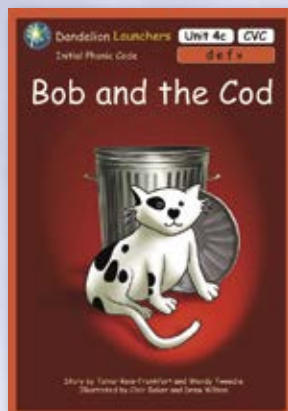
Really enjoyed an informative and thought provoking [#SLFOnline](#) session by Professor Ken Muir on shaping the future of our curriculum - exciting times ahead [@mrs_stillie](#) [@EducationScot](#)





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Digest

OECD on assessment

The OECD recently published *Upper-secondary education student assessment in Scotland: A comparative perspective*, written by Professor Gordon Stobart, Honorary Research Fellow, Department of Education, the University of Oxford.

Professor Stobart takes a look at Scotland's exam diet and offers suggestions to modernise upper-secondary assessments.

- Victorian legacy - most central exams occur at 16. Fewer students now leave education at that age.



“Scotland’s Curriculum for Excellence is a pioneering example of curriculum reform, but the qualifications for upper-secondary school students have seen far less reform”

2019/20 school leaver cohort (Scottish Government statistics)

- **11.4% in S4**
- **25.8% in S5**
- High-stakes exams stifle change - Looking globally, it was found that when assessments have high-stakes selective and accountability functions, there was less room for change in teaching and learning. The teaching focus narrows down to exam preparation. The pandemic showcased the

fragility of this type of system.

- Decentralisation - giving schools more responsibility when it comes to assessment could result in better alignment with curriculum and modern pedagogy.
- Listen to learners - ensure that learners have the opportunity to influence assessment and policies. Their voice matters.

Read the full report at bit.ly/3iIFwed

Views sought on changes to teacher registration rules

GTC Scotland is consulting on proposed changes to its registration rules.

The registration rules set out GTC Scotland's registration criteria, ongoing registration requirements and how the Register of Teachers operates.

The consultation raises important issues about who GTC Scotland registers on its Register of Teachers and what registration with GTC Scotland means.

Teachers, lecturers, employers of teachers and lecturers, learners and members of the public will all have important contributions to make. You can read the proposed changes and feedback your views at bit.ly/GTCSConsultation.

The consultation closes on 5 January 2022.



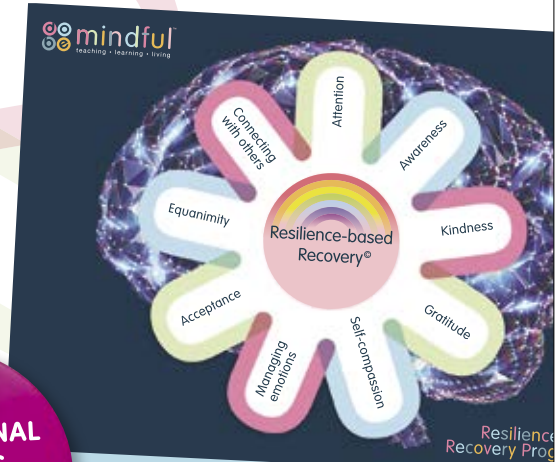
Resilience-based Recovery Programme

Improve staff, children and families' wellbeing and nurture a kind, calm and compassionate culture.

"As a Head Teacher I have seen the impact mindfulness has had on staff wellbeing and many staff discussed this as a key aspect of CLPL in their PRDs this year. Give it a try - you will surprise yourself!"

Head Teacher,
St Catherine's Primary School,
Glasgow, Scotland

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

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

To access resources for your subject, visit SQA's Understanding Standards website at www.understandingstandards.org.uk



What's in a word?

How do we all meaningfully make our voices heard during a period of change, asks Chief Executive and Registrar Dr Pauline Stephen

I recently had the privilege of meeting with new headteachers across a Regional Improvement Collaborative. We talked about leadership, particularly adaptability as leaders in the context in which we all work. In my notes in preparation for the event I wrote for myself 'power is watched closely - education is complex - education is a small world'.

Education is indeed complex. So too is leadership. Leadership in education is complex because teaching is complex. Teaching is complex relational work and complex intellectual work in a complex system. Aspects of our complex system are currently under review as education reform is debated and considered. We know that one of the reasons education is so complex is because of the connections between elements - how information flows through and between the system and who or what has the right to make decisions as a result of that information.

So, we can anticipate that any reform, be it be big or small, is likely to impact on other parts of the connected and complex system. These might be big waves of impact, small ripples, or elements of both. A question must surely be: do we

wait on the shore for the water to arrive or do we get in the water first?

How do we all meaningfully make our voices heard in this space? Engagement in the process requires us to undertake another one of Scottish education's favourite words: **collaboration**. I am never sure we all mean the same thing when we use that word to describe our work together. I also wonder if we need a deeper focus - a move to collective expertise or collective intelligence even - a recognition that the solutions that we can

create together are usually so much more powerful than the ones we generate alone. D'Olimpio emphasises that as social and political beings, we can flourish only if we collaborate with others and that successful collaboration with others requires trust.

Here's another favourite word. **Trust**, in my view, speaks centrally to what it means to be part of a profession. Cruess, Johnston and Cruess offer a comprehensive definition of 'profession' which includes 'Its members are governed by codes of ethics and profess a commitment to competence, integrity and morality, altruism, and the promotion of the public good within their domain. These commitments





form the basis of a social contract between a profession and society, which in return grants the profession a monopoly over the use of its knowledge base, the right to considerable autonomy in practice and the privilege of self-regulation. Professions and their members are accountable to those served and to society.’

Accountability too is a favoured word in Scottish education. The use of this word is often in a political context, inferring accountabilities identified by government and employers rather than teachers themselves. Judyth Sachs’ description of teaching as a mature profession has particular resonance here. Sachs states that ‘during periods of increased accountability and regulation, different discourses of professionalism will circulate and gain legitimacy and impact on how professionalism is conceived and enacted’. Teachers are accountable to the students they teach and the communities in which they work. While the system therefore focuses on improving learning and teaching, albeit through different lenses, there are fundamental differences in terms of how that quality is defined and how it is measured. Our current context of education reform provides an important opportunity to make these differences explicit and use collective expertise to find different solutions.

Ethics and the profession

During this period, while the notion of accountability is considered alongside trust, collaboration, empowerment, and agency (two more key words in our system), different discourses of professionalism will likely emerge. Anyone on the Register of Teachers in Scotland has a social contract with learners and the public through the Professional Standards and the Code of Professionalism and Conduct (COPAC). While the Professional Standards for Teachers were recently refreshed and Professional Standards for Lecturers were established in 2018, the existing COPAC has been

in place since 2012. Professional Codes are instruments that formulate positive ethical principles for the profession and provide specific guidance on the conduct and practices expected from registrants.

COPAC can be described alongside a description of accountability or even regulation when questioning the actions of teachers or the outcomes for learners. Sometimes this description misses the notion of being accountable as a positive quality, owned by the profession itself. There are some foundations of regulation that would valuably be explored: regulating does not mean you don’t trust, and trusting doesn’t mean you don’t have to regulate. It is this complex space where trust, regulation, accountability and collaboration meet that we want to explore with the profession. As we begin a process to review COPAC, the journey starts not with the document itself but in a conversation about ethics and what that means to the profession of teaching.

Starting with our Annual Lecture in January 2022, GTC Scotland plans to lead and host a conversation on professionalism which has the potential to inform the further review of COPAC. Teachers’ values and relationships with others are central to successful Professional Codes and GTC Scotland’s relationship with the profession is core to their development.

At the time I met with the new headteachers we had also started some work at GTC Scotland to explore what effective leadership means to us as an organisation. A central theme under discussion has been that one of the foundations of leadership is thinking in and dealing with complexity, with an associated skill being the ability to effectively distil the essence of complex information. The discussions that lie ahead for our profession will no doubt be challenging, requiring us to draw on our skills as leaders of learning, but it is only through these conversations that our collaborative understanding of professionalism can influence and inform.



Human rights defenders

Teaching is a rights-based profession. The right to an education which develops children to their fullest potential enables the enjoyment of many other rights. Schools are much more than places of learning. They are where children and young people socialise, eat, play, have fun - all essential for their development. This stretches from early years until the day they leave school. They can also be places where children feel safest and where they, and families, can access support. This is even more significant for children who are vulnerable or need additional support.

One of the most important lessons we have learned from the pandemic is just how integral schools are to our communities.

The role of schools

Almost overnight, many teachers moved to educating online - often while home schooling their own children - and did an incredible job. In the most uncertain days of the pandemic, many worked in schools supporting children who couldn't be at home. Their workload

and stress levels increased, and we know there were inconsistencies with access to online learning. We owe teachers and the whole school community - teaching assistants, facilities, janitorial, catering staff, pupil welfare and support, administration, school leadership and parents - a massive thank you for all their efforts.

The pandemic hasn't been easy for children and young people. Their rights to education, to play, to the best possible health, to see family and friends, have been affected. They have been asked to make sacrifices and have suffered isolation, uncertainty, exam stress and mental health pressure. They have missed out on the fun of sports days, whole school assemblies, and even singing 'Happy Birthday' to each other in the classroom. Transition years have been far from normal, and there have been so many lost opportunities. These aren't trivial things; they are milestones which are pivotal to children's development.

Every child has been affected, but those whose rights were already at risk disproportionately so. That

includes children living in poverty, disabled children, young carers, care-experienced children, and children from black and minority ethnic backgrounds. The limits on school and community-based supports have been particularly hard on them.

The way forward

The pandemic recovery must be rights-based to tackle the problems it has highlighted. Six months ago, the Scottish Parliament unanimously passed incorporation of the United Nations Convention on the Rights of the Child (UNCRC) into Scots law. This is the most important thing we can do to protect and uphold children and young people's rights.

The UNCRC is clear that all available resources must be used to the maximum extent possible to fulfil children's rights. That's why it is crucial schools get the resources they need to fulfil their human rights functions, such as more investment in staffing and in digital technology. Lockdown has shown us how critical relationships are to children's development and the need for children, and those teaching them, to have suitable devices and a reliable internet connection to maintain those relationships. Another area in which children and young people have told us they want improvements is mental health. The pandemic affected many young people's mental health, compounded

"This can't just be a tick-box exercise but must meaningfully involve children in decision-making and give due weight to what they tell us"



by the fact that services have been harder to access. They want access to mental health support in school.

There is some great rights-respecting work already happening in schools. The difference of having rights in law means realising rights will no longer be seen as optional. The UNCRC will weave its way through the fabric of our schools and our society. Teachers will be at the forefront of leading the culture change. Listening to children is a key part of that. In every aspect of school life, children's voices - and those of their teachers - must be heard. This can't just be a tick-box exercise but must meaningfully involve them in decision-making and give due weight to what they tell us. Listening to children and young people delivers better results and the whole school community must support this.

As we navigate the pandemic, children and young people tell us that they don't want our pity, they don't want to be seen as the lost generation or the catch-up kids. They

want recognition for the amazing achievements they have made over the past 18 months, including their versatility, resilience, problem-solving, and the life skills they have developed. They want their voices heard in decision-making about how we provide them with the supports they are entitled to as a right.

At the heart of the UNCRC lies a commitment to enabling children to grow to their fullest potential, feeling safe in an atmosphere of happiness, love, and understanding. All adults have a part to play in supporting children, but the importance of teachers is vital. They empower children to understand their rights. Teachers' role as key human rights defenders is going to be a very exciting part of incorporation of the UNCRC.

ABOUT THE AUTHOR

Bruce Adamson is the Children and Young People's Commissioner, promoting and protecting the rights of those under 18, or up to 21 if they are in care or care experienced.

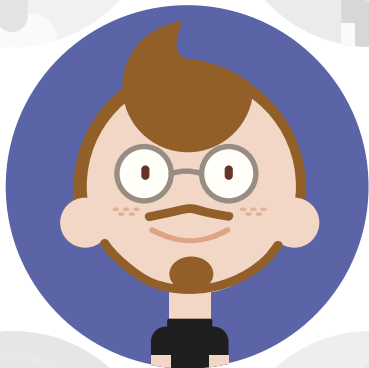
Stop press

Since this article was written, the Supreme Court has ruled that some parts of the UNCRC Bill fall outwith the competence of the Scottish Parliament and therefore it cannot receive Royal Assent in its current form. This will affect the planned incorporation of the UNCRC. The Scottish Government remains committed to the incorporation of the UNCRC to the maximum extent possible as soon as practicable.



A children's rights-based approach professional guide

This guide is intended to help teachers embed a children's rights-based approach and effective learner participation into their teaching. You can access the professional guide at bit.ly/gtcsPublications



Lessons for life

With education reform on the agenda and the pandemic prompting conversations about reimagining education, members of the Education Recovery Youth Panel share what they want to see change in school

Marcus: One of the things I would change about the whole school culture is making learning less about regurgitating information and more about exploring and understanding topics. I think that school is very prescriptive. There's no opportunity to go in depth into the topics in the way you want to. In the case of subjects like History, you have to answer questions in a really ultra-specific way to get marks. Because the exams are so narrow, schools have to design S1, S2 and S3 work to feed into that, so whatever happens at National 5 has a knock-on effect all the way down the school, particularly in high school.

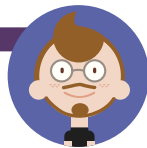
Something I learned about the way we work during Covid is that the traditional model of getting homework on a Monday and returning it on Friday isn't really very useful in today's world. I would much prefer having longer to work on it. It would be good to see a university-style model when it comes to homework, giving people a bigger chunk of homework and giving them longer to complete it so they have time to check-in with the teacher and talk about it.

Shaun: I think schools should start teaching life skills. This will help people feel more confident when they leave school and able to have an independent life. It could be anything from financial matters like taxes to bills - whatever will help you in the future. Just now we do subjects, where we do the work to get the grades

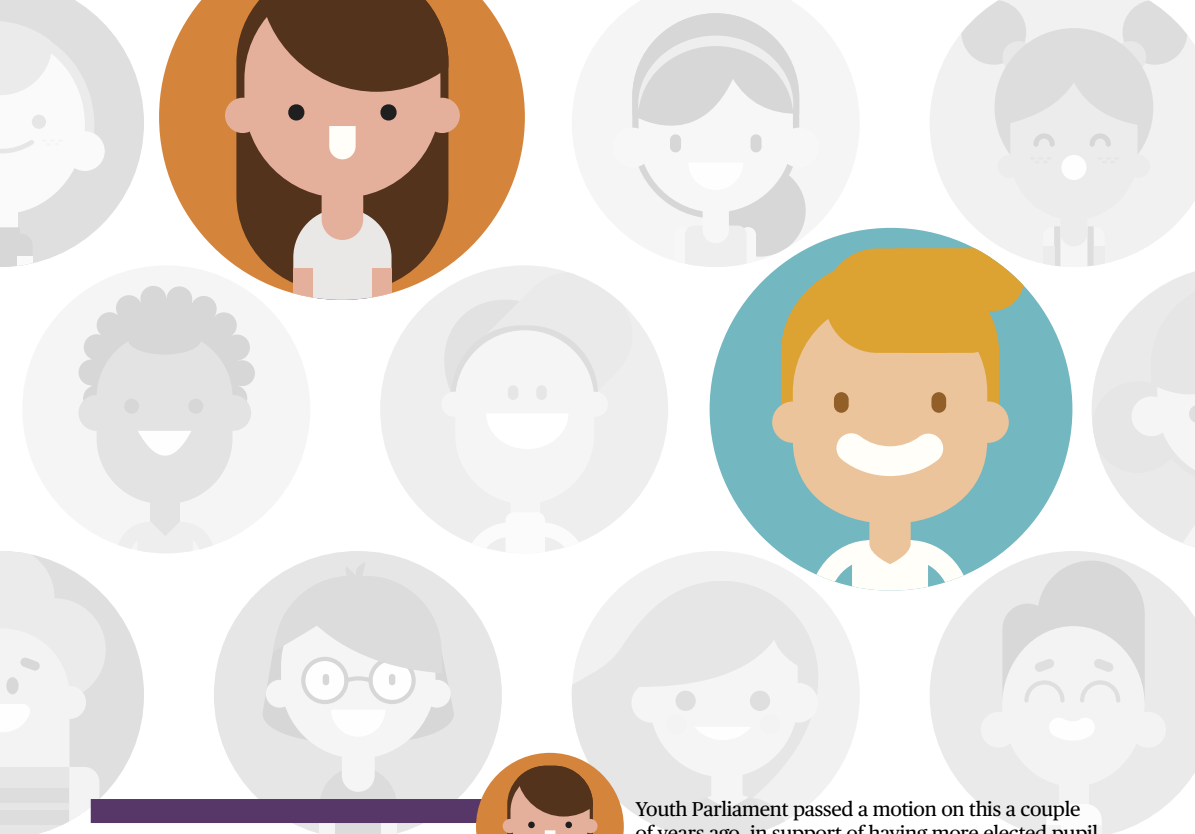
to get to university and we're never going to use that knowledge in the future unless it's relevant to our careers. Schools should be teaching a diverse range of topics which include life skills so that young people can feel more confident that their learning is relevant and that they can use that knowledge for their future.

Marcus: In the last 18 months, I have learnt how to type. I never got lessons on this in primary school. In P5, my teacher suggested we had time to type and parents wrote in to say they were outraged! But since Covid, things have changed. You need to be able to write and type. I think we need to be more focused on digital

"I think schools should start teaching life skills. This will help people feel more confident when they leave school and able to have an independent life"



Shaun



“I think there should be more ICT at primary school so we can learn about digital research skills and internet safety”

Ailish

skills. I remember one of my ICT teachers telling me that before Covid, a group of pupils in their class didn't know how to open a Word document. These are really basic skills that people need to know in the modern world, which are not being taught.

Ailish: I think there should be more ICT at primary school so we can learn about digital research skills and internet safety.

Shuman: I hope primary school students could get more ICT. It would also be great if primary schools can have coding classes in the future. I would also like more outdoor learning and classes related to climate change.

Marcus: Another really important change for me is having a school that listens. It's something I've come to feel passionately about because of the work I've done with the Education Recovery Youth Panel on co-design. It's what I would describe as a two-way street where pupils and teachers contribute. And the best way we can do that is to have elected pupil councils. The Scottish

Youth Parliament passed a motion on this a couple of years ago, in support of having more elected pupil councils. It's been set up in my school successfully and pupils know that if they've got a problem, they can go and speak to their pupil counsellor.

Shaun: I think pupils' voices are not getting heard enough. I know schools have pupil councils, Head Boys and Girls, etc., but I feel like schools need to talk to their pupils more about how they feel about school. I want schools to listen to their pupils and let pupil voices be heard so they feel more comfortable in school and can help change their school for the better.

ABOUT THE AUTHORS

Ailish is in P7, Marcus is in S6, Shaun is a former school pupil and current college student, and Shuman is in P6. They were members of the Education Recovery Youth Panel, which was set up during the pandemic to ensure that the voices of children and young people were heard as part of recovery of the education system. The panel shared insights and ideas in response to key issues around education, making recommendations to the Scottish Government and ensuring the rights and needs of young people were at the heart of the process. The panel was facilitated by Children in Scotland and Young Scot.

EDUCATION REFORM CONSULTATION

Go to www.childrensparliament.org.uk/education-reform for resources supporting the participation of children and young people in education reform. The consultation is open until Friday 19 November.



An extraordinary journey

New teachers have been tackling the challenges thrown at them over the past 18 months with passion and commitment



Sarah Delaney describes herself as an “earnest child” who played schools with her teddies and enjoyed the structure and routine of school, which she found to be a “nurturing, safe environment no matter what was happening in other parts of life”. She lost her love of school during the “angst of secondary” years but, through volunteer work, found her desire to be a teacher was re-ignited.

Brought up in County Laois, Ireland, she studied German and History of Art at University College Cork, following which she spent some time as an English-language assistant in Germany. Sarah decided to make her career in teaching and enrolled at the University of the West of Scotland for her PGDE (Primary), studying at the Ayr campus.

“I felt really fortunate to be there,” she said. “It was a small cohort and a really enthusiastic group of teaching staff, so it felt a strong little community. I wasn’t as familiar

with UWS as some of the other universities, but I saw that there was a high rate of graduates going on to employment and the Ayr campus is lovely. I always felt an affinity with Scotland and didn’t feel like it was too far from home. The alternatives in Ireland were costly and a Master’s would have been two years without working, which I didn’t think was possible. Also, when you want to be a teacher, you want to get going!”

Unfortunately, Covid-19 hit during planning for Sarah’s final placement. “I was excited about meeting my Primary 3 class but it didn’t happen, and we spent the remainder of the time learning remotely. It wasn’t as bad for us as for the 2020-21 cohort, I feel a bit sorry for them.”

Preference waiver

When student teachers make their application for provisional registration, they can opt to be placed anywhere in Scotland and receive the Preference Waiver Payment, rather than selecting their

preferred local authorities. Sarah opted to tick this box.

"I was at an advantage in not having family ties and I could go anywhere for a new adventure. I was keen to go to a Catholic school if that was possible. People at university were talking about the opportunities and it didn't make me nervous to think that I could be somewhere different. There was an element in the timing, in that university was sometimes overwhelming and ticking the box meant I didn't need to make yet another decision!

"Studying, particularly during Covid, meant it was also quite an insular year and I was aware that my social life outside of school would be limited when I first started too. I also felt that colleagues who were from Ayrshire needed to stay local and I didn't want to be the one taking their teaching spot when I could be anywhere. Of course, the financial element of the waiver was also useful for paying back student loans and helping me with a little more security."

Sarah was placed at St Cuthbert's RC Primary School in Edinburgh, teaching a Primary 6 class. She said: "It was a challenging year in many ways but was also so rewarding. The senior leadership team was experienced, patient and kind and, as stressful as the pandemic was, I was really lucky. I also had the support of another probationer and between us, we managed to ask all the questions we needed to!"

Now a fully registered teacher, Sarah started teaching Primary 3 at St David's Primary in Edinburgh in August. "It was initially a bit like being a probationer again but that is an unhelpful way of thinking. Even though it is in the same cluster, it is a different school with different focus areas, and teaching P3 means the class is at a different stage so I have to really think about their learning stage. But it is a wonderful class and there were other new staff starting at the same time, which meant there was lots of support."

Meanwhile, Amy Hawes had no idea she wanted to teach until about three years ago. She explained: "I had spent a decade working my way

up through the ranks of television (runner, researcher, assistant producer, writer), and as I moved into my 30s, I knew that something wasn't quite right. I travelled to some amazing places, wrote scripts for the BBC and met interesting people. But I felt very lonely and rootless, like I had no community. I wanted something more permanent, and something with a bit more heart, where I felt like I was doing something life changing. At the same time, I had been working in children's programming for the past few years. Casting for CBeebies took me into hundreds of schools across the UK, where I increasingly realised how comfortable and happy I felt in the classroom."

Covid impacts

Her course at the University of Glasgow was hit by the pandemic, with everything during her PGDE year delivered online. "I message course friends who I have still not met in person!" A major impact of Covid was that Amy's second placement, due to take place in January/February 2021, couldn't go ahead.

"During my May placement (which should have been my third but was my second), I struggled hugely with the sudden increase in teaching hours. While in a very supportive school, it felt like an impossible situation that I wasn't ready for. There then followed an incredibly anxious month. I was hoping to be given the chance to do a retrieval placement in autumn 2021. Then, to my amazement, I was told I would be in a newly created 'extension placement'. I was placed in the school which would have been my normal probation, but I have been a student for the first eight weeks. Thankfully, I passed this placement, and I feel like I can breathe properly again for the first time since April. I am due to join the probationers after the October break."

Amy is teaching at Craighead Primary in East Dunbartonshire. "I think the universe placed me there, because I have had the most compassionate and nurturing experience. When I first met my headteacher, Lynne Stewart, she



said to me: "So Amy, *when* you pass this placement..." I can't remember what she said next because the first seven words are etched into my memory forever. I was so grateful to her for her faith in me. When I started at Craighead, my confidence was seriously low. Eight weeks later, I feel like a new person. I absolutely love my P3s.

"I would love to stay working in this school, or another one just like it! I would like to also experience teaching P1 and P2, and then potentially other year groups."

ASSISTING PROBATIONER SUPPORTERS

As part of the Covid-19 recovery support project, GTC Scotland has been creating a package of resources for all those involved in probation.

The package includes a toolkit, supporter webinars and an event for probation managers. Keep an eye on @gtcs on Twitter for updates.



Becoming a teacher

Professional Values play an important role in the University of Glasgow's PGDE programme

The PGDE Programme (Primary and Secondary) at the University of Glasgow was scheduled for reaccreditation with GTC Scotland in June 2021, a deadline that followed on from an intense 18-month period of Covid-related upheaval for everyone.

Yet, in many ways, the timing was fortuitous, given that Covid's impact had foregrounded the crucial role that teachers play in children and young people's lives, while highlighting the core strengths underpinning teachers' professional commitment.

It also just so happened that the refreshed and restructured Professional Standards for Teachers would launch in August, a date that coincided with the roll-out of (what we hoped) would be our newly

reaccredited programme.

Of particular interest to our redesign was a new section in the Professional Standards called 'Being a teacher in Scotland', which sets out to "highlight the professional values of social justice, trust and respect and integrity as central to what it means to be a teacher in Scotland". Taking GTC Scotland at its word, we used this section as a "framework that supports what it means to become, to be and to grow as a teacher in Scotland" and applied it to our programme's existing structure.

A key result of this programme-wide mapping exercise against the Professional Standards was the creation of a new course, *Becoming a Teacher: Connecting, Challenging and Changing*, also known as BAT, which has transformed the way

that PGDE students embark upon their journey into teaching at the University of Glasgow. What makes BAT innovative is its deliberate T-shaped structure. Students now begin with a two-week immersion in key questions and issues related not only to being a teacher in 21st century Scotland, but also to teaching as a way of being.

This intense block of daily lectures and seminars can be visualised as the horizontal stroke of the capital T-shape. Populated with topics that are suggested and supported by the Professional Standards, sessions in this first year focused on topics including teacher identity and positionality, inclusion, social issues such as poverty, and large conceptual questions around social justice.

Using Korthagen's 'onion' model

of reflection, our student teachers are challenged to consider the kind of teacher they want to be within the context of Scottish education by interrogating how their own beliefs and experiences frame their assumptions about teaching, learning and learners.

We hope this initial, immersive fortnight will carve out a space for PGDE students to explicitly engage with personal, social and professional issues related to teaching before they commence with courses relating to curriculum, pedagogies, research and enquiry and, of course, school experience. As such, this course reflects Korthagen's view of effective teacher learning as involving not just theory and practice but also the teacher as person, including their thoughts, feelings and beliefs (2017).

After the initial two-week block of daily inputs, BAT continues with weekly lectures supported by reflective milestone tasks across the academic session: this can be understood as representing the long vertical stroke of the T-shape. Topics here include anti-racist education, LGBT-inclusive education, Learning for Sustainability, child development, and much more. At the end of the course, students submit a reflective, research-informed narrative account of their development as a teacher in a Scottish context that draws together some of the issues explored through BAT with their experiences across the programme, especially their time in schools.

The University of Glasgow is committed to developing student teachers who can engage critically

and ethically with issues pertaining to diversity, inclusion and social justice; who recognise teaching as a journey of lifelong learning; and who will leave the PGDE with an already developed understanding of their role as a reflective practitioner and a strong sense of their own way of being as a teacher.

ABOUT THE AUTHOR

Dr Jennifer Farrar is Lecturer in Secondary English and Children's Literature at the University of Glasgow. Dr Kevin Proudfoot is Senior Lecturer in Teacher Education at the University of Glasgow.

FURTHER READING

Korthagen, F.A.J. (2017). Inconvenient truths about teacher learning: towards professional development 3.0. *Teachers and Teaching*, 23 (4), pp. 387-405.

WHAT DOES BEING A TEACHER IN SCOTLAND MEAN TO YOU?



We asked students on the programme what being a teacher in Scotland means to them.

"The idea of being that certain 'somebody' who potentially changed a pupil's life and encouraged them to go on and pursue a career that they've always wanted to do."

Jordan

"Young people today will face the effects of catastrophic climate change and are among our last chances of stopping it. I want our education system to prepare them for this reality by putting the climate at the beating heart of our education system."

Lana

"I'm very proud of the focus Scotland places on our education system and its attempts at reform and thinking outside the conventional box. I want to be a teacher in Scotland who embraces these changes and has an influence on this movement, together with my colleagues, towards a superior system."

Sunna

"Becoming a teacher in Scotland to me means having the privilege to work with a diverse range of young people and their communities in an education system that values their individuality and recognises the challenges they face in achievement and attainment."

Kim

"It would be a great privilege being a teacher in Scotland, to be a positive influence on educating children by expanding their knowledge and skills; to enhance their life chances enabling them to become successful learners, confident individuals, responsible citizens and effective contributors. Individuals learn in a variety of ways and it is of paramount importance that they are provided with an educator who is attuned to their needs."

Chana

"For me, being a teacher in Scotland means committing myself to the practice and advocacy of inclusion and justice for all children and continually reflecting on and evolving my teacher identity in order to fulfil this commitment."

Jillian

A' cur luach air dualchas agus cultar

Tha an neach-probhaidh Ciorstaidh Elder a' bruidhinn mu carson a bha i air a tarraing gu Foghlam tro Mheadhan na Gàidhlig

Carson a tha a' Ghàidhlig cudromach dhut?

Buinidh an teaghlach agam do dh'Uibhist a Deas far a bheil a' Ghàidhlig fhathast làidir sa choimhearsnachd, ach dh'fhàs mise suas faisg air Dùn Èideann. Bha mi air fàs na bu shine an uair a bha miann agam an cànan ionnsachadh. Tha mi a' tuigsinn a-nis cho luachmhor 's a tha an cànan do chultar agus dualchas an teaghlach agam.

Ged a bha a' Ghàidhlig mun cuairt orm an uair a bha mi a' fàs suas, is ann an uair a thàinig mi chun a' cho-dhùnaidh a dhol air ais gu bhith nam oileanach a thàinig mi chun a' cho-dhùnaidh a' Ghàidhlig ionnsachadh. Rinn mi Foghlam Bun-sgoile agus ceum sa Ghàidhlig aig Oilthigh Dhùn Èidinn. Mar phàirt den cheum agam, bha an cothrom agam cùrsa bogaidh a dhèanamh aig Sabhal Mòr Ostaig, Colaiste Ghàidhlig na h-Alba, fìor dheagh chothrom mo sgilean cànan a leasachadh ann a bhith ag ullachadh airson a' chlasrum.

Dè a thug ort a bhith ag iarraidh a dhol a theagasg na Gàidhlig?

Airson an fhìrinn innse cha b' e sin a bha dùil agam a dhèanamh! Bha fios agam gun robh mi airson a dhol a theagasg agus an uair a bha mi a' coimhead ris na roghainnean cùrsa a bha agam, mhothaich mi gum b'

urrainn dhomh ionnsachadh mar a bhithinn nam thidsear Foghlam tro Mheadhan na Gàidhlig (FMG) aig Oilthigh Dhùn Èidinn, agus chan fhaighinn a' bheachd sin às mo cheann. Bha fios agam ma bha mi a' dol a dhèanamh sin, gu feumadh a' Ghàidhlig a bhith agam. Gu cinnteach tha a bhith ag ionnsachadh cànan an uair a tha thu nas sine agus a bhith a' teagasg FMG le chèile nan dùbhlán, ach chun na h-ìre seo, cha do ghabh mi aithreachas sam bith. Chan eil càil coltach ri blàths agus taic na coimhearsnachd Ghàidhlig!

Ciamar a tha cùisean air a bhith nad àm probhaidh?

Tha an t-àm probhaidh air a bhith air leth math chun seo. Bha mi a' fuireach ann an Dùn Èideann agus, leis nach eil ach aon sgoil ann, chuir mi tiog sa bhogsa (tar-sgaoilidh) agus thàinig mi gu Loch Carrann. Tha mi a' teagasg clas Priomh 1-3, nì a tha air a bhith na cheum mòr ionnsachaidh dhomh, oir ri linn a' mhòr-ghalair, bha a' mhòr chuid den àm agam air a' ghreis eòlais còmhla ris na bliadhnachan a bu shine. Tha e a' còrdadh gu mòr rium a bhith a' togail suas càirdeas leis a' chlas agam agus gam faicinn a' tighinn air adhart.

Dè na h-amasan ionnsachadh proifeiseanta a tha agad?

Tha mi air amasan ionnsachadh proifeiseanta a

shuidheachadh airson na bliadhna seo. Leis gun robh a' mhòr chuid den fhèin-fhiosrachadh greis-teagaisg agam sna clasaichean a bu shine, tha mi a' cuimseachadh nan amasan ionnsachaidh agam air a bhith a' leasachadh mo phractas a thaobh ionnsachadh stèidhichte air cluich.

Dè a' chomhairle a bheireadh tu do dh'oileanaich sa bhliadhna mu dheireadh aca?

Biodh spòrs agad, còrdadh am pròiseas riut, cuimhnich gun gabh thu tìde dhut fhèin agus thoir leat blasad bidhe a bharrachd dhan sgoil!

A' TEAGASG NA GÀIDHLIG

A bheil thu a' beachdachadh air a bhith a' teagasg na Gàidhlig no tro mheadhan na Gàidhlig? Tha an leabhran againn *A bheil thu airson teagasg sa Ghàidhlig?* a' tabhann toiseach tòiseachaidh feumail dhaibhsan aig a bheil ùidh a bhith a' teagasg aon de chànanan oifigeil na h-Alba. Leugh an leabhran sa Bheurla: bit.ly/GaelicTeachingEng no sa Ghàidhlig: bit.ly/GaelicTeachingGae



Seven classroom tips for student teachers



Members of the Education Recovery Youth Panel – Ailish, Marcus, Shaun and Shuman – share their advice for student teachers

1. Pupils need to know they can trust their teachers. Sometimes it feels like teachers are nervous about coming in so they set out the law, but it doesn't need to be that way. Older learners in particular want to have conversations with teachers.

2. Make sure you are aware of the people in the class who need help and what support it is they need. Remember to turn on subtitles or allow pupils to turn on captions when you are using videos.

3. Don't be afraid to be yourself. Pupils love personality and the more they feel like you are a person rather than a teacher, the more they like class and learning so the more they will engage. Obviously keep it professional and have boundaries, but try to not be too 'teachy'.

"I am looking forward to starting my journey to becoming a teacher soon. I hope by becoming a teacher, I can help change education for the better"

Shaun, aka future Home Economics teacher

4. Expect the unexpected, because with the pandemic it could chop and change at any time from teaching in person to teaching online so be prepared for that.

5. Make the most of technology. Pupils have come to expect learning via digital formats but it needs to be used in a way that engages them. Make use of the features on offer like surveys, chat boxes and toolboxes.

6. Don't reinvent the wheel. Sometimes it feels like teachers over-engineer solutions to problems. You don't need to be 100 per cent creative. Keep it simple.

7. Teachers have moved mountains for learners during the pandemic. Give yourselves credit and talk yourselves up as you play a role in attracting students into the teaching profession.

A reform of Scottish education

We asked teachers to share their views on what is needed for the future of Scottish education



Former Chief Executive and Registrar of GTC Scotland, Professor Ken Muir CBE is acting as an advisor to the Scottish Government on designing the implementation of the OECD's recommendations (*Scotland's Curriculum for Excellence: Into the Future*, published in June 2021) for structural change of the SQA and Education Scotland.

Ken told Scottish Learning Festival delegates that he is "not starting from ground zero" but that the work requires a look at the Scottish education system in its entirety, with everybody to be involved to "deliver equity and excellence". "Curriculum for Excellence remains the right foundation for education in Scotland, but we need to increase the pace of improvement to support and empower schools and teachers as the people who know our learners best."

Of the recommendations made by the OECD, Ken will focus on removing the gaps and overlapping responsibilities for the delivery of Curriculum for Excellence, as well as simplifying policies and institutions for "clarity and coherence". "One of the challenges is to look at the wider context. We need to start somewhere, and this is a golden opportunity to look at the future of Scottish education. It has to be part of a longer-term education reform, not just for 2022."

The national consultation process

is under way and schools can make submissions at bit.ly/3D2DyNx before 26 November 2021.

As the independent professional and regulatory body for teachers, GTC Scotland can play a role in encouraging the profession to talk with each other as a community. We asked teachers for their thoughts on education reform. Although some comments were on issues outside the current reform's remit, here's what teachers told us they wanted to see:

In the classroom

Focus on staff wellbeing (not just lip service) - increased preparation time, smaller class sizes, proper employment for all teachers out there.

@JFBUSIO

Teacher agency

I'd really like teachers to be supported in becoming empowered and building their sense of agency so they are not always under pressure to deliver what the Senior Leadership Team want, but instead have the opportunity to flourish in what interests them as teachers which, in turn, will always benefit learners.

@NUTHmani

Real world readiness in assessment

I am a secondary school teacher of Modern Foreign Languages. Prior to this, I was in international corporate banking for 17 years. During those and indeed preceding years, I

actively used all my languages. They were a prerequisite to securing the jobs in question, which also involved living and working in other countries. Without my linguistic skills, I would never have attained the level of seniority that I did.

I believe that the current National and Higher exams are quite simply not fit for purpose. A radical, dynamic rethink is in order, to help stem the serious decline in pupils not continuing with languages in their senior phase. The current course content in the main is not too bad, although elements/topics could be reviewed to make them more appropriate to a 21st century global society, or, be scrapped. The exams themselves, however, ought to be revamped and revitalised.

Anonymous

The current enquiry into SQA is focused on their administration and assessment procedures. Whilst necessary, this allows SQA to escape forensic examination of assessment content itself.

My three-year study sought the answer to the question: 'Have German Testing and Teaching failed Scottish Pupils?' German is the exemplifier for SQA French, Spanish and Italian.

The research looked historically at S4, S5 and S6 assessments from the '60s onwards. It compared them with contemporary SQA National 5, Higher and Advanced Higher assessments. The study similarly compared these contemporary SQA

assessments with contemporary GCSE, AS and A-Level assessments in England and the Final Leaving Certificate in the Republic of Ireland.

At all SQA levels, English alone is found in rubrics, questions and required candidates' responses in all external reading and listening assessments. In England, the target language is very prominent in these areas.

Although fiction is now recognised as a wonderful promoter of literacy, there has been no fiction in external SQA reading and listening assessments for 20 or more years.

There is much greater challenge in German assessments in England (GCSE, AS and A Level) than in corresponding SQA assessments.

There is excessive predictability across SQA assessments; the first four bullet points which a candidate must address in external writing assessment in National 5 have remained the same since 2014, when National 5 was introduced. There is no explicit test of target language grammatical accuracy in any SQA assessment.

Put simply, the A grades awarded by SQA at all levels do not necessarily equip Scottish youngsters to create their own written or spoken target language, or even to cope in the country of the target language.

Unfortunately, the present enquiry ignores this fundamental inadequacy of SQA assessment content. The name may change, the job titles may change, some procedures may change, but there will be no change to failing assessment content in modern languages.

Who will speak up for Scottish pupils learning modern languages?
John Nolan

Skills development

I would like to see us learn from the past few years and provide a more flexible approach to assessment and learning in the senior phases. I have never believed exams are a good/fair way of assessment and have always believed in a more continuous assessment framework where pupils are able to showcase their effort and understanding in a variety of ways, rather than spouting what they can remember in a two-hour exam. I

think it's important not to throw away everything we have learned throughout the pandemic, which although it has undoubtedly been very challenging, has really forced us to think and deliver education in different ways, and to connect with pupils and families potentially more than ever before.

Some pupils are really benefitting from a more flipped learning approach, and it's important that we look at skills development as well as knowledge acquisition. Exams are not the best way of assessing for the skills development we need for the future in my opinion, and I do not believe they are the most inclusive way for most either, where processing or sitting for long periods of time may actually hinder thinking and increase anxiety for some.

I do see the need to expose and develop supportively, pupils' ability to having to think on their feet, but think we can find more effective ways of doing this. I think it's an exciting period for education where we have the potential to really make some big changes and take a different course.

I would also like to see real changes to the early level, which is where I work. It is understaffed and under-resourced, and the development of play pedagogy needs more direction, understanding and support to go throughout and into first level. It is a very mixed bag as to whether this is valued and based solidly on evidence of child development. I still think there is too much focus on the 'what' children are doing as opposed to the 'why', and maybe too much focus on the teaching and

not on the learning.

I'd like to see a supported, high-quality national collaboration in developing a learning culture to encourage critical thinking and creativity at the early stages.

Anonymous

Encouraging new teachers

I think teacher training needs reform. It seems to me everybody understands these days how important nurture is when teaching children. Why are the same principles not adhered to for teaching teachers? Student teachers are taught to be reflective, but all too often that word seems to be conflated with criticism: 'What did you do wrong in this lesson?' can become a barrier to success if you hear that too much, and aren't given a reasonable timeframe to learn and improve.

Smaller class sizes, a culture of staff and pupil wellbeing and time out of the classroom are also important - anything that can make teachers' workloads more manageable. This is such a wonderful profession, but the learning curve is so steep that many good teachers fall off the mountain before they've even been given a proper chance.

Amy Hawes

A look at early years

We desperately need a complete review of Early Years Education to include training of teachers, devolving responsibility to schools, outdoor facilities, as well as statutory guidance that feeds into a revised P1 and P2 curriculum.

Anonymous



A whole-systems approach to learners' mental health

Accessing the right support at the right time is vital

Whether you're a teacher, parent, relative or mental health professional, we've all seen the impact of the coronavirus pandemic on society. The toll on the mental health of children and young people has rightly received considerable attention. And it is this focus which has led to the Scottish Government announcing an extra 320 clinicians to reduce waiting times for Child and Adolescent Mental Health Services (CAMHS). The increase in staff will take time to achieve and the impact will not be immediately available to families, but this is not the whole picture. Schools and communities are vital to the physical and mental health of our young people.

The World Health Organization (WHO) defines health as 'a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity'. This definition hasn't changed since 1948, but our understanding of mental health has changed considerably.

The definition of health cited in the *Whole School Approach Framework for Schools to Support Children and Young People's Mental Health and Wellbeing* ([bit.ly/2YhjQZg](https://www.gov.scot/publications/whole-school-approach-framework-for-schools-to-support-children-and-young-peoples-mental-health-and-wellbeing/pages/1-21.aspx)), published by the Scottish Government this summer, is based on the medical model of health and relates more to physical

health. But is this what we should all be aiming for to support children and young people's mental health?

Another suggestion would be the Dahlgren and Whitehead determinants of health model (see below). This model discusses the individual factors of health, such as age and sex, but also highlights the much wider factors that impact on health, including education. This model would fit alongside Getting it Right for Every Child (GIRFEC) and the SHANNARI indicators of safe,

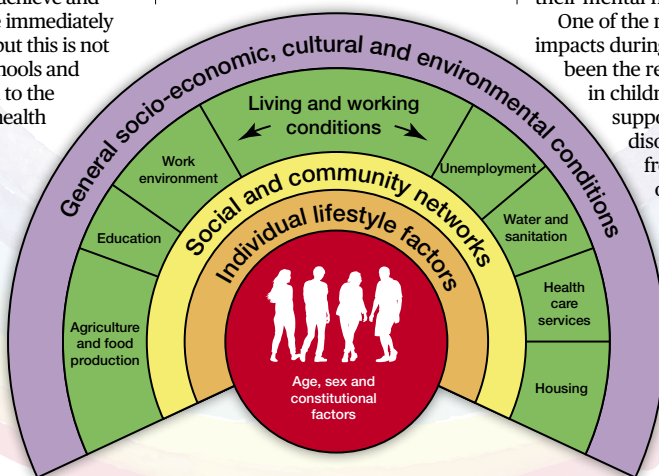
online education made it harder for them to concentrate and the impact was more exaggerated for pupils with additional support needs. Unprecedented levels of uncertainty have made managing day-to-day life difficult for us all. This is reflected in an increase in behavioural difficulties in younger children. Children and young people living in poverty, children who are looked after, and those with pre-existing mental health problems may have experienced even greater negative impacts on their mental health and wellbeing.

One of the more noticeable impacts during the pandemic has been the reported increase in children referred to support services for eating disorders. Recent figures from the Royal College of Psychiatrists in Scotland reveal that 217 young people were referred with suspected eating disorders in 2018/19. In 2019/20, that figure increased to 456 and the estimated figure for 2020/21 is 722 young people.

Anorexia has the

highest mortality rate of all mental health disorders and this apparent increase in incidence is clearly of considerable concern and not yet fully understood.

Recent statistics reveal that one in 100 children in Scotland are now referred to CAMHS. This trend is seen in other parts of the UK. In 2017, it was estimated that more



healthy, achieving, nurtured, active, respected, responsible and included.

Covid has impacted on all aspects of children and young people's mental health. Scottish Government research released in July 2021 found that young people felt the removal of the structure of school attendance made their daily lives more difficult. Home schooling and

than ten per cent of young people in England aged between five and 16 years were suspected of having a mental disorder. In 2020, the figure increased to 16 per cent of five to 16-year-olds.

Rates of self-harming behaviours are the highest since 2007. This will be a common presentation in schools and the whole-school approach advocates early identification of such problems. Where to signpost a child or young person to get support is important. Young people should be able to access the right support, at the right time, with the right people. This includes early support from early years staff and at

school, with additional provision from community services and specialist support from CAMHS or neurodevelopmental services.

Support for young people's mental health is now described in three national documents - the CAMHS Service Specification, the National Neurodevelopmental Specification and the Children's and Young People's Mental Health and Wellbeing Framework. These publications detail the support families can expect to receive from mental health services and when help may be delivered by other services. Provisions that support young people before they require specialist mental health services are vital. School nurses and counsellors

BEING A TEACHER IN SCOTLAND

The Professional Standards 2021 include a new section called 'Being a teacher in Scotland', which highlights the professional values of social justice, trust and respect and integrity as central to what it means to be a teacher in Scotland.

The strong focus on professional values helps teachers develop their

professional identity and underpins a deep commitment to all learners' cognitive, social and emotional growth and wellbeing.

Find tools to help you explore, engage with, enact and embed the refreshed and restructured Professional Standards for Teachers at gtcs.org.uk/standards

have been very important early supports for children and young people.

What can I do?

- **Educate the educators:** Teachers and other educational staff can spot children and young people who may be experiencing difficulties early to enable access to support. *Children and Young People's Mental Health and Wellbeing: A Professional Learning Resource for All School Staff* (www.cypmh.co.uk) has content on a range of topics such as wellbeing and early detection and prevention of mental health difficulties. Other professional learning opportunities are available from NHS Education for Scotland (www.nes.scot.nhs.uk), which provides resources on a range of topics related to children's and young people's mental health and trauma informed services.
- **Pick up the Phone:** If you're not sure how to help a child, most CAMHS services have a duty or call service. They can give advice

about the best place for a child to receive support. School nurses can also be an excellent support. A brief telephone discussion could enable a child to receive the care they require first time.

- **Look after yourself:** The whole-school approach indicates that staff wellbeing is just as important as the wellbeing of pupils. Set a good example by prioritising your own mental health and wellbeing.

A whole-systems approach is needed to tackle the increasing difficulties young people are experiencing in their mental wellbeing. Children, parents, schools, the health service and governments cannot tackle this alone. Working together, we will be able to make a difference to our young people in Scotland - now and in the future.

ABOUT THE AUTHOR

Dr Helen Smith is a consultant child and adolescent psychiatrist and Chair of the CAMHS Faculty at the Royal College of Psychiatrists in Scotland.



THE MENTAL HEALTH IN SCHOOLS WORKING GROUP

The Scottish Government has made a commitment to supporting positive mental health in children and young people in school.

The Mental Health in Schools Working Group has overseen the development of resources for school staff to support children and young people's mental health and wellbeing.

The group is chaired by the Association of Directors of Education in Scotland (ADES). Membership of the group is made up of representatives from Scottish Government, Education Scotland, Health Scotland, COSLA, local authorities, teaching unions, the Association of Scottish Principal

Educational Psychologists (ASPEP) and third sector organisations with expertise in this area.

The Scottish Government has also published guidance to help schools support transgender pupils (bit.ly/2ZABJsK).

Please also see pages 48-49 to read about new resources for an LGBT-inclusive curriculum.



The story of a supply teacher

*Laura Cation provides her tips
for dealing with the challenges
of supply teaching*



After a few years, the 100-mile daily commute from West Wemyss (then Buckhaven) to Arbroath, physically and mentally took its toll. I didn't want to move closer to school as my family were in Fife, as well as my fiancé's job. So I decided to finally make the leap and try supply in my local area, hoping to eventually get something permanent.

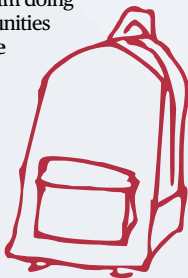
My first day was nerve-racking; finding my way around, meeting classes, sussing out the period times - but once I got that initial day over, I felt much better. Staff were so kind; from directing me to the faculty to inviting me to their staff base during lunch. Learners were just as helpful - particularly when I struggled with working-out split screens!

Teaching for me has always been exhausting, but never dull, simply through the sheer variety in each day. Supply teaching even more so. There really is something new each day.

My biggest challenge was navigating my way around a much larger school - during one interval I spent the whole of break trying to find the staff base! From a health and wellbeing point of view, I was certainly getting my steps up. Getting to know names and faces was another challenge. One teacher was always 'Nicola' or 'Claire' in my mind, but her name was neither of these. It was great when I had the same class on a few occasions, and I got to know the pupils better. One class said to me: "This is the fifth time we've had you as a sub!"

Top tips for supply teachers

Doing supply work is a great way to add something different to your CV and an opportunity to get to know a school and the learners. It may also be beneficial in securing a permanent post, should a vacancy crop up. I love what I am doing at the moment and the opportunities I have been given. If I could give supply teachers any advice on how to make the most of their supply experience my top tips would be:



1. Lighten the load

As a supply teacher in school you might have periods in one faculty then have to go elsewhere on another side of the school. When doing general supply, you'll likely be carrying all your belongings everywhere with you so definitely travel light! I started off with three bags - my large brick-like pink bag, my lunch bag and another extra bag for stuff I can't squeeze into my lunch bag. Add all this onto wearing your coat everywhere too - or just carrying it if the school is very warm - and the day will feel much more tiring. The saying "less is more" definitely applies.

2. Getting to know you

Make sure you know who the point of contact is in the faculty should any issues arise. Classroom management can be tricky when doing supply so it's important to know who can help with any broader issues/problems.

3. Be sociable

Try and spend breaks/lunches in the faculty staff bases if you can and get to know people. It can get a little lonely so it's important to socialise. I find it hard to make small talk, but I always make the effort. The day doesn't seem so lonely then!



4. Swim don't sink

Being a supply teacher means learners may be wary of you and try to push boundaries seeing you as "the sub" or "just the cover teacher". It's important to remain firm but fair. Don't let them walk all over you but let them see you mean business. It's very much sink or swim, so just make sure you keep swimming!

5. Be helpful

Offer to help learners who are stuck. This will be beneficial in building relationships, and you might even learn something yourself.



6. Get to know other supply teachers

It can be useful to get to know other supply teachers in the school you are at or even create/join a social media group for supply. They can maybe help you with information such as accessing payslips and it's just a great way to network with others in the same position.

7. Keep up the professional learning

General supply can be tricky if it is coming to the end of your Professional Update sign-off year. Continue with as much professional learning as you can, whether it be professional reading or attending events. I recently attended a very useful Advanced Higher English conference which gave me the opportunity to not only develop my knowledge about the course, but also to network too! Read as much as you can (I love professional reading) and find out about networking groups to join that may give you information on relevant events, etc.



8. Remember the rubber-band approach

It is important to be as flexible as possible and understand that things may change at short notice.



ACTing on the SDGs

Teachers are key players in helping achieve the United Nations' Sustainable Development Goals

Over the summer, the United Nations issued a new report which it called a “code red for humanity”. News headlines told us of wildfires in Greece and flash flooding and landslides in Germany and Belgium, while Covid-19 highlighted and amplified educational inequalities in the UK and around the world. There is no doubt that we face many interconnected global challenges. An effective, responsive and inclusive education system is vital if we are to address these.

Engaged, reflective, empowered and skilled teachers and learners acknowledge and understand Scotland's place in the world, our history, our differences and diversity, our unique natural environment, and our culture based on social justice. Scotland's teachers help to embed sustainable and socially just practices in order to flourish as a nation.

To support teachers with this

work, a new toolkit has been developed, supported by the Scottish Universities Insight Institute. The ACToolkit was designed by professionals from primary and secondary schools in Scotland, staff from Edinburgh Council and Learning for Sustainability (LFS) Scotland, educationalists and game-based learning experts from the Universities of Edinburgh and Dundee, the Glasgow School of Art, and international experts.

ACToolkit is designed to help educators:

- a) build sustainable SDG-related improvements into their local plans;
- b) identify relevant expertise and work with other players within and beyond schools to implement change projects; and
- c) evaluate the impact of change processes and outcomes.

The toolkit encourages users to think globally but act locally to address challenges specific to their schools. It focuses on areas of change

such as Covid renewal, inclusion and equality, migrant integration, and sustainability, but also invites school staff to design any change projects relevant to their schools and communities. It is an accessible and practical toolkit for schools to engage with change projects around the SDGs through playful activities that facilitate whole-school approaches, initiated by individuals or groups of staff and students.

Using ACT for professional development

Teachers and school leaders can use ACT to plan, implement, and evaluate change processes, involving other experts and colleagues, as well as students and their families. This kind of collaborative, site-based learning is shown to be more beneficial for teachers and schools than the traditional professional development programmes, which do not always translate directly into addressing practical issues teaching

professionals face.

From the start, the programme team worked with representatives from education authorities and GTC Scotland to ensure that the toolkit maps onto the key cross-cutting themes of the Professional Standards, including LfS and equality and diversity. The aim is to help schools, teachers, and students embed the change themes into their planning, and everyday life, and get support to address them. This enables education professionals to use the toolkit in their individual and collective professional inquiry projects and to evidence their career-long professional learning and contribute to Professional Update.

One of the evaluation games, Evaluation Busters, which is adapted from a well-known game show, uses a playful approach to swiftly generate meaningful and rewarding prompts for self-evaluation which are then explored in further depth. The game is specifically aligned with the How Good is Our School evaluation framework, but could be adapted to fit others.

Adaptable to your context

The achievement of the SDGs is as much about building inclusive communities as it is building knowledge. Although it is important to raise students' knowledge and awareness of big global challenges, such as social justice, inequalities or climate change, there is also a risk of treating issues such as poverty and sustainability as developing nations' problems. ACT aims to help schools anywhere identify their local challenges and model how these challenges can be addressed in their



Programme team

- **Nataša Pantić**
University of Edinburgh
- **Daisy Abbott**
The Glasgow School of Art
- **Dianne Cantali**
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- **Betsy King**
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- **Rosie McColl**
South East Improvement Collaborative
- **Alison Humphreys**
Edinburgh City Council
- **Barbara Dzieciatko**
University of Edinburgh

immediate school environment.

The toolkit's games-based approach included the co-development of a range of minigames that address specific changes towards the SDGs, but which can be applied to multiple change projects. For example, a game called Tricky Conversations has been designed to address the challenges around equality and diversity with students and staff. This game helps users discuss issues and safely challenge beliefs, reactions, and assumptions. It helps staff feel more comfortable taking the lead on difficult conversations and helps

players become aware of their own beliefs and values to develop them further.

Pledging to create change

A secondary school teacher from Edinburgh co-designed a game to promote engagement in COP26 and involved their school's headteacher and colleagues from their and other schools to promote activities that aim to address climate change. The game, 1.5 Max, gives students the chance to discuss and suggest ideas to help combat climate change and to make their own pledge to create change, either individually or with others, and to build change into everyday life. The participant said: "It's rare to come across something that is so different, refreshing and practical and I learned an awful lot."

Another headteacher co-designed activities to help their school community sustain relationships with families during and after the Covid-related school closures. They said: "As a small, remote primary school, getting involved with the ACT workshops was so important to us in terms of connecting with others, sharing experiences and being part of a process where we could bring our experiences of learners being true agents of change to the group."



Start collaborating today

Sign-up to use the toolkit and start collaborating at www.agentsofchangetoolkit.org or by emailing agentsof.change@ed.ac.uk

Helping learners with vision impairment

Given the ‘presumption to provide education in a mainstream setting’, more and more learners who may have attended specialist schools are now enjoying an inclusive approach in their local school. This is true of learners with vision impairment in mainstream nursery, primary and secondary schools across Scotland.

A key support available in all local authorities in Scotland is the Teacher of the Visually Impaired, or TVI for short. The role of a TVI couldn’t be more varied, interesting, fulfilling and challenging. The links made with families, young people, NHS partners and local authority

teams, to name a few, make the role different every day and extremely rewarding.

TVIs are indispensable to classroom teachers. “Our TVI works closely with the class teacher and pupil support to provide work in braille and point us in the right direction for resources. The TVI has been a huge support to the staff and has delivered visual impairment awareness lessons to all children across the whole school,” said Patricia Cowie, Depute Head Teacher of Newton Farm Primary School, South Lanarkshire.

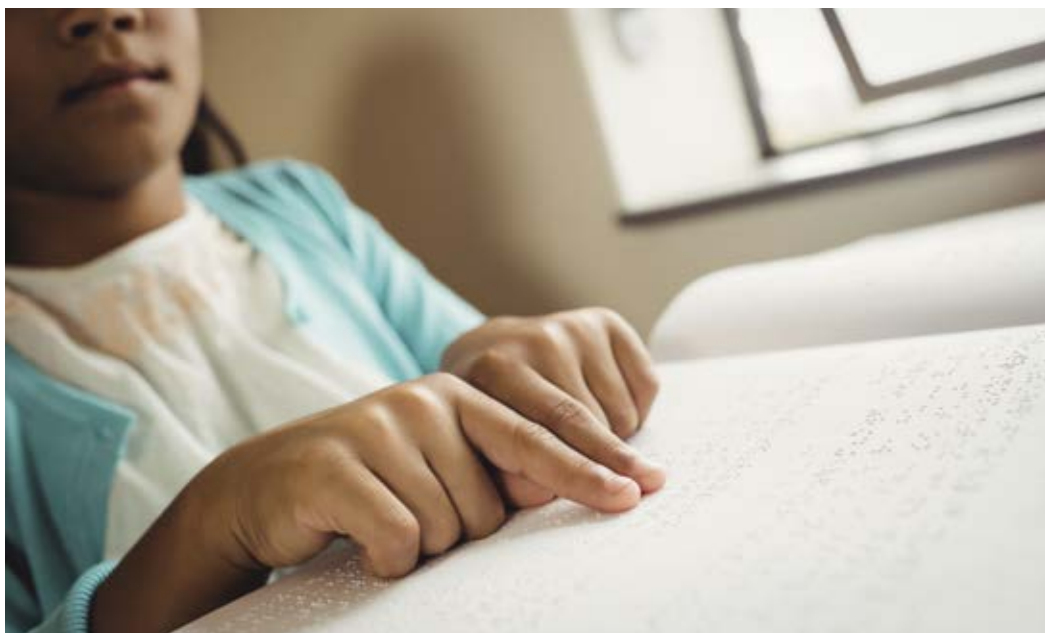
Sylvia Ross, Head of Centre at Kirkstyle ELC, South Lanarkshire, notes that the work of a TVI has a

“positive impact on learning and development and greatly improves outcomes in later life”.

A typical day for a TVI

This begins with a home visit to a family with a baby who has recently been diagnosed with vision impairment. The TVI considers developmental milestones, appropriate play activities, assesses the baby’s functional vision and advises the family on which local agencies can offer support.

Next, it’s on to a secondary school, setting up technology for a pupil to use in class. Today, it’s a tablet that is used as both a distance viewing camera and a note-



taking device. This is followed by some collaborative work with the Support for Learning department related to Additional Assessment Arrangements.

Finally, the TVI spends some time working with a young person in their primary setting, teaching them to read braille and use their braille device, supporting them in curriculum learning and developing independent living skills.

This gives you a flavour of the breadth of knowledge and skill required in child and youth development, the curriculum from birth to 18, the range of standardised and non-standardised functional vision assessments, and an ever-changing spread of technology and vision aids to support throughout education.

It's a job which requires some essential skills:

- You need to be a team player. There's often a multi-agency team and it's important everyone knows their role and how they can use their expertise to support the young person.
- You need to be a problem solver and critical thinker. Every day throws up potential barriers, such as in-school technology issues, changes in a young person's vision or novel ways of accessing the curriculum, and a TVI needs to be ready to overcome those barriers.
- You must be organised. Working across various establishments in a day, with numerous staff members to link with, pupils with



vision impairment to support and deadlines for assessments, referrals and reports to meet, means you must be organised.

Practical advice for teachers

1. Get to know your learner's vision impairment and the impact it has. Gather information from the child and their parents and carers about what works for them.
2. Choose seating plans that ensure the young person's vision needs are supported.
3. Provide extra time for the young person to engage with learning and resources.
4. Some learning will need to be repeated with additional support, particularly movement activities and incidental learning.
5. Language is important: use precise positional terminology, let the young person know who is with them during activities and give clear instructions, as facial expressions or gestures could be misinterpreted.
6. Learning materials will likely need to be highly contrasted, enlarged and simplified.

“Every day throws up potential barriers, such as in-school technology issues, changes in a young person's vision or novel ways of accessing the curriculum, and a TVI needs to be ready to overcome those barriers”

7. The environment: ensure good lighting, sufficient space between furniture, clearly labelled and accessible resources and minimal glare from lights and windows.
8. Do not lower your expectations due to a vision impairment!

A classroom teacher has so many needs to consider as they plan their lessons and it is no doubt relieving to know there are TVIs available to support young people and the team about them with their specific needs and preferences.

If you have a learner with visual impairment in your class, link with your local authority's Inclusion/ Education department and get the contact details for your vision impairment support service. A TVI will visit the young person, assess their functional vision, provide support strategies, make appropriate links with NHS partners and work with you to build a support framework for the young person and their family.

ABOUT THE AUTHOR

Jordan Black is a Teacher of the Visually Impaired at Uddingston Grammar School.

ASN in the Professional Standards

In the refreshed and restructured Professional Standards for Teachers 2021, there is now specific recognition of Additional Support Needs. GTC Scotland has produced a series of professional guides focusing on additional support needs in partnership with specialist bodies, including on meeting the needs of learners with visual impairment.

Read the guides at www.gtcscotland.org.uk/professional-update/additional-support-needs.aspx





A new FOCUS

The pandemic, combined with a new-look ground floor, has led Dundee Science Centre to overhaul its schools programme

June 2021 marked a momentous point in Dundee Science Centre's 21-year history, as it welcomed back schools and visitors to a transformed ground floor, thanks to an ambitious year-long £2m refurbishment.

Isabel Bruce OBE, CEO of Dundee Science Centre, said the challenging year of lockdown had encouraged the centre "to take a different look at our offering and ensure it is fit for purpose - we will be reaching out beyond the confines of the building, offering immersive learning environments for all audiences from school pupils and families to hard-to-reach communities".

New areas within the centre include 'We Are Inventing', which encourages visitors to get the cogs turning on the magnetic wall or test paper planes with the wind table, while 'We Are Discovering' features

an augmented reality sandbox where visitors can see volcanoes erupt and oceans swirl in front of their eyes.

As Development and Fundraising Advisor Carlene Cura explains, the renewal of the visitor attraction's priorities has also made a significant difference to the centre's schools engagement programme.

"Following a year without any visits, we have had to consider the needs of schools and teachers more than ever. The programme we provided before was no longer fit for purpose, both in content and the delivery.

"We have amended aspects of our school programme

and developed a programme that better suits the needs of our pupils, teachers and partners.

"We started a trial run to bring some schools in with a topic-based focus, and through the new exhibition spaces, such as 'We Are Inventing', we are emphasising and focusing on the STEM

curriculum more than simply general science. We want

to encourage continued learning, linking up class teaching with our resources and the new exhibits. The centre is great for children of a wide range of ages as they can explore and engage without the teacher having to prepare and offer an interpretation of what they are learning about."



Carlene Cura

Developing new strands

Carlene has reimagined the centre workshops and developed two strands of a new schools programme, with a third in progress. The first provides a teacher pack and an exploring visit to the Centre. The second strand is a blended approach, which includes six to eight hours of digital content on a topic (such as climate change), a live stream to the classroom from a Dundee Science Centre science communicator, an outreach visit to the school, and a trip to the Centre. In development, and for the Centre to reach a greater geographic audience, are plans to offer schools kit boxes with topic-based equipment and activities (to explore the human body or CSI, for example) coupled with a live stream.

“Pre-lockdown, we would have schools in most days of the week,” says Carlene. “What has been very interesting is the increased collaboration we have had with the other science centres and we have all had to adapt and change. We have worked particularly hard on developing home learning resources, which was a massive effort as it required the team to do a lot of digital training.

“During lockdown we were unable to engage with our audiences as we were used to, through face-to-face interaction, but our engagement with the community extends far beyond our physical presence. Parents had to take on the role of teachers almost overnight and, for many, this was a huge and daunting challenge and a tricky balance to strike, especially when



also juggling their own jobs and commitments. We quickly adapted our engagement style to offer online support for STEM learning for children and families through the home learning programme.”

Engaging with families

“The programme offered themed activities which children could complete independently, with simple instructions, and although most of the activities were designed to be completed with limited supervision, we also provided opportunities for families to learn together while having fun.”

While the centre found great

engagement with home learning content via its website and Glow, the team was also acutely aware that not every house has access to the internet, devices or the kit they might require to take part.

“We are passionate about removing any barriers to science learning so, through partnerships with charities in Dundee, we have sent out thousands of Science@Home Activity Kits alongside the food parcels being delivered weekly to vulnerable families.

“This started due to lockdown but has continued as a way of engaging with our communities, and we are seeing more people - from mother and toddler groups to parents who received a kit at home - bringing in their children and feeling more comfortable in what might previously have been a daunting environment.”

Carlene is currently preparing for Dundee Science Festival, which takes place in November each year, as well as COP26, during which the centre is hosting sustainability events. “The way we do things has changed a bit,” concludes Carlene, “but there are new opportunities. Teachers are now volunteering to bring their class projects to showcase in the centre. More and more, we are becoming seen as an asset to the community rather than just a place to visit.”



Let's not get better at an old game



Following our digital exclusive with award-winning global education author Michael Fullan, we take a closer look at the first driver in his drivers for whole system success model

Take Scotland's framework - the great goals about equity, about transforming learning and supporting students. There's been some good gains in literacy and numeracy in secondary school attainment. A lot has improved over the last five years. But if you're not careful, you can take that system and still not get to the relationship we need with the world," says Michael.

The relationship he is referring to can be summed up as 'Engage the world - Change the world' and the essence is 'develop[ing] students' intrinsic motivation to learn in a dynamically complex world'.

It is one element needed to achieve what Michael calls his first driver for whole system success: wellbeing and learning. This driver looks to set the conditions to help learners thrive and improve in the complex world we live in, and can be understood in relation to the negative driver: academic obsession.

Academic obsession is when getting good grades becomes the be all and end all of schooling, and as such fails to capture the interests of many students.

How do we change the game?

In Michael's paper, *The Right Drivers for Whole System Success*, he proposes 'a comprehensive solution to what ails the current public school system and its place in societal development - a system that is failing badly in the face of ever complex fundamental challenges to our survival, let alone our thriving as a species'.

His proposal is a new model for governing education based on four drivers: wellbeing and learning, social intelligence, equality investments and 'systemness'. These are the right drivers, and form what Michael calls the "human paradigm". They can be understood in relation to the drivers which form the 'bloodless paradigm': academic obsession, machine intelligence, austerity and fragmentation. Taken

together, Michael believes his four drivers could "shape the future by drawing on our better selves". The four drivers are not meant to be a blueprint, but rather a treasure map to make sure that learners are searching for the right things.

"I think educators and others in Scotland are ready for the argument that says how do we improve all aspects of what makes for good citizens in today's volatile world? Yes, we can get measures of literacy and numeracy, we can get better attainment, but is it really enough for what we need in the 21st century? Probably not. Are we getting better at an old game?"

There is an immediate opportunity for change. The Scottish Government has launched a significant review of our sector, and the global pandemic has prompted many to reimagine education. In relation to his first driver of wellbeing and learning vis-à-vis academic obsession, Michael suggests a twin approach to improvement, comprising a redefinition of the purpose of

education, and its related pedagogy, and an agreement on outcomes.

“These are both deep learning domains,” explains Michael. Deep learning is ‘the process of developing, understanding and using the six Cs... the global competencies: character, citizenship, collaboration, communication, creativity and critical thinking.’ They also require sophisticated leadership, and by that Michael means “leadership that can forge a unity of purpose, leadership that can develop the learning designs I’ve described, in relation to global competencies, and that can measurably be able to do that”.

Michael’s first suggestion is a radical change in pedagogy: “The old way was passive knowledge transfer which teachers had a lot of domination over. The new way is co-determining all of that. It’s a recasting of pedagogy, so that it is more critical, but also more of a partnership between the learner and the educator and is an extended partnership to other learners and educators and to the parents and community. This has more power, because it’s not just critical analysis, it’s critical doing.”

The second piece of the puzzle, Michael believes, is outcomes. For Michael, outcomes should be based on the global competencies. “The good news is [deep learning] produces better learning and more relevant learning. It changes the purpose of education, away from what I’ve called the obsession with academic performance, to wellbeing and learning as a better centrality for learning in the 21st century, and makes it more relevant so that students become aware that they are and should be change agents, not when they graduate 10 years later, but today.”

Michael and team are finding that this re-positioning of learning is especially critical for students who are disconnected from school. For such students it is not just academic study that motivates them, but also new relationships with teachers and other students, while working on important matters that interest them.

Relevant outcomes

Several places in the world – Australia, California, Canada – are moving away from standardised testing and towards learning which links to outcomes that are relevant



Read *The right drivers for whole system success* at michaelfullan.ca/3460-2/

and measurable. “Changing assessment is one of the big agenda items. The assessment needs to get more explicit and less punitive in its immediate consequences,” says Michael, “and by explicit, I mean people can see what and where there is progress.”

Michael has been working with Scottish educators for many years and a key piece of insight he hears is that they want to be careful not to be judgmental, because they want to build trust. “If it’s not judgement, what is it? It’s transparency, it’s interaction inside and outside the school, it’s a lot of openness and interaction. There is more what Richard Elmore called ‘internal accountability’ to the student and their school. At the end of the day, there are still measures of progress, but they are more developmental and yes, they provide pressure, but it’s not the mean-spirited pressure of punitive accountability, it’s more the developmental pressure of ‘this isn’t good enough for us, it should be better.’ So, let’s get down to it and let’s make more progress in these next two years than we have made in the last 22 years.”

The ideas in this article are compatible with the report from Chris Chapman and Mel Ainscow in their book, *Education Equity*, and with the advice from the International Council of Education Advisers.

Exclusive features in your new digital *Teaching Scotland* magazine

Michael’s first interview appears in the new digital *Teaching Scotland* magazine, which was published in August. Read it at bit.ly/digitalTeachingScotland and switch to digital at bit.ly/TS-update-info.

In this digital edition of *Teaching Scotland*, our exclusive interview is with Principal of Dundee and Angus College, Simon Hewitt, who discusses how schools and colleges can work better together.





Professional learning on the job

Heather Miscandlon found herself on a lecturing path immediately after graduating with a degree in Psychology. After placement at a summer school confirmed her love for teaching, she soon returned to university to complete her TQFE. Now with a triple Masters in Healthcare, Social Care and Early Years, Heather is an Early Years Lecturer at Glasgow Kelvin College.

Heather also works with the SQA as a Marker for Care, Senior Marker for Early Years and Deputy Principal Accessor for Care. Through this, she was approached to become part of

the Quality Design Team, which took on a review of the mental health provision within qualifications at SQA. This opportunity allowed Heather to develop her own knowledge and skills, doing her professional learning on the job.

Working within this team to identify where mental health provision already existed and developing new awards, Heather learned a lot about the way in which qualifications are structured. "Working within the Quality Design Team has given me insight into the intricacies of qualifications. You learn about descriptors and performance criteria," explained Heather. "Having that insight has really helped me to

focus my own teaching. It has helped me to ensure that the skills of the qualifications are really embedded in my practice."

Understanding how qualifications are structured has helped Heather reflect on her practice and further develop herself as a lecturer.

"Making sure that your standards are met when you are assessing learners is something I've really picked up on. It makes you look at your own teaching to ensure that learners are getting the most out of the course and that they will leave prepared for the workplace."

Heather also found that the review gave her the knowledge and skills to help her students



“Working within the Quality Design Team has given me insight into the intricacies of qualifications. You learn about descriptors and performance criteria. Having that insight has really helped me to ensure that the skills of the qualifications are really embedded in my practice”

HEATHER MISCANDLON

beyond classroom teaching. “I focused my attention much more on recognising triggers within my class and my awareness of the need to enable learners to develop resilience and coping strategies to deal with those triggers,” Heather said. “A significant proportion of my learners had mental health issues which required support. I worked closely with the support mechanisms within the college such as the referral system for advice/guidance/counselling. The college has initiatives such as the Together All mental health support online community, which is available 24/7. Being able to signpost learners to this is crucial in not only securing support for them but also being able to actively encourage them to engage in such a useful mental health resource.”

Heather has been able to share her knowledge and skills with colleagues on the internal quality design teams within Glasgow Kelvin College. “The teams meet on a weekly basis, and I can feedback to the Curriculum Manager about what has been happening within my work with the SQA. It really helps us to make sure that we are at the forefront of development and that we are aware of current design measures.”

Share your experiences of professional learning

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.

We are keen to include as many contributions as possible from across the sector in the A-Z. This is any piece of professional learning which has had an impact on you as a lecturer and - of course - on your students.

Heather shared her learning under ‘U’ on developing units on mental health awareness, and we published lecturer Barry Carmichael’s submission for ‘W’ on the Wellness Recovery Action Plan (WRAP©) in Issue 89 of *Teaching Scotland*.

We are keen to include as diverse a range of professional learning as possible. You might have explored a new online platform, had a virtual chat with colleagues about what works best for remote learning, arranged an industrial visit or speaker, participated in an academic conference or experimented with a flipped classroom. Professional learning doesn’t need to be a formal course or CPD session, it can be much, much more.

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

COLLEGE LECTURER PROFESSIONAL STANDARDS IN ACTION

1. Students at the centre

By keeping up with the latest information and ensuring that key skills are embedded in her teaching, Heather has ensured that her learners are at the heart of her teaching.

1.3.4 Embraces change and emerging practices and developments

While being an integral part of creating qualifications, Heather has also been able to learn about emerging changes through her

work with SQA and ensured that this is shared with her colleagues and filters down to her learners.

3.3 Creates innovative curriculum design and learning and teaching

By keeping the college’s internal quality design teams informed, Heather is sharing her knowledge to the benefit of her colleagues and the wider college. This ensures that courses are up to date and that learners receive high-quality teaching.

Achieving a more diverse and inclusive world

Theo Ogbhemhe, winner of the Saroj Lal Award for a Pioneering Spirit in Equality and Diversity, has had a positive impact on his learners and local community

“My dad always emphasised the importance of treating everyone as an equal and speaking out when you witness anyone doing the opposite. This helped shaped my thinking in the sense of wanting to inspire and motivate others to not only respect and value themselves, but to do the same for and to others, to help make for a more inclusive society.”

Theo Ogbhemhe, a teacher of Religious Moral and Philosophical Studies at Kirkwall Grammar School in Orkney and winner of the Saroj Lal Award for a Pioneering Spirit in Equality and Diversity, is driven by his desire to help achieve a fairer, equal, more diverse and inclusive world. “Over the years, this willingness has been nourished by my experiences, some that have taken me to places I do not wish for others to be, and my professional training has given me the opportunity to share the values I was lucky to imbibe.”

Challenging discrimination

From campaigning and organising awareness-raising and fundraising events with his school on a range of issues (from LGBTQ+, fairtrade, mental health and wellbeing and global quality education), to setting up anti-racism group, Orkney Oot wae Racism, to educate the local community on the need to be involved in the fight for racial justice,

his work is endless. After witnessing prejudice and stereotyping against those who access the local foodbank, he helped launch the ‘Give Food Poverty the Boot’ campaign, which saw learners research the Trussell Trust charity and fundraise for the foodbank.

He has also spearheaded the annual ‘Making

Noise’ music festival to provide a platform for the community to come together and celebrate equality and diversity.

“These events have successfully helped to raise awareness of the plight of ethnic minority people living in Orkney, and have also provided an avenue for attendees to build relationships and meet others in a free and relaxed setting. The festivals are planned by members of the after-school club I run, named the Consciousness After-School Club, and it has been an experience that has taught its members - who range from learners across all

Theo Ogbhemhe



Theo with pupils at
Kirkwall Grammar School

REFLECTIONS FROM THE SAROJ LAL AWARD PANEL

"Theo embodies the pioneering spirit the Saroj Lal Award recognises. His commitment to his learners, school and wider community is outstanding. My mother was a truly remarkable woman and a trailblazer in every respect, working at the forefront of multicultural and anti-racist education in its early years and laying the foundations for many others to build on. It's wonderful, and immensely moving, to see her legacy live on through this award and its recipients."

Vineet Lal, son of Saroj Lal

"Theo's story is truly inspiring, as is the proactive approach he has taken to promoting equality and diversity at Kirkwall Grammar School and with the wider community. The award panel members were overwhelmed with the response to this first year of the GTC Scotland Saroj Lal Award for a Pioneering Spirit in Equality and Diversity. It was a privilege to meet with teachers to hear about their professional values in action and the impact of their teaching and learning on their learners, colleagues and communities."

Dr Pauline Stephen,
Chief Executive and Registrar
at GTC Scotland

"What Theo's efforts demonstrate is that every teacher can make a difference. Having the support of the school leadership in this instance has made the work even more impactful. The Saroj Lal Award recognises teachers who are using the formal curriculum and extra-curricular activities to open up the minds of young learners to diversity and difference, educating them to challenge all forms of discrimination and developing skills that will make them responsible global citizens." Professor Rowena Arshad CBE, FEIS, Chair in Multicultural and Anti-Racist Education, University of Edinburgh

classes, abilities and those with additional support needs - to work successfully with and value the contributions of others. It also gives them the ability to take the skills, confidence and success they glean from planning these events to other areas of the curriculum."

A pioneering spirit

The positive impact Theo has had on his learners and the community is clear to see. The campaigns and events have allowed learners to develop their problem-solving skills and strengthen their interpersonal and communication skills, helping them connect with people from different cultures and levels, both in the school and in their community.

"The activities have shown learners that they can work independently and with others to help ameliorate the seeming effects of those wicked problems that plague us, wherever we reside in the globe," said Theo. "As a result my learners have found it easier to become responsible and global citizens, supporting each other and becoming proactive about acting against any discrimination, harassment and victimisation they witness."

Theo takes a collaborative approach to his work, crediting his

school, community and learners for their shared achievements in championing equality and diversity.

He explained: "The support of my headteacher and colleagues over the years, not to mention the wonderful people of Orkney, have contributed to the work I have been doing with and for my students and the local community.

"I have the conviction that children and young people need a platform that provides the tools they need to continue to work towards a more equal, inclusive and sustainable world, without destroying the possibilities for the next generation.

"Now that young people are making themselves heard on the big global issues that matter to them, with inclusive living top of the list, I am encouraged to continue to do what I am doing to help my learners and young people continue to embrace equality and diversity, while acting against discrimination, harassment and victimisation."

Theo has dedicated the award to his father, who instilled these powerful virtues within him and the people of Orkney, who made it possible for him to demonstrate the qualities and values that won the award. Read more at bit.ly/SarojLalAward



Our leadership journey as BAME educators

Critical conversations about professional identity, facilitated by SAMEE, helped Shagufta Ahmed and Farasha Bashir strengthen their leadership skills

Farasha: I've been teaching for more than 11 years, and I was coming to the point in my life where I knew my job really well, and felt I needed more. What I found with the Scottish Association of Minority Ethnic Educators (SAMEE), was an amazing support network for minority ethnic educators.

Shagufta: We both attended a leadership and mentoring course run by SAMEE. It was a place for us to have critical conversations and to help us reflect on elements

that affect us as BAME educators throughout our careers.

Farasha: The course helped us develop our confidence and our professional identity as BAME educators. You can often go on leadership courses which take a blanket approach of 'everyone is like this', whereas SAMEE tailored the programme so that it 'spoke' to us and acknowledged our lived experiences. It was a space where multiple identities and cultures were acknowledged, nurtured and

celebrated. We learned so much from each other. We discussed issues around the systemic nature of racism and learned more about privilege and power and how it manifests within education.

Shagufta: We also spoke about challenges we face - like cultural differences - something as simple as asking for leave for a religious festival and to accept that it's okay to ask. I am a principal teacher and was thinking about how to further my career as a deputy head.



Tools that helped support Farasha and Shagufta in their leadership journeys

- Reflected upon our experiences and shared feelings with colleagues in a safe place.
- Developed our ability to address issues with non-BAME colleagues in a professional manner underpinned with facts and knowledge, feeling empowered to share our experiences with our white colleagues.
- Undertook mindful compassion coaching for BAME leaders focusing on stress, trauma, change and overcoming isolation.
- Acknowledged and developed an increasing sense of self-efficacy.
- Supported by excellent BAME mentors to develop positive mental health and resilience in ourselves.
- Began a journey into affirmative action to influence progression into leadership, such as support through our peers, making new allies and knowing our worth.
- Established a mentoring agenda focusing on personal and professional growth, created a coaching plan and set goals.
- Defined our professional identity by affirming our skills and competencies, making ourselves visible.
- Celebrated our journey into leadership by defining personal actions to support our career progression.

“You can often go on leadership courses which take a blanket approach of ‘everyone is like this’, whereas SAMEE tailored the programme so that it ‘spoke’ to us”

SAMEE helped build my confidence and resilience until I felt I’m as good as any other teacher to do that job. They did it by facilitating critical dialogues to help break down different kinds of issues and also giving us tools to develop our professional skills. A range of leaders from different backgrounds and professions mentored us on what it is to be an aspiring and effective leader. I learned that for me, an effective leader is being a team player, having discussions about what impacts us, what are our key priorities and what we need to do to develop ourselves to lead. Also being a positive role model for young people and colleagues in the teaching profession. Teaching isn’t always a popular career choice for young BAME pupils, and we have a role to encourage them into it.

Farasha: My daughter wants to be a teacher. I said to her she could take on a leadership role within education. Her reply was that there are not many ethnic minority leaders out there and not any ethnic minority teachers in her school. At the same time, at SAMEE we were talking about why BAME educators aren’t going for leadership roles. For me, it was a mixture of not having enough confidence, being too comfortable in my job (I love my school and what I do), but also my identity. It was through SAMEE that I gained the confidence and support to apply for an acting principal teacher post, which I got!

Shagufta: I would never have thought of applying for the deputy head post until after the leadership and mentoring course with SAMEE. It gave me confidence and self-belief to approach my line manager and say I’d like to do it. My line manager was very encouraging and gave me guidance. Without it I maybe wouldn’t have applied. I didn’t get it but my leadership journey continues...

Farasha: I’m now starting my Master’s in leadership, which I never would have thought about prior to SAMEE. SAMEE linked us with other lead educators which gave us the opportunity to work in partnership to develop our leadership skills.

Since I participated in the Leadership and Mentoring programme I have acknowledged my leadership experiences and actions to support our career aspirations. I would like to thank SAMEE for their help and for the opportunities to meet other aspiring leaders.

More on SAMEE

SAMEE is a community-led organisation providing support to educators and those in support and guidance roles across the Scottish Education system.

SAMEE offers a platform for parents, students and educators to discuss key changes in education in Scotland. Find out more at www.samee.org.uk



Making connections

People-centred research aimed at improving education

The Scottish Educational Research Association (SERA) brings together practitioners and researchers from across the education community who have a shared goal: working for the improvement of education. It consists mainly of volunteers representing each of the 11 teacher education providers across Scotland. At the heart of SERA are eight networks, which focus on a range of aspects, from early career researchers to specific topics such as poverty, leadership and inclusion.

SERA's volunteers are passionate about supporting and sustaining high-quality education research in Scotland. "I started my teaching career as a primary teacher. I then did Masters' level study and found myself with an opportunity to do a fully funded PhD. Those don't come along very often, so I stopped

teaching to do that full time. A colleague introduced me to SERA almost 10 years ago. I presented at the conference and met lots of great people, and I guess the rest is history," explains Dr Nicola Carse, President of SERA and Deputy



Dr Nicola Carse

Head of Institute for Sport, Physical Education and Health Sciences (ISPEHS) / Lecturer in Physical Education at The University of Edinburgh.

Dr Angela Jaap, Vice President of SERA and Lecturer in Professional Learning at the Royal Conservatoire of Scotland, started her career as a Secondary Music teacher, but found herself in the research world very early on. "After my probation year, I taught part-time to allow myself to focus on my PhD. I taught on the ITE programmes at the University of Glasgow for eight years before moving into Academic Development and then returning to ITE. My involvement with SERA started in 2009 as a research student and has grown since then."

People at the heart

"Our networks are really active and are key to the work SERA does. They

Dr Angela Jaap



create spaces for collaboration,” said Nicola, “they enable people to share and engage with research, participate in professional dialogue and spark new ideas.”

For both Nicola and Angela, research around social justice has been some of the most interesting and important work emerging from Scotland over the last few years. Nicola highlighted that one of the key elements of this research is looking at how to address inequalities, rather than just identifying the issues.

One example, and a current focus for teacher education, is race equality. Earlier this year, a group of student teachers contacted SERA interested in learning more about research within this area. This led to SERA hosting an online event for student teachers with Khadija Mohammed, Senior Lecturer at University of the West of Scotland and GTC Scotland Vice Convener, as a keynote speaker. The event was a success with more than 200 participants, and Angela explains that SERA will continue to host twice-yearly dedicated events for student teachers.

SERA has also been establishing and strengthening links overseas. “We have been working with similar research organisations like the Nordic Educational Research Association and researchers in Canada, to allow for cross-pollination and an international outlook,” said Nicola. “It’s really

important that we have an outward focus in Scotland. There’s so much to learn from colleagues around the world.”

Opportunities over challenges

While the pandemic has meant that SERA has had to take their activities online, it has presented more opportunities to connect with the educational community across Scotland and internationally. “We’ve really been thinking about how to keep moving forward and modernise some of our work, without losing SERA’s core values,” explained Angela. “We had to think outside the box. Traditionally the SERA Conference is the largest event

of the year, so when we knew that it wasn’t going ahead, we had to think about what we could do instead to keep people engaged.”

The pandemic saw the launch of SERA Connects: one-hour online discussions, which put a spotlight on some of the people within SERA networks and afforded the chance to continue conversations on a variety of topics within Scottish education. An example of one important issue was the dissemination of research from the Scottish Attainment Challenge Project. “While SERA endeavours to host events all over Scotland, taking things online has meant that more people could participate remotely in our events,” Nicola explained. SERA Connects events have had over 1,800 bookings since May 2020, showing just how eager the education community are to learn from one another and engage in conversation.

GET INVOLVED

Past SERA Connects seminars can be found online at sera.ac.uk/sera-connects/sera-connects-on-YouTube.

The SERA Conference will take place online again this year, from 22-25 November. GTC Scotland supports the conference and you can catch Dr Pauline Stephen’s keynote on 22 November.

Further information can be found at sera.ac.uk/conference or by following #SERAConf21 on Twitter.

Suggestions for future event themes can be sent to sera.enquiries@gmail.com or through @SERA_conference.

Explore your passion

“Professional learning and Practitioner Enquiry are one of my main areas of interest. It’s here that you find out what people are passionate about,” said Nicola.

The Standard for Career-Long Professional Learning provides a self-evaluation framework to support teachers to critically reflect on their teaching and learning and how this is delivered through their practice. It’s an aspirational framework to support teachers develop as accomplished reflective and inquiring professionals. To meet the needs of all learners there’s a focus on leadership of and for learning and Practitioner Enquiry

to help teachers to interrogate their own practice and to support improvement.

A good place to start is to ask yourself:

- What areas of expertise would I like to develop?
- What professional learning will I engage in to support my development in this area?
- In what ways does my professional learning change my thinking and practice?
- What impact does this have on my learners?
- As I develop my expertise how do I share this with colleagues and the school community?

Cutting the red tape

Falkirk Council demonstrates effective practice with Professional Update

Professional Update (PU) was developed in partnership with the teaching profession in 2014 in response to the legal requirement that there be a 're-accreditation scheme' for teachers. To maintain their registration, teachers commit to ongoing professional learning, reflecting on the impact of their learning on themselves, their learners and their colleagues; and participate in ongoing professional review and development (PRD).

Employers play a key role supporting teachers with the process by ensuring that the principles of PU are embedded in their professional learning and development practices. To support employers with this, GTC Scotland validates

employers' PU systems. A recent cycle of revalidation has continued to support employers with their processes. In January 2021, Falkirk Council was revalidated, and its processes were found to exemplify effective PU practices.

One step ahead

Embedding the Professional Standards for teachers in the PU process was a key task for Falkirk Council since the last validation. Claudia Chalmers, System Support and Employee Resource Development Officer and Laura Baird, Probationer Manager and Support Officer, Professional Development, at Falkirk Council began developing the new approach. "We started a self-evaluation of our Employee Review and Development

(ERD) and PU processes back in 2019, ahead of the revalidation process," said Laura. "Factored into this self-evaluation was the soon-to-be published updated national guidance *Unlocking the Potential of PRD*, along with the knowledge that refreshed Professional Standards were in the pipeline."

Professional Learning Plans within the CPD Manager system were updated to include explicit reference to the Professional Standards. In a bid to reduce bureaucracy, Falkirk Council set about streamlining the process and making it more coherent to support meaningful professional development. To support the changes, the Falkirk Council team met with local authorities who used the Gateway system and spoke to senior leaders in schools to share an outline of their proposed updates.

A focus on people

"The self-evaluation process was supported by a 2019 survey of GTC Scotland registered staff, which confirmed that there was too much bureaucracy within the current system. Feedback indicated that there was a readiness for change to ensure our ERD process was effective and supportive." This led Falkirk Council to focus on coaching with ongoing engagement in professional learning, rather than over-reliance on 'paperwork'. "This shift was welcomed, and the Coaching for ERD course offered has been well-attended and runs periodically over the academic session," said Laura.

Furthermore, feedback from a

Unlocking the
Potential of
Professional
Review and
Development

Professional Review and
Development Guidelines 2019





Focus Group of colleagues who had previously completed postgraduate modules in coaching and mentoring with the University of Stirling, helped Falkirk Council to shape a new approach to ERD and PU. These colleagues shared their experiences from a range of roles and settings which allowed Falkirk to reflect on, and improve, approaches.

Making changes

The 2020/21 session presented many challenges when it came to making changes, as schools were presented with more pressing matters. However, the team embraced new ways of working. Walk-through videos were produced to explain their new approach and Glow was used to share materials and supports with schools.

Regular communications were sent to all staff with reminders of professional expectations and the changes which had been introduced on CPD Manager. “We really appreciated the support of headteachers and senior leadership teams in schools working with us to revisit and further develop their approaches to ERD and PU as well,” explained Laura.

“Despite being in the midst of the pandemic and dealing with the challenges of remote learning, senior leaders within Falkirk were open to the changes to ERD and PU, recognising the benefits it would bring in the longer term.” This was reflected in the revalidation process in January, where Falkirk’s

commitment to professional learning and the high value placed on CLPL came through strongly.

Claire McGlynn, Headteacher at Maddiston Primary School, said: “The revised ERD process, in our experience, is a vastly improved process. It is far less bureaucratic and links teacher professional learning, the Professional Standards and improvement priorities for the school seamlessly. This year’s engagement has been the most professional and productive I have noted since joining Maddiston. It has bolstered teacher efficacy far more than previous years. The focus on a coaching conversation, Professional Standards/expectations and guidance around timing particularly has made the difference, coinciding with the school improvement plan, new classes and cluster priorities.”

With the Professional Standards for Teachers 2021 now enacted, and with Falkirk Council now in the second year of the new approach, sessions on exploring the Professional Standards are being established. “These will highlight the link between the Professional Standards and the ERD/PU process.

We will also be signposting and using GTC Scotland resources and materials,” said Laura.

What’s next?

“As we move into session 2021-22, we hope that all GTC Scotland registered colleagues will integrate fully with the new approach on CPD Manager and allow us to further develop our approaches to quality assurance of ERD and PU.

“We have created a series of documents to support reviewees, reviewers and senior leaders in their understanding of their roles and responsibilities and will be rolling this out across the coming session,” commented Laura. The team at Falkirk Council have committed to undertaking an annual survey of colleagues to gain feedback on their approach.

“For some groups, Professional Update can often be quite difficult due to a lack of line manager to have an Employee Review and Development meeting with, to set out development goals. This often applies to supply teachers and Falkirk Council continues to look at the best way to support them.”

UNLOCKING THE POTENTIAL OF PRD GUIDELINES

The Professional Review and Development discussion is an integral part of the PU process. These guidelines are designed to support the development of cultures that foster teacher agency, promote teacher-led professional learning and enable collaborative professionalism. Download the guidelines to help you engage in high-quality PRD at bit.ly/unlockingPRD

MAKING REVISION ENGAGING THROUGH GAMES—BASED LEARNING

Roxanne McKenzie's Business Management learners found benefits from using games for revising and retrieval of information

What did you aim to do?

I wanted to ascertain the effects of using traditional games and game-style quizzes with my learners studying National 5 Business Management on their ability to recall information prior to class assessments.

I received feedback that the games-style methods I used with learners had helped their revision. I was interested to know if this was the case with other learners and to what extent, potentially providing more diverse, active and engaging opportunities to reinforce prior learning in classrooms.

I believe games were how I learned from an early age, building social skills and patience while waiting for others to take their turn in Ludo or Monopoly, resilience from losing my last counter again at draughts, or the coordination and dexterity of the joystick as I managed to clear the second Pac-Man screen without losing a life.

My aim was to test the effects of using a gamified quiz structure in the classroom on the ability of learners to retrieve information to revise for assessments. Gamified revision was planned for one of the lessons each week for a period of six

weeks, covering all six course topics. It was planned that the study would be carried out after the submission of their assignment in February and prior to official study leave for the final exam in May.

Unfortunately, the Covid-19 pandemic meant an abrupt end to the active research element of the study, with further research being desk-based only. However, post-study results were shared verbally with other teachers in the school. It was particularly beneficial to share with other teachers who had a large cross-over of learners with the Business Management classes, providing a useful insight into the learning styles and most efficient methods for the learners in their classes.

A full review of existing literature on games-based learning and of the methods used in this enquiry were written up in my dissertation, 'The effects of gamification on revision and retrieval in business education',

for a Masters in Education at the University of Glasgow. This informed my own pedagogical knowledge of retrieval practices and my development as a newly qualified teacher.

What did you do?

During the first week of the study, learners were quizzed on their knowledge of the two outcomes of the Understanding Business unit of the course. The gamification in class for this began with buzzer-style questions in the format of *Have I Got News For You*. This game helped them to recall previously discussed news and reminded them of how they can use this information in a business context, applying it to examination answers as real-life examples.

Another game was Scribble Scrabble, my adaptation of the Scrabble board game. Each team was given a laminated Scrabble board with whiteboard markers. The main heading for the lesson was written on the board as a starter and the object of the game



was to complete as many other keywords from the revision quizzes as they could remember, written using the normal Scrabble layout rules. This facilitated group collaboration and recall of the terminology already retrieved during the quizzes, further enhancing the retrieval process.

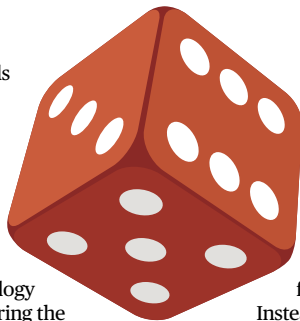
Learners were given a 'homework' game-sheet of Trivial Pursuit to take away and complete individually, combining their retrieved knowledge from the week on a written template to consolidate the retrieval further.

The study involved learners completing class assessments and questionnaires prior to the study to determine their knowledge of the topics at that point and to gather their views on what they thought of gamifying their revision lessons. Assessments and questionnaires would be completed again after the study for a comparative analysis against the initial data.

The questions I find most interesting are those asking how competitive the learners are in their learning and in the context of playing games. Research suggests that gamification and game-based learning provide both intrinsic and extrinsic motivation to succeed, particularly in a cooperative environment, while also providing an active and fun environment facilitating maximum engagement and peer learning. This being the case, games are a fantastic method of engaging learners in active revision and retrieval of information in preparation for assessments.

What was the impact?

It became increasingly clear that learners respond positively and engage well with gamification and game-based learning in all its forms and, while games are not always adaptable for general in-class learning of new information, they are proven to be an excellent way of retrieving and revising previously learned information, leading to increased attainment in summative assessments.



As a result of my own study, although cut short, I was able to observe the excitement and engagement of the learners in my classes while preparing for and taking part in a few gamified lessons.

Instead of saying they didn't know an answer to a question they were searching their memory for possibilities and putting in maximum effort to 'pull out' the correct answers. The competitive element to the lessons resulted in them being motivated to play, to collaborate, to search deeply for the answers and to learn from their peers in the process. In addition to providing useful and relevant data for the study, the answers provided by learners during the quiz games are an indication for myself and for them of the areas that they require to improve and revise, much like a visible and immediate formative assessment.

Should my enquiry have continued to show a positive correlation between gamified learning and better retrieval practice, then it would point to it being beneficial to pedagogical practice. In agreement with my



observations, studies of relevant academic literature found learners to be more engaged in their learning and more motivated to play and to win, the gamified lessons accompanying a more relaxed (Wichadee, 2018) and fun atmosphere which is both beneficial to, and welcomed by, the learners. My study showed more engagement and motivation in their revision practices as a result of the gamified retrieval in comparison to general revision which they tend to find monotonous and boring. Literature also pointed to the element of competition increasing motivation in other environments, with studies also showing positive correlations in employees and further education learners eager to play their part in the camaraderie of their team and to do their best to win against the other team(s).

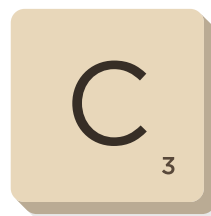
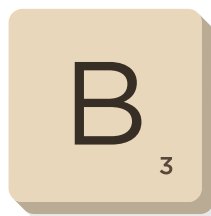
Quiz-style lessons are adaptable and can be utilised in a variety of subjects and ultimately increase the possibility of greater all-round retrieval of information and of achievement for learners in their subjects. Immediate feedback on answers provides live correction of information, increasing understanding and facilitating the student voice, placing learners at the very heart of the classroom with responsibility for their own learning.

In summary, a combination of the stimulating, competitive fun element combined with instant, accessible feedback make gamified revision an excellent way of retrieving information for increased attainment.

ABOUT THE AUTHOR

Roxanne McKenzie is a teacher of Business Education at Carrick Academy in Maybole. She conducted the research while at Queen Margaret Academy in Ayr.

This project received a grant from the SCEL Legacy Fund which is managed by GTC Scotland.



An inclusive curriculum

Lindsey Harrison received Professional Recognition for her first-of-its-kind project exploring the voice of an LGBT learner who has experienced an LGBT-inclusive curriculum

Why did you decide to focus on LGBT in the curriculum?

Throughout my practice, I have worked to educate myself on LGBT experiences and issues within school communities. However, undertaking Masters-level research allowed me to engage with literature and policies at a theoretical, international, and national level to have a better understanding of the benefits, themes and barriers that commonly occur in relation to the implementation of LGBT-inclusive curricula.

As a result, I have greater expertise and feel confident in engaging in collegiate work to improve the experiences of LGBT learners within the curriculum. In addition, developing wellbeing, equality and inclusion as a core school value is a strategic priority in our faculty and school improvement plans.

What did you aim to do?

This was an exploratory study with a view to providing insight and advice for future practitioners creating LGBT-inclusive curricula, researchers conducting similar projects, and other bodies (such as

the Time for Inclusive Education (TIE) Campaign, see resources right) which are working to meet the Scottish Government's aims of embedding LGBT education in all schools this year.

The intended impact of the research was to demonstrate that, from a pupil's voice, an LGBT-inclusive curriculum could provide benefits for LGBT pupils. An aim of the research was to use this individual exploratory case study of one LGBT pupil's voice to compare and contrast with existing literature to discover new knowledge. In addition, through the detailed data collection and analysis, the aim was to gather one pupil's voice regarding LGBT-inclusive curricula and to find out what could be learned.

What was involved?

It started with a detailed literature review of the areas linked to my research such as LGBT-inclusivity and pupil voice. I then designed

and delivered, with the help of colleagues, an LGBT-inclusive History curriculum to all S3 History pupils over three weeks via remote learning on Google Classroom in

January 2021. The following month, two semi-structured interviews took place with a learner who is a self-identifying member of the LGBT community and had volunteered to be part of the project.

The interviews were semi-structured to allow the questioning to change and adapt as themes emerged from the discussions. Finally, I asked all S3 learners to complete reflections on their experiences of the LGBT History curriculum.

What was the result?

The LGBT-inclusive curricula had a positive impact on the self-identifying member of the LGBT community, as was demonstrated in the number of positive themes that were identified from their voice,



such as seeing it as an “opportunity for empowerment and feelings of pride”.

The survey results indicated that the majority of pupils responded positively about their experiences of LGBT-inclusive curricula.

Overall, the project confirmed themes from previous literature that by taking steps to make schools more inclusive, such as embedding LGBT themes into the curriculum, this will result in improved experiences for LGBT young people.

What's next?

Before this project began, I had contacted TIE to find out what areas of research would be useful to them, such as the pupil experience. As a result, with the participant's consent, the project's results will be shared with the TIE campaign to enable them to improve their work and resources in relation to embedding LGBT education in all schools in Scotland.

This learning will be shared as part of our departmental improvement plan to meet the whole-school aim of improving inclusive education. As part of improvement at faculty level, it will be necessary to create learning materials for departmental career-long professional learning. Furthermore, continued research into LGBT topics and themes across curricular areas, outside of History, will need to take place to provide realistic and practical advice on how teachers can make their curricula more inclusive.

The senior management team is aware of the research that has been taking place and we are in discussion as to how the research can be fed back and utilised effectively by the whole-school community.

How has the project helped you to consider your beliefs, values and professional actions and explore your professional identity?

Scotland's education is focused on a rights-based approach and continuing my work on inclusive education will demonstrate that

VIRGINIA WOOLF

was a British essayist, novelist and literary critic - born in London in 1882 - who is today regarded as one of the iconic literary figures of the 20th Century. She was a founding member of the Bloomsbury Group: writers and intellectuals whose works influenced modern attitudes towards feminism and sexuality. Woolf openly discussed the rights of women, also known for her open contribution to mental health visibility. In 1922, Woolf met and began a relationship with Vita



Image by Getty Images

RUDOLF BRAZDA

was the last known concentration camp survivor who was deported specifically for being gay. Before the rise of the Nazi Party, Brazda was able to live relatively openly - meeting his first boyfriend at the age of 20. He was arrested for being a 'suspected homosexual' and, in 1942, was deported to the Buchenwald concentration camp where he was assigned the prisoner number 7952 and forced to wear a pink triangle on his uniform with other gay and bisexual men. He told his story in later life, in this book that is

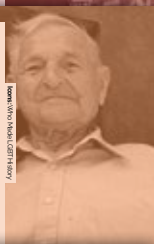


Image by Getty Images

SYLVIA RIVERA

was an American transgender rights campaigner, an early member of the US Gay Liberation Front and founding member of S.T.A.R (Street Transgender Action Revolutionaries) - a group which helped homeless transgender youth. A regular attendee at the Stonewall Inn, she is thought to have been present on the second night of rioting in 1969. Throughout her life, Rivera was homeless and spent time living at the docks in New York City. She fought for those within the LGBT community whom she



Image by Getty Images

RUBY ROSE

is an Australian model and actor, who rose to global prominence in her role in the Netflix series 'Orange Is the New Black'. Rose came out as a lesbian at the age of 22, and suffered bullying and taunts from other pupils at school. An outspoken advocate for LGBT equality, in 2019, Rose was cast as the titular character on the television series 'Batwoman' - which is the first ever superhero series to be led by a lesbian character. Rose describes her gender expression as gender-fluid, and has spoken about who she is to let young



Image by Getty Images

SHANE ORTEGA

is a Native American retired Staff Sergeant, who was the first openly transgender person to serve in the United States Army. From 2008, Ortega began to advocate for the rights of LGBT people serving in the military, at a time when the Don't Ask, Don't Tell law - which barred lesbian, gay or bisexual people from serving openly - was still in place. Since retiring, Ortega has remained outspoken about the experiences of LGBT Americans in the military, and has campaigned against Donald Trump's 2017 ban on trans



Image by Getty Images

BILLIE JEAN KING

is an American former World Number One tennis player. She was one of the first prominent openly lesbian athletes, and advocated for gender equality throughout her career. She is perhaps most remembered for her 1973 match against former men's champion Bobby Riggs, which became known as the 'Battle of the Sexes'. After publicly daring King to play him, she defeated Riggs in the match - which was viewed by an audience of 30 million. King is still regarded as one of the greatest tennis players of all



Image by Getty Images

MARK ASHTON

was a British gay rights activist, who co-founded Lesbians and Gays Support the Miners (LGSM). The group operated during the UK miners' strike of 1984-85, raising funds for the striking miners. The personal bonds forged between the miners and LGBT activists had a lasting legacy. A resolution supporting LGBT rights passed at the Labour Party's 1985 conference, after block voting from the National Union of Mineworkers. Ashton died shortly after being diagnosed with HIV/AIDS in 1987. The group LGSM is the focus of the 2014 movie 'Pride'.



Image by Getty Images

I am continuously committed to preserving the Equality Act (2010) and GIRFEC (2008) to ensure that all pupils are treated equally and included in the curriculum.

This project helped me develop my professional skills of self-reflection. It was necessary to acknowledge my position as a self-identifying member of the heterosexual community. As an ally, it is important to be reflective throughout to bring confirmability to the process. This was discussed previously using techniques such as member-checking, and self-reflexivity in the form of reflexivity statements and an informal journal. This was carried out to ensure that the research project accurately captured and described the voice of an LGBT pupil and their views on the LGBT-inclusive curriculum.

ABOUT THE AUTHOR

Lindsey Harrison is a History and Modern Studies teacher at Hermitage Academy, Argyll and Bute.

The resources shown are available from www.tie.scot/resources.

Scotland is advancing LGBT-inclusive education in all schools through a phased implementation approach. The new **lgbteducation.scot** platform provides cross-curricular resources.

Start collaborating today

Professional Recognition recognises the enhanced, significant, sustained and reflective enquiry a teacher has undertaken and the development of their professional learning in a particular area. There are two ways to gain Professional Recognition: make an individual application for recognition in a particular area of expertise/accomplishment or complete a professional learning programme which has been accredited by GTC Scotland.

Find out more at bit.ly/3im3r2X

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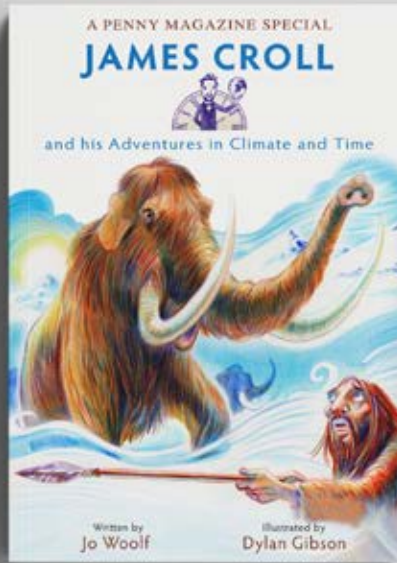
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TEA-AD-0006 04/21



James Croll and his Adventures in Climate and Time

Produced in the style of a penny magazine by Jo Woolf (The Royal Scottish Geographical Society (RSGS) writer in residence), with beautiful illustrations by Dylan Gibson, this high-quality softback book tells the story of James Croll - one of the unsung heroes of climate science. A contemporary and regular correspondent of Darwin and Lyell, his theories should place him on a similar level and yet he is largely unknown, even in his native Perthshire. On the bicentenary of his birth, and in the year the discussions about how to tackle the global climate crisis come to Glasgow for COP26, this is the perfect time to revisit his story and to recognise the huge contribution he has made to our understanding of the global climate system.

His childhood was one of ill health, relative poverty and interrupted education, yet he developed an intense curiosity about the world around him. The theories he developed are testament

to the importance of reading widely and staying curious and his story provides inspiration that science can and should be open to all. Working as a janitor at the Andersonian College in Glasgow, he had access to all of the learning of his day and from this he was able to develop theories around ice ages and the influence of variation in the orbit of the Earth. The book finishes with a concise explanation of the theories he introduced to the world, built upon further in the 1920s by a Serbian scientist called Milankovitch, they are now widely known as Milankovitch Cycles (or Croll-Milankovitch cycles).

Geography teachers will appreciate the inspiration he took from the landscapes around him and the ability to understand timescales far beyond his own lifespan. English teachers will appreciate the importance he placed on books, even as a child spending any spare money he had on additional reading. History teachers will appreciate the illustrations of life in rural Perthshire and urban Glasgow in the 19th Century. Science

teachers will appreciate how he built his theories, collaborating with others and the curiosity necessary to advance understanding. Learners will appreciate the importance he placed on daydreaming and the story of someone who has become an icon of science, despite his unusual route into academia.

Overcoming adversity, lifelong learning, cross-discipline understanding and staying curious are all themes explored in this book, but above all it is a good story accessible to all.

ABOUT THE REVIEWER

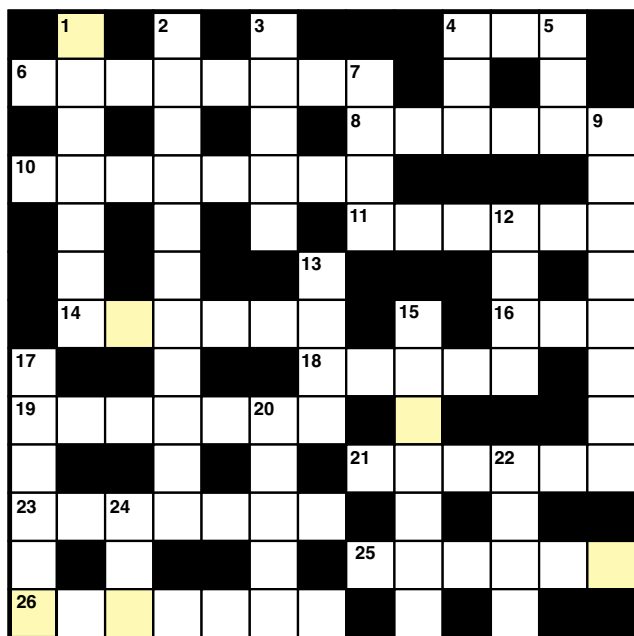
Alastair McConnell is Head of Geography at Dollar Academy and Chair of the RSGS education committee @mcconnell_geog

Free softcopies of the book are available from enquiries@rsgs.org or you can buy the hardcopy online. Free downloadable lesson plans are also available at bit.ly/3mfquxs

Crossword



**COMPLETE OUR
CROSSWORD AND ANSWER
THE SIMPLE QUESTION
BELOW TO BE ENTERED
INTO OUR PRIZE DRAW,
WHERE YOU COULD WIN
A STAY IN THE SCENIC
SCOTTISH BORDERS**



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

Theo Ogbhemhe is winner of the Saroj Lal Award for a
Pioneering _____ in Equality and Diversity

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@gtics.org.uk by 17 December 2021.

Congratulations to Louise Macleod, who was the lucky winner
of the crossword competition in issue 88.

Across

4. And 26 Across, 3 Down. GTC Scotland held this in May, 2021 (3,7,5)
6. Method and practice of teaching, as an academic subject (8)
8. Henchman to Auric Goldfinger in the movie 'Goldfinger' (6)
10. Extreme admiration or reverence for something (8)
11. Federal capital of Canada (6)
14. Author of 'Sunset Song' (6)
16. Ernie, the great South African golfer (3)
18. United Nations Convention on the Rights of the Child, in short (5)
19. See 1 Down
21. One period of learning and teaching in the school day (6)
23. Name used by many Scottish secondary schools (7)
25. Distinctive mode of pronunciation of a language (6)
26. See 4 Across

Down

1. And 19 Across. Accreditation programme for schools that are committed to building a reading culture for their learners (7,7)
2. Scottish Set Text by Ann Marie Di Mambro (6,5)
3. See 4 Across
4. Small group of whales (3)
5. Pair of entertainers (3)
7. Child's toy with a spool wound with string (2-2)
9. Author of 'Amari and the Night Brothers', an excellent book about diversity (1,1,6)
12. Baldwin, the US actor (4)
13. Duty or responsibility (4)
15. One of the subjects covered in 22 Down (7)
17. Academy Awards (6)
20. Primate with a pointed snout and long tail, found only in Madagascar (5)
22. The Scottish Government published its _____ Education and Training Strategy in 2017 (4)
24. Small, southern European viper (3)

TERMS AND CONDITIONS APPLY

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



Explore the Borders from the Cross Keys

Our lucky competition winner will win an overnight stay at the Cross Keys Hotel, which is perfectly situated in the heart of the Scottish Borders, overlooking Kelso's picturesque French-styled cobbled square.

The hotel provides a comfortable and convenient base to explore all

that Kelso and the Scottish Borders have to offer, including the historic four Border Abbeys, fishing, walking, horse racing, golf, water sports, and more.

The hotel is ideal for business or pleasure, situated in a peaceful corner of Scotland, yet still within easy reach of Edinburgh and Newcastle. So, whether it's a relaxing break or an action-packed holiday

that you are looking for, the Cross Keys can be enjoyed by all.

Find out more at www.cross-keys-hotel.co.uk

PRIZE:

An overnight stay in the best available room with £40 dinner allocation and breakfast included. This prize is valid until 31 March 2022 and is based on two sharing. The dinner allocation excludes drinks.



Road Safety learning within Curriculum for Excellence

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

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



EVENTS

AN OVERVIEW OF CHARGE SYNDROME – 2 NOVEMBER 2021, 3.45PM-5.15PM

A webinar from the Scottish Sensory Centre exploring what CHARGE syndrome is. This will outline different features of this condition and the impact they might have on the child or young person and their families.

More information
bit.ly/3muqWlx

AVOIDING AND TACKLING ECOANXIETY AMONGST SCHOOL PUPILS – 3 NOVEMBER 2021, 6:30PM-8PM

As awareness of climate change has enhanced, so too have the anxieties around the impacts of rising global temperatures. EIS helps you learn more about ecoanxiety and how to manage it in the classroom.

More information
eis.org.uk/Webinar-Series/Ecoanxiety

VIRTRURAL CAREERS EVENT – 4 NOVEMBER 2021

Find out about the rewarding careers available in Scotland's land-based, aquaculture and environmental conservation sector from Lantra Scotland.

More information
eventbrite.co.uk/e/virtrural-careers-tickets-169826717283

STEPPING STONES: DIGITAL LEARNING AND TEACHING – 8 NOVEMBER 2021

An interactive session for early career teachers looking at embedding digital skills in the classroom, hosted by GTC Scotland and Education Scotland.

More information
bit.ly/2Wo36Fp

STEPPING STONES: UNCR, WHAT IS IT?, WHY DOES IT MATTER? HOW CAN WE EMBED IT? – 10 NOVEMBER 2021

An interactive session for early career teachers looking at children's rights and how to embed them in practice, hosted by GTC Scotland and Education Scotland.

More information
bit.ly/3ul2Ljl

ANNUAL CONFERENCE: INSPIRING LEADERSHIP – 18-19 NOVEMBER 2021

School Leaders Scotland's annual conference for leaders in secondary education.

More information
sls-scotland.org.uk/annual-conference

SERA CONFERENCE – 22-25 NOVEMBER 2021

A series of online events are being planned.

More information
sera.ac.uk/conference or follow #SERAConf21 on Twitter.

HOW CAN WE SUPPORT LEARNERS WITH CHARGE? – 23 NOVEMBER 2021, 3.45PM-5.15PM

A webinar from the Scottish Sensory Centre. Building on our understanding of this condition examined in part 1, this webinar will explore the potential learning characteristics of individuals with CHARGE, and strategies that can support learning and engagement in the classroom and beyond.

More information
bit.ly/3muqWlx

NATIONAL MUSEUMS SCOTLAND'S DIGITAL SCHOOLS SESSIONS

Explore dinosaurs, Romans, biodiversity, ancient Egypt and more through these online events for primary schools. The short, interactive sessions come with pre and post activities. Bookings open now for November and December.

More information
nms.ac.uk/schoolsdigital or email schools@nms.ac.uk

WORKING WITH CHILDREN AND YOUNG PEOPLE WHO HAVE EXPERIENCED TRAUMATIC STRESS – 7 DECEMBER 2021, 10.30AM-12PM

This training workshop from Children in Scotland will explore the developmental impact of trauma and introduce you to working with traumatic stress using the Attachment, Self-Regulation and Competency (ARC) framework.

More information
childreninscotland.eventbritestudio.com

PUBLICATIONS

VISION SCHOOLS SCOTLAND TEACHER MANUAL

Based on the testimony of Holocaust survivor Marianne Grant, this resource is suitable for secondary pupils.

More information
bit.ly/3FuBz6U

WEBSITES

SOCIAL ENTERPRISE SCHOOLS LEARNING PLATFORM

The Social Enterprise Academy's Learning Platform provides schools with online access to tools, fully funded workshops and resources to support their Social Enterprise journey. Create an account to access a wealth of content.

More information
www.socialenterprise.academy/scot/teacher-login

SPEAK CENSUS EDUCATION MATERIALS

National Records of Scotland's Speak Census is a collection of educational materials to inspire children to learn about Scotland's Census 2022. The toolkit includes short videos and activities to support lessons about the census.

More information
 These free materials can be downloaded at www.scotlandscensus.gov.uk/speak-census or contact scotlandscensus@nrs.scotland.gov.uk / @Scotcensus2022 #SpeakCensus

EIS PROFESSIONAL LEARNING COURSES

A range of courses for everyone working in education, covering topics such as leadership, ASN provision, wellbeing and mental health, and community engagement.

More information
www.eis.org.uk/Meetings-And-Events/Courses or contact Pauline at pmccolgan@eis.org.uk



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

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

Offer ends December 31st