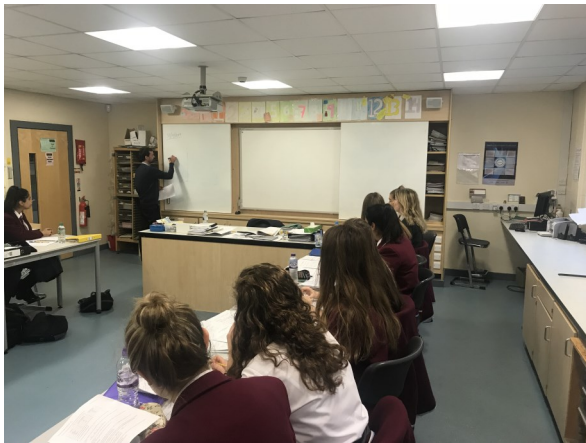
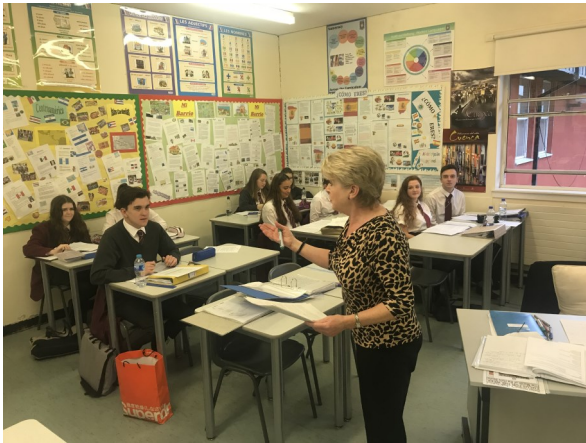


Saint Ninian's High School

Information Evening for Prospective Teachers



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“To be entrusted with the teaching of the young is a great gift and grace of God.”

(MTR 9.1 [Med 201.1])

Introduction and Welcome

Welcome to our Information Evening for pupils who are considering applying for teaching. We hope that the presentations and group discussion will help pupils with their application.

We are extremely grateful to the staff and visitors for their participation and passing on their vast experience.

This booklet also contains excellent information that will help prepare pupils for interviews.

Keynote Speakers

Carol Scott—Head Teacher St Brigid’s Primary School

Christopher Docherty—Principal Teacher of English, St Ninian’s High School

Caitlin McCrorie—Newly Qualified Teacher, St Cadoc’s Primary School and Christina Thompson, Newly Qualified Primary Teacher, Our Lady of the Missions Primary School

Workshops

The Skills and Abilities of a Teacher

Helena Docherty (Teacher of Modern Languages), Dorothy Graham (Teacher of Modern Languages) & Christopher Docherty (Principal Teacher of English)

Becoming a Teacher

Jade Murphy (Newly Qualified Teacher of Physical Education), Victoria Gray (Student Teacher of Physical Education), Caitlin McCrorie (Newly Qualified Primary Teacher, St Cadoc’s Primary School) and Christina Thompson (Newly Qualified Primary Teacher, Our Lady of the Missions Primary School)

Applications, Interviews and Admissions

Jill Tait and Sandra Hynes, Glasgow University

Teaching as a Vocation

Natalie Finnigan (Secondary Religious Education Adviser for Archdiocese of Glasgow) and Carol Scott (Head Teacher St Brigid’s Primary School)

How Do I Become a Teacher?

Teaching in Scotland is an all graduate profession. There are nine education institutions offering programmes of initial teacher education:

- Royal Conservatoire of Scotland
- The University of Aberdeen—School of Education
- University of Dundee, School of Education and Social Work
- The University of Edinburgh, Moray House School of Education
- University of Glasgow
- University of the Highlands and Islands
- The University of Stirling
- The University of Strathclyde—School of Education
- University of the West of Scotland—School of Education

You can qualify as a teacher by either:

- Completing a four year Bachelor of Education degree course in Primary Education and certain Secondary Subjects (normally Design and Technology, Music, Physical Education and Religious Education).
- Complete a three/four year degree in essentially any subject* then complete Post Graduate Diploma in Education.

Entry Requirements

Up-to-date entry requirements can be found under each institution website.

Glasgow University (CTF) Masters	S5 entry requirement: AAAB S6 entry requirement: AAABB	Higher English National 5 Maths
Strathclyde University	S5 entry requirement: AAAB S6 entry requirement: AAABB	Higher English x1 essay based Higher
Edinburgh University	S5 entry requirement: BBBB S6 entry requirement: BBBBB/ABBB	Higher English (If English at Grade C, then Mathematics at Grade B expected).
UWS Ayr Campus	S5 entry requirement: ABBB S6 entry requirement: AAAB	Higher English National 5 Maths

Qualification to Teach Religious Education

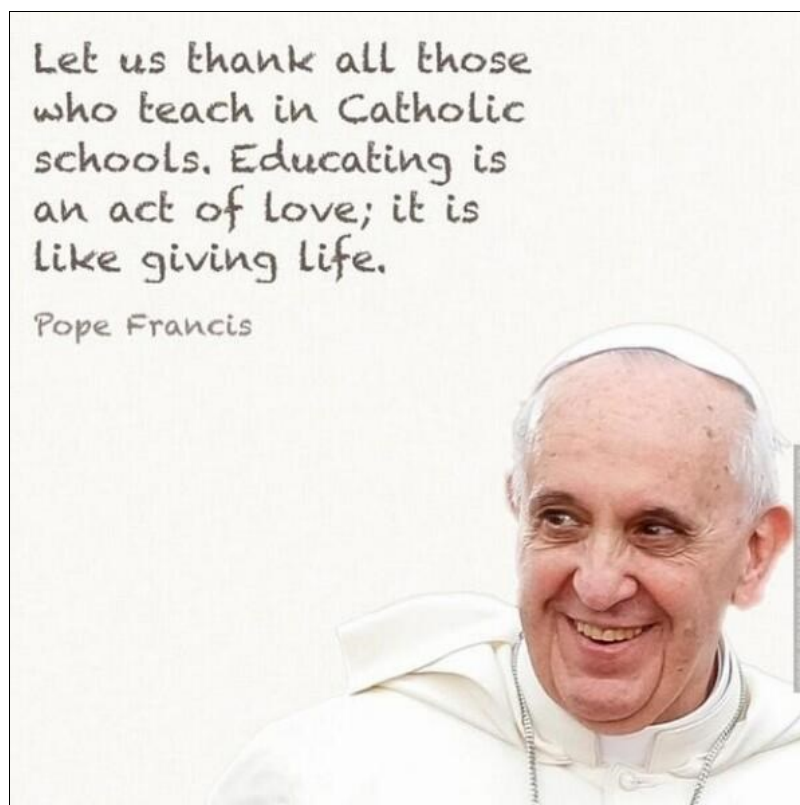
The only Scottish University which provides Initial Teacher Education courses intended to prepare teachers specifically for working in Catholic schools is the University of Glasgow's School of Education.

Alternatively, the post graduate course at Glasgow for both Primary & Secondary leads to either the Postgraduate Diploma in Primary Education (PGDE) or the Catholic Teacher's Certificate in RE (Secondary) and these are also free – for those studying at the University of Glasgow.

There are two ways in which you can gain the Catholic Teacher's Certificate in Religious Education (CTC):

1. Setting Out On the Road is a course which introduces participants to This Is Our Faith, the Church's R.E. syllabus and is managed by the Scottish Catholic Education Service. It offers a blended learning model of 4 study days and distance-learning across one school year. Cost £210 (2016-17 price).
2. The Certificate in Religious Education by Distance Learning (CREDL) is the University of Glasgow route for qualified teachers, or for students studying an ITE programme at other universities. It is an on-line distance learning course and covers aspects of Theological Education over two semesters. Applicants should enrol on both courses at the start of semester 1. Cost £455 (2016-17 cost). For details, go here to the CREDL website.

Local authorities/Dioceses or even schools MAY offer monetary support for teachers wishing to do 'Setting Out on the Road' or 'CREDL.'



Prepare Your Personal Statement

Your personal statement gives you a chance to showcase your experience and articulate your reasons for wanting to teach.

You should think about the qualities you have that will work well in the classroom. How do your previous studies and work experience relate to your chosen subject or age group? What did you learn on school experience placements to influence your application? How have you benefited from other experiences of working with children or young people? Make sure you include details of involvement of working with children. This can be in school through Sports Development, Student Tutoring, Buddying, Paired Reading and out with school with Scouts, Guides, Brownies, sports teams etc.

You may be applying to a number of different universities , however, make explicit your intention to teach in a Catholic school. This will be taken into account when you are sent on Teaching placement. Ensure you explain how important your faith is. Make reference to your commitment to your faith and detail involvement in activities such as attendance at Mass, Caritas, the Life Group, Helping Hands, being a Eucharistic Minister, Youth to Lourdes and Lasallian, involvement with your own Parish, Liturgy Group etc.

Craft your statement carefully, make sure you review it thoroughly before you submit it, and double-check the spelling and grammar.

Further information about how to write your personal statement on Yammer and the S6 Website.

Prepare for Interviews

If your application is successful, you'll be invited for interviews at your chosen universities. Preparation is crucial and you should consider the following points:

- Make sure you've done your research. What do you know about the school or university that will be leading your training?
- Understand what teaching entails. It will put you in a good position if you understand the role of a teacher. Having experience helping in a school is invaluable. Watch what the teachers in classes are doing and take notes. Ask them to tell you about the aspects of their job that you do not see; planning and preparing for lessons, assessment and tracking etc.
- Faith—consider your own faith and the impact this will have on a school. Think about the teacher's role in developing faith: teaching the faith, sacramental preparation, encouraging children and young people to pray, being a role model in terms of treating everyone with love and respect.

- Make a list of reasons why you are an ideal candidate for teaching and give examples e.g. supporting others in learning situations, working in teams, curricular strengths, clubs and groups supported, leadership roles undertaken.
- Think about your skills and attributes e.g. being a good communicator, patience, sense of humour, well organised, team player etc.
- We will offer you mock interviews to help prepare you. Ask your Pastoral Support Teacher to arrange this.

The Interview

- Dress appropriately for a professional interview—first impressions can't be changed.
- Be punctual. Leave in plenty of time to reach the interview and allow for the possibility of delays.
- Greet interviewers confidently, make eye contact and remember to smile. The interviewers will want you to give a good account of yourself. Let your personality show, they will be thinking about how you are able to relate to people. You may be nervous but understand the interviewers will take account of this.
- Listen carefully and answer the question asked. Sometimes there is a temptation to give a prepared answer. This is fine if it answers the question asked.
- Don't be afraid to ask for clarification or for the question to be repeated.
- Use positive language and sell yourself. Be confident to say if you are a 'skilled' communicator, have 'strength' in a particular area etc.
- You'll also need copies of all your personal documentation, including examination certificates. It could involve group tasks, discussions, short individual presentations, personal interview (either one-to-one or with a panel) or written tasks that could involve a literacy test and/or subject-based test.

Written Task

- If you are asked to complete a written task take time to read the question. Be clear and concise.
- Make a quick plan to structure your writing
- Think about time constraints and what is practical to produce in the given time.
- Leave time at the end so you can proof read to correct any grammatical / spelling errors.

What Qualities do you think are Required in a Good Teacher?

Someone who has:

- *Confidence and the ability to instill confidence in others/young people*
- *Energy*
- *Enthusiasm*
- *Good communication skills*
- *Good knowledge of their subject*
- *Good sense of humour*
- *High expectations (“only your best will do”)*
- *Patience*

Someone who is:

- *A role model*
- *Calm in a crisis*
- *Always learning & wanting to improve*
- *Dedicated to their job*
- *Consistent in their treatment of others*
- *Firm but fair with discipline*
- *Hard working*
- *Honest*
- *Inspiring*
- *Organised*
- *Punctual (for class & in returning work)*
- *Prepared to ‘go the extra mile’.*
- *Professional (in attitude, manner & dress)*

Someone who shows:

- *Love – likes their pupils*
- *Respect*
- *Total commitment to the ‘ethos’ of the school*

Someone who can:

- *Admit if they’ve made a mistake/say sorry*
- *Empathise with pupils and parents*
- *Forgive, forget & move on!*
- *Praise pupils when they do well*
- *Self evaluate*
- *Turn their hand to lots of things?
(creative, musical, sporty etc.)*
- *Work well as part of a team*

“Young people need good teachers, like visible angels.”

(MTR 5.1 [Med 197.1])

What do you consider makes a 'bad' teacher?

Someone who is:

- *Disorganised*
- *Hypocritical*
- *Late for class*
- *Lazy*
- *Sarcastic*
- *Too demanding*

Someone who:

- *Has 'favourites'*
- *Loses their temper*
- *Looks as if they don't enjoy what they're doing*
- *Moans all the time*
- *Never does what they say they'll do*
- *Shouts at pupils*
- *Accepts sloppy work*
- *Allows poor behaviour*

Remember:

- You don't have to be perfect to be a teacher, a willingness to learn the job is key.
- It's alright to ask older/more experienced colleagues for help.
- You don't just teach your subject.....you teach attitude.....skills....a way to live your life.
- You will get out of teaching what you put in – it is a very rewarding & worthwhile job
- Don't become a teacher if you want to make a fortune!
- It is a privilege but a great responsibility to work with young people and influence them
- Teaching is generally a job for life, so allows you to make plans.

*“To touch the hearts
of your students is the
greatest miracle you can
perform.”*
(Med 139.3—feast of St. Peter)

What is Curriculum for Excellence?

Curriculum for Excellence is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work.

Purpose

Its purpose is often summed up as helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors.

These are referred to as the four capacities.

What is the curriculum and what does it include?

Curriculum for Excellence is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The term curriculum is understood to mean - everything that is planned for children and young people throughout their education, not just what happens in the classroom.

Curriculum for Excellence includes four contexts for learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement.

Key Elements

Curriculum levels and stages

The curriculum has two stages: the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6).

The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests.



Curriculum areas

There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages (including English, Gaidhlig, Gaelic learners and modern languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies.

Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the ‘responsibility of all’ staff.

Principles of curriculum design

There are seven broad principles that practitioners should take into consideration when planning children’s learning:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance.



What is Getting It Right For Every Child?

GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them.

It puts the rights and wellbeing of children and young people at the heart of the services that support them – such as early years services, schools, and the NHS – to ensure that everyone works together to improve outcomes for a child or young person.

Most children get all the support and help they need from their parent(s), wider family and local community, in partnership with services like health and education. Where extra support is needed, the GIRFEC approach aims to make that support easy to access and seamless, with the child at the centre.

It is for all children and young people because it is impossible to predict if or when they might need extra support.

GIRFEC means:

- the child or young person is at the centre of your work, understanding what their unique needs are and how you can help.
- You use common tools, language and processes to consider a child or young person's wellbeing, working closely with them, their parent(s) and other professionals, supporting them where appropriate.
- You feel confident that you have the right information to provide the best support you can to a child or young person and their parent(s).



What is the National Improvement Framework?

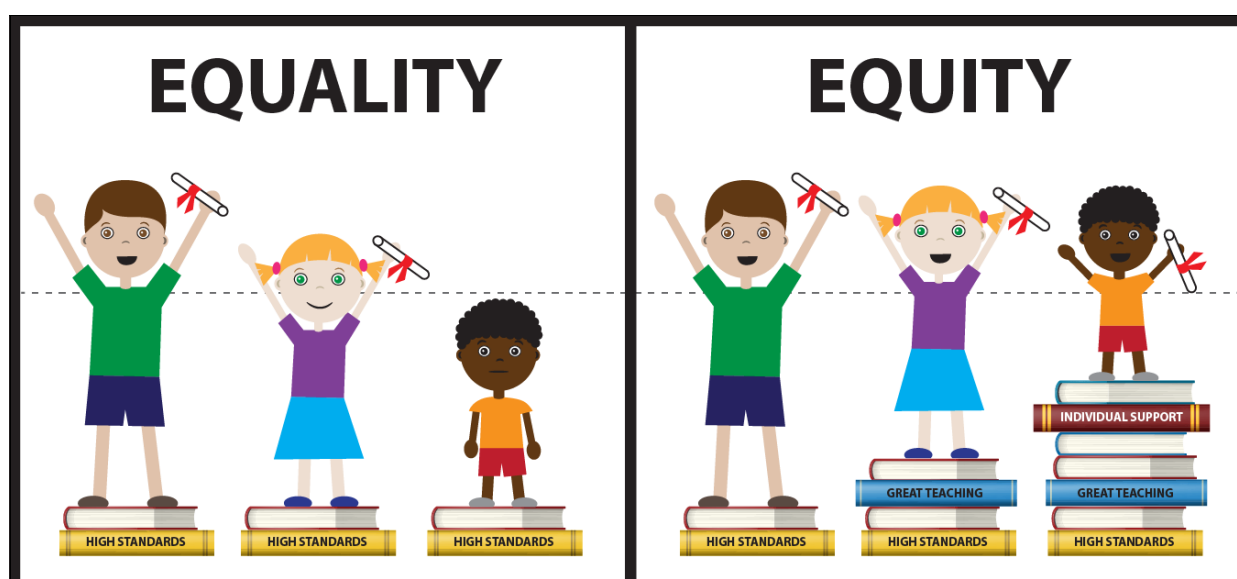
The National Improvement Framework for Scottish education is an ambitious strategy to help all children to achieve their full potential as successful learners, confident individuals, responsible citizens and effective contributors. The Framework sets out how evidence is gathered to inform action, making sure that we are all focused on improving standards for our children, and in our schools.

The National Improvement Framework priorities are:

- to improve attainment for all, particularly in literacy and numeracy
- to improve the learning progress of every child, by reducing inequality in education
- to improve children and young people's health and wellbeing
- to improve employability skills and sustained positive school leaver destinations for all young people.

Drawn from international research, six areas for improvement have been identified. New evidence will be gathered in all of these. Children and young people's learning, their opportunities when they leave school and their health and wellbeing will improve when:

- children make progress in their learning, taking ownership of it and understanding their next steps
- parents/carers are involved in their children's learning and know how to help them
- high quality teaching and excellent classroom practice are delivered consistently and teachers know how to help all children make progress
- school leadership is strong
- children, parents, teachers, headteachers, local and national government and partners all have a clear understanding of what successful learning and teaching looks like
- all participants in education at national, local, school and family level have the same priorities, use the same assessments at key points and share information openly.



What is School Ethos?

The dictionary definition defines ethos as, 'the guiding beliefs, standards or ideals that characterise or pervade a group, a community, a people....the spirit that motivates the ideas, customs or practices of a people'. This definition is helpful because it highlights first of all the pervasive nature of ethos.

In a school, ethos touches on all aspects of its operation but its very pervasiveness means that it is hard to pin down. It can be part of the 'taken for granted' about school life. Secondly, the definition makes it clear that ethos affects our practice. It is not an abstract idea but something which affects what we do and how we do it. So it helps us to understand why we act in particular ways and why our actions can be different in different schools.' Munn, P (2002), p5.

What is the Catholic school ethos?

The Catholic ethos is a lived experience and permeates every aspect of school life.

"A Catholic school's 'ethos' may be understood to be the outward signs and experiences of the teachings of Christ and the Catholic Church in the totality of daily life in a Catholic school"



Charter for Catholic Schools in Scotland



SCOTTISH CATHOLIC EDUCATION SERVICE

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

For more information, contact SCES. Tel: 0141 556 4727, email: mail@sces.uk.com or visit www.sces.uk.com

What is Meant by Assessment?

Assessment is carried out to see what children and young people know, understand and are able to do.

Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning.

Assessment covers:

- The ways teachers support and assess children's learning and monitor progress and identify next steps in learning.
- Reporting to parents/carers, in writing and in discussions, to help them understand their child's progress and what they can do to help their child's learning.
- Formal recognition of a child or young person's achievements through profiles and qualifications.
- Recognising our children's achievements through a range of new qualifications in the senior school, which build on everything they have accomplished throughout their schooling.

Curriculum for Excellence has improved assessment in the following ways:

- A better connected assessment system with smoother links through early learning, primary, secondary school and college.
- More ways of assessing progress to support learning and more flexibility to meet learners' individual needs.
- By introducing individual profiles of children's achievements at P7 and S3. These give a clear recognition of the achievements they have made and the skills they have developed at these crucial times in their lives.

What is being assessed?

Assessment is a way of supporting learning. It helps teachers, learners, parents and others to understand the depth and breadth of learning undertaken so that progress and next steps can be discussed and planned.

There are eight curriculum areas (containing a range of subjects):

- Expressive arts
- Health and wellbeing
- Languages (including English, Gaelic, classical languages and modern languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

Each curriculum area is broken down into a set of experiences and outcomes (often referred to as Es and Os):

- The Experience describes the learning.
- The Outcome represents what the learning will achieve. This is often explained, from the pupil's perspective as an 'I can....', 'I am able to....'

Teachers will assess what children know, understand and are able to do within the experiences and outcomes. Teachers will assess each learner's progress and achievements in:

- Knowledge and understanding
- Skills
- Attributes and capabilities

There are also three key areas which are covered by all teachers/practitioners:

- Literacy across learning
- Numeracy across learning
- Health and wellbeing across learning

How are children assessed?

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings outwith the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance or practical investigation. Evidence could also be a drawing, report, or piece of art work that they have produced. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Gathering evidence

Evidence of progress and achievement can be gathered by:

- children and young people through self-assessment. They will be encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on
- fellow pupils (peers) through peer assessment. Children and young people will be encouraged and supported to work together with others to assess what is good about their work and what needs to be worked on teachers, parents and others who can help identify and support their next steps in learning.

When does assessment happen?

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

As part of ongoing learning

Children and young people's progress, strengths and needs are assessed as part of day-to-day learning and teaching. Teachers and others do this by, for example, watching and listening to learners carrying out tasks, by looking at what they write or make and by considering how they answer questions.

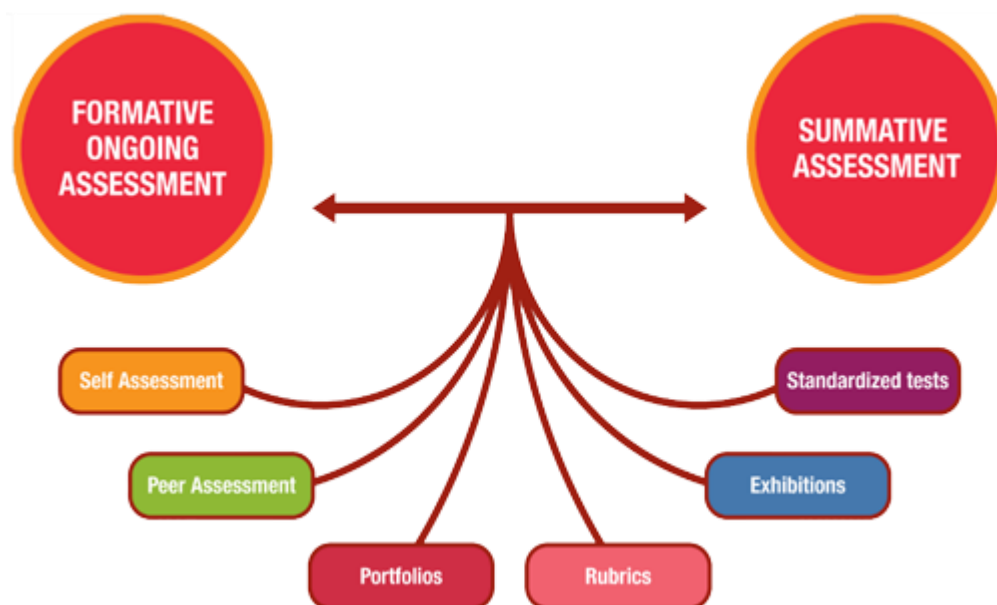
Children and young people will be involved in planning their next steps in learning.

Time to time (periodically)

From time to time, teachers will assess children and young people's progress and achievements in order to be able to plan ahead and to record and report on progress. This will help to ensure that their progress is on track and that any necessary action is taken to support their learning.

At key points, transitions

Transitions are the moves children and young people make, from home to early learning and childcare settings, from stage to stage (and through Curriculum for Excellence levels), from primary to secondary, to further or higher education and employment. Sharing of assessment information with parents is important to ensure all learners are supported and have a positive experience. Information about a learner's progress and achievements will be passed on to make sure that their broad general education and senior phase continue uninterrupted at the correct level and at an appropriate pace for them.



More Information

St Ninian's High School S6 Website—Primary and Secondary Teaching Section

<https://blogs.glowscotland.org.uk/er/snhss5201617/teaching/>

Scottish Catholic Education Service (SCES)

<http://sces.org.uk/>

General Teaching Council for Scotland

<http://www.gtcs.org.uk/>

Education Scotland

<https://education.gov.scot/>

The St Andrew's Foundation

<https://gla.ac.uk/schools/education/standrewsfoundation>

