

## National Lecture

Sir Harry Burns delivering the 2012  
GTC Scotland National Lecture

## The great outdoors

National Parks in Scotland take  
learning out of the classroom

## Snap happy

Colin Prior launches our  
Shutterbugs Go Wild competition

THE GENERAL  
TEACHING COUNCIL  
FOR SCOTLAND

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# Teaching Scotland

For the teaching profession, by the teaching profession

August/September 2012 Issue 46

## PROFESSIONAL UPDATE

Pilot scheme  
launched

## SECOND CHANCE

Bright future  
for young  
mums

# Find your calling

Theatre without walls puts children  
in touch with their dramatic side

Supporting  
Year of Creative  
Scotland 2012

WWW.GTCS.ORG.UK



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#### Scottish Qualifications Authority

Web: [www.sqa.org.uk](http://www.sqa.org.uk)  
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Tel: 0845 279 1000

#### Smarter Scotland

Web: [www.infoscotland.com](http://www.infoscotland.com)

Childline Tel: 0800 1111

Parentline Tel: 0808 800 2222



Please scan this graphic with your mobile QR code app to go straight to our website

**Teaching Scotland** is the magazine of the General Teaching Council for Scotland (GTC Scotland). GTC Scotland is the independent professional body which maintains and enhances teaching standards and promotes and regulates the teaching profession in Scotland. We strive to be a world leader in professional education issues. GTC Scotland aims to promote equality and diversity in all its activities.

Teaching Scotland is written, designed and published by **Connect Communications** (Scotland) Ltd on behalf of GTC Scotland. [www.connectcommunications.co.uk](http://www.connectcommunications.co.uk)

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# Keynote

Anthony Finn, CEO GTC Scotland

## Going for gold?

Billy Connolly once performed a comedy sketch in which he mocked the presenters of late-night religious programmes, suggesting that they tend to focus on big issues of entertainment or politics before suddenly stating "And you know, in a funny way, this reminds me of God..."

No doubt Billy, like the rest of us, will have taken a close interest in our summer of sport. We are very demanding of our sports stars: expectations were high for Andy Murray; we had big hopes for our Open golfers; and we wanted our Olympic athletes to deliver world-class performances. Not surprisingly, we are sometimes a bit unforgiving when things don't quite work out as planned.

We Scots glory in sporting success because, in our small nation, we can't really expect to achieve it very often. And yet, we can also be very critical of sporting failure. And, in a funny way, this brings me back to standards in schools and to the expectations we have of our teachers!

My view is that Scottish teachers generally do a very good job. Most pupils, parents, politicians and employers are rightly appreciative of the skills and dedication of teachers and recognise the impact they have on the learning of pupils, especially in very challenging circumstances. Disappointingly, however, GTC Scotland is more regularly asked to comment on news of apparent failure than of outstanding success.

Sadly, this negative image can sometimes be reinforced by a profession which isn't good at promoting itself. Indeed, I often come across examples of excellent teaching or outstanding curricular innovation which no-one has chosen to highlight; and I meet many great teachers who think they are no better than their colleagues.

But it is this kind of excellence which

makes such a big difference to pupils. As we begin session 2012-2013, GTC Scotland is launching two developments which will, we hope, offer positive recognition of the value of teaching in Scotland.

We will be consulting on new professional standards which will be directly relevant to teachers throughout their careers, offering them opportunities to reflect on and develop their skills; and we will also begin to pilot Professional Update in three local authorities, an independent school, a university and an FE college.

These initiatives will be supportive and challenging, building on the professionalism of our teachers and, we hope, providing any help they might need to allow them to consolidate and improve their professional practice. Supportive and challenging but not threatening, these complementary measures are designed to help teachers to reflect positively, to be affirmed in their practice and to address any areas in which they feel they need further assistance.

At the Olympics, many of our athletes achieved great success and won medals; others achieved personal best performances; and some just worked hard to do as well as they could. Our teachers are no different: they want to do a good job and they want to have the opportunities and resources to allow them to do it. And, as Billy might have said, in a funny way, this makes you think of

just how fortunate we are to have a strong, professional workforce teaching in schools across Scotland.

And this summer, if it wisnae for your wellies, just where would you be?

**Anthony Finn**

## Stay connected

### Online...

Keep an eye on our website for the latest news from GTC Scotland. There are also information sections to help you at every stage of your career.  
[www.gtcs.org.uk](http://www.gtcs.org.uk)



### Tweet us...

For instant updates and the chance to share your thoughts on any issue, follow GTC Scotland on Twitter @ [www.twitter.com/gtcs](http://www.twitter.com/gtcs)

twitter

### Teaching Scotland online

Sign up to receive Teaching Scotland online and access extended content at: [www.teachingscotland.org.uk/sign-up](http://www.teachingscotland.org.uk/sign-up)

Teaching Scotland

### Events...

For information on upcoming GTC Scotland events, including professional recognition, visit our website @ [www.teachingscotland.org.uk/events](http://www.teachingscotland.org.uk/events)



### Probationers...

For support and information throughout your probationary year, there's no better site than [www.probationerteacher.scotland.org.uk](http://www.probationerteacher.scotland.org.uk)

Probationer ✓  
Teacher Scotland



## Website

## Child protection portal launched

The Scottish Government has launched a new national website offering help and support to vulnerable children and families on child protection issues.

The new site – [www.childprotectionscotland.org](http://www.childprotectionscotland.org) – includes clear, accessible information on what the public should do if they are concerned for a child's welfare. It will also feature a range of information and links to downloadable materials for children themselves, including cartoons and online games providing child safety tips.

## Resources

## Glow Science upgraded

Scottish Local Authority schools now have free access to a vast resource for teaching maths, sciences and geography. New features include the ability to save playlists and search for films across entire range of subjects. Produced in Glasgow by Twig, this content has been met with critical acclaim with a BETT Award 2012 and an Education Resource Award 2012.

[Glow.twig-world.com](http://Glow.twig-world.com)

## Festival of Politics

## The Talent of our Young People

For the third year running, GTC Scotland partnered the Festival of Politics to host a lively and topical debate relating to the education of young people.

This year, to coincide with the Year of Creative Scotland 2012, we brought together a panel of key people to discuss what inspires and promotes creativity and how we should support and encourage our young people to play their part in the

creativity and culture of this country. Panellists included Ricky Ross, BBC presenter and member of the band Deacon Blue; Vicky Featherstone, Artistic Director and Chief Executive of the National Theatre of Scotland; Joan Parr, Portfolio Manager for Education, Learning and Young People at Creative Scotland; Siobahn Miller, Scottish Traditional singer 2012 and David Drever, GTC Scotland Convener.

Talented Chris Jacquin, a 17-year-old pupil from Edinburgh, supported by Drake Music, played at the following reception using Brainfingers technology.

[Learn more about Drake Music in our next issue. Hear the debate on our website, \[www.gtcs.org.uk\]\(http://www.gtcs.org.uk\)](#)



## Humanitarian Education Course

## Crossing the boundaries

A humanitarian education course run by the British Red Cross for secondary teachers is currently recruiting participants.

The course, which will run over four Saturdays spread over the school year, gives teachers the opportunity to develop an in-depth understanding of a wide-range of humanitarian issues, and how to explore them in the classroom.

Topics covered include:

- Conflict and child soldiers
- Disasters and emergencies
- Building a camp for displaced people
- Diversity and migration.

A teacher who attended the 2011/12 course reflected: "It was a great opportunity to focus on the issue of humanitarian education. I am now much more confident in my approach to teaching/tackling controversial issues in the classroom. I am keen to incorporate refugees as a theme into the social subjects calendar as well as making it a cross curricular event. It was great having the time and space to speak with colleagues not only from your subject, but also from a wide range of subjects."

[For more information, contact:](#)

[ssabinohunt@redcross.org.uk](mailto:ssabinohunt@redcross.org.uk) or call 0131 338 5724



## Free Event

## Sir Harry Burns to deliver 2012 National Lecture

GTC Scotland is delighted to welcome Sir Harry Burns MPH,FRSC,FFPH, Chief Medical Officer for Scotland to deliver our National Lecture 2012 at the Royal Conservatoire of Scotland in Glasgow.

This free event is called 'Creating Wellbeing in Scotland' and runs from 6pm (for 6.30pm start) until 8:45 pm - inclusive of post lecture reception.

Of relevance to all teachers with an interest in this topic the evening event is likely to cover issues central to the Health and Wellbeing element of the new Curriculum for Excellence. Sir Harry Burns graduated in medicine from Glasgow University in 1974. He was appointed Honorary Consultant Surgeon and Senior Lecturer in Surgery in the University Department of Surgery at the Royal Infirmary in Glasgow in 1984, where his work gave him an insight into the links between economic status and illness.

He completed a Masters Degree in Public Health in 1990 and shortly afterwards was appointed Medical Director of The Royal Infirmary.

In 1994 he became Director of Public Health for Greater Glasgow Health Board. In 1998 Sir Harry took a part-time appointment with the Health Department in the Scottish Government, working for three years as lead clinician in Scotland for cancer care, where he developed

## GET INVOLVED

National Lecture 2012  
Royal Conservatoire of  
Scotland Glasgow  
Thursday evening  
6 September 2012.



Managed Cancer Networks and helped re-organise cancer services in Scotland.

In 2005, he became Chief Medical Officer for Scotland where his responsibilities include aspects of public health policy and health protection. He also has policy responsibility for sport in Scotland.

[Places are limited so book quickly. To register for your place, contact \[Alison.mcwilliams@gtcs.org.uk\]\(mailto:Alison.mcwilliams@gtcs.org.uk\)](#)

## International

## Spreading the word

Our Chief Executive recently met counterparts in New Zealand to share good practice in the regulation of teaching and the development of professionalism and education.

Anthony Finn met key stakeholders from the education sector in New Zealand, a country which has expressed significant interest in the recent independent status of GTC Scotland. New Zealand is currently considering the future development of its own Teaching Council.

Speaking ahead of his visit Mr Finn said: "There is also much we can learn from New Zealand, a country which organises and manages its schools very differently and which consistently secures very impressive results in PISA surveys.

"I am grateful to members of NZTC for inviting me to their country and funding this trip. This is another example of the growing interest and respect there is for Scottish education from across the world."



## GTC Scotland takes PRide of place at national award

GTC Scotland has been shortlisted in the Public Sector category of the 2012 Scotland Chartered Institute of Public Relations (CIPR) PRide Awards, chosen for its outstanding campaign 'An

Independent GTC Scotland'. The category is set to be hotly contested, with five other organisations shortlisted. The entire staff at GTC Scotland worked tirelessly to deliver independent status

for the organisation. It was a demanding job backed up by an innovative and well-executed communications campaign led by the Corporate Communication and Information Services department.

## Teaching Scotland online

Bookmark our website and keep an eye out for extended content, exclusive features, regular news updates, blogs and podcasts.

[www.teachingscotland.org.uk](http://www.teachingscotland.org.uk)





## Diary

Just a few 'don't miss' events coming up



### Home Excellence – an event for all home economics practitioners

Education Scotland is holding an event for home economics practitioners – designed in collaboration with home economics staff.

Date: 1 September

Cost: Free

Venue: Caledonian University, Glasgow

To book e-mail Anne-Marie.Lamont@educationscotland.gov.uk

Children in Scotland are running a seminar that will be an opportunity to discuss the consultation, identify the sector's priorities for the legislation and contribute to the sector's response to the consultation.

Date: 18 September

Cost: from £117

Venue: Edinburgh

To book contact Antonia Clark on 031 222 2446 or aclark@childreninscotland.org.uk

### Journey to excellence – through Music! BE INSPIRED

Conference 16, Scottish Association for Music Education, Stirling University, 6 and 7 September. Large/varied range of workshop sessions for N/P/S/AS/IT/Instrumental. SMART/Other IT, Choral, CFE appropriate, Primary Music, Steel Pans, Black Gospel, Ukulele, Silk Road Scotland, Double Reeds, Lower Strings, Dalcroze, Figurenotes, Impaired Hearing, Composition, Jazz, Fundraising, Traditional/GLOW.

International guest Dr Barbara Baker, USA. Brochures with booking details now in all schools. W: [www.same.org.uk](http://www.same.org.uk)

T: 05601 921483

Date: 6&7 September

Cost: From £70 per day

Venue: Stirling University

To book go to [www.same.org.uk](http://www.same.org.uk)

### Delivering the Best for All Scotland's Children Seminar on the Children and Young People Bill

### Children's Bill engagement events

The Scottish Government is holding a series of engagement events to discuss proposals for a Children and Young People Bill – aimed at strengthening how to support young people and place their rights at the heart of what they do. There will be more engagement events coming up. For the latest news, sign up for the Engage e-newsletter at [www.engageforeducation.org/help/newsletter](http://www.engageforeducation.org/help/newsletter)

### Developing Learners' Essential Skills in Scotland

Education Scotland, in association with Scotland's Colleges, is presenting this conference on how well colleges and schools develop learners' essential skills, building upon their prior experiences.

Date: 25 September

Cost: £75

Venue: Hilton Hotel, Glasgow

To book call Dawn Brooks on 01786 892007 or go to <http://events.scotlandscollges.ac.uk/events/book/4390>

### Voluntary groups

## Funds available for groups

A new £20 million early intervention fund will be developed over the next two years to support voluntary groups working with children, young people and their families, according to Minister for Children and Young People, Aileen Campbell.

The move follows recommendations from an

independent expert group to join up various funding streams to better target investment in children, families and communities, particularly around preventative action and early intervention.

The current Unified Voluntary Sector Fund (UVSF) and Early Years Early Action funds will continue until March 2013 at which point the new fund will come on stream, bolstering other early intervention funds such as the recently launched £6 million Communities and Families Fund.

### Registration details

## Don't forget to update us

It is important that we have accurate address and other contact details for every teacher on the register. Check your details are correct by signing up for a MyGTCs account at [www.gtcs.org.uk](http://www.gtcs.org.uk) or calling Kate Adams, Customer Services Coordinator on 0131 314 6080, [kate.adams@gtcs.org.uk](mailto:kate.adams@gtcs.org.uk)

### REMEMBER

Remember, if your details are incorrect you could be removed from the register, becoming unable to teach.

### Glow

## Future development of Glow

Education Secretary Michael Russell has appointed the Chief Scientific Adviser Professor Muffy Calder to convene a group to consider the future development of the schools' intranet 'Glow'. The group will draw on the experience and expertise of end-users and educational technology experts to scope the future of Glow.



## Curriculum for Excellence

The voice of teachers has been essential in shaping the development of support for Curriculum for Excellence in the next year. As Scotland returns to school for the 2012-13 session, teachers and education professionals can expect a range of support from Education Scotland, SQA and other national bodies, throughout the academic year that will help the on-going implementation of Curriculum for Excellence.

Among these materials will be the publication of web-based course materials covering all new National 4 and National 5 qualifications. These course materials will be published on the Education Scotland website and in some cases on Glow in a phased approach through to April 2013. In addition, throughout the year, further editions of the CFE Briefing will be published on the Education Scotland website and printed copies will be distributed to schools and centres.

While this range of materials – produced by practitioners for practitioners – is aimed at education professionals, there will also be information updates available for parents throughout the year.

Education Scotland will publish in August further advice and guidance to support the new NQs as well as publishing a list by subject and curriculum area with direct links for all support materials produced over the last year to support Curriculum for Excellence. This list will also include details of further support materials and events planned for this year.

### CFE Briefing Series

- Progress and Achievement
  - Profiling and S3 Profiles
  - Interdisciplinary Learning
- August - September 2012  
[www.education.scotland.gov.uk](http://www.education.scotland.gov.uk)

- Further Advice and Guidance for NQs
  - List of support materials and events
- all available from August 2012  
[www.education.scotland.gov.uk](http://www.education.scotland.gov.uk)

Web-based course materials  
For National 4 and National 5 qualifications.  
Available from December 2012 - April 2013.  
[www.education.scotland.gov.uk](http://www.education.scotland.gov.uk) and Glow

### Assessment Support Materials

For every course from National 2 to National 5. Available in October 2012, February 2013 and April 2013.

[www.sqa.org.uk/curriculumforexcellence](http://www.sqa.org.uk/curriculumforexcellence)

Subject specific events, hosted by SQA from October 2012 - March 2013.  
[www.sqa.org.uk/curriculumforexcellence](http://www.sqa.org.uk/curriculumforexcellence)

SQA is developing assessment support materials for every course from National 2 to National 5. The first package of Unit assessment support will be available at the end of October and further packages will follow in February and April 2013.

Each package of Unit assessment will provide practitioners with materials that cover the requirements of the Course. It will also provide information on how to gather evidence and make assessment judgements. The materials will be ready to use but centres are also free to develop their own assessment packages. The Unit assessment support will be published in a secure, electronic format.

Over and above this, there will be a number of support events for teachers up and down the country, staged by the partner organisations responsible for Curriculum for Excellence. These will address the implementation of subject-specific qualifications and challenges that were highlighted during inspections, visits and the recent national audit carried out by Education Scotland in the Spring of 2012.

All of these support activities are designed to complement ongoing and planned work by education authorities, schools and departments throughout the country.

While all of this activity is already planned, there is sufficient flexibility in the programme to provide further ongoing engagement, support and practical guidance in specific areas that may surface as needing extra attention throughout the year.

This list is not exhaustive and GTC Scotland does not endorse any event included. To promote your event to every registered teacher in Scotland, call Claire Stebbing: 0131 561 0024



### Teach Overseas in International Schools

- UAE
  - Malaysia
  - Indonesia
  - Kuwait
  - China
  - Kazakhstan
  - Qatar
  - and many more
- Teachers abroad enjoy great benefits such as tax free or low tax salaries, free housing, flights and bonuses. Teachanywhere is the largest bespoke international education recruitment company in the world, staffed mainly by ex-teachers and our services are free to teachers. Why not find out what the world has to offer? Register online for free job mailers, send your CV to [teacher@teachanywhere.com](mailto:teacher@teachanywhere.com) or ring 0208 788 8663

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Scotland's Colleges

Education Scotland  
Foghlam Alba

A · D · E · S

SQA

smarter  
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SCOTTISH GOVERNMENT



## In my view

David Drever, Convener, GTC Scotland

# For every hello, there's a goodbye

If the summer break is becoming a forlorn memory, then the hectic school days of June before the holidays are well and truly relegated to the distant past.

This year's batch of retirees are finally, and officially, gone. Their promise to be thinking about us in August is now outdated and forgotten; they have clocked off and the rest of us have moved on, albeit with the memory of retiral speeches and end-of-term

parties. These retirement celebrations are a mixed bag and the speeches often employ humour and banality in equal measure. They are an

opportunity for the speechmakers to settle old scores, grind familiar axes and sing praises in due measure, all in an atmosphere of mutual indulgence. Often the most wildly embarrassing school experiences

are nostalgically transmuted into funny anecdotes by the magic of hindsight.

We had a run of retirements in my school back in June and staff were entertained by speeches, poems, songs (with piano accompaniment) and a short film, all of which either celebrated the retiree's career or were that teacher's farewell to colleagues. Many of the excellent jokes were aimed at the Curriculum for Excellence – an easy, slow-moving and popular target.

Retiring teachers were congratulated on their escape from the horror to come, and in turn they commiserated with the rest of us who had to stay and thole it. It was very good entertainment, combining humour with a sense of togetherness in adversity.

It seems to me that it has always been thus. It is the prerogative of the retiree to cast what is often a cynical, or at least

a weary eye, over current developments, while smiling fondly at past successes and pleasures. I've no doubt that it is an entitlement well earned over the course of a teaching career that will have gathered up considerable wisdom and experience.

Yet this perspective is rarely shared by those who are looking down the other end of the telescope – the more recently qualified teachers.

They are often tolerantly puzzled when more experienced colleagues get exercised by new developments which seem to them to be simply a matter of course, rather than iconoclastic dismissal of all that has gone before.

So, our farewells have been said (months and months ago it seems) and a welcome has been given to our new teachers. I hope they – and you – have a good year's teaching. On we go!



## Creativity

# Thinking outside the box

A "Festival of Dangerous Ideas" this summer encouraged Scotland's colleges and universities to think differently about future of education.

The festival, held at The National Museum of Scotland in Edinburgh, brought together staff and students from higher and further education and community and arts organisations. It created a platform for exploring risk-taking, dangerous thinking and creativity in education.

Curator Karen Lawson said: "There are huge changes ahead for education in Scotland – especially in our college sector. The Scottish Government's regionalisation strategy means we will all have to think differently about how we provide education and how we tackle serious issues such as youth unemployment."

Also speaking at the festival was NUS Scotland President Robin Parker, who shared one of his dangerous ideas with delegates: "I think too often students are consulted on, rather than involved in, decision making. That means that student involvement is actually peripheral.



It's a tinkering around the edge rather than something much more meaningful.

"I'm a big fan of the co-operative movement, where those who deliver the service and those who benefit from the service own the

organisation. What if we applied that to colleges? What if students were involved in the really crucial decisions? What if they took them? Like appointing the Principal? Deciding what the Principal is paid? Deciding how courses would be assessed?

"Would that make colleges more successful and more recognised or would it all go horribly wrong? I think I'd be willing to give a lot of that a go."

The self-titled 'Real' David Cameron Education Director at The Real David Cameron Ltd, told the audience he blamed bureaucracy and conformity for the (education) sector taking a stereotypical approach, adding: "Many ambitious concepts and ideas are being compromised at the implementation stage. Scotland is simply too cautious when it comes to change. We're all guilty of being entrenched in habit."

Look out for our exclusive feature with the Real David Cameron in the next issue of *Teaching Scotland*.

## VSO

# Volunteers required

International development charity VSO is still looking for skilled Scottish educational professionals to volunteer in some of the world's poorest countries.

The charity works in 37 countries and demand for educationalists has increased this year as developing nations witness first-hand the positive long-term impact VSO volunteers can bring.

Those who take up the challenge will find themselves giving thousands of children a better start in life by improving the quality of education and teaching practice in countries from Cameroon and Nepal to Ethiopia and Uganda.

The charity urgently needs to recruit more than 200 primary school teachers, headteachers, deputy headteachers and education managers who can start this year and into 2013. VSO also needs English language teachers/English as a foreign language-trained teachers. The charity also has places for



secondary, early years teachers and special education needs.

Previously, most volunteers needed to commit 18 months to two years in their post. However, VSO can offer 12-month positions, which the charity hopes will make volunteering more accessible.

Brian Rockliffe OBE, director of VSO UK, said: "Knowledge sharing is a vital way to improve the lives of children and teachers in some of the poorest places in the world and an excellent opportunity to develop your own career."

To book a free place at VSO's upcoming events, visit [www.vso.org.uk/events](http://www.vso.org.uk/events)

## Exclusive online

# Check out our latest educational podcasts

### Place2Be

Jonathan Wood from the award-winning charity discusses the summer of sport and puts it in perspective against the olympic efforts being made continually to ensure our children meet their potential.

### Des Dillon

Scottish playwright, poet and teacher Des Dillon talks to *Teaching Scotland* about his experiences in the classroom and the success he's had outside the

classroom with his acclaimed play 'Singin' I'm No a Billy He's a Tim'.

### Values in People with WWF Scotland

Rosa Murray, Professional Officer at GTC Scotland, talks to Morag Watson, Senior Policy Officer for Education at WWF Scotland, about sustainability, values and the common cause.

### YDance

We talk to YDance, Scotland's National youth dance organisation, about their Olympic-themed dance courses, using Glow to teach dance and getting more boys involved in dancing.

[www.teachingscotland.org.uk](http://www.teachingscotland.org.uk)



## Postgraduate Studies in Religious Education at the School of Education, University of Glasgow

There is an increasing international interest in the influence of religion in national and global contexts. Immigration, globalization and shifting conceptions of the nature of education all influence the role of Religious Education and worship in contemporary Scottish schools. The interface between religion, education and culture offers many interesting areas for study. The University of Glasgow's new MEd pathway in Religion, Education and Culture enables participants to engage critically with the broad range of educational, philosophical and theological principles that underpin contemporary Religious Education and apply them to the classroom context.

The publication in 2011 of *This is Our Faith* offers teachers in Scottish Catholic schools a theologically robust syllabus for Catholic Religious Education. *This is Our Faith*, which has been approved by the Holy See and is integrated within the broader framework of the *Curriculum for Excellence*, serves as a reminder of the unique underpinning principles of Catholic Religious Education. To enable teachers to respond to the opportunities offered by *This is Our Faith*, the School of Education offers a new 20 credit Masters level course entitled 'Curriculum Leadership in Catholic Religious Education.' This course offers all teachers in Catholic schools an opportunity to deepen their own theological knowledge, to engage critically with selected aspects of the Catholic intellectual tradition and develop classroom practice in the light of this.

For further details on these options please contact the Programme/Course Leader Leonard Franchi: [Leonardo.Franchi@glasgow.ac.uk](mailto:Leonardo.Franchi@glasgow.ac.uk)

To apply for either the MEd or the *Curriculum Leadership in Catholic Religious Education* course, please contact the Programme/Course Secretary, Denise Porada: [Denise.Porada@glasgow.ac.uk](mailto:Denise.Porada@glasgow.ac.uk)

The University of Glasgow, charity number SC004401

[www.glasgow.ac.uk/schools/education](http://www.glasgow.ac.uk/schools/education)

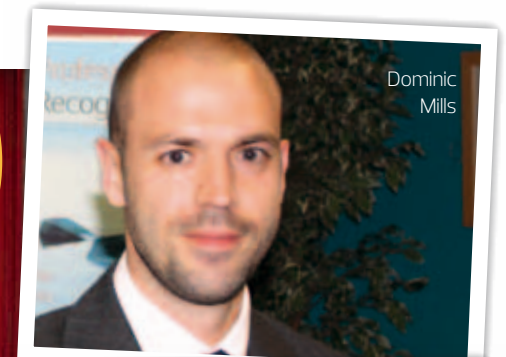




Teachers celebrated becoming qualified with staff from the General Teaching Council for Scotland

### SUPPORTING THE YEAR OF CREATIVE SCOTLAND

Des Dillon, playwright and author, spoke to the new probationers and read some of his recent poetry at the event.



Dominic Mills



Lauren Stien



Gary Rushworth

# 'Intense and life changing'

The National Probationer Event was a chance for newly qualified teachers to reflect on a worthwhile year of learning on the job

Newly qualified teachers from across Scotland were welcomed into the profession when they attended the National Probationer Event at Clerwood House earlier in the summer.

Thirty-two new teachers attended the event, representing the cohort of about 2,000 who became eligible to work in Scotland's schools from August 2012.

Teaching Scotland caught up with a few of those who attended the event to find out a bit more about the highs – and lows – of their probationary period:

**Teaching Scotland (TS):** So, you've come to the end of your probationary period. What's your immediate impression of the experience?

**Dominic Mills, Craighead Primary School (DM):** The most challenging, demanding, but incredibly enjoyable year I have had. I can't imagine becoming an effective teacher without the probation year transition.

**Gary Rushworth, Woodfarm High School (GR):** Time has flown during my probation year and without doubt it has been the fastest nine or 10 months of my life.

**Lauren Stien (LS):** It was very intense and life-changing. I don't think I have ever worked as

hard or as many hours in my life. It was brilliant at times but horrendous at other times – sometimes even within the same day!

**TS: What are the main findings you would take from your experiences?**

**DM:** Be enthusiastic and get involved in as much as possible. Only by really getting to know your pupils can you identify and target their needs.

You never stop learning, especially from colleagues.

**GR:** Learning to manage time and prioritise is a big challenge for teachers and it is important to deal with each individual task as it comes along.

Continue to seek advice from experienced teachers and learn about best practice.

**LS:** Mostly that every day is different and you need to keep moving and improving – not to take the things that go badly too personally.

**TS: What was the highlight?**

**DM:** Getting to know the personalities in the class and recognising the progress within them.

The feeling of pride you get when someone praises one of your pupils or recognises their development.

**GR:** Seeing vast improvements in the learning of

individual young people, which is a huge incentive that you are an effective teacher. And securing a permanent job at my probationary school.

**LS:** Having pupils and their parents genuinely excited about the prospect of me staying on to teach them again the next year.

**TS: If you could change one thing about how you approached your probationary experience, what would it be?**

**DM:** Recognise earlier that you will never reach the bottom of your 'To do list', and to prioritise objectively.

**GR:** I would have spent more time over the summer, before probation year, reviewing school materials and creating and modifying resources to assist with teaching.

**LS:** I would try to assess the impact of everything and prioritise to be as efficient as possible. I would observe more teachers and lessons.

**TS: What advice would you give to people beginning their probationary experience?**

**DM:** Get involved wherever you can in as diverse a range of activities as possible.

Treat it like the period after your driving test,

it's the time when you learn how to become an effective teacher by learning from others and applying the skills you have learned.

**GR:** Keep on top of all CPD requirements from day one and work on forming a good relationship with your school regent and mentor.

Not every day goes great, so learn to accept that some days are bad days and put them to the back of your mind – all workplaces have bad days!

**LS:** Get to know as many people as you can – the personal relationships can be the saving grace when you start getting things all out of perspective. Adapt resources, where possible – chances are someone has made them already.

**TS: What would you say makes the perfect probationer?**

**DM:** Someone who is enthusiastic and willing to learn.

**GR:** Someone who is prepared to regularly reflect on their teaching and constantly seek to improve.

**LS:** Don't try to run before you walk – be humble, friendly and open. Be very reflective – keep working on evidencing and improving your practice. Get involved in as much as you can.





Supporting  
Year of Creative  
Scotland 2012

NATIONAL  
THEATRE  
OF SCOTLAND

# Making a show of education

At the National Theatre of Scotland, we call what we do “theatre without walls”. You’ll notice I didn’t say “what we are”, as you’ll find it difficult to get a consensus on what we are, because we constantly question, examine, explore, redefine and evolve what theatre is, what it can be, how we perceive it, describe it, make it and share it so that it is relevant to our ever-changing world.

Sometimes we hit on moments that give voice, shape and form to something we can’t define; we just know that it’s good, something that brought an audience to its feet or a classroom to a moment of revelation. At those moments, we can feel all the positive forces of theatre: the act of creativity, for example, or the act of sharing in a moment of discovery. The most tangible of those forces is transformation.

Whenever I ask teachers, in Scotland



## Simon Sharkey discusses the link between theatre and learning

and abroad, what education or learning is, I am struck by the similarity of the responses: there might never be a consensus, but there’s always an agreement that it’s constantly evolving, and at its heart is transformation. I’m made aware of the need to define and measure learning, to provide “responsible citizens, confident individuals, effective contributors”. I hear lots of talk about outcomes and endless discussions on how we measure attainment and achievement. But what

strikes me most is that as the learning profession strives for those definitions, measurements and systems, they are simultaneously and triumphantly creating those moments of “becoming” every day. This is the artistry of teachers.

In Scotland, the fundamentals of our approach to learning are based on the idea that where there is expectation (not knowing but feeling), we can educate; where there is aspiration (searching), we can enlighten; where there is ambition (stretching), we can empower; and where we are marshalling resources to communicate (seeking form), we can innovate. It strikes me that this is what teachers do, day in and day out: they educate, enlighten, empower and innovate. Teachers turn not knowing into knowing. In short, teachers are the inspiration for the future transformation of our youth. Artists have lots to learn from you and lots to share with you.

The American arts and education specialist Eric Booth, in his keynote speech at the 2010 Scottish

*Pictures courtesy of National Theatre of Scotland*

receive what we are offered – just as we can no longer offer learning through arranging learners in rows with text books and chalk boards reciting by rote. Of course, these forms still thrive, they can still grip us and move us, but there are new demands, competing means of sharing our world communally, new opportunities to immerse ourselves in the act of sharing in a moment that is transient, ephemeral. Audiences increasingly want a greater sense of autonomy within that process. Consequently, new forms and forums are created, along with new ways for audiences to share in the theatrical experience so that they become complicit (together) in the act and outcome of the “event”. Artists and audiences alike are breaking new ground and leading the way in new forms of engagement. At the same time, you teachers are breaking new ground and leading the way with a Curriculum for Excellence.

Scottish theatre punches above its weight in terms of world theatre. Scottish education is doing the same thing. I think education and learning are undergoing the same shift in demands and opportunities to lead in their field. The greatest of these opportunities is the Curriculum for Excellence. It’s an exciting place to play and we can both learn from each other’s journeys.

One of the ways we have been doing that is through our Transform project. Transform was set up six years ago with a bunch of brave pioneers from the teaching, theatre and corporate world. The National Theatre of Scotland, Learning and Teaching Scotland and ScottishPower Learning set up the project in order to test and prepare for the Curriculum for Excellence. Since then, it has evolved into a proven approach to delivering learning and art across the whole school by reaching out to communities. I’d like to take this opportunity to thank all the pioneers who leapt on board with me. They were extremely brave, tenacious, creative and inspirational leaders and are, in my opinion, the adventurers to follow in our pursuit of new frontiers in art and learning.

Learning Festival, described the difference between engaging in entertainment and art in the following way: “Entertainment affirms, it lets us know the world we are comfortable with is all right; art is everything outside of that.” Booth describes art as “things we care about”. These are not definitions, they are descriptions of the act of engaging in creativity. It is this act that I think brings teachers and artists together to share in the same purpose. The act of theatre, the doing of it, immersing yourself in it, is so close to the act of education and learning: in theatre you have an actor and an audience; in education, a teacher and a class. The text has been crafted in to a script, the lesson plan is so well-honed or so well-rehearsed that there is no need for it. The stage is set with lighting design, sound and costume; a classroom, gym hall or studio is a stage for learning. Metaphors guide your journey through an imaginary world so that you can emerge with a better understanding of the real world; you ask the class to abstract reality in order to learn about it.

Of course, good theatre, like good learning, is totally reliant on the contract between the artists/teachers and the audience/learners. What’s not so obvious is how much great theatre and great learning have to offer each other. The National Theatre of Scotland’s “theatre without walls” is a response to demands from artists and audiences to make theatre that is reflective and responsive to our world. The contract between artist and audience can no longer only be defined by two hours of sitting in a darkened auditorium where the curtain rises and falls and we passively

Go online for an exclusive feature from Eco Drama, and how they have been bringing theatre into the classroom.

[www.teaching-scotland.org.uk](http://www.teaching-scotland.org.uk)

Essentially, Transform is where artists, teachers and learners gather as equals to explore the stories that define and shape them, and in the process, they learn about all sorts of things that are relevant to life and the curriculum. Most importantly, they shape the culture of the school and the environment for learning while connecting with their community, and they contextualise their learning and storytelling in an immediate, visceral and evident way by sharing it through performance and installation. In short, teachers and pupils become actors, designers, writers, technicians, musicians, entrepreneurs, theatre artists, authors of their own learning and artistry and make a show with the community they sit within.

The stories we unearthed on our journeys have been inspirational. In Orkney, we created a narrative built on the need to leave the island so that you can return, renewed and reinvigorated by how the island has shaped you. We told this story by creating an immersive art installation and a play. The script, Mixer-Maxter, is now used in the Orkney drama curriculum. In Fife, we unearthed 100 different stories and told them through flashmobs, at festivals, in telephone boxes and hairdressers’ salons, down mines and in places of rural beauty. We even re-enacted the most famous football game the Pars ever played and performed it to an audience of thousands at Dunfermline stadium, with a commentary scripted by Greg Burke, writer of Black Watch. The script and DVD of these events now sit in every library in Fife.

In Thurso, our Olivier and Tony award-winning directors John Tiffany and Steven Hoggett took over the town and created a missing persons hunt where the discoveries about their own community were real revelations. In Elgin, we erected a Speigletent to house a fable based on the rumours that abound around the town. It was a carnival of incredible stories, shining a light on what brings us all together. In Barrhead, we took over the junior football ground and gathered a cast of more than 200 to tell their stories through song, dance and





football. In Aberdeenshire, we took over a night club to perform an Alice in Wonderland-style story about adolescence; in Aberdeen, we created a set with 16 different extreme experiences that audiences travelled through on foot – they were kidnapped, rescued from a fire, bullied in a prison, joined a TV quiz show, and performed on stage as part of Britain's newest pop band.

We were inspired by the creativity of all who made it possible. Pupils acted as stage crew or technicians and built their enterprise projects round the events, creating merchandise or being event managers and producers. Teachers found new material to weave into their lessons, making them immediate and urgent – there's no better way of learning about history than sharing it with those who have lived it; there's no better way of constructing a sentence or dialogue than to write a script or a programme note; there's no better way of learning to apply maths or graphic design than having to plan power circuits and stage trussing.

We have delivered more than 20 Transforms across the length and breadth of Scotland. Each one of them was different and resulted in completely unique experiences for all involved and their audiences. We are now being invited abroad to share our approach with artists and educators. It's a great adventure opening the possibility of a "Theatre of opportunity".

An independent review\* of the project in 2010 highlighted the fact that some of the schools attributed a rise in attainment to involvement in

## Imagine the future if we can harness the potential of all our learners, artists and audiences

Transform. Every Head Teacher who took the leap and championed time off from the timetable testified to the success of the project. I myself saw pupils take on self-directed learning and peer group study in order to balance the need for passing exams with the desire to be involved. Some of that testimony lives on the Education Scotland website at [www.educationscotland.gov.uk/resources/t/transformtoolkit/introduction.asp](http://www.educationscotland.gov.uk/resources/t/transformtoolkit/introduction.asp)

Here, you will find a comprehensive "toolkit" with hours of video, scores of downloadable PDFs and all sorts of advice and guidance on how to create your own Transform project.

Imagine the future if we can harness the potential of all our learners, artists and audiences as they emerge from the chrysalis of not knowing, searching, finding form as they explore the world of 21st-century possibility, where creativity and learning are recognised as the same thing. We would love to work with you in realising your ambition.

\*Evaluation of Transform, Brian McLaren, Sara Friel and Suzanne Munro, EKOS, April 2012

Simon Sharkey is the Associate Director of National Theatre of Scotland. Visit the Learn Department at [www.nationaltheatrescotland.com](http://www.nationaltheatrescotland.com)



Pupils working with National Theatre for Scotland

## One-stop shop for creative learning

Education Scotland and Creative Scotland have a shared commitment to advancing the creativity agenda in Scotland and supporting the development of a creative education system. They are supporting local authorities across Scotland to develop Creative Learning Networks (CLNs), which bring together all those with an interest in children and young people's creative learning to form new partnerships and to work together ensuring that young people are getting the best creative learning experiences and opportunities possible.

The CLNs are helping to build our capacity as a creative nation, encouraging collaborative working across the Education, Culture and Communities sectors, with a strong focus on the importance of creativity as a vital element across all areas of learning, aiming ultimately to build young people's confidence, achievements

and skills for future life and work.

CLNs bring together practitioners and creative partners, providing high-quality learning experiences, practical support and discussions on creative teaching, creative learning and the conditions in which they can flourish. A National Creative Learning Network (NCLN) has been established that consists of the lead local authority CLN contacts. This has a leadership role in driving the creativity agenda forwards and championing and advocating creativity in both formal and informal learning contexts.

As the one-stop shop to find these resources and creative partners, the Creativity Portal is your first port of call and has recently added a CLN Showreel with five case study films and more than 40 short film clips to support creativity across learning and teaching.

Among these is a range of Creativity In The

Classroom films, sharing brief moments of creative teaching from CLN, Early Years, Primary, Secondary and even from a Head Teacher's perspective. There are lots of ideas that practitioners can take inspiration from and range from computer games design, fantasy environments and pizza boxes to Harry Potter, storytelling and shipbuilding.

One of the most valuable things you will also find on the Creativity Portal is a route straight to your local CLN and contact details for your local CLN Co-ordinator, as well as many other creative learning contacts in your own Local Authority.

[www.creativityportal.org.uk](http://www.creativityportal.org.uk)



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# Learning to see

The digital age has revolutionised photography, from tablet devices to mobile phones. Colin Prior, international landscape photographer, looks at the educational benefits the wide availability of cameras can offer children

**“Whatever it grants to vision and whatever its manner, a photograph is always invisible: it is not it that we see.”**

Roland Barthes

In the late 19th century, the evolution of photography came about through the pursuit of committed amateurs who invested time, money and passion into their own experiments. As Europe emerged from the era of Romanticism, photography and the appeal of realism became the catalyst for documentary photography where the main objective was to create a good likeness.

By the early 20th century, photographers were beginning to experiment with creative techniques such as processing their negatives in specific ways and increasingly sophisticated printing techniques, which allowed them to express their own views of reality. Pioneering photographers such as Vittorio Sella and Ansel Adams were at the forefront of their time.

Ironically, up until the start of the 21st century, little had, in fact, changed in photography. Cameras had become more sophisticated and the latitude of sensitised materials and chemistry had become simpler and easy to use, but the process of making a simple black and white photograph had remained unchanged for over 100 years. At the same time, we had Xerox copiers capable of reproducing thousands of black and white copies in minutes. The introduction of digital cameras changed this overnight and suddenly photography was liberated – freed from the shackles that had confined it to the darkroom. Most recently, the evolution of mobile phone technology has given everyone access to photography via increasing sophisticated cameras and videos – photography has been finally democratised.



Above, top: Torridonian sandstone boulders, Loch Maree. Above: Colin Prior

Many of us, however, quickly discovered that owning a ‘fully automatic camera’ didn’t mean that we would necessarily take great photographs – often the reverse was true! If this were the case, camera manuals would be filled with enlightened photography rather than the line illustrations of a woman in a bikini with a beach ball, on how to frame a composition.

For the first time ever, cameras in mobile phones are providing children with unlimited

access to photography, which has empowered them to express their feelings about the way they see the world. With the aid of some basic tuition in composition, exposure and technique, their skills could be honed sufficiently to allow them to work on documentary projects, which would help them to develop their creative and communication skills.

When I look back at my first few years at school, I became aware of my passion for the natural world and was fascinated by wild birds and animals. During my career as a photographer, I have found a way to harness that passion and at the same time make a living, something I feel privileged to have been able to do. Using photography to document the relationship between the elements of the natural world has given me immense pleasure and also to many others who enjoy my work.

Increasingly, children are spending less time in the outdoors as technology, and the virtual experiences it provides, account for more and more of their time. Few have any knowledge of plants, trees, or birds species and this is just one subject where photography could be used to engage children by getting them to see what they had only previously glanced at. Photography becomes the conduit that connects them to the natural world and for good reason: because despite what they learn about the environment in school, they have little empathy with it. What message, in reality, does ‘the environment’ elicit when you have had minimal contact with it? In 30 years’ time, when confronted with an issue that concerns the environment, what knowledge and experience will that decision be based on?

The digital natives of this generation are the first to have access to photography as a documentary tool and I believe this should be used to nurture their innate curiosity of the world.

[www.colinprior.co.uk](http://www.colinprior.co.uk)

IN PARTNERSHIP WITH:



**SHUTTERBUGS GO WILD!**



Our nationwide photography competition – open to teachers, lecturers and pupils – is the chance to capture Scotland's beauty

As we journey through the Year of Creativity 2012 towards the Year of Natural Scotland 2013, we at Teaching Scotland have been working hard to find a way to link the two.

And here it is – Shutterbugs Go Wild!

We’re launching a nationwide photography competition that will let you flex your creative muscles, while celebrating natural Scotland.

We’re looking for photographs that capture Scottish nature – it’s as simple as that. It could be our great landscapes, our flora and fauna, or how nature and our urban spaces co-exist.

**To give everyone a fair chance, we’ve split the competition into three categories:**

- Primary school pupils
- Secondary school pupils
- Anyone registered with GTC Scotland.

Simply go to [www.teachingscotland.org.uk/shutterbugs](http://www.teachingscotland.org.uk/shutterbugs) for more information and tips from Colin Prior on how to take a great picture.

**The shortlist will be judged by a prestigious panel, chaired by Colin Prior, with each category winner receiving:**

- Primary school age – three of the latest electronic gadgets from VTECH, including a touchscreen tablet computer with a built-in camera
- Secondary school age – cutting-edge photo-editing software from leading publisher Serif
- Registered with GTC Scotland – a luxury break in the Western Isles Hotel, Mull – perfect base for capturing images of Scotland’s wildlife, plus photo-editing software.
- There will also be a special Chairman’s award!

Full details and terms and conditions are available at [www.teachingscotland.org.uk](http://www.teachingscotland.org.uk)

**Good luck!**



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## Partnership between national organisations and local authorities looks to support outdoor learning across the curriculum



# We're taking learning outside

An innovative partnership between national organisations and seven local authorities has been set up to support and embed outdoor learning (OL) across the curriculum.

They have been developing approaches to support teachers and local authorities since 2010, with some of the main focal points being two annual conferences, CPD events for teachers and practitioners, support for strategic OL groups, development of resources to support CfE, and innovative senior pupil residential opportunities in the National Parks in conjunction with residential CPD weekends for staff.

All aim to develop confidence and capacity and to overcome perceived barriers to outdoor learning, while highlighting the opportunities and support available with Scotland's National Parks.

Project development officer Alison Hammerton, a Geography teacher with 13 years' experience and now based at Education Scotland, co-ordinates each of these different elements and is bowled over by the dedication, skills, knowledge and enthusiasm of those who work hard to deliver quality OL experiences for their pupils.

On these pages, we introduce some of the key people involved and some of the projects taking advantage of the OL opportunities being offered by the partnership.

**Alan Smith, Outdoor Learning Officer – Cairngorms National Park Authority, John Muir Award Cairngorms Regional Manager**

Alan is the key Cairngorms NP

contact for educational opportunities. Working closely with Elspeth Grant (Educational Resources officer, CNPA) and Alison Hammerton (Education Scotland), Alan supports all John Muir Award activities and delivers Junior Ranger weeks, while also providing CPD, support and opportunities for OL to schools across the local authorities. A couple of examples of Alan's partnership work are provided below:

**Abernethy Nursery School** has established a curriculum approach which considers many aspects of discovering and exploring their local natural environment and sharing their experiences, leading to a group John Muir Award. The approach makes use of their location in the National Park and brings in expertise from local partners, such as rangers and storytellers, and is now in its third year of such an approach.

**Speyside High School** Higher Geography and Chemistry pupils have, over the last two years, taken part in the UK-wide MICCI project (Moorland Indicators of Climate Change Initiative, whereby pupils across the country contribute to data collection to monitor physical, chemical and biological change on peat moorlands in national parks).

**Grantown Grammar School** now has a well-developed interdisciplinary programme for S1 and S2 (Making Connections), which incorporates the John Muir Award at Discovery level (S1) and Explorer level (S2) for all pupils. A small number of pupils are given the opportunity to join a Junior Ranger week, working with ranger services to learn about, and experience, practical conservation, environmental education and a range of adventure activities. A number of those pupils then progress onto the International Junior Rangers' camp, which this year is being hosted in Slovenia and Northern Italy, and an exchange camp with the Bavarian Forest NP Junior Rangers.

[www.jmt.org/jmaward-home.asp](http://www.jmt.org/jmaward-home.asp)



**Margaret Young, P1-P3 teacher at Port of Menteith Primary School, Stirling**

Margaret's enthusiasm for outdoor learning is endless, as was her energy when she joined us for the first Outdoor Learning with National Parks teachers' residential CPD weekend at Loch Lomond Outdoor Centre in September 2011. Since then, Margaret has further developed the OL and Ecoschools status in the school, partly through opportunities for her own class and partly through running the weekly John Muir club. She has also been involved in an action research project for OL with the Centre for Rural Childhood, Perth UHI, looking at ways in which OL benefits the whole child and enhances their skills and experiences. The school regularly engages with the Loch Lomond and the Trossachs NP rangers and events, such as the Flanders Moss writers' project and the Lady of the Lake transition project as part of the NP's ScottsLand celebrations. This literacy and outdoor learning project took Sir Walter Scott's iconic poem as the context to support working in the outdoors and with the inspiration from the landscape, in partnership with a range of creative

artists. Short video clips and details can be found online at:

[www.educationscotland.gov.uk/sharingpractice/1/ladyofthelake/introduction.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tcm:4-596462-64](http://www.educationscotland.gov.uk/sharingpractice/1/ladyofthelake/introduction.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tcm:4-596462-64)

**Ruth MacDonald, HT, Echt Primary School, Aberdeenshire**

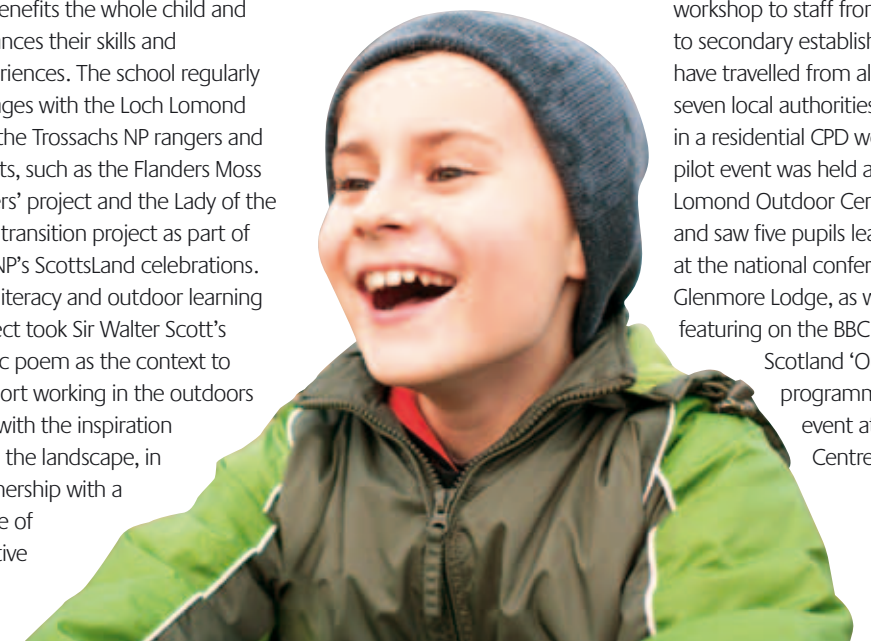
Ruth and her pupils in the small primary school have demonstrated a real commitment and enthusiasm through their innovative practices. Ruth, having been involved in the early stages of the project in establishing the OL group in Aberdeenshire (now chaired by Neil Morrison, Depute

HT, Westhill Academy), took the impetus of the Curriculum for Excellence through Outdoor Learning guidance and ran with it, buying hens for the school through which the pupils learned many skills and developed literacy and numeracy activities, using ICT and Glow to support their work. The pupils thoroughly impressed delegates in their workshop at the National Parks OL conference at Glenmore Lodge, including Michael Russell, Cabinet Secretary, explaining clearly all their learning opportunities with the hens.

**Senior pupil residential with the National Parks**

This year sees the second such event where we bring together S5 and S6 pupils from the seven partner authorities to a stunning location in the National Parks for a week of learning about leadership, environmental stewardship, personal development and gaining the John Muir Award. The pupils are challenged in various ways, not least by being put into mixed groups working with pupils from sometimes very different schools and environments. Over the week, through a blend of sessions with rangers and outdoor centre staff, they learn about such things as a 'leave no trace' approach to outdoor activities, environmental art, natural navigation, and the special qualities of the national parks. The pupils then share their learning by presenting a session or workshop to staff from Early Years to secondary establishments who have travelled from all over the seven local authorities to take part in a residential CPD weekend. The pilot event was held at the Loch Lomond Outdoor Centre at Ardlui and saw five pupils lead a workshop at the national conference at Glenmore Lodge, as well as featuring on the BBC Radio

Scotland 'Out of Doors' programme. This year's event at Abernethy Centre,







More articles and further contact details can be found online at [www.teachingscotland.org.uk](http://www.teachingscotland.org.uk). Alternatively, for more information you can contact Alison Hammerton, Education Scotland, 0141 282 5169 or [alison.hammerton@educationscotland.gov.uk](mailto:alison.hammerton@educationscotland.gov.uk). For information on the fantastic educational experiences available at both national parks go to [www.lochlomond-trossachs.org.uk](http://www.lochlomond-trossachs.org.uk) or [www.cairngorms.co.uk](http://www.cairngorms.co.uk)

↙ Nethybridge, is already fully booked and keenly anticipated.

### Across Scotland 2012, Colin Nicoll, Depute Head Banchory Academy

Most schools offer an activities week in June, but few set the challenge bar so high as Colin Nicoll at Banchory Academy, Aberdeenshire – who also sits on the Aberdeenshire OL group.

Colin challenges pupils to prepare physically and practically from the start of the year, and this year's Across Scotland challenge saw 13 pupils and four staff take on the challenge of a self-powered crossing from the west coast of the country to the east, a total distance of just over 300km. The pupils covered this distance by foot, mountain bike and open canoe

through some of Scotland's most fantastic countryside. The route took them from Kyle of Lochalsh (including a visit to Skye) up Loch Hourm, over to Fort Augustus and on to Aviemore via the Corrieyairack Pass, where they then descended the length of the River Spey by canoe, ending their eight-day journey in Spey Bay.

This is the fourth such trip by students at Banchory Academy as one of the activities offered as part of the activities week programme for pupils in S1-S3. The added bonus is that this year it raised more than £10,000 for a charity called Horseback UK, based in Aboyne. This brings the total raised for their chosen causes to £35,000.

Banchory pursues a variety of OL experiences. Claire Gillespie (Support for Learning) was one of the teachers involved in the

Teaching in Nature programme which used the expertise of National Nature Reserve managers in partnership with teachers to explore the possibilities and outcomes of learning in a local 'wild' place. Claire based her work for this, and other OL opportunities, around her Princes Trust XL group, requiring an inclusive approach for a wheelchair user, and was able to provide a fully active residential experience for all in partnership with Outward Bound Metro.

### Jim Downie, Ranger Team Leader, Loch Lomond and the Trossachs National Park

The ranger service is just one feature that makes Loch Lomond

and the Trossachs National Park so different from Cairngorms National Park, along with the marine element found in the fiords of the Argyll peninsula, the proximity to the huge urban populations of the Central Belt of Scotland and the romantic literature and art associated with the area, which led to the exponential growth in tourism.

Rangers work closely with schools and communities, and one way in which CfE has been embraced is through the Strachur Primary bird boxes project. Jim worked in partnership with the teachers and pupils at the school, and the authority Glow officer, to establish a live webcam in a birdbox he installed in the playground. Through this they were able to follow the hatching of the eggs and progress of the chicks, and through Glow engaged the imagination and passion of pupils and their families and fuelled a

range of literacy outcomes. The project this year has been extended to include a further six schools. Three of the schools – Strachur, Strone and Sandbank primaries – are working on a pilot to share more widely their learning outcomes and compare and contrast their local experiences through their Glow group. More information on how to set up a similar project can be found on the Glow cookbooks link in the online copy. All primary schools in the NP have had the opportunity additionally to be part of the phenology project – [www.educationscotland.gov.uk/sharingpractice/p/phenologyproject/introduction.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=cm:4-596462-64](http://www.educationscotland.gov.uk/sharingpractice/p/phenologyproject/introduction.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=cm:4-596462-64)

Jim, in his time as Learning Development Adviser for the NP, also gained an insight into outdoor learning in the Wadden Sea NP in Denmark through the recent SCIPD visit for teachers and practitioners.

🔍 Glow cookbooks: [cookbooks.glowscotland.org.uk/blog/2010/06/25/strachur-birdwatchers/](http://cookbooks.glowscotland.org.uk/blog/2010/06/25/strachur-birdwatchers/)

## Jordanhill in the heart of the city

The University of Strathclyde's School of Education is open for business in the heart of the city on the University's John Anderson Campus.

The move from the Jordanhill Campus is part of a £38M investment package to provide state of the art teaching and study facilities.

Staff are now located in the newly refurbished Lord Hope Building which is adjacent to the University's Andersonian Library and accessible from Cathedral Street.

Our brand new Curriculum Centre can be found on level 5 of the Curran Building where students, partners and staff will have access to the largest collection of primary teaching resources in Scotland.

As the largest provider of initial teacher training in Scotland we are proud to carry forward the lasting legacy of Jordanhill and will continue to be known internationally as a place of teaching and research excellence.

We pride ourselves in the relationships we have developed through collaborative working with schools, local authorities, Government and the students we teach. We look forward to welcoming you to our new home.



### CPD Event

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**Thursday 6 September 2012, University of Strathclyde**

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4.30pm – 5.30pm	Taking your professional development further
6pm – 6.30pm	Wine & networking

### Register Now

To register for this event or to find out more about our courses call now on 0141 444 8100 or visit our website [www.strath.ac.uk/ed-gtc](http://www.strath.ac.uk/ed-gtc)

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curriculum for excellence





Pilots put in place to gather information about the practical operation of Professional Update and how it will support teachers

# Strengthening foundations

GTC Scotland has launched Professional Update pilot programmes in three local authorities, an independent school, and a university.

North Lanarkshire, East Renfrewshire and Perth and Kinross Councils will run pilots in two school clusters in each authority, involving teachers from the early years, primary, secondary and special sectors. In addition, The Erskine Stewart's Melville Schools will run a pilot for the independent school sector, while the University of the West of Scotland will do the same for the higher education sector.

Gillian Hamilton, Head of Educational Services at GTC Scotland, said: "The pilots will gather information about the practical operation of Professional Update and how it will support teachers."

"Throughout the pilots we will be working with all involved to learn, evaluate and adapt the scheme to ensure it gives teachers maximum support, without burdening them with additional paperwork and processes."

To this end, Gillian and the team at GTC Scotland will validate the Professional Review and Development (PRD) and Continuous Professional

Development (CPD) systems currently used by those taking part in the pilot.

Gillian explained: "By doing this, we can make sure the existing infrastructure works well and is robust. This means significant changes or additions will not need to be made to accommodate Professional Update."

"The approach is to strengthen the foundations of existing systems if necessary, not build additional structures on top of them."

Perth and Kinross Council went through the validation in June. Jean Cessford, Service Manager - Support for Staff of Education & Children's Services at the council, described the process as vigorous and thorough, but immensely helpful. She said: "Education and Children's Services in Perth and Kinross Council has recently taken part in the first validation of the Professional Update for GTC Scotland. This involved 28 teachers from all stages of their careers taking part in discussion with panel members from GTC Scotland."

"The approach of the panel was challenging, rigorous and reassuring. All aspects of the review process were considered and affirmation given for

the positive work that is on going but also pointers for future development to ultimately make Professional Update a successful support for all teachers."

This phase of the pilot will run until June 2013, during which time representatives from GTC Scotland will be in continual contact with those involved. Feedback and learnings will be used by the Professional Update Working Group to make any necessary changes to the scheme, before a wider pilot is carried out in the following academic year.

Gillian stressed that this approach is fundamental to the entire scheme. She said: "This is not a top down policy being imposed on local authorities and teachers. We are working extremely hard to make sure this is a scheme developed by practitioners. This is the best way to make sure it will support the teaching profession long term."

While those conducting the pilots are most actively involved at this time, there are opportunities for the wider profession to become more informed and involved. A dedicated website with detailed information on the scheme has been created and is regularly updated as the pilots progress: [www.gtcs.org.uk/professional-update](http://www.gtcs.org.uk/professional-update) The team is also willing to come and speak to local authorities and schools and answer any specific questions.

Meantime, Gillian is encouraging all teachers to use this opportunity to review their own PLD and CPD arrangements, and think about how Professional Update could help improve and support these in future.

There will be a further consultation on Professional Update following the completion of the pilots.

## Taking up the challenge

GTC Scotland was tasked by the Scottish Government with introducing a scheme of professional review and development for teachers. The working title for this is 'Professional Update'.

We held a consultation on our proposal for

the scheme between 1 Feb 2012 and 12 Mar 2012. Responses can be viewed at [www.gtcs.org.uk/consultations](http://www.gtcs.org.uk/consultations)

Pilots will run through 2012 and 2013, the results of which will be used to finalise the scheme.

We have created a Professional Update FAQs page to assist you with any queries you currently have. Go to [www.gtcs.org.uk/professional-development/professional-update.aspx](http://www.gtcs.org.uk/professional-development/professional-update.aspx)



In the next issue of Teaching Scotland, we will speak in more detail with the local authorities involved in the pilot so that they can share their experiences and observations.

## Working Group on the case

In order to look carefully at the issues around Professional Update, GTC Scotland set up a Working Group. This group includes representatives from:

- Educational Institute of Scotland
- Scottish Secondary Teachers' Association
- GTC Scotland
- National Association of Schoolmasters/Union of Women Teachers
- Association of Directors of Education in Scotland
- HM Inspectorate of Education
- Association of Headteachers & Deputies in Scotland
- Scottish Parent Teacher Council
- National Parent Forum Scotland
- Scottish Government School Leaders Scotland (SLS).

The Working Group spent a great deal of time liaising with other members of the educational community, listening to concerns and seeking balanced, sensitive and practicable ways forward.

The Working Group identified the key purposes of Professional Update as:

- To maintain and improve the quality of our teachers as outlined in the relevant Professional Standards and to enhance the impact that they have on pupils' learning.
- To support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland.



Thanks to a pioneering service run by the Hospital Outreach Teaching Service, teenage mums are being helped to continue their education

# A bright future for young mums

Whatever your age, becoming a parent can be a daunting thought, but for a number of teenage girls who fall pregnant during their school years, it can seem like any future they had mapped out for themselves is gone.

However, through the Hospital Outreach Teaching Service (HOTS), a teacher is working with pregnant teenagers and young mums to allow them to continue in the education system and give them more opportunities so they can provide a better future for themselves and their babies.

The Young Mums' Unit, based at Wester Hailes Education Centre (WHEC) is Edinburgh's facility for pregnant schoolgirls and teenage parents and owes its success to the partnership between the centre and HOTS. There are 15 places available for girls from any school in Edinburgh to enable them to continue in mainstream education while their children are looked after in the centre's crèche.

Outreach teacher in charge at the unit, Evlyn Macleod, started her career as an English teacher in 1976. She has worked at the centre since 1994 and has seen many girls pass through the doors.

Evlyn's role in the Young Mums' Unit is more as a facilitator, managing the overall development and wellbeing of the girls. She tries to help the girls in whatever way she can, whether by negotiating a timetable to suit their needs or helping with homework and revision.

She organises antenatal and baby massage classes to be delivered in school by a National Childbirth Trust trainer and arranges information and advice sessions across a range of subjects, from sexual health to safety in the home and infant feeding. She also keeps in touch with

**“When the young mums come here, they can find real support and help from teachers, as well as the other girls”**

the significant people in the girls' lives, both family and professional.

Evlyn explained: “This centre is a wonderful place for the girls to continue in education. It gives them the same opportunities as other girls their age and allows them to have their babies cared for at the same time.

“Some of the girls come from care situations or from circumstances that haven't been as supportive as would be ideal.



Evlyn Macleod has seen many success stories come out of the Young Mums' Unit



“When they come here, they can find real support and help from teachers, as well as the other girls. Staff within WHEC understand the extra demands the girls experience and do their best to help them succeed.”

Evlyn finds the experience to be a very rewarding one that allows her to watch the girls grow into responsible, functioning adults and more importantly dependable, caring parents who can provide a bright future for their children.

Those attending the unit work to a reduced timetable in the school that is tailored to their specific needs. The provision includes a taxi to pick the girls and their babies up in the morning and drop them home after school. If for some reason the girls are not able to make it to the unit, then one of the outreach teachers can

## “The unit helps to give the girls a real awareness that this is an opportunity for a fresh start for them and their baby”

provide work to take to them at home to ensure they don't fall behind.

Evlyn added: “The unit has helped many girls who have come from a disadvantaged and unsupportive background and they have benefited enormously from being encouraged.

“It helps to give them a real awareness that this is an opportunity for a fresh start for them and their baby.”

The HOTS programme at Wester Hailes has enjoyed successful results, with a number of girls going on to Further or Higher education.

Evlyn said: “This year, two of our girls have conditional offers to go to university and one of the girls is going on to do a technical course in textile design, fashion and costume at college.

“Whatever her ability, each of the girls recognises the benefits that education can bring and has aspirations for her child too.

“During a really trying time for the girls, they have continually managed to impress me. In the main, they make good mums and just want to do well for themselves and their baby. They don't want to be in that category of no education or qualifications, living off benefits. They want to have the same qualifications as everyone else and the partnership here between HOTS and WHEC allows them to achieve that.”



Naomi Smith, pictured with daughter Nina and Evlyn Macleod, is planning to study fashion at college after joining the Young Mums' Unit

## Case study: Naomi Smith

Naomi joined the Wester Hailes Education Centre when she was 15 years old and 30 weeks' pregnant with her daughter Nina.

Two years later, she is sitting her second lot of Higher exams and has a guaranteed place at Telford College in September to study a course in fashion, costume and textiles.

Naomi said: “I was moving to the Young Mums' Unit from James Gillespie's and I was very nervous about it because I didn't know anyone and I didn't know the area.

“I came for an interview and to see the place with my mum. It was totally different from what I expected. After my first visit, I knew I wanted to attend the unit – I knew it was the best option for me.”

Naomi also spoke about how she felt the unit had helped her.

She said: “It's helped me masses, not just with my education, but with trying to be a good mum.

“It was great to have other young mums to speak to and to know that I could visit Nina in the crèche at break times.



Naomi Smith and her young daughter Nina

“Evlyn is lovely and very supportive – it's good to know that there is one person just for us who is always there, as opposed to lots of different teachers coming in and out.”

“The education side of it was invaluable to

me. There would have been no way I could have done this anywhere else. I don't know what I'd have done without it and I am so grateful to have been able to attend the Young Mums' Unit.”



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In addition, exciting events are

run throughout the year, which every teacher needs to add to their school timetable: the forthcoming Four Nations Maths Challenge, 13-14 November 2012, and the World Education Games, 5-7 March 2013. Scottish schools have competed extremely well in these events in the past – in fact, the current world champion is from a school in Glasgow.

CPD training by qualified teachers can also be arranged by emailing customer service and requesting a free two-week trial.

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E: cpd@uws.ac.uk  
W: www.uws.ac.uk

### SSERC

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\*Taken from the external evaluation report 'SSERC's Support for Science Education in Scotland through CPD' by SCRE at The University of Glasgow.  
T: 01383 626070  
E: sts@sserc.org.uk  
W: www.science3-18.org

### University of Aberdeen

#### School of Education

Programmes available include: MSc in Leadership in Professional Settings, MEd in Advanced Professional Studies, MEd in Enhanced Professional Practice, MEd in Inclusive Practice, MSc in Personal Centred Counselling, PG Cert in Early Years Education  
T: 01224 274578  
E: educpd@abdn.ac.uk  
W: www.abdn.ac.uk/education

### University of Stirling – School of Education

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E: laura.adam@stir.ac.uk  
W: www.ioe.stir.ac.uk

### European School Heads Association

#### Connecting Leadership Conference

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T: 0845 260 9959  
E: gwebster@ahds.org.uk  
W: www.esh2012scotland.com

### Education Scotland

#### Online CPD from Education Scotland

- CPD Communities on Glow <http://bit.ly/cpdcentral>
- CPDFind – national database [www.educationscotland.gov.uk/cpdfind](http://www.educationscotland.gov.uk/cpdfind)

- Journey to Excellence [www.journeytoexcellence.org.uk](http://www.journeytoexcellence.org.uk)  
T: 0141 282 5000 E: enquiries@educationscotland.gov.uk  
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### Earth Science Education Unit

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### University of Strathclyde

#### School of Education

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T: 0141 444 8100 E: haccourses-edu@strath.ac.uk  
W: www.strath.ac.uk/humanities/schoolofeducation

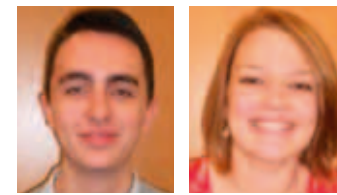
This is a paid-for listing and as such is not exhaustive. GTC Scotland does not endorse any goods or services advertised

## CPD Society builds skills

The Continuing Professional Development in Education Society at Strathclyde University was set up and developed by students across four-year BEd (Hons) Primary Education course.

It is a cross-sector and career stage society that offers opportunities to collaborate and discuss learning and teaching practices, approaches to personal and professional development and wider educational issues with teachers, advisors, academics and all those involved in working with children and young people.

Two student teachers, Paul Campbell and Susan Liveston, set up the society as they both felt there



The CPD Society was the brainchild of Paul and Susan



was a gap in their knowledge and experience that they wanted to fill.

Despite the excellent quality of their teacher education

experience they felt their learning and development was their responsibility. And so the CPD Society was founded.

The difference was that the society was not just about student teachers, but involved a wide-ranging network of professionals from across the education spectrum and beyond. This helped build their repertoire of experience, tools, strategies and ideas that influence their practice in the classroom and their wider professional role immensely.

The networks built and the skill developed were sustainable and would have a long-lasting impact. Having founded and developed the society, Paul and Susan have now handed over the reins to other student teachers.

They now aim to build on their skills and knowledge gained from the experience of the society and taking part in the professional development they facilitated through it; continuing this commitment to career-long professional development throughout their induction year and beyond.

Teaching Scotland and Teaching Scotland online will follow both graduates as they make their way through their first year of teaching 2012/2013, through their classroom experiences and CPD opportunities

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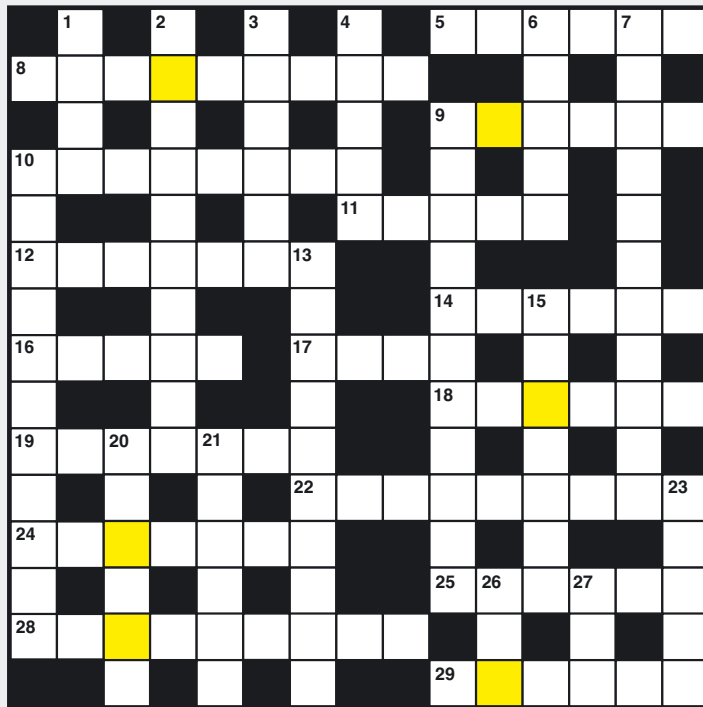
# Prize Crossword

## Across

5. And 10 Down. Music festival, a significant part of the Year of Creative Scotland 2012 (6,11)
8. One of the winners of Scotland's Creative Place Awards 2012 (2,7)
9. Scotland's 2012 Wimbledon finalist (6)
10. Martin Scorsese's 1991 thriller starring Robert DeNiro (4,4)
11. Creative Writing element of the Higher English course (5)
12. Diapers (7)
14. The Creativity \_\_\_\_\_, an online resource that brings culture and education together (6)
16. And 25 Across. Scottish poet whose poems include 'In The Snackbar' and 'The Death Of Marilyn Monroe' (5,6)
17. Close to (4)
18. Acquire (6)
19. Rattigan, whose plays include 'The Winslow Boy' and 'The Browning Version' (7)
22. Very exciting (9)
24. Greek magnate who married Jackie Kennedy (7)
25. See 16 Across
28. Young plants (9)
29. Mary, Queen of Scots married the Dauphin of \_\_\_\_\_ in 1558 (6)

## Down

1. Europe's most active volcano (4)
2. An entrepreneurial aspect of Scottish education (10)
3. The 2004 Olympic Games were held in this country (6)
4. \_\_\_\_\_ star, a star of relatively small size and low luminosity (5)
6. Passage of music performed in a slow and dignified way (5)
7. Faculty required to perform in a creative manner (11)
9. Mistaken use of a word to unintentionally amusing effect (11)
10. See 5 Across
13. Lewis Grassic Gibbon's creative masterpiece (6,4)
15. US snake (7)
20. Eddi, the great performer of Robert Burns in song (6)
21. Lie comfortably (6)
23. Spirit of Arabian folklore (5)
26. Kath Grainger's sports equipment (3)
27. Alcoholic spirit flavoured with juniper berries (3)



## Question...

What you should be photographing for Shutterbugs Go Wild! (see page 17 for a clue...)

## Terms and Conditions

Entrants must be aged 18 or over (employees or agents of GTC Scotland, their families or anyone connected with the promotion are not eligible to participate). Entry constitutes your acceptance of these rules. The promoter reserves the right to alter, amend or withdraw these terms and conditions or the prize draw without prior notice. Only one entry per person. The draw is governed by Scottish law and by entering you submit to the exclusive jurisdiction of the Scottish Courts. Five winners will be selected at random. The prize consists of one pair of tickets to one performance of Great Expectations, at a date and venue to suit the winner (subject to availability). The prize does not include travel to and from the sites or hospitality at the venue. You will be sent the tickets in the week prior to the event taking place. Winners (and their guests) agree to be bound by the terms and conditions of the tickets when attending the event. We will draw the winners at random from the entries submitted. The date of the draw is 1 October 2012. The winner will be notified by telephone on the day of the draw and you must respond as directed within 24 hours of receipt of the call, otherwise we reserve the right to re-allocate the relevant prize. The judge's decision is final and binding and no correspondence will be entered into. Prizes are non-refundable and non-transferable. There is no cash alternative. The promoter cannot and does not accept any responsibility for late or lost or corrupted entries due to any viruses, delays or failures in transmission, failure of software or hardware or telecommunications networks, nor for any other circumstances beyond the control of the promoter. All lost, damaged or incomplete entries will be deemed invalid. Proof of entry shall not be proof of delivery or receipt.

## Back by popular demand!

For this academic year, we're reintroducing the ever-popular prize crossword.

To celebrate this, we have an extra special prize this issue: five pairs of tickets for a brand new production of Great Expectations, which is touring the UK this autumn!

For your chance to win a pair, complete the crossword and answer the question above.

Simply send your answer, along with full contact details and your preferred date and location to attend the play, to [editor@teachingscotland.org.uk](mailto:editor@teachingscotland.org.uk) before 30 September 2012.

Goto [www.greatexpectationstheplay.com](http://www.greatexpectationstheplay.com) for further details, including dates and venues.



## Great Expectations

Graham McLaren's lavish, spectacular and unashamedly theatrical show brings some of the most memorable characters ever created to life. The beautiful, chilling Estella, the terrifying convict Magwitch, the manipulative lawyer Jaggers,

the tragic, mysterious Miss Havisham and Pip with his 'great expectations'. Jack Ellis has starred in many television classics, including Coronation Street, Prime Suspect and Bad Girls. He is joined by Chris Ellison, who is best known as DI Frank Burnside in The Bill.

[www.greatexpectationstheplay.com](http://www.greatexpectationstheplay.com)

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email:  
[lynnegrant@uws.ac.uk](mailto:lynnegrant@uws.ac.uk)  
or email: [cpl@uws.ac.uk](mailto:cpl@uws.ac.uk)

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