

Improving Scottish
education

**Education Committee of the
Danish Parliament
August 2008**

**Graham Donaldson
HM Senior Chief Inspector
HMIE**

Bilag 1

HMIE
improving Scottish education

OUR MISSION

HMIE's core objective is to promote improvements in standards, quality and achievement for all learners in a Scottish education system which is inclusive



Improving Scottish education

Graham Donaldson
HM Senior
Chief Inspector



Directorate 1
Kenneth Muir
HM Chief
Inspector

Early education;
Independent
schools, including
grant-aided;
Registration
inspections of
mainstream school
care
accommodation;
Independent and
local authority
school hostels.
Human Resources;
Diversity and
Equality.
Lay Members,
Associate
Assessors and
Assistant
Inspectors;
Good Practice
policy/strategy.



Directorate 2
Chris McIlroy
HM Chief
Inspector

Primary education.
Curriculum for
Excellence,
including
enterprise, health
and nutrition;
Healthy Working
Lives.
Self-evaluation;
Stakeholders;
'Healthier'
government
priority.



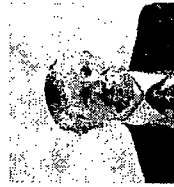
Directorate 3
Frank Crawford
HM Chief
Inspector

Secondary schools;
Education Authority
day special schools;
Education Authority
all-through Schools.
Assessment/
Qualifications;
Citizenship;
Discipline;
Support for Pupils;
Gaelic ;
Schools of
Ambition;
ICT;
Research;
Overarching
framework;
ASN
appeals/tribunals.
Educational futures,
Journey to
Excellence.



Directorate 4
Wray Bodys
HM Chief Inspector

Colleges;
Teacher education;
Prisons education.
Vocational education/
skills-related
provision.
Inspection and
reporting;
Response to Cedar;
Agency planning;
Educational statistics;
'Fairer and Wealthier'
government priority.



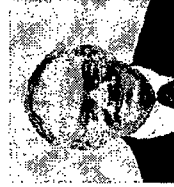
Directorate 5
Annette Bruton
HM Chief
Inspector

CLD;
INEA;
Psychological
services;
School follow-
through;
IRVOL.
Leadership;
Inclusion;
'Safer and
Stronger'
government
priority.



Directorate 6
Neil McKechnie
Director

Children's
Services (Joint
inspections);
Child Protection;
Residential,
special and secure
accommodation.
Development of
children's services
inspections and
self-evaluation;
Safeguarding;
Care and welfare;
Vulnerable
children.
Inclusion;
'Safer and
Stronger'
government
priority.



**Corporate
Services
Directorate**
Stuart Robinson
Director

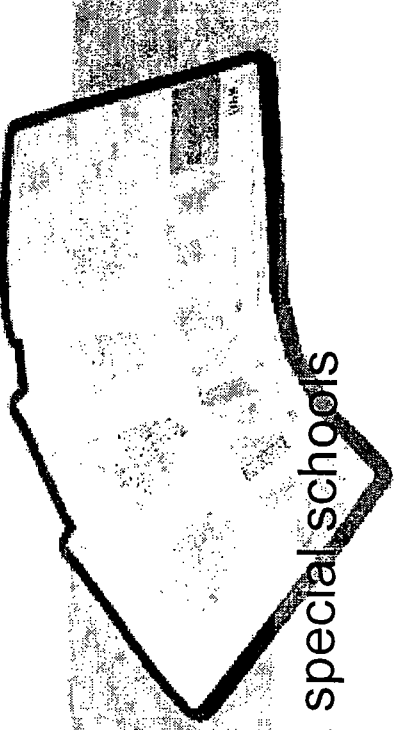
Administration for
all programmers.
Communications;
ICT;
Risk Management;
Business planning;
Environmental;
Finance;
Collection and
analysis of
statistics;
Facilities &
Estates.
Best Value;
Charter Mark;
'Greener'
government
priority.



HMIE

improving Scottish education

HMIE INSPECT AND REPORT ON:



- ⇨ pre-school centres & primary, secondary & special schools
- ⇨ community learning and development
- ⇨ Further Education colleges
- ⇨ initial teacher education
- ⇨ care & welfare of pupils [including residential pupils]
- ⇨ the education functions of local councils
- ⇨ child protection, children of asylum seekers and other aspects of services for children



“Scottish approach”

A successful three-way

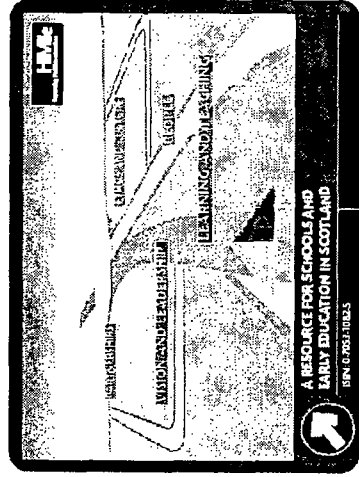
partnership (schools sector)

- schools evaluate the quality of their own provision
- supported & challenged by the education authority
- backed up by rigorous external evaluation by HMIE

Key principle:

Effective self-evaluation leads to continuous improvement.

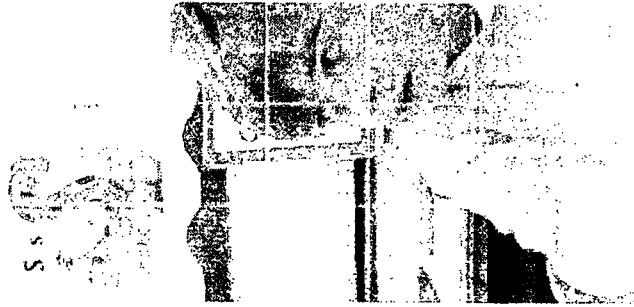
Our great challenge:
moving up the value chain



HOW GOOD IS OUR SCHOOL?
THE JOURNEY TO EXCELLENCE

Good

Great



***Inspection that gives assurance
AND builds capacity***

evaluating AND building capacity
scrutiny AND self-evaluation
challenging AND inspiring
guiding AND engaging
processes AND outcomes

Improving Scottish

education

“WITH”

MORE THAN

“TO”

HMIE
improving Scottish education

Improving Scottish
education

Velkommen till Skotland

**Præsentation til
Folketingets Uddannelsesudvalget
august 2008**

Lachlan MacCallum, HMIE

**lachlan.maccallum@hmie.gsi.gov.uk
00441312448414**



Billy 2

HMIE

improving Scottish education

Hvorfor en områdesinspektør?

*Partnership between HMIE,
local authorities and schools to
promote educational
improvement*

Improving Scottish
education

**HEALTHIER
& FAIRER**



SMARTER



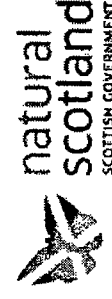
HEALTHIER



SAFER &



GREENER



STRONGER

15 NATIONAL OUTCOMES

45 NATIONAL INDICATORS AND TARGETS

key role accorded to HMIE evaluations made during its inspections of schools, pre-school centres and child protection in local authority areas

Launch of Scotland Performs website May 2008

HMIE
improving Scottish education

The national improvement agenda

- **National Performance Framework**
 - Concordat between Scottish Government and local authorities
 - 45 performance indicators
 - 6 indicators relate to education – positive school and pre-school reports
- **School self –evaluation**
 - *How Good is our School*
 - *Standards and Quality reports*
 - *School Improvement plans*
- **Education authority quality assurance**
 - *School reviews*
 - *Preparation for and follow up to HMIE inspections*
- **HMIE inspections**
 - *Proportionate inspection and follow through*
 - *Generational cycle*

Role of the District Inspector

- Represent HMIE within the education authority, maintaining constructive professional dialogue
- Promote good practice and continuous improvement through self-evaluation throughout the education authority
- Liaise with the education authority about inspections and reports
- Maintain general overview of provision in education authority
- Manage the follow-through programme for schools
- Maintain an overview of progress with supported schools, discuss with EA
- Provide a link to the inspection of the education authority

New proportionate inspections

- Recognise the responsibilities which school and EAs have to secure improvement
- Take full account of self-evaluation
- Involve all stakeholders in the school community
- Aim at building the confidence of the system and the capacity to improve
- Encourage professional dialogue about learning
- Promote good practice
- Provide a national overview of standards and progress.

The quality framework

Successes and achievements

What key outcomes have we achieved?

1. Key performance outcomes
 - 1.1 Improvements in performance
 - 1.2 Fulfilment of statutory duties

How well do we meet the needs of our stakeholders?

2. Impact on learners, parents, carers and families
 - 2.1 Learners' experiences
 - 2.2 The school's success in involving parents, carers and families

3. Impact on staff

- 3.1 The engagement of staff in the life and work of the school

4. Impact on the community

- 4.1 The school's success in engaging with the local community
- 4.2 The school's success in engaging with the wider community

Work and life of the school

How good is our management?

6. Policy development and planning
 - 6.1 Policy review and Development
 - 6.2 Participation in policy and planning
 - 6.3 Planning for improvement

How good is our delivery of key processes?

5. Delivery of education
 - 5.1 The curriculum
 - 5.2 Teaching for effective learning
 - 5.3 Meeting learning needs
 - 5.4 Assessment for learning
 - 5.5 Expectations and promoting achievement
 - 5.6 Equality and fairness
 - 5.7 Partnerships with learners and parents
 - 5.8 Care, welfare and development
 - 5.9 Improvement through self-evaluation

7. Management and support of staff

- 7.1 Staff sufficiency recruitment and retention
- 7.2 Staff deployment and teamwork
- 7.3 Staff development and review

8. Partnerships and resources

- 8.1 Partnership with the community, etc.
- 8.2 Management of finance for learning
- 8.3 Management and use of resources and space for learning
- 8.4 Managing information

Vision and leadership

How good is our leadership?

9. Leadership
 - 9.1 Vision, values and aims
 - 9.2 Leadership and direction
 - 9.3 Developing people and partnerships
 - 9.4 Leadership of improvement and change

What is our capacity for improvement? How good can we be?

Core quality indicators in National Performance Framework and new forms of inspection

National performance framework indicators

Inspection Quality indicators

- 1.1 Improvements in performance
- 2.1 Learners' experiences
- 5.3 Meeting learning needs

Concordat between Scottish Government and local authorities

Plus

A positive school inspection =

- 5.1 The curriculum
- 5.9 Improvement through self-evaluation

Satisfactory or better in three key indicators :

Plus school context

- 1.1 Improvements in performance
- 2.1 Learners' experiences
- 5.3 Meeting learning needs

- Quality of Teaching
- Partnership with parents and the community
- Ethos of school
- Quality of leadership

Quality indicators - six point scale

- **Excellent** - outstanding, sector leading
- **Very good** - major strengths
- **Good** - important strengths with some areas for improvement
- **Satisfactory** - strengths just outweigh weaknesses
- **Weak** - important weaknesses
- **Unsatisfactory** - major weaknesses

Inspection - main themes

- Particular strengths
- Examples of good practice
- How well do young people learn and achieve?
- How well do staff work with others to support young people's learning?
- Are staff and young people actively involved in improving their community?
- Does the school have high expectations of all young people?
- Does the school have a clear sense of direction?
- What happens next?

New inspections

- One week instead of two weeks
- Major emphasis on school self-evaluation at beginning of the inspection
- Evaluations of five Quality indicators
 - *Improvements in performance;*
 - *Quality of learning;*
 - *Meeting learners needs,*
 - *Curriculum: and*
 - *Effectiveness of self-evaluation process*
- Shorter clearer report for parents
- Proportionate follow through involving education authorities

How good is learning and teaching?

- Inspections will focus on what actually happens in learning and teaching
- Visits to classrooms will be a main inspection activity and will provide the evidence for clear evaluations of the quality of learning and teaching

Core inspection activities

- Inspection activities include
 - observing learning and teaching
 - looking at pupils' work
 - looking at information provided by the school – policies and plans
 - discussions with pupils, staff and parents
 - use of questionnaires for pupils, staff and parents

HM Inspectorate of Education

HMIE's core objective

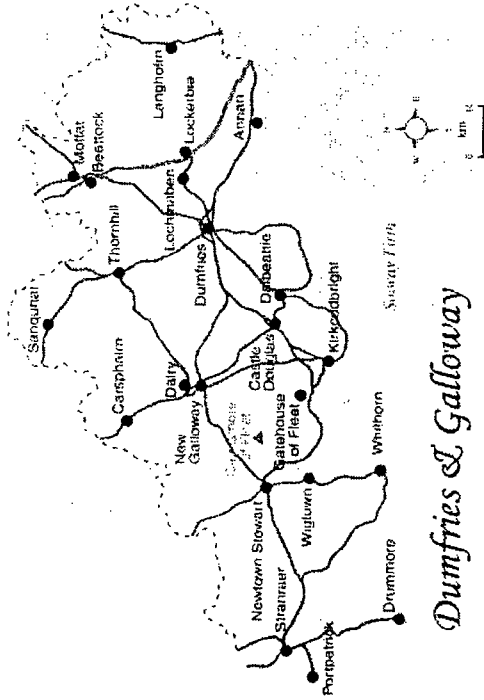
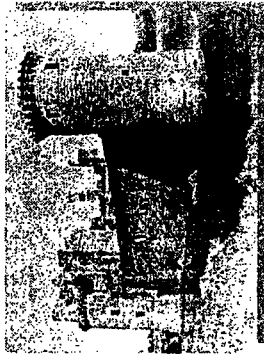
“To promote improvements in standards, quality and achievement for all learners in a Scottish education system which is inclusive.”

Issues and challenges for HMIE

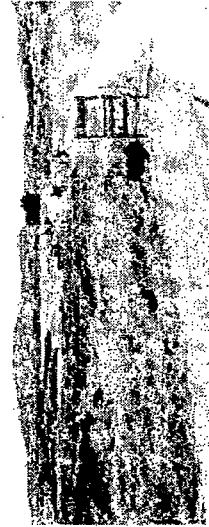
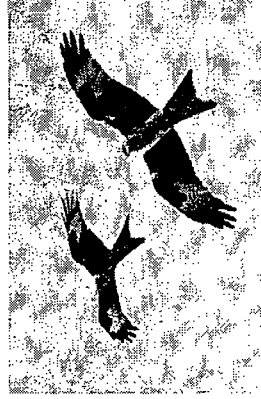
- **Changing the culture of inspection to one of genuine partnership.**
- **Maximising the positive impact of inspection on learners.**
- **Minimising the intrusion of inspection**

Improving Scottish
education

Mit område her i Skotland



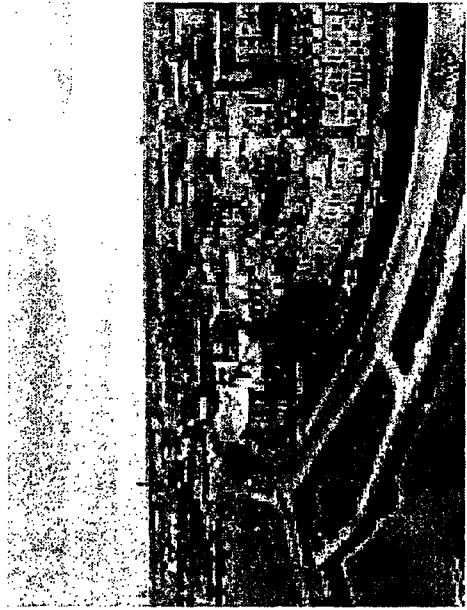
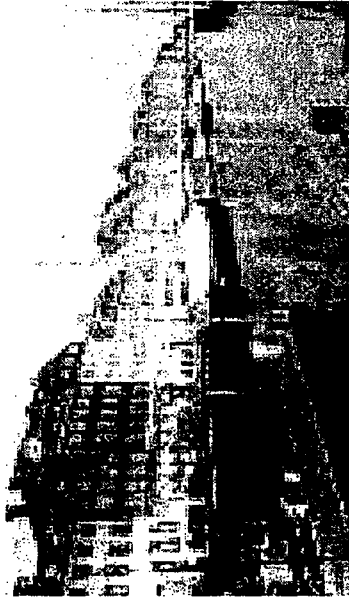
Dumfries & Galloway



HMIE
improving Scottish education

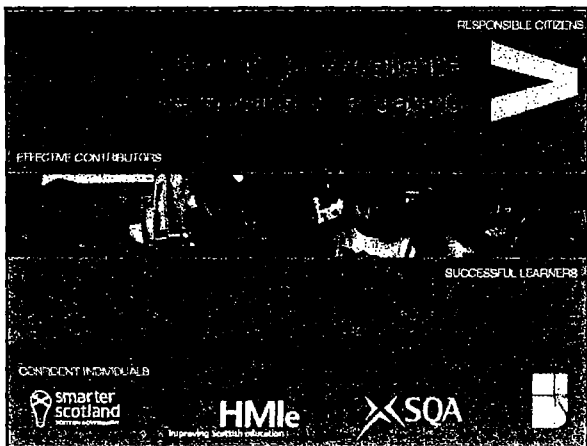
Improving Scottish
education

Hjemme igen!



HMIE
improving Scottish education


Bilag 3



Why change?

- Who you are should not be a barrier. Scotland is on the road to this but not there yet.
- Gaps between those that have / do not have.
- If schools have more choices, young people have more chances.


"Reform has to come from schools rather than waiting for central direction"

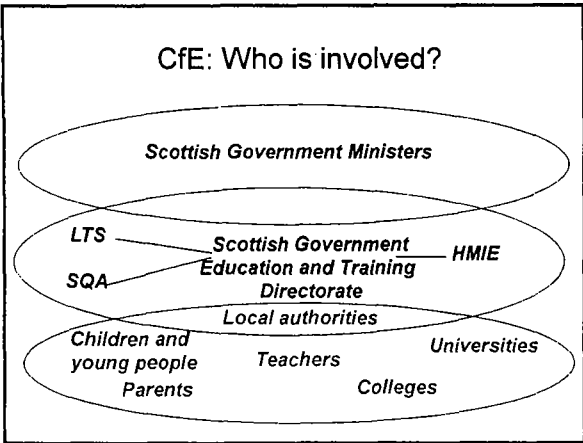


What will change in the curriculum?

CfE:

- Promote learning which is deep and sustained
- Equip young people with the skills they will need for tomorrow's workforce
- Make sure that assessment and certification support learning
- Allow more choice and more chances to meet the needs of individual young people
- To enable young people to flourish in life and work beyond school





The programme as a whole

Leading with partners on:

- approaches to how the curriculum as a whole should be constructed for each child and young person
- draft experiences and outcomes across the range of areas of the curriculum
- arrangements for assessment and qualifications
- accountability arrangements
- approaches to professional development

to support the values, purposes and principles of Curriculum for Excellence

Where are we now – and how?

- Draft Es and Os
- Engagement
- Feedback
- Building the Curriculum 3
- Parents/employees/young people/“champions”
- Youthwork/schools, colleges, careers learning
- Assessment

Draft Es and Os

- Development Officers
- Views of key groups
- Quality assurance
- Validation
- Management Board
- Publication



Engagement: 4 Aspects

- Trialling
- Online questionnaires available
- 47 Focus groups across sectors and with stakeholders
- Ongoing CPD
 - Area Adviser Cluster CfE events
 - Specialist events
 - Additional toolkits of materials for development sessions



“Practitioners are the key to successful implementation of *Curriculum for Excellence*.”

The quality of learning and teaching in every setting – and the inspiration, challenge and enjoyment which can come from practitioners’ enthusiasm and commitment – will be critical to achieving our aspirations for all young people.”

Building The Curriculum 1 (Page 1)



Purposes of Trialling

- Testing of chosen experiences & outcomes against set of agreed questions and within an agreed time frame
- Contributing to professional development and preparation for future implementation
- To provide robust feedback on the experiences & outcomes
- To identify good practice for future exemplification



Trialling - Involvement

- All 32 EAs involved in one or more Curriculum Area
 - total 80+ sets of trialling
- 380+ primary and secondary establishments involved
- Specific pre-schools engagement across centres
- Youthwork / voluntary sector / colleges



Nature of trialling

Possibilities for using the chosen experiences & outcomes:

- within a chosen line of development
- within a particular level
- developing numeracy across the curriculum
- within an inter-disciplinary theme or planned topic/ project.....



Purpose of Feedback

- To ensure experiences & outcomes are clear and can be used by teachers to build upon current practice
- To determine if experiences & outcomes have met their intentions
- To provide writers with robust information to prepare experiences & outcomes in their final form
- To help determine next steps by way of future support/exemplification



What happens to the feedback?

- Independent researchers gather responses electronically (or in hard copy) and conduct some face-to face interviews.
- All the information collated, analysed and reported.
- Writers will use the feedback to inform the final drafting of the experiences & outcomes
- LTS will use the information to plan future action & support along with its partners



Analysis

- 4 themes identified by LTS:
 - CPD requirement
 - Exemplification
 - Elaboration
 - Rewrite/edit
- Reliability of cross-cutting themes tested through triangulation
- Sensitive to the issue of 'weighting' of data



Looking at the curriculum differently





<p>Values Wisdom, justice, Compassion, integrity</p>	<p>The curriculum: all that we plan for children and young people's learning</p>	<p>Effective teaching and active, sustained learning</p>
<p>Experiences and outcomes Expressive arts Languages Health and wellbeing Mathematics and numeracy Religious and moral education Sciences Social studies Technologies</p>		<p>The curriculum includes entitlements</p> <ul style="list-style-type: none"> - Coherent curriculum 3 to 18 - Broad general education from age 3 to the end of S3 - Senior phase: opportunities for qualifications and other opportunities to develop the four capacities - Learning through experiences and outcomes across all curriculum areas
<p>Support: -for learning -through choices and changes -into positive and sustained destinations</p>	<p>Principles for planning: Challenge and enjoyment Breadth Progression Depth Personalisation and choice Coherence Relevance</p>	<ul style="list-style-type: none"> - CPD - Self-evaluation and accountability - Assessment, qualifications <p>aligned with purposes</p>

Curriculum planning: some questions

- How can schools improve transitions further?
- What might the S1-S3 curriculum look like based on a broad general education?
- What might the balance be between subjects, interdisciplinary studies and other learning opportunities at all stages?
- How can literacy, numeracy and health and wellbeing be planned and reinforced across the curriculum?



Model of change

Required

Role of LTS

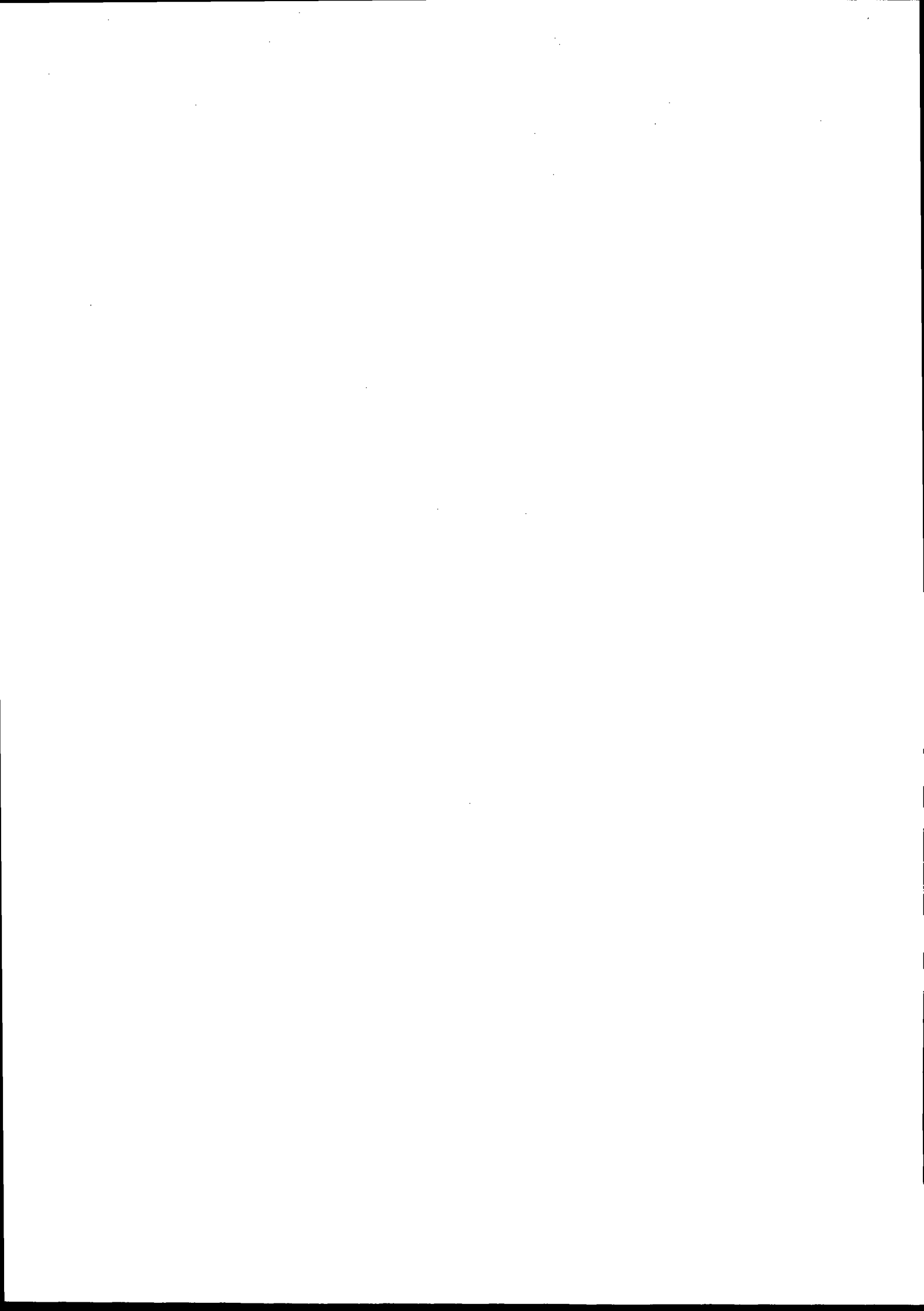
- | | |
|--|---|
| <ul style="list-style-type: none"> • CPD • Leadership • Pedagogy • Enquiry • Cross sector engagement • Professional dialogue | <ul style="list-style-type: none"> • Catalysts – influencers • Drivers • Initiators • Connectors • Collectors and sharers • Confidence builders |
|--|---|



So what's next?

- Refine Es and Os
- Exemplification: curriculum areas / Building the Curriculum 3
- <http://www.ltscotland.org.uk/curriculumforexcellence/sharingpractice/primary/glenleehighschool/introduction.asp>
- Work closely with 32 education authorities to encourage identification and sharing of good practice
- GLOW – communities of sharing / self regulation
- Driving and supporting continuous change and improvement
- Timescales





LTS Corporate Profile

Glow



Learning and Teaching Scotland (LTS) is the lead organisation for the development and support of the Scottish curriculum and is at the heart of all the major developments in Scottish education, moving education forward in partnership with local authorities and schools. This corporate profile focuses on the important role that LTS has had in developing Glow (the new name for the Scottish Schools Digital Network (SSDN)).

Glow is Scotland's national schools intranet, digitally linking 800,000 educators and pupils around the country. It is funded by the Scottish Executive and managed by Learning and Teaching Scotland in partnership with RM. The major components are a national directory and authentication system, collaborative software tools and a virtual learning environment.

The Interconnect provides the fast, high quality communications Glow requires. It is a broadband network connecting every local authority in Scotland, the Glow datacentre and national bodies such as Learning and Teaching Scotland.

Marie Dougan has now been appointed as Programme Director, Glow. The next LTS corporate profile will feature an update from Marie.

www.glowscotland.org.uk

Let there be light

Provoked by the poor track record of large information technology projects, a teacher at last year's Scottish Learning Festival (SETT 2005) put a question to the Scottish Executive: 'Will the Scottish Schools Digital Network actually work?'

The reply from the stage was reassuring but, in that setting, necessarily brief. The question remains pertinent today. In the more tranquil surroundings of Learning and Teaching Scotland's new offices in the city centre, the former director of SSDN (now Learning Futures Strategist), while equally confident, is able to be more expansive:

'We spent months right at the start studying what made a good IT project,' says John Connell. 'We looked at what worked, what didn't work, and what had caused the failure of certain IT projects. The most important single factor is that they were top-down projects. Somebody somewhere had decided what was needed, and had then tried to create a system to do the job.'

Almost exactly the opposite approach was adopted for Glow. 'We took two years working with teachers and advisers from every local authority in the country,' says John. 'At the end of that time we had a specification that suited not just Learning and Teaching Scotland and the Executive, but virtually everyone with any knowledge of ICT in schools. That spec is essentially what we are working on to this day.'

'The key to a major project like this is to make sure you're delivering what your stakeholders want – by getting them involved from the beginning, by building them in with the bricks.'

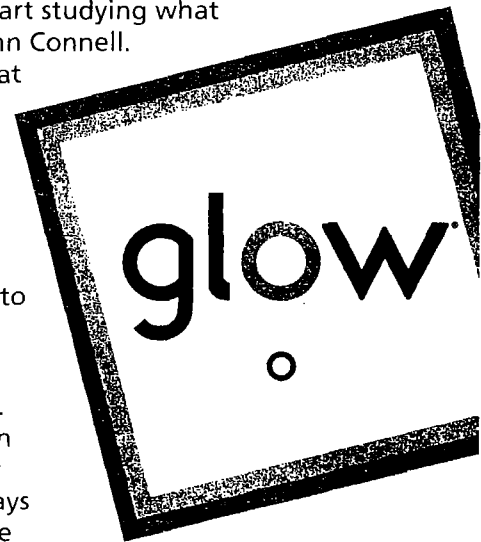
Glow

What Glow will deliver, when it is rolled out in summer 2007 to schools around Scotland, will be such a rich variety of features for learning, teaching and management that classifying the system is by no means easy, says John Connell. 'There is nothing exactly like it anywhere else in the world.'

The most accurate – though not perhaps the snappiest – description of Glow is that it is a web-delivered learning platform which combines a 'massively integrated collaborative environment with a virtual teaching and learning environment, fully authenticated and delivered to every school in the country'.

Fortunately Glow will be easier to use than to classify. Sophisticated software and resources, which at present have to reside on individual computers, will be made available to all users through the web. It will be a unique national system.

Billy 4



'People in various countries around the world are doing some parts of what we are doing, such as learning platforms, virtual learning environments, email systems, videoconferencing,' says John Connell. 'But they are usually doing them as individual applications. The essence of Glow is the integration of all those functions into one package – which is delivered across the web.'

'That is the key. It means nobody needs a specific piece of software on their computer, other than a web browser. Pupils and teachers can get access from their homes, from the library, from anywhere they want, any time they like.'

Collaborative software

Web-based applications, such as those at the heart of Glow, are now widely regarded as the future of computing. They are a core technology in Web 2.0, a once nebulous vision around which consensus is beginning to emerge. Web 2.0 is about people and collaboration. It is a concept of the web as a platform which allows groups of individuals with no special computer skills to build creative communities, using sophisticated but essentially transparent technology.

Within Glow this web-based collaborative software is being developed from packages that are already popular in those schools that have used them for videoconferencing and voice-conferencing, and for working on joint projects with colleagues in other schools. At Anderson High School in Shetland, teachers and pupils have been exploiting the technology, in its original 'client-based' form (a copy on every computer), to nurture their global learning links.

'Our pupils work on laptops individually with other students and collectively in groups,' says depute head Stewart Hay. 'They share applications, video clips, material they have created. It is like having a virtual partner learner at another school, but this can be in Scotland, Japan or the Czech Republic.'

The advantage of this form of videoconferencing, in particular, is that it is peer to peer and very easy to use, says former pupil Honza Semotam: 'You just need a webcam, a microphone and a computer, and away you go.'

Virtual learning platform

Web-based collaborative software is one of three major elements of Glow. The other two are the core portal and authentication system, and the virtual learning

environment. Each of these, together with all its components, is currently being developed by Learning and Teaching Scotland and RM, and tested extensively by teachers and pupils.

'The virtual learning environment is like a big window on the curriculum,' says John Connell.

Through this window, teachers will manage materials specific to every class that they teach. They will assign, assess, check progress and return work to pupils, who will themselves be able to study the teacher's feedback through their own Glow home page.

Teachers and pupils will also gain access, through the virtual learning environment, to a rich and growing collection of searchable resources, produced by Learning and Teaching Scotland, local authorities and other organisations.

'A lot of authorities have developed fantastic educational resources,' says John Connell. 'We are encouraging them to share these. I'm confident this will happen more and more, as people see the enormous benefits of doing so.'

Selected resources on Learning and Teaching Scotland's existing website will be made available to teachers through Glow's virtual learning environment, as well as a collection of new content currently being procured by LTS. This includes digital material from Scotland's national collections, a vast collection of graphics to enhance classroom projects, a mediated daily news service for young people in English and Gaelic, and a powerful new language package, developed in collaboration with one of the world's leading experts in computational linguistics.



'Glow will provide lots of valuable material and resources for teachers and pupils as soon as it is launched,' says John Connell. 'Over the next year or two I expect to see an explosion of educational content.'

Training

While teachers have been closely involved from the beginning in the specification of Glow, and in testing its separate parts as they are developed, training in the use of the complete system, for the profession as a whole, is scheduled to start in April 2007.

'Around 600 people chosen by the local authorities will be trained by us as Glow mentors,' says John Connell. 'They will go back to the authorities to train the rest of the teachers. At the same time we will be making online training available to all.'

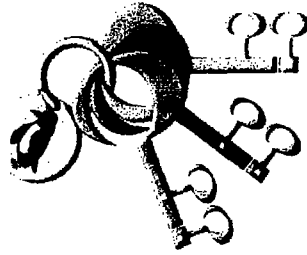
'Glow is a sophisticated and powerful system, but you will not need to be a computer expert to gain the benefits,' says John Connell. 'It has been designed for ease of use by pupils and teachers. It is fundamentally about learning and teaching.'

Further information

If you would like further information about Glow or copies of our other corporate profiles on *Curriculum for Excellence* and *Assessment is for Learning*, please contact our Customer Services on 08700 100 297 or email enquiries@LTScotland.org.uk www.LTScotland.org.uk



Danish visit to Scotland



The Development of STORYLINE

Sallie Harkness & Steve Bell
Storyline Scotland

PROCESS · CONTENTS FORK MODEL



CONTENTS



PROCESS

1950 1960 1970 1980 1990 2000 2010

1950

- The curriculum in primary school was clearly defined. The teacher's role was to teach a list of content (facts).
- For each subject there was a textbook.
- The process (or methodology) was not considered important – learning was mainly by rote practice and memorising.

PROCESS - CONTENTS FORK MODEL



CONTENTS



PROCESS

1950 1960 1970 1980 1990 2000 2010

1965

A new curriculum was recommended in The Primary School in Scotland

It reorganised some subjects into areas of study like –
language arts (reading, writing, speaking, listening)
environmental studies (history, geography, science etc.)
aesthetic subjects (art, music, drama & movement)
and recommended a holistic approach
This meant thinking of processes and strategies
(methodologies)

WIDDERS - CONTENTS FORK MODEL



CONTENTS



PROCESS

1950 1960 1970 1980 1990 2000 2010

1970s & 1980s

- This was the high point for the development of Storyline in Scotland.
- It also spread abroad to Denmark, Sweden, Norway, Iceland, Finland, Faroe Islands and to the Netherlands, Germany, and USA.
- Known in Denmark as Den Skotske Metode and in Germany as Die Methode Glasgow
- The name Storyline given in 1988.

PROCESSES - CONTENTS FORK MODEL

CONTENTS



PROCESS

1950 1960 1970 1980 1990 2000 2010



What is Storyline ?

What is Storyline ?

- Storyline is a partnership between the teacher and the pupils.
- The teacher has the LINE which is aimed at meeting curricular goals while the pupils have the STORY
- Let me demonstrate how this works.

Important qualities

- A story needs three elements – people, time and a setting/place
- Since a story always has characters created by the children they all feel involved.
- Storyline is not only about Knowledge and Skills but also about Feelings and Attitudes
- This makes it different from Project work.

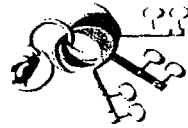
We created families



Our family groups



STORYLINE PRINCIPLES



- Start with what the learners know by asking **KEY QUESTIONS**
- These are open questions that require imaginative & creative thinking
- The questions have a sequence that forms the chapters of a story
- The learners respond with their hypotheses or conceptual models
- They then test their answers with questioning and research
- A wide variety of techniques is used and especially visualisation
- Teachers use co-operative learning techniques and appropriate grouping
- Visual work is displayed with care and respect
- Teaching structures are employed to support success
- Pupils' work is assessed in a relevant and constructive way

Topic Outline – The Hospital

Storyline	Key Questions	Pupil Activity	Organisation	Materials	Outcome
1. Feeling unwell	How do you think you look when you feel unwell? What are the SIGNS that these children are not well? What tests do you think a parent would make to test for illness? What questions would they ask? What causes illness?	a. Pupils in pairs make a life size portrait head of a child who is feeling unwell. b. These portraits are displayed, presented and discussed. c. One child becomes a parent and questions the other who is the child. d. Brainstorming to produce list – Injuries, infection, contagion, organic failure etc..	Pairs Pairs Pairs Small groups	Paper and paint/pastel	Frieze of 'sick faces'. Role-play List of causes of illness
2. The doctor	The child is taken to the doctor. What tests do you think s/he would make? What instruments do you think s/he would use?	a. Discussion followed by suggestions. b. Pupils in pairs construct a doctor's bag showing the instruments they think will be needed.	Small groups Pairs	Construction paper for bag and various scraps for inclusions	List of tests and design of doctor's bag showing starting knowledge of pupils.
3. The ambulance	The doctor decides that the child should be taken to hospital by ambulance. What do you think an ambulance looks like? How do you think you would feel being driven to hospital in an ambulance?	a. Children in groups of three build a model of an ambulance using a 'shoe box'. a. The models are presented and the designs compared and contrasted. a. Discussion of feelings leading to the creation of a word list.	Threes Threes Threes	Shoe boxes and scrap material	Ambulance models Comparing and contrasting designs. Creating 'wordbank'.
4. Reception	What information do you think the patient will need to give on arrival at the hospital?	a. In pairs pupils design a form that will give the necessary information about the patient. This form can be designed on the computer.	Pairs The same pairs who created the	Computer	Form designs Creating Imaginary biographies/ health record.



Flexibility of Storyline

- Designed for cross-curricular approach in primary education in Scotland but used for 13 to 16 year olds in Scandinavia.
- Adapted for teaching of second or foreign languages.
- Used for distance learning on adult courses in Umea University, Sweden.
- Storyline toolkit (computer programme) developed for use with older students in Kvinesdal Upper Secondary School, Norway.
- Used for management consultancy in Denmark. (Aston Promentor – Human Resources Management))
- Used for team building courses in Denmark. (Skive Amtscentralen)
- Adapted for nurse training in Denmark. Reflective Practice (Creating Phronesis)
- Is sometimes used for Enterprise/Entrepreneurial Education in Scotland.

5 –14 Curriculum Early 1990s

- Perhaps a reaction to the earlier National Curriculum in England & Wales
- More emphasis on content : was understood by teachers as a separation of subjects again.
- Increased public accountability for levels and attainment and introduced a target setting agenda.
- Introduction of regular testing.
- More time was programmed for the teaching of Basic Skills.
- Less time available for creative activities.

Curriculum for Excellence

- Curriculum flexibility. CfE is about de-cluttering, streamlining the curriculum etc. and Storyline provides a very effective means of doing this.
- The pupil is at the centre of the learning. 'Ownership' in Storyline delivers this.
- 'Creativity' and 'thinking skills' are vital in this approach and are embedded within CfE
- The Storyline approach can be used to deliver any curricular area

PROCESS CONTENTS FORK MODEL

CONTENTS



PROCESS

1950 1960 1970 1980 1990 2000 2010

Prilug 6

**SCOTTISH QUALIFICATIONS
AUTHORITY**

Portfolio of Qualifications


Dr Rob van Krieken
Policy & New Products Team



Scottish Qualifications Authority


Overview

- ◆ What SQA does
- ◆ How we do it
- ◆ Our qualifications



Scottish Qualifications Authority

What SQA does



Scottish Qualifications Authority

- National body for qualifications in Scotland
- Aims to provide opportunities to enable lifelong learning across all types and levels of qualifications
- Responsible for developing, accrediting, assessing and certifying all Scottish qualification types other than degrees
- Offers National Qualifications, Higher National Qualifications, Scottish Vocational Qualifications and Specialised Awards



SQA is committed to

- Providing high quality and appropriate qualifications
- Developing our portfolio to meet demand and align with Skills for Scotland - A Lifelong Skills Strategy
- Encouraging lifelong learning
- Working with Sector Skills Councils, employers, colleges, schools and universities and relevant agencies in line with Scottish Government policy




SQA's portfolio of qualifications

- Offer progression through Units to courses to Group Awards such as NCGAs, HNCs, HNDs and SVQs
- Meet a range of needs (incl occupational sectors)
- Benchmarked against NOS where appropriate
- Contain a range of Units covering general learning and vocationally specific content
 - from AC Circuits to Youth Work, Child Development to Preparation for Burial
- Develop skills to demonstrate potential to universities, colleges and employers
- Develop lifelong learning skills



Scottish Qualifications Authority


How do we do it



Qualifications development

Stages in the life cycle


- 1 Establishing the need
- 2 Scoping the development/revision
- 3 Development/revision
- 4 Validation
- 5 Implementation
- 6 Maintenance
- 7 Review



Qualifications development

Context

- Qualification Development Strategy
- Qualifications Development Handbook
- Processes and procedures which
 - are auditable
 - include the same broad stages
 - are tailored to each qualification type



Qualifications development

Maintaining standards

1. Setting and revising the standard that the qualifications are based on
2. Sharing the standards (with learners, teachers, lecturers, trainers, etc)
3. Applying the standard through marking and verification
4. Reporting on the standard (through reports, exemplars, etc)
5. Ongoing review and improvement



Quality Assurance

Key processes

- Validation
- Approval of centres
- Internal Verification
- External Verification



Scottish Qualifications Authority

Our qualifications



SQA's family of qualifications

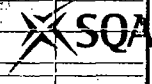
Qualification blocks

- National Qualifications
- Higher National Qualifications
- Scottish Vocational Qualifications
- Specialised Awards



SQA's qualifications and SCQF levels

SCQF level	National Qualification	Higher National Qualifications	Specialised awards	Scottish Vocational Qualifications	Degrees
12					Diplomas
11				SVQs	Master's Post Graduate Diploma Post Graduate Certificate
10					Humanities Certificate Diploma
9			Professional Development Awards	SVQs	Ordinary Degree Ordinary Certificate
8		Higher National Diploma			Diploma of Higher Education
7	Advanced Higher	Higher National Certificate		SVQs	Certificate of Higher Education
6	Higher				
5	Intermediate 2 Credit Standard Qualification				
4	Intermediate 1 General Standard Qualification	National Certificate	National Progression Awards	SVQs	
3	Primary 7 Progression Qualification				
2	Primary 5/6 Progression Qualification				
1	Primary 1/2 Progression Qualification				



SCQF: 5 Level Descriptor

- knowledge and understanding
- practice – applied knowledge and understanding (linking theory to practice)
- communication, ICT and numeracy skills
- generic cognitive skills - problem solving, analysis, evaluation
- autonomy, accountability and working with others



Example of Communication Numeracy skills at SCQF levels 6 and 7

- Use a range of routine skills - for example
- Produce and respond to detailed written and oral communication in familiar contexts
 - Use standard applications to process, obtain and combine information
 - Use a range of numerical and graphical data in straightforward contexts which have some complex features

- Use a wide range of routine skills and some advanced skills associated with the subject discipline - for example
- Convey complex ideas in well-structured and coherent form
 - Use a range of forms of communication effectively in both familiar and new contexts
 - Use standard applications to process and obtain a variety of information & data
 - Use a range of numerical and graphical skills in combination
 - Use numerical and graphical data to measure progress and achieve goals / targets



Units — the building blocks of SQA qualifications

- The smallest qualification offered and certificated by SQA
- Used as building blocks to form all Courses and Group Awards
- Internally assessed and decisions quality assured by SQA
- Available at all SCQF levels and in all subject and vocational areas
- Based on achievement of set outcomes



National Qualifications

- Standard Grades (S3/S4)
 - Foundation (SCQF level 3)
 - General (SCQF level 4)
 - Credit (SCQF level 5)
- National Courses (Introduced in 1999/2000)
 - Access 1, 2 and 3 (SCQF levels 1, 2 and 3)
 - Intermediate 1 and 2 (SCQF levels 4 and 5)
 - Higher (SCQF level 6)
 - Advanced Higher (SCQF level 7)



National Courses

- Offered by schools and colleges
- (SCQF level 3-7)
- Access:
 - Made up of 3 internally assessed Units
 - Awarded at Pass
- Intermediate, Higher and Advanced Higher:
 - Made up of 3 internally assessed Units and an externally assessed component
 - Graded A, B, C or D



Skills for Work

Skills for Work Courses introduced in 2005 as part of the Curriculum for Excellence programme

- Aimed at young people – 14 to 18
- Available at SCQF levels 3 to 6
- Normally contain four National Units
- Are internally assessed
- Suitable for use in school/college partnerships or in school/employer partnerships



Skills for Work Courses

- Helps learners develop
 - > Skills and attitudes for employability
 - > Understanding of the workplace
 - > Skills and knowledge in a broad vocational area
 - > Core Skills
- Provide progression pathways to further education, training and employment



Scottish Baccalaureate

A Language Baccalaureate and a Science Baccalaureate will be introduced in 2009.



Group Awards

- National Qualifications (SCQF levels 2 to 6)
 - National Progression Awards
 - National Certificates
- Higher National Qualifications (SCQF levels 6 to 11)
 - Higher National Certificates and Diplomas
 - Professional Development Awards (PDAs)
- Scottish Vocational Qualifications (SCQF levels 4 to 12)



National Progression Awards (SCQF levels 2 to 6)

NPAS
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- Suitable for 16+, adult unemployed and employed
- Could be taken by candidates preparing to go into or return to work
- Can also be taken by those in employment to develop career
- Develop vocational skills based on National Occupational Standards
- Provide opportunities to further develop Core and other skills



National Certificates (SCQF levels 5 and 6)

NC
TECHNICAL & VETANARY SCIENCE
 TRAINING & RESEARCH COUNCIL


- Normally part of a training programme which is college-based
- Full-time or part-time - often taken by those in employment
- Develop vocational skills based on National Occupational Standards
- Provide opportunities to further develop Core Skills and other employability skills
- Provide progression to further study



Higher National Certificates and Diplomas (SCQF levels 7 and 8)

HNC/D
TECHNICAL & VETANARY SCIENCE
 TRAINING & RESEARCH COUNCIL


- Normally part of a training programme which is college-based
- Full-time or part-time
- Often taken by those in employment
- Articulate with degrees and higher level SVQ programmes
- Based on National Occupational Standards



Professional Development Awards (SCQF levels 6 to 8)

PDA
TECHNICAL & VETANARY SCIENCE
 TRAINING & RESEARCH COUNCIL


- Aligned to National Occupational Standards or Professional Body requirements
- Could be taken by candidates preparing to go into or return to work
- Can also be taken by those in employment wishing to develop careers
- Often taken by those wishing to develop skills in a defined vocational area to complement other qualifications



SVQs

Scottish Vocational Qualifications (SCQF level 2)

- ◆ Made up of National Occupational Standards
 - recognise the skills and knowledge that people need for employment
 - normally delivered and assessed in the workplace
- ◆ Demonstrate full competence in a particular occupational area
- ◆ Taken by those in employment - often in conjunction with off-the-job training




Further information


SQA website: www.sqa.org.uk

- /nq
- /skillsforwork
- /nqga
- /hn
- /pda
- /svq
- /customisedawards

SCQF website: www.scaf.org.uk



Questions ?



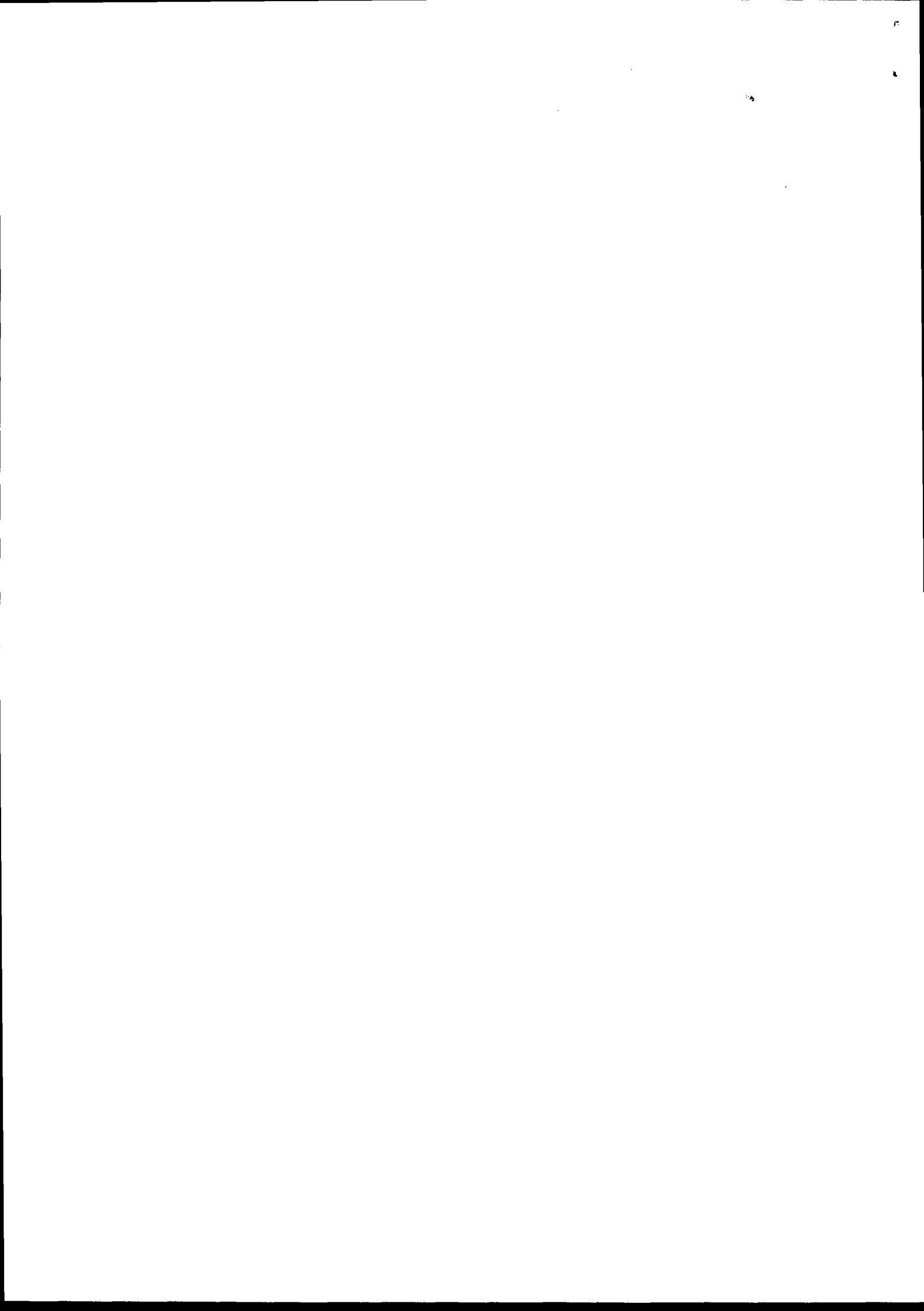
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**The OECD Review of the Quality and
Equity of Schooling in Scotland**

Dr John Allan
Scottish Qualifications Authority





A well schooled nation

However, challenges in respect to:

- social inequalities in achievement
- the academic tradition of secondary education
- the organisation of post-compulsory learning
- the governance of Scottish education



A timely review

Current developments, including:

- Curriculum for Excellence
- the reunification of education under a single Cabinet Secretary
- concordat with local authorities



School performance

- Scottish schooling performs better than the OECD average in taking pupils beyond a minimum achievement threshold
- it performs at or below the average in reducing social inequalities in achievement
- policies focused on the lowest-attaining 20 per cent have not adequately addressed inequalities.



The achievement gap?

- The review may be wrong to suggest that the 'achievement gap' opens up around P5?
- The review may exaggerate the role of the secondary school as the site and source of inequality?



An academic ethos

- The review criticises the narrow academic ethos of Scottish secondary schools and advocates greater curricular, pedagogical and cultural diversity.
- It commends the vision of Curriculum for Excellence.



A cogent critique?

- Vocational learning and qualifications policy should be fully integrated into Curriculum for Excellence developments.
- A clear strategy for the senior phase is urgently needed.



SG consultation on qualifications and assessment



Dr John Allan

Qualifications for the Future

Briley 8



Consultation on the future arrangements for National Qualifications

Consultation will be led by the Scottish Government

Parliamentary announcement

- Consultation dates announced: 10 June – end Oct 2008

Consultation proposals

- Literacy and numeracy qualifications
- New general qualification at SCQF levels 4 and 5
- All qualifications to be reviewed
- Increased flexibility
- Proposed timetable for introduction



Consultation on the future arrangements for National Qualifications

Proposal 1: National Qualifications at Access, Higher and Advanced Higher will be retained as points of stability

- Higher will remain the Gold Standard
- Content of all National Qualifications updated to reflect the values, purposes and principles of *Curriculum for Excellence*
- Some aspects of the structure of these qualifications will be reviewed



Consultation on the future arrangements for National Qualifications

Proposal 2: Introduce a new qualification to be offered at SCQF levels 4 and 5.

- Replace Standard Grade (General and Credit) and Intermediate 1 and 2
- Reflect the best features of the present arrangements
- Standard Grade Foundation level would be removed, with Access 3 providing an appropriate replacement
- External examinations to be retained



Consultation on the future arrangements for National Qualifications

Proposal 3: New awards in literacy and numeracy to be introduced

- Available at SCQF levels 3 to 5
- Certification for as many young people as possible
- Balance of internal and external assessment



Consultation on the future arrangements for National Qualifications

Proposal 4: Increased flexibility to better meet the needs of young people.

- Promote opportunities for our most able young people to bypass lower level qualifications
- How young people could take qualifications over a variable timeframe
- Possibility of introducing a winter diet of examinations.



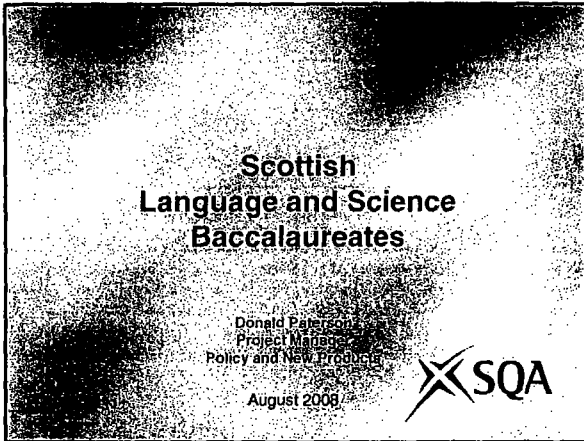
Proposed timetable for introduction

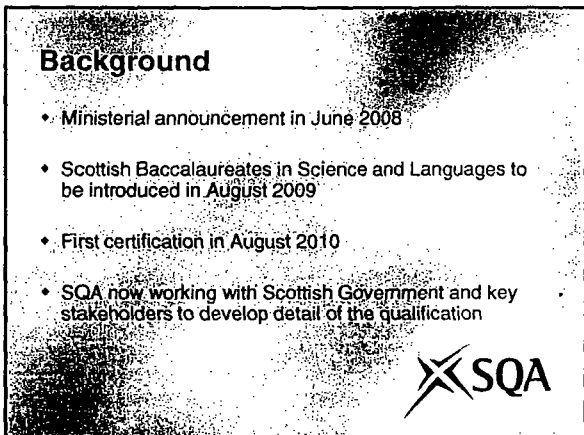
- Essential that young people experience a coherent framework of curriculum and qualifications
- Fuller implementation of CfE expected from 2009/10
- Current P6 (S1 in 2009/10) likely to be first cohort to experience new generation of qualifications
- Implies new qualifications to be in place from 2012/13 onwards

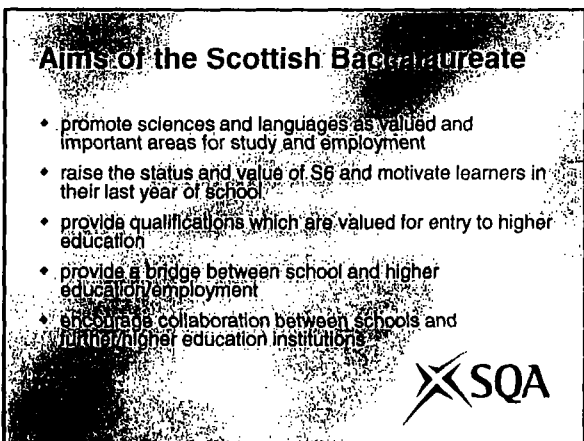


Nancy McPerson

Biley 9







Aims of the Scottish Baccalaureate

- encourage greater coherence in study in fifth and sixth years
- allow learners to relate and apply learning to realistic contexts
- enable learners to compete in the international job market
- develop the generic skills needed for learning, employment and life



Design of the Scottish Baccalaureate

• Valid Language Course at AH	• Eligible Science course at AH
• Higher or Higher Landrace Courses at Higher	• Higher or Higher Science Courses at Higher
• Higher English/ESOL/ Gaelic	• Higher Mathematics
• Interdisciplinary Project at AB	• Interdisciplinary Project at AH
• Distinction/AH Course at A or all other Courses at A or B and Distinction/AH	• Distinction/AH Course at A or all other Courses at A or B and Distinction/AH at least B




Design of the Scottish Baccalaureate

- Not a full programme of study in S5 and S6
- Those taking Baccalaureates will have the opportunity to take other Courses
- Opportunity to add value through AH Interdisciplinary project



The Interdisciplinary Project


- Advanced Higher level Unit (SCQF level 7)
- SQA double-credit Unit: (16 SCQF credit points)
- Graded – A,B,C
- Provides the added value through
 - a broadening experience
 - skills development
 - meaningful contact with HE/FE employers.



The Interdisciplinary Project

Key features:

- Application or extension of subject knowledge in a relevant context
- Focus on generic as well cognitive skills development eg
 - collaborative working
 - information management
 - communication and presentation
- Opportunity to access different learning environments
- Learner negotiation of context and themes for project



Initial stages of development work

- **Planning**
 - All major strands of planning completed
 - Work on Specifications is underway
- **Engagement with stakeholders**
 - Key Partners Group
 - Qualifications Design Teams
 - Discussion and focus groups
- **Communication and awareness raising**
 - Letter to all centres and stakeholders
 - Letter to Directors of Education



Development Milestones

- Mid-November 2008 - Information Even (Strategic level)
- End November 2008 - Information Pack to all centres
- End March 2009 - Publication of Baccalaureate Arrangements and Specifications on SQA's website
- End April 2009 - Baccalaureate Launch Events
- End May 2009 - Publication of Assessment Support materials on SQA's website
- Aug/Sept 2009 - Setting up of Subject Support networks to support delivery and assessment



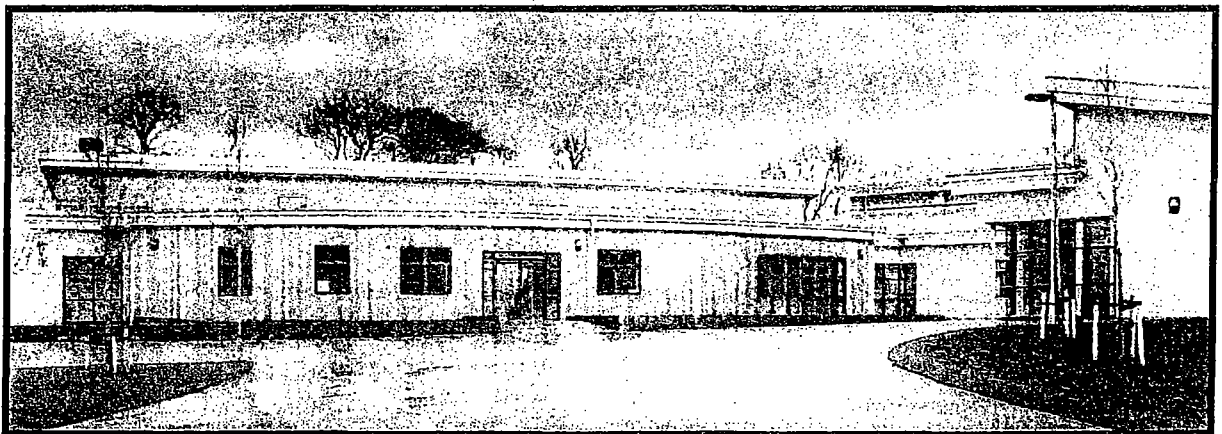


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Kinnaird Primary School & Nursery Class

Learn to Live. Live to Learn.



STANDARDS & QUALITY REPORT Session 2007 - 2008

LEARNING
TO ACHIEVE

Introduction

This has been a historic year for Kinnaird Primary School and one which has been filled with many highlights and achievements. Our goal has been to establish this brand new school, create its identity, develop its sense of community, establish a strong staff team, develop a strong partnership with parents and the wider community, while ensuring that the education provided was of the highest level.

This Standard and Quality Report will demonstrate our success in achieving this challenging goal.

Successes and Achievements

What outcomes have we achieved during session 2007 - 2008?

Teachers faced four major and unique challenges in ensuring that pupils' academic progress was maintained over the course of the session:

- Establishing a brand new school in temporary accommodation with new resources and as part of a new school team
- Ensuring that new classes were successfully established with children transferring from a wide range of different schools
- Ensuring that the subsequent move to the new school building in January 2008 didn't impede progress
- Ensuring that the needs of individual pupils enrolling throughout the session were met

Their success in overcoming these major challenges is clearly evidenced by the very high levels of attainment achieved throughout the school this session.

School Attainment Summary

Reading	95%	85%	pupils attained or exceeded minimum level
Writing	96%	81%	pupils attained or exceeded minimum level
Mathematics	95%	87%	pupils attained or exceeded minimum level

* Local Authority average

Pupils Exceeding Minimum Level

	P3	P4	P6	P7
Minimum Level	A	B	C	D
Achieved	Level B	Level C	Level D +	Level E+
Reading	78% 45%	28% 27%	83% 52%	40% 44%
Writing	89% 40%	32% 19%	67% 33%	40% 25%
Maths	84% 39%	32% 15%	83% 38%	60% 31%

* Local Authority average

Primary 2 Standardised Testing

Standardised testing in English for all Primary 2 pupils was introduced by Falkirk Council in May 2008. Analysis of these results indicates that the average standard score for our Primary 2 pupils is significantly higher than the national average.

Baseline Assessment

Baseline Assessment was undertaken by all pre-school children in our nursery class in May 2008. This highlighted a particular strength in numeracy with 80% of the children scoring full marks. Literacy scores were lower, although 56% of children dropped 2 or less marks.

An extended version of the Baseline Assessment was also undertaken by all Primary 1 pupils in May with 85% of pupils scoring within 2 or less of full marks in literacy and 90% for numeracy. These high scores are reflected in the number of pupils attaining Level A writing (26%) and Level A Mathematics (51%) while still in Primary 1.

How well did we meet the needs of our school community?

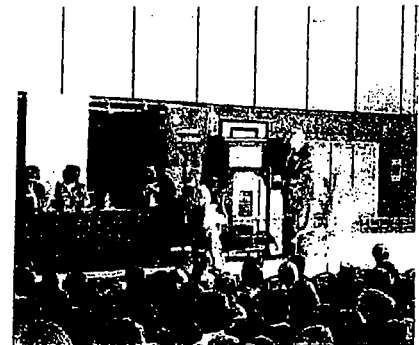
Pupils have played a major role in the helping to establish the school. An active Pupil Council and ECO Committee have helped to ensure that the pupils feel that they have a voice and that they are listened to and their opinions acted upon.

A whole-school project to develop the school uniform played a major role in establishing the school identity and uniting staff and pupils. All stakeholders were involved in the project which culminated in a fashion show organised by Primary 3 in October 2007. The school's unique 'Pride of Kinnaird' tartan and matching purple sweatshirt, adorned with the 'thistle' badge designed by a P4 pupil, have given the school a uniform to be truly proud of. In the words of one pupil; *'...the best thing about our uniform is that we chose it ourselves.'*

The uniform development project, in addition to a range of other activities, helped the school to achieve Falkirk Council's Enterprise Education Gold Award. It also provided the school with an opportunity of nominating three 'Enterprise Champions' in recognition of their contribution to enterprise education within the school.

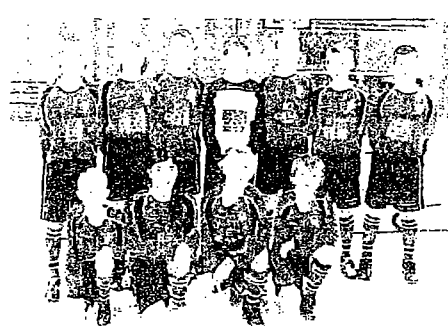


The formal opening ceremony on 16th May 2008 provided an opportunity for the pupils to play a lead role in this historic event. They acted as tour guides to invited guests, and delivered speeches during the formal ceremony. Many visitors commented on the children's confidence, knowledge and passion for their school. The premier performance of the specially written school song was sung with pride by the entire school and staff, reflecting their belief in the school motto, *Learn to Live. Live to Learn.*



The staff has risen to the challenge of opening a new school. They have done so with energy and enthusiasm and have established a very strong team. They have demonstrated openness to new ideas and have shown a commitment to embrace the Curriculum for Excellence, choosing to develop the overall curriculum in a considered, professional manner. Having undertaken trialing of the Curriculum for Excellence draft Science outcomes for Learning and Teaching Scotland this session, they are becoming increasingly familiar with these and will continue to develop their understanding and practice in the coming year.

The school has successfully established working links with the local developers responsible for constructing the community surrounding the school. These links have enhanced classroom-based curricular projects being undertaken by pupils and given the pupils a greater understanding of the world of work and increased pupil safety in relation to the dangers on building sites. Their sponsorship of the school football strip and sports trophy has been appreciated by pupils and staff. A consortium representative has been co-opted as a business member to the Parent Council.



Cala Homes undertook a joint project with the school to commemorate the school opening by providing a time capsule and commemorative plaque. All classes, including the nursery, contributed to deciding and preparing the contents for the capsule which was buried in a ceremony on 28th May.



Our parents play an important part in their children's learning and the life and work of the school. The school benefits greatly from a very high level of parental support, with many parents and extended family members supporting both formal and social events within the school.

A large bank of parent helpers gives regularly of their time to work within the nursery class, classrooms, the school library and the school office.

Both the newly formed Parent Council and PTA have demonstrated their commitment to the school and its pupils. Membership includes parents from Torwood School, indicating the schools preparation and commitment for their merger with us in August 2008. A website dedicated to the work of both organisations has already been established and enables parents to communicate effectively and promote the work of the school.



How good was the education we provided?

The excellent attainment results previously mentioned are testament to the high quality of education being provided in the school and that the needs of all pupils were met. A commitment to utilise the school's opening at the heart of a community under construction saw the curriculum being designed to mirror this and develop a sense of community e.g. 'new neighbours', 'developing an ECO-community'. Staff training in the use of 'Storyline' as an approach to deliver cross-curriculum working was highly successful in engaging pupils purposefully in their learning. Parents responded extremely positively to a full-day workshop on this method and feedback regarding the impact of Storyline projects from staff, pupils and parents alike clearly indicated a preference for this way of working.



Not only was the ECO-community project presented at an international Storyline Conference in Sweden in April, the teachers and a group of pupils involved will be presenting the outcomes of this topic at the Scottish Learning Festival in SECC in September 2008.

The development of effective learning and teaching of reading, particularly in the upper primary, has also been a focus for development this session. Partnership working with the Literacy Support Teacher saw the improvement of critical reading skills, and the introduction of the 'Book Detectives' approach.

Primary 5 engaged in a joint development with Larbert Village Primary on reading intervention work. This highly successful project saw both schools write and develop their own books with both staff and pupils clearly identifying the benefits of this approach in developing reading skills.

The introduction of a more meaningful approach to homework saw the introduction of P.L.A.Y. books (Personalised Learning Activities for You) throughout the school. The provision of more practical information and advice for parents at the start of the

development would have helped overcome some initial anxieties; however, these have been overcome. Weekly monitoring of homework submission clearly indicates that all pupils are participating in this activity. The variety and quality of work being submitted has been exceptional and has provided many regular opportunities for self and peer assessment while providing parents with a clear insight into the work being undertaken in class each week.



What are our development priorities for session 2008 - 2009?

There are a number of key areas we would like to develop next session:

Inclusion

Pupils and staff from Torwood School join us in August 2008 and become an integral part of our school. This provides many opportunities for the whole school to develop new professional relationships and enhance inclusive practices.

Vision

The arrival of the ASL wing makes our school complete. This will provide our first opportunity to work as an entire school to develop our 'vision'.

Active Learning

The development of an 'active learning' approach to learning and teaching is a major development priority for all primary schools in Falkirk Council next session. We aim to further develop existing good practice to ensure that active learning is embedded in every department within the school.

Planning/Curriculum for Excellence

The move from the '5 - 14 Curriculum' to 'Curriculum for Excellence' provides an opportunity to review programmes of study to enable more flexibility within the curriculum. We aim to develop planning formats for use throughout the school which will meet the needs of these curricular developments.

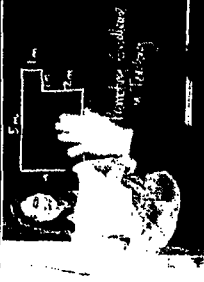
Health

We aim to achieve Level 2 Health Promoting Schools accreditation by December 2008.

ECO School - Green Flag

We have set ourselves the challenging target of aiming to achieve our ECO-Schools Green Flag award by December 2008. This reflects our commitment to promoting environmental sustainability within our school from the earliest opportunity.

gtc
SCOTLAND



The General Teaching Council for Scotland: Background, Functions and Form

Tom Hamilton
Director of Educational Policy

Bilug 11



The General Teaching Council for Scotland: Background

- Set up by Act of Parliament in 1965
- Powers extended by Act of Scottish Parliament in 2000
- Powers further extended by Statutory Instrument, summer 2006 - competence
- Announcement of independent status for the GTCs January 2008



Tutela ac Praesidium

- **Regulator – guardian and protector**
 - to stop uncertificated teaching
 - substantial statutory powers
 - compulsory registration to teach in a State school
 - optional registration to teach in Further Education
 - compulsory registration to teach in Initial Teacher Education

- **Committed to the concept of self-regulation**
 - the concept of professions regulating themselves
 - a teacher majority in the Council

- **A non-departmental public body**
 - funded solely through teacher registration fees
 - independent of the public purse
 - independent of government



Traditional Role

Guardian/Gatekeeper:

- Initial Teacher Education
- Probation
- Exceptional Admissions

Protector:

- Conduct
- Discipline



21st Century Role

As above plus:

- Standards: Standard for Initial Teacher Education
Standard for Full Registration
Standard for Chartered Teacher
Standard for Headship
- Continuing Professional Development
- Teacher Induction System
- Chartered Teacher Programme
- Framework for Professional Recognition
- Disciplinary Issues: Child Protection
The internet
Competence



GTCS: Principal Aims

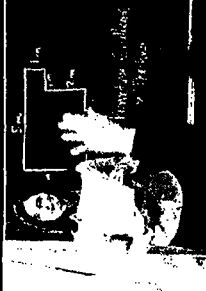
- To contribute to the quality of teaching and learning and the development of a world-class education system in Scotland
- To maintain and enhance standards of professional competence in schools and colleges in collaboration with partners including teachers, employing authorities, teacher education institutions, parents and the Scottish Executive Education Department
- To be recognised as a voice and advocate for the teaching profession



Council Membership

50 members in total
4 year term

- 26 elected teacher members
- 18 appointed members
- 6 nominated members
- 2 assessors appointed by Scottish Ministers (Scottish Executive Education Department)
- 1 observer (HM Inspectorate of Education)

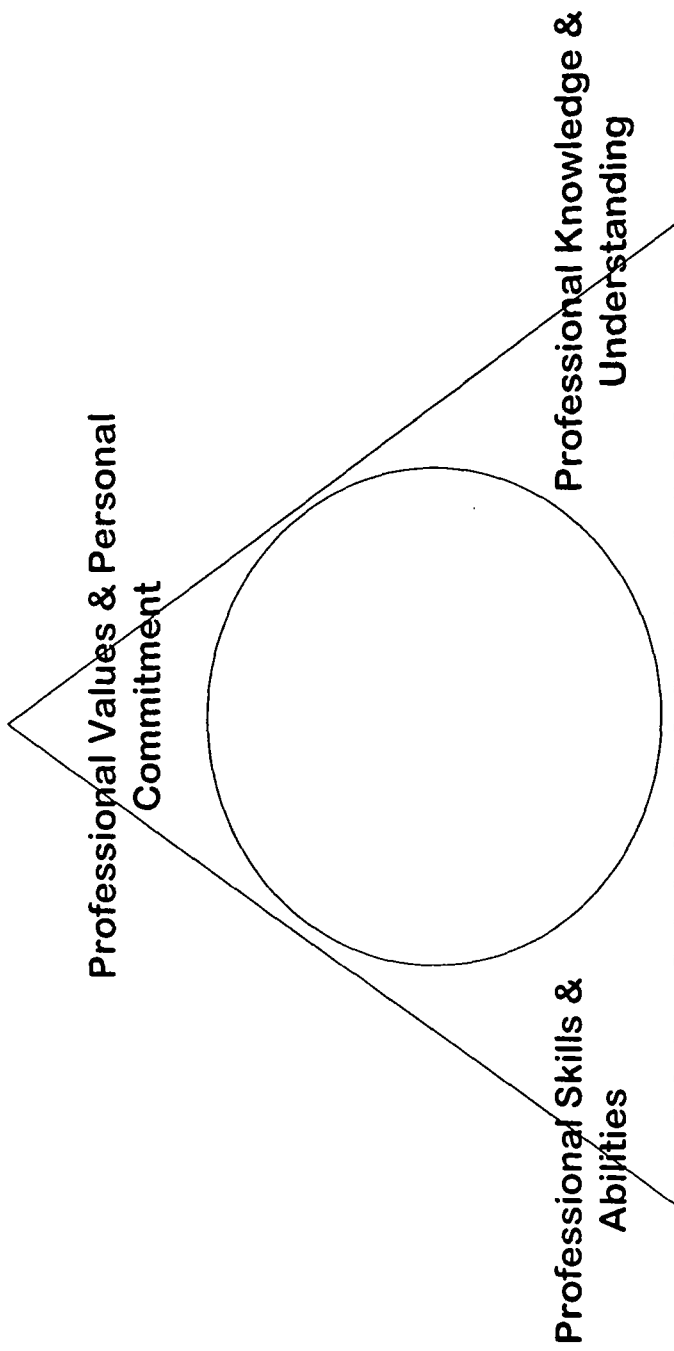


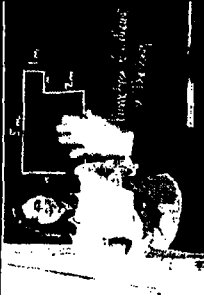
The Standards

- The Standard for Initial Teacher Education
- The Standard for Full Registration
- The Standard for Chartered Teacher
- The Standard for Headship



Aspects of Professional Development





The Standard for Initial Teacher Education

The Standard for Initial Teacher Education (SITE) specifies what is expected of a student teacher at the end of Initial Teacher Education, seeking provisional registration with the General Teaching Council for Scotland.

- Elements of the Standard
- Expected features



The Standard for Full Registration

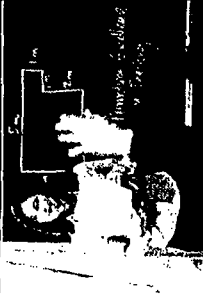
The Standard for Full Registration (SFR) specifies what is expected of a teacher seeking full registration with the General Teaching Council for Scotland.

The SFR needs to serve three main purposes. It has to provide:

- a clear and concise description of the professional qualities and capabilities teachers are expected to develop in the course of induction;
- a professional standard against which reliable and consistent decisions can be made on the fitness of new teachers for full registration with GTC Scotland;
- a baseline professional standard which will apply to all teachers throughout their careers.

The Professional Standard

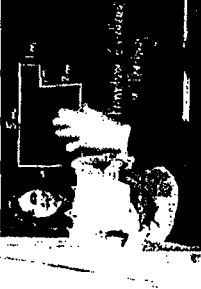
Illustrations of Professional Practice



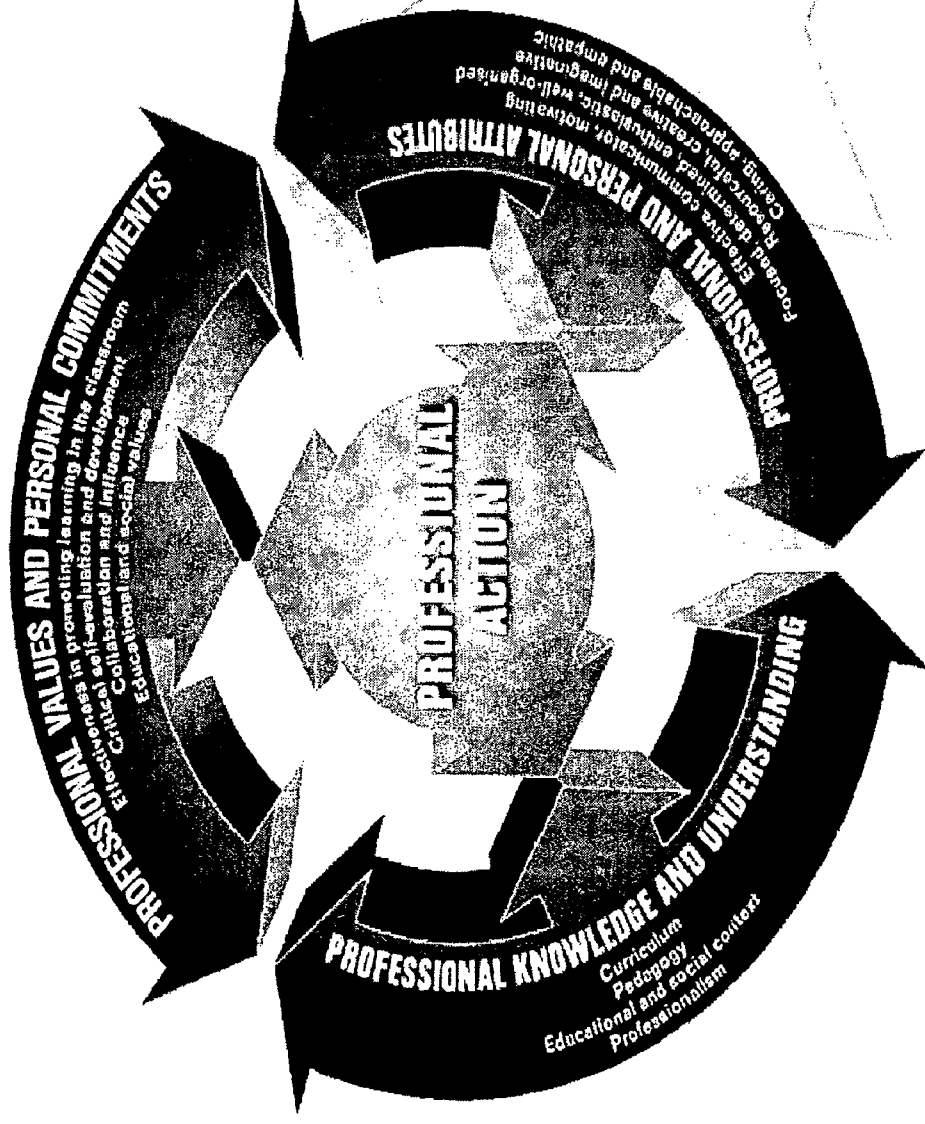
Standard for Chartered Teacher

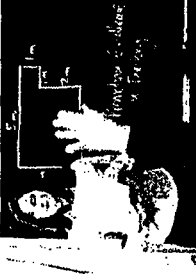
SCT: Key components

- Professional values and personal commitments;
- Professional knowledge and understanding;
- Professional and personal attributes;
- Professional actions

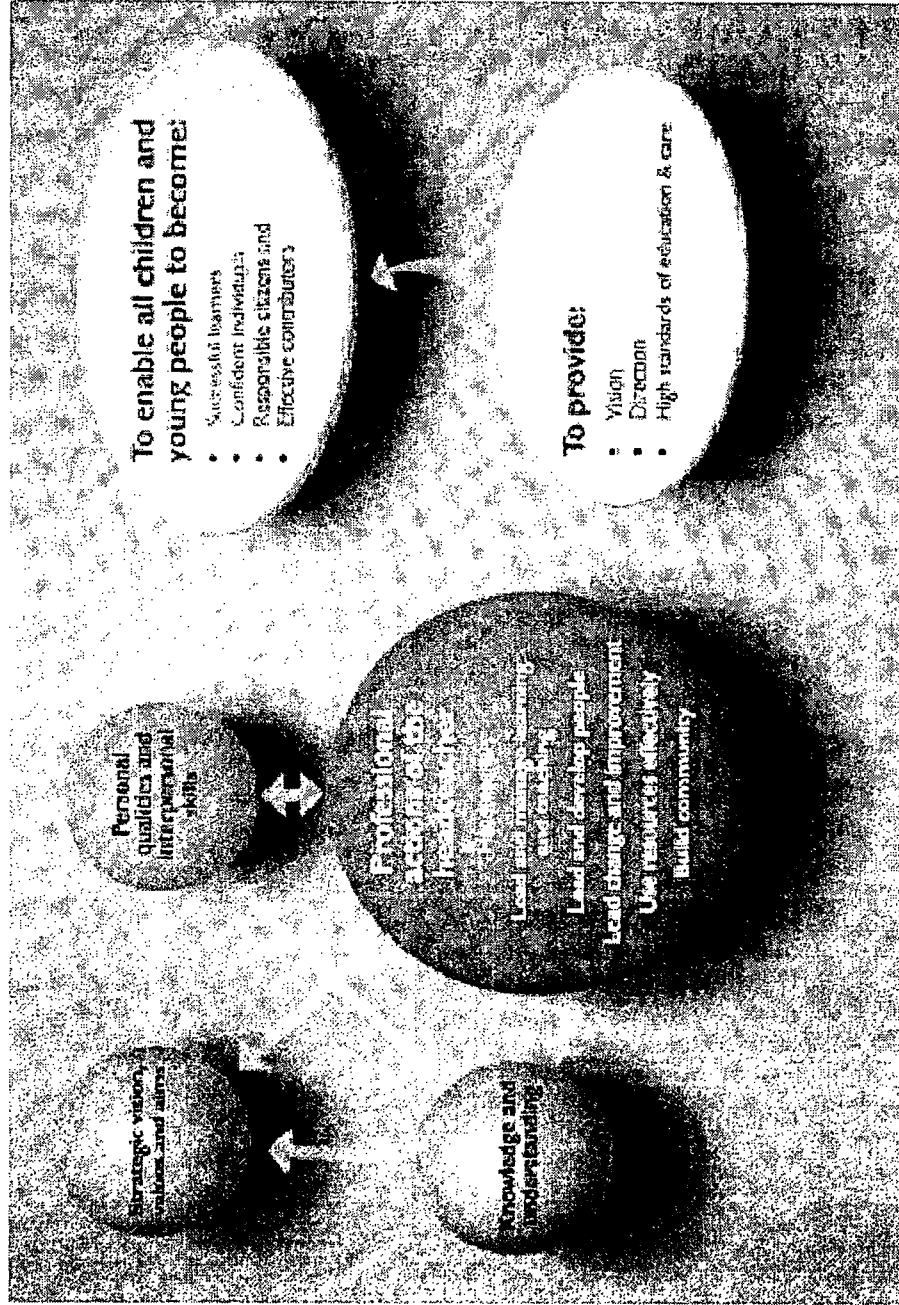


Standard for Chartered Teacher





The Standard for Headship





Criticisms of Standards Models

- Standards as common sense (control mechanisms?)
 - Standards as quality assurance and accountability
 - Standards as quality improvement
 - Standards for certification

 - Mechanistic and technicist approach which restricts reflective practice and encourages conformity
 - Encourages 'competence' but stifles 'excellence'
- Yet...
- Professional values and personal commitment

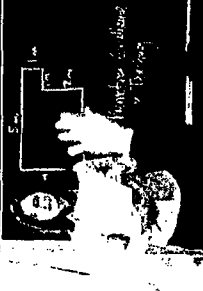


Teacher Induction Scheme

- Guaranteed post for year
 - 0.7 contact
 - 0.3 continuing professional development

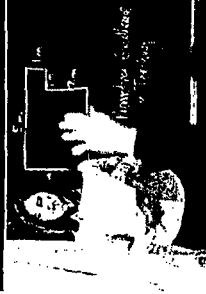
- CPD programme:
 - individual,
 - school,
 - local authority

- Designated supporter in school 0.1
 - Observations, advice, support and target setting
 - Reports to GTCS



The Teacher Induction Scheme – A Scottish Success Story

Year	Commenced	% Awarded Full Registration
2002-03	August 2002: 2120	June 2003: 97.5%
2003-04	August 2003: 1845	June 2004: 98%
2004-05	August 2004: 2093	June 2005: 98%
2005-06	August 2005: 2737	June 2006: 98.4%
2006-07	August 2006: 3554	June 2007: 98%
2007-08	August 2007: 3582	June 2008: 97.6% approx.



Audit Scotland

The TIS is one of the most successful elements of the Agreement. Of the head teachers surveyed, 88 per cent think the TIS is working well. Equally, 88 per cent of the teachers who have experienced the scheme feel it was valuable in preparing them for being a teacher, and 64 per cent feel it was very valuable.

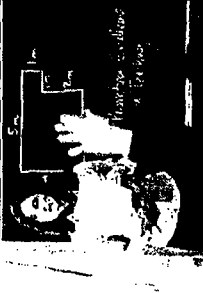
A mid-term report: A first stage review of the cost and implementation of the teachers' agreement A Teaching Profession for the 21st Century - Audit Scotland May 2006



HMIE

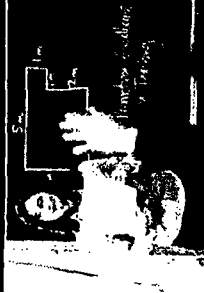
The new scheme for induction of new teachers has been a major success. The early promise of the teacher induction scheme has been built on, and overall the scheme has been confirmed as a positive outcome of the Teachers' Agreement. The new arrangements have worked well for the benefit of the newly-qualified teachers and have had a positive impact on the overall ethos of self-evaluation in schools. In general, the new entrants have been of good quality, with considerable potential for contributing to an improving quality of education in the 21st century. Experienced staff have gained from acting as mentors for the new recruits. Other teachers have benefited from the positive and energising impact of probationers on the work of the school.

Teaching Scotland's Children: A Report on Progress in Implementing 'A Teaching Profession for the 21st Century' - Her Majesty's Inspectorate of Education January 2007



OECD Reviews of National Policies for Education: Quality and Equity of Schooling in Scotland December 2007

Scotland's approach to teacher
induction is world class, and the
Scottish Qualification for Headship is
an outstanding and demanding
programme.



Michael Fullan (1993) 'Why teachers must become change agents' Educational Leadership 50 (6)

The professional teacher, to be effective, must become a career-long learner of more and more sophisticated pedagogies and technologies and be able to form and reform productive collaborations with colleagues, parents, community agencies, businesses, and others. The teacher of the future, in other words, must be equally at home in the classroom and in working with others to bring about continuous improvement.



OECD (2002) Teacher Education and the Teaching Career in an Era of Lifelong Learning (Page 13)

If society's concern is to improve quality in education and to foster creative, enterprising, innovative, self-reliant young people, with the capacity and motivation to go on as lifelong learners, then this will not happen unless the corps of teachers are themselves challenging, innovative and lifelong learners.

As lifelong learning requires adaptable, self-reliant teachers, the goal of the reflective practitioner should be promoted in the process of teacher pre-service and inservice education.



European Commission Education and Culture (June 2005) Conference on the Common European Principles for Teacher Competences and Qualifications

Many delegates commented that it was important to train and support teachers who are able to respond to uncertainty, in order that they become agents of change rather than the recipients of change. Schools recognise the importance of values, ethics and teachers' attitudes to change, and would want those aspects of professional life to be supported and developed. Training should also help teachers who wish to reflect on their own practice, develop other staff, look outside their immediate school environment and work in teams.



Her Majesty's Inspectorate for Education (2006) Improving Scottish Education (Page 94)

Every teacher, in whatever sector, can work towards improving the quality of the learning which their learners experience, the teaching which supports it and the outcomes which their learners achieve. At the core of that improvement lie self-evaluation, observing examples of other approaches, discussing with colleagues, being open to well-judged innovation, learning from research, undertaking action research and fully engaging in making education fit for purpose in the 21st century. A key pre-requisite is that teachers accept responsibility for their own professional development, for the quality of learning in their classrooms, and for their role in self-evaluation and improvement at personal and establishment levels.



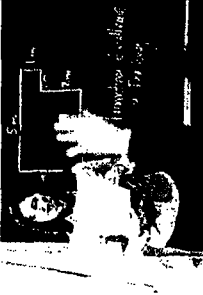
Framework for Professional Recognition

- Introduced January 2006
- Recognition - 440 (407 teachers)
eg Leadership, Global citizenship,
Learning support
- Registration - 260 (235 teachers)
Primary – Secondary (S1-2), (S1-6)
Secondary – additional subjects



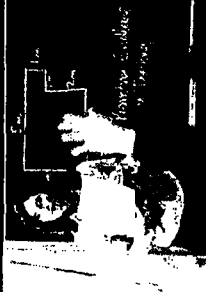
Chartered Teacher

- Launched summer 2003
 - July 2004 – 14 chartered teachers
 - June 2008 – 645 chartered teachers
- Masters level qualification – 12 modules
- GTC Scotland accreditation route
- Self funded
- Salary increment after every two modules
- All 32 local authorities have CTs



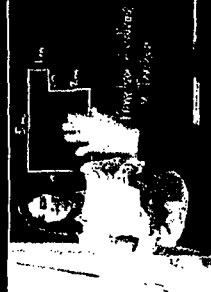
Scottish Qualification for Headship

- 3 providers: East
North
West
- Masters level diploma
- Pilot alternative route
- Local authority coaches
- GTCs involvement in assessment



Communication from the Commission of the European Communities to the Council and the European Parliament Improving the Quality of Teacher Education 2007

The quality of teaching is one key factor in determining whether the European Union can increase its competitiveness in the globalised world. Research shows that teacher quality is significantly and positively correlated with pupil attainment and that it is the most important within-school aspect explaining student performance (its effects are much larger than the effects of school organisation, leadership or financial conditions). Furthermore, other studies have found positive relationships between in-service teacher training and student achievement and suggest that an in-service training program ... raised children's achievement ...(and) suggest that teacher training may provide a less costly means of increasing test scores than reducing class size or adding school hours'.



The Children's Plan: Building brighter futures Presented to Parliament by the Secretary of State for Children, Schools and Families December 2007

Teaching is a highly skilled, high status occupation. The best teachers constantly seek to improve and develop their skills and subject knowledge. To help fulfil our high ambitions for all children, and to boost the status of teaching still further, we now want it to become a masters-level profession.

Our new goal will be for all teachers to achieve a Masters qualification ... over the course of their career. This will represent a step change for the profession that will bring us in line with the highest performing education systems in the world.



Research

- Ongoing statistical review
- Teacher Induction Scheme
- Partnership
- Teacher Researcher Programme
- Professionalism



Communication with the Profession

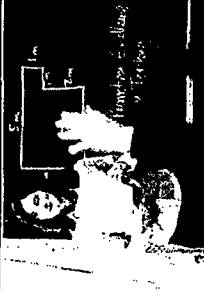
- Website
- Teaching Scotland
- New Teacher
- Talks and presentations
- Conferences



International Interest

- Teacher Induction Scheme:
 - Georgia, USA
 - Australia
 - Canada
 - Ireland
- Teacher Registration:
 - Sweden
- Teaching Council model:
 - UK, Ireland, Canada, Australia, New Zealand,
South Africa, Yemen, Norway, Jamaica
- ARION study visit February 2007
- OECD visit March 2007
- Transversal study visit February 2009

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SCOTLAND



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