guidance

At the Heart of Education: Guidance in the Primary School

A Report by the Guidance Task Group - Primary Education

gtc SCOTLAND

CONTENTS   Page

FOREWORD

I was pleased to be invited to write the Foreword for the Council Task Group's Report on Guidance in Primary Education. I have written a number of Forewords over the years, but this occasion gives me particular pleasure, partly because it will be the last such report during my period as Registrar, partly because it was a task which the Ninth Council has been able to complete during its shortened term of office and partly because the study of Guidance in Primary Education has undoubtedly been a piece of ground-breaking work in its own right.

Writing a Foreword provides the author with the opportunity to make some comment on the contents of the paper concerned and I would like to use the privilege of my position to do this. I think it is appropriate that the Task Group's Report is founded on a wide definition of Guidance, that it recognises the significant rôle of parents, that it identifies the transition from primary to secondary as a key area of difficulty and potential stress for pupils, that it acknowledges the specific problems of the schools in rural areas and that it has the courage to point out that resources are an issue which cannot be ignored. I was also gratified to note that the Task Group decided to seek hard evidence by ascertaining the views of practitioners. This is an aspect which is often overlooked and, when it is, the credibility of the findings is considerably reduced. The Report's recommendations have the helpful effect of focusing the mind of the reader on the key issues.

The Report is a valuable source of information, and I am confident that it will be of interest to all those who are professionally concerned with the work of the primary school, whether as teachers or managers. I hope that the findings will stimulate further debate and in due course have an impact on practice; that was after all the Task Group's aim. On behalf of the Council I extend my grateful thanks to Ms Sonia Kordiak who convened the Task Group on behalf of the Education Committee, to Ms Aileen Purdon, Professional Officer (Probation), who made a substantial contribution to the writing of the Report, and to all the members of the Task Group who gave so willingly of their time to assist with this initiative. I know that the teaching profession in Scotland expects the Council to produce position papers and policy statements of this kind, and I hope that it will continue to do so in the challenging years which lie ahead.

D I M Sutherland
March 2001

ACKNOWLEDGEMENTS

2

1 RATIONALE AND DEFINITION OF 'GUIDANCE' IN THE PRIMARY SECTOR

The principal aims of the General Teaching Council for Scotland are to contribute to improving the quality of teaching and learning and to maintain and improve teachers' standards of professional competence. Within this context the Eighth Council had published in 1998 a report, *Making the Difference*, on the professional needs of guidance teachers in secondary schools. Guidance posts were introduced formally into Scottish secondary schools in 1971 and therefore guidance in the secondary sector is a term which is readily understood. For the past three decades all local authority schools have provided personal, curricular and vocational guidance for every pupil, primarily but not exclusively, by means of their guidance systems. Guidance teachers in the secondary sector are specialists who are recognised and paid as such. Given *'the growth in, and complexity of, certain guidance issues which now face all teachers'* (*Making the Difference*,1998, p21), the 1998 GTC Scotland report recommended that a review of Guidance in other sectors of education be carried out by the Ninth Council, and it concluded that GTC Scotland *'believes that there is now a case for considering a more structured response to the provision of guidance needs in primary schools'.* (p23)

Within the Scottish primary sector where there are no teachers named 'guidance' teachers and no formal 'guidance provision', the word and what it denotes can be misconstrued. The task group, established to take forward this consideration, acknowledged at the outset the work undertaken in this area by primary teachers, all of whom *'exercise a wide professional responsibility for the care of their pupils'* (p6), and was keen to ensure that those who were involved in its survey were aware that its definition of 'guidance' included PSD, moral education, pastoral care, equality and discrimination issues. The role of guidance in promoting and extending all children's learning and achievement, rather than having a function limited to supporting children who experience learning or behaviour difficulties, was another factor it wished to stress within the scope of its work. Guidance, as *Making the Difference* had recognised, *'is concerned with the methodologies of learning and the promotion of good teaching; it encourages all teachers to show concern in their teaching for the welfare and well-being of their pupils; it fosters a communal sense of responsibility for both collective and individual concerns.'* (p6)

3

Please note, GTC Scotland has used the term 'counselling' in this report to mean the same as the term adopted in a report by HMI, namely:

'"Counselling", as it applies to schools, should not be confused with therapeutic counselling which is properly the preserve of, for example, psychologists, psychotherapists and psychiatrists, However, when individual guidance is at its most effective, it is similar in many respects to the counselling process. It is concerned with good inter-personal relationships which are based on showing respect, listening, empathising and reflecting. The development of counselling skills has become an integral part of all guidance staff training. Most guidance staff build and sustain very good relationships with individual pupils. Many would benefit from some further training in counselling skills, not to establish themselves as counsellors, but to assist them to develop further some of the skills which are particularly helpful in their interaction with pupils and parents.'

(Effective Learning and Teaching in Scottish Secondary Schools: Guidance, 1996, ppvii - viii)

2 INTRODUCTION

2.1 Background

2.1.1 The Ninth Council first met in February 1999. A few days before the Scottish Office Education Department's Consultation Document, *Targeting Excellence - Modernising Scotland's Schools* (1999), had been published. At the time, although government funding had been made available for various initiatives, such as,

- support for new techniques in promoting positive discipline in schools;
- family literacy schemes and home-link teachers;
- alternatives to exclusion schemes;
- the establishment of an anti-bullying network;
- the establishment of a School Drug Safety Team; and
- good practice in reducing non-attendance was being given attention,

and it was clear that primary schools were promoting an ethos of achievement, the Council was aware that demands on primary teachers were increasing.

The Government's policy of social inclusion was highlighted in *Targeting Excellence* in its wish to take forward the concept of New Community Schools; the document indicated that new teachers would need to be able to work with members of other professions such as social workers, doctors and others concerned with pupils' learning and welfare. It was further intended that new teachers would be introduced during initial teacher education to the challenges and opportunities involved in providing integrated, community-oriented services.

2.1.2 In May 1999, in this context of change and development, the Education Committee felt that it would be appropriate to take forward the recommendation in *Making the Difference* to consider the provision of guidance needs in the primary school. The task group first met in November 1999. A few months later, in January 2000, the Scottish Executive Education Department (SEED) published *Improving our Schools: consultation response*. In its 'Foreword', the then Minister for Children and Education, Sam Galbraith, encapsulated the beliefs which GTC Scotland shares with teachers across Scotland:

'Every child matters. It is our duty...to prepare every child for the challenges that they will face throughout their lives. We live in a rapidly changing world, and to meet these challenges our children and young people will need a range of flexible skills, knowledge and aptitudes that schools can give them.' (p3)

2.1.3 During the tenure of the Ninth Council, a range of educational documents has been published by SEED and other educational bodies/organisations and ideas of pupil entitlement have been developed. At the time of writing two documents are considered by the Guidance Task Group to be fundamental to the future direction education in Scotland will take: they are the *Standards in Scotland's Schools etc. Act* (July 2000), with its national priorities (December 2000), and the Agreement reached in January 2001 following recommendations made in the McCrone Report, *A Teaching Profession for the 21st Century*, (Committee of Inquiry into Professional Conditions of Service for Teachers, 2000). The Act drew attention to

4

developing the personality, talents, and mental and physical ability of the child to allow her/him to realise her/his full potential; objectives which teachers try to fulfil daily. The requirement that education be provided in mainstream schools for all pupils is likely to increase demands on all authorities and schools.

Within the national priorities Scottish Ministers stressed, amongst other things, the need:

- to raise standards of educational attainment...and to achieve better levels in national measures of achievement including national examination results;
- to support and develop the skills of teachers and the self-discipline of pupils;
- to promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs...; and
- to ...encourage creativity and ambition.

Schools and authorities are to decide how to work towards these priorities. The Guidance Task Group believes that the implementation of agreed priorities at local authority and school level may present some schools with conflicting demands in that the drive to raise attainment can be detrimental to the promotion of equality and creativity.

2.1.4   A key concern of teachers, the need for improved discipline in schools, which was recognised in *A Teaching Profession for the 21st Century* (2000), was taken forward by the Minister for Education, Jack McConnell, in December 2000 when he announced he would chair a new task force to look at discipline. The findings were published in June 2001 and GTC Scotland has considered them in Section 6 of this document.

5

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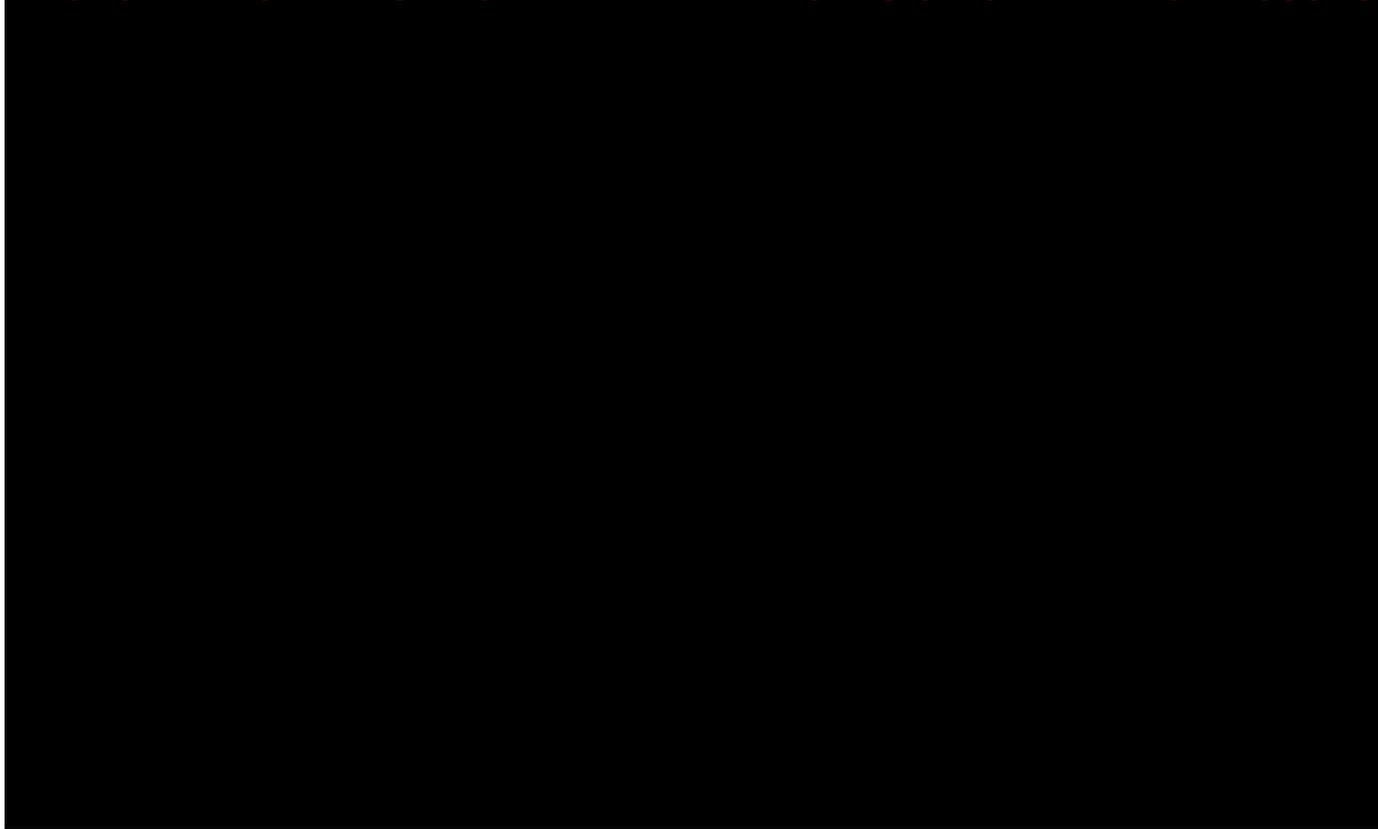
2.2 The Task Group's Approach

2.2.1 A review of relevant documentation was undertaken and pertinent information from it is presented in the next section. In order to determine to what extent primary teachers and schools were themselves prepared for the current challenges of the classroom, the task group believed it would be appropriate to ascertain the opinions of practitioners in the primary sector in relation to guidance issues.

2.2.2 In its attempt to discover more about current practice and concerns, the task group devised a questionnaire which, after piloting, it sent to a selection of primary schools across Scotland. Every local authority was represented on a proportional basis in the sample of 118 schools which were each sent four questionnaires and a number of questionnaires was sent to independent schools. Schools within each category were selected at random by GTC Scotland and responses requested from teachers and head teachers in each school.

2.2.3 The questionnaire sought to identify the diversity of practice in a sample of primary schools across Scotland; to consider how pastoral care is undertaken within the primary sector; to examine the organisational structures which are in place at school level to help teachers deliver their curricular as well as their pastoral responsibilities; and to ascertain how head teachers and other members of school management teams carry out their overall responsibilities in this area.

A key objective of the task group's enquiry was to gain a picture of how the pastoral, personal, social, emotional and learning needs of children in the primary sector were supported without designated staff, or designated time. Other matters considered by the task group included the types and adequacy of resources devoted to guidance; initial teacher education and in-service training in guidance-related matters; the on-going advice and counselling available to teachers; and the framework of support provided by employers.

The role of parents and how to extend that role, and the part that they and support staff play in supporting learning, promoting positive behaviour and reducing exclusions was also examined, as were initiatives which focus on social inclusion such as New Community Schools projects. Information about the provision for pupils who had special educational needs and were in mainstream schools was sought , as were views about Records of Needs and alternatives to exclusion for pupils with emotional, social and behavioural difficulties. Pupil councils and the role of pupils in improving their own learning environment was another aspect which was given attention as was the ethos of the school.

Nursery education, special schools or support for children with significant health difficulties were not looked at as the group believes these areas warrant separate consideration.

2.2.4 Fifty-seven schools responded, a number returning up to four questionnaires. The sample consisted of returns from schools, urban and rural of different sizes - from a single teacher school to one with a roll of 430 - from twenty-six authorities and two independent schools. It also included a representative sample of denominational and non-denominational schools and New Community schools. Just over one fifth of schools responding indicated that they had a teaching head teacher, although the actual number could be higher.

2.2.5   Following collation of the questionnaire returns, schools which appeared to be involved in innovative approaches to guidance-related issues or dealing with particularly difficult or unusual circumstances were identified. Although there were many such schools within our sample, resource limitations resulted in visits to eighteen schools to talk with staff, as well as one to talk with staff and pupils, one to meet with the Pupil Council, one to talk with groups of P7 girls and boys and one head teacher interview (outwith the school). In addition, two secondary schools were invited to ask a class of S1 pupils to complete questionnaires regarding their experiences of primary and secondary school and the differences and similarities. The results of these interviews and questionnaires are included in Appendix 3.

2.2.6   The findings of the questionnaires and interviews discussed in this report are based on what teachers, other primary staff and pupils told the task group. There are undoubtedly other issues of concern and numerous other examples of good and innovative practice that were not highlighted to the group; the report should be read in this context. In collating the data gathered, two key strands were identified: elements of good practice and issues of concern raised by staff and pupils. Unfortunately, due to the sheer volume of data, not every issue raised can be detailed in this report.

3 CONTEXT

3.1 National Reports, Policies, Initiatives and Legislation

3.1.1 In January 1999 HMI had reported in *Standards and Quality in Scottish Schools 1995-1998*, on evidence of visits to more than 300 primary schools, that pastoral care and personal and social education were continuing strengths in primary schools. Schools were considered to show strengths in provision in these areas when

- pupils were valued as individuals;
- pupils were able to raise personal concerns with staff;
- pupils were encouraged to take responsibility;
- pupils' opinions were sought and acted upon;
- residential trips and extra-curricular activities were undertaken; and
- skills for safe and healthy living were promoted.

Ethos, including relationships, pupils' behaviour and discipline, was seen to be very good in 55% of schools visited by HMI and had more strengths than weaknesses in a further 40%. An ethos of achievement was associated with

- a purposeful working atmosphere;
- appropriately high expectations of pupils' attainment, attendance and behaviour;
- celebration of success;
- opportunities for pupils to express views through pupil councils, raise money for charity and help younger pupils;
- close monitoring of pupils' progress and attainment; and
- effective partnerships with parents, the School Board and the local community.

It concluded that there was *'an increasing emphasis on whole-school approaches to promoting equality and fairness'* (1.5). Other factors, considered under 'Support for pupils' or 'Ethos', evaluated as positive in the majority of primary schools were learning support, support for pupils who had a Record of Needs, positive behaviour and anti-bullying policies, pupil councils, relationships with parents, attendance and links with the community.

3.1.2 These positive findings were welcomed by teachers. The 1990s had seen the phased introduction of the 5-14 programme (with, for example, *National Guidelines, Assessment, 5-14* in 1991, *National Guidelines, Personal and Social Development* in 1993, the National Testing pilot in 1991 and Level F in 1999). While it was claimed that the various Guidelines contained nothing new in that schools already offered such programmes of study, not all teachers perceived this to be the case and found they had to develop and implement a new curriculum in some areas, along with the added burden of a new emphasis on attainment which was measured in a particular way. Funding was provided for the Programme but many schools did not find it adequate.

3.1.3   Another factor with which teaching staff have had to contend is the current Government's drive to raise standards in education. This thrust has taken a number of forms - consultation documents, policies, funding, pilots, special groups. Many of them have had an impact on primary schools and the area under review in this report. *How good is our school?: Self-evaluation using performance indicators* was issued by HMI in 1996; it introduced the use of performance indicators into schools.

Thereafter, school development plans had to take cognisance of the 7 key areas which HMI saw as relating to the main functional aspects of a school's work, ethos being one of these key areas. Performance Indicator (PI) 5.1 concerns itself with the following themes :

- sense of identity and pride in the school;
- equality and fairness;
- welcoming environment;
- pupil and staff morale and pupil/staff relationships;
- pupil and staff expectations and use of praise; and
- pupils' behaviour and discipline.

Other PIs also relate to the aspects under review, PI 3.3, Meeting Pupils' Needs, PI 4.1, Pastoral Care, and PI 4.2, Personal and Social Development, being the most relevant. The former involves reviewing provision for the emotional, physical and social needs of individual pupils; and the provision of support for pupils. The latter requires schools to consider the development in pupils of positive attitudes and personal and social skills; and the contribution of extra-curricular activities, syllabus inserts and special courses. However, it is interesting to note that *Taking a Closer Look at Guidance* (SOEID, 1998), which contained advice from the Audit Unit on the use of performance indicators for guidance, focused on the secondary sector only.

3.1.4   The Early Intervention Programme was one of the first initiatives, originating from work on reading attainment introduced in 'positive discrimination' (PD) areas by Lothian Regional Council in 1994, to be adopted nationally. As well as developing basic literacy, promoting self-esteem was an important aim. Such schemes, aided by ring-fenced central funding from 1997(due to end in 2002), have been implemented across the country. Funding has been granted for the first two years of primary school, thereby enabling support to be given to children to help them acquire basic learning skills, without which they will find educational achievement in the future difficult, and provide them with a positive experience of school. Progress in basic numeracy has been an objective of some of the more recent schemes, as has progress in writing. Some authorities have allocated funding to develop home-school links, by means of which parents are encouraged to take a more active role in supporting reading at home. In other authorities teaching staff have found themselves working within a team which consists of learning support staff, classroom assistants, nursery nurses, educational psychologists and speech and language therapists. While such working does benefit children, it does place extra demands on teachers' time, on their planning of the curriculum, their management skills and the deployment of resources.

3.1.5   As part of the move to raise standards, the Scottish Office Education Department focused on target setting. *Raising Standards - Setting Targets* (1998) set out a framework for the setting of targets in key areas. A further report that year required primary schools to set targets for attainment in reading, writing and mathematics and in minimising absence, the attainment targets to be achieved from December 1998 to

9

2001. Attendance had been an objective since 1997 when the then Scottish Education Minister, Brian Wilson, had pointed out the strong link between school attendance and pupil attainment in his *Setting Targets - Raising Standards in Schools* report.

Despite support from local authorities, the target setting agenda has placed new burdens on teachers and sometimes has meant that time given to dealing with the statistics and associated paperwork has resulted in less time being available to meet the needs of pupils. The increased focus on measurable attainment has shifted the balance within the wider concept of achievement.

3.1.6   In recognition of the fact that out-of-school-hours learning can boost self-confidence, motivation and achievement, homework clubs, breakfast, lunch and evening clubs, summer and other holiday schemes have received funding since 1997. It was expected that by June 2001 a quarter of all primary schools would provide such activities. Further funding was made available from 1999 for 3 years to assist local authorities in developing study support activities for pupils of all ages.

3.1.7   Other aspects of support were taken forward by means of new community schools. The five Pathfinder schools in the New Community School Initiative gained their funding in 1998. Thereafter the first new community schools pilots were established in 1999 in recognition of the fact that:

'influences on [children] outside the classroom are as important as those within...What the child learns in the classroom needs to be supported elsewhere...The ...initiative...aims to bring together the services required by children and their families so their needs can be more effectively addressed.'

(*Targeting Excellence - Modernising Scotland's Schools,* 1999, Chapter 4)

Phase 2 schools received funding from October 2000, Phase 3 begun in April 2001 and by June 2001 there were 62 projects underway, involving more than 400 schools (many of them primary schools) across Scotland. All but two local authorities have two projects. Theoretically new community schools should provide all round support both for a pupil and her/his family, enabling teachers to concentrate on teaching and learning, and leaving non-teaching tasks to others, such as classroom assistants, administrators, health and social workers. Multi-disciplinary training and staff development are supposed to take place. The programme runs until 2002 and £37 million has been invested, a sum of up to £200,000 for each project.

3.1.8   Further moves to address whole community needs were described in the Scottish Social Inclusion Strategy which was published in March 1999, following the publication of the White Paper, *Targeting Excellence - Modernising Scotland's Schools,* in which the Scottish Office Education Department stated, *'Education is central to the Government's fundamental objective of promoting social inclusion'* (p1). While it was recognised in this document that educational attainment by itself cannot right all wrongs associated with poverty and deprivation, it was said that it can make a major difference. Not only was there an expectation that educational attainment would be raised but also that the school system would be fully inclusive. The McCrone Committee of Inquiry (2000) recognised the amount of additional work the implementation of this policy had created for teachers and it was of the view that *'where increased demands arise from the social inclusion policy, these should be adequately resourced.'* It added, *'This may have implications for staffing levels in schools.'* (p14)

3.1.9   The social inclusion agenda, whereby *'an inclusive school must consider very carefully its approach to exclusion'* (*Targeting Excellence - Modernising Scotland's Schools*, Chapter 5), gave a further impetus to SOEID Circular 2/98, *Issues Concerning Exclusion from School*. The Circular had earlier set targets for reductions in exclusions and had stressed that exclusion should be regarded as a last resort and that multi-disciplinary approaches should be used, both to support pupils at the risk of exclusion and to facilitate the re-integration of pupils who had been excluded.

Authorities had been given funding to pilot innovative alternatives to exclusion, and further funding was made available under the Excellence Fund to provide appropriate provision, but it has been found necessary to continue to exclude.

In session 1998-99, 4,402 exclusions occurred in the primary sector, with a third of the exclusions coming from P7 (1,472) and the smallest percentage from P1 (64 instances). 93% of the total in primary were male pupils. Given the number of primary pupils in September 1999 was 431,414, the total number of exclusions was not high, on average less than two per school. The major reasons for exclusion were 'general or persistent disobedience', 'verbal abuse of members of staff', 'physical abuse of fellow pupils'. Rural areas generally had fewer exclusions per 1000 pupils than urban areas of deprivation. Of all exclusions of children with a known ethnic background, children recorded from a 'white' background accounted for around 98% of the total number of exclusions from all sectors. Comparison with the overall school population shows that pupils entitled to free school meals, or with a Record of Needs, or looked after by the Local Authority had higher exclusion rates than other pupils (Scottish Executive Press Release, 12 July 2000). Figures for 1999-2000 indicate similar findings - just over one third of primary exclusions occurred in P7 (1,554), with a further quarter in P6 (*Alternatives to School Exclusion*, HMI, 2001, p3, and Scottish Executive News Release, 15 February 2001). The facts highlighted in these statistics have had implications for practice in schools. It is too soon to predict the effects of the change announced in July 2001 to move *'from a negative exclusions target towards targets for positive behaviour and participation'*. (*Summary Report of the Discipline Task Group*, Scottish Executive, piii)

3.1.10   The type of environment in which many teachers work was drawn to the public's attention after the publication of 1999-2000 statistics on incidents of violence against local authority staff. 1099, 36% of the total number, violent incidents occurred in the primary sector, 913 of them carried out by current pupils. In 710 cases teachers were affected; another 50 cases affected both teachers and support staff (Scottish Executive News Release, 24 January 2001). The Minister, Jack McConnell, reiterated his concerns *'about the problems teachers are facing every day in the classroom because of disruptive behaviour'*. He added that his Discipline Task Group would *'look at ways in which existing policies could be improved, and what further measures we should take, to improve behaviour and foster positive attitudes towards education in all our children.'* (SEO 127/2001).

3.1.11   Class size has been considered by teachers to be an important factor in learning and in behaviour management. The Comprehensive Spending Review introduced by the present Government has enabled class sizes to be reduced to 30 or less in primaries 1 to 3 and regulations are in force to ensure that no child entering primary 1 can be taught in a class of over 30. The smaller the class size, the more time a teacher can devote to the needs of individual pupils.

11

3.1.12 Other recent legislation has had some impact on the way schools operate, for example, the *Children (Scotland) Act*, 1995. Section 6 of the Act gives effect to Article 12 of the *United Nations Convention on the Rights of the Child* (1989), and provides that children over the age of 12 are presumed in law to be old enough to express their views. The view of a child over 12 must be taken into account when decisions about the involvement of an educational psychologist, an individual education plan, a record of needs, a medical examination or treatment or an exclusion are being made. In addition to satisfying these legal requirements, schools have moved to a situation where children of all ages are routinely asked their views about a variety of matters.

Other Articles have a direct bearing on education. For example, Article 2 of the Rights of the Child protects children from discrimination, Article 3 places a responsibility on all organisations to do the best for the child, Article 22 gives a child the right to special protection and help if s/he is a refugee and Article 23 gives disabled children rights to special care and attention.

The *Standards in Scotland's Schools etc. Act* (July 2000) requires, amongst other things, a head teacher to include within her/his development plan:

'an account of the ways in which, and the extent to which,...[she/he] ... will (a) consult the pupils in attendance at the school; and (b) seek to involve them, when decisions require to be made concerning the everyday running of the school.' (Section 6)

The need to give pupils the opportunity to make their views known about such matters will have an effect on relationships within schools.

12

3.1.13 Over the past decade teachers have received advice and guidelines on a wide range of matters, not all of them related to the curriculum, for example, Circular No 10, *Protection of Children from Abuse - The Role of Education Authorities, Schools and Teachers.* They require time to read, reflect on and respond to the myriad of documents which arrive in primary schools - such time is in short supply and often not available to the unpromoted teacher. Where time is available, a range of competing needs will demand to be addressed, including the needs of individual children. Time is needed also for training. Yet, not withstanding the ever-growing plethora of initiatives, challenges and stresses, teachers have, in the words of HMI, *'always recognised that they have a responsibility for the welfare and well-being of young people as well as for their formal education.' (Effective Learning and Teaching in Scottish Secondary Schools: Guidance,* HMI, 1996, pviii).

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3.2   Guidance in the Primary and Secondary Sectors

3.2.1   Current Duties and Organisation

Within the secondary sector, register teachers, guidance assistant principal teachers and principal teachers and senior teachers as well as assistant head teachers may all be involved in the delivery of guidance and may have a specific remit to do so. For example, the duties of principal teachers of guidance until August 2003 include the following:

- providing counselling for pupils in accordance with education authority policies
- participating, as required, in planning, developing and evaluating the social education curriculum within the school
- assisting pupils in affective assessment and self assessment
- collating and summarising assessments of pupils, maintaining assessment records and contributing to school records as required
- assisting, as required, in the management, deployment and development of guidance staff
- liaising with parents as appropriate

and also

- professional contribution to the management policies of the school including as appropriate advising the Headteacher
- implementation of whole school policies
- liaison and co-operation with other school staff, other specialist agencies and guidance staff in other establishments as appropriate

Assistant principal teachers undertake some of the tasks indicated above. Senior Teachers (until the post disappears in August 2003) may undertake guidance tasks such as:

- work related to curriculum development and classroom practice activities
- provision of professional advice and support to colleagues

Senior promoted staff until 2003 will assist the head teacher in the conduct of the school's affairs and many of the former have overall responsibility for particular year groups within the secondary school or for school discipline.

The role of the head teacher in all sectors is, within the resources available, to conduct the affairs of the school to the benefit of the pupils and the community it serves. Within her/his duties is the requirement to ensure that the progress of pupils is monitored and recorded and to create a policy on pupil guidance and establish effective structures and procedures for its implementation. Many primary head teachers have a teaching role and class responsibility. In rural authorities a number are in single teacher schools.

At present many primary schools will have the services of a support for learning teacher either full or part-time; some may have classroom assistants and SEN auxiliaries as well. For example, in September 1999, according to Scottish Executive statistics there were 4,679 classes out of 17,484 which received some assistance (2270 FTE) from non-teaching classroom staff working with teachers; most of these staff were found in classes of 26 to 30 in size at all stages of the school, although slightly more were in P1-3 classes. Primary teachers also may face the extra challenge of having a composite or multi-stage composite class.

14

3.2.2   Current Differences in Organisation for Guidance Between the Two Sectors

As *Making the Difference* pointed out:

'Within the primary sector teaching staff have responsibility for the personal and social development of the children in their charge. They support children's development both academically and socially through all areas of the 5-14 Curriculum.' (p21)

Within the secondary sector although all teachers do support pupils to a certain extent, significant academic under-achievement and the impact on pupils of the challenges of the twenty-first century as well as the tensions sometimes brought about in classrooms by the changing power relationships with teachers as pupils' rights and/or their confidence increase are usually dealt with by guidance teachers who have dedicated time to support and advise pupils and who have built up relationships with outside agencies. Furthermore, the programmes of Personal and Social Development (or Social Education) in secondary schools tend to be constructed by guidance teachers and Social Education courses can be taught by them exclusively.

Thus secondary schools contain teachers who are trained in guidance, have specific guidance remits and are part of a recognised guidance structure within schools, while in the primary sector in Scottish schools all unpromoted and promoted teachers, to a greater or lesser extent, have to deal with the whole spectrum of guidance matters. However, primary teachers have no dedicated time, unlike guidance

teachers in secondary schools, for meetings with pupils when problems of a personal, social or serious learning nature arise, yet there is no doubt that the activities which secondary guidance teachers undertake are carried out within primary schools. The first aim of guidance in the secondary school is, according to *More Than Feelings of Concern* (CCC, 1986) *'to ensure that each pupil is known personally and in some depth by at least one member of staff'* (p4) and this aim is achieved by the very nature of the primary school organisation.

Within schools personal development is promoted, pupils' cognitive, social and emotional needs are recognised, good relationships are built amongst parents, support agencies and others who support pupils. The task group wished to find out how this whole area of work was managed by teachers within primary schools or whether it was passed on to someone outwith the classroom, namely the head teacher.

3.3 The Curriculum in Primary Schools

3.3.1 Although guidance is seen to encompass many activities, one particular focus in the primary sector is the teaching of the *Personal and Social Development 5-14 National Guidelines* by all teachers. While secondary teachers of guidance have a lead role in the design and resourcing of classroom materials for PSD programmes in their schools, within the primary sector all teachers, no matter their level of promotion, will be faced with the need to devise and/or implement not only the PSD programme, but all the other 5-14 Guidelines across the curriculum. Despite the obvious demands on schools, HMI reported in June 2000, in *Educating the Whole Child*, that the teaching and provision for PSD was good in almost all schools. The report recognised that careful planning, effective delivery of good quality programmes, well-focused staff development for teachers and continuing monitoring and evaluation secured the best possible provision. It also recognised the close link between personal and social development, which supported pupils and promoted their self-esteem, and high standards of pupil attainment.

'The link between high standards of attainment and progress in personal and social development is increasingly recognised...Where pupils have low self-esteem and lack confidence, they will struggle to cope with tasks in and beyond their class work.' (pp5-6)

The 2000 version of *The Structure and Balance of the Curriculum: 5-14 National Guidelines* emphasises the importance of Personal and Social Development thus:

'Personal and social development (PSD) is fundamental to the education of the whole child. Schools make an important contribution to children's all-round development through a specific PSD programme with special focus topics, cross-curricular approaches, a positive ethos of achievement, fairness and equality in all aspects of school life...' (p12)

'An effective programme for PSD and HE will include matters to do with building relationships, personal protection, bullying, peer and media pressure, stereotyping and different lifestyles and experiences relating to ethnic and racial diversity...It will support them through times of personal difficulty, loss and important transition.' (p26)

3.3.2   Clearly more than the formal curriculum is required to support pupils who are experiencing personal difficulties and the importance of the hidden curriculum is highlighted.

'At the core of an effective approach to PSD...is the consistent contribution of each teacher working towards clear and shared whole-school aims and strategies. These will offer all pupils a range of opportunities that promote positive behaviour, recognise achievement and allow participation in showing care and consideration for others. Effective teaching makes an important contribution to PSD through the good use of praise, sensitive handling of difficult issues, discussions and good collaboration among staff to meet the range of pupils' special needs. PSD should be inclusive and encourage all pupils to take their full part in the life and work of the school.' (p27)

'Where PSD is effective, pupils will enjoy their learning and succeed in school. It is recognised that there are close links between progress in personal and social development, an ethos of achievement and high standards of attainment. All staff in partnership with parents, community groups and professional agencies make important contributions to the school's effectiveness in supporting the personal and social development of all pupils.' (p12)

SCRE Spotlight 56 indicated that teachers and head teachers aimed to foster in their pupils the values of *'caring, consideration and respect for others, self-esteem, co-operation, good manners and work,'* primarily by acting as role models and by promoting the positive in their classrooms rather than by formal curriculum activities. They believed that the home and the community were important in forming the values of pupils and perhaps more influential than school. (*Spotlight 56*, 1996)

3.3.3   Health Education is another aspect of the curriculum which falls under the scope of the task group's work, given that according to the *Health Education, 5-14 National Guidelines, 'health and well-being are positive and dynamic concepts that embrace physical, emotional and social dimensions.'* (p3) In order to take these forward, schools are advised to develop into health-promoting schools, with an emphasis on partnerships with their communities. Further, it is suggested that *'in most schools health education will find its main focus as part of the personal and social development (PSD) programme.'* (p55)

3.3.4   Religious and Moral Education is a further area which contributes to the personal and social development of pupils, given that it deals with the growth of self-awareness, relationships with others, and the realms of beliefs, values and practices that contribute to a religious outlook on life. Pupils are encouraged to express their own views and feelings and listen with respect to the views and feelings of others, and pupils are encouraged to reflect on their own physical, emotional, spiritual and moral changes. Within our multi-racial country, not only are primary teachers required to cover many aspects of RE within the curriculum, they also need to be sensitive in their handling of belief and values issues.

3.3.5   In addition to these programmes which explicitly deal with personal awareness and development, other areas of the primary curriculum impact on pupils' self confidence, for example, the four subjects within the Expressive Arts (Art and Design, Drama, Music and Physical Education). Role-play in Drama can be particularly helpful in that it allows pupils to explore issues, attitudes, ideas and behaviour and is a way of helping pupils to understand themselves and empathise with the experience and feelings of others in a variety of different situations. Work within the 'Expressing Feelings, Ideas, Thoughts and Solutions' outcomes in Art and Design, Music and Physical Education encourage personal expression and result in a

sense of achievement.

3.3.6   Within English Language, the strand of Personal Writing is especially useful in providing pupils with a means of expressing their innermost thoughts and feelings and reflecting on their personal experiences. Pupils also are involved in talking and listening activities which relate to themselves or the world around them. From their reading of literature, they can enter into the minds of characters and so find endorsement of their own lives or understanding of lives which are different. All of these activities are relevant to personal and social development.

3.3.7   The revised *5-14 National Guidelines, Environmental Studies, Society, Science and Technology* offer another perspective in that they place emphasis within the 'People in Society' section on developing an understanding of individual and social needs and their relationship to economic factors, of individual and collective rights and responsibilities, and of conflict and decision-making processes, thus developing pupils' wider social awareness.

3.3.8   Out of school activities, for example, to museums and art galleries or to undertake fieldwork or follow a heritage trail as part of the formal curriculum, can also play a role in developing confidence and self-esteem of pupils as well as enabling a more informal relationship between teacher and pupil to grow.

3.4   The Role of Parents

3.4.1   GTC Scotland has recognised for many years that the development of relationships between teachers and parents is crucial to the success of the educational process and has welcomed the development of parent/teacher partnerships: parents can support positive lifestyle choices and act as role models. Involvement in out of school activities is one way of fostering such partnerships. Parents also can become helpers in school, thereby demonstrating the co-operation possible between home and school and encouraging pupil aspiration.

3.5   Initial Teacher Education

3.5.1   *Guidelines for Initial Teacher Education Courses in Scotland* (SOEID 1998) state that:

All courses of Initial Teacher Education (ITE) in Scotland require the approval of the Secretary of State, under regulation 4 of the Teachers (Education, Training and Recommendation for Registration) (Scotland) Regulations 1993. The Secretary of State's policy on the content, nature and duration of courses leading to teaching qualifications (TQs) for the primary and secondary sectors is set out in these guidelines' (p1)

According to these guidelines, the requirements applying to courses leading to the award of a TQ (Primary Education) state that all courses of initial teacher education (from academic session 1999-2000) *'must prepare teachers to teach children, including those in their classes with special educational needs, through two full years of pre-school education, possibly from as young as 2$\frac{1}{2}$ and children aged 5 to 12 attending primary school.'* (p6). Within the 5-14 curriculum, new teachers must be able to plan and deliver teaching programmes for personal and social development, and in planning for such they must have knowledge, understanding and skills to access and use the 5-14 National Guidelines.

BEd courses must involve four years of academic study, with at least thirty weeks of school experience, more than half of which should occur in the final two years. Courses must contain an element of specialist study, and Personal and Social Development, Teaching Pupils with Special Educational Needs and Education for Sustainable Development are included within the lists of options for specialist study. PGCE (Primary) courses last for a minimum of thirty-six weeks, at least half of which must be devoted to school experience.

ITE courses must enable students to acquire the competences (as set out in the *ITE Guidelines*, SOEID 1998) relating to the subject and content of teaching; the classroom; the school and education system; and the values, attributes and abilities integral to professionalism. In total there are forty-eight competences to be met, and it could be argued that twenty-nine of the forty-eight competences include issues concerned with guidance-related matters.

It should be emphasised, however, that courses in ITE are delivered in partnership with schools and education authorities. While the guidelines set out policy on the content, nature and duration of courses leading to TQs, it is for individual institutions to devise ways and means of meeting the policy. GTC Scotland keeps the quality of arrangements for partnership under consideration when it reviews and accredits courses.

3.5.2   As part of its remit, the task group surveyed the course documentation for ITE courses which met the guidelines for Primary TQs from the academic session 1999-2000. The course content from each Teacher Education Institution was summarised and the ways in which guidance-related features permeated the courses was highlighted. It was difficult to quantify the time spent on the discrete aspects of guidance within any course. The notional student learning hours identified in the modules included contact time (lectures, tutorials, seminars, workshops), independent study allocation, student placements and formal assessment time. Many of the guidance-related aspects appeared during periods of school experience, particularly for those students following the PGCE course.

The *Report of the Working Group on Partnership in Initial Teacher Education*, published by GTC Scotland in 1997, focuses on the particular priorities and responsibilities which each of the partners has when providing initial teacher education.

Within the four years of study for the BEd, a range of compulsory modules were taken which contain guidance-related matters. Examples of key modules included: 'Understanding Child Development', 'Personal Health and Safety', 'Critical Issues in Child Development' and 'Special Educational Needs'. Among the specialist study options that BEd courses had to offer were 'Personal and Social Development' and 'Teaching Pupils with Special Educational Needs'.

In the PGCE course, eighteen weeks were dedicated to school experience and the competences relating to guidance matters were met within compulsory modules. Course documentation indicated that *'students can be expected to study relevant aspects of Child Protection and Health Education on all placements'*. Curriculum modules included guidance-related matters as did modules such as 'Perspectives on Effective Teaching and Learning' and 'Theory and Practice of Teaching'.

3.5.3   Significantly, the Quality Assurance Agency (QAA) for Higher Education has published a statement of the *Standard for Initial Teacher Education in Scotland* (October 2000). This document incorporates Benchmark Information on the academic standards for ITE and the competences contained in the *Guidelines* (SOEID 1998).

The benchmark information is:

'based on a vision of the newly qualified teacher who, having successfully completed a programme in ITE in Scotland, can function as an effective facilitator of pupils' learning, is committed to professional development and reflection and is able to engage collaboratively with colleagues in the profession, with other groups and agencies and with the various members of the communities served by education.'

It is suggested that ITE programmes need to promote three main aspects of professional development: Professional Values & Personal Commitment; Professional Knowledge & Understanding; Professional Skills & Abilities. The 'Benchmark statements' for the programme of ITE and 'Expected Features' for the student by the end of the ITE programme would indicate that guidance related matters are even more discernible than in the *Guidelines.* The enhanced emphasis is to be welcomed but the debate still remains, however, as to the extent to which any programme of ITE can deliver and achieve within the congested curriculum of ITE courses.

3.6   Continuing Professional Development

3.6.1   GTC Scotland has always believed in the importance of continuing professional development for teachers. A Ministerial Strategy Committee on Continuing Professional Development (CPD) was established in the Spring of 2000. Part of its remit is to ensure that the strategy on CPD reflects national priorities for school education, in particular the raising of standards and improvement in the levels of attainment and to ensure the strategy, and standards and programmes forming part of the strategy, address future as well as current requirements of schools and teachers. It has yet to report; the Council would hope that the findings of this report in respect of staff development needs would be taken into consideration by the Committee.

3.6.2   Although employers have developed their own support arrangements there is currently no national programme of CPD for probationer teachers. Many authorities audit the immediate development needs of their probationer teachers with a view to arranging appropriate in-service support. This has been made easier by the introduction of a specific grant from the Excellence Fund, but the way in which this money is used varies considerably from authority to authority. New teachers often speak of the need for support in specific cases with individual children and their families. These highly individual needs cannot always be met adequately through authority-led probationer support arrangements, and the responsibility for support therefore tends to lie with school staff. Inconsistencies and inadequacies in the level and type of support available to probationers can result in vastly different experiences for probationers, depending on where they happen to be teaching, and indeed if they happen to be in a permanent or temporary post. Impending changes as a result of the joint GTC Scotland/SEED Teacher Induction Project, and the Agreement which has been reached following the McCrone Report, should see a more consistent and rigorous approach to probationer support in which greater resources will be devoted to supporting individual needs. This will hopefully allow guidance-related issues to be addressed in a more rigorous manner.

3.6.3   Currently, secondary teachers in Guidance posts are expected/encouraged to undertake a relevant award-bearing course. However, despite all primary teachers having a pastoral/curricular guidance responsibility, the same does not hold true for them. Indeed, availability of such specialised courses (at award-bearing level) is scant.

19

Where Postgraduate Diplomas in Guidance are offered by higher education institutions, they appear to recruit almost entirely secondary teachers, although primary teachers can, and do, undertake specific modules. Other relevant postgraduate level modules are also offered under other pathways such as professional development certificates in Health Education and Pastoral Care and the Diploma in Early Education (Northern College, Aberdeen), where modules are offered in subjects such as:

• Pastoral Care in Action 5-14
• Holistic Approaches to Education
• Perspectives in Health Education
• Managing Guidance and Pupil Support
• Personal Awareness in Counselling
• Effective Learning and Teaching in RME 5-14

In addition, most faculties of education offer short courses on various aspects of primary guidance, i.e. counselling skills, pastoral care, PSD, either independently or in conjunction with local authorities/the Scottish Council of Independent Schools.

Although availability of appropriate courses may present some difficulties, access to such courses can prove to be even more difficult, particularly in rural areas or when 'guidance' is not a priority in a particular school's development plan. Obtaining supply cover for teachers can be another challenge. Should a primary teacher wish to undertake an award-bearing course in a guidance related subject, funding can be very difficult to secure. Policies and practice on funding postgraduate studies for teachers vary enormously from authority to authority.

20

3.6.4   The head teacher has a key role in determining the ethos within a school. The Scottish Qualification for Headship (SQH) was introduced in 1998 and is aimed at those who aspire to become head teachers. Competence relating to guidance issues is contained within the section relating to the establishment of processes to create and maintain the conditions for effective learning and teaching (2.1.2). Head teachers are required to:

• develop arrangements which promote positive relationships and celebrate success;
• promote high expectations for achievement amongst all learners and staff;
• ensure systems are in place to identify and address the pastoral needs of individuals and groups of learners; and
• monitor, evaluate and improve support for pupils (including pastoral care/guidance systems).

The task group was happy to endorse the underlying assumption that guidance was not merely a means of addressing problems.

3.7 **Current Challenges for Local Authorities, Primary Schools and Teachers**

Framework for Learning

3.7.1 Funding

Although increased funding for a range of specific initiatives has been provided by the Westminster government and the Scottish Executive over the past four years, this period has also been a time when savings have had to be made yet again in educational budgets. Staff are the most expensive resource in education and it is not surprising to find that in some parts of Scotland contracts have not been renewed and posts have not been replaced as a result of budget cuts, thereby increasing the inequality of provision for pupils. Amongst the most vulnerable group of teachers are those who are visiting specialists in the expressive arts; yet, as a report in *The Times Educational Supplement Scotland* (TESS) in October 2000 about one authority pointed out, the majority of parents and primary heads in that area saw specialists in the expressive arts as *'helping with personal and social development and contributing to the ethos of the school...and [they] want to see more of them.'* ('Parents and heads want more visits by touring specialists', 20 October 2000)

3.7.2 Teaching Headteachers

The geographical distribution of population within Scotland means a large number of primary schools have small school rolls and are either single teacher schools or have head teachers who have a class commitment. Pastoral care and the delivery of the curriculum in such circumstances may differ from schools in which there is a larger management team which has non-teaching time available to develop the curriculum and undertake specific pastoral duties. SCRE, when it carried out research into the management of change in small Scottish primary schools, defined such schools as those with fewer than 121 pupils. It found that there were 863 such schools (1996-8), 38% of the total at the time, and that 89% of these small schools were in rural or island areas and primarily came from eleven education authorities. 10% of the total of small schools were one teacher schools.

SCRE recommended that special attention should be paid to the in-service training for teachers in such schools:

'Training should be tailored to meet the particular needs of small school headteachers, including "rust prevention" and "timeout" for those who wish to remain in post, and career advancement training for those who are seeking promotion; case study exemplars for in-service training should be based upon the 2/3 teacher-school (the most numerous group of small schools), but special attention should be paid to 1-teacher schools (10% of the total);...all newly appointed small school headteachers should be provided with timeous induction training; adequate clerical support should be made available especially for the implementation of DSM'.

(*SCRE Interchange No. 54*, and *Executive Summary of The Management of Change in Small Scottish Primary Schools*)

In October 2000 a majority of head teachers of small schools in one rural council area which has 38% of its schools with fewer than 100 pupils highlighted that

'stresses emanate from the dual role of head teacher-teacher, the diversity of teaching in multi-stage composite classes and the need to maintain relationships with parents and the community.' 43% said *'they should be free from class teaching if they are to become effective managers and almost all agreed that teachers in small schools need extra classroom support. Classroom assistants and additional administrative help are seen as essential to overcome difficulties relating to the curriculum, professional isolation, health and safety, and inflexible management time'.*
('"Get real" call from rural primaries', *TESS*, 20 Oct 2000)

The 1999 School Census indicated that there were 2293 publicly funded primary schools and 783 of these schools had rolls of under 100. Within these 783 schools, 1955 classes were composite or multi-stage composite (out of a total number of 4647 of such classes across all schools) and 157 classes were single stage.

3.7.3   Staff and Curriculum Development

GTC Scotland is aware that after local government re-organisation, as *Closing the Circle - Raising Standards* (SOEID, March 1999) recognised, providing support for staff and curriculum development in schools is an area in which authorities have found it necessary to develop different approaches from those which their much larger predecessors had adopted. *'This was especially so in the case of the vast majority of authorities which did not have subject-specific curriculum advisers.'* (p36).

'The natural network for the support of curriculum development at the primary stages was almost universally seen as the cluster group...These groups acted as a natural forum for planning of 5-14 developments, especially in relation to the issues of transition and progression between primary and secondary....' However, *'the effectiveness of cluster groups tended to be highly variable in all parts of the country....'* (p38)

These factors may affect the delivery of the guidance aspects of the primary curriculum, the quality of teaching and teachers' confidence and morale. The fact that a quarter of primary teachers worked part-time (School Census 1999) and therefore might miss staff development opportunities is another aspect which should be borne in mind when training needs are considered.

Inclusion and Equality

3.7.4   Refugee Pupils

Article 22 of the *Convention relating to the Status of Refugees* (28 July 1951) accords to refugees the right to primary education; Article 2 of 'The First Protocol' of the *Human Rights Act* (1998) further affirms the right to education. While the numbers of refugee pupils in Scottish schools are small, the *Immigration and Asylum Act* (November 1999) with its compulsory dispersal of refugees throughout the United Kingdom, means that numbers are increasing and more schools and local authorities will need to respond to the educational needs of such pupils. *SCRE Spotlight 74* (1999), based on a two year study of refugee pupils in Scottish schools, offers insights into how schools respond to *'increasingly diverse pupil populations'*. It concluded

'Creating a whole-school ethos that genuinely respects and welcomes individual pupils and their families, that promotes diversity and challenges discrimination will ... create a sound base from which particular issues can be identified and addressed. Schools generally do need to be aware of the high value most refugee families place on education and the need to provide them with accessible information on the Scottish education system and on the specific choices available to their children.'

While the researchers emphasised that the above task should not be left to individual schools, until the Scottish Executive and local authorities take forward their suggestions, teachers and head teachers, along with bi-lingual teachers, teachers of English as an additional language, and support for learning teachers will continue to do their best, without specific training, to meet the needs of refugee pupils. These needs may not only be related to their academic progress but also to their emotional needs; many will have been subject to *'war, ethnic cleansing or other forms of racist violence and discrimination, religious and political persecution.'*

However, Save the Children points out that more recent research from the same authors (Closs, Stead and Arshad, 2000) found that *'despite expressions of good will and very practical demonstrations of it, education authorities and schools indicated little experience and less understanding of educating refugees in Scottish schools. There was little official recognition, in terms of support arrangements or staff development, of their presence.'* (quoted in *I Didn't Come Here for Fun*, p16)

3.7.5 Traveller Pupils

Education authorities have a statutory obligation to provide their services to traveller children. The nature of the lifestyle of such pupils means they are 'interrupted learners', and as a result often need more individual tuition and support to enable them to maintain their self-esteem. Elizabeth Jordan of the Scottish Traveller Education Programme wonders if new community schools may be able to address such children's needs more easily. She points out:

'Gypsy/Travellers and Occupational Travellers (circus, bargees, show and fairground families) are recognised by the European parliament as being the groups most socially excluded from school education and with the highest levels of illiteracy....The two main indigenous groups in Scotland are the traditional Travelling People...and the showground community... ' (*SCRE Spotlight* 76)

Previous research to which Jordan makes reference shows that Traveller pupils were present in 1992 within every local authority except the three Islands Councils, and that in 1995 a total of 133 different schools reported having Travellers on the roll. She concludes that teachers *'demonstrated a keen awareness of the needs of their Traveller pupils and evident frustration at their own inability to meet these.'* (*Spotlight* 76).

3.7.6 Gender Issues

Janet Powney reports that the Assessment of Achievement Programme of pupils in P4 and P7 showed that, on the whole, girls did better in reading, writing and talking but that boys and girls did equally well in maths or science in the primary school. (*SCRE Spotlight 64, Trends in Gender and Attainment in Scotland, 1997*) She cites research by Sammons who has argued that differences in attainment *'on entry to school can be*

ascribed to home influences and improvements in attainment are due to school influences' and has concluded *'that Maths attainment is less susceptible than reading to home influences.'* The under-achievement of boys is an area which presents primary teachers with challenges, especially when considered along with the fact that exclusion figures for 1998-9 indicate that 93% of all exclusions from primary schools are boys (SE2007/2000, 12 July 2000).

However, the 'gender issue' in primary schools does not only relate to the position of boys. It also refers to the imbalance in the gender of teachers within the sector. The September 1999 School Census reported there were 1,553 male teachers and 21,090 female teachers in Scotland's primary schools. This raises the question of role models for boys; their absence may be a factor in some boys underachieving in school, as they may need a male figure with which to identify. Not only are just over 92 % of primary teachers women, the majority of classroom assistants are also women.

3.7.7   Homelessness

Recent research (SCRE, 2000) has indicated that homelessness is having an impact on the health and education of children. Children who are homeless may feel insecure, may suffer the loss of a parent and/or friends and the lack of space for play or study.

3.7.8   Looked After Children

Other children may be away from their family home as they are in care. In March 1999, 11,191 children in total were looked after by local authorities. Of these, 53% were looked after away from their homes, with more than half of these living with foster carers (Scottish Executive News Release: SE0525/2001, 5 March 2001).The Minister for Education stated that he was of the view that *'there may not be enough recognition that many of these young people are in serious need of extra support both to maintain continuity of education and help realise their potential'* and called on schools *'to take a particular interest in the education of looked after children.'*

Values and Citizenship

3.7.9   Parental Involvement

While the role and attitude of parents is an important factor to success in school, the pressures and demands of daily living can affect some parents in such a way that due to other priorities, for example, the need to find a home, employment or money, they are unable to give schools the level of commitment that may be needed to take forward a supportive partnership.

In addition, personal family circumstances may impact adversely on the support which parents can provide for their children. Other parents may lack confidence in approaching schools, either because of their own experience of education or because they feel unable to communicate with teachers. A number of projects are attempting to address these issues - one, 'Boosting Parental Participation', started in April 1998 by the Workers' Educational Association and supported by the Scottish Executive Ethnic Minority Grants Scheme, aims to support parents from black and ethnic communities in the areas of Aberdeen, Dundee, Glasgow

and Inverness by providing them with the necessary knowledge, confidence and life skills to encourage greater involvement and constructive collaboration with others in relation to their children's education. However, this project has been developed in community environments and the programme and activities undertaken have not been school-specific.

The Scottish Executive also has provided funding from the Excellence Fund to support parents. This funding has enabled parental liaison officers to be employed and parents workshops to be run.

3.7.10   Poverty

According to the Scottish Office, two out of five children in Scotland are born into poverty. (News Release 1365/99, 29 June 1999) Many of these children will live in workless or low income households and their social conditions are likely to impact on their learning. SCRE research (Spring 2000) into the characteristics of low-attaining pupils concluded:

'Our results would suggest that tackling neighbourhood deprivation and countering educational disadvantage associated with a young person's family background at an early stage, rather than focusing on disaffection is likely to be the way forward in reducing low levels of attainment among young people of both sexes. This conclusion underlines the importance of recent initiatives aimed at early intervention, family literacy schemes, study support and New Community Schools, especially for Scotland's most deprived areas.'
(*Research in Education, No 66*)

Earlier research, referred to in *SCRE Spotlight 64*, concluded that:

'poverty ...has a clear impact on reading and maths attainment...children from poor areas are more likely to suffer health problems, absence from school - condoned or otherwise - and attend schools in areas characterised by unemployment, high incidence of one parent families and low-resource bases for the schools themselves. It is well known that there is a positive relationship between socio-economic status and educational attainment.'

Learning for Life

3.7.11   Transition to Secondary School

Continuity and progression are recognised as important features in learning and teaching. The transition from primary to secondary has been a focal point for much exhortation for many decades. As *Taking a Closer Look at Primary-Secondary Liaison* emphasised, there is a *'need for trust and dislogue between equal partners in each sector'* and *'good communication'* (*How Good is Our School? Taking a Closer Look at Primary-Secondary Liaison,* SEED, 1999, Introduction). Within the primary school, staff and the majority of parents or carers have frequent contact and so information about a child's progress or welfare can be shared easily. The move to secondary school results in a disruption to the relationships which have been established and puts the child into an environment which is quite different to that which s/he has experienced for seven years.

Research undertaken by David Rowse, Centre for Values Education for Life, highlights the fact that socially

25

disaffected young people found the transition from primary school very difficult and it was at that stage that they began to exhibit disturbing and disturbed behaviour (reported at conference on the Education of Socially Disaffected Children and Young People, 14 January 2000 at University of Glasgow). More recent British research, carried out by the Institute for Social and Economic Research at Essex University for the *TES*, also revealed that *'after transferring to secondary school'* pupils become *'turned off school'* but the authors concluded that *'it is difficult to draw from [the research] simple explanations of why they become disaffected...It ...seems that many children are simply bored with what they are offered at school, or feel frustrated because they are not getting enough attention.'* ('Turn off, give in and drop out...', *TES*, February 23, 2001)

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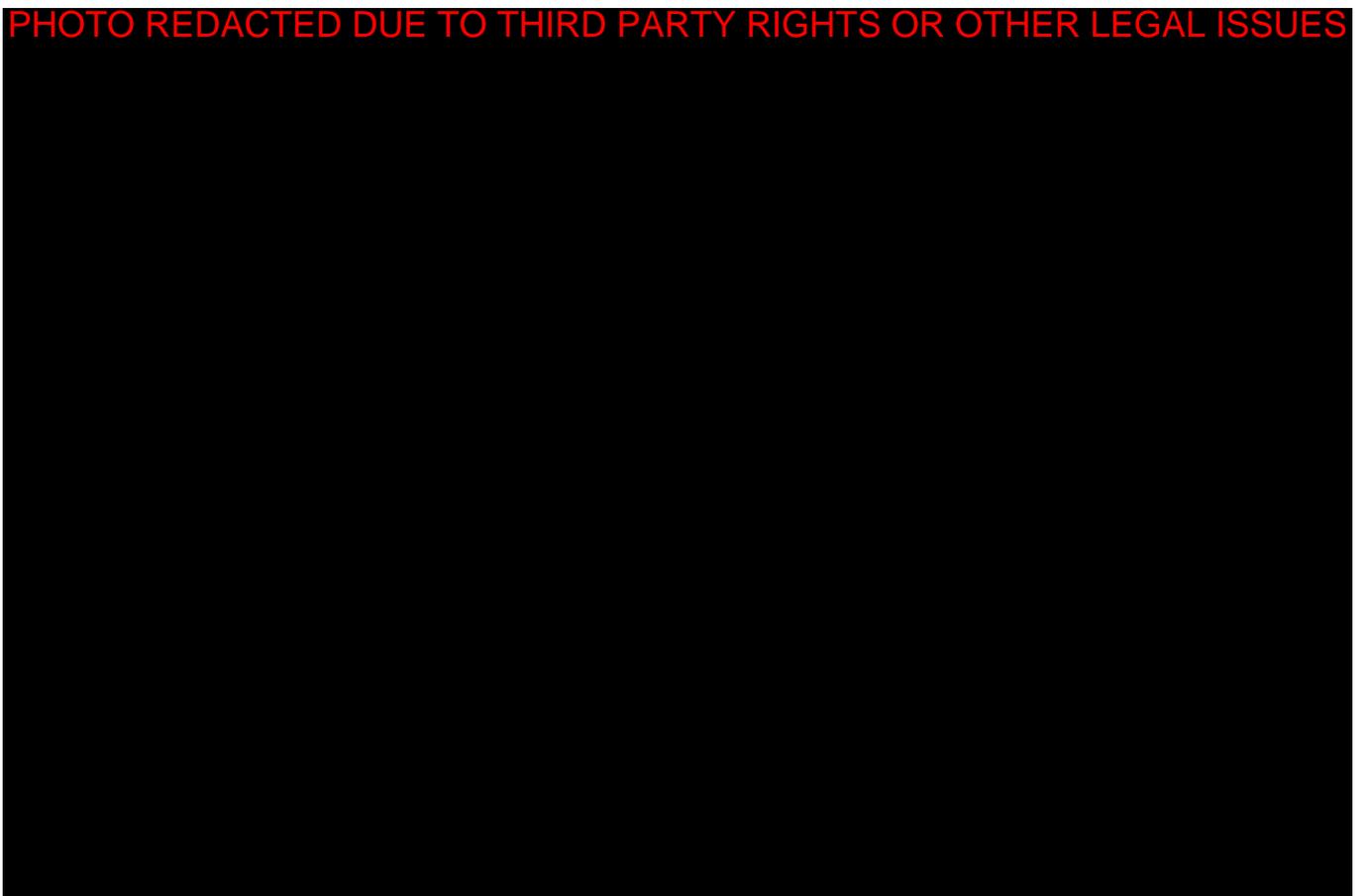
4   The Key Messages

4.1   Summary

4.1.1   The school visits and interviews proved to be extremely informative and they were unanimously encouraging in their support of GTC Scotland's initiative. The overwhelming messages to come from the interviews with staff were that they felt that the whole area of guidance in primary school is often undervalued by society in general and by those in education outwith the primary sector, and that the goodwill and commitment of staff appear to be taken for granted as they often work without much in terms of central provision, training and support being available. In addition, several head teachers visited by the task group mentioned the pressures they experienced due to the expectations within the community at large that they were in a position to cure all society's ills.

4.1.2   Primary teachers acknowledged the importance of guidance-related issues; as one of the questionnaire respondents stated, *'Ongoing guidance plays a key part in the school day and is promoted by all staff members'*. However, the environment which was described by many teachers and head teachers was a demanding one and one in which their attempts to promote learning and achievement often appeared to them to be less successful than they wished. This is to be expected, especially given that some, if not all, teachers have to address the following within their classrooms, often at the one time:

- challenging behaviour
- violence and indiscipline
- bullying
- integration of special educational needs
- learning difficulties
- tensions within communities
- and parental disaffection.

These areas reflect to some extent the national priorities of the Scottish Executive (2000), and the findings of GTC Scotland's survey have been organised, as far as possible, under similar headings. Some further examples of good practice highlighted through the questionnaires and visits can be found in Appendix 2. The individual projects or initiatives described in this section are illustrations of good/innovative practice which were highlighted in questionnaire responses and during visits. They are a small sample of the work that is being undertaken across the country.

4.1.3   All schools surveyed were continuing to put the needs of children first, the demands on staff and their morale as a result of these challenging factors is reflected in their responses. Although teachers recognise that a positive ethos can promote improvement and inclusion and that positive relations with teachers have been identified as central to an effective learning experience, many teachers still found they required other approaches to establish good discipline and relationships with pupils in certain situations.

27

4.2 Achievement and Attainment

4.2.1 Learning, Teaching and Attainment

The Early Intervention Initiative was welcomed: one school involved in a pilot project highlighted that this participation had united the infant teachers, led to better teamwork, and ultimately to a better learning experience for the pupils.

The head teacher noted that approaches to teaching and learning had become much more sensitive and enjoyable, and that the positive effects were being felt throughout the school. The positive impact of Early Intervention was picked up by another school whose staff felt that it had brought significant gains through improving the confidence of pupils, teachers and parents. This had had a positive effect on attainment and a resulting improvement in self-esteem.

A whole-school approach to the teaching of writing was mentioned by several of the interviewees as having a positive impact in terms of shared experiences, mutual respect and attainment. This has been identified as contributing to improving the self-esteem of pupils and the morale and confidence of staff.

Most schools now focus on promoting positive behaviour and celebrating success. In one school which participated in GTC Scotland's survey this had resulted in detentions and other punishments being reduced significantly. The head teacher felt that the new whole-school PSD policy had *'turned the school around'*. They now award a P7 Diploma, with a points system and targets to be met. The PSD policy does not exist in isolation but is fundamental to all that happens in the school, with the clear understanding that the way children feel about themselves has a huge effect on their learning.

4.2.2 Time to do the Job

A common theme, which ran through many of the questionnaire and interview responses, was the lack of time available to head teachers to get to know pupils in their schools sufficiently well to enable them to provide their best support to a class teacher who was working with individual pupils who were experiencing difficulties of any kind. This circumstance was due to other pressures on time, especially in schools where the head teacher was the only non-class committed member of teaching staff.

Many respondents stated that there is a need for every primary school, regardless of size, to have both a head teacher and a depute head teacher. Of the schools represented in the questionnaire responses, 47% have no senior management other than the head teacher. Many of the head teachers in this 47% stated that they also have a class commitment.

The teacher to pupil ratio was highlighted as a concern. One of the underpinning factors and key strengths of guidance in the primary sector is the unique relationship that class teachers build with individual pupils. Teachers see this as vital, but in order for relationships to be built there must be an adequate teacher to pupil ratio.

Of the teachers who replied all but two were of the view that teachers needed time during the day to deal

28

with pastoral/guidance issues. In addition if there were any problems, most head teachers wished class teachers to have time outwith class time to deal with pastoral/guidance issues, though respondents did not see how this could be achieved within the primary school day at present.

4.2.3   Support Staff

While many schools were incredibly positive about the contribution and value of classroom assistants, many felt that there was an insufficient number of such posts. This pertained particularly to junior and senior classes in schools where classroom assistants were already making a huge difference in infant classes. Concern was expressed as to how such classes and individual pupils would cope when moving onto a class with a much larger adult to pupil ratio.

Given the vital role that classroom assistants and SEN auxiliaries play in front-line pupil support, many of the teachers involved in the study expressed concern at how low the salary is for such posts. The salary is also felt to reflect the status in which such support roles are held. For the teachers involved in this study, the part played by non-teaching staff in schools is absolutely crucial and they believed this needs to be more widely acknowledged.

4.3   Framework for Learning

4.3.1   Ethos

In order for whole-school approaches and policies to be effective there must be understanding and co-operation of all adults in the school, including teachers and support staff. There was extensive evidence of whole-school approaches to promoting positive behaviour, involving all staff, teaching and non-teaching. In one particular school this also included bus drivers who were making use of referral forms to report on pupils' behaviour.

The positive behaviour programme in another school was being hailed as a success due to the head teacher's leadership which encouraged all members of staff to work as a team. The programme includes an induction for all staff in which the principles and philosophy of the positive behaviour programme are explored. Delivering this induction to all new staff does, however, cause difficulty in terms of finding the time to do so properly. For example, the school reports a fairly high turn-over in catering and cleaning staff, yet it is felt to be vital that all adults in the school convey the same expectations to pupils.

However, despite the best of intentions, some schools reported great difficulties in being able to find time to raise awareness of such whole-school approaches with, for example, catering and janitorial staff. Contractual restrictions on such staff can make it difficult for awareness raising/training sessions to take place, and there is a strong feeling that the system should not be allowed to rely on goodwill alone.

Two of the schools where interviews were held were all-through schools with primary and secondary departments. This was highlighted as being beneficial in terms of pupils' awareness of ethos, rules and expectations. Staff also get to know the pupils and their families well, with regular meetings involving primary staff, secondary guidance staff and members of the senior management team.

4.3.2   Staffing

Over half of the teachers who responded to the questionnaire indicated that the sole person responsible for liaising with outside agencies such as the Social Work Dept or Health Board was the head teacher. In larger schools the remit was often shared amongst the management team.

In the questionnaire, respondents were asked if they believed all primary schools should have guidance teachers, as secondary schools have. Slightly more teachers were in favour of guidance teacher posts in the primary school than were against - reasons for not introducing such a post were that some schools were too small to need them and that relationships with class teachers were good and therefore any difficulties would be resolved easily.

Those who were in favour of the guidance post disagreed about what teachers realistically could achieve without such a post. Teachers' commitment was not in question; but there were sometimes too many problems to tackle and some felt inadequately prepared by their training. A few pointed out the time taken away from teaching to deal with pastoral matters during the pupil day. Others who had no option but to leave such issues until the end of the school day recognised that such a way of working was not necessarily the best way to deal with guidance matters.

Reasons given by teachers for the need to introduce such a new post varied. One suggestion was that an individual in such a post could support pupils directly by counselling them and thereafter by liaising with parents and outside agencies if necessary, especially if pupils presented challenging behaviour. Other suggested remits included supporting teachers by taking PSE, as visiting specialists do in other subjects, within the school and by raising teachers' awareness of issues through acting as an in-service trainer in the school.

Amongst head teachers there was no overall consensus on the matter of guidance teachers in primary schools, but only a minority of head teachers was completely opposed to the idea. In larger schools and schools in which teachers have to support children with challenging behaviour, head teachers were in favour of some designated person being in post; whether this be a specially trained teacher, a home link teacher, a senior teacher with a remit for support work or a guidance teacher who was shared across a number of schools was not clear. It would depend on circumstances/need.

When it came to the question as to which they would prefer, more time or a new post in their schools, teachers were evenly split, with a few suggesting both the time and the post were needed; the latter for dealing with very serious matters and possibly for relating more with the older pupils within the primary sector.

An additional difficulty which geographically isolated schools in particular, although not exclusively, faced is the difficulty of getting specialist and /or supply staff. This situation creates additional pressure on existing staff, and can also mean less time for each teacher to spend with individual pupils.

4.3.3   Staff Development

From the questionnaires and visits to schools it is clear that staff development opportunities, and the support teaching staff receive, are uneven across the country. Teaching staff in some larger authorities have advisers

who can organise and deliver courses; other authorities are not so fortunate in this respect. Head teachers and other promoted staff are more likely to know about courses and to attend them.

In relation to joint training with other agencies, the returns from head teachers indicated that over two thirds of those who responded believed such training should be undertaken. A minority of teachers did not see the need for more training in working with other agencies but the majority saw the benefits to themselves, the other professionals and the pupils in their care.

Through the questionnaire all head teacher respondents indicated a need for additional training in pastoral care/social inclusion matters. A range of responses was given for when such training should take place; the suggestion offered most often was during in-service days.

However, other strategies were suggested - for example, in a block, as had occurred with Modern Languages in the Primary School, although the matter of supply cover was cited often as a difficulty in this type of approach where training takes place during the school day. A minority of head teachers and teachers said more should be done during initial teacher education. All but two teachers were in favour of additional training, the majority preferring it to take place during in-service days. There was no agreement on the level of training which should be undertaken. Some did wish a post-graduate qualification to be available, especially if guidance posts in the primary sector became a reality.

A number of head teacher respondents were of the view that all teaching staff should be given basic training in pastoral care and social inclusion matters, saying that there was a need for practical sessions on how to deal with, for example, bereavement and abuse. Generally a range of training was preferred.

It was suggested that staff development for new head teachers could be greatly improved. This is particularly important in a small school where there might be no other member of promoted staff on hand to support the head teacher. It is essential that new head teachers are not only fully aware of the myriad of guidance issues which they are likely to confront but also that they know where to turn to for advice, guidance and personal support .

Teachers did not appear to have undertaken many courses which could be seen as being 'guidance'-related. Less than one third had been on courses which linked to positive behaviour and less than one quarter had been on courses about behaviour management. Only three had attended a recent course on Child Protection. Teachers in one authority remarked that staff development budgets were limited.

Head teachers were aware of and had attended a wider range of courses. Circle Time, especially if delivered by Jenny Mosley, was the most popular, with general courses in promoting positive behaviour being the next. A number attended anti-bullying courses and those on behaviour management. In one part of the country, a basic counselling skills course was available and had been attended by one head teacher.

4.3.4   Supporting Teachers

Several respondents mentioned the need for some form of pastoral support for teachers in dealing with what can often be challenging and emotionally draining episodes with pupils. While some employers do offer some form of support and/or counselling, cover is patchy throughout the country, and appears to be

perceived by many teachers as a last resort as opposed to something to which they should be entitled and of which they could make use as a matter of course.

4.3.5   Resources

In schools with multi-stage composite classes, concerns were raised over the difficulties in adequately differentiating certain aspects of PSD/health, in particular sex and drugs education. Concern was expressed about the additional time required to adapt available resources, given that commercially-produced resources tend not to allow for multi-stage composite classes.

The provision of teaching resources varied across the country. In response to separate questions about specific resources, around a third of teachers who responded believed they had adequate materials from their authorities for delivering health education; a number of these teachers were in new community schools. Around a quarter of teachers thought they had enough materials for personal and social development. However, over a third did not believe they had sufficient materials for any aspect of guidance work (this included child protection issues, managing behaviour and raising attainment). A number commented that schools tended to buy commercially-produced materials now rather than rely on materials from the education service within their authority.

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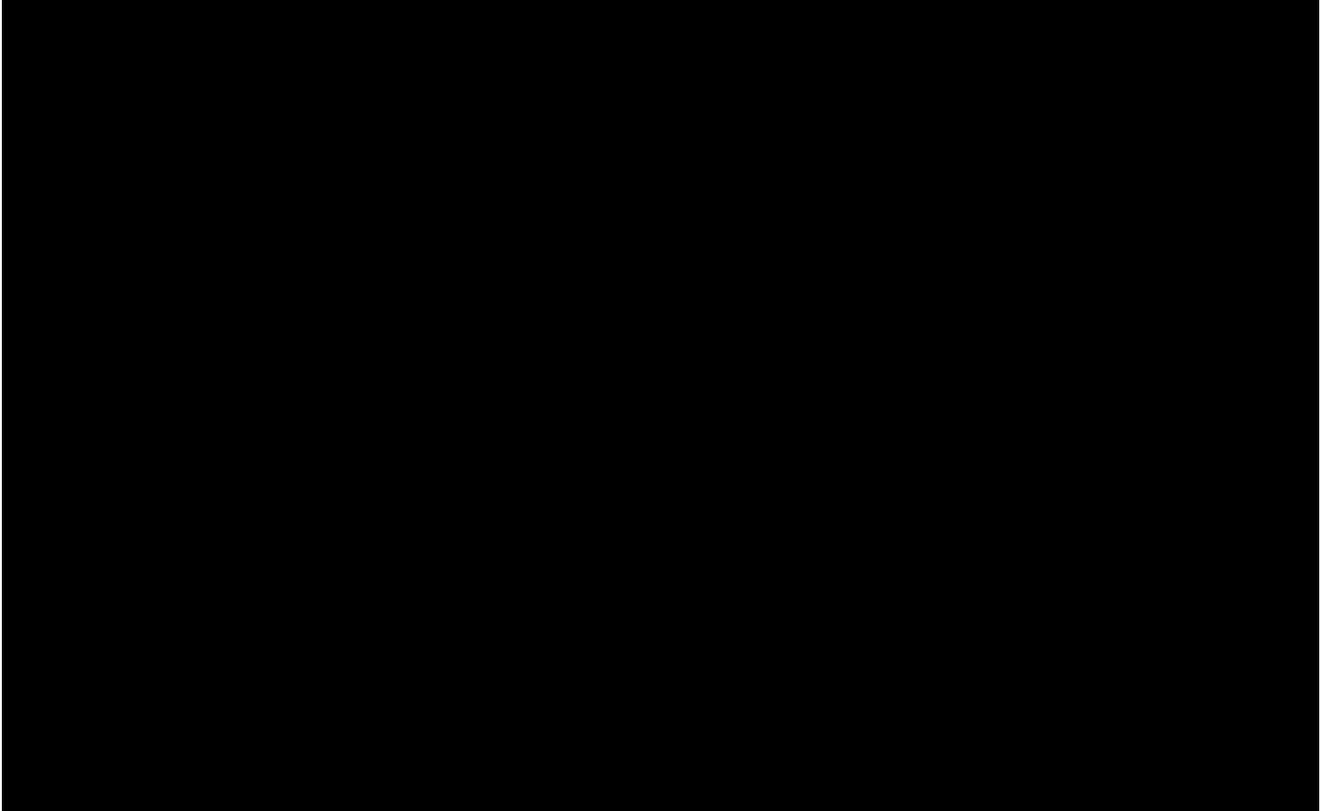
4.4 Inclusion and Equality

4.4.1 Supporting Pupils

Pupils with emotional and behavioural difficulties currently present teachers with their biggest challenge. Although they were asked about a range of guidance issues, respondents said more about meeting the needs of pupils with such difficulties than about any others. However, the major difficulty highlighted in managing both SEN and SEBD issues is inadequate resourcing, mainly in terms of staff. Concerns were also expressed about ensuring parental co-operation and support in dealing with pupils' emotional and behavioural difficulties.

The questionnaire responses indicated that by far the most common strategies for dealing with situations where children are unable to participate/co-operate in class are to involve the head teacher/SMT and to afford the opportunity for the pupils to talk over the incident(s). Although members of staff will be involved in talking over such situations, it is clear that most schools also actively involve the class in discussing behavioural issues, often through circle time, or other PSD activities.

4.4.2 A 'no-exclusion' policy has resulted in additional burdens being placed on class teachers and other pupils. Although less than half the sample of questionnaire returns indicated that an alternatives to exclusion initiative was running in their school, many stated that exclusion would be very much the last resort.

4.4.3 A few of the schools interviewed had behaviour units or SEN units either attached to, or within, the school. It was reported that the existence of such a unit can have positive outcomes for children in the mainstream school through developing tolerance and understanding, particularly within the playground. This has an extremely positive impact on the ethos of the school. In one school with an SEN unit, the staff interviewed described how the school philosophy of a whole-school integrated approach had reaped significant benefits. Both staff and pupils based in the unit and the mainstream school work collaboratively much of the time; indeed, the SEN base staff have responsibility for producing the December show. The assistant head teacher in this school has a remit for SEN, both within the unit and in mainstream classes.

4.4.4 A number of respondents put forward the view that increased (centrally-funded) staffing should to be made available to help schools to adequately support pupils with emotional and behavioural difficulties. The lack of sufficient central support staff and a reduction in alternative placements for pupils not only caused difficulties for the class teachers involved but also had an impact on the other pupils in their classes. In schools where only the head teacher was non-class committed, current arrangements whereby support from other services is allocated on a formulaic basis was felt to be particularly problematic. Such an approach is seen as not being responsive enough to the individual needs of schools.

However, this is not the situation in all authorities and an example of a successful centralised approach is provided in Appendix 2. Although there is an argument that behaviour support is best organised and delivered internally, in this case both the team and the teachers in the schools in which they work appear to be in agreement about the advantages of having a slightly more 'detached' approach. Having a central team supporting behaviour issues means that internal school politics are taken out of the equation and that classroom teachers can access more impartial advice and guidance. The ultimate accolade of the service,

as described in Appendix 2, is that to date it appears to have had a very positive impact on pupils and their behaviour. Future plans look likely to increase this type of provision in this particular authority.

4.4.5   Where schools were not happy with the input from support services, such as psychological services and speech therapists, this tended to be related to a perceived 'lack of responsiveness'. This was not necessarily seen as the fault of the individual professionals involved but more as a consequence of inadequate time being made available or time being used inappropriately.

4.4.6   Another concern in relation to support services was the time required to undertake the complicated procedures involved in securing their provision, implementing a system which in itself prohibits a speedy response to difficult situations. There was a call for more informal links to be established between schools and support services.

4.4.7   The different practices which operate in primary and secondary schools to support pupils was raised. For example, in one area pupil support services are organised on an area basis with a steering group to direct action. However, it is claimed that the steering group is dominated by the difficulties facing the secondary schools in the area and is more focused on trouble-shooting than on early intervention and support. The primary schools feel that their inclusive philosophy, where every member of staff takes responsibility for the whole-school ethos, is compromised by this approach.

4.5   **Values and Citizenship**

4.5.1   Supporting Parents

There was a feeling that schools are increasingly required to support parents as well as pupils. For example, one school stated a priority was finding ways to support parents to support their own children. In another, one of the more geographically-isolated schools visited, the head teacher commented on the pressure put on her staff to support not only the pupils in their care but also to support the wider community. In times of personal difficulty many parents turn to the school for support, and staff can feel that they lack the skills or experience to adequately support parents in this way. However, given that other support mechanisms are either not available or not being accessed by parents, this puts an additional burden on teaching staff.

4.5.2   New Community Schools

While there was broad support for the underlying philosophy of new community schools and it was recognised that in theory new community schools are considered to be successful paradigms of multi-agency working, the GTC Scotland task group uncovered mixed reactions to the practicalities of the introduction of New Community School status.

A key aspect of new community schools is multi-agency working, the purpose of which is to intervene quickly and effectively to support pupils or their families. This approach was welcomed in general by all the new community head teachers who responded. However, concerns were raised: the need for continuity

of knowledge and experience among various agencies working as part of the new community school set-up was not always seen by others as a necessity. To address this, it was suggested by one respondent that each school should have a social worker designated to it so that understanding and communication could improve. Another concern, one raised by teachers also, was whether the various professionals involved in supporting pupils always have a clear enough understanding of the role and remit of the others involved. In particular the role teachers take on board, for which they are not trained, in supporting both pupils and parents can be taken for granted. Also some teachers felt that the parameters which govern their work are sometimes not appreciated by other professionals. In one new community school joint training took place on an annual basis with police officers, social workers and health workers and this was seen as helpful.

Respondents reported that multi-agency working has resulted in a huge increase in workload and, in the case of one school, with little perceived benefit. The head teacher was of the view that the agencies involved with her school have their own agendas, which are not always mutually compatible. She also reported a significant number of children with various 'syndromes', but stated the school received little in the way of practical support for these children after psychological assessments had been made. However, in a different school, in a different part of the country, the psychologist is present for one morning a week and support and advice is given on a range of issues. Assessments are carried out over and above this allocated time. This particular psychologist is also involved in a range of cluster/authority initiatives and is felt to be very aware of the issues, being described by the head teacher as 'an advocate for parents'. Yet another of the new community schools visited reported a positive impact from the allocation of multi-agency staffing to the cluster; this includes two psychologists, a social worker, a doctor and a nurse. This arrangement was felt to make communication and understanding much easier, and multi-agency working much more responsive to specific needs. The same arrangement pertains to behavioural and support for learning staff.

Different new community school projects are organised and operate in different ways to deliver their services. In one project a Joint Assessment Team (JAT) has been established to consider the best multi-agency approach for pupils who have social, emotional or behavioural difficulties. However, before the JAT can consider an individual case, parental permission is required. This is not always forthcoming, and can be very frustrating for staff who see pupils who could be helped by the JAT not being able to access the support available. The head teacher also reported that in the period since gaining new community schools status funding had been cut and key members of staff involved in the JAT had left and were still to be replaced. From another part of Scotland a new community school highlighted the benefits of a Joint Support Team in terms of supporting families but expressed major concerns that individual pupils' behavioural difficulties are still left to be dealt with by the class teacher. Another head teacher, from a different authority, commented most positively on the impact of its Joint Support Team on relationships with parents. The team, including a psychologist and a social worker, is involved in home/school liaison work and also provides adult education opportunities for parents.

35

One of the aims of new community schools is to engage with families to empower them to raise their expectations of their children and themselves. Teachers seemed to believe that once their schools' new community status had gained wider acceptance within their communities that parental and community involvement with the schools would increase. In a number of new community schools, however, the involvement of parents was already high: for example, in one there was a parental newsletter, an 'open door' policy for parents and also parents were invited to the school whenever there were concerns about the behaviour, attendance or the attainment of children. Parents were involved in induction days and workshops as well; in this authority a school-home partnership pack was used. In another school, as well as a newsletter, there was close contact with parents at all times, especially in relation to behaviour and attendance; parents were also involved with the Joint Support Team. In another authority, in a school in which parental involvement was not high, the use of homelink teachers was seen as a good way of facilitating such involvement. Another example, from a yet another authority, was the use of community schools team workers in addition to home-school link teachers to break down barriers.

Accommodation in some schools has not been able to provide much flexibility for teaching staff and pupils in the past. Although having extra support staff and other professionals working within schools brings major benefits, their presence has led to accommodation problems where all previously 'spare' space is now used. A comment made by more than one head teacher of a new community school was the difficulty in finding the physical space to develop the school as a community school in that meeting rooms were required as well as facilities for breakfast clubs and after school clubs.

In relation to teaching resources, one positive aspect which was apparent in a number of new community schools was the recent influx of health education materials which had arrived as a result of new relationships being established between health boards and authorities.

4.5.3   Pupil Councils

Many schools reported positive benefits from the establishment of pupil councils. For example, one of the smaller schools involved in the study reported basing its pupil council on a system seen working in its French partner school. This involves an elected council of pupils from primaries three to seven. Meetings are held in front of the whole school every two weeks. Pupils are given a budget and take responsibility for all the work associated with the running of the council. There are convenors with various responsibilities such as anti-bullying, school grounds, library and recycling/ecological issues. However, with pupil councils being relatively new to many schools, it was common for them to experience teething problems. There appeared to be no central resource or channel of communication through which schools could share and learn from each other's experiences.

4.5.4   Working with Parents

Common strategies schools adopted for communicating concerns about individual pupils with parents/guardians/carers included meetings/interviews, letters, and behaviour logs/charts. Some schools also reported sending home information leaflets and newsletters and parents guides to policies, one particular school making use of an 'Attend to Achieve' booklet for parents. Another school had devised a whole-school approach which promises a response within two days for responding to parental concerns on any matter linked to their children.

Communication issues can arise for a number of reasons: in one school visited 33% of its pupils have English as an additional language. In the past this has caused communication difficulties with parents, many of whom do not speak English. Recently, however, the school has run English classes for parents and the head teacher has noticed that many more parents are now more likely to come to the school to talk about issues of concern. Relationships have improved greatly as a result.

Home-school link workers can aid understanding between home and school. Although perhaps more commonly found within the new community schools context, one non-new community school reported having a Home/School Partnership Worker for two days per week. The head teacher explained that either a teacher or a social worker could fill the post. The remit is to encourage parents to become more involved in the work of the school with the aim of raising pupils' attainment. This involves the Partnership Worker in training parents to help in classrooms (ten currently help in the school) and offering training in positive play methods.

Knowledge of the curriculum can enable parents/carers/guardians to support their children. In one small school the head teacher had organised a series of workshops for parents in order to give them the opportunity to become familiar with the implications of the 5-14 guidelines. Although originally reluctant to take part in such workshops, on reflection parents commented on how useful they had been. The head teacher too felt that there had been huge benefit in the form of improved relationships and more meaningful dialogue between parents and the teacher. This has had a very positive effect on parents' perceptions of the school.

In another school the use of Individual Education Plans (IEPs) was credited with having had a positive effect on relationships with parents, and particularly benefited pupils with special educational needs. Where IEPs were used, parents were now much more likely to be consulted as to their child's progress and future plans; and pupils were involved in their own case conferences.

4.6   Learning for Life

4.6.1   'Learning for life' is one of the Scottish Parliament's national priorities; it is defined as aiming to *'equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition'* (SEED, 2000). In its widest sense, learning for life is the over-arching purpose of all guidance-related work in schools. Its ultimate aims are to encourage and prepare all pupils to take responsibility for themselves, their immediate communities and the wider global society and to lead full, active and rewarding lives. Given that high quality guidance provision in the primary school enables these aims to be realised, and also builds the foundations for lifelong learning, the entire contents of this report could have been grouped under the heading of 'learning for life'. However, for ease of reference, the various aspects of guidance in the report have been categorised under the five national priority headings.

4.6.2   Transition from Primary to Secondary

While the transition from primary to secondary school was a cause for concern in many schools, others

were content with the arrangements which had been established. The majority of difficulties were attributed to a lack of time for staff to communicate. For example, one head teacher felt that although communication prior to the transfer was adequate, it would be beneficial to maintain communication after pupils become established in secondary school. In this way both sectors could gain from each other and continuity could be improved.

The common pattern for transition to secondary tends to be one or two visits for P7 pupils and a meeting between the P7 class teacher and secondary guidance staff, although in one school a number of the secondary teachers also visit the primary to deliver lessons to the P6 class. On top of these arrangements for all pupils, there are also link workers designated for specific pupils with behavioural difficulties. Some part-time teachers in one primary school also work in the SEN department of the associated secondary. This has helped to provide continuity for both pupils and staff involved.

Many respondents expressed dissatisfaction with the current arrangement of one or two visits. It was seen as particularly inadequate for pupils with emotional or behavioural difficulties. However, one of the new community schools clusters was addressing such a concern by the involvement of their psychologist in a 'vanguard group', established to support children who have been identified as being at risk in the secondary setting rather than the primary setting. These children spend more time in secondary than their peers prior to transition as part of a programme to ensure smooth integration. Several teachers expressed general concern as to what use is made of the information about pupils which is sent to the secondary school.

Various other initiatives which aim to smooth the transition were identified: for example, the Home/School Partnership Worker in one school runs a bridging programme during the summer holidays for P7 pupils about to start secondary school. In another school S1 make a video entitled 'This answers all your worries' for P7 pupils prior to their visit to the secondary school. One head teacher reported that a range of shared activities, for example sports, for primary seven and secondary pupils takes place prior to their move. Staff from all schools in the cluster also meet regularly to discuss both curriculum planning and individual pupils' progress. In this way, the secondary school is able to compare actual progress of S1 pupils with expected progress based on the primary schools' detailed knowledge, and to intervene at an early opportunity where necessary.

While there can be significant benefits for children attending primary schools with small rolls, this can, in some cases, cause difficulties at the time of transfer to secondary. P7 pupils who have transferred from schools with very small rolls to large secondary schools can experience difficulties in not being afforded the responsibility and independence they are accustomed to having.

5   MOVING AHEAD

5.1   The National Priorities

5.1.1   These priorities for education, in the view of the Scottish Executive *'reflect the areas where particular attention and focus needs to be given over the next 3 to 5 years'* and are said to *'set out a coherent and agreed set of strategic objectives...[which]...reflect the values, principles and aspirations of all who are committed to promoting improvement in Scottish education.'* The priorities are consistent *'with the principles of social justice and equality'* and *'reflect the importance in school education both of academic achievement and the development of the foundation and life skills which will become increasingly important...'*
(SEED, November 2000)

5.1.2   Many of the staff in schools in the GTC Scotland survey recognised that personal and social development is important not only in its own right but as the foundation for progress in all subjects. Teachers knew that when pupils had high self-esteem and good social skills they were likely to be motivated and have the ability to reach their full potential. Their understanding of this link was one reason why teachers and head teachers were concerned about lack of resources and personnel to support those pupils who had low self-esteem or lacked social skills. In addition the level of resourcing for PSD varied across the country. With the current focus on attainment, it could be argued that there is a danger that PSD will be devalued within the curriculum.

5.1.3   Education for citizenship is seen as an aspect of the curriculum which can help pupils gain respect for themselves and others and teach them the duties and responsibilities of citizenship in a democratic society. The consultation paper, *Educating for Citizenship in Scotland* (Learning and Teaching Scotland, November 2000), emphasises the part schools can play in educating young people about their rights and responsibilities in a democratic society. It suggests a number of ways in which the skills and attitudes needed can be developed through a variety of curricular opportunities. Many of the activities, for example, developing self discipline and decision-making skills, may be perceived within a PSD framework. More generally, such skills are likely to have been developed already within schools where pupils feel empowered and the ethos is positive.

5.1.4   It can be argued, however, that the development of such skills is best done in small rather than large classes. While a commitment has been given by the Scottish Executive to support teachers and enhance school environments, GTC Scotland hopes that recognition will be made of the need to consider the effect of class size in taking forward the national priorities in future.

5.1.5   As this report has highlighted earlier, a great deal of work which is undertaken in primary schools can be seen to fall under the headings of the five national priorities. GTC Scotland therefore hopes that the recommendations found at the end of this report will be considered and acted upon by those responsible for education as they develop further policies linked to the national priorities.

39

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5.2   **The Agreement Reached Following Recommendations made in the McCrone Report**

5.2.1   The consequences of the post-McCrone Report Agreement are likely to be far-reaching; a number of the changes will impact on guidance work in the primary sector. In respect of teachers' duties, they will include:

> • *'providing advice and guidance to pupils on issues related to their education*
> • *working in partnership with parents, support staff and other professionals*
> • *promoting and safeguarding the health, welfare and safety of pupils*
> • *contributing towards the good order and wider needs of the school'* (p25)

From the above duties, it is anticipated that joint working with other agencies will increase generally, not only in New Community Schools. Such working, as has been shown in the previous section, does place extra demands on teaching staff.

5.2.2   One way in which teaching staff may be able to devote more time to teaching is by the investment in additional support staff which the Agreement provides:

'All schools must have somebody available to deal with routine emergencies and contact parents during the pupil day. This resource will be found through a review of the existing support staff arrangements or as part of the additional support staff resources....[to provide] additional support staff...phased in over a 3-year period commencing 1 April 2001.' (p18)

The presence of additional administrative staff will be welcomed as it should allow members of the school management team to spend more time teaching or supporting pupils or teachers rather than dealing with non-teaching tasks. The availability of such time will enhance the learning and teaching experience of pupils within schools.

5.2.3   Annexe E of the Agreement gives an illustrative list of what could be undertaken by support staff:

> * *'supervision of pupils outwith scheduled teacher class contact time,*
> * *documenting and maintaining pupil disciplinary records,*
> * *support of guidance staff with routine documentation and information dispersal,*
> * *first aid and administration of drugs,*
> * *administrative detail of register/ absence procedures/issue of standard letters,*
> * *reception and telephonist duties'*

5.2.4   While a number of guidance-related tasks currently carried out by head teachers and teachers will be completed by support staff in future, the reality of life for many pupils does raise the issue of whether schools whose communities face a range of challenges would benefit from a new type of permanent post, a post similar to that of a guidance teacher in the secondary sector.

5.2.5   The new post of principal teacher in the primary school is under discussion. GTC Scotland will be interested in the outcome of these discussions, given the findings of this report and the fact that senior teachers, some of whom may have a pastoral remit, will no longer undertake such duties after August 2003. (At the time of writing it should be noted that it remains unclear whether a similar fate will befall some promoted guidance posts in the secondary sector. The removal of guidance-assocaiated posts in any sector is likely to effect the areas of provision described in this report.)

5.2.6   The commissioning of research into the relationship between class sizes and attainment is another important aspect of the Agreement, as is the move to provide primary teachers with non-class-contact time during the day.

5.2.7   All teachers will be expected to have a commitment to their own continuing professional development as a condition of service. The Agreement reached following the recommendations of the McCrone report states that CPD should be both accessible and appropriate to individual teachers; this could provide the opportunity for primary teachers to consider guidance-related issues in more depth. Consideration should also be given to the place of guidance-related matters within the qualification route to the award of Chartered Teacher, which is currently being developed.

6   ISSUES AND CONCLUSIONS

6.1   Achievement and Attainment

6.1.1   It is clear that all teaching staff in primary schools are carrying out tasks and strategies which would be described as 'guidance' work if they were in the secondary sector: they provide support and advice in the area of pastoral care and develop and deliver Personal and Social Development, 5-14.

6.1.2   Staffing complements for secondary schools assume one promoted guidance post for every 150-200 pupils.(Circular 826, *The Structure of Promoted Posts in Secondary Schools*, 1971) Should such a formula, outdated though it may be, be applied to primary schools, over 83% of primary schools would be granted at least an additional 0.5 FTE non-teaching and the largest (over 600) would be eligible for between 1.5 and 2FTEs, non-teaching (if 0.5FTE is allocated for guidance in each full-time post). Given there were 2293 publicly funded primary schools in Scotland in September 1999 this would require a substantial investment. However, in light of the benefits of early intervention, a factor acknowledged in the HMI report, *Alternatives to Exclusion* (April 2001), it would seem a cost-effective investment to make.

6.1 3   Additional teaching staffing might be of benefit, for example, in enabling primary pupils to confide in a member of staff within their own school. HMI pointed out that some children who experience serious problems do not feel able to confide in their teachers (*Educating the Whole Child*, p10).

6.1.4   The larger a class, the less time a teacher is able to devote to the individual needs of each pupil. While class sizes in P1 to 3 may be 30 or under now, the impact of this policy on the composition of the other classes within the school can be unfortunate. It is to be hoped that the matter of class sizes will be addressed timeously after the findings of the research which is being undertaken for the Scottish Executive, following the Agreement reached after the McCrone Report, are available.

6.1.5   A key finding, stressed in research referred to by Save the Children, is the importance for pupils of a positive relationship with teachers. Pupils with whom GTC Scotland task group members met talked in very glowing terms about their relationships with teachers. It is clear that these relationships are fundamental to their school experience, affecting their learning and their behaviour. As Save the Children pointed out *'Relationships with teachers are more important for pupils when they have a concern or a problem.'* However, Save the Children added, *'some experiences suggest that the success of guidance and support is dependent on the individual teacher's skills and relationship with pupils.'* (*Improving Our Schools: consultation response*, p136)

6.1.6   As highlighted in Section 4, although the teachers interviewed by the task group were very committed to establishing positive relationships, many acknowledged feeling unable to give sufficient time to pupils who are experiencing difficulties in their learning, as often they have to give attention to those who present challenging behaviour. The Council believes a way of providing time within the primary sector to support all children must be found. This echoes the recommendations in *Making the Difference* where the Council drew attention to the workload of secondary teachers of guidance and recommended that the time available for guidance teachers to discharge their responsibilities should be reviewed to ensure that an effective service was available to all pupils.

6.1.7   Within the survey, although a few schools said a proportion of their population was transient, whole school truancy or poor attendance was not highlighted as a problem in any of them. However, where problems with attendance do occur, the effects on learning and teaching can be significant. Figures released in January 2001 show that the average rate of absenteeism in the primary sector is 5%, the equivalent of a primary pupil missing two weeks of school over the 38 week session. When truancy and absenteeism do occur, promoted members of staff need time for parental contact and liaison with support agencies.

6.2   Framework for Learning

6.2.1   The Council has argued that the arrangements for the professional education of primary teachers are in need of review. Both the BEd and the PGCE are expected to cover too much in terms of the expanding curriculum and of the age range to be taught. It was noted in Section 3 that guidance-related matters were given much prominence, both in terms of the SOEID *Guidelines* and the ways in which ITE course contents have been composed to meet them. However, the meeting of competences alone assumes a technicist approach based on values and informed attitudes rather than the meeting of certain competences. Further, so many aspects of 'professionalism', including guidance-related issues, are acquired, developed and attained once the student teacher becomes a 'professional' that it could be argued that there are significant implications for the probationary period, for continuing professional development and for the role that GTC Scotland plays in both. The Council has expressed the view that the status quo in ITE is in danger of becoming unsustainable; it agreed that there was an urgent need to examine the content and nature of courses on offer and to carry out a review of existing qualifications, as suggested in *Teacher Education and Training: Scotland*, Sir Stewart Sutherland's Report to the National Committee of Inquiry into Higher Education (1997). More recently this was taken forward by Deloitte and Touche in their report, *The 'First Stage' Review of Initial Teacher Education.* They concurred that initial teacher education programmes are *'very congested'* and that it is *'no longer appropriate to respond to a changing educational environment by adding yet more content to particular elements of the syllabus'* (p1, June 2001).

6.2.2   Within secondary schools guidance staff have an allocation of time of approximately 40 minutes per week for every 15 pupils for which they have direct responsibility (HMI, *Effective Learning and Teaching in Scottish Secondary Schools: Guidance*, 4.2, p15, 1996). No such designated time is available to primary teachers to discuss individual difficulties in respect of learning, behaviour or attendance. While primary teachers do normally meet their pupils daily, this is not the same as meeting each pupil once a year on a one-to-one basis, *'a common aim in the job specification of guidance teachers'* (HMI, 4.3, p16).

6.2.3   While the task group had anticipated that 'guidance' would be seen to involve PSD, moral education, pastoral care and equality and discrimination issues, many respondents, understandably, saw it as being linked to the more demanding aspects of primary schooling, such as challenging behaviour.

6.2.4   The role of support for learning staff was another aspect which respondents did not focus on as much as the group had envisaged. The Council supports the view, expressed by HMI, that close links with support for learning teachers are an essential feature in addressing pupils' needs across the curriculum. (HMI, *Effective Learning and Teaching in Scottish Secondary Schools: Guidance*, p9) It agrees also that their role, in providing information about specific learning needs, is crucial at the time of transfer from primary to secondary education.

6.2.5   HMI also recommended in that report that *'preliminary training for new appointees to guidance [in a secondary school] should be a basic requirement, followed by later opportunities for more extensive staff development'*, (p8). GTC Scotland believes that it is appropriate to consider such training for other sectors. This is a view shared by teachers in the survey - the majority believed that those who undertake guidance work need to be appropriately trained. The current training provided for primary teachers in this area is insufficient, particularly in relation to counselling skills. Staff development time for pastoral care issues tends to be minimal as school development plans usually focus on other aspects of the curriculum.

6.2.6   Topics for staff development which had been undertaken by teachers, and support staff in some cases, in schools which were considered by HMI (reported in *Educating the Whole Child*) in 1995 to 1998 to exhibit good practice in the area of PSD included the following: Circle Time, assertiveness training, behaviour management, anti-bullying strategies, child protection and promoting positive behaviour. However, they found that other teachers often reported specific staff development needs in these areas. The Council's survey, carried out in 2000, concluded that staff development needs in aspects such as promoting positive behaviour, child protection, drugs education and sex education remain to be satisfied and ways of ensuring their availability need to be found.

6.2.7   Since the dismantling of educational support services as a result of local government reorganisation in the mid-1990s, many authorities currently do not employ a person who has responsibility for all aspects of primary guidance. The consequence of this can be that concerns or issues which arise at school level are not easily supported by more senior personnel. There was little welfare or pastoral support for staff, particularly for head teachers who faced demanding situations, often daily. Also not all local authorities had written policies to cover the guidance-related areas of the curriculum under consideration by the task group. Teachers would welcome such policies. However, it should be noted that some teachers were not aware of policies which existed already and which could support them in their work in guidance-related matters as such work had not been seen as a priority within their school development plans.

6.2.8   Many schools within the GTC Scotland survey did not feel they were adequately supported by other agencies. This view contrasts to that stated in June 2000 by HMI: head teachers in their sample (*Educating the Whole Child*) reported that contacts with other agencies worked well and ensured that pupils and their families were well supported by collaboration with social work, psychological services, health, speech and language therapists or the police. The variation may be due to different staffing levels across the country or to the fact that the GTC Scotland survey took place in 2000, whereas the report by HMI covered the situation found in 1995-98.

6.2.9   The possibility of refurbishing school buildings has been highlighted in relation to the priorities. The need for teaching staff to discuss matters with other agencies, as well as with parents and pupils themselves, raises an issue about accommodation. Few primary schools have purpose-built offices designed solely for interviews or meetings.

44

6.3   Inclusion and Equality

6.3.1   A number of the schools which responded were in areas of multiple-deprivation. On a daily basis staff in such schools are likely to face many challenges, given that they support a higher than average proportion of pupils who have serious care issues, severe learning difficulties, behavioural/socialisation problems, and often all three together. Many multi-agency meetings are required and this means that staff have to spend a significant amount of time on individual case preparation and discussion. While time spent in this way can provide valuable support to individual pupils, it also removes a lot of time from whole school matters. A way of relieving pupils and teachers of the constant pressure which can occur in such situations needs to be found. In addition, inter-agency support across the country is not always sufficient for the needs of pupils in schools. The number and organisational deployment of educational psychologists, in particular, was seen as inadequate in many areas.

6.3.2   Some additional staffing has been forthcoming through the new community schools initiative but the matter of equity arises with this initiative given that not all authorities are being given the same level of funding for new community schools. There is also the danger of a two tier education system existing. A further matter of concern is what happens when the allocated funding comes to an end. This anxiety is shared by all those involved, including parents, in such initiatives. Many are seeking to have funding maintained as, without it, it is unclear how the support which has been provided can continue. This support is seen as vital to children with behavioural problems. Although the Education Minister stated his support for new community schools in June 2001, saying they *'are at the forefront of delivering our education agenda'* and that the *'NCS is a model for the future'* (News Release: SE1528/2001), the exact nature of the financial support which will be available remains unclear.

45

6.3.3   The inclusion of children with special educational needs into mainstream provision has significant cost implications. While funding for this area has been provided in the past, it is no longer sufficient to address the staff requirements in some authorities. In addition, without improved levels of teacher staffing, which would allow for reductions in class sizes, the educational needs of some children are unlikely to be met adequately. Further, it could be argued that there will be increased demand in this area as a consequence of recent legislation.

6.3.4   Structures to support primary teachers who have such pupils were limited. The Council shares HMI's view that *'successful integration of pupils with special educational needs requires a high degree of teamwork between guidance and learning support staff.'* Within the secondary sector,

'a small number of schools have established the practice of timetabling a period so that the relevant guidance and special educational needs teachers can meet to review progress and plan ahead on a weekly basis. Such an arrangement has been particularly successful in meeting exceptional needs and in enabling specific children to maximise their integration or re-integration within mainstream.'

(*Effective Learning and Teaching in Scottish Secondary Schools: Guidance*, HMI, p37)

Such time requires to be found within primary schools.

6.3.5   Awareness of the range of needs of children within schools is increasing. One group of children who have, according to recent research summarised in *Spotlight 75*, not always been afforded the attention and understanding they should have been are those who have medical conditions, including those which are terminal. The researchers found that apart from a lack of funding in the past, the other obstacle in meeting children's needs has been a lack of staff development, both for teachers and for those in initial teacher education, on how to work with children with medical conditions. The authors conclude that '*the evidence of goodwill was widespread'* but '*it would be unreasonable to expect that schools could undertake all the work necessary within existing resources,'* (*Spotlight 75*, 1999).

6.3.6   Children who have arrived in Scotland as refugees or asylum seekers have a range of needs. While the number of such children in Scotland is relatively small, an increase is anticipated. Save the Children points out in its report, *I Didn't Come Here for Fun* (November 2000), that in October of that year there was a total of 268 young refugees in eleven different primary schools in Glasgow. It states that '*schools may not have the resources or staff with the necessary experience or training to meet the educational needs of young refugees and asylum seekers.'*(p 7) It concludes that appropriately trained teachers and specialists need to be available to help such children, both in language units and when they move into mainstream classes. Given that it found that these children reported that they '*do not always feel welcomed by other pupils'* (p 25), teachers in the schools concerned are likely to face extra challenges in relation to the promotion of anti-racist policies.

6.3.7   While exclusions in the primary sector may be low, a report by Barnardo's Scotland highlighted '*the gap between rhetoric and practice in reintegrating pupils with emotional and behavioural difficulties'* and pointed out that '*children at the risk of exclusion invariably experience difficulties at home.'* ('Homelinks vital to end exclusion', *TESS*, October 6 2000) Home circumstances can be very stressful for many pupils: the charity, NCH Scotland, estimated that 100,000 children in Scotland live in families blighted by domestic violence or abuse. ('Abuse in home blights 100,000 lives', *The Herald*, 17 October 2000) HMI acknowledged in June 2000 (*Educating the Whole Child*, p28) that '*in some schools where a number of pupils and their families might face crises at any point in time, considerable management time was involved in liaison with other agencies and attending reviews and case conferences.'* The question arises as to how this time is found and, when it is found, what is lost as a consequence.

The more recently-published HMI Report, *Alternatives to School Exclusion*, accepts that:

'*there is a limit beyond which [mainstream schools] do not have the resources to work effectively with those [pupils] with the most serious and persistent problems....Authorities and schools have to take into account the disruption that any provision for these pupils can cause for the other pupils in the school. They also have to consider the impact on resources and funding of supporting pupils with social, emotional and behavioural difficulties in mainstream settings, balanced against the costs of what can be expensive placements outwith mainstream schools.'* (*Alternatives to School Exclusion*, 2001, p6-7)

6.3.8   While teachers do support inclusion, the strain and demands on them, on other pupils, and sometimes on a whole school, caused by challenging behaviour or particular special educational needs should not be underestimated. Staff at all levels in many schools feel they are being overwhelmed by problems for which they can find no easy resolutions. The incidence of children with emotional and behavioural difficulties continues to increase. The partnership with parents is particularly important but often parents themselves are

in need of support, and this support teachers find difficult to provide. Teachers and head teachers do not believe their concerns are taken seriously by those charged with responsibility for Education.

6.3.9   It has been suggested that the new post of principal teacher in the primary school could involve responsibility for RME/PSD/HE and support for pupils and families. The Scottish Parent Teacher Council does not think parents would necessarily welcome a designated teacher for guidance in primary schools, although more time for liaison with teachers would be seen as useful by them. It does acknowledge the need for extra support to be provided to pupils and schools at times of particular crises - it suggests this could be in the form of local authority 'support squads' or cluster teams, rather like the multi-agency approach found in New Community Schools.

6.3.10   While teachers face a range of problems in their schools, particularly in relation to discipline, as *Better Behaviour - Better Learning* (Scottish Executive, June 2001) concluded, *'it is clear that there is much good work going on in schools across the country and that there are things which can be done at national, authority, school and individual teacher levels to help improve the climate in which teachers teach and children and young people learn.'* The Report does acknowledge that improvement has *'definite resource implications'* and recognises that *'schools and individual teachers are concerned about the increasing demands placed on them as a result of policies linked to social inclusion and alternatives to exclusion.'* GTC Scotland welcomes the Minister's commitment to develop and implement the strategies described in *Better Behaviour - Better Learning'* .

6.3.11   The Council recognises the significance of the Discipline Task Group's (DTG) Report and endorses both its general approach and those of its recommendations which fall within the scope of its own report. Indeed, the DTG's Report reaches many similar conclusions to those found in this GTC Scotland report. The GTC Scotland notes too that the Group recognised the environment in which many children grow, play and learn can be demanding, not only for themselves but for their parents and their teachers. In light of the aims of *At the Heart of Education*, the Council would be happy to work with the Minister, as appropriate, to take forward the issues raised in the DTG's Report. In Appendix 6, the Council has listed the recommendations of the DTG's Report, given their relevance to the content of *At the Heart of Education.*

47

6.4   Values and Citizenship

6.4.1   While teachers do recognise children's rights, discussing matters with children does take up time, time which many of them have to find from other competing priorities (sometimes these are other children). The implications of the *Human Rights Act* may increase pressure on teachers, promoted staff and local authorities in relation to satisfying every child's right to an education and right to be free from 'degrading treatment'. Those who are engaged in the education of children in primary schools face the challenge of ensuring all these rights are respected and realised. The ethos within schools does encourage such objectives to be achieved.

6.4.2   During visits to schools the findings of Save the Children (*Improving Our Schools: consultation response,* p19) were replicated in that it was found that *'children and young people have a sophisticated understanding of*

what is happening in their schools and how improvements can be made.' This suggests that pupils will be happy to participate in consultation about school development plans.

6.4.3   Research has shown (*SCRE Spotlight*, No 65, 1995) that relationships and the behaviour of pupils improve when they are involved in the decision-making process within a school. HMI pointed out in *Educating the Whole Child* that these were most effective where they considered issues which affected the pupils and provided scope for improvements. From the meetings members of the task group had with pupils, it does appear that effective participation by pupils is welcomed by all in schools and the benefits are evident from pupils' motivation and confidence. Such involvement also led to a sense of ownership.

6.4.4   Jenny Mosley, whose ideas were being followed by a number of schools in the survey, also stresses the importance of giving children a voice : *'If opinions are valued and they have a voice, they feel empowered. If there is no forum for them to be heard, they will be disempowered and they in turn will disempower others. This is where bullying comes in.'* ('"Pupil power" is often tokenism' by John Cairney, *TESS*, 16 June 2000, p7)

6.4.5   The increasing trend towards participatory school management now links certain important approaches to planning with the engagement of all within a school and its community. Such an approach reflects good practice found in many of the schools visited.

6.4.6   Parents play a vital role in their children's learning and development and their relationships with teaching staff are important in promoting the ethos of the school. The parents' organisation, the Scottish Parent Teacher Council, recognises the importance of guidance in the primary sector and believes there is a need to raise the profile of the equality aspects of guidance in particular and to ensure that parents are aware of the purpose of activities such as circle time through clear communications between the primary school and home. It reports that many parents, due to their experience or understanding of the secondary model, tend to think that guidance is just for resolving problems and supporting children who have problems. For all matters within the primary sector parents tend to see their child's class teacher as the focus for contact. This positive orientation to pastoral care is considered to be at the heart of education.

6.4.7   The increase in facilities such as wrap-around care, breakfast clubs and after-school clubs, while offering benefits for many children and their parents, may also result in a reduction in the time parents and children spend together, with the possible consequences of making it more difficult for pupils and parents, pupils and teachers and teachers and parents to establish secure working relationships.

6.4.8   When considering the education of the whole child, and particularly the development of children's values, a positive school ethos is a distinct advantage.

6.5   Learning for Life

6.5.1   A number of schools within the GTC Scotland survey commented on the fact that they did see a role for former pupils in terms of liaison. A few regretted the fact that class teachers of composite classes had difficulty in visiting secondary schools. It was felt also that more contact could be made with the primary class teacher by the guidance teacher once the pupil was in S1 and this type of communication could be particularly important when pupils were seen to face difficulties in the secondary environment.

6.5.2   The HMI report on Guidance in Secondary Schools draws attention to the importance of the transition between P7 and S1. It suggests that *'the time necessary for liaison with associated primary schools must be made available and used effectively.'* (4.8, p18) Given the nature of the report, the perspective of the advice is from the secondary sector - no comment is made about the difficulty the staff in primary schools might face in respect of time for effective liaison. As early as 1996, researchers, Professor Mary Simpson and Jonquil Goulder, were commenting on the fact that:

'while pupils continue to visit secondary schools to become familiar with their conditions and arrangements, their teachers, because of the pressures of development work, were becoming less available than previously to talk with their secondary colleagues.' ('Not there yet, but on the way', *TESS*, 3 May 1996)

6.5.3   Effective arrangements for the transfer from primary to secondary education are considered by HMI to include some or all of the following features:

- *'P7 pupils meet their future guidance teacher both in the primary school and on their familiarisation visit to the receiving school*
- *S1 pupils contribute to liaison with their former primary school [by visits, talks, newsletters, compiling a video]*
- *P7 parents receive appropriate information and are encouraged to visit the secondary school*
- *a booklet specifically written for new S1 pupils; and*
- *guidance staff included in discussion with primary teachers about the new S1 intake'*

6.5.4   The post-McCrone Agreement acknowledged that the work of the Implementation Group was *'critically carried out within the framework of social inclusion which seeks to engage every child in learning and personal development to secure achievement and the promotion of confidence and ambition in all our young people.'* (*Agreement reached following recommendations made in the McCrone Report*, p3). Whether the resources which are to be provided will be adequate to achieve these aims remains to be seen.

49

7   RECOMMENDATIONS

In order to address matters raised in this report, the Council recommends that the Tenth Council of GTC Scotland

- establishes close links with the SEED to take forward and develop issues of common concern highlighted in this report

- monitors and reviews the impact of guidance related developments resulting from new initiatives (e.g. the introduction of pastoral care, behavioural support and home/school liaison teachers and the increase in multi-agency working) on the quality of teaching in Scottish primary schools.

In the meantime the Council strongly urges

policy makers that:

- The work which primary schools do in addressing the needs of the whole child should be recognised and celebrated; such work should be seen as integral to an ethos of achievement and publicly endorsed by policymakers, politicians and HMI. (4.1.1, 4.1.2, 5.1.2, 6.1.5)

- Consideration should be given to drawing up a national policy for guidance. (4.1.1, 5.1.5, 6.1.6)

- Current staffing levels in primary schools should be reviewed nationally to enable unpromoted and promoted primary teachers to have sufficient time to undertake the tasks involved in 'guidance' (e.g. talking to pupils individually, providing on-going support in learning, monitoring achievement and liaising with parents and other agencies). (4.2.2, 4.3.2, 6.1.3)

- The workload of teaching head teachers, in particular, should be looked at with urgency, and additional teaching and support staff provided. (4.2.2, 4.3.2)

- When reviews of initial teacher education courses are being carried out by GTC Scotland's Accreditation & Review Committee, the Scottish Executive and faculties of education in higher education institutions, the input given to Special Educational Needs (SEN), Social, Emotional and Behavioural Difficulties (SEBD) and guidance/pastoral care should be closely monitored in order to reflect more closely the balance of approved competences which concern guidance-related matters. (4.3.3, 6.2.1, 6.3.5)

- Given there is an imbalance in the way 'guidance' needs are addressed across Scotland, steps should be taken to achieve a more equitable system of support for primary pupils and teachers throughout the country by national funding, guidance and recommendations. (4.3.5, 4.4.4, 6.2.7, 6.2.8, 6.3.2)

- Full consideration needs to be given to the implications of inclusion, particularly in relation to funding, of pupils with special educational needs and those with social, emotional and behaviour difficulties in relation to the support provided in respect of staffing (i.e. additional teaching staff, educational psychologists, LS/SEN teaching staff and SEN auxiliaries), training and resources (this to include time for liaison with

parents, school support staff and outside agencies). (4.4.1, 4.4.2, 6.1.6, 6.3.1, 6.3.2, 6.3.3)

- More funding should be provided to enable the wide range of needs of those who are in danger of being excluded, or have had to be excluded, to be met within the education system. (4.4.2, 6.3.7)

- An audit of the levels of staffing within those other agencies which work in partnership with schools to support children should be carried out and any inadequate levels of provision addressed. (4.4.4, 4.4.5, 6.2.8, 6.3.1)

- There should be a wide dissemination of information about models of good practice in relation to guidance within new community schools. (4.5.2, 4.5.4)

- Appropriate recognition should be given to the range of special educational needs (e.g., physical, emotional, linguistic) now found within all classes by a meaningful reduction in class sizes at all stages, beginning with a reduction in the size of multi-composite classes. (5.1.4, 6.1.4)

- An increased provision of courses in counselling skills, as defined on page 3, for all primary teachers, no matter their level of promotion should be made available. (6.2.5)

employers that:

- Clear and simple mechanisms which monitor the criteria adopted to provide support to pupils and teaching staff in relation to guidance matters and the levels of support themselves should be developed. Support, liaison time and resources for teachers who face challenges within the classroom should be provided to enable discipline and learning issues to be addressed. (4.1.1, 4.1.3, 4.4.4)

- In small schools, where only one adult is normally present, the recommendations of the Agreement reached following the McCrone Report in respect of support staff should be implemented as a priority. (4.2.2, 5.2.2, 5.2.3)

- The introduction of designated guidance posts, with adequate time free from class contact, within the primary sector (possibly as part of the remit of the new principal teacher post) should be considered by authorities, where deemed appropriate. (4.3.2, 5.2.5)

- Where there is a particular need for family support and pupil support in schools or across clusters, consideration should be given to finding ways of supporting such work, e.g. by the provision of new posts which focus on home-school links or by the introduction of trained adults to act as pupil counsellors. (4.3.2, 4.5.1, 4.5.4)

- There should be an increase in inter-agency training for all professionals working in schools to support children and their families. (4.3.3, 4.4.5, 4.4.7)

- More training should be made available for Personal and Social Development e.g., in Child Protection guidelines, drug misuse, positive behaviour. Such training requires to be accessible to all teachers, no

51

matter where they are in Scotland, and therefore consideration should be given to its timing, how it is provided, where it takes place, the potential for parental involvement, and absence cover arrangements. (4.3.3, 6.2.6)

• Those with responsibility for new teachers should ensure that professional support is given in guidance-related areas, and in particular in supporting children with special educational needs and/or social, emotional and behavioural difficulties. (4.3.3)

• Where these are not already in existence, the establishment of welfare or pastoral support services for staff working in schools should be established. (4.3.4, 4.5.1)

• Teachers in all authorities should be offered courses in managing and working with support staff. (5.5.2, 5.2.3)

• Where at all possible, primary schools should have comfortable rooms, where interviews can be held in privacy, and family rooms with supervised play areas. (6.2.9)

• Continuing professional development opportunities in specific aspects of SEN, SEBD and pupil- centred approaches to education should be provided across the country for practising primary class teachers and support for learning teachers to enable them to meet the needs of particular pupils. (6.3.5, 6.3.6)

52

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Sutherland, Sir Stewart (1997) *Teacher Education and Training: Scotland*, Report to the National Committee of Inquiry into Higher Education.

9   APPENDICES

APPENDIX 1   Extract from *Quality Assurance in Initial Teacher Education: the Standard for Initial Teacher Education in Scotland Benchmark Information,* QAA, 2000

APPENDIX 2   Further examples of good practice

APPENDIX 3   P7 pupils' views of primary school and expectations of secondary school

APPENDIX 4   S1 pupils' thoughts of transferring to secondary school

APPENDIX 5   Guidance resources recommended by respondents

APPENDIX 6   Recommendations from *Better Behaviour - Better Learning*

APPENDIX 7   Individuals and Organisations which have contributed to the work of the Guidance Task Group

APPENDIX 8   Membership of the task group

56

APPENDIX 1

Extract from *Quality Assurance in Initial Teacher Education: The Standard for Initial Teacher Education in Scotland Benchmark Information*, QAA, 2000

1   Professional Knowledge and Understanding
         Benchmark statement
1.1.2   Acquire the knowledge and understanding to fulfil their responsibilities in respect of literacy and numeracy; personal, social and health education; and ICT, as appropriate to the sector and stage of education.
         Expected Features:
         • Know how to apply knowledge and understanding of personal, social and health education.
         Benchmark statement
1.2.1   Acquire a broad and critical understanding of the principal features of the education system, educational policy and practice.
         Expected Features:
         • Know about and understand the provisions of the United Nations Convention on the Rights of the Child and the Children (Scotland) Act 1995.
         • Know about and understand international, national, and local guidelines on child protection and teachers' roles and responsibilities in this area.
         • Demonstrate an understanding of principles of equality of opportunity and social justice and of the need for anti-discriminatory practices.
         Benchmark statement
1.2.2   Acquire a good working knowledge of the sector in which they teach and their professional responsibilities within it.
         Expected Features:
         • Demonstrate an awareness of their responsibilities for contributing to the ethos of the school, for example, by promoting positive relationships between staff, pupils and parents.
         • Know about reporting to parents on their children's progress and discussing matters related to their children's personal, social and emotional development in a sensitive and productive way.
         • Know about the roles of other professionals and how to work with them.

2   Professional Skills and Abilities
         Benchmark statement
2.1.3   Set expectations and a pace of work which make appropriate demands on all pupils.
         Expected Features:
         • Demonstrate that they have high but realistic expectations of pupils and match tasks and rates of work to the needs of all pupils, including those with special educational needs, and ensure that the more able pupils are effectively challenged.
         • Demonstrate the ability to identify and respond appropriately to pupils with difficulties in, or barriers to, learning and recognise when to seek further advice in relation to their special educational needs.
         • Demonstrate the ability to respond appropriately to gender, social, cultural, religious and linguistic differences among pupils.
         • Demonstrate that they are able to encourage pupils to take initiatives in, and become responsible for, their own learning.

Benchmark statement

2.1.4   Work effectively in co-operation with other professionals and adults in order to promote learning.

Expected Features:

- Demonstrate that they are able to work co-operatively, in the classroom, with other professionals and adults such as parents and classroom assistants.
- Demonstrate the ability to identify the ways in which additional support in the classroom can assist pupils' learning.

Benchmark statement

2.2.2   Manage pupil behaviour fairly, sensitively and consistently by the use of appropriate rewards and sanctions and know when it is necessary to seek advice.

Expected Features:

- Demonstrate the ability to use a variety of techniques to encourage pupils, promote positive behaviour and actively celebrate success.
- Know how to carry out a school's discipline policy including strategies for preventing bullying.
- Know how and when to seek the advice of colleagues in managing pupils' behaviour.
- Demonstrate that they can justify the approach which they take to managing pupils.

3   Professional Values and Personal Commitment

Benchmark statement

3.1   Value and demonstrate a commitment to social justice and inclusion.

Expected Features:

- Demonstrate that they respect and value children and young people as unique, whole individuals.
- Demonstrate respect for the rights of all children and young people without discrimination as defined in the United Nations Convention on the Rights of the Child and the Children (Scotland) Act 1995.
- Demonstrate that they value and promote fairness and justice and adopt anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion and culture.
- Demonstrate commitment to promoting and supporting the individual development, well being and social competence of their pupils in their class/register groups, and to raising these pupils' expectations of themselves and others.

Benchmark statement

3.3   Value, respect and show commitment to the communities in which they work.

Expected Features:

- Demonstrate a commitment to promoting and responding to partnerships within the community - with professional colleagues, other professions, parents, other agencies and the learners themselves.
- Know about environmental issues and be able to contribute to education for sustainable development.
- Know about the factors which contribute to health and well-being and be willing to contribute to promoting healthy lifestyles.
- Know about the requirements of education for citizenship and be willing to encourage pupils to be active, critical and responsible citizens.
- Demonstrate a willingness to work co-operatively with other professionals, recognising their different skills and possible different value bases.

58

APPENDIX 2

Further Examples of Good Practice

Developing self-esteem

A small, rural, island school reported making use of optional field trips from primary three onwards as a means of developing self-esteem and independence. The field trips become progressively more adventurous, ranging from a one-night local trip in P3 to a week-long trip elsewhere in Britain for P7 children. The field trips, while designed to be educational and fun, also assist the children in becoming more confident about travel.

In another school, again with a fairly small roll, the head teacher identified a particular case where a P5 pupil had benefited enormously from his involvement in the 'Be an inventor project'. The head teacher reported that the pupil had previously had quite low self-esteem, and little self-belief. However, since introducing the 'Be an inventor project' to the school, this particular boy had begun to show creativity and leadership skills, which were well received and acknowledged by his peers.

One school appoints all P7 pupils as prefects. Prior to the appointment, each pupil has an interview with the head teacher in which s/he discusses targets for the year and agrees her/his prefect's remit. At the end of the session prefects are interviewed again to review progress made and discuss future targets. All staff in this school agreed that the increased responsibility given to the P7 pupils not only boosted their self-esteem but also benefited the school.

One of the rewards used in another school's positive behaviour programme is the weekly 'Head Teacher's Special Award', where class teachers nominate a pupil to have coffee and biscuits with the head teacher at interval time.

Delivery of the curriculum

Not only is curricular content important in the primary school, the teaching strategies used to deliver the 5-14 programmes also must be considered, particularly in relation to the addressing of sensitive areas such as sex and drugs education. The head teacher of a small, single-teacher school highlighted that one of the benefits of having a small roll is the flexibility that it affords in relation to choice of teaching strategies available. For example, the P7 complement last year comprised three boys. In considering how best to deliver sex education to this group, the head teacher decided to ask the school nurse to take on this role. This year, however, there is only one P7 pupil, a girl, and the head teacher has decided that it would be more appropriate for her to deliver the sex education component herself. This responsiveness to individual circumstances is much easier in a school with a roll in single figures, and parents appear to appreciate and value the approach taken to utilise other professionals in the delivery of the curriculum in this particular school.

In-school support

In one school, a separate unit attached to the school was established in 1999 using Excellence Funding. The unit is staffed by a teacher and a nursery nurse and has a maximum roll of ten P1-3 pupils. The work is based on an approach by Marion Bennathan (2000). Pupils join their own mainstream classes for registration, science, expressive arts and assembly but work within the unit for language and maths. Much

of the time within the unit is spent on emotional/behavioural development. Two other teachers within the school are currently being trained in these methods.

Along similar lines, another school has established a 'nurture group' based on an idea put forward by their senior teacher who had found out about the approach through an SQH project. The nurture group runs in mornings only, and staffing includes a 0.5 FTE teacher and a 0.5FTE assistant. Funding for the project was provided in 1999 through a bid to the New Community Schools fund. In 2000 the New Community School budget only funded the assistant post, with other funding coming from both the Van Leer Fund (www.bernardvanleer.org) and monies from Early Intervention. The nurture group is aimed at P1 and P2 children with emotional and behavioural difficulties. Children are referred to the head teacher by the class teacher. Assessments are then carried out to prioritise needs. The children in the nurture group do their class work in a small, well-supported group, with an emphasis on PSD and health.

Another of the schools visited has an SEN unit which was initially established to provide an alternative to special schooling for pupils with mild learning difficulties. Now, however, it provides for the entire spectrum of special needs. Pupils in the unit also spend time in mainstream, as appropriate to individual needs. Staffing is provided from within the school complement, with extra input from the local learning support network staff. One of the teachers involved has a remit to establish a Parent Support Group for parents of pupils attending the unit. Relationships among teachers in mainstream and in the unit are good, and help to ensure an integrated experience for pupils.

One school reported on a strategy devised to support a specific group of boys in P7 with behavioural problems. The head teacher, after attending a national 'Ethos Network' course at the associated secondary school, has set up an anger management group. Materials such as 'Volcano in my Tummy' (New Society Publishers) and the 'Primary Behaviour File' are used and the group meets regularly with the head teacher. Early impressions indicate that the self-esteem of the pupils involved in the group has improved and that this has had a positive effect on levels of attainment.

As a means of establishing an overall picture of the welfare and progress of all pupils, the teachers in another school keep a 'care and concern' jotter in which any matters of concern are noted. The assistant head teacher monitors these on a weekly basis.

Transitions to primary
The psychologist in one new community school cluster has involvement in the area pre-five group. This group comprises all primary head teachers and representatives from other professions, such as social workers, doctors and health visitors. The group encompasses all providers of pre-school education, and aims through coherent planning and recording of children's needs to make the transition from nursery to primary easier. In another New Community School all prospective P1 pupils are visited at home prior to entering primary school.

Several of the schools reported a 'buddy' system to assist with transitions, particularly from nursery to primary. This often takes the form of P6 or P7 pupils being allocated, after appropriate training, a P1 child for whom they are responsible in the playground. Some of the schools also involve the 'buddies' in paired reading activities.

Support services

Behaviour support is an issue for many schools, and is organised differently throughout the country. One particular authority has taken a centralised approach to behaviour support in primary schools through the establishment of a central support team. The team, set up three years ago, is managed by a former principal teacher of guidance and comprises 4 senior teachers and 2 classroom assistants. The aims of the service are really two-fold: to offer general support and advice to teachers through in-service and to support classroom teachers in supporting specific children with behavioural difficulties. Individual cases are taken on through a referral process, to which anyone, teacher, head teacher or parent, can refer. The team deal, on average, with six cases at any one time. Although input varies according to need, the average would be a six-week intensive input, in which parents would be involved in the discussion and planning stage. A member of staff from the team would then work directly with the pupils, usually in their classroom. This might involve one-to-one or small group work, but equally could involve taking the whole-class to allow the class teacher to observe the pupil in question and the strategies being used to support her/him. Many of the children referred to the service have ADHD or are school refusers, although a whole range of difficulties is covered. Teacher feedback has indicated satisfaction with the responsiveness of the service, and the way in which support is tailored to meet individual requirements. It is also seen to be much less bureaucratic than involving other agencies and can therefore easily act as a source of informal advice and support as well as offering more formal input. Psychological services may also be involved with individual cases; this tends to be at a formal level, and may provide further advice and guidance.

Partnership and clear communication with parents is a vital element of the service, and parents are always involved in the referral process. If the child or family also has social work input, then the support team member will ensure liaison with the relevant worker. There is also a social worker linked to the group and close links are maintained with the local new community school integration manager, welfare officers and community education staff.

It is intended to increase staffing and to extend work into secondary and nursery schools. Plans are also in hand to introduce summer schools to ease the transition process for P7 pupils with difficulties who are transferring to secondary. Other proposals include a formal evaluation of the service and the production of information leaflets. The team has instigated 'drop-in' sessions for primary teachers to allow them to seek advice and to discuss experiences and strategies with their colleagues.

Feedback regarding the impact of the support team appears to be extremely positive, although there is an acknowledgement that this type of centrally based service may be more appropriate in a smaller authority than a larger one. The support team is in a position to develop an overview of behavioural issues in primaries throughout the authority, and therefore to be better informed as to current priorities. They also have direct communication with education officers and the directorate. The team acknowledges that primary teachers have far too wide a remit, but despite that, largely due to the commitment and goodwill of teachers, special educational needs are well-managed and organised in primary classrooms. The focus on social inclusion, however, has made it increasingly difficult for some schools and some teachers to maintain and develop their classroom ethos, particularly where resources are inadequate.

Other examples of good practice

Other examples of good practice can be found in documents such as *Success Stories II* (SPTC, 1999). This document includes examples of classes or schools from throughout Scotland which have had success in a wide variety of guidance-related areas.

APPENDIX 3

P7 Pupils' Views of Primary School and Expectations of Secondary School

The task group believed it was important to report on the experience of primary education from the perspective of pupils. From the comments made by a group of P7 boys and by a group of P7 girls (the groups were interviewed separately) from one large primary school, it is clear that pupils in this school enjoy the social aspects of attending primary school and that the ethos, therefore, is very important. While the views expressed come from a very limited sample, and may be seen to present gender differences, the task group considered them to be a realistic reflection of the opinions of many P7 pupils and therefore to offer useful insights, particularly in relation to the transition from primary to secondary schooling.

Things we like about our primary school:	
boys	*girls*
sports you get to do *the big playgrounds outside* *all my friends* *playing with my friends* *playing with my friends and at football* *football training*	*kind children* *the pupils in the school* *things we get to do* *the different activities* *how teachers care for you* *hanging around with my friends* *it's a very friendly school*

The school ran a number of clubs and activities which were valued by the pupils. One P7 teacher ran a badminton club and this was appreciated. Some of the girls in the discussion/interview group gained a lot of self-esteem by participating in afterschool activities, one gaining 6 medals and 8 certificates for her netball playing. A few others were keen on netball, one saying it wasn't only the physical activity that she enjoyed but also the fact that it enabled her to see other places. All pupils were looking forward to a residential week in Glenshee in the summer term. Other sports, such as running, cricket and basketball, were enjoyed both within the normal day and outwith.

A positive discipline system was promoted in the school - however, in initial discussion the pupils tended to focus on the negative aspects (the giving of yellow or red cards, the loss of Golden time, the importance of combating bullying) rather than its positive aspects (the awarding of 'star pupil of the week', certificates and stickers). The awarding of certificates at the end of P7 to the two best pupils in each leavers' class did seem particularly pleasing to them and something to which a number aspired. All enjoyed circle time, although the girls had asked their teacher if they could discuss things without the boys being there.

They did stress that only one pupil had ever been excluded and that it was important to understand that some pupils had had experiences which were not their fault and which led them to misbehave. Group

members recognised they had a responsibility to tell a teacher if they saw someone being bullied even if the person being bullied didn't want them to do so. They liked the fact that the Head Teacher had a memo board outside the school office and pupils could leave confidential messages there for her if they were having problems and did not want to talk to anyone else in the school.

The pupils all seemed very proud of their school and very fond of it. They had a pupil council and its representatives liaised with the DHT and HT. One member in the group interviewed was on the pupil council; she spoke of the change they had brought about in the playground. A tree was now surrounded with a pattern of stones and had benches beside it. Pupils liked this. The girls' class had organised a recent fancy dress party with the help of teachers and the pupil council. The P7 pupils recognised their unique position in the school, seeing positive and negative aspects to being the oldest pupils:

It's good in P7 as:	
boys	*girls*
you're seen as being responsible *you get more freedom, to do things on your own* *you get more sports activities* *you get better trips* *teachers trust you more* *you do more plays (and put them on in public)* *you get harder work, feel more challenged* *you do plays* *get to do more activities* *feel older*	*you feel more mature* *you do talent shows* *everyone trusts you* *you get to show the wee ones what to do* *the P1 and P2s look up to us*

| *It's difficult in P7 as:*	
boys	*girls*
it's sad to leave such a good school *I'd prefer to stay* *I don't want to leave* *sometimes we [boys] can't win* *you are made to feel you have to be models for younger ones* *if we disappoint teachers it's seen as a bigger fault now*	*Maths work is hard* *there's too much to do in English*
The pupils were to visit the associated secondary school shortly (winter term) and so their future in the secondary sector was very much on their minds.	

What I think it'll be like at secondary school:	
boys	*girls*
teachers will be harder on us	*people'll bully you*
I am now at the top but will be at the bottom	*the work'll be harder*
the work might be harder	*there will be more work*
it might be hard to learn	*we won't be in the same classroom*
everyone in the class will be split up	*we'll have different teachers*
you won't get one teacher	*we might not be with the same pupils*
you might be away from friends	*the teachers are a lot more strict*
disabled pupils might not be treated the same	*you get a punishment for being late*
older pupils will treat us differently as	*you can be put outside the door*
we're younger	
there are more pupils and the older ones	
might bully	

There were positive things said about secondary school as well:	
boys	*girls*
we'll get treated with more responsibility	*you get free periods*
we'll get more things to do	
we'll get more chances to show what skills we've	
got	
it'll be a change	
at secondary you can go out for lunch	
you can make new friends	
you have the chance to do Science	
you don't stay in the one class all day	
you have different periods	
they trust you to get your lunch from the shops	
you study different languages	
you do science and choose more things you want	
you don't have to do things you're not good at	
it will not be so bad if friends are going	

The majority of the girls had friends or relatives at the secondary school already; they knew and had a good relationship with a visiting teacher of PE and felt they could turn to her if they experienced any problems; most of them knew what a guidance teacher was and that such a person would help them. Not so many of the boys had friends or relatives at the secondary school - some of them knew what a guidance teacher was and said they would go to her/him if they were being bullied or in fights, not to a 'normal' class teacher, as s/he "doesn't have time to deal with complaints".

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES
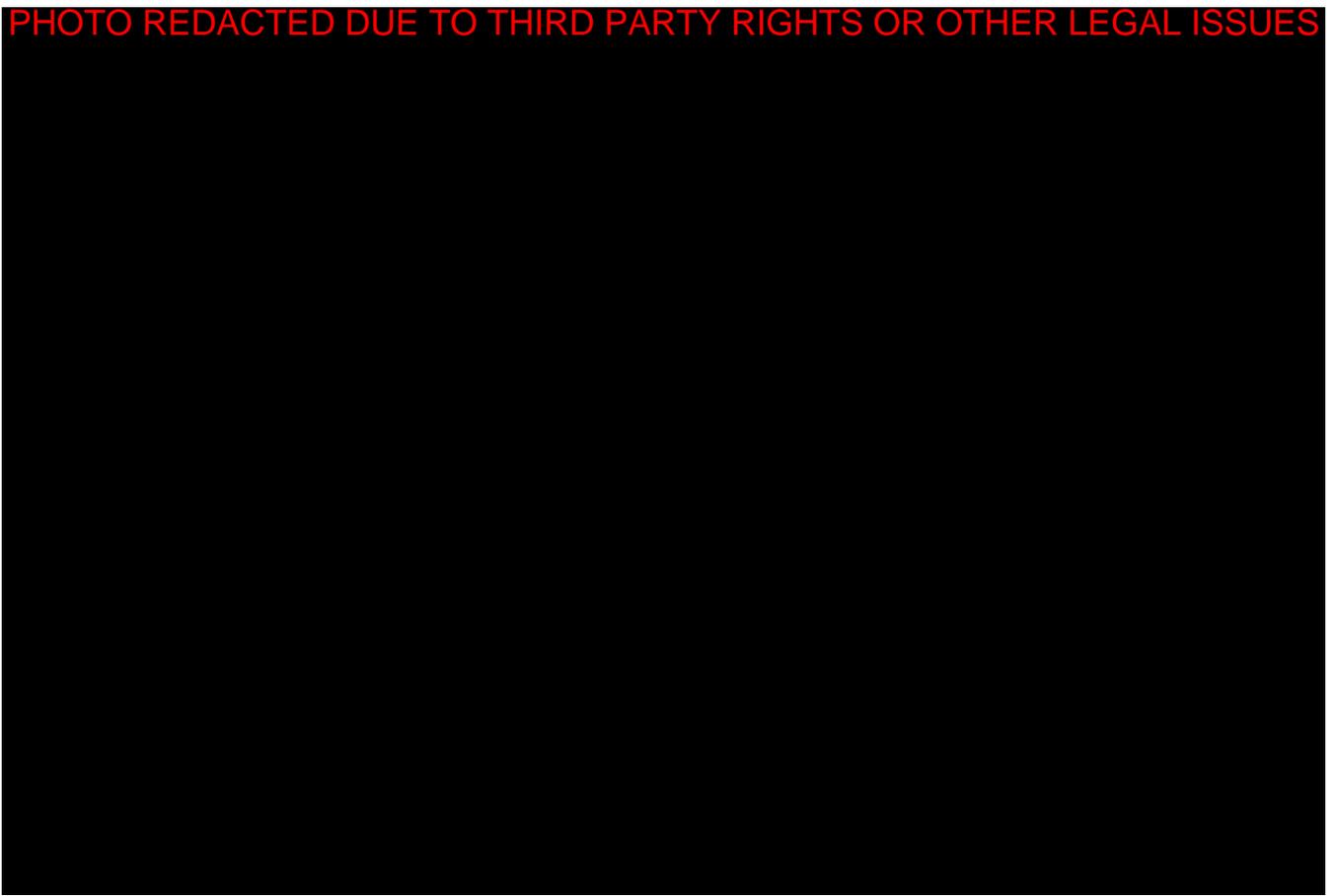
APPENDIX 4

S1 Pupils' Thoughts on Transferring to Secondary School

Two register classes from two separate secondary schools were invited to respond to a questionnaire asking them about their experiences of S1. Although the return sample was fairly small (41 pupils) the responses do give an insight into pupils' thoughts and feelings about the transition from primary to secondary.

Questionnaire responses

1   Are there pupils who are in your register class who were in your last primary class/school?

2%

98%

☐ No
■ Yes
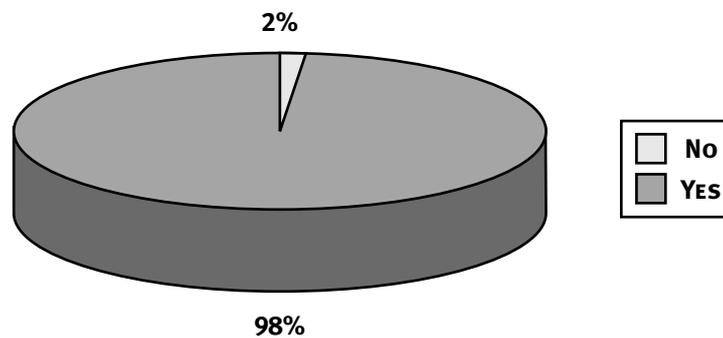
2   Do you have any older brothers or sisters at this school?

46%

54%

☐ No
■ Yes
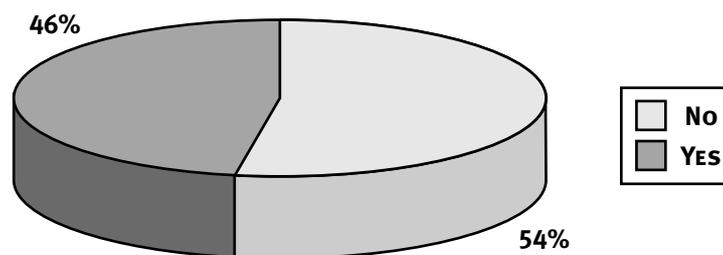
3 Do you travel for more than 30 minutes to reach school?

54%

46%

☐ No
■ Yes
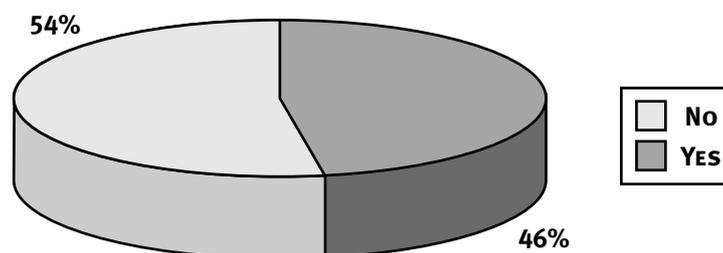
4   Is secondary school what you thought it would be?

34%

No
Yes

66%
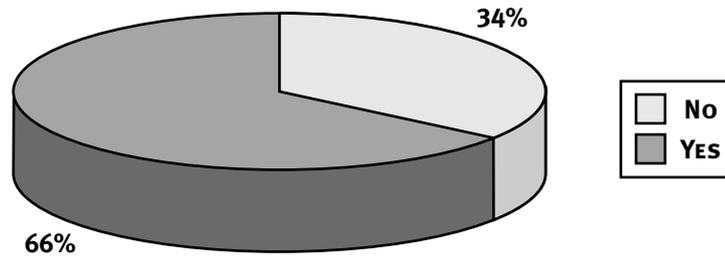
Things that have turned out to be different from their expectations:

I expected work to be a lot harder than it is

I thought I would get lost all the time

I thought it would be work that would be much harder than I could cope with

... it was easier to fit in and to make new friends than I thought it would be

I thought it would be full of bullies who stole your money

---

5   Do you miss anything about primary school?

27%

No
Yes

73%
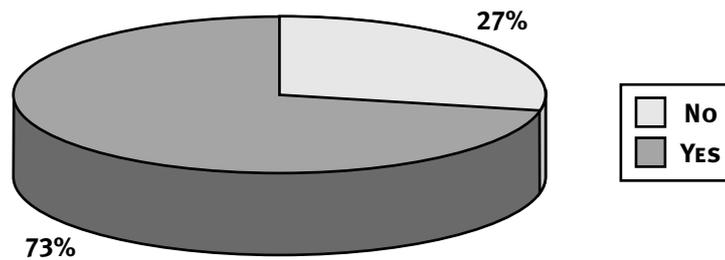
Things that they miss about primary school:

I miss the teachers because they were really friendly

... all my other friends

Although it will happen again in ... school I miss being the oldest in the school, and being in charge

... being in the same classroom

... knowing everyone

... circle time

My teacher was always there when you wanted to talk to her

---

6   What do you enjoy about this secondary school?

Things that they enjoy about secondary school:

You don't sit in one class, you keep moving from one to another
... I enjoy mathematics because it is more of a challenge
... a wider variety of subjects
... sports hall
I enjoy the variety of teachers and also the freedom
PE
I enjoy doing different things each day, so if I don't like a subject I can look forward to the next one
*Home economics and other new things*

---

7   Is there anything that you find difficult about being here?

46%

54%

☐ **No**
☐ **Yes**
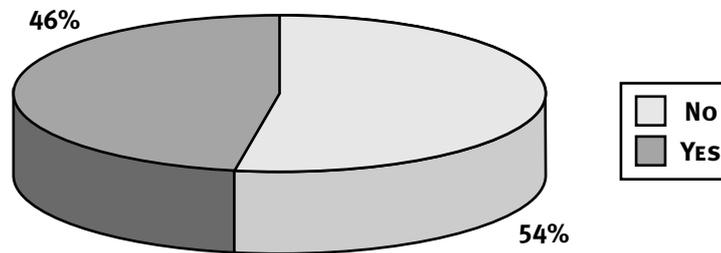
Things that they find difficult about secondary school:

Tugging a huge heavy bag
Sometimes it is difficult remembering everything you have to do
You have to get to and from classes quickly and you always get hurt in the corridors
There are lots of people and it can get crowded
That you can't be fully yourself because you might get teased if you aren't exactly like some others


8   Is there a teacher that you feel you can speak to about any problems?

☐ **No**
☐ **Yes**

100% Yes
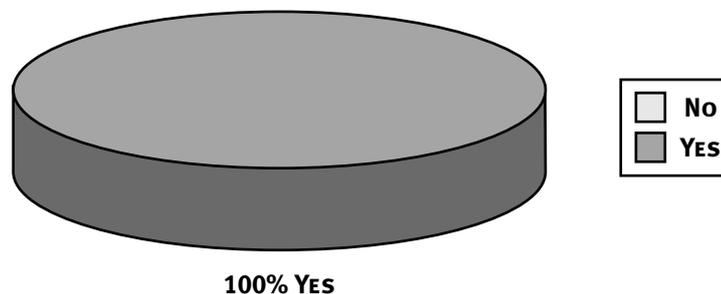
Teachers that they can speak to about problems:

Guidance
PSD
LSS
*Register teacher*
PSE

9   Are there any other adults in the school that help you in any way?

32%

No
Yes

68%
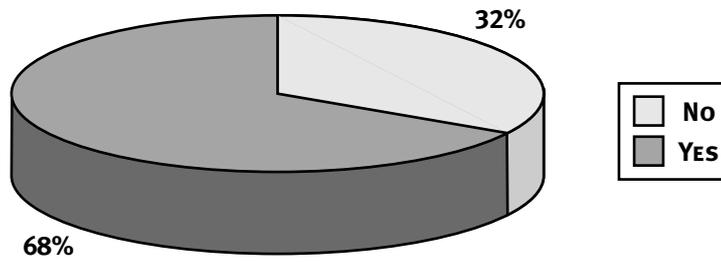
10   Is there an older pupil that the school has said you can go to for help?

29%

No
Yes

71%
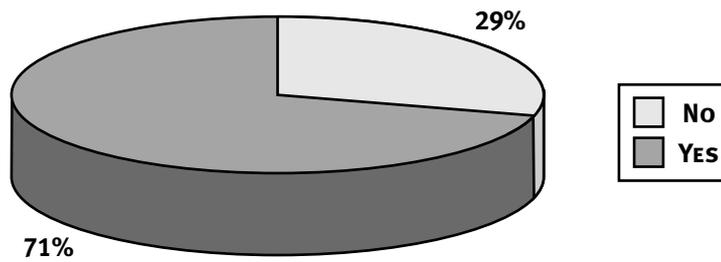
If yes, have you had to go to this person?

12%

No
Yes

88%
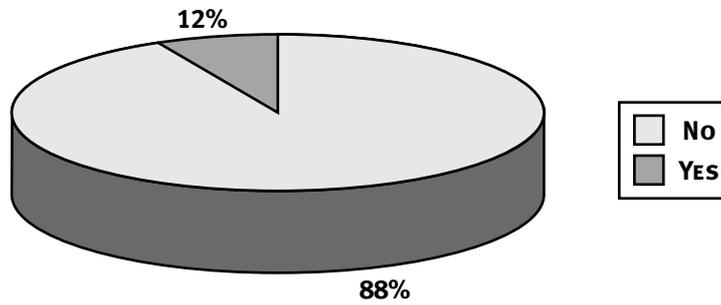
11   Is there a pupil council in this school?

| | No |
| | Yes |

100% Yes
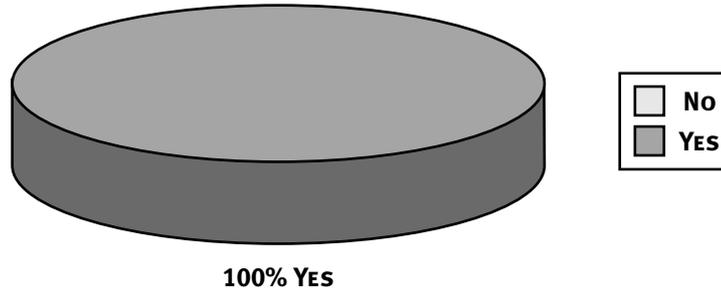
Thoughts on the school's pupil council:

... say what we think
I don't really know what is all going on
Good - it gets people to listen to us
... pupils have their say
We can get our ideas over to teachers
... it listens to all pupils comments and takes them seriously
... you can share your ideas and opinions to do better things for the school

70

12   Do you have Personal and Social Development or Soc.Ed. (Social Education) in your timetable?

| | No |
| | Yes |

100% Yes
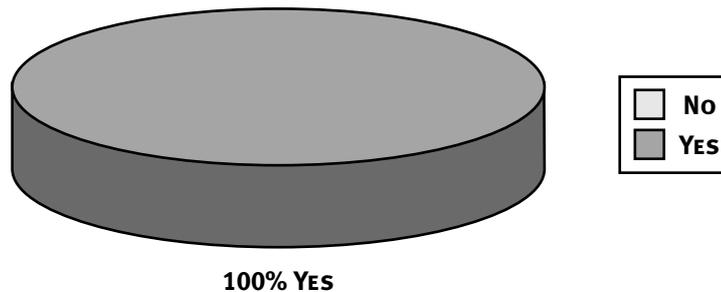
Thoughts on Personal and Social Development classes:

I think it is brilliant!
I really like PSE because you get to know the members of your class
I think it is good to do group discussions about real life problems
I think it really helps
...you don't have to worry about learning but can relax and talk about things
... a great chance to talk about things you may be worried about
In PSD we got into what we do if we are being bullied and how to help friends.
We have been talking about our behaviour and it is really good

APPENDIX 5

Guidance-Related Resources Recommended by Respondents

The following resources have been recommended by teachers who responded to the questionnaire. Their inclusion in this list indicates that they are in use in some schools in Scotland and are considered appropriate and helpful by the teachers in those schools; the list should not, however, be viewed as definitive.

Personal and Social Development

Gordon, Rory (1996) *The Primary Behaviour File* PFP

Grampian Police (1999) *Learning for Life: Volume 1*

Grampian Police (2000) *Learning for Life: Volume 2*

MacLean, Alan (1992) *Promoting Positive Behaviour in Primary Schools*   University of Strathclyde, Faculty of Education

Mosley, Jenny (1993) *Turn Your School Around*   Learning Development Aids

Mosley, Jenny (1996) *Quality Circle Time in the Primary Classroom*   Learning Development Aids

Mosley, Jenny (1999) *More Quality Circle Time*   Learning Development Aids

Waters, Frank (1998) *Lessons for Living*   St Andrew's College Publications

Whitehouse, Elaine & Pudney, Warwick (1997) *A Volcano in my Tummy*   New Society Publishers

Answers Pack 1/Pack 2   Collins

Bullyproofing our School

Caring for Each Other and Our School   Educational Publishing Co.

Citizenship Pack

Doing the Right Thing

Everyone Deserves One Good Day

Face to Face

Feeling Yes, Feeling No

Getting Personal   Folens

I Don't Want to be Like That   Greater Glasgow Health Board

Is it Fair?   Hope Education

Just Like Us

Kidscape

Knowing Me, Knowing You Learning Development Aids ISBN 1855030713

Promoting Personal Safety and Child Protection in the Curriculum (1999) Moray House Publications

Responding Early to Behaviour which Causes Concern

Rosie's World   Health Education Board for Scotland ISBN 1902030087

SHIP

STEPS   Strathclyde Police

TACADE   Materials

Taking a Closer Look at Promoting Social Competence

The Learning Game   Mindstore Discovery, Glasgow

Time Together   Collins

Time to Talk

Health

A Route to Health Promotion PIs

Confidence to Learn (programme for sexual health) Lothian Health Promotion ISBN 1902030052

Drugwise 1 & 2 The Scottish Office and Strathclyde University

Drug Free Zones Scotland Against Drugs

Health Education for Living Project (HELP) (1995) SOED and Strathclyde Regional Council; update, SCCC (1998) ISBN 1850985375

HEBS Packages (*Drug Problems in Scotland ; Smoking Policies of Scottish Schools*)

Health Promotion Dept. Resources

Healthwise

Health for Life 1 & 2 Nelson ISBN 01742312X & ISBN 0174231113

Jimmy on the Road to Superhealth Jordanhill ISBN 1850981329

Personal Relationships and Developing Sexuality University of Strathclyde

Primary Schools Drug Pack Cohen (available from Healthwise)

The Facts of Drugs

Towards Safer Schools (Curriculum Pack) North Lanarkshire Council

What's the score? (drugs education package)

Curricular

5-14 Exemplification in Personal and Social Development SCCC (1995) ISBN 18595504IX

5-14 Exemplification in Religious and Moral Education SCCC (1994) ISBN 1859551602

Glasgow Early Intervention Pack

Guide for Teachers and Managers: Health Education 5-14 LTS (2000) ISBN 1859557066

Managing Classroom Behaviour SCCC (2000) ISBN 1859558906

North Lanarkshire Writing pack

Personal and Social Development, 5-14 Exemplification: The Whole School Approach - A Staff Development Workshop SCCC (1994)

Scholastic Writing Materials Boxes

South Ayrshire Drama Pack

Organisations

Anti-Bullying Infoline 0131 651 6100 ('for young people, students, parents, teachers, charitable organisations and school managers')

Bernard van Leer Foundation - Partnership in Education http://www.bernardvanleer.org

Schools Councils UK 0208 349 2459 (charity which 'aims to help teachers and pupils set up effective councils')

Scottish Schools Ethos Network http://www.ethosnet.co.uk Moray House, The University of Edinburgh (0131 651 6551)

Scottish Virtual Teachers Centre http://www.svtc.org.uk/

Success for all http://www.success.norcd.ac.uk/success

APPENDIX 6

Recommendations from *Better Behaviour - Better Learning*

1. The Scottish Executive should provide guidance to all schools on the degree of curricular flexibility available within current guidelines to enable them to take account of local circumstances and meet individual pupil needs.

2. Local authorities and schools should review existing policies and guidelines relating to learning and teaching, making explicit links with policies for promoting positive discipline. It is recommended that these should be integrated into a single framework of effective inclusive practice.

3. The additional resources already agreed and planned to support schools and education authorities through the implementation of *A Teaching Profession for the 21st Century*, and for the continuation of the classroom assistants and class size strands of the Excellence Fund should be prioritised to increase staffing (teaching and non-teaching) in order to support social inclusion and the development of positive discipline strategies in all schools.

4. Schools should agree and share good practice on routine procedures for managing pupils in and around the school and within classrooms. These procedures should be applied consistently by all staff.

5. The Scottish Executive should endorse the principles of staged intervention. Funding should be made available to enable a number of pilot programmes on staged intervention to be established. The evaluation of such programmes should pay particular attention to the links between indiscipline, classroom management and effective learning and teaching.

6. Schools should agree and adopt policies for the management of pupil care, welfare and discipline, including the promotion of positive behaviour. Particular attention should be paid to expectations, rules, rewards and sanctions. These policies should be applied consistently.

7. Local authorities should provide support and advice for all schools in the formulation of policies relating to pupil care, welfare and discipline. School policies and their implementation should be regularly reviewed and endorsed by the local authority and these arrangements should be evaluated by HM Inspectorate of Education through their inspections of education authorities.

8. A national mechanism for identifying, evaluating and disseminating good practice at education authority and school levels should be established and funded. As part of this mechanism, national research focused on school discipline, behaviour management and school inclusion should be developed.

9. In supporting the concept of creating a 'learning community', schools should consult with pupils, teachers and parents/carers in order to agree a dress code for children and young people. Local authorities should support schools in the implementation of their agreed dress codes.

10. In consultation with schools, the Scottish Executive and local authorities should consider how additional

and existing funding might be used to provide auxiliary support to assist with the care and welfare of children and young people. Consideration should be given to appropriate training for these staff.

11. Local authorities should provide guidance and advice to all staff regarding the levels of intervention they expect from them with respect to their handling of disciplinary matters in classrooms and public areas within the school.

12. Schools should develop agreed systems for shared responsibility between staff at all levels for the conduct and behaviour of children and young people in corridors, playgrounds and public areas within the school.

13. Schools should ensure that there are formal mechanisms in place to allow all pupils to regularly share their views with teachers and other pupils, and to participate in decision-making on matters which affect them directly. These mechanisms should allow for consultation and active participation on a range of issues, including the setting of priorities for the school development plan.

14. Schools should ensure that opportunities are provided for senior pupils at both primary and secondary levels to take responsibility for 'buddying' and/or mentoring junior pupils.

15. Schools should review the mechanisms and approaches used to communicate with and involve parents/carers in the general life of the school and with their own children's education in particular.

16. A national development programme on parenting skills should be developed.

17. The Scottish Executive and local authorities should prioritise funding from within the Excellence Fund to provide for a home-school links worker in secondary schools and primary clusters.

18. A media campaign focusing on parents'/carers' rights and responsibilities in the school system should be established. This should include an information leaflet for parents/carers highlighting these rights and responsibilities, and advising ways to support their child's education.

19. Schools should give consideration to integrating the work of learning support, behaviour support and guidance into a single overall framework of pupil support in order to achieve a more holistic approach to supporting the needs of all children and young people.

20. There should be a review of the criteria and formula for the allocation of learning support staffing to all schools to allow for appropriate levels of support for children and young people with special educational needs, including those with social, emotional and behavioural difficulties.

21. There should be a comprehensive review of the nature and purpose of guidance, both at primary and secondary school levels, and of the training of guidance staff.

22. Flexible support provision, including in-class support and facilities to educate children and young people outwith the normal classroom environment, should be established in secondary schools and designated primary schools. Best practice in operating such provision should be further researched and disseminated nationally.

23. In planning for new and refurbished school buildings, local authorities should seek to ensure that suitable and appropriate accommodation is made available for supporting the needs of children and young people who may need to be educated outwith the normal classroom environment. They should also consider how to adapt existing school buildings to allow this to happen.

24. The guidance contained within Circular 2/98 *Guidance on Issues Concerning Exclusion from School* should be reviewed in the light of the Standards in Scotland's Schools etc. Act 2000. Local authorities should ensure that all schools are aware of relevant guidance and legislation relating to exclusions from school. As part of their inspections of education authorities, HM Inspectorate of Education should review the procedures used to manage the process of exclusions from school.

25. All schools should have a designated member of staff who is responsible for the care, welfare and tracking of progress of looked after children. There is a clear role for this member of staff in supporting colleagues in caring for the interests and welfare of looked after children.

26. There should be joint multidisciplinary decision-making relating to the care and welfare of children and young people experiencing social, emotional or behavioural difficulties. Clear mechanisms for ensuring effective multidisciplinary working, adapted to meet local needs and circumstances, should be established for all nursery, primary and secondary school clusters to provide holistic and responsive support for children, young people and their families as required.

27. Schools and local authorities should consider how to further enhance their investment in early intervention strategies aimed at pre-school and primary school children and their families. This should include a specific focus on supporting pupils with social, emotional and behavioural difficulties which encompass local family support strategies.

28. Local education authorities and schools should review polices and procedures to ensure all educational transitions, including those between mainstream education and alternative provision, are proactively managed in the best interests of all children, young people and families.

29. The success strategies identified in the New Community Schools pilot should be rolled out to secondary schools and primary schools across Scotland.

30. As trusted professionals, all teachers should have access to relevant background information on pupils, including personal and family details, which may affect the learning and teaching process.

31. The current review of initial teacher education should include the extent to which student teachers are prepared to meet the challenges of supporting social inclusions through effective behaviour management, the promotion of positive discipline and classroom management skills. It should also include the development of opportunities for students following ITE course to link with professionals in other fields and to develop an awareness of approaches to working with parents and carers.

32. In partnership with teacher education institutions and faculties of education, a national continuing professional development programme relating to behaviour management, social inclusion, alternatives to

exclusion and effective learning and teaching for probationers, serving teachers and senior managers should be developed.

33. The continuing professional development programme should include opportunities for teaching staff to take part in multidisciplinary training with professionals in other fields and to develop an awareness of approaches to working with parents and carers.

34. The Scottish Executive should develop a set of policy targets linked to the performance measures within the National Priorities, focused on school ethos and discipline. These should support education authorities and schools in maintaining a greater number of children and young people with social, emotional and behavioural difficulties within mainstream schools without adversely affecting the progress or welfare of other pupils or staff. Schools should receive appropriate funding to achieve such targets.

35. The relevant strands of the Excellence Fund should be reviewed and focused on promoting effective learning and teaching, promoting positive discipline and alternatives to exclusion.

36. There should be a national strategy developed to manage the implementation of the recommendations offered by the Discipline Task Group. Local authorities and schools should also consider how they can best address the recommendations which apply directly to them. HM Inspectorate of Education should review the progress being made by local authorities and schools in this respect through routine inspections.

APPENDIX 7

Individuals and Organisations which have contributed to the work of the Guidance Task Group

Gordon Brown, East Lothian Council
Peter Cordoner, Moray Council
Patricia Illsley, Perth
Ruth Mackenzie, Shetland
Anne Stoker, East Lothian Council

Aberdeen City Council
Aberdeenshire Council
Aboyne Primary School, Aberdeenshire
Angus Council
Argyll and Bute Council
Ballantrae Primary School, South Ayrshire
Balmalloch Primary School, North Lanarkshire
Bankhead Primary School, Glasgow
Barrhill Primary School, South Ayrshire
Barrowfield Primary School, Glasgow
Battlefield Primary School, Glasgow
Bearsden Primary School, Glasgow
Beckford Primary School, South Lanarkshire
Berneray Primary School, Comhairle Nan Eilean Siar
Blackness Primary School, Falkirk
Blackwood Primary School, South Lanarkshire
Boddam Primary School, Aberdeenshire
Braehead Primary School, South Lanarkshire
Bridge of Weir Primary School, Renfrewshire
Broomhouse Primary School, Edinburgh
Bryans Primary School, Midlothian
Borthwick Primary School, Midlothian
Burravoe Primary School, Shetland Islands
Caledonia Primary School, Glasgow
Canberra Primary School, South Lanarkshire
Castlemilk Primary School, Argyll and Bute
Charleston Primary School, Dundee
Clackmannanshire Council
Clermiston Primary School, Edinburgh
Dalry Primary School, Dumfries and Galloway
Denholm Primary School, Scottish Borders
Dunoon Primary School, Argyll and Bute
East Ayrshire Council
East Dunbartonshire Council

East Lothian Council

East Renfrewshire Council

Falkirk Council

Fernieside Primary School, Edinburgh

Glasgow City Council

Golfhill Primary School, Glasgow

Greenbrae Primary School, Aberdeen

Hamnavoe Primary School, Shetland Islands

High School of Dundee

Kelburn Primary School, North Ayrshire

Kettle Primary School, Fife

King's Park Primary School, Midlothian

Littlehill Primary School, Glasgow

Loanhead Primary School, Midlothian

Loirston Primary School, Aberdeen

Maryhill Primary School, Glasgow

Middlefield Primary School, Aberdeen

Moffat Academy, Dumfries and Galloway

Moray Council

Mount Pleasant Primary School, Highland

Northern College

North Lanarkshire Council

Our Lady of Lourdes Primary School, South Lanarkshire

Pitcairn Primary School, Perth and Kinross

Preston Street Primary School, Edinburgh

Renfrewshire Council

St Andrew's High School, Fife

St Andrew's Primary School, Orkney

St Anthony's Primary School, North Ayrshire

St Antony's Primary School, Renfrewshire

St Columba's Primary School, Fife

St John's High School, Dundee

St Joseph's Primary School, Dundee

St Katharine's Independent School

St Mungo's RC Primary School, Clackmannanshire

Sacred Heart Primary School, Inverclyde

Save the Children in Scotland

Scottish Borders Council

Seafield Primary School, Moray

South Lanarkshire Council

Springfield Primary School, Inverclyde

Stirling Council

Stobhill Primary School, Midlothian

Struan Primary School, Perth and Kinross

Support and Re-integration Unit, Midlothian

Tannadice Primary School, Angus

Tarbat Old Primary School, Highland

The Educational Institute of Scotland

The Scottish Secondary Teachers' Association

The Professional Association of Teachers

The University of Edinburgh

The University of Glasgow

Thornliebank Primary School, East Renfrewshire

Tranent Primary School, East Lothian

Thrumster Primary School, Highland

Viewlands Primary School, Perth and Kinross

Wallace Hall Primary School, Dumfries and Galloway

West Dunbartonshire Council

APPENDIX 8

Members of the Guidance Task Group - Primary Education

Eleanor Coner, Convener of Scottish Parent Teacher Council, (from August 2000)

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Sonia Kordiak (Convener of Task Group), Council Member, Dalkeith High School, Midlothian

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Pat Reaka, St Gilbert's Primary School, Glasgow

Derek Robertson, Scottish School Boards Association (until February 2000)

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Janet Shankland, ADES representative, Dumfries & Galloway Council

Diane Smithyman, Council Member, Sgoil Lionacleit, Western Isles

Lina Waghorn, Learning & Teaching Scotland (from August - December 2000)

Anne T Wilson, Council Member, University of Strathclyde

80

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84

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