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INTRODUCTION

Welcome to the 2012 edition of *Leaders: SLS Annual Review and Conference Guide*. With contributions from SLS and prominent figures in Scottish education it provides an invaluable insight into key issues and developments affecting Head Teachers, Depute Head Teachers, Principal Teachers and Business Managers. It also serves as the programme for the SLS Annual National Education Conference which will be held at Fairmont, St Andrews, from Thursday 15 to Saturday 17 November 2012 and as a vehicle to acknowledge the continued support of the association's business partners who make such an invaluable contribution to the annual conference.

Leaders is part of the association's communication strategy. Members will now be familiar with the regular e-Bulletins and our re-vamped website through which it is the aim to keep everyone informed of the association's activities and its influential role in the evolution of Scottish education.

I hope that you enjoy our 2012 edition and welcome your comments and observations.

Alan C Jones, Events Manager.

SCHOOL LEADERS SCOTLAND STAFF



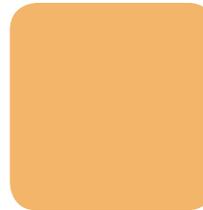
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the presidential year

“It was the best of times, it was the worst of times” – Dickens had it just about right. I would have to reflect however that my Presidential year has had many more highs than lows. Being your President has been the highlight of my educational career and the opportunities it has presented have been, in equal measure, challenging and enjoyable.

The lows certainly include the lack of any notion of noticeable salary increases, the unwillingness of government to address the inadequacies of the job-sizing toolkit and, of course, the issues surrounding the proposed changes to our pension scheme – of which much more elsewhere. Attendance at the June ASCL Council meeting was also a low point – we arrived to



NEIL SHAW,
HEAD TEACHER,
BOCLAIR ACADEMY
(PRESIDENT: 2011-2012)

be told of the death of John Morgan, past ASCL president. John was always a welcome guest north of the border and he was a tremendous supporter of SLS – he will be sadly missed.

On a significantly happier note Scotland witnessed continued improvements in attainment from its secondary school pupils. Amazingly, yet predictably, this was due to the “dumbing down” of examination papers, in much the same way that the Olympic velodrome track must have been shorter than usual as the women’s Pursuit Team broke the world record in three successive races. Well done to the cyclists (and all of our Olympic athletes) and well done to the staff and pupils in Scottish schools. High quality leadership, first class strategic planning and an ever improving and motivated teaching workforce are behind our improvements – let’s celebrate that.

Positive progress has been made on several important national fronts. GTCS has published its draft proposals for new Standards. It is pleasing to note that leadership is a core theme throughout and we welcome the inclusion of a standard for Middle Management. This alone should be a contributory factor in the

pursuance of a long held SLS agenda item – that of recruitment and retention of the next generation of school leaders. The newly developed Standard for Career-Long Professional Learning may be slightly more controversial but presents a challenge for the profession. GTCS should be congratulated for the efforts of the working parties charged with revising and redrafting this new suite of Standards.

The National Partnership Group has produced its post-Donaldson draft report. SLS representatives have been consulted regularly on these developments and the association was represented on the NPG. There is little in the draft report with which SLS would quibble. The proposals focus substantially on the importance of effective PRD and CPD. SLS has a wonderful opportunity to impact on these areas as an organisation with a proven track record of responding to the rapidly changing face of Scottish education and of supporting initiatives with appropriate and high quality CPD.

The McCormac report continues to be discussed but its passage may be more problematic than those mentioned above. The bringing together of these three developments with

their substantial overlapping themes should prove to be interesting.

One of the great privileges of being involved with the Presidential Team is the opportunities that it presents to visit local area groups in Scotland, plus meeting with our colleagues in other parts of the UK. I would like to thank the local associations who invited us to meetings in their areas over the past year. I am sure Ronnie and his team will welcome many more invitations next year.

Paying visits to England and Wales has been hugely informative, sometimes baffling (they have more acronyms than we do) but most importantly reassuring. Many of the challenges we face are duplicated across the UK. It is however pleasing to note that we don’t have OFSTED and that our system of state and independent schools is simplicity itself when compared with their wide range of different schools. Colleagues in England sometimes find the notion that Academies, High Schools and Grammars are nothing more than names in Scotland. Returning to Scotland from an ASCL meeting is like wrapping yourself in a comfort blanket of simplicity when compared to the complexities down south. I should again record my thanks to generations of

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Positive progress has been made on several important national fronts.

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ASCL presidential teams and officers for their continued support of SLS. We are always made welcome and I hope they feel the same when they come to Scotland.

More locally the Presidential Team and Council members have had regular and productive meetings with senior officials in Education Scotland, the Chief Executive and principal officers of SQA and senior civil servants from the Scottish Government's Learning Directorate. Each and all of these meetings have generated often frank and free exchanges of views but always working towards positive outcomes; for pupils, schools and school leaders. If I was ever in any doubt as to the professional regard accorded to SLS that doubt has been dispelled over the past year. It is undoubtedly the case that this association has, and has had historically, a significantly positive impact on almost every aspect of the Scottish educational landscape.

Curriculum for Excellence has demanded enormous input and commitment from the association; from CARGS to QDTs, the Project Board and many other sub-committees and the work of many members has been impressive.

One of the central tenets of CfE, and possibly my

personal favourite, is that education should be enjoyable and even, on occasion, fun. In many ways this will be my abiding memory of this past year – enjoyable and often fun. It has been an astonishing learning experience, highlighted by the commitment, insight and knowledge of many SLS members, with particular focus on Council, Executive and the Presidential Team. The personal professional advice and support offered freely has been humbling and most welcome. Last November in my Presidential address I invited the membership to become more involved in the workings of the association as that alone offered superb CPD opportunities. The past 12 months have reinforced that position for me – this has been the most exciting, energising, sometimes exhausting, but rewarding educational experience. I would like to thank SLS for the opportunity to be your President – it has been an unforgettable experience and honour.

I quoted from a Tale of Two Cities at the outset and would paraphrase Sydney Carton at this conclusion – “It has been a far, far better thing which has been given to me





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The inspiration of learning, passionate and committed leaders...

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KEN CUNNINGHAM **GENERAL SECRETARY**

I don't know whether it is just a symptom of age, but I find it hard to believe I am now in my fifth year as General Secretary. I have been immensely privileged to have seen significant growth in the association in many respects not just in the increase in its membership. More about that shortly and elsewhere.

I'm not sure that we have ever lived in anything other than 'interesting times' but it has indeed been another interesting year with still more to come. One of the most encouraging comments I have ever heard from an Education Minister came when Mike Russell at the opening of the Learning Festival distanced himself from the so-called Global Education Reform Movement (GERM). I have never ever been against educational reform nor I suspect has he. I have always hoped,

and this year had my life depending on it, that the medical profession would ensure its professionals were right up-to-date with worldwide clinical advancements. Our children, the future medics et al, need that creative, flexible, enquiring entrepreneurial spirit. As educators we need to reflect that. There is a balance to be struck though and chasing every wind of opportunistic innovation tested in limited and often different contexts does not augur well for stability and true advancement. That 'snake-oil' analogy springs to mind again. So for our leading education politician to recognise that what we need in Scotland is the solution best for Scotland's young people and a faith in the teaching profession we have is no small thing. We have recognised in a number of recent developments some

General Secretary's Reflections

of the key messages from the world stage. The quality of the teacher for one. The inspiration still of learning, passionate and committed leaders for another. And thankfully, a realisation that values and relationships lie at the heart of everything we do and have to be placed first before the rest. Good to see GTCS recognise that in their newest Standards drive that Neil refers to elsewhere in this Leader. In particular it is also good to see the gradual realisation that we are indeed all in this together and that we will deliver only when that partnership is allowed to flourish – whatever the governance model.

Given that kind of political commitment, as an association we will continue to work with all partners to deliver the best possible education service. We have been doing just that throughout this last year. As you will read about elsewhere this has covered a range of challenging areas. Pensions will indeed continue to be a source of grave concern and as with last year we will

continue to press for the best possible solutions in the current climate. We are heavily involved in all aspects of the CfE programme as it develops. We will continue to debate issues around the senior phase, assessment, qualifications, university and FE entrance – issues which our members believe are still a cause for concern and we will continue to press for sensible solutions. We will continue to analyse every inspection report so that we are confident that our national watchdog fulfils its function of challenge and support. I know you value that and, as you will read elsewhere, so do Education Scotland. That's what partnership is all about.

Despite the occasional gruesome headlines of doom, I have to say I have been far more encouraged by the frequent examples of simply outstanding and exciting developments across the length and breadth of Scottish schools. I get the opportunity regularly to see how it's done in England, Wales and Northern Ireland. I'd swap their weather but right now I'm content with

our direction of travel in education. The noises off recently, as I've written elsewhere, have caused far more heat than light.

And I'm equally optimistic for SLS. We are a very broad and growing church (highest membership ever) with a broad range of views and contexts but we share the same enthusiasm for seeing our young folk grow and for supporting everyone in their challenging leadership roles. Thanks to all of you who have joined us over this last year. I hope you have found the support from Lyn and Margaret in the office, from Alastair, from Alan and myself, helpful and timely. We are delighted to have Mhairi Moore, recently retired, to help us take forward our close interest in UCAS and HE developments. We look forward to that area developing positively over the coming months. We have increased the number of partnerships to help us make our CPD programme ever more relevant to your needs. Please continue to support these events – they come highly recommended and we do respond to comments.

Finally I would want again to record my thanks on your behalf for the commitment of Council and Executive to progressing your interests. The Presidential team in particular give a huge amount of personal time and I think the current very high status of SLS at home and abroad is in no small measure due to that commitment. We also appreciate at centre when you respond to yet another of Graham's 'Survey Monkeys'. I know you fully appreciate the powerful effect such information brings to debates with a range of different bodies. It is hard to gainsay evidence that has come from the vast majority of secondary schools, state and independent, and that carries the imprimatur of senior leaders. Please keep responding!

And, along with Alan, and the events team, we hope you have an enjoyable, informative, challenging, inspiring conference.

committee reports

In addition to the Presidential Team, the Executive comprises Convenor and Deputy Convenor of the 3 main Council Committees. Here are the three Convenors' brief reports on the main issues facing them over the last session. We are grateful to these Convenors and their Committees for the work they put in over and above Council and Executive commitments.

communications

In these modern days, effective communications have never been more important. Not surprisingly then, SLS places much emphasis on communication with its membership and this is the role of my committee. We increasingly rely on electronic means to contact you, thus saving on stationery costs. It is important therefore that you inform the SLS office if your e-mail address changes. We keep in touch with you in a variety of ways. Firstly, we have a regularly updated website which has a 'secure' area for members only. The website contains policy statements, contact numbers and currently the latest news regarding pensions. We issue regular e-bulletins to keep members informed on

the latest developments both within our own organisation and what is happening on the education scene generally. We also use e-mail to inform members of the increasing number of quality CPD events that we offer, and to have the facility to book these online. Finally using 'survey monkey', we ascertain the membership's views on a wide variety of topics; recently we have conducted surveys on pensions, the strategic five year plan and the structure and format of the Annual Conference. We also have an ongoing survey of HMLe Inspection activity which is targeted at members who have recently been inspected. As a committee, we are always pleased to receive members' views and to issue these via the e-bulletin if pertinent.



GRAHAM HERBERT
HEAD TEACHER,
LOCKERBIE ACADEMY
(COMMUNICATIONS
CONVENOR)

education

The Education Committee has made a number of responses to national consultations in the last year on behalf of SLS. In previous years these consultations would have dropped to the bottom of my “to-do” list, but responding on behalf of the association has given me a different perspective. The views of SLS are taken seriously on the national stage and it is important that our voice is heard when our opinion is sought.

One area of significant input this year has been the National Partnership Group, taking forward Graham Donaldson’s recommendations in “Teaching Scotland’s Future”. I was fortunate enough to be on the group and also on the sub-group which researched and consulted on professional development for experienced head teachers. The work of the NPG is almost complete and by the time you read this the final report should have been published. Overall, this

was excellent CPD and the process and consultation were fascinating. It was illuminating to watch the production of a document that will help shape leadership development and professional development in Scottish education. Of particular interest to SLS members will be the new “Framework for Educational Leadership in Scotland”. A draft of this document was shared during a presentation at the Scottish Learning Festival in September.

Contributing to the work of the Education Committee has broadened my perspective, has enriched my professional career, has allowed me to draw on the expertise and knowledge of my colleagues and has given me insight into national consultation processes and policy development. However, I always like to come back to the question, “How has this made things better for our children?” I am confident that the views put forward by SLS always bear this in mind.



ANDREW SMITH
HEAD TEACHER,
PERTH ACADEMY
(PROFESSIONAL SUPPORT
CONVENOR)

DAVID MITCHELL,
HEAD TEACHER,
BO’NESS ACADEMY
(EDUCATION CONVENOR)



professional support

During the past session a major part of our work has been to consider our role in respect of the new Strategic Plan 2012-2017. The role of the Professional Support Committee is to provide information and support to members, and to the Presidential Team and Executive on matters which pertain to the professional duties and responsibilities of school leaders.

In the past session this has involved (i) the issue of Parliamentary Monitors which give a flavour of the discussions and questions within the Scottish Parliament and its committees, (ii) GTCS consultations on Fitness to Teach, Code of Professionalism and Conduct, Student Teacher Code and Framework on Teacher Competence, (iii) consultation on the Equality Act 2010

– Auxiliary Aids and Services Duty, and (iv) SLS representation on the DSM Review – new guidelines have been agreed as to how local authorities or any other type of governance should exercise the devolved management of resources and decision making.

As part of our on-going role in delivering the Strategic Plan we will monitor and respond as necessary to the work of GTCS and Education Scotland. We will prepare advice on partnerships with parents, local communities and international links. We will also continue to respond on behalf of SLS to consultations which impinge on the professional duties of school leaders. In addition we will respond as requested to statements or reports from the Scottish Government.



strategic plan (2012 - 2017)

Review of 2007-2012 Plan, on-going feedback from Committee Convenors, the Interim Review of the Strategic Plan in 2010 and the Communication Committee survey of members in 2012 confirm that the Association was for the large part successful in achieving the aims set out in this plan. The following contextual information has been taken into account and acknowledged in framing the 2012-2017 plan:

- The Scottish Political scene has shifted significantly over this 5 year period.
- The operational procedures of SLS have been significantly transformed at all levels
- The level of engagement between SLS officers, officials and every agency with a locus in Scottish education has expanded enormously.

To enable the Association to function effectively given the changes outlined above, changes have been made to the operational management and committee structure of the Association. The 2012-2017 Plan reflects these new structures.

Strategic Planning Group

Objective

To maintain and develop a strategic vision for the Association

Targets

- to ensure the Association's activities are sustainable within its income;
- to plan to generate income from the Association's activities;
- ensure that any expenditure from the Association's finances is as a result of pre-planned policy decisions;
- to maintain and grow the Association membership.

Presidential Team

Objective

To structure the Association's operational activities within the Strategic Planning framework.

Targets

- to co-ordinate and drive the work of Council through the Executive
- to maintain and develop effective links on all aspects of the Association's activities with ASCL
- to monitor and drive the activities of the Events Team.

Events Team

Objective

To develop Leadership Capacity within the Association

Targets

- to organise Conference within the budget plan set by Strategic Planning Group;

- to organise professional development events which respond to the known demand of the members;
- to use Council members to increase the level of engagement with members at Local Association level;
- to seek to contact and involve non-members in CPD activities.

Communications Committee

Objective

To facilitate effective transmission and receipt of information to members

Targets

- to survey opinions of members and transmit outcome of survey to Strategic Planning Group;
- the regular production of eBulletins;
- the evaluation of Leaders magazine.

Professional Support Committee

Objective To provide professional support and guidance to members

Targets

- to monitor and develop the Association's position in relation to Salaries and Condition of Service;
- to produce position papers, consultation papers, strategies and policies on Professional Support;

- to provide members with on-going information regarding professional and Parliamentary business.

Education Committee

Objective

To ensure members are consulted, and have the opportunity to input their views on national educational matters

Targets

- to seek the views and opinions of the members and thereby enable SLS to respond timeously to all national education issues;
- To establish an SLS position on national education issues and to provide the Presidential Team with guidance in furthering said position;
- to further develop and expand partnerships and linkages with bodies/organisations with a locus in Scottish education.

The Strategic Plan will be monitored by the Strategic Planning Group. Proposed changes will be brought to Executive and Council. The Strategic Plan will be a standing agenda item at Executive and Council meetings where colleagues can raise any issues with Strategic Planning Group.

JAMES THEWLISS
HEAD TEACHER HARRIS
ACADEMY
(IMMEDIATE PAST PRESENT:
2011-2012)



A Field Officer's work is never done!

I find it hard to believe that I have been the SLS Field Officer for over 10 years, taking up my present post in 2002 from the legendary Bob McCarrison. I don't know if I am the longest serving SLS Field Officer, but this has certainly been the longest spell I have had in any job – albeit it is a part time position. I have also worked with three distinguished General Secretaries – George Ross, Bill McGregor and, of course, the current post holder, Ken Cunningham.

This job is arguably the most enjoyable I have ever done. The combination of the routine and the bizarre, the unexpected and the unbelievable, the pastoral and the professional, makes it endlessly interesting and challenging. In a sense I am never off duty, though formally I work for only around half-a-week.

The role of the Field officer is much more than that of a union official. That dimension is required to bring the necessary professional and legal representation where required. However, most of the work I do lies in the area of informal discussion and negotiation, which often means that the more stressful formal processes are avoided. The real satisfaction lies in being able to discuss difficult issues with members without any line-management constraints, to bring a degree of objectivity to tense situations and to contribute to defusing potential conflicts.

The connection between SLS and ASCL gives me access to professional and legal advice of the highest quality which I am able to make available to members who seek support. My inclusion in all the training and discussions of the ASCL Regional and Field Officers across the UK is invaluable.

I must also pay tribute to the Directors of Education in Scotland and their staffs who recognise the pivotal importance of senior leaders in their schools. Almost without exception they give me ready access to their offices and are always willing to explore informal ways of resolving difficulties. We are fortunate in Scotland to have a near unitary system of education which makes for consistency of approach and yet is small enough to maintain strong personal contacts.

The broad range of matters I deal with has remained fairly constant over the last decade. These include the predictable areas of grievance, complaints, competence, disciplinary matters, compromise agreements, superannuation, health issues and the like, all of which bring various pressures on those involved. Senior leaders seldom have formal action taken against them by their employers, but sometimes have to defend themselves against complaints of various sorts from staff, pupils and parents. In almost every case I have dealt with, our members have been exonerated, but



ALASTAIR NOBLE
FIELD OFFICER

the protracted nature of the processes involved can bring unhelpful levels of stress. Employers do need to deal with these matters much more rapidly than is currently the case.

What has changed over the years I've been doing the job is the number of enquiries I deal with. In the first few years in post I dealt with around 60 enquiries a year, ranging from the fairly routine to the deeply serious. In the last full year, the total is closer to 150, an increase of around 150%. This means that currently over 20% of the membership are in contact with me in the course of a year.

I think a crucial element in this increase was the outworking of the McCrone Agreement from 2003 onwards which seems to have had the unintended effect of introducing degrees of inflexibility into teachers' remits, provoking near-theological disputes over detail. In addition, job-sizing, with its assorted anomalies, was hardly a god-send to middle and senior leadership teams.

Another change I've noticed is the higher incidence of allegations against school leaders of bullying and harassment. Such allegations are potentially career-ending, but almost always prove to be spurious. My sense is that the national attainment agenda has put school leaders under substantial pressure to hold all staff to account, with the occasional perception of management efficiency as harassment.

However, let me end on a positive note. Scotland has a remarkably talented group of school leaders who operate in sophisticated ways which deflect much of the tension that can arise in schools. I am constantly impressed by the low level of demand overall made on SLS in the day-to-day running of schools. And that's how it should be.

But when things begin to go wrong for school leaders, in any degree, SLS is ready to become involved with sensitivity, skill and substantial resources. All school leaders deserve the kind of service SLS and ASCL can provide for them!

president elect

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*...trust us
in what
we do.*

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A very long time ago, an older colleague remarked to me that your career resembles a long corridor with many doors – you open a door and it can take you down an entirely new corridor, which has many doors too. Little did I know when I signed up to HAS (the antecedent of SLS) as an Assistant Head Teacher so many years ago at Kilsyth Academy (when John Mitchell was both my Head Teacher and HAS President) how influential the organisation would be in my career. Little did I know that offering to substitute for an ill colleague at SLS Council would lead to becoming an East Lothian representative, to chairing the SLS Education Committee and being part of the SLS Executive, to becoming the SLS representative on the Curriculum for Excellence Management Board, far less that I would become Vice-President and now President Elect. All of this might be best described as a series of happy accidents.

Nonetheless, that background has given me a very strong insight into the core of Scottish education and the chance to meet many of its leading figures at Scottish Government, Education Scotland, the Scottish Qualification Authority and in local authorities. While we may not always agree on the way forward, there is

a mutual respect for the work that each organisation undertakes and there is little doubt that the opinion of School Leaders Scotland is sought out and valued by other organisations. We make a point of responding to all Scottish Government consultations relating to education directly – and often to those which touch us tangentially – and we know through later meetings that our opinions have been noted and taken into account. That is a happy position for any organisation to be in. The structure of the Presidential Team is one of the strengths of the Association – the Vice President is able to draw upon the accumulated wisdom of the Past President, Immediate Past President, President and of course the General Secretary. SLS Executive and SLS Council similarly carries geographical and chronological breadth – and I would encourage any member to become involved as a local authority delegate to Council as the opportunity arises.

However, there is no doubt that this is a period of very significant change for Scottish education which places considerable burdens on the Presidential Team to respond thoughtfully and occasionally forcefully in the interest of young people and on behalf of our members. I'd identify four

developments which will be pervasive this coming year: Curriculum for Excellence; the Donaldson Report on Teacher Education; changes to pensions; and financial pressures on schools. Let me focus on the first of these. Curriculum for Excellence will feature heavily in the improvement plan of every school and local authority in the country this year, as it has done now for several years. I make no apologies for repeating again that it is a complex seven year development programme. It is entirely different from any development programme in living memory since schools are not responding to a top-down development programme, guided by a plethora of central documentation. Instead, schools are responding to the needs of their communities in developing programmes from the bottom up. Giving staff the freedom to innovate inside a broad set of parameters is challenging in an era when accountability seems more and more intrusive. Asking staff to use new technology is not comfortable for everyone when pupils as digital natives adapt seamlessly to technology in and out of school – and IT services limit school access to sites like YouTube for fear of security breaches and inappropriate content. But there is a common theme to both challenges – responsible use.

As leaders of education, we have to learn to trust the judgement of our colleagues to make responsible use of this opportunity to teach a more relevant and open curriculum to our pupils. We have also to communicate and work with our parent body to reassure them that there is a sound rationale for the changes we introduce and why neighbouring schools are not offering an identikit curriculum. Such diversity does not always sit comfortably in Scottish education. But none of us want to damage the life chances of those in our care – trust us in what we do. As leaders of education, we have to learn the advantages of new technology alongside our pupils. But we have to teach our pupils the morality of responsible use – not to use texts to make wounding comments, not to post inappropriate photographs, not to cyberbully.

In looking to support colleagues in schools, it is quite remarkable how quickly our CPD programme has developed in the last decade through the efforts of Andy Gilmour, Alex Easton, Greig Ingram and now Alan Jones. Through those links with other organisations involved in Scottish education I spoke of earlier, and through our knowledge of the skills and interests of our own membership, we can offer

professional development events of the highest calibre. These often have to be repeated as places are quickly snapped up and our evaluation returns from delegates are always very high. However, it is important that we offer courses which are relevant to our members and suggestions for courses are always welcome. This year's programme has something to offer for all those leading learning in Scottish schools.

I have now been Head Teacher at Musselburgh Grammar School for 9 years and it was a slight shock to realise that I have now been in senior management since 1993 – more than half my teaching career. I am in no doubt that my values, my professional practice and my response to challenge and change have been heavily influenced by colleagues and friends in the Association and by my contacts with others through the Association. It is my hope for you all that you have been similarly influenced – and that you exert your own positive influence on those who follow in your footsteps.

I am grateful for the chance to serve School Leaders Scotland as President and I look forward to representing you in the year ahead.



RONNIE SUMMERS
HEADTEACHER MUSSELBURGH
GRAMMAR SCHOOL
VICE PRESIDENT 2011 - 2012

Retirement



pensions update

It would be good to report that there will be a good outcome for the teaching profession with regard to this issue but that is unlikely to be the case.

The Pensions Review Group in Scotland has now had five meetings but little progress has been made. It would be inappropriate to blame the Scottish Government too much for this as their hands are being tied fiscally by Westminster and the UK Treasury.

There appears to be a willingness to negotiate a “Scottish” solution with possibly an earlier than 68 retirement age but any change will have to be accomplished

within the cost envelope, set by the UK Government. What this would mean is that to adjust the retirement age would require a variance in some other area of the scheme, for example the accrual rate, meaning the return, per year of employment, would be lower.

The table below highlights the main features of the proposed scheme in England (and likely in Scotland).

Those within 10 years of retirement will have their current pension arrangements honoured and there is tapered protection for a further 3½ years.

It is undoubtedly the case that these proposals are designed to ensure the schemes will be affordable in the future although there is no great evidence to suggest they

are unaffordable now – the latest review of the teachers’ scheme was, after all, only in 2007. It is easy to suggest the review will not only support the scheme financially into the future but may generate a surplus for the Treasury.

A career average scheme, over the normal length of a teacher’s career, has little impact on final pension – as long as the teacher stays in the classroom. Gaining any promotion means that there will potentially be a significant difference between the current arrangements (based on final salary) and those proposed. Those promoted to headship relatively late in their career will be the group most affected by the scheme change. The proposals therefore may have an impact on the recruitment of school managers. Actuarial evaluations have suggested it may be possible to gain promotion, a small increase in salary and a resultant drop in take-home pay.

One small benefit in the proposed scheme is the change to the abatement regulations. This means, basically, that a retired teacher could return to work, as a teacher, without any impact

on their pension. SLS is prepared to argue for a reduction in the proposed pensionable age of 68 as life expectancy in Scotland is lower than that down south. We are also most unhappy at the proposals for a sliding scale of contributions, which disproportionately disadvantage school leaders. There is however a strong possibility that we will have an imposed scheme linked totally to that in England. The UK Government would like a UK wide solution.

The bottom line is quite clear – in the future teachers will have to work longer, contribute more in order to get less. Notwithstanding this disappointing situation the best advice is to stay within the scheme – our employers will continue to contribute more than we do to the scheme.

SLS are indebted to ASCL and in particular David Binnie for their support and advice throughout the period of negotiation.

Benefit Feature	Pre April 2007	Post April 2007	Proposed Scheme
Accrual rate	1/80th	1/60th	1/57th
Normal Pension age	60	65	Statutory (68)
Benefit Structure	Final salary (based on last year or highest 3 years indexed average in last 10)	Final salary (based on last year or highest 3 years indexed average in last 10)	Career Average (based on average salary indexed to retirement)
Pension Indexation	Not applicable	Not applicable	CPI + 1.6%
Commutation rate	Lump sum of 3 x pension Can commute at 12:1	12:1 (No lump sum)	12:1 (No lump sum)
Dependant’s pension	1/160th	1/160th	1/160th
Death in service	3 x Pensionable salary	3 x Pensionable salary	3 x FTE salary



NEIL SHAW
HEAD TEACHER
BOCLAIR ACADEMY
(PRESIDENT: 2011-2012)



CAROLINE AMOS
HEAD TEACHER
PAISLEY GRAMMAR SCHOOL

scottish government languages working group

“We will introduce a norm for language learning in schools based on the European Union 1 + 2 model - that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland.”
(Scottish Government manifesto commitment, 2011)

In September 2011 I was invited to become a member of the working group which wrestled with this Scottish Government manifesto commitment and as part of the group I helped prepare a paper for Scottish Ministers which presented a proposed model for the learning and teaching of languages in Scottish schools. The 1 + 2 model is a very ambitious objective and the 35 Recommendations which were put forward by the group are testimony to its ambitious nature. The Report and all 35 Recommendations suggest ‘earlier access to language learning for children at the primary stage, enhanced partnership working between primary and secondary schools, closer collaboration across all sectors of education, more extensive and more effective use of technology and regular access to native and fluent speakers to stimulate young people’s interest in language learning and other cultures.’ Scottish Government Languages Working Group Report and Recommendations May 2012

My involvement with the Scottish Government Languages Working Group was the first time I had represented SLS on a Government group and I was very aware that the comments I made and the questions I asked were representative of the issues and concerns Scottish Head Teachers might have were they to introduce a 1+ 2 model into their schools. The meetings were held throughout the Session and the group heard from a variety of sources and ‘experts’ and we were asked to consider papers presented by interested groups and individuals. Research on the economic impact of the commitment was also

undertaken and presented to the group. Early in the group’s existence, I asked for comments from the SLS Council and used these to put forward a paper from SLS which was discussed by the Group. The paper noted that SLS recognises the importance of the study of modern foreign languages and its important place within the curriculum. The provision of at least two other modern foreign languages in the Broad General Education (BGE) could be viewed as being an integral part of any European curriculum. Also the development of modern foreign languages across BGE has many attractions not least the development opportunities afforded by Inter-Disciplinary Learning.

However the paper also expressed a number of concerns. Firstly and importantly, some pupils are making insufficient progress in their native language and that the introduction of a second modern language will steal time away from the languages curriculum area. Any additional time given to the study of modern foreign languages will take time away from another curriculum area. The purposes, entitlements and curriculum principles of CfE are also central to any decision.

I also stressed the importance of high quality learning and teaching and how crucial it is to the success of pupils in modern languages. Funding and training is required for staff in primary and secondary schools to develop their skills, knowledge and experience. IT also plays a crucial role in motivation and achievement, particularly in the area of modern languages. Additional funding would be required to support this.

In my career so far I have worked in seven secondary schools in the west of Scotland. I have observed and experienced a range of practice in secondary modern languages departments. I am also fully aware of the decline in uptake in modern languages in the middle and senior school. In some secondary schools pupils can opt not to continue with the study of a foreign language after S1. The range of provision of qualified staff in primaries is also variable. In conversations with pupils and parents about options I have been confronted by the negative attitudes towards the study of modern foreign languages. Taking forward this manifesto pledge will be challenging for teachers, schools and local authorities. The paper also sought clarification in a number of areas: number of modern foreign languages offered by schools at each stage, staffing, compulsory study of modern foreign languages up to what stage/level; the implications for personal choice, modern language provision in the senior phase, qualifications of modern foreign languages teachers; recognition of achievement in the form of certification, class organisation and timetabling.

As you can imagine, the discussions of the group returned many times to funding, resources and staff skills and professional development. During the Languages Debate on 24 May 2012, the Minister for Learning, Science and Scotland’s Languages (Dr Alasdair Allan) announced that ‘The Government has proposed a budget for developing the Scottish schools’ curriculum. Within that, and subject to parliamentary agreement of

the next Budget Bill in 2013-14, we intend to provide initial funding of £4 million, on top of the £4 million that is already provided to local authorities for languages, to pursue our ambitious aims and to enable young people in primary 1 to start learning a second language. We will discuss that and other questions with the Convention of Scottish Local Authorities and local authorities in due course.’ It was an interesting experience discussing with the range of people on the Group how this manifesto commitment could be overtaken and how a report for Scottish Ministers is devised. Membership of the group allowed me to ‘backward cast my e’e / On prospects drear’ and it will be interesting to see whether or not the attitudes of Scotland’s people towards the teaching and learning of modern foreign languages changes: ‘An’ forward, tho’ I canna see / I guess an’ fear.’



Developing Teacher Professionalism

Teachers often talk to me about why they chose to enter the profession in the first place. Younger teachers usually have great enthusiasm for the job, high aspirations for the future and few illusions about earning high salaries; older teachers remember their own early zeal for the job and believe that despite the challenges and pressures of classroom practice across the years, they have added experience and teaching skill to their initial commitment to their pupils. Somewhere in these conversations, the phrase “making a difference” usually features. I find that teachers generally feel strongly about what they do in the classroom with their own pupils. Put simply, they want to be good teachers and they want to find ways to make a difference to the lives of their pupils.

It is in this positive context that GTC Scotland is launching two significant, but inter-related initiatives this term.

Professional Update will be piloted in three local authorities, (Perth and Kinross, East Renfrewshire and North Lanarkshire), an independent school (The Erskine Stewart’s Melville College), a university and an FE college.

Teachers involved in the pilot will be asked to take responsibility for the evaluation of their own professional development needs; they will be entitled to a meaningful, supportive system of Professional Review and Development (PRD) which helps them to meet these needs; and they will be asked to provide evidence that they have kept their skills up-to-date and maintained the high standards expected of a teacher in today’s challenging educational environment.

Professional Update will be delivered constructively in a way which is helpful to teachers. Although the PRD processes associated with Professional Update will be supportive, they should nonetheless also be challenging, seeking to recognise and extend best practice. On the other hand, it is important that Professional Update is not, and is not perceived as posing, a threat to teachers. Consequently, we are encouraging reviewers to use coaching and mentoring skills wherever this is appropriate. We have also emphasised that there should be no confusion between developing the professional skills of teachers and the formal measurement of teacher competence. Cases of alleged incompetence should therefore continue to be handled through the existing Framework on Teacher Competence, not through Professional Update.

Another important aim of Professional Update is that it should provide benefits for pupils. Indeed, GTC Scotland has argued that the purposes of introducing professional update include not only maintaining and improving the quality of our teaching but also enhancing its impact on pupils’ learning.

The Professional Update pilot will be extended to a larger number of employers in 2013; and all teachers will become actively involved from 2014. In the end, teachers will get used to keeping a record of professional development which provides evidence for confirming their Professional Update every five years.

For teachers to be supported and challenged, however, there is a need for appropriate Professional Standards to be in place. The relevance of the

current Standards to every teacher is not universally acknowledged and GTCS, as part of its response to the Donaldson Report, is currently consulting on a new suite of standards which will be relevant to all teachers and, we hope, to Professional Update.

There are three broad categories under discussion:

- (a) Standards for Registration offer an integrated package which outlines the increasing expectations which can be made of teachers from their Initial Teacher Education to the end of their Induction Year.
- (b) Standard for Career-long Professional Learning.

This new, aspirational standard describes possible elements of professional growth for teachers who have already attained full registration. The Standard for Registration will remain the benchmark for assessing teacher competence and this new Standard will provide guidance for teachers as they become progressively more expert, knowledgeable and accomplished. Gaining a Masters degree could, for some, provide proof of this achievement.

- (c) Standards for Leadership and Management

This new section recognises that leadership is exercised by all teachers at different points in their career, not only when they are in management posts. The standard therefore seeks to help teachers who might aspire to “middle leadership” roles, as well as those who traditionally sought to gain the Standard for Headship.

These are complicated and ambitious plans which, if successfully delivered, will have a very positive impact on the self-confidence of the teaching profession, on the quality of teaching and on the learning of pupils. In developing these plans, GTC Scotland has been fortunate to have strong constructive support from all educational stakeholders. As we begin to refine and improve our plans; we will certainly need the advice of School Leaders Scotland to ensure that our final drafts contain sensible arrangements which can become comfortably embedded in the routine of every Scottish teacher.



ANTHONY FINN
CHIEF EXECUTIVE / REGISTRAR
THE GENERAL TEACHING
COUNCIL FOR SCOTLAND

national qualifications an sqa update

Significant change can bring uncertainty and doubt. Leadership through change is vital and whilst we know the direction of travel will bring significant benefits it is important to steer a clear path to achieve success. The implementation of Curriculum for Excellence involves major change that will bring many benefits to our young people, our economy and to Scotland. Teachers need support, confidence and reassurance they are providing the best education for young people who look to them for their future aspirations and school leaders have a key role to play in providing leadership through the transition.

The partnership we have as an education community in Scotland is strong and our collaboration a vital element in our joint success. The development of the new National courses by SQA is an excellent example of that collaboration. As we move towards these new qualifications, it is important that we work together to ensure that Scotland's learners receive the qualifications they work so hard to achieve to the rigorous standards and quality for which SQA qualifications are known. The new quality assurance arrangements that will be introduced

in session 2013/14 are a brilliant example of us working collaboratively and giving support to help teachers develop a deeper understanding of standards and quality and gain confidence and build trust. The feedback SQA has had from School Leaders Scotland and local authorities has helped us put in place quite innovative arrangements.

We will be working with schools to introduce a new SQA role – the Nominee. Nominees will not be traditional SQA appointees but subject specialist teachers who Head Teachers have confidence in and who will set and maintain National Standards for all new National Qualifications in partnership with SQA. We intend to train more teachers than we will ever deploy at quality assurance events. This will allow capacity to be developed across schools. Teachers returning to schools will be able to support colleagues across schools and subject networks and provide superb CPD opportunities too. The new quality assurance arrangements will provide support and reassurance and build confidence as teachers begin to implement the internal assessment requirements of the new National 4 courses.

Quality assurance activities in the future will not be 'end loaded', but will take place across the academic year. November/December, February and May will become the months for verification activities. In the early year of implementation it's vital that we build confidence and teachers must be sure that the assessments they are delivering meet National Standards and are robust. Support can be given and confidence will be gained by reviewing evidence throughout the year. Our new quality assurance arrangements will not be prescriptive – we will let schools choose the evidence teachers want verified and at what level – and the Unit evidence does not need to be completed.

I want to thank you for supporting SQA in the delivery of these new arrangements which will begin to roll out from January 2013 with the first major quality assurance events being held across Scotland in November 2013. While we are nearly half way through the 2012/13 session at SQA, we are planning for the first exam diet for the National 5 courses in May 2014. These new arrangements and dual running existing Higher and Intermediate qualifications place challenges on SQA and we will continue to provide

support across a range of operational activities. Existing examination processes will change little, but before the end of this session we will host events for your SQA Co-ordinator to support them to get to grips with new processes. This will include our new Results Services that will replace appeals in 2014. There are additional services being developed such as SQA Connect, our new online service for all centres offering our qualifications will roll out in 2013. This will provide further support to schools and improve our services to centres.

SQA and SLS have a strong and sustainable partnership that will continue to support the learners of Scotland.



DR JANET BROWN
CHIEF EXECUTIVE
SCOTTISH
QUALIFICATIONS
AUTHORITY

education scotland

Just before the new school session started, Education Scotland passed the landmark of the first year since its creation as Scotland's new integrated education improvement agency, and, as the schools returned, Chief Executive Dr Bill Maxwell reflected on the year past and the challenges to come.

Looking back on the past twelve months, he said, "I'm delighted with what we have been able to achieve in our first transitional year, thanks to the huge commitment of our staff and the support of our many partners across the education sectors. We've made strong progress in a number of key areas of business while still transforming ourselves behind the scenes. We're now very much on the map as Scotland's national improvement agency, not least through engagement around **Curriculum for Excellence (CfE)**, but also in a range of other areas from the Early Years to Community Learning and Development. I'm confident that we are already adding value, but we'll get further and do much more in terms of extracting greater benefit from the synergies we've inherited from our predecessor organisations. I'm pleased with where we've got to now - we're already providing more than the sum total of what we've inherited - but I do think we're going to shift into another gear now".

He expanded on this, saying, "The next stage is to develop a new corporate plan, on which we'll be consulting widely between now and Christmas. I'm keen that we talk to all of our stakeholders, throughout the world of education and beyond, to bring in everyone's

ideas about how we should develop what we do, and the way we do it, to ensure we get the maximum potential benefit out of what we can provide. We'll be asking the question 'What can Education Scotland do for you, to help you improve the experience of Scottish learners?'".

As the organisation dealt with all the changes within and around it, Dr Maxwell had also been keen to ensure that the regular business inherited from previous organisations had been taken care of well. He said, "We've been very careful to keep a close focus on maintaining the high quality of standards in our 'business as usual' and I'm comfortable that the staff really have delivered on that".

Looking forward, and recognising the major leadership role Education Scotland continues to hold in the implementation of **CfE** he said, "This is a year in which there will be a strong focus on building support for secondary schools in advance of the first pupils being presented for new qualifications in the summer of 2014. Practitioners will see a rich menu of support materials appearing over the course of the year and we are now increasing our flow of advice and communication to practitioners to make sure everyone knows what will be appearing and when they can expect to see it".

Dr Maxwell notes that **CfE** had been the subject of much debate in the closing weeks of the last school session, saying, "The concerns expressed by some were perhaps not surprising as some staff were coming to terms more fully with what are significant and

substantial changes to the way curriculum, teaching and learning will be delivered in secondary schools, particularly from third year onwards", adding, "There has been a considerable need for reassurance that the support schools need - and have a right to expect - would be forthcoming. That support **has** been forthcoming at every step so far, and consistently delivered to deadlines. I trust we are now into a period that, as more support continues to come through on schedule, staff who are less confident in the system will become increasingly more so".

Leadership in Scotland's education system has been another major recent topic of debate in the wake of the Teaching Scotland's Future report which was published following the review of teacher education by Graham Donaldson. On this, Dr Maxwell says, "First of all, I should note that I'm delighted to have our own new leadership arrangements in place for Education Scotland, which I'm sure will give us much more focus going forward. But looking much more broadly across Scottish education as a whole, I think we're at a critical point in realising the ambitious agenda and recommendations arising from the Teaching Scotland's Future report. I see a strong role for Education Scotland in leading a much more coherent national strategy on leadership for head teachers and indeed staff exercising leadership at all levels and in all sectors of Scottish education. It is vital that we help grow the talent of the next generation of school leaders and educational leaders, and embed principles of leadership at all levels. It

is excellent leadership that will give our schools and other education providers the capacity to change and improve, and embrace the full benefits of **CfE**".

In conclusion he added, "If there were two things I had to pick out which will make the difference, they are strengthening the quality of leadership, and building further on the capacity of our teachers to continually develop the quality of their own professional practice. I think we all need to move forward decisively on both these agendas, because that is what is required to enable educators at the front line to embrace and release the potential of Curriculum for Excellence more fully across the country. As the national development agency we've got a strong responsibility for ensuring we support the system in doing that, but the whole system needs to respond positively and work together to address the challenge".



DR BILL MAXWELL
CHIEF EXECUTIVE
EDUCATION SCOTLAND

managing education in a period of austerity and contraction

“Education spending is being slashed by more than 14% – the largest cut since the 1950s, Britain’s leading tax and spending experts have warned. Researchers at the Institute for Fiscal Studies (IFS), a highly respected think tank, have calculated that public spending on UK education will fall by 14.4% between 2010-11 and 2014-15. They said this represented the largest cut in education spending over any four-year period since at least the 1950s.”

J Shepherd 2011

There can be little doubt that the current financial challenges faced by school leaders at local, national and global level are unprecedented in modern times. The leadership and management demands being placed upon our school leaders are considerable at any given point in time but have been heightened in recent years as we come to terms with the impact of a global recession and the associated financial outcomes. To compound the matter further, the required management of change is associated with a public scenario whereby the reduction in resources is matched simultaneously by an increase in expectations at every level. The successful and ongoing implementation of Curriculum for Excellence and the added introduction of the demands presented by a new assessment framework are testimony to the impact of senior managers across our schools in leading and managing key educational changes even during the

most challenging times. It reinforces the crucial impact of quality leadership on leading change and improving outcomes for children and young people.

In order to lead and manage change as effectively as possible within existing resources, it is essential that the potential barriers to improvement are not only identified and addressed but in some cases challenged at source. At the most simplistic level, the contention would be that financial constraints and reduced resources would impact negatively on the capacity of the system to deliver improvement. Such a view would appear to be at odds when set against the high quality development work taking place in schools across the country where staff continue to maximise the available resources for the benefit of all learners. Across our schools, effective leaders are working extremely hard to meet the needs of all learners by making the best use of the available resources and by setting realistic and attainable improvement

priorities. This approach does not reduce the need for schools to step away from setting high standards or aspirational goals but recognises that quality improvement is about impact and improved outcomes rather than the setting of unrealistic and unattainable priorities.

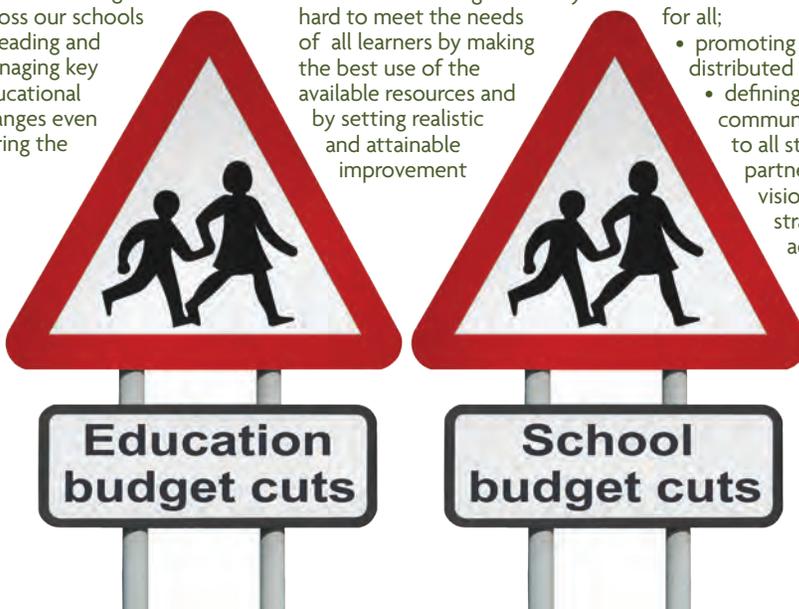
The impact of relevant quality improvement strategies coupled with effective leadership leads to the delivery of improved outcomes for learners. In this context there is a clear message that ongoing school improvement is not linked inextricably to finance and resources. Improved outcomes are achieved when motivated learners experience a consistently high standard of learning and teaching in schools where leaders make a real major contribution to school improvement by:

- establishing a positive ethos and culture of achievement for all;
- promoting a culture of distributed leadership;
- defining and communicating to all staff and partners a clear vision and a strategy to achieve the vision;

- inspiring and gaining commitment from all stakeholders;
- creating and adapting models of practice and delivery to meet changing priorities; and
- working in partnership with agencies and services to share information and meet the needs of all children and young people.

Naturally, all of this will require varying degrees of careful and well considered management and planning and it is clear that the ability to prioritise and allocate finite resources is becoming an increasingly essential core skill for contemporary leaders. In the most effective settings, successful leaders are those who encourage flexibility and creativity at school, departmental and classroom level. They involve all staff in setting appropriate improvement priorities based on realistic targets and timescales. They seek out and take account of the views of the school and local community to inform the decision making process. This is not a radical departure from best practice - it was best practice before the global recession and remains so today. Leading and managing schools in a period of austerity and contraction is a challenge that our leaders are well placed to meet. It may not be a challenge of choice but it is certainly one we must continue to live and work through for the foreseeable future.

Michael Wood,
Director of Education,
Dundee City





HEATHER AITKEN
NATIONAL
MANAGER
FOR ASDAN IN
SCOTLAND AND
IRELAND

ASDAN Education

Building a culture of achievement through skills for learning, skills for employment and skills for life.

ASDAN Education – Building a culture of achievement through skills for learning, skills for employment and skills for life.

The ASDAN 'wardrobe' unlike my own has something to fit everyone as it straddles the pre and post 16 experiences of students in schools and colleges by offering a progressive series of programmes and qualifications for a wide range of abilities, from gifted and talented pupils aspiring to university entrance to students with profound and multiple learning difficulties whose capabilities are very different but whose needs for recognition and reward are very similar. The essential skills of Enterprise, Employability, Sustainable Development and Citizenship are a focus of our 'wardrobe'

Who are we and what do we do?

ASDAN Education is a social enterprise and qualifications awarding body, providing courses to more than 6,000 UK and international schools, including primary, secondary and special schools as well as colleges, youth centres and training providers. ASDAN's programmes can be completed alongside traditional qualifications and offer flexible ways to accredit **skills for learning, skills for employment and skills for life.**

ASDAN's charitable purpose is: "The advancement of education, by providing opportunities for all learners to develop their personal and social attributes and levels of achievement through

ASDAN awards and resources, and the relief of poverty, where poverty inhibits such opportunities for learners." A charitable fund offering grants is in place to support 'the relief of poverty'.

Skills for learning

Our programmes and qualifications can make a measurable difference to learners' motivation, engagement, confidence, capacity to learn and thus outcomes. Wherever ASDAN is used, developing and accrediting personal skills and personal effectiveness brings rich rewards in other areas of performance. Pupil progress matters more than ever; it is becoming a dominant factor in the judgements made on inspection. In this respect, the true value of ASDAN programmes and qualifications comes to the fore:

- We specialise in active, experiential and meaningful learning
- We stand for the essential role of the practitioner in making professional judgements
- We champion the development and accreditation of non-formal and informal learning
- We value above all the 'N' in ASDAN, which stands for our network of practitioners and our partnerships with like-minded organisations

A recent study from the University of the West of England of more than half a million pupils found that young people who passed one of our qualifications, CoPE, raised their chances of achieving GCSE A* to C grades in English by 10%

and achieving five A* to C including English and maths by 5%. The impact was most significant on those in less privileged educational groups. Researchers found the course engaged and motivated young people, and gave them the learning skills required to up their marks in what ministers consider to be more rigorous subjects.

In **Scotland** ASDAN's programmes and qualifications have been used since the early 1980's and are mapped to the experiences and outcomes of the **Curriculum for Excellence**. A whole school approach has been adopted by many where ASDAN is used either as an award programme or qualification in every year group. Several authorities are also working with ASDAN to provide training and delivering an ASDAN model across all of the schools in their area. ASDAN has qualifications that sit in the **SCQF**; the **CoPE (Certificate of Personal Effectiveness)** qualification at levels 4- 6 and Employability at levels 2- 6. Our **qualifications** also attract from **30 -70 UCAS points**: UCAS has confirmed that ASDAN qualifications that are allocated points in the existing tariff will be included in the proposed Qualification Information Profile system for HE entry, which may replace the current points system in the future.

Skills for Employment

Learners should be in a better position to 'sell themselves' to potential employers by demonstrating and owning a range of skills and qualities that employers look for. Young people need to be encouraged to see the direct

relevance of education or training in terms of a route towards a job. At the same time they need to develop employability skills in real-life contexts. The ASDAN **Employability** qualifications have national approval in the UK, and have been endorsed by Sector Skills Council with responsibility for Employability. ASDAN is delighted that top employers, representative bodies and entrepreneurs such as the CBI, Waitrose, HSBC, Barclays, the Federation of Small Businesses, Simon Woodroffe (Yo! Sushi), James Caan and Cath Kidston all endorse our qualifications and programmes.

Skills for Life

We offer opportunities for all young people through imaginative programmes and qualifications to :

- Become confident individuals who are physically, emotionally and socially healthy
- Be responsible citizens who make a positive contribution to society and embrace change
- Manage risk together with their own wellbeing as well as introducing them to new activities and personal challenges.

Finally, as the former CEO of ASDAN once saidASDAN has the capacity to reach parts that other curricular can't reach!

To find out more about what ASDAN offer contact heatheraitken@asdanteam.org.uk
Or visit our website: www.asdan.org.uk

education and the law



One of the principal challenges facing any educational institution at the most is surely the budgetary restrictions they are all experiencing. How best to make provision for all the pupils in a school when the funds to do so are hard to come by? The question is all the more pointed in relation to those pupils who require additional (and often expensive) support in order to benefit from school education.

There was a time when the very last thing that a local authority school would admit to was a decision on additional support being influenced by money. Nowadays, it is frequently the first thing that is mentioned to parents of children with additional support needs. If not, it is certainly there in the background. Its popularity aside, is it actually a good legal reason for refusing or restricting provision which might otherwise have been made?

In England and Wales, it has long been understood (certainly since the House of Lords case of *R. v. East Sussex CC ex p. Tandy* [1997] *ELR* 311) that the suitability of provision for special educational needs has to

be determined without reference to the financial resources of the Local Education Authority. This was probably the case in Scotland too under the old regime of SEN and Records of Need.

However, with the advent of the Education (Additional Support for Learning) (Scotland) Act 2004, a new provision – to be found in Section 4 of the legislation – does allow an authority's finances to be taken into account. Section 4(2)(b) explicitly states that the general duty to make "adequate and efficient" provision for a child's additional support needs does not require an education authority to do anything "which would result in unreasonable public expenditure being incurred".

The obvious next question is: what does "unreasonable public expenditure" mean? How much, in this context, is too much? The phrase has not yet been considered by the courts in Scotland, but the statutory Code of Practice (at Chapter 3, para 70) does give the matter some thought, and there are some principles we can draw:

- expenditure may be unreasonable where the cost incurred would be

- completely out of scale with the benefits;
- expenditure may be unreasonable where suitable alternative provision is available at a significantly lower cost;
- the question of reasonableness could be assessed in light of the authority's duties to secure best value and service improvement; and
- **cost should not be the primary consideration in determining what provision is to be made.**

The text on the last bullet point is in bold, because that is how it appears in the Code. It is clear that the law does not envisage a financial cap on provision, but rather a careful, individual consideration of cost and benefit in relation to the particular child in question.

It is worth noting that the duty on the education authority in the Equality Act 2010 to provide auxiliary aids and services where required to avoid a substantial disadvantage to a disabled pupil (which applies to schools from 1 September 2012) is also subject to limitations based on cost and reasonableness.

The final word may not always lie with the head teacher, or even the

authority, however. The 2004 Act, as amended, allows a parent who is disgruntled with the provision being made to refer their complaint to an independent adjudicator nominated by the Scottish Government, or (if the provision is specified in a CSP) to the Additional Support Needs Tribunals for Scotland. The Tribunals will also hear discrimination claims based on a failure to provide auxiliary aids or services.

It may therefore rest with an adjudicator or tribunal to decide what provision (and at what cost) is reasonable for a pupil with additional support needs.

Iain Nisbet is head of education law at Govan Law Centre. Govan Law Centre operates a national Education Law Helpline, funded by the Scottish Government, which can be accessed on 0141 445 1955 or advice@edlaw.org.uk and can provide advice on any matter of education law in Scotland.

Developing “Economic Wellbeing” in Scottish Schools - A practical suggestion

In June 2012, Education Scotland delivered a financial education conference focusing on economic wellbeing and developing financial capability. Financial education is recognised as an element of every child’s broad general education, however the term ‘economic wellbeing’ has not been used in the context of Curriculum for Excellence. It is clear from the statistics available for Scotland that ‘economic wellbeing’ underpins physical, social, mental and emotional wellbeing. You only need to compare the life expectancy figures for our most and least affluent areas. Given this background one of the main purposes of the Scottish Government is to ‘have tackled the significant inequalities in Scottish society’. The question for schools is how can they help address the underlying issues? My suggestion for this is to bring a number of key aspects of Curriculum for Excellence under the umbrella heading of ‘improving economic wellbeing’. The importance of this is recognised in the information supplied to parents from Education Scotland

This Broad General Education should provide young people with a wide range of knowledge, skills and experiences that they can draw on as their lives and careers and job opportunities continue to change.

Therefore in the context of the ‘Broad General Education’ the support for ‘economic wellbeing’ can come from 3 main areas. They are

- Building the Curriculum 4
- Enterprise in Education
- Financial Education

Quite clearly, developing skills for life, learning and work is an essential within the curriculum, but what is also evident is that there is strong relationship between a lack of skills, unemployment and poverty. This is not to say that the lack of skill cannot be addressed through the education system, it must be if the cycle of generational unemployment is to be broken. We must continue to focus on

- Work and vocation based learning for all
- Entrepreneurial learning
- Education for Sustainable development
- Careers education

The main drive behind the Enterprise in Education programme was to develop a ‘can do’ attitude, it is essential that this is not lost, and that every curricular area and sector in education supports this. If we want a diverse and successful economy then both private and social enterprise are essential to making Scotland a better place to live and work.

Financial education has had 3 main drivers behind it; the first is that financial skills are a vital requirement in almost every job, the second is that many people in Scotland do not have access to low cost high quality financial services and finally the financial skills of the population, in general, are not good enough. Much of this is both a consequence and a cause of increasing poverty in our less affluent areas.

A focus on this wider ‘economic wellbeing’ agenda will provide benefits across the private, public and third sectors. Any expenditure on preventative measures must surely mean that the costs

to the country of welfare payments are reduced. This will also help schools address the main purposes of Curriculum for Excellence which is to produce confident individuals, successful learners, responsible citizens and effective contributors. In particular this focus should provide young people with additional opportunities to

- link and apply learning in a range of contexts
- assess risk and make informed decisions
- participate responsibly in economic, political and cultural matters
- work in partnership and in teams.

Developing informed attitudes and behaviours is a main purpose of our education system and this is another key aspect of improving our economic wellbeing. I regularly hear from employers that many of our young people lack the interpersonal skills to be successful in the workplace. In their view, boys in particular seem to lack fairly basic communication skills and in many contexts this can be an issue in keeping youth unemployment high in a number of our poorer communities. I fully appreciate that changing this is difficult, but change it we must. This is a real and pressing issue given our ageing population. We need every young person coming out of school to be employable if our economy

is to maintain a relatively high standard of living into the future. Closely linked to this is the importance of literacy and numeracy. Many employers also raise low levels of literacy and numeracy as a cause for concern. A clear focus on improving ‘economic wellbeing’ should make the relevance of improving these skills obvious to all our young people and this fits well with the philosophy underpinning Curriculum for Excellence.

<http://www.gro-scotland.gov.uk/statistics/at-a-glance/index.html>

<http://www.scotland.gov.uk/About/Performance/scotPerforms/outcomes/inequalities>

http://www.educationscotland.gov.uk/Images/CfE%20Briefing%20BGE%20for%20Parents%20-%20Final%20PDF2July_tcm4-725662.pdf

<http://www.poverty.org.uk/30/index.shtml>



JIM LALLY
NATIONAL ADVISOR IN
FINANCIAL EDUCATION,
EDUCATION SCOTLAND

Young Enterprise Scotland has been working with young people aged 5 to 25 across Scotland for 39 years. Our aim is to inspire and prepare them to reach their full potential and succeed through enterprise. We do this through meaningful interventions and training aimed at creating a movement of engagement, on a number of occasions, throughout a young person's development. EMPLOYABILITY, ENTERPRISE and EMPOWERMENT are at the heart of all our activities.

YES is best known in schools for operating the Company Programme over the last four decades. In recent years YES developed programmes to support 'hard to reach' groups operating outwith mainstream education in Young Offender Institutions, Secure and Residential Schools and in partnership with other organisations in the community.

As part of its commitment to young people in Scotland YES remains an umbrella organisation supporting ALL young people; inspiring and preparing them to learn and succeed through enterprise.

In schools, YES links the world of education with the world of business. YES supports young people by empowering them with the confidence, ability, ambition and skills needed to succeed and engage with the competitive employment market of today...and tomorrow! YES takes young people on an Enterprise Journey with a variety of meaningful interventions at appropriate

times in their education to develop their skills and abilities to the full. Through a range of programmes, many with SQA accreditation, YES endeavours to help young people develop creativity, confidence, team working, problem solving and communication skills. Our programmes cover **EMPLOYABILITY, ENTERPRISE** and **EMPOWERMENT**. All of the programmes and activities are based around practical experience, endorsing the YES philosophy of "Learning by Doing" and complement the Scottish Government strategies of Curriculum for Excellence, Skills for Life and Work and Smarter Scotland.

PRIMARY

We have a range of programmes for delivery in Primary schools, all of which are mapped to CfE.

Also available at Primary and Secondary levels; **Destination ImagiNation** is a Global educational activity in which teams solve open-ended Challenges and present their solutions at Tournaments. It is designed to promote three life-long values: Creativity, Teamwork, and Problem Solving. Along the way there are instant challenges set to check understanding. Challenges fall into the following categories: Technical, Scientific, Fine Arts, Improvisational, Structural, Service-Learning and Early Learners.

SECONDARY

In addition to our highly acclaimed Company Programme for 5th and 6th year pupils there are a range

young enterprise



Scotland

of programmes for Secondary Schools matched to CfE using creativity and business as the tools for learning.

YES supports the SQA Steps to Work programme aimed at S4 and S5 pupils.

We offer a single credit Employability Award at SCQF levels 3 and 4. YES endeavour to deliver creative and innovative learning as pupils look to prepare for employment through understanding their own skills and qualities. We support them to understand the current and future job market and to develop the practical techniques required to secure and retain jobs and to prepare for a career. They will be encouraged to understand the responsibilities of employment and in particular, how this impacts on them.

Alternatively, we can offer a Personal Development award, also at level 3 and 4 that supports young learners to develop their self-esteem through a practical, project-based activity. Looking at

employability or enterprise learners can work toward a qualification that will help them with the transition to the next stage in their lives.

YES recognises the current developments in education brought about by the Curriculum for Excellence, and we accept the exciting challenge this brings to our organisation, not only in terms of the content of our programmes but, even more importantly, in the way we deliver our programmes.

To arrange a visit and to learn more about the programmes we offer contact us by email: admin@yes.org.uk or see our website: www.yes.org.uk



STUART MILLER
CHIEF EXECUTIVE
YOUNG ENTERPRISE
SCOTLAND

space unlimited

Enabling educators and young people to master the art of leading and changing together

Governments, businesses and educators are all exploring how to enhance our capacity to cope with relentless and unpredictable change. Resilience and resourcefulness are seen as key qualities - in individuals, organisations and communities. The role of educators is understood to be crucial in supporting the development of young people as confident, flexible, self-directed learners, equipped to adapt to an uncertain future. A clear vision for Education is important, and it's understood that innovation needs to be system-wide. However, in all the complexity, it's easy to forget that the heart of transformational change is personal and relational. To change Education, as policy-makers, school leaders, teachers, parents and pupils, we must first be willing to challenge our own attitudes and behaviours – and to work together with others in new ways.

If we want to change the systems we are a part of - our countries, communities, organisations and families - we must also be able to see and change ourselves

Adam Kahane

Co-production is common sense, but it is not yet common practice

The 2011 Donaldson report states that Curriculum for Excellence is “predicated on a model of sustained change which sees schools and teachers as co-creators of the curriculum”. The Curriculum’s design principles also advocate learning experiences that are “relevant,

enjoyable, challenging and personalised”. So, co-producing learning experiences with young people is widely understood to be important, but educators tell us that they often find themselves frustrated in their efforts to do this in a meaningful way. Space Unlimited is working with educators - in primary, secondary and FE settings – supporting them in their efforts to engage young people as genuine partners in the development of their curriculum and their school learning communities. The catalyst is an enquiry, led by the young people in their own school context, exploring perceptions of their learning experience. As the young people take on leadership roles and the educators take a step back, people see the issues and themselves differently. At times, the process can be uncomfortable

and emotionally charged, but the disarming honesty with which the young people tackle the issues that matter to them allows new insights to emerge, building a shared sense of confidence and commitment to making change happen. Following this initial enquiry, we support young people and educators to take practical steps to build more open and resilient school communities, and a more positive learning culture.

When a community of people discovers they share a concern, change begins. There is no power equal to a community discovering what it cares about.

Margaret Wheatley



Voices on the ground

Pupils, teachers and school leaders involved in the enquiry process tell us that that it is a challenging and deeply thought-provoking experience.

“The skill of the Space Unlimited team in creating a ‘safe’ environment that removes barriers and enables staff and pupils to talk openly and listen with clarity is exceptional. Through the process of a facilitated enquiry, understanding is enhanced and relationships develop which improve learner understanding, commitment and engagement.”

Jim Cassidy, Beeslack Community High School

“The value given to the collective and individual

voice of pupils and staff enabled there to be profound changes in practice, perspectives and thinking.” **Sam Otto, Deputy Head Teacher, Herringham Primary School.**

“It has been an exceptional CPD experience. As teachers, we want to give pupils what they need, so it is really valuable to hear directly from them what matters and what works for them.” **Teacher, St David’s High School**

“I think we are actually being listened to and making a difference – which is different to what I was expecting.” **S3 Pupil**

“I think it’s a different atmosphere. We have freedom and we trust each other.” **S3 Pupil**

Putting learner voice at the heart of change in education

Space Unlimited has recently been awarded funding by the Paul Hamlyn Foundation to extend our learner voice programme in partnership with three further local authorities in Scotland. We’re due to start work with secondary schools in Glasgow and South Lanarkshire this term, and will be supporting and evaluating the impact of the work over a 2-year period.

Supporting the school to work transition

We’re also working with educators, employers and young people in a range of settings

to explore young people’s perceptions of their school-to-work transition and identify opportunities for collaborative change-making. Over the last year we have been supporting staff and pupils in St Josephs Academy, Kilmarnock as they explore how to bring enterprise alive across the curriculum. In Glasgow, we are currently working with school leaders, Employability Support Officers and pupils to co-create new approaches to “helping young people find or create fulfilling work”.

Space Unlimited

Space Unlimited is a social enterprise and registered charity. Originally developed within Scottish Enterprise, we started trading independently in late 2006. Based in Glasgow, we work across the whole of Scotland, and also in England. Since setting up in September 2006, our innovative model of inspiring change through youth-led enquiry has enabled more than 1200 young people to work together to offer fresh insights to organisations across Scotland and beyond.



Lighthouse Financial Services

Are you saving regularly?

Why regular savings can work to your advantage

We are all aware of the need to save for our financial future but few of us have a capital lump sum to invest until we reach retirement age and a capital sum may become available as part of our pension benefits. In last year's conference magazine, we touched on pension top-ups through Additional Voluntary and Free Standing Additional Voluntary Contribution schemes (AVCs & FSAVCs). This time, we will be taking a brief look at ISAs (Individual Savings Accounts), where even making a relatively small contribution each month can build up a surprisingly large amount over time.

One of the best ways of saving for your financial goals is through regular savings plans. Set up a direct debit for a certain amount each month; forget about

it, then ten or so years later you should have built up a lump sum to spend as you wish. So much the better, if your savings plan is exempt from tax – you should get even more.

Tax efficient benefits for adults and children

ISAs are a popular vehicle for regular savings because any income and capital gains they produce are free of tax to the individual. UK residents can currently invest up to £11,280 in an ISA in the current tax year, of which up to £5,640 can be in a cash ISA and the balance in a stocks and shares ISA. You can also put up to £3,600 in a Junior ISA on behalf of a child, with children able to access their ISAs when they reach the age of 18.

Making regular investments can be particularly effective in volatile markets such as we are currently experiencing. As you are buying your investment at a different price each month, over time

you pay the average price, smoothing out the highs (and lows). If you are nervous about investing you may find it an effective way of testing the water without committing all your money at once.

Equity income funds a popular choice

With low interest rates and fluctuating inflation figures, generating income from your investments is far from easy. There is one possible solution though. At the moment many investors favour equity income funds – funds which invest in the shares of companies that pay dividends – some of which can generate income of well over 4%. However, this is only one of the many types of ISA funds that are available and may not suit your particular needs or attitude to risk.

There are thousands of different ISAs on the market. It can be difficult to know where to start and there is no certainty that last

year's best performing funds will continue to perform well in the future.

As professional financial advisers, we are able to help you choose a fund(s) which matches your attitude to risk and financial objectives.

Should you wish to discuss your savings or any other financial planning objectives, please feel free to contact Bob Coburn on 07968 214754, email bob.coburn@lighthousefa.co.uk or call the Lighthouse appointments team on 08000 85 85 90.

Please also visit the Lighthouse Financial Advice stand during the conference where we will be happy to assist with your queries.



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school leaders scotland national education conference

Thursday, 15 November - Saturday, 17 November 2012

challenging leaders

THURSDAY 15 NOVEMBER

- 10:00** Registration
- 10:45** Welcome
- 11:00** **Jim McColl OBE**
Chairman & Chief Executive
Clyde Blowers
- 11:45** **Sir Harry Burns**
The Chief Medical Officer for Scotland
"Creating a Healthy Scotland"
- 12:30** Lunch
- 13:30** **Workshop 1:** Economic Wellbeing
Jim Lally
Education Scotland
- Workshop 2:** *Changing Schools Together*
Heather Sim & Gill Gracie
Space Unlimited
- Workshop 3:** ASDAN
Heather Aitken
- Workshop 4:** *Education & the Law*
Iain Nisbet
Govan Law Centre
- 15:30** Tea & Exhibitors
- 16:00** **Professor Anton Muscatelli**
Principal & Vice Chancellor
The University of Glasgow
- 17:00** **Presidential Address**
Neil Shaw
Head Teacher, Boclair Academy
- 17:30** **David Binnie**
ASCL Pension Consultant
- 18:00** **Free Time**
- 19:00** **Pre-Dinner Drinks Reception**
Hodder Gibson
- 19:30** **Dinner**
- 21:30** **After Dinner Speaker**
Jim Robertson

FRIDAY 16 NOVEMBER

- 09:30** **John Carnochan QPM FPPH**
Detective Chief Superintendent
Head of Strathclyde Police's
Violence Reduction Unit
- 10:15** **Alasdair Allan MSP**
Minister for Learning, Science and Scotland's Languages
- 11:00** Speakers for Schools
- 11:10** **Coffee & Exhibitors**
- 11:30** **Carol Craig**
Chief Executive
Centre for Confidence & Well-being
- 12:15** **Annual General Meeting**
- 13:00** Lunch
- 14:00** **Homework Diary Company Award**
- 14:30** **Professor Roy J Paget**
Neuroscientist
Paget & Partners
- 15:15** **Tea & Exhibitors**
- 15:45** **Question Time**
Chair: Danny Murphy
- Janet Brown,**
John Carnochan
Carol Craig
Bill Maxwell,
- 17:00** **Free Time**
- 19:00** **Pre Dinner Drinks Reception**
NATPod
- 19:30** **Pre-Dinner Entertainment**
Carnoustie High School Brass Band
- 20:00** **Annual Dinner**
- 22:00** **Toast to SLS**
Mike Griffiths
President, ASCL
- Reply**
Ronnie Summers
Head Teacher, Musselburgh Grammar School
President, SLS



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speakers



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the conference

speakers



TONY FINN



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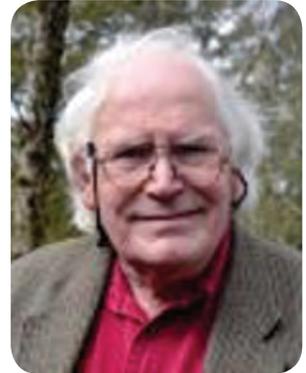
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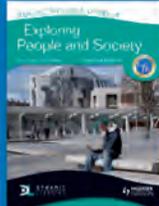
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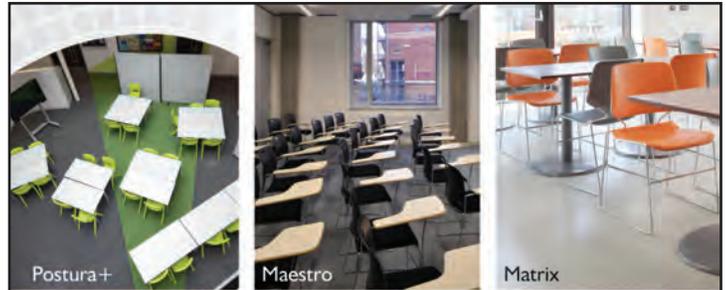
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Qualifications are changing



The Scottish Qualifications Authority has developed new National Qualifications to support Curriculum for Excellence.

These will help young people reach their full potential as they progress from their broad, general education through to college, university, other learning and employment.

Find out more at www.sqa.org.uk/curriculumforexcellence



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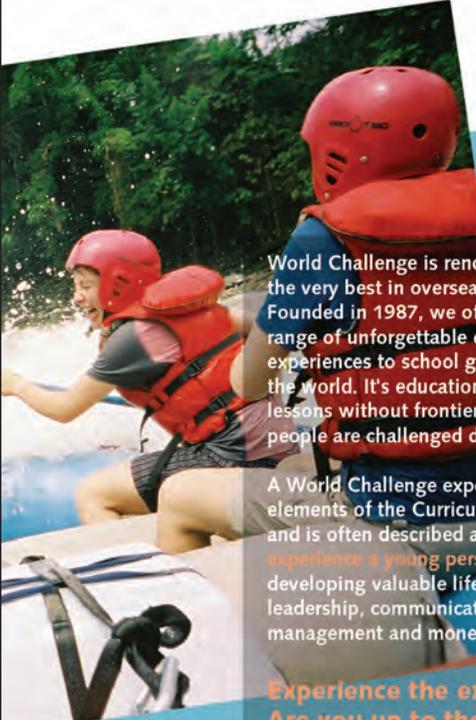
Kevin Boyle is the Regional Manager for Scotland and can be contacted for any queries you may have regarding your retirement plans, including the Teachers' Pension Scheme and how best to supplement your pension income through investments. He is happy to arrange a visit in your school to carry out a short presentation to you and your colleagues during lunch breaks, after school or on inset days.

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Through a range of programmes, many with SQA accreditation, YES endeavours to help young people develop creativity, confidence, team working, problem solving and communication skills.

YES has a variety of programmes at a Secondary School level.

You can read more about us in this magazine. Or come and find us during the conference.

Additional information on these programmes and other YES products is available on our website www.yes.org.uk or contact Young Enterprise Scotland on Tel. 0141 202 0650 Email. admin@yes.org.uk



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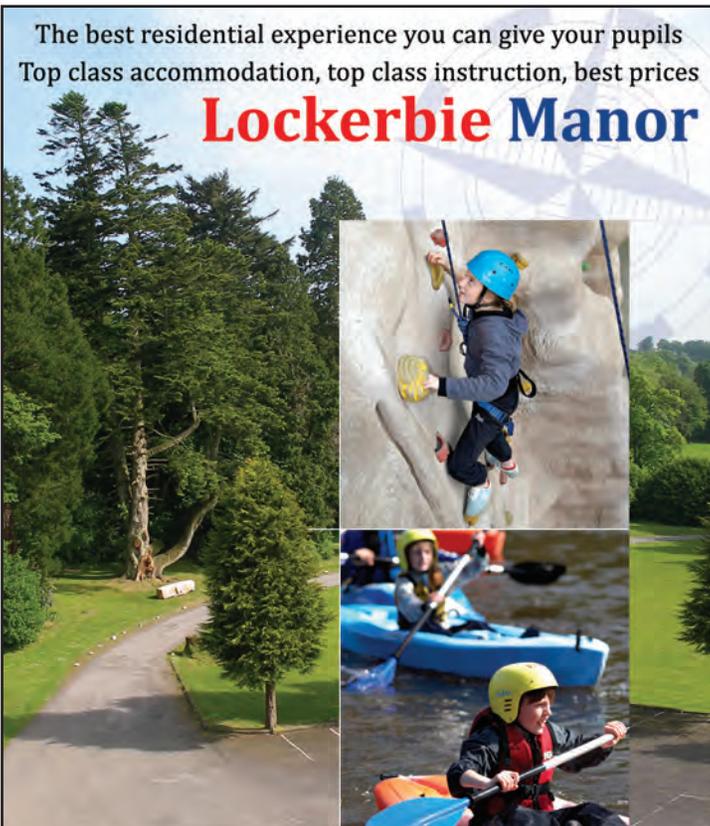
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Skills Development Scotland

Equipping people for sustainable careers

There is a new approach in Scotland to ensure every pupil is equipped to make the best career decisions.

Skills Development Scotland is working with schools to transform the way that pupils plan for their futures. It means pupils who need extra support to find a positive path into training or employment can get one-to-one coaching, while enabling the majority of pupils to draw on a combination of web-based, telephone and face-to-face services to meet their individual needs.

Young people will receive the level of support that's right for them, with an ongoing review of their individual needs and circumstances. Services will respond to the way they learn, equipping them with the skills to take control of their future and to succeed in the modern workplace. In line with Curriculum for Excellence, career management skills will be embedded across the school curriculum and the latest technology and labour market research will be available to support young people to identify where their talents lie and how they will fit with careers of the future.

The interactive web service My World of Work is a key part of this approach, helping pupils to manage their careers by offering practical advice to help identify strengths, make course choices, build a CV, and choose a career. SDS colleagues are also drawing on innovative new models of career coaching to deliver improved face-to-face and telephone services.



This model aims to give young people the best possible chance to secure a fulfilling and sustainable career.

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