



What is a good teacher?
The Review Of the Professional Standards (Values)

Classroom/Youth Group Resource

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Practitioner Guidance

Children In Scotland

Children in Scotland is a national charity based in Edinburgh. Our vision is that all children in Scotland have an equal chance to flourish. One of our priorities is championing the participation and inclusion of children and young people, especially in decision-making that impacts on their lives.

This project

Children In Scotland is working with the General Teaching Council for Scotland (GTCS) to review the Professional Standards for Scotland's teachers.

These standards identify how a teacher should work to promote a positive learning environment for children and young people. One section of the standards is about a teacher's values. The GTCS wants to put the experiences and views of children and young people at the centre of this review. They know that pupils are the experts when it comes to what makes a good teacher and how that actually looks and feels in the classroom and around school.

The aim of this resource

Children in Scotland is working directly with five schools across Scotland to gather the views of children and young people between the age of 5-18. But, we want to hear from as many children and young people as possible. We have created this resource for teachers and youth leaders to work on with their young people.

What to do

This resource can be used as a 'one off' experience for children and young people - to be part of a national project. Or it can be part of a series of work practitioners may be doing with young people around being a Responsible Citizen, such as Pupil Voice, participation and children's rights.

It could also reflect work around Planning For Choices And Changes including jobs people do, skills and strengths.

There are three sections to this resource, with tasks in each. They could be completed at different times or one after the other. We have given **estimated** times for each. The first task acts as an introduction to the topic. The second two ask children and young people to produce something based on their thoughts and experiences. We ask that these are then shared with us electronically where possible. Please include the name of the school, along with the number of pupils and their ages. This is very much theoretical and in no way will reflect on specific teachers or schools. Children and young people should be supported to understand the importance keeping the conversation as general as possible and not naming specific pupils, friends or teachers. This will make it a safe space for all to take part.

How to contact us

Please return the children's thoughts and work to us electronically by Thursday 29th March 2018 to:
ekerridge@childreninscotland.org.uk

You may want to send it by post to:

Elaine Kerridge
Children In Scotland
Rosebery House
Haymarket terrace
Edinburgh
EH12 5EZ

If you have any queries please contact
Elaine Kerridge on 0131 313 8840 or Chris Ross on 0131 313 8839.

Thank you!

Thank you for finding time to take part. We believe it will give children and young people a great opportunity to shape how teachers work in the future and ensure the right people are doing the job!

Session/Lesson Plan

Introduction

Before starting the three tasks you should give a brief explanation of what this project is and what Children in Scotland the GTCS are. (Please see Resources.)

Task 1: Teachers, school and all that stuff (15-20 mins)

Aim of the session: reflect on why children go to school and what can make it feel safe, enjoyable and happy for pupils.

Resources: use a picture of children on a road leading up to a school building. The children may want to name the figures in the picture. (We suggest choosing gender neutral names.) You may want to have this up on a screen or you may want to print one out for each child/pair/small group.

Question: why do children go to school?

This could be a group/class discussion or perhaps answers/thoughts could be written on the sheets?

Question: how might the figures in the picture be feeling about going to school?

This could be a group/class discussion or perhaps answers/thoughts could be written on the sheets?

You may want to explore the sorts of things that would help keep the figures happy, healthy and safe when they are at school. Prompts may include questions around learning and teaching approaches, relationships, additional support needs and pastoral support, social justice issues such as equity, equality, inclusion, child participation etc.

Task 2: Design an ideal teacher (20-30 mins)

Aim of the session: reflect on the values, behaviour etc of a 'good' teacher.

Resources: use a blank outline of a person to represent a teacher. The children may want to name the figure. You may want to have this up on a screen or you may want to print one out for each child/pair/small group. Sometimes it is fun to draw round a child on some flipchart/frieze paper!

You will also need pens, pencils etc for children to express their thoughts.

Question: how can this best/ideal teacher help the children (named in the previous task) to feel happy, healthy and safe at school? What would make them a good teacher? This could be a group/class discussion initially then the children could write words or draw images directly on to the figure sheet. This can be as creative a process as you like!

Prompts may include questions around personality traits (such as respectful, fair), learning and teaching approaches, relationships, additional support needs and pastoral support, social justice issues such as equity, equality, inclusion and child participation.

Task 3: Tell us how it feels (30 mins)

Aim of the session: explore how children may 'experience' a good teacher in the classroom and around school. What does it look like and feel like for children?

Resources: stickers to vote (or use pens/pencils).

Ask the children to look at the words and images around the teacher figure (named in task 2).

Ask each child to put a sticker (or somehow make a mark against) the three things they think are important. You may want to discuss that some are 'values' and what 'values' means.

Question: how would a good teacher show these values to pupils in the classroom/around school.

How would the pupils 'experience' this?

For example, how would a teacher act if they are showing respect/being fair/treating everyone equally? What would they say and what would they do?

Prompts may include their language, tone of voice, body language, relationships, teaching and learning approaches, classroom management approaches, participation approaches.

This could be a group/class discussion initially then the children could write words or draw images directly on to the figure sheet. Again this can be as creative a process as you like!

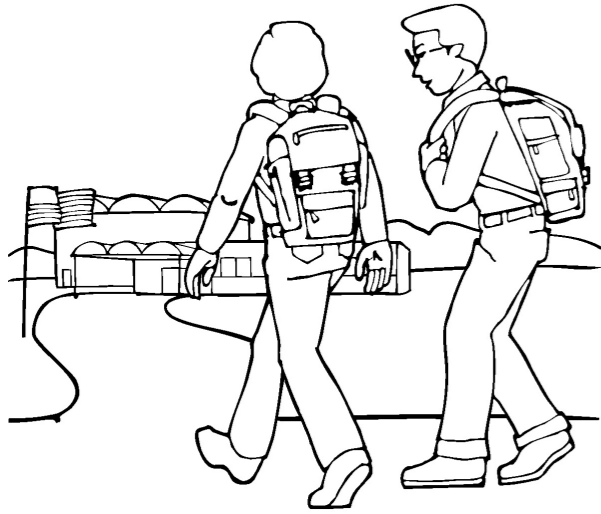
Conclusion

You may wish to finish the three sessions by tying this piece of work in with other work you have been doing, asking the children to reflect on the similarities, differences, their previous learning.

If it is more of a 'one off' experience we suggest a good way of ending is would be to reflect on why this piece of work is being done – a reminder of the purpose and having a say on matters that affect their lives etc.

Task 1: Teachers, school and all that stuff

We are going to think about why we go to school and what can make it feel safe, enjoyable and happy.

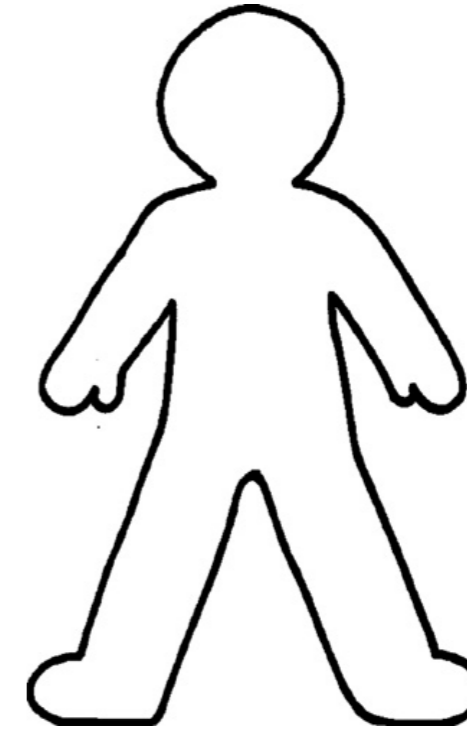


Question: why do children go to school?

Question: how might the figures in the picture be feeling about going to school?

Task 2: Design an ideal teacher

We are going to think about what an ideal (best) teacher would be like.



Question: how can this best/ideal teacher help children to feel happy, healthy and safe at school?

Question: How can this best/ideal teacher help you learn?

Question: what makes them a good teacher?



Question: how would a good teacher show these values to pupils in the classroom/around school? That is, how would the pupils 'experience' this?

For example, how would a teacher act if they are showing respect to everyone? What would they say and what would they do?



Children in Scotland is a national charity, based in Edinburgh.

We care about children's health and wellbeing and rights.

We really want children's opinions to be heard by people who make decisions.

What is The GTCS?



The General Teaching Council for Scotland is based in Edinburgh.

It knows who all the teachers are who work in Scotland.

The GTCS makes sure the teachers are well trained and are all good teachers.

