Ethos, Anti-Bullying and Positive Discipline within Initial Teacher Education

A short report based on the proceedings of a seminar for invited delagates, organised by the Anti-Bullying and Scottish Schools Ethos Networks and hosted by Strathclyde University at Jordanhill Campus on 9th December 2004.

The Anti-Bullying and Scottish Schools Ethos Networks are funded by the Scottish Executive and based at the University of Edinburgh.

Copies of this report will be sent to all participants, Deans of the schools/faculties of education, Directors of Education, local authority representatives, HMIe and other interested individuals and organisations.
It can also be downloaded from the ABN website www.antibullying.net and the SSEN website www.ethosnet.co.uk
Limited copies are available from the ABN and SSEN office Telephone: 0131 651 6551

FOREWORD AND KEY POINTS ARISING FROM THE DAY'S DISCUSSION

The Seminar day was conceived as a means of encouraging people with different stakes in teacher training to get together and discuss how ethos/anti-bullying/positive discipline could be better integrated into pre-service training. We hope that interest was aroused and possibilities sign-posted, although obstacles were also identified. These included: fragmentation within programmes; the need for targets to be met and for students to be graded; the difficulty of meaningful co-operation with local authorities and schools and entrenched attitudes about the content of pre-service programmes. Nevertheless, if we do want systemic change then patently it is the system itself which has to be shifted. Is teacher education really a continuum over pre-service and in-service? There are of course political dimensions to any major change, but perhaps the current Initial Teacher Education (ITE) review offers a window of opportunity for the providers of ITE to instigate some positive steps forward.

Below are listed some of the main points which emerged from this seminar:

a) Positive discipline, ethos and anti-bullying are issues central to the life of children at school, and therefore ought to be integral to the professional expertise of the reflective teacher - and to the ITE curriculum. (paras 1.1, 1.2, 1.3, 1.4, 2.1, 2.3)

b) Many ITE students who have recently been pupils in Scottish schools have a much higher awareness of how these issues can be tackled than their predecessors had. (para 3.1)

c) Lack of time within the ITE curriculum limits coverage of these issues. (paras 1.2, 1.3, 3.2)

d) Despite the fact that all entrants to the teaching profession will face similar challenges of dealing with indiscipline and bullying, there is little consistency in the way that different ITE institutions prepare students to do this. (para 1.3)

e) Whatever the merits of the different ways in which ITE institutions cover these issues, the impact of this coverage on students appears insufficient from a school perspective. (para 3.2 PG discussion)

f) Difficulties in placing ITE students in suitable school placements **must** be overcome. Students should be able to experience at first hand what a positive school ethos feels like. (para 1.4, 2.3, 2.4, 2.9, 3.2)

g) A new conceptual framework for ITE should recognise that ethos, anti-bullying and positive discipline are fundamental issues for teachers, parents and pupils. ITE providers should encourage a more integrated, holistic approach and involve parents and pupils - as well as education and child care professionals - in discussions about how teachers are trained. Changes in ITE are needed to accommodate changes to the probation experience. (paras 1.3, 1.4, 2.1, 2.4, 2.7, 2.8, 3.1, 3.2)

h) The ethos of initial teacher education should model that which schools are being encouraged to develop, i.e. it should encourage participation in decision making, foster an atmosphere of openness and involve a variety of agencies and groups representative of those working in schools. (paras 2.9, 3.1, 3.2)

i) ITE professionals and students should come together with pupils and teachers to create a "community of enquiry" aimed at finding solutions to bullying and indiscipline. (paras 2.5, 2.8)

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INTRODUCTION

Bullying as a problem has only been on the agenda of Scottish schools since about 1990. Before that, it was something which was acknowledged but which did not attract a lot of attention. Now, pupil and parents expect schools to have effective policies to deal with it. Concepts of school ethos and positive discipline are given less of a media focus and are possibly less understood by pupils and parents, but are nevertheless essential in making our schools safe and effective. Within the profession the idea of school climate is not a new one, but within the past fifteen years or so there has been increased and formal recognition of the importance of ethos and of positive discipline, not least from the Schools Inspectorate.

The seminar organised by the Anti-Bullying and the Scottish Schools Ethos Networks, hosted by Strathclyde University and held at the Jordanhill Campus, Glasgow on Thursday 9 December 2004, was aimed at encouraging the delegates to think about how these three interconnected issues are tackled, or indeed if they are or should be tackled, in Initial Teacher Education. Most delegates came from Initial Teacher Education (ITE), from local authorities and from schools.

The seminar programme attempted to cover views from a number of relevant perspectives, using brief individual reflections as starters for discussion.

The structure of the day was as follows:

1. **Why are these issues important?**

    Opening presentations considered this question in relation to ITE and looked at the ITE response to a recent questionnaire which was sent to Deans of the Scottish Schools/ Faculties of Education concerning the place of ethos/anti-bullying/positive discipline in the training of student teachers.

2. **Individual perspectives**

    Five speakers from different and relevant standpoints gave personal views; local authority, the School Inspectorate, a headteacher, a probationer teacher and a researcher. This was followed by four presentations by speakers from Aberdeen University, University of Paisley, Stirling University and Dundee University, considering these issues within current student programmes.

3. **Facilitated discussion**

    Delegates had the choice of joining discussion groups concentrating on the PGCE or the BEd programme.

This paper gives a brief outline of each presenter's major points.
The data from the questionnaire sent to all Deans of Scottish schools/faculties of education in 2004, asking about time spent in pre-service on the issues of ethos and anti-bullying is included as Appendix 3.

Six questions were used on the day as a basis for discussion by the delegates. These are included as Appendix 4.

1.   WHY ARE THESE ISSUES IMPORTANT?

1.1   **Pamela Munn, Professor of Education, the University of Edinburgh**, argued that positive discipline, ethos and anti-bullying are issues central to the life of children at school, and therefore ought to be integral to the professional expertise of the reflective teacher. The teacher education curriculum which would produce the reflective practitioner is not self-evident, as delegates would recognise, but is a thorny question in ITE. Furthermore, the current ITE review although incomplete, has already identified the need for closer working between ITE, the local authorities and schools. All these parties had an interest in promoting good initial teacher education. The delegates represented the three groups and had this opportunity to debate how the issues of anti-bullying, of ethos and of positive discipline are or might be tackled by ITE providers and what impact this might have on the students.

1.2   **David Thomson, Director of Undergraduate Studies at Moray House School of Education** noted that for providers of ITE there are two apparent barriers to incorporating specific material on anti-bullying or ethos into the ITE course. Firstly, there is the assumption that the students know perfectly well what bullying is, and would learn more about the practicalities of how it could be tackled on school placement. Secondly, the extensive targets and guidelines already existing in ITE made it tempting to ask what the providers can reasonably do in respect of these issues, given the finite amount of time available. In his view this was a pat answer, too pat, given that there is nothing more important than the pupils feeling comfortable, whatever the subject or the school.

Prior to the conference, Mr Thomson in his role as Director of Undergraduate Studies had asked colleagues for information on how anti-bullying and ethos were tackled in their teaching. The general reply was that these issues were subsumed within other topics. He accepted that this might be the case, but noted that "permeated" could mean invisible. Professor Munn added that while nothing is more important than children feeling happy and secure, and that this should indeed permeate everything we do in ITE, if this is everybody's responsibility then it can in effect be nobody's.

1.3   **Brian Boyd, Professor of Education, University of Strathclyde** reported the findings of the 2004 questionnaire sent to all of the ITE providing institutions. (see appendices 1,2 and 3) Bullying is a fundamental issue for pupils, parents and teachers. Is it high on the agenda for the providers of teacher education? The questionnaire asked about staff responsibilities, level of input into courses, research and future plans, in respect of anti-bullying and/or ethos. Returns from all seven of the ITE institutions were received, although a variety of approaches had been taken to the completion of the questionnaire. These ranged from a single summative reply to several individual replies to a collated response. As might be expected, there appeared to be no unanimity of approach among institutions. Replies suggested that anything from two hours to 24 hours of a course might be set aside for "ethos", for example, or that ethos permeated a particular course. In fact, in comparison to a previous survey made in 1994, there was very little change in terms of time allocated to anti-bullying.

Was this a disappointing response? Professor Boyd queried whether this was a poor result, after years of public debate, and agreement on the importance of these issues, or whether it was simply a reflection of the limited amount of time available within ITE.

In respect of future plans, again replies were individual, ranging from "none" to planned course revision. Student/staff research projects were also reported, although these would be personal choices rather than institutional initiatives.

The question then was, if little change had taken place since 1994, why not? Professor Boyd suggested that moves to de-clutter the school curriculum might well be copied in ITE, although this would be difficult to de-clutter. Inertia is a powerful force, the time available for ITE is limited and it is not clear who would or could take responsibility for such a step.

The response was not surprising, he added, given the lack of co-ordination across ITE provision even within a college, the fragmentation, time constraints and the structure of course themselves. Nevertheless, there is a history, a solid background supporting the idea that this is important and 'affect effects learning'. So, what might be done? Some ideas might be:

- a new conceptual framework for ITE
- using the Curriculum 8 - 13 Review as a starting point for ITE providers in considering change
- listening to children's views and asking them real questions
- using a joined up approach; we are a wee country, why don't we talk to each other?

1.4 **General Discussion**

Grace Gunnell (West Dunbartonshire Council) suggested that any change towards a more central role for ethos/anti-bullying ought to be considered as a starting point for part of an integrated plan, rather than tacked on as an added extra. Brian Boyd agreed that if we are moving towards integrated children's services, then we have to train people in an integrated way.

Marian Rae (Probationer teacher, Edinburgh) noted that from her own experience, students in training were given an idea of the importance of these issues, but that in school the emphasis might focus on basic skills. David Thomson added that in formal discussion of ITE between mentors and trainers, ethos as a subject did not seem to feature, although classroom management did, to some extent. In fact the biggest subject raised was labelled "miscellaneous". Brian Boyd suggested that there was not much reward in the system for concentrating on ethos, nor for risk taking. Rewards were for compliance and for work which could be quantified.

Anwar Din (Glasgow) made the point that, as a teacher, he found students to be so busy preparing for the "crit" that they were unable to think about anything else. This led to some discussion of the difficulty of the grading system and the role of the "crit" lesson, which may have little to do with the real life of the school and may well skew the student's attention during placement. Derek Reid (Scottish Borders) wondered whether it would be possible at least to give the students experience of a good school, a positive placement. Brian Boyd replied that the reality is that placements are too scarce to allow for any negotiations; indeed one or two local authorities have decided to take no students, a very unhelpful position.

Mamta Yadav (South Lanarkshire) made the point that it is only in the last ten years that parents have become more central to schooling; would parents be asked about or involved in such changes? Pamela Munn agreed that this was an area where parents felt they had a legitimate concern, unlike curricular change. She added that, in respect of the current curriculum review, there is a new outlook. For the first time, instead of considering the best way to divide the curriculum into chunks of time for each subject, it is the purposes of the curriculum which are being considered.

2.   INDIVIDUAL PERSPECTIVES

2.1   **Terry Ashton (Aberdeen City)** considered ITE from a local authority perspective. He felt very strongly that schools should be places where pupils were helped to be something, to do something rather than to repeat what others felt was correct. He saw the development of a positive, anti-bullying ethos as the foundation of positive learning, indeed, he added that we all know this, although we may express it in different ways. The problem is that we often imply that the teacher should stay within his/her subject, and that in respect of discipline what the student teacher can learn is some useful tips. In his view this was only a part of the teacher's role. To emphasise this, he read out a number of comments by pupils on how they defined a good teacher, including quotations from younger pupils.

His central point was that although he was supposed to be giving a local authority viewpoint, it was the kids who had the most important contribution to make to defining good and successful teachers. In his view, what goes on in schools is not teaching, but learning. He had therefore tried to describe what he thought ITE should be training teachers for, which is being teachers of children who can learn in a supportive context.

2.2   **Morag Gunion (HM Inspectorate, Glasgow)** gave the HMIe perspective on how ethos/anti-bullying was located in a school inspection. Firstly, a pre-inspection questionnaire is sent to the school: to pupils, parents, teaching and non-teaching staff. This covers areas such as enjoyment, care and welfare, bullying, fair treatment and feedback. Looking at the response in general from schools inspected, it appears that pupils are reasonably satisfied that their school does deal positively with the various areas listed, although primary pupils are rather more satisfied than secondary pupils, and teachers are more satisfied than pupils. This general data is used in giving talks to groups of pupils/teachers/parents.

In terms of individual schools, if a specific issue of concern arises from the completed questionnaires, then the Inspectorate would follow this up; indeed if an individual pupil chooses not to be anonymous, his/her statements would be followed through. She emphasised that in all cases, for an individual school the inspection team arrives at a judgement of ethos. In fact, ethos has a central place in school inspection.

In relation to positive discipline, she added that the "Better Behaviour, Better Learning" task group is following up how the ideas in that paper are being implemented by local authorities and schools. The standard of behaviour in the great majority of Scottish schools is good.

2.3   **Derek Reid (Burnfoot Community School)** considered from a headteacher perspective the idea "if I had known then what I know now", although he added the caveat that teaching is continuous: you do not learn as a student how to do it then go out and apply it. Teaching is always negotiated and difficult. Nevertheless, looking back at his own training some thirty years ago, he considered that for students then, bullying was known (but not talked about, nor was anti-bullying), ethos was a word which did not exist, and that positive discipline was the "busy hum" which students hoped for but were uncertain how to achieve.

He felt that he could provide a list of what he would have liked to have known then (but was not offered in his student days). All of these things, such as the importance of praise or the importance of role models were connected to a positive ethos, to anti-bullying and to thinking about what the children would respond to in order to create positive discipline. Furthermore, as a student he would have liked placements where teachers talked about these ideas, where things were done and ideas debated, where the benefits of positive discipline were seen in action.
Ideally, this would have been backed by theoretical knowledge from tutors, for example about bullies and victims, where theory was supported by seeing good practice.

Furthermore, the student should have been helped to develop personal skills, for example that of listening to pupils, who were after all the experts on the classroom.

His view was that the new teacher needed a great deal more support in order to become effective, although he did agree that positive discipline and developing a positive ethos took time to do well. Now that many schools have made huge strides in building a positive ethos and in implementing positive discipline, the teacher training institutions needed to follow and take this opportunity for change in how students are prepared for teaching.

2.4   **Marian Rae (Probationer teacher, Edinburgh)** also looked at the shift from student to teacher, but from a probationer's viewpoint. She gave a brief description of her primary class in action as illustrative of how difficult it is to sustain the aspect of a good teacher - and how easy it is to become a "shouter out". From her perspective, she suggested that the new teacher could easily suffer from post-qualification depression. Although she had felt positive about her own learned skills, once in the classroom she felt under-prepared for the workload, the emotional demands of the job, the simple practicalities of a large class and the means whereby she could involve the pupils in their own learning. Furthermore, there were the expectations of others in the school to take into account. She was, after all part of a team, an existing system.

As a probationer she had some time free to spend on her own professional learning and hoped to utilise this during the year, but she questioned what might happen after that year - the daily pressure of teaching acted against stepping back to consider how best to involve the pupils.

2.5   **Donald Christie (Strathclyde University)** spoke about the role of research, or rather the number of different roles research could fulfil in relation to teacher training. He felt that we should be pleased to have in Scotland benchmarks for the teaching profession which include research. There is a tremendous volume of research available to which students should have access and which should impact upon practice, but we are trying in Scotland to create a culture where research is not 'done' to pupils, but is a collaborative venture involving pupils and teachers.

He suggested that ITE colleagues can get involved in collaboration in applied educational research and cited four networks intended to build research experience and feed this into education. These were: Learners, Learning and Teaching Network, School Management and Governance Network, Schools and Social Capital Network and Research Capacity Building Network. (The web address for further information is: [www.aers.ac.uk)](www.aers.ac.uk).

Besides these networks, the idea of collaborative research itself had a lot to offer. For example, anti-bullying research would not be the application of someone else's ideas to the school, but a bottom up approach, where pupils and teachers could come together in a community of enquiry. Bullying and the formation of relationships would be a good basis for work by such a community of enquiry.

2.6   **Irene Howell (University of Paisley)** described what can be done in a four year BEd programme. This detailed presentation made the point that in every year of the course there was some part of the teaching devoted specifically to ethos or to anti-bullying. This was largely delivered within Educational Studies and Health Education, although Drama and Religious and Moral Education played a part in the overall programme. These were in general discrete units, for example on disclosure and how to deal with it, although this and other approaches could and did lead to wider discussion of the teacher's role. There was also an important input through the use of Blackboard, an on-line approach, as a discussion forum with links to Bully Online, NfGL Scotland, The Anti-Bullying Network and other sources of information.

Ms Howell felt that the college was doing a lot (although there was possibly more room in a four-year programme), but not enough.

2.7   **David McMurtry (Aberdeen University)** began by apologising for not sticking to his remit, which was to consider the issues in relation to the PGCE Programme. His initial point was that it is very difficult to disentangle these interconnected issues of ethos, anti-bullying and positive discipline to give specific things we can do in teacher education. This is particularly so as the issues are further complicated by what happens in individual schools and how classroom or school management impinges on action. He argued that, taking a holistic view, the ITE programme has to operate at a number of levels which are very demanding, that is relating to culture, values and beliefs, the school climate and the operational issues.

He felt that the input of bits and pieces would be unhelpful and that the one year course should instead be a holistic approach through which personal values and professional commitment could be developed. In his view it was too simplistic to say that anti-bullying had been "done" if students had encountered this as a discrete topic. These important ideas are something the students have to work with and keep working with. The existence of benchmarks possibly raises the expectations of the standards for initial registration too high. He agreed that students should be committed to professional values, but there is a context and there are others in the school. We should look to them as models or examples.

2.8   **John I'Anson (Stirling University)** looked at ethos within his university's ITE programme. He started by making the point that the difficulty with ethos is that it is connected to everything.   It is connected to values, to relationships, to discourse and to power. One way to approach this problem in teacher training is to ask "what are schools?". Here we have two possible models: the bureaucratic, in which everything is mapped and recorded to indicate how good the school is; and the pastoral, where the emergence of young people as creative and independent is the goal. The danger is that for students in training, mapping ethos can become an end in itself, whereas if ethos is thinking independently and critically, it is difficult to provide students with a challenging context.

In the course offered, the question of ethos is specifically approached in the final year. In the sixth semester, students spend one day a week for five or six weeks on ethos. Different approaches are exemplified, students attempt to test these then return to the university to share their experiences. The basic aim is to get students and pupils to work together in the school and explore ideas. The Stirling approach tends to be problematic based, using different contexts to enable the students to create and interpret ideas in an open and conflict free atmosphere.

2.9   **Valerie Chalmers and Fiona Lavin (Dundee University)** spoke of a different approach, where the process of anti-bullying or ethos building was modelled within various student groups, groups which were integrated and included community education students and social work students in addition to the student teachers. Student comment had always been part of all courses, but it was realised that an on-going and responsive monitoring of student concerns would be more effective in helping the students to feel safe and comfortable during their training than an end-of-course summative evaluation. The Student Council and the advisors of studies identified student concerns, as did a questionnaire on bullying. The latter had the side effect of stopping a situation where a group of students had been cornering library material and hiding it from others.

Overall, the material collected on student concerns offered a focus for student work and debate in groups and workshops; the emphasis there was not on what the students were taught but on how we approach the process of learning. All students in year one undertook a module on personal and professional development in which all three disciplines (teacher training, community education, social work) worked together and the tutor dealt with a fairly open structure which followed the students' concerns. As with the other institutions, there are discrete elements relating to ethos/positive discipline, and a range of inputs over the period of training, but the basic aim at Dundee is to provide a safe environment where the students would feel free to take risks, to take responsibility for themselves and to share with other professionals. The speakers felt that the small size of the institution helped in this aim. The important point is that the students understand that what they do in ITE *will* impact on life in school.

3. **GROUP DISCUSSION**

3.1 In each group, discussion was facilitated by the use of a list of questions as a prompt (see Appendix 4). Of course, this was simply a starting point and each group was free to explore what interested the group.

Major points arising for the BEd discussion group were:

a) Ten years ago the pre-service input into anti-bullying was described as modest by those who provide it; in 2004, input is still described as modest. Possibly in 1994 what people were saying was aspirational rather than real and the modest input noted in 2004 is in fact an improvement, it was suggested.

b) The form of training was discussed, with interest shown in the Dundee idea (see para 2.9) of involving students in the process of developing ethos in relation to their own learning situation. The question was raised as to what happened if students identified a tutor as bullying. The answer was that no-one wanted names of students nor of staff; this was not a personal issue. The general point that some staff were seen as hectoring or harassing students did emerge. This had to be dealt with tactfully, in in-service, as a general issue. Those present expressed admiration for the way in which the Dundee approach tried to model good practice.

c) There was some discussion of whether it was easier to work in primary than in secondary to create anti-bullying/ethos/positive discipline. Although it was felt that relative size of school might be a factor, Andrew Mellor pointed out that in his experience size alone did not predict either success or failure.

d) The idea that pre-service has become tied into structures, strategies and targets to the detriment of relationships was raised. Balancing change and thinking proactively are not easy tasks and things can get lost. Yet the students' awareness of bullying and of the importance of positive relationships must have increased over the years, therefore their starting point is higher. What do they expect?

e) Were there changes which could be made to the way the issues were covered in pre-service at the moment? It was agreed that the colleges themselves were handicapped, particularly by assessment and the "crit" lesson. Changes to the probation system could improve this, as might more local authority responsibility. If we are moving towards greater continuity from student to probationer, then more working among the interested parties would help. The Behaviour Co-ordinators within schools could be a vital link with probationers.

3.2 The discussion within the post-graduate group raised some of the same points as reported in para 3.1. These were:

a) Whatever the coverage of anti-bullying, ethos or positive discipline in the current initial teacher education, this had not made an impact on students/probationers.

b) Again, the Dundee approach to encouraging student participation in real issues was seen as positive. The degree to which different ways of teaching students empowers students differently is important.

c) It was suggested that co-operative work within a school might be easier in the nursery and primary sectors than within secondary teaching; subject empires were seen as a barrier to cohesion, although community schools were seen as a way past such issues.

d)	Negative relations between primary and secondary teachers were recognised, but it was also noted that there could be co-operation , eg primary and secondary probationers in an Aberdeen project.

e)	Structures, strategies and targets were again seen as impeding work on ethos etc for the post-graduate student, but more importantly the sheer lack of time in a one year course was the major drawback. Some positive examples were given of approaches taken in other professional training, for example problem-solving team work in Medicine (Glasgow) and a strong web-based initiative in Law (Strathclyde). Nevertheless, the time factor in teacher education at post-graduate level made radical rethinking much more difficult.

f)	Another major drawback was the pressure on students to perform at a "crit" lesson. Validation and the role of the GTC in demanding "crits" puts pressure on students which undermines the whole placement experience.

g)	Weaknesses in student placement were discussed; partnership and the links between local authorities, teacher education providers and the probationers were generally seen to be inadequate. Recommendations from the McCrone Report have been interpreted differently within different local authorities and government money allocated under McCrone has not been used consistently. This was debated critically.

h)	The increasing demands of child protection were viewed as creating at the same time an opportunity for positive connections among different professionals and a situation of teacher defensiveness or protectionism. Liaison and positive contacts could lead to a greater awareness of the issues for students/probationers/teachers and might possibly indicate a way forward.

i)	Improved liaison between co-ordinators of student placement at school/local level and the institutions providing ITE was also stressed, but if the education of our future teachers is a national issue, then perhaps some overall, more co-ordinated approach is needed.

Appendix 1

ITE Survey Report

MARGARET JOHNSTONE'S NOTES ON THE RETURNS FROM THE SEVEN TEACHER TRAINING INSTITUTIONS

1. The returns were idiosyncratic. That is, three were a collated response, one was filled in by several different people and six more were returned from the remaining three places. In other words, there was a multiple (and sometimes contradictory) response from within these particular institutions. Furthermore, one respondent ignored the questionnaire format and gave a description of various courses instead.

Although the response could be presented in figures (see appendix 3) this questionnaire was also an attempt to discover what a senior member of staff believed that the institution was doing about these issues.

2. Taking anti-bullying first:

Every respondent claimed that some time was spent on this. At the lowest level, anti-bullying may have been "not explicit" but "integrated" as part of classroom management, or sociology of education or some other course. This is not to say that such input did not exist, simply that it may not have been a prime focus of a course or unit.

Although time from an hour upwards was noted for different student groups, these time blocks seemed to be within more general units, or specific topic areas or workshops where the students could listen, discuss or (possibly) role play. There might be a guest lecturer specifically brought in to present anti-bullying issues. Indeed the ABN web site was also given as a resource for students. Where people did indicate the percentage of students concerned in such work, it was generally the entire student cohort who were exposed to the anti-bullying inoculations.

Time spent could not be drawn into a coherent pattern matching time to type of student group, although the students with more time did seem to have more opportunities to consider these issues. From one to four hours could perhaps be seen as a basic time currently spent flagging up anti-bullying.

3. Looking at ethos:

Again, everyone claimed time spent, from the small time block of one to four hours to the longer 20 or 24 hours for two institutions. Where more time was allocated (eg 24 hrs in secondary post-grad) this could be for those students who had taken a Guidance elective. From the response in general, it was not always clear what was implied by "dedicated" or "integrated" time spent on ethos.

It did appear that no one group of students received more exposure than another, except perhaps that there was more time on longer courses therefore more space for this. Also, where students had already shown an interest (eg by taking a Guidance option), this might be built on. Again, it is hard to tell from the summative questionnaire format whether token lip-service or genuine coursework is offered within initial teacher education.

The term "exposure to good practice" was also used. This was probably in reference to school rather that ITE and as such begs the question of whether (or indeed how) students might be guaranteed a good ethos practice experience.

The overall impression was that provision is pretty fragmented, but the quality of the response (from the highly detailed to the laconic) makes cross-comparison difficult. Where more than one person replied from an institution, it did appear that there were different views or different levels of awareness. Not surprising, perhaps. Nor does the quality and content of the response tell us what goes on in day to day life. On the other hand, at least everyone knows enough to know that this is an issue which cannot be lightly dismissed.

4. Only three people were aware of projected change in their institution in relation to ethos or to anti-bullying. These changes were:

- The addition of new, specific units, eg bullying in the workplace
- Extensions to the reading list for students
- A revised BEd course, with more explicit work on ethos and anti-bullying

Child protection was mentioned in the passing by a few people, but not given as a motive for change. This is interesting in view of current debate about more cohesive planning in respect of children and children's rights.

5. There appears to be some relevant research within the ITE institutions, but wholly of a personal/professional nature, rather than directed towards any institutional change.

6. Some more general points raised were:

- it is important to identify where it happens (ie ethos/anti-bullying work), but each programme may reflect it in different ways;

- it should be seen as an issue in ITE and in the probationary year

- an agreed common core of contents and resources would be useful

- a national training day to involve ITE *students* from different institutions would be useful

- bullying amongst students in ITE does exist ("a disappointing occurrence") and this too has to be tackled openly

Appendix 2

ABN and SSEN
ITE Questionnaire 2004

Tackling Bullying – Promoting a Positive Ethos

A Questionnaire about how these issues are tackled in Initial Teacher Education in Scotland

Please complete all sections of the questionnaire.

1. Name of establishment:

2. Person completing the form

Name

Position

Contact Telephone number/email

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3. Are there any staff members of your institution with a special responsibility for and/or interest in anti-bullying strategies and/or school ethos?

   YES/NO

   a) If yes, please give name(s).

Please return to Andrew Mellor at the Anti-Bullying Network and the Scottish Schools Ethos Network, Moray House School of Education, The University of Edinburgh, Holyrood Road, Edinburgh EH8 8AQ by **17th November 2004.** Email abn@education.ed.ac.uk

4.   Please complete the table below giving details of any input on anti-bullying issues and strategies in courses for initial teacher education students who graduated in 2004.

	Approx no. of hours devoted to anti-bullying strategies	Approx %of students receiving training in anti-bullying strategies	What form did this take? Integrated/subsumed within other lectures, dedicated lectures, tutorials, circulation of packs (which?), referral to ABN/Ethos literature (which?)
Primary undergraduates			
Secondary undergraduates			
Primary post-graduates			
Secondary post-graduates			

5. Please complete the table below giving details of any input on school ethos in courses for initial teacher education students who graduated in 2004.

	Approx no. of hours devoted to ethos issues	Approx % of students receiving training relating to ethos	What form did this take? Integrated/subsumed within other lectures, dedicated lectures, tutorials, circulation of packs (which?), referral to ABN/Ethos literature (which?)
Primary undergraduates			
Secondary undergraduates			
Primary post-graduates			
Secondary post-graduates			

ITE Seminar, December 2004

6. Does your institution have any plans to include more coverage of anti-bullying strategies and/or school ethos in initial teacher education courses?

YES/NO

If yes, please give details.

7. (a) Have any members of your staff been involved in research into bullying and/or school ethos or into issues directly related to bullying and /or school ethos in the last three years?

YES/NO

(b) If yes, please give details:

Title of Project:

Description of Project:

Staff involved:

Start and finish dates:

Details of publication or dissemination:

If there has been more than one project, please give details on a separate sheet.

8. Is there anything else you would like to add about the way bullying and ethos issues are covered within the teacher education programme?

Appendix 3

ITE Questionnaire Replies

The following institutions responded:

The University of Aberdeen

The University of Dundee

The University of Edinburgh

The University of Glasgow

The University of Paisley

The University of Stirling

The University of Strathclyde

Please note that the names of the institutions are not included in the tables (which are not in alphabetical order).

DETAILS OF ANY INPUT ON ANTI-BULLYING ISSUES AND STRATEGIES IN ITE COURSES FOR STUDENTS GRADUATING IN 2004

INSTITUTION A

	No of hours	% of Students	Comments
Primary Undergraduates	BEd1 : 2 hrs BEd2 : 2 hrs BEd3 : 3 hrs BEd4 : 4 hrs + poss 4/6	100%	See comment below re contemporary issues
Secondary Undergraduates	N/A		
Prmary Post–graduates	6 hrs	100%	Similar input to Undergraduate provision - same staff, but geared to 1 year PG programme.
Secondary Post–graduates	3 hrs	100%	1 hr through Health studies input (again focus on Relationships etc). 1 hr specific input from Ed. Studies. 1 hr input from RME staff. + integration in other Health/School & Professional Studies lectures.

BEd1: 2 hrs specific input on anti-bullying strategies and integration in other Health/RME lectures.

BEd2: Very specific Health input in Yr2 encourages students to explore 'Relationships'. As part of this module, strategies are explored through which teachers can build relationships with pupils to a point where they can talk to the teacher about bullying issues etc.   Integration in other Health/RME lectures.

BEd3: Specific input on anti-bullying strategies in Psychology module (again exploring relationships/coping with crises etc).
Integration in other Health/RME lectures.

BEd4: Specific input on 'disclosures' in Health lectures. Encouraging students to think about how to deal with pupil disclosures. This may be in relation to abuse - but may more commonly focus on bullying. RME input on Building Brides across World Religions looks at bullying in the context of race. Integration in other Health/RME lectures. In year 4 there is the possibility of further input through the 'Contemporary Issues' module. Topics change every year, depending on current educational debate in Scotland. 'Bullying' may be offered as a contemporary issue (resulting in 4 - 6 hrs extra input). For the last 2 years, anti-bullying has been discussed through 'Holocaust Studies/Citizenship' input within Contemporary Issues.

* At all levels of BEd students are provided with links to ABN website through our VLE. Each year group has a specific site within Blackboard and staff provide links to appropriate sites through this learning tool

INSTITUTION B

	No of hours	% of Students	Comments
Primary Undergraduates	1		Integrated lecture. Bullying within lecture on Behaviour Management
Secondary Undergraduates Music			Nothing specific in BMusic Education or BEd Music, although it does come up within areas of behaviour management and more general aspects of education studies
Primary Post-graduates			
Secondary Post-graduates			

INSTITUTION C

	No of hours	% of Students	Comments
Primary Undergraduates	2 1 full day 3	100% 100% 100%	BEd 4 Christian Ethics Programme "Bully No More" Lectures in Educational Studies/Health Education Planned major input for BEd 4 next session Practical Drama Conventions to explore context of Bullying in Primary School
Secondary Undergraduates BEd (Music)	4	100%	Reading, workshop and discussion forum
Primary Post-graduates	3	100%	Practical Drama Conventions to explore context of Bullying in Primary School
Secondary Post-graduates	2	100%	Professional Development sessions in ethos, children's rights, pupil support

INSTITUTION D

	No of hours	% of Students	Comments
Primary Undergraduates N/A			
Secondary Undergraduates	See opposite	100%	1st year - 2 x 1 hour lectures in cultural diversity and difference, including bullying 3rd year - 9 x 1 hour lectures and 9 x 1 hour seminars focus on whole school issues including bullying, 6 x 1 day placements are linked to this
Primary Post-graduates			
Secondary Post-graduates			

INSTITUTION E

	No of hours	% of Students	Comments
Primary Undergraduates	8	100%	Dedicated lectures/tutorials in compulsory classes in Year One and Year Three Educational Studies. Also covered in Preparation for teaching tutorials. Option class on PSD also covered aspects. Headteachers 1 hr input on bullying. 1 hr lecture on learning support and 1 hr on managing behaviour - both address bullying issues. 1 hr input child protection and cared for children.
Secondary Undergraduates			
Primary Post-graduates			Anti-bullying issues covered in Educational Studies tutorials. 1 hour on needs of asylum seekers and refugees - needs and integration
Secondary Post-graduates	1hr Lecture and 2 hr Tutorial	100%	Integrated into Guidance 1 Pastoral Care lecture and tutorials
	3 hrs	10%	Area of Professional Development. Guidance elective. Dedicated tutorial

INSTITUTION F

	No of hours	% of Students	Comments
Primary Undergraduates	3		Thesis
Secondary Undergraduates			Programme new as at September 2004
Primary Post-graduates	2		Integrated
Secondary Post-graduates	1	Part of an award in SEN	Dedicated lectures/workshops

INSTITUTION G

Addressing Issues Related to Ethos and Bullying in ITE Programmes

Education Courses
Run in each year of the four year ITE programmes and offer integrated study accessed by B.Ed Primary and B.Ed Physical Education and B.Ed Design and Technology students.

Education 1
(Number of students – 273, Time – indeterminate due to permeating model)
Bullying and ethos are not treated as explicit topics in this course. They are included in the 'Life of the Classroom' block of Education 1Bh which is a sociological study of classroom life from an ethnographic and symbolic interactionist perspective.

Education 2
(Number of Students – 257, Time – again indeterminate due to problem-based learning model)
Unit on Education and Social Justice includes scenarios which involve racist and homophobic bullying. The students discuss these scenarios, identify the various issues, engage in reading and after three weeks present two different sequels or responses (e.g. as a narrative or diary or drama script) accompanied by a theoretical explanation.

Education 3
(Number of students – 240, Time – 3 hours)
Child protection is dealt with specifically in a lecture on *Promoting Personal Safety in Schools* given by Andrew Mellor from the Anti-Bullying and Scottish Schools Ethos Networks. Lecture synopsis is as follows:

> *It is now accepted in Scotland that the creation of a positive non-bullying ethos in schools is central and not peripheral to improving achievement. This work which is done in the classroom to protect children from bullying is virtually identical to that which is aimed at protecting them from adult abuse.*

Students are invited to visit the following page on the Anti-bullying Network website for further information
http://www.antibullying.net/staffinfo.htm
They subsequently lead a workshop that addresses a number of issues raised by the lecture.

Education 4
(Number of students – 225, Time – indeterminate due to delivery model)
Education 4A takes the form of a professional project which involves students in carrying out research during their final school placement. A few students each year undertake projects investigating issues such as positive behaviour management, pupils' self-esteem/self-value, and/or school policies designed to promote these aspects.
While no-one has dealt with anti-bullying specifically, the above topics necessarily impinge on related issues.
Education 4B takes the form of a one week conference designed as a culminating experience for the four year ITE programmes. In past years HMIE such as Alistair Marquis and Christine Knight have made presentations on Child Protection, though they are to discontinue this in light of the recent initiative to carry out child protection inspections. It is anticipated, however, a new member of staff with experience and expertise in this area will be able to take on a role at the conference and elsewhere in addressing these topics.

PGCE Primary

(Number of students – 222, Time – indeterminate due to integrated approach)

The topic of bullying is not treated in isolation in the PGCE Primary programme. Issues are addressed within the wider 'promoting positive behaviour' context through lectures and workshops (the latter including simulation exercises) that focus on classroom discipline and managing pupil behaviour.

B.Ed Primary

(Number of Students – 585)

Year 4 option courses on School, Home and Community Partnerships and Special Educational Needs respectively, frequently involve discussion of bullying/ethos related areas.

Ongoing work with the PGCE Coordinator and with colleagues to create a coherent programme on Managing Behaviour. For the B.Ed this would mean some input on bullying and ethos possibly included as part of specific preparation for school placement.

B.Ed Physical Education

(Number of students – 375, Time – indeterminate due to permeation model)

The programme tries where possible to exemplify good practice in practical settings across a range of contexts. Part of that good practice in all four years involves integrated consideration of issues of inclusion and diversity and strategies for whole classes based on equity and opportunity.

Programme staff strongly believe that an integrated approach is better for repeatedly highlighting bullying and ethos issues than separate single lectures.

B.Ed Design and Technology

(Number of students – 45)

Programme relies heavily on the input provided via the Education courses.

PGCE Secondary

(Number of students –257, Time – see below)

All students contribute to cross subject seminars on themes such as social justice.

Approximately 20% (about 50) students are involved in the Guidance elective which includes a focus on bullying.

A few students choose to investigate bullying as apart of their professional project research while others will come across the topic through looking at school policies.

80% of students participate in Citizenship elective which deals with values education.

DETAILS OF ANY INPUT ON SCHOOL ETHOS IN ITE COURSES FOR STUDENTS GRADUATING IN 2004

INSTITUTION A

	No of hours	% of Students	Comments
Primary Undergraduates	2	100%	BEd1: Introduced as part of 'Health Awareness'. HGIOS indicators used when evaluating issues of school ethos. BEd2: 'Relationships' input again has focus on school ethos. *
Secondary Undergraduates N/A			
Primary Post-graduates	2	100%	Same input from Health staff (see BEd)
Secondary Post-graduates	2	100%	Specific input in School and Professional Studies lectures. Integration in other Health/School & Professional Studies lectures.

* At all levels of BEd students are provided with links to ABN website through our VLE. Each year group has a specific site within Blackboard and staff provide links to appropriate sties through this learning tool.

INSTITUTION B

	No of hours	% of Students	Comments
Primary Undergraduates	4	100%	Lectures, workshops
Secondary Undergraduates			BMus yr 3 Education work alongside PG Secondary programmes to cover aspects of school ethos.
Primary Post-graduates			
Secondary Post-graduates			

INSTITUTION C

	No of hours	% of Students	Comments
Primary Undergraduates MA **BEd**	24 2 hrs in BEd 1-3 Integrated Team	100% 100%	Integral to BEd 3 RE course and Catholic Teacher Formation Preparation for school experience through the Integrated Team
Secondary Undergraduates	12 4	60% 100%	Catholic Teacher Formation & Philosophy of Religious Education Module Dedicated lecture, follow up reading & workshop & discussion forum
Primary Post-graduates	12	100%	Catholic Teacher Formation & Moral Education Programme
Secondary Post-graduates	4 3	100% 100%	Catholic Teacher Formation & Moral Education Programme Professional Development sessions. Professional Studies seminars with a focus on Ethos

INSTITUTION D

	No of hours	% of Students	Comments
Primary Undergraduates N/A			
Secondary Undergraduates	See opposite		1st year - 1 x 1 hour lecture on school ethos 3rd year - the semester six course described previously is largely focussed on school ethos
Primary Post-graduates N/A			
Secondary Post-graduates N/A			

INSTITUTION E

	No of hours	% of Students	Comments
Primary Undergraduates	6	100%	Lectures and tutorials in Year 2 Preparation for Teaching/students required to observe ethos on placement. Also covered in Educational Studies Years 1 and 2.
		100%	Lecture on Positive Behaviour PETL tutorials covering the same. Guided Study Tasks on Positive Behaviour, Management Positive Language.
Secondary Undergraduates			
Primary Post-graduates			Headteacher input of 1 hr on Bullying. 1 hr lecture on managing behaviour and 1 hr on learning support - bullying and positive ethos covered. 1 hr input Child Protection and cared for children. 1 hr on needs of asylum seekers and refugees - needs and supporting integration. 1 hr on dealing with Aspergers. Anti-bullying/Ethos covered in Ed. Studies tutorials
Secondary Post-graduates	c20 hrs	100%	Mix of dedicated and integrated sessions on positive discipline and inclusion

INSTITUTION F

	No of hours	% of Students	Comments
Primary Undergraduates	3	Yr 4	Integrated
Secondary Undergraduates N/A in 2004			N/A in 2004
Primary Post-graduates	2	100%	Integrated
Secondary Post-graduates	1	As part of SEN award bearing programme	Integrated

Appendix 4

Discussion Questions

Ethos, Anti-Bullying and Positive Discipline within Initial Teacher Education

Thursday 9 December 2004

DISCUSSION POINTS

This form offers participants the opportunity to jot down comments relating to specific questions which may be raised at the seminar.

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1 Ten years ago the anti-bullying input in pre-service courses for teachers was described as 'modest'. What words would you use to describe coverage of the following issues in the initial teacher education courses for teachers now?

        a) anti-bullying
        b) school ethos
        c) promoting positive discipline

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2 Can you suggest any changes to the way these issues are covered in courses at present?

3 Should these topics be covered as discrete topics within courses or subsumed within other issues?

4 Is current coverage of these issues sufficiently differentiated to take account of different work settings which newly qualified teachers find themselves in?

5 Is it reasonable to expect that newly qualified teachers should all have benefited from a similar coverage of core knowledge and strategies relating to these issues within their courses?

6 If you believe more time needs to be allocated to coverage of these issues within courses can you identify any other issues to which less time should be devoted?

If your comment were to be included in the seminar report and you would wish it to be acknowledged please enter your name and institution here. If you wish to remain anonymous please leave blank.

Please hand this form to one of the organisers or send it to the ABN/SSEN Office at Moray House School of Education, The University of Edinburgh, Holyrood Road, Edinburgh EH8 8AQ by **17th** **December 2004**

Participants and Invited Delegates

The Anti-Bullying and Scottish Schools Ethos Networks ITE Seminar for Invited Delegates, Jordanhill Campus, Strathclyde University, 9th December 2004

LIST OF PARTICIPANTS

Speakers

John l'Anson, Lecturer on ITE and CPD programmes, University of Stirling

Terry Ashton, Adviser (Guidance & Careers), Aberdeen City Council

Brian Boyd, Professor of Education, University of Strathclyde

Valerie Chalmers, School Experience Convenor, University of Dundee

Donald Christie, Vice Dean (Research), Department of Educational & Professional Studies, the University of Strathclyde

Morag Gunion, Lead Inspector: Additional Support Needs, HMIe

Irene Howell, Associate Dean of the School of Education, University of Paisley

Fiona Lavin, BEd Convenor Year for Year 3 and 4, University of Dundee

David McMurtry, Strategic Coordinator (Staffing), School of Education, University of Aberdeen

Andrew Mellor, Manager, ABN and SSEN, University of Edinburgh

Pamela Munn, Dean of Moray House School of Education, the University of Edinburgh and Director of the ABN and SSEN

Marian Rae, Probationer teacher, Ratho Primary School, Edinburgh

Derek Reid, Headteacher, Burnfoot Community School, Scottish Borders

Invited Delegates/Participants

Almost 70 individuals accepted our seminar invitation or nominated someone else to attend in their place. Of those who were unable to attend, most sent their apologies for example the Rt Hon. Jim Wallace. Participants came from 24 local authority areas.

Aberdeen Staged Intervention Supporting Teaching	Ms. Elaine Harding	Development Officer for ASSIST	Aberdeenshire
Aberdeenshire Council	Mr Hamish Vernal	Director of Education and Recreation	Aberdeenshire
Angus Council	Mrs. Gillian Strachan	Principal Officer (Advice & Conciliation)	Angus
Angus Council	Mr Jim Anderson	Director of Education	Angus
Hermitage Academy	Ms. Morag McGinley	APT Guidance	Argyll and Bute
Argyll and Bute Council	Mrs. Sheila Walker	Education Development and Support Officer	Argyll and Bute

Argyll and Bute Council	Mr Douglas Hendry	Director of Community Services	Argyll and Bute
University of Paisley	Mr. Ian Smith	Dean	Ayrshire
University of Paisley	Mrs. Irene Howell	Associate Dean	Ayrshire
University of Paisley	Mr. Robert Stefani	Academic Director, Initial Professional Programmes	Ayrshire
University of Paisley	Mr. Malcolm Errington	B.Ed. Programme Leader	Ayrshire
University of Aberdeen	Ms. Cathy Macaslan	Head of the School of Education	City of Aberdeen
Aberdeen City Council	Mr. Terry Ashton	Adviser (Guidance and Careers)	City of Aberdeen
University of Aberdeen	Mr. David McMurtry	Strategic Co-ordinator (Staff)	City of Aberdeen
Aberdeen City Council	Mr John Stodter	Corporate Director for Learning and Leisure	City of Aberdeen
University of Dundee	Mrs E. Gillies	Head of the Education Department	City of Dundee
Braeview Academy	Mr. David May	Headteacher	City of Dundee
Dundee City Council	Mr. Stephen Faichney	Principal Officer	City of Dundee
Learning and Teaching Scotland	Ms. Pat Campbell	Development Officer	City of Dundee
H.M. Inspectorate of Education	Mr. Kenneth Muir	HMACI	City of Dundee
University of Dundee	Mrs. Valerie Chalmers	School Experience Convenor	City of Dundee
University of Dundee	Ms. Fiona Lavin	BEd Convenor	City of Dundee
Dundee City Council	Ms Anne Wilson	Director of Education	City of Dundee
University of Edinburgh	Prof. Pamela Munn	Head of School	City of Edinburgh
The General Teaching Council for Scotland	Mr. Matthew MacIver	Chief Executive/Registrar	City of Edinburgh
City of Edinburgh Council	Ms. Mo Cunningham	Development Officer for Probationer Support	City of Edinburgh
Scottish Secondary Teachers Association	Mr. David Eaglesham	General Secretary	City of Edinburgh
COSLA	Mr. Rory Mair	Chief Executive	City of Edinburgh
The Educational Institute of Scotland	Ms. Sheena Wardhaugh	President	City of Edinburgh
Scottish Council for Independent Schools	Ms. Judith Sischy	Director	City of Edinburgh
NASUWT			City of Edinburgh
COSLA	Ms. Margaret Alcorn	CPD Co-ordinator	City of Edinburgh
Scottish Parent Teacher Council	Ms. Lynda Grant	Information Officer	City of Edinburgh
SSEN/ABN	Mr. Andrew Mellor	Manager/ABN & SSEN	City of Edinburgh

City of Edinburgh Council	Mr. Ronnie Gillies	Quality Services	City of Edinburgh
Scottish Parent Teacher Council	Ms. Susan McColl	Director	City of Edinburgh
University of Edinburgh	Mrs. Margaret Johnstone	Rapporteur	City of Edinburgh
University of Edinburgh	Ms. Alison Closs	Senior Lecturer	City of Edinburgh
University of Edinburgh	Mr. David K. Thomson	Director of Undergraduate Studies	City of Edinburgh
SSEN/ABN	Mrs. Gina Reddie	Liaison Officer	City of Edinburgh
SSEN/ABN	Mrs. Elise Shaw	Secretary	City of Edinburgh
SSEN/ABN	Ms. Meg Cowie	Information Officer	City of Edinburgh
SSEN/ABN	Ms. Kate Betney	Development Officer	City of Edinburgh
Ratho Primary School	Ms. Marian Rae	Probationer Teacher	City of Edinburgh
Scottish Parliament	The Rt. Hon. Jim Wallace	Minister for Enterprise & Lifelong Learning	City of Edinburgh
TES Scotland	Ms. Elizabeth Buie	Journalist	City of Edinburgh
University of Edinburgh	Miss Natasa Pantic	MSc. Education (Student)	City of Edinburgh
SEED	Ms. Ruth Campbell	Pupil Support and Inclusion Division	City of Edinburgh
City of Edinburgh Council	Mr Roy Jobson	Director of Education	City of Edinburgh
Learning and Teaching Scotland	Mr. Bernard McLeary	Chief Executive	City of Glasgow
University of Glasgow	Dr. Hirek Kwiatkowski	Dean, Faculty of Education	City of Glasgow
University of Strathclyde	Mr. Iain Smith	Dean	City of Glasgow
University of Strathclyde	Prof. Brian Boyd	Professor of Education	City of Glasgow
Childline (Scotland)	Ms. Anne Houston	Director	City of Glasgow
Childline (Scotland)	Ms. Alison Todd	ChildLine Services Manager	City of Glasgow
University of Strathclyde	Mr. Donald Christie	Vice Dean (Research)	City of Glasgow
H.M. Inspectorate of Education	Ms. Morag Gunion	Lead Inspector - Additional Support Needs	City of Glasgow
University of Strathclyde	Ms. Isobel Calder	Director, PDU	City of Glasgow
University of Glasgow	Ms. Catherine O'Hare	Lecturer	City of Glasgow
University of Strathclyde	Dr. Simon C. Hunter	Lecturer	City of Glasgow
Clackmannan Nursery School	Ms. Miranda Miller	Headteacher	Clackmannanshire
Clackmannanshire Council	Mr Dave Jones	Director of Services to People	Clackmannanshire

Comhairle Nan Eilean Siar	Mr Murdo Macleod	Director of Education	Comhairle Nan Eilean Siar
Dumfries and Galloway Council	Mrs. Elspeth Penny	Staff Tutor, Recruitment and Induction	Dumfries and Galloway
Dumfries and Galloway Council	Mr Fraser Sanderson	Director of Education and Community	Dumfries and Galloway
East Ayrshire Council	Mr. Tom Williams	Principal Psychologist	East Ayrshire
East Ayrshire Council	Ms. Maggie Fallon	Youth Strategy Manager	East Ayrshire
East Ayrshire Council	Ms. Grace Scott	Quality Improvement Officer	East Ayrshire
East Ayrshire Council	Mr John Mulgrew, OBE	Director of Educational and Social Services	East Ayrshire
East Dunbartonshire Council	Mr John Simmons	Head of Education	East Dunbartonshire
Anti-Bullying East Lothian	Ms. Caroline Harris	Project Co-ordinator	East Lothian
East Lothian Council	Mr. Alan Blackie	Director of Education & Children's Services	East Lothian
East Lothian Council	Mr Alan Blackie	Director of Education and Children's Services	East Lothian
East Renfrewshire Council	Ms. Victoria Fleming	Quality Improvement Officer	East Renfrewshire
East Renfrewshire Council	Mr John Wilson	Director of Education	East Renfrewshire
Sacred Heart Primary School	Mrs. Rose Hart	Headteacher	Falkirk
Lecropt School & Family Support Service	Mr. Hugh Jones	Principal	Falkirk
Falkirk Council	Ms. Ann Carnachan	Head of Educational Support	Falkirk
Falkirk Council	Ms Julia Swan	Director of Education	Falkirk
Fife Council	Ms. Claire Gemmell	CPD Co-ordinator	Fife
Fife Council	Mr Roger Stewart	Head of Education	Fife
Scottish Pre-School Play Association	Ms. Ruth Brodie		Glasgow
Shawlands Academy	Mr. Anwar Din	Principal Teacher of Guidance	Glasgow
Glasgow City Council	Mr Ronnie O'Connor	Director of Education	Glasgow
Highland Council	Mr Bruce Robertson	Director of Education, Culture and Sport	Highland
Inverclyde Council	Ms. Irene Watters	Adviser to Education Services	Inverclyde
Inverclyde Council	Mr Bernard McLeary	Executive Director of Education	Inverclyde
Sapporo Gakuin University	Assoc. Prof. Mitsuyasu Tomita	Associate Professor, Faculty of Humanities	Japan
Midlothian Council	Ms. Maureen MacDonald	Headteacher	Midlothian

Midlothian Council	Mr Donald MacKay	Director of Education	Midlothian
Moray Council	Mr. Douglas Wilson	Inclusion & Support Manager	Moray
Moray Council	Mr Donald Duncan	Director of Educational Services	Moray
North Ayrshire Council	Mr. Allan Beattie	Principal Officer (Special Services)	North Ayrshire
North Ayrshire Council	Mr John Travers	Corporate Director (Educational Services)	North Ayrshire
Pentland School	Mr. Iain Porteous	Headteacher	North Lanarkshire
North Lanarkshire Council	Ms. Agnes M. Donnelly	Inclusion Support Manager	North Lanarkshire
North Lanarkshire Council	Mr Michael O'Neill	Director of Education	North Lanarkshire
Orkney Islands Council	Mr Leslie Manson	Director of Education	Orkney
Perth & Kinross Council	Ms. Jean Cessford	Service Manager (Support for Staff)	Perth and Kinross
Perth and Kinross Council	Mr George Waddell	Director of Education and Children's Services	Perth and Kinross
Renfrewshire Council	Ms Shelagh Rae	Director of Education	Renfrewshire
Burnfoot Community School	Mr. Derek Reid	Headteacher	Scottish Borders
Scottish Borders Council	Mr Glenn Rodger	Director of Education	Scottish Borders
Shetland Islands Council	Ms Alex Jamieson	Head of Service, Education Service	Shetland
Shetland Islands Council	Mr. Jim Reyner	Education Development Officer	Shetland Islands
South Ayrshire Council	Mr Michael McCabe	Director of Education, Culture and Lifelong Learning	South Ayrshire
South Lanarkshire Council	Mrs. Margaret Clelland	Education Resources	South Lanarkshire
South Lanarkshire Council	Ms. Mamta Yadav	Parent Support Officer	South Lanarkshire
	Ms. Jacqueline McLynn		South Lanarkshire
South Lanarkshire Council	Ms Maggi Allan	Executive Director of Education Resources	South Lanarkshire
The University of Stirling	Prof. Peter Cope	Head of Institute	Stirling
Stirling Council	Ms. Linda Kinney	Head of Early Childhood & Out of School Care	Stirling
University of Stirling	Dr. John I'Anson	Lecturer	Stirling
University of Stirling	Ms. Claire Whewell	Teaching Fellow	Stirling
University of Stirling	Mr. Andrew Bruce	Senior Teaching Fellow	Stirling
Stirling Council	Mr Gordon Jeyes	Director of Children's Services	Stirling

West Dunbartonshire Council	Ms. Grace Gunnell	Integration Manager (Education and Cultural Services Department)	West Dunbartonshire
West Dunbartonshire Council	Mr Bob Cook	Director of Education and Cultural Studies	West Dunbartonshire
West Lothian Council	Ms Kate Reid	Director of Education and Cultural Services	West Lothian
HM Inspectorate of Education	Dr. Bill Maxwell	Chief Inspector	West Lothian