

The Journey to Excellence

Professional Development Pack

Promoting Respect



A RESOURCE FOR SCHOOLS AND
EARLY EDUCATION IN SCOTLAND

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AIMING FOR
EXCELLENCE

EXPLORING
EXCELLENCE

JOURNEYS TO
EXCELLENCE

HOW GOOD
ARE WE NOW?

PLANNING FOR
EXCELLENCE

Professional development pack topics have been chosen to help you plan your journey through popular staff development themes. They provide “guided tours” through some of the resources on The Journey to Excellence website as a window onto excellent practice. Engaging with the associated activities will help you to reflect on and develop your practice purposefully.



“The principal goal of education in schools should be creating men and women who are capable of doing new things, not only repeating what other generations have done.” Jean Piaget

Purpose of this activity

This pack provides all those working with children and young people with opportunities for reflecting on learners’ attitudes and relationships, and how these have an impact upon their development as successful, confident, responsible and effective young people. It explores how some establishments have developed their capacity to develop learners’ skills, values, and attitudes. It encourages participants to consider how they could, in their own contexts, enable each learner to reach and build his or her potential.

Learning outcomes

After completing this programme you will have:

- reflected on your practice and the needs of your learners
- extended your knowledge and expertise through studying innovative and creative practice
- planned how to develop your practice to incorporate some new concepts and ideas; and
- shared views with colleagues

Who is this for?

This programme is for all who work with learners in all sectors. It has particular relevance for those who design and deliver learning experiences in the classroom but is not restricted to teachers. Indeed the programme has relevance for a wide range of partners and professionals working in other sectors and who contribute to the care and education of children and young people.

What will I/we need to work through this programme?

You will need access to the online resource which supports *The Journey to Excellence*. It may also be helpful to have your copy of *The Journey to Excellence* to hand.

Hyperlinks throughout the pack link to other useful documents and web sites.



Is this an individual activity or do I need to work with others?

This professional development pack is a collaborative and consultative experience. It can be used with everyone involved in providing care and support for learners, and is written for groups to carry out together. These can be stage or cross-stage, teaching, support or mixed groups, they can include learners, parents, allied professionals and members of your wider learning community.

Please do not overlook the examples of excellent practice illustrated in different sectors from your own. There is much to be gained from looking outwith our own sector for ideas which we can adopt and adapt to achieve similar or different outcomes. The main aim, however, is to demonstrate clearly how these establishments have identified a need and innovated to meet that need, and to encourage your group to do likewise.

You should also carefully consider how engagement with this programme has changed and improved your school's ethos and outcomes for learners with whom you work. To that end it is worth reminding ourselves that our ambition for the children of Scotland is that they should be ambitious for themselves and be **confident individuals, effective contributors, successful learners and responsible citizens**.

To achieve our vision, children need to be:

Safe: Children and young people should be protected from abuse, neglect and harm by others at home, at school and in the community.

Nurtured: Children and young people should live within a supportive family setting, with additional assistance if required, or, where this is not possible, within another caring setting, ensuring a positive and rewarding childhood experience.

Healthy: Children and young people should enjoy the highest attainable standards of physical and mental health, with access to suitable healthcare and support for safe and healthy lifestyle choices.

Achieving: Children and young people should have access to positive learning environments and opportunities to develop their skills, confidence and self esteem to the fullest potential.

Active: Children and young people should be active with opportunities and encouragement to participate in play and recreation, including sport.

Respected and responsible: Children, young people and their carers should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their communities.

Included: Children, young people and their carers should have access to high quality services, when required, and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality.

How long will it take?

You can select *one theme* as a short staff development activity or work through the whole dimension over the course of an in-service day or a series of workshops. If you are presenting this to others you could copy the quotations and activities into a PowerPoint. However, the impact will lie in putting your thoughts and ideas into practice, which means discussing, innovating, applying, reviewing and revisiting your practice over time.



Before you start, print and display these key words prominently on a whiteboard or around the walls:

Confident individuals

Effective contributors

Successful learners

Responsible citizens

Safe

Nurtured

Healthy



Achieving

Active

Respected

Responsible

Included



Introduction



Movie

[Wellbeing introductory movie](#)



Activity

Spiritual, physical and emotional health

The next movie shows how James Gillespie’s High School developed a holistic programme for health promotion for the physical and mental wellbeing of everyone in school.

Use the same levels of organisation to consider how you could promote your learners’ personal development through being...

Friends of the school	Friends of the neighbourhood	Friends of the planet



Movie

[Promoting physical and mental wellbeing](#)



Promoting positive relationships within a learning, caring and inclusive school community

“... the development of the personality, talents, mental and physical abilities of the child or young person to their fullest potential”

Standards in Scotland’s Schools etc Act 2000



Movie

[Promoting positive relationships within a learning, caring and inclusive school community](#)

“Count us In” (HMIE, 2002) stated that:

An inclusive approach involves

- *Creating an ethos of achievement*
- *Valuing a broad range of abilities and achievements*
- *Promoting success by removing barriers to learning*
- *Countering conscious and unconscious discrimination*
- *Actively promoting a positive appreciation of diversity*



Movie

[Promoting positive relationships](#)

Blairmore Nursery is promoting positive relationships where everyone feels valued. Staff describe how “key workers” take each child forward as an individual and develop their capacity to relate to others, giving them confidence to learn from their mistakes.



Activity

- Divide into groups of three. Choose relevant **aspects of inclusion cards** for each group to discuss.
- Return to hear a brief summary of each group’s discussions and add any further important reflections from the whole team.
- Choose anywhere between one and three “**Live Issues**” where you feel you most need to improve.
- As a whole, agree three **Action Points** towards your strategy to improve inclusion.



Aspects of inclusion cards

1. What does an **ethos of achievement** look like in our school? Is curricular attainment being complemented by a broad range of achievements in activities beyond the classroom and the personal and social realms? Do we value broader achievement beyond traditional “attainment” as highly?

2. What **barriers to learning** do our learners face? How do we identify and address barriers to learning?

3. How are our learners **excluded** – do they have difficulties with their learning, their behaviour, their English, their mobility? Are they geographically remote or socially isolated? Are all learners and parents successfully accessing the full range of the school’s provision and participating fully? How do we engage and motivate alienated and disaffected learners and their families?

4. What do we do to teach learners about the **rights of others**? How do we enable our learners to recognise conscious and unconscious discrimination? How do we promote a positive appreciation of diversity?

5. How inclusive is our **curriculum**? How does it respond to varied interests, talents, abilities, learning styles? How do we collaborate with allied professionals, parents and others who can help?

6. How are we “**closing the gap**”? How are we breaking the cycle of social disadvantage? Are all learners attaining challenging targets appropriate to their individual needs? How are we monitoring this? How are we using integrated networks to support lifelong learning, raise the status and value of learning, and put our school at the heart of this network in our community?

7. How does our planning for learners with **additional support needs** focus on the quality of the learners’ experience rather than the “integrated” placement?



Movie

[Creating an ethos for excellence](#)

The headteacher, staff and students of St Andrew’s Secondary School reflect on how the school sustains an ethos that promotes the highest quality of support for all learners. *“We respect everyone equally.”* Students describe how clubs engage them and improve their self worth.

“We provide our pupils with a wide range of opportunities for achievement in the broadest possible range of contexts”.



Activity

Brainstorm a list of such opportunities provided by your establishment.

For each and as a whole, establish: How can we ensure that these opportunities for achievement are:

- **Inclusive**, so everyone’s interests are catered for and everyone can access what they need
- **Focused** on promoting personal development at an individual level, for example meeting learning needs to develop skills or knowledge towards their career ambitions, improving their social competence, or developing their special talents to the full
- **Planned** to be valuable high quality learning experiences
- **Targeted**, so that the intended outcomes of participation are clear to learners
- **Recorded**, so that we can monitor our learners’ development over time
- **Progressive**, so that they build our learners’ skills as confident individuals, effective contributors, successful learners and responsible citizens?



Movie

[Head, heart and soul](#)

The headteacher of St Thomas of Aquin's High School presents a philosophy of excellence based upon *“the head, the heart and the soul”*. Staff support pupils to reach their potential *“... to make you want to learn”*. They value the whole person; identify barriers to learning, design home study which encourages young people to become effective learners. They engage support for learning and guidance staff as a team to support all learners.



Read

“In the most effective secondary schools, guidance staff played an important role in supporting and monitoring the academic progress of individual pupils as part of a whole-school approach to raising standards. They worked closely with members of the senior management team and subject teachers within a coordinated whole-school approach. They were involved in monitoring progress and setting challenging but achievable targets for improving pupils' attainment. In the best practice, pupils were encouraged to record and review their own achievements and were closely involved in setting their own targets, including those in PSD. Guidance staff discussed progress and reviewed targets with individual pupils at least once a year. Such meetings were more frequent where pupils were having difficulties.”

Personal Support in Scottish Schools, HMIE



Activity

This report contained the following recommendation:

“Ensure that all schools implement effective arrangements for monitoring and supporting the progress of individual pupils, combining tracking of attainment, broader achievements and aspects of personal and social development”

In groups, consider how your support for learning and pastoral team (or whole staff team) are working together to monitor and meet **all** the needs of **all** the learners in your establishment including ensuring that they are developing as confident individuals, effective contributors, successful learners and responsible citizens. How can you:

- establish effective approaches to evaluating and recording progress in personal and social development
- improve the use of individualised educational programmes (IEPs) and other forms of individual target setting to ensure that learners have a simple and clear understanding of what they are aiming to achieve
- ensure that all parents and carers, including those who may be anxious or reluctant to attend regular school events, are effectively engaged in discussion about their child's progress?

Add your agreed actions to your **Action Point** list from earlier.



Supporting children and young people

“The social context within which young people live has been changing significantly in recent years. All young people are subject to new, sometimes insidious pressures; many may experience temporary difficulties as they grow up; some suffer from real deprivation and do not enjoy the kind of supportive relationships which they need to feel safe and to benefit fully from their education. In this changing context it is vital that we continue to re-appraise established practices and find new ways of providing effective support to all pupils.”

Personal Support in Scottish Schools, HMIE



Movie

Fostering emotional literacy

Forthview Primary School put these ideas into practice. They transformed relationships through adopting a whole school approach to emotional literacy. They enabled pupils to understand and express how they feel, and get on with other people. They found that this reduced emotional distress which was a barrier to learning, taught their children how to cope with stressful situations and increased their ***readiness for learning***.



Activity

Ten standards for personal support in schools

Planning improvements in our practice

1. Work in groups of around 6. Give each group a copy of these ten standards (below) and ask them to agree highlights as follows:

Our practice is excellent

Our practice is sound

Our practice requires improving

2. Gather and compare the groups' highlights. Starting with any standard which a group has highlighted **red** where others have not, ask them to explain their reasoning.

3. In groups again, focus on the identified standards where practice is excellent, and where it requires improvement. Gather suggestions for improvement focusing on the outcomes for learners. Groups could structure their discussions using the table below.

What we do well?	How do we know?	What we can do better?	How we can do this?	What difference will this make to our learners?



Ten standards for personal support in schools

1. *Makes opportunities for developing the knowledge, skills and attitudes children and young people need to enable them to seek information and support throughout life.*
2. *Provides access to information to help children and young people make informed decisions and choices.*
3. *Makes opportunities for children's citizenship and participation, through involvement in their school community, their neighbourhoods and in democratic society.*
4. *Provides regular review of progress in learning, and personal and social development.*
5. *Helps with transitions between stages in education and between different providers of education and personal development opportunities.*
6. *Helps to plan for the future.*
7. *Provides access to staff by children and parents who want support.*
8. *Co-ordinates support between agencies and schools, wherever learning takes place.*
9. *Respects confidentiality.*
10. *Ensures time and space to seek help.*

[Happy, safe and achieving their potential, HMIE, 2006](#)

More detailed descriptions of each of the ten standards can be found here:
<http://www.LTScotland.org.uk/>

Providing the whole school community with positive experiences that promote and protect their health

"Mens sana in corpore sano"

"Learning and health go hand in hand. Good health of children and young people is a prerequisite for educational achievement. Good health of teachers is important to the development of effective schools. Health promoting schools aim at empowering students, staff and parents to actively influence their lives and their living conditions."

Education and Health in Partnership European Conference, 2002



Movie

[Providing the whole school community with positive experiences that promote and protect their health](#)

"Health promotion in schools is not just about encouraging children and young people to eat well and to exercise; it encompasses a much broader holistic approach. This approach is called the 'whole school approach', which includes promoting the physical, social, spiritual, mental and emotional wellbeing of all pupils and staff."

Health Promoting Schools web site.



Movie

[Positive experiences that protect health](#)

Abercorn School staff and pupils review and evaluate approaches to promoting wellbeing and respect, healthy attitudes and behaviours in young people. Clearly, they want their learners to be confident, self assured, and able to make their own decisions.



Read

"A health promoting school is one in which all members of the school community work together to provide pupils with integrated and positive experiences and structures, which promote and protect their health. This includes both the formal and the informal curriculum in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health."

The World Health Organization, 1995



The main aims of health promoting schools are:

- to promote the physical, social, spiritual, mental and emotional health and wellbeing of all learners and staff
- to work with others in identifying and meeting the health needs of the whole school and its wider community.



What do we mean by health promoting?

Keeping learners safe and healthy when they are in our care.

Or

Education about safe and healthy lifestyles – ensuring that children, young people their parents and the community know how to be safe and healthy.

Activity

Both?

Something else?

In groups, complete the table to include in each box **ONLY ONE** most significant improvement you could make to promote health.

	Physical	Social	Spiritual	Mental	Emotional
Learners					
Parents and the wider community					
Staff					

Collate participants' tables for the next session where you can plan how to move forward.



Promoting positive healthy attitudes and behaviours

“Where pupils lacked self-esteem and had difficulties in relating to others, their attainment and achievements were adversely affected. All schools promoted pupils’ PSD through their values and ethos, as well as through formal and informal programmes, often targeted on specific aspects such as health, equality and citizenship.”

Personal Support in Scottish Schools, HMIE,

Promoting positive healthy attitudes and behaviours



Movie

Childhood and adolescence involves:

- > Making transitions – from nursery to primary, from primary to secondary
- > Choosing friends, making and breaking friendships
- > Setting personal goals and reflecting on achievements
- > Making subject choices and career planning decisions
- > Coping with deadlines, tests and exams
- > Taking personal responsibility, such as for hygiene, choice of foods, personal habits and health choices
- > Having relationships and losing relationships
- > Developing personal identity and sexual identity
- > Communicating, negotiating, resolving
- > And more...

The time of your life?



Some children face significant challenges

- > Everyone experiences bereavement at some point in their lives
- > Around 1 in 5 children and young people report experiencing bullying in school
- > Around 80 children and young people under the age of 16 become homeless every day
- > Every year 9,000 children and young people under 16 run away from home. A quarter of these will sleep rough while away from home
- > Just over 11,200 children and young people are looked after by local authorities
- > Around 42 of every 1000 young women aged 13-19 become pregnant
- > Just over 17 children in every 1000 are now born to drug misusing mothers
- > An estimated 100,000 children and young people live with the domestic abuse of a parent or carer, and between 40% and 60% of these are also attacked.
- > And more...

SOURCE: NCH FACTFILE 2003: FACTS AND FIGURES ABOUT SCOTLAND'S CHILDREN

Happy, Safe and Achieving their Potential, HMIE, 2006



Movie

[Creating whole school values.](#)

Allan’s Primary School focus on promoting positive healthy attitudes and behaviours. Staff, parents and teachers work closely to establish school values and establish a clear understanding amongst pupils of *what* target behaviour *looks like*.

OR view

[Promoting positive behaviour](#)

Clippens School parents describe the improvements in their children’s behaviour and the impact of this on family life. We see parents say they “look forward to” taking their child into social contexts knowing that they will know how to behave appropriately. This school takes a whole-child and family approach.



Activity

“It is very important to support the needs of children and young people who often, for understandable reasons, feel alienated and whose outward behaviour can often disrupt not only their own education, but that of many other pupils...Children and young people should learn in an environment which offers well-judged praise and recognition of achievement, and which looks for and focuses on their strengths, takes them seriously and shows a genuine interest in them.”

Better Behaviour, Better Learning (Report of the Discipline Task Group, 2001)

- What do children and young people do when they behave inappropriately?
- Why do they not always behave appropriately?
- Whose responsibility is their behaviour?



Working in small groups ask each person to think of a time when they had difficulty with a child or young person’s behaviour. Describe the behaviour and the events surrounding it. Then, using questions, explore how things might have been done differently with the questions “should we have”, “would we have” and “could we have”. Give staff plenty of time to share stories, ideas and good practice.

To finish, give everyone in turn the opportunity to make a simple statement: “What I believe about the behaviour of children and young people.”



Movie

[Whole school approach to motivation](#)

Camstradden Primary School worked closely with an Educational Psychologist to adopt a motivational model to reach all learners.



Read

“Schools play a central role in the lives of most young people. But they do not do so in isolation from other influences on young people’s lives. Schools work with other agencies, in health, social work, police and beyond, to give young people the support they need. That integration of services is vital if we are to meet the needs of young people. This review recognises the importance of working together with partners and building on the foundation of a positive school ethos, to create caring school communities in which children and young people are seamlessly supported.”

Happy, Safe and Achieving their Potential, HMIE, 2006

“There is a wide range of factors which affect a person’s behaviour, and there is no one way of dealing with the complex problems which can be faced by children, young people and their families. Children’s experiences and behaviour in school cannot be disassociated from all other aspects of their lives, including within their families and communities. Accordingly, what happens to children in school is of interest to their parents/carers and involved professionals, and what happens to them in families and communities is of interest to teachers and schools. In order to develop shared values and understanding of the needs of children and young people, and to maximise the response to those needs, partnership working involving parents/carers, education, social work, health, voluntary agencies and other professions is essential.”

Better Behaviour, Better Learning, The Discipline Task Group, 2001



Activity

Brainstorm together a list of **those who** can help learners and **how they** can help. (It would be particularly useful at this point to have representatives of the range of people you work with present.)



Moving your school on.

There are many ways in which you can promote wellbeing and respect. Here are four diverse *Case Studies*. Choose one of these and consider how you can move your school on now to more effectively promote wellbeing and respect. Reflecting back to the introductory movie to this pack, remember that your innovations must fit your context. The *type* of project is less important than the outcomes for learners. Be inspired.



Movie

[A philosophical approach](#)

Oban High School pupils and staff describe the thinking skills gained from studying higher philosophy in terms of their approach to thinking, explaining and justifying their opinions.

[A fair trade story](#)

In Our Lady's High School Global citizenship is a key feature and an important element of the curriculum. Pupils learn about justice through enterprising activity and "Action learning".



Movie



Movie

[In a nursery setting](#)

Doune Primary School nursery staff describe how they arrived at the decision to develop child-centred "learning groups" where innovation and creativity is fostered. They had a clear aim: "*We wanted to make the children visible*". Pupils learn in interest groups. Staff give strong value to their prior knowledge. Planning for learning starts from the child.

[Global citizenship](#)

Condorrat Primary School used the Comenius project to help pupils to understand other cultures and make links between pupils themselves in order to help them to understand differences and inclusion.



Movie