

Inspiring Lecturers

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Innovation and collaboration

College Professionalism Sub-group member Gina Wilson shares her vision for the college sector

What does your role entail and how has it changed in the wake of Covid-19?

College Development Network (CDN) is the sector development and innovation agency for colleges in Scotland. My role is to help colleges collaborate, particularly in relation to workforce development. I oversee CDN's practitioner networks, manage our digital training offer through [CDNLearnOnline](#) and develop collaborative project activity on anything from data science to youth finance.

In the wake of coronavirus, I am spending more time on digital capability, mental wellbeing and poverty. The rapid transition to online delivery in colleges has increased demand from staff for support to improve their digital skills. So too has it increased their need to engage with peers.

Coronavirus has undoubtedly exacerbated inequality. CDN is organising a national college sector enquiry into the ways in which colleges can work across the country to address complex poverty challenges in Scotland's communities. We hope the enquiry will support colleges to share ideas and extend their impact.

What does innovation look like in the college sector?

Innovation in colleges exists in all areas, from approaches to learning, to administration. In March this year, the Scottish Government announced the latest collaborative projects between

colleges and regional businesses to be supported through the College Innovation Fund. These address emerging industry skills needs in several areas.

A great example of innovation in learning and teaching, recognised at CDN's College Awards, is a technology collaboration between an Argyll College UHI hairdressing tutor and an Oban High School S5 pupil. Together they developed a computer game to teach Skills for Work hairdressing, which reinforces how colour neutralisation works – a fundamental and complex concept within the hairdressing curriculum. Affectionately named 'Game of Tones', it is an innovative way of using technology to reinforce theory-based learning.

In the next few years, expect to see much more innovation driven by collaboration. The sector has a vision for the 'College of the Future'; it feels like the future has arrived early.

What has been the impact of moving to online learning?

With Jisc, CDN is providing live EdTech webinars four-days a week. Regular, short opportunities for learning and interaction have been welcomed by the sector. The 'Virtual Bridge' sessions are also recorded and shared on YouTube, to provide staff access to a bank of just-in-time learning opportunities. Colleges have adapted quickly to new ways of working.



Gina Wilson, Head of Innovation and Partnerships at CDN

You are also on the Professionalism Sub-group of the College Lecturer Registration Working Group. What is its role?

It provides advice, support and assistance to the College Lecturer Registration Working Group on key areas such as enhancing the culture of college professionalism; developing college sector support to champion the College Lecturer Professional Standards; Career Long Professional Learning (CLPL); and advising on sector and role specific guidance and support.

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Introducing Inspiring Lecturers

In the **first edition of this newsletter** we asked readers to send in suggestions for the name of this publication. We had some excellent ideas with the winning suggestion, *Inspiring Lecturers*, coming from Bill Brown of Dundee and Angus College. Congratulations to Bill, who wins an iPad, and our runner-up Nicola Davidson of Glasgow Clyde College.

How do the Professional Standards impact professional learning?

The Standards are designed to support and encourage lecturers to develop a clear understanding of their role, to shape their everyday practice and recognise their contribution to wider student outcomes. Underpinning the Standards is the expectation that individual

lecturers will commit to and be responsible for their own continuous professional learning.

The Standards inform professional teaching qualifications and CLPL; support lecturers to be critically reflective and evaluative practitioners; and encourage collegiate working. National agencies can refer to the Standards to provide high quality professional learning and development opportunities.

What is your vision for the college sector?

Colleges provide transformational opportunities for individuals and are agents for economic and social change in their regional communities. Our vision at CDN is that Scotland's colleges will enhance student success, support a prosperous economy, and help our communities to thrive by providing flexible and personalised technology-enhanced learning.

By Anne Keenan, National Officer (Education), EIS

Strengthening education together

"We must use collegiality not to level people down but to bring together their strength and creativity." When Andy Hargreaves made this statement, none of us would have imagined the challenges presented in the face of the global pandemic, Covid-19. And yet, now more than ever, we are seeing these words being brought to life through the strength and collegiality of all key workers, teachers and lecturers among them.

Across Scotland, as education has largely shifted from classrooms to living rooms, teachers and lecturers have found strength collectively in sharing ideas, developing practice through professional learning and trialling innovative ways to reach learners and touch their lives at this time of crisis. Adapting to 'the new normal' has undoubtedly brought professionalism to the fore. Discussions on the awarding of senior phase and post 16 qualifications in Further Education, for example, have focused strongly on the centrality of teacher professional judgment to our education system and on valuing the assessments made by those who know the learners best.

Championing professionalism

Back in the 1960s, the EIS recognised the importance of teacher professionalism and even took strike action to force the creation of a Professional Standards body. Since then, GTC Scotland has defined and set high expectations of teacher professionalism. It has encouraged teacher engagement with, and demonstration of, Professional Standards, through professional learning and meaningful participation in professional review and development opportunities. Its value is clear in supporting the recruitment, retention and professional development of a diverse teaching workforce. As a teacher-led and teacher-funded regulatory body, GTC Scotland has achieved international recognition for its role as gatekeeper of the teaching profession in Scotland and for the assurance which this brings of high-quality educational experiences for our children and learners.

It was not accidental that the EIS and GTC Scotland, with others, worked in partnership in opposing attempts by groups such as Teach First to undermine the professional standing of teachers. The education system as a whole has benefitted from this commitment, and with college registration, it will benefit further.

Teachers across Scotland play a vital role in the Council

and Committees of GTC Scotland, ensuring that practitioner voice is heard, that equalities remain central to the vision of Scottish education and that the challenges which the profession is facing are fully reflected and considered in the decisions made. This level of practitioner engagement is fundamental to the operation of GTC Scotland and is the hallmark of self-regulation, a basic tenet of professionalism.

The registration of college lecturers with GTC Scotland brings an opportunity, for the first time, to formally recognise that same level of professionalism demonstrated by lecturers in Scotland's colleges. With GTC Scotland holding the College Lecturers' Professional Standards, registration affords the opportunity for lecturers to engage in high-quality professional learning and to reflect on the value of that learning through meaningful professional dialogue and PRD processes. Registration will also provide an opportunity for the voices of college lecturers to be heard in relation to their own professional standards.

College lecturers play a pivotal role in our education system, helping to bridge the attainment gap by enabling many people to access further and higher education or to embark upon a range of employment opportunities. In recent months, the vital role they play in reaching some of our most vulnerable and disadvantaged learners has become even more apparent. And it is clear that this will continue as we move forward and try to deliver education in new and creative ways.

Professionalism and collegiality, underpinned by professional registration, must therefore frame the context in which learning and teaching in further education is considered to meet the needs of a diverse group of learners.

The EIS is committed to maintaining the momentum of the work underway to progress the registration of college lecturers with GTC Scotland and to support the championing of professional learning for the sector.

The current public health crisis will undoubtedly present challenges in the months ahead as we strive to drive this project forward but now more than ever, we must build on the principles of collegiality in the manner and spirit highlighted by Andy Hargreaves. A strongly collegiate approach coupled with some creativity is what's needed to deliver registration and advance lecturer professionalism for the benefit of college lecturers and students alike.

Going beyond blended learning

When Covid-19 closed City of Glasgow College, it provided an opportunity to showcase digital learning resources, says Head of Digital Skills Joe Wilson



City of Glasgow College jumped very quickly from developing blended approaches – online resources that support classroom-based delivery – to total online learning. Our virtual learning environment, Moodle, became the platform for delivering a fully online experience.

Since then, our priority has been working on improving communication between lecturers and their students to help keep engagement in course delivery. It has been a real team effort from shaping this new online learning offer to communicating across the college. We've prepared and published guides for teaching staff and changed how we deliver our support services for those who need some online support.

Rediscovering blended learning

City of Glasgow College has always provided a rich set of training and support resources around blended learning. Until recently that was most popular among those wanting to pioneer new approaches to learning and teaching. Now the online elements are being used by everyone. Behind

the scenes, we are still developing and refreshing the offer. Our focus is to keep reminding colleagues what is there already and to give it a go.

In the first week we ran 10 webinars and over 250 staff tuned in. We now deliver two sessions a day, which focus on helping staff navigate their way around our systems. Zoom has become our new face-to-face.

I managed to find time to support a ClickView Online Conference showing over 400 colleagues how to embed ClickView's publicly available content. I wonder what other colleges could open up now that we are living in a remote working, online world? If there ever was a time for the public sector

to adopt the basic principles of sharing open educational resources, this is it. Institutions need to tune into the principles laid out in the Open Scotland Declaration.

When this crisis is over, I have no doubt that these online learning techniques will give way to even better technological advances in teaching. Either way, the traditional classroom will never be the same again.

“The traditional classroom will never be the same”

Covid-19 initiatives

Our colleges have taken to social media to showcase their work producing and donating PPE supplies for key workers.

@AyrshireColl

We're so proud of our health & social care students going through [@EastAyrshire](#), [@NorthAyrshire](#) and [@southayrshire](#) recruitment processes at this time. Find out how else [@AyrshireColl](#) is supporting the community during the #Coronavirus crisis. www1.ayrshire.ac.uk/news-events/ne...

@DandGCollege

Our Stranraer campus have been helping the Stranraer Resilience COVID-19 Emergency Group by donating gloves & aprons to private carers working in the community & food supplies for food parcels.

We want to help in any way we can to support our community [#TogetherDGCollege](#)



10:56 am - 24 Apr 2020 - Twitter Web App

@fifecollege

Fife College manufacturing 1,000 safety visors to support local health and social care workers in their brave efforts against the coronavirus pandemic. More bit.ly/3dfgaiw

[@CollegesScot](#) [@ColDevNet](#) [@FifeChamber](#) [@FifeCouncil](#) [@nhsffe](#) [@NHSTayside](#)



[@ic_uhi](#) has loaned organisers of the 3D print for COVID-19 Highlands Appeal our 3D printer to help them create essential PPE for [@NHSHighland](#) staff [#COVID19 bit.ly/2UET13b](http://bit.ly/2UET13b) [#thinkuhi](#) [#inthistgether](#) [@CollegesScot](#) [@ScotFundCouncil](#) [@RichardLochhead](#) [@ScotGovEdu](#)



4:13 pm - 3 Apr 2020 - Twitter Web App

@edinburghcoll

Edinburgh College donated further items of PPE collected from our Midlothian Campus to NHS Western General.



3:28 pm - 6 Mar 2020 - Twitter for iPhone

Send us your photos

We are looking for inspiring lecturer photos to feature on our college registration materials. Please send your photos to communications@gtcs.org.uk

6 ways to wellness

GTC Scotland has created a Health and Wellbeing Hub to support teaching professionals at this challenging time



In the current circumstances, it can be challenging to balance wellbeing with managing uncertainty and changing expectations. GTC Scotland has been working with wellbeing experts to create bespoke resources for teaching professionals, to try and help you manage your mental health and wellbeing. Here is a selection from our [Health and Wellbeing Hub](#).

1. Journaling

Putting your thoughts down on paper can be a great way to clear your mind. A simple to-do list or even a plan for the week can help to keep you on track. It is also a great way to check how you are feeling and help uncover if something is troubling you. Coach Sarah Philp has written some great [blog posts](#) including *Writing for Wellbeing*. This short read is a great way to get you started with journaling and includes prompts such as “Things I am grateful for...” and “What worries me most?”

2. Reflect

Claire Lavelle, Director of The Hive of Wellbeing, has created a [reflective exercise](#) to support you in uncovering

unhelpful beliefs and habits and to help you tell a new story about your life.

3. Relax

Listening to audio can help you relax and wind down. If you're having trouble sleeping, Sarah Philp's *Drifting to Sleep Yoga Nidra* [recording](#) will help your body and mind unwind.

4. Breathe

Certified Medical Support Clinical Hypnotherapist, Paul Mills, has provided an [eight-week guide](#) to learn diaphragmatic breathing. This form of breathing can help calm you down when you feel under pressure or stress.

5. Move

Exercise is not only good for your physical wellbeing, it's also great for your mental health. Here are some great ways to keep fit and active:

[NHS Fitness Studio](#): From 10-minute workouts, to 12-week fitness plans, this website contains helpful guides and ideas to get you moving more at home.

Yoga teacher Adriene Mishler's YouTube channel, *Yoga with Adriene*, is one of the most popular workout channels online. Her [free library of](#)

[videos](#) contains yoga workouts for all moods, levels and target areas.

6. Talk

Many of us have gone from speaking to our colleagues every day, to minimal chat over instant messenger or email. Organising calls over video or phone can be a great way to keep in touch and talk about any worries or struggles.

If you feel that you need expert help or would like to speak to someone confidentially, many colleges are offering mental health support and other helplines are available.

Helplines

Breathing Space:

0800 83 85 87

SAMH: 0141 530 1000

Samaritans: 116 123

If you have an underlying health condition, you will likely have concerns about your physical health as well. Charities such as Asthma UK and Cancer Research have helplines you can call to discuss any concerns you have.

Share your professional learning

We are gathering examples of high-quality professional learning to create a new national resource for lecturers. Please send your examples to carol.langston@gtcsc.org.uk