

termtalk

Annual Lecture 2011

A lecture by
Prof Dame Jocelyn Bell Burnell FRS
of Oxford University

The end of the world 2012

the communication, science education and science scares

- > the GTCNI Annual Lecture 2011
- > CLICK - iphone and ipad apps
- > behaviour team makes a difference
- > prize winning teachers



Letter from the registrar

Usually in this short piece I take the opportunity to reflect on the matters addressed in *termtalk* and to offer some short comments on the broader issues impacting on education. However, on this occasion I want to reflect on the life and commitment of a friend and colleague who I believe epitomised the best qualities of the teaching profession, namely Dr Theo Laverty.

Theo, a founding member of GTCNI, died after a short illness and the presence at his funeral of so many figures from across the education service was testament to his work with CCEA, his service on numerous committees and his role as President of ATL.

However, what drew most of us to Theo were his personal qualities that, in many ways, reflected those of the profession itself. He was a man of kindness, concerned about issues such as fairness, and the need for trusting relationships based on mutual respect.

We in GTCNI will miss his anecdotes and his wisdom and we can offer no greater praise of him than to say:

“Theo was a teacher and all who met him left his company the richer for the experience.”

Eddie McArdle
Registrar GTCNI

Eddie McArdle

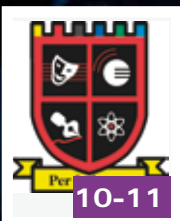
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email: termtalk@gtcni.org.uk

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General Teaching Council
for Northern Ireland

Reflections on Turbulent Times

Eddie McArdle, offers some final thoughts prior to his retirement.

The notion of turbulence may conjure up memories of darker days in our history, which thankfully, despite recent convulsions, do seem to be behind us. However, there are some who would suggest that many of the problems currently facing us, such as the rise in suicide amongst the young and a feeling of increasing helplessness in the face of economic change, are to a large extent due to a different kind of turbulence: a chaotic disturbance caused by economic globalization and the social impact of this.

This is not a new development and indeed the Council has raised the issue in a variety of contexts over the years, most recently in 'Notes for the Minister of Education, John O'Dowd' (AGM and ATL Lecture 2011). However, in our present circumstances the issue merits re-visitation.

The impact of increasing globalization and the rise of the BRIC economies (Brazil, Russia, India, China) has created what some refer to a post-industrial Europe.

Quite simply the flight to the east of manufacturing is being followed by the increasing use of 'pacific rim' countries to deliver creative and knowledge driven activities.

The enhancement in digital connectivity has led to the off shoring of activities such as legal support, taxation administration and IT support to name but a few. In addition, we must be mindful of the advances in third level education in developing economies.

In the face of this reality Northern Ireland needs more than simple exhortations to develop a vibrant knowledge economy. It needs



investment in education not cuts. It needs smaller, not larger class sizes and it requires motivated teachers with access to quality professional development.

To say there is no alternative to cuts or to lay blame at the door of Treasury is to deny the reality that the Executive had other choices it could have made and projects that could have been delayed.

Yes times are difficult, yes we must live within our means but a refusal to adequately fund education is short-sighted. Education is after all, in this turbulent world, the only smooth and certain path to sustainable prosperity.

Failure on the part of those involved in policy development, in whatever capacity, to engage in an open and objective way with the issues identified above will find us stuck in the 'immediate': condemned, in a sense, to react rather than act; trapped in outmoded perspectives and ill prepared to meet the challenges ahead.

Politicians from all parties must play a full part in a new discourse, as we

must effectively remove education from the realm of simple party politics and develop a consensus based on evidence and reflection.

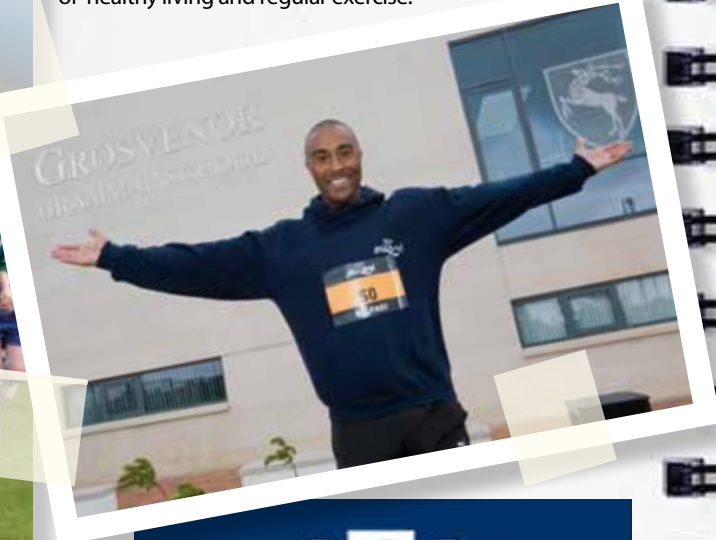
It is essential that this debate is energised by the 'intellectual capital' that the wider education community can provide rather than simply being reduced to political rhetoric and polemic. The new Minister must seek out an intellectual space where a confluence of ideas can meet and form into an agreed practical agenda. This new space, if it is genuinely accommodating to a consensus, will spark the imagination of the community. The Minister must have the courage to be open about the possibilities for a future in which education is seen to be enriching at the individual level and progressive at the societal level.

Thus, the worlds of politics and education will meet in common purpose and strive to shape a better future for all. This synergy will also inevitably feed into a greater sense of what is possible in terms of economic growth and prosperity. **gtcni**



Colin Jackson outside Grosvenor Grammar School & Tesco Great School Run

Grosvenor Grammar School was delighted to welcome the UK Tesco Great School Run and Colin Jackson to Belfast on Monday 9 May. The initiative will further increase the awareness of young people to the benefits of healthy living and regular exercise.




Re DESIGN
 WWW.MADE3BYMADEAGAIN.ORG
 ELLEN MACARTHUR FOUNDATION

A series of educational workshops, competitions and internships for 16-18 year olds on the circular economy.

Ellen MacArthur is joined by pupils from Grosvenor Grammar at an event organised by her Foundation at the Ulster Hall

Ellen MacArthur was hosting the fourth in a series of educational 'Project ReDesign' workshops to tour the UK. Pupils from schools throughout Northern Ireland were challenged to come up with solutions to cut the amount of rubbish sent to landfills each year and explore if, in a world of finite resources and rising energy costs, the UK's waste problem is in fact an opportunity to develop new materials.



Association for Educational Assessment – Europe 12th Annual Conference

Assessment and Opportunity to Learn

**10th to 12th November 2011
 Belfast, Northern Ireland**

The Conference will take place at Queen's, hosted by the School of Education, from the 10th to the 12th November, 2011, with pre-conference workshops the day before the conference, on the 9th. AEA Europe is a professional organisation of researchers, practitioners and assessment developers which acts as a platform for those involved in the educational assessment of children, young people and adults across Europe. With over 30 countries represented in the membership, the School of Education is proud to be the host of this year's conference which will take place in the grand Lanyon Buildings of Queen's.

Keynotes for the conference are, Pamela A Moss from the University of Michigan and Richard Shavelson from Stanford University.

A more detailed description can be found on the AEA-Europe website <http://www.aea-europe.net/>
 For more information about the conference please contact, Prof. Jannette Elwood j.elwood@qub.ac.uk



Retired Teachers urgently needed to volunteer 3 hours per week

Educational Charity, Sólás, has just launched a new initiative 'The Back on Track Project' and now urgently needs the support of 40 retired teachers, across Northern Ireland, to help them deliver this early intervention programme which will provide one-on-one support to more than 400 primary school children per year.

The initiative will facilitate a process of early intervention and support to vulnerable children which will help ensure that those not engaging in the curriculum and experiencing difficulties, which could result in them being lost to education, receive the necessary help to reconnect them with education.

Retired teachers and other relevant educationalists, from across Northern Ireland, who can commit to 3 hours per week for a minimum of 6 months are asked to contact the Programme Co-ordinator as soon as possible.

Anne Cahill, Programme Co-ordinator
Tel: 028 9024 760
Email: anne@solasbt7.com

Dr Joan Henderson, Managing Director
Tel: 028 9024 7600
Email: joan@tonna.org

Masters in Early Childhood Studies

This innovative MA will appeal to a range of professionals including teachers, early year's practitioners, social workers and development officers in both statutory and non-statutory agencies. The programme is offered on both a full time (1 year) and part time (2-3 years) basis and will offer participants the opportunity to select from modules offered collaboratively by Stranmillis University College and by the Queen's School of Education. The MA is delivered using a blend of individual and collaborative teaching methods and uses Queen's online (VLE) to provide flexibility in delivery.

For further information please contact: registry@stran.ac.uk
028 9038 4263 or b.mcconnell@stran.ac.uk 90384373

Interested in the MSc in Educational Multimedia at Queen's?

If you would like a higher level qualification and in an area which would help you in the delivery of teaching, why not consider the MSc in Educational Multimedia?

The MSc Educational Multimedia course will help you to explore the technology behind the use of multimedia images, sound, images, animation and programming. The aim of the course is to enable you to design and deliver multimedia applications with a special focus on education at all levels from Key Stage 1 to adult learners.

All classes are held in the evening and you can undertake the course either full time in one year or part time over two years. No computing qualification is required for entry, just a competency in the use of computers. A 2.2 Honours Degree in any discipline (or equivalent qualification) is required for entry. Fees for the course for 2011 entry are £3,555 (the cost is split over two years if you take the part time route).

You may apply online until mid-August at <https://dap.qub.ac.uk/portal/> for the course starting this September.

For further information, contact - The School of Electronics, Electrical Engineering and Computer Science, Queen's University Belfast, www.qub.ac.uk/eeecs email: icbl@qub.ac.uk or tel: 028 9097 4626 b.mcconnell@stran.ac.uk 028 9038 4373



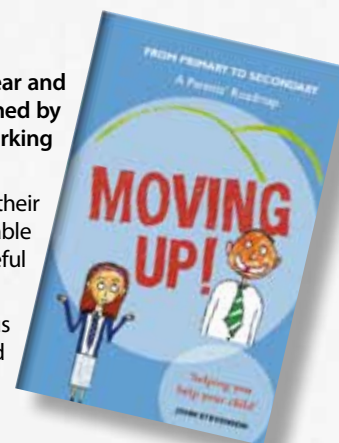
MOVING UP

A new book for year 8 parents has been published (June 2011). Written in a clear and straightforward language by John Stevenson – a former principal – and published by Booklink. *Moving Up!* will be the indispensable companion for all parents embarking on the journey into post-primary education with their children.

This essential guide provides the relevant information to help parents help their children during their transition from primary to secondary education. It will also enable them to communicate effectively with the school's staff and will constitute a useful supplementary tool for induction courses in post-primary schools.

The illustrations and hand written reflections are provided by P7 pupils from various schools and backgrounds: they tell parents about their fears, excitement and expectations in their own distinctive and honest way. This unique presentation is clearly designed to facilitate parent-child discussion in the home. It is for all parents, irrespective of the type of secondary school their child will attend.

The NAHT, ASCL and CCMS welcome this original initiative and endorse it wholeheartedly. You will find a presentation and sample spreads of this book in the form of a 'flip-book' by clicking on this link: <http://www.booklink.ie/MovingupNI/index.html>. This colourful publication will be available exclusively in schools and offered at only £5, of which 10% will be donated to the Northern Ireland Children's Hospice.



The Council's 6th Annual Lecture 2011

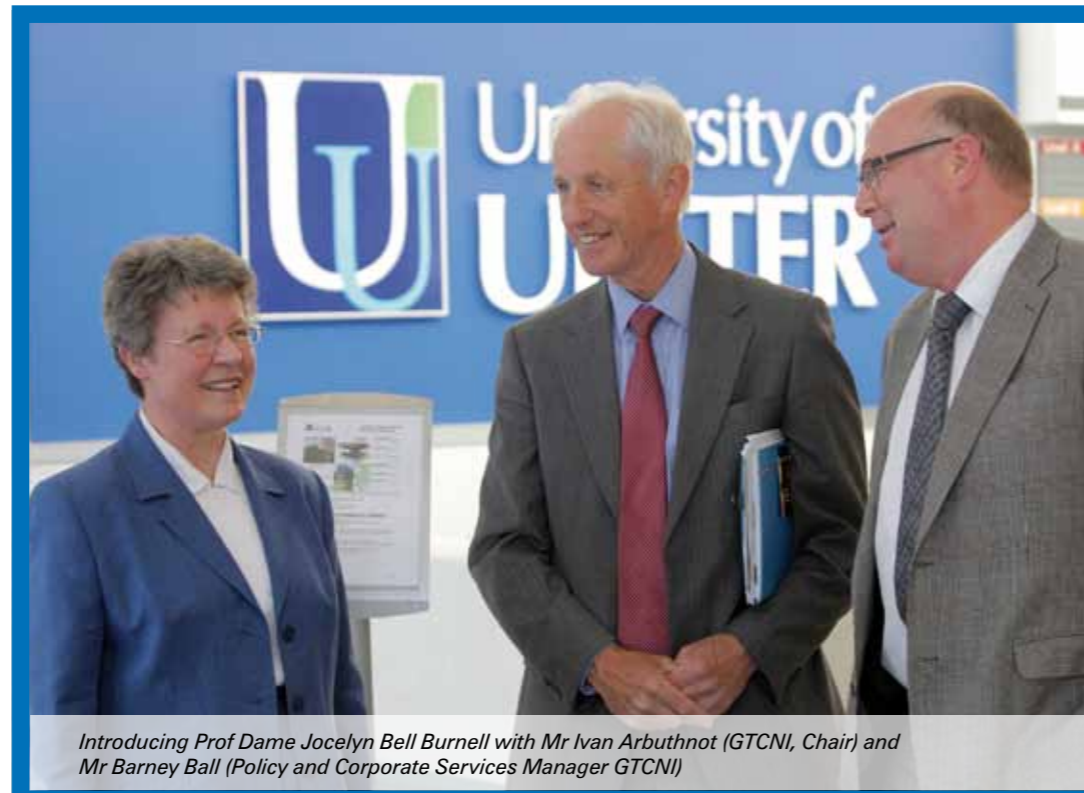
By Professor Dame Jocelyn Bell Burnell FRS

The end of world 2012: Science Communication, Science Education and Science Scares

The Council's 6th Annual Lecture was held in the Belfast Campus of the University of Ulster on the 19 May 2011. A large audience of invited guests heard Professor Dame Jocelyn Bell Burnell FRS address the theme, *The end of world 2012: science communication, science education and science scares*.

Dame Jocelyn is a world renowned scientist who was involved in the discovery of pulsars which opened up a new branch of astrophysics. Originally from Northern Ireland, she is one of our most esteemed local scientists.

The event began with a accomplished performance by the PGCE music students from the University of Ulster, directed by Mr Barry Burgess. This featured the students' own composition in honour of Dame Jocelyn, appropriately entitled, Pulsar! Dame Jocelyn is undoubtedly an exceptional role model for the children and young people in our schools who aspire to follow careers in science. Moreover, the Annual Lecture provided an opportunity for a wide range of colleagues from across the local education community to not only celebrate Dame Jocelyn's illustrious career but to hear her address some 'science scares' that have



Introducing Prof Dame Jocelyn Bell Burnell with Mr Ivan Arbuthnot (GTCNI, Chair) and Mr Barney Ball (Policy and Corporate Services Manager GTCNI)

entered the public domain and which predict the end of the world in 2012. Reassuringly, Dame Jocelyn dismissed these scares although she did point out that astronomers do take the dangers associated with a potential impact of a big asteroid seriously and she referred to the 'Near Earth Object Monitoring Programme' currently underway.

Dame Jocelyn concluded by emphasising that there is much misinformation being disseminated and it is of great concern that

many people do not know enough science to recognise that much of what is being said is scientifically unfounded.

The implications for all educators and science teachers in particular are clear. A good scientific education and high standards of scientific literacy are central to modern civic enlightenment, as a response to the rise in prominence of 'counter knowledge' which is increasingly becoming a feature of modern life. [gtcni](#)



L-R: Barney Ball (Policy and Corporate Services Manager GTCNI) Prof Dame Jocelyn Bell Burnell FRS, guest speaker 2011, Mr Ivan Arbuthnot (GTCNI, Chair) Dr Linda Clarke (Head of School of Education, UU) and Eddie McArdle OBE (Registrar, GTCNI)



Prof Richard Barnett (Vice-Chancellor, UU) and Eddie McArdle OBE (Registrar, GTCNI) with Prof Dame Jocelyn Bell Burnell



A former student of Lurgan College, Prof Dame Jocelyn Bell Burnell meets science students from the College with Principal Trevor Robinson



Introducing some of the new members who joined the Council in October 2010



Rosemary Barton

Rosemary Barton has spent her teaching career in the Duke of Westminster High School, now amalgamated and renamed Devenish College. She is Head of the Mathematics Department and Numeracy Co-ordinator.

Rosemary is an elected member of Council, representing secondary school teachers. She serves on the General Purposes and Finance Committee and has contributed to the development of the Northern Ireland Teacher Competences. As a past President of the UTU and as a member of the NITC and the Secondary Standing Conference, she has amassed substantial experience; all of which will benefit her work with the General Teaching Council.

An experienced Head of Department and classroom teacher, Rosemary has a wide knowledge and understanding of the issues relevant at this time of challenge and professional change. Her experience across a broad perspective on educational issues will ensure she makes a valuable contribution to GTCNI. She is keen to provide a strong voice for the professional interest of teachers.



Sheila Crea

After eight years as the first lay Principal of Assumption Grammar in Ballynahinch, Sheila Crea retired in 2008. She is now a trustee and member of its Board of Governors. A teacher for thirty nine years, Sheila taught English and History in Dominican College, Fortwilliam, before returning to Assumption, her alma mater, as Head of History. During her time there, she was Head of Senior School, Timetabler and Vice Principal responsible for Curriculum.

Since her retirement, Sheila has acted as joint co-ordinator of a local Area Learning Community. She has kept abreast with developments in education through her chairmanship of a primary school Board of Governors, as a member of two other post-primary school boards and as a member of the GBA.

Still passionate about our children and young people, Sheila believes that having professionals who are committed to those they teach is fundamentally important. It is vital, in her view, that teachers feel valued and respected and receive opportunities for development.



John Pollock

In a long career within the grammar sector, John has been a Head of Department, Vice-Principal, Lecturer in Education (Secondment) and Senior Teacher. He is currently Head of Faculty, Senior Teacher and SMT member at Our Lady and St Patrick's College, Knock, Belfast. He is also Chair of the Board of Governors at his local primary school.

An active member of ATL(NI), John chairs their Education Committee. As ATL's nominee, he is representing the Northern Ireland Teachers' Council on the GTCNI for a second term. John chairs the Council's Registration Committee.

John believes that teachers' autonomy and professionalism are the cornerstones of our education system. An enthusiastic advocate of CPD, he stresses that all schools must meet their teachers' professional development needs. He argues that teaching will remain a high status profession as long as teachers are well motivated, respected and challenged to provide a professional service; it is through the GTCNI, John argues, that this status will be maintained.



Daisy Mules

A teacher for thirty five years, Daisy Mules has an honours degree in Psychology from Trinity College, Dublin and a Diploma in Education from Moray House, Edinburgh.

Formerly a senior tutor with Derry Youth and Community Workshop and a primary school teacher, Daisy has vast experience as a counsellor and has a Diploma in Counselling/Guidance. Long involved with INTO, she has been Chair of the Derry Branch for the last two years. She has also been the WELB Board of Governors representative for Model Primary School since 2001.

A committed socialist and trade unionist for all her working life, Daisy has served the GTCNI for the past four years. Appointed by NITC for the current term, she was subsequently elected as Chair of the Policy and Professional Education Committee. Daisy is committed to ensuring that the experiences of classroom teachers are taken account of, as she believes their voices must be heard and their issues debated and acted upon.



Elizabeth McNeice

An assistant senior teacher at Lismore Comprehensive School, Craigavon, Elizabeth is Head of Religious Education. As a Teacher Tutor, she works with beginning teachers as they embark on their careers.

In nearly thirty years teaching, Elizabeth has amassed extensive experience in both the pastoral and curriculum teams. She has acted as assistant coursework moderator in religious studies for CCEA. Currently an Adviser on RE for Catholic post-primary schools in the Dromore Diocese, Elizabeth ensures that the aims and objectives of Catholic Education are delivered in the classroom. Elizabeth is also a member of the Pope John Paul II Awards Committee, a national voluntary work initiative for 16-18 year-olds at both parish and community level.

Elizabeth's goal, in this her first year on the GTCNI, is to help ensure that the needs of all children and teachers are promoted and protected in an age of uncertainty.



Teresa Graham

A teacher for more than three decades, Teresa Graham has been Head of Science at Hazelwood Integrated College for twenty two years.

Having twice served on the GTCNI elected by her constituency of secondary school teachers, Teresa is now an nominee of NITC on the Council. Into her third term, she has been Chair of the Council's Audit Committee since its inception – a role she is very honoured to fulfil again.

Teresa is very proud of all the Council has achieved, particularly the work being done to raise teachers' professional status. She has great belief in the importance of teachers and teaching in maintaining and improving the life chances for young people in our society. As Council Vice-Chair, she is well placed to promote the beliefs and standards that will deliver this vision.

Involved in her local Residents' Association and Neighbourhood Watch Committee, Teresa also enjoys walking and reading.



Gillian Scott

Gillian Scott has been Principal of Moorfields Primary School for twenty one years. A member of the North Eastern Education and Library Board, Gillian is currently Chair of the Pre-School Education Advisory Group; a position she held previously during an earlier term on the NEELB. She also serves on the Board's Education Committee, Finance and General Purposes Committee and Audit Committee. Gillian has been Chairperson of the Board of Governors of Cullybackey High School for fifteen years.

An active member and former President of the Ulster Teachers' Union, Gillian has served as a judge on the Northern Ireland Teaching Awards panel since 2000.

A new GTC member, Gillian was delighted to be elected Chair of the Council's General Purposes and Finance Committee. She also serves on the Audit Committee. Her focus is on helping the Council to play a more significant role in the profession to which she has devoted so much of her life.

A successful approach to teachers' professional development

This year the Council, working with RTU and QUB, has supported a Research Lesson Study pilot in a small number of primary and post-primary schools. In this article, Laura Fisher of Cambridge House outlines her experience of the process.



Back in the spring term of 2010, I was invited by my principal to attend the GTCNI's Research Lesson Study (RLS) conference along with another Head of Department from Cambridge House Grammar School, Ballymena. I went along to the conference a little more than sceptical. Yet another 'new initiative'! However, this one seemed to make some sense.

I actually soon discovered that RLS has existed in some form for over 100 years and has its roots in Japanese teaching. In essence, this is about teachers coming together and entering into a professional dialogue about learning and improving practice.

The process of RLS is perhaps better explained when presented in context. The first stage of planning requires the group of teachers to identify a need. After some discussions, it was decided by my department that we would like to improve GCSE pupils' performance in the first section of their external examination which requires them to answer questions in response to an audio visual extract. Once this need had been identified, a lesson was planned by the teachers. Working as a group to plan this lesson naturally encouraged us to be creative in our thinking and the active learning strategies emerged unprompted.



One teacher was selected to deliver the first lesson whilst the other two observed three selected pupils. This seems to be the feature which separates RLS from PRSD observations: it is the pupils being observed, not the teacher. My colleague who delivered the first lesson actually commented that she stopped noticing the presence of the other two teachers in her room. There was no element of the teacher being judged and, if a particular section of the lesson didn't work, it was not the teacher's fault. The lesson belonged to three teachers and, therefore, any problems belonged to the group. The three identified pupils were interviewed after the lesson. They

were asked, among other questions, what they had learned, how they had learned it and what they would change. Our pupils, being very loyal, had very few criticisms and found it quite challenging to articulate their experiences. However, it has been reported to me by teachers from other schools using RLS that once



the pupils become more familiar with this process, they start to be more honest and direct about their experiences and can offer valuable insight into the process of learning.

We then worked as a group to refine this lesson before delivering it again. It is planned that every lesson will be delivered by a different

teacher in the group. This means that at times the class teacher may be an observer. It has been seen to be a very valuable experience to watch your own pupils learning; it's amazing what you miss from the front of the classroom.

I have observed a number of benefits from using RLS after

just one cycle. It is an approach which promotes collegiality, collaborative enquiry and gets teachers talking about learning. The focus on the pupils takes the pressure away from being observed and children are being asked to actively evaluate the process of their learning and are given the opportunity of genuine consultation.

So what's next for RLS at Cambridge House Grammar School? I attended the GTCNI conference *Looking Back and Moving Forward* when we were asked to discuss this very question. The general consensus among all the schools represented was that this is a very valuable initiative which now needs to be further implemented in schools. My school has decided to invite other Heads of Department to plan a cycle of this project. We are going to promote RLS within our school in the hope that the enthusiasm of those already involved will encourage uptake of the initiative.

As I understand it, if Research Lesson Study turns out to be a successful approach to teachers' professional development, GTCNI intends to promote it across all schools in Northern Ireland. It would therefore seem that this is not just another 'flash in the pan' and RLS will most likely be coming to a school near you over the next couple of years. [gtcni](#)

CLICK: A regular feature book-marking digital resources and information websites for education



The Wallace High School, Lisburn has become the first school in Northern Ireland to arrange for all of its pupils in Key Stage 3, and in its Prep Department, to study and learn with their personal digital tablet – *the Apple iPad2*. This is neither a sudden decision nor an overnight fix: the school has spent many years, in a safe, prudent, yet progressive way, nurturing the technological capacity of its teachers, developing online resources, interactive teaching materials and online tests for all of its courses and providing access to leading-edge Web 2 tools to foster creative approaches to learning and teaching.

As Principal, Deborah O'Hare, puts it: *"Interestingly, while the staff have been pivotal in this decision, the single most influential factor has been the student voice."* Because the ground-work had been painstakingly laid, the school heard the growing demands of the students to use their own portable devices both at home and at school, and set out to remove the remaining barriers to their using technology for education.

Through its school development plan, and in response to the revised curriculum, the school is positioning the role of the iPad2 to stretch and challenge pupils and support their learning through self assessment, with an increased emphasis on developing thinking skills, independent research, and interactivity. Deborah O'Hare again: *"Sharing resources, interacting, the creation of a seamless transition between the school day and work at home suddenly seems possible."*

David Cleland, Vice-Principal (an Apple Distinguished Educator, who webcasts as Digma) shares, with Prof John, some of his and his colleagues favourite, and mostly free, Apps for iPhone and iPad, in the categories of productivity, social media, media creation and media playing, news reading, photography and education at: <http://www.digma.co.uk/my-ios-favourites/>



Some of Prof John's favourites include *Comic Life*

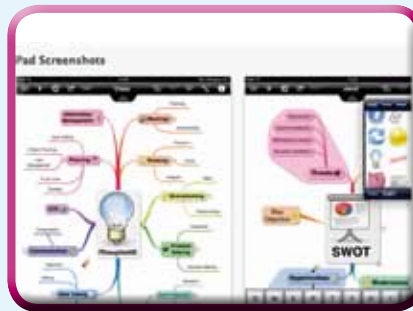
<http://tinyurl.com/digcomic>

which is perfect for any classroom, especially if you are tiring of pupil presentations using PowerPoint(less).

Digma has also published a short eBook on teaching with Comic Life.

<http://tinyurl.com/digcom2>

which takes you through a simple scheme of lessons and offers a brief outline to using the Comic Life features that could easily be printed as a class handout.



Qwiki is tool waiting for its time to come: hard to explain, but think of a large interactive whiteboard on which a group of cooperating, researching students can publish thousands of digital sources and present and share concise, interactive summaries of their project work.

<http://tinyurl.com/digqwiki>



And *iThoughtsHD*, a cool mind mapping tool for the iPad

<http://tinyurl.com/digthink>

And have a look at *Experica*, for example, to see what the iPad can bring to interactive science teaching.

<http://tinyurl.com/experica>

Or *eClicker* for instance, for instant classroom quizzes to check pupil understanding.

<http://tinyurl.com/digclick>



To help teachers use their iPads, David has created a series of video tutorials, including for example, how easy it is to take a screen shot, on

<http://tinyurl.com/digtutor>



Working with the University of Ulster, Wallace High School, will research and measure the impact over time of the iPads through improvement and flexibility in learning: this is the way to go.





Safeguarding and School Staff

Professor Laura Lundy of Queen's University considers a recent Supreme Court ruling relating to the information that can be released by the police on an 'enhanced disclosure' certificate.

All those working with children in schools must be vetted to see if there is any indication that they may pose a threat to pupils. In all cases, the employer will seek an 'enhanced disclosure' certificate through AccessNI. Applications for enhanced disclosures are made by applicants and must be countersigned by the registered body as part of the recruitment or staff review process.

Relevant information in police records can include details about attempted prosecutions that were unsuccessful or behaviour that might be indicative of criminal activity. In a recent English case, (*R v Commissioner of Police of the Metropolis* [2009] UKSC 3) the Supreme Court had to decide whether a police disclosure of information of the latter kind (i.e. not involving a prosecution or attempted prosecution) breached the applicant's right to privacy under Article 8 of the European Convention on Human Rights. The case involved a woman employed by an employment agency as a lunchtime supervisor, supervising pupils in the canteen and the playground. The agency applied for an enhanced criminal record certificate. The police disclosed the following information about her:

"[L], born [date], came to police notice in January 2002 when her son, aged 13, was put on the child protection register under the category of neglect. It was alleged that the applicant had failed to exercise the required degree of care

and supervision in that her son was constantly engaged in activities including shoplifting, failing to attend school, going missing from home, assaulting a teacher at school and was excluded from school. Additionally, it was alleged that during this period the applicant had refused to cooperate with the social services. Her son was removed from the child protection register in June 2003 – after he had been found guilty of robbery and receiving a custodial sentence."

Shortly afterwards the appellant was informed by the agency that her services were no

longer required. She challenged the enhanced disclosure on the basis that it breached her right to privacy and family life. The Supreme Court considered that the interference with her right to a private life was justified. In this instance, it was considered that the information supplied was relevant to whether she was a person who could be safely entrusted with the job of supervising children. The court did say that, in cases of doubt, a person should be offered the opportunity of making representations before the information is released by police. However, the consequence of the decision is that in all cases where a person seeks employment at a school, disclosure of any previous engagement with social services where a child was considered to be at risk will most probably be considered to be justifiable. [gtni](#)



School-Based Behaviour team makes a difference

One of the main aims of **termtalk** is to promote professional discussion and debate. In recent editions, we have raised the issue of managing pupil behaviour as this is an important issue for many teachers. This feature outlines the success of a pilot support programme currently underway in two of our Education and Library Boards.

Since 2006 the Belfast Education and Library Board (BELB) and the South Eastern Education and Library Board (SEELB) have been operating a pilot scheme whereby a small number of primary, post-primary and special schools have been trained in the use of consultation as a strategy for understanding and managing behaviour. This article gives an overview of a 'consultative model' and outlines how it was successfully implemented in one of the schools involved.

The Consultative Model

The consultation model used in the pilot was adapted from Farouk's (2004) approach; an external partner supporting teachers to develop school-based behaviour management teams (BMT) to share and develop expertise in all aspects of behaviour management. Farouk developed a robust structure for team meetings based upon four stages:

- description and clarification phase;
- reflection phase;
- personal theory generating phase; and
- strategy generating phase.

Each of these phases has distinct roles and functions for group members (see Farouk, 2004 for a detailed description).

The focus of the model was on a collaborative approach, evident at a number of levels and adopted to suit the structures within the BELB and the SEELB:

- collaboration between the ELB and the school;
- collaboration between the two ELB facilitators who were coming from different educational disciplines;
- collaboration within the BMT itself; and
- whole-school collaboration following the consultation meeting.

The Training Process

Carefully selected school-based BMTs initially received support from trained facilitators from a range of disciplines within the ELBs: Educational Psychology, Behaviour Support Teams and Behaviour Outreach Services. The BMTs were then trained to use a collaborative consultation model with the aim of building their school's capacity to manage a range of behaviour issues. In the mainstream environment this involved preventative, strategic



and systemic work focused at the early stages of the Code of Practice (1998). The ultimate aim of the process was for schools to develop autonomy and to implement the model independently.

One School's Experience

The story of one of the school's involved, Holy Trinity Primary School, Belfast, is summarised by Mrs Fiona Boyd, Vice-Principal:

"This is an excellent model which has worked extremely well in Holy Trinity Primary School. Staff realise that they are not alone in dealing with a difficult pupil and that peers and management


are there to support them. The expertise in the group has grown and we are confident in accessing internal and external support and in recommending behaviour strategies. The children referred have all made an improvement in behaviour and this has led to improved work, less teacher time sorting out disputes and confident staff.

Members of the team are actively looking for additional strategies. Parents have also commented on improved behaviour both at home and in school. It has proven an invaluable support network for beginning teachers and experienced teachers alike.

The composition of the team is excellent – once again made up of management, recently qualified staff, senior staff, teachers used to dealing with children in units/SEN. There is a great deal of expertise, skills and knowledge within a staff which often goes untapped.

This is a very effective way of utilising staff knowledge and providing support for colleagues."

Owing to the on-going commitment of staff in Holy Trinity PS to promoting and implementing this model, the school will be awarded the BELB Standard in Consultation. This will allow for direct referral to the behaviour panel at the Board without the necessity of using time from the educational psychology allocation.

The staff of Holy Trinity PS are to be congratulated on this distinctive achievement. 

For further information contact:

BELB:
Patricia Davison & Liz Henderson
SEELB:
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Reference

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Prize Winning Art Teachers

Earlier this year the James McCord 10th Anniversary celebrations took place in the Ulster Museum with the inspirational Belfast born artist, John Kindness, as the keynote speaker.

The two prize winners this year were Joanne Smyth of Sacred Heart Boys' Primary School and Suzanne Bennett of Loanends Primary School. In addition to receiving the James McCord Perpetual Trophy, Joanne and Suzanne will each receive one-to-one training from an artist to develop their printmaking skills. Also, both schools will receive some funding to support an artist to work with the pupils.

James McCord was a former senior inspector for art in Northern Ireland. As an influential educationalist and champion of high quality art education, James was a well known and respected figure in schools for almost three decades during the 40's, 50's and 60's. Following his death in 1999, his wife and daughter set up a trust fund to provide an annual bursary to encourage and support art education for children in the 3-14 age range. The aim of the bursary award is to facilitate teachers in the development of

new skills and to support best and innovative practice in the teaching of art. The Board of Trustees of the bursary programme is chaired by the former chief inspector of schools, Mr Tom Shaw OBE.

In order to highlight the artistic talents encouraged by the award scheme, Heather Craydon showcased the work of children from the Phoenix Integrated Primary School at Burnavon Arts and Cultural Centre.

The exhibition provided the opportunity to view an eclectic display of colourful painting and textile art from pupils in years 1 to 7. The children were inspired by all aspects of nature and the seasons of the year and the display featured paintings created over the school year 2009/10 during which time pupils' skill in working with textiles was a focus. This work was supported by the local artist Gemma Daly, who was the visiting resident artist during the school year. Commenting on her work in the school Gemma said:

I was delighted to work with such a hard working school and when I realised how much the pupils appreciated me and the enjoyment and achievement they have made; I was enchanted. The art work on display is a credit to the school and pupils. Each pupil's need for self-expression and interaction with nature through art is very important and the pupils of Phoenix have been more than imaginative.

As an interesting follow-up this year, the RTU Summer School will host a *Bend Me Break Me Anyway You Shape Me* two day art and design course aimed at all teachers from nursery to post-primary schools. The lead artist will be John Kindness and the focus will be on working in three dimensions. Teachers interested in attending should consult the RTU Summer School Prospectus. gtcni



John Kindness, Suzanne Bennett, Nikki Rebbeck, Tom Shaw (Chairman of McCord Bursary), Margaret McCord, Eamonn O'Faogain, Representative of Mace (sponsors of the McCord Bursary), Suzanne Jones, Ann Hall, Joanne Smyth, Anu Sundarlingham