

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Strasbourg, 5 October 1983

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CDOC Teacher Bursaries Scheme

Système de Bourses du CDOC pour enseignants

Lehrerfortbildungsprogramm des CDOC

Programma di borse del CDOC per insegnanti

Programme of short courses organised in

SCOTLAND

(June - September 198..)

GENERAL NOTES

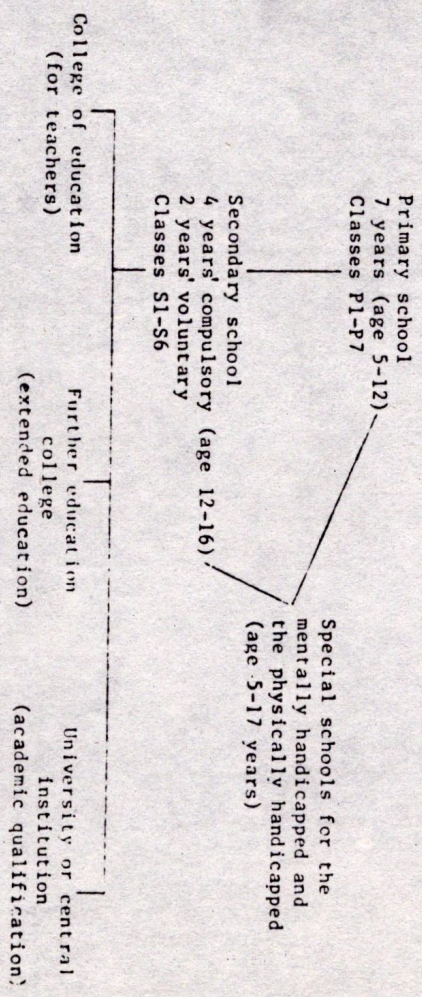
1. This document contains the programme of short courses offered by the Scottish Education Department for the period June to September 1984. Twenty bursaries are available for places in Scotland.
2. Applications which are not transmitted by the national liaison officer or office appointed by each member state CANNOT BE CONSIDERED.
3. Most of the courses in the programmes are designed to bring together for discussion of teaching techniques, fresh approaches to subjects taught in schools and new subject matter, groups of teachers with relevant experience who could be expected to develop their work further and take part - often a leading part - in local conferences and courses in their area. A small number of courses cater for highly specialised needs.
4. For most of the courses, the demand for places greatly exceeds the number available. Applicants should, therefore, be sure that they will be able to attend if selected. An accepted applicant who finds later that attendance is not possible, should inform the Council of Europe immediately as well as the Scottish Education Department. Failure to do so prevents someone else from attending.
5. Those selected for admission must be prepared to attend throughout the course and to comply with any rules laid down by its director. Leave of absence will be given only in very special circumstances. All courses are residential and teachers will not be accepted as day students.
6. Teachers from member states who have been awarded a bursary ARE NOT CHARGED TUITION FEES NOR DO THEY HAVE TO PAY THE CHARGES FOR BOARD AND LODGING. THEIR TRAVEL EXPENSES WILL BE REIMBURSED BY THE COUNCIL OF EUROPE AFTER THEIR RETURN HOME.
7. Selected applicants should consider whether they will need insurance cover for the period of the course against illness, accident or loss of property. The organisers and the Council of Europe are precluded from meeting the cost of such insurance.
8. Occasionally courses are cancelled (due to lack of subscription or other unforeseen circumstances), or the dates have to be changed. In this case, the national liaison officers will inform selected candidates.

COURSE APPLICATIONS SHOULD BE RECEIVED BY THE SCOTTISH EDUCATION DEPARTMENT AS SOON AS POSSIBLE AND NOT LATER THAN SIX WEEKS BEFORE THE START OF THE COURSE

EDUCATIONISTS ARE KINDLY REQUESTED TO READ CAREFULLY THE ENCLOSED GLOSSARY BEFORE DECIDING WHETHER THE COURSE WOULD BE OF INTEREST TO THEM

GLOSSARY

Structure of Scottish education



Warnock Report

Report of the Committee of Enquiry into Education of Handicapped Children and Young People. The Warnock Committee's terms of reference were "to review educational provision in England, Scotland and Wales for children and young people handicapped by disabilities of body or mind, taking account of the medical aspects of their needs, together with arrangements to prepare them for entry into employment; to consider the most effective use of resources for these purposes; and to make recommendations".

Nursery

Non-compulsory education for children before the age of five.

Curriculum Paper 16

A report, issued in 1978 on "Music in Scottish Schools".

Munn Report

The report, issued in 1977, of a committee to review the structure of the curriculum in the third and fourth years of the Scottish secondary school.

Dunning Report

The report, issued in 1977, of a committee to review assessment in the third and fourth years of secondary education in Scotland.

NOTE FOR INTENDING APPLICANTS

Applications should be received by the Scottish Education Department at least six weeks before the start of the course except for September courses when applications should arrive by the last week in June.

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CATEGORY A - NATIONAL COURSES

PRIMARY EDUCATION

COURSE NO
NC1

ENVIRONMENTAL STUDIES IN THE PRIMARY SCHOOL

Aberdeen College of Education

One week: September 1984

For primary headteachers and assistant headteachers, advisers and college lecturers with a particular interest in Environmental Studies (Primary).

The course will give members an opportunity to explore ways of constructing a balanced Environmental Studies curriculum for a Primary school. Among the key issues to be considered are:

What should be the aims/objectives of an Environmental Studies curriculum?

What is the contribution of Geography, History, Science and Health Education?

What is the role of (a) themes and (b) environmental issues in curriculum construction?

How can one plan for progression in the development of key ideas and skills through the selection of appropriate topics?

What learning experiences and classroom/school organisation are appropriate to Environmental Studies?

Particular attention will be paid to P4-P7 and to liaison with the Secondary school in the light of current proposals for the 10-14 age group. Participants will also be given an opportunity to learn of ongoing developments such as the work of the COPE Committee on Environmental Studies. An integral feature of the programme will be the 'workshop' involvement of participants.

COURSE NO

NC2

EXPRESSIVE ARTS IN THE PRIMARY SCHOOL

Dundee College of Education

One week: September 1984

COURSE NO

NC2 (contd)
For primary headteachers and assistant headteachers, educational advisers, education officers and, college of education lecturers.

The course will:-

- (i) examine the place of the Expressive Arts in the Primary School at present and in the future
- (ii) examine ways in which the Primary Schools might create and sustain a balanced and integrated programme of the expressive arts
- (iii) consist of lectures, discussions, practical sessions, workshops and audio visual presentations

COURSE NO

NC3

ORGANISATION FOR LEARNING AND TEACHING IN THE PRIMARY SCHOOL
JORDANHILL COLLEGE OF EDUCATION,

One Week: September 1984

For headteachers, teachers, advisers, lecturers in colleges of education.

Primary schools have in recent times been encouraged to look closely not only at issues concerned with the main curricular areas but also at issues concerned with the ways in which children learn and the ways in which teachers organise appropriate contexts for learning. Attention has been drawn in 'Learning and Teaching in Primary 4 and Primary 7' to the narrow range of teaching styles evident in Scottish Primary Schools despite numerous reports over a number of years arguing for increased group and individual methods.

Considerable interest has also been evoked by the work of the ORACLE research team at Leicester University which undertook an in-depth study of what happens inside a primary classroom and made important recommendations about the performance and progress of primary school children.

This course will aim to review the issues raised by such reports and projects. These issues will be related to classroom practice in seminars and workshops in which headteachers and teachers will present case studies showing the solutions they have reached in particular

COURSE NO

NC3 (contd)

schools. In addition to this, course members will have the opportunity in workshops to plan ways of organising for effective learning and teaching in a variety of curriculum contexts. This will be followed up with an invitation to course members to develop work within their own schools for the following six months and to submit case studies which will be published as part of the course report.

PRIMARY/SECONDARY EDUCATION

COURSE NO

NC4

CURRICULUM LIAISON BETWEEN PRIMARY AND SECONDARY SCHOOLS
Aberdeen College of Education

One week: September 1984

Primary and secondary headteachers; promoted staff with responsibilities for primary and secondary liaison including principal teachers of secondary subjects and guidance departments; representatives of education authority directorate and advisorate; College of Education lecturers.

Primary/Secondary liaison has improved considerably in recent years in terms of visits by staff and children, as well as of communication with parents. The time is now ripe for liaison in terms of more closely linked curricula and greater continuity of teaching methods. Mixed-ability classes have been introduced in S1 and S2 but, arguably, more use needs to be made of the group methods now commonplace in Primary schools. The curricula of P6 and P7, in turn, need to lead more clearly into the Secondary school's common course.

During this national course these issues will be explored in lectures, seminars and workshops, drawing on current research evidence and good practice.

A research project, "Primary/Secondary Teaching Methods", exploring the ways in which the two sectors relate to each other (as seen by teachers and headteachers) will be completed in time for the course.

COURSE NO

NC5

LANGUAGE AND LEARNING IN THE YEARS 10-14

Moray House College of Education

One week: September 1984

COURSE NO

NCS (contd)

For promoted staff with responsibility for upper stages of primary education particularly assistant headteachers; promoted staff in secondary schools and other appropriate teachers; advisers (primary and/or secondary) particularly those associated with participating schools; college of education lecturers.

The course will focus on language for learning, and the emphasis on language development will be firmly embedded in the context of the curriculum. The two major themes of the course will be:

1. Education in the 10-14 age range in terms of continuity of learning experiences.
2. Language and its learning outcomes in a range of curricular contexts.

Within these major themes, attention will given to issues such as:

- (1) Continuity and change in learning experiences (including the issues of fragmentation and integration). Continuity in curriculum (including reference to assessment and record keeping).

Balance and choice in the curriculum.
Management of the curriculum.

- (ii) Match and mismatch between primary and secondary schools in terms of:
 - the language environment
 - use of language (diversity of purpose/audience)
 - teacher-pupil demands and expectations
 - language implications of teaching styles.

The course will attempt to take account of developments at S3 and S4.

The course may be structured to allow primary and secondary staff from associated schools attending the course to develop a joint curricular initiative for piloting in their own schools.

SECONDARY EDUCATION

COURSE NO

NC6

ELECTRONICS AND MICROELECTRONICS IN THE SECONDARY SCHOOL
St Andrew's College of Education (Bearsden Campus)
2-6 July 1984

This course will be of special interest to curriculum developers, advisers and inspectors, college of education lecturers and principal teachers in secondary schools.

The course will focus on why, what and how electronics should be taught in secondary schools, in the light of the microelectronics revolution.

Consideration will be given to the following issues: electronics and microelectronics for Foundation, General and Credit level courses; electronics as a component of physics, engineering science and computing; the development of courses on Information Technology; the supply and training of qualified teachers.

A full range of electronics and microprocessor equipment and teaching materials will be available throughout the course for evaluation by course members.

The course will aim to familiarise those who will be in the forefront of future developments with the main principles and important strategies and skills entailed.

COURSE NO

NC7

THE CONSTRUCTION AND PROCESSING OF CRITERION-REFERENCED ASSESSMENT

Jordanhill College of Education

One Week: June 1984

For advisers in secondary education, assistant headteachers, principal teachers and college of education lecturers.

This Course will be based upon current research and development activities in Assessment in various parts of Scotland. It arises from the perceived needs of schools for alternatives to norm-referenced assessment with the consequent requirement for trained personnel.

The aim of the Course is to train participants, by means of lectures, seminars and workshops in:

COURSE NO

NCT (contd)

- i. the construction and validation of criterion-referenced assessment procedures of both formative and summative types
- ii. processing of information from such assessment procedures
- iii. Interpretation of results
- iv. Implications and applications within secondary schools.

COURSE NO

NC8

HOME ECONOMICS IN EDUCATION: PRIORITIES IN MANAGEMENT

Jordanhill College of Education.

One Week: September 1984

For principal teachers of Home Economics, advisers and college of education lecturers.

The content of this Course will take account of the many effects of recent educational changes and modern technology on the management of education in Home Economics. This National Course will complement these developments and show the way forward in the further development of Home Economics in its wider sense in education.

The aim of the Course will be to explore and discuss the management priorities of Home Economics Departments with particular reference to:

- i. curriculum development S1/S4 including multi-disciplinary courses
- ii. results of research into assessment techniques in Home Economics
- iii. development of resources and resource-based learning and teaching
- iv. provision for pupils with special educational needs.

COURSE NO

NC9

RESOURCE BASED LEARNING IN THE SECONDARY SCHOOL

St Andrew's College of Education (Bearsden Campus)

25-29 June 1984

COURSE NO

NC9 (contd)

The course is designed for assistant headteachers, school educational resource librarians, principal teachers responsible for the organisation, management and implementation of whole-school resource-based approaches to teaching and learning, advisers and college of education lecturers.

Provision of help for those staff in secondary schools responsible for the curriculum organisation and management will be the main focus of the course where the content will include:

1. The relevance and contribution of resource based approaches to teaching and learning in the secondary school.
2. The organisation and management of learning resources in the schools.
3. The application and curricular relevance of learning resources, including broadcast, video and microcomputer resources, games and simulations.
4. Teaching strategies based on learning resources, mastery learning, Keller Plan, individualised learning, PSI, CAL.
5. Curriculum Support - the problems and possibilities.

Throughout the course, notice will be taken of the HMI Report: Learning and Teaching in the Scottish Secondary Schools: The Contribution of Educational Technology, HMSO 1982. Follow-up to the course will be school-based in-service work.

COURSE NO

NC10

SOCIAL SUBJECTS IN S1/S2

Jordanhill College of Education

One Week: September 1984

For principal teachers of Geography, History, Modern Studies and Economics and Social Subjects, assistant headteachers (Curriculum), advisers, college of education lecturers, officers of SCDS/

The course will be concerned with:

- i. the structure and organisation of the Social Subjects curriculum in S1/S2, the role of the individual subjects and possible alternative forms of course organisation

COURSE NO

NC10 (contd)

11. the principles of course design and assessment in S1/S2 Social Subjects

111. consideration of draft guidelines on the aims, scope, organisation and teaching of a coherent two-year Social Subjects curriculum.

SPECIAL EDUCATIONAL NEEDS

COURSE NO

NC11

CONTINUING EDUCATION FOR YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS

Jordanhill College of Education

One Week: September 1984

For education officers, principals and heads of department in F.E., directors of social work and headteachers and heads of department in schools.

This course will be concerned with the development during the 1980's of policies and provision for young people with special educational needs. It will seek to promote better understanding between education and social work authorities in the light of general trends in post-16 provision in Britain and Europe as well as recent Scottish legislation. The course will take into account existing provision in all areas, including the Y.T.S. and the new 16-18 initiatives, and will furnish an opportunity for policy-makers and providers to consider how better to co-operate in an effort to improve the current situation. It is proposed that there be a follow-up conference one year later at which course members can discuss and assess the developments which will have taken place in the interim.

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CATEGORY D - SHORT COURSES WHICH HAVE NATIONAL RELEVANCE
MANAGEMENT COURSES ORGANISED BY SCSSA

Course Title	Further Information Application to	Date of Course	Closing Date for Applications	Fees (all fees subject to Change)	Notes
<u>Course No</u> 1/84 The Curriculum of the Secondary School	Director Scottish Centre for Studies in School Administration Moray House College of Education Holyrood Road Edinburgh EH8 8AQ Tel: 031-556 8455	15-20 January 1984 Marine Hotel North Berwick	11 November 1983	£130	Headteachers, Deputy and Assistant Headteachers
2/84 the Management & curriculum of the Secondary School	As above	12-17 February 1984 Marine Hotel North Berwick		Fees for 3 part course £390	Headteachers and Deputy Headteachers
3/84 Aspects of Secondary School Management	As above	11-16 March 1984 Jordanhill College FE School	9 December 1983	£120	Assistant Headteachers
4/84 Management of Change	As above	25-27 April 1984 King's Manor Hotel Edinburgh	20 January 1984	£55	Directorate, Advisorate, Headteachers and Deputy Headteachers

CATEGORY D - SHORT COURSES WHICH HAVE NATIONAL RELEVANCE

MANAGEMENT COURSES ORGANISED BY SCSSA

Course Title	Further Information Application to	Date of Course	Closing Date for Applications	Fees (all fees subject to Change)	Notes
Course No					
5/84 The Management & Curriculum of the Secondary School (Part III)	As previous page	6-11 May 1984 Location to be arranged		Fees for 3 part course £390	Headteachers and Deputy Headteachers
7/84 Aspects of Secondary School Management	As previous page	2-6 July 1984 Location to be arranged	6 April 1984	Not known as yet	Principal Teachers, Headteachers Assistant and Deputy Headteachers
9/84 Personnel Management	As previous page	25-27 September 1984 Location to be arranged	22 June 1984	Not known as yet	Directorate, Advisorate, Headteachers and Deputy Headteachers
10/84 Aspects of Secondary School Management	As previous page	28 October-2 November 1984 Location to be arranged	7 September 1984	Not known as yet	Assistant Headteachers
11/84 The Management and Curriculum of the Secondary School (Part I)	As previous page	18-22 November 1984 Location to be arranged	7 September 1984	Not known as yet	Headteachers and Deputy Headteachers