

Dunbar Grammar School

Teacher Away Days

October – November 2008



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Teacher Away Days

This year all classroom teachers took part in one of four away days at The Rocks Hotel in Dunbar. The agenda is detailed below.

Thurs 23rd Oct, Wed 29th Oct, Tues 4th Nov, Mon 10th Nov

Schedule

Time	Event	Person
10.00 am	Arrive – Tea/Coffee	
10.15 am	Curriculum for Excellence	Paul Raffaelli/Derek Simpson
11.30 am	Tea/Coffee	
11.45 am	Curriculum for Excellence	Paul Raffaelli/Derek Simpson
12.45 pm	Lunch	
1.15 pm	School Aims/Vision	Gavin Clark/Ruth Munro
2.30 pm	Tea/Coffee	
2.45 pm	School Aims/Vision	Gavin Clark/Ruth Munro
3.45 pm	Close	

The staff who took part in the away days were as follows:

Thursday 23rd Oct

Gavin Clark
Derek Simpson

Rachel Dallas
Ciaran Earle
Tom Fendick
Eric Fraser
Paul Huish
Liz Layhe
Bridget Lyle
Ken Robertson
Paul Smith
Emily Wallis
Gillian Williams

Wednesday 29th Oct

Ruth Munro
Paul Raffaelli

Susan Aitken
Lucy Anderson
Louise Farquhar
Suzanne Hamilton
Emily Ingrey-Counter
Andrew McGlen
Tracey Miller
Mags Sweeney
Mark Tennant
Lynne Tracey
Julia Waters

Tuesday 4th Nov

Gavin Clark
Derek Simpson

Naomi Barnes
Dougie Burns
Alice Clubb
Gina Davies
Elaine Fell
Catherine MacAulay
Janet McDougall-Welch
Sharlene Muir
Brigitta Murray
Jonathan Richards

Monday 10th Nov

Ruth Munro
Paul Raffaelli

Richard Bueckhardt
Roderick Carter
Ben Davies-Jenkins
Julian King
Katie McLeod
Fionna Payton
Andrew Thomson
Wendy Thrower
Wendy Waldie

Session 1: Curriculum for Excellence

This session had three distinct elements

- A PowerPoint on the theoretical background to A Curriculum for excellence
- A brief review of “Building the Curriculum 3” (Pre reading)
- A practical proposal outlining what DGS could do in August 2009

The responses recorded are mainly for the third element

By far the vast majority of staff were very positive about the proposal.

Repeated themes were

- It could work but would require careful planning
- There was a clear scope for providing an exciting educational opportunity
- Staff liked the evolutionary approach
- It may lend itself to some subjects better than others
- The planning sheets would need to be in place but needed simplifying.
- Defining the tasks for staff out with departments may be difficult since by implication the defining staff do not have the skills.
- There was a real opportunity to do some cross-curricular work
- Some staff felt the need for further consultation with department
- Some staff felt that it would mean too many teachers and too confusing a system for students
- Some staff felt that without a significant development allocation this would not be a meaningful exercise
- One member of staff felt it did not go far enough.

In summary, the issues raised were those around planning and development to make this a meaningful exercise but, in general, with the correct allocation of time and resources this was seen as a really positive attempt to meet the aims and demands in CfE and to translate the ideas and aspirations into a workable model.

Session 2: School Aims / Vision

This session aimed to pull together the information gathered last year from SMT and PT Away Days, as well as a session attended by all teachers at the same time.

Tasks:

- ◆ Discussion of past and present information gathering and explanatory sheet.
- ◆ Questionnaire on their childhood school's original purpose
- ◆ Reflection on feedback already received from SMT, PTs and staff.
- ◆ Consideration of questions relating to values (see Appendix).

The following questions aimed to stimulate discussion of values:

What motivated you to become a teacher?

Engagement and inspiring young people.

Wanting to share knowledge and work with children.

A passion for the subject and a desire to communicate that passion to others.

My experience of teachers at college and love of subject!

The chance to find a job anywhere in the country/world. The chance to stay young in outlook.

To inspire students to become confident and successful so that they can be resilient and cope with life's highs and lows.

Enjoyment of seeing a child achieve. To help them become "better" people.

To influence the future of young people, as my teachers did with me. The holidays. It's not boring!

Interesting, fun, literature.

My friend Bob did it, and because I like him I thought it might like it. Mum and Dad both teachers too, so probably destiny.

Unsure career wise. Friend did it ... probably subconscious. Both parents teachers.

Parents.

Good teachers, interest in subject.

A love of learning. A great enjoyment working with children. The opportunity to expand the horizons of young people and introduce them to the wonderful world in which we live. Make them aware. Make school creative exciting, a worthwhile experience.

Interest in subject area. Want to share that. Wish to motivate students.

Working with children (after doing English teaching abroad).

Seeing children develop and being part of that formation – excitement through that, having fun with kids.

Adjusting life work balance.

Feeling that it was most important job possible. Desire to help empower people through education.

Interaction with children, transfer of knowledge and experience.

Wanted to contribute to development of teenagers.

Experience of drama with young people and community groups – I was “put” in a teaching/ leading role and enjoyed it.

I think I am a natural teacher – loved to play “schoolies” when I was little – it fits me very well. Want to remain involved with learning and want to do a job that makes a difference.

A positive school life and an excellent role model in the form of my teacher.

My high school Modern Studies teacher, he gave me a very positive experience and it inspired me to want to have that opportunity with other kids.

Experiences of poor teaching re my oldest child.

Taught for three years in the outdoors before I became “a teacher” (!) and loved it – I loved inspiring/ motivating young people in areas I loved.

Enjoyed working with young people – and teaching all age groups to realise their potential in other settings – and realised I could do this all the time as a teacher.

PE staff – aim to be better. Personal experience of PE, sport – values from this; made me who I am.

By chance I got an opportunity to “try” teaching – I loved it. Can’t put my finger on it.

Good teachers I had at school.

Make pupils aware and interested about my subject(s). Help pupils have a better learning experience than I did, whilst at school.

To share my passion for my subject. Work with children and other adults.

Loved Tech and PE – trained to do both.

Passion for subject – desire to inspire and share.

Working with others. Teaching my subject. Daily challenges.

Interest in working with people, helping them make most of their potential.

Passion for the subject. Desire to enthuse young people in my subject. Enjoyment of informal teaching experiences.

A desire for interaction, opportunity to share enthusiasm a desire to build confidence and observe/ take part in growth.

Opportunity to give back, money had become my goal and with some time away from my business I realised there could be more.

Having an enthusiasm for the sciences. To change the attitudes of people/ students towards maths.

What are the key qualities you wish to encourage in your students?

Ambition/ confidence / effort.

Care and respect for others, confidence, responsibility.

Enthusiasm and interest in subject (confidence in use) skills for life, social, environmentally.

Independence, hard work, cooperation.

Self-motivating, ambitious, enthusiastic, respect.

Put in their best efforts in each class, though they may not be top of the class.

To value learning. To value honesty and believe in themselves to be able to do anything they want. To value inclusiveness.

Effort, respect.

To try their best. Integrity, honesty.

A responsibility for their own actions and learning.

A work ethic, hardworking, thoughtful, respect for others and for knowledge.

Fairness, application, compassion.

Respect. Compassion.

Honesty and enthusiasm for learning. To be the best that they can be.

Enthusiasm, high self-esteem.

Honesty. Care and compassion for others and the planet. Self-worth.

Responsibility – interest in political issues. Motivation.

Respect for others. Confidence.

Thoughtfulness, ability to teach themselves to learn curiosity in the wider world.

Independent thought/ responsibility/ respect/ enthusiasm.

Enthusiasm. Curiosity. Willingness to have ago. Perseverance.

Inquisitiveness, determination to do your best.

Responsibility, respect, understanding.

Pride in themselves.

Value learning – be curious – be imaginative – respect others – try hard.

Taking responsibility – seeing that they are part of the L&T experience – developing the capacity to be able to learn how to learn.

Self-confidence, celebrating their achievements as well as attainment, enjoyment and fulfilment.

Confidence in their own abilities, to be proud and celebrate their achievements – however small or great. To work hard to achieve their best.

Self-belief; hard work.

Hard work/ to their potential. Respect for self and others. Responsibility. Self-motivation. Enjoyment in the activity they are taking.

To be caring and non-judgmental.

Respect, confidence, self belief!

To respect each other and the environment. To do their best throughout their lives.

To try their best – at all activities and at all levels.

Life long learners. Independent learners. Think enterprisingly.

Independence, confident, health conscious.

Considerate aspirationalism. Kindness.

Perceptiveness, integrity, reflectiveness, awareness of language, its power and its pervasiveness.

Creativity. Confidence. Respect for individuals.

Integrity, hard work, ability to think, contributing to society/helping others.

Thoughtfulness. Confidence in own ideas.

Engagement, positive attitude, respect for others/ themselves.

Strong work ethic – if you want something then work for it. Contribute to society don't take more than you give.

Respect. Desire to want to know why or how?

What are the main educational principles that guide the daily life of our school?

Try and you can succeed.

AifL.

Attainment.

Learning and teaching.

Hard work, consideration for others, asking for help when necessary.

Learning for thinking, thinking for learning.

Inspire.

Fairness, everybody (inclusion) has a right to an education at DGS.

Attainment, academic achievement.

Inclusion, achievement.

Equality, inclusion, fairness.

Produce well balanced individuals.

Curriculum for Excellence – 4 capacities.

Equality, fairness.

Effort and enthusiasm towards school.

Self improvement.

Learning must be relevant, fun and meaningful AifL.

Opportunity, truth/ honesty, development and progression.

Working together. Respect for each other. Self discipline: to be on time, look smart.

Promote achievement in all pupils – not depending on ability.

Inclusion – equality, fairness, achievement for all, learning.

Students' opinions – listening. Attainments. Achievements regardless of how big/ small.

Positive experience for pupils. Pupil opinion. Pupils to achieve their best.

Provision of the “tools” to enable students to improve in all areas.

AifL, aCfE.

Students can be in charge of (should be responsible for) their own learning. Students are learning to learn.

Responsibility, respect, confidence, effort, motivation, determination.

Get the best out of every child.

Staff, pupils, parents/ carers awareness of CfE.

High expectation, AifL, CfE.

Progressive development for all.

Opportunity for all, openness to change. Creative/ innovative teaching and learning.

Breadth of experience.

A sense of fairness and equality. A desire to meet the needs of the students.

Catering for all levels of ability, while having high expectations.

Consistency, stretching the bottom and to 20%.

Name three things that our school values highly in students?

Respect.

Success (sport and academic). Will power/determination.

Achievement. Extra Curricular.

Good behaviour. Fairness, hard work and the ability to work within a team.

Hard work. Consideration of others, Asking for help when necessary.

Honesty. Ability to learn.

Success.

Respect. Hard working. Honesty.

Effort. Good behaviour.

Conscientiousness. Good behaviour.

Compliance. Enterprise. Effort.

Kindness. Compliance. Effort.

Results. Behaviour – acceptable in class and on school trips and in the community.
Attendance – if they are not there, they can't be taught.

Good behaviour, willingness to learn, willingness to take part in events.

Individuality of each pupil, energy of each pupil, honesty. – I hope

Respect, positive attitudes.

Enthusiasm, personality, involvement/ participation.

High motivation, team players, sense of ambition.

Hard work, innovation, good behaviour attitude to work and others.

Attitude (positive), willingness to follow the system, compliance.

Respect for others, do your best.

Pride, achievement, individuality.

Confidence, integrity, achievement.

Being responsible, respect, effort.

Students' opinions – listening, attainments, achievements regardless of how big/ small.

Achievement and attainment, positive experiences, pupil opinion.

Positive experience for pupils. Pupil opinion, pupils to achieve their best. Motivation, respect (for themselves and each other), discipline.

Respect (for self, others and the school environment), honesty, working to the best of their ability.

Achievement, attainment – perhaps more than we should? Responsibility.

Achievement, happiness/ enjoyment.

Academic ability, extra-curricular work, ability.

Motivated, good discipline, working to the best of their ability.

High expectation, confident individuals, willingness to be a part of a community.

Success, confidence respect.

Consideration of the needs of others. Independent application of acquired knowledge.

Honesty, application, responsibility.

Citizenship, being positive, confidence.

Creativity, confidence.

Consideration for others. Politeness, Hard work.

Willing to participate, achievement, responsibility.

Sitting quietly/ finishing homework on time/ good behaviour (these may be not what I think of as good values).

Pupils' strengths are in different areas.

Name three things that our school values highly in teachers?

Fairness. Friendliness. Team work.

Learning and Teaching strategies. Support for pupils (friendly and approachable). Commitment.

Good results. Personal contribution (extra curricular etc). Use of AifL.

Team Work, Conscientiousness, Reliability/consistency.

Commitment. Development.

Friendly. Consistent. Helpful.

Their attitude to take on more than is required over the normal sense of duty regardless of McCrone.

Total commitment to all their students.

The ability to have honest opinions which can be discussed without being “picked on”.

Results. Getting involved.

Professionalism. Individual strengths.

Enthusiasm. Participation in extra curricular and generally going above and beyond the call of duty.

Ambition. Reliability. Competency. Good classroom managers. I don't think varieties of workloads are considered enough.

Independence. Enthusiasm. Involvement.

Independence. Commitment. Cheerfulness.

Nothing. A lot is expected for very little appreciation or reward except from the “warm fuzzy glow” of doing good stuff!

Commitment, professionalism.

Dedication and compassion. Creativity. Honesty.

Motivation. Commitment.

Enthusiasm, personality, involvement/ participation.

Ability to communicate, effectiveness to establish good working relations with other staff and pupils.

Dedication, compassion, hard work by pupils.

Dependability. Time to volunteer. Aptitude for administration.

Interest in students.

Integrity, fairness, personality.

Leadership, ability to inspire, results.

Flexibility, enthusiasm, continued learning.

Enthusiasm, willingness to get involved, "going the extra mile".

Dedication (commitment), enthusiasm, fulfilment (teacher and pupil).

Enthusiastic teachers, open-minded, willingness to try new ways of teaching.

Encouraging – young people/ one another.

Respect, motivation, discipline.

Enjoying working with young people. Respect. Effective learning and teaching.

Teachers who are able to offer extra things, extra curricular. Teachers who are open to developing themselves. Teachers who are teachable.

Consistency, discipline, concern for all pupils.

Professional dedication. The willingness to do extra curricular work. A high standard of T+L.

Open to change, enthusiasm to get involved with things/ people in the school.
Hardworking.

Enthusiastic – passionate about what they teacher. Continuing looking to develop themselves. Hardworking and willingness to contribute more than their contracted times.

Commitment.

Good exam pass rates. Calm assuredness. Team working.

Confidence, energy, positivity.

Pupil-centred. Willing to make whole-school contribution. Open-door welcoming approach to all.

Inspirational, commitment to improving students' results.

Organisation, hardwork, adaptability.

Motivating, pupil focused, consistent and motivated.

Provide interesting lessons, inspire pupils, turn up for work and work at weekends.

Willingness to change/try new methods.

Name three things of which our school is most proud of and say what values are implied in them?

Staff – their quality/ motivation and effort. Opportunities – extra curricular – arts/ trips/ sports. Ethos/ Warmth.

Academic (+sport) success – They worked hard and we “taught them well”. Staff, DofE and extra curricular.

Results – promote achievement. Extra curricular achievements – sense of involvement. A good school.

The convivial atmosphere, the ability to listen to pupils’ opinions, a caring staff.

House system. Extra curricular activities and achievements. Whole school events. Ethos.

Sympathetic atmosphere – especially staff – gets reflected in attitude of some pupils to staff.

Ethos – Warmth, inclusiveness, care. Good learning environment with very caring staff. Family atmosphere – students know each other – ie still small enough to value each other.

Pupil support. Achievement. Student – value, staff – get on.

Students – on the whole the students would make you proud. “Every day situations”. Staff – most have the students interests at heart. Supportive.

The positive atmosphere and environment – a happy and upbeat place to study/work. A caring and friendly staff – every member of staff is valued (regardless of experience) and feels part of a “team”. The house system – a sense of community.

Caring and competent staff, well-qualified and mature students.

Coherent school trips policy for S1 and S3. Learning Team – value learning. Friendliness – open to others.

Battlefields – Inclusion, Students – Achievement, Staff – Trust.

Enhanced curriculum – focus on bottom 20% and the rest will just be fine.

School of Ambition status. Enhanced Curriculum.

Pupils – fully inclusive. Experience/curriculum offered, large variety of choices.

Atmosphere in school. Positive attitude of staff. Respect of pupils and staff to each other.

Positive ethos – communication between staff, dealing with discipline etc. Inclusion.

Improving results. Good ethos.

Pupil achievement – academic, sport, arts. Inclusion/enhanced curriculum.
Dedication of staff to extra curricular trips/ clubs/ sport. DofE.

Common community spirit (caring about others), happy atmosphere.

Achievement, community attainment.

Enhanced curriculum – equality of opportunity. Pupil support system – individualised approach. Battlefields – citizenship.

Last year's show "around the world in 80 mins" – working together. Duke of Edinburgh – independence/ responsibility being nurtured.

Extra curricular activities – enjoyment, inclusiveness, self-confidence. Attainment and achievement – self worth.

Giving pupils confidence/ responsibility in own learning – enjoyment in learning.
Extra curricular – offer wide range of activities – inclusiveness. Achievements – both academic and extra curricular.

Academic achievement, sporting achievement, extra-curricular opportunities: helping to create well-rounded individuals.

Our students. Our teachers and other staff. The quality of teaching and learning.
Inclusion.

Extra curricular opportunities – achievement, developing responsibility, team work, highly motivated staff. Good results. Respect for each other and environment.

Whole school effort – one unit. House system. Trips. Achievement.

Standard Grade results – Academic success valued. Extra curricular program-developing "whole child".

Including all pupils/ staff/ parents etc in the life of the school.

Extra curricular activities. Examination results. Opportunities for all pupils (inclusive education).

Links with John Muir/ Yosemite trip – community. Battlefields trip opportunity for all 3rd years to go.

Inclusion unit, social equality and equality of opportunity. Extra curricular stuff – self reliance, independence.

Its teachers: depth of knowledge, devotion to the profession, inspiring. Ethos: fairness, openness, high expectations. Students: inclusion, breadth of curriculum.

Openness, community, nurture.

Inclusive, dramas, concerts.

The ability to effectively educate pupils from a breadth of backgrounds. That pupils achieve good results.

Encouragement of pupil involvement in extra curricular activities: getting involved. Positive ethos – optimism and determination.

DofE – determination to succeed. Sporting achievement.

DofE – confidence, independence, responsibility. Open door policy – confidence in teaching, sharing good, consistent practice.

What symbols and signs do you see in the school that represent important school values?

Photographs of all achievement/ trophy cabinet/ badge/ teams etc.

Smiles!! Awards photos. Work on display.

Recognition of achievements for all of above.

Interaction between pupils and staff. Art work/ wall displays. Discipline – up/ down stairs.

DGS logo – not much else! Posters – CfE.

Wall displays in corridors and in rooms. Discipline – this stairway is for going up/down.

Celebrating success board. Badges and house symbols. My sign in my classroom, learning bases and some other classrooms. Inspiring signs – eg “Believe in yourself”.

Notice boards for success in pupils, DofE, pride in work.

Art work, students work on walls.

The House system – a sense of community. Pictures and photographs of pupils on trips/at sports day having a good time – a sense of fun!!

Well maintained, clean, bright school work displayed. Don't know about symbols, there are “signs” by the way staff and pupils interact.

Displays of student participation. Trophy cabinet.

Signs around the building – control. Community experience students all over the place. Pictures/ displays.

Prefects: Badges and blazers give a sense of pride and something for younger children to aspire to.

Uniform especially S5 and S6. Lack of graffiti and litter.

School uniform and conduct of pupils: prefects, badges.

Badge on entrance floor. Lack of litter/ graffiti. Achievement board at hall.

School uniform – school identity, pupils should be proud to be at Dunbar Grammar.

Modern, well kept school building. Open to community.

School uniform: when all pupils show respect for the school by wearing it.

Cleanliness, pupils work prominently displayed, tidiness.

Welcome board in entrance.

Posters/ pupils work on walls, trophy cabinet. Clear school/ classroom guidelines.

Awards evening, consultation with staff.

Battlefields display – citizenship. Pupil work displayed – learning.

Pupil's posters.

School crest (sense of belonging). House emblems (teamwork). Sports hoodies (as before).

AcF/E, displays of pupils' work/achievements.

"House" issues and encouraging a sense of belonging. Learning Support/ group work room, the Base.

Cabinets in foyer showing students' work/ achievements. Base/ SFL/ Groupwork (all help inclusion). Photos/ display boards announcement of extra curricular life. Press cuttings to show achievements.

Corridor with the Base, Group work room, pupil support. Battlefields. Posters by students of where we are now/ where we would like to be. Awards evening – achievement and attainment. Student council – students' voices/opinions count.

Photographs, displays, battlefields, one way system, ambition, oragen (collaboration, determination, success).

School is clean and tidy : responsibility and pride. School uniform – discipline and good behaviour. DofE display – non-academic participation.

Awards Evening. Posters advertising extra curricular activities. Base, SFL/ Group work room – desire to include all.

Displays of achievements and awards. Examples of pupils' work.

Newspaper cuttings, etc in HE dept (competition winners). House information and photos.

Minimal vandalism/ anti social behaviour.

Castle – fortitude and resilience, integrity.

Guidance seem very thorough. SMT seem to be quite on top of things – good presence around the school. Welcoming to visitors. Warm and friendly.

Displays of work, extra curricular activities eg sports teams, DofE, school trips, school shows.

It feels smart and organised. There are pictures and displays on the walls – pupils' work appear to be valued.

Pupil posters identifying their desires for DGS.

Why do you think parents send their sons or daughters to our school?

Opportunities/ fairness/ encouragement.

Location, reputation.

Good reputation, locality.

(Apart from being in the catchment area) A safe, secure environment and a solid education.

They have to?

After visits to the school or involvement in parental activities they are coming to realise that the school is good.

Local school. Good reputation of care and breadth of curriculum.

Local school.

Catchment area.

Because they have no choice! (Geographical reasons). It has a good reputation.

It's local, it has a good reputation.

Good place for their children to be. Range of activities allow them to excel in what they are good at.

Have to. Good reputation.

Because we are fab! Lovely school environment – friendly, approachable and talented teachers who care about individual children.

Sense of community. Family members got on fine here. Seen as OK academically.

Yes – safe, great teachers, opportunities, good ethos.

Good results. Reputation is good. May have no choice! Physical facilities. Discipline good. Word of mouth. Good teaching.

Live in the area, have had positive experiences there themselves, they know about the school – P7 open evenings etc.

Because there is only one secondary in this area. They want their kids to get a good set of qualifications and extra curricular experiences.

Most – because it is the local school, - seen to be delivering.

Catchment area. Tradition. To gain qualifications for their future.

It's their catchment school, they feel safe, there are excellent support strategies in place for individuals.

Choice of courses, teachers, their own experiences as pupils, facilities.

Local. Confidence in staff.

Local school – good reputation – good results – range of extra curricular activities.

To be safe, happy, educated and to reach their potential, to let them be ready for the next steps after school (whatever that is).

School seen as a safe and healthy, happy environment. Lots of opportunities. Choice of subjects.

Know the school achieves good grades, that pupils gain a positive experience. That the school supports pupils with other areas of their life – not just academic.

It's a good school with a good reputation. For some, it will be because it's the only one.

They believe their child is getting a high quality education with a wide range of experiences available to them in addition to the school being in their catchment area.

Because it's a good place to be and there are opportunities to excel in a wide variety of areas.

Atmosphere. Innovative. Appreciate children's needs and opinions.

Where else would they go?

There is a feeling that the school cares about the young people and wants them to do their best.

Excellent teaching and learning. Very good attainments level. Sharing of achievements.

Good reputation/ opportunities.

No choice, alternatives are too far away. They want the same education as they got. They truly believe DGS to be a "good" school.

Ethos and professionalism of staff.

Good model of a comprehensive school. Children seem to come from a variety of background and mix well. Behaviour managed well. Good whole-school life ie Battlefields trips, plenty extra-curricular stuff.

Good reputation in community. Extra curricular opportunities. Good exam results.

It is the local school. It has a good reputation. It is a safe and friendly environment. It has good results.

Safe environment, well organised.

Geography (parents don't know why our school is such a good one!).

Extra curricular activities.

The willingness of teachers to go beyond the call of duty.

Would you send your children to Dunbar Grammar School? Please explain why or why not?

Yes – opportunities/ staff/ positive.

Yes – strong extra-curricular (DofE).
Friendly atmosphere.

Yes – excellent staff and students.

Yes – a safe, secure environment and a solid education.

Yes – I believe the experience they would receive would be better than my school experience.

No. They are now too old.

Yes. Teachers care and it has a special “ethos”.

Yes.

If living in catchment area, yes I would. I would not send them to other schools.

Yes definitely. Everyone is given a chance, and there are opportunities for pupils to engage in a variety of different activities and courses.

Yes, I will, I will be very happy to.

Yes. Able to excel in an atmosphere of equality.

Yes. Range of students co-existing together and achieving.

Yes – vast experiences available for all learners. Great extra curricular. Healthy balance between academic and enjoyment.

Yes. Good atmosphere in whole school. Good staff.

Yes. Good results. Reputation is good. Physical facilities. Discipline is good. Word of mouth. Good teaching.

Yes. Ethos is very positive, school is modern and forward thinking, teachers care about pupils.

Yes and no. Yes, I think they could get a good school experience with what's on offer. No – not every experience is positive.

Yes. Because it is a safe environment with a reasonably good staff.

Yes. There is an ethos of firm, consistent yet caring handling of the individual in guidance, support staff and SMT and it is possible for students of all abilities to thrive and excel.

Yes. Good school with a positive ethos and values.

Yes. Tolerance and compassion.

Yes. Good comprehensive school – good teaching and learning – range of extra curricular activities.

Absolutely. It is the only local secondary school. All peers/ friends go there. I believe it is an excellent school and highly regarded in the town.

Yes. High attainment standards and lots of opportunities. Pupils have free reign over all subjects is excellent.

Yes. School values each pupil. There are many opportunities for pupils to excel in different areas. Allows pupils to be individuals.

Yes, I have a child in S4 and another due to come up next year. It is a school that cares about all of its pupils.

Yes. The students receive fantastic experiences/ support/ opportunities (in my opinion!) in terms of academic courses and extra curricular activities and guidance/ support/ caring environment.

Yes. I think there is a positive and caring environment here. I think the teachers care and are motivated. I think that Dunbar Grammar is a good place to be, grow, develop and learn.

Yes. Teachers are positive, prepared to adapt, try new things. Fun, enjoyable, staff clued up about all pupils – general concern for all. Guidance excellent – committed.

Yes – very high quality, dedicated staff members.

Yes – the school supports what many/ most/ all families want for their child.

Yes – gives pupils choices and opportunities which act as essential building blocks for future development.

Yes. Their individuality would be considered/ accommodated.

Yes. Ethos.

Yes. I would. Lots going on in the school and a positive ethos. The school seems very on top of AifL, AcfE, School of Ambition etc, ie current educational issues. Warm staff and a welcoming, caring environment.

Yes. Satisfied that he would receive good, quality education.

Yes.

Yes. Professional environment, innovative and caring.

Yes. Dunbar demonstrates a caring environment where teachers are happy to work.

Yes, walking around the school I always see classes who look motivated, the work looks exciting, teachers are enthusiastic about teaching their subject. Extra curricular opportunities are excellent – sport, eco committee, DofE, etc.

All staff were then asked to identify two values that they would like to see included in any aims/values set for Dunbar Grammar School:

- Opportunities
- Excellence
- Respect for others and for knowledge
- Read More
- Respect for and from everyone
- Ambition
- Respect/ compassion to others: staff, community, students, world, environment
- Everyone be ambitious – to try their best
- Try your best in all things
- Respect for others
- Respect for all people, property and environment
- Honesty in all you do
- Encouraging best effort in every class/ subject/ extra curricular activity
- Friendly atmosphere between all staff/ pupils
- Mission 3 Impossible?
- Respect – each other/ staff and environment
- Ambition – strive to always do **your** best
- Compassion and respect
- Care for the environment
- Sense of achievement for all
- Respect for selves, others and environment
- Care and respect for others
- Responsibility (for learning and environment)
- Active lifestyle
- Ambition
- Happiness
- Personal Success
- Self-confidence
- Fulfilment
- Happy, positive experience
- Self-confidence
- Tolerance
- Compassion

- Caring
- Collegiality
- Commitment to include and encourage every pupil to achieve their potential.
- Respect for self, others and environment
- A commitment to include and encourage every individual to allow them to reach/achieve their full potential.
- Respect for self, others and the environment (in the widest sense – school, community and beyond)
- Self-belief
- Responsible
- Recognise all achievement
- Staff and pupils respect each other, the environment and their lives in general!
- Committed to include and encourage every pupil, to achieve their full potential.
- Respect for self/others/environment.
- Inclusive education for all
- A willingness to participate in all aspects of the school
- Respect between staff and pupils
- Pupils attain to the maximum level
- Strong environmental awareness and action. We are sustainable in every subject.
- Value community and work within it
- Motivated achievers
- Consistent discipline
- Behaviour code of conduct – You are a member of DGS whether you are in the classroom on the sports field, on a school trip or in the community
- Be the best you can be
- Strong, positive ethos.
- Effective teaching and learning.
- Respect
- Unconditional positive regard.
- Equal opportunities for all to learn and recognised/respected.
- Pupils and staff value in school.
- Caring about and respecting each other.

- Giving your best.
- To give pupils a sense that nothing is closed to them.
- Instil a sense of community.
- Community spirit.
- Positive attitudes.
- Respect
- Enjoyment
- Social responsibility
- Considerate aspirationalism
- Respect for learning
- Social responsibility
- Enjoyment
- Maturity
- Integrity
- Prepared to be involved in society after school/ help others at some level
- Fairness
- Opportunity
- Preparation for realities of adult life
- Encourage positive attitude
- Work hard to achieve your best
- Enjoy the education process (enjoy learning)
- Respect each other, staff and property
- Enjoyment

Teachers were also asked for Further Comments:

New school motto?

Keep statement short, easy to remember, simple language pupils can all understand, no buzzwords which will fall out of date.

I would also like to add “to do your best” always. Resilience is also important.

Get rid of the tie! (Terrible logo).

Determination.

Keep the badge (castle), change the motto.

Appendix – Values questions used

Staff Questionnaire to Identify Core Values

Please consider the following questions, and record your own answers where possible:

- ◆ What motivated you to become a teacher?

- ◆ What are the key qualities you wish to encourage in your students?

- ◆ What are the main educational principles that guide the daily life of our school?

- ◆ Name three things that our school values highly in students?

- ◆ Name three things that our school values highly in teachers?

- ◆ Name three things of which our school is most proud of and say what values are implied in them?

- ◆ What symbols and signs do you see in the school that represent important school values?

- ◆ Why do you think parents send their sons or daughters to our school?

- ◆ Would you send your children to Dunbar Grammar School? Please explain why or why not.

Please identify and record **2 values** you would wish to be included in the Dunbar Grammar School mission statement.

1 _____

2 _____

Any Further Comments?