



One of the main reasons SATH was founded, and what has driven it over the decades, was to provide a meaningful forum for Scottish history teachers; a meeting place where ideas and resources can be exchanged. Through meeting with fellow history teachers at various events over the years I have gained a wealth of ideas, materials, colleagues to network with, and friends. In the current circumstances a physical forum is, sadly, out of the question, but we are fortunate to be living in a period when we can share ideas and materials virtually instead. Facebook, Twitter and the new Microsoft Team have been great tools for this, but not for everyone. This newsletter has come about because some colleagues don't 'do' social media, and many who do don't want to spend precious 'off' time trawling through history feeds. We will, of course, continue to use these mediums, but I feel a regular newsletter would help to make our ultimate purpose, sharing ideas and resources, more accessible to many. I had hoped to start this sometime in 2021 but the current situation brought things forward – surely Scotland's history teachers need this sort of collegiate approach sooner rather than later. For this reason, this newsletter has been a little rushed, and we are still very much finding our feet with it. Any advice or contributions for the future would be more than appreciated. SATH is a community of people coming together for mutual support and inspiration. So I hope this newsletter is useful, and I look forward to hearing from you in future!

Rebecca Hay

Inside the Newsletter:

- Promoting Teacher Wellbeing
- Lockdown Resources
- Reflections from a retired teacher
- Pedagogy review
- And the inaugural SATH essay competition.

Guides to Online Teaching

We have produced two basic guides for those of you who may be struggling with online teaching. One guide will outline the basics for [Microsoft Teams](#) and the other for [Google Classrooms](#). If there is anything else we can help with then please let us know.

Microsoft Teams

Don't forget to join the SATH Microsoft Team, where you will find a number of useful school resources at all levels. Please feel free to join and share your resources. You can access the Team through Glow and either search for 'SATH team' using the join code (tmvl699) or send a message through email, twitter or facebook.

Teacher Wellbeing in the time of Coronavirus

Caitlin Morrison has just been appointed as Faculty Head of Literacy, and Humanities at Golspie High. Here she shares her tips on promoting teacher wellbeing. You can find her on twitter: [@MissMozDog](https://twitter.com/MissMozDog)

“Wellbeing” has to be one of the most overused terms we hear about in teaching. We all absolutely (and rightly so) focus our efforts on ensuring our students’ wellbeing needs are met, however teacher wellbeing is usually left in the dust. This has led to a whole new focus on teacher wellbeing, which usually boils down to someone telling you to do more yoga.

Problem with wellbeing is that what improves your wellbeing is unlikely to work for someone else. For example, I could tell you to have a nice long bath with a glass of wine. But if you are a single parent in a small flat with no bath, how likely is that going to improve your wellbeing?

However, as someone who is a workaholic and who rarely remembers to breathe let alone put time aside for anything more strenuous than a Netflix binge, I personally have had to force myself to take action to address my own wellbeing. So, I thought I’d share some tips I learned that have helped me personally, and I hope might help you also.

Schedule “You Time”.

Another thing you should know is I love a schedule. A colour coded one is even better. So I sat down and wrote up a timetable that included hobbies. I forced myself (as best as I could) for a whole week to commit to those hobbies in the time I put aside for them. While I didn’t always manage, I started being able to put work aside more often and began to remember that I do have a personality and interests beyond teaching. It doesn’t really matter what you schedule in. If it happens to be that you like yoga, then great. For me, I schedule my workouts (if it’s on paper it’s harder for me to find an excuse to skip it), sewing and calligraphy practice. Whatever makes your heart sing, write it down, set an alarm for it and commit yourself to doing it. One thing I love doing is baking, so I’ve been baking old favourites and trying out new recipes since lockdown began, including the now stereotypical banana bread (I still believe I was doing it before it was cool though).

Find a new interest

If you’re struggling with the lack of outdoors time, find a new indoors hobby. There are some great websites such as Skillshare that have online tutorials for a whole host of skills. Skillshare often do a free two-month subscription as well so you can try before you commit to the monthly subscription cost:

www.skillshare.com

Meditate

Yeah ok this one is a bit of an eye roll, I know. However, many do find it useful to help them deal with stress or anger, getting to sleep or staying asleep, as well as helping with more serious anxiety and depression. I’ve been using Headspace for over a year now, and I do find it useful. They are also offering a free year’s subscription to teachers – all you’ll need is proof of employment (a pay slip or ID card with your school name on it) submitted through their online form:

www.headspace.com/educators

Disconnect from the tech

This is one that I feel is like flossing. You know you should do it, but actually doing it can sometimes be harder than you expect. With Scottish teachers looking at teaching remotely until at least summer, it’s also one that’s going to be much more important for us. Firstly I absolutely recommend setting alarms for your usual morning break and lunch. Try to also schedule in screen down time and walk away from the computer, phone, tablet for a period of time. Our eyes and brains will need the rest, and it will help you from falling into a habit of always being available or ‘at work’. Having tech-free times before bed may also help you get better sleep – we’ve all heard the studies about the effect of blue light on our brains and ability to ‘switch off’. I try and have a tech-free hour before bed by setting my phone to do-not disturb, and I’ve even gone so far as to put it in a box to try and stop myself checking it out of habit! Blue light blocking glasses may also help – you can get these for about £20 on Amazon, and some companies such as

Foxman Frames will also include your prescription if needed for an extra cost.. This can help your brain 'switch off', reduce eye stress and possibly help you get better sleep.

Express gratitude

One thing I've found has helped my wellbeing immensely is to write down three things each day I am grateful for. Not necessarily three good things that happened that day, but things I am grateful for. For example, I am grateful that my partner brought me through a coffee. Nothing big, but something that made my day more positive. After doing this for a while, it helped me start to see my days as 'glass half full' instead of half empty. I've previously done the 100 Happy Days challenge where you post a photo of a good thing each day. Sometimes the good thing may just be that you got out of bed, or wore different pyjama bottoms to work (let's not lie to ourselves, we all know pyjama casual is the remote learning teaching uniform). It may sound daft, but the many people I have spoken to who practice gratitude say it is one of the top things they can do to help them stay positive. If you want a specific book to write these in, Paperchase and Typo online sell a variety of gratitude journals (plus Paperchase are currently doing a teacher discount – you can find this through www.discountsforteachers.co.uk and even if you don't want a gratitude journal, maybe buying new stationery will hit the spot!)

Of course, these are just suggestions. I do hope they help, or that you use them as inspiration for your own version of wellbeing. However, if you are really struggling, no amount of meditation or journaling is likely to be enough. If you need more support, are feeling depressed or suicidal, the NHS mental health website has an incredible directory for help which is available here:

<https://www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/>

For immediate help, call Samaritans on 116 123; or Hopeline on 0800 068 4141

For Caitlin's Banana and Coconut Bread Recipe please visit: [PDF - Recipe](#)

Instagram Account

We're excited to announce the launch of our new Instagram account! [@sath_info](#)
As we develop this we would like to use it to promote not only SATH events, but also resources and members work
If you would like to help contribute to this please get in touch. In particular we are looking for History teachers who would like to share or highlight teaching resources, books etc! If you are interested in a teacher takeover for your classroom or department we would love to hear from you!

SATH Committee

SATH is on the lookout for anyone who may be interested in joining our committee. The Committee meets in person four or five times a year in the Central Belt (although Zoom, Teams and Hangouts may change things!). Right now we are beginning to organise our November conference, and are starting to think of the ways in which we can better serve History teachers across Scotland.
If you want to find out more, or have ideas of what we can do better then please tweet us [@SATHinfo](#) or [email](#).

SATH Yearbooks

SATH is in the process of uploading our back catalogue of yearbooks to our Google Drive.
Taking us back to the early 90s they are quite possibly historical documents in themselves!
An index of articles is in process but for now you can read (and download) the yearbooks from [Google Drive](#).

Lockdown Resources

<p>The Heritage Hero Awards will work for any history, heritage and archaeology project, providing it follows the given five project stages.</p> <p>The Awards are free of charge and offer a framework, a focus and a reward element for an individual, family or class, as well as resources (see last page for a selection of our favourites) and access to advice from our knowledgeable team.</p> <p>More details: Heritage Hero Awards</p>	<p>Dekko Comics the educational comic artist group have made their catalogue available for free online and have some useful Historical chapters such as on Mary Queen of Scots and WW2.</p> <p>https://dekkocomics.com/</p>
<p>Meanwhile Elsewhere...</p> <p>worksheets concentrate on history that might traditionally be overlooked in the classroom.</p> <p>Each worksheet has links for pupils to research from, and focused questions to answer. These worksheets can provide meaningful context to history studies whilst also broadening historical awareness and addressing some of the inequalities in our history teaching.</p> <p>meanwhile, elsewhere...</p>	<p>Virtual tours. With museums and art galleries being closed the opportunities to get out of the house and to marvel at the ingenuity and creativity of the human brain are a bit limited. Fear not! The following museums and galleries offer free online tours and exhibits. Why not spend an hour virtually wandering through each of the following and seeing where that might take you?</p> <p>National Museum of Scotland, Edinburgh. You can tour the museum using Google's Street View.</p> <p>British Museum, London This iconic museum located in the heart of London allows virtual visitors to tour the Great Court and discover the ancient Rosetta Stone and Egyptian mummies. You can also find hundreds of artefacts on the museum's virtual tour.</p> <p>Museum of the World</p>
<p>Other resources:</p> <p>National Archives - For teachers</p> <p>Historical Association virtual talks - Secondary resources to support you during Covid-19</p> <p>BBC In our Time - Archive</p> <p>Versus History - Podcasts</p> <p>Mr Allsopp's History Pods - History revision</p> <p>History Extra - World History Podcasts</p> <p>Archeology Scotland - Colouring Book</p> <p>Holocaust Educational Trust - Home Learning Pack</p>	<p>To support learning from home during lockdown, access to Scran has been made free until the end of July. Scran hosts over 400,000 captioned records with images, sounds and film from over 300 museums, galleries and archives.</p> <p>Scran</p>
<p>CPD - Future Learning</p> <p>'Peterloo to the Pankhursts: Radicalism and Reform in the Nineteenth Century'</p> <p>19th Century Radicalism and Reform - Online History Course</p> <p>'Beyond the Ballot: Women's Rights and Suffrage from 1866 to Today'</p> <p>The History of Women's Rights - Online Course</p>	
<p>CPD - Open University</p> <p>There are a number of free courses from the Open University from Hadrian's Rome to Welsh History and its sources!</p> <p>https://www.open.edu/openlearn/free-courses/full-catalogue</p>	

Reflections of a retired history teacher

“Old men forget, and all shall be forgot,
But he'll remember with advantages
What deeds he did that day.”

My father was a secondary English teacher. My mother was a university academic. So from an early age I thought of long holidays as part of life. In my final year at university I decided to go in for teaching; I was not especially bothered about young people (that came on the job) but I did think that history was important, and that studying history ought to be a life-enhancing experience. I had never heard of The Edinburgh Academy when I saw an advertisement for a job there, but I was lucky enough to be appointed and I stayed for 37 years. For the last 25 of those I was Head of Department. A phone call from Andrew Hunt led to my joining the Advanced Higher team, and I am still what is called a Senior Examiner.

As Head of Department at an independent school I had enormous freedom, provided exam results were more or less all right. Because we used, in those days, a mixture of English and Scottish exam boards I had a wide choice of syllabi available and could choose educationally the best. I also had a little control over class-room practice (though I am sure I was right to let the other history teachers manage their own affairs). One strict rule I instituted in my first year of being a HoD was that there should be mixed ability sets in history (P7-S2) and no marks, grades or orders. The Head, good man, supported me in this. The other history teachers soon found that the arrogance of top sets and the depression of bottom sets was a thing of the past. And the work improved. Children made greater efforts to get praise for achievement than they ever did for marks.

My P7-S2 syllabus was based on the HMI's advice of those days: some local, some Scottish, some British, some European, some world-wide. This worked well, though I did have to write my own S2 text book on Scotland 1680-1830 because the published ones kept going out of print. Once exams started we had to fit in with exam board rules, of course. But these kept changing. I am glad to say that whenever there was a change all my department (personnel changed over the years) always agreed with me that the approach was not “How can we get the best grades for the least work?” but “How can we use these new arrangements to improve pupils' education?”.

That is the main point of this article. Our main focus in the classroom should always be not “How can we get the best exam marks?” but “How can we give the best education?”. It is sad to see on twitter how much exam marks seem to dominate schools. But most of the comments I see come from England. One of the glories of AH History is that we have been allowed to

keep holistic marking of dissertations and essays; if a piece of work is of A-grade quality we can give it an A-grade mark, whether or not it ticks criteria boxes. (I don't want to be misunderstood here. You and your pupils should closely study the published criteria boxes. They are rather good, and most years we tweak the wording to make them even better.)

One of the great pleasures of teaching our subject is the enormous amount of worthwhile variety one can introduce in class. I stopped having complaints of the “What's the point of doing this stuff?” from P7-S2 after I learned in the first lesson of the year to say “In this room we practise reading, writing and thinking. By the end of the year you will have got better at all three.” Homework, model making, wall charts, essays and much else could all be part of this. Two things I stressed were free reading and discussion. We had a “Junior Reading Book Scheme” and I used to come back from charity shops with a bulging sack of books for it. I remember explaining to a Modern Linguist head that even at P7 we could have fruitful debate. Study the Bayeux Tapestry and ask whether Harold at Hastings was killed by an arrow or cut down with a sword? This was not about rival opinions (academically worthless) but about alternative evidence-based judgements – which is real history. My other strict rule in the department was that there should never be a boring history lesson; there is no such thing as “boring but important” in history.

It is a matter of fact that I fancy myself as a bit of a performer. I once got paid a fee to give an Immortal Memory to a firm of Welsh road hauliers. So I had no hesitation in often lecturing pupils for 5, 10, even 30 minutes. When I started there was no easy photocopying, no video and certainly no interactive white board. I hope these all were used to add to my lectures as time went on. I know, from conversations with dozens of SQA markers, that the history teaching profession in Scotland is in very good hands. You should listen to advice from colleagues and educationalists, but you should also not hesitate to play to whatever your strengths happen to be.

I also know, from marking, that there is lots of superb history taught and studied all across Scotland. Thank you, SATH members, for still brightening up my summer.

George Harris is a retired teacher living in Edinburgh. You can get in touch with him on twitter: [@Historylecturer](https://twitter.com/Historylecturer)

Article Review

Article - Goodall, J 2017, 'Learning-centred parental engagement: Freire reimaged', *Educational Review*

What is this article about?

Parental engagement is a 'hot potato' just now and one of the pillars of the National Improvement Framework (NIF). In a world of Paul Dix, Snapchat, Mental Health concerns and attainment (and increasing personal accountability for that attainment), the relationship we have with our learners is changing. This means the relationships we have with our learner's parents is also changing or, at least, should be.

In her article '*Learning-centred parental engagement: Freire reimaged*' Janet Goodall looks at the work of Paulo Freire, whose critique of the 'banking model' of education has inspired educators toward more constructivist, engaging methods. In her article Goodall argues that although the way we engage with pupils has moved away from the 'banking model' our interactions with parents has not. Goodall outlines the steps which should be taken for a more 'equitable, sustainable and fruitful partnership between all those involved in schooling and learning'.

What is a 'banking model'?

The banking model of schooling assumes that knowledge is something which can be transferred from one person (the teacher), to another (the student or parent) unchanged. This model was de rigueur a few decades ago but is not in line with modern pedagogy, and is something that all but the die-hard traditionalists have moved away from with our learners.

However, Goodall asserts the same cannot be said for our parent stakeholders; at secondary level there is a acquiescing of teachers as the expert and parents as a bystander; particularly if the subject matter is something the parents struggled to engage with at school themselves. Goodall however feels that as parents are the primary educators of children (they have, after all, been teaching skills since children were born) they are keen to be involved in teaching but lacking the confidence and opportunity to do so.

What does Goodall suggest to change this model?

Goodall's research suggests that '*as it stands, our conception of parental involvement or engagement... revolves around helping or*

supporting the school.' Goodall argues that the way forward would involve an open and honest dialogue with parents (not dictating what is needed with no knowledge of what parents want, need or know), which acknowledges both the teacher as a subject expert but the parent as an expert on their child. Tapping into parent knowledge is a key driver in boosting attainment (Something the NIF also promotes).

Goodall goes on to change each of Freire's 'banking' examples to a more flexible and learner centric model:

1. School staff and parents participate in supporting the learning of the child
2. School staff and parents value the knowledge that each brings to the partnership.
3. School staff and parents engage in dialogue around and with the learning of the child
4. School staff and parents act in partnership to support the learning of the child and each other
5. School staff and parents respect the legitimate authority of each other's roles and contributions to supporting learning

Final thoughts

Understandably, some of the above makes for grim reading as a teacher and Goodall does suggest it is not as bleak in all learning environments but that elements of an outdated 'banking' system do still exist.

In my opinion, Goodall's new model does offer a useful tool to reflect upon one's own practice with. It has underpinned significant change in my own department in the ways in which we interact and share ideas with parents in our senior phase. This appears to have been a change for the better. Parental response was overwhelmingly positive to the new initiatives and heightened dialogue across the year. It was a tough pill to swallow that perhaps our existing methodology was flawed, but it was worth choking back.

This Review was compiled by Rachel Bryson. You can get in touch with her on twitter [@rmjim02](https://twitter.com/rmjim02)

SATH essay competition

With thanks from Scran at Historic Environment Scotland, National Museums Scotland and Bright Red Publishing, SATH are delighted to announce a new historical essay challenge for students.

The rules:

Students can choose from one of the following two topics:

1. Lockdown - What should we choose to remember for future historians to learn about the current situation.
2. Local History - How has your local area changed over time? OR. How has conflict changed your local area? OR. Who is a local hero that deserves wider recognition within Scotland?

Word limits per age group:

11-12 years of age – maximum 250 words

13-15 years of age – 250 – 500 words maximum

16-18 years of age: 500 – 1,000 words maximum

Entries must contain the following information; Full name, Age, School (or college) and contact email address

The prizes:

There will be small prizes for the two chosen winners of each category. The winners of the first two categories will get goody bags from the National Museums Scotland (when it reopens!), the 13-15 years category will be given a National 5 History Scotland Study book by Bright Red Publishing, and the winners of the 16-18 years category will receive one of the Historic Environment Scotland's books from its National Collection of Aerial Photography.

Timeframe:

All entries should be submitted to sathmembership@gmail.com by June 26th 2020. Winners will be notified by email by no later than 24th August 2020.

