



University
of Glasgow

25 YEARS OF THE SCHOOL OF EDUCATION



25th
Anniversary

SCHOOL OF EDUCATION

The School of Education would like to thank all those who have contributed to our Anniversary celebrations including Dr Isobel Nisbet, the Glasgow Caledonian University Archive Centre and Archivist Carole McCallum, the University of Glasgow Archives & Special Collections, the Scottish Education Research Association (SERA), the Educational Institute of Scotland (EIS), the Educational Colloquium of the Universities of Glasgow, Strathclyde and West of Scotland, as well as all the staff who have dedicated their time and effort to making our anniversary a success.

Images courtesy of the University of Glasgow Archives & Special Collections

The University of Glasgow, charity number SC004401
SERA is a charity registered in Scotland SC003928

INTRODUCTION

This year, we celebrate the 25th anniversary of our School of Education. I am proud and privileged to be serving as Head of School at this important milestone in our development, and I also take great pleasure in inviting you to join us in celebrating our anniversary.

In addition to celebrating 25 years of our School, we are also marking two other important milestones in 2024 – the 50th anniversary of the formation of the Scottish Educational research Association (SERA), and the 75th anniversary of the appointment of the first Chair of Education at the University of Glasgow. Both events held great significance for the development of education in Scotland and we are delighted to commemorate all three this year.

The School of Education at the University of Glasgow is committed to social justice in and through education, and to education research and practice of the highest quality. Since our formation in 1999, we have aspired to address the contemporary educational issues of our times and to make a difference for society's most vulnerable and educationally disadvantaged members.

We can only achieve these aspirations through the efforts of our talented and dedicated colleagues. These include education academics, relentlessly pursuing emerging questions in contemporary education with rigour, drawing on methods and approaches from the humanities, social sciences and beyond. We also benefit greatly from highly

skilled professional services colleagues who are deeply committed to the mission of education.

Most importantly, none of this could be achieved if it weren't for the thousands of inquisitive students who have passed through our doors over the years. All have played a vital role in making our School what it is.

I would like to express my gratitude and appreciation to everyone who has contributed to the development of the School over the past 25 years. It is now unambiguously among the very best in the UK. This has not always been an easy journey and would not have been possible without relentless effort. This year, we take a step back to appreciate that achievement.

Our School has an opportunity to firmly position itself as one of the world's leading within the next decade. Getting there will only be achieved through collaboration with education partners in Scotland and the wider world, applying rigorous research methods to understand real challenges and informing education practice and policy. Teaching informed by the best research, expertise and experience can foster newly graduated practitioners with the skills and curiosity to develop as education professionals and rise to the challenges of a fast-changing environment. I for one believe our School of Education will be well-placed to meet the challenges of the future and so will our graduates!



**PROFESSOR KRISTINN HERMANNSSON,
HEAD OF SCHOOL**

HISTORY

25 YEARS OF THE SCHOOL



The current School of Education was established in 1999, formed by the merger of the Departments of Education and Adult and Continuing Education with St Andrew's College, Bearsden. Initially known as the Faculty of Education, the name changed in 2010 as part of a University-wide restructuring.

St Andrews's College itself had a long and distinguished history, coming together from a merger some 30 years earlier of Notre Dame Training College, established in Dowanhill, Glasgow, in 1895, and Craiglockhart College, Edinburgh, established in 1919.

In 2003, we further cemented our connection to the history of Scottish education when we moved to our current home in the St Andrew's Building – the former site of the Glasgow and West of Scotland College of Domestic Science, affectionately known locally as 'The Dough School'.

50 YEARS OF SERA



In 1973, parallel processes led to the establishment of both a British and a Scottish education research association. The chair of the process leading to SERA was Stanley Nisbet, then Chair of Education at the University of Glasgow, with notable representation both from EIS and the Association of Directors of Education. From even before its founding, SERA was intended to be about collaboration between educational researchers and with the wider educational community. SERA was formally launched in September 1974.

75 YEARS OF THE CHAIR OF EDUCATION



After many years of lobbying, the University resolved in 1949 to establish a chair in education. To take on this role, the University appointed Stanley Nisbet, at that point employed at Queens Belfast. Stanley arrived eventually in 1951 and served in this role for 27 years.

Top image: Classroom, Notre Dame College of Education Bearsden Campus, 1968

HISTORY

1999 - ST ANDREW'S COLLEGE MERGES WITH THE DEPARTMENTS OF EDUCATION & ADULT AND CONTINUING EDUCATION TO CREATE THE FACULTY OF EDUCATION

ST ANDREW'S COLLEGE

The Notre Dame College of Education opened its doors to students in 1895. Situated in Dowanhill in the West End of Glasgow, it was the first Catholic teacher training college in Scotland.

Originally established to provide training for schoolmistresses, the College began admitting male students in 1967. Two years later, it was relocated to a new, purpose-built campus in Bearsden designed by renowned local architects Gillespie, Kidd and Coia.

In 1981, Notre Dame merged with Craiglockhart College to form a new institution – St Andrew's College of Education. This new national Catholic college joined with the University of Glasgow in 1999, merging with the Departments of Education and Adult and Continuing Education to become first the Faculty, and later the School, of Education.

Top: First Diplomates of Notre Dame College, 1896. **Bottom:** Convent of Notre Dame, Dowanhill, 1894



DEPARTMENT OF ADULT AND CONTINUING EDUCATION

The Department of Adult and Continuing Education began life as the University of Glasgow Extra-Mural Education Committee, founded in May 1924. It was formed to promote and develop adult continuing education in Glasgow and the West of Scotland. By 1951 this had led to the creation of a Department of Extra-Mural Education, which offered a variety of short courses, certificates, and language classes. Many of the courses had no formal entry qualifications and did not require formal subject knowledge.

In 1985 the name changed to the Department of Adult and Continuing Education (DACE). Following the University's merger with St Andrews College in 1999, the Department became part of the newly created Faculty of Education.

PORTRAITS

As part of our Anniversary celebrations, School lecturer and talented photographer Jo Gallagher has created a series of portraits featuring some of our staff members with long-standing ties to the School. The full series of portraits will be displayed in the St Andrew's Building.



JAMES CONROY
PROFESSOR OF RELIGIOUS &
PHILOSOPHICAL EDUCATION



MARGERY MCMAHON
PROFESSOR OF
EDUCATIONAL LEADERSHIP



CATHERINE O'HARE
LECTURER



GORDON MCKELLAR
IT SERVICES

PORTRAITS



MOYRA BOLAND
PROFESSOR OF CREATIVE
PEDAGOGY



LEON ROBINSON
CHIEF ADVISER OF STUDIES



FRANCISCO VALDERA-GIL
LECTURER, MODERN
LANGUAGES TEACHER ED



MARY LAPPIN
DEPUTY HEAD OF SCHOOL,
SENIOR LECTURER

STANLEY NISBET

Professor Stanley Nisbet (1912 - 2004) holds a special place in the history of education in Scotland, and at the University of Glasgow in particular. He was the first Chair of Education at the University, and was instrumental in the formation of the Scottish Educational Research Association (SERA). Here, we take a look back at Stanley's life, and his pivotal contributions to education in Scotland.

Stanley was born in Iceland, where his parents ran a medical mission. The family returned to Scotland when Stanley was aged seven. He attended Dunfermline High School and later Edinburgh University, where he obtained a first-class honours degree in Classics in 1934. Five years later, he enrolled in Godfrey Thomson's B.Ed. class, graduating with distinctions in both Education and Psychology.

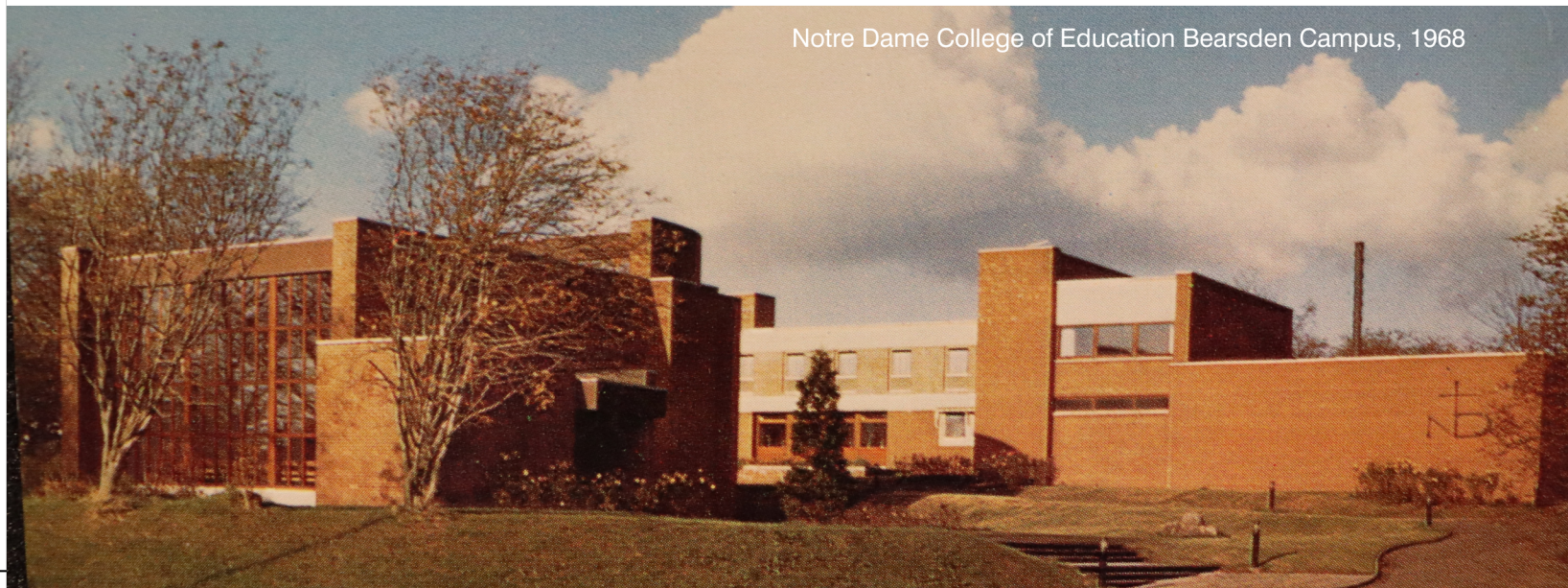
He is possibly best known for his pioneering work in curriculum studies, publishing influential works such as 1957's *Purpose in the Curriculum* which laid out a structure for analysis of the content of school work.

Professor Nisbet was appointed as the first Chair of Education at the University of Glasgow in 1949, while he was teaching at Queens Belfast. He eventually arrived to take up the post in 1951 and remained at Glasgow for 27 years.

In 1954 he founded the Education Colloquium as an association of education graduates of the University of Glasgow. The Universities of Strathclyde and West of Scotland joined later, and the organisation continues to bring together people working across the education landscape in Glasgow to this day.

Stanley also played a leading role in establishing the Scottish Educational Research Association (SERA). In 1973, he chaired the committee set up to draft proposals for a national organisation. The organisation held its inaugural meeting in 1974, and continues to work for the improvement of education through high-quality educational research.

Notre Dame College of Education Bearsden Campus, 1968



ST ANDREW'S BUILDING



St Andrew's Building, present day

The St Andrew's Building is the current home of the School of Education at the University of Glasgow. But did you know that the building has a long history of serving Glasgow's communities?

It was commissioned in 1912 as the new home for the Glasgow and West of Scotland College of Domestic Science, affectionately known locally as 'The Dough School'. However, before it was even finished, the building was taken over by the Red Cross and used as a hospital during the First World War.

Classes began in 1919. The purpose of the College was to provide training for teachers of domestic science for schools and to provide instruction to

the general public (and domestic servants). The latter were allowed to study for diplomas in single subjects such as needlework or cookery, but from 1910 diplomas were only awarded for complete courses. By the 1970s, the college offered a range of degree-level courses.

1975 saw the opening of a new building on the site, and the name changed to Queen's College. In 1993, there were further changes as Queen's College merged with Glasgow Polytechnic to become Glasgow Caledonian University.

The building was purchased by the University of Glasgow and by 2003 it had become home to what was then known as the Faculty of Education.

PHOTOS



Clockwise from Top
Left: First UofG graduates at Bearsden, 1993; Notre Dame College science lab, 1901; Diploma Day 1971; Bearsden Campus, 1968; Group staff photo, Bearsden 1990s.

The first part of the document discusses the importance of maintaining accurate records in a business setting. It highlights how proper record-keeping can help in identifying trends, making informed decisions, and ensuring compliance with legal requirements. The text emphasizes that records should be organized, up-to-date, and easily accessible to all relevant personnel.

Next, the document addresses the challenges of data management in a digital age. It notes that while digital storage offers convenience and scalability, it also introduces risks such as data loss, security breaches, and information overload. The author suggests implementing robust backup strategies, using secure cloud services, and regularly auditing data for accuracy and relevance.

The third section focuses on the role of technology in streamlining record-keeping processes. It explores various software solutions, including document management systems and automated data entry tools. The text argues that investing in the right technology can significantly reduce manual errors and save valuable time and resources.

Finally, the document concludes by stressing the importance of training and awareness. Even the most advanced systems are only as good as the people using them. Regular training sessions and clear guidelines can ensure that all employees understand the correct procedures for handling records, thereby maintaining the integrity and security of the organization's information.

