



**Scottish Teachers for Enhancing Practice (incorporating the Association of  
Chartered Teachers Scotland)**

Charity Number:SCO41390

**National Education Conference**  
**Exploring Partnership**  
**WORKSHOPS**

Below you will find full details of all of the workshops to be delivered within the three sessions, two in the morning and one in the afternoon. Please note that some workshops will be delivered twice in order that delegates are offered a wide choice. Please study this information carefully and indicate on the registration form your first and second choices for each session. We will do our very best to meet your requests.

For a quick summary of the workshops, please go to the last page.

Thank you.

## SESSION A MORNING

### **A1 How we can *really* deliver literacy and numeracy across the curriculum!**

***Lisa Jane Ashes***

Lisa Jane Ashes is a well-established educator across the UK and is becoming increasingly well-known in Scotland. She is closely involved with Pedago.org and has contributed to Teach Meets with them. Recently she made an outstanding contribution to the National Literacy Coordinators' meeting in Stirling. Lisa is an Associate with Independent Thinking, one of the UK's leading consultancies, and is the author of '**Manglish**', which looks at how we really deliver literacy and numeracy across the curriculum. This will be the focus of her workshop.

***THIS WORKSHOP IS REPEATED IN SESSION B***

### **A2 Partnerzone and beyond ...**

***Skills Development Scotland***

Skills Development Scotland has worked with schools to develop some real and effective resources to support schools. This has produced teaching materials, lesson plans, links for assessment and straightforward access to the appropriate resources on My World of Work. This workshop will not only describe and provide access to these resources, it will also set out future plans for developing more resources. This new approach will offer support to teachers working at earlier stages in education in line with the recommendations of the Commission on Developing Scotland's Young Workforce and give those attending the session the opportunity to shape that support.

### **A3 A school at the heart of partnerships**

***Gavin Clark, Preston Lodge High School, Prestonpans***

Gavin Clark and his colleagues at Preston Lodge High School are an outstanding example of partnership. They knew that, if they wanted to make a real difference to achievement in the school, they had to focus on learning and teaching. To assist them with this they formed a partnership with Cramlington Learning Village in the North of England, and this has brought huge benefits for both partners. Preston Lodge recently ran a highly successful Learning Festival, demonstrating their commitment to sharing with others, and they are going from strength to strength. This session is a great opportunity to hear about a real success story and to learn from it.

## **A4 The return of the mini-teachmeet**

Teachmeets have been one of the great success stories in teachers' professional development. At their heart is the partnership between teachers and the willingness to share good ideas and examples of practice. This session offers the opportunity to do exactly that in the context of the conference. STEP needs to be a partnership characterised by a willingness to share the best of what we do, and this session offers a starting point for that. If you want to be part of that, this is the session for you. Please let us know if you want to contribute, what your topic would be and whether you need 7 minutes or 2 minutes to share it.

## **A5 The Eligible Twos**

***Miriam Bengharbia and Linda Arnot***

This Scottish Government initiative is to address social inequalities as early in a child's life as possible. The pilot scheme was originally called the "Vulnerable Twos", offering positive parenting groups to families identified by health visitors and other professionals. It is a pre-nursery partnership with parents, encouraging them to participate in their children's early learning. It is also to encourage parents to have the self-esteem and confidence to get into the workplace, while knowing that their children are in a nurturing developmental environment.

Miriam and Linda are experienced nursery nurses running a very successful group in St Joseph's Primary School in Edinburgh. They will share their successes and identify the challenges of establishing such a group.

## **A6 Talking Time – the importance of talking for learning, and how changing our language use can encourage children to talk more."**

***Aileen Kelly, Primary Teacher***

Douglas Barnes (1976) contended that "learning floats on a sea of talk". If this is the case, then why are so many of our learners still drowning in silence? This session will share the results of a collaborative professional enquiry looking at how practitioners can adapt their use of language to encourage children to engage in and extend their dialogue in the classroom. There were two main strands to this enquiry, introducing play-based communication activities, and altering practitioner language to shift the balance of power in classroom dialogue. Hopefully you will leave inspired and enabled to make these changes in your own practice.

## SESSION B MORNING

### **B1 How we can *really* deliver literacy and numeracy across the curriculum!**

*Lisa Jane Ashes*

See A1 for details

### **B2 “What on earth is that?” Using a sense of wonder and enquiry to help learning**

*David Harris, Independent Thinking*

Dave Harris is someone who is totally committed to delivering the very best for learners as a teacher, school leader and now as one of the driving forces behind Independent Thinking, a remarkable partnership of outstanding teachers working to establish the best possible practice nationwide. This workshop will focus on how to arouse curiosity in learners and use that to drive progress.

***THIS WORKSHOP IS REPEATED IN SESSION C***

### **B3 Leading from the classroom: how can communities of teachers have influence?**

*Fearghal Kelly, Pedagoo*

Pedagoo has been a remarkable success story. It has grown from a conversation on Twitter to become a real force in education in Scotland and beyond. Every Friday brings an exchange of ideas on Twitter through #pedagooFriday, the website features interesting, helpful and practical blogs and they organise regular teach meets right across the UK. This session will look at what has created this success and the lessons that might be learned for STEP. It will pose the question "how can teachers work together to influence developments in Scottish education"

### **B4 A partnership approach to Initial Teacher Education**

*Rosa Murray, University of Edinburgh and Elaine Napier, Midlothian Council*

The National Partnership Group in its report to the Cabinet Secretary affirmed that by August 2013 all Local Authorities and Universities providing Initial Teacher Education should have entered into formal partnership agreements. This workshop will present and discuss the work

and progress of the Edinburgh University Teacher Education Partnership, including a radical new approach to student professional experience and practice, and the development of a professional learning continuum.

## **B5 Scottish Framework for Masters in Education**

***Dr Morag Redford, Head of Teacher Education, University of the Highlands and Islands; Chair of the Scottish Framework for Education inter-university working group***

The Scottish Framework for Masters in Education is an agreed set of principles that are the result of a unique collaboration across the universities who provide teacher education in Scotland. This Framework is designed to enable educators to make informed decisions about accredited Masters provision related to career-long professional learning. The Framework recognises and builds on existing learning opportunities developed through partnerships between universities, schools and local authorities.

This workshop provides an opportunity to hear about the establishment of the Framework and to contribute through discussion to the next stage in its development. The workshop will begin with a presentation which illustrates the work done across Scottish Universities to establish the framework. This will be set in the context of Scottish Government funding for masters level learning in local authorities and will conclude with discussion tasks to identify the way in which the Scottish Framework for Masters in Education can support the career long professional learning of teachers.

## **B6 Supporting STEM in schools – building partnerships for success**

***Skills Development Scotland***

Skills Development Scotland has pulled together a remarkable partnership with schools, employers and the Glasgow Science Centre to encourage pupils' interest in STEM subjects and career options. This has now been expanded to offer a mobile unit and efforts to replicate the Glasgow Science Centre offer right across Scotland. It is an impressive and exciting development which offers practical help to schools in meeting the demands of the Commission on Developing Scotland's Young Workforce. It will help to answer the question of how we meet pressures for change without a significant increase in workload.

### **C1 “What on earth is that?” Using a sense of wonder and enquiry to help learning**

*David Harris, Independent Thinking*

**See B2 for details**

### **C2 Central Local Authority Stirling Partnership (CLASP) : The Integrated Early Career Phase Project**

CLASP builds upon a long standing tradition of collaborative working between Stirling University School of Education and Local Authorities. It was established formally in 2014, following the Donaldson report on teacher education in Scotland and the work of the National Partnership group (NPG) and the National Implementation Board. This six month project captured data from the end of one cohort of probationer teachers (2013) and from those starting induction ( 2014). Development Fellows (experienced teachers with master's degrees) seconded from each partner Local Authority worked closely with the University and induction team in their LA to map probationers existing strengths and priorities for development with a view to fostering a sense of professional responsibility from the outset. Exploring probationers experiences of ITE, induction, supporters, professional learning opportunities, etc. provided rich data of interest to all teachers working with student teachers and/or probationers. The findings and recommendations from the project will form part of a report to Education Scotland.

In this workshop, John I'Anson, Director of Initial Teacher Education at The University and the DF's will give an overview of the project. Teachers with an interest in research may also find this workshop valuable.

### **C3 Delivering Wood – a partnership approach to vocational education**

*Steve Dougan, Forth Valley College*

Steve Dougan offers a very good example of partnership in fulfilling the ambitions of the Commission on Developing Scotland's Young Workforce. This workshop will demonstrate the power of really strong joint working between schools and a College and show how young people can benefit from that. Illustrated with genuine examples of practice and the voices of young people, Steve will offer really positive suggestions as to how we can meet the Commission's challenges.

#### **C4 "Lessons from Baltimore - What does partnership with parents really look like?"**

***Eileen Prior, Scottish Parent Teacher Council***

Eileen Prior is the Executive Director of the Scottish Parent Teacher Council and is utterly committed to establishing the strongest possible partnerships between schools and their communities. This year Eileen and her colleagues are taking a bold and striking step. They are working with Skills Development Scotland to bring Joyce Epstein from John Hopkins University to Scotland. The practice that has developed in Baltimore as a result of her work is the outstanding example of partnerships across whole communities. It offers a great example that SPTC want to replicate here. This workshop will give you the opportunity to learn about and discuss this remarkable development.

#### **C5 Enhancing Partnership with Learners through Technology: Flipping the classroom and other adventures.**

***Craig Jamieson***

Educational technology in 2015 is more than an arbitrary Powerpoint, and no longer is it the stuff of budgetary nightmares. Integration of free/very cheap technological resources with both innovative and 'tried and tested' pedagogy can have a real impact on learner experience. Craig will explore how flipping his classroom gave him, amongst other things, a greater insight into the learning processes of his class, whilst simultaneously decreasing his workload! As well as sharing the tools that didn't quite do the job. Craig is a Secondary Mathematics teacher, but will share practical tools, theory and resources that can be employed across all CfE levels.

If you tweet, follow Craig @mrjamiesonflips, and feel free to tweet during the day using #rechargelearning.

#### **C6 Managing workload and delivering improvement**

***David Cameron***

David Cameron has a long track record working at all levels in Scottish education and is still involved at national level. In this workshop he will look at the biggest challenge facing teachers in Scotland right now -how do we deliver the improvements that we are being asked to make in a climate of reducing resources and still secure the reduction in workload that we have been promised. This session will look at some of the steps that can be taken to do exactly that and give participants the opportunity to contribute to that discussion"

## AT A GLANCE

<b>SESSION A (Morning)</b>	<b>SESSION B (Morning)</b>	<b>SESSION C (Afternoon)</b>
<b>A1</b> <i>How we can REALLY deliver literacy and numeracy across the curriculum</i> <b>LISA JANE ASHES</b>	<b>B1</b> <i>How we can REALLY deliver literacy and numeracy across the curriculum</i> <b>LISA JANE ASHES</b>	<b>C1</b> <i>“What on earth is that?” Using a sense of wonder and enquiry to help learning</i> <b>DAVID HARRIS</b>
<b>A2</b> <i>PartnerZone and beyond</i> <b>SKILLS DEVELOPMENT SCOTLAND</b>	<b>B2</b> <i>“What on earth is that?” Using a sense of wonder and enquiry to help learning</i> <b>DAVID HARRIS</b>	<b>C2</b> <i>CLASP – the Integrated Early Career Phase Project</i> <b>JOHN I’ANSON &amp; DEVELOPMENT FELLOWS</b> <b>UNIVERSITY OF STIRLING</b>
<b>A3</b> <i>A school at the heart of partnerships</i> <b>GAVIN CLARK</b>	<b>B3</b> <i>Leading from the classroom: how can communities of teachers have influence</i> <b>PEDAGOO</b>	<b>C3</b> <i>Delivering Wood: a partnership approach to vocational education</i> <b>STEVE DOUGAN</b>
<b>A4</b> <i>The return of the Mini Teachmeet</i>	<b>B4</b> <i>A partnership approach to Initial Teacher Education</i> <b>ROSA MURRAY &amp; GILLIAN ROBINSON</b>	<b>C4</b> <i>Lessons from Baltimore –what does partnership with parents really look like?</i> <b>EILEEN PRIOR, SPTC</b>
<b>A5</b> <i>The Eligible Twos</i> <b>MIRIAM BENGHARBIA &amp; LINDA ARNOT</b>	<b>B5</b> <i>Scottish Framework for Masters in Education</i> <b>MORAG REDFORD</b>	<b>C5</b> <i>Enhancing partnership with learners through technology – Flipping the classroom and other adventures</i> <b>CRAIG JAMIESON</b>
<b>A6</b> <i>Talking Time</i> <b>AILEEN KELLY</b>	<b>B6</b> <i>Supporting STEM in schools – building partnerships for success</i> <b>SKILLS DEVELOPMENT SCOTLAND</b>	<b>C6</b> <i>Managing workload and delivering improvement</i> <b>DAVID CAMERON</b>