



National Education Conference
Moving Forward in Scottish Education

Saturday 18th March 2017
Stirling Court Hotel
(formerly Stirling Management Centre)

Workshops

Below you will find full details of all workshops to be delivered. There are three sessions: two in the morning and one in the afternoon. Some of the workshops are being repeated again this year due to popular demand.

Please study this information carefully and indicate on the booking form your first and reserve choice 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.

Your completed form should be returned no later than **24th February 2017** to:

conference@steachersep.org.uk

We look forward to seeing you on 18th March!

Caroline Maloney

STEP Conference Organiser

Session Choices

Sessions A	Presenter
<p>A1. Strategies to Support Learning for Pupils With Visual Impairment - <i>Back by popular demand!</i></p> <p>"It stands to reason that children can only learn from what they see, and cannot learn from curricular materials that are not accessible to them if their vision is blurred or in some way not functioning as well as in others. There is a wide variety of reasons why impaired vision, in its broadest sense, has an adverse impact upon learning. For example our recent work has shown that as many as 2% of children have difficulties with visual search and accessing crowded material.</p> <p>During this workshop there will be a short presentation addressing this topic, followed by an open session addressing any questions concerning how to identify affected children and how to address their learning needs."</p> <p>Professor Gordon Dutton is a Paediatric Ophthalmologist who worked for over 20 years at the Royal Hospital for Sick Children in Glasgow. He is currently Emeritus Professor of Visual Science at Glasgow Caledonian University.</p>	<p>Gordon Dutton, Glasgow Caledonian University</p>
<p>A2. BSL and its place in the 1+2 language curriculum</p> <p>In this workshop you will experience a brief introduction to British Sign Language, which has structures and organisation quite different from English. This will be led by Nicola Mitchell, an experienced and qualified BSL tutor. Rachel O'Neill will then lead a discussion about how BSL can be taught as a modern language in schools, as part of the 1+2 languages strategy, using recent examples from across Scotland.</p> <p>Rachel O'Neill worked as a teacher of deaf children in schools and colleges in Greater Manchester for 25 years before moving to the University of Edinburgh in 2006. She is programme director for the new MSc Inclusive Education and course tutor for the Postgraduate Diploma deaf education pathway, taken by teachers who want to qualify to work with deaf children.</p> <p>Nicola Mitchell is a freelance British Sign Language Teacher with her own business, Creative Hands. She also works with the National Deaf Children's Society as a part time BSL teacher.</p>	<p>Rachel O'Neill, University of Edinburgh</p> <p>&</p> <p>Nicola Mitchell, Freelance British Sign Language Teacher</p>
<p>A3. New Approaches to Inspection and Review and Next Steps</p> <p><i>This workshop will cover the following areas:</i></p> <ul style="list-style-type: none"> • The context of the review on inspection • The engagement phase with stakeholders • The period of trying out new approaches • The new full establishment model now being used in schools since August 2016 • Next steps as we move forward with introducing a suite of new approaches <p>Marie is now in her tenth year in post as an HMI with Education Scotland following on from a period of three years as an Associate Assessor with HMIE. Marie mainly inspects in the primary and secondary sectors. During her time as an HMI Marie held a variety of positions such as an Area Lead Officer (ALO) and a Link Officer for a range of independent schools. Marie has been</p>	<p>Marie McAdam, HMIE</p>

<p>the Subject Specialist Inspector (SSI) for the sciences curriculum area since 2008 and led on the Sciences 3-18 Curriculum Area Impact Report published in 2012. More recently Marie was a joint Lead Officer for How good is our school? 4th Edition which was published in Sept 2015. Marie was also the joint Lead Officer for the Future of Inspection and Review which involved leading on engagement and ‘try-out’ phases as we worked towards our new approaches to inspection to be adopted from August 2016. Marie is currently Lead Officer for Inspection and Review which involves development and evaluation of further new approaches to inspection.</p>	
<p>A4. Introduction to Bilateral Integration</p> <p>The workshop will cover the following areas:</p> <ul style="list-style-type: none"> • Theoretical principles behind brain development from conception, through to birth and beyond. • Importance of physical activity, physical education and sport in developing sound body and mind. • Examples of the links between Bilateral Integration and academic achievement, behaviour and significant learning aspects. • A range of exercise opportunities that progress from simple to complex and adjust to the learner’s own progress and development. • Examples of how a programme may be structured, with consideration of differentiation for each learning profile. • Outline how Bilateral Integration can be managed for individual, small group and whole class learning experiences that lead to the learner being independent, confident and responsible for their progress. <p>Dr. Andrew Dalziell received his Ph.D. in physical education from University of Edinburgh, Scotland in 2016. Previously he has taught at University of Glasgow before working for the last 15 years in private practice working with infants, children and young adults with learning and behavioural difficulties.</p> <p>Andy is one of the creators of “Better Movers and Thinkers (BMT)” which is an innovative and novel approach to delivering quality Physical Education for students aged 3 to 18 years. The BMT programme has been rolled out across Scotland through the support and financial backing from Scottish Government.</p> <p>Andy is currently working on a national programme for increasing attainment in deprived areas in Scotland and consults on a project within a specialist Adult Mental Health Unit in England.</p>	<p>Andy Dalziell, Andy.Dalziell.com</p>
<p>A5. Practitioner enquiry – the why, the what and the how – <i>Back by popular demand!</i></p> <p>In this session we will briefly discuss practitioner enquiry in the professional standards and how this links with professional update. The main focus of the presentation will be what is enquiry and how to carry out an enquiry using the professional learning cycle. This discussion will be facilitated by a real example to demonstrate how to engage with practitioner enquiry as a means of professional learning.</p> <p>Charlaine is currently working a joint post between General Teaching Council for Scotland and the Scottish Government as a Senior Education Officer (National Improvement Framework and Professional Learning), her previous post being Principal Teacher of Science in Falkirk Council.</p> <p>Charlaine has led on supporting attainment for Senior Phase students, student</p>	<p>Charlaine Simpson, GTCS</p>

<p>teachers and probationer teachers and also aspiring Principal Teachers. She has also worked in partnership with Stirling University as a Development Fellow, to develop an enquiry framework to support the transition of probationary teachers to career long professional learning and was also a critical colleague to aspiring M. Ed candidates.</p> <p>Within her GTCS remit, she supports the implementation of PU, continues to support practitioner enquiry and is creating a professionals learning package to support teachers in three areas, which are; understanding values, practitioner enquiry and equality.</p>	
<p>A6. Teachers As Agents of Change: The Do It Yourself Guide to Getting Started in Your Classroom – <i>Back by popular demand!</i></p> <p>Unfortunately, there is no magic bullet, no 'one size fits all' approach to raising attainment, and this workshop will not provide every answer to every question you have. What it will do is support you in considering how your own practice and professional values can enhance or stifle attainment in your classroom. The teaching profession itself is the best resource we have to tackle the problems presented by the attainment gap in Scotland. This seminar will provide an opportunity to consider key questions about the role of the individual teacher in raising attainment and will give attendees the opportunity to share their opinions, ideas and experiences.</p> <p>Amanda Corrigan taught in a range of primary schools in and around Glasgow for ten years before joining the University of Strathclyde in 2005. She was Course Leader for the bachelor's degree programmes in Primary Education from 2010 – 2014. Amanda is currently Director of Student Experience and a Senior Teaching Fellow in the School of Education at Strathclyde. She also has the role of Associate Dean (Student Experience) in the Faculty of Humanities and Social Sciences.</p>	<p>Amanda Corrigan, University of Strathclyde</p>
<p>A7. Using the Framework for Educational Leadership to support Professional Learning</p> <p>The <i>Framework for Educational Leadership</i> is an online learning resource for teachers in Scotland. This workshop will provide an introduction to this resource and explore how it can be used to support teacher professional learning.</p> <p>Kathleen joined the SCEL team in April 2016 as Development Officer responsible for the Framework for Educational Leadership. She has seventeen years' experience of middle leadership during which time she held principal teacher posts in both Home Economics and Support for Learning. She has a passion for ensuring high quality teaching and learning experiences for all learners. Although most of Kathleen's teaching experience is in secondary schools, she also taught in a school for young people with additional support needs and worked as a peripatetic teacher providing additional support for pupils in mainstream secondary, primary and nursery classes.</p> <p>For a number of years Kathleen assisted in the development and delivery of a twilight course in Support for Learning & Inclusion for teachers in North Lanarkshire. She has been a member of local authority working parties to lead the implementation of new curriculum and policy and served as an SQA nominee. Kathleen has embraced opportunities to engage in professional learning throughout her career gaining additional qualifications in computing and an MSc in Support for Learning from Strathclyde University.</p>	<p>Kathleen Kerrigan, SCEL</p>

Sessions B	Presenter
<p>B1. Teacher Professionalism and the Early Career Teacher</p> <p>The workshop will engage participants in reflecting on their next steps in the first few years that follow probation - Teacher Induction Scheme or Flexible Route.</p> <p>It will consider the importance of PRD, Professional Learning, Professional Update, The Standard for Career Long Professional Learning and Developing Teacher Leadership.</p> <p>It will be an interactive session.</p> <p>Elaine Napier is currently seconded to GTC Scotland from her substantive post in Midlothian Council. After several years teaching as a primary teacher in Midlothian Elaine moved into Development Officer posts in Midlothian. For the last ten years she has had the privilege of working in the role of Probation Manager in Midlothian and has thoroughly enjoyed the relationships and learning that have naturally been a part of that role.</p> <p>In June last year Elaine took up my secondment with the GTCS which has taken her knowledge about 'Everything Probationer' to a whole new level.</p>	<p>Elaine Napier, GTCS</p>
<p>B2. Orff Schulwerk Approach to Music, Dance and Speech Education</p> <p>The Orff Schulwerk approach to Music, Dance and Speech Education nurtures meaningful pathways for creativity in group music making. In this workshop we will begin from a source of inspiration in rhythmic text and journey through activities in speech, movement and music. This will be a relaxed and playful opportunity for participants to make music together and to enjoy a creative shared musical experience. Resources will include working with a selection of hand held percussion instruments.</p> <p>Caroline McCluskey is a freelance musician and educator who devises and delivers participatory music making workshops and opportunities for children, young people, adults and family groups across Scotland. Caroline works with Higher Arts Education students and also provides Continuing Professional Development in creative music education for teachers.</p> <p>Caroline is a graduate of the Royal Conservatoire of Scotland, University of Edinburgh and the Carl Orff Institute for Elemental Music and Dance Pedagogy, University Mozarteum Salzburg.</p>	<p>Caroline McLuskey</p>
<p>B3. Unleashing Classroom Leadership</p> <p>What is teacher leadership and what does it look like in practice? In this workshop we will explore the concept of teachers as leaders of classroom practice and consider practical approaches to developing leadership as classroom teachers.”</p> <p>Fearghal has worked in education in a variety of contexts and is our Lead Specialist for Teacher Leadership. He originally joined us on a seconded to basis to lead an extensive engagement process across the profession on teacher leadership and is now responsible for putting activities in place to support the development of teacher leadership which are informed by this engagement work.</p>	<p>Fearghal Kelly, SCEL</p>

<p>Fearghal has a real passion for supporting teachers to develop and share their practice and learning. As a classroom teacher he played a leading role in the professional learning provision for colleagues at his school and beyond. Fearghal was the driving force behind the creation of the online community of teachers www.pedagoo.org which has provided alternative, community driven approaches to teacher professional learning across the UK.</p>	
<p>B4. MCR Pathways - Bridging talent with opportunity for Glasgow's most disadvantaged young people</p> <p>This workshop will outline the way in which one to one mentoring and talent development opportunities from an earlier age provide the bridge that takes disadvantaged young people to success. We will concentrate on the journey, our ten years of findings and how the MCR Team, mentors, school colleagues and partners all play their part. Hear some truly uplifting stories and hard indicator stats involving care experienced and disadvantaged young people across Glasgow. Young Glasgow Talent by MCR Pathways is currently in 15 Glasgow Secondary Schools supporting 600 young people with agreed plans to be in all 30 secondary schools by December 2018. Our intention is to ensure all care experienced by disadvantaged young people have the same educational outcomes and opportunities as the rest of Scotland. MCR Pathways provides the conduit for Glasgow's young people to find, grow and use their talent.</p> <p>Donna Cunningham has held the position of Project Director, MCR Pathways Programme for almost 4 years. She has been instrumental in its creation and development from initial concept in one east end secondary school in 2007. The MCR Pathways Programme delivers a school based mentoring and talent taster service that supports care experienced and disadvantaged young people to realise their full potential through education.</p> <p>Prior to taking up the position of Project Director Donna spent 30 years between north east Glasgow secondary schools and central positions. The majority of this time was school based. Donna's biggest satisfaction comes from working with young people and in particular the most vulnerable.</p> <p>Alan is a highly experienced and energetic Senior Executive with broad business management expertise in a variety of customer focused private and public sector organisations. His expertise spans Financial Services, Manufacturing, Retail, Business Services, Communications, Transportation and Business Format Franchising.</p> <p>Alan has significant experience supporting organisations through start-up and fast growth and joined the MCR Pathways team in the spring of 2016. He is working closely with Donna and the team facilitating the planned citywide expansion of the programme.</p> <p>Prior to joining MCR, Alan's most recent industry role was with Arran Aromatics, a Scottish-based manufacturer and retailer of luxury toiletries and home fragrance products where he held a number of roles including Managing Director and Chief Executive.</p>	<p style="text-align: center;">Donna Cunningham/ Alan Wade MCR Pathways Foundation</p>
<p>B5. Social Enterprise in Education -Empowering young people, changing lives</p> <p>In 2008, in partnership with Scottish Government, SEA launched their Social Enterprise in Education Programme. Working with teachers, it supports pupils to set up social enterprises in their schools. since then 900+ schools and 1500 teachers have established successful and actively trading businesses with a</p>	<p style="text-align: center;">Sandra Ewen, Social Enterprise Academy</p>

<p>social purpose that reinvest their profits for community benefit, contributing to a stronger economy and a stronger community.</p> <p>Enterprising approaches to teaching and learning have been at the forefront of Scottish Education for many years and teachers recognise the importance of putting learning into context. SEA provide support for teachers through their one day Understanding Social Enterprise CPD programme and classroom support comes from the Academy's tutors who will work with the young people to develop their social aim, business ideas, draw up a business plan and make it happen.</p> <p>This workshop will demonstrate how developing an 'Enterprising Mindset' is at the core of developing personal employability and entrepreneurial capacities and how this entrepreneurial experience supports young people to learn and develop a wide range of skills.</p> <p>In 2011 Sandra Ewen joined the Social Enterprise Academy Team and in her role as Chief Futures Officer has focused on working with local authority officials, Universities, Colleges, schools, teachers and pupils helping them to understand the social enterprise model and to set up vibrant, successful social enterprises in education. The team offer a number of models including working with individual schools, a transitions model which covers secondary schools and their feeder primaries and a Dragon's Den format which involves all or a group of schools in a local authority area.</p> <p>What's the key to success? Letting the young people own and lead their social enterprise! What does a social enterprise in school look like and what issues are young people tackling? Community cafes, recycling bikes, running events, growing fruit and vegetables, nail bars, smoothie bars. Our young people are tackling issues including bullying, healthy eating, homelessness, access to water and education, transport issues and mental health issues to name but a few.</p>	
<p>Sessions C</p>	<p>Presenter</p>
<p>C1. Children with English as an Additional Language in the classroom: language development and support strategies</p> <p>With growing numbers of children with English as an Additional Language in the classroom, understanding bilingual language development and bicultural functioning is of increasing importance. This workshop aims to explore typical bilingual language development as well as linguistic disorder in children learning more than one language at the same time. Practical tips and strategies will be shared to support continued language development and to reduce the impact of communication difficulties in the classroom.</p> <p>Susie Lloyd is a Speech and Language Therapist practising in Glasgow. She has more than 10 years' experience with a range of client groups within the Paediatric population. She received an MA (hons) in English Language from the University of Glasgow and her MSc in Language Pathology from the University of Newcastle upon Tyne. She has been involved in research presented at national and international conferences and has delivered numerous training courses for Health/Education professionals and parents/carers alike. Additionally, Susie works as a Clinical Tutor on the undergraduate Speech and Language Pathology degree course at the University of Strathclyde, and delivered this year's teaching on the bilingualism module.</p>	<p>Susie Lloyd, Speech and Language Therapist, University of Strathclyde</p>

<p>C2. Supporting LGBT young people in education</p> <p>Attendees will gain a greater understanding not only of LGBT identities, but also the key issues affecting LGBT young people in schools in Scotland.</p> <p>There will be a focus on the legislative landscape which supports LGBT inclusion including a discussion of duties and responsibilities of all staff and schools in this area.</p> <p>Additionally, participants will be signposted to resources, on-going support and training in order to develop LGBT inclusion in their schools.</p> <p>Graeme Ross is the Education Capacity Building Officer for LGBT Youth Scotland. His role is designed to support all schools and teachers, across Scotland, in developing LGBT inclusion in education. This can be through providing resources, policy guidance and offering advice or support on any issues affecting LGBT young people.</p>	<p>Graeme Ross, LGBT Youth</p>
<p>C3. We need to talk about workload – ending the culture of patronisation</p> <p>The contention is that we talk a lot about workload, but never get much beyond patronising clichés about “working smarter” and “doing more with less”. Arguably, recent developments in terms of benchmarks, for example, increase workload. There is also a risk that we try to reduce workload by sacrificing genuine progress. Is it inevitable that we ask too much from teachers or can we make a difference.</p> <p>David Cameron has established himself as one of the leading voices in Scottish Education. He has led reviews and presented at conferences all over Scotland, across the UK and in Europe, but he remains committed to working with teachers and learners. He believes that practice needs to lead policy and that we have moved away from that. David brings extensive experience as a teacher, a senior manager in schools and in local authorities, most recently as Director of Education for Stirling Council. He has worked on Curriculum for Excellence and, notably, on the review of Devolved School Management.</p>	<p>David Cameron The Real David Cameron</p>
<p>C4. Digital Learning, Anytime Anywhere</p> <p>The recently published; <u>Digital Learning and Teaching Strategy for Scotland</u> states, <i>‘Despite the pervasive nature of digital technology, its benefits are not always fully felt within our education establishments’</i>.</p> <p>This workshop will explore the journey schools, their pupils, teachers and parents are undertaking in West Lothian to realise the benefits of digital technology. This will include an explanation of how we have welcomed pupil owned devices onto the school wireless network. The workshop will also highlight the key role of Glow tools in this journey and in particular, Microsoft 0365. Examples will be shared of how staff and pupils can utilise Yammer, SWAY and the other tools available via 0365 in Glow to enhance learning and teaching across the curriculum.</p> <p>With a back ground in primary teaching, Laura currently leads a small team in West Lothian who support all schools to embed digital tools in learning. Personal devices and the tools of Glow are central to our approach.</p>	<p>Laura Compton, West Lothian Council</p>

<p>C5. <i>Simon Says I Want You To Fail – What We Preach and What We Teach - Back by popular demand!</i></p> <p>Simon says 'I want you to fail!' - What we preach and what we teach. The truth is that no one is listening to what you are saying, so what are we actually communicating? This is a passionate and entertaining observation on parents and educators, putting you in the shoes of the student and looking at how we can communicate a mindset of success through the celebration of failure.</p> <p>How many of you judged my spelling?</p> <p>Father of three, maths teacher and student, who took a break in career to pursue life as a rock star. Currently PTC R.E. and pupil support (acting) at St Margaret's Academy.</p>	<p>Jamie McIntyre, West Lothian Council</p>
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At a Glance

Session A (Morning) 10.25 - 11.15	Session B (Morning) 11.20 -12.10	Session C (Afternoon) 2.05 – 2.55
<p>A1 Strategies to Support Learning for Pupils With Visual Impairment</p> <p>Gordon Dutton Glasgow Caledonian University</p>	<p>B1 Teacher Professionalism and the Early Career Teacher</p> <p>Elaine Napier GTCS</p>	<p>C1 Children with English as an Additional Language in the classroom: language development and support strategies</p> <p>Susie Lloyd Speech and Language Therapist</p>
<p>A2 BSL and its place in the 1+2 language curriculum</p> <p>Rachel O'Neill, University of Edinburgh & Nicola Mitchell, Freelance BSL Teacher</p>	<p>B2 Orff Schulwerk Approach to Music, Dance and Speech Education</p> <p>Caroline McLuskey</p>	<p>C2 Supporting LGBT young people in education</p> <p>Graeme Ross LGBT Youth</p>
<p>A3 New Inspection Model</p> <p>Marie McAdam HMIE</p>	<p>B3 Unleashing Classroom Leadership</p> <p>Fearghal Kelly SCEL</p>	<p>C3 We need to talk about workload – ending the culture of patronisation</p> <p>David Cameron</p>
<p>A4 Introduction to Bilateral Integration</p> <p>Andy Dalziell Andy.Dalziell.com</p>	<p>B4 MCR Pathways - Bridging talent with opportunity for Glasgow's most disadvantaged young people</p> <p>Donna Cunningham & Alan Wade MCR Pathways Foundation</p>	<p>C4 Digital Learning, Anytime Anywhere</p> <p>Laura Compton West Lothian Council</p>
<p>A5 Practitioner enquiry – the why, the what and the how</p> <p>Charlaine Simpson GTCS</p>	<p>B5 Social Enterprise in Education -Empowering young people, changing lives</p> <p>Sandra Ewen Social Enterprise Academy</p>	<p>C5 Simon Says I Want You To Fail – What We Preach and What We Teach</p> <p>Jamie McIntyre West Lothian Council</p>
<p>A6 Teachers As Agents of Change: The Do It Yourself Guide to Getting Started in Your Classroom</p> <p>Amanda Corrigan University of Strathclyde</p>		
<p>A7 Using the Framework for Educational Leadership to support Professional Learning</p> <p>Kathleen Kerrigan SCEL</p>		