



**National Education Conference  
The Journey to Excellence and Equity**

**Saturday 3<sup>rd</sup> March 2018  
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.

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 **14<sup>th</sup> February 2018** to:  
[conference@steachersep.org.uk](mailto:conference@steachersep.org.uk)

We look forward to seeing you on 3<sup>rd</sup> March!

Caroline Maloney  
STEP Conference Organiser

## Session Choices

Sessions A	Presenter
<p><b>A1.</b></p> <p><b>“Feeling Good, Teaching Well”</b>            In order to teach well, it is not always enough to have good planning, resources and assessments in place. Self care is necessary for our survival and indeed our need to flourish as teachers!</p> <p>How are our inner resources? How are we consciously focused on what makes us feel good to teach well? What does our “inner ding” say to us on a Monday morning??</p> <p>This engaging and energising workshop will focus on similar questions and using some coaching techniques, it will support delegates in reflecting on: systems we use in school; our use of time; and the thoughts we have which can support our self care...or not! Finally we will touch on the idea that meaningful connection with others is essential to our wellbeing, so how can we create greater emotional capital in our staffrooms and staff teams to feel good and to support “closing the gap?” Plenty of opportunities to reflect on and discuss themes around self care and emotional wellbeing for teachers.</p> <p><b>The Hive of Wellbeing</b>            Just as the bees are essential to the whole of humanity’s existence and survival, so too are our teachers and school leaders essential to our society’s positive progress and a civilised world. The Hive of Wellbeing is for teachers, school leaders and school communities who want to transform their own perspectives on life in order to transform the lives of their children and young people. Based on the principles of positive psychology, coaching for performance and self-efficacy theory, The Hive offers a range of courses, training, seminars, and coaching sessions, tailored to meet the needs of educators from all sectors.</p> <p>This teaching and school leadership network is run by professional coach, Claire Lavelle, who has over twenty years experience in Education. Claire has been a teacher, a principal teacher, a primary head teacher in Scotland and abroad, and a quality improvement officer in a Scottish local authority. Claire is based in Edinburgh and is working in a number of local authorities, schools and early years settings throughout the East of Scotland focusing on the wellbeing of staff so that they can feel good to teach well!</p> <p>She can be contacted at: <a href="mailto:info@thehiveofwellbeing.co.uk">info@thehiveofwellbeing.co.uk</a></p>	<p>Claire Lavelle</p>
<p><b>A2.</b>            Reading for Pleasure</p> <p><b>There’s More to Life Than Books You Know, but not much more</b>            In this session, Kenny will discuss the importance of books in our lives, how they lift and transform us and how they may provide the key to improved life chances of all our children. He will also discuss the strategies he has used successfully in his own classroom. There might be speed-dating.</p>	<p>Kenny Pieper</p>

<p><b>Kenny Pieper</b> has been a classroom English teacher in Duncannig Secondary School in East Kilbride for nineteen years. In 2016, his book, 'How to Teach Reading for Pleasure: A Passport to Everywhere', was published by Crownhouse Publishing. He has been an Associate Tutor at Strathclyde University, occasionally lecturing to future English teachers. He spends far too much time on Twitter and writes a widely unread blog entitled, 'Just Trying to Be Better than Yesterday'. He regularly presents at Teachmeets and Pedagoos events. He is a founder member of Pedagoos, an online community of teachers, originally formed to get Scottish teachers talking about the thing that matters most - classroom practice. He will gladly talk about books and the importance of reading all day long.</p>	
<p><b>A3.</b>  <b>Relax Kids - Unlocking Learning Potential</b>  Workshop outlining the Relax Kids Program and how it can help Raise Attainment in schools. Relax Kids is an innovative, holistic approach to unlocking children's learning potential. The workshop outlines the unique 7 Step process and sets it in an educational context with practical solutions for classroom implementation. This workshop is a good introduction to the full day teacher training which can be delivered to staff within your setting.</p> <p>Emma is a mum of 3 kids, a Primary School teacher, Director of Relax Kids Scotland Ltd and the National Trainer for Relax Kids. Emma is keen to help pave the way in Scotland in improving children's learning potential, through nurturing resilience and optimum Mental Health and Wellbeing. As such, she delivers training to teachers and other professionals in how to raise attainment in schools using Relaxation and Meditation with children.</p>	<p>Emma Kirk</p>
<p><b>A4</b>  <b>Parental Drug Dependence: raising awareness of the needs of children and families</b>  This workshop will help teachers to consider the experiences of children and families affected by drug dependence. Starting with policy but moving to case studies of children living within their parents' addiction, teachers will be encouraged to consider their own role in making a difference for the children with whom they work.</p> <p>Amanda Corrigan taught in a number of primary schools in and around Glasgow for ten years before joining the University of Strathclyde in 2005. She was Course Leader for the BEd and BA Primary Education programmes until 2014 and currently holds the titles of Associate Dean (Student Experience) in the Faculty of Humanities and Social Sciences and Director of Quality Assurance in the School of Education. Amanda was recently recognised as a Senior Fellow of the Higher Education Academy. In her spare time, she is team leader for an outreach that works with people affected by drugs and alcohol.</p>	<p>Amanda Corrigan</p>
<p><b>A5.</b>  <b>'The Simplest Ways to make Professional Learning Valuable'</b>  How do Teacher Professionalism and Professional Learning impact on each other?  The workshop will consider these five areas and how, by keeping things simple, the greatest impact can be achieved.</p> <ol style="list-style-type: none"> <li>1. Planning of PL</li> </ol>	<p>Elaine Napier</p>

<ol style="list-style-type: none"> <li>2. Engagement in PL</li> <li>3. The Impact</li> <li>4. Evidence</li> <li>5. Talking About Your Learning</li> </ol> <p>Elaine Napier started as a primary teacher in Midlothian Council and developed into a centrally based role within the Local Authority with responsibility for CLPL, Leadership, Students and Probationers. Elaine moved to the GTCS last year to take up a permanent post in the area of Early Phase and Professional Learning which has been a great opportunity to become involved in these areas nationally. The focus of Elaine's work at the GTCS is around the pathway from student teacher to probationer to early career teacher.</p>	
<b>Sessions B</b>	<b>Presenter</b>
<p><b>B1.</b>  <b>A Black Box for the education system - lessons from a crash</b>  Follow up from 2017 keynote.</p> <p>Chris Kilkenny is the kind of person that we keep talking about in education. He is the person whose attainment we are supposed to be raising and to whom we are supposed to be bringing equality. He has lived in poverty, struggled with disadvantage, been looked after and is still living precariously on the edge of slipping back into that world despite his best efforts. Chris tells his story articulately and without rancour. His aim is to offer the insight and advice that might help us to change the outcomes for other young people.</p>	<p>Chris Kilkenny</p>
<p><b>B2.</b>  <b>Supporting children and young people with learning difficulties in the classroom</b></p> <p>The Salvesen Mindroom Centre is a Scottish charity offering direct help and support to families of children and young people with learning difficulties. Their publication, It Takes All Kinds of Minds has recently been made available to all GTCS registered teachers, providing clear information and practical advice on some of the conditions which can give rise to learning difficulties.</p> <p>This workshop will offer the opportunity to learn about the services offered by The Salvesen Mindroom Centre and how to make referrals; and will offer some practical tips on ways to support children and young people with learning difficulties in the classroom.</p> <p><b>Mig Coupe</b>  Currently Head of Direct Help and Support at The Salvesen Mindroom Centre (formerly Mindroom), Mig has been with the organisation since the beginning. She qualified as a speech and language therapist in 1974 and subsequently worked in a range of settings including a health centre, geriatric hospital, general hospitals, psychiatric hospital, clinical neurosurgical unit and a special school. In addition, Mig operated a children's nursery for several years, and immediately prior to joining Mindroom ran an independent special needs advisory service.</p> <p><b>Dr Dinah Aitken</b>  Dinah was appointed as Deputy Head of Direct Help and Support at The</p>	<p>Mig Coupe and  Dinah Aitken</p>

<p>Salvesen Mindroom Centre (formerly Mindroom) in 2016. Her role is to support the service to families and the development of the organisation, including undertaking policy and project planning work. Just prior to joining The Salvesen Mindroom Centre, Dinah studied for a PhD in Criminology at the University of Edinburgh. A qualified solicitor, she has held a number of senior roles in the third sector in Scotland, as well as managing the educational Accessibility Strategy in the City of Edinburgh Council's children and families department.</p>	
<p><b>B3.</b> <b>Redefining Potential</b></p> <p>"We are continually being told that we need to help young people fulfil their potential, but how do we know what that potential is? This workshop will ask some big questions about that. With the introduction of standardised testing there is a danger that we look at a performance, make decisions about ability and then determine potential, but will that really work? This session will look at other approaches and encourage you to think differently. It will involve discussion, consideration of pupils' work and maybe even some interpretive dance."</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 yet 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</p>
<p><b>B4.</b> <b>Why Schools Need to 'Get it Right for Girls: the dangerous consequences of misogyny</b></p> <p>In this workshop, Scotland's largest teaching union, the EIS, will share its popular 'Get it Right for Girls' report, and attendees will explore the importance of challenging misogyny in educational settings, and the dangerous consequences of sexist attitudes and behaviours.</p> <p>As National Officer (Education and Equality) with the EIS (Scotland's largest teaching union), Jenny Kemp assists with the development of EIS policy and resources on education and equality matters, through supporting member activists, including a national network of Equality Representatives. Previously, she was Co-Director of Zero Tolerance, a charity working to prevent violence against women and to promote gender equality. She has also worked for the Equal Opportunities Commission, the Scottish Funding Councils, a large charity and a student union. She is a Law and Politics graduate of the University of Edinburgh and a lifelong equalities campaigner.</p> <p>Dawn is a teacher of 14 years standing and has worked in schools on the East and West Coast, both denominational and non-denominational. Dawn trained as a Geography teacher but has been working with ASN pupils for the past 3 years, and has a particular interest in working with pupils who have ASD.</p>	<p>Jenny Kemp &amp; Dawn Wilson</p>

<p>In addition, Dawn is an equal rights campaigner with a particular focus on LGBT inclusive education and women's equality; she has chaired a number of 'girls' empowerment' groups in schools. She is committed to feminism, unionism and is a champion of LGBT rights. She is also a mother of 2 girls and hopes that they will see true social, political and economic equality in their lifetime.</p>	
<p><b>B5.</b>  <b>The Framework for Leadership and Developing Middle Leadership Capacity</b>  The importance of middle leaders in schools can never be underestimated.</p> <p>Lesley Whelan will give an update on new resources available through the SCEL framework and highlight how these can be used or adapted to develop middle leadership capacity.</p> <p>This session will be of interest to middle leaders or aspiring middle leaders looking to enhance or develop their skills.  These resources would also be useful to school leaders looking to develop middle leadership capacity of staff.</p> <p>Lesley Whelan is the Depute CEO of the Scottish College for Educational Leadership</p>	<p>Lesley Whelan</p>
<p><b>Sessions C</b></p>	<p><b>Presenter</b></p>
<p>C1.  <b>An Introduction to Insight</b>  This workshop will look at Data Analysis for the Senior Phase  "Insight is the government benchmarking tool which records and displays data on the schools performance across a range of awards. It can be used to both analyse performance and identify areas for improvement". John will look at how to access and use the data for your school.</p> <p>You can read more about Insight here:  <a href="http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking">http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking</a></p> <p>John has considerable experience as a classroom teacher of Mathematics and has currently been seconded from his PTC post to the Education Services Performance Team at West Lothian Council.</p>	<p>John Slaven</p>
<p><b>C2.</b>  <b>Teaching kids to code: A practical guide</b></p> <p>There is no shortage of literature on the topic of teaching children computer programming languages - often with emphasis on providing their first coding experiences at a younger age. Advice on how to achieve this in an actual classroom is harder to come by. Unbiased advice that is not pushing a particular solution is a rare unicorn indeed.</p> <p>This workshop provides an overview the different styles of tools</p>	<p>Meghan Perezkeepax</p>

<p>available. It is aimed at the non specialist who would like to provide coding experience to primary school aged children.</p> <p>As we would like this workshop to be as hands on as possible, bring along your tablet or laptop so you can try out some of the options for yourself.</p> <p>Meghan Perez-Keepax is not a teacher (sorry!). She is however a STEM ambassador and has been working alongside teachers to help them provide computer coding introductions for P2-P5 children. When she is not volunteering as a STEM Ambassador she works as a technical specialist in the finance industry (which has an ever increasing need for people with programming skills). She is also mum to a 9 year old who is her most trusted reviewer of new 'coding for kids' apps and sites.</p>	
<p><b>C3</b>  <b>Practising what we Preach - Starting a Survival Kit</b></p> <p>This workshop will look at what we can do to ensure that we focus on the things that actually make a difference to outcomes. It will offer tools that you can adapt and use. It really is that simple and you get to hear some classic Dusty Springfield. You know you want to.</p>	<p>David Cameron</p>
<p><b>C4</b>  <b>What does biologically informed practice look like? Real stories from real schools</b>  Follow up from keynote</p> <p>Dr Suzanne Zeedyk is a research scientist fascinated by babies' inborn capacity to communicate. Since 1993, she has been based at the University of Dundee, within the School of Psychology. In 2011, she set up her own independent training enterprise to disseminate more widely the science of the early years. She now spends much of her time speaking to the public about our human need for emotional and physiological connection. She is able to bring to this her research expertise on topics including parent-infant relationships, family support, communicative disorders, and the socio-political contexts that frame our responses to scientific information. She works closely with organisations throughout the world to increase awareness of the decisions we take about caring for children, illuminating the way in which those decisions are integrally connected to our vision for the kind of society we wish to build.</p>	<p>Suzanne Zeedyk</p>



**At a Glance**

<b>Session A (Morning) 10.25 - 11.15</b>	<b>Session B (Morning) 11.20 -12.10</b>	<b>Session C (Afternoon) 2.05 – 2.55</b>
<p align="center"><b>A1</b>  <b>Feeling Good, Teaching Well</b>                       Claire Lavelle</p>	<p align="center"><b>B1</b>  <b>A Black Box for the education system - lessons from a crash</b>                       Chris Kilkenny</p>	<p align="center"><b>C1</b>  <b>An Introduction to Insight</b>                       John Slaven</p>
<p align="center"><b>A2</b>  <b>There's More to Life Than Books You Know, but not much more</b>                       Kenny Pieper</p>	<p align="center"><b>B2</b>  <b>Supporting children and young people with learning difficulties in the classroom</b>                       Mig Coupe and Dinah Aitken</p>	<p align="center"><b>C2</b>  <b>Teaching kids to code: A practical guide</b>                       Meghan Perezkeepax</p>
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