



**National Education Conference
Next STEPS on The Journey to Excellence and Equity**

**Saturday 23rd March 2019
Stirling Court Hotel**

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.

Your completed form should be returned no later than **4th February 2019** to:
conference@steachersep.org.uk

We look forward to seeing you on 23rd March!

Caroline Maloney
STEP Conference Organiser

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 style="text-align: center;">A1 Charlaine Simpson My Learning conversation Teacher professionalism: from professional values to professional update</p>	<p style="text-align: center;">B1 David Leng Looking at the value and impact of SNSAs in school</p>	<p style="text-align: center;">C1 Kate Coutts Metasaga Discover yourself in the world around you</p>
<p style="text-align: center;">A2 Jenny Kemp Why schools need to 'Get it Right for Girls': the dangerous consequences of misogyny</p>	<p style="text-align: center;">B2 David Cameron Trumping ACES – how do we promote well-being?</p>	<p style="text-align: center;">C2 Andrew Wilson How Physical Literacy Programmes can swiftly and sustainably improve pupil outcomes</p>
<p style="text-align: center;">A3 Claire Lavelle Feeling Good, Teaching Well</p>	<p style="text-align: center;">B3 Louise Smith Do Be Mindful</p>	<p style="text-align: center;">C3 LGBT Inclusive Classroom – Sharing Examples of Good Practice (will mainly have a secondary focus but would also be useful and of interest to primary staff)</p> <p style="text-align: center;">(3 Ayrshire teachers presenting – names to be confirmed)</p>
<p style="text-align: center;">A4 Helen St Clair Tracey CVI (Cerebral Visual Impairment): Why every teacher needs to know what it is</p>	<p style="text-align: center;">B4 Kate Coutts Are we allowed to do that?</p>	<p style="text-align: center;">C4 Michael Davis Introduction to Insight (secondary teachers)</p>
<p style="text-align: center;">A5 Alison Weatherstone & David Burgess First Steps to Leadership</p>	<p style="text-align: center;">B5 Alison Weatherstone & David Burgess Professional Learning Opportunities for School Leaders</p>	<p style="text-align: center;">C5 Henry Mathias Care Inspectorate</p>

Descriptors for all workshops are on the following pages.

Session Choices

Sessions A	Presenter
<p>A1. My Learning conversation Teacher professionalism: from professional values to professional update</p> <p>This interactive conversation will highlight the role of the GTCS in supporting teacher professionalism. We will firstly discuss how professional values underpin the professional standards and then how teachers can use the professional standards to signpost their professional learning journey. We will then move into a discussion around how to share your learning through your PRD and finally what this all means for professional update.</p> <p>Charlaine has been with GTCS for three years having originally taught in Falkirk Council. She has always had a strong focus on both student and teacher learning and always considers herself as a learner. She is currently studying for an Ed D. where her research will focus on how teachers enact policy, specifically Professional Standards.</p>	<p>Charlaine Simpson GTCS</p>
<p>A2. Why schools need to ‘Get it Right for Girls’: the dangerous consequences of misogyny</p> <p>In this workshop the EIS will share its popular ‘Get it Right for Girls’ advice, and attendees will explore the importance of challenging misogyny in educational settings, and the dangerous consequences of sexist attitudes and behaviours. With sexual harassment high on news and public policy agendas in recent months, driven partly by the #metoo campaign, and new research on girls in Scotland recently published, showing that inequality is a part of girls’ everyday lives, now is an opportune moment to consider what more needs to be done in schools to get it right for girls.</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 a wide range of equality and education matters and supports a growing national network of Equality Representatives. Previously, Jenny was Co-Director of Zero Tolerance, a charity working to prevent violence against women and promote gender equality. She has also worked for the Equal Opportunities Commission, the Scottish Funding Councils, a large charity and a student union, and has many years’ experience of developing equality-themed educational initiatives. She is also a mum of two school-age children.</p>	<p>Jenny Kemp & Aileen Lynch EIS</p>
<p>A3. Feeling Good, Teaching Well</p> <p>In order to teach well, it is not always enough to have good planning, resources and assessments in place. We need to feel good about what we are doing and how engaged we are with our profession and our purpose. Self-care precedes this capacity to flourish as teachers, so how are we feeling?</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</p>	<p>Claire Lavelle Hive of Wellbeing</p>

<p>discuss themes around self-care and emotional wellbeing for teachers.</p> <p>The Hive of Wellbeing 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.</p> <p>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.</p> <p>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.</p> <p>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! She can be contacted at:info@thehiveofwellbeing.co.uk</p>	
<p>A4 CVI (Cerebral Visual Impairment): Why every teacher needs to know what it is</p> <p>As the parent of a child with CVI (Cerebral Visual Impairment), I realised that next to no one understood his condition. In this workshop, CVI will be briefly explained, with common indicators and support strategies, and the diagnostic process for children where CVI is suspected.</p> <p>CVI (Cerebral Visual Impairment) can make a child seem distracted and find it difficult to stay focused. CVI can make a child appear clumsy and careless. CVI can affect a child's friendships and social skills. CVI can create reading and writing difficulties, including dyslexia. CVI can result in depression. CVI can cause behavioural problems. CVI is not uncommon.</p> <p>The vast majority of children with CVI do not know they have it - CVI is a visual impairment, caused by the brain not the eyes. In most children affected by CVI, standard eye tests will not have picked it up. A very small number of children with CVI have severe learning and developmental delays. The vast majority of children with CVI are undiagnosed, and in the mainstream school system. Research has estimated that the numbers may be as high as one child per class (of thirty), maybe even higher. Where there are known learning and behavioural challenges, the likelihood that CVI may be a factor increases.</p> <p>For all these children, whether high functioning academically able, or profoundly learning disabled, identifying, understanding and supporting their CVI can be life changing, and can make the difference between a child who may always need a lot of support, to a child who can live a full independent life. This will not just positively impact the child, but also the public purse.</p> <p>Helen St Clair Tracey is Chair of Trustees for CVI Scotland; Associate for CVI Scotland and a Parent Advocate.</p>	<p>Helen St Clair Tracey</p>

<p>A5. First Steps to Leadership</p> <p>A workshop to explore the participants' current perceptions of educational leadership and consider the key responsibilities of the educational leader. Participants will also consider the key responsibilities of leaders at all levels within education before reflecting on their own next steps in professional learning around the skills, qualities and attributes which they have identified and agreed as being pre-requisites for effective educational leadership.</p> <p>Alison Weatherston joined SCEL in July 2018, as Lead Specialist with responsibility for school leadership, including the programmes for Into Headship, In Headship and Towards Headship.</p> <p>Alison has had a career of over 30 years in education with a background in primary teaching, working in Glasgow, East Renfrewshire and South Lanarkshire. After twelve years as a Depute Headteacher she became Head Teacher of Heathery Knowe Primary School in 2011.</p> <p>In 2016, Alison was seconded to the strategic role of Lead Officer for School Leadership, in South Lanarkshire Council, supporting and developing the professional learning of school leaders at all levels. She has a particular commitment to using coaching as a tool for professional growth and promoted its development throughout South Lanarkshire's professional learning activities, developing a network of experienced coaches. Through her role, Alison also developed an interest in the recruitment and retention of teachers.</p> <p>In a changing educational landscape, her personal energy and drive come from motivating, encouraging and supporting school leaders to continue to make a positive difference to young people and as Lead Specialist, looks forward to developing programmes that reflect the evolving roles of school leaders.</p> <p>David has had a 20 year career in education starting as a History teacher in Fife Local Authority. David held roles as Assistance Principal Teacher of Guidance, Principal Teacher Pupil Support, Principal Teacher of History and Principal Teacher of Curriculum Social Subjects before being appointed Depute of Inverkeithing High School in 2009. In 2014 became a seconded Professional Learning and Leadership Development Officer post for Fife Local Authority before being appointed as Depute Head teacher of Dunfermline High School in 2016. In August 2018 David joined SCEL to take up the post of Lead Specialist with responsibility for Middle Leadership.</p>	<p>Alison Weatherstone & David Burgess SCEL</p>
<p>Sessions B</p>	<p>Presenter</p>
<p>B1. Looking at the value and impact of SNSAs in school More details to follow available on our website soon.</p>	<p>David Leng Scottish Government</p>
<p>B2. Trumping ACES – how do we promote well-being? We are more aware of the impact of adverse childhood experiences in Scotland than we have ever been, but what does that mean for what we do in schools? How can we address the needs of every young person and still deliver the curriculum and, of course, raise attainment? Come to this session to take part not just to listen. "In a complex world the answers will come from the choir, not from the soloists".</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</p>	<p>David Cameron The Real David Cameron</p>

<p>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>B3. Do Be Mindful In this presentation Louise will explore what happens in the brain when we practise Mindfulness and how scientific evidence shows this can strengthen resilience and self-regulation of stress, emotions and behaviour. Louise will share her own Mindfulness learning journey and how this 'saved' her from anxiety and depression. She will also introduce you to the inspiring work she does in schools to create mindful communities.</p> <p>Louise is the founder and CEO of Do-Be Limited. The aim of the Do-BeMindful Initiative is to deliver transformative Mindfulness programmes that support the development of emotional resilience in young and old alike during stressful, challenging times. Louise is a staunch advocate of Mindfulness and has developed fun and engaging programmes which help children develop healthy habits of mind and life skills that benefit their mental health and emotional wellbeing.</p>	<p>Louise Smith Do-Be Limited</p>
<p>B4. Are we allowed to do that? One school's approach to risky play both indoors and out. Their journey was recognised by the Nancy Owen's awards and Play Scotland. We will demonstrate how we moved from risk assessment to risk benefit assessment with examples. We will show a range of activities introduced for pupils with Autism and high ACE scores. We used the outdoor environment to cover the 3 core curricular areas of literacy, Numeracy, Health and wellbeing. This workshop is suitable for early years through primary. ASN practitioners from secondary may also find it useful.</p> <p>Kate has 40 years experience in education, many of them as a teaching head. She has combined this role with training, consultancy and research. Her work in outdoor learning, play and developing leadership has been recognised at local and national level. A good knowledge of policy and research is combined with practical working examples.</p>	<p>Kate Coutts</p>
<p>B5. Professional Learning Opportunities for School Leaders</p> <p>This workshop will provide an update on the range of professional learning opportunities available for school leaders through the Scottish College for Educational Leadership programmes at Education Scotland. This will include a focus on the Into Headship programme for aspiring headteachers and In Headship programme for headteachers in their first two years of headship. Participants will be invited to consider the wider professional learning needs of school leaders in the current Scottish educational context.</p> <p>Alison Weatherston joined SCEL in July 2018, as Lead Specialist with responsibility for school leadership, including the programmes for Into Headship, In Headship and Towards Headship.</p> <p>Alison has had a career of over 30 years in education with a background in primary teaching, working in Glasgow, East Renfrewshire and South Lanarkshire. After twelve years as a Depute Headteacher she became Head Teacher of Heathery Knowe Primary School in 2011.</p>	<p>Alison Weatherstone & David Burgess SCEL</p>

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<p>Sessions C</p>	<p>Presenter</p>
<p>C1. Metasaga Discover yourself in the world around you</p> <p>Metasaga uses the immediate outdoor environment as a tool to deliver personal development and an opportunity to practice mindfulness. It is based on the idea that engagement with nature has a significant impact on mental and emotional wellbeing while creating a sense of belonging and community. It incorporates literacy, social studies and music. It has been used in the past as a primary / secondary transition project developing pupil leadership. It is suitable for upper primary through secondary to professional development of staff. In Gaelic medium education it is known as Metasgeul.</p> <p>Kate has 40 years experience in education, many of them as a teaching head. She has combined this role with training, consultancy and research. Her work in outdoor learning, play and developing leadership has been recognised at local and national level. A good knowledge of policy and research is combined with practical working examples.</p>	<p>Kate Coutts</p>
<p>C2. How Physical Literacy Programmes can swiftly and sustainably improve pupil outcomes</p> <p>This workshop highlights how improving balance, eye-tracking and coordination in young people can lead to improved outcomes for pupils, especially for those in the lower quartile of the ability range. Gain a better understanding of how embedding fundamental physical skills can raise pupils' self-esteem and fitness levels as well as help improve their focus and concentration.</p> <p>Andrew is Head of Teacher Training and Development, Scotland. He is a highly experienced PE teacher of Scottish state sector pupils aged 5-18. His previous appointments include, Team Leader with the Scottish Qualifications Authority, PE Subject Leader and latterly, PE Lead Officer for Midlothian Council. Within STEP Andrew leads training, supports schools and networks with teachers.</p>	<p>Andrew Wilson Head of Teacher Training and Development, Scotland</p>

<p>C3 LGBT Inclusive Classroom – Sharing Examples of Good Practice – Secondary Focus</p> <p>This workshop will look at supporting LGBT young people. More details to follow available on our website soon.</p> <p>Workshop will be presented by three Ayrshire teachers – details to be confirmed</p>	<p>TBC</p>
<p>C4 An Introduction to Insight</p> <p>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". Michael will look at how to access and use the data for your school.</p> <p>You can read more about Insight here: http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking</p> <p>Michael works with the performance team at West Lothian Council. More details to follow available on our website soon.</p>	<p>Michael Davis West Lothian Council</p>
<p>C5.</p> <p>Henry Mathias led the review of the Health and Social Care Standards on behalf of Scottish Government and he will talk about how they are changing the approach to the regulation and scrutiny of early learning and childcare. He will introduce recent Care Inspectorate practice resources, including Animal Magic and Gender Equal Play, which model the focus of the new Standards on directly improving children's experiences rather than complying with rules-based regulation.'</p> <p>Henry started work as a full-time dad, then established a successful childcare business before becoming an early years inspector. A qualified social worker, with an MSc in Social Work Management, Henry has a wealth of experience regulating and improving care.</p> <p>After transferring as a Regional Manager from the Care Commission, he managed the National Registration team and achieved positive outcomes for older people following the collapse of Southern Cross. He then returned to his early years leadership role and has been influential in changing the culture of regulation from measuring compliance with provider inputs to assessing and improving experiences of children. For example, he has taken a lead role busting myths about our approach to risk and play and improving our reputation with external partners. This involved producing 'My World Outdoors', a good practice resource promoting outdoor play as part of the Care Inspectorate's aim to improve as well as regulate services.</p> <p>Moving from an operational to a strategic role, Henry led the recent review of the Standards, which has resulted in Scotland's radical integrated Health and Social Care Standards. Alongside responsibility for implementing the Standards, Henry is continuing to take a lead role producing early years resources such as 'Our Creative Journey' and 'Gender Equal Play'.</p>	<p>Henry Mathias Care Inspectorate</p>