



National Education Conference
Empowering Teachers: Improving Outcomes For All

Saturday 21st March 2020

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. For example, in the first session if you would like to attend session A1, please indicate this on your booking form and so on for the other two sessions. We will do our very best to meet your requests.

Your completed form should be returned no later than **5th February 2020** to:

conference@steachersep.org.uk

We look forward to seeing you on 21st 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
A1 - James Cook No Child Held Back: No Child Left Behind – Taking a Developmental Approach to Early Literacy, Language and Communication	B1 - Lisa Black & Lisa McLaughlin “Coorie In” – one school’s bid to save bedtime stories from extinction	C1 - Kate Coutts Talk 20
A2 - Kathryn Sharp Empowering Pupils to Inspire Others: A Case Study of STEM Success	B2 - Dinah Aitken, Ruth Friskney, Tracy Francis Creating Positive Experiences of Mainstream School for Young People with Learning Difficulties – Sharing an Exploratory Research Study	C2 - Dougie Mirfin An Introduction to Safe, Nurturing Touch Through the Massage in Schools Programme (MISP)
A3 - Kirsteen Steven Digital Tools: Take Away Strategies to Use in Your Classroom	B3 - Charlaine Simpson & Aileen Kennedy MQITE	C3 – Clare Fulton Teaching Children from Migrant and Refugee Families
A4 - Sharon Smith Unlocking the Potential of Professional Review and Development – Exploring the New PRD Guidelines	B4 - Claire Lavelle Being Real With Self-Care At Work	C4 - Aly Townley Story Massage/Mindfulness
A5 - Charlaine Simpson New GTCS Standards – Results of Consultation	B5 - Lee Dunn Supporting Professional Learning and Leadership for Scotland’s Teachers	C5 - David Cameron Refreshing the Narrative – The Slides That Will Save Us All?
	B6 - Mairi Robb & Alice Walker The Rosey Project Community	

Descriptors for all workshops are on the following pages.

STEP 2020 Workshop details

	Presenter	Sessions
A1	James Cook, Moray Council	<p>Biography: James Cook is currently Education Support Officer for Learning and Teaching (3-18) across Moray Council. Prior to this James was the workstream lead for the Emerging Literacy workstream across the Northern Alliance Regional Improvement Collaborative and a Primary Depute Head Teacher.</p> <p>Workshop Title: No Child Held Back: No Child Left Behind – Taking a Developmental Approach to Early Literacy, Language and Communication</p> <p>Workshop Descriptor: To enable children to become independent talkers, readers and writers we need to build literacy, language and communication skills on strong foundations. This workshop will explore theory, practice and resources in supporting children’s early literacy development to raise attainment and interrupt the poverty related attainment gap.</p> <p>This workshop is aimed at primary teachers.</p>
A2	Kathryn Sharp	<p>Biography: Kathryn Sharp (PEF PT Attainment (Science) and STEM Co-ordinator – Denny High School)</p> <p>Workshop Title: Empowering Pupils to Inspire Others: A Case Study of STEM Success</p> <p>Workshop Descriptor: A showcase of the work being done at Denny High School to encourage young people to make an impact on their peers and younger pupils by empowering them to take the lead, make their own decisions and encourage everyone to consider STEM subjects and careers.</p> <p>This workshop is aimed at secondary teachers.</p>
A3	Kirsteen Steven, Dedridge Primary School	<p>Biography: I am Support for Learning Teacher and have been our Digital Leader at Dedridge Primary School since we embarked on our Digital journey in June 2017. We achieved Digital Schools Award in May 2018 and continue to build on using digital technology to enhance our teaching and learning.</p> <p>Workshop title:</p>

		<p>Digital Tools: Take Away strategies to Use in Your Classroom</p> <p>Workshop descriptor: This workshop will share my digital toolbox that I could no longer teach without! It will be an interactive session that will provide attendees with take away tools to begin using in their own classrooms immediately. Mobile devices with wifi/4g are essential (phones are fine!).</p> <p>It is probably better suited to those on the earlier part of their digital journey.</p> <p>This workshop is aimed at all teachers.</p>
A4	Sharon Smith, General Teaching Council for Scotland	<p>Biography: I am a Seconded to GTCS to work on all aspects of teacher professionalism, with a focus on PRD. My substantive post is a DHT in the Primary sector.</p> <p>Workshop title: Unlocking the Potential of Professional Review and Development – Exploring the New PRD Guidelines</p> <p>Workshop Descriptor: We will take a closer look at the detail within the newly revised PRD Guidelines and explore what this means to you in your role as either reviewee or reviewer.</p> <p>This workshop is aimed at all teachers.</p>
A5	Charlaine Simpson, GTCS	<p>Charlaine Simpson is a senior education officer with GTCS. Her role includes: Accreditation and Reaccreditation of all Initial Teacher Education Programmes, Accreditation of TQFE, and Professional Update for the university sector and national organisations.</p> <p>Workshop title: New GTCS Standards – Results of Consultation</p> <p>Descriptor: The draft of the revised suite of Professional Standards and the outcome of the consultation which took place in autumn through to December 2019.</p> <p>This informative session will update delegates on progress so far and provide an opportunity to consider and discuss key messages from feedback received during the consultation process.</p> <p>Full implementation of the revised suite of Professional</p>

		<p>standards is expected to take place in August/September 2020.</p> <p>This workshop is aimed at all teachers.</p>
B1	<p>Lisa Black, Depute Head Teacher, Hermitage Park Primary Lisa McLaughlin, Principal Teacher, Preston Street Primary</p>	<p>Biography: Lisa Black is a Depute Headteacher at Hermitage Park Primary, Leith, who has responsibility for closing the poverty related attainment gap. Her commitment to promoting equity in learning has been developed in her background as a social marketing researcher at The University of Strathclyde, her teaching experiences across Scotland and Australia, and as a trustee on the board of Homestart Leith and North East Edinburgh.</p> <p>Lisa McLaughlin is Principal Teacher at Preston Street Primary whose remit is to develop Play based learning in Primary 1 and 2. In her 20 years of teaching experience, she has seen the positive impact of reading for enjoyment on academic, emotional and social development.</p> <p>Workshop Title: “Coorie-in” -one school’s bid to save bedtime stories from extinction</p> <p>Workshop descriptor: Mrs Black and Mrs McLaughlin will describe the steps taken by them to save the endangered species of bedtime stories. Their ‘Coorie in’ initiative embraces technology and family reading sessions. Learn how families can tune in and share stories read by teachers, authors, parents, celebrities and politicians in their online bedtime story channel.</p> <ul style="list-style-type: none"> • what is the ‘Coorie-in’ initiative? • the rationale for it • the impact • where to next? <p>This workshop is aimed at primary teachers.</p>
B2	<p>Dinah Aitken and Tracy Francis, Salvesson Mindroom; Ruth Friskney, University of Edinburgh</p>	<p>Biography: Dr Ruth Friskney is a Research Fellow in the Childhood and Youth Studies Research Group, Moray House School of Education and Sport, University of Edinburgh. Ruth’s research looks at the relationships between people and institutions; her current main research project is ‘Improving Justice in Child Contact’, seeking to improve children’s participation in child contact processes for families affected by domestic abuse.</p> <p>Tracey Francis is Family Engagement Project Lead for</p>

		<p>Salvesen Mindroom Centre. She works with parents, carers and professionals across Scotland to raise awareness and understanding of learning difficulties, the policies and practice that deliver effective support, and strategies that can make a difference for children and families.</p> <p>Dr Dinah Aitken is the Deputy Head of Direct Help and Support at Salvesen Mindroom Centre. With a background as a solicitor, Dinah supports the team to work directly with parents, carers, children and young people, as well as professionals and leads on specific projects such as supported work placements, social research and production of a range of resources.</p> <p>Workshop title: Creating Positive Experiences of Mainstream School for Young People with Learning Difficulties – Sharing an Exploratory Research Study</p> <p>Workshop descriptor: The background to this is that we had a consultation in 2017 as a result of which many parents/carers were expressing frustration with a number of topics and things that were ‘wrong’ or not being provided for young people with learning difficulties. We turned that round to consider what are the elements of when things go right. In 2019 we commissioned University of Edinburgh to carry out a scoping study for us, and they spoke to 4 young people at 2 different LA secondary schools. They interviewed the parents, and then also the key people that the parents and young people thought had contributed to the positive experience. It is just a small exploratory study, but there were some very good learning points that came out about what makes a positive experience. The interviews were in secondary schools, but the key principles should be transferable to primary.</p> <p>We hope to develop more research from this study and we can see that it links to the messages in the <i>Building Effective Relationships</i> booklet that has just gone to all registered teachers with the November edition of the GTCS Teaching Scotland magazine.</p> <p>This workshop is aimed at secondary teachers but may be of interest to primary teachers.</p>
B3	Charlaine Simpson, GTCS & Aileen Kennedy, University of Edinburgh	<p>Biography: Aileen Kennedy is Senior Lecturer in Education at Moray House School of Education and Sport, University of Edinburgh</p>

Aileen grew up in various parts of Scotland, before moving to Glasgow to study primary education (a last-minute change of career-plan, having been set to study music and become a professional cellist!). After working as a primary teacher in Clydebank and then as Professional Officer for the General Teaching Council for Scotland, she ended up in academia – spending fourteen years at the University of Strathclyde, and then moving to Edinburgh in May 2015. Throughout her time working in education she has been interested in the factors that shape teachers and teacher education, and has found the critical study of policy as a fantastic way to illuminate the complex ways in which teachers and teacher education are shaped. Aileen enjoys working with beginning and experienced teachers to enhance mutual understanding of how and why we learn to be(come) teachers. The integration of research and teaching is therefore fundamental to her professional work.

Aileen is one of two Scottish members of the UK-wide Teacher Education Group (TEG) and a member of the European consortium TEQUILA which seeks to bring together European academics interested in evidence-informed teacher education. Aileen is also an active member of the EERA Network on Teacher Education, and an Associate Editor of Professional Development in Education.

Workshop title:

MQITE

Workshop Descriptor:

Initial teacher education (ITE) has been under fire in Scotland in recent times. Aileen, one of the principal researchers and Charlaine have been involved in his ground-breaking research project, funded by the Scottish Government, looking at the fundamentals of high quality ITE and its impact on newly qualified teachers.

The research follows hundreds of 2017-18 teacher-education graduates as they progress through the first five years of their careers. It is a collaboration between all nine teacher-education institutions and also involves the General Teaching Council for Scotland.

Aileen acknowledged at the start that the project could generate some uncomfortable findings. However, she said, “the bigger danger is not to ask these questions”.

She added: “It does not matter if we expose some things that

		<p>are not great. That's the whole point of doing it – and we can then do something about it.”</p> <p>This workshop will share the fascinating work of the MQITE Project.</p> <p>This workshop is aimed at all teachers.</p>
B4	Claire Lavelle, Director, The Hive of Wellbeing	<p>Biography: The Hive of Wellbeing is run by Claire Lavelle who is a professional and accredited coach with over twenty years' experience in Education. Claire has been a primary head teacher in Scotland and abroad, and a quality improvement officer in a Scottish local authority.</p> <p>The premise of “feeling good, working well” is the starting block for The Hive of Wellbeing. Simple in its message, and ambitious in its goal, The Hive aims to support staff from a range of organisations and backgrounds to move towards a “better-feeling place.” Claire uses a blend of coaching for performance principles, positive psychology approaches and self-efficacy theory to support staff in whole team sessions, as well as in group and individual coaching sessions.</p> <p>She can be contacted at: info@thehiveofwellbeing.co.uk</p> <p>Workshop title: Being Real With Self-Care At Work</p> <p>Workshop Descriptor: Audre Lorde said, "Self-Care is necessary for my survival" and in these times of constant change and when facing the complexities in working in our respective school communities with a range of needs, this session focuses on our own need to tend to our self-care in every day situations. In making conscious decisions to care for ourselves, we look at a range of topics including:</p> <ul style="list-style-type: none"> • How our beliefs and values support us in self-care approaches • Recognising our personal agency in life situations and experiences • Understanding our reactions to situations which are resourceful ... or not; and employing strategies to support our wellbeing. <p>This workshop is aimed at all teachers.</p>
B5	Lee Dunn, Education Scotland	<p>Biography: Lee Dunn is a Lead Specialist working with the Professional Learning and Leadership Directorate in Education Scotland. A former principal teacher and senior university lecturer, he</p>

		<p>leads online professional learning and digital experiences across the Scottish education system.</p> <p>Workshop Title: Supporting Professional Learning and Leadership for Scotland's Teachers</p> <p>Workshop Descriptor: This workshop will explore the work undertaken by the Education Scotland Professional Learning and Leadership team, with a focus on our leadership programmes, the national model of professional learning, endorsed programmes of learning and the refreshed online resource. Those attending will be provided with an opportunity to write professional learning activities which could be used by teachers locally, regionally and nationally.</p> <p>This workshop is aimed at all teachers.</p>
B6	<p>Mairi Robb, Staff Nurse Alice Walker, Student, Glasgow Uni</p>	<p>Workshop title: The Rosey Project Community</p> <p>Workshop descriptor: Rape Crisis Glasgow have the Rosey Project (supports 13-25 year olds who identify as female). 4 years ago funding was secured to create group counselling sessions and from these the Rosey Project Community was formed. This consists of young women who have attended the centre for 1:1 and group sessions. The content we provide really breaks down a lot of barriers in relation to communication. It's been developed with the opinions and experiences of young women 13-25 who have been raped and sexually abused.</p> <p>Both myself and Alice, from the Rosey Project Community, experienced sexual violence at some point in our late primary/ secondary education and we feel that tell our stories would really encourage teachers to address these issues in their curriculum, educate pupils and staff on consent and give teachers the tools and confidence to deal with these extremely difficult situations in a way that is beneficial and empowering for young people.</p> <p>The presentation is quite interactive and we certainly do not sugar coat situations, the odd swear word has popped out... It's delivered in a very real way, with personal stories, an interactive quiz section to get people thinking about the public perception on sexual violence to highlight what young people are up against.</p>

		This workshop is aimed at secondary teachers.
C1	Kate Coutts	<p>Biography: Kate recently retired after many years as a teaching head in Shetland. She continues her work delivering training to a number of Authorities and works as a supply teacher in Argyll & Bute. The Talk 20 workshop was developed as part of a number of leadership programmes, from probationers to meeting the standard for Headship. She is a committee member of STEP and helps to populate their Facebook page.</p> <p>Workshop Title: Talk 20</p> <p>Workshop descriptor: Teachers need other teachers when it comes to dealing with issues and initiatives. We all know the time constraints we operate under. Talk20 is a model which allows support to be given and received working as a triad in a 20 minute slot. It is based on non directive coaching, Appreciative Inquiry and Think Time. You have the skills, this workshop gives you a structure to use them quickly in a school setting. All you need is a pen and paper so no budget implications. If staff health and well being is important we need to support each other. Talk 20 allows us to do this.</p> <p>This workshop is aimed at primary teachers.</p>
C2	Dougie Mirfin, East Ayrshire Council	<p>Biography: Dougie Mirfin is Principal Teacher of the Additional Support Needs Service for East Ayrshire Council, supporting pupils with SEBN. Dougie trained as a Massage in Schools Instructor in 2010 and became an International Trainer for Massage in Schools in 2019.</p> <p>Workshop Title: An Introduction to Safe, Nurturing Touch Through the Massage in Schools Programme (MISP)</p> <p>Overview -</p> <ul style="list-style-type: none"> • Powerpoint presentation on MISP including history, roll out in Scotland, benefits etc • Practical session – participants will experience elements of the massage routine and safe touch activities to introduce with children • Information on how to become trained in MISP and how to measure the impact <p>This workshop is aimed at secondary teachers.</p>

C3	Clare Fulton	<p>Workshop title: Teaching Children from Migrant and Refugee Families</p> <p>Workshop descriptor: The purpose of the workshop was to give the participants an insight into some of the challenges, experiences and barriers faced by migrant families and asylum seekers and to share with teachers useful resources for the classroom, activities and signposting to materials and organisations which can provide support as families adjust to settling in new surroundings)</p> <p>This workshop is aimed at all teachers.</p>
C4	Aly Townley, Story Massage Instructor/Mindfulness Coach	<p>Biography: Aly Townley is a former Primary Headteacher with almost 30 years experience of education working in Spain, England and Scotland. She is now a Foster Carer trained in a wide range of holistic therapies and delivers bespoke Wellness sessions across Primary and Special Schools.</p> <p>Workshop title: Story Massage/ Mindfulness</p> <p>Workshop descriptor: Story Massage offers a calm, relaxing and interactive way of combining the creativity of story with the benefits of Positive Touch. In this practical workshop, Aly will teach some of the basic strokes and demonstrate how Story Massage can work alongside mindfulness in the classroom.</p> <p>This workshop is aimed at primary and special school teachers.</p>
C5	David Cameron, The Real David Cameron	<p>Biography: David has been involved in the STEP conference for years and brings a wealth of experience as a teacher, school leader and Director of Children's Services as well as in national developments. He currently works independently across the UK and internationally.</p> <p>Workshop title: Refreshing the Narrative - The Slides That Will Save Us All?</p> <p>Workshop descriptor: This workshop will challenge the idea that "refreshing the narrative" will solve the problems that appear to afflict Curriculum for Excellence and look at what might make a difference, including actions that we can take in schools.</p> <p>This workshop is aimed at all teachers.</p>