



**National Education Conference  
Scottish Teachers for Enhancing Practice  
Annual Conference**

**Saturday 22<sup>nd</sup> March 2025  
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 **8<sup>th</sup> March 2025** to: [conference@steachersep.org.uk](mailto:conference@steachersep.org.uk). Early bird rate ends on 31<sup>st</sup> January 2025 – full price thereafter is £45.

We look forward to seeing you on 22<sup>nd</sup> March!

Caroline Maloney  
STEP Conference Organiser

### 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>
<b>A1 – Craig Lowther Maths: how to support pupils working below expectations</b>	<b>B1 – Simon Lamb Reading for Pleasure with Poetry</b>	<b>C1 – Andrew Howie Fun@Work</b>
<b>A2 – Scottish Book Trust Expanding Reading Repertoires through Book Tasting</b>	<b>B2 – QMU Anti-Ableism and Disability Literacy through Imagination and Play</b>	<b>C2 – Gemma Clark Tackling Misogyny and Gender Based Violence in schools</b>
<b>A3 – Barbara Ogston, Paula Gilhooly, Amy Smith</b>  <b>FASD: Supporting Learners with Fetal Alcohol Spectrum Disorder</b>	<b>B3 – Ollie Bray AI</b>	<b>C3 – Claire Lavelle “Telling the Canary to Keep Going” – Teachers’ Wellbeing in Focus</b>
<b>A4 – Claire Davis Using AI to Improve my lessons</b>	<b>B4 – Nuzhat Uthmani &amp; Alison Murray Embodying HWB into the Literacy and Maths Curriculum: An example from teacher education</b>	<b>C4 – Sandra Convery Boosting learning with Scholar</b>
<b>A5 – Alice Beveridge Compassionate Leaders</b>		<b>C5 – Colin McGill Improving learning &amp; teaching using findings from the science of learning</b>

**Descriptors for all workshops are on the following pages**

**Keynote Information:****Conference chair – David Cameron**

David Cameron has established himself as a leading voice in education. He has led reviews and presented at conferences in Scotland, across the UK and internationally, working with teachers, parents and governors. David has extensive experience as a teacher, a senior manager in schools and in local authorities, most recently as Director of Children's Services for Stirling Council. David has supported STEP for many years and his passion for education combined with his extensive knowledge and sense of humour have provided STEP with a hugely popular conference chair. He can be contacted at [therealdavidcameron@gmail.com](mailto:therealdavidcameron@gmail.com).

**Morning keynote: Gillian Hamilton****Keynote title: TBC****Afternoon keynote: Mark Priestley****Keynote title: TBC**

## STEP 2025 Workshop details

	Presenter	Sessions
A1	<p><b>Craig Lowther</b> Craig.Lowther.ic@uhi.ac.uk</p> <p><b>Workshop title:</b> <b>Maths: how to support pupils working below expectations</b></p>	<p><b>Biography:</b> Craig is Curriculum Leader of Science, Computing and Education at University of the Highlands and Islands, and Series Editor for Mathematics at Leckie.</p> <p><b>Workshop Descriptor:</b> In this session we will explore the challenges of delivering mathematics to children and young people who are working at a level below expectations, for example working at second level in S1-S3 and first level in P5-7. We will look at some practical activities and approaches that will support pupils to continue to develop their mathematical learning. In particular we will focus on mathematics anxiety and motivation, using representation as a scaffold towards independence and explicit instruction for learning.</p>
A2	<p><b>Scottish Book Trust</b> pauline.bird@scottishbooktrust.com</p> <p><b>Workshop title: Expanding Reading Repertoires through Book Tasting</b></p>	<p><b>Biography:</b></p> <p><b>Pauline Bird</b> Pauline Bird is a School Communities Manager at Scottish Book Trust - a national charity that has been bringing the benefits of reading and writing to people in Scotland since 1998. A qualified primary teacher, she leads on Scottish Book Trust's national training and development programmes for learning professionals. Having graduated with an MEd in Children's Literature and Literacies from the University of Glasgow in 2020, she is delighted to work with a wide audience of educators interested in using children's literature in their practice.</p> <p><b>Signe Rudoviča</b> Signe Rudoviča is the project manager for Sharing Sensory Stories at Scottish Book Trust. With degrees in both English and Education, her current focus lies in project management, specifically geared towards supporting children and young people with additional support needs. She is invested in early literacy, exploring how stories can be enjoyed by diverse audiences, particularly those with disabilities. Signe is committed to enhancing disability representation in children's literature, ensuring that every child can see themselves reflected in the stories they read and enjoy.</p>

		<p><b>Workshop Descriptor:</b>  Research indicates that teacher knowledge of children's literature and other texts is the cornerstone on which interactive communities of readers are built. However, with so many demands on their time, teachers may not always have time to stay abreast of new releases for young people. Book Tasting is a fun and engaging way to explore new texts, genres and authors. Our workshop will give you the opportunity to try Book Tasting yourself; discover the research supporting it; and introduce some of Scottish Book Trust's resources that can be used to run a Book Tasting session in your own setting.</p>
A3	<p><b>Barbara Ogston, FASD Hub Scotland/ Adoption UK</b>  <b>Paula Gilhooly, Adoption UK</b>  <b>Amy Smith, Adoption UK</b>  barbara.ogston@adoptionuk.org.uk  paula.gilhooly@adoptionuk.org.uk  Amy.Smith@adoptionuk.org.uk</p> <p><b>Workshop title:</b>  <b>FASD: Supporting Learners with Fetal Alcohol Spectrum Disorder</b></p>	<p><b>Biography:</b></p> <p><b>Workshop Descriptor:</b>  Fetal Alcohol Spectrum Disorder (FASD) affects 3-5% of the population in Scotland and is the largest known cause of neurodevelopmental disability, however as a hidden disability it is often undiagnosed. This workshop will be led by FASD Hub Scotland and Adoption UK, who are funded by the Scottish Government to provide support services to families affected by FASD and the professionals who work with them. It will include a basic introduction to FASD, and an introduction to how learners with FASD can be supported in the classroom. Delivered by those with lived experience of teaching and parenting children with FASD, there will be an opportunity to ask any questions and find out how Adoption UK can offer support.</p>
A4	<p><b>Clare Davis</b></p> <p><b>Workshop title:</b>  <b>Using AI to improve my lessons</b></p>	<p><b>Biography and workshop descriptor:</b>  Clare Davis is a primary classroom teacher in Edinburgh and has found using AI to produce models of writing topics saves time and allows her to spend longer on the direct teaching. Clare will share her techniques and results.</p>
A5	<p><b>Alice Beveridge</b></p> <p><b>Workshop title:</b>  <b>Compassionate Leaders</b></p>	<p><b>Biography:</b>  Armed with her Masters in Positive Psychology and a degree in Primary School Teaching, Alice knows better than most just what it takes to truly motivate others. Add to this a wicked sense of humour, she is a natural when it comes to delivering on themes such as leadership, engagement and mindset.</p> <p><b>Workshop Descriptor:</b>  "Compassionate Leaders" in Tree of Knowledge's signature Entertaining, Enlightening and</p>

		<p>Educating style this session is designed to support the well-being of school and business leaders by exploring essential concepts from positive psychology, self-care practices, and strategies to combat imposter syndrome. Drawing inspiration from Csikszentmihalyi's theory of flow, participants will uncover practical techniques to enhance personal well-being, foster resilience, and maintain authenticity in leadership.</p>
<b>B1</b>	<p><b>Simon Lamb</b></p> <p><b>Workshop title:</b> <b>Reading for Pleasure with Poetry</b></p>	<p><b>Biography:</b> Simon Lamb is a poet, Carnegie-nominated author and the Scriever at the Robert Burns Birthplace Museum (2022–2025). His work appears in the Collins Big Cat poetry anthology called My Favourite Day (Band 09/Gold), published in September.</p> <p><b>Workshop Descriptor:</b> Delve in to the world of poetry on the page with poet and Carnegie-nominated author Simon Lamb. By sharing practical take-away tips and engaging anecdotes inspired by his extensive work across schools as both a poet and former primary school teacher, he'll advocate for the power of poetry to engage readers (and writers) of all abilities. Ignite poetry magic in your classroom today!</p>
<b>B2</b>	<p><b>QMU</b> SJones@qmu.ac.uk CUytman@qmu.ac.uk</p> <p><b>Workshop title:</b> <b>Anti-Ableism and Disability Literacy through Imagination and Play</b></p>	<p><b>Biography:</b> Sian Jones is a Chartered Psychologist and Senior Lecturer. She has been teaching in higher education (HE) since 2007, across multiple institutions. During her time at all teaching institutions, she has been able to draw on her living experience of being 'outside the curriculum' as a physically disabled, queer academic. She has spent the past ten years or so focusing her research attention on disabled children's friendship groups, discovering along the way that there aren't very many lecturers like her, nor disabled teachers in schools. Her research now centres on school-level approaches to anti-ableism, and "disability literacy," encouraging open dialogue around disability in education among all educational professionals and those whom they teach.</p> <p>Clare Uytman is a qualitative researcher specialising in phenomenological and thematic research. Her PhD research explored individuals' experiences of limb loss and prosthesis use. More broadly, she is interested in disability and the embodiment of assistive devices. Recently, her focus has shifted to understanding attitudes</p>

		<p>toward disability and examining how imagined contact and representation influence these attitudes. Collaborating with disabled children and their parents, disabled adults and educators, she explores strategies to foster meaningful changes in perceptions and behaviours, striving to create more inclusive and representative school environments for all children through improved resources and enhanced disability literacy. Clare Uytman is a Senior Lecturer in Psychology and Chartered Psychologist.</p> <p><b>Workshop Descriptor:</b> The number of disabled children being educated in mainstream settings is increasing.</p> <p>Alongside this, has been a rise in ableism, a type of discrimination and exclusion that devalues and oppresses disabled people. At the same time, educators report that they don't feel confident talking about disability in the classroom. In this workshop, we will share our anti-ableism research and resources. These accessible resources have been co-created with invested stakeholders for use in schools and community settings, and mapped to the Curriculum for Excellence to First and Second Levels. The resources are intended to enhance disability literacy in educators and foster constructive conversations about disability with children. This workshop will include an overview of our research findings, and hands-on activities using our free-to-access educational resources.</p>
<p><b>B3</b></p>	<p><b>Ollie Bray (AI)</b> Ollie.Bray@educationscotland.gov.scot</p> <p><b>Workshop title: TBC</b></p>	<p><b>Biography:</b> Ollie currently works for Education Scotland as one of their Strategic Directors. He was previously (amongst other things) Headteacher of Kingussie High School in Highland and Global Director of Connecting Play and Education at the LEGO Foundation in Denmark. He has a long standing interest in technology to support learning teaching and assessment as well as a love of cycling!</p> <p><b>Workshop Descriptor: TBC</b></p>
<p><b>B4</b></p>	<p><b>Nuzhat Uthmani &amp; Alison Murray,</b> <b>University of Stirling</b> gceducationscot@gmail.com alison.murray1@stir.ac.uk</p>	<p><b>Biography:</b> <b>Nuzhat Uthmani</b> Primary Teacher and Lecturer at the University of Stirling. Nuzhat brings experience of working across all stages of early and primary education in Scotland. She specialises in the teaching of global citizenship and social justice through interdisciplinary learning.</p>



	<p><b>Workshop title:</b>  <b>Embodying HWB into the Literacy and Maths Curriculum:</b>  <b>An example from teacher education</b></p>	<p><b>Alison Murray</b>  Alison is an experienced academic and former PE teacher. She leads the Health and Wellbeing programmes at the University of Stirling's ITE department. She has conducted national and international research in the teaching of health and wellbeing and applies the lens of social justice to teach across all disciplines.</p> <p><b>Workshop Descriptor:</b>  Nuzhat and Alison will showcase how since 2023 we have been incorporating the teaching of HWB into the Literacy and Mathematics module. We will highlight how key critical concepts in HWB such as identity, physically active learning and the development of spiral curriculum can be embodied through the teaching of literacy and mathematics.</p>
<p><b>C1</b></p>	<p><b>Andrew Howie</b></p> <p><b>Workshop title:</b>  <b>Fun@Work</b></p>	<p><b>Biography:</b>  A skilled West End performer and experienced Primary school teacher, Andrew's stage presence and storytelling skills captivate audiences with warmth, humour, authenticity and a genuine passion for making a difference.</p> <p>With fun and learning at the heart of everything he does, Andrew offers a unique perspective, diverse experiences and an extraordinary insight to the transformative power of education.</p> <p><b>Workshop Descriptor:</b>  Fun@Work" is an engaging, fast-paced workshop that uses positive psychology principles to boost productivity and wellbeing. Delegates will love the interactive format, leaving energised with practical strategies to enhance both their performance and personal fulfilment at work. Fun@Work is perfect for fostering a positive, high-performing culture.</p>
<p><b>C2</b></p>	<p><b>Gemma Clark</b>  gemmaclark14@outlook.com</p> <p><b>Workshop title:</b>  <b>Tackling Misogyny and Gender Based Violence in schools</b></p>	<p><b>Biography:</b>  Gemma is a primary teacher and feminist activist. She is the author of 'Artificial Intelligence in the Primary Classroom' and has written articles on misogyny and gender for The National, TES and The Herald.</p> <p><b>Workshop Descriptor:</b>  Will cover key statistics and manifestation of misogyny and gender based violence emerging in our schools. Will discuss meaningful strategies around education and tackling these issues within the school system.</p>

<p><b>C3</b></p>	<p><b>Claire Lavelle</b></p> <p><b>Workshop title:</b>  <b>“Telling the Canary to Keep Going”  – Teachers’ Wellbeing in Focus</b></p>	<p><b>Biography:</b>  Claire has over 25 years of experience in Education, most recently working in Higher Education as the Assistant Director of Wellbeing at the University of St Andrews. Former teacher and head teacher and currently as an accredited professional coach, Claire has worked in many schools and local authorities, and has spoken at many national education events, most notably as a keynote speaker at the Scottish Learning Festival in 2019. She was awarded an MBE for her services in wellbeing to educators in the Queen’s Honours in 2022. Claire aims to provide educators with support to their wellbeing using a pragmatic and compassionate coaching approach.</p> <p><b>Workshop Descriptor:</b>  The litany of challenges faced by teachers today is unprecedented. However, without meaningful wellbeing supports built into day-to-day working, how can teachers sustain their endeavours to support their learners? Wellbeing at work needs to be real and experienced as meaningful for it to matter to anyone, so how can this be achieved in the face of challenges?</p> <p>This session will allow delegates to explore some of the pressing issues which impact teachers’ wellness and welfare. Claire aims to provide space for teachers to reflect on and discuss how these challenges obscure opportunities to recover and restore wellbeing each day, week and term. She will also suggest some approaches/strategies to support teachers’ essential prioritisation to look after themselves.</p>
<p><b>C4</b></p>	<p><b>Sandra Convery, Scholar</b>  S.Convery@hw.ac.uk</p> <p><b>Workshop title:</b>  <b>Boosting learning with Scholar</b></p>	<p><b>Biography:</b>  Sandra Convery is a Support Officer within the Scholar Engagement Team. Prior to joining Scholar in 2021, she worked with the SNSA teacher professional learning team and was a Secondary Modern Languages teacher for 15 years, with an interest in digital learning and teaching.</p> <p><b>Workshop Descriptor:</b>  Scholar provides <a href="#">42 SQA-aligned online courses</a> that senior phase learners (in subscribing local authorities) can access in and out of school to learn, develop, revisit, practise and revise the content knowledge and skills they will need. Come along to find out more about making effective use of Scholar content and teacher reports to enhance your planning, teaching, learning and assessment.</p>

<b>C5</b>	<p><b>Colin McGill</b> c.mcgill3@napier.ac.uk</p> <p><b>Workshop title:</b> <b>Improving learning &amp; teaching using findings from the science of learning</b></p>	<p><b>Biography:</b> Colin is an Associate Professor in Teacher Education at Edinburgh Napier University. Prior to this, he was a chemistry teacher and principal teacher of science. He has interests in improving learning &amp; teaching of teachers at all stages of their career.</p> <p><b>Workshop Descriptor:</b> This workshop will focus on how we can use findings from the science of learning to reflect on how learning happens in the classroom. We will explore how learning takes place, how we can improve retention of new information, the importance of prior knowledge, and how we can use cognitive psychology research to support ALL learners in our classroom. We will then reflect on various learning activities using this new knowledge which can then be applied in future teaching.</p>
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