



WE ARE CONNECTED, CURIOUS AND CREATIVE

WELCOMING ADDRESS



#ABEY2019

Anne Paterson
Head of Education
Argyll and Bute Council



"Our greatest contribution as educators may not be something we did, but someone we inspired."

Robert John Meehan





Choose Argyll and Bute **live, learn, work, visit and invest**





What if I fall?
Oh, but my darling,
what if you *fly*?
-e.h.







Choose Argyll and Bute **live, learn, work, visit and invest**

"Education, for most people, means trying to lead the child to resemble the typical adult of his society...but for me...education means making creators... You have to make inventors, innovators, not conformists"

Jean Piaget (1896-1980)

Established the Accepted Stages
of Child Development



"Democrats Against Common Core" on Facebook, @DemsAgainstCC on Twitter



*There's no such thing as
creative people and
non-creative people.
There are only people
who use their creativity
and people who don't."*
- Brene Brown





**"You're off to Great Places!
Today is your day!
Your mountain is waiting,
So... get on your way!"**





WE ARE CONNECTED, CURIOUS AND CREATIVE

EDUCATION ADDRESS



#ABEY2019

Wendy Brownlie
Education Manager Early Years
Argyll and Bute Council



Choose Argyll and Bute **live, learn, work, visit and invest**

Our Children, Their Future Education Vision and Strategy

'Together we will realise ambition, excellence and equality for all'

- 1** Raise educational attainment and achievement for all
Priority actions
 - Improve the overall quality of learning experiences
 - Tackle disadvantage and deprivation to close the attainment gap
 - Improve literacy, numeracy and health & wellbeing outcomes for children and young people
 - Continually improve curriculum design and development
- 2** Use performance information to secure improvement for children and young people
Priority actions
 - Effectively assess, track and monitor the progress of our children and young people
 - Implement strong self-evaluation, quality assurance and improvement planning
 - Clearly report outcomes
- 3** Ensure children have the best start in life and are ready to succeed
Priority actions
 - Provide high quality Early Learning and Child Care
 - Work with parents, families and partners
- 4** Equip young people to secure and sustain positive destinations and achieve success in life
Priority actions
 - Equip children and young people with skills for learning, life and work
 - Promote enterprise and entrepreneurship
 - Support lifelong learning
- 5** Ensure high quality partnership working and community engagement
Priority actions
 - Develop and strengthen parental engagement and participation
 - Improve the curriculum links between schools and colleges
 - Develop and strengthen partnerships with business and the community
 - Work together to secure improvement
- 6** Strengthen leadership at all levels
Priority actions
 - Focus on effective educational leadership
 - Promote career long professional development for all staff
 - Provide professional learning opportunities for front line services
 - Maximise the use of resources





Argyll and Bute Early Years Priorities and Drivers 2019/2020

Training in new literacy trackers delivered in all localities. All settings using the new trackers by June 2020

80% of children achieve all of their developmental milestone by transition to school.

Transition activities supported in all 4 localities to ensure continuity across Early Level.

Numeracy tracker to be reviewed to ensure consistency of approach across literacy and numeracy.

Deliver 24 places on WALT and CALT training to further develop leadership of outdoor learning.

Targeted high quality learning in Exploring Sensory Preferences and Fight Flight or Just Right.



Highlights

- ❖ 97% of settings and Childminders delivering ELC are graded at 4 or above by Care Inspectorate
- ❖ By January 76% of settings will be phased in to 1140 hours
- ❖ Total increase of 74.3 FTE staff in our establishments
- ❖ £6,480,112 committed to capital projects to more than 25 refurbishments, 4 extensions a repurposing and a modular build
- ❖ Increased hourly rate for partners and undertaking a sustainable rate exercise to check this rate
- ❖ 1546 requests for training for practitioners across establishments and Childminders



Highlights

- ❖ Recruiting teachers to work across our partner settings
- ❖ 7 Cluster/Excellence and Equity Leads
- ❖ £6,480,112 committed to capital projects
- ❖ Increased hourly rate for partners and undertaking a sustainable rate exercise to check this rate
- ❖ Opening of an outdoor nursery in Dunoon and a partner outdoor nursery in Kilmory walled garden in April
- ❖ Great partnership working with colleagues in Care Inspectorate, Catering, Cleaning, Property, Estates, Live Argyll and the wider Education team.
- ❖ The most amazing Early Years Team that a Manager could ask for!



Three Assets Approach to curriculum design

taking a holistic approach to learning in a meaningful context which nurture wellbeing, strengthens connections, encourages exploratory drive and develops competences and life skills



Being Connected, Curious and Creative in Argyll and Bute



*Our Approach to
Curriculum Design in the
Early Years*

Kathleen Johnston –
Education Officer
7th November 2019



Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world

<https://scotlandscurriculum.scot/>



Curriculum for Excellence – Refreshed Narrative

Helping our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.



**Scottish Learning Festival 2019 –
Keynote from John Swinney**

https://www.youtube.com/watch?v=-8X_5U_QkPY

<https://youtu.be/P3nOGDiNjUc>



How good is our early learning and childcare?

February 2016

Health and Social Care St
My support, my life

Our Children, Their Future
Education Vision and Strategy



2019 NATIONAL IMPROVEMENT FRAMEWORK AND IMPROVEMENT PLAN

ACHIEVING EXCELLENCE AND EQUITY

The Scottish Government
www.gov.scot



Wellbeing
Needs

Assessment
Appropriate, appropriate, timely

Wellbeing
Desired outcomes



A BLUEPRINT FOR 2020: THE EXPANSION OF EARLY LEARNING AND CHILDCARE IN SCOTLAND

2017-18 ACTION PLAN



The Scottish Government
education
www.gov.scot

Argyll & Bute
COUNCIL
LEARNING AND DEVELOPMENT
0-5 YEARS RATIONALE
Community Services Education



Family Learning Framework Advice for Practitioners

April 2018

Education Scotland
Education Scotland
www.education.scot.nhs.uk

A BLUEPRINT FOR 2020: THE EXPANSION OF EARLY LEARNING AND CHILDCARE IN SCOTLAND

ACTION PLAN

The Scottish Government
education
www.gov.scot



effective contributors
with:

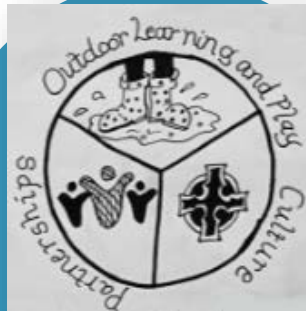
- an enterprising attitude
- resilience
- self-motivation
- and able to:
- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking and new concepts
- create and develop
- solve problems



An Argyll and Bute Approach

Start from the
child's point of
view

Sound understanding
of how children learn
and develop
National and local
drivers - BtA, CfE,
Pre-Birth to 3,
GIRFEC, Argyll and
Bute LAD
Framework



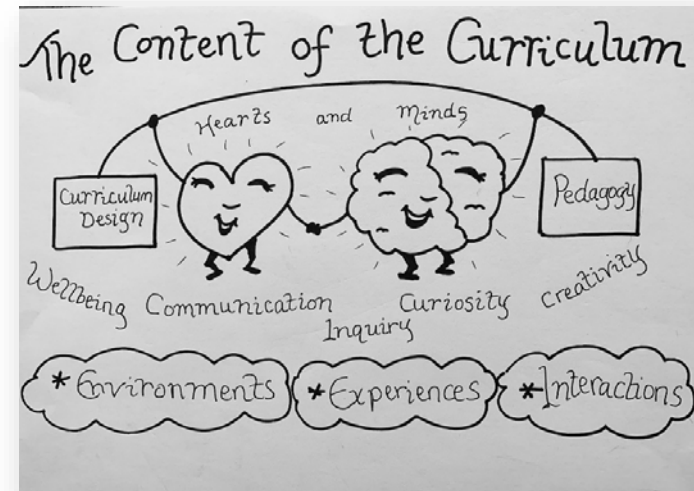
For our Children to Build Upon:

- Emotional Health
- Exploratory Drive
- Competencies and Life Skills
- Connectedness

Essential- getting to the child's point of view

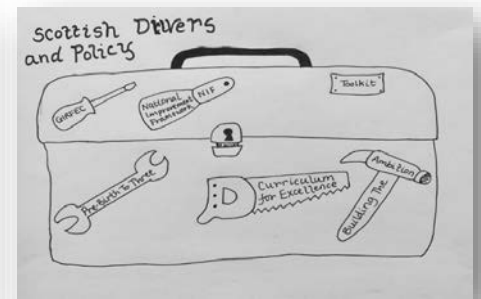
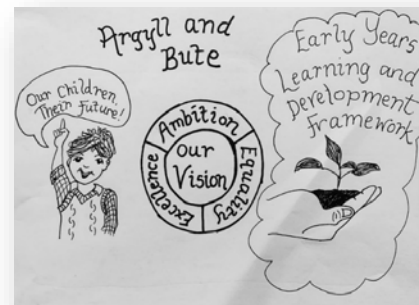


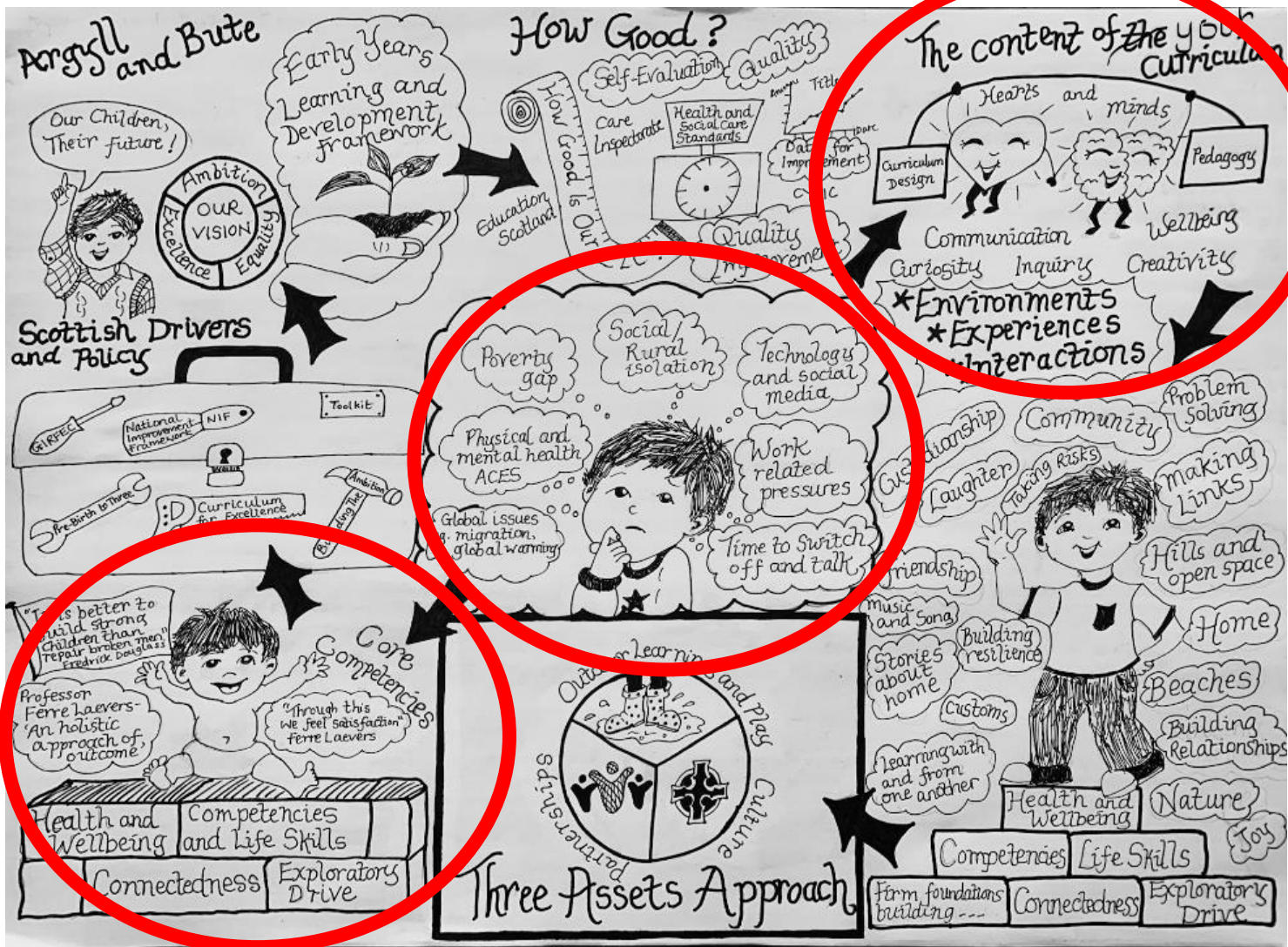
Essential - my understanding of how a child learns and develops



Tools in your toolkit

- Sharing learning and understanding with other colleagues
- Professional development opportunities – local and national
- National and local policy







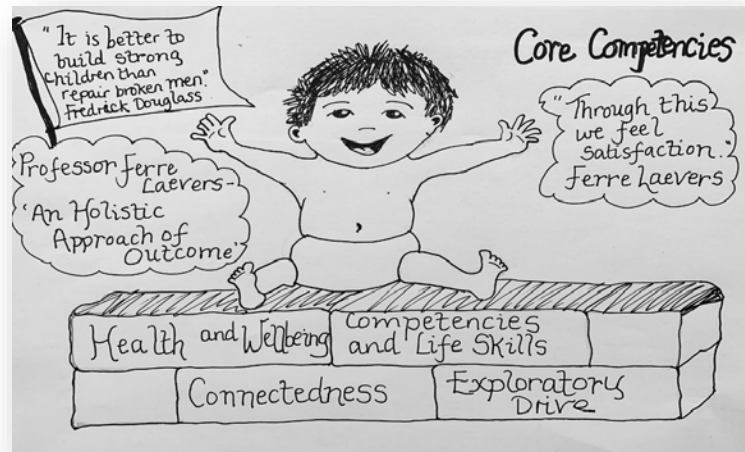
High Five of Curriculum Design



I start with my children (assume nothing...)



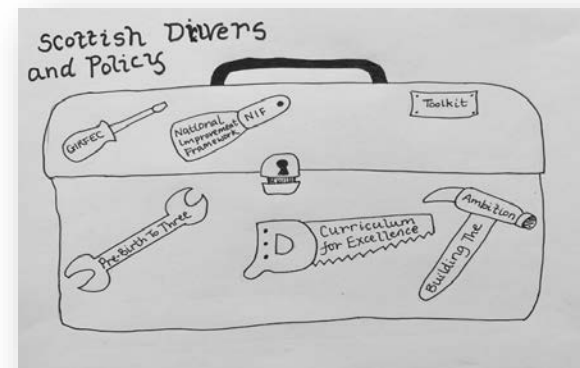
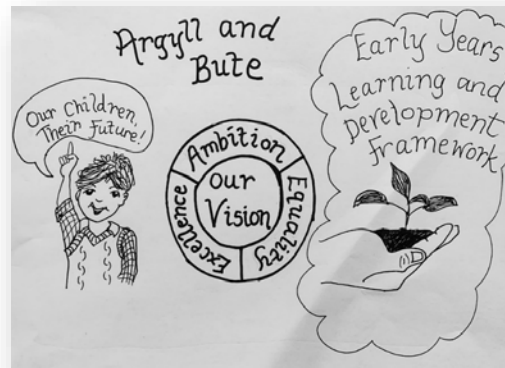
- What information can I use to help me understand my children's barriers to learning and development?
- How will I gain a clear picture of my children, my families and my community?



My role is critical to how well my children learn and develop



- How will I use my knowledge of how a child learns and develops?
- What do I have in my 'toolkit' to help me?
- How will I know I have a shared understanding?
- How will I continue to build my knowledge and understanding?



Learning is meaningful and appropriate



- How involved are my children in leading learning through play?
- How well do I use my children's families and community to bring learning to life?
- Can I hear our children's voices in our curriculum design?



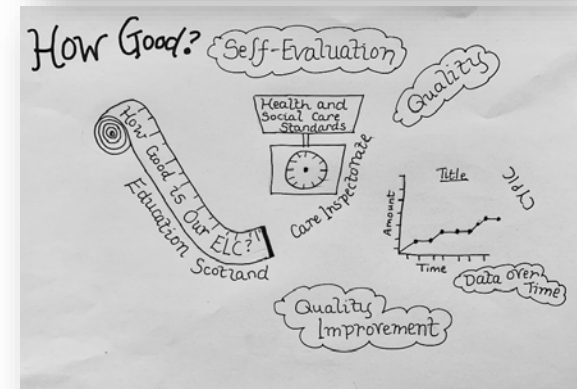
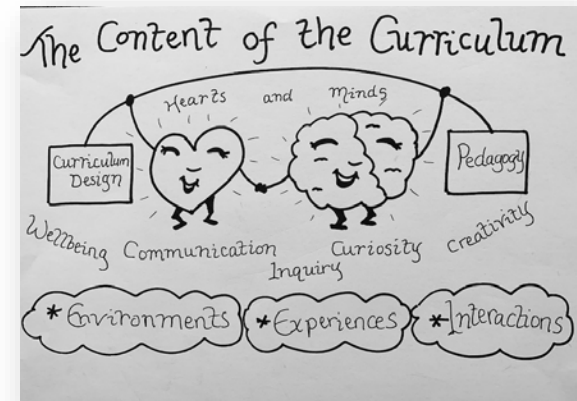
My children are being appropriately challenged



How am I making best use of my

- interactions,
- experiences and
- environment?

How do I **know**?





I am sharing my learning with the right people



- How well do I involve our parents in their children's learning?
- Are there other people that would be able to help break down the barriers to our children learning and developing ?
- What is the right information to share for our children at points of transition?
- How well do I share appropriate information with the right people?

Connected, curious and creative for life!



Give your curriculum the 'High Five' !



Kathleen Johnston

kathleen.johnston@argyll-bute.gov.uk



<https://blogs.glowscotland.org.uk/ab/public/sali/uploads/sites/1389/2016/12/04160100/ELC-Three-Assets-May-2019.pdf>

All You Need Is Love



**All you need is
love**

**All you need is
love**

**All you need is
love, love**

**Love is all you
need**