



## EDUCATIONAL PSYCHOLOGY SERVICE NEWSLETTER

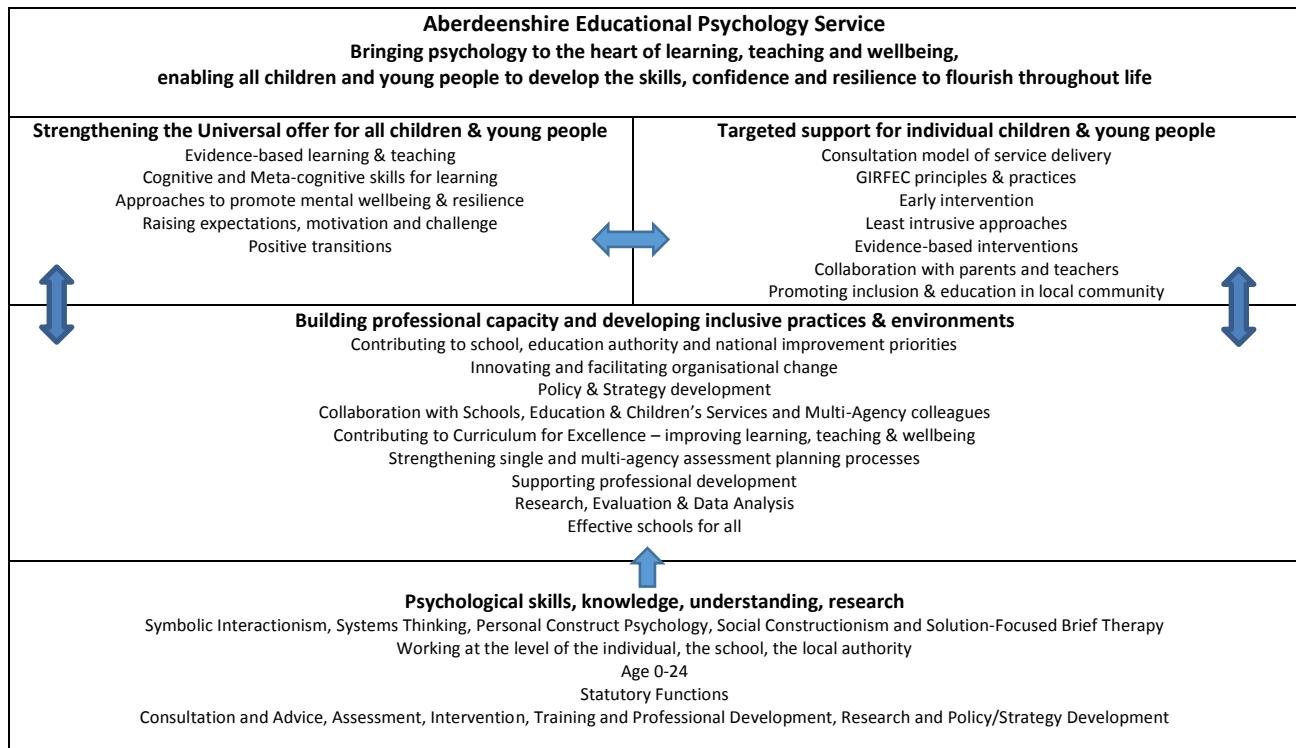
### October 2018

This report reflects the work of the Educational Psychology Service during 2017-2018.

#### OUR VISION

We have a vision of Aberdeenshire where psychology is at the heart of learning, teaching and wellbeing, enabling all children and young people to develop the skills, confidence and resilience to flourish throughout life.

Our vision, model of service delivery and core areas of work are encapsulated below:



#### NEWS

##### Staffing

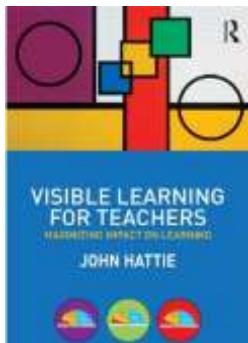
There have been a number of staffing changes within the Educational Psychology Service.

Fiona Yarrow retired in July 2017, with Carron Douglas taking over as Principal Educational Psychologist in January 2018. Lesley Stewart also retired in June after a career in Educational Psychology spanning 37 years and Stuart Bull and Claire Mustard both decided to head off to pastures new this summer. We wish Fiona, Lesley, Stuart and Claire all the very best for the future.

Ashley McGregor was appointed to the post of Depute Principal Educational Psychologist in March 2018. We welcomed Ruth Muir back from maternity leave in July this year. In addition, we have been successful in recruiting four Educational Psychologists to the service- Michelle O'Grady joined the South Team, and Liz Bolton, Sommer Cheyne and Diana Fraser have joined the North Team.

## CAPACITY BUILDING WORK

The Educational Psychology Service is committed to building professional capacity in our schools. Here are some examples of the work we undertook in this area during session 2017/18.



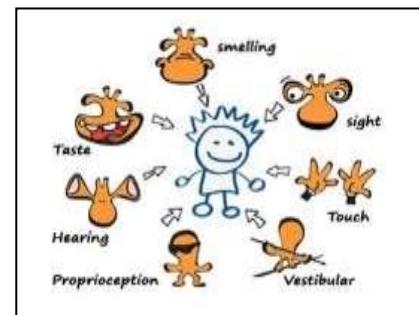
We have developed an Introduction to Visible Learning course, and developed a comprehensive training course with associated resources on the topic of feedback in the classroom. We also trialled a practitioner enquiry approach

# making learning visible



We worked closely with Teachers and Social Work colleagues to develop in-house training materials and resources to support the implementation of universal and targeted nurture approaches in Aberdeenshire establishments. The training courses and online materials will be launched during 2018/19.

A group of Educational Psychologists worked closely with NHS Grampian's Occupational Therapy team (Combined Child Health) this year to develop a new [ALDO](#) course called "[Understanding Sensory Behaviours](#)". The course is designed to enhance the understanding of staff working with children and young people who may have sensory needs. It comprises four modules which are worked through incrementally.



Interest in our Early Years Cognitive Skills workshops continued during 2017-2018. The purpose of these interactive workshops is to explore the key skills that are essential for all children to develop in order to navigate an increasingly complex and changing world, and become successful, independent learners. The workshops continue to be fully subscribed with very positive feedback from the early years practitioners who attend.

At the other end of the school session one of our EPs worked closely with a member of the Bennachie campus to deliver materials on anxiety and attendance to secondary probationer teachers and also to staff across Aberdeenshire as part of the local Learning Festival. Evaluations

were very positive and indicated a greater awareness and understanding of the impact of anxiety on school attendance.

We had the opportunity to be involved in an innovative new action enquiry research programme for EPs from across Scotland. The focus for this research was the poverty-related attainment gap, including rural poverty, centered on raising attainment in numeracy and mental health.



We set out to explore the impact of growth mindset teaching and learning approaches on children's engagement, enjoyment and attitude towards maths at secondary school education level. Information about growth mindset and maths was shared with all secondary maths teachers and a practitioner enquiry approach was offered to each secondary school maths department to further develop this action research.

Resources have been compiled to support schools with action research and initial evaluation information has been shared on Education Scotland's National Improvement Hub. There has been ongoing support of practitioner enquiry and information from a recent focus group with secondary pupils was shared at the national EPS conference in Glasgow in September.

In addition to these Aberdeenshire and Scotland-wide developments, Educational Psychologists have delivered the following CLPL opportunities to schools at a locality level:

- Whole cluster level input on growth mindset and maths
- Secondary school inputs on attachment and trauma and adolescent brain development
- Support for a primary school to revise vision for the school and their curriculum rationale
- Input to a primary school to support their launch of Bounceback
- Training to Pupil Support Assistants on bereavement and loss
- Support for Early Learning and Childcare practitioners on target setting through play
- Group consultation on literacy for staff supporting children in Enhanced Provision
- Introduction to Nurture to a cluster team of Additional Support for Learning Teachers

### Aberdeenshire EPS in Rwanda

Two of our colleagues, Fiona Seaton and Elayne Steel, became the first Educational Psychologists to take part in the Global Learning Partnership (GLP) this summer. Sponsored by The Wood Foundation and supported by local authorities, GLP aims to increase Global Citizenship and Sustainable Learning. The project saw our psychologists work alongside many teaching colleagues from Aberdeenshire and across Scotland, in remote villages in Rwanda.

Based within the country for a month, Fiona and Elayne supported professional learning opportunities in schools. They worked alongside teachers and delivered inputs on topics such as Cognitive skills, Person Centred Planning, Active Learning and Effective questioning, to name but a few. The experience was hugely enriching and rewarding for all and both psychologists are currently working to help assess the impact this work has on the children back here in Scotland, when taught by a GLP graduate teacher.

Fiona and Elayne feel the experience has extended their own learning and thinking around the service we deliver as psychologists and urge others to take up this challenge. Applications for GLP 2018/19 are currently open.



## SERVICE EVALUATION

We are pleased to share that the Educational Psychology Service continues to meet the standards of Customer Service Excellence, with a trend for an increasing number of areas of good practice being recognised through the annual assessment process. The May 2018 review highlighted the service's "*customer focused and highly evaluative*" ethos.



### HAVING YOUR SAY!



Our annual review and planning meetings with schools this year showed that:

- Schools value working collaboratively with the EPS to support capacity building within their establishment. This includes supporting professional learning within the staff team through Informal Consultation and discussions.
- As part of this years' evaluation we specifically sought feedback on the use of the Consultation model from school leaders. Schools commented positively on the early intervention function of consultation sessions. Schools also valued the solution oriented approaches used by EP to support inclusion and positive change.
- Schools shared that they would like to continue to work collaboratively with the EPS on strategic school development and organisational change. Schools also shared that they would like to see and increased use of the Informal Consultation as a professional development support. Finally schools commented that increased understanding of the EPS consultation as an Assessment and Intervention framework would be helpful for staff.
- Moving forward schools were looking for systemic support around whole school nurturing approaches and attachment as well as implementing Visible Learning approaches within their schools.