

EAST Professional Development Calendar

Session 2024/25



* All EAST Professional development sessions are free to attend.

* Please apply online at <http://eastayrshire.cpdservice.net>



* Unless detailed otherwise, participants are required to have access to Microsoft Teams/Sway.

* PLCs are a suite of related sessions, all of which must be attended. This is noted in the title.

Assessment				
Training session	Aims	Content	Supporting resources	Audience
Formulating a Child's Plan 13 th March 2024 <i>(Presentation available from 6th March)</i>	<ul style="list-style-type: none"> To increase confidence and skills in the production of high-quality Child's Plans 	The presentation will focus on: <ul style="list-style-type: none"> Format and layout of Child's Plans Tips and suggestions around content <i>N.B. There is a follow-up session providing support and guidance on writing ILPs</i>	GIRFEC & ASN glow tile Attendees will be signposted to supporting resources within presentation	Interested staff
Formulating an ILP as part of a Child's Plan 25 th March 2025 <i>(Presentation available from 18th March)</i>	<ul style="list-style-type: none"> To increase confidence and skills in the production of high-quality ILPs 	<ul style="list-style-type: none"> Setting the scene (CfE briefing 13) Which learners require an ILP? Format and layout of ILPs What makes an effective ILP? How to write SMART targets (Long term and short term) Improving an existing ILP <i>N.B. There is an initial session providing support and guidance on contributing to a Child's Plan as part of a TAC meeting</i>	EAST Resources/Support Packs glow tile: ILP target banks Staff will be signposted to supporting resources CfE Briefing 13	Interested staff
Pupil Assessment Profile (PAP) (primary) 14th November 2024 (Face-to-face in Mount Carmel Primary, Kilmarnock)	<ul style="list-style-type: none"> To increase confidence and skills in contributing to and/or completing a PAP (primary) 	<ul style="list-style-type: none"> Walk through each section of the PAP with tips and pointers for completion, interpretation and next steps How to access content within EAST Assessment Menu 	EAST Assessment glow tile: PAP (primary) Attendees will be signposted to supporting resources within presentation	Primary practitioners
What is assessment? incorporating SC 102: East Ayrshire Assessment Process 12th November 2024 (Presentation available from 5th November) OR 18th March 2025 (Presentation available from 11th March)	<ul style="list-style-type: none"> To increase staff knowledge and confidence in undertaking the assessment of additional support needs To put East Ayrshire's assessment cyclical process into the context of Standard Circular guidance across curricular areas- Numeracy, Literacy and HWB 	<ul style="list-style-type: none"> What is assessment? This will take the form of a Sway presentation to be viewed ahead of the live session Standard Circular 102: East Ayrshire Assessment Process. This will take the form of a live presentation with opportunities for discussion 	EAST Assessment glow tile Attendees will be signposted to supporting resources within presentation Standard Circular 102 Assessment leaflet	This course is primarily aimed at Primary practitioners but may be of interest to colleagues in other sectors

Inclusive Practice

Training session	Aims	Content	Supporting resources	Audience
<p>CIRCLE Framework Early Years (Up, up and Away)</p> <p>18th November 2024 (Presentation available from 4th November)</p>	<p>To provide practitioners with:</p> <ul style="list-style-type: none"> An understanding of what the Up, Up and Away Framework is How it can be used to support learners through the promotion of effective inclusive practice The skills and knowledge required to use the tools and assessments to optimise the environment and optimise opportunity for the child The skills and knowledge to interpret the assessments to help plan supports, strategies, and next steps for the early childhood centre, as well as for specific individual learners 	<ul style="list-style-type: none"> An overview and introduction to the CIRCLE- Up, up and Away resource How to identify children who need literacy support as early as possible in order to prevent difficulties arising Familiarising participants with the tools and assessments to optimise the environment as well as opportunities for the child Building confidence in to interpreting the assessments to help plan supports, strategies, and next steps for the early childhood centre, as well as for specific individual learners 	<p>EAST Resources/Support Packs glow tile: CIRCLE Framework</p> <p>CIRCLE website</p>	<p>Early Years practitioners</p>
<p>CIRCLE Framework Primary PLC</p> <p>Session 1 – 13th January 2025 (Face-to-face in Kirkstyle Campus, Kilmarnock)</p> <p>Session 2 – 10th February 2025 (Face-to-face in Kirkstyle Campus, Kilmarnock)</p> <p>Session 3 – 20th March 2025 (Face-to-face in Kirkstyle Campus, Kilmarnock)</p>	<p>These professional development sessions aim to:</p> <ul style="list-style-type: none"> Provide an understanding of what the CIRCLE Framework is Show how it can be used to support learners through the promotion of effective inclusive practice Help practitioners develop the skills and knowledge required to use the CIRCLE Inclusive Classroom Scale (CICS) and the CIRCLE Participation Scale (CPS) Help practitioners develop the skills and knowledge to interpret the CICS & CPS to help plan supports, strategies, and next steps for your own classroom, as well as for specific individual learners 	<p>Session 1 (January)</p> <ul style="list-style-type: none"> Overview and introduction to the CIRCLE Framework including working within an inclusive classroom How to complete the 'CIRCLE Inclusive Classroom Scale' (CICS) <p>Session 2 (February)</p> <ul style="list-style-type: none"> Reflection, feedback, and professional dialogue in relation to last session's completed CICS How to complete the CIRCLE Participation Scale (CPS) <p>Session 3 (March)</p> <ul style="list-style-type: none"> Reflection, feedback, and professional dialogue in relation to last session's completed CPS Looking at support and strategies / planning effective next steps How to use the CIRCLE Framework going forward for the benefit of me and my establishment 	<p>EAST Resources/Support Packs glow tile: CIRCLE Framework</p> <p>CIRCLE website</p> <p>CIRCLE Primary Open University Course</p>	<p>Primary practitioners</p>

Inclusive Practice

Training session	Aims	Content	Supporting resources	Audience
<p>Dyslexia Awareness</p> <p>5th November 2024 (Presentation available from 29th October)</p> <p style="text-align: center;">OR</p> <p>11th March 2025 (Presentation available from 4th March)</p>	<ul style="list-style-type: none"> To provide practitioners with an awareness of what dyslexia is To provide an overview of East Ayrshire's Assessment Procedures To share some examples of how dyslexic learners can be supported within an inclusive school community 	<ul style="list-style-type: none"> What is dyslexia? East Ayrshire's Literacy/Dyslexia Assessment Procedures Difficulties dyslexic learners may face within school while offering strategies and approaches that may support them 	<p>EAST Assessment glow tile</p> <p>SC 102- East Ayrshire's assessment process incorporating dyslexia</p> <p>EAST Bitesize CLPL videos relating to dyslexia</p> <p>Free National Online Learning Modules focusing on Dyslexia and Inclusive Practice</p> <p>Addressing Dyslexia Toolkit</p>	<p>Primarily aimed at Primary practitioners but may be of interest to colleagues in other sectors</p>
<p>Dyscalculia and Specific Difficulties with Number (PLC)</p> <ol style="list-style-type: none"> 16th September 2024 (Pre-recorded presentation available to view independently) 10th October 2024 (FACE-TO-FACE training session in Mount Carmel PS) 8th October 2024 (Pre-recorded presentation available to view independently after the face to face session) 12th November 2024 (FACE-TO-FACE training session in Mount Carmel PS) 	<ul style="list-style-type: none"> This professional development session aims to raise awareness of dyscalculia Following this staff will be invited to engage with further professional learning opportunities with a focus on strategies to support learners experiencing difficulties with Numeracy and Mathematics. The focus of these sessions will be determined by the cohort. 	<ul style="list-style-type: none"> What is Dyscalculia? Characteristics of Dyscalculia and the impact on learning Assessment and identification 	<p>EAST Bitesize CLPL video relating to dyscalculia</p> <p>SC 102- East Ayrshire's assessment process incorporating dyscalculia</p> <p>Information on dyscalculia on the National Improvement Hub</p>	<ul style="list-style-type: none"> Primary practitioners Primary ASN Co-ordinators Secondary SFL practitioners Secondary Maths practitioners
<p>Dysgraphia</p> <p>25th February 2025 (Presentation available from 12th February)</p>	<ul style="list-style-type: none"> Increase your understanding of dysgraphia Highlight some possible characteristics you might observe in learners who may have this condition. Provides some practical examples of strategies which may prove effective Signpost you to further reading and research 	<ul style="list-style-type: none"> What is dysgraphia? Common themes around typical difficulties that someone with dysgraphia might experience. Co-occurring difficulties. Possible characteristics of dysgraphia How to support learners displaying these characteristics Links to further information and reading 	<p>EAST Bitesize CLPL videos relating to dysgraphia</p>	<p>Mainly primary practitioners, but may also be of interest to practitioners working in secondary</p>

Inclusive Practice

Training session	Aims	Content	Supporting resources	Audience
<p>EAL – Supporting EAL Learners (Secondary) In The Classroom.</p> <p>4th February 2025 (Face-to-face in Kirkstyle Campus, Kilmarnock)</p>	<ul style="list-style-type: none"> Provide an overview of the needs of EAL learners (secondary). Explore practical strategies for teachers/CAs to support secondary EAL pupils in learning English and accessing the curriculum. Provide an overview of SQA ESOL courses. 	<ul style="list-style-type: none"> Initial pathway to support newly arrived secondary EAL pupils Stages of EAL development and Profile of Competence Practical strategies to support EAL pupils SQA ESOL pathway 	<p>EAST Resources/Support Packs glow tile: EAL</p> <p>EAST Teams glow tile: EAL Pages</p>	<p>Secondary practitioners</p> <p><i>Participants advised to bring a school curricular laptop or Chromebook if possible</i></p>
<p>Foetal Alcohol Spectrum Disorder (FASD)</p> <p>8th October 2024 (Presentation available from 3rd October)</p>	<ul style="list-style-type: none"> To provide practitioners with an awareness of what FASD is To share some examples of how learners with FASD can be supported within an inclusive school community 	<ul style="list-style-type: none"> Definition of FASD The common learning and behavioural characteristics of FASD Strategies to support learners with FASD 	<p>EAST CLPL/Professional Learning glow tile: FASD resources</p>	<p>Primarily aimed at Primary practitioners but may be of interest to colleagues in other sectors</p>
<p>Highly able learners</p> <p>7th November 2024 (Presentation available from 31st October)</p>	<ul style="list-style-type: none"> To raise awareness of highly able learners To explore how they can be supported and challenged within the school setting 	<ul style="list-style-type: none"> A brief background of highly able learners and its definition How to support highly able learners in your class Resources available Information on the role of EAST staff and how they can support colleagues 	<p>EAST Bitesize CLPL video- An EAST Introduction to meeting the needs of the highly able</p> <p>EAST Resources/Support Packs glow Tile : Highly Able Resources</p> <p>Scottish Network for Able Pupils (SNAP)</p>	<p>Early Years and Primary Practitioners</p>
<p>Motor Skills</p> <p>1st October 2024 (Presentation available from 24th September)</p>	<ul style="list-style-type: none"> To raise awareness of the impact that motor skills can have on a learner's educational, social, and emotional journey 	<ul style="list-style-type: none"> An outline of fine and gross motor skills The impact on a learner's journey who has motor skills challenges EAST motor skills checklist Techniques, strategies and resources to support learners with motor skills challenges CA Coach programme 	<p>EAST Resources/Support Packs glow Tile: Motor Skills</p> <p>EAST Classroom Assistant glow Tile: Motor Skills</p>	<p>Primary practitioners that are working with children aged 7+ but may be of interest to colleagues in other sectors</p>

Inclusive Practice

Training session	Aims	Content	Supporting resources	Audience
<p>School Participation Questionnaire (SPQ)</p> <p>17th September 2024 (Presentation available from 10th September followed by Face-to-face in Onthank primary, Kilmarnock)</p>	<ul style="list-style-type: none"> To provide an understanding of what the School Participation Questionnaire (SPQ) is To show how it can be used by teachers to understand the needs of individual children To show how it can be used by school leadership to understand the range of needs and issues across groups/schools To help practitioners develop the skills and knowledge required to use and interpret the School Participation Questionnaire (SPQ) to help plan supports, strategies, and next steps 	<ul style="list-style-type: none"> An introduction to the School Participation Questionnaire (SPQ) The place of the SPQ in the context of the suite of CIRCLE Resources How to use the SPQ 	<p>EAST Resources/Support Packs glow tile: CIRCLE Framework</p> <p>CIRCLE website</p>	<p>Primary & Secondary practitioners/SLT</p>
<p>Social communication difficulties/ASD and strategies to support classroom practice</p> <p>24th October 2024 (Presentation available from 8th October)</p>	<ul style="list-style-type: none"> To develop understanding of ASD To share strategies that will support classroom practice 	<ul style="list-style-type: none"> What is Autism Spectrum Disorder? Challenges that learners with Social Communication difficulties or Autism Spectrum Disorder may experience in school and strategies/approaches that may support them 	<p>EAST Bitesize CLPL video relating to supporting learners with social communication difficulties</p> <p>EAST Resources/Support Packs glow tile: Social Communication Difficulties</p> <p>EAST Teams glow tile: Communication Outreach Section</p>	<p>Primary practitioners but may be of interest to colleagues in other sectors</p>
<p>Social stories</p> <p>18th March 2024 TBC (Face-to-face in Onthank Primary, Kilmarnock)</p>	<ul style="list-style-type: none"> To develop an understanding of social stories and why they are useful To share how to create an effective social story 	<ul style="list-style-type: none"> What is a social story? Why are social stories used and who are they for? How to write and edit a social story 	<p>EAST Bitesize Video on social stories</p> <p>Guidance on social stories and examples of social stories</p>	<p>Primary practitioners but may be of interest to colleagues in other sectors</p>
<p>Supporting learners with ADHD</p> <p>11th March 2024 (Face-to-face in Kirkstyle Campus, Kilmarnock)</p>	<ul style="list-style-type: none"> Provide an explanation of what ADHD is Explore characteristics of ADHD Support practitioners with advice on how they can adapt the classroom environment to support a child with ADHD Provide ideas and supports to plan learning experiences that support ADHD learners 	<ul style="list-style-type: none"> What is ADHD? How ADHD might present in school How to develop the classroom environment Planning learning experiences to support learners with ADHD 	<p>ADHD Foundation Booklets</p> <p>EAST Bitesize – An Introduction to supporting ADHD learners in education</p>	<p>Primary practitioners but may be of interest to colleagues in other sectors</p>

Inclusive Practice

Training session	Aims	Content	Supporting resources	Audience
<p>VI: Awareness Raising of VI in Primary /Secondary</p> <p>29th October 2024 (Presentation available from 7th October)</p>	<ul style="list-style-type: none"> To give an insight into a range of visual impairments children may have and how this impacts on their learning To provide an overview of some effective strategies, approaches and supports available 	<ul style="list-style-type: none"> Give an outline some of the different types of visual impairment Indicate possible signs of a visual impairment which may be displayed by learners Provide strategies to help support VI learners in the classroom Give information on the referral route to the VI team Include a short introduction to braille 	<p>EAST Bitesize CLPL video- An introduction to raising Awareness of VI in Primary & Secondary</p> <p>EAST Teams glow tile: VI Pages</p>	Primary/ Secondary practitioners
<p>VI: Awareness Raising of VI in the Early Years</p> <p>22nd October 2024 (Presentation available from 7th October)</p>	<ul style="list-style-type: none"> To provide an overview of the development of vision in the early years and the impact visual impairments may have on young children To discuss some effective strategies, approaches and supports available 	<ul style="list-style-type: none"> Give an outline of the development of vision in young children Discuss the impact of visual impairments in the developing child Give an outline some of the different types of visual impairment Provide strategies to help support children with visual impairments in the Early Years setting and in early years of primary Give information on the referral route to the VI service 	<p>EAST Bitesize CLPL video - An introduction to raising Awareness of VI in Early Years</p> <p>EAST Teams glow tile: VI Pages</p>	<p>Early years practitioners</p> <p>Primary practitioners @ P1-3 stages</p>
<p>Visual Stress: Awareness Raising</p> <p>30th January 2025 (Presentation available from 20th January)</p>	<ul style="list-style-type: none"> To raise awareness of the symptoms of visual stress To raise awareness of the potential impact of visual stress on learning To help practitioners to identify learners who may need to be assessed for visual stress 	<ul style="list-style-type: none"> Explore visual stress from a sufferer's perspective Explore how this condition impacts on reading development and other areas of learning Raise awareness of the assessment and referral procedures for visual stress 	<p>EAST Bitesize CLPL video- An introduction Visual Stress</p> <p>EAST Assessment glow tile: assessment and support information</p>	Primary and Secondary practitioners
<p>Working memory/Cogmed</p> <p>19th November 2024 (Presentation available from 12th November)</p>	<ul style="list-style-type: none"> To develop an understanding of the background to working memory difficulties and how this can impact children in school To provide participants with an understanding of how to support children with working memory difficulties To provide an overview of the online based Cogmed programme enabling participants to gain an understanding of the programme and the benefits Cogmed can have on the working memory 	<ul style="list-style-type: none"> How to support children with working memory difficulties The Working Memory support pack issued to schools which considers supportive classroom strategies and resources An overview of the online based Cogmed programme which will enable participants to gain an understanding of the programme and the benefits Cogmed can have on the working memory 	<p>Working memory support pack on glow</p> <p>Working Memory assessment on Glow</p>	Primary practitioners

Health And Wellbeing

Training session	Aims	Content	Supporting resources	Audience
<p>An Introduction to Love Languages PLC</p> <p>Session 1 – 28th October 2024 (Face-to-face in Kirkstyle Campus, Kilmarnock)</p> <p>Session 2 – 4th November 2024 (Presentation available from 29th October)</p> <p>Session 3 – 11th November 2024 (Presentation available from 5th November)</p>	<ul style="list-style-type: none"> To introduce the 5 Love Languages Resource (ways to express and communicate a respectful relationship) and the Value Language Assessment to identify and understand a person's preferred value language(s) To gain an understanding of our own favourite love language and what we need from others to feel loved and valued To provide a range of strategies and ideas for all educational practitioners to use and introduce in school for learners and staff members 	<p>Session 1</p> <ul style="list-style-type: none"> Intro to Love Languages/Value Language Assessment and Words of Affirmation PowerPoint slides with practical activities <p>Session 2</p> <ul style="list-style-type: none"> Acts of Service and Gifts PowerPoint slides with practical activities <p>Session 3</p> <ul style="list-style-type: none"> Quality Time and Safe Touch PowerPoint slides with practical activities including circle time activities 	<p>Value Language Assessments</p>	<p>Educational practitioners</p>
<p>Developing Resilience Through a Growth Mindset Approach</p> <p>13th January 2025 (Presentation available from 6th January)</p>	<ul style="list-style-type: none"> To identify the differences between fixed and growth mindsets To identify and understand the link between resilience and mindset To deepen knowledge and understanding of how to encourage and support in the development of growth mindsets 	<ul style="list-style-type: none"> Fixed vs Growth Mindset - An introduction into fixed and growth mindset and how these may present in the classroom Resilience and Mindset - A focus on the link between resilience and mindset What can I do to help? - Practical Ideas to support with developing growth mindset and resilient thinking within the classroom 	<p>Supporting resources will be highlighted in the presentation and/or made available on the Teams Page</p>	<p>Interested staff</p>
<p>Restorative Approaches – Implementing Restorative Approaches with learners and staff in schools</p> <p>12th November 2024 (Face-to-face in Kirkstyle Campus, Kilmarnock)</p>	<ul style="list-style-type: none"> Introduce the concepts of Restorative Approaches in practical ways for staff and pupils (this is useful for classes/Health & Wellbeing Champions in schools) Increase staff awareness of background knowledge around Restorative Approaches and Solution Oriented Approaches 	<ul style="list-style-type: none"> Restorative Approaches background and overview What being restorative is and how it applies to education Restorative conversations and meetings How restorative practices can be used in school Solution Oriented overview What being solution oriented is and how this approach applies to education Solution Oriented meetings How to carry out Solution Oriented meeting 	<p>EAST CLPL Bitesize Introduction to Restorative Approaches and associated materials</p> <p>EAST Resources/Support Packs glow tile: Restorative Approaches</p> <p>EAST Resources/Support Packs glow tile: Solution Oriented Resources</p> <p>East Ayrshire's Relationship Framework</p>	<p>Interested staff</p>

Health And Wellbeing

Training session	Aims	Content	Supporting resources	Audience
<p>STAR Emotions</p> <p>13th February 2024 <i>(Presentation available from 6th February)</i></p>	<ul style="list-style-type: none"> To provide practitioners with an awareness of what STAR Emotions is To provide an overview of why STAR Emotions is beneficial to our learners To share what STAR Emotions involves and what learners to put forward for this intervention 	<ul style="list-style-type: none"> What is STAR Emotions? Provide an overview as to how emotional literacy and self-regulation benefits learners Share a breakdown of a typical STAR Emotions lesson and what it involves and provide practitioners with examples of activities for each stage 	<p>EAST Bitesize CLPL video- An EAST Guide to Star Emotions</p>	Primary practitioners
<p>Supporting Children’s Voices: More About Me (MAM)</p> <p>26th February 2025 <i>(Presentation and digital support document available from 19th February that attendees are asked to view independently at a time of their convenience ahead of the Face-to-face session in Kirkstyle Campus, Kilmarnock.)</i></p>	<ul style="list-style-type: none"> To give an overview and raise awareness of the More About Me programme To provide the opportunity to take part and explore practical MAM activities To encourage self-reflection through the activities To provide an opportunity for questions and feedback To provide information on further reading materials 	<p>More About Me is a toolbox of child-led activities that empower the child to explore their thoughts and emotions in a nurturing environment.</p> <p>The presentation will focus on:</p> <ul style="list-style-type: none"> The history of the resource What we aim to achieve Brain development, trauma, ACES and the theory behind MAM Information on further reading materials <p>The digital support document will focus on:</p> <ul style="list-style-type: none"> Exploration of practical MAM activities Opportunities for self-reflection through the activities <p>The live session will focus on:</p> <ul style="list-style-type: none"> Supported exploration of practical MAM activities Discussion of self-reflection of the activities Opportunities for questions and feedback 	<p>EAST Bitesize CLPL video- An EAST Guide to AMM and MAM</p>	Primary and Secondary practitioners
<p>Touch and Move to Learn with an introduction to Massage in Schools</p> <p>5th November 2024 <i>(Face-to-face in Kirkstyle Campus, Kilmarnock)</i></p>	<ul style="list-style-type: none"> To raise awareness of the Massage in Schools Programme (MISP) To promote Touch and Move to Learn activities for practitioners to use across the curriculum To share touch and movement experiences within our educational settings 	<ul style="list-style-type: none"> Practical movement and touch based activities to promote fun, active learning across Literacy, Numeracy and Health & Wellbeing 	<p>EAST Bitesize CLPL video- An EAST Guide to the Massage in Schools Programme (MISP)</p> <p>Touch & Movement Curricular Activities</p>	Early Years & Primary practitioners

Supporting Literacy & Numeracy

Training session	Aims	Content	Supporting resources	Audience
Analysis of Spelling 4 th November 2024 <i>(Presentation available from 28th October)</i>	<ul style="list-style-type: none"> To provide practitioners with a clear framework to analyse a learner's strengths and development needs in spelling 	<ul style="list-style-type: none"> The use of analysing spelling grids in order to better support a learner with spelling difficulties How grids will be provided to look at both strengths and development needs Accompanying material will offer advice on next steps 	EAST CLPL/Professional Learning glow tile: An Introduction to Supporting Spelling Bitesize Video EAST Assessment glow tile: EAST Analysis of Spelling assessment	It is primarily aimed at Middle/Upper Primary practitioners but may be of interest to colleagues in other stages and sectors
EAST Early Level and First Numeracy Assessment 1 st October 2024 <i>(Presentation available from 23rd September followed by Face-to-face in Netherthird Primary, Netherthird)</i>	<ul style="list-style-type: none"> To provide practitioners with an overview of the EAST Early & First Level Numeracy Assessments and how to administer and analyse it 	<ul style="list-style-type: none"> Who to use the assessment with How to administer the EAST- Early & First Level Numeracy Assessments How to use the assessment information to plan effective next steps 	EAST Assessment Glow Tile: EAST Early and First Level Number Assessments	Primarily aimed at Primary (Early & First Level) practitioners but may be of interest to colleagues in other sectors
Supporting Reading from an ASN Perspective at Early & 1st Level 13th May 2025 <i>(Presentation available from 6th May)</i>	<ul style="list-style-type: none"> To provide knowledge of the foundation stages of early reading To provide knowledge of the 5 components required for reading skills To provide strategies to support learners with the skills required to develop reading To provide strategies that target the experiences and outcomes of CfE 	<ul style="list-style-type: none"> The foundation stages of early reading The 5 components required for reading skills Strategies to support learners with the skills required to develop reading Resources that can be used to engage struggling readers 	Highland Phonological Awareness Screener Phoneme Fluency- Beat your Record	Primary and Secondary practitioners working with learners reading at Early and 1 st level

How PSAs can provide support in class

Training session	Aims	Content	Supporting resources	Audience
<p>Pupil Support Assistant Induction</p> <p>20th August 2024 (Face-to-face in Kirkstyle Campus, Kilmarnock)</p> <p style="text-align: center;">OR</p> <p>3 sessions commencing 7th March 2025 (Face-to-face in Crosshouse Campus, Kilmarnock) TBC</p>	<ul style="list-style-type: none"> Inform and signpost newly appointed Pupil Support Assistants in order to support them in their role 	<ul style="list-style-type: none"> Induction Handbook Introduction to Reading Accuracy Number Sense, Number System and Counting Building Relationships Through Play Introduction to Restorative Approaches 	<p>EAST Classroom Assistant glow tile: New CA Induction Pack</p> <p>EAST Classroom Assistant Glow tile with support resources</p>	Newly appointed Pupil Support Assistants
<p>An EAST Guide to Active Literacy Kit for Pupil Support Assistants (Skilled Level)</p> <p>31st January 2025 (Face-to-face in Crosshouse Campus, Kilmarnock)</p>	<ul style="list-style-type: none"> To increase pupil support assistants' knowledge and confidence, in the delivery of the Active Literacy Kit 	<ul style="list-style-type: none"> the structure and rationale of the programme how to administer the placement test how to deliver the exercises, keep records and evaluate progress 	<p>Bitesize- An EAST Introduction to the Active Literacy Kit</p>	Pupil Support Assistants working in the primary sector or PSAs supporting learners working at Early level in a secondary school setting
<p>An EAST Guide to Five Minute Box (Skilled Level)</p> <p>25th April 2025 (Face-to-face in Crosshouse Campus, Kilmarnock)</p>	<ul style="list-style-type: none"> Provide guidance in the use of the Five Minute Box, as an early level literacy intervention, to Pupil Support Assistants. 	<ul style="list-style-type: none"> Benefits and delivery of the Five Minute Box literacy intervention Guidance on how to facilitate the intervention 	<p>Bitesize- An EAST Introduction to Five minute Box</p>	Pupil Support Assistants working in the primary sector or PSAs supporting learners working at Early level in a secondary school setting
<p>An EAST Guide to how PSA'S can support learners to spell irregular common words</p> <p>25th October 2024 (Face-to-face in Crosshouse Campus, Kilmarnock)</p>	<ul style="list-style-type: none"> To increase pupil support assistants' knowledge and confidence in supporting spelling of irregular common words 	<ul style="list-style-type: none"> What irregular common words are How to plan a programme to support spelling, using memorisation techniques and multi- sensory strategies Why the above strategies are effective Resources to support the spelling of irregular common words 	<p>EAST Pupil support Assistant Glow tile with support resources</p>	Pupil Support Assistants working in the primary sector or PSAs supporting learners working at Early level in a secondary school setting
<p>An EAST Guide to Motor Skills</p> <p>December TBC (Face-to-face in TBC Campus, Kilmarnock)</p>	<ul style="list-style-type: none"> Inform and upskill Pupil Support Assistants on the importance of motor skills and how this will impact on learners educational, social, and emotional journey, both within the classroom and out with 	<ul style="list-style-type: none"> What are motor skills Fine and gross motor skills Impact on learners journey who have motor skills challenges Techniques, strategies and resources to support learners with motor skill challenges 	<p>EAST Classroom Assistant Glow tile with support resources</p> <p>EAST Classroom Assistant Glow tile- Bitesize Video on motor skills</p>	Pupil Support Assistants working in the primary sector or PSAs supporting learners working at Early level in a secondary school setting
<p>An EAST Guide to Supporting Early Decoding Skills*(Skilled Level)</p> <p>28th February 2025 (Face-to-face in Crosshouse Campus, Kilmarnock)</p>	<p>This professional development session aims to:</p> <ul style="list-style-type: none"> increase pupil support assistants' knowledge and confidence in supporting early decoding skills 	<ul style="list-style-type: none"> Synthetics phonics Pure sounds Long and short vowel sounds Joined phonemes and the part they play in reaching an effective outcome when using decoding strategies 	<p>Bitesize- An EAST Introduction to Supporting Early Decoding Skills</p>	Pupil Support Assistants working in the primary sector or PSAs supporting learners working at Early level in a secondary school setting

How PSAs can provide support in class

Training session	Aims	Content	Supporting resources	Audience
<p>An EAST Guide to the Number Box for Pupil Support Assistants <i>(Skilled Level)</i></p> <p>29th November 2024 <i>(Face-to-face in Crosshouse Campus, Kilmarnock)</i></p>	<ul style="list-style-type: none"> Supply guidance in the use of the Number Box as an early level numeracy intervention to Pupil Support Assistants. 	<ul style="list-style-type: none"> Benefits and delivery of the Number Box numeracy intervention. Guidance for its use by Pupil Support Assistants. 	<p>EAST Classroom Assistant Glow tile- Bitesize Video- An EAST Guide to the Number Box and associative material</p>	Pupil Support Assistants
<p>EAST- An EAST Guide to Restorative Approaches for Pupil Support Assistants (Skilled Level)</p> <p>27th September 2024 <i>(Face-to-face in Crosshouse Campus, Kilmarnock)</i></p>	<ul style="list-style-type: none"> To support Classroom Assistants in understanding the importance of a restorative approach when building positive relationships in schools To build confidence and support Classroom Assistants when implementing restorative approaches skills within schools To understand the importance of a restorative approach when building resilience in children 	<ul style="list-style-type: none"> Restorative Skills and building positive relationships 	<p>Bitesize- An EAST Introduction to Restorative Approaches (Informed Level)</p>	Pupil Support Assistants
<p>An EAST Guide to Working Memory - How to support in Class (Skilled)</p> <p>23rd May 2025 <i>(Face-to-face in Crosshouse Campus, Kilmarnock)</i></p>	<ul style="list-style-type: none"> Inform and upskill Pupil Support Assistants on the importance of working and how this will impact on learners educational, social, and emotional journey, both within the classroom and out with. 	<ul style="list-style-type: none"> What is Working Memory How it impacts on a learner's journey Techniques, strategies and resources to support Working Memory 	<p>EAST Classroom Assistant Glow tile with support resources</p> <p>Bitesize- An EAST Introduction to Working Memory Programme</p>	Pupil Support Assistants

Joint Delivery

Training session	Dates & Format	Aims	Audience
<p>An Introduction to Early Word Aware (Concepts) (EAST & SAC collaboration)</p>	<p>3rd September 2024 (Face-to-face in Kirkstyle Campus, Kilmarnock) OR 28th January 2024 (Face-to-face in Kirkstyle Campus, Kilmarnock)</p>	<p>This professional development session aims to:</p> <ul style="list-style-type: none"> • Build on good practice • Explore vocabulary development in Early Years • Learn a structured approach to teaching vocabulary in Early Years settings • Be inspired to develop children’s vocabulary <p>The presentation will focus on:</p> <ul style="list-style-type: none"> • Making effective use of the Early Word Aware approach with particular focus on Concepts e.g. prepositional language, size words and adjectives. 	<p>Target audience: Experienced/New to Primary 1 teachers & Probationers</p>
<p>An Introduction to Primary Word Aware (STAR) (EAST & SAC collaboration)</p>	<p>1st October 2024 (Face-to-face in Kirkstyle Campus, Kilmarnock) OR 25th February 2025 (Face-to-face in Kirkstyle Campus, Kilmarnock)</p>	<p>This professional development session aims to:</p> <ul style="list-style-type: none"> • Explore vocabulary development • Transfer research into practice • Learn a structured approach to teaching vocabulary in the classroom <p>The presentation will focus on:</p> <ul style="list-style-type: none"> • Making effective use of the Primary Word Aware approach with particular focus on STAR – Select Teach Activate Review - to aid class teachers in the explicit teaching of vocabulary. 	<p>Target audience: Primary Teaching staff & Probationers</p>
<p>Talk Boost 1 Training (aimed at Primaries 2 – 5) (EAST & SAC collaboration)</p>	<p>12th November 2024 (Face-to-face in Kirkstyle Campus, Kilmarnock) OR 18th March 2025 ((Face-to-face in Kirkstyle Campus, Kilmarnock)</p>	<p>This professional development session aims to:</p> <ul style="list-style-type: none"> • Provide an overview of the Talk Boost 1 intervention • Highlight the importance of listening and talking skills • Discuss the 5 key areas of communication – Attention and Listening Vocabulary, Narrative (Storytelling), Building Sentences and Conversations <p>The presentation will focus on:</p> <ul style="list-style-type: none"> • Setting up the intervention • Pupil selection • Assessment protocols • Format of a typical session • Practical Advice 	<p>Target Audience:</p> <p>Primary (primarily aimed at staff working in Primaries 2 – 5) but open to anyone who would have the scope to be able to deliver/facilitate the Talk Boost 1 intervention in their establishment. (NB – Usually, this is delivered in collaboration with a Class Teacher and a Classroom Assistant).</p> <p>Additional info</p> <p>Talk Boost 1 information leaflets and Bitesize Video</p>

Sessions available by request

If you would like training on the following themes please email eaEAST@eastayrshire.org.uk

ASSESSMENT

Training session	Format	Aims	Content	Supporting resources	Audience
Pupil Assessment Profile (PAP) (secondary)	<p>This is an independent professional development session.</p> <p>The format of this session will be a pre-recorded presentation that you can view independently at a time of your convenience ahead of the live Q & A session. This will be accessible in the files section of the Microsoft Team that you will be added to shortly after the closing date. A live Q&A session will then be available on the advertised date; this will take the format of a live Teams call OR live Teams chat.</p>	<ul style="list-style-type: none"> To increase confidence and skills in contributing to and/or completing a PAP (secondary) 	<ul style="list-style-type: none"> Walk through each section of the PAP with tips and pointers for completion, interpretation and next steps How to access content within EAST Assessment Menu 	<p>EAST Assessment glow tile: PAP</p> <p>Attendees will be signposted to supporting resources within presentation</p>	<p>Secondary practitioners</p>

Sessions available by request

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INCLUSIVE PRACTICE

Training session	Format	Aims	Content	Supporting resources	Audience
CIRCLE Framework (secondary) PLC (3 sessions)	<p>This is a Professional Learning Community (PLC) made up of multiple sessions. Attendees are expected to attend all sessions.</p> <p>The format of these sessions will be pre-recorded presentations that you can view independently at a time of your convenience ahead of the live Q & A session.</p>	<ul style="list-style-type: none"> To provide an understanding of what the CIRCLE Framework is To show how it can be used to support learners through the promotion of effective inclusive practice To help practitioners develop the skills and knowledge required to use the CIRCLE Inclusive Classroom Scale (CICS) and the CIRCLE Participation Scale (CPS) and To help practitioners develop the skills and knowledge to interpret the CICS & CPS to help plan supports, strategies, and next steps for your own classroom, as well as for specific individual learners 	<p>The CIRCLE Framework Secondary resource strengthen a whole school approach to improving inclusive practice</p> <p>Session 1</p> <ul style="list-style-type: none"> Overview and introduction to the CIRCLE Framework How to complete the CICS <p>Session 2</p> <ul style="list-style-type: none"> Reflection, feedback, and professional dialogue in relation to completed CICS How to complete the CPS <p>Session 3</p> <ul style="list-style-type: none"> Reflection, feedback, and professional dialogue in relation to completed CPS Looking at support and strategies / planning effective next steps How to use the CIRCLE Framework going forward 	<p>EAST Resources/Support Packs glow tile: CIRCLE Framework</p> <p>CIRCLE website</p> <p>CIRCLE Secondary Open University Course</p>	Secondary practitioners

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INCLUSIVE PRACTICE

Training session	Format	Aims	Content	Supporting resources	Audience
CIRCLE Framework Primary PLC	<p>This is a Professional Learning Community (PLC) made up of multiple sessions. Attendees are expected to attend all sessions.</p> <p>The format of these sessions will be pre-recorded presentations that you can view independently at a time of your convenience ahead of the live Q & A session.</p>	<p>This professional development session aims to:</p> <ul style="list-style-type: none"> • Provide an understanding of what the CIRCLE Framework is • Show how it can be used to support learners through the promotion of effective inclusive practice • Help practitioners develop the skills and knowledge required to use the CIRCLE Inclusive Classroom Scale (CICS) and the CIRCLE Participation Scale (CPS) • Help practitioners develop the skills and knowledge to interpret the CICS & CPS to help plan supports, strategies, and next steps for your own classroom, as well as for specific individual learners 	<p>Session 1</p> <ul style="list-style-type: none"> • Overview and introduction to the CIRCLE Framework including working within an inclusive classroom • How to complete the 'CIRCLE Inclusive Classroom Scale' (CICS) <p>Session 2</p> <ul style="list-style-type: none"> • Reflection, feedback, and professional dialogue in relation to last session's completed CICS • How to complete the CIRCLE Participation Scale (CPS) <p>Session 3</p> <ul style="list-style-type: none"> • Reflection, feedback, and professional dialogue in relation to last session's completed CPS • Looking at support and strategies / planning effective next steps • How to use the CIRCLE Framework going forward for the benefit of me and my establishment 	<p>EAST Resources/Support Packs glow tile: CIRCLE Framework</p> <p>CIRCLE website</p> <p>CIRCLE Primary Open University Course</p>	Primary practitioners
<p>EAL: Supporting English as an Additional Language in the Early Years</p> <p>(Sway)</p>	<p>The format of this session will be a Sway presentation that you can view independently at a time of your convenience.</p> <p>Following viewing, if you have any questions or would like a professional dialogue session please email eaEAST@eastayrshire.org.uk</p>	<ul style="list-style-type: none"> • Raise awareness of the needs of young EAL children • Discuss how we can promote the development of English and home language • Explore practical ideas/strategies to support young EAL learners 	<ul style="list-style-type: none"> • Supporting Health and Wellbeing of young EAL children • Engaging EAL parents / carers • Supporting English language development and promoting the use of home languages • Practical Ideas and strategies to support EAL children in the early years setting 	<p>EAST Resources/Support Packs glow tile: EAL</p> <p>EAST Teams glow tile: EAL Pages</p>	Early Years practitioners Primary practitioners @ P1-3 stage)

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INCLUSIVE PRACTICE

Training session	Format	Aims	Content	Supporting resources	Audience
EAL: Supporting Young Refugees	<p>The format of this session will be a Sway presentation that you can view independently at a time of your convenience.</p> <p>Following viewing, if you have any questions or would like a professional dialogue session please email eaEAST@eastayrshire.org.uk</p>	<ul style="list-style-type: none"> To raise awareness of the strengths and development needs of Refugee Children and their families (including recent arrivals from Ukraine and Afghanistan) To raise awareness of the importance of schools in supporting resettlement, adopting a trauma informed approach and other factors To offer strategies to support young refugees 	<ul style="list-style-type: none"> Who are Refugees? The importance of being in education Specific factors to consider Engaging Parents/carers Strategies to support Refugee children who are new to English 	<p>EAST Resources/Support Packs glow tile: EAL</p> <p>EAST Teams glow tile: EAL Pages</p>	All practitioners
EAST- Formulating a Child's Plan as part of a TAC (Team around the Child) Meeting)	<p>The format of this session will be: A pre-recorded presentation that you can view independently at a time of your convenience.</p> <p>Following viewing, if you have any questions or would like a professional dialogue session please email eaEAST@eastayrshire.org.uk</p>	To increase confidence and skills in the production of high-quality Child's Plans	<p>The presentation will focus on:</p> <ul style="list-style-type: none"> Format and layout of Child's Plans Tips and suggestions around content <p><i>N.B. There is a follow-up session providing support and guidance on writing ILPs</i></p>	<p>GIRFEC & ASN glow tile</p> <p>Attendees will be signposted to supporting resources within presentation</p>	Interested staff
Hospital Education Service (HES)	<p>The format of this session will be a Sway presentation that you can view independently at a time of your convenience.</p> <p>Following viewing, if you have any questions or would like a professional dialogue session please email eaEAST@eastayrshire.org.uk</p>	<ul style="list-style-type: none"> To give an insight into the Hospital Education Service (HES) To highlight SC82 which defines both the roles of the school and HES 	<ul style="list-style-type: none"> Rationale Aims Links to key documents Role of HES Provision Insight into partnership working with in-house and outside agencies Information and resources to help prepare children for hospital <p>Links to useful websites relating to :</p> <ul style="list-style-type: none"> Support for children/parents Information on common conditions that require regular hospitalisation 	<p>EAST CLPL/Professional Learning glow tile: HES Bitesize video and HES leaflet</p> <p>EAST Teams glow tile: Hospital Education Service page</p>	Interested practitioners

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INCLUSIVE PRACTICE

Training session	Format	Aims	Content	Supporting resources	Audience
<i>Supporting Gypsy Traveller pupils in education</i>	The format of this session will be a Sway presentation that you can view independently at a time of your convenience. Following viewing, if you have any questions or would like a professional dialogue session please email eaEAST@eastayrshire.org.uk	<ul style="list-style-type: none"> To raise awareness of Gypsy/Traveller children in schools To highlight some of the issues/challenges involved in ensuring their educational needs are being met 	<ul style="list-style-type: none"> Key Policies and approaches Brief history of Roma, Scottish and Irish Travellers Barriers to education 6 dimensions of learning for travelling children Key messages for good practice 	EAST Teams glow tile: Gypsy Traveller page	Interested practitioners
<i>Supporting learners accessing the Early Language Team provision</i>	The format of this session will be a live presentation / Teams meeting	<ul style="list-style-type: none"> To provide bespoke training/support to establishments of children accessing ELT provision 	<ul style="list-style-type: none"> Bespoke training highlighting the strengths and challenges of individual ELT children Devise and support staff to deliver a personalised language programme based on the individual needs of each child Support on skills and strategies that will help ELT children with their continued development and wellbeing Advisory support on adaptations to materials being used, specialist resources and strategies required to make the curriculum accessible to ELT children Transition information/support when child transfers from ECC to school 	EAST Teams glow tile: Early Language Team page	ECC/School Staff supporting children accessing the ELT provision

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INCLUSIVE PRACTICE

Training session	Format	Aims	Content	Supporting resources	Audience
Social communication difficulties/ASD and strategies to support classroom practice	<p>The format of this session will be a pre-recorded presentation that you can view independently.</p> <ul style="list-style-type: none"> Following viewing, if you have any questions or would like a professional dialogue session regarding the use of the pack please email eaEAST@eastayrshire.org.uk 	<ul style="list-style-type: none"> To develop understanding of ASD To share strategies that will support classroom practice 	<ul style="list-style-type: none"> What is Autism Spectrum Disorder? Challenges that learners with Social Communication difficulties or Autism Spectrum Disorder may experience in school and strategies/approaches that may support them 	<p>EAST Bitesize CLPL video relating to supporting learners with social communication difficulties</p> <p>EAST Resources/Support Packs glow tile: Social Communication Difficulties</p> <p>EAST Teams glow tile: Communication Outreach Section</p>	Primary practitioners but may be of interest to colleagues in other sectors
Social Stories	<p>The format of this session will be a pre-recorded presentation that you can view independently.</p> <p>Following viewing, if you have any questions or would like a professional dialogue session regarding the use of the pack please email eaEAST@eastayrshire.org.uk</p>	<ul style="list-style-type: none"> To develop an understanding of social stories and why they are useful To share how to create an effective social story 	<ul style="list-style-type: none"> What is a social story? Why are social stories used and who are they for? How to write and edit a social story 	<p>EAST Bitesize Video on social stories</p> <p>Guidance on social stories and examples of social stories</p>	Primary practitioners but may be of interest to colleagues in other sectors
TALKING MATS	<p>The Talking Mats training is made up of 2 afternoon sessions spaced approximately 4 weeks apart. Participants are required to video themselves using the Talking Mats resources and share the video with the group as part of the second session.</p>	<ul style="list-style-type: none"> This professional development session aims to support staff to use 'Talking Mats', a visual communication framework to help pupils with communication difficulties to express their feelings and views. 	<ul style="list-style-type: none"> Use Talking Mats to support pupils you work with to share their feelings, thoughts and views Reflect on your own communication Learn more about Talking Mats research and evidence base Participants must trial using the Talking Mats framework between session 1 and 2 before coming back together to share and discuss. 	<p>GIRFEC & ASN glow tile</p>	Primary practitioners but may be of interest to colleagues in other sectors

Sessions available by request

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HEALTH AND WELLBEING

Training session	Format	Aims	Content	Supporting resources	Audience
Initiating Outdoor Learning For Your Class <i>(These are 2 live training sessions)</i>	This is a Professional Learning Community (PLC) made up of two sessions, presented as one course. Attendees are expected to attend both sessions. The format of these sessions will be a live presentation / Teams meeting	<ul style="list-style-type: none"> To encourage practitioners to take the first steps into leading lessons outdoors To promote benefits of outdoor learning To provide practical examples for outdoor learning To discuss practical examples and identify best practice To create opportunities for outdoor learning and evaluate outcomes 	Session 1 <ul style="list-style-type: none"> Information around why we take learning outdoors Look at policies and guidance Session 2 <ul style="list-style-type: none"> Share your own practice Reflection on taking learning outdoors 		Those who may benefit from building capacity for taking learning outdoors
Restorative Conversations (ASN Pack) <i>Available on glow: GIRFEC & ASN tile > ASN & EAST tile > CLPL/Professional Learning tile</i>	The format of this session will be a pre-recorded presentation that you can view independently. Following viewing, if you have any questions or would like a professional dialogue session regarding the use of the pack please email eaEAST@eastayrshire.org.uk	<ul style="list-style-type: none"> To introduce the Restorative Approaches ASN Pack To show how restorative conversations can be scaffolded for learners with additional support needs using the pack 	<ul style="list-style-type: none"> What being restorative is Restorative conversations How the restorative ASN Pack can be used to support learners through the restorative process 	EAST CLPL Bitesize Introduction to Restorative Approaches and associated materials EAST Resources/Support Packs glow tile: Restorative Approaches ASN Pack & other RA resources East Ayrshire's Relationship Framework	All practitioners

SUPPORTING LITERACY AND NUMERACY

Training session	Format	Aims	Content	Supporting resources	Audience
P3 Number Screening Assessment Follow-Up <i>Available on glow: GIRFEC & ASN tile > ASN & EAST tile > Assessment Learning tile</i>	The format of this session will be a pre-recorded presentation available on the EAST Assessment glow tile. Following viewing, if you have any questions please speak to your EAST core support teacher or email eaEAST@eastayrshire.org.uk	<ul style="list-style-type: none"> To provide practitioners with an overview of the P3 Numeracy and Mathematics Screening Assessment To provide practitioners with information on how to administer and analyse it 	<ul style="list-style-type: none"> When to use the assessment How to administer it How to use the assessment information to plan effective next steps 	P3 Number Screening Assessment	Primary 3 practitioners and interested staff