



NEWSLETTER

Winter Edition December 2019



Early Childhood Education Where Life Takes Shape



“Development can only take place when children are actively involved, when they are occupied with a high, non-stop degree of concentration when they are interested, when they give themselves completely, when they use all their mental abilities to invent and make new things and when this gives them a high degree of satisfaction and pleasure.”

Prof. Dr. Ferre Laevers

Welcome

Welcome to the Winter edition of our FV&WL Regional Improvement Collaborative newsletter.

It has been a busy period with the establishment of 3 new priority areas for development: Health & Well Being, Curriculum and STEM.



Detailed outlines of plans for all work streams can be found in the Plan 2019-2022 which can be found on our RIC Blog.

Our main focus as a Collaborative is to enable people to come together and support improvement in areas such as learning and teaching, developing curriculum and raising attainment in numeracy and literacy. The RIC CLPL programme and the Numeracy &

Literacy Academies are designed to support these specific areas, build knowledge, skills and confidence for practitioners, making a difference for children from age 3-18.

If you would like to know more about what your school is getting involved with across the RIC, a map of involvement will be produced in January along with the 'Plan on a Page'. You are also part of a neighbourhood of schools and your Head Teacher/Head of Establishment can provide details of your group and its activities.

Best wishes

Siobhan McGarty

Senior Education Manager

FV&WL Regional Improvement Collaborative



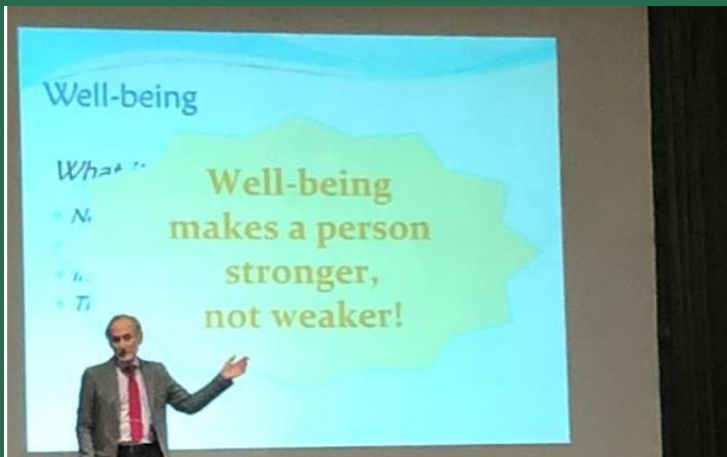
Prof. Dr. Ferre Laevers Event

Usually a day to remember for fireworks and colour, the 5th November 2019 will now have a different significance to the early years' community of the Forth Valley and Regional Improvement Collaborative. Speaking to over 200 early years' professionals and 50 invited guests from partner agencies including Education Scotland, we were privileged and delighted to welcome internationally renowned Prof. Dr. Ferre Laevers, Director of the Research Centre for Experiential Education based at the University of Leuven, Belgium; and, former President-elect of the European Early Childhood Education Research Association.

"Attending this event led by Professor Ferre Laevers was a very worthwhile experience for myself and my Principal teacher. He shared examples which were relevant and informed our thinking around practical ways to plan for, support and to measure progress for identified pupils. We will absolutely take this learning forward in measuring impact for our children." Evelyn MacDonald, Head Teacher Wallacestone Primary School, Falkirk

With his associate, Julia Moons, Prof. Laevers has dedicated his academic life to researching what makes for optimum conditions for learning for the young child. Most of his work is linked to the innovative 'Experiential Education' project (EXE) of which he was the founding father, more than 40 years ago.

In EXE, a child's wellbeing and the intensity of his or her mental activity (involvement) is seen as a key indicator for the 'power' of the learning environment and a condition for 'deep-level learning'. Through practice-oriented research EXE has become an influential educational movement with a significant international impact, inspiring early childhood educators, leaders in the field and researchers around the world.



Prof. Laevers and his associate, Julia Moons, have visited Scotland many times. The focus of their work here has centred on supporting the implementation of the Leuven Scales of Involvement & Wellbeing. These scales are widely considered as seminal works by early childhood educators across the world.

These practical tools assist educators to focus observations of young children during play and learning on two variables: the degree of 'emotional well-being' and the level of

'involvement' (intense mental activity) of children.

Importantly, the careful consideration of these factors provide measures of progress in these areas for individuals; and, when considered more broadly, given invaluable data on the effectiveness of the 'power of the learning environment'.

Underlying all aspects of his work is the central importance of the way in which adults interact with children. Prof. Laevers asserts that this is key to the achievement of well-being and involvement. The Adult Style Observation Schedule (ASOS), which is made up of three components: stimulation, sensitivity and giving autonomy, helps educators bring a level of consciousness of their 'style'.

Next Steps

The RIC network of Excellence and Equity Leads and nursery teachers will support the implementation of Prof. Laevers ideas. In addition, every EY establishment who attended the event will receive a pack to support the implementation.

In the meantime, the ELC Link Officer group has pulled together this very helpful [summary](#) from the conference.

Make sure you are linked in to the [FVWL blog](#) and Twitter [@FVWLric](#)



"Stimulating interventions are open impulses that engender involvement, such as: suggesting activities to children, inviting children to

communicate, asking thought-provoking questions and giving rich information. Sensitivity is evidenced in responses that witness empathic understanding of the child. Giving autonomy means: respecting the children's initiative, acknowledging their interests, giving them room for experimentation, letting them decide upon the way an activity is performed and letting them participate in the setting of rules"

Save the Date



"It's a good time to give it LAL-day" is planned for April 29th in Alloa Town Hall . At this event, practitioners will have the opportunity to share their work on RIC reading programmes this session. The event will also start our "Exciting Writing" RIC journey!

Follow Us



Since the launch of our Twitter page in January 2019 we have highlighted effective practice and shared good news stories across the regional collaborative and beyond. We currently have 1 114 followers and it is continuing to rise. If you don't already follow us, please do [@FVWLric](#) to keep up-to-date with everything that is going on within Forth Valley and West Lothian.

Reflections

"A great opportunity for learning and developing use of the Leuven Scale in a meaningful way. An inspiring and informative session which offered a fabulous insight into why well-being is a crucial indicator for our children." – Angela Honeyman, Senior Practitioner, Craigbank ELC, Clackmannanshire

I found the session informative, inspiring and enlightening. Before attending I thought I had a sound knowledge of the work of Professor Laevers. However, after the session I realised that I had only scratched the surface. I have most definitely increased my knowledge and will use the scales in my practice." - Catherine Thomas, Development officer, West Lothian

"I very much enjoyed the recent Laevers event! I found his talk very interesting and inspirational. The little inputs from his co-worker gave me food for thought in how to use in practice. Thank you for the event!" - Danielle Ramsay, Psychology Kindergarten, Stirling University

Literacy Workstream



Recent Appointments

We are delighted to announce the appointment of our Literacy Academy Lead, Dr. Janet Adam, seconded from her role as PTC English and ML at Alloa Academy and of our Literacy PT, Mrs. Chiara Sportelli, seconded from her PT role at Bannockburn Primary School. Both will work from the FV&WL RIC Literacy Academy, sited within Abercromby Primary School, Tullibody South Campus, Clackmannanshire. We are very grateful to the Headteacher Mrs. Aileen Ferguson for sharing her beautiful new campus with RIC practitioners.

RIC Literacy CLPL

The RIC Literacy CLPL programme is available via [the FVWL blog](#). If any of these opportunities support your school's improvement focus or the CLPL identified via PRD, please speak to your Headteacher about participation in any of these opportunities before adding your name to CPD Manager. Decisions about engagement with the Literacy Academy are made by individual local authorities. CLPL sessions will begin in January as per the calendar published on the blog.

CLPL sessions are focused on tools for reading and will be scheduled for mornings or afternoons.

The menu includes:

- **Word Aware (Early/First Levels)**
- **Reciprocal Reading (Second/Third Levels)**
- **Disciplinary Literacy (Literacy across learning for non- English teachers)**
- **Scotland Reads (classroom assistants and parents)**
- **Toe by Toe (classroom assistants and parents)**

Word Aware, Reciprocal Reading and Disciplinary Literacy will follow the **Lesson Study Model** approach. Each programme will run over six weeks and include expert academic input at the Literacy Academy (half –day session), two coaching visits to each participant and a half-day plenary session back at the Literacy Academy. This is an exciting professional development opportunity for teachers to examine their practice and increase their impact on the learning of children and young people.

Education Scotland

The new Professional Learning Communities Hub has launched on Glow. Colleagues can access resources, advice and guidance in one place. New features include dynamic newsfeed, embedded Yammer Group and Education Scotland's first PLC for librarians. Follow the links below for further information;

[Literacy and English](#)

[National School Libraries](#)

Reading Recovery



The RIC is funding two Reading Recovery training places at our closest Reading Recovery Centre. The twenty week training is supported by accredited national trainers. Practitioners nominated by their Authorities are working in their own schools, applying their learning. The Reading Recovery Centre in Barrhead, East Renfrewshire, is offering QIOs and HTs the opportunity to observe a live lesson at the Centre on Friday, January 17th 2020. Please email lindsey.duncan@westlothian.gov.uk if you would like to book one of the 12 spaces available.

Keep in touch via our blog or our Twitter feed



[@FVWLricLiteracy](#)

Contact Us

For more information about RIC Literacy, please contact Literacy Lead
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For more information about the Academy, please contact Dr. Janet Adam, Literacy Academy Lead
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Numeracy Workstream



Maths Through Story



The FV&WL Numeracy Team were delighted to welcome Dr. Vincent Trakulphadetkrai a lecturer in Primary Mathematics Education at the University of Reading and the founder of mathsthroughstories.org to the Numeracy Academy on Friday 29th November. Vince delivered two engaging and informative workshops on the use of storytelling, particularly in the story picture book format to help enrich mathematics teaching and learning experiences. Feedback from the sessions was extremely positive and we look forward to working with schools as they implement some of the ideas shared at the sessions.

To find out more about maths through story please click on this image below.



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Numeracy Programme 2019-2020

An important part of our vision is to provide a range of pedagogical approaches to professional learning to support the improvement of teaching and learning as central to securing better outcomes for learners across the FV&WL. Since the introduction of our first professional learning session in September, participation and collaboration from staff across the Forth Valley and West Lothian has been extremely positive.

P1/2 Conceptual Understanding



[FVWL Numeracy Academy](#) @FVWL Numeracy 1 - 4 Oct
What a fabulous week visiting our cohort 2 schools! So many great things happening in class! @FVWL @BankPrimary @EastCarnegie @Ripps @SertPS @RPSinStrling @kippenprimary @antonine01 @LaurestonPS

with the positive impact this is having.

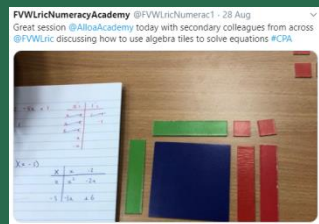
Highly Impactful Teaching at 2nd/3rd Level



[FVWL Numeracy Academy](#) @FVWL Numeracy 1 - 12 Sep
The first session of our 'Highly Impactful Teaching at 2nd/3rd Level' is now underway. Practitioners across @FVWL are working with manipulatives to explore mathematical concepts. @ChrisMcGrath @Kosungthegap

Two professional development sessions around what effective teaching and learning in numeracy at 2nd/3rd level looks like have taken place. The next step will be to continue building confidence in the effective use of manipulatives through further professional development sessions and enhance collaboration between the primary and secondary sector working towards effective continuity and progression in learning for all schools and settings at key points of transition.

Highly Impactful Teaching National 5



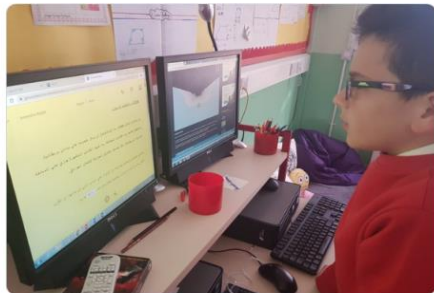
[FVWL Numeracy Academy](#) @FVWL Numeracy 1 - 28 Aug
Great session @WestLothian today with secondary colleagues from across @FVWL discussing how to use algebra tiles to solve equations #CRA

20 secondary schools are currently involved in this programme which is tailored specifically for secondary teachers delivering National 5. The professional development sessions around the effective use of manipulatives have ended and the staff are now working with Marie-Claire Lease and Wendy Toner (Improvement Advisors) on how Improvement Methodology can be used to drive this programme forward and evidence their journey.

CLPL Workstream



A used Immersive Reader @Microsoft @DigiLearnScot to translate his task in to Arabic to help him understand his STEM design brief #stfxdigi #DigiLearnScot Thanks @claganach for showing me this yesterday at our RIC course



CPD Manager



We are currently in a transition phase where all four authorities will start using CPD Manager.

Our expectation is that all authorities will have fully completed this transition by the end of the Summer term (June) in 2020. Falkirk already use the CPD Manager system and have been supporting other authority administration teams.

The use of CPD Manager together will provide many benefits which include:

- offering a wider range of courses for colleagues to access
- avoiding unnecessary duplication
- sharing expertise and opportunities for learning more effectively across the collaborative
- getting key resources and professional learning opportunities from a range of sources **in the same place**
- reducing workload at all levels

For more details and access to our support package which includes complete user guides follow this [link](#).

Coordinators in each establishment have been sent key information and account details. They will choose to rollout CPD Manager to staff at a time suitable to their context.

Our WHY

We believe that the expertise and experience in Clackmannanshire, Falkirk, Stirling and West Lothian is excellent.

Taking individual accountability to build meaningful collaborative relationships with others will maximise this potential and lead to the creation of both formal and informal high-quality professional learning opportunities.

A collaborative culture will support everyone to focus on practice which improves outcomes for children and helps to close the socio-economic attainment gap.

Our aim is to provide equity for all learners regardless of their geographical or socio-economic situation by ensuring that adults can access purposeful and impactful career long professional learning.

So what?

Aside from our Literacy Academy, Numeracy Academy and the Ferres Laevers event, we currently have over 400 participants from Early Years, Primary, Secondary, CLD and local authorities taking part in our CLPL offer in some way.

There are 22 distinct training opportunities in total and 10 of these courses consist of 4 linked sessions that allow greater depth in learning for participants. We currently have 36 facilitators for our courses who come from Early Years, Primary and Secondary establishments; Community Learning and Development teams; local authorities; Education Scotland; the University of Stirling; and other partner agencies such as Police Scotland.

For more details about our 2019-2020 offer follow this [link](#).

We have already started thinking about our CLPL offer for session 2020-2021 and beyond. There are several data collection stages ahead to inform our decision. From January to March there will be a range of meetings, surveys and focus groups where colleagues will review and identify key priorities for us to take forward.

*If you would like to contribute **your** thoughts right now please complete this short [survey](#) and we will take this into account.*

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