



Scottish Pedagogies of Educational Transitions
Transitions as a Tool for Change



University of
Strathclyde
Glasgow

Transforming Lives: Succeeding Against the Odds

Transitions as a Tool for Change
14th May 2016 Conference



Research & Knowledge Exchange
Seminar Series Funded by
The Scottish Government

Programme

09.15	Coffee and Registration
10.00	Welcome from the Chair for the Day Professor Aline-Wendy Dunlop
10.05	Dr Hrönn Pálmadóttir “Communities in play: Young children’s perspectives on relationships, values and roles in their play”
10.45	Fast & Furious Presentations Chair - Professor Iram Siraj <i>The Child’s Journey, Transitions, A Family Affair, Professional Transitions in Learning, The Early Level CfE, Getting it Right for Forces Families, Policy Responses to Transitions: RAFA & EYC, Making it All Work Operationally</i>
12.15	Lunch
13.00	Reflective Workshops
14.00	Professor Iram Siraj “Learners’ life-course trajectories over time”.
15.00	Close

Chair & Keynote Speakers



Aline-Wendy Dunlop

Aline-Wendy Dunlop MBE, is Emeritus Professor in the School of Education, University of Strathclyde. In this role, she has chosen to focus her current research and writing interests on educational transitions, children’s learning journeys, family engagement in education and practitioner identities, beliefs and practices. She is the Scottish Project Coordinator for an International Research

Staff Exchange Scheme focusing on transitions and leads the Transitions Advisory Group. She believes passionately in the importance of the Early Years in Scotland.



Hrönn Pálmadóttir

Hrönn Pálmadóttir is an assistant professor at the School of Education, University of Iceland. Her main interest and research areas include children’s interaction and play, transition and continuity in children’s learning as well as inclusive pedagogy. She completed her PhD in 2015.



Iram Siraj OBE

As Professor of Education at University College London, Institute of Education, Iram’s recent research projects have included the major DCSF 17-year study on Effective Pre-school, Primary and Secondary Education (EPPSE 3-16, 1997-2014) and the influential Researching Effective Pedagogy in the Early Years project (REPEY). She has led longitudinal studies/RCTs

as a principal investigator in a number of countries including the UK, Australia and Ireland. She has always been particularly interested in undertaking research which investigates disadvantage and to give children and families from these backgrounds a better start. She is a specialist early years advisor to governments and ministers in the UK and overseas. She has published widely and been a specialist adviser to the House of Commons Select Committee on Education. Recently she undertook a review of the Implementation of the Foundation Phase for the Welsh Govt. (2014) and the early years workforce for the Scottish Govt. (2015) She was awarded an OBE in the Queen’s New Years honours list in January 2015 for her services to early education.

Fast & Furious Session & Discussion



Marion Burns

Marion Burns is an HM Inspector with Education Scotland (HMIE). She is also a doctorate student at Strathclyde University. Her main research focus is curriculum transition across the 'early level' of Curriculum for Excellence. She has enjoyed 40 years of working in education. Marion recently took part in a study trip to NSW as part of the POET work package.



Jenny Carey

Jenny Carey has worked at the University of Strathclyde for 10 years. She has contributed to teaching on a range of Undergraduate and Postgraduate programmes with a focus on literacy and early years. Jenny has spent the last six years managing the Early Years Post Graduate Masters programmes, with a focus on developing a knowledge of Early Years Pedagogy and practice.



Jean Carwood-Edwards

Jean is Chief Executive Officer of Early Years Scotland (formerly SPPA). Established for 48 years, it has become a leading-edge organisation within the Early Years sector in Scotland. It has over 1000 Member organisations and is also a provider of prevention and early intervention services for some of Scotland's youngest and often most disadvantaged children and their families.



Heather Douglas

Heather is the manager for Early Learning & Childcare in Glasgow with responsibility for over 200 early years services across the Council and its partners, for supporting 86 out of school childcare services and 140 childminders, for workforce development across the childcare sector in the city and for the management of the £53 million spent annually across the services.



Carolyn MacLeod, MBE

In 2012 Carolyn took up post as National Transitions Officer for Children and Young People of Armed Forces families in Scottish Schools, ADES. She is charged to create a blueprint for education policy addressing movement of Children of Armed Forces Families in, out and within Scotland. Part of a military family, Carolyn has over 30 years experience within children's education.



Susan Hannah

Susan has a background in nursing and developed an interest in quality improvement. She has been working with Scottish Government for the past three years, exploring and supporting the use of improvement science in a range of public service areas and now leads the Children's Improvement Collaborative which includes the Early Years Collaborative and Raising Attainment for All programme.

Aims of the Transitions as a Tool for Change Series

Aims for the research, policy and practices events are -

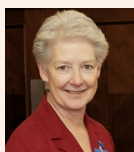
- To look at the opportunities, expectations and aspirations of early educators and families at times of transition
- To understand children's and young people's learning journeys, attainment and learning outcomes and the contribution of positive transitions
- To consider children's entitlements at times of transition
- To analyse early educators beliefs and practices around transitions and the contributions they make to children's transition experiences
- To interrogate the extent to which early years transitions and later school transitions provide new opportunities for family engagement in education.
- To work with the Early Years Collaborative, particularly on the Transitions & Continuity Theme
- To ensure dissemination and impact

Transitions Advisory Group

- Aline-Wendy Dunlop, Chair, & Jenny Carey, University of Strathclyde
- Heather Douglas, ADES & Glasgow City
- Siân Neil, Education Scotland
- Maureen Mallon, Education Scotland
- Jean Carwood-Edwards, Early Years Scotland
- Lorraine Fisher, North Lanarkshire Council & ADES
- Maggie Simpson, Scottish Childminding Association
- April Masson, Transition Theme Lead, Early Years Collaborative

Fast & Furious Reflective Workshops

Each of the workshops will build on the messages from the earlier Fast & Furious Session and will focus on what this means for early years transitions.



Maggie Simpson

Maggie as Chief Executive of SCMA since 2009 has guided the Association through a period of re-evaluation. She has been involved in the early years sector for many years, first as a childminder, before working for Scottish Childminding Association (SCMA) in a variety of roles, each one unique and each one rooted in our commitment to 'build confident children'.

The Child's Learning Journey

– Aline-Wendy Dunlop & Maggie Simpson

This workshop will consider the different transitions children navigate in their young lives. Aspirations to extend children's entitlement to early learning and childcare may bring many new transitions. To what extent are these varied transitions an opportunity or a challenge for children and what solutions can we find?



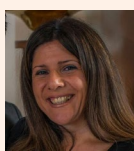
Tricia Madden

Currently working as an Early Years Manager within Education Services, Glasgow City Council, Tricia has a strategic remit for operational delivery across our 112 nurseries. Having worked for 35 years in the early years sector, Tricia's previous roles include a secondment to Education Scotland and Head of Castlemilk Family Learning Centre.

Transitions: A Family Affair

– Jean Carwood Edwards & Tricia Madden

Why should families be part of children's transitions? Please come and join us as we explore why this is important, and identify different ways in which this can be achieved.



Dr Eleni Karagiannidou

Eleni is researching and teaching in the area of child development and teachers' and practitioners' professional learning and identity. She has researched teachers' professional formal and informal learning opportunities, barriers and attitudes. Currently with Jenny Carey, Eleni is involved in a government funded evaluation project of an Early Years postgraduate course exploring professional identity, beliefs and practices of EY educators.

Professional Transitions in Learning

– Jenny Carey & Eleni Karagiannidou

In this workshop we will explore Professional Learning Journeys: Where they begin? What works and what doesn't? we will look together at possible impacts for our youngest children at times of transition for them.



Lynn McNair, OBE

Lynn McNair is Head of Cowgate Under 5s Centre in Edinburgh and is a Teaching Fellow at the University of Edinburgh. Lynn is also a final year PhD student. Her research: 'Rules, rules, rules and we're not allowed to skip' follows 16 young children from one early years setting to four primary schools. She sees children as trustworthy, rich, capable and resourceful beings.

'Please miss I did that in nursery!': the Early Level CfE

– Marion Burns & Lynn McNair

The presenters will propose that the 'early level' is a 'gift' that has the potential to build bridges across the ELC and primary sector. If we accept the 'gift' what needs to change? Moss asserts that there is a compelling argument for a 'meeting place'. What might this look like for children, for educators and for policy makers?



Siân Neil

Siân Neil is Senior Education Officer for Children and Families at Education Scotland, which is the key national agency for promoting improvement in the quality and effectiveness of education. The Children and Families team leads the agency's work on parental engagement in education, family learning, and early learning and childcare, with a strong focus on quality services and reducing inequity.

Getting it Right for Forces Families

– Carolyn McLeod & Sian Neil

Armed Forces life brings to the fore a whole range of transitions challenges (not just the frequency but the coincidence of several demanding transitions at one time) – these multiple transitions help us to understand what kinds of practical support can help any marginalised child, so that we can get it right by making transition practices more inclusive.



Julie Wild

Julie is passionately involved in early years and parental involvement. Julie has a voluntary role as The National Parent Forum of Scotland (NPFoS) lead for Early Years and is a member of the Early Years Task Force. Julie has just moved into Scottish Government to support National Partners working as part of the EYC and Raising Attainment For All programme.

Policy responses: RAFA & EYC – Susan Hannah & Julie Wild

The Scottish Government is championing multi agency improvement activity through the Early Years Collaborative and Raising Attainment for All programme. Transitions for children and families have been identified as a key aspect of this work and in this workshop we want to explore this further. Can we collectively identify areas of work that could be developed into improvement projects and how can delegates become actively engaged in this process moving forward?



Lorraine Fisher

Lorraine graduated from Glasgow University with an MA in Sociology and Moral Philosophy, followed by a PGDE at St Andrew's College to become a primary teacher, returning three years later to complete the Special Qualification in Infant Education. In 2013 she joined North Lanarkshire Council as Education Officer Early Years and Childcare and also became the EYC Early Years Champion.

Making it All Work Operationally: Transitions After 1140 Hours - Exploring the Operational Impact

- Heather Douglas & Lorraine Fisher

An opportunity to explore the implications for transition of extending the Early Learning & Childcare offer. Its impact on the child and family's experience and for staff supporting effective service delivery.