

From Poverty

to

Flourishing



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PROFESSIONAL LEARNING CONFERENCE

25 MARCH 2022

10:00 Welcome: Nick Smillie, Chair of Association of Scottish Principal Ed Psychologists

10.10 Keynote: The cog that is educational psychology in the wheel that is addressing poverty in Scotland's schools: what practitioners need to know in 2022- **Professor John McKendrick, Glasgow Caledonian University**

11.15 Break

11.30 Choice of workshop 1- See information below

12.15 Lunch

12.45 Choice of workshop 2- See information below

13:30 Setting the Scene: Using psychology to recalibrate social justice and equity- **Dr Laura-Ann Currie, Head of Inclusion, Wellbeing and Equalities, Education Scotland**

13:45: Networking: exploring the wicked issues together

14:30 Conference Synthesis: Themes coming through the network sessions- **Alison Crawford, Principal Psychologist, Glasgow**

14:45 Close: What next? **William Corral, Chair of Scottish Division of Educational Psychologists, The British Psychological Society**

PLEASE NOTE: SESSIONS IN WHITE WILL BE RECORDED

FOR ENQUIRIES PLEASE CONTACT: EDSPLL@EDUCATIONSCOTLAND.GOV.SCOT



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CHOICE OF WORKSHOPS

Between 11:30-12:15 and 12:45-13:30 you will have a choice of 9 workshops to attend. The same 9 workshops will run on both occasions. You can join the workshops by clicking the 'join' icon next to the workshop name and this will open a Teams call. **Please ensure you join the workshops you pre-selected upon sign-up.** After the workshops are finished, you will need to re-join the main conference call.

Workshop 1: Practitioner Wellbeing: Key themes and learning

Charlotte Murray & Sandra Menary, Renfrewshire EPS

Gail Nowek & Xanthe Wylie, North Ayrshire EPS

Marek Rzepecki & Mary Jo Laing, Angus EPS



As a result of the Covid pandemic and the impact of significant personal and organisational change, practitioner wellbeing has increasingly become an area of higher priority than previously. We know from research, that children and young people progress best and show lower signs of distress when the staff working them with are happy and performing well themselves. This workshop will provide an overview of what current research is telling us about the importance of supporting staff in their wellbeing, to be as effective practitioners as they can be, in meeting both the learning and the wellbeing needs of their children and young people.



Workshop 2: What do children experiencing poverty need from their education and how do we go about providing it? A Story of School Improvement East Ayrshire Council

David McIlwraith, Onthank Primary School

Ruth Miller, Psychological Services

Julie McCulloch, East Ayrshire



"The concept of 'mainstream' needs to be redefined and repositioned for the profile of children and young people as they are now and are projected to be in the future, not as they were in the past" (Scottish Government, ASL Review, 2020). For many of our more vulnerable children their perception of their environment is biased towards danger even when it may appear to others that there is no real threat. This workshop will explore one school's journey, supported by a multi-agency team, to develop this psychologically safe environment for their most vulnerable learners. It will look at key frameworks to support the whole school systems change, theories and models of relational practice that were impactful in the school setting and the importance of children's perception of emotional and physical safety.



Workshop 3: Healthier Minds – supporting and promoting mental wellbeing for children, families and practitioners throughout the local community.

Chris Atherton, East Renfrewshire Council



Healthier Minds is East Renfrewshire's key resource for supporting and promoting the mental wellbeing of children and young people. In this workshop, attendees will have the opportunity to view our online resource, learn about our journey in developing this, and hear about our success in reaching a large audience in the local community by collaborating with our communications department, our ELCs and schools, and embracing the opportunities of social media.





Workshop 4: Emotionally Based School Avoidance: A Context Specific Response to Schools and Support Agencies

Alison Woods and Larissa Cunningham, **Glasgow Council**



Glasgow City Council/HSCP, supported by a multi-agency team, is committed to ensuring that young people who have needs resulting in school avoidance and accessing the education sector in general - e.g. anxiety, issues related to autism/neurodevelopmental profiles of need/other mental health presentations and those care experienced young people who are returning to Glasgow from placements in other local authorities - are planned for.

Those attending this workshop should expect to hear about the theory behind Emotionally Based School Avoidance and how this has been used to shape and inform a response within and across Glasgow schools and the agencies they collaborate with to meet the needs of their most vulnerable learners. Additionally, information will be shared on how implementation science provided a framework for practice in relation to planning and implementation across several key work strands.



Workshop 5: The experience of poverty and bereavement: What comprehensive grief support can offer to reduce inequities

Lisa Forsyth, Glasgow Council



The most recent Scottish data indicates that those born into the lowest income households are five times more likely to experience the bereavement of a parent than those in the highest income households (Paul and Vaswani, 2020). This workshop will explore how Glasgow Psychological Services are responding to these figures by creating a responsive and holistic framework for comprehensive grief support. This model is aligned to the principles of staged intervention and seeks to ensure that all children and young people can access the most appropriate support from the most appropriate people.



Workshop 6: Increasing meaningful participation of care experienced children with an aim of enhancing engagement with school

Laurence Reilly and Lisa McFadden, Inverclyde Council



This workshop will look at the national picture in relation to The Independent Care Review (2020) and The Promise (2021), linking this to how Inverclyde have developed their own localised plan in response to this (The I-Promise).

We will share practice on a project, involving two primary schools, with an aim of enhancing pupil and family engagement. Multi-agency teams are establishing and implementing 'Participatory Led Groups' for children and their families.



Workshop 7: The Compassionate and Connected Community: trauma informed practice and practitioner enquiry

Stephanie McNicol, South Ayrshire Council



The Compassionate and Connected Community (CCC) (Education Scotland, 2018) aims to raise awareness of the potential impact of adversity and trauma in shaping outcomes for pupils. It highlights trauma informed practice that can mitigate the impact of negative experiences and promotes an active framework for staff to evaluate the implementation of such development. This workshop will explore how one local authority upskilled primary and secondary practitioners regarding the CCC resource using virtual learning platforms and practitioner enquiry development.

Workshop 8: Coproduction and Inclusive Practice – A local authority approach to supporting inclusion within schools

William Corral and Gwen Hobbs, Stirling Council



Across Scotland there has been an increase in children and young people identified as having additional support needs coinciding with an increase in poverty and inequality as highlighted through national reviews and guidance. To ensure improvements in this area, these papers indicate the importance of an inclusive culture, ethos and values in establishing the positive environment in which all children and young people feel included and can flourish. The workshop aims to give an overview of the process involved to engage children, parents and staff in coproducing a vision for inclusive practice within Stirling through the use of Appreciative Inquiry. It will provide information on initial findings and outline the next steps.

Workshop 9: Exploring the participation of young people in Child's Plan meetings

Jenny Fraser-Smith, University of Strathclyde/ Highland Council



In Scotland, meetings to plan and review additional support are commonplace for young people with additional support needs (ASN). Consistent with the UNCRC (1989), an overarching recommendation following the Additional Support for Learning Review (2020) was that “young people must be listened to and involved in all decision making relating to additional support for learning”. This exploratory study asked young people about their experience, before, during and after their Child's Plan meeting. This workshop will summarise these early indications of what young people experience and therefore, these findings can inform those who arrange meetings as to which factors can enable participation and which are barriers.

THANK YOU TO ALL OUR SPEAKERS AND GUESTS TODAY. WE'D LOVE TO HEAR YOUR FEEDBACK,
PLEASE COMPLETE OUR SHORT EVALUATION [CLICK HERE](#)