



# Seminar 7: Promoting Social and Emotional Wellbeing through Nurture

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# Input 1: North Ayrshire

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# Promoting Social and Emotional Wellbeing Through Nurture

North Ayrshire's Approach

Scottish Attainment Challenge Event  
Tuesday 9<sup>th</sup> June 2016



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

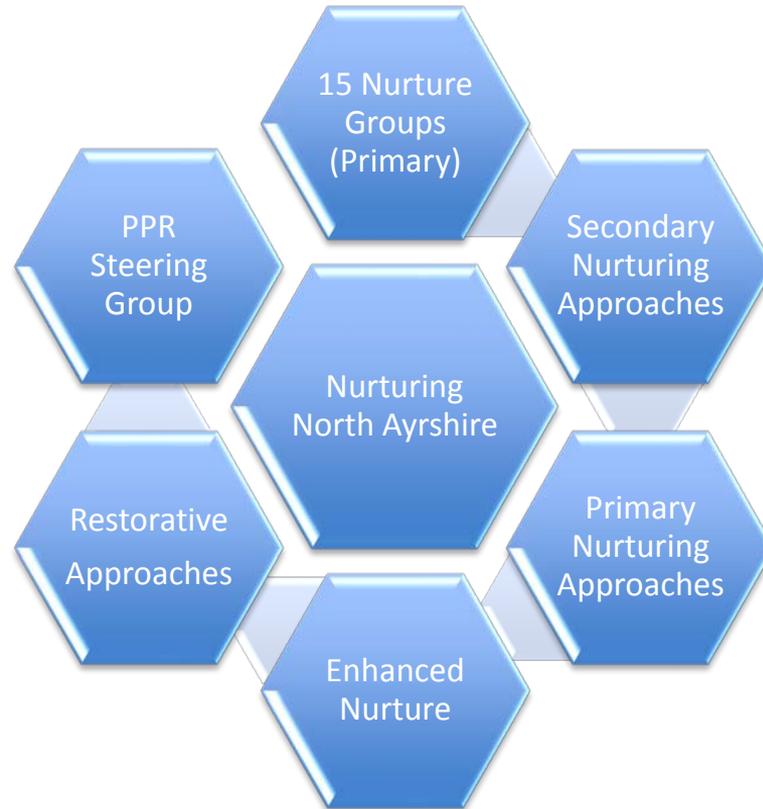
# Nurturing North Ayrshire Vision

- **The authority expectation is that children and young people will have access to high quality teaching and learning, within innovative, flexible and nurturing environments**
- **By building our capacity to provide nurturing approaches in all establishments, we will support inclusion by developing the emotional health of all our learners, and support the ability of staff to meet the needs of young people and raise attainment**
- **Meeting well-being need by using a nurturing approach, is the responsibility for all staff in North Ayrshire**





# Nurturing North Ayrshire



# Progress So Far

## 15 nurture groups up and running:

- **S seems a lot happier and tells me about his day now**
- **A is much more settled at school**
- **“supported inclusive culture and consistency of practice”**
- **“already making a real difference for children and families in our school”**



# Progress So Far

## Secondary Implementation:

- **“Powerful and impactful training”**
- **Supported inclusion back to mainstream**
- **“Support provided by the Ace Base...has allowed J not only to continue with his education at X Academy but to have made progress academically and socially”**



# Two Pillars of Nurture Approaches

## Care

- Attunement
  - Warmth
- Connection
  - Empathy
- Understanding

And

## Push

- Structure
  - Expectations
  - Authoritative
- Press (when ready)



# Teaching Practices That Promote Student's Social and Emotional Competence





# What makes an inspiring teacher?

In the article, 'Inspiring teaching: learning from exemplary practitioners' from the Journal of Professional Capital and Community, Pamela Sammons, Ariel Mariah Lindorff, Lorena Ortega and Alison Kington explore which characteristics can be found in an inspiring teacher.

This infographic summarizes their findings.

[Click here to read the article](#)

Having and transmitting enthusiasm

Cultivating positive relationship with students

Being flexible and adapting their practice

Making learning purposeful and relevant for students

Promoting a safe and stimulating classroom climate

Establishing clear and positive classroom management

Being reflective about their own practice and developing collaboratively

Bringing innovation to the classroom

Brought to you by:

# Scottish Attainment Challenge

*Enriching Learning & Teaching in North Ayrshire*

## Professional Learning Academy



**‘To improve schools one must invest in people,  
support people and develop people.’**

**(Schlehty, 1990)**



## Rationale

### Evaluating our local context

### Lessons from around the world





Devising frameworks for Literacy, Numeracy and Pedagogy to support staff.



Working across sectors to provide high quality professional training to drive improvement and increase attainment.



Offering support across schools (including professional learning networks) to share practice, build capacity and lead learning.



Take the attitude of a student, never be too big to ask questions, never know too much to learn something new.

Og Mandino



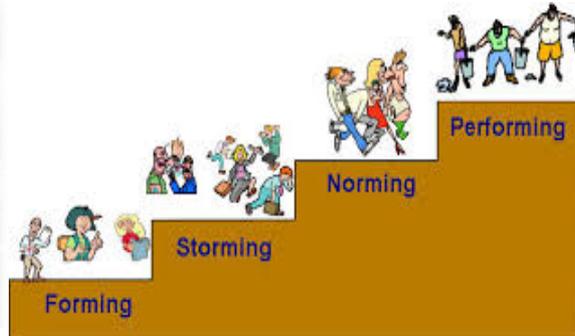
## Developing the PLA Team



The strength of the team is each individual member. The strength of each member is the team.

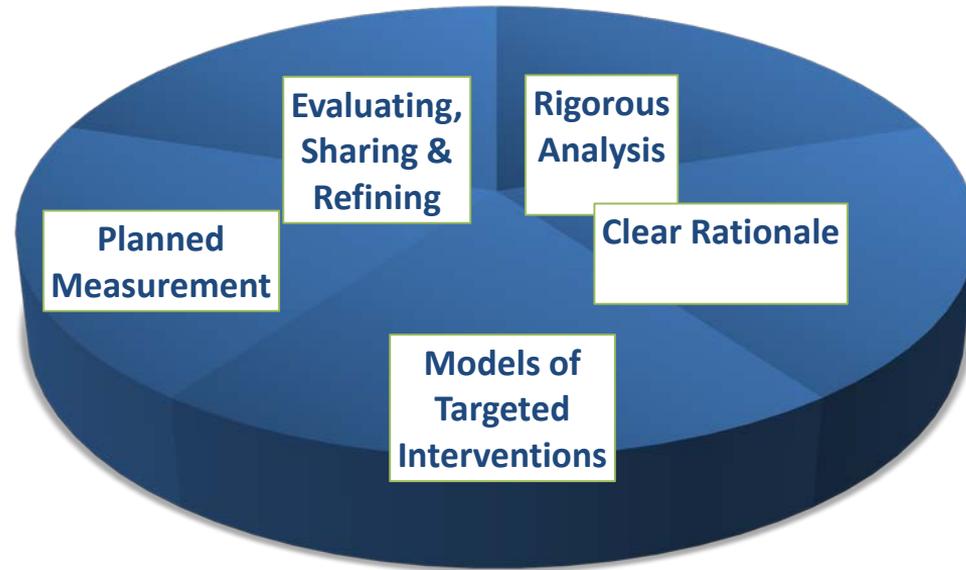
*Phil Jackson*

meetville.com





## Our 5-Point Approach



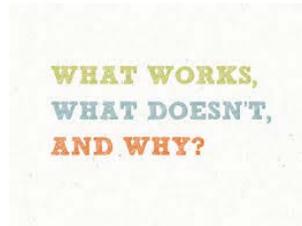
## Reflective Practitioners

What is the reason behind what you are doing?

What is the likely impact?

How will you know?

How will you progress this experience to meet learners' needs?





# Reflective Practitioners

## Listening and Talking Consistency Guide

### MONITORING & EVALUATION – EXEMPLAR LEARNING CHAT

The exemplar Learning Chat demonstrates how you can link the Quality Indicators and Principles of Curriculum for Excellence to structure learning conversations with pupils. Questions or statements can be adapted to suit the context of the individual school.

**Session:**

**Children participating:**

#### Challenge and Enjoyment

QI 2.3	Give me an example of one of your favourite group discussion lessons.	
QI 1.1	Do you think that the tasks are too easy, too difficult or about right?	
QI 2.4	What support do you get to help you to learn better and achieve more in listening and talking?	
QI 2.3	How does your teacher, or your friends, challenge you in group discussion?	

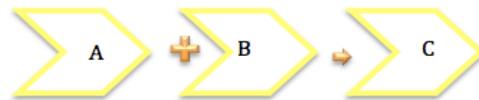
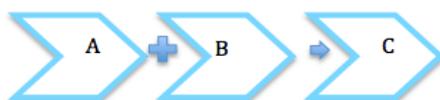
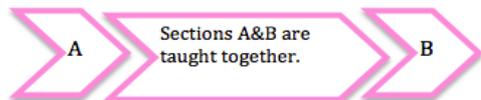
#### Breadth

QI 1.1	What would help you to make better progress in group discussion?	
QI 3.3	Do you get the opportunity to discuss novels, DVDs, clips or work in the class? Give me an example.	

#### Progression

QI 2.4	Who would notice in school if you were not doing well in a task? What would they do to help?	
QI 3.2	Do you think you have made progress? How do you know?	
QI 3.2	What are your next steps? How do	

## Dance Across the Milestones



### Menu

The pink milestones

Section A	Section B
<p><b>*Lesson 1</b> Copy forwards number word sequences from 1-30</p>	<p>Adult uses flashcards randomly between 0 - 20 Adult points to a flashcard and child identifies the numeral.</p>
<p>The child will say forwards number word sequences from 1-30. The teacher will provide the starting number.</p>	<p><b>*Lesson 1</b> Adult uses flashcards randomly between 0 - 20 Adult points to a flashcard and child identifies the numeral.</p>
<p>The child will copy backward number</p>	<p>Adult says, 'Can you point to 16?'</p>

### Menu

The blue milestones

Section A	Section B	Section C
<p>Counting visible items: number range 1-10</p>	<p>Counting movements: number range 1-10</p>	<p>Counting items in two collections, with first collection screened: number range 1-10</p>
<p>Adult makes a slow steady beat claps and child counts them. Adult asks, 'How many claps?'</p>	<p><b>*Lesson 1</b> Counting items in one collection: number range 1-10</p>	<p>Counting items in two collections with second collection screened: number range 1-10</p>
<p>Adult makes</p>	<p>Take a given</p>	<p>Counting items in two screened</p>

### Menu

The yellow milestones

Section A	Section B	Section C
<p>Adult flashes random dot flashcards in order from 1 to 10.</p>	<p><b>*Lesson 1</b> Five plus finger patterns for 6 to 10</p>	<p>Adult places out 4 paper plates (each plate has 2 dots). Adult says, 'Here are some dots. What can you tell me about them?'</p>
<p>Adult flashes pairs patterns flashcards in order from 1</p>	<p><b>Partitioning numbers 3 - 10</b> Adult asks children to</p>	<p>5 different colours of counters are</p>



***Enriching Learning & Teaching in North Ayrshire***

## Exemplar HT Session

What do high quality numeracy experiences look like in the Early Years?



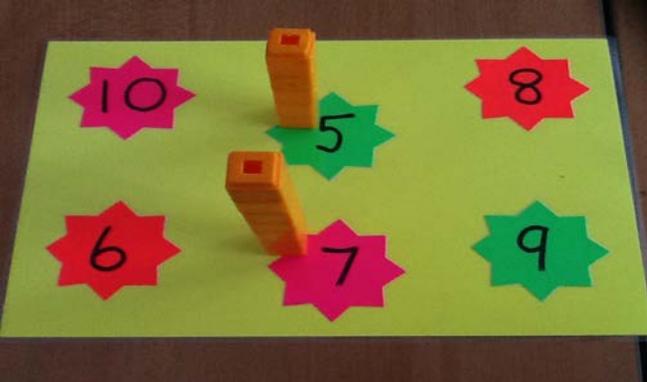
- Evaluate abstract, concrete and visual activities which exemplify some of the work of the Early Level Numeracy Progression Framework.
- Consider how well we consistently promote Numeracy experiences across the playroom.
- Reflect on how to lead, monitor, support and ensure high impact in the Early Years

# Activity Time

1, 2, 3 Count with Me

Hide & Seek

Be Wise & Subitise



## Holistic Approach – Working across Workstreams

### Parental Engagement

*'I always enjoyed Maths at school but it can take me more time than the average person to work out my sums. That's why this will help me to be more confident with numbers.'*





## Measuring Impact

- Pilot establishments
- Emergent findings
- Sharing key messages
- Capacity building to raise attainment



Consistent, coherent approach  
to  
evidence gathering  
to inform practice and  
enable evaluation of reforms.

## Qualitative Data informing our Practice

**This has been very useful to us as a staff team, breaking the course into 3 'chunks' has enabled staff to go away and practice each section weekly. I am seeing practitioners using the methodology and ideas across areas throughout the nursery.**

**The children's recall of number facts is very good and they have an in depth knowledge of number which they are able to transfer to other areas of the curriculum e.g. role-play.**

## Process for Capturing Evidence

**It has been so worthwhile having had the opportunity to attend the course, to have had each step explained in detail. The video clips and the fact that the course is being delivered by practitioners makes so much more sense.**

## Making Education Work for All in North Ayrshire

### What's working so far?

Depth

- ✓ Agenda driven by staff to meet pupils' needs
- ✓ Format – consistently revisiting and focusing on impact on learning
- ✓ Working across sectors
- ✓ Support in schools – format at request of staff
- ✓ Variety of Models – incl Professional Learning Networks

Robustness

Evidence-based



"OUR PROGRESS AS A NATION CAN BE NO SWIFTER  
THAN OUR PROGRESS IN EDUCATION. THE HUMAN  
MIND IS OUR FUNDAMENTAL RESOURCE."

- JOHN F. KENNEDY

## Driven by Teachers & Practitioners

- Quick Cards
- Training
- Tracking Doc's



### Blue

Section C, Task 1 + 2

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. **MNU 0-02a**

SAL 1: Use knowledge and understanding of the number system, patterns and relationships.  
SAL 5: Applying numeracy and mathematical skills.

Collection one



Collection two






**The aim of the activity:**

For learners to develop figurative counting strategies. The size of the first and second collections should be chosen carefully. The first collection will be greater (for Early \*\* + Early \*\*\* between 4 and 12). The second collection should be 2, 3 or 4.

**Learning opportunities provided:**

As children play, they will eventually count on as that strategy becomes meaningful and useful. (Van De Walle et al, 2014).

Children will later realise that counting on is adding and counting backward is subtracting. The ability to count on is a 'landmark' on the path to number sense (Fosnot and Doik, 2001).

**Instructions:**

1. The practitioner places out some objects and says how many there are i.e. 'Here are 3 red bears'.
2. The practitioner then covers the objects i.e. uses a piece of fabric/paper, their hand, cup, hides objects in the sand etc.
3. The practitioner then places out another (small) collection of objects and says how many there are i.e. 'Here are 2 yellow bears'.
4. The practitioner says, "How many there are altogether?"
5. The learner answers then lifts the screen to check.

**Resources required:**

- small objects i.e. buttons, plastic bears, cubes, cars, pennies
- Screen i.e. bucket, sand tray, piece of fabric, bag, purse

**Differentiation:**

Early *	Early **	Early ***
The practitioner will use fewer objects i.e. hide 2 cars in the garage and place one at the side.	The practitioner may increase the number range for the first collection (between 4 and 12. This can be extended) to provide further challenge.	The practitioner could provide opportunities for children to record their answers on a whiteboard and share how they worked out the answer. The second collection could be increased to 5 or 6.



## Year 2 Plans

### Numeracy

- Early Level Framework
- 1<sup>st</sup> Level Framework
- 2<sup>nd</sup>/3<sup>rd</sup> Level Framework
- Numicon Training
- Nurturing Number Sense

#### **TEA TIME TASTERS**

What the heck's a Rekenrek?

Be Wise and Subitise!

Numeracy across the Playroom

### Literacy

- Talking & Listening into
  - Reading
  - Writing
- Phonological Awareness & Speech Sounds
- Functional Writing
- Communication training
- Scots' Language
- Literacy across the Playroom

### Pedagogy

- Differentiation
- Evaluation (Self-Evaluation & HGIOS 4)
- What does a high quality lesson look like?
- Quality Questioning
- Practitioner Enquiry

## Latest Developments



NAC\_PLA





## Input 2: Inverclyde

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# Promoting social and emotional wellbeing through nurture

Mairi McFarlane, Julie Hall, Anne Marie Mullan

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# Inverclyde Attainment Challenge

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- Attainment Challenge team
- Project leader
- Seemis Development Officer
- Data Officer
- Research Assistant
- 3 Coaching and Modelling Officers
- 9 Teachers (including Nurture)
- Admin Officer



# Overall Plan

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- Start small, think big
- 6 focus schools in Year 1
- 3 workstreams
- Leadership and Workforce
- Families and Communities
- Meeting Learning Needs
- Developing Nurturing approaches across all schools
- Sustainable model

# Nurture in Inverclyde: an educational early intervention





# The Attainment Challenge Nurture Groups

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- Follow a rigorous, research based model including stringent selection and reintegration policy.
- Aim to support emotional growth to enable children to become successful learners and effective contributors.
- Provide a safe predictable environment to revisit missed development opportunities in HWB, literacy and numeracy.
- Use a range of assessment methods to measure impact.

# Nurture groups in action



# Nurture in St Francis PS



# The Ark



# The Ark



# Afternoon Groups



# Any questions?

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Let us know if there is anything we can do to support your learning journey!