

Engage With Strathclyde

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University of
Strathclyde
Glasgow



Children and Young People

Children and Young People

The University of Strathclyde has a global reputation for ‘useful learning’. Research expertise in the Faculty of Humanities and Social Sciences contributes towards developing a better understanding of the challenges in educating, protecting and empowering children and young people.

Whether you work in teaching, social work, youth work, residential child care, or an allied health care profession with children and young people or if you have an interest in children and young people’s issues, we have an exciting programme of free events between 28th April and 2nd May 2014 for you as part of Engage with Strathclyde.

Join the conversation with our researchers and academics on issues covering poverty, transitions, creating stimulating learning environments and engaging with vulnerable young people, there is something for everyone at our interdisciplinary learning events.

The benefits

- Register for free full day programme or individual workshop sessions
- Network with professionals and practitioners from like-minded organisations
- Find out more about professional education offered by the University of Strathclyde

Monday 28th April 2014

Strathclyde's Children: Working Together to Improve the Lives of Children and Young People

Programme	
0945 – 1015	Registration and Coffee
1015 – 1030	Welcome – GH514
1030 – 1115	Inter-professional Working and the Children and Young People's Bill – GH514 Andrew Kendrick, Claire Cassidy and John Paul Fitzpatrick
1115 – 1130	Tea / Coffee Break
1130 – 1300	Workshop Choices (Rooms GH510 – GH513) A: Children on the Margins: Supporting the Inclusion of Roma Children in the City of Glasgow Daniela Sime, School of Social Work and Social Policy B: Threshold Learning for Child and Youth Care Laura Steckley and Graham McPheat, School of Social Work and Social Policy C: Well-Connected: The Nature of Human Connection and How To Work With It Jonathan Delafield Butt, School of Education
1300 – 1400	Lunch
1400 – 1530	Workshop Choices (Rooms GH510 – GH513) A: Supporting Positive Futures and Transitions: A Groupwork Approach to Supporting Children and Young People Joan Mowat, School of Education B: Thinking Children: Philosophy with Children Claire Cassidy and Donald Christie, School of Education C: David's Story: Home Supervision: My Life, My Education and Me John Paul Fitzpatrick, Associate Dean, Faculty of Humanities and Social Sciences D: Creating Stimulating Learning Environments: Indoors and Outdoors Jenny Carey, Deirdre Grogan, Liz MacAulay, School of Education

Tuesday 29th April 2014

Programme	
1415 – 1715	No Offence to Neds: Exploring Public Perceptions and Media Reporting of Young People Involved in Offending Charlotte Bozic, Nina Vaswani, CYCScotland – McCance Building Room: MC3
1700 – 1800	Autism Network Scotland - Education Network: Autism Toolbox Twilight Session Jayne Porter, Autism Network Scotland – Collins Building, Room: Scottish Universities Insight

Wednesday 30th April 2014

Programme	
1630 – 1800	Knowledge Exchange Open Evening – Room LH226 Deirdre Grogan, School of Education

Thursday 1st May 2014

Programme	
0930 – 0945	Registration and Tea / Coffee
0945 – 1115	Teaching for Cultural Diversity: What are the Principles Underpinning Effective Teacher Education Ninetta Santoro, School of Education – LH229a/b
1115 – 1130	Tea / Coffee
1130 – 1245	Human Rights in Education in Early Years Martine Leitch, School of Education – LH229a/b

OR

1000 - 1215	Tackling Violence and Reducing Risk Behaviours of Young People: Collaborative Approaches and Peer Education Monica Porciani, School of Education – LH228
1245 - 1330	Lunch
1330 – 1430	Digital Literacies for Living, Learning and Working in a Changing Society Cristina Costa, School of Education – LH229a/b
1430 - 1515	Using Physical Education as a Driver for Interdisciplinary Learning in Primary Education Nicola Carse, School of Education – LH229a/b

Breakout rooms for workshops that need them are LH226a/b, LH227a/b, LH223a/b

Friday 2nd May 2014

Programme	
0900 – 1200	Assessment Within Curriculum for Excellence - Putting Children and Young People at the Centre of Their Education Jem Anderson, Linda Harris, Hugh Gallagher, School of Education Room LH 228

Event Summary

MONDAY 28TH APRIL 2014

1030 – 1115

Inter-professional Working and the Children and Young People's Bill – GH514

Andrew Kendrick, Claire Cassidy and John Paul Fitzpatrick

The Children and Young People (Bill) which has just been passed by the Scottish Parliament addresses a number of fundamental issues for Scotland's children and young people. It will also provide an increased focus on working together across a range of services and professions. This presentation will highlight the main provisions of the Bill: children's rights; children's services planning; provision of named persons; information sharing; child's plan; early learning and childcare; corporate parenting; provision of aftercare to young people; provision of continuing care – looked after children; support for kinship care; Scotland's Adoption Register; school closure proposals; Children's Hearing. This wide ranging Bill will impact the work of all professionals working with children and young people in a variety of ways, and we will highlight the implications for joint working and inter-professional practice.

Target Audience: teachers, social workers, children's services workers, early childhood services workers, panel members, students.

1130 – 1300

Workshop Choices

A: Children on the Margins: Supporting the Inclusion of Roma Children in the City of Glasgow

Daniela Sime, School of Social Work and Social Policy

Roma are Europe's most marginalised ethnicity. In light of increasing numbers of Roma families arriving in Scotland, this event brings together experts in supporting Roma children's engagement with education and other services. It will look at issues of poverty, racism and discrimination of Roma across Europe and draw implications for key services in Scotland in terms of challenges in provision for this group and opportunities for service improvement.

Target Audience: Practitioners working with migrant families through public services such as education, health, leisure and social work, service managers and policy makers. It will also be of interest to voluntary sector representatives working with migrant families, community groups and organisations which provide information to migrants.

Event Summary Continued...

MONDAY 28TH APRIL 2014

1130 – 1300

B: Threshold Learning for Child and Youth Care

Laura Steckley and Graham McPheat, School of Social Work and Social Policy

Threshold concept theory offers clarity for the development of training, education and learning cultures that address disciplinary-specific challenges in residential child care and child and youth care. This workshop will introduce threshold concept theory, invite discussion and identification of related threshold concepts and present preliminary findings from a small-scale, international study on threshold concepts for residential child care/child and youth care.

Target Audience: Internal/external managers in residential child care and possibly other areas of child and youth care; policy makers and other leaders responsible for the professionalisation of the residential child care sector.

C: Well-Connected: The Nature of Human Connection and How To Work With It

Jonathan Delafield Butt, School of Education

This workshop will examine recent developments in the science of human connection to explore its neurobiological mechanisms and psychological value for generating shared meaning, learning and health. New studies, especially of communication with young children, demonstrate social connection is active at all times, and that we share feelings and motives based on 'non-conscious' neurophysiological systems. We will explore how these forms of communication affect professional practice, how they are organised, and how to work effectively with them.

Target Audience: This event is for individuals interested in the nature of human relations and how to improve professional working practice in work with others. It will be of relevance for police officers, social workers, teachers, business people and other professionals wishing to improve their understanding of communication to improve their practice.

Event Summary Continued...

MONDAY 28TH APRIL 2014

1400 – 1530

A: Supporting Positive Futures and Transitions: A Groupwork Approach to Supporting Children and Young People

Joan Mowat, School of Education

This interactive session will introduce delegates to an approach to supporting children and young people which is highly relevant to the 'Curriculum for Excellence', Getting it right for every child (GIRFEC), Rights Respecting Schools, nurturing approaches and 'Better Relationships, Better Learning, Better Behaviour' initiatives. It is an evidence-based group work approach which is currently being implemented in Aberdeenshire schools. There will be an opportunity to learn about Support Groups, see them in action, try out some of the materials and explore how the approach could be developed further across Scottish schools and other settings.

Target Audience: Policy Makers (Education Scotland, HMIE etc.), Local Authority Personnel (particularly those with responsibility for Inclusive Practice), Senior management of Primary and Secondary Schools, Teachers (particularly Support for Learning, Pastoral Care and Behaviour Support), Social Workers and Care Home Staff, Counsellors, Educational Psychologists, Outreach and community workers, Academics with a focus upon inclusion, social justice and social constructivist theories of learning.

B: Thinking Children: Philosophy with Children

Claire Cassidy and Donald Christie, School of Education

Why are we here? Am I awake or am I dreaming? Is there an end to space? What is art? What makes something wrong?

Have you ever thought about or puzzled over these questions? Children do... all the time!

How might I promote the four capacities from Curriculum for Excellence? How might I make cross-curricular links? How might I enhance collaborative group work in my class? How might I ensure children's views are heard? How might I support children's thinking?

Philosophy with Children could help you answer these questions. It will also support children in developing the skills necessary for engaging with others in school, the workplace and society more generally.

We will explore factors that need to be considered in promoting practical philosophy, discuss some recent research by PricewaterhouseCoopers (PwC) with Scottish children and offer advice about how to begin to create a thinking classroom or learning space. This session is relevant for those working with individuals from the ages of 3 to 93.

Target Audience: Teachers (nursery, primary, secondary, FE), Headteachers, QIOs, Local Authority Managers, Education Scotland, Students, Community Educators, Social Workers, Children's Parliament, Organisations working with children and young people in informal settings, Organisations working with community groups generally (no age bar)

Event Summary Continued...

MONDAY 28TH APRIL 2014

1400 – 1530

C: David's Story: Home Supervision: My Life, My Education and Me

John Paul Fitzpatrick, Associate Dean, Faculty of Humanities and Social Sciences

This workshop will present recent doctoral research undertaken across Scotland by CELCIS (Centre for Excellence for looked after children in Scotland) with vulnerable young people who have social work involvement in their lives and remain in the family home. The session explores young people's views of home supervision and their educational experience as well as issues of trust for vulnerable young people. It discusses young people's views on social work and teaching staff relationships, family and environment and future aspiration to draw conclusions for practice.

Target Audience: Education staff, social work staff, residential care staff.

D: Creating Stimulating Learning Environments: Indoors and Outdoors

Jenny Carey, Deirdre Grogan, Liz MacAulay, School of Education

This event will examine the process of identifying areas of change and modifying learning environments within early years settings. Tracking a group of masters level practitioners' responses and reflections, whilst maintaining a design log that narrates and analyses their professional decisions, will help us to consider the professional knowledge and skills required to design stimulating and effective learning environments for young learners (3-8).

Coming to this session will provide a framework for you to question the potential that areas within your setting (indoors and out) have for responding to and supporting young children's interests and learning. In addition, practical suggestions of ways to manage and recognise the steps involved in changing your environment will be shared.

Target Audience: Local Authorities, Early Years Workforce, Students, colleagues from the University Sector

Event Summary Continued...

TUESDAY 29TH APRIL 2014

14.15 - 17.15

No Offence to Neds: Exploring Public Perceptions and Media Reporting of Young People Involved in Offending

Charlotte Bozic, Nina Vaswani, CYCScotland

This event goes behind the headlines to highlight recent trends in youth offending, and the emerging shift in the media portrayal and public perceptions of young people.

A panel including Herald journalist David Leask will discuss the latest figures, surveys, headlines and analysis, and interact with the audience. This event will appeal to anyone with an interest in how crime is portrayed in the media, those who work in the field of youth justice and/or have a wider interest in social policy

Target Audience: Academics, Community organisations, Youth Justice practitioners, Journalists and journalism students, Policymakers, Anyone with an interest in the subject area

17.00 - 18.00

Autism Network Scotland - Education Network: Autism Toolbox Twilight Session

Jayne Porter, Autism Network Scotland

April is Autism Awareness month and Autism Network Scotland (ANS) invites you to find out more about their role in implementing the Scottish National Strategy for Autism and the launch of the Autism Toolbox website resource.

In 2013 as part of the Scottish Strategy for Autism, the Government awarded funding for the development of Toolbox into a national website resource. The event will feature an interactive presentation of the new Autism Toolbox to coincide with its official national launch on the 29th of April.

Join us for an early evening practical session to see how this resource could work for you, to get involved in knowledge exchange and discussion, as well as the opportunity to network with fellow practitioners.

Target Audience: Teachers, Education Psychologists, Education/Teacher Training Students, Academics, Anyone with an interest in autism and education

Event Summary Continued...

WEDNESDAY 30TH APRIL 2014

1630 – 1800

Knowledge Exchange Open Evening – Room LH226

Deirdre Grogan, School of Education

Research clearly outlines the importance of CPD in offering opportunities for practitioners to discuss current education policies and innovations with others in the field and with researchers and other university staff. The School of Education has a long history and an excellent reputation in both research and teaching & learning and can offer a wide range of knowledge exchange courses.

Models of Knowledge Exchange will be explored in order to create individual programmes to meet the needs of Local Authorities, schools and school communities to ensure maximum impact on learners' needs.

1630 – 1640

Introduction

Donald Christie, Head of School of Education

1640 – 1700

Literacy Clinic

Sue Ellis, School of Education

1700 - 1720

Models of Knowledge Exchange and Consultancy

Deirdre Grogan, Nicola Carse, School of Education

1720 – 1730

Coffee and Networking

1730 – 1800

Meet the Staff

Target Audience: Local Authorities and Headteachers

Event Summary Continued...

THURSDAY 1ST MAY 2014

0945 – 1115

Teaching for Cultural Diversity: What are the Principles Underpinning Effective Teacher Education

Ninetta Santoro, School of Education – LH229a/b

Over the last two decades, classrooms in many places in the world have become increasingly diverse. The unprecedented movement of people across national borders due to forced or voluntary migration have shaped the demographics of communities, and therefore schools and classrooms. The culturally homogenous classrooms of the past, are just that, a thing of the past. For example, in some areas of Glasgow, primary school students for whom English is an additional language, number 15.8% of the student population (Scottish Government 2013). Increasingly, teachers are concerned with addressing the complex educational needs of culturally diverse student cohorts. This event will draw on international research and practice to explore the principles underpinning effective teacher preparation for culturally diverse contexts. There will be opportunities for participant discussion of the key issues raised in the presentation.

Target Audience: Education authorities (Quality Improvement Officers), Teachers, Student teachers, Colleagues from the university sector

1130 – 1245

Human Rights in Education in Early Years

Martine Leitch, School of Education – LH229a/b

This workshop will explore the introduction of rights based education in the early years and early stages of first level. We will explore ways in which young children can begin to develop an understanding of the UNCRC and begin to develop a sense of themselves as active citizens.

Target Audience: Primary teachers , Early Years Development officers, HASS students

OR

1000 - 1215

Tackling Violence and Reducing Risk Behaviours of Young People: Collaborative Approaches and Peer Education

Monica Porciani, School of Education – LH228

Tackling violence and knife crime prevention through education forms a key part of learning through health and wellbeing in the Curriculum for Excellence. By addressing associated risks and offering diversionary activities that promote positive life choices the Scottish Government aims to reduce incidences of violence and knife crime across Scotland.

Find out how preventative programmes such as 'No knives, Better Lives', are starting to have real impact by developing collaborative approaches which link the police, the voluntary sector, schools and initial teacher education to peer education, youth work interventions and a range of diversionary activities.

Target Audience: Education Authorities, Teachers, Youth Workers, HaSS Faculty Students (particularly Law, Public Policy, Education, Social Work)

Event Summary Continued...

THURSDAY 1ST MAY 2014

1330 – 1430

Digital Literacies for Living, Learning and Working in a Changing Society

Cristina Costa, School of Education – LH229a/b

The so called Digital Economy is currently a main topic in regional, national and international government agendas, as digital technologies are changing, and also challenging the way individuals work, socialise, bank and shop. These innovations inevitably impact on all levels of education, and as a result a new set of skills and competences are needed to prepare individuals for the demands of a society gone digital.

This event will explore the theme of Digital Literacies – the ability to effectively use the web to search, retrieve, and create information, network, and engage in communal learning – in relation to different levels of education. For instance, it will make links with the four capacities proposed by the Curriculum for Excellence. It will also discuss digital literacies in the contexts of Higher and Further Education, professional development and lifelong learning.

The events aim to be interactive and attendees are welcome to bring their own devices to experience first-hand some of the practices and approaches discussed during this session.

Target Audience: Education authorities and policy makers, Head Teachers, Teachers, Youth groups involved in literacy support, Students, Colleagues from Higher and Further Education, and Lifelong Learning sectors, Parents

1430 - 1515

Using Physical Education as a Driver for Interdisciplinary Learning in Primary Education

Nicola Carse, School of Education – LH229a/b

With 5.8 million pounds of funding recently announced for promoting physical education, this session reflects the current interest in physical education within the policy context in Scotland. While physical education has risen in prominence in recent years, there is still concern about primary teachers' confidence to teach physical education and the quality of physical education provision within primary schools.

There will be opportunities to network with education stakeholders at various levels to gauge their interest in implementing Sport Education as professional development with teachers and children within school contexts.

Target Audience: The target audience for the event includes teachers, headteachers, Active Schools workers, education quality improvement officers working within local authorities, Education Scotland, HMIE. Staff from faculties across the University with an interest in education but particularly the School of Education are welcome to attend.

Event Summary Continued...

FRIDAY 2ND MAY 2014

0900 – 1200

Assessment Within Curriculum for Excellence - Putting Children and Young People at the Centre of Their Education

Jem Anderson, Linda Harris, Hugh Gallagher, School of Education
Room LH 228

Building the Curriculum 5 can be regarded as building upon the Assessment is For Learning (AiFL) programme in Scotland, with a clear commitment to place children and young people at the centre of assessment processes within classrooms, schools and local authorities. This CPD opportunity will examine the opportunities and challenges that this policy presents, to develop assessment that supports learning within a collegiate environment.

Target Audience: Class teachers, School Senior Management Team, Quality Improvement Officers and Quality Improvement Managers who will leave with clarity about assessment policy and the importance of putting children and young people at the centre. It will invigorate practitioner agency to reconsider own school/local authority policy and practice, and has the potential to reinvigorate Teacher Learning communities.



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UK University of the Year
2012/13

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