Welcome

Linda O'Neill, Education Lead

Agenda

- Working with children in a developmentally informed way

    - Scottish Universities Insight Institute Series

    - Dr Lio Moscardini

- Coffee and networking

- Out of authority placements

- Update on CELCIS Education work

- Scottish Attainment Challenge Funding discussion

- Future Forum themes

Scottish Universities Insight Institute Series:

Changing the narrative; developmental needs of looked after children and those who care for them

- Partnership approach to working with systems leaders, academics   policy makers and practitioners

- Deepening understanding of what we would need to be saying and doing differently as individuals, organisations and systems

How Children Learn

Dr Lio Moscardini

Engaging children in learning:
what do teachers need to know, believe and do?

CELCIS Education Forum
Thursday 25th October 2018

Dr Lio Moscardini

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Engagement

The learning environment

Knowing – believing - doing

Knowledge and beliefs

|

pedagogy

Opportunity

Child-led   **Child-centred**

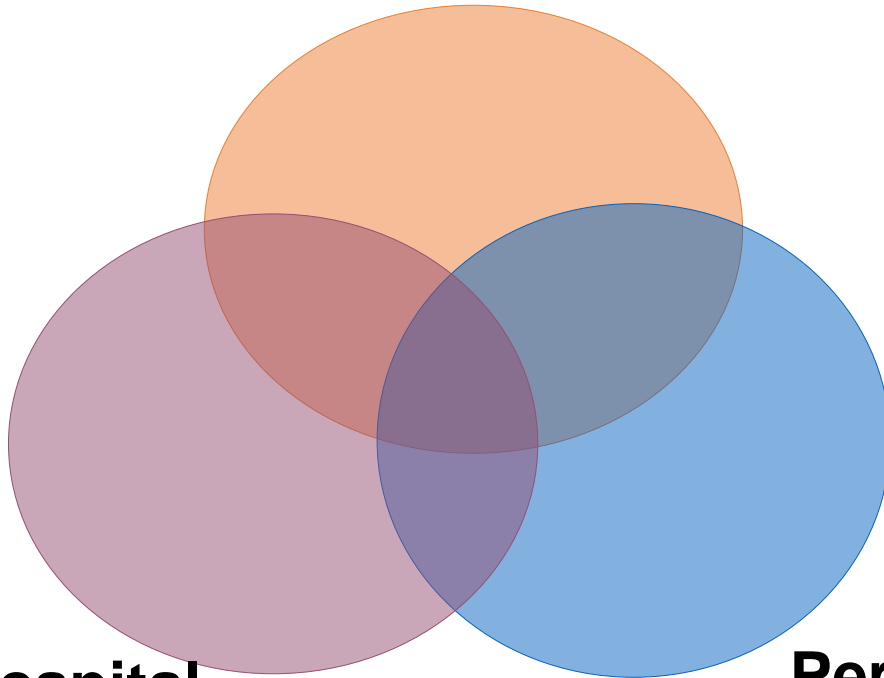**Trust**   **Co-agency**

Relationship

2018…… 1978

forty years since Warnock

- Pupils with learning difficulties (PWLD) report

Cognitive knowledge/skills

Cultural/social capital

Personal Identity

Two main frameworks

Additional Support for Learning Act 2004 – amended 2009

- Supporting children's learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) (2017)

https://beta.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/

- ASfL framework explicitly linked to GIRFEC

Getting it Right for Every Child (GIRFEC)

- For Scotland's Children 2001 - Better Integrated Children's Services
- has been continually developed since then and GIRFEC is the overarching concept relevant to ALL agencies
- GIRFEC is a national policy
- Children and Young People Act 2014

http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright

Factors which give rise to a need for support

- Disability or health need
- Family circumstances
- Social and emotional factors
- Learning environment

Supporting Children's Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) 2017

The learning environment

For example, **highly able pupils may not be challenged sufficiently** or those with specific reading or writing problems may not be receiving the appropriate support to help them make progress overcoming their difficulties. Para. 18. p.23

Disability or health need

may mean that additional support is required, for example, where a child or young person is a disabled child. Additional support is required to meet the needs of a child or young person who has a motor or sensory impairment, specific language difficulty, fetal alcohol spectrum disorder, autism spectrum disorder or **has learning difficulties.** Para. 21. p.23

An interactionist perspective

Learning environment
School ethos
Teacher attitudes
Curriculum
Social context
Prior experience
Appropriateness of
materials…..

Disability or health
Sensory or motor impairment
Cognitive impairment
Mental health
Eating disorders…

Child

Family circumstances
Parental alcohol or drug
misuse
Young carer
Family member imprisonment
Looked after by local authority
….

Social and emotional
Pro-social, anti-social behavior,
bullying
attachment issues
adverse childhood
experiences…

Information on barriers to learning and participation can be collected from two perspectives

<u>Learner focus</u>

Circumstances personal to the learner

Social and cultural aspects

Nature of learning difficulties

INTERACTION

<u>Context focus</u>

Appropriate curriculum, methodologies,

assessment, ethos, planning, support, behaviour policy,

marking policy, homework policy, etc., etc.

The Learning Environment

What are the conditions that might support the engagement of all learners?

What individual teachers know, do and believe matters.

SCOTTISH TEACHER EDUCATION COMMITTEE

National Framework for Inclusion

Values and beliefs:
Professional values and personal commitment

Professional knowledge and understanding

Professional skills and abilities

$$2 \frac{1}{2} \div \frac{1}{4}$$

You have two and a half pizzas.
Everybody gets a quarter of a pizza.
How many people get a quarter of a pizza?

$$2 \frac{1}{4} \div \frac{3}{8}$$

Children make connections.
Teachers need to know how to structure teaching in ways that support children making productive connections.

Pedagogical content knowledge

- Knowledge of subject

- Knowledge of pedagogy, structuring and organising learning

- Knowledge of children's thinking, conceptual understanding and development in specific domains

Shulman, L.S. (1986). Those Who Understand: Knowledge Growth in Teaching, *Educational Researcher, 15,* (2), 4-14.

'Meeting children's learning needs'

http://www.journeytoexcellence.org.uk

'A school is good to the extent that...

teachers have a good understanding of children's learning and development. ....

A school is excellent to the extent that ...teachers have a deep understanding of children's learning and development....'
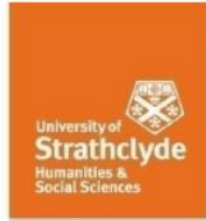
Scottish Attainment Challenge
Cognitively Guided Instruction Project:
2016 – 2018

A report on supporting teachers' understanding of children's mathematical thinking
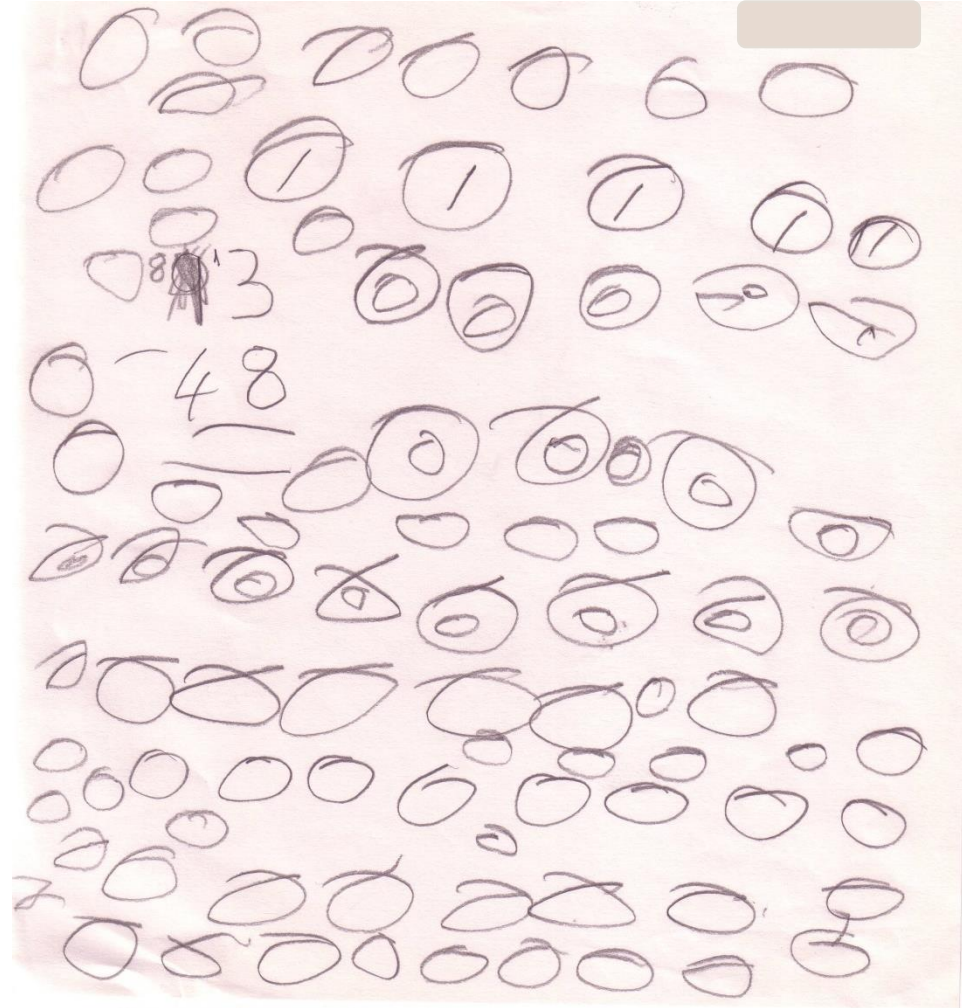
Dr Lio Moscardini

Sue Sadler   August 2018

Veruca Salt comes from a very rich family. She has 93 dolls! 48 of her dolls have blonde hair. How many do not?

93
-48

O O O O O O O O O O O 1e

O O O O O O O O O O 2e

O O O O O O O O 2J

27 - 6 = 21

Attainment

SNSA

- P.1   100% High/Medium

- P.4   90% High/Medium

- P.7   96 % High/Medium
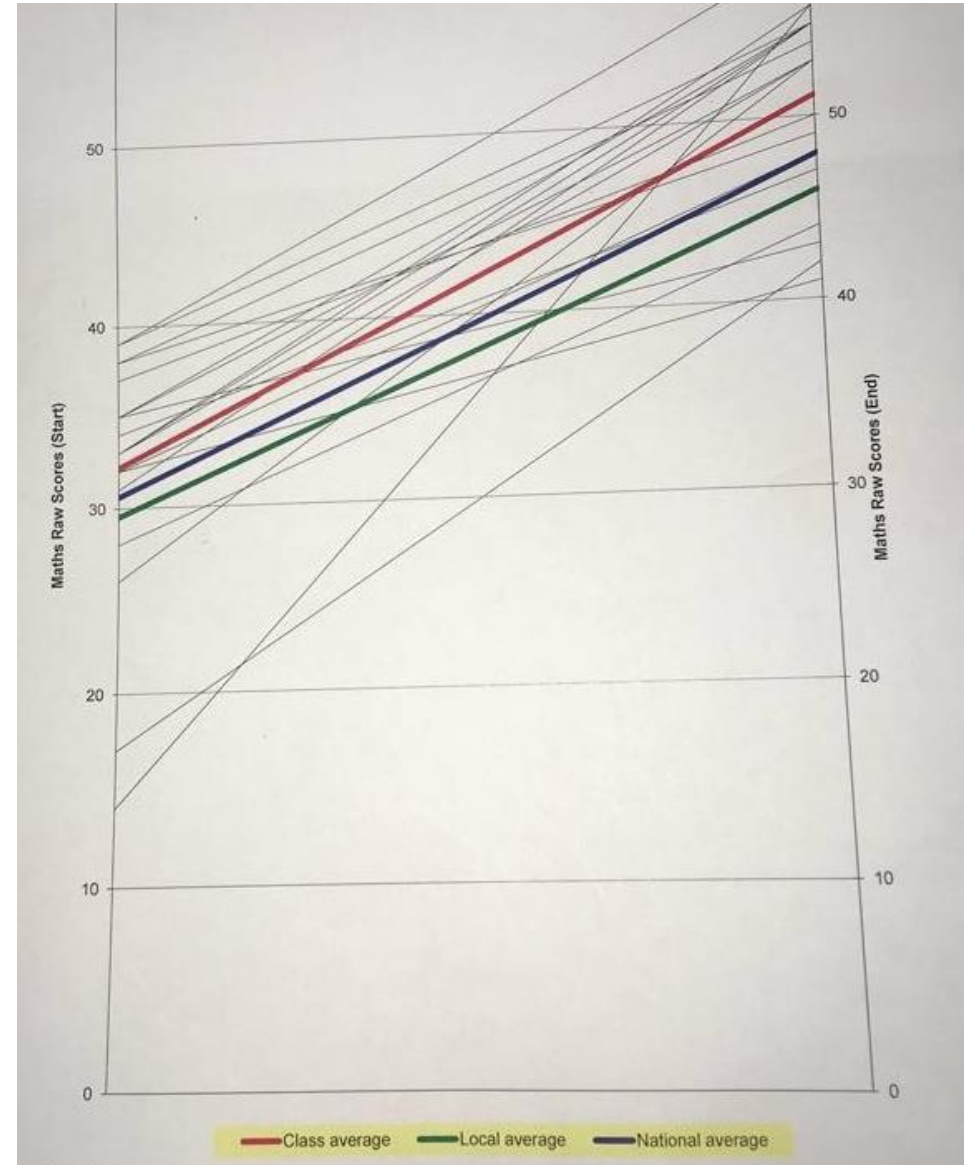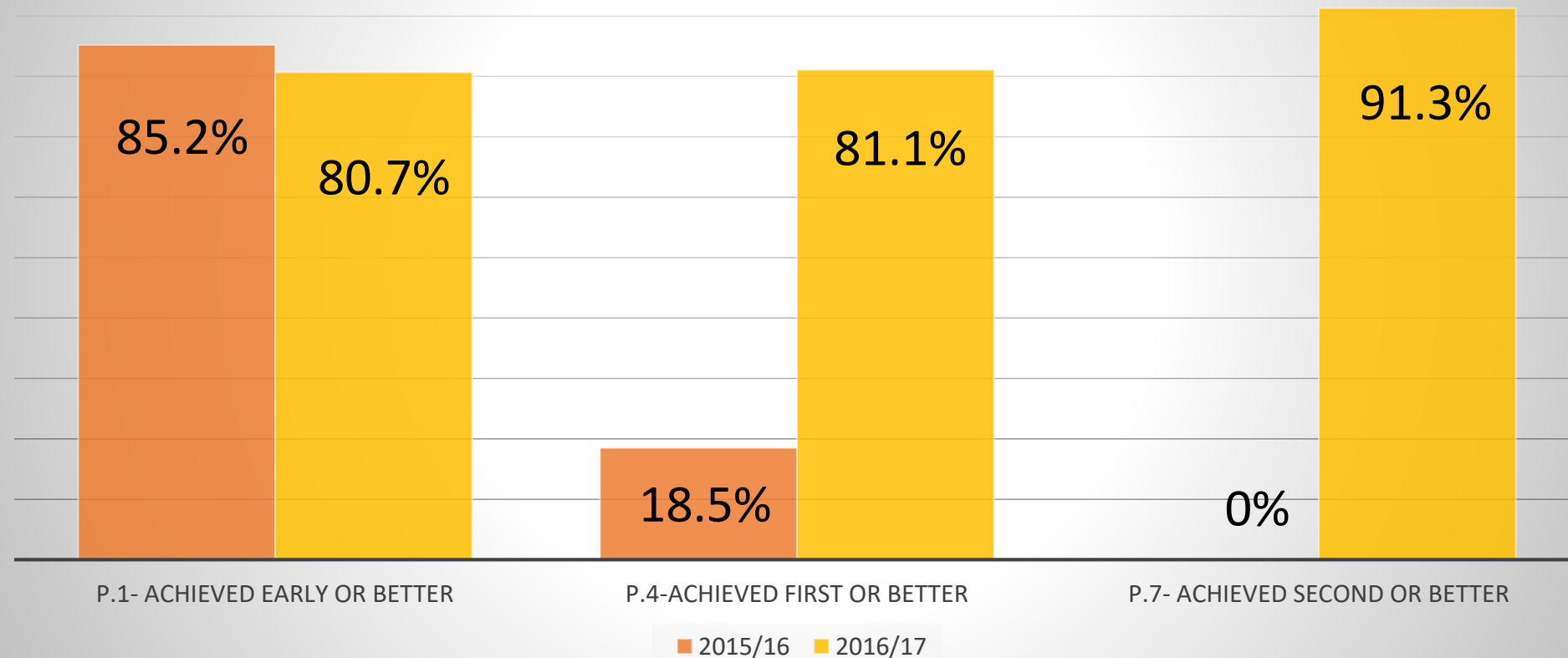
Inclusion

Inclusive practice did not feature as an explicit element of the professional development activity with teachers.

- Developing content knowledge and supporting application helps to support **ALL** learners.
- CGI is not a remedial approach to numeracy, it is a model which takes account of pedagogy and the learning environment.
- No pupil on a separate *numeracy intervention* across 3 schools.
- 2/3 schools have an ASN provision within the school. Real-life connections/Manipulatives particularly help these pupils to engage with the 'maths'.
- Flexible groupings are working well across all 3 schools in the majority of classes.

Children's Engagement

- Children's attitudes to maths have significantly improved across 3 schools.
- Teacher attitudes to maths and children's thinking have had a huge impact on children's engagement.
- Mathematical discussions have improved greatly, pupils are confident and able to talk about their thinking to a much greater extent than before.
- Learning from each other – can fit alongside Number Talks easily.
- Intrinsic motivation is evident – creating an environment of positivity/discussion drives this motivation.

When teachers create a learning environment that genuinely engages children in learning with understanding everybody benefits.

" I like it instead of maths"

" It helps you learn"

" I like this maths because you can count"

" It helps you to count"

" It's easy 'cos I did a bus and I put windows in"

" I like it 'cause I learn more"

Engagement

The learning environment

Knowing – believing - doing

Knowledge and beliefs

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pedagogy

Opportunity

Child-led   **Child-centred**

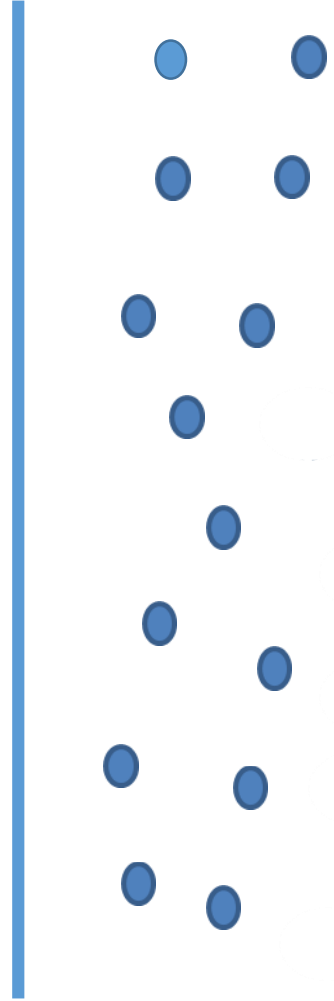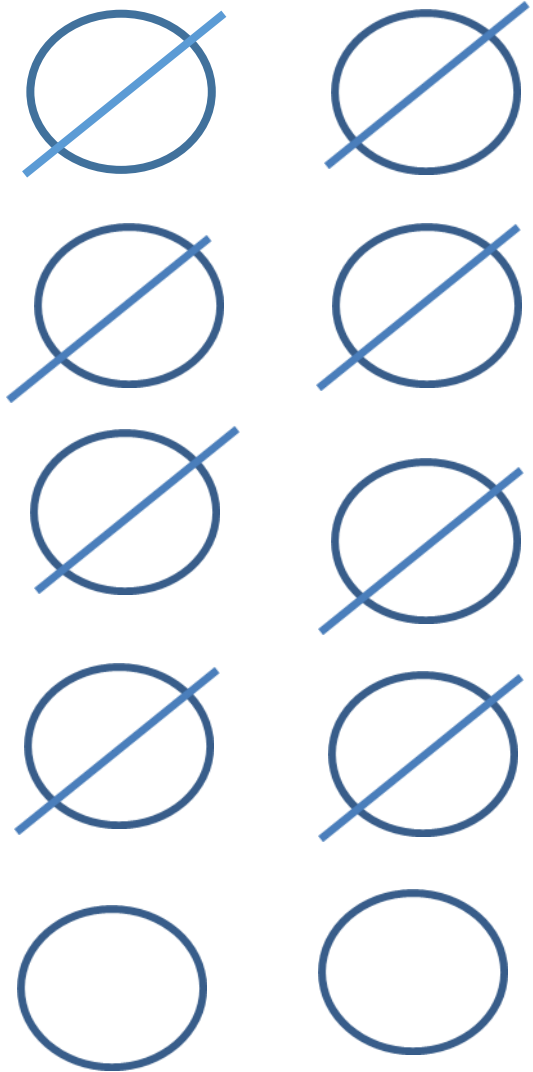**Trust**   **Co-agency**

Relationship

Mr Flanagan has 84 biscuits and decides to put them into bags of seven to give to children in his class. How many bags will he need?

It's twelve. You will need twelve bags.

Education of children cared for 'out of authority'

Background

- Recurring theme of how to effectively and robustly support children who, for a range of reasons, are cared for out with their home local authority

- Concerns raised around wellbeing, tracking and monitoring and planning provision and resource allocation

- Survey in September 2018 to Forum members

Themes from survey respondents

- Timing of moves and provision of transition support

- Corporate Parenting responsibilities

- Individualisation

- Process and joint working between agencies

- Gaps in policy, legislation and understanding

- Tracking and monitoring

Question 1:
How would you describe the issue?

In your groups:

- Choose a scribe and timekeeper

- Spend 15 minutes discussing and noting down what you think are the main themes or issues for both children and services in relation to out of authority placements

We'll have ten minutes to give brief feedback at the end of this question

Question 2:
What do we need to be saying and doing differently (individually, organisationally and systemically)?

In your groups:

- Choose a scribe and timekeeper

- Spend 15 minutes discussing and noting down what you think we need to be doing differently.

We'll have ten minutes to give brief feedback at the end of this question

Next steps

CELCIS will:

- Type up and analyse all feedback received and produce a short report with a summary of common themes, issues and opportunities

- Suggest next steps to progress this area

Forum members:

- Please get in touch with any examples of where things are working well or ideas for improvements

Update on CELCIS Education Work

Educational Outcome Indicators

	% of all children	% of all looked after children	% of children in foster care purchased by local authority	% of children looked after at home	% of children in local authority residential care	% of children looked after for part of the year
Leaving school with at least 1 qualification at SCQF level 3 or better	98	86	*	67	72	85
Leaving school with no qualifications	2	14	*	33	28	15
In a 'positive' post school destination (9 month follow up)	93	76	87	58	75	64
Average attendance	93	91	97	80	86	83
Exclusions (measured in cases per 1000)	27	169	64	238	409	292

celcis.org   @CELCISTweets

Care to Achieve:
An annual meeting of the major data holders on education outcomes

Examples of actions identified:

- Create a directory of data sets on looked after children

- Find a solution to the particular difficulties in recording SCNs

- Support work by SFC and Become on data opportunities of propel

- SG statisticians: longitudinal data resource and analysis of aftercare dataset

Widening Access to College and University

- Round Table on University Access

SFC definition of 'care experience'

'The term care experienced refers to anyone who has been or is currently in care or from a looked after background at any stage of their life, no matter how short. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care and looked after at home with a supervision requirement.'

Widening Access to College and University

- CELCIS / SAAS Quarterly Liaison Meetings

- Implementation of the Care Experienced Student Bursary

- Survey of Care Experienced Students and Colleges and Universities

South Ayrshire School Inclusion project

- Background

  - Four year partnership with local authority

  - Steering group includes, education (schools, community learning and development), social work, health, elected member, Champions Board etc.

  - Belmont cluster (6 primary schools, 1 special school, 1 secondary school)

South Ayrshire School Inclusion project

Care Experienced Status	Number of Children and Young People at end of Session 2017-18
At Home	21
Away from Home	42
Previously Looked After	66
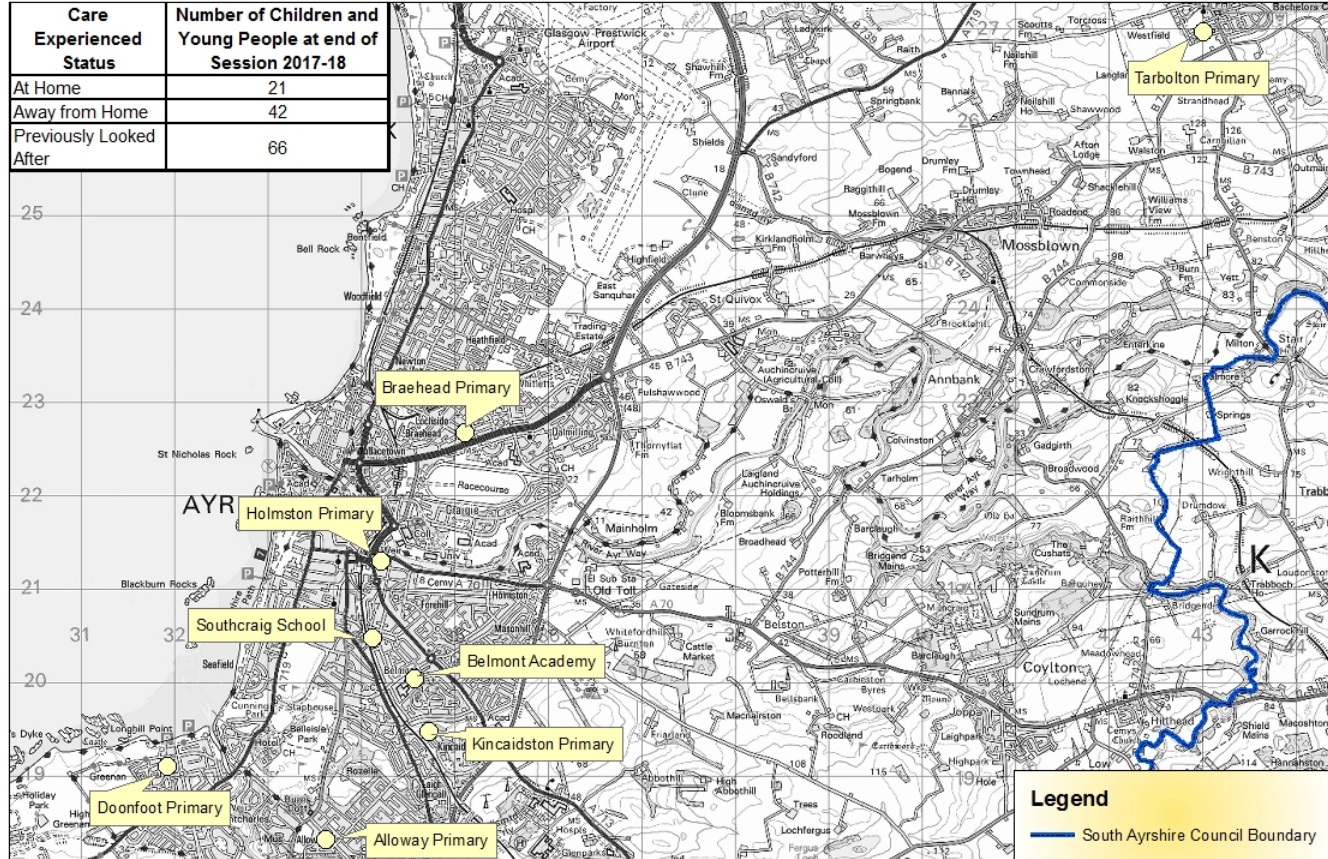
Belmont Cluster Schools Session 2017-18

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Scale 1:48500

Legend
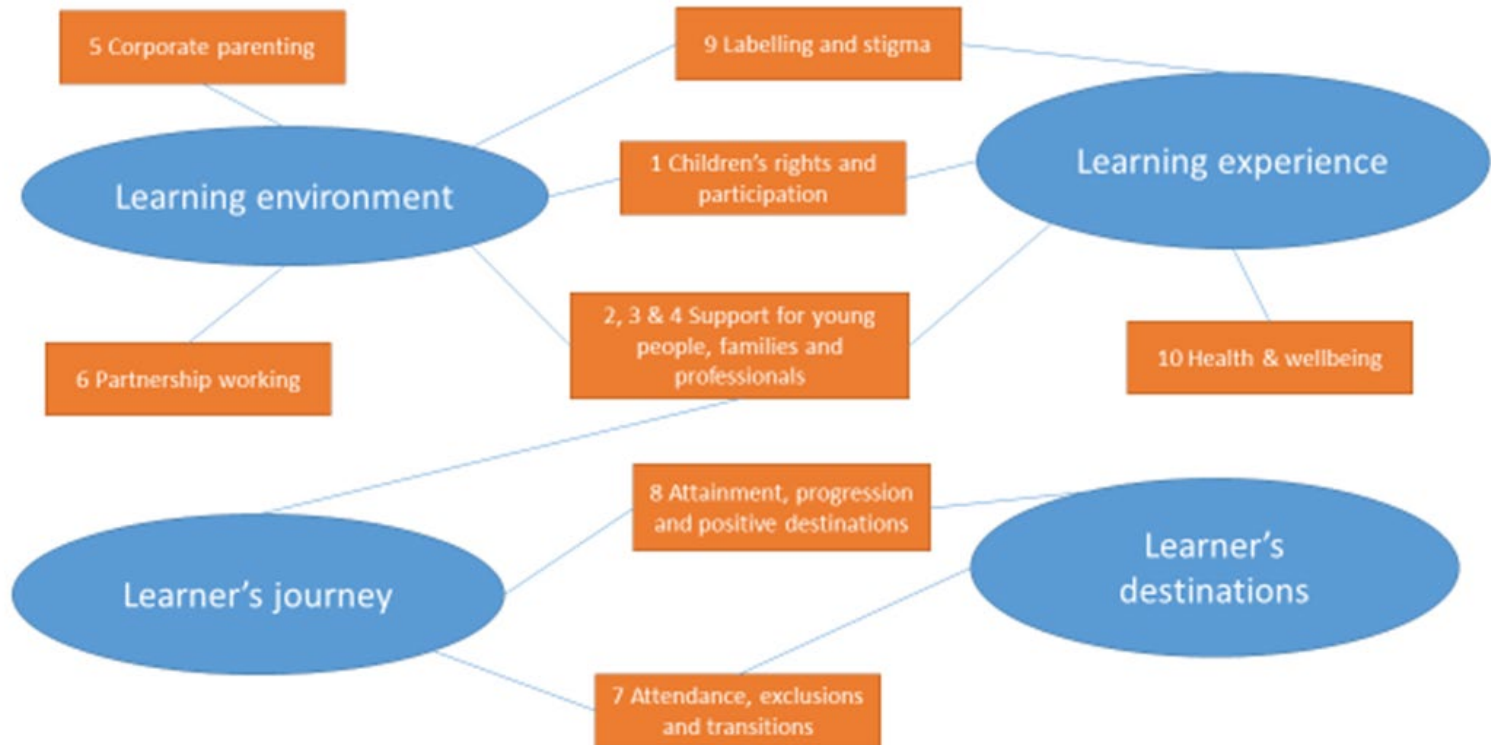— South Ayrshire Council Boundary

South Ayrshire School Inclusion project

- Phase 1: data gathering

  - Data gathering sessions

    - Cluster head teachers, corporate parenting group, steering group, champions board

    - School visits

  - Analysis and presentation

    - Data gathered and collated

    - Framework / map developed

South Ayrshire School Inclusion project

Key themes

South Ayrshire School Inclusion project

- Phase 2: three priority areas

  - Children's rights and participation

    - Champions Board and participatory budgeting

  - Attendance

    - Pupils not attending; not attending classes

  - Transitions

    - Primary to secondary / from other authorities

Parents in Partnership

Liz and Reena
Parents, Auchenharvie Academy

Support for Designated Managers

- Aim to provide support and structure to the role of Designated Manager

- 'Practice Profiling' to describe the core components and essential functions

- Trial in Aberdeen and scale up in other authorities

CELCIS Education Forum

I want every child to have the same opportunities as my own grandchild.

Elizabeth Morrison
Strategic Director, Education Scotland

CELCIS #EduConf Corporate Parenting in the Classroom

The Education Conference is an inspiring event that has put the voices and experiences of children and young people at the heart of discussions on what it means to be a corporate parent in an education setting.

Bruce Adamson
Commissioner for Children and Young People in Scotland

After decades of research and practice, we have a good understanding of how to deliver quality learning experiences for every child, no matter their background.

Joanne McMeeking
Head of Improving Care Experiences, CELCIS

CELCIS #EduConf Corporate Parenting in the Classroom

Scottish Attainment Funding and Looked After and Learning

CELCIS
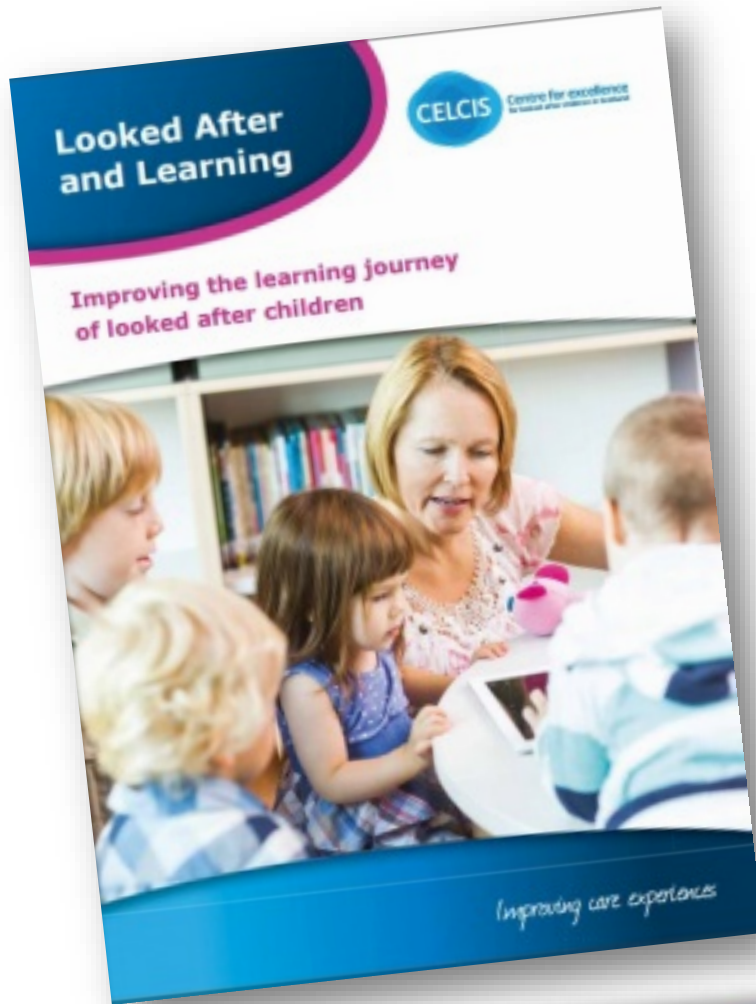
'…funding available of around £8 million for the remainder of this year and £12 million in each of the subsequent two years to supplement funding Pupil Equity Funding and the Challenge Authorities and Schools Programmes and assist the opportunities available for Looked After Children. This government believes that every child in Scotland - no matter their background - should have the very best start in life.' DFM 26th June 2018

- ['Looked After and Learning' PDF download](#)

- Or search the Knowledge Bank on the CELCIS website at www.celcis.org

Scottish Attainment Fund Plenary

- What's happening on the ground?

- What are the plans for the funding?

- Are there plans to measure impact or outcomes?

Thank you from everyone in the CELCIS Education Team