Workshop 1 Building professional capital: Encouraging leadership and creativity

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Development of supervision competencies in Trainee Educational Psychologists for application in future practice

Dr Barbara Kelly, University of Strathclyde, Dr Linda Corlett, University of Dundee & Dr Beth Hannah, University of Dundee

Training of Educational Psychologists in the UK includes teaching on aspects of supervision to understand the underlying theory and process but does not address the development of supervision competencies (Gibbs et al., 2016). All applied psychologists are required to be able to supervise across professions on completion of training (HCPC, 2015). Addressing supervision competencies as part of the curriculum creates the opportunity to understand the complexity of supervision theory, skills and practice in depth, preparing trainees to take up their professional role with a comprehensive understanding of supervision and its application in practice. Supervision competencies are central to the development of leadership skills, professional peer support, effective collaboration and joint working across a wide variety of clients and contexts. A joint initiative was undertaken by tutors of the University of Strathclyde and University of Dundee Masters programmes to explore the development of supervision skills for trainees. Existing aspects of the curriculum were considered in terms of relevance to supervision through an audit of individual modular content and many areas were seen to contribute. Reflection and discussion on current teaching and learning practices led to the identification of areas for curricular development and assessment of trainee competencies. The idea of incorporating a framework of supervisory competencies (Dunsmuir and Leadbetter, 2010) in the training of Educational Psychologists; the piloting of a self-efficacy tool; and their future application will be presented and discussed in the workshop.
Identifying supportive practice in primary schools for children at risk of being in a cycle of disadvantage

Ms Clare Gilfillan, Fife Council Psychological Service & Ms Joanna Lawson, Fife Council Psychological Service

‘Breaking the Cycle of Disadvantage’ is a key focus for Fife’s Education and Children Service’s Directorate. This workshop will describe a study carried out by the psychological service examining educational outcomes for children facing disadvantage as defined by living in Scottish Index of Multiple Deprivation (SIMD) datazones 1 and 2 and being a Looked After Child (LAC). It will allow for participant discussion of the advantages and challenges of using the data available and the EP role in developing school practice to achieve better educational outcomes for children facing disadvantage. The first aim of this study was to understand the Fife context for children facing disadvantage by exploring the primary schools’ educational outcomes in terms of exclusions, attendance and attainment for children living in SIMD 1 and 2 and LAC. From this exploration, three primary schools were identified as performing relatively well in relation to these outcomes. The second aim was to gather qualitative data from these schools to understand supportive practice for children facing disadvantage. Thematic analysis of the data showed consistency in responses around themes of: School Ownership, Responsible Teachers, Supporting Pupil Autonomy, Effective Teaching and Multi-agency Support. The study was used to develop recommendations including effective use of the data to track and monitor outcomes for groups facing disadvantage and developing a framework to share supportive practice between schools, linked to the Closing the Attainment Gap agenda. Future areas for exploration include undertaking similar studies in the secondary and early years sectors.
Restorative Approaches in Glasgow Psychological Service-Looking Forward

Mrs Carole Edgerton, Glasgow Psychological Service

Glasgow Psychological Service started their Restorative Journey in October 2012 in partnership with Education Scotland. Since this time, training has been carried out with over five hundred school staff members from all sectors. Thus, supporting schools with their implementation and evaluation of Restorative Approaches is now a key role for educational psychologists in Glasgow. As part of the city implementation plan, Glasgow Psychological Service hosted a four day National Restorative Approaches Conference in 2015 which was held in Glasgow City Chambers. Marg Thorsborne, a leading figure in the field came to Glasgow from Australia to work in partnership with the service. In this workshop we will share our knowledge and experience of implementing Restorative Approaches in Glasgow over the last four years. We will discuss how this has built professional capital, encouraging staff leadership and creativity which have a positive impact and outcome for vulnerable children, young people and their families. Key points will be:

- How to apply the principles of Implementation Science
- Clarifying roles and skill sets promotes leadership and creativity
- Developing an online implementation and evaluation tool "GITRA"
- Using data more effectively

Following an implementation plan can make a whole school approach to Restorative Approaches more effective while encouraging leadership and creativity within the teaching staff. This is a long term sustainable approach to building professional capital which has career long professional learning at its core.
Mayfield Nursery School – Using research to underpin school improvement planning to promote progress, achievement, and equity for all

Mrs Katie Hayes, Midlothian Council EPS & Miss Lisa Barnes, Head Teacher Mayfield Nursery School

This workshop examines how Mayfield Nursery School has engaged with John Hattie’s Visible Learning research and key early years research, to develop a practical school improvement plan to address the national priority of closing the attainment gap. Mayfield Nursery School is in one of the key priority areas in Midlothian, where attainment and achievement is below the national average.

Midlothian Educational Psychological Service is central in supporting the Visible Learning journey in Midlothian and the establishment of a new teaching and learning culture across Midlothian schools.

This workshop provides an example of how Visible Learning research relates to the early years context, where we set the foundations for developing Visible Learners; and of the partnership work between the EPS and nursery. Mayfield Nursery School has taken an early years research focus to informing their school improvement plan, targeting the development of self-regulation for learning through developing environments for learning, language development and the language of learning, emotional self-regulation, and involving children in planning and evaluating their learning.

The workshop will share information about how the nursery evaluates their impact and outcomes. Evaluation tools include Laevers Scales of Wellbeing and Involvement and The Sustained Shared Thinking and Emotional Wellbeing Rating Scale. Improvement planning and professional learning is underpinned by the core beliefs of seeing ourselves as learners, challenging and developing our practice, and ‘knowing our impact’ – the recognition that the success or failure in student learning is about what we do... we are change agents!
To infinity, and beyond: how EPs are building professional capacity through Video Enhanced Reflective Practice (VERP)

Ms Miriam Landor, VIG Orkney & Dr Laura McDonald

Video Enhanced Reflective Practice (VERP) is an approach to professional development that focuses on enhancing attuned interactions through a specific type of video reflection, which is based on the methods and principles of Video Interaction Guidance (VIG). VIG (formerly known as SPIN-VIP) was brought from the Netherlands in the 1990s by educational psychologists in Scotland, who saw its huge potential both for families and in education settings. VIG has a growing evidence base (e.g. NICE guidelines on early intervention, on autism and on attachment in children on the edge of care; ‘1001 days – conception to 2 years’ all-party parliamentary commission; NSPCC neglect project). In VERP, a VIG-trained guider facilitates staff members, in small groups or one-to-one, to reflect on brief video clips of their day to day practice at work, looking for moments where things went better than usual because of their application of the ‘Principles of attuned interactions and guidance’. Participants monitor their own progress towards their self-set goals over a series of 3-5 VERP sessions. VERP thus empowers the individual’s ownership of their professional development. Several EP services in Scotland are developing professional capital and building capacity through authority-wide VERP projects which enhance staff skills - in early literacy, or in educational management, for example. In this workshop participants will gain an understanding of the history, background and evidence base of Video Enhanced Reflective Practice (VERP), with some video examples, and explore this bottom-up approach to increasing leadership and creativity.
Friends Like You: Friendships of Secondary Pupils with ASD

Dr Graeme McLeary, Glasgow

Pupils with Autism Spectrum Disorder (ASD) are being increasingly included in mainstream schooling in the UK, yet there exists many challenges for these pupils negotiating the process of inclusion. One common factor which emerges as being protective for pupils is that of friendship, yet the nature of friendship for adolescents with ASD is one which is currently poorly-understood, and most current research has focused on the deficits in friendships of those with ASD. This workshop shares the outcomes of mixed-methods comparative research on the understandings and perspectives of friendship in pupils with ASD, their typically-developing peers, and the parents of those in both groups.

The results have important implications for educational psychologists, parents, pupils, and school staff and attempt to provide an interesting perspective on the differential experience of friendship in pupils with ASD. The application of the outcomes of this research has a bearing on advice supplied by Educational Psychologists to schools and families, and on the ways in which pupils with ASD may be understood and included in mainstream schools.
**Workshop 2 Quality and Equality: Building Social Capital**

**Glasgow Psychological Service – changing our service delivery: a systemic approach to promoting resilience and enhancing wellbeing.**

Ms Jane Evans, Glasgow Psychological Service, Ms Vicky Greenwood, Glasgow Psychological Service, Ms Senga Jamieson, Glasgow Psychological Service & Ms Cath Jennings, Glasgow Psychological Service

Background: Glasgow Psychological Service (GPS) has redesigned both its service delivery model and the content of that delivery over the past five years with the key aims of keeping the wellbeing of all children, young people and their families at the centre of our work and enhancing collaborative working with partner agencies. This workshop will outline the context for change and how a strengths-based framework which draws on the concepts of resilience and implementation science has been taken forward, promoting wellbeing planning and building social capital.

Key points: We operate within the poorest council area with known links between poverty and adverse outcomes. This presents GPS with some unique challenges as well as the potential to make a large-scale impact on a substantial population. Over time GPS has recognised the need to adapt and update our service delivery to allow us to become more strategic, prioritised and targeted towards the greatest need whilst continuing to give support and advice at a universal level. This workshop will highlight how we have moved towards more evidence based practice with a focus on impact and outcomes allowing us to demonstrate more clearly that work we are doing has a positive impact.

Conclusions: Initial findings from evidence gathered thus far suggest that a new model of service delivery can successfully be implemented in a large Local Authority in a time of increasing financial constraint which allows the service to respond positively and creatively by working in a more strategic and systemic way.
The prevalence and attitudes towards sexting behaviour among S1 and S3 pupils in a sample of secondary schools – a research study

Ms Vivienne Sutherland, Fife Council Educational Psychology Service & Mr Chris Hamilton, Fife Council Educational Psychology Service

The workshop will focus on the role of the psychological service in local research and in delivering on outcomes within the E&CS Directorate Equity and Equality priority in this area, specifically in relation to vulnerable groups of young people.

The research was carried out by Fife Council Educational Psychology Service into the behaviour of young people in S1 and S3 in three Fife high schools in relation to sexting – defined here as the sending and receiving of naked or nearly naked images. This issue had been identified by educational psychologists through casework and school development work as causing difficulties for young people in school with peer relationships, attendance, conflict resolution and mental health issues. The Directorate had also set a priority to increase young people’s knowledge of the law in this area and through this protect vulnerable young people from the risks of criminalisation.

The researchers carried out a survey with over 800 young people, investigating a range of issues in relation to sexting.

Results indicate that prevalence increases with age, and that there are different perceived outcomes and risks for boys and girls, and offers some indication of the supports that young people find helpful when an incident has occurred. These results have already informed further research into young people’s motivation and consequential thinking in this area, and will inform the development of training in order to reduce risks for young people.
The heart of the matter: how EPs are building better relationships through Video Interaction Guidance (VIG)

Ms Miriam Landor, VIG Orkney & Dr Laura McDonald

Video Interaction Guidance (VIG) is an evidence based approach to building relationships with important others, through examining and reflecting on ‘what works’ in the VIG participant’s day to day interactions. The VIG values, beliefs and ‘Principles of attuned interactions and guidance’ provide frameworks for the micro-analysis of brief video clips. VIG has been shown to increase parental sensitivity and mind-mindedness for example, empowering and increasing self-confidence. VIG guiders use a ‘traject plan’ to map how the skills discovered by micro-analysing tiny moments are generalised throughout the participant’s system, leading to improvements not only in the child’s development but also in the adult’s development and engagement in their community. VIG, or SPIN-VIP as it was then known, was brought from the Netherlands in the 1990s by educational psychologists in Scotland, who saw its huge potential for families and in education settings. Recently VIG has been endorsed in several NICE guidelines (Early intervention; autism; attachment in children on the edge of care), in ‘1001 days – conception to 2 years’ all-party parliamentary commission, and in the NSPCC neglect project, to name a few reports. In this workshop participants will gain an understanding of the history, background and evidence base of VIG, with some video examples, and will explore the potential impact on social capital when EP services work on building better relationships with families and schools, and between families and schools, through Video Interaction Guidance (VIG)
Workshop 2 Building Social Capital: Quality and Equality

What Does A Nurturing School Look Like And How Can We Achieve It?

Marianne Paul, Glasgow Psychological Service & Marianne Holland, Glasgow Psychological Service

This workshop will explore the roll out of the Nurture Principles in one Secondary school in Glasgow. As part of Glasgow Educational Psychology Services' Validated Self Evaluation, analysis of one schools nurture journey was carried out. This involved focus groups with teaching staff and pupils around nurture and the supports from Psychological Services that have facilitated their nurture journey. The workshop will explore how Psychological Services can support schools in becoming nurturing establishments. The workshop will also explore the concept of nurture and how this is experienced by pupils. Do pupils need to recognize that they are being nurtured to benefit from the effects of it? How can we tell that young people are experiencing nurture within their day to day school life? What does a nurturing school look like and how can we measure the impact of nurture in a school?

Through analysis of pupil and teacher voices, together with qualitative data gathered, a picture emerges of how an establishment has built nurture into the fabric of their school and what has contributed to its success. Reflections on the role of Psychological Services will be explored, particularly in relation to the explicit vs implicit nature of Educational Psychologist's role in driving forward change and what this means for the future of the profession.
Practitioner Enquiry and the Role of Educational Psychology

Chhalaine Simpson General Teaching Council Scotland, Chris Atherton East Renfrewshire Educational Psychology Service, Laura Hubbard Aberdeenshire Educational Psychology Service, Claire Finlay Midlothian Educational Psychology Service, Taryn Moir North Ayrshire Educational Psychology Service

Practitioner enquiry is an area of professional learning which was highlighted in Teaching Scotland’s Future (Donaldson, 2011) as a way forward to support teachers to become more engaged with research to support their own learning and ultimately pupil experiences. Practitioner enquiry is evident in the GTCS Standards and in Scottish Education policy. In 2014, Ken Muir (Chief Executive, GTC Scotland) delivered a keynote at the annual conference during which he considered the role of Educational Psychologists in supporting career long professional learning of teachers. In particular he highlighted a role for us in delivering evidence based, long term, contextualised professional learning while systematically monitoring impact. Supporting practitioner enquiry is one way of delivering this. Educational Psychologists from across Scotland support practitioner enquiry in a variety of ways and this is highly valued by teachers, schools and local authorities. This workshop will share examples of effective practice from across Scotland, reflect on key learning for services in supporting practitioner enquiry. The workshop will also include dialogue with GTC Scotland about the potential role of Educational Psychology in supporting practitioner enquiry at a national level.

This workshop will be co-delivered by Midlothian, East Renfrewshire, North Ayrshire, Aberdeenshire and GTCS Scotland
In January this year Education Scotland facilitated a conference for Educational Psychology Service managers and partners. The purpose of the conference was to engage in a collaborative process of scoping and scanning the future of educational psychology in Scotland. The conference was an opportunity to explore the following key questions:

- What does Scotland need from educational psychology?
- What are the exemplary classics?
- What do we want to do but can’t?
- What are the barriers?
- What do we need to stop doing?
- What are the solutions to the barriers?

The information gathered from this conference has informed an action plan for the profession. The action plan identified the need to engage to a greater extent with more Educational Psychologists. This workshop is an opportunity for you inform the thinking and actions of educational psychology in Scotland.