Continuing Professional Development Opportunities 2009/10

The Service Improvement Plan within Education recognises the importance of investing in our staff. Although we are facing tough times across the Authority, through effective use of internal and external tutors and resources we continue to offer high quality, exciting and challenging CPD opportunities.

Through co-ordination of different groups and professionals within the authority, school and centre improvement planning and individual EDRs/PRDs we aim to take the service forward in a way that contributes to the long term improvement of our service.

We have tried this year to ensure that the brochure takes cognisance of the key issues affecting Education – implementing Curriculum for Excellence, GIRFEC and our ongoing Literacy Strategy. The CPD Brochure is intended to be for all Education staff and offers both breadth and depth of learning to build on professional skills and knowledge across the service.

Please take time to look at the different CPD opportunities available – remember that CPD is not just about courses! You will see that there are different ways in which you can reflect on practice and find CPD that is meaningful for you.

If you have any comments or ideas on the brochure, we’d love to hear them. Please either email the Staff Development team (staffdevelopment.ecs@eastlothian.gov.uk) or speak to your Staff Development Co-ordinator who can then raise issues at the Staff Development Co-ordinators meetings.

How do I find out more about CPD?

The Staff Development Team at John Muir House
Kirsty Robertson  Staff Development Officer
Helen Faulds  Assistant Administrative Officer (Monday, Tuesday, Wednesday AM)
Lynsey Bryson  Assistant Administrative Officer (Wednesday PM, Thursday, Friday)
Suzanne Todd  Senior Support Services Assistant

Edubuzz website – online brochure plus project and upcoming event information

You can now search Edubuzz for CPD opportunities by keywords to go right to the information you need.
http://edubuzz.org/blogs/cpdshare
Your Staff Development Co-ordinator (secondary schools)
Dunbar Grammar        Ruth Munro
Knox Academy          Martin Duddin
Musselburgh Grammar   Yvonne Mackie
North Berwick High    Wendy Howie
Preston Lodge High School  Calum Stewart
Ross High School      Rhona McNaughton

National CPD website
Lots of useful information - CPD Find, CPD Reflect, blogs and national and occasional papers on practice.

http://www.ltscotland.org.uk/cpdscotland

CPD Find
Part of the National CPD team website, this will allow you to search for CPD throughout Scotland using key words.


East Lothian Corporate Health, Safety and Development Team intranet site
Information about learning policies and procedures, EDR information, leadership, induction and loads of fantastic courses both online and face-to-face.

http://elnet.eastlothian.gov.uk/intranet/0,1165,6401,00.html

Individual Learning Accounts (ILA Scotland)
This is a Scottish Government scheme that allows you to open an individual account that can help pay towards learning opportunities. If you earn £22,000 pa or less then you can apply for either a £200 or a £500 account.

http://www.ilascotld.org.uk/ILA+Homepage.htm
Underpinning CPD in East Lothian

Curriculum for Excellence
How will we support the implementation of CfE and what does it mean?

You’ll see that each section links to both the Service Improvement Plan and Curriculum for Excellence.

Getting it right for every child (GIRFEC)
How can we provide a more holistic and hassle free service for children and young people?

EDR/PRD
The key to successful CPD is in the professional review processes that enables each person to identify their learning objectives and to put together an individual learning plan for the year. These meetings should take place annually with regular input throughout the year.

Staff should take responsibility for meeting their individual development needs. The Staff Development Officer, Staff Development Co-ordinator (secondaries) or line manager should support this process by advising staff on a range of strategies, including the following:

- Courses (both online and face to face)
- Membership of curriculum/work support groups
- Observation/Work shadowing of a colleague
- Peer support/mentoring
- Research
- Guided Reading
- Placement in business or industry
- Responsibility for who establishment task
- Secondment
- Team teaching/working

This list is not exhaustive, but shows the diverse opportunities that can be accessed throughout East Lothian Council.

You can read more about both the EDR and PRD process by following these links:

Employee Development and Review (support staff)
http://elnet.eastlothian.gov.uk/intranet/0,1165,6522,00.html

Professional Review and Development (teaching staff)
http://www.ltscotland.org.uk/cpdsco/ about/prd/index.asp
### Booking Information

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- Reading in the Upper Stages  
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- Supporting Language & Literacy in Children with Developmental Delay  
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- How to deliver an Organisational Skills group to the Primary Age Child  
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<td>What is Music Therapy &amp; How Does it Work?</td>
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<td>Multi Agency Level 2 Training</td>
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<td>How Can I ….. ????? (Formative Assessment in Action)</td>
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<td>Healthy Respect “Respect Training Day”</td>
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<td>Keeping Myself Safe</td>
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<td>Health Promotion/Health &amp; Wellbeing</td>
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- [Early Moves](#)
- [Active Playgrounds](#)
- [Scottish Cycle Training](#)
- [Top Start](#)
- [First Club Golf](#)
- [Physical Education: Latest & Best Practice Update](#)
- [Basic Moves Level 1](#)
- [Basic Moves Level 2](#)
- [Motor Improvement Part 1](#)
- [Motor Improvement “Hybrid” Parts 2 & 3](#)
- [Disability Inclusion Training](#)

## Technology to Support A Curriculum for Excellence

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- [Scratch](#)
- [SCRAN CPD Training Sessions](#)
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- [Promethean Activexpression](#)
- [Promethean User Group](#)
- [Glow for Early Years](#)
- [Getting to know your PC Build](#)
- [Using ICT to Support Literacy](#)
- [Using “I can animate” in the Classroom](#)
- [How to get Smart when you Browse the Web](#)
- [Using Google Applications in the Classroom](#)
- [Finding Online Resources for the Classroom](#)
**Individual Booking Information**

Applications should be made directly to the Staff Development Team by e-mail.

*Telephone bookings will not be accepted.*

1. Find out who approves training in your area of the School/Division and what the local procedures for this are.
2. Identify the course(s) which meet your needs and obtain authorisation to attend.
3. Complete the application form contained in the brochure, and available on e-mail, and forward to the Staff Development Team:
   - **e-mail:** [staffdevelopment.ecs@eastlothian.gov.uk](mailto:staffdevelopment.ecs@eastlothian.gov.uk)

   **Do not send to individual members of staff as this may lead to a delay in your application being processed.**

4. E-mail bookings will be acknowledged within 5 working days.
5. Note the course details immediately when you secure a place. Everything you need to know about the course is in the brochure. Please ensure you are familiar with the start & finish time of your chosen course(s) and the venue. Any changes to the advertised details will be notified in your joining instructions, so please make sure you check this carefully when it arrives. We aim to issue joining instructions two weeks in advance of the course.
6. Courses commence at the time indicated in the brochure, so please make every effort to arrive on time for your chosen course.
7. Confirm the details with your manager or person responsible for staff development. Let your colleagues know also so that you can work together to manage any workload implications.

Places will be allocated on a first come, first served basis. When the course of your choice is full, we will do our best to offer you an alternative, or hold your name on a reserve list. If you are on the reserve list this does **not** mean you have a place.
Cancellations
Non-attendance of courses greatly reduces the effectiveness of training and wastes valuable resources.

Cancellations must be e-mailed to the Staff Development Team at least 7 days in advance of the course. This gives us a chance to offer your place to someone else. If no notification of cancellation is received, your School or Division will be charged a non-attendance fee of £30 per person per course/session. Charges will be made by ledger transfer shortly after the course has taken place and are non-refundable.

If you are likely to miss a course through sickness, advise your manager when you phone in. Your manager should then notify us and if possible, identify a replacement from the School.

All cancellations must be e-mailed to the Staff Development Team. This procedural change has arisen as a direct result of feedback received from Schools, and will ensure that both Schools and the Staff Development Team have a record of cancellations received.

When cancelling a place on a Staff Development Course, the following information must be provided:
• Course reference (e.g. ECS155) & Title (e.g. “IT Workshop”)
• Name, Designation of Delegate and Reason for Cancellation

This information should be e-mailed to staffdevelopment.ecs@eastlothian.gov.uk.

Please note that we cannot take cancellations over the phone.
Cluster Booking Information

Applications should be made directly to the Staff Development Team by e-mail.

*Telephone bookings will not be accepted.*

1. Speak to whoever deals with CPD/CAT sessions in your School to find out whether the School/cluster training identified is appropriate for your School. This may then also need to be taken to a cluster meeting so leave plenty of time to organise this.
2. Identify the area that will be most helpful for your School/cluster. There are suggested areas in the brochure, however these can be tailored to meet the specific needs of your School or cluster. The link person will get an opportunity to speak to the tutor directly to ensure that this happens.
3. Complete the School/cluster application form contained in the brochure, and available on e-mail, and forward to the Staff Development Team:

   **e-mail:** staffdevelopment.ecs@eastlothian.gov.uk

   Do not send to individual members of staff as this may lead to a delay in your application being processed.

4. E-mail bookings will be acknowledged within 5 working days. This is to acknowledge your request and we will then get in touch with the tutor. Please ensure there is at least 6 weeks to the preferred date from your request date.
5. Once the tutor is confirmed we will contact the lead person and confirm date/time/tutor/costs.
6. If there are 3 or more Schools participating in the cluster training then Staff Development will pay for 50% of the tutor costs
7. If the training goes ahead on an individual School basis then the School will pay for all costs
8. Venue and refreshment costs should be met by the School/cluster
9. The School/cluster has responsibility for the participant list, booking the venue and organising catering. Staff Development will give any other additional support, liaise with the tutor and send a register and evaluation forms to be completed.
10. If School/cluster training is cancelled then the following costs will apply for external tutor costs

   - Within 3 months: no charge
   - Within 1 month: 50% of tutor cost
   - Within 7 days: 100% of tutor cost
Each School and division will have their own local arrangements for managing applications – please ensure your application complies with these.

You will be notified within four working days if a place has been confirmed or if you are on the reserve list.

Delegates should log the details in their diary. If you are unable to attend, you should notify the Staff Development Team by e-mail. A charge of £30 per person will be made for non-attendance.

If your name is in the reserve column this does not mean you have a place on the course. You have been placed on the reserve list and will only be allocated a place if one becomes available. A member of the Staff Development Team will contact you if this is the case.

<table>
<thead>
<tr>
<th>Office Use Only</th>
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<tbody>
<tr>
<td>Name (Including first name)</td>
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</table>

* If your name is on the reserve list you will be notified if a place becomes available

Please E-MAIL this form to the Staff Development team. To do this, click on ‘File’ in the toolbar, go down the list to ‘send to’ and click on ‘mail recipient (as attachment)’. Send to: staffdevelopment.ecs@eastlothian.gov.uk
Please ensure a separate form is completed for each TeachMeet/Cluster workshop.

<table>
<thead>
<tr>
<th>SCHOOL/CLUSTER:</th>
<th>LEAD PERSON (should be SDC or administrator)</th>
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</thead>
<tbody>
<tr>
<td>DATE COMPLETED:</td>
<td>TEL:</td>
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<tr>
<td>WORKSHOP/AREA IDENTIFIED:</td>
<td>EMAIL:</td>
</tr>
<tr>
<td>PREFERRED DATE/TIME FOR WORKSHOP:</td>
<td>VENUE:</td>
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<tr>
<td>(For Teach meet) PREFERRED WORKSHOP:</td>
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**NUMBERS FOR WORKSHOP (BY SCHOOL)**

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<tr>
<th>SCHOOL 1</th>
<th>SCHOOL 2</th>
<th>SCHOOL 3</th>
<th>SCHOOL 4</th>
<th>SCHOOL 5</th>
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</table>

Please E-MAIL this form to the Staff Development team.

staffdevelopment.ecs@eastlothian.gov.uk
Payments for tutors

We greatly appreciate our tutors giving up their time to run CPD sessions for the benefit of their colleagues. Tutors are entitled to be paid an hourly rate for delivery of these sessions if these are out with their normal working hours. This is a standard rate agreed between Payroll Services and ourselves. However, if you are using preparation/delivery of the course as CPD time you cannot claim for payment.

If you would like to claim you will need to submit an invoice to the staff development team in John Muir House detailing:

- Name
- School
- Session you delivered
- Number of hours
- Payroll number
- Development time (if applicable – see below)

You are also entitled to claim for development time if it is the first time you deliver a course. This one off payment is to acknowledge the time tutors spend preparing new material for a course. You would not be given delivery time for any subsequent courses. Preparation time is worked out at half the amount of delivery time, e.g. if a course is 4 hours for delivery running from 1 – 5, then you would be given a one off payment of 2 hours for preparation time.

Please contact a member of the staff development team if you want to ask about the tutor rate or if you want to discuss any other issues regarding this.

**Please remember that you must send in your claim to staff development, this will not be processed automatically.**

**You must send in your claim within 3 months. Any claims out with this time will not be processed.**

The register and evaluations for the course must be returned before any tutor payments can be processed so please decide with your co tutors who is responsible for returning these.
### KEY DATES IN THE TRAINING CALENDAR

**Session 2009-2010**

<table>
<thead>
<tr>
<th>Date</th>
<th>AM/PM</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Mon 17 August 2009</td>
<td>AM/PM</td>
<td>In-Service Day 1</td>
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<tr>
<td>Tues 18 August 2009</td>
<td>AM/PM</td>
<td>In-Service Day 2</td>
</tr>
<tr>
<td>Friday 2 October 2009</td>
<td>PM</td>
<td>Subject Support Groups</td>
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<tr>
<td>Wed 23 &amp; Thurs 24 Sep 2009</td>
<td>AM/PM</td>
<td>Scottish Learning Festival</td>
</tr>
<tr>
<td>Friday 25 September 2009</td>
<td>PM</td>
<td>CPD Nursery/Primary/Secondary</td>
</tr>
<tr>
<td>Monday 26 October 2009</td>
<td>AM/PM</td>
<td>In-Service Day 3</td>
</tr>
<tr>
<td>Friday 30 October 2009</td>
<td>PM</td>
<td>CPD Nursery/Primary/Secondary</td>
</tr>
<tr>
<td>Tuesday 5 January 2010</td>
<td>AM/PM</td>
<td>In-Service Day 4</td>
</tr>
<tr>
<td>Monday 22 February 2010</td>
<td>AM/PM</td>
<td>CfE In-service Day</td>
</tr>
<tr>
<td>Friday 26 February 2010</td>
<td>PM</td>
<td>CPD Nursery/Primary</td>
</tr>
<tr>
<td>Friday 12 March 2010</td>
<td>PM</td>
<td>CPD Nursery/Primary/Secondary</td>
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<tr>
<td>Tuesday 18 May 2010</td>
<td>AM/PM</td>
<td>In-Service Day 5</td>
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<tr>
<td>Friday 7 May 2010</td>
<td>PM</td>
<td>Subject Support Groups Secondary</td>
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<tr>
<td>Friday 14 May 2010</td>
<td>PM</td>
<td>CPD Nursery/Primary/Secondary</td>
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</table>
Literacy and Active Learning
All children will be literate by the end of P6, unless they have identified specific learning difficulties or severe and complex needs.

To enable young people to become successful learners able to use literacy, communication and numeracy skills

Last year there were a number of different events to highlight the importance of literacy and active learning in the authority. You may have participated in practice sharing sessions, Target Literacy conference, Secondary Literacy CPD events or MR Tracker sessions.

So what do you do now?

There are a number of new practice sharing sessions, an opportunity to meet with other professionals in the context of their classroom to learn about what’s been working for them in relation to active literacy and learning.

The Health professionals are also continuing to offer courses to share their knowledge and expertise.

All clusters have Literacy Assessment Tools training booked in for August 2009, this is another chance to build on the work started by Sue Ellis and the team from Strathclyde University last year. Her workshops were hugely popular and have had an impact on practice. Sue is back by popular demand and this time she’s hitting all the clusters!

The Secondary Literacy events ran in each secondary last year to give practitioners a chance to think about what being literate actually means, and then an opportunity to participate in a number of practical workshops. We'll be building on this by offering more in depth sessions within the Secondary Schools based on what the teachers are telling us they want. We’ll be linking in with your Staff Development Co-ordinator for this so if you want to input into what’s happening next year – get in touch with them.
<table>
<thead>
<tr>
<th><strong>ACTIVE LEARNING IN LITERACY P4 – P7</strong></th>
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<tr>
<td><strong>ECS291</strong></td>
</tr>
<tr>
<td>Thursday 3 September</td>
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<tr>
<td>4.00-6.00</td>
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<tr>
<td>St Martin’s RC Primary School</td>
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<tr>
<td>Designed for:</td>
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<tr>
<td>Nursery/Primary Class Teachers and Support Staff</td>
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</table>

**Outline Programme**

- Opportunities to listen to practitioners share examples of their practice
- Opportunities for supportive discussion to address challenges in everyday practice
- Facilitate change

**Tutors:** Claire Lavelle & Mhairi Stratton

<table>
<thead>
<tr>
<th><strong>READING IN THE UPPER STAGES</strong></th>
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<tr>
<td><strong>ECS290</strong></td>
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<tr>
<td>Monday 14 September</td>
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<tr>
<td>4.00-6.00</td>
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<tr>
<td>St Martin’s RC Primary School</td>
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<tr>
<td>Designed for:</td>
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<tr>
<td>Nursery/Primary Class Teachers and Support Staff</td>
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</tbody>
</table>

**Outline Programme**

- Developing ideas for an active approach to reading in upper stages
- “Upper stage reading” - the age of ACE
- Reading ideas swapshop

**Tutors:** Claire Lavelle, Caitriona Kavanagh
ORGANISING AND RESOURCING ACTIVE LITERACY IN UPPER YEARS

ECS296

Wednesday 30 September
4.00-6.00
Stoneyhill Primary School

Designed for:
Upper Primary School Staff

Outline Programme

• Share examples of practice
• Discuss/address challenges
• Swapshop of resource ideas
• How to set up active learning stations

Tutors: Jill Craig & Julie Naismith
Stoneyhill Primary School

SOCIAL STORIES WORKSHOP: USING STORIES TO SUPPORT CHILDREN WITH AUTISTIC SPECTRUM DISORDER

ECS294

Wednesday 3 February
4.00-6.00
Large Meeting Room, John Muir House

Designed for:
Staff in Primary and Secondary Schools

Benefits of attending:

On completion of the course participants will:

• Gain an understanding of what social stories are and their value in supporting children/young people with ASD
• Understand the process and principles involved in writing social stories
• Be able to develop their own social stories for use with children/young people in their school

Outline Programme

• Introduction to social stories
• How and why we use social stories
• Adaptations and applications
• Workshop – tailoring social stories to specific children

Tutor: Laura Duncan, Speech and Language Therapist
<table>
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<tr>
<th><strong>SUPPORTING LANGUAGE AND LITERACY IN CHILDREN WITH DEVELOPMENTAL DELAY</strong></th>
<th><strong>HOW TO DELIVER AN ORGANISATIONAL SKILLS GROUP TO THE PRIMARY AGE CHILD</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS299</td>
<td>ECS301</td>
</tr>
<tr>
<td>Thursday 12 November</td>
<td>Monday 9 November</td>
</tr>
<tr>
<td>4.00-6.00</td>
<td>4.00–6.00</td>
</tr>
<tr>
<td>Conference Rooms 1 + 2, John Muir House</td>
<td>Large Meeting Room, John Muir House</td>
</tr>
<tr>
<td>Designed for: Infant and Primary school teachers and those working with older pupils with additional support needs.</td>
<td>Designed for: Schools that are interested in delivering an organisational skills group to P5 - P7 children.</td>
</tr>
<tr>
<td><strong>Benefits of attending</strong></td>
<td><strong>Benefits of attending</strong></td>
</tr>
<tr>
<td>On completion of the course, participants will:</td>
<td>On completion of the course, participants will:</td>
</tr>
<tr>
<td>• Be able to identify difficulties/areas that need support through observation and assessment</td>
<td>• Introduce organisational skills strategies for home and school</td>
</tr>
<tr>
<td>• Make appropriate referrals to other agencies</td>
<td>• Encourage the child’s initiative as well as self-esteem and self confidence</td>
</tr>
<tr>
<td>• Have a range of strategies to support children’s language and literacy development</td>
<td>• Promote the child’s social skills and positive interaction with peers</td>
</tr>
<tr>
<td>• Introduce organisational skills strategies for home and school</td>
<td>• Provide a safe and supportive environment in which the child can practice and develop skills and discuss any concerns regarding their transition to high school.</td>
</tr>
<tr>
<td><strong>Outline Programme</strong></td>
<td><strong>Outline Programme</strong></td>
</tr>
<tr>
<td><strong>The presentation will cover:</strong></td>
<td>The Occupational Therapist will present an outline of the course by Power-point presentation and some examples of materials will be available for demonstration. Following attendance, the course will be emailed to participants in PDF format for their use within their school.</td>
</tr>
<tr>
<td>• Delayed versus disordered development</td>
<td></td>
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<tr>
<td>• Observation and assessment</td>
<td></td>
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<tr>
<td>• Differentiation of the language used in the classroom</td>
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<tr>
<td>• Differentiation of the context of lessons</td>
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<tr>
<td>• Case studies and examples</td>
<td></td>
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<tr>
<td>• Information on resources and strategies for use in the classroom</td>
<td></td>
</tr>
</tbody>
</table>
| **Tutor: Lesley Sargent  
Specialist Speech and Language Therapist** | **Tutor: Angela McLeman, Occupational Therapist** |
<table>
<thead>
<tr>
<th>LANGUAGE AND MATHS</th>
<th>BOOKSTART BACKPACK TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS311</td>
<td>ECS310</td>
</tr>
<tr>
<td>Tuesday 2 February</td>
<td>Friday 15 January</td>
</tr>
<tr>
<td>4.00-5.30</td>
<td>1.00-4.00</td>
</tr>
<tr>
<td>Conference Rooms 1+2, John Muir House</td>
<td>St Gabriel’s Primary School</td>
</tr>
</tbody>
</table>

**Designed for:**
Infant and Early Primary School

**Benefits of attending**
On completion of the course, participants will:

- Have an understanding of the developmental sequence of early concepts needed for maths and the language used to express them
- Be able to identify areas of weakness
- Have access to support strategies.

**Outline Programme**
- Play and early concepts
- Teaching vocabulary of Maths in real contexts – a multi sensory approach
- Identifying problems
- Useful strategies

Tutor: Zohra Jibb, Speech and Language Therapist

**Benefits of attending**
On completion of the course, participants will:

- Know the background to the Scottish Bookstart scheme
- Know about the Bookstart/ELC Backpack project
- Be confident and knowledgeable about delivering the Bookstart messages to parents/carers
- Have ideas and resources to support the gifting of the Backpacks to all pre-school children in their care in February 2010

**Outline Programme**
- Introduction to Bookstart and exploration of earlier packs and research work
- Ideas for events in nursery to support the gifting of the packs
- Introduction to the Bookstart Backpack and exploration of the contents of the pack
- Ideas for events in nursery to support the gifting of the packs
- Resource pack given to each attendee, containing posters, stickers, training handouts etc

It is hoped that one representative from each school will attend this

Tutor: Joyce McIntosh, Support Teacher (Literacy)
### LEARNING STORIES

**ECS336**  
**Thursday 10 September**  
6.00-7.30  
Large Meeting Room  
John Muir House

**ECS337**  
**Friday 11 September**  
1.30-3.00  
Bar Lounge, Townhouse

**Designed for**  
All Private Partnership nursery staff and Council staff new to working in nurseries

**Benefits of attending**  
On completion of the course participants will:

- Have a shared understanding of Learning Stories and their place in the nursery setting
- Be familiar with the Learning Story guidelines
- Have an opportunity to discuss how Learning Stories could be further developed in their settings

**Outline Programme**

- Investigate the principals and purposes of Learning Stories in the nursery setting
- Explore the Guidelines and the implications for putting them into practice
- Discuss how Learning Stories could be further developed

**Tutor:** Joyce McIntosh, Support Teacher (Literacy)

### WRITING AT HOME

**ECS338**  
**Tuesday 13 October**  
6.00-7.30  
Large Meeting Room  
John Muir House

**Designed for**  
All nursery staff

**Benefits of Attending**  
On completion of the course participants will:

- Be aware of the importance of children being involved in writing at home with their parents/carers
- Know about the Adventure Ted project
- Know how to engage children and staff in bringing this project forward in the nursery setting

**Outline Programme**

- Discussion of the importance of writing at home
- An overview of the Adventure Ted project
- Resource implications
- Hints and Tips for organisation of the project in nursery

**Tutor:** Joyce McIntosh, Support Teacher (Literacy)
**BACK TO BASICS**

Prerequisite skills required for reading and writing. Strategies offered by Occupational Therapy, Speech and Language Therapy and Physiotherapy

ECS339

Monday 5 October
4.00-5.30
Large Meeting Room, John Muir House

**Designed for:**
Infant and Primary School teachers and those working with older pupils with additional support needs.

**Benefits of attending**

On completion of the course, participants will:

- Understand the underlying skills required to be competent at reading and writing.
- The course will address potential areas of difficulty and offer practical solutions and support strategies.

**Outline Programme**

This will be an interactive session, with audience participation. There will be presentations from an OT, Speech and Language Therapist and a Physiotherapist covering

- Motor skills
- Sitting Posture
- Organisational skills
- Perceptual skills
- Motor planning
- Sensory skills
- Attention and listening
- Age appropriate spoken language
- Auditory Perception

**Tutor:** Laura Smith

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**ACTIVE LEARNING IN LITERACY THROUGHOUT THE PRIMARY YEARS**

ECS220

Wednesday 2 December
4.00-5.30
Innerwick Primary School

**Designed for:** Primary Class Teachers and Primary Support Staff

**Benefits of attending**

On completion of the course, participants will have a greater idea of how to make literacy alive and active.

**Outline Programme**

Participants will watch a power point presentation showing examples of active learning across P1-7. Time will then be given for discussion amongst teachers to share ideas and experiences.

A MUCH NEEDED LUXURY!

**Tutor:** Clare Bell and Caitriona Kavanagh
ACTIVE LITERACY ACROSS THE CURRICULUM

ECS306

Tuesday, 13 October
4.00 – 5.30
Yester Primary School

Designed for:
Teachers with an interest in sharing the journey into active cross-curricular learning and teaching.

Benefits of attending

On completion of the course, participants will:

• Have had opportunities to listen to and share good practice
• Have looked at examples of ways to record and gather evidence in active literacy across the curriculum
• Have been able to look at a learning environment, designed to facilitate active literacy
• Have opportunities to engage in relevant, professional dialogue

Outline Programme

• Presentation based on Active Literacy across the curriculum
• Opportunities to share practice and engage in professional discussion
• Opportunities to look at Class Learning Stories
• Looking at the learning environment, and how it can be used to facilitate active literacy
• Opportunities for questions and self-reflection

Tutor: Jen Macaulay
Offered on a school or cluster basis…

**Colour Coding**

**Designed for:** Developing phonological awareness

**Benefits of attending:** Will acquire an extra tool for working with pupils with literacy difficulties.

Hands-on practice in delivering the Colour Coding Scheme

**Outline Programme: Each Module 1 hour**

- **Module 1** Consonants, blends & digraphs
- **Module 2** Vowels. Introducing the Scheme to pupils
- **Module 3** Syllables. Methods, developing a bank of resources

**Tutor:** Zohra Jibb, Specialist Speech & Language Therapist

Speech & Language Therapy Department  
Stable Block  
Edenhall Hospital  
Musselburgh EH21 7TZ

**Tel No:** 0131 536 8140/0131 536 8011  
**e-mail:** zohra.jibb@luht.scot.nhs.uk

Zhora can offer either the basic workshop that ran last year (see outline above) or workshop sessions in which staff could discuss specific questions or cases or ways in which the basic phonics can be applied to other schemes, such as Alphabet Magic.
MR TRACKER

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>1 September</td>
<td>4.00-7.00</td>
<td>Conference Rooms 1+2</td>
</tr>
<tr>
<td>8 September</td>
<td>4.00-7.00</td>
<td>Conference Rooms 1+2</td>
</tr>
<tr>
<td>29 September</td>
<td>4.00-6.00</td>
<td>Council Chambers</td>
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</tbody>
</table>

MR TRACKER FOR PROBATIONER TEACHERS

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>25 September</td>
<td>1.00-4.00</td>
<td>Main Hall, Townhouse</td>
</tr>
<tr>
<td>30 October</td>
<td>1.00-4.00</td>
<td>Main Hall, Townhouse</td>
</tr>
<tr>
<td>19 November</td>
<td>4.00-6.00</td>
<td>Main Hall, Townhouse</td>
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</tbody>
</table>

MR Tracker and Maths Recovery training within the authority is ongoing and there has been a huge amount of work on this in the past year. We have a bank of MR Tracker trainers in the authority who are delivering cluster and school training in order to take MR Tracker forward. There are already a number of sessions booked but if you are interested in taking this forward in your school/cluster please contact Kirsty Robertson (krobertson1@eastlothian.gov.uk)

Designed for:
Class Teachers and management interested in using MR Tracker in the school.

Benefits of attending

MR Tracker Training is a professional development programme based on the new Maths Recovery book: Teaching Number in the Classroom with 4-8 year Olds ((Wright, R.J., Stanger, G., Stafford, A. and Martland, J. (2006). London: Paul Chapman Pub./Sage) ISBN 1-4129-0758-6.) Within this training candidates learn more about the ways in which children acquire early number; understand how to conduct and use a diagnostic assessment interview & use Maths Recovery teaching strategies to create effective active-numeracy lessons within their classroom.

Candidates will also be provided with an easily accessible folder that provides:

- Individual assessment interviews to establish where the child is with early numeracy.
- Developmental progressions with anchor points to inform daily teaching
- A cumulative record of each child’s growth
- Class profiles for more effective planning of Active Learning
- Hands on activities that enable every child to be successful in understanding number.

Outline Programme

Maths Recovery is a system of teaching based on a clear understanding of the conceptual stages by which young children acquire knowledge and understanding of number. The rigour of the knowledge that underpins Maths Recovery allows teachers to make classroom learning and teaching more effective at all ages. It is very useful for ‘recovering’ children who are failing to grasp number, and it also can be used to develop number strategies in average and very able children.

Any teacher attending this will have to be given a half day within the school out of class to be able to take this forward so agreement by your line manager/Head Teacher is vital in supporting this application

Tutor: MR Tracker Tutors
MR TRACKER ROADSHOW

You must previously have attended MR Tracker Training before booking a place on the MR Tracker Roadshows

The MR Tracker Roadshow is in two parts. You can book onto one or both

<table>
<thead>
<tr>
<th>Code</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>ECS213</td>
<td>Tuesday 6 October</td>
<td>4.00-6.00</td>
<td>Dunbar Primary</td>
</tr>
<tr>
<td>ECS214</td>
<td>Thursday 8 October</td>
<td>4.00-6.00</td>
<td>Pinkie St Peters Primary</td>
</tr>
<tr>
<td>ECS215</td>
<td>Tuesday 13 October</td>
<td>4.00-6.00</td>
<td>Knox Academy</td>
</tr>
<tr>
<td>ECS216</td>
<td>Tuesday 3 November</td>
<td>4.00-6.00</td>
<td>Macmerry Primary</td>
</tr>
<tr>
<td>ECS217</td>
<td>Wednesday 4 November</td>
<td>4.00-6.00</td>
<td>Cockenzie Primary</td>
</tr>
<tr>
<td>ECS218</td>
<td>Tuesday 10 November</td>
<td>4.00-6.00</td>
<td>Dirleton Primary</td>
</tr>
</tbody>
</table>

4.00-5.00 Come and collect a box of MR Tracker goodies for your school. Meet your cluster's Maths Recovery Teachers and find out how to use simple resources and experiences to enhance the understanding of number in your classroom. These resources and activities support MR Tracker

5.00-6.00 This drop in session is designed for class teachers who would like support with a child/children within their class who are having difficulty with number. Bring along your stories, a video clip, examples of learning activities/children's work. With the support of a Maths Recovery Teacher plan your next steps with the group

Tutors: MR Tracker Tutors
Leadership Development
To be a service that listens, and provides leadership.

All leaders within East Lothian education service will achieve Good, Very Good or Excellent for Leadership in an externally validated self-evaluation.

Ambitious Excellent Schools recognised that excellent schools are driven by high quality leadership, and that inspirational leaders make a lasting difference to staff, young people and communities. Strengthening our leadership capacity across East Lothian remains a priority.

Leadership is not just about one person leading from the front – there are lots of ways to develop your leadership skills and knowledge through a distributed leadership model. This is about sharing leadership across the school or department.

Why look at a distributed model?
- Belief in the power of one gives way to a belief in the power of everyone
- As schools and the dept become more complex places to manage and lead, we need many more leaders than ever before
- Ensuring that there are many leaders enables us to create pools of talent, from which we can grow tomorrows leaders

Within schools we are often referring to learning-centred leadership. We should create and develop many leaders who influence and improve the quality of learning and teaching

(National College School Leadership)
First Step into Leadership
This programme is the beginning of the journey for leaders within Education in East Lothian.

Aims
• Increase leadership capacity
• Further develop awareness of self as a reflective practitioner
• Ensure participants are fully conversant with the purpose, values and beliefs of EL and what a leaders role is within that

The programme has been developed for unpromoted staff who wish to start their career in leadership and who have the potential to become senior leaders. The programme is intended to prepare participants for leadership and potentially, future participation in the Scottish Qualification for Headship.

This project is intended to be a partnership project between schools and the centre with both parties taking equal part for enabling future leaders to access opportunities and move their practice forward.

Last years cohort worked on some fantastic projects including ‘Leading a Learning Team’, ‘Assessment is for Learning Coaching Sessions’, and ‘Homework in S1’. These projects not only benefited the participants in their own leadership journey, but also had an impact on their schools and pupils.

This programme is currently being run on a cluster basis:

Tranent and Prestonpans Clusters
30/31 October, 27 November, 29 Jan and 12 March

North Berwick, Haddington and Dunbar clusters
22/23 Jan, 26 Feb, 16 March and 14 May

If you are interested in being considered for this programme please contact either your Head Teacher or Staff Development Co-ordinator.

Coaching
We have been working on a coaching model for the past few years in EL and a number of staff have had 1:1 coaching on a variety of professional issues. We also have a number of accredited coaches within EL.

We are currently looking at how to consolidate this knowledge and training to take forward coaching as an approach. It works fantastically well with the CfE model for teachers:

To enable all young people to become:

• Confident individuals able to relate to others and manage themselves, assess risk and make informed decisions.
• Responsible citizens with respect for others
• Effective contributors able to communicate in different ways and in different settings, create and develop and solve problems.

It also promotes a different style of leadership using questioning and listening, giving autonomy and responsibility to the coachee. Managers can use this approach in meetings, EDRs and in 1:1 with staff.
Opportunities to get involved in coaching courses will be circulated in the new term. But if you’re interested in either experiencing 1:1 coaching or would like to book school/dept training in relation to coaching, for example - what is coaching, effective EDRs using coaching, coaching activities for meetings then please get in touch with Kirsty Robertson.

**Coming Soon! Next Steps into Leadership**

I’m currently working on a programme to build on the leadership journey from First Steps. This again will be based around taught sessions, self reflection and evaluation and a school based project. Currently the outline is framed around the following themes:

- What makes a leader in East Lothian?
- Self Evaluation and HGIOS3
- Emotionally Intelligent Leadership
- Effective Personal Learning Networks
- Review and Present

It is hoped to pilot this programme with experienced Principal Teachers in 2009/10. If you’d like to comment on this, or have any other suggestions please contact Kirsty Robertson.

**Induction for Head Teachers (Essential for all new Head Teachers)**

**a) Pack and mentoring programme**

All new Heads will receive a pack with ELC information to help them settle into their new role, in addition to this all new Heads will receive a mentor for their first 12 months in post.

**b) Formal one day induction programme**

Run twice yearly this contains the following elements:

- The vision for education in ELC
- Legislative requirements – Health and Safety, Child Protection, Disability, etc
- Personnel – employment law
- Quality Improvement Services and HMie
- PRD and leadership training
- Visit round JMH and Randall House

**Being a Head Teacher Mentor**

This new online module will allow you to build on your existing skills to explore what it means to be a mentor, the mentoring relationship and knowledge and skills of a mentor. Once you have completed this short module you would be eligible to be a HT mentor. All of our new HT are given a mentor for their first 12 months in post. This is a great CPD opportunity for HTs as well as a hugely useful link for our new Heads. If you would like to become a Head Teacher Mentor please contact Kirsty Robertson.
Head Teacher Conferences (Essential for all Head Teachers)
These are developmental sessions designed to generate discussion and enquiry around specific topics.

Leading Learning in Curriculum for Excellence: Head Teachers Conferences 2009-10

Conferences will have a format of speakers and discussion in the morning with business items in the afternoon. Full programmes will be circulated before the event.

Literacy and Health and Wellbeing
Wed 16 September 2009, Townhouse Haddington
Business Items: HR, Budget

Testing the Framework
Thursday 28 January 2010, Port Seton Community Centre
Business Item: GIRFEC

Wider Achievement
Wednesday 24 March 2010, Conference Rooms 1&2, JMH

These conferences are planned over a full day from 8.45 – 4pm. Further information will be sent out about these throughout the year.

Chartered Teachers
There is a blog set up by East Lothian Chartered Teachers and this can be found at http://edubuzz.org/blogs/elchat/

This site contains lots of very useful information for Chartered Teachers or those considering Chartered Teacher. Information includes the standard, Chartered Teacher providers, CPD events and resources, as well as giving an opportunity for Chartered Teachers to communicate online.

A briefing session is held for those interested in Chartered Teacher each year and information is circulated about this through the normal CPD routes. We are always keen to help support a network for those working towards Chartered Teacher, if you would be interested in being involved in this please contact Kirsty Robertson.

Meeting the Standard for Headship

The purpose of the standard as set out in ‘Ambitious Excellent Schools’ is

“to define the leadership and management capabilities of Head Teachers. It defines the professional actions required of effective Head Teachers, acknowledges the changing context in which they operate and takes account of the many challenges which they face. It serves to inform, challenge and enthuse Head Teachers, and those aspiring to headship, and to offer a template against which they can match their experiences and skills in order to determine their strengths and areas for development.”

The five professional actions of the Head Teacher are:

- Lead and manage learning and teaching
- Lead and develop people
- Lead improvement
- Use resources effectively
- Build community
Scottish Qualification for Headship (SQH)
The Scottish Qualification for Headship takes around 26 months to complete and is structured around School based projects with an academic input. There will be an information session held about this in late 2009 with the application, recruitment and selection process taking place between February and March. This programme is run for the consortium partnership of East, Mid and Scottish Borders Councils by the University of Edinburgh.

On completion of the 5 modules you would be awarded the Post Graduate Diploma in Educational Leadership and Management in addition to the SQH.

Flexible Route to Headship
We participated in the pilot for flexible routes to Headship and 4 members of staff have now successfully demonstrated that they met the standard for Headship. Currently we are not participating in the national flexible routes pilot but are looking for a way forward to allow staff to access a more flexible route to meeting the standard for Headship. If you are interested in pursuing this route could you please contact me and I can gauge numbers.

Anyone interested in self evaluation against the standard for Headship and pursuing a qualification in relation to this should be discussing this with their line manager/HT in the first instance through the EDR/PRD process as you will need your HT support in either route.

For further information about any of the above leadership activities please contact:

Kirsty Robertson  
Staff Development Officer  
Tel: 01620 828763  
Email: krobertson1@eastlothian.gov.uk

Corporate Health, Safety and Development
You can also access opportunities through the Corporate Health, Safety and Development Team. Information about them can be found on the intranet.

http://elnet.eastlothian.gov.uk/intranet/0,1165,6401,00.html

They run both face-to-face and online courses in several different areas such as:

- Managing Time
- Presenting with Impact
- Giving and Receiving Feedback
- Computing for the Terrified
- Getting the most from Email
- Discipline and Grievance
- Recruitment and Selection
- Disability Equality
- Managing Attendance

There is also information on their site about Induction, EDR and the Learning at Work policy.

SCSSA
SCSSA has been offering high quality leadership development programmes to education professionals throughout Scotland for over 30 years. They will help schools to implement national and local initiatives such as A Curriculum for Excellence and a Journey to Excellence, and to share the latest thinking on educational change and innovation, and further develop your leadership skills. http://www.scssa.ed.ac.uk/
GO ON PROMOTE YOURSELF!
ECS243
Friday 30 October, 1.00-4.00
Tuesday 10 November, 4.00-6.00
Large Meeting Room, 2nd Floor
John Muir House

Designed for:
Staff who are thinking about applying for a new job or a promoted post

Aims
To support staff who are thinking about applying for a new job or promoted post by offering tips and guidance on all aspects of filling in a persuasive application form and the delivery of an impressive interview performance

Programme
The presenters will invite delegates to audit their own skills and experience before looking in detail at the completion of the application form. Focus will then move to the actual interview situation with advice on preparation of questions and a presentation, if appropriate, as well as a look at dressing for success, body language and dealing with pressure

In the second part of the course there will be an opportunity to have a mock interview in a realistic environment with meaningful, formative assessment offered

Tutor: Pat and Grant Young

MEDIATION SKILLS: DE-ESCALATING DIFFICULT SITUATIONS IN SCHOOL
ECS305
Friday 25 September, 1.00-4.00
Conference Rooms 1 & 2,
John Muir House

Designed for:
Anyone working in a school environment

Programme
• The session will consider practicalities and strategies for dealing with difficult situations
• Include time for reflecting upon participants’ own role in specific situations and personal style for managing conflict
• Explore negotiation skills

Tutor: Common Ground Mediation
Health & Safety and Legislative Procedures
Who needs to be trained?
There are a number of areas that you need to ensure that staff are trained in to support children and staff within your school:

- First Aid
- Elementary Food Hygiene (if preparing/handling food)
- Epilepsy and Emergency Medication
  Secondary schools should have approximately 5 staff members trained, including 1 from senior management, 1 from PE department, 1 from Home Economic department, and welfare assistant.

  Primary Schools should have approximately 3 staff members trained including 1 from senior management. If there is a pupil with a severe allergy in the school, it is advisable that the class teacher of any pupil should also attend. Nursery Schools attached to a Primary, one staff should be trained. Other nurseries approximately 3 staff should be trained.

- Child Protection Level 1 (all staff should be trained in this)
- Safe Moving and Handling (if directly involved in this)
Child Protection Training: Guidance for Education Staff

Training and staff development for those working with children and families must be undertaken at both a Single Agency and Inter-agency level in respect of child protection.


Standard 8.5.
Agencies actively promote joint working through joint planning, training and monitoring arrangements. Agencies are responsible for ensuring that their staff work with other professionals to achieve better outcomes for each child.

Standard 8.6.
Agencies seek to ensure that their staff are effectively and relevantly trained and that they are: supported, supervised and accountable in their work.

“Child Protection is everyone’s job – it’s our job”.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Training</th>
<th>Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>CP Awareness Raising and Response for Education Staff. Work shadowing initiative – Inter-agency.</td>
<td>All staff working within Education (mandatory)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All interested staff working within Education who have direct contact with young people (desirable)</td>
</tr>
<tr>
<td>Level 2</td>
<td>Protecting Children: A Shared Responsibility (Cluster Training) – Inter-agency. These vary from year to year, examples in the past have included: Seminar on Neglect delivered by Professor Brigid Daniels Solution focussed training Substance Misuse (Orange Book) training Delivery of Risk Assessment Framework Seminar in relation to the death of Danielle Reid</td>
<td>All staff who have a key responsibility for Child Protection and work extensively within an inter agency context, e.g. Head Teachers, DHTs and Guidance Staff (essential)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All staff who have a key responsibility for Child Protection and work extensively within an inter agency context, e.g. Head Teachers, DHTs and Guidance Staff (desirable)</td>
</tr>
<tr>
<td>Level 3</td>
<td>Certificate in Child Protection Diploma in Child Protection</td>
<td>Primarily Children’s Services staff and some key staff from the Police and Health. Education staff could do this but it would have to be identified as personal CPD.</td>
</tr>
</tbody>
</table>
Mandatory: Statutory responsibility to complete and must renew every 3 – 5 years, unless there are significant changes to procedures/policy.

Essential: LA placed responsibility to complete and must renew every 3 - 5 years.

Desirable: Individual responsibility for CPD.

Frequently Asked Questions

1. When someone starts in post, how soon should they train in Child Protection?
   They should train in CP Level 1 as soon as possible. If there is no training scheduled to take place in the school, cluster or through the CPD Brochure please contact the Staff Development Team to request a training space and we will endeavour to find a space as soon as possible on CP training.

2. When do we need to update?
   People need to update appropriately to the level they need. Please check to see which level you need and when you need to update in the form above. Central records are kept within JMH for any training organised through the CPD team. However, if training is held on a whole school basis records will need to be kept within the school.

3. Can the training be done online?
   Not currently, although this is something we are currently investigating.

4. How do we ensure that our statutory obligations are met?
   The law relating to Child Protection is in the Children Scotland Act (1995) which lays out the local authority responsibilities in this area. However, it is the Social Work team that would take the lead on this. Schools must follow the East Lothian Child Protection procedures, which are not statutory but are mandatory authority procedures.

You can find the procedures and other information about CP by following this link:

http://elnet.eastlothian.gov.uk/intranet/0.1165,6499,00.html
The School Nursing Service

This service is leading a number of CPD events for us this year. These lead health professionals provide a link between health and education. They work in partnership with children, young people, families, education, children’s services and the voluntary sector to meet the health needs of the School age population. They provide a range of health improvement activities, both universal and targeted, and also develop services for children and young people which are acceptable and accessible.

Services include:

- Immunisation programme for 14 - 15yr olds
- Health surveillance and core screening P1 and P7
- Advice and support for children and young people with additional needs
- Health promotion includes 1:1, group and classroom activities
- Holistic Health drop-ins for young people offering support and advice including sexual health services
- Enuresis clinic for children aged 7+
- Health promoting activities to support the Healthy Schools initiative

For more information on the service contact:

Kate Triscott
School Health Nurse
Edenhall Hospital
Pinkieburn
Musselburgh
EH21 7TZ

Tel: 0131 536 8192
Email: Kate.Triscott@luht.scot.nhs.uk
FIRST AID FOR SCHOOL STAFF
*** APPOINTED PERSONS COURSE ***

ECS270  Friday 25 September
  9.00-4.30
  Training Room 3
  Musselburgh East Community
  Learning Ctr

ECS271  Friday 26 February
  9.00-4.30
  Training Room 3
  Musselburgh East Community
  Learning Ctr

Designed for:
Anyone wishing to become the appointed person for first aid in the school

This course is only for those who wish to become the Appointed Person in School

Outcomes
On completion of the course, participants will:
• Have a basic understanding of first aid
• Will be confident when treating children’s injuries and illnesses

Outline Programme
• Asphyxia (including choking)
• Treatment of asthma and anaphylaxis
• Care of the unconscious casualty
• Treatment of bleeding
• Fracture management
• Strains and sprains
• Burns and scalds
• Child resuscitation
• When to use and store children’s drugs

Note: This is a highly practical session, taught with humour and common sense by a medical professional with experience in paediatric treatment.

On completion of this course delegates will be awarded an Appointed Persons Certificate, valid for three years.

Tutor: Robert Hall, Hall First Aid Training

RISK ASSESSMENT IN PRACTICE

ECS297  Wednesday 18 November, 4.00-6.00
  Small Meeting Room, 2nd Floor,
  John Muir House

ECS298  Tuesday 23 February, 4.00-6.00
  Small Meeting Room, 2nd Floor,
  John Muir House

Designed for:
Any staff who are asked to carry out or manage Risk Assessments

Benefits of attending
On completion of the course, participants will:
• Understand statutory requirements to conduct risk assessments
• Be able to understand and make use of East Lothian Council’s Risk Assessment step by step guide
• Be confident to use and adapt Generic Risk Assessments
• Improve awareness of Health & Safety
• Become a competent Risk Assessor

Outline Programme
• Reasons for assessing risk
• Stages of risk assessment
• Hazard identification
• Risk identification and risk rating
• Use of control measures
• Using generic Risk assessments
• Practical Exercise

This programme can be tailored to concentrate on specific areas of risk e.g. educational excursions, additional support needs, nursery/primary etc

Tutor: Judith Wood, Health & Safety Implementation Officer
ELEMENTARY FOOD HYGIENE COURSE

ECS241a  Friday 30 October
9.00-5.00
Musselburgh East
Community Learning Centre

ECS241b  Friday 12 March
9.00-5.00
Musselburgh East
Community Learning Centre

Designed for:
Primary and Nursery Level Staff with Food Handling content in job

Benefits of attending

On completion of the course, participants will:
• Be able to demonstrate a basic knowledge of food hygiene and food hygiene legislation
• Know the most common causes of food poisoning
• Know measures to be taken to prevent food poisoning
• Be able to practice good personal hygiene in relation to food handling
• Be able to apply good food hygiene practice in the workplace

Outline Programme
• Introduction to Food Hygiene
• Bacteria and their Characteristics
• The Incidence of Food Poisoning and its Prevention
• The Working Environment
• Cleaning Practices
• Personal Hygiene and Working Habits of the Food Handler
• Common Food Pests and their Control
• Food Legislation

Note:
Delegates must undertake a 30 question multiple-choice test at the end of the programme and on successful completion are awarded a certificate by the Royal Environmental Health Institute of Scotland

Tutor: Sandra Williamson

DIABETES CARE

ECS208

Thursday 3 September
4.30-6.00
Buffet Room, Town House, Haddington

Designed for:
Teaching Staff, School Support Staff

Benefits of attending

On completion of the course, participants will:
• Have a basic knowledge of Diabetes in childhood
• Support and facilitate blood testing in the school environment
• Support the treatment of hypoglycaemia/hyperglycaemia within the school environment
• Facilitate children who require to give themselves insulin injections whilst at school

Outline Programme
• Short Presentation on Diabetes and Children
• Practical session on use of meters/pens etc. that children may use at school

Tutors: Criona O’Brien, Lynne Marshall, Harmony Richardson - Diabetes Specialist Nurses
EPILEPSY AWARENESS AND EMERGENCY MEDICATION TRAINING

FULL TRAINING:

ECS246 Friday 25 September, 9.30-4.30, Large Meeting Room, John Muir House
ECS247 Friday 12 March, 9.30-4.30, Large Meeting Room, John Muir House

REFRESHER TRAINING:

ECS249 Friday 11 September, 1.00-4.00, Large Meeting Room, John Muir House
ECS250 Friday 20 November, 1.00-4.00, Large Meeting Room, John Muir House
ECS251 Tuesday 19 January, 4.00-7.00, Large Meeting Room, John Muir House

Designed for;
School based staff and others who supervise children and young people with epilepsy

The course gives participants a basic understanding of epilepsy and all its implications. Participants will be trained to recognise seizures, to deal with them adequately and to respond to emergency situations with the use of medication.

Part 1 Half day general epilepsy awareness training aimed at increasing the participants’ knowledge of the condition and confidence in dealing with people with epilepsy. There will also be a short video. Following this there will be a short test.

Part 2 Half day session which provides the participants with the necessary theoretical and practical training in the administration of rectal diazepam, nasal / buccal midazolam and where necessary administration of rectal paraldehyde.

Following this there will be an assessment to evaluate whether participants have achieved required standards in the general management of seizures and the administration of emergency medication.

On successful completion of the assessment, participants are issued with a certificate, which entitles the candidate to administer Rectal Diazepam and nasal/buccal Midazolam for TWO YEARS. After 2 years candidates will need to attend a half-day refresher training to renew their certificate

Outcomes
On completion of the course, participants will:
• Understand epilepsy and its effects on children and young people
• Be able to carry out First Aid management of an epileptic seizure
• Be aware of the circumstances in which rectal, intranasal or intrabuccal medication should be given as an emergency First Aid procedure

Outline Programme
• What is epilepsy? Causes of epilepsy & Different types of seizure patterns
• Psycho Social Implications
• First Aid and Management of Seizures
• Medication overview, Emergency medication practical session
• Issues emerging & Assessment
• Video - Seizures

Tutor: Kate Triscott, School Nursing Service
ASTHMA AWARENESS AND SEVERE ALLERGIES

Recommended (dependent on size of school)
Secondary schools should have approximately 5 staff members trained, including 1 from senior management, 1 from PE department, 1 from Home Economic department, and welfare assistant. Primary Schools should have approximately 3 staff members trained including 1 from senior management. If there is a pupil with a severe allergy in the school, it is advisable that the class teacher of any pupil should also attend. Nursery Schools attached to a Primary, one staff should be trained. Other nurseries approximately 3 staff should be trained.

Please take this into account when booking training.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS252</td>
<td>26 October 2009</td>
<td>1.15-4.15</td>
<td>Large Meeting Room, 2nd floor, JMH</td>
</tr>
<tr>
<td>ECS253</td>
<td>30 October 2009</td>
<td>1.15-4.15</td>
<td>Bar Lounge, Town House, Haddington</td>
</tr>
<tr>
<td>ECS254</td>
<td>26 February 2010</td>
<td>1.15-4.15</td>
<td>Large Meeting Room, 2nd floor, JMH</td>
</tr>
<tr>
<td>ECS255</td>
<td>14 May 2010</td>
<td>1.15-4.15</td>
<td>Large Meeting Room, 2nd floor, JMH</td>
</tr>
<tr>
<td>ECS256</td>
<td>18 May 2010</td>
<td>1.15-4.15</td>
<td>Large Meeting Room, 2nd floor, JMH</td>
</tr>
</tbody>
</table>

Designed for:
All staff working in an Education setting

Benefits of attending
On completion of the course, participants will:
- Have an improved and up-to-date knowledge of asthma management in Schools
- Have a clear understanding of asthma and current treatments including administration and storage of medication in Schools
- Confidently deal with crisis management
- Be aware of the up-to-date information about the management of severe allergies in Schools
- Recognise allergen avoidance, early recognition of symptoms and emergency management
- Describe and demonstrate the method of administration of EpiPen
- Be aware of the need for a Health Care Plan and the responsibilities of all parties within the School environment

Outline Programme
- What is asthma
- Triggers, signs and symptoms of asthma
- Asthma medicines - how they work /administration and storage
- Emergency asthma management
- Asthma, PE and sporting activities
- What is anaphylaxis?
  - Devices & Storage: Management in Schools
  - Allergen avoidance
  - Emergency Management
  - What to do in an allergic reaction?
  - Who’s responsible for what?
  - Want more information?
  - Practice with Trainer device

Note: On completion of the course, participants will be issued with a certificate of attendance, valid for two years

Tutor: Kate Triscott, School Nursing Service
CHILD PROTECTION LEVEL 1 TRAINING: 
GUIDELINES AND MINIMISING RISK

ECS332  Monday 26 October  1.00-4.00  Garleton Room, Penston House, Macmerry
ECS333  Friday 30 October  1.00-4.00  Garleton Room, Penston House, Macmerry
ECS334  Friday 12 March    1.00-4.00  Garleton Room, Penston House, Macmerry
ECS335  Tuesday 18 May     1.00-4.00  Garleton Room, Penston House, Macmerry

Designed for:
New and Untrained staff

Benefits of attending
On completion of the course, participants will:

• Have an awareness of the different types of abuse
• Have knowledge of procedures to follow and how to manage a disclosure
• Be familiar with the roles of key agencies
• Have some strategies to minimise risk to yourself
• Be familiar with codes of conduct

Outline Programme

• Definitions of abuse
• Exercise on what is child abuse
• Case study
• Key roles of different agencies
• Exercise on minimising risk
• Staff will be given codes of conduct

If a number of schools in your cluster are interested in updating their CP training then you can join together and do this as a cluster.

Tutor: Neil Whettam, Children’s Services Training Officer
### C: CARD INFORMATION SESSION

**ECS245**  
**Thursday 12 November**  
**4.00-5.00**  
**Large Meeting Room**  
**2nd Floor, John Muir House**

**Designed for:**  
Staff to inform pupils on service

**Benefits of attending**  
On completion of the course participants will:
- Know about the background to C:Card
- Know about the current service
- Know what service users can expect

**Outline Programme**
- C:Card history, structure, management  
- Partnership working  
- Standards and values  
- Products and materials, processes  
- Making young people aware of C: Card services

**Tutor:** Mark Baillie, C Card Manager

### SAFE MOVING AND HANDLING OF CLIENTS WITH ADDITIONAL SUPPORT NEEDS

**ECS302**  
**Monday 26 October**  
**9.30-4.00**  
**Ross High ASN Base**

**ECS303**  
**Friday 12 & Friday 19 March**  
**1.30-4.00**  
**Ross High ASN Base**

**Designed for:**  
Staff working with ASN pupils requiring moving and handling

**Benefits of attending**  
To move and handle clients in a safe and effective manner

**Outline Programme**
1. Looking after physical wellbeing of staff  
2. Familiarisation of equipment required for moving and handling ASN clients

**Note:**  
This is a practical course – delegates should wear suitable clothing & footwear

Delegates will be issued with a personal health check which must be completed in advance of the course

The Moving and Handling tutors can deliver within your school if you have a number of staff requiring training. For more information about this please contact the Staff Development Team

**Tutors:** East Lothian Moving & Handling Tutors
Team Teach De-escalation & Positive Handling
Team Teach Course Dates 2009/2010

Team Teach Bookings & Enquiries should be sent to Cathie McKerracher
Tel; 01620 82 7136
e-mail: cmckerracher@eastlothian.gov.uk

September
Tuesday 1\textsuperscript{st} & Thursday 3\textsuperscript{rd} Sept 2009 – 4.30-7.30pm (Probationers dates)
Friday 11\textsuperscript{th} Sept 2009 – 1.30-4.30pm \textbf{Refresher Training}

October
Friday 2\textsuperscript{nd} & Friday 9\textsuperscript{th} October 2009 – 1.30-4.30pm
Monday 26\textsuperscript{th} October 2009 – \textbf{In Service Day} 9am –3.30pm
Friday 30\textsuperscript{th} October 2009 – 1.30-4.30pm \textbf{Refresher Training}

November
Friday 6\textsuperscript{th} & Friday 13\textsuperscript{th} November 2009 – 1.30-4.30pm
Friday 27\textsuperscript{th} November 2009 – 1.30-4.30pm \textbf{Refresher Training}

December
Friday 4\textsuperscript{th} & Friday 11\textsuperscript{th} December 2009 – 1.30-4.30pm

January 2010
Tuesday 5\textsuperscript{th} January 2010 - \textbf{In Service Day} 9am –3.30pm
Wednesday 13\textsuperscript{th} January 2010 – 4.30-7.30pm
Friday 29\textsuperscript{th} January 2010 (Part 1) – 1.30-4.30pm

February
Friday 5\textsuperscript{th} February 2010 (part 2) – 1.30-4.30pm
Friday 26\textsuperscript{th} February 2010 – 1.30-4.30pm \textbf{Refresher Training}

April
Friday 30\textsuperscript{th} April 2009 – 1.30-4.30pm \textbf{Refresher Training}

May
Tuesday 18\textsuperscript{th} May - \textbf{In Service Day} 9am –3.30pm

All courses are being held in
\textbf{Musselburgh East Community Centre}
\textbf{Haddington Road}
\textbf{Musselburgh}

\textbf{Additional school trainings are available on request.}

\textbf{Cathie McKerracher}
\textbf{Education & Children’s Services}
\textbf{John Muir House}
\textbf{Haddington}
\textbf{EH41 3HA}
\textbf{01620 82 7136}
\textbf{cmckerracher@eastlothian.gov.uk}
Additional Support Needs
We support children with additional support needs, provide quality training for all staff working in this area and improve support and access to respite care for families affected by disability.

Confident individuals with self respect and a sense of physical, mental and emotional well being able to develop and communicate their own beliefs, live as independently as they can and achieve success in different areas of activity.

Available for school and cluster training…

Behaviour Toolkit
This resource was developed by the Glasgow City’s Positive Inclusion Partnership. The Toolkit is practical and includes materials to encourage self-motivation, affirmations, helpful tools to promote home School partnerships and top tips to build positive behaviour skills in children.

Benefits of attending
On completion of the course, participants will:

• Have explored the concept that behaviour is a set of skills for life long learning
• Be able to navigate the Behaviour Toolkit
• Be able to use the Toolkit to support individual pupils
• Be aware of a wider choice of strategies available for pupils, teachers and parents.

Inclusive Education in Primary Schools: Supporting Children with Social, Emotional and Behavioural Difficulties

This pack was developed by Barnardo’s to provide some strategies to keep challenging children included. It is a holistic response to addressing social, emotional and behavioural difficulties in mainstream primary schools. It is full of practical techniques helping mainstream teachers and staff to develop new skills and confidence to support children with additional needs. It provides tried and tested exercises and advice which involve working in peer groups, classes and across the school rather than isolating and trying to fix the child.

Benefits of attending
On completion of the course, participants will:

• To have a better understanding of inclusion and SEBD
• To be able to navigate the pack
• To have considered how these techniques could be applied or adapted for use in your setting
• To be able to use some activities when working with children, parents/carers and teachers to support inclusive education

If you’d like further information about either of these courses please contact Suzie Graham - sgraham@eastlothian.gov.uk.

If you’d like to book a course please contact the Staff Development Team.
Being Cool in School
5 hours delivery

Designed for: All members of staff (SMT, class teachers, & support staff) wishing to learn about the ‘Cool in School’ programme.

Benefits of attending
On completion of the course, participants will:

• Have an understanding of the origins and aims of the programme
• Be able to implement skills learned and use within the class/school setting
• Be able to deliver the Infants, Middle Stages and Upper Stage programme

Outline Programme

• Introduction to ‘Cool in School’
• Practical exemplars of tasks in the packs
• Opportunity to practice skills learned
• Chance to ask questions re. ‘Cool’ and the packs
• Time to explore the dissemination of the programme within the class/school

If you’d like to book a course please contact the Staff Development Team.

Autism Toolbox

All schools received a copy of the Toolbox in March 2009.

The Autism Toolbox for Scottish Schools is designed to support Education Authorities in the delivery of services and planning for children and young people with Autistic Spectrum Disorders (ASD). It was commissioned by the Support for Learning Division of the Scottish Government. The intention is to provide a resource to support the inclusion of children and young people with autism spectrum disorder in mainstream services. The toolbox has 3 parts:

Part 1 - The Policy and Legislative Context
Part 2 - The toolbox - Autism in Practice
Part 3 - Knowing about Autism

If you’d like help with using the toolbox please contact Penny Morton
(pmorton@musselburghburgh.elcschool.org.uk)
or Snoo Hunter
(shunter@musselburghburgh.elcschool.org.uk)

Attachment Theory

This training has run in the brochure for the past couple of years. It has focused on giving staff a good understanding of attachment theory and its relevance in responding to the needs of vulnerable pupils, individually and at whole school level.

The Psychology team are currently evaluating this training, in light of the past two years, and also in relation to how this sits with the GIFRFC agenda and training. They are collating requests to run this on a whole school/department basis.

If you would like to request training or for more information please contact Jenny Wilson:
(jwilson@eastlothian.gov.uk)
English as an Additional Language Support
Pupils from a wide variety of nationalities and cultural backgrounds attend schools in East Lothian. Some belong to ethnic minorities or bilingual families while others have moved here from abroad.

The nature of EAL support will change during their school career.

At first they will need to learn basic English and settle into a new education system. Later the linguistic demands will increase as contextual support is reduced, especially in upper Primary and Secondary. Their progress is monitored with targeted EAL support offered as required.

The EAL teacher can:

- Provide help with English language acquisition
- Suggest support strategies for pupils, parents and schools
- Help with home school communication, interpreters and translators
- Help with enrolment and forward planning
- Be involved in cooperative teaching
- Work with individuals of small groups
- Advise on assessment
- Adapt existing resources and develop curricular materials in partnership with class teachers
- Offer consultation and in service training

For more information contact Janet Storey on jstorey@elcschool.org.uk

Hearing Impairment Service
Hearing Impairment comes in all forms from Glue Ear to Profoundly Deaf which affects children's and young people's learning at all stages of development. As a result the Visiting Teachers of the Hearing Impairment Service endeavour to provide support and advice that is suited to individual children/young people and to schools.

This can take many forms - actively supporting in class, In-service presentations to staff and or pupils, consultation and advice only to staff, depending on the situation.
The team will offer Deaf awareness training, which will cover:

- What is meant by Deafness;
- Audiological equipment - it's pro's and con's;
- Implications of Deafness for your school (regarding teaching and learning);
- Practical advice for the classroom.

For more information contact
Kirsti Turner or Eleanor Carnell


ecarnell@eastlothian.gov.uk/ kturner@eastlothian.gov.uk

John Muir House
Haddington
EH41 3HA
Internal Telephone 8190
External Telephone 01620 820190

The Home Teaching service

- Provides teaching support for children and young people who are absent from school due to long term illness
- Works in partnership with young people, parents/carers, schools and other agencies
- Supports pupils at home during the period of absence (taking account of the individual’s circumstances)
- Supports the pupil to return to school

Referrals can be made by schools using the Universal Referral form (on Elnet under Staged Assessment and Intervention.

Enquiries about the service are welcome from anyone and can be made by telephone or email.

Schools can refer pupils after 15 working days absence or 20 working days intermittent absence (for verifiable medical reasons).

Liaison with schools will take place to ensure appropriate resources and strategies are in place. Home teachers will be included in S,A&I meetings for pupils they are supporting.

If you’d like to know more or are interested in training in this area please contact:

Joan MacRae
Tel. 01620 827760
Mobile: 0777 902 2149
e-mail jmacrae@elcschool.org.uk
Payment for Teaching Support Staff
The ASN training group agreed last year that support staff could claim for payment for essential training for days they do not currently work. It is not expected that all support staff will attend all of these courses, but rather that a discussion will take place with their line manager to identify those courses that are essential to their role.

Once training is identified it should be booked through the normal staff development systems, however a funding form should also be completed and sent to Kirsty Robertson (krobertson1@eastlothian.gov.uk) prior to the course. Once the course has taken place the funding will be transferred to the school. The school should process a claim for the person through their payroll system to reimburse them for attending the course.

Essential courses:

- Safe Moving and Handling of Clients with Additional Support Needs
- Team Teach
- Elementary Food Hygiene
- Child Protection Level 1: Guidelines and Minimising Risk
- Epilepsy Awareness and Emergency Medication
- Introduction to Signalong
- British Sign Language
- Challenging Behaviour for Pupils with Severe and Complex Needs
Staff Development Application: Support Staff Payment Application

This form should be submitted to your line manager for approval and then sent to Kirsty Robertson (krobertson1@eastlothian.gov.uk)

Name: 

Job Title: 

School: 

Please tick the box to indicate which course you are applying for:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date of Course</th>
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<tbody>
<tr>
<td>Safe Moving and Handling of Clients with Additional Support Needs</td>
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<td></td>
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</tbody>
</table>

Do you work directly with pupils who require you to have the skills in the course above? Yes/No

Was this area identified at your ED&R? Yes/No

If no, please explain why not

Line Manager Supporting Statement (please detail why this is essential training for the member of staff)

Signed: 

Date: 

Line Manager signature: 

Date: 

Office use only

Staff Development

Successful/unsuccesful

Date Returned to participant: 

Budget code

Signed

Date
Multi Agency Training

Historically, training provision in East Lothian stemmed from individual agencies recognising and meeting their own training needs through established training plans. Whilst there is a need to retain a single agency approach to aspects of our training delivery, there is a growing awareness and acceptance of the considerable benefits of agencies delivering training from an inter agency approach. This is particularly true as the services look to delivering the ‘Getting it Right for Every Child’ agenda (GIRFEC)

GIRFEC

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

It promotes a shared approach that:

- Builds solutions with and around children and families
- Enables children to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working together to make things better

The principles that were developed called for:

- A more child-centred system
- With heightened focus on the child's needs
- A greater focus on effective outcomes for children
- More effective collaboration between agencies
- A more integrated approach across agencies
- The reduction of institutional, cultural and procedural barriers to joint working

The GIRFEC group will be looking at how to support this model and through CPD we will be offering a variety of opportunities to develop in a multi agency role, e.g. through Staged Assessment and Intervention. These will be circulated to the school and department and relevant staff throughout the year.
CHILD PROTECTION LEVEL II TRAINING

Bookings for these courses should be sent directly to Andrew Main, Child Protection Admin Assistant
e-mail: amain@eastlothian.gov.uk

Wednesday 7 & Thursday 8 October 9.00-5.00 The Quay, Musselburgh
Wednesday 20 & Thursday 21 January 9.00-5.00 The Quay, Musselburgh

Designed for:
Staff, practitioners and managers from all agencies who are in regular contact or carry out direct work with children/young people and/or their parents/carers and who have an organisational duty to learn more about child protection. You will work extensively within an inter-agency context and may have responsibility for the work of others. **It is a requirement that participants have undertaken previous child protection training** or the previous Cluster training within East Lothian Council

Aims:
- To provide an opportunity for people from varying agencies to learn together and explore professional dilemmas.
- To promote and develop effective working relationships
- To enhance knowledge and skills of the child protection process, with a particular focus on roles and responsibilities, information sharing, child protection cases conferences and the legal process.
- To begin to explore Risk Assessment.

Learning Outcomes:
- Appreciate own role in child protection and that of others.
- Understand thresholds for intervention in the lives of children in need, risk factors and the need for a shared perspective.
- Understand and be aware of the guidance and frameworks both nationally and locally that informs child protection practice.
- Understand the legislation and issues relating to consent, information sharing and confidentiality and the importance of detailed recording.
- Understand the purpose of and role of participants within child protection case conferences and core group meetings and the importance of child protection plans.
- Understand and use the Inter-agency Child Protection Procedures.

Methodology:
Input from Professional staff across key agencies, which will include representatives from SCRA, Health, Police, Education and Children’s Services. The material used will include practical exercises, visual recordings and a simulated Child Protection Case Conference using case study material.

Assessment:
There is no formal assessment, although participants are required to attend both days of the workshop in order to receive a Certificate of Attendance and the full benefit of the training.

Tutor: Sheila Foggon, Child Protection Lead Officer, Education & Children’s Services
## AUTISM IN A NUTSHELL

**ECS266**  
Thursday 24 September  
4.00-6.00  
Main Hall, Town House

**ECS267**  
Thursday 29 April  
4.00-6.00  
Conference Rooms 1+2  
John Muir House

**Designed for:**  
Nursery and Primary Teaching and Support Staff

**Benefits of attending**

On completion of the course, participants will:

- Have an overview and basic understanding of autism and Asperger’s Syndrome
- Know what the triad of impairments and the autistic spectrum are
- Have an understanding of how autism affects people

**Outline Programme**

- Autism myths and facts
- The autistic spectrum
- Triad of impairments
- Sensory integration difficulties
- Positive points

**Tutor:**  
Penny Morton, Communication Outreach Teacher

## WHAT IS MUSIC THERAPY AND HOW DOES IT WORK?

**ECS272**  
Friday 30 October  
1.00-4.00  
The Hub, Sanderson’s Wynd Primary School

**Designed for:**  
Teaching and Support Staff

**Benefits of attending**

On completion of the course, participants will:

- Recognise some of the benefits of music therapy with children.
- Identify ways in which music can support communication and interpersonal skills, sense of self and self-expression.
- Be aware of how to make a referral to music therapy.
- Identify how to assist when attending music therapy sessions.

**Outline Programme**

The afternoon will consist of presentations and case studies of group and individual music therapy work to explore what music therapy is and how it can work. There will be some experiential group work to look at ways in which music can be used to support communication and interpersonal skills, sense of self and self-expression.

The music therapy service is currently available to children with additional support needs and a placement in Meadowpark, Ross High School, Burgh Communication Provision or Olivebank. Some children from mainstream provisions will also be seen at Herdmanflat Hospital on a limited basis. In addition to this Youth Music Initiative continues to provide funding for time-limited blocks of group-work supporting communication and language, personal and social development and emotional well-being and some additional individual work East Lothian-wide.

**Tutor:**  
Emma Pethybridge
USING VISUAL STRUCTURE TO SUPPORT CHILDREN ON THE AUTISTIC SPECTRUM

ECS268
Thursday 29 October
4.00-5.30
Buffet Room, Town House, Haddington

Designed for:
Nursery and Primary Support and Teaching staff

Benefits of attending
On completion of the course, participants will:

• Know about different types of visual structure that can be used in the classroom to support children on the autistic spectrum
• Have a pack of visual cue cards

Outline Programme
• Overview of how autistic spectrum disorders impact on the child at school
• Why visual structure is important for children on the autistic spectrum
• Legal duties
• Visual structure:
  o timetables
  o making choices
  o organisation
• DVD

Tutor: Penny Morton
Communication Outreach Teacher

MANAGING THE BEHAVIOUR OF CHILDREN ON THE AUTISTIC SPECTRUM

ECS269
Thursday 28 January
4.00-5.30
Main Hall, Town House, Haddington

Designed for:
Nursery and Primary Support and Teaching staff

Benefits of attending
On completion of the course, participants will:

• Have an increased understanding of the reasons for challenging behaviour of children on the autistic spectrum
• Know how to analyse challenging behaviour
• Know how to put a behaviour plan in place

Outline Programme
• How autistic spectrum disorders can affect children’s behaviour
• Using ‘icebergs’ and STAR analysis to analyse behaviour
• Behaviour plans – how to write them
• Strategies
• DVD

Tutor: Penny Morton
Communication Outreach Teacher
## AN INTRODUCTION TO SIGNALONG (NON-CREDITED COURSE)

**ECS321**

**Tuesday 10 November**  
**4.00-5.30**  
**Venue to be confirmed**

**Designed for:**  
All staff working with children who have additional support needs, using Signalong

**Benefits of attending**  
On completion of the course, participants will:
- Have a basic understanding of the principles of signalong as an augmentative strategy and a knowledge of Phase 1 signs

**Outline Programme**
- Background and principles of Signalong
- The who, when, why of signing in the classroom
- Practice of Phase 1 signs

There will also be a Signalong course for parents running in 2010. If you or someone you know is interested please contact Karen Allan

Karen.Allan@luht.scot.nhs.uk

**Tutors:** Karen Allan & Anne Cockburn

## SIGNALONG (ACCREDITED)

**ECS322**

**12, 19, 26 January, 2, 9, 23 February, 2 March**  
**4.00-5.30**  
**Venue to be confirmed**

**ATTENDANCE IS MANDATORY AT ALL SESSIONS**

*Participants should have attended the Intro to Signalong and priority will be given to those schools who have or will in the very near future have children who are using Signalong.*

**Designed for:**  
All primary and secondary teachers using or about to use Signalong with pupils.

**Benefits of attending**  
On completion of the course, participants will:
- Be able to introduce the theoretical framework underpinning Signalong and the use of any signed English language system of communication
- Be able to teach the handshakes, orientation, position and movements used to produce the signs
- Have learned new relevant vocabulary
- Understand the use of body language and facial expression in communication
- Understand that Signalong is a client led system
- Have learned about generalisation and over generalisation
- Have learned about symbolic development
- Have gained an understanding of basic word levels and key word signing

*The Centre will purchase Signalong manuals for training purposes, however schools will have to invest in a set of manuals per school for trained staff (currently £86).*

**Tutors:** Anne Cockburn and Karen Allen
### AN INTRODUCTION TO ALTERNATIVE & AUGMENTATIVE FORMS OF COMMUNICATION USED WITH CHILDREN WHO HAVE ADDITIONAL SUPPORT NEEDS

**ECS323**

Tuesday 16 March  
4.00–5.30
Venue to be confirmed

**Designed for:**  
All staff working with children who have additional support needs

**Benefits of attending**  
On completion of the course, participants will:

- Have a basic understanding of the alternative & augmentative forms of communication used with children who have additional support needs.
- Be better placed to support children who have difficulties in a range of settings.

**Outline Programme**

- Low & High-Tech communication aids
- Communication passports
- Object/picture timetables
- PECS – Picture Exchange Communication System

**Tutor:** Karen Allan & Anne Cockburn

### CO-ORDINATED SUPPORT PLANS – PLANNING & WRITING

**ECS324**

17 & 29 March, 28 April  
4.00–5.30
Venue to be confirmed

**Designed for:**  
Any staff (education, children’s services or health) who are, or are likely to be involved, in the preparation or management of a Co-ordinated Support Plan (CSP)

**Benefits of attending**  
On completion of the course, participants will:

- Have a clearer understanding of the timescales and the process involved.
- Recognise the roles and responsibilities of all agencies involved throughout the process.
- Be able to create a profile of the child/young person
- Be able to identify appropriate educational objectives.
- One year on – review the CSP

**Outline Programme**

- Week 1 - Process and paperwork including the decision tree meeting.
- Week 2 – Content and writing.
- Week 3 – Managing the process

**Tutors:**  
Cluster co-ordinators, DHTs from ELC specialist provisions, representatives from Health, Education and Children’s services.
<table>
<thead>
<tr>
<th>SUPPORTING PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE IN THE EARLY YEARS</th>
<th>ADAPTING MATERIALS FOR BILINGUAL AND EAL PUPILS IN PRIMARY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS325</td>
<td>ECS326</td>
</tr>
<tr>
<td>Tuesday 17 November 4.00-6.00 Bar Lounge, Town House</td>
<td>Monday 28 September 4.00-6.00 Large Meeting Room, John Muir House</td>
</tr>
<tr>
<td>Designed for: Staff from nursery and P1/2</td>
<td>Designed for: Class Teachers and SfL Teachers in primary Schools</td>
</tr>
<tr>
<td>Benefits of attending</td>
<td>Benefits of attending</td>
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<tr>
<td>On completion of the course, participants will:</td>
<td>On completion of the course, participants will:</td>
</tr>
<tr>
<td>• Be aware of strategies to support bilingual pupils in Early Years settings</td>
<td>Understand how to analyse the level of difficulty of classroom materials and adapt them to improve pupil's understanding and ability to complete tasks</td>
</tr>
<tr>
<td>• Understand better the role of the EAL teacher</td>
<td>Outline Programme</td>
</tr>
<tr>
<td>• Have shared experiences with colleagues</td>
<td>• Look at stages of English learning</td>
</tr>
<tr>
<td>Outline Programme</td>
<td>• Find out about the theory of context and cognitive demand</td>
</tr>
<tr>
<td>• Second language acquisition</td>
<td>• Look at adapted materials</td>
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<tr>
<td>• Main strategies</td>
<td>• Adapt your own materials</td>
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<tr>
<td>• Good practice in ELC</td>
<td></td>
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<tr>
<td>• How the EAL teacher can help</td>
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<tr>
<td>Tutor: Janet Storey</td>
<td>Tutors: Janet Storey &amp; Jean Knox, Outreach Teachers</td>
</tr>
<tr>
<td>ADAPTING CLASSROOM MATERIALS FOR BILINGUAL PUPILS IN SECONDARY SCHOOL</td>
<td>NETWORKING MEETING FOR CLASS TEACHERS WITH EAL PUPILS</td>
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<tr>
<td>ECS327</td>
<td>ECS328 23 November, 4.00-6.00 Small Meeting Room John Muir House</td>
</tr>
<tr>
<td>Wednesday 28 October 4.00-6.00 Bar Lounge, Townhouse, Haddington</td>
<td>ECS329 3 March, 4.00-6.00 Small Meeting Room John Muir House</td>
</tr>
</tbody>
</table>

**Designed for:**
Class Teachers and SfL Teachers in Secondary Schools

**Benefits of attending**

On completion of the course, participants will:

Understand how to analyse the level of difficulty of classroom materials and adapt them to improve pupil’s understanding and ability to complete tasks

**Outline Programme**

- Look at stages of English learning
- Find out about the theory of context and cognitive demand
- Look at adapted materials
- Adapt your own materials

**Tutors:** Janet Storey & Jean Knox, Outreach Teachers

**Designed for:**
All members of staff with an interest in supporting pupils using English as an Additional Language

**Benefits of attending**

During the meeting, participants will:

- Have the chance to network and share ideas with other colleagues
- Discuss shared concerns
- Find out what is happening in other schools
- Receive input on topics requested

**Outline Programme**
Informal training in points requested in advance, discussion and sharing of ideas

**Note:**
It would be useful if teachers could indicate in advance if they have a request for topics to be covered in the session, please contact Janet Storey jstorey@elcschool.org.uk

**Tutor:** Janet Storey, Outreach Teacher (EAL)
Probationer Support
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DATE</th>
<th>PRIMARY</th>
<th>SECONDARY</th>
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</thead>
<tbody>
<tr>
<td><strong>INDUCTION</strong></td>
<td><strong>Wed 12 Aug</strong></td>
<td><em><em>9.00</em>-12.00</em>*</td>
<td><strong>Wed 12 Aug</strong></td>
</tr>
<tr>
<td>A welcome to East Lothian and comprehensive guide to all aspects of your Probation year and the process for securing Full Registration.</td>
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<tr>
<td><strong>CLASSROOM ORGANISATION</strong></td>
<td><strong>Wed 12 Aug</strong></td>
<td><strong>1.00-4.00</strong></td>
<td><strong>Wed 12 Aug</strong></td>
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<tr>
<td>The importance of effective organisation and an opportunity to learn from previous probationers</td>
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<tr>
<td><strong>CHILD PROTECTION</strong></td>
<td><strong>Thurs 13 Aug</strong></td>
<td><strong>9.00-12.00</strong></td>
<td><strong>Thurs 13 Aug</strong></td>
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<tr>
<td>Child Protection Guidelines, Child Abuse, Procedures for Handling a Disclosure and Codes of Conduct for Staff</td>
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<tr>
<td><strong>ICT IN EAST LOTHIAN</strong></td>
<td><strong>Thurs 13 Aug</strong></td>
<td><strong>1.00 - 4.00</strong></td>
<td><strong>Thurs 13 Aug</strong></td>
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<tr>
<td>An overview of ICT in East Lothian schools and workshops on online collaboration tools and Internet safety</td>
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<tr>
<td><strong>BEHAVIOUR MANAGEMENT</strong></td>
<td><strong>Fri 14 Aug</strong></td>
<td><strong>9.00-12.00</strong></td>
<td><strong>Fri 14 Aug</strong></td>
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<tr>
<td>Classroom management issues and practical strategies to use with your own classes</td>
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<tr>
<td><strong>CREATING A POSITIVE ENVIRONMENT, SUSTAINING A POSITIVE APPROACH</strong></td>
<td><strong>Fri 14 Aug</strong></td>
<td><strong>1.00-3.30</strong></td>
<td><strong>Fri 14 Aug</strong></td>
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<tr>
<td>A range of strategies to help you stay positive and focussed through your probation year and help you create a positive learning environment for your pupils</td>
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<tr>
<td>TOPIC</td>
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<tr>
<td>REVIEW AND ROUND-UP</td>
<td>Fri 14 Aug</td>
<td>3.30-4.00</td>
<td>Fri 14 Aug 3.30-4.00</td>
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<tr>
<td><strong>Session Leaders:</strong></td>
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<tr>
<td>Sheila Ainslie, Quality Improvement Manager</td>
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<tr>
<td>Anne Kirkpatrick, Principal Officer (Staffing)</td>
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<td><strong>Venue:</strong></td>
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<td>Supper Room, Main Hall and Lounge Area</td>
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<tr>
<td>Brunton Hall, Musselburgh</td>
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<tr>
<td>EAST LOTHIAN’S APPROACH TO LITERACY and ENGLISH AND MATHS</td>
<td>Thurs 27 Aug 9.00-4.00</td>
<td>Maths Probationers to attend this session 9.00-12.00 and English Probationers to attend 1.00-4.00</td>
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<tr>
<td><strong>Session Leaders:</strong></td>
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<tr>
<td>Mary Howie, Advisory Teacher (English)</td>
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<tr>
<td>Therese Laing, HT Humbie Primary School</td>
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<td><strong>Venue:</strong></td>
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<tr>
<td>Conference Rooms, Brunton Hall Musselburgh</td>
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<tr>
<td>TEAM TEACH - A HOLISTIC APPROACH TO MANAGING CHALLENGING BEHAVIOUR</td>
<td>Tues 1 Sept 4.30 - 7.30</td>
<td>Thurs 3 Sept 4.30 - 7.30</td>
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<td><strong>Session Leaders:</strong></td>
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<tr>
<td>Team Teach</td>
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<td><strong>Venue:</strong></td>
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<tr>
<td>Musselburgh East Community Centre</td>
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<td>Please note this is a 6 hour session held over 2 days. Spaces are very limited so please contact <a href="mailto:cmckerracher@eastlothian.gov.uk">cmckerracher@eastlothian.gov.uk</a></td>
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<td>TOPIC</td>
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<tr>
<td>ADDITIONAL SUPPORT FOR LEARNING</td>
<td>Fri 4 Sept</td>
<td>1.30 – 4.30</td>
<td>1.30 – 4.30</td>
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<tr>
<td>Supporting pupils in East Lothian schools that have additional support needs, including planning, working with other professionals, specific areas of difficulty and classroom strategies</td>
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<td><strong>Session Leaders:</strong></td>
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<tr>
<td>Primary: Pam Clark, DHT Dunbar Primary</td>
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<tr>
<td>Secondary: Linda Gaughan, Inclusion &amp; Equality Officer</td>
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<tr>
<td>Venue:</td>
<td></td>
<td>Knox Academy</td>
<td>Haddington</td>
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<tr>
<td>REPORTING TO PARENTS</td>
<td>Mon 14 Sept</td>
<td>4.30 – 6.30</td>
<td>Wed 16 Sept</td>
</tr>
<tr>
<td>A practical guide which considers the purpose of meetings, your role in managing them, the importance of preparation, communicating effectively and following through on issues</td>
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<td>4.30 – 6.30</td>
<td>4.30 – 6.30</td>
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<td><strong>Session Leaders:</strong></td>
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<tr>
<td>Primary: Seonaid McGillivray, HT Stoneyhill Primary School</td>
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<td>Secondary: Julia Robertson, DHT, Preston Lodge</td>
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<td>Venue:</td>
<td></td>
<td>Primary - Musselburgh Grammar</td>
<td>Secondary - Preston Lodge High School</td>
</tr>
<tr>
<td>BEHAVIOUR MANAGEMENT WORKSHOP</td>
<td>Wed 30 Sept</td>
<td>1.30 – 4.30</td>
<td>Wed 30 Sept</td>
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<tr>
<td>After 7 weeks in post, an opportunity to reflect on your classroom management, share good practice, identify any areas of concern and further develop strategies to manage behaviour</td>
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<td>9.00 – 12.00</td>
<td>9.00 – 12.00</td>
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<td><strong>Session Leaders:</strong></td>
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<tr>
<td>Yvonne Binks, Principal Teacher Inclusion, Ross High</td>
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<tr>
<td>Venue:</td>
<td></td>
<td>Musselburgh East Community</td>
<td>Centre</td>
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<tr>
<td>PROBATIONER NETWORK</td>
<td>Mon 2 Nov</td>
<td>4.30 –6.30</td>
<td>Wed 4 Nov</td>
</tr>
<tr>
<td>An opportunity to review progress so far in Probationer year, deal with any issues emerging and prepare for Interim Profiles. An opportunity to share issues and good practice with fellow subject and stage probationers and to establish support networks across these groupings</td>
<td></td>
<td>4.30 –6.30</td>
<td>4.30 –6.30</td>
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<td><strong>Session Leader:</strong></td>
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<tr>
<td>Anne Kirkpatrick, Principal Officer (Staffing)</td>
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<tr>
<td>Venue:</td>
<td></td>
<td>Primary - Conference Rooms 1 &amp; 2, JMH, Haddington</td>
<td>Secondary - Townhouse, Haddington</td>
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<tr>
<td>MR TRASS TRACKER FOR PROBATIONER TEACHERS</td>
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<td>See page 24 in brochure</td>
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<td><strong>Session Leaders:</strong></td>
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<tr>
<td>MR Tracker Tutors</td>
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<tr>
<td><strong>FIT TO TEACH</strong>&lt;br&gt;The Probation year is a demanding one and it's easy to lose sight of your general health and wellbeing. This health and fitness roadshow gives you the opportunity to consider your physical health and emotional well-being and offers a range of health checks, information sessions and taster sessions covering a wide range of health-related topics.&lt;br&gt;&lt;br&gt;<strong>Session Leader:</strong>&lt;br&gt;East Lothian’s Healthy Working Lives Group&lt;br&gt;This session will be delivered in mixed primary and secondary groups. Composition of groups to be agreed once timetables have been considered, to minimise disruption to schools</td>
<td><strong>Wed 11 Nov</strong>&lt;br&gt;9.00-12.30 or 1.30 - 4.00</td>
<td><strong>Wed 11 Nov</strong>&lt;br&gt;9.00-12.30 or 1.30 - 4.00</td>
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<tr>
<td><strong>Venue:</strong>&lt;br&gt;Musselburgh East Community Centre</td>
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<tr>
<td><strong>PROFESSIONAL CONDUCT</strong>&lt;br&gt;The GTC has a legal duty to regulate teachers in the public interest and in doing so is accountable to the public and the profession for maintaining standards. In order to be either provisionally or fully registered with the council, an individual must reach and maintain certain academic standards of conduct and competence. This is essential for the safety of children, young people and learners and to ensure high standards and public confidence and trust in teachers and teaching as a profession.&lt;br&gt;&lt;br&gt;<strong>Session Leaders:</strong> John Anderson, GTCS</td>
<td><strong>Tues 17 Nov</strong>&lt;br&gt;9.00 - 12.00</td>
<td><strong>Tues 17 Nov</strong>&lt;br&gt;9.00 - 12.00</td>
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<tr>
<td><strong>Venue:</strong>&lt;br&gt;Musselburgh East Community Centre</td>
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<tr>
<td><strong>SECTOR SHADOW</strong>&lt;br&gt;Building on our Learning and Teaching Session, Primary and Secondary Probationers will be ‘buddied’ and each will arrange a day’s shadowing for the other at a mutually convenient time over a fourth month period.&lt;br&gt;Reports to be submitted to <a href="mailto:probationersupport@eastlothian.gov.uk">probationersupport@eastlothian.gov.uk</a> by Friday 12 March 2010&lt;br&gt;<strong>Please note:</strong> Arrangements for this should be in place by the end of November though the shadow can take place at any mutually convenient time over the four month period</td>
<td><strong>Nov 09 - Feb 10</strong>&lt;br&gt;1 Day</td>
<td><strong>Nov 09 - Feb 10</strong>&lt;br&gt;1 Day</td>
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### TOPIC

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DATE</th>
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<tbody>
<tr>
<td><strong>APPLYING FOR JOBS</strong></td>
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<tr>
<td>Details of the recruitment process and how best to sell yourself in application forms and at interview.</td>
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<tr>
<td>Session Leader:</td>
<td></td>
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<tr>
<td>Anne Kirkpatrick Principal Officer (Staffing)</td>
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<tr>
<td><strong>Please note:</strong> - Probationers must submit a completed job application form to be eligible to attend this session</td>
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<tr>
<td><strong>DATE</strong></td>
<td>PRIMARY</td>
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<tr>
<td>Mon 11 Jan</td>
<td>9.00-12.15</td>
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<tr>
<td>Mon 18 Jan</td>
<td>9.00-12.15</td>
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<tr>
<td><strong>Venue:</strong></td>
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<tr>
<td>Conference Rooms 1 &amp; 2,</td>
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<td><strong>MOCK INTERVIEWS</strong></td>
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<tr>
<td>An opportunity for you to be interviewed and receive feedback on your performance. Conducted by promoted staff in your school, interviews will be arranged locally at a mutually convenient time.</td>
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<td><strong>DATE</strong></td>
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<td>Feb – Mar 2010</td>
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<tr>
<td><strong>LEARNING AND TEACHING REVIEW</strong></td>
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<td>Led by Sheila Ainslie and the Quality Improvement Officers, this session will explore your experiences in school and in your Sector Shadow and consider ways to continually improve our performance in this key area.</td>
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<td>This session will be delivered in mixed primary and secondary groups. Composition of groups to be agreed once timetables have been considered, to minimise disruption to schools</td>
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<td>Wed 21 April</td>
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<td><strong>SUMMER CELEBRATION</strong></td>
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<td>An opportunity to get together over a light lunch to reflect on the year and celebrate success.</td>
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<td>Session Leader:</td>
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<td>Anne Kirkpatrick Principal Officer (Staffing)</td>
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<td><strong>DATE</strong></td>
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<td>Musselburgh</td>
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<td><strong>Please note:</strong></td>
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<td>In a bid to reduce cover difficulties, Probationers are attending training sessions on 12, 13 and 14 August, three days before the start of term. This time can be reimbursed at any time in the year by mutual agreement between individual schools and probationers. Ideally however, these days should be taken as soon as possible, subject to the exigencies of the service, to avoid difficulties at the end of the school session. (Note: These three days are part of the Probationers 0.3 professional development time and probationers are encouraged, as far as possible, to take this time off on days when they have the greatest non-contact time.)</td>
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There are suggestions throughout the brochure how our courses and opportunities link to Curriculum for Excellence, however this section will specifically look at courses and opportunities where you can make links both cross sector and curriculum.

**August 09**

10 – 12 Aug  | Critical Skills Level 1 (part 1) | Mix of Primary and Secondary (schools applied for places – now full)

**September**

4 September  | PT Network meeting West Lothian (EL invited to attend) | Principal Teachers

25 September | Supporting Classroom Teachers in Developing Numeracy | Primary Teachers (reps)

**October 09**

2 October   | Supporting Classroom Teachers in Developing Numeracy | Secondary Teachers (reps)

2 October   | Curriculum/Subject Support Groups | Secondary Teachers

*The Numeracy session will be finished by 1.30 at which time subject teachers are invited to join their numeracy reps on the 2nd to have a curricular/subject area feedback and support group session.*

12 October  | Holocaust Education: A practical approach to the topic | Primary & Secondary Teachers

**November**

4 November  | PT Network meeting West Lothian (EL invited to attend) | Principal Teachers

11 November | Holocaust Education: A practical approach to the topic | Primary & Secondary Teachers

**January 2010**

15 January  | PT Network meeting West Lothian (EL invited to attend) | Principal Teachers

28 January  | Head Teachers Conference: Testing the Framework. Follow up from 4 June 09. | Head Teachers

28 – 30 Jan | Critical Skills Level 1(part 2) | Mix of Primary and Secondary

**Feb 2010**

22 February | CfE Inservice Day (school based) | All staff
The CfE Development Officers will be in post from the new session 09/10 to help to facilitate and support schools in taking these events forward as well as other more localised events.

To stimulate thinking and discussion you may want to visit the East Lothian Curriculum for Excellence website.
http://www.eastlothian.gov.uk/curriculumforexcellence

EEBL (Excellence in Education through Business Links)

There are opportunities to get involved in EEBL placements. These last from 2 – 5 days and you will receive payment or cover to your school for these.

The value of this model of CPD in delivering Curriculum for Excellence is significant. Teachers and employers working together can, and do, change perspectives. EEBL helps those responsible for the education of our young people to see at first hand what they need to learn and experience to take their place in the world of work. If they are to contribute effectively to Scotland’s economy, as both employers and employees, they need to be given the right information and support. Teachers who have taken part in an EEBL placement report on their experiences in glowing terms describing them as ‘invaluable’ ‘life-changing’ ‘re-affirming’. Many have commented that this ‘should be a compulsory part of staff development’. Of equal importance is the relevance of this type of CPD opportunity to Curriculum for Excellence and the importance of Skills for Life and Work within that model.

If you are interested in pursuing this please contact Kirsty Robertson (krobertson1@eastlothian.gov.uk)
Voluntary Teacher Exchange Programme

The programme has the potential to:

- Enable teachers to broaden their experience without making a permanent move to another School
- Spread good practice within East Lothian
- Enhance/continue to improve the quality of teaching in Schools in East Lothian.
- Offer individually tailored packages of CPD to teachers
- Help teachers to investigate and experience areas of the profession which they might wish to develop, e.g. a support for learning teacher exchanging with a classroom teacher or a primary/secondary teacher exchanging workplaces
- Help teachers to develop their skills and reflect on their own teaching and learning.
- Enable teachers who have maybe only worked in one School for a number of years to experience a different context
- It has the potential to refresh and invigorate participants

Teacher Exchange - The Mechanics

- All members of teaching staff (regardless of position) in East Lothian are eligible to apply for the Voluntary Teacher Exchange Programme. We may extend this opportunity to other members of staff at a later date.
- Exchanges can extend from a single day to an academic year and can include exchanges between sectors, e.g. primary and secondary staff
- Interested members of staff should receive the permission of their Head Teacher prior to applying
- Applicants should complete and return the attached application form (in final version) to the department
- Where a Head Teacher wishes to apply for an exchange they should contact the Head of Education directly
- The department will attempt to match up suitable exchange partners
- If a teacher has a preferred exchange partner they should indicate this on the application form
- Where all parties, i.e., teachers, Head Teachers and Head of Education, agree an exchange a series of pre-meetings and preparation briefings will take place
- The exchange will commence at the time agreed. Exchanges may be terminated by any of the parties (exchange partners or Head Teachers) at any of the previously agreed review intervals, e.g. a three-month exchange might have review intervals on a fortnightly basis
- No travelling expenses or cover costs will be provided
- Exchange partners will continue on their existing pay and conditions of service
- A strict confidentiality clause will be inserted in the exchange agreement to protect exchange partners, colleagues, pupils and participating Schools
- All exchange participants must submit a comprehensive report to the Head of Education at the end of their exchange to enable the programme to be developed and improved
Voluntary Teacher Exchange Programme

Application Form

Name:

School:

Position:

Exchange preferences

Type of School:

Age range:

Preferred location:

Preferred duration: week/month/term/session (please circle preference)

In no more than 50 words please explain what you are seeking to gain from your exchange?

If you already have a preferred exchange partner please indicate name and School here (please note that your preferred exchange partner must have the permission of their Head Teacher prior to you naming them here):

Head Teacher’s signature:

Applicant’s signature:

Date:
Critical Skills Training

We are investing in running a further Level 1 CSP training designed to introduce you to the Critical Skills Classroom model and prepare you to begin implementing it in your own learning environment. This opportunity received a huge response and there will be a number schools taking part in the training this year.

It is a highly interactive, experiential approach that moves pupils towards curriculum targets by developing their knowledge, skills and attitudes through collaborative problem-solving. Pupils in a Critical Skills classroom are thoroughly engaged in their learning and play a very active role in all aspects of the learning process. The overwhelming majority of pupils find our approach to be fun, stimulating and very demanding. Your institute experience will reflect this same educational design.

Although we don’t have any spaces left on this course we will be bringing you practice sharing updates on what’s happening in our schools undertaking this.

If you’d like more information please contact

Kirsty Robertson (krobertson1@eastlothian.gov.uk)

Scottish Schools Equipment Research Centre (SSERC)
Don’t be put off by the title! The SSREC supports and encourages the safe and effective use of innovative and practical activities in science and technology education. It provides up to date information about science and technology and health and safety as well as ideas and inspiration for exciting learning and teaching. It also offers some great CPD opportunities.

http://www.sserc.org.uk

Open Learn
Open Learn website gives free access to Open University course materials. By accessing the site you will find hundreds of free study units, each with a discussion forum. You can study independently at your own pace or join a group and use the free learning tools to work with others.

http://openlearn.open.ac.uk/
Admin Steering Group

This group has representatives from each of the clusters so that admin staff within Schools and John Muir House can come together to look at practice, ask questions and plan development events. The remit of this group is:

- To develop closer working relationships between all administrative staff in the Department.
- Sharing good practice
- A forum for communication and discussion on major projects / initiatives to be implemented by Departments and, where possible, to assist with the roll-out and communication of such initiatives to other administrative staff
- To be the administrative contact / “sounding board” for teams / Schools / clusters

This group meets approximately once a term and all admin staff are encouraged to speak to their representative to raise items for the agenda.

If you are interested in learning more about this group or are interested in becoming a rep please contact:

Val McIntyre, Principal Officer, vmcintyre@eastlothian.gov.uk

Professional Development Awards (PDA)

East Lothian Council is committed to ensuring that staff are supported to undertake training to ensure a high quality service. As such we fund a number of places to allow those working as classroom assistants and SfL assistants to undertake a PDA award.

This course is designed for those working in mainstream Schools as classroom assistants or learning assistants but have no formal training.

There is a new PDA award that we will be offering this year and further details will be available early in the new session. If you’re interested please contact Kirsty Robertson.

Kirsty Robertson
Staff Development Officer
krobertson1@eastlothian.gov.uk
01820 828763
Youth Music Initiative (YMI)

There are two exciting projects running this year that staff are able to get involved with – training for both Nursery and Primary 1 /2 staff.

Two teachers from each of the Primaries and 10 Nurseries will be involved this year.

The YMI project is taking positive action in relation to music education. YMI will bring a National Youth Choir of Scotland trainer to teach Primary 1 and Primary 2 teachers how to deliver singing games and rhymes lessons. Many classroom teachers lack confidence in singing and feel that they need to be ‘great’ singers in order to deliver songs in the classroom. The training will help class teachers to understand how simple it can be to deliver singing games and rhymes - many of the tunes have only 2 or 3 notes - and the resources supplied are very teacher friendly. All of the singing games and rhymes have actions and the children really find it fun and frequently want to repeat them over and over.

All Primary schools have access to Music specialists but this does not, in the vast majority of cases, extend to nursery age children and where there is access to specialist provision it is usually for only part of the year.

Music plays a very important role within this age range, especially singing games and playing basic music percussion instruments. Children can be introduced to the language of music like beat, rhythm, harmony and pitch. Music helps build on the children’s confidence and their ability to interact with each other and cooperate in groups. It also encourages listening skills. Part of the music project will be delivered using a nursery package devised by a company called ABC (Apple, Banana, Carrot) and is aimed at Nursery children in their pre-school year. The singing games and rhymes book has been devised by NYCoS (National Youth Choir of Scotland) for children aged 3 – 5.

YMI Primary 1/2
Haddington Town House - Main Hall
Friday 4 September 2009 1.30 - 4.00
Friday 22 January 2010 1.30 - 4.00 and
Friday 19 March 2010 1.30 - 4.00

YMI Nursery
Haddington Infant school
Friday 11 September 2009 1.30 - 3.30
Friday 25 September 2009 1.30 - 3.30
Friday 15 January 2010 1.30 - 3.30 and
Friday 26 February 2010 1.30 - 3.30.

19 schools and 13 nurseries are already signed up for this. If you’d like further information please contact

Patrick Holden
YMI Coordinator, Culture and Community Development
pholden@eastlothian.gov.uk
### FANTASTIC FLIGHT – SCIENCE FOR P1-3  
**ECS307**  
Friday 2 October  
1:30-3.30  
National Museum of Flight

**Designed for:**  
Teachers of P1-3 who want to make their science lessons more interesting

**Outcomes**  
On completion of the course, participants will:  
- Be more confident about teaching science especially in the areas of Energy and Forces and Motion.  
- Have tried and be able to take back 2 experiments to the classroom.  
- Be aware of the on line resources available to help them.  
- Be aware of what the new Fantastic Flight interactive exhibition can offer their pupils.

**Outline Programme**  
- Tour of the Fantastic Flight exhibition.  
- Classroom session learning 2 experiments and an approach for creating more of their own.  
- An overview of the National Museums of Scotland on line resources and how they can be used.

**Tutor:** Adam Love-Rodgers, Learning and Programmes Officer

### FANTASTIC FLIGHT – SCIENCE FOR P4-7  
**ECS308**  
Friday 9 October  
1:30 – 3.30  
National Museum of Flight

**Designed for:**  
Teachers of P4-7 who want to make their science lessons more interesting

**Outcomes**  
On completion of the course, participants will:  
- Be more confident about teaching science especially in the areas of Energy and Forces and Motion.  
- Have tried and be able to take back 2 experiments to the classroom.  
- Be aware of the on line resources available to help them.  
- Be aware of what the new Fantastic Flight interactive exhibition can offer their pupils.

**Outline Programme**  
- Tour of the Fantastic Flight exhibition.  
- Classroom session learning 2 experiments and an approach for creating more of their own.  
- An overview of the National Museums of Scotland on line resources and how they can be used.

**Tutor:** Adam Love-Rodgers, Learning and Programmes Officer
<table>
<thead>
<tr>
<th><strong>SCIENCE SHOWCASE</strong></th>
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<tr>
<td>ECS207</td>
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<tr>
<td>Friday 5 March</td>
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<td>1.30-3.30</td>
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<td>National Museum of Flight</td>
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**Designed for:** Primary School teachers interested in improving their science lessons

Following feedback from last year’s event there will be a special emphasis on ideas teachers can use themselves in the classroom

**Benefits of attending**

On completion of the course, participants will:

- Have practical skills and science activities to take back to the classroom
- Be enthused about communicating science
- Have an overview of services that can be brought into School from informal providers

**Outline Programme**

- 3 X 30 minute workshops with selected science presenters from top science education providers including National Museums Scotland. There will be at least 5 providers to choose from
- The day will finish with a science show from the National Museums Scotland

**Tutor:** National Museum of Flight Staff

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<thead>
<tr>
<th><strong>HOW CAN I ......??????</strong></th>
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<tr>
<td><strong>(FORMATIVE ASSESSMENT IN ACTION)</strong></td>
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<tr>
<td>ECS309</td>
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<tr>
<td>Monday 28 September &amp; Monday 23 November</td>
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<td>4.15-5.45</td>
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<td>Main Hall, Town House, Haddington</td>
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**Designed for:** all secondary teachers

**Benefits of attending**

On completion of the course, participants will:

- Have confidence to practise aspects of feedback and questioning
- Have a clear idea of link between formative assessment and CfE
- See examples of practice which are transferable
- Have learned through collaborative working

**Outline Programme**

All research supports the positive impact formative assessment strategies have on learning & teaching. This is an opportunity to share with members of East Lothian Secondary Learning Team. The format will be mainly practical. Team members will illustrate strategies that have worked for them – strategies you can take away and use. There will also be an outline of the theory which underpins practice. Most importantly there will be planning time built in so you leave with your first lesson prepared!

**Tutors:** Members of Secondary Learning Team – representing all schools assisted by Ann McLanachan, East Lothian Learning Team Development
FORMATIVE ASSESSMENT SHOWCASE
(SECONDARY)

ECS330

Friday 14 May
1.30 – 3.30
Venue to be confirmed

Designed for:
Secondary Teachers

Benefits of attending

On completion of the course, participants will:

• Have seen the range of classroom practice undertaken by colleagues in the Secondary Learning Team.
• Have heard from these colleagues how/what strategies were implemented
• Learn about the impact on classroom practice – both on the teacher and the students
• Receive a list of resources and websites to help with developing FA practice

Outline Programme

This is a sharing session with lots of opportunity to interact, ask questions, further knowledge about what is happening in a classroom near you.

There will be stalls of work undertaken e.g. effective questioning, formative feedback, self/peer assessment and the stalls will be manned by members of the East Lothian secondary learning team. The team members are from a wide range of secondary backgrounds so there will be something for everyone. A great opportunity for professional dialogue

Tutor: All members of East Lothian Secondary Learning Team assisted by Ann McLanachan
HEALTHY RESPECT ‘RESPECT TRAINING DAY’

ECS244

Wednesday 25 November
11.00-5.00
Marriage Conference Room, John Muir House

Designed for:
Those working with children in Primaries 4 – 7 (designed for 9 – 12 year age group).

The Respect materials are delivered in eight sessions, which last approximately 50min each. The sessions are progressive, each one building on and reinforcing the knowledge and skills gained in the previous sessions.

Benefits of attending

Respect is a comprehensive teaching resource that can be used by professionals working with young people in a classroom or informal youth setting.

Through a mixture of games, activities, quizzes and discussion young people explore issues such as equality, power, non-violent conflict resolution and what it means to be a boy or a girl. The programme aims to give young participants skills to develop healthy relationships and a deeper understanding of gender-related issues.

On completion of the course, participants will:

• Be confident about fulfilling the aims of the Respect programme
• Consider and practise the exercises to be used with young people
• Explore the role of preventative educational practice and to ensure understanding of the aims of the Respect programme
• Have increased awareness of the facts about violence against women and children, to explore root causes and to challenge myths and stereotypes.

Outline Programme

• Communication
• Whole School Ethos
• Respect and Difference
• Co operation and Group Work
• Violence Against Women
• Power
• Parents and the Home Activities Resource
• Being a Girl, Being a Boy

Tutors: Jennifer Daly & Rachel Yates
FOREST SCHOOL
LEADER TRAINING LEVEL 3

5 days

ECS227 Monday 26 October – Friday 30 October
ECS228 Monday 22 February – Friday 26 February

What is Forest School?
The Forest School ethos focuses on learning styles that maximise the emotional, social and developmental benefits of education. Practitioners use learning and teaching strategies which raise self-esteem, develop confidence, independence, language and communication skills.

How Forest School is different
Unlike One-Day events, Environmental Education and Outdoor Activities, Forest School works with children/young people in the outdoors over a period of time, working with a higher than normal staffing ratio, introducing responsible risk-taking and setting participants up to achieve. Forest School is run by qualified Forest School Leaders, together with other staff who are well versed on the Forest School process.

The Leader Training
The Forest School Practitioner training award is the required training to be able to lead Forest School with children and young people. It is a level 3 qualification (equivalent to ‘A’ level) and is accredited through Open College Network (OCN). It is aimed at teachers and other education professionals already working with children/young people and will enable them to lead Forest School Programmes.

The training course comprises a number of elements:

- 5-day Intensive Training
- 3-day Practical Skills Assessment
- Student to lead a programme of 6 Forest School sessions
- Forest School Delivery Assessment
- 1-day Tutorial
- Coursework portfolio

This equates to 70 hours of taught time and requires, on average, a further 110 hours of self-study time from the student. The course takes approximately 9 months to complete.

Students will need to provide their own pair of safety boots. All information, materials and other health and safety equipment will be provided during the training course.

Entry Criteria

- Be over 21 years of age
- Be a qualified Teacher, Play worker or Youth worker (to level 2 or equivalent) OR compile a portfolio of at least 2 years experience of working with children/young people in a leadership capacity
- Have a current CRB disclosure (or Disclosure Scotland Certificate)
- Have or be in the process of acquiring a current valid First Aid for Outdoors certificate (2-day ITC or equivalent)

The Tutors
The Forest School training is delivered by Simon Shakespeare, qualified Teacher, Forest School leader, Assessor and Accredited Practitioner with the Institute of Outdoor Learning, together with a dedicated team of qualified and experienced Forest School staff.
KEEPING MYSELF SAFE

ECS242

Friday 26 February
9.30–3.30
Musselburgh East Community Learning Centre

Designed for:
P6/7 Teachers and any new Head Teachers

Benefits of attending

On completion of the course, participants will leave with a personal safety toolkit of skills and strategies for helping pupils keep themselves safe. These cover, for example:

- Advice for keeping safe when using the Internet
- Recognising the physical signs when something is wrong
- Being able to resist pressure from friends or peers to take risks
- Knowing how to share and talk about a problem
- Issues arising from domestic violence
- Issues arising from alcohol and substance abuse
- Knowing who to trust and where to get advice
- Sexual abuse

Outline Programme

Keeping Myself Safe reflects national advice on personal safety and helps young people to:

- Understand key issues relating to personal safety at home and in the community
- Develop personal safety skills to apply in a variety of situations
- Build self-confidence and assertiveness skills
- Know about Helplines and how they may be accessed

Note:
Head Teachers need to ensure that teachers attending this are able to allocate a proportion of their CPD hours to implement this resource effectively.

Tutor: Sue Hamilton
HEALTH PROMOTION/HEALTH & WELLBEING

ECS331

Thursday 17, 24 September, 1 October
4.30-6.00
Large Meeting Room, John Muir House

Designed for:
Practitioners working with children and young people who are keen to develop their awareness of promoting and mainstreaming health and wellbeing within their school setting.

Benefits of attending

On completion of the course, participants will:
• Recognise how classroom/whole school/extra-curricular practice fits within the CfE Health & Wellbeing experiences and outcomes
• Benefit from viewing new and tried/tested resources and sharing ideas around Health promotion and sustainability
• Know who/where to turn for support in delivering the HWB curriculum

Outline Programme

Week 1: Health at the heart of Curriculum for Excellence
Unpacking the Health & Wellbeing experiences and outcomes, including a focus on those which are the responsibility of all.

Week 2: Recommended Resources and Good Practice
An opportunity for participants to view new health-related resources as well as to bring along recommendations of those which work.

Week 3: People who help us!
A consideration of who can provide support for learning around HWB and how to build them into lesson planning.

Tutor: Hilary Hall
HOLOCAUST EDUCATION: 
A PRACTICAL APPROACH TO THE TOPIC

ECS348

Monday 12 October
4.15-5.45
Main Hall, Townhouse, Haddington

ECS349

Wednesday 11 November
4.15–5.45
Main Hall, Townhouse, Haddington

Designed for:
Primary and Secondary

Benefits of attending

On completion of the course, participants will be able to approach the topic of the Holocaust with more confidence.

Outline Programme

The workshop will enable participants to examine the Topic of the Holocaust and how to approach it within their teaching. They will look at the topic through discussion and practical activities. (The workshop will use the story of Anne Frank as a stimuli for work)

Tutor: John Naples-Campbell
Arts Service CPD

Shadow Puppets for Early Years
Facilitated by professional puppeteer, Alison Monaghan
Wednesday 4 November 4-6pm

TAG Theatre - 'Dragonfly' Storytelling through Drama for Early Years
Thursday 26 November, 4-6pm

Show Time
The aim of the course is to support teachers who currently lead or aim to lead or share responsibility for a school production.

For the purposes of this course a school production will encompass plays and musicals.

The course has been designed to allow a teacher ‘dip in’ and benefit from stand alone modules most appropriate to their responsibility within a school production but any teacher can complete the full range of modules thus giving them an overview of the skills and considerations needed to manage the main aspects of a production.

It is possible that various members of staff could attend different sessions, thus leaving a school participating fully in the programme

The sessions will be delivered by a variety of professionals from Brunton Theatre, ELC Arts Service and associated professional freelance artists.

The course will compile the following modules:

Funding a school production- Wednesday 16 September, 4-5pm (1 hour)
Venue: Brunton Hall
Where can schools find funding to support a school concert/performance? What types of financial and/or in-kind support can be explored? How do you select an application process suited to your needs? This session will be lead by ELC Arts Education Officer, Ruthanne Baxter.

Props for stage – Tuesday 22 September, 4.30-5.30pm (1 hour)
Venue: Brunton Theatre
Pointers on how to source props and introduction on how to make basic props with the minimum of budget and time. This session will be lead by Nicola Milazzo, professional theatre technician at Brunton Theatre
Selecting productions for schools – Wednesday 23 September, 4-5.30pm (1hr 30)
Venue: tbc
Want to do a play/musical but not sure where to start looking? Come along to this workshop for some ideas of where to begin and some play suggestions to get you going. If you have put on a great show bring it with you and share it, this way you could leave with 15 different new shows to try! This will be lead by Helen-Marie Tuiwaiwai, a highly experienced theatre director.

Stage make-up – Friday 25 September, 2-4pm (2 hours)
Venue: Musselburgh Burgh PS
Delivered by Susan from Metamorface, professional stage and festival make up company this session will be a mix of talk, demonstrations and hands on practice. Susan will demonstrate using the Metamorface school's make up kit and select generic make-up themes but may have time to present on a particular production if the group would find that helpful.

An Introduction to Directing - Wednesday 30 September 4-6pm (2 hours)
Venue: Brunton Hall, Rehearsal Studio
You have a play, you have a class, but how do you take it from page to stage? How do I make it look like they are not all standing in a line? What does SL/SR mean? Should I stick to the script or do my own thing? How can I make it more interesting? If any of these questions apply to you or you have similar ones of your own, then come along to this interactive workshop to get a few tips and techniques on how to get the best out of a play with your pupils. This session will be lead by Helen-Marie Tuiwaiwai.

Directing #2 – Wednesday 7 October, 4-6pm (2 hours)
Venue: tbc
This session is advancing the basic skills that are covered in the Introduction to Directing session. It is suitable for those who attended the Introduction session last year, this year and any others who have some prior experience of directing young people.

Accent Training – Friday 9 October, 2-4pm (2 hours)
Venue: Musselburgh Grammar School
Lead by Ros Steen from the Centre for Voice in Performance at the RSAMD, this session will explore the basic techniques of delivering a variety of accents and bringing an understanding of how our physical environment can influence how we speak. This session was absolutely fantastic last year – don’t miss it!

These two modules are still to be confirmed:

Costume Selection & Design – (1 hour 30 mins)
Venue: Brunton Hall
Lead by Christine Ross, this session will take you through what you should consider from a practical as well as artistic point of view when deciding on the visual impact of your cast and setting. Christine is known locally for her work on the annual Brunton Pantomime and she will provide tips on where best to source inspiration, materials and accessories.

Choreography- (2 hours)
Venue: Brunton Hall
Delivered by Dance Artist Beth Noble the session aims to provide teachers with the basic steps and methods of choreography for a Musical Theatre production. The session will focus on elements such as spacing, solo and group work. This session will be a practical, physically active session. It is advised that loose, comfortable clothing is worn, as teachers will be ‘up and dancing’. 
Licketyspit – Thursday 24 August, 4-6pm (2 hours)
Venue: Brunton Theatre

Licketyspit Artistic Director, Virginia Radcliffe, is offering a CPD session for Nursery and teacher's from P1 - P4. Virginia has been specialising in creating theatre for children in Scotland since 2001 when she became Wee Stories' Early Years Project Director. She founded Licketyspit in 2004 and has created a series of shows for children: Hare & Tortoise, Molly Whuppie, Wee Witches, Quangle Wangle, A Piece of Cake, Magic Spaghetti, Green Whale, Heelie-go-Leerie and most recently, LicketyLeap. In this workshop Virginia will introduce teachers to many of the games, songs and rhymes she regularly uses when working practically with children. There will be resource sheets to accompany the workshop. Virginia's books : Molly Whuppie & Wee Witches and the CD's of Molly Whuppie and Hare & Tortoise will be available following the session at greatly reduced prices.

All Arts Service Courses should be booked directly through
The Arts Service Team by emailing Ruthanne Baxter at

rbaxter@eastlothian.gov.uk
Let’s Get Physical!
We shall improve involvement in and achievement through increased involvement of children and young people in creative arts, sports, outdoor education and community volunteering

We will improve children and young people’s health and their attitudes to health.

The number of children and young people participating in physical activity outwith school will increase.

Confident individuals with a sense of physical, mental and emotional well being able to pursue a healthy and active lifestyle

The Professional Qualification in Physical Education for Primary Teachers

“it is exciting and academically challenging (in a good way) and I feel fortunate to be a part of something as new and as inspirational as this and I feel our children will benefit greatly from the teachers who embark on this course.”

East Lothian Primary Teacher

In response to the Report of the Physical Education Review in June 2003 Peter Peacock outlined three important aims for physical education: more time; more teachers and more choice. The Scottish Executive is funding 400 teachers across Scotland to gain this professional qualification. The funding will cover all fees.

Who will provide the training?

The University of Edinburgh will provide the training, in partnership with the Shetland Education Department and the programme, delivered mainly outside School hours, will consist of 3 courses (modules) and will take two years to complete.

Course 1: 3-14 Physical Education: Setting the Context
Course 2: The Early Years Physical Education Curriculum (3 – 8)
Course 3: The Upper Primary/Early Secondary Physical Education Curriculum (9 – 14)

There is further funding for staff to undertake this qualification and there are spaces available starting August 09 and potentially another cohort in Feb 2010. If you are interested please contact Kirsty Robertson (krobertson1@eastlothian.gov.uk)
### EARLY MOVES

**ECS235**

Friday 30 October  1.30 – 4.30  
Thursday 5 November  4.00 – 6.00  
Thursday 12 November  4.00 – 6.00  
Prestonpans Infant School

**Designed for:**
All professionals working in the Pre-School sector e.g. class teachers, nursery teachers, PE Specialists, Active Schools Co-ordinators

**Benefits of attending:**
On completion of the course, participants will:

- Have gained an understanding of the movement potential of pre school children and how to assist and guide them in their learning in a variety of settings within the nursery

**Outline Programme**
This course aims to develop basic movement competence in pre-school children with a focus on “balance and co ordination”. Delegate will become familiar with a framework, which enables them to understand how different parts of the body work individually and how they combine and interact to produce whole body movement

**Note:**
This is a practical course so please wear appropriate clothing and bring something to drink with you

**Tutors:** Jan McIntyre, University of Edinburgh, June Murray, East Lothian & University of Edinburgh

### ACTIVE PLAYGROUNDS

**ECS236**  
Friday 25 September, 1.30-3.30  
Longniddry Primary

**ECS237**  
Wednesday 10 March, 4.15-6.15  
Aberlady Primary

**Designed for:**
All teachers, especially those working with P6/7. This course provides examples and suggestions on ways to create an “Active” playground with Primary 6 and 7 acting as playground games leaders and playground buddies. Implementation of this programme contributes towards the aims of a health promoting School

**Benefits of attending**
On completion of the course, participants will be able to:

- Organise and deliver a playground leaders course to P6/7
- Identify safe playground games areas and appropriate games
- Encourage the use of the playground for a variety of activities & establish and monitor a playground games programme
- Establish and monitor a buddy scheme

**Outline Programme**

- Establish the context and importance of playground games, games leaders and the buddy scheme
- Familiarisation with the concept of an “Active” Playground
- Identify a variety of playground activities and how to determine whether they are safe and appropriate
- Examine and discuss the requirements of a playground games programme including adult supervision, P7 games leaders responsibilities, rotas, monitoring and use and storage of equipment
- Wet break alternatives
- Consider buddy schemes, how to implement them and their importance

**Note:** Please wear appropriate clothing and bring something to drink with you

**Tutor:** Active Schools Team
### SCOTTISH CYCLE TRAINING SCHEME

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<tr>
<th>Course Code</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
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</thead>
<tbody>
<tr>
<td>ECS238a</td>
<td>Thursday 17 September</td>
<td>4.00-6.00</td>
<td>King’s Meadow Primary</td>
</tr>
<tr>
<td>ECS238b</td>
<td>Tuesday 30 March</td>
<td>4.00-6.00</td>
<td>Musselburgh Burgh Primary</td>
</tr>
</tbody>
</table>

**Designed for:**
Class Teachers, Classroom Assistants and Support Staff

**Benefits of attending**
On completion of the course, participants will be qualified to deliver the Scottish Cycle Training Scheme to P6 and P7 children

**Outline Programme**
The Scottish Cycle Training Scheme:

- Promotes an understanding of the rules of the road, particularly those applying to cyclists
- Encourages the development of a responsible attitude and develops a consideration of the risks and responsibilities of cycling
- Enables cyclists to cope with common road and traffic situations involving decision making and promotes an understanding of the role of cycling as a healthy and environmentally sustainable form of transport

**Note:**
This is a practical course so please wear appropriate clothing and bring something to drink with you

**Tutor:** Lesley Nicholson
Active Schools Co-ordinator

### TOP START

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ECS240</td>
<td>Tuesday 24 November</td>
<td>4.00-6.30</td>
<td>Haddington Infants School</td>
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</tbody>
</table>

**Designed for:**
Nursery Teachers, Nursery Assistants, People working with pre-School children

**Benefits of attending**
On completion of the course, participants will:

- Be able to use the STEPS method to help all children succeed through Top Tots/Start
- Include all children in the activities
- Explain the appropriate and safe use of the resources
- Have a knowledge of the ways in which the resource cards can be used to support Early Learning Outcomes
- Have a greater knowledge on how to link the resources to the Curriculum
- Be able to run TOP Tots/START sessions

**Outline Programme**
- Basic knowledge of the Youth Sport Trust and philosophy behind the TOP START resource cards
- Explain and reinforce the physical development and movement aspect of the nursery child’s development and learning
- Demonstrate how the cards can be used and how to link to curriculum
- Explore use of equipment and cards
- Adaptation of cards
- Identify various ways of working with pre-School children

**Note:**
Please wear appropriate clothing and bring something to drink with you. Top Start activities are excellent for the “Application” phase in Basic Moves

**Tutor:** Active Schools Team
FIRSTCLUBGOLF

ECS312  Mon 25 January & 1 February
        4.00-5.30
        Loch Centre, Tranent

ECS313  Wednesday 3 & 10 February
        4.00-5.30
        Kings Meadow Primary School

Designed for:
Delivery to P5/ P5 Composites ONLY
P5 teachers or any other nominated school representatives that would be able to deliver the sessions to Primary 5’s/P5 composites during curriculum time

Outcomes
On completion of the course, participants will:
Be equipped with the knowledge to deliver 6 very basic introductory golf sessions known as firstclubgolf. This will then allow children to access clubgolf coaching in an after school setting delivered by trained volunteer coaches.

Outline Programme
• Familiarise attendees with firstclubgolf equipment and lesson cards
• Introduce the key teaching points of the 3 main shots involved in golf
• Demonstrate how to put the shots together in an easy game format
• Introduces alternative activity stations which assist in developing core golf skills

Note:
No golf experience is needed. Please wear comfortable clothing and trainers. Please also bring outdoor shoes and a warm jacket as if dry conditions 20 mins of the course will be delivered outdoors.

Tutor:  Kate Green – Junior Golf Development Officer, Active Schools Coordinators

PHYSICAL EDUCATION:
LATEST AND BEST PRACTICE UPDATE

ECS317

Friday 25 September
1.00pm-5.00
Meadowmill Sports Centre

Designed for:
PE Teachers / Active School Coordinators

Outcomes
On completion of the course, participants will:
• Have an increased knowledge of latest and best practice in the target sports covered in the course.

Outline Programme
1.00-2.45  Badminton Higher
           Tag Rugby
           Disability Sport

3.15-5.00  Aqua Splash (water confidence)
           S3 Rugby
           Basic Moves (post P3 Pathways)

Note:
Candidates should choose one topic from each time slot.

This is a practical course – please wear appropriate clothing & footwear and bring a drink with you.

Tutors:  Sports Development Team and Partner Agencies
BASIC MOVES
The Basic Moves Programme aims to help all children develop the basic movement competence that lays the foundation for lifelong physical activity.

East Lothian is responsible for the rollout of the Basic Moves Training Programme, in conjunction with University of Edinburgh and sportscotland.

The course outline below is for staff who wish to train as Basic Moves Level 1 Trainers.

### BASIC MOVES LEVEL 1

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<th>Course Code</th>
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<th>Time</th>
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<tbody>
<tr>
<td>ECS232</td>
<td>Friday 25 September</td>
<td>1.30 - 4.30</td>
<td>Prestonpans Infant School</td>
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<tr>
<td></td>
<td>Thursday 1 October</td>
<td>4.00 – 6.00</td>
<td>Prestonpans Infant School</td>
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<td></td>
<td>Thursday 8 October</td>
<td>4.00 – 6.00</td>
<td>Prestonpans Infant School</td>
</tr>
<tr>
<td>ECS233</td>
<td>Thursday 21 January</td>
<td>4.00 - 6.00</td>
<td>Prestonpans Infant School</td>
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<td></td>
<td>Thursday 28 January</td>
<td>4.00 - 6.00</td>
<td>Prestonpans Infant School</td>
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<td></td>
<td>Thursday 4 February</td>
<td>4.00 - 6.00</td>
<td>Prestonpans Infant School</td>
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<tr>
<td></td>
<td>Thursday 11 February</td>
<td>4.00 – 6.00</td>
<td>Prestonpans Infant School</td>
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### BASIC MOVES LEVEL 2

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<th>Location</th>
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<tbody>
<tr>
<td>ECS234</td>
<td>Friday 26 February</td>
<td>1.30 - 4.30</td>
<td>Prestonpans Infant School</td>
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<tr>
<td></td>
<td>Thursday 4 March</td>
<td>4.00 – 6.00</td>
<td>Prestonpans Infant School</td>
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<tr>
<td></td>
<td>Friday 12 March</td>
<td>1.30 – 4.30</td>
<td>Prestonpans Infant School</td>
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**Designed for:**
All staff including Basic Moves in curricular P.E. or delivering Basic Moves After School Clubs.

**For Level 2, participants will have completed Level 1 training**

**Benefits of attending**
On completion of the course, participants will:
- Understand the importance of Lifelong Physical Activity
- Have gained the skills to deliver Basic Moves
- Will have a greater understanding of basic movement technique
- Will have an understanding of adaptable & creative movement & movement concepts
- Will be able to assess children’s movement competence.

**Outline Programme**
- Theory underpinning the Basic Moves Programme
- Practical application of the theory
- A Basic Moves Session

**Note:**
Attendance at all sessions is a requirement to gain a certificate. There will an element of practical in each session. Please wear appropriate clothing and footwear.

*For more information on Basic Moves contact June Murray, jmurray@education.ed.ac.uk*
### MOTOR IMPROVEMENT PART I

**ECS319**

**Thursday 19 & 26 November**

**9.30-12.30**

**Fitness Studio, Musselburgh East Community Centre**

**Designed for:**
Staff working with and likely to work with children and young people with motor improvement and who have not yet been trained. This course is also suitable for those wishing to refresh knowledge & practical skills.

**Benefits of attending**
On completion of the course, participants will:
- Have a bank of appropriate remediation exercises
- Have greater understanding of motor improvement
- Meet others delivering programmes

**Outline Programme**
- Motor Improvement and its impact
- Remediation exercises
- Practising these
- Learning from the experience of others
- Issues arising

**Note:**
This is a practical course. Please wear appropriate clothing and footwear & bring a drink with you

**Tutor:** June Murray

### MOTOR IMPROVEMENT “HYBRID”

**PARTS 2 & 3**

**ECS320**

**Thursday 14 & 21 January**

**9.30-12.30**

**Dance Studio, Musselburgh East Community Centre**

**Designed for:**
Staff who have previously completed a Motor Improvement 1 Course. This course is also suitable for those wishing to refresh knowledge & practical skills.

**Benefits of attending**
On completion of the course, participants will:
- Have increased their “bank” of remediation exercises
- Understand the place of primitive reflexes in child development
- Be able to identify & remediate retained primitive reflexes
- Be up to date with new work in this field

**Outline Programme:**
- Overview of movement development & the impact of Motor Improvement
- Practical work for:
  - identifying retained reflexes
  - remediating retained reflexes
- Sharing good practice
- Issues

**Note:**
This is a practical course. Please wear appropriate clothing and footwear & bring a drink with you

**Tutor:** June Murray
Scottish Disability Sport has developed and introduced a Disability Inclusion Training Module aimed at those interested in becoming involved in sport for people with a disability. The full day course includes a mix of theory and practical delivery to allow participants to positively include people with a disability in physical activity and sport. A half-day version of the course has also developed which focuses on the theory element.

The theory element of the course tackles issues such as communication, terminology, inclusion models and disability issues. The practical section deals with inclusion in a variety of settings including warm ups, fun games, core skills and team sports. All DIT tutors have extensive experience of working in disability sport and possess nationally recognised tutor qualifications.

**Designed for:** PE Specialists and Secondary PE Teachers

**Note:**
This is a practical course, please wear appropriate clothing & footwear. Please bring a drink of water with you.

**Programme**

- 9.15 Introductions/Ice Breaker
- 9.30 Background/Philosophy
- 9.55 Characteristics of Disability (Communication, Terminology)
- 10.50 Tea/Coffee
- 11.10 Inclusion Spectrum & STEPS
- 11.40 Practical Session 1
- 12.45 Lunch
- 1.30 Practical Session 2
- 3.15 Case Studies
- 4.15 Background to SDS
- 4.30 Finish

**Tutor:** Scottish Disability Sport Officers
Technology to support A Curriculum for Excellence
We shall place sustainable education, enterprise, science, modern languages and technology at the heart of the County’s education provision

Successful learners with openness to new thinking and ideas able to use technology for learning

Promethean Planet run free level 1 Foundation Skills courses.

These introduce the basic features and some of the more advanced features of the Activprimary and Activstudio software. These courses will allow you to develop the key skills to use this software effectively.

If you are interested in going on one of these courses then check out Promethean’s website

www.prometheanlearning.com

Internet Safety

Sessions on this can be offered on a school/cluster basis. Please contact the Staff Development Team or complete a cluster booking form and return to us (staffdevelopment.ecs@eastlothian.gov.uk)
GETTING TO KNOW EDUBUZZ

ECS287a  Wednesday 9 September
         4.00-6.00
         Knox Academy

ECS287b  Thursday 18 November
         4.00-6.00
         Knox Academy

ECS287c  Tuesday 2 February
         4.00-6.00
         Knox Academy

Designed for:
Staff interested in using East Lothian's Edubuzz WordPress web publishing system to improve teaching and learning

Benefits of Attending:
Attendees will learn how modern web publishing tools now make it practical to integrate web publishing into everyday school and classroom activities to gain a range of benefits, including an enriched student experience and improved parental involvement.

Outline Programme:
• See examples of how edubuzz interactive web sites (blogs) are being used to gain educational benefits
• Find out how WordPress makes web publishing as easy as sending an email
• Learn how to use Posts to update your site with fresh news stories
• Find out why Pages are ideal for reference material
• Learn how to use Comments to interact with your audience
• See how to easily make your site more attractive and useful
Games Meet

ECS203

Friday 25 September 2009
1.30-3.30
Scout Hall Haddington

Want to find out more about the potential of Games Based Learning in your classroom?

Come and join us on Friday 25 September 2009 in the Scout Hall Haddington From 1:30—3:30

To reserve your place please contact

The Staff Development Team
staffdevelopment@eastlothian.gov.uk

ECS203
SCRATCH

ECS292  Friday 25 September
1.00-4.00
North Berwick High School
(Computing Room 2)

ECS293  Friday 30 October
1.00-4.00
North Berwick High School
(Computing Room 2)

Designed For:
All staff

Benefits of attending:

On completion of the course participants will:

- Be able to deliver the Technologies Outcome -TCH 2-09a
- Using appropriate software, work collaboratively to design an interesting and entertaining game which incorporates a form of control technology or interactive multimedia.

Programming is good for problem solving abilities and can be applied to all subject areas/ life in general.

Scratch uses a Graphical User Interface, which allows you to drag and drop commands and see the effects of your programming as you go along.

It only takes minutes to program simple, highly graphical and interactive games with sound! In order to teach it you need to learn it. You will be surprised at how fast you will learn!

Outline Programme:

- How scratch works
- Investigating commands and problem solving
- Program and develop a Scratch game
- Structure to teach Scratch
- Ideas of simple and complex games and the various types of games that can be played.

Learning environment is very informal and fun - no pressure

Tutor: Carl Roderick, North Berwick High
Scrano the award-winning learning images website, containing over 360,000 copyright cleared images, sound files and video clips for use in the creation of learning & teaching materials.

www.scran.ac.uk

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<th>Course Code</th>
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<th>Subject</th>
<th>Time</th>
<th>Venue</th>
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<tr>
<td>ECS258</td>
<td>10 September</td>
<td>Expressive Arts</td>
<td>4.15 - 5.45</td>
<td>Knox Academy</td>
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<tr>
<td>ECS259</td>
<td>7 October</td>
<td>Language &amp; Literacy</td>
<td>4.15 - 5.45</td>
<td>Knox Academy</td>
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<tr>
<td>ECS260</td>
<td>2 November</td>
<td>Health &amp; Wellbeing</td>
<td>4.15 - 5.45</td>
<td>Knox Academy</td>
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<tr>
<td>ECS261</td>
<td>2 December</td>
<td>Maths &amp; Numeracy</td>
<td>4.15 - 5.45</td>
<td>Knox Academy</td>
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<td>ECS262</td>
<td>12 January</td>
<td>RME</td>
<td>4.15 - 5.45</td>
<td>Knox Academy</td>
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<td>ECS263</td>
<td>10 February</td>
<td>Sciences</td>
<td>4.15 - 5.45</td>
<td>Knox Academy</td>
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<td>ECS264</td>
<td>11 March</td>
<td>Social Studies</td>
<td>4.15 - 5.45</td>
<td>Knox Academy</td>
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<tr>
<td>ECS265</td>
<td>27 April</td>
<td>Technologies</td>
<td>4.15 - 5.45</td>
<td>Knox Academy</td>
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</table>

These CPD sessions will consist of detailed introductory presentations followed by a hands-on workshop and will cover:

- How teachers can make use of resources from the Scrano website in the production of their own materials
- How they can encourage use of Scrano with pupils
- Exploring the site – searching, saving, creating resources, social networking (*blogging*)

Course Outcome

*Course attendees will:*

- Be confident in the use of Scrano’s search methods, creation and storing tools to produce their own teaching resources
- Have identified ways in which they can continue to use Scrano in their own preparation of resources

The session will be led by a Scrano Education Officer. Attendees need not be experienced ICT users. Full training materials will be provided. Scrano is listed on the Scottish GTC’s national register of approved CPD providers.
EDUBUZZ USERS GROUP

ECS289a Tuesday 29 September
4.00-6.00
Venue to be confirmed

ECS289b Monday 18 January
4.00-6.00
Venue to be confirmed

ECS289c Thursday 29 April
4.00-6.00
Venue to be confirmed

Designed For:
All staff with knowledge of using Edubuzz and for staff who have not used Edubuzz but wish to find out more.

Benefits of attending:
On completion of the course, participants will have gained knowledge about how to use East Lothian's blogging platform as well as be given suggestions/ideas of next steps in their use of Edubuzz.

Outline Programme:
- Share ideas about how Edubuzz is being used
- Discuss some of the technical aspects of using Edubuzz – uploading pictures and movies, using plug ins, changing themes.
- Discuss blogging etiquette
- Plan/share next steps

Tutor: David Gilmour
PROMETHEAN ACTIVINSPIRE ROADSHOW

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<tr>
<td>ECS279</td>
<td>Friday 30 October</td>
<td>1.30 – 3.00</td>
<td>Knox Academy</td>
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<tr>
<td>ECS280</td>
<td>Thursday 19 November</td>
<td>4.15 – 5.45</td>
<td>Knox Academy</td>
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<tr>
<td>ECS281</td>
<td>Friday 12 March</td>
<td>1.30-3.00</td>
<td>Knox Academy</td>
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Designed for: All school staff

Benefits of attending

On completion of the course, participants will get hints, tips and ideas on how to make best use of their Interactive Technologies

Outline Programme

Love Your Whiteboard Roadshows are primarily focussed around one objective; to give you the ideas and confidence to make better use of your whiteboard, regardless of manufacturer.

Find out about:

- **Inspire** – Promethean’s latest Interactive Whiteboard Software
- **Hints and Tips** – discover practical whiteboard skills and techniques to enhance Learning and Teaching
- **Practical Support** – learn about how Promethean’s Online Community, Promethean Planet, can provide support and save preparation time
- **Interactivity** – try for yourself Promethean’s peripherals; Activote, ActivExpression, ActivArena and ActivSound. See how they add value to lessons and fit in with AiFL and Curriculum for Excellence outcomes

Tutor: Janice Black

PROMETHEAN ACTIVEEXPRESSSION

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<tr>
<td>ECS282</td>
<td>Wednesday 20 January</td>
<td>4.15-5.45</td>
<td>Venue to be confirmed</td>
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Designed for: Teaching Staff – Primary and Secondary

Benefits of attending

On completion of the course, participants will:
Find out more about Promethean’s latest Learner Response System

Outline Programme

Opportunity to try out ActivExpression to see how these devices can add value to lessons and fit in with AiFL and Curriculum for Excellence experiences and outcomes.

This course would be suitable for individuals who would like to get hints, tips and ideas for using devices that they already have and also for those who are completely new to Learner Response Systems and would like to find out more information about them.

Tutor: Janice Black
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<tr>
<th>PROMETHEAN USER GROUP</th>
<th>GLOW FOR EARLY YEARS</th>
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<tr>
<td>ECS283</td>
<td>Tuesday 10 November</td>
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<td>4.00-6.15</td>
<td>Knox Academy</td>
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**Designed for:**
Staff who have an Interactive Whiteboard in their classrooms and are interested in finding out how other teachers are using their boards and software.

**Benefits of attending**
Janice Black from Promethean is looking to develop a Usergroup in East Lothian centred round supporting teachers to continue to develop their skills in using Interactive Whiteboards to support and enhance learning and teaching opportunities in schools. Consisting of between 10-15 members the group would meet on a termly basis to share hints, tips and ideas as well as get a bit of free training from Promethean! Opportunities would also be available to get hands on with some of Promethean's new products such as Dual Pen and Self Paced Learning.

**Tutor: Janice Black**

**GLOW FOR EARLY YEARS**

**Designed for:**
Early Years staff

**Benefits of attending**
On completion of the course, participants will:
- Have gained knowledge of the GLOW portal and how it can be used in the early years setting

**Outline Programme:**
- What is GLOW – Getting started
- A tour of the Navigation bar
- Accessing GLOW groups
- Demo of Early Years National GLOW group – GLOW Games for Early Years, Early Years Discussion groups.
- Resources in Focus for Early Years
- Demo of GLOW Meet for Early Years
- Time to explore GLOW
- Discuss/plan ideas for using GLOW
- Discuss ideas for GLOW groups within ELC

**Tutor: ICT Team member**
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<tbody>
<tr>
<td>ECS285a</td>
<td>Thursday 1 October</td>
<td>4.00-6.00</td>
<td>Knox Academy, Room M13</td>
</tr>
<tr>
<td>ECS285b</td>
<td>Tuesday 16 March</td>
<td>4.00-6.00</td>
<td>Knox Academy, Room M13</td>
</tr>
<tr>
<td>ECS285c</td>
<td>Friday 30 April</td>
<td>1.30-3.30</td>
<td>Knox Academy, Room M13</td>
</tr>
</tbody>
</table>

**GETTING TO KNOW YOUR PC BUILD**

**Designed for:**
Staff in Primary Schools

**Benefits of attending**
On completion of the course, participants will be aware of the new applications on the primary build as well as the existing software.

**Outline Programme**
- The new applications which are on the primary build will be demonstrated.
- Staff will be given the opportunity to explore these new applications as well as the existing software.
- Q & A session regarding the primary build.
- Next steps for use in the classroom will be discussed.

**Tutor:** ICT team member

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS286</td>
<td>Wednesday 23 September</td>
<td>4.00-6.00</td>
<td>Knox Academy, Haddington</td>
</tr>
</tbody>
</table>

**USING ICT TO SUPPORT LITERACY**

**Designed for:**
Teaching staff

**Benefits of attending**
Participants will have a better understanding of the tools available to support literacy in the classroom.

**Outline Programme**
- Discuss the types of hardware resources available to help support literacy.
- Be aware of the applications on East Lothian computers which support literacy.
- Be aware of the tools/applications available to help organise information.
- Know about the Edubuzz community and how it supports literacy development.
- Be aware of Google Applications to support literacy.
- Be aware of the development of GLOW.

**Tutor:** ICT team member
USING ‘I CAN ANIMATE’ IN THE CLASSROOM

ECS314  Tuesday 3 November 4.00-6.00  Pencaitland Primary
ECS315  Thursday 4 March 4.00-6.00  Pencaitland Primary

Designed for:  
Teaching Staff

Benefits of attending

On completion of the course participants will be shown how to use the application ‘I can animate’ and will be aware of the possibilities for use within the curriculum.

Outline Programme

- Show what is possible
- Demonstrate how to create animations
- Create simple animations in a group
- Share ideas
- Discuss relevance to Curriculum for Excellence

Tutor: Peter Kingsbury

HOW TO GET SMART WHEN YOU BROWSE THE WEB

ECS288  
Wednesday 14 October  
4.00–6.00  
Room M13  
Knox Academy, Haddington

Designed for:  
All interested staff

Benefits of attending

On completion of the course participants will know how to search and research the internet effectively.

Outline Programme

- Tips and Tricks for searching online.
- Share your ideas.
- Share your favourite websites
- Discuss publishing to the web
- Demonstrate where to publish online
- Discuss the rules about publishing online

Tutor: ICT team member
USING GOOGLE APPLICATIONS IN THE CLASSROOM

ECS340

Wednesday 9 September
4.15-5.45
Athelstaneford Primary

Designed for:
Classroom Teachers P 4-7 or Secondary staff with no prior knowledge of using Google Apps in the classroom

Benefits of attending
On completion of the course, participants will be:

• Familiar with the use of Google Applications in the classroom

Outline Programme

• Explore the use of Google Applications in the classroom

• Investigate the use of Google forms for Information Handling/surveys

• Learn how to create a basic Google website

Tutor: Lynne Lewis

FINDING ONLINE RESOURCES FOR THE CLASSROOM

ECS341

Wednesday 4 November
4.00-5.30
Athelstaneford Primary

Designed for:
Classroom teachers P 1-7

Benefits of attending
On completion of the course, participants will have knowledge of resources available online

Outline Programme

• Learn how to save and share links online
• Explore some of the best education sites on the web
• Introduction to Web tools for teachers

Tutor: Lynne Lewis