



#LoveLearning2018 Learning Conversations

Workshop Number	Presenter(s)	Title	Description
1	Kate Wall	A pragmatic guide to undertaking enquiry	Building on the keynote, this workshop will use practical activities to explore the process of undertaking enquiry from posing questions, to deciding data and bringing the answers together. At each stage we will ask questions about manageability and how the research process can complement and facilitate teaching and learning.
2	Jordan-Leigh Cunningham	Minimum Prep, Maximum Participation	My bag of tricks which gets them working more (and enjoying it!) and you working less. Basically a smorgasbord of active learning activities that I have pilfered, trialed and adapted and am ready to pass on to anyone willing to attend.
3	Nicola Murray	Fearless Eating: Are you preaching or empowering when it comes to healthy eating?	Teachers generally teach about diet. Eat this, don't eat that. But most of us have a fairly fixed mindset when it comes to food. We have already learned what to eat. We know what constitutes food we will eat and what doesn't. And if green is not one of your food colours then no amount of preaching will convert you. But developing a growth mindset might just make the difference. Dunbar Primary School has been trialing a Fearless Eating approach for the last two years. This has involved offering tiny tastes of new foods in a safe and encouraging environment. This year 144 eight and nine year olds tried an average of 20 new fruits, vegetables and pulses. 88% of them have now added at least one new food to their diet as a result of the process. 57% have also tried additional new foods at home. 98.5% of them have loved our Fearless Eating lessons and want to continue with them next year. Fearless Eating empowers children to change their diets, where preaching fails. Come along and try some tiny tastes and join the Fearless Eating conversation.
4	Jacklyn Rennie	Quiz Graphs	Building knowledge and showing progress with regular retrieval practice quizzing
5	Heather Lyall	Revision: Doesn't have to be difficult	Activities to help learners complete high impact revision to ensure they know the essentials.
6	Helen Felton	How can technology best be used to individualise learning?	Learning will look very different in the future. How can we plan this so that the education experience is optimal for students, parents, businesses, universities, employers, society, etc.? How can we ensure that technology in the education sector develops in the best, evidence-based way possible? Join in the discussion to have your say on the future of education.

7	Damian Hayes	No More Marking?	Teacher time is valuable. Should we spend less time writing comments and more time making sure students act on feedback? This reports on an experiment using the 'No More Marking' software.
8	Kirsty Bradley-Hay	Creative Learning and Practice	Based on Hywel Roberts and Debra Kidd's work I will share practice that engages children to the point of "obsession" for full engagement in class. How to plan for the unexpected whilst maintaining the initial learning intention.
9	Moira Donnelly and Rachel Anderson	Differentiation	Myself and Rachel Anderson will discuss how to apply the different principles of differentiation to classroom practice
10	Jerry Clements	Reflection through video	Reflective practice through video analysis
11	Wendy Adams	Using Practitioner Enquiry: Worked examples and beyond.	My conversation will discuss the outcomes of the practitioner enquiry process that I have undertaken in my classroom. My initial enquiry focused on the use of worked examples, this has since evolved and further independent and group enquiry has grown out of this.
12	David Russell-Fitzgerald	Effective use of the voice in classroom management	Discussion and examples of effective use of voice in managing behaviour in the classroom, in one to one conversations and in restorative approaches.
13	Gemma Forsyth	Understanding Our School evening- how to encourage parental engagement?	This learning conversation will include different ways of engaging parents with school life and in the community, to ultimately support them and their child's learning through school. This will include information on the Understanding Our School evening at Ross High- our new rebranded Parental Engagement evening, and other ways of communicating with parents.
14	Kirsti Campbell	Presentation of work: A focus	The key focus shall be on presentation of class work and methods tried and used as to how to get students to present work well, and the benefits gained from it.
15	Gillian Duthie	Why you're more important than you think	Teachers often feel that, with the best will in the world, the impact they have on their young people's learning is negligible - they may try their hardest to provide the necessary support, but it can often feel like trying to nail jelly to a wall. This workshop will touch on Carol Dweck's Growth Mindset theory and the Making Thinking Visible approach developed by Project Zero at Harvard University, to explore just how powerful our actions, language and the environment we provide are on influencing our young people - positively and negatively! This will help us to reflect on how we can maximise the impact of these, to support our young people's learning. This is an opportunity to engage with an aspect of CLPL that is provided in-house at Preston Lodge, as well as use it to reflect on the greatest influence they have on young people's lives.

16	Sally Miller	An introduction to Making Thinking Visible	This is for people who are unfamiliar with Making Thinking Visible and will introduce the four key principles behind the MTV approach: its core goal, core belief, core question and core practice.
17	Emma Webster	Sharing my SCEL enquiry: What are the factors influencing a young person's ability to problem solve independently in computing science?	In my enquiry I was interested in the reasons why my S3 Computing Science pupils were reluctant to make mistakes when learning to program. I'll share what I did and what I learned. I'll also share my thoughts on carrying out practitioner enquiry and taking part in the SCEL Teacher Leadership Programme.
18	Claire Simpson	Sharing my SCEL enquiry: In what way does the use of Personal Learning Plans increase pupil engagement and improve their understanding of next steps?	In my enquiry I introduced the use of Personal Learning Plans (PLPs) to support the delivery and assessment of Digital Literacy through the teaching of S2 CfE Technology outcomes. I'll share what I did and what I learned. I'll also share my thoughts on carrying out practitioner enquiry and taking part in the SCEL Teacher Leadership Programme.
19	Yvonne Binks	The Preston Lodge Learning Cycle - Exploring how we can share new information, activate the learning process and search for meaning.	This is for people who are already familiar with our Learning Cycle but who are looking for specific examples and ideas about how to approach two stages - Sharing new information and Activity (searching for meaning). We'll explore why these stages are so crucial to the learning process and practical strategies for classroom
20	Stuart Watt	The Teenage Brain	This session will explore brain development, emotional wellbeing, risk and challenge and how those involved with young people on a daily basis can understand and support these changes. It will touch on: What is emotional health and wellbeing? Risk and resilience, why relationships matter. Current research on brain development and how this may impact on behaviour. Understanding adolescence as a period of vulnerability and opportunity. Impacts of stress and strategies to support with stress.

21	Sophie Dawes	Developing the Young Workforce	Developing the Young Workforce (DYW); Scotland's Youth Employment Strategy asks business to be more involved in inspiring young people and shaping youth talent. Educators and business working together as co-investors and to create a skilled workforce for Scotland's future. This make business and education sense. DYW supports educators to engage with employers to help bring the curriculum to life, the importance of bringing the world of work into the classroom is highlighted in CfE in both curriculum design and entitlements and in Career Education Standard. DYW regional group, Edinburgh, Midlothian and East Lothian will provide an overview of what this means for you and tools that have been designed to bring education and business closer.
22	Jeni Allan	An introduction to Planning for Purpose	What is Planning for Purpose at PL? I'll share how our collaborative planning approach works, the benefits of using it as well as the pitfalls. This would be of most interest to staff who know nothing about PFP or who have yet to use it in practice.
23	Chris Thomas	Child Mental health	What are the issues and challenges around Child Mental Health and how can we support and promote the mental wellbeing of young people in our care?
24	Jenni Ewan	Using the GTCS research function to support CLPL	What does the GTCS research tab have to offer? How can we use it as teachers to inform our practice and to support Career Long Professional Development?
25	Mark Rathie	Sharing my SCEL enquiry: In what way can I change pupil approaches so that they take responsibility for finding solutions to being stuck?	I felt that my S3 Administration students were too keen to be spoon-fed answers. They were lacking the independence and the will to take responsibility for themselves so I undertook an enquiry to change things. I'll share what I did and what I learned. I'll also share my thoughts on carrying out practitioner enquiry and taking part in the SCEL Teacher Leadership Programme.
26	Katherine Balsillie	Sharing my SCEL enquiry: How does using workstations in the classroom improve engagement, productivity and learning?	As a Support for Learning teacher I am particularly interested in different forms of differentiation. I try to find alternative ways to help support students. What works for one student may not work for another. I observed an S1 class completing a "treasure hunt." The students moved around the room finding the answers to questions. I was surprised by how engaged the students were. This reminded me that I had witnessed similar levels of engagement when I carried out work station activities in my own classroom. I decided to focus my project on this. I'll share what I did and what I learned. I'll also share my thoughts on carrying out practitioner enquiry and taking part in the SCEL Teacher Leadership Programme.
27	Jenni Ewan	How to cultivate Teacher Learning Communities in your school	I'll share how our TLCs have developed and grown over the past five years. What is their purpose? How do we organise them? What do we do? What impact do they have? This would be of interest to people who have not taken part in a PL TLC before.

28	Jeni Allan	An introduction to the Preston Lodge Learning Cycle	What is the Preston Lodge Learning Cycle? Why do we have it and how does it work? What are the benefits of using it and how might it be useful to you? This would be of interest to people who are unfamiliar with Accelerated Learning Cycles and want to find out about one of our core approaches to learning.
29	Gillian Duthie	Exploring the bedrock off Making Thinking Visible - Cultural Forces	Cultivating a Culture of Thinking in our classrooms is something that we all strive to do and the Making Thinking Visible approach has 8 Cultural Forces at the heart of classroom culture. We'll explore what these forces are and how we can develop them. You'll get the chance to self-assess the Thinking Culture in your classroom and identify areas that you might want to explore further.
30	Alec Jessop	Differentiation, Nandos' style	Differentiation, differentiation, differentiation. That's what it's all about right? Well, this session will share a practical way to organise differentiated tasks and give students the power to choose the option that suits their learning needs.
31	Ross Ferguson	An introduction to Google Classroom	This session will give you the skills needed to Google Classroom confidently to share resources and set assignments. This session would be of interest to people who have not used it before or who would like a helping hand in how it can be used simply and effectively by those of us who aren't as confident with IT as we'd like to be.
32	Gareth Evans	The Power of Google Suite - Using Google Forms for quizzes and auto-marked HW	With a bit of know-how we can create interactive, electronic homework, quiz and assessment activities that students can do on their own devices, in class or at home. These tasks can be auto-marked and give instantaneous tips, pointers and feedback, saving us time and giving students back more than just a red penned piece of work. Class responses and scores can also be collated and use by the teacher to inform their own next steps and areas for consolidation, adding to our data pile to inform tracking and monitoring of student progress. <u>This session aims to show how Google Forms can help you to do just that.</u>
33	PLHS Advanced Higher Biology students	The impact of experiential learning and fieldwork in making the curriculum and STEM come alive.	Our Advanced Higher Biology students will share their experience of a recent field trip to the Isle of Rum to take part in research that contributed to the work of the Isle of Rum Red Deer Project, one of the longest running ecological research projects in the World. With funding from the Royal Society, and in partnership with The University of Edinburgh and Mallaig High School, students spent three days on the island, taking part in the research into rutting behaviour, and learning about the lives of field researchers in a beautiful and remote location.
34	Jerry Tracey	Learning for sustainability - What does this mean?	We'll explore the meaning of learning for sustainability and its implications for day to day life in school. We'll try and explain what it is, and that it is much more than just recycling!
35	Yvonne Binks	Digging deeper into Making Thinking Visible - Exploring the tools for MTV	This session will explore and share the Thinking Routines, the core practice that underpins MTV. We'll look at the different routines used for Introducing and Exploring ideas, Synthesising and Organising ideas, and Digging Deeper into ideas and we'll look at the Thinking Moves that each of the routines can support.