



Secondary Learning & Teaching Conference
 Inveralmond Community High School
 10am to 3pm, Tuesday 26th May 2015

Learning for Leadership, Leadership for Learning



Detailed Learning Conversations Descriptions

Session 1

	Name	Role	School	Title	Description
1A	Katrina Price	PT Modern Languages & UK Class Dojo Ambassador	Linwood High School	Using ClassDojo to create a positive classroom ethos and engage learners and parents	I've been using ClassDojo for years to promote a positive ethos in my classes. Since becoming PT Modern Languages I have developed and extended my use of it in class and across the department and school.
1B	Murdo Macleod	Social Subjects teacher	Forres Academy	Conversations with learners	We have been working on learning conversations as a way of allowing learners to take ownership of their learning by identifying their own aims and developments. Formal target setting discussions allow pupils to identify target grades and areas for development, which inform discussions about class work on a day to day basis. This helps communication between student and teacher and allows the teacher to provide work that targets those specific needs. It also provides the basis of discussions with parents and carers in reports and parents' evenings. Under-pinning this there is a positive learning environment that allows learners within each class to communicate freely, with honesty and aspiration which allows formal target setting to be far more successful.

	Name	Role	School	Title	Description
1C	Susie Southern	Teacher of English	St. Andrew's RC Secondary School	Moving Forward with Thinking Skills	I have been leading a working group tasked with the development of thinking skills, in particular using Bloom's Taxonomy in everyday practice. I have led and managed initial CPD at inset days, however the questions/issues this session aims to address is how we can move the development of thinking skills forward and how we can comfortably embed this into everyday practice in the classroom.
1D	Angela Quigley	History Teacher	St Andrew's RC Secondary	Formative Assessment	Strategies for formative assessment; learning intentions & success criteria effective questioning, peer & self assessment, giving effective oral & written feedback, assessing pupil learning.
1E	Gillian Firth	Teacher of Modern Studies	St Andrews Secondary School	The benefits of using Co-operative Learning in the Classroom.	<p>At St Andrews Secondary School we have been using Co-operative Learning for a few years now. This has a very positive effect on how our young people learn – from the least able to the most able. Our pupils have roles and responsibilities within their groups which makes each pupil responsible for their own learning as well as their group's success in learning.</p> <p>Many different techniques are used in the classroom to enhance learning and having recently carried out an appreciative inquiry into the use of Co-operative Learning in our school, it is apparent that both staff and pupils benefit from the use of Co-operative Learning in the classroom, across all subjects in the school.</p> <p>Questions for discussion: How can Co-operative Learning be used in my subject? What are the benefits of the use of Co-operative Learning in the classroom? What are the challenges of the use of Co-operative Learning in the classroom?</p>
1F	Sarah Carder	Partnership Head Teacher (Primary schools within Dalbeattie cluster, Dumfries and Galloway)	Colvend / Palnackie and Kirkgunzeon Primary Schools	A cluster approach to 1+2 language learning. Impact on learners, transition and staff.	Modern Languages are an entitlement for all in the BGE phase. By working with a secondary colleague from Dalbeattie High School we have developed a model of delivering French from Primary 1 to Primary 7 across the cluster, using an interdisciplinary approach. Pupils are now motivated with a thirst for language learning, staff have an invigorated self-confidence in teaching the language and we are supporting them with in-house training. Community Learning and Development plan to be involved as we roll out a supportive programme to parents and the wider community. Our hope is to build this into a sustainable model across the schools and work with other clusters. Using the subject knowledge in our cross-sector staff team, we hope to roll out a similar programme of Spanish as the L3 language. A recent inspection by Education Scotland at one of the participating primary schools flagged up the excellent provision of 1+2 within the cluster and its effectiveness to date.

	Name	Role	School	Title	Description
1G	Jacky Davidson	English teacher	Forres Academy	Teacher as facilitator	<p>Facilitator role within the classroom:</p> <ul style="list-style-type: none"> • Pupils at the centre of the learning experience • Enabling pupils to achieve their aims. • Empowering pupils to take full ownership of their learning. <p>This can be achieved through:</p> <ul style="list-style-type: none"> • Personalisation and choice • Contextualisation of learning • Co-operative/Collaborative learning strategies • Effective questioning • Formative assessment techniques
1H	Faith Bateman	Social Subjects Teacher (Modern Studies and History)	St Andrew's Secondary	How can we effectively monitor and track progress in the broad general education?	<p>I have been using a variety of methods to track and monitor progress:</p> <ul style="list-style-type: none"> • Learner journey folders • Folio pieces that relate specifically to the experiences and outcomes. • Assessments with clear and relevant success criteria. • Learning journals. • Moderating work with colleagues. <p>Questions that will arise:</p> <ul style="list-style-type: none"> • What is the best way to profile learners' achievements in the Broad General Education? • How should teachers review and moderate pupil work in order to support learners' further? • What evidence can teachers use to show that pupils have progressed? • How do learners' know what their next steps are?
1I	Jade Hunter	Maths Teacher	Preston Lodge High School	How flipping your lessons can help improve the quality of contact time with students.	<p>I have introduced the idea of flipped classrooms to my senior classes – mainly N5 and Higher. I will talk about how I introduced it, what software I used, how I planned it and what I have found from implementing it. If you have never heard of flipped classrooms, you've thought about trying it but don't know where to start, or you have tried it and would like to discuss where to go next then this could be the conversation for you.</p>
1J	Karen Fulton	Teacher of Geography	St Joseph's Academy, Kilmarnock	Combining Connecting Classrooms with the John Muir Award.	<p>S2 and S3 pupils have been working on a project to gain the John Muir Award. They have been learning about Scotland's wildlife while at the same time locating, preparing and maintaining a wild area on the school grounds to attract wildlife. Our two link schools from India and Sri Lanka have been following the same project for their local area and in doing so all three schools can share their work through PowerPoints, posters, presentations etc. and learn about each other's country and culture. Sri Lankan students will also gain the John Muir Award.</p>

Session 2

	Name	Role	School	Title	Description
2A	Stephen Small	Geography Teacher/Acting PTC Social Subjects	Inveralmond Community High School	Digital learning – how to enhance learning?	Examining different approaches to support learning, including <ul style="list-style-type: none"> • MSc research on the use of iPads to develop higher order thinking skills • Google docs/Google classroom • Use of apps • Link to skills development, to support transition into senior phase
2B	Jen McKenna/Steven MacKenzie/Suzie Young	Biology & ASN Teacher/Geography Teacher/Depute Head Teacher	Inveralmond Community High School	Building Learning Power – what do you do to encourage pupils to take responsibility for their own learning?	Building Learning Power is an ethos introduced by Guy Claxton. 4 hub schools in West Lothian have embarked on a “BLP Journey” this January and are keen to share both their successes and challenges with like minded practitioners ranging from hands-on, classroom ideas, to looking at how we observe lessons across a range of subjects. BLP is the future to developing those “Confident Individuals” and promoting reflection on attributes and capability described by Curriculum for Excellence. This session aims to spark discussions as to what makes good learners and how BLP can transform learning and teaching. With the ongoing discussion about “narrowing the gap” and addressing educational disadvantage – this session will provide an opportunity for creative conversations.
2C	Allison Matheson	Teacher of RME/RMPS	Madras College	Critical Thinking Skills in RME	I introduce Critical Thinking Skills to pupils in S1 with a lesson I also use with pupils studying Higher and Advanced Higher RMPS. The philosophical question 'What is a Person?' provides the context to develop skills of analysis and evaluation and fits several of the CfE experiences and outcomes at Third Level. The question also underpins many of the issues covered in the senior phase in RMPS. The topic provides opportunities for individual reflection, collaborative learning and participation in whole class philosophical enquiry. A discussion of other useful strategies for developing critical thinking skills in RME could follow.

	Name	Role	School	Title	Description
2D	Gemma Hall	Biology Teacher	St Andrew's RC Secondary, Glasgow	Feedback Methodologies: How can we ensure feedback is valuable?	I have been examining the use of feedback within my classes currently undertaking the Broad General Education, primarily because I felt the feedback I had been providing was not giving pupils the best guidance on how to progress. This involves providing the young people with meaningful feedback on tasks they have completed, ensuring they read and act upon it, and allowing them to feedback on their own learning and class activities. This is to ensure the young people can use their feedback effectively in order to improve their attainment and achievement in class.
2E	Mharaid Berry	PT Improving Teaching and Learning / English Teacher	Grove Academy	The Most Powerful Tool in your Cooperative Learning Toolkit	I am a trained Facilitator for the Cooperative Learning Academies in Dundee and I also run a Professional Learning Community in Grove for staff hoping to embed their Cooperative Learning more thoroughly into their classroom practice. Think, Pair, Share is one of the most flexible and powerful tools which can be adapted to any topic, subject, stage or class in many different ways.
2F	David Rush	Technical Teacher	Linwood High School	Reverse Engineering of National Course outcomes to provide new courses for a Broad General Education.	From networking sessions at SQA Implementation and sharing standards events, clear understanding is dropped down into new Broad General Education courses. Practical courses now provide more scope for personalisation and choice. Graphics course now combine skills in a thematic approach. Courses are completed quicker, build confidence in learners and relate more appropriately to every day items. Courses are assessed, tracked and evaluated, using new profiles covering skills and target setting. New courses introduce more challenging skills quicker which builds skills and confidence when carrying out tasks in new qualifications which helps raise attainment.
2G	Debbie Nicoll	Modern Studies Teacher	Grove Academy Dundee	Starters and Plenaries: Engaging pupils from the start of the end to your lessons.	I always strive to grab pupil's attention from the start of each lesson and end the lesson in a memorable and positive manner. I find the use of starters and plenaries a great way to positively start and end lessons. Whilst we may already use starters and plenaries, keeping them fresh and engaging can be difficult. It is therefore important to share good practice and discuss new ways to keep these activities fresh and relevant.
2H	Matthew Robertson	Principal Teacher of Modern Studies, Sociology & Politics at Grove Academy. IDEAS Global Citizenship Ambassador.	Grove Academy (Dundee)	Global Citizenship Methodologies	I would intend to run a participatory session exploring Global Citizenship Education and Methodologies. The message is the medium, meaning the three activities generate the discussion, whilst also exemplifying how the three methodologies (Attitude Clothesline, Diamond-9 and Issue Trees) can be used for a variety of teaching and learning purposes.

	Name	Role	School	Title	Description
2I	Leila Lindsay	Teacher of Modern Studies (Acting PT of Social Subjects)	St Joseph's Academy, Kilmarnock	How can we encourage pupils become reflective learners?	This learning conversation will discuss teaching strategies used to encourage pupils become reflective individuals and learners. I will talk about the methods I use to encourage pupils to make decisions based on their opinions and reflect why they feel this way about a particular situation or issue. The second aspect of the learning conversation will look at strategies used to encourage pupils to reflect on their own learning.
2J	Faith Bateman	Social Subjects Teacher (Modern Studies and History)	St Andrew's Secondary	How can we effectively monitor and track progress in the broad general education?	<p>I have been using a variety of methods to track and monitor progress:</p> <ul style="list-style-type: none"> • Learner journey folders • Folio pieces that relate specifically to the experiences and outcomes. • Assessments with clear and relevant success criteria. • Learning journals. • Moderating work with colleagues. <p>Questions that will arise:</p> <ul style="list-style-type: none"> • What is the best way to profile learners' achievements in the Broad General Education? • How should teachers review and moderate pupil work in order to support learners' further? • What evidence can teachers use to show that pupils have progressed? • How do learners' know what their next steps are?

Session 3

	Name	Role	School	Title	Description
3A	Jade Hunter	Maths Teacher	Preston Lodge High School	How flipping your lessons can help improve the quality of contact time with students.	I have introduced the idea of flipped classrooms to my senior classes – mainly N5 and Higher. I will talk about how I introduced it, what software I used, how I planned it and what I have found from implementing it. If you have never heard of flipped classrooms, you’ve thought about trying it but don’t know where to start, or you have tried it and would like to discuss where to go next then this could be the conversation for you.
3B	Katie Walling	Teacher (Biology)	Preston Lodge High School	How can we differentiate in a way that gives pupils ownership of their learning pathways?	At all stages, teachers need to provide learners with appropriate challenge, pace and support. However, developing independent and resilient learners means giving pupils ownership of their learning pathways. I have been using SOLO taxonomy stations and ‘takeaway menu’ lessons to try and achieve this across secondary stages. By talking about these, and strategies others have tried, I’d like to discuss: how can we help pupils to identify current understanding, to inform their targets and next steps? How can we ensure pupils challenge themselves, but have the chance to succeed? Perhaps most importantly, how can we help pupils identify the progress they have made, and understand how they got there?
3C	Jeni Allan	PT Classroom Practice and Teacher of Biology and Science	Preston Lodge High School	Learning about Learning; the What, the How and the Why of our Learning Skills Programme	<p>We’ve been developing and delivering a Learning Skills Programme at Preston Lodge High School for the last 4 years and we’re now at the stage of asking the hard questions about its impact and its future.</p> <p>Is a stand-alone programme to develop students’ Learning, Thinking and Studying Skills the way to go? Have we got it right? How do we embed the development and demonstration of these skills across the curriculum? How do we know if it’s working?</p> <p>Four of our S1 students will talk to you about their experience of our Learning Skills programme and try to answer these questions.</p>

	Name	Role	School	Title	Description
3D	Dr Asfia Nabi	Teacher of Chemistry	Madras College	Active Learning	<p>My practice of active learning covers second year to Senior Phase. I believe that this strategy improves engagement, retention of information and enhances learning.</p> <p>We use active learning for the creative introduction and development of concepts and skills through a variety of pupil activities resulting in pupils deciding on when they are ready to move on to applying their learning in unfamiliar contexts.</p> <p>During the workshop, I would like to share my experience of active learning highlighting the involvement of senior pupils, patterns of interaction and formative assessment.</p>
3E	Jenni Ewan & Gillian Duthie	Maths teacher & History Teacher	Preston Lodge	How we have used the theory behind mindsets both in our own classrooms and across the school to improve student attitudes to learning.	<p>We will discuss the careful use of praise, the careful use of mistakes and how students can be encouraged to expect work to be difficult. This can help improve the attitude to dealing with challenges and also help the students to be more resilient and develop a positive attitude to more difficult work.</p> <p>We will also reflect on the use of mindset theory in a whole school context to try to improve motivation and in setting targets.</p>
3F	David Ironside	Depute	Braes High School	Embedding Self-Evaluation – how and what.	<p>I have been looking at schools which receive an “excellent” grading from HMIE inspections and a common theme is the strength of their whole school self-evaluation procedures. As a result I have been looking at ways of engaging staff in this process through our improved ERD system as well as within faculties and have created a group of “Self-Evaluation Leaders” who have taken responsibility for embedding this in departments.</p> <p>The session will explain why I approached SE in this way and will encourage staff to explore how they approach SE in their situation.</p>

	Name	Role	School	Title	Description
3G	Coral McIntosh	English Teacher	St Joseph's Academy	Are "Virtual Learning Environments" beneficial to learning and teaching in secondary schools?	<p>What I did/do</p> <p>I established the use of a "VLE" with senior phase pupils sitting a 2 year Higher English course. Primarily, this was to ensure that pupils had a resource to refer to as the course progressed as I realised the timescale could result in pupils forgetting key teaching points. I regularly post lessons from class, study materials and homework tasks. I also regularly make use of surveys, questionnaires and forum responses to further gauge pupil understanding and identify potential areas that require more focus in class.</p> <p>Issues to discuss</p> <ul style="list-style-type: none"> • The benefits of using a "VLE" • Incorporating a "VLE" into teaching/practicalities • Pupil response • Any limitations
3H	Alistair Bremner/ Sean O'Toole	Depute Headteacher	Dalbeattie High School	Mission X: Train Like An Astronaut – an IDL approach. How Dalbeattie High School staff planned for this with Community Learning and Development (CLD), NHS and Active Schools partners?	<p>Mission X is an internationally organised programme developed in connection with the European Space Agency and NASA. This is a planned programme of activities with the title 'Train Like An Astronaut' aimed at Primary 7/S1 students. Students take part in a series of activities to help develop an understanding of the fitness (PE), nutritional requirements (HE) and Science education needs to help put an astronaut on to the International Space Station. Teaching staff and wider partners from the NHS/Active Schools and CLD have taken part in the planning and delivery of this very exciting thinking skills programme.</p>

	Name	Role	School	Title	Description
3I	Lisa-Jane Horrey	Teacher of Biology	St Joseph's Academy	Using assessment rubrics for report writing.	<p>One of the skills I feel pupils struggle with in Science is writing up a scientific report. This skill forms part of their assessment at National and Higher level.</p> <p>I have been working with pupils in S1-S3 to develop this skill and have been creating assessment rubrics which provide students with the success criteria for each section of a scientific report and with descriptions of three levels of performance in relation to these criteria, which I have linked to the schools award system of Bronze (developing), Silver (consolidating) and Gold (secure)</p> <p>The rubrics can be used for peer and self-assessment for students at all stages.</p>
3J	Michael Whyte	Music Teacher	St Joseph's Academy	Why reflection is the best remedy to failure	<p>Earlier last year I looked at the Musical Futures model which trusts students with complete autonomy to learn music by ear, with friends of their choice, and the music they like. Students were told they would not be receiving 'formal instruction' from the teacher and asked to figure it out as they went along. The principles of this 'informal' learning approach were discussed with students beforehand then they were given resources they needed. During the process many were lazy, some achieved almost nothing, and some thrived and found more creative ways of learning than I could have imagined. I found it hard to avoid stepping in. When the Head asked me how it was going, I was hesitant about progress. There were so many mixed results. Yet in the discussion that followed I discovered the importance of reflecting with students why progress had not been made by all students and the impact of this. The result was many of the class realising probably one of the most valuable lessons I have taught an S2 class: take responsibility for your own learning - the teacher will not always be there in life to guide you.</p>

Session 4

	Name	Role	School	Title	Description
4A	Julia Kate Harrison	Teacher of English	Preston Lodge High School	Active Learning Strategies in the Classroom: See, Make, Write, Do	<p>This session will focus on how I have tried to implement strategies and outcomes in the English classroom that move away from traditional 'write an essay' outcomes. The issues we will focus on are:</p> <ul style="list-style-type: none"> • The use of a range of activities aimed at promoting meaningful learning and engagement with topics • The use of ICT in order to engage pupils with topics • The 'see, write, make, do' form of assessment – how we can vary our final outcomes to make learning more active and engaging • Clarity of outcomes and establishing clear links to the experiences of CfE • How we can do all these things while still preparing pupils for the demands of certificate level
4B	Ina McKenzie/David Alexander	Teachers of Modern Languages	Prestwick Academy	How can we harness new technology to motivate pupils to learn?	<p>Uptake in Modern Languages in Prestwick Academy is high – pupils enjoy their experience in our department, are motivated to continue after the BGE and aim for a National Qualification in the SP.</p> <p>We use a range of ICT, including websites, apps and games to promote enjoyment, engagement and high achievement in French and Spanish.</p> <p>Which of these are worth using in the classroom? Which can be used in other subjects as well as language learning? How can technology be used in the classroom to enhance learning and teaching? How can pupils be engaged by technology? How can pupils be encouraged to take responsibility and ownership of their learning?</p>
4C	Morven Mackenzie	Geography Teacher / Chartered Teacher	Grove Academy, Dundee	Should we teach our pupils to think? An introduction to Thinking Skills – Why and how to use them in the classroom?	<p>Thinking skills</p> <p>The experiential session will introduce you to a range of Thinking Skills activities which you could try in your subject, from quick starter activities to those which take up a whole lesson. It will aim to develop your understanding of why teaching Thinking Skills will enhance learning and understanding of your subject, in additions to improving pupil's confidence and ability in tackling problems. The new qualifications documentation identifies Thinking Skills as essential for learning, life and work.</p>

	Name	Role	School	Title	Description
4D	Nicola Fowler/Michael Stephenson	Teacher of ALN/Principal Teacher Curriculum (Pupil Support)	Inveralmond Community High School	Personal Achievement Group	Targeted support for pupils at level 3 and above on the continuum of support and who have various barriers to learning and support needs. Personal Achievement Group allows pupils the opportunity to develop skills in literacy and health and wellbeing in a small group setting with a more relaxed atmosphere than a mainstream classroom. Pupils develop skills in mindfulness and are given the opportunity to develop peer relationships during circle time encouraging positive social interactions and friendships. Success is celebrated and alternative learning experiences are provided such as community projects and enterprising opportunities. Lessons are built around the well-being indicators and health and well-being experiences and outcomes. The aim of this session is to prompt discussion on ensuring Skills for Learning, Life & Work are at the core of Learning and Teaching.
4E	Mharaid Berry	PT Improving Teaching and Learning / English Teacher	Grove Academy	The Most Powerful Tool in your Cooperative Learning Toolkit	<p>I am a trained Facilitator for the Cooperative Learning Academies in Dundee and I also run a Professional Learning Community in Grove for staff hoping to embed their Cooperative Learning more thoroughly into their classroom practice. Think, Pair, Share is one of the most flexible and powerful tools which can be adapted to any topic, subject, stage or class in many different ways.</p> <p>I would hope to share several different ways of using this strategy and get staff to share effective use of it themselves, or think of ways they could apply this strategy in their own classrooms.</p>
4F	Mairi MacDermot	History Teacher	The Royal High School, Edinburgh	Formative assessment that works – practical strategies for formative assessment in the classroom	<p>I have aimed to improve the 'learning conversation' in my classroom by adopting a strategy that allows frequent and higher quality feedback and dialogue. I have adopted the practise of 'red box work'. Key pieces of work are marked with a positive comment and target. Additionally, students are given an individual question or task to complete. This can be used to aid differentiation, encourage dialogue, and allows progress to be clearly monitored.</p> <p>Issues – The challenges of one to one feedback in the classroom Transferring this method across subject areas</p>

	Name	Role	School	Title	Description
4G	Jen McKenna/Steven MacKenzie/Suzie Young	Biology & ASN Teacher/Geography Teacher/Depute Head Teacher	Inveralmond Community High School	Building Learning Power – what do you do to encourage pupils to take responsibility for their own learning?	Building Learning Power is an ethos introduced by Guy Claxton. 4 hub schools in West Lothian have embarked on a “BLP Journey” this January and are keen to share both their successes and challenges with like minded practitioners ranging from hands-on, classroom ideas, to looking at how we observe lessons across a range of subjects. BLP is the future to developing those “Confident Individuals” and promoting reflection on attributes and capability described by Curriculum for Excellence. This session aims to spark discussions as to what makes good learners and how BLP can transform learning and teaching. With the ongoing discussion about “narrowing the gap” and addressing educational disadvantage – this session will provide an opportunity for creative conversations.
4H	Joanne Ramsay	English Teacher	Saint Joseph’s Academy, Kilmarnock	Progression of Skills: Making Sure Learners Know Where Their Learning is Going	<p>For effective teaching, there must be a cohesive skills progression which ensures pupils build on key aspects whilst also increasing confidence and attainment. More importantly pupils must understand this and how current learning will benefit them later. As a result of such discussions, my pupils are more confident, more focused and able to set themselves aspirational but achievable targets.</p> <p>I will discuss my everyday practice regarding planning and pupil interaction, including how to create meaningful tasks and assessments linked to progression as well as the benefits of ensuring pupil understanding of progression and how it can become integral to lessons.</p>
4I	Shona Clark	PT Geography	Prestwick Academy	Encouraging and supporting the development of literacy	<p>Pupils in Prestwick Academy achieve high levels of attainment in Geography at N5, Higher and Adv Higher. Literacy is developed in Geography from S1 where opportunities are given to all, in our dyslexia friendly school. We have made use of news items such as natural disasters and also local fieldwork enquiries to encourage pupils to make presentations and produce detailed ‘write-ups’ of their work.</p> <p>Questions: Which Dyslexia friendly strategies do we use to support reading? How do pupils support each other – a collaborative approach? How pupils plan and structure presentations? What strategies are used to encourage all pupils to participate?</p> <p>How can an S1 school grounds microclimate enquiry be used to develop skills required for the CfE N4/5 AVUs and assignments?</p>

	Name	Role	School	Title	Description
4J	Rachel Woodward	Art and Design Teacher	St Joseph's Academy, Kilmarnock	Art and Design across the four capacities: meaningful, personalised, challenging IDL	<p>Interdisciplinary learning within education to me is one of the most important elements within the Curriculum for Excellence.</p> <p>In order for our pupils to experience relevant, challenging and enjoyable learning experiences and succeed in their futures, they need to fully understand the impact that linking subjects and disciplines can have on them as individuals.</p> <p>I am 100% committed to promoting Art and Design across the four capacities. I would like to demonstrate how successful IDL can be through examples of my own projects including a fashion course directly focusing on cancer: looking at the aesthetics of the cells and using that as an inspiration for the fashion outcome while educating about and raising awareness of the disease.</p> <p>I think it would be incredibly powerful to bring along examples of this particular IDL work to show the successful outcomes but more importantly I would like to bring along one of my pupils who has benefited from this IDL project in terms of her educational growth, confidence and building a body of excellent work.</p> <p>This would allow the other teachers to observe opinions from both classroom teacher and pupil and see first-hand how we have both worked together, learned from each other and been engaged and motivated in the progression of the project.</p> <p>IDL should be exciting. It should provoke fresh and new, innovative ideas within our pupils, really allowing them to flourish as individuals and reach a potential they did not realise possible.</p>