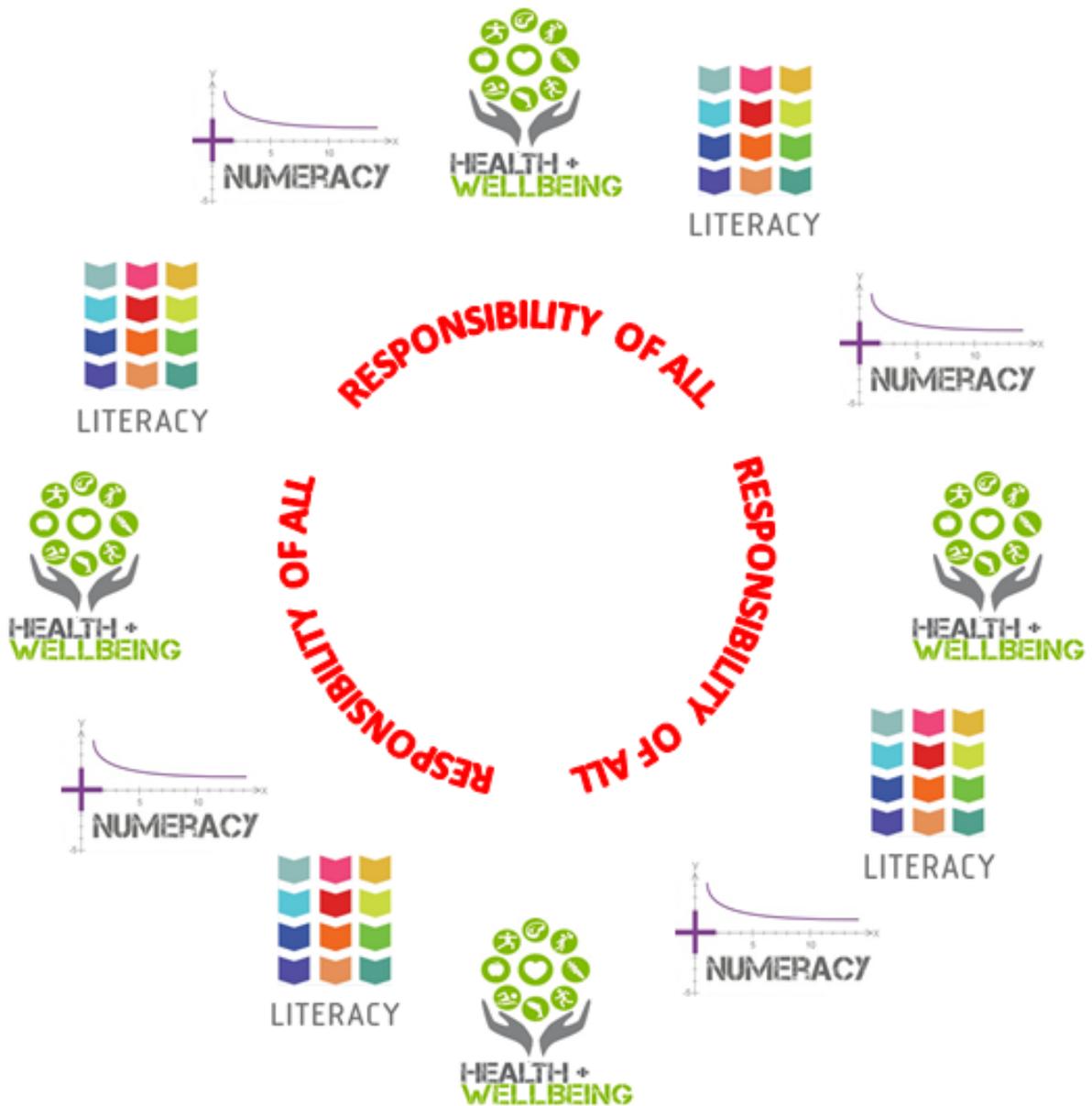


PROFESSIONAL LEARNING CONFERENCE

KINROSS HIGH SCHOOL

Wednesday 14th February 2018



Professional Learning Conference 2018

Welcome to Kinross High School's Professional Learning Conference

The conference offers a range of quality workshops and talks being offered for teachers and support staff at Kinross High School. We are extremely grateful to the individuals and organisations for enabling such an excellent value programme for what is set to be a busy conference. With so many great ideas and resources to be shared, we hope that each session is an opportunity for you to create a programme of continuing professional development that exactly meets your needs. This year, we welcome colleagues from our cluster primaries, navigate and PKC central staff. We have included a Teachmeet to allow staff to share their practice in the area of starters and plenaries in the context of Responsibilities of All.

Professional Learning Collegiate Group

PROGRAMME	
08:45 to 09:00	Registration: Tea and coffee
09:00 to 09:45 Assembly Hall	<p>Keynote Speakers: <i>Dr Carol Craig (Centre for Confidence and Wellbeing) (25mins)</i> <i>Dr Bill Paterson (Be Mindful Fife) (20 mins)</i></p> <p>Prior to attending, please read the article in the programme.</p>
09:50 to 10:40	SESSION 1
10:45 to 11:00	<p>Break: Tea, coffee and biscuits</p> <p>Book signing</p>
11:05 to 11:55	SESSION 2
12:00 to 12:55	SESSION 3
13:00 to 13:10	Plenary
13:10 to 14:00	Lunch
14:00 to 15:00	Teachmeet

Keynote Speakers

Dr Carol Craig

Carol Craig is the Chief Executive of the Centre for Confidence and Well-being, a small charitable organisation which she founded in 2005. The Centre believes that the way people live their lives in Western societies like Scotland is unsustainable – environmentally, economically, socially and culturally. The Centre also believes that our society is divided by unacceptable levels of inequality and that our culture promotes materialistic and individualistic values, which militate against individual and collective well-being.

As the Keynote Speaker, Carol Craig will be discussing the prevalence of emotional abuse in Scottish culture and ACEs (adverse childhood experiences) and the mounting international evidence of their negative impact on future mental and physical health.

Carol is author of *The Scots' Crisis of Confidence*, *Creating Confidence: A Handbook for Professionals Working with Young People*, *The Tears that Made the Clyde: Well-being in Glasgow* and *The Great Takeover: How materialism, the media and markets now dominate our lives*. Her latest book is *Hiding in Plain Sight: Exploring Scotland's ill health*. An introduction to Carol Craig's new book, *Hiding in Plain Sight* is provided next page. Carol is currently Commissioning editor for the Postcards from Scotland series.

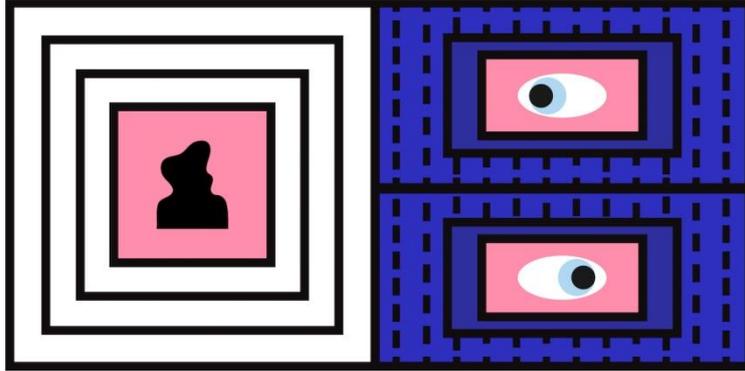
Dr Bill Paterson

Dr Bill Paterson (PhD Philosophy) career illustrates a commitment to work with people of all ages and ability so that they might realise their unique potential. His breadth and depth of experience have taught him the simplicity and complexity of the human condition. With over sixteen years of teaching experience, Bill has been responsible for both creating and delivering specialised courses to diverse audiences (CAMHS, HE, LAAC, police officers, Scottish Ambulance Service, senior military officers and teachers to name a few). He has four years' experience of working at the front line of mental health in Fife; teaching Mindfulness Based Cognitive Therapy; Mindfulness Based Living Course; for young people (11-18 year old) and Compassionate Based Living Courses.

In 2017, Bill was responsible for successfully conceiving, writing and managing the delivery of a community model of mindfulness training for the Our Minds Matter Framework Commissioning Board. The model of mindfulness training was designed to support the mental health of children, parents, carers, teachers and all those engaged in support young people in Fife schools. He is now responsible for *Be Mindful Fife* and works across the central belt of Scotland. In his own time Bill is on the Board of Trustees for the [Fighting Chance Project](#) (Scotland).

Hiding in plain sight: Exploring Scotland's ill health

November 29, 2017 by Carol Craig



A couple of years ago when I got into a cab I'd ordered the driver said, 'You're Carol Craig from Milngavie. You lived round the corner from us.' He was right. As I looked at the very overweight man sitting behind the wheel I could just about see the wee boy who lived over the back.

In the course of the thirty minute journey my driver could only talk about the fortunes of those who grew up with us in Milngavie's council estate. It was a litany of premature death, heart problems, cancer, disability and alcoholism. It was easy to see that the ill health of our generation really troubled him and that he was desperate to know *why* we had fared so badly.

In the past year I've had numerous discussions with another man from Milngavie whom I also knew when we were young. Scott (not his real name) also wanted to talk about the deaths and poor health of our generation. However, he and his family were so struck by how many of the children raised in their street had died that they did some calculations. The results are startling.

If I had met these men a decade earlier I would have felt concerned and troubled by the fate of my peers but ultimately I would have thought that what was happening to them had little bearing on my own story. Now in my mid 60s, and suffering from various debilitating complaints, my perspective has changed. When I look at my own and my older sister's life I see the impact of our childhood. It has not led to our premature deaths but, for years, it has undermined our health and the quality of our lives.

Tears for fears

When I wrote *The Tears that Made the Clyde* in 2010 about poor health in the city I was aware that the culture I described surrounded me in childhood. My father grew up in Maryhill and my grandparents still lived there when I was young. I dedicated the book to my two Glaswegian grandmothers. Nonetheless writing the book in a leafy West Stirlingshire village meant that many aspects of that Glasgow story felt far removed from my own life. From my reading of research into well-being I was aware that I was blessed with all the important factors for physical and emotional health – optimism about the future, a strong sense of meaning and purpose, easy access to a beautiful natural environment, financial security and close relationships with family, friends and colleagues. In short, subconsciously I felt that the health problems of people living in Glasgow had little direct relevance to my own life.



Nor did I think that health figures for Scotland had much significance for me. Scotland has the worst health in Western Europe for men and women. It is now lower than in many former Communist countries. Scotland's health is improving but slower than in other nations, particularly those in Eastern Europe. Our poor health can be seen both in our low life expectancy figures and the age at which people become affected by long term conditions. In other words, our healthy life expectancy figure is also low. The health of poor people in Scotland is particularly bad and Scotland is among the countries with the widest health inequality gap in Europe.

Premature deaths

The Glasgow Centre for Population Health (GCPH) is the organisation in Scotland which has done most to uncover the extent of Scotland's health challenges. Their research shows that after controlling for poverty and inequality (factors well-known to undermine health) Scotland has proportionately 5,000 more deaths each year than England. In one GCPH study researchers compared Glasgow, Liverpool and Manchester, remarkably similar cities in terms of poverty and inequality. This shows that Glasgow has 30 per cent higher premature mortality than the English cities. What's more, this morbidity is not confined to poor Glaswegians: even middle class Glaswegians do not fare as well as their counterparts in Liverpool and Manchester.

My taxi driver is not alone in his desire to know why. Various people, including myself, have advanced various hypotheses to account for this ill health. David Walsh, GCPH's lead researcher has examined scores of these hypotheses and found many of them to be either implausible or unsupported by empirical evidence. In the summer of 2016 Walsh, and three other researchers, published a new GCPH paper in which they present their own explanatory model for Glasgow's, and Scotland's, 'excess mortality'. It is supported by thirty top medical people and social researchers in Scotland. It is an impressive work and Walsh *et al* convey the problem powerfully. However, when I understood their explanations for Scotland's health problems – New Towns Policy, for example – I was perplexed. I simply couldn't align my own perceptions and experiences with what they were arguing.

At the time of reading this new GCPH paper I was in the midst of helping Scott log the deaths of his childhood peers. I was also in the midst of dealing with some of my own negative childhood experiences. My parents had died three years earlier. I was very close to my mother and her death gave me permission to confront the various ways I had suffered as a child, some of which I outline in later chapters. This would have been too painful for my mother to bear and I just couldn't have faced it while she was alive. I also had mounting health problems and had been suffering from severe insomnia for almost five years.

Adverse childhood experiences

From our own 'lived experience', to use a fashionable social science term, Scott and I both believe that the answer to our peers' ill health is to be found in our childhood and youth. We both suffered from various types of maltreatment and we know that many of our peers did too. There is now a wealth of evidence to support our contention that these events hold the key to the deaths or ill health of those we grew up with. This is to be found mainly in the developing research and literature related to 'Adverse Childhood Experiences' or ACEs as they are known.

If I had to use one word to describe my upbringing it's *ordinary*. I grew up in the 1950s and 60s in an ordinary Scottish working class family. I was part of the post war baby boom so there were lots of youngsters my age. Thanks to the huge amount of building that took place after the war many of us grew up in new houses, often in new housing estates. Many of us took for granted things our parents had only dreamed of. Back and front doors. Gardens. Swing parks. Green spaces.



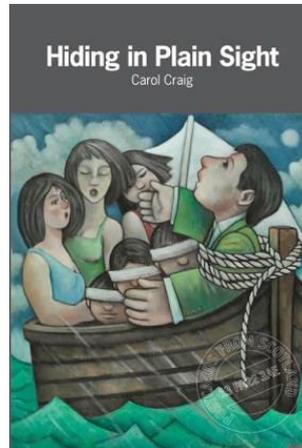
Looking back everything about life for me as a child seemed middle of the road. The environment was neither urban or rural. We weren't poor but we weren't rich either. We knew our neighbours but there was no great sense of community. We sometimes went to church, and I attended Sunday School, but religion was marginal. I'm embarrassed to admit that the major influences on my life came from the telly (*The White Heather Club*, *Sunday Night at the London Palladium*, *Coronation Street*, *Z Cars* ...) or from popular culture. But I think that was true of lots of people which brings me back to feeling very ordinary.

Toxic stress

Nowadays my sense of being ordinary has taken on a sinister aspect. I am now aware that I experienced a lot of toxic stress in my young life. Via pain, I'm still feeling the consequences decades later. Did lots of Scots of my generation (and others) suffer too – many of them much worse than me? Is this what's driving Scotland's poor health statistics?

Sadly, that's the conclusion I've reluctantly reached after reflecting on my own and Scott's experiences of growing up in Milngavie and then beginning to discuss these issues with friends and acquaintances. I have been bowled over by some of the stories people told me. When I put these stories alongside my growing understanding of how stress in childhood damages health, and my knowledge of how modern Scottish novels and films are awash with childhood adversities, I had an epiphany: childhood suffering is the key to Scotland's ill health. In fact it is so evident – staring us in the face almost everywhere we look – that we could say it is 'hiding in plain sight'.

Of course, childhood adversities happen in all countries and cultures and they remain a hidden source of mental and physical ill health everywhere. Scotland isn't different in this regard. But prevalence of Adverse Childhood Experiences varies from country to country – culture, particularly the consumption of alcohol and drugs, has a significant effect. It is perfectly plausible, though painful to accept, that the Scots have experienced more ACEs than people in other Western countries.



Some people whom I asked to read the first draft of this book found the content painful. A few cried. Readers can find the subject harrowing because it stimulates them to think either about their own painful childhood or the distress suffered by loved ones or clients. Thinking about adversities in childhood can be particularly difficult for parents as it makes them contemplate the negative events in their own children's lives.

Releasing the child in us

As I knew this book would be a hard read for many people I regularly wondered whether I should be writing it. I studied positive psychology for long enough to know the value of positive emotions such as optimism, hope, forgiveness and gratitude. I know too that it is good for our physical and mental health if we can tap into good, not bad, memories when we think about the past. And here I am dwelling on all these negative experiences.

But even positive psychologists acknowledge the importance of negative emotions for well-being. Pessimism is sometimes appropriate and it's unwise to forgive or feel gratitude towards someone who continues to abuse you. More importantly, suppressing memories absorbs a great deal of psychic energy and cutting off from our feelings, stops us from leading rich, fulfilling lives. Even if we don't want to feel the pain from the past or confront what's happened to us as we age, these feelings can muscle their way into our lives unbidden. We can start to feel anxious or depressed or have what people used to call 'a nervous breakdown'. To help cope with bad feelings we may turn to alcohol or other substances to help numb the pain thus multiplying our difficulties. So, acknowledging what's happened to us in the past can be a positive strategy, particularly if we then take steps to release painful emotions. Indeed as is clear from classical story structure we can only grow as individuals when we struggle to overcome challenging experiences and feelings.

For over two years now I've had to devote a huge amount of time and resources to my health just so that I can lead something like a normal life. But in the past few months I've been spending more time doing things which are known to help repair the damage of toxic stress and I'm beginning to see results. And this is the good news. At any point in our lives we can heal. But to take steps to heal we have to admit there is a problem.

I hope that this book will encourage others to talk about their lives and what happened to them in childhood. In the 1950s and 60s many of us were abused as children, (not necessarily sexually) both at home and at school. I think we should talk openly about the fact that what many of us had to endure wasn't right. We were often treated badly by parents (and teachers) not because they were bad people but because they didn't know any better or

because they were simply repeating what had happened to them as children. Often they just couldn't help themselves. But while it is good to forgive this doesn't erase the hurt or the damage many adults inflicted, sometimes unwittingly.

In the next few years Scotland will become more involved in talking about Adverse Childhood Experiences. The research is powerful and internationally it is becoming a fashionable focus in public health. But, given the importance of this research to understanding health in Scotland, it is vitally important that this isn't just a professional exercise. We need to be involved as individuals and in our various civic groups. We need to speak up for ourselves and other children from Scotland's past. We need to fathom out how to protect subsequent generations. As a *society* we need to recognise how a good childhood, free of toxic stress, forms the basis of future physical and mental health. And as a country we need to admit that nurturing children has never been one of Scotland's strengths.

This is the introduction to Carol Craig's new book, [Hiding in Plain Sight](#), just published by CCWB Press (2017) and available to order online from www.postcardsfromscotland.co.uk for £10 including delivery and also from Amazon.

The article was taken from the site: <http://sceptical.scot/2017/11/hiding-plain-sight-exploring-scotlands-ill-health/>.

Programme for session 1.

Title / Speaker

The Contribution of Physical Activity to Improving Emotional Well-being – Cath Devanny (Active Schools Co-ordinator)

This workshop will discuss the benefits of regular physical activity and how it affects our body, physically, socially and emotionally. Examples of good practice will be discussed and time allocated to explore improvement ideas/areas for how physical activity can be used to improve emotional well-being for the pupils at Kinross High School.

Being Present for the Health and Well-Being of Communities - Dr Bill Paterson (Be Mindful Fife)

In the presentation I will discuss the ideas being the mindfulness project I created for the Our Minds Matter Framework Commissioning Board, Fife Council. To do so I will discuss the key tenets of mindfulness training, and my experience of leading a team into schools to deliver, evaluate and work with young people, teachers and parents/carers.

Methodology & Benchmarks – Katy Furby (Faculty Head of Mathematics & Numeracy)

An article in TESS (5th January 2018) highlighted that not all secondary teachers are confident in teaching numeracy. Consequently, students may not feel fully supported in learning the basics from teaching staff in other subjects. This workshop supports colleagues in teaching methods on numerical operations, percentages, fractions, ratios, and graphs.

Literacy and Global Citizenship – Sally Romilly (One World Centre)

Global citizenship themes provide stimulating contexts for reading, writing, talking and listening. We will identify texts and topics which introduce issues of fairness, equality and diversity relevant to many curricular areas such as social studies and RMPS. We will provide ideas for resources and practical classroom activities to help engage young people in their learning and support the development of critical thinking skills.

Practical Suggestions for Literacy in the Classroom – Carolyne Poller (Faculty Head of English & Literacy)

The Scottish Government has found that some secondary teachers lack confidence in teaching literacy. As a result, students may feel less confident in the teaching of literacy across the curriculum. This workshop offers resources, exemplars and tips for planning, delivering and assessing Literacy in your classroom.

Sleep Counselling – Pat Doran (Community Link Worker)

Presentation and discussion on the following:

What is sleep? How does it affect us? Why is it important for health and learning?

Average Sleep Needs – are your class getting enough sleep?

How can we improve children's sleep? Referral process. What happens after a child is referred for Sleep Counselling?

Personal resilience – Euan Bayne

Develop your personal resilience with the support of Euan Byane HR officer from PKC.

Programme for session 2.

Title / Speaker

The Contribution of Physical Activity to Improving Emotional Well-being – Cath Devanny (Active Schools Co-ordinator)

This workshop will discuss the benefits of regular physical activity and how it affects our body, physically, socially and emotionally. Examples of good practice will be discussed and time allocated to explore improvement ideas/areas for how physical activity can be used to improve emotional well-being for the pupils at Kinross High School.

Raising Attainment in Numeracy - Lesley Lennon (Education Support Officer)

This session will provide you with a tour of the National Numeracy and Mathematics Hub. The Hub has recently been refreshed, with a wide range of career-long professional learning activities for practitioners. Recent additions include a specific National Qualifications area, alongside the Broad General Education. There will also be an opportunity to explore the "Numeracy across Learning" professional learning resource.

Dyslexia and Dyscalculia – Elaine Newton & Lee Swan (Support for Learning)

This workshop will provide an experience of how it feels to be a dyslexic and dyscalculic learner. We will look at techniques and ideas for supporting dyslexic and dyscalculic pupils in your class. The workshop will also look at the use of Ivona reader to support pupils with their reading.

ACEs and Resilience - Balancing Support and Challenge – Dr Carol Craig (Centre for Confidence and Wellbeing)

Carol will explore the mounting international evidence on the negative impact of Adverse Childhood Experiences on future mental and physical health and the importance of resilience. The workshop will also explore ways that teachers and others can ensure that they support children while still creating an environment that fosters resilience.

Developing vocabulary across sectors across the curriculum - Gail Stirling (Dundee Children and Families Service)

Developing vocabulary is recognised as a key principle in improving literacy outcomes for all. Training in vocabulary instruction was developed in 2014 as part of a suite of training and was undertaken by some interested teachers. This seminar aims to demonstrate how we are exploring the potential of delivering vocabulary instruction across the curriculum and across sectors and how vocabulary can connect the numeracy, 1+2, English as an additional language, subject specialist and inclusion agendas.

Bounceback – Jonathan Godson (Educational Psychologist)

Bounceback is a programme which supports learners to develop a stronger sense of wellbeing and to be more resilient, confident and successful. Young people have always needed coping skills to deal with challenges, but there is an increasing body of evidence that suggests that the world of today's young people is different from previous generations in the following significant ways. Bounceback has been adopted successfully in the Kinross High Cluster Primaries and this workshop is designed to introduce Secondary colleagues to the programme and discuss ways in which it can be used in a secondary setting.

Personal resilience – Euan Bayne

Develop your personal resilience with the support of Ewan Byane HR officer from PKC.

Programme for session 3.

Title / Speaker

Developing vocabulary across sectors across the curriculum - Gail Stirling (Dundee Children and Families Service)

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Numeracy and Global Citizenship – Sally Romilly (One World Centre)

Poverty, climate change, population, migration – how can we hold informed views on these global topical issues without looking at the statistics behind them? In this session, we will explore the significance of numeracy to understanding social justice, equity and environmental sustainability. The workshop will provide some classroom activities and resources to show the relevance of numeracy in exploring the Sustainable Development Goals across different subject areas.

ACEs and Resilience - Balancing Support and Challenge – Dr Carol Craig (Centre for Confidence and Wellbeing)

Carol will explore the mounting international evidence on the negative impact of Adverse Childhood Experiences on future mental and physical health and the importance of resilience. The workshop will also explore ways that teachers and others can ensure that they support children while still creating an environment that fosters resilience.

The Nurturing Classroom – James Kidd (Curriculum Leader Inclusion)

Nurture is not a soft option. In this session we will be looking briefly at the theory behind the neurological impact on young people who have Adverse Childhood Experiences (ACEs) and how this can negatively impact on their ability to achieve in a classroom setting. We will engage with developing/discussing strategies that allow us to make our classroom environments and pedagogical approaches conducive to supporting these pupils to access our curriculums in a meaningful way.

10 Most Common Mistakes in English – Modern Languages Team

Do you sometimes feel intimidated by the 'apostrophe'?

Do you doubt your spelling of 'practice' or 'practise'?

Never quite sure about the semi-colon?

This session will give you an opportunity to feel more confident when writing reports and also give you some tips when guiding pupils in their written work.

Bounceback – Jonathan Godson (Educational Psychologist)

Bounceback is a programme which supports learners to develop a stronger sense of wellbeing and to be more resilient, confident and successful. Young people have always needed coping skills to deal with challenges, but there is an increasing body of evidence that suggests that the world of today's young people is different from previous generations in the following significant ways. Bounceback has been adopted successfully in the Kinross High Cluster Primaries and this workshop is designed to introduce Secondary colleagues to the programme and discuss ways in which it can be used in a secondary setting.

Personal resilience – Euan Bayne

Develop your personal resilience with the support of Euan Bayne HR officer from PKC.

Professional Learning Conference

The Professional Learning Conference has a morning and an afternoon session. There is a Teachmeet session from 14:00 to 15:00.

You can sign up to workshops by:

1. Filling in the form.
2. Using your phone and access the site using the QR code (right).
3. Go to the site:
<https://www.surveymonkey.co.uk/r/VY9WSWV>



Name:

1. Morning Conference

For each of the three sessions, please book the following options, in order of preference (1 to 4: where 1 is your preferred choice). Details of each workshop are described in the programme.

Session 1:

The Contribution of Physical Activity to Improving Emotional Well-being – Cath Devanny	
Being Present for the Health and Well-Being of Communities - Dr Bill Paterson	
Methodology & Benchmarks – Katy Furby	
Literacy and Global Citizenship – Sally Romilly	
Practical Suggestions for Literacy in the Classroom – Carlyne Poller	
Sleep Counselling – Pat Doran	
Personal resilience – Euan Bayne	

Session 2:

The Contribution of Physical Activity to Improving Emotional Well-being – Cath Devanny	
Raising Attainment in Numeracy - Lesley Lennon	
Dyslexia and Dyscalculia – Elaine Newton & Lee Swan	
ACEs and Resilience - Balancing Support and Challenge – Dr Carol Craig	
Developing vocabulary across sectors across the curriculum - Gail Stirling	
Bounceback – Jonathan Godson	
Personal resilience – Euan Bayne	

Session 3:

Developing vocabulary across sectors across the curriculum - Gail Stirling	
Numeracy and Global Citizenship – Sally Romilly	
ACEs and resilience - balancing support and challenge – Dr Carol Craig	
The Nurturing Classroom – James Kidd	
10 Most Common Mistakes in English – Modern Languages Team	
Bounceback – Jonathan Godson	
Personal resilience – Euan Bayne	

Please select your 1st, 2nd, 3rd and 4th choice for each parallel session.

2. Teachmeet: Starters and Plenaries

A **TeachMeet** is an organised but informal meeting for teachers to share good practice, practical innovations and personal insights into teaching, in the form of five or seven minute mini-presentations.

Have you delivered good practice last term? Are you keen to tell everyone about it? Would you like to showcase a product or approach that enhances your classroom practice?

Then do not hesitate, share your thoughts with supportive colleagues, and fill in the title of your mini-presentation below.

My mini-presentation is titled

Once you have completed the form, please detach the form from the programme and put it into Colin Oates' pigeon hole.

Please make sure the forms are in the pigeon hole by **Tuesday 30th January**.

With thanks,

Professional Learning Collegiate Group.