

Session	A	B	C	D
1	<p><u>Orville Scott-SCEL</u> Teacher Leadership As a 21st Century teacher, where there are clear expectations that we are leaders within, across and beyond the classroom, how can SCEL support us in our Career Long Professional Learning?</p>	<p><u>Susan Quinn – EIS</u> Time for Tea (and L)? Tackling bureaucracy in assessment and reporting to make more time for T&L.</p>	<p><u>Penelope Amlott –Teacher, Glasgow</u> Nurture and Parent Partners To discuss how to embed nurture principles in our schools and to engage better with parents and carers.</p>	<p><u>Charlotte Govan- Education Scotland</u> Improving gender balance What are the issues involved in gender gaps in uptake and attainment in STEM subjects and what can we do to address them?</p>
2	<p><u>Martine Leitch-Teacher, Avenue End PS</u> Exploring the Big Questions: Philosophy with Children This conversation will explore ways in which philosophical enquiry is embedded within classroom practice.</p>	<p><u>Ray Viola- Teacher, Strathblane PS</u> Learning Reading Strategies I have been developing the learning of 8 reading strategies, based on principles of intrinsic motivation and metacognition. I would like to share my experiences and resources to gain feedback and support anyone thinking of taking a similar approach.</p>	<p><u>Diana Devlin, Teacher Bankhead PS</u> Fostering a Growth Mindset in Young Learners I passionately believe in the transformative power of teaching children how to grow their intelligence and I witness the progress my learners make every day, both in terms of attitude and outlook - including resilience - and in 'hard' academic terms. I would like to share my recent practical experiences with others.</p>	<p><u>Wendy Cameron, Headteacher Antonine PS</u> Planning Skills Development Become familiar with - Building the Curriculum 4 summary document and reflect on key message about developing learner's skills for learning, life and work. - Skills mat to help establish a common language and understanding around skills development among learners, parents, school staff and other partners.</p>
3	<p><u>Ashley Spark, B.Ed 4 Student Strathclyde University</u> Takeaway Homework How do you make homework engaging and exciting for children? Is homework worthwhile and an effective use of time for children? Hear about a food takeaway (menu) homework strategy where children can choose their own homework by choosing a starter, main course and desert.</p>	<p><u>Morven Skinnider, Teacher Blairdardie PS</u></p>	<p><u>Kenny Pieper, Teacher Duncanrig Secondary</u> Roy of the Rovers the Superhero. Promoting Reading for Pleasure. A discussion of strategies to get kids reading and keep them reading. And Roy Race; his part in my reading life.</p>	<p><u>Alexander Johnston, PE Lead Officer N.Ayrshire</u> Tracking Breadth, Challenge and Application in PE An overview of the Planning Framework for PE being introduced in N. Ayrshire. It supports primary staff to track breadth, challenge and application. The Es / Os and Significant Aspects of Learning are the focus of planning high quality PE in a range of contexts. Using a range of evidence to assess and evidence learners progress supports teachers to track and monitor learning within and across levels. Can we take this and apply it to other curricular areas?</p>