University of Strathclyde
Glasgow

Career-long Professional Learning

2025- 26

August 2025

Welcome

Welcome to the Strathclyde Institute of Education at the University of Strathclyde. Our aim is to make a positive impact on the lives of others through education. We seek to achieve this through our teaching, research and knowledge exchange activity. Importantly, in doing so, we work closely with our school and local authority partners. One element of this work is in relation to Career-long Professional Learning (CLPL).

We consider CLPL in a range of ways. This catalogue outlines some of the professional learning opportunities we provide as short courses. We hope that these courses will be of interest to individual practitioners. We also collaborate on larger initiatives for a whole school, a cluster of schools or a local authority. Our CLPL collaborations may act as standalone activities, or they may involve elements of practitioner inquiry and/or a research project. Participants may also wish to go further and extend their work to Masters (MEd) and Doctoral (EdD/PhD) studies.

If you don't see what you're looking for in the catalogue or would like to discuss some options, please contact us to discuss your CLPL needs. Many of the short courses listed in the catalogue can be adapted for a range of formats and audiences, and can be of varying durations (whole day, half day or twilight sessions, with twilight sessions being two to three hours long).

For general information about CLPL opportunities contact:
Dr David Roxburgh
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Depute Head of Strathclyde Institute of Education (Innovation and Impact)

Caitlin Borland
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Institute Research and KE Administrator

For details of specific content and format, please contact individual tutors (contact details provided on each page).

For individuals to register for courses, go to our website where dates for imminent courses are listed under CLPL currently on offer. These are updated as courses open for registration: https://www.strath.ac.uk/humanities/education/career-longprofessionallearning/clpl/

Contents

AI Literacy for teachers: An Introduction to Gemini and NotebookLM in Education

How can AI enhance my teaching practice? What are the ethical considerations of using AI in the classroom? How can I prepare my students for an AI-driven world?

If you're asking these questions, you're not alone. This practical course will introduce you to the world of Artificial Intelligence in education, specifically focusing on Google's Gemini and NotebookLM. Both of which are accessible through Glow. Discover how these technologies can streamline your workload, create dynamic learning experiences, and foster critical thinking skills in your students.

This session will provide a hands-on introduction to using AI as a tool for teaching and learning. We will explore the capabilities of large language models, with a specific focus on the practical applications of Gemini for tasks such as lesson planning, creating educational materials, and generating creative prompts.

Participants will also be introduced to NotebookLM as a research and study assistant, learning how to use it to summarise sources, explain complex ideas, and build interconnected notes. We will engage in practical activities and discuss the ethical implications, opportunities, and challenges of integrating AI into educational settings, ensuring you leave with the confidence to start experimenting in your own practice.

This course is suitable for the following participants:
- Primary teachers
- Secondary teachers
- Early years practitioners
- Headteachers and school leadership
- Student teachers

Maximum number of participants: 25
Frequency of sessions: This can be adapted to be a standalone session or a series of sessions
Duration of one session: Half day and twilight sessions are all possible
Format: The session(s) may be delivered on-line or on-campus

For more details contact: tracy.atkinson@strath.ac.uk

An Insight into Autism

This course will be suitable to a wide range of professionals, including teachers/other education professionals, multi-disciplinary team professionals, health professionals, social workers, commissioning teams, as well as professionals from the third sectors. It will also be suitable for university students and can be adapted for pupils in mainstream schools to provide them with a better understanding of autistic peers. It can also be adapted for families/ carers/significant others with autistic family members. The course has been delivered to autistic people to allow them a greater understanding of "self". It can be delivered at different levels depending on the target audience and duration can be variable depending on the needs of the audience.

With increasing prevalence and diagnosis raising the understanding of autism, the demand for specialist Autism training is increasing to ensure professionals meet the requirements for registration with bodies such as the GTCS, SSSC and NMC. Furthermore, the course fits strategically within the legislative, policy and guideline arena and links to legislation within education, health and social care. This includes The Autism and Learning Disability Towards Transformation Plan 2021, Keys to Life (2019), the Additional Support for Learning (Scotland) Act 2004 and 2009 amended, as well as the Education Act (Scotland) 2016. With the establishment of the HSCP, the Public Bodies (Joint Working) (Scotland) Act 2014 is more than relevant to this course as well as the Children and Young People (Scotland) Act 2014.

This course is suitable for the following participants: Early years practitioners; primary teachers; secondary teachers; headteachers; third sector/NGOs; academics; policy makers; pupils; students; and autistic people and their families/carers

Maximum number of participants: Format dependent

Frequency of sessions:

- This can be adapted to be a standalone session or a series of sessions
- This course may run a number of times in the academic year

Duration of one session: Whole day, half day and twilight (2-3 hours) sessions are all possible

Format: The session(s) may be delivered online, on-campus or at an alternative venue

For more details contact: gillian.mcconnell.100@strath.ac.uk

Assessment and Feedback: Evidence-based Strategies

This course will be suitable for a wide range of professionals, including early years practitioners, primary and secondary teachers, headteachers, further education staff, academics, and policy makers. It will also be valuable for professionals in the third sector/NGOs, as well as students and pupils. The course requires no prior specialist knowledge and can be tailored to different levels depending on the target audience.

Assessment and feedback are central to effective teaching and learning, but they do not necessarily require more time or effort. Instead, what matters most is the quality, timing, and usefulness of the information provided to learners. Drawing on evidence from cognitive science, this course challenges common assumptions – for example, that immediate feedback is always best – and explores how learning is more closely linked to the way information is presented and used, rather than the amount of practice time. Participants will explore low-stakes assessments, quizzes, and other strategies that are minimal in preparation time but have high impact on learning.

The course also examines how feedback can be made actionable and transferable, drawing on research into memory and metacognition to provide practical, psychology-informed strategies. The focus is on efficient, evidence-based practices that enhance pupil learning while reducing unnecessary workload for teachers.

This course links directly to Scottish education priorities by promoting effective, sustainable assessment practices in line with the Curriculum for Excellence and professional standards.

This course is suitable for the following participants: Secondary teachers; headteachers; further education staff.

Maximum number of participants: 25

Frequency of sessions: This is a standalone session.

Duration of one session: Twilight (2-3 hours)

Format: The session(s) may be delivered on-campus or at an alternative venue

For more details contact: jonathan.firth@strath.ac.uk

Augmented Reality (AR) in the Classroom

This two-hour professional learning workshop introduces educators to immersive learning and Augmented Reality (AR). The workshop is grounded in recent academic research on the potential of AR to enhance teaching and learning. Building on this foundation, participants will explore practical classroom AR applications across subject areas. Moreover, the workshop will provide hands-on experience in creating simple AR resources to support engaging, interactive teaching.

Join us to discover how AR can enhance pupil engagement, foster creativity, and support learning across the Scottish Curriculum for Excellence – from visualising abstract science concepts to boosting storytelling, literacy, and digital literacy.

This course is suitable for the following participants: Early years practitioners; primary teachers; secondary teachers; headteachers; further education staff; academics and students.

Maximum number of participants: 15

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions

Duration of one session: Twilight (usually two to three hours)

Format: The session(s) will be delivered on-campus

For more details contact: stavros.nikou@strath.ac.uk

Building Primary Teachers' Confidence in
Craft, Design and Engineering (CDEG)

We live in a world where design and technology surround us and impact upon our daily lives. Though the technologies strand within CfE recognises this, primary teachers can feel unprepared or lack confidence to deliver in this area. However, exposing pupils to design challenges builds upon their natural interest and curiosity and sees them develop skills in the subject, across the curriculum as a whole, and in life skills more generally. CDEG tasks appeal to all ability levels, encouraging pupils to take a pride in what they have produced, while reflecting upon important messages about the world in which we live.

The CDEG approach can be applied across Primaries 1-7. Through practical activity and discussion, three core sessions will give participants an insight into an approach to CDEG that will:

- Develop their knowledge of the design process
- Help develop children's skills in collaborative working and problem solving
- Encourage creativity and innovation
- Help apply CDEG to other areas of the curriculum
- Reinforce important messages about sustainability, environmental awareness, equity and inclusive approaches.

An optional fourth session can be incorporated into the programme to allow participants to trial ideas in their own context and then share and reflect on these and potential next steps with other colleagues.

This course is suitable for the following participants: Primary teachers

Maximum number of participants: 25 with a minimum of 10

Frequency of sessions: This is a series of 3- 4 sessions

Duration of one session: The session(s) may be delivered as a Twilight session or on Saturdays (2-3 hours)

Format: The session(s) may be delivered on-campus or at an alternative venue

For more details contact: david.roxburgh@strath.ac.uk

Children's Rights and Human Rights Education

This short course will support participants to consider the place of children's rights in educational contexts, and wider society. We will explore dilemmas and tensions in relation to children's rights, and how we might explore these issues with colleagues and the children and young people with whom participants' work. We will examine human rights education and how we might educate children and young people about, through and for human rights.

With the United Nations Convention on the Rights of the Child being incorporated into Scots law, and rights being central to GTCS Professional Standards, it is imperative that practitioners are equipped with the knowledge, language and confidence to address rights-based issues. This short course will facilitate practitioners in developing their knowledge, language and confidence in children's rights. Through dialogue, we will reflect on theoretical issues in the session(s) and will also provide some practical advice and guidance that practitioners may take back to their contexts.

This course is suitable for the following participants: Early years practitioners; primary teachers; secondary teachers; headteachers; and students

Maximum number of participants: 25

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions

Duration of one session: Whole day, half day and twilight (2-3 hours) sessions are all possible

Format: The session(s) may be delivered online, on-campus or at an alternative venue

For more details contact: claire.cassidy@strath.ac.uk

Creating Feminist Classrooms 1: Feminist Education for All

What makes a feminist classroom? What forms can a feminist education take? Gender inequalities have been an enduring and central focus of equalities legislation, in part as a result of sustained feminist efforts. This session is for anyone interested in advancing their understanding of gender inequalities and feminist politics in relation to education, across compulsory and post-compulsory education contexts.

Securing women's and girls' access to education has a long history as an emancipatory feminist project, and while there is a contemporary success story we can tell about women's and girls' educational achievements, entrenched inequalities remain. This is particularly so when it comes to educational leadership, pay differentials among educators, the ways that credibility and authority are conceived and ascribed, and the gendering of particular subject disciplines as masculine or feminine.

Drawing on research and teaching expertise, this session introduces a range of feminist perspectives, and will provide the opportunity for participants to work creatively and collaboratively to develop ideas about what feminist classrooms might look like, enquiring into the possibilities and limits of feminist education. Thinking with feminism about education also involves asking critical questions about the intersecting forms of inequality that education can reproduce, challenge and change.

This course is suitable for the following participants: Primary teachers; secondary teachers; headteachers; third sector/NGOs, equality and diversity practitioners, and LGBT+ community organisations; academics; policy makers; pupils; and students.

Maximum number of participants: 25

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions.

Duration of one session: Whole day, half day and twilight sessions are all possible

Format: The session(s) may be delivered online, on-campus or at an alternative venue

For more details contact: yvette.taylor@strath.ac.uk

Creating Feminist Classrooms 2: Queering LGBTQ+ Inclusive Education

This session will appeal to anyone interested in thinking critically about practising LGBTQ+ inclusive education, across different educational contexts and levels. The session is framed by a fast-evolving policy landscape, including the Scottish Parliament's recent declaration of comprehensive support for LGBT+ Inclusive Education. It relates to broader equalities legislation and CfE core commitments and universities' increasing concern with inclusion.

We draw on research and teaching expertise as well as our experience partnering with LGBTQ+ advocacy and support groups to place LGBTQ+ inclusive education in historical context. This will involve considering the legacy of Section 2a of the Local Government Act 1988, which banned the 'promotion of homosexuality' by local authorities, alongside histories and presences of LGBTQI+ politics and activism. With relevance to sex and relationship education, as well as issues of inclusion across the curriculum, the session will equip participants with tools to critically evaluate different approaches to inclusive education, including by exploring tensions between *inclusion* within educational systems and attempts to *transform* those systems.

This course is suitable for the following participants: Primary teachers; secondary teachers; headteachers; third sector/NGOs, equality and diversity practitioners, and LGBT+ community organisations; academics; policy makers; pupils; and students.

Maximum number of participants: 25

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions

Duration of one session: Whole day, half day and twilight sessions are all possible

Format: The session(s) may be delivered online, on-campus or at an alternative venue

For more details contact: yvette.taylor@strath.ac.uk

Creating Feminist Classrooms 3: Menstrual Justice

This session will appeal to anyone interested in contemporary debates on menstrual justice, including issues of 'period poverty', menstrual care and activism, the lived experience and life-course of menstruation and menopause, and the place of menstrual justice across different classroom contexts. The Period Products (Free Provision) (Scotland) Act (2021) established a Scotland-wide scheme to allow anyone who needs period products to get them free of charge, including in schools, colleges and universities. While a clear policy success, questions of menstrual justice surpass bathroom and classroom provisioning, as long politicised by feminist debates and activist campaigns. Such debates and activisms have their place in the 'feminist classroom' as a site of learning about the range and breadth of feminist organising. Feminist debates on and approaches to 'menstrual justice' suggest new ways of unlearning stigma, with conversations extending to menstrual activism, menstrual blood, menstrual products and contemporary discussions of menstruation and menopause as 'equality, diversity and inclusion' issues in our workplaces and educational institutions. This session thinks about why menstruation matters in creating feminist classrooms.

This course is suitable for the following participants: Primary teachers; secondary teachers; headteachers; third sector/NGOs; equality and diversity practitioners, and LGBT+ community organisations; academics; policy makers; pupils; and students.

Maximum number of participants: 25

Frequency of sessions: This is a standalone session

Duration of one session: Half day session

Format: The session may be delivered online, on-campus or at an alternative venue

For more details contact: yvette.taylor@strath.ac.uk

Creativity Across the Curriculum: A Cognitive Science Approach

This course will be suitable for a wide range of professionals, including early years practitioners, primary and secondary teachers, headteachers, further education staff, academics, and policy makers. It will also be valuable for professionals in the third sector/NGOs, as well as students and pupils. The course requires no prior specialist knowledge and can be tailored to different levels depending on the target audience.

Creativity is widely recognised as a key skill for Scottish pupils to develop, supporting academic success as well as life and work skills. However, the nature of creativity and how it develops is often misunderstood, with many myths persisting in education. Drawing on cognitive science research, this course explores what creativity is, how it can be fostered in the classroom, and how it can be developed across all curriculum areas. Creativity is not confined to the expressive arts but is equally central to STEM, social sciences, and literacy. Participants will examine how creative thinking can thrive in everyday classroom practice, and how creative tasks can consolidate core knowledge and make learning more transferable.

This course links directly to national education priorities, including Scotland's Curriculum for Excellence and policy drivers promoting creativity, innovation, and transferable skills. It also supports teachers and education leaders in meeting professional standards by embedding creative learning strategies across the curriculum.

This course is suitable for the following participants: Primary teachers; secondary teachers; headteachers; further education staff and policy makers.

Maximum number of participants: 25

Frequency of sessions: This is a standalone session.

Duration of one session: Twilight (usually two to three hours)

Format: The session may be delivered on-campus or at an alternative venue

For more details contact: jonathan.firth@strath.ac.uk

Creativity for Inclusion and Inclusion for Creativity

'Creativity and innovation are enabled by environments that engage with diversity, celebrate complexity, and value collaboration' (Davis et al., 2012)

Participants will learn relevant and practical skills and techniques in music and art which can harness children's natural curiosity, creativity and expression across all disciplines.

This CLPL will support practitioners to develop their thinking and practical skills for creative and inclusive pedagogies which include all learners in their classrooms. Drawing on current research evidence on the benefits of STEAM and interdisciplinary learning for children, participants will explore how centring pedagogy in the Expressive Arts supports collaboration and learning for all.

This short course uses theories of 'multi-modal literacies' to help practitioners understanding the role that music and art play as 'the material of human thinking' (Trevarthen, 2013). Participants will gain confidence in supporting children's voice and agency to ensure that every child's innate desire for creativity and collaboration is realised in an inclusive learning space.

No specialist expertise in music or art required!

This course is suitable for the following participants: Early years practitioners; primary teachers; secondary teachers; students; and arts organisations, play organisations and youth club leaders

Maximum number of participants: 25

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions. It will run this once in the academic year (between January and June).

Duration of one session: Whole day

Format: The session(s) will be delivered on-campus

For more details contact: jane.catlin@strath.ac.uk

Creativity and Innovation: Building a Curriculum Around the Learner

This short course will look at unpacking the Senior Phase curriculum to place the learner at the centre of what is offered. We will explore innovative pathways that include project-based learning or IDL and bespoke packaging of multiple SCQF awards to maximise pupil attainment. Over 90% of SCQF awards at level 6 are not Highers, so attendees will explore potential opportunities within a range of curricular areas that could lead to better progression opportunities for learners.

Prior to the session, schools may share their Senior Phase current curriculum offering and/or Insight attainment data to allow for a more bespoke session to meet their individual needs.

This course is suitable for the following participants: Secondary teachers and headteachers

Maximum number of participants: 25

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions

Duration of one session: Whole day, half day and twilight sessions are all possible

Format: The session(s) may be delivered online or at an alternative venue

For more details contact: kirsty.hair@strath.ac.uk

Delivering Music in the Primary School: A Practical Guide

Finding it challenging to teach music or think you do not have the musical skills needed? This tailored CLPL is for you!

As recent evidence in Scotland demonstrates, there is a lack of music specialists within our primary schools. This means the need to support generalist primary teachers in delivering music with confidence has never been more important.

Participants will be involved in a practical session (or sessions) that explores progressive and creative approaches to delivering music in the primary school. The session(s) will concentrate on Early to 2nd Level within CfE where there will be a focus on developing skills in beat and rhythm, with opportunities to create and compose. Looking at best practice, participants will have the opportunity to explore how to design their own music framework for their school, through exploring CfE experiences and outcomes and national benchmarks.

This CLPL will support participants' own musical ability, giving them the tools and inspiration to lead music activities with confidence.

This course is suitable for the following participants: Early years practitioners; primary teachers; and students

Maximum number of participants: 25

Frequency of sessions: This short course can be adapted to be a standalone session or a series of sessions.

Duration of one session: Twilight session(s)

Format: The session(s) may be delivered online, on-campus or at an alternative venue

For more details contact: paul.wickham@strath.ac.uk

Developing and Revising Assessments

Is your department or course interested in developing, or strengthening an existing, method of assessment for student assignments? Perhaps you have recently designed new student assignments for modules, or perhaps you are thinking about how well your current assessment is working. If these situations describe you, your programme of study, or your department, this short course is for you!

In this short course, I'll guide you through:

- Principles of effective assessment design
- Aligning assessment design with learning outcomes
- Ensuring that the various goals and components of assignments are reflected in the assessment, and
- Making the most of design, marking criteria, and moderation to streamline assessment.

The course is open to all disciplines across Further and Higher Education: social sciences, STEM, humanities, and vocational programmes. The course can be tailored to the specific subject, programme, and/or department to ensure that the assessment design or re-design works for you and your students.

This course is suitable for the following participants: Academics in Further and Higher Education sectors

Maximum number of participants: 15

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions

Duration of one session: Half day and twilight sessions are possible

Format: The session(s) may be delivered on-campus or at an alternative venue

For more details contact: rebekah.sims@strath.ac.uk

Developing Your Digital School

This series of sessions is designed to support schools developing a whole-school approach to digital learning. You will explore a range of digital tools that can be utilised in any classroom. You will gain practical insight and advice in developing a whole-school digital strategy and gathering evidence to achieve the Digital Schools Award.

Bespoke sessions can also be offered on specific Microsoft tools to support learning, teaching and assessment, for example Microsoft Teams, OneNote and Forms.

This course is suitable for the following participants: Primary teachers, secondary teachers, headteachers, Further Education lecturers

Maximum number of participants: 25

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions

Duration of one session: Whole day, half day and twilight sessions are all possible

Format: The session(s) may be delivered online or at an alternative venue

For more details contact: kirsty.hair@strath.ac.uk

Differentiation for Inclusion: Practical Strategies
for Scottish Classrooms

The General Teaching Council for Scotland (2021) highlights differentiation as an approach to effective planning to meet learners' needs (Standard 3.1.1).

Have you ever wondered, 'How can I teach a diverse range of learners within my class in Numeracy and Maths?' Don't worry, you're not alone. Over the last four decades, differentiation has been highlighted as a major challenge for teachers at all stages in their careers.

Like inclusion, differentiation is based on a set of beliefs that all children can succeed. Internationally and nationally, differentiation has become more common in practice as a response from educators to meet the diverse needs within classrooms. In differentiating, teachers adopt an inclusive philosophy and aim to support *all* children to learn by implementing a range of teaching and learning approaches.

This short course will explore the potential advantages and disadvantages of a range of differentiation models. It will support reflection and decision-making with regards to how we may differentiate to meet the needs of the children in our classrooms.

This course is suitable for the following participants: Primary teachers

Maximum number of participants: 25

Frequency of sessions: This is a standalone session that will run twice in the year

Duration of one session: Twilight session

Format: The session will be online

For more details contact: jackie.marshall@strath.ac.uk

Education for Sustainable Development

Education for Sustainable Development (ESD) is one of the core elements of Learning for Sustainability and, as such, is featured in the GTCS Standards for Full Registration, Curriculum for Excellence, How Good is Our School 4 and is an integral part of the Scottish Governments Learning for Sustainability action plan. ESD is also an international approach that is used to address global challenges relating to social, economic, and environmental sustainability.

In this session, participants will engage with the Sustainable Development Goals and reflect on how these can be integrated into their professional practice. This will be complemented by an exploration of pedagogical approaches that can be used to give learners the knowledge, skills and agency needed to address both local and global sustainability challenges. Through this, participants will reflect on their own stance towards local and global issues and how this is reflected in their practice.

This course is suitable for the following participants: Those teaching in early years, primary, secondary, and higher education settings.

Maximum number of participants: 25

Frequency of sessions: This a standalone session

Duration of one session: Twilight session

Format: The session will be delivered online

For more details contact: w.quirke@strath.ac.uk

Evidence-Informed Classroom Questioning

This course will be suitable for a wide range of professionals, including early years practitioners, primary and secondary teachers, headteachers, further education staff, academics, and policy makers. It will also be valuable for professionals in the third sector/NGOs, as well as students and pupils. The course requires no prior specialist knowledge and can be adapted to different levels depending on the audience.

Questioning is one of the most powerful pedagogical tools in education, yet its impact on long-term learning is not always clear. Even experienced teachers may feel uncertain about how best to phrase questions, when to use different levels of complexity, and how to manage wait time and consolidation. Drawing on evidence from psychology and education research, this course provides practical guidance on effective questioning strategies that boost lasting learning rather than short-term performance.

The session explores research on wait time, scaffolding answers, hinge questions to expose misconceptions, and techniques such as 'cold calling'. It highlights how questioning can be used to make learning visible, support concept development, and strengthen pupils' memory. Participants will leave with evidence-based strategies to enhance the effectiveness of questioning in their own practice.

This course links directly to Scottish education priorities and the Curriculum for Excellence, supporting professional standards by equipping educators with research-informed strategies that improve learning and teaching.

This course is suitable for the following participants: Primary teachers; secondary teachers; headteachers and further education staff

Maximum number of participants: 25

Frequency of sessions: This is a standalone session

Duration of one session: Twilight (usually two to three hours)

Format: The session may be delivered online or at an alternative venue

For more details contact: jonathan.firth@strath.ac.uk

Examining Play

This course examines the power of play for young children and is designed around four sessions to allow participant to explore, share and implement key points from the presentations.

Session 1: focuses on the design of effective learning spaces for young children with reference to the continuum of play and Tina Bruce's 12 features of play.

Session 2: explores context, capital and childhood.

- Context – understanding the image of the child.

- Capital – understanding the influence of the child.

- Childhood- understanding the importance of the child.

Session 3: examines high -quality learning and high-quality teaching. This session also revisits high quality learning spaces. Key links are made to theory and international examples.

Session 4: In this final session, the key points are related to defining childhood through careful observations and evaluations.

This course is suitable for the following participants: Anyone who works in early years or who has an interest in early years

Duration: Whole day, half day or twilight are all possible

Format: The session(s) may be delivered online, on-campus or at an alternative venue

For more details contact: d.grogan@strath.ac.uk

Exploring Reggio Emilia Approach

This course will explore the Reggio Emilia Approach to enable participants to reflect upon the setting, the role of the child and the role of the adult. Initially, the learning environments will be explored and analysed in line with how young children learn. The key characteristics of the design will be shared and discussed before considering the role of the child. Malaguzzi stated that we need to start our professional dialogue around our image of the child. Do we see children as empty vessels or capable and competent learners? The project approach which starts with children's puzzles will be discussed and an adapted model will be shared. Finally, a discussion around the role of adult will be examined and compared to Realising the Ambition (2020). Photographs and short videos from Reggio Emilia will be shared as effective examples of children's capabilities and creative thinking.

This course is suitable for the following participants: Anyone who works in early years or who has an interest in early years

Duration: Whole day, half day or twilight are all possible

Format: The session(s) may be delivered online, on-campus or at an alternative venue

For more details contact: d.grogan@strath.ac.uk

Exploring Science with Early Years Learners

These CLPL sessions will support practitioners to embrace exploratory science with children in the early years.

The workshops aim to increase practitioners' confidence by working through a range of hands-on activities that can act as a full unit or be used as individual activities. The sessions will use inexpensive and familiar materials while collaborating with participants to discover how science can become part of their everyday practice.

These workshops are suitable for individual members of staff who want to develop their knowledge or could be delivered to a number of staff simultaneously to develop the science element within single or multiple settings. We can tailor the session to the requirements of the audience.

The topics have been chosen to align with early level science outcomes, both in terms of curricular areas, but also for development of skills. Four topics are available:

- Light and colour
- Sound
- Forces
- Classification

This course is suitable for the following participants: Early years practitioners; primary teachers; enhanced provision teachers

Maximum number of participants: 20

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions

Duration of one session: Whole day, half day and twilight sessions are all possible

Format: The session(s) may be delivered on-campus or at an alternative venue

For more details contact: iain.g.moore@strath.ac.uk

From Insight to Impact: Collaborative Family Engagement

This professional learning series equips practitioners with the knowledge, tools, and confidence to strengthen meaningful engagement with parents and families, backed by key Scottish policy frameworks. It is firmly aligned with Curriculum for Excellence (CfE), Getting It Right for Every Child (GIRFEC), the Scottish Attainment Challenge, and Education Scotland's Strategic Framework for Parental Involvement, Engagement, Family Learning, and Learning at Home (October 2022). Drawing on these, participants will trace career-long professional learning pathways and reflect on legislative, ethical, and collaborative principles central to effective family engagement. The series also incorporates global research evidence demonstrating the positive impact of family-school partnerships on a range of outcomes for children, their families and schools

Workshop 1: Understanding Families in Context explores family diversity in Scotland, inviting reflection on assumptions and incorporating Pushor's concept of parents as co-educators.

Workshop 2: Building Partnerships with Families introduces Mapp's Dual Capacity Framework and leverages student voices and role-play to model respectful, trust-based communication.

Workshop 3: Sustaining Family Engagement guides participants to embed engagement practices in alignment with policy drivers like GIRFEC and the SDGs (4,5,10), supporting them to co-create practical strategies and concrete plans for implementing family engagement in their own contexts.

This course is suitable for the following participants: Early years practitioners; primary teachers; secondary teachers; headteachers; FE lecturers; third sector/NGOs; academics and policy makers

Maximum number of participants: 30
Frequency of sessions: This will run as a series of sessions
Duration of one session: Twilight (two to three hours)

Format: The session(s) may be delivered online or on-campus

For more details contact: clare.mouat@strath.ac.uk

Getting to Grips with Cognitive Science and Education

This course will be suitable for a wide range of professionals, including early years practitioners, primary and secondary teachers, headteachers, further education staff, academics, and policy makers. It will also be valuable for professionals in the third sector/NGOs, as well as students and pupils. The course requires no prior knowledge of cognitive science and can be adapted to different levels depending on the audience.

Over the past decade, educators worldwide have increasingly drawn on cognitive science, including cognitive psychology and neuroscience, to guide more effective pedagogy. However, the complexity of the field, along with the volume of findings and new terminology, can feel overwhelming. This course provides a clear and accessible introduction to cognitive science as it applies to education. Participants will explore how to translate robust research findings into classroom-ready techniques and how to critically engage with emerging evidence. A particular focus will be placed on four widely recommended, evidence-based strategies: retrieval practice, spaced practice, dual coding, and interleaving.

This course links directly to Scottish education priorities and the Curriculum for Excellence by equipping teachers with evidence-based strategies that promote effective learning and teaching. It also supports professional standards by helping educators develop critical engagement with research-informed practice.

This course is suitable for the following participants: Primary teachers; secondary teachers; headteachers; further education staff and policy makers.

Maximum number of participants: 25

Frequency of sessions: This is a standalone session

Duration of one session: Twilight (usually two to three hours)

Format: The session may be delivered on-campus or at an alternative venue

For more details contact: jonathan.firth@strath.ac.uk

Healing Emotions and Relational Transformation (HEART) Parent Workshop

This two-day experiential parent workshop aims to support the emotional needs of parents and autistic children. This is often overlooked or not specifically supported within other types of traditional parent training programmes. Parents will learn how to become 'emotion coaches' for their autistic child while given space to reflect and process their own emotional experiences of their parenting journeys so far. Over the two-days, parents will learn about emotion theory, participate in creative and reflective experiential tasks and the steps of 'emotion coaching'. The underpinning values and ethos of this newly developed HEART parent workshop embraces the autistic child's neurodivergence, and promotes the need to move away from negative, pathologizing views about autism. Parents who have participated in HEART have described the workshop as 'emotionally moving' and 'powerful and empowering'.

This course is suitable for the following participants: Parents of autistic children

Maximum number of participants: 12

Frequency of sessions: This is a standalone 2-day training workshop with optional follow-up embedding sessions

Duration of one session: Two full days

Format: The session(s) may be delivered on-campus or at an alternative venue

For more details contact: anna.robinson@strath.ac.uk

How to use Art as a Provocation for Cross Curricular Engagement

During this session we will discuss how to nurture creativity skills through various pedagogical approaches. Using artworks from a variety of time periods and cultural contexts I will demonstrate how the visual arts can be used as a provocation to challenge and enhance cross curricular thinking. This session will be interactive, and questions are encouraged.

This course is suitable for the following participants: Early years practitioners; primary teachers; secondary teachers; headteachers; third sector/NGOs; academics; policy makers; and students

Maximum number of participants: 25

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions and will run twice in the academic year.

Duration of one session: Half day and twilight sessions are possible

Format: The session(s) may be delivered online, on-campus or at an alternative venue

For more details contact: natasha.mcmillan@strath.ac.uk

Inclusive Education and Additional Support Needs (ASN): Moving from Deficits to Strengths-based Approaches

This course will be suitable for a wide range of professionals, including early years practitioners, primary and secondary teachers, headteachers, academics, policy makers, third sector/NGO staff, and students. It will also be valuable for pupils and parents. The course requires no prior specialist knowledge and can be adapted to different levels depending on the audience.

This session supports educators in deepening their understanding of inclusive education and working with increasingly diverse learning communities. Moving beyond deficit-based framings of children's capacities, it explores key concepts from inclusive education research to reframe Additional Support Needs (ASN) as strengths rather than limitations. The course highlights practical ways to dismantle systemic barriers and identifies positive actions that can support more socially just, equitable, and inclusive learning environments.

Drawing on disability theory, the session encourages participants to recognise learner diversity as an asset and to reframe classroom practice through rights-based approaches aligned with the UNCRC and UNCRPD. It also uses creativity and arts-based methods to help educators develop strategies for fostering belonging, inclusion, and community cohesion.

This course links directly to Scottish policy priorities, including the Additional Support for Learning (Scotland) Act, the Children and Young People (Scotland) Act, and commitments to inclusive practice across education. It also supports teachers in meeting professional standards by embedding inclusive, strengths-based pedagogy.

This course is suitable for the following participants: Early years practitioners; primary teachers; secondary teachers; headteachers; further education staff; third sector/NGOs; academics; policy makers; pupils; students; and parents.

Maximum number of participants: 35

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions.

Duration of one session: Whole day

Format: The session will be delivered on-campus

For more details contact: jane.catlin@strath.ac.uk / zinnia.mevawalla@strath.ac.uk / yuchen.wang@strath.ac.uk

Introducing the Gaelic Language in the Classroom as L2 or L3

Gaelic is a minority language which has 'equal respect' to the English language in Scotland. The Scottish Government, through Bòrd na Gàidhlig, is committed to ensuring Gaelic has a sustainable future in Scotland and aims to increase the number of individuals that can speak Gaelic, as well as encourage its use and facilitating access to Gaelic language and culture.

Under the Scottish Government's policy 'Language learning in Scotland: a 1 + 2 approach' Gaelic can be taught in primary schools, either as L2 or L3. This short course will help teachers with the language, skills and resources needed to deliver Gaelic (for learners) either as L2 or L3 in the primary school. It will cover both language and culture and will provide practical support and activities for the teaching and learning of Gaelic in the primary classroom.

This course is suitable for the following participants: Early years practitioners; primary teachers; and students

Maximum number of participants: 25

Frequency of sessions:

- This can be adapted to be a standalone session or a series of session
- This short course will run a number of times in the academic year

Duration of one session: Twilight sessions

Format: The session(s) may be delivered online, on-campus or at an alternative venue

Financial assistance to participate in this short course may be available

For more details contact: ingeborg.birnie@strath.ac.uk

Leadership Beyond the Day-to-Day: From Operational to Strategic

This course will be suitable for early years leaders, primary and secondary school leaders, and headteachers who are considering progression into more senior or strategic roles. It will be particularly valuable for those preparing to apply for *Into Headship* or those seeking to strengthen their readiness for senior leadership. The course can be adapted to different levels depending on the audience.

Delivered by the leaders of Strathclyde's *Into Headship* programme, this one-day professional learning opportunity provides participants with the tools and insights required to lead strategically. Participants will explore what it means to move beyond operational leadership to shaping culture, driving improvement, and leading learning, communities, and change. The course situates strategic leadership firmly within the Scottish education policy landscape, ensuring participants understand the expectations and responsibilities of senior roles.

In addition, the session provides space for critical self-reflection, enabling participants to analyse their own leadership journey, identify strengths, and recognise areas for growth. Time is dedicated to peer networking, offering opportunities to build supportive professional connections that can extend beyond the session itself.

This course is suitable for the following participants: Early years practitioners; primary teachers and secondary teachers. ***Participants will be in school/early years leadership roles and considering progression to a more senior role. ***

Maximum number of participants: 30

Frequency of sessions:
• This is a standalone session
• This course only run once in the academic year

Duration of one session: Whole day

Format: The session will be delivered on-campus

For more details contact: nova.lauder-scott@strath.ac.uk/ gillian.francis-mcneil@strath.ac.uk

Learning for Sustainability

'Learning for Sustainability' is a term that can be found in the *GTCS Standards for Full Registration*, the *Curriculum for Excellence*, and *How Good is Our School 4*. It is the responsibility of all practitioners in Scotland to embed Learning for Sustainability into their practice, and it is the entitlement of all learners to experience Learning for Sustainability throughout their education. Where do you begin?

This session is designed for practitioners wishing to take their first steps in embedding Learning for Sustainability into their practice. During this session, you will be introduced to the core elements of Learning for Sustainability, become familiar with key terms and definitions associated with this approach, and learn about what Learning for Sustainability can look like in your classroom.

This course is suitable for the following participants: Primary teachers and secondary teachers

Maximum number of participants: 25

Frequency of sessions: This a standalone session

Duration of one session: Twilight session

Format: The session will be delivered online

For more details contact: w.quirke@strath.ac.uk

Mentoring Matters: An Introduction to Working with Secondary ITE Students

Mentoring is a term frequently used in education but what does it really mean for those supporting secondary students on placement? These two seminars seek to explore the concept of mentoring, the role of the school-based mentor within initial teacher education (ITE) and how to mentor ITE students actively and positively. The Donaldson Report (2011) emphasised the importance of mentoring for ITE students while they are on placement, and the GTCS Professional Standards reflect the importance of developing positive relationships including the need to "work collaboratively to contribute to the professional learning and development of colleagues, including student teachers" (2021 p11).

These sessions are aimed at current or aspiring ITE mentors in secondary schools to provide some practical guidance in developing as a reflective and teacher-orientated mentor, with a view to supporting the development of autonomous and effective student-teachers with a positive attitude to life-long professional learning. The topics covered in the sessions include:

Session 1 – The context for mentoring within Scottish schools, the purpose of mentoring in ITE and developing a positive mentor-mentee relationship; and

Session 2 – An exploration of effective approaches to working with your mentee.

This course is suitable for the following participants: Secondary teachers

Maximum number of participants: 20

Frequency of sessions: This is a series of two sessions

Duration of one session: Twilight sessions

Format: The sessions will be online

For more details contact: kathryn.mccrorie@strath.ac.uk

Observations, Conversations and Documentation

This course allows participants to explore the importance of observations as part of a planning cycle. Support will be offered through a flowchart in how to record an observation and a suggestion template will be shared. The main issues of how and why we observe will be explored through examining photographs and short videos to establish how we support or extend children's thinking. What do we do next, as a result of the observation needs to be examined. All good documentation starts with a narrative and tells the story of children' s learning. Skills from observing children will then be developed into documentation. Different forms of documentation will be shared and analysed.

This course is suitable for the following participants: Anyone who works in early years or who has an interest in early years.

Format: The session(s) may be delivered online, on-campus or at an alternative venue

For more details contact: d.grogan@strath.ac.uk

Philosophy with Children and Young People

Why are we here? Am I awake or am I dreaming? Is there an end to space? What makes something wrong?

Have you ever thought about or puzzled over these questions? Children and young people do… all the time! This short course will help you generate philosophical discussions to help children and young people explore these types of questions.

Looking for opportunities to promote talking and listening in your classroom? Enthusiastic about interdisciplinary learning? Seeking approaches to develop children's thinking and reasoning? Keen to promote children's and young people's voice and participation? Conscious that children and young people are interested in asking questions and exploring possible answers? Then, this short course is for you.

The session(s) will introduce practitioners to practical philosophy with children and young people. We will consider how to source a good stimulus to provoke philosophical questions, how to choose good philosophical questions to start dialogue, and how to create conditions conducive to philosophy in the classroom. Participants will also engage in philosophical dialogue at their own level and reflect on how they might create a philosophical, thinking ethos in their classroom while considering how it might support their teaching.

This course is suitable for the following participants: Early years practitioners; primary teachers; secondary teachers; headteachers; third sector/NGOs; academics; and students

Maximum number of participants: 25

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions

Duration of one session: Whole day, half day and twilight sessions are all possible

Format: The session(s) may be delivered online, on-campus or at an alternative venue

For more details contact: claire.cassidy@strath.ac.uk

Play Pedagogy

This course will allow participants to:

- Understand what is meant by play pedagogy
- Ask questions which relate to how young children learn to challenge present organisation and implementation of teaching and learning.
- Reflect on observations to alter the environment considering children's working theories
- Explore an effective model to implement play within the setting based on current research and policy documents
- Reflect on current practice and identify opportunities to develop the learning environment to support high quality play

This course is suitable for the following participants: Anyone who works in early years or who has an interest in early years.

Duration: whole day, half day or twilights are all possible.

Format: The session(s) may be delivered online, on-campus or at an alternative venue

For more details contact: d.grogan@strath.ac.uk

Practitioner Enquiry

This short course aims to provide a practical overview of what practitioner enquiry is and give ideas about how to develop enquiry projects. Drawing on a range of experiences of working with schools, we share different enquiry models from across different contexts and work with settings to develop a model that works for them. This can be a one-off or a series of inputs through the academic year or longer. Throughout, sessions are based in coaching methodology and are discussion-based, providing opportunities to consider the potential for enquiry to be used as a collaborative professional learning tool to enhance student learning.

This course is suitable for the following participants: Early years practitioners; primary teachers; secondary teachers; and headteachers

Maximum number of participants: 25

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions

Duration of one session: Whole day, half day and twilight sessions are all possible

Format: The session(s) may be delivered on-campus or at an alternative venue

For more details contact: kate.wall@strath.ac.uk

Slow Pedagogy

This course explores 'slow pedagogy' based on the research of Professor Alison Clark (2023) Various examples will be shared to examine the 'unhurried child' within the early years.

Where do we start?

How do we establish time for children to fully explore their own ideas?

What could the rhythm of the day look like?

The role of the adult will also be a focus through examining key occupations to support educators within the setting. What interactions are effective, and which interactions hinder children's thinking. A model of implementation will be shared with participants on how this may be adapted to support our own teaching and learning. This presentation is solely based on work within the field of early years.

This course is suitable for the following participants: Anyone who works in early years or who has an interest in early years.

Duration: whole day, half day or twilight are all possible.

Format: The session(s) may be delivered online, on-campus or at an alternative venue

For more details contact: d.grogan@strath.ac.uk

Students as Researchers

This programme aims to provide a tailor-made input with pupils to support them in engaging in a research process to explore issues in their context important to them. Aligning with Article 12 of the UNCRC and aiming to ensure a space whereby students can become leaders in their learning and contribute authentically to school development. The duration and content can be negotiated with schools depending on age phase, intent, and budget.

This experienced team of facilitators draw on a range of experiences of working with pupils in schools. We coach pupils through a series of lessons from exploring what it means to be a researcher, developing research questions, collecting evidence, analysing and writing up. It can also include a visit to the university to learn about research in our world. This can take place at any time in the academic year.

Previous cohorts of pupils have published in the TESS and in academic articles/. For example: https://www.tes.com/magazine/teaching-learning/secondary/students-lead-school-improvement-plan

This course is suitable for the following participants: Primary teachers; secondary teachers; headteachers; FE lecturers; third sector/NGOs; and pupils

Maximum number of participants: We usually work with a class or smaller group; this can be cross phase or within a year group. If you would like larger input, then we can discuss this option

Frequency of sessions: Frequency will be negotiated with interested parties

Duration of one session: Duration will be negotiated with interested parties

Format:

- The session(s) can be delivered in the school or education setting
- It can include a trip to the university for the pupils

*This usually (but not always) means that it is open to anyone to sign-up rather than it being an offering that a whole school/local authority/college/centre signs up to for their staff only.

For more details contact: kate.wall@strath.ac.uk

Study Skills Essentials: For Teachers

This course will be suitable for a wide range of professionals, including early years practitioners, primary and secondary teachers, headteachers, further education staff, academics, and policy makers. It will also be valuable for professionals in the third sector/NGOs, as well as students and pupils. The course requires no prior specialist knowledge and can be adapted to different levels depending on the target audience.

Pupils need strong independent study habits in order to become effective, self-regulating learners. However, many pupils do not know how to study productively, as learning is not always intuitive and effort alone is not enough. This course explores the essentials of effective study habits, covering notetaking, revision, test preparation, review, consolidation, and exam readiness. Drawing on contemporary cognitive psychology, the session debunks common myths about learning and highlights well-evidenced strategies that can be applied by pupils of all ages and attainment levels.

The course positions effective learning as a skill that can be developed and supported throughout the school years and beyond. Teachers will leave with practical strategies for helping pupils become more independent and confident learners, supported by the latest evidence on how people learn.

This course links directly to Scottish education priorities by supporting equity, attainment, and lifelong learning. It also aligns with professional standards by equipping teachers with research-informed approaches to promote effective study skills in their pupils.

This course is suitable for the following participants: Secondary teachers; headteachers and further education staff.

Maximum number of participants: 25

Frequency of sessions: This is a standalone session

Duration of one session: Twilight (usually two to three hours)

Format: The session may be delivered online, on-campus or at an alternative venue

For more details contact: jonathan.firth@strath.ac.uk

Study Skills Essentials: Preparation for University

This course will be suitable for senior secondary pupils preparing to transition to higher education, as well as teachers, further education staff, academics, and policy makers who support students at this stage. It will also be valuable for professionals in the third sector/NGOs working with school leavers. The course can be adapted to different levels depending on the needs of the audience.

As pupils in S5 and S6 prepare for university courses, they often need to adapt their study skills. Strategies that help them succeed in SQA exams may not always transfer effectively to the demands of university study, such as taking notes in lectures and labs, writing essays, or completing independent research projects. Some approaches that secure exam marks in school can even be counterproductive in higher education.

This course provides guidance on evidence-based study habits, including notetaking, revision, independent reading, test and exam preparation, and essay writing. It focuses on building skills for university-level learning and highlights the differences between school and higher education expectations. Designed for pupils planning to enter university the following year, the course will raise confidence and equip learners with the tools they need to make a successful transition.

This course is suitable for the following participants: Secondary pupils (pre-university)

Maximum number of participants: 50

Frequency of sessions: This is a standalone session

Duration of one session: Half day

Format: The session can be delivered at an alternative venue

For more details contact: jonathan.firth@strath.ac.uk

Teaching in the Age of AI: Understanding and Applying Generative AI in Education

Developments in Artificial Intelligence (AI) technologies, such as machine learning, natural language processing, neural networks and Generative AI (GenAI) have significantly influenced how we interact, work and learn. Therefore, as these technologies become increasingly embedded in everyday life, AI literacy is essential for teachers and their students to navigate, critically evaluate, and responsibly harness their potential. This workshop starts with a brief introduction to the basics of AI, while the focus is placed on GenAI. Designed for participants with no prior technical background, the session provides a clear and accessible overview of how GenAI works, allows experimentation with effective prompting strategies, and explores practical ways it can be integrated into teaching and assessment. Drawing on current academic literature, examples will highlight opportunities for personalised learning, feedback, and creativity, as well as challenges around integrity and responsible use. Participants will leave with actionable insights and confidence to begin exploring GenAI in their own classrooms.

This course is suitable for the following participants: Early years practitioners; primary teachers; secondary teachers; headteachers; further education staff and students.

Maximum number of participants: 15

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions

Duration of one session: Twilight (usually two to three hours)

Format: The session will be online

For more details contact: stavros.nikou@strath.ac.uk

Using Drawing as a Pedagogical Tool for Inclusive Learning

This offering involves two interactive online sessions designed to support creative approaches to inclusion. These sessions are participatory so participants should come prepared to do some low stakes drawing, and to have their Zoom cameras switched on to unleash the power of drawing for learning and fun in your classroom.

Whether you are you a habitual drawer, doodler, or, whether you would say "but I cannae draw the curtains!" this forum might be for you. We will discuss the benefits drawing can bring to everyone's mental wellbeing, why it is an important thinking tool for learning, and how it extends and enhances children's literacy skills. We will discuss current research evidence on why drawing is a powerful memory tool which can be used across every curricular area. You will participate in some practical drawing activities that can be easily applied into your classroom practice and that change your perceptions about what drawing is for. This CLPL activity will be especially useful for practitioners working in multilingual classrooms, and working with learners who struggle with traditional approaches to literacy.

This course is suitable for the following participants: Early years practitioners; primary teachers; secondary teachers; any childcare or community arts setting; Further Education lecturers; policy makers (expressive arts, literacy, creativity, CfE)

Maximum number of participants: 20

Frequency of sessions: This is a series of two sessions

Duration of one session: Twilight sessions

Format: The sessions will be online

For more details contact: jane.catlin@strath.ac.uk

Widening Participation: Who and What is Education for?

Who is expected to pursue further and higher education? Who is tacitly or directly excluded? With university-level qualifications positioned as a key route to social mobility, participation in post-compulsory education resonates with key policy urgencies across the UK, and is visible in initiatives like the Scottish Funding Council's Commission on Widening Access.

Widening participation drives position education as a social good, with the capacity to offer re-dress for various forms of privilege and disadvantage. This session will appeal to educators who are interested in the theory and practice of addressing educational inequalities in access to college and university. Widening participation agendas and initiatives typically target specific groups; particularly those from areas classified as suffering from 'multiple deprivation', although definitions of 'widening participation groups' vary and can include women, mature students, and ethnic minorities.

Drawing on research and teaching expertise in the field of educational inequalities, including collaborations with organisations such as LEAPS, Stand Alone and our experience developing widening participation programmes, this session will challenge participants to critically reflect on the principles and practices of widening participation.

This course is suitable for the following participants: Primary teachers; secondary teachers; headteachers; third sector/NGOs; equality and diversity practitioners, and LGBT+ community organisations; academics; policy makers; pupils; and students.

Maximum number of participants: 25

Frequency of sessions: This can be adapted to be a standalone session or a series of sessions

Duration of one session: Whole day, half day and twilight sessions are all possible

Format: The session(s) may be delivered online, on-campus or at an alternative venue

For more details contact: yvette.taylor@strath.ac.uk

Working with Stories and Wordless Picture Books

This CLPL is designed to explore the concept of story and how these emerge through using a range of wordless picture books. While many wordless texts lend themselves to being used with younger children, we will also look at texts that would appeal to pupils up to Primary 7. These visual texts have a lot to offer when exploring different concepts with children – sequencing, narrative, characterisation, visual literacy and inferential thinking. Stories and the practice of sharing them builds relationships and connections amongst people. Story plays a significant role in helping children shape and understand their own experiences and can evoke emotional responses where children can recognise and articulate their own emotions through the understanding and experience of story.

Education Scotland's *Creativity across Learning 3 – 18*, identifies the growing global discussion about the role of creativity in education. Four key creativity skills are identified: being constructively inquisitive, being open-minded, being able to harness imagination, and being able to identify and solve problems. These are closely related to skills fostered by the art and practice of oral storytelling.

In the sessions, we will explore both story and storytelling. We will look at a range of wordless picture books and consider the text and images themselves. Then we will explore ideas for how we can generate an oral response to story through different activities. Examples of texts we may look at are: *The Arrival* by Shaun Tan; *Wave* by Suzy Lee; *Footpath Flowers* by JonArno Lawson and Sydney Smith Journey; *Quest and Return* by Aaron Becker.

After our first session, you will be invited to try out an idea with your pupils. In the second session you will share your experiences and learning with the group.

This course is suitable for the following participants: Primary teachers and student teachers

Maximum number of participants: 25

Frequency of sessions: This is a series of two sessions though it can be extended.

Duration of one session: Half-day or twilight sessions are possible

Format: The session(s) may be delivered online, on-campus or at an alternative venue

For more details contact: fiona.ramsay.100@strath.ac.uk