

Dundee Educational Psychology Service and Outreach Team Newsletter 2015-16



ABLE development

DEPS continue to work with others to update and refresh ABLe. See www.ableschools.org.uk for most up-to-date sections including an early years map and improvements to the literacy and numeracy sections. Other Local Authorities at various stages of ABLe implementation include: West Lothian, Inverclyde, Renfrewshire, East Dunbartonshire, Glasgow, and Midlothian.

You can now follow DEPS on twitter **@DundeeEdPsychs** for articles on leadership, visible learning, raising attainment, wellbeing and lots more. Or see our website to find out more about what the service does and how to contact us. <http://www.dundee.gov.uk/deps>

Outreach Team (0-18)

Last session The Outreach Team, The School Community Support Service and CAMHS began a new project called AIM- "Anxiety In Motion", in response to the rising number of young people not attending school due to enduring anxiety. They worked with 8 young people last year, all of whom attended the group regularly and who now all have positive destinations. During year one the Outreach team also linked with Dundee and Angus college to create a similar opportunity at Gardyne campus. "AIM Further" began in September 2015 and has been a great success with pupils from last year's AIM group and other school/college students who have anxiety meeting once a week to work on social, health and wellbeing and media projects. This year AIM has gone from strength to strength and is now helping 12 young people providing academic, health and wellbeing and social opportunities to help them all reach their potential and guide them onto positive destinations.

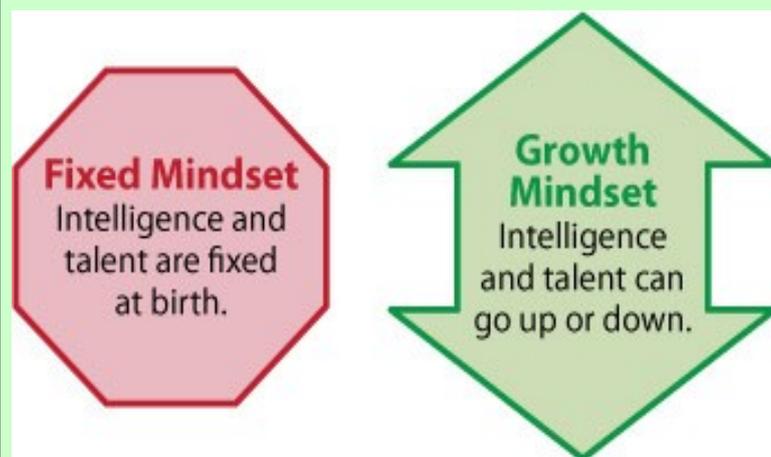
The most recent and welcomed development within Outreach has been the opportunity to link with teaching staff from the Young People's Unit at Dudhope House. They bring with them a wide and varied range of teaching experiences which complement the existing support offered by the Outreach team for families, young people, schools and AIM.

Growth Mind-set and Maths Setting Research Project

As part of course requirements for the MSc in Educational Psychology at the Dundee Uni, Aisling Campion, a Trainee EP on placement with DEPS is carrying out research in Braeview Academy. Her study aims to explore pupil mindsets in relation to maths and any relationship between this and pupils views on subject ability grouping (called 'setting').

Mindset Theory (Carol Dweck <http://mindsetonline.com/whatisit/about/>) states that we can approach tasks from either a **growth or fixed mindset**. Growth mindset is where intelligence or skill is viewed as being something you can improve over time through effort, meaningful feedback and learning from mistakes. In contrast, a less helpful fixed mindset sees intelligence or skill as being something you either have or don't have, and having to make an effort or making mistakes are seen as a sign of a lack of ability. Helping children to develop a growth mindset teaches important skills to help them progress in learning and life. As a result, many schools in Scotland are beginning to implement Mindset theory into everyday practice as part of efforts to raise attainment.

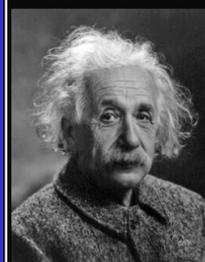
Research also suggests that setting children in subjects based on their ability can restrict the



development of a growth mindset. This study will measure the mindsets of S1 & 2 pupils in relation to Maths, and explore any links between mindset and setting. Aisling will then introduce mindset theory to a maths class and see if this improves their view of their potential. Findings in future newsletters!

In addition, Jamie McBrearty, Growth Mindset Manager, Leisure and Culture Dundee, is seconded for two years to Dundee City Council to lead a community based growth mindset project in the Strathmartine Ward. This initiative is in partnership with the Winning Scotland Foundation <http://www.winningscotlandfoundation.org/what-we-do/our-projects/unlocking-potential/>. The project involves parents, children, school staff and other partners and if the impact is positive it may be rolled out to the rest of Dundee. The link psychologists for St Pauls and Baldragon clusters have been consulting regularly with Jamie on resources and evaluation approaches for the initiative.

WINNING
SCOTLAND
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It's not that I'm so smart, it's just that I stay with problems longer.

(Albert Einstein)

What do our partners think of DEPS?



We developed a survey monkey questionnaire in August 2015 to gather stakeholder feedback. We received one hundred responses over 6 months. The vast majority (71%) of our partnership working is with colleagues in Children and Families Services with the rest with the NHS, other Local Authorities, the 3rd sector, private businesses (e.g. private nurseries) and Universities.

91% of respondents said the **service was easy to access** and 90% would be happy to work with us again. The survey revealed that partners have mostly sought out the EP service for **consultation and advice** (73%) or collaborated with us in **strategic meetings** (75%). More than half of respondents had worked with us on **assessment of a child with additional support needs** (58%) or received **training** from us (61%). Almost a third highlighted our role in **intervention** (47%). Just under a fifth of respondents mentioned they had worked with us on **research** (18%).

Our role in supporting **learning and teaching** was rated as helpful and also our **up-to-date knowledge of psychology**. Our skills in **solution-focused** communication were rated as helpful, and DEPS helped to increase staff confidence, broaden awareness and provide deeper insight. Nearly three quarters of people said the EP gave them good advice and resources, with 20% reporting this “some of the time”. Nearly half (46%) reported DEPS had positively influenced their practice ‘a lot’, with a further 44% agreeing this had happened ‘a bit’.

82% of respondents had a **clear understanding of the ways DEPS could work with them to improve outcomes for children**. **94% of respondents stated DEPS input was either very (57%) or quite (37%) effective**. Partners highlighted the limited numbers of psychologists and requested more.

Feedback overall was very positive. DEPS have an open, transparent ethos and are positively influencing practice. Where we received negative feedback we have **identified specific actions we can take to improve communication about our role with partners**, such as creating a service leaflet for partner agencies and **publicising our website** more. We have also joined **Twitter (@DundeeEdPsychs)**. We also need to extend our research role and improve consistency across the team.



Feedback from parents and schools on DEPS casework



Jill's whole approach is caring and solution-focused. Pupil X is now back in class full time, learning, socialising and happy. Many thanks

It was a great relief to have someone come in to carry out observations and talk over strategies and what I am finding in class. It was also great to have some reassurance that what I am doing is helping.

The involvement of Denise was extremely helpful. She conducted an assessment which helped both school and home have a clearer picture of the pupil's needs. Denise also offered additional support to the family that was greatly appreciated.

Karen always made us feel like it was okay to raise any concerns we had about our child which instantly put us at ease. We felt we were listened to and understood which was a relief. Throughout a difficult time it was reassuring to be able to speak openly about our child and also about our roles as parents. Karen helped facilitate discussion with the school which really helped. Our child had previously had a negative experience when being referred to [another agency] and so was reluctant to speak to anyone or ask for any help. However she enjoyed meeting Karen and felt really comfortable around her. Seeing her in school seemed to build our child's feeling of being safe in school.

We also ask clients or teachers to complete casework evaluations at the end of any direct work we do with a family of child. These are some of the comments we received.

Dundee is a Scottish Attainment Challenge

“Challenge Authority” (see diagram below)

As part of the bid, DEPS were allocated 0.5 EP time. Our work so far has included:

- Involvement in the development, implementation and evaluation of the Literacy strategy and representation on the Numeracy strategy.
- Ongoing development and delivery of the Relationships for Learning & Wellbeing staff development framework including training and research.
- Working with schools using the How Nurturing Is Our School (HNIOS) Self Evaluation tool.
- Leading on the use of video as a tool for staff to promote nurturing interactions and learning conversations.
- Developing a planning and evaluation framework for Attainment Challenge (AC) provisions to use, based on a model of collaborative action research.

CLOSING THE POVERTY RELATED ATTAINMENT GAP IN SCOTLAND'S SCHOOLS



The Scottish Attainment Challenge is supported by the Attainment Scotland Fund

Strengthening collaboration, professional learning and leadership

Supporting the use of evidence and data for self-improvement

Engaging with families, communities and the third sector



SCHOOLS PROGRAMME
Targeted support for schools with the largest concentration of pupils living in deprived areas

CHALLENGE AUTHORITIES
Targeted support for Local Authorities with the largest concentration of pupils living in deprived areas

UNIVERSAL SUPPORT
A range of support including Attainment Advisors for every Local Authority, a National Improvement Hub and an Innovation Fund

For more information visit:

www.educationscotland.gov.uk/Inclusionandequalities/sac

@attainmentscot

Effective staff development

The most successful education systems ...invest in developing their teachers as reflective, accomplished and enquiring professionals who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change. (Donaldson, 2011:4)

Over the last session DEPS has been involved in a wide range of training across all sectors on topics such as Nurture, Attainment, Restorative Approaches, Service Improvement, Attachment, Solution Focused Approaches, Growth Mindset, etc.

Feedback from participants about DEPS training is always positive. However, to improve its impact on children's learning and wellbeing, we will be increasingly delivering more long-term school-based development work linked to the School Improvement Plan, local/national priorities, and using a practitioner enquiry approach (also known as action research or collaborative enquiry). This is because research tells us this is the most effective model of adult learning (See 'Developing Great Teaching' <http://tdtrust.org/about/dgt>) One example of this approach is:



How Nurturing Is Our School: One schools' journey so far

Camperdown Primary School undertook the **How Nurturing Is Our School (HNiOS)** audit last session in an initial input delivered by Paul Dow (Education Officer (ASN)). A survey was then sent to staff, allowing them to give an individual view on the schools' nurturing strengths/ areas for development. The responses were analysed by the SMT, Denise Martin (Link Educational Psychologist) and Paul, and based on returns they agreed

to focus on three of the six themes from HNiOS that emerged as priorities: **Relationships, Teaching and Learning, School Organisation.**

A much more detailed audit of these 3 themes were then carried out with staff during two twilight sessions led by DEPS, and an action plan was developed which included more training in an inservice day with all staff. The focus was progress with the three priority areas, training on relationships, resilience and learning, and adult use of 'scripts' to support children's self-regulation. Staff wellbeing needs were also acknowledged and time was spent considering positive ways to manage stress.

Evaluations from staff stated the sessions were very helpful, interesting, informative, enjoyable, practical, and inspiring. Staff stated that as a result of the sessions they would begin applying scripts to support children. To further support this, DEPS offered coaching sessions and a working group is now established in the school to continue to take this work forward.

DEPS on Twitter @DundeeEdPsychs

We hope you are enjoying our twitter feed. If you haven't had a look yet, please do! Topics include pedagogy, literacy, numeracy, wellbeing, parenting, communication, relationships, developing the young workforce, early years, self regulation, nurture, "visible learning" and mindset. There is a great community on Twitter. The opportunity to link with schools and nurseries in Dundee, nationally and internationally is fantastic.

This term we are reading:

"Bounce: The myth of talent and the power of practice" by Matthew Syed

"Teaching Backwards" by Andy Griffiths and Mark Burns: A practical, hands-on manual for teachers to further develop their attitudes, skills and habits of excellence both for themselves and for their learners. This book is the follow-up to the best-selling Outstanding Teaching: Engaging Learners

"Transformative Innovation in Education: A playbook for pragmatic visionaries" by G Leicester, D Stewart, K Bloomer and J. Ewing

Transition documents for pupils with Autism

Sarah Forsyth from the Outreach Team has developed some excellent tools to support transitions between school and from class to class for pupils with autism. The pack contains a list of suggested adaptations to the learning environment; a pupil transition booklet to complete with the child or young person in advance; a time-line of recommended activities and a tool to help make transition visits more purposeful. This toolkit could be used for any child requiring a more supported and enhanced transition, or for schools and nurseries who are wanting to improve their transition arrangements more generally. To see the tools or for more information please contact sarah.forsyth@dundeecity.gov.uk.

Thanks for reading! We welcome any feedback. Please email polly.jones@dundeecity.gov.uk

