

## Denny Nursery have fun raising funds!

- Denny Nursery held a sponsored Lego Build to raise funds for the nursery.
- This event was organised by our PSA Chairperson Mrs Wilson.

- The children were enthusiastic to compete to win a prize for the tallest tower. All children from ages 12 months to five years were given an opportunity to build their tower. Everyone was provided with age appropriate bricks.



The children used a variety of tools to measure the height and recorded their findings on clipboards.

The older children in particular had fun comparing their measurements and guessing who was going to win.

With the generosity of our families and local community we raised an outstanding £1,037.50!



## Learning Resource Service News cont'd

### New resources

Christmas is fast approaching, but don't worry, the LRS has a wonderful selection of resources with a Christmas theme including books, puppets, DVDs, CDs, jigsaws, games, sensory resource boxes, and even a couple of pairs of angel wings!

These resources will be in great demand so get your requests in early to avoid disappointment.

### LRS statistics for the 2014/15 session

- ★ LRS issued 104,877 resources
- ★ Nearly 6,000 requests were made and over 700 visits to LRS were made by education staff
- ★ LRS librarians delivered information skills, learning to love books and storytelling sessions to 6364 pupils
- ★ 300 young adults from all secondary schools participated in the RED book award.



## Calendar of Events

### January 2016

New Year Day	01 Jan
Spring Term Begins	07 Jan
Bo'ness Cluster HT Meeting - 13.30 - Grange PS	19 Jan
Burns Night	25 Jan
Wider Children's Commission Event (Child Poverty) – 9am to 1pm – Studio, Falkirk Town Hall	26 Jan

### Do you know how much you can do online through the Falkirk Council website?

New developments are taking place all the time to increase the number of services online, so check back and see what you can do. Here are just some examples!

- You can request a council house repair, request extra or replacement bins, or request a civil marriage information pack.
- You can report antisocial behaviour, report a faulty street light, or report an empty grit bin.
- You can pay your Council Tax, pay for your child's nursery fees, or pay for school meals and expenses.

Have a look and see what you can easily do online!

### Grange PS Nursery Board Games with P5

At Grange Nursery children have been working with P5 children to test out new Board Games.

The P5 class designed games to help nursery children count the correct number on a dice and move that number of spaces on a game. Games included "Mr Tickle" and "What's the number?"

P5 enjoyed being teachers and the nursery children voted the games a success.



### Rannoch Nursery News

Rannoch Nursery children took part in an ECO week, which ran from Monday 30th Nov- Friday 4th Dec.

We had a fun filled week of various activities which included Litter Picks around the grounds, Litter and recycle talks from Jennifer Terris, Zumba Dance activities, Reuse and Recycle activities and a Trash Fashion event.

All of these activities were very popular, especially the Trash Fashion event. Parents/carers helped their children to design fabulous costumes. The children had lots of fun walking along a cat walk and dancing to the music. ECO week was a huge success.



# Children Matter

## SPINACH FOR POPEYE Congress 2015 Gothenburg, Sweden

A Falkirk delegation of 9 returned from a very successful European congress which was held in Gothenburg between 26<sup>th</sup> and 31<sup>st</sup> October 2015.

The theme of the congress was "Social Sustainability" and the Falkirk delegation comprised of practitioners, managers and Provost Pat Reid. Falkirk was joined by 2 delegates from West Lothian and the Scottish Borders. Delegates from Gothenburg (Sweden), Nuoro (Italy), and the Odenwaldkreis (Germany) also participated. In total around 50 practitioners took part including presenters, visiting projects, and keynote speakers.

Spinach for Popeye is co-ordinated by Falkirk Council's Community Learning & Development Service (Children's Services), and participation was offered to partners

across other Council Services, Forth Valley College and the Voluntary Sector.

The Congress provided the opportunity to debate the theme of "Social Sustainability", share practice and experiences, explore policy, and discuss new ways of working.

The Spinach for Popeye programme focusses on young people who are in the transition stages between school and employment, further education and or training; who may be experiencing a range of difficulties in their lives; do not have positive destinations; or are those with fewer opportunities.

The Falkirk delegation is particularly proud of what is currently being delivered in Falkirk, and they brought many examples of practice with them to showcase. Delegates

from other countries were overwhelmed about the work and approaches being adopted in Falkirk. Opportunities such as these are vital for developing new ideas, improving partnership working and encouraging motivation and innovation.

### Inside this issue...

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The Falkirk delegation is now looking forward to sharing what they have learned, and implementing some of the shared ideas over the coming months.

To support this they are planning a dissemination event to invite partners and colleagues to come along and hear about their experiences and what they learned. The event will take place on the 23<sup>rd</sup> March in the early evening, and the exact time and venue are still to be agreed. If you would like more information or would like to attend please contact

[elenor.macdonald@falkirk.gov.uk](mailto:elenor.macdonald@falkirk.gov.uk) (Falkirk's Spinach for Popeye's Co-ordinator). Falkirk is looking forward to participating in the 2016 congress which will be held in Sardinia.

### Spinach for Popeye Youth Exchange Falkirk 2016

Falkirk is currently progressing a funding application to support a youth exchange which will be held in Falkirk between 28<sup>th</sup> June and 5<sup>th</sup> July 2016. If you would like to help organise or be part of the delivery team please get in touch in Elenor Macdonald on the above e-mail. The exchange will be targeted at 32 young people across the 4 participating countries.



l to r - Elenor Macdonald (front), CLD Principal Officer; Lauren Docherty, Leaving Care Team Depute; Graham Pritchard, CLD Worker, Scottish Borders; Provost Pat Reid; Beverley Akinlami, Community Youth Services, West Lothian; Frances Austin (front), CLD Worker, Mariner Support Service; Helen Clapperton, Project Worker, Barnardo's; Joanne Cleland (front), Teacher, St Mungo's HS; Liz Paton, CLD Development Officer; Alan Ritchie, Curriculum Manager, Forth Valley College; Lillias Sneddon (front), Youth & Community Worker, St Andrew's Church of Scotland, Bo'ness

## Educational Psychology Matters

### Sharing our Knowledge and Skills for the Benefit of All

" We like to think of our champions and idols as superheroes who were born different from us. We don't like to think of them as relatively ordinary people who made themselves extraordinary."

Carol Dweck (year)

**FAIL**  
(F)IRST  
(A)TTEMPT  
(I)N  
(L)EARNING

**MINDSETS:** Recently there has been growing evidence towards how individual beliefs about intelligence can shape subsequent learning. In particular there has been a rising interest in the work of Carol Dweck on Mindsets in education. But what is a mindset and why are they important?

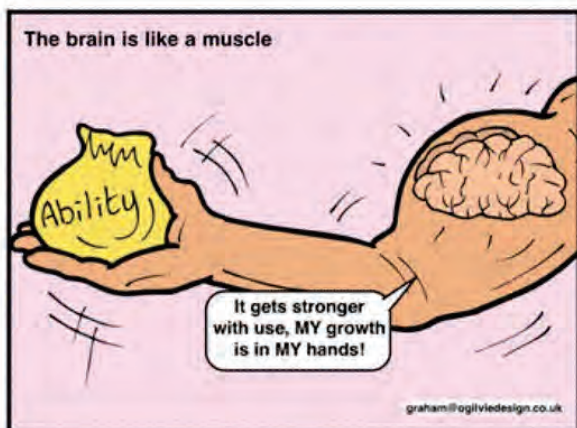
Mindsets are the way in which an individual views their intelligence. Dweck identified two basic mindsets: **Growth Mindset** is the view that intelligence is incremental and can develop and grow over time. Whereas **Fixed Mindset** is the view that intelligence is fixed and unchanging.

For instance, someone with a fixed mindset might think 'they should know the answer right away or they never will'; whereas, someone with a Growth Mindset might think 'work hard, effort is key towards learning'.



**The Brain as a Muscle:** Research suggests that it is favourable to think of the brain like a muscle, which grows and develops as it comes into contact with previous and new learning. As an individual learns, connections between the brain's cells (neurons) become stronger and faster. For instance, when coming into contact with a new task initial neural connections are formed; whereas, when coming into contact with a previous task further neural connections are formed consolidating learning. Therefore, often tasks which were once very challenging or even impossible can become easier.

**Impact of Mindset:** The mindset that an individual holds has been found to have an effect on the effort and perseverance they put into their learning and what they attribute their successes or failures to. An individual with a fixed mindset may have a lower resilience towards undertaking difficult tasks often giving up, attributing success to internal factors and failure to external factors. An individual with a growth mindset will welcome challenges in their learning, viewing these as opportunities to develop their ever growing skills, attributing success to effort and failure to not achieved 'yet'. In addition to this they will have a high level of resilience towards setbacks in their learning.



## 8 Top tips to foster a Growth Mindset in the classroom from Falkirk Educational Psychology Service

### 1. Be aware of your own mindsets

Are you aware of the mindset you hold towards intelligence and tasks? Do you have a Growth or Fixed Mindset? How do you approach a setback?

### 2. Model a growth mindset in the classroom

Children learn by observing their environment and what the adults around them say or do. Use praise and constructive feedback to support a growth mindset.

### 3. Praise effort not attainment

Instead of saying 'You are so smart', you might say, 'I'm proud of you for sticking with it and taking the time to understand what you're trying to learn', using language like 'we have not got there **yet**'

### 4. Establish high expectations

Let students know that you are challenging them because you know that all of them have the ability to meet those expectations.

### 5. Describe the behaviour, not the person

Instead of saying 'You can't do that, it's too hard', tell the young person, 'Our usual strategy didn't work and let's see if we can think of another one to try'. Phrasing criticism in this way allows the person to see how they are capable of doing things differently.

### 6. Describe the brain as a muscle

Explicitly teach children that their brain grows and develops like a muscle and the effort they put in can physically change the neural connections throughout their life. They will always be capable of learning new things.

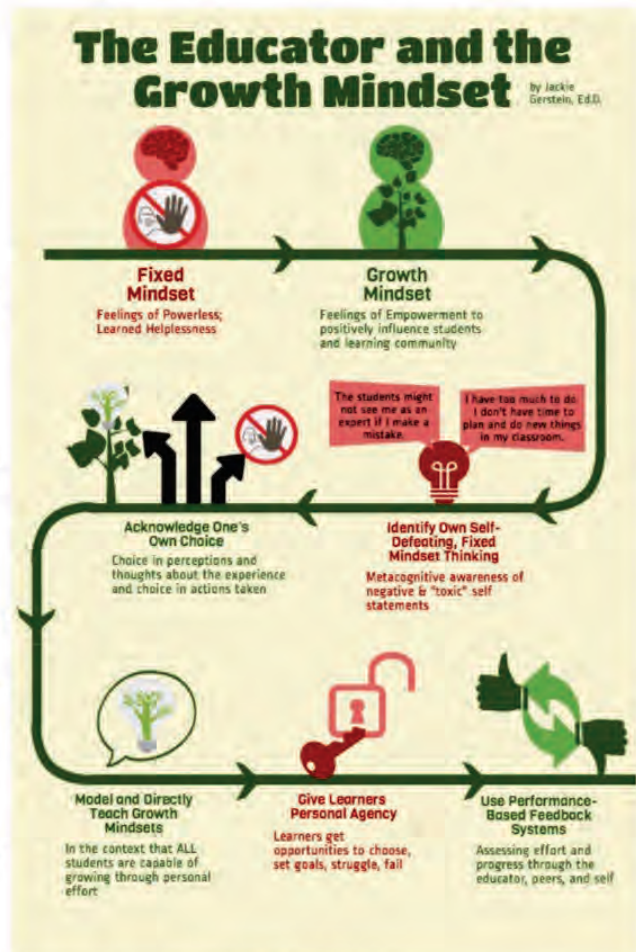
### 7. Provide opportunities to try new things and to celebrate mistakes

This applies to teachers and children. Allowing a safe environment to try new things (approaches and tasks) whilst encountering mistakes. Celebrating mistakes teaches children that mistakes are a part of everyday life and learning.

### 8. Providing time to reflect

Allowing time for reflection on the teaching and learning process that has taken place, including the problem solving process.

*Collated from several sources.*



Accessed from: <https://usergeneratededucation.wordpress.com/2014/08/29/the-educator-in-the-classroom-a-staff-workshop/>

### Useful References & Resources

**Dweck presenting a Ted talk 'The Power in Believing in you':** [https://www.youtube.com/watch?v=\\_X0mgOOSpLU](https://www.youtube.com/watch?v=_X0mgOOSpLU)

**Book:** Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools (Carol Dweck, 2013)

**Websites:** [www.mindsetonline.com](http://www.mindsetonline.com)

<http://www.mindsetworks.com/>

[www.midlothian.gov.uk/info/200260/research\\_and\\_development/1408/research\\_spotlights](http://www.midlothian.gov.uk/info/200260/research_and_development/1408/research_spotlights)

To keep up-to-date with information and training find Falkirk Council Educational Psychologists on Twitter:

@EdPsychFalkirk



# Interdisciplinary Learning

## Interdisciplinary Learning Update

Since August 2015, Yvonne McBlain, curriculum support officer with Falkirk Children's Services has enjoyed working with a wide range of practitioners and senior managers to develop interdisciplinary learning. This session, in response to the 2015-16 Inspection Advice Note from HMIE, many schools and nurseries are working on their curriculum framework and exploring how they progress pupil learning within discrete and interdisciplinary contexts. Yvonne has offered support in a number of ways which include:

- Working with senior managers to design collegiate sessions for staff
- Supporting working parties and Raci groups in schools, so that they can take forward developments with staff colleagues
- Creating collegiate sessions for groups of staff in response to a specific brief – often this explores planning for IDL linked to specific subject areas, or to whole school contexts or events
- Designing and delivering training sessions which are available for booking via CPD Manager. Yvonne always pre-fixes these with the code IDL...
- Providing IDL input for primary and secondary probationer teachers as part of their core induction programme
- Gathering examples of interdisciplinary practice from our establishments, and using the blog IDL Central <http://glo.li/1ftOaIZ> to share (please email [yvonne.mcblain@falkirk.gov.uk](mailto:yvonne.mcblain@falkirk.gov.uk) to have work included)
- Continuing to update and improve our IDL Glow group <http://tinyurl.com/jb9uwr5> as a source of key documents and information – an IDL one-stop-shop!

Yvonne particularly values ongoing work on the Let's Build Deep and Progressive IDL project. 36 practitioners and senior managers have explored and developed their understanding of IDL, and are now capturing related groups, or "bundles", of experiences and outcomes. They have produced plans for each level, which Yvonne will upload to the IDL Glow group, and are now exploring how to build progression to, and from, these plans. In January these practitioners will take part in the last of their 5 sessions, where they will hear how some Falkirk schools are taking interdisciplinary learning forward. So far in their evaluations, colleagues quote the following impact from being part of this project:

1. Now know why IDL is important
2. Able to analyse the skills and knowledge in each experience and outcome
3. Course content is reassuring to schools - general sense of comfort and capability
4. Useful to see examples
5. Useful to "Bundle" with colleagues – loved working with stage/level colleagues
6. Better understanding of IDL - feel more confident planning "true" IDL
7. How to hold onto our IDL vision in the face of Experiences & Outcomes, Significant Aspects of Learning, frameworks, etc
8. Now understand how Experiences & Outcomes, Significant Aspects of Learning & frameworks can help IDL planning
9. Practical working on bundles – helping you do your own planning and support others in your schools

## Power Station set to power ahead

The Local Community Planning activity carried out in the village continues to provide benefits for the community of Whitecross. CLD staff of Children's Services worked in partnership with residents and The Coalfield's Regeneration Trust on a community futures programme. This involved a series of interviews, community surveys and workshops which identified priorities and provided funding.

After completing the renovation of the building and facilities at the Power Station in Station Road, Whitecross and the establishment of a community café and youth clubs, the project is moving into a new phase with the appointment of a development worker. With grant assistance from the Coalfields Regeneration Trust, Mandy Lang will take up post in early February.

Mandy lives in Whitecross and has been involved in running the junior youth club. Mandy says, 'I am delighted to become the development worker and I am looking forward to the challenge. The Power Station has been growing but I want to see more activities for everyone. The village also come together to produce our own Community Action Plan and an important part of my job is to make the actions and priorities in the plan a reality. A key priority was to create a proper 'community centre' for Whitecross and with the Power Station we are on the way to realising that. We need to look at recreation and play facilities, roads and transport, the environment and jobs and the local economy'.

If you have any ideas, activities you would like to see happen or want to help as a volunteer Mandy would love to hear from you. The PowerStation phone no. Is 01506 845049 and the email address is [thepowerstation@btinternet.com](mailto:thepowerstation@btinternet.com).



## Moray Primary School Concert

December saw pupils perform to parents and carers. Pupils from Primary One to Primary Seven entertained audiences over three performances with the Moray Musical Extravaganza giving them a taste of many fabulous and well known shows.

The running of the concert was beautifully narrated through music and song by our own very talented Glee Club. The first half of the show had the crowds enjoying flying kites with Primary One and sweeping the chimneys in Mary Poppins with Primary Two. Primary Four had us bopping along to Grease Lightning. Primary Five encouraged us all with our air guitars as they rocked us with songs from the musical 'We Will Rock You'. Braving the spotlight the Moray Primary School staff took to the stage with songs from the well-loved musical The Sound of Music – staff are hoping they are still 'well loved' after their performance!

After interval Primary Three opened the second half by asking 'for more' in songs from the musical Oliver. Primary 6 delighted us with songs from Annie and Bugsy Malone and from orphans dancing and singing their hearts out to our very own P6 boy gangsters the crowds were entertained! A poignant note ended of the show as Primary Seven took to the stage in fabulous costumes and masks made by themselves and delivered songs from The Lion King.

The concert was a sell out and after all the hard work of the pupils and staff it was a tremendous success! Pupils were animated and full of pride and there was a real sense of inclusion and respect for each other's hard work!



## Moray Primary School

### Nurturing our School Values

We started the school year as we meant to go on by focusing as a whole school from Nursery to Primary Seven on our School Values. Pupils throughout the school engaged in activities and experiences for each of our values of Responsibility, Respect, Honesty, Encouragement and Inclusion.



Our House Captains and Vice Captains along with our school ambassadors encouraged these values at house meetings and throughout the school with the younger pupils. Primary Seven worked with their peers to devise and create Values Superheroes which they shared at Together Time with the younger pupils. Some excellent examples of their creativity included 'Mr Inclusion', 'The Encourager', and the motto 'Keep Calm and be Responsible'.

#### Nurture

This session we continue to further develop nurturing



strategies through a whole school approach to Health and Wellbeing. With the assistance of the Access to Education fund which we received at the start of the session we have developed a nurture room which is now fully functioning in terms of providing a nurturing environment and safe



space for many children. It has been redecorated and resourced to create a room which is homely and welcoming.

Throughout the school week a variety of pupil groups access the nurture room to engage in experiences and activities such as small world play, life skills, turn taking games, arts and crafts and outdoor pursuits aimed at enhancing their ability to interact positively, raise their self-esteem and develop social skills.

Making good choices, organisational skills, developing friendships, stay and play sessions with parents and carers and an outdoor boys group are just a few examples of the groups up and running.



Children within the school recognise the nurture room as a positive place to visit.

"I like to play games and paint in the nurture room. We talk about how we've been today."

"I can talk about whether I've had a good day or not and help some of the younger children at check in."

"I liked when my Mum came to play as we got to do stuff together we don't always do at home."

## Grangemouth High School: Curricular and Extra-Curricular Experiences for our Learners

### ***Expressive Arts***

Our Higher Drama pupils attended a morning at Braes High. The pupils watched 'A Streetcar Named Desire' starring Gillian Anderson, they worked in groups with Braes Higher pupils to analyse the performance. All GHS pupils have commented on how welcoming the pupils from Braes High were, and found it a worthwhile experience being able to work collaboratively with pupils from another cluster.

### ***Music and PE Curriculum***

Music and PE from P1-S6 are now being taught throughout the cluster by staff based at Grangemouth High. Every member of staff in both of these subjects teach both in our cluster primaries and at Grangemouth High. This will provide huge benefits in terms of ensuring that curricular progression throughout the primary years, the Broad General Education (S1-S3) and the Senior Phase (S4-S6) is coherent and also ensures consistency across the entire cluster regarding the coverage of skills. Pupils will also be familiar with staff members from Grangemouth High from an early age which will further support them in a smooth transition process from primary to secondary.

The Music department have also been participating in a Falkirk Council instrumental pilot. Pupils in 5-7 receiving group instrumental lessons (Moray strings, Bowhouse woodwind, Beancross brass). We plan to have a cluster concert later this session.

### ***Creative learning spaces***

Our Aesthetics subjects (Art, Music, Drama and PE) have been successful in securing £100,000 of funding to enable Grangemouth High to become a Creative Industries Campus. This project is currently in the planning stages and we have very exciting plans to upgrade the Art department resources to include a print studio, expressive studio and design studio; update our Music Technology room in music; and upgrading our Drama department to include a make up studio and costume department. More courses will be introduced to our pupils and links with colleges / universities and employers are being created so that all of our pupils benefit from first-class resources, technology, expertise and skills.

### ***Science Faculty***

Pupils studying Nat. 4 & Nat. 5 Biology enjoyed a field trip to Jupiter Urban Wildlife Centre and carried out a survey as part of their coursework assessment. They collected measurements for light intensity levels v number of plants using quadrats in an area of woodland. Pupils also participated in activities such as pond dipping and tree beating, identifying the insects and aquatic life through using classification keys.

Our Higher Human Biology pupils were fortunate to attend PCR and gel electrophoresis laboratory sessions at Forth Valley College in January. This hands on session offered the opportunity to access equipment not currently available in school and students enjoyed running gels and analysing the results giving them an insight into uses of the taught techniques in research and industry.

### ***Volunteering Achievements at Grangemouth High School***



Saltire Awards are the Scottish awards designed to formally recognise the commitment and contribution of youth volunteering. Supported by the Scottish Government, the Saltire Awards enable young

volunteers to record the skills, experience and learning gained through successful volunteering placements in school or provided by local and national voluntary agencies.

The Saltire Awards encourage and enable youth volunteering and dovetail neatly into the four capacities of Curriculum for Excellence as participants develop their abilities through volunteering to become successful learners, confident individuals, responsible citizens and effective contributors.

The Saltire Award recognition was introduced last session and was primarily aimed at the Pupil Leadership Team and School/House Councils. This has been expanded to include any pupils who are interested in making a contribution to the school and the local community.

## Grangemouth High School: Curricular and Extra-Curricular Experiences for our Learners

As of January 2016, we are pleased to report that over 17% of our school roll are actively taking part in a voluntary activity. This ranges in ages from S1 to S6, from helping in junior classes or assisting the Librarian to working in charity shops at the weekends. Some pupils undertake opportunities during the school day while others volunteer after school and at weekends. This has allowed 40 of our senior pupils to gain further recognition for their volunteering by working towards achieving the SQA Award in Volunteering Skills at SCQF level 5. This is achieved by pupils undertaking a skills analysis to identify a suitable role for them within a Volunteering Involving Organisation (VIO), approaching the organisation to offer their time and then recording and reporting back on the activities to a school based mentor.

The Saltire Awards are split into four sections – The Challenge, The Approach, The Ascent and The Summit and achievement is recognised in the form of Saltire Award certificates and Young Scot reward points.

We are extremely proud of our young people with 126 individuals having clocked up 3558.5 hours of volunteering hours, equivalent to 21 weeks! During this first half of session 2015-16, we have awarded the following:

The Approach:	10 hours – 61 certificates
	25 hours – 42 certificates
The Ascent:	50 hours – 28 certificates
	100 hours – 5 certificates
	200 hours – 1 certificate

The 200 Hours Award was presented to Emma Johnston (S6) at the Christmas Assemblies. She, in total, has completed over 300 hours and would love to make her way to achieve the 500 Hour Award.

### **Safe Road User Award**

The Safe Road User Award is a curricular option for Senior Phase pupils. It develops knowledge and skills needed to become a more independent



road user. We cover this course while cycling which easily highlights the many hazards on roads so students quickly develop their decision making abilities.



The Award also helps to develop the sorts of skills and attitudes on road use that employers increasingly expect young people to possess when they apply for jobs.

As well as the health and wellbeing benefits of doing physical exercise this award enables students to develop responsibility, careful and considerate attitudes towards themselves and other road users and the knowledge and understanding required to be a safe road user.

Cycling shirts provided by local companies W.Knight Watson & Co. Ltd and [thecyclejersey.com](http://thecyclejersey.com).



### **Supporting Our Pupils**



Our Boys' Group aims to develop social, emotional, communication and life skills through a series of activities and challenges including; outdoor education, volunteering, group work and residential experiences.

Through participating in the programme the boys will