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Welcome from the Editorial Team

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Alison Smith & Sharon Brown

WELCOME to the 2013 Spring Edition of *Educational Psychology in Scotland* (EPiS), the practice journal of the British Psychological Society's Scottish Division of Educational Psychology. This is a full and interesting edition, with articles covering a wide range of topics – sleep, P1 literacy, young people as carers, development of an educational psychology service (EPS), impact of doctoral research, inclusion for looked after children, reflective dialogue, alcohol harm reduction intervention, dyslexia friendly schools – and focusing on impact and implications for EPS delivery. Several papers are drawn from the 2012 SDEP/ASPEP Annual Educational Psychology Conference, held at Heriot-Watt University, which will be especially welcome for those who were not able to attend because of deepening cutbacks. We also have some updates from the MScEdPsy programmes and a book review.

We'd like to flag up some changes to the *Guidelines for Contributors* (see p.52), which were made in order to accommodate current practice. We have specified that articles should preferably be 1000–2500 words (word count includes references) and need not include detailed results, tables, etc. Busy educational psychologists are more likely to read an article if it is succinct; they can contact the author if they require statistics or further details. We would also point out that attempts to anonymise the authority are usually in vain given the author's contact details! – though no school or individual should be identifiable. We welcome personal opinion pieces and letters to the editors on current issues for EPSs or responses to the previous edition of EPiS. Resource reviews and event notifications (if sufficiently in advance) can also be included.

We are looking for one or two more SDEP members to join us. It is an inspiring and energising privilege to serve on the Editorial Committee, and hence to be in touch with educational psychologists from all over Scotland who are as enthusiastic as us about sharing their reflective professional practice with colleagues. We all share the light-touch editorial tasks, and take it in turns to be 'lead editor' of an issue. Mostly we communicate through e-mail, and try to meet up two or three times a year.

Finally, we must include the usual disclaimer that the views expressed in the following pages are those of the authors and do not necessarily reflect those of the editorial team.

Best wishes, and keep writing!

Miriam Landor

Lead Editor for this issue

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Applying health and well-being: Exploring the 'Sound Sleep' curriculum in secondary schools

Sue MacLeod & Marcela Taylor

In June 2011, the North Ayrshire Educational Psychology Service was represented on a training course run by Sleep Scotland. The training aimed to raise awareness in schools of the importance of sleep for emotional and physical well-being. As a result of this input, the authority was able to purchase a curriculum pack with a view to introducing the concepts across our secondary schools. This summary report outlines the initial pilot of the materials in a variety of contexts and makes recommendations for the successful implementation of the project in years 2 and 3. A rationale for the project will be outlined along with the implementation procedure, initial evaluation findings and implications for practice.

AS PART of the support structures within schools, young people and parents report that late arrivals and non-attendance can be directly related to an erratic sleep pattern. Parents have reported that trying to enforce good sleep routines can cause a great deal of stress and tension within the home. Many young people feel that peer pressure is a contributory factor to not being able to develop better habits. Many describe compromised sleep due to the use of social networking websites and texting until late at night.

Research highlights that an emerging challenge for society today is the rapid progress in computer technologies and access to the internet via mobile devices. The link between this and poor sleeping habits has not gone unnoticed in schools. When pupils are asked if they are aware of the consequences of lack of sleep many say 'No'. Many wrongly believe that you can 'catch up' on sleep at the weekends. A review of the research suggests that teenagers sleeping less than five hours a night have a 71 per cent higher risk of depression than those sleeping eight hours and that lack of sleep can limit their ability to learn, listen, concentrate and solve problems; make them more prone to acne and other skin problems; lead to aggres-

sive or inappropriate behaviour and can cause them to eat too much or eat unhealthy foods like sweets and fried foods that lead to weight gain (www.sleepscotland.org, www.sleepfoundation.org).

The Educational Psychology Service explored the potential for intervention in North Ayrshire regarding sleep. A member of the Service attended the launch by Sleep Scotland of the Sound Sleep pack in Glasgow in June 2011. The launch aimed to raise awareness in schools of the importance of sleep for emotional and physical well-being. This prompted the development of an implementation plan for North Ayrshire.

The following plan was developed:

Phase One: to evaluate the usefulness and impact of the materials in the local context, a small scale pilot took place in 2011–2012.

Phase Two: build on findings and recommendations from Phase One to implement the materials in additional establishments and across all year groups, including young people with Extended Outreach, 2012–13.

Phase Three: the Sleep Curriculum to be embedded in and be part of the Curriculum for all young people in secondary schools, including those transitioning from primary, 2013–2014.

Method

Phase One: The Educational Psychology Service delivered training to key staff in selected schools using materials from the curriculum pack. The training included information on what sleep is, why it is important, key psychological and physiological impacts of lack of sleep, and also additional information relating to how the project may be implemented within each school. After this, a member of staff from each school took the lead in implementing the materials with support from the Psychological Service.

Each participating school implemented the project in a way that fitted with its existing structures. This included 'mentoring' programmes, 'achievement groups' and study skills input. Pupils received lessons over a 3–4 week period. In two schools the opportunity arose for parents to attend a workshop outlining the project and providing them with tips on how to support their children at home. In addition to this, around 80 sixth-year pupils took part in a one-off 50-minute introductory session as part of a Health and Well-being day.

After the lessons had been delivered the Educational Psychology Service conducted a focus group with a cross-section of pupils. The aim of this session was to gain qualitative data about the project's impact for evaluation purposes. Parents and staff were asked their views during the workshops.

Results

Phase One evaluation concentrated on teachers' and pupils' perceptions of the usefulness of the materials, pupils' understanding of the importance of sleep and the ease of implementation in the local context.

Teachers' perception of the usefulness of the materials

Teachers reported that the materials were informative and interesting and included good facts that were clearly explained and that the information given was very relevant

to the young people. Some teachers felt that the programme would help to strengthen communication between home and school through a shared understanding of the importance of sleep.

Pupils' perceptions of the materials and their understanding of the importance of sleep

All pupils understood why it is important to develop good sleeping habits. All pupils would recommend that teenagers have the opportunity to learn about sleep and its relevance to learning and the impact on their general good health and well-being. It is clear from the many responses that the pupils had obviously learned a lot from the project. Of particular importance, according to the young people, was the idea that 9¼ hours sleep is the most beneficial for a teenager. All were interested to learn about the 'jet lag' effect. In addition, all pupils had something positive to say about the project as a whole. Pupils that managed to increase their sleep said they would continue to keep good sleeping habits.

Parents' perceptions of the project

Parents reported that they learned useful facts about sleep and its importance and that they felt more able to support their children with better routines at home. Parents commented that it provided a vehicle for discussing issues around late night internet use, texting and watching television in the bedroom.

Barriers to getting a good night's sleep

The pupils that did not manage to change their sleep pattern cited their many commitments, both social and educational, as being barriers to changing sleep routines:

'I have a lot of commitments; gymnastics, school work, revision... and I find it difficult to have a set sleeping routine.'

'There are nights where I have homework and I find it impossible to go to school, study, supported study, do an extra curricula activity, get an hour's exercise and get nine hours sleep all in one day. It is really hard.'

The use of computers and phones, and watching television were also barriers to keeping good sleeping habits:

‘I need to get rid of any distractions in my room, create a peaceful calm area that enables me to go to sleep easily and plan out my homework and studying, so it isn’t left to the last minute.’

Impact of changing sleep habits

Of those who had managed to change their sleep pattern the following was noted:

‘Less tired in class/more alert ... easier to take things in’, ‘Less tired through the day, can concentrate more’, ‘...more alert and awake in class and school. Better mood and can think more clearly’.

All pupils thought that better sleeping habits would help them concentrate more, therefore learn better.

Phases Two and Three 2013–15

Future phases will take a more focused approach to measuring academic attainment, non-attendance, late comings, and health and well-being indicators and evaluating these over time. These will include scrutiny of attendance records, behavioural referral data, examination results and pre and post levels of motivation for learning. It is expected that pupils with increased knowledge and understanding of the impact of lack of sleep will reduce behaviours associated with lack of sleep such as disengagement, insolence and lethargy, and therefore will have a knock on effect on school ethos and inclusion. It is hoped that communication between home and school can be strengthened through a shared understanding of the importance of sleep.

Implications for practice and next steps

- The programme can be easily replicated in many different contexts. This has been demonstrated by the differing implementation plans for each of the four establishments, showing great versatility and adaptability.
- The project was presented as part of input on Universal Psychology, and was

well received at the National Conference for Educational Psychologists in Scotland (2011).

- Curriculum for Excellence provides a more creative and flexible framework for developing these universal approaches across the curriculum and makes them an integral part of the existing curricular structures.
- Commensurate with the Commission on the *Future Delivery of Public Services Report* (Christie, 2011) the Sound Sleep curriculum is a preventative, cost neutral early intervention programme applicable to all.
- In September 2011, the implementation plan was shared with Elected Members and the Head of Service at the Raising Attainment Group. As a direct result of this input additional funding for training and the purchase of four additional curriculum packs has been secured.
- The Educational Psychology Service is well placed to facilitate the implementation of the roll out of the programme and support schools through the Service’s commitment to training and research, as set out in the Review of Provision of Educational Psychology Services in Scotland (Scottish Executive, 2002).

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Applying universal psychology within local authorities (workshop presented at SDEP/ASPEP Annual Conference, 2012, Heriot-Watt University)

Maura Kearney & Kate Watson

Glasgow City Council and Inverclyde Council have embarked on a cross-authority research project which is funded by the NHS and implemented and evaluated by the University of Liverpool. This has entailed both educational psychology services facilitating a whole authority input – involving all secondary schools as either intervention or control groups – by linking with Education Directorate colleagues, partners within the Alcohol and Drug Partnership (ADP), and head teachers and teachers who deliver the Personal and Social Education (PSE) curriculum (in some cases pastoral care or guidance).

The School Health and Alcohol Harm Reduction Project (SHAHRP) has already been successful in two sites, Australia and Northern Ireland, with Scotland acting as a third site to ensure that the intervention is robust across a variety of cities and cultures. If the research is successful, the National Institute for Health and Clinical Excellence (NICE) will deem SHAHRP a proven intervention for developing positive attitudes and actions in young people towards alcohol.

REVIEWS of effective school based alcohol prevention programmes for adolescents have failed to identify past interventions which are well designed and implemented, and properly evaluated. However, one conclusion which is consistent in all reviews is that prevention efforts that utilise interactive multimodal approaches; usually knowledge, skills enhancement and affective approaches, appear to be superior in their impact to those which seek to enhance only knowledge. Guidance issued by the NICE in 2007 called for partnership working between schools and other stakeholders in efforts to prevent misuse. NICE also suggested that school based interventions should aim to increase knowledge about alcohol, explore perceptions about use, and help develop decision-making skills, self-efficacy and self-esteem.

The School Health and Alcohol Harm Reduction Project (SHAHRP) is an evidence-based curriculum intervention that aims to:

- Reduce hazardous drinking and alcohol harms.

- Combine a harm reduction philosophy with skills training, education and activities designed to encourage positive behavioural change.
- Reduce explicit harm.

It is conducted in two phases over a two year period.

A recent pilot conducted in Northern Ireland showed (across 32 months of follow-up) that participation in SHAHRP was associated with significant benefits for participants:

- Between-groups comparison showed that intervention pupils reported significantly fewer alcohol harms across time.
- Intervention pupils were significantly more likely than the control group to report less increase in drinking over time.
- Intervention pupils showed a large increase in alcohol knowledge and healthy attitudes, and were more likely to report either a smaller or no increase at all in alcohol related harms.

Glasgow City Council and Inverclyde Council (in association with the partnerships within their respective Alcohol and Drug Partnerships (ADPs) are working closely on this project to implement an evidence-based intervention that will benefit the health, well-being and resilience of young people in relation to alcohol. Whilst the size of each of the councils varies significantly, both educational psychology services have identified that the similarity in terms of culture, demographics, and multiple deprivation factors which increase the likelihood of young people using alcohol, make this a useful collaborative venture.

Traditionally, educational psychologists have been involved directly in the design,

delivery and/or evaluation of interventions to support the development of young people. However, the range and scale of this intervention has meant that the services have had to develop a role which draws upon skills of effective mediation, sponsorship and negotiation, which has helped shape research design and implementation in this 'real world' research context.

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Developing a creative and effective psychological service

Bernadette Cairns & Shiona Alexander

At a time when demand for input from educational psychology services is growing and the financial constraints on public services are creating increased stress, both on organisations and on the individuals, it is important to ensure that morale is maintained within services and that the well-being of staff is considered alongside providing an effective service. This article presents the approach taken by one educational psychology service in Scotland to manage and support the team. A deliberate attempt was made to develop a strong sense of belonging as a way of allowing psychologists to feel more secure, more able to be creative and effective in their work.

WHEN the new Principal Educational Psychologist (PEP) was appointed to the Psychological Service in Highland in 2006 she decided to take a proactive role in focusing on a possible future role for the service and to support staff in this change by adopting a range of approaches aimed at enhancing the emotional literacy of the whole service team. It was seen as crucial for all staff to be involved in this process and therefore activities had to be embedded into the normal functioning of the service and woven through regular processes and practices within the team.

Valuing the team

In making staff feel valued it was felt to be important to update the surroundings and provide a more comfortable working environment. Research over many years has pointed to how motivating the surroundings can be and how this can change the outlook of workers, providing a source of self-respect and respect for their working practice and even reducing stress levels within individuals (Vischer, 2006). For very little investment, key areas within the main building of the largest educational psychologists team were painted and new furniture purchased to create a modern working environment with a pleasant meeting room where the whole service could come together and work cooperatively.

It was decided to heighten the profile of the service to let others become more aware of the range of services offered by educational psychologists in addition to individual assessment and interventions, and to showcase good practice as a way of enhancing the professional esteem of colleagues within the service. As a result, several processes were implemented at this time. It was decided to offer a rolling programme of workshops and presentations at national conferences to share the work of the service with other colleagues within educational psychology services and the wider Children's Service networks. In addition, an annual conference was established to provide workshops to colleagues working within children's services in Highland.

Increasing a sense of belonging

The Department of Communities and Local Government published the *Guidance on Building a Local Sense of Belonging* (2009). In this publication it was noted that:

'A sense of belonging is not something that you can manufacture – it has to be grown and engendered. So it is about long-term multiple initiatives.'

Several pieces of key advice which came from this guidance were undertaken by the Highland Council Psychological Service with the specific intention of building a sense of belonging.

(a) Communicating the vision

This was seen from the government commissioned research to be a useful starting point for developing a local sense of belonging and improving community cohesion. Gabriella Braun (2011) links a sense of belonging to organisational culture and advocates strongly that, especially at times of significant change, these aspects are crucially important and that all members of a professional group should be involved in visioning activities and in considering the future for the organisation and creating a sense of coherence and commitment to the work.

Within the Highland Council Psychological Service, this process was subsumed within the development of the mission statement for the service. This was developed by the whole service in a series of activities led by the Principal Educational Psychologist following a process similar to that advocated for developing *Core Principles of Professional Practice in the Solution Oriented Schools Programme* (Moray Council and Sycol, 2005). Once the mission statement was agreed, this was reproduced on laminated cards stating the core values. This provided clarity and reinforcement for individuals about the agreed values of the service. Cards were carried in diaries and displayed on desks, and the mission statement was reproduced in documents, on notice boards, etc., making the values public and visible to all service users.

Any vision has to remain pertinent to the organisation and to the time, and so an audit was undertaken three years after the original mission statement was created. This showed that the core values agreed were adhered to very closely in working practices. At the time of the audit, the original mission statement was also reviewed and updated to take account of the changes within the organisation and to refocus on what the priority values and vision had become. An approach that built from individual perspectives through paired work to group consensus led to the final reviewed mission statement being adopted. From the group process it

was decided to join together various aspects from each group to construct the final mission statement for the service.

(b) Symbols

Again, from the *Guidance on Building a Local Sense of Belonging* it was clear that the use of symbols within this process was helpful:

‘Common symbols can help register different local identities.’

To engage in this aspect, the Highland Council Psychological Service collectively completed a collage identifying words and images from magazines that were felt to be most reflective of how staff felt about the service they worked in. From this exercise, change was noted as being one of the most important words to the service as it came up time and time again. From this activity, a brainstorming session with the team led to a logo being developed depicting butterflies of differing types, with the words ‘Highland Council Psychological Service Works for Positive Change’ as the strap line (figure 3). This logo was then used on policy documents, folders, chocolate wrappers, pens, presentation slides, etc.

(c) Symbolic events

From the same government research, the use of symbolic events – celebrations, festivals and carnivals – was seen to be important. Within the Highland Service this took the form of sending Christmas and birthday cards from the service to staff members at appropriate times; establishing an annual event to celebrate and share good practice; and creating a photo book of photographs taken at retirements, special lunches, training days, etc.

In addition, each monthly whole service meeting started with an activity aimed at learning more about each other, taking time to recognise and value skills, etc. These activities were called ‘circle time’ and covered a variety of activities which required the team to be creative and to think a bit more imaginatively than usual. They enabled everyone to get their voice on the table at the start of

the meeting in a context where there were no right or wrong answers, and where everyone's experience was equally valued. This process gradually became a signature of whole service meetings, and while initially uncomfortable for some team members, became more accepted as time went on and led to a greater level of knowledge and trust of each other growing over many months, adding to the development of an emotionally literate service.

(d) Using activities to promote empowerment

Within the Highland team, local decision making was achieved in a number of ways, the most effective being the initiation of development groups. Smaller groups were tasked with the responsibility for specific strategic developments within the service. In this way, the delegated responsibility provided a level of empowerment to each member of the team and also encouraged continued professional development, which in many groups included small scale research projects. These development groups grew out of a creative activity, where staff were presented with a future scenario where the situation for children and young people in Highland had deteriorated considerably on a number of levels. Staff engaged well in this activity and the resulting actions were worked up into development tasks, which individuals then self-selected to take forward. In this way all staff at all grades were involved in both shaping the direction of the service and in development activities which would last over the three year period of the service improvement plan.

(e) Using activities and shared interest to increase sense of belonging

The development groups noted above were formed by allowing individuals to self-select into areas of work relating to their shared interests. The commitment to this work and therefore to the wider group and to the service, grew as the development and research proceeded, and even after the end of the formal development period, staff from

some groups continued to work together in 'interest groups', such was their commitment.

(f) Peer mentoring

Peer support processes were introduced in Highland, where colleagues were paired with others working at a similar level but from outwith their own locality team. Colleagues were encouraged to meet at least once a term and were encouraged to meet somewhere out of the office and in pleasant surroundings. This process was established to provide an additional opportunity for consultation, separate to the line management supervisory structure. Matching peers working at similar grades encouraged staff to be open and honest about their work without fear of being judged by a line manager. Matching peers from different teams also enhanced the links between teams and provided an opportunity to share practice across teams, adding to the internal consistency of practice across the large geographic spread in which the service works. An added benefit to this system was that many educational psychologists took the opportunity in peer support to prepare for their annual professional review with their line manager and these meetings became much more focused and supervisee-led, adding to the feeling of empowerment by the educational psychologist being supervised, rather than a top-down process.

(g) Corporate songs, cheers

As one of the circle time activities the members of the service were asked to nominate songs that they would associate in some way with the service. Interestingly, most of the nominated songs did represent some of the originally identified values (e.g. *With a Little Help from my Friends, Giving It All Away* and *We Can Work It Out*). The songs were then collated on a CD for each member of the team, with the service logo printed on the covers for them. This further underscored the identity of the service and enhanced the sense of belonging with service members.

(h) Sharing success stories

Some large organisations also believe in sharing the stories of heroic deeds and exemplar actions. They look to celebrations that reinforce successes, belongingness and specialness. In a similar vein, a 'praise book' was started in the Highland service, where colleagues were encouraged to provide examples of what they had done well and what they were proud of so these could be written into the Praise Book by the Principal Educational Psychologist. They were also asked to provide copies of thank you notes, cards and e-mails from service users, identifying good practice and giving thanks for work done well.

(i) Public recognition for good work consistent with the service's values

At the beginning of every service meeting in Highland, as part of circle time, there were also activities enabling educational psychologists to share good practice, discuss what they were proud of, who they had inspired, what had made them smile that week, what they admired in other colleagues, etc. All of these activities provided opportunities to publicly share and celebrate success stories. They also supported the sharing of good practice by giving suggestions of ways of working and model examples of interventions that others could follow, thus enhancing consistency of practice across the service.

Leadership

The evidence suggests that emotionally intelligent leadership is key to creating a working climate that nurtures employees and encourages them to give their best. A leader who can manage his/her own emotions and 'read' social situations can respond by using a range of management tools and responses most appropriate to the situation and context (Hersey, Blanchard & Dewey, 2007; Rock, 2009; Lawson, 2010).

Within the Highland Council Psychological Service, an audit undertaken within the whole service team in 2008 indicated that

the Principal Educational Psychologist was felt to be very emotionally literate and was liked and respected by most. She was considered to be warm, fair and enthusiastic. She cared about the staff and was able to show this in a genuine way. She was considered to be able to manage her own feelings well and was able to manage the feeling of others. Staff noted that:

'The leadership is less focused on demanding compliance and following rules and more on creativity and excellence.'

Summary

Having established the above practices for some time, an inspection of the Highland Council Psychological Service by HMIe in January 2010 provided feedback that:

'The PEP had established a very clear vision for the service which was shared by the Highland Council staff. She provided very effective support and challenge for all the Highland Council education psychology service staff and, in turn, received appropriate support and challenge from authority managers. Communication between senior officers and the Highland Council staff was good and main grade and Area PEPs participated well in authority working groups. A strong commitment to improvement and to the delivery of high quality Psychological Service for all stakeholders in the local and wider community had been demonstrated by the PEP over the last three years. Greater consistency of practice across the Council had been achieved as a result. She had encouraged the development of innovative practice and had guided the service towards new and improved approaches to service delivery. A clear model of service delivery using an emotional literacy approach was growing and this had the potential to provide a unique approach to service delivery.' (HMIe, 2010a)

This approach was obviously working for the service and the outcomes for the stakeholders were positive:

'In general, a wide range of stakeholders highly value the support provided by educa-

tional psychologists as part of the wider support network at service, school, staff and children/family levels.’ (HMIe, 2010b)

Within this inspection context, HMIe recognised the unique approach taken within the service with a huge emphasis on developing an emotionally literate service using clearly defined strategies:

‘The Highland Council Educational Psychology Service uses an emotionally literate approach to service delivery. The approach has helped the service to deliver a unique psychological approach to national and local outcomes, such as improving post-school destinations by building resilience, improving attainment for looked after and accommodated children and young people, and generally in supporting vulnerable groups of children and young people.’ (HMIe, 2010a)

Services and organisations that are based on social interaction, cooperation and personal intervention need a workforce that can engage effectively with each other and with their clients. The most successful services will be those that encourage innovation, creativity and informed risk taking. But to achieve this there needs to be a secure enough base, where staff feel safe to share both successes and failures and where they have developed a real sense of belonging and attachment to their colleagues and to the organisation (Braun, 2011). Strategies and activities based within this framework, as described above, can ensure the development of a safe base, support innovative practice and help refocus and re-energise a service in a way that ensures the development of a creative and motivated staff that can be evidenced as being supportive of each

other and at the same time effective in meeting the needs of its stakeholders.

If you would like any further details regarding methodologies and approaches used, please contact the authors.

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Impact of doctoral research on local authority policy and practice

Tracey Colville & Heather Gorton

This article follows on from a workshop at the SDEP Annual Conference during which the authors gave an overview of their respective doctoral research projects. They then focused on the impact of this work on their own local authority and described their personal experiences of completing a doctorate. In this way they were able to describe the role of the educational psychologist as a research practitioner and reflect on the benefits and challenges of doctoral study.

Description and outline of work

Heather Gorton's research

An argument put forward to justify delaying school entry is that children are too young to start school, particularly when considered in relation to the UK's international neighbours. An initial literature review was carried out to establish what evidence there was of an 'optimal school starting age.' This review found that differences occur in children's attainment and progress by age, but these generally reduce as they move through primary school. These differences occur as the result of an 'age position' or 'relative age effect.' A factor driving decisions to delay school entry in international studies is the model of school readiness held by participants. There has been less research about delaying school entry in the UK. The empirical study therefore aimed to:

- explore how the decision making process for delaying school entry operated and if it was influenced by participants' models of school readiness;
- develop and trial a methodology to capture the children's perspective; and
- explore the experiences of retained children and their families in nursery and during their first year of school.

A qualitative case study approach was used to explore the decision making process for six children and their families and the experiences of five children and their families. Techniques from the mosaic methodology

(Clark & Moss, 2001) were adapted to capture the children's voices. The study found that participants held different models of school readiness, in line with other international research, and this influenced their decision to retain. Participants reported a range of positive and negative outcomes of delayed school entry and identified factors that had been supportive in managing the children's transitions. A methodology for capturing the views of children with complex additional support needs was developed. Children's perspectives were captured and offered a unique insight into the children's views.

Tracey Colville's research

The area of enquiry is a Scottish local authority decision making process (known locally as 'the PAG process') for specialist educational provision for children with additional support needs (ASN). The study had two aims. Firstly to evaluate the extent to which cultural historical activity theory (CHAT) and developmental work research (DWR) are useful analytical and intervention tools for local authority organisational change processes (Engeström, 2007, 1987) and, secondly, to contribute to the change process of local authority policy and practice for children with ASN.

The empirical investigation, a qualitative flexible case study design, involved three workshops based on a CHAT analysis and DWR interventionist methodology, the

aim of which was to consider stakeholders' views of the problems associated with the PAG process. Systemic contradictions were hypothesised in terms of CHAT concepts of tools, division of labour and rules, and the extent to which they mediated the PAG process in terms of educational placement of children and young people with additional support needs. The authority decision making process was viewed as a network of activity systems undergoing a cycle of expansive learning and development, artificially provoked via the DWR workshop intervention applying Vygotskian notions of dual stimulation and the zone of proximal development (ZPD).

The cycle of expansive learning reflected a collective journey through the ZPD of the PAG process, mediated by the researcher-practitioner, during which participants first challenged established practice via a historical analysis of past and present professional activity, and then developed in consideration of future professional practice. As the object of PAG activity was expanded, participants focused on the need for a restructuring of the authority services, processes and policy. The expanded object of activity reflected collective learning in the ZPD of the PAG process, evidenced in a shift in participants' understanding of the PAG process from everyday understandings to a more theoretical, systems-design understanding.

The DWR workshops were viewed as a 'marginal microcosm' of the wider authority context with 'centripetal potential' to make inroads into central structures and processes. Evidence of impact of the DWR intervention on central processes and policy and practice was demonstrated via analysis of new policy documentation, professional discourse in strategic working groups and external validation by inspection processes. A key contribution to the authority change process is that the decision making process for specialist educational placements has been reconfigured within the new case management process,

located within the authority's Children's Service Delivery Model (*A guide to getting it right for every child*, 2008).

The thesis is that CHAT and DWR provided a theoretical, conceptual and methodological framework within which to consider systemic contradictions in working practice that in turn contributed to organisational change and observable impact on policy and practice. The formative intervention exemplifies broader principles of DWR methodology as translational research and applied psychological theory in public sector organisational change and development.

Conclusion and implications

Impact on policy and practice

Work on the two doctoral projects has initiated a process of change in policy and practice in related areas of the authors' authority and has become embedded in relevant authority plans.

Heather Gorton's research has been shared at a series of events where participants have been encouraged to reflect on both the pros and cons of delaying school entry. Those involved in the decision making process have been encouraged to adopt a more 'interactionist' (Meisels, 1998) approach to school readiness, and authority paperwork and processes changed to reflect this. An emphasis is now placed on schools being 'ready' to receive the children from their local communities as opposed to children 'being' ready for school. Applications for discretionary deferral have reduced by 57 per cent over the past two years.

Tracey Colville's research has initiated a review and redesign of the authority's process for allocating places in specialist provision. As a result the Professional Assessment Group process is being replaced by case management review groups located within the restructuring of Additional Support for Learning (ASL) services and in alignment with the new Children's Services Delivery Model (GIRFEC). These groups should simplify what has become a very complex process and promote more inclusive practice through a support and

challenge role. The research has contributed to an authority-wide restructuring of systems and processes, the aim of which is to provide a coherent, 'one-door' approach for children and families.

The impact of educational psychology research activity on authority policy and practice

The outcome of the two research topics outlined above indicated that the educational psychology service had limited influence on authority policy and practice via research activity. Two reasons for this are suggested: lack of coherent pathways and processes for educational psychology involvement in research within the authority, and lack of clarity of the role of the educational psychologists at operational and strategic levels. Doctoral research undertaken by two educational psychologists has helped to raise the profile of research activity in the service and this is reflected in the educational psychology service continuous improvement planning which is directly linked to authority priorities. There is now systematic involvement of educational psychologists at the strategic level in terms of new developments, policy and training, with regular requests for consultation and advice from authority managers and participation in strategic working groups. It is argued that there is now greater recognition by the authority of the need for evidence-based practice and research, and that psychological services offers a vehicle for research activity to develop policy and practice (HMIe, 2007; Currie, 2002).

Educational psychology as a research practitioner

In achieving the impact described above, a crucial factor was ensuring that the authors' doctoral projects were initially aligned with authority priorities and operated in parallel with these. This was negotiated at the outset and was reviewed throughout.

Working as an educational psychologist and simultaneously carrying out research from a university perspective has ensured an

application of theoretical models and evidence-based approaches. This has increased the rigour of the work and helped the local authority see the importance of the educational psychology in a research role. Finally, the authors' dual roles as educational psychologists and researchers have caused the development of an ongoing cyclical approach. Findings from the empirical research have been steadily fed back to the local authority, achieving a process of continuous change.

Challenges of doing doctoral research in authority settings

A key challenge of undertaking doctoral level research when working full- or part-time as an educational psychologist is prioritising allocated work whilst undertaking research activity; it feels like a juggling act with many plates spinning out of control! Time moves much faster when keeping to timescales, schedules and unplanned for crises! There needs to be awareness of power imbalance, possible resistance to change, and knowledge of how to manage expectations. Challenging established views and assumptions is a risky activity!

But why do a doctorate?

Carrying out research at a doctoral level has been absorbing, exciting and interesting. It has enabled the authors to take a different perspective on key authority issues and helped facilitate others in seeing things in a different way. This has raised the research profile of the service and has been acknowledged in the inspection process. At a more individual level, the authors feel that carrying out doctoral study can support career progression. As a result of carrying out their research they now take a more critical approach to exploring issues that, in turn, is valued by others. As such, the authors feel that it has also helped to promote their profession in the eyes of others. Lastly, a fundamental aim of any doctoral project in educational psychology is that it leads to better outcomes for children and families.

The authors feel that the adoption of a more interactionist approach when considering deferrals and the more inclusive practice that case management review groups should achieve will lead to this.

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Dyslexia friendly schools project, South Ayrshire Council

Margaret Crankshaw

A self-evaluated dyslexia friendly school model has been developing in South Ayrshire since 2010. Emerging from existing South Ayrshire Council (SAC) guidelines and principles on dyslexia identification and intervention, and strongly influenced by Neil MacKay, schools were invited to opt in to this approach. The response from SAC schools has been overwhelming, with all primary schools and currently 75 per cent of secondary schools embarked on a 'dyslexia friendly school learning journey'. Initial evaluation has been highly positive, particularly in relation to pupil empowerment and attitudinal change.

DYSLEXIA has been defined in many different ways. It is now generally accepted that it is a specific weakness, primarily in the acquisition of literacy, which exists along a wide continuum in different patterns and with varying behavioural outcomes. It is prevalent and, for some children, debilitating enough to reduce access to the curriculum. Appropriate interventions can make a significant difference.

Current research on dyslexia is a vast minefield of competing theories, many focused on causation. Largely the province of cognitive and neurodevelopmental psychology, grassroots practitioners are probably less clear about dyslexia as a concept than they were ten years ago simply due to the complexity and competing outcomes of research. More recently there has been interest in social interactive models of dyslexia (Burden, 2008; Hunter-Carsch, 2001) and a focus on how children see themselves and others as learners, and perceive and respond to literacy failure. Reid (2009) has identified a tripartite model of reading skill – cognitive, psychological and ecological – which addresses the same issues.

Burden (2008) identifies several psychological concepts that are relevant to understanding and supporting dyslexic learners, including sense of agency, self-efficacy, attributions, locus of control and learned helplessness. The allegation that more children experience extended

literacy failure due to behaviour related to emotional consequences rather than to neurological difference is powerful.

Awareness that a range of interventions and strategies need to be available for an additional support need that comes in many shapes and sizes, is also paramount. Reid (2005) suggests that 'there is no "off-the-shelf" ready-made answer or programme that suits all dyslexic children... the teacher needs to be flexible and versatile in the development of resources and teaching strategies.'

'Above all, the voice and views of learners need to be considered. Johnson concluded his Manchester research on Dyslexic pupils' views: 'It is interesting that the underlying theme is the emotional climate in the classroom rather than any specific techniques or special methodology... It is the way teachers go about teaching and organising classrooms that are seen as facilitating or frustrating. The key comes in understanding how each pupil thinks and feels.' (BDA)

The successful West Dunbartonshire literacy intervention included declarative interventions addressing attitudes, values and expectations as well as 'bloating them with individual help' (McKay, 2007)

In Session 2010–2011, 25 Primary Schools in South Ayrshire began implementation of South Ayrshire's Dyslexia Friendly School self-evaluation process, derived from similar frameworks used by other local authorities, mainly in England. The SAC-DFS project is closely linked to developments such as the

2008 Her Majesty's Inspectorate of Education's report *Education for learners with dyslexia, Curriculum for Excellence*, and the *Addressing Dyslexia Toolkit*. There are clear links to the health and wellbeing agenda in improving children's resilience and self awareness. The rationale for developing a dyslexia friendly approach in South Ayrshire included:

- The high profile that dyslexia currently has with the Scottish Government and Education Scotland.
- The launch of Scottish Assessment Toolkit in June 2010 which embeds effective identification and assessment within everyday classroom practice and staged intervention.
- DFS was identified as good practice by HMIe 2008 (*Education for Learners with Dyslexia* report).
- The *Curriculum for Excellence* focus on literacy as responsibility of all.
- Normalising the dyslexia continuum within the classroom context.
- Being part of the response to a flexible approach to diversity.
- Addresses negative socio-emotional and attitudinal aspects of dyslexia.
- The antidote to 'one size fits all' approach to dyslexia intervention.
- Focus on parent partnership within a supportive perspective and ethos.
- Involves 'pupil voice', self-esteem and empowerment.
- Contributes to effective literacy practice for all children.
- Engages in explorations with learners.

Traditional approaches to dyslexia in schools have often focused on a formal staged intervention model, sometimes reliant on a single 'medical model' diagnostic assessment process, widely considered as insufficient in the light of current research. Acknowledgement of a dyslexic pattern of learning often emerged once a child had experienced failure – the 'wait to fail' model – and the resulting negative emotional and learning responses became embedded. Children's views, and the social and emotional impacts of

literacy difficulty, were not always considered in this model, and the professional discourse used could both exclude and mystify parents. In contrast, the inclusive and proactive dyslexia friendly schools model focuses on awareness and action rather than definitive 'cut-offs' of a clearly defined dyslexia population, clearly establishes whole school accountability for supporting all children at risk of literacy failure at a very early stage, and involves pupils and parents closely in the process of tracking strengths and weaknesses. Partnership with parents is a major focus.

The DFS approach is inclusive and holistic, engaging all members of the school community to support children at risk of literacy failure in imaginative, effective and pupil-centred ways. Accountability for identification of 'at risk' children with emergent patterns of unexpected literacy delay, is the responsibility of well informed and 'dyslexia aware' class teachers supported through effective school pupil support systems. Good practice is embedded in everyday classroom awareness, resources and organisation, while individual needs continue to be prioritised and addressed through staged intervention. Children and parents are closely involved in the process through steering groups, workshops, assemblies and training.

In South Ayrshire each dyslexia friendly school completes a process of self-evaluation which involves:

- a designated DFS member of staff who links through regular network meetings with key staff in other pilot schools;
- setting up a steering group involving pupil and parent input;
- training and awareness raising for all staff;
- an audit of current practice, with input from teachers, support staff, parents and pupils;
- preparing a DFS action plan based on the audit and implementing over a 2–3 year period;
- closely involving, enabling and empowering all pupils, regardless of literacy attainment;

- building parent partnership and support;
- additional training and networking for DFS link teachers; and
- developing an evidence base for accreditation as a DFS at Bronze, Silver and Gold levels.

Self-evaluation addresses eight key areas: whole school commitment; early literacy and identification; assessment; dyslexia friendly classroom; pupil perspectives; CPD; planning at transition; and partnership with parents. Each key area has objectives at Bronze, Silver and Gold levels to give school optional levels to achieve and allow them to set their own time scales.

The project widened in 2011–12 to include all primary schools in South Ayrshire and six secondary schools. Planned outcomes include earlier identification and implementation of strategies for children at risk, reduced emotional impact of perceived failure, more effective partnership with parents, and improved literacy attainment. Initiated by South Ayrshire Psychological Service, an Educational Psychologist Project Coordinator (0.2 FTE) was funded through the Additional Support Needs budget to develop and support the initial stages of the project.

Interim evaluation suggests that the majority of primary schools are well on track for Bronze or Silver level, with several exceptional examples of good practice, and quality leadership from key link teachers. The secondary schools perhaps face a greater challenge, but are considering how to use effective management models and pupil dynamic to reach all departments and avoid traditional overdependence on Pupil Support specialists. Supportive factors for effective DFS schools included strong support from the school Senior Management Team, dynamic leadership from DFS key link teachers, a cluster approach, allocated time for planning, staffing stability in school, levels and quality of training and awareness for all staff, and the opportunity to link DFS with related key developments.

Apart from the original self-evaluation indicators, project support material has been developed interactively as we went along. Central support from the Project Coordinator has been facilitative rather than directive, through the provision of training, resources, networking and informal support. Some children have been transformed; others are perhaps less ambivalent about school. Barriers have come down about using the dyslexia word, although understandably there is still uncertainty around such a complex concept. Longer term outcomes once a maintenance agenda is established are not clear as yet, but the signs are positive.

The successes have included: the empowering of active pupil groups who have acted as effective and enthusiastic DFS ambassadors, creating attitudinal change in both parents and teachers; visually exciting dyslexia walls, which have sprouted across South Ayrshire; the ubiquitous DFS resource boxes in classrooms; the increasing acceptance of Neil MacKay's conviction that children will learn when we understand them, and 'notice and adjust'; and above all those Key Link DFS teachers who have risen amazingly to the challenge and enabled innovative positive change in their schools.

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How might 'reflective dialogue' with head teachers build capacity?

Rachel Hayton

Three primary school head teachers opted in to a pilot project which offered a termly, one-to-one meeting with an educational psychologist. The stated aim of the meetings was to discuss elements of their practice. The meetings began during a time of change within the local authority with the retirement of most of the supporting Education Officers. In addition to these systemic changes to head teacher support, there is a consideration of geographical and demographic factors which can contribute to head teacher isolation in rural communities.

This reflects some of the concerns highlighted in the MacBeath (2009) report for the Scottish Government into head teacher retention and recruitment which identified headship as an unenviable task, largely due to lack of autonomy, high accountability and professional isolation.

ALTHOUGH initially referred to as 'supervision', the term 'reflective dialogue' was eventually chosen to describe the above process. Solution-oriented questioning was used to help participants think positively about the challenges they were facing. Participants were helped to identify how their insights might be generalised to other areas of work and changes that they might make to improve teaching and learning in their schools.

A brief evaluation was carried out at the end of the Summer Term. The five-item questionnaire asked participants to identify how this intervention had impacted on themselves, their staff and pupils.

Feedback included statements such as:

'It's probably the only opportunity I have to take time to talk about the job and how it impacts on me.'

'It's a recognition that we are valued.'

'In this climate of change there are too few opportunities to discuss on a professional level with another professional. It has been especially useful as ... [educational psychologist] is not a head teacher and brings with her an objective viewpoint.'

Consideration is given to the nature of the support offered by educational psychologists as compared to education officers or head teacher peer-support networks.

The intention of the meetings had been to offer opportunities to reflect on current practice and look at ways of generalising successful experiences. A by-product of this process has been an increase in head teacher resilience and self-care through the application of positive, strength-based psychology.

Building capacity is one of the key drivers for local government at the present time and the more cynical amongst us might describe it as doing more with fewer resources. The understanding of capacity building is being lost. A quick trawl of the internet produces several interesting and more helpful definitions which include:

- Strengthening the skills, competences and abilities of people and communities (in developing societies) so they can overcome the causes of their exclusion and suffering. (*Capacity Building*, Wikipedia).
- Capacity development is the process by which individuals and organisations develop the ability to set and achieve their own objectives. (*The Guardian*, 16 March 2011).
- Offering local people the skills, resources and support they need to participate as fully as possible in developments (and activities that affect Craigmillar). (*Capacity Building Project*, Craigmillar).

This paper aims to discuss a pilot project run by the author with a cohort of primary school head teachers leading schools in the authority. The idea for the project came through consultation with head teacher members of a continuing professional development (CPD) group. Discussion around the head teachers' own CPD highlighted their appreciation of the Being Well, Doing Well (BWDW) project. In Dumfries & Galloway, BWDW had been developed as a project delivered jointly by an educational psychologist and an education officer. The project focused on well-being and self-management. The head teachers felt that this project had given them the opportunity to learn from each other in a supportive way and there was some considerable regret that this resource was no longer available. As a result of participating in the Being Well, Doing Well project head teachers had identified supervision as a helpful means of support.

Supervision is a powerful tool used by many people in the helping professions. It is about learning from what we have done or 'becoming students of our own experience... sitting at the feet of our work', (Zachary, 2002, xv). The focus of supervision is on the learning of the supervisee and the main learning takes place through reflection on work previously undertaken (Carroll & Gilbert, 2005). The role of the supervisor is to facilitate that learning through guided reflection and help the supervisee recognise their learning.

Although supervision is a term commonly used by psychologists, it is variously interpreted. In some cases supervision is almost administrative: an overview of a practitioner's work. Some supervision may be casework or issue based and other forms would include peer supervision, where there is no line management responsibility. Supervision in its many forms is something that psychologists have been accustomed to since they began their training.

For those people who have not had education in supervision through their

training, the term 'supervision' carries a connotation of hierarchy: the supervisor having greater experience or knowledge than the supervisee and the supervisee being in some way accountable to the supervisor. Although this is not how supervision is viewed in psychology practice, it is largely perceived this way by the wider community. For this reason the author resisted using the term 'supervision' with its implications and definition difficulties. The author, therefore, decided to rename the activity as 'reflective dialogue' as this seemed to adequately describe the process that was undertaken by the educational psychologist and head teacher – a conversation through which the head teacher was encouraged to look back and reflect on their work through facilitative questioning by the psychologist.

After the three sessions the participants all gave their feedback on the experience, including how they had received the intervention, the impact on learning and teaching in their schools and their own feelings of agency.

Several authors (Carroll, 2009; Swaffield, 2008; Luckock, 2007) refer to the value of critical friendships in order to carry out reflective activity. In the *Standards for Registration for Teachers in Scotland* (GTCS, 2012) reflective practice is a central requirement.

Recent projects (Ambitious, Excellent Schools and Improving Leadership in Scottish Schools) supported by the Scottish Executive (now the Scottish Government) and HMIe have considered head teacher development as crucial to the effective implementation of Curriculum for Excellence and to improving experiences and outcomes for young people. Consider also that some of the elements that contribute greatly to teacher and head teacher stress are the need to manage changing requirements from national and local level combined with the feeling of having little control over situations (Macbeath et al., 2009; Phillips, Sen & MacNamee, 2008).

Traditionally, teachers come to headship, particularly in primary schools, through

being good classroom practitioners but with little training in management or leadership. Issues of professional and personal isolation for head teachers, particularly those operating in small rural primary schools, also contribute to feelings of stress for some head teachers (Phillips et al., op cit). High visibility within the community limits opportunities for head teachers to experiment and try things out which may or may not be successful but which ultimately lead to them becoming the practitioner they want to be. Similarly, operating within a small pool of peers, who may all be competing for the same resources and promotion opportunities (Starr & White, 2008), makes peer support less accessible in anything other than a superficial way. Countries with large rural populations, such as Canada, the United States and particularly Australia, have long recognised the difficulties of professional and personal isolation in rural communities. Research into the retention of head teachers has identified these combined factors as being significant in deterring teachers from applying for school leader posts (Macbeath et al., 2009).

Sue Swaffield (2008) describes the school principal or head teacher as 'pivotal in improving school effectiveness.' (Swaffield, 2008). Other authors, (MacBeath, 2011; Gronn, 2008; Fidler & Atton, 2006) highlight the variety of challenges and pressures placed on head teachers and school leaders. These include managing demands from 'accountability, self-management, multi-agency working, changing curricula and work-force reform' (Swaffield, 2008, p.1). Changes in traditional support mechanisms for school leaders can lead to feelings of isolation for head teachers. Some of these are documented in research (Mercer, 1996; Swaffield, 2008) but this author can also report anecdotally such feelings voiced by head teachers in her authority.

There is also ongoing concern regarding the recruitment and retention of head teachers and school leaders in Scotland. According to MacBeath's (2009) study for the Scottish Government only eight per cent

of teachers in Scotland had ambitions to become head teachers. Some of the attributions for this low number of aspiring head teachers were associated with the externally driven demand for change. Lack of autonomy and being seen as the person accountable and responsible for delivering a change agenda decided elsewhere by other external bodies were also cited as reasons why school leadership seemed so unappealing (MacBeath et al., 2009).

Pilot project

The author offered 'supervision' to three primary head teachers working within the same cluster. 'Supervision' is a construct used by many organisations in the helping professions. It enables reflection and creates a safe environment for practitioners to discuss their work, raise concerns or talk through ideas with a supervisor with a view to formulating a new direction with a piece of work. It does not carry the more mainstream connotation of overseeing another person's work from a position of authority, although in practice, this can happen.

Three sessions of reflective dialogue were agreed with each participant to take place between October and June within the academic year. This worked out as one session every two months or once a term. The head teachers agreed a time, date and location for the sessions. There was an understanding that the session would take about an hour, although this was not agreed and was not adhered to. Venues varied from a local hotel, the head teacher's office, a room within the council offices and a local café of the participant's choosing.

The initial session focused on agreeing ground rules such as recording of the session and confidentiality and using solution-orientated questioning in order to encourage reflective dialogue (see Appendix 1).

The author took notes of the session and gave feedback to the participant. The notes were then given to the participant. The author intentionally kept no notes for herself or for records.

Findings

All participants agreed to three sessions and completed a brief questionnaire after the final session.

Question 1: 'Through dialogue I have been able to...'

Participants' responses:

'Take time to think about the positives rather than just the challenges I face in my job.'

'Identify what I can do well and how I can transfer that into other areas.'

'Reflect on issues affecting my school/staff, think about my personal development.'

'Make targets for myself within a timeframe.'

'The feeling of confidentiality has been greatly appreciated.'

'Take time (participant's emphasis) to reflect on issues related to school situation.'

'Discuss my personal situation (...) to focus on the positives and discuss how best to develop the role.'

'Take time to reflect on topical issues in general.'

Question 2: 'I would like...'

Elicited answers including:

'To keep taking time to identify positives and success.'

'To consider my next steps more fully.'

'To be better prepared to take advantage of dialogue, to have an understanding of what dialogue can be, to have more frequent meetings, to use dialogue as a vehicle for career coaching.'

'To keep making targets for myself and forcing myself to meet them.'

'I would like to continue to build on the dialogue sessions I had with [educational psychologist] as they were positive and supportive. Throughout last year it was the only opportunity I had for one to one discussion of my agenda.'

Question 3: How, if at all, has dialogue impacted on teaching and learning in your school?

Participants' responses:

'Target to plan and arrange [an activity] by set time was met and has been incredibly successful for all P3-P7 pupils, meeting a variety of tick-boxes for me.'

'Being able to discuss freely with [educational

psychologist] has enabled me to realise my strengths which do have an impact in this area.'

'The sessions with [educational psychologist] were about issues that were current and relevant to my situation at the time of the dialogue. They were always positive and the focus was on my role, not on the school, and this was possibly the most important factor for me.'

Q4. Please comment on practical issues; timing, frequency, location, continuity, follow-up

Participants' responses:

'Frequency, just right. Location has been flexible and suitable to both parties, creating a relaxed atmosphere.'

'Termly is best at the end of the day.'

'Although originally I didn't feel school was a good venue, actually, it has been fine.'

'Follow up from suggestions has been very helpful.'

'No problems as we arranged it to suit both of us in our own time after school. It was difficult to fit in at busy times, but because it was worthwhile to me I made the effort to accommodate it.'

Question 5: Dialogue/coaching should be available to head teachers who want it because...'

Participants' responses:

'It's probably the only opportunity I have to take time to talk about the job and how it impacts on me.'

'It's a recognition that we are valued.'

'In this climate of change there are too few opportunities to discuss on a professional level with another professional. It has been especially useful as ... [educational psychologist] is not a head teacher and brings with her an objective viewpoint.'

'Last year I found myself in a position that hadn't been planned for... [section removed to protect participant anonymity]. At a time of restructuring and subsequent retirements [educational psychologist] was the only person available to reflect on how the situation was impacting on my situation in the workplace. We discussed the issues in a positive and supportive forum. The focus was always on how best I was managing the

situation and not any other agenda. These meetings were about me and I always felt very encouraged about my role and how I was carrying it out. I feel that is the main reason reflective dialogue should be available to head teachers who want it.'

Discussion

From the responses given by participants it is clear to see that the head teacher group saw the reflective dialogue sessions (RDS) as useful to them in their work. The meetings were held after school and the participants chose to take up the offer of RDS, although there are other calls on their time.

'No problems as we arranged it to suit both of us in our own time after school. It was difficult to fit in at busy times but because it was worthwhile to me I made the effort to accommodate it.'

The participants felt that RDS was a positive experience allowing them to revisit the successes they have had and to explore reasons for those successes more closely. The responses suggest that, having unlocked some ideas, participants have been able to try things out in different areas. One respondent remarks that she has been able to:

'Identify what I can do well and how I can transfer it to other areas', another that through RDS she has been able to 'take time to think about the positives rather than just the challenges...'

From revisiting definitions of capacity building or capacity development as identified at the beginning of this article, it is evident from the responses of the pilot participants that they are better able to recognise and utilise the tools that they have through their involvement in reflective dialogue.

This author thinks that offering the opportunity to reflect on their practice or particular professional issues is a way of supporting head teachers and school leaders through change and helping them to increase their internal locus of control. Because of the position of the Psychological Service within the Council, and the code of ethics to which psychologists subscribe, those engaged in guided reflection can be assured of personal support and challenge which will not be used for appraisal or management purposes, thus creating a fertile environment in which to discuss matters.

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Young people as carers: Implications for educational psychologists

Ewan Adams, Julita Barecka-Young, Hannah Bertram, Nazim Bhuiyan, Mark Brotherton, Gerry Cope et al.

Definitions, statistics and incidence

A young carer (YC) is a child or young person aged under 18 who has a significant role in looking after an adult or sibling who is experiencing physical or mental illness or disability, or who requires care due to misuse of drugs or alcohol (Scottish Government, 2010a). The Scottish Government (2008) estimates that there may be over 100,000 YCs in Scotland, some providing such successful care that the formal supports are withdrawn and responsibility for care left solely with the child or young person (Aldridge & Becker, 1993a).

A third of YCs care for 11–20 hours per week, with others (an additional 18 per cent) providing support ranging from 20 to over 50 hours per week (Dearden & Becker, 2004a). Many YCs may be unknown to services and their support needs unmet (Barry, 2011). Indeed, recently the Princess Royal Trust (2012) found that 39 per cent of YCs' teachers were unaware of their role as carers.

Effects of caring

Research highlights adverse effects on YCs' physical health, psychological well-being, education and social development. YCs may experience tiredness, stress and anxiety, sleeping difficulties and eating disorders. They may self-harm and are at risk of higher rates of absenteeism, underachievement and behavioural difficulties (Cree, 2003; Grant & Compas, 1995; Dearden & Becker, 2000, 2004b; Thomas et al., 2003). In addition, YCs may encounter significant difficulties in finding time to socialise resulting in social exclusion and peer-group isolation (Cree, 2003; Gray, Robinson & Seddon, 2008;

Thomas et al., 2003). While Banks et al. (2001) suggest that caring has no negative effects upon YCs' school work, Dearden and Becker (2002) report that some 25 per cent experience a range of educational difficulties, although there may be other contributory factors.

Variations in the frequency, duration and type of care, and individual perceptions of the caring role can result in a range of positive experiences for YCs (Olsen, 1996). If YCs identify themselves as carers, they are more likely to draw on support from the wider community, build resilience and reap the benefits of caring (Ungar, 2008; Smyth, Blaxland & Cass, 2011). Caring may engender feelings of pride and worth, a sense of accomplishment, greater resilience, and a positive outlook on life (Moore, 2005). Many YCs are shown to have greater compassion and empathy than same-age peers (Smyth et al., 2011; Pakenham et al., 2007; Olsen, 1996). YCs may also have enhanced practical skills and be adept at multitasking, as they combine schoolwork with their caring role. However, though these skills and qualities are highly sought after in the workplace, they are rarely formally assessed (Aldridge & Becker, 1993b).

Current supports, resources and strategies

In Scotland, support services are provided by the local authority (LA) or are delivered in partnership with third sector agencies such as the Princess Royal Trust for Carers (PRTC). Such support services can provide respite care, social and emotional support, information or signposting, and advocacy.

Family group conferences are often used to negotiate support roles and identify appropriate resources (Aldridge & Becker, 1999). Where specialist provision to support YCs is lacking, mainstream children's services are expected to fill the gaps.

In 2007, the PRTC and YC initiative developed a national toolkit for schools, based on the rationale that schools are best placed to notice 'warning signs' and signpost families to appropriate support (Scottish Government, 2010a). This included an exemplar YC Policy for schools. In some local authorities (LAs), carers' networks (including representation from the LA, health professionals, PRTC and often the carers themselves) foster the sharing of experience and knowledge, and the planning and delivery services to YCs.

Research on the quality and delivery of support to YCs is limited. However, services which can offer a wide range of supports are highly-valued, particularly where this encompasses social and leisure activities (Dearden & Becker, 2000; Aldridge, 2006). The document *Good Practice: Carers' and Young Carers' Stories* (Scottish Government, 2010b) includes examples of YCs' voices to help inform future action.

Preventative approaches and the role of the health and well-being agenda

Aldridge and Becker (1997) argue for a need for 'a preventative strategy which incorporates both prevention and intervention and which ensures children and their families are both protected and supported'. They highlight the importance of 'vigilance' (of agencies and professionals), 'a family approach' (in order to reduce families' anxieties over their child being taken into care), 'children's rights' (e.g. the *UN Convention on the Rights of the Child*, United Nations, 1989), and 'access to information' (especially for families).

The Curriculum for Excellence (CfE) and the health and well-being agenda have a particular role to play in preventative approaches which address the needs of YCs.

The curriculum has raised school awareness of YC issues, with many YCs identifying themselves as a result of school referrals or information in school literature (Smyth et al., 2011). Frequent contact and familiarity with pupils also means that schools are ideally placed to identify early difficulties resulting from caring responsibilities, such as attendance and behaviour issues (Scottish Government, 2010a).

Implications for educational psychology practice

Consultation

Educational psychologists should be aware of the preventative benefits of early identification of the needs of the YC and the problem of 'hidden carers' whereby YCs do not readily identify themselves and therefore do not receive support (Barry, 2011). As issues of general health are often salient, educational psychologists should work co-operatively with both adult and children's health services to review and evaluate ongoing support provision, taking into account the views of the parent or the person cared for. Educational psychologists should also be aware that identifying a young person as a YC can have both positive and negative impact upon social identity formation (Smyth et al., 2011).

Assessment and intervention

Working with schools and other agencies, educational psychologists may provide one-to-one support, allowing young carers to talk freely and without prejudice; encourage schools' flexibility with curricula and timetables; or advise practical supports, such as allowing mobile phones. Educational psychologists may also help schools to develop policies that raise awareness of caring and its implications among staff and peers. As the care provided by young people may last well into adulthood (Dearden & Becker, 2000), educational psychologists may work across establishments and sectors to ensure supports are available at points of transition.

Training

Training can raise awareness of the unique and complex nature of YCs' experience (Smyth et al., 2011). Educational psychologists can explore and challenge the ethos of schools' and stakeholders' perceptions through training, and therefore develop supportive systems for YCs.

Educational psychologists can provide training on evidence-informed interventions, including programmes to develop internal self-coping skills and resilience which incorporate 'core implementation components' (Fixsen et al., 2009). Incorporating these components would ensure the sustainability and effectiveness of the initiatives to mitigate the impact of caring on young people's lives (Cree, 2003).

Research

Research should explore the impact of isolation, social exclusion and poverty on YCs' education, and also seek to identify protective factors by investigating YCs who do not display educational problems within their ecological contexts. Gray et al. (2008) discuss the importance of peer support for the health and well-being of YCs in rural communities and Mills (2003) describes problems arising from inadequate support for YCs from minority communities. Educational psychologists may therefore have an important role in research focusing on YCs from diverse cultural backgrounds and the barriers they experience in accessing services. Such

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research would help develop knowledge and best practice in working with YC in culturally appropriate ways.

Conclusion

Significant numbers of YCs remain unidentified in Scotland, and are vulnerable to risks to their education and well-being. Educational psychologists are ideally situated to provide support through the five core functions. Particular focus on training and research would raise awareness and challenge perceptions, helping to ensure that appropriate and timely support is provided. Educational psychologists' ability to provide insight and support with respect to research and evaluation may also assist schools in the self-evaluation of the systems and services they currently provide for YCs. Further research would inform evidence-based and best practice, ensuring that the views of YCs and their families are sought and employed in the improvement of the services and supports available.

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What factors promote the inclusion of looked after children in education?

Azra Mohammed & Claire Sime

RESearch EVIDENCE has shown that looked after children (LAC) are more likely to be excluded from school, placed in non-mainstream settings and be on part-time timetables (*Learning with Care*, 2001; *We Can and Must Do Better*, 2007; *Count Us In*, 2008). The inclusion of LAC has been a challenge in education, and particularly in one Scottish local education authority where the rate of exclusion of this group has been significantly higher than the Scottish average despite the authority having a lower than average number of looked after children.

This report will describe a piece of research carried out in this Scottish local education authority on the inclusion of LAC. Key themes pertinent to this vulnerable group were identified through data gathered from the children and young people themselves, foster carers and education and social work professionals. Using a grounded theory analysis and activity theory framework to organise the data, key questions will be addressed, such as what inclusion means, what barriers to inclusion can exist and what factors promote the inclusion of LAC in our schools.

This research was a response to the high number of exclusions of LAC in X Authority during the 2009–10 academic session. Since it began, however, new guidance on alternatives to exclusion across the authority, composed by a working party which included educational psychologists, has been issued to all schools (X Council, 2011). Alongside this, an addition to the Education 2004 (Additional Support for Learning) (Scotland) Act (Amended 2009) states that LAC should be considered as having additional support needs unless it is

determined that they do not. Also, as these children are already experiencing separation and feelings of exclusion from their family, further exclusion from the school setting is, in the main, not considered to be appropriate. Therefore, whilst the contextual climate has adapted and changed, the research question still remains relevant in considering how to prevent the exclusion of this vulnerable group.

Research questions:

- What are the protective factors that facilitate successful educational placements for looked after children?
- What current processes are helpful in ensuring the inclusion of looked after children? What processes are not helpful?
- What are the views of foster carers, looked after children, education and social work professionals on the inclusion of looked after children?

Methodology

To help achieve a wide range of contributions to the research, foster carers, LAC, social work professionals and educational professionals within the authority were provided an opportunity to voice their views on the inclusion of LAC in education.

Foster carers were identified through the social work department and invited to take part in a focus group which was held in their local area. A total of four focus groups were planned to encompass the geographical locations of each foster carer.

The same foster carers who were invited to take part in the focus groups were also asked to invite the LAC staying with them to complete a questionnaire. Young people

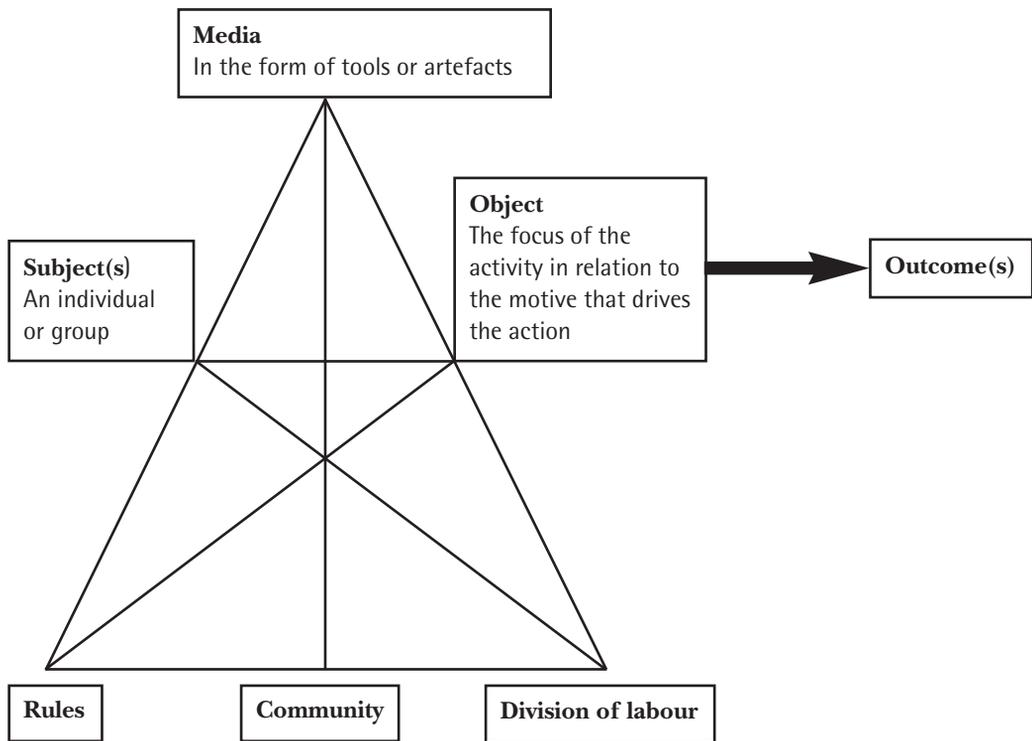


Figure 1: Second-generation activity theory model (Engerström, 1987)

from the only off-site provision within the authority were also approached to see if they would like to take part in the project.

To gather the views of education professionals it was decided that it would be best to approach every Designated Senior Manager (DSM) for looked after children in each school within the local authority.

A Social Work service manager and the principal teacher of behaviour support for primary schools were also invited to take part in the research due to their specific remits with looked after children which involved a strategic role within the local authority.

Data analysis

The research followed a grounded theory approach (Glaser & Strauss, 1967; Glaser, 1978; Strauss, 1987) to analyse the results from the interviews, focus groups and questionnaire returns. Following analysis of the data set, it was deemed necessary to represent it as a theoretical model in order to

identify the contextual and sociocultural features of the environment within which the information was gathered. The researchers decided to use 'activity theory' for this as a new way of approaching qualitative data (see Leadbetter, 2005, 2008).

Jane Leadbetter has written extensively on activity theory as a model that is concerned with individual action within wider systems of activity. For those working within complex human systems, activity theory can be used to understand human behaviour within these systems and the wider sociocultural context (Leadbetter, 2005). This model of an activity theory below (Figure 1) demonstrates the interactionist nature of human activity.

The subject can be an individual or a group. The object is the focus of the activity (i.e. what is trying to be worked upon through the activity). The top of the triangle represents the mediation that happens between the subject and the object in order

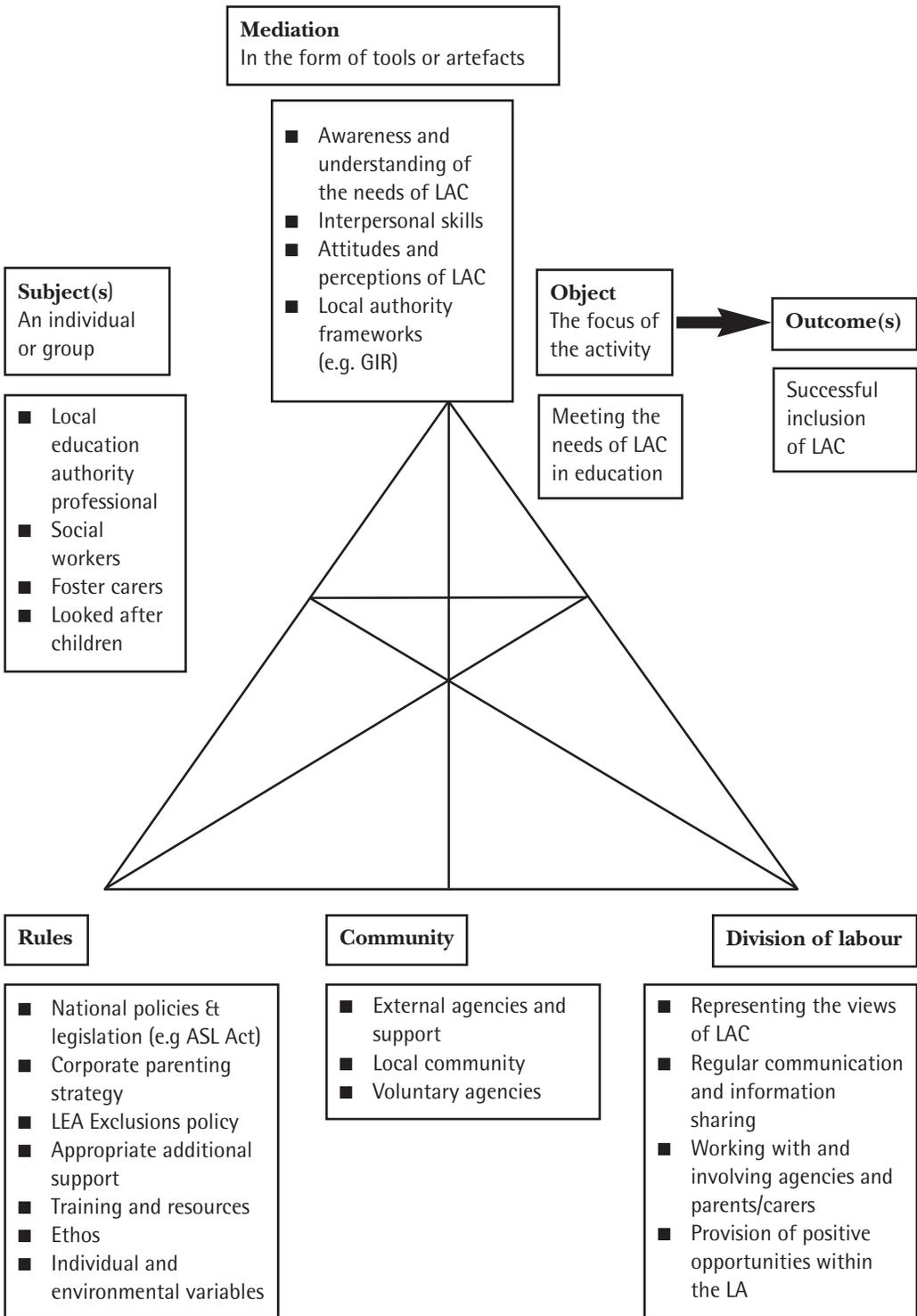


Figure 2: Multi-level intervention for meeting the needs of LAC represented as an Activity System

to achieve the outcome. Engeström's expanded second generation model (Figure 1) included a wider 'macro-level' analysis emphasising the combined and common factors that exist. He introduced the idea of there being rules (that support or constrain the work), community (who else is involved) and division of labour (how the work is shared out). These are said to influence and govern an activity system (Leadbetter, 2005).

Leadbetter (2005) argued that, through its emphasis on mediated action and the importance placed on the cultural and historical factors, activity theory can be successfully used as a theoretical framework for different aspects of educational psychology practice.

The completed activity theory using the themes from the qualitative data analysis can be seen in Figure 2.

Conclusion

The present research identified the following areas that could be addressed within the local authority based on the current research and evidence-based practice of what works in helping this vulnerable group to experience success and inclusion in our schools. These can be summarised as follows:

- There is a continued need for all staff in schools to have an awareness and understanding of how being looked after can affect children and young people.
- It is important to address the individual educational needs of LAC in a discreet, sensitive manner within schools.
- Positive relationships are built with LAC through the interpersonal skills and awareness of adults working with them. School staff need to understand their role in helping LAC succeed.
- Have training and resources available for those working with LAC to continue raising awareness and understanding in schools.
- Build resiliency into the early years of education to give those who do become

LAC the best chance of 'bouncing back'.

- Ensuring LAC are part of the local community they reside in, giving careful consideration to placement at their local school.
- Ensure the principles and practice of Getting It Right are embedded within the authority to support effective multi-agency working and meet the needs of LAC by using a shared framework and language, integrated and holistic planning processes, and clearly defined roles amongst professionals.
- The role of being an advocate for LAC to be reinforced through the Corporate Parenting Strategy of the local authority.

These are the factors that, when present, can make a positive contribution to the inclusion of looked after children in schools. That is, in allowing them the opportunity to have the same educational experience as every other child through feeling safe, healthy, achieving, nurtured, active, respected, responsible and included.

Limitations of the research

This research focused on the factors that helped and supported the inclusion of LAC as far as could be reported by the key stakeholders we asked. It did not consider other factors such as attainment, types of additional support, specific circumstances that led to a child or young person becoming LAC and reasons for exclusion. Perhaps this could be considered a shortcoming of the work. Within the timescale and remit the researchers had, it was not possible to dissect all of the variables that can be involved in an exclusion. What the researchers attempted to do was acknowledge these variables through the activity theory model by naming the community, rules and division of labour as important variables.

There is no doubt that the response rate for carers, children and young people was smaller than was hoped for. Attempts were made to maximise response rates through adopting a multi-method approach (see

Sheehan, 2001). On reflection, the researchers may have yielded a higher response rate and richer data with face-to-face contact with the children and young people. Paper-based surveys have been shown to yield better response rates compared to online surveys when they are administered face-to-face (Nulty, 2008).

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Evaluation of 'Literacy workshop for Primary 1'

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National perspective

Language and literacy exert a pervasive influence at multiple levels – personal, social and economic – in our society. In recognition of this, a major thrust of Scottish government educational policy is to deliver better and earlier literacy outcomes for all children. This is exemplified by *Curriculum for Excellence: Literacy Across Learning* (2009):

‘Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland’s literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and their peers.’

This was followed by the introduction of the National Literacy Strategy (2011) with Council X identified as one of the Hub authorities.

Authority perspective

Authority X re-launched the Council’s literacy policy to promote the above visions and values and thereby ensure that ‘children and young people will have the experiences and outcomes to meet their needs’ (X Council Literacy Policy, 2010). The policy defines literacy as ‘The set of skills which allows an individual to engage fully in society and in learning, through the different forms of language and range of

texts, which society values and finds useful’. Improving listening, talking, reading and writing is seen as fundamental in providing pupils with skills for learning, life and work. Crucial aspects of implementation are to develop the motivation and success of pupils in literacy from the outset of formal education and continuing this throughout both primary and secondary education. High quality learning and teaching are recognised as the major factor in developing literacy across learning and is seen as the responsibility of all teachers, managers and support staff. Leading the early implementation of Council X’s initiative is a programme of teaching literacy that has been developed by Jennifer Drysdale.

Jennifer Drysdale, former Principal Teacher of Learning Support in X Council, is well known within the Scottish context for her contribution to literacy. In her extensive teaching career, Jennifer has published nationally and internationally on the acquisition of literacy skills, notably for children with dyslexia (Reid, 2009). She developed a suite of programmes for all mainstream pupils on how to teach reading and writing. These courses are delivered to teachers through a 12–24 month CPD programme. Training took the form of a series of twilight mentoring sessions comprising lecture input together with interactive, collaborative discussions. Jennifer Drysdale made subsequent follow-up visits to practitioners’ classrooms for individual consultation and problem solving opportunities. This training is collectively known as the Workshop for Literacy (WfL) and the programmes aim to be ‘master-classes’ in how best to teach literacy to raise pupil attainment.

Workshop for literacy

The philosophy behind this approach is to contextually assess the skills and abilities of all pupils as early as possible so 'all pupils are challenged through daily engagement with story books linked to their own experiences and, most importantly, that no child should experience failure'. This accords with the Getting It Right for Every Child approach and means that children who come to school with a good degree of literacy skill 'can be fast tracked, whilst others who may be less skilled are appropriately supported' (WfL teacher training materials, 2009). The WfL's pedagogy embodies a multi-strand approach that research indicates is more effective in teaching literacy than any single methodology (Soler, 2002; Stobie et al., 2004; Rose, 2006).

The WfL (Primary 1) literacy teaching is based on daily engagement with children's literature that contains complex vocabulary, stimulating and emotive content and ideally reflects pupils' interests, thereby raising motivation to read and write. There is much current research on the advantages associated with the use of real books to engage young readers:

- Solity et al. (2009) propose that the vast choice of real books 'will potentially contribute to children developing and extending their vocabularies and general knowledge'. Language is 80 per cent richer in children's literature than is used in spoken language, TV or reading schemes.
- When teachers offer real books as the main stimulus to engage young learners in reading they are building on a child's positive early experiences of reading at home with a parent or carer (Hannon, 1995).
- Real books have been shown to contain as much helpful repetition and employment of high frequency words as reading schemes (Solity & Vousden, 2009; Rose, 2006).
- When a young reader chooses a real book the emphasis should be on the

interest and motivation it provides rather than the fact he/she may not yet have sufficient skills to read the text independently with 100 per cent accuracy (Guthrie & Humenick, 2004).

- Barrs and Cork (2001) found that 'powerfully emotive texts' motivated children to engage more deeply in writing in a way that could not have been achieved solely by a skills based approach.

Children are thus introduced to literacy learning in a meaningful context and literacy rich environments are created in Primary 1 classrooms. Furthermore, because the stimulus for reading for all pupils within a specific class is focused on *one* rich text, our 20 per cent most vulnerable pupils are fully included, sharing the enthusiasm, motivation and success with their peers. Initially, children begin WfL purely by listening to stories and answering a variety of questions. This begins to develop phonological awareness and a general awareness of language before the WfL approach widens and three core pathways – semantic, phonologic and orthographic – are developed in a systematic, rigorous and evidence-based manner. Careful collaborative planning and pupil tracking (*Contextual Assessment, Tracking and Progression*, WfL teacher training materials, 2009) are used to sequence the delivery of the literacy curriculum to aid the development of the three core pathways. This is achieved by creating literacy learning opportunities that enhance the establishment of the neurological circuitry connecting visual, auditory and motor systems (Wolf, 2008).

The semantic pathway

The WfL programme demonstrates to teachers how to actively engage children in listening to and discussing the rich texts. Teachers are given a range of techniques to extend semantic knowledge and syntactic skill so children can develop metacognition and metalearning (Salmelin & Helenius, 2004).

The phonological pathway

The WfL advocates a range of activities to help children learn to identify and segment units of speech sounds. Links are then made between the phoneme and the grapheme and words are built using a synthetic phonic approach. Developing the semantic and phonological pathways is the initial focus at the starting point of the workshop (WfL teacher training materials, 2009), and is taught in parallel with the development of the semantic pathway.

This pedagogy accords well with Hatcher et al. (2004) who found that 'a reading programme that contains a highly structured phonic component is sufficient for most 4½ year-old children to master the alphabetic principle and to learn to read effectively. For young children at risk of reading delay, additional training in phoneme awareness and linking phonemes with letters is beneficial'.

The orthographic pathway

Children progress in this pathway across three stages, namely logographic, alphabetic and orthographic. WfL suggests a range of opportunities that can be designed for children at the logographic stage to facilitate recognition of environmental print. Rich texts are used to teach high frequency words at the alphabetic stage, and finally by the orthographic stage, word recognition has become so skilled it appears to be automatic. Links are then made with handwriting and spelling.

Contextual assessment with pupil tracking are fundamental features embedded in the WfL programme. Accurate and informed assessment and tracking comprise the diagnostic tool that gives teachers the means to identify where each child is in his/her learning and to plan next steps accordingly. In WfL teacher observations and tracking accumulate over the course of the academic year to become a highly detailed document of the skills, capabilities and areas for development of every pupil/group (BTC, 5, 2010). By

having the assessment in-built in the programme, WfL aims to produce highly efficient teaching and learning. It allows an improved pacing of lessons that delivers an optimal balance of challenge and support to pupils. Wiliam (2011) and Rose (2006) state that the quality of teaching relies on the expertise, understanding and commitment of the teacher, thus underlining the crucial role of teacher skills. Rose (2006) also stresses the importance of high quality teaching and activities which engage teachers in being active and creative, thereby offering an appropriate model for their pupils. Block, Hurt and Oaker (2002) cited in Ferguson, et al. (2011) suggest that teacher abilities may have a greater impact on attainment than any curricular programme.

Information and communication technology (ICT) is used to encourage pupils to be cognitively active independent partners in the teaching/learning process (Bandura, 1977; Vygotsky, 1986). In WfL, teachers adapt vocabulary and themes from the rich texts so pupils generalise their reading skills in a creative and rewarding way. It also encourages pupil-centred, imaginative writing. Pupils become independent, self-reliant learners through a teaching and learning process that responds to the potential of the pupil and deals with individual differences. WfL should therefore raise self-esteem, motivation and attainment. This links well with Carol Dweck (2007), who subscribes to the theory of mastery learning where the focus is on developing skills rather than on discrete performance goals. Teachers are also seen to benefit by having greater ownership of the teaching process and the ability to make informed professional decisions.

In WfL, reading schemes are used to provide teachers with a secondary, familiar assessment tool of individual and group progress. Reading schemes are recognised as having a restricted and carefully controlled vocabulary and, as such, can be used to provide a decodable book where

the child should experience a high degree of success in reading and opportunities to develop confidence. Also almost all teachers feel that involving parents at home is important (SEED, 2001), and it is X Council policy to involve parents to have a role in supporting children in developing literacy. A reading book that goes between home and school is one vehicle for this.

X Council Psychological Service (XCPS) was commissioned to evaluate the pilot programme of the 'Workshop for literacy (Primary 1)' to better inform its wider roll-out. The hypothesis is that the WfL will enhance teacher knowledge and skills. This in turn will raise pupil attainment in reading and increase children's motivation to engage with literacy. XCPS carried out a two stage evaluation of the reading component of WfL. Stage 1 evaluation commenced in September 2008 and ended in June 2009. It examined attainment outcomes in reading as measured by Durham University Standardised Tests (DUST) – namely, PIPs and a range of qualitative feedback from teachers and school managers. Stage 2 of the evaluation took place in 2011 with a subsequent group of pupils engaging in the project but taught by staff confident in delivery of the WfL. Stage 2 evaluation comprised a standardised measure of word recognition (WRaPs) and included a control group.

Aims

The evaluation had four aims:

1. To use quantitative and qualitative measures to look at the impact the workshop has on raising attainment in reading in Primary 1. In Stage 1 evaluation, particular regard was given to the 20 per cent lowest attaining pupils.
2. To gather views from teachers and school managers on pupil motivation to engage with reading.
3. To report on managers' and teachers' perceptions of the development of teacher skills and knowledge at the end of the project.

4. To inform future programme delivery, development and evaluation.

Stage 1 evaluation 2008–2009

Methodology

Identification of schools

A sample cluster group of primary schools was selected to take part in the pilot. Key considerations were:

1. Geographical position in X authority.
2. Level of deprivation. The selected cluster group has six primary schools with percentages of entitlement to free school meals from 41.5 to 19.5 per cent with a cluster average of 28.8 per cent.

The project involved ten Primary 1 teachers working with 160 mainstream Primary 1 pupils. Teachers were expected to attend all training sessions and take responsibility for delivering the workshop to all Primary 1 pupils. Additionally, learning support teachers, early years officers and school managers were invited to attend training to gain an overview of the workshop and enable them to offer appropriate support to teachers. The workshop was delivered by Jennifer Drysdale through termly twilight sessions and she made additional visits to individual participant's classrooms.

Evaluation measures

Both qualitative and quantitative measures were employed to evaluate the reading component of the workshop:

- Standardised scores from Performance Indicators in Primary School (PIPS) assessments carried out at the commencement and end of Primary 1 were obtained for each pupil who received the programme.
- The number of pupils who attained Level A in reading during the delivery of the workshop were collected.
- Structured teacher observations were carried out for each pupil.
- Teacher focus groups were set up.
- Teacher and manager questionnaires were completed.

The details of these measures will be described in turn.

Standardised measures

PIPs data is collected across X authority schools at entry to Primary 1 and again at the end of Primary 1. Results are collated by Durham University. Part of the suite of tests begins to assess skills in phonics and reading and produces a total score, standardised against the Scottish population with a mean of 50 and a standard deviation of 10. The less able 20 per cent of pupils were identified as having a score of 40 or below on PIPS.

5–14 results

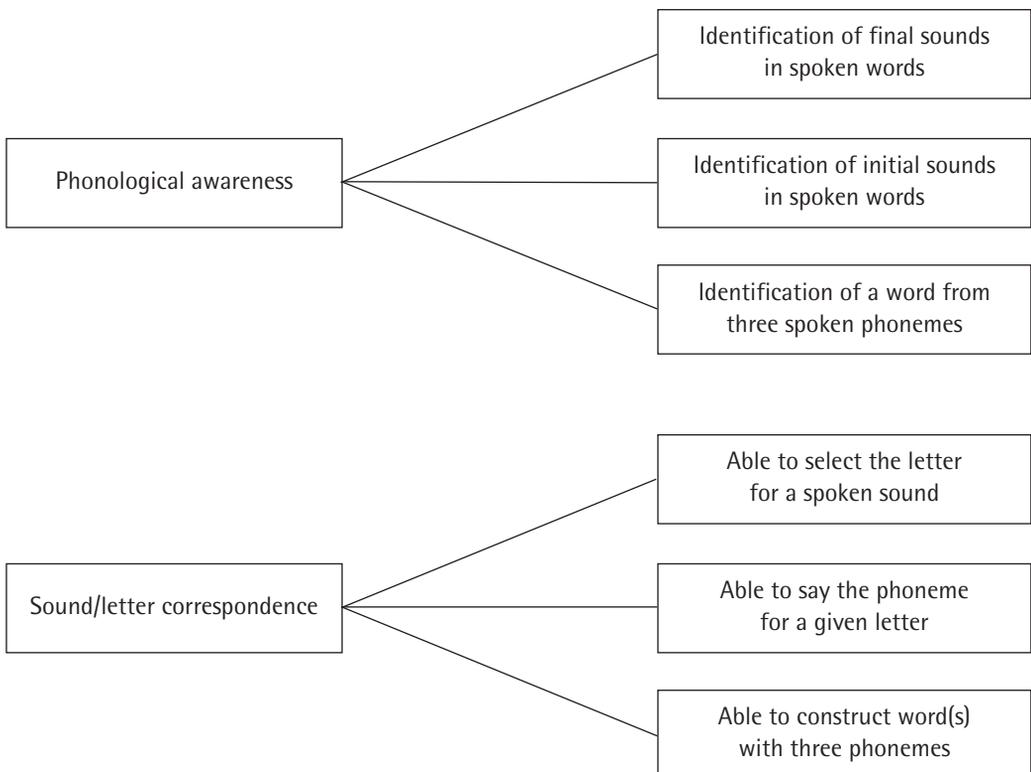
Schools were using 5–14 assessment to further validate teacher assessment. For the purposes of this evaluation, data on

the number of pupils who achieved Level A in reading by the end of Primary 1 was gathered.

Structured classroom observations

Structured classroom observations were carried out regularly by class teachers. The purpose of the observations was to inform a cycle of planning, teaching and reviewing in accordance with X authority's emphasis on *Assessment is For Learning*. This contextually based information on each pupil's reading performance was reported on a termly basis at Christmas, Easter and Summer to X Psychological Service. Pupil performance was rated on key dimensions associated with the development of core pre-reading skills, namely aptitude in structured phonics and in addition sound/letter and word recognition.

Figure 1: Phonological awareness and sound/letter correspondence



Data was simultaneously gathered on which stage each pupil had achieved in the class reading scheme. Reading schemes were banded to show progression within and across the cluster reading schemes. Bands 1 and 2 have fewer books and are largely picture content. From Band 3 onwards the number of books increases and content becomes more challenging. It therefore takes the average reader longer to progress from Band 3 to 4 and longer still from Band 6 to 7. By the time pupils are reading within Band 8 they should be expected to achieve Level A in Reading.

As a major component of the workshop teachers were encouraged to use information and communication technology (ICT) programmes to create unfamiliar texts for pupils that contained:

- recently acquired vocabulary and previously learned words;
- 'chained' story themes; and
- factual texts.

When completing the observation schedule teachers were asked to rate whether pupils could read unfamiliar text using the following taught strategies. The pupil can seldom, regularly or always:

- recognise key words at sight;
- match one-to-one spoken/printed words;
- use contextual/picture cues to predict meaning;
- use phonic cues to check predictions;
- use sound/blending to decode unrecognised words;
- separate morphemes to identify word root.

Teachers were also asked to rate each pupil's ability to respond to unfamiliar texts in terms of comprehension tasks as listed below:

- prediction of events and consequences;
- sequencing of main points;
- responses to literal questions;
- responses to inferential questions.

Teacher focus groups and questionnaires

Teacher focus group sessions were held at the end of the project in June, and questionnaires were also given out for completion.

The purpose of the focus groups was to obtain perceptions of participants on the following themes:

- outcomes for pupils;
- outcomes for participating teachers;
- positive key features of the project and suggestions for improvement.

Teacher and manager questionnaires focused on the first two objectives, as noted above, and additionally invited comment on the role and involvement of school management in supporting staff training and delivery of the workshop.

Stage 2 evaluation

Methodology

From June 2009 to August 2011 the following recommendations from Stage 1 of the evaluation were implemented:

- establishment of a Literacy Team trained and led by Jennifer Drysdale;
- the project was offered more widely across the Authority, but only to schools that opted to participate;
- training was offered in a centralised location with classroom visits undertaken by a member of the team;
- teachers built up a manual of best practice as training progressed – an online resource was created to better share teacher devised resources; and
- the psychological service were tasked with delivering an alternative small-scale standardised assessment (WRaPs).

Identification of schools for the WRaPS assessment

By August 2010, of the six primary schools participating in Stage 1 of the project evaluation, schools A, C and D continued to deliver literacy learning in Primary 1 using the methodology of the Workshop for Literacy. These three schools were assigned to Group 1 of Stage 2 evaluation. School E opted to withdraw from further involvement. School B's trained member of staff retired and School F redeployed the trained members of staff to other stages of the school.

The Stage 2 evaluation was carried out with primary pupils at the beginning and end of Primary 2. As stated above, the pupils in Group 1 had been introduced to literacy learning and taught throughout the course of Primary 1 in the workshop methodology. Group 2 (control group) comprised three schools where staff had no additional literacy workshop training. Free school meal entitlement (FME) was the main factor in matching Group 1 and 2 schools.

Evaluation/standardised measures

Only quantitative measures were employed (WRaPs). It is a two-staged assessment that commenced in November 2010 and ended in June 2011. The WRaPs test is designed to give an assessment of a child's word recognition ability. Like PIPS, the WRaPs tests were standardised by the Centre for Evaluation and Monitoring at Durham University. Two parallel forms of the test (Test A and Test B) are required to be administered. Each test comprises sixty items. The resulting standardised score is expressed in a word recognition age equivalent.

The test claims to assess word recognition from the earliest stages of letter knowledge to a level normally achieved by the end of Primary 3, involving the recognition of complex vowel spellings, prefixes and suffixes in words of up to four syllables. Each word is presented within a structured group of alternatives. In order to succeed the child must either recognise the correct spelling of the target word or consider the alternatives carefully, paying attention to all phonic elements.

Discussion

The discussion will encompass the outcomes from both Stage 1 and Stage 2 evaluations. Initial results indicate some variability in the practice of schools in implementing WfL and achieving desired outcomes for pupils. There are examples of encouraging practice highlighted across all project schools. By Stage 2 evaluation some of the recommendations from the initial pilot had already been implemented. A control group was also

used in Stage 2. The results are discussed in detail below in relation to each research aim.

Aim 1

To use quantitative and qualitative measures to look at the impact of the workshop on raising attainment in reading in Primary 1 with particular regard to the 20 per cent lowest attainers.

Stage 1 quantitative measure

In Stage 1 evaluation the quantitative measure used (PIPS) did not show a significant gain across the cluster in pupil attainment. Several explanations could account for this:

- Best practice and implementation of the workshop was not sufficiently consistent across the six cluster schools to show a statistically significant impact.
- The quantitative tool employed (PIPS) was not specifically designed to pick up early indicators of literacy acquisition.
- Engagement with the workshop may not enable class teachers to raise literacy attainment.

When the national context is considered, PIPS, as an assessment tool, has not always shown significant change following an intensive early years initiative. For example, the findings from the Early Intervention Programme (EIP; 1997) which was 'aimed directly at raising the standards of literacy (reading and writing) and numeracy skills in primary years 1 and 2' did not show a significant improvement compared with non-EIP schools. Interestingly however, EIP notably provided staff with the opportunity to meet in small groups to share ideas, discuss approaches and debate current research. This helped staff take ownership for the teaching and learning strategies (SEED, 1998). The WfL findings replicate this.

Stage 1 qualitative measures

Phonological awareness and sound letter correspondence

Stage 1 qualitative measures, unlike the quantitative measure, indicate WfL delivers effective acquisition of reading skills for all

| School | Average progress through bands |
|--------|--------------------------------|
| A | 1.8 |
| B | 2.2 |
| C | 3.2 |
| D | 2.6 |
| E | 1 |
| F | 2.3 |

Table 1: Average progress through reading bands across schools

pupils. The vast majority of pupils had acquired reliable phonological awareness and sound letter correspondence by Easter of Primary 1. Summer term consolidated and secured this knowledge (70–100 per cent accuracy). Figures 2 and 3 indicate that phonological awareness needs to be reasonably secure before significant progress can be made with sound letter correspondence.

The less able 20 per cent of pupils were identified solely from the initial PIPS scores at the start of Primary 1 and consequently accounted for only 24 pupils. As a result, conclusions drawn from this group are less robust. This less able 20 per cent can be considered vulnerable for a number of reasons. They may be educationally disadvantaged (this cluster has an FME mean of 28.8 per cent ranging from 41.5 per cent to 19.5 per cent), or they may have a developmental delay as a result of a specific health-related disorder. It would be helpful to have had a greater level of individual pupil knowledge when considering the effectiveness of a literacy programme for this pupil population. For this vulnerable group, teachers attributed a range of 40 to 100 per cent success rate in phonological awareness and 35 to 60 per cent in their sound letter correspondence by the end of primary 1. Figures 2 and 3 also indicate School B has two pupils who are outliers to the performance trend. Both these pupils started Primary 1 with a profile that sits well within the vulnerable group but ended the session performing in reading at a level equivalent

to the rest of their class. This may be accounted for in a number of ways:

- This class of pupils excelled across both phonological awareness and sound letter correspondence measures. This may indicate that the teacher rating was over-generous for all pupils.
- The pupils placed in the less able group may have been wrongly allocated (PIPS is generally used to compare large populations).
- The teacher scores may be accurate. The class is small (N10) and taught by a highly experienced early years practitioner.

All of the above findings demonstrate that WfL can impact on the achievement and progress of pupils from disadvantaged groups. Additionally, comments from focus groups and questionnaires indicate general affirmation that participation in WfL increases attainment in the pre-reading skills of all abilities.

Reading bands and teacher-devised reading materials

Table 1 charts average pupil progress across reading bands. The table simply gives the average progress and does not reflect the range for each class/school. One school (C, N24) had pupils' reading ranging from Band 3 to Band 11 by Summer. This compares with School D (N21), which by Summer ranged from Band 4 to Band 6. Despite School A having the largest

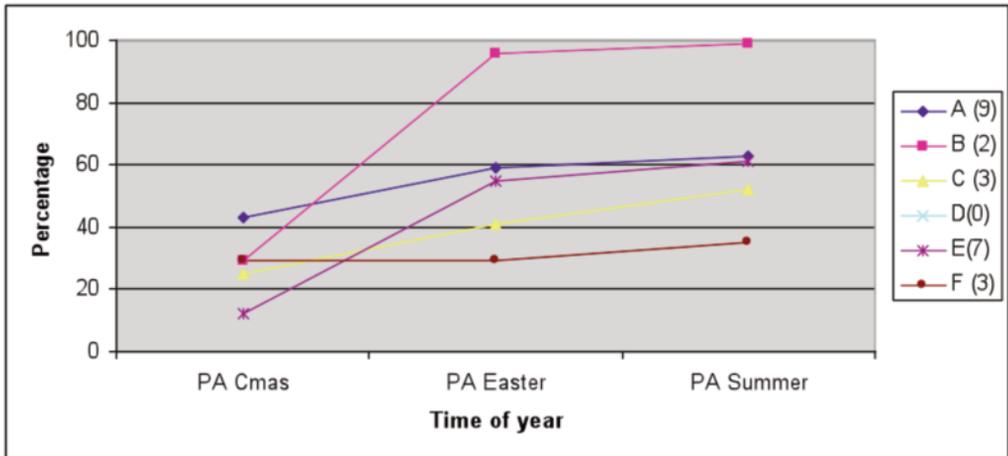


Figure 2: Average scores on phonological awareness for the less able 20 per cent of pupils at three points across the year (numbers in brackets correspond to the number of pupils).

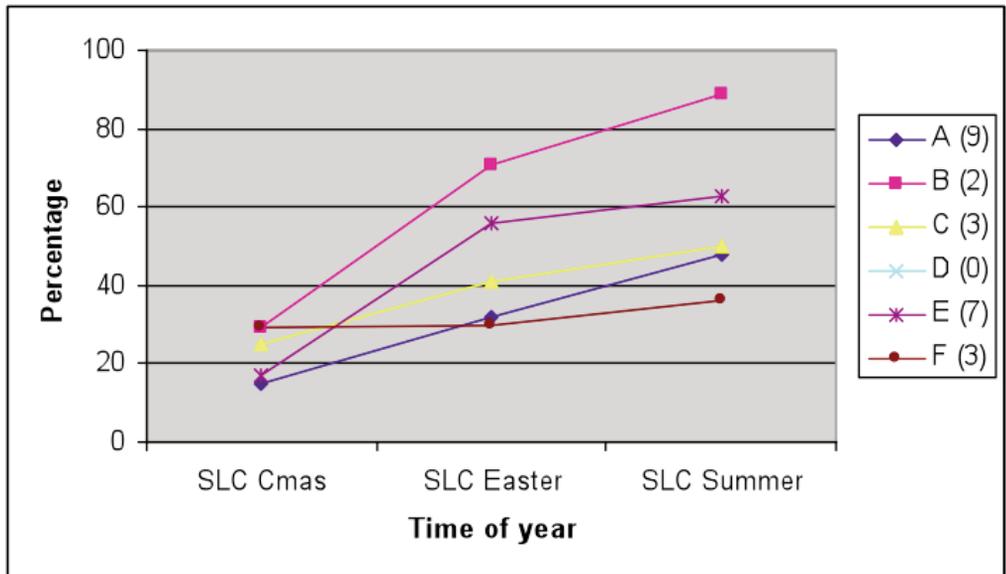


Figure 3: Average scores on sound letter correspondence for the less able 20 per cent of pupils at three points over the year

Primary 1 population (N39), reading achievement – as indicated by progress through a reading scheme – only reached Band 7, which is second lowest in the whole group. This suggests issues with the pace of progress, especially for more able pupils. Some teachers were overly reliant on rigidly following a reading scheme progression and

over-simplification of teacher-devised reading materials. This may be accounted for by a lack of teacher confidence in their assessment and subsequent matching of the level of reader to the child's ability or some reluctance from managers to allow teachers to fast-track pupils through the school's established reading scheme.

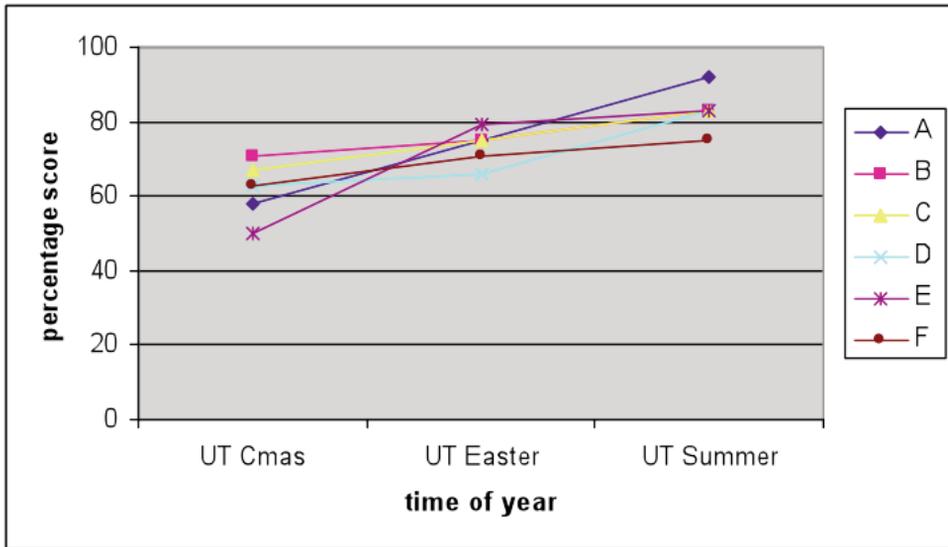


Figure 4: Average scores on sound letter correspondence for the less able 20 per cent of pupils at three points over the year

| School | Average progress through bands |
|--------|--------------------------------|
| A | 1.8 |
| B | 2.2 |
| C | 3.2 |
| D | 2.6 |
| E | 1 |
| F | 2.3 |

Table 2: Percentage of pupils achieving marks of 22 or above in the different schools

A core aspect of WfL is teacher-devised reading materials based on core vocabulary from the rich reading text. As illustrated in Figure 4 and Table 2, a high proportion of pupils were achieving close to full marks. Arguably, for some pupils this did not present sufficient challenge to maximise their learning potential. It is important to remember that this was the pilot scheme for WfL and with ongoing training, feedback and evaluation teachers would acquire the experience and confidence to set a greater level of challenge. Future training delivered

by WfL to class teachers should consider a more particular focus on able pupils who could benefit from greater challenge, resulting in increased attainment.

Although the qualitative gains were attributed to WfL, there is also a need to consider the impact of time spent by teachers delivering the workshop. As a result of participating in the CPD programme teachers may have become more enthusiastic in teaching literacy and increased the percentage of time devoted to it. Class sizes may also have impacted on results. School B

achieved very positive results with a population of 10 P1 pupils. In contrast School A has 39 pupils in P1 and other schools have between 21 and 29 pupils in classes.

Stage 2 quantitative measures

In contrast to the results in Stage 1 evaluation using PIPS, where no significant result was found, the Stage 2 quantitative measures (WRaPs Tests A and B) have shown that WfL can deliver highly significant attainment advantages in reading for P1 pupils. Possible reasons for the differences between the well-matched project and control groups in their Primary 1 experience are as follows:

- By 2010 Group 1 teachers had become experienced in the methodology and implementation of WfL. WfL is now embedded into the fabric of literacy teaching and learning in their classrooms. Group 1 children in their P1 year have experienced –
 - high expectations from teachers;
 - the effective development of the three core pathways to build literacy skills;
 - enhanced pace and challenge across the literacy curriculum;
 - child-centred literacy materials that develop pupil interests and give pace and challenge;
 - encouragement of pupil independence (through use of ICT);
 - immersion in a holistic approach to literacy;
 - inclusion and success for all pupils.
- Group 1 school managers had also actively sought feedback from the initial evaluation and engaged with further class teacher support and quality assurance procedures.
- Group 2 teachers may have been more constrained through use of established curricular resources, thus limiting attainment opportunities.
- WRaPs may be a more sensitive tool than PIPS to measure pupils' early literacy skill acquisition.

Throughout P2, neither Group 1 nor Group 2 experienced WfL teaching methodology. By the end of Primary 2, Group 1's reading attainment had flatlined, as measured by WRaPs Test B, but still out-performed the national average and the control group. However, the gap was closing. Group 2 were also approaching the national average.

There are several possible explanations of the above trends. Pupils in Primary 2 can be considered as too young to self-direct their learning. They therefore require teacher input to create conditions that motivate literacy skill acquisition. The Ofsted report (2011) indicates that teacher expectation has a significant effect on pupil performance. If the Primary 2 teachers of Group 1 were not alerted to expect a cohort of pupils that exceeded age-related expectations in literacy then perhaps teacher expectations were not appropriately challenging of pupils and the literacy curriculum offered did not add value to previous learning. This may have resulted in some pupils working at levels not matched closely enough to their ability or being insufficiently motivated. When a micro-analysis was carried out on the data for each of the Group 1 and 2 schools, it was possible to determine a trend of regressing scores notably of the higher attaining pupils.

An alternative explanation is that the Primary 2 curriculum may have offered opportunities to pupils in Group 1 to increase literacy skills that are not measured by WRaPs; for example, increased reading speed and development of a richer vocabulary.

Aim 2: To gather views from teachers and school managers on pupil motivation to engage with reading

There was substantive agreement by teachers and school managers that participation in the project increased the motivation of able and average ability pupils. Most also agreed that the workshop positively impacted on the motivation of the bottom 20 per cent. Interestingly, most teachers in the focus groups also reported increased pupil motivation to spell

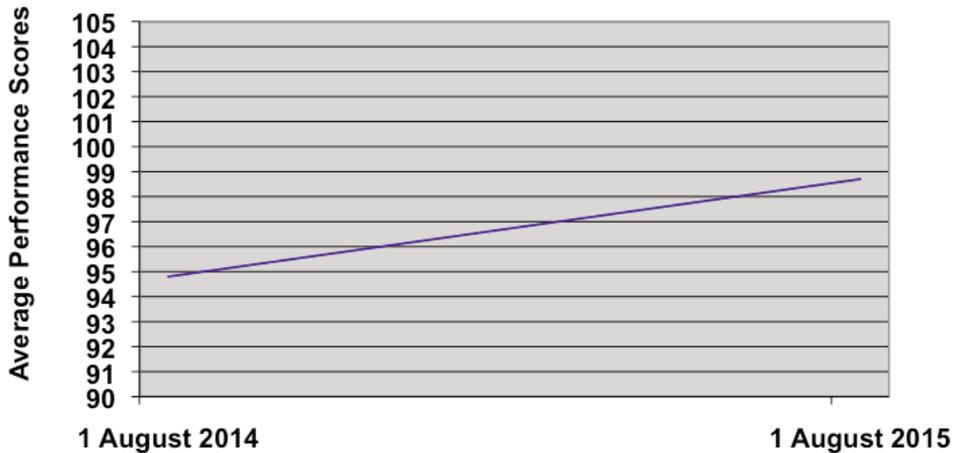


Figure 5: Illustration of attainment trends (WRaPs)

and engage with all aspects of creative and functional writing. Future evaluations might consider progress in all aspects of literacy.

Parents' views were not sought in this evaluation, but it would also be helpful to sample parental opinions at a future date.

Aim 3: To report on managers' and teachers' perceptions of the development of teacher skills and knowledge, having completed the initial pilot project

All participants stated that they believed WfL significantly or moderately enhanced their skills and knowledge to teach reading. All managers identified positive outcomes for the development of teaching. The importance of senior managers at the school and authority level engaging in strategic planning, review and monitoring is recognised, (Smith & Coldron, 1999).

It is noteworthy however, that School E made considerably more negative comments around the content of the workshop and outcomes for pupils. Data returns indicated that early pupil progress in this school was not sustained and teachers made the least progress across reading bands. Delivering effective outcomes through CPD training relies on commitment from participants, and positive staff attitudes and values, to

make a significant difference. It would appear from this pilot that where management and teachers were jointly unsure of the value of implementing the training, the workshop made the least impact.

In the 'Think About It' literacy programme schools in the study placed literacy on their yearly improvement plan. Ongoing collection of data and regular visits from teachers and managers was seen to achieve accountability (Ferguson et al 2011).

Aim 4: To inform future programme delivery, development and evaluation

The participants in Stage 1 evaluation made several recommendations relating to timing and delivery of future training. They requested that participating schools were identified and notified in June prior to the start of training. They wanted a more extensive overview of the training at initial sessions and asked that tracking returns were made in October, December and April, with none in June. Most teachers expressed a preference for training to be located on a rotational basis across cluster P1 classrooms. They also suggested that an online resource could be helpful to share teacher devised materials.

Qualitative measures suggest the project would benefit from monitoring teacher input to able pupils more closely and actively encouraging teachers to allow some pupils to progress at an enhanced pace through reading bands. A number of teachers also identified the need to have extension materials for able pupils and cited one pupil who had completed all reading bands listed on the tracking materials by Easter. More frequent visits from the CPD tutor were proposed as a preferred way to deal with such issues.

The focus groups and questionnaire returns indicated the need for continuous monitoring of staff attitudes and values. A direct link built into the programme for the WfL tutor to meet and discuss progress/issues with school management was considered advantageous. It is essential that teachers and managers are fully committed to implementation of WfL within their schools.

Evaluation of the workshop would benefit from a more robust methodology. This could include establishment of a control group, as in Stage 2 evaluation, and random sampling of a larger study population. Further training for teachers on *Assessment is for Learning* methodology, stressing the need for ownership of evaluation by a key person would also be beneficial.

With regard to the least able 20 per cent of pupils, it would be helpful to have more information regarding the nature of the individual's additional support need together with a social and emotional profile. This information might help to target early intervention at nursery stage and better prepare the child for entry into Primary 1.

Collecting data on attendance at training could also help to build a picture of staff attitudes and values.

Implementation factors

There were a number of implementation factors that impacted positively and negatively on the outcomes:

- Teacher attitudes and values – some teachers were enthusiastic while others

appeared reluctant to engage with the training and perceived they had been directed to participate by management.

- Attendance by teachers and managers at training was variable – not all teachers attended all training sessions. Not all managers showed similar levels of engagement and practical support to staff.
- As a result of WfL the percentage of time per week spent on delivery of literacy learning through the workshop approach may have increased from previous years.
- Teachers reported differential managing of the administration of PIPs testing within the cluster which could have affected results.
- Teachers reported some variation across contexts in completing contextual observation checklists; for example, the class teacher completed two of the three data sets for an individual pupil/group but a pupil support assistant completed one. It is important that consistency is ensured to obtain accurate information.
- Teachers reported timescale and workload issues; for example, some teachers believed they were required to assess all pupils on an individual basis when they were withdrawn from classroom settings. These perceptions were inaccurate.

Recommendations

Recommendations from Stage 1 evaluation 2008–2009

- WfL is rolled-out across Primary 1 classes in the Authority.
- Consideration is given to assessment with an alternative quantitative measure to PIPS.
- Input is given by Jennifer Drysdale on meeting the needs of the more able pupils and improving the pace of learning for them.
- There is a greater frequency of visits to practitioners' classrooms.
- The research design would benefit from the inclusion of a control cluster.

- Only schools where teachers and/or managers are keen to participate should be involved in the project.

The above recommendations were put in place by 2010 when Stage 2 evaluation was implemented.

Recommendation from Stage 2 evaluation

- WFL programme for Primary 2 pupils (and others) should be introduced, and appropriate CPD training provided with ongoing evaluation of pupil outcomes.
- There should be consistent implementation of rigorous tracking and monitoring of literacy acquisition with a specific focus at transition times and on more able pupils.
- The best use should be made of careful assessment and analysis of data to raise the expectations of teachers, to determine next steps, and to set the most appropriately challenging literacy curriculum.
- Practitioners and school cluster groups should be encouraged to benchmark pupils' literacy attainment through implementation of a shared tracker.

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Ofsted (2011) recommend working with school managers to ensure at least one senior member of staff has an excellent knowledge of literacy and its pedagogy, and understands the stages of language development and how and when to provide additional support. Consideration should be given as to how teachers can have access to coaching, modelling and feedback from skilled practitioners. In addition, school managers should carefully consider progression and sustainability of the approach across transitions.

The following recommendations remain for consideration:

- Randomised sampling could be employed in a future evaluation if the project is rolled out to a larger pupil population.
- It would be beneficial to sample parental views of pupil motivation to engage with literacy.

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News and reviews

MSc Educational Psychology Programme, University of Dundee

On 6 December 2012 we hosted yet another successful research thesis conference. There were 50 delegates, comprising presenters, current students, university staff and educational psychologists from a number of local authorities across Scotland. The day started with an introduction from myself followed by a keynote address entitled 'Reconceptualising and facilitating transitions' given by Professor Divya Jindal-Snape, University of Dundee. The remainder of the day comprised six parallel sessions where former trainees presented their thesis research. A wide range of research topics were covered including transitions, family voice, investigations/evaluations, stakeholders' perspectives, health and well-being, and interventions. Abstracts for the thesis

presentations have been submitted for publication as BPS conference proceedings (www.bps.org.uk/events/conferences-events/conference-proceedings). There were seven poster presentations based on the collaborative projects undertaken during the first year of the programme. The conference benefitted from generous financial support from the Scottish Division of Educational Psychology.

A new member of staff, Eddie McGee, will be joining the programme in February. Eddie is a Senior Educational Psychologist, Psychological Service, East Renfrewshire Council, and brings a wealth of experience.

Beth Hannah

Programme Director, January 2013

News update from the Strathclyde University MSc Programme

Trainee educational psychologists news

A group of our trainee educational psychologists (TEPs) represented the programme at the Annual Conference for TEPs in Bristol with a well-received poster. We look forward to hosting the next joint training day with Dundee University TEPs in February 2013.

Selection

We will shortly be selecting for the 2013–15 intake, our first since the withdrawal of the Scottish Government training grant.

Other programme news

The BPS Accreditation Team will be visiting the programme in March. *The Handbook of Implementation Science for Psychology in Education*, published by Cambridge University

Press and edited by Barbara Kelly and Dr Dan Perkins, Professor of Family and Youth Resiliency and Policy at Michigan State University, is now available and includes chapters by members of the Strathclyde MSc Programme Team.

DEdPsy

Dr Tracey Colville successfully defended her thesis and will be graduating later this year. We offer our congratulations to her. I am still acting Director of the DEdPsy while Lisa Woolfson is Head of School and am happy to answer any enquiries about the degree (j.boyle@strath.ac.uk).

Jim Boyle

Programme Director

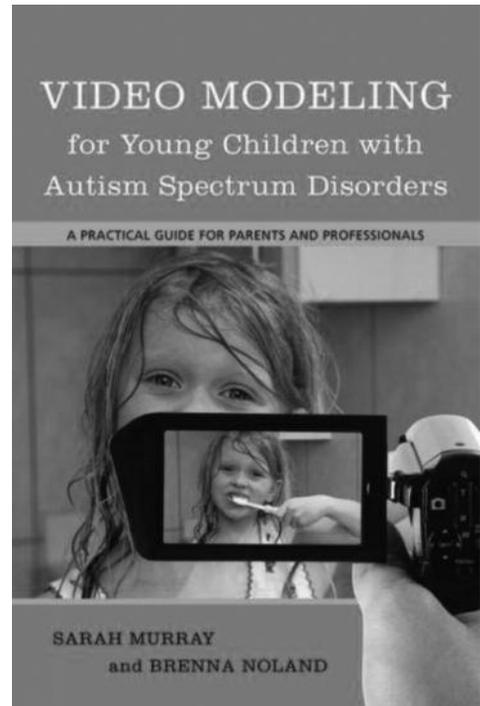
Book review

Video Modeling for Young Children with Autistic Spectrum Disorders: A Practical Guide for Parents or Professionals

Sarah Murray & Brenna Noland

Jessica Kingsley, 2013
ISBN 978 1 84905 900 8

The approaches described in this book are helpful for supporting children with ASD to learn; they also work for many other children in my experience – for example, those with learning difficulties or social, emotional or behavioural difficulties. The idea is that for children who learn best through visual means, repeatedly watching a short video of the target skill, activity or routine is a motivating and effective teaching tool. This may be enacted by themselves (with hidden supports or rehearsal and careful editing) or by a model – another child, a known adult, etc. The book describes three kinds of video modelling – basic video modelling, video self-modelling (also known as ‘video feedforward’ in the world of video interaction guidance (VIG) and point-of-view video modelling) – giving clear ‘how-to’ steps and illustrative case studies. There is also a review of current research and a section of examples of a few other uses of video recording, such as reflective practice in adult training (in VIG this is



known as video enhanced reflective practice (VERP)). Although the book will be of particular interest to VIG practitioners, it is equally relevant for anyone involved in helping children to learn, whether they are parents, teachers, support workers or therapists.

Miriam Landor

Educational Psychologist; Practitioner, Supervisor and Trainer for Video Interaction Guidance™ (AVIGuk), Sleep Scotland and Circles of Resilience

Guidelines for Contributors

Educational Psychology in Scotland

Educational Psychology in Scotland is the publication of the British Psychological Society's Scottish Division of Education Psychology. The publication focuses on practice issues relevant to the profession of educational psychology and is not peer reviewed.

Educational Psychology in Scotland is produced by an editorial team which currently has the following members: Nicola Stewart, Miriam Landor, Alison Smith and Sharon Brown.

Contributors should refer to the following guidelines:

1. Articles

- Guidelines Brief abstract.
General Introduction – setting working in context.
Brief description and outline of your work. There is no need for tables and statistics.
Brief conclusions/implications section.
References.
Contact details – e-mail address.
- Words Preferably no more than 1000–2500 (plus references).
5000 words is the absolute maximum and is rarely required.
Please state word count.

A note on confidentiality: No school or individual should ever be identifiable. It is not necessary to anonymise the authority as this is usually identifiable through the author contact details.

2. Course Updates from Dundee/Strathclyde

- Guidelines Updated information about staff changes, curriculum developments, innovative practice, etc.
Contact details – e-mail address.
- Words 150 (300 max)

3. News from Services

- Guidelines Information about local Educational Psychological Service initiatives or changes.
Contact details – e-mail address.
- Words 150 max

4. Opinions/letters to the Editor

- Guidelines Personal opinions and thoughts about current issues for the profession and for general discussion.
Contact details – e-mail address.
- Words 300 max (references not expected to be included)

5. Review of Resources

- Guidelines Sharing thoughts about any professional resources (e.g. book, video, film) which could be recommended to colleagues.
Contact details – e-mail address.
- Words 100 max

6. Update from SDEP Executive

- Guidelines Information about relevant professional issues being addressed by the Executive.
Contact details – e-mail address.
- Words 100 max

Please send an electronic copy of your article to any member of the Editorial Committee below. If we need to make amendments to your contribution we will contact you directly about this.

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Please note: The views expressed in articles are those of the authors and are not necessarily those of the editors.

CPD Events

| EVENT | DATE |
|--|--|
| <p style="text-align: center;">Mindfulness based conversations <i>Dr Sahaja Davis</i></p> | <p style="text-align: center;">10 Jun 2013</p> |
| <p style="text-align: center;">The psychology of loneliness and belonging in school <i>Dr Tony Cline CPsychol FBPsS</i> <i>Dr Maureen Liepins CPsychol AFBPsS</i> <i>Dr Michelle Sancho CPsychol AFBPsS</i></p> | <p style="text-align: center;">3 Jul 2013</p> |
| <p style="text-align: center;">Kidswin: Using a Human Givens approach to support young children and young people's mental health <i>Dr Yvonne Yates CPsychol</i></p> | <p style="text-align: center;">18 Sep 2013</p> |
| <p style="text-align: center;">Vulnerable and challenging – What works in changing student behaviour? <i>Dr Sue Roffey CPsychol</i></p> | <p style="text-align: center;">1 Oct 2013</p> |
| <p style="text-align: center;">Authentic well-being and the role of positive psychology in schools <i>Dr Sue Roffey CPsychol</i></p> | <p style="text-align: center;">21 Oct 2013</p> |
| <p style="text-align: center;">The unique role of psychologists working within the Youth Offending Team <i>Kate Lee and Becky Wells</i></p> | <p style="text-align: center;">18 Nov 2013</p> |
| <p style="text-align: center;">New developments within supervision for educational psychologists <i>Dr Jane Leadbetter CPsychol AFBPsS</i> <i>Dr Sandra Dunsmuir CPsychol FBPsS</i></p> | <p style="text-align: center;">25 Nov 2013</p> |



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