

Travelling Together

Attachment in Education



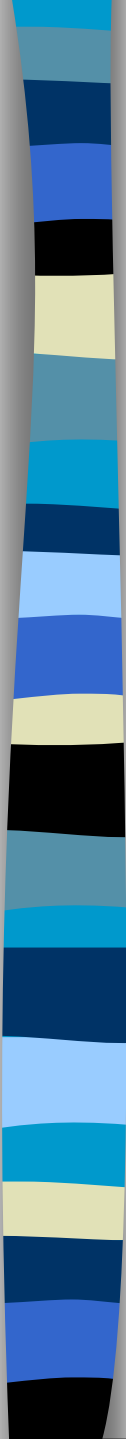
Val Boyle, Teacher

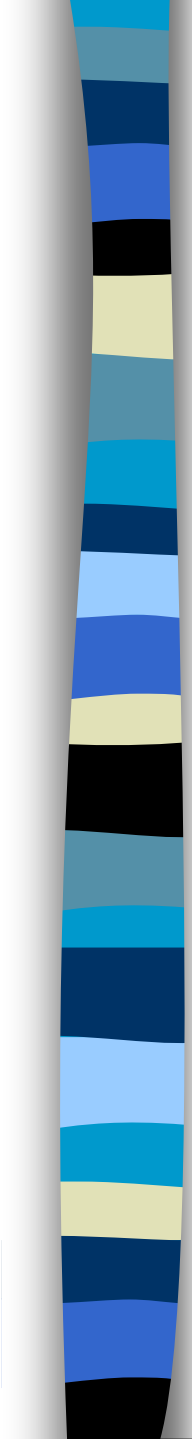
Elizabeth N King, Principal Psychologist

Judith Furnivall, Consultancy Lead

Martina Hendry, Head Teacher

Douglas McLean, Teacher





“As an employee or volunteer you will be aware of how early childhood experiences will have affected the way in which children have grown and are able to understand the world around them and will be able to empathise and communicate with children in a way they are able to understand and respond to, informed by your understanding of the significance of your own attachment relationships.”

‘Common Core of Skills, knowledge and understanding
and values of the Children’s Workforce in Scotland’
(Scottish Government, 2012)



Attachment Theory and Practice

Elizabeth

Martina

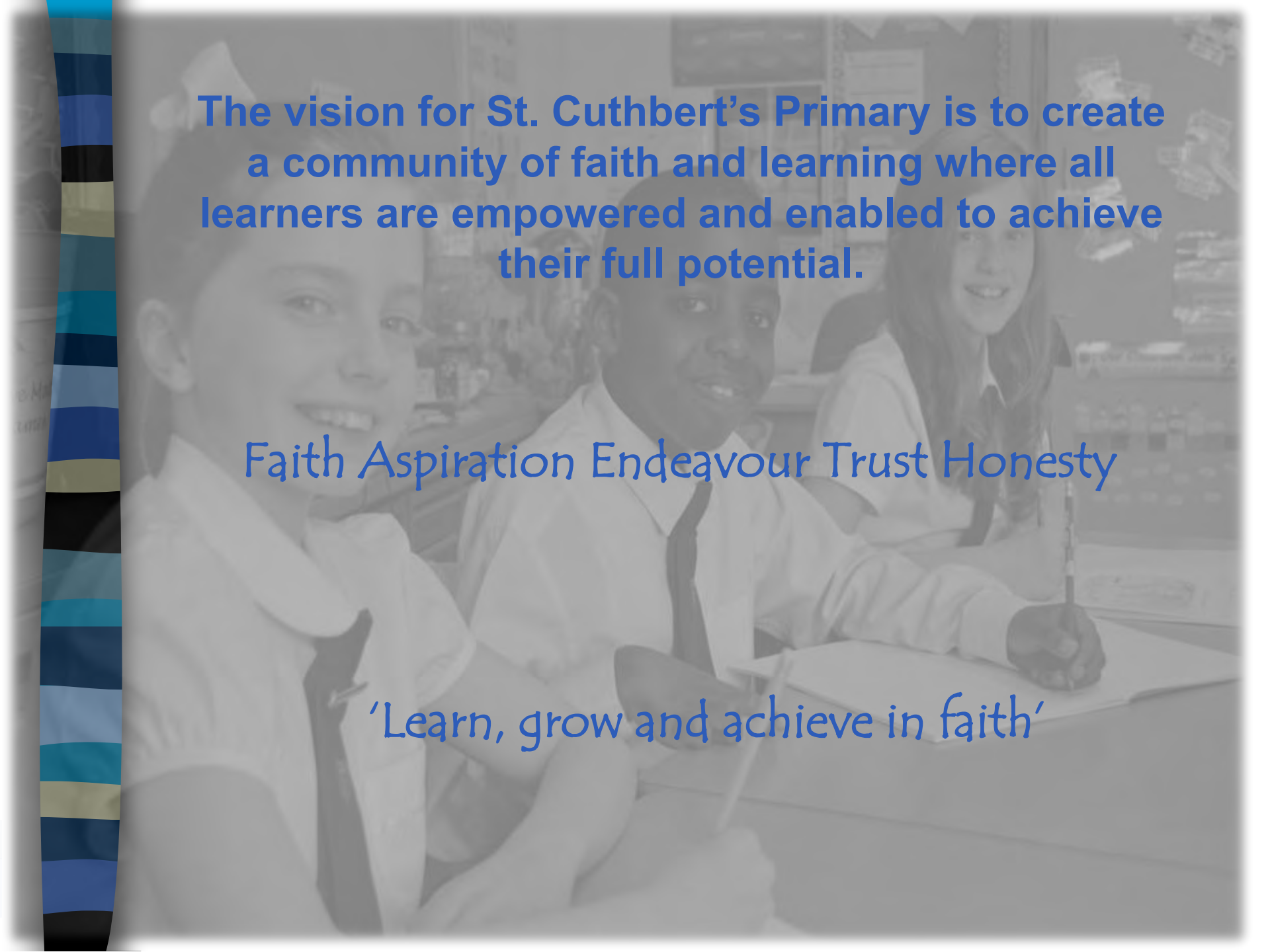
Douglas

Val

- First introduction to the theory
- My journey since then
- Is it a key theory to inform policy and practice for Education staff?

St. Cuthbert's Primary School and Nursery Class





The vision for St. Cuthbert's Primary is to create a community of faith and learning where all learners are empowered and enabled to achieve their full potential.

Faith Aspiration Endeavour Trust Honesty

'Learn, grow and achieve in faith'

Responsible citizens



Effective Contributors



Learner

Successful Learners

Confident Individuals





Curricular areas



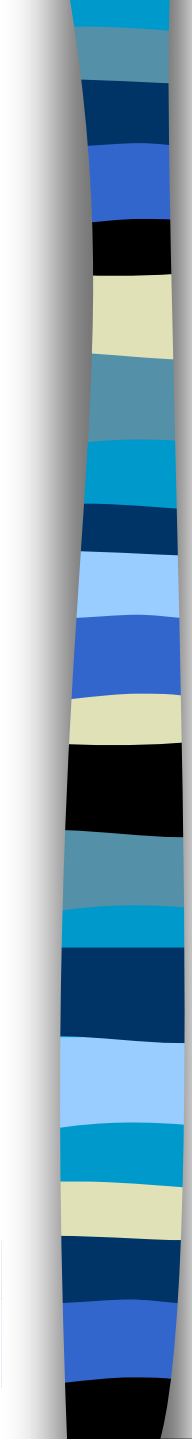
Interdisciplinary Learning



Opportunities for Personal Achievement

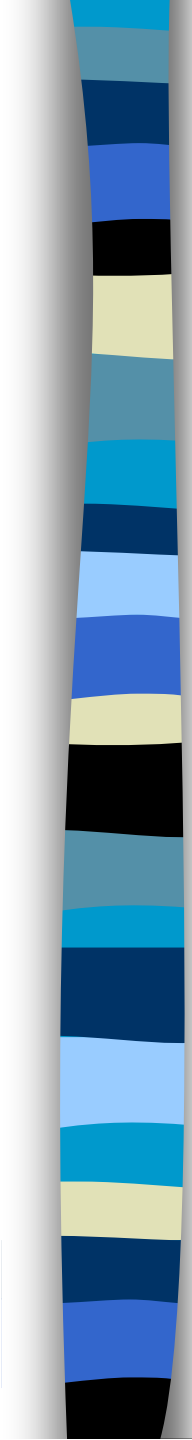


Ethos and life of the school



“Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.”

Building the Curriculum 1



*“Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every **adult** to contribute to learning and development in this area.”*

Building the Curriculum 1



School Improvement Plan

Key outcome:

Pupils will learn in an attached informed school.



Progress so far

- Very engaged, committed staff
- Training programme co-developed by CELCIS and SLC Psychological Service and delivered by CELCIS
- Many questions being asked
- research learning group established
- Evidence of staff reflecting on training and engaging in further reading



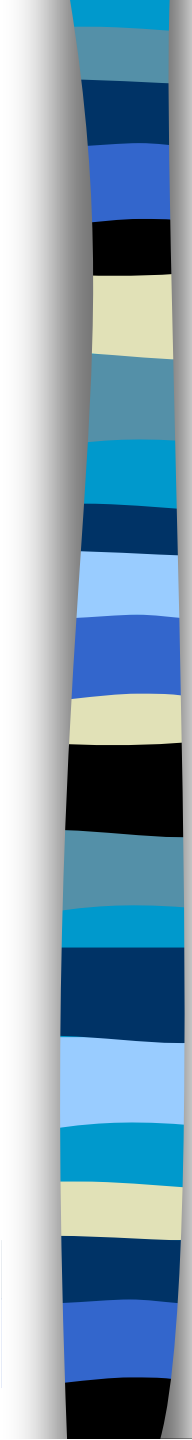
Progress so far

- Staff considering the what rather than the why for behaviours being displayed
- Understanding the negative impact of shame – who's benefit?
- Staff reflecting on the bigger picture
- Deeper understanding of all school staff about impact on learning that previous experience can have for children
- Hope that they have the ability to make a difference



Challenges ahead....

- Involving parents / carers
- Supporting staff with issues as they arise
- Budget constraints
- Environment / building
- Getting it right for every child!

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