



**National Education Conference
Scottish Teachers for Enhancing Practice
Annual Conference**

**Saturday 14th March 2026
Stirling Court Hotel**

Workshops

Below you will find full details of all workshops to be delivered. There are three sessions: two in the morning and one in the afternoon.

Please study this information carefully and indicate on the booking form your **first** and **reserve** choice for each session. For example, in the first session if you would like to attend session A1, please indicate this on your booking form and so on for the other two sessions. We will do our very best to meet your requests.

Your completed form should be returned no later than **2nd March 2026** to:
conference@steachersep.org.uk. Early bird rate of £29.95 ends on 31st January – full price thereafter is £45.

We look forward to seeing you on 14th March!

Caroline Maloney
STEP Conference Organiser

At a Glance

| Session A (Morning) 10.25 - 11.15 | Session B (Morning) 11.20 -12.10 | Session C (Afternoon) 2.05 – 2.55 |
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| A1 – The Drama Studio Using Drama To Inspire Literacy | B1 –Grant McAllister, SSTA It's not Workload, it's Work Related Stress! | C1 – Sandra Convery Boosting learning with Scholar |
| A2 – Sarah Brown, SQA Working in partnership with schools: qualification reform, school engagement and support | B2 –Nuzhat Uthmani Beyond Good Intentions: Embedding Antiracism in Scottish Education | C2 – Jasmeen Kanwal & Kate Farrell TRAILS.scot: Teach Responsible AI Literacy in Scottish Schools |
| A3 – Mike Corbett, NASUWT Core Messages from the Joint Action Plan on Relationships & Behaviour | B3 – Leigh Watson, Education Scotland Leading Curriculum Reform on Interdisciplinary Learning | C3 – Elise Guthrie Autistic Play |
| A4 – Jasmeen Kanwal & Kate Farrell Saving the world with Data | B4 – Simon Lamb Reading for Pleasure with Poetry | C4 – Jehan Al-Azzawi Education during complex times |
| A5 – Karin Schamroth, smiLE Therapy Teaching communication for effective social interaction using smiLE Therapy | B5 – Craig Lowther Maths: how to support pupils working below expectations | C5 – Stuart Naismith STEM on a Shoestring: A Progressive Space Journey from Early Years to Second Level |

Descriptors for all workshops are on the following pages

Keynote Information:

Conference chair – David Cameron

David Cameron has established himself as a leading voice in education. He has led reviews and presented at conferences in Scotland, across the UK and internationally, working with teachers, parents and governors. David has extensive experience as a teacher, a senior manager in schools and in local authorities, most recently as Director of Children's Services for Stirling Council. David has supported STEP for many years and his passion for education combined with his extensive knowledge and sense of humour have provided STEP with a hugely popular conference chair. He can be contacted at therealdavidcameron@gmail.com.

Keynote:

Keynote title: Time for Inclusive Education

Over the last decade, Time for Inclusive Education (TIE) has led work in Scotland to integrate LGBT Inclusive Education across the curriculum, positioning the country as a world leader in addressing prejudice through education. TIE's approach combines policy reform, curriculum development, and the provision of professional learning and resources.

Building on this foundation, TIE has launched the Digital Discourse Initiative, a partnership with the Institute for Strategic Dialogue (ISD), which aims to counter the growing influence of online hate, prejudicial conspiracy narratives, and disinformation affecting children and young people.

Jordan Daly, Co-Founder and Director of TIE, will share insights from a decade of practice in anti-prejudice education. Drawing on focus group discussions with young people about their experiences, the session will explore how to translate national guidance into effective practice, strategies for critical and digital media literacy, tools and resources available for schools, and approaches to equip learners as informed, empathetic, and resilient citizens.

STEP 2025 Workshop details

| | Presenter | Sessions |
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| A1 | <p>The Drama Studio Julie and Louise theDRAMASTUDIO@gmail.com</p> <p>Workshop Title: Using Drama To Inspire Literacy</p> | <p>Biography and Workshop Descriptor: Julie and Louise run The Drama Studio in Edinburgh teaching Creative Drama in their own independent venues and also working alongside class teachers in Primary schools using Drama techniques as effective ways to engage students in their learning.</p> <p>They were asked by the HT at Canal View PS in Edinburgh, where they already worked, to find a way of using the learners' love of Drama to raise Literacy attainment. They took on the challenge and used it as a research opportunity, recording and filming their progress over 3.5 years which led to the creation of a Drama Literacy resource, widely piloted and used in Scottish schools.</p> <p>Their workshop is an introduction to how teachers can use creative drama to immerse students in their learning by actively engaging their bodies, minds and emotions, deepening the learning experience and providing further motivation.</p> <p>They will also demonstrate how this experiential learning can provide content and context for Literacy tasks which can be embedded right inside a drama lesson or as the basis for personal expression through writing after the lesson.</p> <p>It will be a fun and engaging workshop for teachers who would like to learn a bit more about the magic of creative drama and its far reaching potential across the curriculum.</p> |
| A2 | <p>Sarah Brown, SQA sarah.brown@sqa.org.uk</p> <p>Workshop Title: Working in partnership with schools: qualification reform, school engagement and support</p> | <p>Biography and Workshop Descriptor: With over 15 years experience as a Headteacher, Sarah is currently seconded to Qualifications Scotland to lead engagement with the school sector through the School Partnership Team. Her work focuses on strengthening collaboration between schools and qualifications development.</p> <p>Qualifications reform and school engagement. Further information TBC</p> |
| A3 | <p>NASUWT Mike Corbett & Stephen Brown Mike.Corbett@mail.nasuwt.org.uk</p> | <p>Biography and Workshop Descriptor: The National Action Plan on Relationships & Behaviour, published by Scottish Government in August 2024, currently seems under-utilised in many schools across Scotland. Come and hear Mike Corbett, National Official at NASUWT</p> |

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| | <p>Workshop Title: Core Messages from the Joint Action Plan on Relationships & Behaviour</p> | <p>Scotland, explain the key elements of the Plan which could help to improve behaviour in our schools.'</p> |
| A4 | <p>Jasmeen Kanwal & Kate Farrell, University of Edinburgh kate.farrell@ed.ac.uk jasmeen.kanwal@ed.ac.uk</p> <p>Workshop Title: Saving the world with Data</p> | <p>Biography and Workshop Descriptor: Kate Farrell, Director of Curriculum Development and Professional Learning, Data Education in Schools I work on the Data Education in Schools project developing a data science curriculum for Primary and Secondary schools in Scotland. I develop and deliver professional learning workshops for teachers in how to deliver data literacy and data science in Primary and Secondary schools. I also design activities on data and information handling, then trial them in pilot schools. The activities are on a variety of topics, so that they can fit in to a variety of curricular areas. I also work with the Scottish Qualifications Authority (SQA) updating the national Secondary school qualification in Data Science. Previously I advised on the new Computing Science outcomes in the Scottish Curriculum, wrote a guide for Primary and Early Years on teaching the new CS outcomes (available free at TeachCS.Scot) and developed new badge activities in computational thinking with Girl Guiding.</p> <p>Jasmeen Kanwal, Project Officer Jasmeen is Project Officer on the Data Education in Schools team, focusing on curriculum development and professional learning. She has a background in data science by way of academic research across the fields of physics, cognitive science, linguistics, and biology.</p> <p>Data Literacy is the ability to ask questions, collect, analyse, interpret, and communicate stories about data. These are skills that all learners need to navigate our increasingly data-rich world. In this session, you will get a taster of how to use data as a lens to engage all learners in curiosity-led, interdisciplinary investigations, and empower them to solve real-world problems with data. You will get a chance to try out hands-on activities, and discover a wealth of free resources that can be used right away with learners across Primary and Secondary.</p> <p>Delivered by Kate Farrell, Jasmeen Kanwal, and members of the Data Education in Schools team.</p> |

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| A5 | <p>Karin Schamroth, smiLE Therapy info@smiletherapytraining.com</p> <p>Workshop Title: Teaching communication for effective social interaction using smiLE Therapy</p> | <p>Biography and Workshop Descriptor: Karin Schamroth is a Specialist Speech & Language Therapist and Creator of smiLE Therapy.</p> <p>smiLE Therapy (Strategies & Measurable Interaction in Live English) teaches pragmatic skills to students who have communication challenges - that is, how to use communication for effective social interaction. It develops confidence, independence, self-advocacy and greater social inclusion. Through video clips, you will see how authentic situations are used (e.g., shops, cafes, offices, train stations), with before and after videos of real interactions. Guided role play is used to develop new skills; clear and visual measurable outcomes allow students, staff and parents to see progress and parent training to support generalisation of skills to wider interactions in the community, in preparation for adulthood. Now named in EHCPs (England). smiLE Therapy is used with students from age 7 to age 25, in mainstream and specialist schools & colleges. Used with students who have communication needs due to Learning Difficulties, Down Syndrome, Developmental Language Disorder, being Deaf or Hard of Hearing or having Physical Disability. It is also used with some Autistic students when clear criteria apply and therapy is delivered in a neurodivergent affirming way. Karin and the smiLE Therapy team train Teachers, Additional Support Needs Co-ordinators, Speech and Language Therapists and OTs across the UK and Internationally.</p> <p>www.smiletherapytraining.com</p> |
| B1 | <p>Grant McAllister, SSTA grant.mcallister@fife.gov.uk</p> <p>Workshop Title: It's not Workload, it's Work Related Stress!</p> | <p>Biography and Workshop Descriptor: Convenor of the SSTA's Health, Safety and Wellbeing committee, Grant is the first Trade Union Official in Scotland to graduate from the NEBOSH Managing Stress at Work. Currently PTC in St Andrew's RC High School, Grant has been campaigning for schools to protect the physical and mental health of its staff for several years.</p> <p>An examination of the HSE six factors of work related stress and how this corresponds to Teacher workload.</p> <p>The SSTA's survey of these factors will be discussed along with potential actions to improve Teacher's work conditions.</p> |

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| B2 | <p>Nuzhat Uthmani gceducationscot@gmail.com</p> <p>Workshop Title: Beyond Good Intentions: Embedding Antiracism in Scottish Education</p> | <p>Biography and Workshop Descriptor: Nuzhat is a primary teacher and teacher educator at the University of Stirling. She sits on the board of the Scottish Government's Antiracism in Education Programme. During a time where we have seen the rise of the far right, and an increase in Islamophobia and antisemitism, children and young people are being exposed to more and more hurtful and negative rhetoric. It is vital that schools and teachers are confident in how to address this.</p> <p>This workshop will provide an update on Scotland's vision and approach to use antiracist education as a tool to uphold values of social justice and will share a whole suite of resources available to teachers and educators at all levels to start to implement in their settings as soon as possible.</p> |
| B3 | <p>Leigh Watson, Education Scotland</p> <p>Workshop Title: Leading Curriculum Reform on Interdisciplinary Learning</p> | <p>Biography and Workshop Descriptor: Leigh is leading the curriculum reform development on IDL and will update attendees on how the education body and the team she leads has been working in collaboration with teachers across all sectors to better understand the purpose and principles around interdisciplinary learning. She will give an idea of how this work fits into the overall reform agenda and what professional development opportunities are available for teachers to take this forward in their practice. This session will be useful for teachers at all levels.</p> |
| B4 | <p>Simon Lamb simon@simonlambcreative.co.uk</p> <p>Workshop title: Reading for Pleasure with Poetry</p> | <p>Biography and Workshop Descriptor: Simon Lamb is a poet, Carnegie-nominated author and the Scriever at the Robert Burns Birthplace Museum (2022–2025). His work appears in the Collins Big Cat poetry anthology called My Favourite Day (Band 09/Gold), published in September.</p> <p>Delve into the world of poetry on the page with poet and Carnegie-nominated author Simon Lamb. By sharing practical take-away tips and engaging anecdotes inspired by his extensive work across schools as both a poet and former primary school teacher, he'll advocate for the power of poetry to engage readers (and writers) of all abilities. Ignite poetry magic in your classroom today!</p> |

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| B5 | <p>Craig Lowther Craig.Lowther.ic@uhi.ac.uk</p> <p>Workshop title: Maths: how to support pupils working below expectations</p> | <p>Biography and Workshop Descriptor: Craig is Curriculum Leader of Science, Computing and Education at University of the Highlands and Islands, and Series Editor for Mathematics at Leckie.</p> <p>In this session we will explore the challenges of delivering mathematics to children and young people who are working at a level below expectations, for example working at second level in S1-S3 and first level in P5-7. We will look at some practical activities and approaches that will support pupils to continue to develop their mathematical learning. In particular we will focus on mathematics anxiety and motivation, using representation as a scaffold towards independence and explicit instruction for learning.</p> |
| C1 | <p>Sandra Convery, Scholar S.Convery@hw.ac.uk</p> <p>Workshop Title: Boosting learning with Scholar</p> | <p>Biography and Workshop Descriptor: Sandra Convery is a Support Officer within the Scholar Engagement Team. Prior to joining Scholar in 2021, she worked with the SNSA teacher professional learning team and was a Secondary Modern Languages teacher for 15 years, with an interest in digital learning and teaching.</p> <p>Scholar provides 42 SQA-aligned online courses that senior phase learners (in subscribing local authorities) can access in and out of school to learn, develop, revisit, practise and revise the content knowledge and skills they will need. Come along to find out more about making effective use of Scholar content and teacher reports to enhance your planning, teaching, learning and assessment.</p> |
| C2 | <p>Jasmeen Kanwal & Kate Farrell, University of Edinburgh kate.farrell@ed.ac.uk jasmeen.kanwal@ed.ac.uk</p> <p>Workshop Title: TRAILS.scot: Teach Responsible AI Literacy in Scottish Schools</p> | <p>Biography and Workshop Descriptor: Advances in AI technology are transforming society and the ways we handle data, and are likely to inform future developments in education too. In collaboration with Scottish Government and Education Scotland, we have developed a new <u>curriculum framework for AI education in Scotland</u>, as well as a set of high quality, cross-curricular resources for teaching with and about AI in Secondary and Upper Primary. In this session you will get a chance to try out some hands-on activities, including "unplugged" activities that don't require access to any AI tools. Topics include the basics of how AI works, ethical and sustainability issues around AI, critical thinking, and how AI can be used to support learning in different subject areas.</p> |

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| | | Delivered by Kate Farrell, Jasmeen Kanwal, and members of the <u>Data Education in Schools</u> team. |
| C3 | <p>Elise Guthrie eliseguthriestirling@gmail.com</p> <p>Workshop Title: Autistic Play</p> | <p>Biography and Workshop Descriptor: Elise Guthrie is an ASN specialist teacher by profession, has three masters degrees supporting children with additional needs and recently finished her PhD in Applied Autism Research. As an author and presenter, Elise often writes and speaks from a personal perspective as an ASN specialist teacher and as an autistic mother of three autistic children, exploring her experience of raising and nurturing three neurodivergent girls as well as working for over twenty years with children and young people with ASN. Her passion (and research) lies within autistic play culture and the importance of each child and young person's right to play in their own way.</p> <p>The Embracing Authentic Autistic Play series is a professional learning programme developed by Elise as part of her doctoral research, and supports teacher learning around autism, inclusion and play in Scotland. A whistle-stop tour of the key areas of play in schools, inclusive education for autistic pupils, and the somewhat polarising views around autistic play will feature in this workshop, offering participants the opportunity to consider the inclusion of autistic pupils in a new light.</p> |
| C4 | <p>Jehan Al-Azzawi, Education for Peace</p> <p>Workshop Title: Education during complex times</p> | <p>Biography and Workshop Descriptor: Jehan is a transition teacher in Edinburgh and co-founder of Educators for Peace.</p> <p>We are living in complex and contentious times. Rising militarism and war, climate crisis, a resurgent far right and rising inequality. Fuelled by misinformation and disinformation, the national immigration debate has become toxic, mobilising avowedly fascist organisations. From the UK riots of 2023, the demonstrations outside hotels housing asylum seekers, to the 'raise the flags' phenomenon, these issues have now arrived to our school gates, with protestors challenging schools across Scotland who are hosting English language lessons for migrant families.</p> <p>What role can education play in promoting peaceful, empathetic, compassionate, rights respecting and socially just solutions during these times? This workshop will make the case for the imperative of an educational response to global</p> |

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| | | challenges and their local manifestations. It will highlight recent work by Educators for Peace to empower teachers to lead courageous conversations about contentious topics in their classrooms. Participants will be invited to explore our pedagogical tools and provide supported space for educators to consider how they might be adapted for use in their context. |
| C5 | <p>Stuart Naismith, STEM</p> <p>Workshop Title: STEM on a Shoestring: A Progressive Space Journey from Early Years to Second Level</p> | <p>Biography and Workshop Descriptor: Stuart Naismith is a primary teacher and the creator of <i>STEM with Mr N</i>, a fully voluntary, low-cost STEM platform with 500+ free videos and resources used by teachers in 20+ countries. His work focuses on practical science you can run with everyday materials and on building early STEM careers literacy through inclusive role models. In 2025 he won the BRILLIANT Awards Innovators in Science, was Highly Commended at the Teach Primary Awards, received two Scientix Awards (the only UK recipient across all categories), and was invited to the King's Garden Party for outstanding service to STEM education. He serves on boards for SSERC and The Sustainables Academy and is an ESERO-UK Advisory Board member.</p> <p>Space is the perfect hook, and a brilliant frame for practical, low-cost STEM. In this session, Stuart maps a clear progression from Early Years “notice and play” through First Level to Second Level, all anchored in space themes pupils love. You’ll explore classroom-ready investigations that use everyday materials, see how to scale the same core ideas across stages, and learn simple routines for scientific talk, recording, and quick assessment. Expect cross-curricular links (numeracy, literacy, social subjects), inclusive careers “micro-moments,” and take-home prompts you can run immediately; no lab required. Suitable for primary (EY–Second Level) and adaptable for lower secondary.</p> |