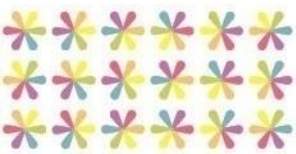


Right From The Start!

Professor Margaret Sutherland
University of Glasgow



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The Journey!

- Born 2016
- Part of the 0-3 years care programme
- Attended Nursery 3-5 years
- August, 2021 - time for “big school”

Great sense of excitement (and trepidation)

Young People

- What will my teacher be like?
- Will I see my friends?
- What will my mum do when I'm at school?
- What will I learn today?

Parents

- Will they settle?
- Will they behave?
- Will they make friends?
- Will they learn?

Teachers

- Will they settle?
- What can they already do?
- Does my classroom layout include or exclude?
- Have I pitched things right?
- How do I juggle all the demands?



Learning Dispositions



being interested

being an active
participator

persisting in the
face of difficulty

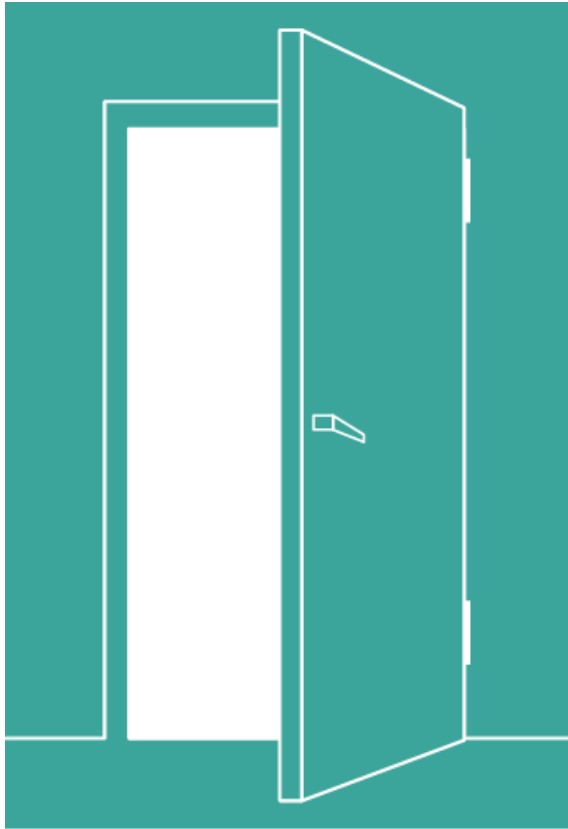
interconnecting
with those
around

assuming
ownership &
accountability

(Katz, 1993; Carr,
2001)

Inclusion in education

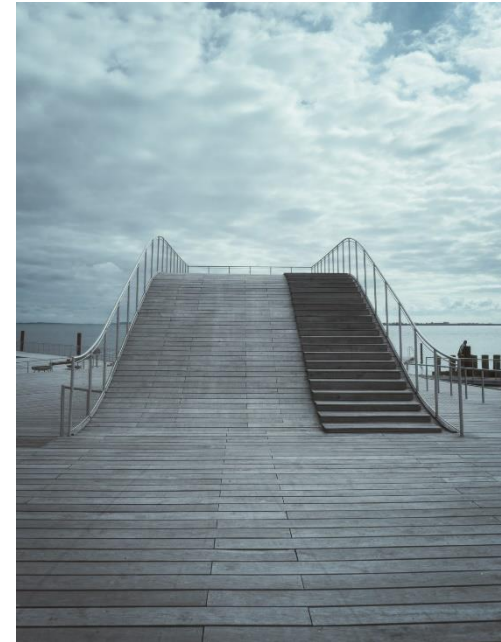
FOR ALL



Access



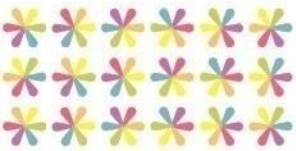
Participation



Success



Wee Beasties



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The Wee Beasties Project

Catherine Reid,
University of Glasgow

- P4 – P7 (age 8-12 years) pupils in Scottish primary schools.
- Pupils will invent their own 'Wee Beastie' and learn about climate change,
- Pupils will then come to the University of Glasgow on a mission to discover how university study and research could help combat climate change





Step One: Inventing your Beastie

- Draw your beastie and cut them out.
- Find a place in your local area where your beastie lives. Take your beastie there and take their photograph.
- Write about your beastie, explaining how they live, what they do, and what their life is like.



Creativity: Inventing your Beastie

- Engaging young people's imagination and creativity, while exploring the impact of climate change on their imaginary creature
- Increasing knowledge and emotional engagement with an issue that can seem too complex, too distant, or too overwhelming
- Building confidence as pupils see their own creative and intellectual work celebrated through inclusion as part of a website.



Step Two: Researching your Beastie

- Find out about your beastie's environment. How is it changing?
- How does climate change affect your beastie?
- What problems does your beastie face?



Independence: Research Skills

- Research skills are important for all - for highly able young people they can be a key to progress
- Teaching skills is vital, but it can also help to know about available resources
- Our project will support teachers and young people by providing some web-based resources

Step Three: Going to University

- Your beastie wants to learn what they can do about climate change. So, you can show them round the University of Glasgow
- Pick what your beastie should learn about to help them deal with climate change
- Write about what your beastie will do and why it will help





Wee Beasties and Curriculum for Excellence

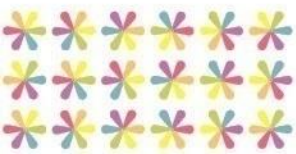
- Inclusive, with young people able to engage at a level and in a manner that suits them.
- Designed to cover key Experiences and Outcomes for pupils who participate
- Set up through a website which will make it straightforward to submit Beasties, to access resources and suggested materials, and visit the university virtually



If you would like to know more, email:

Catherine.Reid@glasgow.ac.uk @catlaughing

We would love to hear from young people, parents and teachers!



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Helping them to grow and flourish

- Class teachers can do a lot, they can't do it all
- Know where to go for support
- Look for collaborators and opportunities that will benefit all
- Talk to them, hear what they have to say about their learning
- Helping them now, will influence their futures, and possibly our future too!





The Educational Landscape Has Changed




What do young children need to develop?

- A young child's development is contingent on nurturing, responsive, stimulating interactions with primary carers (Murray, 2020)
- 'inclusive, resilient, quality education systems fit for the future' is imperative to a positive global emergence from COVID-19.
- To have any chance of success, this policy must include early childhood education'

(UNESCO, 2020).

United Nations Secretary-General





Deaths among mothers

A failure to meet the SDGs

Greater parental unemployment

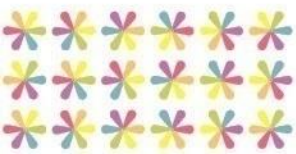
Child Poverty: Upsurge by two thirds

Poorer housing

Increased stress

At least forty million young children expected to benefit from a year of early childhood education before starting school could not in 2020

Instability in families



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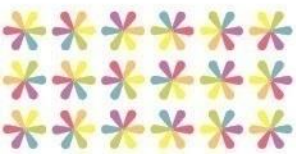


UN (2020)

- The UN has urged governments to prioritise education funding and bring together sectors to minimise any negative impact of the pandemic on children's outcomes, such that no one is 'left behind' (UN, 2020: 24).

8 March 2022

- An estimated one million children have fled Ukraine in recent weeks, as the total number of refugees fleeing Ukraine reached 2 million people today.
- A growing number of these children are arriving on their own, without family support, in an escalating child protection crisis.



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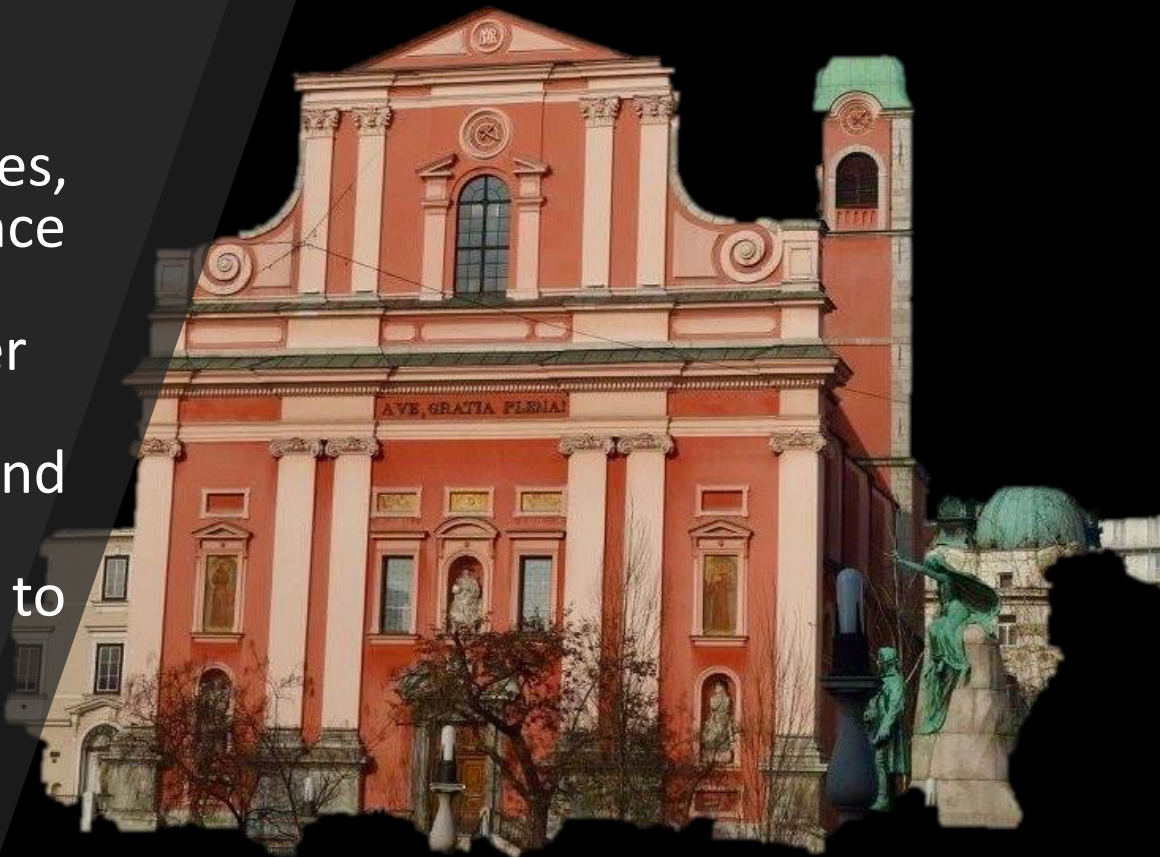


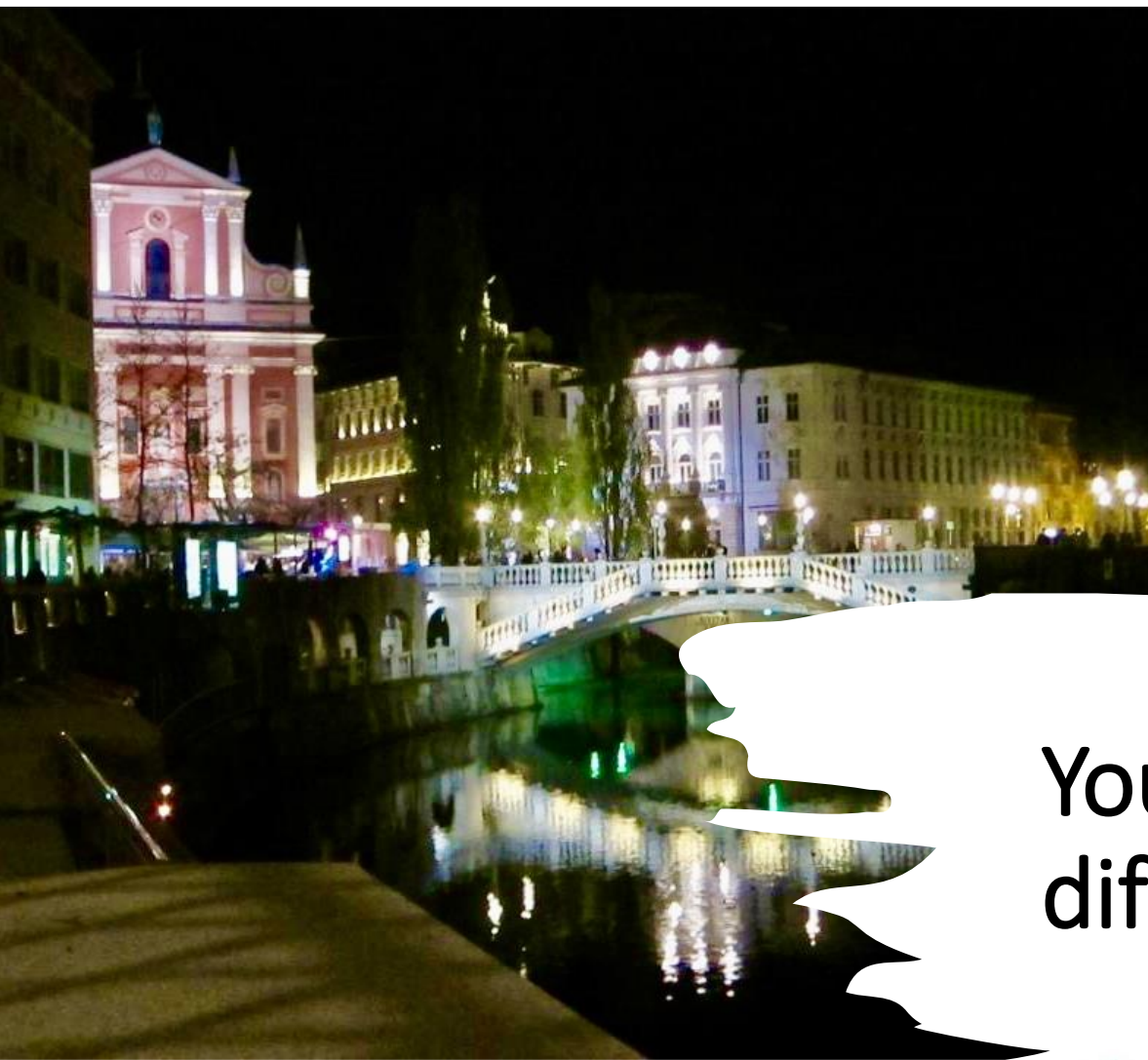
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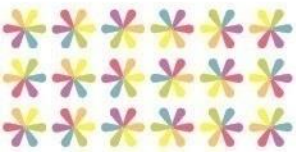
Connecting globally

- Educators can help our world recover
- Working with young people and their families, we can make a difference
- We can lay down the foundations for a better future
- The skills, knowledge and values you bring are crucial to recovery and to the young people you work with.





You can make a difference



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Thank you!