



International Storyline Conference

## **International Storyline Conference 3**

Enterprising Teachers – Designing For Effective Learning

27-29 October 2006

Glasgow Caledonian University, Glasgow

## **Conference Programme**

European Association for Educational Design  
in partnership with University of Strathclyde Centre for Enterprising Careers

[www.storyline-scotland.com](http://www.storyline-scotland.com)

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## Sponsors

**Many thanks to our sponsors and organisers for making this event possible**

- EED – European Association for Educational Design
- Enterprising Careers
- University of Strathclyde
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- See Glasgow

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- Learning and Teaching Scotland



# Welcome to Glasgow



It is with considerable pleasure that I invite you to participate in the Third International Storyline Conference. The two previous events were held in Denmark; the first in Aalborg in 2000 and the second in Elsinore in 2003.

It comes at an auspicious time in Scotland. In November 2004 the Curriculum Review Group in Scotland published its report entitled '*A Curriculum for Excellence*'. It proposed that the purposes of the curriculum should be 'to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors'. Many of us think that Storyline can make an important contribution in helping teachers and pupils to reach these aims.

Storyline had its beginnings in the Inservice Department of Jordanhill College of Education, now the Faculty of Education of Strathclyde University. Over the last thirty years this approach to learning and teaching has been adopted by teachers all over the world. The European association of Educational Design has accelerated this process with its regular seminars started in 1988. Now we present to you a programme which reflects the flexibility and robust qualities of this approach. Storyline is being used by teachers at all stages, from pre-school to secondary. It has also been adapted in some countries for use in upper secondary schools and in universities. It is being used to train nurses in Denmark and business managers in Denmark and Sweden. Many foreign language teachers find that Storyline provides the necessary context, audience and purpose to motivate exciting learning.

This conference is about sharing expertise and meeting an international group with similar aims and objectives. For teachers who often feel isolated in their schools and classrooms this is an opportunity for you to create your own network of contacts and to share common interests. We hope that a wide spectrum of educators—teachers in pre-school, primary and secondary, lecturers, curriculum designers, administrators, teacher trainers and parents—will be attracted to this event. All will be made very welcome.

**Steve Bell**  
Conference Chairman

**Fred W Rendell**  
Senior Lecturer - Staff Tutor Team from 1967-1989

As the leader of the Jordanhill Staff Tutor Team Fred was deeply involved in the early development of Storyline known at that time as Staff Tutor Topics.

His energy and enthusiasm were infectious and the workshop courses he led became extremely popular with class teachers in and beyond the West of Scotland. Fred always believed that teachers welcomed help in finding appropriate means to achieve the ends demanded by curriculum designers and educational theorists. He worked closely with teachers and children in schools and was always a welcome colleague. His sound educational thinking has contributed enormously to the continuing development of Storyline.

Sadly, ill health prevents him from joining us at this Third International Storyline Conference but he is delighted to know that so many educators are coming to Glasgow to share in the Storyline experience and to celebrate the success of this approach.



# Aims of the Conference

## **The Conference has several aims including:**

- Examining the development of the Storyline Approach in an international and interdisciplinary context
- Supporting practitioners who are already using the approach and who wish to extend their knowledge and interest
- Introducing newcomers to the practical methods and the teaching principles
- Exploring the teacher planning and implementation of constructivist learning
- Giving everyone a chance to discuss the approach and to share ideas about what Storyline means for them and how they would like to develop
- Presenting experiences from the work and research within the area and related areas
- Examining links between Storyline, Enterprise Education and a Curriculum for Excellence

It is our hope that the international mix of presenters and delegates will add value and quality to the proceedings.

## **Target Audience**

This conference should attract a wide range of people who are engaged in all forms of education. The programme includes presentations which deal with education ranging from pre-school, through primary and secondary to teacher training, university education, and management training.

# Organising Committee

Steve Bell	Chairman, European Association for Educational Design and Storyline Scotland
Sallie Harkness	Secretary, Educational Consultant and Storyline Scotland
Ian Barr	Educational Consultant, Research Associate, University of Glasgow Global Citizenship Unit. Ian created the painting that was used for the conference logo
Ruth Barr	Primary Adviser, Glasgow City Council Education Services
Linda Brownlow	Co-Director, Centre for Studies in Enterprise, Career Development and Work, University of Strathclyde Faculty of Education
Lesley Dunlop	Creative Links Officer, Glasgow City Council Education Services
Barbara Frame	Co-ordinator BEd (Hons) Primary, Moray House School of Education University of Edinburgh
Christine Higgison	Senior Education Officer and Head of Primary Schools, Glasgow City Council Education Services Directorate
Graham White	Head of the Department of Childhood and Primary Studies, University of Strathclyde Faculty of Education
Janice Neilson	Learning and Teaching Scotland
Marie Kelly	Adviser, East Renfrewshire Council Education Department
<b>Conference Organisers</b>	Meeting Makers Ltd Jordanhill Campus, 76 Southbrae Drive, Glasgow G13 1PP

*We have benefited from the guidance and assistance of Lorna Clarkson, Glasgow and Clyde Tourist Board and Laura Beaton, Ambassadorial Service in Glasgow*

# Conference Planner

## Saturday 28 October 2006

0800–0915	Registration – The Saltire Centre
0915–0930	Music to Start the Day – Carnegie Lecture Theatre (Charles Oakley Laboratories)
0930–0940	Welcome from Chairman Steve Bell
0940–1025	<b>Keynote Speaker 1</b> – Professor John MacBeath OBE in conversation with Dr Willie Haughey OBE
1025–1035	<b>Information on Group Sessions</b> – Sallie Harkness
1035–1100	Coffee/Tea Break – The Saltire Centre

### AM Sessions 1100–1245 Govan Mbeki Building

<input type="checkbox"/> A1   Room A313	<b>Creating a Storyline School</b> Jill Wells Lorna Karetnyk
<input type="checkbox"/> A2   Room A427a	<b>Two of a Kind</b> Dr Jos Letschert
<input type="checkbox"/> A3   Room A526c	<b>The Amazon Rainforest</b> Carol Jones Claire Ritzler
<input type="checkbox"/> A4   Room A426c	<b>Storyline – Under 8 &amp; Under its Spell</b> Liz Rose Carolynne McArthur Yvonne McBlain
<input type="checkbox"/> A8   Room A303a	<b>Spreading the Word by Classroom Practice</b> Björg Eiríksdóttir <b>Necessary Skills for the Storyline Teacher</b> Rosa Eggertsdóttir
<input type="checkbox"/> A10   Room A526f	<b>Dialogues in Storyline Work</b> Liv Torunn Eik <b>Collaborating for Success</b> Jeff Creswell & Colleagues
<input type="checkbox"/> A11   Room A526	<b>1+1=3: The Magic of Creativity &amp; the Ecology of Curricular Reflections</b> Hanne Lund Kristenssen <b>The kind of Education the Storyline Approach can provide</b> Cecilie Falkenberg
<input type="checkbox"/> A12   Room A303b	<b>Creative Dialogues</b> Gisela Ehlers Verna Brandford
<input type="checkbox"/> A13   Room A426	<b>Music Makes a Difference</b> Susan Fotheringham <b>Storyline &amp; Reggio Emilia</b> Karen Margrethe Sørensen

1245–1400	Lunch – Hamish Wood Building
1400–1445	<b>Keynote Speaker 2</b> – Dr Jonathan Neelands
1445–1515	Coffee/Tea Break – The Saltire Centre

### PM Sessions 1515–1700 Govan Mbeki Building

<input type="checkbox"/> B14   Room A426	<b>Authentic Assessment in Storyline</b> Rebecca Plaskitt
<input type="checkbox"/> B16   Room A426c	<b>Storyline &amp; ICT</b> Ylva Lundin
<input type="checkbox"/> B17   Room A526f	<b>Developing Metacognition &amp; Thinking Skills through Storyline</b> Ian Barr Barbara Frame
<input type="checkbox"/> B18   Room A303b	<b>Storyline in the Multi Ethnic Classroom</b> Knut Rune Olsen
<input type="checkbox"/> B19   Room A313	<b>Using Storyline in Foreign Language Teaching</b> a) Ona Leonaviciene b) Doris Kocher
<input type="checkbox"/> B20   Room A526	<b>Storyline &amp; Effective Teaching about the Human Body</b> Gunnhildur Óskarsdóttir <b>On the Road to Healthy Living – a health based Storyline</b> Todd Stewart-Rinier
<input type="checkbox"/> B21   Room A303a	<b>Drama, Story &amp; Learning</b> Marie-Jeanne MacNaughton
<input type="checkbox"/> B24   Room A526c	<b>“Joyning” the Learning</b> Margaret Byrne Elaine Wyllie
<input type="checkbox"/> B26   Room A427a	<b>Gaelic &amp; Storyline</b> Rosemary Ward

1830–1930	Civic Reception at Glasgow City Chambers, kindly hosted by Glasgow City Council Dress: informal
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Delegates make their own plans for dinner and evening entertainment

## Sunday 29 October 2006

0830–0930	Registration – The Saltire Centre
0930–0945	Music to start the day – Carnegie Lecture Theatre (Charles Oakley Laboratories)
0945–1030	Keynote Speaker 3 – Jackie Murphy
1030–1100	Coffee/Tea Break – The Saltire Centre

### AM Sessions 1100–1245 Govan Mbeki Building

- C27 | Room A303a **Storyline & Literacy – Starting with the Child**  
Carol Omand  
Lynda Bancroft
- C28 | Room A526c **Developing Metacognition & Thinking Skills through Storyline**  
Ian Barr  
Barbara Frame
- C30 | Room A526 **The Little People – a Storyline for 6-10 year olds**  
Liv Torun Eik  
Janne Fauskanger
- C32 | Room A526f **Close-up & Storyline**  
Jan Greven  
**Getting the Facts Straight**  
Jeff Creswell
- C33 | Room A523 **The Reflective Practitioner**  
Cecilie Falkenberg (in English)  
**Storyline, Computer Games & Subjects**  
Finn Mosegaard (In Danish)
- C34 | Room A313 **Storyline & Science**  
Gunnhildur Óskarsdóttir  
Ragnhiður Olafsdóttir  
**A Storyline for children with chronic illness**  
Edith Mark
- C35 | Room A426 **There are Words in my Head – How can I let them out?**  
Guðmundur Kristmundsson  
**Linking with Literacy in Book-Based Storylines**  
Sallie Harkness
- C36 | Room A426c **The Art Gallery Storyline**  
Karen Margrethe Sørensen
- C37 | Room A303b **Storyline in the Comenius Project – Creative Dialogues**  
Martina Kankowski  
Katrin Harder
- C38 | Room A423 **Using Storyline in Year 6 Classrooms**  
Paul Bertolotto  
Todd Stewart-Rinier
- C39 | Room A427a **Storyline in the National Literacy Programme & Website**  
Janice Neilson

1245–1400 Lunch – Hamish Wood Building

### PM Sessions 1400–1545 Govan Mbeki Building

- D40 | Room A303b **Creating a Storyline School**  
Jill Wells  
Lorna Karetnyk
- D42 | Room A526c **Storyline – Modes of Participation & Bringing Ownership out of Pupils' Heads**  
Riikka Hofmann  
Rebecca Plaskitt
- D44 | Room A303a **Sharing Responsibility**  
Hanne Lund-Kristensen  
Knut Rune Olsen
- D45 | Room A526f **There was a Princess Long Ago**  
Pamela Adamson  
**The Enchanted Forest**  
Lynda Bancroft
- D46 | Room A523 **The Aberfoyle Experience – Storyline & Curriculum Management**  
Carol Omand
- D47 | Room A426 **Ali Baba & the Forty Thieves – A Storyline for Foreign Language Teaching**  
Ona Leonaviciene  
**The Witches – A Storyline for Foreign Language Teaching**  
Doris Kocher
- D48 | Room A427a **Constructivism & Storyline**  
Dr Ulf Schwänke  
**Open Architectures & Democratic Learning**  
Terry Wrigley
- D51 | Room A313 **A Learning Journey**  
Barbara Frame  
Paul Bertolotto
- D52 | Room A426c **Parents & Children Writing Stories Together**  
Sue Ellis  
Gill Friel  
**Storyline & Critical Literacy**  
Dr Vivienne Smith
- D53 | Room A526 **Building Mathematical Storyline Contexts**  
Janne Fauskanger  
**Storyline Reflection**  
Sarah Jones
- D54 | Room A423 **An Example from an energy Storyline**  
Ylva Lundin  
**Knowing one's 'why', finding one's 'how'**  
Erik Lindberg

1545–1615 Coffee/Tea Break – The Saltire Centre  
1615–1700 Keynote Speaker 4 – Professor Brian Boyd  
Carnegie Lecture Theatre  
(Charles Oakley Laboratories)  
1700–1715 Closing Speech

## Monday 30 October 2006

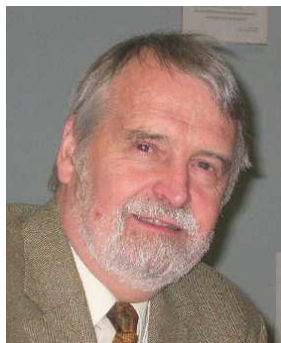
### School Visits 0930–1230

0930–1230 **Optional** School Visits – details at registration

# Keynote Speakers – Saturday 28 October

## Professor John MacBeath OBE

Chair of Educational Leadership, Institute of Education, University of Cambridge



John is the Chair of Educational Leadership at the University of Cambridge and Director of Leadership for Learning: the Cambridge Network. Until 2000 he was Director of the Quality in Education Centre at the University of Strathclyde in Glasgow. As well as his interest and research on leadership he has for the last decade worked with schools, education authorities and national governments on school self-evaluation. Four books on self-evaluation, published in the last three years, have been addressed mainly to a teacher and management readership. These include *'Schools Must Speak for Themselves'*, *'Self-Evaluation in European Schools'*, *'Self-evaluation: what's in it for schools?'* and *'Self-evaluation in the Global Classroom'* – all published by Routledge. All four books derive from collaboration with schools, with teachers and schools students. The *'Global Classroom'* book being written mainly by school students in eight different countries. Issues in School Improvement, a CD-rom resource for schools in Hong Kong, contains many of these self-evaluation tools in both English and Chinese. He has acted in a consultancy role to the Organisation for Economic Co-operation and Development (OECD), UNESCO and ILO (International Labour Organisation), the Bertelsmann Foundation, the Prince's Trust, the European Commission, the Scottish Executive, the Swiss Federal Government, the Varkey Group in Dubai (Emirates) and the Hong Kong Education Department. He was a member for the Government Task Force on Standards from 1997–2001 and was awarded the OBE for services to education in 1997.

## Dr Willie Haughey OBE

Chairman, Scottish Enterprise Glasgow



Willie Haughey is a man of inspiration who is deeply interested in designing and developing skills training programmes for young people. He has won many awards over recent years. Amongst these are Entrepreneur of the Year' 1999 and 2000, 'Business Man of the Year' in 2003, Great Scot of 2005 and he was the recipient of the Glasgow 'Loving Cup' presented by the Lord Provost for his outstanding work for Charity. Born in the heart of Glasgow he trained as a refrigeration and air-conditioning engineer and worked for some time in the Middle East before starting his own business in his home city. His Company, set up in 1985 with seven employees is now one of the UK's largest specialist refrigeration and facilities management companies employing over 10,500 people. The significance of his contribution to Scottish society was recognised recently when he received an honorary doctorate from Glasgow Caledonian University. As well as his many business interests he was a Director of Celtic Football Club from 1994 to 1997 and his Family Charitable Trust has donated over £3m to charity.



# Keynote Speakers – Saturday 28 October

## Dr Jonathan Neelands



Reader in Drama and Theatre Education, Institute of Education, University of Warwick (2003) He is also Deputy Director of Research, National Academy for Gifted and Talented Youth (2005–2007)

Jonathan is a noted author and researcher with many publications in the area of educational drama. Over recent years he has been recognised internationally with appointments such as; Lansdowne Visiting Scholar – University of Victoria, B.C. Canada; 1995: Sara Spencer Award for Excellence in Teaching (nominee) American Alliance for Theatre Educators; 1998: Visiting Professor – Emerson College 2000–2004 and Visiting Scholar – New York University 2003–2004

## Conference Group Sessions A

Saturday 28 October 2006 – Morning Session, Govan Mbeki Building

Sat | am | A1  
Room A313

Ages 3-11  
Best Practice

### Creating a Storyline School

Jill Wells, Deputy Headteacher at Malton CP School & Lorna Karetnyk, Deputy Headteacher at Kirkbymoorside CP School, North Yorkshire, England, sharing how they introduced and are continuing to develop and disseminate the Storyline ethos within their schools in North Yorkshire, England

Sat | am | A2  
Room A427a  
Curriculum &  
Pedagogy

### Two of a Kind – a matter of supply and demand

Dr Jos Letschert, Professor, Educational Adviser and Researcher, University of Twente, The Netherlands. An exploration of the fragile balance between curricular content and the questions of learners in the context of Storyline

Sat | am | A3  
Room A526c

Drama / Arts

### The Amazon Rainforest – An adventure in Creative Arts and Curriculum Integration

Carol Jones, Director of Alliance Theatre Institute for Educators & Claire Ritzler, Alliance Theatre Teaching Artist, Atlanta, Georgia, USA. This interactive workshop demonstrates curriculum integration in science, language arts, social studies and drama. Storyline episodes use puppetry, teacher in role, story enactment and other drama strategies to explore the children's book, The Great Kapok Tree by Lynne Cherry

Sat | am | A4  
Room A426c

Ages 5-8

### Storyline – Under 8 and under its spell

Liz Rose, Curriculum Support Officer, Carolynne McArthur & Yvonne McBlain, Creativity Team, Falkirk Council, Scotland. An outline of how we have developed a flexible approach to Storyline with young learners in Falkirk Schools. The workshop will identify the links to citizenship and enterprising education along with the direct impact on children's learning

Sat | am | A8  
Room A303a

Best practice

Teacher Training

#### a) Spreading the Word by Classroom Practice

Björg Eiríksdóttir, Teacher and Educational Consultant, Kársnesskóli, Kópavogur, Iceland, describes how Storyline helps the teacher to be more daring and effective in influencing pupils to come up with their own ideas and make them happen. This makes the students more interested and they become better learners—making the teacher happy

#### b) Necessary Skills for the Storyline Teacher

Rósa Eggertsdóttir, Consultant, University of Akureyri, Iceland. The Storyline approach has its own characteristics which set it apart from traditional classroom practices. This paper addresses the different role of the teacher and what main skills she needs to emphasis when teaching by the approach

Sat | am | A10  
Room A526f

Theory

Best practice

a) **Dialogues in Storyline Work**

Liv Torunn Eik, Assistant Professor, Vestfold University College, Toensberg, Norway, presents the Norwegian professor Olga Dysthe's dialogical learning strategies related to Storyline. How can Key Questions in Storyline Work be followed by dialogues based on both writing and talking in order to create more active and effective learning?

b) **Collaborating for Success**

Jeff Creswell, Susan Beard, Claire Cofsky & Ned Hascall, Teachers of ages 9-12, Metropolitan Learning Center, Portland, Oregon, USA. Enterprising teachers must learn new models of working together in order to respond to an increasingly complex school environment. The team will share slides, student work samples and topic outlines for Storylines which involve multiple classes of students — multimedia presentation followed by discussion

Sat | am | A11  
Room A526

Theory

a) **1+1=3: The Magic of Creativity & the Ecology of Curricular Reflections**

Hanne Lund Kristensen, Assistant Professor, Department of Pedagogy, Faculty of Arts, Folk Culture and Teacher Education, Telemark University College, Norway. What might happen when you mix deep ecology, pedagogy, didactic, play and art? This lecture presents the philosophical, theoretical and practical aspects of such a mixture, by drawing a picture of creativity as a vital force in life, Storyline and the enterprising school

b) **The kind of Education the Storyline Approach can provide but only if...**

Cecilie Falkenberg, Educational Consultant, University College (CVU) Copenhagen. You could ask if a Storyline project is always a Storyline project. The answer would be yes! But all Storyline projects are not the same. What are the common features of a Storyline project and what are the special features that provide a good education? How does it provide enterprising ideas?

Sat | am | A12  
Room A303b

Teacher Training

**Creative Dialogues – a Comenius Project on: Storyline in Language Classes**

Gisela Ehlers, Teacher Trainer, IQSH Kiel, Germany, Director of Project, & Verna Brandford, Education Lecturer, Professional Studies Coordinator, Institute Partnership Manager, Institute of Education, University of London, give a report and examples of the work and the outcome of a Sokrates project that was focussed on producing a trainer module for presenting the Storyline as an innovative method for the language classroom

Sat | am | A13  
Room A426

Music

Ages 3-6

a) **Music Makes a Difference**

Susan Fotheringham, Head Teacher, Queen Mary Street Nursery School, Glasgow, examining the proposition that by enriching individual and collaborative learning experiences, promoting attainment and achievement, music can be a catalyst for increased community confidence

b) **Storyline & Reggio Emilia – Linking the Thinking**

Karen Margrethe Sørensen, Teacher and Consultant, Broager, Denmark. The creative pedagogy of Reggio Emilia and the constructive teaching method of the Storyline approach share many elements – such as: respect, documentation, learning by doing, research and creativity

## Conference Group Sessions B

Saturday 28 October 2006 – Afternoon Session, Govan Mbeki Building

Sat | pm | B14  
Room A426

Best practice

**Designing Authentic Assessments Within a Storyline Model**

Rebecca Plaskitt, Teacher and Storyline Tutor, Portland, Oregon, USA. This presentation will focus on how to include a variety of assessment opportunities within a Storyline. The connection between curriculum benchmarks and authentic assessment will be included. Practical examples and ideas for planning will be shared. Multimedia presentation followed by discussion

Sat | pm | B16  
Room A426c

ICT

**Storyline & ICT**

Ylva Lundin, Educational Consultants, Gothenburg, Sweden. This lecture is for teachers who are interested in how to use ICT in a creative way. It contains practical examples and shows how students in different age groups could produce their own radio programs, TV news, magazines, digital stories and animations supported by their teachers, different media archives and software.

Sat | pm | B17  
Room A526f

Best Practice

### **Developing Metacognition & Thinking Skills through Storyline**

Ian Barr, Educational Consultant, Scotland & Barbara Frame, Programme Co-ordinator BEd (Hons) Primary Education, Edinburgh University, Scotland, demonstrating through a workshop how thinking skills can be taught through the Storyline approach

Sat | pm | B18  
Room A303b

Best Practice

### **Storyline in the Multi-Ethnic Classroom**

Knut-Rune Olsen, Assistant Professor, University College of Vestfold, Toensberg, Norway. According to research learning in multi-ethnic classrooms will be more effective if the teachers actively treat multiculturalism as an advantage and a positive focus in the curriculum and not a problem. This workshop focuses on how Storyline can be used in the multi-ethnic classroom (in Norwegian)

Sat | pm | B19  
Room A313

Foreign  
Language

#### **a) Using Storyline in Foreign Language Teaching**

Ona Leonaviciene, Teacher, Marijampole Marijonu Secondary School, Lithuania, describes how Storyline gives possibilities to learn foreign languages in more natural linguistic situations

#### **b) Doris Kocher, Lecturer, Pädagogische Hochschule, Freiburg / University of Education, Germany, presenting a variety of positive aspects and principles concerning the use of Storyline in the foreign language classroom followed by a discussion of possible problems and solutions**

Sat | pm | B20  
Room A526

Health & Body

#### **a) Storyline & Effective Teaching about the Human Body**

Gunnhildur Óskarsdóttir, Lecturer Kennaraháskóla Íslands, Reykjavik. In the lecture results from my PhD research about the development of children's ideas about the body will be discussed and how children's ideas and experience can be used as a starting point for learning. The emphasis will also be on the importance of social interaction and different teaching methods and also on how the quiet pupils can be involved. How this all fits into the Storyline approach as a design for effective teaching and learning will also be discussed

#### **b) On the Road to Healthy Living – a health based Storyline**

Todd Stewart-Rinier, Teacher, Portland, Oregon, USA. A multimedia presentation in which I will share my experiences with a Storyline that explores healthy and un-healthy behaviours, body systems and helps students learn skills for healthy living. A discussion will follow the presentation

Sat | pm | B21  
Room A303a

Drama

### **Drama, Story & Learning**

Marie Jeanne McNaughton is a Senior Lecturer in the Department of Childhood and Primary Studies at the University of Strathclyde and the editor of Drama Journal. This interactive workshop will look at exciting techniques for working with children to create extended story-drama, to bring stories to life and develop characters and to explore situations through Storyline based drama

Sat | pm | B24  
Room A526c

Ages 5-11

### **“Joyning” the Learning**

Margaret Byrne of “ Learning Unlimited” & Elaine Wyllie, Teacher, St Ninian's Primary School, Stirling, will discuss bringing enjoyment back to learning by adopting cross curricular and holistic approaches in primary school classrooms — DVD presentation & discussion

Sat | pm | B26  
Room A427a

Language

### **Storyline in a Gaelic Medium Immersion Context**

Rosemary Ward, Educational Director, Bord-na-Gaidhlig, Inverness, Scotland. The presentation will give an example of how Storyline can be used in Scottish classrooms to provide a context that provides an audience and purpose for language practice and the development and extension of vocabulary. Ownership of the story is central to the motivation which is so important in stimulating young learners in using and improving their second language

# Keynote Speakers – Sunday 29 October

## Jackie Murphy

Arts-in-education Consultant



Jackie Murphy is an arts-in-education consultant. During her tenure at the Chicago Teachers' Center, Northeastern Illinois University, her work focused on integrating arts across the core curriculum in Chicago. She served as director of Arts at the Center of Teaching and Learning, co-director of a federally funded Drop-Out Prevention initiative and as founder/director of the Lakeview Education and Arts Partnership (LEAP), which has gained international attention. As an artist she has collaborated with teachers in over 25 schools to raise student achievement through drama and playwriting,

Jackie designs and implements professional development seminars and graduate level classes for teachers, artists and school leaders. Her current projects include integrating the arts into pre-service teaching, professional development literacy collaborations with Chicago Shakespeare and Steppenwolf Theaters, arts integration program evaluation, and replication efforts for arts integrated schools in Scotland. She devoted 12 years to teaching English in middle and secondary schools. She is a published writer of fiction.

## Professor Brian Boyd

Faculty of Education, University of Strathclyde



Brian has worked in the Faculty of Education for twelve years after a career in secondary education which saw him hold two posts of Head Teacher as well as Education Officer and Chief Adviser. He is Professor of Education, based in the Language Education Division of the Department of Curricular Studies. His MEd was in Educational Policy-Making at school level and his PhD focused on the 10-14 Report as a case study in Policy Making nationally. He was a member of the Ministerial Review Group on the curriculum 3-18 which produced the report '*A Curriculum for Excellence*'.

Brian is also a co-founder, with Katrina Bowes, of 'Tapestry', a ground-breaking new organisation set up to bring leading edge thinking about learning to Scotland, in partnership with local authorities and others.

He is in demand as a speaker at conferences, as a staff developer, as a tutor in management courses and as a consultant to local authorities and schools. He writes frequently, and challengingly, for the educational press in Scotland and published widely in educational journals and books. He is currently editor with Hodder Gibson of a new series of books aimed at teachers as part of their CPD and he is author of two of the first four titles – '*Primary-Secondary Transition*' and '*Improving Professional Practice*' to be published in 2005.

## Conference Group Sessions C

Sunday 29 October 2006 – Morning Session, Govan Mbeki Building

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Sun | am | C27  
Room A303a

Literacy

### **Storyline & Literacy – Starting with the Child**

Carol Omand, Head Teacher, Gartconner Primary, Kirkintilloch & Lynda Bancroft, Teacher, Aberfoyle Primary, Scotland. With the focus on child centred learning, this presentation will explore a wide range of exciting possibilities to stimulate, encourage and motivate talking, listening, reading and writing through the use of a Storyline approach. Come on a journey with us through the Enchanted Forest and other places, through the eyes of children and find out more

Sun | am | C28  
Room A526c

Best Practice

### **Developing Metacognition & Thinking Skills through Storyline**

Ian Barr, Educational Consultant, Scotland & Barbara Frame, Programme Co-ordinator BEd (Hons) Primary Education, Edinburgh University, Scotland, demonstrating through a workshop how thinking skills can be taught through the Storyline approach

Sun | am | C30  
Room A526

Social  
Competence/  
Mathematics

### **The Little People – a Storyline for 6-10 year olds**

Janne Fauskanger, Assistant Professor, University of Stavanger & Liv Torunn Eik, Assistant Professor, Vestfold University College, Norway. This Storyline is focused on developing the pupils' social competence as well on aims from mathematics and mother language instructions – presented as a workshop

Sun | am | C32  
Room A526f

Social Sciences

Social History &  
Development

#### a) **Close-Up & Storyline**

##### **Working with delicate historical, geographical and social topics**

Jan Greven, Curriculum Designer for Geography and Cross Curricular Issues, Institute for Curriculum Development (SLO) Enschede, The Netherlands. Dutch slavery is used as an example to introduce the close-up idea as the core, the crystallisation point of such topics. The close-up is the starting point for the plot of a Storyline that makes the children understand the vital importance of the topic

#### b) **Getting the Facts Straight– How to develop a Historical Storyline**

Jeff Creswell, Teacher of children ages 11-12, Metropolitan Learning Center, Portland, Oregon, USA. This lecture/discussion will provide teachers the opportunity to explore the various ways that history topics can be developed in the classroom. Ideas for the use of information packets, internet pathways, primary source materials will be shared. Storyline is ideally suited to encourage students to look deeply at historical events

Sun | am | C33  
Room A523

Teacher Training

ICT

#### a) **'The Reflective Practitioner' to teach learning philosophy**

Cecilie Falkenberg, Educational Consultant, University College (CVU) Copenhagen. In Denmark teacher students these days often learn about the Storyline approach during their studies. In other lessons they are taught about learning philosophy. The project presented in this session aims to teach students the latter by using the first (in English)

#### b) **Storyline, Computer Games & Subjects**

Finn Mosegaard, Pedagogical Adviser, Amtsentret for Undervisning / Spøttrup Kommune, Skive, Denmark. Computer Games can be an important part of a subject-based education if Storyline is the didactical scaffold (in Danish)

Sun | am | C34  
Room A313

Science

Health &  
Development

#### a) **Storyline & Science– Topic Books for Younger Children**

Gunnhildur Óskarsdóttir, Lecturer, Kennaraháskóli Íslands, Reykjavík, Iceland and Ragnheiður Hermannsdóttir, Teacher, Háteigsskóli, Reykjavík, Iceland. This lecture will discuss how Storyline can be used as an ignition or a starting point into further work about different themes such as the car, the kitchen, the mountains and the harbour. All these themes include a lot of science activities and information to be collected and explored from different sources

#### b) **A Storyline for children with chronic illness**

Edith Mark is a registered Nurse and PhD Student, Forskningsenhed for Klinisk Sygepleje, Aalborg Sygehus, Århus Universitetshospital, Aalborg, Denmark. An illustrated lecture describing Danish research into how & why the narrative can be used by nurses in a promotion of health to children with special demands for eating (especially children with diabetes and overweight children)

Sun | am | C35  
Room A426

Literacy

a) **There are Words in my Head – how can I let them out?**

Guðmundur Kristmundsson, Associate Professor, Iceland University of Education (Kennaraháskóli Íslands) Reykjavik, Iceland. This lecture will discuss how Storyline could be used to increase vocabulary and understanding of concepts and words. In this, using Storyline could form a base for further learning

b) **Linking with Literacy in Book-Based Storylines**

Sallie Harkness, Educational Consultant, Storyline Scotland, Glasgow. Sallie will argue that Book-Based Storylines match all the criteria of 21st century thinking on Literacy Education as they put texts at the heart of the learning process

Sun | am | C36  
Room A426c

Art

**The Art Gallery Storyline**

Karen Margrethe Sørensen, Teacher and Educational Consultant, Broager, Denmark. The starting point for this session will be the visual pedagogy of Reggio Emilia. "Paintings can be used for information and communication. By creating paintings, the children are allowed to communicate observations, feelings, thoughts, ideas and fantasies". During the workshop, the participants will create an "Art Gallery" with their own paintings. The workshop will be presented as a Storyline

Sun | am | C37  
Room A303b

Foreign Language

**Storyline in the Comenius Project – Creative Dialogues**

Martina Kankowski, Teacher Trainer, IQSH Kiel & Katrin Harder, Language Teacher and Adviser, Berlin, Germany, present a Storyline for the language classroom Castle Hotel (Das Schlosshotel) that was designed in the Comenius project Creative Dialogues and tried out by European teacher tandems

Sun | am | C38  
Room A423

Ages 9-11

a) **Using Storyline in Year 6 Classrooms**

Paul Bertolotto, Teacher, Edinburgh Academy, Scotland

- b) **Todd Stewart-Rinier**, Teacher, Portland, Oregon USA. Discussion and sharing of Storylines which work well with children ages 9,10 and 11. I will share my personal experiences (successes and failures) with Storylines I have used with this age group

Sun | am | C39  
Room A427a

Literacy

**Storyline & the Curriculum for Excellence National Literacy Programme & Website**

Janice Neilson of Learning and Teaching Scotland. How does Storyline relate to the Curriculum for Excellence? Sharing this and other good practice on the Learning & Teaching Scotland Literacy Website

## Conference Group Sessions D

Sunday 29 October 2006 – Afternoon Session, Govan Mbeki Building

Sun | pm | D40  
Room A303b

Whole School Approach

**Creating a Storyline School**

Jill Wells, Deputy Headteacher at Malton CP School & Lorna Karetnyk, Deputy Headteacher at Kirkbymoorside CP School, North Yorkshire, England, sharing how they introduced and are continuing to develop and disseminate the Storyline ethos within their schools and North Yorkshire, England

Sun | pm | D42  
Room A526c

Best Practice

**What & Where is "Ownership of Learning"?**

**Storyline, Modes of Participation and Bringing Ownership Out of Pupils' Heads**

Riikka Hofmann, PhD Student, University of Cambridge, England & Rebecca Plaskitt, Teacher, Portland, Oregon, USA, discuss Riikka's research in Rebecca's Storyline classroom, taking a fresh look at the idea of "ownership of learning"

Sun | pm | D44  
Room A303a

Best Practice

**Sharing Responsibility –**

**How can children learn to plan, organise & evaluate their own learning?**

Hanne Lund-Kristensen & Knut Rune Olsen, Vestfold College, Toensberg, Norway. In this workshop the presenters offer a didactic model that can be used by both teacher and learner. Through examples and training, the participants will learn how to implement this flexible and creative model into their own way of Storyline teaching (in Norwegian)

Sun | pm | D45  
Room A526f

Early years

a) **There was a Princess Long Ago – Storyline success with 5 year olds**

Pamela Adamson, Head Teacher, Larbert Village Primary, Falkirk, Scotland, tells the story of a joint project between her school and Falkirk Council's Creativity Team. Her presentation will demonstrate the positive impact the Storyline approach had on the children themselves and the effective structure it provided in delivering a cross-curricular approach to learning and teaching

b) **The Enchanted Forest – a Storyline for 4-5 year olds**

Lynda Bancroft, Teacher, Aberfoyle Primary, Stirling Council, Scotland. This presentation describes the presence of "Brambleberry the Elf" in her classroom encourage the pupils to explore the forest environment and develop their language skills

Sun | pm | D46  
Room A523

Curriculum

**The Aberfoyle Experience – Storyline & Curriculum Management**

Carol Omand, formerly Head Teacher of Aberfoyle Primary, Stirling Council, Scotland. This presentation will focus on the use of a Storyline approach to provide curriculum flexibility, creativity and design, cross curricular skills and as a motivational tool for continuing staff development. It will also provide a focus for curriculum management

Sun | pm | D47  
Room A426

Foreign Language

a) **Ali Baba & The Forty Thieves – a Storyline for foreign language teaching**

Ona Leonaviciene, Teacher, Marijampole Marijonu Secondary School, Lithuania, describes how to engage learners in meaningful linguistic activities using the ideas of the fairytale

b) **The Witches – a Storyline for foreign language teaching**

Doris Kocher, Lecturer, Pädagogische Hochschule, Freiburg / University of Education, Germany, presents The Witches Storyline (products and processes) and then shares her experiences of other Storyline projects for the foreign language classroom in secondary school

Sun | pm | D48  
Room A427a

Theory

Curriculum Development

a) **Constructivism & Storyline**

Dr Ulf Schwänke, Trainer in Adult Education and University Lecturer, Techniker Krankenkasse (health insurance company) and Universität Hamburg, Germany, talking about how our imaginations shape our perception of reality – and how Storyline teachers can make use of this concept

b) **Open Architectures & Democratic Learning**

Terry Wrigley, Senior Lecturer, Educational Studies, University of Edinburgh, Moray House School of Education. This session will examine the relationships between Storyline, Project Method and Design Challenges as opportunities for more democratic learning

Sun | pm | D51  
Room A313

Teacher Training

**A Learning Journey: From Storyline in university to teaching Storyline for real**

Barbara Frame, Programme Co-ordinator BEd (Hons) Primary Education, Edinburgh University, Scotland & Paul Bertolotto, Class teacher, Edinburgh Academy, Scotland describing how university work can prepare student teachers to teach Storyline

Sun | pm | D52  
Room A426c

Literacy

a) **Parents & Children Writing Stories Together**

Sue Ellis, Senior Lecturer, University of Strathclyde, Faculty of Education, Glasgow & Gill Friel, Head Teacher, St Ninian's Primary, Stirling. The home-school writing project involves parents and children writing and publishing a story together at home. Parents value the creativity of the approach and the confidence it develops, in addition to developing generic skills such as time management and organisation

b) **Storyline & Critical Literacy**

Dr Vivienne Smith, Lecturer and Researcher, University of Strathclyde, Faculty of Education, is presently engaged on a research project linking Storyline with Critical literacy. This presentation will be related to her findings

Sun | pm | D53  
Room A526

Mathematics

Best Practice

a) **Building Mathematical Storyline Contexts**

Janne Fauskanger, Assistant Professor, University of Stavanger, Norway. This lecture will focus on how to build Storyline contexts and at the same time focus on how the context can be built with a view to develop each student's mathematical knowledge

b) **Storyline Reflection**

Sarah Jones, Storyline Teacher, Portland, Oregon USA. Reflection at the end of each topic is vital, both for the student and for the teacher. I will show how the Topic Book is used as a reflection for students and then how I have created the class topic book to showcase the entire class's Storyline. I will discuss its importance in the reflection process and how we can use it to improve aspects of future Storylines

Sun | pm | D54  
Room A423

Social Science

Teacher Training

a) **Storyline gives greater knowledge – An example from an energy Storyline**

Ylva Lundin, Educational Consultant, Alingsås, Sweden, talks about a Storyline where the students created an energy saving compound. An investigation shows that the students knowledge was greater compared to a national survey. Images from classrooms will illustrate the students' work

b) **Knowing one's 'why' means finding one's 'how'**

Erik Lindberg, Author, Language Teacher and Lecturer at the University College of Borås, Sweden gives a report and discusses examples of the work and the outcome of a post graduate commissioned education course (in service, 7,5 ECTS) that was focused on linking practical Storyline work and constructivist theories

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## Notes





# Notes



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**ACCESS TO THE UNIVERSITY**

**Vehicle Entrance**

From Cowcaddens Road - A

**Pedestrian Entrance**

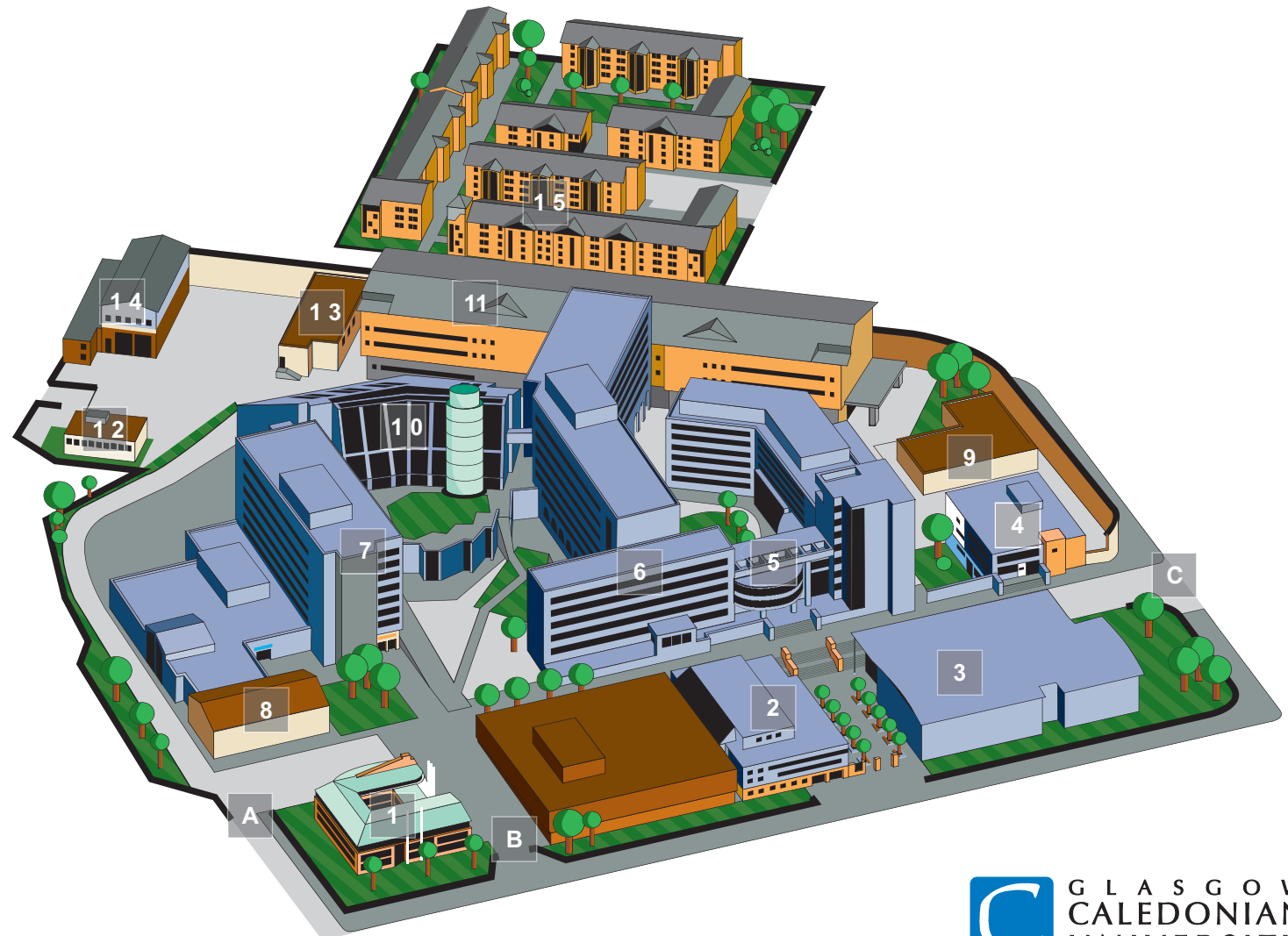
From Cowcaddens Road - B

**Disabled Parking Entrance**

From North Hanover Street - C

**UNIVERSITY BUILDINGS**

- Britannia Building 1
- CLIC: Caledonian Library & Information Centre 2
- Arc Health & Fitness Facility 3
- North Hanover Building 4
- Govan Mbeki Building 5
- George Moore Building 6
- Hamish Wood Building 7
- Students' Association Building 8
- Occupational Health Unit 9
- The Saltire Centre 10
- Charles Oakley Laboratories 11
- Nursery 12
- Teaching Block 13
- Milton Street Building 14
- Caledonian Court 15



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