

10<sup>TH</sup>

anniversary

# FESTIVAL OF EDUCATION

Wellington college

## FESTIVAL CONTENT

10TH FESTIVAL OF EDUCATION  
WELLINGTON COLLEGE

20 - 21 June 2019 | [educationfest.co.uk](http://educationfest.co.uk)

LISTINGS CORRECT AS AT 25.04.19 - SUBJECT TO CHANGE

BROUGHT TO YOU BY

**LSECT**  
LEARNING & SKILLS  
EVENTS CONSULTANCY & TRAINING



WELLINGTON  
COLLEGE

HEADLINE PARTNER



Pearson

FESTIVAL PARTNERS

**BBC** Learning

**COGNITA**  
An inspiring world of education

**SCHOOLS  
WEEK**



# FESTIVAL CONTENT

## BE PART OF THE PREMIER EDUCATION EVENT OF THE YEAR



**W**e're delighted to announce the first 250 speakers for this year's Festival of Education.

This year we will celebrate the tenth anniversary of the Festival of Education, which has grown from a thought-forum to the most important, interesting and inspirational event in the education calendar.

The Festival continues to attract education's most forward-thinking innovators, practitioners, influencers, politicians, journalists and business leaders which makes it the valuable experience it is, for so many.

In 2019 we plan to deliver more than ever, defining and evolving the education debate to ensure we continue to lead, stimulate, discuss and showcase that which is so important for future society.

Following the 2018 Festival, we have listened to feedback and so we have made further enhancements to the timings, structure and layout for 2019, including the use of the new Cultural Centre, an architectural award-winning theatre recently opened at Wellington College.

Over the coming weeks we will be

announcing our headline speakers and the line-ups for our Literary Festival, Wellbeing Summit and Festival Strands.

Outlined in this brochure you will find details of the sessions being held by day. Four weeks before the event we will publish the finalised timings for the Festival. With almost 300 sessions speakers taking place we want to ensure there are minimal changes to the published agenda.

This brochure is intended to provide a sample of the content on offer at this year's Festival, we still have over 100 further sessions to announce. We will publish the latest information via the website.

We look forward to welcoming you to the education event of 2019, The Festival of Education at Wellington College.

**Shane Mann & Iain Henderson**  
Festival Directors

During May we will be announcing our headline speakers for 2019

Over 4,000 people will attend the Festival across two days

Over 250 speakers will speak at this year's Festival of Education!

Alongside our core content we will also be hosting a series of strands at the Festival, including:

**Literary Festival** | Thursday & Friday  
**Alternative Provision** | Thursday & Friday  
**Wellbeing Summit** | Thursday & Friday  
**Research Ed** | Thursday  
**Women Ed** | Thursday  
**SEND** | Friday  
**New Voices** | Friday  
**Headteachers' Roundtable** | Friday

Content for these strands will be announced in May, look out for further updates.

In May we will announce the line-up for this year's Literary Festival which is run in partnership with John Catt Educational.





# DAY ONE CONTENT

Further content to be announced, all listings are subject to change. Session timings will be announced four weeks before the Festival.

## DAY ONE | Thursday 20 June 2019

### CURRICULUM

#### BUILDING A CURRICULUM GROUNDED IN EVIDENCE ABOUT HOW CHILDREN LEARN.

There is a lot of discussion around curriculum at the moment, but very few practical examples of how to design programmes of study and units of work. At Reach Academy, an all through school in Feltham, primary and secondary teachers have been collaborating over the last three years to design curriculum programmes which are intelligently sequenced, coherent in approach and underpinned by evidence from cognitive psychology in how children learn. In this session Jon will share examples of the materials being used and the research principles at the heart of the approach. Jon Hutchinson is head of curriculum development at Reach Academy Feltham, and a tutor on Ambition Institute's Masters in Expert Teaching. He had taught across Key Stages 1 and 2 as a primary teacher, and currently teaches A Level. Jon has also acted as an expert advisor to the Department for Education, the Standards and Testing Agency, and Ofsted.

*Jon Hutchinson*

#### COHERENT CURRICULUM PROGRAMMES -- WHAT ARE THEY? HOW CAN THEY HELP?

England's education policy world loves to debate what should be in the National Curriculum, but it has been much less

successful in ensuring fidelity of implementation to whatever plans are agreed. In this session, John Blake will discuss his work as a teacher, think tank head of education and now multi-academy trust curriculum designer in seeking to solve that problem with detailed "oven ready" resources, rooted in disciplinary thinking and backed by training. He'll discuss both how that should work and some of the common objections to these ideas, and explain why he thinks this can improve teaching and reduce

*John Blake*

#### EDUCATING FOR THE MODERN WORLD: HOW TO PREPARE YOUNG PEOPLE FOR THE WORKPLACE

Teachers, school leaders and employers alike recognise that education must be about more than qualifications alone; developing behaviours and attributes such as resilience, aiming high, and team work are vital in supporting young people to succeed in life and work. In fact, 'work readiness' was rated the most important factor when recruiting education leavers by 45% of CBI members. The CBI will present the findings of their recent report on 'work readiness', including the types of skills, behaviours and aptitudes employers value when recruiting. Delegates will also learn how to support pupils to develop these skills.

*John Cope*

#### NURTURING COMPASSIONATE CITIZENSHIP: A RESEARCH INFORMED APPROACH

Prior to Amanda Spielman's emphasis on curriculum, the Cambridge Primary review recommended that primary curriculum reflect schools' contexts and communities. Curricula design, however, is no longer (and has not been for some decades now) on initial teacher training courses nor generally a topic of professional development in schools. In this session, the headteacher of the first University Training School for primary education will share the process by which they arrived at an intellectually robust curriculum design, rooted in academic research and with a commitment to nurture Compassionate Citizenship.

*Dr James Biddulph*

#### THE LEARNING SKILLS CURRICULUM: RAISING THE BAR, CLOSING THE GAP AT GCSE

In 2010, James Mannion, Kate McAllister and their colleagues at 'Sea View' set out to re-conceptualise Learning to Learn as a complex intervention, comprised of multiple research-informed practices. This resulted in the Learning Skills curriculum, a whole-school approach to teaching and learning rooted in metacognition, self-regulation and oracy. An 8-year pilot study found that Learning Skills led to significant gains in academic attainment, with accelerated gains among students from disadvantaged backgrounds. In this

## DAY ONE | Thursday 20 June 2019

talk, James and Kate will outline the thinking behind the programme and provide practical advice for schools seeking to replicate these findings.

*James Mannion and Kate McAllister*

#### THE WEAPONISATION OF ENGLISH.

The session will argue that the values inherent in the English and English Literature secondary curriculum, are considerably out of synch with the values espoused by employers, publishers, the media and the real world students are being prepared for. It will examine the way English is actually used today in business, politics, publishing and public discourse and compare that with what the English and English Literature curriculum actually teach children to be able to do.

*Joe Nutt*

### DIVERSITY

#### ENGENDERING CHANGE: A WHOLE SCHOOL APPROACH TO CELEBRATE DIFFERENCE

EnGendering Change: A Whole School Approach to Celebrate Difference will be an opportunity for educators across the key stages to examine how their school responds to issues around gender and sexuality. Come to hear practical suggestions of how and why schools can best support LGBT+ pupils, staff and parents. From curriculum to policy to school

culture, this talk will empower educators to understand how to EnGender Change. Tolerance is not enough, it is time to celebrate difference.

*Jo Morgan*

#### FIVE WAYS TO FLEX

Detailing five practical areas of focus for improving or introducing flexible working in schools - 1) hearts and minds (culture) - 2) the jigsaw puzzle (timetable) - 3) conversations (line management) - 4) flexible thinking (ways to work flexibly) - 5) floodgates (recruitment, succession and HR management). This session will highlight how to overcome barriers to schools being more flexible which will include practical takeaways for leaders but also help support people looking to make their own case for flexible working requests.

*Lindsay Patience and Lucy Rose*

#### WHY GENDER EQUALITY EDUCATION SHOULD BE INTEGRATED INTO EVERYDAY TEACHING

Gender equality is one of the most pressing issues of the twenty-first century and the place to begin bringing about change is through our schools. Bold Voices talks about why we need to be integrating education on gendered issues into the curriculum and everyday teaching in schools, and more importantly, how we can go about doing this. If you feel passionately about inequality and women's rights but aren't sure how to start making a difference in

your school, or want to learn more about how inequality continues to manifest itself today - come and hear from Bold Voices.

*Natasha Eeles*

### EARLY YEARS

#### CLOSING THE GAP IN EARLY YEARS EDUCATION - WORKING WITH PARENTS AND THE HOME LEARNING ENVIRONMENT

The Ark approach combines the delivery of curriculum by teachers and skilled staff with an approach to improving the home learning environment, through a home visiting programme for the most vulnerable children; the support home learning; and through regular engagements with parents. Lydia will discuss how Ark schools are working with parents to ensure that every child is "school-ready." She will discuss what teachers can do to close the achievement gap through partnering with parents. She'll present emerging evidence on the impact this kind of work is having on some of our most vulnerable children.

*Lydia Cuddy-Gibbs*

#### SCAFFOLDING LEARNING THROUGH AN ENABLING ENVIRONMENT

What does an enabling environment in the Early Years look like for you and your class? This workshop looks for practical solutions to everyday problems found in Early Years learning environments. A range of topics



## DAY ONE | Thursday 20 June 2019

will be explored through speaker led and group discussions. Topics include the use of physical space, top tips for classroom safety, space saving ideas, how assessment and school expectations can impact the learning environment and what the children really think.

**Clare Pusey**

### FURTHER EDUCATION, APPRENTICESHIPS & SKILLS

#### CO-DESIGNING MEANINGFUL AND RELEVANT DIGITAL PEDAGOGY WITH STAFF AND STUDENTS

We have embedded 1 hour of timetabled Blended Learning across all subjects at Basingstoke College of Technology to prepare our learners for the digital realities of work in the 21st century. This session will share our practice and provide examples and takeaways to all educators looking to embrace digital in a meaningful and relevant way in their lessons. The session will also provide help on how to initiate institutional and cultural change in relation to digital.

**Scott Hayden**

#### DOES PROGRESSION OR TEACHER ADVANCEMENT ALWAYS HAVE TO BE INTO MANAGEMENT?

What are the alternatives to promoting teachers and not losing the classroom talent? Promotion does not have to be just moving from teacher to manager. By

exploring this question and collecting best practice from others including HE we will design road maps for progression. Using #UKFEChat to connect with colleagues from across the sector, along with our partnership colleges and Oxford Brookes we are collating best practices from a broad range of providers and bring to the Festival ideas for how to promote best teaching and create alternative career progression maps that go beyond becoming a manager.

**Mara Simmons and James Kieft**

#### EARNINGS EFFECTS FROM INVESTING IN VOCATIONAL EDUCATION AND APPRENTICESHIPS

What are likely earnings effects from continuing investment in education after leaving secondary schools, ranging from a Level 2 apprenticeship via BTECs obtained in further education to graduate earnings? How do they differ when looking into alternative subjects (e.g. STEM) or routes (e.g. vocational, higher apprenticeships or university)? And what are the long-term effects of education investment on other outcomes like health and crime? The session will give an overview of the quantitative and qualitative evidence found in research to answer these questions.

**Stefan Speckesser**

#### FE AND INDUSTRY - A MODEL OF WORKING TOGETHER TO ADDRESS SKILL GAPS AND SHORTAGES

Session presented by NextGen and

Industry speaker What value can industry engagement offer tutors and students? How to engage industry, what do they need and why should they get involved? Barriers to industry engagement and how to address these. What are the unique opportunities that FE can offer industry? Case Study ? working with the Games, VFX and animation industry Models of work experience Helpful hints and tips "

**Marcia Deakin**

#### GETTING THE MOST FROM YOUR QUALITY IMPROVEMENT PROCESSES IN FURTHER EDUCATION SETTINGS

The session will examine the key components of a highly effective and impactful quality improvement system in further education, including, amongst others, self-assessment, quality improvement planning, making best use of learners' views, observations of teaching, learning and assessment and standardisations of assessment activity.

**Richard Moore**

#### HOW TO HELP YOUR STUDENTS APPLY FOR A DEGREE APPRENTICESHIP

Apprenticeships, and particularly degree apprenticeships, are gradually gaining momentum but many teachers, careers advisors and even parents still feel like they could be more informed on what an apprenticeship is and how best to choose and apply for one. Sally Everist provides essential guidance on the application process and how ensure you and your students

## DAY ONE | Thursday 20 June 2019

are fully informed so that the apprenticeship they apply for is the perfect match for the applicant.

**Sally Everist**

#### NAVIGATING TECHNICAL EDUCATION: EXPLORING LEARNING OPTIONS FOR YOUNG PEOPLE POST-16

Our education system must support young people to access opportunities post-16 that are right for them. For too long, technical and vocational routes, like apprenticeships, have been overlooked and overshadowed by the more recognised academic pathway of A-Levels and university. This will explore the opportunities arising from T-Levels and higher-level apprenticeships, how these are vital in driving forward social mobility, and the CBI's vision on how these pathways should offer students a combination of academic and technical study options. Delegates will also learn how employers are stepping up to the challenge and where they can find more information and guidance.

**John Cope**

#### T LEVELS - HOW ARE PLANS PROGRESSING?

NFER's Education to Employment expert, Suzanne Straw, will launch our new research on T-Levels at the Festival of Education. Joined by sector expert and leading sector journalist, Cath Murray of Schools Week, this research looks at how FE colleges, FE/HE institutions, sixth-form colleges, schools, UTCs and independent providers are preparing to deliver the first three T-Levels in

construction, digital and education. Transforming technical education is a key part of the Government's commitment to creating a world-class skills system in England. T-Levels, targeted at young people aged 16-19 years as a technical alternative to A-levels, are being introduced from September 2020. But just how ready are the first 52 providers to introduce the first sectors within this extensive reform programme? Come along to Wellington College to find out more.

**TBC**

#### NOT FOR THEM: WHY AREN'T TEENAGERS APPLYING FOR APPRENTICESHIPS?

There have been several surveys of employers on apprenticeships, and even a poll of teachers. There has been very little exploration, however, of school-leaver attitudes. This session is an attempt to help remedy that oversight and help attendees understand what is stopping sixth-formers from considering apprenticeships as a valid career path. Mark will share exclusive research findings and reveal what youngsters think of apprenticeships, whether they know they are available, what is stopping them from applying, what would convince more of them to apply, and the role schools and teachers can play in increasing their appeal.

**Mark Cooper**

#### OVERCOMING LITERACY BARRIERS IN MATHS USING A PEER FEEDBACK APPROACH

Find out how developing peer feedback among your post-16 maths learners can impact on their

final achievement rates. In this session you will discover how the collaborative talking and thinking approach, linking back to the work of Swan and Boaler, is so effective. Stimulating increased oral debate and explanations can lead to increased understanding of questions and improved quality of written responses in external tests. Peer feedback is a strategy that can be used effectively in any maths classroom. Attendees will be able to take away a short guide, which includes implementation instructions, case studies and a sample lesson plan.

**Anne Haig Smith**

#### RECRUITMENT, RETENTION & APPRENTICESHIPS

Today there are many routes into teaching and others being formulated to meet the increasing demand for more high quality teachers. How can we make sense of these new arrangements and what can all schools do to make sure they are maximising the opportunities that lie ahead.

**Andrew Carter**

#### TAKING THE LEAD ON APPRENTICESHIPS

We will lead a discussion regarding best practice and lessons learned from our delivery of Apprenticeships, education and skills provision to young Londoners. As an Ofsted Grade 2 Provider who has delivered over £20 million of provision to young people since 2016, we are perfectly placed to share inspirational stories of engaging and supporting at risk



## DAY ONE | Thursday 20 June 2019

of NEET young people, many from disadvantaged backgrounds, into positive activities which have led to successful Apprenticeship and Traineeship progression outcomes. We will emphasise the activities conducted with employers, young people and local stakeholders to shape and co-design provision to meet local socio-economic need  
**Salik Miah**

### FUTURE LEADERS

#### WHICH SKILLS MAKE US MOST FUTURE-READY?

Google-search "future leaders skills" and you will find many lists of attractive qualities: clear communication, creativity, collaboration, commitment, confidence, fearless agility, empathy, selflessness, authenticity, relationship-building, awareness, emotional intelligence, inspiration... Neuroscience shows that these qualities can be developed through training. As education establishments, how explicitly are we guiding students in their cultivation of these skills? Are we leaving it to chance? Survival of the fittest? Or do we have a coherent plan? Here, we will share effective tools for training in 21st century leadership skills and explore how, at all levels, we can lead by example.

**David Rycroft**

### GOVERNANCE

#### WHAT DO YOU DO WITH A PROBLEM LIKE INEFFECTIVE GOVERNANCE?

Effective governance is crucial for schools to be able to offer the best education to pupils. When we look at failing schools we can trace problems back to ineffective governance. When failures, whether they be of falling educational standards, financial impropriety or any other type of failure, hit the press, it is already too late for many of the children studying in those schools. This session aims to explore how the sector can get better at identifying, preventing and fixing problems created by ineffective governance.  
**Naureen Khalid and Dominic Herrington**

#### IN THE CLASSROOM – PRIMARY

##### 100 PERCENT ACHIEVEMENT CULTURE IN PRIMARY SETTINGS

Hear the story of how a primary school standing within the shadows of the London 2012 Olympic Park rapidly transformed itself from being officially rated as "requiring improvement" into a school offering a co-curricular programme analogous to leading independent schools. Through the 100 percent Achievement culture vision held by the Board of Trustees and Senior Leadership Team at the school,

teaching and learning is organised and resourced in such a way that all of its children can fully access a wide range of outstanding learning opportunities.  
**Allen Tsui**

#### CREATING A CULTURE OF CRITICAL THINKING- MAKING THINKING VISIBLE

In this session teachers will come away with a tool box of transdisciplinary thinking routines which can be used in any classroom from the very next day. We will examine the research on critical thinking, examine the cultures and forces at work in our classrooms and then we will have opportunity to use thinking routines. Expect practical hands on activities, trying out new ideas and discussion.  
**Stefanie Waterman**

#### DEVELOPING STUDENT SELF-EFFICACY FOR MOTIVATION AND ACHIEVEMENT

Some of the most effective strategies in enhancing student achievement lie within the student themselves. In this workshop, we will explore one such strategy that has the potential to more than double the rate of learning: student self-efficacy. High self-efficacy is essential if a student is to succeed during and beyond their school years. Efficacy is not something that we are born with, but it is something that we, as teachers, have the power to influence. In this session, we will explore the sources of efficacy in the classroom and ways in which we can utilise these to help our students become

## DAY ONE | Thursday 20 June 2019

motivated and confident in their learning and achievements.  
**Laura Kearney**

#### DYNAMIC LEARNING IN AN ERA OF INNOVATION AND CHANGE

Our job as educators is to prepare children to be life-ready, work-ready and world-ready within an era characterised by innovation and entrepreneurship. At the heart of this change lies the dynamic teacher. " ... sometimes an instructor, often a designer, guide coach and facilitator but always an activator, devising ways to make learning more engaging, demanding and rewarding." – Charles Leadbeater Delegates will learn about innovative and creative approaches that have proven impact, enabling and empowering schools, their staff and students, to unleash their creativity. Afterall, "Dynamic learning involves both students and teachers doing great work, together."  
**Karine George**

#### EDUCATION 4 DIVERSITY: CURRICULUM AND ETHOS RESPONSES TO REFUGEES AND FORCED MIGRATION

First a brief introduction summarising Alex's experience of being a refugee and Jonathan's experience of being an immigrant in the developing world. We introduce (using true stories from Alex's early life in the Congo), the term 'Ubuntu' which describes the central and east African philosophy of the inter-relationship and inter-dependence of all peoples. After briefly unpacking the term we set

members a series of practical tasks of applying Ubuntu to real diversity dilemmas in a range of different subject settings across the curriculum for 7 - 14 year olds.  
**Jonathan Barnes and Alex Ntung**

#### MINDSET OVER MATTER: TRANSFORMING A SCHOOL IN THREE YEARS

Join Jane's journey, where she has taken her school, located in a significantly deprived area, at risk of special measures with low staff morale and crisis level teacher retention rates, to being a Good rated school in the top 2% of primary schools in the country for progress. Jane will share with delegates the importance of shaking it up to get stakeholders on board, how to maximise knowledge and exchanging skills through positive relationships, and exploring an approach to change that is committed to inclusion. Jane is currently TES' 'Headteacher of the Year' for primary schools.  
**Jane Nolan**

#### OPENING DOORS TO A RICHER ENGLISH CURRICULUM

Opening Doors to a Richer English Curriculum - how to develop visual literacy in exciting ways - how prose and poetry, past and present, can be taught in richer, deeper ways. - how the overall curriculum can be mapped in, using key concepts and with 'beyond expectations' thinking. - how key principles, opening doors strategies, can enhance the access for all learners to a coherent and progressive English curriculum -

How to develop a new vision for reading, writing, speaking and listening.  
**Bob Cox**

#### QUESTIONING YOUR QUESTIONING

In this workshop I will demonstrate the techniques and principles I'll be talking about by inviting the audience to interact with me and each other to consider and question our questioning. Among other things, I will also present attendees with helpful ways to understand (and use) open and closed questions, but also how to establish the right questioning mindset, showing that questioning in the classroom goes way beyond simply asking questions.  
**Peter Worley**

#### WHAT READING TESTS TELL US - IMPLICATIONS FOR TEACHING AND LEARNING

In this session, we will present our most interesting findings about pupil misconceptions in answering certain types of reading questions. We will cover the steps that pupils need to take to develop a good answer into a great one and offer observations about how answers reveal useful information for further teaching. In conducting NFER analysis of over 50,000 individual responses (across 30 different comprehension questions), we have gained insights into the preparation for the national end of key stage 2 test, how pupils faithfully attempt to do what their



## DAY ONE | Thursday 20 June 2019

teachers have taught and how 11-year-olds cannot help but be 11-year-olds.

*Anne Kispal and Gemma Coulton*

### WHY AND HOW TO DISCUSS CURRENT AFFAIRS IN THE CLASSROOM

We will open with an engaging talk about news literacy, explaining why it's one of the most important tools a young person needs to succeed in the modern world. We will then share practical activities that teachers can use to build their students' news literacy competencies, focusing on using questioning and discussion-facilitation to develop knowledge, reasoning, curiosity, scepticism and open-mindedness. We'll share some tips for discussing complex or sensitive issues with young people. Our aim is for attendees to leave inspired and equipped to bring current affairs into their classrooms.

*Emily Evans and Tiffany Smyly*

### YOU KNOW THE THEORY, BUT HOW DO YOU USE KNOWLEDGE ORGANISERS IN A PRIMARY SCHOOL?

How do you use knowledge organisers with Y4? How can you steer colleagues trained under a very different system to focus on knowledge? You know the theory; this session covers the nuts and bolts.

*Nick Hitchen*

## IN THE CLASSROOM - SECONDARY

### 5 WAYS TO HELP STUDENTS LEARN AND REVISE BETTER

We now know more than ever about the science of learning. Techniques such as retrieval practice, spacing and interleaving have been found to help improve how well students learn and remember new information. This leads to better exam results. This session will highlight the most effective strategies and offer simple guidelines for how teachers can use them with their students

*Bradley Busch*

### ACADEMIC LITERACY: BRIDGING THE GAP BETWEEN SCHOOL AND UNIVERSITY LEARNING

The importance – even the life-defining – power of words, of reading, of sustained focus, and absorption of narrative and argument is consistently underlined in practice and in research. Maryanne Wolf and Alex Quigley amongst many others have shown that engagement with reading is a pivotal driver for success inside, outside and beyond the classroom. This session will focus on developing 'academic literacy' in the sixth form, with the aim of bridging the gap between school and university style learning, using case studies from Year 12 Economics and Music lessons, based on the Lesson Study method.

*Jane Brandon and Andrew Ross*

### ARGUMENT-CENTRED PEDAGOGY

What can every student writing an essay learn from top debaters? How to effectively put forward an argument. Learn why and how you can argumentalise your pedagogy to give all students the skills of detailed analysis, evaluation of competing perspectives, powerful use of evidence and laser focus on relevant and significant points. At a time when higher-order thinking skills are needed more than ever for examination success, find out about this engaging approach to equipping students with the tools to argue their case.

*Debbie Newman*

### DEVELOPING METACOGNITION IN THE CLASSROOM: PRACTICAL, SIMPLE STRATEGIES

This session will cover simple, practical and effective strategies to help your students develop their metacognition and self-regulation. The session is based on the latest psychological research and will help clarify common metacognition misconceptions as well as highlighting tools and techniques to help enhance their metacognitive abilities.

*Edward Watson*

### ENGAGING PARENTS WITH EVIDENCE-BASED APPROACHES TO EDUCATION.

With the rise of evidence-based pedagogies, there has been lots of discussion about how best to help teachers interact with evidence but very little discussion of what this means for parents. As teachers' approaches to assessment and

## DAY ONE | Thursday 20 June 2019

memory are becoming shaped by research evidence, the classroom experience may be changing in ways that parents find unfamiliar or threatening. This session will help teachers explore what teachers should do to communicate messages about evidence-based practice, and give them strategies to help communicate teaching changes effectively.

*Christopher Atherton*

### FLEXIBLE WORKING IN SCHOOLS - HOW TO MAKE IT WORK

Jack Worth, NFER's School Workforce Lead, is returning to the Festival of Education. Armed with key insights into teacher recruitment and retention, Jack will also be presenting findings from our new part-time and flexible working research report, due to be published this spring.

The issue of teacher recruitment and retention is currently one of the main education policy challenges as a result of rising pupil numbers, shortfalls in the number of new trainee teachers and increases in the proportion of teachers leaving (or considering leaving) the profession. One solution NFER has promoted to help tackle the teacher supply challenge is for secondary schools in England to embrace flexible working. In this session Jack will be discussing ways on how to make it work.

*Jack Worth*

### LEADING SEND IN AN UNCERTAIN WORLD

Leading and managing SEND in schools has particular challenges.

This session will focus on how to approach and tackle these challenges. On one hand, leadership tools and strategies that can help in developing and leading SEND in schools will be shared. We will explore how a clear vision can support a focused approach with clear articulation of why we do what we do. On the other hand, we will cover how to discern between change factors and maintenance factors when managing SEND.

These techniques will help ensure that schools can deliver the best possible support for learners with SEND.

*Kenny Wheeler*

### LEARNING FROM LEONARDO - UNFINISHED PERFECTION

This session will focus on key learning principles for use in the classroom based on some of Leonardo Da Vinci's own approaches to his work, exactly 500 years after his death. It will explore learning concepts such as ways to develop a beginner's mindset, productive frustration, conscious ignorance, adjacent possibilities, perfecting attention, metaphoric thinking and negative capability. It will also examine how implementing these ideas helps to develop more creative independent and thoughtful students and a more interesting learning culture across a school.

*Ian Warwick*

### RAISING KNOWLEDGE RETENTION WITHOUT RAISING THE WORKLOAD

Research suggests that one

effective way of increasing knowledge retention is through the use of spacing and repetition techniques – but how is that achieved without increasing teacher workload? We delve into this and give practical tips on how Kognity's GCSE resources, which combine curriculum-aligned content and assessment tools, aide knowledge retention.

*Karin Bjerde*

### STRATEGIES TO COMBAT BOYS' UNDERACHIEVEMENT IN SECONDARY SCHOOLS

A brief outline of the situation facing boys in UK schools will be provided as well as the key reasons for their continued under-performance. A menu of strategies will then be proposed which help teachers to recognise and understand the problem as well as providing both students and teachers with remedies that support the learning needs of the boys in their schools.

*David Clark*

### THE PSYCHOLOGIST'S SECRETS TO RAISING HAPPY, CONFIDENT AND EXCEPTIONALLY HIGH ACHIEVING CHILDREN

At a time when competition between students is soaring, knowing how to stretch and explore a student's potential in the academic environment is a more potent challenge than ever for teachers and parents. It is even more of a challenge to do so, whilst nurturing students to be happy, fulfilled and confident. This session will reveal secrets of the



## DAY ONE | Thursday 20 June 2019

psychologists, based on the most recent innovations in neuroscience and the unconscious mind, to suggest strategies to support every student in being their most championed selves; giving them an edge and allowing them to unleash their fullest potential.

**Natasha Tiwari**

### INTERNATIONAL

#### BREXIT IS THE PERFECT TIME TO ABANDON A BRITISH EDUCATION.

Has Brexit coloured your view on being British and teaching Britishness? Whatever your perspective, this presentation will interest anyone who wants to explore what it means to escape the national curriculum and deliver an international education. It will ask: - Would this approach be better for everyone, students and teachers alike? - Why are so many local British families opting for an international education? - What is the role of teachers and education in preparing children to be good citizens of Britain and the world? A thought-provoking presentation from one of the UK's leading international schools.

**Fergus Rose**

#### HOW ARE SCHOOLS EVOLVING AROUND THE WORLD?

I wish to share some of my observations and reflections after the 2 year journey, including introducing some evidence-based prototypes that are taking shape in different parts of the world, including technology-savvy

California, sustainability-focused Bali, and innovation-embracing Israel, but not only those advantaged schools and cities. I also discovered surprisingly amazing practices in schools with least resources, such as the ballet school in Kibera Slum in Nairobi, the orphanage and monastery school in Nepal, as well as the charity vocational school for underprivileged children and Moonshot Academy, a student-led innovative school where I am currently teaching in Beijing.

**Terry Qian**

#### LEARNING LESSONS FROM AFRICA

This workshop aims to highlight the innovations, good practices and future-focused strategies found in international schools, and increasingly national schools, across Africa. Participants will learn how student learning is improved, enriched and with greater agency through the teaching of International Mindedness, Service Learning, Blended Learning, and the use of Instructional Ladders in Vertical Groupings and Feedback Loops. We will explore how teacher effectiveness is improved through Coaching, Professional Learning Communities, Teacher Self-Evaluation Rubrics, Resilience Training and professional development focused on improvements in student learning. Participants will consider how these lessons from Africa apply to schools in the UK and beyond.

**Graham Watts**

#### THE INTERNATIONALISATION OF EDUCATION AND OF THE EDUCATION SECTOR

Education has, until recently, been slow to internationalise compared with many other sectors of the economy. But that is now changing fast. Whether in relation to teachers' career paths, the content and aims of the curriculum or the establishment of overseas partnerships, UK education is fast becoming international in its scope and influences. This session will provide multi-faceted and inspiring evidence for this claim and consider the challenges and exciting opportunities which arise for teachers, school leaders and governors.

**Russell Speirs**

### LEADERSHIP

#### CHANGING THE HABITS OF A LIFETIME - LEADING TEACHING & LEARNING

How many times have you sat in a fantastic CPD session, been really enthused and motivated, yet on your return to school found yourself totally swamped, met with barriers, blockers and never actually been able to implement any of your ideas? Does this 'tyranny of the immediacy' sound familiar? This session will give you an alternative model for leading Teaching & Learning which doesn't rely on stand-alone CPD but rather on 'habit-changers', a nicotine patch for improving teaching on a day-to-day basis by engaging staff in CPD they simply cannot

## DAY ONE | Thursday 20 June 2019

ignore and a creating culture that promotes great teaching.

**Paul Greendale and Ian Tilbury**

#### CRISIS COMMUNICATIONS FOR SCHOOLS

Some schools will never have had to deal with a media storm. A lot more have not been so fortunate. In an interactive session, and using case study scenarios, Mark will take attendees through his Ten Tips that will help schools feel better prepared should media come calling. Even if you can't predict when a crisis will happen or how it will develop Mark will show attendees the steps that all schools can take to prepare for and better manage a communications crisis.

**Mark Cooper**

#### DEVELOPMENTAL LESSON OBSERVATIONS

Traditional lesson observations can fill teachers with fear and do not provide the observer with a true reflection of the teacher's effectiveness nor what goes on in their classroom on a daily basis. Developmental lesson observations focus on the teacher and allow them to lead the process, identifying areas they wish to focus on and improve. They empower the teacher and remove any judgemental comments allowing the teacher to feel supported. This is a great way to improve the effectiveness of teaching in schools whilst removing the fear factor of observations.

**Ben Solly and Danielle Solly**

#### HOW GOOD LEADERSHIP CAN RAISE MORALE - AND SAVE MONEY

Each year, education leaders are having to stretch their budgets that little bit further to make ends meet. In this interactive, practical session, I will present strategies that can help leaders to develop their own learning, in order to develop their team - and save money too.

**Ali Golds**

#### IMPERFECT LEADERSHIP.

The notion that a leader needs to be good at all aspects of leadership is not only unrealistic, it is bad for the mental and physical health of leaders and will do nothing to attract new people into the profession. This session will explain why "Imperfect Leadership" is such a positive leadership concept and why it needs to be celebrated. It will apply the lessons of imperfect leadership to school leadership, leadership in MATs and Teaching School Alliances and leadership at national government level.

**Steve Munby**

#### IT'S NOT ALL ABOUT MONEY

A brief overview of 'Worth Less?' and the critical factors that have helped to shape a nationwide campaign despite the fact that I have absolutely no resource other than my own determination and a remarkably helpful PA! Examples of current systemic flaws and the waste that this has engendered. Important trends and outcomes will also be highlighted. The

session will finish with a series of challenges and reflections about how school leaders can shape their own destiny and overcome some of the worst failings of the political leadership that has unhinged educational provision over two decades and more.

**Jules White**

#### ITT PROVISION: HOW TO GET THE BEST OUT OF TRAINEES

How does Ark Teacher Training (an outstanding ITT provider) support trainees to enable them to excel? This session will discuss the importance of in-school mentors, how they can have the biggest impact on trainee progress, and the work ATT does to support and develop them.

**Isabel Instone**

#### LEADING THE SECONDARY CURRICULUM

This presentation explains how we at The Clere School have developed and embedded a curriculum that is academic, challenging and uniquely personalised. We argue that broadening the range and experiences for young people, particularly in Key Stage 3, has led to improved rates of progress for pupils, better attendance and improved well-being for both pupils and teachers. The new education inspection framework places the curriculum squarely at the front and centre when assessing school performance, perhaps making this a timely contribution to your thinking on curriculum design.

**Paul Blake and Ben Bond**

## DAY ONE | Thursday 20 June 2019

### MAKING THE MOST OF CPD - A RESEARCH-BASED APPROACH

The session will explain how to ensure CPD is meaningful in schools, looking at case studies and strategies for making the best of CPD, with a particular focus on helping teachers to access and implement research-informed strategies through CPD opportunities. The session will discuss ideas for effective CPD for individual teachers, departments, whole school and across school partnerships.

**Claire Hill and Rebecca Foster**

### MANAGING A SCHOOL LEADERSHIP TRANSITION

For many schools a change of head is the biggest change in the life of a school. It typically involves a transition period of at least 9-12 months between the announcement of the head's intention to leave and the replacement starting. We present key findings from our latest research, involving chairs of governors and outgoing and incoming heads, highlighting common challenges that schools experience and identifying good practice and pitfalls.

**Helen Batchelor**

### THE GREATEST SHOWMAN. THE GREATEST IRONY.

The greatest showman. The greatest irony. Surrounded by 30-150+ students on a daily basis, teaching is for many, one of the loneliest occupations. How can that really be? Confidence. The arbiter of good teaching is a

fragile thing. Discover how your colleagues' shattered morale can be re-invigorated by structured, professional dialogue to build resilience and to problem solve more effectively. Coaching for school improvement is proven to increase confidence and distribute leadership. Discover what coaching is and isn't, and what impact it has on staff, and what are the greater challenges for an in-house coaching team?

**Mary-Jo Hill**

### THE KEYS TO POSITIVE LEADERSHIP

People will forget what you say and forget what you do but they will never forget how you make them feel. This is certainly the case for me and I'm sure it is for you too. I can remember colleagues who made me feel so positive about myself that I would have done anything for them: I can recall the opposite as well. Leadership in schools is about leading people in all their complex, messy, evolving glory. This session will provide you with some simple ways to get the best from your colleagues and yourself.

**Michael Buchanan**

### THINKING MATTERS : LEADERSHIP MATTERS

Working towards accreditation as a thinking school, ensuring that its philosophy pervades all areas of learning in and outside the classroom. This requires commitment from every member of staff and the unwavering support of the leadership team. The session

will include practical application of 'thinking school' philosophy throughout the school community: children, staff, parents.

**Jane Cameron**

### WHAT IS DIFFERENT ABOUT BEING AN EXECUTIVE LEADER - AND HOW YOU PREPARE FOR TAKING ON THE ROLE

How is executive leadership different? This session will explore the research evidence about what makes for effective executive leadership; examining the knowledge, skills and attributes that are needed to take on a leadership role across a group of schools. We will consider ways in which people can ensure that their professional development includes an appropriate range of experiences to prepare for executive leadership. As well as looking at what has gone well we will look at where things have not been successful, examining why things may have gone wrong and what preventative actions could have been taken.

**Malcolm Trobe**

### WHO'S IN CHARGE HERE? THE EMERGENCE OF LOCAL EDUCATION PARTNERSHIPS

'Education, education, education' has given way to 'fragmentation, fragmentation, fragmentation'. In response, many parts of the country are now seeing the growth of local education partnerships, aiming to provide outstanding academic, social and civic outcomes and genuine cooperation between all schools. But, is it

## DAY ONE | Thursday 20 June 2019

really achievable or will schools' natural competitiveness destroy any attempts to work for the good of all?

**Alastair Falk**

### POLICY

#### CLOSING THE ACHIEVEMENT NET

The session will start by reflecting on the types of learners we find in our classrooms and how they respond to learning challenges. A discussion of the 'teacher/learner relationship' will help identify the key elements, after 'safety', for building effective learning relationships. We will also look at typical behaviours when these elements are lacking encouraging us to see them as symptoms of need and respond accordingly. Each of the four elements, (Power, Belonging, Choice and Fun) will be discussed in practical teaching terms in order to identify opportunities to build and strengthen them in our lessons and around school.

**Kevin Hewitson**

#### IMPROVING EDUCATION BY ASSESSING THE THINGS THAT MATTER

A brief illustration of how rapidly our world is changing will lead into exploration of the purposes of school and what an appropriate educational vision and associated goals might look like. This will be used to illustrate problems with our current assessment regimes, which raise the challenge of how we

might more effectively assess the things that seem most important to learners now and in the future. The Point of Learning (PoL) system will be introduced and early evidence of its effectiveness will be shared in order to raise questions about what appropriate assessment might look like in the future.

**Peter Twining**

#### ONE IN FOUR EXAM GRADES ARE WRONG. DOES THIS MATTER?

The session will reveal the truth about the unreliability of exam grades, expose the gross unfairness to many young people and explore what alternatives there are to make an imperfect system better.

**Michael Buchanan**

#### SCIENCE GCSES: EXPLORING DIFFERENT MODELS OF ORGANISATION AND TIMETABLING

This session considers the logistical challenges facing schools in delivering comprehensive science provision, and reports on the findings to these research questions, to: Identify and describe the common models for timetabling the sciences at GCSE Determine how many schools use each of these models Find out how students and teachers are allocated within those timetable models Investigate how common it is for schools to follow curriculum models that are potentially problematic in the sciences. This research was commissioned by the Association for Science Education, Institute of Physics, Royal Society, Royal Society of Biology and the

Royal Society of Chemistry.

**Charles Tracy and Lauren McLeod**

#### THE STATE OF INDEPENDENCE: THE POWER OF PARTNERSHIPS BETWEEN STATE AND INDEPENDENT SCHOOLS.

Alongside the publication of our book: The State of Independence, this session seeks to explore the challenges currently facing independent education and celebrates the opportunities and possibilities which arise from close and imaginative partnerships with schools, and with industry. This session is a must for anyone interested in a fresh, modern and cooperative vision of education.

**Jane Lunnon and David James**

#### WHAT CAN THE EDUCATION SYSTEM LEARN FROM EXPERIENCED CAREER CHANGERS?

Now Teach co-founder and Director, Katie Waldegrave, and our Director of Policy and Strategy, John Blake, will be sharing Now Teach's experiences and suggestions for system improvement

**Katie Waldegrave and John Blake**

#### WHAT IF WE WERE ACCOUNTABLE TO EACH OTHER? UNLOCKING THE POWER OF SCHOOL AND MAT PEER REVIEW

Many of the highest performing education systems are moving to models of horizontal accountability to push beyond the limits of top-down accountability. In England, peer review is already making an important contribution to



## DAY ONE | Thursday 20 June 2019

improvement in the school-led system, and the 2018 Accountability Commission argued its role should be extended. Drawing on Challenge Partners' experience of over 1500 peer quality assurance reviews of schools and MATs, this session will explore the key characteristics of powerful peer reviews and their potential to unlock greater performance, including in our oft-neglected successful schools.

**Kate Chhatwal**

### RESEARCH

#### ASSESSING THE IMPACT OF INDEPENDENT AND STATE SCHOOL PARTNERSHIPS

There are 1,000s of partnerships in existence between schools in the UK. But very few schools truly understand the impact of these partnerships. Yes they know how many pupils take part, but are they really making a difference? Impact evaluation is not easy. Even in the charity sector (where impact should be central to operations) impact evidence is often partial at best. Donna will be sharing her insights based on her research over the last 18 months. Schools have limited resources so it's very important that they are directed to the most impactful activities.

**Donna Stevens**

#### DISADVANTAGE IN EARLY SECONDARY SCHOOL

In this session Will Cook (Manchester Metropolitan University) and Bart Shaw (LKMC0)

will discuss the findings from their Nuffield Foundation funded project on the effect of disadvantage on early secondary phase. Shining a light on a phase of schooling often ignored in policy, they will draw on previous studies from the UK and North America as well as new analysis of national datasets, tackling questions such as.... which pupils seem most affected by the transition to secondary school? What is the evidence in terms of what works in supporting pupils in the early secondary phase to maintain their academic trajectory?

**Bart Shaw and William Cook**

#### EVOLUTION OF THE LEARNING BRAIN – AND THE FUTURE OF EDUCATION

This fascinating journey across deep time will reveal the central place of learning in our evolution and in the future survival of life on our planet. Discover why bees take naps and why jellyfish are poor students – and what all this means for today's classroom.

**Paul Howard-Jones**

#### EXPERT TEACHERS ARE A GLOBAL PHENOMENON, WHAT ABOUT THE UK?

This presentation reports on a body of research that has examined the concept of the 'Expert Teacher' from both a global and national perspective. There will be a review of the success of The Advanced Skills Teacher and the Chartered Teacher in Scotland, followed by an examination and evaluation of the new Chartered Teacher pilot scheme and its potential. The

key question is how we recruit and retain the best teachers in classrooms and provide them with status and a career structure, something several other high performing jurisdictions e.g. Singapore, USA and Australia are currently developing successfully.

**Andy Goodwyn**

#### FROM IVORY TOWERS TO THE CHALKFACE

Despite the explosion of education research in recent years, the distance between researchers and teachers is greater than ever. This isn't the fault of teachers; there is significant and growing trend of grass root research engagement. Much of the fault now lies with academia; researchers need to build better links with schools so that research makes a real difference.

**Karen Wespieser**

#### HOW CAN THE BUSINESS COMMUNITY SUPPORT MY SCHOOL, COLLEGE OR LEADERSHIP TEAM?

The nationwide implementation of the Gatsby Career Benchmarks in every school, included in the government's careers strategy, shows the recognition that pupil-employer interactions are vital for a successful education system. To support these business-school partnerships, the CBI has produced a toolkit for employers detailing all the ways they can get involved in education: whether it's providing careers advice, delivering inspiring talks or supporting school leadership teams with budgets and

## DAY ONE | Thursday 20 June 2019

transformation changes. Delegates will learn how the business community can support learning both in and outside the classroom and where to go for advice on developing school-business partnerships.

**John Cope**

#### HOW COULD BIG DATA RESHAPE EDUCATION?

Does student engagement in education change if they pay for it? What predicts academic success? What well-timed words in a student's ear can turn them from despondent to determined? Big Data has touched every part of our lives, except for education. So, what happens next when educationalists get access to millions of data points? Starting with Up Learn's data, Sophie will shed light on what's possible today, and what's right around the corner...

**Sophie Bennett**

#### HOW TO STIMULATE STUDENTS TO USE EFFECTIVE LEARNING STRATEGIES?

Decades of research have revealed that some teaching and learning strategies are more effective than others. However, surveys conducted in schools and universities reveal that proximately 75% of students are still using ineffective techniques when revising and preparing for exams. In this session, I will explore the reasons for this high number and propose possible solutions to stimulate students and teachers to use effective strategies. I will present a few classroom activities

that make use of such strategies. I will also explain the theoretical basis of retrieval practice, dual coding, spacing, and interleaving.

**Flavia Belham**

#### RESEARCH, EDUCATION AND MEANINGFUL CHANGE IN A LONDON GIRLS' SCHOOL.

The UK's first Centre for Research in Catholic Education grew from an informal but impactful discussion amongst staff at The Convent of Jesus and Mary Language College in London. How might whole-school improvement be driven by conscious engagement with a research culture? Headmistress Louise McGowan and Assistant Headteacher Christopher Doel document the journey taken towards establishing an active research school. They discuss the range of projects staff and students have conceived and undertaken and the influence their findings have had on improving practice in pedagogy, inquiry-based learning and student engagement and motivation.

**Louise McGowan and Christopher Doel**

#### RESEARCHING CHARACTER: PRACTICAL APPROACHES AND APPLICATIONS.

The session will briefly examine how and why character education has acquired a prominent position in the national dialogue. It will outline why character education can be a broadly encompassing term and schools could improve the wellbeing of students by fostering virtues and values amongst

students and staff. The session will provide examples from our own context and describe how we have researched character education and how we hope to weave the various facets of CE more broadly across the curriculum and co-curriculum.

**Iro Konstantinou and Jonnie Noakes**

#### TEACHING CRITICAL THINKING AND METACOGNITION THROUGH PHILOSOPHICAL ENQUIRY

In this session I will present the results of The Philosophy Foundation's research. Through this research with Kings College London we wanted to see whether philosophical enquiries, as practiced by TPF, impacted well on the children's ability to use critical thinking skills successfully, or whether by adding an element of teaching to our work we could improve the success rate of children's use of critical thinking skills – and ultimately their metacognitive abilities. I will outline the research, the results and how we taught the skills alongside philosophical enquiry.

**Emma Worley**

#### SCHOOL BUSINESS MANAGEMENT

#### BUILDING A WORLD-CLASS SCHOOL - WHAT WE CAN LEARN FROM THE THEORY OF MARGINAL GAINS?

David will introduce the audience to the concept of marginal gains

## DAY ONE | Thursday 20 June 2019

and show fascinating successful examples from across the world of business and sports, where the marginal gains concept is at the forefront of their mindset. He will talk about the theory of compound interest and how, in successful or in failing schools respectively, they are either building an environment of compound success or indeed of compound failure. It is never one reason why a school becomes world-class, but often thousands, all adding up and having a profound impact. In essence, every school in the world can aspire to be

**David Harkin**

### REWARDING TEACHING TALENT: THE CASE FOR PROGRESSIVE PAY MODELS

Lee will begin by outlining the principles of curriculum-led financial planning and the new teacher pay model at Thinking Schools, before explaining how they can work in practice to provide cost savings, using one of the Thinking Schools as an example - having reduced costs by more than £2m over the last three years, and transforming academic standards, with the school now rated 'Good'. He will also be more than happy to take questions.

**Lee Miller**

### SEND

#### 10 WAYS TO BEST HELP A CHILD WITH SEND

Most parents of children with SEND feel utterly bewildered about how to

help their child. They are confused about the merits of seeking assessments and EHCPs, or how to get them; unsure of their child's rights to support and what they can ask for at school; flummoxed by dealing with local authorities and the stream of misinformation they provide. This session draws on the most common queries to The Good Schools Guide's consultants to quash the myths and provide top tips on actions to take and where to get further help. Suitable for parents and those providing support to them.

**Bernadette John**

### ALTERNATIVE PROVISION - VISION AND VALUES: THE NON-NEGOTIABLES

Non:Negotiables: In our Alternative Provision Trust, our key values are compassion, resilience and innovation. This session will explore how these values are interwoven throughout the curriculum to support students' behaviour, wellbeing and learning outcomes. If you are interested in learning more about how we deliver these values on a practical level and how they could be transferred to every classroom, this session is for you.

**Jenny Appleton**

### EDUCATION FOR ALL: WIDENING ACCESS TO SEND PROVISION

Sarah will begin by outlining some of the current barriers to provision for SEND pupils and the nature of these (for example, geographical, funding issues etc). She will then highlight the importance of suitable provision, both in terms

of educational attainment and to ensure emotional development and wellbeing. She will draw on her experience both on the ground, and as the leader of a MAT, to discuss how to widen access to suitable SEND provision, and then will be more than happy to answer questions.

**Sarah Gillett**

### FOUR WAYS TO REDUCE THE COGNITIVE LOAD FOR YOU AND YOUR CLASS

This workshop will introduce four strategies which can be used in both Primary and Secondary classrooms in ANY subject to reduce the impact on working memory and create more space for the intended outcomes of the lessons. Explore evidence-based approaches to support the acquisition and retention of knowledge for all pupils, but especially those with SEND, and create a whole class approach rather than add-on differentiation. Achieve greater clarity in lesson objectives and scaffold growth in the independence of learners with SEND.

**Kelly Challis**

### IMPROVING CAREER OUTCOMES FOR YOUNG PEOPLE WITH SEND IN SPECIAL SCHOOLS

Working with 100 Special Schools across the country, Talentino has unique visibility of what young people with SEND need to achieve their aspirations and overcome the multiple barriers they experience. With case studies using their 'Careers at EVERY Level'

## DAY ONE | Thursday 20 June 2019

programme and two short films, to prompt discussions, you will be able to learn how other Special Schools are getting students with learning difficulties career ready. Get a free copy of our model of early career development - Same and Different - and find out about other free SEND Career resources as well as how to engage with employers more effectively with Campaign2.

**Jenny Connick**

### MAXIMISING POTENTIAL IN CHILDREN WHO ARE WIRED DIFFERENTLY

Parents and teachers play a vital role in unlocking children's potential and maximising their strengths. To do that, they need to understand them and their needs. They may feel the child is wired differently, but they don't know what the problem is, or how to help and support. This session shows how with the right connection and communication skills, we can all help such children develop into thriving, resilient adults. Incorporated is the transformational story of parenting coach Elaine Halligan's son, who by the age of seven, had been excluded from three schools and written off as stupid and naughty.

**Elaine Halligan**

### 'REAL' INCLUSION THROUGH SCHOOL LIFE WITHOUT LABELS

Vision, values and strategies for successfully including pupils with highly complex needs.

**Thomas Keaney**

### REALISING THE CREATIVITY OF SEND PUPILS

Tom Underwood, a lead teacher in A New Direction's special school network will inspire teachers (mainstream, special, primary and secondary) with relevant and easy to replicate practical activities that engage all learners with creativity and culture. Tom will share an example of how he used a simple tool, based on Howard Gardner's 8 way thinking, to enable his students to deliver the Tate Modern's first ever non-verbal 10 minute talk. Tom will share the impact that this experience had on his students, their families and his own practice.

**Alice Edwards and Thomas Underwood**

### SPECIALLY SURPRISING? WHAT SEN STATISTICS MEAN FOR THE SCHOOL SYSTEM.

Karen Wespieser and Richard Selfridge from the Driver Youth Trust look at the questions raised by an in-depth analysis of the school census data on pupils with special educational needs and SEN provision in schools. In the current education landscape, what do classroom teachers, school leaders, politicians and policy wonks need to know about the changing nature of SEN in our schools?

**Karen Wespieser and Richard Selfridge**

### THE MYTH OF INCLUSION

I will outline the issues frequently faced by SEND young people (& parents) in getting the help they need, frequently fighting the local

authority for what they should be given, then provide my experiences of the provision provided in mainstream (often far removed from the promise), before setting out a vision for partnership, where SEND specialist schools work in partnership with mainstream, providing skills, expertise and training, so that these pupils get the provision they need.

**Andrew Howard**

### THE POWER OF STUDENT RADIO

Albert Einstein allegedly once said "Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." A statement that opposes the 'one size fits all' education system that is rife in so many schools across the country. I will be discussing how student radio is going beyond that, and how it has changed the lives of many SEND students who were previously considered 'lost causes' by the current system. Student radio changed my life, and it could help so many more.

**Elliott Sharman**

### WHOSE EDUCATION SYSTEM IS IT ANYWAY?

We want to promote change in the Status quo for education and life-long learning in the UK. We are campaigning for to develop, expert informative and socially inclusive programmes and services which support the educational community, learners and their families, to help exceed their expectations and improve lives. We want to open the debate up on developing inclusive



## DAY ONE | Thursday 20 June 2019

education and examination system, where both educators and learners feel more engaged, supported and fulfilled. Where all learners and their families can expect the opportunity to exceed expectations, achieve aspirations and feel a greater sense of meaning especially within SEND.  
**Andrew Harland and Helen Simon**

### STEM

#### WHY WE NEED CREATIVITY NOW MORE THAN EVER

How can we best prepare young people for the future in an ever-changing, complex world and in the face of automation? The panel of eminent experts from banking to a range of creative disciplines draw on their experience to consider future employability, commercial growth areas and skills in which robots cannot compete.

**Naomi Cleave, Asif Khan MBE, Christoph Woermann, Dr Helga Schmid**

### TECHNOLOGY

#### ELABORATION VS. COGNITIVE LOAD: GETTING THE BALANCE RIGHT WITH TECHNOLOGY

Cognitive load theory and elaboration are two research-based ideas in education that appear, on the face of it, to be contradictory. This isn't quite true, but it can be difficult to get the balance right. This session

will explain how educators can use both ideas effectively and how technology can help.  
**John Nichols**

### WELLBEING

#### MENTAL HEALTH EDUCATION - THREE THINGS SCHOOLS CAN DO TODAY

The session will cover: 1. Social media - how to introduce boundaries and critical thinking skills to help young people navigate the digital world; 2. Healthy coping for stress - How to reclaim activities with a therapeutic value in schools with limited time and funding; 3. Emotional literacy - With a particular emphasis on supporting boys and young men with their mental health.

**Natasha Devon**

#### MENTAL TOUGHNESS ? PRACTICAL WAYS TO DEVELOP RESILIENT STUDENTS"

Based on the latest research this session is designed to provide an overview of resilience followed by effective ways to teach and implement resilience within the classroom and school. Guidance is also given regarding individual students who may require more in depth interventions.

**Nicola Morgan**

#### PANEL DISCUSSION: THE FACTORS IMPACTING ON STAFF WELLBEING

Sinéad Mc Brearty, CEO of charity Education Support Partnership, leads a panel discussion around

the importance of staff wellbeing with sector leaders. Guests will share their own personal experiences of its direct impact on prominent issues within education, including the mental health and attainment of pupils. They'll also offer a range of innovative solutions that can improve staff wellbeing and workplace culture. Audience participation will be encouraged throughout and attendees can submit questions in advance via [events@edsupport.org.uk](mailto:events@edsupport.org.uk)  
**Sinéad McBrearty, Victoria Hewett, Sir Andrew Carter, Dr Emma Kell, Adrian Bethune**

#### PUPIL MENTAL HEALTH AND WELLBEING FOR SCHOOLS

The session aims to: Examine the latest children's mental health statistics Explore 7 myths of mental health Analyse 3 ingredients of good mental health Educate on how and when Play & Creative Arts Therapy can be used Share Clear Sky's whole school approach to children's mental health and provide a brief synopsis of services such as Play & Creative Arts Therapy, professional training and parent workshops Provide useful hints and tips on obtaining much needed funding Referral process for children who need additional support

**Sophia Giblin**

#### RE-WILDING OUR SCHOOLS: CONNECTING CHILDREN WITH NATURE

The illustrated talk will focus on why teaching children about conservation and sustainability

## DAY ONE | Thursday 20 June 2019

should lie at the heart of the curriculum. One of the principal benefits of engaging with nature is that it offers a means to improve well-being by improving connectedness with the world around them. By appreciating biodiversity and conservation issues and through the re-wilding of schools and thereby enhancing the reflection and tranquility afforded through nature, the session will look at offering a different approach to mental health and well-being.  
**Peter Tait and Lesley Malpas**

#### TEACHER MENTAL HEALTH

The session will present my research on teacher mental health. It explores the causes of mental ill health in teachers and the impact of teacher mental ill health on teaching and on pupils. I will discuss some solutions to the problem which extend beyond reducing teacher workload. The research is based on the views of 850 teachers across the UK.

**Jonathan Glazzard**

#### THE TRUTH ABOUT DRUGS

The workshop will include: \*Binge Drinking. \*Spiking Drinks. \*New Trends. \*Cannabis as a Gateway Drug. \*Drugs and the Law. \*Journey from cannabis to heroin.

**Steven Mervish**

#### WHAT ALL TEACHERS NEED TO KNOW ABOUT WELLBEING.

It is well documented that poor teacher wellbeing is widespread across the UK's education system. But what can we do about it? Come

to this session to learn some key concepts from positive psychology that all teachers and school leaders would benefit from knowing. Central to this, you'll learn about the emotional regulation systems and how building an awareness of these and making small changes in your day to day life can be pivotal in enhancing your wellbeing. You'll also learn how Teach First is supporting the wellbeing of its teachers through an online wellbeing course launched earlier this year.  
**Heather Parker and Dr Lindsay Joyce**

**We will shortly announce content for our official Festival strands which curated in partnership with: Research Ed, WomenEd, Headteachers' Roundtable, Jarlath O'Brien (SEND strand), New Voices and a Wellbeing Summit!**

**In May we will announce the line-up for this year's Literary Festival which is run in partnership with John Catt Educational.**

# DAY TWO CONTENT

Further content to be announced, all listings are subject to change. Session timings will be announced four weeks before the Festival.



## DAY TWO | Friday 21 June 2019

### CURRICULUM

#### CAN YOU DEVELOP A SHARED AND COHERENT APPROACH TO CURRICULUM AND THE OFSTED FRAMEWORK WITHOUT STANDARDISING?

In anticipation of the new framework, schools are turning to curriculum development. One way to do this is to tell teachers what to teach, but this risks alienating the most ambitious and creative teachers. Nick discusses work within the trust to base curriculum development on shared principles and see pupil assessment as much more than a set of results.

**Nick Hudson**

#### CURRICULA DESIGN - A LEADER AND TEACHER'S PERFECT PASSION

A launch into curricula debate with my view on all the key research, consultations and experiential findings from working with a wide range of schools in different contexts. This deep dive into curriculum with key questions will spur you to explore and test the curriculum offer you have in place and provide key practical elements that you may need time, help or further CPD to achieve the curricula which is a work of art and delivers your key aims to be proficient in your subject and ready for assessment.

**Tania Harding**

#### CURRICULUM DESIGN: APPLYING COGNITIVE LOAD THEORY AND ENGELMANN'S DIRECT INSTRUCTION

Standing on the Shoulders of Giants-how to build a curriculum from scratch that not only matches the increased rigour of the new GCSEs, but also attempts to tackle the main barriers to student success. These barriers include low reading ability, the vocabulary/background knowledge deficit and substandard written expression. Drawing on research and techniques from Cognitive Science, Direct Instruction and practical teaching guides, I will explore how we have synthesised these ideas into a semi-coherent whole.

**Tom Needham**

#### IMPROVING TRANSITION FROM PRIMARY TO SECONDARY

Do you want to prevent the KS3 dip? Join Sam and Amanda as they share their insights on ensuring continuity and progression from KS2 - KS3 in the core subjects. Having worked in all-through environments, undertaking research to support and encourage schools to enrich their teaching, they have placed intensive support to improve subjects at KS2 and KS3. Sam and Amanda will share their findings and how they are promoting a smooth transition.

**Sam Bowen and Amanda Harvey**

#### THE CURRICULUM BATTLEGROUND

This session will explore a number of forces that are driving curriculum development around

the world that often create tensions. Forces include the desire to transform society and individuals by developing the competencies needed to succeed in the modern world, improve performance in international league tables, support different pedagogical approaches and national political agendas. Given the existence of this curriculum battleground in a world becoming more global and divided at the same time what does the future hold? The presentation will be followed by a discussion.

**Tristian Stobie**

#### THE CURRICULUM CUBE: MULTI-DIMENSIONAL CURRICULUM LEADERSHIP

With Ofsted's promise of a renewed curriculum focus from 2019, schools are buzzing with talk about the curriculum. But how should schools approach this? At ASCL, we have been urging leaders and policy makers to ensure time is taken for schools to develop curriculum expertise before rushing to action. This session will explore our 'curriculum cube' model which helps leaders at all levels to ask probing questions about curriculum thinking within and across schools. In doing so we can ensure curriculum thinking is built on a shared and sound rationale, maximise impact and minimise workload.

**Stephen Rollett**

## DAY TWO | Friday 21 June 2019

#### UNCHARTED TERRITORIES - GREAT ADVENTURES IN LEARNING: A WORKSHOP

Dr Debra Kidd and Hywel Roberts lead a workshop-reverie on how investment trumps engagement, botheredness trumps behaviour, and questions trump copying. Reporting back on teaching experiences across a variety of schools and settings nationally and internationally, Hywel and Debra will have a go sharing ideas around themes of practice, pedagogy, story and joy based on their book *Uncharted Territories*.

#questioning #curriculum #narrative #story #optimism  
**Hywel Roberts and Debra Kidd**

#### WERE ARISTOTLE AND PLATO RIGHT ABOUT MUSIC, AND WHAT ARE THE IMPLICATIONS FOR SCHOOL LEADERS AND TEACHERS IN THE WORLD OF CONTEMPORARY EDUCATION?

"Music has a power of forming the character and should therefore be introduced into the education of the young. (Aristotle)

Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything... Without music, life would be an error. (Plato)

With falling uptake at GCSE and A level, patchy provision in both primary and secondary schools, the negative impact of the Government's headline accountability measures such as the EBacc, fewer teaching hours and declining teacher recruitment,

the current crisis in music education means that our schools are struggling to deliver on the ancient philosophical expectations. In this session Deborah Annetts (Chief Executive of the Incorporated Society of Musicians) and Kevin Rogers (formerly County Inspector for Music in Hampshire) will address why the place of music in schools and society still matters, what music education should include, and why curriculum music is vital to a broad and balanced curriculum. The session will also explore some of the most recent national developments (such as the review of the National Plan for Music Education, Ofsted's new framework, the continuing pressures of accountability measures in all Key Stages, etc), and will provide forthright arguments for change."

**Deborah Annetts and Kevin Rogers**

#### WHY EVERY SCHOOL NEEDS A VOCABULARY CURRICULUM (AND SOME TIPS ABOUT HOW TO BUILD ONE!)

In this session, we will explore the importance of teaching vocabulary and discuss the research that demonstrates why we can't afford to leave this vital area of learning to chance. Looking at the practicalities of designing and implementing a broad and rich vocabulary curriculum, we'll discuss helpful strategies to ensure all students benefit from language instruction.

**Aaron Leary and Olivia Sumpter**

### DIVERSITY

#### IN THE AGE OF #METOO, HOW ARE SCHOOLS TACKLING SEXUAL HARASSMENT AND SEXUAL VIOLENCE?

In 2016 the Women and Equalities Committee put out an urgent call for action to combat sexual harassment and abuse after findings that it was a normal part of everyday school life for many girls. We will look at the latest thinking on how we teach young people about the role that gender, power and sexism play in relationship behaviour and sexual behaviour and how we understand consent. We will also consider the excellent work taking place in some schools to create a sustainable, properly embedded whole-school approach to ending sexual harassment and sexual abuse.

**Anna Cole and Rachel Kryss**

### FUTURE LEADERS

#### BORN A NO ONE - STILL TRYING TO BE SOMEONE!

This session explains the journey of a bullied, nervous, young boy who grew to become the man he literally dreamt he would be...A leader. I explore the concept of whether Leaders are born or are they made? I suggest they (Leaders) are born and that we are surrounded in our schools with future leaders...but we fail to spot them at an early age. I use

## DAY TWO | Friday 21 June 2019

examples of my life journey when I felt empowered to make decisions but saw that empowerment quickly crushed by unforgiving teachers who fail spot those moments of hope that I harboured.

**Yusuf Gleason**

### EDUCATING LEADERS FOR THE FUTURE

The session will begin with an examination of the changes that are coming about in the fourth industrial revolution and how they will affect our largest systems such as transport, finance, health and banking. Next, we will consider the implications that has in terms of the skills needed to be successful in the future according to the world's most influential companies and thinkers. Finally, we will look at how that works into the classroom itself and how schools can develop leaders that will ensure a bright future for society as a whole.

**Dominic Traynor**

### INSPIRING ATTITUDE CHANGE IN TOMORROW'S LEADERS

We will explore the ways in which we can help young people exercise the rights, freedoms and opportunities that should be guaranteed to them, but which they may not be able to freely access because of the cultural complexities of their family backgrounds. Having worked over eleven years with refugee and Muslim communities in isolated, impoverished parts of London, and deprived parts of Pakistan, border of Afghanistan, India and

Bangladesh, I can demonstrate how we help students safely negotiate for their rights and freedoms with conservative communities and parents.

**Fatima Najm**

### THE FUTURE OF EDUCATION

Cultivating Changemakers : The Future of Education. Many of today's education models fail to equip young people with the skills required to become thoughtful and impactful leaders who can face the challenges of the modern world and work collaboratively to make the world a better place. Traditional models focus on facts, rote learning and exam success, as opposed to a comprehensive understanding of the modern world and the skills needed to become effective leaders. At this conference we would look at education and how educators have implemented a number of successful models across the world.

**Yemisi Akindole and Louise Sinclair**

### THE PSYCHOLOGY OF EXCEPTIONAL LEADERS

Exceptional Leadership is a core requirement for a school to be truly outstanding and for the creation of an environment where students to flourish. You will learn about the psychology of Exceptional Leadership, will develop your own ability to be an exceptional, notable, effective and impactful leader, whilst also developing an ability to cultivate leadership skills in others: whether that be

students or other staff. This is an unmissable opportunity for any future leader committed to making maximum impact in their career.

**Natasha Tiwari**

### THE REDUCED LEADERSHIP PROGRAMME

"I wish I'd known then what I know now." The Reduced Shakespeare Company are famous for presenting all of Shakespeare's plays in 2 hours. Malcolm will be distilling all the various leadership advice he has read, listened to or been force fed over 40 years of working in education. Yes there will be clichés, anecdotes, quotes from all and sundry not to mention a few of my grandmother's favourite sayings but hopefully in amongst it all will be some things that may significantly influence your educational leadership thinking.

**Malcolm Trobe**

## GOVERNANCE

### EFFECTIVE GOVERNOR CHALLENGE

The session will explore: what effective challenge is and isn't; what tools governing bodies and boards can use to bring more effective challenge; how governors can bring challenge in an informed way; practical ways school leaders can support their governing bodies/boards in bringing effective challenge (and why they should); how governing bodies and boards can avoid criticism by Ofsted.

**Ruth Agnew**

## DAY TWO | Friday 21 June 2019

### GOVERNANCE FOR OUR MOST DISADVANTAGED PUPILS

Within our complex education system, developing an understanding of effective ways to meet the requirements of all learners is challenging. It is crucial that boards have a good knowledge of the context in which the setting operates, as well as the resources available both internally and across the local area. This alone will not be enough because Governors and Trustees also require a shared understanding and vocabulary. This session will introduce the SEND Governance Review Guide and how its use can improve governance and ultimately have a positive impact on our children.

**Chris Rossiter and Karen Wespieser**

### INTEGRATING RISK MANAGEMENT INTO DAILY OPERATIONS

We will look at a range of areas such as, why you should manage risk, who owns the process of risk management, how to create a risk conscious culture and embed risk management into day-to-day operations. Breaking risk down into sections, we can show you how it applies across the whole of the school environment - not just from a safeguarding perspective. We will talk you through key things to consider, what pitfalls you might face and give examples of how our customers have benefited from adopting a structured risk management process.

**Tom Healy**

### IS OUR MODEL OF SCHOOL GOVERNANCE BROKEN?

The session will be designed to raise questions about some fundamentals of governance and its role in compliance, assurance and quality management. The aim will be to start a more fundamental debate about what we expect from Governors, the key distinction between effective 'governance' and effective 'governors' and whether there should be more time spent in exploring the question of reforming the system to get better outcomes. It will however also come back to some pragmatic and practical issues that would allow for some of the ideas to be implemented in the here and now.

**Andy Guest**

### MAT GOVERNANCE - ARTFULLY CRAFTED OR A HARD NUT TO CRACK?

Are you struggling with MAT governance? Knowing what good looks like for the size of your MAT can be challenging. Louise Cooper of Governors for Schools presents new survey data about the roles and responsibilities of Trust boards and local governing boards at school level - covering MATs of all sizes, and in all regions of England. Hear insights from our work placing governors and trustees in MATs across the country. Plus, we'll explore the implications of these learnings for those wanting to become a Trustee or a Governor - and what you can do to find the right people.

**Louise Cooper**

## IN THE CLASSROOM - PRIMARY

### A YEAR IN THE LIFE OF A LEARNING POWERED CLASSROOM

I will describe my work as a primary teacher and co-author of "Powering Up Children", and illustrate the kinds of changes that I have made to my practice over the last few years to get the children to take more confident responsibility for planning, trouble-shooting and evaluating their own learning. Some of these 'tweaks' include integrating self-reflection and feedback, capitalising on the learning environment to boost learning power, and unpicking and teaching collaboration skills. I will give participants a flavour of the LPA, and respond honestly to questions about the ups and downs, and what I have learned so far.

**Rebecca Carlzon**

### LEARN HOW TO MAKE YOUR CLASSROOM 'DYNAMICALLY DIFFERENT'

Beware the merely beautiful. In this interactive workshop you will learn how to use every cubic inch of your classroom environment to actively promote long-term learning and boost your pupils' metacognition and levels of independence. Very few teachers are lucky enough to visit classrooms beyond those in their own or neighbouring schools, so join us in this session as we open a window onto the universal



## DAY TWO | Friday 21 June 2019

principles of effective classroom design. It's your chance to 'visit' a selection of dynamically different classrooms via the powerful images and case studies drawn from real teachers' practice. Pick up a range

**Claire Gadsby and Jan Evans**

### LEARNING ON THE MOVE IN THE CLASSROOM

"Times tables learning is fun, pupils no longer fear times tables! In this workshop, teachers can experience how and why the least motivated pupils become engaged and excited with examples of this physical, rote learning action programme for the classroom. Classes of all ages and abilities quickly grasp our dependable strategy for retaining mental recall and conceptual understanding. Each table has a set of entertaining themed actions and a film of pupils will demonstrate this proven, successful approach. There is a 1 day CPD available for both Key Stages.

Joggy Bear Education is the fore runner to our "Learning on the Move" programmes. Pupils in Early Learning Years become school ready with the assistance of Joggy Bear's physical activities whilst laying down foundations in literacy, numeracy and social development. A two year evaluation by education psychologists at Oxford Brookes University has just been published and programme examples will be shown."

**Lizzie Webb**

### TEACHING GRAMMAR THROUGH TEXTS

Explore how to teach grammar in a way which is meaningful and encourages a love of books. Using beautiful, high quality texts, this workshop contextualises how you can teach the grammar of the national curriculum with real teaching applications. You will engage in a range of playful and practical approaches that can be embedded in future planning and which encourage children to apply their skills in writing. The teaching of grammar is about more than learning terms and preparing children for a test; it is about giving children control over their writing so they can communicate in the most effectively.

**Victoria Hall (Groom)**

### TEACHING THROUGH AND FOR DIALOGUE

Teaching through and for dialogue supports pupils to make sense of their knowledge and to develop critical, creative, caring and collaborative habits of mind. After a consideration of the qualities of dialogue that distinguish it from other types of talk and classroom interaction we will discuss the benefits of engaging pupils in this kind of talk with a particular focus on the development of conceptual understanding. We will discuss how and when to use dialogue in your teaching and how to progressively develop the quality of dialogue in your classroom and your school.

**Neil Phillipson**

### THE SIXTH SENSE

Learning is a continuum; it's not just 'can,' or 'can't' - there's a whole lot of synapse-soldering in between. And it just so happens that key to progressing through each specific stage of development, are the '5 Rs' - distinct character traits essential to flourish both in and out of the classroom. In order to progress to potential, we must be Receptive, take Risks, Retain understanding, Refine our thinking and Redefine what's possible. Making sense of this is invariably down to the quality of relationships formed with the teacher - the sixth 'R.' The Sixth Sense.

**Will Hussey**

### UNDERSTANDING OUR BLIND SPOTS SO WE CAN MAKE THE MOST OF LEARNING

This session will first introduce key aspects of learning based on cognitive science and then swiftly move to research relating to barriers that limit children's learning. We will look at common, yet unintentional, teacher blind spots such as unconscious bias, low expectations and students' sense of belonging. We will examine how these blind spots play out in the classroom based on case studies and research in the UK and US. Lastly, participants will learn tools they can use immediately to break down barriers to learning and connect better with all students in order to maximise memory and promote equality.

**Tricia Taylor**

## DAY TWO | Friday 21 June 2019

### WHAT I'VE LEARNED FROM TEACHING IN PRISONS

The session will be in two parts. Firstly, the audience will hear how Andy West's teaching in prison reshaped three areas of his primary school practice around masculinity, money and de-escalation (more can be found on this here: <https://www.tes.com/news/what-ive-learned-teaching-prisons>). Secondly, attendees will be given three practical lesson plans that address these three areas that they can use in their own classroom the right away.

**Andy West**

### IN THE CLASSROOM - SECONDARY

#### BOYS DON'T TRY? RETHINKING BOYS' ENGAGEMENT

To what extent do teachers treat boys and girls differently in the classroom? Do pupils notice these different expectations? What are the consequences of teachers' perceptions about how boys behave and work in lessons? In this session, we'll look at: • The research • Myths versus reality • The effects • Some solutions Aimed mainly at secondary teachers, this talk should also be of great interest to colleagues who teach KS2 and FE. In addition, it's essential viewing for any school leaders who've ever sat around a table and uttered the fateful words "so what are we going to do

**Mark Roberts and Matt Pinkett**

### DO THE SIMPLE THINGS WELL AND KICK FOR THE CORNERS - DEVELOPING EXPERTISE IN PUPILS AND THEIR TEACHERS

Doing the simple things well and kick for the corners. This is an adage often heard traditionally in rugby pitches across the world. Yet when one watches great sports teams, expert musicians or brilliant surgeons, it does not seem so simple to do what they do. Teaching pupils when done well looks simple but of course it is nothing but simple. Come and hear how we are developing teachers and how in turn they are developing their pupils to be experts in their subject.

**Reuben Moore and Faye Craster**

### ENGELMANN APPLIED: MINIMUM EFFORT, MAXIMUM IMPACT

How can you plan your lessons to enable all pupils, especially the weakest pupils, to make as much progress as their more knowledgeable peer? I will provide an in depth analysis in teaching the topic of Fractions within a mainstream curriculum inspired by Engelmann's approach from his Connecting Maths Concept (CMC) Textbook series. I will explain how my teaching was structured to allow the weakest pupils to make extensive progress - with minimal effort but result in maximum impact! This will be done by sharing resources created and videos of pupil work - with results to show!

**Naveen Rizvi**

### 'FOR ALL OF OUR STUDENTS, FOR ALL OF THEIR LIVES' - EMBRACING THE ROLE OF THE ARTS IN SCHOOLS

What role do the Arts play in your school? This session will look at a sound evidence base for the positive impact that the Arts have within our educational settings and wider society. Are you responsible for any element of the arts within your school? Drama, dance, music, art, photography or media? Are you a senior leader looking to harness the power of the arts to improve student outcomes? This session will empower you to return to school with practical ideas that will have impact in both outcomes and enriching the lives of the young people work with.

**Jonathan Perkins**

### GREAT SCHOOL LIBRARIES - POWERING TEACHING, LEARNING AND LITERACY

If you think you know school libraries, think again! Over the past 5-6 years, we've seen a quiet revolution in the role a great school library can play at the heart of any school. From places of quiet scholarship to modern, bustling spaces which encourage participation and creativity, provide access to digital skills and extend and enhance Curriculum-based teaching and learning. In this session, Libraries Association CEO Nick Poole will share examples of the fun, fantastic and imaginative ways that school libraries are making a difference and give you some ideas to take back to your school!

**Nicholas Poole**

## DAY TWO | Friday 21 June 2019

### IMPLEMENTING WILLINGHAM & CHRISTODOULOU IN THE CLASSROOM

Having heard and read about the excellent ideas from Daniel Willingham, Daisy Christodoulou and others, how easy it is to implement them in a day-to-day classroom setting? This year I and two of my colleagues have tried to use the ideas of Willingham's cognitive science and Christodoulou's assessment to co-plan and deliver a Year 9 Physics curriculum. This session will be an honest account of how we have found it, what has worked and what hasn't and what impact it has had on the students' learning.

**Richard Alton**

### RESEARCH INTO PRACTICE: WHY ROSENSHINE'S PRINCIPLES OF INSTRUCTION WORK SO WELL

Barak Rosenshine's Principles of Instruction paper is probably the clearest exposition of effective teacher practice, linking research from observation and cognitive science to the practical strategies teachers can use every day. In the session, delegates will receive a copy of the paper as we explore how the ideas work, how they are supported by cognitive science and what the implications are for teachers seeking to improve their practice.

**Tom Sherrington**

### SEARCHING FOR DINOSAURS AND WHEELBARROWS IN THE TRIGGERING TOWN

This talk looks at symbiotic relationship of teaching and

writing in the classroom. In 2017, I signed up for a Masters in Creative Writing. The experience of having my own work and study critiqued and fed back to me, while still teaching English at a secondary school to 14 to 18 year olds, opened up some interesting areas of creative growth, which I would like to share with interested audiences. Alan Ziegler, writer lecturer at Columbia University, speaks about the study of writing being about "people around a table". This talk explores this fertile area in greater detail.

**Joe Orsmond**

### SUCCESSFUL INDEPENDENT LEARNING: LESSONS FROM THE EPQ.

John will outline the pedagogical ideas that informed the development of the EPQ and review the growing research evidence that shows that it has succeeded in developing the capacity of students to learn independently. He will explain practical classroom strategies for mentoring students working on independent research projects or essays and describe a model for developing independent learning in all curriculum areas.

**Dr John Taylor**

### THE 5 PRINCIPLES OF DIRECT INSTRUCTION

Since its compatibility with research in cognitive science was realised, Direct Instruction - an approach that promises guaranteed success for 100% of students - has experienced a resurgence in

interest across British and American schools. Here, we'll see the meaning of 'Logically Faultless Communication,' the 5 fundamental principles that underpin Direct Instruction, and the 3 components of a Direct Instruction sequence: initial instruction, initial assessment, and expansion. Combined, these components ensure every child is successful, and that they can transfer new conceptual understanding to an expansive range of novel contexts.

**Kristopher Boulton**

### THE WHAT AND THE HOW: DESIGNING A PROGRESSIVE ENGLISH CURRICULUM

Ofsted's curriculum research findings have emphasised the importance of 'powerful knowledge' within a clearly sequenced and progressive curriculum. This has generated lively conversation and debate amongst English specialists and organisations leading us to ask: How can we design a sequenced English curriculum with clear lines of progression - without being reductive or overly prescriptive - while preserving the power and integrity of the subject? Victoria Flynn and Jo Kenyon from Hampshire's Local Authority English Team will explore and exemplify progression, principles and practical approaches to designing a secondary English curriculum, with a strong emphasis on effective transition.

**Victoria Flynn and Jo Kenyon**

## DAY TWO | Friday 21 June 2019

### USING DOCUMENTARY FILM IN THE CLASSROOM

Doc Academy (DA) is an education programme using the power of documentary film and curriculum-based lessons to develop students' critical and independent thinking. With our help, teachers can discuss some of the most complex and challenging social issues such as climate change and migration in an unbiased and sensitive way. The session's speaker, Kate Stockings, has used three of the documentaries and lesson plans developed by DA and will showcase the power of documentary film to engage students in discussing and understanding climate change.

**Kate Stockings**

### WHAT HAPPENED WHEN THE TEACHERS STOPPED MARKING?

How can we reduce teacher workload but maintain academic standards? A DfE funded trial conducted by the Cheshire Vale TSA in conjunction with Evidence Based Education ran across three secondary schools. The trial evaluated the impact of English teachers not providing written feedback to students. Subsequent to this, Tarporley High School has changed its assessment policy to one where teachers in all subjects have changed their practice so that feedback forms part of all lessons but no written feedback is given to students. Workload has reduced, and practice and outcomes have improved.

**Jason Lowe and Stuart Kime**

### WHITE WORKING CLASS BOYS: TEACHERS MATTER

My session will focus on the vital role teachers played in the academic success of a small group of white working class boys, it will highlight the school factors that contributed to the academic success of these boys. The important message that I will convey is that teachers can be transformative for their white working class students, teachers have the potential to interrupt and transform the primary habitus of their students thereby positively influencing the academic achievement of white working class boys.

**Mary-Claire Travers**

## INTERNATIONAL

### BEST OF BOTH WORLDS? SUPPORTING INTERNATIONAL STUDENTS IN UK SCHOOLS

The session will be of interest to anyone who teaches pupils from overseas. It will give an insight into the experience of international students who have moved to live and study in England. The aim is to equip teachers and school leaders to anticipate the challenges faced by international students, and to increase teachers' confidence in supporting them. How have international students' experiences compared to their expectations? What were the surprises - positive and negative? What types of cultural barriers have they come across, and what has been most

helpful to them in adjusting and settling into a UK school?

**Chris Pyle**

### EVOLVING EDUCATION TO MEET 21ST CENTURY CHALLENGES AND ASPIRATIONS

For the first time in the life of planet Earth, human beings are sharing the controls of the biosphere. By continuing to teach children linear models of production and consumption we fuel our own demise. Yet, in terms of what is possible, this is one of the most exciting times to be alive. Join us in exploring the interdependencies of Earth's system crisis as well as the new skills and thinking we will need to develop in the rising generation to enable them to be the innovators and leaders of a brighter future.

**Cindy Forde and Alison Taylor**

### HOW CAN SCHOOLS BEST SERVE INTERNATIONAL STUDENTS AND THEIR FAMILIES?

Britain's reputation of 'gold standard education' is attractive to international families who want the best possible future for their children. International pupils provide a viable income stream for independent schools and bring cultural diversity as well. Some schools lack an awareness of the impact that international relocation has on young people. Mary Langford draws on her unparalleled experience in international education to discuss the challenges faced by schools and how they can help children coming from overseas thrive.

**Mary Langford**



## DAY TWO | Friday 21 June 2019

### IMPACT OF TRANSNATIONAL EDUCATION ON HOST COUNTRIES- ACADEMIC/ECONOMIC (MOTIVATION/BENEFITS)

This session will examine Transnational Education (TNE) from an awarding organisation perspective and discuss the main challenges faced when operating in overseas markets. In particular, protecting the reputation of the quality standards and practices is key and in this session, we will discuss methods of achieving this. The session will also discuss the implications of offering standardised products across multiple markets where there are vast discrepancies in understanding, wealth and culture.  
**Olivia Bussey and Esther Chesterman**

### TEACHING THE GLOBAL CURRICULUM OF THE FUTURE, NOT THE PAST

Crista will guide you through the questions, explore the answers whilst ensuring learners remain the primary focus so we can identify strategies, ideas and research to take back to schools to develop thinking, pedagogy and practice to best prepare learners for life beyond school and educational establishments. Life starts now, and it is our duty to ensure all learners can achieve the highest echelons of success through developing our classroom practice, seeking out where gains can be made in deeper engagement, understanding and learning experiences in every classroom.  
**Crista Hazell**

### WILL YOUR NEXT SCHOOL TRIP COST THE WORLD?

This is an informative presentation focusing on the link between school trips and responsible travel. Be honest now: when planning a school trip, do you consider whether the trip is ethical or sustainable? Don't worry if not, you're not alone. We will have an open forum Q&A and I'll share advice from 15 years of organising school trips on how to ensure your next adventure has a positive impact on your destination.  
**Adrian Ferraro**

## LEADERSHIP

### 'CULTURE EATS STRATEGY FOR BREAKFAST' INNOVATION & AGILITY IN A RAPIDLY CHANGING CONTEXT

The session will explore the importance of creating and protecting a culture in your school(s) based on values and innovation. In today's rapidly changing education context schools and MATs must be agile and innovative- it is though having a strong organisational culture that this is possible. Libby Nicholas and Benedick Ashmore-Short

### COMPASS OF EDUCATION - CHARACTER

The session entails understanding that you do not need a set of 10-15, or more, values to for character education.

The identification of the absolute core values is needed. When you have a compass, you can identify direction. Character Education has been made too complicated with evaluation, and assessments, we need to understand that this is the easiest thing an educator can do. The session explains what compass of education is, how to read it, and what the needle symbolizes.  
**Vijith Vijay**

### ETHICAL LEADERSHIP IN SCHOOLS: WHAT KIND OF PEOPLE ARE WE?

How do you make the right decisions? After a brief introduction to the work of the Ethical Leadership Commission, we'll consider how to use the Framework for Ethical Leadership in making hard choices at school and trust level. We'll analyse ethical issues current in the system, such as accountability pressures, employment practices and budget choices and discern the right way to act. I'll introduce the pathfinder project and its materials, and the focus of the Ethics Forum. By the end of the sessions participants will be confident in their just decisions and enabled to participate in national support structures.  
**Carolyn Roberts**

### FIVE STRATEGIES TO IMPROVE SCHOOL EFFECTIVENESS IN PRIMARY SCHOOLS

This session will provide practical solutions and 'take-aways' for busy school leaders who want

## DAY TWO | Friday 21 June 2019

to reflect on and improve their school effectiveness. The session will cover: - Streamlining processes - Data and assessment - Monitoring - Purposeful performance management - Reflective leadership  
**Emma Breckenridge**

### HOW TO ENSURE STAFF WELLBEING IN A HIGH-PRESSURE, HIGH STRESS PROFESSION.

This session looks seriously at the mental health crisis that is growing amongst school staff and how we can develop a more health and sustainable way of running our schools and developing staff to thrive rather than survive. Looking at: common mistakes made by leadership and how to avoid them; the truth about employee engagement; how to embed wellbeing into your school culture; challenging the 'busy' badge-of-honour culture; how to utilise your middle leaders to transform your staff team; simple everyday tips to building a happier working environment and the number one thing that your staff need most!  
**Peter Radford**

### LEADING EFFECTIVE CPD WITHIN SCHOOLS

This session will explore current international research around what makes effective CPD leadership in schools. We will look at this through the lens of real schools who have used the evidence base to build effective CPD programmes and a culture

of on-going professional learning focused very closely on student needs and outcomes. You will leave the session with some quick CPD wins but more importantly; ideas to firmly embed effective CPD into the culture of your school so that are empowered to reflect on their practice in light of specific student needs and improve their practice year on year.  
**Phil Spoor**

### PREPARING FOR AN OFSTED MAT INSPECTION/EVALUATION

The session will outline from first-hand experience the recommended preparatory activities that might enable a MAT to feel better prepared for a the new Ofsted MAT Review/ Summary Evaluation. The session will share the key findings of the author based on his experience as a CEO when in receipt of a successful pilot Ofsted MAT Review. Materials and templates will be readily shared, pertaining to that used by the MAT in the pilot inspection, and further developed in order to maintain readiness for the new and very similar 'MAT Summary Evaluations' announced in December 2018 for application in 2019.  
**Andrew Read**

### REBUILDING OUR SCHOOLS FROM THE BOTTOM UP

How can schools build the active participation of children, teachers and parents? How can school leaders genuinely listen to the voices of these different groups and take account of them in school decision making? And how can

these voices be woven together into a common sense of purpose? These are critical questions at a time when our democracy is in the balance. Drawing on inspirational practice from across the UK and further afield join Fiona Carnie for this interactive session to discuss ways of building a collaborative and responsive school community for the benefit of all.  
**Fiona Carnie**

### RECALIBRATING SCHOOL CULTURE: CREATING A CLIMATE FOR CHANGE AND TACKLING A TOXIC LEGACY

**Samuel Strickland**

### SPECIALIST LEADERS IN CULTURAL EDUCATION

An illustrated talk with short video clips (with sound) and images through power point presentation.  
**Sandra Hiatt**

### SUPPORTING NEW HODS IN REACHING THEIR GREATEST POTENTIAL DURING THEIR FIRST YEAR IN POST

'Because middle leaders are the engine of any school. In many ways you are the most important leadership group in the school. The most important.' Sir Michael Wilshaw (2014) Heads of Departments fill an essential role in every school and despite extensive managerial skills required, they often learn on the job with relatively brief training. Having spent several years inducting new HoDs, Kate and Alex will discuss what they have learned about how our colleagues

## DAY TWO | Friday 21 June 2019

grow into this role, the support they value, and how they can be nudged to reach higher levels of performance whilst learning their new roles.

*Alex Hartley and Kate Andrews*

### TAKING RISKS IN EDUCATION - HOW TO DRIVE CHANGE AND PROMOTE INNOVATION

Within this session Steve will talk about how, outside of education, organisations approach taking risks and innovating to enable driving meaningful change. Steve will relate these lessons to the education sector and provide practical examples of how schools can build their approaches around innovative practice that many other leaders would deem to be too risky. There will be a clear focus on mapping out strategic risk in order to ensure that when change and innovation take place they are given the best chance to succeed and grow. Throughout the session Steve will be advocating a non conformist approach to education.

*Steve Taylor*

### THE ARCHITECTURE OF LEADERSHIP: USING NUDGE THEORY TO IMPROVE PERFORMANCE

This session will look at how Nudge Theory can impact leadership decisions, identifying the key 'choice architecture' that can improve an educational institution. It will look at architecture at a leader & teacher level, specifically focusing on how processes and systems impact success. Underpinning

this will be an exploration of the importance of value. Here we will look at why a 'values first' model is crucial to creating a culture of high achievement for the whole community. From this, leaders and teachers will look to assess their own choice architecture, with take-away resources to apply within their own institutions.

*Yusuf Ibrahim*

### THE LEARNING IMPERATIVE

This era of low trust and high accountability has had a catastrophic impact on morale, retention and recruitment within many schools. Yet there is another way. What if we could create a vibrant learning culture within our schools for the adults not just the children? A learning culture that sustainably raised the impact of teaching over time. Based upon ten years working in-depth in hundreds of schools, this session will examine the key barriers to adult learning in schools and practical ways for leaders to overcome them.

*Mark Burns*

## POLICY

### ACADEMY TRUSTS MAKING A GREATER CONTRIBUTION TO THE EDUCATION SYSTEM

I think the session will be timely in the debate about what post-Gove reforms are needed and that blaming Brexit for DfE inaction is not good enough

*Tim Coulson*

### EFFICIENCY VS DEFICIENCY: IN PURSUIT OF SUSTAINABLE SCHOOLING

The session is designed to help those responsible for creating a longer term sustainable plan. It will distill the hard lessons learned obtaining sustainability across a wide range of primary schools working in collaboration in one locality. It will examine what is practically possible within the primary phase, and propose a framework for decision making and cost prioritisation that helps create a deliverable and realistic plan. It will explore the contentious possibility that some short-term efficiencies lead to longer-term deficiencies, and discuss how leaders might manage the risk that this poses.

*Andrew Read*

### HOW TO MAKE SCHOOL SUSTAINABLY SUCCESSFUL? TIPS FROM SCHOOLS THAT HAVE...

Teach First undertook an extensive research project to identify schools in disadvantaged areas who manage to buck the trend by achieving excellent outcomes for their students, while maintaining an environment that is conducive to staff wellbeing. We interviewed staff members, making sure TAs, teachers, middle and senior leaders were represented and sat in on lessons and meetings, to discover whether these schools pursue certain practices to make their success sustainable. Our considerations include whether there are ways to spread such practices to more schools, and

## DAY TWO | Friday 21 June 2019

what the barriers to doing so might be.

*Ralph Scott and Emilie Sundorph*

### PRIORITIES, PEOPLE AND PROFESSIONALISM: POLICIES THAT SHAPE TEACHERS' PROFESSIONAL IDENTITIES

The session will start with headline findings and invite participants to predict how these relate to different sub groups of nations. Participants will also have an opportunity to examine summary posters for two different countries whose approaches are particularly useful and distinctive in the English context. The final section of the session will focus on some of the challenges to emerge from this research - about the process of making strategic attempts to support enhanced teacher professionalism at the same time as instituting curriculum reform - and the mechanisms that jurisdictions like Ontario have used successfully to overcome such challenges.

*Philippa Cordingley*

### TACKLING EDUCATIONAL DISADVANTAGE TOGETHER

Educational disadvantage is a not just a problem for the education sector, but for society as a whole. Tackling it requires a broad coalition or organisations from schools, to businesses, the third sector, and government. How do build such a coalition, and how do we ensure it is

effective? This is the work of the Fair Education Alliance. We believe that by working together, learning from each other, sharing evidence and amplifying our efforts through our networks we can drive change more quickly.

*Sam Butters*

### THE FUTURE FOR FREE SCHOOLS

"Since the first free schools opened in 2011, the policy has seen multiple changes in direction: once critical local authorities now run free school competitions alongside the DfE; the demand for Special and Alternative Provision free schools has resulted in a dedicated application process; more and more applications come from growing multi-academy trusts, not the parent and community groups once envisaged; and countless lessons learned have been implemented the policy is refined. As we approach the 14th round of application submissions, we invite you to explore and debate what the future holds for free schools and how education can become the heart of the post-Brexit domestic agenda."

*Luke Tryl*

## RESEARCH

### BECOMING A RESEARCHING PROFESSIONAL: ACTION RESEARCH IN THINKING SCHOOLS

Using the structure of 'A', 'T', 'E', this workshop will fully embrace Assessment, Teaching and Evaluation. Specifically,

this will involve the following:

- Assessment – Integrating all aspects of assessment, recording, reporting, tracking and monitoring.
- Teaching – Establishing what teaching strategies are appropriate to this assessment such that children's learning can be taken forward effectively and sufficiently.
- Evaluation – Through the use of a simple, robust internationally acknowledged metric, aligned to Professor Burden's influential 'Myself as a Learner Scale', schools will be shown how to develop the skills of impact measurement to include academic achievement and personal growth.

*David Walters*

### CREATING AN EVIDENCE INFORMED SCHOOL

There are 2 compelling reasons to attend this session. The first is it to allow teachers to systematically dismantle the fad, ideology and nonsense endemic in education and prevent themselves being duped in future. The second is to lay out the case for an evidence based education movement which will improve the environment for our leaders, develop our teachers and crucially improve outcomes for our children.

*Phil Naylor and Simon Cox*

### I'M NOT HERE TO TELL YOU HOW TO TEACH!

Research has transformed my practice, improved my



## DAY TWO | Friday 21 June 2019

students' learning, reduced my stress-levels and decreased my workload; and I have supported a range of teachers and leaders to apply research within their own contexts. I'll describe some of the most powerful ideas from research, and use case studies from the Norwich Research Leads Network to demonstrate how they look in different classrooms. However, I will not tell you how to teach! Instead, I'll help you understand how and why research is so important, and support you to determine how to apply it to your own practice, and with your own students.

*Niki Kaiser*

### MAKING STUDENTS "WORD CONSCIOUS": DOES TEACHING MORPHOLOGY IMPROVE READING AGE FOR DISADVANTAGED STUDENTS?

Students will struggle to succeed academically, socially or financially if they do not become proficient readers. Hirsch estimates students need 80,000 words to be fully functioning readers at 16. How will disadvantaged students develop this vocabulary if they aren't getting it from their home environments or reading habits? Is there even enough curriculum time to achieve this? In this session I will reflect on 30 years of research literature on reading interventions and my findings from a small scale intervention at a London comprehensive; I will argue that explicitly teaching morphology can help close the

attainment gap for disadvantaged students.

*Christopher Fountain*

### PARTNERS IN PROGRESSION: ENGAGING PARENTS TO WIDEN ACCESS TO HIGHER EDUCATION

Parental engagement is essential for children's education success and is closely linked to progression to higher education. Thus, it is essential that schools and universities work closely together to engage parents, address their concerns and ensure that all pupils' who want to go on to university can do so, regardless of their background. This session draws on recent research including fascinating new data from: a national survey of parents; focus groups with parents, and, university case studies of best practice in parental engagement, and will support schools and universities to develop and improve their parental engagement strategy and activities.

*Dr Sam Baars*

### STATE AND INDEPENDENT TEACHERS' WORKLOAD: LINKS WITH STRESS AND ATTAINMENT

By 2025 England's secondary schools will need more than 30,000 additional teachers; resolving workload is key to attracting and retaining teachers. Our research projects have focused on understanding state and independent teachers' workloads and the ways in which they vary according to sector. We also identify which elements of workload contribute to teachers'

stress and job satisfaction, and consider workload's impact on pupil attainment. Our workshop will present new ideas on how schools and teachers may spend time and provide opportunity for discussion among participants.

*Jude Brady and Vaughan Connolly*

### WHAT WE KNOW ABOUT MINDSET, MEMORY, RESILIENCE AND METACOGNITION

Many schools are interested in helping their students develop their mindset, metacognition and resilience. They also want to ensure that they are using effective strategies to enhance learning. But what does the research actually say about these areas? This session will cover key studies as well as offer practical suggestions for how to help schools facilitate these key skills

*Bradley Busch*

## SCHOOL BUSINESS MANAGEMENT

### CRASH COURSE IN CRISIS COMMS FOR SCHOOL LEADERS

The session will provide attendees with the opportunity to learn from a former journalist and Government media adviser the essential practical information they need to handle the kinds of crises that can affect those in the education sector. Ollie will explain how journalists open up news angles and the narratives they want to tell. It will

## DAY TWO | Friday 21 June 2019

be an interactive session that will provide advice on the importance of story-telling, will set out the golden rules of handling tough media interviews, and how to stick to your key messages. Ollie will also run mock interviews.

*Ollie Lane*

### SUCCESSFUL SCHOOL MARKETING

Christine Bayliss and Antonia Chitty will lead you through the steps needed to establish an effective marketing strategy that will deliver results. From understanding your audience, determining your objectives to creating the message, they will guide you with real life examples of how to use marketing tools effectively. They will cover the use of social media, stakeholder engagement and reputation management so you can take away and create your own opportunities to promote your message. You will leave this session with a clear idea about how to deliver your own vision that will benefit your learners, pupils or students.

*Christine Bayliss and Antonia Chitty*

## SEND

### A WHOLE SCHOOL APPROACH TO SEND

In this session, Adam will outline how Whole School SEND are delivering the government's SEND schools' workforce development contract. A broad range of free

resources that are available to schools will be shared with some discussion about how schools have used them effectively. Adam will show how you can join the community of practice and support both inclusion and high quality outcomes at the same time. The SEND Code of Practice (January 2015) argues that every teacher is a teacher of learners with SEND. In this session, Adam will explore how every leader can be a leader of SEND.

*Adam Boddison*

### EVIDENCE-BASED PRACTICE AND SEND - HOW CAN IT MAKE A DIFFERENCE

In this session we look at the nature of evidence-based practice. We'll then look at how techniques for use in evidence-based practice can be used to facilitate greater use of research to support pupils with SEND. In particular, we will look at a range of techniques to help identify answerable questions; how to identify the most important problems of practice; and how to develop questions from a range of different perspectives.

*Gary Jones and Michelle Prosser Haywood*

### HOW EMBEDDING AUTHORS IN SCHOOLS CAN DRAMATICALLY IMPROVE THE LITERACY OF SEN STUDENTS

Dylan Calder, founder of Pop Up Festival will talk about its three year partnership with Bradfields SEND Academy to demonstrate how Pop Up Festival's model of bringing live literature experiences

to schools has contributed to the transformation of its SEN students' attainment in English. They will provide anecdotal insights about improved confidence, well-being and behaviours of students, as well as quantitative research findings on attainment levels and teaching practice, carried out by the Open University.

*Franziska Liebig and Sita Brahmachari*

### PROPPING UP THE PARENTS; DAILY LIFE WITH CHILDREN WITH SEND

Relationships between school staff and parents of children with SEND are not always harmonious - staff sometimes view SEND parents as aggressive and unreasonable. This session shines a light on the parents' experience to promote better understanding; of an adversarial system which puts them into permanent fight mode; the exclusion they experience, not just from mainstream education but also from society and social experiences; the daily pressures in the home and between siblings; and the problem of the eternal conundrum - parents think their child is capable of more, and teachers think the parents are in denial. Both are right.

*Bernadette John*

### TEACHING AND MANAGING CHILDREN WITH ADHD AND CO-EXISTING CONDITIONS

The content of the course will include o Symptoms, causes, impact and diagnosis o ADHD and co-existing conditions

## DAY TWO | Friday 21 June 2019

including AD, AS, ODD, PDA and CD o Introducing the SF3R model of management of Structure, Flexibility, Rapport, Relationships and Resilience to meet Educational, Behavioural and Socialisation goals. • Setting rules, rituals and routines, accessing the curriculum, seating, organisation and goal setting • Dealing with Mood, Motivation, Distractibility, Disruption and Defiance • How best to deal with peer interaction during class and non-classroom time • Looking at the role of multi-agency intervention and the role of medication

*Fin Oregon*

### THE SYSTEM NEEDS TO CHANGE: YOUNG DISABLED PEOPLE'S EXPERIENCE OF EDUCATION.

Evan Odell (Disability Rights UK) and Kate Bowen-Viner (LKMco) will be presenting findings from their collaborative research with young disabled people. This session will explore young people's perceptions of disability and their experience of education. Evan and Kate will also highlight best practice in schools, examine current policy frameworks and make the case for the urgent need to change the system.

*Kate Bowen-Viner and Evan Odell*

### WHAT ARE EXECUTIVE FUNCTIONS AND HOW DO THEY IMPACT LEARNING IN 21ST CENTURY CLASSROOMS.

Ask any psychologists about executive functions and they will tell you how fundamental they are to successful learning, so

why have teachers never heard of them? Victoria Bagnall - Director of ground breaking organisation Connections in Mind, will guide us through what executive functions are and how they impact learning in 21st century classrooms.

*Victoria Bagnall*

### WHAT DOES GOOD SEND SUPPORT IN MAINSTREAM LOOK LIKE?

Some schools do a poor job of inclusion of children with SEND, merely toeing the legal line, while others are beacons of good practice. How can parents trying to find a suitable school for their child distinguish between the two? Bernadette John draws on her experience of advising hundreds of families each year to teach parents how to identify the gems. The session reveals how to scrutinise school staff and the provision, what to look for, questions to ask, and how to interpret inspection reports. School leaders can learn from the session how best to communicate their SEND offer.

*Bernadette John*

## STEM

### ALL STUDENTS SHOULD CONTINUE TO STUDY SOME FORM OF MATHEMATICS TO 18

This session is an opportunity for the FoE to hear more about the: • rationale behind the move to all students continuing to study some of mathematics to 18 • implications of the Post 16 Smith review of mathematics published

in July 2017 • current state of play and possible future directions • relationship between this and Government policy and the Industrial Strategy, including STEM Skills • nature of the mathematical study implied in the title, to include quantitative skills, statistics and data analysis.

*Paul Glaister*

### BEYOND THE CROCODILE CLIP

From micro:bits to bee hotels hear how a primary school in a part of London which is regarded by many as being one of the most deprived and socially divided has been working to raise the science capital of its pupils, transforming today's learners into digitally literate citizens of the future.

*Allen Tsui*

### DISTILLATION FOR SCIENCE TEACHERS - 100 YEARS OF RESEARCH, 7 RECOMMENDATIONS!

Teachers are increasingly using research to inform their practice. But how do you know who to listen to? How do you choose ideas that are not just flashes-in-the-pan? And how do you know what to do with research once you've read it? We are Science teachers who were asked to help shape the recent EEF Science Guidance report. We'll talk about how we decided what should be included, explain how the research was distilled into 7 practical recommendations, and suggest ways that you can apply these immediately within your

## DAY TWO | Friday 21 June 2019

own classrooms. But we will not tell you how to teach!

*Niki Kaiser and Lauren Stephenson*

### INVESTIGATIVE SCIENCE EDUCATION IN THE MODERN EXAMINATION RESULTS DRIVEN ERA

The session will consist of a presentation followed by group discussion followed by some demonstration educational experiments. Attendees will leave with greater insight into the genuine nature of science and some practical ideas/techniques to get this across in today's examination results driven era

*Ned Kittoe*

### LEARN LIKE GIRLS - WORK LIKE WOMEN - CREATIVITY IN STEM

"The aim of this session is to create greater awareness of the issues surrounding the gender divide in STEM results at school and acknowledging Mary Portas's "Work Like a Woman" manifesto, learn "to value the power of feminine characteristics" in the workplace.

Suzie Longstaff and Pippa Wadey will share their personal insights into the way in which Putney High School has responded to these challenges through its Science of Learning programme, focus on creative learning spaces as well as on the character development and mindset of female Dyson entrepreneurs."

*Suzie Longstaff and Pippa Wadey*

### STEM ADVENTURE

The session will start with an outdoor practical demonstration of STEM Adventure. Attendees will be invited to participate. This will be followed by a presentation which summarises the development of STEM Adventure, the partners who have supported its development and the innovation award that it received from the Council for Learning Outside the Classroom. The session will conclude with an exercise that invites participants to give some thought as to how they could incorporate STEM Adventure into their own organisation's curriculum.

*Dan Riley*

## WELLBEING

### 'CHANGING THE WEATHER IN THE CLASSROOM AND THE STAFFROOM'

This session includes a mixture of presentation, discussion and practical exercises, looking at what mindfulness is and isn't, what the research evidence tells us, and where to begin if you want take it further.

*Claire Kelly*

### BOOST STUDENT AND STAFF WELLBEING THROUGH YOUR EXISTING ARTS PROGRAMME

Come to this semi-practical session exploring the positive benefits of the arts, and how to make the most of your existing arts offer to support the wellbeing of students and staff. Find out what

the latest research is saying about the impact of the arts on wellbeing, and how you can translate this into simple, effective strategies for your school. Finally, take part in a group music making experience with singing expert Sara West (singing teachers and Meryl Streep's vocal stand-in for Mamma Mia), and leave with the tools to deliver simple arts activities, that do not require specialist knowledge in your school.

*Catherine Sercombe and Sara West*

### ENHANCING MENTAL HEALTH AND WELLBEING THROUGH THE INNER CURRICULUM

Neil and Jane's session will inspire you to see the relevance of having an Inner Curriculum in schools. The Inner Curriculum addresses our internal world of thoughts, feelings, emotions and sensations. Their original ideas will empower you to understand that schools need to think about the internal world of the teacher and pupil so that the school community can nurture wellbeing and mental health. You will leave their session with transformational new ways of developing good relationships in the classroom that will enhance wellbeing.

*Neil Hawkes and Jane Hawkes*

### HOW MINDFUL PSHE CAN BE THE KEY TO EFFECTIVE PERSONAL DEVELOPMENT

Take a journey through a PSHE Programme that builds good mental health and nurtures the personal development of



## DAY TWO | Friday 21 June 2019

every pupil whilst enhancing the positive ethos of the whole school community

Dialogue with Jan Lever, Creator and Director of the acclaimed 'Jigsaw, the mindful approach to PSHE' and be inspired to refresh the Personal Development at your school through meaningful PSHE Learning points;

- What do we mean by personal development?
- What is mindfulness and why is it vital to personal development?
- How to design a PSHE Programme that progressively builds personal development from 3-16 and is underpinned by mindfulness philosophy and practice
- Reflect on your school's PSHE provision

**Jan Lever**

### IMPROVING PUPIL WELL-BEING AND RESILIENCE: THE CASE FOR BUILDING PARENTAL CAPACITY

Schools and teachers are continually expected to spot, manage, and help pupils and families successfully navigate the vast array of mental health problems that young people face. This talk offers attendees: (a) A useful 'take-home' update on the national picture as it relates to children and young people's mental health; (b) An explanation as to why schools should be focusing on building parental capacity in their communities to help improve pupil mental health and well-being; (c) The opportunity to consider an array of evidence-based, practical and cost-effective strategies for

improving pupils' outcomes.

**Dr Kathryn Weston**

### LET'S STOP TALKING ABOUT BEHAVIOUR AND START TALKING ABOUT BELONGING

An interactive workshop signposting the small shifts that schools can make to embed resilience, develop aspiration and create a culture of respect in school. Jaz shares a raw account of her experience in education as a student and teacher and shines a light on how to enrol staff, students and parents.

**Jaz Ampaw-Farr**

### MEANINGFUL CONVERSATIONS: BUILDING RELATIONSHIPS WITH YOUR PUPILS

Like teachers, pupils bring their whole selves to school meaning they can be happy, sad, angry, frustrated, ecstatic and so on. This session explores the value of relationships and how teachers can make the most out of their day to day micro-interactions with pupils. In a practical setting, we will explore how we can listen better, be more emotionally intelligent and ask empowering questions therefore leaving our pupils more confident and resourceful.

**Robin Chu**

### SEX, LIKES & SOCIAL MEDIA: PRIMARY THROUGH TO SECONDARY

The RAP Project's Phoebe McIndoe & Jessica Hawley will discuss our work with primary and secondary school students. The first half of the power point will address

how younger people (10-11 years old) are growing up fast on & off line. In addition to physical changes, our young people are bombarded with social media and early sexualisation. Phoebe will go onto share our secondary students' experiences, offering tools and guidance to educators working with young people at this vulnerable and exciting stage.

**Phoebe McIndoe and Jessica Hawley**

### TACKLING THE EMPATHY DEFICIT: WHAT HAPPENS WHEN YOU PUT EMPATHY AT THE HEART OF A SCHOOL?

According to the World Health Organisation, by 2020 depression will be the second largest cause of disability in human populations. This increase is in part due to the growing pressures within our schools and classrooms, with students and staff suffering from overwhelm, disconnection and burnout. From exploring the workings of the adolescent brain to discussing best practice to prevent mental health problems from a young age, to building an ethos of emotional learning, this session will offer both insights and simple, practical advice to help teachers build more resilience and positive emotional health amongst students and the wider school community.

**Rachel Musson**







10 years  
anniversary

**FESTIVAL OF  
EDUCATION**  
Wellington college

# BE PART OF SOMETHING AMAZING AND IMPORTANT - THE 10TH FESTIVAL OF EDUCATION

THE FESTIVAL OF EDUCATION 2019 | WELLINGTON COLLEGE  
[WWW.EDUCATIONFEST.CO.UK](http://WWW.EDUCATIONFEST.CO.UK)

Shane Mann | Festival director  
t +44 (0) 20 81234 778 | m +44 (0) 78 37 982 398  
e [shane.mann@lsect.com](mailto:shane.mann@lsect.com)