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The annual

FESTIVAL OF EDUCATION

ONLINE | 16-30 June 2021

FRIDAY FEST

SCHEDULE

18 JUNE



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BLOOMSBURY EDUCATION

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Period 1 09:30-10:20

Hopin location | Stages

Exploring Esports

Join us to discover more about the transferable skills a qualification in esports can provide, plus explore this exciting industry & associated careers

Tom Dore, Head of Education, British Esports Association

How can BBC Teach help teachers cover challenging topics?

Find out how BBC Teach resources can help teachers approach challenging topics in the classroom, including racism, mental health and relationships education.

Alex Harris, Producer, BBC Teach, BBC Education

Making differentiation work in the classroom

Differentiation doesn't need to be overwhelming. Sara Alston looks at practical strategies to make it work through small tweaks and adaptations.

Sara Alston, SEND and Safeguarding Trainer and Consultant, SEA Inclusion & Safeguarding

Careers after COVID-19: preparing for post-pandemic possibilities

COVID-19 has made the world of work even more uncertain for disadvantaged pupils. Learn how schools can open doors to a future they deserve

Louise Preston, Head of Programme Management and Careers Leader Programme Lead, Teach First, Michael Britland, Careers Development Lead, former Assistant Head and Careers Leader, Careers Network Lead, Teach First and Catherine Young, Careers Leader Level 6 Professional Careers Adviser, Kingsbury Green Academy

Think Hard, Speak Easy – Developing Mathematical Talk

An inspirational session for primary teachers that are looking for ways to enable all children to make the most of mathematical talk opportunities.

Sarah Howlett, Lead Primary Maths Specialist, White Rose Maths

What mainstream can learn from alternative provision post pandemic

Post-pandemic, how different are the skills mainstream teachers need to protect student wellbeing and safeguard from 'everyone's-invited' peer abuse, to those skills used by teachers in pupil referral units? What overlap is there in work de-escalating tensions over racial injustice, or spotting trauma and serious anxiety post-lockdown? What lessons do each half of the sector have to teach one another? Join The Difference Founder Kiran Gill as she speaks to leaders working on whole-school inclusion in two very different types of schools about what they have learned by working together this year...

Gill LaRocque, Assistant Headteacher, Limes AP College, Sutton, Kiran Gill, CEO, The Difference, Aleksy Krepski and Despina Giannarou

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Hopin location | Sessions

Why Every Teenager Needs a Parrot

How the developmental drive of adolescence influences decision making
Why the teen brain is not wired for decision making and impulse control
How to have conversations which help teens make good choices and resist peer pressure
How to develop impulse control in teenagers

Alicia Drummond, Founder, Teen Tips Ltd

“I’m a PFI – Get me out of here!”

Running a school with the shackles of PFI contracts can rob you of funds, flexibility and the feeling of control, and yet tackling PFI contractors effectively can seem an impossible task. This session will bring hope to school leaders, demonstrating that it is indeed possible to take back control of these contracts, saving substantial sums of money in the process.

Andrew Chubb, Co-founder and Director of ProjectPFI and Ian Denison, Director, ProjectPFI and Inscyte (formerly owner and director of CPP / MDG Associates)

Breaking gender stereotypes at primary school

The idea is based on research that shows that at the age of 5, if not younger, children already start forming and adhering to gender stereotypes. Girls start feeling that they are less talented than boys. Boys are less aware of and able to express their emotions. This leads to a culture and belief that they are less capable due to their gender, which is only exacerbated by race and class. This session will explore themes around how to challenge these stereotypes in the classroom and how to effectively engage the wider parent community.

Bilkis Miah, CEO & Co-Founder, You Be You

Riding on the Edtech wave

The experience of the last 12 months has demonstrated the crucial and significant role of Edtech in education, overall schools have risen to these challenges and have had to transform their use of Edtech to support teaching and learning and many other aspects of the wider school community. As one of the national Edtech Demonstrator schools we will discuss why it is crucial that all schools form a digital strategy and how you can do this.

Dan Roberts, Headteacher, Devonport High School For Boys

Single-sex Education – why does it exist?

Single-sex education has a well-documented history but what does it look like in modern society? And how relevant is it for young people today? Donna will present the history of the sector, how it has evolved and the reasons why parents still choose this education route for their children. She will look at the sector in the UK and globally, for both single-sex boys’ schools and single sex girls’ schools but with a particular focus on the latter, including the presentation of newly released research.

Donna Stevens, CEO, Girls’ Schools Association

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ADHD and Neurodiversity

We will demystify ADHD and Neurodiversity and provide a practical and proactive platform to support children and young persons in terms of learning, behaviour and socialisation within inclusive school communities.

Fintan O'Regan, Neurodiversity consultant, SF30 Limited

Learning the lessons from over a year of virtual governance

The Covid-19 pandemic has undoubtedly been a challenge for schools and governors, but there are opportunities to learn valuable lessons. In this session, Hannah Stolton will consider how governance has changed, and how these findings can be incorporated into governance going forward. From the setup of governing boards, to monitoring health and wellbeing post-Covid, you'll be encouraged to think about any aspects that should be incorporated into our ways of working. Hannah will also examine the key areas of focus for governors to be effective as schools return to normality.

Hannah Stolton, CEO, Governors for Schools

Awareness-Based Systems Thinking to Improve Educational Policy and Practice

This session focuses on how awareness-based systems thinking can assist in improving the prevalent disparities in educational policy and practice that are both systemic and structural and create a level of disproportionality in terms of equality, inclusion and diversity that have long-term negative effects on educational outcomes.

Helen Sanson, Director, Forcera

Solving Mathematical Word Problems – 5 Ways to Build Understanding

This session looks at 5 practical approaches to embed within your lessons when exploring word problems to support understanding, answering questions such as; What can we learn from reading comprehension? What if we made word problems numberless? Tried and tested from years of research and lots of opportunities to discuss potential impact.

Jean Dodwell, Year Mathematics Specialist /T&L Lead, Slough Schools

Poetry isn't Politics.

Poetry is one of the most difficult things to teach well and as a result, the world is full of metro-phobes, adults who hate poetry largely because of their experience in secondary school. This session will explain how this happens and what can be done about it. This matters because poetry is the way writers humans have explored what language can and cannot do for centuries, and understanding that empowers adults in an age when language use is particularly potent because of new technologies.

Joe Nutt, Author & International Educational Consultant

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The Thinking School – Developing a Dynamic Learning Community

During the session, Dr Atwal will present the key findings from his research to develop an authentic 'thinking school' which maximises the formal and informal learning experiences of children and adults. Through peer learning, lesson study, coaching, engagement in research and other professional learning activities, the thinking school creates a dynamic collaborative culture that permeates the entire learning community. He will draw upon his success of leading two outstanding schools. Attendees will learn how they too can begin to develop dynamic learning communities at the heart of their schools.

Kulvarn Atwal, Executive Head Teacher, Highlands Primary School

What Are We Teaching Children About Power?

Power is significant in our lives in so many ways, yet we rarely learn about it explicitly at school or talk about it as a society. Whilst it often shows up in the form of control, it is in fact complex, multi-faceted and seldom fully understood. If you have you ever stopped to wonder what "power" in the word "empowerment" actually feels like on the inside and looks like on the outside then this workshop is for you.

Lucy Holbrook, Trainer, Inner Learning First

#earlyyearsup – keeping the 'Candle of Curiosity' burning bright

From Leuven to Reggio, Aistear to Te Whāriki, in many ways it is in the Early Years classrooms of the world that we get most things right, and then, as we try hard to be successful 'schools', much of that magic can be lost, and that 'candle of curiosity' can be extinguished. In this presentation, Matthew Savage, former Principal of an award-winning international school in the Middle East, discusses how the very best global Early Years pedagogy, heutagogy and practice is equally applicable to, and beneficial to the learning and wellbeing of students throughout, Primary and Secondary and beyond.

Matthew Savage, Educational Consultant and Trainer, Savage Education

Why the future means environmental sustainability

An introduction to environmental sustainability, how important it is and why it must be urgently embedded into the curriculum.

Richard Carter, Lecturer in Accounting, Finance and Sustainability, West Suffolk College

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Period 2 10:50-11:40

Hopin location | Stages

Super-charge your workforce: CPD for the catch-up crisis

Communication skills have suffered over the pandemic. Expert clinicians describe how effective CPD can boost speech and language skills.

Martha Currie, Speech and Language Therapist and Mable Therapy founder, Alicia Lynch, SEMH Specialist and Head of Speech and Language at Mable Therapy and Jacqueline Martin, Head of Professional Development – UK Schools, Pearson

Overview of BBC Bitesize Secondary content

BBC Bitesize is our flagship educational website used by 76% of secondary students. Find out how our curriculum related content can benefit your students.

Andrew Tomlinson, Head of Digital Products, BBC Education

What's wellbeing got to do with it?

Myth busting wellbeing: a research focussed discussion of what wellbeing is and could look like in schools for children and staff.

Andrew Cowley, Co-founder of The Healthy Toolkit, Bloomsbury Education and Adrian Bethune, Healthy Body and Mind Leader and Teacher, Teachappy

The digital legacy of COVID-19: what's next for edtech?

COVID-19 forced the education sector to go almost completely digital. But what aspects of it should be kept, and what should we let go of?

Amy Mitchell, Director of Programme Innovation and Insight, Teach First, Helen Farmer, Head of Digital Learning, Teach First and Amanda Agard, Development Lead, Early Years and Primary, Teach First

There's more than one way to crack an x!

A thought-provoking session based around exploring multiple methods in the secondary maths classroom.

Tim Chadwick, Secondary Maths Specialist and Teacher, White Rose Maths

Mastering teacher development: the power of curriculum-embedded PD.

How do Ark's Complete Curriculum Programmes develop teacher expertise, enhance wellbeing, and improve pupil attainment and enjoyment?

Helen Drury, Director of Curriculum Programmes, Ark Curriculum Plus

Out of the storeroom into the classroom

A session to inspire you to dust off the manipulatives in your store cupboard and bring them into your secondary maths classroom.

Tim Chadwick, Secondary Maths Specialist and Teacher, White Rose Maths

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Governance during and after the pandemic

A “fireside” chat between the two speakers to tease out how the pandemic has affected governance.

Katie Paxton, Governor and Naureen Khalid, Trustee, Connect Schools Academy Trust

Hopin location | Sessions

A New Vision for Challenging English for All

This session will model how complex, challenging texts can be accessed and enjoyed by all your pupils to help you develop new visions for English! I will explore ways in which more ambitious, creative work can be introduced using case studies from our partnerships with schools across the UK. There will be a modelling of quality text to quality writing journeys with an emphasis on how challenging texts can be central to the English curriculum and can be accessed and enjoyed by all learners. There will be specific strategies for including texts from around the globe, picture books and literature. This session will show how challenging texts, past and present, can be accessed and enjoyed by all learners with a focus on KS1,2 and 3.

Bob Cox, Educational Consultant and Author, Searching for Excellence Ltd

Gender equality in education: A whole school approach

Understanding the impact of gender stereotypes on children and the need for schools to promote gender equality is a must for anyone involved in education. In this session, discover what meaningful gender equality looks like in a school environment and learn practical tips to empower your pupils to challenge gender stereotyping wherever they encounter it. Draw on the experiences of 5 London primary schools in implementing Lifting Limits’ whole school programme to challenging gender stereotypes and the transformative impact of the programme on staff, pupils and the school environment.

Caren Gestetner, Chief Executive, Lifting Limits

Putting an end to future career fear

Richard believes that careers advice in schools needs to transform, and that personalised and tailored careers guidance is key to this change. He will also delve into the issue of future career fear and unveil recent research that found that 70% of secondary school students have no idea about what career they want to pursue. Richard will share the benefits of technology and how gamification and immersive technology can engage young people and help them link with Further/Higher Education as well as Employers, and ultimately find the job of their dreams. He will also talk about how careers advisors can upskill young people for the post-pandemic world of work.

Richard Lee, Sales Director, Launch Your Career

Why every school needs a strategy for disadvantaged pupils and how to create one

Every school needs a strategy for disadvantaged pupils. The disruption caused by the pandemic has highlighted educational inequality like never before and yet providing cost effective support which has real impact has never been more difficult or complex. Knowing how to apply an evidence-informed strategy within a school or across a Trust is critical to your success. You will come away with a practical understanding of how to best support your colleagues and make the most of the resources you have, based on my experience as a practitioner and leader.

Christopher Rossiter, Chief Executive, Driver Youth Trust

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Growing the Top – Stand out schools don't stand still

If an education system focuses solely on the lowest performing schools and the higher performing schools are left to drift, there is a risk they may begin to move aimlessly downwards. The Growing the Top programme at Challenge Partners enables top performing schools to work together, push the boundaries and drive their schools to continue to improve. Schools work together in a unique programme of facilitated trios visits, which our pilot evaluation has shown to be an effective way of providing fresh challenge to established practice and driving continuous improvement in schools that are already considered to be highly effective.

Dame Susan John, Executive Director, Challenge Partners and Dr Josie Valentine, CEO, Danes Education Trust

Attachment Theory: Developing Secure Attachments With Your Students

This session will combine a theoretical overview of attachment, a historical perspective of the theories development as well as a practical guide for how teachers can use strategies to help nurture and develop their relationship with students who have attachment difficulties.

Dr Pippa Busch, Child Psychologist, Local Authority

The importance of esports in education

-What esports is – The importance of the new esports BTEC and why it's not 'just gaming' – Esports role with helping the UK economy – Its obvious links to STEM subjects and future-proof skills – What the future holds for students who want to study esports beyond sixth-form

James Fraser-Murison, Director of Learning, Queen Mary's College

Music & Mind: Music and Adolescent Brain Development in the Classroom

In this online session we will provide an overview of previous research and evidence on how music can affect development through the mechanism of brain plasticity and we introduce the audience to a longitudinal study run in the UK and Germany that documents how musical, cognitive, and social abilities develop together during adolescence. The session also includes a hands-on demonstration of the musical tasks included in the study, its preliminary results, and how insights from music psychology can be used for teaching a positive growth mindset. We also report the benefits of working with research institutions from a school's perspective.

Jane Brandon, Deputy Head Co-curricular and Outreach, Putney High School and Nick Ruth, Research Fellow, University of Goldsmith's, London

Wellbeing For Idiots (Myself included!)

YouTube is full of free advice on how to get fitter, mediate and foster habits. If success was down to access we'd all be fit as a butcher's dog. The cultural earthquake of Covid has changed the landscape and the map you used before to navigate your wellbeing during pre-Covid times no longer serves you. What you need is a compass that keeps you in alignment with your WHY and a movement of Everyday Heroes, just like yourself, to stand with you. That's what you'll get in this workshop!

Jaz Ampaw-Farr, Catalyst For Change

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What is Expert School Leadership & How do we get more of it?

In this session, Jen Barker and Tom Rees will explore some of the research that sits behind the professional development of school leaders and share some of the shifts in the sector around leadership development taking place in 2021.

Jennifer Barker, Senior Dean – Learning Design, Ambition Institute and Tom Rees, Executive Director, Ambition Institute

How should my institution deal with criticism/abuse on social media

How should my institution deal with criticism/abuse on social media Why is abuse/criticism of schools and colleges growing sharply on social media What kinds of abuse/criticism do schools and colleges tend to face What can schools and colleges do to prevent this kind of abuse/criticism What practical steps can schools and colleges take when abuse/criticism is already in the public domain What does the future hold in terms of abuse/criticism of schools and colleges on social media

Jess Shepherd, Education Communications Consultant

Reclaiming the Essay: helping students discover their critical voice in English

Are you an English teacher, frustrated by the limitations of PEE, PETAL, PCQA and other similar approaches to teaching critical writing? Do you feel such approaches constrain the ability of students across the ability range to write confident personal responses to texts? In this session, we introduce a new approach to critical writing which dispenses with rigid writing frames and places students' engagement with the text at the heart of the essay writing process. We will share examples its application in practice, and its transformative impact on student outcomes.

Kate Lea, Second in English, Colyton Grammar School and Nick Wakeling, Head of English & Drama and Director of Assessment, Colyton Grammar School

Shining the spotlight of literacy difficulties on the UK's classrooms.

This session will help untangle the complexities of literacy difficulties in the classroom looking at small changes to teaching practice AND learner experience to create ripples of impact which extend beyond your classroom's walls.

Kelly Challis, Consultant Teacher, Driver Youth Trust

intersectional Pedagogy- Its place in the English classroom

To examine how English teachers: Address inequalities in education. Use their knowledge of the intersection of gender, race, and class to respond to pupils' achievement and success in education. Use and apply intersectional pedagogy in their classrooms.

Sophia Kapcia, Teacher of English and PhD student, Lancaster University

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Period 3 12:10-13:00

Hopin location | Stages

The future of skills in engineering

Watch industry & education experts discuss the skills needed by future engineers & debate how the education sector can respond

Cindy Rampersaud, Senior Vice President, BTEC & Apprenticeships, Pearson, Ian Green, Senior Controller/Section Manager – Global Training Centre & Nissan Skills Foundation, Nissan, Kate Ambrosi, Assistant Director of Education, Baker Dearing Education Trust, Rosalind Azouzi, Head of Education, Skills and Diversity, Royal Aeronautical Society, Dr Hilary Leever, Chief Executivem Engineering UK

Overview of BBC Bitesize Primary content including our games

BBC Bitesize is our flagship educational website used by 61% of primary students. Find out how our films, quizzes, practice activities and games can benefit your students.

Nicola Anderson, Editor, BBC Bitesize, BBC Education

Let's Hear it From the Boys

Boys will be Brilliant! Getting boys on the agenda. Listening to your boys. Developing a caring masculinity. Strategies to help break through the barriers to boys achievement.

Gary Wilson, Freelance education consultant and author, Raising Boys' Achievement

Spinning plates: should we develop specialists or leaders?

Do school leaders lead specialisms, or are they specialist leaders? Explore what effective leaders need to know – and why it really matters

Alice Dunn, Head of Curriculum Design, Teach First and Bridget Clay, Director of Leadership, Teach First

More than an exam: digital assessment in the performing arts

Discover how preparing for a digital arts exam can enhance the learning process for both teachers and students, and how to make the most of this assessment option.

Annabel Thomas, Head of Development UK&I Arts, Trinity College London and Toby Davies National Development Lead, Rock & Pop Trinity College London

Lesson planning in the digital era

With so many digital resources and websites available, this session will show you how to reduce your lesson planning workload and find the right resources quickly.

Rachel Murgatroyd, Education Lead and Software Engineer, Pango Education and Richard Still, Chief Technical Officer, Pango Education

There's more than one way to crack an x!

A thought-provoking session based around exploring multiple methods in the secondary maths classroom.

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Tim Chadwick, Secondary Maths Specialist and Teacher, White Rose Maths

Hopin location | Sessions

The Ladder: supporting students towards confident, successful futures

Bernie will deliver a practical and thought-provoking session about how young people can recognise and understand their skills and where they get them from. The Ladder: Supporting students towards successful futures and confident career choices is a book designed to build skills awareness and reflection into every subject alongside academic learning to deliver students who can eloquently and proudly express themselves and understand where their talents lie. The session will work with educators, help them self-reflect and give them the tools to support their practice and develop student confidence and purpose in their future-thinking.

Andrew Bernard, Enterprise Director., National Careers Week

Transforming School Culture through lesson observation; a collective and collaborative approach

This session introduces an innovative three-stage lesson observation programme that challenges traditional methods of lesson observation, its part in performance appraisal and the potential of its misuse leading to suspicion and fear. The session details six years of research into how the three-stage lesson observation programme can positively change school culture with the ultimate goals of excellent outcomes for all and a happy and productive school.

Christine Cunniffe, Principal, LVS Ascot

Show me the evidence

Dan Sandhu discusses why it's vital for the EdTech industry to avoid smoke and mirrors. After many discussions and frustrations regarding the little progress around evidence-based approaches, nine leading UK EdTech companies came together to form an alliance of research-led educational organisations to set a benchmark in the industry. This session will explore the launch of the EdTech Evidence Group and why it is more important than ever to steer towards evidence-based approaches.

Dan Sandhu, CEO, Sparx Learning

The journey to becoming an anti-racist school

This session will explore the journey towards becoming an anti-racist school or college, looking at the strategy required to begin developing staff and students' racial literacy, decolonise and diversify the curriculum, engage parents in this work, diversify recruitment, and manage issues of racism and discrimination. The session will provide lots of practical advice and resources, and share a case study of a school in that is leading the way in this work in South West England, including the lessons learnt along the way. The session will also introduce the ways that the BAMEed Network can support institutions with this work.

Domini Leong, Deputy Headteacher of Cotham School and Chair of BAMEd Bristol and South West

It's Time to Put Human Development at the Heart of Education

If we believe the purpose of education is to prepare students to thrive in the future, then we have to develop the critical leadership and life skills that will enable them to do that. But how? In this powerful talk, Elke Edwards, award-winning leadership developer, Founder of Ivy House and author of

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best-selling book, 'Extraordinary' will share her decades of experience facilitating this kind of learning – looking at the skills that make the biggest difference, how to deliver meaningful human and character development and why it's not as difficult as you may think.

Elke Edwards, Founder and Creative Director, Andy Kelsey, Head of Operations and Laura Jelly, Ivy House London

Developing non-cognitive skills in Key Stage two

One of the challenges faced by teachers is the fluctuating stance on non-cognitive skills enhancement in the classroom. During this session you will learn about a programme that amalgamated activities from approaches such as Growth Mindset to SEL. This twelve week intervention significantly improved the non-cognitive skills of key stage two pupils as reported by both pupils and teachers. This session will discuss optimum delivery of non-cognitive skills programmes, methods for measuring change in non-cognitive skills and feedback from pupils and staff.

Jennifer McGahan, Lecturer, Manchester Metropolitan University and Steve Oakes, VESPA author and founder, VESPA mindset

Learnings from Lockdown

Leveraging the strength of its mighty network of school leaders, this session from The Key aims to share some of the most powerful ideas uncovered in schools across the country over the last 12 months, to help leaders tackle pressing issues in their own school communities. From exciting examples of remote learning practices, to curriculum planning, improved flexibility in teaching, recruitment, staff well-being and new ways of communicating with parents. We uncover some of the biggest learnings from lockdown and offer practical ways to apply them to your school, as you take this next step on the road to recovery.

Kaley Foran, Lead Content Editor (KSL & KSG), The Key

How to support Neurodiverse Learners

Many learners, one in three in the apprenticeship sector, have unidentified learning difficulties. Our mission is to start the conversation about neurodiversity and ensure that no learner is left behind. Understanding neurodiversity and cognition is an essential tool to deliver the best support for your learners. In this session, we'll share how you can recognise and support the neurodiverse learners you work with. To help you deliver best-in-class learner support and transform learner attainment.

Louise Karwowski, Head of Science, Cognassist

The Boy Question

For decades schools have grappled with the most significant barriers to male academic success: a lack of motivation to succeed, poor attitudes to study and revision and a reluctance to respond to feedback or write at length. In this talk, Mark Roberts provides practical, evidence-informed advice on how classroom teachers can tackle 'The Boy Question'.

Mark Roberts, Director of Research and English teacher, Carrickfergus Grammar School

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“How Science REALLY Works” – Science Education in a Post-truth Society.

In today’s world, students are bombarded with multiple streams of information – social media, internet, as well as mainstream press coverage – with varying degrees of credibility and scientific grounding. How do we know for example that climate change is real, or that the earth isn’t flat, when there are claims made on both sides of the debate? In this session we’ll present a research-based framework to aid in describing practices and methods commonly used in science and how to use this tool to promote a better understanding of the concept of ‘how science works’ in the classroom.

Olga Ioannidou, Researcher, University of Oxford Dept. of Education and Steve Wooding, Head of Digital Assessment, Doublestruck

Delivering world music sessions: celebrating diversity and challenging stereotypes

A hands on session with west African drums and song. An energising and exciting session exploring beats and songs for West Africa. Learn about the history, the context and the meaning behind the music. Enable your world music sessions to truly celebrate diversity and challenge stereotypes.

Kwame Bakoji-Hume, Founder African Activities CIC, African Activities CIC and Pape Thaim, Senior Artist, African Activities CIC

Cultural capital: an exploration

In this session, you will hear more about the origins of the phrase cultural capital, and which has been co-opted into the Ofsted inspection framework. To what extent do we know what we mean when we consider what ‘the best that has been thought and said’ is, when it comes to the curriculum?

Penny Rabiger, Director of Engagement/Trustee, Lyfta/The BAMEed Network

HOW TO RECRUIT AND RETAIN DIVERSE GOVERNORS with a focus on Race and Age

This session will focus on the primary reasons why having a variety of cultures and backgrounds at a strategic level can make a school more adaptable to an ever changing environment. It will also look at how setting an example at the top will ultimately have a trickle-down effect for more diversity in the senior and middle leadership of the school.

Sharon Warmington, Chief Executive, National Black Governors Network Ltd

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Period 4 13:20-14:10

Hopin location | Stages

Developing your skills with teaching tech

A fun & engaging session to help you find inspiration in using technology & help you find some 'wow, I didn't know it could do that' moments

James Jackson, Director of Digital Transformation, Shaw Education Trust

Overview of BBC Teach Live Lessons for Primary

BBC Teach has delivered over 50 Live Lessons. Find out how your school can get involved and what subjects we will cover in Autumn 2021.

Rebekka Campbell, Editor, BBC Teach, BBC Education

How to Make 'Difficult Conversations' not that difficult, Jon Tait

Experienced senior leader, Deputy CEO and education author Jon Tait will give a masterclass on the art of the difficult conversation with colleagues, including a plethora of tips and practical strategies to make them not as difficult as you first imagined.

Jon Tait, Deputy CEO and Director of School Improvement, Areté Learning Trust

Courageous leadership on race and inclusion

Schools represent the communities we serve. Explore how leaders can better embed racial inclusion across all areas of school life

Joanne Benjamin-Lewis, Curriculum and Training Lead & BAME Affinity Group Chair, Teach First, Rosemary Campbell-Stephens MBE, Anti-racist Educator and Evelyn Forde MBE, Headteacher, Copthall School

Creativity Is Core

Join this hosted interview and Q&A exploring how the Head of one small rural primary puts creativity at the heart of the curriculum.

Carole Andrews, Headteacher, Horningsham Primary School, Wiltshire and Gary Fatcher, Programme Lead, Real Ideas

Instructional Coaching and skill clusters

Instructional coaching can mean different things depending on which book you first read. This session will outline the continuum of types and how the various examples can suit different groups of teachers. Whatever the chosen type, a central focus on the specifics of a wide range of techniques is greatly aided by precise descriptions and supportive visuals. Before anything happens, a shared understanding is essential in order to build a solid pedagogical culture across departments and age phases. Additionally, we will look at how the use of clusters of techniques aid classroom fluency.

Oliver Caviglioli, Information Designer, Olicav Ltd

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Recession, Covid and Teacher Recruitment and Retention

This session will explore the dramatic impact that Covid-19 has had on the teacher recruitment and retention situation, turning the teacher supply challenge around overnight, at least in the short-term. But what impact will cutting bursaries and freezing pay have on attracting and retaining teachers in future? And what will happen to flagship retention policies, such as the Early Career Framework and the reformed national professional qualifications, which are due to begin rolling out in September? In this session, an expert panel will come together to discuss what the sector should do next.

Jack Worth, Lead Economist and School Workforce Lead, NFER, Natasha Armstrong, Head of Impact, NFER and Richard Campbell, Director of Strategy, Now Teach

Hopin location | Sessions

How to embed a whole school coaching approach – Yes Futures

Coaching can have huge benefits for student wellbeing and personal development. In this interactive CPD session, you will hear from an experienced teacher offering practical takeaways which will enable you to develop a coaching approach in your school.

In this session we will:

- Introduce tried and tested coaching techniques for teachers to use when supporting their students
- Demonstrate the impact coaching has on student motivation, positivity and skills development at school
- Share more free resources to help you explore coaching further after the session has ended!

Andrew Thraves, Chair, Yes Futures and Sarah Sewell, Chief Executive, Yes Futures

Is The Science of Learning key to helping students catch-up post COVID?

This session will seek to explore how best to help students post COVID and if the research on the science of learning can help. It will cover key and popular areas such as metacognition, memory and mindset. It will cover seminal and recent research papers as well as highlighting both their strengths and weaknesses,

Bradley Busch, Psychologist, InnerDrive

Can you really build character?

‘Can you really build character?’ will delve into the history of character building in the UK education sector to place the current Ofsted Inspection Framework requirements in context. It will unpick whether it is possible to develop character as well as considering the ethical implications of attempting this in an educational setting. Finally, it will provide some practical suggestions of how to develop activities as part of a whole school framework to ensure consistent and effective delivery which can be evidenced appropriately.

Cath Hempsall, Trainer, Brathay Trust

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Leading for Learning in Uncertain Times

This interactive session will look at what the core principles of leadership are and how to apply them to your setting. This will combine a range of tasks, activities and hypothetical situations that will encourage self-reflection, self-analysis and most importantly, space to think about how to apply it to your setting. - *Edward Watson, Director, InnerDrive*

Inclusive Allyship

Join Hannah and Adrian McLean to explore inclusive allyship to understand how we need to show up to affect change in policies and practices, to transform our behaviours and organisational culture.

Adrian McLean, Trust Leader – Character Education & Personal Development, Severn Academies Education Trust and Hannah Wilson, Director and Founder, Diverse Educators Ltd

Building Teams through Coaching with Positive Intent

During this session we will explore what it means to build a team with “Positive Intent”, using various coaching models and how this can positively impact the effectiveness and efficiency of your team, to bring out the best in them.

Helen ODonoghue, Director, Sunridge Associates Limited

Just what do leaders do in school anyway?

There are countless books and courses on how to be a leader and leadership but what do leaders do in schools? Or rather what should leaders be doing in schools? My talk looks at leadership from the perspective of the pupils and teachers and suggests there may be a better way to lead learning.

Kevin Hewitson, Education consultant, Advocating Creativity in Education

Ensuring success for older entrants to teaching

Leila Mactavish, head of ITT at Ark Teacher Training and Katie Waldegrave, Co-founder of Now Teach will discuss the ways in which their organisations have worked together to improve the outcomes for older entrants to ITT. Using case studies of the changes in approach and outcomes we will share what we've learned. The content will be relevant to training providers/mentors as well as more widely to schools and the system interested in improving age diversity in teaching. This session will include flexibility, well being and mentoring.

Katie Waldegrave, Co-founder, Director, Now Teach and Leila Mactavish, Head of Ark Teacher Training, Ark Teacher Training

Are we betraying our future female engineers with false icons

The government's STEM strategy has been in place since 2007. Generally, the agenda has been to encourage more women into these subjects. Within Engineering, the impact of this policy may at best be described as sluggish. How can we use the voices of female engineers, marketing images to create a more credible reality for women to situate themselves within this industry.

Mary Wiltshire, Teacher Educator, Activate Learning

Equitable Education: What everyone should know about closing the attainment gap.

This session will highlight a number of issues facing pupils who are currently underachieving due to social class, gender, ethnicity, English as an additional language, special educational needs or

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because they are from Gypsy, Roma and Traveller community or a refugee or asylum seeker. This session will also provide a number of strategies that can be used to address their needs in schools.

Sameena Choudry, Senior Learning Standards and Effectiveness Officer, Equitable Education

Exploring powerful, diverse narratives through immersive human stories

This interactive session will explore three inspiring human stories from across the globe, touching on themes like resilience, empathy and bereavement, and looking at concepts such as: – learning as a community (both in class and remotely) – the role of emotions in deep learning, and – the power of storytelling in learning

Serdar Ferit, Co-CEO, Lyfta

How evidence-informed practice and EdTech can intersect to support learning

This session will bring together two often opposing camps, Research Ed and Education Technology (EdTech). Using salient findings from educational research over recent years the session will discuss in detail how there is no requirement to choose one camp or the other, and show examples of how EdTech can be used effectively in the implementation of research and evidence from the educational community. For example, the well-established research carried out by John Dunlosky et al (2013) will be focused on, with examples given for how EdTech can be used effectively in applying the main findings from this widely cited research.

Steven Spence, Teaching and Learning Innovator, The Sheffield College

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Period 5 14:40-15:30

Hopin location | Stages

Approaches and techniques in optimising blended learning

We'll explore the best approaches & techniques in blended learning & engaging students in a positive online & offline environment.

James Jackson, Director of Digital Transformation, Shaw Education Trust

BBC Education launches new Sustainability campaign for Autumn 2021

Find out about BBC Education's big Autumn sustainability campaign plus 5 things from BBC Education that you might not know but could be really useful!

Cerys Griffiths, Head of Content Production, BBC Education

Bright Bursts of Poetry in the Classroom

Poet and former primary school teacher, Matt Goodfellow, reads poems and discusses how poetry allows students to write 'in their voice, about their life' – providing tips and models to get your class (and you) fired up about writing poetry.

Matt Goodfellow, Poet, Bloomsbury Education

Tell me what you don't know – developing and using mathematics assessments for Key Stages 1 and 2

The use of robust assessment is an important part of effective teaching. It can improve children's learning and inform system-wide improvement. NFER has been helping teachers and policy makers to benefit from robust assessments for over 75 years. Our approach includes research into what works in assessment; developing robust assessments underpinned by the highest measurement and psychometric standards; analysing assessment outcomes; and sharing insights with teachers, schools and governments. In this session, we will use examples of fully trialled questions to demonstrate how assessment questions can be used for diagnostic purposes and to highlight what your pupils' responses can tell you about the quality of your assessments. Different question types will be discussed and, while the questions under scrutiny cover materials from key stages 1 and 2, the principles can be applied to assessment at all levels.

*Emily Jones, Research Director, NFER
and Parveen Akhtar, Researcher Manager, NFER*

Hopin location | Sessions

A Window on to a Wider World: Weaving African history in to the Primary Curriculum

This practical session will show how pre-Atlantic Slave Trade African history in particular can be woven into the primary history curriculum, drawing out opportunities to teach it from within existing National Curriculum content requirements. It will enable black pupils to see their identities reflected in the taught curriculum and give all pupils a window onto a diverse, wider world where the African contribution to world history has frequently been marginalized or ignored altogether.

Andrew Wrenn, History Education consultant

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Teaching the introverts in our classrooms

Every class you teach has introverts in it – typically between a third and a half of your students are introverts. As teachers, we need to understand how they think, and why being an introvert isn't something that needs to be fixed. In this session we will try to understand the introvert brain, look at how this manifests itself in a learning environment, and consider how we should adapt our classroom practice in order to serve this significant percentage of our student body better.

Christopher Elliott, Teaching and Learning Lead, St Mary's School Ascot

Remembering What Is Taught

My session will explore the numerous factors that contribute to memorable learning in a primary classroom. For learning to be memorable, practitioners need a secure understanding of working memory and long term memory and use this understanding to help structure the schemata of learning. Careful consideration should be given to the learning environment and the role that this plays in enabling or hindering learning. By establishing these considerations in daily practice consistently across the whole school, standards are raised because children can focus on learning rather than learning how to learn. My session aims to evidence the above by linking well known cognitive theory with real life examples.

Ciaran Beatty, Headteacher, St. James's Catholic Primary School

Leading behaviours – Realise the influence our beliefs and actions have on others

Dan will cover three simple concepts, encouraging greater 'self-awareness'. Discover how these principles can help us manage our feelings, emotions and behaviours, leading to improved relationships, overall success and wellbeing. As an established teacher, Dan will relate these back to the classroom, sharing how the ideas can be introduced to empower those in our care. Prepare for an honest, interactive and entertaining workshop!

Dan Slape, Head of Visual Arts, Hall Grove School

How are we breathing life into our curriculum to enable our children to thrive, achieve and succeed in 2021 and beyond?

Delegates will gain practical ideas as Helen and Donna share first hand experience of ambitious curriculum development within a culture of collective efficacy where all staff are encouraged to 'Be great at my job' and children are inspired to thrive, achieve and succeed.

Donna Tandy, Deputy CEO/Academy Improvement Partner, Focus-Trust and Helen Rowland, Chief Executive Officer, Focus-Trust

A Roadmap for Renewal

The full political and personal repercussions of school lockdowns have barely begun to be felt. The overriding need to ensure safety has taken up vast amounts of leaders' time and energy. However, the psychological impact of Covid-19 and wellbeing needs must be recognised. As does the welfare of families as the virus continues to exacerbate social inequality. We are all desperate to rebuild our places of learning. However, we cannot return to 'business as usual'. There needs to be renewal to reflect the times we now live and learn in. Our practical planning tool, will support leaders to do that.

Hannah Dalton, Assistant Principal, UAE Southbank and Kiran Mahil, Assistant Headteacher, Central Foundation Girls School

HEADLINE PARTNER



The myth of marginal gains in education

Much has been made of success through the “aggregation marginal gains”, often with reference to the various successes of Sir Dave Brailsford, British Cycling and Team Sky (now Ineos Grenadiers). Some in education have pointed to marginal gains as a good approach to improving schools and wider education. I will discuss how the marginal gains approach is greatly misunderstood, and therefore often misapplied in education. Marginal gains is a myth in education – attend this session to understand why and what you can do instead.

Kevin Lister, Deputy Headteacher, Stratford upon Avon School

Maximising the impact of Autonomy in Schools

– Analyse the causes and effects of low autonomy within school communities – Explore the research behind autonomy in the workplace, and its’ role in motivation and employee engagement – Examine a framework to analyse and develop impactful autonomy across all aspects of school, from leaders, teachers, families and learners too.

Mark Burns, Author, Speaker, Facilitator, Plus One Learning Limited

BAME into Leadership

This session has been designed to share the findings of a successful development programme geared towards BAME staff and helping them progress into leadership roles. The session will look at how this was achieved, what the key learning points were, what you can do in your school as practical steps for being more inclusive. Practical ideas around what makes an inclusive culture and how to develop BAME staff so that they can take on leadership posts on merit and ability.

Sufian Sadiq, Director of Teaching School, Chiltern Learning Trust

Current affairs in the classroom

The last year has shown how young people are hugely affected by world issues and inundated with information which can be difficult to navigate. Bringing these discussions into the classroom will develop essential skills and create a space to explore the world. This session will give practical activity ideas and resources to facilitate inspiring discussions about the news as well as developing communication and critical-thinking skills. It’s suitable for primary and secondary teachers.

Olivia Platman, Head of Programmes, The Economist Educational Foundation