

HEADLINE PARTNER



Period 1
09:30-10:20

Hopin location | Stages

Supercharging wellbeing: CPD for the mental health crisis

Children's mental health has hit a crisis point during the pandemic. Learn how effective CPD can empower staff to identify and support.

Helen Spiers, Child and Adolescent Therapist and Head of Counselling at Mable Therapy, Martha Currie, Speech and Language Therapist and Mable Therapy founder and Jacqueline Martin, Head of Professional Development – UK Schools, Pearson

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

The experience of women working in education today

Angela Browne reflects on the experiences of women working in education today and provides advice to inspire, empower and inform the next generation of female leaders.

Angela Browne, Education Consultant and Author, Bloomsbury Education

Novice to leader: the bumpy road of expertise in teaching

Key research and insights on developing expertise in teachers and leaders, the implications for schools, and ensuring knowledge truly sticks.

Bridget Clay, Director of Leadership, Teach First and Faye Craster, Director of Teacher Development, Teach First

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

Homework – how to make it help not hinder

Homework and its impact on learning have been extensively researched (and debated), yet conclusive evidence is scarce. As a result, homework remains a contentious issue that, at its worst, can lead to increased teacher workload and pressure on students. At its best, however, homework can have a dramatic effect on improving student progress, with students significantly benefiting across attainment levels, gender and socio-economic groups.

Colin Hegarty, Director of Education, Sparx Learning

The Data Conversation – a global panel discussion

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Matthew Savage loves data, and believes passionately in the importance of student agency and healthier student wellbeing, especially in a post-COVID world. And he loves helping schools to join these dots – using student-level data to put #wellbeingfirst. In this genuinely global panel discussion, Matthew will discuss with three innovative COBIS school leaders how they have optimised the impact of a triangle of data in their own, award-winning schools, from Early Years through Secondary, both before and since the pandemic began. The best schools know that only by harnessing the full power of student-level data can they truly maximise the learning and wellbeing of every single student, and this session will offer countless, practical and proven examples of how to do precisely that, the same month that sees the launch of Matthew's brand new podcast, The Data Conversation, in which Jeni, Sabiqur, Fiona and a whole host of data pioneers from across the international schools sector will share, across eight fascinating episodes, the very best of their data practice.

Matthew Savage, Educational Consultant and Trainer Savage Education, Jeni Dellman, Head of Primary, British School Muscat, Sabiqur Rahman, Director of Learning, International Community School and Fiona Carter, Director of Academics (Early Years), Wellington College China

Headship as ultimate disruption

#WomenEd Network leaders kick off a day about Disruptors, Innovators and Change-makers. Keziah Featherstone sees Headship as the ultimate way a women can disrupt the status quo.

Keziah Featherstone, Headteacher and Global Strategic Leader of #WomenEd, Q3 Tipton

Hopin location | Sessions

Funny stories: Using comedy in careers advice

The oral tradition of storytelling existed long before the written word, and language can engage or disengage students. Stories help make messages relatable and visual – and help informative (and informed) careers advice connect and resonate. Stories drum up emotion, and laughter – in particular – is proven to relax the muscles (physically, and cognitively) and imbed memories. Comedy also brings a room together, and elevates your message from the dangers of a dry, boring, 'careers' presentation, to a deeper event, which has a sense of occasion and fun.

Moj Taylor, Business Development and Lead Presenter and Guy Reynolds, Push

Developing a research informed, bespoke professional development programme

The session will start by considering the current literature on professional development in schools and highlighting the relevance of the programme being run at Brentwood School. We will then go on to explain the development of the professional development programme at Brentwood as well as what it looks like now. We will highlight the factors which have made our programme a success as well as the barriers we have had to overcome/are overcoming and offer advice to attendees interested in running a similar programme in their school or workplace.

Alice Miller, Deputy Head of Staffing, Co-curricular and Operations, Brentwood School and Sophie St Clair Jones, Head of Research and Development, Brentwood School

Boy Culture: Be part of the solution, not the problem

We all have a significant role to play in the behaviour of young men, whether we're teachers, heads, or sports coaches. Recent events of school sex scandals, has seen the spotlight on school staff, but this topic is complex and nuanced. Blaming boys and men is not the answer. Your male pupils, are not just a product of their gender, but a unique cocktail of temperament, birth order, experience, family relationships, parental

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input, mindset and modelling. We are all jointly responsible for how our boys behave towards others, if we choose to not educate them and remain silent.

Elaine Halligan, Parent Coach, Speaker and Author, The Parent Practice

Responding to the climate crisis: what role for schools?

What is the role of schools in addressing the climate crisis? Time is running out and young people know that that they are the ones who will suffer most from inaction. It is crucial therefore that schools respond to their concerns. This session will discuss steps that schools can take to prepare children for an unknown future, reduce their carbon emissions and protect wildlife. Drawing on inspiring case studies and resources, it will encourage school leaders and teachers to reflect on ways to put the well-being of people and planet at the heart of education.

Fiona Carnie, Educationalist and writer, Alternatives in Education

Curriculum Stories: a reverie in Botheredness

This story-led session will look at how stories weaved into the curriculum can invite pupil investment in their own learning, a development of quality teacher practice and a promotion of a pedagogy of power, rather than poverty. Drawing on current curriculum innovation in schools around the UK and associated research, the session will be thoughtful, hopeful and engaging with practical examples to take away.

Hywel Roberts, Travelling Teacher, Create Learn Inspire Ltd

High Impact SEND Leadership

This session will focus on developing strategic leadership skills and approaches to support SENCOs and senior leaders in developing and embedding a whole school approach to SEND. There will be a review of SEND identification and how this should then inform strategic decision making from supporting High Quality Teaching to ensuring that targeted and specialist interventions are impactful and are measured effectively. There are strategies that attendees can take away and apply to their leadership practice to ensure there is a clear whole school vision for SEND which is clearly communicated and understood.

Kenny Wheeler, Senior Consultant Teacher, Driver Youth Trust

To close the disadvantage gaps in learning at school we must embrace edtech

In this session, Lubo will talk about the importance of edtech in driving forward attainment. How the school use edtech to help close the disadvantage gap – in particular with literacy.

Lubomba Muchimba, Teacher, Rosetta Primary School

Helping Children with Grief and Loss

Grief is a natural and normal reaction to loss” Have you ever wished you had the right words to say to a child that is grieving? By the time a child reaches adulthood they would have experienced at least 15 different types of loss such as a bereavement, pet loss, parents divorcing, school moves, house moves and loss of friendships. Grief is one of the most difficult topics to discuss but having the confidence and the tools ready for when a child in your care experiences grief and loss will ensure a child can grow into adulthood feeling confident that they have been listened to.

Lucy Herd, Advanced Grief recovery Specialist/Bereavement Rights Campaigner, The Grief Educator

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learning environments supporting knowledge and retention

Focussing on sections including... In the moment sequential displays displays providing progress and knowledge over time vision and ethos vocabulary and basic skills EYFS My session would look at the many different ways in which the learning environment promotes knowledge acquisition, engagement, rehearsal and retrieval of learning.

Matt Potts, School improvement director/ CEO, Leicester Primary Partnership/ Acorn Education LTD

Let's Think in English: Understanding texts through challenge, talk and metacognition

In this session colleagues will have an opportunity to explore the Let's Think in English pedagogy with a particular focus on the role of challenge, talk and metacognition in developing understanding of texts. Attendees will explore the research underpinning challenge, talk and metacognition before enjoying lesson simulations and considering how research can underpin lesson structure. Let's Think in English (LTE) is a teaching programme which helps primary and secondary pupils develop the higher-order skills needed for success in English and is one of the cognitive acceleration programmes developed at King's College London.

Michael Walsh, Lead Tutor, Let's Think Forum

Governance – a journey from the pandemic

The context of governance during the lockdown provides many lessons for the future. Looking back with an emphasis on the future will enable governors to reflect on their practice especially in the areas of vocation, collaboration and accountability. From personal experience and as a tutor on a Liverpool Hope University online governance course Mike Simmonds will provide vision and practical support for governors and directors.

Mike Simmonds, Governance Consultant / Tutor, Liverpool Hope University, Governance Consultancy

Creating schools free from sexism, misogyny and sexual violence

Gender inequality and sexual violence affect the lives of young people in the UK in a multitude of ways across all areas of their life. Never has there been a more crucial time to address this issue as young people have taken to social media in their thousands to anonymously share their experiences of sexual violence. Navigating the conversations and education necessary is tricky and this session will support teachers to address the inequalities and cultures that lead to this violence. In this session, I'll introduce some of the key issues young people are facing and will provide tools and frameworks for delivering education on these issues, embedding initiatives across school life and working towards a culture free from misogyny, sexism and sexual violence.

Natasha Eeles, Founder, Bold Voices

Delivering sustainable learning in economically competitive times

The session will comprise of a speech – with interactive opportunities – and a Q&A session with an element of debate included. Pointers to further research and resources will be given.

Neil Carmichael, CEO – United Kingdom China Education Cooperation (UCEC), UCEC

The challenges of school business management during Covid-19

Based on findings from The Key's recent research report – 'The Challenges of School Business Management during Covid-19', Nicola will explore the epic task undertaken by School Business Managers (SBMs) over

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the past year and examine how the role of the SBM has evolved during this period. Bringing to light the huge breadth of the SBM function, Nicola will highlight some of key challenges our SBMs are facing right now including budget issues, management of increasingly complex areas, workload pressures and wellbeing. Nicola will also outline recommendations for the sector on how the SBM function could be better supported.

Nicola West Jones, Head of Market Research, The Key

Gambling, Online Gaming and Addiction – Awareness, Education and Protection

EPIC uses a combination of hard-hitting, lived experience with industry research and experience to deliver market-leading education, prevention and awareness talks. Our sessions focus on identification of and interaction with those at risk of gambling harm. One of our primary objectives are to enhance the understanding of gambling and gaming related harm amongst young people by enabling them to make more informed choices.

Patrick Foster, Director of Educational Programmes, EPIC Risk Management

Leading with Purpose

Why we educate is a question from which all else evolves. A question for all times, it resonates deeply with those who have experienced the Great Pause caused by the global pandemic. It is a question that needs to be answered. This session will consider purpose via four underpinning philosophies that are held in a tension and the profound implications for the design of a school's curriculum as viewed through seven curriculum design principles, proposed by Dylan Wiliam (2013). The session will end with a series of suggestions about how the schools and the education system might evolve over the

Stephen Tierney, Director, @LeadingLearner Ltd

How to Teach Maths. Understanding Learners' Needs

This session looks at how we can re-evaluate the culture and beliefs behind the way maths is taught based on research on the 'outliers', the learners, of all ages, who struggle with maths. It is based on pertinent research, old, new and sometimes re-discovered, decades of experience in the classroom, my own research and writings and the experience of lecturing (and talking with delegates) in 30 countries. My goal is to retain the integrity of the maths by making communication between learner and teacher as effective as possible

Steve Chinn, Researcher/writer/teacher trainer, TwMaths Ltd

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Period 2
10:50-11:40

Hopin location | Stages

Beyond tips and tricks: new opportunities for targeted CPD

How can we capitalise on the recent popularity of online training to create more targeted, engaging and effective CPD for educators?

Jon Hutchinson, Director of Training and Development, Reach Foundation 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

Guided Reading and Using Fiction in Schools

Bloomsbury Reading Scheme authors Chitra Soundar and Samantha Baines celebrate ways to bring books alive in the classroom

Chitra Soundar, Author, Bloomsbury Education and Samantha Baines, Author, Bloomsbury Education

Believing in better: how great CPD brings classroom success

The biggest factor in pupil achievement is the skill of the teacher. Learn how investing in teachers creates sustainable classroom success

Reuben Moore, Executive Director for Programme Development, Teach First and Roger Pope, CEO, Education South West

Diversity and inclusion in English: a knowledge-led approach

How have English Mastery's diversity and inclusion working group adopted a knowledge-rich approach to exploring representation in English?

Nick Wallace, Head of Programme Design – English Mastery, Ark Curriculum Plus and Daniel Opoku, Vice Principal, Ark Blake Academy

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

Organise Ideas: thinking by hand, extending the mind

The initial focus will be on Merlin Donald's model of how externalising ideas created a breakthrough in human cognition — and how this applies to your classroom. You will learn how this addresses the major problem of cognitive load theory: the transience of information, and why John Sweller has included the

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gestural component of embodied cognition into his cognitive load theory. This interconnected survey of new ways to examine learning concludes with the introduction of how a model of thinking is expressed in the organisation of graphic organisers.

Oliver Caviglioli, Information Designer, Olicav Ltd

Coaching as disruption

#WomenEd Network leaders kick off a day about Disruptors, Innovators and Change-makers. How coaching supports women to gain promotion, make effective transitions to leadership roles and embed collective action in your organisation

Christalla Jamil, Executive Head and Network leader of @WomenEdEngland, St Paul's & All Hallows schools and Claire Price, Academy Principal and Network leader of @WomenEdEngland

Well-being: The importance of extra-curricular activities on pupils' wellbeing

Mental health is becoming an increasingly popular topic in education. Extra-curricular programmes, like the Duke of Edinburgh's Award (DofE), can have a transformational impact on pupils' wellbeing. This session will report findings from a study by DofE and NFER in which participants said that DofE made them more confident in overcoming difficult situations and helped them feel more responsible. DofE found that during the pandemic, extracurricular learning has been a lifeline for young people as it gave participants a positive focus by helping to boost their resilience, confidence and mental health. Here, we discuss the impact of extra-curricular activities on pupils' wellbeing.

Lisa Kuhn, Research Manager, NFER, Lydia Fletcher, NFER, Ruth Marvel, CEO of Duke of Edinburgh's Award and Lucy Aur

Hopin location | Sessions

Ideas to share with our teams...

Attendees will benefit by having practical, tangible information and ideas to share back in their settings. Good CPD should include ideas and allow for others to apply them in their current practice. Attendees will also learn about key SEND and diversity themed ideas to improve and revitalise their teaching and their students learning.

Amjad Ali, Assistant Head Teacher, Try This Teaching

How do we talk to parents about evidence in education?

The Covid19 pandemic has made parents more aware of what is going on in their child's school than ever before. For advocates of evidence-based practice, most of our efforts have been focused on speaking to teachers themselves, but has the time come to talk to parents directly about the key principles of assessment and learning? In this session, we will share insights from our own experiences in schools and colleges, and from our new book for parents to explore how to talk to parents about research evidence in ways that are effective, accessible and relevant.

Christopher Atherton, Assistant Principal, Sir John Deane's Sixth Form College and Stuart Kime, Director of the Evidence-Based Education Consultancy, Evidence-Based Education

Wellbeing Governors – keeping wellbeing on the agenda

This year Governors for Schools has run their successful "Wellbeing Governors" campaign – a campaign

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that promotes the need for wellbeing to be at the heart of schools boards and the decisions they make. This session will review the content of that campaign, including a close look at the role of wellbeing governor, and the responsibilities of that role. We'll share resources and tools that are available for governors considering their school's mental health and wellbeing culture and practice, as well as points of reflection regarding the future of the role and its evolution.

Hannah Stolton, CEO, Governors for Schools

How technology can support wellbeing and get students back on track

EVERFI will share our experience and evidence of how technology can support student wellbeing. We will talk about the courses we offer, why they were developed and the impact they have. We will share our experience from both the UK and US. Our teacher speaker will share his experience of using the EVERFI courses and other technology to support his students wellbeing. He will talk about the issues young people face, the role technology can play and the importance of keeping teaching up to date and topical in order to engage students.

Jemma Best, Head of Programme Development, EVERFI (formerly EdComs)

Cognitive Apprenticeship in Action – making disciplinary thinking visible to students

In this session Tomsett summarises Collins et al.'s 1991 paper: "Cognitive Apprenticeship: Making Thinking Visible", and how it has enabled him to become a better teacher in the last eight years, compared to the first 25 years, of his career. He explains how to take a piece of academic research and make it impact positively on students' progress and their outcomes. He explores the influence of cognitive apprenticeship across Huntington School and its tangible impact in the classroom.

John Tomsett, Headteacher, Huntington School

Reduction of socio-economic diversity through standardisation of language: reflections and challenges

Through drawing and reflecting upon reports and research studies, I shall argue in this session that the standardisation and enhancement of spoken language would narrow the disparities in educational achievement between socio-economic groups, as well as between and within genders and ethnic groups, through improving access to cultural literacy amongst those from lower socio-economic groups. I shall also argue that the normalisation of lower standards in language and literacy has been accompanied by greater inequalities, both financial and health, and that there is a correlation between language and social class, and propensity towards, and susceptibility to, street and domestic violence.

Kevin Norley, Lecturer in English and maths, Bedford College

Understanding accessibility planning in schools

Starting with an overview of the Equality Act 2010, Lesley Mifsud will go on to discuss how schools are now required by the Department for Education to have an Accessibility Plan in place. Lesley will discuss all aspects of what should be considered when writing an Accessibility Plan – the physical aspect, as well as ensuring access to the school information and curriculum. Lesley will also detail how one can distinguish what is considered a 'reasonable' adjustment with the aim of schools not making unnecessary and costly adjustments.

Lesley Mifsud, Head Access Auditor and CEO, Equality Act Audits Limited

School improvement through a coaching approach

In this interactive session, you will firstly connect to the key drivers of School Improvement through research, anecdote and case study. Following this, we will share how a coaching approach to school im-

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provement can lead to an improved school culture: one where there is support but also clarity. You will see evidence of a coaching culture in action through video as well as other work samples. Participants will be connected to approaches to embed and enable a coaching culture to flourish including the major milestones over a 3 year period. Finally, there will be a plenary for participants to ask questions.

Mark Dowley, Director of Staff Development and Instruction, Brighton Grammar and Ray Swann, Deputy Headmaster: Head of the Crowther Centre, Brighton Grammar school

Working in partnership with parents on teenage mental health

How can schools work in partnership with parents to support teenagers with poor mental health? What can school leaders, pastoral leads and subject leaders do on a practical level to help improve outcomes (attainment, attendance, behaviour and well-being) for this group of students by working as a team with their parents? We will share with you the perspectives of parents of teenagers who have experienced mental health difficulties. Hear what parents say about what works (and what doesn't) when it comes to an effective home-school partnership for teens experiencing mental health challenges.

Nicky Runeckles, Co-founder, Whatever Together, Whatever Together

Developing great leadership of Continuing professional Development

This session explores the evidence from systematic reviews about Continuing Professional Development (CPD) and its leadership. It will do so both generally, and more specifically in the context of curriculum development. It will highlight key principles relating to enhancing student achievement and personal growth side by side. Similarly, it will explore the role of school leaders in building coherence and modeling the development of shared responsibility for great student outcomes through open to learning conversations and systems. Lastly it will unpack the evidence about practical ways of linking great CPDL and curriculum development.

Philippa Cordingley, Chief Executive, CUREE

Bloodhound Education – engineering sustainable futures

This CPD session will introduce you to Bloodhound Education and you will learn about free unique learning materials and projects which Bloodhound Education has developed to provide teachers with real-life examples to integrate into their lessons as well as giving a robust toolkit of resources which are mapped to the curriculum and enrichment targets including the Gatsby benchmarks of good career guidance.

Rob Bennett, STEM Communicator & inspirational speaker, Bloodhound Education

Celebrating natural fallibility for young people in school

Case studies from eYfs, primary, secondary state settings anonymised and made relevant for digital audience

Sally Price, Wellbeing and support Officer, Oxfordshire Teacher Training and Shannon Heneghan, Early Career Teacher, OTSA

The New Science of Intelligence: Our Authentic Minds Revealed

This session considers how a new awareness of ourselves can change everything; how we think, perceive process and learn in school and beyond into the wider world.

Dr Jo Iddon

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Period 3
12:10-13:00

Hopin location | Stages

Creating inclusive content: focus on LGBT+ curricula

Building on Pearson's collaboration with Stonewall, this session includes tips and guidance to support educators in creating inclusive LGBT+ curricula.

Kevin Lyons, Senior HR Manager, Pearson and Trudy Murray, Development Manager, Pearson

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

How To Make History POP with Iszi Lawrence

Historical fiction author Iszi Lawrence (Netflix, BBC R4, British Museum) gives her top tips on making History everyone's favourite subject."

Iszi Lawrence, Author, Bloomsbury Education

Equal opportunity: using comparative judgement in recruitment

How do we remove unconscious bias in recruitment? We share our work with No More Marking to apply comparative judgment with job applications

Tallulah Bygraves, Head of Selection, Teach First, Daria Kuznetsova, Executive Director for Strategy, Research and Performance, Teach First and Daisy Christodoulou, Director of Education, No More Marking

Developing vital digital skills through a cross-curricular arts offer

Explore how to make the most of, and celebrate, your STEAM offer via cross-curricular projects, digital media and giving your students agency over their creative development.

Annabel Thomas, Head of Development UK&I Arts, Trinity College London and Julie Neville, Arts Award Associate, 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

How to diversify your team

#WomenEd Network leaders kick off a day about Disruptors, Innovators and Change-makers. Diversity within an organisation leads to improved decision making. So, have you got a diverse mix in your team and do you know how to achieve this?

Parm Plummer, Senior Teacher and Global Strategic Leader of #WomenEd, Victoria College and Vivienne Porritt, Leadership Consultant, VP of Chartered College, and Global Strategic Leader of #WomenEd, WomenEd

Hopin location | Sessions

Hidden Treasure – Unlocking Student Potential.

This session will explore how metacognitive approaches and motivation can be used to engage, inspire and enthuse students in the classroom. I will focus on the importance of students taking ownership of their learning journey, especially during a time that has been unsettling and challenging for so many. I will share ideas and initiatives that we have introduced within the curriculum setting and the pastoral context to ensure that we are developing an understanding of the ‘whole’ child whilst also encouraging students to gain a deeper understanding of themselves.

Gemma Aukett, Houseparent and Thinking Schools Coordinator, Gordon’s School

How digital creativity is switching girls onto tech in an all through school.

Technology is changing the way people do things in every part of the world, and the sector continues to expand. What are schools doing to prepare the next generation for the future? At Putney High School GDST we are paving the way for the next generation of innovators with an innovative approach to the use of technology in the classroom from as early as Key Stage 1.

Hiten Mistry, Director of Digital Learning and Innovation (Junior School), Putney High School GDST and James Mutton, Deputy Head Digital Innovation and Curriculum, Putney High School GDST

Incorporating Tuition into Mainstream Education: What, Why and How.

Individual and small group tuition is one of the oldest and most effective forms of education. Since the announcement of the National Tutoring Programme (NTP) during the throes of the Covid-19 pandemic, tuition has been flung into the limelight as a potential component of the post-covid education system to complement what is done in schools and classrooms. This session, delivered by the President of The Tutors’ Association (TTA) and aimed primarily at teachers and school leaders, will cover what tuition is and how it differs from classroom teaching, why tuition can be so effective and how tuition can be effectively integrated into mainstream education.

John Nichols, President, The Tutors’ Association

10 Years on: Proposals for a new locality system for English schools.

This session will draw on a new report which examines high performing education systems and makes recommendations for change in England short-term and long-term. The focus is on the 7 key functions: 1) teacher supply, 2) support for vulnerable pupils, 3) the curriculum, 4) school improvement, 5) accountability, 6) admissions and places planning, 7) future planning. The report, developing a new locality system for English Schools, by Susan Cousin and Jonathan Crossley-Holland, focuses on the middle tier. It calls for a review of the current school system in England to reduce the fragmentation, duplication and anomalies of

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the present system by building a strong middle tier.

Jonathan Crossley-Holland

Civic leadership – school trusts as new civic structures

Civic leadership is enacted by many different civic structures, including but not limited to local government.

Civic leadership is about the protection and promotion of public values and addressing issues of place or public concern. Trust leaders are civic leaders. As well as leading a group of schools to give children a better future, Trust leaders look out beyond their organisation. They seek to work with other civic actors to ensure the value of the child, and that the collective actions of all civic actors protect high-quality education.

Leora Cruddas, chief executive, Confederation of School Trusts (CST)

Designing Your Curriculum for Mastery of English

For three years, Lisa has been exploring, developing and teaching a curriculum for English that helps students to master reading, writing and communication. Students should not pass an exam simply because they have been trained to do so. They should pass because they have, over their years in education, mastered the subject. Despite being a very experienced and successful English teacher, the past few years have been a game changer for Lisa's practice. She will share the best bits with you in this session so that you can use her discoveries to improve your own curriculum and practice.

Lisa Ashes, Subject Specialist for English, Independent Thinking

Finding your flex appeal

A session showcasing successful examples of flexible working in schools. We will examine a number of case studies in depth to show how flexible working works, the benefits for schools and staff and the barriers they face and overcome.

Lindsay Patience, Cofounder, Flexible Teacher Talent and Lucy Rose, Cofounder, Flexible Teacher Talent

Embracing Controversy in the Classroom

Many schools won't teach controversial historical subjects in the classroom because they are worried about exposing teachers to accusations of bias or of stirring up tensions among their student body. The Parallel Histories methodology gives teachers the tools to tackle topics like the contested history of Israel and Palestine, the Union of 1707 or The Troubles with confidence. And it will help teach students how to critically evaluate competing arguments, and how to debate controversial topics robustly but respectfully. Parallel Histories works with over 175 schools and the workshop will draw upon this breadth of experience.

Michael Davies, Founder and Editor, Parallel Histories and Joshua Hills, Parallel Histories

Mergers: navigating challenges of culture, vision and communication

In early March 2020, we started supporting another trust, with plans for the completion of a merger in September. Within days, that support was forced into remote methods due to the pandemic. The year since has been focused on bringing those two trusts together, and overcoming the expected challenges of a merger (culture, scaling, communication) with the added complication of the pandemic. Here, Tiffany and Nick share lessons learnt and offer advice on quick wins and strategic ideas for getting the best out of bringing two organisations together for the benefit of the children and staff alike.

Nick Osborne, CEO, Maritime Academy Trust and Tiffany Beck, Chair of Trustees, Maritime Academy Trust and Senior Consultant, PLMR

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Degree Level Apprenticeships: Embedding, delivering and realising their potential

Degree Level Apprenticeships have the capacity to transform businesses, grow the economy and unlock powerful career opportunities for individuals. This session will help delegates to understand how they can successfully embed degree level apprenticeships within a business, supporting the apprentices to successful outcomes while delivering a genuine return on investment for the employer and the taxpayer.

Jake Tween, Head of Apprenticeships, DSW, Richard Marsh, Director of Apprenticeships, Kaplan and Kathryn Marshall, Apprenticeship Senior Manager, Lloyds Banking Group

Closing The Disadvantage Gap Through Collaboration

1. The current state of the disadvantage gap in education, as shown by the EPI's annual report.
2. System changes the FEA is proposing to address the disadvantage gap.
3. Understanding cross-sector collective action and how schools, businesses, charities, universities, policy makers, and young people can work together to improve outcomes for disadvantaged pupils.
4. Increased understanding of schools' roles in participating in collective action, the opportunities that exist and the practical implications to consider.
5. Understanding how the Fair Education Alliance's coalition of 200+ member organisations are working towards our four collective priorities.

Sam Butters, Co-CEO, The Fair Education Alliance

How can school leaders be more 'pirate' in a post-pandemic school system?

A timely and fundamental session for leaders to change the culture of their schools beyond government compliance and towards greater commitment to serving their teachers and young people. It will outline how a post-pandemic education system offers the opportunity to dramatically shift school culture as we know it, where Ofsted regulations are often prioritised above nurturing and learning, and how the framework of intrinsic motivation is the foundation to rebuild schools as they should be. This session will reignite the inner drive of school leaders and teachers to improve the lives of the young people we serve.

Sharath Jeevan, Founder and Executive Chairman, Intrinsic Labs

Calm, Connect, Communicate – A trauma informed approach to help students access learning

Often the children we worry about most are the ones we feel least able to help and support. This thought provoking and interactive session will explore a trauma informed model and approach that is accessible, easy to understand and can be used by anyone on a group or individual basis. Attendees will leave the session having gained insight into what trauma informed looks like in the classroom and with practical strategies to calm distress, promote positive relationships and increase access to learning.

Tony France, Director, Trauma Action Group

Creating a bereavement aware culture within school

Find out more from Child Bereavement UK about supporting bereaved young people in our education system and providing a safe environment to promote healthy conversations about death and grief. 1 in 29 5 to 16-year-olds has been bereaved of a parent or sibling – that's a child in every average class. Bereaved young people tell us that the way their school responds at such a difficult time is something they never forget. Learn more about the impact of bereavement; the significant role of the education setting; bereavement policies; strategies to manage grief and embedding a bereavement policy.

Tracey Boseley, National Development Lead for the Education Sector, Child Bereavement UK

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Period 4

13:20-14:10

Hopin location | Stages

Disability and accessibility in education

The Pearson team reflect on disability equity, and share tips to support educators in creating inclusive, accessible learning materials

Chris Fawcett, Senior Quality and Accreditation Advisor, Pearson and Emma Crampton, Accessibility product content manager, Pearson

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

Turning the grimace into a smile

Using past experiences (teaching or otherwise) to reflect, learn and thrive in challenging behaviour and classroom management scenarios

Nikki Cunningham Smith, Assistant headteacher, SENCO and centre lead, Pupil Referral Unit

Executive Leadership: how to be (not so) lonely at the top

Being an exec head or CEO is very different. We discuss some common pitfalls and challenges of executive leadership and how to overcome them

Reuben Moore, Executive Director for Programme Development, Teach First, Jane Fletcher – CEO, Aldridge Education, Liz Robinson, Co-founder and Co-director of Big Education and Christabel Shepherd, Executive Headteacher, Bradford's Copthorne and Holybrook Primary Schools

PISA 2018 – what can we learn from other countries?

According to the results of PISA 2018, the Republic of Ireland has found that it has a lower proportion of pupils with difficulties in reading proficiency than any of the four UK nations. This study aims to explore some of the reasons behind this trend by looking at education policy developments in each country between 2009 and 2018, and by understanding the views of key stakeholders about the differences in policy implementation in each country. By doing so, the study seeks to make recommendations about where UK education policy can learn from Ireland's successes and what we can do to improve reading attainment in the UK. This presentation will focus on these policy recommendations and how they could be implemented in the classroom.

Neal Hepworth, Research Manager, NFER

Pupil Voice and Wellbeing through Partnerships

Join Artsmark Consultant, Sonia Hyams and Pegasus Opera Company, to explore the use of creative partnerships to improve pupil engagement. You'll also get to experience interactive music exercises that non music teachers can use in school.

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Sonia Hyams, Artsmark Consultant, James Moriaty and Emily Fletcher, Senior Officer, Artsmark

Innovation: the importance of women's voices

#WomenEd Network leaders kick off a day about Disruptors, Innovators and Change-makers. Exploring women's voices using reflexive thinking, exploration of poetic words and art to develop active innovation

Dr Amanda Costello, Principal and CEO and Network Leader of @WomenEdEngland, Interaction and Communication Academy Trust

Making use of cognitive science. Why a model for learning helps.

The session will look at the simple model of memory popularised by Dan Willingham, exploring its features and how it helps to explain a wide range of the challenges that students experience. This will lead into some of the implications for teachers, linking the model to Rosenshine's principles of instruction.

Tom Sherrington, teacherhead-consulting

Hopin location | Sessions

Leading a Diversity, Equity and Inclusion Strategy in Your School

Join Angie and Hannah to reflect on your DEI strategy for your school, academy or trust. We will guide you through the contextual landscape, support you in thinking about your vision and how to realise it, and we will challenge you to do the inner work in order to have impact doing the outer work.

Angela Browne, DEI Consultant and Coach, Angela Browne Ltd and Hannah Wilson, Founder and Director, Diverse Educators

Leadership: what's love got to do with it?

COVID-19 is challenging leaders to step up like never before. Senior leaders are in the spotlight, but the need for leadership does not stop with them. People everywhere, whatever their role, can accept the challenge of leadership—the challenge to be a force for good at a difficult time. Now is the time for our understanding of leadership to break beyond formal positions to a dynamic process that enables people to act courageously for the good of others. It is a time to reimagine leaders as those who embrace the challenge to step up and love their people

Emmie Bidston, Director, Wellington Leadership and Coaching Institute, Wellington College and Katy Granville-Chapman, Deputy Head, Wellington College

Directive Instructional Coaching

This session will focus on directive instructional coaching, in the format from Paul Bambrick Santoyo's books; 'Leverage Leadership' and 'Get Better Faster'. It will unpick the uniqueness of directive instructional coaching and how it differs from other models, so that teachers' habitual practice is developed in an incremental, sustained and bespoke manner. It will unpick the research-evidence as to why teacher development is so challenging, along with focusing on how to plan for launching directive instructional coaching at your school/s.

Jack Tavassoly-Marsh, Vice Principal, Farnham Heath End School

What I learned about inclusive leadership from my transgender son

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To identify as transgender, non-binary or genderqueer whilst at any school presents a unique set of challenges, rendering the student vulnerable to mental ill health, poor wellbeing and disrupted learning. In this candid and personal presentation, former Principal and now global voice on, and advocate for, transinclusivity in schools, Matthew Savage shares his experience as the proud father of a gay, transgender child, Jack, and how this helped him become a truly inclusive leader. This is Jack's story first, shared with his brave consent with the Festival of Education, but the lessons for Belonging and Inclusivity in schools are universal.

Matthew Savage, Educational Consultant and Trainer, Savage Education

Teaching data science

The main focus of the session follows a worked example in which Miles explores publicly available weather station data to give a flavour of how a data-based project could be approached through Python coding. Miles walks us through a workflow that can be applied to many data science projects. The toolset here builds on students' growing understanding of programming in Python, extending that to some of the libraries for doing data science. He demonstrates the Jupyter Notebook interface, reflecting Knuth's vision of 'literate programming' and providing an interactive environment for trying out ideas and exploring the relationships present in data.

Miles Berry, Principal lecturer in computing education, University of Roehampton

Effective difficult conversations – being more confident with difficult conversations in schools.

Ever wondered how you could improve team performance/behaviour, manage conflict through effective and successful 'difficult conversations' with skill and kindness? Using Susan's Scott's book 'Fierce Conversations' as a basis for the session, we will explore how to approach difficult conversations with confidence and skill to ensure successful outcomes. We will try out the 'NEFI-ART' technique during the session to make the everyday difficult conversations we all have to have something to embrace rather than put off.

Nasima Riazat, Curriculum Leader – PHSE/RSE/Business Studies/Vocational Learning and Careers, Pendle Vale College

Leadership: doing it differently

Penny will set out some of the learning and the developing thoughts she has on leadership and the concept of doing it differently, based on several years of leadership in both paid and unpaid work, and many years of feeling "different and differentiated". She will encourage you to consider your own strengths, the power of knowledge and understanding the significance of your own shelf life.

Penny Rabiger, Trustee and founder, The BAMEed Network

Breaking down the barriers to autism education

One in every 100 UK school children is autistic and, without the right support, school can be a confusing and difficult place. Opening in Autumn 2021, on the outskirts of Cambridge, UK, The Cavendish School is the world's first International Baccalaureate (IB) special autism school and Cambridgeshire's first state maintained special free school provision for young people with autism. During this insightful session, hear from Ryan Kelsall and Stephanie Smith about how their knowledge has helped them in developing the strategy and roadmap for achieving the school's mission of "enabling the self".

Ryan Kelsall, Deputy CEO, Eastern Learning Alliance and Stephanie Smith, Deputy Headteacher, The Cavendish School

Improving educational outcomes for the most chronically disadvantaged pupils

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The session starts by outlining various ways that extra funds can be deployed to improve attainment for disadvantaged pupils, and what prior evidence says about these. It continues to the problems of assessing the impact of extra funding, and how to overcome them. It summarises the findings of a new long-term study based on the outcomes for permanently disadvantaged pupils and show that there are strong signs of improvement since 2011, of a kind not seen since 2006. However, these improvements are under threat, especially by changes at secondary school level. The session moves to discussion of the issues raised.

Stephen Gorard, Researcher, Durham University

Metacognition, Motivation and Proactivity in the KS4 classroom

As accountability rises so does our tendency to micro-manage students; we might find ourselves staffing after-school classes, re-teaching sections of syllabuses, drawing up contracts, solving every conceivable problem ahead of time for our learners. But by operating like this, we risk passing on deficiencies; creating passive learners who wait for instruction, can't self-regulate and struggle at university. KS4/5 is our last chance to give students proven strategies to tackle learning at subsequent levels. In our research we've identified and codified the habits that most typify successful proactive learners. In this session, we'll share tools that democratise access to them.

Martin Griffin, Former Deputy Head Teacher, Writer and Researcher, VESPA and Steve Oakes, Former Assistant Director of Sixth Form, VESPA

The CPD Curriculum

Teachers often plateau in their development after just a couple of years, despite a schools best efforts to provide CPD. This session will explore why this is and then, more importantly, what can be done differently to ensure that all staff continue to improve. Zoe will draw on research into teacher development, expert and novice practitioners and what we know about adult learning to propose that schools create a curriculum for staff development that mirrors the thinking we put into the curriculum for our pupils.

Zoe Enser, Lead Specialist English Advisor, The Education People

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Period 5
14:40-15:30

Hopin location | Stages

Creating inclusive content: focus on gender, race & ethnicity

Sharing Pearson's research and tips, this session will support educators in creating inclusive learning materials, with a focus on gender, race and ethnicity.

Ade Gachegua, Diversity Equity & Inclusion Manager, Pearson, Shan Bertelli, Qualification Delivery & Awarding Manager, Pearson, Autumn Westphal, Senior Learning Designer, Pearson, Sarah Bacon, Senior Quality and Accreditation Manager, Pearson, Emily Worthington, Co-Chair WILL UK, Pearson and Suha Yassin, Diversity, Equity & Inclusion Lead, Pearson

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

Grammar isn't the enemy of creativity

Too often, people inside and outside of the education profession seem to think there's an "either/or" at work when it comes to grammar and creative writing. The suggestion is that either we teach children the conventions of grammar with precision and rigour OR we teach them to be creative, to use their imaginations and to express themselves. We're going to explain why it's actually easier to teach both- to teach grammar well AND encourage children to be creative and to write with flair.

Zoe Paramour, Head of English, School in North London and Timothy Paramour, Director of Studies, School in Redbridge

Creative Translation for All: Bringing authentic and inclusive texts into MFL and English classes

Is translation just a transaction? Can it do more than check understanding and grammar? What role can it play in the MFL & English curriculum?

The Stephen Spender Trust is the UK's leading charity for creative translation in education, with a national prize for poetry translation that engages thousands of young people every year, and aspiration-raising workshops in schools run by professional translators and languages students.

In this hands-on session we will show how the creativity inherent in translation can energise both teachers and learners, bring inclusive and authentic texts into classrooms, and increase intercultural understanding and interest in cultures beyond our shores.

Charlotte Ryland, SST Director and founding director of the Translation Exchange, University of Oxford, Katrina Barnes, MFL teacher, translator and researcher and Ruth Ahmedzai Kemp, Literary translator (esp.

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of children's books), founder of WorldKidLit

The Power of Networks in a Time of Crisis

Networks experts Laura Fraser and Tim Mobbs will share their experiences of how networks have supported schools in the past year and the lessons that can be taken forward. A range of networks have formed and grown during the pandemic, each providing responsive, tailored support, with teachers and leaders in control of their own development. This session will review case studies of the forms network activity can take and the benefits – especially in a time of crisis. The session will also outline practical ways teachers and school leaders can implement networking solutions for themselves and their schools.

Laura Fraser, Network Connector, Teach First and Tim Mobbs, Network Connector, Teach First

Changing school culture: Why and how to implement Values, Behaviours and Attitudes interviewing

In this session, Delyth and Kerry will explore the power of values based interviewing. They aim to enable you to understand how a school's values can be used in recruitment to assess whether a candidate's values, behaviours and attitudes align with those of the School, and how using VBA Interviewing can make a positive contribution to a safeguarding culture in a school.

Kerry Cleary, Delyth Lynch, Deputy Head (Safeguarding) and Mental Health Lead, Wellington College

Failing well

#WomenEd Network leaders kick off a day about Disruptors, Innovators and Change-makers. Are you scared of failing, of coming out of your comfort zone? We want to change the way women educators and leaders think about and view failing

Jules Daulby, Head of KS3 and Global Strategic Leader of #WomenEd, Yewstock School

Hopin location | Sessions

Compassionate Leadership – The Luminary Leaders' Guide

In this session, we will explore the benefits of bringing compassion to our work in schools. We will look at the practical actions we can all take in our schools to ensure that compassion leads the way as well as considering tools and techniques to ensure that compassion is cultivated in every area of school life.

Angela Browne, Founder, Angela Browne Coaching and Consultancy

Climbing the stairs- resisting the lift. Why play matters.

This session will explore how we can hold onto what matters for our youngest children despite the top down pressures that are coming towards us and the “catch up”, “gap filling” narrative. Elaine will speak from her many years of experience to explore how we can work together as a sector to make sure that our children have the richest start to their education, one that is holistic, respects them and their unique development, and one that fosters those essential skills and dispositions that matter more than ever before in a world changed forever.

Elaine Bennett, EYFS Teacher and founder of Keeping Early Years Unique, Keeping Early Years Unique

Learning loss in reading and mathematics in 2020/21

A presentation of the key findings from DfE research looking at the learning loss experienced by pupils in England as a result of the Covid-19 pandemic.

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Jens Van den Brande, Senior Researcher, School System and Performance, Education Policy Institute

Creating and supporting engaged learners

In this session you will explore how to build relationships with your pupils, even when pupils are hard to reach, starting with reviewing basic needs and moving on to what I call a 'learning zone' that has four specific engagement needs. The link between behaviour and the four needs will be looked at in terms of a symptom of need helping you identify what actions and resources are best deployed to meet the need and build effective learning relationships. My session will give you practical strategies on how you can alter your approach without adding to your existing workload.

Kevin Hewitson, Director, Advocating Creativity in Education

Creating the right conditions for effective professional learning

It is through the development of the people in our schools that we unlock improvement, and as is highlighted in the DfE Standards for Teachers' Professional Development, for CPD to be effective it must be prioritised by leadership. So why are we not more ambitious in our expectations about school improvement being about creating the conditions for teachers to thrive? This session will talk through the findings of the Teacher Development Trust's working paper 'A culture of improvement: reviewing the research on teacher working conditions', explaining why culture matters, and how to lead high-quality teacher development in your school.

Maria Cunningham, Head of Education, Teacher Development Trust

Helping students and staff perform under pressure: tips from a performance psychologist working in elite sport

This session will be interactive, engaging, with a number of experiments and practicals. It will cover a number of research-based techniques that have been successfully implemented in sport that can be transferred to education.

Matthew Shaw, Performance Psychologist, InnerDrive

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 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, Managing Director, PLMR, PLMR Ltd

Expanding student horizons: the key to a more compassionate, connected and sustainable future

In this session we shall explore how the human stories can be used to bring the curriculum to life for pupils and help create sustainably conscious global citizens.

Rahul Karavadra, Engagement Manager, Lyfta
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 class-

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room, 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

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.

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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