



# The 13th annual FESTIVAL OF EDUCATION

at Wellington College | 6-7 July 2023

HEADLINE PARTNER



## FESTIVAL AGENDA 2023



FESTIVAL PARTNERS



LITERARY FESTIVAL PARTNERS



MEDIA PARTNERS



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## 13th Festival of Education

- A** Accountability   **R** Alternative Provision   **N** Artificial Intelligence   **M** Assessment   **C** Coaching  
**U** Curriculum   **Y** Curriculum Primary   **1** Curriculum Secondary   **D** Diversity and inclusion   **E** Early years  
**H** Ed Tech   **Q** Equality   **F** Further Education & Apprenticeships   **2** Future Leaders   **G** Governance  
**I** Inequality / social mobility   **3** Initial teacher training   **L** Leadership   **B** LGBT and education   **O** Ofsted  
**P** Policy and Research   **4** Professionalism   **S** Safeguarding   **5** School Report   **6** SEND  
**W** Staff Wellbeing   **7** Student Wellbeing   **8** Sustainable Schools   **T** Teaching  
**9** Teaching Further Education   — Teaching Primary   — Teaching Secondary

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**JULY 6 • THURSDAY**


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| 9:30am –<br>10:15am | <b>R</b> | <p><b>Creating Capacity for Alternative Education Provision</b> <span style="float: right;">Maths 11</span></p> <p><i>Speakers: Becky Clark, Sharon Smith</i></p> <p>The demand for alternative provision (AP) has grown exponentially and the profile of students in need of AP is complex. This has resulted in a demand that cannot be met by the accredited and regulated provisions alone. Schools and LAs are now needing to cast a wider net to meet the surge in demand. How are schools, Local Authorities and Non-Mainstream settings overcoming these issues? Reflecting on research conducted with 17 different settings nationwide, this session will explore how online provision has been deployed to meet students' needs and to develop sustainable, scalable models of high impact, high quality provision.</p>                   |
| 9:30am –<br>10:15am | <b>M</b> | <p><b>Comparative judgment for formative assessment ( in STEM)</b> <span style="float: right;">Maths 4</span></p> <p><i>Speakers: Eva Hartell</i></p> <p>Comparative judgement has risen as an alternative assessment method for assessing competences and performances. This iterative process results in a collective professional consensus with high reliability and can be facilitated by digital tools providing promising results on how to facilitate increased affordances for teachers' assessment practices for the sake of learning- focusing formative assessment. This session provides an overview of comparative judgement and how it can be applied in various settings, e.g. as a facilitator for peer assessment for both students and teachers with some general examples but the examples given primarily focuses STEM ed.</p> |
| 9:30am –<br>10:15am | <b>M</b> | <p><b>Digital Learner Profiles for an equitable future</b> <span style="float: right;">Venue 8</span></p> <p><i>Speakers: Rachel Macfarlane</i></p> <p>This session explores why we need to rethink assessment, with equity as a key focus. It makes the case for the adoption of digital learner profiles across education phases and in all types of schools in order to evidence learners' strengths more holistically and broaden learning experiences.</p> <p>Rachel Macfarlane will share an example of a Learner Profile project launched in partnership between Rethinking Assessment and HFL Education. It focuses on evidencing collaboration, as an essential learning disposition, in upper KS2.</p>  |
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| 9:30am –<br>10:15am | <b>H AI and inclusion</b>  | Google for Education Venue 5 |
|                     | <i>Speakers: Miles Berry</i>   |                              |
|                     | <p>Make your classroom more inclusive with AI Learn how free tools can make learning more accessible for all students, including those with special needs. Discover the latest AI adaptations including text-to-speech, grammar suggestions, handwriting recognition, and more. See how advances in generative AI can enhance learning and teaching. Don't miss this practical and informative session on AI in education.</p>   |                              |
| 9:30am –<br>10:15am | <b>H Bring Augmented Reality into your Classroom with iPad.</b>  | Schools Week Venue 3         |
|                     | <i>Speakers: Lyndsey Stuttard</i>  |                              |
|                     | <p>In this session, Lyndsey Stuttard will take you through her journey of discovering and bringing Augmented Reality (AR) into the classroom at ACS International, an Apple Distinguished School. You will hear how students and teachers have learned to harness the creative powers of iPad to transform and bring alive learning in a post-pandemic world, with a focus on sustainability.</p>  |                              |
| 9:30am –<br>10:15am | <b>G The Principles of Effective SEND Governance</b>   | Driver Lecture Room          |
|                     | <i>Speakers: Adam Boddison</i>   |                              |
|                     | <p>This session will provide a whistlestop tour across a range of areas that contribute to effective SEND governance. It is designed to suit a broad audience from new to experienced governors and Trustees as well as those who work directly with them, such as SENCOs or school leaders. In addition to sector data and other insights, this session will signpost a myriad of practical ideas and resources.</p>  |                              |
| 9:30am –<br>10:15am | <b>I The Locality Lottery: mitigating place-based challenges for educationally isolated schools</b>  | Venue 7                      |
|                     | <i>Speakers: Professor Tanya Ovenden-Hope</i>  |                              |
|                     | <p>Educationally Isolated schools are those in places that geographically remote, and experience high levels of socioeconomic deprivation and cultural isolation. These schools have limited access to resources because of the challenges related to their location, including teachers, high quality CPDL and external opportunities for additional funding. Educationally Isolated schools are typically in coastal, rural or ex-industrial areas in the UK, where poverty and social exclusion are real concerns.</p>          |                              |
|                     | <p>The place-based challenges of Educationally Isolated schools affect pupil outcomes, with persistently disadvantaged pupils in these schools achieving lower GCSE grades than their disadvantaged urban peers. Considering 19% of primary schools and 16% of secondary schools in England are in a rural-coastal locations, the locality lottery has to be addressed.</p>  |                              |
|                     | <p>For over a decade I have been explored the effect of place on schools, and have sought solutions being used by Educationally Isolated schools to close the spatial inequity gap. My latest research, conducted with Dr Rowena Passy, is a three-year study of a 'hub model' implemented by a 20 school Multi-Academy Trust (MAT) in the South West of England to support its Educationally Isolated schools.</p>  |                              |
|                     | <p>The findings demonstrate the importance of recognising place-based issues for schools and how organisation level structural changes in school to school support can work to mitigate limitations in accessing resources. The Hub model established geographically nearby groups of schools that reduced some of the limiting effects of Educational Isolation. Will this approach overcome the locality lottery? Not completely, but at least it's a start.</p>   |                              |
| 9:30am –<br>10:15am | <b>L Children's Rights. A different perspective for long-term transformation</b>   | Venue 12                     |
|                     | <i>Speakers: Kulvarn Atwal</i>   |                              |
|                     | <p>Political initiatives in education come and go – the UN Convention on the Rights of the Child was adopted in 1989 and is here for the long haul. Hear how one visionary headteacher has embraced a rights-based approach to underpin a culture and ethos in two London schools, enabling the pupils to be at the heart of decision making. Attendance, engagement with learning, inclusive practice and community engagement are all enhanced by looking at children, their lives and their learning through a rights lens.</p> |                              |

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| 9:30am –<br>10:15am | L | <b>Dealing with Difficult People</b><br><i>Speakers: Nicola S. Morgan</i><br>How to deal with difficult people and keep calm when under attack Specific strategies for conflict resolution Ways to deal with special requests How to shrug off the negative and not take things personally Understand the problem and select the appropriate approach to deal with it Identify and visualise the best possible outcome Deal effectively with sensitive situations How to think on your feet if the conversation takes an unexpected turn Know what to say when everything else fails  | Maths 2                     |
| 9:30am –<br>10:15am | L | <b>Leadership for retention. Securing the pipeline through effective recruitment and retention in schools</b><br><i>Speakers: David Weston, Damilola Dauda</i><br>In this session, Teacher Development Trust's David Weston and Damilola Dauda will summarise the latest evidence from the UK and around the world about the tactics that schools and trusts can use to attract and retain their most valuable asset - effective teachers, both trainees and experienced.<br><br>Drawing on experience of working with a huge range of schools and trusts to create thriving cultures of improvement, David and Damilola will share key principles and strategies for leaders to apply to tackle the increasing challenges in this difficult area.              | Venue 9                     |
| 9:30am –<br>10:15am | L | <b>Why is interdisciplinary learning important?</b><br><i>Speakers: Ash Brockwell</i><br>Interactive talk with slides about interdisciplinary education and its relevance in universities, schools and employment. Examples of successful graduate outcomes will be shared. There will also be an open discussion about the challenges around implementing interdisciplinary education.   | Maths 1                     |
| 9:30am –<br>10:15am | B | <b>Supporting young trans and gender questioning people in school</b><br><i>Speakers: Simon Croft</i><br>How to support young trans and gender questioning people is currently the subject of considerable discussion in public arenas. GI has worked with young trans and gender questioning people for over 15 years – we know the impact these discussions are having on them, and we also know what constitutes effective support.<br><br>This session will touch on the current context and offer some top tips, resources and references to help you to support young trans and gender questioning people effectively.  | Venue 6                     |
| 9:30am –<br>10:15am | O | <b>The importance of professional development and training for teachers</b><br><i>Speakers: Alan Passingham, Helen Matthews</i><br>The focus of this session is to explore the quality of teachers' professional development and training and its impact on recruiting, training and retaining the best teachers for children and young people.<br><br>We will look at the main findings from inspections of initial teacher education, early career framework and national professional qualification providers. The session will consider outcomes from Ofsted's recent research into professional development for school teachers and leaders.<br><br>There will be time to ask questions about both the Ofsted research and the ITE and ECF/NPQ frameworks. | Sir Christopher Lee Theatre |
| 9:30am –<br>10:15am | P | <b>Why schools will never deliver on our high expectations</b><br><i>Speakers: Kristopher Boulton</i><br>For decades now there has been little to no real progress in educational outcomes. Individual schools are beacons of what is possible on a small and local scale, but completely defy large scale replication. Society and government demand more and more from schools and so to teachers it falls to deliver. But our expectations are impossible to meet with the system we have, and so the only meaningful impact of our high expectations is burn out and an ever-declining profession. What, if anything, might turn this around?   | Maths 3                     |

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| 9:30am –<br>10:15am | S | <b>How can schools better protect pupils from peer abuse?</b>   | Chapel       |
|                     |   | <i>Speakers: Mohamed Abdallah, Iesha Small, Matilda Lawrence-Jubb, Ellie Softley, Hussein Hussein</i><br>Three years on from the launch of Everyone's Invited, what have we learned about how to better protect young people from peer abuse? Our panellists will explain what the research shows about effective approaches that can be used, and draw on a wealth of professional experience. An essential session for anyone wanting to make a positive difference in their own school.  |              |
| 9:30am –<br>10:15am | 6 | <b>A Good Life - 5 principles for a better SEND system</b>  | Concert Room |
|                     |   | <i>Speakers: Tom Rees, Ben Newmark</i><br>How can we make education work better for children who find learning difficult?<br><br>Over the last year, there has been much debate around SEND provision, following the DfE's Green Paper and SEND and AP improvement plan. In this session, Ben Newmark and Tom Rees will:<br><br>. Explore some of the underlying tensions and contradictions which make inclusion hard.<br>. Argue that to make progress, we need to challenge the medicalisation of SEND and define a broader and more ambitious vision of what a good life is.<br>. Present five principles that could underpin a more rigorous and dignified approach to inclusion, developed in work convened by Ambition Institute and the Confederation of School Trusts. |              |
| 9:30am –<br>10:15am | 6 | <b>Disabled Young Person's Panel</b>  | Venue 11     |
|                     |   | <i>Speakers: Giovanna Tirraoro, Lilia Blower, Dominic Blower</i><br>A panel of young people with SEND are on hand to offer their perspectives and experiences of education in a variety of settings, including what worked for them, what didn't and how things could be improved   |              |
| 9:30am –<br>10:15am | W | <b>A guide to reflective coaching. The Magic happens in the silence</b>   | Venue 13     |
|                     |   | <i>Speakers: Rosie Nice</i><br>This session will introduce you to the MAGIC Methodology, an innovative coaching framework which is explored in Rosie's new best-selling book <i>The MAGIC Happens in the Silence</i> , a guide to the art of reflective coaching.<br><br>Rosie will discuss what reflective coaching is, why she feels it has such transformative powers and how we can create an environment which encourages team members, and students, to think for themselves, identifying their personal aspirations and goals and creating their own solutions and plans.<br><br>This interactive session includes discussions, questions plus an opportunity to engage in some MAGIC coaching in pairs and trios.   |              |
| 9:30am –<br>10:15am | W | <b>Staff wellbeing in the teaching working force - an evidence-based approach to addressing the challenges</b>  | AQA Venue 4  |
|                     |   | <i>Speakers: Leslie Blanchard, Kulwinder Maude</i><br>This workshop presents the theories and practice of an approach to mental health and wellbeing (LADDER). LADDER is a comprehensive model of assessment, coaching support and guided reflective practice based on cognitive behaviour therapy, for school leaders, in-service and pre-service teachers. In this workshop participants will have a hands-on practice of the LADDER approach.  |              |
| 9:30am –<br>10:15am | 7 | <b>Supporting student psychological wellbeing through education and fiction</b>   | Maths 7      |
|                     |   | <i>Speakers: Anthony Kessel</i><br>In this session, I will initially draw on my experience as a U public health leader to convey the status of children's mental health in this country and internationally, including the role of the pandemic in the rise of psychological health problems. Next, I will share an approach to understanding how the mind works that is proving invaluable, through educational programmes nationally and internationally, in enhancing student wellbeing and resilience. Finally, I will talk through the power of fiction as a complimentary vehicle to health improvement, including how I draw on this approach to support wellbeing in my fiction books.  |              |

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| 9:30am –<br>10:15am | <b>8 Placing Sustainability At The Heart Of Your School Strategy</b>   | Maths 10   |
|                     | <i>Speakers: Karen Gracie-Langrick, Mark Mason</i>   |  |
|                     | The Design Nature session will engage the audience in a fun and interactive manner, using many of the creative techniques (such as imagining and ideation) we use in our workshops with pupils. We will share our journey of creating a Social Enterprise and demonstrate our approach to creativity, sustainability, and education. Using case studies, we will highlight the work we are doing and where a strategic, whole-school approaches have already been delivered. The benefits of being a Community Interest Company (CIC) will also be shared and where lack of funding is not a barrier to success.   |  |
| 9:30am –<br>10:15am | <b>8 Transforming Carbon Neutral Education for a Just and Regenerative Future</b>  | AQA Main Auditorium                              |
|                     | <i>Speakers: Dr Sally Uren OBE</i>   |  |
|                     | We are at a crossroads. We cannot carry on with business as usual but need to reimagine the way the world works, reconnect our systems in different ways and renew our practices to create a path of deep transformation.  |  |
|                     | In this session, Forum For The Future's chief executive, Dr Sally Uren OBE will explore the critical role schools can play in building a just and regenerative future, with lessons from change leadership in industry and education systems.  |  |
| 9:30am –<br>10:15am | <b>T Are we going to have enough teachers?</b>   | Old Gym  |
|                     | <i>Speakers: Jack Worth</i>  |  |
|                     | Teacher recruitment and retention is one of the key issues facing schools and policymakers, particularly school leaders who face the challenge of recruiting and retaining their staff.  |  |
|                     | School workforce expert Jack Worth will explain the national context of teacher supply issues and introduce evidence-informed approaches that school leaders and policymakers can take to recruit and retain teachers. He will be joined by a sector/ school leader to illustrate the practical benefits of taking actions to address staff retention issues while maintaining focus on education quality.   |  |
| 9:30am –<br>10:15am | <b>T Curriculum - informed teaching</b>  | Great School                                     |
|                     | <i>Speakers: Kat Howard</i>  |  |
|                     | In this session, Kat will propose the problems of practice that teachers, particularly those newer to the profession, can experience as they develop teaching expertise. With an emphasis upon curriculum- informed classroom strategy, Kat will share how teachers - and leaders supporting teachers - can ensure that teaching preparation and practice moves away from lesson-to-lesson prep and is instead underpinned by deep curricular knowledge - and why it is crucial to do so.  |  |
| 9:30am –<br>10:15am | <b>T On China - The View From Within</b>   | Cambridge University Press & Assessment Venue 10 |
|                     | <i>Speakers: Joy Qiao, Julian Jeffrey</i>  |  |
|                     | Joy is a Shanghainese native who lived in the UK and Germany during her early 20s. Julian worked at Wellington College in Crowthorne for 18 years before relocating to China in 2014. Their extensive cross-cultural exposure has provided them with a unique perspective on global issues.  |  |
|                     | After more than three years of travel restrictions and heightened geopolitical tensions, the session will be looking to offer an insight into post-pandemic China. The country's extraordinary economic development over the past forty years has seen almost 800 million people lifted out of poverty - an unprecedented achievement in human history. Despite this, China's rise has often been met with alarm in Western political and media circles. This session seeks to explore the mystique that surrounds today's China, offering some contextual insights into the country beyond the rhetoric. As China once more seeks to play a full part in the global economy in the wake of its Covid prevention policies, and amid the recent escalation in East-West tensions, Joy and Julian will explore everyday life in this emerging global superpower. |  |

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| 9:30am –<br>10:15am  | T | <b>The expertise reversal effect and being an adaptive mentor</b><br><i>Speakers: Haili Hughes</i><br>To begin with, the session will outline the key requirements for mentors and some of the challenges and barriers they may face. This will then lead to a discussion of the expertise reversal effect and the practical implications this theory of cognitive science has for mentors. Some ideas for strategies will then be given, before attendees are asked to watch a short clip of a lesson and discuss which of the strategies offered they would use and why, bridging the gap between research and practice.  | Waterloo Hall            |
| 9:30am –<br>10:15am  | T | <b>Why aren't practice and automation enough for teacher development?</b><br><i>Speakers: Peter Foster</i><br>To improve, teachers need to change their behaviour. This is hard. Coaching and practice are effective methods of behaviour change and are increasingly prominent in the professional development landscape. But one size doesn't fit all. Experienced and expert teachers won't continue to develop if we treat them like novices. Expert teachers haven't just automated more processes than novice teachers. Experts have a problem-solving perspective. Professional development programmes can and should support teachers to develop this perspective. This session will examine how teachers and leaders can foster independence and ownership in professional development as we aim to develop teacher expertise. | Maths 9                  |
| 9:30am –<br>10:15am  | T | <b>Why your homework policy isn't working</b><br><i>Speakers: Adam Boxer</i><br>Almost all schools across the country set homework as part of their enacted curriculum, and almost all schools across the country struggle with its administration and execution. It's an extremely difficult strategy to get right, but promises great rewards. In this session we will explore why homework is ordinarily ineffective and inconsistent and look at evidence- and experience-based strategies and techniques to improve its use. We will also explore a toolkit for evaluating and planning any homework policies.   | Edapt Venue 2            |
| 9:30am –<br>10:15am  |   | <b>Explicit Instruction: From Theory to Practice</b><br><i>Speakers: Tom Needham</i><br>Whole Class Explicit Instruction is an incredibly effective and efficient approach to teaching, but what is it? After briefly going over some of the evidence and theory, the session will explore a range of easy to implement, practical approaches, demonstrating how the theory can be put into practice.   | White Rose Maths Venue 1 |
| 10:30am –<br>11:15am | A | <b>Effective Parental Communication: Improving Pupil/Student Attendance &amp; Behaviour</b><br><i>Speakers: Nicola S. Morgan</i><br>Learn how to approach initial conversations about attendance/behaviour with parents; Look at ways to build confidence around keeping conversations positive; Understand what active listening looks like; Learn powerful ways to encourage parents to support their child's attendance/behaviour; Look at ways to create an engaging 'attendance tips for parents' pamphlet'; Implement behavioural changes within the home to help support positive behaviour in school.   | Concert Room             |
| 10:30am –<br>11:15am | M | <b>A Baccalaureate of your own - implementing your own school model accredited by the National Baccalaureate Trust</b><br><i>Speakers: Tom Sherrington</i><br><br>The National Baccalaureate Trust has launched an accreditation process that allows schools and colleges to gain validation for their Bacc-style curriculum. The session will set out the key elements of the NBT Baccalaureate model that schools and colleges can deploy in any setting from Primary to Further Education.<br><br>We will explain our accreditation process and invite schools and colleges to join us over the coming years, developing a grass-roots Baccalaureate for England. We will provide examples of the models schools have already devised and offer suggestions for successful implementation.   | Venue 8                  |

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| 10:30am –<br>11:15am | <b>C The Art and Craft of Instructional Coaching: Learning From 25 Years of Research</b>  | Sir Christopher Lee Theatre |
|                      | <p><i>Speakers: Jim Knight</i></p> <p>For more than 25 years, researchers at the University of Kansas and The Instructional Coaching Group have studied instructional coaching, a professional development model that honors the professional judgment of teachers. Since the publication of ICG's book <i>Instructional Coaching</i> in 2006, instructional coaching has grown in popularity in schools around the world. This presentation provides an overview of the principles, practices, skills, and knowledge effective instructional coaches need to succeed, a review of the research, and an explanation of how ICG's original approach to instructional coaching compares and contrasts with models of instructional coaching that are promoted in England today.</p>     |                             |
| 10:30am –<br>11:15am | <b>Y Working practically within White Rose Science</b>  | White Rose Maths Venue 1    |
|                      | <p><i>Speakers: Sarah Hutson-Dean</i></p> <p>What is working practically within primary science? What are the benefits of working practically for children and young people? In this session, we will discuss what works when undertaking practical science in a primary classroom and explore how this is addressed within White Rose Science. We will also look at the potential barriers teachers face when facilitating purposeful practical science and discuss how our new scheme can help to overcome these.</p>   |                             |
| 10:30am –<br>11:15am | <b>H Pedagogy in Practice: How (exactly) you can ensure that EdTech impacts learning in 2023</b>  | Maths 1                     |
|                      | <p><i>Speakers: Dr Fiona Aubrey-Smith</i></p> <p>Research about EdTech consistently tells us that effective use of digital technology is underpinned by effective pedagogy. But what do we actually mean by effective pedagogy and what does that look like in practice in 2023? This session will unpack the hidden meaning within most pedagogical discussions as well as the latest EdTech research. Attendees will be given clear explanations setting out about how different pedagogical ideas impact student learning, and will take part in interactive activities that convert research and big ideas into practical and personal next steps.</p>  |                             |
| 10:30am –<br>11:15am | <b>G Educators on board: Why governance is the best CPD ever</b>  | Driver Lecture Room         |
|                      | <p><i>Speakers: Emma Knights, Steven Berryman</i></p> <p>Drawing on his experience of governance in primary, secondary and independent schools, Chartered College of Teaching president, Steven Berryman sets out why volunteering as a governor isn't just a benefit for the school receiving the expertise, but a rich professional learning opportunity that enhances teachers' understanding and skills in their own schools.</p> <p>In conversation with National Governance Association chief executive Emma Knights, both will delve into the virtuous circle of professional development and school improvement this represents at a time of governor shortages and teacher attrition, and how the NGA's programmes can support this work.</p>                                |                             |
| 10:30am –<br>11:15am | <b>I How can we ensure equity of opportunity for children who struggle to attend school?</b>  | Venue 7                     |
|                      | <p><i>Speakers: Cath Kitchen, Steve Lowe, Stephen Deadman</i></p> <p>The reasons that children struggle to attend school are varied, complex and multifactorial but those numbers are on the increase. There is no magic solution, and limited research to draw on to support us in ensuring that this cohort of children have equality of opportunity on a par with their peers.</p> <p>This session will look at the current research around this cohort of children and review strategies that have been successful in engaging these learners in alternative provision. We will aim to equip you with some new thoughts that you can take back and apply in your own settings alongside an opportunity to discuss the main challenges of working with this vulnerable cohort.</p> |                             |



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| 10:30am –<br>11:15am | L <b>Growing Flourishing Schools</b>  | Cambridge University Press & Assessment Venue 10 |
|                      | <i>Speakers: Katy Granville-Chapman</i>   |  |
|                      | <p>Flourishing matters. Flourishing particularly matters in schools. In cross-sectional, longitudinal and experimental studies, high levels of flourishing have been shown to enhance pupil outcome, learning, productivity, creativity, good relationships, pro-social behaviour, good health and life expectancy. Teachers and school staff are not, however, all flourishing. School teaching, for example, is recognised globally as one of the most stressful jobs (Lhospital &amp; Gregory 2009). This session will introduce the concept of flourishing and cover practical ways to boost flourishing across a school. It will focus on how to enhance, positive relationships, meaning and purpose, engagement, autonomy, optimism, mental and physical health.</p> |  |
| 10:30am –<br>11:15am | L <b>Leadership for social mobility. Mobility vs justice: Education as a social changemaker</b>   | Venue 9  |
|                      | <i>Speakers: Dan Morrow</i>   |  |
|                      | <p>Dartmoor Multi Academy Trust CEO, Dan Morrow explores the tension between social mobility and social justice with a focus on pedagogy, curriculum and leadership.</p>  |  |
|                      | <p>How can school leaders drive levelling up in their communities? How can they promote social and economic inclusion inside and out of the school gates? How can they ensure fewer students and families are left underserved by the education system? And how can they do all this sustainably amid failing services and a workload crisis?</p>   |  |
| 10:30am –<br>11:15am | L <b>The Power of Teams: How to create and lead thriving school teams</b>   | Venue 13   |
|                      | <i>Speakers: Sam Crome</i>  |  |
|                      | <p>How can you be part of, or lead, a team that truly is greater than the sum of its parts? How can you utilise the true power of teams?</p>  |  |
|                      | <p>This session explores the evidence base behind truly thriving teams, and finds that the commonalities across elite teams are no accident, but rooted in research-informed principles.</p>  |  |
|                      | <p>Using a combination of academic research, other studies, and examples from various sectors, Sam discusses how we can apply evidence to create teams that flourish, followed by providing practical strategies for school-based teams, including staff and students.</p>  |  |
| 10:30am –<br>11:15am | B <b>Pretended: Learning Lessons from Section 28</b>  | Venue 6  |
|                      | <i>Speakers: Catherine Lee</i>  |  |
|                      | <p>In Pretended, Professor Catherine Lee will reflect on the impact that Section 28 of the local government Act had on lesbian and gay teachers and students. Section 28 (1988-2003) stated that<br/>A local authority shall not intentionally promote homosexuality or promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship.</p>   |  |
|                      | <p>Drawing on her latest book, Pretended: Schools and Section 28, Catherine will reflect on her own career as a teacher under this law and describe the political and cultural climate of the era. She will explore how her Section 28 diaries led to her involvement in the BAFTA nominated feature film Blue Jean and reveal what it was like to be transported back to the 1980s via the film.</p>   |  |
|                      | <p>Reflecting on her research with teachers, Catherine will also show how Section 28 continues to have a damaging legacy for those affected by it and will stress the importance of authenticity in leadership in education. Catherine will conclude her presentation by considering the current landscape for trans and non-binary people the urgent need for us to learn the lessons of Section 28.</p>   |  |

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| 10:30am –<br>11:15am | O | <b>Keynote from HMCI Amanda Spielman</b><br><i>Speakers: Amanda Spielman</i><br>Keynote speech from Ofsted Chief Inspector Amanda Spielman, followed by Q&A with Schools Week's editor, John Dickens.  | AQA Main Auditorium  |
| 10:30am –<br>11:15am | P | <b>7 tactics to unlock the benefits of oracy education</b><br><i>Speakers: Amy Gaunt</i><br>Drawing on Voice 21's Insights & Impact report, which includes analysis of data from 12,313 staff and 46,636 students in Voice 21 Oracy Schools as well as findings from research projects led by the charity over the past year, this session will make 7 practical recommendations for teachers and school leaders who want to benefit from all that oracy has to offer. You will leave with a clear understanding of the evidence base for oracy education and strategies for its implementation.   | Edapt Venue 2        |
| 10:30am –<br>11:15am | P | <b>The National Tutoring Programme: a route to closing the disadvantage gap?</b><br><i>Speakers: Nick Brook, Ben Styles, Richard Slade, Simrat Mavi</i><br>The main challenges with the NTP are implementation and scale. There are at least fifteen different factors that might influence how effective a tutor-tutee interaction is. The session will consider the evidence on how best to deploy tutors and the kind of research that is still needed in this area. Is it really cost-effective to offer one-to-one tuition to the nation's disadvantaged children? How sustainable is tutoring and is there any hope of it helping to close the post-pandemic disadvantage gap?   | Old Gym              |
| 10:30am –<br>11:15am | 5 | <b>Pearson School Report Live: Developing and empowering sustainably minded citizens for the future</b><br><i>Speakers: Jo Malone, Clare Cox, Morgan Phillips, Daniel Meyer</i><br>Join us as we explore the findings from the brand-new 2023 Pearson School Report where data from over 6000 teachers reveals the greatest challenges to delivering environmental education. During this session our expert panel will discuss ways to...<br><br><ul style="list-style-type: none"> <li>• add a sustainability lense to what you're already doing</li> <li>• collaborate and achieve positive change with effective sustainability leadership</li> <li>• identify what resources you need to grow your confidence</li> <li>• develop and empower sustainably minded citizens for the future.</li> </ul> | Schools Week Venue 3 |
| 10:30am –<br>11:15am | 6 | <b>Empowerment for inclusion. The importance of rights in an additional needs setting</b><br><i>Speakers: Jacqueline Rudden</i><br><br>Every child and young person should know their rights. The significance of this statement for pupils with a range of complex additional needs will be highlighted in this presentation by the Deputy Headteacher of Abbey Court Community Special Foundation School,an all through provision in Medway,Kent.  | Venue 12             |
| 10:30am –<br>11:15am | 6 | <b>How can we make mainstream schools more inclusive?</b><br><i>Speakers: Sophie Hall, Rob Webster</i><br>With increasing numbers of children heading for specialist provision because mainstream hasn't worked for them, we ask how prioritising the voices of young people in debates about inclusion can create a more inclusive environment  | Venue 11             |
| 10:30am –<br>11:15am | 6 | <b>Understanding ADHD in Girls</b><br><i>Speakers: Elizabeth Swan</i><br>Missed or misunderstood ADHD traits in girls leads to misdiagnosis, failure to thrive and latest research reveals can reduce life expectancy by up to 13 years. Attendees will be empowered with an understanding of what ADHD is, how it presents in girls, roadmaps to diagnosis and how girls with ADHD can be best supported to develop their unique strengths and superpowers. This session will be delivered by a qualified teacher and former school leader and SENCo, who draws upon both postgraduate study of psychology and lived experience as an adult with ADHD.  | Maths 3              |

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| 10:30am –<br>11:15am | <p><b>W We need to go radical on flexible schooling</b></p> <p><i>Speakers: Jo Meredith, Jack Worth, Grace Rigg, David Bradbury, Antonia Spinks</i></p> <p>As recruitment figures plunge to a historic low, many schools are wondering how to compete in a job market where flexible roles abound. This panel will hear from some schools that are pioneers in flexible working, and hybrid schooling, which allows teachers and pupils greater choice over when and where learning takes place.</p>  | Chapel                       |
| 10:30am –<br>11:15am | <p><b>W With the Head in Mind: Wellbeing and resilience for school leaders</b></p> <p><i>Speakers: Pippa Osborne</i></p> <p><b>This session is an opportunity to reflect on the wellbeing culture of your school and how it impacts on your leadership as well as your own wellbeing and resilience. I will be sharing the research from my Doctorate looking at the current support systems in place for senior leaders and how these could be further enhanced. I will also be exploring how the implementation of supervision could be further used in education and considering the support that should be in place for every head to avoid losing more great colleagues from our profession. Explore the strategies that are working for headteachers to build resilience and enhance wellbeing.</b></p> | Maths 4                      |
| 10:30am –<br>11:15am | <p><b>7 'I thought a vulva was a type of car?' The (surprising) success of youth-led sex education</b></p> <p><i>Speakers: David Walker, Ella Simms</i></p> <p>Wellington College are working with Colourful Peach on an innovative and youth-led sex-ed provision. Our mission is to prevent harm, smash survivor stigma and inspire passion for anti-sexual violence. In this talk, David will share the strategic thinking behind the decision to launch this project and Ella will share the surprisingly joyful approach that has reduced sexual harm by more than half in one year. We want you to leave this talk with practical ideas and feeling inspired to reengage in this famously challenging topic - whether that's in the classroom, boardroom, or even just speaking to friends.</p>         | Maths 10                     |
| 10:30am –<br>11:15am | <p><b>7 Educate to Elevate - Create Engaging &amp; Inclusive Learning Experiences</b></p> <p><i>Speakers: Lawrence Tijjani</i></p> <p>Our pupils have names, stories, cultural backgrounds and identities. Technological advancements and innovations enable us to redefine how, where and what students learn in unexpected ways. We can use these solutions to personalise education, centring students' identities and lived experiences. This session is about using technology and innovations to help every student feel like "school" is a place for them to thrive, challenge societal norms and build a future in which everyone prospers.</p>   | Google for Education Venue 5 |
| 10:30am –<br>11:15am | <p><b>7 Poverty, scarcity, and how we need to shift our strategy in schools</b></p> <p><i>Speakers: Kat Stern</i></p> <p>This session will start a much-needed conversation about how poverty connects to educational outcomes. We will start by reframing poverty as living with a high degree of scarcity, rather than simply level of income and consider the impact of scarcity on the experience of schooling. We will examine the "cognitive tax" of the conditions we place on school engagement and consider the impact of "micro-shocks of scarcity" on student engagement and learning. I hope that attendees will leave with an increased understanding of the mechanisms that connect scarcity to negative outcomes in education, and be better placed to counteract these</p>                    | AQA Venue 4                  |
| 10:30am –<br>11:15am | <p><b>8 Preparing students to thrive in a net-zero future</b></p> <p><i>Speakers: David Blackmore</i></p> <p>Preparing students to thrive in a net zero future. Tackling the climate and nature crisis will take a skilled and diverse workforce, and every job can play its part. This session will focus on the importance and rise of sustainable careers and how you can embed it within your school or college curriculum. After the session you'll have more confidence in equipping your students with the knowledge, skills and experiences to help them thrive in a future green economy, no matter what career path they choose.</p>  | Maths 11                     |

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| 10:30am –<br>11:15am | T | <p><b>Be seen with a project qualification</b></p> <p><i>Speakers: Rebecca Crumpton</i></p> <ul style="list-style-type: none"> <li>• What is a project qualification?</li> <li>• Why are project qualifications important?</li> <li>• Support successful transition to next stage of life (level 3 study, HE or the workplace)</li> <li>• Social mobility</li> <li>• How can Project Q support you in delivering projects?</li> </ul>   | Maths 7            |
| 10:30am –<br>11:15am | T | <p><b>Creating a positive environment for learning</b></p> <p><i>Speakers: Sufian Sadiq</i></p> <p>School environment and culture are key to successful curriculum development, and improvement in teaching and learning. In this session, Sufian will explore what schools can do to improve and foster positive learning cultures and climate.</p>  | Great School       |
| 10:30am –<br>11:15am | T | <p><b>Retrieval Practice: Updating what we 'know' about it</b></p> <p><i>Speakers: Bradley Busch</i></p> <p>Retrieval Practice is now a mainstay for many schools and colleges. Our understanding of how best to maximise it is constantly evolving based on the latest research. Staying on top of the latest cognitive science research can be difficult. Studies can be hard to find, difficult to access and sometimes hard to translate. In this session, Bradley will look at the very latest and most recent findings Retrieval Practice research from the past year or two. Time will also be given to explore the practical implications and guidelines based on these findings.</p>   | Waterloo Hall      |
| 10:30am –<br>11:15am | T | <p><b>Taking the Curriculum Outdoors</b></p> <p><i>Speakers: Andy Carley</i></p> <p>During this workshop, we will share simple but powerful tips, tools, activities and resources to enable all educators to deliver more of their teaching and learning beyond the classroom. Irrespective of the space you have available we will demonstrate how to make teaching more creative, experiential and collaborative whilst making learning stick!</p>  | Yurt Speaker Venue |
| 10:30am –<br>11:15am |   | <p><b>Developing 'Skills for the Future' through a student learning community</b></p> <p><i>Speakers: Claire Badger</i></p> <p>At Godolphin and Latymer, we use student learning communities to engage students with research on learning and help them to embed these ideas into their studies. Small groups of students meet regularly to look at some research, discuss how the ideas might be applied to their own learning and then reflect on the success, or otherwise, of any changes they make. This talk will focus on a Year 12 student learning community which explored how to best develop 'Skills for the Future' through exposure to research on critical thinking, creativity and collaboration.</p>   | Maths 9            |
| 10:30am –<br>11:15am |   | <p><b>How career-changing teachers can enhance student career support</b></p> <p><i>Speakers: Oli de Botton, Katie Waldegrave, Deepak Swaroop, Justine Shackleton</i></p> <p>A school's best resource is their teachers and as more career changers enter the profession this session will explore how their experience can positively impact careers education in Secondary schools.</p> <p>Five learning outcomes:</p> <ol style="list-style-type: none"> <li>1. How to identify prior experience within your staff team</li> <li>2. What conversations to have with your career change teachers</li> <li>3. The added value a career change teacher can bring</li> <li>4. How to utilise that experience within your careers education programme.</li> <li>5. How all of this can be evidenced against the Gatsby Benchmarks.</li> </ol> | Maths 2            |

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| 11:45am –<br>12:30pm | <b>M Why oracy is so important as the assessment landscape changes</b>   | Venue 8  |
|                      | <i>Speakers: Amanda Moorghen, Rebekah Simon</i><br>Join the Voice 21 team to talk about talk. How can the latest technological advances help us to assess oracy in the classroom? And when might it lead us astray?<br><br>As new modes of assessment rise up the agenda as serious challengers to the traditional written papers, students will need new skills & competencies to be "exam-ready". How can these oracy skills be taught, and what impact will this have on teaching and learning in our schools?  |  |
| 11:45am –<br>12:30pm | <b>U Catalysing Social Emotional Learning in schools in England</b>  | Cambridge University Press & Assessment Venue 10 |
|                      | <i>Speakers: Joe Hallgarten</i><br>A description of research findings and reflections on the state of play of social emotional learning in schools, and the evidence base behind its role on learning, attainment and other life outcomes  |  |
| 11:45am –<br>12:30pm | <b>Y Boost your maths and literacy lessons with the brilliant Ninjas!</b>  | Venue 13   |
|                      | <i>Speakers: Andrew Jennings</i><br>Looking for ways to boost pupils learning at home and at school? Join the amazing Vocabulary Ninja who will give you ninja-tastic tips on how to turn your pupils into epic literacy and maths ninjas!   |  |
| 11:45am –<br>12:30pm | <b>1 Adapting the curriculum to support lower attainers</b>  | White Rose Maths Venue 1                         |
|                      | <i>Speakers: Ian Davies</i><br>White Rose Maths is delighted to launch its brand new Secondary Support Curriculum this year. In this session we will explore how the scheme supports the mastery approach to teaching mathematics whilst providing more fluency and scaffolding to help lower attainers become more confident in their study of mathematics. We will also look at how this new scheme of learning and associated resources align to the main White Rose Maths curriculum and how the schemes can be used alongside each other to maximise attainment.  |  |
| 11:45am –<br>12:30pm | <b>H Lifting the limits on learning with technological tangibles</b>   | Maths 1  |
|                      | <i>Speakers: Allen Tsui</i><br>Allen Tsui showcases how children as young as 4 can learn to code with confidence and how robotics teaches the parts other programmable devices cannot teach.   |  |
| 11:45am –<br>12:30pm | <b>H My favourite digital tools to detect misconceptions and foster creativity</b>   | Concert Room                                     |
|                      | <i>Speakers: Benjamin Scott</i><br>This talk draws on my breadth of experience and reflections of using my favourite Edtech tools: Minecraft Education, Adobe Express and Flip. Lockdown and remote teaching provided the perfect opportunity for me to explore a wide range of different digital tools, which I now use regularly in my teaching to engage my pupils. These platforms offer opportunities for pupils to develop their creativity, research, and communication skills in even the quietest students. Apart from making lessons more engaging they have also had the added benefits of making it easier to spot misconceptions and make marking more interesting. |  |

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| 11:45am –<br>12:30pm | <b>Q The Power of One – The Time is Now!</b>  | AQA Main Auditorium |
|                      | <p><i>Speakers: Dr Angela Herbert MBE</i></p> <p>Thirty years after the murder of teenager Stephen Lawrence, are we really still discussing whether racism is institutional, systemic, or even a concept to be concerned about? Post-Macpherson then, and post-Casey now, another 30 years of debating the impact of racism will only be detrimental to the work of implementing equalities for the next generation.</p> <p>The time to actively reduce and prevent racism is now, but how? The ‘Power of one’ considers how individual approaches collectively influence an organisation to practice authentically equitable education. This requires thinking and behaviours to be challenged, policies and procedures to support change and learning experiences for all.</p> <p>In this session, Angela Herbert will offer practical tools to help deliver vital, impactful anti-racist education and learning that builds from one teacher to a whole school, and has the power to change society.</p> |                     |
| 11:45am –<br>12:30pm | <b>F Translating cognitive science approaches to the A level setting</b>  | Maths 2             |
|                      | <p><i>Speakers: Andrew Boden</i></p> <p>An outline of practical and highly impactful teaching and learning approaches based on cognitive science. The approaches that really work in A level teaching</p>   |                     |
| 11:45am –<br>12:30pm | <b>2 Developing the FE Leadership talent pipeline - Learn about ETF's Professional standards for leaders</b>  | Old Gym             |
|                      | <p><i>Speakers: Anju Virdee, Andrew Dowell</i></p> <p>Leaders will engage with an interactive workshop that will be showcasing the ETF FE leadership professional standards. The session will explore the research and sector engagement in creating the standards and how FE Colleges are adopting the professional standards to develop leadership from aspiring to senior leaders.</p>   |                     |
| 11:45am –<br>12:30pm | <b>G Panel: Governance as community leadership</b>  | Driver Lecture Room |
|                      | <p><i>Speakers: Lynn Howard, Sam Henson, Rama Venchard</i></p> <p>Governing a school is a community leadership role, advocating for the school in the community and listening to local stakeholders. Governors have worked together for years across communities, districts and counties, but how does this work well to make a difference to all the local children as well as those who attend their own schools? With the dual system of maintained schools and academy trusts remaining for the time being, particularly in the primary phase, how best can all schools continue to collaborate locally? Are multi academy trusts confident enough to delegate that community leadership role to their local governors: do they encourage governors to look outwards or are they expected to collaborate only with those in their trust?</p>  |                     |
| 11:45am –<br>12:30pm | <b>I Othering in education. Bridging the divides that keep schools and their communities apart</b>  | Venue 7             |
|                      | <p><i>Speakers: Heidi Heinemann</i></p> <p>Young people from different class and cultural backgrounds, living just a few streets apart, can be living very different lives with vastly different outcomes. With rare opportunities to meet, how can they really learn about and understand those outside of their bubble or the complexity of the challenges they face?</p> <p>This can translate into prejudicial outlooks and treatment of those from backgrounds different to their own, struggles with belonging, as well as an inability to adapt to increasingly diverse higher education and work environments.</p> <p>In this session, we will be discussing what ‘othering’ looks like in our education system, through from different voices about their experiences across state and independent schools.</p> <p>Explore how allegiances can be built across the divides, to build a future that looks out for all.</p>  |                     |

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| 11:45am –<br>12:30pm | <b>3 Mentors Matter!</b><br><i>Speakers: Kirsty Anderson</i><br>Teacher Mentors are crucial in the development of trainee and early career teachers. With the help of an effective teacher mentor sharing skills, knowledge and authentic experiences the early stages of a teaching career can be managed and potential maximised. The aim of this session is to demonstrate the genuine value Teacher Mentors bring to schools, why being a mentor is both personally and professionally rewarding, and to highlight why this is a role which should be carefully crafted and supported within a school.   | Maths 4                     |
| 11:45am –<br>12:30pm | <b>L From school to Trust. Scaling up a Rights respecting Culture</b><br><i>Speakers: Peter Weir</i><br>Having used the transformative power of the Rights Respecting Schools Programme as part of the strategy to take a troubled Birmingham school out of special measures, Pete Weir now heads up the Washwood Heath Multi Academy Trust and ensures that the UN Convention on the Rights of the Child is woven through the ethos and values of all the Trusts schools. This talk will share some of that journey and shine a light on the impact that a child rights approach can have on the culture within a learning community.                           | Venue 12                    |
| 11:45am –<br>12:30pm | <b>L Leadership for wellbeing. Building a coaching culture</b><br><i>Speakers: Rosie Nice</i><br>This interactive session explores the dynamic relationship between positive school cultures and the impact of coaching on education and learning. Rosie Nice will consider the steps required to develop a school culture in readiness for coaching, set out the benefits of coaching for wellbeing and performance, and give you the building blocks to get started on creating your own.  | Venue 9                     |
| 11:45am –<br>12:30pm | <b>L What's the silver bullet for reducing teacher workload?</b><br><i>Speakers: Sam Sims, Kat Howard, Cath Murray, Emma McCrea, Mide Ola-Said</i><br>Reducing unnecessary workload while maintaining high standards is the holy grail for school leaders. But what's the best way to achieve that, and what are the quick wins? Our panellists will draw on both research and practical expertise, and share what they've learned on their own journey.   | Chapel                      |
| 11:45am –<br>12:30pm | <b>B Intersectionality through the LGBTIQA+ Lens</b><br><i>Speakers: Laïla El-Métoui</i><br>Through interaction using Kahoot, slido and slides, delegates will gain a better understanding of intersectional identities and how they impact their learners' ability to learn and progress.<br><br>The session will consider intersectionality by looking at history and legislation, explore LGBTIQA+ lives and issues relating to minoritised identities, and reflect on power and privilege as they affect school and classroom decisions.<br><br>Attendees will come away with practical tips and strategies for a more inclusive and celebratory curriculum. | Venue 6                     |
| 11:45am –<br>12:30pm | <b>O Effective practice in Alternative Provision and SEND</b><br><i>Speakers: Steve Shaw, Harry McNeill-Adams, Ivana Vidakovic, Anna Tretheway</i><br>This session will focus on Ofsted's approach to inspecting special schools and alternative provision providers. We will cover the application of the Education Inspection Framework (EIF) in specialist settings, including the flexibility of its application.<br><br>We will set out our future plans in this area and share our insights about trends in the specialist sector.   | Sir Christopher Lee Theatre |
| 11:45am –<br>12:30pm | <b>P Should all young people take a project qualification?</b><br><i>Speakers: Oli de Botton, Michael Turner, Eddie Playfair, Nirvana Yarger</i><br>A recent report by the independent education think tank EDSK recommended that all young people take a project qualification. In this panel session we will debate the pros and cons of this – covering the potential benefits of project qualifications but also the practical barriers to greater take up.  | AQA Venue 4                 |

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| 11:45am –<br>12:30pm | <p><b>5 Pearson School Report Live: Achieving authentic diversity, equity and inclusion in schools</b></p> <p><i>Speakers: Kristina Altoft, Claire Madzura, Peter Hilton, Shanlina Patel</i></p> <p>Schools Week Venue 3</p> <p>Join us as we reveal the latest findings from the brand-new 2023 Pearson School Report, including how many teachers believe the current education system reflects the diversity of pupils' lives and backgrounds. During this session we'll bring together a panel of educators and experts from across the sector to address the key findings from 6,000+ teachers and provide practical steps on how to achieve authentic diversity, equity and inclusion in schools.</p>                                       |
| 11:45am –<br>12:30pm | <p><b>6 The 7Cs of working with parents</b></p> <p><i>Speakers: Renata Blower, Tania Tirraoro</i></p> <p>Venue 11</p> <p>In a collaborative session the Directors of Special Needs Jungle run through their 7Cs for best ways to maintain good working relationships with parents of children with SEND. They'll be asking for your views, and running through a series of scenarios you might come across, where their and your own input can help others' improve their practice</p>  |
| 11:45am –<br>12:30pm | <p><b>W Understanding burnout in school staff and promoting mental wellbeing</b></p> <p><i>Speakers: Dr Sanjeet Ghataore</i></p> <p>Edapt Venue 2</p> <p>Burnout is a growing problem amongst school staff, which can lead to emotional and physical exhaustion, and have an impact on our professional and personal relationships. In this session we will develop an understanding of burnout, what it looks like for school staff, and consider strategies to promote mental wellbeing.</p>  |
| 11:45am –<br>12:30pm | <p><b>W Work Smarter, Not Harder: Reduce Workload with Tech Tools</b></p> <p><i>Speakers: Wendy Peskett, Daren White</i></p> <p>Google for Education Venue 5</p> <p>Discover how Google Workspace for Education can transform your daily routine and improve your work-life balance. Join this interactive session led by Google Certified Educators and learn how to regain lost hours with these powerful tools.</p>  |
| 11:45am –<br>12:30pm | <p><b>7 Adopting a Strengths-Based Approach to the Mental Health Provision in Secondary Schools</b></p> <p><i>Speakers: Adam Gillett</i></p> <p>Maths 3</p> <p>In this session we touch on the research behind a strengths-based approach, look broadly at how we can use this in schools but then focus on how it can be adopted to radically change how we support student and staff mental health. It provides the research behind it, how it has been used in other industries and practical steps on how we can apply it in secondary schools across the UK and beyond.</p>  |
| 11:45am –<br>12:30pm | <p><b>T A Memory Champion's Classroom</b></p> <p><i>Speakers: James Paterson</i></p> <p>Maths 9</p> <p>Following several quick demonstrations of an expert memory, the audience will be guided through a series of interactive activities to explore the limits of the human memory and to instantly expand their own. They will use their imaginations to increase their abilities in ways that they would likely have not considered possible beforehand. Along the way they will find out about the quirky world of global memory competitions and how the techniques required for success at these events can and have been used effectively to enable students to obtain a stress-reducing edge when it comes to their exam preparation.</p> |



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| 11:45am –<br>12:30pm | T | <p><b>Cognitive neuroscience in the classroom – Mastering Memory with Ginny Smith</b></p> <p><i>Speakers: Ginny Smith</i></p> <p>Find out what happens when we learn and how memories are stored in the brain. In this fun and engaging show, neuroscience and psychology expert Ginny Smith breaks down the cognitive science of learning and memory, providing practical, evidence-based tips and techniques that you can apply in your classroom to help boost learning and celebrate neurodiversity. Not your standard conference talk, this spectacular science show is packed full of memory games, quizzes and interactive activities for the whole audience so you can try the techniques out for yourself and discover they really do work!</p>           | Maths 11      |
| 11:45am –<br>12:30pm | T | <p><b>Come and discover, what AQA Art &amp; Design assessments have to offer!</b></p> <p><i>Speakers: Sandra Allan</i></p> <p>Are you an art and design teacher looking to understand AQA art and design assessments more? This session is the perfect opportunity for you!</p> <p>The session covers a range of topics, from an overview of the marking criteria, creating starting points and interpreting the assessment objectives. We will also look at our valuable resource and support offer.</p>  | Maths 7       |
| 11:45am –<br>12:30pm | T | <p><b>Maximising opportunity to learn - the power of routines</b></p> <p><i>Speakers: Andy Tharby, Shaun Allison</i></p> <p>Routines have always been integral to maintaining a calm and purposeful classroom but, as we all look to tackle the Covid legacy in schools, routines have become more important than ever. In this session, Shaun and Andy will share the types of routines that have become an integral part of classroom practice in their school, helping to maximise the opportunity for great teaching and learning to happen.</p>   | Great School  |
| 11:45am –<br>12:30pm | T | <p><b>Studying With The Brain in Mind</b></p> <p><i>Speakers: Edward Watson</i></p> <p>How do you get your students to use retrieval practice more? Is multi-tasking a myth? Should they revise whilst listening to music? What role does sleep play in learning? This highly interactive session will cover seminal studies and practical suggestions that can help your students utilise cognitive science (and educational psychology) research to help them maximise their revision and exam performance</p>   | Waterloo Hall |
| 11:45am –<br>12:30pm | 9 | <p><b>Proven Strategies for Boosting English and Maths GCSE Resit Attainment</b></p> <p><i>Speakers: Alice Eardley, Toni Harper</i></p> <p>Every year 200,000 thousand young people resit English and maths GCSEs, aiming to achieve the grade 4 they need in both subjects in order to progress in education and employment. This session will look at a series of high-impact, research-informed strategies that have been shown to boost student achievement in English and maths resits delivered within schools, colleges, and Independent Training Providers. Attendees will be invited to engage with a series of activities they can take back to their organisations and immediately incorporate into their curriculum design and classroom delivery.</p> | Maths 10      |

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| 12:45pm –<br>1:30pm | <p><b>We've got this! Building an empathy-educated generation through books</b></p> <p><i>Speakers: Rashmi Sirdeshpande</i></p> <p>Empathy is fundamental for a child's life chances, from their wellbeing and relationships to their success at school and beyond. And it is a learnable skill.</p> <p>EmpathyLab's reading-based schools programmes are proven as a powerful way of building empathy by helping children step into other worlds and experience lives that are different to their own.</p> <p>Rashmi's brilliant new empathy handbook <i>We've Got This</i> draws on EmpathyLab's work and research and guides readers through a delightful six step journey to developing empathy as a superpower.</p> <p>In this session you will:</p> <ul style="list-style-type: none"> <li>• Learn how discussing books (of all kinds) and encouraging children to truly listen to each other's perspectives is an incredible way to drive inclusion and engagement in the classroom.</li> <li>• Experience an activity giving you a chance to see for yourselves how stories can be used to build empathy</li> <li>• Hear Rashmi explain how children's authors and illustrators pour empathy into their books, helping children explore feelings and experiences in a safe space.</li> </ul> <p>This session will provide inspiration and practical ideas for using books to boost empathy in the classroom and help build an empathy-educated generation.</p> | Venue 13            |
| 12:45pm –<br>1:30pm | <p><b>A Thinking differently about school improvement</b></p> <p><i>Speakers: Nicki Antwis, Rachel Parr</i></p> <p>We need to think differently about school improvement! School Improvement goes beyond education. School Improvement is our collective endeavour to drive aspirations in our schools and communities. How can the David Carter (Carter, 2020) spaghetti model support school improvement? How can accountability drive school improvement? How can IT help target resources effectively? How can our collective wisdom, knowledge, skills and actions impact where it is needed most? Come and hear more about our journey to create an agile school improvement model.</p>  | Maths 4             |
| 12:45pm –<br>1:30pm | <p><b>M Breaking boundaries in assessment. NCFE's Assessment Innovation Fund Pilots</b></p> <p><i>Speakers: Jessica Blakey</i></p> <p>NCFE are on a mission to break boundaries in assessment with an investment fund to support and pilot new ideas on the future of assessment.</p> <p>Having launched the Assessment Innovation Fund in 2021, a commitment to invest £1 million into the education sector, we're now able to share the first findings from the successful pilots. Jessica Blakey will be sharing findings about adaptive assessment and feedback, digital credentials, and VR in assessment.</p>  | Venue 8             |
| 12:45pm –<br>1:30pm | <p><b>U How teaching happens is counterintuitive: Let's embrace it</b></p> <p><i>Speakers: Paul A. Kirschner</i></p> <p>Common sense leads us down blind alleys. It leads us to the conclusion that being learner-centred must mean letting students decide for themselves what and how they want to learn. Or that being a good teacher must mean making learning as easy as possible.</p> <p>In reality, teaching (and education more broadly) is often more paradoxical and counterintuitive than that. Good teachers must know what to do in situations when they don't know what to do. They know that learning doesn't just happen but must be catalysed. That making learning better can mean making it harder (but in a good way), that good performance on a test doesn't equate to good learning, and that activity doesn't mean productivity.</p> <p>In this keynote session, eminent educational psychologist, Paul A. Kirschner will explore the key professional knowledge and competencies that allow teachers to navigate the complexities of their profession, and determine how teaching happens.</p>  | AQA Main Auditorium |

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| 12:45pm –<br>1:30pm | <p><b>E Implementing a universal approach to early language development</b></p> <p><i>Speakers: Amy Gaunt</i> Cambridge University Press &amp; Assessment Venue 10</p> <p>This practical session will make the case for a universal approach to early language development, sharing strategies to develop the spoken language skills of our youngest learners, including engaging video content and signposting to key resources. You will leave with a clear understanding of how to support children in the Early Years to learn both to and through talk, as well as lots of practical ideas to implement in the classroom immediately.</p>   |
| 12:45pm –<br>1:30pm | <p><b>Q "Andrew Tate is a father figure to me": Tackling misogyny in schools</b> Maths 11</p> <p><i>Speakers: Natasha Eeles</i></p> <p>Over the past year our Bold Voices facilitators have seen the name Andrew Tate gain increasing traction amongst young people. Through our gender inequality and gender-based violence talks and workshops we have gained an insight into why young people are drawn to individuals such as Tate and what a conversation that shifts perspectives and attitudes can look like in the classroom. This session will break down the messages young people are consuming through social media, where those messages sit within a wider culture of gender inequality, and ways that schools can start to proactively tackle misogyny and gender inequality.</p> |
| 12:45pm –<br>1:30pm | <p><b>Q Challenging Antisemitism and Islamophobia Within the Classroom</b> Concert Room</p> <p><i>Speakers: Aqsa Islam</i></p> <p>In recent years, incidents of antisemitic and Islamophobic hatred and violence have continued to increase, including within schools. Our session will support you to engage students in discussions about racial and religious hatred in our society, its impact, and what can be done to challenge it. We will also consider the role that social media plays in amplifying the spread of both antisemitism and Islamophobia, and how we can each stand up against bigotry and hate through the teaching of SMSC and British Values, as well as the promotion of rigorous and effective safeguarding policies.</p>  |
| 12:45pm –<br>1:30pm | <p><b>F A Skills Imperative - From here to 2035</b> Old Gym</p> <p><i>Speakers: Lisa Morrison-Coulthard, David Hughes, Chris Millward, Evelyn Forde</i></p> <p>The global economy faces significant shifts in the coming decades. The key drivers for this change are megatrends such as Covid, Brexit and technology, which will shape the future labour market. Governments, the education sector, employers, and workers will need to adapt.</p> <p>This session will focus on the essential skills needed for the future of work, with considerations of the key challenges for the education system. Expert speakers include the school, FE and HE sectors.</p>   |
| 12:45pm –<br>1:30pm | <p><b>F Poverty Inclusive Practice</b> Maths 1</p> <p><i>Speakers: Laura Kayes</i></p> <p>This session considers how further education can inadvertently create distance between their colleges, their learners and the communities that they serve. This abstraction from the everyday lives of poverty-experienced learners can 'other' individuals, impacting on belongingness, motivation and ultimately, engagement and attendance.</p> <p>I'll present my doctoral research on how we can develop poverty inclusive practices in further education, and why we need to!</p> <p>It's a session steeped in critical pedagogy, cognitive justice, and education for democracy.</p> <p>See you there!</p>  |
| 12:45pm –<br>1:30pm | <p><b>G An introduction to antiracism for governors and trustees</b> Driver Lecture Room</p> <p><i>Speakers: Penny Rabiger, Sharon Porter</i></p> <p>This session won't teach you everything you need to know, but if you are already interested in anti-racist governance or have already made progress on this journey, you will be able to consider what racism is and where it is present in education, what anti-racist governance looks like and where you can learn more about anti-racist governance.</p>  |

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| 12:45pm –<br>1:30pm | <b>G</b> | <b>Where now for MATs?</b><br><i>Speakers: Katie Courtney, Naureen Khalid</i><br>Problems MATs will face in the coming months Can trustees "future proof" MATs? Role of local communities   | Google for Education Venue 5 |
| 12:45pm –<br>1:30pm | <b>I</b> | <b>Panel: Closing the Green Gap. Helping students prepare for the jobs of the future</b><br><i>Speakers: Dr Amy Munro-Faure, Jonathan Rice, Fariha Agha, Dr Steven Evans</i><br>As educators we are all trying to find ways to tackle the inequality experienced by students of all ages. Alongside this is the rapidly evolving picture around climate change and sustainability challenges. How can we help today's learners, whatever their background, in preparing them for the jobs of the future: sustainable, clean tech and a rapidly shifting economy and society? What is the reality faced in schools at present?<br>This panel session, chaired by the head of education for Cambridge Zero, will discuss the ideas and opportunities as seen through different lenses: the student, the university, the teacher and the curriculum creator. | Venue 7                      |
| 12:45pm –<br>1:30pm | <b>L</b> | <b>What does a strong trust look like?</b><br><i>Speakers: Jenna Julius, Helen Matthews, Steve Lancashire, Steve Rollett, James Howard, Stuart Gardner</i><br>To create a strong multi-academy trust, should you have identical curriculums and policies across all schools, or let each school forge its own path and provide support as required? Our expert panellists will explore this question and more, in what promises to be a fascinating battle of ideas.  | Chapel                       |
| 12:45pm –<br>1:30pm | <b>L</b> | <b>What every Middle Leader should know but isn't taught</b><br><i>Speakers: Rachel Johnson</i><br>Middle leaders play a crucial role in schools and they are a hugely valuable resource BUT how often are they asked to step into leadership with very little training or development in their leadership? Many middle leaders find that the jump from excellent practitioner to leading a department, and all that it brings, a challenge. Equipping middle leaders is a must for schools. Whether you lead a school, are a middle leader or want to be, this session will tell you some of the things that will make your success more inevitable.   | White Rose Maths Venue 1     |
| 12:45pm –<br>1:30pm | <b>B</b> | <b>Don't go short on Inclusion – Be Long</b><br><i>Speakers: Fliss Goldsmith</i><br>Fliss explores the difference between Inclusion and Belonging and where the disconnect between the two can so easily occur. Discussing what can bridge that gap should allow the audience to examine their own current practices. Providing practical tips to implement at a whole school level, Fliss seeks to shine a light on the need for us all to belong at School and how we can achieve that. Although she may be more of a C- for her comedic anecdotes, Fliss promises to deliver you her A* service, ensuring this is a lesson you won't want to be late to class for! Bring your whole, authentic self – you belong here.   | Venue 6                      |
| 12:45pm –<br>1:30pm | <b>O</b> | <b>Developing an effective safeguarding culture</b><br><i>Speakers: Anna Tretheway, Noeman Anwar</i><br>In this session, an Ofsted policymaker and senior inspector will discuss the importance of taking a wholeschool approach to building an effective safeguarding culture.   | Sir Christopher Lee Theatre  |
| 12:45pm –<br>1:30pm | <b>P</b> | <b>Maths to 18 – fantastic or fantasy?</b><br><i>Speakers: Helen Drury, Samantha Booth, Rob Eastaway, Sam Posner, Reza Schwitzer</i><br>The Prime Minister has announced his intention that all young people should learn maths to 18, and the government has also set up an advisory group to examine how this could be achieved. In this session our panel will discuss and debate the merits of this, as well as more practical ideas for how to improve numeracy skills.  | AQA Venue 4                  |

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| 12:45pm –<br>1:30pm | S | <b>Rights Respecting Manchester. A city-wide commitment to children's rights</b><br><i>Speakers: Jenny Patterson, Rukhsana Ahmed</i><br>Hear how the passion and enthusiasm of a small number of schools became a movement across a city. Colleagues will explain the positive impact on safeguarding of children and young people and how the empowerment of pupils is extending to all aspects of the Council's work as they embark on the UNICEF UK Child Friendly Cities and Communities programme.   | Venue 12           |
| 12:45pm –<br>1:30pm | 6 | <b>Exploring the Intersectionality between Race and SEND: A call to action.</b><br><i>Speakers: Frances Akinde</i><br>Why is it that students from ethnic minority backgrounds (black Caribbean in particular) are less likely to be diagnosed with SEND, yet more likely to be excluded from school?<br><br>Former special school headteacher, now SEND advisor, Frances Akinde, explores the challenges and the solutions.  | Venue 11           |
| 12:45pm –<br>1:30pm | 6 | <b>Managing Autistic Behaviour Challenges</b><br><i>Speakers: Nicola Rathbone</i><br>This talk aims to provide an overview of why many autistic students struggle in an educational environment and identify simple changes that can make a big difference. Looking first at how to spot the warning signs that an autistic student is in distress, we then look at why this distress occurs and look at ways it can be reduced or avoided. We will also discuss the best methods of managing overwhelms and meltdowns in a school environment.   | Maths 2            |
| 12:45pm –<br>1:30pm | W | <b>Toxic parent behaviour - do you feel equipped to handle it?</b><br><i>Speakers: Richard Shorter</i><br>Dealing with challenging parent behaviour is becoming an increasing experience of teachers. In this session, we will explore a number of tools to help teachers maintain good boundaries for their own mental health as well as explore tools which will help move the conversation with parents forward in ways which support better outcomes for the student.   | Maths 3            |
| 12:45pm –<br>1:30pm | 8 | <b>Leadership for sustainability. Improving schools while saving the planet</b><br><i>Speakers: David Dixon</i><br>Sustainability is being given an ever-higher profile in schools, but school leaders are often daunted as to how to embed it when they have so many other things to worry about. I will show you how you can do this whatever your starting point and how it keys into all other aspects of school improvement as understood by inspectors and other external moderators.<br>Sustainability is about far more than just 'greenism'. It can permeate everything as we move into an uncertain future. This future can be positive and an improvement on the past, and I show how learning about sustainability isn't just a case of 'zooming into gloom'. This also addresses the increasing challenge of pupil anxiety in the face of climate change and biodiversity loss.<br>If pupils are active participants, they can use their own agency and realise that they can make a difference as individuals and within groups. Certain styles of leadership and strategies will be highlighted which help this cause. | Venue 9            |
| 12:45pm –<br>1:30pm | T | <b>A Whole School Approach to Outdoor Learning</b><br><i>Speakers: Andy Carley</i><br>Based on our experience of working with hundreds of schools we will explore a blueprint/template for how to engage your whole school community and site. Staff training, stakeholder engagement, site development, planning and resourcing will all be looked at as part of a key ingredients approach to embedding cultural change for outdoor learning.   | Yurt Speaker Venue |

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| 12:45pm –<br>1:30pm | T | <p><b>Celebrating every Success</b></p> <p><i>Speakers: Kirsty Maidment, Adrienne Nichols, Greg Thomas</i></p> <p>After a short introduction to Unit Award Scheme and how to use and write units, we offer three options for teachers to:</p> <ul style="list-style-type: none"> <li>• have a go at amending a unit of choice to meet an individual or group of students' needs or interests</li> <li>• Try their hand at writing a unit for a particular learner or learners</li> <li>• Plan a scheme of work based on a UAS unit of choice.</li> </ul>   | Maths 7              |
| 12:45pm –<br>1:30pm | T | <p><b>Chat GPT- Your Friend or Your Foe?</b></p> <p><i>Speakers: Mara Simmons</i></p> <p>To AI or Not to AI? In education we must embrace AI before the tsunami and teach our students ways to effectively engage AI. As educators we also deserve to benefit from using this powerful tool to improve how we manage our time effectively and prioritize where the tool could help us improve our lessons and assignments. This session will provide a safe place to learn, discover new strategies and share our own experiences. Attendees might meet some new in person and virtual colleagues to share the enthusiasm.</p>   | Maths 9              |
| 12:45pm –<br>1:30pm | T | <p><b>Improving Teaching and Learning across a School Network: Our Walkthrus Experience.</b></p> <p><i>Speakers: Tom Sherrington</i></p> <p>The session will include a report on our experience of supporting 3000 schools and colleges around the UK and in 40 countries, to develop professional learning and coaching programmes using the Walkthrus toolkit.</p>   | Edapt Venue 2        |
| 12:45pm –<br>1:30pm | T | <p><b>Improving teaching and learning outcomes in diverse teaching institutions using the HOW2 Platform; viewpoints from John Leggott College and Hull College</b></p> <p><i>Speakers: Ranjit Singh, Jamie Watkinson</i></p> <p>Find out how the HOW2 Platform revolutionised teaching and learning at Hull College and John Leggott College, improved pedagogical delivery and instruction, and fostered college-wide professional learning communities.</p>  | Schools Week Venue 3 |
| 12:45pm –<br>1:30pm | T | <p><b>Leading and Flourishing with Evidence and Excellence</b></p> <p><i>Speakers: Sonia Thompson</i></p> <p>In this session, Sonia will unpack some of Ron Berger's "strategies, models and metaphors" as exemplified in her book, Berger's An Ethic of Excellence in Action. Sonia will examine how evidence-informed practice can create a supportive environment, through a 'Culture of Excellence'.</p>   | Great School         |
| 12:45pm –<br>1:30pm | T | <p><b>Paying more attention to attention in the classroom</b></p> <p><i>Speakers: Mike Hobiss</i></p> <p>Attention skills (specifically, the ability to control the focus of attention and resist distraction) are a critical component of educational success. Despite this, attention tends to be discussed far less than other 'cognitive science' topics in education such as memory or metacognition. This session will argue that this state of affairs is wrong. We will take a journey through our limited and unreliable attention systems, before asking three key questions: How do attention skills impact school progress and students' wider experience of schools? How distracted are our students in lessons really, and by what? What can we do about it?</p> | Waterloo Hall        |
| 12:45pm –<br>1:30pm |   | <p><b>The Creative Classroom: opportunities for creativity to thrive in primary schools</b></p> <p><i>Speakers: Tom Dust</i></p> <p>The talk will: • Investigate creative pedagogy, with imagination at its heart. • Journey through creative practice with The Institute of Imagination's thematic content. • Explore how creativity can influence practice across the wider school and have longer transformation in a school.</p>   | Maths 10             |

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| 1:45pm – 2:30pm | B | <b>In conversation with Eddie Izzard</b><br><i>Speakers: Eddie Izzard</i><br>As parliamentarians debate the content of sex and relationships education and culture war rages on social media about 'trans rights', Eddie Izzard joins the Festival of Education to discuss her educational journey and the importance of inclusive and welcoming school cultures. Look out. She has a flag!   | AQA Main Auditorium  |
| 2:45pm – 3:30pm |   | <b>If Labour gets in, what should they change about the education system?</b><br><i>Speakers: John Dickens, Jonathan Simons, Kiran Gill, Niamh Sweeney, Hilary Spencer, Natasha Porter</i><br>With a real chance of a Labour government for the first time in over a decade, what are the opportunities (and risks) of some major changes in education? Will they abolish Ofsted, or scrap the Ebacc? Invest more in support staff, or pay teachers more? Our expert panellists will explore the changes a Labour government might bring.   | Chapel               |
| 2:45pm – 3:30pm | R | <b>When Quality-First Teaching is not enough. Low aspirations and how to raise them</b><br><i>Speakers: Jess Mahdavi-Gladwell</i><br>You can lead a student to QTF but can you make them learn? This session explores motivation, aspiration and how these can impact learning and achievement. Thinking about barriers beyond and other than just learning needs and how we can identify and address them.   | Concert Room         |
| 2:45pm – 3:30pm | M | <b>SDCC and project qualifications for multi-modal assessment</b><br><i>Speakers: Prerna Patel, Al McConville</i><br>The School Directed Courses Consortium (SDCC) is a network of state and independent schools who are designing, delivering and in some cases accrediting their own courses at KS4, provided as rigorous alternatives to GCSEs.<br>Al McConville will share how School Directed Courses can enhance the student experience with a richer curriculum, encompassing more broadly assessed, interdisciplinary alternatives.<br>Prerna Patel will share how the Aspirations Academy Trust, also a member of the SDCC, have taken a rigorous and developmental approach to KS3 and are testing alternative and interdisciplinary methods of assessment, complementing single subject delivery with broad and effective assessments. | Venue 8              |
| 2:45pm – 3:30pm | M | <b>The future of assessment according to Ofqual</b><br><i>Speakers: Dr Jo Saxton, Laura McInerney</i><br>As AI is tipped to upend the world of education, chief regulator Dr Jo Saxton opens this session with a look at Ofqual's work to understand and prepare for the future of assessment. Followed by a Q&A session with Teacher Tapp co-founder, Laura McInerney, don't miss this chance to hear first-hand how qualifications could (and could not) change in the coming years.  | AQA Main Auditorium  |
| 2:45pm – 3:30pm | C | <b>Dilemma-based coaching: creating professional hope and agency</b><br><i>Speakers: Rose Blackman-Hegan, Rachel Lofthouse</i>  | Old Gym              |
| 2:45pm – 3:30pm | E | <b>Early Years: The building blocks of a fairer society post-Covid</b><br><i>Speakers: Brett Wigdortz</i><br>Brett Wigdortz, Founder of TeachFirst and CEO of early years initiative tiny, has spent the last two decades working to address educational inequality. At TeachFirst, Brett routinely encountered children who were unable to play or communicate – and saw the lasting impact this had on their academic attainment. Now, in a post-Covid world, the issue of 'school readiness' is more pertinent than ever. Brett argues that early years education must be treated with the same regard as other forms of teaching, demonstrates how tech can modernise the sector and outlines how we make high quality childcare more accessible.   | Schools Week Venue 3 |

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| 2:45pm – 3:30pm | E | <b>What's all the fuss about emotional intelligence (E.Q)?</b>  | Venue 13            |
|                 |   | <i>Speakers: Molly Potter</i>   |                     |
|                 |   | We know the phrase has been bandied about for several years now, but what really can emotional intelligence do for us? Join Molly Potter, PSHE expert and author of the <i>Let's Talk</i> series which includes the bestselling book, <i>How Are You Feeling Today?</i> as she talks about the magic of emotional intelligence and how it can give us, and our children, self-awareness, help us work out better ways of behaving, improve our motivation, broaden our comfort zone and generally find life a far less tricky, and more rewarding experience! If you want to be persuaded to put more EQ into your classroom, this is the talk for you!   |                     |
| 2:45pm – 3:30pm | F | <b>Securing A Place at a Top University (US and UK): Mastering the Personal Statement</b>   | Maths 3             |
|                 |   | <i>Speakers: Natasha Tiwari</i>   |                     |
|                 |   | You will learn: 1.. How to Structure a Personal Statement/Application Essay to appeal to the top universities in the UK and US; 2. Things applicants must do, and the one thing they must not (despite commonplace advice); 3. How to demonstrate oneself as a truly outstanding student; 4. How AI and Chat GPT will affect the application process, and how to use this to one's best advantage in 2023 applications, and beyond; 5. Access to insider advice and insights from admissions tutors from the world's most elite universities.   |                     |
| 2:45pm – 3:30pm | G | <b>Panel: What 'Outstanding' governance looks like</b>  | Driver Lecture Room |
|                 |   | <i>Speakers: Emma Balchin, Nina Sharma</i>  |                     |
|                 |   | For two years NGA has run the reformed National Leaders of Governance (NLG) programme for the Department for Education. NLGs have provided external reviews of governance and bespoke support as part of the DfE's funded offer of improvement support for schools and trusts that require it most. The aim is to achieve sustainable change on boards with NLGs sharing their expertise and experience to build the capacity and skills of those involved in governance to positively shape the school or trust's provision with quality assurance from NGA. Improving the quality of governance and the strategic decisions made by boards lifts the overall performance of the organisation from the top down. |                     |
|                 |   | This session will hear up to the minute learning from NGA's analysis of the NLGs' deployments and compare those with what we already know improves governance. Have we had to reframe our ideas on governing or has it reinforced the well-documented principles of good governance? Two NLGs will share their experience and answer questions, making this a real opportunity to delve into what makes governance strong and sustainable in different contexts and structures.   |                     |
| 2:45pm – 3:30pm | I | <b>Panel: Narrowing the achievement gap or levelling the playing field. Have we got the balance right?</b>  | Venue 7             |
|                 |   | <i>Speakers: Nick Brook, Gina Cicerone, Natalie Perera, Joe Hallgarten</i>  |                     |
|                 |   | Despite decades of government interventions to improve early childhood support, school-led efforts to close the attainment gap and sector-led initiatives to improve access to elite universities and employers, the UK remains one of the most socially immobile nations in the developed world.   |                     |
|                 |   | While talent is spread evenly across the country, opportunity isn't. Where you are born and who you are born to are strong predictors of performance at school and future life chances. More children are growing up in poverty, children from disadvantaged backgrounds start school already behind their more affluent peers, a gap that only grows over time and is just as significant now as it was 20 years ago.  |                     |
|                 |   | With limited resources and deepening challenges, this begs the fundamental question of whether we have got the balance of investment right between tackling poverty, addressing the educational impacts of disadvantage, and ensuring a level playing-field post education, which recognises that educational qualifications are a poor indicator of talent and potential.  |                     |
|                 |   | This thought-provoking debate aims to encourage dialogue through which we can explore other policies and practical solutions to end the social inequalities in our education system.  |                     |



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| 2:45pm – 3:30pm | L | <p><b>Can measuring teacher engagement improve pupil outcomes and staff retention? Lessons from a national pilot</b></p> <p><i>Speakers: Steph Hamilton</i></p> <p>This session will provide an overview of learnings from the The Engagement Platform (TEP) pilot, conducted with over 100 schools over 18 months. TEP is a tool supporting leaders to evaluate and improve teacher engagement in their schools. We will examine the evidence behind measuring teacher engagement effectively and how it shaped the methodology of the TEP and give leaders and insight in how they might use this data to shape their strategic thinking. You'll learn how to get involved with TEP next academic year.</p>   | Maths 1                     |
| 2:45pm – 3:30pm | L | <p><b>Leadership for racial equity. How BAME school leaders are held as liabilities</b></p> <p><i>Speakers: Paul Miller</i></p> <p>Of 24,281 school leaders in England,397 are not white. Year on year,the numbers of BAME school leaders remain relatively constant. This is a cause for concern,not least in the face of a rising cohort of BAME students. But what are the factors causing or contributing to BAME leaders exiting the profession or choosing to work in more junior roles?</p> <p>Paul Miller presents evidence from a recent study that finds quality of life,conflict,racism,clashes of values,disillusionment,bullying and toxic cultures all play a part. More worryingly,while direct racism was not the most influential factor,the study found that the insidious nature of racism was borne out in relationships and structures. (Mostly white) line managers of BAME school leaders appear to actively characterise them as 'incompetent','incapable' and 'lacking good judgment' – a liability to school performance,improvement and culture.</p> | Venue 9                     |
| 2:45pm – 3:30pm | L | <p><b>Unleashing greatness: Using peer review to facilitate purposeful, sustainable and impactful school improvement</b></p> <p><i>Speakers: Niki Thomas</i></p> <p>This session will explore:</p> <ul style="list-style-type: none"> <li>- the importance of staff and leader development and agency</li> <li>- how to embed pivotal roles within a partnership to bolster school improvement</li> <li>- how facilitated peer review provides the needed foundation to support those goals</li> <li>- Education Endowment Foundation's key findings after 3-year evaluation of our programme</li> </ul>  | White Rose Maths Venue 1    |
| 2:45pm – 3:30pm | B | <p><b>Using storytelling to prevent LGBTQ+ bullying</b></p> <p><i>Speakers: Jac Bastian, Darius Gervinskas, Robert Sykes</i></p> <p>In this interactive session we will explore the importance of representation and how personal stories can help build empathy and drive positive changes in attitudes and behaviours.</p> <p>Through hearing a personal stories from our volunteer role model we will discuss the importance of storytelling in building an inclusive curriculum and culture and how you can use stories to promote LGBTQ+ inclusion in your classroom.</p> <p>We will share a wealth of resources including books, videos and lesson plans to help you bring LGBTQ+ stories to life with your pupils.</p>   | Venue 6                     |
| 2:45pm – 3:30pm | O | <p><b>A preview of the main findings of Ofsted's new subject reports in maths and History</b></p> <p><i>Speakers: Richard Kueh, Christopher Stevens</i></p> <p>Ofsted have published their first subject report of a new series,for science,in February. This report shared Ofsted's findings on the quality of science education in English primary and secondary schools. More reports will be published before the summer and in the autumn. In this talk we will share a preview of some of the findings for maths,music and PE and possible implications of these for school leaders.</p>  | Sir Christopher Lee Theatre |

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| 2:45pm – 3:30pm | P | <b>Children's Rights Education in Diverse Classrooms</b><br><i>Speakers: Lee Jerome</i><br>Through a rigorous study of pedagogy, principles and practice, a child rights approach has been demonstrated not only to positively impact individual learners on multiple levels but to bring about highly impactful systemic change to whole school communities. Researcher and author Lee Jerome explores how might this have lessons for our educational structures and systems now and in the future.   | Venue 12                     |
| 2:45pm – 3:30pm | S | <b>The Shape of things to come</b><br><i>Speakers: Isabelle King, Polly Harrow</i><br>This workshop will look at: The current safeguarding space and consider the future in terms of the educators role and responsibilities within FET Exploring different approaches to trauma informed leadership within the FET sector Provide a narrative of the long awaited National Review of Prevent, key learning points from OFSTED and other research on the delivery of British Values within the FET sector.  | Maths 2                      |
| 2:45pm – 3:30pm | 6 | <b>Panel: Attendance and children with SEND</b><br><i>Speakers: Renata Blower, Frances Akinde, Matt Keer</i><br>Post-pandemic attendance is at an all-time low, especially for children with SEND. How does the current government, and school-level, focus on attendance impact children and young people with SEND? What could schools do to support children too unwell to attend, and what can schools do to avoid a child's attendance problems escalating?  | Venue 11                     |
| 2:45pm – 3:30pm | 6 | <b>Working through and beyond neurotypical expectations: inclusive practice from the LSA perspective</b><br><i>Speakers: Donda Whitworth, Zoe Hosier</i><br>This session will examine educational inclusion from the Learning Support Assistant perspective. We will draw on our experience of working closely with neurodiverse pupils to outline how the 'mainstream' could be more inclusive of students who are not neurotypical. The realms of social development, the curriculum and emotional support will thus be examined as we engage with topics such as neurotypical social expectations and interdisciplinary learning templates that build on pre-existing pupil strengths. We will conclude with a reflection on the role of the LSA in this process, as we provide tips on how to achieve optimal teacher-LSA liaising practices. | Maths 4                      |
| 2:45pm – 3:30pm | W | <b>How to juggle life and leadership</b><br><i>Speakers: Toby Salt</i><br>A presentation that will support attendees to reflect and plan and sustain their leadership and prioritise what's important to them in life. With some insights and tips and stories of what has been learned from mistakes that have been made.  | Google for Education Venue 5 |
| 2:45pm – 3:30pm | W | <b>Maintaining wellbeing in uncertain times</b><br><i>Speakers: Kate Thirlwall</i><br>Where can we begin in developing strategies and tools to maintain positive mental health and wellbeing at work? This workshop is designed to help you answer this question, and to give you the headspace to explore some simple and effective ways to understand and manage your own wellbeing, as well as that of your colleagues. If you would like to learn more about how to manage stress at work, how to achieve more balance in your working life or how to approach stress at work with more resilience and confidence, this is the workshop for you.  | Maths 11                     |
| 2:45pm – 3:30pm | 7 | <b>The Truth About Drugs and Alcohol</b><br><i>Speakers: Millie Noad, Steven Mervish</i><br>How young people get involved in drug and alcohol abuse. What they can be addicted to. The speed of the progression to full blown addiction. What the long term effects of drug and alcohol abuse can have psychologically, physically and socially. Where to get help.   | Maths 10                     |

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| 2:45pm – 3:30pm | T | <p><b>Everything you wanted to ask about Cognitive Load Theory* (*but were afraid to ask)</b> Waterloo Hall</p> <p><i>Speakers: Paul A. Kirschner, Bradley Busch, Jade Pearce</i></p> <p>Paul Kirschner (Emeritus Professor Educational Psychology) is interviewed by Bradley Busch (Psychologist at InnerDrive) and Jade Pearce (Director of Programmes at GAT Institute). Bradley and Jade will ask Paul about cognitive load theory, teaching &amp; learning research, and cognitive science, as well as its implications, applications, and limitations in education</p>   |  |
| 2:45pm – 3:30pm | T | <p><b>How artificial intelligence could transform educational assessment</b> AQA Venue 4</p> <p><i>Speakers: Alex Scharaschkin</i></p> <p>Educational assessment is both the basis for awarding qualifications, and an integral part of teaching and learning. So it is essential that we understand the opportunities, and risks, that artificial intelligence presents for assessment. The recent rapid development of generative large language models has profound implications for teaching and learning, for the design of assessments, and for the appraisal of assessment information. AQA has been researching the application of AI to assessment for some time. Alex will discuss some of the findings of this research, and explore what AI-enabled educational assessment could look like in the next five years.</p> |  |
| 2:45pm – 3:30pm | T | <p><b>Professional development: why don't we do it when we know it?</b> Edapt Venue 2</p> <p><i>Speakers: Jo Facer</i></p> <p>We know the theory, we're passionate about implementing what we've learnt. But why is it so hard to put into practice? Here Jo Facer from the National Institute of Teaching looks at the knowing/doing gap in professional development, and suggests helpful strategies to make habits stick.</p>   |  |
| 2:45pm – 3:30pm | T | <p><b>Stop the groovy stuff and focus on questioning</b> Great School</p> <p><i>Speakers: Adam Boxer</i></p> <p>If you're not asking classroom questions effectively then kids are probably not listening or, if they are listening, they're not all thinking. In this session, Adam will advocate for dropping the 'groovy stuff' in favour of effective questioning and explore what it looks like in the classroom.</p>   |  |
| 2:45pm – 3:30pm | T | <p><b>The power of humour and laughter for learning, memory and inclusion</b> Maths 9</p> <p><i>Speakers: Stephanie Davies</i></p> <ul style="list-style-type: none"> <li>. Ways to use humour for exploring topics and making facts and information stick.</li> <li>. Tools and techniques that help everyone learn better</li> <li>. Research and insights into playfulness and laughter for boosting memory techniques</li> <li>. Ways to inspire children, light up the classroom for happy children who love learning</li> </ul>  |  |
| 2:45pm – 3:30pm |   | <p><b>Greater Expectations - Enabling Achievement for Disadvantaged Students at the London Academy of Excellence</b> Cambridge University Press &amp; Assessment Venue 10</p> <p><i>Speakers: Alex Crossman, Ian Warwick</i></p> <p>We will look at how poverty can cast a long shadow over a learners' life. We will address why far too few bright students from lower-income homes reach their academic potential. We will suggest tangible and trialled strategies that have worked at LAE on how to improve how schools support and challenge more able students who may come from more disadvantaged backgrounds. And finally, we will explore the most effective professional training strategies that focus on creating an ethos of excellence and combatting student under-achievement and unfulfilled potential.</p>     |  |
| 4:00pm – 4:45pm | C | <p><b>GrowthTalk: Quick Conversations that Make a Big Difference</b> Venue 6</p> <p><i>Speakers: Christian van Nieuwerburgh</i></p>  |  |

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| 4:00pm – 4:45pm | D | <p><b>Racial equity and representation in the teaching workforce: how do we get there?</b></p> <p><i>Speakers: Sanum Khan, Curtis Worrell, Jack Worth, Krisha Gandhi, Nadine Bernard, Darrell Coker</i></p> <p>All ethnic groups except white are under-represented at all career stages of the teaching profession, except for initial teacher training. This panel will hear from pioneers working to change that, explore what's working, what the barriers are, and discuss whether (and if so, why) representation matters.</p>   | Chapel                       |
| 4:00pm – 4:45pm | I | <p><b>Developing an equity mindset. Levelling the playing field of learning</b></p> <p><i>Speakers: Lee Elliot Major</i></p> <p>Lee Elliot Major explores how equity-based principles can be translated into practical approaches to fulfil the potential of all our pupils.</p> <p>An equity-based approach, they argue, offers a new paradigm to address stark attainment gaps between less advantaged pupils and their peers.</p> <p>This explicitly recognises barriers to learning outside schools, rejects deficit discourses, strives for more inclusive school cultures, and forges authentic individual relationships with all pupils and parents.</p>  | Venue 7                      |
| 4:00pm – 4:45pm | 3 | <p><b>Training teachers in virtual reality classrooms</b></p> <p><i>Speakers: Sam Sims</i></p> <p>Classroom simulators have arrived. What potential do virtual- and mixed-reality classroom simulators have for improving teacher training? This talk will discuss recent technological developments, how this might change the way we deliver teacher training, and review what we have already learned from academic research conducted inside mixed reality simulators.</p>   | AQA Venue 4                  |
| 4:00pm – 4:45pm | L | <p><b>Developing a strong professional culture to develop your teachers</b></p> <p><i>Speakers: Helen Barker</i></p> <p>This session will explore: - Why supporting your teachers' development is the most powerful thing you can do to improve pupil outcomes - Building a professional culture in your department, school, college or trust to enable all your staff to develop - How a strong professional culture can support teacher job satisfaction, recruitment and retention - Planning opportunities for professional learning and collaboration - How research engagement can underpin everything we do.</p>  | Edapt Venue 2                |
| 4:00pm – 4:45pm | L | <p><b>Emergent and future leadership in England's School Trusts</b></p> <p><i>Speakers: Rob Robson</i></p> <p>The trust system started to grow rapidly in 2011 and now educates the majority of children in England. From slightly chaotic beginnings, the leadership of the system has developed, and we will reflect on the picture that has emerged. ASCL are the largest representative body for trust leaders, and we have the privilege of learning a great deal about trust leadership in a myriad of different contexts. As well as looking at lessons from the past, we will look at where we think the trust system is going, the leadership that will be needed and where that may come from.</p> | Google for Education Venue 5 |
| 4:00pm – 4:45pm | O | <p><b>High-quality curriculum and pedagogy in further education and skills</b></p> <p><i>Speakers: Rebecca Clare, Martin Ward, Mike Finn</i></p> <p>Ofsted's Further Education and Skills (FES) Curriculum Team will be considering what high quality curriculum and pedagogy look like in the sector</p>  | Sir Christopher Lee Theatre  |

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| 4:00pm – 4:45pm | P | <p><b>Balancing the benefits and burdens - Is it time to bring back mandatory work experience?</b></p> <p><i>Speakers: Nick Brook, Oli de Botton, Beth Jones, Elnaz Kashefpakdel</i></p> <p>Schools Week Venue 3</p> <p>Stark inequalities exist, between poorer pupils and their more affluent peers, in access to work experience. There is now sound evidence to show that access to it is associated with higher salaries and reduced chances of becoming NEET. Yet, over the last decade, there has been a decline in participation in state schools, whilst privately educated students, with great access to social capital, continue to benefit from multiple experiences. The youth social mobility charity, Speakers for Schools, believes that every young person deserves access to high quality work experience, regardless of their background or where they live. They are campaigning to make work experience universal so that access to opportunities is not dependent upon parental network or wealth. There are multiple challenges to making this ambition a reality, for schools and for employers. This session explores political levers we should pull, and practical considerations we should consider, to ensure every young person is presented with the opportunity to do high-quality work experience.</p> |
| 4:00pm – 4:45pm | 4 | <p><b>Professional or Technician? From recipe to repertoire in the best schools and classrooms</b></p> <p><i>Speakers: Alison Peacock</i></p> <p>AQA Main Auditorium</p> <p>Dame Alison will talk about the importance of professionalism, of ethical leadership and practice that is inspired and informed through engagement with evidence and research.</p>   |
| 4:00pm – 4:45pm | 7 | <p><b>Measuring what we value</b></p> <p><i>Speakers: Dr Chris Bagley, Jenny Graham, Evelyn Haywood, Janeen Hayat, Marley</i></p> <p>White Rose Maths Venue 1</p> <p>We know that positive outcomes for students must include more than exam results. Mental health, wellbeing, and the skills to succeed in life and work are all part of how we would define success for the children we serve. However, measuring non-academic outcomes continues to be a challenge. In this session, we'll speak to those with expertise in gathering and using data beyond exams so schools can build a fuller picture of student needs and how to meet them.</p>   |
| 4:00pm – 4:45pm | 8 | <p><b>Leadership for sustainability. Meet the author</b></p> <p><i>Speakers: David Dixon</i></p> <p>Venue 13</p> <p>David Dixon gives some insights into why he wrote his book entitled 'Leadership for Sustainability: saving the planet one school at a time' and the rocky route it took to publication.</p> <p>The book has elements of autobiography linked to descriptions of practical actions to enable any school to take sustainability beyond tokenism and Greenwash. The real-life context also aims to show that leadership is far more than technocratic managerialism with people seen as mere 'human resources'.</p> <p>David advocates that leaders should have scepticism towards the present education system rather than being passive followers of it, so that they are part of the solutions rather than part of the problems that our society faces.</p> <p>David will read some excerpts to show the main themes of the book, with ample time left for questions from the audience.</p>  |
| 4:00pm – 4:45pm | T | <p><b>Motivation - Does cognitive science have the answer?</b></p> <p><i>Speakers: Claire Badger</i></p> <p>Waterloo Hall</p> <p>Understanding what motivates our students would seem to be an essential part of helping them succeed. However, motivation is influenced by a huge number of different factors that can be difficult to unpack. Cognitive science offers a great opportunity to help advance student learning – could it also provide insights into student motivation? What does the research say about motivation? Do cognitive science approaches lead to motivated students, or do students need to be motivated to start embracing cognitive science? In this session, Claire will cover seminal research findings and theories, alongside case studies from her school, which might help us all to develop motivated and knowledgeable learners</p>  |

4:00pm – 4:45pm

**T What makes Great Teaching?**

Great School

*Speakers: Adam Boxer, Rob Coe*

EdFest 2015 was one of the very first events where Prof. Rob Coe presented the findings of the Sutton Trust 'What makes great teaching?' report. It was something of a moment. The report made national TV news and is regarded as being highly influential. It certainly influenced Adam Boxer, who describes reading it as a "pivotal experience" in fashioning the teacher and teacher educator he is today. In this session, Rob and Adam will discuss what's changed since the 2015 report and present their views on 'what makes great teaching?' in 2023.

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- A** Accountability   **R** Alternative Provision   **N** Artificial Intelligence   **M** Assessment   **C** Coaching  
**U** Curriculum   **Y** Curriculum Primary   **1** Curriculum Secondary   **D** Diversity and inclusion   **E** Early years  
**H** Ed Tech   **Q** Equality   **F** Further Education & Apprenticeships   **2** Future Leaders   **G** Governance  
**I** Inequality / social mobility   **3** Initial teacher training   **L** Leadership   **B** LGBT and education   **O** Ofsted  
**P** Policy and Research   **4** Professionalism   **S** Safeguarding   **5** School Report   **6** SEND  
**W** Staff Wellbeing   **7** Student Wellbeing   **8** Sustainable Schools   **T** Teaching  
**9** Teaching Further Education   — Teaching Primary   — Teaching Secondary

**JULY 7 • FRIDAY**

 9:30am –  
 10:15am

**Leading Whole School Inclusion - (How can exclusion improve inclusion?)**
*Speakers: Shaun Brown*

Google for Education Venue 5

Inclusion and exclusion in schools is complex and fundamentally challenging.

However, the importance of engaging with this challenge remains critical to improving outcomes for all students.

There are two core strands of leadership which underpin a school's development of inclusion:

- Developing a shared language that supports all staff with our innate resistance to challenge and change.
- Delivering professional development that effectively improves staff practice focused on specific inclusion outcomes.

This session will explore both strands, empowering leaders with practical strategies and frameworks which can be applied in any school context.

It will be an interactive session, with opportunities for leaders to respond to key questions and share reflections with each other.

**The session will introduce:**

- how visibility of the full Exclusions Continuum is integral to driving improved accountability for inclusion - a model for becoming more inclusive which engages with fundamental challenges we all face as individuals and school communities
- a practice and systems framework - which explicitly distinguishes practice from systems, providing a leadership thread from key outcomes, through the interactions which drive them to the practice of all staff.

**Learning outcomes**

- A model of inclusion which responds to our innate resistance to change, supporting all staff to consider how they can become more inclusive.
- An understanding of school exclusion which reduces the threat it can sometimes present, and creating a productive space to engage all staff.
- A framework for leading change which steps coherently from key whole-school outcomes to the professional development of all staff which can improve them.

 9:30am –  
 10:15am

**N AI 101 – Intelligence about artificial intelligence**

Venue 4

*Speakers: Priya Lakhani*

A lot has been written about AI - some well-informed and some less so. And then there are edtech providers' claims to be AI-powered. Some are and some aren't. But what exactly is AI? What do we mean by 'generative', 'deep learning' and 'natural language processing'?

As claims proliferate about AI's power to transform education from students' learning to teachers' workloads, Priya Lakhani goes back to basics to give you the tools to make sense of this booming technology and make smart decisions about how to engage with it, from practical application to ethical considerations.

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| 9:30am –<br>10:15am | <b>C Choosing the Appropriate Coaching Intervention in Educational Settings: Facilitative and Dialogic Approaches</b><br><i>Speakers: Christian van Nieuwerburgh</i>   | Waterloo Hall        |
| 9:30am –<br>10:15am | <b>E Professional Confidence in Early Years</b><br><i>Speakers: Lewis Fogarty</i><br>In this talk I will explore what Professional Confidence is and why it matters in the education world. The term has been developed from my Doctoral Research exploring a new understanding of leadership with those working on the frontline in Early Years. It was described in this research as the key that leaders hold to unlock potential in their teams. I will be exploring how professional confidence can be instilled and unleashed one educational professionals and the power this can have to change cultures and mindsets for the better.  | Concert Room         |
| 9:30am –<br>10:15am | <b>H Bring Augmented Reality into your Classroom with iPad.</b><br><i>Speakers: Lyndsey Stuttard</i><br>In this session, Lyndsey Stuttard will take you through her journey of discovering and bringing Augmented Reality (AR) into the classroom at ACS International, an Apple Distinguished School. You will hear how students and teachers have learned to harness the creative powers of iPad to transform and bring alive learning in a post-pandemic world, with a focus on sustainability.   | Schools Week Venue 3 |
| 9:30am –<br>10:15am | <b>Q Diversify or Decolonise in Secondary Education?</b><br><i>Speakers: Krys McInnis</i><br>This session explores the route from diversifying to decolonising within secondary education through the lens of religious education.   | Venue 8              |
| 9:30am –<br>10:15am | <b>I IntoUniversity – 20 years of impactful intervention</b><br><i>Speakers: Adam Drew, Alex Bowes</i><br>IntoUniversity is an award-winning charity founded on the mission to provide local support that can break cycles of disadvantage and open up new opportunities for young people. The charity began as a local homework club in North Kensington in 2002 and now, two decades later, operates 39 learning centres in 22 towns and cities across England and Scotland. At each local centre IntoUniversity offers an innovative programme that supports young people facing barriers to education, aged seven and up, to realise their ambitions, achieve their academic potential, develop vital skills and gain experience of the world of work.<br><br>In this session, Adam Drew, Data and Impact Manager at IntoUniversity, and Alex Bowes, the charity's Set-Up and Facilities Manager, will give an overview of IntoUniversity's distinct model and methods for impact and set-up, including how the charity evaluates its work and why we operate in the areas that we do. The session will also look at some of the effects of the charity's increased expansion outside of London in recent years. | Maths 11             |
| 9:30am –<br>10:15am | <b>I Never too late: The social mobility case for post-16 intervention</b><br><i>Speakers: Sarah Waite</i><br>Over the years, policymakers in the UK have tended to look earlier in the system to find the solution to education inequality. This has meant that we have neglected post-16 and adult education as equally important pieces of the puzzle of improving social mobility.<br><br>In this session, Sarah Waite, former Head of Policy at the Social Mobility Commission and now CEO of education charity, Get Further, sets out the evidence base for why post-16 education is a critical window of opportunity in education to address inequality – and why without additional focus or investment in this phase, we are limiting our potential to close the attainment gap.  | Venue 7              |



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| 9:30am –<br>10:15am | 3 | <b>Should bereavement awareness training be embedded in ITT?</b><br><i>Speakers: Tracey Boseley</i><br>The session will reflect on the partnership between Child Bereavement UK and St Mary's University, Twickenham and a research project funded by the British Education Research Association, Learning for All. 1 in 29 pupils aged 5-16 years has been bereaved of a parent or sibling - that is a pupil in every average class. This does not include those bereaved of a grandparent, other relative, friend, neighbour or pet. Bereavement affects all schools and can impact on pupil and staff wellbeing. Research by Child Bereavement UK found that almost 90% of teachers had not received any bereavement training as part of their Initial Teacher Education. As student teachers within the classroom, observing and getting to know the pupils, they quickly build trusting relationships, where pupils feel able to share news of a death with them. These students tell us they do not feel confident in knowing what to say or do, and in many cases their more experienced colleagues may feel equally at a loss to know what to say. Embedding bereavement training within the initial teacher training helps to equip students and empowers them to feel prepared to support bereaved pupils, manage bereavement and have honest conversations about death and grief. | Maths 10      |
| 9:30am –<br>10:15am | L | <b>Serving families on the margins</b><br><i>Speakers: Dawn Ferdinand, Sarah Gunner, Natalie Murrison, Maria Majko-McIver, Scarlett, Sam Butters</i><br>Schools are increasingly being put in the position of an emergency service -- attending to pupils' and families' needs far beyond the school gates. How can schools work more effectively with other locally provided services, such as housing, community police, and social care?  | Old Gym       |
| 9:30am –<br>10:15am | L | <b>The Promise of Sisterhood - the importance of intersectionality</b><br><i>Speakers: Kiran Satti</i><br>Intersectional Feminism at its core invites connectedness. However, there is an historical context that frames why Intersectional Feminism is not only important now, more than ever, but intrinsically is linked to the core purpose of true feminism - true equity for all women and for all people, essential for a truly inclusive education system.<br><br>Kiran will discuss, highlight and invite conversation looking at intersectionality, feminism and equity in the educational landscape through DEI practises she leads on, including DEI Pupil Leadership and the Girl Power Project/Girls Leading themselves.   | Venue 9       |
| 9:30am –<br>10:15am | P | <b>Supporting the "forgotten third" taking GCSE resits</b><br><i>Speakers: Bart Crisp</i><br>A description of findings and provocations for action arising from an EEF-funded research project focusing on practice in GCSE resits at post-16  | Edapt Venue 2 |
| 9:30am –<br>10:15am | 6 | <b>Addressing SLCN in your mainstream classroom</b><br><i>Speakers: Coshia Belvet</i><br>In response to the governments recent white paper on SEND, have you been left wandering what can you do to improve access to education for our most vulnerable students? Join me as we explore differentiation through a different lens seeking to improve our own communication In this session we will explore: Speech, Language and Communication Needs, its impact on learning, how we assess for it, how can we respond to it and how we can support these young people to to better access and engage in education while promoting progress for our most vulnerable students.   | Maths 1       |
| 9:30am –<br>10:15am | 6 | <b>Square Pegs. What inclusion could and should look like</b><br><i>Speakers: Kadra Abdinasir, Ellie Costello, Ginny Bootman, Margaret Mulholland</i><br>Square Pegs co-author, Ellie Costello is joined by Margaret Mulholland, Adam Vasco and Ginny Bootman to grapple with the complex issues of inclusion and purpose, and explore blue-skies possibilities for our schools and our our school system.   | Venue 13      |

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| 9:30am –<br>10:15am | 6 <b>Where's the H in EHCP?</b>  | Maths 2             |
|                     | <p><i>Speakers: Dominic Wall</i></p> <p>Parents and teachers of children with complex health conditions as part of their special educational needs will have noticed that access to health and therapy services was already under pressure before Covid, deteriorated alarmingly during the pandemic, and has not fully recovered since then. Dominic will ask "where's the H in EHCP?", but he will go on to provide anyone who needs to do something about it, with the knowledge and the tools to secure better services, for their child, or in the schools and colleges where they work.</p>  |                     |
| 9:30am –<br>10:15am | W <b>Debunking myths: how flexible working in your school can help staff flourish!</b>   | Maths 3             |
|                     | <p><i>Speakers: Lindsay Patience, Nikita Dhawan</i></p> <p>We want to use this session to explain in practical terms to school leaders, governors, and business managers three things: 1) WHY Flexible Working is important and how it can improve staff wellbeing at your school 2) WHERE to get further information so you can navigate the topic with confidence and 3) HOW to start the implementation of even a few simple changes (including troubleshooting real-life examples)</p>   |                     |
| 9:30am –<br>10:15am | W <b>Teaching – building long and fulfilling careers</b>   | AQA Main Auditorium |
|                     | <p><i>Speakers: Sinead McBrearty</i></p> <p>Education Support CEO, Sinéad Mc brearty will share Education Support's latest insights on the good, the bad and ugly from school workplaces across the country. She'll share learning for teachers, school leaders and policymakers who want to improve how the sector retains talented people.</p>   |                     |
| 9:30am –<br>10:15am | 7 <b>BHASVIC: College of Sanctuary. Creating a culture of welcome and celebrating the contributions of people seeking sanctuary</b>  | Driver Lecture Room |
|                     | <p><i>Speakers: Jackie Raybone</i></p> <p>This year,BHASVIC is celebrating achieving the College of Sanctuary Award,in recognition of our work and ongoing commitment to the City of Sanctuary vision of being a welcoming place of safety for all,and proud to offer sanctuary to people feeling violence and persecution.</p> <p>A college of sanctuary helps its students,staff and wider community understand what it means to be seeking sanctuary and extends welcome to everyone as equal,valued members of the college community.</p> <p>BHASVIC are delighted to have this opportunity to share our vision,achievements,learning,and good practice with other educational institutions,the local community and beyond,so that collectively we can work with the nationwide Sanctuary movement to embed concepts of welcome,safety and inclusion throughout our communities.</p> |                     |
| 9:30am –<br>10:15am | 7 <b>Technology and a culture of wellbeing</b>   | Venue 11            |
|                     | <p><i>Speakers: Kelly Hannaghan, George Metcalfe</i></p> <p>To get up-stream of the wellbeing challenges schools are facing, they need to build cultures that help all students to feel supported and understood. With budgets, time and teaching capacity stretched - technology offers an effective way of doing this.</p> <p>This session will explore what a good school culture looks like and how data and technology can be used to build a supportive environment for students.</p> <p>Attendees will learn about conceptual frameworks through which schools can understand their cultures and about different ways in which technology can be used to support students - be it through insights, behavioural nudges, personalised content, or community engagement - drawing on examples from across different sectors.</p>  |                     |

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| 9:30am –<br>10:15am | 7 | <b>Teenage Helpline - The power of young people supporting each other</b><br><i>Speakers: Joshua Towers</i><br>Young people have the power when equipped with the right training, tools and skills, to provide support to their peers who may be struggling. Teenage Helpline would like to share it's journey in building a peer-to-peer support service for young people across the UK and how we have unlocked the power of young people to open new avenues to support, especially those who don't feel comfortable or able to reach out to an adult or a professional.   | Maths 4      |
| 9:30am –<br>10:15am | 7 | <b>What is wellbeing? From antiquity to academia to educational activity</b><br><i>Speakers: Irenka Suto</i><br>Psychological or mental wellbeing can be a nebulous concept. In this session we consider how academic researchers define it today, reflecting on the two main bodies of wellbeing research. Their contrasting conceptualisations are hardly new; both have roots in ancient Greece. We offer three key reasons why schools should focus upon wellbeing, including the research evidence of its link with attainment. We also explore why wellbeing is worth evaluating or assessing. Finally, we consider how wellbeing can be improved within schools, and what a whole school approach to enhancing wellbeing can look like in practice.  | Great School |
| 9:30am –<br>10:15am | 8 | <b>Tackling the climate crisis through culture, campus, community and curriculum</b><br><i>Speakers: Sarah Seleznyov, David Heinemann</i><br>School 360 is a brand new school in London. The school is committed to social justice and particularly tackling the climate crisis. We have taken particular care to engage children and families with the outdoors and nature, for example: an annual family camping trip for everyone in the school, a roof garden and chickens on site, a 'no wet play' rule.<br><br>Now, in partnership with The Visionaries, we have set up a group called the Visionary Schools Lab to shape our future community offer: a community garden onsite, and plans for sustainability for our culture, campus, community and curriculum.<br><br>Join us to learn the role schools can play in empowering children and families to tackle the climate crisis on four levels: culture, campus, community and curriculum. You'll leave with practical ideas to engage families and children with outdoor learning and nature, so as to help them value and care for the natural world. | Venue 10     |
| 9:30am –<br>10:15am | T | <b>Chair's Introduction and 'The Silver Bullet Shortage: Why We Need a Good Teacher in Every Classroom And How It Could Happen' Priority 1: A Good Teacher in Every Classroom</b><br><i>Speakers: Caroline Derbyshire, Jonny Uttley</i><br>Chair of Headteachers Roundtable Caroline Derbyshire will introduce this year's series of talks on school leadership issues, and the 5 policy priorities the group believe should form the basis of an education manifesto at the next election.<br><br>Then, tackling the group's first priority, Jonny Uttley will explore what the government, Ofsted and others could and should do to fix the recruitment and retention crisis - and what sits within the gift of school leaders, regardless of national policy.<br><br>The best thing we can do for young people from any background is ensure that every classroom in the country has a good teacher in it, every hour of every day. There are no silver bullets, but there is plenty we can do.  | Venue 6      |
| 9:30am –<br>10:15am | T | <b>Reclaiming Differentiation: Inclusion throughout the 5 phases of the lesson</b><br><i>Speakers: Sara Alston</i><br>To understand what we mean by differentiation through small tweaks and adaptations To consider the balance of SEND labels and needs To consider how to support differentiation through the 5 phases of the lesson To make differentiation realistic, practicable and doable   | Maths 9      |

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| 9:30am –<br>10:15am   | <b>T Setting does more harm than good</b>   | Chapel                   |
| <p><i>Speakers: Dr Derron Wallace, Mick Waters, Armando Di Finizio, Neil Miller, Professor Becky Allen</i></p> <p>Does setting start too early? (e.g. coloured tables in KS1 in Primary and sets in year 7/8 in secondary) If it does make things worse for those in many lower sets is it compensated by better results in top sets? And what of 'streaming' and upper and lower bands. Or are mirror bands the answer? Are mixed age interest -led groups the answer or is that impractical? What does the research show?</p>   |   |                          |
| 9:30am –<br>10:15am   | <b>T The State of the State Sector: Unfulfilled Potential</b>                     | White Rose Maths Venue 1 |
| <p><i>Speakers: Adam Seldon</i></p> <p>The session will involve a presentation with a range of sources: personal experiences of what I've done in schools and schools I have visited, wider research, and the ideas of education thinkers and actors. It will aim to be slightly provocative, especially around the suffocatingly narrow purview of schools and education debate in this country, while also being proactive and ambitious. There will then be a chance for a Q and A after the talk itself.</p>  |   |                          |
| 10:30am –<br>11:15am  | <b>Nurturing an inclusive school; DEI as part of school culture</b>               | Maths 4                  |
| <p><i>Speakers: Sanum Khan</i></p> <p>DEI is here to stay. Admittedly, I wondered if it would be. And yet we have books being published, events being held, Ofsted asking questions and strategies being written and assessed. This session will explore how a school can embrace a culture of inclusivity that is not only a feature of ethical leadership but is also a core tenet of good safeguarding practice and in-line with positive outcomes for all - students and staff alike. DEI work is here to stay. I want to offer my thoughts on how we can do it well.</p> |   |                          |
| 10:30am –<br>11:15am  | <b>N The Integrity Battleground: Generative AI Writing in the Classroom</b>       | Venue 4                  |
| <p><i>Speakers: Todd Baker</i></p> <p>This session will address what the future holds for academic institutions as generative writing tools rapidly develop. It will outline the challenges and opportunities - and set out what we have learned so far - about writing integrity.</p> <p>Pedagogical and non-pedagogical lines are still being drawn and we now have data to give us insight into what these battles look like.</p>  |   |                          |
| 10:30am –<br>11:15am  | <b>C Co-coaching: empowering conversations for re-imagining education futures</b> | Waterloo Hall            |
| <p><i>Speakers: Rachel Lofthouse, Sheila Ball</i></p> <p>It is sometimes stated that change is the one constant in education. During the pandemic educators responded proactively to change. AI is no longer just on the horizon. Co-coaching has emerged from an international project focusing on re-imagining positive directions in education. In this session we will model co-coaching and give opportunities for trying it out with others.</p>  |   |                          |
| 10:30am –<br>11:15am  | <b>Y Working practically within White Rose Science</b>                            | White Rose Maths Venue 1 |
| <p><i>Speakers: Sarah Hutson-Dean</i></p> <p>What is working practically within primary science? What are the benefits of working practically for children and young people? In this session, we will discuss what works when undertaking practical science in a primary classroom and explore how this is addressed within White Rose Science. We will also look at the potential barriers teachers face when facilitating purposeful practical science and discuss how our new scheme can help to overcome these.</p>   |   |                          |

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| 10:30am –<br>11:15am | <b>E COVID-19 and the language crisis – why it matters and what can be done to help</b><br><i>Speakers: Mariela Rios Diaz</i>  | Concert Room |
|                      | Oral language skills are the foundation of formal and informal education and impact every aspect of our lives. As a new generation of children born amid lockdowns caused by COVID-19 enter nursery and Reception, research is showing that their language skills are an increasing concern for schools and educators in the UK. This session will show that evidence-based oral language interventions are being successfully delivered by teaching assistants in school and pre-school settings, using apps such as LanguageScreen and programmes such as the Nuffield Early Language Intervention (NELI) and NELI – Nursery (NELI-N) to effectively address these concerns. |              |
| 10:30am –<br>11:15am | <b>Q Deficit Narratives in Education</b><br><i>Speakers: Curtis Worrell</i>  | Venue 8      |
|                      | Following the launch of Class 13's White Paper on the harms of deficit narratives in education, this session will explore the main findings and participants will learn about the ways in which deficit narratives about children based on class and race can impact on outcomes.  |              |
| 10:30am –<br>11:15am | <b>G Want to join a MAT? The dilemma for church schools</b><br><i>Speakers: Tony Wilson, Katie Paxton</i>  | Great School |
|                      | The government has made clear that it wants all schools in 'strong multi academy trusts' (MAT) and many have already academized. A high proportion of the remaining maintained schools are Church of England schools which may not have the same range of options open to them. This session asks what the limitations are for Church of England schools and what MATs can do to overcome them. It also considers how the Christian distinctiveness of a Church of England school is protected and the implications for the rest of the MAT and other academies within it.   |              |
| 10:30am –<br>11:15am | <b>I In conversation with Lee Elliot Major. Can schools deliver social mobility?</b><br><i>Speakers: JL Dutaut, Lee Elliot Major</i>   | Venue 7      |
|                      | The idea of schools as engines of social mobility is a central plank of modern capitalist societies that aspire to a world of equal opportunities where anyone can make it with enough talent and hard work. But detached political elites and stark inequalities suggest that this dream is increasingly a fantasy for most people.   |              |
|                      | What social and educational policies should we consider to enable people to fulfil their potential and lead decent lives whatever their background?  |              |
|                      | In a candid interview with Schools Week commissioning editor JL Dutaut, of the country's foremost authorities on social mobility sets out what social mobility is and isn't, its role as a policy goal and how we might deliver it - or perhaps something even better.   |              |
| 10:30am –<br>11:15am | <b>L Building a Culture of Belonging.</b><br><i>Speakers: Naima Charlier</i>   | Maths 2      |
|                      | An opportunity to reflect on your own practice, culture and understanding of equity, diversity and inclusion through the lens of belonging. Drawing on personal experience from different countries and schools as well as research, this session will explore the importance of belonging.  |              |
| 10:30am –<br>11:15am | <b>L Developing Future Female Leaders through Coaching and Profiling</b><br><i>Speakers: Tracy Goodyear</i>  | Venue 9      |
|                      | The pathways to career progression and personal development for all colleagues should not be a lottery, nor should they be a stab in the dark. In this session, Tracy shares the early indicators of the success of a pilot programme which supports female colleagues in their growing self-awareness as leaders.   |              |
|                      | Using Insights Profiling as the basis for future development, she shares how coaching has been transformational in the practice of current senior leaders and why it is so imperative that we protect time for this type of professional learning.   |              |

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| 10:30am –<br>11:15am | L | <b>Towards 'performance equity': a blueprint for effective teacher development</b><br><i>Speakers: Jon Gilbert, Josh Goodrich</i><br>Teacher effectiveness is one of the biggest factors in great student outcomes. Why then is developing expertise in teaching often down to luck and chance - the luck of having a great mentor, the chance discovery of effective practices after years of trial and error. Can we afford to leave developing effective teachers to chance? In this talk, Goodrich and Gilbert - two leaders with years of experience developing effective teachers - discuss the conditions that need to be in place to ensure 'performance equity': the systems and structures to remove luck and chance from teacher development. Arguing that for teachers to thrive, the optimal balance of 4 catalysts of change – insights, goals, steps and habits – must be achieved, they share theoretical and practical guidance to achieve just that.   | Maths 10            |
| 10:30am –<br>11:15am | O | <b>Ofsted is causing the retention crisis</b><br><i>Speakers: Amy Whittall, Dan Morrow, Sharifah Lee, Laura McInerney, Jon Coles</i><br>Are the changes proposed by Amanda Spielman enough? Should inspection focus on MATs Diocesan authorities and LA, with individual school inspections and ratings the exception? Is inspection necessarily part of accountability? And anyway, is it pay and 'school culture' which is the main cause of the teacher recruitment and retention crisis?   | Chapel              |
| 10:30am –<br>11:15am | P | <b>Depoliticising classroom practice Priority 2: Take the Politics out of Pedagogy</b><br><i>Speakers: Caroline Barlow, Ruth Whymark</i><br>Caroline Barlow and Ruth Whymark explore the problems we encounter when politics influence pedagogy and lead a discussion on the impact of removing politics from the conversation about how to teach, including who and what that might enable.   | Venue 6             |
| 10:30am –<br>11:15am | P | <b>The Greater Manchester Baccalaureate - Opportunities for All</b><br><i>Speakers: Andy Burnham</i><br>In 2022, just 36% of Greater Manchester's 33,250 16-year-olds left compulsory education with an English Baccalaureate – two thirds remaining did not have an equally clear, easily accessed technical pathway. This session will outline The Mayor of Greater Manchester's ambition to provide those young people with a clear line of sight to the opportunities available in the labour market and support a growing economy.<br><br>Andy Burnham will highlight his vision for a Manchester Baccalaureate or M'Bacc at age 14, placing value on a range of GCSES that 'get young people somewhere'. He will also set out his plans for a gateway to post-16 technical qualifications aligning to routeways of growth underpinned by the Local Skills Improvement Plan and the role of employers.<br><br>As Greater Manchester prepares to work differently with Government through the Greater Manchester Devolution Trailblazer deal the session will bring new levers for change to radically level up. | AQA Main Auditorium |
| 10:30am –<br>11:15am | W | <b>Empowering Educators: Support and Protection for School Staff in 2023 and beyond</b><br><i>Speakers: Samantha Booth, Sinead McBrearty, Alistair Wood, Kate Atkinson</i><br>Educators and school staff are facing unprecedented pressure and with recruitment and retention at worrying levels, our panel will reflect on the trends they are seeing from the front line of teacher support. This discussion promises to deliver a unique insight into the challenges currently faced in the profession, preview those on the horizon and perhaps most importantly, discuss what can be done to ensure that teachers and school staff are getting the necessary support to succeed and flourish in their roles.  | Edapt Venue 2       |

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| 10:30am –<br>11:15am | <p><b>W From Surviving to Thriving</b></p> <p><i>Speakers: Laura Osman</i></p> <p>This highly practical and engaging workshop run by experienced Leadership coach and facilitator Laura Osman (ILM/ EMCC) is jam packed full of practical strategies to support your wellbeing. Discover how we can harness the power self-compassion to support us during times of challenge. Learn real ways we can implement healthy boundaries in our work life to help prevent us from burnout. This workshop is guaranteed to leave you feeling re-energised and motivated with a wealth of approaches you can take away and use straight away to support your own wellbeing and the wellbeing of your colleagues.</p>  | Maths 1                     |
| 10:30am –<br>11:15am | <p><b>W The Seven Habits of the Happiest Teachers I Know.</b></p> <p><i>Speakers: Mark Goodwin</i></p> <p>The Seven Habits of The Happiest Teachers I know. In this session you will learn tried and tested, practical strategies to help you practice being the happiest teacher you want to be. 1. Find and build Connection 2. Do not take it personally 3. See The Best Part 4. Let Go 5. Teach with the heart 6. Do the inside work</p>  | Schools Week Venue 3        |
| 10:30am –<br>11:15am | <p><b>7 How to mobilise whole-community support for refugees fleeing war</b></p> <p><i>Speakers: Kim Wakeling, Sharon Denston, Suzann Miller</i></p> <p>LiFE Multi Academy Trust has taken a lead in its communities in supporting displaced children and their families, in school and out. Working with and through LiFE, households who offer to host refugees know they will have the support of our whole community and be able to rely on the trust's 'welcome teams' to provide ongoing support.</p> <p>In this inspiring session, Countesthorpe Academy's team of Ukraine co-ordinators, Suzann Miller, Kim Wakeling and Sharon Denston take you through the trust's approach, from its inception and development to how it is being delivered with impact today.</p>   | Driver Lecture Room         |
| 10:30am –<br>11:15am | <p><b>7 Transform your school's well-being in only 10 minutes a day</b></p> <p><i>Speakers: David Williams, Nadim Saad, Kelly Hannaghan, Benedick Ashmore-Short</i></p> <p>This session will present a quick overview of the current mental health and well-being challenges that schools are encountering. Leading voices and experts in mental health and wellbeing will then offer real-life examples of schools who have successfully implemented some of these simple solutions, including ways to adapt these solutions to SEND pupils. Many of these solutions can be implemented in as little as 10 minutes a day thanks to innovative programmes. These can significantly improve not only children's well-being, but also their behaviour and their academic achievement. And teachers and staff also benefit greatly as a consequence.</p> | Old Gym                     |
| 10:30am –<br>11:15am | <p><b>7 Valuing Every Mind: understanding and supporting Muslim mental health in schools</b></p> <p><i>Speakers: Sabah Gilani, Sania Shakoor</i></p> <p>Sabah Gilani OBE, Founder and Director of Muslim Mind Collaborative, and Dr Sania Shakoor, Lecturer in Mental Health at Queen Mary's University of London will be leading a session on Muslim Mental Health in Schools. The session will focus on data concerning Muslim mental health, and it's relevance to, and the impact of, schooling on young Muslims. They will also present details of a free toolkit devised by Muslim Mind Collaborative, to help schools in their journey towards faith literacy and cultural competence.</p>   | Venue 11                    |
| 10:30am –<br>11:15am | <p><b>7 Your Mind Matters Too - Why adding mental health education to the curriculum can save lives.</b></p> <p><i>Speakers: Meg Zeenat Wamithi</i></p> <p>Good mental health and wellbeing is essential for any growing child. It helps them to learn effectively, cope with day-to-day challenges, and develop into resilient young adults. One of the primary factors that can help with early intervention and prevention is education. Education for students but also school staff. Join me in uncovering how adding core mental health education within the school curriculum can help save lives.</p>   | Sir Christopher Lee Theatre |

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| 10:30am –<br>11:15am | 8 <b>"Young change makers" - Helping students overcome eco-anxiety and hopelessness</b>   | Venue 10                     |
|                      | <p><i>Speakers: Keira Salata, Ana Romero, Ann Finlayson, Emily Hunt, Kieron Smith, Laura Arstall</i></p> <p>SEEd CEO, Ann Finlayson is joined by headteacher, Wellington College head of sustainability, Ana Romero, The Harmony Project CEO, Richard Dunne ... to demonstrate how to build resilience, a sense of hope and agency in our young people with examples from both primary and secondary schools.</p> <p>Our students are showing and commenting on their feeling of hopelessness about their futures given the two existential crises (biodiversity loss and climate change). SEEd's survey show how much the students understand these crises but fell disempowered to do anything about it. How can we turn this around?</p> <p>This session will demonstrate and unpick the tried and tested methods that transform these feelings into a positive, resilience for your students. We will explore both a primary and secondary approach and hear from teachers, heads and students on why they think this works. Using a deep action learning process based in their communities we will explore the issues they face such as conspiracy theories, how to counter the 'nay sayers', how to understand change and systems and how to understand and work with decision makers.</p> <p>We will explore how this can work in both the formal curriculum or your informal curriculum and the tools to help you baseline and test the impact of this type of approach.</p> |                              |
| 10:30am –<br>11:15am | 8 <b>Rethinking education: tackling the climate crisis</b>  | Maths 11                     |
|                      | <p><i>Speakers: Sarah Seleznyov</i></p> <p>School 360 is a brand new school in London. The school is committed to social justice and particularly tackling the climate crisis. We have taken particular care to engage children and families with the outdoors and nature, for example: an annual family camping trip for everyone in the school, a roof garden and chickens on site, a 'no wet play' rule. Now, in partnership with The Visionaries, we have set up a group called the Visionary Schools Lab to shape our future community offer: a community garden onsite, and plans for sustainability for our culture, campus, community and curriculum.</p>   |                              |
| 10:30am –<br>11:15am | T <b>Instructional coaching: refining questioning when coaching more expert teachers</b>  | Venue 12                     |
|                      | <p><i>Speakers: Kay Rimmington-Singh, Anna Nelson, Sam Gibbs</i></p> <p>The role of questioning in coaching and developmental conversations with more expert teachers. When coaching more expert teachers, we present some high-impact refinements as part of a more nuanced approach to the one we might adopt with more novice colleagues. We explore the different purposes of questioning in coaching; the potential impact of carefully considering and crafting the questions we ask teachers; and how to enable responsiveness as a result of questioning. Modelled coaching conversations bring some of our ideas to life and give clarity of what some principles might look like in practice. You may find this useful if you're currently coaching, considering using instructional coaching in your schools or interested in refining your approach to developmental conversations or feedback to more expert teachers.</p>   |                              |
| 10:30am –<br>11:15am | T <b>Taking the Curriculum Outdoors</b>   | Yurt Speaker Venue           |
|                      | <p><i>Speakers: Andy Carley</i></p> <p>During this workshop, we will share simple but powerful tips, tools, activities and resources to enable all educators to deliver more of their teaching and learning beyond the classroom. Irrespective of the space you have available we will demonstrate how to make teaching more creative, experiential and collaborative whilst making learning stick!</p>   |                              |
| 10:30am –<br>11:15am | T <b>Using Research to Inform Practice at LEO Academy Trust</b>   | Google for Education Venue 5 |
|                      | <p><i>Speakers: Dr Fiona Aubrey-Smith, Graham Macaulay</i></p> <p>A presentation from Dr Fiona Aubrey-Smith about her PedTech approach, focusing on the solid pedagogical use of technology in the classroom, and how LEO Academy Trust's Google Reference School works with her to ensure meaningful impact across their schools.</p>  |                              |



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| 10:30am –<br>11:15am | T <b>What all teachers should know about high stakes assessment</b>   | Maths 7  |
|                      | <i>Speakers: Andrew Taylor, David McEwan</i>  |          |
|                      | The session is an overview of assessment practice and principles. We'll use GCSE maths to draw some examples but we hope the content will be of interest to all teachers of key stage 4 and 5. Areas that we'll cover in the session include  |          |
|                      | <ul style="list-style-type: none"> <li>• The purpose of assessment</li> <li>• Differentiation</li> <li>• Elements of a good question and of a good paper</li> <li>• Using data to focus preparation: getting maximum effect</li> <li>• The underpinning skills of a subject</li> </ul>  |          |
| 10:30am –<br>11:15am | 9 <b>Applying the Principles of Cognitive Science to Redesign Teacher CPD</b>   | Maths 3  |
|                      | <i>Speakers: Martin Rigby</i>   |          |
|                      | This session will explore how the principles of cognitive science and evidence-informed practice are used to redefine Continuous Professional Development (CPD) for teaching staff. The session will explore how teacher development is largely no different to student development. Consequently, CPD programmes need to be appropriately planned, sequenced and delivered with the principles of effective teaching & learning (retrieval practice, modelling, feedback, assessment etc.) in mind. Furthermore, this session will outline how the links between teaching & learning policies, quality assurance mechanisms, appraisal processes and CPD are linked holistically to support teacher development and improve outcomes and student experience. |          |
| 10:30am –<br>11:15am | <b>Developing independence through a metacognitive revision based tutor time curriculum</b>   | Maths 9  |
|                      | <i>Speakers: Katie Holmes</i>   |          |
|                      | "Teaching, like any complex cognitive skill, must be practiced to be improved." Daniel Willingham In the same way the teaching needs to be practiced, based on strong mental models and an understanding of 'best bets, so too must learning. This session will focus on the development of a KS3-KS5 tutor time curriculum with the aim to develop independent learners who know and understand how memory works and are able to effectively use key revision strategies. We will explore how the curriculum was developed, the key research and theories behind what has been produced and how it will be implemented.  |          |
| 10:30am –<br>11:15am | <b>They don't behave for me</b>   | Venue 13 |
|                      | <i>Speakers: Sam Strickland</i>   |          |
|                      | Sam Strickland discusses behaviour strategies for secondary school teachers   |          |
| 11:45am –<br>12:30pm | N <b>Balancing the potential benefits with the ethical implications of AI in education</b>  | Venue 4  |
|                      | <i>Speakers: Rose Luckin</i>  |          |
|                      | The integration of artificial intelligence (AI) into education has the potential to bring about significant benefits, including personalised learning and increased efficiency. However, as with any technology, there are also ethical implications to consider. In this talk, we will examine the good, the bad, and the downright ugly aspects of AI in education.   |          |
|                      | On the one hand, AI can enhance education, enabling teachers to tailor instruction to individual students' needs and providing more accurate assessments of their progress. On the other hand, there are concerns about data privacy, algorithmic bias, students cheating and poor-quality products being mis sold. Additionally, there are even more extreme negative impacts, such as the spread of misinformation and deepfakes.   |          |
|                      | Rose Luckin explores the potential benefits of AI in education, such as personalised learning and more efficient resource allocation, and delves into its ethical considerations, including the risk of biased algorithms and concerns around data privacy and security.  |          |

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| 11:45am –<br>12:30pm | M | <b>Quantitative Easing the Collective Intellect: Is it Possible to Grade-Inflate Our Way out of a National Skills Deficit...</b><br><i>Speakers: Will Self</i>   | AQA Main Auditorium          |
|                      |   | During the pandemic the linear relationship between attainment and mark was broken by the fiat of Government and education leaders. This constituted a breach of trust of such severity that school and university students now mature into an awareness that their life-chances are not a function of their own efforts, but what is politically desirable. This development, which I characterise as an intellectual Ponzi scheme, has its roots in the financial crash of 2007-8 and the inception of bi-directional digital technologies throughout the first two decades of the 21st century. In this way the knowledge economy mirrors the financial economy – but instead of printing money, the education system prints more exam certificates for higher grades. The answer to this problem – really a constellation of related issues – is by no means simple, but it requires first and foremost a willingness to cleave to the aims, principles and teaching methods of humanist education, and to value educators not as pre-work trainers (which is the entire rhetoric of educational attainment in the era of employability), but as genuine pedagogues. |                              |
| 11:45am –<br>12:30pm | C | <b>Honouring the Professionalism of Educators: An Introduction to Instructional, Coaching</b><br><i>Speakers: Christian van Nieuwerburgh</i>   | Waterloo Hall                |
| 11:45am –<br>12:30pm | Y | <b>Discover how historical fiction can help engage children with history</b><br><i>Speakers: Emma Norry, Sufiya Ahmed, Iszi Lawrence</i>   | Venue 13                     |
|                      |   | How can you use historical fiction to bring history to life for children? Join Bloomsbury authors for a fantastic panel where they will discuss their experience of writing historical fiction and how it can encourage children to engage with history.   |                              |
| 11:45am –<br>12:30pm | Y | <b>Strategies for dyscalculia</b><br><i>Speakers: Sarah Shanks</i>   | White Rose Maths Venue 1     |
|                      |   | Dyscalculia research is currently evolving and so must our classroom practice in supporting children with this difficulty. Do you teach a child who has persistent difficulty with understanding numbers and who faces challenges with number sense? In this session, we will look at what dyscalculia is, you will gain an awareness of some of the indicators of this, and have an insight into some strategies for how to support children in lessons.  |                              |
| 11:45am –<br>12:30pm | H | <b>AI Panel: What's top of mind for educators?</b><br><i>Speakers: Dan Fitzpatrick, Sneha Makini, Annabel Bates, Bukky Yusef, Dean Stokes, Mark Anderson</i>   | Google for Education Venue 5 |
|                      |   | This panel will include a Google engineer and Dan Fitzpatrick (the AI Educator), along with other AI-savvy educators, who will share real-world applications and discuss the future of education.  |                              |
| 11:45am –<br>12:30pm | H | <b>Virtual museum tours for schools</b><br><i>Speakers: Maria Aristeidou</i>   | Maths 9                      |
|                      |   | Virtual museums can engage people who cannot visit the museum in person in an immersive experience of the museum collection. The museum's diverse displays can help people understand and appreciate cultural heritage while improving their overall knowledge, skills and attitudes. Virtual museum tours have become of great importance to schools – especially when the museums are not in close proximity. The VISITOR project aims to facilitate virtual museum visits for schools and integrate virtual museum activities into the school curricula. This session will engage attendees with the VISITOR technologies and strategies for virtual museum tours in the classroom.   |                              |

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| 11:45am –<br>12:30pm | <p><b>Q Call me "Mx": being non-binary in the Education sector</b></p> <p><i>Speakers: Cecilia Astolffi</i></p> <p>What does "non-binary" mean, and how does it affect the experiences of an individual in the Education sector? In this presentation, you will learn about the challenges and joys of working as an openly non-binary teacher, as well as understanding why this little-understood gender identify must be considered when drafting school policies.</p>  | Maths 3              |
| 11:45am –<br>12:30pm | <p><b>Q Creating the Anti-Racist School: What does the evidence tell us?</b></p> <p><i>Speakers: Penny Rabiger</i></p> <p>This session explores where racist practice is most likely located in schools, and gives examples of how some settings are changing practice and pedagogy to create an antiracist school.</p>  | Venue 8              |
| 11:45am –<br>12:30pm | <p><b>2 Believe, Lead, Succeed - Empowering pupil-led leadership opportunities</b></p> <p><i>Speakers: Richard Norman, Lucy Supperstone</i></p> <p>We want to help you empower young people to believe, to lead, and to succeed. At this workshop, we will explore what peer-leadership is and the positive impact it has on young people's confidence, their skills and future. We will use real-world case studies to demonstrate how working towards a whole school leadership offer can build your community. The workshop aims to inspire educators to develop pupils' leadership skills through skill development learning programmes and social action across your school or college. We will draw on over 40 years of experience supporting schools, colleges, local authorities; national, regional and local charities and community organisations across the UK to develop leadership skills of over 2 million young people and counting.</p> | Schools Week Venue 3 |
| 11:45am –<br>12:30pm | <p><b>2 Self-Leadership for Students</b></p> <p><i>Speakers: Lewis Fogarty</i></p> <p>In this talk I will explore what it means to be an excellent self-leader and why this is the essential foundation on a journey towards leadership excellence. It will be a challenging, thought-provoking and motivational talk that will leave you with several calls-to-action to make changes in your professional (and possibly personal) life. After introduction some core elements of excellent leadership they will be explored in greater detail and connected to working in and around the education world. This will lead to a greater sense of self awareness and will provide helpful tools to start you on your self-leadership journey.</p>   | Maths 4              |
| 11:45am –<br>12:30pm | <p><b>I Essential skills as a driver for social mobility</b></p> <p><i>Speakers: Evelyn Haywood, Will Seymour</i></p> <p>An ostensibly "good education" that builds literacy and numeracy but omits essential skills sees 18% of workers with an above-average education level and yet a very low essential skill score. This group has the worst job satisfaction and life satisfaction. They also earn much less than their peers. The cost of low essential skills to the UK in 2022 was £22.2bn – comparable to the cost of low numeracy.</p> <p>Hear about the latest research from Skills Builder Partnership, conducted with YouGov, CIPD and Edge Foundation, which has revealed that essential skills are a missing piece in the UK's productivity puzzle.</p>  | Venue 7              |
| 11:45am –<br>12:30pm | <p><b>L Leading a Start Up School - lessons in innovation</b></p> <p><i>Speakers: Barry Cooper</i></p> <p>Barry will take the audience through his start up journey over the last 8 years with three schools on three continents giving potential founding Heads an insight into the mindset of a founding team. With a deep dive into modern technology, pedagogy, and leadership he will also be focusing on how an innovative and entrepreneurial mindset can make all the difference in those founding years.</p>  | Maths 1              |
| 11:45am –<br>12:30pm | <p><b>L Moving from Headship to Executive Leadership</b></p> <p><i>Speakers: Amy Whittall</i></p> <p>Amy's session will focus on her journey from headteacher to executive leader, reflecting on the leadership lessons learnt as well as the similarities and differences between school and system leadership. She will explore how values and approach are core to all aspects of leadership as well as the ways in which we can plan and develop careers to move into the executive leader role.</p>   | Venue 9              |

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| 11:45am –<br>12:30pm | L | <b>Nurturing Future Leaders: Global Insights on Youth Leadership in Schools</b><br><i>Speakers: Simon Lightman, Jonathan Harper, Anton Zastavnyi</i><br>During this panel discussion, educators and young people who have actively participated in Global Social Leaders (GSL) within their schools will share their firsthand global perspectives.<br>We will be joined by the British International School of Ukraine, who has prioritised embracing GSL at a time when they are facing extreme challenges. Join us to find out why.  | Great School |
| 11:45am –<br>12:30pm | B | <b>Labelling pupils damages their life prospects</b><br><i>Speakers: Frances Akinde, Ellie Costello, Tim Brighouse, Louise Blackburn, Jim Roberson</i><br>Often linked to 'setting' and marking policies and practices, does labelling children impact on the life chances of LGBTQ+ pupils not to mention those who come from the wrong address or are in care or have certain disabilities? Is there really a 'forgotten third'? Are they disproportionately represented in those excluded and among those ending in jail? What school practices can help or hinder?  | Chapel       |
| 11:45am –<br>12:30pm | P | <b>Supporting families – what difference can a HomeSchool Link Worker make?</b><br><i>Speakers: Bea Stevenson, Verity Howorth</i><br>Building authentic partnerships with parents in school communities is rewarding, challenging and ultimately, CRUCIAL. We know parent engagement is the most important factor in a child's outcomes (Institute for Fiscal Studies 2015), so how can we more effectively work with parents? The role of the Home School Link Worker is foundational, yet there is a lack of knowledge or understanding about what best practice for this role looks like. The Reach Foundation and Family Links have worked in partnership to carry out research into HSLWs, building a framework that we will share with you and ask for your input!  | Maths 2      |
| 11:45am –<br>12:30pm | P | <b>Untangling the mess. Joined-up services to meet the needs of children</b><br><i>Speakers: Dan Morrow, Keziah Featherstone</i><br>Schools currently find themselves taking on responsibilities once held by social care, mental health services, attendance officers and the police in relation to children and their welfare without additional resource or sufficient expertise.<br><br>Is this sustainable? How can we rethink the way that children's services are managed and the role that schools can play in a more joined up approach to meeting the needs of children and young people.   | Venue 6      |
| 11:45am –<br>12:30pm | 5 | <b>Pearson School Report Live: Embracing digital – positives, possibilities &amp; problems to solve</b><br><i>Speakers: Hayley White</i><br>In this session, we'll uncover the latest findings from the brand-new Pearson School Report and discuss what it'll take to make expected advancements in digital learning and assessment a reality.<br><br>Join the conversation with Pearson team and our panel of teachers, students, industry experts as we put the spotlight on what 6,000+ teachers and senior leaders to say on the:<br><br><ul style="list-style-type: none"> <li>• power of technology – positive stories and practical tips on where digital is making a difference</li> <li>• possibilities – what teachers expect to see in 10 years, from digital skills to onscreen assessments</li> <li>• problems we need to solve – bridging the digital divide.</li> </ul> Speakers to be confirmed shortly. | Venue 12     |

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| 11:45am –<br>12:30pm | <p><b>6 The Hidden World of SEND</b></p> <p><i>Speakers: Ali Durban</i></p> <p>Why is the SEND system is so fractured? How does it feel to be a parent or a young person existing in this system? Can we transform the world of SEND by changing the lens through which we lead?</p>   | Concert Room        |
| 11:45am –<br>12:30pm | <p><b>W Building a whole school wellbeing approach that is sustainable.</b></p> <p><i>Speakers: Andy Mellor</i></p> <p>Ever wondered where to start with wellbeing? What is it and how do you know good wellbeing is in place? This session will answer all of these questions and leave you with a clear plan in building a strategy owned by everyone in school which will lead to all members of the school community being the best versions of themselves. The consequences of this will be realised in staff fulfilment, purpose and professional agency and greater student agency and outcomes.</p>  | Maths 11            |
| 11:45am –<br>12:30pm | <p><b>W Protecting the profession – What all school staff should know about allegations, disciplinarys and grievances.</b></p> <p><i>Speakers: Alistair Wood</i></p> <p>Join Edapt CEO, Alistair Wood, in this session as he sheds light on the alarming statistic that one in five teachers will face allegations from students or parents during their career. Rather than accepting these challenges as mere hazards of the profession, Alistair will delve into the prevalence of such serious issues teachers encounter and provide invaluable practical advice for all school staff. Discover how to safeguard yourself and your colleagues by implementing actionable strategies that can be readily applied within your school community</p>   | Edapt Venue 2       |
| 11:45am –<br>12:30pm | <p><b>7 It takes the community to support a refugee student and their family</b></p> <p><i>Speakers: Noelle Doona</i></p> <p>Over the past few years, schools across the UK have seen an influx of refugees. Noelle Doona will explore the work Hendon School has undertaken locally and with CitizensUK, setting out the challenges and successes of welcoming refugees while providing practical examples of how you can engage your school and wider community to offer support. The session will offer examples of Hendon School's work with a range of different refugee groups over the last few years. Attendees will leave with a range of practical ideas that could be easily replicated in schools and wider community organisations.</p>   | Driver Lecture Room |
| 11:45am –<br>12:30pm | <p><b>7 Panel: Cultivating pupil wellbeing</b></p> <p><i>Speakers: Meg Zeenat Wamithi, Caroline Barlow, Vic Goddard, Kadra Abdinasir</i></p> <p>Amid what many are calling a mental health crisis for young people, pressure is growing on schools to go far beyond their educational role and to step in where services no longer have capacity to help.</p> <p>But how much can schools really do? Is there an evidence base for interventions that work? And what is the toll on an already overworked profession?</p>  | Venue 11            |
| 11:45am –<br>12:30pm | <p><b>7 The Psychologist's secrets to joyful, authentically confident and high achieving students: Even in a Mental Health Crisis</b></p> <p><i>Speakers: Natasha Tiwari</i></p> <p>1. A high-level understanding of how children/teens minds develop - from a neuro perspective and an unconscious mind perspective - and how some students have been developmentally delayed owing to mental health crises and the impact of the pandemic; 2. Using the above- attendees will learn how to overcome this, and harness this knowledge to support healthy emotional and cognitive development; 3. How to cultivate resilience, curiosity, determination, growth mindset, in even the most challenging of cases; 4. How to boost academic performance whilst avoiding pitfalls and mistakes which cause anxiety; 5. How to empower students to overcome challenging circumstances</p> | Maths 10            |

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| 11:45am –<br>12:30pm | 8 <b>Panel: Greening the school estate</b>   | Venue 10                    |
|                      | <p><i>Speakers: Chris Packham, Clare Matterson, Anita Kerwin-Nye, Jonathan Dewsbury</i></p> <p>The DfE's climate change and sustainability strategy commits to "green, sustainable education estate that is resilient to the impacts of climate change" and notes that "improving the physical environment in and around education settings [...] can impact positively on both the physical and mental wellbeing of children and young people".</p> <p>But how can schools deliver on that promise, and how can we ensure every child benefits irrespective of their schools' location?</p> <p>The CEO of YHA, Anita Kerwin-Nye is joined by DfE climate change and sustainability lead Jonathan Dewsbury, RHS director general, Clare Matterson and broadcaster and naturalist Chris Packham to review the policy's progress and share important lessons.</p>        |                             |
| 11:45am –<br>12:30pm | T <b>GCSE Literature : Creating opportunities for a more diverse curriculum</b>  | Maths 7                     |
|                      | <p><i>Speakers: Pauline McPartlan</i></p> <p>Diversity is at the core of an English curriculum . This workshop will explore the changes we have made to our GCSE Literature specification and share the resources we have developed to support teachers to deliver a more inclusive English curriculum.</p>  |                             |
| 11:45am –<br>12:30pm | 9 <b>Classroom Application of Learning Science Principles - Greatest Hits, Vol. 1</b>  | Old Gym                     |
|                      | <p><i>Speakers: Margaret Lee, Jim Heal</i></p> <p>Understanding and applying key principles about how people learn best can transform instruction when presented to teachers in actionable and practical ways. This session will combine key principles of learning science for direct application in a novel way. Join us for a fun session and leave with strategies for bringing effective and immediately useful cognitive science learning to your team, school, or trust. Learn about future plans for scaling cognitive science in our work with teacher preparation and professional development.</p>  |                             |
| 12:45pm –<br>1:15pm  | P <b>Behaviour policies are more trouble than they're worth</b>  | Chapel                      |
|                      | <p><i>Speakers: Sarah Seleznyov, Laura McInerney, Dawn Ferdinand, Sam Strickland, Margaret Mulholland</i></p> <p>One MAT once had a 39 page Behaviour policy for all its schools of escalating consequences for children who made wrong choices – ‘flattening the grass’. Or is it essential that schools tie their policies to silence between lessons while reminding pupils of breeches of dress code at breaks and lunchtime ? Why are 1500 pupils excluded from English schools for every 1 in Scotland?</p>  |                             |
| 12:45pm –<br>1:30pm  | <b>Empathy and how to practice it (safely)</b>   | Sir Christopher Lee Theatre |
|                      | <p><i>Speakers: Ben Solanky</i></p> <p>After the traumatic experience of Covid, with a youth mental health crisis on our hands and a growing number of families relying on schools for support with poverty and displacement, empathy has never been more required from the teaching profession. Meanwhile, more teachers are leaving the classroom, fewer are seeking promotion and recruitment is slumping. Has empathy fatigue set in?</p> <p>What even is empathy? What does it look like in practice? Can it be developed in the workforce and can it be taught to pupils? Drawing on 20 years' experience of promoting empathy in schools and businesses, at Davos and at the UN, Ben Solanky sets out how - practiced safely and consciously - empathy can be part of the solution for individuals, organisations and communities facing challenging times.</p> |                             |

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| 12:45pm –<br>1:30pm | <b>What We Teach Our Kids Can Change the World</b>   | Venue 13      |
|                     | <p><i>Speakers: Uju Asika</i></p> <p>"Drawing on insights from her book Bringing Up Race and her picture book A World for Me and You, Uju will provide actionable tips on how educators and caregivers can handle these complex and sensitive topics with even the youngest children. Uju will also discuss her brand new book, Raising Boys Who Do Better and why we need to do more in our schools and communities to promote healthier versions of masculinity.</p> <p>Maya Angelou urged us to 'tell the truth, to yourself first, and to the children'. Yet every day our kids pick up false and outdated ideas from society about issues like race and gender roles. Even if adults say nothing, kids learn about who fits where and who matters more. As parents and educators, we have the power to disrupt these messages, but only if we are intentional about changing the narrative. In this talk, acclaimed author Uju Asika will discuss why she's so passionate about telling stories that challenge the status quo. She will explore the power of personal narratives and storytelling to open up important conversations around identity, diversity, equity and belonging.</p> <p>"</p> |               |
| 12:45pm –<br>1:30pm | <b>R Exploring the experiences of PRUs and AP of Ofsted inspections</b>  | Maths 10      |
|                     | <p><i>Speakers: Sarah Johnson</i></p> <p>A hundred people from a range of PRU and AP responded to a survey aiming to explore their experiences and perspectives of inspection under the new Ofsted Framework. Together, we explore people's views from GEO, Head Teachers, teachers and support staff. We will explore some of the main themes around people's experiences of Ofsted beyond the anecdotal.</p>   |               |
| 12:45pm –<br>1:30pm | <b>N How will AI and ChatGPT change the way we teach and assess?</b>   | Venue 4       |
|                     | <p><i>Speakers: Daisy Christodoulou</i></p> <p>No More Marking are experts in the field of educational assessment who have integrated Open AI's GPT models into their assessment software to see if AI can help improve and speed up marking and feedback. They have also carried out small-scale projects investigating just how good AI is at writing student essays, and whether teachers are capable of spotting AI plagiarism. In this session, No More Marking's Director of Education, Daisy Christodoulou, will present the results of their research and explain what it tells us about how we should and shouldn't use AI in education.</p>  |               |
| 12:45pm –<br>1:30pm | <b>C Solidarity, authenticity and creativity: building and sustaining coaching and mentoring cultures</b>  | Waterloo Hall |
|                     | <p><i>Speakers: Rose Blackman-Hegan, Rachel Lofthouse</i></p> <p>While coaching and mentoring conversations are activities undertaken by individuals they can also become the engine room for organisational growth and impactful professional learning cultures. In this session the research which forms the foundation of the CollectivED Award will be outlined, and case studies of successful schools will be shared. Opportunities for discussion will help you explore key ideas and how they might create a powerful legacy in your own settings.</p>   |               |
| 12:45pm –<br>1:30pm | <b>E Understanding the World in Practice in Early Years</b>  | Concert Room  |
|                     | <p><i>Speakers: Emma Lennard</i></p> <p>This session will outline the power of a coherent, sequenced curriculum in Early Years and how we use 'Understanding the World' as a cornerstone for our curriculum design. We will explore real examples from schools who have aligned the principles of a knowledge-rich curriculum with child initiated learning whilst preserving the importance of play.</p>  |               |

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| 12:45pm –<br>1:30pm | H | <b>Lessons from the inside: What I learned delivering education in prison</b><br><i>Speakers: James Tweed</i><br>James Tweed, CEO of Coracle, has worked in 85 prisons across England and Wales and is an expert on digital exclusion. He reveals insights and advice gained from working in the most difficult and challenging educational environment. It's essential, he says, that all teachers appreciate the importance of digital inclusion. Prisoners, he says, have a unique insight into education and life and there is much that all educators can learn from hearing their stories.   | Venue 12            |
| 12:45pm –<br>1:30pm | Q | <b>How to use data to develop an inclusive curriculum</b><br><i>Speakers: Nav Ahmed</i><br>How effectively are you using data to enhance your curriculum? Within this session, through a case-study of the Institute of Foundation Studies at Arden University, you will learn about how we successfully implemented strategies to develop an inclusive curriculum, resulting in positive outcomes for our Foundation Year students. You will learn about the importance of data and useful sources of information; how to interpret data to identify key trends; how to develop possible strategies and select the most appropriate in response to the data; and how to evaluate the impact of data-informed interventions to improve the student and staff experience.   | Maths 11            |
| 12:45pm –<br>1:30pm | Q | <b>In Pursuit of Educational Equity for All: Reflections on the Power of Self, School and Society</b><br><i>Speakers: Dr Derron Wallace</i><br>In this talk, Dr. Derron Wallace offers a narrative account of his global pursuit of educational equity for all. Drawing on his experiences as a former teacher, community organizer, youth worker and policy analyst, along with insights from his new book, <i>The Culture Trap: Ethnic Expectations and Unequal Schooling for Black Youth</i> (Oxford University Press, 2023), Derron provides insights into the structural and cultural barrier that limit educational equity based on race, culture, gender and class. Critically, he points out what we all can do as teachers and educational advocates to challenge ourselves, improve our schools and transform our society. | AQA Main Auditorium |
| 12:45pm –<br>1:30pm | Q | <b>Racism as a Safeguarding concern for global majority children and young people</b><br><i>Speakers: Nicola Bailey</i><br>This presentation explores the key data highlighting the impact that racism has on the Social Emotional and Mental Health of children and young people. It provides a contextual justification for racial abuse having an increased level of prominence as an indicator of ACEs and being discretely highlighted as part of Trauma Informed training in schools. The audience will begin to understand how and why racial abuse is a safeguarding concern and the importance for schools to have safe spaces to discuss racial abuse along with clear reporting and monitoring procedures that are understood by all stakeholders which enable appropriate and effective responses to racial incidents.   | Venue 8             |
| 12:45pm –<br>1:30pm | I | <b>Social mobility and the role of education</b><br><i>Speakers: John Craven</i><br>In this presentation, John Craven, Director at the Social Mobility Commission will discuss the role education plays in social mobility outcomes.<br><br>He will share the Commission's priority areas of research in the education sector which supports their thematic priorities of nurturing talent (in early years, families and schools) and developing and distributing talent (post-16 pathways, employer and HE).<br><br>He will also offer delegates a preview of the SMC's new interactive Data Explorer tool, ahead of its launch in September - which will support educators and policy makers with access to detailed social mobility data for different parts of the country, enabling them to target the most in need of support. | Venue 7             |
| 12:45pm –<br>1:30pm | 3 | <b>Creating a unique curriculum in ITE; educating future teachers</b><br><i>Speakers: Henry Sauntson</i><br>Exploring the new requirements for ITE curriculum design and implementation through the lens of unique provider identity; this session looks closely at the new criteria for ITE that come into force from September 2024, and how providers can embrace and overcome the challenges inherent in the new stipulations whilst maintaining a unique and powerful vision for ITE for the future of the sector.  | Maths 2             |



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| 12:45pm –<br>1:30pm | <b>L Developing BAME women leadership within education through coaching and mentoring</b> Venue 9<br><i>Speakers: Lizana Oberholzer</i><br>An exploration of how coaching and mentoring strategies can be used to support women from BAME backgrounds to develop and progress into school leadership roles. The exploration will look at how coaches and mentors are developed, and how they engage with their mentees and coachees to maximise their potential.  |
| 12:45pm –<br>1:30pm | <b>L Educating for a Better World: Schools Embracing the Global Goals</b> Great School<br><i>Speakers: Katy Granville-Chapman, Kinvara Jardine Paterson, Fabian De Fabiani</i><br>In this interactive workshop, we will explore how educators can inspire their students to move from awareness of the Global Goals to taking action.<br>Participants will learn different strategies from expert educators on the Global Goals for engaging students in social action and making a meaningful impact in their communities.<br>Participants will have the opportunity to explore best practice examples that highlight ways for cultivating sustainability competencies in students.  |
| 12:45pm –<br>1:30pm | <b>L Mr &amp; Mrs: The headteacher edition</b> Google for Education Venue 5<br><i>Speakers: Karen Wespieser</i><br>How well do headteachers know their staff? Teacher Tapp asks 3 questions a day and we frequently spot topics where classroom teachers' and headteachers' responses differ. This session will use our nationally representative data to explore these differences, discuss how they might affect your school, and propose what you might want to do about them.   |
| 12:45pm –<br>1:30pm | <b>L Time To Think in a world full of noise</b> White Rose Maths Venue 1<br><i>Speakers: Rachel Johnson</i><br>When school leaders are asked where and when they do their strategic thinking, many of them say in the evening, at weekends and in holidays. Time to think is such a crucial requirement for any job but particularly one in schools and yet how much time do we actually give ourselves to think? And what is the quality of that thinking? In this session, we will explore HOW we can build time to think, what quality thinking looks like and why it is important if we want to develop and grow our current leaders and our future ones.   |
| 12:45pm –<br>1:30pm | <b>P Quality learning for everyone, everywhere: transforming the education system with a digital learner ID</b> Old Gym<br><i>Speakers: Alexander Iosad</i><br>The paper we are presenting proposes the implementation of a digital learner ID system to transform the education system and ensure quality learning for everyone, everywhere. The current education system is limited in its ability to meet the challenges of a dynamic and technology-driven age. To create lasting improvement, need less guesswork and more insight into how learners and settings are performing.<br><br>The digital learner ID would provide a unique identifier and a connected ecosystem of technology and data tools, allowing education data to be linked and accessed easily. Students and parents would have access to a personalized learner profile that displays key insights derived from data, including teacher feedback, achievements, and progress over time. This system would enable personalized learning experiences, empower parents to make informed decisions, provide educators with comprehensive information to tailor teaching and drive continuous improvement, and allow leaders to drive change in their settings with real-time data insights to support decision-making and accountability. |

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| 12:45pm –<br>1:30pm | <p><b>6 SEND Huh - what key practitioners have to say about SEND</b> <span style="float: right;">Schools Week Venue 3</span></p> <p><i>Speakers: Mary Myatt, John Tomsett</i></p> <p>HUH is the Egyptian god of endlessness, creativity, fertility and regeneration – a perfect deity for the school curriculum! In this session Mary Myatt and John Tomsett will reflect upon what they have learnt from the latest work in their HUH curriculum project, having interviewed experts in SEND provision and how those experts develop the SEND curriculum for real, on the ground, in our schools. Come to this session to learn about the latest thinking about the SEND curriculum and what it might look like in the future if we have the courage to begin with what our children need.</p> |
| 12:45pm –<br>1:30pm | <p><b>6 The SEND/ AP crisis. There are solutions Priority 3: Improved provision for children with SEND and in Alternative Education</b> <span style="float: right;">Venue 6</span></p> <p><i>Speakers: Vic Goddard, Sabrina Hobbs</i></p> <p>In this session, Sabrina Hobbs and Vic Goddard identify and explore the causes, the effects, and viable solutions to the crisis surrounding inclusion, with a focus on the mainstream offer, lack of specialist school places, the pressures in the system, and the overall impact on all children and young people.</p> <p>Are we really doing all we can to be inclusive? Is there more we can do? Is there a solution to the crisis?</p>  |
| 12:45pm –<br>1:30pm | <p><b>W Boundaries: How to Thrive in Teaching as a Middle Leader</b> <span style="float: right;">Maths 3</span></p> <p><i>Speakers: Gemma Drinkall</i></p> <p>As a Middle Leader, you attempt to be everything to everyone. You want to have a positive impact on the students in your classroom and the wider school community. You want to be seen as a beacon of professionalism by your team. Yet, this takes its toll on you. You struggle to switch off. You struggle to say no to SLT. You feel out of control. What you need are boundaries. This session will help you to define your non-negotiables, take back control of your to-do list and say no professionally, leaving you feeling confident, positive and happy in teaching.</p>  |
| 12:45pm –<br>1:30pm | <p><b>7 How are teachers in schools and colleges ensuring young refugees and their families are welcomed and integrated?</b> <span style="float: right;">Driver Lecture Room</span></p> <p><i>Speakers: Fred Grindrod</i></p> <p>The NASUWT joined with Citizens UK to set up an accreditation scheme – Refugee Welcome Schools - which recognises schools' commitment and essential role in supporting refugees to integrate into the community. This talk will share experiences from the project and set out how teacher unions are playing their role in welcoming refugees and migrant families into our school systems. It will also look at how the global teacher union movement.</p>   |
| 12:45pm –<br>1:30pm | <p><b>7 Wellbeing starts before birth - we must use brains to build better mental (and cognitive) health.</b> <span style="float: right;">Maths 1</span></p> <p><i>Speakers: Gillian Bridge</i></p> <p>The session will be both challenging and exciting. Attendees may not agree with some (or even much) of what I have to say, but it should stimulate deep reflection on what has been happening to some young people's health, and will provide many genuinely practical takeaways for educators and parents. Even, dare I say? for policy pundits.</p>  |

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| 12:45pm –<br>1:30pm | 7 <b>Why our children are f**ked and what we can do about it</b>   | Venue 11           |
|                     | <p><i>Speakers: Adrian Bethune</i></p> <p>Children's mental health and wellbeing has been steadily declining in the UK over the last decade and the pandemic worsened an already troubling situation. With one in six children and one in four 17- to 19-years-olds experiencing a probable mental disorder (NHS Digital 2022) what is going on?</p> <p>All is not lost, however, as research also shows that schools and teachers have a major effect on children's wellbeing – in fact, almost as much as they impact their academic attainment.</p> <p>In this session, teacher and author, Adrian Bethune will shine a spotlight on what are likely to be the 'best bets' for improving children's wellbeing. If you want to understand the science of wellbeing and its implications for UK classrooms, this session is not to be missed.</p>   |                    |
| 12:45pm –<br>1:30pm | 8 <b>Inspiration and implementation: putting climate change and sustainability know-how into educational practice</b>  | Venue 10           |
|                     | <p><i>Speakers: Jonathan Dewsbury, Christine Ozden, Emily Shuckburgh OBE</i></p> <p>As educators, researchers and citizens, we know a lot about climate change and sustainability: its challenges, potential solutions, where there is certainty and uncertainty. It's a rapidly evolving picture. How do we practically implement this, building on the latest educational approaches and thinking, in schools?</p> <p>This session comes just over a year on from the Department for Education's launch of the Sustainability and Climate Change Strategy - designed to ensure education plays a vital role in helping tackle climate change by creating a better, greener world for future generations.</p> <p>How will this start playing out for those working across education, from primary, through to secondary, further and higher education? Ultimately, preparing today's learners for a future of green job, clean tech and a rapidly shifting economy and society.</p> <p>To explore this Jonathan Dewsbury, who leads on sustainability at the Department for Education, will be in conversation with Cambridge's climate education global lead, Christine Özden.</p> |                    |
| 12:45pm –<br>1:30pm | 8 <b>School grounds, outdoor learning and play: a global perspective</b>   | Maths 4            |
|                     | <p><i>Speakers: Matt Robinson</i></p> <p>There is growing momentum to transform school grounds into nature-filled spaces for learning and play, and to enhance climate resilience and improve health and education outcomes – especially for children most impacted by systems of inequity and environmental injustice. The Greening School Grounds &amp; Outdoor Learning movement will engage leaders and practitioners around the world to learn about successful approaches and scalable strategies for greening school grounds, outdoor learning and play.</p> <p>Matt Robinson, Salzburg Global Fellow and project manager of Climate Ready School Grounds, will share how you can get involved and transform your school's approach to outdoor space, teaching and learning, and break times.</p> <p>Come and be inspired by practice from around the world and how your work can connect to this growing global movement.</p>  |                    |
| 12:45pm –<br>1:30pm | T <b>A Whole School Approach to Outdoor Learning</b>   | Yurt Speaker Venue |
|                     | <p><i>Speakers: Andy Carley</i></p> <p>Based on our experience of working with hundreds of schools we will explore a blueprint/template for how to engage your whole school community and site. Staff training, stakeholder engagement, site development, planning and resourcing will all be looked at as part of a key ingredients approach to embedding cultural change for outdoor learning.</p>   |                    |
| 12:45pm –<br>1:30pm | T <b>Retrieval practice: what, why, when and how?</b>  | Edapt Venue 2      |
|                     | <p><i>Speakers: Adam Boxer</i></p> <p>Retrieval practice is everywhere: and with good reason. It is an extremely well-evidenced and powerful route to building student knowledge and retention over time. Despite its popularity in principle, many teachers and leaders are unsure of its precise definition and concrete application in the classroom. In this whistle-stop-tour of retrieval practice, we will explain exactly what it is (and what it isn't), why it's important and how teachers can use it in the classroom and leaders can embed it across the curriculum.</p>  |                    |

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| 12:45pm –<br>1:30pm | T | <b>Using purposeful questioning in science</b><br><i>Speakers: Jane Bryant, Kayleigh Moss</i><br>How can a good question stimulate engagement and curiosity while supporting students learning and outcomes. Exam questions don't just need to be used in summative assessments. Join our workshop where we will look at how exam items and mark schemes can be used to ask the 'why' questions which develop real understanding and confidence so students can tackle the full range of exam questions they will encounter.  | Maths 7                      |
| 1:45pm – 2:30pm     | 6 | <b>Teaching our autistic minds</b><br><i>Speakers: Chris Packham</i><br>The government's SEND and AP improvement plan aims to rectify the failings of a system struggling to live up to its aim of including students with educational needs and disabilities in mainstream schools and classrooms. But why does inclusion matter? Chris Packham recounts what drove him to create the documentary series, 'Inside our autistic minds', what he learned from the experience and why teachers play such a vital role for these students and for wider society.   | AQA Main Auditorium          |
| 2:45pm – 3:15pm     | W | <b>'Back from the Brink' – Gambling, Addiction and Mental Health Awareness and Protection</b><br><i>Speakers: Patrick Foster</i><br>-Sharing of personal, real and hard-hitting story/example of living with addiction.<br><br>-Providing insightful and impactful facts and figures around gambling and online gaming and why awareness and education is so important for young people and why this is no longer an issue that schools can ignore in safeguarding their pupils.<br><br>-Offering advice in how individuals can spot signs in themselves and others and where that help can be found/signposting help for all addiction and mental health related issues.<br><br>-Explaining the convergence between online video gaming and gambling and how one is providing a 'gateway' for the other as well as raising awareness of the emergence of other markets.<br><br>-Information about the importance of proactivity around mental health and exploring healthy v unhealthy coping strategies when it comes to addictive substances and behaviours.<br><br>-Raising awareness and understanding of why young people are so vulnerable and what they can do to protect themselves and how others can help and play a part. | Sir Christopher Lee Theatre  |
| 2:45pm – 3:30pm     | A | <b>Equality in Schools: From Compliance to Commitment</b><br><i>Speakers: Penny Rabiger</i><br>In this session attendees will explore the elements needed for compliance with the Public Sector Equality Duty for Schools and will have an opportunity to understand what compliance is, and how it can be expanded to ensure that equality is embedded throughout your school policy and practice.   | Google for Education Venue 5 |
| 2:45pm – 3:30pm     | A | <b>Panel: How do you solve a problem like accountability? Priority 5: A Better Accountability System</b><br><i>Speakers: Caroline Derbyshire, Duncan Spalding, Sharifah Lee, Anita Johnson</i><br>Chaired by Duncan Spalding, this discussion panel of school leaders explores how we might approach school accountability differently in the future.<br><br>How can we build a better and more sustainable accountability system that helps us to take care of our school workforce?   | Venue 6                      |

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| 2:45pm – 3:30pm | R | <b>Education for the 21st Century</b><br><i>Speakers: Hugh Viney</i><br>We will explore the new education landscape and showcase how our award winning online school is providing a much needed alternative to traditional schools.  | White Rose Maths Venue 1 |
| 2:45pm – 3:30pm | N | <b>The AI Classroom: Teaching and Learning in The Artificial Intelligence Revolution</b><br><i>Speakers: Dan Fitzpatrick</i><br>In this keynote talk, participants will be taken on a journey through the ever-evolving world of technology and the ways in which artificial intelligence is transforming our lives. This informative and thought-provoking presentation will examine the impact of AI on education and explore ways in which it can be leveraged to enhance the learning experience.<br><br>Attendees will come away with a deeper understanding of the potential of AI in the classroom and strategies for incorporating it into their teaching practices  | Venue 4                  |
| 2:45pm – 3:30pm | C | <b>CoachMeet; Exploring coaching futures for education. An invitation to contribute, discuss and celebrate emerging coaching practices</b><br><i>Speakers: Rose Blackman-Hegan, Rachel Lofthouse, Christian van Nieuwerburgh, Sheila Ball</i><br>From Thinking Environments to Instructional Coaching, from empowering individuals to supporting brighter educational futures for all - there is so much exciting and powerful practice in coaching in education. Come and share what you are doing. We promise you a chance to contribute as well as to explore new ideas emerging from our work.   | Waterloo Hall            |
| 2:45pm – 3:30pm | H | <b>Skills for communicating with the world</b><br><i>Speakers: Lucy Hayter</i><br>This will be an interactive session where educators and students will learn about the power of dialogue as a communication tool and how Generation Global's programme 'The Ultimate Dialogue Adventure' can be used to equip young people, in a fun and engaging way, to become active, open minded global citizens.   | Venue 8                  |
| 2:45pm – 3:30pm | I | <b>Fear and education: Inequality and the mask of school segregation in England</b><br><i>Speakers: Danny Dorling</i><br>Rather as people now sometimes wear masks because they think it will reduce their chances of getting an infection, parents' choices about schools are often guided in England over a belief about how school choice might protect their individual child. However, just like masks, and masks can have a protective effect, but no one is quite sure what that effect is and how it changes over time. Similarly with schools, paying for a home in a good school catchment, or paying a school directly for access to it, or paying for a private tutor, may not now be as advantageous as many parents believe – but for some it may make all the difference. However, these choices could well have altered life-chances much more in the past than they do now. Just as wearing a mask during a conventional influenza pandemic may have been highly effective in the past (it comes and goes quickly). School choices: public / private / independent/ grammar / tattler-recommended-comprehensive / bog-standard – are as contentious as debates about masks and illness. In a society that has become as economically unequal as Britain, you might think that surely the benefits of securing a head-start for your child are greater than they used to be. In this talk I will suggest that this may not be the case. I also touch on further education, and on schools serving the most disadvantages communities too, what problems most and least affect them. I'll ask why we English still exclude so many pupils so often each year from our normal schools in contrast to the rest of Europe (and Scotland). Why do we, almost alone in Europe, demand our children wear uniforms. Are we odd Europeans who are becoming progressively more unusual? I will touch on the privatisation of Higher Education and ask how big can the overseas undergraduate and postgraduate fees bubble grow? Prior to 2023 the housing price bubble grew far larger than many of us believed possible. Could the same happen with university fees? All this in 30 minutes, with time for questions. And feel free to wear a mask, or not, or one of a more expensive makes (a cut above your neighbour's mask), or just one some of the time, – I'll not judge. | AQA Main Auditorium      |

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| 2:45pm – 3:30pm | I | <p><b>Race, Class, Gender, and Educational Desire: Why Black and Brown students Succeed Yet Fail</b><br/> <i>Speakers: Heidi Safia Mirza</i> <span style="float: right;">Venue 7</span></p> <p>In this talk Heidi Mirza explores the myths of meritocracy and social mobility as it unfolds for young Black and Brown people in school, university and into the world of work.</p> <p>The driving impulse of new and settled communities of colour in Britain to see education as a way up and out of structural poverty and disadvantage is undeniable. However, education does not always provide a level playing field of opportunity for all groups, many of whom suffer 'ethnic penalties' in terms of achievement and occupational outcome. The intersectionality of Race, ethnicity, class, and gender as well as history of migration and geography plays a crucial role in understanding differential access to educational opportunities, and the role of discrimination in shaping young Black and Brown lives.</p> <p>Drawing on her findings from the IFS Deaton Review of Race and Ethnic Inequality, Heidi attempts to answer the question, 'Why does improved educational attainment not always translate into equivalent labour market success for those from minority ethnic backgrounds and why does it do so more for some minorities than for others?' and offers some answers for educators who courageously labour at the chalkface.</p> |
| 2:45pm – 3:30pm | 3 | <p><b>Initial Teacher Training in England: where we are, where we need to get to, and how we get there</b><br/> <i>Speakers: Patrick Garton</i> <span style="float: right;">Maths 4</span></p> <p>This will be an illuminating and sometimes provocative session that will explore the highly significant question of how we should best prepare our new teachers. It will shine a light on some of the longer term and more recent forces that have shaped the current context and then consider where we should go next in order to ensure we have great teachers joining our profession who are prepared in the most effective way to start their careers.</p>   |
| 2:45pm – 3:30pm | L | <p><b>Coaching for Social Action: Empowering Teachers to Mentor and Guide Young Leaders</b><br/> <i>Speakers: Katy Granville-Chapman, Jess Talbot, Emmie Bidston</i> <span style="float: right;">Great School</span></p> <p>In this session, we will explore the role of teachers as coaches and mentors for young leaders in social action. Participants will learn about different coaching and mentorship techniques and how they can be applied to guide and support their students in taking meaningful action towards the Global Goals. We will also discuss strategies for building strong relationships with students and creating a safe and supportive learning environment.</p>  |
| 2:45pm – 3:30pm | L | <p><b>Mental Health in Education: Voices that lead improvements.</b> <span style="float: right;">Maths 1</span><br/> <i>Speakers: Lakshmi Divakarla, Claire Sewell, Dean Johnstone</i></p> <p>The session will be delivered by colleagues from Minds Ahead, a high-performing social enterprise which exclusively focuses on improving the mental health of the educational community. The session will aim to bring an awareness of the key strategic choices and emerging research being engaged with at both school and national levels to improve mental health within education and the need to make this relevant to each unique educational setting. Using a 'lived experience' approach, two of our students will share their journey towards qualification as a school mental health specialist and as leaders of mental health in their own setting.</p>  |
| 2:45pm – 3:30pm | L | <p><b>Parm Plummer - Do women lead differently?</b> <span style="float: right;">Venue 9</span><br/> <i>Speakers: Parm Plummer</i></p> <p>Sometimes you get a sense that if a woman was in charge, things would be different. But how accurate is this? Do women really lead differently or are we the same, but different? Join me for this session where we will explore some of the myths and truths about female leaders.</p>  |
| 2:45pm – 3:30pm | L | <p><b>People-centred CPD: Building Coherence, Core and Culture</b> <span style="float: right;">Maths 3</span><br/> <i>Speakers: Nikki Sullivan</i></p> <p>Teaching is complex. Leading is complex. Creating a CPD model which feels cohesive and uncluttered is complex – and engaging in the complexity is how we ensure it lands simply and effectively. In this session, we will explore this complexity, considering how we build a core CPD structure which supports the ongoing and sustainable development of our teams. We will identify some of the key cultural pillars which need to be in place to support this core structure. Finally, we will consider a range of 'non-core', cultural-building CPD opportunities, such as Faculty Research Leads and Open Classrooms.</p>   |

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| 2:45pm – 3:30pm | L | <p><b>Two Heads Podcast - Live!</b></p> <p><i>Speakers: Jonathan Rice, Sarah Shirras</i></p> <p>A live recording of the weekly podcast about Education Leadership and Politics. Come along and reflect with us on the big issues in education today. There will be an expert panel and plenty of audience participation!</p> <p>Regular Two Heads Podcast hosts Sarah Shirras and Jonathan Rice will be joined by an expert panel from the world of education and politics.</p>   | Old Gym              |
| 2:45pm – 3:30pm | L | <p><b>Urban school leadership: finding the sweet spot</b></p> <p><i>Speakers: Colin Diamond</i></p> <p>The session will commence with a brief overview of what was learnt from the 15 authors who contributed to the Birmingham Book using PowerPoint slides (school leaders, academics and governors) It will then invite delegates to reflect on their own experience of leading schools in our cities and conurbations with a quick PESTLE-type analysis to engage everyone interactively. We will then talk about 'what really works' (all based on strongly performing schools) and how leaders can draw on the lessons from the Birmingham Book authors and apply/adapt them to their own settings.</p>   | Edapt Venue 2        |
| 2:45pm – 3:30pm | P | <p><b>Making good teachers into good mentors</b></p> <p><i>Speakers: Sue Cronin</i></p> <p>This session will be an interactive presentation of research findings from case studies of ECT mentors and induction tutors from a range of schools across the North West. Their experiences provide useful learning of how policy may (or may not!) be implemented and enacted effectively. The presentation will also consider a review of the wider evidence base and current research on mentoring. This will look at the professional development, practices and architecture school leaders need to build to create successful, positive mentoring and coaching environments that benefit all staff.</p>   | Maths 9              |
| 2:45pm – 3:30pm | 6 | <p><b>Inclusion: what does this look like for pupils with medical needs?</b></p> <p><i>Speakers: Cath Kitchen, James Gibson</i></p> <p>There is much narrative about inclusion for children with externalising behaviours but little on inclusion of pupils with medical difficulties. The ripples of impact from the pandemic are still evident, with sparse information available to support best practice. This workshop will present practical ideas for schools on inclusion approaches for children with medical needs, and how schools can maintain the child's sense of belonging to their community. It will include case studies, signposting to resources, and practical examples that can be taken away and used. We will also reflect on the proposed changes in the SEND Green Paper.</p> | Schools Week Venue 3 |
| 2:45pm – 3:30pm | 6 | <p><b>Our schools aren't built for adolescents</b></p> <p><i>Speakers: Brett Wigdortz, Tim Brighouse, Essie North, John Coleman, Uju Asika</i></p> <p>With their bells and regimented school days, some schools appear more like prisons particularly to those in adolescence which now starts earlier and ends later – especially if they aren't academic and/or have some SEND. Do we need more separate Alternative Provision or is that covering up an inadequate curriculum? Is school size a problem? And the pattern of the school day? And if so, how do we overcome it?</p>  | Chapel               |
| 2:45pm – 3:30pm | 6 | <p><b>The Inclusive Classroom</b></p> <p><i>Speakers: Ciaran Beatty, Melanie Cunningham</i></p> <p>We will provide participants with a theory summary and real life examples of how to create a really inclusive classroom, where SEND children are fully integrated into the learning space. We will provide opportunities for questioning and an open invite to visit our school.</p>   | Maths 2              |

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| 2:45pm – 3:30pm | 7 | <p><b>Death, grief and loss – why do we need to talk about it?</b></p> <p><i>Speakers: Tracey Boseley</i></p> <p>Talking about death, particularly with children and young people, is hard. Is it too sad, too difficult, or are we afraid of 'getting it wrong'? This can lead to isolation and loneliness for a bereaved young person; grief impacts on concentration, learning and achievement. Bereavement support starts with being able to talk honestly about death and grief. This session will seek to overcome barriers and explore opportunities to have supportive conversations about death and grief with pupils, families, carers, colleagues, and the wider school community. It will also signpost to guidance, support, training and information specific to the education sector.</p>  | Venue 12            |
| 2:45pm – 3:30pm | 7 | <p><b>Enhance Student and Staff Wellbeing in Your School</b></p> <p><i>Speakers: Adrian Bethune, John Magee, Andrew Cowley, Niomi Clyde Roberts, Ian Morris, Naomi Barker</i></p> <p>Join Bloomsbury Education wellbeing authors in a Q&amp;A panel session where they will discuss and take questions on how to support staff and student wellbeing.</p>   | Venue 13            |
| 2:45pm – 3:30pm | 7 | <p><b>Our Community is Your Community – successful student refugee support within further education</b></p> <p><i>Speakers: Shivan Merza</i></p> <p>A former refugee, Shivan leads the 'Our Community Is Your Community' programme for NCG, which has worked directly with approximately 120 refugees, asylum seekers and other ESOL students in its Newcastle, Carlisle, and Kidderminster Colleges since 2021. NCG plans to build on its success across the group.</p> <p>From navigating application forms and automated systems to travelling around their new city, this session will set out how the programme supports student refugees to overcome barriers they face when arriving and learning in a new culture and society, whether that's English language or building social bonds and connections, employability or health and wellbeing.</p> | Driver Lecture Room |
| 2:45pm – 3:30pm | 7 | <p><b>Panel: Cultivating staff wellbeing</b></p> <p><i>Speakers: Kulwinder Maude, Sarah Johnson, Alistair Wood</i></p> <p>With recruitment, retention and workload in crisis, a focus on staff wellbeing has never been more important. But how can leaders who are themselves under pressure dealing with these crisis and straitened budgets really do anything about it?</p> <p>The panel will consider the various factors that affect staff's feelings of wellbeing including behaviour, marking, accountability and more, and offer practical, evidenced-based solutions to start making a difference today.</p>  | Venue 11            |
| 2:45pm – 3:30pm | 7 | <p><b>Trying to get back to normal: supporting students who find attending school difficult.</b></p> <p><i>Speakers: Monisha Jefcut, Roisin Mcevoy</i></p> <p>Since the Covid-related partial school closures, more young people are missing more days at school than ever before. School staff also tell us that more students than before are struggling to participate fully in school, avoiding some activities, times of the day or parts of the school building. For many students, their emotional response to school has made it difficult to 'get back to normal.' In this talk, Monisha and Roisin will explore what schools can do to help students with emotionally-based school avoidance.</p>   | Maths 11            |
| 2:45pm – 3:30pm | 8 | <p><b>Contributing to a climate and sustainability action plan</b></p> <p><i>Speakers: Cheryl Hadland</i></p> <p>After an introduction to sustainability and CAPs, participants will have the opportunity to have • structured reflection time on the risks to their particular setting of climate change and decreasing sustainability (financial, environmental, social, governance), • opportunity to discuss concerns with fellow participants • discuss mitigations for those risks • draft actions that can be integrated into their setting's existing action plan or into a stand alone CAP, using a choice of structures (3 I's, Dixon's Cs, SMART) to suit. • Identify how to progress on this journey to improving sustainability on returning to work. See Tops' RA/CAP if wanted.</p>  | Concert Room        |



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| 2:45pm – 3:30pm | 8 | <p><b>Developing a Climate and Sustainability Curriculum - purpose, process and challenges</b> Venue 10</p> <p><i>Speakers: Lekha Sharma</i></p> <p>Lekha will be discussing how she has navigated both the explore and prepare phase (EEF implantation guidance) in designing a climate and sustainability curriculum within her Trust. Her talk will explore the purpose of this work, how it sits within the wider curriculum framework and the challenges involved in the early stages of curriculum development. She will also share how wider organisational culture contributes to the curriculum design and development process.</p>  |
| 2:45pm – 3:30pm | T | <p><b>Academy for the Mathematical Sciences: <a href="https://www.acadmthsci.org.uk/">https://www.acadmthsci.org.uk/</a></b> Maths 10</p> <p><i>Speakers: Christie Marr</i></p> <p>The UK has the Royal Academy of Engineering, the Royal Society of Chemistry, the Institute of Physics, the Royal Society of Biology and the Academy of Medical Sciences. Surprisingly, there is no comparable organisation for mathematics.</p> <p>A group of top mathematical scientists including academics, teachers, educators, and practitioners from across the UK is working to change this by establishing an Academy for the Mathematical Sciences which we hope will sit alongside the above institutions for many hundreds of years.</p> <p>The Academy will, for the first time, offer a body which spans the whole of the mathematical sciences. This will include those in mathematics education at school level and beyond, through researchers and lecturers in academia, to practitioners, including end-users, in industry and commerce. First and foremost it will be external facing, with advocacy at its heart, offering a single powerful voice that reinforces and amplifies the work of the many learned and professional bodies supporting the mathematical sciences.</p> <p>We are currently in "proto-Academy" set-up phase, aiming to launch the full Academy by Spring 2025. It's really important to us that we get active engagement from teachers at this early stage as we work to shape the Academy and in this session I'll talk about the progress we've made to date and our future plans for the Academy.</p> |
| 4:00pm – 4:45pm |   | <p><b>Autistic learners and variation- building flexible knowledge</b> White Rose Maths Venue 1</p> <p><i>Speakers: Lisa Heys, Anne Heavey, Kay Rimmington-Singh</i></p> <p>This session zooms into one consideration as part of a wider approach to make learning accessible by working towards inclusive planning. The session will consider how evidence about variation and autistic learners can be applied to medium-term planning. Insights from research and the science of learning will be linked to strategies that can be applied across phases and subject areas. Models and examples will make the principles accessible and set them in concrete contexts from a range of subjects and phases.</p>   |
| 4:00pm – 4:45pm | F | <p><b>Apprenticeships: Building life skills and developing a world view</b> Edapt Venue 2</p> <p><i>Speakers: Cerian Ayres, Paul Warner</i></p> <p>Apprenticeships provide opportunities for individuals of all ages to develop the technical knowledge, skills and behaviours for work, while realising their aspirational goals. They are a vital part of the educational landscape, enabling individuals to secure decent work, and businesses and communities to thrive. We will explore what it means to be a T-Shaped learner and how education for sustainable development (ESD) is increasingly recognised as a core component of quality education, developing skills that are desired by employers and help meet sustainability goals. We'll provide practical ideas to enhance your delivery and share toolkits, resources and case studies.</p>   |
| 4:00pm – 4:45pm | G | <p><b>Time to inject innovation into trust governance</b> Schools Week Venue 3</p> <p><i>Speakers: Tiffany Beck</i></p> <p>The academy trust sector is large and growing, with each trust governed by a Board of Trustees which has strict duties under both charity law and company law. Trustees are therefore both company directors and charity trustees, with oversight of extensive and complex budgets, estates, audit, risk and HR, all of which underpins educational quality. In a growing sector where the supply of top-notch trustees is not yet catching up to demand, getting the right people to take this on and support a dynamic sector to evolve and develop can be challenging. We look at ways of doing that differently.</p>   |

4:00pm – 4:45pm

**8 Communicating climate change using comedy**

AQA Main Auditorium

*Speakers: Dr Matt Winning*

Dr Matt Winning combines his decade of experience in both climate research and stand-up comedy to show the possibilities of novel methods of communication as a teaching tool using experts from his live shows and book “Hot Mess: What On Earth Can We Do About Climate Change?”

You’ll learn. You’ll laugh. What’s not to love.

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