

# CONFERENCE

Wednesday 30<sup>th</sup> June | 14.00 – 17.05 | Online

Thursday 1<sup>st</sup> July | 09.20 – 12.25 | Online



## Virtual Summer Conference 2021

#sumconf2021

Sponsored by:



### Special Keynote Speaker



**Professor Dylan Wiliam**

Emeritus Professor of Educational Assessment at University College London

How Do We Prepare Young People for a World We Cannot Imagine?

### Wednesday 30<sup>th</sup> June Presenters

**Professor Dylan Wiliam** – University College London | **Professor Paul Howard-Jones** – University of Bristol | **Linbert Spencer OBE** - Linbert Spencer Consultancy | **Marc Rowland** – Unity Schools Partnership | **Lionel Bolton** – Oxford University Press | **Clare Sealy** – States of Guernsey | **Verity Hyde** - Torbay Early Years and Childcare Advisory Service | **Jonathan Bishop** – Cornerstone Academy Trust | **Mandy Coalter** – Talent Architects | **Casper Rongsted** – Nordic Schools

### Thursday 1<sup>st</sup> July Presenters

**Professor Lee Elliot Major & Anne-Marie Sim** – University of Exeter | **Professor Becky Allen** – Teacher Tapp | **Vivienne Porritt & Bukky Yusuf** - #WomenEd | **Helen Prince** – Oxford University Press | **Naureen Khalid** – UKGovChat | **Izzy Ambrose** – Yate Academy | **Ed Vainker** – The Reach Foundation | **Rob Coe** – Evidenced Based Education | **Dean Johnstone** - Carnegie Centre of Excellence for Mental Health in Schools | **Jon Tait** - Areté Learning Trust

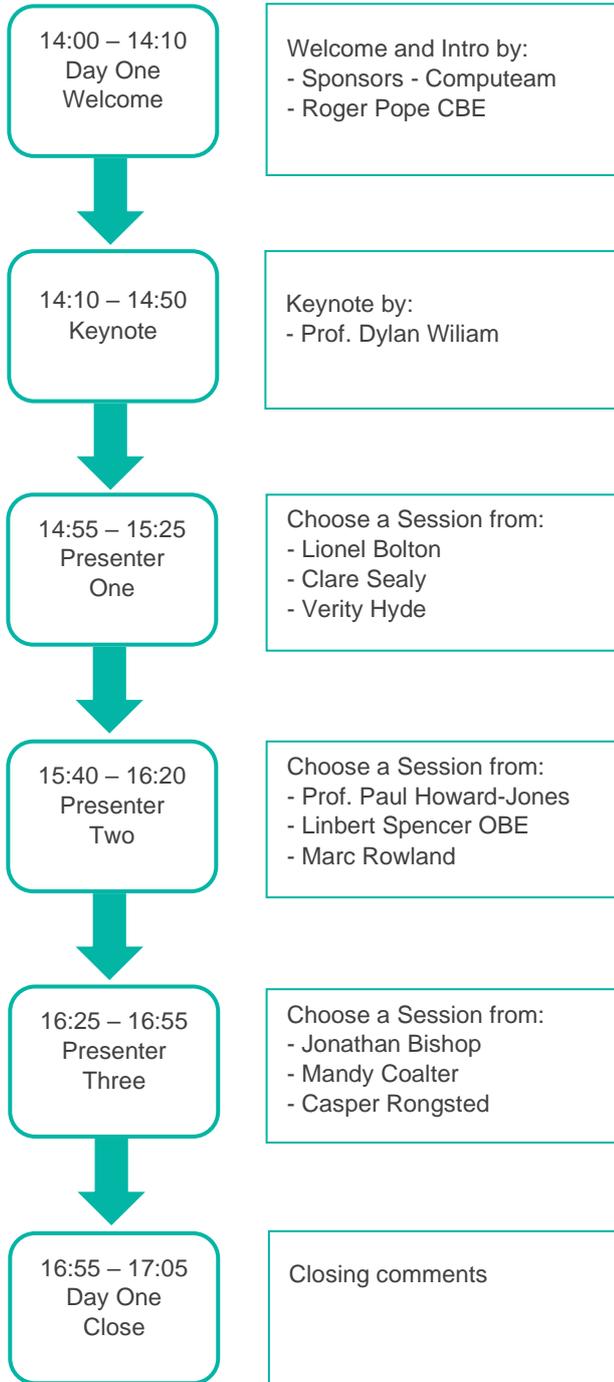
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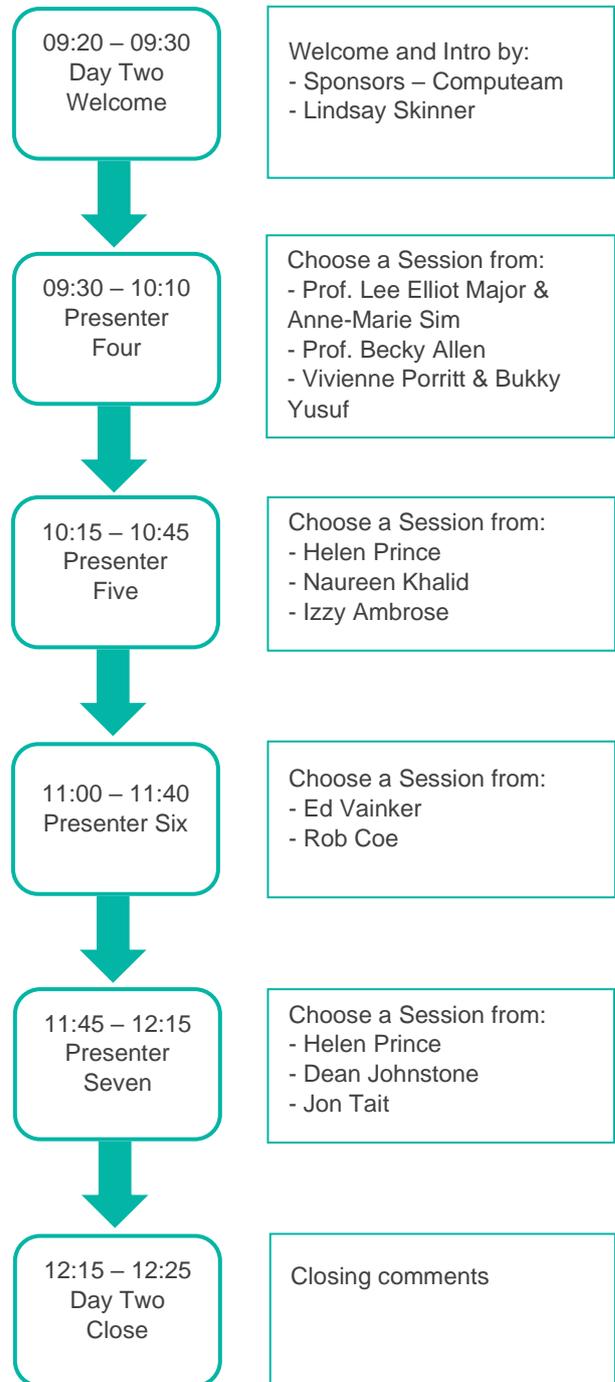


# Virtual Summer Conference Agenda

## Day One – Wednesday PM



## Day Two – Thursday AM



**This Virtual Conference will be delivered through a series of live presentations. Delegates will have the opportunity to interact with each other and post questions live during the conference. Video recordings of all sessions will be available to delegates after for a limited period.**



## About Wednesday's Presenters



### How Do We Prepare Young People for a World We Cannot Imagine? PROFESSOR DYLAN WILIAM

Dylan Wiliam is Emeritus Professor of Educational Assessment at University College London. In a varied career, he has taught in inner-city schools, directed a large-scale testing programme, served a number of roles in university administration, including Dean of a School of Education, and pursued a research programme focused on supporting teachers to develop their use of assessment in support of learning.

Children beginning school this year are likely still to be working in the final quarter of the 21st century. This means that no matter how much they learn at school, it won't be enough, because most of what they need to know for their lives—both inside and outside the world-of work—hasn't been discovered or invented yet. And while there are those that claim to be able to predict what kinds of skills will be needed in the future, the truth is we just don't know.

The idea that children should learn how to learn used to be an optional extra; now it is a survival skill. Science, technology and mathematics will be important in the future, but so will subjects like music, drama, dance, and art, partly because they play a role in helping people live fulfilled lives, but also because these subjects emphasize creativity more than other subjects, and creativity is the one thing we know machines can't do. In this presentation, Dylan will outline the role of teachers and school leaders to ensure that young people take control over their lives, appreciate their culture, make a difference in the world, and find rewarding work.



### Bridging the Word Gap at Transition LIONEL BOLTON

Lionel has worked in secondary school educational publishing for the past 18 years, and is currently Head of Secondary English, Languages and Humanities at Oxford University Press (OUP).

Lionel is part of the OUP team behind the two Oxford Language Reports Why Closing the Word Gap Matters and Bridging the Word Gap at Transition (visit [oxford.ly/wordgap](http://oxford.ly/wordgap) for further information). He has also been English Subject Advisor for the exam board Edexcel and Head of English in an 11-18 secondary school.

This session will provide a summary of the latest Oxford University Press report together with practical ideas to help address vocabulary needs as pupils move from Key Stage 2 into Key Stage 3.



### Responsive Leadership CLARE SEALY

Clare Sealy is the head of curriculum and standards for the States of Guernsey. Prior to that she was a primary headteacher in Tower Hamlets for 22 years. She is interested in the application of research in the classroom. In particular, she wants to make sure that what happens in school is genuinely based on good research and not on some distortion of what the research actually says. In 2018 she was named by the TES as one of the top ten most influential people in education. She blogs at [www.primarytimery.com](http://www.primarytimery.com)

In the same way that responsive teaching that picks up and adjusts in real time to feedback about what children are struggling with, so too leadership needs to respond to what is happening on the ground in a dynamic and responsive way. Instead of judging or grading, what we see happening – or not happening – in the classrooms should prompt us to ask questions of ourselves.

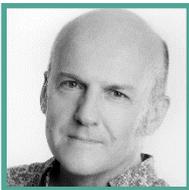


## Beyond the Word Gap; Making a Meaningful Impact on Children's Communication and Language

VERITY HYDE

Verity completed a BSc in Human Communication Science at Curtin University in Perth, Western Australia and worked as a Speech and Language Therapist from 2008 to 2012 in Australia and the UK. In her role as an Early Language Consultant with the Torbay Early Years and Childcare Advisory service, Verity supports all those working in the early years sector in Torbay. It is her passion to see children develop the speech, language and communication skills that are so important to their well-being, education and enjoyment of life.

The "word gap" has become a familiar expression to describe the deficit that some children have in their language development when compared to their peers with age-appropriate language skills. The statistics are well known - the size of a child's vocabulary is the best predictor of success in future education and children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood. And because the statistics are well known, you will already know the children that you worry about. Let us discuss how interactions, the activities that are planned and the environment can continue to be thought about to support children's development of communication and language.



## The Science of Learning

PROFESSOR PAUL HOWARD-JONES

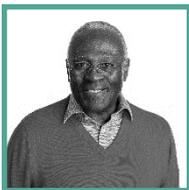
Paul Howard-Jones is Professor of Neuroscience and Education at the School of Education, University of Bristol, where his work has entirely focused on issues at the interface of cognitive neuroscience and educational theory, practice and policy. He applies diverse research methods from computational brain imaging studies to classroom observations in order to understand learning processes and their potential relevance to educational learning.

He has authored numerous reviews and books about the science of learning (most recently "Evolution of the Learning Brain", published by Routledge). He is more widely known as a presenter on the BAFTA-nominated Channel 4 series "Secret Life of Four Year Olds".

This keynote will focus on the 'how' and 'why' of educational practice, and on the value of insight from cognitive neuroscience for informing planning, implementation and evaluation of practice in the classroom.

Attendees will discover their unique professional role in influencing the function, connectivity and even the structure of their learners' brains, how learners can become engaged or disengaged in the classroom, the processes by which new knowledge comes to be represented in the brain and how consolidation causes it to become useful, accessible and more permanent.

The session draws on work undertaken at the University of Bristol, funded by the Wellcome Trust, focused on a research-based approach to successfully incorporating the Science of Learning into the teaching of all age groups.



## Where You Stand Determines What You See: A Perspective on Inclusion, Diversity & Equality

LINBERT SPENCER OBE

Linbert has been helping organisations and individuals to transform themselves for more than 30 years. He is an international consultant specialising in inclusion, diversity, and equality; leadership; performance management; personal development; and coaching. Linbert has delivered programmes and facilitated learning and development seminars and workshops in more than 20 countries as well as across the UK.

He is a trustee of the Harpur Trust – four independent schools in Bedford and a trustee of the HEART Multi-Academies Trust in Bedford. A former professional actor, international athlete, television presenter and CEO of a national not-for-profit organisation, Linbert has appeared in many television and radio programmes, including two appearances on BBC Television's Question Time.

Linbert is a prolific public speaker, author of The Diversity Pocket Book and How To Build a Multi Ethnic Church, co-author of Introducing the Business of Inclusion with Paul Anderson-Walsh and a contributor to a number of other publications and Director of Linbert Spencer Consultancy.

Linbert will invite participants to look at the 'equality agenda' differently and suggesting that it's about all of us and not some of them and that it's about everything we do and not another to do. The focus will be on thinking about things differently rather than how to get better at doing the things we're already doing. In exploring what a paradigm shift might entail, we'll explore some of things that might get in the way.



## From Mitigation to Success: Improving Outcomes for Disadvantaged Learners

MARC ROWLAND

Marc is currently the adviser for improving outcomes for disadvantaged learners for the Unity Schools Partnership. Marc works with the Education Endowment Foundation's national Research School Network. He is also working on a range of programmes focussed on educational disadvantage nationally. He was formerly the Head of Rosendale Research School in Lambeth.

Marc has also been working with the Jersey government for four years on the introduction and implementation of a 'Jersey Pupil Premium'. This has led to a marked improvement in outcomes for disadvantaged pupils there.

Marc has worked / is working with, numerous Local Authorities, Multi Academy Trusts, Teaching School Alliances and groups of schools nationally on long term projects to support better outcomes for disadvantaged pupils. Marc has also worked with the Department for Education and over 550 individual schools to support them with their strategies to improve outcomes for disadvantaged pupils.

He is an education adviser to the Driftwood Association, a Swiss charitable foundation running education and development projects in Nepal.

Marc's most recent book 'Addressing Educational Disadvantage' was published in February 2021. The second edition of his award-winning book, 'An Updated Practical Guide to the Pupil Premium', was published in December 2015 (John Catt Educational). His book 'Learning without Labels' was also published by John Catt in March 2017.

This session will cover how to plan, implement and evaluate an effective strategy for addressing disadvantage, based on research evidence and working with over 600 schools nationally.

Themes will include:

- Culture, values and expectations
- Understanding disadvantage
- Use of research evidence
- Assessment of need
- Tiered model: teaching and learning, academic intervention and wider approaches
- Impact evaluation

The talk will provide an insight into creating an accessible, cohesive, whole school approach that addresses the impact of socio-economic disadvantage on learning.'



## Creating a Digital Strategy for Delivering a Broad and Balanced Curriculum

JONATHAN BISHOP

Jonathan Bishop is CEO and Executive Headteacher of the Cornerstone Academy Trust. Its founding school, Broadclyst Community Primary School, is a Microsoft Showcase School and as a Microsoft Innovative Educator, Jonathan pioneered the use of digital technologies in the classroom for many years. His schools employ the use of one-to-one Microsoft Surfaces to deliver a project-based curriculum that fully utilises the power of Microsoft365 tools.

He runs the Global Enterprise Challenge with thousands of children working together in teams to run a company, collaborating and competing to make their ideas the most successful globally. Digital technologies underpin the management of the Academy Trust, the collaboration between staff and the teaching and learning; at school and beyond the school day.

Jonathan is a National Leader of Education, leads the Cornerstone Teaching School, BCPS DfE Edtech Demonstrator Programme, English Hub, Science Learning Partnership and has recently opened another new Free School that will be a Microsoft Flagship School.

Taking the lessons learnt from lockdown and ensuring the rapid investment in Ed Tech is fully utilised. This session will help pick out the key components to developing a medium to long term strategy to embed the power of technology in Education to deliver a high-quality provision.



## Making Your School a Great Place to Work

MANDY COALTER

Mandy is the Founder of 'Talent Architects' with a simple mission; helping schools become great places to work. Talent Architects provides consultancy and advisory support to school groups, coaching and mentoring, training and events/conferences. Mandy's successful book 'Talent Architects; how to make your school a great place to work' was published in 2018.

From 2012 to 2019 Mandy was Director of People at United Learning, responsible for HR, Talent Management, Leadership Development, Marketing and Communications. United Learning is one of the largest school groups in the UK, running circa 80 schools across State and Independent sectors employing over 8000 staff.

The United Learning HR team won the Chartered Institute of Personnel and Development 'HR Team of the Year' in 2016. HR Magazine listed Mandy in the top 10 'HR Most Influential' in both 2018 and 2019 - where she was ranked the 7th most influential HR Director in the UK. Mandy was also shortlisted for the HR Excellence Awards 'HR Director of the Year' 2018.

Mandy will cover key themes from her successful book 'Talent Architects; how to make your school a great place to work,' drawing on her extensive experience working in and beyond the school sector. The session will cover the 4 pillar model for becoming a great employer with practical tips for implementing this in your school.



## Why You Might Think That You Don't Need to Build Strong Relationships with Secondary School Students - And Why That is a Total Misconception

CASPER RONGSTED (NORDIC SCHOOLS)

Casper Rongsted has over 25-years of experience as a professional in the field of education. He has been giving lectures all over the world where he combines scientific methods with applicable concepts to improve the daily school life. Furthermore, Casper is very active in the Danish school debate writing articles and participating in radio programmes.

The older our students get, the more we forget to spend time on building and strengthening the relationships between teachers and students. That is a huge problem, when research points towards the fact that the older the students get, the more they need that strong and positive contact to the teachers. In the schools in Denmark, Norway, Sweden and Finland they know this and their school leaders and teachers know that you must work research informed and systematically to gain the best results.

In this presentation you will learn about:

- The research about the importance of the teachers' social competence, relationship building and students' wellbeing
- The philosophy behind the Scandinavian school systems' focus on wellbeing and relationships between teachers and students
- A specific tool to do systematic relationship building between teachers and students



## About Thursday's Presenters



### Apocalypse or New Dawn? Social Mobility and Education in the Post-Pandemic World PROFESSOR LEE ELLIOT MAJOR & ANNE-MARIE SIM

Lee Elliot Major is Britain's first Professor of Social Mobility, based at the University of Exeter in the Graduate School of Education. His Penguin book *Social Mobility and Its Enemies* has attracted attention across the world. He recently won major UKRI and HDRUK grants to look at education inequalities induced by the Covid crisis. His latest book *What Do We Know and What Should We Do About Social Mobility?* was cited by the FT as one of the books of 2020.

His Bloomsbury book *What Works?* provides evidence-informed tips for teachers to improve learning and follows on from his work helping to produce the EEF teaching and learning toolkit, used by 100,000s of teachers across the world. Lee is one of the most prominent public voices in national debates over fairness for poorer pupils in education.

He was formerly Chief Executive of the Sutton Trust, a trustee of the Education Endowment Foundation, and was previously a journalist for the Guardian and THES. He has a PhD in theoretical physics and was the first in his family to attend university. Lee was awarded an OBE in 2019. In July 2020 he was one of 20 people named in 'People Management's Diversity and Inclusion Power List'.

He is an Associate Member of Nuffield College, University of Oxford, an Associate of LSE's Centre for Economic Performance, a Visiting Fellow at the LSE's International Inequalities Institute. He is also an Honorary Professor at the UCL Institute of Education. He serves as a Governor at William Ellis School, and a trustee of the Ted Wragg Trust.

Anne-Marie is a Postdoctoral Research Associate at the University of Exeter's Graduate School of Education, working on its Social Mobility in the South West project. The project aims to address social mobility challenges in the south west region through diagnosis, recommendations and a call to action.

Prior to this role, Anne-Marie completed a PhD in social anthropology at the University of Oxford, investigating children's talk about the future, based on a year and a half long immersive fieldwork project with children in and out of school environments. She has also worked as a strategy consultant for the Boston Consulting Group and has a first-class undergraduate degree in Economics & Management from the University of Oxford.

How has COVID-19 impacted on educational and societal inequalities, and what can schools do to help our most disadvantaged pupils? Despite huge challenges ahead, there are opportunities to create a fairer and more mobile society.



### Attainment Gaps and the COVID-19 Pandemic PROFESSOR BECKY ALLEN

Becky Allen is Chief Analyst and a co-founder of Teacher Tapp, the largest teacher survey and professional development tool in the UK. She is also a Professor of Education at the University of Brighton. Until 2018, she was Professor of Education at UCL Institute of Education and over her academic career she has written extensively on school accountability, admissions, assessment, expenditure and teacher careers.

An economist by training and former secondary school teacher, she is an expert in the analysis of large datasets. Between 2014 and 2017, she was the founding Director of Education Datalab, a non-profit research organisation that has developed a reputation for making complex, quantitative analysis accessible for those involved with running schools. In 2018, she chaired a Government working group to review how data is used in schools.

In addition to her day job at Teacher Tapp, Becky continues to work directly with schools on research to help them make better use of data. Her book on teacher careers called 'The Teacher Gap' was published in 2018 and a new book on improving schools will be published in 2021.

Policy-maker efforts to close attainment gaps are being redoubled in light of the COVID-19 pandemic, with children from disadvantaged backgrounds widely expected to have fallen behind as a result of remote learning. In this talk, Becky will explain what we know – and don't yet know – about widening attainment gaps and their causes. Time in education has been lost and we'll never get it back. She will talk about the kind of assessments we should be administering to help us make good decisions about how to minimise the impact of the pandemic on those most at risk of falling behind.



## Ethical Leadership: Representation and Diversity

VIVIENNE PORRITT & BUKKY YUSUF

Vivienne Porritt is a speaker and a leadership consultant supporting school and trust leaders with vision, strategy, professional learning and development, and impact evaluation. Vivienne is one of the Co-founders and Strategic Leaders of WomenEd, a global not-for-profit community that supports and empowers aspiring and existing women leaders in education. Vivienne is also Vice President of the Chartered College of Teaching, a Member for a trust in East London and a Non-Exec Board Member of Captiva Learning Ltd.

Previously, Vivienne has been a secondary headteacher, Director for School Partnerships at UCL Institute of Education, and a Chair of Governors. She is a writer for tes and academic journals as well as being the co-editor of 10%braver: Inspiring Women to Lead Education (Sage, 2019) and Being 10%braver (Corwin, 2020).

Bukky Yusuf is a senior leader, science teacher and coach. She has undertaken a number of leadership roles within mainstream and special schools. As part of her commitment to increase diverse leadership within education, she participates with a number of initiatives and organisations. These include her roles as an ambassador for Leadership Matters, a Network Leader / coach for WomenEd & BAMEEd and a Steering Group member of the teacher5aday well-being initiative. In addition, Bukky has contributed chapters to the second WomenEd book (Being 10% Braver) and The Early Career Framework Handbook by the Chartered College of Teaching.

Beyond the classroom, Bukky is an Ed(ucation) Tech(nology) Thought Leader with a variety of experiences that includes participating as a judge for The EdTech50 Schools, BETT Awards and serving as an Education Board Member for Innovate My School. In 2019, she was appointed by the Department of Education as co-chair for the EdTech Leadership Group to support the Government's EdTech strategy.

Can leadership be ethical unless schools and trusts represent the diversity of their communities and model diverse and ethical leadership in the culture, values and practices of their organisation?



## Bridging the Word Gap at Transition - Primary

HELEN PRINCE

An English teacher, Senior Leader and Advisor, Helen has led English, literacy and drama provision for over 20 years. In her advisory roles, she has worked intensively across a diverse range of academy trusts – including the UK's largest. Her work benefits from time spent as an Ofsted Inspector, Acting-Head in an all-through setting, Author and Examiner. To date, Helen has worked with over three hundred school leadership teams across the UK to improve focus on vocabulary, literacy, and English.

Helen recently presented a series of vocabulary-focussed webinars and podcasts for Oxford University Press and ASCL and her vocabulary books, 'Get It Right: Boost Your Vocabulary' launched in 2021. Fuelled by her passion to address the word gap, Helen designed the app 'ChatterStars' to support vocabulary acquisition.

This session will be tailored to Key Stage 2 and cover:

- The Oxford Language Report 2020: findings and implications for us in the classroom
- Building Confidence: 6 Key Take Aways (for KS2)
- A Vocabulary Treasure Trove: strategies and resources to boost talk and embed vocabulary



## Boards and School Leaders Working Together Effectively

NAUREEN KHALID

Naureen Khalid started her governance career more than ten years ago when she was elected as a parent governor in a secondary school. Upon conversion to academy status, Naureen became a trustee of the school and, at a later stage, a Member of the academy trust. She was elected Vice Chair and working closely with the Chair led the process to join a national multi-academy trust (MAT). Naureen now chairs two Local Governing Bodies and is a trustee of a MAT of primary schools.

Boards are responsible for governing the organisation and school leaders are responsible for the operational running of the organisation. For the organisation to be able to deliver a good education to its pupils, the relationship between the board and the school leaders must be based on trust, integrity and, very importantly, understanding of each other's roles. This session aims to explore how the board and school leaders can work together to ensure the success of the organisation.



## Making the Complex Simple: An Overview of Rapid School Improvement

IZZY AMBROSE

Izzy Ambrose is Headteacher at Yate Academy and Assistant Director for the Greenshaw Learning Trust. Since her appointment in January 2018, Izzy has overseen a transformation at the school with GCSE outcomes rapidly improving from -0.42 in 2017 to +1 in 2019.

With the right blend of challenge and support, she has inspired her staff to believe that even more success is possible. The school is now on a continued upward trajectory and is aiming for world class status in 2021.

This session will cover:

- School improvement strategies; including how to rapidly improve teaching and outcomes
- Creating a culture and climate for success



## Creating Coherence in Children's Education Journey

ED VAINKER

Ed Vainker is the CEO of The Reach Foundation. He was the co-founder and Principal of Reach Academy Feltham, an all-through Free School that opened in 2012. He is the co-founder of the Reach Children's Hub, offering cradle to career support to the community in Feltham. Prior to founding the school Ed was based in Washington DC, working for an international education charity. He has sat on a number of DfE panels and policy commissions and has a particular interest in Early Years.

The session will explore the approach that Reach have taken to creating coherence and continuity for children and young people in Feltham over the last 9 years. It will explore the use of curriculum and a shared vision as drivers of coherence and how Reach have sought to build relationships in the community to support the work of the school.



## The Great Teaching Toolkit: An Evidence Based Approach to Improving System-Wide Education Outcomes

ROB COE

Rob Coe is Director of Research and Development at Evidence Based Education and Senior Associate at the Education Endowment Foundation. He was previously Professor of Education and Director of the Centre for Evaluation and Monitoring (CEM) at Durham University, and before that a secondary mathematics teacher.

Rob has contributed to a number of influential reports, including EBE's Great Teaching Toolkit: Evidence Review, the Sutton Trust's What Makes Great Teaching?, the Education Endowment Foundation's Teaching and Learning Toolkit, and the Teacher Development Trust's Developing Great Teaching. He is a member of advisory groups for a wide range of educational organisations.

If we want to improve education outcomes and equity for a generation of children, probably the best thing we can do is incrementally raise the quality of everyday teaching in every lesson for every pupil. Even just a small change in quality would make an enormous difference across the system, provided it is sustained and cumulative.

For me, a key insight from a career spent thinking about how research and evidence can help schools and teachers to be even better is that this is mainly about teacher learning: teachers gaining knowledge, understanding, insights, intuition, skill, techniques and habits. And, crucially, the realisation that teacher learning is just like every other kind of learning. In particular, learning depends on feedback - rich, insightful, actionable feedback that helps teachers to focus on the things that matter; to see how well they are doing, what they are improving and what they still need to work on.

In the last year we have been building a suite of tools to support teachers and school leaders in making incremental, steady but irreversible gains in the effectiveness of their teaching. It is a collaboration between teachers, school leaders and researchers, developing instruments, systems, resources and a community to promote genuine and sustainable improvement.

In this talk I will describe what we are trying to do and why, what we have achieved so far, what we still need to do, and how you can get involved.



## Bridging the Word Gap at Transition - Secondary

HELEN PRINCE

An English teacher, Senior Leader and Advisor, Helen has led English, literacy and drama provision for over 20 years. In her advisory roles, she has worked intensively across a diverse range of academy trusts – including the UK's largest. Her work benefits from time spent as an Ofsted Inspector, Acting-Head in an all-through setting, Author and Examiner. To date, Helen has worked with over three hundred school leadership teams across the UK to improve focus on vocabulary, literacy, and English.

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This session will be tailored to Key Stage 3 and cover:

- The Oxford Language Report 2020: findings and implications for us in the classroom
- Building Confidence: 6 Key Take Aways (for KS3)
- A Vocabulary Treasure Trove: strategies and resources to boost talk and embed vocabulary



## Strengthening Staff Mental Health

DEAN JOHNSTONE

Dean is the Co-Founder of Carnegie Centre of Excellence for Mental Health in Schools and CEO, Minds Ahead. He launched his own social enterprise, Minds Ahead, to address mental health from a school perspective and draws on the relationships with senior colleagues in the education and mental health sectors which support his work.

Within months of starting his new organisation, Dean developed a partnership with Leeds Beckett University to launch the UK's first university centre for mental health in schools, the Carnegie Centre of Excellence for Mental Health in Schools. This has resulted in the development and delivery of innovative school mental health leadership development programmes across the UK and internationally.

Dean is currently leading the UK's first Master's in school leadership of mental health and working with schools to develop a new role in schools: the School Mental Health Specialist.

This workshop will enable senior leaders to put effective staff support strategies in place across their school or setting. Delegates will have a clear understanding of the main risks around staff mental health and the steps that can be taken to address these. Nb. this workshop will look at supporting mental health and preventing mental ill-health, not at providing treatments or interventions for adult mental ill-health.

Outcome: ability to make improvements to staff wellbeing across their setting



## Becoming a Research Informed School

JON TAIT

Jon is Deputy CEO and Director of School Improvement at the Areté Learning Trust, comprising of three secondary schools and sixth form colleges in North Yorkshire. Prior to joining Areté Learning Trust, Jon had worked in three different and diverse North East Schools for 20 years, with 15 of those being as a school leader in various senior leadership positions. He has significant experience in contributing to system leadership through the strategic leadership of areas such as initial teacher training, professional development, school improvement and external school to school support.

Jon is also an education author and speaker, having five books published on areas ranging from classroom pedagogy, educational research and school leadership: together with regularly speaking at national and international conferences about school improvement. Additionally, Jon has also been recognised by Microsoft as one of their Microsoft Innovative Educator Experts, showcasing how technology can pave the way to advances in student learning.

Jon will explore from a senior leader's perspective, how you can ensure that your school has the systems and structures to be a research informed school. This will also include thinking about the problems and dangers of research, how you can mitigate against misconceptions and confirmation bias, plus how you can educate the whole school community in the essential fundamentals that underpin the science of learning.



## About the Conference



### About the conference

MARTIN SMITH | DIRECTOR OF TEACHING SCHOOLS SOUTH WEST

We are delighted to invite colleagues to the Teaching Schools South West 'Summer Conference' 2021. Building on the fantastic feedback from the 300 delegates who attended last year's event, we are pleased to offer colleagues an enhanced online conference experience, delivered live and with real time interaction between delegates and speaker.

Our commitment: provide schools in the South West with a quality of conference that matches the best of any leading national educational body .... and to do so for £50. We have a stunning line-up of presenters this year, providing over 20 sessions, delivered live across two half days.

It is a privilege to welcome Dylan Wiliam to open the conference. Dylan has been one of the most influential authors of the last three decades, shaping education policy both in the UK and internationally. We welcome back inspirational speakers from our previous conferences, including Becky Allen, Naureen Khalid and Clare Sealy. We are delighted to welcome new speakers as well, like Linbert Spencer, Marc Rowland, Vivienne Porritt / Bukky Yusuf, and Lee Elliott Major / Anne-Marie Sim (to name just a few).

The conference is themed around the key issues today: disadvantaged pupils, diversity, use of evidence, use of technology, literacy and mental health. We have inspirational school leaders Ed Vainker (Reach Academy, Feltham) and Izzy Ambrose (Principal of Yate Academy) sharing their school improvement journeys. We hope the conference enables colleagues to feel enriched, informed and inspired.

The conference is open to everyone: school leaders, governors, teachers, researchers and other educational professionals are warmly invited to attend. The presenters have been selected to cover both primary and secondary.

This is a not-for-profit event. Income from ticket sales and advertising will (fingers crossed) cover the cost of production, presenters and administration.

We look forward to seeing you at the conference.

Martin Smith

**Trainee Teachers £25 | Teaching Schools South West Members £50 | Other Colleagues £75**

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