



CONFERENCE

Wednesday 1st July | 09:30 – 13:20 | Online



Virtual Summer Conference 2020

#vsumconf2020

Sponsored by: COMPUTEAM

Keynote Speakers



Professor Paul Kirschner | Professor Emeritus at the Open Universiteit
Standing on the Shoulders of Giants: What Educational Psychology tells us about Good Teaching.



Christine Counsell | Education Consultant and previously Senior Lecturer at the University of Cambridge
Shaping a powerful curriculum: knowledge, literacy and inclusion



Professor Becky Francis | Chief Executive Officer of the Education Endowment Foundation
Using evidence to narrow the gap



Sam Friedman | Associate Professor in Sociology at London School of Economics
The Class Ceiling: Why it Pays to be Privileged

Workshop Highlights

Mark Escott – Life Chance Education | Dr Jasper Green – The Science Teacher | Naureen Khalid – UKGovChat | Joe McGinn - ImpactED | Adam Reed – TT Education | Jemima Rhys-Evans – Charles Dickens School | Mark Roberts – Tavistock College | John Stanier – Great Torrington School | Nick Wallace – English Mastery | Chloe Wardle – Ambition Institute | Lisa Whitworth – Sidmouth College

Trainee Teachers £20 | Teaching Schools South West Partners (Dartmoor TSA, Exeter Consortium TSA, Plymouth TSA, Torbay TSA, SWTSA) **£35 | Other Colleagues £50**

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Virtual Summer Conference Agenda

09:30 – 09:35 Introduction	Welcome and Introduction by CEO of Education South West, Roger Pope CBE	
09:35 – 10:05 Keynote 1	Keynote by Professor Paul Kirschner	
10:05 – 10:35 Keynote 2	Keynote by Professor Becky Francis	
10:45 – 11:05 Workshop 1	Choose a Workshop from either: - Nick Wallace - Mark Escott - Naureen Khalid	  
11:10 – 11:30 Workshop 2	Choose a Workshop from either: - Joe McGinn - Mark Roberts - John Stanier	  
11:35 – 12:05 Keynote 3	Keynote by Sam Friedman	
12:05 – 12:35 Keynote 4	Keynote by Christine Counsell	
12:36 – 12:56 Workshop 3	Choose a Workshop from either: - Dr Jasper Green - Adam Reed - Jemima Rhys-Evans	  
12:58 – 13:18 Workshop 4	Choose a Workshop from either: - Chloe Wardle - Lisa Whitworth	 
13:18 – 13:20 Close	Close of Conference, by Director of Teaching Schools South West, Martin Smith	

This Virtual Conference will be delivered through a series of pre-recorded webinars. Delegates will have the opportunity to post questions pre-conference and live during the conference through text Q&A. Video recordings of all sessions will be available to delegates after for a limited period.



About keynotes



Standing on the Shoulders of Giants: What Educational Psychology tells us about Good Teaching

PROFESSOR PAUL KIRSCHNER | PROFESSOR EMERITUS AT THE OPEN UNIVERSITEIT

Paul A. Kirschner is Emeritus Professor Educational Psychology at the Open University of the Netherlands, Guest Professor at the Thomas More University of Applied Science in Mechelen, Belgium and owner of kirschner-ED. He is Research Fellow of the American Educational Research Association, International Society of the Learning Sciences, and Netherlands Institute for Advanced Study in the Humanities and Social Science. He is a past President (2010-2011) of the International Society of the Learning Sciences and former member of the Dutch Educational Council and the Scientific Technical Council of the Foundation for University Computing Facilities (SURF WTR). He is chief editor of Journal of Computer Assisted Learning and commissioning editor of Computers in Human Behaviour. As for books, he is co-author of Urban Myths about Learning and Education and More Urban Myths about Learning and Education as well as of the highly successful book Ten steps to complex learning, and editor of two other books (Visualizing Argumentation and What we know about CSCL).

Cognitive and educational psychology has given us a gigantic corpus of knowledge on how best to design and deliver good instruction. Just as the doctor must know and understand how the body works, the teacher needs to know and understand how we learn. The doctor makes use of evidence-based tools and techniques to treat her/his patient, but the teacher doesn't always make good use of evidence-informed tools and techniques when planning, designing, and implementing her/his instruction. This keynote will discuss a number of giants in the field, their evidence-informed contributions to the profession, and how these contributions can be cheaply and easily implemented in the classroom.

The takeaways will be:

- become an evidence-informed teacher
- don't fall prey to gurus and eduquacks 'selling' the newest hypes and fads
- teaching is a science and an art, but isn't rocket science
- good instruction can help close the knowledge and achievement gap in children



Shaping a powerful curriculum: knowledge, literacy and inclusion

CHRISTINE COUNSELL | EDUCATION CONSULTANT & PREVIOUSLY SENIOR LECTURER AT THE UNIVERSITY OF CAMBRIDGE

Christine is a consultant specialising in supporting schools, partnerships, Trusts and Teaching Schools in curriculum and teacher development. After holding teaching and leadership positions in state schools, Christine worked as local authority adviser in primary and secondary schools, Senior Lecturer at the University of Cambridge with responsibility for the history PGCE and, most recently, as Director of Education of a MAT serving areas of acute disadvantage in East Anglia. She has worked as adviser, trainer and speaker, for scholars, teachers, leaders and policy-makers, both nationally and internationally, specialising in the teaching of history in post-conflict zones. Christine has published and edited numerous textbooks, academic books and articles, and is editor of Teaching History. In 2016 she served on the DfE Workload Solutions group and from 2017-19 she served on the Ofsted Curriculum Advisory Group. Christine has recently joined the David Ross Education Trust as Trustee.

This session will offer research-based perspectives on knowledge which challenge certain orthodoxies in education. Christine will explain why knowledge matters, why subjects matter and why both are crucial in transforming the achievement and experiences of the disadvantaged pupil.



About keynotes



Using evidence to narrow the gap

PROFESSOR BECKY FRANCIS | CHIEF EXECUTIVE OFFICER OF THE EDUCATION ENDOWMENT FOUNDATION

Professor Becky Francis is Chief Executive Officer of the Education Endowment Foundation. She was previously Director of the UCL Institute of Education (IOE), which is ranked #1 in the world for education in the international QS rankings. Her prior roles include Professor of Education and Social Justice at King's College London, Director of Education at the RSA and Standing Advisor to the Parliamentary Education Select Committee.

Throughout her career, Becky has sought to maximise the impact of academic research by working closely with teachers and policy-makers. Becky has been a judge for the National Pupil Premium Awards and the TES Teacher of the Year awards. She has spearheaded high-profile research programmes assessing the impact of major reforms in the English school system on educational inequalities.

Becky's academic expertise and extensive publications centre on social identities and inequalities in educational contexts. She is best known for her body of research on social identities and educational attainment, including gender, race and social class.

Since 2011, over half of the schools in the country have collaborated in the largest programme of research ever conducted in English education. This programme of research, funded by the Education Endowment Foundation, has one aim: to identify the most effective ways to raise the attainment of disadvantaged children.

In this talk, Professor Becky Francis, will present the latest and more powerful findings, reflecting on the ways in which evidence can support teachers and school leaders to narrow the gap.



The Class Ceiling: Why it Pays to be Privileged

SAM FRIEDMAN | ASSOCIATE PROFESSOR IN SOCIOLOGY AT LONDON SCHOOL OF ECONOMICS

Sam Friedman is Associate Professor of Sociology at the London School of Economics. He has published widely on class, culture and social mobility, and recently co-authored *The Class Ceiling: Why it Pays to be Privileged* (Policy, 2019). He is also the author of *Comedy and Distinction: The Cultural Currency of a 'Good' Sense of Humour* (Routledge, 2014) and co-author of *Social Class in the 21st Century* (Penguin, 2015). He is currently working on a new project looking at the historical development of the British elite, drawing on the entire 120-year database of *Who's Who*. Outside of academia he is a Commissioner at the Social Mobility Commission.

The hidden barriers, or 'glass ceilings', preventing women and minority ethnic groups from getting to the top are well documented. Yet questions of social class - and specifically class origin - have been largely absent from these debates. In this talk I begin by drawing on new data from Britain's largest employment survey, The Labour Force Survey, to demonstrate that a powerful and previously unrecognised "class pay gap" exists in Britain's higher professional and managerial occupations.

I then switch focus to ask why this pay gap exists. Specifically, I draw on 175 interviews across four occupational case studies - television, accountancy, architecture, and acting. This demonstrates that the class ceiling can only be very partially attributed to conventional measures of 'merit'. Instead, more powerful drivers are rooted in the misrecognition of classed self-presentation as 'talent', work cultures historically shaped by the privileged, the affordances of the 'Bank of Mum and Dad', and sponsored mobility premised on class-cultural homophily.

Keynote Sponsored by **Oxford University Press**.



About morning workshops



Curriculum 101: Best bets in designing, discussing and delivering your dream curriculum

NICK WALLACE | INTERIM DIRECTOR OF ENGLISH MASTERY

Nick is the Interim Director of English Mastery. Since graduating from Oxford University with a degree in English, he has spent his career working in the public and charity sectors, including working with an organisation specialising in delivering GCSE intervention for at-risk students, and adult social care for Essex County Council. He taught English in a challenging inner-London school, and has also been a governor for a school in Hastings.

The new Education Inspection Framework has placed an overdue focus on 'the very substance of education': the curriculum. In this session, Nick Wallace will outline some of the key research that schools can draw from when considering how to change, launch, and evaluate their own curriculums in school.

As well as looking at some influential research, he will also offer some case studies to help illustrate what good curriculum design and implementation looks like, as well as some common pitfalls to avoid.

Attendees will leave the workshop with:

- An overview of some of the key research in curriculum intent and implementation
- Some case studies of what good curriculum design looks like... and doesn't look like
- Ways to evaluate the success of curriculum changes across a school

PRIMARY | SECONDARY | CROSS-PHASE | LEADERSHIP | TEACHING | CURRICULUM



TNT – Trauma Needs Talking about. Exploding the Myth of Trauma in Children

MARK ESCOTT | LIFE CHANCE EDUCATION

Mark is Founder and CEO of Life Chance Education and School for Inspiring Talents. A self-confessed "Poacher turned gamekeeper", Mark has personal experience of childhood trauma and has years of experience of working with students at the sharp end and how the right approach can transform lives of children impacted by ACE's.

This workshop is designed to empower anyone that works in Schools to understand the needs of children and teenagers who have suffered a trauma or have a mental health issue and to also find more information about Life Chance Education, and School for Inspiring Talents and why their innovative educational and therapeutic approach with Students has resulted in the accolade of being awarded the first Trauma and Mental Health Informed School in the UK.

Most children between the age of 4-16 spend a significant period of their lives in school, Unknown to their teachers a significant number of these children will have experienced at least one Adverse Childhood Experience (ACE's). These traumatic experiences are likely to have impacted on their neurological development which in turns impacts on their learning and behaviour.

PRIMARY | SECONDARY | LEADERSHIP | TEACHING | BEHAVIOUR | INCLUSION



Looking Through the Keyhole into the Boardroom

NAUREEN KHALID | TRUSTEE AND GOVERNOR

Naureen started her governance career as a parent governor in a foundation school. She is now a trustee in a primary MAT and chairs Local Governing Bodies of a primary and a secondary school. Naureen is the co-founder of @UKGovChat, a Twitter forum for governors, providing networking opportunities, help and support to governors. She blogs at Governing Matters and posts regularly on governance related issues.

Teachers, unless they are governors themselves, know little about governance and the role played by governors. As governance affects what teachers do, it is important that governance literacy amongst teachers is increased. Attendees will leave with an understanding of different governance structures, who governs our schools and what governors do.

PRIMARY | SECONDARY | CROSS-PHASE | LEADERSHIP | GOVERNANCE



Evaluating and improving impact: working out what's working in the classroom

JOE MCGINN | HEAD OF SCHOOL PARTNERSHIPS AT IMPACTED

Joe leads on the development of all ImpactEd's school partnerships across the country. He has a background in vocational education, youth work and law.

Schools run significant numbers of initiatives and interventions to improve pupil outcomes, from peer tutoring to curriculum boosters to behavioural programmes.

Programmes of any kind can have a positive, negligible or even a negative impact – and it is not always easy to say what these are. Even the same activity can have a range of effects in different settings. We call this the evaluation deficit.

We exist to help schools address this evaluation deficit.

This session will focus on how we translate evidence-informed practice to particular contexts. What evaluation approaches, tools and methodologies can we use to assess if a particular strategy or intervention has worked here? We will give an introduction into approaches to impact evaluation, and an overview of assessment tools, strategies and systems to make this work without increasing teacher workload. There will be a particular focus on methods for reliably evaluating non-academic outcomes such as meta-cognition, self-efficacy and motivation.

PRIMARY | SECONDARY | CROSS-PHASE | TEACHING | BEHAVIOUR | DISADVANTAGED | SEND



Improving Boys' Attainment

MARK ROBERTS | ASSISTANT PRINCIPAL AT TAVISTOCK COLLEGE

Mark is Assistant Principal at Tavistock College in Devon. Before moving down south, he worked at an inner-city comprehensive for boys in Manchester.

Mark writes for TES on subjects including pedagogy, behaviour, leadership and educational research. He speaks regularly at educational conferences, including ResearchEd and the Festival of Education. Mark's bestselling book, *Boys Don't Try? Rethinking Masculinity in Schools*, written with Matt Pinkett, is published by Routledge.

Session Outline:

Expectations - teacher's expectations of boys and girls have a significant effect on their attitudes and attainment. In this section, you'll gain a greater understanding of how gender stereotypes influence how we deal with boys in class.

The Engagement Myth - we'll investigate some of the most common beliefs about teaching boys and why they're not only unhelpful but are actively damaging.

Relationships - Finally, we'll consider how you can develop positive relationships with boys in lessons, with practical advice about how to manage boys' behaviour in an effective and positive manner.

PRIMARY | SECONDARY | CROSS-PHASE | LEADERSHIP | TEACHING | CURRICULUM | BEHAVIOUR



Retro Rules for Classroom Conduct

JOHN STANIER | ASSISTANT HEADTEACHER AT GREATER TORRINGTON SCHOOL

John is a school leader and history teacher with over twenty years' experience. He is passionate about teaching and learning and is constantly seeking ways to help students learn the most they can. He has a wealth of experience training and coaching teachers and has delivered training for Osiris, Optimus, SSAT and writes regularly for TES.

In an age of 'no excuses' discipline policies, withdrawal rooms and isolation booths perhaps we need to look to the era of Bowie, Disco and The Clash for a more human approach to behaviour management.

This workshop will explore the research of 70's psychologist Jacob Kounin, the precedent for Doug Lemov's 'Teach Like a Champion' techniques, and how his findings can transform your approach to behaviour management. You will takeaway five clear and simple strategies to improve behaviour in classrooms and across the school.

PRIMARY | SECONDARY | CROSS-PHASE | LEADERSHIP | TEACHING | BEHAVIOUR



About afternoon workshops



When to rock the boat? The role of challenge in meaningful learning DR JASPER GREEN | FOUNDER OF THE SCIENCE TEACHER

Jasper is founder of the science teacher - a website for secondary teachers sharing ideas, resources and pedagogy to help teach key concepts in biology, chemistry and physics. He is currently writing a book about science teaching and works part-time at UCL's Institute of Education as a senior teaching fellow in science education. Jasper has been a teacher, head of science and worked at Ark Schools as network lead for Science, later becoming head of curriculum and assessment.

The word challenge is regularly used in education but what does it mean and is it really such a good thing? In this session we will examine the research literature to explore what challenge is and to see if we can find out how it works. We will then take these ideas and apply them to the classroom, drawing specifically on examples from science teaching. Participants will have the opportunity to experience a number of challenges for themselves, before reflecting on the tasks: How did they challenge? What was their purpose? Did they work? Finally, we will think about the dangers of challenge and when it might not be such a good idea to rock the boat!

PRIMARY | SECONDARY | TEACHING | COGNITIVE SCIENCE



Improving performance in a new educational landscape ADAM REED | DIRECTOR OF SCHOOL IMPROVEMENT AT TT EDUCATION

Adam is passionate about ensuring all young people have the best education opportunities possible, focusing on training and developing educators to ensure they are best placed to improve life chances for their students. He is a qualified teacher, an experienced middle leader and senior leader (including two headteacher posts). He has worked closely with hundreds of primary, secondary and special schools over the last five years, and has an in-depth understanding of education improvement from early years to sixth form. He has led in, and helped to improve, a wide range of schools, having consistently demonstrated a professional approach to successfully building capacity in schools, ensuring they are capable of sustainable improvement. More recently, he has focused on supporting schools in leadership capacity, curriculum review and redesign, and increasing their understanding of all roles in the school under the new inspection framework.

Arbitrary timings, inefficient systems, standardised support methods and a new angle on curriculum compound the issues of performance 'management' systems that doesn't always ensure all our teachers are best placed to give all our pupils an exceptional education experience. This interactive workshop will help review your current systems and set up - and bring forward a new era of connected, impactful performance movement!

You will leave with activities and methods to support you in supporting - and developing - your staff. A focus on subject knowledge, ongoing review strategies, leadership reflections and staff engagement that will give you a range of activities to take directly into your school to review and - if necessary - revise your approaches to performance management, measurement... and movement!

PRIMARY | SECONDARY | LEADERSHIP | TEACHING | GOVERNANCE



Reduce Workload to Improve Outcomes JEMIMA RHYS-EVANS | DEPUTY HEAD AT CHARLES DICKENS PRIMARY SCHOOL

Jemima is Deputy Head of Charles Dickens Primary School and Director of the Charles Dickens Research School. She has been working on workload for several years now, first through leading a Workload Challenge Research Project in Southwark around marking and feedback and currently supporting schools in the South East with workload reduction strategies. She is the author of Mark Less, Mark Better, a short booklet of practical strategies to reduce workload around marking and feedback.

In this workshop we will explore strategies which can both reduce teacher workload and improve outcomes for pupils. Too much teacher time is spent on tasks with little or no evidence of impact on outcomes: detailed written marking, individual lesson planning, overly burdensome data gathering to name but a few. By allowing teachers to focus instead on activities that have the greatest impact on pupil progress, we can restore teachers' sense of purpose and wellbeing and reduce unnecessary workload.

CROSS-PHASE | LEADERSHIP



Tackling the challenges of curriculum design

CHLOE WARDLE | FELLOW, LEARNING DESIGN AT AMBITION INSTITUTE

Chloe's experience spans 12 years of work in London's primary schools, from nine years as a classroom teacher and middle leader, through to being primary maths AST and three years as a senior leader. She then specialised in teacher training with Ark before joining Ambition Institute's Learning Design team. She leads our thinking on curriculum and works closely on the updated Expert Middle Leaders programme and the brand-new Curriculum Specialists programme.

Pedagogy, rather than curriculum, has been the main driver of educational change in recent educational policy, leading to a lack of confidence in the sector around curriculum development. This workshop looks at the persistent problems that can occur when designing curriculum in schools and supports senior leaders to think about what barriers and misconceptions their middle leaders are likely to face when designing curriculum for their subject area, and how best to tackle these using the latest research and evidence.

CROSS-PHASE | LEADERSHIP | CURRICULUM



Building Resilient Learners

LISA WHITWORTH | PSHE SLE AND SENIOR PROJECT LEAD AT SIDMOUTH COLLEGE

Lisa is a teacher, Specialist Leader in Education and the Senior Project Lead for the Building Resilient Learners project funded by the NESTA Future Ready Fund, based at Sidmouth College. She has led several other evaluations, including the IEE funded Innovation Evaluation and the DfE Character Education Grant. Lisa has over 20 years of experience in education, research and evaluation, middle and senior leadership, nine of which have been teaching and leading Science, PSHE and Health and Social Care.

Lisa believes that all students should have access to the best education, regardless of their circumstances, that this education should not just be the receipt of academic qualifications, it should provide each young person with the skills, character and abilities to lead a flourishing life beyond the school gates.

Understanding and addressing the reasons why young people avoid challenge and may be lacking in resilience can have a real impact on their engagement in education and their attendance.

In this workshop practical strategies will be shared on effective ways to positively impact student well-being and resilience; this is based on recent research and evaluation. The findings from the NESTA Future Ready funded evaluation will be shared, providing up to date information and best practice from successful schools.

SECONDARY | LEADERSHIP | BEHAVIOUR | INCLUSION | WELL-BEING | MENTAL HEALTH



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' – now in a revised 'virtual' format. Originally planned for the 11th June, we are now relaunching the event with a slightly later date of 1st July. Against the backdrop of Covid-19 and what has been a period of unprecedented challenge for schools, we want to support schools by continuing to offer an event that hopefully inspires and brings the profession together.

In re-designing the conference to fit a virtual format, we have kept the full programme of keynotes and workshops. An added bonus is that delegates will now be able to see recordings of all the workshops they do not opt to see on the day. Adapting to a virtual conference means that there are some changes that we have needed to make that I wanted to explain:

- The event will be shorter – under 4 hours – with condensed presentations; we are mindful of how much on-screen experience colleagues will find comfortable. Because it is delivered through webinars you can, of course, take breaks whenever you want or attend to work matters. You can catch up on sections missed through recordings.
- Audience interaction with presenters will be different: you can raise questions prior to the conference which presenters can respond to during their webinars; during the sessions you will be able to post questions to most presenters and get live feedback.
- All presentations will be pre-recorded and presented to you as a live experience. This is the best way of providing you a high quality; multi-event conference, while at the same time honouring our commitment to deliver an event at a low-ticket price.

Our approach at Teaching Schools South West is to combine the best of region, with the best of national and the best available evidence. This approach means that we celebrate the exceptional practice taking place in schools across our region while at the same time looking to connect with cutting-edge practices evolving elsewhere in the country. Unifying this is research and evidence that point to the best-bets on how we can improve our schools. This three-stranded approach hopefully comes through in the content of this conference.

The conference is open to everyone: school leaders, governors, teachers, researchers and other educational professionals are warmly invited to attend. The keynotes and workshops 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. It is important to us to offer a premium conference experience for under £50 (£35 for TSSW members).

Our thanks to the amazing presenters who have supported us with the revised format.

We look forward to colleagues joining us 1st July.

Martin Smith

Trainee Teachers £20 | Teaching Schools South West Partners (Dartmoor TSA, Exeter Consortium TSA, Plymouth TSA, Torbay TSA, SWTSA) £35 | Other Colleagues £50

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