

nabss CONFERENCE 2015

*"Learning Today, Leading Tomorrow"*

MALAGA 5th – 8th MARCH, 2015



**HOTEL IPV Palace, Fuengirola**



*The Three Musicians by Pablo Picasso  
(born in Malaga)*

The National Association of British Schools in Spain will hold its 37th Annual Conference from 5th to 8th of March 2015 in Malaga.

Once again our UK - Spain Education Village will form an important part of the conference.

The programme will commence with our Gala Dinner for Heads, Owners and Guests, an ideal introduction to our event and to the delights of Malaga. The following day, which is dedicated to heads and owners of schools, will include the opening ceremony and tour of the Education Village, followed by presentations from key speakers from both the Department for Education and the Spanish Ministry of Education. Thereafter, there will be an interesting programme of professional development for senior leaders and teachers, ensuring that we are well informed and kept up-to-date with the latest developments, reforms and trends in education. At the same time, authorised representatives of member schools will attend the Annual General Meeting.



*Malaga's Plaza de Toros*



The **Exhibition** has always formed an integral part of our conference and, once again, we will present our “ Education Village” , at which we warmly welcome those companies which have staunchly supported us over the years and also the new companies which may be joining us for the first time.

The annual conference provides ample opportunity for networking, and social events this year will include our gala dinner, tour of Malaga, buffet lunches and coffee breaks in the exhibition area, cocktails and the presentation of awards ceremony.



Malaga's Teatro Romano

The venue chosen for this event is the 4\* Hotel IPV Palace, Fuengirola. It is a seaside hotel with stunning views located next to the gardens of the Castle of Sohail. The hotel has an ideal location with 300 metres of beach almost exclusively for hotel guests. It is 20 minutes away from Malaga International Airport and a few kilometres away from Marbella.

We urge you to mark the dates the dates in your diary and make sure to reserve your room as early as possible. A hotel reservation form is attached.



## PROGRAMME

Thursday 5<sup>th</sup> March 2015

21.00 Gala dinner. After dinner speaker Sir John Jones

Friday 6<sup>th</sup> March 2015

09.00 to 09.30 Registration of School representatives attending AGM

09.30 to 10.30 Official opening of conference and exhibition

10.30 to 11.00 Visit exhibition

11.00 to 11.30 Coffee

11.30 to 13.30:

### KEYNOTE SPEAKERS

13.30 to 15.00: Lunch

15.00 to 16.30: *Sir John Jones - Leadership in action*

16.30 to 19.00 Tour of Malaga

20.00 DINNER

Saturday 7<sup>th</sup> March 2014

AGM Representatives for AGM

09.30 to 10.00: Registration for AGM

10.00 to 13.30: AGM

11.30 to 11.45: Coffee break / visit to exhibition

13.30 to 15.00 Lunch

15.00 to 16.00 Senior leaders forum

16.30 to 17.30 **Breakout sessions: 5 simultaneous options**

**B1. Exploring effective pedagogy in primary schools - Brenda Taggart**

**B2. Google Classroom - Huw Mawson -**

**B3. GCE reforms - Jane Holiday. World Class Qualifications - Alasdair Melville**

**B4. What makes British education so great? Learning and Thinking skills - Alan Taylor**

18.00

Cocktail and awards



Saturday 7th March 2014 Professional Development Programme -

**Workshop 1:** **The Big Four: Sustainably Improving the Quality of Teaching and Learning**  
 Primary and secondary teachers (KS2-5)

09.00 to 09.30 Registration  
 09.30 to 10.30 Session 1  
 10.30 to 10.45 Coffee break / visit to exhibition  
 10.45 to 13.30 Session 2  
 13.30 to 15.00 Lunch  
 15.00 to 16.00 Session 3  
 16.30 to 17.30 **Breakout sessions: 5 simultaneous options**  
**B1. Exploring effective pedagogy in primary schools - Brenda Taggart**  
**B2. Google Classroom - Huw Mawson -**  
**B3. GCE reforms - Jane Holiday. World Class Qualifications - Alasdair Melville**  
**B4. What makes British education so great? Learning and Thinking skills - Alan Taylor**

18.00 to 19.00 Cocktail and presentation of awards

**Workshop 2:** **Reading Development**  
 Primary and secondary teachers (KS 2-4)

09.00 to 09.30 Registration  
 09.30 to 10.45 Session 1  
 10.45 to 11.00 Coffee break / visit to exhibition  
 11.00 to 13.30 Session 2  
 13.30 to 15.00 Lunch  
 15.00 to 16.00 Session 3  
 16.30 to 17.30 **Breakout sessions: 5 simultaneous options**  
**B1. Exploring effective pedagogy in primary schools - Brenda Taggart**  
**B2. Google Classroom - Huw Mawson -**  
**B3. GCE reforms - Jane Holiday. World Class Qualifications - Alasdair Melville**  
**B4. What makes British education so great? Learning and Thinking skills - Alan Taylor**

18.00 to 19.00 Cocktail and presentation of awards



### Workshop 3:

## Performance management and the promotion of high quality teaching and learning

*Suitable for middle and senior leaders*

09.00 to 09.30

Registration

09.30 to 10.45

Session 1

11.00 to 11.15

Coffee break / visit to exhibition

11.15 to 13.30

Session 2

13.30 to 15.00

Lunch

15.00 to 16.00

Session 3

16.30 to 17.30

**Breakout sessions: 5 simultaneous options**

**B1. Exploring effective pedagogy in primary schools - Brenda Taggart**

**B2. Google Classroom - Huw Mawson -**

**B3. GCE reforms - Jane Holiday. World Class Qualifications - Alasdair Melville**

**B4. What makes British education so great? Learning and Thinking skills - Alan Taylor**

18.00 to 19.00

Cocktail and presentation of awards

### Workshop 4:

## Primary Computing Programming

*Suitable for Early Years and primary teachers (EY-KS2)*

09.00 to 09.30

Registration

09.30 to 10.45

Session 1

11.15 to 11.30

Coffee break / visit to exhibition

11.30 to 13.30

Session 2

13.30 to 15.00

Lunch

15.00 to 16.00

Session 3

16.30 to 17.30

**Breakout sessions: 5 simultaneous options**

**B1. Exploring effective pedagogy in primary schools - Brenda Taggart**

**B2. Google Classroom - Huw Mawson -**

**B3. GCE reforms - Jane Holiday. World Class Qualifications - Alasdair Melville**

**B4. What makes British education so great? Learning and Thinking skills - Alan Taylor**

18.00 to 19.00

Cocktail and presentation of awards

## Workshop 5:

### **SCHOOL BUSINESS MANAGER Standards, core tasks and Professional Recognition** *Suitable for School Business Managers and senior administration staff*

09.00 to 09.30

Registration

09.30 to 11.30

Session 1

11.30 to 11.45

Coffee break / visit to exhibition

11.45 to 13.30

Session 2

13.30 to 15.00

Lunch

15.00 to 17.30

Exhibition and networking

18.00 to 19.00

Cocktail and presentation of awards





## Sunday 8th March 2015

Representatives for AGM

09.30 - 11.30

Senior managers' forum

### **Workshop 1: The Big Four: Sustainably Improving the Quality of Teaching and Learning**

09.30 to 10.30

Session 4

10.30 to 10.45

Coffee break / visit to exhibition

10.45 to 12.00

Session 5

### **Workshop 2: Reading Development**

09.30 to 10.30

Session 4

10.30 to 10.45

Coffee break / visit to exhibition

10.45 to 12.00

Session 5

### **Workshop 3: Performance management and the promotion of high quality teaching and learning**

09.30 to 10.30

Session 4

10.45 to 11.00

Coffee break / visit to exhibition

11.00 to 12.00

Session 5

### **Workshop 4: Primary Computing Programming**

09.30 to 10.30

Session 4

10.45 to 11.00

Coffee break / visit to exhibition

11.00 to 12.00

Session 5

### **Workshop 5: SCHOOL BUSINESS MANAGER Standards, core tasks and Professional Recognition**

09.30 to 10.30

Session 4

10.45 to 11.00

Coffee break / visit to exhibition

11.00 to 12.00

Session 5

12.00

Issue of certificates for course participation

END OF CONFERENCE



## PROFESSIONAL DEVELOPMENT WORKSHOP DETAILS

### Workshop 1: The Big Four: Sustainably Improving the Quality of Teaching and Learning

- *Suitable for primary and secondary teachers (KS 2-5)*
- **Trainer:** Stacey Hyland -McCabe

#### **COURSE OUTLINE**

The 'big four' (questioning, feedback, independence and challenge) are the main-stay of outstanding quality teaching and learning the world over. As a result, all of the strategies demonstrated in this training workshop have been tried and tested in many schools to great effect. The techniques shared are designed to have maximum effect from minimum teacher input and many are easily applicable to the widest range of subject areas and age groups.

Sustained improvements in the quality of teaching and, subsequently, student progress over time are at the heart of this course.

In addition to the 'big four', the day will also involve many examples of integrating new technology, literacy and numeracy across the whole curriculum. 'The Big Four' is a MUST for all leaders of teaching and learning and middle leaders wanting new ideas for inspiring their teams and for raising the quality of teaching in their departments.

It is even applicable to NQTs wanting to gain a greater insight into the 'mystical world' of "outstanding" teaching.

This course aims to:

- Develop the use of higher order questioning skills (for both staff and students)
- Ensure students make greater progress over time by developing effective feedback techniques in all subjects
- Raise attainment through increasing challenge in lessons
- Improve students' ability to work independently by enabling teachers to increase opportunities for independent learning
- Help to secure outstanding teaching and learning in your school through an overall improvement in these four key areas of teaching

#### **20 WAYS OF IMPROVING TEACHER AND STUDENT QUESTIONING SKILLS**

- Strategies for improving the quality of teacher questions
- Techniques for improving the number and quality of student questions
- Socratic questioning techniques
- Questioning and new technology

## 20 WAYS OF DEVELOPING EFFECTIVE FEEDBACK TO ENSURE IMPROVED 'PROGRESS OVER TIME'

- Developing feedback dialogues
- Effective use of lesson time to enhance teacher feedback opportunities
- Strategies for improving peer and self-assessment
- Feedback and new technology

## 20 WAYS OF INCREASING STUDENT INDEPENDENCE & ADDING GREATER CHALLENGE TO LESSONS

- Ways of supporting students in 'learning how to learn'
- Using thinking skills to improve independence and challenge
- The 'flipped classroom'
- Twitter and student independence

### **TRAINER STACEY HYLAND-MCCABE**

Stacey Hyland-McCabe has been working in schools for 18 years in many different guises. In July she finished a three year post on the senior leadership team at one of the most challenging schools on the South Coast, where Ofsted reported that "a transformation has taken place in behaviour and teaching since the academy opened".

## Workshop 2: Reading Development

- *Suitable for primary and secondary teachers (KS 2-4)*
- **Trainer: Colin Harrison**

### **COURSE OUTLINE**

Each session will be based on extensive research and will draw upon Colin's two most recent books as well as extensive and successful classroom practice. The topics have also been an important part of University of Nottingham MA modules on Reading Development, Technology and Learning, and Specific Reading Difficulties/Dyslexia.

#### 1. Reading development (KS2, KS3, KS4)

- Strategies for encouraging more reading/wider reading
- Strategies for increasing motivation
- What assessment approaches are best for my school?
- Research-informed strategies for developing comprehension
- Improving reading across the school curriculum

## 2. Supporting those with a reading delay (KS2, KS3, KS4)

- What is dyslexia?
- Should we be defining students as dyslexic, and if so, why?
- Developing phonological awareness and phonemic awareness
- Improving spelling- What does a teacher need to know?
- Increasing motivation and confidence
- Creating a 'dyslexia-friendly' classroom and school

## 3. Using technology to improve reading and learning (KS2, KS3, KS4)

- Capitalizing on what our students already know and do
- Using technology to develop vocabulary
- Using technology to increase reading fluency
- Are e-books useful for improving reading?
- How to help students learn to interrogate the Internet more effectively
- Developing Critical Internet Literacy
- Developing group work skills in Internet research
- Improving writing through peer collaboration using digital supports

### **TRAINER COLIN HARRISON**

Colin Harrison is Emeritus Professor in the School of Education at the University of Nottingham. He taught secondary English for seven years, and since that time has worked at the University of Nottingham as a researcher, lecturer and professor, specialising in reading and language development, with a particular emphasis on technology.



## Workshop 3: Performance management and the promotion of high quality teaching and learning

- *Suitable for middle and senior leaders*
- **Trainer: Peter Ireland**

### COURSE OUTLINE

- The central concern of schools is Teaching and Learning and therefore the central concern of school leaders must be to ensure excellence in this area
- Such excellence is achieved through the motivation and management of people - not through administration and bureaucracy
- Success in the enterprise is dependent on intellectual honesty and independence of thought

With these three principles in mind, the seminar will focus on what effective 'Performance Management' in schools looks like and how it can become the heartbeat of a successful school's culture.

### TRAINER PETER IRELAND

After 19 successful years of headship, Peter joined the University of Buckingham in 2007 as Head of the Education Department, and is now the department's Director of Leadership Courses.

Peter was educated at Lancaster Royal GS, New College, Oxford (History) and Sheffield University (MEd). He began his teaching career at Merchant Taylor's School, Crosby. He became the Head of The Nelson Thomlinson School in Cumbria in 1989, when it was a below-par comprehensive with a rapidly falling roll.

He transformed the school into an oversubscribed OFSTED-rated 'Outstanding' school, producing an average of four Oxbridge students per year. In 2005, Peter was asked to take a failing comprehensive out of special measures, a feat he achieved in two terms, whilst retaining the headship of Nelson Thomlinson

## Workshop 4: Primary Computing Programming

- *Suitable for Early Years and primary teachers (EY-KS2)*
- **Trainer: Miles Berry**

### COURSE OUTLINE

1. Computational thinking. A quick introduction to the new computing programmes of study in the English national curriculum. What is computational thinking? Some examples of everyday algorithms: cookery, guess a number and sort. Computational thinking across the curriculum.
2. Programming. What is programming, and why teach it? Programming in early years and key stage 1 - problem solving with floor turtles. Introducing Scratch: making animations and simple games. Text-based programming - turtle graphics. Some thoughts on effective teaching of programming: code tracing, debugging and creative projects.
3. Connections. The difference between the internet and the web. How the internet works. Simulating the internet in class. The birth of the web. Tinkering with HTML. How Google works. Simulating Page Rank in class. Using search safely and effectively. Privacy.
4. Pedagogy. Developing, adapting or adopting a scheme of work. Inclusion issues. Emerging models of good practice in teaching computing and what the research says. Approaches to assessing computing without levels: blogs, granularity, testing and badges. Reflection on the day.

### TRAINER MILES BERRY

Miles is principal lecturer in Computing Education at the University of Roehampton. Prior to joining Roehampton, he spent 18 years in four schools, much of the time as an ICT coordinator and most recently as a head teacher. His research interests include the pedagogies of computer science education and informal learning. He is a former chair of Naace, the ICT subject association, and continues to serve on its board of management and is a member the management board of Computing At School and the UK Forum for Computing Education. He is a fellow of the BCS, RSA and HEA.

## WORKSHOP 5: SCHOOL BUSINESS MANAGER Standards, core tasks and Professional Recognition

*Suitable for School Business Managers and senior administration staff*

**Trainer: Stephen Morales**

- What are the core and specialist areas of competence required to be successful in the school business management professional role.
- Policy, Procurement, Financial management, Human Resource management, Capital planning and estate management, Data management and ICT, Marketing and PR, Income generation.

## BREAKOUT SESSIONS

Each school should choose a workshop and a breakout session for each member of staff attending

### B1: Exploring effective pedagogy in primary schools

This session will allow conference delegates an opportunity to explore the "Effective Pre-school, Primary and Secondary" (EPPSE) project, the largest longitudinal study in Europe to investigate the influences on children's academic and social-behavioural outcomes in the short, medium and long term.

Delegates will have the opportunity to critically appraise the strategies and their understanding of 'effectiveness'. Reflecting on their own situations, school policies and practices they will explore the extent to which they recognise 'excellent' teaching and the conditions that promote this.

At the end of the session delegates will be equipped with information to support them in leading a debate, back in their own settings, on the importance of pedagogy in promoting sound learning.

#### Trainer: Brenda Taggart

Brenda Taggart's background is in primary education (children age 5 - 11 years) having been a teacher, deputy/acting Headteacher and initial and in-service teacher trainer.

She has worked extensively in the field of educational research for almost 20 years with a focus on social equity. She has conducted research for both the UK governmental and non-governmental bodies exploring the impact of educational initiatives. Brenda is particularly well known for her work in researching the benefits of early years education.

She is the Principal Investigator/Research Co-ordinator for the Effective Pre-school, Primary and Secondary Education Project, a longitudinal study (1997 - 2014) funded by the UK's Department for Education. She works with policy makers and practitioners on issue of quality and effective pedagogy.

Brenda is a much sought after speaker as she is able to make complex research findings accessible to a range of audiences.



## B2: GOOGLE CLASSROOM

**Trainer: Huw Mawson**

Part of the Google Apps for education suite, Google Classroom is a learning management system designed to help teachers create, distribute, collect, and organise classroom materials such as documents, videos and links to web based resources. The app allows effortless communication between students and the teacher, greatly enhancing teaching and learning.

In this introduction we will look at creating classes, adding and distribution of materials, how the app helps organise materials and how the tool eases communication between the teacher and students.

Huw has been teaching for over 16 years delivering courses in Business Studies, Economics, ICT, and Computer Science to students ranging from key stage 3 up to and including key stage 5 in a range of setting from large state comprehensives to small private schools.

A self-confessed computer nerd, Huw is passionate about the use of tech in schools and, in particular, how it can be employed to enhance teaching and learning.

## B3: What makes British education so great? Learning and Thinking skills.

**Trainer: Alan Taylor**

Alan Taylor is an experienced teacher and leader with an impressive record of success, over 18 years teaching and leadership experience in state and independent schools, both in the U.K. and Europe. His engaging approach and responsive facilitation in training at all levels leads to great feedback and clear outcomes for all participants. He draws well on his experiences as an outstanding Science and Maths teacher and has led large secondary schools in middle and senior leadership positions, both academically and pastorally. His classroom practice has been recognised as outstanding in successive OfSTED inspections and he has published work on the value and impact of creative learning.

In 2005, as Deputy Headteacher, he worked alongside the U.K. government's 'Project Faraday' team to successfully redesign teaching and learning spaces at a large secondary school, one of only five chosen in the U.K. In 2011, As acting Headteacher at another large high school, he led the community to re-model a new £28M innovative school building. In Spain, Alan is supporting continued success at Cambridge House Community College as Deputy Head with a clear focus on developing truly innovative learning experiences for a growing community of world-class learners.





## B4: Session 1: World Class Qualifications

This session will allow conference delegates an opportunity to understand what is driving the need for a world class approach to qualifications development. Delegates will learn about global trends in education which have resulted in Pearson, under the Chairmanship of Sir Michael Barber, adopting World Class Qualifications (WCQ) design principles and development methodology to create a new suite of GCSE, A Level, BTEC and Apprenticeship qualifications.

The WCQ approach places significant emphasis on research among key stakeholders which means a particular focus on schools, HEIs and employers. Pearson is benchmarking the content against the highest performing jurisdictions internationally and employers and HEIs worldwide are helping us define the integration of assessment, curriculum and teacher professional development so as to embed the right 21st Century skills in everything we do. Reflecting on their own teaching practices, delegates will learn how we evaluate 'excellent' teaching and the conditions that promote this.

At the end of the workshop delegates will be equipped with a better understanding of measurable learning outcomes and the growing importance of efficacy in international education.

## B4: Session 2: GCE reforms

An in depth look at Edexcel GCE qualifications and the changes that have come about this year. An opportunity to talk to the regional representative for Spain and clarify your doubts.

### TRAINER Alasdair Melville

Alasdair Melville has responsibility for Pearson's international qualifications and schools resources business in Europe and in much of Hispanic America.

Pearson Qualifications International (PQI) is the UK's largest awarding body for academic and vocational qualifications and offers internationally recognised vocational and academic qualifications globally. PQI is part of the £6 billion Pearson Group, the world's largest education and information services company, with over 35,000 employees operating in more than 100 countries. PQI works with governments, universities, schools and major corporations around the world in the provision of educational services.

Alasdair has been involved in international business for almost thirty years and has worked in education since 1997 when he was appointed first European Director, then Managing Director - Argentina, with Oxford University Press. He has also held senior executive positions with Cengage, Cambridge University Press and the talent management consulting firm, Assessment & Development Consultants Group.

Alasdair is married with four daughters and moved to Madrid from Cambridge in August last year.

### TRAINER Jane Holiday

## Get to know our Key Note Speakers and Special Guests

### Keynote speaker: Sir John Jones

There is a small and select band of educational professionals in the UK who have not only had their achievements recognised in the New Year's Honours List, but who are also able to inspire others with their outstanding knowledge, passion and enthusiasm - Sir John Jones is one.

Knighthood in 2003 for his services to education, Sir John worked most of his professional life in challenging schools across the North West of England, his last post being the head-teacher of a large secondary school in Merseyside.

His achievements and reputation for straight talking, leadership and creativity led him to be invited onto various organizations, panels and think tanks including the National College for School Leadership, the DfES' Leadership Development Unit, the Teacher Development Agency's National Remodelling Unit and visiting posts with both Manchester and Liverpool Universities.

As if such a rich and varied CV was not enough, Sir John has also proven himself to be one of the most entertaining, inspiring and sought-after speakers on the global educational stage.

Sir John retains a very down to earth approach to education, believing it to be about social change, never just about ticking boxes or meeting targets. Covering an impressive range of educational issues from leadership and inclusion to organizational development and 'futures thinking', Sir John is guaranteed to give all those who come into contact with him food for thought, practical ideas that will make a difference and a genuine and moving sense of awe at the power teachers have to change young lives.

A keen golfer, a former semi-professional footballer and a semi-professional rock guitarist, John's passion for education is only matched by his love of Everton FC. But don't get him started on that...



### W1: Stacey Hyland-McCabe

Until July 2013 I was working in an Academy as a the Senior Leader with whole-school responsibility for Teaching and Learning, Staff Development and Performance Management. I was also Head of School which meant strategic responsibility for the academic and pastoral success and general well-being of 160 students. I also taught Humanities and Citizenship. However, from September 2013 I have returned to University one day a fortnight to study for a **Masters in Psychodynamic Counselling and Transactional Analysis** and am running my own **Teaching and Learning Consultancy and Training business**. Prior to July 2013 I worked in education both full and part-time for 16 years.

I have recently been working with a Free School in Suffolk; increasing their SLT capacity and raising standards in Teaching and Learning and Literacy Across the Curriculum. This started as a 10 week position and was extended to a 12 month role due to the success of my work. Staff here have commented such things as; “Having {Stacey} in school has been the best CPD I’ve had in 12 years” and a recent OfSTED highly commended much of the work I had been doing with staff, such as; effective feedback and marking strategies. Upon inspection the Quality of Teaching was judged to be 100% Good or Better.

As well as this I have been writing and delivering inset to primary/secondary schools and colleges up and down the country on subjects such as ‘Developing Mindset to Raise Attainment for More Able Students’, ‘Effective Differentiation’ & ‘Talk for Writing’. I have just been accepted by Ofqual to be on their team of subject advisors. I also work as part of the Lilac Sky Schools team delivery their Outstanding Teacher Development Programme in a range of primary and secondary schools across the south east.

## W2: Colin Harrison

Colin Harrison is Emeritus Professor in the School of Education at the University of Nottingham. He taught secondary English for seven years, and since that time has worked at the University of Nottingham as a researcher, lecturer and professor, specialising in reading and language development, with a particular emphasis on technology. For 25 of the past 30 years he has worked part-time in a local primary or secondary school for at least one term a year.

He was founder editor of the Journal of Research in Reading and was President of the UK Reading Association 1990-91. From 2003-6 he chaired the International Reading Association’s Literacy and Technology Committee. He was Principal Investigator on six UK government research and evaluation projects into technology in schools between 2000 and 2010, including ImpaCT2, Web2.0 and Impact09. His current main research interest is in evaluating and developing children’s critical Internet literacy.

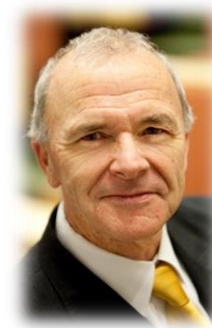


## W3: Peter Ireland

After 19 successful years of headship, Peter joined the University of Buckingham in 2007 as Head of the Education Department, and is now the department’s Director of Leadership Courses.

Peter was educated at Lancaster Royal GS, New College, Oxford (History) and Sheffield University (MEd). He began his teaching career at Merchant Taylor’s School, Crosby. He became the Head of The Nelson Thomlinson School in Cumbria in 1989, when it was a below-par comprehensive with a rapidly falling roll.

He transformed the school into an oversubscribed OFSTED-rated ‘Outstanding’ school, producing an average of four Oxbridge students per year. In 2005, Peter was asked to take a failing comprehensive out of special measures, a feat he achieved in two terms, whilst retaining the headship of Nelson Thomlinson.



## W4: Miles Berry

Miles is principal lecturer in Computing Education at the University of Roehampton. Prior to joining Roehampton, he spent 18 years in four schools, much of the time as an ICT coordinator and most recently as a head teacher. His research interests include the pedagogies of computer science education and informal learning. He is a former chair of Naace, the ICT subject association, and continues to serve on its board of management and is a member the management board of Computing At School and the UK Forum for Computing Education. He is a fellow of the BCS, RSA and HEA.



Over the years he has contributed to a number of computing related projects including: CAS's computer science curriculum, the national curriculum computing programmes of study, the CAS / Naace guide to the computing curriculum for primary teachers, training of CAS Master Teachers, Rising Stars Switched on Computing, Barefoot Computing, Code Club Pro's training materials and QuickStart Computing.

He gives regular keynotes and CPD workshops on computing and education technology nationwide and also has a number of international consultancy projects involving curriculum development and CPD.

## W5: Stephen Morales

Executive Director of NASBM



Back in 2006 I was working as the Finance Director in an International School in Spain. I was keen to ensure I kept up to date professionally so embarked on the Post Grad Certificate in Education Management run by NASBM in conjunction with Leicester University. This was the start of my relationship with NASBM. I went on to work with NASBM on the development of the SBM Competency Framework, spoke at various conferences and became Business Manager of the year in 2009. I then served a two-year term as a Trustee.



## BREAKOUT PRESENTERS

### B1: Brenda Taggart

Brenda Taggart's background is in primary education (children age 5 - 11 years) having been a teacher, deputy/acting Headteacher and initial and in-service teacher trainer.

She has worked extensively in the field of educational research for almost 20 years with a focus on social equity. She has conducted research for both the UK governmental and non-governmental bodies exploring the impact of educational initiatives. Brenda is particularly well known for her work in researching the benefits of early years education.

She is the Principal Investigator/Research Co-ordinator for the Effective Pre-school, Primary and Secondary Education Project, a longitudinal study (1997 - 2014) funded by the UK's Department for Education. She works with policy makers and practitioners on issue of quality and effective pedagogy.

Brenda is a much sought after speaker as she is able to make complex research findings accessible to a range of audiences.



### B2: Huw Mawson

Huw has been teaching for over 16 years delivering courses in Business Studies, Economics, ICT, and Computer Science to students ranging from key stage 3 up to and including key stage 5 in a range of setting from large state comprehensives to small private schools.

A self-confessed computer nerd, Huw is passionate about the use of tech in schools and, in particular, how it can be employed to enhance teaching and learning.



## B3: Alan Taylor

Alan Taylor is an experienced teacher and leader with an impressive record of success, over 18 years teaching and leadership experience in state and independent schools, both in the U.K. and Europe. His engaging approach and responsive facilitation in training at all levels leads to great feedback and clear outcomes for all participants. He draws well on his experiences as an outstanding Science and Maths teacher and has led large secondary schools in middle and senior leadership positions, both academically and pastorally. His classroom practice has been recognised as outstanding in successive OfSTED inspections and he has published work on the value and impact of creative learning.

In 2005, as Deputy Headteacher, he worked alongside the U.K. government's 'Project Faraday' team to successfully redesign teaching and learning spaces at a large secondary school, one of only five chosen in the U.K. In 2011, As acting Headteacher at another large high school, he led the community to re-model a new £28M innovative school building. In Spain, Alan is supporting continued success at Cambridge House Community College as Deputy Head with a clear focus on developing truly innovative learning experiences for a growing community of world-class learners.



## B4: Alasdair Melville

Alasdair Melville has responsibility for Pearson's qualifications business in Europe and in much of Hispanic America. Pearson Qualifications International is the UK's largest awarding body for academic and vocational qualifications and offers internationally recognised vocational and academic qualifications globally. PQI is part of the £6 billion Pearson Group, the world's largest education and information services company, with over 35,000 employees operating in more than 100 countries. PQI works with governments, universities, schools and major corporations around the world in the provision of educational services.

Alasdair has been involved in international business for almost thirty years and has worked in education since 1997 when he was appointed first European Sales & Marketing Director, then Managing Director - Argentina, with Oxford University Press. He has also held senior executive positions with Cengage, Cambridge University Press and the talent management consulting firm, Assessment & Development Consultants Group, where he was Global Sales Director.

A fluent French speaker and an ongoing student of Spanish, Alasdair holds a BA in Languages, Economics and Politics, an MSc in International Marketing and professional qualifications from The Chartered Institute of Marketing and The Market Research Society.

Alasdair is passionate about international sales and marketing and especially enjoys delivering world class solutions to clients on a truly global scale.

Alasdair is married with four daughters and lives in Madrid.



## Workshop allocation

Places will be accepted for one member from each school for each Workshops/ breakout session up until the Friday 07th February 2015.

After that date up to 3 places will be allocated for each school on a first come first served basis.

**SCHOOL NAME:**

### **PROFESSIONAL DEVELOPMENT WORKSHOPS**

*These workshops are funded through each school's "bonificaciones", that is, the courses are paid for and then refunded to the school from reductions in the social security payments (TC1/2). Delegates must attend for both days and sign the workshop attendance form at the end of the session on Sunday at 12 noon. Failure to do this will result in the funding from the TC1/2 not being available.*

*N.B. Please indicate Name and E-mail of delegates*

### **Workshop 1: The Big Four: Sustainably Improving the Quality of Teaching and Learning**

1.

-----  
Indicate breakout session choice:

-----  
Reserve options:

2<sup>nd</sup> staff member and breakout choice -----

3<sup>rd</sup> staff member and breakout choice-----

## Workshop 2: Reading Development

1.

-----

Indicate breakout session choice:

-----

Reserve Options:

2<sup>nd</sup> staff member and breakout choice -----

3<sup>rd</sup> staff member and breakout choice-----

## Workshop 3: Performance Management and the promotion of high quality Teaching and Learning

1.

-----

Indicate breakout session choice:

-----

Reserve options:

2<sup>nd</sup> staff member and breakout choice -----

3<sup>rd</sup> staff member and breakout choice -----

### Workshop 4: Primary Computing Programming

1.

-----

Indicate breakout session choice:

-----

Reserve options:

2<sup>nd</sup> staff member and breakout choice -----

3<sup>rd</sup> staff member and breakout choice -----

### Workshop 5: School Business Managers - working with the SLT

1.

-----

-----

Reserve options:

2<sup>nd</sup> staff member -----

3<sup>rd</sup> staff member -----

One staff member per workshop which runs over the two days.

**Please return this form to Bea at [nabss@acade.es](mailto:nabss@acade.es) Friday 07th February 2015**

Schools can reserve workshops by filling in the form with the school name in place of the teacher's name and then by the 13<sup>th</sup> of February 2015 replacing this with the teacher's name.

Telephone: 91 550 01 23 Fax: 91 550 01 22

# NABSS CONFERENCE 2015

*“Learning Today, Leading Tomorrow”*

**MALAGA 5th - 8th MARCH, 2015**

**Conference booking form**

*Please indicate, in each box, the **name and E-mail** of participants from your school.*

*(the E-mails provided will be used in the delegates' list)*

**Name of School:**

**Gala dinner Thursday 5<sup>th</sup> of March: 21:00h (dress code - semi-formal)**

(Two members from each school are invited by NABSS. Additional places are 105,00 Euros per person)

1.

2.

**Additional tickets**

**Tour of Malaga Friday 6th March: 16:00h**

(Two members from each school are invited by NABSS.)

1.

2.



Annual General Meeting (Saturday 7th March: 10:00h)

Participants: (maximum two registered representatives from each school):

Voting representative:

Second representative:

Request for additional delegates:

AGM representatives or school SMT members. Workshop - Saturday 15.00-17.00  
These workshops are free and do not require bonificaciones paperwork

**XXXXX**

(Two or more members from each school) Pending available seating

1.

2.

Please return this form to Bea at [nabss@acade.es](mailto:nabss@acade.es) before Friday 07th February 2015

Telephone: 91 550 01 23 Fax: 91 550 01 22

**Hotel REGISTRATION FORM FOR  
ACCOMMODATION - IPV Palace Fuengirola**

For hotel room reservation, please complete the attached booking form.

<b>COMPANY / SCHOOL:</b>							
<b>City:</b>		<b>Postal Code:</b>		<b>Company Tax Code:</b>			
<b>E-mail:</b>				<b>Contact Person:</b>			
<b>Telephone:</b>		<b>Mobile Phone:</b>		<b>Fax:</b>			
<b>ROOM</b>	<b>FULL NAME</b>	<b>TYPE OF ROOM</b>	<b>ARRIVAL</b>	<b>DEPARTURE</b>	<b>NIGHTS</b>	<b>SMOKER</b>	<b>€</b>
1							
2							
3							
4							
<b>REMARKS:</b>						Total	

**ROOM RATES PER NIGHT**

Double standard room, bed and breakfast per night: 98,00 €

Double standard room for single use, bed and breakfast per night: 90,00 €

10% VAT INCLUDED

## GENERAL CONDITIONS (HOTEL)

To reserve accommodation, please complete the booking form in capital letters and forward it, together with the confirmation of payment, to the following email address:

[joseluis.jimenez@hattonevents.com](mailto:joseluis.jimenez@hattonevents.com) or by fax to: 0034 91 002 66 62.

Payment for the hotel: The total amount must be paid in advance by bank transfer to the following account number:

From Spain: BANKIA 2038/ 1785/56/ 6000317070

From other countries: BANKIA, CODIGO SWIFT; CAHMESMMXXX, IBAN ES61 2038/ 1785/ 56/ 6000317070, beneficiary Hatton Events.

Rooms will be allocated in strict order of registration. Bear in mind that the number of rooms available for the Annual Conference is limited. Hatton Events will send confirmation by email upon receipt of the form and payment.

Registration is open until 07<sup>th</sup> February 2015. Thereafter all requests for reservations are subject to availability.

The use of personal data included in the Registration form is covered under the Law for Protection of Personal Data 15/1999 of 13<sup>th</sup> December.

Check in: If personal data has not already been provided this will be required by the hotel upon arrival. Check in is from 15.00 h. onwards. Check out until 12.00h. on day of departure.

Cancellations: Cancellations made with a minimum of 15 days notice prior to the opening of the conference will be refunded in full. Last-minute cancellations will only be refunded if the room can be re-let.

VAT / TAXES. VAT and / or applicable rates are subject to possible modification without notice due to change in government regulation as far as regards tax rate.

## AIR OR TRAIN TICKETS

Should you require transportation to/from Malaga, Hatton Events is happy to offer this additional service.

### INFORMATION AND RESERVATIONS

Hatton Events, S.L.L. - C/ Jacometrezo, 15 - 3º D - 28013 Madrid

Teléfono 0034 91 000 60 10 (Spanish- José Luis)- 0034 607 66 66 82 (English- Alberto de Diego) - Fax 0034 91 002 66 62

[joseluis.jimenez@hattonevents.com](mailto:joseluis.jimenez@hattonevents.com)

## Hotel IPV Palace \*\*\*\*

IPV PALACE & SPA

Ctra. A7. Km. 207

29640 - Fuengirola

Tel. (+34) 952 92 20 00

- The Hotel IPV Palace & Spa 4\* is located in one of the most quiet areas of Fuengirola.
- It is a seaside hotel located next to the gardens of the Castle of Sohail.
- The hotel offers a total of 285 rooms including 3 Junior Suites and 3 Suites most of them with stunning sea views.
- The hotel has an ideal location with 300 metres of beach almost exclusively for hotel guests.
- It is 20 minutes away from Malaga International Airport and a few kilometres away from Marbella.
- Fitness Centre
- Swimming Pool
- Wellness Centre
- Free Wifi

