

ANNUAL CONFERENCE 2019

“British Education; a World of Opportunities”

VALENCIA: 28th FEBRUARY – 3rd MARCH 2019



HOTEL MELIÁ VALENCIA, VALENCIA



The National Association of British Schools in Spain's 41st annual conference will be held from 28th February to 3rd March 2019 in Valencia.

The programme will include, as always, our annual general meeting, annual dinner and some very significant keynote speakers and guests. This year we are offering a larger range of workshops than in any previous conference and we also hope to see a larger than ever educational exhibition.

The chosen venue is the Hotel Meliá Valencia, which offers good conference facilities and an excellent location in the centre of the city. The gala dinner will be held at a specially chosen external venue.

The full conference programme will be published in due course. In the meantime, here is an overview, and details of the main workshops.

Thursday 28th February

The conference will commence with the traditional *gala dinner* for members and guests.



Friday 1st March

The first full day will start with the inauguration ceremony at which the invited speaker will be His Excellency the British Ambassador to Spain.

This will be followed by a tour of the **education exhibition**.

After coffee break the remainder of the morning will consist of a range of keynote speeches.



In the afternoon there will be the opportunity to participate in a panoramic tour of the city which will include a visit to the Museo Fallero.



Saturday 2nd March

The programme for school representatives will be as follows:

Morning: The NABSS Annual General Meeting.



Afternoon: A further keynote presentation and, following this, school representatives will be able to participate in the breakout sessions from the professional development programme.

In the evening there will be a cocktail and awards ceremony in the exhibition hall.



For the ***latter part of Saturday afternoon***, we will be offering ***nine short “breakout” sessions***. These will include Teachmeet sessions where experts from within our own schools have the opportunity to share their ideas.

In the evening, the professional development programme attendees will join the school representatives at the cocktail and awards ceremony.

Sunday 3rd March

School representatives will have the opportunity to participate in a workshop or forum event. The professional development programme will consist of the final sessions for the five main workshops.

The Professional Development programme will consist of the following nine main workshops. These will take place on Saturday morning and the first half of Saturday afternoon, with concluding sessions on Sunday morning.

Workshop 1: “Building Resilience, Emotional Health and Creativity of Young Children and The Adults Who Work With Them” Jenny Mosley. (For EYFS leaders and teachers)

Course Outline:

All practitioners working with children want to help them build resilience and emotional health, and to improve their speaking, listening and creativity skills so that they can fully explore their environment and learn how to express themselves clearly. This workshop will help you understand and use Jenny Mosley’s unique Golden Model and her Five Steps that enable early years practitioners to structure a rich and challenging, yet emotionally safe, environment that includes fair boundaries and vibrant circle times.

To promote self-esteem and self-confidence in others we need to look after ourselves first. Delegates will be encouraged to look at how we can become inspiring, emotionally intelligent role models for the children within our care. Are you truly a reflective practitioner developing your own skills and talents? As kindness is the key to positive relationships, we need to reflect upon whether we are being kind to ourselves and our team? Strong staff morale creates an ethos which can help us feel safe enough to become playful learners along with the children.

Course Outcomes

Delegates will have explored the following key points using Jenny's guidance and referring to her Golden Model:

- *How children are taught to practise the skills of thinking, looking, listening, speaking and concentrating through games specifically targeting each skill.*
- *Rounds encourage all children to raise specific points and to listen to one another's responses.*
- *Children develop moral values and 'golden hearts' through the embedding of 'Golden Rules' as the basis of good relationships.*
- *There is encouragement to uphold the values and routines through motivating, sparkly reward systems and calm, fair boundaries.*
- *Using puppets, 'energisers' and 'magical metaphors' we help children express their emotions, learn through fun and build relationships and kindness.*
- *How we all learn how traditional games can stimulate speaking and listening skills.*
- *Promoting self-esteem in the adults and children means we become reflective practitioners and inspiring role models, promoting staff morale.*
- *How we can all become playful learners alongside the children.*

Workshop 2: "Leadership: Living Life on the Edge" Karine George. ([For leaders in all phases](#))

So, you chose to be a leader, living life on the edge, experiencing more of the ups and downs, successes and failures of daily life in education. But are you a conscious Leader? Do you know what shadow you cast in your organisation? Are your staff performing at their best - passionate, committed and driving forward? Do you have doubts - any doubts at all?

Within this workshop Karine will help each of us to look from a new perspective. We will examine our own actions and those of others so that we can recognise patterns in our own behaviours and avoid making the same mistakes. Afterall; 'Leadership is not a title or a position, it is action and example.' Unknown

Workshop 3: "Spoon Feed No More" Alan Jervis. ([For primary teachers](#))

If you are looking for a host of ideas to make your children more independent, look no further. This course represents the philosophy and practice of Dragonfly Training which is 'hands on' learning where the pupils work harder than the teacher.

Course Outcomes: Receive a cutting-edge synthesis of what works and what doesn't in real classrooms • Take away dozens of teaching strategies that really work • Understand how to plan effectively, build in academic rigour and create a language-rich classroom.

Course Outline:

- *Session One: • Identifying and using students prior knowledge • Planning the journey the pupils take • The acquisition of skills and content • Independent learning starters - a toolkit of ideas*
- *Session Two: • Providing new learning - passengers not permitted • Thinking Skills - engage with a range of strategies • Adding depth of knowledge through constant reinforcement*
- *Session Three:
What works in the real classroom? • Whole lesson ideas for independent learning • Independent learning and meta-cognition*
- *Session Four: • Plenary techniques with total engagement • Effective questioning - no hiding place • Cutting edge methods for Assessment for Learning*
- *Session Five: • Engaging students with realistic choices • Student stress and wellbeing • Next step*

Workshop 4: “Effective English Teaching in the Secondary School” Pamela Fisher. ([For secondary English teachers](#))

Do you want to challenge all your students more effectively in KS3 and KS4 English lessons? Would you like to have a more creative and stimulating approach to lessons whilst preparing your students for the highest grades? Are you looking to encourage your less able learners with increased structure and support? This course demonstrates how specific approaches and strategies can be used in your classroom with little preparation but with significant effect on your students’ learning and exam success. Transform your students’ experience of English Language and Literature today!

Course Outcomes:

Acquire specific strategies to improve creativity and rigour in your classroom • Try out the lesson ideas for yourself in a relaxed atmosphere • Learn to analyse what you do well and question what you could do better • Be inspired to widen your vision of how to approach Language and Literature teaching.

Course Outline:

- *Session One: Let’s Be Creative! An Imaginative Approach to Narrative and Transactional Writing • Exploring high impact story openings to hook the reader • Originality revealed through genre experimentation • Encouraging student independence through challenge and choice*
- *Session Two: Not Making a Drama out of a ... Drama Text! • Developing a range of critical and personal responses to characters • Imaginative approaches to analysing the writer’s craft • Appreciating the impact of context - then and now.*
- *Session Three: A Novel Approach to Prose Texts • Differentiated strategies to explore and evaluate characters and themes • A musical journey to analyse setting • Confident handling of literary terminology*
- *Session Four: Improving Language Skills • Boosting confidence and belief within the English classroom • Practical strategies to support the less able learner • Challenging activities to stretch the more able language user*
- *Session Five: Learning in Evidence • The power of skilful questioning • The Learning Pyramid • Planning for highly focused exam responses*

Workshop 5: “Highly Practical Ways to Ensure Success for Everyone in Computing (and Computer Science)” Alan O’Donohoe. ([For teachers of computing in all phases](#))

When the ‘new’ Computing curriculum was first introduced in English schools in 2014, it immediately provided some challenges for existing teachers due to the heavy focus on Computer Science. Even though some teachers had previously studied Computer Science, they had not previously been required to teach it and there were many more teachers who had no background in Computer Science.

Although the National Curriculum for Computing also includes Digital Literacy and ICT, the areas that teachers have had time to build up their proficiency in; there have been gaps in training opportunities for those who need support with the Computer Science elements. There are an abundance of coding initiatives and plentiful resources available, but too little support offered to support the pedagogy of Computer Science. Coupled with the lack of training opportunities is the worrying tendency for Computing to appeal to a narrow margin of learners, for example, it has been reported how numbers of girls opting for the subject have declined.

Course leader Alan O’Donohoe has gained years of experience supporting teachers to combat these challenges and his efforts have been recognised through awards and in the press. More than anything, Alan offers practical solutions that you can use to develop Computing in your school.

Course Outcomes: *This course offers something for Computing teachers of all levels of experience and background and will focus on practical teaching strategies rather than specifically focusing on a limited number of software/hardware options. Rather than describe these ideas to you in a speaker-led presentation, you will actually experience these yourself through hands-on practical sessions where you can judge for yourself how effective they are.*

Course Outline:

- *Sessions One - Get them engaged from the get-go: Computer Science can be dry and un-inspiring, discover an activity you can use in any situation with any class, the next day. Expect to be 'converted' from the beginning.*
- *Session Two - Scratch below the surface: There are too many easy (and wrong) ways to teach Scratch which unfortunately turns some teachers off using it altogether. Discover the best way to teach with Scratch and you'll never go back to the other ways.*
- *Session Three - Snake wrangling for everyone: Teaching text-based programming can be a massive challenge when some know more than the teacher does, and others simply don't get it and find it a complete turn-off. Discover a truly inclusive approach to teaching text-based programming that will suit even the broadest of mixed ability classes.*
- *Session Four - Make the students do all the work: Traditional methods of teaching the theory of Computer Science can be immensely dull and dry. Discover a winning strategy that makes the students do all the work for you, so that you can work smarter not harder.
Participants will be offered a choice from two alternatives. We can try this democratically or condense both into one session. After Day 1, it is expected that participants will have a stronger idea about the best choice for Session 5 either*
- *Session Five (a) - Planning for success in Programming Projects: Year 11 students in English and Welsh schools are expected to complete a 20 hours Programming Project on their own. Discover why you shouldn't wait until Year 11 to start this, the best ways to tackle this and why you should do it anyway even if the qualification doesn't demand it.*
- *Session Five (b) - Inspiring and engaging the digital makers of tomorrow: Discover winning ways to raise the profile of Computing in your school and avoid the marginalisation of the subject by ensuring that numbers of students opting for the subject, particularly girls, grows steadily year on year.*
- *Session Six - Assessing, measuring and tracking learning progress: Discover simple but effective strategies that will help you ensure that all of your class are making progress at the appropriate level, no matter what their starting point and target grades are.*

Workshop 6: "The Ultimate SEN Day" Andrew Farbridge. ([For teachers and support staff in all phases](#))

Understanding different types of Special Educational Needs (Learning & Living differences as I like to call them) can be both challenging and time consuming. Getting the teaching, learning and support is crucial. This course will demonstrate practical ways to provide both 'challenging' and 'accessible' learning opportunities for pupils with SEN. These will include pupils with autism, dyslexia, dyspraxia, dyscalculia, dysphasia, ADHD/ADD and emotional, social and behavioural needs. The course is suitable for all teachers, whether you are newly qualified, experienced or support staff.

Delegates will explore a range of differentiation techniques and develop strategies for promoting learning specific to the needs of individual pupils. You will also explore the importance and effectiveness of assessment in order to promote maximum attainment for the whole class.

Course Outcomes: *Develop your understanding of the different types of Special Educational Needs • Implement appropriate strategies to support SEN - in and out of the classroom Develop effective relationships with teaching colleagues and parents of SEN • Be creative and thoughtful with a wide variety of teaching and learning strategies to meet SEN • Know how digital technology can support SEN*

Course Outline:

- *Session One: The range of Special Educational Needs • Knowing the different types of needs - the huge spectrum of learning & living differences • Dyslexia, Dyspraxia, Dyscalculia, Dysphasia • ADD/ADHD • Social, Emotional & Behavioural Difficulties*
- *Session Two: Teaching, Learning and supporting SEN pupils • Understanding and implementing the EHCP (Education Health Care Plan) for each learner • Practical strategies for the mainstream classroom.*
- *Session Three: Teaching, Learning and supporting SEN Pupils (cont) • Emotional support for learners - developing learner confidence • Differentiation and Inclusion in schools for SEN pupils*

- *Session Four: Raising attainment for SEN pupils • Working together - targets and personal development • Getting the most for all SEN pupils*
- *Session Five: The Way Forward • Discussions and planning for SEN pupils • Monitoring and reviewing progress together - school, pupils and parents*

Workshop 7: “Cutting-Edge Marking and Feedback Strategies” Steve Garnett. ([For primary teachers](#))

- *Has your school had marking and feedback noted as an area for improvement by inspectors?*
- *Do you want to ensure that your systems and practice in marking and feedback are genuinely effective in improving the quality of pupils’ work?*
- *Do you want an understanding of what inspectors see as good practice in this area? (This includes superb new feedforward strategies)*

This course will demonstrate how to implement all of the above in a practical and hands-on day. Strategies proven to improve classroom performance through enhanced marking and feedback will be explored and displayed.

Course Outcomes:

Acquire a range of cutting-edge marking and feedback strategies that really do work • Experience marking techniques that are equally effective in terms of teacher time as well as pupil progress • Discover marking that works for the teacher, the pupil, the parent and inspection • Gain an understanding of the new feedforward, as well as feedback, strategies.

Course Outline:

- *Session One: What We Now Know About Effective Feedback and Marking • A marked improvement? The very latest research on marking • Marking and feedback: The wrong way around • The status of feedback*
- *Session Two: Feedback • Defining Formative Feedback Correctly • Feedback at the point of teaching - why it is important • 5 teaching tools that allow formative feedback at the point of teaching*
- *Session Three: The Marking Continuum • 7 ways of marking formatively • In class and out of class marking • Say it once to everyone rather than to everyone once.*
- *Session Four: Pupils, Marking and Feedback • Examples of effective and ineffective pupil marking • Gallery Critique • ‘Soft on person, hard on content’*
- *Session Five: Re-evaluating ‘Traditional Practice’ • Understanding what Inspectors are and are not looking for • Re-educating parental expectations • Next steps and action planning*

Workshop 8: “New 9-1 GCSEs: Evidence-Based Practice to Improve Memory, Retention and Recall for Knowledge Exams “Dave Taylor. ([For secondary teachers](#))

Can your students retain the huge amount of information they need to succeed in their new-style ‘knowledge exams’? Is your school adapting teaching strategies and revision practices to ensure students recall that information in high-stakes exams? Do you want a range of immediately implementable strategies which guarantee improved performance in ‘knowledge exams’? This course, for teachers and leaders at all levels, explores the science of the teenage brain and introduces a range of practical, immediately implementable teaching and revision strategies to help students RETAIN knowledge, REVISE efficiently and RECALL the information in exams.

Course Outcomes:

Understand how educators can embrace the ‘plasticity’ of the teenage brain to improve knowledge retention and exam performance Acquire a variety of practical strategies, activities and resources which are proven to ensure greater knowledge retention • Gain the knowledge to introduce whole-school strategies and resources that will kick start better knowledge retention in your school - immediately • Discover the five most effective revision practices and how to sell them to students.

Course Outline:

- *Session One: The Truth about Memory and Knowledge • The Rise of Knowledge - what you need to know • Neuropsychology, synapses and how the teenage brain retains knowledge • The wonder of you! How to share the research with your students • 5 ways to develop anyone's memory*
- *Session Two: Making Learning Stick • Getting learning 'stuck into' long-term memory • Remembering the 'forgetting curve' • A student's guide two skilful self-testing • '6 that Sticks' - teaching strategies guaranteed to make learning stick*
- *Session Three: Memory and Mindfulness in Curriculum Design • Cognitive Load - exploring and exploiting the limits of students' retention • Mindfulness in curriculum design: supporting students to succeed and survive a busy course • What does it mean for the most able? Exploring the connection between mastery and memory • Practical, hands-on activities and ideas to develop mindfulness and high performance in your classroom.*
- *Session Four: 'Bamboo Revision' and How to Avoid it • Exploring the research into effective learning, retention and exam performance • School-wide revision and recall - where, when and how to start • The 5 most effective revision practices proven to improve exam performance • How to 'sell' effective revision strategies to students and their parents/carers*
- *Session Five: Teacher Questioning for Retention and Recall • 20 ways to Improve Teacher Questioning to increase retention and recall • In a nutshell - key messages from the course • Making a difference to tomorrow - a commitment to try something new.*

Workshop 9: "Teaching EAL in the Mainstream Classroom" [Peter Dawes.](#) (For primary and secondary teachers)

Do you struggle to accommodate the needs of EAL pupils whilst also trying to teach native speakers in the mainstream classroom?

Do you worry that time taken in helping EAL pupils is detrimental to native-speakers' progress? Would you like to know how to teach EAL pupils and native speakers at the same time, in exactly the same way? This course equips you with the knowledge to enable you to teach non-native and native English speakers the same content, at the same time and in exactly the same way, delivering content and language whilst increasing language ability, subject knowledge and cognition across the whole class.

Course Outcomes:

Learn the difference between basic language skills and the academic language students need to perform effectively • Acquire the tools to make your classroom a language-rich environment • Understand how EAL (and mainstream) students' linguistic and cognitive skills can be developed simultaneously. • Putting it all together to plan your future path.

Course Outline:

- *Session One: Introduction: The Learner's Perspective • What it's like for an EAL learner in a mainstream classroom? • The peculiarities of English - an appreciation of the task in hand • The vital role of non-verbal cues and clues.*
- *Session Two: The Language-Rich Classroom • Reading activities: how to improve the experience - aiding vocabulary acquisition for both EAL and native speakers • Speaking: why it's so important in the classroom, and how to implement effective strategies • Listening: both for gist and specific meaning. Activities to improve both outcomes • Writing: improving understanding of structure, plus how to hone in on common mistakes*
- *Session Three: Tips and Tricks to Enhance Language Acquisition • The good habits of the EAL-aware teacher • How sensitive error correction can become second nature • Starters and plenaries - vocabulary extension exercises.*
- *Session Four: The Effective Exploitation of IT Tools • Essential apps and web-based resources • Accelerating independent pupil progress through tech-based solutions • Simple IWB tricks and techniques to reinforce understanding.*

- *Session Five: Moving to the Next Level • Making grammar fun (Yes, really!) • Lower level language, but higher order thinking • Progressing from Basic Communication to Academic Language Proficiency • Final overview: tying it all together.*

KEYNOTE PRESENTATIONS (FOR SCHOOL LEADERS)

“A Sure Start: Research Evidence on Effective Early Years Education”. Presenters; **Brenda Taggart.**
Sponsored by Pearson Education.

The world of work, for children entering school right now, will be a place we may find difficult to predict. What skills and dispositions will these children need to live happy and fulfilled working lives in the mid 21st Century? Key to success, especially for disadvantaged children, is getting off to a good start and getting onto a pathway of effective learning. This keynote will draw on research evidence from Europe’s largest longitudinal study of children’s academic and social-behavioural development: The Effective Pre-school, Primary and Secondary Education Project (EPPSE, 1997-2014). Funded by England’s Department of Education (DfE) it has, over a period of twenty years, provided research evidence for changes to both policy and practices in early years education and care. This presentation will discuss the short, medium and long term benefits of high quality pre-schooling, how we measure quality and what we know about effective pedagogy. Whatever the world of work looks like in twenty years time, children will need to be good learners in order to make a successful contribution to the workplace and a ‘sure start’ is fundamentally important to achieving this.

“Promoting Resilience, Positivity and Energy in Ourselves and Others’ Jenny Mosley.

Tired staff do not inspire. Too many adults ignore their own wellbeing needs. Jenny’s passionate belief is that we continually need to recharge our energy and joy levels so that we have more energy to actively support others. Mindfulness and fun are the uplifting touchstones of her philosophy. Being a leader can be a lonely role. It’s important that we reach out and share our experiences in a supportive, non-judgemental forum. Jenny will be talking about the importance of leading circle time meetings for staff. “Be The Change You Want To See” (Gandhi) is a key philosophy - we cannot tell people how we want them to be - we need to inspire them. This seminar will help us consider a raft of ideas to help us motivate and have empathy with others.

We are all responsible for our own moods. Jenny will introduce some simple exercises and activities to lift our spirits. Being open to new experiences in a non-judgemental way, engaging with the others with no pre-conceptions and being in the moment will help us all get to the most from the day and give us ways of keeping going in the future - whilst around us chaos might be swirling!!

“Are your staff the problem when using social media?” Stella James

What will the internet be in the future? How will it impact us? Online addiction is real! What is the right language to communicate with your students? Do we feel comfortable talking about online risks? During this workshop, we will explore all the current social media platforms. You will challenge and reflect upon your own online behaviour and explore practical strategies that can be used immediately to keep yourself and others safer online.

The audience will walk away with real practical advice that can be used personally or within their schools. Online safety is a growing problem and schools really don’t have the resource or the knowledge to educate in an effective way.

DRAFT PROGRAMME

THURSDAY 28TH FEBRUARY 2019

19.30	Welcome Cocktail
20.00	Gala dinner

FRIDAY 1ST MARCH 2019

09.00 to 10.00	Registration of School representatives attending AGM
10.00 to 10.30	Official opening of conference and exhibition. Simon Manley, HM Ambassador to Spain.
10.30 to 11.00	Visit exhibition
11.00 to 11.30	Coffee
11.30 to 14.00	Keynote speakers: Jenny Mosley and Brenda Taggart.
13.30 to 15.00	Lunch
16:00 to 19:00	Tour of Valencia and visit to “Museo Fallero”
19:00 to 20:00	Cocktail in the exhibition room

SATURDAY 2ND MARCH 2019

School representatives

09.30 to 10.00	Registration for AGM
10.00 to 11.45	AGM (first part)
11.45 to 12.00	Coffee break/visit to exhibition
12.00 to 13.30	AGM (second part)
13.30 to 15.00	Lunch
15.00 to 16.30	Keynote speaker

Workshop 1: “Building Resilience, Emotional Health and Creativity of Young Children and the Adults who work with them” Jenny Mosley.

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 13.00	Session 2
13.00 to 14.30	Lunch
14.30 to 16.15	Session 3

Workshop 2: “Leadership: Living Life on the Edge” Karine George.

09.00 to 09.30	Registration
09.30 to 11.00	Session 1
11.00 to 11.15	Coffee break/visit to exhibition
11.15 to 13.00	Session 2
13.00 to 14.30	Lunch
14.30 to 16.15	Session 3

Workshop 3: “Spoon Feed No More” Alan Jervis.

09.00 to 09.30	Registration
09.30 to 11.15	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 16.15	Session 3

Workshop 4: “Effective English Teaching in the Secondary School” Pamela Fisher.

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 16.15	Session 3

Workshop 5: “Highly Practical Ways to Ensure Success for Everyone in Computing (and Computer Science)” Alan O’Donohoe.

09.00 to 09.30	Registration
09.30 to 11.15	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 16.15	Session 3

Workshop 6: “The Ultimate SEN Day” Andrew Farbridge.

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 16.15	Session 3

Workshop 7: “Cutting-Edge Marking and Feedback Strategies” Steve Garnett.

09.00 to 09.30	Registration
09.30 to 11.15	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 16.15	Session 3

Workshop 8: “New 9-1 GCSEs: Evidence-Based Practice to Improve Memory, Retention and Recall for Knowledge Exams “Dave Taylor.

09.00 to 09.30	Registration
09.30 to 11.00	Session 1
11.00 to 11.15	Coffee break/visit to exhibition
11.15 to 13.00	Session 2
13.00 to 14.30	Lunch
14.30 to 16.15	Session 3

Workshop 9: "Teaching EAL in the Mainstream Classroom" Peter Dawes

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 13.00	Session 2
13.00 to 14.30	Lunch
14.30 to 16.15	Session 3

SATURDAY AFTERNOON PROGRAMME FOR ALL DELEGATES

16.30 to 17.30	Breakout workshops: 9 simultaneous options.
18.00	Cocktail and presentation of awards.

SUNDAY 3rd MARCH 2019

School representatives

09.30 to 11.00	Keynote Speaker: Stella James.
11.00 to 11.45	Forum for senior Managers.

Workshop 1: "Building Resilience, Emotional Health and Creativity of Young Children and The Adults Who Work With Them" Jenny Mosley.

09.30 to 10.30	Session 4
10.30 to 10.45	Coffee break/visit to exhibition
11.00 to 11.45	Session 5

Workshop 2: "Leadership: Living Life on the Edge" Karine George.

09.30 to 10.30	Session 4
10.30 to 10.45	Coffee break/visit to exhibition
11.00 to 11.45	Session 5

Workshop 3: "Spoon Feed No More" Alan Jervis.

09.30 to 10.30	Session 4
10.45 to 11.00	Coffee break/visit to exhibition
11.00 to 11.45	Session 5

Workshop 4: "Effective English Teaching in the Secondary School" Pamela Fisher.

09.30 to 10.30	Session 4
10.45 to 11.00	Coffee break/visit to exhibition
11.00 to 11.45	Session 5

Workshop 5: "Highly Practical Ways to Ensure Success for Everyone in Computing (and Computer Science)" Alan O'Donohoe.

09.30 to 10.30	Session 4
10.45 to 11.00	Coffee break/visit to exhibition
11.00 to 11.45	Session 5

Workshop 6: "The Ultimate SEN Day" Andrew Farbridge.

09.30 to 10.30	Session 4
10.45 to 11.00	Coffee break/visit to exhibition
11.00 to 11.45	Session 5

Workshop 7: “Cutting-Edge Marking and Feedback Strategies” Steve Garnett.

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Workshop 8: “New 9-1 GCSEs: Evidence-Based Practice to Improve Memory, Retention and Recall for Knowledge Exams” Dave Taylor.

09.30 to 10.30	Session 4
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11.00 to 11.45	Session 5

Workshop 9: “Teaching EAL in the Mainstream Classroom” Peter Dawes

09.30 to 10.30	Session 4
10.30 to 10.45	Coffee break/visit to exhibition
11.00 to 11.45	Session 5

12.00 END OF CONFERENCE

INTRODUCTION TO THE TRAINING PRESENTERS

Jenny Mosley

Jenny Mosley is renowned nationally and internationally as a key UK trainer, educational consultant and prolific author. Her unique ‘Golden Model’, interweaves key ideas and is underpinned by theory and experience. This model promotes staff and pupil wellbeing, listening systems, positive values and social times. These outcomes help early years settings and schools create safe, supportive and inclusive learning communities where children and adults feel safe, respected and listened to. Jenny’s Five Wells for Wellbeing has been used by many organisations including the National College for School Leadership (NCSL) in the UK.

For 45 years, Jenny has been in demand for inspiring and unique talks, conferences and workshops, covering areas of expertise within staffrooms, early years settings, classrooms, dining halls and playgrounds. Her books have received worldwide acclaim, and include ‘Here We Go Round for 3-5 Year Olds’, ‘Quality Circle Time in the Primary Classroom’, ‘Quality Circle Time in the Secondary School’, ‘Personal Power’, ‘Boost Your Energy’, ‘Positive Playtimes’, ‘How to Create Calm Dining Halls’ and ‘They’re Driving Me Mad’. Jenny’s first book ‘Turn Your School Round’ focused on the wellbeing of all the adults in the school.

Jenny wrote the Primary National Strategy ‘Happier Playtimes and Lunchtimes’ guidance document, circulated to all UK primary schools and taught on the Bristol University and London University’s M.Ed programmes. Being on the UK Government’s Social and Emotional Aspects of Learning (SEAL) team, and writing SEAL Circle Time Guidance for early years, Primary and secondary education, Jenny Mosley is passionate about expressing and demonstrating ways of promoting emotional health and wellbeing for everyone in schools, starting with yourself.

Internationally, Jenny Mosley’s Whole School Approach to Wellbeing and Positive Relationships has proved time and again to embed and flourish successfully within many different cultures. Jenny’s systems have been introduced into schools in many countries including New Zealand, Australia, Dubai, Qatar, Vietnam, Brazil, UAE, Chile, Cayman Islands, India, Kuwait, Japan and many European countries. www.circle-time.co.uk

Karine George

Karine George is an award-winning educationalist, with a passion for re-imagining the future. She was a head-teacher for more than 20 years in a large junior school rated as outstanding by Ofsted, England's school inspection and regulatory body. She is an active research practitioner, and an ardent advocate of the use of technology to support 21st century learning, and was selected to work on the Government task force for Home Access and has reported to the department on the use of technology. Karine is a frequent keynote speaker, and has written articles on a range of educational issues. She is a contributing author to 'Sustainable School Transformation: An Inside-Out School Led Approach' (edited by David Crossley, Bloomsbury, 2013), which looks at how the rigour of traditional top-down accountability models can be combined with the engagement and buy-in of school-led "inside-out" approaches.

Alan Jervis

Alan Jervis is one of Dragonfly's senior trainers and has delivered over 1,600 courses to more than 11,000 teachers. With over 30 years of teaching experience - including seven as an assistant Headteacher responsible for teaching, learning and assessment - Alan has extensive experience of employing new teaching and learning strategies. During his time as Assistant Head, Alan was also tasked with targeting student under-achievement which he did so successfully that this resulted in an impressive 36% upturn in GCSE and A level exam results. Since then, Alan has become not only an expert teacher trainer, but also a qualified NLP consultant and author. Alan's publications include co-writing the critically-acclaimed 'Improving Classroom Performance: Spoon Feed No More' among others. With this incredibly vast experience and expertise, it is no surprise Alan's Dragonfly courses receive our top 97% 5-star feedback from all past delegates. Alan has delivered courses for Dragonfly Training in the UK, Europe and Asia and is a regular CPD workshop provider at Dragonfly's Independent School and Subject Leader conferences, ISHRAQ conferences, The GESS Show, COBIS conferences and the BSME conference in the Middle East.

Pamela Fisher

Pamela Fisher taught as a full-time English teacher for twenty years, most recently as Head of English at a comprehensive school in Wales. In order to further her professional development, she also studied part-time for a Master of Arts degree in Education which afforded her the opportunity to research, amongst other areas of interest, ways of improving boys' achievement levels in English.

Working now as a Dragonfly trainer and consultant, Pamela has run many courses throughout the various regions of the UK. Her courses have covered a variety of aspects of English teaching including those dealing with more able students, differentiation, improving marking, feedback and assessment, less able students, Assessment for Learning, and improving exam success.

On an international level, Pamela has run workshops in Prague for British International School teachers throughout Europe covering elements of both KS3 and KS4 English teaching. Having had many years' experience as a GCSE English Language and also Literature Examiner, Pamela now works as a GCSE Oracy Moderator. In addition to this, she tutors groups of KS3 and GCSE students. Pamela runs workshops for students who are following a post-graduate teaching course, and works with overseas undergraduates at a University Summer School equipping them with the confidence and speaking skills they need to participate fully in their degree courses.

Pamela is an enthusiastic practitioner who is always keen to share her passion for English teaching in a non-threatening, inclusive and humorous way!

Alan O'Donohoe

Through his work in the classroom, Alan has earned an excellent reputation within computer science education and has a wealth of experience in delivering courses which have been consistently graded by teachers and inspectors as "outstanding". Despite having no previous computer science background, Alan first introduced the subject into his school in 2007 and GCSE computing in 2010. Alan was one of the first DfE Computing At School master teachers, and is the founder of both Raspberry Jam (the global community for people to discover the potential of the Raspberry Pi) and Hack To The Future. Thousands of teachers have used Alan's resources for teaching computing and his work has featured in The Guardian, TES, The Sunday Times and on the BBC.

Andrew Farbridge

Andrew is a SENDco with over twenty years of experience teaching in a range of different Secondary Schools (starting his career as an English and Drama teacher, before progressing onto Head of Department and Pastoral Head in large secondary schools). He is now identified as a Specialist Leader in Education for the Borough of Poole, with a focus on Mental Health and Wellbeing, SEND, Supporting NQTs and Challenging the Most Able (with the majority of his time spent providing Mental Health focussed training to teachers). His degree is in English Literature, with a Master's degree in Effective School Leadership, Managing Whole School Behaviour and Whole School Inclusion. Andrew also holds accredited status for Mental Health First Aid and is in the process of publishing a whole School audit - designed to evaluate mental health and wellbeing provision in schools and colleges.

Andrew is passionate about improving the quality of education for all students by creating and sustaining the most effective learning environment in the classroom. He strongly believes in the need to set high levels of challenge, and equally provide high levels of support in order to promote staff growth and development in an educational environment. Throughout his career he has supported staff in order to develop confidence and capability in the classroom.

Steve Garnett

Steve Garnett has been a teacher for 24 years. He has delivered INSETs to over 7,000 teachers over the past 10 years in the UK, Ireland and across Europe, the Middle East and the Far East. Teachers who have attended Steve's courses have regularly described them as 'inspirational'. Steve is an award-nominated author whose book 'The Subject Leader' was shortlisted for Best Secondary Resource in the prestigious BESA awards. He has also written 'Using Brain Power in the Classroom' which a TES Review described as 'strong in its resume of the latest research into what constitutes effective learning'. Steve is also co-author of 'Spoon Feed No More - Improving Classroom Performance' - which is a definitive guide to the philosophy and practice of Dragonfly Training.

Dave Taylor

Dave Taylor is one of the most experienced and gifted trainer and school leaders in his field. Throughout his years in school leadership, Dave has remained focused on the magic of the classroom and is often cited as an inspiration to his students and his colleagues alike.

As Head of English, Dave transformed an underperforming team into one which produced the best GCSE results of all similar schools in the country. As Assistant Headteacher, Deputy Headteacher and, most recently, Vice Principal of a Multi-Academy Trust, Dave has transformed the teaching in a number of schools, delivered training to thousands of teachers and mentored a generation of new teachers.

Dave has organised and presented teach meets, conferences and multi-platform festivals. He has presented at the SSAT Achievement Show and sat on the steering group on 'World Class School Status' in the SSAT's Leading Edge group of academies.

Peter Dawes

Peter Dawes is one of Dragonfly's longest serving trainers. Peter is an engaging and enthusiastic trainer with a broad repertoire of practical ideas. Peter has acquired a broad CV, following 17 years' experience of teaching MFL in a variety of schools, including teaching English abroad. In addition, Peter has extensive experience of running pupil residential courses; developing educational web content and blogs; speaking at numerous conferences such as ALL, ECIS and various TeachMeets, as well as keeping his hand in through supply, private tuition and helping at his local primary and secondary schools, which his own children attend.

There is a common strand running through all of Peter's Dragonfly courses, which include Teaching EAL in the Mainstream Classroom, MFL, Effective Differentiation, Improving Literacy & Numeracy, Raising Boys' Achievement and Using IT Effectively in the Classroom. Whether delivered at home or abroad in Europe, Africa, The Middle East and The Far East - Peter's courses offer inspiration and practicality and promise minimal teacher preparation time.

Brenda Taggart

Brenda Taggart's background is in primary education having been a teacher, advisory teacher, deputy/acting Headteacher and an in-service and initial teacher trainer. She has worked in the field of educational research for over 20 years. She has conducted research for Governmental and non-governmental bodies exploring the impact of educational initiatives. During this time she has developed, published and administered research instruments. She has worked on both quantitative and qualitative data to code, analyse and interpret findings. She has advised the Government (Cabinet Office, DfE, Treasury, No 10 etc.) on early years policy. She also works with practitioners on issue of quality and effective pedagogy. She was one of the Principal Investigators and the Research Coordinator for the Effective Pre-school, Primary and Secondary Education Project, a longitudinal study funded by the UK's Department for Education (1997-2014) and is currently an Honorary Senior Research Associate at UCL's Institute of Education. Brenda has presented research findings across the world and is a much sought after speaker for her ability to communicate complex research findings in an accessible way to a range of audiences.

Stella James

Stella James is a mother of two young children and Head Gooseberry of Gooseberry Planet - an award-winning educational software platform developed to educate children, teachers and parents how to be safe online. As one of the Government's top 3 priorities, online safeguarding is hugely important and a 'hot' topic in education. With children now spending increasingly more time online and with more than half of them using social media before the age of the 10, it is vital that the younger generation are taught how to use the internet responsibly and are aware of the dangers found online. In response to this, Stella developed Gooseberry Planet to enable schools to effectively teach pupils about staying safe online. She says, "If Gooseberry Planet can save one child from being groomed or sexually exploited, then it has achieved my goal." Stella is passionate about broadening conversations around online safety and protecting young children online. She regularly delivers presentations and workshops to schools and school associations and runs CPD training courses to organisations in the education sector. Stella's sessions offer an informed and thought-provoking insight into the issues surrounding online safety and safeguarding, discussing how schools can meet statutory requirements and deliver engaging and regular discourses around online safety for pupils.

The definitive programme will be circulated to member schools in January or February.

In the meantime, [please complete the booking forms for the hotel and for the main conference events](#) which will be open on the NABSS website www.nabss.org from **Wednesday, 12th December 2018 to Wednesday, 16th January 2019.**

Workshop places are limited and will be assigned in chronological order of registration.

We look forward to seeing you all at the conference.