

ANNUAL CONFERENCE 2020

“Seeking the Best for Everyone”

SITGES: 5th MARCH – 8th MARCH 2020



SITGES

HOTEL MELIÁ SITGES



The National Association of British Schools in Spain's 42nd annual conference will be held from 5th to 8th March 2020 in Sitges.

The programme will include our annual general meeting, annual dinner and some outstanding keynote speakers. A range of workshops will be provided for teachers and leaders of all phases. The exhibition room, in which we expect to host over fifty educational resources and services providers, will as always, be the central hub of the conference.

The chosen venue is the Hotel Meliá, which provides an excellent location in the beautiful town of Sitges. 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 5th March



The conference will commence with the traditional gala dinner for members and guests. This will take place at the spectacular Finca Más Solers.

Friday 6th March

The first full day will start with the **inauguration ceremony** in the presence of **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 cultural tour, in which we intent to visit a nearby “**bodega de cavas**”.

Saturday 7th 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 later part of Saturday afternoon, we will be offering short “breakout” sessions.

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

Sunday 8th 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 eight main workshops.

NABSS 42nd ANNUAL CONFERENCE

THURSDAY 5TH MARCH 2020

19.30	Welcome Cocktail
20.00	Gala dinner

FRIDAY 6TH MARCH 2020

09.00 to 10.00	Registration of School representatives attending AGM
10.00 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 14.00	Keynote speakers.
13.30 to 15.00	Lunch
16:00 to 19:00	Cultural visit
19:00 to 20:00	Cocktail in the exhibition room

SATURDAY 7TH MARCH 2020

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 speakers.

Workshop 1: “Optimising Learning in the Early Years through Continuous Provision” Eva Cartwright.

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 16.00	Session 3

Workshop 2: “Meeting the Challenges of KS2/KS3 Maths” Alan Jervis.

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 16.00	Session 3

Workshop 3: “Cognitive Load Theory: The Secrets to Exam Success Revealed Through Best Practice Advice and Clear Explanations of the Evidence” 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 16.00	Session 3

Workshop 4: “Refocusing on Assessment for Learning” Julie Watson.

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 16.00	Session 3

Workshop 5: “The Missing Middle: Ensuring all Students Reach Their Full Potential” Dave Taylor.

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 16.00	Session 3

Workshop 6: “Growth Mindset: Real and Sustained Achievement” Matt Messias.

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 16.00	Session 3

Workshop 7: “Essentials Tools for Middle Managers” Melody Lowe.

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 16.00	Session 3

Workshop 8: “Leading School Sports” Rick Sellers.

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 16.00	Session 3

SATURDAY AFTERNOON PROGRAMME FOR ALL DELEGATES

16.30 to 17.30 Breakout workshops: approximately six simultaneous options.

18.00 Cocktail and presentation of awards.

SUNDAY 8TH MARCH 2020

School representatives

09.30 - 11.30 Forum or workshop events for senior managers.

Workshop 1 “Optimising Learning in the Early Years through Continuous Provision” Eva Cartwright.

09.30 to 10.30 Session 4
10.30 to 10.45 Coffee break/visit to exhibition
11.00 to 12.00 Session 5

Workshop 2: “Meeting the Challenges of KS2/KS3 Maths” Alan Jervis.

09.30 to 10.30 Session 4
10.30 to 10.45 Coffee break/visit to exhibition
11.00 to 12.00 Session 5

Workshop 3: “Cognitive Load Theory: The Secrets to Exam Success Revealed Through Best Practice Advice and Clear Explanations of the Evidence” Steve Garnett.

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: “Refocusing on Assessment for Learning” Julie Watson.

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: “The Missing Middle: Ensuring all Students Reach Their Full Potential” Dave Taylor.

09.30 to 10.30 Session 4
10.30 to 10.45 Coffee break/visit to exhibition
11.00 to 12.00 Session 5

Workshop 6: “Growth Mindset: Real and Sustained Achievement” Matt Messias.

09.30 to 10.30 Session 4
10.30 to 10.45 Coffee break/visit to exhibition
11.00 to 12.00 Session 5

Workshop 7: “Essentials Tools for Middle Managers” Melody Lowe.

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 8: “Leading School Sports” Rick Sellers.

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 END OF CONFERENCE

“Cleverlands”: Lucy Crehan.

Lucy Crehan is a qualified teacher, an education explorer, an author, and an international education consultant. She taught science and psychology at a secondary school in London before becoming interested in education research and policy, completing a Masters, and setting off on an educational exploration around the world’s top performing education systems. She helped out in schools and lived with teachers in Finland, Canada, Singapore, Japan, New Zealand and Shanghai, spending a month in each place.

Since returning from her trip she has published a trade book - Cleverlands - recounting her findings, written a specialist book on teacher career structures for IIEP UNESCO, advised the UK government as part of a working group on teacher workload, and spoken about her work at conferences in the UK, US, France and Sweden. She spent a year working as part of a team advising foreign governments on education reform at Education Development Trust, and now works as an independent consultant and author.

“What is it that lasts? Making a real impact on learning” Helen Morgan.

In this keynote, Helen will discuss what it really means to have a powerful impact on learning. She will look at the shifts in thinking and practice that we need to make to evaluate our impact and to make a real difference for our learners.

Helen Morgan.

Helen is Executive Director at HM Education Consultancy Ltd and provides high quality training, coaching and consultancy support in a range of UK and international contexts. Her portfolio is underpinned by her experience as a teacher, school leader and national strategies consultant. Developing people is Helen’s strongest motivation and she is committed to investing in professional learning.

In her current role, Helen is a lead training consultant with Cambridge Assessment International Education and has worked with leaders and teachers across the world to develop their effectiveness. In addition, Helen works with other prestigious global organisations including ECIS (Educational Collaborative for International Schools) and High Performance Learning to transform schools and support improvement. She is an accredited practitioner coach with the European Coaching and Mentoring Council and works with school leaders and teachers, empowering them to lead change and secure impact.

“Future Skills: Employment in 2030” Owen Henkel.

The pace of economic change all but guarantees that a single degree or qualification earned in your teens or 20s will no longer be sufficient for your whole working life. Students graduating from high school today will have many, many jobs in their professional lives, some predictions place this number as high as 15. More troubling, we have no idea what many of those jobs will be: imagine trying to explain to someone 20 years ago the skills necessary to be an SEO specialist or to be the system administrator for a crypto-currency exchange.

So what does structural change, including but not limited to automation, mean for the future of work? And what does it mean for the skills that individuals will need to thrive in this emerging labour market? These are the questions that we have addressed in our research “Future of Skills: Employment in 2030”.

Owen Henkel.

As Investment Director, Owen leads Pearson Ventures investment process and manages the portfolio, serving on the board of 5 investee companies. Previously he worked as Portfolio Director and Efficacy Director where he worked across the portfolio to improve financial performance and learning outcomes. Prior to Pearson, Owen worked as a consultant to ed-tech startups in Latin America, an associate at McKinsey & Co., and as Teach for America corps member in post-Katrina New Orleans.

Owen holds a dual MBA/MA at the University of Michigan where he studied education technology, and impact investing. He is currently pursuing a PhD at the University of Oxford, focusing on Artificial Intelligence in Education, while continuing his role at Pearson.

Further keynote speakers may be added to the programme over the next two months.

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

WORKSHOP 1: “Optimising Learning in the Early Years through Continuous Provision” Eva Cartwright (For EYFS teachers and leaders)

Course Outline:

We all know the value of quality early years education in shaping the future lives of children. This workshop will explore best practice through research proven concepts.

We will consider the value of the resources and areas of learning set out for children to investigate freely as continuous provision. Enabling reflection of current practice and how we can increase independence, development of all areas of learning, the role of the adult in modelling, developing language, providing challenge and tracking progress through observation.

Content will include:

- Planning for continuous provision
- The value of continuous provision as a basis of learning and development throughout the early years
- Integrating indoor and outdoor areas
- Building confidence, independence and self-esteem
- Embedding a creative approach
- Effective observation to track progress and inform planning
- Using observation findings to inform planning for further continuous provision

Course Outcomes

The aim is for all delegates attending the workshop to leave with tangible ideas to improve their early years learning environment, the ability to create a personalised action plan to integrate exceptional continuous provision throughout their early years setting.

WORKSHOP 2: “Meeting the Challenges of KS2/KS3 Maths” Alan Jervis. (For primary and secondary teachers)

Course Outline:

The overhaul of the way in which we teach maths in recent years has for many teachers been a breath of fresh air. The mastery model has often brought clarity on challenging mathematical concepts for teachers themselves! Achieving ‘greater depth’ has however presented its own problems. How do we maintain ‘breadth and depth’ whilst meeting the needs of all learners? What does ‘challenge’ look like in a Key Stage 2 classroom and how do we develop conceptual understanding (the key to unlocking reasoning) and procedural proficiency when we have language barriers to overcome?

Course Outcomes

Find out how to develop the language of Math in the classroom as children develop their ownership of broader and deeper concepts

Understand how to use assessment effectively to build on pupils' existing knowledge and understanding

Gain a range of effective strategies for creative use of manipulatives and representation to enable pupils to develop a rich network of maths knowledge

Developing a range of problem solving strategies that enable children to make sense of unfamiliar situations and tackle them intelligently!

WORKSHOP 3: “Cognitive Load Theory: The Secrets to Exam Success Revealed Through Best Practice Advice and Clear Explanations of the Evidence” Steve Garnett. ([For secondary teachers](#))

Course Outline:

Cognitive Load Theory has recently been described by Professor Dylan William as “the single most important thing for teachers to know” and is rapidly becoming education’s next ‘Big Thing’. This is some claim, so it is right that teachers will want to know more about it and more importantly how they can adapt their classroom teaching to take it into account.

This course will share what is involved in Cognitive Load Theory and more importantly how it impacts on pupil performance in the classroom. Specific classroom-based teaching ideas will be offered so as to avoid the so-called ‘overload’ and therefore allow pupils to learn more effectively.

An understanding of CLT has huge implications for improving exam results, as well as deepening pupil knowledge and recall. After all, ‘understanding is memory in disguise’. (D Willingham)

Course Outcomes

Gain a clear and deep understanding of ‘memory’, ‘understanding’ and CLT

Acquire a set of highly effective ready-to-use classroom strategies

Develop an understanding of the pitfalls and poor practice that should be avoided

Gain an in-depth knowledge of how to use CLT techniques over the whole of a term / year / key stage

WORKSHOP 4: “Refocusing on Assessment for Learning” Julie Watson. ([For primary teachers](#))

Course Outline:

This course will help delegates take a fresh look at the original, ground-breaking research Inside the Black Box and how, in light of progress within our systems, assessment for learning is more relevant than ever. This course will include numerous practical strategies that can be used immediately in the classroom setting and will encourage delegates to review their own pedagogies and plan for change. Incorporating more recent research from the Education Endowment Foundation, best practice in all areas will be explored and practical advice given for the breadth of ages taught throughout primary.

Course Outcomes

Develop your understanding of the latest Assessment for Learning techniques to raise academic standards

Find out how to support children take greater ownership of their own learning

Acquire lesson-ready techniques for oral questioning and modelling

Learn how to use meta-cognition strategies to develop deep learning Gain some new powerful plenary methods

Explore the importance of feedback and scaffolding learning for maximum engagement and impact

WORKSHOP 5: “The Missing Middle: Ensuring all Students Reach Their Full Potential” Dave Taylor. ([For secondary teachers](#))

Course Outline:

We all love to teach self-motivated, self-regulating students who thrive on knowledge and thirst for learning, but what do we do with the others? How do we engage the apathetic, inspire the laissez-faire, prevent our ‘Missing Middle’ from skewing the whole school exam performance? This practical course focuses on strategies for adapting the behaviours and aptitudes which hold students back, with engaging classroom routines and activities, and provides effective techniques for planning, assessing and rewarding students. Teachers are armed with our ‘Challenge Toolkit’, specifically designed for challenging the ‘Missing Middle’ students and measurably improving resilience, motivation, learning habits, performance and achievement. This course is about more than behavioural management: it’s about enabling teachers to engage and inspire a key group in every school, whose performance (or lack thereof) can make-or-break a school’s annual success cycle. Just imagine what that success would look like if your ‘Missing Middle’ students shared the drive, ambition and thirst for success that the self-motivated readily exhibit!

Course Outcomes

Enhance your ability to counter performance anxiety, and to motivate the disengaged

Acquire a range of proven approaches, strategies and activities to ensure maximum challenge and engagement in lessons

Gain the confidence to lead developments within school to address the problem of the 'Missing Middle'

Acquire whole-school strategies to maximise exam performance, thus supporting your achievement agenda

WORKSHOP 6: “Growth Mindset: Real and Sustained Achievement” [Matt Messias](#). (For primary and secondary teachers)

Course Outline:

Fostering a culture of growth mindset in your school will support the social and emotional development of students, alongside making learning engaging and fun, ultimately leading to improved student outcomes. Create a classroom climate that enables students to recognise the role of effort in everything that they do which can lead to a passion for life-long learning.

Course Outcomes

Demonstrate what a Growth Mindset is and the importance of it within a learning context.

Show how to implement the Growth Mindset principle in your classroom

Share effective practical ideas to use in the classroom

Explore the benefits of establishing a culture of Growth Mindsets in your school

WORKSHOP 7: “Essentials Tools for Middle Managers” [Melody Lowe](#). (For primary and secondary leaders)

Course Outline:

This workshop will explore the role of the middle manager and highlight the characteristics of highly effective leaders. It will provide strategies for effective management of time, of e-mails and of people as well as techniques for dealing with difficult conversations with colleagues and parents. There will be advice on how to ensure your meetings are as effective as possible and how to manage change, prepare for appraisals and inspection as well as self-appraisal and career development.

Course Outcomes:

Understand the difference between leadership and management in your role.

Strategies to deal with time, e-mail and paper management.

The ability to cope with the potential challenges of change and how to deal with them.

Handle having difficult conversations with colleagues and parents.

WORKSHOP 8: “Leading School Sports” [Rick Sellers](#) (For sports teachers and leaders)

Course Outline:

Physical activity in British independent schools is a constantly shifting landscape. The aspirations of parents for competition and success have to be balanced with the need for an inclusive programme that positively impacts on the physical and mental health of all pupils. This course prepares Directors of Sport to lead a modern programme and address the issues which they will face in the future.

Session 1: Leadership in School Sport: The Director of Sport as a school leader, developing and implementing a vision.

Session 2: Building a Culture of Sports Participation: Identifying a desirable culture, building values and attitudes

Session 3: Creating the Programme: Elitism and Inclusivity, team games and a culture of health and fitness

Session 4: Dealing with Parents in School Sport: Benefit-led communications, satisfying all constituencies

Session 5: Building a School-Wide Coaching Philosophy: What does great games coaching look like?, quality controlling delivery across the school.

Course Outcomes:

On completing this course delegates will have: Awareness of the role of the modern Director of Sport. An understanding of leadership, culture and quality control. Established priorities and philosophy. Considered the wider implications of the delivery of physical activities. Addressed communication issues in school sport.

INTRODUCTION TO THE TRAINING PRESENTERS

Eva Cartwright

Eva Cartwright is founder and Principal of The Teaching Assistant College. She has been working closely with schools to raise the profile and standards of teaching assistants for over 15 years and with a background in primary teaching fully understands the difference well trained teaching assistants can make. Eva has a passion for supporting teaching assistants to be creative in their approach, focussing on the things that really matter such as building independence, self-esteem and confidence as well as delivering effective support through understanding children's needs and individual differences. The Teaching Assistant College is a provider of CACHE accredited qualifications, INSET, short courses and bespoke training packages. Eva supports schools in looking at all aspects of the TA role from observing practice to analyse gaps in practice, improve the working relationship between teachers and TAs, performance management and development through coaching.

Alan Jervis

Alan Jervis is one of Dragonfly's senior trainers and has delivered over 2,500 courses to roughly 25,000 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 by overseeing 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 an 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.

Over the past 16 years, Alan has delivered courses in schools for Dragonfly Training across the UK, Europe, South America and Asia and has delivered workshops at conferences for NABSS, BSME, IAPS, ISHRAQ, King's Group and COGNITA amongst others.

Steve Garnett

Steve Garnett has been a teacher for 28 years. He has delivered INSETs to over 10,000 teachers over the past 10 years in the UK, Europe, the Middle East, South America, Africa and the Far East too. 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 trainers and school leaders in his field. Throughout years in school leadership, Dave has remained focused on the magic of the classroom and he is often cited as a real 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 at Teachmeets, conferences and multi-platform festivals. He has presented at the SSAT Achievement Show and sat on the steering group on 'World Class Schools Status' in the SSAT's Leading Edge group of academies.

Matt Messias

A renowned Mental Health and Wellbeing Specialist, Leadership Coach and Inspirational Speaker, Matt is the obvious choice for schools wishing to:

- Maintain or improve their inspection rating
- Enhance staff effectiveness and morale
- Provide Mental Health First Aid training and advice for staff and students
- Increase students' confidence in their unique abilities and talents

During his years as Founding Principal of Atrium Studio School in Devon (when Ofsted praised him as "inspirational"), Matt incorporated a range of skills he developed as a former FIFA/FA Premier League referee. Students and staff flourished under his clear, focused and engaging leadership. Many lives - both young and not-so-young - were turned around; some even transformed.

Matt is one of those rare, highly qualified, professionals who leads by example. Integrity, compassion and a genuine desire to make a difference are the foundations of his work, underpinned by extensive experience and a solid track record of successful outcomes.

Matt is very much in demand as a keynote speaker, workshop leader and in-school trainer, both internationally and in the UK. Most recently he delivered a keynote for COBIS in London on 'A Whole School Approach to Mental Health and Wellbeing' and will be speaking at the ECIS' Leadership Conference in Lisbon in April.

Melody Lowe

Melody is passionate about nurturing a lifelong love of learning in both children and adults, developing leadership potential and creating an educational climate that offers opportunities to improve outcomes for all. She believes that education is the key to unlocking potential and addressing inequality. Her training is fun, engaging, practical and stimulating, encouraging a growth mindset.

She is a qualified teacher, senior leader, head teacher and improvement advisor who has worked both in the independent and state sectors with extensive experience of EYFS, KS1, KS2 and KS3. This experience enables Melody to work with a diverse range of settings on improving the quality of teaching, unlocking the potential of your school and developing the capacity from within. Her post graduate studies ensure that Melody's training is backed by strong research skills which then translate into practical talk-led collaborative activities that lead to transformational change. She currently travels extensively both in the UK and internationally supporting schools to develop innovation, both in leadership and curriculum, and evolve into a flagship 21st century school. Melody can also deliver Safeguarding training up to Designated Safeguarding Lead (DSL) Level 3.

Julie Watson

Julie is an incredibly enthusiastic and inspirational trainer, having gathered a wide range of experiences teaching and training over the past 18 years. In addition to Advanced Skills Teacher status, Julie has worked as a local authority School Improvement Consultant, Graduate Teacher Programme trainer, Primary Languages Consultant and was a certified trainer for CiLT (The National Centre for Languages). She currently trains nationally and internationally on some of the most up-to-date concepts relating to research and its impact on learning.

As a former SEND Co. and Inclusion Manager, working with children within the care system has inspired in her a very practical approach to the very challenging topics of inclusion, safeguarding and dealing with all levels of behaviour. Undertaking her MA qualification in this field has led to an interest in current approaches to mastery, variation, and feedback. Most recently as a School Improvement Partner Julie has worked with senior leadership teams across the country from schools in Ofsted categories to independent and free schools. Julie's experience enables her to lead venue based training, consultancy and INSET for schools on a regular basis. She herself teaches regularly, as a means of ensuring her knowledge and practice are both recent and relevant.

Julie's training style shares elements of theory and oceans of practical activities to get teachers moving, talking and most importantly thinking creatively! She believes strongly in the motto 'learning is memorable when it is fun' and adopts this strategy for adults as well as children.



Rick Sellers

Rick Sellers is a Loughborough graduate who taught in Independent schools for 39 years, including 30 years at Bristol Grammar School. A former Director of Sport, his final role was Assistant Head in Charge of Co-Curricular provision and Parental Engagement. He has always been a passionate advocate of the educational value of co-curricular activities and was one of the UK's earliest holders of this role.

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 **13th December 2019**.

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

We look forward to seeing you all at the conference.