

"SEEKING THE BEST
FOR EVERYONE"

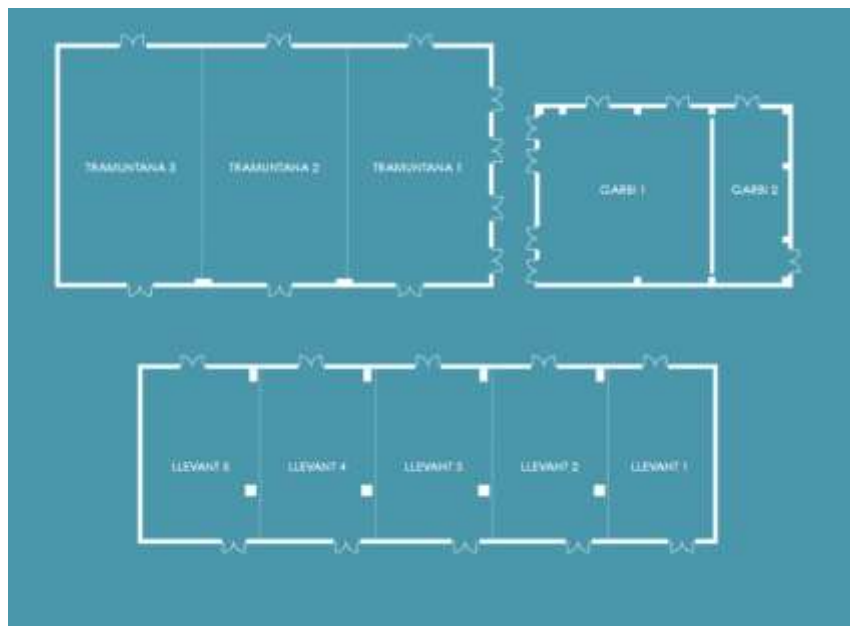
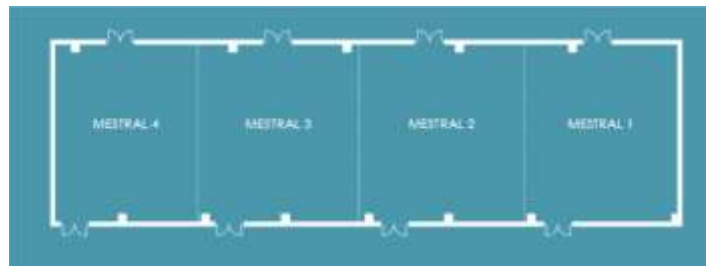


42nd ANNUAL
CONFERENCE

5th - 8th MARCH | SITGES (Barcelona) | **2020**



HOTEL MELIÁ SITGES





WELCOME FROM THE NABSS PRESIDENT

On behalf of the NABSS executive committee, I would like to welcome you to the 42nd NABSS annual conference, here in the beautiful town of Sitges.

We have given this conference a very simple but far reaching title; “Seeking the Best for Everyone”. While “everyone” of course means “everyone” it is, above all, the learners in your schools that we have in mind. I am sure you are attending this conference with a view to finding something, perhaps many things, that will have a positive impact on your school or your classroom.

This could result from your attendance at an inspiring workshop or breakout session, from your visit to one of the many providers of educational resources and services that make up our exhibition, or perhaps from something presented to you by one of our outstanding keynote speakers. It could also come from sharing ideas in casual conversations with other dedicated professionals who, like yourself, are here at this conference seeking the best for their schools and their students.

We are delighted to have been able to bring together so much talent and expertise at this conference and, as always, we are honoured to have received the collaboration and support of organisations such as The British Embassy, The British Council in Spain, Cambridge Assessment International and Pearson Education. We are also pleased to be working again with Dragonfly Training, The Teaching Assistant College and, for the first time, with Independent Coach Education as workshop providers and Lucy Crehan as keynotespeaker.

The “hub” of this event is the exhibition hall and we are delighted that, once again, we are able to offer you both the quantity and quality that you’ve come to expect from our conferences. I would like to thank the many exhibitors who attend the conferences year after year for their continued support and give a special welcome to those who have joined us this year for the first time.

Seeking the best for everyone is not a simple task and therefore, here on the first page, I would like to thank all of my colleagues on the NABSS executive committee, along with the staff from ACADE and Hatton events, for the many months of work that have gone into bringing this conference together.

Finally, I hope you enjoy this weekend and take full advantage of the opportunities we have tried to create for you, and that you are successful in finding the inspiration that you came here to seek.

Adrian Massam

NABSS executive committee president.

PROGRAMME

THURSDAY 5th MARCH 2020

19.30	Buses leave the hotel
19.45	Welcome Cocktail (<i>Finca Mas Solers</i>)
20.30	Gala dinner (<i>Finca Mas Solers</i>)
	Guest speaker Mark Howard (Regional Director, British Council)

FRIDAY 6th MARCH 2020

09.00 to 10.00	Registration of School representatives attending AGM (<i>Salón Garbi</i>)
10.00 to 10.30	Official opening of conference and exhibition (<i>Salón Garbi</i>)
	Guest speaker Timothy Hemmings (Deputy Head of Mission, British Embassy Madrid)
	Guest speaker Rosa M. Prieto Gallego (Senior Advisor, Ministry for Education and Vocational Training in Spain)
10.30 to 11.00	Visit exhibition (<i>Salón Tramuntana</i>)
11.00 to 11.30	Coffee (<i>Salón Tramuntana</i>)

Keynote speakers

11.30 to 12.45	“Lessons for Headteachers from the World’s Top-Performing Education Systems” Lucy Crehan , author and education explorer (<i>Salón Garbi</i>)
12:45 to 13:30	“An international education for everyone” Christine Özden , CEO Cambridge Assessment International (<i>Salón Garbi</i>)
13.30 to 15.00	Lunch. (<i>Salón Tramuntana</i>)
16:00 to 20:00	Visit to the Cordoniu Cavas
20:00 to 21:00	Cocktail in the exhibition room (<i>Salón Tramuntana</i>)

SATURDAY 7th MARCH 2020

School representatives

09.30 to 10.00	Registration for AGM (<i>Salón Garbi</i>)
10.00 to 11.45	AGM (first part) (<i>Salón Garbi</i>)
11.45 to 12.00	Coffee break/visit to exhibition (<i>Salón Tramuntana</i>)
12.00 to 14.00	AGM (second part) (<i>Salón Garbi</i>)
14.00 to 15.00	Lunch (<i>Salón Tramuntana</i>)

Keynote speakers

15.00 to 15.45	“Future Skills: Employment in 2030” Jason Gregory , Pearson Director of International BTEC and Apprenticeships (<i>Salón Garbi</i>)
15.45 to 16:30	“What is it that lasts? Making a real impact on learning” Helen Morgan , Executive Director, HM Education Consultancy Ltd. (<i>Salón Garbi</i>)

Professional Development Workshops 09.00 to 16.00

Workshop 1: “Optimising Learning in the Early Years through Continuous Provision” **Eva Cartwright**. (*Salón Mestral 3-4*)

Workshop 2: “Meeting the Challenges of KS2/KS3 Maths” **Alan Jervis**. (*Salón Llevant 2*)

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

Workshop 4: “Refocusing on Assessment for Learning” **Julie Watson**. (*Salón Llevant 4*)

Workshop 5: “The Missing Middle: Ensuring all Students Reach Their Full Potential” Dave Taylor. (*Salón Llevant 5*)

Workshop 6: “Growth Mindset: Real and Sustained Achievement” Matt Messias. (*Salón Llevant 1*)

Workshop 7: “Essentials Tools for Middle Managers” Melody Lowe. (*Salón Gregal 3*)

Workshop 8: “Leading School Sports” Rick Sellers. (*Salón Mestral 1-2*)

SATURDAY AFTERNOON PROGRAMME FOR ALL DELEGATES

Breakout workshops

16.30 to 17.30	“High Impact EYFS” Eva Cartwright (<i>Salón Mestral 3-4</i>)
16.30 to 17.30	“Creating Lifelong Learners: Curriculum and Culture” James Clements (<i>Salón Llevant 1</i>)
16.30 to 17.30	“If teaching is your vocation, are you prepared to help your students find theirs?” Mark Wilson (<i>Salón Llevant 2</i>)
16.30 to 17.30	“Data protection breach management in schools” Melanie Hurley (<i>Salón Llevant 3</i>)
16.30 to 17.30	“Using the News to Inspire Young Minds” Katie Harrison (<i>Salón Llevant 4</i>)
18.00	Cocktail and presentation of awards (<i>Salón Tramuntana</i>)

SUNDAY 8th MARCH 2020

School representatives

Keynote presentation and forum (*Salón Garbi*)

09.30 to 10.45 “Managing allegations against a staff member” Sonja Ullmann, Child Protection Manager, British Council Spain (*Salón Garbi*)

10.45 to 11.30 “Forum on legal matters” Luis Torres (NABSS legal advisor) (*Salón Garbi*)

Professional Development Workshops 09.15 to 11.45

Workshop 1: “Optimising Learning in the Early Years through Continuous Provision” Eva Cartwright. (*Salón Mestral 3-4*)

Workshop 2: “Meeting the Challenges of KS2/KS3 Maths” Alan Jervis. (*Salón Llevant 2*)

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

Workshop 4: “Refocusing on Assessment for Learning” Julie Watson. (*Salón Llevant 4*)

Workshop 5: “The Missing Middle: Ensuring all Students Reach Their Full Potential” Dave Taylor. (*Salón Llevant 5*)

Workshop 6: “Growth Mindset: Real and Sustained Achievement” Matt Messias. (*Salón Llevant 1*)

Workshop 7: “Essentials Tools for Middle Managers” Melody Lowe. (*Salón Gregal 3*)

Workshop 8: “Leading School Sports” Rick Sellers. (*Salón Mestral 1-2*)

12.00 END OF CONFERENCE

WORKSHOP 1: “Optimising Learning in the Early Years through Continuous Provision”

Eva Cartwright

For EYFS teachers and leaders

Salón Mestral 3-4

Saturday

09.00 to 09.20	Registration
09.30 to 10.45	Session 1
10.45 to 11.00	Coffee break/visit to exhibition (<i>Salón Tramuntana</i>)
11.00 to 13.00	Session 2
13.00 to 14.30	Lunch (<i>Salón Tramuntana</i>)
14.30 to 16.00	Session 3

Sunday

09.15 to 10.30	Session 4
10.30 to 10.45	Coffee break/visit to exhibition (<i>Salón Tramuntana</i>)
10.45 to 11.45	Session 5

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.

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.

WORKSHOP 2: “Meeting the Challenges of KS2/KS3 Maths”

Alan Jervis

For primary and secondary teachers

Salón Llevant 2

Saturday

09.00 to 09.20	Registration
09.30 to 11.00	Session 1
11.00 to 11.15	Coffee break/visit to exhibition (<i>Salón Tramuntana</i>)
11.15 to 13.00	Session 2
13.00 to 14.30	Lunch (<i>Salón Tramuntana</i>)
14.30 to 16.00	Session 3

Sunday

09.15 to 10.30	Session 4
10.30 to 10.45	Coffee break/visit to exhibition (<i>Salón Tramuntana</i>)
10.45 to 11.45	Session 5

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!

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.

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

Salón Llevant 3

Saturday

09.00 to 09.20	Registration
09.30 to 11.15	Session 1
11.15 to 11.30	Coffee break / visit to exhibition (<i>Salón Tramuntana</i>)
11.30 to 13.30	Session 2
13.30 to 15.00	Lunch. (<i>Salón Tramuntana</i>)
15.00 to 16.00	Session 3

Sunday

09.15 to 10.30	Session 4
10.30 to 10.45	Coffee break/visit to exhibition (<i>Salón Tramuntana</i>)
10.45 to 11.45	Session 5

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

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.

WORKSHOP 4: “Refocusing on Assessment for Learning”

Julie Watson

For primary teachers

Salón Llevant 4

Saturday

09.00 to 09.20	Registration
09.30 to 11:30	Session 1
11.30 to 11.45	Coffee break / visit to exhibition (<i>Salón Tramuntana</i>)
11.45 to 13.30	Session 2
13.30 to 15.00	Lunch (<i>Salón Tramuntana</i>)
15.00 to 16.00	Session 3

Sunday

09.15 to 10.30	Session 4
10.30 to 10.45	Coffee break/visit to exhibition (<i>Salón Tramuntana</i>)
10.45 to 11.45	Session 5

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

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.

WORKSHOP 5: “The Missing Middle: Ensuring all Students Reach Their Full Potential”

Dave Taylor

For secondary teachers

Salón Llevant 5

Saturday

09.00 to 09.20

Registration

09.30 to 10.45

Session 1

10.45 to 11.00

Coffee break/visit to exhibition (*Salón Tramuntana*)

11.00 to 13.00

Session 2

13.00 to 14.30

Lunch (*Salón Tramuntana*)

14.30 to 16.00

Session 3

Sunday

09.15 to 10.45

Session 4

10.45 to 11.00

Coffee break/visit to exhibition (*Salón Tramuntana*)

11.00 to 11.45

Session 5

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

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.

WORKSHOP 6: “Growth Mindset: Real and Sustained Achievement”

Matt Messias

For primary and secondary teachers

Salón Llevant 1

Saturday

09.00 to 09.20

Registration

09.30 to 11.00

Session 1

11.00 to 11.15

Coffee break/visit to exhibition (*Salón Tramuntana*)

11.15 to 13.00

Session 2

13.00 to 14.30

Lunch (*Salón Tramuntana*)

14.30 to 16.00

Session 3

Sunday

09.15 to 10.45

Session 4

10.45 to 11.00

Coffee break/visit to exhibition(*Salón Tramuntana*)

11.00 to 11.45

Session 5

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

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.

WORKSHOP 7: "Essentials Tools for Middle Managers"

Melody Lowe

For primary and secondary leaders

Salón Gregal 3

Saturday

09.00 to 09.20	Registration
09.30 to 11.15	Session 1
11.15 to 11.30	Coffee break / visit to exhibition (<i>Salón Tramuntana</i>)
11.30 to 13.30	Session 2
13.30 to 15.00	Lunch (<i>Salón Tramuntana</i>)
15.00 to 16.00	Session 3

Sunday

09.15 to 10.45	Session 4
10.45 to 11.00	Coffee break/visit to exhibition (<i>Salón Tramuntana</i>)
11.00 to 11.45	Session 5

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.

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.

WORKSHOP 8: “Leading School Sports”

Rick Sellers

For sports teachers and leaders

Salón Mestral 1-2

Saturday

09.00 to 09.20	Registration
09.30 to 11:30	Session 1
11.30 to 11.45	Coffee break / visit to exhibition (<i>Salón Tramuntana</i>)
11.45 to 13.30	Session 2
13.30 to 15.00	Lunch (<i>Salón Tramuntana</i>)
15.00 to 16.00	Session 3

Sunday

09.15 to 10.45	Session 4
10.45 to 11.00	Coffee break/visit to exhibition (<i>Salón Tramuntana</i>)
11.00 to 11.45	Session 5

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.

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.

GUEST SPEAKERS

Mark Howard



Mark has worked in education for most of his career, firstly as a History teacher in the UK and then teaching English around the world. He has been with the British Council for 25 years and has worked in Spain, Colombia, Ecuador, Venezuela, Romania, Portugal, Korea, Singapore and Argentina. He has held a number of roles including teacher trainer, Country Director, Global Head of Teaching and most recently Regional Director for the Americas. Mark is a life-long learner and has a degree in Politics and International Relations, a Post Graduate Certificate in Education, a Diploma in Teaching English as a Foreign Language, a Post Graduate Diploma in Management and an MA in Marketing. He is delighted to be back in Spain as Country Director having begun his British Council career teaching in Barcelona.

Timothy Hemmings



From June 2016: Tim has been Deputy Head of Mission at the British Embassy Madrid responsible for the overall management of the Embassy with particular focus on Political, Economic and Communications issues. As a member of the Foreign & Commonwealth Office, Tim has worked in a range of positions related to Europe and the European Union, including positions in Brussels at the European Commission and also the UK Permanent Representation office to the EU. From 2009 to 2012 Tim worked as Head of Policy for the Wales Office.

Rosa M. Prieto Gallego



Senior Advisor at the Ministry for Education and Vocational Training in Spain (Underdirectorate of International Cooperation). She has held the role of Education Advisor at the Spanish Education Office in Australia from 2009 till 2014 developing several cooperation programs with local Departments of Education to extend the presence of Spanish language and culture. She has held the position as Education Advisor at the Ministry for Education on Latin American education affairs and relations with the European Union.

She has been the Head of the Unit for Teachers Mobility from 2014 coordinating teacher mobility programmes such as Visiting teachers in the US, Canada, UK and China; Spanish Bilingual Programs in Eastern Europe, Russia and China, and training programs for teachers of Spanish as a Foreign Language in cooperation with Spanish Universities and the Cervantes Institute. She also collaborates with over 30 Departments of Education in the dissemination of the MEFP programs in international cooperation. She supervises the delivery of the Language assistant program receiving language Assistants in Spain from over 30 countries, and sending Spanish Language Assistants to 18 countries. Rosa is an English teacher who has taught English and Spanish at school and university levels (US, Wales and Spain). On a parallel note, she has published academic articles in the field of applied linguistics and is the author of a series of textbooks for the teaching of English for Spanish speakers for Secondary Education.

KEYNOTE PRESENTATIONS (FOR SCHOOL LEADERS)

“Lessons for Headteachers from the World’s Top-Performing Education Systems” 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.

“An international education for everyone” Christine Özden

Students in 2020 are growing up in a fast-changing world, with a global agenda dominated by political turmoil and seismic challenges. As education providers, how do we help learners to navigate these issues? How do we prepare them for a rapidly-changing world while providing them with the solid educational foundations they will need to thrive in higher education and beyond?

Christine Özden



Christine Özden was appointed Chief Executive of Cambridge Assessment International Education in January 2019. Christine began her career in international education at Cambridge University Press, and has a wealth of senior leadership experience in the design, development and delivery of educational products and services, with a particular focus on publishing and assessment. In her most recent role before joining Cambridge International, she was responsible for launching upper secondary level qualifications in the Middle East and Asia. Christine believes strongly in the need to support the growing number of families and communities that are interested in, and benefit from, international education.

She is committed to the ongoing development of Cambridge programmes and services worldwide and continuing to improve our offer to schools, their educators, students and parents. She has worked in different educational contexts in Europe, Asia, the Middle East and Africa, and has lived in Vietnam, the United Arab Emirates, Turkey and the UK. Christine has an MA in Classical Arabic and Turkish from the University of Edinburgh and a Master’s in Business Administration from Warwick University.

“Future Skills: Employment in 2030” Jason Gregory

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”.

Jason Gregory



Jason has over 20 years’ experience in international education working with governments and institutions across the world on national education reform and improvement programmes in the fields of technical and vocational education and teacher professional development. He has worked for a number of Awarding Bodies over the past 17 years supporting the delivery of academic and vocational qualifications through international schools, colleges and universities. Jason is currently the Director of International for Pearson’s BTEC and Apprenticeship division and is responsible for the global delivery and growth of their vocational products and services in over 54 countries. Jason has a Masters in Development Education and Global Learning.

“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.

“Managing allegations against a staff member” Sonja Ullmann

This training session will give attendees the knowledge, skills and confidence to strengthen their ability to provide support during a child protection investigation within the school. Both in the role of the investigator or the person supporting the subject of complaint.

The course is highly participative. It provides opportunities to practice planning all aspects of investigating a child protection concern. Participants will go through a mock investigation, which will allow them to apply their skills.

Content

- When do we have to carry out a child protection investigation?
- Thresholds of concerns
- Heuristics and biases
- Data and inferences
- Overview of our organisation’s guidance and procedures for managing child protection investigations
- Scoping our investigation
- Support and protection of all involved during and after an investigation takes place
- Explore how staff work together and understand roles and responsibilities
- Skills to develop both in undertaking and supporting interviews
- Making sense of our data: Development of the final report, key findings and structure
- Final report presentation and recommendation
- And what happens afterwards: roles and responsibilities of all the people involved.

Sonja Ullmann.



Sonja Ullmann is working for the British Council Spain as Child Protection Manager. Sonja’s main responsibility is to put in place corporate requirements in order to prevent and reduce the risk for children to suffer from any type of abuse including bullying. She has also to ensure compliance with Spanish and British Law concerning Child Protection and has to train the team about how to deal with an incident if it finally takes place. Finally, she is the point of contact in Spain with the Global Child Protection Team of the British Council and has to ensure that policies and procedures are implemented.

Psychologist, Master in Speech Therapy and Early Intervention she has worked for over 18 years with parents, teachers and children at the Down Syndrome Foundation in Madrid. Simultaneously she has been involved in several projects, research and training delivery related to Children’s Rights both nationally and internationally. She has also developed materials to promote children’s rights at schools and has extensive experience in delivering child protection trainings.

BREAKOUT SESSION PRESENTERS

“Creating Lifelong Readers: Curriculum and Culture” Presenter James Clements

Becoming a reader can be life changing.

Repeated research has highlighted the academic benefits of reading for pleasure- the reading that students undertake because they choose to do it. Strong links have been found between reading widely and increased proficiency in reading, attainment in and positive attitudes to writing, a wider vocabulary, better spelling, wider academic achievement right across the curriculum, and even increased happiness and levels of empathy with others. But choosing to read can be hard: the modern world throws up many distractions competing for students’ attention.

In this session, education researcher and author James Clements will share practical approaches to building an authentic reading culture in school. The session will illustrate the findings of academic research with examples of practice from high-performing schools to show how teachers and school leaders can support every student to become a lifelong reader, with all of the benefits that can bring.

James Clements



In his role as a senior leader of an outstanding inner city primary school, James Clements helped develop effective reading provision and was consulted on the new National Curriculum for primary schools. James Clements was also a local authority Lead Teacher, leading training, and supporting teaching and learning across numerous schools.

James is now an English adviser, supporting schools and local authorities to develop the teaching of reading, writing and drama. He is the creative director of Shakespeare and More, a not-for-profit organisation that promotes effective English teaching. He is also the author of the Building an Outstanding Reading School Pathway, one of a number of Pathways at the heart of Oxford Owl, which provide a unique new four-step approach to effective school improvement.

An outspoken advocate of reading for pleasure, James has also authored the Building an Outstanding Reading School Report, which lays out six clear strategies for making reading for pleasure work in schools.

“If teaching is your vocation, are you ready to help your students find theirs?” Presenter Mark Wilson.

Top schools and colleges in the UK and around the world increasingly offer vocational qualifications alongside A levels, IALs and IB to provide students with a broader and more balanced curriculum and greater range of progression opportunities into higher education and the workplace. This session will give a brief overview of the new BTEC L3 Internationals, the latest part of the world’s leading applied learning qualifications suite to be redeveloped, and available for first teaching at international schools in Spain from September 2020.

Mark Wilson



Mark Wilson has worked in the field of education in Spain for over 30 years. He specialises in assessment and vocational training, working closely now with schools and colleges across Spain as well as Portugal and France, in order to help them diversify their curricula and introduce or extend skills-based models of teaching and assessing. Mark holds an MA in Language Testing and Development from Lancaster University.

“Using the News to Inspire Young Minds” Presenter Katie Harrison.

Learn practical, fun and unique ideas to help motivate and engage both staff and children through the captivating and ever changing medium of news. Every school will receive a news poster pack and other resources to use back at school.

For: Primary and secondary heads, senior leadership, teachers, teaching assistants.

Katie Harrison



Former teacher and education consultant, Katie Harrison founded Picture News in 2016. A way of providing a current and thought-provoking resources Picture News uses engaging images and ‘big questions’ to challenge and inspire children using a different news focus every week.

“Breach Management in Schools” Presenter Melanie Hurley.

Breaches are a daily occurrence in all organisations. We’ll explore the types of breaches that can catch schools out and share best practice in tracking and managing breaches in a school environment.

Melanie Hurley



More than 2,500 UK schools rely on GDPRiS to monitor and manage their compliance with data protection laws. GDPRiS equips school staff with the knowledge and confidence to handle personal data securely and reassurance that they are doing everything they can to help protect the children in their care.

“High Impact EYFS” Presenter Eva Cartwright.

An opportunity to review evidence of best practice within the Early Years Foundation Stage that generates impact throughout the school. Practices to embed within teams, teaching strategies to implement and a review of the positive results that can be generated from getting it right in the early years.

This session will enable senior leaders and practitioners to begin developing an action plan of small changes that have the potential to make a significant impact.

Eva Cartwright



As Principal of The Teaching Assistant College, Eva has led a team of trainers, tutors and consultants delivering in schools and early years settings in over 50 countries. She has worked closely with the awarding body CACHE (Council for Awards in Care, Health and Education) to write and consult on qualifications and has great pleasure in being able to share a programme specifically designed for Early Years practitioners in NABSS schools at the conference.