| Masterclasses | Session 1  
10.10am – 11.00am | Session 2  
11.55am – 12.45pm |
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| 01. Imperfect Leadership: reflections on a leadership journey  
Steve Munby | 02. Unleashing the self-improving school: high-impact leadership of teaching, learning and CPD  
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Friday 7 June, Session 1. 10.10am – 11.00am

Masterclasses:

1. Imperfect Leadership: reflections on a leadership journey

Steve Munby
Education consultant and Visiting Professor at UCL London Institute of Education

Steve Munby was CEO of the National College for School Leadership from 2005 to 2012, working closely with various Secretaries of State in England, and was then CEO of Education Development Trust from 2012 to 2017, during which time he chaired a Multi Academy Trust in England and led education development work across the world. This session will be a discussion with Jane Creasy about his own leadership journey and lessons learned on leadership and education policy in England and internationally. This is based on his new book: *Imperfect Leadership – a book for leaders who know they don’t know it all.*

2. Unleashing the self-improving school: high-impact leadership of teaching, learning and CPD

David Weston
CEO, Teacher Development Trust

In some schools, teachers get reliably more effective every year. In other schools leaders work incredibly hard while teaching remains stubbornly stuck and morale stays low. What’s the solution? In this masterclass, David Weston will share inspiring and practical ways that schools across the UK and around the world have been able to lift the lid on the ‘black box’ of improvement and uncover the secrets of continuous and self-driving improvement.

3. Follow your dreams

Ricky Munday
Adventurer, aid worker and founder of Inspire Alpine

My masterclass talk describes my journey from a council estate in Glasgow to the summit of Everest, with quite a few setbacks on the way – being arrested twice, dropping out of university twice, being made redundant during my chartered accountancy training, and the murder of a young child by a local staff member while working in humanitarian aid in Sudan. I’ve pivoted several times in my career; completing the *Marathon des Sables* after being made redundant totally changed my mindset. After volunteering in an orphanage in Nairobi, I spent six years deployed with the Red Cross and other aid organisations in Sudan, Bangladesh, Pakistan and Haiti. After stepping down from a senior role at the British Antarctic Survey earlier this year to climb Everest, I qualified as a Mountain Leader and have now established Inspire Alpine to help close the attainment gap. Key themes include perseverance, developing resilience, goal-setting and overcoming adversity.
Workshops:

4. **Empower your staff to manage confrontational parents**

Emma Shackleton

Joint CEO, Beacon School Support

Emma started her working life as a primary school teacher before moving on to working in Pupil Referral Units in inner-city Birmingham. Teaching permanently excluded pupils with high levels of SEMH need and offering outreach support to schools across the city brought more than its fair share of tricky encounters with parents (including the one who took his shirt off!).

Three years ago, Emma made the leap and co-founded Beacon School Support – specialising in upskilling school staff to understand and effectively manage challenging pupil (and parent) behaviour.

In this interactive session you will find out:

- the top 5 reasons why parents confront school staff (and how to handle them successfully)
- how body chemistry drives aggressive behaviour (knowing this means that your staff say the right thing at the right time, and pivot difficult conversations towards productive outcomes)
- how to equip your staff with de-escalation strategies that work.

You’ll walk away with:

- proven scripts for managing face-to-face and telephone confrontations that anyone can use
- tips for setting up school systems that help eliminate confrontations altogether.

5. **Character Education and a whole school approach**

Mike Hamilton OBE

Founder, Commando Joes

Mike will take leaders on an inspirational journey, to support the understanding and importance of leadership in a school setting, discuss strategies and model this in a fun and engaging workshop. Backed by real-life experiences of leadership and challenges in the military as well as in education, the session will be focused on what you want to get out of the workshop and add real value back at school. Through interactive tasks, Mike will not only give you strategies to support with your own leadership styles but also top tips from supporting thousands of leaders in education. *Lycra and trainers not needed*
6. What does a school and profession led system look like in practice?

Dame Alison Peacock
CEO, the Chartered College of Teaching

Richard Gill
Chair, Teaching Schools Council and CEO, Arthur Terry Learning Partnership

The Chartered College of Teaching and the Teaching Schools Council recognise and promote a future of strong collaboration between different networks and organisations. In this workshop their two leaders present a joint, collaborative insight into what a profession and school led system might look like. How might we ensure that the teachers and leaders of tomorrow are being given the necessary challenge, development and experience to lead and evolve the future landscape?

7. Leading a collaborative culture: how to embed peer review at all levels for real impact

Andrew Ettinger
Head of Collaborative School Improvement, Education Development Trust

Maggie Farrar
Education Development Trust, Associate

Based on the experiences of the 1,200+ schools in England we’ve worked with over the past four years, we examine what schools have discovered about the importance of culture on effective peer review as a way of strengthening collaboration. We share with you the key things to consider in order to successfully develop and nurture a culture of collaboration that works at all levels, building stronger lateral trust-based accountability to drive impactful school improvement across your partnerships.
8. Making a difference at the heart of the community

Tom Martin Hughes
Youth Ambassador for St John Ambulance and The Diana Award charity.

Ellie Cohen
Senior Education Officer, Step Up To Serve; #iwill campaign

We currently fail to make the most of the energy, talent and commitment of millions of young people in the UK aged 10-20, who have an appetite to contribute more to their communities.

Educators acknowledge the potential for youth social action to improve the academic outcomes while employers believe it can build the skills necessary to be successful in the workplace. Therefore, it is vital to galvanise cross-sector, cross-party support to dramatically increase opportunities for young people to participate.

Ella will explain the goals of Step Up to Serve and the #iWill campaign.

Tom has spent 3,000+ hours serving his local community through charity and voluntary work. Can you spare an hour of your time to find out more?

School, as we know, plays a massive part in the lives of young people. At the tender age of 8, Tom was captivated when my primary school teacher did an assembly about St John Ambulance. Ten years down the line he received recognition from members of the Royal Family and the British Prime Minister.

He always wanted to make a difference and was heavily involved in rolling out whole school initiatives. With the support of mentors, young people can thrive, and my journey would not have been possible without my teachers. His session will cover: leadership, mentoring, the power of young people & the importance of making a difference.

9. Developing expert teachers and leaders

Melanie Renowden
Interim CEO, Ambition Institute

We know that the quality of teaching and leadership is one of the best levers we have to change the life chances of young people from disadvantaged backgrounds. We know that expert teaching and leadership have a disproportionate impact on the outcomes for young people from disadvantaged backgrounds. For example, expert teachers can accelerate learning by up to nine months for each academic year. But what is expertise? How do we define, identify and develop it? This presentation will explore the concept of expertise and provide recommendations for CPD professionals that enable more children to be taught by expert teachers, working in schools led by expert leaders.
10. Creating a positive school culture

Sue Hugo

Education Support Partnership

Sue comes from a long line of teachers, three generations of them. Her teaching career spans 21 years, working in English secondary schools. Sue’s commitment to education has enabled her to recognise the challenges – and joys – of working in this demanding and remarkable profession. In this workshop Sue will ask: How can school leaders create a positive workplace culture that reduces the risk of poor wellbeing amongst staff and pupils? This workshop focuses on supporting wellbeing in schools and shares key insights from the responses of over 103,000 Positive Workplace surveys conducted in schools across England over the past seven years. Furthermore, the session will advise on how to recognise the issues and solutions for staff members and understand the types of support available.

11. Emotional health and wellbeing: a revolutionary curriculum innovation

Zia Brooks

Assistant Head Teacher at Langley Park School for Boys

Terry Rubenstein

Founder and Head of Education for IHEART (Innate Health Education & Resilience Training) and best-selling author of Exquisite Mind

Solutions to emotional and behavioural problems in young people are so often reactive. This workshop will introduce a proactive and sustainable approach by focusing on student mental wellness rather than mental illness.

The interactive session will cover how a number of primary and secondary schools have empowered young people by showing them that they already have innate resilience and will identify:

- the relationship between thought and feeling, the implications of this understanding, its practical applications in educational environments and how this works as a structured interactive and fully resourced curriculum
- the impact of the curriculum from current research outcomes and from feedback from teachers and the 1,500 students who have completed the programme across a number of schools in the UK and beyond in less than two years
- specific applications to issues that young people struggle with, including self-esteem, social media, bullying, conflict and low motivation for learning
- practical strategies about how you can train staff to deliver this programme in your school and the chance to learn how to implement this curriculum in your school.

Zia will talk about the enormous impact IHEART has had on children and staff in primary and secondary schools as well as in Pupil Referral Units and special schools.

Andy Hodgkinson
Simon Industrial Fellow at University of Manchester and NPQML Lead Facilitator, Outstanding Leaders Partnership

Yvonne Gandy
Director of Leadership Qualifications, Outstanding Leaders Partnership

Given the challenges facing school leaders today in understanding the emerging models of regional collaboration, schools can do one of two things – try and navigate the changes alone or choose to work together. In this context, Teaching Centres may provide the system with renewed agency, remade by new collaborations and reiterations of actors in the private, voluntary and public space, working together to enable effective school improvement.

This session explores the role that school-led professional learning opportunities can have on system-wide improvement, specifically the benefits of collaboration in building capacity to drive improved outcomes for young people. Focus will be on the following questions:

- Why is scaled school improvement imperative?
- In what way will Teaching Centre (hub) partnerships lead scaled school improvement?
- Who are the strategic professional partners in the system?
- What are the strategic principles and practices for system improvement?
**Masterclasses:**

13. **Changing the sector’s definition of wellbeing**

Sinéad Mc Brearty  
CEO at Education Support Partnership

Professor Jonathan Glazzard  
The Carnegie Centre of Excellence for Mental Health in Schools

Sir Andrew Carter OBE  
CEO at South Farnham Educational Trust

Adrian Bethune  
Author of *Wellbeing in the Primary Classroom*

Eleanor Opal Bernardes  
Head of Engagement, LKMco

Last year, 3,750 teachers were signed off on long-term sick leave due to stress, as the Health and Safety Executive moved teaching to number four in the list of the UK’s most stressful jobs. This was compounded by the latest Teacher Wellbeing Index findings, which reported rising levels of anxiety, depression and irritability amongst the profession.

As a result, there’s been widespread acknowledgement about the need to make staff wellbeing a priority, which is a crucial first step for the sector. Nevertheless, despite common agreement about its importance, the lack of clarity and consistency around what the term actually means risks limiting the progress that needs to take place.

This interactive panel discussion will explore the wide range of factors impacting on staff wellbeing, and the action needed at a structural, organisational and individual level to reverse the declining trend in the wellbeing of this workforce.

14. **The Art of Flourishing**

Alice Beveridge  
Director and Speaker at Tree of Knowledge

This fun and engaging workshop comprising of a variety of hands-on, interactive activities which will challenge how participants think and feel about themselves and consider how they act and engage at work and in their personal lives. Positive psychologist and former primary teacher Alice Beveridge will introduce you to the elements that help to promote flourishing and positive mental wellbeing. By introducing you to Martin Seligman’s PERMA theory, the complex relationship between Positive Emotions, Engagement, Relationships, Meaning and Accomplishment will be explored and Alice will help you to understand how you can help your pupils, staff and school to thrive.

This masterclass employs the Tree of Knowledge signature entertaining, enlightening and educating approach leaving you feeling inspired and refreshed.
15. Bring your trainers, pull up your sleeves and get active

Jeanette Kwakye
Olympian and British Sprint Champion

Tim Prendergast
Triple Paralympian, Paralympic Gold medallist

Tim and Jeanette take you through an interactive workshop that will encourage and hopefully inspire professionals to better understand the benefits of physical exercise in children.

Mental health and wellbeing are high on the agenda for young people, and using physical activity to promote wellness is essential for a full holistic approach in ensuring young people reach their full potential.

They will give you ideas of how to promote exercise within your setting, making it inclusive, fun and educational for all, whilst ensuring that each child is receiving the benefits.

The workshop will include their own inspirational stories about their journey into sport and anecdotes as to how they overcame setbacks and dealt with success. Alongside this there will be information about national programmes that could benefit your school.

Both Tim and Jeanette have combined 50 years’ worth of experience as both professional athletes and now mentors for the Youth Sport Trust. Both have branched into the corporate space and broadcasting, after successful sporting careers.

Bring your trainers, pull up your sleeves, as we aim to get you active and on your feet!
Workshops:

16. How might we make the Early Career Framework work in practice?
Paul Foster
Teaching Schools Council

Stephen Munday
Teaching Schools Council and President, the Chartered College of Teaching

The proposed Early Career Framework has been largely warmly welcomed by schools and the teaching profession. It has the potential to be an important means by which significantly to strengthen the training and professional development available to all early career teachers. The question for all of us is: how might we make it succeed in its fundamental aims in practice? This workshop will examine both how the Chartered College of Teaching and Teaching Schools Council can play fundamental roles in this, thus strengthening the position of the teaching profession, including supporting improved recruitment and retention. As well as examining overall approaches, the workshop will look at a case study of a group of schools already significantly operating in this way and the benefits that it brings.

17. Inspirational Leadership: the profession setting its own standards
Sarah Harrison
Head of Learning Design and Accreditation, the Chartered College of Teaching

This workshop will explore the extent to which teaching is considered a ‘high status’ profession and consider the implications of this for career opportunities and progression for teachers and school leaders. This session will focus on the standards that are currently set for teachers and school leaders and consider how these might be made more aspirational. Reflecting on the development of the Chartered College’s Chartered Teacher Status, we will discuss how the profession can set high standards for itself, and how this status could reflect the first step in a career pathway focused on effective classroom practice.

18. Misuse of social media by parents: turning negatives into positives
Clare Wright
Co-founder, Classlist App and a PTA Chair

Toby Burton
Director, Classlist

Misuse of social media by parents is a hot topic and a headache amongst the school headteachers we speak to. Parents taking to social media to negatively discuss school issues can result a poor reputation that is hard to monitor or undo. Using real examples, we will discuss the issues and how to overcome/improve your social reputation, improve parent online behaviour and promote positive parent engagement and communication at your school.
19. Maximise learning, minimise frustration: success in 60 seconds and 60 years

David Liggins
Teacher, Entrepreneur, Guinness World Record Holder

Conferences generally develop our thinking and knowledge by means of spoken words. However, few presentations engage participants physically and emotionally as well as intellectually; yet this is our children's experience of education every day of their school lives. And this complete immersion can be a challenge.

Dare to learn a new skill in this session, to remind yourself of what being at the 'other end' of a lesson is like! Discover the practical benefits of engaging fingers, breath, brain, mind and heart all at the same time; and the educational implications of such a process.

Participants will be loaned a musical instrument and encouraged to play several tunes together and sing – no musical ability or previous experience required. The teaching methods, content and learning outcomes will challenge leaders’ perceptions of the process of education. And shared successes will reveal some unexpected pathways to motivation, skill acquisition and effective learning.

20. The Power of Peer: empowering young people to tackle online hate speech

Katie Wilmore
Head of Anti-Bullying, The Diana Award

What is online hate speech? What is the role of educators to tackle this growing societal problem? How can we empower young people to respond to hate speech they encounter online in a proactive and positive way?

In this interactive session, youth charity The Diana Award will equip participants with practical tools and knowledge to empower young people to tackle the online hate speech phenomenon. We will explore the toolkit that has been developed as part of SELMA (Social and Emotional Learning for Mutual Awareness), a project supported by the European Commission in response to the growing problem of online hate speech.

At the end of this workshop, participants will leave with the inspiration and resources to be able to empower young people, aged 11–16, to become agents of change, helping them to better understand the phenomenon of online hate and providing them with tools and strategies to act and make a difference.
21. Maximising the MAT factor: harnessing the power of MAT-to-MAT collaboration and challenge for mutual improvement

Dr Kate Chhatwal
CEO, Challenge Partners
Carolyn Robson CBE
CEO, The Mead Education Trust

Within MATs, collaboration – and sometimes challenge – between schools is driving improvements in school and pupil performance. But what about collaboration and challenge between MATs? This session explores what we have learned about the power of MAT-to-MAT collaboration and challenge as a driver of MAT development and impact. Sharing findings from Challenge Partners’ MAT peer quality assurance reviews, it examines both the features of effective MAT-to-MAT collaboration and challenge, and what the reviews tell us about what makes a great MAT.

22. Literacy and communication: helping pupils find their voice

Nicholas Bailey
Professional Actor, Education Ambassador, Public Speaker

Communication skills are some of the most important proficiencies that a pupil can acquire. But when each pupil learns differently, how can we ensure teaching is adapted to address the specific needs of each learner to help them to become confident communicators?

Nick Bailey, an Eastenders actor for many years and an enthusiastic public speaker, will be talking about the barriers to effective communication and techniques that unlock the challenges for pupils struggling with their communication skills. Literacy skills should be accessible for all pupils, not just for their own wellbeing, but to give them the very best chance to excel academically. This talk will inspire educators to consider innovative new ways to raise whole school literacy and pupil wellbeing.

23. What is Big Education? Exploring what a more expansive education, one of the Head, Heart and Hand, might look like

Liz Robinson
Co-Director, Big Education
Peter Hyman
Co-Director, Big Education, Executive Headteacher and co-founder of School 21

Most children receive an education that is, at best, partial. This session will explore what a more expansive education, one of the Head, Heart and Hand, might look like, a Big Education.

Drawing on the innovative and proven strategies from the outstanding School 21 in Stratford and Surrey Square Primary in Southwark, Peter Hyman and Liz Robinson will explore a new story for education for our young people. Beginning with challenging the core purpose of what schooling might be, this session will outline a new narrative, creating a different set of outcomes, pedagogies and curriculum. Using practical oracy strategies, built on the success of the charity Voice 21, this session will challenge and provoke new thinking.