

research ED

researchED Birmingham 2020

Conference Programme

Saturday 7th March 2020 - 9:00am to 4:00pm

Nishkam High School

Birmingham



nishkamhighschool

birmingham

#rEDBrum

#rEDBrum

BIRMINGHAM 2020:

Welcome to researchED Birmingham 2020

researchED is an organisation I started in 2013 with some simple aims: to raise research literacy in the teaching profession, create useful face-to-face communities, and create networks of collaboration and mutual support.

It's amazed me how fast it has taken off in Australia and America – clearly an appetite exists for teachers to short circuit traditional hierarchies, and for them to drive their own development directly. And it's been a privilege to see the more profitable relationships between theory and practice grow and grow. This is professional development with a difference. We talk to one another, share our practice, craft and research for the common good, and commit to being responsible for our own futures. I like to call it a polite revolution.

I'm sure you'll have a wonderful day here in Brum.

Best wishes,

Tom Bennett,

Director and Founder, [researchED](#)

www.workingoutwhatworks.com

[@researchED1](#)

[@tombennett71](#)

[@hgaldinoshea](#)

[#rEDBrum](#)

Please feel free to tweet, periscope, or connect however you wish during the day! Please use the hashtag [#rEDBrum](#) to help the conversation.

Welcome to researchED Birmingham 2020

A huge welcome to Nishkam High School, our hosts this year for researchED Birmingham.

And if this is your first researchED – a special welcome. You won't look back!

Thank you for joining us for our third rED Brum, and the first that is smack bang in the centre of our wonderful city. Thank you too for supporting raising awareness of research literacy in Birmingham and further afield. We're sure you will have a rewarding, stimulating and thought-provoking day.

Today is our biggest researchED Birmingham to date. We have a vast array of new speakers, including many practitioners from here in Birmingham and the wider Midlands. Birmingham is a grafting, determined city. We're a city that understands the value of hard work – and we put our all into researchED Birmingham because we know the importance of research literacy in our profession. We know the impact it can have on our children's and colleagues' lives for the better. So let's crack on. There's a polite revolution to be had.

Have a great day.

Claire Stoneman & Andy Brown,

[@stoneman_claire](#) & [@brown_andrew86](#)

[#rEDBrum](#)

Timings of the day

Time	Session	Venue
8:00 – 8:55am	Registration, refreshments, networking	Foyer, canteen, sports hall
9:00 – 9:15am	Opening speech and welcome	Sports Hall
9:20 – 9:50am	Keynote speech from Amanda Spielman, Her Majesty's Chief Inspector, Ofsted	Sports Hall
10:00 – 10:40am	Session 1	Various – see below
10:45 – 11:15am	Panel chaired by Sonia Thompson	Sports Hall
11:15 – 11:45am	Break	Canteen, foyer
11:50 – 12:30pm	Session 2	Various – see below
12:35 – 1:15pm	Session 3	Various – see below
1:20 – 2:20pm	Lunch	Canteen, foyer, various
2:25 – 3:05pm	Session 4	Various – see below
3:10 – 3:50pm	Keynote speech from Christine Counsell	Sports Hall
3:50 – 4:00pm	Thank yous and goodbyes	Sports Hall

Research Schools Network

We are really pleased that the following local Research Schools have joined us for researchedED Birmingham!

Do have a chat with them in the foyer today.



They are:

Billesley Research School, Birmingham



St Matthew's Research School, Birmingham



Staffordshire Research School at John Taylor





#rEDBrum

Saturday 7th March

8:00 – 8:55am | **Registration and refreshments**

- Foyer, canteen, sports hall

Registration, refreshments, networking

9:00 – 9:15am | **Welcome** - Sports Hall

Welcome from Claire Stoneman & Andy Brown

9:20 – 9:50am | **Keynote** - Sports Hall

Keynote speech from Amanda Spielman, Her Majesty's Chief Inspector, Ofsted

10:00 – 10:40am | **Session 1**

Daisy Christodoulou - Sports Hall

Ed tech: what is it good for?

Education technology has constantly promised a new dawn, but constantly failed to deliver. Is there any hope that this time it will be different?

Mary Myatt - Main Hall

Curriculum: controversies, concepts and conversations

We will consider some of the reasons for reviewing a school's curriculum to ensure that it is sufficiently broad and balanced for all pupils

- Pupils are asking for more demanding work. The principles of high challenge, low threat can achieve this when we take account of the findings from cognitive science.
- We will discuss the importance of concepts in building coherence in curriculum plans.
- High quality talk in schools underpins an exciting, demanding curriculum for all pupils and we will consider ways of increasing the impact of deliberate, planned oracy.

Tom Rees - F21

2020: A new perspective for school leadership?

The narrative around school leadership can be dominated by generic leadership ideas such as vision, change, transformational leadership with an outsized focus on the 'hero head'. In this session Tom will ask you to consider the work of school leaders from a different perspective, exploring their expertise and asking what knowledge leaders need and what problems they are trying to solve.

Naveen Rizvi - G19

Direct Instruction Applied: Minimal Effort, Maximum Impact

How can you plan your lessons to enable all pupils, especially the weakest pupils, to make as much progress as their more knowledgeable peer? I will provide an in depth analysis in teaching the topic of Fractions within a mainstream curriculum inspired by Engelmann's approach from his Connecting Maths Concept (CMC) Textbook series. I will explain how my teaching was structured to allow the weakest pupils to make extensive progress – with minimal effort but result in maximum impact! This will be done by sharing resources created and videos of pupil work – with results to show!

Andrew Percival - F19

Building Knowledge in the Curriculum

In this session Andrew will describe how his school have worked to develop a coherent curriculum which builds pupils' knowledge in all subjects. He will explain how his school have used findings from cognitive science to structure the curriculum to promote long-term learning. Andrew will also share examples of planning to exemplify the thought processes behind his school's work.



Professor Michaela Mahlberg and Dr Viola Wiegand - G17

Teaching the 19th-century novel

This session introduces free resources to support the teaching of the 19th century novel from a language and literature perspective. We demonstrate teaching activities using the free CLiC web app (<http://clic.bham.ac.uk/>). CLiC currently makes it possible to access over 150 books, including many set texts from GCSE and A-Level specifications (for example Jekyll and Hyde, A Christmas Carol, Frankenstein and Jane Eyre). The session focuses on encouraging students to go beyond “feature spotting” and “learning quotations”. We will illustrate classroom activities for whole text exploration that focus on the structure and themes of the texts. We will also discuss independent activities for revision, exam preparation and NEA projects.

Benjamin Evans - G16

Don't it make you feel good? An (Australian) case study in how to rescue an academic programme

Education is a business more susceptible than most to fads and gimmicks. Using my current School as a case study, I will present our ‘four-year plan’ of academic and systemic improvement, which is now complete. At the beginning of 2016, we undertook to cleanse ourselves of several recently-introduced edu-initiatives that served to hold back the intellectual development of our boys. We have re-introduced an academic management hierarchy, replaced a fragmented curriculum with an overhauled common core, re-introduced examinations, placed an emphasis on extension (not acceleration) and changed our philosophy of teacher recruitment. This talk will focus on the highs, lows and key challenges faced when attempting to make Adelaide great again. I will also talk more broadly about what I have learned about education since landing in Australia, and also about myself as an educator.

Beth Greville-Giddings - G15

Journal Club (with biscuits)

Journal clubs are a great way for schools to start engaging with research and current ideas in education. Find out what a Journal Club is, how to run one in an educational setting, how to access resources to help you, and have hands-on experience of a Journal Club (with biscuits).

The article for discussion, ‘Individual teaching methods: Work plans as a tool for promoting self-regulated learning in lower secondary classrooms?’ (Dalland & Klette, 2016) can be downloaded here: www.edujournalclub.com/redbrum20/

Kathryn Morgan - Staffroom

Theories of Action: Mental Models in Motion

Performance doesn't happen by chance. It's the result of deep-rooted theories of action. This can present a barrier when trying to support behaviour change that leads to sustainable improvement. One way to overcome this is to adopt Viviane Robinson's Engagement vs Bypass approach, where we drill into existing theories of action, learning about the values and beliefs that underpin practice. Kathryn will share her experience of how to conduct the types of professional conversations that unearth classroom-based thinking and provide opportunity to co-design an evidence informed theory of action that lead to changes in practice that stick.

Matt Burnage - G13

What knowledge matters?

Arguments in favour of a knowledge-rich curriculum have gained increasing traction in recent years, prompting many to begin placing greater emphasis on the role of knowledge in the curriculum. The question of what knowledge we should be prioritising, however, remains highly contentious. In this session, Matt will explore some of the issues involved in deciding precisely what we should teach, exploring the views of prominent educationalists, as well as providing some practical considerations for making these decisions in the classroom.

Phil Naylor - G20

Behaviour ideology, evidence and pragmatism

In this session, Phil will be reflecting on his 10 years of senior leadership, 3 years helping head up a research school and TDT hub, and his weekly podcast natters with teachers to discuss the contentious issue of behaviour. He will consider the evidence, the polarising debates and the reality of leading on behaviour on the ground, particularly in areas of high disadvantage.

This session doesn't seek to provide answers, merely to open colleagues up to a pragmatic approach to behaviour that might suit your school in your context.

Nimish Lad & Dawn Ashbolt - G14

Using data and evidence informed T&L strategies to transform a school or: how we learned to stop worrying about Ofsted and turned a school from a grade 4 to good in 18 months

While the presentation of internal data is no longer to be accepted as part of Ofsted inspections, it's role within the school is still critical. Whether it is used to measure the impact of interventions or the assess how well new teaching and learning techniques are implemented, how we use the data we generate is still crucial for ensuring that what we are delivering on what we have intent to do as a school. Through the lens of using the vast array of data available to school to drive change, Nimish Lad and Dawn Ashbolt will discuss how his school went from an Ofsted 4 to a grade 2 in 18 months, with a progress 8 score swing of +0.54, through the effect use of data and embedding evidence informed teaching and learning strategies, all while under the back drop of a widely changing national picture.

10:45 – 11:15am | Panel

Chair: Sonia Thompson - Sports Hall

Tarjinder Gill
Nimish Lad

Tom Rees
Professor Sam Twiselton OBE

11:15 – 11:45am | Break



11:50 – 12:30pm | **Session 2**

Martin Robinson - Sports Hall

On Curriculum and Cultural Capital

The new Ofsted framework suggests that schools teach pupils “the essential knowledge and cultural capital they need to succeed in life.” Recently described by Sir Daniel Moynihan, chief executive of the Harris Federation as: “...a middle-class framework for middle-class kids”, Ofsted has found itself in the middle of a discussion about what a curriculum is for.

Have some schools, worried about the inevitable Ofsted call, resorted to ‘Middle-Class Knowledge’ organised in ‘Middle-Class Knowledge Organisers’ leading to regular quizzing of Middle-Class Knowledge in many multiple-choice tests? In this entertaining and thoughtful talk Robinson will say that cultural capital is a problematic term and that reframing culture as the way/s we make meaning in the world matters to how we design the curriculum in our schools.

Oliver Caviglioli - Main Hall

Organise: how to select and construct graphic organisers

The major reason teachers don’t benefit from the full potential of dual coding is because they choose the wrong visual (Clark & Lyons, Graphics For Learning, 2004). In this session you will learn how to avoid this pitfall by understanding the four main ways knowledge is structured.

Daniel Martin - S1

Using evidence-based practice in Religious Education

Daniel’s session will focus on ways to use stories, religious themed literature in RE and a culture of reading for pleasure across the key stages and how evidence-based practice should underpin the RE curriculum.

Tom Needham - F19

6 Propositions: The Application of Theory

Designing and implementing a five year curriculum is no easy task: there are so many different things that need to be considered and combined.

This session will cover 6 propositions that underpin our approach, exploring the theory and research as well as demonstrating how they can be applied to the classroom. The 6 propositions, taken from cognitive science, practical teaching guides and instructional theory, are applicable to a range of subjects and will interest both primary and secondary teachers: 1) Explicit instruction is the optimum strategy for novices; 2) The definition of learning is a change in long term memory; 3) Novices learn better when studying worked examples - experts learn better when attempting problems; 4) Once decoding is secure, reading ability is almost entirely based upon background knowledge; 5) Skills are domain specific. Knowledge is the key to successful critical and higher order thinking. As teachers, we should spend the majority of our time building student background knowledge; 6) Deliberate practice and drills ensures success; learning tasks may look nothing like final assessment tasks.

Elisabeth Bowling - F17

Impactful and transformative middle leadership

Educational improvement is driven through effective middle leadership. It is the role of the middle leader to know their subjects, teams and students and use this knowledge to continually develop their department. Although far from easy, this role is incredibly rewarding; strong middle leaders have the ability to make a real difference to the quality of teaching and learning, as well as the wider culture and ethos of a school. This session will outline the processes and practices that effective middle leadership entails. It will reference leading thinkers on school leadership, including Tom Rees, Andy Buck and Matthew Evans, and give practical strategies for current and aspiring middle leaders in driving improvement in their subject area.

Matt Hood - G16

A Chat about Educator Expertise: What is it and how do we develop it?

Over the past five years Matt and his team have been trying understand how to best develop the expertise of educators at every level - new teachers through to school trust CEOs. In this session Professor Sam Twiselton OBE will become education’s answer to the formidable Emma Barnett and grill Matt on what he has learnt so far and what he still has to figure out.

Claire Stoneman - G20

Why school leaders are bad at thinking and what we can do about it

In this session, Claire will explore some of the considerations around learning and thinking that Dan Willingham discusses in his seminal work, *Why Don’t Students Like School?*, applying Willingham’s work to school leadership. She will offer some practical ways forward for head teachers and senior leaders, particularly senior leaders new to their roles, based on the work of Willingham, and also of Weinstein & Sumeracki.

Zanna Wing-Davey & Jonathan Goddard - G18

Why Latin? The argument for literacy through a Classical lens

This session provides an insight into the work of The Latin Programme, a not-for-profit organisation which has been improving key stage 2 literacy via Latin in inner-city London state primary schools for over ten years. The Latin Programme’s fun yet rigorous approach combines Classical Latin with modern English in conjunction with an arts based curriculum. In this dynamic session The Latin Programme will share research findings and examples of their unique methodology and resources which have helped 1000s of children surpass literacy expectations as well as inspiring a new generation of language learners and Classicists.

Naureen Khalid - F18

Looking Through the Keyhole into the Boardroom

Effective governance is crucial if schools are to offer the best possible education to their pupils. It is, therefore, vital that everyone involved in education knows and understands what governance is. This session aims to explore what research tell us about the people who volunteer to govern our schools and the role they play in bringing about school improvement. Amongst other topics, it will also cover the various models of governance and explain how governing boards do their jobs and to whom they are accountable. This session will give you some insight into what happens in boardrooms and will be especially useful if you plan to take up a leadership role in the future.



Matthew Evans - F21

Surviving and Thriving in Uncertainty

"You are uncertain, to varying degrees, about everything in the future; much of the past is hidden from you; and there is a lot of the present about which you do not have full information. Uncertainty is everywhere and you cannot escape from it." - Dennis Lindley, *Understanding Uncertainty* (2006).

In this session we will explore the implications for school leaders of complexity, uncertainty, ambiguity and the limits of our leadership.

Bridget Clay - S2

Improvements that stick: implementing evidence-informed strategies in schools and classrooms

Sometimes well-evidenced ideas transform schools, sometimes they fall flat. So what is it that makes the difference? This session will be focused on embedding evidence-informed practice into sustained change and how teachers and leaders can plan for this implementation. With a welcome emphasis on research and evidence, we now need to prioritise implementing and making the most of these strategies.

The session will draw on the evidence base around professional learning and good implementation and will be relevant for teachers and leaders at all levels.

Andrew Old - Staffroom

Exclusions

In this session we will take a look at the various ways the statistics on permanent exclusions are manipulated and consider why the commentary often seems very out of touch with the experience of teachers.

Deep Singh Ghataura - S17

Assessment: How to sharpen decision making

Decision making and acting on those decisions is at the heart of what we do in schools. This session aims to give classroom teachers and heads of department the tools to make defensible decisions from assessment data. The foundations of assessment theory will be reviewed followed by actionable suggestions for improved assessment practice.

Jemma Sherwood - G19

Teacher training and development - rethinking our approach

Teacher training is fragmented and ongoing teacher development even more so. How can a blank slate and research into teacher improvement help us to change our approach?

Sallie Stanton - S3

English intervention and beyond: using the insights of DI and cognitive science to sustain success

Last year, Sallie took a Year 9 English intervention group through a structured and scripted programme of Direct Instruction (DI). On completion, she wanted to retain some of the principles of DI whilst supporting students with the transition to KS4 study of language and literature.

In this session, Sallie will outline how she researched and initiated the DI teaching at Bedford Free School, how she experienced delivering it, and how this has since been developed and improved, before focusing on what she did next and how her class, now in Year 10, are progressing.

The session will be of interest to anyone curious about Direct Instruction and how it can be used in English lessons, and to anyone interested in how the insights of DI and cognitive science can help us maximise the learning of all our students.

12:35 – 1:15pm | Session 3

Becky Allen & Ben White - Sports Hall

How to improve schools when no one is really sure what good practice looks like!

The 'what works' movement is in trouble on both sides of the Atlantic. We are less sure than ever before that we know which schools are good. We cannot consistently identify and copy good practice in the classroom. Findings from RCTs are inconsistent, rarely identifying a programme that is better than existing school practice. This is a problem for schools, who want to take an evidenced and systematic approach to school improvement. In this talk, we explain why the challenges of measurement and complexity make schooling hard to systematise. We suggest a framework for a 'compromised school improvement cycle' that gives teachers the chance to make good bets on how to make their school better and happier (and avoid making it worse).

Heather Fearn - Main Hall

Ofsted and 'deep diving': what are inspectors looking at on a deep dive and why?

Why have Ofsted introduced 'deep dives'? Are they simply another term for a 'good look' or is there more to it than that? Heather will explain the reasons for Ofsted's new inspection methodology and give some guidance to senior and middle leaders who would like to ensure and assure the quality of subject education.

Mary Myatt - Staffroom

Curriculum: controversies, concepts and conversations

- We will consider some of the reasons for reviewing a school's curriculum to ensure that it is sufficiently broad and balanced for all pupils
- Pupils are asking for more demanding work. The principles of high challenge, low threat can achieve this when we take account of the findings from cognitive science.
- We will discuss the importance of concepts in building coherence in curriculum plans.
- High quality talk in schools underpins an exciting, demanding curriculum for all pupils and we will consider ways of increasing the impact of deliberate, planned oracy.

Ben Ranson - F13

Dual Coding in Geography

At its simplest, dual coding is teaching using words and visuals; so far, so straight-forward. But what makes it work so well, and in what circumstances and contexts? What is computational efficiency, and



how does it relate to schema building? In this session, we'll look at some of the research underpinning Dual-Coding Theory. We'll consider some examples from teaching Geography that worked beautifully, as well as why some others didn't, and aim to make sure you leave ready to dual-code in your classroom.

Timothy Jarvis - G15

Effective Pastoral Care in Schools

Holistic pastoral care in schools can foster an environment for motivation, effort, resilience in the face of setback and, ultimately, achievement. In this regard, caring for boys presents challenges; especially considering the societal pressure around masculinity and, in particular, a reluctance to admit to fear or weakness. This in turn leads to a brittle-kind of strength that educators of boys will be familiar with. Instead we want boys to discover a grit that exists amid fear by going through emotions--not avoiding them.

With a uniquely African flavour, and an evidence-based perspective, this session considers the scaffolding schools need in order to support boys on their journey from truth to strength.

Tabitha McIntosh - G13

White Ghosts and Silver Bullets: How to Rewrite History from the Comfort of Your Own Classroom

When Henry Christophe declared himself King of Haiti in 1811, the world found itself dealing with a man they considered an owned object, a chattel good come to life, who now commanded equal status with Atlantic leaders. After his death in 1820, Gothic stories of the Haitian uncanny drew from King Henry I, moulding increasingly obfuscated facts into his fictional shape. Uniquely persistent among such narratives is the tale of the silver bullet with which Henry is said to have killed himself. I debunked this viral 19th and 20th-century fake news using free and low-cost text databases, and in this presentation I suggest strategies that empower students and teachers to question and decolonise both their curricula and the historical record.

Andy Brown - G16

CPD: from the generic to the specific

The delivery of CPD in schools has often sought compliance over effectiveness. In this session I will provide a breakdown of the CPD model used at Nishkam High School that respects the distinctiveness of the specific subject; whilst also fulfilling the school's wider improvement aims. The model is guided by the work of the Teacher Development Trust, NFER and The Wellcome Trust; their principles are what the CPD model is based upon.

Neil Almond - G11

Curriculum Coherence: Why now? How best to do it?

Curriculum is now a hot topic in schools all over the country - and for good reasons. For too long, the educational landscape has focused on pedagogy at the expense of looking at curriculum. This talk will examine the reason why curriculum is now at the forefront of education as well as providing principles to create a strong coherent curriculum for your subject and students.

Anna Hunt - F20

Introducing Latin and Classical Civilisations into State Schools – the Theory, the Funding Available and the Logistics

This talk will look at the research behind introducing studies of the ancient world into state schools and explore why studying Classics can act as a vehicle for social justice. It will offer practical guidance on the funding opportunities that are available as well as advice on how to successfully find supportive partners, both financial and academic. Finally, it will look at a case study of a successful trust-wide Classics initiative which can be used as a development plan for any schools or trusts looking to develop the next generation of state educated Classicists.

Marcello Giovanelli - F16

What is Cognitive Stylistics?

In this session, I will demonstrate how cognitive stylistics (a language focused approach that draws on ideas from cognitive psychology and cognitive linguistics) can be used to analyse literary texts. Drawing on two specific frameworks/methods (Conceptual Metaphor Theory and Text World Theory), I will model a cognitive stylistic analysis of a Shakespearean soliloquy and a short poem by Keats, suggest some ways that teachers might use these ideas in their classrooms, and provide details of further recommended reading.

Mark Lehain - F19

A common-sense approach to whole-school behaviour - how to get your school to take behaviour seriously

Everyone agrees that getting consistently great behaviour across a school is essential. And yet we also know that poor behaviour is still one of the biggest drags in our school's system, for both pupils and those who work with them. This session will explore the evidence we have regarding the current state of play across the system in schools, and practical ways that you can go about creating a phenomenal culture in your school - whether you're a class teacher, leader, or parent.

Jake Hunton - F14

Dunlosky, Generative Learning, Domain-Specific Learning Strategies and The Transfer Taxonomy

The session presents aspects of Professor John Dunlosky's (amongst others) research into effective learning strategies and those that are less effective. There is also an acknowledgment that there is overlap with strategies referred to in Learning as a Generative Activity & those referred to by The Learning Scientists. It also discusses the effectiveness of outsourcing 'revision' skills vs. teachers delivering the domain-specific learning strategies themselves to students as well as raising the issue of whether a curriculum built on spaced retrieval practice in lieu of after-school revision classes might be a more efficient approach. It discusses how, arguably, transfer would be more effective if the subject specialists were to deliver the sessions themselves. Some suggested approaches of how the techniques in the Dunlosky Review, Learning as a Generative Activity and those referred to by The Learning Scientists might look are also mentioned.



Marcus Jones and Professor Alice Deignan - G14

Linguistic Challenges of the Transition

The academic transition from primary to secondary is a significant step for pupils, embodied by the vocabulary explosion students are exposed to. Using data collected by the linguistic transition project at Leeds University, this session will explore the extent of the language challenge at Key Stage 2 and 3, and offer ideas for how schools and teachers can support students with the transition.

Ceridwen Eccles - S19

Rosenshine: retrieval practice in a primary setting

In this session, Ceridwen will explore how she has embedded retrieval practice in a primary school setting, and will share practical tips from the classroom.

1:20 – 2:20pm | Lunch

2:25 – 3:05pm | Session 4

Tom Sherrington - Sports Hall

Rosenshine meets Curriculum: Sequencing concepts and experiences

Rosenshine's Principles of Instruction place an emphasis on building schema by sequencing concepts in small steps and providing models and scaffolds. This has implications for curriculum design, planning instructional inputs and hands-on experiences. The session will explore these implications with a range of subject examples.

Ruth Walker & Imran Iqbal - S9

Leading Powerful Curriculum

Many schools are seeking to reform their curriculum to be more ambitious, more knowledge-rich, and more true to the subject disciplines. In this presentation Imran and Ruth describe why these changes are so important, and the challenges faced by schools in making these reforms. They outline the curricular thinking that must take place, and the training and staff development to make it happen at a rapid pace. A must-see for anyone interested in curriculum, knowledge-rich teaching, and leadership.

Jude Hunton - F14

Oven Ready Ofsted

In this session Jude will take you through secondary school improvement from a SLT perspective. He joined his school in July. All the indicators were of a seriously weak and declining school. The three year P8 trend, for example, was in decline and around -0.62. He and other members of the school leadership set about creating an improvement strategy. In November Ofsted visited the school. The inspector made it clear on the telephone conversation that the data pointed to a category 4. However, after two days

the team were able to show enough signs of improvement that the inspection team rated leadership as "good" along with some other categories. The school itself was graded as a 3; this has given the school improvement journey an important platform to improve from.

In this session he will present quick and coherent steps he and his SLT team took in this school with very poor data in a very short space of time to improve and demonstrate to the Ofsted inspection in November the beginning of an improvement journey..

Chloe Sanders - S3

Why are we still talking about DI and DI?

DI programmes are easy to teach because they are composed of scripted lessons, what could be easier? DI is much more than just the teacher script. This session is a whistle stop tour of DI that will provide you with practical ways for you to incorporate the exact Engelmann/Rosenshine principles, in precise proportions, into your own classrooms.

*Be prepared to participate in call and response - but only on signal..

Tarjinder Gill - F17

Spelling at Primary: What you need to know

Tarjinder is a writing specialist. In this session she will take you through what you need to do to ensure spelling strategies are most effective. It's also a really useful session for secondary as well as primary colleagues.

Sonia Thompson - G18

Creating a knowledge-enhanced curriculum that matters and makes a difference

Sonia's school started their subject-specific curriculum journey in 2014. Their aim was to firmly underpin their curriculum with their schools' vision and values. These values outlined a determination to deepen and strengthen knowledge; celebrate their pupils' heritages and literacy lives and put reading for pleasure at the heart of their school. In this session, Sonia will focus on how this was achieved, referencing the work of cognitive theorists and Luis Moll et al. She will discuss impact and how their curriculum content/pupil outcomes are stronger for this focus..

Chris Curtis - F21

Talk your way to excellent writing

This session will explore the research around oracy in the classroom and will offer practical solutions on how spoken discourse can improve a student's written discourse.

Professor Sam Twiselton OBE - F19

The ITT Core Content Framework: Transforming Support and Development for New Teachers

This workshop will give an overview of the newly published DfE ITT Core Content Framework for ITT and how this is designed to support teacher recruitment, retention and development through its close relationship with the Early Career Framework. It will draw on research on the development of teacher expertise and relate this to the findings of the Carter Review of ITT and the DfE Recruitment and Retention Strategy with a particular focus on the importance of early career support and development.



Sarah Hubbard - Staffroom

The EIF and the curriculum in English

In this session Sarah Hubbard HMI explores how Ofsted's inspection framework relates to the English Curriculum. She will focus on the way teachers and leaders design the curriculum so pupils can embed key knowledge in long-term memory and deepen their understanding of disciplinary concepts. She will also explore some of the complexities around sequencing the curriculum in English.

Rekha Dhinsa & Claire Stoneman - G20

Rosenshine for Middle Leaders

In this session, Rekha and Claire will explore how they worked in partnership as middle leader and senior leader to explore the Principles and apply them to the delivery of the History curriculum, and also across the Humanities faculty. Rekha and Claire will discuss how the embedding of the Principles led to effective lessons, better curriculum design, and crucially engaged the students in a love of History.

Sputnik Steve - S2

Beyond Wiping Noses - Pursuing a Pragmatic Pastoral Praxis

Amid the active discourse around research and evidence-informed practice, there seems to be a gap. Everyone loves CLT, Rosenshine, dual coding, and retrieval practice for their classroom pedagogy, but where is the pastoral? In this session, Steve will reflect on his journey as he tries to pursue a pragmatic pastoral praxis.

Clive Wright - G19

Leadership, motivation, and a knowledge-rich curriculum

How do you lead a school where both teachers and pupils thrive, and pupil outcomes are not delivered on the back of exhausted or demoralised staff? Around the country there are some fascinating as well as innovative and effective approaches to school leadership that deliver for both pupils and enable staff to achieve some kind of work life balance. This session explores the idea of Servant Leadership, teacher motivation and how developing a knowledge-rich curriculum, as well as providing pupils with a superb education, helps teachers to feel motivated as well lead a relatively normal life.

This session examines the scope and limits of research that might assist us in holding sensible conversations about curriculum. It urges clarity about the kinds of questions that particular types of research can and cannot answer. Christine will make the case for teacher involvement in research and for the need to understand the indirect relationship of research and curriculum. She will point to the dangers of seeking 'evidence' without asking fundamental questions about the origin, nature, purpose and value of the knowledge we choose to teach.

3:50 – 4:00pm | Closing Words

Thank You and Goodbyes - Sports Hall

3:10 – 3:50pm | Session 5

Closing Keynote - Sports Hall

Christine Counsell

Curriculum and research: an uneasy relationship

Discussions about 'what works' in a forum such as researchED invariably relate to pedagogy, learning, behaviour or assessment and frequently draw on empirical research drawn from fields such as cognitive science. But when it comes to curriculum, on what sources of authority or forms of warrant should teachers draw? What kinds of curriculum-relevant research exist and, where content choice and arts, literature and humanities are concerned, how far should we look to educational research at all?



Biographies



Becky Allen | [@profbeckyalen](#)

Becky Allen is Chief Analyst and co-founder of Teacher Tapp, the largest teacher survey in England. She is also Honorary Research Fellow at the University of Oxford, and over 15 years she has researched school effectiveness, accountability and teacher careers. In 2018, she chaired a Government working group to review school data use.



Neil Almond | [@Mr_AlmondED](#)

Neil graduated university in 2013 with a BA in Primary Education. He had read copious amounts on learning styles and was aware of every educational themed pyramid there was. 6 months later, after successfully gaining employment, he was asked to leave his first job as an NQT because spending his time looking at students' learning styles and applying pyramids did little to help the students learn.

He was a classroom teacher for 5 years before joining the Woodland Academy Trust in September 2019 as a lead teacher. Now he spends his time providing research-informed CPD to teachers across the trust, developing curriculum across the four schools and working with senior leaders to ensure the best outcomes for students. He regularly blogs and speaks at educational events around the country.



Dawn Ashbolt | [@dashbolt76](#)

Dawn Ashbolt is an enthusiastic and experienced teacher and senior leader at Wrenn School. She has taught for 18 years and has led a highly successful media and film department before moving onto becoming a curriculum leader for 5 years managing subjects like business studies, psychology, economics, law, sociology, health and social care, media and film studies. Three years ago she took on the role of director of teaching and learning. Wrenn School has made dramatic improvements over the last two years and has moved from an Ofsted grading of a 4 to achieving a much-deserved grading of a 'Good' last year. Dawn's role includes coordinating and leading the QA programme and the school focus of 'how learners learn'.



Elisabeth Bowling | @elucymay

Elisabeth Bowling is Assistant Principal and Head of English at Hethersett Academy, Norwich. She studied English literature and language at the University of Oxford and started teaching English as a foreign language in academies in Spain before teaching in secondary schools in London and Norwich. As part of her Master's degree, she focused on literacy and oracy and now writes about education at <https://medium.com/@awildsurmise>



Andy Brown | @brown_andrew86

Andy is an Assistant Principal at Nishkam High School, in charge of T&L. He is passionate about research, CPD and teacher development. Andy has been teaching for twelve years and has worked in three different schools across Birmingham. Andy has recently become a father to his first child and lives with his wonderful and very patient wife. This year, Andy is co-hosting researchED Birmingham with Claire Stoneman.



Matt Burnage | @MJBurnage

Matt is a History Teacher and Professional Tutor at Bedford Free School. Over the past three years, he has worked on designing and implementing a knowledge-rich curriculum. He has previously spoken at researchED on curriculum design and teacher training.



Oliver Caviglioli | @olicav

Son of an architect, Oliver received daily sermons on 'good taste'. Later, he used this graphic background to good effect when teaching in special schools. Later still, after leaving his post as head teacher, he applied his graphic skills to visualising educational ideas and processes in books, articles, presentations and posters. He now thinks of himself as an information designer, works with many leading authors and had his own book published last year — *Dual Coding With Teachers*. This spring will see the publication of his new partnership with Tom Sherrington — *Teaching WalkThrus*.



Daisy Christodoulou | @daisychristo

Daisy Christodoulou is the Director of Education at No More Marking, a provider of online comparative judgement. She works closely with schools on developing new approaches to assessment.

Before that, she was Head of Assessment at Ark Schools, a network of academy schools. She has taught English in two London comprehensives and has been part of government commissions on the future of teacher training and assessment.

Daisy is the author of two books, *Seven Myths about Education* and *Making Good Progress? The future of Assessment for Learning*, as well as the influential blog daisychristodoulou.com.

In March 2020 her third book, *Teachers vs Tech*, will be published by Oxford University Press.



Bridget Clay | @bridget89ec

Bridget Clay is a former teacher who works with schools on their leadership and development. She recently co-authored *Unleashing Great Teaching*, a book which outlines the culture and processes for great learning for teachers and students. She is Head of Programmes for School Leadership at Teach First and was previously Director of School Programmes at the Teacher Development Trust. She has advised a number of organisations, including the Department for Education and the Greater London Authority, and is a frequent speaker and media contributor.



Christine Counsell | @Counsell_C

Christine Counsell is an independent consultant supporting schools, partnerships, Trusts and Teaching Schools in curriculum and teacher development. After holding teaching and leadership positions in state schools in Gloucestershire and Bristol, Christine worked as local authority adviser in primary and secondary schools, as Senior Lecturer at the University of Cambridge where she ran the history PGCE and as Director of Education of a MAT serving areas of acute disadvantage in East Anglia. Alongside this she has worked as adviser, trainer and speaker, for scholars, teachers, leaders and policy-makers, both nationally and internationally, specialising in the teaching of history in post-conflict zones. Christine has published and edited many textbooks, academic books and articles, and is editor of *Teaching History*. In 2016 she served on the DfE Workload Solutions group and from 2017-19 she served on the Ofsted Curriculum Advisory Group. Christine is Trustee of David Ross Education Trust and of Now Teach.



Chris Curtis | @Xris32

Chris Curtis has been an English teacher for over fourteen years and a head of department for the last five years. As an avid reader and blogger, he is always looking and reflecting on what works for students in the classroom.

Chris is a big believer in finding and sharing practical solutions to difficult problems in the classroom.

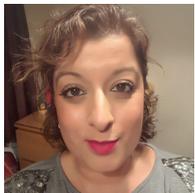
He blogs regularly at:

<https://learningfrommymistakesenglish.blogspot.com/>



Professor Alice Deignan | @alicedeignan

Professor Alice Deignan is Head of the School of Education, University of Leeds and leader of research project “*Linguistic Challenges of the Transition*” funded by ESRC.



Rekha Dhinsa | @rekha_dhinsa

Rekha is Associate Assistant Head for Humanities and has led Humanities faculties within good old Birmingham for a number of years. She is a historian by trade and holds a love of American history (and Rosenshine).



Ceridwen Eccles | @Teacherglitter

Ceridwen is currently working as a Year 5 teacher in Leicestershire and is into her 15th year of teaching. She has experienced teaching in all of the primary key stages after initially starting her career as an EYFS specialist. She is interested in the Arts, building a culture of reading for pleasure within schools, and how dual coding and retrieval practice embeds knowledge and learning in all curriculum areas.



Benjamin Evans | @thingsbehindsun

Benjamin was educated at Durham and Cambridge Universities in the UK, and is a Fellow of the Royal Society of Chemistry. He is interested in education to make minds, not careers. Ben is an advocate of a communal curriculum, high expectations and academic extension for all, as well as the genuine transformative power of a rigorous academic education. ‘A man’s reach should exceed his grasp, or what’s a heaven for?’



Matthew Evans | @head_teach

Matthew Evans is a secondary headteacher in Gloucestershire, blogger and author of *Leaders with Substance: An Antidote to Genericism in Schools*.



Heather Fearn | @HeatherBellaF

Heather Fearn is Inspector Curriculum and Development Lead at Ofsted. In this role she contributed to the development of Ofsted’s new Education Inspection Framework and Initial Teacher Education Framework. She also develops inspector training materials, primarily on inspecting curriculum using the new framework.

Heather’s expertise lies particularly in curriculum and assessment and she has carried out research in curricular progression in history. Before working for Ofsted Heather was an Executive Vice Principal for a multi academy trust contributing to their innovative work creating curriculum resources. Heather is also a well-known education blogger.



Deep Singh Ghataura | @DSGhataura

Deep Ghataura is in his seventh year of teaching after finishing his PGCE. Currently Deep is a physics and maths teacher at Heston Community School. Previously, Deep was a curriculum designer at The Crest Academy having also taught computer science at Cottenham Village College for two years. For the 2016-2017 year Deep went to do a Postgraduate Certificate in Educational Assessment and Examinations with the Cambridge Assessment Network. Deep is also a co-founder of the #cogscisci (Cognitive Science in Science Education) group. Deep has written articles for the Chartered College of Teaching’s journal and Cambridge Assessment’s Achieve magazine.



Tajinder Gill | [@teach_well](#)

Tarjinder is an experienced primary school teacher having taught across both Key Stage 1 and 2 in disadvantaged schools in Birmingham, London, Leicester and Great Yarmouth.



Marcello Giovanelli | [@mmgiovanelli](#)

Marcello Giovanelli is Senior Lecturer in English Language and Literature and Head of English at Aston University, where he researches and teaches in the fields of literary linguistics and English education. He has published 9 books and over 30 academic research papers and chapters in literary and applied linguistics and is co-editor for the Cambridge University Press Cambridge Topics in English Language series.



Jonathan Goddard | [@LatinProgramme](#)

Jonathan is one of the longest standing members of the Latin Programme team with many years of experience teaching in classrooms across London and shaping the Programme into what it is today. Promoted to Teaching and Learning Director in 2017, Jonathan leads the Latin Programme's team of teachers and is responsible for training, mentoring, and developing resources. He has recently developed two interactive textbooks for iPad for use in the classroom and is contributing to creative projects.



Beth Greville-Giddings | [@bethgg](#)

Beth is the Learning and Development Lead for the Raleigh Learning Trust, and Art Tutor and Research Lead at Westbury Academy, SEMH special school in Nottingham. She is a Teacher Development Trust Associate in CPD Leadership and Innovation Hub Lead for Derby Research School. Beth has presented on CPD and journal clubs widely and has established a website to support the development of Education Journal Clubs internationally.



Matthew Hood | [@matthewhood](#)

Matt is a Professional Development and Standards Adviser to the Department for Education. He is a founder at Ambition Institute and a former teacher and school leader. Matt is also a trustee at The Brilliant Club and Chair at Bay Leadership Academy.



Sarah Hubbard | [@SarahHubbardHMI](#)

Sarah Hubbard is one of Her Majesty's Inspectors and Ofsted's National Subject Lead for English. Her inspection experience includes special and independent schools, and Initial Teacher Education. Sarah has monitored special measures and requires improvement schools. She is the link Her Majesty's Inspector for Oxfordshire.

A qualified teacher, Sarah has significant experience in school leadership. Her post-graduate studies include School Improvement and Leadership, including the National Professional Qualification for Headteachers. With expertise in English, Sarah was previously a Specialist Leader in Education. Sarah has led an English improvement group of collaborating secondary and primary schools and English training for national organisations.



Anna Hunt | [@ReynardannaAnna](#)

Anna has taught and led English for over fifteen years and now works as director of English for Lionheart Trust. Anna also works extensively for a leading exam board; marking and training teachers for A-Level Literature and working at a senior level for the GCSE curriculum team. Her interest in Classics led to the introduction of Latin and Classical Civilisations into the trust curriculum, and nurturing this is currently the most exciting part of her job. Her favourite god is Artemis.



Jake Hunton | [@jakehuntonMFL](#)

Jake Hunton is Head of MFL at a large secondary school in Solihull and author of *Fun Learning Activities for MFL & Exam Literacy*.



Jude Hunton | @judehunton

Jude Hunton is an English teacher and vice principal for teaching and learning at a large secondary school in Warwickshire. He organises researchED Rugby which is taking place at Rugby School on May 16th 2020. Hope to see you there!



Imran Iqbal | @imraniqbal1001

Imran Iqbal is a law graduate from University of Birmingham, and his previous roles include Director of Sixth Form and AHT for Curriculum. In his previous school, Imran led the development of Post-16 provision across a large and successful trust. He is currently Deputy Head at the Telford Priory School, leading on Quality of Education: "Powerful Knowledge for Global Citizens".



Tim Jarvis | @timothyjarvis

Tim Jarvis is currently the Senior Master: Pastoral Care at Michaelhouse, a South African boarding school for senior boys in KwaZulu-Natal. He holds Honours degrees in Education and Psychology from the University of Exeter and the University of South Africa respectively. Tim was the conference lead at researchED Pretoria, the inaugural researchED conference in South Africa, and then program manager for the follow up event in Cape Town. Tim currently serves on the Global Advisory Board of the University of St Andrews.

Tim also enjoys writing and is the author of the blog, 'There's a 'Hadedda in my Garden', which considers educational issues and teen well-being. He has written articles for Independent Education in South Africa, the Christian Teacher's Journal in Australia and the Guardian Newspaper UK.

On quiet days Tim is likely to be found either consuming good quality coffee and a well written book or walking while listening to podcasts. You can follow Tim on Twitter [@timothyjarvis](#) or read his blog at [timothyjarvis.blog](#).



Marcus Jones | @marcusjones900

Marcus Jones is Literacy lead for Huntington Research School in York, supporting primary and secondary schools to implement evidence-informed literacy approaches.



Naureen Khalid | @5Naureen

Naureen started her governance career as a parent governor in a foundation school. She is now a trustee in a primary MAT and chairs Local Governing Bodies of a primary and a secondary school. Naureen is the co-founder of [@UKGovChat](#), a Twitter forum for governors, providing networking opportunities, help and support to governors. She blogs at Governing Matters and posts regularly on governance related issues. Naureen trained as a geneticist and has a background in education. Naureen is the mother of three beautiful daughters.



Nimish Lad | @Nlad84

Nimish is a highly motivated, enthusiastic and experienced senior leader. A passionate educational leader, Nimish has a high level of experience and expertise gained from nearly a decade in educational leadership roles including being a head of science, a director of teaching and learning, and has championed new technologies. Nimish is delighted to now be leading data, reporting and intervention at Wrenn School, a high performing secondary school in Wellingborough, Northamptonshire. Nimish has driven the school to improve the use of data to plan lessons, and ensure that leaders at all level have access to the information they require to drive rapid progress and transformational change.



Mark Lehain | @lehain

Mark has spent nearly 20 years working in state schools, and is Founder and former Principal of Bedford Free School. More recently he ran Parents & Teachers for Excellence, a group campaigning for higher standards in schools, especially regarding behaviour, curriculum, qualifications, and enrichment. When not advocating for educational reform, he can be found drinking copious quantities of coffee, running and pretending that he knows how to manage his four young daughters.



Professor Michaela Mahlberg | @MichaMahlberg

Michaela Mahlberg is Professor of corpus linguistics at the University of Birmingham, UK. Michaela's research is on Charles Dickens and the 19th century novel. She has been leading the development of the freely available CLiC web app (<http://clic.bham.ac.uk/>) to support the teaching of English Literature and English Language and Literature. CLiC is used in CPD for teachers and free example activities can be found on the CLiC project web page <https://www.birmingham.ac.uk/CLiC>.



Daniel Martin | @dlmartin85

Daniel works as an Assistant Headteacher at St Matthew's CE Primary (Teaching and Research School) in Birmingham and is the Central Birmingham group leader for NATRE. Having led both Religious Education and English in schools, he is keen to encourage teachers and leaders to marry RE with evidence-based practice to optimise and develop its subject distinctiveness.



Tabitha McIntosh | @TabitaSurge

Tabitha McIntosh is a KS5 specialist English teacher at Nower Hill High School in Harrow and a research student at Birkbeck College, University of London. She has taught undergraduates at the universities of Pennsylvania and Aberdeen, and works on the circulation of racialised and racialising anecdotes and objects in Atlantic culture, presenting at conferences around the Atlantic, from Tate Britain to Port-au-Prince.



Kathryn Morgan | @KLMorgan_2

Kathryn has taught across all primary key stages. As deputy head teacher, she has on led teaching and learning, curriculum and assessment. Kathryn's main passion is teacher development and she was previously Director of Professional Learning and Development at the PACT in Birmingham. She is currently working at Ambition Institute as Associate Dean in learning design.

Much of Kathryn's work centres upon the types of culture that are most conducive to effective professional development and behaviour change. She is particularly interested in the ways in which professional conversations can be used to build high levels of trust and improve practice. With Kathryn, talk is not cheap.



Mary Myatt | @MaryMyatt

Mary Myatt is an education adviser, writer and speaker. She trained as an RE teacher and has also taught English, history, maths and Latin. A former local authority adviser and inspector, she works in schools talking to pupils, teachers and leaders about learning, leadership and the curriculum. She writes and talks about the curriculum.



Phil Naylor | @pna1977

Phil is currently seconded from his latest senior leader role to head up the Teacher Development Trust's Blackpool Hub. He is the Assistant Director of Blackpool Research School, a Science SLE and currently studying for an MSc. Phil is also a Primary School Governor, a UEFA A Licence Football Coach and member of the EEF working party on the development of the upcoming Science guidance. Phil has taught Science for 18 years and continues to teach GCSE Science in Blackpool.



Tom Needham | @pna1977

Tom is Research Lead and Head of English at Trinity School, Lewisham. He is interested in Engelmann's DI, Cognitive Science and Effective Pedagogy.

He blogs at <https://tomneedhamteach.wordpress.com/>



Andrew Old | @oldandrewuk

Andrew Old is a maths teacher and blogger. He writes the Scenes From The Battleground blog.



Andrew Percival | @primarypercival

Andrew Percival is deputy headteacher at Stanley Road Primary School in Oldham, Greater Manchester.

Early in his career he became an Advanced Skills Teacher working across Key Stages 1 and 2. He has been teaching and leading in schools for over 20 years and currently leads on curriculum development and English across school.



Ben Ranson | @thatbenranson

Ben has taught Geography in the UK and China, serving as a classroom teacher, Head of Department, and senior leader. An attempted researcher, Ben dropped out of his post-graduate studies after spending four years trying to finalise his thoughts and findings on ideological bias in development narratives. Sipping on good coffee, he reads what brighter minds have to say about teaching, knowledge, and the curriculum. He currently lives in Oxfordshire with his wife Jen, training for ultra-marathons with his dog, Hamish.



Tom Rees | @TomRees_77

Tom is the Executive Director of School Leadership at Ambition Institute. He was a headteacher for 10 years in two Northamptonshire schools, most recently at Simon de Senlis Primary in Northampton. He is a founding trustee of a charity supporting families affected by Down's syndrome. Tom's book, *Wholesome Leadership - the heart, head, hands and health of school leaders*, was published in 2018 by John Catt Educational.



Navreen Rizvi | @naveenfrizvi

Naveen Rizvi is the mathematics Curriculum Advisor to the United Learning multi academy trust. She creates KS3 instructional materials used by over 35 schools, hundreds of teachers and experienced by thousands of pupils. The resources created use the underlying principles of Direct Instruction and Variation Theory.



Martin Robinson | @Trivium21c

After 20 years working in London in state schools - as teacher, head of department, AST, senior leader and QCA associate with a focus on creativity and Assessment - Martin Robinson is now a parent, writer and consultant with an interest in how the liberal arts form the basis of a good education. He is the author of *Trivium 21c*, recently awarded: "One of the best Education books of all time and One of the best Professional Development books of all time". His latest book *Curriculum: Athena versus the Machine* has been making waves by suggesting the pursuit of wisdom should be the central concern of education rather than the mechanical pursuit of ever higher grades.



Chloe Sanders | @chloejo_82 @DITrainingHub @DISouthHub

Chloe is Assistant Principal at Saint Martin's Catholic Academy and the Director of [@DITrainingHub](#), Leicestershire. She has had 18 years of classroom experience in both primary and secondary schools but it was only in 2015 Chloe started her Direct Instruction journey. She is now experienced in maths, reading and writing programmes. Throughout 2019 Chloe was lead coach in the Direct Instruction EEF project and spent the summer having coaching and training with the NIFDI team in the USA. With the 2020 launch of the [@DISouthHub](#), Bournemouth, the UK DI team continues to expand.



Tom Sherrington | @teacherhead

Tom Sherrington is an education consultant and author. He writes the popular blog [teacherhead.com](#) and his books include *The Learning Rainforest* and best-seller *Rosenshine's Principles in Action*. With 30 years' experience as a physics and maths teacher and school leader, including 11 years as a Headteacher, Tom is now in demand from schools across the UK and around the world to deliver CPD for teachers and leadership teams.

He works with several schools and colleges providing consultancy support on curriculum and improving the quality of teaching. He is a regular keynote speaker and contributor to conferences and education festivals.



Jemma Sherwood | [@jemmaths](#)

Jemma has been teaching for sixteen years, has been Head of Maths and SLE, writes maths books and is an A Level examiner. She occasionally blogs at [jemmaths.wordpress.com](#) and for OUP, and is a TES Maths contributor.



Amanda Spielman | [@amanda_spielman](#)

Amanda Spielman has been Ofsted Chief Inspector since January 2017.

Between 2011 and 2016, Amanda was chair of Ofqual, the qualifications regulator. From 2005 she was a founding member of the leadership team at the academy chain Ark Schools, where she became Research and Policy Director and an education adviser to Ark, the education charity. She previously spent more than 15 years in strategy consulting, finance and investment at KPMG, Kleinwort Benson, Mercer Management Consulting and Nomura International.



Sputnik Steve | [@sputniksteve](#)

Having been a teacher in a range of state schools for twenty years, Steve is currently a teacher of English and a head of year in an independent school in Staffordshire. He is hoping to complete his doctoral research in 2020; his thesis carries the working title *Rise of the Tweacher: Towards a (Post)Critical Ontology of a Teacher who Tweets*. Along with an obsession over the language of teaching job vacancies, Steve has grown increasingly concerned by the apparent gap in the discourse of research and evidence informed teaching: where is the pastoral?



Sallie Stanton | [@Missis_SCS](#)

Sallie is the Director of Education for Advantage Schools and an English teacher at Bedford Free School. In her current role she oversees curriculum development and professional learning across the trust. She has worked in a range of roles including Head of English, lead practitioner, literacy lead, reading intervention lead, co-ordinator of KS3 and KS4 English, senior examiner and subject leader and mentor to trainee English teachers.



Claire Stoneman | [@stoneman_claire](#)

Claire has spent over 20 years in education, teaching English in inner-city Birmingham schools. She has been a senior leader for 11 years as assistant head teacher and then as deputy head teacher, and is currently on a leadership sabbatical, shadowing and learning from some of the country's most knowledgeable head teachers. Claire is particularly interested in curriculum development and leadership, and is writing a book on senior leadership which will be published by Routledge in 2020. She is also delighted to be collaborating with Teach First on module design for their Early Career Framework programme.

Claire blogs at [www.birminghamteacher.wordpress.com](#), is a regular speaker at education conferences, and organises researchED Birmingham.



Sonia Thompson | [@son1bun](#)

Sonia is the Head Teacher at St Matthew's C.E. Primary Teaching and (newly designated) EEF Research School, in Nechells, Birmingham. She is passionate about evidence-based practice, including curriculum and reading for pleasure.

She currently runs a Teachers' Reading Group and is an advisor for the OU/UKLA Research Rich Pedagogies website. Sonia is a member of the United Kingdom Literacy Association (UKLA) National Council and is an EmpathyLab judge.

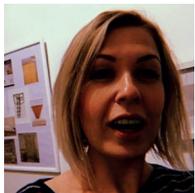


Professor Sam Twiselton OBE | [@samtwiselton](#)

Professor Samantha Twiselton is the Director of Sheffield Institute of Education at Sheffield Hallam University. She uses her research and practice in the development of teacher expertise and curriculum design to develop approaches to teacher development.

Sam has been involved in influencing Government policy on teacher education and is the Chair of the DfE ITT Framework Group, a member of the advisory panel for the DfE Teacher Recruitment and Retention advisory group, the specialist NPQs Group, the Carter Review of ITT and Expert Behaviour Management Panel, the OFSTED curriculum review pane.

She is a recent recipient of an OBE for services to Higher Education Support and Development for New Teachers.



Ruth Walker | @Rosalindphys

Ruth Walker is Assistant Headteacher for Curriculum at the Telford Priory School. Having studied History and Philosophy of Science at University College London, Ruth went on to become a physics teacher, first in London and then Telford, before becoming Lead Practitioner prior to her current role.

She is an editor at Cogscisci, the research-informed science subject association, and the author of *Physics Knowledge Quizzes* (John Catt). Ruth's blog (www.rosalindwalker.wordpress.com) is a source of physics booklets, science teaching, and general curriculum discussion.



Clive Wright | @Irenaeus1969

Clive Wright is Principal of Saint Martin's Catholic Academy in Stoke Golding, Leicestershire as well as the founder of the Midland Knowledge Schools Hub. He spent most of his career teaching in Birmingham and across the Midlands in various teaching, leadership and advisory roles.

He was appointed to Saint Martin's in 2014 in order to convert it from a small 11-14 middle school to a much larger 11-16 academy. Key to the school's success has been the introduction of a knowledge-rich curriculum alongside related strategies, borrowed from innovative school leaders, teachers and writers.



Ben White | @waldenkent

Ben White is a psychology teacher and research lead for Ashford Teaching Alliance. He recently completed a research project for NCTL/DfE on data use and workload which was carried out in 24 schools across the South-East and was a member of the DfE's advisory group on school data use.



Dr Viola Wiegand | @violawiegand

Viola Wiegand is a Research Fellow on the CLiC Fiction project at the University of Birmingham. She runs the CLiC Dickens Blog (<https://blog.bham.ac.uk/clic-dickens/>), where teachers share ideas for using CLiC in the classroom. Viola's research focuses on identifying patterns of meaning in text – both in fiction and non fiction – using corpus linguistic methods.



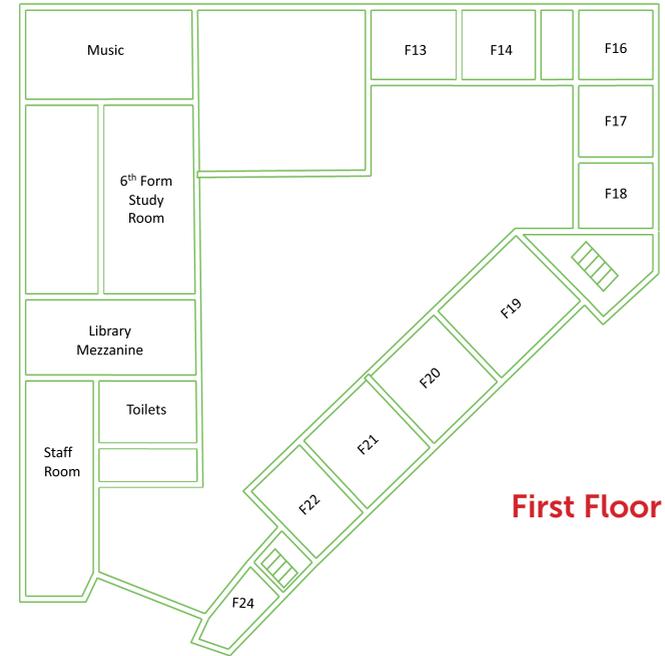
Zanna Wing-Davey | @LatinProgramme

Zanna studied Classics at King's College, Cambridge but got her taste for Latin while she attended the fantastic comprehensive Camden School for Girls in North London where Classics (including ancient Greek) is still going strong today.

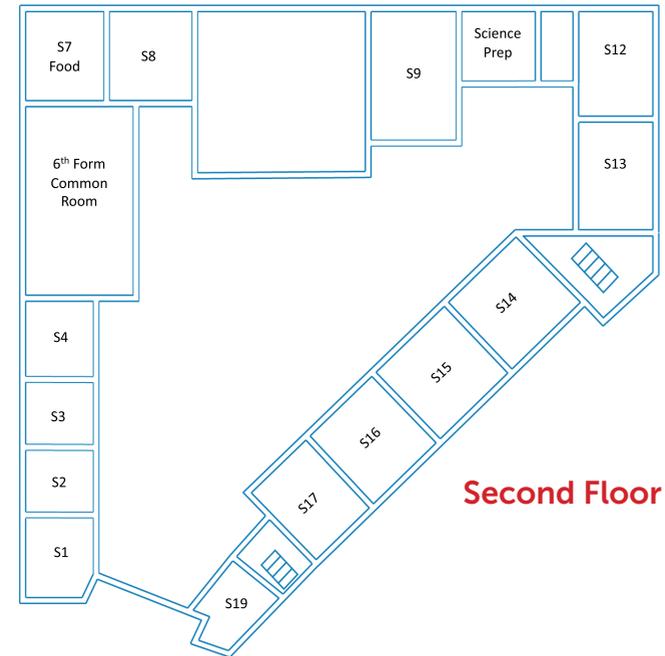
A professionally trained violinist, Zanna also has a background in drama and the visual arts and graduated as a Scholar from the MA Psychology programme at New York University. It was this creative background that helped shape a vision of the charity as a space for creativity, passion and playfulness, an organisation that values and celebrates the individuality of every member of staff and aims to incorporate as much creativity as possible into the way that we teach the Programme.

Floor Plan

Ground Floor



First Floor



Second Floor

research  ED

Conference Programme

Saturday 7th March 2020 - 9:00am to 4:00pm

Nishkam High School

Birmingham