

# **COBIS CONFERENCE FOR TEACHERS AND SUPPORT STAFF**

*Leadership at all Levels – Unlocking Potential  
Throughout the School Community*



THE **BRITISH**  
**SCHOOL**   
OF AMSTERDAM

**20-21 October 2014**  
**The British School of**  
**Amsterdam**

**DAY 1: Monday 20 October 2014**

Hours	Sessions							
8:00	Registration & Coffee							
8:45	Welcome and Keynote, <i>Leadership at all Levels: Developing Excellent Leadership throughout the School Community</i> PETER HOOK							
9:45	An Introduction to EAL in International Schools: Pedagogy and Practice for Primary Teachers and TAs (part 1) SOFIA ALI	The Highly-Effective Head of Department: Secondary (part 1) STEVE BURNAGE	E-Safety in the Primary Classroom for TAs (part 1) REBECCA HOWITT	Dyspraxia & Literacy: Primary & Secondary (part 1) SUE PEACE	Unlocking the Potential of Students with ADHD: Primary (part 1) FINTAN O'REGAN	Teaching & Supporting Reading: The Essentials: TAs and Teachers (part 1) SUE DIXON	MFL: Making the New National Curriculum Work for your Primary or Secondary School (part 1) JOHN BALD	Marks, Multimedia and Mavericks: The Creative Curriculum: Primary & Secondary (part 1) CHRIS GOZZARD
11:00	• BREAK • BREAK • BREAK • BREAK • BREAK • BREAK • BREAK • BREAK • BREAK •							
11:30	An Introduction to EAL in International Schools: Pedagogy and Practice for Primary Teachers and TAs (part 2) SOFIA ALI	The Highly-Effective Head of Department: Secondary (part 2) STEVE BURNAGE	E-Safety in the Primary Classroom for TAs (part 2) REBECCA HOWITT	Dyspraxia & Literacy: Primary & Secondary (part 2) SUE PEACE	Unlocking the Potential of Students with ADHD: Primary (part 2) FINTAN O'REGAN	Teaching & Supporting Reading: The Essentials: TAs and Teachers (part 2) SUE DIXON	MFL: Making the New National Curriculum Work for your Primary or Secondary School (part 2) JOHN BALD	Marks, Multimedia and Mavericks: The Creative Curriculum: Primary & Secondary (part 2) CHRIS GOZZARD
12:45	• LUNCH • LUNCH • LUNCH • LUNCH • LUNCH • LUNCH • LUNCH • LUNCH • LUNCH •							
13:45	Developing Language and Literacy across the Curriculum for Secondary EAL Students (part 1) SOFIA ALI	Building Outstanding Relationships with Difficult and Challenging Parents and Students: Primary & Secondary (part 1) STEVE BURNAGE	Effective Use of ICT in the Secondary Classroom (part 1) REBECCA HOWITT	Dyspraxia & Mathematics: Primary (part 1) SUE PEACE	The 'Underground' Assessment Journey (part 1) BARRY STAY	Supporting Reading: Teaching Approaches and Activities for TAs and Teachers (part 1) SUE DIXON	Confident Classroom Leadership: Primary & Secondary (part 1) PETER HOOK	Developing Student Literacy in International Schools: Secondary (part 1) MELISSA JONES
15:00	• BREAK • BREAK • BREAK • BREAK • BREAK • BREAK • BREAK • BREAK • BREAK •							
15:30 - 16:45	Developing Language and Literacy across the Curriculum for Secondary EAL Students (part 2) SOFIA ALI	Building Outstanding Relationships with Difficult and Challenging Parents and Students: Primary & Secondary (part 2) STEVE BURNAGE	Effective Use of ICT in the Secondary Classroom (part 2) REBECCA HOWITT	Dyspraxia & Mathematics: Primary (part 1) SUE PEACE	The 'Underground' Assessment Journey (part 2) BARRY STAY	Supporting Reading: Teaching Approaches and Activities for TAs and Teachers (part 2) SUE DIXON	Confident Classroom Leadership: Primary & Secondary (part 2) PETER HOOK	Developing Student Literacy in International Schools: Secondary (part 2) MELISSA JONES
17:00	Conference Boat Cruise							

**DAY 2: Tuesday 21 October 2014**

Hours	Sessions									
8:15	Arrival & Coffee									
9:00	An Introduction to EAL in International Schools: Pedagogy and Practice for Primary Teachers and TAs (part 1) <b>SOFIA ALI</b>	Digital Choreography <b>MELISSA ZUYDAM &amp; MATTHEW WITTEN &amp; KIRI CREQUER</b>	Systematic Synthetic Phonics: Key Principles and Effective Practice at KS 1 & 2 (part 1) <b>SUE COVE</b>	Differentiation for Outstanding Teaching & Learning: Primary (part 1) <b>MELISSA JONES</b>	Effective Use of ICT in the Primary Classroom (part 1) <b>REBECCA HOWITT</b>	Marks, Multimedia and Mavericks: The Creative Curriculum: Primary & Secondary (part 1) <b>CHRIS GOZZARD</b>	Outdoor Learning: Ideas for Teaching Literacy Outside the Classroom (part 1) <b>SUE DIXON</b>	Unlocking the Potential of Students with ADHD: Secondary (part 1) <b>FINTAN O'REGAN</b>	The Role of a Teaching Assistant – Meeting pupils' needs (part 1) <b>WENDY YARNALL</b>	Developing Distributed Leadership to Empower and Engage, Across Your School: Secondary (part 1) <b>STEVE BURNAGE</b>
10:15	• BREAK • BREAK • BREAK • BREAK • BREAK • BREAK • BREAK • BREAK • BREAK • BREAK •									
10:45	An Introduction to EAL in International Schools: Pedagogy and Practice for Primary Teachers and TAs (part 2) <b>SOFIA ALI</b>		Systematic Synthetic Phonics: Key Principles and Effective Practice at KS 1 & 2 (part 2) <b>SUE COVE</b>	Differentiation for Outstanding Teaching & Learning: Primary (part 2) <b>MELISSA JONES</b>	Effective Use of ICT in the Primary Classroom (part 2) <b>REBECCA HOWITT</b>	Marks, Multimedia and Mavericks: The Creative Curriculum: Primary & Secondary (part 2) <b>CHRIS GOZZARD</b>	Outdoor Learning: Ideas for Teaching Literacy Outside the Classroom (part 2) <b>SUE DIXON</b>	Unlocking the Potential of Students with ADHD: Secondary (part 1) <b>FINTAN O'REGAN</b>	The Role of a Teaching Assistant – Meeting pupils' needs (part 2) <b>WENDY YARNALL</b>	Developing Distributed Leadership to Empower and Engage, Across Your School: Secondary (part 2) <b>STEVE BURNAGE</b>
12:00	• LUNCH • LUNCH • LUNCH • LUNCH • LUNCH • LUNCH • LUNCH • LUNCH • LUNCH • LUNCH •									
13:00	Developing Language and Literacy across the Curriculum for Secondary EAL Students (part 1) <b>SOFIA ALI</b>	Using Chromebooks in Schools <b>MICHAEL BARDSLEY</b>	Dyspraxia & Mathematics: Secondary (part 1) <b>SUE PEACE</b>	Creating Appropriate Challenges for Gifted & Talented Students: Secondary (part 1) <b>MELISSA JONES</b>	Digital Creativity in the Classroom: Secondary (part 1) <b>REBECCA HOWITT</b>	Strengths-Based Leadership: Primary & Secondary (part 1) <b>PETER HOOK</b>	Teaching and Supporting Writing for Primary TAs and Teachers (part 1) <b>SUE DIXON</b>	Meeting the Learning Needs of Pupils with Dyslexia: Primary & Secondary (part 1) <b>JOHN BALD</b>	Developing the Role of a Teaching Assistant - Working with colleagues & beginning to lead (part 1) <b>WENDY YARNALL</b>	Building Outstanding Relationships with Difficult and Challenging Parents and Students: Primary & Secondary (part 1) <b>STEVE BURNAGE</b>
14:15	• BREAK • BREAK • BREAK • BREAK • BREAK • BREAK • BREAK • BREAK • BREAK • BREAK •									
14:45	Developing Language and Literacy across the Curriculum for Secondary EAL Students (part 2) <b>SOFIA ALI</b>		Dyspraxia & Mathematics: Secondary (part 2) <b>SUE PEACE</b>	Creating Appropriate Challenges for Gifted & Talented Students: Secondary (part 2) <b>MELISSA JONES</b>	Digital Creativity in the Classroom: Secondary (part 2) <b>REBECCA HOWITT</b>	Strengths-Based Leadership: Primary & Secondary (part 2) <b>PETER HOOK</b>	Teaching and Supporting Writing for Primary TAs and Teachers (part 2) <b>SUE DIXON</b>	Meeting the Learning Needs of Pupils with Dyslexia: Primary & Secondary (part 2) <b>JOHN BALD</b>	Developing the Role of a Teaching Assistant - Working with colleagues & beginning to lead (part 2) <b>WENDY YARNALL</b>	Building Outstanding Relationships with Difficult and Challenging Parents and Students: Primary & Secondary (part 2) <b>STEVE BURNAGE</b>
16:00-16:45	Refreshments and conference close									



# SEMINAR SYNOPSES (alphabetical by speaker surname)

## An Introduction to EAL in International Schools: Pedagogy and Practice for Primary Teachers and TAs

Target audience: Primary  
[Monday & Tuesday AM](#)

**Sofia Ali**  
*sponsored by insetcourses.com*

Are you new to working with EAL pupils?

Would you like an understanding of the theory and research behind EAL pedagogy and practice?

This workshop will explore what outstanding practice for EAL pupils looks like in the primary classroom.

The interactive session will feature lots of practical curriculum-linked examples to engage and include primary pupils.

## Developing Language and Literacy across the Curriculum for Secondary EAL Students

Target audience: Secondary  
[Monday & Tuesday PM](#)

**Sofia Ali**  
*sponsored by insetcourses.com*

This workshop will explore how we incorporate the teaching of history, science, geography and other curriculum subjects at the same time as developing English language.

The seminar will consider what is language-aware pedagogy and how we can plan for content-integrated language learning in our different subjects.

The seminar will be an interactive session full of practical ideas to take away and develop, for both teachers and teaching assistants.

## MFL: Making the New National Curriculum Work for Your Primary or Secondary School

Target audience: Primary & Secondary  
[Monday AM](#)

**John Bald**  
*sponsored by insetcourses.com*

The new NC for languages gives teachers very wide scope to shape their work through their own professional decisions.

This seminar will show how it enables pupils and students to use all of their mental resources and knowledge to move from their first language, to learning and using a new one. It will demonstrate teaching techniques that have been tried and tested in primary, comprehensive and grammar schools, and show how assessment can be built into the normal course of work without giving teachers excessive paperwork.

Topics will include clear presentation in the early stages, sentence construction, vocabulary and “idiom”, which includes everything that is unique to the language being studied. The seminar will show how to teach writing without copying, adjust pronunciation, and ensure successful learning for children and students with special needs. It will also include a wide range of attractive resources for learning, including ICT resources and children’s books, and a video of the techniques in practice.

## Meeting the Learning Needs of Pupils with Dyslexia: Primary & Secondary

Target audience: Primary & Secondary  
[Tuesday PM](#)

**John Bald**  
*sponsored by insetcourses.com*

Since the discovery of dyslexia at the end of the nineteenth century, our understanding of the phenomenon and of teaching methods that can tackle it has steadily developed, and is currently being transformed by discoveries from brain research.

This seminar will focus on the implications of this research for teaching and assessment, with practical demonstrations of specific teaching techniques for pupils and students at all stages of their school career.

These will include: teaching the regular and irregular features of English spelling; tackling difficulties with number work; giving students successful experience of learning foreign languages; and principles of modifying teaching and students’ assignments.

We will also consider the use of ICT, including Clicker (Cricksoft.com), visual stress, and training for assistants.

Participants are also invited to prepare for the seminar by making some notes on individual pupils or students with whom they work, and John Bald will be happy to discuss these during the conference.

## Using Chromebooks in Schools

Target audience: Secondary  
[Tuesday PM](#)

**Michael Bardsley**  
*British School of Amsterdam*

This workshop is designed for teachers at schools that have already implemented a 1:1 scheme for Google Chromebooks. It will look at effective and relevant uses of Chromebooks in the classroom, focusing on Senior school usage.

Attendees are asked to bring along their Chromebooks as this is a practical session

## The Highly-Effective Head of Department

Target audience: Secondary  
[Monday AM](#)

**Steve Burnage**  
*sponsored by insetcourses.com*

The leadership and management of a highly effective department is a unique and challenging role.

This CPD will focus on the key areas that a Head of Department in an international school needs to develop to become highly effective and to ensure all learners learn to the best of their ability and make excellent progress.

The seminar will promote strong, effective leadership strategies to improve and enhance performance levels of student learning and overall achievement levels. The session will deal with how to ensure there is full senior leadership support and understanding of what is needed to lead thriving, successful, effective departments.

There is much to be covered in this seminar. For current and aspiring heads of department who are looking for effective strategies, and real workable approaches to drive their departments to be ‘outstanding’, under excellent leadership, this course is a must.

## SEMINAR SYNOPSES

### Building Outstanding Relationships with Difficult and Challenging Parents and Students: Primary & Secondary

Target audience: Primary & Secondary  
Monday & Tuesday PM

**Steve Burnage**  
sponsored by insetcourses.com

From time to time all staff will be faced by a difficult and demanding parent or student.

From challenging academic results to accusations of bullying, both parents and students can be very intimidating or even aggressive.

This seminar will explore the motivations behind challenging behaviour and provide practical strategies to build more positive relationships with even the most challenging of parents and students.

The session will also establish procedures through which teachers, parents and students can work more co-operatively together in support of outstanding learning and teaching.

### Developing Distributed Leadership to Empower and Engage, Across Your School

Target audience: Secondary  
Tuesday AM

**Steve Burnage**  
sponsored by insetcourses.com

This seminar will explore highly effective strategies to ensure that, through effective leadership, all members of your international school community demonstrate outstanding learning and progress.

Aimed at all experienced members of a school's team, we will explore ways in which coaching, mentoring, performance management, appraisal and CPD can lead to a motivated and engaged staff team that lead at all levels, have ownership of school development, and that put their students' and their own learning at the heart of a learning international school.

### Systematic Synthetic Phonics: Key Principles and Effective Practice at KS 1 & 2

Target audience: Primary  
Tuesday AM

**Sue Cove**  
sponsored by insetcourses.com

This seminar will provide delegates with the opportunity to review, secure and enhance their subject knowledge and understanding of systematic synthetic phonics.

The workshop will include ideas for practical activities and resources to engage and motivate children and to ensure the application of phonic skills in reading and writing.

Based on the structured programme 'Letters and Sounds: principles and practice of high quality phonics' we will consider how we can effectively plan, teach, assess and track systematic synthetic phonics so that there is consistency and continuity in teaching and learning.

We will review key issues for children who are not making progress, and explore appropriate interventions so that we enable all children to become confident and successful readers and writers.

### Teaching & Supporting Reading: The Essentials

Target audience: TAs, NQTs, supply/returning teachers: both primary and secondary phases  
Monday AM

**Sue Dixon**  
Thinking Child

This workshop will be based on active / interactive learning with a range of meaningful activities to spark discussion and deeper learning.

Course objectives:

- Gain an understanding of how we learn to read: A detailed look at the range of cueing strategies needed to be a successful reader. Look at developmental progression of reading skills.
- Gain an overview of phonics and how they relate to the range of reading strategies required.

### Supporting Reading: Teaching Approaches and Activities for TAs and Teachers

Target audience: TAs, NQTs, supply/returning teachers: both primary and secondary phases  
Monday PM

**Sue Dixon**  
Thinking Child

This workshop will be based on active / interactive learning with a range of meaningful activities to spark discussion and deeper learning.

Course objectives:

- Understand the different ways to teach reading: explore the pedagogical principles and expected outcomes of Shared and Guided Reading, 1:1, Independent Reading. Also explore Reciprocal Reading and Buddy Reading as helpful tools.
- Explore and discuss the purpose and motivations for reading, through which the key to unlocking reluctant readers can be found. How to use picture books more extensively across all Key Stages (e.g. in guided and 1:1 sessions) and understand more fully the possibilities for inference and deduction.

### Teaching and Supporting Writing for Primary TAs and Teachers

Target audience: TAs, NQTs, supply/returning teachers: both primary and secondary phases  
Tuesday PM

**Sue Dixon**  
Thinking Child

This workshop will be based on active / interactive learning with a range of meaningful activities to spark discussion and deeper learning.

Course objectives:

- To think in detail about what 'makes a writer'; the process/breadth of knowledge and skills required to be a successful writer, including purpose and motivation for writing. Explore the expectations of writing across the curriculum and gain an understanding of different text types.
- Look at strategies for teaching and supporting writing before, during and after a piece of writing. Secure knowledge and some practical ideas for improving the construction of writing at sentence / punctuation level. Consolidate the place of speaking and listening as a tool to improve writing
- Spelling - includes a spelling test (for adults) towards the end of the day; an opportunity to explore the efficacy of spelling tests but more importantly a range of helpful strategies we can teach to support children to become better spellers.

## SEMINAR SYNOPSES

### Outdoor Learning: Ideas for Teaching Literacy Outside the Classroom

Target audience: Primary Teachers and TAs

[Tuesday AM](#)

**Sue Dixon**

*Thinking Child*

The overriding aim of this course is to provide delegates with lots of practical ideas to take away and use in their own setting. After a short input and discussion intended to shape our understanding of outdoor learning using the immediate school grounds, the majority of the time will be actually experiencing some of the activities and thinking about how to implement and embed them into current planning topics.

In light of the wider agenda of outdoor learning, we will explore and consolidate what our own school's rationale and aims for outdoor learning should be.

How much do we do now? Why/why not? What do we perceive to be the barriers to doing more outdoor learning?

Thinking about our own immediate outside spaces and recognising the potential as a learning space – brief look at practical/health & safety considerations.

Exploring simple yet effective ideas for teaching literacy outdoors at Text, Sentence and Word level – with minimum resources and planning time.

How to integrate outdoor literacy ideas into current planning/topics.

### Marks, Multimedia and Mavericks: The Creative Curriculum

Target audience: Primary & Secondary

[Monday & Tuesday AM](#)

**Chirs Gozzard**

*sponsored by insetcourses.com*

In a rapidly changing world where two year olds can work an ipad we need an education system fit for purpose but...

Are we producing risk averse pupils? Do we spend too much time obsessing over data? How can we develop a maverick approach without losing the plot?

"The role of a creative leader is not to have all the ideas: it's to create a culture where everyone can have ideas and feel they are valued" Ken Robinson.

In this seminar we will explore ways to embrace different approaches to learning to engage and motivate pupils of all ages.

### Confident Classroom Leadership

Target audience: Secondary

[Monday PM](#)

**Peter Hook**

*sponsored by insetcourses.com*

This seminar is immensely popular with a wide range of professionals working with students. It takes a fresh and inspiring look at those key aspects of behaviour management that go towards supporting adults in becoming even more successful in their work.

It has been applauded by new and very experienced practitioners alike for its practical and pragmatic approach to supporting both individuals and whole-schools in the day-to-day business of getting along with each other in the complexity of today's learning environments.

The seminar covers a range of approaches from a simple, effective and proven whole-school framework for managing behaviour through to practical, next-day strategies that participants can use the very next time they are in the classroom. (In fact, the strategies are equally effective with your own children at home!)

### Leadership at all Levels: Developing Excellent Leadership throughout the School Community

Keynote Speech

[Monday AM](#)

**Peter Hook**

*sponsored by insetcourses.com*

The ideas that lie at the heart of strengths-based leadership are essentially very simple, straightforward and supremely down-to-earth.

Yet, despite their essential straightforwardness, these ideas are repeatedly demonstrating their powerful capacity to resolve complex difficulties, to build potential and capacity, and to develop organisational motivation and resilience at every level.

The approach is primarily competency-based. It is built upon talking and thinking in a way that invites people and teams to be knowingly competent of their past and current resources, strengths and successes.

As a leadership approach it has a significant and positive impact at every level from developing individual performance through to school-wide change management.

### Strengths-Based Leadership

Target audience: Primary & Secondary

[Tuesday PM](#)

**Peter Hook**

*sponsored by insetcourses.com*

This seminar will pick up from where Peter Hook's conference Keynote leaves off. It is suitable both for those new to the approach through to those that have an understanding of the approach but would like to enhance their skills and insights.

The seminar will give participants a range of practical skills and understandings that will enhance the effectiveness of almost every professional conversation they have; whether it is supporting individual children, coaching colleagues, leading meetings or whole-school planning and development.

Participants will have the opportunity to try out different ways of supporting people and groups in identifying their strengths and building them into sustainable solutions. They will also look at a quick coaching conversation and how to manage people who insist on remaining problem-focused.

All of the topics covered in this workshop will be supported by "take-aways" and prompt sheets to support them in using the approach back in school.

### E-Safety in the Primary Classroom for TAs

Target audience: Primary Teaching Assistants

[Monday AM](#)

**Rebecca Howitt**

*sponsored by insetcourses.com*

The issue of E-safety has been brought to the attention of educators over recent years with the ubiquitous use of the internet in education establishments, particularly with the advent of Web 2.0 technologies - wikis, blogs, chatrooms etc., and the increased use of mobile phones. With this in mind, this seminar is intended to raise awareness of the main issues our young people may face both at school and outside of school, and how Teaching Assistants can help to safeguard against them.



## SEMINAR SYNOPSES

### Effective use of ICT in the Classroom

Target audience: Primary & Secondary

[Monday PM \(Secondary\)](#)

[Tuesday AM \(Primary\)](#)

**Rebecca Howitt**

sponsored by [insetcourses.com](#)

In short, in terms of innovative ICT use across the Primary/Secondary curriculum, this seminar will cover

- what's here?
- what's new?
- what's coming?

Delegates will find out about pedagogical and learner-centred approaches to:

- major trends
- devices
- online resources
- free tools to schools

### Digital Creativity in the Classroom

Target audience: Secondary

[Tuesday PM](#)

**Rebecca Howitt**

sponsored by [insetcourses.com](#)

Digital Creativity covers a lot of different areas of digital making including:

- the media
- literacy/moving image education
- areas of computer animation
- multimedia
- stop-motion animation
- audio
- video
- still image

The seminar will also cover the computing/computational thinking areas of coding, mobile app development, games development, web development, 3D modelling, physical computing, web and social media skills, and information and data skills. This session will give an overview of some of these areas of learning.

### Developing Student Literacy in International Schools

Target audience: Secondary

[Monday PM](#)

**Melissa Jones**

sponsored by [insetcourses.com](#)

This seminar will explore the key elements of Literacy with a focus on developing and leading a whole school approach.

The importance of excellent literacy in raising aspiration and achievement, whilst developing independence, will be examined in the context of excellent practice.

Key strategies enabling consistency across the curriculum will be exemplified. These will include practical ideas from the important areas of writing, reading and speaking & listening. Delegates will have opportunities to participate in activities and discussions and gain a clear understanding of how an inter-departmental and cross-curricular approach can enhance students' literacy and enable deep learning.

### Differentiation for Outstanding Teaching & Learning

Target audience: Primary

[Tuesday AM](#)

**Melissa Jones**

sponsored by [insetcourses.com](#)

This seminar will examine the importance of effective differentiation in outstanding teaching and learning. Delegates will explore the myths and the realities of differentiation whilst considering how planned differentiation meets the learning needs of individual pupils.

The emphasis will be on creative differentiation where outstanding teaching stimulates, challenges and supports outstanding learning. The central focus will be on planning strategies supported by examples from outstanding lessons.

Strategies will include the use of Bloom's Taxonomy as a planning tool, differentiated questioning and the use of resources, groupings and task setting.

Delegates will have an opportunity to participate in discussions and sample activities during the seminar and will leave with a variety of lesson ideas and planning strategies that can immediately be put into practice in school.

### Creating Appropriate Challenges for Gifted & Talented Students

Target audience: Secondary

[Tuesday PM](#)

**Melissa Jones**

sponsored by [insetcourses.com](#)

This seminar will focus on creating excellent, stimulating and creative learning opportunities for Gifted and Talented students. A brief examination of the identification of gifted and talented students will enable delegates to discuss important criteria.

The session will give guidance on structuring challenge to meet the needs of the gifted individuals including the use of Bloom's Taxonomy in planning creative challenges for G&T students and the importance of higher order questioning that encourages creative thinking.

Examples of excellent practice, where teachers had planned for stimulating and creative learning, will be shared and discussed.

Delegates will gain an enhanced understanding of the identification of G&T students, explore a variety of strategies for lesson planning and have an opportunity to participate in discussions and activities.

## SEMINAR SYNOPSES

### Unlocking the Potential of Students with ADHD

Target audience: Primary & Secondary

[Monday AM \(Primary\)](#)

[Tuesday AM \(Secondary\)](#)

**Fintan O'Regan**

sponsored by [insetcourses.com](#)

Attention Deficit Hyperactivity Disorder is a term used to describe a spectrum of Learning, Behavioural and Socialisation differences. Many individuals with ADHD are highly lateral and creative “blue sky” thinkers, but may have difficulties in consistency with performance and organisation within the school or workplace.

One teacher recently said with regards to a student with ADHD that “he is like a computer without a printer attached - he knows exactly what the answer is in his brain but he cannot give me the hard copy i.e. the answer on paper.”

Areas to be addressed in this seminar include:

- Executive Function and ADHD
- The overlap of ADHD, ASD, ODD and SpLD
- Assessment and diagnosis
- Girls and boys and ADHD
- Structure and behaviour management and dealing with demanding students
- Flexibility in learning, organisation and study skills
- Rapport, relationships and role models and dealing with bullying and socialisation issues
- Consideration of the role of medication in learning and behaviour
- Effective communication with parents of children with ADHD

The presentation will outline a range of practical options for the successful teaching and learning of students with ADHD through the highly interactive and entertaining style of the seminar leader.

### Dyspraxia & Literacy: Primary & Secondary

Target audience: Primary & Secondary

[Monday AM](#)

**Sue Peace**

sponsored by [insetcourses.com](#)

Delegates on this seminar will understand how to recognize features of dyspraxia and general motor co-ordination difficulties that affect literacy development.

The workshop will target reading, comprehension, spelling and handwriting. There will be a discussion about successful classroom strategies and how to manage co-ordination issues and other movement difficulties. This will then enable the dyspraxic students to progress with literacy development and gain full access to the curriculum.

### Dyspraxia & Mathematics:

Target audience: Primary & Secondary

[Monday PM \(Primary\)](#)

[Tuesday PM \(Secondary\)](#)

**Sue Peace**

sponsored by [insetcourses.com](#)

**Primary:** Delegates will gain an understanding of dyspraxia and how aspects of inefficient visual processing, visual memory, poor co-ordination and other motor challenges may inhibit numeracy and mathematical development during the primary years.

Dyscalculia will be explained and its relationship to dyspraxia and dyslexia, and how these specific difficulties together, or individually, can affect numeracy development from the early years onwards.

Delegates will be guided as to how to develop classroom strategies, specific teaching methods and effective early intervention programmes to enable dyspraxic, dyscalculic and dyslexic students to gain full access to the KS1 and KS2 mathematics curriculum.

**Secondary:** Delegates will gain an understanding of dyspraxia and how aspects of inefficient visual processing, visual memory, poor co-ordination and other motor challenges may prevent a student's ability to analyse and interpret mathematical information at KS3 and KS4.

The relationship between dyscalculia, dyspraxia and dyslexia will be discussed, as will the reasons why these specific difficulties can restrict a secondary student's understanding of a wide range of topics in the secondary mathematics curriculum.

Delegates will be guided as to how to develop classroom strategies and specific teaching methods to enable these students to gain full access to the mathematics curriculum at KS3 and KS4.

### The 'Underground' Assessment Journey

Target audience: Primary & Secondary

[Monday PM](#)

**Barry Stay**

*Pivotal Education*

Alice the teacher: 'Could you tell me which way I ought to go?'

The Cheshire cat: 'It depends where you want to go'

Alice the teacher: 'I don't know'

The Cheshire cat: 'Then it doesn't matter which way you go.'

Join Barry Stay in a brief insight into an enlightened world of assessment where, pupils and their peers play a major role in monitoring learning and setting goals for the future. We want conscious learners to emerge from underground and take over the ownership of their learning.

'As children work to meet their own goals, they are much more focused and achieve success more quickly. This success builds their confidence and they are then much more willing to attempt more challenging targets.' - Clarke, Timperley and Hattie 2009



## SEMINAR SYNOPSES

### **The Role of a Teaching Assistant – Meeting Pupils' Needs**

*Target audience: TAs and support staff*

Tuesday AM

**Wendy Yarnall**

*University of Northampton*

While some key examples will focus on primary pupils, the principles discussed are appropriate for any phase or setting. The sessions will be interactive including discussion and information sharing incorporating a range of key topics:

- a review of the variety of roles support staff undertake
- an understanding of skills associated with the effective support of teaching and learning with 1:1, small group and within whole classes
- an overview of SEN, including challenging behaviours, that can impact on pupils' learning and well-being
- consideration of effective strategies that will enhance support staff roles

### **Developing the Role of a Teaching Assistant - Working with Colleagues and Beginning to Lead (in relation to different TA/ support staff roles)**

*Target audience: TAs and support staff*

Tuesday PM

**Wendy Yarnall**

*University of Northampton*

The sessions will develop an understanding of how to work professionally with colleagues as well as how to enhance one's responsibility within any setting; while some key examples will focus on primary practice, the principles discussed are appropriate for any phase or setting. The sessions will be interactive including discussion and information sharing and will cover:

- consideration of professional attributes when working with others
- developing an understanding of reflective practice in relation to own role and setting
- identifying opportunities to take responsibility
- understanding styles of leadership
- building effective models in relation to roles and setting

### **Digital Choreography: The art of choosing and implementing digital resources in the classroom to enhance learning, understanding, and enjoyment.**

*Target audience: Primary & Secondary Teachers & TAs*

Tuesday AM

**Melissa Zuydam & Matthew Whitten & Kiri Crequer**

*Twig World*

Faced with an ever-expanding and evolving range of information and e-resources versus time, skills and financial constraints, how can COBIS schools ensure that such technological developments are actually resulting in a positive impact upon learning?

The seminar, which will focus specifically upon exemplars from the teaching of science and geography, will investigate how the entire school community can benefit from the information explosion and enhance the collective wisdom of the school.

Seminar Content:

- the reality of digital media for the millennial generation
- current educational policy and practice
- perils and rewards of effective e-resourcing
- practical session tailoring the use of digital resources to specific learning goals
- conclusion, questions and comments

## SPEAKER BIOGRAPHIES



**Sofia Ali**  
**Insetcourses**

Sofia Ali is an education and training consultant specialising in English as an additional language (EAL) and literacy across the curriculum. Sofia is an experienced facilitator, trainer and highly regarded EAL consultant who regularly contributes to conferences and workshops in the UK and internationally. She is currently EAL Continuous Professional Development Co-ordinator of the national EAL Nexus project, led by the British Council.



**John Bald**  
**Insetcourses**

John Bald has over forty years' experience as a teacher, trainer, inspector, consultant and writer. He taught for six years in inner London, and then spent thirteen years as tutor in charge of Essex Education Department's Reading and Language Centre, providing support and training in literacy in all types of school and college, and writing extensively on literacy and research for The TES.

John spent a further 13 years as an Ofsted inspector and trainer of inspectors, and since 2005 has worked independently as a consultant, teacher and trainer. As well as many Primary & Secondary Schools, Academies and Colleges in the UK and Internationally, his clients have included the DfE, the Hackney Learning Trust (technical adviser for languages) and Cambridge, Leeds and London Universities. John's first book, The Literacy File, was joint winner of the United Kingdom Reading Association's Donald Moyle award in 1997, and Using Phonics to Teach Reading and Spelling (Sage) was a TES Star Read for four consecutive weeks in October 2007. He continues to teach people assessed as dyslexic, without charge, and is working on a fourth edition of his Classroom Assistant's Edufax. He runs a charity, A Book of My Own, that provides children in care with books of their choice.



**Steve Burnage**  
**Insetcourses**

Steve is an experienced INSET Leader who has spent more than 25 years supporting high-quality learning and teaching in schools. Originally a music teacher, he rose swiftly to become head of faculty and he has held senior management positions in inner city, urban and rural secondary schools including time as a Head Teacher of an inner city comprehensive school.

Steve is an experienced leader of teacher and leadership appraisal and performance management. Recent performance management experience includes producing materials, and leading performance management training, to primary & secondary schools and academies throughout the UK, Europe and the Middle East. Steve has also supported Chairs of Governors in Headteacher appraisal processes through the National College for Teaching and Leadership.

Steve is sought after as an expert practitioner, consultant and trainer who delivers training and consultancy in primary and secondary schools, colleges, academies and conference venues throughout the UK, Europe and the Middle East for insetcourses.com. His particular specialisms are in supporting outstanding leadership and management, moving learning and teaching towards outstanding, assessment for learning, positive behaviour strategies, the effective use of data, community engagement, and Music and Performing Arts in the classroom.

## SPEAKER BIOGRAPHIES



**Sue Cove**  
**Insetcourses**

Sue has over 25 years' experience in Primary Education as a Foundation Stage/ Key Stage 1 teacher, Deputy Headteacher and Acting Headteacher. She was Senior Primary National Strategy Consultant in Cumbria and Strategic Lead for the Communication, Language and Literacy Development (CLLD) Programme. Sue currently works throughout the country as a Primary Literacy and Early Years Consultant providing schools and consortiums with bespoke programmes of support and professional development. This work covers all aspects of Literacy including Speaking and Listening, Phonics, Spelling, Raising Attainment in Reading and Writing and Guided Reading and Writing.

As well as providing skills-based support Sue also works with Senior Leadership Teams to audit Literacy and develop action plans. Sue specialises in Systematic Synthetic Phonics and Reading and has worked with the Centre for Literacy in Primary Education on the Power of Reading Project. Based on her work with the CLLD programme she has written 'Leading and Managing Systematic Synthetic Phonics'. Sue has worked with the University of Cumbria to deliver phonics training to students and has provided Phonics training to NQT networks.

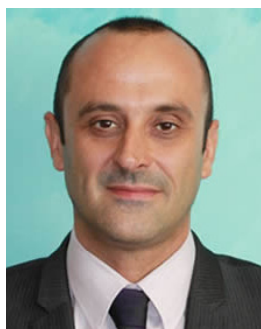
Sue is recognised as an enthusiastic and knowledgeable consultant whose training provides delegates with the most recent information available, an overview of key principles and effective practice as well as a wealth of practical ideas and activities to engage and motivate learners.



**Sue Dixon**  
**Thinking Child**

Sue is the founder of Thinking Child - the culmination of her experience in primary & secondary school practice, wider school improvement and national initiatives such as The Basic Skills Quality Mark. She is a very experienced writer and trainer, with a particular expertise in Literacy and Philosophy for Children (P4C) at classroom and whole school level.

Originally primary trained, Sue became one of the first NLS Literacy Consultants in Northamptonshire before heading off to work at The Basic Skills Agency in London. She was then an Officer with the Extended Schools / School Improvement teams in Northants which led to freelance work, including the successful delivery of a three year literacy initiative in Corby. Her courses are in demand across the UK and more recently in Europe. She has an honest, pragmatic approach, with an infectious down-to-earth Lancashire humour.



**Michael Bardsley**  
**British School of Amsterdam**

Michael has been Head of the Senior school at the BSA for 5 years, previous to this he was a Head of House at Harrow International School in Bangkok. Before Thailand, he was Head of ICT at Bootham School in York. Michael has a love of technology and in particular the use of it in creative subjects. He is particularly excited by the possibilities now available with Chromebooks and he has seen their use at school greatly benefiting the pupils. Michael has a wife who is also a teacher of English and Psychology and two daughters who are in the Senior school at the BSA.

MBA (Keele), BSc (Hons) Psychology, PGCE (Leeds).



**Chris Gozzard**  
**Insetcourses**

Specialising in the Creative subjects, especially art, design and technology, Chris has a wide range of experience working in schools, with government agencies, local authorities, examination boards and universities.

Starting his teaching career in Yorkshire, Chris developed a range of creative courses and was Director of Learning for Art and Design Technology. He led an outstanding department and developed links with many external clients. His students worked with a variety of organisations including the BBC, RIBA and Manchester United FC.

Chris became a regional subject advisor with CFBT, a consultant for AQA and OCR, writing examination specifications and a consultant for QCA and UCAS. He now delivers training on all aspects of creative education nationally and internationally with schools, universities and local authorities as well as contributing to working groups developing new specifications for GCSE courses and the National Curriculum. He has recently returned from delivering seminars at a two-day Arts Conference in China.



**Peter Hook**  
**Insetcourses**

Peter has 30 years' experience as a teacher and leader in schools, and as Head of Centre with Oldham's Behaviour Support Service. He has been an independent consultant/trainer for 10 years and has been described in the Times Educational Supplement as "...one of the foremost trainers in the UK".

He runs a successful training and consultancy organization with a National and International reputation for inspirational and empowering workshops and has worked with colleagues from over 900 schools, LEAs, Educational Services and PGCE courses in the past few years. Peter is a consultant to both the DfE and TDA on behaviour management, and has been responsible for the production of 2 training modules for Teaching Assistants launched by the DfE.

He is co-author - with Andy Vass - of *Confident Classroom Leadership*, *Creating Winning Classrooms*, *Teaching with Influence*, *The Coaching and Reflecting Pocketbook* and *The Behaviour Management Pocketbook* (winner of Education Resource Book of the Year 2005).

Peter still regularly works in schools to ensure that the wealth of highly practical strategies that he teaches are tested and successful in the reality of today's classrooms.



# SPEAKER BIOGRAPHIES



## **Rebecca Howitt** **Insetcourses**

Rebecca Howitt has more than 11 years of relevant professional experience. As an Independent ICT Education Consultant she specialises in training and consultancy to embed ICT across the curriculum.

Rebecca gained extensive experience as an Education Development Consultant (Steljes/Smart), ICT Consultant (northern LA), Teacher (SMT, ICT Leader) where she built excellent relationships with LA advisors, HE establishments, national education bodies and other educational influencers. Rebecca's skills lie in planning and delivering bespoke training and seminars to schools, at conferences and workshops.



## **Melissa Jones** **Insetcourses**

Melissa Jones is a freelance consultant for teaching and learning. Gifted and Talented, Differentiation, Assessment for Learning, English and Literacy are specialist areas. As an LEA consultant for a London borough she contributed to the Literacy Strategy for all secondary schools. Melissa has engaged in a wide range of education consultancy projects, including schools' outreach work for University College, London and school improvement programmes in Hertfordshire and Essex.

Formerly an Area Coordinator for Expressive Arts, Melissa taught English and Drama to Advanced level. She is currently an A Level examiner for Drama and Theatre Studies. As an AST in a large comprehensive school Melissa was responsible for leading cross-curricular projects, involving collaborative work across all departments. She also managed whole school strategies in G&T, Literacy and Numeracy and a school wide curriculum mapping exercise.

Her recent work includes writing the Student Book and Teacher's Guide for Edexcel GCSE Drama and Revision Express A and A/S level Drama and Theatre Studies (Pearson). Melissa has worked extensively with NQTs and PGCE students at Homerton College, Cambridge and Reading University.



## **Fintan O'Regan** **Insetcourses**

Fin O'Regan is one of the leading behaviour and learning experts in the UK and Europe. He was the Headteacher of the Centre Academy from 1996 - 2002, the first specialist school in the UK for students between the ages of 7-19 specialising in issues related to ADHD, ASD and ODD.

He is currently a Behaviour and Learning Consultant and Trainer for a number of educational and commercial organisations both nationally and internationally. Fintan is an associate lecturer for Leicester University, the National Association of Special Needs, the Institute of Education, the Helen Arkell Dyslexia Centre. Vice Chairman of the UK ADHD Network and a board member of the European ADHD Alliance. He has written a number of books and published articles on the subject of ADHD, Behaviour and Learning issues.



## **Sue Peace** **Insetcourses**

Sue Peace is a specialist Mathematics/Numeracy and Literacy teacher for the Miles Dyslexia Centre, Bangor University, Wales and this includes teaching in primary and secondary schools as a literacy and numeracy support teacher. She is an experienced teacher who has taught mathematics at all levels in primary and secondary schools in Wales and Australia.

She believes passionately in the need for teachers to recognize dyspraxia, dyscalculia and dyslexia in the classroom. For this reason she has gained the assessors qualification SpLDAPC. She is a registered and licensed assessor with PATOSS and works as an assessor at Bangor University.

In the last five years Sue has presented courses and lectured about dyspraxia, dyscalculia and dyslexia and trained many teachers, classroom assistants, parents and health professionals in Germany, Wales, Australia and England. Sue also supports adults in the workplace who face challenges in furthering their careers because of specific learning difficulties that were not recognized or supported during their schooling.

As a Licensed Brain Gym® Consultant and Instructor she trains teachers, classroom assistants and parents in Educational Kinesiology (Brain Gym®). Sue has designed and developed a mathematics programme to use with people of all ages who have specific challenges with learning mathematics and understanding numeracy. This has recently been accredited to pilot stage, as an internationally accredited course, by Educational Kinesiology Foundation International (Brain Gym®).



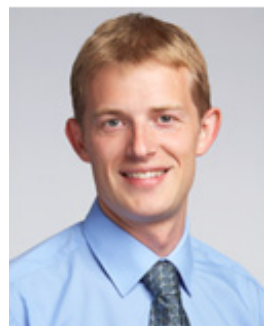
## **Barry Stay** **Pivotal Education**

Barry Stay, who is primary/secondary trained, has worked in mainstream, residential (primary/secondary) and Special schools and held posts as SENCO, Director of a regional project working with disaffected KS4 pupils, Vice Principal of a Technology College (10 years) and was more recently Head Teacher of a large Pupil Referral Unit. In the late 1990s he visited American and Canadian schools on behalf of the DfE looking at the use of IT with pupils who have behavioural difficulties.

He delivers courses throughout England and Wales and does consultancy work, always managing to spend a minimum of two days a week in schools with pupils who have a wide range of challenging behaviours/and or special needs. He recently worked as a behaviour consultant in a Wiltshire comprehensive school and ran a secondary-primary mentoring scheme that focused on boys who had no male role model at home. In June 2008 the school was classed as outstanding by Ofsted Inspectors. During the last academic year he worked as a consultant Head attached to a large special school in West London. Since April 2012 he has worked two days a week as SENCO of a large primary/nursery school in Wiltshire where a very high proportion of parents are currently serving in Afghanistan.



## SPEAKER BIOGRAPHIES



**Matthew J. Whitten**  
Prague British School

Matthew started his teaching career as an EAL specialist teacher in the US and abroad. Upon completing his teacher training in Virginia, he has had a rich experience class teaching in multiple international programmes (dual language and immersion). He has recently completed a M.Ed. in curriculum and instruction at George Mason University focusing on international education. He currently teaches Year 6 and serves as International Primary Curriculum co-ordinator at the Prague British School in the Czech Republic. He and his wife live in Prague and are proud parents of two sons.



**Wendy Yarnall**  
University of Northampton

Wendy Yarnall is a senior lecturer in education at the University of Northampton working with undergraduate programmes for support staff in schools and other education settings both in the UK and further afield. She was Programme Leader for the Certificate in Higher Education Supporting Learners (CHESL) and has contributed to its progression into a partner award, The Certificate for Teaching Assistants in an International Context (CTAIC), which aims to support the teaching and learning of primary school children in international schools. She also teaches the mathematics module of this award in international schools and has contributed to the book 'Teaching Assistants in International Schools'. Wendy is also the Project Leader for Higher Level Teaching Assistant (HLTA) preparation and assessment within the East Midlands region and works in close partnership with the National Assessment Partnership (HNAP).



**Melissa Zuydam**  
Twig World

Melissa Zuydam is an independent marketing consultant with the Netherlands based advisory company Pro-Synergy ([www.pro-synergy.nl](http://www.pro-synergy.nl)), and is the Netherlands agent for Twig World. Melissa began her marketing career in the FMCG sector with Diageo, later acting as a consultant for household names such as Finish and Douwe Egberts. In the late 90's Melissa formed an environmental expedition company Greenforce, which trains and enables gap year students to gain fieldwork experience in Africa, SE Asia and the Amazon basin; over a ten year period over 1500 students were engaged in environmental projects across the world. Finding that long distance travel could not combine with a young family she has returned to marketing and has been working with digital education resources Twig and Tigtag since 2012. Melissa's children aged 8 and 10yrs attend international school in Hilversum, and are enthusiastic consumers of Twig and Tigtag resources!

## EXHIBITOR PROFILES

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With over 27 years' experience, TTS is a leading manufacturer and supplier of educational resources for kindergartens, primary schools and secondary schools in the UK and across the World. We supply innovative, award winning, high quality educational products and teaching resources, as well as the day to day essentials that every school needs.

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Rising Stars is an independent educational publishers that has been developing an award-winning range of books, teaching resources and software for over ten years. We were named ERA Education Supplier of the Year in 2013 and have received a Naace Impact Award for Curriculum Support. All of our products are created and developed alongside teachers and learners, meaning that every resource we produce is guaranteed to make a difference to children's learning. Visit Rising Stars to find out more about our new curriculum resources including new Rising Stars Assessment, Switched on Science and the new primary scheme for computing, Switched on Computing which provides teachers with all the necessary support and resources to deliver the new National Curriculum for computing with confidence.

### University of Roehampton, London Online

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