



COBIS Conference for Teachers and Support Staff, Athens
Excellence and Happiness:
Creating a collaborative learning ethos for the whole school
2-3 March 2015
St Catherine's British School, Athens, Greece

Draft Programme Details and Seminar Descriptions

Running Order – all times subject to change

Monday 2 March 2015

08:00 – 08:45	Registration and coffee
08:45 – 09:45	Welcome and Keynote <i>Will Ord – Skill Evolution – Making Real Change Last</i>
09:45 – 11:00	Workshops 1
11:00 – 11:30	Break
11:30 – 12:45	Workshops 2
12:45 – 13:45	Lunch
13:45 – 15:00	Workshops 3
15:00 – 15:30	Break
15:30 – 16:45	Workshops 4
16:45	Close
17:00- 18:15	Governors/Parents Workshop
19:30 – 20:00	Conference Dinner <i>Gervase Phinn – Dinner Speaker</i>

Tuesday 3 March 2015

08:15 – 08:45	Arrival and coffee
08:45 – 10:00	Workshops 5
10:00 – 11:15	Workshops 6
11:15 – 11:45	Break
11:45 – 12:45	Keynote <i>Sir John Jones</i>
12:45 – 13:45	Lunch
13:45 – 15:00	Workshops 7
15:00	Conference Close

Workshop Descriptions

Delegates will be invited to choose from a selection of workshops in each session. Some workshops may be repeated more than once during the conference.

Developing Thinking Skills (Pat O'Brien and Barry Meatyard)

Everybody can think and everyone thinks so why is it important that we should seek to teach thinking to our students? Effective thinking and questioning can be observed when students engage positively with the learning process and actively compose their own responses. In this workshop we will discuss how we can develop good thinking and questioning skills in children to encourage them to become critical and creative thinkers. The critical thinker is always ready to challenge the ideas of others, submit their ideas to scrutiny, and argue through reasoning. They are open minded, meaning they are prepared to give new evidence a fair hearing. The creative thinker generates ideas that can be applied to assist in the solving of problems which implies it needs stimulus, so how do we stimulate without telling?

Research Based Learning (Pat O'Brien)

Research is an advanced learning tool and very important in the act of critical thinking. The methodology of research is a rich resource to develop the skills of independent learners. How to frame a research question,

the collection and analysis of evidence, the forming of an argument and the dissemination of the results; this workshop will explore the skills of research. How can they be developed in the classroom for more able learners? Research learning frequently becomes cross discipline because once the thread of learning is started it unravels in a number of directions, so how do we plan a learning experience and assess the learning taking place?

Gifted Education Strategies for 21st Century Students (Pat O'Brien and Barry Meatyard)

Every generation of educators has had its own vision of the purpose of learning, but in recent years – in part driven by the significance of a new millennium – there has been a focus on '21st Century Skills'. This workshop will explore the concept of 21st Century skills, drawing on participants' own experiences and recent literature and initiatives. In what ways is the 21st Century different to the last? How can the predicted skill set be contextualised within subject content matter, and what pedagogical approaches support its development, especially for high ability students? What implications does the implementation of a new way of learning have for classroom design and management?

Outdoor Education (Barry Meatyard and Meryl Smith)

The Outdoor Classroom, with its potentially limitless boundaries, epitomises the ideal learning space for the 21st Century. Increased recent emphasis on the 'Environment' in the National Curriculum in England has encouraged greater interest in the outdoor classroom as a vehicle for education across a wide range of subject areas in primary and secondary schools. This workshop will encourage participants to share their own experiences of outdoor classrooms and to collaboratively develop ideas for teaching episodes that not only span, but integrate, a range of subject areas. This will include a fieldwork exercise. We will also consider and discuss the cost / benefit issues that relate to outdoor learning and explore how potential barriers can be resolved.

Coaching to Improve Performance (John Pearce)

Am I using a wide range of coaching skills in my work with students and colleagues? This practical workshop will explore, practise and refresh our use of coaching skills to improve performance. We will look at the appropriate use of skills and focus on key elements of the process including: the use of questioning to support another's thinking and also to challenge their perceptions. Importantly, we will move on to helping another plan actions to improve their performance and consider how s/he may evaluate impact. John's handbook describing and guiding the use of "Helping Skills" will be provided for workshop participants.

SMSC Development (John Pearce)

This practical workshop is an opportunity to define and discuss the separate elements of: Spiritual, Moral, Social and Cultural Education and ways each contribute to life in a school, of any phase, or specialism. We will then focus on ways to develop provision. SMSC is often described as the foundation of the curriculum, but can we show when and where we are providing it? What values are we promoting? Most importantly, can we demonstrate the impact we are having? A digital handbook of activities, support materials and tools to audit and evaluate SMSC will be provided for workshop participants. This will include access to the on-line "SMSC Audit Tool" and "iAbacus SMSC Self-Evaluation Template."

Establishing and Running a Staff Well-being Group (John Pearce)

How can we ensure the well-being of students if we don't consider the well-being of our colleagues? Is a staff well-being group, in school, an appropriate way to do it? What might we learn from each other by linking between schools? This workshop will consider what comprises staff well-being and how it is currently being promoted. We will explore some useful principles and effective strategies but above all, each participant will consider and plan how they might maintain, or improve staff well-being in their school. Participants will be given access to the on-line "iAbacus Health and Well-Being Self-Evaluation Template."

Promoting International Mindedness while Maintaining Britishness in a British International School (John Pearce)

How do we promote values in education? Are we promoting International, British or other "sets of values" in our school? Is there a set of values that all reasonable humans would be happy to promote? To answer questions like these participants will be asked to bring their school's aims or values statements and also think about their personal value set. We will then consider whether the values or beliefs we promote are unique to an individual, the school, a specified nation, a particular religion, or indeed apply internationally. We will go on to look at ways these values and beliefs are promoted. A range of support materials, including John's "Pedagogical Oath", and further reading will be available during, or for follow up, after the session.

iAbacus - self-evaluation and action planning for everyone in school (John Pearce)

In this workshop participants will learn how to apply the unique iAbacus Model for Improvement. The iAbacus is unique because it starts from the individual, team, or organisation's perspective. It also fuses evaluation and planning into one simple process which structures: accurate and measured judgements; selection of appropriate evidence (data); analysis of what helps and, most importantly, planning ways to sustain, or make good progress. John will explain the theory and research behind iAbacus, based on 30 years school improvement work as teacher-researcher, head-teacher, inspector and consultant. Participants will see and be able to use iAbacus applications across a range of areas including: curriculum subjects, leadership, governance, performance management and well-being.

Leading a Subject Area (Secondary) (Ian Richardson)

This session is active and practical. Do not expect to be talked at but come prepared to contribute to discussions of leadership. Whether you are a leader or have a view of how leadership should manifest itself your view is valid. We will explore some leadership styles and you can come to a view on effectiveness. You will engage with an evaluation tool that can be used by departments to determine their effectiveness. Examples for discussion will be drawn initially from work in science but will also make reference to the Ofsted inspection framework.

Outstanding Teaching (Heather Richardson)

What makes teaching outstanding? What does outstanding teaching actually look like? What do I need to do to make my teaching outstanding? Is there a difference between an outstanding lesson and outstanding teaching? This session will provide opportunities to reflect on our own practice before using Ofsted's inspection criteria for outstanding teaching to identify how we can develop our professional practice.

Evaluating Our Evaluation Strategies (Ian and Heather Richardson)

How good is our school? How do we know? What are the strengths and where could we do better? How do we compare with other similar schools? What's the difference between monitoring and evaluation? This workshop will focus on the tools which middle and senior leaders can use to evaluate the school's or the department's effectiveness. It will be informed by research, evaluation and inspection experience of the workshop leaders.

Growth Mindsets – a workshop for Parents & Governors (Will Ord)

What skills & attitudes do young people need to lead a successful life, both now and in the 21st Century ahead? This workshop explores the extraordinary research work of Prof Carol Dweck, and her theory known as "Growth Mindsets" – the way in which beliefs about ourselves can dramatically affect how we perceive challenge, failure, risk-taking, and our ability to enjoy learning. The session will be interactive, evidence based, and most importantly, practical. Will Ord has used Growth Mindsets for six years in his training sessions and has toured the UK with Carol Dweck.

Mindfulness (Will Ord)

"The mind makes a wonderful servant, but a terrible master." This workshop offers a practical introduction to Mindfulness: what is it, why might it be helpful & important, and how might schools start to develop it with teachers & children? Will Ord has been a meditation practitioner for 26 years, and has introduced Mindfulness to hundreds of students and adults alike. Come and discover why people all over the world have been training their minds like this for thousands of years!

Growth Mindsets (Will Ord)

Why do some children relish challenges, engage with struggle, and enjoy risk-taking, while others – including many 'high achieving' ones – are frightened of making mistakes and being independent learners? This workshop introduces the key principles of Carol Dweck's "Growth Mindsets", and suggests very practical ways in which schools can make a huge difference to learning both in the staff & classroom. Will Ord has used Growth Mindsets for six years in his training sessions, & has toured the UK with Carol Dweck.

Great Learners (Will Ord)

What are the skills & attitudes that release great learning in pupils? This workshop will explore some of these key skills & offer a powerful range of practical classroom techniques & strategies for developing great thinking, communication & questioning skills. Will Ord is a Philosophy for Children (P4C) specialist, and will share practical ideas and examples from his 22 years as a P4C practitioner, and as ex-Chairman of the UK charity for P4C (www.sapere.org.uk).

Integrating New Technology in Schools (Tim Scratcherd)

The workshop will cover the following key topics:

What counts as new technology? A survey of available technologies, what is available now, what the near future will bring, and the strategic implementation issues from an infrastructure point of view; the decline of LANs and the rise of the Cloud

Where do we use it? The three main areas of use are to deliver a Computing curriculum, to accelerate learning, and to deliver organisation wide information services

How does it pay its way? What is the point of it anyway? How do we measure impact? Some case studies.

How do we keep safe and legal? Current trends.

Delegates would find a portable device with internet access advantageous.

Getting the Most from Your VLE (Tim Scratcherd)

The workshop will cover the following key topics:

What is a VLE? A review of the possible total functionality of a VLE from both a strategic and an operational point of view

Some examples of VLEs either free or popular, and the extent to which they deliver functionality

The relationship between a VLE and modes of pedagogy lessons learned from implementations

Assessing the impact and value for money from a VLE

Delegates would find a portable device with internet access advantageous.

Leading a Subject Area (Primary) (John and Meryl Smith)

It has long been recognised that the quality of leadership at the subject level within a school is a determining factor in the quality of education provided by the institution. It could be argued that it is the engine room of the school! This interactive workshop for existing leaders or those aspiring to lead will consider what the role of a subject leader comprises, how to undertake the role effectively, teach a class and remain sane – is it actually possible? We will draw upon our own experience of subject leadership in a range of primary schools as well as leading courses on leadership and management for more than twenty years.

Challenge for All (John and Meryl Smith)

Providing challenge for learners has been a 'bête noire' for teachers over the years and yet there are fun and straightforward ideas that engage and unleash that potential. This practical, interactive workshop will introduce a range of activities that we have used in our work with primary and secondary students of all abilities. It will give the opportunity to consider what challenging and great learning looks like across the curriculum. The session will include case studies and work generated by children from a range of curriculum areas. Participants are invited (but not obliged) to bring along their own 'challenges' to share with colleagues.

Pupil Voice (John and Meryl Smith)

Why is listening to the voice of pupils important? This interactive workshop for teachers from any phase will consider when it is appropriate, and if it is ever inappropriate, to listen to the voice of pupils. A range of tried and tested tools and strategies for engaging learners will be considered. What can we learn from each other? We have invited students from our host school to be involved in this session, of course!

Tea and Poetry with Gervase (Gervase Phinn)

This will be an informal occasion with Gervase where over tea the conversation will be around:

- responding creatively and critically to a wide range of verse forms
- listening and responding to verse of all kinds
- arousing interest in and developing a love of this form of writing

Come prepared for a lively discussion!

The Value of Play Based Learning in the Primary School (Gordon Poad)

We live in an ever-changing world where independent, creative thinking is highly valued. In many of the world's leading companies 'playfulness' is celebrated not only for the contribution that it makes to innovation, but to well-being and productivity. So how can we harness our children's natural inclination to play in the service of learning? Furthermore can we identify and develop these dispositions within our learners (and crucially ourselves) to keep learning potential optimised? This workshop promises to be an active, fun and will provide the opportunity for participants to re-think and apply play in the classroom.

Emotional Literacy (Gordon Poad)

Emotional Literacy is the ability to recognise, understand and appropriately express our emotions. Just as verbal literacy is the basic building-block for reading and writing, emotional literacy is the basis for perceiving and communicating emotions. A recent poll by USA Today showed that, when asked what they most wanted to change in their children's schools, 75% of all parents asked for more emotional literacy. Gordon has extensive experience of applying creative practice to developing the emotional literacy of the most vulnerable young learners. This workshop will draw upon basic classroom drama and mixed arts practice and will provide practical tools for you to try out in your school classroom.

An Introduction to P4C (Gordon Poad)

If you are looking to develop a learning approach that encourages children to think critically, caringly, creatively and collaboratively then Philosophy for Children (P4C) may be for you. P4C helps teachers to build a 'community of enquiry' where children create and enquire into their own questions, and 'learn how to learn' in the process. The basics of philosophy for children are straightforward. Children share some reading, listening or viewing with their teacher. The children take some thinking time to devise their own questions. They choose a question that interests them and, with the teacher's help, discuss it together. By the end of this practical workshop you will be able to lead your own P4C session and explore some routes available for further study.

Dramatic Science (Gordon Poad)

This practical and reflective workshop for primary and KS3 teachers will explore and explain various drama techniques that involve children considering science from different perspectives. The aim is to find ways to bring a human dimension to children's understanding of science and scientists. Teaching science through drama is fun, motivating and inclusive, and leads to deep understandings of key scientific concepts that learners will retain long after the session. The workshop will provide tools and techniques that can be used in the classroom to generate more exciting, creative and unforgettable learning experiences for their children.

Talk for Writing – an overview (Pie Corbett)

This workshop will look at the three phases of Talk for Writing. 'Imitation' involves children internalizing the patterns of a text type through retelling, close reading and making explicit the patterns of a model text. 'Innovation' involves creating a new version of the text, supported by shared and guided writing. 'Invention' is a more independent stage where children apply and adapt what has been taught according to audience and purpose. This workshop will be especially useful for Key Stage 1 and 2 teachers.

Story Telling – Story Mapping (Pie Corbett)

This will be a practical workshop in which we will learn how to tell stories and get children telling stories. We will begin retelling very simple 'communal' stories, learned word for word. By the end of the workshop, we will have moved onto telling more complex tales independently. In the workshop, we will play story 'warm up' games as well as looking at the use of story maps as a simple way to capture a plot or graphically represent any text. This will be ideal for any teacher interested in using storytelling in the classroom, especially nursery to year 7.

Teaching Grammar through Reading and Writing (Pie Corbett)

This workshop will look at the teaching of grammar through seeing how effective writers manipulate grammar, choosing words, varying sentences and tying texts together. We will spend time looking at teaching grammar through word choice and sentence manipulation so that children build up an understanding of grammar and how it is used to create meaning. This will be ideal for teachers of children from year 2 to year 7.

Implementing the new PE curriculum for England (Crichton Casbon)

How can you ensure your PE curriculum is the best it can be and meets the expectations of the new programme of study? The purpose of this workshop is to explore how the values, aims and expectations you have of your children can match or incorporate those set out in the new PE programme of study. During the workshop you will be taken through a process in which you will make four critical decisions:

- What knowledge, skills and aspirations you want your pupils to take with them when they leave your school
- What standards you expect them to achieve
- The breadth and balance of activities you will provide
- The way you will programme learning and experiences to ensure progression in PE

The workshop will provide the opportunity for delegates to re-examine the values that underpin their own curriculum and how these match values from around the world. It will also provide a range of ideas and models that are being used in schools today and give delegates the chance to reflect on their own model and identify ways in which it can be developed and improved. It will also provide highly effective ways in which progression in learning can be planned for through the design of the curriculum. Delegates will leave the workshop with:

- A clear set of principles with which to review and re-design their curriculum
- Examples of how schools can set expectations of standards to be achieved
- A framework for creating units of work
- A template to improve short-term lesson by lesson planning
- A range of curriculum models that can be used to develop their own further
- Confidence that they can do 'the right thing' and develop an outstanding PE curriculum and experience for their pupils

The workshop is focused on primary school models and is suitable for PE teachers, subject leaders and senior leaders in the primary phase.

Changing Cultures by Changing Spaces (Crichton Casbon)

How do you (or your pupils) like to learn and in what types of places and spaces do you (they) learn best? The purpose of this workshop is to explore highly effective designs of schools and classrooms that both create, support and enhance learning, and develop positive attitudes and approaches to learning. It looks at ideas that have been tested in many parts of Europe, especially Scandinavia, as well as primary experiences of what schools have done in England. It identifies how designs have affected and improved the culture of learning in schools. As a teacher there are four critical resources that can be used to affect learning:

- Time
- People
- Space
- Pedagogy

These are all interlinked and the skilled teacher knows how to make the most of each resource to bring about highly effective learning. This workshop will focus on a range of ideas about the design and use of space that have had an impact on learning.

Those attending the workshop will come away with:

- A strong understanding of the principles of design of space for learning
- The opportunity to reflect on the extent to which the spaces they use for learning now affect their pupils
- The opportunity to come up with a range of ways in which they can make even better use of the spaces to enhance and improve the quality of learning
- Ideas that come from some of the best practice in a range of European countries.

The workshop is suitable for school leaders and managers and classroom teachers in both primary and secondary schools.

Outdoor Play (Catherine Larkin)

This engaging and interactive workshop is aimed at practitioners in EYFS and KS1, both teachers and those supporting learning. Participants will have opportunities to explore a range of physical approaches to the environment to promote creative and motivating play in the outdoors. Consideration will be given to varied climate and weather conditions. Participants will leave the workshop with clear plans to develop the outdoor environment at their setting to promote and maximise learning for all children.

Play Based Learning (Catherine Larkin)

All EYFS practitioners recognise the importance of play for all children, especially the very young. Effective and well-planned structured play activities provide a relevant and progressive base for all learning. Planning, resourcing and preparing appropriate and challenging play activities is a central role for EYFS practitioners. If you would like new, practical ideas to help you develop play in your setting, this programme will help you develop the necessary play based activities and to consider starting points and assessment. You will leave this programme with a wealth of ideas and renewed confidence.

Enabling Environments in the EYFS (Catherine Larkin)

This workshop for EYFS practitioners is packed with practical approaches and strategies to improve quality of learning and development in EYFS. The workshop identifies the key principles of an enabling environment for young learners and explores a range of practical strategies to promote learning and development for diverse needs and learners. Participants will leave the workshop with ideas to help plan structured activities for play, learning and development in EYFS.

Workshops for Music Staff and Specialist Music Peripatetics (Ollie Tunmer)

Description TBC

Wellbeing Workshop for Non-Music Staff (Ollie Tunmer)

Description TBC

Global Literacy (Katie Carr)

Description TBC

Global Citizenship Education and Wellbeing (Katie Carr)

Description TBC

Programme for TA/LSA Staff (Eva Cartwright, The Teaching Assistant College)

Tailored workshops for Teaching Assistants and Learning Support Assistants will run throughout the conference programme.

For more information, or to book a place, visit www.cobis.org.uk/Athens2015