

38th COBIS Annual Conference Programme

Vision 2030: The Future of International Education

SEMINAR DESCRIPTIONS

Sunday 12 May 2019

Sunday Morning Seminars

1. Learning By Making

Graham Brown-Martin, Author, *Learning {Re}imagined*

This workshop builds on some of the ideas from the opening keynote relating to designing curriculum and experiential learning that meets the challenges that present and future generations will face during the rest of this century. During this workshop, participants – without prior knowledge – will learn how to design an electronic circuit and create computer code that will make it perform. A fun, stimulating session. Places are limited.

Graham Brown-Martin is a leader in the field of foresight and anticipatory research, bringing together social, political and technological trends to consider how we might prepare ourselves for the future. He is the author of *Learning {Re}imagined*, the bestselling book on global education published by Bloomsbury. He has enjoyed a 30 year career spanning the education, technology and entertainment sectors. He was the founder of Learning Without Frontiers (LWF), a global think tank that brought together renowned educators, technologists and creatives to share provocative and challenging ideas about the future of learning. He left LWF in 2013 to pursue new programmes and ideas to transform the way we learn, teach and live. He is a renowned public speaker on the subjects of global education and transformation, innovation and the fourth industrial revolution.

2. Third Culture Kids and the Changing Landscape of International Education

Siobhan Mellor, Educational Psychologist and Director, Real Group and Laura Cockburn, Consultant Specialist Educational Psychologist

Globalisation, together with increasing changing modes of communication, has brought about significant changes in the development and experiences of children and young people. Being raised internationally is not a new phenomenon, but an increasing fact of life. It is essential for international schools to fully understand the cultural and transitional experiences of Third Culture Kids (TCK) to be able to provide effective support for these children. As well as discussing research into the developmental impact of an international school's culture and the transitional life of a TCK, this seminar will also discuss the first-hand experiences and insight of two Educational Psychologists (EP) – one having worked as an EP in Singapore for ten years and the other having worked with international schools and delivered training internationally for over 15 years. Find out more about how your school can best assess and support TCK today and in the future.

Siobhan Mellor has established Masters level programmes for teachers and educational psychologists, and led teams of professional tutors across Real Group. As an experienced Educational Psychologist, she has worked with children and young people in mainstream schools for over two decades. She believes in helping educators to meet the needs of children with SEND, through supporting teachers to fulfil their own learning goals and achieve excellence for the pupils they teach. Siobhan has developed courses for international teachers for over 15 years, with teachers undertaking these courses in over 55 countries worldwide. She has delivered face-to-face training for teachers across the world.

Laura Cockburn is a Consultant Specialist Educational Psychologist (EP) who has developed a specialism in the field of autism spectrum over many years in both the UK and Singapore. Laura spent 10 years working in Singapore where she worked collaboratively with the government and professionals and families in South East Asia. While based in Singapore, Laura wrote the paper 'Children and Young People Living in Changing Worlds - The Process of Assessing and Understanding the 'Third Culture Kid'.' Laura continues to work with families and schools in international settings and is currently also the manager of the Lorna Wing Centre for Autism.

3. Developing & Maintaining Resilience – A Focus on the BASICS

Andy McCann, Human Performance Consultant, Dragonfly Training and Visiting Professor, Manchester Metropolitan University

The demands of the modern working environment can challenge the performance of our people, our leadership, our teams and departments. Resilience and the ability to self-manage is a crucial element of leadership, performance, longevity and health. Resilient people demonstrate cognitive flexibility and agility, high energy, and strong relationships and support networks that help them to amplify their productivity and results. This seminar will help you raise your awareness of the latest research on stress, pressure and challenge. It will afford an opportunity to both confirm and recognise your own resilience strategies, and to actively integrate new techniques to build resilience and enable optimal performance at work. Wherever your starting point, by focusing on the BASICS, you'll learn how to apply daily techniques that will help develop new habits and build your own and others' resilience.

Professor Andy McCann is a human performance specialist and Visiting Professor at Manchester Metropolitan University. His international portfolio of clients includes political leaders; world leading athletes and coaches (Olympic, Commonwealth and World Championship Level) including Sam Warburton OBE; the three emergency services; the military and teaching unions. He runs courses accredited by the Royal College of Physicians and Royal College of Nursing.

4. Safeguarding in International Schools and the International Child Protection Certificate (ICPC)

Dawn Akyurek, Chief Academic Officer, King's Group; Paul Morgan, Principal, British School of Amsterdam; Dr Steffen Sommer, Principal, Doha College; Karen Progl, Senior Manager, ACRO

This session will take schools through examples of best practice in Safeguarding in international schools. Experienced school leaders and members of the COBIS Safeguarding Committee will share processes for safer recruitment, developing a safeguarding culture in schools, training, paperwork, and dealing with issues. A representative from ACRO Criminal Records Office will provide an update on the International Child Protection Certificate (ICPC). The session will also provide an opportunity to raise questions and share examples from your own school setting.

The COBIS Safeguarding Committee is a sub-committee of the COBIS Board which exists to support best practice among COBIS member schools in child safeguarding and safer recruitment. ACRO Criminal Records Office is a national police unit working for safer communities. The International Child Protection Certificate (ICPC) is a criminal records check for UK nationals, or non-UK nationals who have previously lived in the UK, looking to work with children overseas.

5. What Lies Beneath: Masks, Jars, Cars and the Teacher Shovel

Matthew Savage, Principal, International Community School Amman

As teachers, it is too easy to believe we understand our children, when, increasingly, our children wear manifold masks to stay afloat in the ever choppier seas of their learning and wellbeing journey. With child and adolescent mental health in crisis, there has never been a greater imperative for us to understand and respond to the attitudes and wellbeing of each and every student. In this workshop, building on the work he has done on #themonalisaeffect with international schools around the world in the past few years, Matthew will share how schools can look beneath the student's mask, 'balance the cars' of their attitudes and cognition, and dig for the treasure buried within each and every one. This is the Learner Piñata: come and find out how to break it open together.

After many years of school leadership, both in the UK and internationally, Matthew is delighted and fortunate to be Principal of the International Community School Amman. He has also worked with school leaders across the globe and online, from within COBIS, FOBISIA and BSME, helping them and their teachers to maximise the use of student-level data to enhance learning and wellbeing. A graduate of Oxford University, and having begun his doctorate under the supervision of long-time collaborator, Professor Stephen Heppell, Matthew has also written widely on wellbeing, personalising learning, and Student Voice. He is excited about sharing his work with, and learning from, delegates at this year's COBIS conference.

6. A School's Guide to Developing Digital

Ian Phillips, Assistant Headteacher, Director of Computing and ICT, The Haberdashers' Aske's Boys' School

This session will provide a guide for senior leaders, teachers and governors on how to transfer digital success between education institutions in order to:

- Reduce Teacher Workload
- Encourage collaboration
- Support the development of digital skills

The session will also recap on all the work of the ISC Digital Strategy Group and Education Foundation available for schools to use.

Ian Phillips is Assistant Headteacher, Director of Computing and ICT at The Haberdashers' Aske's Boys' School. Named in 50 people, projects and products shaping UK's Edtech. Intel Visionary and Chair of the Independent Schools Council's (ISC) Digital Strategy Group. Microsoft independent school Steering group member. Enthusiast for using technology to help inspire students. Ian is an IT Director and teacher with 33 years of teaching experience in the classroom. Responsible for assessment of pupil learning using technology and passionate about developing systems which simplify the way schools work whilst providing the valuable insights necessary to develop learning communities. Currently harnessing the appetite of tech companies to enable our students to become the global problem solvers who will tackle the world's current and future unsolvable issues.

7. Lacking Leadership; The Greatest Threat to Education. Global perspectives of women education leadership and rise of the #WomenEd Movement to tackle the epidemic of gender disparity in education leadership throughout the world.

Vivienne Porritt, Chair, #WomenEd

Developing leadership capacity for the future global need is the greatest challenge we face. Globally, the education profession is dominated by women (OECD 2013). Over two thirds are women and yet women in education leadership account for less than half of school leadership. This demonstrates a significant global gender disparity from women in teaching to women in education leadership. And all this at a time when the population of the world is expected to double within a century (UN, 2007). We will invite participants to engage with the data presented by #WomenEd Leaders from across the world to start to identify steps to address the risks of not utilising and developing the capacity of the female global education workforce. The session will provide much opportunity for dialogue with and between teachers, leaders and researchers leading to recommendations that we will then share with the global #WomenEd Community of over 25,000 people.

Vivienne Porritt is a Chair, co-founder and leader of #WomenEd, a grassroots network which aims to redress the gender balance in education leadership. Our large network of volunteers is bringing about change in key issues including flexible working practices, the gender pay gap, increasing the number of women in senior leadership posts, especially in STEM areas and ensuring women's voices are heard on education matters. Vivienne is the co-author of '10% Braver: Inspiring Women to Lead Education'. Currently she is the Vice-President of the Chartered College of Teaching and a leadership consultant supporting school leaders on strategic learning and development and impact evaluation as well as women's leadership. She was a headteacher, a chair of governors, Director for School Partnerships and Executive Director of the London Centre for Leadership and Learning at UCL Institute of Education.

Monday 13 May 2019

Monday Morning Seminars

1. Millennials for 2030: The Future of School Leadership

David Porritt, Director and Lead Associate, Karen Ardley Associates

Millennial professionals are one of the most discussed and researched subjects in recent times. By 2030, it is conceivable that international school leaders will come from that Millennial generation. What does that mean for us? Are Millennials really wired differently to other generations? What are the particular needs of Millennials? How can we best prepare them and what specific learning opportunities do we need to consider when thinking about leadership development work that engages their hearts and minds. For this presentation David will be joined by Hannah Porritt, providing the voice from a Millennial. Hannah formerly worked for COBIS in marketing and events and is also an international COBIS school alumna.

David Porritt joined KAA in January as a lead consultant. He is also working part time for Amity International School Amsterdam as Principal whilst the school completes a building project. He is working to complete a doctorate in Leadership at UCL Institute of Education exploring the use of coaching by school leaders. David has been a Headteacher and Principal for 23 years in the UK and internationally. He is a Fellow of the Institute of Leadership and Management. He holds an MBA in Educational Leadership (International) a Level 7 Certificate in Executive Coaching and Leadership Mentoring. David has facilitated numerous cohorts of international teaching staff through leadership development programmes with COBIS and now with KAA.

2. Classroom Teaching for the Future

Lisa Jane Ashes, Teaching and Learning Consultant, Veema Education

Education often lags behind advances in the real world. How can you future proof your teaching through reflective as well as forward thinking practice? This is a hands-on session that asks you to look closely at the world and your classroom. Leading learning in a myriad of contexts, Lisa has observed and overcome problems great and small; using real examples from leading learning in schools internationally, Lisa will help you to explore how you can become a leader of future learning through reflection, problem solving and creative practice.

Lisa believes many schools don't produce 'a fully rounded end product' because they fail to co-ordinate learning across all departments. She has therefore made it her mission to transform how teachers can acquire a more whole school approach to education. Lisa has developed teams of advanced practitioners in Ghana and is now using her strategies to create a culture of continual self-improvement in Nepal. She is passionate about such projects and about using her expertise to develop coaching programmes for schools. In her latest book 'Manglish', she considers how English and Maths can be creatively brought together and offers practical ideas and strategies for improving literacy and numeracy throughout the whole school. Her other published books include: 'There is another way – the second big book of independent thinking', and 'Don't change the light bulbs – a compendium of expertise from the UK's most switched-on educators'.

3. Prioritising Wellbeing and Mental Health in Primary Schools

Karren van Zoest, Headteacher, and Rhiannon Phillips-Bianco, Lead Teacher for Wellbeing and Mental Health, Junior School Leidschenveen, British School in The Netherlands

We are all aware that mental health has become a more significant issue in recent years. At JSL we have embarked upon a journey to address this, making substantial changes, rather than paying lip-service to it. By creating an enabling environment, beginning a gradual shift in attitudes and giving students the skills, tools and strategies to keep themselves mentally healthy, we are already seeing a powerful impact. Our journey is by no means over, but the key is to stimulate a gradual shift in attitudes so that it becomes as normal to suggest a breathing exercise to soothe anxiety, as it currently is to offer a plaster for a cut knee. It's important to note that this is about supporting the high standards we have for our children, as research demonstrates that a secure child is more successful in their learning. We would like to take this opportunity to share our journey with other school leaders and dispel some of the myths and concerns around addressing this with primary age children.

Having started her career in the UK, Karren van Zoest became an Early Years Specialist in international education in Holland. She has been a Headteacher of The British School in The Netherlands for the past three years. Karren is passionate about student wellbeing and the responsibility schools have to enable the development of crucial, life-long skills which are essential for success.

Rhiannon Phillips-Bianco has taught in schools in London, Rome and The Hague. She has held various leadership roles, the most recent being Lead Teacher for Wellbeing and Mental Health. Rhiannon believes strongly in integrating wellbeing tools and strategies as part of students' every-day learning experience.

4. How EtonX's Technology is Delivering the Best of an Eton Education Worldwide

Catherine Whitaker, CEO and Head of Learning, EtonX

Eton College, through the EtonX Future Skills Programme, is using technology to extend its reach and provide teenagers worldwide with valuable skills development based on its own world-famous education. This seminar will demonstrate how over the last four years, EtonX and the College have developed a new model of education including a cutting-edge virtual classroom and innovative course content. Starting by defining what makes an Eton education special, we have created courses to develop the practical, entrepreneurial and soft skills Eton boys develop through the College's broad-based education. The seminar will share details of how EtonX came about, how it has distilled Eton's ethos and best practice into a new model and how it is reaching schools worldwide. We will share what we have learnt about the global skills gap and share success stories based on footage from our virtual classroom and student feedback.

Catherine Whitaker is CEO and Head of Learning at EtonX. Catherine is heading the company's mission to provide students with soft skills to enhance their university studies and broaden their long-term career opportunities. Catherine is a career innovator in digital content and online learning, having been Chief Operating Officer of social learning platform, Knowledge Transmission, and having held business development and editorial posts at HarperCollins and Macmillan. Currently based in London, she has lived and worked in France, the USA and South Africa.

5. Would You Accredite It? 100 Schools in Two Years – COBIS Patron's Accreditation and Compliance

Peter Simpson, Director of Accreditation and Gary Minnitt, Assistant Director of Accreditation, COBIS

The COBIS Patron's Accreditation and Compliance scheme was launched in 2017, and to date c.100 schools in more than 45 countries have engaged with the scheme. This external validation system has school improvement at its core, and is rooted in self-evaluation with professional validation. This session will provide an overview of how the scheme works, the benefits and advantages, and how it is different from other approaches to validation on the market. COBIS Director of Accreditation, Peter Simpson and Assistant Director of Accreditation, Gary Minnitt will be joined by a panel of headteachers, Lead Improvement Partners and Peer Accreditors who have first-hand experience of COBIS Patron's Accreditation and Compliance and can talk about their experiences and the positive impact on their schools.

6. Addressing the Data Challenge

Panel chaired by James Neill, International Director, GL Education

This session will offer solutions to the greatest challenges school leaders face in implementing a robust assessment structure and ensuring that the data is used effectively both within the classroom and as a tool for school improvement. James Neill will introduce the session with a short review the findings of the 2019 GL Education Data for Leadership Survey (carried out in conjunction with COBIS and other leading school associations) allowing delegates the chance to see how they compare with their peers. James will then discuss the areas of greatest challenge with two school leaders who will explain how they have addressed these challenges and review other examples of good practice we have seen over the past 12 months.

James Neill is the International Director at the GL Education Group. James studied physics at Nottingham University, and returned to study a PGCE. He taught physics and science in Nottingham before moving further afield to London and then Thailand. He has also been an examiner for AQA physics examinations. Upon leaving teaching, James joined Pearson Edexcel. Initially based in England, James then moved to the UAE where he

worked with schools and stakeholders in the Middle East to support curriculum development and vocational courses as well as supporting teachers in using data and technology to raise attainment. James has also worked with organisations to develop admissions tests for university courses, as well as developing online assessment solutions for professional organisations. James travels extensively, regularly speaking at conferences and visiting individual schools to understand their needs and support their mission to provide the very best education for their students.

7. Cracking the Code on Marketing to Millennials

Ian Hunter, UK Managing Director, Finalsité

Marketing to millennials is difficult. From short attention spans to a research-focused buying process, it is getting harder and harder for schools to get in touch with this hard-to-crack generation. A majority of millennials don't trust traditional advertising, but brand loyalty, online appearances and authentic content all drive millennial engagement. In this session we will help you understand how millennials think and behave, and how to use that understanding to improve your marketing, admissions and advancement campaigns. Another key point is staff recruitment which often gets overlooked in marketing. Millennial parents require a new approach to engagement that hinges on an enrolment-focused website, content that is user-focused and answers the questions they're asking, and a social media strategy that drives prospective families to that website and content.

Having worked primarily in education technology for the past 20 years, Ian Hunter brings a wealth of experience and knowledge to senior school leadership. He has a record of delivering outstanding results using technology to solve issues in international schools. His stage presence, excellent communication skills, and keen ability to listen, have enabled him to work with school leaders to define, execute and embed strategic change. Prior to joining Finalsité, Ian was Chief Commercial Officer at WCBS, a leading supplier of information management systems with solutions across Admissions, Finance, Academic and Alumni. Ian has spoken at conferences around the world.

Monday Afternoon Seminars

1. Redesigning Schooling

Sylvia Paddock, Director, SSAT

This session will explore the outcomes of The Schools, Students and Teachers Network (SSAT) Redesigning Schooling Campaign which focussed on thinking differently about schooling as we know it. The campaign specifically covered pedagogy, curriculum, assessment, accountability and the new professionalism – i.e. what it means to be a teacher in the 21st Century.

Sylvia is a Director at the Schools, Students and Teachers (SSAT) Network where she has worked for the past 14 years. Prior to this she worked at King Edward the VII School in Leicestershire teaching business and Enterprise and IT. During her time at SSAT Sylvia has held several roles from Head of Continuing Professional Development to leading the work of SSAT's international arm, iNet. Currently, Sylvia is responsible for the strategic development of SSAT membership offers including Primary, Secondary and Special schools and Multi Academy Trusts. She leads on SSAT's commercial and contracted provision and manages a range of relationships with partners and supporters. She also leads on all aspects of SSAT's international work including the negotiation of contracted work and the design and delivery of bespoke requirements. Sylvia is a professional trainer, is SSAT's representative on several educational advisory boards and is a Trustee of a Multi Academy Trust.

2. Award Winning Technology in Schools – Case Studies

Caroline Wright (Chair), Director General, BESA; Mark Steed, Director, JESS Dubai; Sunny Thakral, Head of Technology and Communications, The British School New Delhi; Neena Jain Sharma, Primary Maths Coordinator, The British School New Delhi.

This session provides an opportunity to hear from two different award-winning schools about how they are using technology to support teaching and improve outcomes in their schools. JESS Dubai won the International School Award for Innovative Use of Technology Across the School for a project to end school reporting by

developing automated live dashboards for parents. The British School New Delhi won the International School Award for Use of Digital Technology in Learning for developing a gamification programme to help students develop maths proficiency.

Caroline Wright joined BESA in 2012, taking on the Director General role in July 2016. Caroline is also Director of EdTech Exchange, Europe's largest EdTech start-up network organisation. The British Educational Suppliers Association is the UK's national industry association for educational products and services.

Mark S. Steed spent his career working in top independent schools before moving to Dubai in September 2015 to take up the reins as the Director of JESS. In the UK he worked as a Teacher, Head of Department, and Boarding Housemaster prior to his two senior leaderships roles as Headmaster of Kelly College in Devon; and then as Principal of the Berkhamsted Schools Group. He has been appointed the Principal and CEO of Kellett School, Hong Kong, from September 2019. Mark has a particular interest in how new technologies can be used in education and chaired the UK Independent Schools Council IT Strategy Group from 2007 to 2015. Mark writes extensively on IT issues on his blog, <http://independenthead.blogspot.ae/> and is active on twitter @JESS_Director and @independenthead.

An educator who taught in the UK for 11 years before deciding to shift horizons and travel the world, Sunny Thakral currently teaches in Delhi, India at The British School. He has wide ranging experience of successful and often award-winning tech integration in multiple international contexts. He is also cofounder of the #INZPirED initiative which aims to bring the benefit of online professional development to offline schools in often rural areas. He was recognised in the top 100 list of global e-learning influencers for 2018 and was awarded teacher of the year in 2019.

Neena Jain Sharma is now in her twentieth year of teaching in The British School, New Delhi. She has held many leadership roles in international schools in India and Africa during her teaching career of more than three decades. A few years ago, Neena qualified as a Special Educator to enable her to meet the needs of all her students and become a more effective teacher. She believes that teaching and learning should be fun, creative and enriching to ensure student success. She is always eager to provide opportunities to consolidate and extend pupils' knowledge. Neena also serves as the Primary Mathematics Coordinator and her current focus is the successful implementation of a new maths programme across the Primary School.

3. Reducing Stigma of SEN and Mental Health – Our Role as International Educators **Samantha Garner, Education Consultant**

For many international schools the stigma of SEN and mental health in our local community provides us with challenges in our mission to be inclusive. This seminar will question why this stigma is in place, how does it differ across the world? It will also discuss how we, as international educators, are instrumental in changing perceptions and how we can successfully break down barriers to ensure the best outcomes for all our students.

Sam is a renowned trainer and speaker on Mental Health and SEN. Originally a music teacher she became a SENCo in a large Secondary School where she gained a wealth of SEN training and experience, particularly in behaviour and mental health. She then worked with children who had been excluded from school, and children in care before becoming a freelance consultant. She trains education staff nationally and internationally, and writes regularly for education publications. Sam is also a qualified Educational Assessor, CBT Counsellor and PPP (Triple-P) Facilitator. In her spare time she is a diva singer performing around South Devon!

4. Meta Thinking – Developing High Performance Learners **Professor Deborah Eyre, Founder and CEO, High Performance Learning**

To succeed academically students need a repertoire of ways of thinking to make sense of information, to create new thoughts and to know how to approach and resolve complex ideas. The session will explore one aspect of the High Performance Learning framework and its application in classrooms.

A global educational leader, academic researcher, writer and influencer focused on helping good schools become world class. In 2015, Professor Deborah Eyre founded the influential High Performance Learning organisation which helps schools to radically increase student attainment by systematically building better brains. Some of the most prestigious schools in the world are now HPL Award Schools plus HPL also works with schools in more challenging circumstances. Deborah has held senior education posts globally and in UK as well as advising governments and educational foundations in UK, Hong Kong, South Africa, Kingdom of Saudi Arabia, USA and Singapore. A widely published author in advanced cognition, her most recent books are *High Performance Learning: How to Become a World Class School* and *Great Minds and How to Grow Them*.

5. Building Blocks for 2030 – a Multi-Channel Approach to Creating Global Teaching Capacity for the Future
Panel chaired by Sian Harris, Partnerships Director, Tes Global

Drawing on data from a range of sources, including recent COBIS and TES research, this interactive session will focus on the global challenges inherent in international teacher supply and training over the next decade, and give you the opportunity to hear what's working for the award-winning British School Muscat. Panellists will include Kai Vacher, Principal, British School Muscat; Colin Bell, CEO, COBIS; Grant Jessup, VP, International, Tes.

Sian Harris currently leads on global partnership development for Tes Institute, the accredited teacher training and development arm of Tes, and has worked extensively in international education and training settings across both the public and private sector for over 25 years. With a background in English teaching, her career has included senior roles with the BBC World Service, central government, Tribal Education, and the commercial subsidiary of the Association of Colleges.

As Principal of British School Muscat, Kai Vacher is determined to establish BSM as a leading international school. He has an appreciation of and interest in combining the best of traditional teaching methods with more innovative approaches based on research. In April 2017 both the Primary and Senior school received an overall British Schools Overseas inspection judgement of "outstanding with exemplary features" and was assessed to be outstanding in all categories. BSM is the leading provider in the Middle East for the COBIS Programme for Middle Leadership and the COBIS Programme for Aspiring Headteachers. BSM is a pioneer school for High Performance Learning. Phase 1 of 3 phases to provide inspiring facilities for BSM students and the community has been completed. A state of the art auditorium will be open later this year. BSM was named "International School of the Year 2019" at this year's International School Awards for our Internship Programme. We were also named "British International School of the Year 2018" in the Independent School Parent Awards for our Learning Ethos.

6. Professional Learning and Training in the Context of China
Ahmed Hussain, Senior Director of Academics, Wellington College China

This session will introduce current thoughts on high impact professional learning drawing on work from across the globe. Practical approaches to achieving this will be shared, including the approach currently used across the Wellington College China group. There will be an opportunity for participants to engage in an interactive session in order to share approaches.

Dr Ahmed Hussain is currently the Senior Director of Academics for Wellington College China. This position involves leading the Institute of Learning in addition to working across the Wellington College China group on all academic related issues and providing outreach support outside of the Wellington group. Following an initial career as a PhD student and then research scientist with University of Nottingham, Ahmed trained as teacher of science. Following a number of teaching and leadership positions, Ahmed was appointed as a Lecturer of Education at Durham University. Here he led on training and developing teachers, teaching on Masters and EdD courses as well as undertaking research in the fields of curriculum analysis, assessment and teacher professional development. Ahmed took up a number of senior leadership positions in schools in the UK and Dubai along with working in the education reform project in Abu Dhabi. Here he led projects on senior leader and teacher professional development along with supporting the development and rollout of national standards for school leaders and teachers in the UAE.

7. Building Leadership Capacity from Within Our Schools

Dawn Akyurek (chair), Chief Academic Officer, King's Group; Claire Nuttall, Head of Primary, St George's Luxembourg; Neil Ringrose, Vice Principal and Head of Primary, The British School of Brussels; Julia Batters, Head of Senior School, British School of Paris; Sue Aspinall, Head of Junior School Vlaskamp, the British School in the Netherlands.

During this session, experienced Headteachers will take part in a facilitated panel discussion exploring how professional learning opportunities, which support the development of leaders, have been implemented within their schools. Participants will learn about recent research, current practice in four international schools within Europe and the practice emerging in participants' schools generated through group discussion. The session will end with opportunities to consider actions that can be taken within the participant's own school setting.

Claire Nuttall has extensive teaching and leadership experience in both the UK and internationally; in Gambia and Taiwan. She was the former Head of Henry Fawcett Primary School in London, where she helped to lead the school from 'inadequate' to the outstanding school it is today. Claire has specific expertise in change management, curriculum design and creative problem solving.

Neil Ringrose has extensive teaching and leadership experience in the National Curriculum and the Primary Years Programme having worked in both the UK and internationally; in Hong Kong. He was the former Head of Ballenden Community Primary School in Lancashire. Neil has specific expertise in curriculum innovation, professional development and effective technology integration. He is also a COBIS Peer Accreditor.

Julia Batters has extensive teaching and leadership experience in Modern Foreign Languages and has a PhD in 'Pupil Perceptions of Foreign Language Learning'. She was formerly the Deputy Head of Academics at the Senior School before being promoted to Head of Senior School at the British School of Paris. Julia has specific expertise in curriculum design, assessment and the development of leadership opportunities in school.

Sue Aspinall has extensive teaching and leadership experience in both the UK and internationally; Malaysia and Japan. She was the former Head of Primary at the British School in Tokyo. Sue is an experienced facilitator of leadership development programmes and an executive coach.

Dawn Akyurek is an experienced international school head teacher who was the former Head of the British Embassy School in Ankara, Turkey. She is an Independent School's Inspector (ISI) and a member of the Council of British International Schools (COBIS) board. Dawn has specific expertise in mentoring and coaching leaders, advising on strategic planning for school expansion and school improvement.