

Time	Session			
9:00-9:20	<b>Registration and networking</b> TR1			
9:20-9:35	Introduction & Keynote: <b>Lisa Jane Ashes @lisajaneashes:</b> <b><u>“There is no box”</u></b> TR1			
9:35-9:40	Time to get to room			
9:40-10:10	<b><u>1A</u></b> <b>Jon Tait</b> <b>@TeamTait</b> <i>Flipping the Learning Environment</i> TR1	<b><u>1B</u></b> <b>Anne-Margaret Smith</b> <b>@amsELTwell</b> <i>Helping EAL learners develop phonological awareness</i> TR2	<b><u>1C</u></b> <b>Awaz Zaidky</b> <i>Embedding Literacy in Secondary Science</i> TR3	<b><u>1D</u></b> <b>Anna Spencer</b> <b>@spanspence</b> <i>Stimulating and developing thinking through image analysis</i> TR4
10:10-10:30	<b>Refreshments 1</b>			
10:30-11:00	<b><u>2A</u></b> <b>Lizzie Crean</b> <b>@LCreanGeog</b> <i>Effective (and workload reducing) Feedback</i> TR1	<b><u>2B</u></b> <b>Cath Rudkin</b> <b>@cattier80</b> <i>Effective Questioning Techniques</i> TR2	<b><u>2C</u></b> <b>Andy Day</b> <b>@andyphillipday</b> <i>SOLO taxonomy: a guide to classroom use</i> TR3	<b><u>2D</u></b> <b>Anne Williams</b> <b>@agwilliams9</b> <i>‘Do as I say and say as I do’</i> TR4
11:00-11:10	<b>Break</b>			
11:10-11:40	<b><u>3A</u></b> <b>Gililan Mills</b> <b>@gmills79</b> <i>Practical Revision Techniques</i> TR1	<b><u>3B</u></b> <b>Tony McAleese &amp; Caron Downes</b> <b>@T0nymca</b> <i>Scenario Based Lessons</i> TR2	<b><u>3c</u></b> <b>SallyAnn Drury</b> <i>Adult Learners – hitting the right level</i> TR3	<b><u>3D</u></b> <b>Lisa Jane Ashes</b> <b>@lisajaneashes</b> <i>Tried and Tested</i> TR4
11:40-12:00	<b>Refreshments 2</b>			
12:00-12:30	<b><u>4A</u></b> <b>Susie Steel</b> <i>An Introduction to Godly Play</i> TR1	<b><u>4B</u></b> <b>Anthony Barnes</b> <i>Mathematical English: the problems of accessing mathematics for EAL</i> TR2	<b><u>4C</u></b> <b>Cicely Alsbury</b> <b>@CicelyAlsbury</b> <i>Cooperative Learning = Engagement = A Decrease in Workload</i> TR3	
12:30-12:50	<b>Break 2</b>			
12:50-13:30	<b>Close: Q&amp;A panel: Paul Hopkins @hullpgce (University of Hull), Awaz Zaidky (Newland School for Girls), Michael Whale (NUT)</b>  <b>Prizes and goodbyes</b>			

# SESSIONS

Keynote	<b>There is No Box</b>
	Keynote Speaker : Lisa Jane Ashes @lisajaneashes
	Over the last two years, Lisa has been working across so many different education environments that she feels confident in saying one size does not fit all. One thing binds them all together - learning. How do you bring success where schools or teachers are struggling without putting them in a neat little box with an Ofsted shaped bow on top? Lisa will bring hope and ideas no matter what your context.
1A	<b>Flipping the Learning Environment</b>
	Conversation Leader: Jon Tait @TeamTait
	For hundreds of years we have taught in a relatively similar way. If you close your eyes and picture a typical classroom you will probably see the teacher at the front of the classroom talking to a room full of students. Although the world has changed in so many different ways, our classroom practice still resembles a time that should have long been forgotten. Yet in many classrooms around the country, this approach to teaching still dominates the learning experiences of our children. As we look to find different ways to move away from these traditional and outdated methods, one strategy that is gaining significant momentum in classrooms across the world is Flipped Learning. Flipping our classrooms has the potential to take us as far away from our traditional classroom methods as we've ever dared to go before!
1B	<b>Helping EAL learners develop phonological awareness</b>
	Conversation Leader: Anne-Margaret Smith @amsELTWell
	Developing an awareness of English phonology is something that learners of English as an additional language may need some support with, especially if they also have a specific learning difference such as dyslexia. This conversation will consider some features of phonology that may need particular attention, such as pairs of minimally different phonemes, the role of intonation patterns and rhythm, and linking sounds to enhance fluency.
1C	<b>Embedding Literacy in Secondary Science</b>
	Conversation Leader: Awaz Zaidky
	This session will focus on collaborative, talk-based activities as well as useful strategies to address issues such as teaching specialised vocabulary for science.
1D	<b>Stimulating and Developing Thinking Through Image Analysis</b>
	Conversation Leader: Anna Spencer @spanspence
	Looking at examples of how you can develop higher level thinking through the use of images.
2A	<b>Effective (and workload reducing) Feedback</b>
	Conversation Leader: Lizzie Crean @LCreanGeog
	Discussing and sharing ways to provide effective feedback which support progress.
2B	<b>Effective Questioning Techniques</b>
	Conversation Leader: Cath Rudkin @cattier80
	Discussion on old favourites and new ideas to get to the core of our students' understanding.
2C	<b>SOLO taxonomy: a guide to classroom use</b>
	Conversation Leader: Andy Day @Andyphilipday
	SOLO taxonomy is a development of Bloom's rather more well-known cousin. It has become increasingly popular in secondary and primary schools in the UK, Canada, Australia and New Zealand in the last few years and there is now a wealth of resource material from teachers across the age and subject spectrum. This session will present a short introduction to the concepts behind SOLO taxonomy and provide exemplars of how it has been used in lessons to help both the teacher to plan lesson structures and students in developing a sense of where to go next in their subject expertise.

2D	<b>'Do as I say and say as I do'</b>
	Conversation Leader: Anne Williams @agwilliams9
	Every day teachers model for students how to learn and how to approach new knowledge. It is vital that this is something that is done carefully and consciously. This workshop will be an opportunity to reflect on what we want to be modelling to students in the classroom and a consideration of where the pitfalls of our modelling might lie.
3A	<b>Practical Revision Techniques</b>
	Conversation Leader: Gillian Mills @gmills79
	With the demands on retention and memory skills for the reformed GCSEs and A Levels, the conversation will look at practical revision techniques and practical skills that can help promote independent learning with students. Disclaimer: the techniques are things that I have picked up throughout my career in education; I do not claim ownership of the ideas.
3B	<b>Scenario-Based Lessons</b>
	Conversation Leaders: Tony McAleese @t0nymca & Caron Downes @caron_downes
	Dual conversation run by myself and @CaronDownes about focusing questions/tasks around a particular situation/scenario i.e. A crime scene or an Escape Room.
3C	<b>Adult Learners – Hitting the right level</b>
	Conversation Leader: SallyAnn Drury
	In this conversation we will explore and share ideas on how we can ensure that we are hitting the right level for adult learners. As teachers we don't just want them to just achieve but to enjoy the learning process, to develop their own self confidence and we want them to keep attending! What strategies and techniques can we use to keep adult learners engaged and to achieve the above?
3D	<b>Tried and Tested</b>
	Conversation Leader: Lisa Jane Ashes @lisajaneashes
	Lisa will share with you her top tried and tested resources for creating confident, capable learners. She invites participants to bring along their own tried and tested resources, the ones that you return to time and again because they just work! This session is about gathering and sharing so be prepared to share :)
4A	<b>An Introduction to Godly Play</b>
	Conversation Leader: Susie Steel
	What is Godly Play? I would like to introduce this method that can be used with children and adults from about the age of three upwards. Through storytelling and wondering, people are encouraged to experience the stories of the Christian faith in a Montessori style, and to explore the significance of these stories for their own lives and the world today. Godly Play is used around the world in many different settings; churches, schools, residential homes for the elderly, hospitals and after school clubs. The Locally Agreed syllabus for RE for this area makes many references to Godly Play as an effective model of enquiry within Religious Education lessons.
4B	<b>Mathematical English: the problems of accessing mathematics for EAL</b>
	Conversation Leader: Anthony Barnes
	I will be looking at the difficulties (clarifying the confusion which arises from both the student's and the teacher's perspective) regarding whether it is the particular English word(s) or mathematical words in worded mathematical problems that student does not understand.
4C	<b>Cooperative Learning = Engagement = A Decrease in Workload</b>
	Conversation Leader: Cicely Alsbury @CicelyAlsbury
	In this session we will explore and enact a variety of teaching and learning techniques which have been used in secondary schools across all key stages, to help improve student engagement while promoting student construction of their own learning using higher or order thinking skills. These student-led activities ultimately mean as teachers we can step back and let the learning happen right before our eyes!