



Wolverhampton Leadership Conference

For Primary, Secondary, Special and Early Years

‘Partners in Leading and Learning’

Thursday 20th June 2019

**Wolverhampton Racecourse, Dunstall Park,
Wolverhampton WV6 0PE**

Agenda

8.00 8.45 – 9.00	Breakfast and exhibition open Welcome and update on the work of ConnectEd
9.00 – 10.15	Phyllida Hancock Inspirational Leadership
10.15 – 11.00	Coffee and exhibition
11.00 – 12.00	Ben White and Clare Sealy Workload
12.15 – 13.15	Lunch and exhibition
13.15 – 14.15	Dr Andrew Curran The Neuroscience of Learning
14.15 – 14.45	Tea and Exhibition
14.45 – 15.45	Sathnam Sanghera

In 2013 writer Jonathan Coe named him one of “The Men of Next 25 years” in GQ Magazine saying that “whether he’s writing autobiography or fiction, Sathnam is busy carving out his own literary niche – in the multicultural British Midlands – which he explores with incredible grace, generosity and humour”.

**ConnectEd Partnership member schools can claim
TWO FREE places at this event.
Extra member places will be charged at £75**

Non-member schools will be charged at £200 per delegate.

To book a place on this event, please go to our booking system:
<https://bookwhen.com/connected>

Or contact Sam Fullwood:
01902 290151
sam.fullwood@connectedpartnership.com



Sathnam Sanghera

Sathnam Sanghera was born to Punjabi parents in the West Midlands in 1976, attended Wolverhampton Grammar School and graduated from Christ's College, Cambridge with a first class degree in English Language and Literature in 1998. Before becoming a writer he (among other things) worked at a burger chain, a hospital laundry, a market research firm, a sewing factory and a literacy project in New York.



Between 1998 and 2006 he was at The Financial Times, where he worked (variously) as a news reporter in the UK and the US, specialised in writing about the media industries, worked across the paper as Chief Feature Writer, and wrote an award-winning weekly business column. Sathnam joined The Times as a columnist and feature writer in 2007 and is a regular contributor on BBC Radio and TV. Sathnam's first book, *The Boy With The Topknot: A Memoir of Love, Secrets and Lies in Wolverhampton*, was shortlisted for the 2008 Costa Biography Award, the 2009 PEN/Ackerley Prize and named 2009 Mind Book of the Year. It was adapted for BBC2 by Kudos/Parti Productions, featured Bafta-nominated and EEACTA-winning performances, won a Mipcom Diversify TV Excellence Award, was named Best TV Programme at the 2018 Asian Media Awards and aired to high ratings and critical acclaim in November 2017, being described by The Radio Times as a "smash hit".

His novel, *Marriage Material*, has been shortlisted for a 2014 South Bank Sky Arts Award and a 2013 Costa Book Award, been longlisted for the 2014 Desmond Elliot Prize, picked by The Sunday Times, The Observer and Metro as one of the novels of 2013, and cited as one of the Guardian Readers' Books of the Year in 2014.

He has won numerous prizes for his journalism, including the accolade of Young Journalist of the Year at the British Press Awards in 2002, Article of the Year in the 2005 Management Today Writing Awards, Newspaper Feature of the Year in the 2005 Workworld Media Awards, HR Journalist of the Year in the 2006 and 2009 Watson Wyatt Awards for Excellence, Media Commentator of the Year in the 2015 Comment Awards and the Edgar Wallace Trophy for Writing of the Highest Quality in the 2017 London Press Club Awards.

Phyllida Hancock

Phyllida is a workshop designer and facilitator. She worked as an actress and singer for 12 years, including 2 years with the Royal Shakespeare Company and in various productions in the West End and around the country. She also taught a course on 'Women in Shakespeare' at Washington University in St Louis and participated in workshops and lectures on Shakespeare for several British universities.



Since 1998 she has been working in the public sector designing and delivering workshops, including 18 months running race awareness and diversity courses across the Criminal Justice System. She then moved to the Department of Trade and Industry as a consultant in their futurefocus@dti facility working with DTI and its customers on scenario planning, performance management, business planning and project working between 2000 and 2003. This led to further involvement with the 'learning the habit of innovation' programme and subsequent involvement with the i-lab project working in universities across East Anglia. She also collaborated with the DfES to build a set of scenarios for the future of education and life-long learning that are still used to test policy ideas across Government.

Since 2003 Phyllida has been an associate of Olivier Mythodrama and now of Contender Charlie, delivering workshops on inspirational leadership and change management. She continues to work with public sector clients on diversity policy and also runs creativity workshops for several public and private sector companies.

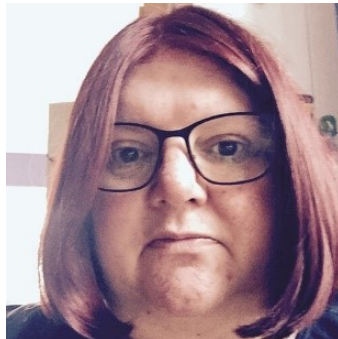
Ben White

Ben White is a psychology teacher and research lead for Ashford Teaching Alliance. He recently completed a research project for NCTL/DfE on data use and workload and was a member of the DfE's advisory group on data use, technology and workload which published in November 2018. Ben is a member of CEBE (Coalition for Evidence Based Education) with whom he is exploring the evidence base for school leadership training. He co-founded Walden Education with whom he spends one day a week supporting various educational projects. Recently this has included CPD work in secondary schools and preparing research briefings for the Institute for Teaching, The Key School Support, KMTSN, PiXL and others. He occasionally writes articles and blogs which he shares from @WaldenKent.



Clare Sealy

Clare Sealy is the head teacher at St Matthias Primary school in Tower Hamlets, East London. She is well known for blogs about how her school is attempting to put educational research findings into practice at www.primarytimery.com. Her particular interests are the application of cognitive science in the classroom, rethinking assessment for learning and developing a primary curriculum that builds cultural literacy. Her work on alternatives to marking has been published by the DfE on its teaching blog. Clare felt that their 'deep marking' policy was a burden on staff and stopped written marking in her primary school making feedback and pupil self-assessment part of every lesson without compromising on pupil outcomes.



Dr Andrew Curran

"Twenty-five years of neurobiological research tells us that children learn best when they feel loved."

We have said for a long time now that if you don't know about brains then you don't really know about teaching and learning.

It is for this reason that we are delighted that paediatric neurologist and neurobiology researcher Dr Andrew Curran is one of our longest-standing Associates and someone, despite the pressures of his clinical day job at Alder Hey Children's Hospital, who is still one of our most requested speakers.

And rightly so.

At a time when recent understandings of neuroscience with regard to learning seem to be boiled down to dual modality processing, appropriate reduction of cognitive load and spaced learning (or saying what you see, making it hard but not unnecessarily hard, repeat till it sticks), Andrew's research and vast experience shows there is more to neuroscience in the classroom than these reductive approaches. For Andrew – and it's the same in his clinical work – we must never lose sight of the human being in front of us. In the same way that a good doctor looks beyond the symptoms and the illness to the well person that lies beneath, a good teacher will look beyond behaviours and academic outcomes to a child who wants to learn and is capable of learning. One who is so much more than their behaviours or academic results.

And that teacher will then work on exploring and eliminating the barriers and obstacles that are getting in the way of achieving much better outcomes all round.

