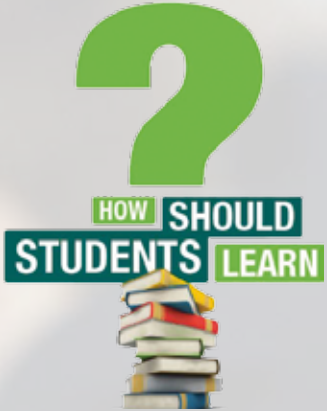
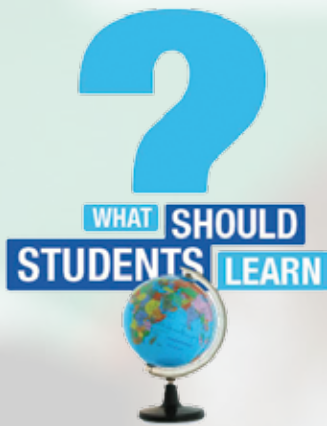


# Excellence for All

SSAT National Conference, November 24 to 26, Birmingham



Your guide to the Specialist  
Schools and Academies Trust's 18th  
National Conference: 21st Century  
Schooling – Excellence for All

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## The SSAT 18th National Conference

21st Century Schooling – Excellence for All  
 International Convention Centre, Birmingham  
 November 24 to 26, 2010  
[www.ssatrust.org.uk/jointhedebate](http://www.ssatrust.org.uk/jointhedebate)

# The keynote speakers

### Wednesday, November 24 – 1:30 to 3pm

#### Professor Sugata Mitra

Sugata Mitra is professor of education technology at Newcastle University and the instigator of the “Hole in the Wall” experiment, which saw a computer placed in an Indian slum in Delhi and children allowed to freely use it. His research looks into how education can be provided to young people where educational resources are limited or non-existent (see page 7).



considers how schools can confidently integrate new technologies into the classroom (see page 7).

#### Daniel H Pink

Mr Pink is a leading thinker on the changing world of work. His ground-breaking research challenges traditional approaches to what students should learn and how we can motivate them in school (see page 4).



geography in a 21st century national curriculum (see page 6).

#### Professor Dylan Wiliam

Prof Wiliam is a former deputy director of the Institute of Education. He will set out how his seminal work on formative assessment is essential in improving the quality of how students learn (see page 6).



#### Dr David Hemery CBE

Dr Hemery is an Olympic champion and founder of the charity 21st Century Legacy. He will ask what makes an achiever and how we can use the legacy of the 2012 Olympics to bring the best out of our students.



### Thursday, November 25 – 1:30 to 3pm

#### Professor Barry Carpenter OBE

Prof Carpenter is leading a ground-breaking research project. With practitioners from around the world he is exploring how we develop pedagogical approaches to meet the needs of a generation of children with new SEN (see page 5).



### Friday, November 26 – 12:15 to 1pm

#### Professor Andy Hargreaves

Prof Andy Hargreaves’ forthcoming publication *Beyond Expectations* examines case studies from the world of education, business and sport to challenge long-standing leadership myths and draw out key lessons leaders can learn from and apply.



### Wednesday, November 24 – 4:45pm

#### Secretary of State Michael Gove MP

Mr Gove was appointed secretary of state for education in May 2010. He will be speaking about his vision for schools and academies.



#### Professor Erica McWilliam

Prof McWilliam is a leading academic from Queensland University of Technology and will draw on her wide-ranging research to outline the key elements of a 21st century pedagogy.



• For more on the breakout workshops, debates and School Showcases, see page 8. For the full conference programme, visit [www.ssatrust.org.uk/jointhedebate](http://www.ssatrust.org.uk/jointhedebate)

### Thursday, November 25 – 9 to 10:30am

#### Professor Tanya Byron

Prof Byron is a child psychologist and BBC presenter on child behaviour. Her 2008 Byron review examines the “safety of children in a digital world” and



### Friday, November 26 – 9 to 10:15am

#### Professor David Lambert

Prof Lambert is the chief executive of the Geographical Association and will be considering the place of



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# Renewing the specialist commitment



**Elizabeth Reid**, chief executive of the SSAT, introduces the conference themes this year, discusses the challenges facing our schools today, and also the opportunities that are being presented

This year's SSAT National Conference comes at a challenging time for schools. Although more protected than other parts of the public sector, our UK members face tougher challenges in using resources and achieving yet higher standards at the same time. The targeted funding that comes through specialism is going.

Yet, in such adversity there is great opportunity. There are greater freedoms on offer providing an unprecedented chance to become more innovative in delivering improved outcomes. Teaching is to become more focused in schools, with great opportunities to develop new pedagogic centres.

The importance of networking and collaboration is enhanced as we need to secure efficiencies and greater effectiveness. The opportunity to learn from each other has never been so important. The data we use will matter even more as accountability is accelerated.

So, our conference this year has an agenda that is both intellectually stimulating and inherently practical. Focused on the central questions facing schools – how pupils learn and how we remove barriers to learning – we are bringing together great thinkers with innovative leaders and teachers from schools to explore these issues and share their wisdom.

This supplement provides a flavour of the arguments that delegates will hear. One of the big debates in schools concerns the relative importance of knowledge and skills. Should schools concentrate more on knowledge than talent, or can they do both equally? Daniel H Pink (page 4) will argue that we need to reinvent our idea of schools to bring forth

critical and creative thinking from their students.

Professor David Lambert strongly defends subject disciplines, arguing that it is the key to good teaching, while Professor Dylan Wiliam, fresh from his acclaimed television programmes, believes that teachers must ask students more questions (both on page 6).

Technology has always been at the heart of specialist schools, back to the City Technology Colleges and Technology Colleges in the early 1990s.

IT may have come on in leaps and bounds since then, but has our ability to make the best use of its potential in the classroom? Professor Tanya Byron believes we need to become much more digitally literate, while Professor Sugata Mitra believes that groups of students can develop research, analysis and reading comprehension skills working together with computers (both on page 7).

And how do we overcome barriers to learning? Professor Barry Carpenter (page 5) shares his findings and thoughts about how to make learning for children with SEN truly inclusive.

Their thinking is summarised in this supplement. But the great strength of our conference is also the scores of workshops where school leaders and teachers share their practice and experiences, inspiring colleagues to think about new ways of improving standards in the process.

For the SSAT, this is also a hugely important event. We are delighted to have the secretary of state, Michael Gove, sharing his thoughts with us. Since his appointment, he has championed academic subjects including science and languages. And our networks of science and language colleges have a

vital role to play in using their expertise to advance excellence in subjects.

At a time when teaching of modern languages has declined throughout the secondary sector, it has remained strong in language colleges, with 88 per cent of their students taking GCSE languages compared with 40 per cent in other schools. Science colleges have been at the forefront of the revival of physics and chemistry at GCSE, which have seen a big improvement in take-up after years of decline. Sports specialist schools have started to revitalise competitive sports and PE, and can play a vital role in their future expansion.

Whether as specialist schools or academies, our schools are always at the forefront of collaborative work. Successful schools work to help others improve. There are growing opportunities for schools to combine academy freedoms with the partnership benefits of trust status, widening choice and building efficiencies.

As the academies movement continues to expand, there are new opportunities for outstanding schools to acquire academy freedoms while working closely with other schools, joining 200 academies that have already achieved remarkable improvements in standards in some of our most disadvantaged communities. Free schools offer the chance for innovative new approaches to education, while the growth of academy chains is developing a shared approach to teaching and learning beyond narrow local boundaries.

Our movement – both here and abroad – has always been about a can-do approach to education. It is one of innovation and rigorous commitment to continuous improvement. It has led to many of the improvements achieved since the 1990s and can deliver the improvements we need to compete globally in the next decade. This conference provides an opportunity to renew that spirit.

• Elizabeth Reid will address the SSAT National Conference during the afternoon session on Wednesday, November 24.



We must change our traditional learning approaches to better prepare today's students for the workplace, argues Daniel H Pink – a leading thinker and author on the changing world of work

As a leading thinker on the changing world of work, Daniel H Pink is well placed to scrutinise what today's students should learn at school and how teachers can motivate them to learn.

Mr Pink, who made his name as a speechwriter for former vice president of America, Al Gore, will be speaking about his research at this year's National Conference.

Although he writes mainly about business, he is convinced that there are similarities between the workplace and schools and that many of his ideas are equally applicable to the classroom.

For a start, he firmly believes that the education world needs to examine what he calls its "deeply embedded assumptions, practices and orthodoxies" and make the changes that will enable young people to succeed.

"It seems to me that we're spending our time trying to optimise an outdated system – rather than trying to construct a new system better suited to the tempo of our times," he explained.

"For instance, why do we have such long summer breaks? Why do we group kids by age all the way through school? When was the last time you spent your entire day, week, month and year with people whose birthdays are precisely plus or minus six months from your own?"

"Why do students have lectures during class time and do problems at home, when online video allows you to do the reverse? Why do we finance schools the way we do? Is secondary school really necessary? The list goes on."

One of the key questions under discussion at the conference will focus on what students should be learning and, once again, Mr Pink has firm views on this.

"Obviously literacy and numeracy are essential and we need great scientific literacy as well, of course," he said.

"But we need to be building skills like critical-thinking, symphonic-thinking, big-picture-thinking, design-thinking, and creative-thinking. And we need to help young people establish habits of the heart – empathy for others, grit and perseverance, citizenship, ethics and so on. It's a tall order – and in my view schools shoulder too much of the burden for doing this and the rest of society too little."

In his second book, *A Whole New Mind*, Mr Pink wrote about the era of "left brain" dominance giving way to a new world in which "right brain" qualities like empathy, inventiveness and meaning are important.

Asked how schools can help young people to develop and sharpen these "right brain" traits, he replied: "In lots of ways. We should tear down the barriers between disciplines and try more team-teaching, rather than frog-march children from maths to science to social studies and never draw the links between them.

"I'm a believer in the value of writing across the curriculum, including in the sciences and even in physical education. We should be teaching maths, science and engineering in a more enquiry-based, curiosity-driven way. And we should give both students and teachers far greater autonomy."

When it comes to motivating students, Mr Pink argues that the old-fashioned carrot-and-stick approach simply is not sufficient for today's challenges.

In his most recent book, *Drive – The Surprising Truth About What Motivates Us*, he points out that people who enjoy the tasks they do tend to outperform those who are simply motivated by external rewards. He puts motivation down to three things – autonomy (the desire to direct our own lives), mastery (the urge to get better and better at something that matters), and purpose (the yearning to do what we do in the service of something larger than ourselves).

"Carrots and sticks work," he said, "but only in a surprisingly narrow band of circumstances. For enduring motivation and high performance, autonomy, mastery and purpose are much better. For more complicated, complex, creative and conceptual tasks, these 'if you do this, then you get that' motivators just don't work very well and often backfire. That's important because most of our children, and indeed most adults today in the white collar workforce, will be doing creative, conceptual work rather than routine, algorithmic work."

He believes, too, that it is crucial for students to be actively engaged in their learning, "not merely compliant". He admits, however, that when he was at school he was very focused on achieving good grades – often at the expense of actually learning anything. "In some ways, I'm a perfect example of how performance goals can dampen learning goals," he said. "That said, I read a fair amount, so I guess I learned a few things, just not in the classroom. And by the time I got to university I was much more focused on actual learning."

• Daniel H Pink will address the SSAT National Conference during the morning session on Thursday, November 25. He will also host a breakfast seminar at 8am on the same day.

# A new approach to SEN

**Professor Barry Carpenter OBE** is working to develop new pedagogical approaches to meet the needs of SEN learners and as well as addressing the SSAT National Conference, he will host two workshops

**D**uring the first decade of the 21st century we have seen a significant change in the profile of children with SEN.

There has always been a range of disabilities that have caused SEN, but over the last 10 years we have witnessed an explosion in numbers – due to factors like prematurity of birth, maternal alcohol consumption (Foetal Alcohol Spectrum Disorder is now the largest non-genetic cause of learning disability in the UK), the rise in autism, smoking, drug abuse, and road traffic accidents.

A Warwick University study published in June 2010 said the number of disabled children in this country rose from 700,000 in 2004 to 950,000 in 2009. This is, of course, distinct from the number of children with SEN, which is 1.65 million.

For the past year, I have been leading a research project with practitioners from around the world on how we develop pedagogical approaches to meet the needs of this new generation of children who are presenting with SEN that we have not encountered in our classrooms before.

My argument is that since the pattern of children's SEN has changed, then so our teaching strategies must change too. When I spoke to a group of teachers recently they all said that although they were doing their best, some of these new generation children were baffling.

They agreed the time had come to add new tools to their toolkit.

A mother who had read about my work emailed me about her son, who was born at 24 weeks' gestation and had just experienced his first term in a primary reception class. It was a super school but every time the teachers regaled his misdemeanours she realised that they did not understand that her son was "wired differently".

My question is this: if this boy is "wired differently", in what way does he learn differently? And if he learns differently, in what way should we be teaching differently?

The Complex Learning Difficulties and Disabilities (CLDD) research project, funded by the Department for Education, has therefore set out to develop new tools and materials to



teach these new generation children. By the end of the project, we will have worked with more than 6,000 children, all of whom are part of this emerging group with complex needs.

The simplest definition of children with complex needs is that they have two or more difficulties or disabilities. It might be a child with autistic spectrum disorder who also has ADHD, or a child who has asthma, eczema and a physical disability – in other words a combination of disabilities which give rise to a complex need and a complex learning pathway.

The project is sub-titled Developing Meaningful Pathways and Personalising Learning and will report in March 2011. I recently briefed Sarah Teather, secretary of state for children and families, on our work prior to the publication of the Green Paper on children and young people with SEN and disabilities.

We began our research project in October 2009, working alongside 12 teacher researchers in SSAT member special schools across the UK to develop effective teaching strategies for these children. We then trialled the materials with 50 schools in England and 15 international schools.

In January 2011, we shall take the materials into mainstream schools and see what adaptations are necessary for them to work in primary schools, secondary schools and early years settings.

The first set of materials consists of a series of CLDD briefing sheets for teachers and teaching assistants. They include descriptions of disabilities like Fragile X Syndrome or Foetal Alcohol Spectrum

Disorder, classroom support strategies, and resource guides.

We have also developed an Engagement Profile and Scale to help teachers with their planning, giving seven indicators of engagement in areas such as discovery, curiosity and investigation.

The third resource, which will be available in March, is the Enquiry Framework for Learning, which asks teachers a series of questions and then, depending on the answers, offers ideas and support strategies for teaching and learning.

Removing the barriers to learning is one of the themes at this year's National Conference, and with this in mind I will be speaking about the pathways and possibilities that have emerged from the CLDD project.

My research team and I will also be doing two workshops, where we will showcase six guidance booklets we have written for teachers, dealing with issues like how we teach CLDD children, workforce reform, and working with families.

The CLDD project is the first educational, school-based piece of research in the world focused on this evolving group of children. We believe it is very timely and will create a platform of support that will grow and develop in the years to come.

• *Professor Barry Carpenter OBE is associate director (SEN) at the SSAT and project director for the CLDD research project. He will address the SSAT National Conference during the afternoon session on Thursday, November 25. He will also host workshops on the mornings of Wednesday, November 24, and Friday, November 26.*



# Subject to change

The National Conference will see Professor David Lambert discussing the place of subjects within the curriculum, while Professor Dylan Wiliam, fresh from his ground-breaking BBC series, will explain his work on formative assessment

## Professor David Lambert

When it comes to striking the balance between subject knowledge and skills, creativity and independent learning, Professor David Lambert is unequivocal in his views.

“Of course I am interested in young people acquiring and developing skills,” he said. “But you cannot do this in isolation. There is a careless assumption by many that subject knowledge is just ‘stuff’ to be delivered to young people. But it is much more subtle than that. Teachers need to have a dynamic relationship with the subject they teach.”

Prof Lambert, chief executive of the Geographical Association and professor of geography education at the Institute of Education, is adamant that subject knowledge is key to good teaching.

“Most teachers outside the core areas of English, maths and science get precious few opportunities to enhance their professional skills and subject knowledge,” he said. “Teachers go on behaviour management courses and Assessment for Learning courses but there are some who will not have thought about their subject deeply since they were under-graduates.”

Prof Lambert believes that “curriculum-making” comprises three key elements. “First, there are the children themselves – good teachers need to understand them and be willing to hear what they say,” he said. “Second, there is pedagogy, the act of teaching.”

“If you add these things together I guess you could have a pretty exciting classroom but there is still something missing. That is subject discipline – the ideas and material that young people are never going to encounter anywhere else other than in school.”

“As a practical example, a teacher might think ‘Friday morning, we’ll have a classroom discussion with the year 10s on HIV/AIDS in Africa’ – that’s fine, except if no-one has bothered to teach the students what a virus is, how are they supposed to talk about it intelligently?”

“School introduces young people to forms of knowledge which they don’t get otherwise, and what’s so careless in recent years is that this obsession with the skills curriculum and the competence type agenda is an act of educational betrayal.”

The Geographical Association is helping to further develop geography teachers’ subject knowledge through conferences, journals and online CPD. It has also published *A Different View*, a manifesto setting out geography’s place within the curriculum.

For more information on this, visit [www.geography.org.uk/adifferentview](http://www.geography.org.uk/adifferentview)

• *Professor David Lambert will address the SSAT National Conference during the morning session on Friday, November 26.*

## Professor Dylan Wiliam

Professor Dylan Wiliam made headlines earlier this year when he outlined his education theories in BBC2’s *The Classroom Experiment*.

Prof Wiliam’s strategies, demonstrated with a year 8 class at a Hertfordshire school, included banning pupils from putting up their hands. Instead he asked everyone to write their answers on small whiteboards and show them simultaneously – so he could ascertain the learning taking place.

This was an example of formative assessment in action – an approach which he and Professor Paul Black began working on in 1992 and which they believe is essential in order to improve the quality of teaching in schools.

Prof Wiliam has often described formative assessment as being “the bridge between teaching and learning” and he remains convinced that in terms of achievement it makes the single biggest difference to students.

“Improving education is a national economic priority,” said Prof Wiliam, former deputy director of the Institute of Education.

“With higher levels of educational

achievement comes increased economic growth, increased lifespan and improved health. Every country is trying to work out how to improve education and the single most important factor in achieving this is teacher quality.”

He is sceptical that suggestions such as improving the quality of entrants to the profession and getting rid of “so-called incompetent teachers” will make a difference.

“The effects would be marginal at best and would take years to work through the system,” he said. “Formative assessment is the thing that seems to have the best track record.”

He believes, for example, that marking is a waste of time and that teachers should use more on-the-spot questions in class and more real-time tests. He also advocates the setting up of teacher learning communities which meet once a month and enable teachers to work on improving their practice.

“I jokingly told a group of teachers recently that marking is the punishment teachers have to do for not getting the learning right when students are in front of them,” he said.

“If you spend more time on the planning of a lesson you can ask probing questions when the students are still in front of you and find out whether or not your teaching was successful before they leave. If you don’t do that before they leave, you have to put their learning back on track by correcting them in their books – which is hugely inefficient.”

Prof Wiliam has co-written two professional development training packs for the SSAT, both of which support teachers in embedding formative assessment in the classroom.

• *Professor Dylan Wiliam will address the SSAT National Conference during the morning session on Friday, November 26. He will also host workshops on Wednesday morning, November 24, and Friday afternoon, November 26.*

# Coping in a digital age

Professor Tanya Byron will address the National Conference about the impact of her work on keeping children safe in a digital age, while Professor Sugata Mitra will discuss how we can educate children who have a limited access to resources and technology

## Professor Tanya Byron

It is two years since former prime minister Gordon Brown asked Tanya Byron to conduct an independent review into the safety of children in our digital world.

The two reports she produced also looked at the ways in which parents and children can be helped to get the best from the internet and video games. At this year's SSAT National Conference she will be addressing a related question – how can 21st century schools confidently and successfully integrate new technology into the classroom in order to support learning?

"We are still in a fear-laden mindset about children and technology, but actually technology is very much the way children engage with their lives," said Prof Byron, a child psychologist who has worked in the NHS for 20 years in the areas of drug dependency, HIV/AIDS and sexual health, adult mental health and eating disorders services.

"My real concern is that we aren't equipping our children and young people to be digital citizens, not just in terms of their learning, but in terms of being equipped with the skills for the future digital economy.

"We need a skilled, innovative, creative workforce to be able to get ourselves out of recession. If we aren't educating children in the digital skills they need in order to be the future digital workforce, we are going to fall behind the rest of the world. We really need to engage with children and young people so that we can input technology into schools in a way that helps their learning and allows them to develop."

Asked how schools can do this, Prof Byron is full of suggestions – including setting up digital councils for pupils to share ideas,

encouraging young NQTs to come up with innovative ways to engage students with new technology, using mobile phones as learning tools, and introducing video games to facilitate learning.

"I know this is a contentious issue, but there is a huge amount of evidence to show that gaming has a very positive influence on learning in an educational context," Prof Byron added.

"I'm not saying kids should be sitting in front of screens for eight hours, but I think we are denying children the right to learn in the way that works for them. There's also evidence that children who are engaged in their learning via technology perform better and achieve better grades."

Prof Byron, who is advising secretary of state for education Michael Gove about the use of technology in schools, believes schools and school leaders have a duty to help children to understand issues like "netiquette" and online safety.

As she said: "If we can be open and transparent with children, we'll have more resilient young people who are well equipped to deal with this very fast and at times overwhelming world we live in."

• *Professor Tanya Byron will address the SSAT National Conference during the morning session on Thursday, November 25.*

## Professor Sugata Mitra

Like Prof Byron, Professor Sugata Mitra is convinced that technology is a highly effective way to support teaching and learning.

Prof Mitra has conducted extensive research into how education can be provided to young people in parts of the world where educational resources are limited or non-existent.

He is often dubbed the "slumdog professor" after his remarkable Hole in the Wall experiment in the slums of Delhi inspired author Vikas Swarup

to write *Q and A*, the book which became the Oscar-winning movie *Slumdog Millionaire*.

Prof Mitra's Hole in the Wall research aimed to show that children could learn to use computers very easily without any formal training. When he placed a computer with an internet connection in a wall in Delhi in 1999, he discovered that the local children, completely unsupervised, taught themselves to use it within a month.

His experiment has since been repeated all over the world, with similar results. As Prof Mitra wrote earlier this year: "We concluded that groups of children from disadvantaged and remote settings can learn to use computers and access internet resources on their own, if given appropriate free, public and unsupervised access."

Now professor of education technology at Newcastle University, Prof Mitra is keen to show that his findings are relevant to all schools. He has developed the concept of Self Organised Learning Environments (SOLEs), where children (mostly aged eight to 13) divide themselves into groups of four, with one computer to each group. The teacher triggers the learning by asking a question linked to the curriculum (anything from "did the Vikings smell?" to "what are fractals?") and the children then investigate the topic together.

"This is no longer a method for disadvantaged students alone," explained Prof Mitra. "It teaches skills like research, analysis and reading comprehension and is for every child.

"Even if you have an excellent school and excellent teachers, this method can produce even better results. It shows how technology can improve children's education, particularly through independent learning."

• *Professor Sugata Mitra will address the SSAT National Conference during the afternoon session on Wednesday, November 24.*





## The SSAT 18th National Conference: 21st Century Schooling – Excellence for All

This year's conference offers almost 100 interactive workshops, panel debates and school-led presentations. This year sees more than 70 schools involved. Some of the workshop and breakout session highlights are detailed below. A full programme can be found on the conference website at [www.ssatrust.org.uk/jointhedebate](http://www.ssatrust.org.uk/jointhedebate)

### Wednesday, November 24

#### Workshops: 10:30am

- Children with complex learning difficulties and disabilities: – from engagement to learning with Professor Barry Carpenter OBE (see page 5).
- Developing a 21st century workforce at Lodge Park Technology College.
- Innovation that works: research-based strategies that raise achievement with Professor Dylan Wiliam (see page 6).
- An SSAT Innovation Fellows session: How can project-based learning support skill and knowledge acquisition, and personalisation?

#### School Showcases: 3:30pm

- An SSAT Innovation Fellows session: Can working collaboratively in a web 2.0 environment enhance learning?
- Considering a creative curriculum – how can vertical models remove the barriers to learning?
- How can learning spaces be adapted to support a 21st century pedagogy?
- How can a curriculum be designed to meet the needs of students in the 21st century?

#### Other highlights

- Presentations: Capitalising on the 2012 legacy with Olympians Dr David Hemery CBE (1.30pm) and Jonathan Edwards CBE (12:30pm).
- Panel debate: A content-based curriculum vs a talent-orientated curriculum (3:30pm).
- Q&A: secretary of state for education minister Michael Gove (5.30pm).

### Thursday, November 25

#### Breakfast Sessions: 8am

- Behaviour for learning with Sir Alan Steer.
- From Apprentice to Entrepreneur – helping students find their lightbulb moment.
- Jesson Value Added and improving student outcomes with Professor David Jesson.

#### School Showcases: 11am

- How can the learning of languages encourage enterprise skills for the business world of the future?
- How do you maximise achievement at key stage 4?
- How can student coaching remove barriers to learning?

#### School Showcases: 3:30pm

- Increasing participation in STEM – what really works.
- How can we overcome barriers to learning in a diverse community?
- What are the most engaging ways to teach mathematics?
- How can we engage staff and students more effectively?

#### Other highlights

- The GL Assessment Education Debate: The right support for the right child – reviewing SEN provision (11am).
- Panel debate: Can diversity in education lead to excellence for all? (3:30pm).
- Evening event: Sir Bob Geldof, John Wood and the SSAT's student consultants launch their Global Citizens project (7pm).

### Friday, November 26

#### Breakfast Sessions: 8am

- Real learning: real engagement – the educational challenge of children with complex learning difficulties and disabilities with Professor Barry Carpenter OBE (see page 5).
- How can we make mathematics more interesting? (With Alex Bellos).

#### School Showcases: 11am

- How can longer learning blocks, condensed key stage 3, competency-based curriculum, and creative use of technology engage students effectively?
- How can we use time more effectively to enhance learning?
- How can we raise the achievement of White working class boys?

#### Workshops: 1:30pm

- Creativity workshop with opera director and amateur Karen Gillingham and composer Richard Taylor.
- Digital technologies: Occupy the hand and free the mind – “five simple strategies to make learners active with new tools”.
- An SSAT Innovation Fellows session: Can school-based social networks support student collaboration?

#### Thinking of becoming an academy?

The SSAT National Conference will offer daily sessions for schools which are considering the move to academy status under the government's new legislation.

This supplement has been produced by *SecEd*, in association with the Specialist Schools and Academies Trust. It can be downloaded online at [www.sec-ed.co.uk](http://www.sec-ed.co.uk). *SecEd* is a weekly secondary education newspaper that is delivered free of charge to every UK secondary school. For details, see our website, email [pete.h@markallengroup.com](mailto:pete.h@markallengroup.com) or call 020 7501 6771.