



Primary Leadership Conference 2021

Sunday 28 February – Tuesday 2 March



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Aims

All PTI courses are designed and led by teachers for teachers. The aims of this Primary Leadership Conference are:

- To consider core aspects of child development and how to prioritise what we offer our children in our specific settings
- To give primary headteachers an opportunity to reconnect and look forward with particular reference to mental health, equality, diversity and inclusion
- To re-inspire primary headteachers in their passion for their subjects, and communicating them to their pupils
- To give primary headteachers a chance to see how the PTI can inspire teachers in their passion for subject teaching



About the PTI

The PTI believes that all pupils, whatever their background or ability, are entitled to be taught by passionate and knowledgeable teachers. We reconnect teachers with their specialist subject, engage them with leading academics and encourage more rigorous and challenging subject teaching in schools. We demonstrate how children can be inspired, and achieve higher standards, by teaching that goes beyond the constraints of exam syllabuses and by rich subject provision that incorporates extra-curricular activities. We also provide an additional pathway of communication between teachers, higher education and government agencies.

The PTI aims to:

- ✓ Develop teachers to drive transformational change by creating a culture of high aspiration and expectation
- ✓ Promote the idea that teachers' subject knowledge, enthusiasm and challenge are essential qualities for effective teaching to children of all abilities and backgrounds
- ✓ Promote in-school action research as a means to use evidence-based knowledge to enable a greater focus on inspiring teaching
- ✓ Provide inspiring subject-focused professional development for teachers, enabling them to step away from the classroom and rediscover their love of subject

The PTI was created in 2006, and works in partnership with the University of Cambridge. It grew out of The Prince of Wales Education Summer Schools which, every year since 2002, have provided opportunities for teachers to come together to debate, and where



Schedule

Day 1 | Sunday 28 February

Session 1

1600-1630

Welcome address

Opening remarks by HRH The Prince of Wales and welcome address by Professor Dame Alison Peacock

1630-1715

Keynote

Everything connects! Physical development enhances cognitive and emotional learning

Professor Iram Siraj, University of Oxford

1715-1800

Breakout discussions

How do we create an environment that optimises cognitive development?

Day 2 | Monday 1 March

Session 2

1030-1100

Talk

Diversifying, decolonising and inclusivising the curriculum: some considerations

Professor Paul Miller, Professor of Educational Leadership & Social Justice

1100-1120

Talk

Powerful knowledge: Towards a pedagogy and curriculum of belonging

Naheeda Maharasingam, Headteacher, Rathfern Primary School

1120-1200

Breakout discussions

How do we celebrate diversity in our schools?

Day 2 | Monday 1 March

Session 3

1600-1645	Workshop Mark Grist
1645-1700	Breakout discussions <i>Igniting passion in our teachers and children</i>
1700-1745	Workshop Lee Parkinson 'Mr P ICT'
1745-1800	Breakout discussions <i>Making digital learning irresistible</i>

Day 3 | Tuesday 2 March

Session 4

1000-1015	School leader talk Claire Lightbown, Headteacher, St William of York RC Primary School
1015-1030	Pupil recordings Pupils from La Fontaine Academy, London
1030-1130	Talk <i>Resilient mindsets for the summer term: evidence-based approaches for boosting pupil resilience and mental health</i> Dr Kathy Weston
1130 – 1200	Breakout discussions <i>What are we going to do differently moving forward?</i>

Day 3 | Tuesday 2 March

Session 5

1600-1615

Welcome

Professor Dame Alison Peacock

1615-1710

Talk

A recovery curriculum: Reigniting learning

Professor Barry Carpenter, Professorship in Mental Health in Education, Oxford Brookes University

1710-1735

Breakout discussions

What really matters?

1735-1745

Closing remarks

Professor Dame Alison Peacock





Biographies

Speakers

Keynote: Professor Iram Siraj



Professor Iram Siraj has an international reputation for longitudinal research and policy expertise, she has co-directed a number of influential studies, including the Effective Provision of Pre-school, Primary and Secondary Education (EPPSE, DfE, 1997-2015) and the Effective Early Educational Experiences in Australia (E4Kids, Australian Research Council 2009-2015). Her recent studies on professional development are all cluster randomised controlled trials of evidence-based interventions looking at the impact of evidence-based professional development to improve outcomes for disadvantaged children eg in New South Wales Fostering Effective Early Learning (2018) England Using Research tools to Promote Language in the Early Years in 120 schools in England (2020) and early maths TEEMUP study (EEF, 2020-2024).

She has undertaken government reviews of the Welsh Foundation Phase (2014) and the Scottish early year's workforce (2015). Her work on disadvantage includes two C4EO high-level reviews of what families and integrated working contribute to child outcomes for under-fives. Amongst her many published works she has authored award-winning books including: *Social Class and Educational Inequality the Role of Parents and Schools* (Cambridge Uni Press, 2015). Iram's policy work has included being on the Advisory Group for the Welsh Government advising four ministers; Victorian and South Aus., Governments Education Advisory Groups helping to reconfigure education systems; specialist advisor to the House of Commons Select Committee on Children's Centres. She has provided advice to UNESCO, UNICEF, World Bank, OECD, Bernard van Leer and Aga Khan Foundations and to many governments overseas.

Professor Paul Miller, PhD



Professor Paul Miller, PhD, is Professor of Educational Leadership & Social Justice. He is the first and only Black Professor of Educational Leadership in the UK. He has written and published extensively on the discrimination faced by overseas trained and BAME teachers in the UK. He is Director at Educational Equity Services and President of the Commonwealth for Educational Administration & Management (CCEAM).

Naheeda Maharasingam



Naheeda Maharasingam is a Local Leader of Education (LLE), a Fellow of the Chartered College of Teaching and Leader of Rathfern CCT Teacher Research Network. She is steering group lead for the Embedding Race Equality work across all Lewisham schools. She is Headteacher at Rathfern Primary School, a diverse and dynamic inner London primary school. She is passionate about values which enrich her vision and permeate her school culture, pedagogy and curriculum with a focus on disrupting the trajectory for disadvantaged pupils. Rathfern is a Research Hub for the Chartered College of Teaching, holds the NFER Research Quality Mark, lead of the Humanities Hub for Lewisham and is a Centre of Excellence for Global Learning, a Flagship school for Inclusion. It is also the Lead of Cluster of 30 Lewisham schools for the Connecting Classrooms Project with the British Council.

Mark Grist



Mark Grist is a writer and performer based in Peterborough in the UK. Mark used to be an English teacher and Head of Year and a lot of his work is designed for teenagers/young adults/teachers/children. He became Poet Laureate of Peterborough in 2008, Chief Bard of the Fens in 2009 and Edinburgh Fringe Slam Champion in 2010. Mark has recently been on two national tours, whilst also completing an MA in Creative Writing at Goldsmith's University in London.

Lee Parkinson 'Mr P ICT'



Lee Parkinson 'Mr P ICT', has been a Primary School Teacher for 13 years, during which time he has built a wealth of ideas for how technology can be embedded right across the curriculum. He now leads CPD and INSET throughout the UK and beyond focusing on raising standards in the classroom through technology.

Dr Kathy Weston M.Phil. (Cantab) LL.B.



Dr Kathy Weston M.Phil. (Cantab) LL.B. is one of the national experts on parental engagement in children's lives and learning. She holds a Law Degree from Queen's University and a Masters and Doctorate from Cambridge University. Her doctoral work was undertaken at the world-famous Institute of Criminology under the supervision of the Professor Sir Anthony Bottoms. It focused on the theme of resilience, coping and transition.

Kathy worked for many years as a policy and education researcher, before becoming interested in the home-school partnership and the power of parental engagement in learning. She is the co-author of two books for teachers as part of the #100 Ideas (Bloomsbury, 2018; 2020) and a sought-after keynote speaker. She is also considered to be one of the country's experts on evidence-based approaches to parenting and family life and is a regular contributor to BBC radio. Recently, she was invited to contribute to a BBC Radio 4 discussion with Mariella Frostrup, on the topic of childhood anxiety. She believes passionately in bridging the gap between academic research and real-life parenting. Her exclusive, digital library of evidence-based tips and resources for parents, Tooled Up Education, contains tips and resources that have been derived from the most up-to-date research available.

Professor Barry Carpenter



Professor Barry Carpenter is the UK's first Professor of Mental Health in Education, a Chair created for him at Oxford Brookes University. He is Honorary Professor at universities in the UK, Ireland, Germany and Australia. In July 2020 he was awarded the Distinguished Fellowship of the Chartered College of Teaching, for his leadership of the Education field during the pandemic. He has been awarded an OBE and CBE by the Queen for services to children with Special Needs. In 2017 he was entered into "Who's Who" in acknowledgement of his national and international contribution to the field of Special Education. In a career spanning more than 40 years, Barry has held the leadership positions of Headteacher, Principal, Academic Director, Chief Executive, and Director of the Centre for Special Education at Westminster College, Oxford.

In 2009, he was appointed by the Secretary of State for Education as Director of the Children with Complex Learning Difficulties and Disabilities Research Project. Since completing that research, Barry has overseen the development of a national project developing online 'Training materials for teachers of children with severe, profound and complex learning disabilities' (www.complexneeds.org.uk). At the start of the Coronavirus pandemic Barry became very concerned about the impact of the crisis on the mental health of children. With his son, Principal of Baxter College, Worcestershire, he wrote the Recovery Curriculum Think Piece (www.recoverycurriculum.org). To date this has had over 250,000 hits on host websites, and has guided many schools in planning for the recovery and resilience of their children, post pandemic.





Leadership team

Primary Leadership Conference

Dame Alison Peacock
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Primary Programme Co-Designer
CEO, Chartered College of Teaching

Jo Newman

Primary Programme Co-Designer
Head of Junior School, North London Collegiate School

Nicola Coupe

Primary Leadership Co-Ordinator
Schools Improvement Advisor, Salisbury Diocese

Breda Bowles

Headteacher Leader
Former Headteacher, St Thomas More Catholic Primary School,
Oxfordshire

Emma Kerr

Headteacher Leader
Headteacher, Egloskerry School, Cornwall

Clare Lightbown

Headteacher Leader
Headteacher, St William of York RC Primary School, Bolton

Sarah Mitchell

Headteacher Leader
Headteacher, La Fontaine Academy, London

The PTI

Carolyn Roberts

Co-Director, The PTI
Headteacher, Thomas Tallis School, London

Chris Pope

Co-Director, The PTI

Barbara Pomeroy

Education Advisor, The PTI
Former Deputy-Headmistress, North London Collegiate School

Our people

Primary Leadership Conference

Professor Dame Alison Peacock

Professor Dame Alison Peacock is the Chief Executive of the Chartered College of Teaching. Prior to joining the Chartered College, Dame Alison was Executive Headteacher of The Wroxham School in Hertfordshire. Her career to date has spanned primary, secondary and advisory roles. She is a member of the Royal Society's Education Committee, a peer member of the Teaching Schools Council and a trustee of both the Chartered Institute of Educational Assessors and of Teach First. In March 2015, Alison was appointed by the Department for Education as a member of the commission on assessment without levels and she is author of *Assessment for Learning without Limits*.

Jo Newman

Jo Newman has been Head of Junior School at North London Collegiate since 2003 and a primary teacher for some 30 years. Before taking her current role, she was Head of Fairseat, the Channing Junior School and prior to that was Deputy Head, Key Stage 1 at North London Collegiate where she was also a class teacher for a number of years. She began her teaching career in the Preparatory Department of Haberdasher's Askew's Boys School, Elstree. She has a BEd in Geography and Education from Homerton College, University of Cambridge. She also qualified as a teacher of English as a Foreign Language during a period spent working and living in Spain.

Nicola Coupe

Nicola Coupe graduated from Exeter University in 1986 with a BEd Hons Junior/Middle School Studies and Science. Nicola moved to Wiltshire in 2009 when she took up the Headship at Easton Royal Primary School which became one of the founder academies in Excalibur Academies Trust, opening in 2012. Nicola began working with Burbage Primary School as Executive Principal in April 2013 when they converted to Academy status as a Sponsored Academy. She had a strategic role within the trust, which has expanded to three secondary schools and eight primary schools in three hubs in the South West. She had previously taught at The Hill Primary School in Reading, Newland House Preparatory School and North London Collegiate School, an 'all through' independent girls' school in North London, where she was Director of Studies in the Junior School. Since April 2018, Nicola has been a School Improvement Advisor for the Salisbury Diocese with strategic responsibility for school leadership development, Religious Education and Worship.

Breda Bowles

Breda Bowles has been a Headteacher for 10 years and a teacher for 22 years, working in schools in Gloucestershire and in Oxford. She has been involved in Action Research from the start of her career and believes that it is an important tool in moving a school forward.

Emma Kerr

Emma Kerr joined Egloskerry Primary School in East Cornwall in 2008 and became the Principal in 2015. Emma is the PTI Hub leader for the Cornwall Primary Hub. She has a BSc (Hons) degree in Business, completed her PGCE teacher training at the University of Plymouth's Exmouth campus and has completed the NPQH. Prior to being a teacher she worked in London buying programming for ITV but moved to Cornwall to be closer to family and enjoy being by the sea. She has taught in a variety of schools, across all age ranges, in both Devon and Cornwall and also in Sydney, Australia.

Clare Lightbown

Clare Lightbown is currently the headteacher of St William of York Primary School in Bolton and has been in post since May 2016. Clare is the PTI Hub leader for the Bolton Primary Hub.

For over 23 years (with 19 of those as school leader) Clare has taught and managed in a variety of settings including some of the most deprived and challenging catchment areas in the north west of England. Clare is passionate about bringing the curriculum to life through enrichment and first-hand experiences and has built a bespoke curriculum for her pupils in close collaboration with all members of her diverse school community. She now supports other leaders across the north west with subject focused curriculum development. Just prior to lockdown, Clare led a group of teachers delivering a project on sustainable development goals in schools in Tanzania and is fully committed to ensuring inclusive and equitable quality education for all.

Sarah Mitchell

Sarah Mitchell is a Headteacher with STEP Academy Trust, a network of fourteen schools spanning London and East Sussex. She is currently working as part of the STEP Academy Trust Teaching and Learning team, focusing on leadership development and the teaching of reading across the organisation. Prior to this Sarah spent seven years as the Headteacher of Gonville Academy in Croydon. Before training as a teacher, Sarah studied archaeology at the University of Liverpool and has since worked in New York and London. Sarah is also a member of the Ambition School Leadership Headship Institute, a network supporting leaders across the UK, and leads training sessions for the NPQSL and NPQH programmes.

The PTI

Carolyn Roberts



Carolyn Roberts is is Headteacher of Thomas Tallis School, a 11-19 community comprehensive school in London of nearly 2000 students. She read Theology at King's College London followed by a PGCE at Birmingham and MA at Durham. She taught in Birmingham, Leicestershire, Durham, London, and Sunderland before becoming the first Headteacher of St Hild's CE School in Hartlepool and then of Durham Johnston in Durham City. She moved to Tallis in 2013. Carolyn was a member of ASCL Council for nine years, for four of which she was Honorary Secretary. Carolyn was chair of the broad-based Ethical Leadership Commission which ran between 2017 and 2019. She now chairs the Ethics Committee of the Chartered College of Teaching, of which she is a Founding Fellow.

Christopher Pope



Christopher Pope joined The PTI in 2007, to build the charity and establish it as a full-time provider of professional development for teachers. Since his arrival, the PTI has grown fast. From a base of eighty teachers of English and History who attended the Education Summer Schools every year, the charity now reaches over 7,000 teachers in 12 subjects as well as headteachers. He was previously Vice President, Artists & Repertoire at the Decca Music Group, responsible for Decca's artistic strategy by signing new artists and determining recording policy. He had previously been a Decca producer from 1990-98, before gaining an MBA at the London Business School and working with McKinsey & Co as a management consultant. He began his career at the BBC, having read Music at St Anne's College, Oxford.

Barbara Pomeroy



Barbara Pomeroy has been Education Advisor for the PTI since September 2012, with particular involvement in the Schools Leadership Programme and the Associate Department Scheme. She has a background in both industry and education, working as a research physicist and then as a marketing manager for the Dickinson Robinson Group for 9 years before training to teach Physics. She has been a Head of Science and for 13 years was Deputy Head at North London Collegiate School.

Primary membership options

About the Leadership Programme

The Leadership Programme is a national network of schools committed to promoting high-quality subject teaching and high aspiration for all pupils. The programme provides a means for school leaders to consider, in active and practical ways, how to enhance pupils' learning and aspirations through the development of subject knowledge and a passion for teaching it across all areas of their school. Members collaborate through sharing good practice, exchanging ideas and discussing leadership strategies with like-minded professionals.

There are five principles that underpin the programme. These are:

1. Encouraging **high aspirations** for all pupils and **high quality subject teaching**
2. Developing confidence within and across schools, to play to **individual teacher strengths and develop expertise through subject-based CPD**
3. Encouraging teaching that has:
 - Sufficient depth of engagement with a subject to take risks in the classroom
 - Deep subject knowledge which encourages pupils to formulate and discuss ideas
 - Quality of ongoing classroom assessment and feedback to and from children
4. Providing **action-based research**
5. Encouraging creative **leadership, innovation** and **collaboration**

Members can choose whether to pursue an action research project in their school to further these principles in their own setting or they have the option to set up a PTI Primary Hub in their local network.



About the PTI Primary Hubs

Primary Hubs aim to establish a local network committed to the collaborative development of subject knowledge and enrichment. They achieve this aim by strengthening subject teaching through academic support, sharing of expertise and creative collaboration across four tailored CPD days. Through academic contributions from a range of speakers and teacher-led support to develop ideas and resources, Hubs aim to:

- ✓ Empower and enable schools to strengthen their subject provision and leadership
- ✓ Encourage teachers to introduce all pupils to challenging and enriching materials and activities
- ✓ Enrich and develop teachers' subject knowledge and impact through expert talks, resources and discussion, and the sharing of best practice
- ✓ Motivate teachers to consider how to develop engagement, enjoyment, curiosity and intellectual independence within and beyond the curriculum



Joining the Programme

During usual circumstances, the Primary Leadership Residential held in October each year serves as an induction onto our Leadership Programme. With contributions from a range of high profile speakers and a dedicated team of headteacher development partners from our network, this event provides a professional forum for discussing the current climate in education. Out of these discussions, participants are encouraged to consider an action research project or PTI Primary Hub.

The online Primary Leadership Conference is designed to offer the same provoking thought pieces and rich discussion for our extensive leadership network. We are offering one-to-one conversations with a member of our headteacher leadership team for participants interested in developing an action research project, setting up a Hub, or reporting on the progress of their existing project. Please contact our Senior Programmes Manager, Nicola, to express your interest in joining the programme and/or to arrange your one-to-one (nicola.bentley@ptieducation.org).

To support member research and our regional Hubs we offer opportunities to hear from PTI speakers, discuss current issues with peers, and network throughout the year:

Primary Leadership Residential

A two-day residential course developing inspiring ideas to impact on the quality and consistency of the curriculum and ensuring depth and challenge for every child (bookings for October will open soon).

The Virtual Primary Hub

Incorporating academic and workshop-based content delivered by subject experts and experienced teachers to connect challenging material with classroom teaching across a range of subjects.

The Early Years and Primary Forum

Explores a current topic through the approaches and practice of members. Places can be booked [here](#).

Staffroom resources

PTI courses are recorded and available for download with the accompanying resources from the online Staffroom (log in [here](#)).

School Leadership Day

Members are invited to attend this event each year to discuss their progress, hear from a PTI speaker and share practice with peers.

Participants receive a year's free membership to the programme following attendance at the conference. This provides access to the Early Years and Primary Forum, the Virtual Primary Hub and Staffroom resources. Headteacher members are also invited to the School Leadership Day (the next event will be in March 2022).

Members who choose to conduct action research in school are eligible to achieve the PTI Leadership Programme Mark on the basis of a written progress report submitted one year on. Similarly, members who choose to set up a Primary Hub are eligible for the Primary Hub Mark on the basis of a written report on the impact of the Hub days on their school.



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