

International Thinking Skills Conference 2017

Tuesday 13th June 2017

09.05 – 10.30 am

Keynote Speaker – Andy Griffith

Director, MALIT Ltd.

How to design the conditions for excellent teacher learning

Whilst there is no perfect way for teachers to learn, some ways are clearly better than others. Andy Griffith has specialised in helping teachers to learn to be more effective for the past 16 years. In that time he has won a national training award, written two best-selling books - *Engaging Learners* and *Teaching Backwards* and created training courses that have helped thousands of teachers to be more effective. Most notably the *Osiris Teaching Intervention* course, which began in 2006, has helped teachers in schools to make more impact on the outcomes of learners. This progress has been recognised by organisations such as Ofsted and the TES awards in the UK.

In his keynote presentation, Andy will share his understanding around the science of learning and how, in particular, leaders can create the right conditions for learning to occur amongst teaching staff. How can we design for learning rather than against it? How can we be aware of and reduce barriers to learning? How can teachers and leaders in schools become better learners? Get the answers to these questions right means that more teachers will help more children to succeed. Get them wrong, and so many schools do, then we miss opportunities that we will never get back again.

<u>WORKSHOP LEADER</u>	<u>WORKSHOPS: TUESDAY 13th JUNE 2017 – SESSION ONE 11.00 am – 12.30 pm</u> <u>TITLE & SUMMARY</u>
<p>Candice Wood</p> <p><i>Thinking Skills Coordinator</i></p> <p>Maidstone Grammar School for Girls</p>	<p><i>From 6th form to Year 6: Passing the baton of thinking methods between generations</i></p> <p>Over the past 4 years, Maidstone Grammar School for Girls has continued to develop an outreach programme for access by students from local feeder Primary schools. Throughout this time, hundreds of Year 5 and 6 students (quite often gifted and talented) have visited the school to experience a series of workshops delivered by our Sixth Form Thinking Team. Students are introduced to a variety of strategies employed by the school, including: Thinking Maps, Thinking Hats, and Thinker’s Keys. Not only has this initiative helped to consolidate Sixth Form students’ understanding of thinking processes but has also proved to be a valuable opportunity to market the school to prospective students in a competitive climate. In this session, delegates will have the opportunity to experience some of the tasks used by our 6th form students, see footage of the lessons taking place as well as interviews with students involved, and discuss how promotion of both thinking skills and the school can be achieved through outreach work.</p> <p>Target Audience : Primary and Secondary.</p>
<p>Laura Watson & Rachael Penny</p> <p><i>Class Teachers</i></p> <p>Stanley Park Infants’ School, Carshalton</p>	<p><i>Thinking Skills in Early Education – how to make subtle changes that lead to lasting learning</i></p> <p>Our workshop will provide an insight into how thinking skills are used within an infants’ school and how these tools facilitate inclusive practice within the classroom. We will share a range of strategies and skills we use on a daily basis across the curriculum and key stages. It will be a practical session where we will give examples of how we stretch and challenge young and enquiring minds in our outstanding infants’ school. There will be time for your school to reflect on the thinking skills you already utilise and we will offer support on how you could further develop thinking.</p> <p>Target Audience: Primary/Infants schools, teachers, senior leaders, SENCOs.</p>

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<p>Richard Coe <i>Vice Principal, Glenmoor & Winton Academies</i></p>	<p><i>Thinking Tools for Leadership</i></p> <p>Of course the key reason why we invest hearts and minds into Thinking Schools is because we think it will benefit the students we teach. But in my experience of working with many Thinking Schools across both primary and secondary sectors, the impact on leadership and how the culture of the “team” can be transformed by thinking tools is just as powerful. This workshop will explore how thinking tools which we use in our classrooms can have positive and often profound impacts in our leadership capacities whether it be for planning , consultation, management or evaluation. Using a range of tools, the workshop will hopefully give you a number of practical ways of changing how leaders operate in your schools so that they too become thoughtful, flexible, creative thinkers.</p> <p>Target Audience: Anyone who works in a subject / faculty / administrative / senior leadership capacity in schools</p>
<p>Peter Short <i>Teacher & SLT/ICT Lead Wellington Primary School, Hounslow</i></p>	<p><i>Thinking about drama - Using the methodology of process drama to explore thinking skills in the classroom</i></p> <p>Process drama is a method of teaching and learning where both the students and teachers work in and out of role to explore a subject area in detail. Developed primarily from the work of Dorothy Heathcote and Gavin Bolton and then through the work of other leading drama practitioners it offers a pedagogy that empowers a whole child approach to education.</p> <p>The speaker will share several examples on how metacognitive activities can be explored using a process drama. The exploration will visit planning, lesson delivery and reflection using the techniques of thinking maps (Hyrtle) , thinking hats (De Bono), habits of mind (Costa), and higher order thinking (Bloom). Participants will have an opportunity to see some techniques in practice and to have a chance to develop their own ideas for implementing thinking based drama activities.</p> <p>Target Audience: The examples will be from Primary Key Stage 2 but the techniques will be useful for all age ranges.</p>
<p>Michael Martisius <i>Teacher, Harefield Infant school, Hillingdon</i></p>	<p><i>P4C and Thinking Schools to Improve Questioning</i></p> <p>Summary/Overview: This session will be a combination of philosophy for children (P4C) and many of Thinking Schools international tools. This session will highlight the combination of a philosophical discussion refined through thinking school mind maps. This discussion will be based around a short video and the theme of prejudice. It will be a practical and interactive session and the layout will be identical to the format I use in my year two class.</p> <p>Target Audience: Primary school teachers, Head teachers, Thinking schools coordinators, P4C coordinators and educators alike.</p>

<u>WORKSHOP LEADER</u>	<u>WORKSHOPS: TUESDAY 13TH JUNE 2017 – SESSION TWO 1.30 pm – 3.00 pm</u> <u>TITLE & SUMMARY</u>
<p>Charlotte Harber</p> <p><i>Teaching and Learning Adviser – Maths</i></p> <p>Herts for Learning</p>	<p><i>Bar Modelling – establishing a deeper understanding through a whole school approach</i></p> <p>The bar modelling approach to supporting, deepening and stretching children’s conceptual understanding of learning in mathematics provides a bridge between the concrete and abstract that leads to mathematical mastery. The Bar method provides pupils with a proven flexible visual model which they instinctively understand. It puts them in control of routine and non-routine problems building their confidence and creating a 'can do' attitude.</p> <p>This workshop will give you a glimpse of the potential of bar modelling and hopefully leave you eager to explore further</p> <p>You will:</p> <ul style="list-style-type: none"> • gain an overview of bar modelling as an approach to teaching mathematics • experience multiple hands on activities to deepen your own understanding of bar modelling as a tool • explore the progression of Bar modelling supported by the HfL Progression in Bar Modelling document • consider ideas and strategies for successful whole school implementation <p>Target Audience: Examples used will be primary, however, the concepts will help benefit delegates from both primary and secondary sectors.</p>
<p>Elaine Stockdale</p> <p><i>Leader for Science,</i></p> <p>Tongwynlais Primary School, Cardiff</p>	<p><i>How to Develop Thinking Skills through Early Science</i></p> <p>The workshop will introduce a number of innovative teaching and learning activities based on learning through play with activities that require minimum resources. Ideas and opportunities will be provided for young learners to begin their ‘thinking’ journey in the context of ‘Outdoor Learning’ and ‘Early Science’. The session will focus on how ‘Habits of Mind’, ‘Thinking Maps’ and ‘Thinking Hats’ can be used successfully through primary science investigations. Participants will leave with a number of practical activities, which are research-based, well-structured and easily delivered, based on Science and Thinking Skills. A take-away pack will be available for delegates to use in their own Nursery or school settings.</p> <p>Target Audience: Early Years, Key Stage 1 in England and Foundation Phase in Wales.</p>

WORKSHOP LEADER	WORKSHOPS: TUESDAY 13TH JUNE 2017 – SESSION TWO 1.30 pm – 3.00 pm TITLE & SUMMARY
<p>Caroline Benard-Grosso & Nick Harvey</p> <p><i>CBG -Deputy Head Teacher, Teaching and Learning & Thinking Schools</i></p> <p><i>NH -Director of Teaching & Learning</i></p> <p>Barton Court Grammar School, Canterbury</p>	<p><i>Leading a Drive Team</i></p> <p>This workshop will explore the leading of Drive Teams (staff and students) in a school going through its Thinking journey towards Accreditation.</p> <p>The following ideas will be considered:</p> <ul style="list-style-type: none"> • Selecting a successful Drive Team • Leading a Drive Team • Staff and student Drive teams working together • Benefits and challenges of a Drive Team <p>We also will share our journey to accreditation from the perspective of both our Drive Teams.</p> <p>Target Audience: Primary and secondary</p>
<p>Andy Griffith</p> <p><i>Director,</i></p> <p>Malit Ltd.</p>	<p><i>Teaching Backwards – how to plan learning using the Teaching Backwards Framework</i></p> <p>Teaching Backwards is a teaching methodology developed by Andy Griffith and Mark Burns. It is a development of the Understanding by Design work of Professor Grant Wiggins. After the book was published in 2014 the authors created a Teaching Backwards Topic Planner that is being used extensively in many schools – both primary and secondary.</p> <p>In this session Andy will lead participants through how to plan a topic using this Framework. Each person will leave with a deeper understanding of the power of planning topics rather than lessons and can receive a free copy of the planner in a paper based format and in an electronic format. The session explores:</p> <ul style="list-style-type: none"> • The mental model behind planning and teaching backwards. • The importance of pre-assessment – how and when we do this. • What it means to be a Blue Peter teacher. • How differentiation needs to take place after excellence has been defined and deconstructed. • How to design topics with proof of learning built in. • How the Challenge-Feedback Loop can create deeper learning. <p>Target Audience: Teachers and leaders of teaching and learning.</p>