



***“Constantly related research ideas to practice in the classroom. Very useful!”\****



***“Lots of beneficial information given to help my teaching career”\****

# ***Agents of change***

**A Conference for Newly Qualified Primary and Secondary Teachers  
Friday 16 March 2018, 9am - 4pm | Faculty of Education, Cambridge**

***Making a difference to learning:  
newly qualified teachers as  
agents of change***

This conference has been arranged especially for NQTs to engage in a day of high quality professional development. The conference will feature keynote speakers Dr Rob Loe - a former PGCE trainee, now Executive Director of Relational Schools and Dr Jon Simons – a Reader in Cognitive Neuroscience at University of Cambridge.

You will select from a range of workshops during which we hope you will be able to gain creative and critical ideas to contribute to ongoing development in your schools and share ideas with other NQTs. In the breaks, you will be able to network with teachers and workshop leaders, as well as browse in the amazing Norfolk Children's Book Centre shop and have an opportunity to meet a representative from the Chartered College of Teaching.

***“Really inspirational - reminded me that my values and passions are important and will impact on outcomes”\****

***Fee*** £145 per teacher  
***Book*** [nqtconference@educ.cam.ac.uk](mailto:nqtconference@educ.cam.ac.uk)



@nqtconference  
#nqtconf18 #agentsofchange



**UNIVERSITY OF  
CAMBRIDGE**  
Faculty of Education

\*Feedback from 2017 conference

## **Morning workshops** 11.15am - 12.30pm

Each workshop below notes suitability for EY - Early Years, P - Primary and S - Secondary teachers

### **Thinking about teaching...imaginatively**

**Shawn Bullock | P & S**

Few would oppose the idea that educational experiences could and should be imaginative for our students - but what do we mean when we use the term 'imagination'? Is it a synonym for 'creativity'? In a practical sense, how might teachers encourage students to think imaginatively? Is imaginative education an 'add-on' or a way of exploring any particular curricular topic? Through practical examples suitable for teaching across ages and subjects, we will explore the foundational ideas of imaginative education within a particular program, conceptualised over decades of research and practice.

### **Looking to your future: unlocking your leadership potential - Celia Jeffries | P & S**

Now past the midway point of your first year of teaching, is this the right time to reflect on your planned career route? Taking on responsibilities, contributing effectively and actively to teams, building a powerful CV - all will doubtless be on your agenda already. Take time in this workshop to reflect on your leadership aptitude and potential; to consider how you might maximise the impact of your current activities and experiences; to think about what best may help you achieve your aims.

### **What forms of classroom dialogue support student learning? - Sara Hennessy | P & S**

This workshop helps teachers understand what forms of classroom dialogue are actually effective for student learning and how to promote them. It is based on the unique findings of a recent large-scale research project carried out by a Faculty team where we videoed and analysed 144 lessons in core subjects, in 48 primary schools. We will share the specific forms of dialogue that significantly influenced student attainment and attitudes to school and self-as-learner, and look at how you can develop these in your own classrooms. Findings and examples come from primary classrooms but may be relevant in secondary contexts too.

### **Understanding autism and communication difficulties - Jenny Gibson | P & S**

In a typical mainstream classroom there is likely to be at least one child with autism. In this session we will explore cognitive and social perspectives on autism, and discuss practical strategies for inclusion. We will also discuss how to identify and support students who have subtle communication needs but who do not have a formal diagnosis.

### **Low Threshold High Ceiling Tasks in the Primary Maths classroom - Fran Watson, NRICH & Julie Alderton | EY & P**

Come and develop your mathematical fitness whatever your level! We will work on problems which provide the opportunity to develop learners' reasoning and explore what digging deeper looks like in the context of EYFS and primary problem solving. We will incorporate time for reflective feedback on your NQT year so far, offer productive suggestions to feed forward into your planning and teaching and debunk some NRICH myths to boot!

### **'Little Victories': Keeping the arts ALIVE in schools - Simon Brownhill | EY & P**

Focusing on music, art and design and drama, this interactive session will explore the contribution that the arts make generally to school life and specifically to children's education and development. We will consider several research-based approaches to arts education practice and will examine practical ways in which vibrant and rewarding projects can be realised even in challenging contexts.

### **Rich Tasks for Purposeful Practice in the Secondary Maths classroom - Alison Kiddle, NRICH & Ems Lord | S**

Consolidation of knowledge and understanding is a vital part of any student's mathematics education, and yet fluency exercises are often tedious and dull. In this session, Alison will share a variety of NRICH tasks that offer opportunities for students to practise specific skills while experiencing what it means to work like a mathematician.

## **Afternoon workshops** 13:30 - 14:45pm

Each workshop below notes suitability for EY - Early Years, P – Primary and S – Secondary teachers

### **Making the Most of Museums and Galleries - Kate Noble | P & S**

This workshop will explore creative and cross-curricular lines of enquiry and working with collections. By sharing examples of innovative projects with both primary and secondary schools and teachers, this workshop will give you teaching ideas and inspiration and help you to discover a range of resources available to help you plan educational visits and embed museum objects and visits into your classroom practice.

### **Practitioner research - Martin Lee and John-Mark Winstanley | P & S**

What kinds of research knowledge do teachers need to enhance their professional practice? Participants will share their experiences of being practitioner researchers, as student-teachers and/or NQTs. As well as exploring the rationale for practitioner research, the workshop will also involve evaluating data-gathering tools from different sources. An excellent opportunity to think about ideas for undertaking future practitioner research, for example at Masters level or as part of other professional development courses.

### **Enhancing classroom dialogue: using micro-blogging tool Talkwall to 'Think Together' - Paul Warwick & Louis Major | P & S**

The DiDiAC research project is currently investigating how a microblogging tool, Talkwall, might affect interactions in 'dialogic classrooms'; approximately 400 students are involved in the research. Developed by the University of Oslo, Talkwall is a free micro-blogging tool for engaging students in collective classroom interaction. Using Talkwall, a teacher formulates a question or a challenge before students, individually or in groups, post messages to a shared large screen. This seminar will be an introduction to the practical and pedagogic issues of using Talkwall. Participants should bring along a laptop, tablet or other mobile device and be prepared to engage in dialogue!

### **Inspiring children to write - Mary-Anne Wolpert and Harriet Rhodes | EY & P**

Providing children with stimulating contexts for writing in the Foundation Stage and Primary settings is crucial to fostering writing for pleasure and forging positive writing identities. In this workshop we will explore motivating classroom approaches to the teaching of writing through enabling environments and playful, purposeful opportunities. We will share a range of practical activities and consider how research into writing can empower teachers to act as agents of change and make a difference to learning in their schools.

### **Philosophy with Children in Primary Schools - Laura Kerslake | P**

If you put your brain in a robot's body, would it still be you? Could there be a world without numbers? What is bravery? In Philosophy with Children sessions, children discuss questions about big ideas in a Community of Inquiry. They learn how to listen to others, to develop their own ideas and to become confident in sharing their own thoughts. Research indicates that it is a way for disadvantaged children to develop their communication skills, and discussing ideas in-depth can also help to develop mastery of the curriculum. We will explore ways of engaging with this topic, look at resources and teaching methods, and there will be guidance for holding your own classroom Community of Inquiry.

### **Mouthfuls of poetry: breaking down barriers for KS3, 4 and 5 students - Lizzi Rawlinson-Mills | S**

School students, undergraduates and PGCE trainees alike often mention poetry as the aspect of English which they find most daunting. Confident English teachers are powerfully positioned to challenge the assumptions that students bring to their poetry reading, and to open up spaces in which people and poems can meet and interact. In this workshop we will consider some of the barriers to engagement with poetry, and play with a range of ways to bring poets' words off the page and to life.

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## Programme

09:30 Registration and refreshments

10:00 Keynote 1 with Dr Jon Simons

10:45 Coffee break

11:15 Morning Workshop

12:30 Lunch

13:30 Afternoon Workshop

14:45 Break

15:00 Keynote 2 with Dr Rob Loe

15:45 Informal networking and collect  
your CPD certificate

16:00 Conference ends

## Keynote speaker 1 - Dr Jon Simons

In this talk, Jon will consider psychology research into the cognitive processes and brain mechanisms that support learning and memory, and discuss some evidence-based study strategies that can help to maximise retention and understanding in the classroom.

## Keynote speaker 2 - Dr Rob Loe

Rob will share research evidence that students who feel connected to school, and feel cared for by people at school are happier, healthier as well as achieving. *Relational Schools'* research explores how NQTs' supportive network of relationships that each individual maintains at work and in their personal lives, correlates to their resilience and success as a teacher.



- **Relevant and practitioner-focused professional development**
- **Wide range of morning and afternoon workshop choices**
- **Opportunities to share ideas about teaching, development and leadership**
- **Named certificate of attendance provided for your CPD record**

## Booking and Payment

You or your school can book directly via **Cambridge University esales**

Our online credit card payment system.

This is our preferred payment method.

You will be asked to select your workshop choices - please view workshop choices.

Alternatively you can request for an invoice to be sent to your school (via email below)

## Queries and further info

Please email Lisa if you have any queries at [nqtconference@educ.cam.ac.uk](mailto:nqtconference@educ.cam.ac.uk)