INNOVATION
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EDUCATION
CONFERENCE

COBIS | COUNCIL OF BRITISH INTERNATIONAL SCHOOLS

research**ED**

Friday 26th and Saturday 27th April 2019 at DUBAI COLLEGE

David Didau   Rebecca Allen   Tom Bennett   Robin Macpherson   Rose Luckin   Oliver Caviglioli   David Bott

Friday 26th April 2019

Time	Topic	Presenter
9.00	Coffee	
9.15	Start / Welcome	**Trevor Rowell**, COBIS, and **Michael Lambert**, Headmaster, Dubai College
9.45	**Key Note:** What If Everything You Knew About Education Was Wrong?	**David Didau**
10.45	**Break**	
11.15	**Session 2 option 1:** Creating Actionable Approaches To School Data	**Rebecca Allen**
11.15	**Session 2 option 2:** Leading Positive Education	**David Bott**
12.10	**Lunch**	
1.10	**Key Note 2:** The Future Of Learning, Young People And Technology	**Rose Luckin**
2.00	**Session 3 option 1:** Death To CPD - A Revolution In Teacher Development	**Robin Macpherson**
2.00	**Session 3 option 2:** Dual Coding	**Oliver Caviglioli**
2.50	**Coffee**	
3:10	**Panel Discussion:** What is Innovation in Education? **Rebecca Allen, David Didau, Michael Lambert and Rose Luckin**	
4:15	End	

Saturday 27th April 2019

Time/Room				
9.00-9.35	Coffee and Registration			
9.35-10.00	Welcome: **Tom Bennett** (Founder of researchEd) **Dee Saran** (Deputy Head, Dubai College)			
10.10-10.50 Session 1 KEYNOTE	**KEYNOTE** **David Didau** Making Kids Cleverer			
11.00-11.40 Session 2	**Tom Bennett**	**Nigel Davis**	**Kirsten Burnett**	**Michael Lambert**
11.50-12.30 Session 3	**Rose Luckin**	**Sarah Lambert**	**Mark Samways**	**Colin Diamond**
12.30-1.10	**Lunch**			
1.10-1.50 Session 4 KEYNOTE	**KEYNOTE** **Rebecca Allen** If teaching is one of the best jobs in the world, why are so many teachers thinking about leaving?			
2.00-2.40 Session 5	**Mark Carver**	**Dee Saran**	**Olly Lewis**	**Ben Rothwell**
2.40-3.00	**Coffee**			
3:00-3.40 Session 6	**Samantha Steed**	**Alan Crawford**	**Nelly Gamil**	**Kate Jones**
3.50-4.30 Session 7	**David Bott**	**Stuart Forsyth**	**Oliver Caviglioli**	**Robin Macpherson**
4.35-4.45	**Farewell, Tom Bennett**			

BIOGRAPHIES

David Didau

David Didau is a former English teacher and Director of learning spy. He writes a popular blog on teaching and learning.

The author of several books on education, David Didau is a prominent and often provocative commentator on social media and has worked as both a teacher and teacher educator. Now leading training and consulting in both the state and independent sectors in the UK and around the world, David taught in English schools for 15 years before becoming a full time writer, speaker and consultant. His blog, *The Learning Spy*, is one of the most influential education blogs in the UK and he has written a series of books that challenge our assumptions such as, *What If Everything You Knew About Education Was Wrong?*, *What Every Teacher Needs To Know About Psychology* and *Making Kids Cleverer*.

What if everything you knew about education was wrong?

Everyone enjoys feeling certain but it comes at a cost; when we're certain we stop thinking. This keynote will explore how we respond to making mistakes and lay out a framework for being professionally sceptical.

David will question your most deeply held assumptions about teaching and learning, expose them to the fiery eye of reason and see if they can still walk in a straight line after the experience. He will stew findings from the shiny white laboratories of cognitive psychology, stir in a generous dash of classroom research and serve up a side order of experience and observation.

Rebecca Allen

Professor Rebecca Allen is Director of the Centre for Education Improvement Science (CEIS) at the IOE.

Rebecca Allen is Chief Analyst and a co-founder of Teacher Tapp, the largest teacher survey in the UK. Until 2018 she was Professor of Education at UCL Institution of Education. An economist by training and former secondary school teacher, she is an expert in the analysis of large datasets. Her research explores how schools respond to changes in government policy, with a focus on teacher careers and school accountability. Her book on teacher careers *The Teacher Gap* was published last year.

Creating actionable approaches to school data

School data systems tend to become burdensome where they are focused on monitoring and justifying school performance, rather than on supporting teachers and students. In this talk, Becky will draw on her own research and experience chairing the UK Department for Education's Teacher Workload Advisory Group to show what sorts of data collection and analysis schools should prioritise.
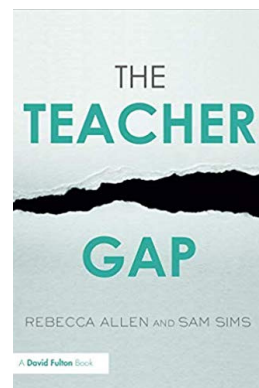
David Bott

David Bott, BA, PGradDip Ed., PGradDip Psych., is Head of Positive Education at Geelong Grammar School

David is responsible for overseeing the Positive Education curriculum including explicit wellbeing lessons, dedicated focus days, pastoral care tutorials and weaving key wellbeing concepts into existing academic curriculum. In 2011 David co-authored his first book, *Teach Positive: Applying The Science Of Positive Psychology To The Classroom*. David has delivered many professional development seminars and consulted with numerous schools in Australia and around the world, and the particular focus of his work has been in highlighting the impact of positive teacher-student relationships on learning and identifying factors that facilitate outstanding teaching and learning in the modern classroom.

Leading Positive Education

David helps lead one of the world's most experienced teams dedicated to research, development and training in the field of Positive Education. David has been involved in training thousands of teachers from hundreds of schools around the world in designing, implementing and sustaining individual and whole-school approaches to wellbeing. David also consults with some of the world's leading schools to help guide wellbeing vision and strategy. David's session will explore his experiences of leading Positive Education across a range of contexts.

Rose Luckin is Professor of Learner Centred Design at UCL Knowledge Lab in London.

Rose's leading research involves the design and evaluation of educational technology using theories from the learning sciences and techniques from Artificial Intelligence (AI). She has a particular interest in using AI to open up the 'black box' of learning to show teachers and students the detail of their progress intellectually, emotionally and socially. Rose is also Director of EDUCATE: a London hub for educational technology startups, where researchers and educators work together on the development of evidence-informed educational technology. Rose has published numerous academic articles in journals and has authored two monographs and two edited collections. She is also lead author of Nesta's influential *Decoding Learning* report (2012) and Pearson's *Unleashing Intelligence* (2016). Rose holds an International Franqui Chair at KU Leuven and was named on the Seldon List 2017 as one of the 20 most influential people in education.

The Future of Learning, Young People and Technology

The implications of AI and automation for change in the future workplace is the subject of much current debate and the implications for all education sectors are significant. In this presentation I will consider how we need to respond as educators to the consequences of workplace automation and how technology can help with this endeavour. I will focus on how we need to extend our students' intelligence beyond the routine cognitive processing of academic subject matter, and how technology can help us to achieve this more effectively.

I will demonstrate the transformative potential of educational technology to revolutionise teaching and learning through specific examples of technology use, that illustrate how technology can both enhance the learning experience for students, and help teachers to become better educators. Whether you are an academic researcher, a technology developer or a parent supporting your child's schooling, advances in technology are already shaping the way you engage with education.

In addition, I will discuss the EDUCATE project at UCL. EDUCATE's mission is to advance the efficacy of educational technology by making the best research evidence and practice accessible for educators, researchers and technology developers. EDUCATE brings a wealth of expertise together from 3 communities:

1. the people who are designing and making innovative educational technology;

2. the people who are wanting to use educational technology: teachers, trainers, employers, managers and students;

3. the people who understand about learning and teaching and how educational technology can best be designed and used to be effective.

I will illustrate how we work with education technology companies to assist them to develop evidence informed products and services and I will also discuss our new Schools programme that is designed to help teachers use and document their use of technology to effectively address an educational need within their classroom.

Robin Macpherson is Assistant Rector at Dollar Academy in Scotland. He was previously Head of Professional Learning at Wellington College where he was Content Director for the Telegraph Festival of Education.

Robin is an Assistant Rector at Dollar Academy in Scotland where he teaches history and is a houseparent in a girls' boarding house. He has worked in Scotland, England and the UAE, spent 7 years as a Head of History and has been an examiner for the SQA, Edexcel and the IBO. He was content director of the Telegraph Festival of Education and organised researchED Scotland. He co-authored *What Does This Look Like In The Classroom? Bridging The Gap Between Research and Practice* with Carl Hendrick and is working on a book entitled *The Research Informed Teacher* for Routledge. Robin has also published history textbooks for Cambridge University Press. He is a board member of the educational charity Remembering Srebrenica Scotland and chairs the Education Committee. His Twitter handle is @robin_macp

Death to CPD - A Revolution in Teacher Development

The traditional model of teacher development is beloved of schools around the world, but research suggests that it has very little impact. In fact, teachers often plateau in their effectiveness after only three years in the classroom. However, new approaches are remodelling professional learning, making use of research evidence to improve and energise the profession. This session will explore the arguments and suggest ways in which schools and teachers can do things more effectively.

Oliver Caviglioli

Oliver Caviglioli was a principal of a special school for a decade and has co-authored books on visual teaching strategies.

After nearly a decade as a trainer in schools and colleges, Oliver now sits mainly at his sketchbook and Mac visualising educational concepts and processes. He first teamed up with the Learning Scientists on mini-projects such as devising a concept map of retrieval practice and visualising data from a Twitter questionnaire. This led to the ever-growing *Six Strategies for Effective Learning* that, more recently, led to a collaborative venture in creating six free HOW2s on the same theme. Oliver is currently obsessed with his idea of 'magazinifying' educational books. His own book *Dual Coding With Teachers* — to be published by John Catt in May — will show you exactly what that looks like.

Dual Coding with Teachers

Why does cognitive scientist, Richard Mayer, confidently assert that everybody learns more effectively when using both words and images? Immersion activities, insightful theories and compelling evidence will convince you to start — or increase — the use of dual coding in your classrooms. You will leave understanding how Paivio's dual coding theory interleaves with Sweller's cognitive load theory and also discover the revelation that is The Visual Argument. Finally, to ground your insights, you will also leave with a no-nonsense four-point guide to instantly improving the quality and effectiveness of your dual coding creations.
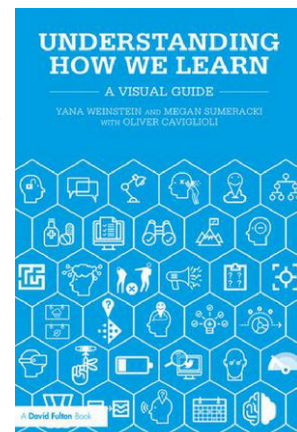
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David Didau

@DavidDidau

David Didau is a former English teacher and Director of learning spy. He writes a popular blog on teaching and learning.

The author of several books on education, David Didau is a prominent and often provocative commentator on social media and has worked as both a teacher and teacher educator. Now leading training and consulting in both the state and independent sectors in the UK and around the world, David taught in English schools for 15 years before becoming a full time writer, speaker and consultant. His blog, *The Learning Spy*, is one of the most influential education blogs in the UK and he has written a series of books that challenge our assumptions such as, *What If Everything You Knew About Education Was Wrong?*, *What Every Teacher Needs To Know About Psychology* and *Making Kids Cleverer*.

Making Kids Cleverer

If we could make all children cleverer, should we? The session reviews a body of evidence that suggests that intelligence is positively correlated with pretty much everything we value and that by increasing children's stores of knowledge we can act to raise their intelligence which should, in turn, make them happier, healthier and safer.

Tom Bennett

@tombennett71
@researchED1

Tom Bennett is the founder of researchED, a grass-roots organisation that raises research literacy in education.

Since 2013 researchED has visited three continents and six countries, attracting thousands of followers. In 2015 Tom became the UK government's school 'Behaviour Czar', advising on behaviour policy. He has written four books about teacher training and in 2015 he was long listed as one of the world's top teachers in the GEMS Global Teacher Prize. In the same year he made the Huffington Post's Top Ten Global Bloggers list; his online resources have been viewed over 1,200,000 times.

Behaviour Lessons from the Best UK Schools

In this session Tom will outline the most effective strategies that schools (and classrooms) utilised in order to create safe, calm and nurturing environments were students and staff could all flourish. Behaviour is closely connected to the classroom culture, and the school leaders need to be the conscious architects of that culture. When this happens, everything is possible. Until it does, very little is.

Nigel Davis

🐦 @BsaktL

Nigel Davis is the Teaching and Learning Deputy Headteacher at The British School Al Khubairat.

Nigel has been at BSAK for 5 years, following a 19 year career in the UK, with the final five of these in senior management. He holds a Masters degree in Geography in Education from the Institute of Education and is a Founding Fellow of the Chartered College of Teaching. In 2017 he began collaborative work with two other UK schools within Abu Dhabi to launch the inaugural BBC Teaching Conference across Abu Dhabi in May 2018, with David Didau headlining, 300 delegates, and 28 different schools in attendance.

Context is Everything: The Impact of a Practitioner Research Model in the Local Context
Bringing research into classrooms is full of pitfalls. Research is clinical. Teaching - and more importantly, learning, is messy. The individual context of your own school is often far removed from the context of all this research - so the automatic uptake of new ideas are not necessarily always a positive contribution. This is paradoxical to the ideology of teaching being an evolving art - where each and every teacher should be striving to improve as a professional every day. Could the answer lie with in-school practitioner research - bringing the newest concepts into the CPD programme of a school and asking staff to become researchers; and then feeding back on this research to colleagues within the school, and beyond?

Kirsten Burnett

🐦 @KirstenEdu

Kirsten Burnett, Primary Class Teacher, Doha College, Qatar

Having trained and spent her early teaching career in Scotland, Kirsten has taught in Qatar at Doha College for the last four years. She is passionate about teacher autonomy and elevating the profession. This year, through the College's Enhanced Leadership programme, she has introduced a programme of action research. She is currently finalising her Master of Education in Professional Practice.

Why Being an International Teacher can Drive Action Research
'To every disadvantage there is a corresponding advantage'. This session will look at how the perceived disadvantage of an international setting in accessing professional development opportunities can be turned into an advantage. Operating within a less prescribed environment with more scope for relaxation in curriculum and pedagogy, we can create real opportunities for authentic action research to take place. It will look at some of the theory and history of action research and its potential to create a critical edge to transformative teaching. Some specific examples from this year's research cycles will be shared and the plan is to make this a key part of the school's systematic and sustainable development.

Michael Lambert

🐦 @DCol_Head

Michael Lambert, Headmaster, Dubai College, Dubai

Michael Lambert read Classics at the University of Oxford before working at Barclays Stockbrokers as their Product Development Manager. After working at RGS Guildford and Bedales schools in the UK, he was subsequently appointed Headmaster of Dubai College having been promoted from within. As Head of Sixth Form at the school Michael was responsible for introducing TopUP, the school's Sixth Form stretch and challenge programme, which ultimately led to a record breaking 20 Oxbridge offers in January 2015. As Headmaster Michael is working to embed stretch and challenge approaches to teaching and learning across the College by supporting research informed practice, evolving the organisational culture and supporting inter-school collaboration.

System Leadership Through Inter-school Collaboration
Why should rival schools collaborate? The session will explore four reasons. Firstly, to make sense of the reality which faces them. All organisations are required to make sense of their context and this sense-making ability is essential to organisational functionality. However, any organisation has the potential to become short-sighted and when doing so some schools will choose to collaborate to broaden their perspective and address their blind spots. The benefits here can be mutual for all participants.

Secondly, schools collaborate as a means by which to acquire the resources and information which other participants in any given context may already have. The benefits here are largely intended to benefit individual schools, however, the students and staff therein may benefit from the rapid spread of innovation which can occur as a result of such a collaboration.

Thirdly, schools can act in the pursuit of a common goal, which is often underpinned by a sense of moral imperative. Such forms of collaboration seem to rely upon individual charismatic leaders who can recruit member schools to the cause. They are formed in a bottom-up fashion, rather than as a result of financial incentives or coercion from some higher authority.

Finally, schools collaborate as a means by which schools and their employees can avoid a sense of alienation and purposelessness which can result from external imperatives; what Fullan (2011) calls the "veritable tsunami of standards and assessments".

Rose Luckin

Rose Luckin is Professor of Learner Centred Design at UCL Knowledge Lab in London.

Rose's leading research involves the design and evaluation of educational technology using theories from the learning sciences and techniques from Artificial Intelligence (AI). She has a particular interest in using AI to open up the 'black box' of learning to show teachers and students the detail of their progress intellectually, emotionally and socially. Rose is also Director of EDUCATE: a London hub for educational technology startups, where researchers and educators work together on the development of evidence-informed educational technology. Rose has published numerous academic articles in journals and has authored two monographs and two edited collections. She is also lead author of Nesta's influential *Decoding Learning* report (2012) and Pearson's *Unleashing Intelligence* (2016). Rose holds an International Franqui Chair at KU Leuven and was named on the Seldon List 2017 as one of the 20 most influential people in education.

A Shorter Talk in Relation to AI in Education:
Most people in countries where modern technology is widely used will be interacting with Artificial Intelligence (AI) through its many practical applications in computers that have visual capabilities, that can learn, solve problems, make plans, and understand and produce natural language, both spoken and written. These AI applications are used in areas such as medical diagnosis, language translation, face recognition, autonomous vehicle design and robotics.

AI is also already being applied to learning settings. For example, Alelo has been developing culture and language learning products since 2005 and specialises in experiential digital learning driven by virtual role play simulations powered by AI. Carnegie Learning produce the software that can support students with their STEM and language learning studies. In order to provide individually tailored support for each learner the software must continually assess each student's progress. The assessment process is underpinned by an AI-enabled computer model of the mental processes that produce successful and near-successful student performance.

These examples merely scratch the surface of what is possible with AI. In this presentation, I will explore how AI is relevant to education. I will discuss what AI can contribute to teaching and learning to help students and educators progress their understanding and knowledge more effectively. I will argue that in order to ensure that AI technologies for use in education and training embody judicious analysis and learn in a Learning Sciences informed manner, we must develop inter-stakeholder partnerships. These inter-stakeholder partnerships are essential for AI developers to better understand teaching and learning, and for educators and trainers to better understand AI. They are also key to the development of better AI for education and training.

Mark Samways

🐦
@Dcol_Wellbeing

Mark Samways, School Counsellor, Dubai College

Mark is passionate about the implementation of a wellbeing programme across all schools that teach it as part of the curriculum and is part of the reference group for KHDA who administer the Dubai Student Wellbeing Census (DSWC).

Mark is a UK trained counsellor with a Masters in Addiction Psychology and Counselling and is a member of The British Association for Counselling and Psychotherapy (BACP). He is a DHA licensed psychologist who has also worked for The Priory here in Dubai as an addiction counsellor. Prior to moving to Dubai, Mark worked in a secondary school in the UK for a number of years. He also worked with youth offenders around their substance misuse issues.

How We Respond to Vulnerability Shapes Us as Leaders
Despite the many changes in how we work, one thing has stayed constant - the need for communication. Emotional intelligence is now seen on a par with, if not more important than, IQ in any organisation. There are many different types of leaders in a school from the head-teacher to the football coach, they all have their own role in forming relationships.

Brene Brown has spent years researching about leadership, interviewing over 150 different leaders to ask what it takes to be an effective leader. Her findings were amazing and during this session I would like to explore the role of vulnerability and the impact it can have on us and our relationships. What are our responses when we feel vulnerable? What impact does this have on our own wellbeing and those around us? How can I respond in a healthy way?

I would also like to talk about the role that Positive Psychology is playing. Martin Seligman started this movement when he became President of the American Psychological Association. Since its inception, the International Positive Psychology Association is one of the most extensive research networks in the world. We are no longer focusing on how to help people that are mentally unwell, we are also teaching people how to flourish.

I would like to integrate the VIA classification of character strengths into my session by discussing how we can teach things such as bravery and perseverance. I will use research from Ryan Niemiec, who has written a field guide for practitioners for implementing character strength interventions.

Teacher of English, Specialist Leader in Education - Innovative Pedagogy (Harkness), Dubai College

Sarah read English Literature and Language at Oxford and completed her PGCE there too. Subsequently, she taught English and Theatre Studies at RGS Guildford and Guildford High School for Girls, where she was also Head of House and second in department. Sarah moved out to Dubai in 2012 and has taught Drama, Classical Civilisation and English at Dubai College. Firmly rooted back in the English Department, Sarah has examined for Pearson Edexcel and is now a Specialist Leader in Education developing the use of dialogic (Harkness) lessons across the college. Alongside teaching, Sarah is completing an MSc Learning and Teaching at Oxford; her research is focusing upon the impact of Harkness upon students' assertiveness.

Sarah Lambert

Dialogic Classrooms: What Impact do Harkness Lessons have upon Students' Learning?
This session will primarily focus on Harkness, a dialogic approach to learning and teaching that originated at Phillips Exeter Academy (USA) in the 1930s. Harkness combines elements of Socratic seminars, dialogic classrooms and student-centered learning with pupils and staff seated around a table as equals. As a branch of flipped learning too, students come to lessons already prepared with ideas, questions and even solutions in response to material issued in advance of the lesson. It is a pedagogical approach that fosters independent learning, critical thinking, enquiry and communication, and it enables students to collaboratively explore ideas in greater depth.
We will briefly look at the background and context of Harkness lessons before exploring the impact of Harkness and dialogic lessons upon learning and teaching, looking at what we have seen and measured here at Dubai College as well as findings from other schools and wider research.

Colin Diamond CBE, **Professor of Educational Leadership, University of Birmingham**

Colin has worked in senior education leadership roles in schools, local authorities, regional and central government across England. At the Department for Education he led the Academy and Free School Education Advisers and was Deputy Education Commissioner in Birmingham and led the improvement plan following the Trojan Horse crisis in 2014. He was then Executive Director of Education in Birmingham for four years. He took up a post at the University of Birmingham in 2018 as Chair of Educational Leadership with the aim of establishing a leadership academy that reflects the socially inclusive values of the School of Education and introducing new forms of accreditation co-designed and co-delivered with school leaders in England and Dubai.

Colin Diamond CBE

@anfieldexile

Leadership for Inclusion - the lessons learnt in Birmingham that can be applied in all schools
Leadership for inclusion starts from a value-led approach towards all learners in the school and creates a culture where there are no outsiders. It asks "what matters?" first and then, "what works?". Too often, inclusion is defined by meeting the needs of learners with SEND rather than taking a whole-school approach. The key pillars here are the 2010 Equalities Act in England and globally the UN Convention on the Rights of the Child. In Birmingham, following the Trojan Horse debacle where schools became unsafe and non-inclusive, over 250 schools are now working towards or have achieved the Rights Respecting Schools Award. Alongside the No Outsiders initiative, these approaches have provided a humanist inclusive framework for school development that secures long-term safeguarding and resilience for young people in some of the most challenged communities. The model for inclusive leadership is underpinned by attachment theory. At its most basic, this is about understanding and building authentic relationships in school from early years onwards (whether in the classroom, playground or on a Duke of Edinburgh expedition) that stay the test of time and weather difficult episodes.

The session will take an overview of the inclusive leadership model, explore how the RRSA and No Outsiders have impacted on classrooms in Birmingham and beyond, and underpin improved sustainable outcomes. It will draw on leading-edge practice from a range of outstanding schools.

Rebecca Allen, Academic, Analyst and Author, Teacher Tapp and UCL

Rebecca Allen is Chief Analyst and a co-founder of Teacher Tapp, the largest teacher survey in the UK. Until 2018 she was Professor of Education at UCL Institution of Education. An economist by training and former secondary school teacher, she is an expert in the analysis of large datasets. Her research explores how schools respond to changes in government policy, with a focus on teacher careers and school accountability. Her book on teacher careers *The Teacher Gap* was published last year.

Rebecca Allen

@profbeckyallen

If teaching is one of the best jobs in the world, why are so many teachers thinking about leaving?
How can we ensure student performance is high, that teaching staff are happy, whilst managing the performance of those who need to get better at teaching? Teaching is sitting in a strange sort of crisis: life satisfaction is still higher in the teaching profession than in many other jobs, yet high numbers of teachers report that they are thinking about leaving the profession. This session reflects on the dissonance between well-established psychological theories of motivation and those approaches encouraged by government agencies and consultants. What should we be doing instead?

Mark Carver, Research Assistant, University of Edinburgh

Mark Carver completed his PhD looking at assessment and feedback in Initial Teacher Education in 2016. He is now Research Assistant on the Scottish government funded 5-year longitudinal project 'Measuring Quality in Initial Teacher Education' (@MQuITE_Ed) at the University of Edinburgh. Mark's own teacher training was as a secondary school English teacher in England, and as well as research he also currently teaches academic English and TESOL at the University of St Andrews.

Mark Carver

@themarkcarver

Measuring Quality in Initial Teacher Education: what should we measure?
Scotland is proud of its university-based initial teacher education and probation year structure, stimulating slow scholarship for teacher learning and promoting key values such as social justice. However, perennial concerns include teacher attrition, school-university partnership during ITE, the selection and assessment of student teachers, leadership skills of newer teachers, preparation for teaching languages, confidence teaching higher-level exams, and overall school morale. Making improvements requires better understanding of what outcomes we should be measuring and what evidence we should be collecting.

This session reports on the data analysis in year 1 of a 5-year tracking study looking at how a range of stakeholders assess the quality of ITE and what happens to newly qualified teachers in their first 5 years. Being wary of turning any particular outcome into a key measure, the project uses a wide range of quantitative and qualitative data and seeks to position itself in an international context around global surveys such as TALIS. Data from large-scale surveys and focus groups held across the country will be shared, and discussion invited around what might be important to measure in ITE and where improvements could be made. Updates can also be found on the Measuring Quality in Initial Teacher Education twitter @MQuITE_Ed.

Dee Saran, Deputy Head: Learning and Teaching, Dubai College

Dee Saran is the Deputy Head Learning and Teaching at Dubai College and a Fellow of the Chartered College of Teaching. She studied Geography with Economics followed by a Masters in Education at University College London. Dee is passionate about creating opportunities for collaboration and support and worked at the National College of Leadership and Teaching Schools across the UK. The drive to cross cultivate has continued in Dubai - her passion in developing innovative teaching, leadership pathways, research and quality CPD has driven the vision for Dubai College's Center of Innovation in Learning and Teaching.

Dee Saran

@Dcol_Learning
@Dee_Saran

Building a research culture to become a Centre of Innovation in Learning and Teaching in an international context
Education is a site in which visions of the future proliferate (Giroux, 2004). Educators around the world are being told that they need to transform education systems to adapt young people for a future global economy. But is this future vision achievable or even desirable? The session will explore how school leaders can use an evidence informed approach to create a culture of reflection, in turn empowering strategic choices related to issues that schools will be facing in the future. Dee will be joined by the school's Innovation Team to explore their experience in using research as a reflection tool. Assessing its value in helping us to begin to prepare our staff and students for the future in line with the UAE's vision for the future of education.

Olly Lewis, Head of Science, The British International School Abu Dhabi

Olly is an educator passionate about teaching, learning, technology and student outcomes. After ten years in the classroom Olly is still seeking to improve practice and further develop evidence-informed strategies to add to his pedagogical toolkit. Olly is a believer in using technology to ease workload, engage students and disrupt the status-quo. Olly is an MIE, GoogleCE, Edtech50 'one to watch' and Founding Fellow of the Chartered College of Teaching.

Olly Lewis

@OLewis_coaching

Research-informed edtech practice
Why aren't we using technology to our advantage and what does evidence-informed teaching with technology look like? Educational technology can be your ally, improve lesson efficiency and aid retrieval practice. This session looks at why teachers aren't making the most of educational technology and provides evidence-informed strategies that make the most of educational technology.

Ben Rothwell, Head of Innovation, Victory Heights Primary School

Ben is a member of the Primary Leadership Team at Victory Heights Primary School, Dubai. As Head of Innovation, Ben has pioneered a number of research-led initiatives, designed to improve learner outcomes as well as reduce teacher workload. Praised in this regard by DSIB, the Dubai inspectorate, who noted that the school took risks in their approach, but ensured that risks were mitigated by a strategy of using evidence to inform their practice, and to measure outcomes before rolling out to the whole school. Ben has pioneered the use of Comparative Judgement in the UAE, having first used it at VHPS, and since that point rolling out a wider scale trial to assess children's comparative writing ability across a range of schools.

Ben Rothwell

@vhps_innovation

The use of Comparative Judgement to assess writing
This session will explore what Comparative Judgement is, the science behind it, and the potential benefits it offers teachers in a wide range of contexts. Ben will discuss how it has been used effectively at Victory Heights Primary School, as well as how it was extended to a wider pilot scheme across schools in Dubai.

Samantha Steed

🐦 @dubaiprincipal

Samantha Steed, Principal, Ranches Primary School

Samantha has an educational career spanning over 20 years. She is a focused and ambitious leader with eleven years of headship experience within outstanding schools in the UK and more recently in the UAE. Currently she is the Principal of Ranches Primary School in Dubai where the pupil roll has grown exponentially from 40 pupils to 580. Samantha has particular expertise in school leadership, strategic development, 21st century learning and is an Early Years expert. She speaks at national and international conferences to promote innovative learning and the importance of enabling environments for young children.

A flexible approach to seating

The best learning environments should nurture a pupil's ability to solve problems and make choices independently. They should be conducive to collaboration, communication, creativity and critical thinking.

This session will consider 'flexible seating' for pupils; the creation of engaging environments that support optimal conditions for growth. There is plentiful research to support flexible seating in the classroom and most research suggests that this approach directly increases academic attainment through greater engagement and increased motivation, however, the benefits are wide-reaching and help support the holistic development of our pupils. Because flexible seating allows more movement in the class, benefits include the burning of more calories through using up excess energy, creating a better flow of blood to the brain, improving core strength and ensuring good overall body posture. Conversely, can we be sure that it works for all pupils and at all ages?

Alan Crawford

🐦 @CrawfordAlan

Alan Crawford, Head of Creative Arts, Dubai College

Alan Crawford is Head of Creative Arts and Head of Academic Music at Dubai College where he has also worked as SLE in charge of Action Research. With additional teaching experience in the UK, Ireland and Singapore he is passionate about creative learning that goes beyond what can be measured by examinations. He holds an MPhil with distinction in Education from the University of Cambridge, an MMus from SOAS, and is currently studying for an EdD at UCL Institute of Education. His research interests include teacher professionalism, student agency, creativities and learning futures. Alan is a both Fellow of the Royal Society of Arts (FRSA) and of the Chartered College of Teaching (FCCT).

Professional Anticipation 21: Why and How Educators should Think about the Future(s) of Learning?

In recent years, there has been a proliferation of predictions as to the future of education and learning. Often coming from those outside of formal schooling and often with varying self-driven agendas, these zealous narratives are for the most part without foundation. For us teachers, despite our 'hands-on' role in education, we are often the least consulted and yet those who arguably have most insights into the learning lives of our students. Moreover, as the profession makes increasing demands upon teachers in these neoliberal times fuelled by regulation, performativity, and diverse reforms (Ball, 2013), our locus means we take a back-seat in the futures debate, and thus do not have a voice.

In this session I argue the importance of futures thinking as a trait of contemporary teacher professionalism, framed by the changing nature of childhood (James & Prout, 2015), as well as societal and technological factors (Facer, 2011). Reflecting on key research in the field, I will take a critical stance on prediction rhetorics and consider how teachers can reclaim their agency (Biesta, 2016). From this basis, I will introduce practical 'tools for thinking' about educational futures and anticipation.

Nelly Gamil

🐦 @nellygamil

Nelly Gamil, Digital Systems Manager, JESS Dubai

Nelly Gamil is the Digital Systems Manager at Jumeirah English Speaking School. With over 7 years experience working in the education industry in Dubai, Nelly is passionate about educational technology, Business Intelligence, automation, and using fit for purpose solutions to enrich teaching and learning. While JESS is on a journey towards a data driven culture, Nelly is a pioneer in using Business Intelligence tools to transform how teachers report and how stakeholders view and interact with school data.

Data at your Fingertips: The Power of Live Dashboards

Data is one of the most valuable assets in any school, and with more and more industries moving towards big data models and data driven culture, schools still see data collection and analysis as a time consuming exercise and in some cases not offering essential insights. In this session, Nelly will dive deeply into the impact of live dashboards, presenting how harnessing the capabilities of Business Intelligence tools has enabled teachers to transform their reporting to parents and make better decisions. Nelly will showcase JESS's journey in the use of centralised markbooks and live reporting to parents.

Kate Jones, History Co-ordinator, Brighton College Al Ain

Kate Jones is a History and Politics teacher at the outstanding Brighton College Al Ain and has taught in the UAE since August 2016; prior to this Kate was Head of Department at Elfed High School in North Wales. Kate is also a Lead Practitioner and Governor on the Advisory Board of Manor Hall International School in Al Ain. In 2018 Kate became a published author with John Catt Education with the book *Love To Teach: Research & Resources For Every Classroom*. Educational blogger and writer, writing atlovetoteach87.com, educational speaker and presenter, Kate is passionate and committed to improving her own professional practice and supporting other educators as they improve theirs too.

Kate Jones

🐦 @87history

Love To Teach: Research & Resources for every classroom.
Kate will be sharing a wide range of educational research with practical examples of how this can be applied in the classroom ranging from Retrieval Practice, revision and how to make learning stick!

David Bott, BA, PGradDip Ed., PGradDip Psych., is Head of Positive Education at Geelong Grammar School

David is responsible for overseeing the Positive Education curriculum including explicit wellbeing lessons, dedicated focus days, pastoral care tutorials and weaving key wellbeing concepts into existing academic curriculum. In 2011 David co-authored his first book, *Teach Positive: Applying The Science Of Positive Psychology To The Classroom*. David has delivered many professional development seminars and consulted with numerous schools in Australia and around the world, and the particular focus of his work has been in highlighting the impact of positive teacher-student relationships on learning and identifying factors that facilitate outstanding teaching and learning in the modern classroom.

David Bott

The Science of Achievement
In his session, David Bott will share the latest scientific thinking and evidence, gathered locally and globally, as to what causes student achievement and how we, as front-line educators, can shape our classrooms to offer every student the opportunity to flourish. Specific examples highlighting how teachers are applying these ideas will be demonstrated and discussed. Delegates will be encouraged to reflect upon how they may most effectively apply the concepts within their own unique school setting.

Stuart Forsyth, Computer Science Teacher, Specialist Leader of Education, Dubai College

Stuart worked in the merchant banking industry as a senior systems/business analyst and then retrained as a teacher, working extensively in and around London and is currently undertaking an MSc in Robotics. He has taken a key interest in developing the Computer Science curriculum here at Dubai College and has published material through ZigZag Education for GCSE and A Level Computer Science. Stuart believes that clear and easy to understand resources are vital in the successful teaching of this wonderful and challenging subject.

Stuart Forsyth

🐦 @ForsythStuart

Teaching Robotics in Secondary Schools
The session will take a look at the current situation globally in teaching robotics with primary and secondary schools and some of the devices, ideas and methods that are being used. This will necessitate a discussion about why we should deliver robotics for its own sake in secondary schools and a brief look at how the Computer Science curriculum is evolving. In order to facilitate this, there will be a presentation of the range of devices and kits that are available and how schools can cheaply invest in robotics. One resource that will be available is a detailed data sheet for these robotic devices which allows potential teachers to evaluate their capabilities and compare and contrast them to each other. There will be some footage and possibly a practical demonstration of robotics and examples of what has been and is being done at Dubai College in terms of introducing a module focused on robotics education. There are many resources available and many opportunities for schools and learners both in the Middle East and internationally; some of these will be shared with a look at the value of robotics competitions. This information is based largely around a research paper being produced as part of Stuart's MSc in Robotics.

Oliver Caviglioli was a principal of a special school for a decade and has co-authored books on visual teaching strategies.

After nearly a decade as a trainer in schools and colleges, Oliver now sits mainly at his sketchbook and Mac visualising educational concepts and processes. He first teamed up with the Learning Scientists on mini-projects such as devising a concept map of retrieval practice and visualising data from a Twitter questionnaire. This led to the ever-growing *Six Strategies for Effective Learning* that, more recently, led to a collaborative venture in creating six free HOW2s on the same theme. Oliver is currently obsessed with his idea of 'magazinifying' educational books. His own book *Dual Coding With Teachers* — to be published by John Catt in May — will show you exactly what that looks like.

Oliver Caviglioli

Memory and Meaning
Memory and Meaning is an exploration of the Willingham quote: "Understanding is memory in disguise". The origins and development of the concept of schema in cognitive psychology is the key to uniting the seemingly separate areas of understanding and memory - organising information through categorisation can be seen as the uniting process.

Robin Macpherson

Robin Macpherson is Assistant Rector at Dollar Academy in Scotland. He was previously Head of Professional Learning at Wellington College where he was Content Director for the Telegraph Festival of Education.

Robin is an Assistant Rector at Dollar Academy in Scotland where he teaches history and is a houseparent in a girls' boarding house. He has worked in Scotland, England and the UAE, spent 7 years as a Head of History and has been an examiner for the SQA, Edexcel and the IBO. He was content director of the Telegraph Festival of Education and organised researchED Scotland. He co-authored *What Does This Look Like In The Classroom? Bridging The Gap Between Research and Practice* with Carl Hendrick and is working on a book entitled *The Research Informed Teacher* for Routledge. Robin has also published history textbooks for Cambridge University Press. He is a board member of the educational charity Remembering Srebrenica Scotland and chairs the Education Committee. His Twitter handle is @robin_macp

Adventures in memory: why is cognitive psychology taking over teaching?
In the past decade more and more teachers are using cognitive psychology principles in the classroom, even if they have no formal training in it. The discipline isn't new, so why is it proving so popular? What methods are teachers using, and what does the evidence suggest about impact on learning?

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