

Fuel for the journey:
Education that matters | Education fit for a lifetime

Fourth Conference for Headteachers and School Leaders

Hotel Alexander, Bardejov Spa

www.hotelalexander.sk

Friday 9th November to Saturday 10th November 2018

We are most grateful to:

Mr Andrew Lockington Sponsor

Ministry of Education, Slovak Republic

Friday 9th November

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| 13-00 | Lunch |
| 14-00 | Welcome & Opening Remarks Martin Smilnak, Headteacher, St John Bosco Gymnasium, Bardejov; Mr Andrew Lockington [TBC] |
| 14-10 | Keynote: <i>Quidquid recipitur ad modum recipientis recipitur</i> [Aquinas]-
"Whatever is received is received according to the mode of the receiver"
Epistemology, Ontology and Temporality in [Catholic] Education - Simon Uttley, Course Leader and Professor, <i>Catholic Education and the Common Good</i> University of Notre Dame [USA] London Global Gateway; Headmaster, Blessed Hugh Faringdon Catholic School |
| 15-00 | Session 2 <i>Education for All: Inspirational Learning</i> Students from University of Notre Dame, USA, -facilitated by Judy Hutchinson & Simon Uttley |
| 15-40 | Break |

- 16-00 **Session 3** *From Zero to Hero – developing our teachers to become champions of learning* -Sue Matthews, Assistant Headteacher, Blessed Hugh Faringdon School
- 16-45 **Session 4** *High Octane Questioning* – Jane O’Sullivan-Dale, Head of English and Senior Leader in Education, Blessed Hugh Faringdon School
- 17-40 **Time to relax** in the extensive spa facilities offered by the hotel
- 19-00 **Drinks Reception**, courtesy of our sponsor
- 19-30 **Conference Dinner**

Saturday 4th November

- 9-00am **Session 5** *Can Education be Value Free?* Jacek, UCL Institute of Education, London
- 10-15 **Session 6** *Making a positive impact on student progress through simple, time-saving assessment strategies*– Maria Budzynska, Deputy Headteacher, St John Bosco College, London
- 11-15 **Session 7** *High impact English Teaching* – demonstration – Peter Pritchard, St John Bosc Gymnasium, Bardejov
- 12-00 **Closing remarks** – Martin Smilnak
- 13-00 **Lunch & Depart**

Speakers and Conference Team



Dr Jacek Brant is Associate Professor in Education at UCL Institute of Education. He has a background of teaching in the economics & business education field since 1986, with previous experience in manufacturing industry. He has international experience, being involved in educational projects in Armenia, Australia, Bahrain, Bangladesh, Finland, Japan, Poland, Russia and South Korea. Jacek is former Chair of the Economics, Business and Enterprise Association (EBEA), a fellow of The Higher Education Academy and a member of The British Education Research Association. He is a former External Examiner at Manchester, Warwick and Hertfordshire universities as well as the University of Limerick in Ireland and is currently External Examiner for Cambridge University's Masters Programme on Researching Practice. He is former Head of Academic Department of CPA (Curriculum, Pedagogy and Assessment). Jacek is widely published

Maria Budzynska has worked in Catholic secondary education in Inner London schools for over 10 years including in her current role as a senior leader [Deputy Headteacher]. With a background in 11-18 English teaching she has come to specialise in inclusion, special needs support and whole school pastoral management. A lead practitioner and an authoritative voice in the area of improving standards, Maria offers fresh thinking around whole-school assessment systems.



Judy Hutchinson



Judy Hutchinson is the Director of Student Affairs at the University of Notre Dame, London Global Gateway, and was recently selected to head up the totality of Notre Dame's Global Gateway interests. Together with her staff in the London residence hall, she is primarily responsible for the pastoral and formative care of 'study abroad' students, including those speaking at this conference. Judy's role is

to help the students delve beneath the surface of the culture in which they live and study to better understand contemporary Britain. In collaboration with approximately 30 different corporations, schools, charities and other organizations, this program affords students an opportunity for a deeper immersive experience by working regularly with one of our partners throughout the semester.



Andrew Lockington - With over 25 years' experience advising main board directors of FTSE 100 and 250 businesses, as well as other business leaders, accountants and lawyers, Andrew saw a gap in the financing market in 2015 and, with two prominent business friends, they established Avalanche Capital in 2015 as a first-tier asset backed money lender to residential property developers. Three years later, at June 2018, the business has completed/is completing over £45M of private development in the high niche property sector with apartments selling at £850,000 and individual executive homes at £1.5m - £2.6M. Andrew was the Co-founder of Novia Financial Holdings Plc in 2007, a Financial services technology company providing technology services to the financial services industry, a business now Chaired by the former CEO and Chairman of IBM (UK), Sir Anthony Cleaver. Andrew also co-founded the over 50 internet portal "over50s.com" in 2007. Andrew is a member of the Chartered Institute of Financial Planners and is a leading Catholic businessman in the Midlands region of England.



Sue Matthews is Assistant Headteacher at Blessed Hugh Faringdon Catholic school, with strategic responsibility for Teaching and Learning and staff professional development. As Assistant Headteacher, Sue is part of the school's Senior Leadership Team comprising the Head, the Deputy Headteacher, three Assistant

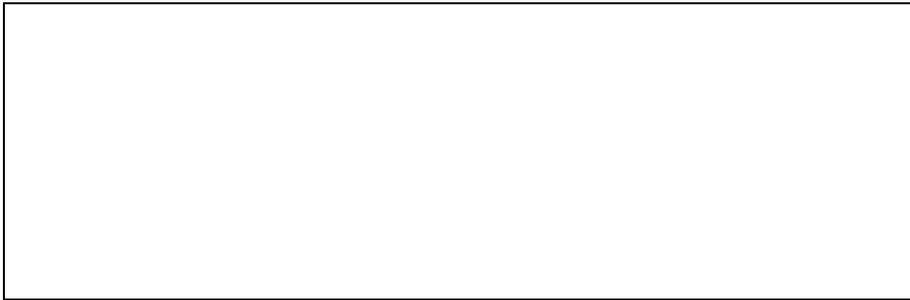
Headteachers and the School Business Manager. Sue teaches both Business Studies and French with previous Head of Department responsibility in both subjects. She came into teaching following a successful career in sales and marketing in the French Chemicals and Polymers Industry both in France and the United Kingdom.

Jane O'Sullivan-Dale has been Head of English for over 5 years and, as well as being a senior practitioner in her own school, she is also one of the UK's elite *Specialist Leaders of Education* [SLEs]. SLEs are system leaders, deployed strategically to drive up standards through diagnostic and advisory work in schools requiring support. In addition, Jane is a key member of the largest national group of schools committed to school-to-school support to drive up standards [PIXL]. In the Reading area, where Blessed Hugh Faringdon school is based, Jane has been spearheading an approach called P4C, *Philosophy for Children*, which reflects her belief in the deep impact of an *enquiry* approach to learning.



Peter Pritchard has worked in English language teaching just a little longer than he has lived in Slovakia. Peter has worked in many different environments throughout his time as a teacher, both here and abroad, including the Army, in companies and language schools, at secondary schools and universities, in kindergartens as well as being lucky enough to be asked to do the occasional presentation here and there.

Exam preparation for *Akadémia vzdelávania* certificates, STANAG, F.C.E and C.A.E as well as IELTS gives me a useful insight into what is necessary for learners to reach their targets and promote skill sets to help them achieve this. In the last seven years after jumping into self-employment, most of his time is taken up teaching in companies and he still actively chooses to continue his work with secondary pupils. To help them they need to help themselves through setting clear expectations and standards. Working directly with each individual and promoting self-development in a firm but fair 'British' way, will not just benefit the student in the short term but in their futures.



Professor Simon Uttley is Course Leader for *Catholic Education and the Common Good* at the University of Notre Dame, London Global Gateway. In addition, Professor Uttley is Visiting professor in the Department of Research and Innovation at St Mary's University, Twickenham, London. His current research is in the area of school-to-school collaboration and support as well as the role of the [Catholic] university in improving schools. Professor Uttley also holds a Visiting Professorship at the *Akademi Ignatianum*, Krakow, Poland where he lectures on the philosophy of education. *In the daytime*, Professor Uttley is the Headteacher of a Catholic High School in Reading, England. His recent research, speaking and writing, has addressed the pernicious effect of 'post-truth' on the young, as well as [2018] Uttley 'Challenges facing Catholic Secondary Headteachers in a Contemporary Context' in Lydon, J. [ed.] *Contemporary perspectives on Catholic Education* Leominster: Gracewing. He is Chair of the Bishop's Steering Group for Education, Diocese of Portsmouth, England. Simon is, with Martin Smilnak, the co-Founder and Convener of the Bardejov Education Conference



Session 1 Simon Uttley

Quidquid recipitur ad modum recipientis recipitur: 'Whatever is received is received according to the mode of the receiver'. This session will be in two parts and require a little work by all participants. First, adopting a Myers Briggs approach, we will reflect on our school teams and how they are constituted. This is particularly important when optimising teams. Next, Using Thomas Groome's fundamental model of Catholic education – which will also be relevant to those working in a non-Catholic environment - this paper will argue that a Catholic epistemology and ontology – understood as 'education such that the person learning is changed [formed] by the process' is necessary but insufficient. Introducing the idea of 'dynamic temporality', and with practical examples, Professor Uttley will argue that the context of the students – including their fears, expectations, moral framework and world-view is, of necessity, different to that of the adults educating them. Understanding this context is not to surrender to relativism but is, the paper will argue, to better understand how our 'receivers receive'.

Session 2 The students of the University of Notre Dame, [USA]

The University of Notre Dame is an internationally known and respected university based in Indiana, USA. Students benefit from the possibility of 'Study Abroad' programmes in a wide range of countries, including the UK, where their 'London Global Gateway' is based close to London's iconic Trafalgar Square. One programme the students can study while in London is the Catholic School Internship Programme. This involves them working in one of four London [and Reading] schools, undertaking a range of duties and, in so doing, developing a wonderful insight into modern Britain. In addition, the students attend an academic class. Following on from last year's excellent presentation, this year's group of students will, once again, be presenting on the kind of education that has been transformative for them.

Session 3 Sue Matthews Abstract *From Zero to Hero – developing our teachers to become champions of learning*

Research shows that the best teachers are those who know their subject and the children they teach very well, show they care about their learning, progress and attainment, believe in them and know how to get the best out of them. Positive relationships are key to student enjoyment of and commitment to a subject. Every trainee teacher, regardless of their start point, needs and deserves the highest quality training provision during their studies and into their careers. This presentation gives insights into our work with our partner universities and schools to develop the trainees of today into the successful teachers of the future.

Session 4 -Jane O’Sullivan-Dale

This presentation will highlight how learning can be more active in the classroom when we make our approach to it more philosophical, i.e. creating an enquiry-style approach to questioning from its knowledge-based roots (Philosophy for Children: P4C). This approach will be seen to align seamlessly with Bloom’s taxonomy of learning, a taxonomy of learning from a knowledge domain to critical thinking (cognition). Finally, consideration will be given to how emotions (attitudes to learning) can enhance thought (cognition as above) and thus the overall outcomes in the classroom, i.e. a highly effective relational space of learning

Session 5 Jacek Brant

The school curriculum identifies what is taught in schools and is outwardly expressed as a programme of school activities, normally organised as lessons in timetabled slots. Any curriculum is a selection from all the things that might have been taught and so difficult choices need to be made as to what is taught and what is not. A school curriculum needs to serve different purposes, from inducting children into a cultural heritage to preparing them for the skills needed in the twenty-first century. In an educational world obsessed with measurement it is easy to forget the child as a human being and the underpinning argument of my talk is to understand that learning is a complex matter underpinned by human values.

Session 6 Maria Budzyska

The relentless drive to improve student learning and exam outcomes across all ages in the UK Education System has accelerated in parallel with the creation and embedding of a teacher culture that almost equated the teacher’s own hard work with the success of their students. Recent developments in curriculum design, inspection priorities and the importance of reducing workload pressure has forced educational leaders to re-think the

role of assessment in schools. This seminar will focus on looking at whole school assessment strategy that prioritises high impact learning progress whilst ensuring that teachers are freed up to plan and teach and without the burden of ineffective assessment expectations. The seminar will provide both whole school strategy suggestions and in-classroom ideas to ensure that assessment procedures enable students to do more work than their assessors!

Session 7 Peter Pritchard

Writing, the beginning of a whole new chapter. At the start, writing seems to be ignored, maybe as it is thought to be a task for intermediate to advanced students. Nevertheless, all levels also need to actively face this and open their imagination and develop a skill that will help them further. As a result, today we can expect to encounter some practical activities that I use, to try to turn writing into a more equal and less easily avoidable part of our classes and inspire another part of their language skill set.