



Slovakian
Educational
Leadership
Conference

**Raising
standards
of learning,
one step
at a time**

The Seventh
Annual
School
Leaders'
and Educators'
Conference

Hotel
Alexander
3—4th
November
2023
Bardejov
Spa

www.hotelalexander.sk

Program

3rd November 2023

13.00 Lunch

14.00 **Welcome & Opening Remarks**

Martin Smilnak

Headteacher, St John Bosco Gymnasium, Bardejov

14.10 **Session 1**

Simon Uttley

Artificial Intelligence and the high school classroom:
a paradigm shift from what to what?

14.55 **Session 2**

David Holifield

Cognitive learning through affective teaching

15.35 **Break**

Session 2 (a)

Drop-in meeting: during break, Judy Hutchinson will be sharing her research on *Mission statements, mission integrity and the US Catholic university sector*

16.00 **Session 3**

Maria Bud

Cathedral Thinking: Curriculum design as a blueprint for the architecture of learning, character and resilience

16.45 **Session 4**

Sue Matthews

'You've taught it but have they learnt it?'

17.00 **Time to relax** in the extensive spa facilities offered by the hotel

19.00 **Drinks Reception**, courtesy of our sponsors

19.30 **Conference Dinner**

4th November 2023

9.00 Session 5

Jacek Brant

An exploration of assessment and its relationship with curriculum and pedagogy

9.45 Session 6

Annalise Gordon

Inspiring Teachers: The importance of professional development

10.30 Refreshments

10.50 Session 7

David Oswell

Leadership and Development: Capacity, Generation and Calibration

11.35 Session 8

Olya Matiychuk

Use of the Service Learning Methodology for community development during wartime and recovery

12.15 Closing remarks — Martin Smilnak

12.30 Lunch & Depart

Our Sponsors

Derek Allen

**Executive Chairman & Founder,
Securus Software Ltd**

In 2002 Derek co-founded Securus Software which has become a leading software brand in eSafety within the Education sector. Derek has extensive experience and skills in building effective teams of people, as well as building successful relationships and platforms with both UK and overseas companies at senior management level.

Derek is a Governor of St John Bosco College, a Salesian Catholic school, in London.

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. 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.

Our Speakers

Jacek Brant

is full Professor at the world-renowned University College, London's, Institute of Education Faculty of Education and Society. Jacek worked in manufacturing industry for two years before becoming a school-teacher of economics and business for 11 years and he is now in his 27th year at the IOE. He has run pre-service and continuing professional development programmes for teachers; master's programmes and modules, he supervises research students and is involved in various international projects. Jacek writes on educational issues concerning curriculum and pedagogy.
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Abstract

An exploration of assessment and its relationship with curriculum and pedagogy.

Where nations have educational systems characterised by high-stakes summative assessments that mostly test students' factual recall, teachers often focus on the memorisation of knowledge as a strategy to prepare their students for examination. This may be at the expense of 'softer', more student-focused pedagogies that foster greater student engagement. Formative assessment – that is assessment for learning, is important for teachers to help develop their understanding of how students learn in a deep way. This session will include an experiential learning activity that addresses the complexity of assessment in a fun and engaging way.

Maria Budzynska

is an experienced educator with over 10 years of experience in Catholic secondary education, primarily in Inner London schools. Currently serving as a senior leader and Deputy Headteacher, Maria has been actively involved in shaping the educational landscape within her school community.

With a strong background in 11–18 English teaching, Maria's expertise extends beyond the classroom. She has developed a keen interest in inclusion, special needs support, and whole school pastoral management, making her a valuable asset in fostering a supportive and inclusive learning environment.

Maria is recognised as a lead practitioner and authoritative voice in the field of improving standards. She brings a fresh perspective to whole-school systems, offering innovative approaches to enhance student progress and achievement. Her deep understanding of pedagogy, coupled with her commitment to inclusivity, ensures that every student has the opportunity to thrive academically and personally.

In addition to her expertise in educational strategy and improving standards, Maria has developed a profound interest in the long-term impact of the COVID-19 pandemic on schools.

She recognises the unique challenges faced by educators and students during these unprecedented times and aims to explore the lasting effects of the pandemic on educational systems. Maria's session at the educational conference will delve into the intersection of educational strategy and the consequences of the COVID-19 pandemic, providing valuable insights and practical strategies for adapting and evolving education systems to meet the needs of the future. Her session will focus on how a well designed curriculum can strategically support not only educational progress but also personal growth and increased resilience. The session will provide fresh thinking and actionable takeaways for educators looking to improve student progress and create inclusive and character shaping educational environments.

Our Speakers

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Abstract

Cathedral Thinking: Curriculum design as a blueprint for the architecture of learning, character and resilience

In the realm of education post Covid, curriculum design plays a pivotal role in shaping the learning experiences of students. Incorporating the principles of curriculum design as discussed by David Young can significantly enhance the development of school curriculums. Young's principles provide a comprehensive framework that considers the diverse needs and aspirations of learners, facilitating a more holistic and effective educational experience.

While academic subjects form the foundation of a curriculum, character development holds equal importance. It instils moral values, social skills, and personal virtues within students, equipping them to navigate the complexities of life beyond the classroom. By integrating character development into the curriculum, schools nurture well-rounded individuals who possess not only knowledge but also integrity, empathy, and resilience.

Character development serves as a moral compass for students, guiding their actions and decisions in various contexts.

It fosters a sense of social responsibility, promotes ethical behaviour, and cultivates empathy towards others.

By emphasising character development, the curriculum prepares students to be active contributors to society, capable of making positive contributions to their communities. Moreover, character development complements academic subjects by providing a foundation for ethical reasoning and responsible decision-making. It helps students understand the broader implications of their actions and encourages them to consider the ethical dimensions of their choices.

By embracing character development as an integral part of their core curriculum, schools empower students to grow academically and morally. A curriculum that addresses both academic subjects and character development cultivates well-rounded individuals, poised to make a positive impact on society while also excelling academically. In a post Covid world where century old certainties and social structures are frequently under challenge, it is through a powerful curriculum that encompasses a holistic approach that schools can fulfil their mission of nurturing the intellectual, emotional, and moral growth of their students.

Our Speakers

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Judy Hutchinson

is one of the founding supporters of this conference and works with the University of Notre Dame's Global Gateway interests, following several years of ground-breaking work in London to develop student internships. Judy is currently undertaking research into the relationship between U.S. Catholic universities and their commitments to international partnership working. She is Honorary Secretary of the conference.
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Abstract

Drawing on many years' experience in leadership roles within the sector, Judy Hutchinson will be sharing her research on mission statements, mission integrity and the US Catholic university sector to examine the challenges of the interplay of the university's many domestic aspirations with the desire to develop an international presence.

Our Speakers

Sue Matthews

is Assistant Headteacher, with responsibility for Teaching and Learning and Safeguarding at Blessed Hugh Faringdon Catholic School. She teaches both Business Studies and French with previous Head of Department responsibility in both subjects. She holds a BA Honours in French Studies, a Post Graduate Certificate in Education (PGCE) a Management Diploma and the National Professional Qualification for Headteachers (NPQH). 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. Sue is married to Jan and is mum to Céline, also a Business Studies and French teacher and Liam a qualified Occupational Therapist.

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Abstract

'You've taught it but have they learnt it?'

Engage with Sue in this interactive session to explore techniques to check your students have understood the topic you've worked so hard to teach them. Be prepared to think, discuss, contribute, reflect and enjoy.

Our Speakers

David Holifield

is an historian and teacher of history at Blessed Hugh Faringdon school, Reading. Reading History and Literature as an undergraduate, he went on to read for an MA in Contemporary history before undertaking several roles including in engineering and retail. Following a time teaching English as a second language in Turkey, David discerned his vocation was in teaching and he undertook a PGCE (teacher qualification) At the University of Oxford. David's specialism is nineteenth and twentieth century European history, as well as the history of ideologies. Much lauded in his home school for the quality of his creativity and for the high value he puts on forming excellent relationships with his students, David is a new, and very welcome, member of our conference speaker team.

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Abstract

Cognitive learning through affective teaching

Research tells us that children will learn effectively if they have a stake in what they are learning. One way in which we can make young people see the relevance in all they are learning is through a joyous and impactful learning experience. Affective Learning involves a transformational change in a learner's emotions and value system. Learning objectives that intend to make an impact on the affective domain, aim at altering a student's sense of value, feelings, awareness or interest concerning a certain object or action. Cognitive learning is greatly enhanced by making it relevant to an individual. A teacher must make the topic interesting; the classroom must be inspirational – a place of joy where an affective experience facilitates learning and makes students feel invested in what they are participating in. In his presentation, David will present different strategies to help students engage, make the classroom a place of fun, and ensure the best progress and outcomes for all our pupils. The presentation will provide strategies to help students invest in the lesson, whether the focus is on knowledge and understanding, recall, or exam skills. Joy in the classroom results in investment in learning and this has an extremely positive outcome on the progress our students make.

Our Speakers

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Olha Matiychuk

is Director of the Centre for Teaching and Learning Excellence at the Ukrainian Catholic University.

A previous delegate to our conference, we are privileged to welcome her, this time, as a speaker. Service Learning Methodology aims at working on practical issues at a community level in a participatory way between researchers and local practitioners. Its significance, including during times of conflict as faced in present-day Ukraine will be explored

Martin Šmilňák

is, together with Simon Uttley, the co-Founder and Convener of the Bardejov Education Conference. He is also our host. As Headmaster of Gymnázium sv. Jána Bosca, Bardejov, Martin has been instrumental in building a highly successful, bilingual Catholic school.

Anna Lise Gordon

is full Professor of Education in the Institute of Education at St Mary's University. As a former Director of the Institute of Education, she received the Inspirational Leader Award at St Mary's in 2019. Anna Lise is the University lead for an Office for Students funded project, entitled 'Mind the Gaps! First in Family Students and Students without Family Support: Managing Transitions and Mental Health'. This project is a collaboration between St Mary's University, University of West London, King's College and Maudsley Learning. Anna Lise was awarded a prestigious National Teaching Fellowship in 2012 and is also a Senior Fellow of the Higher Education Academy. Anna Lise was a joint winner of the St Henry Walpole Prize for Teaching and Learning, awarded by St Mary's, in December 2009 for an innovative approach to cross-curricular learning with PGCE students, and again in 2013 for an initiative to nurture resilience of students across a range of academic programmes. Anna Lise joined St Mary's in 1998 as senior lecturer in education for modern languages. She completed her MA in Education (Leading Innovation and Change) in 2008 at the University of Surrey and her research project focused on specialist modern languages support for trainee teachers in primary schools.

In 2016, Anna Lise completed a Doctorate in Education programme with Nottingham Trent University, focusing on resilience of early career teachers. She holds a coaching qualification from the Institute of Leadership and Management and co-leads the University Mentoring Scheme. Anna Lise is co-lead for research in the Institute of Education at St Mary's. She has considerable experience as an external examiner for secondary ITT provision at a number of universities. Previously, Anna Lise taught modern languages in schools in London and Surrey and was a Local Authority Advisory Teacher and Consultant for modern languages for several years. She has also written educational materials for 11–16 year olds learning French and German in schools. Anna Lise is a new, distinguished and welcome member of our speaker team.
annalise.gordon@stmarys.ac.uk
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Abstract

Inspiring Teachers: The importance of professional development

Teacher recruitment and retention concerns across the world remain a high priority to ensure the best possible educational opportunities for children and young people (UNESCO, 2017). Related to recruitment and retention, but also important in its own right, is the professional development of teachers. Drawing upon literature and research about the importance of professional development for teachers, this paper identifies key themes – purposefulness, confidence, social support, agency and school culture. High-quality, well planned and tailored professional development for teachers is essential to nurture and inspire them in the profession for the long term.

Our Speakers

David Oswell

is a Professor of Sociology and Pro-Warden for Research, Enterprise and Knowledge Exchange at Goldsmiths, University of London. His research and publications are in the areas of culture and childhood. David is a new, distinguished and welcome member of our speaker team.
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Abstract

Leadership and Development:
Capacity, Generation and Calibration

Our children are increasingly facing wicked problems — climate crisis, artificial intelligence, global pandemics, tumultuous impact on economic systems — and we as educators are tested to factor in resilience, creative and critical thinking in order to equip our future generations with the skills they might need. But whereas in the past, models of human capacity and development may have served that need, it is clear going forward that a more eco-systemic approach is what is required. This paper expounds such an approach and argues that a model of calibration, not of equipment, will be an important guide.

Our Speakers

Simon Uttley

is, together with Martin Smilnak, the co-Founder and Co-chair of the Bardejov Education Conference. He is Course Leader for Catholic Education and the Common Good at the University of Notre Dame [U.S.A.], where he is full Professor. In addition, Professor Uttley is Visiting Professor in the Centre for Catholic Education, Research and Religious Literacy at St Mary's University, Twickenham, London, and one of a handful of serving Headteachers with full Professor status in the United Kingdom. His current research is in deepening the relationship between the university and the school. Professor Uttley also holds the position of Visiting Lecturer at the Dominican University, Chicago. In the daytime, Professor Uttley is the Headteacher of a Catholic High School in Reading, England. He is a licensed inspector of Catholic schools for the Hierarchy of England and Wales. Uttley is also the Programme Director for a group of 19 networked Catholic schools called Koinonia, www.koinoniaschools.org
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[@simonuttley](https://twitter.com/simonuttley)

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Abstract

Artificial Intelligence and the high school classroom: a paradigm shift from what to what? Concerns as to how Artificial Intelligence (AI) can transform the educational space are similar to those we had in the 80s and 90s about information technology itself, in the educational space. It would transform classrooms, make them unrecognisable with students curating and manipulating information and, in essence, self-teaching. In a few spaces this has happened; in most it has not. This paper foregrounds meaning, purpose and humanity as both conditions precedent for the rolling out of AI in school-age education, as well as being the reason we need not fear that AI will remove the need for education in its current form



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