

# ATL Conference 2016

## ACC Liverpool

### 10– 12 April



## Breakout session 1 (Monday)

<b>Support Staff:</b>	An update from Peter Morris, ATL's National Official for Support Staff and a chance to discuss issues with other support staff members.
<b>FE Sector:</b>	An update from Norman Crowther, ATL's National Official for FE and a chance to discuss issues with other FE members.
<b>Independent sector:</b>	Members of ATL's Independent & Private Sector Advisory Group, and National Officials, will lead discussions on key issues facing members in the sector. There will also be the opportunity to meet with other independent sector colleagues.
<b>AMiE:</b>	An update from Mark Wright, Director of AMiE, and a chance to discuss issues with other AMiE members.
<b>Is Welsh Government's transformation agenda working?</b>	With the breadth of current changes to Wales' education system, including additional learning needs, changes to initial teacher education, curriculum reform and the introduction of professional standards, this session will look at whether the scale and pace of change is creating an education system that helps children and young people achieve their potential, and supports education professionals throughout their career.
<b>Data and a new approach to accountability</b>	<p>What do we know about accountability? Who should be held accountable and to which audiences? And how does accountability, in any form, either within schools and colleges, or by Government decree - promote or enable inclusivity for young people?</p> <p>This session will seek to answer some of these questions and examine ATL's new approach: how we can influence to reform current accountability measures, particularly around data, to improve educational outcomes for learners and to reduce workload for teachers and support staff? Can we find something that works?</p>
<b>Selection. Setting. Streaming. Parent or School – who should have the right to choose?</b>	<p>Should schools be able to determine which pupils they teach?</p> <p>For many years, parental choice has been the mantra when it comes to school places. However, with the current government reintroducing selection, is this about to change?</p> <p>And how have schools responded to recent changes in policy</p>

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	<p>such as the phonics test, the baseline assessment and assessment without levels? What impact has this had in terms of how they organise how children are taught? How <i>do</i> teachers decide which groups children should be placed in?</p> <p>In this session, join researchers from UCL IoE to address these questions and help shape ATL sponsored research into ability grouping, setting and streaming at primary school.</p>
<p><b>Keeping our professional heads while all about us are losing theirs – an alternative vision of professionalism amidst the crisis</b></p>	<p>What would make teaching a more attractive profession? What kind of training, school culture, and career structure would attract more to join and stay in the profession?</p> <p>Against the background of a growing teacher shortage crisis, ATL has developed vision of what teaching as a valued and attractive profession would look like.</p> <p>This session will explore how this vision for teaching challenges damaging government rhetoric and seeks to address key issues such as the undermining of higher education in initial teacher education, the threat to QTS, the spectre of teacher accreditation by headteachers, and a move towards teacher apprenticeships. It will also examine how we can work with members and key stakeholders, such as the new College of Teaching, to support ATL's organising and influencing needs.</p>
<p><b>ATL Future</b></p>	<p>This session is for all NQ and student members of Conference. It will provide trainee and NQT members the opportunity to discuss the issues surrounding children's mental health, from their own perspectives as new educational professionals.</p> <p>The session will investigate the current climate and give advice to new teachers about what they can do in practice to help and support learners with poor mental health.</p>

## Breakout session 2 (Tuesday)

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<p><b>Working Memory: Memory working? The Link between Memory and Academic Attainment</b></p>	<p>Research demonstrates a direct link between working memory difficulties and learners' academic attainment. Having a good working memory is strongly linked to reading and academic achievement while a low working memory capacity can manifest itself in a student's lack of focus, difficulty in remembering instructions and disorganized and erratic behavior.</p> <p>This session will explore these links and look at practical ways that students' working memory can be developed.</p>
<p><b>Children's Mental Health and Schools</b></p>	<p>Young Minds is the UK's leading charity committed to improving the mental health and emotional wellbeing of children and young people. For the last 10 years, the charity has been working with schools to support and develop whole school approaches to managing children's mental health. For the last two years it has been in partnership with ATL, delivering training to members and as part of the Safer Schools network.</p> <p>Young Minds training sessions are informed by the evidence base and strong links with those engaged in academic research and clinical practice. In this specially devised session you will look at:</p> <ul style="list-style-type: none"> <li>• Children and young peoples' mental health – the current issues</li> <li>• Identifying risk and building resilience</li> <li>• The role of schools in promoting and supporting mental health</li> </ul> <p>The session will be delivered by Jane Case who is the Northern Hub Manager for Young Minds.</p>
<p><b>Cultivating curiosity for deep learning and improved student behaviour</b></p>	<p>The benefits of cultivating student curiosity are manifold. Not only is curiosity associated with focused attention, engagement and intrinsic motivation; neuroscience shows that it can also combat fear and anxiety, build tenacity and resilience and result in continued learning outside of the classroom.</p> <p>This session explores how to make curiosity a key consideration in how you plan and deliver lessons. It will focus on potentially high impact teaching strategies that can be implemented straight away or with minimal preparation. In particular, you will look at:</p> <ul style="list-style-type: none"> <li>• What neuroscience has concluded about the role of curiosity in boosting motivation, accelerating learning and enhancing memory and recall</li> <li>• Teaching strategies and language patterns to pique students' curiosity and develop 'growth' mindsets</li> </ul>

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	<ul style="list-style-type: none"> <li>• How to combat common threats to curiosity</li> </ul>
<b>Practical ideas to enhance learning</b>	<p>Join Pete Sanderson of @LessonToolbox and TES Resources in this two-part session for teachers who want to make a bigger impact in the classroom. The first half will provide strategies to support students in reviewing complex ideas or topics using hexagonal thinking. Using hands on activities, you will learn how this technique can be used to support debate and discussion about these ideas as well as identify key concepts which link topics together.</p> <p>In the second half, you will have an opportunity to discuss effective marking and feedback strategies shared from schools nationally. Share your good practice and leave with ideas and resources which can be used in lessons straight away.</p>
<b>Trans People in Education: How to Support the rapidly growing number of trans pupils and staff</b>	<p>The term trans is an umbrella term used to include all those individuals whose very diverse gender identities may be binary, non-binary or non-gender. Schools, colleges and universities are experiencing a sharp increase in trans cases, for which they are ill equipped and have made no advance preparation.</p> <p>In this session, representatives from GIRES, a charity devoted to supporting those who undertake a complete or partial change of gender role, will provide practical advice on what can be done in an education setting to understand, respect, protect and support trans pupils and staff for whom bullying and suicide are major risks.</p>
<b>CHILD SUPPORT: How far should education staff go to protect children?</b>	<p>This session will outline the requirements of the mandatory reporting of FGM with the added perspective from other professionals. The session will also cover other aspects of safeguarding including child abuse linked to religion or belief, the Prevent strategy and any government response to its consultation around the proposal to introduce mandatory reporting of suspected child abuse and neglect.</p> <p>It is suitable for all delegates but may be of interest to anyone with safeguarding responsibility.</p>
<b>Primary and Secondary Headline Measures: What you Need to Know</b>	<p>In 2016 new progress and attainment headline performance measures were introduced for schools. This session unpicks the jargon and helps classroom teachers and support staff understand how these measures work and what it means for the classroom. It will look at:</p>

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	<ul style="list-style-type: none"> <li>• How the new measures are different?</li> <li>• How the new system works</li> <li>• What has to be reported</li> <li>• Progress 8, Attainment 8, expected standard, scaled score –what does it all mean?</li> <li>• What does it mean for you?</li> </ul>
<p><b>Preparing for a radio, TV or press interview</b></p>	<p>In a world of 24 hour media and its voracious appetite for news, stories and comment, this session will help equip you with some of the basic skills and knowledge you need to talk to the press confidently. It will focus particularly on how to speak to local print and online media. Although aimed at District and Branch Secretaries, this session is for anyone who may speak to the press.</p>
<p><b>Maintaining a Positive Dialogue: How to Use your voice</b></p>	<p>For learning support staff there is no such thing as a typical working day; providing pastoral care, mediating, offering stress and bereavement counselling, playground supervision, general office duties and administration, as well as constantly updating IEPs and student records are just a few of the duties that they can be called on to provide. The ability to juggle these, while maintaining a positive dialogue between management, teachers, parents and learners both inside and outside the classroom, is a key skill that all learning support staff must have.</p> <p>This highly interactive session aims to look at how this positive dialogue can be nurtured. It will draw on recent discoveries in neuroscience and educational psychology to look at how at the effective use of the voice can equip support staff with the tools to nurture and develop key relationships. Run by a clinical linguist and voice practitioner, the session will also highlight some specific strategies which support staff will find of use when working with SEN students.</p>