

Making A Difference in Education

Keynote and Workshop Outlines

Keynote Outlines

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| “Exciting your Brain, Tickling your Heart and getting Ready for a Day of Learning and Laughter” | |
| Stephanie Davies & Dave Keeling Laughology | An introduction to the day, what to expect and a few activities to excite your brain, tickle your heart and get you ready for a day of learning, laughter and give aways. |
| “Getting better together: Supporting and Nurturing Great Teachers” | |
| Rob Coe Evidence Based Education (EBE) | There is abundant evidence that, of all the things schools can influence, “what teachers know, do, and care about” (Hattie, 2003) has the biggest impact on pupil outcomes, by some margin, and that high-quality teaching narrows the attainment gap. High-quality teaching is not a fixed or given quantity: it varies across classrooms and can be learnt, supported and nurtured. The environment in which teachers work and the leadership they experience can affect the quality of teaching pupils' experience. But what does the evidence say about these factors? And how can we use that evidence to elevate school environments and leadership practices to help teachers be the best versions of their professional selves? In this keynote, Prof Rob Coe will answer these questions. |
| “Creating a Happy - Centred School” | |
| Stephanie Davies & Dave Keeling - Laughology | Now, before you panic and hide in the stationery cupboard, we're not saying that you must be happy all the time- that's not realistic! But here at Laughology we've done loads of research into what helps with happiness and the positive impact it has on wellbeing for everyone, children's results and mental health. Mix this with what we do best; humour and laughter for flexible thinking, learning and teaching and we guarantee you'll have something to smile about. We believe in 'Realistic Happiness' what that means simply is it's okay to be mad, sad, happy, excited and frustrated, it's about how we manage emotions and control the controllables. Do that and that's the happiness sweet spot. Here's what to expect from this keynote: A bit of psychology and neuroscience about happiness, motivation and learning What a Happy-Centred School (HCS) is and practical things you can do to support happiness for all Why laughter, humour and playfulness is paramount to happiness in learning Ways to build resilience and coping skills so we can take the highs and lows for being realistically happy |

Workshop outlines (Page 1 of 2)

| “Using Research Evidence: Navigating a complex world” | |
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| Sue Frost & Patty Williams Education Research Alliance (ERA) | Using research evidence is essential to school improvement and good teaching, but accessing, critiquing and applying research evidence to practice can be challenging. We will explore different types of education research, what they can be used for, and what their limitations might be. Our workshop will hopefully help you make sense and best use of the wide range of education research available. |
| “Promoting learner motivation: Strategies to Adapt and try in your classroom” | |
| Professor Stuart Kime Evidence Based Education (EBE) | Pupils who feel more motivated to learn are more likely to do so. But what can teachers do to enhance learner motivation? In the workshop, Prof Stuart Kime will answer this question, showing how evidence summarised in ‘Self-determination theory’ can be used as the basis for practical strategies that any teacher could select, adapt, and use in their classroom. Specifically, Stuart will talk about how teachers can help their learners develop feelings of competence, autonomy and relatedness. |
| “Activating Hard Thinking: how to make learning stick” | |
| C.J Rauch Evidence Based Education (EBE) | Join C.J. Rauch, Head of teaching and learning at Evidence Based Education, in a focused session exploring practical techniques to help pupils retain and use knowledge effectively. This workshop delves into the concept of 'overlearning', guiding you through the transition from directed teaching to fostering pupils independence. You'll gain insights into effective methods like spacing, interleaving, varying practice conditions, elaboration, and self-explanation. This session is designed for teachers looking to understand and apply these principles in their classrooms. It's an opportunity to enhance your own teaching toolkit with techniques informed by educational research, suitable for all teachers. |
| “Implementing your Pupil Premium strategy” | |
| Marc Rowland Unity Research School | This highly practical workshop will support schools to secure collective responsibility, secure precision and secure impact. |
| “Maximising The Impact of TAs” | |
| Sally Franklin MITA | This session will explore how TAs are used in schools across the UK, the importance of their role and the research and evidence behind their impact on pupil progress. We'll review key MITA principles and offer practical recommendations for schools when considering how support is used. |
| “Really Leading reading in Secondary School” | |
| Louise Quinn Shotton Hall Research School | Leading reading in secondary is the hardest - and one of the most important - jobs in school. Yet it's also often the most under-resourced. Using the EEF's tiered model for school improvement, this session will explore how we can focus our reading strategy on the things that matter the most, supporting pupils to 'read to learn' and realise their academic potential. |
| “Assessment not assumption: the role of diagnostic assessment in reading interventions” | |
| Louise Quinn Shotton Hall Research School | Powerful assessment is one our best 'tools' as teachers and leaders because it allows us to make the most of our scarce resources. This session will consider the importance of clarity of purpose in assessments used to diagnose reading difficulties so, ultimately, we are confident the assessment we are using is 'fit for the job'. This supports better decisions and helps us match pupils to the reading interventions that they need, rather than what we might assume they need. |

Workshop outlines (Page 2 of 2)

| “The Missing Link – Reading Fluency for Primary Pupils” | |
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| Louise Quinn Shotton Hall Research School | Reading fluency is the thought of as the 'bridge' between decoding and comprehension, but can be misdiagnosed and undertaught. This session will look at the cognitive science that underpins reading fluency and how, if we tackle it through whole class reading routines and precise intervention, we can support pupils to direct their mental effort from lifting the words of the page to making meaning from the text. |
| “Understanding the drivers of low attendance: insights from a national research project” | |
| Lucy Preston ImpactEd | Attendance continues to be a core focus for schools and trusts across the country, this year more than ever. There are many ways to monitor attendance, but what is really driving pupil absence? In the session we will share insights from ImpactEd’s national Understanding Attendance research project. Through this project a cohort of over 200 schools have been exploring the underlying causes behind low attendance in their context and for different groups of pupils, considering factors such as pupils’ behaviour, school engagement and feeling of safety in school. This session will share insights from this project, focusing on the practical steps schools can take to better understand and ultimately address the root causes of pupil absence. |
| “Must have GSOH’ - The power of laughter for increasing learning and creating an inclusive classroom” | |
| Stephanie Davies Laughology | They say that laughter is the best medicine. Turns out, whoever ‘they’ are, they aren’t far from the truth. In several top studies, including American Psychological association and Science Direct, having a GSOH helps children learn better and makes the teaching experience more enjoyable for everyone. Brains love humour and laughter. If you verbally tickle a brain, it rewards you with happy hormones which light up the brain’s reward centre. These feel-good neurochemicals such as endorphins and dopamine create memory because brains remember the stimuli that make you. The Laughology method hacks this neurological process by embedding laughter and humour in the learning we call this sticky learning, like funny neural post-it notes. It’s not about telling jokes, and you don’t even need to be hilariously funny, it’s just about making learning enjoyable. In these interactive workshops we will cover: <ul style="list-style-type: none"> • Ways to use humour for exploring topics and making facts and information stick. • Tools and techniques that help everyone learn better from your top pupils to neurodivergent children and children who like to learn differently. • Research and insights into playfulness and laughter for boosting memory techniques • Ways to inspire children, light up the classroom for happy children who love learning |
| “RememberRING’ - The four conditions for great, memorable learning” | |
| Dave Keeling Laughology | This fast paced, fun, illuminating and reflective 60 min workshop, facilitated by Lead Happiness Consultant Dave Keeling, is an exploration of RING the 4 key ingredients for great ,memorable learning (Relevant, Interesting, Novel Naughty) that will not only provide tips and tricks and techniques to enable you to be more flexible, adaptable and versatile with your learners but will also explore in a variety of ways: <ul style="list-style-type: none"> • 8 way thinking – how to think and communicate in a multiply intelligent way • The Power of Laughter to shift mindset so we learn with our heart first then our heads. • Questions are our super power – Curious thoughts to make your head go boom • Celebrating mistakes - why cocking up spectacularly is a good thing |

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1. Registered users can book through our online system [SLA Online](#)
2. By emailing the School Development Team at school.development@cumberland.gov.uk
3. By calling the team on 01228 221315 / 221316