Seminar Information

Wednesday 14 January

Learning Outside the Classroom & School Improvement

- Elaine Skates, Executive Head of Council for Learning outside the classroom
- Mylene McGuire, Headteacher St Mary's RC primary, Levenshulme

The seminar will cover the evidence regarding how LOtC can contribute to raised attainment and school improvement, Ofsted's view of LOtC, and how schools can embed frequent, continuous and progressive learning outside the classroom as a tool for effective curriculum delivery.

Using evidence to promote equitable schools

- Professor Mel Ainscow CBE. Professor of Education and Co-director of the Centre for Equity in Education at the University of Manchester

Despite consistent improvements in the school system over recent years, there are still too many children who miss out. Focusing on this challenge, the workshop will present a practitioner-led inquiry strategy that has proved to be effective in moving forward thinking and practice within schools. However, research has shown that its use as a strategy for system change remains problematic within a policy context that emphasises competition and choice. The workshop will go on to analyse the factors that inhibit the collaborative approach needed to reduce inequities that exist within and between schools, in order to formulate proposals that can move the system as a whole towards more equitable provision.

The SEN and Disability Reforms: in conflict with a self-improving system?

- Phillipa Stobbs, Assistant Director (Education) Council for Disabled Children
- Sue Warner, Headteacher Melland High School
- Amanda Corcoran, Head of Education Strategy, Access and Inclusion, Manchester City Council
This seminar will consider the changes intended under Part 3 of the Children and Families Act 2014, and the extent to which they will bring in a period of all change or no change and the extent to which a self-improving system can ever deliver the best possible educational and other outcomes for children and young people with SEN.

Teaching Schools

- Vicky Beer

Governance

- Emma Knights, Chief Executive, National Governors’ Association

Thursday 15 January

Improving provision in the Early Years Foundation Stage

- Tim Vaughan, Her Majesty’s Inspector

The seminar will cover Ofsted evidence about how schools and early year’s settings can improve their provision for young children to be good and better.

Promoting Employability for Special School Learners

- Bernice Kostick, Headteacher, North Ridge Specialist Support School

This seminar will provide you with the opportunity to learn about the exciting practical experiences that are provided for learners at North Ridge Specialist support school to prepare them for adulthood. Hear from the students themselves about the work they do at North Manchester General Hospital.

Find out how students are provided with real life experiences of the world of work as part of the daily curriculum. Job carving and training using systematic instruction ensure that tasks are really well matched to students skills and abilities. The aim is to reduce their dependency on the state and encourage them to be aspirational in aiming for employment in adulthood.

Migrating Passions: celebrating cultural diversity

- Kaye Tew, Head of IDEA (Initiatives and Developments: External Activity), Faculty of Humanities, Languages and Social Science, MMU
• Claudia Conerney, Schools' Liaison Coordinator, Faculty of Humanities, Languages and Social Science, MMU
• Sharon Handley, Dean of Humanities, Languages and Social Science, MMU

Migrating Passions is a seminar presenting work between MMU and a number of local schools in Manchester where facilitators have mapped stories of people who have come to Manchester from elsewhere. The project has promoted a ‘Walking in their Shoes’ model and the workshops have been student-led, providing resources for schools and bringing schools into the university and community centres. It is a celebration of the pupils’ stories via banners and artwork which are exhibited. It demonstrates a model of working that benefits school agendas; Literacy, EAL, Transition, TEFL, Citizenship and it also showcases the added benefits of working with other educational and cultural partners.

**Raising aspiration through community engagement**

• Caroline Davies, Research Associate at the Centre for Urban Education at MMU
• Dr Carrie Packham, MMU
• Dr Val Butcher, Head of Department: ITT Partnerships, Faculty of Education, MMU

This seminar considers how Manchester Metropolitan University is meeting the needs of the community through its teacher education and community engagement programmes through a number of Community Engagement Projects involving staff and students from the ITT BA Primary Education programme including: Maths on the Mat, Makey Makey (computer programming) and Ask a Student Teacher. The seminar will also present some of the educational programmes undertaken with a range of community partners, including: Step Up! Courses designed and delivered by the Gender and Participation Unit and Hope for the Future: Somali Community Participatory Research. There will be an opportunity to discuss some of the points raised within the two presentations led by Dr Val Butcher.

**Manchester Communication Academy - A community asset?**

• Lynne Heath, Principal of Manchester Communication Academy
• Patsy Hodson, Vice Principal of Manchester Communication Academy

Manchester contains some of the most vibrant communities in the country – but also some of the most disadvantaged. Schools in these areas are dedicated to helping their students to do well in spite of the significant challenges many children and their families face. Lynne and Patsy will talk about the strategies they use to help build social capital and resilience with the community they serve.

**Poverty, Inequality and Education - closing the free school meals gap: a realistic approach**

• Ruth Lupton, Professor of Education, University of Manchester
Politicians of all political persuasions emphasise the importance of closing FSM gaps. But how realistic is this? How much of it lies within the gift of schools? Is poverty the problem, or inequality? This seminar will step back from current preoccupations with the Pupil Premium and ask “what problem are we trying to tackle? What can schools do? What other kinds of education and social policies do we need?

**Places + Children = Learning**

- John Bishop, Creative Director, PLACES
- Daniel Wheatley, Creative Director, PLACES
- Catherine Clements, Creative Director, PLACES
- Liz Hardy, Head of Matenscroft Nursery school
- Jan Nettleton, Lead Teacher, Matenscroft Nursery school
- Lisa Taylor, Deputy Headteacher, Matenscroft Nursery school

**Public Service Reform – Driving Achievement, Supporting Independence and Developing Resilience**

- James Binks, Strategic Lead Public Service Reform

Greater Manchester's Public Service Reform programme has evolved from a history of working closely with Whitehall. This session will look at how public service reform across a conurbation can reduce demand for services, and be scaled up over time to support independence and self-reliance.

**Skills for Growth - Education into Employment**

- Angela Harrington, Head of Regeneration, Manchester City Council
- Liam Manton, Wates Construction
- Carol Bartrum, Head of Employer Engagement, Greater Manchester Chamber of Commerce

The Greater Manchester Economy will continue to grow and create an additional 70,000 jobs over the next decade, with a projection of at least 50% of the employment created requiring qualifications at level 3 and above. This seminar explores how good quality employer engagement, underpinned by robust Labour Market Information can provide more meaningful Careers Education Information Advice and Guidance (CEIAG) and better pathways for young people into the labour market opportunities. Drawing on the GM Chamber experience of delivering an Employer Ownership of Skills pilot and the work that Wates Construction with a school in North Manchester, the seminar will also explore how greater devolution of skills funding to Greater Manchester can further enhance these approaches.

**Meeting the needs of the economy? Improving access to STEM subjects and STEM careers**
Pupils’ engagement with STEM (Science, Technology, Engineering and Mathematics) in schools is critical to their future careers and their potential to contribute to the STEM-based economy and participate in a STEM-focused society. While many children at primary school are excited by science and mathematics, interest drops off in the later school years, especially for some groups – recent research has indicated that a lack of ‘STEM capital’ can hamper the pursuit of science among working class and some minority ethnic students, while popular and peer cultures often contribute to girls’ withdrawal from STEM. This workshop explores the issues and how we might address them. It illustrates the potential of an innovative approach to STEM teaching in primary school through the introduction of ‘engineering design challenges’ as a vehicle for problem-based STEM teaching which not only opens up science, technology, mathematics and engineering for students, but also presents a world of work to which they might aspire.

The place of the entrepreneurial School in the Digital Age - developing the ‘start-up’ mentality and learning the language of the private sector

- James Eldon, Principal, Manchester Enterprise Academy

The place of the entrepreneurial school in the Digital Age – developing the ‘start-up’ mentality and learning the language of the private sector.

Seminar Information - ‘What does ‘digital’ mean for schools and how can the education sector keep up with the demands of the private sector in terms of digital skills and afford to be ‘digital’ in the age of austerity?’

Teaching Schools ‘Question Time’

- John McNerney, Headteacher of St Peter’s RC High School, Manchester and Lead for the MSA
- Ann Clynch, Principal, Loreto Sixth Form College, Manchester
- Linda Jones, Headteacher, Piper Hill High School, Manchester
- David Watson, Headteacher, Chorlton Park Primary School, Manchester

Teaching schools are one of the main strands of a self-improving system; they are also emerging as a tangible cross-party strategy and as such are likely to remain as a significant feature of the educational landscape for some time to come. In this session questions will be put to a panel of Teaching Schools Leaders in Manchester and Greater Manchester and delegates will have the opportunity to hear first-hand about the benefits and challenges provided by the model and to hear from them their thoughts on how the Teaching School model might develop.

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**Friday 15 January**

**What does the economy need – LMI shaping the Curriculum**

- John Thornhill, Chief Executive, The Manchester College

**Looked after Children & Care Leavers – supporting achievement and aspirations in education, training and employment**

- Jane Johnson, Virtual School Head Teacher for Looked After Children, Manchester City Council

The seminar will provide the opportunity for delegates to receive information about the care system, to hear more about the role of the Virtual School Head and also to hear from some inspirational care experienced young people about their routes through education, further and higher education and most recently into employment. Jane is keen for all delegates to reflect on what role they may have to play within their organisation to support these young people to successfully achieve their aspirations.

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Young People Led Seminar with Maggie Atkinson, Children’s Commissioner

- Young people and Maggie Atkinson

Securing economic independence for young people who are not in employment, education or training

- Carlo Raffo, Manchester University

This seminar focuses on how adult and tertiary education might enable poor young people (16-24 years of age) and adults (over 24) to access, progress and achieve in post compulsory education so that they can attain good-quality employment and gain the material resources required to take them out of poverty. In particular the seminar focuses on those economically poor young people who are not in employment, education or training (so-called ‘NEETs’) and those adults living in poverty who may be in and/or out of work.