

Veema Education Programme Schedule

Monday 13th-Thursday 16 June 2022

GET YOUR TICKET TO THE BUSPOOL!

*Don't worry if you can't attend a live recording or miss a session
as you'll have access to the recordings after each live event!*

Date	Sessions	Session Outline	Trainer
Monday 13th June 08:30 am (UK Time)	Rosenshein's Principles of Instruction	<p>Lisa will open our Veema bus pool with a session full of practical ideas to steal and try out for yourself. Rosenshein's theory combines decades of research into cognitive psychology. Lisa will distil this into ten practical ideas that you can take away and use the next day.</p> <p>This session will include ideas for: Daily reviews, breaking down information, asking great questions, modelling, active learning, checking for understanding and scaffolding learning towards independence.</p> <p>Lisa will also support you to develop effective teaching habits and you prepare to apply these principles with purpose.</p> <p>Session Outcomes:</p> <ul style="list-style-type: none"> • Explore how we might turn theory into really practical practice. • Gain an overview of the principles of great teaching. • Discover a range of practical ideas that can have an impact on student learning outcomes. 	Lisa-Jane Ashes 
Monday 13th June 1:30 pm (UK Time)	'Doing What Works: Proven and Practical strategies to enhance formative assessment	<p>In this highly interactive session, Claire will translate the latest research into practical strategies that busy teachers can use to ensure that their teaching is as responsive as possible.</p> <p>Session Outcomes:</p> <ul style="list-style-type: none"> • Learn how to quickly identify and target learning gaps • Discover a range of ways you can improve the quality of your questioning • Explore practical ways you can provide feedback that pupils can access independently 	Claire Gasby 

Date	Sessions	Session Outline	Trainer
Tuesday 14th June 08:30 am (UK Time)	School Leaders: Prioritising your well-being to build your resilience.	<p>In this session, we explore the challenges of leading schools and balancing leadership demands and consider how to build and maintain resilience.</p> <p>We consider resilience as an attribute that can be learned and improved upon to increase our capacity to navigate through challenges and change.</p> <p>This session encourages school leaders to place their well-being at the heart of their school culture to help develop a sustainable leadership approach in which they can advance and thrive.</p> <p>Session outcomes:</p> <p>Consider the rationale and importance of protecting your well-being as a school leader and the vital role of self-care.</p> <ul style="list-style-type: none"> • Increase your capacity to recognise and respond to specific challenges and pinch points. • Explore a range of key actions and interventions to help build and maintain resilience. • Embed your own commitment to well-being in practice to sustain your capacity as a leader while supporting others. 	Sharon-Hennam-Dale 
Tuesday 14th June 1:30 pm (UK Time)	Safeguarding in an ever-changing landscape	<p>Safeguarding is an ever-changing landscape with shifting sands. Working in a busy school environment rarely affords the time necessary to keep abreast of events, research & changes .</p> <p>This session is designed to introduce current themes related to the safeguarding landscape of think about how they can be used to better safeguard children.</p> <p>Session Outcomes:</p> <ul style="list-style-type: none"> • To explore current themes & research in safeguarding • To apply these themes to school safeguarding practice & action planning. 	Debbie Innes-Turnill 

Date	Sessions	Session Outline	Trainer
Wednesday 15th June 8:30 am (UK Time)	Middle leaders international schools— Everything to everyone	<p>Middle leaders need to be everything to everyone - they are the powerhouse of school developments, specialists in their areas, leaders and managers of their teams while of course, accountable to senior leaders for themselves, their teams and pupil progress in their areas. How can staff in these roles manage the variety of pressures upon them to ensure that pupil progress remains at the heart of good practice.</p> <p>Session Outcomes:</p> <ul style="list-style-type: none"> • Understand the role and importance of middle leaders • Develop effective strategies for daily practice • Support the team to maintain the focus on pupil progress provide feedback to senior leaders 	Julia Batters 
Wednesday 15th June 1:30 pm (UK Time)	Developing an effective data strategy	<p>During this session the aim is to develop leaders understanding around the importance of having a clear data strategy in their school which is valued and embedded into school culture. It explores how to develop a clear and concise approach to effective school data strategy and explores the key elements of strategic thinking around data. The course also looks at how to review and improve current school practice and share create a positive culture within schools around evidence-based practice.</p> <p>Session Outcomes:</p> <ul style="list-style-type: none"> • Learn how to develop a clear and concise approach to effective school data strategy development, including class profiles and assessment point analysis • Understand how to review current data collection practices and usage to consider how to increase efficiency across the whole school • Strategies to evaluate whether your data strategy is fit for purpose in your setting and works for school leaders, data managers and teaching staff 	Jenny Bond 

Date	Sessions	Session Outline	Trainer
Thursday 16th June 08:30 am (UK Time)	Powerful Modelling for impact	<p>Crista will guide you through powerful modelling which has a real and long lasting impact in the classroom and of course beyond it. Modelling is vital if we wish our learners, or subject / department teams and professional peers to be successful and through demonstrating powerful modelling we empower others to deepen their understanding but also their skill set. Grounded in research Crista will share powerful modelling strategies with you throughout this session to develop listening, reading, writing, vocabulary, reading comprehension and quality classroom talk through oracy - all of which our learners need to be able to do well to be successful.</p> <p>Session Outcomes:</p> <ul style="list-style-type: none"> • Develop your current skill set and professional toolkit through observing powerful modelling strategies demonstrating experts in action. • Be part of identifying exemplary practice in order that you can use it and encourage others to tailor this to your educational setting. • Evaluate the quality of modelling to support learning tasks that is being currently provided in your educational setting. • Learn from best practice modelling through several scenarios. • Understand key components to help you design appropriate scenarios/ scripts to engage in powerful modelling which helps learners in the classroom and colleagues in your departments/teams. 	Crista Hazell 
Thursday 16th June 1:30 pm (UK Time)	Classroom Strategies to support Dyslexia	<p>When you join the Veema Buspool event, Nina Jackson will support you with your continued knowledge, skills and understanding of Dyslexia. How it impacts the learning and what you can do to support the needs of learners in order for them to fully reach their potential.</p> <p>Session Outcomes:</p> <ul style="list-style-type: none"> • Identify and understand the needs of learners with Dyslexia • Use a variety of classroom strategies to support the learning • Find out how to utilise and implement digital accessibility tools for learners to be empowered and becoming independent 	Nina Jackson 

PRE-RECORDED SESSIONS:

Hywel Roberts



Session Title: MAKING LEARNING MATTER: CURRICULUM INVESTMENT

Using the concept of the 'pedagogy of poverty' as a starting point, Hywel will offer a practical and thoughtful session around using narratives and stories to help children invest in a knowledge-rich curriculum. Hywel will share a model that will support teachers with their planning and will offer tried and tested examples from his own practice. The day will demonstrate how children can be protected into key curriculum content through the use of narrative enquiry and research-informed 'warm' pedagogy. The session will be thoughtful, engaging, practical and reflective.

Session Outcomes:

- Support teachers in looking at the pedagogy around their curriculum offer
- Model case study examples of a rich pedagogical approach
- Build awareness of how storytelling can support children in investing in a topic
- Rediscover the adventures that lie in the curriculum
- Ensure children will make progress

Costas Constantinou



Activating Teacher Learning – Creating a CPD Learning model to 'improve' teacher performance, not just 'prove' it.

Every teacher has the potential to improve. So, just as we wish our students to be on-going learners, we should expect the same of our teachers.

But achieving this takes time, hard work, effort as well as continuous reflective practice, all things that only flourish in schools where a culture of improvement is embedded. For any leader looking to nurture truly great teaching in their school, establishing such a culture is therefore key.

By activating learning and stimulating curiosity, it's possible to foster not just a growth mindset but also create an environment in which metacognitive thinking, challenge and respect are the norm, and where teachers are empowered as they become ever more comfortable stepping outside of their comfort zone.

In this session, Costa will offer practical suggestions and ideas on how schools can introduce the professional learning programmes to ensure their teachers, both novice and expert, are able to confidently explore and experiment with new teaching strategies and innovative pedagogies.

Drawing on findings from his published paper – 'When it comes to CPD, how can we ensure it makes a difference?' – and the work of Teacher Development Trust and CUREE, this session provides a real-world framework for developing a CPD model where the focus is on improving' teachers professional portfolios rather than on merely 'proving' their capabilities.

Session Outcomes:

- Reflect on what makes effective and outstanding CPD
- Consider models that enable teachers to get better and continually grow
- Provide some practical Ideas you can adopt when thinking about CPD in your school



Costa Constantinou
*Director of Educational Services,
Leadership Coach and Adviser,
Teaching and Learning Champion
at Veema Education*

Costa is a passionate and driven educator with over 16 years' experience teaching in London and international schools. He is also a director of Veema Education.

With his many years both in the classroom and at leadership level, Costa understands first hand the needs and priorities of today's schools, not least the necessity of every educationalist to take responsibility for their own learning. This is a philosophy he communicates through national and international keynote speeches.

It is also very much part of the workshops he leads on improving teaching, learning and school leadership, and the implementation and effective management of change.

To enable schools to better evaluate the impact of their professional development training, Costa has developed Veema's unique four-step CPD model — 'Consult, Tailor, Deliver, Reflect'.

Costa is particularly adept at using collaboration to create the conditions for effective leadership and to encourage the attainment of ambitious educational goals. Throughout his career, he has led successful teams and been proactive in school improvement initiatives.

Known for the warmth, humanity, honesty and fun he brings to every educational situation, Costa is motivated by a desire to create the best possible opportunities for the young people in his care so they come to recognise their own potential and are inspired to achieve it.

The strategies he has developed to boost student progression and increase student attainment have been formally recognised by Ofsted.

Key skills and expertise:

- Leadership
- Coaching Senior Leaders
- Professional Development
- School Improvement & Evaluations
- Teaching and Learning
- Behaviour Management



Hywel Roberts
*Teaching and Learning Consultant,
Writer and Global Educationalist*

Hywel has been a teacher for over twenty-five years. He has found an incredible and innovative niche in the world of model teaching contributing to and advising curriculum designers and innovators from Barnsley to Brussels, from Cairo to Cleethorpes. Hywel is as at home in front of hundreds of Headteachers on the conference circuit as he is when working with children on the carpets of their classrooms. Hywel contributes to the national conversation around education at school and university level. He is an experienced teacher in Special, Primary and Secondary settings, nationally and internationally. He is also a well-respected author and contributes regularly to a variety of publications.

Hywel contributes to the Masters programme in Drama and Creative Writing at Leeds Beckett University. He also leads the PGCE programme in Drama at Huddersfield University. His work deals with curriculum liberation, creative practice, engagement, leadership, literacy, teacher development and Imagineering – the liberation of the art of teaching.

In addition to working in schools, Hywel is a regular contributor to conferences including The Sunday Telegraph Festival of Education, Northern Rocks, Practical Pedagogies in Europe, and The University of Belfast Thinking Conference. He is also in demand as a conference keynote speaker. Hywel has recently worked for the National Galleries in Edinburgh, The Hepworth Gallery in Wakefield and the West Yorkshire Playhouse in Leeds as a visiting teacher.

His award-winning book 'Oops! Getting Children to Learn Accidentally' is published by Crown House Publishing and has proved very popular with educators around the world and now is a feature on the reading list of many university teacher training courses. His book 'Uncharted Territories' is written with Dr Debra Kidd was published in 2018. He writes a regular column for the Times Educational Supplement about his encounters as a 'travelling teacher'. Hywel is also a Fellow of the Royal Society of Arts.

He was recently described as '..a world leader in enthusiasm'.

Key skills and expertise:

- Pedagogy and Practice
- Literacy
- Imaginative Inquiry
- Drama for Learning
- Personalised Learning
- Social, Emotional and Mental Health (SEMH)
- Behaviour for Learning
- Cross curricular planning and curriculum reboots





Lisa Jane Ashes

*Teaching and Learning Consultant,
Author of MAnglish (creating
bespoke curriculums) and Teacher
in the Cupboard (problem solving
in education)*

Lisa believes that education is about developing minds for the future. She also believes that many schools fall short of producing 'a fully rounded end product' because they fail to co-ordinate learning across all of their departments.

She has therefore made it her mission to transform how teachers think about the curriculum so that they can begin to deliver a whole school approach to education. To achieve this she helps teachers develop both personally and professionally by empowering them to collaborate with others within and outside of their particular department.

In Lisa's most recent book, 'Teacher in the Cupboard,' she helps teachers examine their own approaches to the many problems educators face. Tried and tested solutions to a myriad of issues are examined from all perspectives. This book provides a mindset to facing problems and is a very human approach that can be adopted to solve them.

Lisa's first book 'Manglish', considers how English and Maths can be creatively brought together to improve both literacy and numeracy throughout the whole school, and provides practical ideas and strategies for doing this.

Lisa has a passion for writing and appears in many teaching and learning publications such as: 'There is another way' and 'Don't change the light bulbs — A compendium of expertise from the UK's most switched-on educators'. She has also written many articles to help reflect on her work in education and share her evolving ideas as she goes.

Lisa takes her message of curriculum collaboration around the world. Through her work with the charity 'Reach Out to Schools' Lisa has developed teams in Ghana and Nepal where she uses her strategies to help create a culture of continual self-improvement among the country's teachers.

Key skills and expertise:

- English as Second Language (EAL)
- Gifted and Talented (G&T)
- Special Educational Needs and Disability (SEND)
- Behaviour
- Coaching
- Performance Management
- Personalised Learning
- Pedagogy and Pastoral Champion
- Outstanding Teaching & Learning
- Metacognition and Thinking Skills
- 21st Century Learning — Flipped and Blended
- Personalised Learning



Claire Gadsby

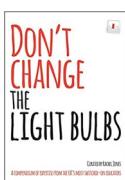
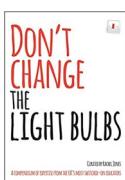
*Teaching & Learning Consultant,
Author, Keynote Speaker*

Claire describes herself as an innovator, educator, and motivator. As a teaching and learning consultant and trainer with more than 20 years of classroom experience, Claire now works with more than 100 schools a year to raise achievement. Much of her work involves working alongside teachers in classrooms where she recommends and demonstrates innovative teaching and learning strategies across the curriculum and in all phases of education.

Claire is also one of the UK's leading experts on how to assess without national curriculum levels. Claire has produced materials for both the Secondary National Strategy and Oxford University Press and her publications include, 'The Perfect Assessment for Learning', 'Dynamically Different Classrooms: Create spaces that spark learning' and 'A Little Guide for Teachers: Efficient Marking (A Little Guide for Teachers)'. Claire's mission is to support teachers build what she calls 'irresistible learning'. Claire feels there are so many strategies that teachers can use that involve the minimum amount of preparation yet have the maximum amount of impact on pupils learning.

Key skills and expertise:

- Practical strategies for demonstrating pupil progress
- Assessment for Learning
- Work with gifted and talented pupils and promoting independent learning.
- Making every lesson 'outstanding'
- Developing independent learners
- Gifted and talented provision
- Promoting active engagement
- Leadership and Management: moving from audit to action
- APP (Assessing Pupils' Progress)
- TA, teacher, governor and senior leader development





Sharon-Hennam Dale
Leadership Consultant



Debbie Innes-Turnill
*Safeguarding & Leadership
Consultant*

With significant experience and expertise in leadership and education, Laura offers high level skills in consultancy, facilitation and coaching to empower the educators and leaders she works with. Her detailed and insightful understanding of the education and arts and culture sectors mean she offers creative, energetic and impassioned knowledge to support educators in navigating through and leading our changing climate.

Laura is an experienced senior leader in schools, Local Authority, regional and national strategic education partnerships, school governing bodies, educational research, apprenticeships and commercial learning and development. She utilises her knowledge and experience in change leadership, creativity, people leadership, emotional intelligence and evidence-based teaching and learning to empower individuals and organisations.

With an MA in Leading Innovation and Change in education, Senior Coaching Practitioner accreditation (EMCC), and accreditation in delivering the National Professional Qualifications for Leadership in the UK, she is also an international trainer working with the education, healthcare and commercial sectors globally.

Key skills and expertise:

- People Leadership
- Change Leadership
- Emotional Intelligence
- Cultural Change
- Organisational and Individual Resilience
- Creativity and Creative Learning and Leadership in Education
- Facilitation
- Coaching (Leadership, Business and Empath)
- Personal Leadership

Debbie Innes-Turnill (Msc, MBPsS) has been a Teacher/School Leader for over 25 years.

Her education background, a degree (her second) in Psychology (BSc.) & a Safeguarding specialisation has enabled Debbie, for the last 12years, to develop an expertise in the support and protection of the vulnerable and their families.

In 2018, Debbie launched her own freelance Safeguarding Consultancy, which complemented by her school experiences, advises organisations, charities & social groups on methodology to keep safe all vulnerable individuals and ensure/take responsibility for, their welfare whilst at the same time, protecting those who care.

Debbie completed her Masters in 'Advanced Child Protection Studies' (University of Birmingham) in 2020 with a distinction.

Key skills and expertise:

- The application of safeguarding policy
- Policy/procedure review & implementation
- Multi-agency working
- Practical welfare assistance
- Safer recruitment
- Staff supervision
- Training
- Curriculum provision/delivery
- Safeguarding and child protection research
- School leadership
- Safeguarding leadership



Dr. Julia Batters
*British International School
Leadership Consultant*



Jenny Bond
Primary Leadership Consultant

A recently retired secondary school headteacher with a long career in a British international school, Julia is an experienced educator focused on developing excellence in learning and teaching through highly effective leadership and management.

Julia spent most of her career at the British School of Paris. She joined the school as Head of Languages in September 1991 after teaching in Wiltshire and London. Promoted to Deputy Head-Academic in 2000 and then to Head of Senior School in 2013, she has accrued more than 20 years' experience of delivering the British curriculum to an international student body.

Following a degree in European Studies at the University of Bath, Julia stayed at Bath to complete a PGCE and later to complete a PhD.

A strong believer in the practical application of academic research, Julia is experienced in leading initiatives in school which are rooted in evidence-based findings. She has recently begun to contribute to continuing professional development for aspiring international senior leaders.

Key skills and expertise:

- School improvement consultancy and training
- Leadership of teaching and learning
- Experience of British education in an international context
- Academic mapping and tracking for a transient pupil population
- Bespoke provision for an international clientele
- Facilitation - developing and empowering staff
- Team building
- Curriculum change management
- Systems for high performance

Having studied Classics and History at Bristol Jenny went into teaching after spending some time working in schools in Ghana. Discovering a love learning she has worked in Inner City London schools for the past 12 years as a maths specialist and is now working as a consultant supporting schools in developing their maths provision to ensure that all children make progress and have the opportunity to succeed.

Working alongside numerous charities as a researcher Jenny has written papers to support the implementation of tuition within schools to close the attainment gap and continues to work alongside maths hubs to keep abreast of the most recent research and practices. Jenny further supports leadership development through coaching and mentoring to implement sustainable change within schools for the benefit of all pupils

Key skills and expertise:

- Primary Mathematics Specialist
- Coaching
- NPQ Leadership Facilitator
- Data analysis
- Quality first teaching
- Whole school strategy and improvement planning
- Curriculum development



Crista Hazell
Teaching and Learning Consultant



Nina Jackson
*Teaching and Learning Consultant
and Author*

Crista has been teaching in a range of secondary schools for 20 years and has been in Leadership for 19. She has worked across the UK and internationally in China and Ghana with students, teachers and school leaders developing teaching, learning, relationships and behaviour.

She is an MFL specialist, a pedagogy and pastoral champion known for seeking out new and innovative teaching and learning strategies which engage learners in their own learning journeys to help them become confident, inquisitive, happy and successful lifelong learners who can successfully navigate their way through challenges in school, education and beyond. Saving time for teachers helping them to create engaging, relevant and memorable deep learning experiences whilst also sharing different perspectives on 'assessment'.

Crista's work has been published in educational books; There Is Another Way and The Working Class, magazines; Teachwire and The Guardian. She is also an active blogger, Independent Thinking Associate and National Council Member for The Association for Language Learning.

Key skills and expertise:

- Behaviour & Relationships
- EAL , TEFL
- Global Learning
- Gifted and Talented – stretch and challenge
- MFL
- Metacognition & Thinking skills
- Oracy
- Personalised Learning

The world of education is filled with very special people, but few have the breathtaking grasp of Nina 'Ninja' Jackson about what makes classrooms and those in them tick.

Winner of the IPDA International Prize for Education, the TES has described her as an 'inspirational, evangelical preacher of education'.

An international education consultant, Nina is an award winning speaker, best-selling author and a leading practitioner in outstanding learning and teaching. Her particular gift is in working with SEN, the Gifted and Talented and engaging disaffected learners.

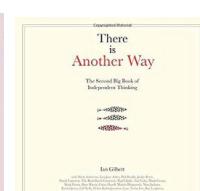
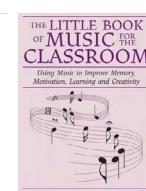
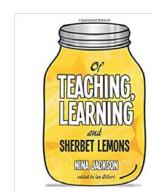
A hit with teachers, students and educationalists alike, her training courses and keynotes speeches always leave those fortunate enough to attend wanting more.

She has had an overwhelming impact on education both in the UK and internationally. She has, for instance, worked with the Ministry of Education, UNESCO and UNICEF in Chile, Ghana, India, China and the Middle East, as well as in Europe.

In her first book, she shared her research on how music improves classroom learning and motivation. Her latest, the best-selling 'Of Teaching, Learning and Sherbet Lemons: A compendium of careful advice for teachers', has helped thousands of teachers put the 'fizz' back into their classrooms. The message is clear, while classrooms need systems and structure, they should also include a certain magic and sense of wonder, this is the 'fizz' that comes from passionate teachers who know how to engage emotionally with their student.

Key skills and expertise:

- Behaviour
- Leadership
- Performance management
- Mental and emotional health
- Learning through play
- Safeguarding
- Digital competency and accessibility
- Pedagogy and pastoral champion
- Metacognition and thinking skills
- 21st Century learning – flipped and blended
- Personalised learning



To find out more or to register your school for this event, email us at cpd@veema.co.uk.

Contact us by

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 @VeemaEdu

 Veema

Four steps to success:



Consult

Only by fully understanding a school can you properly evaluate and determine its unique set of needs. It is our deep consultation process that enables us to deliver solutions that focus consistently and effectively on enabling pupils to achieve their full potential.



Tailor

Because all schools are different, a 'one size fits all' approach is not appropriate, which is why each of our programmes can be personalised to fit your school's exact requirements and objectives.



Train

Experienced expert consultants assigned to deliver bespoke programmes with carefully devised timetables that allocate training over an agreed period.



Reflect

To ensure that learning is fully embedded, we provide follow-up material that enable on-going exploration of subjects beyond the initial training days along with guidance and tools you need to assess the impact of the training.