

## 777 Independent Minds Conference: From Rhetoric to Reality

**Date:** Thursday 19 May 2016

**Venue:** Holiday Inn, Regent's Park, London W1W 5EE

**Cost:** Online £185 (non IAPS members – additional £100)

### **A one-off opportunity to hear first-hand stories and advice about what really makes a difference!**

It is increasingly clear that schools have a vital and exciting part to play in helping young people to develop the intellectual qualities and 21st century skills that will help them to thrive in a changing world full of opportunities as well as pressures. Through fostering cultures and teaching practices that encourage dispositions such as initiative, collaboration, originality, resilience, curiosity, good judgement and a healthy attitude to risk, we not only prepare our children for the future, but also deepen and enrich their learning experience *now*, teaching them to engage more rigorously, positively and creatively with the full range of curriculum subjects.

However, this is more likely to take root and spread when schools and educators have the confidence to try things out, to see what has impact and what doesn't and to learn from each other. This is where practical ideas that work on the ground are essential. More and more schools are embracing this agenda and developing ingenious strategies and approaches that are making a real difference to their children. But we could do so much more if we shared these ideas with each other. Through collaboration, progress would be infinitely faster, richer and more exciting.

This conference offers an opportunity to hear first-hand from some of the many schools who are taking risks themselves, putting creativity into practice and finding innovative, workable and effective ways to turn these ambitions into reality. Participants will be offered a dynamic timetable packed full of practical approaches and case studies, together with the chance to share ideas and raise questions more informally through a lunchtime display session and a Q+A panel. We hope that this event will attract teachers from across the country, highlighting IAPS as a leading, forward-thinking body of schools that are committed to developing 21st century education.

**Audience:** Heads, Deputies, Directors of Studies, School leaders and teachers at all levels

**Objectives:** To share and develop a best-practice toolkit for fostering a school and classroom culture of intellectual character, effective learning and skilful thinking.

**Course Director:** C J Simister, Future-Smart® Consulting

**Speakers:** C J Simister, representatives from The Stephen Perse Foundation Junior School, Merchant Taylors' Prep, Foremarke Hall, Unicorn School, Holme Grange, Maltman's Green, North London Collegiate School and Wimbledon High Junior School

### **PROGRAMME OVERLEAF.....**

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Book online at [iaps.uk](http://iaps.uk)

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**1000 Registration and coffee**

**1030 Keynote Presentation: The Future-Smart® School: Sharing Best Practice**  
*C J Simister, Future-Smart Consulting; Independent Minds Course Director*

**1100 Presentation: Changing the mindset of the school community**  
*Christopher Hammond, Deputy Head Academic, Maltman's Green School*

Maltman's Mindset has been a powerful tool, making a real difference to our pupils' learning and equipping them with the skills they need in a world *they* will create. But, more than that, the development of the scheme has been used to bring the community together: teachers, governors, parents and pupils have all had a part to play. Through a series of staff-led initiatives, Learning Walks, coffee mornings and competitions, we have ensured that *every* stakeholder has a voice. And talking of voice, delegates will also get the chance to hear from our most valuable asset: the girls.

**1120 Case study: Intellectual character – 'Jumping right in!'**  
*Mrs Susan Roberts, Deputy Head, and Miss Marcelle Dobson, Head of Year 3, Stephen Perse Foundation Junior School*

Developing intellectual character has become an integral part of what we do at The Stephen Perse Foundation Junior School and we have made huge changes over the five years since we began our journey. Never ones to do anything by halves, we decided to opt for a whole school launch and we haven't looked back since. Thinking skills lessons, displays of the learning habits, regular assemblies, the introduction of P4C, whole school events and opportunities for reflective thinking have empowered our pupils to take ownership of their development and enabled us to make what is normally implicit in education, very explicit.

**1150 Presentation: Pinning things down – What does character mean in practice?**  
*Dr Karen McNerney, Headteacher, Merchant Taylors' Prep (formerly Northwood Prep)*

Having established eight key learning dispositions that we believe contribute towards the development of intellectual character, our aim is that our boys not only understand these dispositions but also use and apply them in their learning in class. With this in mind, we have rewritten our early years' curriculum so that the dispositions are at the heart of our planning and teaching. Learning dispositions are also integral from Key Stage 1 upwards and are a key part of our assessment, feedback and marking. We have found that pupils respond extremely well to this approach, particularly when involved in evaluating their own performance.

**1205 Presentation: How can schools and parents work together to develop resilience in children?**  
*Mrs Jo-Anna Roblin, Head of Teaching and Learning, and Miss Hannah Reynolds, Head of EYFS and Infants, Unicorn School*

Unicorn School has always incorporated both moral and intellectual character traits in its curriculum and ethos and for several years we have used a system of 'Virtues' to enhance this. In 2015, we refined our focus to 14 'Virtues' that are promoted in lessons and daily school life. Recent trends at school and in wider society prompted one of our staff members to concentrate on 'Resilience' as the focus of her Masters dissertation. In this presentation, she will discuss the research findings and how she implemented some resilience-building techniques at school and with parents, particularly in the EYFS.

**1215 Lunch and poster presentations**  
A chance to visit the displays provided by participating schools and to talk to the speakers

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**1330 Case study: Holme Grange – Where learning is a habit**

*Mrs Claire Robinson, Headteacher, and Mrs Claire Cox, Assistant Head Pre-prep – Year 4, Holme Grange*

*Learning is for Life, not just for School. We have developed within our community a pattern of intellectual behaviours, a thirst for knowledge and a commitment to succeed. Our journey is not complete and the road has not been without disruption, delay and diversion but we continue to build the toolkit for teachers and the skills for students with the aim of achieving confidence and success for all. We have undeniably high expectations, we have engaged, and continue to engage, in professional conversations which result in favourable outcomes for us all, in every way. In this presentation, we will share our journey with you.*

*“Motivation is what gets you started. Habit is what keeps you going” - Jim Ryun*

**1400 Case study: Learning habits develop deep understanding and a passion for subjects**

*Mrs Jo Newman, Head of Junior School, and Mrs Sarah Shaw, Junior School Director of Studies, North London Collegiate School*

We selected a series of appropriate learning habits and, following a systematic introductory programme, our emphasis is now on developing an understanding of the specific behaviours associated with each 'habit'. We ensure the 'habits' are an integral part of academic learning in every subject. A dynamic and flexible approach is motivating and inspiring. Girls are now further equipped to engage with deep and complex subject matter and teachers devise challenging lessons so that girls readily put learning dispositions into practice. For example, developing flexibility of mind in History and Geography encourages the girls to see events from different perspectives and promotes deeper understanding and engagement.

**1430 Break**

**1450 Presentation: Learning Powers at Foremarke: A focus on curiosity**

*Miss Paula Bushby, Assistant Head (Academic)*

At Foremarke Hall, we have introduced and embedded a set of 'Learning Powers' with our staff, pupils and parents. This has developed into a whole-school approach towards the encouragement of character and skills. This presentation will focus on one of these Learning Powers, curiosity, and will give practical examples of how pupils are being helped to develop a more enquiring spirit.

**1505 Presentation: Active, Challenged and Engaged learners come up trumps!**

*Mrs Taryn Lombard, Assistant Head Academic and Mrs Kathryn Thomson, Assistant Head Pastoral, Wimbledon High Junior School*

Over seven years, we have worked with many highly inspiring educationalists and have run initiatives such as Failure Week, Blow Your Own Trumpet, 4G (Great Girls Get Gritty) and Fail Better. We have developed a bespoke philosophy about how teachers teach and girls learn. Teachers are enthused in delivering the creative approach and it has become a whole mindset for girls and staff - embedded within all that we do. Girls develop their intellectual character to grow into effective learners so that by the time they transition into the senior school they are able to think both critically and creatively.

**1515 Panel discussion – Q&A**

**1545 Plenary**

**1600 Depart**

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## Location Details

**Holiday Inn**  
**LONDON-REGENT'S PARK**  
**CARBURTON STREET**  
**LONDON, W1W5EE**

**Tel :0870-4009111**



### Underground

Great Portland St station 60 metres (Circle, metropolitan and Hammersmith and city lines)

Warren St station ¼ mile (Northern and Victoria lines)

Regents Park station ¼ mile (Bakerloo line)

### Rail

Euston ¾ mile,

Kings Cross St. Pancras 1 mile

Paddington 2 miles (for the Heathrow Express)

### Air

Heathrow Airport 19 miles

Gatwick Airport 29 miles