

Leading system redesign

SSAT's 16th national and 5th iNet conference: November 26-28, 2008



An educator's guide to the themes of the 2008 SSAT conference and how they can work for you and your school



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Leading system redesign

This year's SSAT national conference focuses on leading system redesign. Schools minister **Jim Knight** introduces the concept, while head **David Carter**, below, discusses designing a system that starts and ends with the learner, and prepares them for the global workplace

In a time of rapid technological, social and economic change, we share the common purpose of building an education system that is flexible enough to prepare young people for life and learning in the 21st century.

As the landscape of communities changes, school redesign is a central part of local regeneration, and places children and families at the heart of everything we do.

Building Schools for the Future has seen the largest investment in the physical infrastructure of our education system for five decades.

But school redesign alone is not enough. We need system redesign if we are to keep pace and help Britain's young people to get ahead.

Innovation and creativity is as important in designing our education system as it is in designing a sustainable building.

We have made some bold changes.

We now have a more flexible secondary curriculum, including more team-working, communication and leadership skills through sport, arts and enterprise education. There is more freedom for teachers to innovate, more opportunities for those behind in English and maths to catch up, and more potential for those at the top to be stretched further.

Personalised learning, with more technology

and resources, is helping young people to work more independently, and freeing up teaching time for those who need more support.

And new governance models are helping local leaders to make the best use of their resources and expertise to overcome local challenges and build stronger systems.

As exam results continue to rise, and the number of under-performing schools falls, we will continue to reshape the system to make sure that everyone gets both the right skills and fair access to the development they need for success in life and learning. That is why we are driving legislation to raise the education leaving age to 18.

And the new Diplomas are opening up new areas of study to students, while giving them a firm grounding

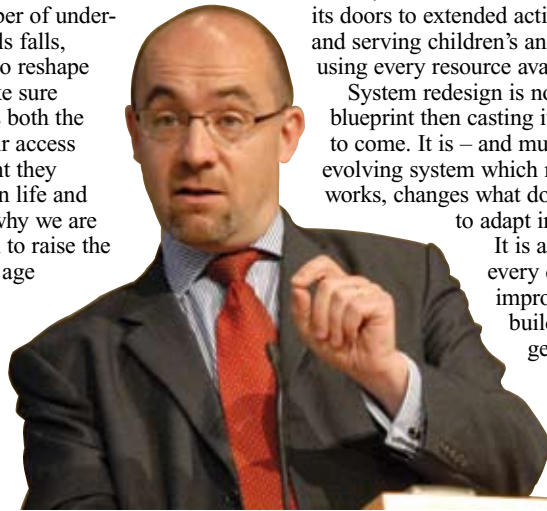
in the basics. At the same time, they are also breaking down the traditional academic/vocational divide by offering a different style of learning to pupils, alongside existing qualifications.

As we continue to build a system fit for the times, we must be focused on the vision set out in the Children's Plan: the 21st century school, at the heart of its community, opening its doors to extended activities and services, and serving children's and families' needs by using every resource available to it.

System redesign is not about drawing up a blueprint then casting it in stone for decades to come. It is – and must be – a continuously evolving system which recognises what works, changes what doesn't, and continues to adapt in our changing world.

It is a challenge to us every day to constantly improve, regenerate, and build brighter futures for generations to come.

• *Jim Knight is the schools minister and will address SSAT conference on day two.*



A school for the 21st century

System redesign represents a culture shift in secondary schooling. At the core is the belief that the next steps in school transformation will be shared across the school system and not from the government of the day down.

The SSAT has been instrumental in leading this development, and the work of Professor David Hargreaves in particular has been a powerful lever for change.

Prof Hargreaves' thinking, allied to the leadership of some of the systems of the most innovative school leaders, has helped me to



shape my vision for learning across the John Cabot Learning Federation.

System redesign from the school perspective depends upon creating a culture of change where the capacity of the school to embrace innovation within a clear change framework is in inverse proportion to its readiness to deliver new models of teaching and learning.

So what is system redesign? Prof Hargreaves describes it as a series of new configurations showing how learning can be organised and delivered in a new and more relevant way that is not intended to be a "drop-down menu of innovation". We see examples of schools working in federations or devising learning models that are bound not by the age of children, but their ability to access different learning pathways.

Within the curriculum and the school day many schools use longer learning sessions, competency and skills-based approaches, as well as the introduction of smaller learning families, where the needs of the students are known by mentors and tutors capable of delivering individual support programmes to raise achievement.

At John Cabot Academy and Bristol

Brunel Academy, the founding schools in our federation, our work on redesigning learning has been stimulated by the belief that in both schools maintaining what had been delivered in the past was not the direction for us to take if we want to create the 21st century school.

Our response has been to redesign the curriculum in year 7 to create a clear focus on developing outstanding learning habits, as well as a relentless focus on literacy and numeracy. This places the skills for learning ahead of the content and this has made a huge impact on the experience of the learner and the teacher.

We have linked this closely to the firm belief that a personalised experience is the key to a successful school experience, where the removal of the traditional academic and pastoral divide has enabled both teaching and support staff to impact upon the individual student in ways that were not possible or seen as a priority before.

We feel that our future vision is rooted in innovation that is purposeful, with the needs of the student the benchmark for our success.

• *David Carter is executive principal of the John Cabot Learning Federation in Bristol.*

November 26 to 28 sees the 16th annual SSAT conference, and the 5th annual iNet conference. **Elizabeth Reid**, chief executive of the SSAT, discusses the key themes of the event

There is an increasing realisation that good schools must do more than simply lift standards. They work to get the most out of every student – and they are doing so in ways that are innovative, effective and globally relevant. The SSAT has been at the cutting edge of this work, helping to change how young people learn and teachers teach, changing the traditional ways of organising school timetables and buildings, and proposing more effective models of leadership.

With up to 2,500 school leaders from over 1,000 schools at this year's national conference – including up to 200 from overseas and other parts of the UK – we have a unique opportunity to explore this whole agenda, and to show how emerging theories of school system redesign can make a real difference to the everyday workings of schools.

This year brings together the fifth international iNet conference and our 16th national conference. Our growing iNet network, where English specialist schools and academies share ideas with their counterparts in a growing global learning network, embracing schools from Chile to China, the United States to Australia, and Swansea to Stockholm, is becoming a real force. I am particularly proud of the growing links being developed with China, which is both helping to network Chinese schools and increasing our awareness of Chinese language and culture.

Our conference is now recognised as a hugely important event in the education calendar, not just because of its size, but because of the extent to which delegates gain the opportunity to learn and share ideas. This year's conference is particularly strong on this score. With leading academics including Professors David Hargreaves, Brian Caldwell and Dylan Wiliam, we have been developing a new approach to secondary education. Their work will be reflected in the conference's themed days.

This supplement breaks down the themes of system redesign for the SSAT's conference 2008

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On the first day, we look at classroom practice, or how to redesign learning. We will look at how students are playing an increasingly important and productive role, not only in making decisions through school councils, but in helping teachers to improve how lessons are taught, and even using their often superior knowledge of IT to improve teachers' skills in using computers.

For example, at Abbs Cross School and Arts College in Havering, which Ofsted recently described as an "outstandingly effective" school, teachers and students have joined up to plan lessons together and to evaluate their effectiveness afterwards. The result has been much more engaged students, and a school that is in a much better position to reach its exam targets. Through this theme, we will also look at the role of formative assessment, and how the curriculum can be used to develop new skills and students' creative talents alongside subject knowledge.

On day two, we focus on redesigning schooling. With Building Schools for the Future, we are in the middle of one of the biggest school building programmes in history, and this is a unique opportunity to look at how our schools are organised. New buildings in the computer age have different needs from those in the Victorian or post-war eras, when many of our schools were built.

We know now that students learn at different paces, not always related to age, so there is a good argument for more flexible age cohorts in classes.

More and more specialist schools and academies are tearing up the traditional timetable, replacing it with longer school

days to allow extended activities, more evenly spread holidays, or themed half-day learning programmes instead of 50-minute subject lesson periods. There is also a renewed emphasis on the pastoral side of education, not least with Every Child Matters, the government's drive to integrate education and social concerns.

On our third day, we will look at the role of school leaders in this changing environment. As the largest conference for school leaders in Britain, it is particularly apt that we should consider how leaders are changing the way they operate. Issues to be explored include governance – at a time when academies operate with leaner governing bodies and trust schools offer new models – as well as the growth of executive heads, who take strategic responsibility for several schools at once.

We will also look at how we bring on the next generation of leaders, and how leadership responsibilities can be more widely distributed within schools.

At Birmingham this year, we will be showcasing tomorrow's world of education – the many schools that are already embracing these changes, and gaining excellent Ofsted reports and exam results in the process. With an exciting range of speakers and many school leaders on hand to tell us how they do it, our conference has always been far more a powerhouse of ideas than a talking shop.

After our delegates return to their schools, I hope many more will find themselves imbued with the same spirit of innovation and enterprise that is so obvious in those already leading change.

Room for improvement

The first day of this year's SSAT national conference will tackle redesigning learning. **Emma Lee-Potter** explains

Schools are using an exciting range of strategies to redesign learning in the classroom – from introducing more project-based learning to asking students for their views on how to improve teaching and learning.

Many of these ideas will be highlighted during the first day of this year's national SSAT conference, when the focus will be on learning redesign and how traditional classroom practice can be reshaped to better meet the needs of learners.

There will be a series of workshops on different aspects of classroom practice, creativity expert Sir Ken Robinson will give a keynote speech on the importance of nurturing creativity in education, and Professor Jim Davies, principal of the Australian Science and Mathematics School in Adelaide, will speak about the Australian approach to assessment for learning.

Kai Vacher, the SSAT's head of innovation and personalising learning, explained: "The question we are asking is how do we redesign learning so that we continue to raise achievement in schools and also improve the level of engagement from students?"

"It is now four years since we started work on personalising learning and it is clear that schools are not going to be able to meet the needs of students more fully than they've done before unless they redesign learning.

"You can't just tinker around with the odd target or slightly tweak the curriculum. You have got to look more fundamentally about how you redesign learning in the classroom.

"The conference will illustrate how schools

are doing this. Even schools with high levels of achievement articulate the fact that quite a number of students are not as engaged in their learning as they'd like them to be."

In the most recent Campaign for Learning survey, carried out in 2007, pupils said that the activities they did most often in class were copying from a book or the board, listening to a teacher talking for a long time, and taking notes while their teacher talked.

The SSAT conference, however, will showcase a variety of innovative strategies that schools are using to improve pupil engagement.

These include workshops on mixed-age teaching, project-based learning, formative assessment, and student leadership.

"A lot of schools are involving students in the whole design of learning and looking at what makes a good lesson," said Mr Vacher.

"For example, I was at George Pindar Community Sports College in Scarborough a few weeks ago. They have been talking to students about how to improve teaching and learning and a common theme that came out of those discussions was that students said they didn't ever have time to finish anything. They would just start to get into something when it was time to move on to the next lesson.

"The school took the student feedback very seriously and radically redesigned the curriculum so that from year 9 onwards they now spend a whole day on most subjects. So on Monday they might do English, Tuesday maths, and so on."

Meanwhile, Professor Dylan Wiliam, deputy director of London University's Institute of Education, and Emma Sims, the SSAT's innovation co-ordinator, will tell the conference that although

Assessment for Learning has been proved to raise student achievement, too few schools have embedded it in their classroom practice.

Professor Wiliam's recent work has focused

on the use of assessment to support learning (sometimes known as formative assessment) and he believes that teachers should use evidence about students' learning to adapt their lessons to better suit student needs.

He is also adamant that "raising achievement requires improving teacher quality, and improving teacher quality requires teacher professional development".

"Teaching is such a complex activity and it is always possible to refine one's craft," he added.

"Changing habits is hard, but if we are serious about helping students then we need to focus on formative assessment."

Approaches he suggests include teachers using a randomised way of choosing students to answer questions in class, rather than simply asking those who put their hands up, and "comment-only" grades to help students focus on improving.

He believes that professional development must be sustained over time and he is a keen advocate of teacher learning communities – where teachers make a commitment to implementing formative assessment strategies in their teaching and meet regularly to discuss their practice.

One school which has already introduced teacher learning communities is Seven Kings High School in Ilford, Essex.

The school carried out a successful pilot last year as part of its programme for recently-qualified teachers. It officially launched its teacher learning communities in September 2008, and while participation is voluntary, more than 80 out of 100 teachers have so far signed up to take part.

"We have formed eight different groups and meetings will be held every three weeks," explained new headteacher Tracy Smith. "They are completely peer-led and we are confident they are going to be very useful."





Leading on from the first day, day two of the SSAT conference promises to share some inspiring strategies when it comes to redesigning schooling. **Emma Lee-Potter** reports

Heads and teachers are showing a huge degree of innovation, energy and creativity as they reshape schooling for the future.

Many of the most inspiring strategies and ideas will be showcased on the second day of the SSAT's national conference, which focuses on redesigning schooling.

Some schools now teach learners in mixed-age groups, while others are questioning why most GCSE courses take two years. Some have introduced vertical tutoring, and others have brought in a more flexible approach to the traditional length of lessons. At Leasowes Community College in Halesowen in the West Midlands, for instance, teachers now use "Flexible Fridays" to provide opportunities for more intensive study and more varied models of teaching and learning.

Guy Shearer, the SSAT's head of enterprise and innovation networks – and a former deputy headteacher himself – explained: "Schools are questioning some of the really basic things about how they are organised in order to give themselves the flexibility to innovate and make big improvements.

"This isn't about the SSAT saying there is one right answer and this is what all schools should do. It is about us helping schools that have already done innovative work to share that work with other people.

"One of the difficulties is that what works

in one school will not always work in another. Mixed-age teaching may be appropriate in some schools, for example, but culturally it may be much harder to accept in others.

"But schools are very enthusiastic to hear the human stories of how other schools have made changes. Even if they don't like what another school has done, they can learn a lot from the process and the way they did it."

As part of the conference's redesigning schooling day, Professor Brian Caldwell, managing director of Educational Transformations and former dean of education at the University of Melbourne, will lead a session on 21st century schools.

"I will be drawing on themes from my book *Why not the best schools?* to describe how schools have been redesigned in Australia, China, England, Finland, Wales and the United States," Prof Caldwell told *SecEd*.

"The design of the future school is already evident. By design I am referring not only to the physical design of schools, but also the curriculum, pedagogy, roles of teachers and other professionals, roles of the community, and approaches to resourcing schools.

"What is clear is that the design that still prevails in most settings – standard classrooms laid end-to-end, with students moving through in a factory-style assembly line – will disappear. The key words in the new designs are flexibility, creativity, imagination, partnerships, and diversity, especially in relation to where and how learning occurs."

One school which has taken a pioneering approach to schooling redesign is Kingstone School in Barnsley. In 2005, led by headteacher Matthew Milburn, the school launched a new cultural studies curriculum for year 7, merging subjects like English, drama, PSHE, RE, history, and geography.

The programme has a strong drama-focused approach – in one lesson students might be playing the roles of villagers living

near a volcano, while in another they might be acting out a key historical moment like Guy Fawkes' Gunpowder Plot.

Mr Milburn expanded: "Having developed this exciting course, we felt we needed a way of assessing what the children had learned – focusing on the whole child and not just their academic abilities."

The school piloted its new assessment model with 60 year 7s earlier this year and is currently evaluating the results, with a view to introducing it across the whole school. The model involves pupils first writing up to 2,000 words on a title of their choice, such as *Is the world a fair place?* or *What does it mean to be British?*

They prepare an e-portfolio and also give a 10-minute presentation on what they have learned during the year to four peers, their teacher, and their parent or carer.

"Many parents are moved to tears because they see, for the first time in some cases, what their children can do," Mr Milburn explained. "It also gives them a real understanding of how they might help to support their child to do better.

"We finish by asking the other children to leave the room and then set some targets with the child and their parent or carer. Often we are setting targets generated by the child themselves – which I hope means that they have a much greater investment and engagement in realising those targets.

"Of course writing is important, but it is only one strand. We should also be testing children in terms of their oracy and their confidence to be able to project and present an idea. If you look at this assessment process and look at how we interview people for the world of work there are real parallels.

"If we are serious in education about preparing young people for the world, then clearly this is a better form of assessment than sending them into a cold gymnasium and telling them to write down what they can remember," he concluded.

Leading the way

The final day of the SSAT conference this year tackles redesigning leadership. **Dorothy Lepkowska** investigates this theme



The role of the headteacher is changing. Where the head used to be the figurehead in his or her school, taking charge of budgets, the hiring and firing of staff, and strategic planning, with the support of a small senior management team, it is increasingly becoming the norm for these responsibilities to be shared.

It is not unusual now for schools to have appointed assistant heads who are barely three or four years into their career, but who have already demonstrated a real ability for leadership in a certain aspect of school life.

Sue Williamson, the SSAT's director for leadership and innovation networks, said the changing face of headship meant school leaders had to become even braver.

"The SSAT conference will look at three propositions of headship," she explained.

"First, that heads now have to empower teachers and students to redesign learning; then they have to change systems within the school to enable that learning to take place and so have to redesign the way the school is run; and finally to take responsibility for creating the next generation of school leaders by spotting talent among their staff and nurturing it.

"It is a completely new way of leading schools."

She said that in recent years, the development of multiple institutions, such as federations and trusts, has led to the emergence of executive heads and principals.

"Heads have had to redesign their leadership role and this has a knock-on effect on the roles in the organisations they are running," she continued. "They have to make sure everyone in the school is empowered and has an opportunity to lead. The role of the head is to set a strategic intention for where the school is going."

This means much younger teachers – those born after 1980 and known as Generation Y – taking on school leadership roles earlier in their career.

"In the past, teachers had to be promoted from the classroom to head of department, then assistant and deputy head and so on," Ms Williamson explained.

"We are now seeing teachers holding leadership roles after two or three years in the profession. They have to be mentored and supported so they do not fail, but they have a vital role to play.

"A successful head will bring together all these generations among their staff, who all bring different things to the job, and will endeavour to unlock their talents and make opportunities for them.

"It takes a brave and confident head to do

this. He or she must know what makes a good school and embrace those basic concepts and principles."

Michael York, head of De Ferrers Specialist Technology College in Derbyshire, introduced a new leadership structure about three years ago to bring the school, he said, "into the 21st century".

The school was developing personalised learning, and restructured its leaderships around the method known as the Deeps – Deep Experience, Deep Learning, Deep Leadership, and Deep Support – which are used to support the process.

Each of the four Deeps at De Ferrers has its own leadership group, comprising assistant principals and consultant, who has responsibility in the school for those areas.

Mr York explained: "We no longer have heads of faculty, though we have retained a traditional senior leadership team called Deep Leadership, with the principal, vice-principal and the school's business manager, which deals with a whole range of issues relating to design and organisation, CPD, and strategic development and planning.

"We wanted to move away from a system where the senior team would get bogged down with operational matters."

The Deep Learning team deals with issues surrounding Assessment for Learning, student voice, and Learning to Learn, while the Deep Support team concerns itself with advice and support to students as well as mentoring and coaching. The Deep Experience team has responsibility for the curriculum and new technologies. Mr York continued: "One of the secrets of our success is that no-one says that this is not part of their job description. Everyone is focused on personalised learning – if it does not improve learning in some way then we do not do it.

"We have good data on student achievement and progression and without the problem of people's domains we are more proactive in monitoring, tracking and targeting students.

"Our approach is very flexible and innovative, but everything is focused on learning.

"Of course, we still have to deal with the nitty-gritty of running a school, but about once a month all the teams get together to discuss the curriculum and spend a lot of time looking at raising standards of teaching and learning. Everyone is focused on this."

Professor David Hargreaves, SSAT's associate director for development and research, who devised the concept of the Deeps, has written a pamphlet on system redesign which outlines the challenges faced by schools with evolving technology and different generations of teachers with different skills, which will be discussed at the SSAT conference.

He said: "Most current headteachers are part of Generation X, but might be working mainly with teachers who are Generation Y. It is really about the level of investment of Generation X in Generation Y."

Student participation is a vital part of the SSAT's ethos, and once again students will be heavily involved at the national conference. **Dorothy Lepkowska** explains

When The Boswell's School cheerleading squad launches this year's annual SSAT conference, it will be about more than just a dazzling display of gymnastics and dance.

Their routine represents the pride they have in their school, a performing arts college in Chelmsford, Essex, and the discipline that has become part and parcel of their academic lives.

The troupe, made up from a total squad of 50 male and female students from across the age range, trains for two hours a week, and in its two years of existence has earned a national reputation for the excellence of its performances.

As Zoe King, the school's deputy headteacher, puts it, "they represent the energy and enthusiasm of the school".

"This spills over into everything they do," she said. "This is a highly disciplined group of young people and you can pick out who are the cheerleaders in any of our school productions because of their confidence and the way they hold themselves. We did 150 auditions for the squad and even some of our school's rugby players are involved, which gives an indication of the high regard in which the cheerleaders are held."

The group from Boswell's are among 250 students taking part in the conference – representing 50 specialist schools and colleges, and academies – giving performances, leading workshops, and offering their perspectives on school life and how students can help to shape their education and the way their secondaries are run.

Sally Degge, 18, one of the performers from Boswell's, said: "Taking part in a conference is very different to anything we have done before, but it will be a fantastic opportunity to showcase what we do.

"It is really exciting because there will be some important people from the world of education present."

Fellow performer, Matt Jones, 17, added: "I hope it will get more boys involved in performing arts, because it is something they are often reluctant to do. People tend to think cheerleading is for girls, but when we compete we don't feel out of place at all because of the gymnastic nature of the routines. It will be incredible to perform for such an audience."

Gill Mullis, the SSAT's student voice co-ordinator, stressed the importance of student participation in the event.

"Last year saw a significant rise in the number of students participating, but there are even more this year," she said. "Student voice initiatives in schools are gaining in importance, and students are becoming more involved in discussion. It is a logical progression."



Student voice

Taking part: Fuzzy Vision Boys' Dance Group from Wildern School, Southampton, at last year's conference. This year will again see plenty of student participation

Many of the pupil participants will be leading workshops on a range of student voice activities, from looking at the role of students as learning partners and working in partnership with teachers on teaching and learning, to dialogue on initiatives and strategies taking place in the classroom.

One school will reveal how it is using student mentoring to improve self-esteem and literacy skills of young people who have become demotivated and are struggling to achieve at key stage 3.

"Some schools will have looked at discreet initiatives like student councils while others look at mentoring which can make an impact in the classroom, using it as an arena for dialogue about teaching and learning," Ms Mullis added.

"Some schools will be presenting on student involvement in leadership. There are now varied leadership models in schools which are more than just student representation on student councils, with schools examining arenas where young people may be more actively engaged.

"Schemes such as these can lead not only to improvements in schools, but also to the development of transferable skills in students – such as chairing meetings, speaking publicly, and handling difficult and sensitive situations appropriately."

Special schools will also be represented at the conference, and will have a particular interest in examining different models of inclusion and how they can involve more students in student voice schemes.

Ms Mullis said: "It is important for student voice not to be seen as something that is elitist and aimed at gifted and talented pupils. It is about getting all students involved in discussions about the teaching and learning in their schools."

Among the participants will be four schools that contributed to a student voice publication called *Learning with Students*, which attracted more than 120 entries and led to 11 submissions being published.

The SSAT conference will also offer opportunities for pupils to develop interpersonal and communication skills. A student press crew will interview participants and regular blogs will be posted on the SSAT website with news from the event.

A group of pupils will shadow staff working at Birmingham's International Convention Centre, which is hosting the event, to see what happens behind the scenes.

• For a list of the sessions featuring students, see www.ssatrust.org.uk/nationalconference and for more details and selected highlights at this year's conference, see page 8.

The SSAT's 16th national and 5th iNet conference –
Leading System Redesign
November 26 to 28, 2008
International Convention
Centre, Birmingham

[www.ssatrust.org.uk/
nationalconference](http://www.ssatrust.org.uk/nationalconference)

Day one: Redesigning learning, Wednesday, November 26

A full day focused on classroom practice. Explore student leadership, formative assessment, or competency-based learning in a workshop format in the morning. In the afternoon the spotlight will be on creativity.

Selected highlights

Student Voice – Helping to Change Community Aspirations (3:30pm)
A workshop led by staff and students from Belfast Model School for Girls.

Learning With Students – Opportunities and Challenges (10am)
Professor Michael Fielding from the Institute of Education and the SSAT's Gill Mullis lead this session, which features presentations from Northampton School for Girls, Regents Park School, Crestwood School, and Bettridge School.

International Partnership Fair (4:45pm)

A chance for delegates to network and forge partnerships with other international and UK schools.

Keynote speakers

Sir Ken Robinson (from 1:30pm)

A famously engaging international speaker, Sir Ken Robinson, innovator, author and consultant, shows organisations and governments throughout the world why and how to promote a culture of creativity and innovation.

Day two: Redesigning schooling, Thursday, November 27

School leaders and practitioners from around the world will showcase how they are redesigning their schools with examples including merging of phases, "stage not age", flexible time schedules, curriculum redesign, smaller units within schools, and vertical tutoring.

Selected highlights

Students Transforming Learning (11:15am)

Led by Dr Anne Hudson, Joy Morgan, and students from Central Foundations Girls' School.

System Redesign and Wellbeing (8am and 12:30pm)

A morning session is being led by Carol Craig of the Centre for Confidence and Wellbeing, before a lunchtime panel debate takes place featuring headteachers and educationalists.

Student Voice as a Strategy for Transformation (8am)

Led by Dr David Warner from Eltham College in Australia.

Towards an International School (3:45pm)

Led by Rob Ford from The Ridings High School.

Selected speakers

Jim Knight MP (10am)

The schools minister will deliver a keynote speech to conference.

Sir Michael Barber (9am)

In 2001, prior to joining McKinsey, Sir Michael was appointed chief advisor on delivery to Tony Blair. He managed implementation of the prime minister's priority programmes in health, education, transport, policing, the criminal justice system, and asylum/immigration.

Day three: Redesigning leadership, Friday, November 28

The focus will be on school and system leadership. In England, school leaders are redesigning school leadership – often including students – and taking on broader system leadership. What does this look like? Is it happening in other countries? What are the implications for the future?

Selected highlights

Developing Student Leadership (2pm)

Subtitled "The death of a school council and the birth of a new leadership programme", this session is being led by Margaret Olive and students from Ringwood School, as well as students from Horbury School.

CPD: A Chilean Experience Based on Students' Learning Results and Peer-to-peer Mentoring and Coaching (11am)

Led by Alex Castillo and Paulina Estrada from Sociedad Educacional Teniente Dagoberto Godoy.

Partnerships Working (8am)

Led by Dr John Dunford from the Association of School and College Leaders and Robert Hill.

Selected speakers

Richard Reeves (9am)

Richard Reeves is a writer, commentator and speaker, and the director of Demos, the political think-tank. Current European Business Speaker of the Year, Richard speaks to commercial audiences on a range of topics, including happy business, leadership, employee engagement, working time, gender equality, and the future of work.

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