TRAVELLING BY ROAD:

Travelling from London or on the M25, join the A2/M2 and continue on the A299. Then take the A256 until you join Ramsgate Road (please refer to the map below). Visitor parking is provided in the car park detailed in the site map below. Upon arrival please report to the Visitors Centre.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:30 – 10:15</td>
<td>REGISTRATION AND REFRESHMENTS – The Gateway</td>
</tr>
<tr>
<td></td>
<td>Whole Earth? Mini Exhibition</td>
</tr>
<tr>
<td>10:15 – 10:25</td>
<td>WELCOME AND WHY WELL-BEING?</td>
</tr>
<tr>
<td></td>
<td>Kerry Jordan-Daus</td>
</tr>
<tr>
<td>10:25 – 10:40</td>
<td>MENTOR DEVELOPMENT PROGRAMME, LINK TUTORS AND PEF</td>
</tr>
<tr>
<td></td>
<td>William Stow</td>
</tr>
<tr>
<td>10:40 – 11:20</td>
<td>KEYNOTE ADDRESS – REFRAMING CHARACTER EDUCATION</td>
</tr>
<tr>
<td></td>
<td>Professor Trevor Cooling</td>
</tr>
<tr>
<td>11:20 – 11:45</td>
<td>REFRESHMENT BREAK</td>
</tr>
<tr>
<td></td>
<td>Whole Earth? Mini Exhibition</td>
</tr>
<tr>
<td>11:45 – 12:30</td>
<td>Workshops - SESSION 1</td>
</tr>
<tr>
<td>12:30 – 13:15</td>
<td>LUNCH</td>
</tr>
<tr>
<td>13:15 – 14:00</td>
<td>Workshops - SESSION 2</td>
</tr>
<tr>
<td>14:05 – 14:50</td>
<td>Workshops - SESSION 3</td>
</tr>
<tr>
<td>14:55 – 15:10</td>
<td>REFRESHMENTS</td>
</tr>
<tr>
<td>15:10 – 16:00</td>
<td>Workshops - SESSION 4 (including event evaluation and close)</td>
</tr>
</tbody>
</table>

STANDS
- Partner in Learning
  Rachel Blair - Primary BA yr 3
  NQT research
- KM Charity
- Whole Earth?
CHARACTER EDUCATION: FOR WHOSE BENEFIT?

Character education first rose to prominence under a Labour government when David Blunkett was Secretary of State. It was loosely linked to citizenship education and the Every Child matters programme.

When Michael Gove inherited the education portfolio it rather disappeared, but has now resurfaced as a key theme under Nicky Morgan’s jurisdiction with an emphasis on grit. But for whose benefit? Is pupil well-being the prime objective of character education or is there another agenda?

In this keynote Trevor Cooling will explore the notion that character education across the curriculum can contribute to well-being by offering pupils the opportunity to find meaning in their learning in a way that contributes to their sense of identity and personhood.

The session will cover both the big picture issues of school mission and the practicalities of classroom pedagogy.
### Session 1

**11.45 - 12.30**

**LOCATION** | **WORKSHOP**
---|---
THE TURING SUITE | #TeacherSaday – teacher well-being
Lesley Munro, Homewood school

THE RALEIGH SUITE (A) | Schools: Employers of Choice
Nicola Smith, Medway Council

THE MAGELLAN SUITE | Family Links Partnerships for Emotional Health and Well-being
Wendy Cobb, Canterbury Christ Church University

THE BRUNEL SUITE | Well-being – and the raisin
Paula Stone, Canterbury Christ Church University

THE RALEIGH SUITE (B) | Mentor-Coaching in School and The Cambridge Primary Review (CPRT)
Vanessa Young & Graham Chisnell, Canterbury Christ Church University and Warden House Primary School

THE FLORENCE SUITE | Are You in the Picture?
Venetia Minns, Canterbury Christ Church University

**13.15 - 14.00**

**LOCATION** | **WORKSHOP**
---|---
THE TURING SUITE | The vital role that professionals play in ensuring that children develop key strengths related to Character, Mental Health and Emotional Well-being during their education
Jen Shearman, Canterbury Christ Church University

THE RALEIGH SUITE (A) | Well-being Using The Solihull Approach
Richard Cowell, Wincheap Foundation Primary School

THE MAGELLAN SUITE | Resilience – we all have things to overcome in life
Paul Collin, St Augustine’s Academy

THE BRUNEL SUITE | Mentoring NQTs and Well-being
Gill Rowland, Canterbury Christ Church University

THE RALEIGH SUITE (B) | Tailoring support and well-being services for different student cohorts.
Karen James, Jacquie Hall and James Saward, Canterbury Christ Church University

THE FLORENCE SUITE | Are You in the Picture?
Venetia Minns, Canterbury Christ Church University
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>WORKSHOP</th>
<th>Speaker/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.05 - 14.50</td>
<td>THE TURING SUITE</td>
<td>‘Building Me’ - Enabling children to develop their resilience and other core values</td>
<td>Cathryn Andrews, The Grovehurst Federation of Kemsley and Milton Court Primary Academies</td>
</tr>
<tr>
<td></td>
<td>THE TURING SUITE</td>
<td>Developing mentoring and coaching skills as a key to school improvement</td>
<td>Emily Walker-Smith, Teach First</td>
</tr>
<tr>
<td></td>
<td>THE MAGELLAN SUITE</td>
<td>Resilience - we all have things to overcome in life</td>
<td>Paul Collin, St Augustine’s Academy</td>
</tr>
<tr>
<td></td>
<td>THE BRUNEL SUITE</td>
<td>Becoming the Early Years Teacher- You can do it!</td>
<td>Lucy Fogg, Canterbury Christ Church University</td>
</tr>
<tr>
<td></td>
<td>THE RALEIGH SUITE (B)</td>
<td>All you need to know about QTLS</td>
<td>Tricia Odell, Education and Training Foundation</td>
</tr>
<tr>
<td></td>
<td>THE FLORENCE SUITE</td>
<td>MA session, Action Research (fully booked)</td>
<td>Claire March, Canterbury Christ Church University</td>
</tr>
<tr>
<td>15.10 - 16.00</td>
<td>THE TURING SUITE</td>
<td>Learning and sharing the art of resilience</td>
<td>Catherine St Ville, ITE Consultant</td>
</tr>
<tr>
<td></td>
<td>THE TURING SUITE</td>
<td>Can resilience and well-being actually be promoted through lesson observation?</td>
<td>Joanne Kettle, Newington Community Primary School</td>
</tr>
<tr>
<td></td>
<td>THE MAGELLAN SUITE</td>
<td>NQT and Student Mentoring</td>
<td>Ben Martin, Stour Academy Trust</td>
</tr>
<tr>
<td></td>
<td>THE RALEIGH SUITE (B)</td>
<td>Character education at the Rainham Mark Grammar School</td>
<td>Catherine Logan and Nicola Walker, Rainham Mark Grammar School</td>
</tr>
<tr>
<td></td>
<td>THE FLORENCE SUITE</td>
<td>Coaching to solutions – what are the benefits?</td>
<td>Chris Lawrence &amp; Catherine Ashdown &amp; Michelle Childs, Canterbury Christ Church University</td>
</tr>
</tbody>
</table>
Lesley Munro
#Teacher5aday – teacher well-being
This workshop will explain how I discovered the teacher5aday hashtag and why I got involved. I will explain why it is important to me and the positive outcomes it has had on me and my work/life balance. The workshop will explore why teacher wellbeing is important to the profession and why, as a leader, I invest in my team’s wellbeing.

Lesley Munro, Head of History at Homewood School, Tenterden, Kent. A large school in a rural area. MAed, NPQSL and a trained coach. I have been teaching for 12 years and have developed with the support of my school. One of my key roles in school is to work with the shadow strategy team to conduct department reviews, coach staff and to help to discover ‘bright spots’ across the school which can be shared.

Nicola Smith and Barbara Guess
Schools: Employers of Choice
How can schools improve their employee value proposition? This workshop looks at how a school’s employee value proposition is key to attracting and retaining good and outstanding teachers who drive school improvement.

With national reports of teacher shortages and fewer entrants to choose from, school leaders face significant pressures to ensure that their schools are in a strong position and are equipped to meet the demands of increasing competition to recruit and retain staff.

Successful leaders use workforce intelligence and HR data evaluation to assist them in improving their school’s employment offer. This workshop focuses on developing employment strategies in schools that embrace and deliver cost-effective employee benefits solutions, leading to better staff retention and securing improvements in succession planning.

Nicola Smith, BA (hons) Humanities, IPD (qual), Dip Strat. Planning (CMI), MBA (open).
Nicola currently works for Medway Council as a Specialist Consultant supporting Medway schools in attracting and retaining good and outstanding teachers to drive school improvement. She has worked in key positions across the private, public and voluntary sectors. She was employed for 7 years as a chief executive in the charitable sector and has a passion for equality and diversity. She previously led local government initiatives focused on delivering outcomes in partnership.

Barbara Guess, MCIPD, MA Employment Strategy.
Barbara is the HR Business Partner for Medway HR Services which offers a range of HR and Payroll services to schools and academies within Kent and Medway area. She has extensive experience in advising leaders on all employment related aspects of large scale re-organisations, redundancies, and outsourcing projects (involving TUPE) and has worked in HR positions within the Private, Public and Third sector. As a school governor, Barbara has first hand experience of the roles and responsibilities of school governance.

Wendy Cobb
Family Links Partnerships for Emotional Health and Well-being
This workshop will provide an overview of the Faculty of Education’s partnership work with the Charity Family Links, the current research project ‘Leadership for Emotional Health and Wellbeing’. Family Links is a national training organisation which promotes emotional wellbeing and mental health as well as positive parenting skills, and delivers training across a variety of settings to enable parents and teachers to become more effective, caring and confident in raising emotionally resilient and socially competent children. We will discuss the principles of the Family Links Nurturing Programme, model some training approaches and consider where and why these are being embedded on our teacher training pathways particularly to support behaviour for learning. We will also share a resource for Teaching and Facilitating for Social and Emotional Learning and Nurturing and consider how this might be used in our mentoring role with trainees. You will also have an opportunity to find out about the benefits of joining the Family Links Partnership Ambassador Network.

I am a Senior Lecturer at CCCU and my current roles include Priority Lead for Primary Behaviour and Working with Parents and Partnership Area Lead (Essex). I am project lead for the Family Links Partnership Project ‘Leadership for Emotional Health, Resilience and Well-being’ which joins together the work of the CCCU Family Links Partnership Ambassador Network and the Fair Education Alliance Impact Goal 3 Working group. This partnership approach aims to expand social and emotional learning to more schools in the UK. I am also academic lead for the new PG Certificate in Social and Emotional Learning which has been supported through the Family Links Partnership.

Paula Stone
Well-being and the raisin
Student teachers and teachers all have embodied values and beliefs that have an impact on well-being and resilience. This workshop will offer participants to an opportunity think about student teachers’ emotional health and provide ideas for tools to use when they, or their student teachers are feeling challenged. There will also be an opportunity to pause!

Paula Stone is a Senior Lecturer in Primary Education at Canterbury Christ Church University, working most on the School Direct programme. She is module lead for the School direct PGCE and at the heart of Paula’s beliefs about initial teacher education is that teaching should be, both, a practical and intellectual endeavour. Paula is also a doctoral student with a particular interest in how social class affects how people see the world and themselves in it.
Vanessa Young and Graham Chisnell  
Mentor-Coaching in School and The Cambridge Primary Review (CPRT)

During this session delegates will be introduced to the key principles and national priorities of the CPRT through illustrations of local innovations and practices in our CPRT Alliance schools.

It will also include a workshop exploring the use of mentor-coaching in school. As well as leading a discussion on how the approach works in his own school, Graham will run an activity based on appreciative enquiry that will allow delegates to practice the skills of active listening, questioning and synthesising in the mentor process. We will locate the process of mentor-coaching in the context of CPRT priorities.

The session will be run by Vanessa Young from CCCU who is Regional Coordinator South East for the Cambridge Primary Review Trust (CPRT), and Graham Chisnell who is Head Teacher of Warden House Primary School. Warden House Primary School is one of the seven CPRT Alliance schools in the South East Region. Graham has been trained as a mentor-coach trainer by the London Centre for Leadership in Education and has delivered programmes for them in conjunction with Kent LA.

Venetia Minns  
Are you in the Picture?

This experiential, playful workshop using art materials will allow you the opportunity for creative enquiry into your current state of well-being. The simple, enjoyable exercises we will embark on together will unlock the personal, unique narrative that is your life and allow you to take a journey of personal growth and self-discovery.

Venetia works as a sessional lecturer on the Community Arts & Education Programme at CCCU. She has also run workshops for students on MA and BA Courses at the University. Venetia works in Arts in Health for Central and North West London NHS Foundation Trust and in private practice as an Arts Psychotherapist on the Kent / Sussex borders. She is an Artist with over 30 years’ experience of working in the Arts, and is committed to the benefits of combining creativity with life.

Richard Cowell  
Well-being Using The Solihull Approach

The Solihull Approach is a way of working, which promotes the emotional health and well-being in others. This workshop will cover the 3 areas of the approach: containment, reciprocity and behaviour management. We will explore how these different areas can work together to help others feel supported and help us identify when it is best to adopt the approach, in the most effective way. By the end of the session you will have identified a skill set you already possess and probably use every day. This will give you the reason why it works and part of the theory behind it. This approach has the ability to support colleagues, students, families and yourself with just a few tweaks within your own mind-set. The Solihull Approach was initially designed by health visitors to work with families who were having difficulties with their babies. It rapidly developed further and is now used in a variety of settings by a wide range of professionals. I have always seen it as a solution focussed approach, which is another aspect the workshop will touch on.

My name is Richard Cowell and I am a teacher at Wincheap Foundation Primary School. I started my public service career in my early twenties working for Sure-Start, Home-Start and an Early Years project. I have always worked within a multi-agency team which meant I had met and worked with a wide range of professionals. This led me into a role with an early intervention team for social services, where we had social workers, a primary mental health practitioner, speech and language therapists, teaching assistants and links to other professionals who could support families. I first became involved with The Solihull Approach whilst I was working for Social Services. It was a lightbulb moment for me and I was forever singing its praises everywhere I went. Just after I left Social Services I was able to become a trainer and helped deliver a number a sessions within Kent to a wide variety of professionals. I have also trained my school on the approach. Currently I am a year 2 teacher, an assistant SENCo, school direct mentor and have supported Christchurch with interviews for the BA Primary Education Course.

Vanessa Young and Graham Chisnell  
Mentor-Coaching in School and The Cambridge Primary Review (CPRT)

During this session delegates will be introduced to the key principles and national priorities of the CPRT through illustrations of local innovations and practices in our CPRT Alliance schools.

It will also include a workshop exploring the use of mentor-coaching in school. As well as leading a discussion on how the approach works in his own school, Graham will run an activity based on appreciative enquiry that will allow delegates to practice the skills of active listening, questioning and synthesising in the mentor process. We will locate the process of mentor-coaching in the context of CPRT priorities.

The session will be run by Vanessa Young from CCCU who is Regional Coordinator South East for the Cambridge Primary Review Trust (CPRT), and Graham Chisnell who is Head Teacher of Warden House Primary School. Warden House Primary School is one of the seven CPRT Alliance schools in the South East Region. Graham has been trained as a mentor-coach trainer by the London Centre for Leadership in Education and has delivered programmes for them in conjunction with Kent LA.

Venetia Minns  
Are you in the Picture?

This experiential, playful workshop using art materials will allow you the opportunity for creative enquiry into your current state of well-being. The simple, enjoyable exercises we will embark on together will unlock the personal, unique narrative that is your life and allow you to take a journey of personal growth and self-discovery.

Venetia works as a sessional lecturer on the Community Arts & Education Programme at CCCU. She has also run workshops for students on MA and BA Courses at the University. Venetia works in Arts in Health for Central and North West London NHS Foundation Trust and in private practice as an Arts Psychotherapist on the Kent / Sussex borders. She is an Artist with over 30 years’ experience of working in the Arts, and is committed to the benefits of combining creativity with life.

Richard Cowell  
Well-being Using The Solihull Approach

The Solihull Approach is a way of working, which promotes the emotional health and well-being in others. This workshop will cover the 3 areas of the approach: containment, reciprocity and behaviour management. We will explore how these different areas can work together to help others feel supported and help us identify when it is best to adopt the approach, in the most effective way. By the end of the session you will have identified a skill set you already possess and probably use every day. This will give you the reason why it works and part of the theory behind it. This approach has the ability to support colleagues, students, families and yourself with just a few tweaks within your own mind-set. The Solihull Approach was initially designed by health visitors to work with families who were having difficulties with their babies. It rapidly developed further and is now used in a variety of settings by a wide range of professionals. I have always seen it as a solution focussed approach, which is another aspect the workshop will touch on.

My name is Richard Cowell and I am a teacher at Wincheap Foundation Primary School. I started my public service career in my early twenties working for Sure-Start, Home-Start and an Early Years project. I have always worked within a multi-agency team which meant I had met and worked with a wide range of professionals. This led me into a role with an early intervention team for social services, where we had social workers, a primary mental health practitioner, speech and language therapists, teaching assistants and links to other professionals who could support families. I first became involved with The Solihull Approach whilst I was working for Social Services. It was a lightbulb moment for me and I was forever singing its praises everywhere I went. Just after I left Social Services I was able to become a trainer and helped deliver a number a sessions within Kent to a wide variety of professionals. I have also trained my school on the approach. Currently I am a year 2 teacher, an assistant SENCo, school direct mentor and have supported Christchurch with interviews for the BA Primary Education Course.

Delegates attending this cross-phase and cross-subject workshop will hear about the success and challenges of the working group so far and have an opportunity to evaluate and comment on the working group’s proposals related to professional development activities, measurement of impact, and creation of a repository that will provide targeted help to those professionals who want to further their knowledge.

Jennifer Shearman is a Senior Lecturer in secondary mathematics education at CCCU. She is an ambassador of the Teach First programme and has taught in schools in London and Kent. Jennifer is currently studying for a doctorate in education and works as the Partnership Development Lead for the Medway area and jointly chairs the Fair Educational Alliance Impact Goal Three working group.

Richard Cowell  
Well-being Using The Solihull Approach

The Solihull Approach is a way of working, which promotes the emotional health and well-being in others. This workshop will cover the 3 areas of the approach: containment, reciprocity and behaviour management. We will explore how these different areas can work together to help others feel supported and help us identify when it is best to adopt the approach, in the most effective way. By the end of the session you will have identified a skill set you already possess and probably use every day. This will give you the reason why it works and part of the theory behind it. This approach has the ability to support colleagues, students, families and yourself with just a few tweaks within your own mind-set. The Solihull Approach was initially designed by health visitors to work with families who were having difficulties with their babies. It rapidly developed further and is now used in a variety of settings by a wide range of professionals. I have always seen it as a solution focussed approach, which is another aspect the workshop will touch on.

My name is Richard Cowell and I am a teacher at Wincheap Foundation Primary School. I started my public service career in my early twenties working for Sure-Start, Home-Start and an Early Years project. I have always worked within a multi-agency team which meant I had met and worked with a wide range of professionals. This led me into a role with an early intervention team for social services, where we had social workers, a primary mental health practitioner, speech and language therapists, teaching assistants and links to other professionals who could support families. I first became involved with The Solihull Approach whilst I was working for Social Services. It was a lightbulb moment for me and I was forever singing its praises everywhere I went. Just after I left Social Services I was able to become a trainer and helped deliver a number a sessions within Kent to a wide variety of professionals. I have also trained my school on the approach. Currently I am a year 2 teacher, an assistant SENCo, school direct mentor and have supported Christchurch with interviews for the BA Primary Education Course.

Paul Collin  
Resilience - We all have things to overcome in life.

This workshop is led by Paul Collin - Senior Lead Practitioner of Teaching and Learning at the Woodard Trust, St Augustine Academy Maidstone. The session will look at how resilience can help with developing and managing young people. Considering what the school and teacher should do to go that extra mile: Discussing the matters of:
• Going the extra mile for less resilient students
• Believing that people can change and improve
• Holding high expectations for all students
• Giving feedback which is constructive to help young people succeed.

Some ideas and reflections will be given on how to improve the wellbeing of the students in your care and also how these can improve your way of thinking at work as well. A thoughtful session with some built-in take-away ideas to use back within your work place.

Paul Collin is the Senior Lead practitioner at the CoE St Augustine Academy Maidstone, which is part of the Woodard Academies Trust. He is in charge of Teaching and Learning, Coaching and CPD within the Academy and has worked for the St Augustine’s for five years now moving into the role within the Senior Leadership team two years ago. Paul is an experienced Professional Actor and has been work as Head of Drama for over ten years within Education. He trained at Sussex University on the Graduate Teaching Programme. After studying at Aberystwyth University and the Bristol Old Vic; Paul has spent most of his time working in the field of Education starting his teaching career working for the RSC (Royal Shakespeare company). Paul is an accredited coach and works in associated educational partnership with IRIS connect developing his accredited national coaching model for live in ear coaching through ‘Inspire2Teach’; for more information visit: www.inspire2teach.co.uk

Paul has more recently step foot into the role of the Head teacher as he begins his training with the ‘Future Leaders Programme’ this summer 2016 with a vision to becoming a principal of his own academy within the next two years.

Gill Rowland
NQT Resilience Within the Mentor Development Programme and Beyond: an opportunity to learn about recent developments in NQT support and to share best practice

Developing resilient teachers is a key focus for all teacher educators. CCCU has developed a suite of Mentor Development sessions which explore the role of the mentor and include a session on “The Mentor as Facilitator” which is designed to look at how we can support the transition from ITE to NQT. This workshop will introduce the Mentor Development Programme, give an opportunity to share best practice from Partner Settings and introduce participants to some key points for consideration.

An alumna of CCCU I have worked in Kent secondary schools for the last 30 years, most recently as a senior leader focusing on staff development. I have always maintained contact with CCCU and have chaired the Partnership Executive Committee which oversees developments within the ITE Partnership. In school I have been a subject mentor, professional mentor and line managed all aspects of ITE and NQT development. I now work at CCCU as a Partnership Development Lead for Swale and in the area of NQT support, as well as being a Professional Tutor on the PGCE 11-18 and School Direct pathways.

Karen James, Jacquie Hall and James Saward
Tailoring support and well-being services for different student cohorts.

Recognising that every student is an individual and their support needs are unique to them, we will explore with the group the possibility of planning wellbeing services to aid early intervention for specific student cohorts.

Karen James
Karen is Head of Student Support, Health & Wellbeing at Canterbury Christ Church University. Karen has managed student support services in adult education, further education and higher education across Essex and Kent.

Jacquie Hall
Jacquie recently joined Canterbury Christ Church University as Student Mental Wellbeing Manager; Jacquie is qualified in Mental Health and Counselling and has extensive experience of managing Public Sector services in the UK and overseas.

James Saward
James recently joined Canterbury Christ Church University as Student Disability Services Manager; James has experience of teaching overseas and managing a regional UK disability charity.

Session 3
Cathryn Andrews
‘Building Me’ - Enabling children to develop their resilience and other core values.

The ‘Building Me’ programme at Kemsley and Milton Court Primary Academies is based upon a firm belief that providing the best possible education includes opportunities for children to develop their own character and enabling them to have the determination to succeed in all aspects of life. The school learning values of exploration, aspiration, positive and resilience provide the framework for the ‘Building Me’ programme. Children have hal termly 1:1 consultation meetings in which they define their own attainment and progress within the learning values. Resilience is at the core of the programme. The children have, in their own words, defined what resilience is about and how they can support each other to build this skill. Enabling the children to fully own aspects of their character development has resulted in powerful and humbling outcomes that underpin increasingly outstanding attitudes to learning.

This workshop will outline the approach the programme takes, allow time to share and discuss the materials that have been developed to support the work and share feedback from the children on their thoughts on the school’s learning values. Data regarding the impact of the programme over a 6 month period will also be shared.

Cathryn Andrews is the Executive Headteacher of Kemsley and Milton Court Primary Academies in Sittingbourne. The schools form a hard Federation and work closely together and with the network of schools within the REAch2 Academy Trust.
Emily Walker-Smith
Developing mentoring and coaching skills as a key to school improvement
Looking at the skills of mentoring and coaching as crucial mechanisms for whole school improvement, from initial teacher training to developing capacity and impact of middle and senior leadership in school. How CCCU can support the development of these skills through the Mentor Development Programme and five sessions that cover the broad skill set required to develop staff and impact positively on pupils, as well as looking at how else the partnership can work together to develop these skills for whole school impact.

A former secondary school teacher, middle leader, subject ad professional mentor with a real passion and interest for Initial Teacher Education and developing others. I taught in Medway schools for ten years and then moved to the Teach First Charity where I worked closely with school, University and national colleagues to develop the impact that the partnership was having in ensuring that no child’s education was affected by their socio-economic status. I moved to the University to continue this work as a tutor in the partnership where I also lead the mentoring strategy for the Teach First Partnership in the South East, London and the East of England, as well as being a member of the steering group responsible for the design and delivery of the new Mentor Development Programme.

Lucy Fogg
Becoming the Early Years Teacher- You can do it!
This workshop will explore the role of the teacher mentor and how crucial the relationship will become in supporting all trainees on their journey. Case studies will be used to aid discussions and analysis the complexities in developing your trainee to The Early Years Teacher.

I graduated from University College of Worcester with a degree in Early Childhood Studies in 2001. Having worked and managed a range of early years settings from a small business in Worcestershire to the client based nursery in the corporate world of Microsoft, my determination to deliver high quality provision and have responsibility for the learning and development for the under-fives has remained my main priority. I achieved my Early Years Professional Status at the University of Reading in 2007. I joined the academic team at Canterbury Christ Church University in 2014 and have co-lead the EYITT programmes for the undergraduate routes and PGCE Early Childhood Education. This includes the training of Early Years Mentors and support for all trainees while in placements.

Tricia O’Dell
All you need to know about QTLS
This interactive workshop will provide delegates with an overview of the QTLS process and will cover the following:

- What is professional formation and why undertake the process?
- Stages and timescales and how to gain QTLS
- Eligibility criteria for applicants
- Evidence requirements
- Using REFLECT + to compile an application
- The review and moderation process
- The strengthening of QTLS
- QTLS and its parity with QTS

I am Programme Manager at the Education and Training Foundation with responsibility for managing the QTLS process and developing ways to strengthen QTLS. I also led on the development of the 2014 Professional Standards on behalf of the Foundation. I have also recently achieved QTLS myself and am now a lead moderator for the QTLS reviews that take place three times a year.

As a qualified teacher and teacher trainer with over 20 years’ experience, I have been committed to supporting quality improvement in the further education and skills sector. Since 2006, I have had responsibility for leading national projects that aimed to improve the quality of maths and English teaching in further education.

I am currently in the fifth year of an Education Doctorate and my thesis is focusing on the benefits of joint practice development as a model for improving teaching and learning.

Session 4
Catherine St. Ville
Learning and sharing the art of resilience
This dynamic, group discussion-based workshop will help participants to deepen their understanding of resilience and resiliency, drawing on some of the most recent research. Although investigations have been happening for some time, relatively few have included professionals and high-achievers as subjects. We will briefly be exploring the three themes of resilience research, nature, nurture and learned, to co-create a shared understanding in our own professional contexts. Investigating how the art of resiliency can be learned, forms a significant part of the workshop. These activities allow us to discover ways to share this learning with others. Using active andragogical teaching strategies we will participate in activities that transfer and adapt well to professional learning and mentoring / coaching sessions with colleagues, be they trainee teachers and NQTs or middle and senior leaders.

Catherine St. Ville is a Leadership, Pedagogy and ITE Consultant, with more than 25 years’ experience in education. Having spent 15 years as a senior leader, she has worked, intentionally, in challenging secondary schools, being driven to ‘make a difference’ informed by research, that includes an MA (Ed) specialising in school leadership and change management and NPQH. Catherine specialises in the pedagogy associated with increasing the progress of boys and other vulnerable groups, behaviour for learning, student voice, performance management, CPD, including coaching, and ITE. The impact of her work in partnership with 6 HEIs to educate over 100 trainee teachers a year in her school and the introduction a coaching culture, led to recognition as a Specialist Leader of Education in CPD & ITE and CCCU Partnership Tutor in 2013. Catherine is currently transforming leadership development, which includes leadership coaching and CPD, with a multi-academy trust; and working with the Medway Teaching School Alliance on ITE development, teaching School Direct Professional Studies, the MTSA primary NQT and the innovative ‘Extreme Mentoring’ programmes.
Joanne Kettle  
Can resilience and well-being actually be promoted through lesson observation?  
One of the inevitable aspects of school life is lesson observation and monitoring. In fact, many would argue that, even when conducted in the most supportive manner, this is one of the most stressful aspects of a teacher’s life and can have a detrimental effect on teacher wellbeing and resilience. At Newington Community Primary School, we have developed, alongside formal monitoring, a system of self and peer lesson observation, which has been highly effective in promoting well-being, whilst still leading to the teaching improvements we need. These forms of lesson observation employ coaching as a basis for making long lasting and valuable improvements in the quality of teaching and learning for individuals and across the whole school. Teachers at all stages in their careers have welcomed this approach and benefitted hugely from it, but we have seen particular impact for those new to teaching regardless of their ITT route into education. Come and consider lesson observation in a new light!

For the past three years, I have been the Deputy Headteacher of Newington Community Primary School which is a large three form entry Primary School in Ramsgate. We have a very strong relationship with Canterbury Christ Church University and part of my role is to oversee the successful induction of new staff from a range of ITT routes including Teach First and School Direct.

Ben Martin  
NQT and Student Mentoring  
During this workshop, I will outline the Stour Academy Trust’s approach to mentoring students and NQTs and why we believe this is important for future recruitment and retention. In an ever-changing educational landscape, NQTs and student teachers start their career under huge pressure. As a Trust, we believe that the well-being of our staff is crucial to retention. I will be sharing how we look after the well-being of our students and NQTs at a time which is really challenging for them and how we support them through effective coaching and mentoring programmes.

Ben is The Executive Lead for NQT and Student Induction as well as a Teaching and Learning Advisor for The Stour Academy Trust. This Multi Academy Trust, based in Kent, consists of five primary schools in the Ashford, Canterbury and Swale districts. Since joining the Trust in 2012, Ben has fulfilled many middle management roles and been a mentor and coach for the past 8 years. With over 10 years experience as a primary school teacher, teaching in all key stages, Ben currently leads a team of mentors to ensure student teachers and NQTs are well prepared as they embark on a career in education.

Dr Sally Robinson  
Why well-being? Why you? Why now?  
What children experience during their early lives become the foundations for their health and wellbeing for the rest of their lives. The origins of much adult disease, physical or mental, start in childhood. This presentation will help you to understand the strategic reasons that have led to a conference with ‘well-being’ at its heart. We will consider what the word ‘well-being’ means, its relationship to the word ‘health’, and why it seems to be everywhere. We will examine how those who work in educational and children’s services fit into an international, inter-sectoral public health movement to improve the health and wellbeing of the whole population.

This presentation will take us from Aristotle to the World Health Organization to the English Government, to you.

Dr Sally Robinson leads the Public Health academic group for the Faculty of Health and Wellbeing, Canterbury Christ Church University. She is a principal lecturer who has developed, led and taught a wide range of courses for undergraduates, postgraduates and professionals for more than 25 years. She completed her PhD in 1999 in Education, and has a particular interest in children’s health education/PSHE, working on a range of courses and projects related to children’s health. She is currently co-writing a book to provide teachers with support for working with children with life limiting illnesses.

Catherine Logan and Nicola Walker  
Character education at the Rainham Mark Grammar School.  
The presentation will focus on how the school has cultivated a Growth Mindset building resilience amongst pupils and staff and how we have taken this forward as part of our character education at the school by creating a whole school focus on character.

It will include practical ideas for developing a Growth Mindset, embedding a character programme and engaging parents by successfully implementing a Parents’ Learning Forum.

Rainham Mark Grammar School, is an 11-18 mixed Selective School. Currently we have around 1300 students, of whom about 330 are aged 16-18 taking A5 and A2 levels. We aim to be a friendly, caring and stimulating community which motivates young people to enjoy learning, participate enthusiastically in wider activities and make the most of their abilities. We are rated “Outstanding” Ofsted 2015. Catherine Logan, Assistant Head teacher and Nicola Walker, Associate Assistant Head teacher

Chris Lawrence, Catherine Ashdown and Michelle Childs  
Coaching to solutions – what are the benefits?  
• Who benefits?  
• Is there any real impact on the trainee?  
• What about their school or college and their learners?  
• Are there benefits for the Coach too?  
Could this be a win-win situation for improving well-being and increasing resilience? We will consider the impact of our approach to ‘Solution Focused Coaching’ based upon our own CPD with Carole Pemberton who was the keynote at last year’s Discovery Park conference. Our continuing work with trainee teachers is now paying dividend and not only for the trainees! We will include an opportunity to:

• share ideas  
• try out techniques

Catherine Ashdown, Michelle Childs and Chris Lawrence work within Post Compulsory Education and Training in CCCU’s School of Teacher Education. We have been developing our approach to solution focussed coaching over the last 2½ years and are happy to share our experiences with you today. Our work is with in-service teachers in schools and colleges, private training organisations and the public services such as police trainers and NHS trainers. We have benefited from a range of CPD programmes lead by Carole Pemberton the author of ‘Coaching to Solutions’ and ‘Resilience – a guide for coaches’. She has inspired our approach and unleashed our enthusiasm for being solution focused as a way of life.