

# Teaching and Learning Leeds Conference, Saturday 11 June 2022

## Programme

| 08:00 – 08:30   | Registration and Coffee – <i>Theatre Foyer and Refectory</i>  |  |  |   |   |   |
|---|---|--|--|---|---|---|
| Opening Keynote<br>08:30 – 09:30  | Welcome by <b>Sue Woodroffe</b> , Principal, The Grammar School at Leeds – <i>Assembly Hall</i>             |  |  |   |   |   |
|   | Anne Williams – Introduction – <i>Assembly Hall</i>   |  |  |   |   |   |
| Opening keynote: <b>Jeffrey Boakye</b> – The Educational Journey – <i>Assembly Hall</i> |   |  |  |   |   |   |
| Rooms   | GSAL Conference Suite   |  | English classrooms   |   |   |   |
|   | 1552  | En4  | En5  | En6   | En8   | En10  |
| Workshop 1<br>09:35 – 10:20   | Back to basics<br><b>Sam Strickland</b>   | Catch 22 - what you don't know until someone tells you. The school library; an integral part of the education process<br><b>Elizabeth Hutchinson</b> | Grounds for hope: a curriculum necessity in uncertain times?<br><b>David Alcock</b>                          | 'Just a naughty boy' and other ADHD myths<br><b>Louise Mallon</b>                         | Building a whole-school culture of excellence - a middle leader's view<br><b>Heather Hale</b>               | Being good enough: strategies for overcoming perfectionism - in our students and in ourselves<br><b>Charlotte Woolley</b> |
| 10:20 – 10:40   | Refreshments – <i>Refectory</i>   |  |  |   |   |   |
| Workshop 2<br>10:45 – 11:30   | Transforming teaching - lessons learned from teaching under the pandemic<br><b>Tony Cotton</b>              | Let's talk about PSHE/life<br><b>Helen Mars</b>  | Atomisation: breaking down concepts when planning a maths curriculum<br><b>Craig Barton</b>                  | School to University - the journey for students with support needs<br><b>Carly Miller</b> | Improving pupils' confidence in the MFL classroom<br><b>Vanessa Burns</b>                                   | On the role of masculinity and identity in shaping contexts of social justice<br><b>Jeffrey Boakye</b>                    |
| Workshop 3<br>11:30 – 12:15   | How to motivate underachieving students<br><b>Dr Jo Castelino</b>   | Compassionate curriculum for thriving communities<br><b>Narinder Gill</b>  |  | Whole school approaches to reading<br><b>Mary Hind-Portley</b>                            | Embedding 'threshold' concepts in KS3 - a case study in English<br><b>Zara Shah</b>                         |   |
| Workshop 4<br>12:15 – 13:00   | Levelling up: classroom strategies to tackle educational and aspirational disadvantage<br><b>Becky Wood</b> | Using a cognitive apprenticeship model to make mentoring matter<br><b>Haili Hughes</b>   | Curriculum for all – using contemporary scientists as a means of increasing capital<br><b>Dr Leigh Hoath</b> | Curriculum and course correction<br><b>Chris Curtis</b>                                   | Attendance in a post COVID world – the importance of family engagement<br><b>Lucy Flower</b>                |   |
| 13:00 – 14:00   | Lunch - <i>Refectory</i>  |  |  |   |   |   |
| Workshop 5<br>14:00 – 14:45   | Metacognitive feedback<br><b>Jenny Webb</b>   | A practical leap in the EPI classroom<br><b>Stefano Pianigiani &amp; Simona Gravina</b>  | Adding classics to your curriculum: what difference does it make?<br><b>Dr Arlene Holmes-Henderson</b>       | The ruggedised mind<br><b>Tom Henson</b>  | Challenges and opportunities in the first year of being an ECT - a view on the ground<br><b>Josh Parker</b> | Understanding and overcoming imposter syndrome<br><b>Amanda Wilson</b>  |
| Closing Keynote<br>15:00 – 16:00  | Orla Weaver – Introduction – <i>Assembly Hall</i>   |  |  |   |   |   |
|   | Closing keynote: <b>Jaz Ampaw-Farr</b> – The power of being 10% braver – <i>Assembly Hall</i>               |  |  |   |   |   |
| Thank you for attending TLLeeds22   |   |  |  |   |   |   |

