



Raleigh Education Trust

Conference Programme

5th July 2024

Trent Conference Centre

#RETBigConversation24

Welcome

Sean Kelly - CEO, Raleigh Education Trust

Dear Colleagues,

I am thrilled to introduce this year's conference, which follows the success of last year's event. Our conference last year delved into a variety of themes related to the theme of Creativity, one of the Five C's. This year, we have chosen Curiosity as the central theme for professional development sessions related to the Trust's overarching purpose.

I am excited to welcome you all and look forward to spending time with you as a united team. This year we asked families to come together to celebrate achievements of colleagues across the organisation, and based on your recommendations, we will continue to celebrate the individual achievements of colleagues across the organisation. Our team has worked tirelessly to put together a busy schedule, please take your seat promptly; we will begin the event on schedule.

We hope you will enjoy and find value in the day and take advantage of the opportunity to connect with new and established colleagues.



Phil Willott - Director of Education, Raleigh Education Trust

A warm welcome to 'The Big Conversation 2024'! This year's theme is Curiosity, a theme that I hope will excite and challenge all of us to try and learn something new. We strive for our children to ask probing questions, be curious and experience new things, well I hope today provides you with an opportunity to practice this yourself.

Today is also about recognising and celebrating the dedication and commitment of our team. Over the last twelve months, there have been many examples of colleagues going above and beyond with the level of care and commitment they have shown to children and their families. Thank you.

I hope you all have a fantastic day!



Beth Greville-Giddings - Learning and Development Lead, Raleigh Education Trust

I have been fortunate enough to visit our schools and talk to colleagues about professional development this year and I have loved seeing how our trust is embracing professional learning at all levels. Our annual trust conference has become a firm fixture in the calendar, and one that I hope you look forward to.

Last year we came together to explore different aspects of creativity, and this year we look to another of our '5Cs' and become curious. I have enjoyed the challenge of exploring what that can mean for colleagues, pupils and families across all our schools and I hope that we have managed to find something to suit everybody. I am thrilled that we have been able to introduce more internal speakers this year, which I hope will promote positive professional collaboration between all our academies. Enjoy your day!



Thank you to our sponsors



Why 'The BIG Conversation'?

The title of the day reflects on common themes from each academy within the Raleigh Education Trust and the power of conversations to achieve real changes in teaching practice, improved student outcomes, create better solutions to problems and develop new practice. The day will encourage connection, participation and have a greater impact on learning.

The BIG Conversation Principles

- Workshops provide opportunity for **interaction**
- A **'take-away nugget'** either from speaker or self-made commitment
- **Evidence-informed** rationale - research, case study, suggested reading etc.

How will the day run?

The day will be held in-person and include the Raleigh Education Trust Recognition Awards. There will be a choice of sessions across this year's theme of Curiosity, with topics covering different types of curiosity:

- **Diversive curiosity**
- **Perceptual curiosity**
- **Epistemic curiosity**
- **Empathetic curiosity**

This year we have three strands of sessions to explore different aspects of curiosity. Session 1 features workshops with internal, RET speakers and facilitators; session 2 will be a series of external workshops to pique your own curiosity and promote life-long learning; and session 3 has a more education-based focus.

Colleagues have been sent individual timetables in advance. The RET Education Support Service will facilitate follow up 'Small Talk' sessions (voluntary), in order to reflect, share, discuss, celebrate, problem solve, adjust and/or embed the practice with peers.

Evaluation and feedback

The evaluation form will allow academies to capture a record of the sessions attended by colleagues and is available here: <https://forms.gle/cEfXWz4Z9tq37C7z7>



Structure of the day

8:15 – 8:45

Registration

8:45 – 9:15

Welcome

9:15 – 10:00

Keynote - all colleagues to attend

10:00 - 10:15

Break

10:15 – 11:00

Session 1

11:05 – 11:50

Session 2

11:50 – 12:50

Lunch

12:55– 13:40

Session 3

13:45 – 14:45

Annual Recognition Awards

14:45

Reflections and close





The theme 'curiosity' was chosen for The BIG Conversation 2024 as a reflection of each academy's development priorities; recognised both internally and through external partners, and also as a central element of the Raleigh Education Trust's values. As part of our '5 Cs', alongside creativity, character, challenge and confidence, curiosity is enacted daily in classroom practice and in the way colleagues approach challenges in all their roles across our organisation.

As Martin Robinson explored in his closing keynote at The BIG Conversation 2023, to be creative we need a breadth of knowledge to be creative with. Curiosity is the mechanism we use to connect ideas and try things out to become creative, and as such was a natural theme for our next conference.

At the heart of curiosity is the need to know. Curious people ask more questions. They read widely and deeply and engage in challenging tasks and experiences. Curious people are interested in how other people think, behave and feel, and are driven to increase their knowledge and skills. If we want our pupils to be curious, we need to be curious ourselves.

People are curious in different ways, and there are different types of curiosity:

- Diverive curiosity is the attraction to new things, following interests and impulsivity
- Epistemic curiosity is the conscious quest for knowledge, deeper and more enduring
- Perceptual curiosity is the seeking of physical experiences and thrill seeking
- Empathetic curiosity is the interest in the thoughts and feelings of others

Curiosity is not as simple as our response to not knowing something, it is our response to knowing enough about something to know when to be curious. Real curiosity takes effort and can be slow and uncertain. The emptier our long-term memory, the harder it is to make connections and think; the less we are curious, the less curious we become.

Children who are exposed to curious environments develop the habit of asking questions. In his book 'Curious: The desire to know and why your future depends on it', Ian Leslie writes that 'Curiosity is contagious; so is incuriosity', and it is important that we encourage our pupils to point, to ask questions, and we explore curiosity together. We need to nurture the habit of curiosity in our schools, communities and for ourselves.

A key part of today's conference is to encourage colleagues to become life-long learners. Whilst all of the workshops on offer this year have relevance to our various roles in education, there are opportunities to be curious about new experiences and find out about new ideas. You may come away from today with a direct action for the classroom, or you may come away with a new hobby. As life-long learners, we never stop being curious, and this curiosity is something we can seize to enhance our wellbeing both in and outside of work.

Recognition Awards - 13:45-14:45

The Raleigh Education Trust annual Recognition Awards enable us to recognise some of the superb work that goes on in each school, recognise achievements in each school and overall standout performances across the Trust.

Who can be nominated?

Anyone working with a Raleigh Education Trust school, including wider partners. The awards recognise the direct impact colleagues have with our children every day.

2024

This year we asked families to come together to celebrate the remarkable adults in our schools who work each day to provide all children with the best education and developmental opportunities, to help them reach new heights and achieve their potential.

Families were asked to sit with their children and think about all the adults who help them in school. For example, the office team, midday supervisors, teachers, teaching assistants, learning mentors, site teams and our wider partners.

Children were asked to nominate three adults in their school for the following awards and explain why they have nominated each adult:

1. The person who makes me smile is...
2. The person who believes in me is...
3. The person who makes me a successful learner is...

We are looking forward to welcoming some special guests to the stage to help support the awards this year, and we can't wait to share all the positive feedback with you all!

Shoutouts!

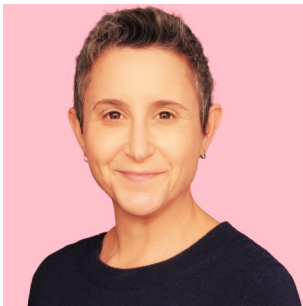
Following last year's positive reaction to the shout outs, we will be sharing all the positive comments, feedback and 'thank yous' throughout the day.



A Comedian's Guide To Authentic Connection

Curiosity is the ability and willingness to listen, build connection and break down barriers. Dive into humour as a tool you can use to build the connection, trust and rapport essential to earning that interest. You will leave this keynote with a new view on the traditional school mindset of humour and connection; feel inspired and empowered with a new belief that humour at work can be an asset, rather than a liability, and be focused on using your humour toolkit to break down barriers, find common ground, and relieve tension in uncomfortable or awkward situations.

Beth Sherman



Beth Sherman is a speaker, comedian, and multiple Emmy-winning Hollywood comedy writer. She's performed stand-up comedy at clubs and universities across the United States, and at combat outposts and forward operating bases in Iraq. She's written for the biggest shows on American television, including Late Show with David Letterman, The Tonight Show With Jay Leno, and Ellen. She's also written on the Screen Actors' Guild Awards three times, and the Academy Awards twice, writing jokes and presenter copy for the world's biggest celebrities, including Tom Hanks, Helen Mirren, and Queen Latifah. She is the winner of seven Emmy awards, and was nominated for a 2023 Writers Guild Award for the Netflix comedy special, Stand Out: An LGBTQ+ Celebration. As a speaker, she helps companies achieve healthier workplaces and more profitable business relationships by showing employees how to harness the power of humor to create quick connection and genuine engagement with clients and colleagues.

<https://www.bethsherman.com/>



Tom Few, Kirsty Stansfield, John Richardson, Amanda Spruyt, Lisa Jacques, Amelia Daiz and Milee Lee

Nottingham Contemporary Arts Partnership

Nottingham Contemporary and Raleigh Educational Trust have begun their connected working project. So far, Woodlands Academy and Westbury Academy have been working in partnership with Nottingham Contemporary to support teacher development and embed a creative and values-focused curriculum. The projects across both academies have centred around the themes of 'community' and 'perception', which will be further explored within this session.

Beth Greville-Giddings

Glass half-empty; harnessing negative thinking

Abandon hope, suck lemons, Hoover up moods and explore how we should all embrace negative thinking to make everything better. Drawing on evidence from the worlds of psychology, industry and business, this session will look at how, far from being destructive, it's OK to be pessimistic and it might even be beneficial. We will look at examples of how we can use this to harness healthy negative thinking in schools.

Alex Marks

An Introduction to Speech and Language Therapy

Find out how Speech and Language Therapists work with children and young people who find it difficult to say words clearly and speak fluently, listen and understand what other people are saying, put their thoughts and ideas into words and sentences, and take part in conversations. This session will give an introduction to the way assessments are carried out to identify problems, and ways of supporting young people with speech, language and communication needs (SLCN) to promote communication as the central component to supporting ALL children and young people to thrive in school.



Andrea Patterson with Kerry Dexter, Toni Dunne and Sofia Bartle

An Introduction to Makaton

A 45 minute introduction to the background and principles of The Makaton Language Programme, sharing a few key Makaton signs and symbols. Andrea will be joined by colleagues from Ambleside Academy to share their practice.

Michelle Picker with Charlotte Smith

Thrive Awareness

This Thrive awareness session will explore the Thrive Approach (Wellbeing approach) implemented across Denewood Academy. The workshop will dive into the importance of tailored creative play, using the correct language and the importance of meeting emotional needs alongside attunement and validation.

Cora Lavery with Louise Chambers

Menopause - what to expect when expecting the menopause

This is a whistle stop tour of the menopause, looking at the myths of menopause, some of the main symptoms, what our clients tell us about their lived experience, how women can help themselves to minimise symptoms, treatment options and where appropriate services available via SAS which can help and improve wellbeing. This is an opportunity to feedback and help inform RET policies and practice.



Gavin Walker

Mystery Museum Objects

Use your powers of deduction and lateral thinking to discover the original use of a selection of mystery objects from the museum's collection. These once common items have been chosen from the museum's farming, pharmacy, cobbling and cookery collections.

Jane Lappage

Quick 'have a go' Modern calligraphy

Jane will show you how to hold the nib and holder to generate thick and thin lines to form the letters. She will show you how to mix and apply the paint onto your nib so you can practise.

You will practise your name or word and put it into the middle of your black card with outline wreath already printed on as a guideline. If there is time left you can decorate your wreath and take it away along with your practise sheet.

Lisa Davis

Learning with Chocolate

Demonstration on the art of tempering chocolate with the opportunity to make chocolate lollipops, creating shells for individual chocolates and the filling to go inside, before sealing off ready to take everything home.

The more you make the more you take!



Steve Best

Special Effects Make Up for Film and TV

This session will offer an introduction to special effect make up for film and TV. You will learn how prosthetics are made, applied and coloured, with a short demonstration of the different materials and techniques used.

Jason Hurd

An Introduction to Warhammer in Education

This session aims to put you in the students seat and experience what they experience as part of the programme. You'll get to build, paint and keep your very own Warhammer model, while Jason provides tips and answers your questions about how the Warhammer Alliance can be used in your own environment.

For those that don't know about the Warhammer Alliance: we are Games Workshop's Education Support programme providing FREE resources and experiences to Educationally aligned organisations, as part of extra curricular activity provision, or as alternative provision support for mainstream, SEN and SEMH organisations.

Beth Sherman and Phil Willott

How to Use Humour to Navigate Potentially Awkward Situations

Small group session co-facilitated with our keynote speaker, Beth Sherman, speaker, comedian, and multiple Emmy-winning Hollywood comedy writer, exploring how we can use humour confidently to build connections. Come prepared to work through example scenarios to draw on Beth's keynote messages.



Agnes Parnell and Natasha McDonald

Creating trauma informed and psychologically safe schools

A trauma-informed session delivered by Agnes and colleague Natasha McDonald (MHST Manager) to provide staff with a clear understanding of the impact trauma can have on young people, their brain development and their ability to thrive. It will also encourage staff to reflect on their own practice and how this can be used to boost student performance in the classroom. Lastly, it will explore ways in which staff can support young people to rebuild trust and build their resilience in order to flourish.

Howard Gees

AI in Action: Empowering Your Workday

An engaging session on the topic of Artificial Intelligence (AI) for both administrative staff and educators.

This presentation is an initial exploration into the realm of AI. Howard will demystify AI; clarifying what it is, its capabilities and limitations. This session will then focus on practical applications of using AI and how you can start to use it as a tool in daily tasks. By the end of this session, you should feel empowered by the potential of AI and be inspired to put it to use.

Gavin Hudson

Intro to Being Restorative in Education

What do a tornado, a brick wall, a shield and a sock puppet have in common?*

In this workshop we will explore the underlying dynamics that affect how we build, repair and maintain relationships with children and colleagues. To support this relational approach we will learn and practice some simple restorative language techniques you can begin to use in corridors and classrooms straight away.

*Find out more in the workshop



Greg Brookes-Clayton

GAMECHANGER INFORM - Immersive VR training for professionals - UK Social Issues for CYP

This session will be split into two parts with colleagues switching during session:

VIRTUAL REALITY TASTER: 10 x VR headsets – 20 min viewing and presentation on immersive learning and tech innovation in education

FACILITATION SKILLS FOR EXPERIENTIAL LEARNING TASTER: Use of the Gamechanger Challenges kit bag to demonstrate outside of the classroom principals for behaviour change (linkages made to the VR experience in the context of our blended learning approach)

Anna West

Time to Talk

This session will explore what is meant by 'Oracy' in the context of the current educational climate and the positive impact it can have on students both academically and personally.

You will be introduced to research based evidence and findings surrounding Oracy alongside practical 'take away' activities to explore in your own classroom and setting.

David Martin

Fun With Platonic Solids

In this workshop we will participate together in a range of activities centred around the Platonic Solids. These five solids have been studied and written about for thousands of years. As we get to know these better, we will be motivated to engage in approaches from a range of mathematics, utilising at most GCSE mathematical skills.



Rebecca Betts

What Can We Learn From EYFS Practice?

This session will help professionals, including those who are not familiar with EYFS provision, understand that the children are 'Not Just Playing' and how the children are applying their skills and knowledge when initiating their own learning, and how adults in the continuous provision can build upon this to get the very best outcome.

Governance Day (sessions 1, 2 and 3)



Sean Kelly

Governance (This session is open to Members, Trustees and Local Governors)

We look forward to welcoming our governors, trustees and members to the Big Conversation day. The day offers an important opportunity for us to meet as a governance group and to network.

The programme for the Governance Day has been planned to include: a tailored update from the CEO, Sean Kelly, on strategic developments across the Trust; a session focused on developing governance skills, particularly in relation to questioning and OFSTED, and a session where Local Governing Bodies and the Trust Board will meet separately to review the year, ways of working and to agree key priorities for the next academic year.

Speakers

Steve Best - Fake Up Make Up Artist



Steve is a special effects make up artist for film and TV productions. Creating props, fake limbs, prosthetics, wounds and scars.

www.fake-up.co.uk

Rebecca Betts - Early Years Lead, Ernehale Infants School



Rebecca is Lead Teacher for the Flying High Partnership and Early Years Foundation Stage Lead at Ernehale Flying High Academies. She has taught Early Years for the past 12 years and her passion for Early Years is rooted in understanding of Early Years education, her ability to connect with children, and her commitment to continuously drive learning and improvement within Early Years education.

Greg Brookes-Clayton - Operations Director - Gamechanger

Greg is a qualified teacher and behavioural specialist with over 30 years' experience in leadership and management of schools. He mostly worked in schools supporting young people with SEMH challenges and completed his teaching career as Head of a large city Pupil Referral Unit. Greg is now Operations Director at Gamechanger.



He designed specific training, Facilitation Skills for Experiential Learning which is nationally approved and accredited and has been delivered to more than 1,250 professionals. Greg's particular interest and focus is about facilitating an environment through experiential learning to develop emotional resilience.

Having collaborated with Peel X, Greg is leading a team delivering Gamechanger, a range of solution-based educational services to address and support some of the challenges facing young people in the UK today and including Child Criminal Exploitation, Violence against Women and Girls and Social Anxiety. Greg is a qualified trainer for Mental Health First Aid.

@GC_learning
<https://gamechanger.org.uk/>

Speakers

Louise Chambers - Assistant Lead Nurse at Schools Advisory Service



Louise is an NMC Registered Nurse with over 30 years experience, 10 of which have been spent at Schools Advisory Service supporting those working in the Education sector. In addition to NMC registration Louise is also a member of the British Menopause Society after undertaking additional training in Menopause.

@schoolsadvisory

<https://schooladvice.co.uk/>

Amelia Daiz - Associate Artist - Nottingham Contemporary



Amelia Daiz is a socially engaged artist based in Nottingham. She works as an Associate Artist at Nottingham Contemporary, a tutor at Nottingham Mencap and a facilitator at The Carousel and various East Midlands venues. Her work crosses multiple disciplines such as visual art, poetry and performance and always aims to engage communities in creativity. Currently her practice is based around creative walking techniques for improving wellbeing, this practice weaves its way into her work as an Associate Artist and in her organisation 'Meanderers'.



Lisa Davis - Owner, Deli-Cious Chocolate Café

Deli-Cious Chocolate specialises in chocolate craft. They deliver chocolate making classes for all ages at their café inside the National Justice Museum in Nottingham.

Speakers

Kerry Dexter, Toni Dunne and Sofia Bartle -Teaching Assistants, Ambleside Academy



Kerry and Toni are teaching assistants at Ambleside Academy who support children who have special educational needs in the school's enhanced provision, Dolphin Pod 1.

Sofia is a highly skilled teaching assistant with many years' experience of supporting high level need SEND children - both verbal and non-verbal - at Ambleside. She currently leads learning in the enhanced provision - Dolphin Pod 2 - where she supports a group of Y5 and Y6 pupils.

Tom Few - Director of Curriculum and Assessment, Raleigh Education Trust



Tom joined Raleigh Education Trust in January 2024 and has over 4 years of SEND leadership experience. Before joining the trust, Tom set up, and led, a satellite SEND provision in the heart of Derby City, which gained recognition in the local press for its aspirational teaching, particularly regarding phonics and access to high-quality texts and reading experiences for all children.

Tom values the importance of collaboration and knowledge-sharing in supporting connected working around best and inclusive practice.

@tfew_education

Howard Gees - Chief Technology Officer, Tessell Technologies



An expert in healthcare technology, Howard Gees has a passion for the practical applications of AI. His wealth of experience includes having conducted hands-on research in AI within the field of medicine. Previous engagements include delivering sessions on impact of AI in healthcare to audiences in Public Health and at national medical conferences. Howard's engaging presentation style has been recognised with an award from a national medical organisation.

<https://tesselltech.co.uk>

Speakers

Beth Greville-Giddings - Learning and Development Lead - Raleigh Education Trust



Beth is the Learning and Development Lead for Raleigh Education Trust, and Art Lead and Research Lead at Westbury Academy. She is a Teacher Development Trust Associate in CPD Leadership and an Evidence Leader in Education with Derby Research School. Beth has written and presented widely on professional development, with a research interest in CPD evaluation, and has supported the development of Education Journal Clubs internationally.

@bethgg

Gavin Hudson - Training and Development Manager & Safeguarding Lead - Remedi



Gavin has over 17 years of experience delivering and training restorative practice. During this time he has worked with schools, universities, social care, youth justice, probation, police prisons and housing to develop and embed restorative ways of working. As a neurodiverse trainer (ADHD and probable autism), Gavin is keenly interested in the ways Restorative Practice can help build safe and inclusive environments for all learners.

@remedirj
www.remediuk.org

Jason Hurd - Warhammer Alliance Manager - Games Workshop



Jason has worked for Games Workshop for 15 years, managing the Norwich Warhammer store for 10 years. Prior to this Jason provided pastoral care for young people with SEMH needs. Since 2021 Jason has been the Warhammer Alliance Manager for UK, Europe and Australia and has expanded the programme beyond Schools into the wider education support sector.

Jason firmly believes in working collaboratively to design and deliver the best experiences for young people that will stay with them for the long term, this includes empowering and supporting education professionals to run the activities themselves.

www.warhammer-alliance.com

Speakers

Lisa Jacques - Learning Programme Manager, Nottingham Contemporary



Lisa has 12 years' experience in HE and FE teaching and 18 years' experience in arts and culture learning. This has allowed her to build an understanding of the methodologies, structures, and processes to best support school and community partnerships, visitor and participant experiences. Supporting and building reflective, relevant, and meaningful processes, and experiences with and in cultural settings, to enable learning and access for all. Creating a democratic discourse of participatory engagement with a focus on the process, through creativity and play.

www.nottinghamcontemporary.org

Jane Lappage - Owner and Calligrapher of Calligraphy Arts



Jane Lappage is the owner of Calligraphy Arts. She has taught all styles of calligraphy for many years. By far the most popular is 'Modern calligraphy' and working with this new style and new products makes this style super user friendly and fun. Jane also creates commission pieces. She is a member of several calligraphy groups including CLAS, Leicestershire calligraphers and Copperplate specialist group.

@Calligraphyarts
www.calligraphyarts.co.uk



Cora Lavery - HR Adviser, Raleigh Education Trust

Milee Lee - Associate Artist - Nottingham Contemporary



Milee Lee (Feng-Ru Lee) is an Associate Artist at Nottingham Contemporary and an independent contemporary visual artist. She works across a range of media and has exhibited regionally, nationally and internationally. Her art practice explores her interests in the state of human condition and rooted in her trans-cultural identity. She has both Art and Education backgrounds and has been teaching and running creative workshops for over 20 years. Her socially engaged works bring together various visual and performative presentations that often have participatory and site-specific approaches.

www.fengrulee.co.uk

Speakers



Alex Marks - Speech and Language Therapist, Denewood Academy

Alex has worked as a Speech and Language Therapist for 30 years, working in primary and secondary schools with children and young people with a wide range of speech, language and communication needs. For the last 2 years Alex has been seconded to the Alternative Provision Specialist Taskforce (APST) based at Denewood and Unity Academies. Alex's role is to assess the skills of students in order to identify any speech, language, communication difficulties they are experiencing and in turn work with teaching staff and parents and other members of the APST to provide support and training.



David Martin - National Subject Advisor Maths and Stats u3a

David has been a mathematics researcher; mathematics education consultant; FE teacher, teacher trainer and external examiner. As the National Subject Advisor for Mathematics and Statistics for the u3a he works nationally to engage and reengage the retired with mathematics.

answers.me.uk



Natasha McDonald - MHST Manager & INclude Lead

Natasha McDonald is an experienced Counsellor, Family Multisystemic Therapist (MST) and Mental Health Support Team Manager. She has over 20 years of experience providing therapy, the development, management of a successful MST evidenced-based service and many other projects. Targeting vulnerable young people & parents with a wide range of complex needs working within educational, community and statutory settings.

Speakers



Agnes Parnell - Mental Health Support Team (MHST) Supervisor

Agnes is one of the Mental Health Support Team supervisors and is also a qualified low intensity Psychological Wellbeing Practitioner who has been working within various children and young people mental health settings for the past 6 years. Her passion lays in creating trauma informed and psychologically safe school environments for all students. Agnes is also currently completing a Masters in Positive Psychology, where she has learnt many strength led approaches in supporting children and young people to be the best versions of themselves. Her belief is that children should be accepted unconditionally in order to thrive.

Andrea Patterson - Licensed Makaton Tutor, The Makaton Charity



Andrea possesses twenty years of experience in working with children and adults who have various additional, complex, and specialized needs. She has spent fifteen years at a Special School in Nottingham, aiding children aged three to nineteen. Her roles have encompassed being an Education, Health, and Care Plan Facilitator, Makaton Lead, lesson teacher and planner, as well as a professional reviewer for support staff. Additionally, Andrea currently offers Short Breaks for young adults with additional needs and advocates strongly for inclusion and community access. As a Licensed Makaton Tutor, she has provided Makaton training to a diverse range of institutions including schools, nurseries, hospitals, prisons, leisure centres, Day Services, and residential organisations.

@AndreaMakaton

<https://andreamakaton.training/>



Michelle Picker - Assistant Principal T & L (SENCO), Denewood Academy

Michele is assistant principal and SENCO at Denewood Academy and has been part of Raleigh Trust for the last 6 years. Starting out with overseeing the PSHE curriculum, this lead to exploring students wellbeing support packages and discovering Thrive.

Speakers

Charlotte Smith – Regional Development Manager for the East Midlands at The Thrive Approach



Charlotte is the East Midlands Manager for Thrive - a trauma-informed, whole school approach to improving the mental health and wellbeing of children and young people.

Thrive provides settings with award-winning, innovative technology to assess students' SEMH needs, provide reparative solutions, chart progress and measure outcomes. Alongside this, Thrive also offers staff CPD, including their flagship Thrive Licensed Practitioner courses. Informed by its four pillars of attachment theory, child development theory, neuroscience and play, creativity and the arts, the Thrive Approach is proven to improve attendance, behaviour and learning outcomes.

Charlotte.smith@thriveapproach.com

Amanda Spruyt - Head of Learning, Nottingham Contemporary



With her team of programmers and artists, Amanda works across the city with a focus on partnerships and growing projects together. Before that Amanda worked in schools and in neighbourhoods supporting children's voices in local decision-making.

www.nottinghamcontemporary.org

Kirsty Stansfield, Creative Lead, Woodlands Academy



Kirsty is a middle leader at Woodlands Academy. She started as a class teacher 12 years ago. She then went on to become English Lead and in recent years switched to Creative Lead. In her spare time she enjoys spending time with friends and family. She also likes to craft and paint.

Speakers



Gavin Walker - Honorary Curator, Ruddington Village Museum

Gavin has 30 years experience as the curator of Ruddington Village Museum, a voluntary role in which he looks after a collection of over 10,000 artefacts which tell the story of life in the village over the past 150 years.

<https://www.ruddington-museum.org.uk/>



Anna West - Director of Performing and Creative Arts & Arts and Oracy Lead, Saint Ralph Sherwin Trust

Anna is Director of Performing and Creative Arts at Saint Benedict school in Derby and is also the Saint Ralph Sherwin Lead for the Arts working on developing creativity and oracy across key stages. Anna believes passionately that teachers need opportunities for targeted ongoing CPD to plan for purposeful talk in their lessons and the explicit teaching of oracy. This will in turn empower students to have the knowledge, ability and confidence to thrive both academically and personally.

@srsarts



Phil Willott - Director of Education, Raleigh Education Trust

Phil is an advocate of trauma-informed practice and a member of the Nottinghamshire Trauma-Informed Strategy implementation board. Phil joined the Raleigh Education Trust in 2021 and has over 18 years of experience in education. Before joining the trust, Phil was an Executive Principal of two academies, where both schools were acknowledged for their trauma-informed ethos, achieving the Trauma-Informed Schools Award. He has a proven record of school improvement, helping lead a mainstream school and a multiple-site pupil referral unit out of special measures, as well as opening two alternative academy-free schools.

Floorplan

Ground Floor, Warehouse

G



First Floor, Warehouse

F

