ASSOCIATION OF EDUCATION ADVISERS

ANNUAL SUMMIT 2021

Personal and Organisational Resilience

Friday 9th July - 09:00 - 16:00

DEALING WITH THE UNKNOWN

Without doubt volatility, uncertainty, complexity and ambiguity in the world of education are likely to continue to increase during this period of the pandemic and into the future.

COVID-19 has been a huge shock to the system. The Institute for Fiscal Studies reported in February 2021 that, by the time the pandemic is over, most children across the UK will have missed over half a year of “normal” in-person schooling. That is likely to be more than 5% of their entire time in school. Those who work in our schools will continue to face long-term intractable challenges long after COVID-19 has left the front pages of our newspapers. The impact on those who work in our schools is also considerable.

Surely this is the time when we need to realign our education system and place a much greater emphasis on support and development for those who work in our schools.

The vision of the Association of Education Advisers (AoEA) is that every school, college and education provider has access to high quality support, advice and challenge, which is independent and focused on improving outcomes for children, schools and their communities. Whilst most schools have done an amazing job, it has been clearly demonstrated that there is a need for support to schools to be ramped up. Covid-19 has highlighted the importance and critical nature of the AoEA mission, particularly with regard to the resilience of those who work in schools, and indeed the resilience of the education system itself.

Learning how to develop our leadership, organisational and personal capabilities of resiliency is of the utmost priority for us as individuals, organisations, communities and even nations.

The AoEA Annual Summit has brought together a galaxy of education advisers, leaders and practitioners to debate this important issue. We need to have a deeper understanding of how we can create the conditions in which our students, teachers, leaders and education systems flourish, rather than simply ‘survive’.

One thing is clear to me. We cannot return to ‘business as usual’. We once considered that people who had outstanding qualities of resilience, such as astronauts, mountain climbers or Olympic athletes, were special people who had received special training. We are all special and the type of support and training these people received should be an entitlement for all. Schools, trusts, colleges, education authorities should be focused on assuring high standards for supporting personal and organisational resilience, thereby sustaining success and well-being for all.

Throughout my life, like many people, I have had to face major challenges which have tested my resilience. These challenges have included bereavement, illness, leading organisations under threat of closure, even urban riots. There are other challenges which are not so obvious. My fear of speaking in public as a young man, not being sure how to behave in contexts outside my experience, feeling absolutely burned out during a complex change management programme, not sure whether I have the

personal and professional resources to carry on. I have also watched my own son, as a young hospital doctor, dealing with trauma on a day-to-day basis during the pandemic.

When we talk about personal 'capital' we may often refer to economic strength. For a long time 'cultural capital' has been very high profile when we are talking about social mobility. 'Mental capital' is now seen as a key component in determining the health, resilience and future performance of our children and the schools and colleges they attend. 'Mindfulness', the quality or state of being conscious or aware of something, has become part of our everyday conversation. How often, when I was a school leader, did I fail to live in, and even enjoy, the present, forever anticipating future exams or Ofsted visits.

I have to say that I don't quite understand the enormity of the influence that unchecked information flow has on the 'mindfulness' of our children and teachers. LinkedIn, Twitter, Facebook, as well as the DfE, Ofsted, ESFA etc. create a tsunamic impact, demanding immediate reactions. Leadership is putting your brain between the emotion and the response. Easier said than done! It is so hard to slow down, contain these influences and provide considered responses.

A key aspect of the Association of Education Advisers (AoEA) Senior Associate accredited standards is '*having the resilience to deal with complexity, uncertainty, the unforeseen and the unintended*'. We live in an increasingly complex education world. As Peter Senge in 'The Fifth Discipline' says: 'In the past we may have had a traditional mindset of implementing management systems to control people's behaviour. We now need learning organisations to invest in the quality of thinking, the capacity for reflection and team learning and the ability to develop shared visions and shared understanding of complex issues.'

The are some key messages for those of us who wish to be 'mindful' of how we deal with this complex world. The two biggest messages for me are:

- Accept you are not always in control of what matters;
- Problems are good and help you to learn.

We are often told we can develop professional and personal resilience by having:

- the ability to focus on what we can do;
- emotional awareness;
- self-control;
- social support;
- a sense of humour;
- self-belief;
- the ability to problem solve;
- optimism.

This is all well and good. Whilst these elements are very important in developing our own personal resilience, there is an assumption that the responsibility rests entirely with the individual. This often lets the organisations within which we work off the hook.

It is vital that the organisation within which you work is resilient. I have seen so many teachers fail in poor organisations and succeed in good ones. The one question we do not focus enough upon is '*has this organisation the ability to survive a crisis and thrive in a world of uncertainty?*.

A resilient organisation has a *leadership culture* which engages staff, is aware of 'what it is like to work there'. It is innovative, creative and is good at making decisions.

It also has a unity of purpose, is '*change ready'*, proactive and strategic, and plans well.

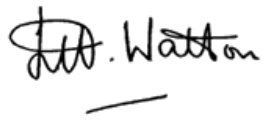
Also, a resilient organisation has strong *networks and relationships,* develops effective partnerships, breaks down silos between departments, leverages knowledge from its own staff and accesses external expertise and resources.

We have divided the AoEA Annual Summit into three parts.

1. Sir David Carter and Malcolm Trobe will be discussing leadership resilience and qualities.
2. Baroness Estelle Morris and Richard Gill will be talking about organisational resilience. School leaders from England, Northern Ireland, Scotland, and Wales, led by Kevin Palmer, will be bringing their unique perspectives.
3. Then, in the afternoon, Sue Williamson, Dame Alison Peacock and Dame Rachael de Souza will be addressing personal resilience, together with young teachers and students.

The Association of Education Advisers, by providing a common standard for those who support, enable and lead school improvement, significantly contributes to the resilience of our education system. We enable proactive leadership cultures that are change ready. We are building strong networks and relationships across the whole of the UK and internationally. Structures will come and go, like the Tower of Babel. It is by developing a common language around support and development across all sectors that we can build personal, professional and organisational resilience.

Les Walton CBE



Chair, Association of Education Advisers

ASSOCIATION OF EDUCATION ADVISERS – FOURTH ANNUAL SUMMIT

9 JULY 2021 | 9:00 – 16:00 | Zoom Online Event

PERSONAL AND ORGANISATIONAL RESILIENCE

09:00 - 09:10	**Welcome** from **Les Walton CBE Chair**
09:10 - 10:00	**Building Resilient Leaders to Develop Resistent Communities** with **Sir David Carter** and a panel of multi-academy trust chief executives.
10.00 - 10.50	**From Leadership Standards to Developing Resilient Leaders** with **Malcolm Trobe CBE** and a panel of senior education leaders.
10.50 - 11.00	**BREAK**
11:00 - 12.00	**Organisational and Personal Resilience** with **Baroness Estelle Morris and Richard Gill CBE** and a panel of senior education leaders.
12:00 - 12.50	**Resilience in a World of Unprecedented Uncertainty** with **Kevin Palmer** and a panel of headteachers from Northern Ireland, Wales, Scotland and England.
12:50 - 13.20	**LUNCH**
13:20 - 14:10	**Building Personal and Professional Resilience** with **Sue Williamson** and a panel of senior education leaders.
14:10 - 15:00	**Reclaiming our Professional Status with Dame Alison Peacock** followed by a panel of newly qualified teachers.
15:00 - 15:50	**Personal Resilience** with **Dame Rachel de Souza** followed by a panel of young people.
15:50 - 16:00	**Closing Remarks** from **Les Walton CBE**

Join the Conversation on Twitter: ***@EducateAdvise***

#AoEASummit

CHAIR PROFILES

Les Walton CBE



Les Walton has a unique record of being a successful leader and innovator within most education sectors. As Headteacher, his school was identified by HMI as 'one of the most successful urban schools in the country'. In his time as Director of Education the Council achieved Beacon Status for 'tackling school failure'. All its schools were deemed successful by Ofsted. Les led the merger of two FE colleges, the process of which was described as 'exemplary' by the DfE. The success rates moved from bottom to top quartile during the merger period.

Les was first invited by No. 10 to advise Prime Minister, John Major. During Tony Blair's time in office, he was involved in numerous New Labour Government education initiatives. Later, Les was appointed by Secretary of State, Ed Balls, to lead and establish the Young People's Learning Agency. Michael Gove, then asked Les to support the establishment of the Education Funding Agency and chair the Advisory Group. Both Boards have been widely recognised as setting high standards for governance and effectiveness.

Les has a track record of education innovation. He has instigated and founded a number of influential and successful education organisations, including Schools Northeast, the Northern Education Trust, and the Association of Education Advisers. He is presently Visiting Professor at Sunderland University. He has been recognised for his work through being awarded the Order of British Empire in 1996 and Commander of the British Empire in 2013. Les continues to radically influence the education system. His work reflects his unwavering commitment to improving some of the country's most challenging schools. Les has now written a book entitled 'Education the Rock and Roll Years,' describing his experiences in education since World War Two. The book is due to be published on September 13th and it has had excellent reviews.

Dame Kathy August



Kathy August's experience of senior leadership in education began in 1988 with her first headship in Manchester LEA. Following this first headship she took on a second before being appointed as Chief Education Officer in two LAs.

In addition, she trained to be an Ofsted Inspector, worked in the Department for Education, and co-authored a careers resource for schools. In 2003 she took on the biggest challenge of her career, when she agreed to become the first Principal of Manchester Academy in Moss Side.

This was one of the first "City Academies" in the country and described by Andrew Adonis in his recent book "Education, Education, Education" as "one of the worst gang infested comprehensives in the country". In just over five years the Academy was judged as Outstanding and Kathy became a National Leader of Education as a result. She became Deputy Chief Executive and then Acting Chief Executive Officer of the Educational Charitable Trust which sponsored the Academy.

She is now working independently with multi-academy trusts and other educational organisations on a variety of issues. She has recently established an advocacy initiative on behalf of young people suffering from cancer, aimed at protecting their education entitlement.

She served as the Senior Non-Executive Director on the Ofsted Board from 2018-2021.

She is married with two sons and received the DBE in the 2014 New Year's Honours List for services to education.

Michele Sutton CBE



Michele has had a very varied and successful career in further education since the early 1980s, when she was a lecturer in Business Studies, following 11 years in the private sector.

She held senior posts in Birmingham and Manchester for a number of years and was appointed Principal and Chief Executive at Hopwood Hall College, Rochdale, in 1999, and Chief Executive of Bradford College in 2004, retiring in July 2014.

Following her retirement Michele became an education strategic advisor, leading change in further education colleges that required intervention and support.

In December 2015, Michele was appointed as Interim Principal of Bournville College, Birmingham. This culminated in the implementation of the Local Area Review of Birmingham and Solihull's recommendation that the college merge with South and City College. Having created a federation between the two colleges, Michele became the Strategic Advisor to the Corporation of Bournville College prior to the merger, which took place in September 2017.

In December 2016 to June 2017, Michele was the Interim Principal of Kensington and Chelsea College, which was going through the process of merger.

Michele is currently a non-executive director providing expert governance support and guidance to organisations in the education and skills sector and is on the Board of the AOEA.

Having spent over 35 years in further education, Michele has held a number of governance roles and board roles. She created the Bradford College Academy Trust and has been the Chair of two academies (primary and secondary); on boards of Independent Training Organisations; on boards in the Higher Education sector, including the Quality Assurance Agency and the Universities and Colleges' Admissions Service (UCAS) both the Charitable Trust and the commercial UCAS Media. She has also served on a number of government departmental boards, including the Young Persons' Learning Agency Board, its audit committee, and the Skills Funding Agency Board. She became a National Leader of Governance in the Further Education Sector in September 2017.

Michele was President of the Association of Colleges in 2013/14, awarded an OBE for Services to Further Education and Community Cohesion in 2009 and a CBE in 2015 for Services to the Further Education Sector.

SPEAKER AND PANELIST PROFILES: LEADERSHIP RESILIENCE

SPEAKER: Sir David Carter



Sir David was the product of a comprehensive school in South Wales and was the first member of his family to go to university, where he studied for a music degree. Making a difference to the lives of children has been a huge motivation to him throughout his career. He began teaching in 1983 as a music teacher and over the next 30 years he became an LA music advisor, a headteacher, an executive head and a CEO.

He was appointed to the post of National Schools Commissioner (NSC) in February 2016, having had the majority of his previous leadership experience in the school system. As NSC, his focus was firmly on building capacity, so that the trusts that run some of the most challenging schools can sustain improvement over time.

Before joining the Civil Service, Sir David was the founding CEO of the Cabot Learning Federation, a multi-academy trust based in Bristol. The trust was one of the first and largest MATs in the South-West with 12 academies educating 5000 children and a workforce of over 1200 people. The majority of the schools had failed for many years and Sir David takes his experience of leading rapid improvement in disadvantaged communities into his leadership work, thinking and writing.

Sir David is a trustee of several charities, including Centrepoint, the charity that is aiming to eradicate youth homelessness, a trustee of the charity that oversees the annual Teaching Awards as well as being on the board of the Talent Foundry Trust, a charity creating new opportunities through wider enrichment and support for dis-advantaged children. On 1st November 2018, Sir David took up the role of Executive Director of System Leadership at the Ambition Institute, leading the training programmes for trust leaders as well as designing and leading a new model of reviewing and assessing multi-academy trusts.

Sir David continues to place family, music, golf, and Cardiff City FC at the heart of his relaxation time and continues to be very proud of being awarded a knighthood for his services to education in the summer of 2013. In August 2020, his book “Leading Academy Trusts - why some fail but most don’t” was published by John Catt Educational.

PANEL

Jo Heaton OBE



Jo is CEO of Northern Lights Learning Trust in Sunderland and Hartlepool, Executive Headteacher and Strategic Lead for the new Teaching School Hub for Sunderland, South Tyneside, and Gateshead. Jo chairs the DfE Primary Headteacher Reference Group and is a member of various DfE advisory groups, including the Expert Advisory Group for Recruitment & Retention and a member of a number of local partnerships such as Schools North East Trustee Board, Schools' Forum, Children's Services Committee, Durham Diocesan Board of Education, CEO networks and co-chairs the Hartlepool Headteacher Network.

She has a history of supporting schools with school improvement and is a National Leader of Education. Jo is passionate about partnership working and collaboration and was humbled to receive an OBE in January for her services to education in the North East.

Sajid Gulzar OBE



Sajid is the founding CEO of the Prince Albert Community Trust (PACT). The Trust currently consists of five primary schools and in September 2021 will be opening a brand new secondary free school, Prince Albert High School.

Sajid is a National Leader of Education, has previously inspected for Ofsted and has worked internationally on behalf of the National Association of Special Educational Needs (NASEN) and Cambridge Education. Sajid is a guest lecturer at the University of Birmingham's Education Leadership Academy and has served on the West Midlands Regional Schools Commissioner's Head Teacher Board since 2017. In June 2019, Sajid was awarded an OBE for Services to Education

Ian Potter



Ian is the Chief Executive of the Gosport and Fareham Multi-Academy Trust. The GFM was the first local multi-academy trust (MAT) in Hampshire. Prior to its formation in 2017, he was the Headteacher of Bay House School, during which time all five Ofsted inspections judged the leadership to be outstanding.

Ian's research interests include system leadership. He co-coordinates the International School Leadership Development Network, researching social justice leadership in schools internationally.

He is Chair of the BELMAS Council, the Society's Coordinator for International Affairs, and their representative on the CCEAM Board. He is a member of the BERA Conference Committee and ASCL Local Representative for Hampshire. He is a Fellow of the Chartered College of Teaching and is a Senior Associate of the AoEA.

SPEAKER: Malcolm Trobe CBE



Malcolm Trobe CBE is the former Deputy General Secretary for the Association of School and College Leaders (ASCL). He worked full-time for ASCL for 10 years, including a fifteen-month period as Interim General Secretary. He was for 17 years the Headteacher of Malmesbury School in Wiltshire. Malcolm now works as an independent educational consultant specialising in leadership and governance, strategic planning and curriculum: his work includes being the director of the ASCL NPQ Executive Leadership programme. He also works on a number of trust governance matters with the Confederation of School Trusts (CST).

He has worked on many DfE committees and recently chaired the Review Group on Headteacher Standards for the DfE and is currently on the Review Group for National Professional Qualifications and the ECF to advise on leadership issues.

PANEL

Eric Halton



Eric Halton's educational career spans almost 40 years and has seen the introduction of local management of schools, the national curriculum, Ofsted and every twist and turn of national policy direction since. 13 years in two successful headships paved the way for joining the Hampshire school improvement team, where he is currently responsible for Early Years and Primary Education. This role encompasses influencing the quality of leadership, educational provision and outcomes for all children in more than 600 schools and settings in one of the largest local authority areas in the country. The extensive LA school improvement team is part of a network of sold services commissioned widely by schools and settings in Hampshire and IOW and further afield in the region. Most recently Eric has been supporting the education community with advice on leading during COVID and the use of assessment, curriculum and teaching to ensure a measured and sustainable educational response.

Maryssa O'Connor



As an English graduate followed by the PGCE at the University of Newcastle and then a National Professional Qualification for Headship at the London Institute for Education, Maryssa has been involved in school leadership for eighteen years and has significant experience in leading school improvement and delivering outstanding standards in an international setting, as well as being a Principal and CEO of two schools in the UK.

Maryssa is passionate about education and has published texts on pedagogy and research with the Department of Education. She is deeply committed to ensuring students are given every opportunity to experience exceptional learning opportunities in enabling environments – safe, happy, challenged, and successful. Students, staff, and parents feeling proud of their efforts and achievements are key professional drivers. Inspiring others to drive forward to reach their goals, never giving up when faced with challenge, is what lifelong learning and education are all about for Maryssa.

Maryssa is extremely driven to develop leadership skills in senior leaders and has recently completed a High Impact Leadership qualification at the University of Cambridge. She is now embarking on a MSc in Leadership, Innovation and Management to further enable her school and staff to be 'Beyond Outstanding'.

Narinder Gill



Narinder Gill has worked for over 2 decades in the educational field, successfully leading three schools as a head teacher. Her last school was the subject of her recent publication, "Creating Change in Urban Settings", which charts the journey and impact of curriculum and leadership development during challenging times.

Narinder is a Strategic Director for the Curriculum Foundation, a not-for-profit foundation that provides curriculum-related support, advice and guidance to schools, school systems, government organisations and ministries worldwide. Since 2015 she has been working on the development of the Curriculum in South Sudan.

As an accredited executive business coach, Narinder has also worked alongside schools, trusts and the private sector to design and deliver bespoke leadership programmes with a focus upon optimising well-being and resilience.

Narinder is currently also the Director of School Improvement for Elevate Multi-academy Trust.

SPEAKER AND PANELIST PROFILES: ORGANISATIONAL RESILIENCE

SPEAKER: Baroness Estelle Morris



Estelle started her career as a teacher in an inner city multi-racial comprehensive school, where she taught for 18 years. In 1992 she entered Parliament and, in 1997, was appointed a Minister in the Department for Education and Skills becoming the Secretary of State for Education and Skills in 2002. She followed this with 2 years as a Minister at the Department of Culture Media and Sport.

Estelle has been a member of the House of Lords since 2005, which she combines with her work as the Chair of the Birmingham Education Partnership. She also helped to establish the Association of Education Partnerships.

She is a Trustee of the Poetry Archive and Vice Chair and Trustee of the Sunderland AFC foundation.

SPEAKER: Richard Gill CBE



Richard has made a significant contribution in his 25+ years working in education. A respected National Leader of Education and Trust Leader, Richard sits on a number of expert advisory groups for the Department for Education (DfE).

Richard is currently the CEO of the Arthur Terry Learning Partnership, which has a learning community of 11 primary schools, 5 secondary schools, a Teaching School Hub and a SCITT. Two more primary schools will join the learning family in January 2022, as will a local secondary SAT which has chosen to join to benefit fully from the opportunities MATs and ATLP, in particular, can offer. Richard is also the Chair of the Teaching Schools Council and works closely with government ministers and policy advisors. He speaks regularly at conferences and has written a number of published articles.

Richard's work is widely recognised locally and nationally, and he is in much demand to support school and MAT-wide improvement work. He was Vice Chair of Birmingham Education Partnership (BEP) for 2 years, working alongside Steve Munby and Estelle Morris, charged with supporting school improvement services across England's second city. Currently, Richard is a member of the Wesleyan Advisory Board, supports Ambition Institute on their Trust Diagnostics programme alongside Sir David Carter, and is a serving inspector for Ofsted. Richard was awarded the CBE in the Queen’s honours list (2020) for services to education.

PANEL

Mary Lowery



Mary has over 20 years' teaching experience in two urban integrated comprehensive colleges in Derry and Belfast and has been part of the development of integrated education in Northern Ireland since its early days. Mary spent twelve years in senior leadership in Malone College, Belfast, a multi-cultural post-primary school, where she led on whole-school strategic improvement work in teaching and learning and professional development.

In 2014 Mary took up post with the Education and Training Inspectorate (ETI), working as an inspector of primary and post-primary provision across Northern Ireland. She was a member of the core team which developed the current Inspection and Self-evaluation Framework for Post-primary Schools (ISEF). Mary joined the Education Authority (EA) in July 2018 as one of three Heads of School Improvement for Post-primary and Special Education, leading the service for Locality East.

Mary has been a guest lecturer on the Queen's University PGCE and is a member of the PGCE Stakeholder Forum. She is an Associate of the Association of Education Advisers, a Fellow of the Chartered College of Teaching and a co-founder and strategic lead of @WomenEdNI, part of the increasingly influential global professional network @WomenEd.

Helen Pike



Helen Pike is Master of Magdalen College School, Oxford. Educated in the state sector, she read Modern History at the University of Oxford, was a postgraduate student in the USA, and taught at the University of Warwick. She began her school teaching career at Westminster, then spent many enjoyable years in pastoral and academic roles at City of London School, St Paul's, and RGS Guildford. From 2013-16 she was Headmistress of South Hampstead High School. She is also a novelist and academic editor.

Sufian Sadiq



Sufian Sadiq is Director of Teaching School at Chiltern Learning Trust – overseeing two Regional Teaching School Hubs. He is a Fellow of the Chartered Institute of Educational Assessors and Board Member and Fellow of the Chartered College of Teaching. An experienced teacher, trainer and examiner with a real passion for equity, diversity and inclusion, Sufian holds trustee positions in several local and national organisations, which challenge and champion equity across the sector for young people. You can find him on twitter: @unleashing_me

SPEAKER: Kevin Palmer



Dr Kevin Palmer is Deputy Director of Pedagogy, Leadership and Professional Learning in Welsh Government. Having qualified to teach in further education in the eighties, Kevin worked as a lecturer, middle manager, senior manager, and assistant principal in Welsh colleges. From there he went into local authority work as transformation lead in Salford, then into the private sector as a consultant on education transformation across a range of sectors and industries.

Kevin came back to South Wales to work in School Improvement in 2012. In that post, as in many others, his interest was in supporting leaders and teachers through processes of change and innovation, and specifically looking at pedagogy and practice as the heart of school improvement. Kevin's current portfolio as Deputy Director in Welsh Government includes Initial Teacher Education, Research, Professional Learning, Leadership, the Professional Standards and A Levels.

PANEL

Gwyneth Evans



Gwyneth Evans commenced her career as a history teacher in the North East of England, and had the privilege of serving as Head of History, and Vice Principal (Academic). Gwyneth was appointed as the founding Principal of one of the first all-through schools in England in 2009 until 2018. She has worked with and supported schools in England, establishing and developing all-through approaches in schools. Returning to her native homeland in 2018, Gwyneth took up the Principalship of Cookstown High School. Her educational interests include leadership, learning and teaching and professional learning.

David Jenkins



Dave Jenkins is the Acting Executive Headteacher of Ysgol Ty Coch and Parklane Special Schools in Rhondda Cynon Taf, South Wales. Dave has 16 years of experience of working within the special educational needs sector and is a passionate and inclusive leader, who is committed to high quality multi-disciplinary working to ensure pupils reach their full potential. Dave is an experienced peer inspector with HMI ESTYN in Wales and has worked as a challenge advisor for the Central South Consortium in South Wales. In 2020, Dave won the Headteacher of the Year Award in the 'Professional Teaching Awards, Cymru' and has subsequently been shortlisted for Headteacher of the Year in the Pearson National Teaching Awards 2021.

Barbara Middleton



Barbara is the proud Headteacher of around 400 children, aged 2-11, in an area that presents many hurdles, but where her staff team work tirelessly to promote their values of aspiration, respect and challenge. At the core is a clear, calm and concise approach to behaviour management and all visitors to school, without exception, comment on the wonderful behaviour of the children.

Shiremoor is an old, mining community and (pre-covid) has had an annual Miners' Picnic. For just over 26 years, Barbara has marched behind the band to the 'Treat' field annually, as part of the community, and despite being 'loaned out' to other schools from time to time, Shiremoor has been her second home throughout her career, as she moved through all levels of school leadership, which gave her an excellent grounding for headship. Teaching second generation children can also have great advantages!

Having had opportunities to lead other kinds of schools and communities has broadened Barbara's skillset and offered an appreciation of the 'sameness' of schools and the variety of differences to be managed.

Barbara's passion, other than aspiring for bright futures for children, is supporting schools in development, and new leaders in finding their way.

Claire Slowther



Claire Slowther started her teaching career as a biology teacher at St Margaret's school in Edinburgh. After 6 years, she moved to East Lothian where she worked as a biology teacher, Faculty Head of Science, Acting Depute Head Teacher and then as a permanent Depute Head at Dunbar Grammar in 2013. Claire completed her Headship Qualification in 2017 and took up post as Headteacher at Dunbar Grammar in 2018.

SPEAKER AND PANELIST PROFILES: PERSONAL RESILIENCE

SPEAKER: Sue Williamson



Sue Williamson is Chief Executive of the Schools, Students and Teachers Network (SSAT). Sue led the management buy-out of the Specialist Schools and Academies Network in 2012. She joined SSAT in 2002 as Director of the Affiliation Network, and introduced the international network, iNet, as well as a range of leadership programmes. She worked closely with Professor David Hargreaves on personalising learning and has written a number of pamphlets on this, leadership, and deep social justice. Sue is a Trustee of the National Teaching Awards and Chair of CAM Trust

PANEL

Damian Eannetta



Damian completed his teacher training at St Mary's College, Belfast, and took up his first teaching post in North Belfast in 1993. During his time there, Damian taught a range of classes and developed both his classroom practice and leadership skills. Damian says he was lucky to have a number of key mentors and colleagues who facilitated and encouraged his professional development.

During this time, Damian was able to avail himself of an opportunity to live and teach in Australia for a year. This was a unique and valuable experience, both personally and professionally. Upon his return to Belfast, Damian completed an MSc in Education Management at the University of Ulster and then secured his first post as Vice-Principal. Damian is currently the Principal of St Mary's Primary School in Pomeroy, Co Tyrone, a school beautifully set with a background of the Sperrin Mountains. Damian is fortunate to work with a great team of staff who constantly strive to make the best provision for the children in the school.

Razia Butt MBE



Razia Butt has significant experience in educational leadership with a specific focus on safeguarding and equalities, enhanced by a professional heritage in training, coaching and investigation of serious case reviews. Razia has worked with local authorities providing advice, challenge and support in a range of education settings, including early years to embed systems leadership and peer review, more recently on the implementation of the Prevent Duty within a sound safeguarding and equalities framework.

As an Education Adviser, Razia has developed an integrative approach to the delivery of Prevent, working with statutory partner agencies and the voluntary sector to embed the Prevent Duty. With a focus on building resilience with children and young people, Razia has drawn on her experience in the community sector to embed innovative approaches in partnership with UNICEF UK and has championed the Rights Respecting Schools Award with over 270 schools in Birmingham.

Razia is a contributor to national conferences and is a guest lecturer on Prevent and Safeguarding in Initial Teacher Training and PGCE programmes and was awarded the MBE for Services to Education in 2020.

David Hermitt



David Hermitt is an Educational Consultant and former founding CEO of The Learning Alliance. This multi-academy trust currently educates over 4,200 children aged 3-19 across 8 schools in Cheshire and Staffordshire.

David has gained a wealth of practical experience of teaching, middle and senior educational leadership, and governance. A degree in engineering and a keen interest in technology led to him teaching across the STEM subjects, specialising in physics. He became the Headteacher of an inner-city secondary school at the age of 37. His second headship in 2005 saw him joining Congleton High School, which he developed to become the highest performing school in Cheshire. As CEO, he led the creation of a regional MAT (CMAT) with over 2,100 children across Cheshire and Staffordshire. By 2015, in addition, he was recruited by Ofsted as an Inspector and providing consultancy services to schools across the North-West as a Local Leader of Education. He was Founding Chair of the Chimney House Alliance, providing CPD and school improvement to schools across the North West.

David is now employed as a Consultant by Enjoy Educational Services providing universities, trust boards and academies with leadership support. Alongside this he serves as the independent Chair of the School Forum for Cheshire East, as well as Chair of the Diocese of Chester Safeguarding Panel. David is currently doing research as a doctoral candidate specialising in equality, diversity and Inclusion. He is available to speak on a wide range of topics linked to equality issues.

SPEAKER: Dame Alison Peacock



Professor Dame Alison Peacock is Chief Executive of the Chartered College of Teaching, a new professional body that seeks to raise our status through celebrating, supporting, and connecting teachers to provide expert teaching and leadership. Prior to joining the Chartered College, Dame Alison was Executive Headteacher of The Wroxham School in Hertfordshire. Her career to date has spanned primary, secondary, and advisory roles. She is an Honorary Fellow of Queen's College, Cambridge, Visiting Professor of both the University of Hertfordshire and Glyndŵr University and a trustee for Big Change. Her research is published in a series of books about 'Learning without Limits', offering an alternative approach to inclusive school improvement.

PANEL

Aaman Saund



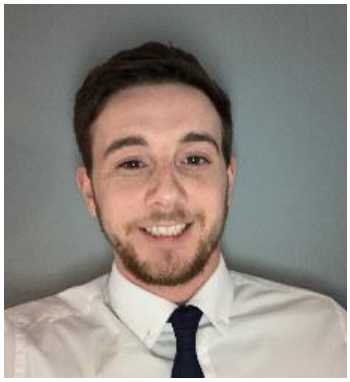
Aaman is a secondary science NQT employed at Brune Park Community School in Gosport and is currently completing a Postgraduate Diploma in Education through Teach First and Canterbury Christ Church University. Aaman's school is located in an area in which many people face significant hardships, and this is something that can manifest itself in challenging ways within the school. Therefore, developing his personal and professional resilience was one of Aaman's first challenges upon entering the profession. Before starting his training, Aaman completed an undergraduate degree in neuroscience at University College London, after which he spent a year and a half working at the Science Museum in London as an explainer, delivering science shows to the public and schools. It was these experiences at the Science Museum that led Aaman to pursue a career in teaching.

Saira Akhtar



Saira Akhtar has been a Year 5 teacher for two years. Having said that, neither has been a full year, owing to the pandemic. It has been a strange start to Saira's career but being adaptable is part of this field and it has definitely built her resilience in teaching. Saira has enjoyed every moment and has learnt so much along the way. Being in a school that supports and develops you to be the best version of yourself is very important and Saira feels privileged to be working in a school that does exactly this. Saira's passion has always stemmed from seeing children progress; their awe at learning new concepts and creating positive learning experiences. Saira's journey will continue into Year 6 next academic year, which she is very much looking forward to!

Josh Ellis



Josh is a Secondary MFL NQT working at De Lacy Academy in Knottingley, West Yorkshire. Knottingley is a community with many socio-economic challenges, and alongside current Covid-19 restrictions this has encouraged Josh to build upon his own personal and professional resilience. In between graduating and starting his teacher training course Josh also worked in a management role for a major brand within the fashion retail sector. He believes this time gave him an appreciation for the reality of the world of work.

As part of his undergraduate degree at Leeds Beckett University, Josh worked as a teaching assistant in the Limousin region of France. In this time, he immersed himself in French culture and way of life. Amongst many things, this experience inspired Josh to want to spend a lifelong career in teaching, where he can change and improve the lives of many.

SPEAKER: Dame Rachel de Souza



Dame Rachel de Souza is the Children's Commissioner for England. The Children's Commissioner promotes and protects the rights of children, standing up for their views and interests and acting as their 'eyes and ears' across government.

Dame Rachel is a nationally recognised educator and advocate for improving the life chances of disadvantaged children. Before her appointment as Children's Commissioner, she led two schools from failing to outstanding, before founding and leading the Inspiration Trust, a family of fourteen schools in East Anglia. The Trust was twice ranked as the nation's top group of comprehensive schools based on pupil progress at GCSE. She was made a Dame in 2014 for services to education.

PANEL

Dame Rachel De Souza will be joined by a panel of three young people from across the country:

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https://gfmat.org/

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