



University of  
Reading



# ECT CONFERENCE

## Making teaching work for all

Thursday 20th January 2022 | 12:30-16:45 | Online

Workshops available for both Primary and Secondary ECTs.

**PROGRAMME:** See overleaf for the programme of workshops

- Primary workshops are highlighted in green
- Secondary workshops are highlighted in orange

**BOOK YOUR PLACE NOW**

£35 if you book and pay online by credit/debit card **BOOK YOUR PLACE**

£45 if you require invoice: email [education-events@reading.ac.uk](mailto:education-events@reading.ac.uk) with the subject heading:  
ECT Conference 2022 invoice request

Deadline for booking is midnight on Monday 17th January 2022.

# ECT Conference 2022: Making teaching work for all Thursday 20th January - Online

Log on from 12:15 onwards

<b>12:30 – 12:40</b>	<b>Conference welcome from Head of School and Head of ITT and Partnership</b>		<b>Prof. Carol Fuller and David Kerr</b>
<b>12:40 – 13:30</b>	<b>Keynote Address: Talk-rich teaching for all</b>	<p>Dr. Naomi Flynn is an Associate Professor of Education at the University of Reading's Institute of Education. She is a teacher educator with expertise in the teaching and learning of children who have English as an additional language (EAL). Naomi's current project, funded through a Fulbright Visiting Scholar Award, is bringing a US-designed proven-successful teaching approach for multilingual learners to English classrooms. This approach to teaching raises attainment not just for pupils with EAL but for all pupils.</p> <p>In her keynote Naomi will share examples of great practice that she has observed in the US and at home. Through these she will demonstrate: 1) how Early Career Teachers can make their activity design more talk-oriented and language-rich; and 2) why teaching in this way gives a voice to pupils at risk from marginalisation or under-attainment.</p>	Dr. Naomi Flynn
<b>13:30 – 13:45</b>	<b>Continuing your studies at the IoE – postgraduate learning</b>		Dr. Rebecca Berkley

**13:45–14:00 Comfort break**

<b>14:00 – 14:45</b>	<b>Session 1</b>		
<b>Phonics: planning and assessing in practice</b>	If you are a teacher of young learners, delivering Systematic Synthetic Phonics will be an important part of your practice. This session will include lots of ideas to keep your lessons focused, ensure your assessment cycle is useful and support you in getting the most out of your phonics scheme. This session is not for beginners but more for those who lack confidence.	Cara Broadhurst	Primary
<b>Supporting young children with dyslexia</b>	This session explores ways in which you can identify and support children in your class who may experience difficulties with their receptive and expressive processing skills. This is most commonly defined as a Specific Learning Difficulty (SpLD). Specific learning difficulties include dyslexia, dyscalculia and dyspraxia. Children with SpLD may experience particular difficulties in learning to read, write, spell or manipulate numbers and may also experience difficulties with short-term memory, organisation and coordination.	Dr. Alison Silby	Primary
<b>Outdoor education through the curriculum- a place for deep and stickable learning (KS1 and KS2)</b>	There seems to be a myth that you only learn inside four walls and a ceiling. This practical session will prove this myth wrong. It will share ideas on how to easily embed the curriculum content for children aged 3-11 years and in the outdoor environment. It will draw on the evidence concerning child development. It will also show that you don't need an extra qualification to work outside with children: you already have the teaching qualification.	Dr. Helen Bilton	Primary
<b>Form Tutor Training</b>	Being a form tutor can be a brilliant experience, but it is hardly touched on during training. It is not just about turning up and taking the register. This session will draw on the work of Ross McGill an education blogger. It will consider how you can make the best use of that short time, to create consistency and routines, how to manage administration, create connections with home, spotting problems, forging links with other staff, building an ethos.	Dr. Jo Anna Reed Johnson	Secondary

<b>Bereaved Children</b>	<p>Bereavement is not generally a topic for general conversation, it can be personal and secretive. It is therefore no surprise when, as adults, we find that we cannot always express our feelings adequately. So how can we, as teachers, support bereaved children in schools? In this research-based session, we will look at how we can make 'Death... a part of life' (Kennedy et al., 2017) to support children's emotional literacy.</p> <p><i>*If you have been recently bereaved, please consider whether this is the right choice of session for you, at this time.</i></p>	Stephanie Sharp	Primary/ Secondary
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#### 14:45–15:00 Comfort break

15:00 – 15:45	Session 2		
<b>Moving into subject leadership</b>	As you move beyond your first year of teaching, you may be interested in working towards taking on a subject leadership role – or your school leaders might ask you to take this on. This session will explore key aspects of leading a subject in the primary school, early steps you might take to move towards subject leadership and common pitfalls to avoid.	Rhiannon Jarvie	Primary
<b>Managing time and workload</b>	Managing your time effectively can have a dramatic impact on your physical and mental wellbeing. It can also have a positive impact on your practice as a classroom teacher and your opportunities for career development. This session will offer advice based on current best practice to support you in managing your workload.	Emily Yearsley	Primary
<b>Getting the most out of your meetings with your mentor</b>	Meetings with your mentor are a vital part of continuing to develop your progress. The way in which conversations are structured and the language used can have a major impact on how you learn; this workshop will explore the ways in which you and your mentor can get the most out of your meetings	Dr. Rachel Roberts	Secondary
<b>Cross-curricular links</b>	This session will look at ways to think about your subject in the context of other subjects to support your students in making connections and seeing a bigger picture.	Dr. Caroline Foulkes	Secondary
<b>Mindfulness and wellbeing</b>	Mindfulness has proven to be effective throughout all phases of education, helping to improve psychological stability, emotional awareness, self-worth, and possibility thinking. In light of the past 18 months, this sort of practice has been invaluable to help raise spirits across school communities. This session will offer a range of accessible and manageable theory-based activities which can be used by all teachers throughout the year, helping to develop well-being and positivity.	Suzy Tutchell	Primary/ Secondary
<b>Classroom Presence and use of voice</b>	Focussed on understanding how to consciously develop your teacher identity, including presence within the classroom, different uses of your voice and taking care of your voice. Includes practical ideas (some of which you will be able to try out in your own space during the session).	Simon Floodgate	Primary/ Secondary



**15:45–16:00 Comfort break**

16:00 – 16:45	Session 3		
<b>Behaviour Management in Primary Schools</b>	This session will look at behaviour management in primary schools and give you an opportunity to discuss and share strategies on how to support children. The focus will be on how all behaviour is a means of communication and include preventative measures and therapeutic approaches.	Dr. Amanda Cockayne	Primary
<b>Supporting children with autism in the classroom</b>	Over the summer, the government released some new guidance for schools and the wider society which identified priority areas for support. This session will start by summarising these papers and then open to Q/A from the audience to discuss support for students in schools.	Dr. Cathy Tissot/ Dr. Anna Tsakalaki	Primary
<b>Behaviour Management in Secondary Schools</b>	This session will look at behaviour management in secondary schools. Behaviour management requires so many things: high expectations, clear and consistent communication, well-prepared lessons, SLT support and purposeful relationships with the pupils. In reviewing these themes, we will touch upon research, experiences, and materials that you can put into practise.	Will Bailey - Watson	Secondary
<b>Preparing for Ofsted</b>	This session will draw on partner-school experiences of inspection under the current inspection framework. It will explore and bust myths around inspection and build your confidence in approaching an inspection as part of your school team.	Dr. Catherine Foley	Primary/ Secondary
<b>Climate change - How you can start the conversation of climate change with your pupils</b>	Climate Change is the defining crisis of our generation, and it will be a lived reality for generations to come. As educators we must lead the change in how we move forward with supporting pupils in understanding what is happening to our climate on a global level and how this is impacting individuals around the work. Therefore, this session will be an exploratory space to discuss the vital role we have in shape young people's understanding in this critical area. You will leave this session with further insight into how you can develop and sustain knowledge and understanding of climate change with young people in your care.	Dr. Nasreen Majid and Andrew Happle	Primary/ Secondary

**16:45 Event ends**

