



ECT CONFERENCE

Making teaching work for all

Thursday 19th January 2023 | 12:30–16:45 | Online

Workshops available for Primary ECTs.
See below for the programme of workshops.

BOOK YOUR PLACE NOW


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

£45 if you require an invoice, email: education-events@reading.ac.uk
with the subject heading: "ECT Conference 2023 invoice request"

Deadline for booking is midnight on Monday 16 January 2023.

ECT Conference 2023: Making teaching work for all Thursday 19th January – Online

Log on from 12:15 onwards

12:30–12:40	Welcome from Programme Director of Primary School Direct; Co-Lead of Initial Teacher Education; Associate Professor of Mathematics Education		Dr. Catherine Foley
12:40–13:30	Keynote Address: what do new teachers need to know about mental health?	<p>Laura has been the Head of Primary, Prep and EYFS Teacher Training at The University of Buckingham for the last 6 years. She has led on SEND, Inclusion & the NASENCO course. Laura has over 20 years' experience working across Primary & Secondary sectors, across state and independent schools. Laura is a Chartered BPS Psychologist (Cpsychol) Laura contributes to BELMAS SEN Rig, nasen 0-11 advisory board & EFL Learning Shared as an educational consultant, specialising in mental health & trauma. Laura studying for her EdD exploring Mental Health and Trauma Informed Practices in Initial Teacher Education.</p> <p>The session explores the role of applied psychology in education to support mental health through interpersonal neurobiology. It contextualises mental health in education, considering how the definition might be a problematic construct for teachers and reflecting on systemic framing of pathologized behaviour, inclusive neuro diverse practice and retributive versus restorative approaches. It includes interactive components, implementing practical co-regulation strategies, calming the ANS and learning how Polyvagal Theory can support teachers cultivating relational safety. We discuss ways trauma informed understanding becomes embedded in educational practice. It explains the importance of relational interaction as therapeutic opportunity, empowering teachers as agents of change.</p>	<p>Laura Purser – Academic Programme Director BA Primary Education QTS at The University of Reading</p> 
13:30–13:45	Continuing your studies at the IoE – postgraduate learning		Dr. Rebecca Berkley

13:45–14:00 Comfort break

14:00–14:45	Session 1	
Phonics: planning and assessing in practice	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
Supporting young children with dyslexia	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 co-ordination.	Dr. Alison Silby
Bereaved children	<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 <i>'Death... a part of life'</i> (Kennedy et al., 2017) to support emotional literacy.</p> <p>*If you have been recently bereaved, please consider whether this is the right choice of session for you, at this time.</p>	Stephanie Sharp
Diversity in the Curriculum	This session will focus on race and racism in England's schools. Drawing upon the perspectives of schoolteachers, the session focuses on the schoolteacher workforce, curricula, school policies and dealing with issues of race. Showing that racism is deeply embedded in schooling, the session argues that schooling must be radically reimagined to place a commitment to anti-racism at its core.	Professor Holly Joseph

14:45–15:00 Comfort break

15:00–15:45	Session 2	
Moving into subject leadership	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
Managing time and workload	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
Climate change – how you can start the conversation of climate change with your pupils.	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
Other CPD opportunities for ECTs	There are a whole host of other CPD opportunities on offer for teachers in their first years of teaching (and beyond). Much of this is offered by DfE funded curriculum hubs and teaching schools hubs. This session will provide information on subject specific support and other leadership programmes available as you move through your career.	Janet Roberts – Teaching School Hub Director, TSH Berkshire

15:45–16:00 Comfort break

16:00–16:45	Session 3	
Behaviour management in primary schools	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. This will be a workshop to share strategies and look at how we can deal with these therapeutically.	Scarlett Murphy
Supporting children with autism in the classroom	The session discusses best practice for implementing practical strategies for supporting ASC in the primary classroom and considers the role of universal provision to support neurodiversity and promoting inclusion.	Laura Purser
Preparing for Ofsted	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
Getting the most out of your meetings with your mentor	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

16:45 Event ends