10th Annual Conference
Leading into the Future

Nearest tube station: Waterloo / Blackfriars (both 5 minutes walk)

January 29 – 30
Coin Street Conference Centre, 108 Stamford Street, London SE1 9NH

Wi-Fi: Coin Street Community Builders
Password: 3vents2016

Tweet about the day: @WholeEducation / #We10Conf
Welcome to the 10th annual Whole Education conference

Basement

Ground floor

Third floor

About the venue

Coin Street Community Builders is a social enterprise whose aim is to make the South Bank neighbourhood a great place to live, work and visit. They have transformed a largely derelict 13-acre site into a mixed use neighbourhood by creating 220 co-operative homes, shops, galleries, restaurants and bars, a park and riverside walkway as well as sports facilities.

The Centre sees more than 80 hours of free and affordable community activities every week, offering families and children high quality, affordable programmes. It provides integrated childcare and early years education including an Ofsted-registered 84 place nursery. Coin Street also offers training & employment support for 18-30 year olds via one-to-one sessions, peer-to-peer tutoring & mentoring to boost confidence & attainment, as well as an employment and learning programme.

All income generated from the Conference Centre and its events is invested back into the local community as part of Coin Street’s social enterprise principles.
Introducing **Leading into the Future**

**We would like to extend a warm welcome to Whole Education’s 10th Annual Conference.**

Our annual conferences are designed to provide a mixture of inspiration, challenge and reflection. They are meant to help you clear your head and step off the treadmill, away from the immediate pressures of budgets, key data, exam results and accountability. We aim to provide a space for you to nourish your education vision and to check that your school and you as a leader are on the right track to delivering the whole education your pupils need.

WE conferences provide access to some of the country’s - and indeed the world’s - leading thinkers and practitioners from within and beyond education.

In that respect, WE hope this 10th anniversary conference is no different. We also hope you think it’s the best one yet.

The theme of the conference is ‘Leading into the Future’, which you should see and feel interwoven throughout the two days.

We asked you who you want to see back from previous conferences. Due to overwhelming demand we are excited and honoured to welcome Ron Berger back to Whole Education. He is joined by an array of leading experts who will help us as school leaders think more critically about the future over the two days.

It has certainly felt like a challenging 10 years for school leaders committed to providing a whole education. As a member organisation, we are proud to reach such an important milestone.

It is our belief that giving all young people a high-quality, whole education is the best way we have of helping them to meet the diverse demands of an uncertain future. It will prepare them to thrive in life, learning and work and help them grow up to be happy, kind and confident human beings.

You have the inspiring and challenging job of developing your school’s leadership to stay true to your values, navigating our system to confidently deliver the kind of education your students need to better prepare them for their future.

We encourage you to read the programme, find out about the sessions and meet our expert contributors. We also encourage you to make the most of the opportunity to talk to these experts, participate in sessions and network with peers during breaks, lunch, conference drinks and dinner.

**We hope you enjoy the two days and look forward to collaborating with you in the future and leading the way for the rest of the system.**

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Douglas Archibald  
Executive Director for Development  

James Pope  
Executive Director for Schools and Trusts
# Conference Agenda

## Day 1

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<td>10.00</td>
<td>Welcome and introduction</td>
<td>Max Nasatyr</td>
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<td>10.10</td>
<td>Opening session</td>
<td>Max Nasatyr</td>
<td><strong>Looking into the future</strong>&lt;br&gt;Provocations on the future that school leaders need to be aware of from <em>Lynda Gratton and Rose Luckin</em></td>
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<td>11.10</td>
<td>Break and refreshments</td>
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<td>11.35</td>
<td>Extended exploratory sessions</td>
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<td><strong>Reflecting on the challenges and opportunities of the future for you as school leaders</strong>&lt;br&gt;South Bank 1: Rethinking Social Mobility: A school and community led approach to engagement, achievement and social equity&lt;br&gt;Max Nasatyr: The future of learning: What should schools look like in 2030?&lt;br&gt;South Bank 2: The future of work: How can we make our young people futureproof?</td>
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<td>12.50</td>
<td>Networking lunch</td>
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<td>13.40</td>
<td>Masterclass with Ron Berger</td>
<td>Max Nasatyr</td>
<td><strong>Leaders of their own learning</strong>&lt;br&gt;<em>Ron Berger</em> will lead a masterclass followed by a fireside chat with Guy Claxton</td>
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<td>15.10</td>
<td>Break and refreshments</td>
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<td>15.30</td>
<td>Leading into the future breakouts</td>
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<td><strong>What this means in your context</strong>&lt;br&gt;Max Nasatyr: Learning power approaches: the nitty gritty&lt;br&gt;Southbank 1: Designing a future proof secondary curriculum: successfully preparing all your students for the future&lt;br&gt;Southbank 2: Successfully leading and managing change: making the change you want to happen, happen</td>
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<td>16.40</td>
<td>Leadership Plenary</td>
<td>Max Nasatyr</td>
<td><strong>Leading into the future</strong>&lt;br&gt;Provocation on future leadership from <em>Jo Owen</em></td>
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<td>17.30</td>
<td>Drinks reception followed by conference dinner</td>
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# Day 2

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<tr>
<td>9.00</td>
<td>Welcome and introduction</td>
<td>Max Nasatyr</td>
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| 9.05  | Masterclass with Ron Berger                                             | Max Nasatyr | Learning that lasts  
Ron Berger will lead a masterclass on deepening instructional practice |
| 11.05 | Break and refreshments (Neighbourhood Room)                            |         |         |
| 11.20 | Primary session                                                        | Max Nasatyr | Reflecting on learning that lasts and curriculum design in your school |
|       | Secondary session                                                      | Neighbourhood room | Reflecting on learning that lasts and curriculum design in your school |
| 12.35 | Networking lunch (Neighbourhood Room)                                  |         |         |
| 13.15 | Masterclass with Mary Myatt                                            | Max Nasatyr | A coherent whole education curriculum  
Mary Myatt will lead a masterclass in providing a whole education curriculum |
| 15.00 | Break and refreshments (Neighbourhood Room)                            |         |         |
| 15.30 | Making it happen                                                       | Max Nasatyr | Three experts in the leadership of teacher development will help us plan how to make this happen. |
| 16.30 | Day closes                                                             |         |         |
Opening session *(10.10 – 11.10, Max Nasatyr)*

**Looking into the Future:** Provocations on the Future that school leaders need to be aware of

We’ve all read the headlines. But what will the future really look like? What implications will this have for our schools and the education system? To understand the opportunities and challenges, Lord Knight will facilitate leading global experts:

- **Rose Luckin** shares her expertise on the likely impact of artificial intelligence on schools and young people; and **Lynda Gratton** tells us what living to 100 will mean for the way we live, work, and learn.

> "Lynda Gratton was ranked in the top 15 on The Thinkers50 list of the world’s top business thinkers, and was described by the FT as the management guru most likely to impact on the future"

> "Rose was named as one of the 20 most influential people in Education on the Seldon List 2017."
Morning breakout sessions (11.35 – 12.50)

Rethinking Social Mobility: A school and community led approach to engagement, achievement and social equity (South Bank 1)

Some have argued our focus on ‘social mobility’ is deeply patronising. That in trying to tackle entrenched challenges we have increased the pressure on schools and created a sense of values dissonance with those we serve.

To meaningfully respond, do we need a broader picture of aspiration? One that helps young people, particularly the most disadvantaged, discover their passions and pursue them? And in doing so engages and takes advantage of their wider community and all that it has to offer?

How can we work with partners to engage young people within and beyond our schools? Will this help young people develop their wider skills and qualities, while achieving the qualifications they want to pursue their passions? And in doing so can we create a positive framing for our purpose beyond social mobility - schools and young people thriving at the heart of thriving communities, rather than seeking a ticket to leave?

Saeed Atcha, Seb Chapleau, Ruth Ibegbuna, Mei Lim, James Pope and Loic Menzies

The Future of Learning: What should schools look like in 2030? (Max Nasatyr)

This practical workshop picks up on some of the themes raised in the preceding plenary sessions, and asks, ‘What are the implications for learning as schools prepare students for an increasingly volatile and complex future?’ Should the need for urgent solutions to a range of global challenges - environmentally, socially, culturally - affect our teaching and learning strategies?

What does a future-focused curriculum and indeed a future focussed school look like? After initial provocation from a leading global thinker in this area, this session will be hands-on design opportunities for forward thinking school leaders interested in re-imagining (their) school.

Delivered by David Price OBE

The Future of Work: How can we make our young people futureproof? (South Bank 2)

This session will help you unpick the realities and decipher the noise about what work is really going to be like in the future, while also helping school leaders to understand the current realities and opportunities in the world of work for your young people. This session will look at the available evidence and insight from experts on where jobs growth is expected; what the skills gaps are now and what they are likely to be in the future; and how the workplace culture and expectations of leading organisations are starting to proliferate across the world of work, with implications for young people and their skills development.

We will consider practical approaches for schools to help get your students future work ready.

Neil Carberry, Tarun Gidoomal, Kevin McCoy, Olly Newton and Rose Luckin.
Ron Berger Masterclass (13.40 – 15.10, Max Nasatyr Room)

Leaders of Their Own Learning: Ron Berger will lead a masterclass followed by a fireside chat with Guy Claxton

The most important assessment that takes place in school is not tests. It the self-assessment that takes place inside student heads all day long. Am I trying hard enough? Do I understand things well enough? Is my work good enough? Am I behaving respectfully enough?

How do we turn up the dial for quality inside student minds? We stop dragging them along on the learning journey and put them in the driver’s seat. We use assessment practices to build motivation and understanding of learning in students, rather than simply judging and ranking them.

We will consider together strategies of Student-Engaged Assessment, which empower students to understand the purpose and direction for their learning, refine their work with self and peer critique, and present their thinking and their work to their peers and their community.

Ron Berger is one of the most remarkable teachers in America today. He sets incredibly high standards in his classes and his students measure up to those standards.

Austin’s Butterfly

Ron Berger believes that people can be helped to develop their work. The pictures below show how Austin, a first-grader, improved his drawing of a butterfly from his first version to his final version.

Ron Berger’s video ‘Austin’s Butterfly’ is a particularly well known example of his work on effective feedback and critique.
Learning power approaches: The nitty-gritty

Learning power cannot be directly taught... but it can be cultivated. It comprises a set of habits, attitudes and self-beliefs that grow over time in classrooms where there is a consistent undertow towards independence, self-reliance and non-judgemental peer communication. When teachers become aware of the undertow they create, they can adjust some of their own habits so that the rip pulls more strongly in the right direction.

In this session, we will illustrate some of the key design principles of the learning power classroom including understanding the difference between Learning Mode and Performance Mode. It will also help leaders to think about ways to improve the learning power of all students over time.

Delivered by Guy Claxton, for primary/secondary

Designing a ‘Future Proof’ Secondary Curriculum: successfully preparing all your students for the future

This session will help our secondary school leaders translate some of the big ‘future thinking’ provocations they have heard throughout the day into practical areas to focus on, now and in the future, to create ‘future proof’ schools. Majoring in curriculum design and decisions, we will explore how we structure our key stages and sequence students’ learning.

You will hear provocations on how leaders and experts are designing the ‘futureproof’ curriculum, with themes including creativity, resilience, design and vocational learning, and share ways you are responding in your context. By unpicking these inputs WE will consider students ‘entitlement’ to a whole education.

Delivered by Lisa Ling, John Dunford, and a range of special guests, for secondary

Successfully Leading and Managing Change: making the change you want to happen, happen

Leading and managing change is challenging and complicated, typically shrouded in uncertainty and affected by unintended consequences. Through story, we will drill down into specific aspects believed to have implications for leading and managing change, such as a self-review of how you are perceived as a leader by your staff and how to ensure that the different members of your team are supported to positive embrace change and move forwards successfully as a team.

Reflecting on the future-focused inputs from earlier in the day, an expert from education and business will provide practical and tactical support to help you consider approaches to the leadership and management of effective and successful change.

Delivered by Chris McFall, for primary/secondary
Closing session (16.40 – 17.30, Max Nasatyr Room)

Leading into the Future: Views from system and school leaders on key considerations of leading into the future

The closing plenary session will allow you as a leader to reflect on the relevance of all you have heard through the day and give you some expert insight on leadership to help you think about what you as a leader could be doing better to lead your school into the future.

We will hear from bestselling author and leadership expert Jo Owen about leadership that really makes a difference and the need to balance immediate leadership priorities with longer-term strategic view on school leadership.

We will also hear from other experts including school and trust leaders commenting on the need for all of us to be courageous and bold leaders into the future.

Jo Owen with inputs from Saeed Atcha, Karen Edge, Mark Grundy and Liz Robinson

"Jo Owen is the only person to win the Chartered Management Institute gold medal 4 times. He has also been the #1 best selling author on leadership over 10 years in the UK"
Ron Berger Masterclass (9.05 – 11.05, Max Nasatyr Room)

Learning that Lasts: Deeper instructional practice

If we hope to achieve Deeper Learning with students, we need to practice Deeper Instruction. This workshop will examine a framework for deepening our instructional practices to make them more challenging, engaging, and empowering for students.

We will analyze together video of strong lessons from a range of disciplines and grade levels, considering how to plan lessons where students do more of the hard work—the thinking and explaining—and the teacher is the coach.

We will discuss strategies for shifting teacher practice from the traditional paradigm—students passively listening to a teacher talk to them—to an instructional model where students actively grapple with challenges and problems, build understanding, and create work of quality.

Ron Berger is one of the most profound thinkers and doers in education today. This book is a must-read. It shows how to create meaningful learning and high levels of academic achievement anywhere.

Primary and secondary sessions (11.20 – 12.15)

Reflecting on learning that lasts and curriculum design in your school

Primary (Max Nasatyr Room)

This session will help you reflect on your own primary school’s curriculum and teaching and learning strategies. This session will give you time and space to reflect on the strategies and choices your school is making. Most decisions in education are not black and white. In fact, there is a continuum on which we can place ourselves. We are going to ask you where you sit on this continuum of key topics like theme-based vs distinct subjects; relevance vs rigour; and alignment vs autonomy. There are no right or wrong answers but we hope that this discussion will help you gain clarity on your own views and be challenged by others who hold a different view.

Secondary (Neighbourhood Room)

This session will provide delegates with an opportunity to reflect on key themes arising from Ron Berger’s masterclass on deeper instruction and prepare for the masterclass with Mary Myatt. Delegates will discuss to what extent Berger’s ideas exist in your own curriculum, consciously or unconsciously. There will be space to debate how far you agree with the ideas shared during the master class, enabling you to clarify your views and challenge those who hold different pedagogical philosophies. With colleagues or individually, you will be guided through an analysis of your own curriculum, bringing together the ideas of Ron Berger and Mary Myatt.
Mary Myatt Masterclass (13.15 – 15.00, Max Nasatyr Room)

A coherent whole education curriculum

This session will help attendees reflect on what a whole education curriculum looks like in their school, and the systemic changes necessary to make this a reality. How do you plan an entitlement to a broad and balanced curriculum at each key stage, for every child? The session will refocus on curriculum quality and discuss how to address the biggest professional need within the sector—the development of rich provision that makes links between subjects while allowing every subject to breathe. The masterclass will include a roadmap of how to move towards this goal—beginning with stripping away everything in schools that is not having an impact.

“Mary encourages us to consider what soulful schools; heart-based education and courageous leadership could and should look like.”

Making it Happen (15.30 – 16.30, Max Nasatyr Room)

A masterclass in bringing school and trust leaders together to bring a whole education to life

We will hear from three of the leading experts on leadership of CPD and workforce development on what you need to do to ensure you are enabling and empowering all of your workforce to deliver the kind of education your children and young people will need for the future.

Too often discussion of curriculum and teaching and learning approaches that help ensure academic success while also developing wider skills and qualities does not come with concomitant buy-in, training and ongoing development for staff to deliver in a quality and sustainable way.

We will hear from Phillipa Cordingley on the latest evidence in the area, along with Karen Edge and Sam Twiselton who will give practical advice to you as leaders and time to reflect and build your own action plans in this area.

Phillipa Cordingley, Karen Edge and Dame Sam Twiselton
Douglas Archibald

Douglas is Whole Education’s Executive Director for Development. His focus is on supporting education transformation through peer-to-peer networks. Douglas started his career with Accenture’s Human Performance practice before leading the development of the Knowledge and Innovation Network at Warwick Business School. His work has been published in Harvard Business Review and he has advised the United Nations Development Program and the Office of the Deputy Prime Minister.

Saeed Atcha (@saeedatcha)

Saeed Atcha is Deputy Lieutenant of Greater Manchester and founder of Xplode magazine, a free quarterly produced by volunteers aged 14 to 24 years. The magazine was registered as a charity in 2013, where young people are trained in journalism while building life skills. He later created ‘Employ’, as part of Xplode, to train young people in employability skills, which has helped more than 5000 people till date. In 2018, he was appointed as a Social Mobility Commissioner.

Ron Berger (@RonBergerEL)

A veteran educator, Ron Berger has 40 years of experience in the sector as a teacher, 28 of which were spent in public school and has authored two books. He is CEO of the non-profit school improvement network, EL Education, whose work is centered on professional development and resources to raise teacher capacity. He holds a master’s of education from Harvard University, where he now teaches a course that uses exemplary student project work to illuminate academic standards.

Neil Carberry (@RECNeil)

Neil Carberry was appointed as Chief Executive of the Recruitment and Employment Confederation in June 2018, having been managing director at the Confederation of British Industry. He is a member of the council of the conciliation service ACAS and of the Low Pay Commission where he helps guide pay policy in the UK. He is also the chair of a small primary academy trust in Oxfordshire.
Speakers

Seb Chapleau (@sebchapleau)
Sebastien is the Director of the Big Education Conversation and Founding Headteacher of La Fontaine Academy in Bromley for 6 years. Prior to this, he held the post of Senior Education Organiser with Citizens UK, where he worked with Headteachers across London, around issues of youth leadership and community engagement. His community organising work in London was recognised with a Community Champion Award from the Mayor of London in 2012.

Guy Claxton (@GuyClaxton)
Guy Claxton is a cognitive scientist, writer and educator and one of the UK’s foremost thinkers on creativity, learning and the brain in both business and education. He has held fellowships with the British Psychological Society, the Academy of Social Sciences and the Royal Society of the Arts. His ideas of how to expand young people’s appetite and capacity for learning have influenced educational theory and practice across the world.

Phillipa Cordingly (@PhilippaCcuree)
Phillipa Cordingley is Chief Executive of CUREE (Centre for the use of Research and Evidence in Education) and an internationally acknowledged expert in using evidence to develop education policy and practice. She leads many of the organisation’s projects like development of the evidence-based National Framework for Mentoring and Coaching. Phillipa is a Fellow of the Chartered College of Teaching, member of the OECD group evaluating teacher education/preparation systems around the world and a trustee of BIG Education.

Jo Corrigan (@MrsJoCorrigan)
Previously a professional, committed, experienced and successful Primary headteacher, Jo is now the Director of Primary for Whole Education. She previously served in a similar role for SSAT, and brings significant experience of what makes the most difference when supporting a national network of schools. Jo has worked in a wide range of schools with differing contexts across two Local Authorities, providing the vision and leadership required to ensure a high-quality education for pupils.
John Dunford (@johndunford)

Sir John Dunford was the founding Chair of Whole Education and is a trustee of Learn Academies Trust and Step Together Volunteering. John was the government’s National Pupil Premium Champion from 2013 to 2015, an independent role in which he worked with schools, trusts, teaching schools and local authorities on the effective use of the pupil premium to raise the educational achievement of disadvantaged pupils, reporting back to the Department for Education on issues raised by school leaders and teachers.

Karen Edge (@drkarenedge)

Dr Karen Edge is an academic at UCL’s Institute of Education. Her research looks at work and career patterns in school leaders and teachers - including across different generations in the workplace. She previously worked in senior advisory roles for the Minister of Education (Ontario) and the Centre for Educational Leadership at UC-Santa Barbara.

Tarun Gidoomal (@tarungidoomal)

Tarun Gidoomal is UK Co-Head of Next Jump, which was cited by academics as 1 of 3 companies globally that represent the future of work. Tarun leads their UK Adopt-a-School program; an initiative to help businesses play a more proactive role in supporting local state schools and provide business skills development for students. He also mentors young people as part of the New Entrepreneur Foundation.

Lynda Gratton (@lyndagratton)

Lynda Gratton is a global authority on the future of work and lifelong learning. She is a Professor of Management Practice at the London Business School and founder of Hot Spots Movement. She was ranked in the top 15 on The Thinkers50 2013 list of the world’s top business thinkers and was described by the FT as the management guru most likely to impact on the future. Awards include the Tata prize in India, the HR prize in Australia, the annual Fellow of NAHR and the LBS Best Teacher Award.
Speakers

Mark Grundy (@sirmarkgrundy)

Sir Mark Grundy has been associated with Shireland Collegiate Academy for over twenty years starting as Headteacher in 1997 and becoming the Trust CEO in 2016. Shireland has a national reputation for innovation around curriculum design and its use of Educational Technology and has a long-standing relationship with Microsoft. Sir Mark works with the DfE as an appointed member of the Regional Headteacher Board as well as advisory work in relation to EdTech and its national development.

Ruth Ibegbuna (@MsIbegbuna)

Ruth Ibegbuna was a founding CEO of RECLAIM, an award-winning social action and youth leadership programme with a focus on working class young people being seen, being heard and leading change. Prior to this, Ruth was a senior teacher in a South Manchester state school and supported young people in obtaining some of the best GCSE results in the country, for three consecutive years. Ruth was named Manchester Peace Activist of the Year 2008 and received the Manchester City Council Women’s award for Outstanding Contribution 2009.

Lord Knight (@LordJimKnight)

Lord Knight is the Chair of the Whole Education Network. He previously served in the cabinet as Schools Minister and Employment Minister. He is also Chief Education and Global Officer at Tes Global, an education company that helps teachers and schools around the world through its products and services.

Mei Lim

Mei Lim began her career with Teach First and taught in London schools for six years before getting a master’s degree in public policy in Berlin, with a focus on social and education policy. She was previously headteacher at Weyfield Primary Academy in Guildford. Mei believes in the importance of community work and to develop complementary models that work with schools to support children and families. She joined the Reach Children’s Hub to support its cradle-to-career projects and is currently leading the development of an early learning community in Feltham, in partnership with Save the Children UK.
Lisa Ling (@LisalingWE)

Lisa is Director of Secondaries at Whole Education. Working in secondary schools for 21 years, Lisa was first an English teacher and then a senior leader and vice principal. Her passion as a teacher and leader has always been to provide an inclusive, engaging and rounded education for all young people. Throughout her school career, she has had a determination to help young people achieve academic excellence alongside developing the skills, knowledge, and qualities needed to flourish in life, learning and work.

Rose Luckin (@Knowldgillusion)

Rose Luckin is an international expert on artificial intelligence in education. She appeared in the Sunday Times 2017 Seldon List of the 20 most influential people in education. She is a Professor of Learner Centered Design at University College London. She is also an expert on the impacts and potential of artificial intelligence (AI) in education. She is Director of EDUCATE, a hub for EdTech researchers, startups and educators.

Kevin McCoy (@KevinMcCoy1972)

Kevin McCoy is Co-MD of Next Jump UK. He holds a bachelor’s degree from Tufts University and was formerly a member of the US Army National Guard where he held the rank of Captain and received the Meritorious Service Medal and the Army Commendation Medal.

Chris McFall

Chris McFall is a National Education Development Manager with an international tech firm. Chris previously worked for North Somerset Council leading development, direction and implementation of government initiatives on learning through e-communications and ICT. This involved working closely with senior school leaders.
Speakers

Loic Menzies (@LoicMnzs)

Loic Menzies is Chief Executive at The Centre for Education and Youth. He has worked in education research, evaluation and policy for a decade. He has authored numerous reports on issues ranging from youth homelessness to teacher recruitment. He works closely with practitioners and policymakers to communicate research’s implications, for example presenting to the Education Select Committee on White Working Class Underachievement, or working with civil servants to tackle the teacher recruitment and retention crisis.

Mary Myatt (@MaryMyatt)

Mary Myatt is an education adviser, writer and speaker. Her years as a teacher, advisor and Ofsted lead inspector give her a unique insight into what quality teaching looks like. She works in schools talking to pupils, teachers and leaders about learning, leadership and the curriculum. She maintains that there are no quick fixes and that great outcomes for pupils are not achieved through tick boxes. She writes and speaks at conferences about leadership, curriculum and school improvement.

Olly Newton (@UKEdgePolicy)

Olly Newton spent 12 years in the Department for Education working on policies including 14-19 diplomas, raising the participation age and finally as Head of Apprenticeship Strategy. Olly is now Executive Director of the Edge Foundation, where he oversees a programme of primary research, is lead author on all of the charity’s policy reports and runs the Edge Future Learning delivery programme for schools and colleges.

Jo Owen (@JoLeadGuru)

Jo Owen is an author and social entrepreneur. He is a founder of eight NGOs with a collective turnover of £100 million pa, including Teach First. He currently chairs STIR and Right to Succeed. His books have appeared in more than 100 editions globally and include topics such as How to Lead, Resilience, Tribal Business School and Global Teams. He was previously a partner at Accenture and a brand manager at P&G.
James Pope (@popejames)

James is WE’s Executive Director of Schools and Trusts who has worked in education for 23 years. Most recently James was Headteacher and executive Headteacher within the Southwest, working in schools facing significant educational and financial challenges. With a passion for leadership and education and the transformative power that this can have on the lives of our young people James now works across education with schools, teachers and leaders to inspire the same passion in others.

David Price (@DavidPriceOBE)

David Price writes, trains and advises private and public organisations. His first book, OPEN: How We’ll Work, Live & Learn In The Future was an Amazon best-seller. His next book will be published in early 2020. His company, Educational Arts, supports educators to prepare students for the future. He is an international advisor to the Canadian Educators Association, The Mastery Transcript Initiative, Vega Schools in India and the Global Schools Alliance. He was awarded the OBE in 2009, by the Queen, for services to education.

Liz Robinson (@LizzieRobinson3)

Liz Robinson is Co-Director of the Big Education Trust, currently made up of three schools; School 21, Surrey Square Primary (where she was head and then co-head) and the International Academy of Greenwich. Liz is a National Leader of Education, and has a particular interest in developing values-led leadership.

Samantha Twiselton (@samtwiselton)

Professor Samantha Twiselton is the Director of Sheffield Institute of Education at Sheffield Hallam University. She uses her research and practice in the development of teacher expertise and curriculum design to develop approaches to teacher development. Sam has been involved in influencing government policy on teacher education and is the Chair of the DfE ITT Framework Group, a member of the advisory panel for the DfE Teacher Recruitment and Retention advisory group, the specialist NPQs Group, the Carter Review of ITT and Expert Behaviour Management Panel and the OFSTED curriculum review pane. She is a recent recipient of an OBE for services to Higher Education.
WE are a dynamic network of schools and partners collaborating to provide a high-quality whole education for all young people. If you’d like to be part of our national network, please get in touch with us at info@wholeeducation.org.