

research  ED  
MIDLANDS 2014  
WORKING OUT WHAT WORKS

CONFERENCE  
PROGRAMME

Saturday 5th April  
John Henry Newman Catholic College





# WELCOME TO researchED MIDLANDS 2014



# ED 2014

## MESSAGE FROM THE DIRECTOR

Welcome to the second researchED conference, and the first of what we hope will be many smaller events, geared towards developing the conversation beyond the rarified atmosphere of the capital. After the success of researchED 2013 we wanted to keep the momentum going as much as possible, and we are very grateful to John Henry Newman Catholic College for supporting this event.

As before, our aims are simple: working out what works in raising standards in schools and classrooms using the best research available, and bringing together the teaching and research communities in a meaningful relationship based on mutual support and dialogue. Teachers are much more willing to become part of the research equation in ways that can only benefit both themselves, and their pupils. It's a privilege to be part of that process.



I look forward to seeing you.

TOM BENNETT  
Director, **researchED**

# MESSAGE FROM HÉLÈNE GALDIN-O'SHEA

After the (greater) London event of last September, it is a real pleasure to be able to bring researchED to the Midlands. Many of the discussions last time focused on the importance of bringing researchers and teachers together, as well as what qualifies as research and how to conduct research effectively.

I am particularly pleased to see more sessions actively aiming to share research that has been conducted and to disseminate the findings, as well as opening the discussion about what should be 'researched' next. Much has been said recently about research-informed practice but of course, this can only be meaningful if all interested parties work together. It is really pleasing to note the increasing number of research projects conducted through a collaboration between schools and universities or educational institutions and we hope that sharing some of the existing models will encourage more institutions to engage in a similar way for everyone's benefit. As Oliver Quinlan, paraphrasing John Hattie, noted recently, it is important not to see teachers simply as recipients or consumers of research but as active evaluators of research in order to be able to measure the impact of what we decide to do in the classroom.

I sincerely believe that researchED events are a step in the right direction. I do hope that you enjoy and learn from the day.



**Hélène Galdin-O'Shea**  
Organiser, **researchED**

# WELCOME TO JOHN HENRY NEWMAN CATHOLIC COLLEGE

A warm welcome to John Henry Newman Catholic College. John Henry Newman Catholic College strives to be at the forefront of school improvement and innovation and invests heavily in the creation of a learning community where we all have the responsibility to learn from others and to contribute to the professional development of our colleagues. It is through this collaborative culture that together we can break down barriers to learning and support our students to gain the competitive edge over other applicants to leading Universities, prestigious apprenticeships and the subsequent world of work.



Most importantly, John Henry Newman Catholic College is a community of faith, where young people experience the love of God embracing their lives by engaging them 'Heart to Heart'. Our young people expect to be challenged to grow, serve and to achieve much more than they ever thought possible.

**Jennifer McGuirk**  
*Principal*





## Session One 10:00 – 10:30

### Opening the Day

Tom Bennett, *researchED* Director

Theatre

Welcome to the day, and discussion on how the researchED phenomena is growing- and where it's going.

## Session Two 10:40 - 11:20

### The 5 Hardest Policy Problems in Education

Sam Freedman *Teach First*

Theatre

This session will identify the toughest problems in the education policy debate. For each problem we'll look at why it's so important and why it's so hard to solve. But don't expect any answers – the objective is to get the audience thinking about how to identify solutions.

*Sam is Director of Research, Evaluation and Impact at Teach First. From 2009 to February 2013 he was an adviser to Michael Gove.*

### Middle axioms: what general theoretical principles can guide classroom practice? Daisy Christodoulou (ARK)

1W-01

This will build on my previous ResearchEd speech and also on this blog post <http://thewingtoheaven.wordpress.com/2014/02/02/nate-silver-and-e-d-hirsch/>  
*Daisy Christodoulou is the Research and Development Manager at ARK Schools.*

### Power, policy and practice: learning lessons about lesson observations from England's FE Colleges Dr Matt O'Leary CRADLE

1W-02

Lesson observations are one of the most hotly contested interventions to affect teachers over the last two decades. Yet surprisingly there has been very little empirical research carried out on this important area of practice. This talk draws on findings from the largest and most extensive research study in the English education system to date into the use and impact of lesson observation on the professional lives of staff working in the Further Education (FE) sector. In discussing the impact of differing models of observation on improvements in teaching and learning and teachers' work, the views of thousands of FE staff working in a wide range of contexts and institutions are explored. As a starting point, the talk will seek to address the following questions:

- What do we know about current approaches to lesson observation?
- How have we got to where we are now?
- What do FE practitioners think about current approaches to lesson observation?
- How might the education sector as a whole make best use of this important intervention in the future?
- What needs to change in order for this to happen?

*Dr Matt O'Leary is principal lecturer and research fellow in post-compulsory education in CRADLE (Centre for Research and Development in Lifelong Education) at the University of Wolverhampton.*

# SESSIONS

## After the Toolkit: the next steps for an evidence informed profession

Room TBC

Lee Elliot Major and James Richardson *EEF*

There are an increasing number of opportunities for senior leaders and teachers to access evidence based approaches: research summaries, databases of interventions, online platforms and an increasing number of training providers help schools make informed decisions on teaching and learning approaches. It is an encouraging development, but a reliance on passive dissemination of research is not enough to turn teaching into an evidence informed profession. The session will examine how the EEF is contributing to producing more robust evidence, and ensuring that it is used and embedded in schools as a matter of routine. Drawing on the first EEF evaluation reports, and discussing some of the other work the EEF and Sutton Trust are doing to improve research use, the session will be an opportunity to take part in a conversation about the role of teachers in forming a more engaged and informed profession. It will be an interactive session with plenty of opportunities for contributions from the floor.

*Dr Lee Elliot Major is a founding trustee of the Education Endowment Foundation.*

*James Richardson is Senior Analyst at the Education Endowment Foundation*

## Session Three 11:25 – 12:05

### Research priorities: what are the key gaps and questions in education?

Theatre

Susanna Greenwood and Stuart Mathers (*DfE*)

What are the priorities, gaps and areas of interest for future research in education? We're looking for any reflections and feedback on the recently published full suite of research priority documents. These are documents that try and capture a sector rather than just Government's view of the important questions for research and then we use them to try and influence and inform funders (including ourselves). The only one published to date is the Teachers and Teaching which we are hoping to revise on the back of comments over the next 6 months. (<https://www.gov.uk/government/publications/research-priorities-and-questions-teachers-and-teaching>).

*Susanna Greenwood is a social researcher, part of the Strategic Analysis and Research team at the Department for Education.*

*Stuart Mathers is involved in developing policy relating to teacher quality at the Department for Education.*

### How direct instruction improved my teaching

1W-01

Katie Ashford

What are new teachers told to do when they enter the classroom?

Does it always work?

Is it backed up by research?

What are the alternatives?

This talk will outline some of the problems with the approaches new teachers are advised to use, and will offer an alternative approach using direct instruction techniques.

*Katie Ashford is a Teach First ambassador and English teacher from the West Midlands.*

## How do we know what works? - A story in two halves

1W-02

Pete Yeomans (*University of Portsmouth*)

1) Turning the School Improvement/Self-evaluation cycle into a research project. Working out what works & developing credible evidence.

2) Developing students of their own performance.

*Peter Yeomans is a former teacher, now lecturer in Higher Education. He is committed to persuading teachers to examine their practice to enable them to teach without the burden of 'busyness'.*

## Session Four 12:10 - 12:50

### Strengthening the evidence base in education.

Theatre

Louise Stubberfield (*Wellcome Trust*)

The Wellcome Trust believes that it is essential to secure a strong evidence base in education. Find out about the research approaches we are undertaking to achieve this, how we determine what works, what we have learned and exciting initiatives to support researchers and practitioners.

in education. Find out about the research approaches we are undertaking to achieve this, how we determine what works, what we have learned and exciting initiatives to support researchers and practitioners.

*Louise Stubberfield, who has a strong background in education, is representing the Wellcome Trust.*

### Cognitive Science in the Classroom

1W-01

Joe Kirby

How is the research evidence from cognitive psychology being applied in the classroom? How could teachers apply its most useful insights? This session explores the interface between scientific research and teaching practice.

*Joe Kirby is an English teacher, education blogger and co-author of the 'How To Start on Teach First' series.*

### Research in real-life schools

1W-02

Sarah Kitchen and Amy Skipp (*NatCEN*)

This presentation will discuss the challenges of conducting robust research in the school environment. Research designs often look very clever on the page - but do we consider how it will work in 'the real world'? We will reflect on our experiences of conducting surveys, RCTs and qualitative research in schools, focusing on the issues around:

- getting schools to participate in research
- making RCT designs suitable for real-life schools
- understanding why an intervention has or hasn't worked

We will consider how researchers and teachers can best work together to overcome challenges and produce high quality, useful research.

*Sarah Kitchen, Senior Research Director at NatCen Social Research and Amy Skipp, Research Director at NatCen Social Research.*

# SESSIONS

Lunch 12:50 - 13:50

Session Five 13:50 - 14:30

## Why most "dissemination" is useless and how we can fix it

Theatre

David Weston *Teacher Development Trust*

In this session David Weston will take aim at the twin evils of 'dissemination' and 'sharing good practice' and have a good rant about why they are part of the problem and not the solution. In order to end on a positive note, he will present some solid research-based approaches to making sure that good ideas get spread around effectively and that they last.

*David Weston is the founder and Chief Executive of the Teacher Development Trust. He is primary governor and a former secondary teacher, author and consultant.*

## Learning from Science: How to teach better

1W-01

Kris Boulton

What if the way we teach guaranteed that children would understand and remember little... wouldn't that be strange? Yet, this is what we do. Most experienced teachers already know or suspect this, and research from cognitive science in recent decades finally explains why. New models of intelligence and memory at last make sense of why some children are struggling in our classrooms, or worse, why children who understand perfectly have completely forgotten everything a day later.

This workshop looks at some of that research, and more importantly, how we can use its conclusions to subtly alter the way we teach; guaranteeing that every child understands, and then, remembers.

*Kris is deputy head of maths at King Solomon Academy, with responsibility for designing the new KS3 curriculum.*

**Session Six 14:35 – 15:15**

**Meeting the needs of the most vulnerable pupils; what makes exceptional schools exceptional?** Philippa Cordingley (CUREE)

*Theatre*

This paper explores a study of the characteristics of schools that are in turn exceptional and strong in meeting the needs of vulnerable communities and some surprising differences between them. The study was carried out for Teach First to help them consider how to refine and tailor support for TeachFirst participants. The 15 in-depth case studies focussed on a range of data about key characteristics to emerge from large scale empirical studies was rigorous and specific enough to meet that need and is being disseminated through the refinements to the support across the Teach First programme and its partnerships with schools. But the study also threw up such marked and surprising distinctions that Teach First and CUREE decided to make the study widely available in the hope of encouraging further debate and research about key distinctions emerging.

This session will kick start consideration by teachers and researchers about the role of specialist knowledge, systematic approaches to CPD and training staff who support others, the development of an in-school model of pedagogy to encompass more challenging approaches for teachers and an orientation towards partnerships with others. In doing so it will start to refine follow up research questions that researchers and teachers can explore both together and separately.

*Philippa Cordingley is Chief Executive of CUREE.*

**Practical use of evidence: Can teachers and researchers shed any light?**

*1W-01*

Tami McCrone and Matt Inniss

United Learning and NFER have developed and managed a research project jointly to investigate different approaches UL schools have to using evidence to inform their teaching practice. In this presentation they will discuss some of the benefits and challenges of working together as well as outlining some of the early emerging findings from the research.

*Tami is a member of the team that is leading efforts to ensure that NFER research engages effectively with policymakers, teachers, and others involved in the education sector.*

*Matt Inniss is Subject Leader for History and an Economics teacher at Paddington Academy in Westminster.*

**If you can't stand the research, get out of the classroom?**

*1W-02*

Joe Hallgarten

BERA, in partnership with the RSA, is conducting a major Inquiry into the relationship between educational research and teacher education, focusing on the contribution that research-informed teacher education can make to improve the quality of teaching and learning outcomes across the UK. In advance of the publication of the Inquiry's final report, Joe Hallgarten will present the Inquiry's findings and early conclusions.

*Joe Hallgarten is Director of Education at the RSA, leading a programme of policy research and practical innovations, and with oversight of the family of RSA Academies*

# SESSIONS

**Session Seven** 15:20 – 16:00

## **Transforming practitioner research with teacher-led small scale randomised controlled trials** Richard Churches *CfBT*

1W-01

Randomised controlled trials in education have tended to be associated with just large scale pharmaceutical style research designs. However, the history of the development of such approaches in science more generally has often been the result of the endeavours of individuals carrying out smaller scale robust research in a way that could be effectively disseminated, built on and replicated by others. Drawing on research approaches and methods used in psychology, together with emerging work in teaching schools, Richard Churches will present the case for the growth in teacher-led small scale randomised controlled trials. The session will look at the sort of research questions that can be answered over the period of a single lesson or a series of lessons. The talk will explain how a number of schools are taking these ideas forward and, through collaboration, are beginning to solve issues previously thought to be a barrier - such as ways of randomising and sample size.

*Richard Churches is Principal Adviser for Research and Evidence Based Practice at CfBT Education Trust.*

## **How can we better map the complexity of concepts?**

1W-02

Michael Slavinsky and Alex Weatherall

At the inaugural ResearchED conference in 2013, Laura McInerney posed the Touchpaper Problems ([www.touchpaperproblems.com](http://www.touchpaperproblems.com)). In this workshop Michael and Alex will present their approach to tackling Problem 4: "What determines the complexity of a concept?".

The approach to answering the question that will be outlined here is practical, drawing on dependency models from the world of computing to see if an essentially philosophical problem can be broken down into useful tools for teachers' day-to-day practice. The workshop will seek to answer the following questions:

- Why are some concepts more difficult to teach to students than others?
- What theoretical frameworks exist to explain complexity?
- How can we better sequence concepts that need to be taught using a dependency model?
- Is crowd-sourcing subject expertise a viable route to more effective planning?

The workshop will require delegates to release their 'inner geek' in order to temper any innate cynicism.

*Michael will be drawing on his expertise as an MFL teacher and tutor trainer for The Brilliant Club; Alex will be talking as a former software developer and Physics teacher.*

**Session Eight** 16:05 - 16:20

## **Closing Thoughts: Where next?**

Theatre

Tom Bennett

# SPEAKERS



**Katie Ashford** is a Teach First ambassador and English teacher from the West Midlands.

She is passionate about the use of synthetic phonics for teaching reading, and has lectured at Birmingham University on how this can be applied in the Secondary sphere. Katie also writes a regular blog for [edapt.org.uk](http://edapt.org.uk) and is a co-author of the first Teach First ebook *How to Start on Teach First*.



**Tom Bennett** is a teacher in East London. He writes for the Times Educational Supplement, runs the TES Behaviour Forum, and trains and advises teachers across the UK.

In 2011 he was a Teacher-Fellow of Corpus Christi College, University of Cambridge. He has written four books on teacher training and behaviour; his latest, *Teacher Proof*, discusses the dangers of bad science informing the way we educate children, and the damage this has caused. *researchED 2013* is his latest project, which he is currently fitting in around marking books and preparing kids for jobs that apparently don't exist yet. He lives in Wanstead, where he's thinking about getting a dog.



**Kris Boulton** is deputy head of maths at King Solomon Academy, with responsibility for designing the new KS3 curriculum. Before teaching, Kris worked in business consulting, and co-founded the social enterprise Team Up.

He believes every child is capable of learning mathematics to a high level, and that curriculum design might play a significant, and until now undervalued, role in their success or failure. In addition, he has a strong interest in teacher training, and is currently looking at how applying cognitive psychology to the classroom might empower every child to learn successfully.



**Daisy Christodoulou** is the Research and Development Manager at ARK Schools. After training through Teach First she taught English in two London comprehensives.

Her book, *Seven Myths about Education*, was published in March 2014. E.D. Hirsch described it as 'game-changing', and Dylan Wiliam said that it 'may well be the most important book of the decade on teaching'.



**Richard Churches** is Principal Adviser for Research and Evidence Based Practice at CfBT Education Trust, is Technical Director for NCTL's Closing the Gap: Test and Learn

which is implementing randomised controlled trials with 35,000 children alongside encouraging small scale teaching school-led RCTs.

# SPEAKERS



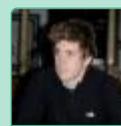
**Philippa Cordingley** is Chief Executive of CUREE and an internationally acknowledged expert in effective, research-based Continuing Professional Development and Learning (CPDL). She has led CUREE projects including the creation of the evidence based National Framework for Mentoring and Coaching; The Research Informed Practice (TRIPs) web site and the creation of banks of coaching and micro enquiry tools. She is the founder and professional adviser to the National Teacher Research Panel. Philippa has also led the CUREE team in a range of large scale, practitioner focussed research, evaluation and development projects. A key current priority is CUREE's SKEIN research into how well schools and colleges connect staff and pupil learning through effective professional learning environments. Philippa is Chair of Governors of the RSA Academy and Vice Chair of a high FSM Outstanding Primary school and an Honorary Fellow of the College for Teachers.



**Sam Freedman** Sam is Director of Research, Evaluation and Impact at Teach First. He is responsible for ensuring Teach First's programmes are properly evaluated and are subject to a process of continuous improvement. From 2009 to February this year he was an adviser to Michael Gove. After the 2010 election he worked as a senior policy adviser in the DfE focusing particularly on structural reform; funding and teacher training. Prior to working in Whitehall Sam was the Head of Education at Policy Exchange where he wrote reports on a wide variety of issues. He has two history degrees from Oxford and a Master of Research degree in Public Policy from Birkbeck which, in retrospect, bore no relation to the actual experience of making public policy.



**Susanna Greenwood** works in Strategic Analysis and Research in the Department for Education on a range of cross-cutting research projects covering teaching, social care and social research methods. After working as a researcher in academia, Susanna joined the civil service twelve years ago and has worked in the Department of Education for the majority of that time, carrying out and commissioning research on a number of different policy areas. She is interested in the links between the Department, practitioners, academics and sector organisations and how evidence drives forward policy and strategy.



**Joe Kirby** is an English teacher, education blogger and co-author of the 'How To Start on Teach First' series. Joe teaches English at Dunraven School in South London. He graduated in 2007 from Warwick University with a first class degree in English Literature, where he was elected as President of the Students' Union. He writes a weekly blog on education research, school leadership and system reform, which has had over 100,000 views in its first year. He has edited, co-authored and published three books in the 'How to Start on Teach First' series, and is set to publish three more next year.



**Joe Hallgarten** is Director of Education at the RSA, leading a programme of policy research and practical innovations, and with oversight of the family of RSA Academies

Joe taught in urban primary schools for five years before joining the Institute for Public Policy Research, leading its education team for four years. Joe then spent six years as Learning Director for Creative Partnerships. He has also been an advisor to the Department for Education's Innovation Unit and the Prime Minister's Strategy Unit, and a consultant for London 2012's education programme. Joe has published articles on a wide variety of education and cultural issues. Recent research for the RSA has included reports on in-year admissions and SMSC. He is a founding trustee for The Ministry of Stories, a children's creative writing centre in Hackney.



**Matt Inniss** is Subject Leader for History and an Economics teacher at Paddington Academy in Westminster.

He joined Paddington via the Teach First programme in 2008, after six years as a policy adviser at HM Treasury. Matt is an Advanced Lead Teacher at Paddington, responsible for developing teacher-led action research. He also spends some of his time working with United Learning, Paddington's sponsor, to develop research and innovation projects across the group. In the last year Matt has been working with the NFER to investigate the use of evidence by teachers in United Learning schools; has been filmed by OFSTED for observer training; has been shadowed by Michael Gove for a day; been continually barracked by his year 12s for a lack of dress sense and 'stingy' marking; and is beginning to adapt to becoming a Father for the first time. He'll let you decide which of those experiences is the most stressful/fun/ rewarding.



**Sarah Kitchen** and **Amy Skipp** work in the Children and Young People team at NatCen Social Research. Sarah has over ten years experience of managing surveys and evaluations in schools. She led the evaluation of Free School Meal Pilots and currently studies include the evaluation of the 16-19 Bursary Fund, a mixed method



study on PE in primary schools and a feasibility study on school meal take-up. Amy specialises in qualitative research and is NatCen's lead researcher on the EEF evaluation panel. Current evaluations include a literacy intervention and a music teaching intervention. Amy is also leading an EEF study exploring how schools use research in teaching and learning. nitial thinker engaged in creative curriculum design and is Head of Learning and Innovation at Futurelab at the National Foundation for Educational Research.

# SPEAKERS



**Dr Lee Elliot Major** is a founding trustee of the Education Endowment Foundation, and chairs its evaluation advisory board. Lee commissioned and co-authored the Sutton Trust-EEF toolkit on what works to improve school attainment, and has spoken to thousands of school heads about its findings. He is Director, Development and Policy at the Sutton Trust, after six years overseeing the Trust's research work.

He is an adviser to the Office for Fair Access, and sits on the Government's Social Mobility Transparency Board. He was previously an education journalist, working for the Guardian and Times Higher Education Supplement.

He is a school governor of a Camden secondary school, after serving as Governor for a primary school for ten years. He has a Ph.D. in theoretical physics from Sheffield University and a Master's degree from Imperial College, London.



**Stuart Mathers** works in Teachers Group in the Department for Education, working on Teacher Quality policy with a lead on supporting teaching to become a more evidence-based profession and an interest in professional development for teachers.

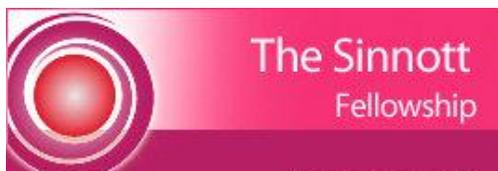
A civil servant for nearly seven years he has been involved in a wide range of policy areas and in numerous roles. He has been focusing in particular on evidence-based teaching for the past year. He has recently become a school governor.



**Tami McCrone** is Research Director on Impact at the NFER. NFER's purpose is to provide research evidence that improves education and learning, and makes a difference to the lives of learners. Tami is a member of the team that is leading efforts to ensure that NFER research engages effectively with policymakers, teachers, and others involved in the education sector, and leads them to do things differently as a result.

NFER is seeking to better understand and connect with how change comes about in the classroom, have more of a voice in policy debate, and to develop new ways of communicating the research findings. NFER is also synthesising and sharing more of the insights provided by the many hundreds of research projects in key areas of educational policy and practice.

Tami previously worked as a Senior Research Manager in the Centre for Evaluation and Evidence in the Research Department at NFER. She has led qualitative and quantitative research projects and literature reviews for government departments and educational agencies at local and national levels. Her particular interests include 14 to 19 education; careers education and guidance; young people not in education, employment or training (NEET); the transition from education to employment and school improvement





**Dr Matt O'Leary** is principal lecturer and research fellow in post-compulsory education in CRADLE (Centre for Research and Development in Lifelong Education) at the University of Wolverhampton. He has worked as a teacher, teacher educator, head of department and educational researcher for over 20 years in colleges, schools and universities in England, Mexico and Spain. Much of Matt's work and research is rooted in the field of teacher education, particularly exploring the relationship between education policy and the continuous professional development of teachers working in the Further Education (FE) sector. He holds a PhD in Education from the University of Warwick, where his doctoral research centred on the role of lesson observation in shaping professional identity, learning and development in FE colleges. He is a renowned expert on classroom observation and has written widely and delivered talks on the topic at conferences both in the UK and internationally. He is also the author of the recently published *Classroom observation: A guide to the effective observation of teaching and learning* (Routledge 2014).



**James Richardson** joined the Education Endowment Foundation as a Senior Analyst in September 2013. Prior to this, he worked in schools for ten years as a teacher, Head of Faculty and Assistant Headteacher.

From 2009 – 2013 he was the Senior Researcher for the MNS Foundation in Philadelphia, USA, leading their five year study on how research evidence can contribute to creating successful school systems. It formed the basis of a 2013 book published by Simon & Schuster entitled: *I Got Schooled*.



**Michael Slavinsky** is a Director at The Brilliant Club, a charity that exists to widen access to top universities for outstanding pupils from non-selective state schools.



**Louise Stubberfield** is representing the Education and Learning Team of the Wellcome Trust at this conference. The Wellcome Trust believes that the best way to improve science education is to get research evidence for what works into practice.

Louise spent six years in industrial science research before retraining to become a primary teacher, leading primary science, SEN and eventually becoming a headteacher. After twenty years of teaching, she now leads work for the Wellcome Trust in the focus area of primary science. This includes the rigorous and exciting evaluation of an intensive primary science professional development programme, combining randomised control trial methodology with additional qualitative analyses.

# SPEAKERS



**David Weston** is the founder and Chief Executive of the Teacher Development Trust, the national charity for effective professional development in schools and colleges. He founded the Trust in 2012 after spending nine years as a secondary school maths and physics teacher and experiencing a growing frustration with the way that teachers are developed across the school system. Since its launch, David has steered the Trust to be one of the foremost voices in education on the subject of professional development. He has written extensively in the TES, Guardian, SecEd and a number of other education journals and works closely with stakeholders across the sector including government ministers and policy makers. David's background includes consultancy around effective use of data in schools and he has written textbook materials in mathematics and physics. David is currently a primary school governor in North London and a Visiting Fellow at the Institute of Education.



**Alex Weatherall** is a physics teacher based in Yorkshire.

He was a software developer for 10 years before becoming a science teacher. and is keen to improve the take up of physics and STEM subjects by girls.

He runs a blog at [scienceteachinglibrary.co.uk](http://scienceteachinglibrary.co.uk), home of the weekly Science TV and Radio guide, and also helps host Science Teaching Journal Club (#SciTeachJC) and #asechat on twitter.



**Peter Yeomans** began his career as a Civil Engineer, then via a few years as a Driving Instructor, he worked as a Primary Teacher in Devon and Cornwall for 10 years whilst developing a consultancy in Technology in Education. He now leads Primary ICT/Computing/Digital Literacy at Plymouth University, where he has won awards for Inspirational Teaching by encouraging his students to make full use of social media tools to learn and develop their online reputation. Peter provides strategic advice to several established edu-technology companies and a growing number of start-up enterprises. He is helping to develop the "make, discover, perform" curriculum structure for Plymouth School of Creative Arts. Peter is a director of the PELeCON and SWDigitalEducators conferences. You can find his blog at [peteyeomans.wordpress.com](http://peteyeomans.wordpress.com).



With a 100 year heritage in education TES has become the largest network of teachers in the world. TESConnect, with almost four million downloads a week is home to more than 600 000 individually crafted teaching resources developed by teachers for teachers. This massive collection helps to

inspire and inform teachers when they are preparing their lessons connecting 49 million professionals and students across the world

# ABOUT THE ORGANISERS

## Tom Bennett – Director of researchED



Tom Bennett is a teacher in East London. He writes for the Times Educational Supplement, runs the TES Behaviour Forum, and trains and advises teachers across the UK. In 2011 he was a Teacher-Fellow of Corpus Christi College, University of Cambridge. He has written four books on teacher training and behaviour; his latest, *Teacher Proof*, discusses the dangers of bad science informing the way we educate children, and the damage this has caused. researchED 2013 is his latest project, which he is currently fitting in around marking books and preparing kids for jobs that apparently don't exist yet. He lives in Wanstead, where he's thinking about getting a dog

## Hélène Galdin-O'Shea - Organiser of researchEd 2013



Hélène Galdin-O'Shea (@hgaldinoshea) is an English and Media teacher, part of the CPD team at her school, admin member of [pedagoo.org](http://pedagoo.org) and organiser of the #PedagooLondon TeachMeet and co-organiser of #TMCollaborate. She blogs at [Monkey Learns](http://MonkeyLearns.com).

Hélène is interested in promoting cross-institution pedagogic collaboration as part of professional development, with agentic teachers taking collective responsibility to be the best professionals we can be for our pupils. In order to do this, it is important to keep informed and only accept meaningful educational research. Therefore the researchED events offer a great opportunity to learn about and reflect on meaningful evidence-based education.

## Alby Reid - Website design and IT support



Alby does all the computery stuff. If you've interacted with researchED outside of Twitter then it was probably something to do with him. He's sorry about that. He spends most of his time writing about himself in the third person and blogs at [MrReid.org](http://MrReid.org).

## Alex Weatherall - Programme design



Alex Weatherall (@a\_weatherall) is a Science teacher based in Yorkshire. He runs [scienceteachinglibrary.co.uk](http://scienceteachinglibrary.co.uk), home of the Science TV and Radio guide, and also helps run Science Teaching Journal Club (#SciTeachJC). He got involved with researchED, after he hosted a #SciTeachJC session on RCTs in Education. A conversation he had with Ben Goldacre on twitter, in the week of the release of Ben's Research in Education paper, helped get the grassroots ball rolling and Alex jumped aboard the bandwagon, setting up the original researchED blog and designing the conference programmes. This time he's also co-hosting a session.

# SESSIONS

	<i>Theatre</i>	<i>1W-01</i>	<i>1W-02</i>
<b>Session One</b> 10:00 – 10:30	<b>Opening the Day</b> Tom Bennett		
<b>Session Two</b> 10:40 – 11:20	<b>The 5 Hardest Policy Problems in Education</b> Sam Freedman <b>After the Toolkit: the next steps for an evidence informed profession</b> Lee Elliot Major and James Richardson	<b>Middle axioms: what general theoretical principles can guide classroom practice?</b> Daisy Christodoulou	<b>Power, policy and practice: learning lessons about lesson observations...</b> Dr Matt O'Leary
<b>Session Three</b> 11:25 – 12:05	<b>Research priorities: what are the key gaps and questions in education?</b> Susanna Greenwood and Stuart Mathers	<b>How direct instruction improved my teaching</b> Katie Ashford	<b>How do we know what works?</b> <b>A story in two halves</b> Pete Yeomans
<b>Session Four</b> 12:10 – 12:50	<b>Strengthening the evidence base in education.</b> Louise Stubberfield	<b>Cognitive Science in the Classroom</b> Joe Kirby	<b>Research in real-life schools</b> Sarah Kitchen and Amy Skipp
<b>Lunch</b>			
<b>Session Five</b> 13:50 – 14:30	<b>Why most "dissemination" is useless and how we can fix it</b> David Weston	<b>Learning from Science: How to teach better</b> Kris Boulton	
<b>Session Six</b> 14:35 – 15:15	<b>Meeting the needs of the most vulnerable pupils; what makes exceptional schools exceptional?</b> Philippa Cordingley	<b>Practical use of evidence: Can teachers and researchers shed any light?</b> Tami McCrone and Matt Inniss	<b>If you can't stand the research, get out of the classroom?</b> Joe Hallgarten
<b>Session Seven</b> 15:20 – 16:00		<b>Transforming practitioner research with teacher-led small scale RCTs</b> Richard Churches	<b>How can we better map the complexity of concepts?</b> Michael Slavinsky and Alex Weatherall
<b>Session Eight</b> 16:05 – 16:20	<b>Closing thoughts- where next?</b> Tom Bennett		