

**Annual
Leadership
Conference**

#wlvleadershipconf

Leading Change in Challenging Times

Conference Programme



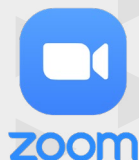
**24th May
2023
Online**

Welcome

We are delighted to invite you to join us, for an afternoon where leaders across the education sector will share how they lead at a time of change and challenge.

We are excited to welcome, Dr Kulvarn Atwal, author of, *The Thinking Teacher* and *The Thinking School*, Sarah Mullin MBE, author of, *What they did not Teach me on my PGCE* and other routes into teaching, and Mary Myatt, author of, *Hopeful Schools* and *High Challenge and Low Threat* to the event. The afternoon will also comprise of school leaders, and researchers in the field sharing their journeys.

We look forward to welcoming you to the event.



<https://us02web.zoom.us/j/86432171141?pwd=SGNTYm5RRkt6Sm9lcmZXbjI4NnhkZz09>



The conference will take place via Zoom. There is one link (shown above) that will allow you to access all sessions, either in your web browser or through the desktop or mobile app.

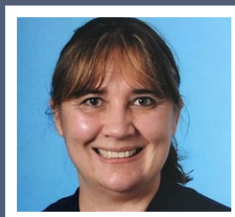
We ask you to follow a few guidelines to help our event run smoothly:

- Please make sure that you mute your microphone unless you are a presenter or contributing to Q&A discussion.
- You may have your camera on or off. Leaving the camera off may help with any bandwidth challenges.
- Please add your questions into the chat box to enable the presenter to pick up on these during the Q&A session.
- Please use the 'raise your hand' function to contribute during the Q&A session.

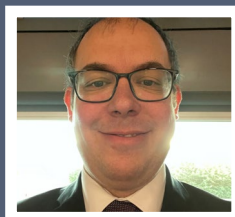
"We would like to welcome you to the University of Wolverhampton's annual Leadership Conference. Our theme this year reflects the challenges all leaders in education faced post -lockdown. We aim to explore how these challenges led to greater opportunities to promote learning and provide others with life-chances. Great challenges often present us with great opportunities to do things differently, and to lead change during challenging times. It can be a very creative process. We hope that the event will inspire you and provide you with hope, and new ideas to lead change with creativity and enthusiasm."



Diana Bannister MBE is the Director of the School of Education. She joined the university in 2001 to lead development and research in the use and application of learning technologies across the education sector. Diana is a Principal Fellow of the HEA and maintains a strong commitment to the UK Professional Standards Framework. Her work includes development and research on the use of interactive technologies, 1:1 learning, 1:1 devices, learning communities; school development and the effective use of learning spaces.



Lizana Oberholzer is a senior lecturer in teacher education and programme lead for the university's International MA in Education, as well as the Early Careers Framework and National Professional Qualifications for school leaders. She is passionate about teacher development and is the BERA special interest group convenor for Teacher Education in England. In addition, she convenes the BELMAS Research Interest Group for governing and governance. Lizana is a BAMEed Trustee, and supports WomenEd as a regional lead. She is currently Vice Chair of IPDA and Vice Chair for UCET's CPD forum, and Chairs the APPG SIG for Teacher Development. She is a proud trustee of a Multi Academy Trust, and is a committed educator, striving to provide learners with learning opportunities and life-chances.



Kevin Shilton is a Principal Lecturer and the Head of Secondary ITT Partnerships, Post Compulsory Education and Lifelong Learning Partnerships. Kevin joined the university in 2021 to lead on Secondary Initial Teacher Training Partnerships and Placement Learning. Kevin leads the PCE department and the delivery of the Early Career Framework and NPQs. Previously, Kevin spent 12 years as a secondary school teacher in the West Midlands, holding a number of middle and senior leadership roles. Whilst in school, Kevin led a SCITT from DfE Accreditation to an Outstanding Ofsted judgement within 4 years. He has also led a Teaching School in the delivery of NPQ, ECF, Appropriate Body and CPD work. Kevin is a Fellow of the HEA and is a Community Governor of a local secondary school.

Programme Overview

Session 1

12:00	Welcome <i>Prof Diana Bannister</i>
12:15	KEYNOTE The Thinking School - developing a Dynamic Learning Community <i>Dr Kulvarn Atwal</i>
12:45	Q&A
13:00	LEADERSHIP PRESENTATIONS: DOCTORAL RESEARCHERS The Pinocchio Effect: a case study report on the agentic capacity of HE in FE programme leaders <i>Matthew Dudley</i>
13:20	Q&A
13:30	KEYNOTE Leading from the heart: values-based leadership in times of rapid change <i>Sarah Mullin MBE</i>
14:00	Q&A
14:10	Break

Session 2

14:30	LEADERSHIP PRESENTATIONS: SCHOOL LEADERS Leading Change in Challenging Times <i>Krupa Patel and Nazya Ghalib</i>
15:30	Q&A
15:40	KEYNOTE Leading Change in Challenging Times <i>Mary Myatt</i>
16:10	Q&A
16:30	LEADERSHIP PRESENTATIONS: DOCTORAL RESEARCHERS How do school leaders rationalise decisions about the curricular provision made for cultural diversity? <i>Ian Goodwin</i>
16:50	Q&A
17:00	Plenary <i>Lizana Oberholzer</i>



KEYNOTE

The Thinking School - developing a Dynamic Learning Community

Dr Kulvarn Atwal

Dr Kulvarn Atwal has spent his entire career teaching and leading in East London schools, and is currently Executive Head Learning Leader of two large primary schools. His doctoral thesis investigated the factors that impact upon teacher engagement in professional learning in schools. His findings were published in 2019 in his first book, 'The Thinking School' and he has just released his second book, 'The Thinking Teacher'.

LEADERSHIP PRESENTATIONS: DOCTORAL RESEARCHERS



The Pinocchio Effect: a case study report on the agentic capacity of HE in FE programme leaders

Matthew Dudley

Abstract: This research investigates the agentic ability of Higher Education (HE) in Further Education (FE) program leaders, focusing on the influence of relational and situated factors. Drawing upon Emirbayer and Mische's chordal triad of agency, this study shows how these factors shape the agentic capacity of program leaders in this specific educational context.

Employing a qualitative approach, the experiences of HE in FE program leaders is explored via semi-structured interviews, identifying circumstances that enable or constrain their agentic ability. Our findings reveal that while agentic capacity is present, it often operates within a paradigm of strategic compliance. We delve into the intricate ways in which program leaders navigate these circumstances, putting their agentic capacity to the test.

This study contributes to the existing literature by highlighting the nuanced interplay between relational dynamics, situational factors, and agentic ability in the HE in FE context. Understanding how program leaders engage with these incidences provides valuable insights into their decision-making processes and the challenges they face.

Mathew Dudley is pursuing his Professional Doctorate in Education, with a research focus on the underlying reasons behind teachers' actions and the factors influencing their decision-making processes. In addition to his academic pursuits, Mathew is an active member of the FE research network LSRN Black Country Colleges, as well as the co-founder of an upcoming Dudley College Research Meet in June which is a platform created to foster dialogue and knowledge exchange among educators. With a genuine passion for education and a commitment to empowering fellow educators, Mathew Dudley leverages his position as a teacher to shed light on the experiences and perspectives of his colleagues. By giving voice to teachers, he seeks to contribute to the ongoing improvement and development of educational practices.

Leading Change in Challenging Times

Krupa Patel & Nazya Ghalib

Abstract: Leading through challenging times can be read with various lenses, I look forward to exploring “leading through challenging times” through my experience as a new Head during covid. My challenge then was building a culture when living through such volatility and uncertainty. Equally sharing my current spin of going through personal challenges and re-defining my professional identity in the midst of leading. This blend of leadership both personally and professionally offers an authentic voice of the realities when we are faced with challenges.

Krupa Patel is Director of Our Edge Education Consultancy and BAMEed Coach. Previous roles include teaching, Assistant Head roles, Headship and Director of Enterprise working with young learners who are NEET'S and with Special Needs. She has coached and mentored practitioners at all levels and posts within various educational settings. Krupa firmly believes change begins with a personal insight. She is an advocate for enabling coachees to see themselves for their talents through questioning and effective playback for reflection. Krupa completed an MA in Leadership in Education where she researched and implemented Restorative Practice in a SEND secondary school. She has completed her NPQ in Headship and is currently enjoying the NPQ in Executive Leadership. Krupa is a practising BAMEed mentor and coach.

Nazya Ghalib has worked with SEND students in a range of settings for 17 years. She opened a school in 2021 for students at risk of NEET which successfully re-engages young people back into education and is currently serving as the Headteacher. She has recently completed a secondment as a consultant for a Multi Academy Trust school and is also a Governor in a local SEN school. Nazya has taken part in a range of academic research linked to sensory integration in classroom practice, effective frameworks for mentoring in schools, use of video technology to enhance the teaching and learning experience, and leadership development. Nazya received a Distinction for her MSc in Special and Inclusive Education and has completed NPQs in Senior Leadership and Headship. Nazya is extremely proud of the work she has been doing over the last 3 years with the BAMEed Network by offering her services as a pro-bono Coach and Mentor.

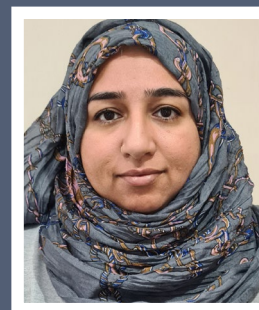


KEYNOTE

Leading from the heart: values-based leadership in times of rapid change

Sarah Mullin MBE

Sarah Mullin MBE is a multi-award-winning school leader from Solihull. She is the author of multiple bestselling books including What They Didn't Teach Me on My PGCE and Chronicles from the Classroom. Sarah is a member of the Secondary Education Committee at the English Association, and she also attends the APPG for the Teaching Profession. In addition to being a Fellow of the Chartered College of Teaching, the Chartered Management Institute, and the Royal Society of Arts, Sarah was awarded an MBE for Services to Education by the late Her Majesty Queen Elizabeth II in the Jubilee Birthday Honours.





KEYNOTE

Leading Change in Challenging Times

Mary Myatt

Mary Myatt is an education adviser, writer and expert speaker working in partnership with The Learning Line. She curates Myatt & Co where she works with colleagues to develop thoughtful work on the curriculum and wider school improvement. She trained as an RE teacher and is a former local authority adviser and inspector. Drawing on her work with pupils, teachers and leaders she writes and speaks about learning, leadership and the curriculum. She has worked in small schools, for large trusts, national and international organisations. Mary has written extensively about leadership, school improvement and the curriculum. She has been a governor in three schools, and a trustee for a Multi Academy Trust. She co-founded the RE Quality Mark, was chair of the board for the Centre for Education and Youth and was a member of the curriculum advisory group for Oak National Academy. She maintains that there are no quick fixes and that great outcomes for pupils are not achieved through tick boxes.

LEADERSHIP PRESENTATIONS: DOCTORAL RESEARCHERS



How do school leaders rationalise decisions about the curricular provision made for cultural diversity?

A critical review of the reasons for decisions provided by primary school leaders and the contribution they make to variability in the approach to cultural diversity between schools.

Ian Goodwin

Abstract: This research aims to develop understanding of practice relating to cultural diversity in a sample of primary schools through: an analysis of the impact of the reasons provided by school leaders for decisions made about curricular provision for cultural diversity; and an appraisal of the contribution of the decision-making process to variability in the approach to cultural diversity between schools. This research is predicated on the value of knowing the reasons why decisions have been taken in schools. Knowing 'why' facilitates a more complete understanding of practice, going beyond the obvious nature of the outcome of the decision. It informs developments, support for staff/children and the need to rationalise decisions for accountability. Cultural diversity has been chosen as the frame for the research at this time to reflect the momentum created by 'Black Lives Matter' and the opportunity that exists for schools to tailor provision in response.

The research reflects an assumption that reasons for decisions are generated by a range of considerations (structural, contextual and internal factors as well as beliefs and values relating to practice). Evidence collection will be through discussion with a sample of school leaders regarding reasons for decisions and will be qualitative in nature. Analysis of the evidence will help to identify the varying emphases schools have placed on reasons for decisions and lead to a more detailed understanding of the constitution of curricular provision for cultural diversity in each setting and the contribution the decision-making process makes to variability between schools.

Ian Goodwin worked for 37 years in a variety of schools encompassing a range of needs and contexts. He served as a headteacher for twenty-one years in four different schools, during which a key emphasis was placed on the development of practice to maximise the inclusion and equality of opportunity for all children. As a school leader, he worked extensively to extend curricular opportunities for children and to develop strategies to support learning and teaching with staff members. Previous postgraduate research focused on curriculum studies, including an anti-racist programme to promote positive attitudes to diversity and children's understanding. The final dissertation presented findings from research into children's/staff members' perceptions of group work as a tool for learning. Since retiring in 2021, Ian has become a school governor and embarked on doctoral research at the University of Wolverhampton. Away from the education front, he is involved in church music, playing the organ/piano for services, and enjoys watching cricket and swimming slowly!