



North Bridge House

Nursery, Pre-Prep, Prep,  
Senior & Sixth Form Schools

# North Bridge House Staff Development Day

18 April 2017 • 65 Rosslyn Hill, NW3 5UD



*Nurturing confidence  
and academic success from  
Nursery through to Sixth Form*



## Welcome from Jonathan Taylor

**Event Organiser and Head Teacher  
at North Bridge House Canonbury**

Welcome to the second NBH Staff Development Day; an event intended to provide individualised and wide ranging professional development for all school based staff. We are delighted to have once again brought together a highly diverse and accomplished selection of speakers and presenters.

For too long Professional Development was overlooked and/or misunderstood by educational leaders and politicians. Thankfully, this appears to be changing. Whilst Professional Development should be a career-long obligation for practicing professionals, the mention of ‘upcoming CPD’ should not lead to anguished sighs at the prospect of irrelevant or poorly delivered training. The best CPD recognises that teachers are professionals with valuable insights of their own; hence, with few exceptions, the speakers here today are experienced classroom practitioners.

The Development Day also provides an opportunity for staff to collaborate with colleagues from other North Bridge House campuses and better understand provision across each stage of the NBH journey. Whilst each school has its own distinct identity, we are united by a common core. The Development Day is now a firm fixture in the calendar, with each one that passes our sense of NBH community should grow that bit stronger.

We are also pleased to have a selection of colleagues from other local schools in attendance. Hopefully this will present a chance to extend our professional networks and perhaps learn from, and contribute to, education practice in our vicinities. A warm welcome to everyone visiting North Bridge House for the first time today.

Finally, I wish to extend an enormous thank you to all today’s speakers, some of whom have travelled substantial distances to attend. One of the wonderful things about working in education is the willingness of people to give so generously of their time – NBH Development Day is a great example of this being so. A big thank you must also go to Natalie Utting who has done much of the unglamorous but essential work necessary to make the event possible. Thank you Natalie!

## Note from Natalie Utting

**Event Organiser and Marketing Executive at North Bridge House Schools**

It is with great pleasure that I am part of this event, from start to finish.

Just as Jonathan mentioned the NBH schools being united by a common core in his foreword, I believe that everyone attending the Development Day is united in the same way: teaching staff and non-teaching staff, guest speakers and their audience. We all promote a lifelong love of learning within a, therefore quite suitably, constantly evolving industry.

Thus I hope you all, like me, find the day a great opportunity to progress your own educational journeys and above all, to continue to inspire and motivate yourselves after what was, I’m sure, a much needed Easter break!

On a side note, I apologise to each of the speakers whom I have hounded for your life story and thank you for the time you have taken out of your busy schedules to join us.



8.40 – 9.00	<b>Refreshments</b>	Restaurant
9.00 – 9.10	<b>Introduction from Georgina Masefield</b> Head Teacher at NBH Senior Hampstead	Sports Hall
9.10 – 9.45	<b>Keynote Speaker – David Weston: Inspiring Professional Development</b>	Sports Hall
9.50 – 10.35	<b>Will Orr Ewing:</b> The Future of Schooling	Auditorium
	<b>Panel Discussion A</b>	Drama Studio
	<b>Rita Patel:</b> Developing Number Sense	5f
	<b>Bea Crawford &amp; Rachel Lever:</b> Key Stage 2 to 3 Transition Workshop	4d
	<b>Cath Greenwood &amp; Ella Macfadyen:</b> Developing Drama for Nursery / KS1	4b
10.40 – 11.25	<b>Dr Caroline Creaby:</b> Professional Learning and Teacher Identity	Auditorium
	<b>Kate Constable:</b> Stretching the Creative Vessel	Drama Studio
	<b>Rita Patel:</b> Developing Number Sense	5f
	<b>Hampstead Academic Leaders:</b> Developing Teacher Questioning	4c
	<b>Admin team training with Jennie Buckman</b>	4f
11.25 – 11.50	<b>Break</b>	Restaurant
11.50 – 12.35	<b>John Coleman:</b> The Life of a School Inspector	Auditorium
	<b>Panel Discussion B</b>	Drama Studio
	<b>Rani Saini:</b> Building Reading Comprehension in EYFS / KS1	5c

	<b>Claire Jepson:</b> Conceptual Questioning as a Tool for Challenge	4d
	<b>TA training with Sarah Harris</b>	4b
	<b>Admin team training with Jennie Buckman</b>	4f
12.40 – 1.25	<b>Deana Puccio &amp; Allison Havey:</b> The RAP Project	Auditorium
	<b>Dr Amy Fancourt:</b> What is the value of neuroscience to education?	Drama Studio
	<b>Rani Saini:</b> Building Reading Comprehension in EYFS / KS1	5c
	<b>Dan Macpherson:</b> How can we as teachers influence memory?	4c
	<b>James Stenning:</b> Sixth Form: Preparation for Higher Education	4e
1.25 – 2.20	<b>Lunch</b>	Restaurant
2.20 – 3.05	<b>Dr Fiona McNab:</b> Research into the working memory & ability to focus	Auditorium
	<b>Beth Kerr:</b> Digital Media & the Adolescent Brain	Drama Studio
	<b>John Medlicott:</b> Embedding growth mindsets in classrooms	5c
	<b>Veronika Shelley:</b> The 'Education Journey' of pupils with SEN	4d
3.15 – 3.45	<b>Keynote 2 – Simon Camby: Improving Educational Standards</b>	Sports Hall

Ground floor: Restaurant	First floor: Auditorium Drama Studio	Fourth floor: 4b, 4c, 4d, 4e, 4f	Fifth floor: 5c, 5f
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## Keynote speaker David Weston



David Weston is the founder and Chief Executive of the Teacher Development Trust, the national charity for effective professional development. He is the Chair of the Department for Education's Teachers' Professional Development Expert Group and helped to set up the new Chartered College of Teaching. David is a secondary school governor and taught maths and physics for nine years in two schools in London and the South East. David speaks and writes frequently for the education sector and national media and has had a number of radio and TV appearances on the subject of teaching, teacher development and LGBT issues.

### **Talk: Inspiring Professional Development**

Every year, teachers hear hundreds of new ideas and face countless new challenges, but have barely any time to make new learning stick. In this talk, David Weston will outline the emerging science of how teachers can learn with each other and from each other so that pupils get the biggest benefit. Drawing on the latest research and case studies from schools, he will give practical ideas about how we can use professional learning to inspire, to engage and to flourish.



## Keynote speaker Simon Camby



Simon is currently the Director of Education, Europe for Cognita Schools. His previous roles include head teacher for several primary and all-through schools, senior Local Authority adviser, lead Ofsted inspector, and CEO/Director of Academies for the Focus Trust. Simon has also written over 40 publications including the bestselling *Year Group Non Negotiables*.

Hundreds of schools use Simon's principles as a basis for ensuring a rigorous focus on fundamental skills. He works to provide schools with a clear map of the basic skills to be taught in each year group, which is essential for children to unlock their learning and make progress.

### **Talk: Improving Educational Standards**

Simon's talk will explore the ways in which we can improve our standards of educational provision and continue to grow and adapt our teaching methods within a constantly evolving sector. How can we make our curricula better curricula and how can we continue to inspire?



### John Coleman

John is Assistant Director of Education at Cognita Schools. Previously, he was a headteacher in two schools and an Ofsted inspector. John worked widely for the National College, the Centre for Educational Leadership and in a consultative role for two local authorities. John joined Her Majesty's Inspectors (HMI) in 2005 and is an experienced lead inspector of maintained and independent schools in England and British Schools Overseas (BSO). As Senior Her Majesty's Inspector he had responsibility for Early Years and Independent schools across 27 local authorities; he led on focused inspections of schools, local authorities and multi academy trusts.

#### Talk: **The Life of a School Inspector**

Reflecting on 20 years as a lead inspector, John will talk about a day and a week in the life of a school inspector. He will explain what goes on in the minds of inspectors before, during and after an inspection. John will guide attendees through the preparation for inspection, the early considerations and practical organisation. Drawing on personal experiences, John will talk about the joys and pitfalls of inspection for schools and inspectors. He will include top tips for schools in managing inspection.

### Kate Constable

Cathryn Constable is the successful children's author of *The Wolf Princess* and *The White Tower* (both published by Chicken House Books). *The Wolf Princess* was shortlisted for both the National Book Awards and the Waterstones Children's Prize and has been sold to eighteen countries.

Before writing for children, Kate was a journalist writing for, amongst others, *The Sunday Times*, *The Independent*, *Elle*, *Tatler* and *Vogue*. She read Theology at the University of Cambridge and is married with three children. Her youngest, Syrie, is a pupil at North Bridge House Canonbury.

#### Talk: **Stretching the Creative Vessel**

Kate will talk on the realm of the imagination and the importance of the 'unreal' in children's fiction.



### Bea Crawford & Rachel Lever

Bea Crawford is an Assistant Head and Maths Mastery specialist teacher at William Tyndale Primary School in Islington. Her duties include introducing maths mastery across the school and whole school assessment. She has been teaching for 10 years across Key Stages 1 and 2, with an experience of SATs in both key stages as well as the new curriculum.

Rachel Lever is the English Subject Leader at William Tyndale Primary School. Rachel is responsible for reading and writing across the school. She has been teaching for 8 years and has been working in Year 6 for the last three, during which she has developed an accurate methodology for assessment as well as supporting children with secondary school transition.

#### Talk: **Key Stage 2 to 3 Transition Workshop**

The aim of this Transition Workshop is to:

- increase the understanding of expectations and pressures in KS2 and KS3;
- develop ways of positive communication between Primary and Secondary practitioners; and
- consider the best ways to ease pupils' transition during their first years at secondary school.

Bea and Rachel will discuss differences and similarities between both the academic aspects of school, i.e. the curriculum and homework, and more practical areas, e.g. parental involvement, behaviour and movement around the school.

The two will deliver an interactive session where they will share Year 6 work in English and Maths, and invite participants to share their practice and experience.

### Dr Caroline Creaby

Caroline Creaby is an Assistant Headteacher at Sandringham School, an outstanding secondary school in Hertfordshire. Caroline has worked in schools for twelve years teaching economics and business and has held roles including AST and Head of Department. Over the last four years, Caroline has led on



Sandringham School's engagement with research and has developed their approach to professional development. Since 2014, Caroline has worked with the Institute for Effective Education at the University of York to develop Evidence for the Frontline, a national service connecting teachers and researchers, funded by the EEF.

### Talk: Professional Learning and Teacher Identity

Caroline's talk will explore her recently completed doctorate from the University of Cambridge, which focuses on the impact of teacher professional development at her school. She will discuss professional learning and teacher identity, which also ties in with her work at the Institute for Effective Education.

## Dr Amy Fancourt

Amy is Head of Psychology at Queen Anne's School and research lead for BrainCanDo. BrainCanDo is a charitable organisation that aims to bridge the gap between neuroscience and education through collaborative engagement with experts in the fields of psychology and educational neuroscience. Amy has a PhD in Psychology from The University of London, Goldsmiths College and for the past three-years, has worked to facilitate BrainCanDo collaborative research partnerships with leading universities. Amy explores the impact of active musical engagement over adolescence, the power of self-affirmation for cognitive performance and the role of social networks in motivation contagion.

### Talk: What is the value of neuroscience to education?

There is widespread debate about the value of neuroscience to education. Advances in neuroscience provide us with further insight into the workings of the child and adolescent brain; however, the extent to which such knowledge may lead to improved teaching practice is still under review. Over recent years, there have been too many 'neuroeducation' programmes that are predicated on neuromyths with very little actual scientific evidence to underpin them and this has left us questioning the value of neuroscience to education. In this talk, Amy will debunk some of the existing neuromyths and present a few key findings from the fields of psychology and neuroscience that can be applied to our teaching practice.



## Cath Greenwood & Ella Macfadyen

Cath and Ella are part of the learning team at the UK's leading professional theatre for young audiences, Unicorn Theatre. Dedicated to inspiring and invigorating young people of all ages, perspectives and abilities, and empowering them to explore the world, the Unicorn Theatre also delivers training based on their shows. Cath and Ella work with teachers to develop transferable skills and activities which can be used within the classroom. Their CPD training aims to build confidence in the use of drama for those with no prior experience, as well as those who are already skilled and want to develop their practice. They further support teachers with their curriculum planning.

### Talk: Developing drama and storytelling techniques for Nursery and Key stage 1

Cath and Ella will explore the possibilities for teaching and learning through theatre and drama. Their Early Years - KS1 session will focus on the Unicorn Theatre's production of The Velveteen Rabbit, using storytelling and simple drama activities the theatre has developed specifically for this age range. Their practical approach will provide teachers with a couple of accessible drama activities they can take away and adapt for use in their classrooms.

## Hampstead Academic Leaders

- Amy McIntosh** Acting Head of Science and Year 9 Form Tutor
- Ben Still** Teacher of Science
- Charmalyn September** Teacher of English and Year 8 Form Tutor
- Dan Hall** Teacher of Maths and Head of Year 9
- James Garrett** Head of History and Year 9 Form Tutor

### Talk: Developing Teacher Questioning

This is a new group for North Bridge House Senior School, Hampstead, which has already proved to be a highly effective approach to developing Teaching and Learning. Though they have worked on a number of projects this year, the Academic Leaders' session will focus on how they are developing teacher questioning across the school. As well as exploring the importance of a collegiate approach to developing teacher practice, they will share research on teacher questioning and practical strategies which are suitable for educators of all ages.



### Claire Jepson

Claire has been a teacher for 17 years and has worked in both the independent and state maintained sectors. She has a Masters degree in Shakespeare and Pedagogy and has been a Senior Examiner for English Language and Literature, having written several books on various literature texts. Claire is currently Deputy Head of the Upper school and Head of Sixth Form at Meoncross and is passionately driven by enabling pupils to challenge their own self-limitations, both in the classroom and then later throughout their academic careers.

#### Talk: Conceptual Questioning as a Tool for Challenge

Claire's session examines ways to facilitate different types of subject interrogation in order to maximise pupils' conceptual understanding. The strategies and exemplars will be useful for a wide range of different subject areas and come with real-life examples of how to put the tools into practice..

### Beth Kerr

Beth Kerr is Deputy Head Pastoral at Immanuel College in Hertfordshire, where she also oversees pupil progress. Last year she began an MSc in Child & Adolescent Mental Health at UCL, driven by her concern over the current mental health pandemic which sees a growing number of young people struggling through adolescence without adequate support.

Beth believes that we need to understand why children are so vulnerable to mental health challenges in today's society, and recognise the pernicious relationship between the teenage brain and the overuse of the Internet (in particular social media and gaming).

#### Talk: Digital Media & the Adolescent Brain

Beth's talk will explore concerns about the overuse of social media and its emotional strain on teens but more specifically, its effect on the adolescent brain. Adolescence is a time of significant brain development and so experience during this period will impact on the shaping of brain circuits.

So to what extent does how adolescents spend their time have a lasting effect? And how can we as educators support pupils with a subset of skills that will enable them to cope with the relentless pressures of the modern world, which are intensified by the Internet and at the very time their brains are so malleable?

### Dan Macpherson

Dan is Head of Modern Foreign Languages at North Bridge House Canonbury. He graduated with an Honours degree in French and Italian from Emmanuel College, Cambridge and is able to teach French, Italian, German and Spanish. Prior to joining the team at NBH Canonbury, he worked in a highly selective grammar school in Essex. In addition to his role at North Bridge House, Dan visits other schools to deliver training on Outstanding A-Level Languages Teaching for the Edexcel exam board.

#### Talk: How can we as teachers influence memory?

What do you remember about school? Why do you remember it? Why do some students remember almost everything we tell them, whereas for others it may seem like we are talking into a vacuum? How can we adapt our teaching to encourage more of the former than the latter? Following the publication of the Dean's for Impact report on effective instruction, the talk will seek to answer these questions and offer practical solutions.

### Dr Fiona McNab

Fiona's PhD involved studies of language processing using MEG at the Open University and Aston University. She then completed a short postdoc at Exeter University, investigating semantic processing with behavioural testing and fMRI. In 2005 she moved to Stockholm for a second postdoc at the Karolinska Institute, where she investigated working memory and attention, providing empirical support for a role for the basal ganglia in the control of access to working memory

At The Wellcome Trust Centre for Neuroimaging, UCL, with a Wellcome Trust Career Development Fellowship, she designed the working memory game in the large-scale smartphone study; 'The Great Brain Experiment', leading to studies of different types of distraction in younger adults. In 2013 she moved to Birmingham University, where she conducted fMRI and behavioural studies of attention and working memory.



### Talk: Research into the working memory & ability to focus, are we stuck with it?

Having to read the same sentence more than once, wondering what we've come into a room for, and realising we've no idea what we've just been told... it is clear that distraction affects how well we remember, and that some people are better at these things than others. How much do these abilities hold certain children back, and can anything be done to improve matters?

Standard laboratory tests of working memory are good at predicting school attainment, suggesting that poor working memory is an important constraint. Working memory and inattention are also reduced in various developmental disorders (eg. Attention Deficit Hyperactivity Disorder, ADHD). If poor working memory really does hold children back, could better training lead to benefits that extend beyond laboratory tests to 'the real world'?

Our research into distraction and working memory with younger and older adults suggests a more complex association between working memory and the ability to focus on a task. Our results suggest that there are different brain mechanisms associated with different types of distraction, which may develop differently. It is hoped that insights from this research will enable the development of training that has real-world benefit, rather than just improving performance on laboratory tests.

### John Medicott

John is the Director of JMC Education, having held a number of key academic and pastoral leadership roles in schools and colleges. He has taught for over 20 years and continues to teach in a school rated outstanding by Ofsted, alongside his work as a teacher trainer and school improvement consultant. He has recently spoken on challenge and differentiation at a National Conference for deputy headteachers and is a regular keynote speaker and workshop provider in School Leadership and Teaching and Learning. He has considerable experience of improving GCSE and A level teaching as well as the IGCSE and IB curricula. John is also currently writing and editing interactive educational software for Science teaching. For a number of years he worked as a Co-opted School Governor in the Borough of Harrow, where he was also Chair of the Governors' Curriculum Committee.

### Talk: Embedding growth mindsets in classrooms

John's talk will:

- Put Carol Dweck's mindsets theory into practice
- Unpick how growth mindsets can increase the achievement of students
- Explore fixed and growth mindsets and how they affect learning
- Examine the use of praise and feedback to influence mindset.

### Will Orr Ewing

Will was a history teacher at a London prep school before setting up Keystone Tutors in 2007. He has been an active participant in UK education debates, appearing on Newsnight, The Today Programme and at the Wellington Festival of Education. Across leading national newspapers, Will has advocated the distinctiveness of UK independent education and for the professionalisation of tutoring in debates. He is a Trustee of two Free Schools in London, is on the Board of the Tutors' Association, and co-runs a free website on learning difficulties called dysTalk. Read more from Will at [www.willorrewing.com](http://www.willorrewing.com) and <https://www.keystonetutors.com/news>.

### Talk: The Future of Schooling

An international school in Ibiza outsources one of its English, Maths and Science sets to teachers in England... An elite sports academy in the Alps thinks creatively to maintain the high standards of a traditional UK prep school curriculum... Will's talk will offer reflections on these and some other highly experimental and innovative educational projects Keystone has been involved in over the past few years, exploring what tutoring might suggest about the future of schooling.

### Rita Patel

Rita currently works as an Independent Consultant in India who trains teachers in maths, as well as a Consultant Trainer for Drayton Green Primary Training School. She is an accredited trainer for Every Child Counts maths programmes for Edge Hill University. Through her career, Rita has worked at both national and local levels. She worked for Qualifications and Curriculum Authority delivering the KS1, KS2



and optional tests in maths and wrote the Standards Report and the Implications for Teaching and Learning. Rita also worked as a School Improvement Adviser at a Local Authority leading on Maths, Assessment, Leadership and NQTs.

### **Talk: Developing Number Sense using Tens Frames and Number Talks**

Number Sense is an important aspect of a child's understanding of mathematics. It encourages children to think flexibly and promotes confidence with numbers. Rita's session will focus on using 'tens frames' to support the understanding of numbers, number relationships and place value. Using the strategy of 'Number Talks', teachers will learn how to support children to make sense of mathematics by building on mathematical relationships and reasoning about number. The session is aimed at teachers in Early Years and Key Stage 1.

## **Rani Saini**

Rani is an education consultant who has a wealth of experience working with school leadership teams to raise standards in literacy. In her previous role as a school improvement consultant, she devised and delivered comprehensive training for teachers, enabling them to deepen their knowledge and practice of reading and writing. She has been an accredited trainer for Reading Recovery with the International Literacy Centre and is an accredited trainer for Edge Hill University, delivering intervention programmes for improving reading and writing skills. She is passionate about working with teachers to develop their expertise and improve the life chances of all pupils.

### **Talk: Building Reading Comprehension skills in Early Years and Key Stage 1**

Reading fluency is strongly related to performance in reading comprehension. Rani's workshop explores this rationale and how it can inform effective practice throughout Early Years and Key Stage One. It will look at practical ways in which the introduction of key reading texts such as *Not Now, Bernard* as well as others, can generate opportunities to build reading fluency as a bridge to reading comprehension and in doing so, allow all pupils to read confidently for understanding and pleasure.



## **Veronika Shelley**

Veronika is currently an Assistant Head and SENCo at a large south London primary school. She has taught KS1 and KS2 classes over the last 10 years, and also groups and individual pupils with SEN from the Early Years to KS4. Having worked as a SENCo for several years she obtained a Post Graduate Diploma in SpLD (Dyslexia), and became a specialist assessor and teacher of SpLD (AMBDA).

Veronika holds the National Award for SENCOs and is interested in educational research and the implementation and evaluation of evidence-based interventions and pedagogical methodology.

### **Talk: The 'Education Journey' of pupils with SEN**

In her session, Veronika will consider how pupils' different special education needs manifest themselves during the different stages of their educational life and how they impact on their learning, progress and school experience.

She will discuss the importance of timely identification, recognition and understanding of pupils' SEN and then highlight possible provision, strategies and classroom approaches to support the pupils and to address their difficulties.

## **James Stenning**

James is Deputy Head of North Bridge House Canonbury. He joined the Senior School & Sixth Form from Highgate School where he was Head of Economics and Head of Co-Curricular Activities. Prior to that, he taught at St. Olave's Grammar School in Kent. At North Bridge House, James' key areas of responsibility are the curricular and extra-curricular provision, as well as overseeing the Sixth Form. James is particularly interested in developing pupils' wider employability skills and is currently working towards a MEd in Educational Leadership.

### **Talk: Sixth Form: Preparation for Higher Education**

James will be leading a discussion about his work on leading collaboration across the Cognita Schools Sixth Forms. He will also be talking about some of the latest trends and developments with regards to Higher Education.



**A**

**What should schools be teaching students to best prepare them for adult life?**

- Jennie Buckman
- Mark Cooper
- Danuta Tomasz

**B**

**Segregation as a force for good? Single sex schooling versus co-ed.**

- Brodie Bibby
- Nicole Haynes
- Deana Puccio

**Panel A**

**Jennie Buckman**

Jennie Buckman, previously Head of Acting at RADA for over 20 years, is a successful playwright, acting coach and theatre director. As well as helping established actors prepare for new parts and working with students for drama school auditions, she leads workshops for established theatre companies and runs corporate training for customer service roles.

Also leading Admin Training

Jennie loves working with different groups of people – and for different ends. From workshops with medical students, exploring the effect they have on patients, to lawyers on how to get the best history of the client, Jennie works with all ages on refining their communication and presentation skills.

Her work with young people in particular develops confidence and self-awareness and aims to prepare them with important life skills.

**Mark Cooper**

Mark is partner of Gerard Kelly & Partners (GKP).

He attended Highgate School before studying at the University of Manchester. After graduation he fell into PR thinking it would be a bit like advertising. After 10 years working for two of London’s most successful PR agencies of their time and for some globally renowned clients, Mark took two ‘wrong jobs’ in quick succession leaving both after a year.

In 2004 Mark set up Van Communications and worked with clients including Volkswagen, Diageo, and Sainsbury’s. He sold the business in 2014 and, having earned nowhere near enough money to retire, joined up with a former client to set up GKP, a consultancy specialising in education communications.

Mark believes there are five key skills that ought to be taught to students to prepare them for life after school and the world of work.



## Danuta Tomasz

An English teacher by background, Danuta is currently an Assistant Director of Education for Cognita Schools. Prior to this she served as Headteacher in a North Yorkshire state school and as lead for the Excellence in Cities school improvement programme for Hull.

Her experience as both an educationalist and as mother of two teenage boys leaves her well placed to evaluate the strengths and weaknesses of schools curricula and educational priorities. Danuta has thus come to the opinion that the best schools are confident in the strength of their academic offer and instead focus on providing their students with a range of opportunities to develop self-assurance; resilience; an enquiring mind and all those other qualities that will enable them to be successful adults.

## Panel B

### Brodie Bibby

Brodie has been Head of North Bridge House Prep School for over 11 years, where girls are typically prepared for the 11+ and boys for Common Entrance at 13+. For those two years, the boys are top of the thriving co-ed school but taught in single sex classes. Previously Deputy Head at Westminster Under School, part of the academically elite boys' school, and with a daughter at one of London's leading girls' schools, Brodie is very familiar with the different systems and believes they each have benefits.

So what are these benefits and is one system better than the other? Does and should teaching differ in the varying environments?



## Nicole Haynes

Nicole is Principal of Mount Carmel Catholic College for Girls school in Islington. In September 2017 the school will reopen as the co-ed, non-denominational, City of London Academy Highgate Hill – a change for which Nicole and her team have prepared by evaluating common differences in gender approaches to learning.

Nicole's main objective is to build on the solid foundations of the current girls' school to provide equal opportunities for all.

## Deana Puccio

Deana Puccio is the co-founder of The Raising Awareness and Prevention Project (RAP) & co-author of Sex, Likes & Social Media. Prior to moving to London, Deana worked in the Sex Crimes Unit in Brooklyn's District Attorney's Office. She studied Political Science and has a Juris Doctorate Degree from The City University of New York Law School.



Now having worked with over 25,000 teenagers, teachers, parents and counsellors as part of The RAP Project, Deana's initial vision to address young women and raise awareness around personal safety issues has expanded to young men, parents and teachers, and also addresses internet safety and body image issues.

Deana will be joined by co-founder and author, Allison Havey for the RAP Project session after the panel discussion. The two will discuss influences on teens today, including social media and pornography.



## Sarah Harris

Sarah Harris is Nursery Manager and Head of Early Years at independent Long Close School in Berkshire. Sarah has great experience in managing a team of both teaching leads and assistants to ensure young children thrive in their early years of education.

### **Talk: People Growth and Professional Development**

Sarah will deliver an engaging presentation which features the journeys of six different TA's working across the Early Years Foundation Stage and Key Stages 1 and 2. Her talk will also involve a short practical hands-on activity and share the different and interesting skills and ideas you each bring to the table.

The presentation is designed to suit all TAs and really inspire you to understand your value added to the classroom and how your daily input is crucial to a school's success, touching on aspects of the Cognita Way.

## Continue the discussion ...

Connect with us throughout the day on social media.

Have you been inspired by a particular discussion? Led a key topic of conversation? Enjoyed the opportunity for professional development?



@NBHSchool

Join us on Twitter and share your inspiration from the day using [#NBHDevDay](#)



North Bridge House  
Schools Community



@nbhschool

Look out for photos, videos and further content from the day on Facebook and Instagram.

### Last year...

Lucy Crehan inspired her audience at the NBH Development Day with talk of her personal quest to expose education policy. The education consultant has now become a household name in the teaching profession with *Cleverlands*.

The book documents her journey around the world and unearths the secrets behind the world's education superpowers, after she swapped the Teach First programme in a west London school for a global insight into the education system.

