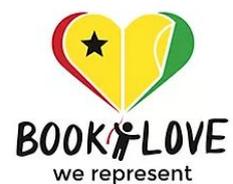
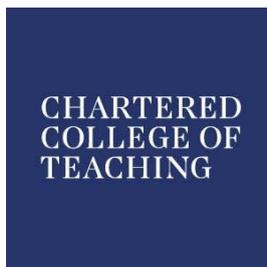


Thanks to our kind supporters who have made this event possible

GLYFTA LJ



BAMEed Network conference: Keeping Resolutions

University of East London, Stratford, London

Saturday 18th January 2020

8:45 **Arrival and networking**

9:30 - 9:45 **Welcome from the BAMEed team**

9:45 - 10:30 **Keynote: Keeping Resolutions**

Mike Sheridan - Ofsted London Regional Director

10:30 - 11:15 **Keynote: Keeping Resolutions**

Jennette Arnold OBE - Chair of London Assembly and Education Panel

11:15 - 11:40 Break for networking and visiting exhibition stands

11.40 - 12.30 **Workshop session 1 (choose 1 of 5)**

ROOM: S1.08 Maxine Greaves MBE The Principles of Success	ROOM: US1.10 Lana Crosbie No More Exclusions	ROOM: US2.03 Hannah Wilson Decolonising feminism: an exploration of representation and intersectionality	ROOM: US2.04 Nav Sanghara 'Be the change you wish to see in the world' Ethical leadership; standing by your values in schools, the education system and life	ROOM: US4.10 Media Room Come and be heard
---	--	--	---	--

12:30 - 1:15 **Lunch**

1:15 - 1:30 **A brief message from Lyfta in the LECTURE THEATRE**

A brief message from our kind sponsors of this event and a special opportunity for attendees

1:30 - 2:25 **Workshop session 2 (choose 1 of 4)**

ROOM: US1.08 Laura McBean New tools, new house!	ROOM: LECTURE THEATRE Serdar Ferit Global Learning with Lyfta	ROOM: US2.03 Kiran Gill Making The Difference	ROOM: US4.10 Media Room Come and be heard
---	---	---	---

2:30 - 3:15 **Workshop session 3 (choose 1 of 5)**

ROOM: US1.08 Jamel Carly Campbell Motivation and stimulation in Early Years education	ROOM: US1.10 Dr Shona Hunter Educating ourselves about white privilege and power	ROOM: US2.03 Zara Sahota 'Just another inner-city Asian kid': What would you do if you had the power? Test your bias.	ROOM: US2.04 Bukky Yusuf Carrying out challenging conversations	ROOM: US4.10 Media Room Come and be heard
---	--	---	---	---

3:20 **Reflections, feedback, resolutions**

3:45 **Close**

WORKSHOP OVERVIEWS

Learn more about the workshops, to help inform your choice for the day. Places are limited so please make sure you sign yourself up on arrival at the venue.

MEDIA ROOM

ROOM: US4.10

Come and tell us on camera, or into a microphone, about your takeaways from the conference. Connect with our media partners and offer your thoughts, writing skills, ideas or feedback on the podcast series We Are in Beta.

WORKSHOP SESSION ONE: 11:40 - 12:30

ROOM: US1.08

Maxine Greaves MBE - The Principles of Success

Maxine Greaves MBE is Equality & Community Engagement Lead, Academic Development, at the College of Social Sciences & Art, Sheffield Hallam University. Maxine is BAMEed regional leader for Yorkshire & the Humber.



Principles of Success (PoS) is an initiative at Sheffield Hallam University that has recently developed a platform to derive sustainable solutions that seek to address differentiated attainment and employability for African, Asian and other Minoritised Groups (AAMG).

Grounded in a 'Students as Partners' approach with students, where pragmatism is sought to develop actionable steps, PoS has developed key insights into the complexities that surround the differentiated attainment along with justified recommendations to develop sustainable change.

Key objectives of the session:

PoS applies a student-centred approach by imparting transferable success principles to students through role models of African, Asian and other minoritised ethnic groups descent. PoS argues that limited value can be sought from 'secondary' projects when self (primary) is not in a position to take advantage. Therefore empowerment and developing a community of belonging are central to PoS. Engagement with students thus far has developed clear data driven recommendations towards creating sustainable change in three areas:

- Student empowerment focussed on 'self'
- Staff practice
- SHU Habitus

Key messages of the session:

Within the solution-focused workshop Maxine will discuss the methods, summary of data findings, gaps in current practice, architectural considerations and intentions moving forward in order to develop sustainable communities of practice.

ROOM US1.10

Lana Crosbie - No More Exclusions

Working as a teacher for 20 years, Lana's specialist subject is Psychology, but she also teaches across many social science subjects including Sociology, Criminology and Religious Studies.

Lana works mainly in the South West and has been involved in many teacher well being projects, coaching of staff, and has had responsibility for staff development and CPD. She has whole-school responsibility for Culture and Ethos in her most recent role and describes herself as largely invested in her SENCo work and equalities work in education. Lana is BAMEed regional leader for Bristol & the south west.



Key objectives of the session:

- Who is behind No More Exclusions (NME)?
- Why is it so important to BAME students and educators?
- The importance of cultural awareness in teacher training.

Key messages of the session:

To inform the audience around the current issues facing young BAME people who are at risk of exclusions from education. Lana will explore the short and long-term effects of the practice and provide information on inclusive systems that have been shown to work across the world, where exclusion are an anomaly and inclusive education for all is the norm.

To demonstrate how preparing our teachers on working in multicultural classrooms benefits all our children and reduces a number of 'pressure points' that lead to behavioural and relationship difficulties.

ROOM: US2.03

Hannah Wilson - Decolonising feminism: an exploration of representation and intersectionality

Hannah Wilson is Head of Secondary Teacher Training, University of Buckingham. She is the former founding Executive Headteacher of a start-up primary and secondary school in Oxfordshire, Aureus School. Hannah is also the founder of LeanInGirlsUK, Diverse Educators and WomenEd.



Key objectives of the session:

- Reframing and demystifying LeanIn
- Exploring the tensions between gender and race
- Debunking myths around networking and coaching circles
- Considering the impact of glass ceilings, glass cliffs and concrete ceilings
- Reflections on the Women in the Workplace McKinsey Report

Key messages of the session:

- What is the stereotype/ politics of LeanIn?
- Is Sheryl Sandberg really a white feminist?
- Is LeanIn intersectional?
- Can a white woman be a role model for BAME woman?
- Why are networks empowering?
- How do we create and nurture networks?
- Why might a LeanIn circle be a source of strength, inspiration and empowerment?
- Why do we need to start LeanIn circles with school girls?

ROOM: US2.04

Nav Sanghara - 'Be the change you wish to see in the world'

Ethical leadership; standing by your values in schools, the education system and life

Nav has been a Headteacher since 2012 and has experience of school leadership in a range of contexts. Nav is currently the Executive Headteacher of the Inspire Partnership and works across schools which are thriving learning communities that pride themselves on achieving excellent outcomes and embedding collaboration between schools.



As a National Leader of Education, Nav supports schools in challenging contexts. She was recently invited to join The Headteachers' Roundtable - a non-party political headteachers' group operating as a think-tank and providing a vehicle for the profession to influence national education policy.

Nav is always happy to share her thoughts and ideas about a range of educational themes. You can email her directly at: nsanghara@inspirepartnership.co.uk

Key objectives of the session:

- System level school improvement research and evidence
- Creating an ethical climate and culture
- Becoming a better leader and person through living your values

Key messages of the session:

The workshop will focus on Nav's own journey of leadership and how she has had to stick to her values and demonstrate ethical leadership despite the challenges to this throughout the system/society.

She will focus on:

- Identification of core values (self and life)
- Behaving ethically for our communities (leader)
- Personal responsibility for growth (self, leader and life)
- Creation of an ethical climate and culture as a leader (school and system)

WORKSHOP SESSION 2: 1:45 - 2:25

ROOM: US1.08

Laura McBean - New tools, new house!

Laura is currently an NQT and a PhD student, teaching secondary Physical Education. She recently created the BAME PE Network (@BAME_PE). Through her research and practice, Laura is engaging in social justice.



Key objectives of the session:

To spread awareness of the issues faced within PE, encourage BAME PE teachers who are already in the field and those entering. She also wishes to raise the profile of PE by also engaging with other teachers/educators

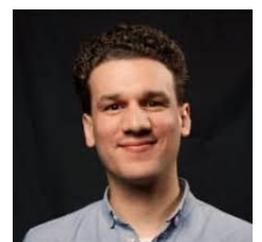
Key messages of the session:

BAME PE: Why the network was created, the vision, aims and action of the network

ROOM: USS Lecture Theatre

Serdar Ferit - Global Learning with Lyfta

Serdar Ferit is Co-CEO and creative director of Lyfta, where he draws from his experiences as an award-winning film-maker, digital experience designer and teacher. Lyfta works with around 500 schools in the UK, bringing 360 degree documentary storyworlds to the classroom as a tool for teaching.



Key objectives of the session:

To explore the power of narratives and story-telling as a tool to teach compassion, empathy and global awareness. To introduce teachers to free British Council and Lyfta training that they can use to bring Global Learning into their classroom.

Key messages:

Lyfta's mission is to support teachers with the best and most exciting tools to nurture the next generation of global citizens with critical skills and values to thrive in our changing world.

ROOM: US2.03

Kiran Gill - Making The Difference

A former leader in inner-city schools, Kiran was Head of Policy at the Social Mobility Commission when she had the idea for The Difference. Over 2017, Kiran undertook a review of exclusion in England published by think tank IPPR under the title 'Making The Difference: Breaking the link between school exclusion and social exclusion'. The research set out the problems and solutions to rising school exclusion in England and poor outcomes for excluded learners.



Since 2018, Kiran has led new charity The Difference, which exists to improve the life chances of vulnerable learners by raising the status and expertise of those who educate them. Over the next three years, The Difference will do this through:

1. People: inspiring the best teachers to work with the children who need them most;
2. Practice: sharing an evidence base of what works with the most vulnerable learners;
3. Policy: influencing a more ethical, inclusive school system.

Key objectives of the session:

- To explore the aims of The Difference and consider what kind of leaders excluded children need
- To look at how recruitment processes, no matter how well thought through, can need tweaking to lead you to the right people

Key messages of the session:

During this session, Kiran will explain about the recruitment process of teachers onto The Difference programme and will explore how getting the right people in place can sometimes require reaching beyond the usual methods for recruitment.

WORKSHOP SESSION 3: 1:45 - 2:25

ROOM: US1.08

Jamel Carly Campbell - Motivation and stimulation in Early Years education

Jamel C Campbell is an Early Years educator, consultant and aspiring children's author. He has been in the sector for 18 years. Jamel has also worked in youth clubs and schools, and has been a mentor to many, including supporting children with SEND. Jamel C Campbell is one of the UK's Men in the Early Years champions and ambassadors. He has spoken on numerous platforms about the importance of having men in Early Years education, and the significance of a balanced workforce.



Key objectives of the session:

- Stress the importance of motivation and stimulation in education
- Share the impact that motivation and stimulation can have on teachers and children.

Key messages of the session:

As Early Years educators we have a duty to meet the needs of the children in our care and to ensure they meet their potential and beyond. While doing so, we need to ensure the process is enjoyable, not only for the children but for us as well. We can sometimes get caught up in the hustle and bustle of carrying out the daily routines and doing paperwork, but are we having fun? That is the question you should ask yourself while setting up your environment or carrying out an activity. "Is this going to be enjoyable?" should always cross your mind. Children pick up on energy and vibes and if they see you having fun they'll gain so much more from the learning experience and become motivated and stimulated to learn.

ROOM: US1.10

Dr Shona Hunter - Educating ourselves about white privilege and power

Writer, researcher, educator, speaker on power, privilege, oppression and WhiteSpaces Founder & Lead. Dr Shona Hunter specialises in creating collaborations that develop intellectual emotional and practical space for the difficult and challenging dialogues necessary to shifting the deeply ingrained systemic and intersectional relations of cultural power (race, class, gender, generation and sexuality) and in particular whiteness. She works inside and outside universities and other institutions. She is currently the Director of Research Degrees at Carnegie School of Education, Leeds Beckett University.



Key objectives of the session:

- To frame an understanding of how whiteness matters in the education institutional setting
- To introduce participants to the idea of whiteness as a racial identification
- To develop insights into how whiteness works at the lived level.
- To develop insights into how we can understand this lived aspect of whiteness as an orientation to power

Key messages of the session:

The session considers the question of how we can recognise, understand and challenge the coded ways in which histories of power enter into the educational space, and in particular histories of white power and oppression via biographies and relationships and the ways that these dynamics play out between institutional actors.

It connects the constantly necessary work of engaging in our personal power literacy as part of a resolution towards challenging white supremacy and institutional whiteness in educational settings.

ROOM: US2.03

Zara Sahota - 'Just another inner-city Asian kid': What would you do if you had the power? Test your bias.

Zara grew up in Handsworth, inner city Birmingham. She was the first to university in her family, studying Electrical and Electronic Engineering with Management MEng at Imperial College London. Zara has worked all around inner London delivering STEM courses as well as in East London and Essex schools. She is currently Head of Maths at Aston University Engineering Academy and describes herself as aiming to make a positive difference to as many lives as possible. Zara is BAMEed regional leader for the west Midlands.



Key objectives of the session:

- Raise awareness and highlight issues that people may relate to in becoming a teacher
- Barriers and overcoming them
- Finding/realising your purpose
- Positive small change one step at a time

Key messages of the session:

- The lack of Black, Asian and minority ethnic (BAME) people entering into teaching drawing on personal challenges and support sources.
- The lack of support to ensure progress in those careers
- How the use of LessonVu has propelled her forwards

- Situations that hindered progress
- The vision for West Mids BAMEed Network and where we are at. Promoting the first West mids conference date.

ROOM: US2.04

Bukky Yusuf

Carrying out challenging conversations

Bukky Yusuf has worked in education for over two decades and teaches secondary sciences to A level. She has undertaken a number of leadership roles within mainstream / special schools and is also an ambassador for Leadership Matters.

Bukky has a variety of Ed(ucation) Tech(nology) experiences which includes whole school implementation of mobile devices to enhance teaching and learning, participating as a judge for BETT Awards and serving as an education board member for Innovate My School. She is also an interim co-chair of the EdTech Leadership Group to support the Government's EdTech strategy.

As a qualified coach, Bukky is actively involved in a number of grassroots educational movements including WomenEd, BAMEed and SLTchat, where she helps to develop a diverse range of leaders.



Key objectives of the session:

- Define a challenging conversation
- Review strategies to undertake a challenging conversation

Key messages of the session:

You can learn how to undertake challenging conversations with confidence and calmness.

THANK YOU FOR JOINING US TODAY

PLEASE DON'T FORGET TO WRITE YOUR PLEDGE FOR 2020 ON OUR PADLET WALL



<https://padlet.com/bameednetwork/JAN2020>

If you would like to know more about the BAMEed Network and are interested in getting involved, please go to <https://www.bameednetwork.com> for more information or use the QR code



We would be grateful if you could give feedback on the conference by going to <http://bit.ly/BAMEedJAN2020> or use the QR code

