

## **SELC**

The Slovakian  
Educational  
Leadership  
Conference  
2022

### **Better, together!**

teacher, school  
and systems'  
collaboration  
to secure  
educational  
improvement.

The Sixth Annual  
School Leaders'  
and Educators'  
Conference

Hotel Alexander  
**4—5<sup>th</sup> November 2022**  
Bardejov Spa

[www.hotelalexander.sk](http://www.hotelalexander.sk)

## Program

**4<sup>th</sup> November 2022**

13.00 Lunch

14.00 **Welcome & Opening Remarks**

**Martin Smilnak**

Headteacher, St John Bosco Gymnasium,  
Bardejov, and co-Chair of SELC.

14.10 **Session 1**

**Simon Uttley**

Cor ad cor, loquitor— Heart speaking unto heart.  
Models of partnership working for educational institutions.

15.00 **Session 2**

**Helen Jordan**

Working together on pedagogy

15.50 **Break**

16.10 **Session 3**

**Maria Bud**

Under the bonnet: maintenance and performance  
of the school engine.

17.00 **Session 4**

**Students from the University of Notre Dame, (U.S.A.)**

Education from a student's perspective — the Fall Semester  
London Programme Education Intern students of the  
University of Notre Dame, U.S.A.

17.50 **Time to relax** in the extensive spa facilities offered by the hotel

19.15 **Drinks Reception**, courtesy of our sponsors

19.40 **Conference Dinner**

**5<sup>th</sup> November 2022**

9.00 Session 5

**Jacek Brant**

The curriculum question:  
three educational scenarios for the future

10.00 Session 6

**Sue Matthews**

Collaboration approaches: models and benefits

10.50 Coffee

11.15 Session 7

**Kim Hurd**

More than just the sum of our parts — strategies  
to promote collaboration at the classroom  
and departmental level

12.00 Closing remarks — Martin Smilnak

13.00 Lunch & Depart

## Our Sponsors



### **Andrew Lockington**

With over 25 years' experience advising main board directors of FTSE 100 and 250 businesses, as well as other business leaders, accountants and lawyers, Andrew saw a gap in the financing market in 2015 and, with two prominent business friends, they established Avalanche Capital in 2015 as a first-tier asset backed money lender to residential property developers. Andrew was the Co-founder of Novia Financial Holdings Plc in 2007, a Financial services technology company providing technology services to the financial services industry, a business now Chaired by the former CEO and Chairman of IBM (UK), Sir Anthony Cleaver.

Andrew also co-founded the over 50 internet portal "over50s.com" in 2007.

Andrew is a member of the Chartered Institute of Financial Planners and is a leading Catholic businessman in the Midlands region of England. A long-time supporter of SELC, we appreciate his support once more.



### **Derek Allen and Securus Software**

In 2002 Derek co-founded Securus Software which has become a leading software brand in eSafety within the Education sector. Derek has extensive experience and skills in building effective teams of people, as well as building successful relationships and platforms with both UK and overseas companies at senior management level.

In addition to his role as Executive Chairman, Derek is a Governor of a London Catholic secondary school. We are most grateful to Derek and Securus.

## Our Speakers



### **Jacek Brant**

is Full Professor at the world-renowned University College, London's, Institute of Education Faculty of Education and Society. Jacek worked in manufacturing industry for two years before becoming a school-teacher of economics and business for 11 years and he is now in his 26th year at the IOE. He has run pre-service and continuing professional development programmes for teachers; master's programmes and modules, he supervises research students and is involved in various international projects. Jacek writes on educational issues concerning curriculum and pedagogy. His latest article is available in an open access journal: Brant, J (2022). The curriculum question and school economics: three educational scenarios for the future. *Journal of Social Science Education* 21(2). <https://doi.org/10.11576/jsse-4858> of education: *Critique and Possibilities in the Journal of Critical Realism*.



### **Maria Budzynska**

has worked in Catholic secondary education in Inner London schools for over 10 years including in her current role as a senior leader [Deputy Headteacher]. With a background in 11–18 English teaching, she has come to specialise in inclusion, special needs support and whole school pastoral management. A lead practitioner and an authoritative voice in the area of improving standards, Maria offers fresh thinking around whole-school assessment systems.



### **Sue Matthews**

is Assistant Headteacher, with responsibility for Teaching and Learning and Safeguarding at Blessed Hugh Faringdon Catholic School. She teaches both Business Studies and French with previous Head of Department responsibility in both subjects. She holds a BA Honours in French Studies, a Post Graduate Certificate in Education (PGCE) a Management Diploma and the National Professional Qualification for Headteachers (NPQH). She came into teaching following a successful career in sales and marketing in the French Chemicals and Polymers Industry both in France and the United Kingdom. Sue is married to Jan and is mum to Céline, also a Business Studies and French teacher and Liam a qualified Occupational Therapist.



### **Martin Smilnak**

is, together with Simon Uttley, the co-Founder and co-Chair of SELC. He is also our host. As Headmaster of Gymnázium sv. Jána Bosca, Bardejov, Martin has been instrumental in building a highly successful, bilingual Catholic school.



### **Simon Uttley**

is, together with Martin Smilnak, the co-Founder and co-Chair of SELC. He is full Professor and Course Leader for Catholic Education and the Common Good at the University of Notre Dame [U.S.A], London Global Gateway. In addition, Professor Uttley is Visiting Professor in Catholic Education, Institute of Education, St Mary's University, London. His current research includes deepening the relationship between the Higher Education sector and the school (Koinonia), and exploring the importance of meaning and moral purpose in educational curricula. Professor Uttley also holds the position of Visiting Lecturer in Catholic education at Dominican University, Chicago, as well as Visiting Lecturer at UCL Institute of Education, London. In the daytime, Professor Uttley is the Headteacher of Blessed Hugh Faringdon Catholic High School in Reading, 65km from London. Simon is a licensed Catholic Schools' Inspector for the schools of the Dioceses of England and Wales.



### **Kimberley Hurd**

is a teacher of Science at Blessed Hugh Faringdon Catholic School. She holds a BSc (Hons) in Pharmaceutical Sciences, a BA (Hons) in Combined Social Sciences with Social Policy and a Post Graduate Certificate in Education, specialising in Chemistry. She has over 10 years' experience working within schools in the state sector, with previous head of department experience in both Science and Health and Social Care. In addition to teaching, Kimberley has worked as an Education and Human Rights Consultant for Amnesty International.



### **Helen Jordan**

is Assistant Headteacher and Head of 6th Form at Blessed Hugh Faringdon Catholic School in Reading, England. She has over 14 years' experience of leadership and management working in Catholic school sixth forms including independent, state grammar and comprehensive. A graduate of Modern Languages and European Studies, she teaches secondary English Language and Literature from KS3-5 and A Level Politics. In her current role, she works on whole-school teaching & learning strategy and is helping to develop a research-informed, needs-based and collaborative approach to CPD. She also enjoys having responsibility for student leadership; creating meaningful roles for young people, which enable them to flourish through service



### **SELC Honorary Secretary Judy Hutchinson**

heads up the University of Notre Dame's Global Gateway interests in the States, following several years of ground-breaking work in London to develop student internships. It is one such internship, the school-based internship, from which today's students hail. The conference is grateful to Judy for first making it possible for the students to participate in our conference and we are proud to have named her Honorary Secretary of the conference.

## Abstracts

## Session 1

### Simon Uttley

Collaboration within schools, as well as school-to-school and school-with-Higher Education institution, can offer real opportunities for deep learning, economies of scale, growth and staff development. This requires, and engenders, a high degree of trust, particularly at the level of senior leaders. It also requires, and engenders, a heightened confidence as colleagues see that collaborative working is not a sign of weakness or necessity, but, rather, of strength. This paper will critically outline models emerging in the UK as a vehicle for conference delegates to reflect on their own institutions and explore possibilities for collaborative working.

Key words: school; university' collaboration; growth; leadership

## Session 2

### Helen Jordan

Working Together on Pedagogy

**Focus:** Practical strategies to create and develop a culture of collaboration and innovation for teaching and learning.

**Abstract:**

The ongoing professional development of teachers is fundamental to improving student outcomes. Research indicates that the positive impact can extend to students making more than two years' progress in one year, even greater for students from disadvantaged backgrounds (William 2016 and Timperley et al)<sup>1</sup>. It remains a challenge, however, for schools to provide dynamic and impactful professional development in teaching and learning when time is limited, pressures on staff are considerable and training sessions more often than not take place at the end of a busy day or term. Teachers, notoriously, make the worst students.

In this session, we will look at a range of practical strategies to engage and motivate colleagues in their ongoing professional development, all stemming from the principles of collaboration, peer support, sharing and celebrating good practice.

*1 Cited by HISP Research School March 2020 Effective teacher CPD and CPD leadership: What... | HISP Research School*

### Session 3

#### **Maria Budzynska**

School Leaders are often described as the “engine” that moves the school juggernaut. Their leadership role encompasses a blend of systems, accountability, and effective communication. Their practice requires grounding in deep subject knowledge as well as a curiosity and thirst for pedagogical skill. Regular effective lesson observations with meaningful feedback are a key tool for the school engines’ maintenance, in terms of enabling effective teaching and learning for students, continual professional development for teachers and cohesive and constantly improving subject teams within the school community. This will be an opportunity to consider the tools needed for effective lesson observation and peer to peer feedback that keeps the performance of the school engine at its optimum.

Key words: schools; middle leadership; lesson observation; feedback; professional development; pedagogy ip

### Session 4

#### **Students of the University of Notre dame [U.S.A.] London Global Gateway**

Facilitator — **Dr John Lydon**

The University of Notre Dame is an internationally known and respected university based in Indiana, USA. Students benefit from the possibility of ‘Study Abroad’ programmes in a wide range of countries, including the UK, where their ‘London Global Gateway’ is based close to London’s iconic Trafalgar Square. One programme the students can study while in London is the Catholic School Internship Programme. This involves them working in one of four London [and Reading] schools, undertaking a range of duties and, in so doing, developing a wonderful insight into modern Britain. In addition, the students attend an academic class.

## Session 5

### Jacek Brant

'The curriculum question: three educational scenarios for the future'

#### **Abstract:**

What shall we teach and to what end? This talk addresses 'the curriculum question' and argues for a 'Future 3' curriculum underpinned by 'Powerful Knowledge'. The talk challenges 'Future 1' and 'Future 2' curriculum approaches and offers a more holistic vision of school curriculum that empowers teachers and students. Such an approach is characterised by collaborative working.

Keywords: Curriculum, Michael Young, Powerful Knowledge, Future 3, values

## Session 6

### Sue Matthews

**Focus:** Collaboration Approaches: Models and Benefits (United We Stand, Together We Flourish)

#### **Abstract:**

Sue will offer some thought-provoking, practical opportunities to implement true, mutually beneficial, collaboration both within your school and beyond. In today's competitive educational world, it is all too easy to take a protectionist approach keeping our secrets for success, as an individual and school, to ourselves. However, I would challenge this and encourage you to consider the many advantages of sharing good practice, more widely, as we work to prepare our young people for adulthood, fulfilling their dreams and making a positive contribution on a personal and professional level.

## Session 7

### **Kim Hurd**

This final session builds on previous presentations with a focus on actions teachers can take to promote collaboration within the classroom. The session will outline a number of techniques which can be used at the department and classroom level to facilitate working together. These techniques aim to allow staff to work more efficiently, ensuring the best possible outcomes for students. Examples of how this is achieved during lessons at Blessed Hugh Faringdon will be discussed and evaluated with a focus on how to adapt these activities across a range of subjects and age groups.



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