THE LONG AND WINDING ROAD.....
TOGETHER: LEADING LEARNING IN SCOTLAND'S SCHOOLS

TAPESTRY PARTNERSHIP MASTERCLASSES
NOVEMBER 2010 – MAY 2011
GLASGOW
THE LONG AND WINDING ROAD.....
TOGETHER: LEADING LEARNING IN SCOTLAND'S SCHOOLS

CONTEXT

Every journey has its challenges and some may take longer than expected. No curriculum reform since the second world war has been implemented without difficulties, from the Advisory Council reports to the Primary Memorandum, from Standard Grade to Higher Still. It has to be acknowledged that the implementation process of Curriculum for Excellence has not always been an easy road.

This current set of Tapestry Masterclasses, "THE LONG AND WINDING ROAD: Together.....Leading Learning in Scotland’s Schools," is intended to contribute positively to the implementation and progression of Curriculum for Excellence. This series brings to Scotland experts of international repute in the field of Assessment, Higher Order Thinking Skills, and School Effectiveness. Each Masterclass is grounded in the Scottish context by key educationalists in Scotland who hold real understanding and deep knowledge of the Scottish curriculum.

The first Masterclass ‘GET READY…..Resilience and Confidence in Learning’ sets the scene and places pedagogy at the heart of learning. It will focus on deep learning in the classroom. Professor Brian Boyd will draw on professional practice, research evidence and theories of learning to describe The Learning Classroom. Larry Flanagan, Education Convenor of the EIS will itemise what teachers require to support children in their own learning classroom and detail some real solutions through meaningful CPD. Margaret Alcorn, National CPD Co-ordinator will exemplify how real change takes place through relevant CPD.

The second Masterclass ‘ON A CLEAR DAY…..Deep Learning in the Classroom’ delves into the performance view of understanding, where a system of planning is developed to inform teachers that what is being ‘taught,’ is actually ‘learned’ – understood by pupils. This will ‘deepen’ progression in learning. Key elements in this framework will enable teachers to focus on: what they want learners to understand; how to help learners develop their understanding; and how to progress and provide formative feedback. Professor David Perkins, Harvard Graduate School of Education, acknowledged internationally as a leader in Thinking Skills, will lead the day launching new strategies to make thinking ‘clearer.’ He is accompanied by Keir Bloomer, recently appointed by the Education Secretary, Michael Russell, to Chair an Excellence Group on Higher Order Skills.

The third Masterclass ‘THREE STEPS TO HEAVEN…..Designing an Assessment Framework that is Really Formative’ has as its focus, A Framework for Assessment, (Building the Curriculum 5). Assessment approaches should reflect the key principles of Curriculum for Excellence, “to raise standards by actively engaging learners, improving pedagogy, promoting deep understanding and developing skills.” Professor Dylan Wiliam, Deputy Director of the Institute of Education, London, will look at how teachers may be enabled to improve their practice with hands-on, on-going strategies. Suggestions will be offered regarding working together in school for a coherent curriculum learning and teaching experience.

The fourth Masterclass ‘WE’LL TAKE THE HIGH ROAD…..The Effective School’ brings Professor Peter Mortimore, former Director of the Institute of Education, University of London and leader of The School Effectiveness Movement in England, to chart a route which heads and senior managers will find meaningful, relevant and fully grounded to take forward positive strategies in their schools. David Cameron, former Director of Education and key author, along with Keir Bloomer, of the new documentation supporting Curriculum for Excellence, will lead the day in collaboration with Professor Mortimore demonstrating how effective learning and teaching may be managed and the key steps school leaders and subject heads should take.

Masterclasses will be informed by teachers showing current good practice in schools and will highlight and exemplify topics and strategies raised by presenters.
RESILIENCE AND CONFIDENCE IN LEARNING

CONTEXT

Curriculum for Excellence has introduced the principle of depth, and most teachers would agree that it is long overdue. Even at its best, Scottish education has been forced into a focus on curriculum coverage. Content has dominated process and there has often been a heading rush to ‘get through the curriculum.’ But there are challenges; as Professor David Perkins, the architect of Teaching for Understanding, has conceded, the closer we get to high-stakes exams or tests, the more understanding seems to be a luxury.

The aim of this Masterclass, is to explore how we can promote deep learning while still preparing young people for whatever tests or exams they are required to take. Drawing on his recent book, The Learning Classroom (Hodder Gibson, 2008), Professor Brian Boyd will argue that there is a set of principles which underpin the learning classroom. He will draw on the work of Professor David Perkins, will look at its relationship with Assessment is for Learning and will offer some insights into how we can equip all of our young people to apply their strategies for learning in new contexts and to develop resilience and confidence when they encounter failure.

Brian will argue that teachers need access to high quality, relevant continuing professional development if they are to feel confident in promoting depth while at the same time meeting the demands of external tests. He will be joined by Larry Flanagan who will speak about the initiatives the EIS have put in place to support teachers; by Margaret Alcorn, National Co-ordinator for CPD who will speak of new approaches aimed at empowering teachers; and by staff from St Joseph’s Learning Community in East Ayrshire Council about their innovative approaches in inter-disciplinary learning and their ongoing CPD programme.

PROGRA__MME

0900-0930 Registration

0930-0940 WELCOME AND SETTING THE SCENE – THE IMPORTANCE OF WORKING TOGETHER

Terry Lanagan, Chair of the Education Committee of the Association of Directors of Education Scotland (ADES)

0940-1100 THE LEARNING CLASSROOM

Professor Brian Boyd, Director, Tapestry Partnership

Brian will look at the pressures on teachers of new initiatives, national and local, and will argue that the learning classroom should be our goal. He will suggest that there are some fundamental principles which can be applied to classrooms, 3-18, across all subjects and within inter-disciplinary approaches.

1100-1130 Coffee

1130-1210 WHAT HELPS AND WHAT HINDERS LEARNING?

Professor Brian Boyd, Director, Tapestry Partnership

Brian will lend an interactive session with participants focusing how they, as adults, learn and making links between their experiences and how they promote learning in their classrooms.

1210-1310 Lunch

1310-1340 LEARNING IN PRACTICE: A LEARNING COMMUNITY APPROACH TO USING CPD TO IMPROVE LEARNING AND TEACHING

St Joseph’s Learning Community, East Ayrshire Council

Staff from St Joseph’s Learning Community will talk on the importance of CPD in promoting deep learning. They will focus on Teaching for Understanding and on inter-disciplinary work they have pioneered and which has been featured in TESS. They will also describe the benefits of the Harvard Graduate School of Education CPD they have undertaken in partnership with Tapestry.

1340-1400 CPD – AT THE HEART OF THE MATTER?

Larry Flanagan, Education Convener, Educational Institute of Scotland

Larry will talk about the CPD initiatives developed by the EIS and in particular the role of Learning Representatives in assisting teachers prepare for the implementation of Curriculum for Excellence.

1400-1420 CPD – AT THE HEART OF THE MATTER?

Margaret Alcorn, National CPD Co-ordinator

Margaret will outline Learning Rounds - an exciting new collaborative professional learning approach which develops and deepens teacher understanding of how to improve learning experiences across a school community.

1420-1520 MAKING THE CONNECTIONS

Professor Brian Boyd, Director, Tapestry Partnership

Brian will look at how CPD can be the catalyst to the improvement of learning and teaching in our classrooms. He will argue that locally based CPD, informed by ideas from around the world, can develop pedagogy, i.e. the coming together of:

• Teacher expertise and experience;
• Research evidence;
• Learning theories.

1520-1530 THE WAY FORWARD AND VOTE OF THANKS

Terry Lanagan, Chair of the Education Committee of the Association of Directors of Education Scotland (ADES)
I enclose a cheque for £125.00 + 17.5% VAT (total: £146.88) made payable to “Tapestry Partnership”.
Alternatively, please send an invoice as detailed below:

Closing date for applications is 10 working days prior to the commencement of this Masterclass. No refunds will be made on cancellation after this date. Substitutions will be accepted. To keep costs down delegates are requested to purchase their own lunch.

Please return to: Sarah Harper/Lynn Priestley, Tapestry Partnership, c/o Learning and Teaching Scotland, The Optima, 58 Robertson Street, Glasgow, G2 8DU. Tel: 0141 282 5275/5276 Fax: 0141 282 5140
Email: sarah.harper@tapestrypartnership.com or lynn.priestley@tapestrypartnership.com
Website: www.tapestrypartnership.co.uk

“Understanding must rank far up on the short list of high priorities.”
Professor David Perkins
ON A CLEAR DAY......
DEEP LEARNING IN THE CLASSROOM

CONTEXT
Curriculum for Excellence is a programme for improvement, made up of many strands. The overall aim is to develop a more ambitious curriculum and raise levels of success. There is a focus on learner engagement and partnership working. Skills and wider achievement are seen as important. However, perhaps the most important strand has to do with ‘deep learning.’ Knowledge remains indispensable but it is no longer enough. Young people must achieve genuine understanding and be able to apply their knowledge in practical situations.

This Masterclass will bring together Professor David Perkins, Harvard Graduate School of Education, a world-leader in thinking skills and one of the originators of the Teaching for Understanding approach and Keir Bloomer, who was a member of the Curriculum Review Group which wrote the original Curriculum for Excellence. Keir is now again closely involved in its development. The day will focus both on general questions about the nature of understanding and how it can be promoted in the classroom and more specific issues relating to the Scottish context.

The Masterclass will investigate the role of school leadership in placing understanding at the heart of the curriculum.

P R O G R A M M E

0900-0930
Registration

0930-0940
MUSIC
Young People from North Lanarkshire Council introduced by Professor Nigel Osborne, Reid Professor, University of Edinburgh and Director, Tapestry Partnership

0940-0950
WELCOME
Michael Russell, MSP Cabinet Secretary for Education and Lifelong Learning

0950-0955
SETTING THE SCENE
Professor Graham Donaldson, CB, President of the Standing International Conference of Inspectorates (SICI)

1000-1100
UNDERSTANDING IN ACTION
Professor David Perkins, Harvard Graduate School of Education
What is understanding? Why is it so hard to come by? How can we help pupils master knowledge with understanding? And how can we coordinate our teaching in ways that help learners toward a rich proactive use of knowledge in their personal, professional, and civic lives? These questions are fundamental to the educational enterprise. A model of Teaching for Understanding (TfU) developed in the early 1990s has assisted thousands of teachers all over the world with these challenges. TfU not only helps to shape instruction but serves as a shared language among teachers and school leaders, building community and coherence. A wealth of experience with TfU and its extensions adds up to a practical vision of how both academic and everyday knowledge can become more energetic and empowering presences in learners’ lives.

1100-1130
A COMMON UNDERSTANDING?
David Perkins and Keir Bloomer. Chaired by Graham Donaldson, CB
Graham will discuss with David and Keir how deep learning and understanding underpin many of the key aspects of Curriculum for Excellence. The discussion will be opened out to allow members of the audience to comment and pose questions. This is your chance to get beyond the official guidance and engage with the big issues of the new curriculum.

1130-1200
Coffee

1200-1310
LUNCH

1310-1425
LEADING FOR UNDERSTANDING
Professor David Perkins, Harvard Graduate School of Education
In a genuine culture of learning, everyone’s a learner – not just the pupils. This has fundamental implications for instructional and administrative leadership in schools as well as other settings. The same teaching for understanding framework that guides classroom learning has been adapted to help support leadership and collaboration within faculties, emphasizing inquiry-centered leadership, complementary and synergistic roles, group problem solving, and more.

1425-1525
UNDERSTANDING IN CURRICULUM FOR EXCELLENCE
Keir Bloomer, Chair, Tapestry Partnership
Curriculum for Excellence has many strands but perhaps the most important is the idea of ‘deep learning.’ In the 21st century knowledge is an essential but not a sufficient condition for success. Young people must achieve real understanding and have the capacity to turn their knowledge to practical effect. Keir will explore the implications of this for the design of the curriculum and for learning and teaching.

1525-1530
THE WAY FORWARD AND VOTE OF THANKS
Professor Graham Donaldson, CB, President of the Standing International Conference of Inspectorates (SICI)
**ON A CLEAR DAY.....**
**DEEP LEARNING IN THE CLASSROOM**
**TUESDAY 22nd FEBRUARY 2011**
**GLASGOW ROYAL CONCERT HALL**

**APPLICATION FORM**

<table>
<thead>
<tr>
<th>Title</th>
<th>Forename</th>
<th>Surname</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Designation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establishment/School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mailing Address</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Authority</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Access Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Telephone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I enclose a cheque for £125.00 + 20% VAT (total: £150.00) made payable to “Tapestry Partnership”.
Alternatively, please send an invoice as detailed below:

Closing date for applications is 10 working days prior to the commencement of this Masterclass. No refunds will be made on cancellation after this date. Substitutions will be accepted. To keep costs down delegates are requested to purchase their own lunch.

Please return to: Sarah Harper/Lynn Priestley, Tapestry Partnership, c/o Learning and Teaching Scotland, The Optima, 58 Robertson Street, Glasgow, G2 8DU.
Tel: 0141 282 5275/5276 Fax: 0141 282 5140

Email: sarah.harper@tapestrypartnership.com or lynn.priestley@tapestrypartnership.com

Website: www.tapestrypartnership.co.uk/
TWO STEPS TO HEAVEN.....

DESIGNING AN ASSESSMENT FRAMEWORK THAT IS REALLY FORMATIVE

**CONTEXT**

A substantial and growing volume of research shows that using assessment to ‘fine-tune’ teaching to the needs of learners is one of the most powerful ways of improving outcomes for young people. However, when such assessment is added as an afterthought, the gains are minimal. What we need to do is find ways of integrating assessment into teaching to such an extent that they become one. In this Masterclass, participants will hear about the five key strategies of formative assessment, learn thirty ways that these strategies can be implemented in every classroom, and how school-based teacher learning communities do support teachers in making these essential changes to their practice. Teachers from Aberdeenshire and Moray share some new practices and discuss how positive change is progressing in their respective local authorities.

**PROFESSOR DYLAN WILIAM**

Dylan is Emeritus Professor of Education at the Institute of Education, University of London. Having taught in inner-city schools in London for seven years he joined King’s College London. During this time he worked on developing innovative assessment schemes in mathematics before taking over the leadership of the mathematics teacher education programme at King’s. From 1996 to 2001 he was the Dean and Head of the School of Education, and from 2001 to 2003, was Assistant Principal of the College.

In a varied career, he has authored or co-authored over 300 publications on ability grouping, education law, and assessment. His recent work has focused on formative assessment — assessment to support learning. He is the co-author, with Paul Black of ‘Inside the black box’ and has subsequently worked to support learning. He is the co-author, with Paul Black of ‘Inside the black box’ and has subsequently worked with many groups of teachers, in both the UK and the USA, on developing formative assessment practices.

Dylan is an Advisor to Tapestry and is progressing work with Tapestry in 14 Scottish local authorities, on school-based learning communities. Reports to date on the initiative indicate that it is ‘changing practice’, with positive results in the classroom.

**PROFESSOR JACKIE BROCK**

Jackie is Deputy Director of the Curriculum Division within Scottish Government’s Learning Directorate. She leads on curriculum development, including ICT within schools. She also has responsibility for aspects of the Curriculum for Excellence implementation programme.

**PROFESSOR WALTER HUMES**

Walter is a Visiting Professor of Education at the University of Stirling. Prior to his retirement in 2010 he held professorships at the Universities of Strathclyde, Aberdeen and West of Scotland. Along with Professor Tom Bryce of Strathclyde University, he is co-editor of Scottish Education, 3rd Edition, Beyond Devolution, published by Edinburgh University Press in 2008.

**“IT IS ONLY THROUGH ASSESSMENT THAT WE CAN FIND OUT WHETHER WHAT WE HAVE DONE AS TEACHERS HAS RESULTED IN STUDENTS LEARNING WHAT WE INTENDED.” PROFESSOR DYLAN WILIAM**

---

**P R O G R A M M E**

**0900-0930**

Registration

**0930-0940**

Young People from South Lanarkshire Council

**0940-0945**

**WELCOME**

Jackie Brock, Deputy Director of the Curriculum Division, Scottish Government’s Learning Directorate

**0945-0950**

**AIMING HIGH**

Professor Walter Humes, Visiting Professor of Education, University of Stirling

**0950-1100**

**WHAT KINDS OF ASSESSMENT PROMOTE LEARNING?**

Emeritus Professor Dylan Wiliam, Institute of Education, University of London

If students learned what teachers taught, assessment would be unnecessary — teachers could simply record their lesson plans. But all teachers know that it is impossible to predict what students will learn as a result of any particular set of classroom activities. That is why we need assessment. But too often, the minute-to-minute and day-to-day assessment that is at the heart of good teaching envisaged in ‘Curriculum for Excellence’ is divorced from the kinds of assessment that teachers use to record student achievement. In this keynote presentation, Dylan will outline what kinds of assessment do, and do not, promote effective learning in classrooms, and how teachers can design assessment that meets their day-to-day needs and at the same time, builds into a comprehensive picture of the achievement of every student, in a manageable way.

**1100-1130**

Coffee

**1130-1230**

**ASSESSMENT DURING, NOT AFTER, LEARNING**

Emeritus Professor Dylan Wiliam, Institute of Education, University of London

In this interactive session, Dylan will describe and model a number of techniques that teachers can use to find out where learners are in their learning, feedback appropriately, and engage students more actively in their own learning and that of their peers.

**1230-1330**

Lunch

**1330-1430**

**LEARNING IN PRACTICE: WORKING TOGETHER**

Aberdeenshire and Moray local authorities will demonstrate the impact that Teacher Learning Communities (TLCs) have had on both the quality of teaching and pupil learning. This session will be complemented by Tapestry Tutors.

**1430-1520**

**TEACHING ISN’T ROCKET SCIENCE – IT’S MUCH HARDER**

Emeritus Professor Dylan Wiliam, Institute of Education, University of London

Even when we know what we need to do, doing it is hard, especially when it involves changing long-established habits. In medicine, it has been found that even when everyone agrees that washing hands is important, compliance rates rarely exceed 50%. In this final session, participants will learn why improving classrooms is so hard, and what kinds of professional development will maximise the chances of success.

**1520-1530**

**THE WAY FORWARD AND VOTE OF THANKS**

Professor Walter Humes, Visiting Professor of Education, University of Stirling
THREE STEPS TO HEAVEN.....
DESIGNING AN ASSESSMENT FRAMEWORK THAT IS REALLY FORMATIVE
THURSDAY 10TH MARCH 2011
GLASGOW ROYAL CONCERT HALL

**APPLICATION FORM**

<table>
<thead>
<tr>
<th>Title</th>
<th>Forename</th>
<th>Surname</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Designation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Establishment/School</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mailing Address</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Local Authority</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Special Access Requirements</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Telephone</th>
<th>Fax</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Email</th>
</tr>
</thead>
</table>

I enclose a cheque for £125.00 + 20% VAT (total: £150.00) made payable to "Tapestry Partnership". Alternatively, please send an invoice as detailed below:

We’re taking the high road.....
THE EFFECTIVE SCHOOL

“EFFECTIVE SCHOOLS FOR AN EFFECTIVE SOCIETY.”
PROFESSOR PETER MORTIMORE

Closing date for applications is 10 working days prior to the commencement of this Masterclass. No refunds will be made on cancellation after this date. Substitutions will be accepted. To keep costs down delegates are requested to purchase their own lunch.

**Please return to:**
Sarah Harper/Lynn Priestley, Tapestry Partnership, c/o Learning and Teaching Scotland, The Optima, 58 Robertson Street, Glasgow, G2 8DU.
Tel: 0141 282 5275/5276    Fax: 0141 282 5140

Email: sarah.harper@tapestrypartnership.com or lynn.priestley@tapestrypartnership.com
Website: www.tapestrypartnership.co.uk/
WE’LL TAKE THE HIGH ROAD…..
THE EFFECTIVE SCHOOL

CONTEXT

Much of the discussion about Curriculum for Excellence has centred on how radical and transformational it is. One of the strong arguments has been that it builds on the lessons of school effectiveness and improvement research and there can be few people better qualified to comment on this than Peter Mortimore.

Peter’s work on ‘Fifteen Thousand Hours’ and ‘School Matters’ was seminal in the thinking about school effectiveness and it continues to be influential. He has continued to be a major influence through his involvement as a teacher, speaker and researcher. He has recently been working in Scandinavia and will bring that experience to bear in his contribution.

The Masterclass will allow him to set out where he thinks that we are now in school improvement and the key steps that we need to take. He will comment on Curriculum for Excellence and offer his view on the contribution that it can make to improving outcomes for our young people, particularly those facing disadvantage.

David Cameron has been closely involved in the development of Curriculum for Excellence. He will examine its progress and consider whether it is delivering on its promises of improvement.

The Masterclass will then offer a genuine debate about Curriculum for Excellence through a panel session which will include both advocates and critics. Such opportunities have been rare and the discussion will come at a critical stage in its implementation. Richard Holloway will chair the day and will lead this discussion as a ‘Question Time’ event.

This Masterclass will offer a unique opportunity to look at Curriculum for Excellence from a different perspective, to consider the key arguments about what makes a measurable and observable improvement in the achievements of learners and debate whether or not we are making positive changes in Scottish education.

BIography of Peter Mortimore

There can be no doubt about the importance of Peter’s work and the contribution that he has made to educational research and practice. It is hard to imagine how we might have made the progress that we have in understanding how we can make schools better and more effective places without the pioneering work of Peter and his colleagues.

Peter was Director of the Institute of Education, University of London. He has been a teacher, inspector, before a local authority officer and advisor to governments nationally and internationally.

He was the Director of Research and Statistics for the inner London education authority.

He is the co-author of two of the most influential books on School Effectiveness: ‘Fifteen Thousand Hours’ and ‘School Matters.’ These books were instrumental in changing the way that we think about the contribution of schools.

Peter has undertaken many international studies including reviews of the Danish and Norwegian education systems for the OECD. He lived in Denmark as an international professor at the University of Southern Denmark.

He writes a regular monthly column on education for the Guardian.

BIography of Dr Richard Holloway

Richard is a writer and broadcaster. He is widely regarded as one of the most stimulating and entertaining public speakers in Scotland. A prolific and stylish writer who has produced many books on a wide range of social, ethical and religious issues, he is an experienced broadcaster, both on radio and television.

Author of twenty seven books, his latest, ‘Between the Monster and the Saint: Reflections on the Human Condition’ was published by Canongate in August 2008.

BIography of David Cameron

David was Director of Children’s Services in Stirling Council. Prior to that he was Head of Education in East Lothian Council. He has extensive experience in school management at all levels.

He was President of the Association of Directors of Education Scotland (ADES) and has been involved in a range of national developments, notably on ‘Curriculum for Excellence’ and ‘Looked After Children.’

THE REAL ISSUES, THE RELEVANT PEOPLE, THE FACTS…..

RICHARD HOLLOWAY IN THE CHAIR

PROGRAMME

0900-0930 Registration

0930-0940 MUSIC

0940-0945 WELCOME AND SETTING THE SCENE

Dr Richard Holloway, farmer Chair, Scottish Arts Council

0945-1100 WHAT KINDS OF SCHOOLS ENGENDER REAL LEARNING?

Professor Peter Mortimore, former Director, Institute of Education, University of London

All parents wish their children to go to ‘a good school.’ But what really makes a school good? Have we got it right? How do we really know apart from ‘hard’ results? Peter will outline:

• What is school effectiveness?
• How does the effective school tackle disadvantage?
• What steps must we take towards ‘The Effective School?’

1100-1130 Coffee

1130-1230 LOOKING IN THE MIRROR

David Cameron, former Director of Children’s Services, Stirling Council/Tapestry Advisor

Does Curriculum for Excellence take on board our knowledge of ‘The Effective School?’ Has it built on lessons from school improvement research? Do we need to review how to make change which is viable, meaningful and lasting? What are we really looking at?

1230-1345 Lunch

1345-1445 EFFECTIVE SCHOOLS FOR AN EFFECTIVE SOCIETY

Professor Peter Mortimore, former Director, Institute of Education, University of London

Why are the Scandanavian countries, such as Denmark, Sweden and Norway achieving a high share of ‘successful learners, confident individuals, responsible citizens and effective contributors?’ These countries face many challenges similar to Scotland. What is the difference? Can we learn from these countries? Peter has led educational reviews in Denmark and Sweden and he will now offer comment on Scotland’s Curriculum for Excellence – how it may be positively progressed.

1445-1520 ‘QUESTION TIME’ WITH DR RICHARD HOLLOWAY

Richard brings his skills as an orator and media interviewer to Tapestry in what will be a genuine and lively debate on Curriculum for Excellence. The panel of critics and protagonists will comprise EIS, secondary head, primary head and academics. Delegates will pose the real issues.

1520-1530 A VIEW FROM THE CHAIR

Dr Richard Holloway, former Chair, Scottish Arts Council

1345-1445 EFFECTIVE SCHOOLS FOR AN EFFECTIVE SOCIETY

Professor Peter Mortimore, former Director, Institute of Education, University of London

Why are the Scandanavian countries, such as Denmark, Sweden and Norway achieving a high share of ‘successful learners, confident individuals, responsible citizens and effective contributors?’ These countries face many challenges similar to Scotland. What is the difference? Can we learn from these countries? Peter has led educational reviews in Denmark and Sweden and he will now offer comment on Scotland’s Curriculum for Excellence – how it may be positively progressed.
WE’LL TAKE THE HIGH ROAD.....
THE EFFECTIVE SCHOOL
WEDNESDAY 11TH MAY 2011
GLASGOW ROYAL CONCERT HALL

APPLICATION FORM

<table>
<thead>
<tr>
<th>Title</th>
<th>Forename</th>
<th>Surname</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishment/School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing Address</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Authority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Access Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td>Fax</td>
<td></td>
</tr>
</tbody>
</table>

I enclose a cheque for £125.00 + 20% VAT (total: £150.00) made payable to “Tapestry Partnership”.
Alternatively, please send an invoice as detailed below:

Closing date for applications is 10 working days prior to the commencement of this Masterclass. No refunds will be made on cancellation after this date. Substitutions will be accepted. To keep costs down delegates are requested to purchase their own lunch.

Please return to: Sarah Harper/Lynn Priestley, Tapestry Partnership, c/o Learning and Teaching Scotland, The Optima, S8 Robertson Street, Glasgow, G2 8DU.
Tel: 0141 282 5275/5276 Fax: 0141 282 5140
Email: sarah.harper@tapestrypartnership.com or lynn.priestley@tapestrypartnership.com
Website: www.tapestrypartnership.co.uk/

THE LONG AND WINDING ROAD.....
TOGETHER: LEADING LEARNING IN SCOTLAND’S SCHOOLS

<table>
<thead>
<tr>
<th>TITLE OF MASTERCLASS</th>
<th>KEY PRESENTER AND CHAIR</th>
<th>VENUE</th>
<th>DATE</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GET READY.....</strong></td>
<td>Professor Brian Boyd</td>
<td>Trades Hall</td>
<td>Thursday 4th November 2010</td>
<td>£125.00 + 17.5% VAT (£21.88) = £146.88</td>
</tr>
<tr>
<td><strong>ON A CLEAR DAY.....</strong></td>
<td>Professor David Perkins</td>
<td>Glasgow Royal Concert Hall</td>
<td>Tuesday 22nd February 2011</td>
<td>£125.00 + 20% VAT (£25.00) = £150.00</td>
</tr>
<tr>
<td><strong>THREE STEPS TO HEAVEN.....</strong></td>
<td>Professor Dylan Wiliam</td>
<td>Glasgow Royal Concert Hall</td>
<td>Thursday 10th March 2011</td>
<td>£125.00 + 20% VAT (£25.00) = £150.00</td>
</tr>
<tr>
<td><strong>WE’LL TAKE THE HIGH ROAD.....</strong></td>
<td>Professor Peter Mortimore</td>
<td>Glasgow Royal Concert Hall</td>
<td>Wednesday 11th May 2011</td>
<td>£125.00 + 20% VAT (£25.00) = £150.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Forename</th>
<th>Surname</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishment/School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing Address</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Authority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Access Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td>Fax</td>
<td></td>
</tr>
</tbody>
</table>

Closing date for applications is 10 working days prior to the commencement of each Masterclass. No refunds will be made on cancellation after this date. Substitutions will be accepted. To keep costs down delegates are requested to purchase their own lunch.

Please return to: Sarah Harper/Lynn Priestley, Tapestry Partnership, c/o Learning and Teaching Scotland, The Optima, S8 Robertson Street, Glasgow, G2 8DU.
Tel: 0141 282 5275/5276 Fax: 0141 282 5140
Email: sarah.harper@tapestrypartnership.com or lynn.priestley@tapestrypartnership.com
Website: www.tapestrypartnership.co.uk/
Among the many agendas in education, surely understanding must rank far up on the short list of high priorities.

Professor David Perkins