



Learning Conference

Friday 6th - Saturday 7th
November 2015



How Girls Learn

*Carl Howarth
Principal, Jersey College for Girls*

I would like to welcome you to Jersey College for Girls and I very much hope that you enjoy the conference. We are very grateful for our partnership with Saltgate, which provides this opportunity to everyone who is interested in how girls learn.

Living in Jersey is immensely rewarding though, at times, we can feel a little isolated from the research, ideas and debates within the wider field of education. This conference is designed to bridge the water that lies between the Channel Islands and the UK by bringing over eminent thinkers in this field and to further the aspiration we all share: to enable our young people to thrive. By discussing and sharing pedagogy, practical ideas and strategies, this conference will focus our expertise on how girls learn. It is through a deep understanding of such processes that we can fine-tune what we do each day.

I have on my wall a quotation from a former female student of the author and distinguished academic Anita Brookner. It reads '... she was an exceptional teacher, somebody who really wanted to get to know me, who was extraordinarily good at helping me to blossom and bringing out what was really good in me.' I hope you leave this conference with ideas and thoughts to aid you all in helping your students, daughters, yourselves to blossom too.

*Hannah Culshaw
Director, Saltgate*

Saltgate is proud to support the How Girls Learn Conference.

We believe that everyone should be given the tools and the opportunities to allow them to achieve their full potential in whatever field they choose. The greatest opportunity is a broad academic, social and cultural education which will equip them to succeed. Understanding how girls learn allows educators to better equip female students for their futures.

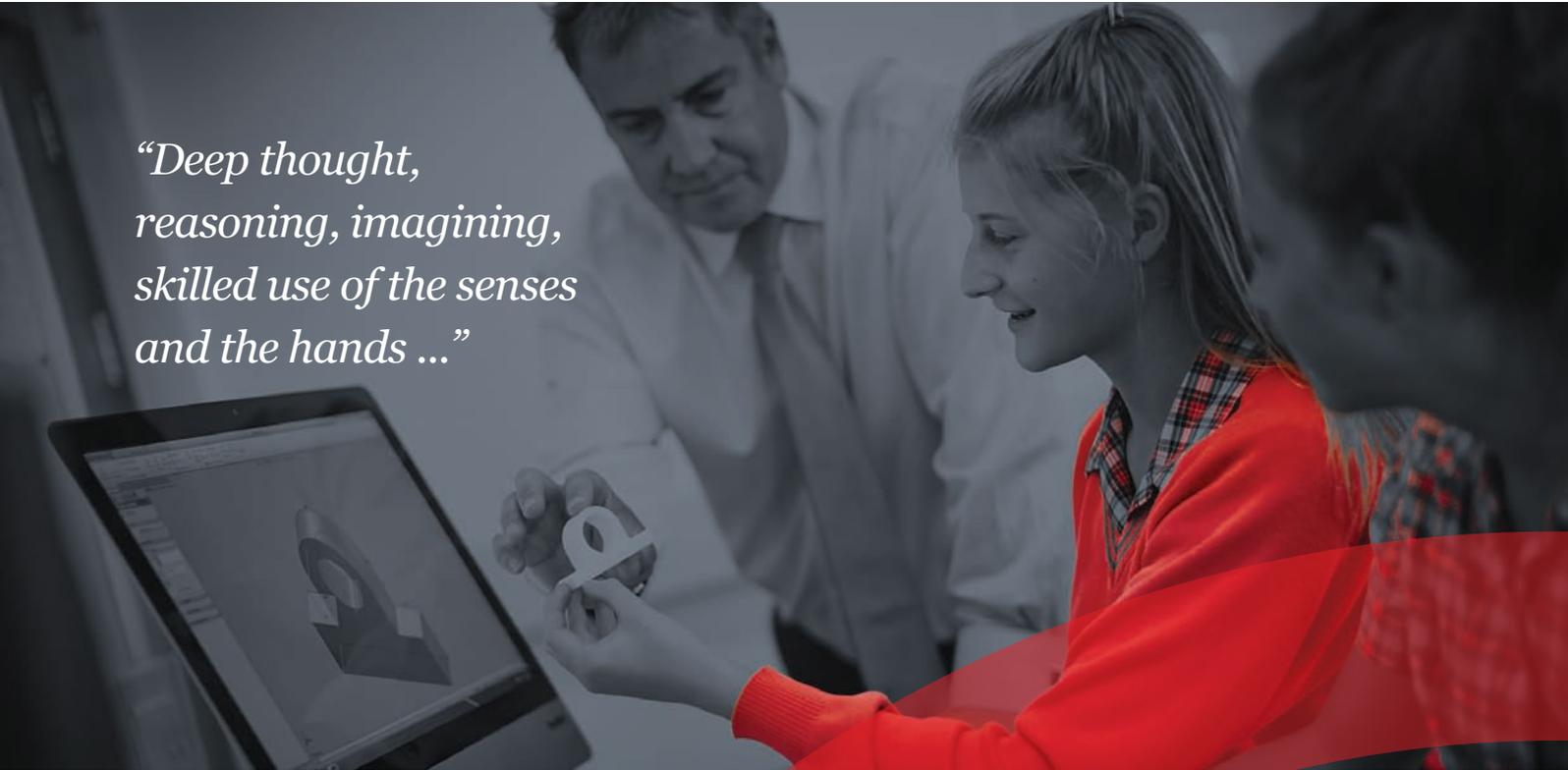
As a business built on the commitment, integrity and passion of our extremely talented people, Saltgate recognises that it is reliant on the education system to continuously develop individuals with the skills to allow them to be the future leaders of our business.

Our investment in education is an investment in our long term future and in our community.

We have many hopes for this conference. We hope everyone enjoys the two days and benefits from participating. We hope it is the first of many educational conferences supported by Saltgate in Jersey. We hope everyone leaves with a better understanding of how girls learn and is able to apply this to improve female education over the long term. We hope that, as a result, more female students are better equipped to achieve their full potential both academically and beyond.

*Simon Milner
Co-ordinator of Learning Development,
Jersey College for Girls*

This Learning Conference, a joint venture between Jersey College for Girls and Saltgate, begins by asking you to consider 'how girls learn'. Hopefully, we have come a long way since Charles Darwin, comparing men and women, asserted that 'man attains higher eminence in whatever he takes up', be it 'deep thought, reason or imagination or merely the use of the senses and hands'. 'Darwin, for all of his own prodigious capacity for reasoning and for imagining, was constrained by a Victorian fixation with the 'separate spheres' which were thought to be naturally proper to men and women. For the critic John Ruskin, born ten years after Darwin, men are 'active' and 'progressive' whilst 'the woman's ... intellect is not for invention or creation, but for sweet ordering, arrangement and decision.' 'Deep thought, reasoning, imagining, skilled use of the senses and the hands, invention, creation: surely no doubts now remain that these capacities can and do belong to our female students?



*“Deep thought,
reasoning, imagining,
skilled use of the senses
and the hands ...”*

And yet, as noted in a recent review of the evidence relating ‘sex difference’ to education and learning, ‘there are well-documented sex differences in the educational outcomes at school of boys and girls in a wide range of countries.’³ Whilst the authors do acknowledge that ‘there are some differences in gross structure of male and female brains’ they caution us against lingering biological determinism by commenting that ‘the malleability of the developing brain means that environmental influences can interact with any intrinsic differences...and multiply or offset their effects.’ If environmental influences can multiply or offset the effects of ‘sex difference’, which differences will count in later life is a question, just as much as it was in the 19th century, of ideology more than biology. If our society continues to tell the same story that Darwin and Ruskin told, that profound cognitive differences exist between men and women, then this will affect the ways in which female (and male) identities are constituted. Powerful examples of this present themselves in educational research. The review of evidence mentioned above reminds us of the importance of ‘stereotype threat’, whereby the perception that particular groups (such as women) are less talented in a particular field leads to underperformance in tests. The work of Carol Dweck, now famous for defining ‘fixed’ and ‘growth’ mindsets, suggests that attempts to counter such stereotypes simply by praising the intelligence of girls can create a new set of problems. ‘By coming to define themselves as intelligent, and because they wish to retain this label, high achieving girls can learn damaging habits of ‘challenge avoidance’ and ‘helpless responses’, which can contribute to a ‘lag in achievement’ as education progresses and becomes more challenging. In order to steer a course between the twin hazards of stereotype threat and counter-productive intelligence praise, Dweck argues that ‘an emphasis on challenge,

effort, and strategy is absolutely essential for girls’ so that they can ‘learn that the hallmark of intelligence is not immediate perfection, but rather the habit of embracing new tasks that stretch your skills and build your knowledge.’ Again, the environment - the social and educational climate from which girls learn how to learn - can prove to be decisive.

It is not enough for educators and others entrusted with the care of young people to simply ignore or ‘rise above’ gender stereotyping and the sexism so often implicit in such thinking. The dangers are always already present in the wider cultural world girls (and boys) inhabit: as such, we must actively challenge restrictive and damaging conceptions of gender so that all students can flourish. In different ways, all of the lectures and workshops taking place over the next two days aim to deepen the expertise needed to answer this challenge.

1. Charles Darwin, *The Descent of Man and Selection in Relation to Sex* (London: John Murray, 1894). Quoted by Mellanby and Teheobald (see below).
2. John Ruskin, *Sesame and Lilies: Two Lectures Delivered at Manchester in 1864* (London: Smith, Elder & Co., 1865).
3. Jane Mellanby and Katy Theobald, *Education and Learning: An Evidence-Based Approach* (Chichester: Wiley-Blackwell, 2014).
4. Carol Dweck, *Self-Theories: Their Role in Motivation, Personality and Development* (New York: Psychology Press, 2000).

Learning Conference

Day one

How Girls Learn: Sharing Expertise in the Education of Female Students

Programme for Friday 6th November

10:30	Registration	13:20-14:00	Lunch
10:45	Introduction and welcome (College Hall)	14:00-14:25	Performance of 'Education Evaluation' by Year 11 Drama students (College Hall)
11:00-12:00	Professor Bill Lucas: 'What our children really need to learn: Expansive Education and How to Educate Ruby' (College Hall)	14:30-15:30	Professor Gary McCulloch: 'New directions in the history of education for girls' (College Hall)
12:00-12:20	Comfort break	15:30-15:45	Comfort break
12:20-13:20	C J Simister: 'Educating Girls to be Future-Smart®: the Importance of Character and Mindset' (College Hall)	15:45-16:45	Adrienne Hopkins: 'Gender inequalities in Higher Education: trends, influences and responses' (College Hall)

Visiting Speakers

Professor Bill Lucas

Professor Bill Lucas is Director of the Centre for Real-World Learning at the University of Winchester. With Guy Claxton, Bill is the creator of the Expansive Education Network (www.expansiveeducation.net), an international network of teacher researchers promoting values-based schooling. Bill is in demand across the world as an entertaining, motivational and thought-provoking speaker.

An acclaimed researcher, his research into engineering (for the Royal Academy of Engineering), into creativity (for the OECD), into apprenticeship (for City & Guilds) and into parental engagement in learning (for SSAT) is widely cited.

In the early 21st Century as the Chief Executive of the Campaign for Learning, Bill led the way in promoting family learning. In the 1990s, he was at the forefront of education for sustainable development as the

founding Director of Learning through Landscapes. Bill is the author of more than 40 books, and many papers and reports, including, with Guy Claxton, *New kinds of smart: how the science of learnable intelligence is changing education and Expansive Education: teaching learners for the real world learning*. Most recently, with Guy, his book *Educating Ruby: what our children really need to learn* has called for a national campaign to wrest education from the short-term attention spans of too many politicians - www.educatingruby.org.

C J Simister MA Cantab MA London PGCE

Leading education expert C. J. Simister has spent many years gathering and creating a huge range of innovative techniques that teachers and parents can use to help young people develop what she calls 'future-smart®' skills - the intellectual qualities that form the substance of success in today's exciting but unpredictable world. While she believes

passionately that all pupils can benefit from a focus on character and effective learning. Jane is particularly interested in those issues that - unless addressed - can sometimes become stumbling blocks for high-achieving girls and women.

Her work has attracted national and international interest and she has presented extensively in the UK as well as in Malaysia, Sweden, Australia, Sri Lanka, Singapore, Turkey and the UAE. Alongside this, she works with individual schools, offering advice and practical support in developing a real and effective focus on intellectual character, independent learning and skilful thinking.

Jane's books include *The Bright Stuff: Playful ways to nurture your child's extraordinary mind* (Pearson) and *How to Teach Thinking and Learning Skills: A practical programme for the whole school* (Paul Chapman). In 2011, she was chosen to receive the National Association of Gifted Children's 'Inspiring Person of the Year' award. More details about her work can be found at www.cjsimister.com

Professor Gary McCulloch

Gary McCulloch is the Brian Simon Professor of the History of Education at UCL Institute of Education and Director of the International Centre for Historical Research in Education (ICHRE). He is a former Editor of the international journal *History of Education* and a past president of the UK History of Education Society. He is the founding convenor of the history special interest group of the British Educational Research Association and a member of BERA Council. His recent publications include *The Struggle for the History of Education* (2011) and *Secondary Education and the Raising of the School Leaving Age: Coming of Age?* (2013) and he is currently the *Editor of the British Journal of Educational Studies*.

Adrienne Hopkins

Adrienne Hopkins is Senior Equality Advisor in the University of Oxford's Equality & Diversity Unit (EDU). She is the lead advisor for gender equality and co-ordinates all of the University's work on Athena SWAN and the Race Equality Charter Mark. Before joining the EDU in October 2012, Adrienne had a 12-year career with Oxfam, supporting teams around the world to design, implement, monitor and evaluate programmes on gender equality and governance. Adrienne has a BA (Hons) in French and Spanish and an MA in International Development Studies.



Professor Bill Lucas



C J Simister MA Cantab MA London PGCE



Professor Gary McCulloch



Adrienne Hopkins

Learning Conference

Day two

Delegates will be welcomed, for registration and tea or coffee, in the Dome from 0900. Workshops will begin at 0930 and delegates are invited to reconvene in the Dome, for closing remarks and farewells, from 1230-1300.

On Saturday, a series of seminars and practical workshops will enrich and extend our understanding

C J Simister

The Future-Smart® School: Developing Intellectual Character and a Growth Mindset (an introduction)
(90 minutes)

Professor Gary McCulloch

New Directions in the History of Education for Girls Further Explored
(60 minutes)

The Resilience Development Company

The Language of Engagement Boot Camp
(30 minutes)

Come and join us for a series of fun and fast paced challenges designed to explore how your language can either hinder or help when building resilience in yourself and others.

The Resilience Development Company is a social enterprise specialising in helping individuals, teams and organisations change the way they think, act and engage with change. They've shown teams in organisations such as banks as well as health professionals, those working in child care and palliative care, housing providers, lawyers and emergency services how to be resilient - as well as individuals from Chief Executives to parents!

Programme for Saturday 7th November

of the issues addressed in Friday's lectures. The structure of the day will allow delegates to attend between two and four sessions, each of which lasts 30, 60 or 90 minutes. Delegates will be able to sign-up to the sessions, outlined below, on Friday 6th November.

Adrienne Hopkins

Sharing our Experience of Gender Inequalities in Higher Education
(60 minutes)

Their workshops are designed for high impact and interactivity.

Dr Gary Jones

When to Trust the Experts
(30 minutes)

In this session we use Daniel Willingham's 2012 book - *When Can You Trust The Experts: How to tell good science from bad in education* - to look at a four-stage process to review educational research evidence. Applying this four stage process will help you make better informed decisions about whether or not to adopt an educational innovation, which appears to be supported by research evidence.

Dr Gary Jones, @DrGaryJones, worked in post-compulsory education for over 25 years. Gary has



“fun and fast paced challenges designed to explore how your language can either hinder or help”

a doctorate in educational management from the University of Bristol and is interested in the art and craft of vocational pedagogy and evidence-informed practice. In 2014 Gary led, in conjunction with Professor Bill Lucas of the Centre for Real-World Learning based at Winchester University, a college-wide action research project on the implementation of a theory of vocational pedagogy. In 2015 Gary has presented at ResearchED Sydney, Cambridge, New York and Glasgow, the Expansive Education Network national conference and the UKFEChat inaugural conference. In 2016 Gary will be presenting at ResearchED Scandinavia. Gary publishes a weekly blog <http://evidencebasededucationalleadership.blogspot.com> - which seeks to support school research leads and champions.

Dr Peter Le Masurier

(Co-Founder: International Women’s Academy)

The International Women’s Academy
(30 minutes)

Opportunities for students to design, lead and manage truly creative projects within the classroom are too often limited by time, syllabus, exam pressures and our own aversion to risk. This lack of development of creative and entrepreneurial skills limits the ability of students to compete and to be leaders in society, and, more importantly, to develop and grow their passion into meaningful change. The International Women’s Academy offers a space for students of all backgrounds to work collaboratively on projects that develop from their imagination, follow their passion, connect and empower women

globally, and allow them to experience risk, failure and success.

In this workshop we will look at the methods for developing a creative and entrepreneurial project space, and how best to drive students’ ideas and passions into meaningful and achievable project paths. We will look at the balance between structured learning and creative freedom, the desire to have a successful outcome and the need to have students move beyond their comfort zone and to take risks that may lead to failure. In the end, it is too often our own aversion to risk that limits a student’s ability to thrive.

Jess Barker

Questions Without Words
(30 minutes)

This workshop will explore how visual stimuli can be used to improve student questioning in the classroom. The use of both video and images will be considered and methods for incorporating this into normal classroom routines and practices explored.

Jess Barker is a recent addition to the Mathematics department at Jersey College for Girls, having spent the last 4 years at a large comprehensive school in Cambridgeshire. Whilst in Cambridge, Jess collaborated with colleagues on projects such as lesson study, IWB and Dan Meyer working groups. Her work with the Mathematics Association includes the post-16 subcommittee and conference talks in Stirling. In addition, Jess has been part of a team of writers for the Cambridge University Press new GCSE Mathematics teaching resources published earlier this year.



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