



S7 Teaching & Learning Conference 2026 - Workshops Information

When making your selection on the registration form you need to indicate which TWO of the following workshops you would like to attend.

NOTE: When workshops become full they will be removed from the list.

1. Boosting Resilience: Equipping Students to Tackle Challenges with Confidence

In today's educational climate, students are facing increasing personal, academic, and social pressures. Without resilience, these challenges can lead to disengagement, reduced wellbeing, and lower attainment. This session will empower educational staff with insights and practical strategies to help students build resilience. By fostering a more confident, adaptable, and mentally strong mindset, staff can support students to navigate setbacks, manage stress, and sustain their motivation through difficulties. In this session, you will:

- Understand the role of resilience in student wellbeing, motivation, and academic success
- Explore effective strategies for helping students develop confidence and cope with setbacks
- Apply practical tools to build a classroom culture that promotes resilience and perseverance

James Dand: Independent Training Provider from [Inner Anthem](#)

2. Can you recognise an edu-myth?

An educational myth (or edu-myth) is a term used to describe commonly held beliefs about education, which are not rooted in evidence. We will be examining some of these edu-myths, looking at the way numerous new initiatives and theories have established themselves as common teaching and learning strategies based on hearsay or enthusiasm alone.

Jenny Bailey (Director of Faculty, English Teacher) & Katie Durrant (Head of House, Head of Education & Childcare); Collyer's

3. Challenging Language

The language we use with students can shape how they view challenges and themselves. By choosing words that encourage problem-solving and independence, we can help them build confidence and resilience. This guidance highlights simple phrases to avoid, ways to gently challenge unhelpful language, and easy strategies for promoting a more resilient mindset at college.

Susie Ferguson & Donna Poole (Pastoral Support Managers); Reigate College





4. Creating a Coaching Culture (and Why You Want One!)

Are you looking to unlock potential in your teams or with students? Want to maximise individual performance? Interested in helping people shift from victim mindset to creator mindset? Then this session is for you.

In this practical and interactive workshop, we'll explore what coaching really is, how it differs from mentoring, and why a non directive approach can empower the people you support to find their own solutions. Through hands-on activities and discussion, you'll learn:

- What makes a coaching conversation effective
- How to cultivate a positive and growth focused coaching environment
- Simple coaching structures you can use straight away
- Key questioning and listening techniques that unlock insight and action

Whether you're supporting staff or students, this session will give you the tools to build confidence, encourage accountability, and nurture a genuine coaching culture. Come along and discover how powerful coaching can be...

Jess Jung (Vice Principal, Student Services); BHASVIC

5. Dealing With Quiet Classrooms

What do you do when your students refuse to speak to you? This workshop will explore reasons that perhaps lie behind excessively quiet classes, and discuss successes and failures I've experienced in trying to address this issue.

Alex Chappelow (Head of Biology & Environmental Science); Godalming College

6. Effective (and ineffective) modelling

A central feature of an instructional teaching process is for a teacher to show their students how to do something. This benefits students in mastering a skill independently. Students told us that they found effective modelling the primary thing which helped them to feel prepared for their exams. This session will demonstrate effective and ineffective modelling and how we can employ this in our lessons.

Gregory Saunders-Griffin (Head of Law – A level & BTEC); Reigate College

7. Effective Feedback

In the fast-paced world of teaching, feedback is something that is hard to crack but is so important in our roles. In this interactive workshop I will share my research into the topic and how my teaching strategies have evolved to increase the positive impact effective feedback can have on student attainment.

Jon Holt (Assistant Head of English); Woking College





8. Engaging the Disengaged

“Engaging the Disengaged” explores why increasing numbers of post-16 students arrive in college feeling disconnected from learning and what practitioners can do to re-ignite the spark. We will briefly examine the legacy of Key Stage 4 experiences and the step up into post-16 study, highlighting how gaps in confidence, routine and learning habits can become barriers to engagement. The session will help staff identify both obvious and subtle signs of disengagement, from withdrawal and low participation to quiet compliance and avoidance behaviours. We will explore practical strategies that help lessons spark curiosity and commitment, including the role of relational practice in building trust and motivation. This interactive workshop will encourage debate and discussion while unpacking what “pace” in a lesson really means in practice; not simply moving quickly, but creating purposeful momentum, clear structure and varied activity that keeps students thinking deeply, participating and progressing. The aim is to provide classroom-ready approaches for engaging learners who may already be switching off.

Duncan Roberts ([Director of Solv-Ed Limited](#)): An education specialist company which serves to find solutions for education leaders across the sector

9. Implementation of a Mentoring Programme: Successes and Challenges

A review of an ongoing department project implementing the use of Student Mentoring. From the initial setting up of the mentor programme, to how it has evolved across the past 3 years, with a focus on some of the challenges faced (from logistics to student engagement) to the successes (including the impact on student knowledge and confidence to the impact on teacher workload), culminating in our current thoughts on how to continue to progress the programme further.

Hannah Radwanski (Head of Psychology) & Alenka Dempsey-Miller (Psychology Teacher); Godalming College

10. Lessons from Netflix's Adolescence: teaching young men and reframing masculinity in the classroom

Adolescence (Netflix) has sparked a national conversation about boys, social media, masculinity and mental health. This has returned to public discourse recently after Louis Theroux's documentary. What does this mean for boys in our classrooms? This session will explore our reflections on student voice, the power of Adolescence and some tentative tips on fostering belonging in the classroom.

Lauren Binks & Phil Marsh (Teachers of English), BHASVIC

11. Pastoral Support for our First Generation Students? Raising awareness for all staff across College

This workshop aims to ensure staff are aware about First Generation opportunities (ie. the first student in their family to access Higher Education) and how they can start to support them at their College and have awareness of the role they play in inspiring and promoting Widening Participation programmes to their students.

Jade Douthwaite (Deputy Head of Year); Woking College





12. Process-first Assessment: Reducing Workload While Improving Outcomes

This workshop explores how shifting assessment from outcome-focused marking to process-first verification can simultaneously reduce staff workload and improve student performance. Drawing on practical implementation within a sixth form Film Production department, the session will demonstrate how simple system changes — including staged verification, visible workflow tracking, and low-stakes completion checks — can replace high-volume marking without lowering expectations. Rather than assessing only finished products, students are supported to develop reliable working habits through structured processes that make progress visible and prevent last-minute failure. The workshop will outline how organisational systems, clarity of expectations, and early intervention points can reduce resubmissions, minimise deadline crises, and improve independence across cohorts. Attendees will leave with transferable strategies that can be applied across subjects to streamline assessment practice, support student self-management, and create sustainable improvements in both staff workload and learner outcomes.

Philip Dyas (Programme Lead for Film Production); Varndean College

13. Supporting the Transition from Level 2 to Level 3

The workshop will explore how to support learners who struggle the most with transition from Level 2 to Level 3. This will be considered in the context of the Academic Progression Programme Pilot Scheme. Delegates will identify core essential skills/content and possible barriers to learning within your own subjects. You will have an opportunity to share your own examples good practice with colleagues and ask questions about the programme.

Rhian Jones (Deputy Head of Social Sciences) & Oliver Sadler (Teacher of Social Sciences); Bexhill Sixth Form College

14. Teaching & Learning in Practice: Three innovative projects from the S7 Teaching Excellence programme

The Teaching Excellence Programme is an S7 course for experienced teachers, which aims to develop best pedagogical practice across the Consortium. As part of the course delegates each produce an innovative Teaching and Learning project, which they share with their college and possibly across the S7 colleges. Three of these projects will be presented in this workshop.

1. Flipped Learning Using Podcasts

Flipped learning using podcasts is the process of taking masses of content and converting it into soundbites that students can engage with in a way that fits them. The hands-on session focuses on how podcasts can easily be made, how you can integrate them into a wider range of resources, and the impact they can have on outcomes.

Joe Langley, Teacher of Politics, Bexhill College





2. **The Feedback Flip: From Margin Notes to Micro-Lessons**

Stop writing the same targets thirty times. Replace repetitive marking with a Diagnostic Gap Analysis to identify class-wide trends. This session shows how "level-only" marking generates a "recipe for action" for high-impact, adaptive teaching.

Rachel Shorer, English Literature Programme Leader, Varndean College

3. **RE:Action Tapping into student success**

"Tapping into Success" is a hands-on workshop for teachers and school leaders, showcasing how feedback can transform student outcomes. Drawing from my experience with students, I'll introduce a custom app that helps learners prioritize their next steps in response to feedback. You'll see how video or audio feedback can be turned into actionable plans, with AI guidance -not to do the work, but to strengthen skills. The app's calendar reminders help students, especially neurodivergent ones, process feedback at their pace. Join me to explore how this approach helped my students move forward and got much better outcomes.

Lorenza Samuels, (BTEC Creative Digital Media: Film & Video Production Course Leader and Teacher), Reigate College

15. **Teaching for Mastery**

Teaching for Mastery assumes that all students can learn and enjoy their chosen subject, where they are focused and engaged fully as learners who connect ideas and reason logically. Maybe sounds too good to be true? Teaching for Mastery is very much in vogue in the world of KS3 and KS4 Maths. In this session, we will explore how the big five ideas of Mastery could be applied in a sixth form setting, across all subjects. We will look at how you could utilise the underlying principles of Mastery in your subject area and discuss what the benefits, and possible drawbacks, are to this much-hyped approach.

Ross Guthrie, (Assistant Head of Maths); Woking College

16. **The Neurotypical Myth?**

This workshop will explore the impact of the language of neurodiversity on education practises and the implications of a neurotypical/neurodivergent binary. We will examine the extent to which our conceptualisation of disability has changed and the impact of educational policy as well as the consequences for resource allocation and school/family relationships. We will consider the pros and cons of young people identifying as "neurodiverse" in terms of the effect on self-concept and educational outcomes, and we will think about the implications for support and inclusive practises in the classroom and college wide. There will be an opportunity to discuss these issues as well as to share best practise, exploring strategies we can adopt to enable students to feel able to access their learning and navigate challenges presented by the language of neurodiversity and the increase in learners positioning themselves under this umbrella.

Becky Lucas, (Access Arrangements Assessor/Specialist Teacher), Varndean College





17. Using Technology To Enhance Learning

This workshop aims to help staff use digital technology more effectively by building the understanding of the EEF's guidance, and by modelling practical low-cost strategies such as retrieval, feedback and modelling. Through interactive activities using phones, QR codes, polls, quizzes and collaborative planning, staff will explore digital tools and evaluate them against research evidence, leaving with a classroom-ready solution suited to their context. The workshop responds to the current need for more consistent and purposeful use of technology in classrooms, recognising that digital tools are most effective when linked directly to learning needs and that staff benefit most from hands-on experience. It will help to increase your confidence in using technology to support learning, create a bank of evidence-informed strategies for you to try, promote greater consistency across departments, and help reduce workload through smarter digital routines and tools.

**Jose Bolano Pinedo-Wilkins, (Information & Learning Technology (ILT) Teacher),
Esher Sixth Form College**

18. Weapons of Mass DistrAction

This session aims to help you to reconsider your assumptions about technology in the classroom. Laptops, tablets and smartphones promise engagement and independence, but what does the research say about their impact on learning? Drawing on cognitive science, large-scale international studies and classroom research, we'll explore how mobile technologies shape attention, memory and thinking, and how technology more broadly can be a powerful force for learning, but only when we are deliberate about who controls it, when it is used, and why.

Hannah Page, (Director of Faculty), Collyer's

