



The
Tapestry
Partnership

MAGICAL THINKING...

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Tapestry Partnership Masterclasses
November 2012 - September 2013



eis
The Educational
Institute of Scotland

MAGICAL THINKING...

spells success

CONTEXT

“**Magical Thinking**” - a bright light shines in Scottish schools every day: innovative approaches to learning; teams who enjoy working and learning together; head teachers who lead with vision; schools in which there is shared respect and which take centre-stage in their local communities can all be found in Scotland.

We live in a world where interest is more often shown in exam results and league tables than in how young people achieve their potential. Often ignored, is the commitment and skills of teachers in creating a vibrant environment for learning.

How might we bring together all our existing good practice and move on to greater success? A road map of one such success lights up the North.

What is the “**Magical Thinking**” which has resulted in such high levels of achievement and attainment? Perhaps the “drivers of change” are very different?

Finland advocates customising teaching and learning to the needs of the individual, with a focus on creativity. Shared responsibility and trust, support for teachers’ continuing professional development, with an emphasis on capacity building and “learning from each other”, are all ingredients of success. Novel approaches to teaching and learning are made possible through pedagogical freedom, creativity and a sense of professional responsibility.

This series of Masterclasses offers some exemplars, from Scotland and elsewhere of meaningful and lasting change in learning. It offers snapshots of approaches which are “making a difference” – from the story of one individual who “fixed” her own brain, to classrooms, schools, area learning communities and a whole country where change is progressive and the direction for the future is ambitious and challenging.

The first Masterclass, ‘**Transformation**’, demonstrates that beneficial change in the brain is possible, even in later life and for children with complex learning difficulties.

The second Masterclass, ‘**Flying with Geese**’, proves that “learning from each other” can have a positive impact on learning. “**Good teachers are made, not born.**”

The third Masterclass, ‘**The Silk Road to Scotland**’, exemplifies how a novel and creative whole-school approach with a focus on deep interdisciplinary learning has made subjects more relevant and learning more enjoyable: “**It made me want to come to school.**”

The fourth Masterclass, ‘**Vision**’, goes beyond the rhetoric of “twenty-first century skills” and demonstrates the practical details of habit building in young people, habit change in teachers and culture change in schools.

The fifth Masterclass, ‘**Making Thinking Visible**’, concerns deep understanding; it offers concrete strategies, tools and pictures of practice for what a new classroom story of learning might be.

The final Masterclass, ‘**Wonderland**’, brings together some ingredients for “**Magical Thinking**”, from another country, which involve respect and trust, collegiality and camaraderie, multi-disciplinary learning, “learning from each other”, building capacity as well as engagement with parents and the local community.

When there are so many positive developments and so much good practice in Scottish schools, how do schools move forward? Some might say that a paradigm shift is required. Trust in teachers and more autonomy to those who lead schools are a first step – “**Magical Thinking**”, indeed.

“Educational success is not about insisting every student reaches the same standards. It is about encouraging each student to be different by discovering their talents.”

(Pasi Sahlberg, 2012)

TRANSFORMATION...

Unlocking Potential



Thursday 29th November 2012

TRANSFORMATION...

Unlocking Potential

CONTEXT

The brain is not fixed and unchanging. It develops rapidly in early childhood but is also capable of change in later life. No child is doomed to perpetual failure. This Masterclass looks at how emerging knowledge about how the brain works can help teachers bring new hope even to children with complex learning difficulties.

Barbara Arrowsmith-Young has demonstrated through her own life history that the brain is malleable and will develop in response to the right stimuli. Her programme is designed to do much more than compensate for difficulties or work round problems. Instead it actually improves students' cognitive abilities and, therefore, their capacity to learn. The programme is widely and successfully used in schools in Canada, the United States and Australia. During a recent visit to Canada, the Cabinet Secretary, Michael Russell, visited the school where Barbara is Director.

Scotland has made its own contribution to the growing understanding of childhood and learning; in large measure, thanks to the work of Colwyn Trevarthen. His research has focused not only on the development of the brain during infancy but also on the emotional health of young children.

Those attending this Masterclass will leave not just with an increased understanding of how the brain develops and functions but also how they can actually assist to make it work more effectively.



BARBARA ARROWSMITH-YOUNG

Barbara is head teacher of a special needs school in Canada, Founder of the Arrowsmith Programme and Author of the best-selling book, *"The Woman Who Changed Her Brain."*

Barbara was identified with multiple learning disabilities, read and wrote everything backwards, could not process concepts, follow a conversation or understand text, was unable to tell the time, continuously got lost and was physically uncoordinated. Learning from Alexander Luria, the Russian Neuropsychologist and Mark Rosenzweig, an American Psychologist, she invented and developed exercises to "fix" her own brain.

She holds a B.A.Sc. in Child Studies from the University of Guelph and a Master's degree in School Psychology from the University of Toronto (Ontario Institute for Studies in Education).



NORMA WRIGHT

Norma is an HM Inspector at Education Scotland. She is responsible for directing the work of Education Scotland on Rights, Support and Wellbeing.

Prior to becoming an HM Inspector, Norma was a head teacher in the special sector. She has led on a range of inclusion issues and on Additional Support Needs.



JIM McCAFFREY

Jim is Manager (Additional Support Needs) in South Ayrshire Council.

He holds qualifications in teaching and social work. He has held several head teacher posts, post of Special Advisor for Special Needs and two posts as Education Officer for Additional Support Needs. He has contributed to the Scottish Government Doran Review.



EMERITUS PROFESSOR COLWYN TREVARTHEN

Colwyn is Emeritus Professor of Child Psychology and Psychobiology at the University of Edinburgh.

He is a leading child psychologist and pioneering psychobiologist and is also a Fellow of the Royal Society of Edinburgh and a Vice President of the British Association for Early Childhood Education.

He originally trained as a biologist, before going on to study infancy research at Harvard in 1967 and has since published on brain development, infant communication and emotional health. His current research concerns how communication with children will help parents, teachers and therapists.



DR RICHARD HOLLOWAY (CHAIR)

Richard is a writer and broadcaster. He is the author of more than twenty books. His latest book, *"Leaving Alexandria: A Memoir of Faith and Doubt"*, was published in March 2012.

He was Bishop of Edinburgh and Primus of the Scottish Episcopal Church till he stood down in 2000. He was Gresham Professor of Divinity in the City of London 1997-2001. He was a member of the Broadcasting Standards Commission from 2000-2003. He was Chairman of the Scottish Arts Council 2005-2010. A Fellow of the Royal Society of Edinburgh, he received its Gold Medal in 2008.

A frequent broadcaster, he regularly presents *"Sunday Morning with Richard Holloway"* for BBC Radio Scotland.

PROGRAMME

0930-0945 **WELCOME AND MUSIC**

Richard Holloway welcomes and introduces Young People from Renfrewshire Council.

0945-1030 **THE FOG**

Barbara Arrowsmith-Young

*“Something is not working as it should in the brain.” Barbara will outline the **critical components**, such as **active engagement** and **effortful processing** which are required to lead to **positive brain changes** and increased learning capacity. Principles of this new programme will be discussed and **outcomes** will be **presented with evidence** of children’s **progress** and the **impact on learning**.*

1030-1040 **THE RICHARD HOLLOWAY INTERVIEW**

1040-1110 Refreshment break

1110-1140 **EARLY CHILDHOOD FOR A GOOD LIFE**

Colwyn Trevarthen

Intimate, enjoyable, informative and unhurried.

1140-1150 **CLEARING THE WAY**

Norma Wright

*Climate and conditions must be right for young people to be able to **participate fully** in learning. How do we **remove the barriers** and ameliorate the impact of unfavourable conditions? How do we enable every young person to become a successful and confident learner? **Wellbeing** of the learner is key.*

1150-1200 **EVERY CHILD IS ENTITLED**

Jim McCaffrey

*Good practice exemplifies excellence in Scottish schools for Additional Support Needs. How are challenges met through **innovative strategies** for learning and teaching? What can we **learn from others**? Are there lessons from this new programme?*

1200-1315 Lunch break

1315-1415 **THE BUILDING BLOCKS**

Colwyn Trevarthen

*Colwyn emphasises the significance of involving the whole **mind and body** in learning process. This helps children develop sensitivity to other people and their ideas. This is how each child’s personal life story grows: with increasing **self-confidence** and confidence in others - in **companionship**.*

1415-1425 **THE RICHARD HOLLOWAY INTERVIEW**

1425-1515 **BRAIN MATTERS – A NEW PROGRAMME**

Barbara Arrowsmith-Young

*To **improve learning capacity** is to understand the **unique** profile of each learner. The **research** which led to new cognitive exercises for learners is outlined and **exemplars** of how this is transposed to **classroom practice** is demonstrated. How do cognitive deficits play out **academically, vocationally and socially**? Barbara offers some of her own experiences.*

1515-1530 **THE RICHARD HOLLOWAY INTERVIEW**

“Like pieces of a puzzle fitting together... I feel a million miles distant from the frustration and anxiety of that young child.”

(Barbara Arrowsmith-Young, 2012)

TRANSFORMATION...

Unlocking Potential

Thursday 29th November 2012

Glasgow Royal Concert Hall

Application Form

Title Forename Surname

Designation

Establishment/School

Postal Address

Local Authority

Access Requirements

Telephone Email

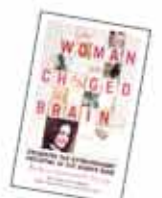
I enclose a cheque for £125.00 + 20% VAT (total: £150.00) made payable to **Tapestry Partnership**.

Alternatively, please send an invoice as detailed below.

Please return to: Victoria McNicol/Lynn Smillie, Tapestry Partnership, Suite 2.1, Floor 2, 106 Hope Street, Glasgow, G2 6PH.
Tel: 0141 248 5525
Email: victoria.mcnicol@tapestrypartnership.com or lynn.smillie@tapestrypartnership.com

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FLYING WITH GEESE...



The Key to Improving Schools
Leadership for Teacher Learning

Thursday 6th December 2012

FLYING WITH GEESE...

The Key to Improving Schools

Leadership for Teacher Learning

CONTEXT

In an increasingly global economy, with many jobs being automated and others moved to countries with lower labour costs, young people will need far higher levels of educational achievement and the ability to learn and relearn, in order to thrive. While Scottish schools are better than they have ever been and young people are more knowledgeable than their parents or grandparents, education will need to be even more successful in the future.

We know that effective use of formative assessment is one of the most powerful ways of improving educational outcomes for young people and we also know that the biggest improvements occur only when teachers integrate formative assessment into their regular classroom routines—minute-to-minute and day-by-day. However, supporting teachers in changing practice is not easy and many attempts have been unsuccessful because they have failed to understand the complexity of teaching and the nature of teacher expertise.

In this Masterclass, participants will learn what skills will be most important in the future and will understand why focusing just on “twenty-first century skills” won’t be enough. Participants will also hear about recent research on the nature of expertise and learn that, despite many beliefs to the contrary, the best teachers are made, not born, through deliberate attempts to increase their skill. Finally, participants will find out about the structures that work best in supporting teachers and discover that effective support doesn’t cost very much at all, but rather just needs leaders to focus relentlessly on helping each teacher improve.



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. 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.

He has authored or co-authored over 300 publications on ability grouping, education law and assessment. 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 a Key Advisor to Tapestry with whom he continues to work exclusively in Scotland on all issues related to formative assessment practices.



PROFESSOR DO COYLE

Do is Dean of Education at the University of Aberdeen and is Professor in Learning Innovation & Director of Research in the School of Education.

Her research and teaching involve innovative approaches to learning supported by technologies. She is an international expert in bilingual pedagogies,

having carried out research in classrooms for many years. She currently teaches on the MED in Plurilingual Education and supervises PhD students.



PROFESSOR GRAHAM DONALDSON, CB

Graham is currently an Honorary Professor in the School of Education at the University of Glasgow and has just finished a four-year term as President of an international organisation of 33 education inspectorates.

As the former Head of HM Inspectorate of Education in Scotland, he greatly strengthened the contribution of inspection to educational improvement and was responsible for leading a cross-Inspectorate approach to child protection.

Following his retirement from HMIE in 2010, he undertook a review of teacher education for the Scottish Government and, as a result, a significant reform programme is now under way. He has also worked for the OECD as one of their international experts.



LARRY FLANAGAN (CHAIR)

Larry is the General Secretary of the Educational Institute for Scotland (EIS). He is also a member of the EIS Executive Committee and represents the EIS on the Scottish Government’s Curriculum for Excellence Management Board.

Larry previously held the post of Education Convener. Until taking up the post of General Secretary, Larry was Principal Teacher of English and Drama at Hillhead High School, Glasgow.

He was an SQA Examiner and served as a Glasgow District Councillor.

PROGRAMME

0930-0945 **WELCOME AND MUSIC**

Larry Flanagan welcomes and introduces Young People from South Ayrshire Council.

0945-1045 **HOW DO WE PREPARE OUR STUDENTS FOR A WORLD WE CANNOT POSSIBLY IMAGINE?**

Dylan Wiliam

*As Nils Bohr, the physicist, once said, "Prediction is hard, especially about the future." In this keynote presentation, Dylan will outline what students **need to learn** in school and how teachers can ensure that students leave school with the **desire for knowledge** and the skills to continue their **own learning**.*

1045-1115 Refreshment break

1115-1200 **SCOTLAND'S LEARNING CHALLENGES**

Graham Donaldson, CB

*Educational research provides us with an increasing understanding of what constitutes **effective learning and teaching**. Does the emerging agenda in Scotland **reflect that understanding**? What else must we do? How do we ensure that we will meet the **developing needs of our young people** as twenty-first century learners?*

1200-1315 Lunch break

1315-1415 **EXPERTISE IN TEACHING: WHAT IT IS, AND HOW TO GET IT**

Dylan Wiliam

***The best teachers are four times as effective** and because previous attempts at improving teachers' classroom performance have been unsuccessful, it has been assumed that teachers are born, rather than made. Talent is only a very small part of expert performance, so that the failure to improve teachers just tells us we have been doing the wrong things. In this session, participants will learn about the **nature of teacher expertise** and **what makes teachers great**.*

1415-1425 **CONTINUING PROFESSIONAL DEVELOPMENT – THE WAY OF THE FUTURE**

Do Coyle

*The **new importance** for continuing professional development **for all teachers**.*

1425-1515 **THE ROLE OF LEADERS IN TEACHER LEARNING**

Dylan Wiliam

*The **quality of teaching** is the most important determinant of how much **students learn**. Perhaps the best way to equip young people with the skills they will need in the future is to help teachers improve. The main task of **every leader** in education is therefore to **improve the performance** of those they lead. This cannot be done by heaping yet more demands on hard-pressed teachers, but rather requires a relentless **focus** on a smaller number of **priorities**. In this closing session, Dylan will outline a **model for teacher learning** that has been implemented in hundreds of schools in Scotland and elsewhere and lay out the **role of leaders** in supporting these changes.*

1515-1530 **SPEAKERS IN CONVERSATION WITH SCOTTISH TEACHERS**

“Effective support needs leaders to focus relentlessly on helping each other improve.”

(Dylan Wiliam, 2012)

FLYING WITH GEESE...

The Key to Improving Schools

Leadership for Teacher Learning

Thursday 6th December 2012
Mitchell Theatre (Mitchell Library), Glasgow

Application Form

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THE SILK ROAD TO SCOTLAND...

Interdisciplinary Learning in Practice

Thursday 21st March 2013

THE SILK ROAD TO SCOTLAND...

Interdisciplinary Learning in Practice

CONTEXT

For many centuries, the Silk Road was one of the world's greatest trade routes. The goods and the people that travelled along it profoundly influenced the societies with which they came in contact. The *Silk Road to Scotland* programme uses music as the key to deep disciplinary and interdisciplinary learning by using the power of creative arts to capture the imagination of learners. Bringing together a wide range of curriculum areas in a mutually supportive manner, learners are encouraged to make connections across subject areas and to develop creative ideas.

The *Silk Road to Scotland* programme exemplifies many of the key principles of *Curriculum for Excellence*; it is designed to develop the four capacities and there is a particular emphasis on the investigation of and respect for other cultures which comprise Scotland today. It brings together education and the arts in an exciting and new model – teachers have commented on children's increased interest in learning - **"The Silk Road made me want to come to school."** Teachers are working in Teaching Learning Communities (TLCs) to bring together stages (primary) and subject specialisms (secondary).

The *Silk Road to Scotland* programme allows children to explore the curriculum in a creative and innovative way by making meaningful connections across all areas of knowledge. *The Silk Road to Scotland* is a template which offers opportunities for different contexts and approaches.



EMERITUS PROFESSOR NIGEL OSBORNE, MBE

Nigel is former Reid Professor of Music at the University of Edinburgh, co-Director of the Institute for Music in Human and Social Development and a Director of Tapestry.

He has taught at all levels of education, from nursery to post-doctoral and has pioneered the use of music as an intervention to support children who are the victims of conflict, in particular in the Balkans, Caucasus, Middle East, Central Africa and South East Asia.

He is a composer and winner, among other awards, of the Opera Prize of Radio Suisse Romande, the Netherlands Gaudeamus Prize and the Koussevitzky Award of the Library of Congress, Washington. His next opera "Naciketa" opens in Mumbai in 2013.

He has been appointed Fellow of both the Royal College of Music and the Royal Society of Edinburgh and awarded an MBE and the Freedom Prize of the Peace Institute Sarajevo for work in education, therapy, rehabilitation and science.



DR BRYAN MINGHUI BI

Bryan is Dean for Student Affairs and Head of the Chinese Music Institute at Peking University.

He believes firmly in teaching beyond the professional field of music and advocates cross-faculty learning. He is involved in lecturing overseas and is keen to progress partnerships with Scottish schools.

Bryan was awarded the Chinese Outstanding Post Doctorate, Peking University Outstanding Teaching Award, Peking University Most Outstanding Class Tutor Award and came in first for both the Peking University Young Teachers' Education Skills Display Competition and Peking Young Teachers' Education Skills Competition. Currently, he is working on textbooks and research works.



DR MARTHA STONE WISKE

Martha is a consultant on educational design with a focus on teaching for understanding and the development of collaborative learning communities.

She has been a researcher and member of the faculty of the Harvard Graduate School of Education.

At Harvard, she collaborated in many research initiatives including the Teaching for Understanding project.

She is the co-founder of WIDE World with Professor David Perkins. This organisation is designed to improve educational practice on a wide scale through application of research on effective pedagogy. Since 1999, Stone has been involved with a significant number of educators in almost 100 countries. She has authored and edited various books on the subject of Teaching for Understanding.



MARY RITCHIE (CHAIR)

Mary joined the Tapestry Partnership in April 2012 as Programme Co-ordinator following her retirement from Education Scotland.

Mary joined Her Majesty's Inspectorate of Education in February 2002, after a teaching career of 27 years. She was National Specialist for English, literacy and creativity, HMIE's senior adviser to the government on these areas. Her contributions to national reports included lead writer for "Emerging Good Practice in Promoting Creativity" (2006) and "Developing Literacy and Numeracy Across Learning" (2010). From 2009, she was Lead Inspector for the secondary sector. Mary was awarded an HMIE Excellence Award for her contributions to inspection.⁹

Mary was a founder member of The Scottish Association for the Teaching of English (SATE). She was part of SATE's national conference team and was editor of the association's journal, The Speak.

PROGRAMME

0930-0945 **WELCOME AND MUSIC**

Mary Ritchie welcomes and introduces Young People from: **NORTH LANARKSHIRE COUNCIL**

0945-1030 **THE SILK ROAD TO SCOTLAND – A KEY TO DEEP INTERDISCIPLINARY LEARNING**

Nigel Osborne, MBE

*The Silk Road journey is outlined, starting with music-led activities in schools. The **progression to interdisciplinary work** in primary and secondary schools is described. **Deep and interdisciplinary learning is demonstrated** as is the addressing of specific goals in Curriculum for Excellence and in particular, Global Citizenship. This presentation includes video clips of work in both primary and secondary schools in Scotland involved in this new interdisciplinary programme.*

1030-1045 **PICTURE OF PRACTICE - ST LUKE'S PRIMARY SCHOOL, NORTH AYRSHIRE COUNCIL**

1045-1115 Refreshment break

1115-1200 **TEACHING FOR UNDERSTANDING: WHY? WHAT? HOW?**

Martha Stone Wiske

***Effective teachers are key** to developing successful students with the confidence to apply their **knowledge** creatively and responsibly in the world. The Teaching for Understanding **framework** provides clear **guidance** for **connecting** curriculum to learners' interests, **engaging** students in **active learning** and integrating informative assessments to deepen **understanding**. In this session, participants will learn how teachers use this framework within and **across disciplines** at various age levels to enhance students' **performance**.*

1200-1310 Lunch break

1310-1320 **WELCOME AND MUSIC**

Mary Ritchie welcomes and introduces Young People from: **EAST AYRSHIRE COUNCIL**

1320-1400 **INTERDISCIPLINARY LEARNING IN CHINA**

Bryan Minghui Bi

*Music-led **educational innovation** in Chinese schools is described. The progression is traced to **interdisciplinary learning** which forms an important part of **China's** educational history and **educational future**.*

1400-1445 **BUILDING A CULTURE OF UNDERSTANDING**

Martha Stone Wiske

*Learners are most effective in a community where all members embrace **common goals, share responsibility** for teaching and learning and promote **continuous improvement**. This is true for students in schools and for the educators who **support** them. In this session, participants will learn how teachers and school leaders are using the Teaching for Understanding framework to build such **learning communities** in classrooms, throughout schools and **across schools**.*

1445-1500 **PICTURE OF PRACTICE - HAMILTON GRAMMAR SCHOOL, SOUTH LANARKSHIRE COUNCIL**

1500-1525 **THE POTENTIAL FOR DEEP INTERDISCIPLINARY WORKING**

Martha Stone Wiske

*An **exploration** of the possible future developments in the area of deep **interdisciplinary learning**.*

1525-1530 **THE WAY FORWARD WITH SCOTTISH TEACHERS AND SPEAKERS**

Mary Ritchie

"I found that my experience with the Silk Road Project was immensely insightful in answering a concern I have... how to create interdisciplinary activities which foster student creativity."

(Professor John McKinnon, Eastern Oregon University)

THE SILK ROAD TO SCOTLAND...

Interdisciplinary Learning in Practice

Thursday 21st March 2013
Mitchell Theatre (Mitchell Library), Glasgow

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Establishment/School	<input type="text"/>				
Postal Address	<input type="text"/>				
<input type="text"/>					
Local Authority	<input type="text"/>				
Access Requirements	<input type="text"/>				
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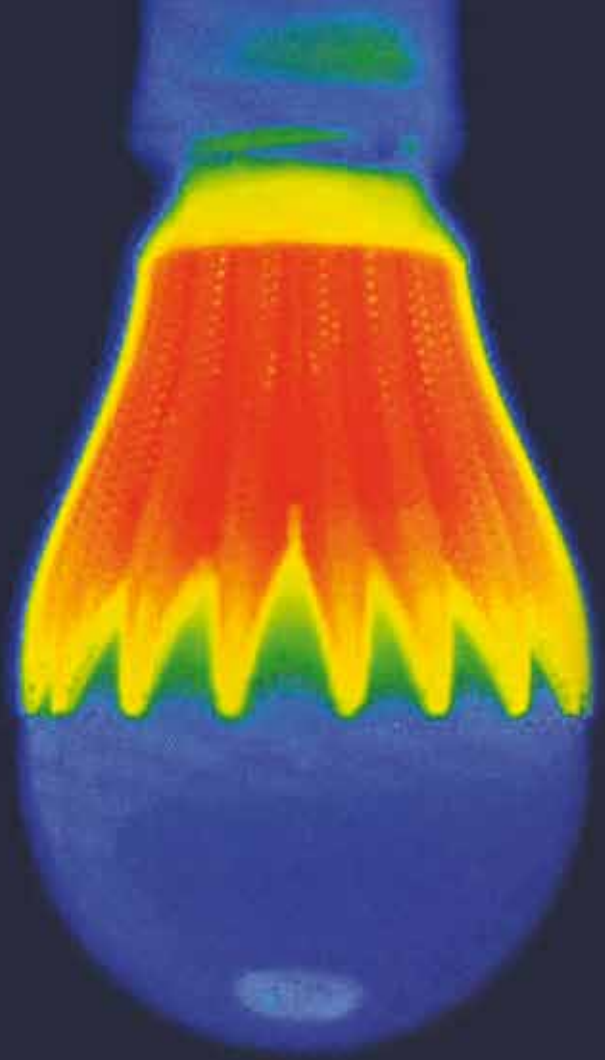
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VISION...

The Learning Powered School



Thursday 25th April 2013

VISION...

The Learning Powered School

CONTEXT

Too many high achievers leave school with brittle and conservative attitudes to learning. Too many low achievers leave feeling inadequate and stupid. Education should provide all learners with a robust preparation for life. All too often, it doesn't. Qualities of mind such as curiosity, resilience and independence of thought must be part of the equation.

Teachers have a right to clear answers to the questions: "So how, exactly, are you asking me to teach differently? Which of my well-ingrained classroom habits are you asking me to change? What coaching and support are you going to offer me along the way?"

It's time to move from Vision to Precision.

This Masterclass details habit building in students; habit change in teachers and culture change in schools as a whole. To build students' learning habits, we need adjustments to the language of the classroom; marking and report-writing; the design of learning activities and the nature of the physical environment. To support teachers' habit change we need clear guidance and coaching and a realistic time scale. To develop the culture of a school, we need a detailed route map of changes that add up to a genuine community of enquiry and leadership that remembers the difference, day by day, between genuine twenty-first century education and the familiar rigmarole of traditional schooling.

A person who turned around schools in the most disadvantaged of areas is Professor Sir Tim Brighouse. He led schools in Birmingham to a higher level of attainment and achievement and moved into the London Boroughs where he increased grades to unparalleled levels. Distributed leadership and trust in teachers being key components of his success.



PROFESSOR SIR TIM BRIGHOUSE

Tim is an Honorary Professor at several British Universities. Having graduated from Oxford, he taught in secondary schools before starting a career in educational administration. He has held several senior management posts in education - Deputy Education Officer (I.L.E.A.), Chief Education Officer in Oxfordshire, Chief Education Officer in Birmingham and Professor of Education in Keele University.

The strength of his leadership made a considerable impact to attainment in Birmingham schools. He was appointed as the Education Tsar in London – as Commissioner and then as Chief Advisor for London Schools during which time he was Visiting Professor at the Institute of Education London. His time as Chief Advisor for London school and his strong leadership had the effect of raising the proportion of young people gaining 5 or more A-C.

His ability to change attitudes and improve achievement led to plaudits from all – including OFSTED. Tim has authored several books on education, he is a broadcaster and speaks at local, national and international conferences.



PROFESSOR GUY CLAXTON

Guy is a world renowned authority on expandable intelligence; what it is, why it matters and how to grow it. He is the author of many books including the bestseller "What's the Point of School?" which was highly praised by Professor Howard Gardner and Baroness Susan Greenfield. His approach to creating learning cultures in schools has influenced

youngsters' in the UK as well as throughout the world.

Guy has a double first in Natural Sciences from Cambridge and a DPhil from Oxford and is currently Professor of the Learning Sciences at the University of Winchester.



LARRY FLANAGAN

Larry is the General Secretary of the EIS and is also a member of the EIS Executive Committee. He represents the EIS on the Scottish Government's Curriculum for Excellence Management Board. Larry previously held the post of Education Convener. Until taking up the post of General Secretary, Larry was Principal Teacher of English and Drama at Hillhead High School, Glasgow. He was an SQA Examiner and served as a Glasgow District Councillor.



ROSA MURRAY

Rosa is Education Adviser at the GTCS with responsibility for learning development.

She has been involved in the Framework for Professional Recognition and the Standard for Headship in Scotland and has held senior posts in Education in Edinburgh.



DR RICHARD HOLLOWAY (CHAIR)

Richard is a writer and broadcaster. He is the author of more than twenty books. His latest book, "Leaving Alexandria: A Memoir of Faith and Doubt", was published in March 2012. He was Bishop of Edinburgh and Primus of the Scottish Episcopal Church till he stood down in 2000. He was Gresham Professor of Divinity in the City of London 1997-2001. He was a member of the Broadcasting Standards Commission from 2000-2003. He was Chairman of the Scottish Arts Council 2005-2010. A Fellow of the Royal Society of Edinburgh, he received its Gold Medal in 2008. A frequent broadcaster, he regularly presents "Sunday Morning with Richard Holloway" for BBC Radio Scotland.

PROGRAMME

0930-0945 **WELCOME AND MUSIC**

Richard Holloway welcomes and introduces Young People from Glasgow City Council.

0945-1045 **THE VIRTUES OF UNCERTAINTY: THE SCIENCE AND VISION OF BUILDING LEARNING POWER**

Guy Claxton

*It is now universally agreed that schools have to find ways to **focus** on the development of transferable, really useful **habits of mind**. The heart of education is the **development of minds** that are supple and confident enough to deal well with the unprecedented **complexities** and **opportunities** of the twenty-first century. Yet the reality of many schools continues to lag behind the rhetoric. We need to **understand** the barriers to progress and to develop greater **precision** in **specifying** exactly what is required if this new **vision** is to become commonplace.*

1045-1115 Refreshment break

1115-1150 **DEVELOPING TEACHER PROFESSIONALISM**

Larry Flanagan

*The Teachers Agreement for the twenty-first century held out the **promise** of a new **respect** for the professionalism of teachers and placed **continuing professional development** and collegiality centre stage. More recently we have had Curriculum for Excellence, the Donaldson Review and the McCormac Review. Larry will consider the extent to which **progress** has been made since the **agreement**, examine any barriers that exist and **outline** where the EIS, as a professional association, would like to see **Scottish Education** heading.*

1150-1200 **THE RICHARD HOLLOWAY INTERVIEW**

1200-1315 Lunch break

1315-1415 **HOW CAN WE MAKE GOOD SCHOOLS GREAT?**

Sir Tim Brighouse

*What are the **vital ingredients** which enable some schools to disprove the general proposition from research that **school improvement** can make only 10% difference? How do **strategic approaches** and day to day tactics, involving **'low-effort but high impact'** interventions enable some schools to become **high performing** 'outliers' in school improvement?*

1415-1425 **THE RICHARD HOLLOWAY INTERVIEW**

1425-1435 **THE PROFESSION MOVES FORWARD**

Rosa Murray

1435-1520 **LEARNING POWERED TEACHER: 'EXACTLY HOW ARE YOU ASKING ME TO BE DIFFERENT?'**

Guy Claxton

*One of the barriers is a lack of **clarity** about what exactly teachers are being asked to do differently and about how the **changes** to teachers' habits can be brought about. In this **practical session**, Guy will **illustrate** very precisely some of the changes that are needed - to the way we talk to and write about students, plan lessons, mark work and **model learning**.*

1520-1530 **THE RICHARD HOLLOWAY INTERVIEW**

“Just imagine... that simply by teaching in a good school you become a better teacher. Just imagine... that simply by being at a good school your life chances improve by 20%.”

(Tim Brighouse, 2012)

VISION...

The Learning Powered School

Thursday 25th April 2013
Mitchell Theatre (Mitchell Library), Glasgow

Application Form

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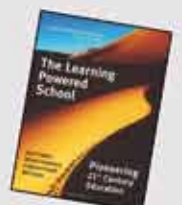
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MAKING
THINKING
VISIBLE...

The Explanation Game

Thursday 16th May 2013

MAKING THINKING VISIBLE...

The Explanation Game

CONTEXT

Every classroom and school communicates to students a story of what learning actually is – what it feels like, what it looks like and how it works to develop lasting understanding.

All too often, with instructions and pressures dominating the attention of teachers and school leaders, schools become the setting for “just getting through the work” without providing a rich story of learning for young people. Classrooms become places of work-compliance rather than places where young people become better thinkers and learners in ways that will serve them well beyond their years in school. Harvard University’s Cultures of Thinking team has focused on how classrooms and schools can offer rich *Cultures of Thinking* for learners and teachers. What has to change in the process?

This Masterclass is designed to bring educators of all levels into this conversation about *Cultures of Thinking*. Those attending will have opportunities for collaboration and reflection with other colleagues striving to enact powerful stories of learning in their own classrooms and schools. Participants will consider concrete strategies, tools and pictures of practice to broaden their own vision of what a new story of learning might be and how it might be achieved through creating a *Culture of Thinking*.



MARK CHURCH

Mark is involved with various Harvard University Project Zero *Cultures of Thinking* initiatives and is co-author of the book “*Making Thinking Visible: How to Promote Engagement, Understanding and Independence for All Learners*” (Jossey-Bass, 2011).

He has a particular interest in helping teachers and school leaders to think deeply about their efforts to cultivate thinking and learning opportunities for young people. He works with schools and districts, encouraging efforts to create rich communities of practice for educators committed to being mindful students of those they teach and lead. Mark has taught in the United States, Japan, Germany and the Netherlands and has served as a school district central office administrator in charge of teacher and principal learning and growth.



FRANK LENNON

Frank is Head Teacher at Dunblane High School. A visionary head teacher, he has led various secondary schools to higher attainment and achievement.



GRAEME LOGAN

Graeme is an HM Inspector at Education Scotland. A former primary head teacher, he leads Education Scotland’s learning and teaching agenda.



CHRIS McILROY

Chris has over 40 years experience working in primary education and curriculum development. He taught in primary schools in Scotland and in England and was head teacher of Yoker Primary School in Glasgow for almost 12 years. He left his head teacher post to become a Senior Curriculum Officer with Scottish CCC.

He joined HMI in 1991 holding posts as lead inspector for primary and pre-school education and district inspector for Renfrewshire and South Ayrshire. Until he retired in April 2011, he had Chief Inspector responsibilities within HMIE for seven years.

He is currently working with class teachers in Glasgow on an extended course which focuses on improvement at the classroom level and with the education faculty at Strathclyde University.



ANNE PEARSON

Anne is Curriculum Support Manager at Falkirk Council. A former primary head teacher and expert in leadership skills.



MHAIRI SHAW (CHAIR)

Mhairi is Head of Education Services at East Renfrewshire Council.

Mhairi has over 30 years’ experience in primary schools and education management having been head teacher in three primary schools. She leads the authority in the implementation of Curriculum for Excellence with special responsibility for assessment, inclusion and quality improvement.

PROGRAMME

0930-0945 **WELCOME AND MUSIC**

Mhairi Shaw welcomes and introduces Young People from West Dunbartonshire Council.

0945-1045 **CREATING A CULTURE OF THINKING: WHAT IS THE STORY OF LEARNING IN THIS PLACE?**

Mark Church

*Educators worldwide are facing more demands to cover the curriculum and meet achievement measures. Does pressure on teachers sometimes mean “just getting through the work” and real learning takes second place? Harvard University has wondered just what a **thoughtful classroom** might look like and what **difference** students’ thinking could make to their long-lasting learning. How might we invite learners to make their **thinking visible** in service of their developing understanding of rich content? In our classrooms, in our schools: **just what is the story of learning in this place?***

1045-1115 Refreshment break

1115-1200 **SEEING WHAT THEY MEAN**

Chris McIlroy

*Curriculum for Excellence emphasises the development of Making Thinking Visible by getting learners to **show their understanding** in different ways; encourages the provision of **curriculum opportunities** which **develop learners’ thinking**; teaching and learning for understanding; and **assessment of secure learning**. It extends our development work in Scotland on CfE, pedagogy and AifL.*

1200-1315 Lunch break

1315-1345 **WHAT IS THE STORY OF LEARNING IN THIS PLACE?**

Frank Lennon, Graeme Logan and Anne Pearson offer three different perspectives.

1345-1500 **THINKING ROUTINES: ESTABLISHING PATTERNS OF THINKING IN THE CLASSROOM**

Mark Church

*The **real power** of **thinking routines** comes from using them to **establish patterns** of thinking in the classroom. How do teachers move beyond the use of routines as **good activities** to their establishment as patterns of thinking? What do classrooms look like when such patterns take hold? In this **interactive** presentation, participants will have a chance to learn how teachers are working with thinking routines to **transform** their classrooms into **cultures of thinking**.*

1500-1530 **IMPLICATIONS FOR OUR PRACTICE**

Chris McIlroy

*This session will respond to the following questions: How can Making Thinking Visible **improve practice** at the **classroom level**? What are the **practical issues** for teachers at different stages? Are there examples of good practice in Scottish schools that we can build on? What are the **benefits** emerging for learners?*

1530-1535 **THE WAY FORWARD AND VOTE OF THANKS**

Mhairi Shaw

“Thinking by its very nature is invisible... what might a thoughtful classroom look like? What is the story of learning in this place?”

(Mark Church, 2012)

MAKING THINKING VISIBLE...

The Explanation Game

Thursday 16th May 2013
City Halls, Glasgow

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WONDERLAND...

A Paradigm Shift

Thursday 5th September 2013

WONDERLAND...

A Paradigm Shift

CONTEXT

In recent years Finnish education has enjoyed great success. International surveys of young people's performance such as PISA have unfailingly shown Finland to be at, or very close to, the top of the league.

Furthermore, Finland appears to have achieved this success with policies that have widespread appeal for countries such as Scotland that aspire to equity and human values as well as high standards of attainment. Finnish schools are highly egalitarian. They are closely linked to their local communities to which they are accountable.

Finland places a high value on 'readiness to learn' and, therefore, on early childhood. It has extensive day care and kindergarten services that are not compulsory but are used by almost all families.

Teacher professionalism is a key ingredient in Finland's success. The prestige of teaching is high and competition to enter teacher training is fierce. Great emphasis is placed on professional development with salaries reflecting the level of commitment that is expected.

How has Finland achieved success? What steps have been taken? How is Scotland similar to Finland? What is our direction? How might we "learn from each other?"

Excellent practice exists in Scottish schools!

Graham Donaldson presents our *Scottish Symphony* and offers evidence of excellent practice and promise for the future.

Keir Bloomer chairs this Masterclass which offers insights into an educational reform programme which has a distinctly Scottish approach.



PASI SAHLBERG

Pasi is Director General of CIMO (Centre for International Mobility and Cooperation) in Helsinki, Finland.

He has global expertise in educational reforms, training teachers, coaching schools and advising policy-makers. He has worked as teacher, teacher-educator, policy advisor and director in Finland and served the World Bank (Washington, DC) and the European Commission (Torino, Italy) as education expert.

His fields of interest include educational change, school improvement, cooperative learning and international education policy. Pasi is an international keynote speaker and has published over 100 articles, chapters and books, among them *"The Fourth Way of Finland"* (2011), *"Rethinking Accountability in a Knowledge Society"* (2010), *"Creativity and Innovation Through Lifelong Learning"* (2009) and *"Education Reform for Raising Economic Competitiveness"* (2006). His latest book is *"Finnish Lessons: What Can the World Learn from Educational Change in Finland?"*



KAY BARNETT

Kay is Education Convener of the Educational Institute for Scotland (EIS). Kay has been active within the EIS, locally and nationally, throughout her career. She has been convener of the EIS CPD Committee and was elected as National President for 2010-2011.

She has held various senior teaching posts and currently teaches in Fraserburgh Academy, Aberdeenshire.

She was also an elected member of the General Teaching Council for Scotland for over 10 years, chairing the Professional Standards Committee.



PROFESSOR GRAHAM DONALDSON, CB

Graham is an Honorary Professor at the University of Glasgow and has just finished a four-year term as President of an international organisation of 33 education inspectorates.

As the former Head of HM Inspectorate of Education in Scotland, he greatly strengthened the contribution of inspection to educational improvement.

In 2010 he undertook a review of teacher education for the Scottish Government and, as a result, a significant reform programme is now under way.



KEIR BLOOMER (CHAIR)

Keir was Director of Education and subsequently Chief Executive of Clackmannanshire Council. He is now an independent education consultant and also Chair of the Tapestry Partnership.

He was a member of the review group that wrote 'A Curriculum for Excellence'. He has been Vice-Chair of Learning and Teaching Scotland. He is well known as a writer and speaker on a wide range of educational topics.

PROGRAMME

0930-0945 **WELCOME AND MUSIC**

Keir Bloomer welcomes and introduces Young People from East Renfrewshire Council.

0945-1045 **THE PARADIGM SHIFT**

Pasi Sahlberg

*How has Finland **achieved success** in the building of a **strong teaching and learning system** without relying on competition, school choice and test-based accountability? Pasi will recount the history of Finnish educational **reform** and will detail how the Finnish **strategy and tactics** differ from those of the global education reform movement or GERM as he describes it.*

1045-1115 Refreshment break

1115-1200 **THE SCOTTISH SYMPHONY**

Graham Donaldson, CB

*Mendelssohn's Scottish Symphony had a complicated 13 year gestation process but is now recognised as a masterpiece. It has **various movements** each of which has its own characteristics but which **flow and build** towards a **satisfying conclusion**. In education, **Scotland is creating its own symphony**. Different elements – curriculum, teachers, leadership and accountability – must be **woven together** in a concerted **educational reform programme** which draws not just on the Finnish experience but also on **evidence from research** and wider international **comparative data** to produce a distinctly **Scottish approach**. Although the educational piece is not yet finished, it shows **definite promise!***

1200-1315 Lunch break

1315-1415 **THE POWER OF COMMITMENT, TRUST, CO-OPERATION AND RESPONSIBILITY**

Pasi Sahlberg

***Leadership** currently **contributes** to Finnish high performance not by concentrating on performance outcomes but by paying attention to the **conditions, processes and ethos** which produce **high performance** through **high expectations**. **Clear knowledge** by senior management and heads of their schools, colleagues and communities is essential. **Strong** and understanding **leadership, investment** in curriculum and educational development, **distributed leadership** and principals who stay **close to the classroom** are all part the equation. A **society of equals** in the practice of school based **improvement** is paramount.*

1415-1425 **TEACHERS - PROFESSIONAL TRUST**

Kay Barnett

1425-1515 **THE LEARNING ORGANISATION**

Pasi Sahlberg

*A **key challenge** of school **improvement** is for school administrators to become **leaders** who develop and **raise achievement** by working with, learning from and **influencing** the behaviour of others within and beyond their schools.*

1515-1530 **THE KEIR BLOOMER INTERVIEW**

“Scotland is determined to provide its young people with education which is relevant and of the highest quality. We have set ourselves an ambitious agenda and have real strength upon which to build but we also want to learn from the experience of others. Finland has many similarities to Scotland and we can and should learn from the ‘Finland Phenomenon.’”

(Graham Donaldson, 2012)

WONDERLAND...

A Paradigm Shift

Thursday 5th September 2013
City Halls, Glasgow

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spells success

DATE	TITLE OF MASTERCLASS	KEY PRESENTERS AND CHAIR	VENUE	PRICE	TICK AS APPROPRIATE
Thursday 29 th November 2012	TRANSFORMATION... Unlocking Potential	Barbara Arrowsmith-Young Colwyn Trevarthen Norma Wright Jim McCaffrey Richard Holloway (Chair)	Glasgow Royal Concert Hall	£125.00 + 20% VAT (£25.00) = £150.00	
Thursday 6 th December 2012	FLYING WITH GEESE... The Key to Improving Schools	Dylan Wiliam Graham Donaldson, CB Do Coyle Larry Flanagan (Chair)	Mitchell Theatre, Glasgow	£125.00 + 20% VAT (£25.00) = £150.00	
Thursday 21 st March 2013	THE SILK ROAD TO SCOTLAND... Interdisciplinary Learning in Practice	Nigel Osborne, MBE Bryan Minghui BI Martha Stone Wiske Mary Ritchie (Chair)	Mitchell Theatre, Glasgow	£125.00 + 20% VAT (£25.00) = £150.00	
Thursday 25 th April 2013	VISION... The Learning Powered School	Sir Tim Brighouse Guy Claxton Larry Flanagan Rosa Murray Richard Holloway (Chair)	Mitchell Theatre, Glasgow	£125.00 + 20% VAT (£25.00) = £150.00	
Thursday 16 th May 2013	MAKING THINKING VISIBLE... The Explanation Game	Mark Church Chris McLroy Frank Lennon Graeme Logan Anne Pearson Mhairi Shaw (Chair)	City Halls, Glasgow	£125.00 + 20% VAT (£25.00) = £150.00	
Thursday 5 th September 2013	WONDERLAND... A Paradigm Shift	Pasi Sahlberg Graham Donaldson, CB Kay Barnett Keir Bloomer (Chair)	City Halls, Glasgow	£125.00 + 20% VAT (£25.00) = £150.00	

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"Learning from each other"

