



Spring conference- Conscious inclusion: for IAPS heads

Programme

Friday 20 May 2022
The British Library

Conscious inclusion

We are delighted to bring you our spring conference for IAPS heads.

Amidst the shifting tectonic plates of the educational landscape, the need to lead our schools through clearly articulated values has never been more important. Equality, Diversity and Inclusion is crucial to this vision, and not through well worded policies and procedures or compliance with legislation, but with action which can impact all students and our school communities for the better.

Through the curriculum, our school environments and co-curricular opportunities, staff and student recruitment, creating a culture of openness, respect and understanding within our schools will make a significant contribution to wider society. Bringing together top speakers in their field, our spring conference tackles one of the most important areas within society and education today. With thought-provoking sessions, delegates will be inspired to return to their schools equipped to bring about positive change for all students, thus ensuring that IAPS becomes a beacon of excellence for Equality, Diversity and Inclusion.

Central to our vision for this conference is to turn statements into action, and we look forward to bringing IAPS together to achieve this.

Date **Friday 20 May 2022**
Cost **£235**
Venue **The Knowledge Centre, The British Library, London NW12DB**

Course directors

Emilie Darwin, IAPS director of membership services

Celia Etchegoyen, IAPS director of education

William Goldsmith, head of St George's Windsor

Presenters

Nick Hewlett, head of St Dunstan's College

Dr Malcolm Cocks, African Caribbean Education Network

Dr Shola Apena Rogers, African Caribbean Education Network

Shaun Dellenty, award-winning diversity lead

Bennie Kara, Diverse Educators

Allana Gay, BAMEed

Kristine Scott, HCR Law

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0915	Registration and coffee
1000	Equality, diversity and inclusion in independent schools <ul style="list-style-type: none">• why is it all so challenging and how do we generate meaningful change? – <i>Nick Hewlett</i>
1045	Moving from colour blindness to colour consciousness <ul style="list-style-type: none">• exploring how as educators you can change the culture within your school to deliver a more inclusive educational experience for black students• checking unconscious bias as an important first step to more meaningful action; understanding culture as a concept and learning how to approach cultural competency• embracing the guiding principles of cultural humility and applying to practice – <i>Dr Malcolm Cocks and Dr Shola Apena Rogers</i>
1130	Break and refreshments
1155	Celebrating difference from the start: a whole school approach to LGBTQ+ inclusion <i>....continued over</i>

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1155	<ul style="list-style-type: none">• moral and statutory rationale for LGBT+ inclusion• the importance of compassion, intersectionality and commencing LGBT+ education from the start of education• change-management and practical teaching ideas• dismantling barriers and working with challenge• whole school theme approaches and curriculum – Shaun Dellenty
1240	Lunch
1325	<p>Diversifying the curriculum</p> <ul style="list-style-type: none">• an overview of the social and moral imperative behind diversity in the curriculum• an examination of how diversifying the curriculum can avoid tokenism and align with current ideas in curriculum theory• a practical look at how schools can successfully navigate process of diversifying the curriculum• an insight into how to evaluate your current curriculum• clear, defined and cross-phase/subject strategies that can be applied in adapting the curriculum – Bennie Kara

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1410	Facilitated discussion: a mirror and a window <ul style="list-style-type: none">• the need for courageous leadership• 3 barriers - language, people & curriculum - and how we can begin to overcome them – <i>Allana Gay</i>
1510	Break and refreshments
1530	Legal viewpoint Q&A – <i>Kristine Scott</i>
1615	Conscious inclusion <ul style="list-style-type: none">• a call to arms – <i>Shaun Dellenty</i>
1630	Conference closes

Speaker biographies

Nick Hewlett Nick joined St Dunstan's College as Headmaster in September 2014 as one of the youngest heads in HMC, at 34 years old. No stranger to South East London, he attended Whitgift School before later teaching at Dulwich College. After holding various leadership positions at Magdalen College School, in Oxford, Nick took the brave decision to help set-up and lead a flag-ship independent school in South Korea, as part of a franchise with North London Collegiate School, and located on Jeju Island, in the East China Sea. After 3 years, Nick and others had developed an oversubscribed day and boarding school for approximately 1000 children, with some of the highest IB results in Asia.



Returning to in London, Nick has taken St Dunstan's on a significant journey of renewal and improvement, recently being awarded Co-Educational School of the Year for the Independent Sector, in recognition of the Renaissance Education, as well as its commitment to pupil voice in its strategic planning, and its championing of individuality. He is a huge believer in liberal education, and believes the Sector has evolved into a system that is far too narrow, knowledge-driven, and overlooks the increasingly essential need for values-driven, character- and creative-education.

Nick believes that the society of the future has no place for a conveyor belt education that produces young people who look, sound and think the same, and it was partly with this in mind that Nick 'came out' to his school community in 2021 to act as a gay role model for the importance of celebrating institutional diversity.

Dr Malcolm Cocks is an Inclusion expert and English Teacher with 15 years' experience in the secondary education sector. He is Head of Inclusion at St. Paul's School and was the inaugural Director of Diversity and Inclusion at Dulwich College. He has also taught at Merchant Taylors' and Highgate School and lectured in Literature and Visual cultures.

Educated in Zimbabwe and the United Kingdom, he studied for his BA in English at Trinity College, Oxford, his PhD at King's College, London and was elected to a Postdoctoral Research Fellowship at Shakespeare's Globe. As the first chair of ACEN's Black Teachers' Network and a member of the Steering group for the Schools' Inclusion Alliance, Malcolm is passionate about anti-racism, with a particular focus on curriculum reform and developing safe spaces and networks of affinity for black and mixed-race pupils and teachers. He has helped schools inaugurate local histories and black archival projects to promote visibility for black and mixed-race pupils and to highlight the presence of black people in British history. Malcolm is also working on research into the experience of black teachers in the independent sector and a significant part of his work in the sector looks at ways to optimise recruitment and retention of black teachers in the independent sector.

Malcolm is passionate about inclusion of LGBTQ+ pupils and champions all work that secures better outcomes for any groups who are vulnerable or have less access to belonging in our schools. Malcolm's other intellectual interests and publications include work on intercultural Shakespeare performance, Race and Social Justice on the early modern stage, Queer Theory, and the Cultural Histories of Sugar.



Dr Shola Apena Rogers



is a Chartered Forensic Psychologist, Lecturer at the University of Birmingham, and an experienced practitioner and researcher. She has worked within various contexts, including the criminal justice system, Children's Social Care, the NHS, and the voluntary sector. Shola has extensive experience employing evaluation methodology and project management approaches to advise and work alongside statutory and voluntary agencies. Shola is also a Consultant Trainer delivering Motivational Interviewing, Adolescent Mental Health, and Trauma Informed Practice training programmes. Shola previously held the position of school governor in a primary school on the curriculum committee.

Shaun Dellenty (he/him) is a multi-award- winning educator/ advocate for LGBT+ inclusion in education who was widely reported as one of the first UK gay primary school leaders to publicly 'come out' in the press in 2009. In education since 1996 as teacher, school leader, school improvement advisor and initial teacher trainer, Shaun currently works part time at Leighton Park School in Reading as equalities lead, whilst also continuing his global consultancy and advocacy. Since 2009, at least 90,000 UK education professionals have experienced Shaun's student talks/staff training in state primary, secondary, faith and independent sectors. Shaun's global reach extends to twenty-five countries.



Shaun supports numerous national and international organisations including Church of England, NSPCC, NAHT, Show Racism The Red Card, National College, Kidscape and Amnesty. Shaun advised at government committee/ policy level. Shaun wrote the acclaimed Bloomsbury book 'Celebrating Difference - A Whole School Approach to LGBT+ Inclusion.' Shaun advises the Global Equality Collective, NAHT LGBT+ Network and recently chaired the inaugural NAHT Equalities conference. In 2016 he was designated a 'Point of Light' for services to LGBT+ and education communities by the Prime Minister and was named one of the 100 most influential LGBT+ people in the UK. He features in various media: BBC, Channel Four, Sky News, ITV Daybreak and recently Radio 4's 'Soul Music' about the 80's song 'Smalltown Boy.' More recently Shaun was interviewed for the 'Pride and Progress' Podcast and contributed a chapter to the forthcoming book from Diverse Educators 'Manifesto.'

Bennie Kara speaks, writes and trains on diversity in the curriculum. Alongside supporting schools to diversify their curriculum, she is the author of 'A Little Guide for Teachers: Diversity in Schools' (Sage Education).



She has written on the subject of diversity for publications such as Schools Week and the Chartered College of Teaching's Education Exchange. Bennie was awarded the Joan Goody Award for Outstanding Contribution to Diversity and Inclusion by NATE in 2020. Bennie is the co-founder of [Diverse Educators](#) and a professional associate at [Leeds Beckett University](#).

Allana Gay is a headteacher at a North London IAPS School. Her experience as an educator and school leader arches over secondary and primary schools all of whom have been in challenging or deprived circumstances. Allana shares her leadership experiences across the sectors to encourage primary and secondary schools to work in true partnership. Allana seeks to change the outward face of education by ensuring equality for all within the education sector. Allana co-founded the BAMEd Network to encourage more BAME educators into the profession and to ensure they are supported to progress within their careers.



Kristine Scott leads Harrison Clark Rickerbys' national education team and is trusted to advise on issues relating to staff, pupils and parents – from sensitive dismissals to pupil exclusions, equality, diversity and inclusion matters as well as parental complaints.



Kristine has many years' experience of child protection and safeguarding, advising on the full range of issues including allegations against staff, child on child abuse, 'live' matters as well as conducting retrospective reviews including advice relating to 'Everyone's Invited'. Kristine has supported schools who face claims for disability discrimination from pupils and has successfully defended a number of cases with regard to the question of reasonable adjustments and discrimination arising from disability.

Delighted clients say: "The quality of response is great, as it is always right first time, and she is great to deal with on a personal level."

Terms and conditions of cancellation If a delegate cancels his or her application up to and including 4 weeks prior to the date a refund of 75% of the fee will be given; 50% of the fee will be refunded up to and including 2 weeks prior to the date; thereafter, IAPS regrets that no refund can be made.

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We look forward to welcoming you to the spring conference

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