At EOS, we don’t see the world how it is, we see it how it could be.

- Inspiring a burning desire for a need to know
- Provoking a want and need to learn
- Authentic, interdependent learning
- Re-thinking the learning ecosystem
Meet
The Team

With a diverse array of experience, expertise and skills, the EOS team are always on hand to co-construct bespoke plans for you and your setting regardless of where you are on the journey, external judgments/data, geography or size.

Carl Jarvis
Chief Executive Officer

Chris Edwards
Director of EOS Education

Angela Armytage
Director of EOS School Review & Leadership Coach

Sam Gallivan
Lead EOS School Reviewer & Pedagogy Facilitator

Kate Scott
Lead EOS School Reviewer & Pedagogy Facilitator

Sara Pearson
Lead EOS School Reviewer & Pedagogy Facilitator

Lisa Robinson
Head of Operations

Heather Upton
Head of Digital Design & Communications

EOS facilitate student-relevant, forward-looking thinking about education and what we could actually achieve. We focus on curriculum design and engagement pedagogy with maximum impact on learning, re-designing and re-orientating schools in the right direction.

EOS Principles

• We place the learner at the centre of all of our activities, continuously reflecting on how effectively our actions are impacting on the outcomes of each individual.

• We provide learners with the necessary tools and environments to enable them to be flexible, choosing how, where and with whom they work.

• We strive for staff members to be treated as professionals, ensuring that we place significant emphasis on professional dialogue and time to plan, design and teach in teams for a significant proportion of their work.

• We place huge importance on research and on developing new pedagogies and tools to liberate learning from past conventions to connect learners in new and powerful ways.

• Our curriculum content is relevant to the lives of our learners, ensuring that outcomes are authentic and have an impact on the real world.

• We ensure learners are engaged in collaborative, self-directed learning with the teachers acting as facilitators.

• We respect and promote the work-life balance of employees, ensuring that work place systems and schedules encourage a healthy balance. Policies and protocols are regularly reviewed and evaluated to measure their relevance and effectiveness in order to ensure these bureaucratic systems are kept to a minimum.

• We provide opportunities to network and collaborate across the whole EOS network and with our wider community, sharing information freely.

Discover & Participate

bookings@eoseducation.com

EOS Education
Hartsholme Academy
Carrington Drive
Lincoln, LN6 0DE
07531182229
@eoseducation
bookings@eoseducation.com
www.eoseducation.com
We can help you re-design your school to deliver world-class education.

EOS School Review — A School Design Tool

EOS By Design launches with the exclusive ‘Lift Off’ design which includes the EOS School Review where two EOS Consultants (including at least one current Headteacher) conduct a year-long review programme. This includes a full review of your school against KPIs (Key Performance Indicators) and against the EOS Rubric (based on the EOS principles and pedagogies) followed by Leadership and Classroom Coaching. An Action Plan is co-designed with your EOS team including targets and outcomes for your school, pupils, staff and governors. There is then the option to add one of the EOS By Design upgrade ‘bolt-ons’ (1. Velocity, 2. Accelerate, 3. Propel or 4. Orbit), depending upon the speed at which you want to travel!

The Action Plan is then reviewed and evaluated towards the end of the year-long cycle and an Impact Evaluation Report is generated against targets, KPIs and next steps. The EOS School Review includes 2.5 days equivalent review and evaluation plus telephone enquiry & interview and the completion of a formal EOS School Review Report and end of year Impact Evaluation Report. In addition to this, each of the EOS By Design upgrade ‘bolt-ons’ then offer an escalating amount of face-to-face and virtual coaching, mentoring and training.

EOS by Design

The Detail
Bespoke support based on your unique circumstance.

The EOS Education Design Team will work with you to undertake a full EOS School Review based on a pedagogical approach to student and world-relevant education and design a bespoke Action Plan and time-specific journey to achieve your ambition.

We strongly believe that with the right amount of will, creativity and support we can all change education and schools for the better, and with it lives. And if we can change just one or two lives (be it educators or students) then we can leave a tiny dent in the world, which will be a better place for it.

EOS Education work with schools, organisations and partners across the UK, and indeed the world, who also seek to approach education in a different – and better – way. We strive not only to think about education differently, re-imagining what it could look like, but to actually do it, and with staggering results.

Launchpad
Option for schools in their first year only

• 3 EOS Open Morning places
• £600 EOS Training, Development and Support Credit
• Half a day EOS consultancy support with the school’s Leadership Team (or an extra £300 EOS Training, Development and Support Credit)
• 25% discount on Inset Days, Carl Jarvis Inset Days and Keynotes, EOS Odyssey and Quest
• #EosEd Conferences discount

Investment
£1,000 + travel & expenses for all visits from consultants/trainers

bookings@eoseducation.com
www.eoseducation.com
**Lift Off**

**Investment**
£4,050 per year + travel & expenses for all visits from consultants/trainers

---

**Velocity**

Upgrade ‘bolt-on’ in addition to ‘Lift Off’
- Senior Leadership team Strategic Design Day
- 1 Day Classroom Coaching

**Investment**
Lift Off + £1,425 per year + travel & expenses for all visits from consultants/trainers

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**Propel**

Upgrade ‘bolt-on’ in addition to ‘Lift Off’
- Senior Leadership team Strategic Design Day
- 1 Day Leadership Coaching (6 x remote sessions)
- 4 Days Classroom Coaching
- Reset Day in between the EOS School Review and the 11-month Impact Visit
- £1,500 EOS Training, Development & Support Credit

**Investment**
Lift Off + £5,775 per year + travel & expenses for all visits from consultants/trainers

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**Orbit**

Upgrade ‘bolt-on’ in addition to ‘Lift Off’
- Senior Leadership team Strategic Design Day
- 2-Day EOS Odyssey
- Headteacher Performance Management
- 1 Day Leadership Coaching (6 x remote sessions)
- 7 Days Classroom Coaching
- Reset Day in between the EOS School Review & 11-month Impact Visit
- £2,000 EOS Training, Development & Support Credit
- 5% discount off all further EOS Training, Consultancy, Development & Support

**Investment**
Lift Off + £11,200 per year + travel & expenses for all visits from consultants/trainers

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**Accelerate**

Upgrade ‘bolt-on’ in addition to ‘Lift Off’
- Senior Leadership team Strategic Design Day
- 1 Day Leadership Coaching (6 x remote sessions)
- 3 Days Classroom Coaching

**Investment**
Lift Off + £2,950 per year + travel & expenses for all visits from consultants/trainers

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**EOS By Design Options**

- EOS School Review
- 1 Day Leadership Coaching (6 x remote sessions)
- 1 Day Classroom Coaching
- 25% discount on Inset Days, Carl Jarvis Inset Days and Keynotes, EOS Odyssey and Quest
- #EosEd Conferences discount

**Investment**
£4,050 per year + travel & expenses for all visits from consultants/trainers

---

**EOS By Design**

- Accelerate
- Propel
- Orbit
- Lift Off

---

- 25% discount on Inset Days, Carl Jarvis Inset Days and Keynotes, EOS Odyssey and Quest
- #EosEd Conferences discount
**G:Force**

**EOS School Re-Design**

Inspired from intensive school turnaround work overseas, G:Force EOS (School Re-Design) guarantees to literally re-design a school in just 8 days, spread over a two-week period.

A team of EOS Consultants (including Headteachers, Leadership Coaches and Senior Classroom Coaches) will work with the school’s Headteacher, Senior Leadership Team, teaching staff and students to re-align, re-calibrate and re-imagine what ‘school’ could and should be. The result will be a sustainable, inspirational design for teaching and learning and a curriculum which is rigorously implemented and monitored for impact resulting in optimum results for all students and employees alike.

- **EOS School Review**
- **Senior Leadership Team Strategic Planning Day** culminating in a 12-month Strategic Action Plan
- **Leadership Coaching**
- **Senior Classroom Coaching** including team-teaching
- Full training in REAL Projects, Critique, Challenge-Based learning and maximising the Learning Eco-system
- A Lesson Study approach to pedagogy implementation
- 6 x scaffolded staff meetings across the eight days
- ‘Book Club’ professional development & reflection
- Private Google+ Community set up training and support across the two-week period

**Investment**

£15,250 + travel & expenses for all visits from consultants/trainers

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**Pick ‘n’ Mix**

**EOS Training, Support and CPD**

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<tr>
<th>Event</th>
<th>Unit Cost</th>
<th>Discount for</th>
<th>Discount Price</th>
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<tr>
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<td>£65pp</td>
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<tr>
<td>1 day course</td>
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<td>1st Week in September and 1st Week in January</td>
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<td>3-Day Quest @ £4,335</td>
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As a school, our key aim is to ‘Develop a Lifelong Love of Learning’. We want all of our children to have a burning desire to want to come to school and to enable them to have experiences (and learning) that live with them for a lifetime. The quest to find the optimum conditions we need to enable all children to learn and to succeed beyond their mis-predicted potential is never-ending. The importance of developing a culture of learning within a school can never be underestimated.

After hearing Carl Jarvis speak I invested a considerable amount of time extensively researching the EOS principles and pedagogy and visiting a number of flagship schools around the country, including Hartsholme Academy in Lincoln. I was particularly struck by the following:

• the rigour that goes into this pedagogical approach and the thinking behind the planning associated with it;
• how important it is to value your staff and how important it is for them to be fully involved in the journey;
• how REAL Projects and the learning eco-system (including flexible immersive learning environments) were not a product or ‘thing’ that you could just buy. It was not about copying or lifting it out of Hartsholme Academy and slotting it into my school – it was a different way of thinking – a different design;
• the key principles – particularly around everything having an authentic, adult-world outcome which has value and longevity, impacting on the community or the wider world.

Like all schools, we have got great children who are motivated and are on the path to becoming great learners and a staff team that are hard-working, dedicated and who devote a huge amount of time to developing amazing learning experiences for every child in our school. After listening to Carl, I was absolutely convinced that the approach to learning that he had developed was how I wanted my school to evolve. Little did I know of the amazing journey that my staff, children and I were to embark upon and how it would develop in such a short space of time!

The journey described above has been key in driving forward our approach to REAL Projects (curriculum design) and the learning eco-system. Our aim has always been to be guided by the EOS principles. The challenge was how we integrate these principles into our already well-developed and embedded learning culture.

In June 2015, my Deputy Head went to a pedagogy design day that was facilitated by EOS Education at Hartsholme Academy before embarking on planning our first trial REAL Project and developing flexible, immersive learning environments within our school in preparation for the new school year.

The 2015/16 academic year kicked-off with an inspiring day led by Carl Jarvis. This was met with an array of amazingly positive comments from all staff. It gave them all a real insight into the direction in which we were going and the potential that we all had to truly change lives. As well as this, Carl then also supported our year groups to plan for their Spring Term Projects.

Of everything that we have undertaken and developed so far, the EOS School Review process has been by far the most powerful. From this day, we had a key report document that identified our strengths, potential barriers and areas of development and a suggested design that EOS would lead with our team.

We co-designed the following facilitation with the EOS team, ready for the Spring and Summer Terms:

1. A series of staff CPD sessions/workshops to focus on developing knowledge and understanding of the 6 elements of REAL Projects, led by the EOS team;
2. Four days of Senior EOS Classroom Coaching time to support the implementation of the above and to focus on embedding the practice of lead teachers within the school;
3. Facilitation of a wider Strategic Leadership Day to focus on ownership and delivery of the vision, including roles and responsibilities in relation to this pedagogy and action planning;
4. Four days of EOS Leadership Coaching for the headteacher and members of the leadership team.
5. 2 Day EOS Odyssey in September 2016
6. Signposting of most relevant EOS schools for enquiry visits and deep dives around aspects of REAL Projects and Challenge Based Learning;
7. Impact Visit in June 2016 as part of the EOS School Review process;
8. Five members of the staff team to attend the EOS International Conference 2016 – #EosEd2016

Why?

Impact

The journey described above has been key in driving forward our approach to REAL Projects (curriculum design) and the learning eco-system. Our aim has always been to be guided by the EOS principles. The challenge was how we integrate these principles into our already well-developed and embedded learning culture.

1. Children: The authentic outcomes coupled with the public exhibition elements of REAL Projects have enabled our children to have more ownership of their learning and their levels of engagement have skyrocketed!
2. Newly established Teaching & Learning Leadership Team: This has resulted in true distributive leadership with an ownership of their identified leadership areas. The compelling vision is very strongly held and understood by this team;
3. Teachers: All staff have a much better understanding of how children learn and the importance of passion. All teachers now have a highly developed understanding of the 6 key elements of REAL Projects;
4. Curriculum: We have now completed three termly planning cycles for REAL Projects. All year groups have delivered on excellent authentic outcomes and public exhibitions;
5. Outcomes: The quality and consistency of writing and the presentation of work has improved considerably.
6. Motivation: Whilst we have always had a highly motivated staff team, this has now risen to even higher levels. The levels of teamwork are also at an all-time high!
7. Networking: We have developed some great collaborations with other schools in the local area and beyond.

I wholeheartedly believe that we have come such a long way in a very short period of time. We all know that we have got a way to go to further refine and develop our approaches, but I also know that I have never seen our children so engaged with their learning and this is more than enough motivation to keep us going on our journey with the EOS principles and pedagogies and, of course, working with the EOS Education Team.
An opportunity to visit the remarkable Hartsholme Academy - ‘Innovation School of the Year 2013’ - to learn and experience more about what, how and why the school looks and feels so unique.

Extend your visit to Hartsholme Academy to explore a new design for the school of education. Following selected Open Mornings at Hartsholme Academy, Carl Jarvis will really help you to re-imagine what is possible in the schools of today for education for the future.

A unique Open Morning at Hartsholme Academy

Explore the Learning Eco-system, including:
• Innovative pedagogies, curriculum and learner-relevant education
• Environmental immersion
• Challenge-based learning
• REAL projects
• Critique

You will also have:
• At least two opportunities to visit the classrooms to see how this all works
• Opportunities to question Senior Leaders on your specific requirements

What is learning?
Carl will explore the implications that current neuro-science has on teaching and learning in the here and now of today. He will challenge the meaning and purpose of learning and will develop thinking around what constitutes outstanding teaching & learning; what this looks like and, essentially, what it means for our pupils.

Questions we will explore...
• What is a learning ‘eco-system’ and where does ‘immersive learning’ fit in?
• Where should I start?!  • How do I break down the ‘barriers’?
• How do you plan a project?  • Where do I go for help?

Presenter Carl Jarvis
Carl is the CEO of The New Dawn Educational Trust which includes a number of innovative primary schools. As well as including a growing number of primary schools, The New Dawn Trust also includes The East of England Teacher Training Centre (SCITT) and EOS Education.

Carl has always risen with the challenge of school and educational reform by focussing on what really works and why. He continually explores the implications that current neuro-science has on learning (and teaching) in 2016 and beyond, challenging the meaning and purpose of learning and developing thinking around what constitutes world class education. Carl has a proven track record of securing rapid improvement in a wide range of schools and settings, from those determined to be ‘failing’ to those which are hugely successful. With a strong foundation in business and the experience and skills in change management, Carl has a unique talent in empowering all educators to overcome barriers to change in schools and truly switch the attention back to the student and their learning, relevant to a life in the rapidly-progressing 21st century.

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Exploration
World-Class Learning World-Class Outcomes

Extend your visit to Hartsholme Academy to explore a new design for the school of education. Following selected Open Mornings at Hartsholme Academy, Carl Jarvis will really help you to re-imagine what is possible in the schools of today for education for the future.

Dates
28 September 2017
25 January 2018
5 July 2018

Full day cost
Including Open Morning £180 pp or £155 pp for 3+

Half day cost
Half day (afternoon) £105 pp £90 pp for 3+

www.eoseducation.com
Challenge-Based Learning & Critique

Challenge-Based Learning

Morning
Challenge based learning is an engaging approach to teaching and learning that encourages learners to leverage a range of resources they use in their daily lives to solve ‘real world’ problems. The children start with a challenge and are then empowered to make their own choices to solve the problem. This approach allows children to apply their skills to real life problems that are relevant and engaging.

Challenge Based Learning is collaborative and hands-on, asking students to work with peers, teachers, and experts in their communities to ask good questions, develop deep subject knowledge, identify and solve challenges, take action, and share their experience. Consequently children learn through experience and collaboration whilst teachers and adults can teach and move learning forwards with timely precision when the children are most receptive. We will facilitate you in understanding the philosophy, implementation into daily practice, lesson design & planning and helping you to fit it into a wider curriculum.

Critique

Afternoon
Critique is a robust peer-to-peer assessment protocol proven to accelerate progress in any year group. By following the ‘golden rules’ of being Kind, Helpful & Specific all children can produce beautiful work of which they are immensely proud without the need for hours on hours of teacher marking. This practical workshop will:

- Take you through a step-by-step guide to the protocols;
- Demonstrate how to engage students in Critique;
- Develop the language of critique;
- Facilitate encouraging students to embrace the culture of beautiful work;
- Support you with developing a culture of creating multiple drafts in order to produce beautiful work where time is not the enemy.

Venue
Hartsholme Academy,
Lincoln, LN6 0DE

Dates
29 September 2017
26 January 2018
6 July 2018

Costs
1/2 day
£100 pp
£85 pp for 3+

Full day
£200 pp or
£170 pp for 3+

Primary Pedagogy

A two-day journey through the learning ecosystem, including authentic REAL Projects (curriculum design), Challenge Based Learning and Critique and Multiple Drafts

Day 1
09.00 - 12.30 Hartsholme Academy Open Morning
12.30 - 13.15 Lunch
13.15 - 15.00 An introduction to REAL® Projects: Curriculum design from thinking and passions.
- What is ‘REAL Projects’? • How can we give our students real choice, voice and adult world connections? • How can we balance rigor with engagement and work that really matters? • How can teachers truly become designers of their own school’s curriculum and with that, students’ learning?

Day 2
09.00 - 12.00 An opportunity to explore the transition from teacher to facilitator, including Challenge Based Learning & an introduction to SOLE. Includes observing learning across the primary phase
12.00 - 12.45 Lunch
12.45 - 14.15 Critique & Multiple Drafts, including the co-construction and use of Rubric

Dates
30 November & 1 December 2017
22 & 23 February 2018
14 & 15 June 2018

Costs
2 - Day Journey
£300 pp
£250 pp for 3+

Book your place
bookings@eoseducation.com
www.eoseducation.com
The two face-to-face days planned at an interval of 6 months over the year may include:

- **Day 1 (beginning of the programme)**
  - Understand the characteristics of great leaders and leaders of innovation
  - Define ‘What is Leadership?’ and reflect on our leadership skills
  - Understand how to develop a compelling vision for a team
  - Co construct an effective plan to deliver the vision with key outcomes and milestones that empower and hold people accountable
  - Consider an Action Research theme related to leadership development over next 2 terms

- **Day 2 (five months after Day 1)**
  - Reflect on changes to our own leadership practice to date.
  - Share and review our Action Research (using Tuning protocol)
  - Determine what further support is needed and what will happen to this research, for example, whole school impact.
  - Understand what makes a good team. Reflect on a current team we lead and next steps. Construct a plan to create effective teams across the school.
  - How to effectively support team members through
    - Coaching
    - Having Challenging Conversations
    - Effective Line Management
  - Agree individual focus for developing Leadership practice over the next 3 months
  - Agree date for final Team virtual celebration to include outcomes of Action Research and next steps.

*What leaders say:*

- ‘It has allowed the time for reflection, professional dialogue and designated time to explore leadership and to plot my progress in building leadership skills and emotional intelligence’ - Mathematics leader
- ‘Confidential, challenging and supportive coaching calls to support the development of a robust legacy that can carry forward without me being the driving force’ - Mathematics leader
- ‘The mentoring by SLT has been very important to allow me to discuss ideas’ - EYFS leader
- ‘The focus on teams was very important to help me pinpoint strengths and areas for development for myself and my team’ - EYFS leader

‘The Leadership Quest has enabled me to see the vision for my subject clearly. It has supported me to lead others following the same vision’ - English Leader

‘For me, having someone or a group believe in me as much as SLT at our school has motivated and empowered me…I have been given tools for my teaching and leadership tool kit’ - English leader

‘The quest this year has had a huge impact on my role in school and has already had a huge impact on maths at our school. The first day we had with you, the follow up face to face days and all the other aspects have had a big effect on my both professionally and personally. It has undoubtedly renewed my confidence and drive to work on all aspects of what I do.’ - Mathematics leader

Investment based on the above example:
£4350 (plus agreed number virtual coaching days and travel/accommodation)
Engaged Learning: David & Clare Price in partnership with EOS Education

Working in partnership with EOS Education, David and Clare Price provide presentations and facilitated conversations for learning organisations. Sometimes these are precursors to training workshops, but they can also be stand-alone events. David is a highly sought after speaker, having delivered thousands of keynote presentations across education and the corporate world, in North America, Europe, Asia, and Australasia.

Building Better Engagement With Parents

This is a flexible session for parents (and teachers), ranging from 2 hours to all-day. The aim is to build better engagement through a shared understanding of the purpose of school and a better knowledge of how learning works.

Why?

Most schools would like to improve their relationships with parents. Equally, many parents, whilst appreciative of their child’s teachers, would like to go beyond what’s often called the ‘5 minute speed dating exercise’ - the parents evening, or the student-led conference. Teachers sometimes lament a parental image of frustrated that they’re too often seen as little more than fundraisers. The key to better parental engagement lies in deeper learning conversations. This workshop, facilitated by David and Clare Price, provides a model for getting those conversations humming.

What is it?

A potent mix of provocation - about the future we want for our students - and an exploration of the best way to secure that future. How will the needs of employers, and society, have changed by the time our current students will exit formal education? How do we ensure that our children thrive, not just survive, in school? And what can we collectively do to make learning engaging and exciting in and out of school?

How do we do it?

The workshop begins with a presentation from David on how we’ll work, live and learn in the future, and the challenges facing educators today - that many parents will not be aware of. Having set the scene, parents and teachers then work together on a number of facilitated tasks -

• What knowledge and skills do our children need to acquire in school to become successful, happy and healthy learners?
• What’s the point of school - a route to exam success, or a preparation for life? What are the key design principles we’d like to shape learning in our school? In an era of high accountability, what are our ‘non-negotiables’ - what should our school stand for?
• If we know what our kids will need, and we know what our school believes in, what kinds of teaching/learning will get us there? What’s inquiry-based learning, or direct explicit instruction? What about immersive learning?
• How can parents and teachers best work together to blur the boundaries between learning in and out of school? How can parents be more than the homework police? How do schools with great parental engagement do it?

The workshop ends with a facilitated discussion about practical commitments that both parents and teachers can make to reshape the roles of primary and professional educators, so that learners can thrive in the future.

Presentations, Provocations, Conversations

We provide presentations and facilitated conversations for learning organisations. Sometimes these are precursors to our training workshops, but they can also be stand-alone events. David is a highly sought after speaker, having delivered thousands of keynote presentations across education and the corporate world, in North America, Europe, Asia, and Australasia.

How do we do it?

No two presentations are the same - instead they are tailored to each client’s needs and the event’s audience. However, some sample topics include:

• Education For The Future
  Schools and colleges that judge their success by their exam results are not preparing their students for the future. Employers are increasingly not interested in what applicants know, but rather in what they can do with what they know. The radical changes in how we learn socially, and in how we work, are not being reflected in our learning environments. This talk sets out a vision for future-focussed education.

• Going Open
  The explosion in social learning, and the future jobs market, means that looking inward and look outwards to ensure that formal learning matches the immediacy and engagement of informal learning. David’s best-selling book ‘OPEN: How We’ll Work, Live And Learn In The Future’ has triggered an international debate around the challenges facing educators. In this talk, he looks at what we can practically do to open up learning.

• The Shape We’re In
  In this talk, David shares how great schools and colleges around the world have radically redesigned their buildings, structure and culture to enable mid-21st century learning. Inspiring learning environments have redefined their physical, technological and philosophical purpose in order to stay relevant to their students lives and their wants and needs in an increasingly unpredictable future. The global learning commons is here - don’t get left behind.

• Innovation in Learning Leadership
  How to learn from the most innovative organisations in the world, and unleash the potential of your educators. David shares the secrets of the great innovators of the past and present: Edison, Musk, Deming, Dewey, and others. You will see how the leading companies and colleges have gone SOFT, and you’ll come away with realisable strategies for leading through turbulence. In reality, most presentations are a combination of some of the above. We have provided inspirational and motivational presentations and provocations for a range of occasions: all-staff professional development events, award ceremonies, gatherings of schools in multi-academy trusts, alliances and regional clusters; local, regional and national government events and, of course, conferences and seminars.
Design Your Future

Why?
Greater autonomy for schools, and distributed leadership, means that schools and colleges need to develop clear and inclusive approaches to decision-making. Additionally, future societal needs demand that learning becomes more innovative and more responsive. Leadership teams can be supported in devising strategic approaches that motivate, engage and inspire practitioners to be at the heart of the organisation’s future.

What is it?
Design Your Future (DYF) is a strategic development programme for teachers and leadership teams. It combines the best of current business management strategy with design thinking, ensuring that mapping your future course - or reviewing your current progress - is as creative a process as it is rigorous. DYF identifies the areas that you need to work on, and taps into the wisdom of the crowd to find - and be responsible for - practical solutions.

How do we do it?
This 1-day programme is hands-on and outcome-focused. It can be applied to a specific challenge, or across the breadth of a long-term development plan. The key stages of design thinking - understanding; defining; ‘ideation’ (yes, we hate that word too); prototyping; testing - are covered by a range of activities and processes, so that by the end of the day you will not only have a clear idea on where you need to be, and what’s likely to hold you back, you’ll also have a set of clear commitments to action, in order to achieve your goals.

Design Your Future is an ideal way to prepare for our other leadership process - Creating a culture of improvement - or it can help uncover the cultural problems hindering your organisation (and every organisation has them).

This process brings people together, challenges unhelpful habits of mind, and generates fresh insights to blockages. Sometimes that’s enough for clients to really start to change their culture. But strategic development and cultural change are fragile processes, and we are often asked to support teams as they put their innovations into practice. We’ll do an insight report, and co-design a support process, as needed.

Creating a culture of improvement

“Getting Better at Getting Better”
We’re excited to offer training in a new approach to school improvement. While Creating a culture of improvement is not a new method (having its roots in the management approaches of W. E. Deming and others) its application in education contexts is only just being seen. And having transformed the fortunes of diverse sectors - from automobile and healthcare industries to Team Sky cycling, we believe it has a lot to offer to schools and colleges.

Why?
In education, innovation is usually externally sourced: someone has a new theory and small-scale trials suggest it could work elsewhere. But because no two schools are the same, larger-scale ‘diffusion’ leads to underwhelming impact, and teachers go back to ‘business as usual’. Creating a culture of improvement looks for internal solutions to persistent problems, because none of us is as smart as all of us. Creating a culture of improvement equips learning organisations with a set of processes that build a continuous culture of innovation.

What is it?
Creating a culture of improvement helps practitioners determine:
• Where innovation needs to happen
• How changes might lead to an improvement
• What kinds of measures would indicate improvement
• What needs to happen next

And then the cycle of innovation (usually no more than a few weeks) starts all over again. And they do all this by themselves - no experts telling them what to do, no policy-makers setting their targets, no academics telling them what evidence they need to gather. But they don’t do it alone. Instead they form Networked Improvement Networked Improvement Communities (NICs), along with their colleagues or - better yet - colleagues from other organisations. Though each ‘change action’ may only yield a small improvement, if enough practitioners are discovering how to make modest improvements to their practice, major transformation can be realised through generating an open, collaborative culture of continuous innovation.

How do we do it?
We’ll work with your staff, initially training them in the Creating a culture of improvement processes, coaching them in their problem-finding and improvement designs. We can also offer coaching through their first improvement cycles, so that they feel they’re ‘getting better at getting better’.

We firmly believe that better schools and improved standards won’t come from imposing targets and high-stakes accountability - instead, the answer lies in schools building open learning cultures and networks of improvement. If you want to create a networked improvement community, please contact us to discuss your needs.
EOS will speak with you well in advance of any planned Inset Day training in order to plan a bespoke event relevant to your context and setting. Each and every professional development day is unique and we pride ourselves on facilitating school improvement as partners rather than delivering material.

INSET Days

‘What is Learning’ with Carl Jarvis
• What is the purpose of ‘the classroom’?
• Where and how would you rather work?
• How does the physical environment impact on learning?

Learning through REAL projects
• How can we ensure all children love their learning?
• How do we give children a choice, voice and adult world connections?
• How can we balance rigour with engagement?
• How can teachers truly become designers of their own school’s curriculum

Challenge based learning
• How can we create a burning desire for a need to know?
• How can children learn in self organised groups?
• What is the impact of withdrawing expertise (the teacher)?

Critique
• How do we get children to produce beautiful work?
• How do we combat time being the enemy?
• How can children use feedback to make accelerated progress without the need for marking?

EOS Odyssey

Whole School

Odyssey

This is suitable for schools who wish to have a full and practical understanding of the interdependence model and practical protocols that can be used in school.

This journey feels like...
EOS Odyssey is just that...a journey through EOS principles and pedagogies, including a completely new approach to curriculum design - Learning through REAL Projects. EOS will work with your Senior Leadership Team to plan a bespoke Odyssey experience for the first 2-5 days of the academic year (September). This kicks off with a journey ‘road trip’ to a mystery location for all staff where they will be presented with the essential, driving question for the day, and indeed week.

Through this immersive Project Slice, all staff will get a real, authentic feel for REAL Projects and will get to experience this learning in a very similar way to your students. For the remainder of the Odyssey experience, EOS will work with your staff and your setting to facilitate a practical understanding of the pedagogy, exploring REAL Projects, Challenge Based Learning, The Learning Ecosystem, Teacher to Facilitator & SOLE and Critique (depending on time available).

Please contact enquiries@eoseducation.com for more information or to arrange a discussion about EOS Odyssey or Quest.

Suitable for:
Whole staff
Duration:
Between 2-5 days
Venue:
To be chosen by school

* Also available as a 2- or 3-day ‘Quest’ outside of the first week in September.
Getting the best out of every child, every day

Option 1
Introduction to REAL Projects
Learning Through REAL® Projects aims to unlock student engagement and stimulate curiosity, providing deeper thinking and a passion for learning. This exploratory session will develop an understanding of REAL® Projects and how to implement REAL® Projects in your setting.

This session will introduce the key elements of Learning Through REAL® Projects such as an essential driving question, exhibitions and beautiful real world outcomes, and will explore the philosophy behind this pedagogical approach. Examples of projects will be shared to discuss the importance of an authentic audience and adult world connections.

Option 2
Challenge-Based Learning
Challenge based learning is an engaging approach to teaching and learning that encourages learners to leverage a range of resources they use in their daily lives to solve ‘real world’ problems. The children start with a challenge and are then empowered to make their own choices to solve the problem. This approach allows children to apply their skills to real life problems that are relevant and engaging.

Challenge Based Learning is collaborative and hands-on, asking students to work with peers, teachers, and experts in their communities to ask good questions, develop deep subject knowledge, identify and solve challenges, take action, and share their experience. Consequently children learn through experience and collaboration whilst teachers and adults can teach and move learning forwards with timely precision when the children are most receptive. We will facilitate you in understanding the philosophy, implementation into daily practice, lesson design & planning and helping you to fit it into a wider curriculum.

Option 3
What is Learning?
Carl Jarvis will explore the implications that current neuro-science has on teaching and learning in the here and now of today. He will challenge the meaning and purpose of learning and will develop thinking around what constitutes outstanding teaching & learning; what this looks like and, essentially, what it means for our pupils. Questions we will explore;

• What is a learning ‘eco-system’ and where does ‘immersive learning’ fit in?
• Where should I start?!
• How do I break down the ‘barriers’?
• How do you plan a project?
• Where do I go for help?

A step-by-step guide
• How do we learn?
• How does the brain work?
• What does engagement really mean?
• How do you know students are engaged?
• Sensory stimulation
• The role of the learning environment thinking beyond the constraints of a ‘classroom’
• Embedding technology into learning
• Cultural change
• A passion for learning
• Personalised approaches to assessment and feedback

Option 4
Critique
Critique is a robust peer-to-peer assessment protocol proven to accelerate progress in any year group. By following the ‘golden rules’ of being Kind, Helpful & Specific all children can produce beautiful work of which they are immensely proud without the need for hours on hours of teacher marking.

This practical workshop will;
• Take you through a step-by-step guide to the protocols;
• Demonstrate how to engage students in Critique;
• Develop the language of critique;
• Facilitate encouraging students to embrace the culture of beautiful work;
• Support you with developing a culture of creating multiple drafts in order to produce beautiful work where time is not the enemy.

1 Day School INSET
Pick two of the four options available

Costs
From £1000
Fancy growing your own?

Practical School Based Teacher Training Courses

Have you considered training teachers from scratch?

• Do you struggle to recruit?
• Do you want your trainee teachers to be ready for 21st Century teaching and learning?

The East of England Teacher Training Centre (EoETTC) works in collaboration with EOS Education to offer a world class Initial Teacher Training programme awarding QTS as well as a PGCE (optional). We have several lead schools nationally, who are able to offer School Direct fee funded and salaried places. A trainee teacher would be placed in your school four days a week, observing best practice and teaching an increased timetable as the year progresses.

If you would like to find out more about the different routes into teaching that we offer and how you can get involved in supporting a trainee please visit:

www.eoettc.com
#EosEd2018

We’re going on an ADVENTURE
Friday 23 March 2018

Starring leading educator in the area of innovative leadership, teaching, and learning, George Couros and Explorer, TV Presenter, Writer and speaker Ed Stafford.

#EosEd2018

On 23.03.18 we are going on an adventure to explore what it means to THRIVE. George Couros and Ed Stafford will inspire and challenge us to consider how our schools, pupils and staff can THRIVE and not just survive.

George Couros
@gcouros

Leading educator in the area of innovative leadership, teaching, and learning, author of the book “The Innovator’s Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity”.

“Uplifting, amazing, motivating presentation George Couros. Be the game changer and change the lives of your students!”

“George Couros... your words will be forever in my heart. You are an amazing speaker. I will be a better educator, wife, mom, and daughter due to this message.”

Ed Stafford
@Ed_Stafford

Explorer, TV Presenter, Writer, Speaker. First person to walk the Amazon River and star of The Discovery Channel’s ‘Marooned’, ‘Naked & Marooned’ and ‘Into The Unknown’.

‘One of the boldest jungle journeys ever undertaken.’ Bear Grylls

‘Totally, completely and utterly mad.’ Michael Palin

EOS by Design Schools per person £300
EOS by Design Schools per person 3+ £250
Other Schools £370
Other Schools 3+ £320

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