

research  **ED**  
Cape Town 2019

**CONFERENCE PROGRAMME**



**WORKING  
OUT WHAT  
WORKS**

Saturday 14 September 2019

South African College Schools (SACS)  
Newlands Avenue  
Newlands



## ORDER OF THE DAY

08:00-09:00	Registration	
09:00-09:20	Welcome	
09:20-10:00	Session 1	p. 6
10:10-10:50	Session 2	p. 7
10:50-11:10	Break	
11:10-11:50	Session 3	p. 9
12:00-12:40	Session 4	p. 10
12:40-13:30	Lunch	
13:30-14:10	Session 5	p. 12
14:20-15:00	Session 6	p. 13
15:00-15:20	Break	
15:20-16:00	Session 7	p. 15
16:10-16:30	Closing	

**A** = Auditorium (School Hall)  **#rEDCape**  
@researchED1

## OUR AIMS & VALUES

1. To **raise the research literacy of educators**, in order for them to possess the critical skills necessary to challenge and understand the quality of research they encounter.
2. To **bring together as many parties affected by educational research** - e.g. teachers, academics, researchers, policy makers, teacher-trainers - in order to establish healthy relationships where field-specific expertise is pooled usefully.
3. To **promote collaboration between research-users and research-creators** so that educators become more involved in the questions posed for research to answer, the data generated in that process, and in the consideration of the meaning of that data.
4. To **help educators become as aware as possible of significant obstacles** - e.g. biases - in their own understanding of learning and education, and to locate the best methods of empirical enquiry and analysis in those fields.
5. To **promote, where possible, research of any discipline** that has been shown to have significant evidence of impact in education, and to challenge research that lacks integrity, or has been shown to be based on doubtful methodologies.
6. To **explore 'what works' in the field of education**, to explore what the concepts contained in that statement might mean, and to consider the limitations of scientific enquiry in this area as well as the opportunities.

# WELCOME

WiFi Login Details **SSID: SACS-GUEST** **Password: S@cs123!@#**

Thank you so much to all of you, delegates and presenters, for being part of researchED Cape Town. This year is our second conference in South Africa and it has been a privilege to discover so much local talent and commitment to excellent, evidence informed education right here on our doorstep. A special welcome to our keynote speaker and researchED representative Tom Sherrington from the UK, and particular thanks to Dawn Siso, Sally James and SACS for hosting us today.



I hope you enjoy the day, sharing ideas and meeting like-minded passionate people. I hope too that your involvement with researchED won't end with this conference. At its heart researchED is a community bound by the quest to find out what works, when and why. Get to as many sessions as you can cope with, ask good questions, connect with your colleagues and prepare for 100 ideas! Have a great time.

**Tim Jarvis**, Michaelhouse  @timothyjarvis  <https://timothyjarvis.blog/>

Tim Jarvis brought researchED to South Africa last year and after the brilliant researchED Pretoria conference, we started planning for researchED Cape Town. And here we are at the #Oldest (and #Proudest) school in South Africa. As SACS celebrates it's 190th birthday next week, we are blending traditional practices with progressive ideas to build our young men. Hence, to have Tom Sherrington heading up the conference here couldn't be more apt, helping us to negotiate the Trad-Prog debate in education. In addition to thanking Tim and Tom, I want to express my appreciation to Francois Nel (Headmaster, SACS Jr) and Brendan Grant (Headmaster, SACS High) for being such willing hosts and in particular to Sally James (Deputy Headteacher, SACS Jr) without whose organisation and enthusiasm this conference would not take place.

**Dawn Siso**, SACS High  @dawnsiso



Welcome to researchED! When I started this six years ago I had no idea of how far it would travel. But perhaps I shouldn't have doubted it. There is a new and exciting appetite in the teaching communities of the world to explore what research really tells



us about learning, and to throw off the shackles of dogma, myth and traditions for their own sake. These conversations will not be silenced, and teachers will no longer be silenced, so I invite you to become part of this international movement to work out what works best, when, and how. Have a wonderful day and never stop asking questions.

**Tom Bennett**, Founder researchED  @tombennett71

# researchED

**WORKING OUT WHAT WORKS**



## What is researchED?

ResearchED is an international, grassroots education-improvement movement that was founded in 2013 by Tom Bennett, a London-based high school teacher and author. ResearchED is a truly unique, teacher-led phenomenon, bringing people from all areas of education together onto a level playing field. Speakers include teachers, principals, professors, researchers and policy makers.

**'I didn't build researchED,' says Tom, 'it wanted to be built. It built itself. I just ran with it.'**

Since our first sell out event, researchED has spread all across the UK, into the Netherlands, Norway, Sweden, Australia, the USA, with events planned in Spain, Japan, South Africa and more. We hold general days as well as themed events, such as researchED Maths & Science, or researchED Tech.



*As far as I am concerned, researchED is one of the most exciting and important developments in education in recent years. By providing a way of engaging practicing teachers with cutting edge research, it provides, in my view, the best opportunity we have of using research in a principled way in teaching.*

**- Dylan William**  
Emeritus Professor of Educational Assessment, UCL



**The goal of researchED is to bridge the gap between research and practice in education. Researchers, teachers, and policy makers come together for a day of information-sharing and myth-busting.**

**researchED.org.uk**

## Who are we?

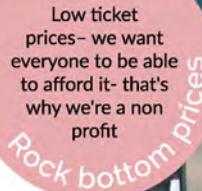
Since 2013 researchED has grown from a tweet to an international conference movement that so far has spanned three continents and six countries. We have simple aims: to help teaching become more evidence-facing; to raise the research literacy in teaching; to improve education research standards; and to bring research users and research creators closer together. To do this we hold unique one day conferences that brings together teachers, researchers, academics and anyone touched by research. We believe in teacher voice, and short circuiting the top down approach to education that benefits no one.

ResearchED originated in the UK in 2013 and has since forged a community of tens of thousands of educators and of 100+ speakers who subscribe to our mission, waive their fees and make themselves available to speak at many of our conferences.

## How does it work?



**Saturday events**  
Events on a Saturday, so more people can attend without asking school



**Rock bottom prices**  
Low ticket prices - we want everyone to be able to afford it - that's why we're a non profit



**Teacher-led**  
Find out ways you can get involved on the day



**Open to all**  
Our speakers range from Professors to teaching assistants

ResearchED is the first organisation to bring together teachers administrators, and researchers into the same space for the kinds of frank exchanges they need to have if teaching is to become evidence facing in other words a profession, with all that entails.

*That there is a need and hunger for this organization within teaching may be adduced by researchED's explosive international growth. It has the potential to be a revolutionary force in education, professional development, teacher training, and the way that teachers engage with research, and vice versa.*

**- Professor Daniel Willingham**  
University of Virginia, USA



## A new model for continuing professional development

The gathering of mainly teachers, researchers, school leaders, policymakers and edu-bloggers creates a unique dynamic. Teachers and researchers can attend the sessions all day and engage with each other to exchange ideas. The vast majority of speakers stay for the duration of the conference and visit each other's sessions and work on the expansion of their knowledge and gain a deeper understanding of the work of their peers. Teachers can take note of recent developments in educational research, but are also given the opportunity to provide feedback on the applicability of research or practical obstacles.



## Ways you can get involved:

- Attend a researchED event
- Share your evidence-informed research as a speaker
- Volunteer for a local event
- Donate to researchED

**Get in touch**  
[contact@researchED.org.uk](mailto:contact@researchED.org.uk)  
[@researchED1](https://twitter.com/researchED1)  
[www.researchED.org.uk](http://www.researchED.org.uk)

researchED

# SESSIONS

## INTERACTIVE

Speakers' twitter handles and blogs are hyperlinks.

## SESSION 2 - 10:10-10:50

### SESSION 1 9:20-10:00

#### A Why are Barak Rosenshine's Principles of Instruction so popular and so good?

Barak Rosenshine's Principles of Instruction are a set of 10 ideas that characterise effective instructional practice. In recent years they have gained in popularity around the UK with some schools even adopting them as a core framework. Why is this? In this session we will explore what the principles are, how teachers can apply them in practice and discuss the reasons for their popularity.



#### Tom Sherrington - Consultant and Author

Tom Sherrington is an education consultant and author. He writes the popular blog *teacherhead.com* and his books include *The Learning Rainforest*, *Great Teaching in Real Classrooms* and best-seller *Rosenshine's Principles in Action*. With 30 years' experience as a physics and maths teacher and school leader, including 11 years as a Headteacher, Tom is now in demand from schools across the UK and around the world to deliver CPD for teachers and leadership teams. He works with several schools and colleges providing consultancy support on curriculum, assessment and improving the quality of teaching. He is a regular keynote speaker and contributor to conferences and education festivals.

[@teacherhead](#)

[teacherhead.com](http://teacherhead.com)

## SIGN UP FOR FREE ISSUES OF researchED MAGAZINE

We're delighted to announce the launch of a new quarterly researchED Magazine, published in partnership with our friends at John Catt Educational.

The new Magazine was launched in June to provide another quality platform to further help the teaching profession connect research and practice in the classroom. It supports educators at all levels by encouraging and provoking debate surrounding research, evidence and best practice.

Read past issues online and sign up for your free copies today!



[www.researchED.org.uk/magazine](http://www.researchED.org.uk/magazine)



#### Marjorie Brown - HOD History, Roedean

Marj Brown is involved in various community literacy and literary projects. She runs part of the social responsibility portfolio at Roedean as well as Model UN debating. Marj is a committee member of the SASHT (SA Society of History Teachers) and was nominated as one of the Top 10 Teachers in the 2018 Varkey Foundation Global Teachers' Award.

[@BrownMarj](#)

#### Future proof learning vs doing school : a basis for curriculum innovation

Research suggests that the expectation placed on our young people is high growing commensurate with the rapidly changing world and work environment. The high numbers in teen suicide, deaths of young alumni, depression and an array of health disorders suggest an equal and opposing reaction from our young people. This by implication shifts the business of school from that of provisioning pedagogies to those that support the child's cognitive, social and emotional development and mostly well-being. This paper discusses curriculum innovation as a vehicle to prepare our young people for the curve-balls of the future. Research is drawn from literature, action research and an ongoing curriculum reform process at St Albans College, Pretoria.



#### Moira Gundu - Learning Commons Coordinator, St. Albans College

Moira Gundu is an Education, Information and Knowledge Management specialist, author, librarian and teacher who is passionate about research and professional development. Her research interests include: information access, information literacy, innovation in education, curriculum reform, knowledge management and literacy in general.

[@MsGundu](#)

<http://monthagu.blogspot.com/2015/07/welcome-to-my-blog.html>

4

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## SESSION 2 - 10:10-10:50

### 6 Confessions of an Erstwhile Edtech-Evangelist

Educational Technology is widely touted as the saving grace of education. Its benefits are heralded by edu-celebs everywhere and teachers from every corner of the globe are being encouraged to adopt tech rich classroom spaces in order to prepare their students for "the world out there". 8 years ago, Bruce piloted a 1:1 iPad programme at the school in which he taught. He was a converted tech-in-education proselyte until it all went pear-shaped. Bruce's session will explore—by referencing research—the myths and dangers associated with tech integration in education, while at the same time, exploring a possible way forward for schools in a technology rich world.



#### **Bruce Collins - Director of Member Engagement for the International Boys' Schools Coalition**

*Bruce taught English for 22 years. Most recently, he was the Director of Academic Innovation at St Alban's College in Pretoria; a role which included the professional development of teachers, shaping school culture and creating strategies for wellness.*

*Bruce has presented at many local and international conferences about innovation in schools, disrupting the curriculum, staff development and school culture. For seven years, Bruce served as an action research team advisor for the International Boys' Schools Coalition, for whom he now works full-time. In his free time, Bruce is a freelance writer, podcaster and barista.*

[@brskln](https://medium.com/@brooskolin) <https://medium.com/@brooskolin>

**BREAK- 10:50-11:10**  
**Tea and Coffee**  
**available in the**  
**Gym Hall**

 **#rEDCape**

**@researchED1**

## SESSION 3 - 11:10-11:50

### 4 School Leadership - Evidence in Challenging Contexts

Using Jansen and Leithwood's research as a starting point for understanding effective school leadership in challenging contexts, the session will cover school leadership practices globally drawing from examples in the UK, Canada, the USA, Ghana, and South Africa. The session will also cover the presenter's own Masters research on effective school leadership, drawn from a small sample of South African township schools. In summary, the workshop will examine empirical evidence on the reasons why schools 'fail' and hypotheses around school improvement, exploring what school leaders can do in challenging contexts to create a shared sense of direction for their school, foster teacher capacity and improve their schools' instructional programmes.



#### **Alexei du Bois - Teacher, Hilton College**

*Alexei is completing a PhD at the University of Oxford focused on Education for Sustainable Development Pedagogy in South African independent schools. He is also the programme lead at the Impact Trust, an NPO operating in the UK and South Africa, on their youth and teacher development programmes. He previously worked as the Director of Studies at Peponi School in Kenya and as a consultant on*

*policy contributions for UNESCO, DFID the World Bank, and the British Council in Mexico. Before coming to Oxford, Alexei was a teacher in Cape Town and ran a multi-school partnership programme with under-resourced schools.*

### 5 Application of Cognitive Load Theory in the Maths Classroom

Cognitive load theory details how instructional processes can be adapted to reduce unnecessary strain on working memory and improve academic performance. A component of this theory, the worked-example effect, specifies how the use of worked-examples allows for greater learning gains compared to traditional problem-solving practices for students of low prior knowledge. This session will explore the use of faded worked-examples in Mathematics with Grade 9, to ascertain if students of varying prior knowledge level, socioeconomic status and gender are differentially affected by the strategy.

[@splashels](https://twitter.com/splashels)



#### **Ashley Elkington - Mathematics and Advanced Programme Mathematics Teacher, Herschel Girls Senior School**

*Ashley Elkington uses research from cognitive neuroscience, experimental psychology, and education to inform her practice and improve student learning in mathematics. She has recently completed a MSc Education at the University of Oxford, with Distinction.*

*Ashley is currently pursuing a Masters in Psychology whilst remaining in teaching, with the hope of completing her Doctorate in Educational Psychology in the future.*

## SESSION 3 - 11:10-11:50

### 6 SPARK Schools

SPARK Schools is an affordable network of private schools in South Africa. With a vision that South Africa leads global education, SPARK opened their first school, SPARK Ferndale, in 2013 in Johannesburg. Since then, the network has expanded to serve more than 10,000 SPARK scholars at 21 schools in Gauteng and the Western Cape. At SPARK Schools, learning is personalised to serve the needs of each individual student. Using traditional teaching and technology, SPARK ensures that all scholars have the opportunity to achieve.



#### **Dr Jocelyn Logan-Friend - Regional Manager, SPARK Schools**

*Dr. Jocelyn Logan-Friend currently serves as a Regional Manager at SPARK Schools, South Africa. The Regional Manager supports and manages principals of the SPARK Schools network in a consistent, well-informed manner leading to high performance leadership that results in outstanding student and staff performance. Regional Managers work closely with the network's School Operations and*

*Learning Model teams to ensure excellent service to the schools and network-wide alignment in decision-making and execution.*

## SESSION 4 - 12:00-12:40

### 4 Mindsets vs Metacognition

Carol Dweck's ideas about fostering growth mindsets and challenging fixed mindsets are a recurring theme in helping to establish a climate conducive for learning. Similarly, there are several studies which strongly rate metacognition as a helpful strategy for building stronger schema. This session will explore both aspects and how the research in each area can be applied.



#### **Tom Sherrington - Consultant and Author**

*Tom Sherrington is an education consultant and author. He writes the popular blog [teacherhead.com](http://teacherhead.com) and his books include *The Learning Rainforest*, *Great Teaching in Real Classrooms* and best-seller *Rosenshine's Principles in Action*. With 30 years' experience as a physics and maths teacher and school leader, including 11 years as a Headteacher, Tom is now in demand from schools across the UK and around the world to deliver CPD for teachers and leadership teams. He works with several schools and colleges providing consultancy support on curriculum, assessment and improving the quality of teaching. He is a regular keynote speaker and contributor to conferences and education festivals.*

[@teacherhead](https://twitter.com/teacherhead)

[teacherhead.com](http://teacherhead.com)

## SESSION 4 - 12:00-12:40

### 5 E-Assessment in Mathematics Classroom

The focus will be the use of technology as means of assessment in the classroom not only as content delivery system. This session draws on the power of immediate feedback, data collection, monitoring and randomisation in the Mathematics classroom.



#### **Paballo Sikoe - Mathematics Educator, Royal Bafokeng Institute (Kitsong School)**

*Paballo Sikoe is young, vibrant problem-solver with a passion for technology and education. With the 4th Industrial Revolution in play, working at Kitsong allows for the use and development of technological systems that are efficient and cost effective. She aspires to cultivate a culture of looking for solutions to help learners merge their love for technology and education and hopes to be a part of a community of developers of an on-line educational database that can be accessible to all South Africans.*

### 6 Confessions of an Erstwhile Edtech-Evangelist

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[@brskln](https://twitter.com/brskln) <https://medium.com/@brooskolin>

## LUNCH - 12:40-13:30

## SESSION 5 13:30-14:10

### 4 The Importance of Numeracy for Success in High School Mathematics

In the same way that one cannot learn a language without vocabulary, strong numeracy skills (tables and bonds) are a necessary prerequisite for success in the study of Mathematics. This session presents research correlating performance in a basic numeracy test (tables and bonds), a content free reasoning task and a Grade 8 mid-year examination. It will also try to establish and explain causal relationships between the above performances, drawing on independent research, before suggesting how best to help learners improve their numeracy.



**Paul de Wet - Hilton College** [@pauldewet](#)  
*Until the end of 2018 Paul was the Second Master and Executive Director of Academics at Hilton College. He relinquished both of those roles in order to focus on his first love of teaching Mathematics and helping others develop the art and craft of Teaching Mathematics. In 2020 Paul will return to Michaelhouse where he has taught previously. There he will assume the role of Director of Mathematics, heading the Michaelhouse Mathematics Department and leading an institute for Mathematics Teacher Training and Innovation.*

### 5 Evolution of a school

"It is not the strongest or the most intelligent who will survive but those who can best manage change", Leon C. Megginson. Wendy will share the roller coaster ride of growing a school and the philosophy that underpins what happens at Protea Heights Academy. In 2015 the school was an empty building with blackboards. Fast forward to 2019, and it's an e-learning rich school, with a strong focus on Mathematics, Sciences and Technology

[@Wendy\\_Horn01](#)



**Wendy Horn - Principal, Protea Heights Academy**  
*Wendy is passionate about teaching Science and Technology and training educators on how to engage learners and use technology to deliver the subject in a hands-on, practical and relevant way. Wendy was a top 50 finalist in the Global Teacher Prize (2017), is currently a Varkey Teacher Ambassador and has won National Teaching Awards in Science Education and Leadership. Before starting Protea Heights Academy in 2014, Wendy was a Lecturer on the Advance Certificate in Education (UWC) and Deputy Principal at The Settlers High School, Cape Town.*

## SESSION 5 13:30-14:10

6

### A Case for Systematic Instructional Leadership

McKinsey's 2010 research report on school system improvement (as contrasted with system achievement) found that collaborative professional practices (generally led in-school by instructional school leaders) was the engine that propelled good school systems to become excellent systems. Through his work co-founding a group of schools, Chinezi has developed a culture and practice of systematic instructional leadership. Early evidence suggests that this, along with a positive school culture allows student growth and parent happiness to follow.



**Chinezi Chijioke - co-Founder & the CEO of Nova-Pioneer Education Group**

*Chinezi started his career as a secondary school mathematics teacher, where he was nominated by his students to Who's Who of American Teachers. Prior to founding Nova-Pioneer, Chinezi led McKinsey & Company's African Education Practice, and co-authored McKinsey's 2010 global education report, "How the World's Best School Systems Keep Getting Better". Chinezi serves on the boards of the Jakes Gerwel Fellowship and Imagine Worldwide, and on the Global Advisory Council of Teach for All. He earned his MBA and Masters in Education from Stanford University, and his Bachelors of Arts from Harvard University.*

## SESSION 6 14:20-15:00

### Active Study: Strategies to Facilitate Thought During Study

4

This session follows the transition from a frustrated, under performing secondary school student to a top academic achiever. Advice on how to read quicker and enhance comprehension levels will be shared along with the use of note-taking to encourage thought whilst studying, and thereby improve grades. The session closes with advice on how to improve memory and recall.



**Paul Tosio - Managing Member, Juno Skills Training t/a EasyCheetah**

*Paul Tosio is a leading international learning specialist, teacher and public speaker. He is a Psychology graduate of the University of Oxford and Rhodes University in South Africa. Paul also holds a Drama Masters specialising in Educational Drama and Theatre. Over the past 20 years, Paul has spoken at schools globally on the topic of effective studying.*

[www.easycheetah.com](http://www.easycheetah.com)

## SESSION 6 14:20-15:00

### 5 Retrieval Practice - it works!

Retrieval practice has been shown by numerous researchers to improve student learning. Saying that retrieval practice promotes learning in the classroom is all well and good, what does this actually mean for teachers who want to implement retrieval practice in their classrooms? In this session, the use of retrieval practice will be demonstrated and an overview of the other five strategies from The Learning Scientists (@AceThatTest) will be provided.



#### **Dawn Siso - Head of Life Sciences, SACS High School**

*Dawn moved to Cape Town from the UK in 2010 to take up a teaching post at SACS High School. She also runs the weekly staff development sessions and coordinates the Cambridge Curriculum for extra-curricular IGCSEs and A levels (Cambridge Assessment International Education). Dawn started using the strategies from The Learning Scientists in 2016 after reading about their work via Twitter. Retrieval Practice has had a very positive impact in her Life Sciences classes.*

🐦 @dawnsiso

### 6 Race and Identity among Grade 10 History learners vs. non-History learners

Initial findings of a Survey on Race and Identity with UV History and non-History girls, before and after teaching Pseudo-scientific racism. Through this study, the hypothesis that girls who study and debate race and social Darwinism in History find it easier to develop an identity independent of race was tested with Grade 10 girls. The intervention had a positive effect on most pupils in the study.



#### **Marjorie Brown - HOD History, Roedean**

*Marj Brown is involved in various community literacy and literary projects. She runs part of the social responsibility portfolio at Roedean as well as Model UN debating. Marj is a committee member of the SASHT (SA Society of History Teachers) and was nominated as one of the Top 10 Teachers in the 2018 Varkey Foundation Global Teachers' Award.*

🐦 @BrownMarj

## BREAK - 15:00-15:20

## SESSION 7 15:20-16:00

### 4

### Building Self-Efficacy through a tools based approach to learning

In this session, we look at how introducing a tools-based approach to learning has the potential to positively develop student self-efficacy. Over four years, after introducing an explicit thinking skills programme to 50 Year 8 students and teaching them reflection skills, we tracked their perceived self-efficacy and Grit scores and compared these to their academic progress over time. This research offers some valuable insight into the relationship between perceived self-efficacy and academic progress.



#### **Craig Carolan - Schools' Support Director, Round Square (Africa)**

*Craig is passionate about psychology and education. His career spans over 25 years of teaching, training, and coaching in the UK and South Africa. As well as working with Round Square, he has his own consultancy (Intrinsic Education) assisting schools in many areas. Craig has developed a number of positive psychology coaching programmes aimed at improving students academic self-efficacy and helps support teachers to deliver these programmes successfully. As a qualified teacher, Craig also holds a Masters in Psychology.*

🐦 @craigcarolan

🌐 [www.intrinsiceducation.co.za](http://www.intrinsiceducation.co.za)

### 5 The Perils and Pitfall of Bring Your Own Device

Bring Your Own Device (BYOD) seems like the obvious answer to introduce technology into the classroom, however many schools don't support it. In this session, the use of BYOD will be explored, drawing on research in the field.



#### **Prof Dick Ng'ambi - Associate Professor, School of Education, University of Cape Town (UCT)**

*Prof Ng'ambi convenes both the Educational Technology Programmes (PGDip & Master's in Edtech) and the Postgraduate Certificate in Education (PGCE) at UCT. His areas of interest are mobile learning, emerging technologies in education, emerging digital practices, ICT integration into practice, social learning, online learning, transformative pedagogies, knowledge production, Open Education Resources (OER) and Design Based Research (DBR).*

🐦 @dickngambi

## SESSION 7 15:20-16:00

6

### Cognitive load theory and its application in a primary school classroom

Veteran educationalist Dylan William described cognitive load theory as the single most important thing for teachers to know. Grounded in evidence and a number of widely accepted theories, cognitive load theory holds a wealth of information for teachers on sound instructional practices and the process of learning.



**Lester Lalla - Deputy Head, St Stithians Boys' Preparatory**  
*Lester Lalla is the Deputy Headmaster of St Stithians Boys' Preparatory in Johannesburg. He is interested in the continuous development of his staff and good instructional techniques.*

@lesterlalla

## CLOSING 16:10-16:30

A

### Closing Thoughts

Tom shares his thoughts on the conference.



**Tom Sherrington - Consultant and Author**

*Tom Sherrington is an education consultant and author. He writes the popular blog teacherhead.com and his books include The Learning Rainforest, Great Teaching in Real Classrooms and best-seller Rosenshine's Principles in Action. With 30 years' experience as a physics and maths teacher and school leader, including 11 years as a Headteacher, Tom is now in demand from schools across the UK and around the world to deliver CPD for teachers and leadership teams. He works with several schools and colleges providing consultancy support on curriculum, assessment and improving the quality of teaching. He is a regular keynote speaker and contributor to conferences and education festivals.*

@teacherhead

teacherhead.com

Share your thoughts of the day using the hashtag #rEDCape

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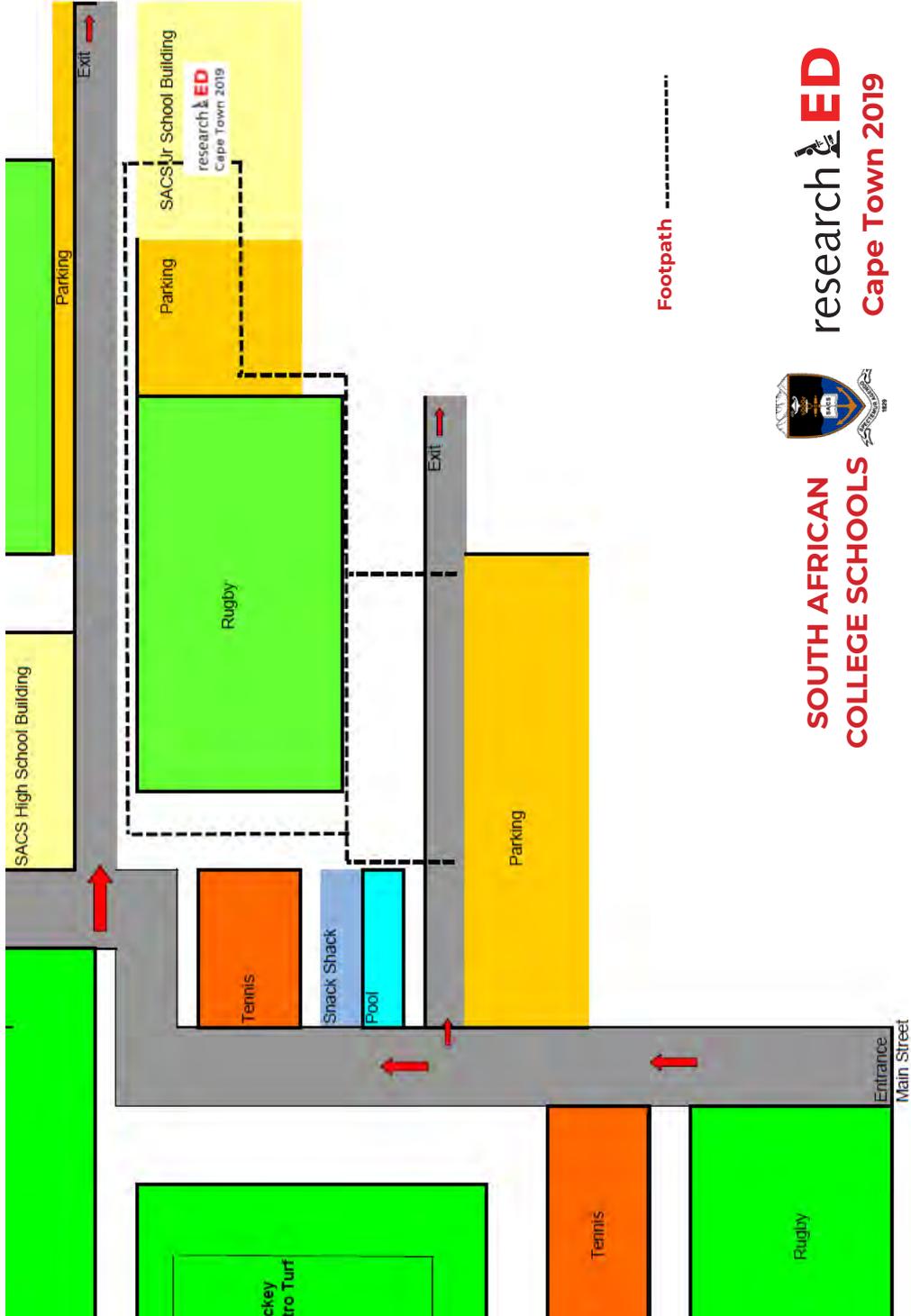
Cambridge  
Assessment



SACS Junior PTA

	Auditorium (Hall)	Room 4
<b>Welcome</b> 9:00-9:20	<b>Dawn Siso &amp; Tom Sherrington</b>	
<b>Session 1</b> 9:20-10:00	<b>Tom Sherrington</b> Why are Barak Rosenshine's Principles of Instruction so popular and so good?	
<b>Session 2</b> 10:10-10:50		<b>Marjorie Brown</b> Literacy and the impact of provision of books.
<b>10:50-11:10</b>	<b>Break</b>	
<b>Session 3</b> 11:10-11:50		<b>Alexei du Bois</b> School Leadership - Evidence in Challenging Contexts
<b>Session 4</b> 12:00-12:40		<b>Tom Sherrington</b> Mindsets vs Metacognition
<b>12:40-13:30</b>	<b>Lunch</b>	
<b>Session 5</b> 13:30-14:10		<b>Paul de Wet</b> The importance of numeracy for success in High School Mathematics
<b>Session 6</b> 14:20-15:00		<b>Paul Tosio</b> Active Study: Strategies to Facilitate Thought During Study
<b>15:00-15:20</b>	<b>Break</b>	
<b>Session 7</b> 15:20-16:00		<b>Craig Carolan</b> Building Self-Efficacy through a tools based approach to learning
<b>Closing</b> 16:10-16:30	<b>Tom Sherrington</b> Closing thoughts	

Room 5	Room 6
<b>Moira Gundu</b> Future proof learning vs doing school : a basis for curriculum innovation	<b>Bruce Collins</b> Confessions of an Erstwhile Edtech-evangelist
<b>Break</b>	
<b>Ashley Elkington</b> Application of Cognitive Load Theory in the Maths Classroom	<b>Dr. Jocelyn Logan-Friend</b> SPARK Schools
<b>Paballo Sikoe</b> E-Assessment in Mathematics Classroom	<b>Bruce Collins</b> Confessions of an Erstwhile Edtech-evangelist
<b>Lunch</b>	
<b>Wendy Horn</b> Evolution of a School	<b>Chinezi Chijioke</b> The case for instructional leadership
<b>Dawn Siso</b> Retrieval Practice - it works!	<b>Marjorie Brown</b> Race and Identity among grade 10 History learners vs. non-History learners
<b>Break</b>	
<b>Prof Dick Ng'ambi</b> The Perils and Pitfalls of Bring Your Own Device	<b>Lester Lalla</b> Cognitive load theory and its application in a primary school classroom



Footpath -----



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