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ICGS UK Region Conference 2022

Leading UK State Girls' Schools in a Shifting World: Strategy, Connection, and Success



Friday 14th October 2022

Venue:

Central Hall Westminster

Storey's Gate Westminster London SW1H 9NH



International Coalition of Girls' Schools

icgs

Advancing Girls'
Education Globally

FRIDAY 14TH OCTOBER 2022

09:15	Coffee & Registration	
09:40	Welcome Julian Dutnall, Chair ICGS Regional Advisory Council UK Sharon Cromie, ICGS UK Regional Director Megan Murphy, Global Executive Director, ICGS	George Thomas Room
10:00	KEY SPEAKER (Introduced by Sharon Cromie) Dame Alison Peacock, CEO Chartered College of Teaching <i>The importance of lifelong professional learning</i>	George Thomas Room
10:35	Girl Up (Introduced by Sharon Cromie) Karina Jougla, Girl Up Europe Consultant & Alumna, co-presenter Girl Up UK Youth Leader <i>How You Can Advance Girls' Opportunities to Lead with Girl Up, United Nations Foundation</i>	George Thomas Room
10:55	Break time and meet our Sponsors Girl Up and Edurio	Robert Perks Room
11:15	KEY SPEAKER (Introduced by Sharon Cromie) Julia Adamson, Director of Education British Computer Society <i>Girls and Computing: Improving picture and call to action</i>	George Thomas Room
11:50	Global Action Research Collaborative (Introduced by Megan Murphy) Fellows: Rianna Carr , The Frances Bardsley Academy for Girls By Developing Female Student's Understanding and Application of Seligman's Positive Psychology and Signature Strengths, Can We Improve Student Willingness to Engage with Critical Feedback? Billie Farrugia , The Frances Bardsley Academy for Girls Win or Learn: How Can the Art of Play Create Mindfulness and Encourage Problem-Solving and Taking Creative Risks to Aid Learning? Helen Carrington : Putney High School Battling Perfectionism: Examining the Impact of a "Pencil Principle" Scaffold on Year 9 Girls' Confidence to Engage with Unfamiliar Problems in the Physics Curriculum	George Thomas Room
12:50	Edurio (Introduced by Julian Dutnall) ICGS Member Resources	George Thomas Room
13:10	Networking Lunch	Robert Perks Room
13:50	<i>Schools 4 Schools</i> One Vision for Developing Teaching Learning & Assessment at Sarah Bonnell Yamina Bibi, Natascia Servini Sarah Bonnell School	George Thomas Room
	What does organisational culture need to look like to recruit and retain high performing teams? What current HR issues are our schools currently facing? Victoria Blake, Stone King Louise Douglas, Chief People Officer	Dinsdale Young Room
14:35	<i>Schools 4 Schools:</i> Culture change in schools - How can we change attitudes and behaviours in learners? Viikki Jonsmyth-Clarke, Assistant Headteacher, Wycombe High School	George Thomas Room
	Creating an environment of professional trust through a new approach o performance management Tina Hill, Acting Headteacher, Beaconsfield High School	Maurice Barnett Room
	Creating a Diverse and Inclusive Curriculum Maggie D'Souza, Director of Teaching & Learning, Girls Learning Trust	Dinsdale Young Room
15:20	<i>Schools 4 Schools:</i> Financial management in turbulent times Melissa Mulgrew, Business Manager, Chelmsford County High School for Girls	George Thomas Room
	The Vulnerability Index and Register Martin Duffy, Deputy Headteacher, Queen Elizabeth's Girls' School	Maurice Barnett Room
	Sixth Form Challenges and Opportunities 2022 - 2023 Lindsey Southwell, Assistant Headteacher, Queen Elizabeth's Girls' School Kiterie Cassell, Deputy Head of Sixth Form at The Frances Bardsley Academy for Girls School	Dinsdale Young Room
16:05	Conference Plenary and conclusion	George Thomas Room
16:15	Conference Close UK Regional Advisory Council Meeting 16:30	Maurice Barnett Room

ABOUT OUR HOSTS:



Julian Dutnall
Chair ICGS Regional Advisory Council UK

Julian studied Law at Exeter University and qualified as a barrister in 1996. After a year working as a Crown Prosecutor he completed a PGCE at Anglia Ruskin University and began teaching. He has taught in 5 state schools in 3 local authorities. At Chelmsford County High he was Deputy Headteacher when the school was graded Outstanding by Ofsted and gained the highest GCSE results in England in the January league tables. He is in his 12th year as Headteacher at Frances Bardsley Academy, a Good school with Outstanding features. He is CEO of the LIFE Education Trust which runs 7 schools in Havering and Essex. Julian holds a 1st Class honours degree in English, a Masters in Educational Leadership, a Masters in Business Administration, the

NPQH and is currently studying for an educational doctorate. He delivers training for Ambition Institute and speaks at national conferences. He is on the Board of the International Coalition of Girls Schools and chairs the UK region. Julian developed the annual cross phase Havering Festival of Education, is a member of the Havering Education Strategic Partnership, and is chair of trustees for the Epping Forest Trussell Trust Food Bank..



Sharon Cromie
ICGS UK Regional Director

Sharon is an Education Consultant with 20 years' senior leadership experience in schools; including most recently almost 14 years as a headteacher and /or MAT CEO. Sharon is currently UK Regional Director of the International Coalition of Girls Schools (ICGS), a School Improvement Partner and Ofsted Inspector. Sharon has worked in a range of other schools and colleges and has experience of selective, non-selective, F.E and H.E institutions, achieving Ofsted Outstanding in several schools as well as sponsoring a school in special measures and leading it through a period of rapid improvement. Sharon graduated from Queen's University Belfast with an honours degree in Law and worked as a Management Consultant before

retraining as a teacher in the early 1990s. Over the last few years Sharon has led a number of national initiatives such as the setup & growth of the National Mathematics and Physics Teacher Training Centre (NMAPs) and BBO Maths Hub.



Megan Murphy
Global Executive Director, ICGS

Global Executive Director Megan Murphy has led the International Coalition of Girls' Schools (ICGS) - the leading advocate for girls' schools - since 2012. During Megan's tenure, the Coalition has achieved historic growth in programs, membership, and staffing. Established in the United States as the National Coalition of Girls' Schools in 1991, ICGS has vastly expanded its reach in the last 30 years. One-third of member institutions are located outside the U.S., in Afghanistan, Australia, Bermuda, Canada, Colombia, Costa Rica, Ireland, Israel, Japan, Kenya, the Republic of Korea, Philippines, Rwanda, South Africa, Spain, and the United Kingdom. ICGS is poised to continue growing. Through merging with the former Association of State Girls' Schools and forging a close affiliation with the Girls' Day School Trust, approximately additional 80 girls' schools in the United Kingdom are now members of ICGS. By January 2024, the

190 member schools of the Alliance of Girls' Schools Australasia will officially join ICGS bringing ICGS global membership to 550 girls' schools in more than 17 countries.

ABOUT OUR KEY NOTE SPEAKERS:



Professor Dame Alison Peacock Chief Executive of the Chartered College of Teaching.

The Chartered College of Teaching is a new Professional Body that seeks to raise our status through celebrating, supporting and connecting teachers to provide expert teaching and leadership. Prior to joining the Chartered College, Dame Alison was Executive Headteacher of The Wroxham School in Hertfordshire. Her career to date has spanned primary, secondary and advisory roles. She is an Honorary Fellow of Queens College Cambridge and UCL, a Visiting Professor of both the University of Hertfordshire and Glyndŵr University and a trustee for Big Change. Her research is published in a series of books about Learning without Limits offering an alternative approach to inclusive school improvement.

At today's conference, Dame Alison will talk about the importance of lifelong professional learning. She will focus particularly on phronesis - the essential combination of practical wisdom and research-informed professional knowledge. Alison will illustrate her talk with video clips and stories of transformative teaching practice.



Julia Adamson (B.Ed.Hons.) Director of Education, British Computer Society, The Chartered Institute for IT

Once a teacher herself, Julia has a track record of successfully leading and delivering teacher engagement programmes including Barefoot Computing and Computing at School, she has been part of the team delivering the National Centre for Computing Education which includes the Computing Quality Framework and Mark for schools.



In 2010, Girl Up was founded by the United Nations Foundation (UNF) as the first-of-its-kind initiative dedicated to supporting adolescent girls' education, health, and safety. Since then, Girl Up has grown to become a global movement that engages, trains, and mobilises girls to be leaders. Girl Up is a girl-centred leadership development initiative, focusing on equity for girls and women in spaces where they are unheard or underrepresented. Girl Up operates a global network of regional affiliates impacting **125,000 girls** in **130 countries**, developing transformative leaders who advance gender justice worldwide

GLOBAL ACTION RESEARCH COLLABORATIVE FELLOWS

Rianna Carr, Head of Religious Studies and Girls Empowerment Leader i/c Student Voice
Frances Bardsley Academy for Girls

Research Title: By Developing Female Student's Understanding and Application of Seligman's Positive Psychology and Signature Strengths, Can We Improve Student Willingness to Engage with Critical Feedback?'

Research Summary: It is apparent that feedback is key in the progression of learners; however, this can sometimes be accompanied by feelings of reluctance by learners to listen and act on feedback that they deem to be negative or highlights areas of weakness. This action research project aimed to address this concern through the use of Martin Seligman's *Positive Psychology*. Specifically, this action research utilises the Positive Psychology Intervention of *Signature Strengths* and explores its value as a method of increasing students' willingness to engage in the process of critical feedback. Results found that students who engaged with this process reported feeling increasingly willing to address areas of academic weakness. Data collected also revealed that students reported having a greater understanding of their strengths, with there being an overall increase in examination results as a whole.

About Rianna

Rianna holds a 1st Class Degree in Religious Studies and is currently the Head of Religious Studies and Girls Empowerment Leader i/c Student Voice at the Frances Bardsley Academy for Girls in East London. During Rianna's time as the Girls Empowerment Leader, she had the privilege of being part of the pilot Global Action Research Collaborative with the ICGS. Her research focused on Positive Psychology as a tool for increasing engagement and receptivity to critical feedback, of which she presents the methodology and findings as part of today's conference. Rianna has a passion for female empowerment and has a particular interest in exploring gender barriers and how these can be addressed through education. As part of Rianna's work she has organised a range of events for students both within her current school and in the larger community including a student conference for Year 10 students around the theme of 'Self Advocacy'.

Billie Farruggia (nee Lynch), Teacher of Art & Design, The Frances Bardsley Academy

Research Title: Win or Learn: How Can the Art of Play Create Mindfulness and Encourage Problem-Solving and Taking Creative Risks to Aid Learning?

Research Summary: The session will explore four key elements raised in the action research process:

Experiencing problem-solving and mindfulness.

The problems with problem solving.

What it looks like in a classroom, and how you can support it?

The link between knowledge and play.

About Billie

Billie is a photographic artist and educator based in London. She received a PGCE 14+ in 2015 and shortly after completed with a Masters in Documentary Photography at University of Portsmouth. She received a prestigious award at the University for her dedication to the Arts course through her organisation of the MA show and support to her peers (MA Studentship Award). Billie's work is now a permanent collection at Portsmouth library after receiving a second award, the University Art Collection Award. Billie worked in FE and HE for two years before joining Frances Bardsley Academy in 2017. She has continued to provide workshops and talks at universities for artists and students, and curated collaborative projects in the UK and Italy to support the work of women migrating their homes. Her own practice documents the lives and experiences of people to uncover identity, memory and a sense of belonging. Billie's work has been published and exhibited in many cities around the United Kingdom and in Paris. Furthermore, her dedication to arts education has led her to be a GARC fellow to support leading research in girls' education with the International Coalition of Girls' Schools.

Helen Carrington: Head of Physics, Putney High School

Research Topic: Battling Perfectionism: Examining the Impact of a "Pencil Principle" Scaffold on Year 9 Girls' Confidence to Engage with Unfamiliar Problems in the Physics Curriculum

Research Summary: Over the course of two years I carried out an action research project with the Global Action Research Collaborative. My project has focussed on battling perfectionism and learned helplessness in students as they are faced with increasingly challenging problems to solve in the Physics curriculum. I have introduced a very simple scaffold to help students become more reflective on their own passivity in learning and engage to solve problems and work through their cognitive conflict. This small trick created more meaningful engagement for the students, but also provided a reminder for me as the teacher that it is all too easy to become complicit in the passive learning cycle.

About Helen

Helen holds a first-class degree in Physics with Science Education from Imperial College London (2016). She dove straight into teaching after her BSc aged 21 and is currently the Head of Physics at Putney High School, a position she has held for the past three years. The words "Have a go" will be etched on Helen's gravestone and she has focussed her own practice on encouraging students to build resilience in the face of problems. It was serendipitous then that Helen was able to take part in the GARC program under the umbrella theme of problem-solving. The research has impacted Helen's own practice but also been adopted by multiple departments in the school. Helen has always championed women in physics and promotes her love for the subject in her lessons, with her department and by running professional development pathways for other educators. Helen's infectious passion for the subject is part of the reason the Physics department has more than doubled in size in her tenure at Putney High.

SCHOOLS 4 SCHOOLS 13:50- 14:35

ONE VISION

Yamina Bibi and Natascia Servini, Assistant Headteachers, Sarah Bonnell School

During the session, Yamina and Natascia will share the vision and philosophy for developing Teaching, Learning and Assessment at Sarah Bonnell and the systems in place that support all classroom based staff to realise this vision. During the presentation, they will share case studies of their coaching programme, how instructional coaching has impacted on the practice of ECTs, the SEP (Sharing Effective Practice) Network and how Learning Conversations have empowered all staff to reflect on their teaching and improve their practice. The session will be full of practical ideas to take away

About Natascia

Natascia is an Assistant Headteacher and teacher of French and Italian leading Teaching and Learning at Sarah Bonnell School. Natascia has experience of leading on Stretch and Challenge, Action Research, ITT and the Early Career Framework. Natascia is also a coach and certified coach trainer. In 2015, Natascia received the Association of Language Learning Secondary Teacher of the Year award and has regularly published articles and spoken at conferences on languages teaching and curriculum.

About Yamina

Yamina is an Assistant Headteacher and English teacher leading Teaching and Learning at Sarah Bonnell School. Yamina has experience of leading Curriculum, Teacher Development and Early Career Teachers a number of schools in London. Yamina is also a #WomenEd network leader in London, Resilient Leaders Elements Consultant and contributing writer to Hannah Wilson and Bennie Kara's book *Diverse Educators: A Manifesto*. Yamina is also the co-host of the new #DiverseEd Podcast.

PEOPLE FOCUS

Join a panel of experts. Hear from Louise Douglas, Chief People Officer and Victoria Blake, Stone King re current issues and opportunities in people management to aid retention and recruitment and to manage complex issues.

About Louise

Louise is a consultant and trainer working in a variety of settings across the world, many of which are schools. Her current activities include HR and safer management consultancy work for a number of schools and other organisations; training and development initiatives; safeguarding audits; policy development; and support and advice. Louise has strong relationships with many schools across the country and regularly supports them with employment issues and safeguarding activities. She also works to support other professionals including those in medicine and nursing, social work and law, as well as others involved in safeguarding.

She has worked at senior levels for over 25 years and was for a number of years a trustee of YMCA Training. Louise has successfully developed safeguarding and child protection strategies for many third sector organisations and schools and gained much of her experience whilst a director of a high-profile youth development charity. She also supports voluntary organisations with training, audit and consultancy activity and currently works with a large London-based young learners' training provider. Louise is a director of Graffham Consulting, a leading consultancy focused on safeguarding through learning and development.

Louise holds a Master's Degree in Human Resources and is a Chartered Fellow of the Chartered Institute of Personnel and Development. She often combines her safeguarding expertise with: specific HR activities, particularly in support of schools where allegations have been made against staff; senior team recruitment processes; and formulating staff documentation. She is currently studying for a Doctorate in Education, the focus of which is ethos in Multi Academy Trusts. Her interim and management consultancy work has included major change management projects for national and international organisations, focused on people and organisational culture. Until this year, Louise was the Independent Reviewer for the Bishop of Chelmsford and was previously the safeguarding advisor to the national Cathedral and Choir Schools Safeguarding Group.

About Victoria

Victoria is a Principal HR Consultant in the Employment Team at Stone King LLP. Joining the firm in 2010, she has over 30 years' experience working in HR in both private and public sectors and over 15 years as a School's HR specialist.

On a daily basis she advises Senior Leaders, Governors and Trustees on all manner of HR issues in a highly unionised environment. Victoria has extensive experience advising on both basic and highly complex TUPE transfers. She has acted as investigating officer on a number of disciplinary cases and regularly supports with complex disciplinary, capability, sickness absence and redundancy cases. Victoria aims to provide practical, pragmatic advice and builds strong relationships with her clients to ensure that she fully understands their specific needs.

CULTURE CHANGE IN SCHOOLS - HOW CAN WE CHANGE ATTITUDES AND BEHAVIOURS IN LEARNERS:?

Vikki Jonsmyth-Clarke, Assistant Headteacher, Wycombe High School

When primary school teaches young girls to colour in the lines, how does a secondary school teach them to paint their own picture? At a school where the pedagogy has been developed to stretch, challenge and support its students to achieve their very best, how does it ensure that students' attitudes towards learning demonstrate the same ambition? At Wycombe High School this was the question posed. In this talk Vikki explains the approach to this problem; where student voice was at the heart of the process. After a series of investigations, we introduced the Wycombe High School Learner Characteristics, chosen by students in the school, changed our praise system and the way we define how we learn.

About Vikki

Vikki has been teaching for 17 years and is currently an Assistant Headteacher. She has a Masters degree in teaching and learning, which has driven an enthusiasm for research informed pedagogy. Having worked in selective and non-selective, single-sex schools she has excellent experience of how girls learn. She has led on learning and teaching in schools and is now the pastoral lead at Wycombe High School. Vikki has three children and lives with them and her children in Buckinghamshire.

CREATING AN ENVIRONMENT OF PROFESSIONAL TRUST THROUGH A NEW APPROACH TO PERFORMANCE MANAGEMENT

Tina Hill, Acting Headteacher, Beaconsfield High School

When staff voice prompted a deep review of how we do performance management, everything changed! Appraisal, quality assurance, training and staff voice, along with several policies! In this talk, I share with you the journey. The research, the change, the fears and the hopes, as we embark on an entirely new system for performance management in our school, with a focus on enabling performance instead of measuring it. The aim is to create an environment of professional trust where our appraisal system offers 'high challenge, low threat' and staff morale and buy-in is high, and where performance is improving because staff engage readily in their continued professional development.

About Tina

Tina has spent 13 year's plus of her career leading girls' schools. She is passionate about education as a tool for transformation, for individuals and for society. She is dedicated to school leadership that fosters an environment where students feel secure, free to embrace the privilege of learning, and inspired by the opportunities available, they dare to be remarkable. She is currently acting Headteacher at Beaconsfield High School where her vision is to discover and develop individual potential and this is for the staff as much as it is for our students. She has reviewed systems to ensure staff feel valued, supported and challenged, to be creative and ambitious in their contribution to our learning community.

CREATING A DIVERSE AND INCLUSIVE CURRICULUM

Magdalena D'Souza, Director of School Improvement (Teaching & Learning & CPD), Nonsuch High School for Girls

The session will focus on the approach taken at Nonsuch High School for Girls to create a more diverse and inclusive curriculum.

About Magdalena

Magdalena holds a BA (Hons) in History, an MA (Hons) in Modern History: Power, Society and Culture and completed her PGCE in History at Roehampton University. Prior to teaching she worked as a researcher for the historian and journalist, Nigel Fountain, on his book: World War II: the People's Story, which won the Benjamin Franklin Award for History/Political books. During her teaching career at Nonsuch High School for Girls, Magdalena has been a: Head of Year (Years 8-13), Acting Deputy Director of Sixth Form, Director of Sixth Form Operations, and more recently Director of School Improvement, with a focus on Teaching and Learning and staff CPD. She has held these roles alongside teaching history. Magdalena's primary focus for the past three years has been to promote and develop diversity and inclusion within the school. She has represented the school at Trust level as part of the Race Equality Steering Group and worked with universities to develop her plans for diversification. Her next steps are to forge international links with the primary goal of bringing a greater awareness of a range of cultures to the school community. Magdalena is passionate about empowering students and aims to promote a culture where everyone is not just accepted, but celebrated.

SCHOOLS 4 SCHOOLS 15:20 - 16:05

THE VULNERABILITY INDEX AND REGISTER

Martin Duffy, Deputy Headteacher, Queen Elizabeth's Girls' School. Martin will present information and talk about the genesis of the vulnerability index, how it informs all areas of practice at Queen Elizabeth's Girls' School and share infographics on impact over time.

We understand that all students are unique yet face challenges of varying degrees including from SEND, socio-economic issues, chronic conditions, bereavement, mental health issues, family issues, safeguarding and so on. Schools are data rich and sometimes use this information in isolation in terms of pastoral care to support the child.

At Queen Elizabeth's Girls' School we use a 'Vulnerability Index' to identify and intervene through maximising the use of all supportive structures in place, including those common in most schools, through pastoral care, academic pathways and intentional class practice.

All staff are actively aware of the impact they can have to change life chances through the promotion of equity with a conscious understanding that some children need more support, in every lesson, every day. The work we do around this contributes to the school's significantly positive outcomes for our vulnerable students and identified groups of learners compared to national figures.

About Martin

Martin started teaching in 2004 at The Ellen Wilkinson School for Girls. He joined Northolt High School, a mixed comprehensive in Ealing with a high proportion of disadvantaged students. He was there as a seconded Deputy for two terms in 2015 when following inspection that summer, the school moved from RI to Good. At Northolt he met Queen Elizabeth's Girls' School's current Headteacher who joined Northolt as a Deputy after it went into Special Measures in 2012, to work with the newly appointed Head to support the school to move to RI in 2013 and then to securely Good in 2015. Recognising Martin's strength of strong moral leadership and drive for rapid improvement, when taking on her own headship in 2015, she recruited Martin as a Deputy to work alongside her and the senior leadership team to improve outcomes and close gaps at Queen Elizabeth's Girls' School. At QEGS Martin has developed processes, including the Vulnerability Index and Register, to promote equity and support students in their development so that all identifiable groups can achieve significantly. Martin has completed the National Professional Qualification for Headship

SIXTH FORM CHALLENGES AND OPPORTUNITIES 2022 - 2023

Lindsey Southwell, Assistant Headteacher, Queen Elizabeth's Girls' School and Kiterie Cassell, Deputy Head of Sixth Form at The Frances Bardsley Academy for Girls School

Two Heads of Sixth form at founding member schools of UK Region of ICGS will present their plans for the coming year in terms of meeting its anticipated challenges and providing opportunities to ensure successful outcomes for all students. The session builds in time for sharing best practice and Q&A.

This is an interactive session that provides participant Heads of Sixth Form to join Lindsay and Kiterie in forming a collaborative network going forward.

About Lindsey

Lindsey holds a BA (Hons) in Philosophy and completed her PGCE in Religious Education at the Institute of Education. Lindsey has been an Assistant Headteacher for 8yrs and has led the Sixth Form at Queen Elizabeth's Girls' School (QEGS) for the past 6yrs. She oversees Learning and Teaching across the school with a particular focus on Key Stage 5 Quality Assurance. As a school QEGS were part of the MYRIAD research project carried out by Oxford University into mindfulness and the impact on children. Lindsey was trained as a teacher of mindfulness and the school has used this to support students across all year groups. Lindsey recently completed an NPQSL with a focus on 'Retrieval and Interleaving' to support students at GCSE and A Level. She is passionate about the power of girls' education and the ways in which educators can support girls in schools globally to reach their full potential and take their place in the world.

About Kiterie

Kiterie holds a Bachelor of Science in Social Psychology and Sociology and then completed her PGCE at the Institute of Education. She has worked at a range of schools in inner London teaching GCSE and A-level Sociology. She has made it her lifelong mission to support students of all backgrounds reach their full potential and create a real passion for Sociology.

Kiterie joined FBA in September 2022 as Deputy Head of Sixth form and also Head of Sociology. She enjoys supporting her year group (Year 12s) to ensure that they become successful students in and outside the classroom. Kiterie loves travelling as well as trying new foods from different cultures and sharing these experiences with her students.

FUTURE FINANCES

Melissa Mulgrew, Business Manager, Chelmsford County High School for Girls will speak about Financial management in turbulent times. Presenting an overview of challenges faced in today's operating environment, with suggestions on how a balanced budget can be set to achieve curriculum goals. Topics covered will include:

- Effective budgeting
- Resource Management
- Contract Management
- Income Generation
- Curriculum planning

About Melissa

Melissa has been in the education sector for nearly 4 years after 25 years working in Investment Banking Operations, latterly as a Director responsible for global teams. During her time in the City she built experience in project management, business analysis, risk management, human resources, client relationship management, regulatory relationships and people management. She has a degree in Accounting and Financial Management and is a qualified accountant. None of this fully prepared her for running a £6.5 million building project during a pandemic; however, finds working in education a highly rewarding and demanding role. As an alumna of her current workplace, she has a deep interest in girls' education.



Edurio is a leading provider of stakeholder feedback solutions to schools and multi-academy trusts. It works with over 100 trusts as well as 1,500 schools across the UK and internationally. Edurio has developed an advanced survey management and data visualisation platform for schools and multi-academy trusts as well as a research-based survey library. It covers topics such as staff retention, parental engagement as well as teaching and learning. The team designs surveys in partnership with academic experts and practitioners to address school management priorities and inspection requirements. Edurio publishes research, case studies and practical guidance on evidence-driven school improvement.

And website/socials:

Website: home.edurio.com

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International Coalition of Girls' Schools

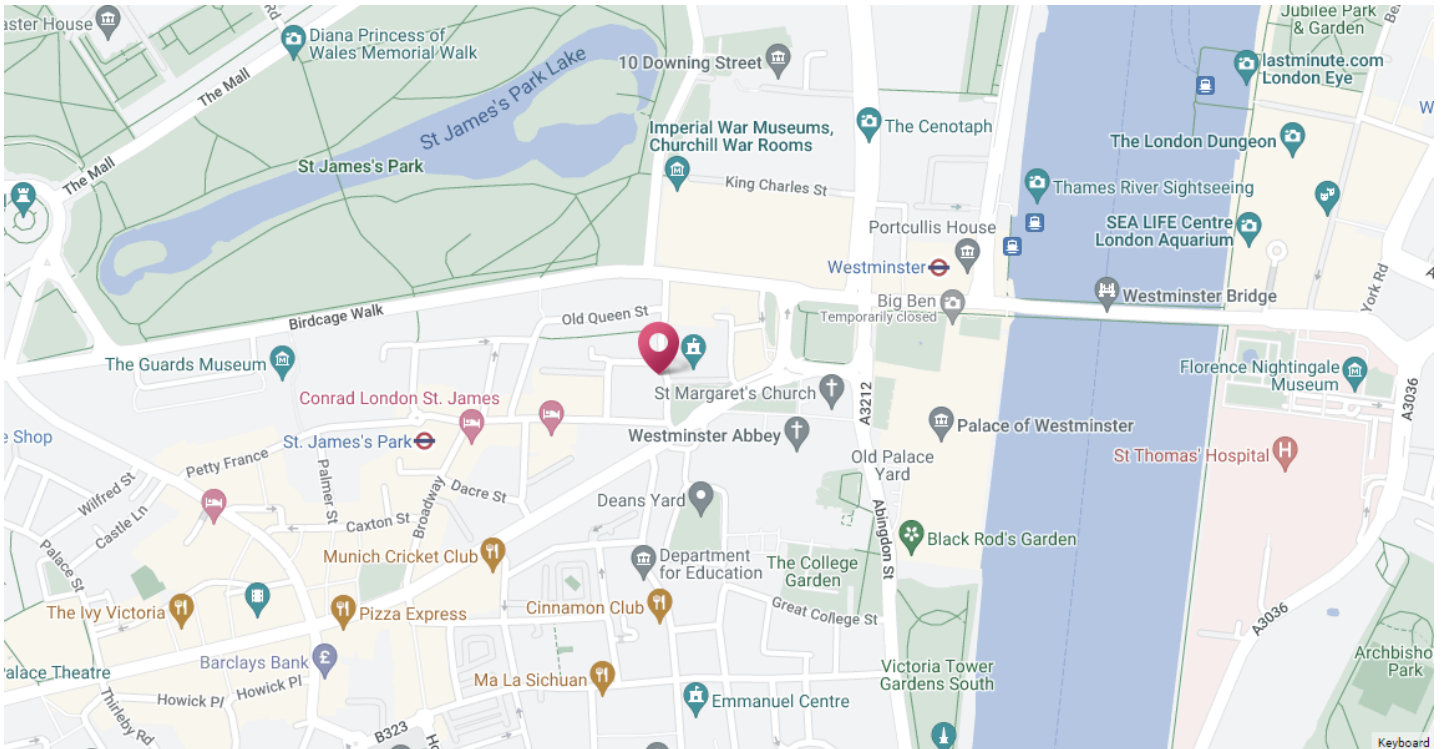
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FIND OUT MORE ABOUT ICGS MEMBERSHIP

Thank you for your contribution at today's Conference.
If you want to become a member of the ICGS, please contact
Jean Baker Director of Membership and Outreach jbaker@girlsschools.org

You can find out more about membership on the website <https://girlsschools.org/join/>





By Tube

- Westminster station (Jubilee, Circle and District lines) – 3 minute walk
- St James' Park station (Circle and District lines) – 3 minute walk
- Victoria station (Victoria, Circle and District lines) – 13 minute walk

You can also visit the [Transport for London site](#) for additional help on planning your journey on the London Underground network.

By Rail

- Victoria rail: 13 minute walk
- Charing Cross rail: 14 minute walk
- Waterloo rail: 18 minute walk

You can also visit the [National Rail](#) or the [TrainLine](#) for additional help on planning your journey using the rail network.

