



*ISTA's whole school professional development service gives schools and educational organisations a uniquely affordable opportunity to bring in experienced speakers and acknowledged experts in their field. Focusing on teacher training and development with a proven track record of success, our specialists can offer a range of experiences for your staff, students and parent body.*

## WHAT'S ON OFFER...

1. Being better humans: reflection, compassion and the development of resilience.
2. Dilemma led learning: other people with their differences can also be right!
3. Leadership and coaching: building positive mindsets for change management.
4. Service learning and the art of kindness.
5. Memory and matter: making learning memorable and meaningful.
6. The magic storybox: narrative immersion in early education.
7. The art of interdisciplinary planning: a model for authentic practice.
8. Uncharted territories: adventures in learning.
9. Philosophy for children through dramatic inquiry.

# MEET THE TEAM



Dinos Aristidou is an international education consultant, writer and director. He is also principal examiner and consultant for the International Baccalaureate and is currently curriculum manager for the review of the IBMYP Arts. His work with visually impaired and blind young people as creative learning director at UCAN (based at Cardiff University School of Optometry) and his work with the community union project, exploring hate crimes and the importance of kindness, give him a unique educational perspective. Dinos is regularly invited to give key note addresses on creativity and compassion. He has also recently started offering highly popular workshops to parents of international students on the importance of service, action, kindness and compassion. His work in reflective practice and evaluation is also very highly regarded among the international school community. Dinos is a writer-in-residence at the Mayflower Theatre in Southampton and is a fellow of the Royal Society of Arts.

**DINOS ARISTIDOU**

*'I cannot thank you enough Dinos, for your work with us last week. Your message to all parts of our community was totally aligned with our thinking, and particularly appreciated that you pushed our thinking in terms of the different types of reflection – we have already set up a meeting to consider how this might influence or shape our own approach.'*

**HIGH SCHOOL ACTING PRINCIPAL, UNITED WORLD COLLEGE SOUTH EAST ASIA - EAST CAMPUS SINGAPORE**



Rebecca Bell has over 24 years of teaching experience, ranging from age two upwards. She is a highly regarded leadership coach experienced in both educational and commercial settings. Her ability to galvanize and inspire whole school communities toward a shared vision for innovative pedagogic approaches, make her a hit in the many schools she has worked with. In recent years, Rebecca has developed a reputation in the UK particularly around early years/kindergarten education. Her action research and keynotes have gained her admiration for bringing inquiry, play and imagination together to create meaningful learning experiences for our youngest children. She works frequently with local authorities and education trusts in developing playful, story based literacy curriculum models. As a former associate lecturer at Manchester Metropolitan University, trainer and coach, Rebecca brings a diverse range of skills and expertise in creative teaching, learning and leadership that can add value to all phases in education.

**REBECCA BELL**

*'Rebecca inspired and enthused everyone who she came into contact with. Students were working at levels far above their everyday attainment while engaged in truly creative learning.'*

**CORIN JAMES, HARROW INTERNATIONAL SCHOOL HONG KONG**



Debra Kidd worked as a teacher across primary, middle and high school settings for 23 years as well as contributing to teacher training and masters courses. She is the author of two books, a contributor to another seven and she has a doctorate in education. But her comfort zone is not at a keyboard – it's in the classroom. Debra's understanding of curriculum development, rigorous inquiry-led pedagogy and her enthusiasm for learning have taken her across the world where she is fast gaining a reputation as both a key note speaker, workshop leader and facilitator of staff training. She is highly in demand for her work on curriculum design linked to global learning goals. Her third book, written in collaboration with Hywel Roberts, was described by Professor Damien Page, Dean of Carnegie School of Education Leeds as: *'A fantastic resource for teachers across the curriculum, placing creativity at the centre of pedagogy to inspire innovative and challenging practice.'*

**DEBRA KIDD**

*'Debra is an ideal guest for a school that is trying to move forward with more creativity in the curriculum and more individuality in their vision. I would recommend her very strongly. We look forward to inviting her back.'*

**CHRIS BINGE, PRINCIPAL ISLAND SCHOOL HONG KONG**

# OUR OFFERS IN DETAIL

*Here are nine offers for consideration, but each of our experts has experience in developing bespoke work for schools and we are more than happy to talk with you to create packages of training that fit your unique needs.*

## 1

### BEING BETTER HUMANS: REFLECTION, COMPASSION AND THE DEVELOPMENT OF RESILIENCE

#### *Led by Dinos Aristidou*

It's often tough for children and young people to navigate through our changing world and the growing demands that are being made upon them. This workshop with Dinos examines the role of reflection in learning and in the building of self-compassion as a way of preventing anxiety. It introduces a series of practical and easy strategies for the development of reflective, compassionate and resilient children and young people and demonstrates the relationship between service learning and self-care.

*This workshop is suitable for middle and high school teachers, students and parents.*

The consultancy uses practical activities and exercises to cover:

- Reflection and its role in building compassion and resilience.
- The role of compassion in developing resilience.
- Tackling the self-critic and the self-regulator.
- Distancing techniques; strategies to deal with challenges.
- Identifying values and how they are communicated.
- Compassionate assertiveness.



**'We are continuously thinking about the gifts you have shared with us on reflection and have gathered as a small power group meeting once a week to figure things out about reflection.'**

**TEACHER  
ATLANTA INTERNATIONAL SCHOOL**

# 2

## DILEMMA LED LEARNING: OTHER PEOPLE WITH THEIR DIFFERENCES CAN ALSO BE RIGHT!

### *Led by Debra Kidd*

Why should we place dilemma at the heart of our curriculum? Why is it not enough to simply have knowledge and creativity? During this training day, Debra will explore how questions and dilemmas can drive learning forward so that students really explore the statement above from the IB. Taking stories as our medium across a whole host of subjects and areas of inquiry, she'll look at the cognitive science of memory, of the importance of narrative and movement and how all of this can help us to create contexts for learning that are deeply purposeful and memorable. Placing children knee deep in dilemma, pivoting their perceptions and making them reach for uneasy, complex answers sits at the heart of this work.

*This workshop is suitable for elementary, middle and high school teachers. It can also be developed into modeled practice in which Debra will teach while teachers observe, followed by debrief and analysis.*

The consultancy will explore:

- The importance of questioning in learning.
- The role of memory.
- The importance and the limitations of creativity as a pedagogical goal.
- The role of story in human learning and development.
- Global understanding and awareness through philosophical, dilemma led inquiry.



**'We are beginning a journey into a systematic change of curriculum and pedagogy across our whole country. The days our teachers have spent with Debra Kidd have shown that it is pedagogically possible for our students to have a learning experience that enables them to not only view the world in a different way, but to have the knowledge and confidence to shape the world they inherit.'**

**SIAN ROWLES, CHALLENGE ADVISOR  
PEMBROKESHIRE EDUCATION AUTHORITY WALES**

# 3

## LEADERSHIP AND COACHING: BUILDING POSITIVE MINDSETS FOR CHANGE MANAGEMENT

### *Led by Rebecca Bell*

Using her experience of leadership development and coaching in schools, Rebecca will take a team through coaching models designed to bring out the best in people. Taking a G.R.A.C.E. model that builds on the principles of growth mindsets, she'll show how leaders can develop thoughtful, rigorous and continually reflective environments in which their leadership and vision cascade into the classroom. The teachers Rebecca will work with will see how not only their interactions with other adults become more positive, but also how this work can impact on classroom practices.

*This workshop is suitable for senior, middle and aspiring leaders in schools.*

The consultancy will explore:

- How coaching models can positively influence leadership in schools.
- The importance of consistency and positive regard in leadership.
- The role of growth mindsets in embedding a positive culture across schools.
- The connections between good leadership practice, coaching and classroom pedagogy.

'Rebecca is an inspirational leader with a superb understanding of training styles and leadership attributes. She has excellent skills in strategic visioning and how to then translate the vision into a realistic action plan to successfully support implementation of organisational change and development. Rebecca is highly reflective and intuitive and completely committed to supporting individuals to achieve the highest possible standards in their field.'

**SHARON BATES, HEADTEACHER  
MILL HILL PRIMARY SCHOOL**



# 4

## SERVICE LEARNING AND THE ART OF KINDNESS

*Led by Dinos Aristidou*

There is a direct link between being kind to others and the development of our ability to be kind to ourselves, alleviating anxiety and distress. Preparing for the service learning experience is however often overlooked in favour of reflection on the experience. Preparation, reflection and retrospection are all key aspects of making sense of this experience. In this workshop Dinos presents a range of strategies to help students prepare for as well as make sense of their service learning experiences, using approaches designed to avoid "reflection fatigue".

*This workshop is suitable for middle and high school students and teachers.*

The consultancy uses practical activities and exercises to cover:

- Reflection and its role in service learning.
- Service learning and the development of self-compassion.
- Identifying boundaries and comfort zones.
- Strategies for preparing students for service learning experiences.
- Preparing for risk taking and open-mindedness.
- Approaches to unpacking and learning from the service experience.



**'The activities made me realise that so many opportunities are lost in the classroom when we ask students to reflect. Using these ideas would be taking reflection to the next level. I will be using them to uncover their obstacles as well as their strengths. I particularly enjoyed the SAGE framework for feedback.'**

**TEACHER  
WESTERN INTERNATIONAL SCHOOL OF SHANGHAI**

# 5

## MEMORY AND MATTER: MAKING LEARNING MEMORABLE AND MEANINGFUL

*Led by Debra Kidd*

How does memory work? Is education a matter of remembering or is it much more than this? In this workshop, Debra will take us back to considering the purpose of education and examining our thoughts in this in conjunction with the values and goals of our school and curriculum models. From here we'll explore curriculum development that links to a broad range of cognitive and neuro-science to try to make sense of what we know and understand about learning and what that means for our classroom practices.

*This consultancy is suitable for the whole school – elementary, middle and/or high school teachers and leaders.*

The consultancy will explore:

- The five main areas of memory and their significance for developing curriculum and units of work.
- Will explore the gaps in our understanding – what is not yet known and why we should be careful about jumping on bandwagons.
- Will develop strategies for building classroom practices linked to memory but also to considering relationships, oracy, agency and problem-solving.



**'Debra revolutionised teaching in our school. She gave us direction into using strategies which naturally engaged pupils in their learning and which were rooted in an understanding of recent research. Her knowledge of how pupils think inspires others to want to teach in this way all the time. Debra made me rethink my teaching style and opened up a new world of exciting possibilities.'**

**SARAH RHODES, ASSISTANT HEAD TEACHER  
HORIZON ACADEMY BARNSELY SOUTH YORKSHIRE**

# 6

## THE MAGIC STORYBOX: NARRATIVE IMMERSION IN EARLY EDUCATION

### *Led by Rebecca Bell*

Working with teachers and/or pupils through modeled PD, Rebecca will explore how stories and evocative picture books can act as vehicles through which learning and purposeful play can be inspired. She'll explore how language and oracy, imagination and character, settings and problems can be used to drive learning forward for these youngest of children and how teaching within imagined story worlds can enhance brain friendly and 'sticky' learning.

*This consultancy is suitable for kindergarten and grade one and two teachers and their students.*

The consultancy will:

- Offer hands-on practical advice for teachers on using story to enhance and engage learning.
- Use specific examples of how stories can open up inter-disciplinary learning in the early years.
- Explore the importance of child-initiated play linked to theme and provoked by a narrative context.
- Explore methods of recording and evaluating learning through assessment.

**'Rebecca is inspirational. She has had significant impact in supporting the schools and local authorities I have been attached to in both language and literacy development, particularly in early years. She has made significant inroads too with the engagement of parents which has been pivotal in cultivating a more positive home learning environment. The most valuable component of Rebecca's consultancy repertoire is how she models teaching and learning with the children and for the practitioners with both energy and excitement. opened up a new world of exciting possibilities.'**

**GARETH DAVIES, LITERACY ADVISOR  
(FORMER NATIONAL STRATEGIES LEAD CONSULTANT)**

# 7

## THE ART OF INTERDISCIPLINARY PLANNING: A MODEL FOR AUTHENTIC PRACTICE

*Led by Dinos Aristidou*

Interdisciplinary teaching and learning at middle and high school level is challenging and often doesn't feel authentic with subjects often trying to make things fit. In this consultancy, Dinos takes teachers through a step by step guide to authentic interdisciplinary planning culminating in the development of an interdisciplinary unit. It presents a framework that can be used again and again to develop future interdisciplinary teaching and learning initiatives. Suitable for IBMYP but can be bespoke to any programme or year group.

*This workshop is suitable for middle and high school teachers.*

The consultancy uses practical activities and exercises to cover:

- Possible approaches to interdisciplinary teaching and learning.
- Strategies for developing consensus and communal ownership.
- Identifying the inquiry and the learning.
- Developing authentic interdisciplinary and subject specific assessment.
- Planning learning engagements.
- Openings and endings.

**'A powerful experience of the importance of synthesizing experience and knowledge.'**

**HUMANITIES DEPARTMENT  
FRANKFURT INTERNATIONAL SCHOOL**



# 8

## UNCHARTED TERRITORIES: ADVENTURES IN LEARNING

*Led by Debra Kidd*

Using her book as a starting point, Debra will explore how settings like forests, caves, mountains and many other places can spark off learning across the curriculum by placing children on a continuum of engagement from mild interest to deep obsession. The session will show teachers how, from a simple starting point and with minimal resources, they can take children deep into imagination to generate deep learning that has rigorous inquiry at its heart using Mantle of the Expert pedagogy. Schools booking this consultancy will receive a free copy of the book.

*Suitable for primary and middle school teachers.  
Can also be adapted to modeled practice PD.*

The consultancy will explore:

- How to use images and settings as springboards to fire the imagination.
- How to use deep questioning to drive children's thinking further.
- How to link subjects through exciting contexts to enhance learning.
- How to make classrooms joyful, thoughtful and exciting places to be!

**'An excellent resource for supporting a rigorous inquiry approach to classroom practice. At its heart is an understanding of the natural link between play, curiosity and creativity. The starting points are designed to stimulate a child's imagination by focusing on areas like forests or space or castles. The questions and strategies have a freshness in their approach and are full of suggestions to take topics in exciting directions. There are also some innovative ideas for making connections across disciplines.'**

**RICHARD PARKER, PRINCIPAL  
INTERNATIONAL SCHOOLS OF LONDON**



# 9

## PHILOSOPHY FOR CHILDREN THROUGH DRAMATIC INQUIRY

### *Led by Rebecca Bell*

Using the Sapere approved model of Philosophy for Children (an approach that develops philosophical thinking in children), Rebecca will show teachers how this approach can be enhanced and developed through some simple drama techniques to bring learning to life. The process gets children using dialogic talk to solve problems and work collaboratively towards solutions safely protected by role. Rich curriculum themes and concepts are brought to life in meaningful, humanized contexts.

*This consultancy is suitable for primary and middle school teachers.*

The consultancy will:

- Introduce teachers to the practices and processes of Philosophy for Children.
- It will equip teachers with drama techniques that can be implemented quickly and easily into classroom practice.
- Develop an understanding of the importance of dialogic talk and the impact it has on learning.

'Rebecca is a consultant we have come back to time and time again. Her creative approach to education is refreshing and inspiring. Our curriculum has most definitely been enriched through her support for our pupil and parent days (SHINE Days), INSET, pupil workshops and drama curriculum. Pupils, parents and staff have been engaged and motivated to learn together. Staff have developed skills to embed enquiry led learning within the curriculum and been ably supported in immersing our children in the wonderful world of imagination. Thank you!'

**LIZ ALLBUTT, HEAD TEACHER  
ALL SAINTS FIRST SCHOOL**



# FREQUENTLY ASKED QUESTIONS

## Sounds great, but how much is all this going to cost me?

Our PD rates are highly competitive because we understand the unique context of international schools and the additional costs incurred in travelling expenses for speakers. As such, **PD with ISTA costs just GBP £750 per day** plus expenses and even these expenses can be vastly reduced if we can link your training to an event already happening in your area. Contact us to discuss the possibilities for this.

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## We've had training before but it's hard to sustain once the speaker has gone. Do they offer follow up packages?

Yes. For follow up work or work continuing over several days, we can offer a reduction of fees for subsequent days. This makes it more affordable for you to keep artists on to work with smaller teams. Please contact us for details.

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## What is expected of us?

Our consultants will bring their own laptops or memory sticks – whichever works best for your IT systems. You need to provide speakers, a projector and screen plus paper (flip chart is great), post it notes and marker pens for staff. You can liaise with your consultant about lay out. You should provide water and lunch for your speakers and you may incur additional expenses for travel and accommodation (see above).

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## Can we have copies of presentations and resources?

Presenters will give you pdfs of all presentations and resources. They may have to remove some material (for example photographs of children). In some cases, presenters may also offer an additional resource pack or book. See each offer for details.

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## So how do I sign up?

In the first instance, contact [tom@ista.co.uk](mailto:tom@ista.co.uk) with your preferred speaker, workshop offer and dates. If you'd like a more bespoke offer this can be arranged. Tom will check availability and get back to you and you can liaise with the speaker directly to sort out details.

