

Inclusion & Wellbeing MENA 2021

24 February – 9 March 2021

Digitally delivered across six modules



KNOWLEDGE PARTNER:

دبي
Knowledge المعرفة

'When we improve the quality of inclusion, we improve education for all,'

Dr Abdulla Al Karam, Chairman of the Board of Directors and Director General of the Knowledge and Human Development Authority (KHDA).

Inclusive schools transform lives, empowering students of determination to realise their potential and gain life-long skills enabling them to thrive. Each teacher plays a vital role in preparing students for the future, equipping them with resilience and determination and impacting on their social, emotional and academic growth.

Optimus Education are delighted to invite you to our 3rd annual **Inclusion & Wellbeing MENA** conference. Taking place for the first time digitally, we bring you six live online modules packed with strategies, practical skills and resources to ensure your whole school can support different types of need.

Benefit from panel discussion providing clarity and expert opinion. Engage in live chat and ask your questions direct to our international and regional experts. Participate in interactive breakout sessions, facilitating networking and discussion with others from across the region and compile a bank of classroom strategies to take away.

Join our live modules at 13:45 to 16:00 GST, or access the recordings on-demand.



Official Knowledge Partner of the
Inclusion & Wellbeing MENA 2021
conference.

REGISTER TODAY

oego.co/MENA2021

+44 (0)20 8315 1506

**Lead the way in
inclusive education**

**Differentiation and
blended learning**

**Rigorous
monitoring and
tracking**

**Whole-school
and community
wellbeing culture**

**Support student
resilience and good
mental health**

This year's speakers include...



Hind Al Mualla

Chief of Creativity, Happiness and Innovation, Knowledge and Human Development Authority



Wendy Harris

Assistant Head Teacher – Inclusion, GEMS Wellington International school



Noora Alsaadi

Bilingual Inspector, Schools Inspection Bureau, Knowledge and Human Development Authority



Nina Jackson

SEND, Mental Health and Wellbeing Consultant



Barry Cooper

Education Consultant



Dr Rasha Mashmoushi

Educational Psychologist, Camali Clinic



Sarah-Jane Critchley

Consultant, Coach and Author



Gareth Morewood

Educational Adviser and Visiting Lecturer



Renate Baur-Richter

Program Manager, SEDRA



Catherine O'Farrell

Consultant and Corporate Leader



Naz Denning

Director of Inclusion, Brighton College Dubai



Dr Ruba Tabari

Educational Psychologist and Teacher



Dr Catherine Frogley

Clinical Psychologist and Education Team Lead, The Lighthouse Center for Wellbeing



Hannah Wilson

Educational Consultant



Kelly Hannaghan

Voices of Wellbeing

Programme – Inclusion

Module one: Lead the way in inclusive education (24 February)

13:45 – 14:00	Inclusive policy opening address <i>Noora Alsaadi, Bilingual Inspector, Schools Inspection Bureau, KHDA</i>
14:00 – 14:40	Effective assessment in times of blended learning <ul style="list-style-type: none"> • An introduction to different types of assessment • Implication of blended learning for assessment systems and practices • Assessing students during blended learning • Psychological and emotional stress that can impact students' achievement and learning <i>Dr Rasha Mashmoushi, Educational Psychologist, Camali Clinic</i>
14:40 – 15:20	Brave conversations: taking an individualised approach to transition <i>Renate Baur-Richter, Program Manager, SEDRA</i>
15:20 – 16:00	Establish your school as a leader of inclusive education <ul style="list-style-type: none"> • Promote an inclusive ethos within the school • Engage the wider community to drive the school's mission of inclusion • Take on an inclusive challenge <i>Catherine O'Farrell, Consultant and Corporate Leader</i>

Module two: Develop your inclusive practice (4 March)

13:45 – 14:30	Lessons from the pandemic and blended learning: differentiating and driving progress for students of determination Remote, blended or face-to-face learning – ensuring access for all through UDL – <i>Wendy Harris, Assistant Head Teacher – Inclusion, GEMS Wellington International School</i> <ul style="list-style-type: none"> • A brief introduction to UDL and what this means • Some ideas of how to utilise the approach in the classroom – both live and remote Student agency, flipped learning and layering the learning – <i>Barry Cooper, Education Consultant</i>
14:30 – 15:05	Modifications to ensure progress for autistic students <i>Gareth Morewood, Educational Adviser and Visting Lecture</i>
15:05 – 15:35	Create stretch and challenge in the classroom and tailor provision for dual exceptionality <i>Naz Denning, Director of Inclusion, Brighton College Dubai</i>
15:35 – 16:00	Network groups: rigorously embed inclusion in every classroom – build and take away a bank of practical ideas

Module three: Evidence and ensure rigorous provision (8 March)

13:45 – 14:25	Develop a rigorous system of monitoring and reviewing your whole school provision <ul style="list-style-type: none"> • Establish clear expectations and goal setting – System Thinking Tools • What does an inclusive school look like? • How to monitor and review practice – practical tools <i>Catherine O'Farrell, Consultant and Corporate Leader</i>
14:25 – 14:45	Working together towards and beyond diagnosis <i>Sarah-Jane Critchley, Consultant and Author, Different Joy</i>
14:45 – 15:05	Early intervention and collaboration <i>Dr Ruba Tabari, Educational Psychologist, The Developing Child Centre</i>
15:05 – 15:40	Understand emotional regulation and use low arousal approaches <i>Gareth Morewood, Educational Adviser and Visiting Lecturer</i>
15:40 – 16:00	Network groups: collaborative working for inclusion

Programme – Wellbeing

Module one: Staff and whole-school wellbeing (25 February)	
13:45 – 14:15	Promote social and emotional learning through your happiness and wellbeing curriculum <i>Hind Al Mualla, Chief of Creativity, Happiness and Innovation, KHDA</i>
14:15 – 14:55	Reflections on the impact of the pandemic and a look forward to a bright future through rebuilding, re-connection and resilience <ul style="list-style-type: none"> School community: taking the opportunity to reflect on the systems and strategies that have supported all stakeholders to continue operating during the pandemic Rebuilding: developing relationships and emotional wellbeing through reflective journeys and moments of celebration for self-esteem and confidence Future learning: use the experiences of emotional impact to be the key ingredients in recognising personal, professional and organisational resilience for the future <i>Nina Jackson, SEND, Mental Health and Wellbeing Consultant</i>
14:55 – 15:35	Create a whole-school culture with mental health and wellbeing at its heart <ul style="list-style-type: none"> Leadership: proactive, pre-emptive, and preventative approaches to address potential barriers Curriculum: balancing the core, the inner, and the extra-curricular provision Stakeholder engagement: working with students, staff, governors, parents, and the wider community <i>Hannah Wilson, Education Consultant</i>
15:35 – 16:00	Network groups: leading whole-school wellbeing
Module two: Impact whole community wellbeing through relationships (2 March)	
13:45 – 14:15	Building the team: creating strong school/parent relationships that impact whole community wellbeing <ul style="list-style-type: none"> Creating the environment: communications strategy Delivering the opportunities: events and opportunities to connect Honing the message: approaches to active academic management of pupils <i>Barry Cooper, Education Consultant</i>
14:15 – 14:55	Early interventions to support student self-confidence and self-esteem <ul style="list-style-type: none"> Measuring: developing systems to audit student wellbeing needs Implementing: purposeful interventions for individual student needs Reviewing: assessing impact of early intervention on emotional health outcomes <i>Voices of Wellbeing featuring Nina Jackson and Kelly Hannaghan</i>
14:55 – 15:35	How to spot the signs and symptoms of mental ill health and support students affected by social anxiety
15:35 – 16:00	Network groups: classroom strategies for wellbeing
Module three: Supporting student resilience, mental health and wellbeing (9 March)	
13:45 – 14:15	Empower students to look after their own mental health and respond to high stress situations and resilience <i>Dr Ruba Tabari, Educational Psychologist, The Developing Child Centre</i>
14:15 – 14:55	Practical strategies to support students struggling with body image and eating disorders <i>Dr Catherine Frogley, Clinical Psychologist and Education Team Lead, The Lighthouse Center for Wellbeing</i>
14:55 – 15:35	Strategies to support students affected by low mood and depression
15:35 – 16:00	Network groups: working collaboratively to promote and support wellbeing

*Please note programme is subject to change. See website for up-to-date version.

On-demand content

A conference booking includes access to a wealth of on-demand recordings and resources which you can share with your staff team.

Video training on: strategies for supporting students affected by self-harm, supporting students affected by bereavement and grief, understanding containment, and SEND wellbeing.

REGISTER TODAY

eogo.co/MENA2021



It is reassuring to know we are on the right path where improving inclusive education is concerned. The event has also given me a few points to consider.

HEAD OF INCLUSION, JESS AR PRIMARY

Prices	Digital price (GBP)	Digital price (AED approx)
Wellbeing, one delegate	£260 (GBP)	1,307
Inclusion, one delegate	£260 (GBP)	1,307
Both topics, one delegate	£430 (GBP)	2,162
Member	Contact your Account Manager for discounts	

A school may send two different members of staff to the Inclusion and Wellbeing events when purchasing the two topic pass. However, they must be from the same school.

For discounted rates for group bookings, please contact us on **+44 (0)20 8315 1506** or email **oe.conferences@optimus-education.com**