

High
Performance
Learning

HPL 7th Annual Global Conference

Leading Without Limits:
Embedding Excellence in Every School

HPL World Map



12th - 14th March 2026
De Vere Tortworth Court, Bristol

Welcome



High Performance Learning

We passionately believe that every single child can achieve academic success and live a life full of opportunity and fulfilment regardless of their starting point. Learning is a science, and following over 40+ years of research into how people think and learn, we now know that what was always perceived as impossible is now possible: there are no restrictions on learning.

When we remove the barriers to achievement, we are reimagining education for a new world with our rigorous, systematic and holistic approach to teaching and learning - a unique evidence-based philosophy and framework that empowers every child.

And when ambitious school leaders work with us to harness our philosophy of empowerment – driven by what we know about how children learn – they create world class schools and equip each child with advanced cognitive skills and the essential values, attitudes and attributes that they will need for lifelong success.



We are delighted to welcome you to our **7th Annual Global Conference, *Leading Without Limits: Embedding Excellence in Every School***. Over the three days, you will have the opportunity to deepen your understanding of how to maximise the impact of High Performance Learning across your school, classroom, and beyond. We look forward to hearing from our keynote speakers, who are leading experts in their fields, and to gaining valuable insights from our workshop presenters. During this conference you will have opportunities to share, collaborate and network with our sponsors, partners and HPL Global Community.

HPL Team

#EveryoneCan

Meet the HPL Team



Professor Deborah Eyre
Founder

Deborah is our Founder of High Performance Learning. Her career has focused on helping students reach high levels of cognitive performance and is proud to celebrate 10 years of HPL.



Gareth Collier
Executive Director

Gareth is our Executive Director at High Performance Learning. As a passionate exponent of education in the UK and internationally, he is proud to be helping schools attain excellence with HPL.



Lorraine Hunter
Chief Operating Officer

Lorraine is our Chief Operating Officer. She has a wealth of experience and expertise working in the financial and education sectors. Lorraine believes that every single child can achieve academic success.



Melanie Saunders
Chief Education Advisor

Melanie is our Chief Education Advisor. She joined HPL in 2016 and leads the World Class School Award and oversees the Accreditation process for HPSA and WCSA.



Amy Lilley-Stewart
Director of Professional Learning

Amy believes deeply that all children can become high performers. She has worked in the education sector both nationally and internationally for over 20 years.



Brynn Cooper
International Director

Based in the UAE he has successfully led two schools through the WCSA. Brynn strives to ensure educational practices are continually innovating in line with the evidence that #Everyone can.



Jamie Lawler
High Performing School Award Director

Jamie specialises in schools in challenging circumstances and works with schools adopting HPL through the World Class School Award (WCSA) and the High Performing School Award (HPSA).



Cassey Benito
Head of Programmes and Partnerships

Cassey is a proud advocate of HPL and thoroughly enjoys working with the HPL community. Cassey has worked in education both in South Africa and the UK.

Meet the HPL Team



Stephanie Graham
Executive Assistant

Stephanie is dedicated to excellence and has enjoyed working in the education sector for over 10 years. She is proud to work with our HPL Community of schools.



Nishani Nanayakkara
Finance Manager

Nishani is our Finance Manager and has worked in the education and charity sectors for over 15 years. Nishani is a strong advocate for inclusion and believes in the HPL philosophy #Everyone can.



David Rowsell
Associate Director

David works primarily with international schools adopting HPL through the World Class School Award (WCSA). David adopted HPL in two of the schools where he was the principal.



David Muir
Associate Director

David joined HPL in 2023 as an Associate and works primarily with schools in the UAE and Asia. David has over 20 years of leadership experience and has previously been a Headteacher both in the UK and UAE.



Duncan Gowen
Associate Director

Duncan guided Day Waterman College, Nigeria, through its 2-year journey towards becoming an accredited HPL World Class School. Duncan is an HPL World Class School Accreditor.



Mark Saunders
Associate Director

Mark joined HPL in 2025 after a varied career in UK secondary education, but has had a strong association with HPL for over 10 years. For the last 16 years he was a senior strategic development officer for Children's Services in a large county council, overseeing more than 500 schools.

Programme Overview

Welcome Cocktail Reception – Thursday 12th March 2026

Time	Session	Room
6.30 pm	Welcome Address Gareth Collier, HPL Executive Director	Orangery
6.45 pm	HPL Community Networking	Orangery
	New to HPL Networking	
7.45 pm	Closing	

Day 1 Morning – Friday 13th March 2026

Time	Session	Room
8.30 am	Registration and Refreshments	Westminster Lobby
9.00 am	Welcome Address Gareth Collier, HPL Executive Director	Westminster
9.15 am	Sponsors' Spotlight	
9.30 am	Keynote: 10th Anniversary Lecture-Beyond School Improvement Professor Deborah Eyre, Founder	
10.30 am	Post Keynote Workshop Melanie Saunders, HPL Chief Education Advisor	
11.30 am	Networking and Refreshments	Westminster Lobby
12.00 pm	Keynote: HPL - Your Admissions Advantage Steve Green, Head of Senior School, Queen's College, Taunton	Westminster
12.35 pm	Lunch	1853 Restaurant

Day 1 Afternoon – Friday 13th March 2026

Time	Session	Room
13.20 pm	Keynote: Dispositional teaching: what does it involve and how do we embed it? Guy Claxton, world-renowned Cognitive Scientist and Professor of the Learning Sciences at the University of Winchester	Westminster
14.30 pm	HPL in Action Workshops <i>Please refer to pages 22-24 for each workshop description and room allocation.</i>	Various Rooms
15.15 pm	Networking and Refreshments	Westminster Lobby
15.30 pm	Keynote: Brave Leadership and the Emotional Environment of Learning Christine Cunniffe, Executive Principal, LVS Ascot	Westminster
16.05 pm	Keynote: A Call to Cognitive Courage: Excellence That Travels Across International Schools Dr Steffen Sommer, Director General, Misk Schools	Westminster
16.45 pm	Closing Comments Melanie Saunders, HPL Chief Education Advisor	Westminster
19.00 pm	Drinks Reception	Atrium Bar
19.30 pm	Gala Awards Dinner	Westminster

Gala Awards Dinner

Friday 13th March | 19.00 Drinks Reception | 19.30 Gala Awards Dinner

Westminster | Dress code: Smart — Lounge Suit/Cocktail Dress

What better way could there be to celebrate your achievements than at our 7th Annual Conference Gala Awards Dinner. This is always a part of the day that we all look forward to, especially as we get to celebrate those schools that have been accredited and continue their growth and development as fully accredited HPL schools. We'll be kicking off the evening with a drinks reception, perfect for relaxing with old colleagues and new friends after a full day of discovery and learning.



The Gala Awards Dinner starts at 7.30 pm and promises to be a delight with a fantastic menu and relaxed atmosphere.

During the evening, the Awards Ceremony will take place where we will celebrate the achievements of those colleagues and schools successfully achieving HPL Teacher Certification, HPL Fellow, HPL Honorary Fellow and School Accreditation.

We will also celebrate the achievements of students who participated in the HPL Student Competitions and announce the winners and runners up.



Programme

Day 2 - Saturday 14th March 2026

Time	Session	Room
8.30 am	Registration and Refreshments	Westminster Lobby
9.00 am	Welcome and Reflections Melanie Saunders, HPL Chief Education Advisor	Westminster
9.10 am	Keynote: AI-Guided Learning and the Future of Education Dr Madiha Khan, AI researcher & Director of Consulting Services at Educate Ventures Research	Westminster
9.55 am	Keynote: With our Powers Combined we are Enquirers Amy Lilley-Stewart, HPL Director of Professional Learning	Westminster
10.30 am	Networking and Refreshments	Westminster Lobby
10.55 am	HPL Workshops x3 <i>Please refer to pages 26-27 for each workshop description and room allocation.</i>	Westminster
11.35 am	Workshop: High Performance Beyond the Classroom: Junior Duke Meets HPL Dawn Waugh, Founder of the Junior Duke Award	Various Rooms
12.10 pm	Keynote: Coaching - The Real Cognitive Enhancer Jamie Hayes, Director at NHS Wales & JMH Collaborations	Westminster
12.50 pm	Closing Comments and Evaluation Gareth Collier, HPL Executive Director	Westminster
13.00 pm	Lunch	1853 Restaurant

Keynote Speakers

Keynote

Day 1

Time: 9.30 am

10th Anniversary Lecture – Beyond School Improvement

School Improvement has dominated education for almost half a century. Its focus has been on increasing the number of good schools and reducing inconsistency of student performance within them. It had created notable step-changes in poor-performing systems but it has not helped systems to reach the world-class standards that characterise the very best nor has it served to meet the needs of the workplace and society. In addition it has spawned a range of undesirable outcomes ranging from poor wellbeing in staff and students to low attainment for disadvantaged and SEND students. School Improvement has run its course. It was in critical care in 2016 when Professor Eyre published the first edition of her book and is now well and truly dead. What is needed to create world class schools is a move away from compliance models and instead a move towards a system where the school community is taking ownership for its own success and held accountable for improving the schools they lead. High Performance Learning enables schools to take ownership and to establish a culture where schools consistently achieve excellent academic results for their students but also produce students who can think for themselves, are socially confident and have experienced a rich diet of educational opportunities. So why isn't everyone doing it?



Professor Deborah Eyre, Founder of High Performance Learning

Professor Deborah Eyre, is a renowned figure in educational innovation and was named one of the 40 Outstanding Global Women in Education of 2024. Founder of High Performance Learning, she works in the UK and globally to help schools combine academic success and student wellbeing. Her expertise in High Performance Learning provides a mechanism for effectively implementing science-based practices that not only raise academic standards but also foster personal growth and resilience among students.

Deborah provides advice to governments, schools, universities, and educational foundations in the UK, UAE, Hong Kong, South Africa, Saudi Arabia, the USA, and Singapore. She is a Liveryman of the City of London and a Trustee of the River Learning Multi-Academy Trust. She holds Fellowship status with the Girls' School Association, the Chartered College of Teachers, and the Royal Society of Arts.



Keynote

Day 1

Time: 10.30 am

"Every time I learn something new, it pushes some old stuff out of my brain." Homer Simpson

The brain is, as we know, entirely plastic and, sadly for Homer, it's making room for new ideas all the time. The problem is that some of the ways we now need to think about both school and student performance just don't fit alongside what we have done in the past. Maybe we should start allowing the evidence to push the old stuff out?

In this interactive session we will explore some of the major planks of school improvement, their intention, impact and unintended consequences. Table discussions will focus on how we adapt what is valuable from the past whilst having the courage to abandon some approaches which no longer stand up to scrutiny.

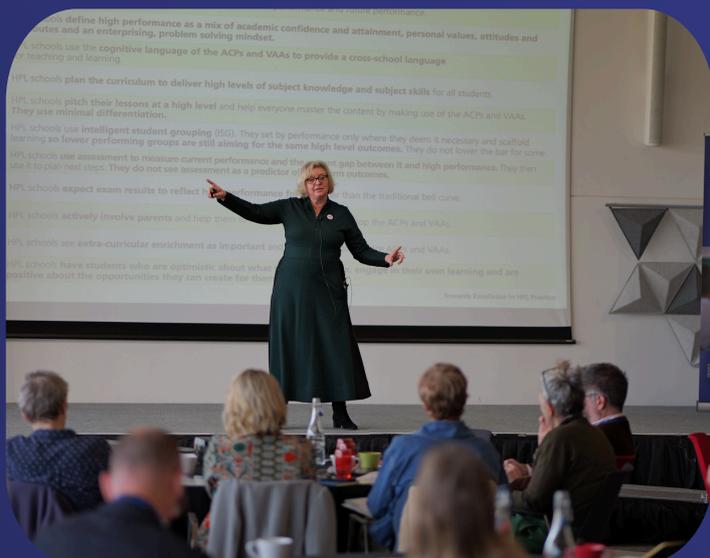


Melanie Saunders, HPL Chief Education Advisor

Melanie Saunders is the Chief Education Advisor for High Performance Learning and has been part of the organisation since it was established by Professor Deborah Eyre in 2016, supporting schools in the UK and around the world to adopt this research-based philosophy and framework.

Melanie was Head of Strategic School Improvement for Hampshire and the Isle of Wight for nearly twelve years and has wide experience of school leadership, not only as the head of an 11-18 school but also as an adviser, school governor, IEB Chair, coach, and independent consultant.

She has provided evidence for parliamentary review, written political speeches and reports, and contributed to national guidance, including, as an ex-Head of English, serving on the 2019 ASCL Commission, "The Forgotten Third." In addition to blogs and articles for HPL, Melanie has written for a range of educational publications, most recently, "The Secondary Curriculum Leader's Handbook," (Published by John Catt)



Keynote

Day 1

Time: 12.00 pm

HPL - Your Admissions Advantage

With 4 independent schools within a few square miles, Queen's is set within a highly competitive local and, indeed, international market. Steve and the team at Queen's have harnessed the power of HPL to differentiate their teaching and learning offer and, working with a skilled marketing department, have ensured that HPL is front and centre of their customer-facing brand communication. This presentation is intended to help you understand our methods, evidence the impact that we have seen, and consider what you can do to replicate our success in your own setting.



Steven Green, Head of Senior School, Queen's College, Taunton

Steve Green serves as Head of Senior School and HPL Lead at Queen's College, a co-educational, non-selective independent day and boarding school (ages 0–18) in Taunton, Somerset.

Prior to this role in the independent sector, Steve held leadership roles as Head, Deputy, and Assistant Head across several multi-academy trusts in the South West. A passionate advocate of the #EveryoneCan philosophy, he led Queen's College to achieve HPL World Class School accreditation in 2025. He continues to head up the development of HPL practice across the entire school, from Pre-Prep to Sixth Form. HPL aligns perfectly with Queen's long-standing mission to prepare young people 'not for school, but for life'.



Keynote

Day 1

Time: 13.20 pm

Dispositional Teaching: What Does it Involve and How Do We Embed it?

We all agree that school ought to be about more than exam success and university entrance, but what exactly is that 'more', and what are the implications for teaching methods and school cultures? Many fine words decorate schools' websites but if they do not infuse the core business of teaching, learning and assessing, what are they worth? In this talk, Professor Guy Claxton will explore what it takes, for both teachers and school leaders, to turn the rhetoric of 'lifelong learning' and 'a successful life' into the daily reality of the classroom.

Guy Claxton, world-renowned Cognitive Scientist and Professor of the Learning Sciences at the University of Winchester

Guy Claxton has influenced educational theory and practice across the world. As one of the UK's foremost thinkers on creativity, innovation, learning, and the brain, in both business and education, Guy specialises in ways to expand young people's appetite and capacity for learning. He is the author of more than twenty books with titles such as 'Building Learning Power' and 'What's the Point of School?', inspiring thousands of teachers and parents to change the way they think about educating their kids.

Guy is also an expert on the new understanding of intelligence - for example, how much our smarts rely on intuition and bodily feelings. A hymn of praise to Guy's best-seller 'Hare Brain, Tortoise Mind: Why Intelligence Increases When You Think Less', John Cleese described his work as "THE essential guide to creativity" in his blockbuster from Video Arts, The Hidden Mind.

Before taking up the same position at Winchester in 2008, Guy serves as Professor of the Learning Sciences at the University of Bristol Graduate School of Education.

With a 'double first' from Cambridge and a DPhil from Oxford, and roles as Visiting Professor at King's College London, a Fellow of the British Psychological Society and the Royal Society of Arts, and an Academician of the Academy of Social Sciences. In 2013, Guy was listed in 'Most Influential Thinkers' in HR Top 20.



Keynote

Day 1

Time: 15.30 pm

Brave Leadership and the Emotional Environment of Learning

In this keynote, Christine will explore the vital role of the emotional environment in the classroom and why it is central to effective learning and human flourishing. She will examine how brave, values-led leadership shapes cultures where psychological safety, trust and high expectations coexist. The session will introduce the concept of the psychological contract between pupils, staff and leaders, and how this unspoken agreement influences behaviour, motivation and belonging. Drawing on real school experience, Christine will reflect on responsibility, courage and consistency, and how honouring this contract creates inclusive learning environments where every child feels valued, challenged and thrives fully.



Christine Cunniffe, Executive Principal, LVS Ascot

Christine is the Executive Principal of LVS Ascot, a leading co-educational day and boarding school for pupils aged 4–19 under the Licensed Trade Charity (LTC). She is Chair (2025–26) of the Society of Heads and an Institute of Directors (IoD) Ambassador for Berkshire and Surrey.

A passionate advocate for innovation and academic excellence, Christine has led LVS Ascot's transformation through High Performance Learning (HPL), Round Square ideals, and faculty-driven USPs in Business & Global Perspectives, Performing & Creative Arts, and STEM–Aviation. Her work positions LVS Ascot at the forefront of reimagining education for the future — integrating AI, enterprise, and creative thinking to prepare young people for a rapidly changing world.

Christine is the author of *Transforming School Culture through Lesson Observation: A Collective and Collaborative Approach* (Routledge, 2021) and a regular media contributor on education, leadership, and inclusion. A professional pianist by background, Christine's belief in the emotional and creative power of education continues to underpin her leadership philosophy — one centred on transformation, opportunity, and unleashing human potential.



Keynote

Day 1

Time: 16.05 pm

A Call to Cognitive Courage: Excellence That Travels Across International Schools

Excellence is not who you admit. It is what you deliberately cultivate. Excellence is not inherited through privilege, high-stakes entrance exams, perceived potential or provenance. It is embedded through a consistent approach with high expectations, deep-rooted care for your school community, a shared vision, and deliberate cognitive design which leaves nothing to chance and allows everyone to thrive.

Through the lens of international education, this keynote explores some of the critical success factors behind making HPL a key driver of excellence, and why the ultimate goal is not comfort, but reflection, challenge, and sustained cognitive growth for both students and teachers.

Dr Steffen Sommer, Director General, Misk Schools

Dr Steffen is a passionate linguist and High Performance Learning (HPL) expert with over 30 years of senior leadership experience in Europe and the Middle East. With a PhD in Translation Studies from the University of Birmingham and a degree in Language and Linguistics from the University of Leipzig, he speaks six languages and has led international schools in The Hague, Paris, Switzerland, and the UK, including Rugby School.

As an Honorary Vice President of the Council of British International Schools (COBIS), a co-founder of the international division of the Headmasters' and Headmistresses' Conference (HMC), and a High Performance Learning (HPL) Fellow, Dr Steffen continues to influence global education.

Dr Steffen was named one of The PIE's 50 Voices 2025 – International Schools edition.



Keynote

Day 2

Time: 9.10 am

AI-Guided Learning and the Future of Education: Exploring how AI can transform traditional educational models, enabling personalized and scalable learning experiences

In this provocative keynote, Dr Khan explores the fast-evolving landscape of AI in Education. She considers the opportunities and risks posed by AI, and the implications for traditional educational models. She offers a purpose-driven, context-aware framework that empowers institutions to navigate risk, opportunity, and ambiguity—supporting more confident, ethically grounded choices about how AI should shape teaching, assessment, and the student experience

Dr Madiha Khan is an AI researcher and Director of Consulting Services at Educate Ventures Research

Dr Khan is an AI researcher and Director of Consulting Services at Educate Ventures Research, where she works closely with policy makers, HE bodies, school groups, and EdTech firms in developing ethical and purposeful approaches towards AI. Her particular area of interest is in the use of data and AI to extract meaningful insights about teaching and learning. She holds a PhD in self-regulated learning, specifically exploring a learning analytics approach towards monitoring tutor co-regulation of learners in an online classroom.

Alongside her academic expertise, Dr Khan brings over a decade of experience in the EdTech sector, advising EdTech firms, accreditation bodies, and education and training suppliers on their digital strategies. Her unique blend of academic rigour and commercial acumen allows her to take an evidence-based, yet commercially astute approach, towards supporting her clients. She is passionate about the EdTech sector and the development of high-quality, scalable products that improve access to education and opportunity.



Keynote

Day 2

Time: 9.55 am

With our Powers Combined we are Enquirers'

Enquiry Based Learning (EBL) has the power to be transformative for teachers as well as for students. Building curiosity, open-mindedness and independence as well as preparing learners for an uncertain future by fostering personal, emotional and intellectual confidence. Why then, is the practice of EBL so inconsistent in our schools and what skills and behaviours do teachers and students need to embrace to become proficient enquirers?

A recent publication, *The Skills Imperative 2035* by the National Foundation for Educational Research (NFER) highlights the skills most needed for the future (NFER, 2025) and recommends young people develop communicative, collaborative, problem solving, organisational, evaluative, and creative thinking skills to meet the demands of an ever-changing global labour market.

In this session we will draw upon our HPL Enquiry Based Learning toolkit to unleash our powers for enquiry.



Amy Lilley-Stewart, HPL Director of Professional Learning

Amy has worked in the education sector both nationally and internationally for over 20 years. Amy is a member of the HPL Executive Board and leads the Fellowship and Global Community, working with mature HPL schools to maximise the impact of the HPL philosophy and framework. Before joining HPL, Amy was the Secondary Partnership Lead for the University of Gloucestershire leading the ITT provision across the Southwest region. Amy has extensive knowledge of training teachers at all levels having led ITT in the North East of England for Northumbria University. Amy's values centre on providing excellence for all and has worked in Australia for the Design and Technology Association for the state of Victoria, developing and delivering professional learning. Amy was Head of Art at a large secondary school in the UK and has had the privilege of teaching across a range of educational settings. Amy is currently a PhD candidate.



Keynote

Day 2

Time: 12.05 pm

Coaching - The Real Cognitive Enhancer

Jamie's keynote will explore how executive and team coaching links to High Performance Learning and enhances personal and team impact. Jamie will highlight that coaching, a conversation rooted in curiosity and reflection, can enhance decision-making and sustain performance. Coaching unlocks strategic thinking, tolerance for complexity, and collaborative problem-solving - all high-order cognitive functions. Leaders who are coached learn to coach others - creating cultures where learning replaces blame.



Professor Jamie Hayes

Jamie is an executive and performance coach, as well as an honorary professor, with over 33 years of experience in healthcare, medical education, and behavioural change.

A trained pharmacist and Fellow of the Royal Pharmaceutical Society. He serves as a Director within NHS Wales and is the Founder of JMH Collaborations Ltd, a consultancy specialising in executive and team coaching, leadership development, and conflict mediation.

From 2017 to 2025, Jamie was one of the 'resident' executive coaches at Cardiff Business School, Cardiff University. He is a member of the European Mentoring and Coaching Council, the UK Society for Behavioural Medicine, the Society of Mediators, and an associate member of the Chartered Institute of Ergonomics and Human Factors.

Renowned for his engaging and thought-provoking approach, Jamie delivers coaching, workshops, and programmes that motivate, inspire change, and challenge current assumptions. His clients include senior professionals across various industries — finance, law, retail, media, business, sport, veterinary medicine, education, and healthcare.



HPL in Action

Workshops: Day 1

14:30 pm - 15:10 pm

Workshop 1

Room: Nightingale

Lessons from 5,000 University Applicants: How to stand out when everyone is outstanding

In an era where A* grades and high ambitions are increasingly common, this workshop explores what truly distinguishes successful applicants at the very top of the university admissions process. Drawing on insights from more than 5,000 students across both UK and US pathways, Alison Bissell reveals the patterns, pitfalls, and strategies that meaningfully shift outcomes. Participants will learn why academic excellence "compresses" at the highest levels, where traditional markers of achievement become baseline rather than differentiating. The session then uncovers the harder-to-fake signals admissions teams rely on. Finally, the workshop outlines a practical framework for building a winning application strategy early and deliberately. Attendees will leave with actionable guidance on how to help exceptional students genuinely stand out.

Alison Bissell, Director of Dukes Plus Consultancy

Alison Bissell is the Director of Dukes Plus Consultancy, home to a portfolio of leading university preparation brands including Oxbridge Applications, The Medic Portal, and A-List Education. She holds degrees in Mathematics and Philosophy from the University of Oxford, as well as an MBA. Alison has overseen hundreds of successful admissions to top global universities, with a particular specialism in STEM pathways. She is deeply committed to raising aspirations, widening access to world-class universities, and helping students identify and pursue academic paths that best align with their strengths and ambitions.



Workshop 2

Room: Victoria

Parents as Partners: Unlocking the Power of the Parent Community

This workshop will explore how schools can unlock the power of their parent community by moving beyond communication towards partnership. Meghan and Grissell will examine the evolving role of parents in supporting wellbeing, academic growth, school culture and consider what meaningful participation looks like in practice. Through shared examples and collaborative dialogue, participants will identify strategies that strengthen relationships, encourage active involvement and amplify family voice. Attendees will reflect on their own contexts and leave with practical approaches to deepen engagement and cultivate a connected, inclusive and thriving school community.



Meghan Honeysett, Teacher at the International School of Nice

Meghan is a passionate and empathetic educator with a decade of experience in the UK and international settings, with a background in Psychology and Special Educational Needs. In her role as HPL Lead and STEAM Coordinator, Meghan is committed to fostering inclusive environments where every child can thrive, while promoting wellbeing and the development of High Performance Learning across the whole school community.

Grissell Medina, Teacher at the International School of Nice

Grissell is a reflective educator with international experience across diverse academic contexts. Passionate about linguistics and bilingual education, she actively promotes translanguaging as a means of fostering inclusion. As a primary school teacher, she thoughtfully integrates the HPL framework with the IB PYP to cultivate curiosity and inquiry in young learners.



Workshop 3

Room: Brunels

Precision Feedback: Turning Evidence into Classroom Practice

HPL schools aim for precision across the seven pillars, yet many educators ask similar questions:

- How do we develop feedback as meaningful dialogue between students and teachers?
- How do we ensure assessment informs next steps for learning?
- How can assessment consistently inform next steps in learning?
- How do we secure consistency across our school?

In this session, Linda and Peter share their journey, drawing on Dylan William's formative assessment work and explore the principles underpinning effective feedback.

Linda Burrows, Headteacher at Chorley New Road Primary Academy, Executive Headteacher of Albany Learning Trust



Linda is an experienced Headteacher who has held senior leadership roles for the past 18 years. She is the Executive Headteacher of Albany Learning Trust, a small Trust with schools in Lancashire and Bolton, both of which have been accredited as World Class Schools by High Performance Learning. Alongside her role as Headteacher of Chorley New Road Primary Academy, Linda is an EFA mentor for SSAT and takes a leading role in the Trust's EFA franchise for primary schools. She is also an Accreditor for High Performance Learning. In recognition of her significant contribution and commitment to the teaching profession, Linda has recently been honoured as a Fellow of the Chartered College of Teaching and a Fellow of High Performance Learning.

Peter Mayland, Headteacher at Albany Academy, CEO of Albany Learning Trust

Peter has been a senior school leader for nearly 20 years, including serving as Headteacher in two secondary schools for over a decade. He is deeply committed to inclusive, evidence-based education and has worked in five schools (including two academies) across four different authorities in England. He has provided extensive support as a Specialist Leader in Education while working within a National Teaching School. Since joining Albany Learning Trust, he has offered in-depth support to other schools as a Local Leader of Education and has accredited multiple schools within the High Performance Learning network. Peter is a Fellow of the Chartered College of Teaching and a Fellow of High Performance Learning.



Workshop 4

Room: Westminster Suite



Everyone Can Perform: Translating Elite Sporting Mindsets into Everyday Learning

What if elite performance wasn't reserved for professional athletes, but something every student could access?

In this workshop, Karrelle explores how deliberate practice, metacognition, and the HPL Agile and Meta-Thinking pillars help learners perform under pressure, adapt to challenge, and improve with purpose.

No gimmicks. No talent myths. Just practical strategies that make performance visible and achievable for all.

The question is simple: if we know how elite performers are made, why wouldn't we teach everyone that way?

Karelle Dixon, Director of Sports at St Edmunds College and Prep School

Karrelle is the Director of Sport at St Edmund's College, leading the Play More, Play Better strategy to enhance participation, performance, athlete development, and community engagement. Since joining in 2023, he has driven programme improvement, facility redevelopment planning, and a sports culture rooted in shared standards and High Performance Learning values.

From professional rugby and an Oxford Blue to working with the world's best athletes at Nike, Karrelle shows how elite performance principles can shape everyday learning.



Workshop 5

Room at the top

Making the Abstract Concrete: Bringing HPL to Life Through Film

This session explores how High Performance Learning can be brought to life through a dedicated short-film series. Moving beyond abstract definitions, these films provide relatable, real-world examples of individual VAAs and ACPs that students can clearly see, understand, and connect with.

Participants will discover how films such as The Bridge and The New Experience act as powerful hooks, helping students to recognise, interpret, and apply HPL characteristics in their own lives. The session will also explore how carefully designed language toolkits deepen students' concrete understanding, and how a Haileybury Almaty Oscars event drives authentic engagement - transforming complex learning behaviours into meaningful, memorable cinematic experiences.



John Goodwin, Primary Teacher and HPL Lead at Haileybury Almaty

John is an experienced primary educator with an international background in curriculum leadership and arts. After six years working as a professional musician, he began teaching in 2014. He spent six years at Sharrow Primary School in Sheffield as a Class Teacher, Staff Governor, and Arts Lead, before moving to St Christopher's School, Bahrain, as a Class Teacher and Curriculum Leader. There, John contributed to the development of the award-winning Future Ready Curriculum, which received international recognition and won the Tes Award for Curriculum Initiative of the Year (2024). John currently works at Haileybury Almaty in Kazakhstan as a Phase Leader, Class Teacher, and HPL Lead.

HPL in Action

Workshops: Day 2

10:55 am - 11:30 am

Workshop 1

Room: Westminster Suite



Working Smarter, Not Harder: Personalised Learning Through HPL and CENTURY

This session explores how combining the High Performance Learning (HPL) framework with CENTURY's personalised learning approach empowers students to work smarter, not harder. By aligning HPL's Advanced Cognitive Performance Characteristics, and Values, Attitudes & Attributes with CENTURY's AI-driven pathways, learners gain a clearer understanding of how they learn best. The approach promotes metacognition, purposeful practice, and timely feedback, enabling students to focus on high-impact strategies rather than repetition. Together, HPL and CENTURY create confident, self-regulating learners who can adapt their thinking, maximise effort, and achieve more efficient, sustainable progress.

Deborah McKenzie, International Schools Director (APAC & Europe) at CENTURY

Deborah brings over six years of experience supporting UK and international schools to embed personalised learning and smarter ways of working. Passionate about reshaping education, she is committed to bridging the gap between technology and pedagogy, ensuring every learner experiences a unique and impactful learning journey.



Workshop 2

Room: Brunels

How can the HPL Certification act as a professional learning tool in your school setting?

In this workshop, Zoe will share how the Teacher Certification process became a powerful tool for her own professional development. She will explore the specific standards and criteria she chose to focus on throughout the award, offering colleagues valuable insight into how she approached areas identified for improvement. The session will examine how the certification supported a deeper engagement with key HPL practices and discuss the practical impact it has had on her teaching, on colleagues across the team, and, most importantly, on student outcomes. Zoe will also reflect on whether she would recommend the certification to other staff, particularly regarding how it can strengthen the consistency and quality of HPL practice across a school. Finally, she will outline how she intends to continue engaging with Teacher Certification moving forward and how it can form part of an ongoing professional growth journey.



Zoe Richardson, Associate Assistant for Sixth Form at King Edward VI Handsworth Wood Girls' Academy

Zoe is an Associate Assistant Headteacher for Sixth Form at an all-girls school in Birmingham. In this role, she is responsible for improving outcomes for KS5 students by embedding High Performance Learning (HPL) as a core driver of the school's educational approach. Her HPL certifications have significantly shaped her professional practice, enabling her to support students in becoming school-ready, work-ready, and life-ready.

Workshop 3

Room: Nightingale



From School Improvement to Systemic Transformation

Single interventions are no longer sufficient to prepare education for an increasingly uncertain future. The next frontier is system redesign. This workshop invites leaders to step back and re-examine the fundamental purpose of education in a rapidly changing world, and the implications for how we lead, govern, and design learning. True transformation requires an aligned purpose, a shared language, and the capability to work with complexity rather than simplify it away. Participants will explore how to move from managing institutions to stewarding living systems, and how to become architects of conditions in which learning, leadership, and innovation can continuously evolve in a global, digital network. HPL and the Glasshouse Leadership Lab are excited to be exploring the potential for collaborative systems.

Dr Matt Silver, Founder of The Glass House Leadership Lab

Matt is the founder of The Glass House Leadership Lab, which designs system-level solutions and develops leadership capability to enable transformation across education. His work provides deep insight into self, organisation, and ecosystem, helping leaders shift mindsets and design the conditions needed to adapt and thrive in an increasingly complex future.



Workshop 4

Room: Westminster | Time: 11.35 am

High Performance Beyond the Classroom: Junior Duke Meets HPL

This highly interactive session challenges delegates to experience first-hand how the Junior Duke Award aligns seamlessly with the High Performance Learning Values, Attitudes, and Attributes (VAAs). Working in mixed teams, participants will take part in a fast-paced practical challenge while simultaneously exploring how Junior Duke activities intentionally develop independence, resilience, collaboration, and problem-solving. Through competition, reflection, and collaboration, this session brings the HPL VAAs to life and demonstrates how high performance behaviours can be nurtured authentically beyond the classroom..



Dawn Waugh, Founder of Junior Duke

Dawn is the Founder of the Junior Duke Award and brings nearly 30 years of experience as a primary teacher. Throughout her career, she has led rugby teams, ski trips, and Duke of Edinburgh Award expeditions, all while raising two adventurous boys. A passionate advocate for outdoor learning, Dawn enjoys camping, fishing, and fire-building. She is deeply committed to challenging children beyond their comfort zones to develop independence, confidence, resilience, and real-world readiness.

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Alps provides simple KS4 and KS5 performance analysis that helps teachers and leaders unlock the full potential of every student. For over 20 years, our platforms (Alps Connect for schools and colleges and Alps Summit for MATs and Groups) have helped drive-up student achievement for over 1,200 schools and colleges globally, ensuring students reach their full potential. We are also proud of our customer support. Our onboarding training is all part of the service and delivered by our expert Customer Success Team and experienced Education Team (all former senior leaders).



CENTURY Tech is an award-winning AI education technology company focused on the learning, teaching and assessment space. Our team of teachers, neuroscientists and technologists develop world-leading artificial intelligence tools for schools, colleges, universities, tuition and training providers. Founded by entrepreneur Priya Lakhani OBE in 2013, CENTURY's vision is to provide every teacher and learner with intelligent tools that help them succeed. Using our proprietary innovative AI technology, developed over 10 years of working with educational institutions around the world, we provide unparalleled Actionable Intelligence with our learning, teaching and assessment platform.

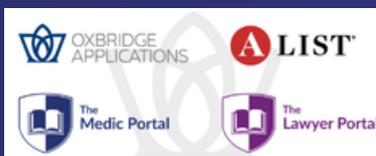


Collins has been publishing educational and informative books for over 200 years. Our educational publishing continues to deliver up-to-date and engaging student resources with exceptional teacher support to help schools tackle new initiatives and utilise the latest technology. We produce resources for International and UK curricula to support teachers and students at school and outside the classroom environment.



DAIGON Esports empowers schools to harness students' passion for esports, fostering AI-proof 21st-century skills, belonging, and career pathways. We offer easy-to-implement programs, starting with after-school clubs and expanding to international and domestic competitions, ensuring sustainable and impactful integration of esports into education.

Over two million students have used Dukes Plus university consultancy services, which are built on a 25-year heritage of transforming student outcomes. Our three leading pathways are: Oxbridge Applications – the world's first consultancy of its kind – which has guided more than 100k applicants in pursuing their dream university; A-List – our US uni advising team which is trusted as college counsellor to the UK's biggest US feeder schools. And for Medicine and Law applicants, our Career Portal platforms are world-leading, with millions of students making use of our industry-backed resources every year.



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At Educake, we listen to schools and hear what matters most to school leaders: ensuring every pupil progresses, every teacher thrives, and every school meets its strategic goals. Educake helps build knowledge and confidence with online quizzing across 10 subjects, supporting UK and International British-Curriculum schools from KS2, KS3, GCSE, International GCSE, and A-level science. Educake enables you to monitor performance across classes, year groups and schools, identify strengths easily, close gaps and drive consistent curriculum outcomes.



The Future Leader Award is a research-informed leadership and personal development programme designed to develop high-performing, confident, and future-ready learners. It focuses on nurturing the cognitive skills, values, attitudes, and behaviours students need to succeed in academic, personal, and real-world contexts. The programme focuses on explicit leadership traits and aims to build resilience, meta-cognition, communication, collaboration, ethical leadership, problem-solving, and self-regulation, reinforcing key HPL pillars such as advanced thinking, effective learning behaviours, and positive learner dispositions.



Innermedia is a digital agency with global experience in the independent school sector. We deliver tailored marketing strategies, creative websites, and innovative AI-driven tools to support parent questions, track enquiries and attribute leads to marketing budgets. Trusted by over 275 schools, we ensure long-term success through creative solutions and exceptional service.



InvestIN Education offers students the chance to test-drive their dream career before they leave school through the Ultimate Work Experience. Our programmes enable students to gain hands-on, practical industry experience alongside leading professionals, so that they can make the right career decisions and maximise their potential. Our Summer Experiences allow students to immerse themselves in their dream career, accompanied by simulations and site visits, plus the opportunity to explore life on campus with accommodation at UCL.

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The Junior Duke Award is a transformative program that equips children aged between 3 and 13 with essential life skills. It fosters resilience, confidence, and independence. Children develop practical skills that prepare them for real-world experiences and personal growth through ten progressive levels. The ten-level Award nurtures a growth mindset, encouraging children to embrace challenges with determination and perseverance. By engaging in over 140 activities such as: cooking, problem-solving, first aid, shopping on a budget, and outdoor skills etc., they cultivate self-reliance and adaptability. These experiences build confidence and a sense of responsibility, helping them navigate new situations with ease.



Mind Your Health is a leading CPD provider in both the UK, and International, educational sector. Focusing on safeguarding provision through the lens of mental health and wellbeing, Mind Your Health's team combine their experiences as educators and as mental health specialists to provide training to staff, students and parents within a school community.



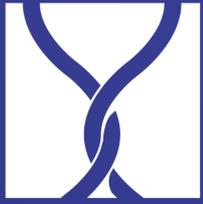
Summer Boarding Courses explore the enriching experience offered by Dukes Cambridge Summer School, tailored for students aged 15-17 and hosted at Sancton Wood School in the esteemed city of Cambridge. The program combines academic studies with professional experiences, fostering essential knowledge and skills for future careers. Students benefit from 25 weekly hours of academic content, 2 industry experiences, guest lectures, an evening social program, and exciting excursions. The program culminates in a graduation ceremony with certificates and reports.



Schools BI is a powerful yet easy-to-use platform that brings all your school data together in one place. It streamlines attendance, behaviour, and performance tracking, giving educators clear insights at a glance. Designed to save time and reduce admin stress, Schools BI helps schools make informed decisions and present data confidently to Ofsted and stakeholders.



The Glass House Leadership Lab advances education by developing people, teams, and systems globally. We create space for transformational coaching that helps executive leaders and teams deepen systemic thinking and build sustainable performance. Through our Systems Lab, we design principled, practical, accessible solutions to education's most complex challenges, from digital governance and teacher development to funding, diagnostics, and leadership succession. By connecting insight with action through our Global Intelligence Network, we expand what's possible for education to evolve, adapt, and better serve today's learners and tomorrow's world.



High
Performance
Learning

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Together we're extraordinary.

