

Brian Boyd MA MEd PhD FRSA FEIS
Emeritus professor of education

Brian Boyd is emeritus professor of education at the University of Strathclyde, Scotland. He has been influential figure in Scottish curriculum development for more than thirty years and in 2004 was a member of the Ministerial Working Group which produced “A Curriculum for Excellence” which has produced transformational change in Scotland’s schools. He has written numerous scholarly articles and three books aimed at teachers, including “The Learning Classroom” (2008). His most recent publication was “A Common Weal Education: how schools could deliver transformational change and put equity at the heart of education.”(2014)

Having begun his career as a school teacher, Brian has always had a focus on how children learn and, specifically on pedagogy. He was a co-founder of Tapestry, a ground-breaking organisation with a mission to put creativity at the heart of learning and teaching. He is in demand as an inspirational speaker in Scotland, the UK and further afield (he was the keynote speaker at a conference for school principals in Halmstad in September, 2011). Currently, he is working as a critical friend to a Family of Schools in Scotland, focussing on Deep Learning, developing the concept of the “thinking school”.

Brian has worked with individual schools, with local education authorities and with University staff (most recently in Saudi Arabia), looking in detail at how children learn and what good teachers do to help children to become successful learners, confident individuals, effective contributors and responsible citizens.

Issues for the keynote speech

What do we know about how children learn?

What does research tell us about what good teachers do to promote successful learning?

What are the basics that children need for the 21st century? Can the “old basics” of literacy and numeracy be supplemented by a new set including thinking, problem-solving, metacognition, empathy, etc.

How can we encourage ALL children to fulfil their potential?

How can assessment *for* learning take precedence over assessment *of* learning?

What are the approaches to learning and teaching which offer the greatest likelihood of success, e.g, Assessment is for Learning, Teaching for Understanding, Reciprocal Reading, Collaborative Learning.

How can we ensure that the different sectors within the schooling system – nursery, primary, secondary, additional support needs – are speaking the same language and sharing the same values.