

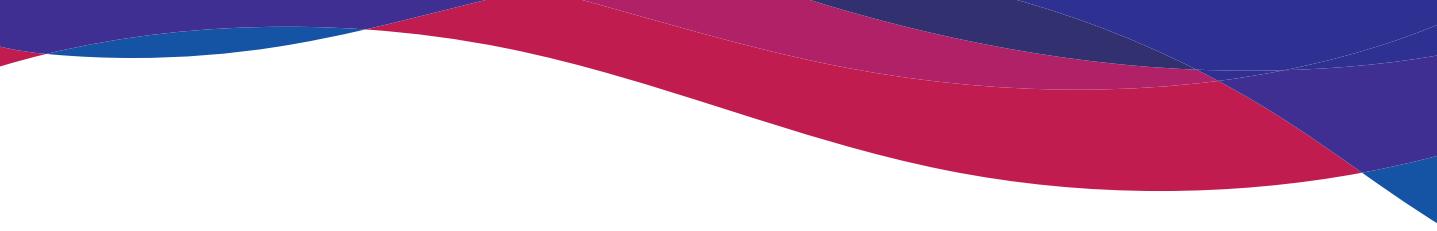
48th ANNUAL CONFERENCE

SITGES 2026

5th - 8th March

Learning
Without
Borders

nabss
National Association of
British Schools in Spain



Welcome

FROM THE NABSS PRESIDENT

The NABSS Executive Committee and I would like to welcome you to our 48th annual conference, taking place here in Sitges.

Before telling you more about this programme of speakers, workshops and events, I would like to thank the people who have worked so hard behind the scenes to make this happen.

Specifically: my colleagues on the NABSS committee, our support team from ACADE and the team from Hatton Events.

Thank you to our sponsors: Cambridge, Pearson, Oxford AQA, Findel and High-Performance Learning. Also, thank you to all the providers of educational resources or services that are with us in the exhibition hall, and to the British Council and British Embassy for their ongoing support.

Under the title of Learning Without Borders, we have brought together a truly inspiring group of educators and speakers. We hope you will leave this conference with plenty of applicable new ideas, as well as refreshed motivation to continue advancing and improving your school, and perhaps a few new contacts who can support you, or share and compare their own projects with yours.

The "borders" we name in the conference title, and want learning to be without, probably don't refer those that divide countries, although we certainly



want our students to be internationally minded, tolerant and understanding towards different cultures.

Border also means limitation, and we would especially like to remove those borders that make learning less accessible to some people than others. Perhaps also, it is time to reconsider the borders that define our curriculum and sometimes limit the

connections that school education has with the rest of the world and the needs of the future.

Throughout this weekend, many of our speakers and exhibitors will draw your attention to new technologies and how these could change some of the borders that still exist in education.

Hopefully this will also provoke some healthy discussion about the changing, but totally necessary, role of the humans that dedicate themselves to teaching.

Whatever you see, hear, discuss and take note of during your time at this conference, our principle hope is that this will make a positive difference to the children that you, as an educator, so admirably dedicate your time to.

We hope you have an enjoyable and productive conference and please don't forget to share your feedback with us.

Adrian Massam
President of NABSS

Programme

THURSDAY 5TH MARCH

19.15 Buses leave the hotels

19.45 Welcome Cocktail – **Clos la Plana. Sponsored by Pearson** 

20.45 Gala Dinner – **Clos la Plana**
Guest speaker: **Sylvia Edvinsson** - Director, British Council, Spain

23.00 Buses return to the hotels

FRIDAY 6TH MARCH

 09.00	SHUTTLE SERVICE. Departure from ME Terramar to Meliá Sitges (1 coach)	
09.15	Salón Garbi	Registration of School representatives
09.45	Salón Garbi	Official opening of Conference: Sarah Cowley - Deputy Head of Mission, British Embassy, Spain & Amaya Cal Linares - Subdirectora general de la Unidad de Acción Educativa Exterior Ministerio de Educación, Formación Profesional y Deportes
10.30	Salón Tramuntana	Exhibition visit & Coffee break
11.15	Salón Garbi	Keynote Speaker: Mark Anderson Beyond the Hype: AI, Equity and the Human Purpose of Education
12.15	Salón Garbi	NABSS Competition Winners Sponsored by OxfordAQA 
12.30	Salón Garbi	Keynote Speaker: Martin Illingworth . Forget School: Why young people are succeeding on their own terms and what schools can do to avoid being left behind
13.30	Salón Tramuntana	Lunch
16.00	Salón Garbi	Keynote Workshop: Dr Alexandra Reed . One Step Beyond... Curriculum Design in the Age of AI
16.00	Hotel lobby	Excursion: Guided tour of Bodegas Torres
19.00	Salón Tramuntana	Cocktail Sponsored by High Performance Learning 
 20.30	SHUTTLE SERVICE. Departure from Meliá Sitges to ME Terramar (2 coaches)	

Programme

SATURDAY 7TH MARCH

 08.15	SHUTTLE SERVICE. Departure from ME Terramar to Meliá Sitges (2 coaches)	
09.00	Salón Garbi	Registration for AGM
09.45	Salón Garbi	AGM (first part)
11.45	Salón Tramuntana	Exhibition visit & Coffee break
12.00	Salón Garbi	AGM (second part)
13.45	Salón Tramuntana	Lunch
14.30	Salón Garbi	Keynote Speaker: Professor Rupert Wegerif Education for Dialogue
15.10	Salón Garbi	Keynote Workshop: Dr Alexandra Tomescu Balancing Innovation and Integrity in the age of AI
15.50	Salón Garbi	Keynote Speaker: Les Hopper AI's Role in Inclusive Education; Supporting Learning and Assessment for All

PROFESSIONAL DEVELOPMENT WORKSHOPS 08.45 TO 16.00

Workshop 1 Salón Mestral 1-2	The Child at the Heart. Phil Armstrong
Workshop 2 Salón Mestral 3-4	Creating a Positive and Inclusive Classroom Environment. Faye Morris
Workshop 3 Salón Llevant 1	Developing Curious Classrooms. Dr Matthew McFall
Workshop 4 Salón Llevant 2	Essential Motivation in the Classroom. Ian Gilbert
Workshop 5 Salón Llevant 3	Middle Leadership - What Works and Why? Dave Harris
Workshop 6 Salón Llevant 4	From Engagement to Empowerment. Martin Morgan
Workshop 7 Salón Llevant 5	AI Leadership for School Managers. Prof Rose Luckin
Workshop 8 Salón Gregal 3	AI Essentials for Teachers. Dr Carmen Tómas

Programme

SATURDAY AFTERNOON PROGRAMME FOR ALL DELEGATES 16.30 TO 17.30

16.30	A selection of BREAKOUT SESSIONS - details below	
18.00	Salón Garbi Cocktail and presentation of awards Sponsored by Cambridge	 CAMBRIDGE <small>cambridge.org/internationaleducation</small>
 20.00	SHUTTLE SERVICE. Departure from Meliá Sitges to ME Terramar (2 coaches)	

BREAKOUT SESSIONS 16.30 TO 17:30

Breakout 1 Salón Mestral 1-2	EYFS Beyond the Classroom: A Practical Forest School Approach. Alison White & Laura Martín
Breakout 2 Salón Mestral 3-4	Learning Without Borders in Creative Education. Matt Moseley & Marc Mollica
Breakout 3 Salón Llevant 1	Is learning without borders a reality for your school? How do you evidence this practically?. Gareth Collier
Breakout 4 Salón Llevant 2	UCAS – The Next Step. Courtney Grange
Breakout 5 Salón Llevant 3	Education Powered by the Sun. Danielle Parker
Breakout 6 Salón Llevant 4	Neuroarchitecture: Designing spaces that shape how we learn. James Ho
Breakout 7 Salón Llevant 5	From Adaptive Teaching to Adaptive Intelligence: Building Self-Efficacy and Future-Ready Skillsets. Olga Litvinova
Breakout 8 Salón Gregal 3	Effective Learning Walks - A Guide for School Leaders. Costa Constantinou
Breakout 9 Salón Garbi	An Update on the International Schools Market: Data, Trends and Wellbeing Insights. Elena Mora

SUNDAY 8TH MARCH

 08.30	SHUTTLE SERVICE. Departure from ME Terramar to Meliá Sitges (2 coaches)	
09.00	Salón Garbi	Safeguarding Panel: Changes and Challenges in Safeguarding Protocols in Spain Sarah King (NABSS Executive Committee), Chus Pérez Crespo (Safeguarding and Wellbeing Coordinator, British Council)
10.15	Salón Garbi	Introduction to the new NABSS website
10.30	Salón Tramuntana	Exhibition visit & Coffee break
10.45	Salón Garbi	Legal Panel. Luis Torres Conde (NABSS Legal Advisor), David Díaz Lima (NABSS DPO, Mesher Consulting)

Programme

PROFESSIONAL DEVELOPMENT WORKSHOPS 09.00 TO 11.45

Workshop 1 Salón Mestral 1-2	The Child at the Heart. Phil Armstrong
Workshop 2 Salón Mestral 3-4	Creating a Positive and Inclusive Classroom Environment. Faye Morris
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Workshop 7 Salón Gregal 3	AI Essentials for Teachers. Dr Carmen Tómas

12.00 END OF CONFERENCE



12.00 SHUTTLE SERVICE. Departure from **Meliá Sitges** to **ME Terramar** (2 coaches)

For attendees who need to return to the hotel and then come back between the scheduled transfer times should go to the reception desk of their respective hotel and request a taxi identifying themselves as a NABSS conference attendee and the hotels will arrange a taxi for them. The receptionists will be always present and are responsible for arranging these services.





WORKSHOP ONE

THE CHILD AT THE HEART. Celebrating and strengthening
teaching and learning in early childhood education

PHIL ARMSTRONG

WORKSHOP 1: SATURDAY

08.45 to 09.15	Registration
09.15 to 10.30	Session 1
10.30 to 11.00	Coffee break / visit to exhibition
11.00 to 13.00	Session 2
13.00 to 14.30	Lunch
14.30 to 16.00	Session 3

WORKSHOP 1: SUNDAY

09.00 to 10.00	Session 4
10.00 to 10.30	Coffee break / visit to exhibition
10.30 to 11.45	Session 5

Course Overview

Together we will be unlocking the potential of the learning environment and exploring ways to truly bringing it to life as powerful habitat for inspirational learning for all! These workshops will enrich your professional knowledge of outstanding practice and enable you to identify practical ways to shape actions for the future development of your school – ensuring every child has the best possible start to their unique learning journey. This course is particularly suited to **Early Years Foundation Stage and Year 1 teachers**.

- We will be considering key indicators of quality in the Early Years and Key Stage One and explore how this information can support schools with addressing their current priorities.
- We will look at how key areas of provision can be planned to maximise curriculum links and ensure progression.
- We will also look at ways to meaningfully connect a curriculum that begins in the Early Years; exploring

the key foundational knowledge, skills, understanding and learning behaviours that children develop as they move through the school.

- Throughout the workshops we will also be exploring ways to successfully improve the quality of interactions, improving outcomes across the curriculum for all children: ensuring that adults can be the best possible partners in play and learning.
- Finally, we will reflect on transition from the early years to key stage one and explore examples of successful and inspiring high-quality practice.

PHIL ARMSTRONG

With a keen eye on the national agenda, policy developments, research and practice, Phil Armstrong is a key member of the Strategic Leadership Team at Early Excellence. He leads on educational developments and their implications for schools, offering consultancy and training to schools across England and internationally, focused on school improvement priorities. Previously Phil has worked for over 20 years across the early years and primary sector, including teacher, leader and headship positions. Phil was also the Head of an integrated early years centre. With a passion for collaborative practice and professional development; Phil has worked in partnership with early years settings, schools, teaching schools and local authorities to develop and deliver personalised programmes to meet their needs.



WORKSHOP TWO

CREATING A POSITIVE AND
INCLUSIVE CLASSROOM ENVIRONMENT
FAYE MORRIS

WORKSHOP 2: SATURDAY

08.45 to 09.15	Registration
09.15 to 11.00	Session 1
11.00 to 11.30	Coffee break / visit to exhibition
11.30 to 13.00	Session 2
13.00 to 14.30	Lunch
14.30 to 16.00	Session 3

WORKSHOP 2: SUNDAY

09.00 to 10.00	Session 4
10.00 to 10.30	Coffee break / visit to exhibition
10.30 to 11.45	Session 5

Course Overview

How can we design lessons so that every pupil can thrive? This highly practical workshop draws on the latest research from the science of learning to help you make inclusive practice part of everyday teaching. This course is particularly suited to **Primary teachers**. Spread across five interactive sessions, you'll first gain a clear, accessible overview of how children learn, exploring concepts such as cognitive load, memory, retrieval and motivation. We'll examine how these aspects of learning can present barriers for pupils with additional learning needs, and how teachers can use insights from cognitive science to reduce those barriers in everyday lessons. You'll then apply this knowledge to real classroom contexts: adapting curricula, improving explanations, and developing strategies for self-regulation. Each session combines expert input with rich examples, video clips and bespoke resources from Evidence Based Education, giving you a bank of strategies to take away.

Practical, collaborative activities – from sorting tasks and gallery walks, to collaborative lesson design – ensure you leave with concrete plans as well as an understanding of the theory. Discussion prompts throughout will help you reflect on your own context and identify small but powerful changes you can make immediately. The workshop concludes with a guided action-planning session, so you leave with clear next steps, ready to trial and embed inclusive approaches in your classroom. Come prepared to think, share, and build practical tools for supporting all learners to thrive.

FAYE MORRIS

Faye Morris is an experienced educator with over a decade of hands-on primary teaching and leadership experience, and a MSc in Educational Leadership and Management. Faye is now part of the Evidence Based Education team, where she spends her time delivering training and providing support to school teams across the world, enabling them to develop programmes of professional development that work in their context.

Faye is passionate about supporting teachers to strengthen their subject knowledge and pedagogy, empowering them to create engaging, well-sequenced lessons that meet the needs of all learners.

She is particularly committed to helping teachers reflect on and refine their practice through evidence-informed approaches, ensuring that professional learning has a direct and positive impact on student outcomes.



WORKSHOP THREE

DEVELOPING CURIOUS CLASSROOMS.
DR MATTHEW MCFALL

WORKSHOP 3: SATURDAY

08.45 to 09.15	Registration
09.15 to 11.30	Session 1
11.30 to 12.00	Coffee break / visit to exhibition
12.00 to 13.30	Session 2
13.30 to 15.00	Lunch
15.00 to 16.00	Session 3

WORKSHOP 3: SUNDAY

09.00 to 10.00	Session 4
10.00 to 10.30	Coffee break / visit to exhibition
10.30 to 11.45	Session 5

resources, providing practical solutions that can be readily implemented within any educational setting.

- **Seeking Wonder:** How do we understand wonder, and how does it relate to curiosity and awe?
- **The Heritage of Wonder:** What are the traditions of wonder, and how can we bring them into our schools?
- **Embedding Wonder:** Practical strategies for integrating wonder into the curriculum.
- **Growing Wonder:** Hands-on activities to spark imagination.

Dr MATTHEW MCFALL.

Matthew is one of the (if not the) leading experts on the power of curiosity and wonder in the classroom. His second doctorate explores the practicalities and benefits of wonder in formal and informal education, with the key message that exploring wonder generates more wonder. Matthew has worked across the world on multiple curious projects, from explaining the mysteries of quantum science at the Royal Institute, London, to advising on learning and engagement at the Academy Museum of Motion Pictures in Los Angeles. He is a designer of mazes, puzzles, and conjuring effects, and is currently exploring the uses of Escape Rooms to generate meaningful and memorable experiences. Matthew looks forward to taking the delegates on an enchanting journey of their own learning, helping them identify ways that wonder and curiosity can become part of everyday learning in all classrooms, across the school, and beyond.



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WORKSHOP FOUR

ESSENTIAL MOTIVATION IN THE CLASSROOM IAN GILBERT

WORKSHOP 4: SATURDAY	
08.45 to 09.15	Registration
09.15 to 11.00	Session 1
11.00 to 11.30	Coffee break / visit to exhibition
11.30 to 13.30	Session 2
13.30 to 15.00	Lunch
15.00 to 16.00	Session 3

WORKSHOP 4: SUNDAY	
09.00 to 10.00	Session 4
10.00 to 10.30	Coffee break / visit to exhibition
10.30 to 11.45	Session 5

Course Overview

Inspired by ideas and approaches from his best-selling book *Essential Motivation the Classroom*, course is relevant to **teachers and leaders of all age ranges**. The premise of the book is not 'How do I motivate my students?' but 'How do my students motivate themselves?' and this interactive and provocative course will take delegates through Seven Keys to Motivation.

1. Seeing the point of what we're doing.
2. Enjoying doing it.
3. Doing it because we want to do it.
4. Having the sense that what we are doing is relevant and useful.
5. Feeling that we are doing it with people who value us.
6. Not feeling excessively stressed or scared when we do it.
7. Knowing that by attempting it, we can make things better.

What's more, Ian sets his work against the backdrop of the complex and challenging world where the very point and purpose of school – along with the nature of schooling – is changing in ways we have not yet grasped. He will pose the five big questions facing education and educators in 2026 and beyond and explore why having effective learning strategies in the classroom is important – but don't just start there and don't just end there. With practical examples and ideas drawn from over thirty years working with schools across the UK and further afield, Ian will help delegates explore how getting the best out of students in the classroom works better when they want to get the best out of themselves.

IAN GILBERT

*Ian Gilbert is an award-winning education author, editor, publisher and speaker who has lived and worked across five continents. In 1995 he established the unique UK educational platform, *Independent Thinking*, consistently bringing together some of the best speakers and practitioners to help schools help education do its job of 'making things better'. The author of *Essential Motivation in the Classroom* and *Why Do I Need a Teacher When I've Got Google?*, both published by Routledge where he is now a Series Editor, he also published titles under the *Independent Thinking Press* including works by Hywel Roberts, Nina Jackson and Jonathan Lear along with his own his highly popular *Thunks* books.*



WORKSHOP FIVE

MIDDLE LEADERSHIP – WHAT WORKS AND WHY?

DAVE HARRIS

WORKSHOP 5: SATURDAY

08.45 to 09.15	Registration
09.15 to 10.30	Session 1
10.30 to 11.00	Coffee break / visit to exhibition
11.00 to 13.00	Session 2
13.00 to 14.30	Lunch
14.30 to 16.00	Session 3

WORKSHOP 5: SUNDAY

09.00 to 10.00	Session 4
10.00 to 10.30	Coffee break / visit to exhibition
10.30 to 11.45	Session 5

Course Overview.

Dave will bring research and tips from his successful leadership books, including Leadership Dialogues, co-authored with Professor John West-Burnham. The sessions will contain numerous practical tools, extensive discussion, and will help all middle leaders approach their jobs with a heightened sense of optimism.

This course is suitable for **middle leaders of all phases**.

- Why are things so demanding in schools at the moment? Does it sometimes feel like plaiting fog? Or maybe tap dancing on ice is how you sometimes feel? Understanding the 'why's' will actually help you see ways to combat the madness. In particular what are the pressures of middle leadership?
- What does research say are the key characteristics of great leaders? We will look at the role of moral leadership and how your values may be the most important part of the role you fulfil.
- Different styles of leadership. We do not all approach the job in the same way,

nor should we. We will look at various ways to categorise leadership, but more importantly investigate how those differences can be used to improve the effectiveness of the teams you work in. We will look at methods of individual coaching and check our own practice against known successful strategies

- **Collaboration is key.** Looking at ways to work together between areas, ages and schools. We will look at what makes collaborations successful and consider how looking outside our own expertise can often bring depth and strength to our work
- **A little understanding of the brain** and how it affects our learning and behaviour will help your leadership greatly. In this session we will look at how we can make the brain more effective and investigate how every leader should be seeding a little curiosity in the areas that they lead

DAVE HARRIS

Dave Harris was a teacher for over 30 years - headteacher for over 12 of these, working across all the phases of education. He believes that education is too important not to enjoy. He spends much of his time in schools across the globe trying to promote a positivity toward learning in all he meets. He is proud to have worked with some great educational thinkers, co-authoring 2 books with Prof John West-Burnham, writing 3 more with Ian Gilbert and playing a key part in the day to day running of the Independent Thinking team. He has been a governor, Consultant and Chief Examiner in his time & is never happier than when working with passionate educators.



WORKSHOP SIX

FROM ENGAGEMENT TO EMPOWERMENT

A Deep Dive into Creating Assessment-Capable Learners

MARTIN MORGAN

WORKSHOP 6: SATURDAY

08.45 to 09.15	Registration
09.15 to 11.00	Session 1
11.00 to 11.30	Coffee break / visit to exhibition
11.30 to 13.00	Session 2
13.00 to 14.30	Lunch
14.30 to 16.00	Session 3

WORKSHOP 6: SUNDAY

09.00 to 10.30	Session 4
10.30 to 11.00	Coffee break / visit to exhibition
11.00 to 11.45	Session 5

Course Overview.

Are you ready to transform your classroom into a dynamic, student-led learning environment? Join renowned educational expert Martin Morgan for an intensive workshop designed to equip you with the tools to foster student autonomy, make learning transparent, and ensure every learner achieves their full potential.

Drawing on his expertise in translating research into practice, Martin will guide you through a powerful, practical framework focusing on the core strategies that create confident, curious, and independent learners.

This workshop is essential for **teachers and school leaders** who are committed to fostering student agency, deepening learning, and achieving outstanding results. You will leave with:

- A toolkit of practical differentiation strategies.

- Methods to increase student responsibility and autonomy.
- A deep understanding of formative assessment and feedback models.
- A framework for planning and implementing powerful questioning techniques.
- Confidence in creating a classroom culture where student inquiry and deep thinking are the norm.

MARTIN MORGAN

Martin Morgan is a highly respected educational trainer and leadership expert dedicated to developing excellence in schools. Through his organisation, Empower Education, he delivers impactful training programmes to a diverse clientele, having supported British schools across Spain, Denmark, Brazil, and the United Kingdom. Martin's work focuses on providing leaders and teachers with the tools to cultivate environments where both staff and students can thrive, and he is an expert in translating complex educational research into practical and accessible classroom strategies. His extensive experience in the sector is highlighted by his continuing work with the renowned Professor John Hattie. Furthermore, he has contributed his expertise on a global scale through his involvement with the World Education Summit. Martin is passionate about building sustainable capacity within schools, ensuring they are equipped for long-term success.



WORKSHOP SEVEN

AI ESSENTIALS FOR SCHOOL MANAGERS PROF ROSE LUCKIN

WORKSHOP 7: SATURDAY	
08.45 to 09.15	Registration
09.15 to 11.00	Session 1
11.00 to 11.30	Coffee break / visit to exhibition
11.30 to 13.30	Session 2
13.30 to 15.00	Lunch
15.00 to 16.00	Session 3

WORKSHOP 7: SUNDAY	
09.00 to 10.30	Session 4
10.30 to 11.00	Coffee break / visit to exhibition
11.00 to 11.45	Session 5

Course Overview.

Educational institutions are increasingly recognizing the transformative potential of AI technologies to enhance teaching and learning, streamline administrative processes, and provide personalised learning experiences. There is a growing need for professional development that addresses both the practical applications of AI in educational settings and the strategic considerations for implementing AI at an organisational level. Teachers need support to understand how AI can enhance their teaching practice, while school leaders require guidance on how to develop AI strategies that reduce administrative workload and establish ethical governance frameworks.

This course is designed for particularly suited to develop AI strategies that reduce administrative workload, support decision-making, and establish ethical governance frameworks. Key topics will include:

- Fundamentals of AI and its applications in education.

- Strategic approaches to AI adoption in educational settings.
- Purpose driven approach towards AI use-cases
- Ethical governance frameworks for AI use.
- Implementation planning and capacity building for AI initiatives.

Prof ROSE LUCKIN

Rose Luckin is a Professor at University College London and Founder of Educate Ventures Research (EVR) who has spent over 30 years developing and studying AI for Education. She is renowned for her research into the design and evaluation of educational technology and AI. She was named as one of the 20 most influential people in education in the Seldon List in 2017, the only non-US winner of the ISTE Impact Award, and one of Computer Weekly's top 50 most influential women in technology for 2023. Rose regularly provides expert evidence to policymakers like the UK Parliament's House of Lords and House of Commons select committees and the European Commission.

Rose has published widely in academic journals, at international conferences, through books, and in news media (TV, radio, newspapers, and magazines). Her 2018 book, Machine Learning and Human Intelligence: The Future of Education for the 21st Century, has been translated into Mandarin and influenced many of China's leading AI companies. Her most recent book, AI for School Teachers (2022), is an essential and accessible guide to AI for anyone in education.



WORKSHOP EIGHT

AI ESSENTIALS FOR TEACHERS
Dr CARMEN TOMÁS

WORKSHOP 8: SATURDAY

08.45 to 09.15	Registration
09.15 to 10.30	Session 1
10.30 to 11.00	Coffee break / visit to exhibition
11.00 to 13.00	Session 2
13.00 to 14.30	Lunch
14.30 to 16.00	Session 3

WORKSHOP 8: SUNDAY

09.00 to 10.30	Session 4
10.30 to 11.00	Coffee break / visit to exhibition
11.00 to 11.45	Session 5

This course is suitable for both **primary and secondary teachers**. Key topics will include:

- Fundamentals of AI and its applications in education.
- Practical applications of AI tools in the classroom.
- Implementation planning and integration into teaching practice.
- Ethical considerations and digital safety when using AI with students.

Course Overview.

Educational institutions are increasingly recognizing the transformative potential of AI technologies to enhance teaching and learning, streamline administrative processes, and provide personalised learning experiences. There is a growing need for professional development that addresses both the practical applications of AI in educational settings and the strategic considerations for implementing AI at an organisational level. Teachers want support in understanding how AI can enhance their teaching practice. This workshop is therefore designed to help teachers understand AI, its applications in the classroom, and practical implementation strategies to enhance teaching and learning.

Dr CARMEN TOMÁS

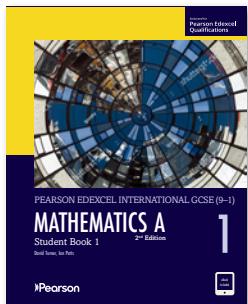
Dr Carmen Tomás is a seasoned leader in education innovation, staff development, research, and coaching. She has extensive experience supporting educational organisations and practitioners worldwide in adopting evidence-based practices, online learning, e-assessment, learning analytics, and AI. In addition to her work with institutions, Carmen also coaches edtech founders and innovators, helping them design impactful and scalable learning solutions.



Pearson for International Schools

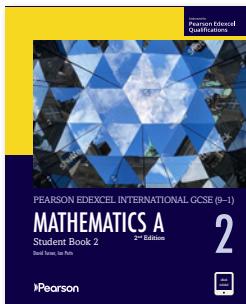
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KEYNOTE PRESENTATIONS



MARK ANDERSON

Beyond the Hype: AI, Equity and the Human Purpose of Education

In this keynote, Mark will discuss how schools can move beyond the hype of AI to focus on equity, impact, and the human purpose of education, sharing global perspectives and practical strategies that ensure technology serves teachers and learners while keeping people at the heart of learning.

Mark is an internationally-known and respected speaker, educator, an Amazon #1 best-selling author, consultant and former school leader who specialises in supporting schools to adopt the very best practices to develop teaching and learning in an ever-changing world.

His keynotes are practical and grounded in evidence-informed approaches and cognitive science, to ensure that everyone leaves empowered to make changes that will have both immediate and lasting impact.



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KEYNOTE PRESENTATIONS



MARTIN
ILLINGWORTH

*Forget School:
Why young
people are
succeeding on
their own terms
and what schools
can do to avoid being left behind*

The young need to network, to communicate effectively, and be alert to the world around them. Being confident is at the heart of this. How can we create the learning opportunities and spaces for our young to develop their sense of interest and capacity in learning? In this session, with a mix of practical ideas and deep thinking, 'Forget School' author Martin Illingworth provides an insight into the ways that teachers can become more focused upon supporting young people to see the beauty of their lives now and their potential in entering the rapidly changing world of the twenty-first century.



Martin Illingworth is a prominent figure for his work in promoting creative and engaging teaching practices. He is a strong advocate for giving young people a voice in education. In his book *Forget School: Why Young People Are Succeeding on Their Own Terms*, he argues that traditional schooling often fails to prepare students for the realities of the modern world. He encourages educators to reconsider what "success" means and adapt teaching methods to better align with the skills young people need outside the classroom. Martin emphasises the importance of creativity in teaching and learning. He inspires teachers to design lessons that engage students more deeply and foster critical thinking, problem-solving, and innovation. While based in the UK, Martin's ideas resonate globally, particularly in countries seeking to balance traditional education models with the demands of a rapidly changing world. His work contributes to a global dialogue on the future of education and the role of teachers in shaping it.

KEYNOTE PRESENTATIONS



D^R
ALEXANDRA
READ

One Step Beyond... Curriculum Design in the Age of AI

In an era shaped by artificial intelligence and rapid technological change, this interactive workshop invites educational leaders and practitioners to reimagine curriculum and assessment design for the future. Grounded in neuroscience and illustrated through real-world case studies, the session explores how AI and emerging technologies can be integrated purposefully and ethically to enhance teaching and learning.

Participants will examine how to centre human intelligence, creativity and student agency while embracing innovation. The workshop also introduces practical safeguarding and risk-assessment resources to support the safe, ethical and effective use of technology with approaches for understanding and measuring impact.

Through a blend of visionary insights, supporting research, illustrative examples and practical activities attendees will explore personalised learning pathways and develop a shared vision for

digital transformation that reinvents teaching and learning, empowering educators and students to thrive with creativity, agency and purpose in an digital world.

Dr Alexandra Read is a researcher and consultant and was the Head of Learning Technology for the Girls Day School Trust until February 2026 leading on developing digital strategy and technology proficiency in GDST schools and creating more opportunities for girls and women in STEM. Prior to joining the GDST Alexandra worked for 12 years in the international independent schools sector for ACS International Schools and started her career teaching technology in Collier County Public Schools in Florida U.S.A. Her areas of interest and expertise include values-driven educational leadership and culture, socially responsible approaches to using technology to innovate and transform teaching and learning, gender and diversity in technology education, AI strategy and implementing data solutions, technology coaching, and strategic curriculum planning to promote creativity. Her PhD research explored the relationship between the technology proficiency of educational leaders and their schools. Alexandra currently offers consultancy and support services for UK and international school leaders in technology and digital transformation, AI and STEM in education.

KEYNOTE PRESENTATIONS



PROFESSOR RUPERT WEGERIF

Education for Dialogue

Dialogue should be understood not only as an effective means of learning but as a central aim of education. A culture of dialogic learning enables students to think together, extend ideas, and engage with multiple points of view, building deeper conceptual understanding across the curriculum. Practical strategies show how teachers can create classrooms where learners develop agency, confidence, and an active voice. Teaching for dialogue equips young people to participate thoughtfully in the wider conversations of culture and society, preparing them for a world that urgently needs collaborative, open-minded thinking.

Rupert Wegerif is Professor of Education at the University of Cambridge with a long track record of researching and teaching dialogue in education. His interest in dialogue began during his secondary teacher training, leading to a PhD that developed a practical pedagogy for teaching dialogue—the Thinking Together approach, created with Neil Mercer and Lyn Dawes—and demonstrated its impact on both group and individual thinking.

At Cambridge, Rupert has been a leading member of the Cambridge Educational Dialogue Research Group (CEDIR), contributing to numerous classroom-based studies of dialogue and publishing extensively on what dialogic education is, how it works, and why it matters. He has authored practical books on how to teach dialogue in both English and Spanish, including *Dialogar para pensar y aprender juntos en el aula* (Porrúa, 2019, with Julieta Pérez Linares) and *Dialogic Education: Mastering Core Concepts Through Thinking Together* (Routledge, 2016, with Neil Phillipson). His latest book, *Rethinking Educational Theory: Education as Expanding Dialogue*, was published by Edward Elgar in early 2025.



KEYNOTE PRESENTATIONS



LES
HOPPER
**AI's Role in
Inclusive
Education -
Supporting
Learning and
Assessment for
All**

Artificial intelligence is increasingly shaping how students learn and how schools assess progress, yet its impact on learners and learning is still emerging. In this session, we explore how AI can support learning and assessment, helping learners overcome barriers and better demonstrate their strengths in authentic ways for their learning.

Drawing on Pearson's research and capabilities with AI, the talk will consider both the opportunities and risks of AI in schools, and what leaders should be thinking about as these technologies become more widespread. Les Hopper is a Product Director at Pearson: Les has nearly 20 years' experience working with educators, technologists and academics to produce market leading learning solutions. He is passionate about the power of education to change lives, and the potential that technology offers to support a high-quality education. Les currently works as Product Director covering Digital and Assessment, qualifications and publishing for Pearson's UK business.

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KEYNOTE PRESENTATIONS



**D R
ALEXANDRA
TOMESCU**

Balancing Innovation and Integrity in an age of AI

Combining the allure of AI's boundless potential for educators with the many well-meaning voices of caution is a challenging balancing act. In this session, Dr Alexandra Tomescu will present a vision for a way forward for schools, drawing on her experience championing the responsible development of AI-powered educational resources and her leading of Oxford University Press's recent AI research projects. This session aims to equip school leaders and teachers with insights from her recent research, a

framework with which to rigorously evaluate educational AI tools, and a vision for flourishing schools and students who wisely handle AI's potential.

Dr Alexandra Tomescu is a Product Specialist in AI & Machine Learning at Oxford University Press, where she leads the Education Division's strategy for integrating AI into educational products and workflows. With over a decade of experience in EdTech and international publishing, she has spearheaded the creation of adaptive learning tools for international curricula, contributed to the OECD's PISA 2025 Science Framework, and shaped digital learning platforms. She is passionate about exploring the intersection of technology and pedagogy, in order to transform learning experiences worldwide.



BREAKOUT SESSIONS

EYFS BEYOND THE CLASSROOM: A PRACTICAL FOREST SCHOOL APPROACH

Session outline: An engaging session that examines how the Early Years Foundation Stage framework can be delivered beyond the classroom through a structured Forest School approach. We will demonstrate how the successful Forest School methodology aligns with EYFS statutory requirements as well as the statutory primary national curriculum. The focus is practical: curriculum mapping, daily delivery, staff training, risk management, and progression. The session is designed for success-driven school leaders and their EYFS and Primary team leaders seeking a clear, realistic model to implement Forest School within their own settings and to understand the conditions required to do so safely and effectively.



A **LISON
WHITE**

Is co-founder and director of Valencia Forest School, a Forest School operating in Spain and delivering the EYFS and Primary curriculum outdoors.

She is a certified Level 3 Forest School Leader, holds British QTS, a PGCE in Secondary Education as well as a Level 4 Quality Assurance certification. With a background in Fine Art and over a decade of experience as Head of Art in a large UK secondary school, Alison brings strong leadership, expertise in curriculum design, staff development, and quality assurance.



L **AURA
MARTÍN**

Is founder and co-director of Valencia Forest School, where she leads a strong team of Forest School Leaders. She is a Level 3 Forest School Leader with British QTS, an MA in Secondary Education specialising in English, an MA in Creative and Cultural Industries, and a degree in History of Art. Her professional background includes extensive work as a primary school teacher in London.

Under Laura's strategic leadership, Valencia Forest School has become an internationally recognised outdoor education project, attracting families from around the world and entering a phase of planned expansion while maintaining high standards.

BREAKOUT SESSIONS

LEARNING WITHOUT BORDERS IN CREATIVE EDUCATION

Session outline: Creative subjects flourish when traditional borders—disciplinary, institutional, geographical, and psychological—are dissolved. This session explores how schools can start learning without borders, enabling students to experiment, collaborate, and express themselves more freely. Drawing on case studies from art and design and performance, the session will highlight practical approaches to interdisciplinary and globally connected learning. Delegates will gain actionable strategies for embedding borderless pedagogy into everyday teaching, curriculum design, and assessment, supporting creativity, risk-taking, and student agency in contemporary creative education.



MATT
MOSELEY

is Chief Examiner for Art and Design at UAL Awarding Body and an experienced teacher and leader in arts education, as well as a practitioner with a particular interest in the creative process. Matt has an MA in Printmaking, a Postgraduate Certificate in Education, and substantial experience in the design, planning, delivery, and assessment of project-based creative learning for participants aged 4 to 80. He is a strong advocate for creativity across all areas of education.



MARC
MOLICA

is both an academic and practitioner in the creative arts sector. With an MA in Theatre (Directing) and a PGCE in Education, Marc brings substantial practical expertise and academic insight to his role as Chief Examiner for Performing and Production Arts at UAL Awarding Body. Marc has extensive experience in curriculum design and qualification development and is an advocate of the transformative power of the arts. His research interests include creative environments and spaces, and his directing practice focuses on cross-arts collaborative storytelling.



BREAKOUT SESSIONS

IS LEARNING WITHOUT BORDERS A REALITY FOR YOUR SCHOOL?
HOW DO YOU EVIDENCE THIS PRACTICALLY?

Session outline: Across international settings, High Performance Learning succeeds because it is not tied to one country, culture, or curriculum. It focuses on how learners think, behave, and grow, making excellence achievable everywhere. HPL turns Learning without Borders from an aspiration into everyday practice.



GARETH
COLLIER

After serving 30 years in boarding schools in the UK, and internationally in Kenya and Tanzania, fulfilling pastoral roles of Housemaster, Head of Boarding, Head of Pastoral, Senior Teacher, Headteacher and Principal as well as teaching, marketing and admissions roles, he joined Cardiff Sixth Form College in 2015.

Here he oversaw the establishment of a 'culture of excellence' culminating in students being consistently placed in top universities in the UK and internationally. He is now a Director of Dukes Education, of which Cardiff Sixth Form College is a member.



Gareth is a passionate exponent of international boarding education and is proud to be associated with such a highly academic institution as Cardiff Sixth Form College, widely recognised as the top performing A Level school in the UK over the past 14 years, and, High Performance Learning, the ground breaking and innovative pathway helping schools attain excellence for all through the belief that 'every child can'.

He is now the Executive Director of High Performance Learning.



BREAKOUT SESSIONS

UCAS – THE BENEFITS OF STUDYING IN THE UK AND A GUIDE TO APPLYING

Session outline: This session will explore the benefits of choosing the UK as a study destination and the wide range of course options available to international students. Attendees will gain practical guidance on navigating the UCAS undergraduate application process, including an overview of the new personal statement format.

The session will also cover key considerations for the “next step” in the application journey, such as assessment tests and interviews for specific courses. Participants will leave with a clear understanding of how to prepare effectively for supporting students apply to the UK.



COURNTNEY GRANGE

International Development Officer at UCAS, has gained extensive experience providing direct

support to Higher Education Providers, advisers, and applicants on all aspects of the UK UCAS

undergraduate process. Courtney has delivered presentations on completing the UCAS undergraduate application and highlighting UCAS research tools at prominent venues in the UK, and events around the world.

In his role at UCAS, Courtney's focus is on international student mobility. This includes developing and nurturing relationships with stakeholders involved in supporting international students.



BREAKOUT SESSIONS

EDUCATION POWERED BY THE SUN

Session outline: At Solar for Schools, education is at the heart of everything we do. We don't just install solar panels on school rooftops — we turn them into powerful tools for learning. Our goal is to help students understand the energy transition, climate change, and their role in building a more sustainable future. In this session you'll 'play the students' taking the opportunity to interact with our resources through some guided tasks to see for yourself how they might fit within your curriculum.



DANIELLE
PARKER

Danielle has 12 years' teaching experience in the UK and beyond, as far as South Korea and

Ecuador where she taught and led initiatives at Korea University and the British School Quito. She has helped shape Solar for Schools' energy and sustainability education programme and now manages the delivery of this by a network of educators to over 300 UK schools. She is a 'Climate Ambassador' and advocate for the advancement of young people into 'green careers'



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»»»



BREAKOUT SESSIONS

NEUROARCHITECTURE: DESIGNING SPACES THAT SHAPE HOW WE LEARN

Session outline: How does the space around us shape the way we think and learn? This session explores neuroarchitecture and reveals how classroom and learning environments directly influence attention, memory, and motivation. At Kidzink, an architecture firm specialized in learning environments, with over 4,000 educational projects worldwide, we share our Enriched Environment Model and scientific approach, offering practical insights for designing more effective learning spaces.

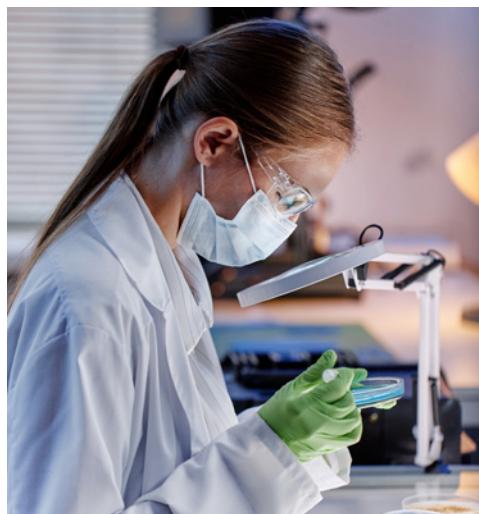


JAMES
HO

Is an architect and strategic leader in the field of educational design, currently serving as Head of Business

Development at Kidzink and KÖDA (Kidzink Office of Design and Architecture). With over a decade of global experience, James has dedicated his career to designing impactful, learner-centered environments through both architecture and bespoke furniture solutions. His experience spans more than 20 international projects, from primary and secondary schools to universities and technical

institutions. His work champions the integration of form and function, crafting furniture and spatial solutions that support wellbeing, curiosity, and creative expression.



James' work bridges the gap between ambition and execution, offering a uniquely global perspective on how education spaces and furniture can shape the next generation.

BREAKOUT SESSIONS

FROM ADAPTIVE TEACHING TO ADAPTIVE INTELLIGENCE: BUILDING SELF-EFFICACY AND FUTURE-READY SKILLSET THROUGH THE INTERNATIONAL OLYMPIAD IN AI LEARNING INFRASTRUCTURE AND AI FOUNDATIONS IN SCHOOLS

Session outline: This breakout session explores how schools can contribute to changing focus from adaptive teaching to adaptive intelligence, where students develop the self-efficacy, agency, and strategic capability to adapt independently in complex learning environments. Framed through cognitive science, self-efficacy theory, and adaptive teaching principles, the session positions deep understanding of AI concepts not as a shortcut or “cheating tool,” but as a means to strengthen self-regulation, transfer, and durable learning.

Grounded in adaptive teaching frameworks and integrated skills development, the session introduces the International Olympiad in Artificial Intelligence (IOAI) as a learning infrastructure and pedagogical ecosystem, rather than a narrow competition. IOAI is presented as a pathway through which students apply learning theories in authentic, student-driven contexts, while schools maintain high expectations, equity of access, and curriculum integrity, while simultaneously strengthening cross-curricular coherence and transfer in an AI-driven learning landscape.



**O LGA
LITVINNOVA**

Olga is
Institutional
Relations
Manager at
Harbour.Space
Institute of
Technology.

She is committed to advancing education through innovative, globally aligned learning models that connect academia, secondary education, and future-ready skills. With experience across higher education, international schools, and senior leadership, she focuses on undergraduate and graduate programmes that build transferable skills, interdisciplinary knowledge, and real-world problem-solving abilities. At Harbour. Space Institute of Technology, she leads initiatives

such as the International Olympiad in AI Spain, promoting innovation and technology-enhanced learning across all 17 autonomous regions of Spain, while contributing to the development of a multidisciplinary centre of excellence integrating academic programmes, high-performance training, international initiatives, and complementary educational activities.



BREAKOUT SESSIONS

EFFECTIVE LEARNING WALKS – A GUIDE FOR SCHOOL LEADERS

Session outline: Session outline: Learning walks are powerful tools for fostering development and improvement within schools. When used effectively, they can provide a snapshot of good classroom practice, evaluate a new school initiative, and offer a general overview of the school environment, offering valuable insights to teachers. But how can you ensure that learning walks have a real impact and don't become just another educational fad? You'll learn about:

- What are learning walks and their purpose
- Key areas of focus during learning walks
- Common pitfalls to avoid
- Tips for maximising the value of learning walks

Whether you're a school leader looking for further guidance on conducting meaningful learning walks or improving your current approach, this webinar will provide practical strategies for creating meaningful and developmental experiences.



COSTA
CONSTANTINOU

Is a leadership and CPD trainer, mentor, and writer with more than 25 years of experience in teaching and

learning, school improvement, and professional development. A former school leader, Humanities teacher, and Director of Education at Veema Education, Costa has worked with schools across the UK, Europe, the Middle East, and Asia to strengthen leadership capacity, improve instructional practice, and build positive school cultures.

He is the author of *A School Leader's Guide to Leading Professional Development* (2025), a practical framework for designing

high-impact CPD in schools. Costa also leads the NPQ leadership Qualifications delivered at Veema and facilitates the Advancing Teacher Programme — *Helping Teachers to Thrive*, a nine-week online course that supports early-career and international school teachers to develop strong classroom practice and professional confidence.

Known for his practical and down-to-earth style, Costa specialises in leadership development, pastoral training, and supporting effective senior and middle leaders. His work brings together research-informed strategies, realistic school approaches, and a deep commitment to helping teachers and leaders thrive in demanding, fast-paced educational environments. He believes that the best schools create the best teachers.

BREAKOUT SESSIONS

AN UPDATE ON THE INTERNATIONAL SCHOOLS MARKET: DATA, TRENDS AND WELLBEING INSIGHTS

Session outline: International schools across Europe are navigating a complex landscape of growth, competition and rising expectations. In this two-part presentation, ISC Research combines regional market intelligence with wellbeing insight to offer a balanced, strategic perspective.

The opening section focuses on the international school's market in Spain and Europe, highlighting key data on growth areas, enrolment patterns, and wider sector trends.

The second section explores the critical area of wellbeing in international schools, drawing on findings from ISC Research's latest white paper to examine the relationship between wellbeing, school culture, and long-term sustainability for both students and staff.

Attendees will gain up-to-date market intelligence, practical insight into wellbeing trends, and a clearer understanding of how these two dimensions intersect to support sustainable school development.



**ELENA
MORA**

is an education professional specialising in international school research and intercultural education.

She currently serves as Research Manager and Education Consultant at ISC Research, where she works with school leaders across Europe and Latin America to deliver evidence-based insights on market trends, enrolment patterns and wider sector developments. With extensive experience in pedagogy, academic leadership and cross-cultural research, Elena has worked in international education across multiple countries and curricular frameworks, including the IB and

British systems. Her work combines qualitative field research with data-driven analysis to support strategic decision-making and sustainable school development.

Elena is also a published commentator on international education trends, contributing analysis to global forums and specialist education media. She is committed to understanding how school culture and innovation in education intersect to shape effective and resilient learning communities.



GUEST SPEAKERS



SARAH COWLEY

is the Deputy Head of Mission at the British Embassy in Madrid, a position she has held

since August 2021. Previously she was British Ambassador to Latvia from 2013 to 2017 and Head of the then FCO's Prosperity Fund department, 2017 to 2020.

Sarah joined the Foreign and Commonwealth Office in 2005. During her FCO career she has served in a wide range of roles including working in Europe, Afghanistan and Pakistan, on Middle East issues, the London 2012 Olympics, consular crisis work and a secondment to the European External Action Service.

Ms Cowley started her career in the NGO sector and then moved to the private sector, holding a variety of roles in the UK and in Central America before joining the FCO.



SYLVIA EDVINSSON

With more than 20 years of experience in the education field, Sylvia Edvinsson is the now the new Director of the British Council in Spain.

Swedish national Sylvia began her career at the British Council in 2020, when she took on the role of European Director of English. Less than two years later, she became the institution's Global Director of English Language Teaching. Now, Edvinsson is leading the British Council in Spain, focusing on consolidating its role as a benchmark in the English language and in British education, culture and arts.

Sylvia studied Politics and Economics and later developed her career at Pearson Education, where she became Director of Operations and Customer Experience for the Middle East and Turkey.



GUEST SPEAKERS



A **MAYA CAL LINARES**

Has a degree in Law and Political Science and has been a member of the Senior Corps of Civil

Administrators of the State (CSACE) since 2008.

Her professional career has been developed in the field of General State Administration and has been linked to the internationalization and external projection of public policies, contributing mainly in the areas of communication and international cooperation.

Throughout her career, she has held various positions abroad, including Secretary General in Morocco and Education Attaché in the Czech Republic, which has allowed her to gain extensive experience in international and multilateral contexts.

Prior to her current appointment, she served as Director of the Management Support Unit at the Spanish Service for the Internationalization of Education (SEPIE), contributing to the coordination and strategic planning of mobility and international cooperation programs.

In October 2024, she was appointed deputy director general of the Foreign Education Action Unit of the Ministry of Education, Vocational Training, and Sports, a position in which she leads the promotion of

Spanish language and culture abroad and the coordination of international educational programs, promoting educational cooperation and the projection of the Spanish educational system abroad.



M **ª JESÚS PÉREZ CRESPO**

Chus works as Safeguarding Manager and Equality, Diversity & Inclusion

Lead for the British Council in Spain. She worked for five years at the British Council School as the Safeguarding and Wellbeing Coordinator, providing advice to the Government, from the School experience, to help introduce the obligation, by law (LOPIVI), for all Spanish schools to have safeguarding leads. Psychologist and mediator, she has over 27 years of professional experience working with children and families, cultural diversity, forensic psychology, and alternative dispute resolution systems, both in public and private institutions. She has worked closely with practitioners from the legal system. An experienced speaker and trainer, she has worked with many companies, universities, and professional associations, and has published specialized articles in her fields of expertise.

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📍 Ferraz, 85 28008 Madrid

✉️ nabss@acade.es

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