

The Philosophy and Politics of the Embryo – Julie Arliss

More people than just developmental biologists are busily talking about embryos. Human embryos are central players in proposed legislation at state, federal and international levels. But what is meant by an embryo and when does human life begin? Rarely are the terms of the debate defined clearly and increasingly the beginning of human life has become a question of politics. Within the political debate science is frequently used as an authority, but how authoritative is science over people's values? This session will help students to understand the metaphysical and epistemological considerations essential for clear thinking about the nature and status of the embryo, and equip them with essential tools for honest debate.

The BIG Debate: This House believes that science has not replaced God – Julie Arliss & Dr. Andrew Pinsent

The Speakers

Julie Arliss

A Farmington Scholar at Harris Manchester College, Oxford, Julie Arliss is a highly accomplished teacher and author. Julie Arliss is a well-known international educator of gifted students with a gift for making the complex simple, and the simple complex. She is committed to the provision of world-class extension activities for these students, to extend their reach well beyond the curriculum to new areas of knowledge. She is on the examining team for Cambridge International Examinations and founder of Academy Learning.



Dr. Andrew Pinsent

Dr. Pinsent is Research Director of the Ian Ramsey Centre for Science and Religion, Faculty of Theology and Religion, Oxford University. Formerly a particle physicist at CERN, he is a philosopher, theologian and contributor in the media and schools to engagement with science, faith and the big questions of life.



What Students & Teachers Say

"Both the pupils and the staff who attended the Gifted and Talented study day thoroughly enjoyed it."

"They continued to discuss the various topics on the coach trip back to school and I have already been asked how long until the next one. Thank you very much for organising the day with such engaging speakers!"

"The feedback I've had so far from my students is that they learnt lots. The content of the talks was brilliant, especially Julie's about social physics – I learnt something new too!"

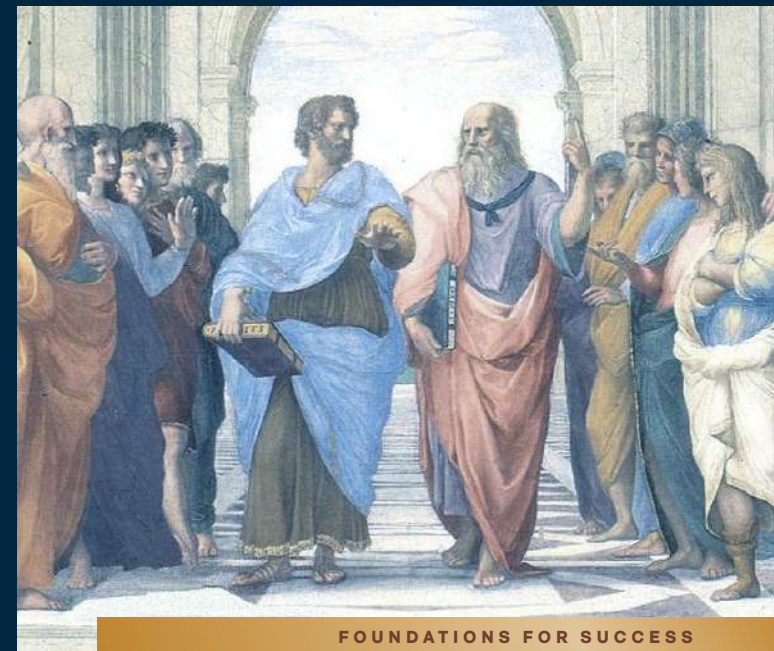
"Thank you very much for your efforts in organising the Lecture Day in Oxford last Friday – both the students from [school] who went (and the parent who took them!) found it inspirational."

"I attended a recent Gifted and Talented Conference in Bloomsbury, and was so impressed by the variety of talks and speakers; it was a great day, and I think the students really benefited from it (I know I did!)"

"A (belated) thank you for a stimulating day for my students, and myself and some of life's 'big' questions. I also appreciate the notes you sent through which I have been able to use to help some students prepare an assembly for the rest of their year group."

Why Attend?

- Oxford Masterclass
- Promote equity and excellence for diverse learners
- Target the development of capabilities in GT students
- Add depth, complexity and richness
- Challenge More Able students with abstract ideas
- Engage the thinker within
- Share ideas with like-minded people
- Meet world-class thinkers



More Able and Ambitious Programme 2022

For Senior Students

Julie Arliss

What to Expect on the Day

More Able students have a special educational need which is now widely recognised.

This need is for high level intellectual input which Academy Learning provides through world class “thinking days” at which students engage with a wide range of topics and a balanced academic programme aimed at stimulating thought beyond the constraints of the curriculum.

Asking the right questions is important. The great thinker, Socrates, was called the midwife of people's thoughts because he asked the right questions and helped people give birth to new ideas. Would we have known that the earth revolves around the sun if it hadn't been for the inquisitive minds of people like Copernicus and Galileo? Would we have known that light holds energy? This interactive study day will ask students to consider some fundamental questions and offer intellectual frameworks for developing their own ideas.

The focus is upon topics which can be approached from many different disciplines so that students begin to see connections between different areas of study and the bigger picture. The content is fast paced and differentiated to meet the needs of highly able learners with a focus on important and enduring concepts. There is no duplication of traditional school topics, and students benefit from a university style of learning in which their knowledge is broadened and their critical abilities up-graded with new thinking tools. All sessions are designed to stimulate student interest with further resources available on the Academy website for follow up independent learning.

Booking

BOOKINGS NOW OPEN AT:

www.thrivingminds.org

ARRIVAL AND REGISTRATION

Arrival from 09.00. The programme begins promptly at 9.30 and concludes at 14.30.

Students: A fixed fee of \$50 if paid prior to conference. We have access to sponsorship for students wishing to attend but for whom the cost is a significant challenge for their families. Please contact us for further details.

EARLY BIRD SPECIAL

Discounted tickets: \$40 if paid before 28th June

Staff: A fixed fee of \$50 (\$40 if paid before 28 June). One free staff place with every 15 students booked. Staff attending for GATE training \$95

Bookings: These events fill quickly but we appreciate that many schools need time to collect money from students. Please contact the office with your numbers as early as possible to secure your places.

headoffice@academy-ltd.com

Places may also be booked online www.thrivingminds.org. Full terms and conditions are detailed on the website.

Staff are warmly invited to join the team for informal discussion over break and lunch with refreshments provided. Students will need to bring their own equipment and refreshments. Please note that we do not allow recordings of the day.

Melbourne	21 st July - Scotch College
Sydney	26 th July - Ascham School
Bundaberg	1 st August - Bundaberg Christian College
Brisbane	5 th August - Genesis Christian College
Christchurch	8 th August - St Andrew's College
Nelson	10 th August - Ministry of Inspiration
Auckland	TBC (11 th , 12 th August)
Wellington	15 th August - Scots College
Adelaide	TBC 18 th , 19 th August
Perth	TBC (week of 22 nd August)
Perth GATE training	26 th August - Servite School

The Sessions

Oxbridge Interview Questions – Julie Arliss

At Oxford University, one of the most prestigious educational institutions in the world, admission interview questions are designed to give candidates a chance to show their real ability and potential – which means seeing if a candidate can think laterally and apply their thinking to new ideas and different contexts. Interviews are not about reciting what you already know, rather, they give candidates a chance to show their real ability and potential. There is no ‘right’ answer to many of the questions: the focus is on how well you can think. This session will provide students with essential Oxbridge standard thinking tools, and ideas for developing high-level lateral thinking skills. A number of genuine questions will be examined as test cases.

'I count therefore I am.' Is Mathematics Discovery or Invention? – Dr. Andrew Pinsent

Mathematics has been the most successful and is the most mature of the sciences and yet Paul Erdos claimed that, 'God may not play dice with the Universe but something strange is going on with prime numbers.' Why are numbers beautiful?

In mathematics there is rarely disagreement over whether or not we have a proof but do we need more than number and rationality to make sense of the world? This talk will open up discussion about the importance of imagination, poetry and music as well as the second person perspective to make sense of wholes and not just parts.


Eating Meat and Eating People – Julie Arliss


Our relationship with animals is very important. Is there something about the nature of ‘rights’ that restricts them to humans? Should animals have the same rights as people, and if not, why not? The case from evolutionary biology to vegetarianism will be examined. Are there no morally relevant differences between animals and people that justify treating an animal in ways we would never treat a person? Student participation desired for this topical session.

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