

Teaching Staff

SL6⁺

Action Based Training &
Well Being Courses

2016-2017



Park Campus
Academy



The purpose of our CPD programme is to provide training for all members of our teaching and support staff. Courses have been arranged to suit colleagues in their specific roles, their position in the organisation and their experience.

As well as seeking to provide opportunities for personal career development, courses have been selected to meet the needs of each school working towards its own school improvement priorities.

CPD co-ordinators in each of the five participating schools will instruct colleagues as to the number of courses that should be attended, but there is no limit on the number of courses that can be attended.

Please consider the courses on offer carefully select one ABT course that will be of most benefit to you and your school.

Action Based Training Courses for Teaching Staff

ABT 10

Marking / assessment and student teacher dialogue

Jessica Barry & Clare Arnold

20th Oct & 12th Jan

Dunraven

We are constantly being asked to mark our students' work, however it's often very time consuming and it can be difficult to see how marking links to pupil progress. This session aims to convince sceptics of the impact that powerful feedback can have on our students, as well as delivering easy time saving tips to reduce your marking workload. In the first session we will give you effective strategies to apply immediately. In the second session we will reflect and evaluate on the impact marking and assessment has in your own classroom.

Expect to get:

Exemplar marking strategies.

Methods for skills and knowledge based subjects.

Time reducing marking tips.

Help designing effective assessments.

Peer/self Assessment strategies.

ABT 11

Supporting essay and extended writing for NON English specialists

Paul Fennemore & Colin Adams

20th Oct & 12th Jan

Dunraven

Helping students plan, organise and then write extended answers - especially for examination conditions - is a constant challenge. The aim of these sessions is to provide you with a range of methods and resources to improve the focus and accuracy of your students' writing. By the end of the two sessions you will be equipped with the necessary vocabulary and ideas to confidently teach and assess your students' use of the written word.

ABT 12

Flipped learning - a different pedagogical approach

Safra Cuffy

3rd Nov & 23rd Feb

Dunraven

The blended learning model has the ability to make learning more challenging whilst also supporting students to develop high level skills. This session will give you the tools to embark on a pedagogical approach which will develop students' independent learning skills and provide you with the platform to further stretch their learning. We will focus on the pillars of flipped learning and you will get the opportunity to get first hand account of what flipped learning looks like.

ABT 13

Mental health and young people

Mohamed Abdallah

20th Oct & 12th Jan

Dunraven

This ABT course introduces the theory and practice of asset-based approaches in developing community assets, improving emotional wellbeing and mental health outcomes. Using innovative approaches from the health and social care sector to strengthen engagement and improve life chances.

The aim of the asset based approach practice is to promote and strengthen the factors that support good mental health and wellbeing, foster school communities and networks that sustain healthy emotional wellbeing. The vision is to improve young people's life chances by focusing on what improves their health, wellbeing, community engagement and reduces preventable health inequities.

The work will draw on three related strands:

- Salutogenic theory
 - The concept of assets
 - The principles of Asset Based Community Development (ABCD)
-

ABT 14

Speech and Language: clear thinking for clear communication

Andrew Parlaka

3rd Nov & 23rd Feb

Dunraven

What actually works in your classroom to meet speech, language and communication needs? We'll plan, do and review to gain a clearer view of our communication environments, opportunities and interactions. By combining a checklist with planned strategies we'll start making some changes and see how they lead to better communication for teaching and learning. The checklist comes from the government's 'Better Communication Research Programme'.

Session 1: clear and unclear communication: identifying and self-evaluating what you say, where you say it and when you listen; action-planning your communication experiments

Session 2: review impact and compare findings; relate these to pastoral, disciplinary and family communication; consider how much extra was actually needed to achieve

Understanding attachment: how we can recognise difficulties and support our children & young people. 'Tell me when I'm managing my behaviour well - I need to know when I have improved. Telling me 'well done' because I didn't yell when someone annoyed me or I asked before borrowing someone's pen does help me'.

ABT 15

Understanding attachment: how we can recognise difficulties and support our children & young people

Cath Boyle

20th Oct & 12th Jan

Dunraven

Research shows that where children have not had the kind of responsive attachment they need at a very early stage, their brains are likely not to be wired, or their emotions and self-regulation tuned, as yours or mine are. Understanding the theory behind this and putting this into practice in school creates a safer environment for children & young people who experience attachment difficulties. Much of that relies on how we create a school where they feel safe to learn to take risks, learn from mistakes, form healthy relationships and develop the ability to self-regulate.

We can help these students develop more confidence in themselves through the ethos of the school, our whole school actions and interventions, our classroom actions and interventions and our understanding of the effect of attachment difficulties on their young brains.

Over the two sessions, we will;

- (1) explore key research findings and the workings of the teenage brain;
- (2) learn specific strategies to use with students, or staff or as part of a whole school ethos; and then
- (3) test new ideas and share our findings.

ABT 16

SEND & the new curriculum - How to support students with Dyslexia

Cassie Bryson & Laura Daniel

3rd Nov & 23rd Feb

Dunraven

This Action Based Training session is based on research from the Dyslexia-SpLD Trust which is a collaboration of organisations working to improve the lives of children and young people with dyslexia and specific learning difficulties (SpLD). The Trust has been funded by the DfE to improve the knowledge, understanding and practice of people affecting the lives of children and young people with dyslexia/SpLD.

Session 1 - An overview of Dyslexia and strategies to support these learners in the classroom. Develop your own Action Plan to implement strategies for dyslexic learners.

Session 2 - Further development of theory to explore the advantages of dyslexia

Reflective feedback on strategies implemented

ABT 17

SEND & the new curriculum - How to support students with ADHD

Dr Aoife Jenkinson & Dr Max Davie

20th Oct & 12th Jan

Dunraven

A two-part training course on Attention Deficit Hyperactivity Disorder, delivered jointly by Educational Psychology and Paediatric services. Educators can expect to receive up-to-date medical information on this neurodevelopmental condition, and the varied, creative approaches which tackle the disappointing prognosis of this particular cohort of secondary pupils. Participation in the form of school-based trialling of tools and/or approaches will be expected, ensuring each attendee completes the course equipped with tailored practices that address their individual school and class needs.

Presentation and diagnosis of ADHD.

Dr. Davie will focus on the identification of ADHD; co-morbidity with other areas of neurodevelopmental differences; questions around medication; and the referral / assessment / treatment pathway offered by Health Services to Lambeth children and their families. Impact and ethics around diagnosis in the U.K. will also be briefly addressed. Managing the positives and negatives of ADHD.

Issues around the presentation of ADHD in classrooms and its impact on curriculum access will be shared. Tools for behaviour analysis will be presented, and a range of strategies shared, including physical and sensory interventions, environmental analysis, emotional attunement and differentiation of teaching/learning in order to reduce the negative impact of ADHD. Responses to the related condition, Oppositional Defiance Disorder, will also be reviewed.

ABT 18

Dealing with increasing sexualisation and sexual exploitation (CSE)

Cath Boyle & Met police CSE team

3rd Nov & 23rd Feb

Dunraven

Raising Awareness of Healthy Relationships

Promoting Safe Internet Use

Identifying Risky Situations

Raising Awareness of The Grooming Process & the differing forms that it can take

Raising Awareness of Child Sexual Exploitation & the differing forms that it can take

Sign-posting relevant services

Raise Awareness of 'The Warning Signs of CSE'

Raises Awareness that it can all too easily seem as though young people have 'made their own choices' and not see themselves as victims and fighting against any intervention.

ABT 19

Numeracy in the new curriculum

Dr Delroy Dunkley

20th Oct & 12th Jan

St Martins

Poor numeracy is a huge and neglected problem. According to the most recent Skills for Life survey, almost 17 million people in the UK have numeracy skills below those needed for the lowest grade at GCSE – for literacy the comparable figure is 5 million. (www.nationalnumeracy.org.uk)

The government has recognised this numeracy deficit and increased the numeracy content across the revised curriculum in order to address it. This course will focus on developing strategies for non-mathematics specialists in order to help them develop the quality of teaching and learning of numeracy across the curriculum.

ABT 20

Differentiated learning

Debbie Davies

20th Oct & 12th Jan

St Martins

There is more to differentiating than scaffolding or using an extension activity or even using differentiation by task. The most effective forms of differentiation lead to accelerated learning and ensure learners feel fully included in their learning. This course will focus on using Hattie's visible learning as advocated by the Sutton trust. It is designed to build confidence in the use of a range of differentiation techniques and demonstrate that differentiation doesn't need to be labour intensive.

ABT 21

Challenging learners at KS5

Manj More

3rd Nov & 23rd Feb

The Elmgreen

To support colleagues to deal with the new changes at KS5 which has seen an increase in challenge. The session will be based on recent academic evidence and focus on developing stretch and challenge. Session 1 will analysis the academic evidence and classroom strategies. Session 2 will review the impact in your classroom.

ABT 22

Learning in the new linear curriculum

Aidan Ryan

3rd Nov & 23rd Feb

The Elmgreen

The course will focus on how to prepare students for linear curriculums. Colleagues will be presented with a range of tracking, monitoring and assessment strategies. In addition the sessions will examine how to embed learning and ensure that students undertaking both one and two year courses are building their knowledge.

ABT 23

Developing and mentoring colleagues

Steve Grant

3rd Nov & 23rd Feb

The Elmgreen

The course will focus on how a school leader, mentor or coach can ensure the teaching of a colleague develops. We will examine research in what determines outstanding teaching/learning and strategies which will improve the teaching of colleagues.

ABT 24

Leadership in a school context

Dinah O'Hana

3rd Nov & 23rd Feb

The Elmgreen

The course will provide experienced and aspirational middle leaders (and new Senior Leaders) with an opportunity to reflect on their leadership and to consider their strengths and areas for development as leaders. We will examine what makes a successful team and how leaders create this. This will involve evaluating theories of successful leadership and creating a mini-action plan to put these theories into place.

ABT 25

'Engaging Positively with Teenagers'

Lubjana Matin

20th Oct & 12th Jan

Dunraven

As secondary practitioners we interact and work with teenagers on a daily basis often experiencing recalcitrant, uncooperative and challenging behaviour. Adolescence is a minefield. Teenage brain development undergoes extensive reorganisation - however how often do we take a step back to consider this vital developmental stage? This course will explore the physiology of the teenage brain and how this shapes external behaviour and how to employ this knowledge when working with 'challenging' students.

ABT 26

Differentiation - 'Fresh Start Reading strategies'

Rosamond Koroma and Luke Routley

3rd Nov & 23rd Feb

St Martins

These sessions are designed to introduce a variety of successful dynamic reading strategies, aimed at giving poorer readers a chance to improve their confidence. We will focus on developing pupils' reading and comprehension, writing and spelling to support their increasingly fluent decoding through a range of practical teaching methods and classroom management signals.

Session 1:

The first session will focus on pupil assessment according to phonics knowledge. We will look at how to embed phonic sounds into your classroom practice, so as to allow pupils to read effortlessly and so gain confidence. The session will look at classroom management signals and ways to adapt existing resources to tailor for this approach.

Session 2:

This session will require colleagues to bring in existing resources that will then be adapted using the fresh start strategies. We will consider how this strategy can be used to differentiate resources in mixed ability groups.
