

# CONTINUOUS PROFESSIONAL DEVELOPMENT

From teaching assistants to senior leaders,  
our range of CPD courses for 2018 are  
designed to develop you and your school



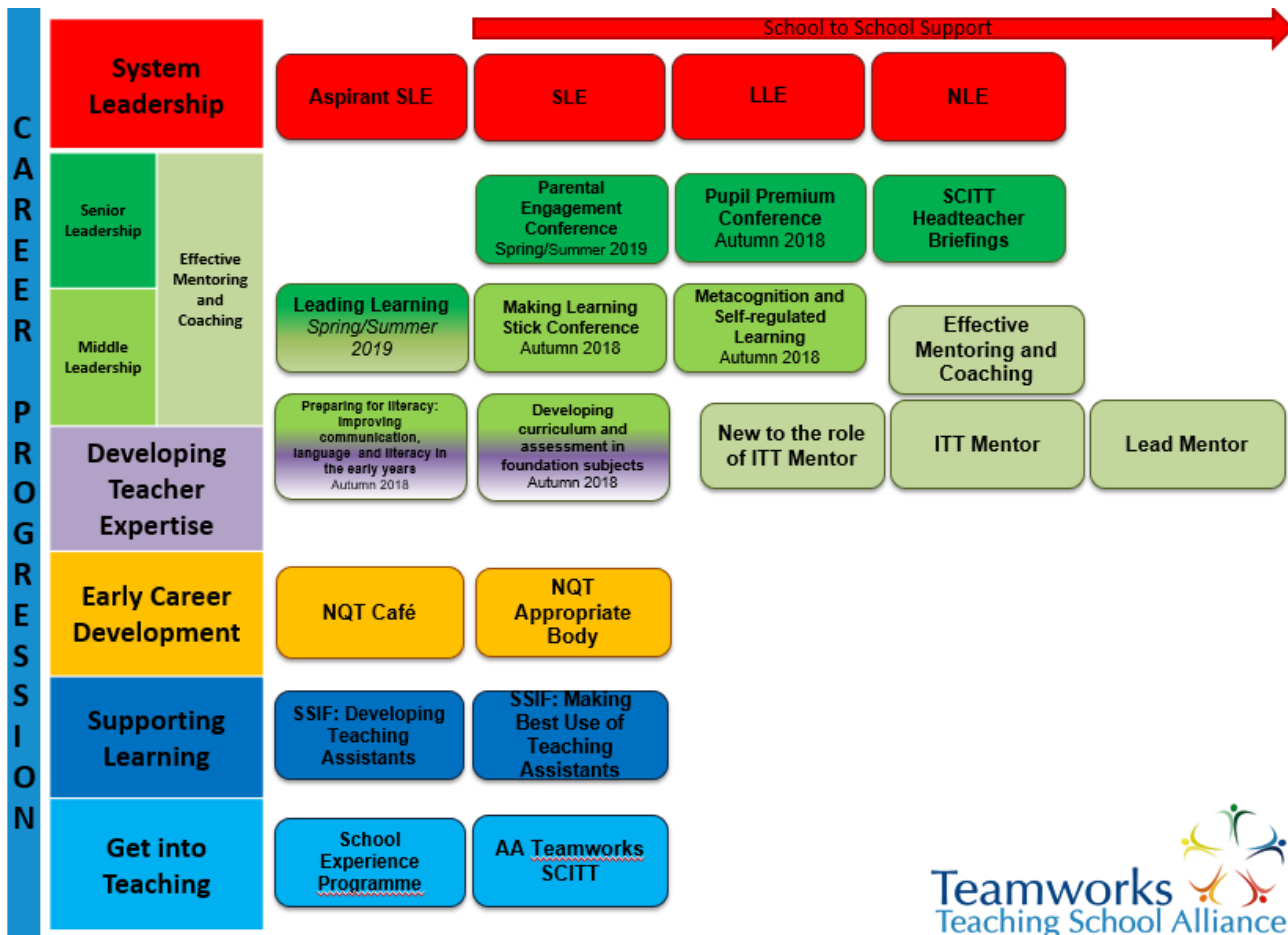
# WELCOME

As an EEF Research School we place a high value on evidence-informed professional development. Our professional learning programmes help all teachers and staff in schools to improve their practice to improve outcomes for learners.

Our professional development programmes are supported by research; both in their content but also in the ways in which programmes are informed. We run programmes that support schools to make effective long term changes to practice. Our professional learning programme is built on the principles established by the Standards for Professional Development for teachers:

- collaborative – involves staff working together, identifying starting points, sharing evidence about practice and trying out new approaches;
- supported by specialist expertise, usually drawn from beyond the learning setting;
- focused on aspirations for students – which provides the moral imperative and shared focus;
- sustained over time – professional development sustained over weeks or months had substantially more impact on practice benefiting students than shorter engagement;
- exploring evidence - from trying new things to connect practice to theory, enabling practitioners to transfer new approaches and practices and the concepts underpinning them to practice multiple contexts.

# TEAMWORKS CAREER PROGRESSION FRAMEWORK





[www.teamworkstsa.org](http://www.teamworkstsa.org)

The Greetland Academy, School Street, Halifax, HX4 8JB

# METACOGNITION & SELF-REGULATED LEARNING

## COURSE OVERVIEW:

Metacognition and self-regulated learning is one of the most accessed strands of the EEF Teaching and Learning Toolkit and on average has an impact of 8 months of additional progress, however the majority of teachers are not clear exactly how this can be applied in classrooms to improve the outcomes for students.

This three day course will dig deeper into the 'what', the 'why' and the 'how' of metacognition. Based upon the recently released EEF Guidance Report and cutting edge evidence, this course will enable you to make confident decisions that will help your pupils to become aware of their strengths and limitations and to select the appropriate strategies when undertaking a task.

## DELEGATES WILL:

- Develop an understanding of metacognition and self-regulated learning
- Be provided with the tools and processes for self review
- Be provided with guidance on effective implementation
- Be offered practical resources and tools to use in school
- Be given the skills and knowledge to be able to offer in school training that is evidence based

## WHO IS IT SUITABLE FOR?

Head of Department, Key Stage, Middle & Senior leaders from Primary, Secondary & Post-16 providers.

## DATES:

15th November - Full Day

15th January - Full Day

8th March - Full Day

## COST:

£295

# MAKING LEARNING STICK

## COURSE OVERVIEW:

Across the country, schools are grappling with the increasing demands of knowledge rich programmes of study and specifications. The development programme is designed to address this by looking at how the evidence from cognitive science can be used to improve teaching and learning at all ages and stages. We will consider the implications of the evidence for lesson planning and curriculum design within the context of changes to the Ofsted framework and inspection protocols that will place emphasis on school leaders, discussing it with inspectors 'what they expect pupils to know by certain points in their life, how they know it and what the school does when it finds out they don't'. (Spielman, 6th June 2018). This programme will provide you with the support you need to implement this evidence in your school or classroom so that it makes a profound difference to the learning and outcomes of your students.

## PREVIOUS COMMENTS FOR THIS COURSE INCLUDE

**"CPD that has had the most change in my practice in the classroom to date."**

**"Excellent & stimulated research."**

**"The best CPD I have ever attended"**

**"Stimulating activities" & "Inspirational"**

## DELEGATES WILL:

- Develop a greater understanding of the findings from neuroscience and their practical implications for the classroom
- Be provided with the knowledge to support teachers in the design of lessons and resources to reduce cognitive load
- Be provided with the guidance of effective implementation
- Be offered practical resources and tools to use in school

## WHO IS IT SUITABLE FOR?

Heads of Department, Key Stage, Middle & Senior leaders from Primary, Secondary & Post-16 providers.

## DATES

30th November - Full Day

## COST

£295

# DEVELOPING CURRICULUM AND ASSESSMENT IN HISTORY AND GEOGRAPHY

## COURSE OVERVIEW:

At a time when the curriculum is coming under the spotlight, emphasis is being placed on ensuring that students are provided with opportunities to make progress across a range of disciplines whilst also ensuring that they are prepared for the revised assessments. The National Curriculum outlines the purpose of the study, aim and subject content for each of the foundation subjects and these broad strokes offer a wealth of opportunity but the question remains, how can we transform this into a curriculum that offers the necessary rigour? This course supports the effective planning of a curriculum for history and geography at Key Stage One and Key Stage Two.

## DELEGATES WILL:

- Develop a greater understanding of progression and what it means to plan progression
- Consider the role of knowledge within the curriculum and how to ensure students know what we want them to know
- Explore strategies and resources to support the effective planning, teaching and assessment within foundation subjects
- Identify approaches to enable the development of children's oracy, reading, writing and numeracy through the production of good historical and geographical learning

## WHO IS IT SUITABLE FOR?

Key Stage One teachers, Key Stage Two teachers and Curriculum leaders

## DATES:

7th February - 1pm - 4pm

5th March - 1pm - 4pm

5th April - 1pm - 4pm

## COST:

£175



# PREPARING FOR LITERACY: IMPROVING COMMUNICATION, LANGUAGE AND LITERACY IN THE EARLY YEARS

## COURSE OVERVIEW:

Early Years' Education aims to ensure that young children have high-quality learning experiences before they start school. Gaps between less affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are particularly important for children from disadvantaged backgrounds. This course will link practitioners to the Early Years EEF toolkit and the most recent research in this field including the recently released Guidance Report "Preparing for Literacy in the Early Years". This course will develop practitioners' knowledge, understanding and skills of practices that result in the greatest progress for young children.

## DELEGATES WILL:

- Explore the evidence findings from the Early Years Toolkit
- Be provided with the necessary tools and support to carry out a systematic audit of current practices within their setting
- Consider practical strategies and approaches to effective implementation of the recommendations
- Be supported through a visit by an SLE

## WHO IS IT SUITABLE FOR?

EYFS teachers, Key Stage & Curriculum Leaders

## DATES:

22nd November - Full Day

14th December - 1pm - 4pm

22nd January - 1pm - 4pm

7th March - 1pm - 4pm

12th April - 1pm - 4pm

18th June - 1pm - 4pm

## COST:

£495 (cost includes a half day SLE visit)

# IMPROVING LITERACY OUTCOMES IN KS1 & KS2

## COURSE OVERVIEW:

Navigating through the thousands of research studies around the different components of Literacy can be a difficult task. Participants on this course will engage with the key recommendations found within the EEF guidance for improving Literacy outcomes in KS1 and KS2. Participants will consider how they can transform these recommendations into effective classroom practice and whole school planning.

There will be a focus on how reading fluency and reading comprehension strategies can be best taught so that children become independent in their application of these skills. Where writing is concerned, the programme will develop an understanding of a seven-part writing process and how teachers can develop transcription fluency with a view to developing children's independence in these skills.

Participants will be supported to carry out an audit of current provision within their school and will be provided with guidance around effective implementation to ensure a highly personalised approach relevant to individual school priorities.

## DELEGATES WILL:

- Develop a greater understanding of research informed recommendations for effective Literacy teaching.
- Be provided with guidance of effective implementation and further support through a visit by an SLE
- Be offered practical resources and tools to use in school.

## WHO IS IT SUITABLE FOR?

Middle & Senior leaders including curriculum leads and Key Stage leaders.

## DATES

TBC

## COST

£495 (includes half day SLE visit)



# HOW TO BOOK

If you would like to attend any of our CPD programmes, tickets are available at Eventbrite.

<https://www.eventbrite.com/o/teamworks-tsa-17358928827>

Overview of all courses and dates below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Making Learning Stick		Friday 30 <sup>th</sup> November Full Day			
Metacognition & Self-Regulated Learning		Thursday 15 <sup>th</sup> November Full Day	Tuesday 15th January Full Day	Friday 8th March Full Day	
Developing Curriculum and Assessment in History & Geography			Thursday 7th February 1pm - 4pm	Tuesday 5th March 1pm - 4pm	
				Friday 5 <sup>th</sup> April 1pm - 4pm	
Preparing for Literacy: Improving Communication, Language & Literacy in the Early Years		Thursday 22nd November Full Day	Tuesday 22nd January 1pm - 4pm	Thursday 7th March 1pm - 4pm	Tuesday 18th June 1pm - 4pm
		Friday 14th December 1pm - 4pm		Friday 12th April 1pm - 4pm	
Improving Literacy Outcomes in KS1 and KS2	Dates To Be Confirmed				

If you have any questions, please contact Fran Mckay

Venue: All our courses are delivered at Savile Park, Heath Campus  
(Car park information: Linden Road, HX3 0BS)

# NQT APPROPRIATE BODY

The appointment of an Appropriate Body is a statutory requirement for the induction period of NQTs and Appropriate Bodies make the final decision as to whether an NQT has met the Teachers' Standards on the recommendation of the Headteacher/Principal. This service is built around three main responsibilities of administration, quality assurance and monitoring and includes induction training for mentors and NQTs alongside access to our other professional learning programmes.

If you would like further information or if you would like to register NQTs for the next academic year, please contact [fmckay@teamworkstsa.org](mailto:fmckay@teamworkstsa.org)

## NQT CAFE

Our commitment to trainee teachers stretches beyond the initial ITT year as they become NQTs and more experienced teachers taking on further responsibilities outside their own classroom. We provide access to professional learning underpinned by robust evidence alongside networking opportunities and high quality pastoral care. We recognise that the NQT Induction Year can be challenging and our NQT support offer is driven by a commitment to teacher well being through bespoke sessions that are closely tailored to the needs of individuals.

The 'NQT' Cafe includes:

- Networking opportunities to support problem solving
- TeachMeets to share best practice
- Opportunities to share experiences and co-facilitate sessions for trainee teachers as part of AA Teamworks SCITT
- Career support and guidance through the Teamworks Career Progression Framework

# EFFECTIVE MENTORING AND COACHING

Ensuring the effectiveness of teachers, leaders and support staff is a challenge that is on the mind of every school leader. An increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcome, the skills of the coach or mentor are extremely important to enable this. Mentoring and coaching are a central component of our work as a Teaching School Alliance and ITT provider to support the development programmes to develop effective mentoring and coaching are underpinned by the principles within the National Framework for Coaching and Mentoring (CUREE et al).

Our programmes include:

## EFFECTIVE MENTORING FOR NOVICE TEACHERS

Mentors working with trainees as part of AA Teamworks SCITT will be given access to BlueSky software and the wide range of resources and tools within this. SCITT mentors further develop their practice through activities that promote collaboration and reflection on mentoring practice including joint observation and moderation forums

## NEW TO ITT MENTORING

In addition to the development opportunities provided for all SCITT mentors, those that are new to the role of mentor will also be provide d with one to one support and modules to ensure that new mentors feel prepared for their role.

## EFFECTIVE LEAD MENTORS

In addition to the development opportunities provided for all SCITT mentors, Lead Mentors within school will also be provided with opportunities to reflect on mentoring practice within their setting and how to facilitate collaboration within and across schools to further improve teacher effectiveness and student outcomes.

## EFFECTIVE MENTORING FOR NQTS

To compliment our Statutory Appropriate Body Function the Teaching School we provide training for Induction Tutors/Mentors. NQT mentors will learn about the statutory requirements for induction and what is expected of NQTs throughout the induction period alongside key resources and documents to support the inductions process in school.



# **SPECIALIST LEADERS OF EDUCATION (SLE): INDUCTION & DEVELOPMENT**

The Department for Education's goal is to provide every child and young person with access to high quality provision, achieving to the best of their ability regardless of location, prior attainment and background. Specialist Leaders of Education play an important role in this as system leaders who support middle and senior leaders in other schools.

If you would like more information about the role of an SLE and the application process, please contact Jessica Clynes, Director of Teaching School at [jclynes@teamworkstsa.org](mailto:jclynes@teamworkstsa.org)

Once you have been designated as an SLE through Teamworks TSA, you have access to a bespoke CPD programme. This includes:

- High quality induction training including a joint learning walk and an opportunity to learn about the role through case studies of active SLEs.
- Monthly newsletters
- Termly briefings to reflect on experiences and lessons learnt alongside engagement with research
- Ongoing support from the Director of the Teaching School to ensure effective deployments and delivery of CPD
- Opportunities to work alongside Local Leaders of Education and National Leaders of Education
- Career support and guidance through the Teamworks Career Progression Framework

# COMING SPRING/SUMMER 2019

## LEADING LEARNING:

At a time of scarce resources we need to improve the quality of our CPD as we know that improving the quality of teaching in the classroom has the biggest impact on student outcomes. This innovative programme provides a comprehensive overview of the most important research evidence in education, including the EEF Toolkit, so that school leaders can devise a high impact CPD programme.

## DEVELOPING TEACHING ASSISTANTS:

This course will use the EEF Guidance Report 'Making Best Use of Teaching Assistants' to support Teaching Assistants to understand how to build independence and resilience in pupils. The sessions and gap tasks encourage the development of greater skills in assessment, feedback, group work and develops subject knowledge in English. Topics covered include: understanding independence, classroom talk, assessment and feedback, working with bigger groups and SPaG.

## PARENTAL ENGAGEMENT CONFERENCE:

Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Schools and Early Years settings can support parents to engage with their children's learning in a wide range of ways. This conference will be an opportunity for delegates to consider how to ensure effective and high impact parental engagement through an exploration of the research evidence and case studies. The conference will be underpinned by the recommendations of the EEF Guidance Report which is due to be published during Autumn 2018.

# OLDHAM RESEARCH SCHOOL



The Oldham Research School by The Greetland Academy is led by Dr Jo Pearson, it draws on a team of champions in research who have track records for excellence when it comes to the use of research and development to deliver sustainable school improvement strategies and build capacity to improve outcomes for learners.

The research school is part of the Research Schools Networks, which is a collaboration between the Education Endowment Foundation and the Institute for Effective Education, which creates a network of schools that will support the use of evidence to improve teaching practices.



# TEAMWORKS TSA SCITT

AA Teamworks  
West Yorkshire SCITT



**Is your school involved in developing the next generation on teachers?**

AA Teamworks West Yorkshire School Centred Initial Teacher Training (SCITT) is a high quality training programme, offering trainees to learn from an established Initial Teacher Education partnership made up of 27 Primary Schools specialising in the training of Early Years

3-7 teachers and Primary 5-11 teachers. Our secondary partnerships include 14 schools offering Art, Biology, Chemistry, Computer Science, D.T., English, Geography, History, Maths. MFL, Music, P.E., Physics & R.E. Plus a School Direct Mosaic, concentrating on English and Maths

**What can you do?**

\*Be a host school. Benefit from having excellent trainee teachers as part of your staff team that could become a permanent outstanding member of your teaching faculty.

\*Encourage your non teaching staff into taking a step to develop their career.



# Contact Us

Teamworks Teaching School Alliance

Visit: [www.teamworkstsa.org](http://www.teamworkstsa.org)

Email:

Head of TSA: [jpearson@teamworkstsa.org](mailto:jpearson@teamworkstsa.org)

Director of TSA: [jclynes@teamworkstsa.org](mailto:jclynes@teamworkstsa.org)

TSA Administrator: [fmckay@teamworkstsa.org](mailto:fmckay@teamworkstsa.org)

Telephone: 01422 372893

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