



NSTA CPD offer 2018/19

A core delivery of school improvement across the NSTA

Programme	Detail	KS		dates
Leaders of Learning (SLEs) (Part of the NSTA improvement team)	SLEs meet 3 times a year. To represent their school, meet together and share best practice/evidence based practice. Discuss key priorities for PD that NSTA could offer to different groups of staff. NSTA funds training for SLEs where evidence supports the impact this practice has. Build SLE capacity to offer PD sessions.	KS3– KS5	SLEs	08.11 06.03 20.06 4.00 – 5.00 pm
Teacher impact groups (TIGs)	3 sessions spread across the year led by an SLE in an area of their expertise. PD that involves cycles of trying, reflecting, and adjusting – teacher collaboration to improve impact in classrooms. Outcomes shared across the NSTA at the end of the year. Titles of TIGs: Meta-cognition: strategies for the classroom (Alison Crocker SLE Churchill academy) Effective questioning (David Weekes SLE Gordano School) Mindset & motivation (Chris Cooknell SLE Churchill Academy) Talking in Class - how to develop strategies for Oracy in your classroom (Alison Cooper-White SLE Churchill Academy) Assessment for learning and building assessment into Schemes of work. (Liz Kerr SLE Chew Valley)	KS3- KS5	All teachers. Groups of 8/10	26.09.18 06.12.18 25.04.19

A core delivery of subject networks across the NSTA

Programme	Detail	KS	Number	dates
Subject networks in: Art; Business; Economics; English; Food; MFL; Maths; Geography; History; PE; Pastoral Leaders; Music; Product design; RE; Science; Sociology; Psychology, Textiles.	<p>Three calendared dates. Each department would be expected to send one member of their team, to contribute and disseminate.</p> <p>A subject network provides an opportunity to come together with like-minded colleagues to collaborate. Knowledge enhancement training or Subject specific training can be offered according to demand. Subject networks are tasked with sourcing expertise. Each subject has a website page with agenda displayed and other information that might be pertinent for up-coming meetings/training. Google drive folders for each subject and school in order to share resources.</p> <p>Planned and facilitated by Subject networks leaders with support from the NSTA</p>	KS3 - KS5		08.10 04.04 24.06

Menu: a menu of key CPD offers to improve pupil outcomes. NSTA schools small charge to cover cost of trainer and administration. Minimum places needed to run each programme.

Programme	Detail	Cost	Aimed at	Led by	date
Coaching creates sustainable change	This session is suitable for anyone who is interested in learning more about the power of coaching to create sustainable change.	£25 (8 min)	All teachers. Beginners and more experienced coaches	Carol Gair	11.10.18 2.00 – 4.00 pm
‘Progress for all – the pastoral way’	Tracking progress as a Pastoral leader is becoming more and more important and it is vital we recognize how the academic and pastoral spheres overlap. This session aims to raise your awareness of this as Pastoral leaders. We plan to introduce you to strategies that will help the intrinsic marriage of the ‘academic’ and the ‘pastoral’. Finally, we will aim to help Pastoral leaders develop techniques and	£50 (8 min)	All pastoral leaders	Dan McGilloway	2 hour twilight and ½ day tbc

	strategies to use the 'data' more proactively. This will support analysis and intervention, therefore putting Pastoral leaders in a position to track more effectively and ensuring all students make progress.				
Classroom Management	<p>This session will investigate how to better plan for good behaviour and will cover the basics of behaviour and classroom management:</p> <ul style="list-style-type: none"> • The importance of routines • Using the language of choice • Teaching the students how to behave through clear instructions and high expectations • How to develop your teacher radar • Using a strong voice to ensure clarity • Being an assertive adult • Responding to common behaviour such as calling out, talking when the teacher is talking and being off task 	£65 (8 min)	All teachers	Chris Moyse	2 hour twilight and ½ day 10.10.18 4.00 – 6.00 pm 23.01.19 2.00-4.00 pm
Overcoming the limitations of working memory	This session will investigate the reasons why working memory is important in learning and why some children struggle to cope with the demands of the classroom. We will examine the characteristics of children with poor working memory and review some methods for overcoming the limitations of poor working memory. The session will look into cognitive load theory and how a better understanding of this theory could enable us to help our children to learn more effectively. The session will provide you with practical strategies to help you better support children with working memory problems.	£65 (8 min)	All teachers	Chris Moyse	2 hour twilight and ½ day 26.11.18 4.00-6.00 pm 23.01.19 2.00 – 4.00 pm
Difficult conversations	<p>"To influence beliefs and actions, quiet conversations can be as powerful as megaphones. It's not just about the message; it's about having the right conversations with the right people at the right opportunities."</p> <p>This session is about the skills & techniques helpful in managing difficult feedback, raising potentially challenging issues and building rapport with individuals to ensure messages can be heard.</p>	£50 (8 min)	All teachers	Isobel Clark	06.03.19 2.00 – 4.00 pm
Supporting students in building resilience	<p>"Empowering Young People - Supporting Mental Health and Resilience in School" is a half day's introductory training that will include:</p> <p>What is resilience and how can it be nurtured and developed in a school environment?</p>	£50 (8 min)	All teachers	Cat Taylor Off the Record	½ day 1.00 - 5.00 pm 14.11.18

Re-thinking Leadership	This session will begin with you completing an online activity that will generate an individual profile of your own behaviour's that delegates will explore in detail in the session as well as receiving a report to take away. The session will consider not only how these behaviours and skills affect us as leaders, but also the team's dynamics and how a deeper understanding of the teams we work with can help not only with empathy, but also with developing our skills as leaders and managers of individuals.	£75 (6 min)	All teachers	Fiona Dorman	2 hour twilight 4.00 – 6.00pm 06.02.19
	A session for non-teaching staff		TAs, non-teaching staff		2 hour twilight 4.00 – 6.00pm 07.02.19
Effective-self evaluation	School self-evaluation for school improvement: what works and why? School self- evaluation can be a fundamental force in achieving school improvement and this session looks at the key debates in relation to school self-evaluation, what principles and processes are associated with it, and what the implications are for school self-evaluation as a means of leading school improvement. This session will support your preparation for inspection and also includes case study examples from schools.	£40 (8 min)	HTs, DHTs, AHTs	Gary Lewis	1 ½ hour twilight 27.02.19 4.00 - 5.30 pm
Exploring pedagogy	The exciting 2 day course is informed by the pioneering work on Deliberate Practice by Educational Psychologist K. Anders Ericsson. Across the UK, schools are waking up to the need to base their pedagogical approaches on robust education research. Deliberate Practice is the art of making small improvements permanent by continual, committed repetition and evaluation. Refresh and challenge your teaching by systematically trialing proven techniques in your classrooms.	£150 (including lunch) (4 min)	CLs + SLs All teachers	NSTA @Gordano School	Day 1 07.11.18 Day 2 28.11.18
Positive relationships for learning	Designed for all teachers who want to explore strategies to build positive and productive classroom relationships. Designed by a team	£75 (including lunch)	All teachers	NSTA @Gordano School	18.01.19

	of Gordano School coaches, Specialist Leaders in Education and Leader in Student Engagement, the Positive Relationships for Learning course introduces a range of approaches to maximise the positive impact of student-teacher relationships in lessons.	(4 min)			
Growing Leaders (aspiring senior leaders)	<p>Rationale: To provide current and existing middle leaders with the opportunity to meet with and experience the role of a Senior Leader in order to have:</p> <ul style="list-style-type: none"> • A deeper understanding of senior leadership roles • Experience another school context • New ideas to use in current and future career stages • The chance to reflect on practices in another school 	n/a	Middle leaders	NSTA schools	Term 6
Growing Leaders (aspiring middle leaders)	<p>Rationale: To provide teachers with the opportunity to meet with and experience the role of a Middle Leader in order to have:</p> <ul style="list-style-type: none"> • A deeper understanding of middle leadership roles • Experience another school context • New ideas to use in current and future career stages • The chance to reflect on practices in another school 	n/a	All teachers	NSTA schools	Term 6
Women into Leadership	<p>This programme aims to provide you with a variety of tools, theories, knowledge, skills and the confidence to enable progression to senior leadership. This is a course which has been designed to focus on YOU and your career progression. You drive the personalised programme element (a school based project) to make the programme relevant and contextualised to your needs.</p> <p>Specific intended outcomes for participants are:</p> <ul style="list-style-type: none"> • Improved confidence & self-belief • Improved leadership and management skills • Improved recruitment potential • Better understanding of school leadership • Wider support networks • A personal commitment to planning the next steps. 	n/a	Female middle leaders	NSTA	Terms 3 + 4
Physics and Maths TSST	<p>Science or teachers wanting to develop or update their physics subject knowledge</p> <p>Teachers who want to return to teaching in science, physics and Maths (through CLF)</p>	n/a	Science teachers, Maths teachers	NSTA	Sept-June

	<p>School-led, bespoke training taking into account participants needs and starting points</p> <p>Hands-on approach in well-equipped science laboratories, led by experienced NSTA Physics teachers and University of Bristol ITE lecturer</p> <p>An opportunity to enhance your knowledge, giving you renewed confidence to enjoy teaching this challenging subject</p> <p>Supported by the Institute of Physics</p>		returning teachers		
Knowledge-Rich Learning: Design and delivery	<p>What is knowledge-rich learning? How do we ensure that students remember what they learn in the long-term? This one-day course will explore both of these questions using evidence from cognitive science research and studies on effective classroom practice. This will include ideas about curriculum design, concept sequencing, research about memory and retrieval practice and lots of practical strategies for testing and revision within a wide, rich curriculum experience.</p>	£150 (10 min)	All teachers	Tom Sherrington	1 day 12.11.18
Mock Interview programmes	<p>Preparing for Middle Leadership</p> <p>Taking part in mocks interviews is not only useful for preparing to get a new job. It is an opportunity to reflect on your practice and receive guidance to help you develop your leadership skills and impact. Spend time thinking, preparing and speaking about your values and practice in interview conditions, and receive expert feedback on your ideas, experience and interview style.</p>	£150 (4 min and 10 max)	All teachers looking for promotion to a middle leaders post.	NSTA @ Gordano School	Twilight 24.06.19 4-5pm
	<p>Preparing for Senior leadership</p> <p>Taking part in mocks interviews is not only useful for preparing to get a new job. It is an opportunity to reflect on your practice and receive guidance to help you develop your leadership skills and impact. Spend time thinking, preparing and speaking about your values and practice in interview conditions, and receive expert feedback on your ideas, experience and interview style. Particularly focused on those aspiring to Senior Leadership.</p>		Middle leaders looking for promotion to a senior leaders post.		Interview Day 28.06.19 8.30-4.30
					Twilight 17.06.19 4-5pm
					Interview Day 21.06.19 8.30-4.30

SEND specific needs training: ASD	Autism spectrum disorder (ASD) is the name for a range of similar conditions, including Asperger syndrome, that affect a person's social interaction, communication, interests and behaviour. This session allows you to understand how to manage and support learners with this condition.	£30 (10 min)	All teachers	Carol Baddeley	26.09.18 4.00 – 5.30 pm
Middle Leadership	How to lead your team to success.		aspiring or current middle leaders	Catherine Owen	1.00- 3.30pm 21.01.19
Progress for SEND students	Powerful differentiation. This session will equip you with practical strategies to differentiate more effectively for all learners; you'll cut down on workload and have more tools to draw on.	£20	All teachers	Mel Osbourne SENCO	1 hour twilight 13.11.18
Strategies from Teach Like a Champion	<p>Doug Lemov's Book Teach Like a Champion is about the tools of the teaching craft. It describes the tools necessary for success in all classrooms, particularly those with the most challenging student populations.</p> <p>Doug Lemov focused on the techniques that appeared to separate the great teacher from the teacher that is merely good. The techniques described in the book are presented in concrete, specific and actionable ways to allow for immediate use by teachers in any classroom. This training will focus on how they may manifest themselves in your classroom.</p> <p>We will focus on four main areas and unpick strategies to further develop:</p> <ul style="list-style-type: none"> • Setting High Academic Expectations • Planning That Ensures Academic Achievement • Structuring & Delivering Your Lessons • Engaging Students In Your Lessons 	£65 (8 min)	All teachers	Chris Moyse	2 hour twilight and ½ day 03.12.18 4.00 – 6.00 pm and 11.03.19 2.00- 4.00 pm
Metacognition	The 'metacognition and self-regulation' strand of the EEF-Sutton Trust Teaching and Learning Toolkit has been accessed over 120,000 times. Clearly, there is a hunger to know more about metacognition than the well-used but obviously limited definition of it as 'thinking about thinking'.	£195 (8 min)	All teachers	The Blue School (research school)	3 x 3hour 2.00 – 5.00 pm 13.02.19 20.03.19 15.05.19

	<p>The recently published EEF 'Metacognition and Self-regulation Guidance Report' aims to make the research evidence on metacognition accessible and understood, as well as offering solutions to age-old problems like helping our pupils to prepare for exams, along with tackling an array of learning challenges, in the classroom and beyond.</p> <p>Join us on this 3-session programme, delivered by West Somerset Research School to learn how to help your students plan, monitor and evaluate their own learning.</p> <p>The latest guidance report: https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning</p>				
Literacy	<p>What David says about Literacy: "I've spent a lot of time working in schools to improve the way teachers approach students' literacy. The Secret of Literacy, urged teachers to 'make the implicit explicit'. Teachers are highly literate but often have little idea how they are able to do what they do. Often teachers just assume students can do what they can do. Breaking down and codifying what teachers are able to do, allows them to teach reading and writing more effectively." These session will seek to show how explicit modelling & scaffolding can be used in every classroom to support students to think, speak and write in academic, subject-specific language.</p>	£75 (7 min)	All teachers	David Didau	08.10.18
Psychology for teachers		£75 (7 min)		David Didau	04.02.19
Attitudes & Growth Mindset	<p>This two-part course will help delegates explore the practical application of growth mindset in the classroom, across a team, or at whole-school level.</p> <p>Session one will outline mindset theory and some of the key ideas in the psychology of motivation, before looking at practical applications of those theories in classroom contexts.</p> <p>In between session one and two, delegates will have the opportunity to apply some of the ideas in their own classroom contexts, to bring back in session two.</p>	£50 (8 min)	All teachers	Chris Hildrew	2 hour twilight and ½ day 28.11.18 4.00-6.00 pm and 08.05.18

	Session two will begin with a learning walk and discussions with students and staff at Churchill Academy & Sixth Form about the application of mindset and academic tenacity approaches at a whole-school level, before sharing findings from the application phase of the programme.				2.00 – 4.00 pm
Science of learning	Discover the scientific research about learning and apply it in your classroom Book: Evolution of the Learning Brain (Or how you got to be so smart)	£25 (8 min)	All teachers	Professor Paul Howard-Jones (paul.howard-jones@bristol.ac.uk)	1 ½ hour twilight 09.10.18