

PROFESSIONAL OFFER 2019-20



GwE

Tuag at Ragoriaeth
Towards Excellence

GwEGogledd.Cymru



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GwE's professional offer is both comprehensive and wide-ranging, providing effective professional learning opportunities for all school staff, from teaching assistants wanting to achieve a Higher Level Teaching Assistant qualification, an Aspiring Leader Development Programme, a Middle Leadership Development Programme, to prospective head teachers through the NPQH. It also includes Professional Learning opportunities in numerous other aspects of school life, for example: literacy and numeracy in the primary, core subjects in the secondary, curriculum planning and well-being.

The service has evolved to be in a position to offer training based on the principles of schools as learning institutions. There is a focus on professional learning, based on providing support using various approaches including specific off-site and remote professional learning, mentoring, and effective school-to-school collaboration. All promote self-improvement and pedagogy with the aim of rolling out good practice.

GwE's professional offer has been planned with the development of individuals on the classroom floor in mind; whilst also accommodating whole school aspects; supporting clusters of schools, and responding to LA needs. The provision is based on the sound knowledge held by Supporting Improvement Advisers of their respective schools, of the needs of specific clusters, the LA's aspirations and national priorities.

The principles of Curriculum for Wales are embedded in all training and the four curriculum purposes are always at the forefront of presenters' minds, as they set about planning relevant, up-to-date and engaging training.

As part of GwE's professional learning offer across the educational reform, we will maintain our integrated approach across all aspects. As part of this, we will continue to support and further develop the collaborative work across clusters looking at the 3-16 continuum. Working closely with leaders, we will identify resources and areas of professional learning to include the 12 Pedagogical Principles within the broader context of teaching and learning, assessment, regional AoLE networks and curriculum design and planning at school level.

BOOKING



All bookings of Professional Learning can be made through GwE's G6 via the 'GwE Offer' tab.

Please be aware that any Professional Learning with 25/12/19 noted as the date for that training is a date that needs to be confirmed.

Education in Wales: Our national mission 2017-21 is Welsh Government's action plan for 2017-2021 and details the aims of developing a new transformational curriculum, Curriculum for Wales.

Through the teaching and learning of the new curriculum and experiences at school, learners will become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

These four Purposes are embedded in all training and are at the forefront of presenters' minds as they set about planning relevant, up-to-date and engaging training.

Wales has an ambition that all schools develop as learning organisations, as per the OECD principles. GwE is working to ensure that all professional learning offered promotes the dimensions of a learning organisation, providing schools with opportunities to explore new approaches and adapt to the changing environment through:

- Developing and sharing a vision centred on the learning of all students
- Creating and supporting continuous learning opportunities for all staff
- Promoting team learning and collaboration among all staff
- Establishing a culture of inquiry, innovation and exploration
- Embedding systems for collecting and exchanging knowledge and learning
- Learning with and from the external environment and larger learning system
- Modelling and growing learning leadership.

Professional Standards

The five new Professional Standards for Teaching and leadership concentrate on the essential elements of the every teacher's work – pedagogy, collaboration, leadership, innovation and professional learning. GwE's professional learning offer supports the development of these standards.

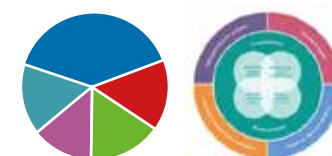
Logic Models

All of GwE's Professional Learning Offers are underpinned by detailed logic models that identify the need for the training, inputs and outcomes and any external threats that might impinge on the professional learning. For the purpose of the Professional Learning Offer, we have included an overarching Logic Model for each section, which encompasses the aims of our priorities.

At the core of the Professional Offer, we have GwE's priorities. Curriculum for Wales and Standards inevitably run as golden threads that weave through all the Professional Offers. To this end, you will find below our overarching Logic Model for Curriculum for Wales that encompasses all Professional Learning and an overarching Logic Model for Standards that permeates through all the offers.

LOGIC MODEL DEVELOPMENT: How will the Transformational Curriculum bring about change?

OVERALL AIM: To support schools in their journey to prepare for the wide scale of education reform to include: curriculum; assessment; leadership; professional learning

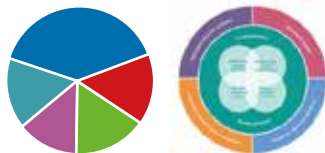


CHALLENGE →	INPUTS →	ACTIONS →	OUTPUTS →	OUTCOMES/IMPACTS	Assumptions
<p>Wales is undergoing a significant education reform to develop transformational curriculum with four purposes at its heart. In achieving this, focus is on four key enabling objectives:</p> <ul style="list-style-type: none"> • Developing a high quality education profession • Inspiring leaders working collaboratively to raise standards • Strong and inclusive schools committed to excellence, equity and well-being • Robust assessment, evaluation and accountability supporting a self-improving system <p>To ensure that, during this reform journey, learners who are currently in the system continue to thrive and develop to their potential</p>	<p>Central funding for Transformational Curriculum preparation as outlined in GwE business plan</p> <p>Professional Learning identified as clear priority for schools and regional staff</p>	<ul style="list-style-type: none"> • Continue to engage with all clusters through Curriculum for Wales facilitators as part of developing the 3-16 continuum, with particular focus on 3-14 • Develop clear understanding of 12 Pedagogical Principles as part of developing understanding of effective Teaching and Learning • Develop, support and facilitate regional networks for all 6 AoLEs with initial focus on teaching and learning • Develop network with focus on curriculum design and planning • Develop network with focus on assessment • Continue to engage and develop professional learning for leadership at all levels as appropriate • Continue to develop G6 milestones to support schools in their Curriculum for Wales journey • Support Pioneer schools in their work for quality improvement, innovation and professional learning across all 6 AoLEs and ensure professional learning implications are shared with wider networks • Continue to further develop relationships with HEIs and wider stakeholders across the 6 AoLEs where appropriate • Continue to engage with network of schools to develop work on Schools as Learning Organisations 	<ul style="list-style-type: none"> • Increased awareness of Curriculum for Wales developments across all 6 AoLEs with all school practitioners with established clear communication channels • Clear and shared understanding of 12 Pedagogical Principles as part of effective teaching and learning with focus on ages 3-14 • Regional staff working collaboratively through effective AoLE networks sharing consistent messages on teaching and learning with developing AoLE specific pedagogy • Collaborative networks developed to understand implications for new curriculum with focus on: <ul style="list-style-type: none"> - Assessment - Local curriculum planning - Professional learning for all aspects of learning pathway • School to School collaboration and support developed through schools accessing and identifying support through G6 resources • HEI support available through regional networks of Schools • An increased number of partners and stakeholders aware and engaged with increased understanding of the relevant AoLE • Increased number of schools with developed understanding of role of Schools as Learning Organisations in supporting change 	<p>Implementation</p> <ul style="list-style-type: none"> • Increasing number of regional staff engaged and contributing to AoLE specific developments • Professional learning needs identified collaboratively <p>Impact measures</p> <ul style="list-style-type: none"> • Staff confidence, knowledge and understanding within each AoLE supported and developed • An increased number of schools reporting to be on track in relation to CfW milestones • An increase number of practitioners working collaboratively to share practice within AoLE networks across the 3-16 continuum • Transparent shared objectives across clusters to improve learner outcomes • Local level curriculum development developing • Forums for AoLE specific professional learning to be identified <p>Dissemination & Sustainability</p> <ul style="list-style-type: none"> • The regional network supporting school to school sharing • Provide structured opportunities for dissemination of updates and effective practice • Increased number of schools supporting schools as part of self-improving system 	<p>Assumptions</p> <ul style="list-style-type: none"> ✓ Timelines within National Mission will be adhered to ✓ Existing Networks can be built upon to continue as an effective approach to support collaboration, dissemination, and sharing of effective practice ✓ Findings from the professional learning enquiry cycles strongly suggest the need for networks to be established in support of the development of a local level curriculum planning, professional learning ✓ Funding exists to support regional networks including the release of regional and school staff to attend regional networks <p>Links to GwE and national priorities</p> <ul style="list-style-type: none"> ✓ Supports GwE priority no: 3 - Strong inclusive schools committed to excellence, equity and well-being 5 -Transformational Curriculum ✓ Schools as Learning Organisations ✓ Professional Standards for Teachers and Leadership <p>External influences</p> <ul style="list-style-type: none"> ✓ All elements of the reform need to be aligned to support cultural and behavioural changes within National Mission ✓ Networks will require support from all, particularly during time of set-up, including funding to support these networks ✓ Capacity to support networks e.g. within Small Schools to attend all six AoLE networks

LOGIC MODEL DEVELOPMENT: How will we develop a high-quality education profession across the region?

OVERALL AIM: to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a

range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount. To ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another and are working towards being bilingual by the age of sixteen



CHALLENGE →	INPUTS →	ACTIONS →
<p>To support schools to improve performance in the secondary sector</p> <p>To respond to and deliver the policy and vision of Welsh Government “Cymraeg 2050 – A million Welsh speakers”</p> <p>To support Bangor and Chester Universities to develop high quality ITE provision</p>	<p>Central funding for delivery of Level 2 Business Plans and targeted intervention for schools needing intervention</p> <p>Central funding for developing a high-quality education profession (as outlined in L3 BP)</p> <p>Central funding for improving leadership (as outlined in L3 BP)</p> <p>Central funding for improving teaching and learning (as outlined in L3 BP)</p>	<p>Our approach through detailed business plans will ensure that:</p> <ul style="list-style-type: none">all schools develop as learning organisationsall schools have robust support plansthe short term goal has specific focus on reducing in-school variabilitystrategic activities focus on moving knowledge and expertise around the systemintelligent professional development is planned with and for schoolsinter-school collaborative research and development activity between schools benefits participating practitioners by enhancing teaching practice, helping develop new ways of thinking about pedagogy, increasing expectations, increasing motivation and a greater openness towards colleaguesa programme of professional learning will ensure that staff have the Welsh language skills and expertise in Welsh-language and Welsh-medium teaching, based on evidence and best practice.the development of new ITE programme is supportednew technologies (including G6) are utilised in supporting and challenging schools and disseminating expertise.the model is built on trust, time, technology and thinking together

OUTPUTS →	OUTCOMES/IMPACTS	Assumptions
<ul style="list-style-type: none">The confidence of the profession in delivering the curriculumThe quality of ITE and professional learning at the different tiers and respond as requiredThe match of supply and demand for staff in specialist areas including Welsh-mediumMonitor if there is sufficient access for learners to Welsh-medium provisionAppropriate staffing ratios to deliver high quality foundation phase curriculum	<p>Implementation</p> <p>The minimum expectations in going forward for our authorities and schools as learning organisations are:</p> <ul style="list-style-type: none">good leadership and management is demonstrated at all levels in each schoolgood quality teaching is accessed by all pupils in all classrooms <p>Impact measures</p> <ul style="list-style-type: none">standards across a range of indicators show increase which is higher than the national increaseeradicating in school variation is a key priority within each schoolno regional school should be unexpectedly placed in a statutory category following an Estyn inspectionincreased numbers of school staff receiving training at the appropriate level to improve their Welsh Language skills.improvement in the quality of ITE and professional learning for student teachers <p>Dissemination & Sustainability</p> <ul style="list-style-type: none">all schools to demonstrate that they are effective learning organisationssupport plans in all schools endorse the level and nature of the support that is targeted to reduce varianceknowledge and expertise are fairly distributed around the region regional schools	<p>Assumptions</p> <ul style="list-style-type: none">✓ Evidence strongly suggests that leadership is second only to classroom teaching as an influence on pupil learning and that schools are rarely more effective overall than their leaders - Leithwood et al (2006)✓ Improving the quality of leadership will improve standards across the region✓ Leading from the middle has the power to transform education systems - Inside-out and downside-up’ - Steve Munby & Michael Fullan.✓ Developing a high-quality education profession will improve standards across the region✓ ‘Schools as Learning Organisations’ (SLO) - a thriving learning culture in schools is essential to improve learning and outcomes for learners <p>Links to GWE and national priorities</p> <ul style="list-style-type: none">✓ Level 1 Business Plan Priority 1✓ EO1 – Developing a high-quality education profession – ‘Education in Wales: Our National Mission’✓ Standards are a common theme across Business Plan priorities✓ Estyn recommendation E1 – raising performance at KS4✓ Links with schools as learning organisations <p>External influences</p> <p>Recruitment at all levels is a challenge, especially in small schools and Welsh medium sector</p> <p>Changes to the accountability framework and key performance indicators will influence expected outcomes and behaviour</p> <p>Tension between ensuring sustainable improvement and securing short-term gains</p>

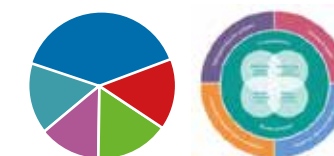
LEADERSHIP

Inspirational leaders working collaboratively to raise standards



LOGIC MODEL DEVELOPMENT: How will developing LEADERSHIP across the region bring about change?

OVERALL AIM: To ensure/ improve the quality and capacity of school leaders across the region



CHALLENGE →	INPUTS →	ACTIONS →	OUTPUTS →	OUTCOMES/IMPACTS	Assumptions
<ol style="list-style-type: none"> Inspire leaders at all levels Identify future leaders at all levels Continually improve the skills, expertise and dispositions of leaders by ensuring a professional development pathway with relevance to leaders at all levels Align Leadership Programmes with the new Leadership Academy and Professional Standards for Teaching and Leadership Promote the value and benefit of leadership development programmes Effective delivery of all programmes within budget and time constraints Leaders to carry out critical reflection Leadership to address the main findings of Developing Schools as Learning Organisations 	<ul style="list-style-type: none"> Central funding for accredited programmes including administration, venues and accommodation Commission experienced facilitators and presenters to deliver Professional Learning programmes Commission external agency to robustly quality assure the Leadership Programmes Programmes informed by the external environment and wider learning system Identification of individual and school needs, evaluating against the Professional Standards for Teaching and Leadership, prior to participation on development programmes Commitment of the individual and school to the programmes 	<ul style="list-style-type: none"> Contribute to the planning and delivery of a cohesive and progressive programme to meet leadership development needs at each stage of the pathway Ensure programmes relate to regional and national priorities Co-ordination with external providers to ensure clear communication with all stakeholders Ensure effective evaluation of programmes and impact on individuals and their schools 	<ul style="list-style-type: none"> Effective leadership ensures a shared vision, which is centred on the learning of all pupils Develop leadership at all levels improves current leaders and provides capacity for the future Promoting self-improvement, establishing a culture of enquiry, innovation and exploration Modelling and growing leadership at all levels Ensuring equity of access to leadership programmes and opportunities across a range of new entrants to the profession to experienced headteachers and supporting improvement advisers All professional learning is designed towards preparing schools for the Professional Standards of Teaching and Leadership, Curriculum for Wales, SLO and the objectives set out in Our National Mission External evaluation of leadership programmes Schools work effectively as learning organisations to improve the quality of leadership 	<p>Implementation</p> <ul style="list-style-type: none"> Each programme will meet its aim and contribute to the development of sustained, quality leadership across the region The improvement in the quality of leadership and the extent to which leadership is distributed in schools will drive national and regional priorities The development programmes will encourage collaborative leadership and learning with and from the external environment and wider learning system <p>Impact measures</p> <ul style="list-style-type: none"> All leaders effectively share a clear educational vision centred on all learners' learning All leaders are able to plan strategically within their own school/department and work collaboratively with colleagues Principles of distributed leadership are embedded Estyn judgements reflect improvement across the region Over time, individual schools and the wider system report improvements in the development of Learning Organisations More participants on leadership development programmes Enhanced quality of Leadership impacts positively on whole school improvement <p>Dissemination & Sustainability</p> <ul style="list-style-type: none"> Programmes to be publicised via GwE communication processes More Participants in programmes will represent impact and sustainability in their own schools and develop a culture of shared improvement across schools Increased capacity to deliver leadership at all levels 	<p>Links to GwE and national priorities</p> <ul style="list-style-type: none"> National priority – National Academy for Leadership WG 'Our National Mission' : enabling objective 2 and Aspects of objective 4 Revised Professional Standards for Teaching and Leadership: Particularly the leadership dimension Alignment with the OECD seven dimensions of a Learning Organisation 2018 Estyn Annual Report <p>External influences</p> <ul style="list-style-type: none"> Recruitment of Headteachers and capable senior leaders is a challenge, especially in small schools and Welsh medium sector Opportunities for leaders to implement their professional learning within a school setting are inconsistent and can have varied impact Ensuring and maintaining school buy-in over time Sustaining Professional Capital and a thriving learning culture

TEACHING ASSISTANTS' LEARNING PATHWAY — INDUCTION PROGRAMME

Suitable for

- Teaching Assistants appointed within the last two years

Aims

- To understand the role of a teaching assistant and how to develop professionally
- To understand how policies and frameworks impact the teaching assistant's role
- To embrace the changes and consider relevance in their own settings

Outcomes

- Improved understanding of the potential and positive impact of the adult's role on learners' outcomes
- Improved communication skills, feedback, assessment and understanding of pedagogy
- Improved skills related to supporting the implementation of the New Curriculum; DCF, Cymraeg, LNF and Creativity
- Increased knowledge regarding the Welsh Government's vision; draft professional standards for assisting teaching, EWC/PLP, Hwb

TEACHING ASSISTANTS' LEARNING PATHWAY — PRACTISING TEACHING ASSISTANTS' PROGRAMME

Suitable for

- Teaching assistants in their post for two years or more

Aims

- To understand the role of a teaching assistant and how to develop professionally
- To understand how policies and frameworks impact the teaching assistant's role
- To embrace the current changes and consider relevance in their own settings
- To establish and improve professional networks and collaborations of teaching assistants within schools and between schools

Outcomes

- Improved understanding of the potential and positive impact of the adult's role on learners' outcomes
- Improved communication skills, feedback, assessment and understanding of pedagogy
- Improved skills related to supporting the implementation of the New Curriculum; DCF, Cymraeg, LNF and Creativity
- Increased knowledge regarding the Welsh Government's vision; draft professional standards for assisting teaching, EWC/PLP, Hwb

TEACHING ASSISTANTS' LEARNING PATHWAY – ASPIRING HLTA PROGRAMME

Suitable for

- Teaching Assistants interested in HLTA application as a next step in their professional development

Aims

- To understand the requirements of the HLTA status and the role
- To develop understanding regarding their professional impact on learners
- To understand how policies and frameworks impact the HLTA's role
- To embrace the current national changes and consider relevance in their own settings
- To establish and improve professional networks and collaborations of teaching assistants within schools and between schools

Outcomes

- Successful application to HLTA programme
- Improved understanding of the potential and positive impact of the adult's role on learners' outcomes
- Improved communication skills, feedback, assessment and understanding of pedagogy
- Improved skills related to supporting the implementation of the New Curriculum; DCF, Cymraeg, LNF and Creativity
- Increased knowledge regarding the Welsh Government's vision; draft professional standards for assisting teaching, EWC/PLP, Hwb

NATIONAL ANNUAL CONFERENCE FOR HLTAs

Suitable for

- All HLTAs across the region (who have achieved the status)

Aims

- To understand and gain knowledge regarding the Welsh Education Mission and forthcoming changes
- To embrace those changes and consider the relevance in their own settings
- To establish and improve professional networks and collaborations of teaching assistants within schools and between schools
- To hear about the region's best practice in education led by HLTAs
- To be inspired and ready to implement best practice as a result of this professional day
- To hear from Welsh Government about the new TALP and the new standards for assisting teaching
- To hear how schools have implemented the new standards with a view to contributing to school improvement

Outcomes

- Improved understanding of the potential and positive impact of the adult's role on learners' outcomes
- Improved communication skills, feedback, assessment and understanding of pedagogy
- Improved skills related to supporting the implementation of the New Curriculum; DCF, Cymraeg, LNF and Creativity
- Increased knowledge regarding the Welsh Government's vision; draft professional standards for assisting teaching, EWC/PLP, Hwb
- Understanding of the new draft professional standards for assisting teaching

NEWLY QUALIFIED TEACHERS INDUCTION TRAINING 1C (NQTS)

Suitable for

- All Primary & Special school NQTS within the GwE region, including short-term supply NQTS

Aims

- Provide NQTS with guidance, strategies and resources focused on planning for literacy and numeracy within your classroom in response to the LNF
- The training will focus on identifying age related opportunities to develop skills across subjects; assessment for learning – setting learning objectives and success criteria; planning rich tasks and developing reflective practitioners through continuous improvement

Outcomes

- NQTS with the necessary skills to develop literacy and numeracy within the classroom
- Improved planning opportunities for the application and development of literacy and numeracy skills across all areas of learning

NEWLY QUALIFIED TEACHERS INDUCTION TRAINING 2C (NQTS)

Suitable for

- All Primary & Special school NQTS within the GwE region, including short-term supply NQTS

Aims

Ensure that the NQTS have a solid understanding of Successful Futures and the current development of Curriculum for Wales

The CfW training will focus on:

- Key Recommendations and Purposes of the Curriculum
- 12 Pedagogical Principles
- NQTS have a clear vision for delivering digital competence in the class
- NQTS reviewing and reflecting on their DCF practice to ensure the use of digitally rich tasks in their planning and teaching

Outcomes

- NQTS with the necessary skills to interpret effectively the purpose and structure of the new Curriculum
- NQTS to include cross curriculum responsibilities and progression steps into the planning of their teaching and learning
- NQTS are developing pupils' digital skills to ensure higher levels of subject integration and embedding digital competence into the new Curriculum

NEWLY QUALIFIED TEACHERS INDUCTION TRAINING 3C (NQTS)

Suitable for

- All Primary & Special school NQTs within the GwE region, including short-term supply NQTs

Aims

- Provide strategies and resources focused on teaching and learning within the classroom. It will include presentations from regional schools identified for their effective practice

The training will focus on:

- Planning rich learning experiences that lead to improved provision and raise standards
- Effective use of data and research evidence
- Collaboration with others
- Reviewing and reflecting on practice

Outcomes

- NQTs with the necessary skills to make effective use of data and research evidence within their teaching and learning
- Improved collaborative opportunities with other NQTs in the planning of rich learning experiences in all areas of learning

NEWLY QUALIFIED TEACHERS INDUCTION TRAINING 1U (NQTS)

Suitable for

- All Secondary and Special school NQTs within the GwE region, including short-term supply NQTs

Aims

- Provide NQTs with guidance, strategies and resources focused on planning for literacy and numeracy within your classroom in response to the LNF
- The training will focus on identifying age related opportunities to develop skills across subjects; assessment for learning – setting learning objectives and success criteria; planning rich tasks and developing reflective practitioners through continuous improvement

Outcomes

- NQTs with the necessary skills to develop literacy and numeracy within the classroom
- Improved planning opportunities for the application and development of literacy and numeracy skills across all areas of learning

NEWLY QUALIFIED TEACHERS INDUCTION TRAINING 2U (NQTS)

Suitable for

- All Secondary and Special school NQTS within the GwE region, including short-term supply NQTS

Aims

- Ensure that the NQTS have a solid understanding of Successful Futures and the current development of Curriculum for Wales

The CfW training will focus on:

- Key Recommendations and Purposes of the Curriculum
- 12 Pedagogical Principles
- NQTS have a clear vision for delivering digital competence in the class
- NQTS reviewing and reflecting on their DCF practice to ensure the use of digitally rich tasks in their planning and teaching

Outcomes

- NQTS with the necessary skills to effectively interpret the purpose and structure of the new Curriculum
- NQTS to include cross curriculum responsibilities and progression steps into the planning of their teaching and learning
- NQTS are developing pupils' digital skills to ensure higher levels of subject integration and embedding digital competence into the new Curriculum

NEWLY QUALIFIED TEACHERS INDUCTION TRAINING 3U (NQTS)

Suitable for

- All Secondary and Special school NQTS within the GwE region, including short-term supply NQTS

Aims

- Provide strategies and resources focused on teaching and learning within the classroom. It will include presentations from regional schools identified for their effective practice

The training will focus on:

- Planning rich learning experiences that lead to improved provision and raise standards
- Effective use of data and research evidence
- Collaboration with others
- Reviewing and reflecting on practice

Outcomes

- NQTS with the necessary skills to effectively make use of data and research evidence within their teaching and learning
- Improved collaborative opportunities with other NQTS in the planning of rich learning experiences in all areas of learning

MIDDLE LEADERSHIP DEVELOPMENT PROGRAMME (MLDP)

Suitable for

This new, national programme will be available in September 2019 to all middle leaders across Wales who have areas of responsibility and/or line management of staff. Full details will follow. This 1-year programme will be delivered by regional consortia, in close collaboration with Local Authorities and other key stakeholders. It will offer accreditation options in partnership with UWTSD and Bangor Universities. It will be delivered using a blended delivery model, e.g. as full days, twilight sessions and other models to be decided as appropriate. Application and commitment to the programme are required.

Structure

Development Module 1	What is effective Middle Leadership in the current context? Where am I now and where do I want to go?
Development Module 2	Leading Pedagogy, delivering Effective Teaching and Learning. Enabling and sustaining continuous improvement
Development Module 3	Management; Strategies, structures and systems. Making it happen.
Development Module 4	Achieving More Working with Others. Mutual support and effective climate
Development Module 5	Impact

Aims

This practical, cross-phase, development programme will:

- Increase your knowledge
- Improve your confidence
- Develop your leadership and management skills
- Address the requirements for Middle Leaders in schools
- Include bespoke post-16 development

Outcomes

- To develop a participant's leadership skills and the school's leadership capacity
- To improve experiences for pupils and raise standards

ASPIRING HEADTEACHER LEADERSHIP DEVELOPMENT PROGRAMME (AHLDP)

Suitable for

- Identified senior leaders from all schools in the GwE region. Those who are aspiring to the substantive role (of head teacher), but do not yet have the formal responsibility of the role

Aims

- To support and extend the leadership development of senior staff within schools across North Wales
- To identify and further develop those staff who are considering moving towards headship within the next five years
- To develop a participant's leadership skills and the school's leadership capacity

Outcomes

- Succession planning process established for schools, LAs, GwE and delegates
- A quantifiable outcome in relation to pupils' standards (within 18 months of starting the programme)
- Delegates' personal and professional learning, growth and development will be identified and established
- Delegates' progress of values, dispositions, experiences, and skills will be established alongside personal attributes of confidence and motivation
- Each delegate's understanding and application of their emotional intelligence will be identified to further develop their leadership approaches
- Improve experiences for pupils, and raise standards

NATIONAL PROFESSIONAL QUALIFICATION FOR HEADSHIP (NPQH)

Suitable for

- An assessment and development programme, through application, for practitioners with relevant experience who consider headship to be the next step in their career and who can demonstrate their progress against the Formal Leadership Standards
- Further details may be found on GwE's website, under Professional Learning / NPQH
- Closing date for submission of applications: 16/09/19

Aims

This national programme:

- Assesses candidates rigorously against the Formal Leadership Standards (September 2018)
- Focusses on evidencing professional practice
- Provides development opportunities in leadership
- Provides support to candidates via a Leadership Coach

Outcomes

- Provides development and networking opportunities to candidates
- Evaluates and assesses the candidates via a rigorous process
- Ensures that only the best practitioners become the headteachers of the future

DEVELOPMENT PROGRAMME FOR NEWLY APPOINTED AND ACTING HEADTEACHERS

Suitable for

- Every new and acting Headteacher throughout Wales
- This programme is endorsed by the National Academy for Educational Leadership Wales
- Local Authorities will notify GwE of those eligible to follow the programme

Aims

This two-year programme is delivered by the regional consortia in close collaboration with Local Authorities and a range of delivery partners. It offers:

- Development Days in Leadership
- Support from Leadership Coaches
- Networking opportunities
- Accreditation in partnership with Trinity St David's (Yr Athrofa) and Bangor University

Outcomes

- Headteachers who are new to their roles continuing to develop and to benefit from a support structure and peer networking

EXPERIENCED HEADTEACHER DEVELOPMENT PROGRAMME

Suitable for

- Two-year professional learning opportunity for experienced headteachers, who have been in post for at least 5 years
- This programme is endorsed by the National Academy for Educational Leadership Wales
- Further details regarding the applications process to follow

Aims

The programme will:

- Allow the participant to reflect on their individual effectiveness as a leader, via a core module
- Develop the participant as a reflective researcher through engagement in Communities of Practice (two modules of choice)
- Provide an opportunity for the participant to work individually and collectively with others as leaders of learning organisations
- Offer an accreditation in partnership with Trinity St David's (Yr Athrofa) and Bangor University

The programme will commence in the autumn term 2019, to be completed during the summer term 2021. It's a national programme coordinated by the regional consortia, utilising a range of delivery partners, in collaboration with Local Authorities.

Outcomes

- Individuals who have had valuable opportunities to study personal leadership behaviours
- Individuals who have had the opportunity to develop as reflective researchers
- Create relationships and collaborate effectively with other headteachers in the GwE region

SUPPORT FOR GOVERNORS

Suitable for

- School governors

Aims

- To agree on a comprehensive programme with the region's local authorities in terms of the support needed to advise, raise awareness and deepen governors' understanding of the reform journey
- To provide opportunities every term for LA governors to attend presentations, ask questions and discuss the implications of the proposed changes in education
- To ensure that all governors in the region are given the opportunity to receive the same messages as their schools, and that this is done promptly

Outcomes

- All governors in the region have received an invitation to the sessions on raising awareness
- All governors who attended have a better understanding of the developments in education and can support the school in a more strategic manner
- All governors who attended can act as an effective critical friend and support the school in the process of change

CURRICULUM AND ASSESSMENT

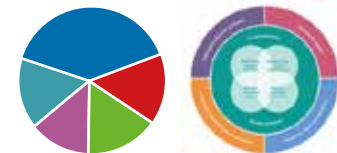
Developing a high-quality education profession

Robust assessment evaluation and accountability arrangements supporting a self-improving system



LOGIC MODEL DEVELOPMENT: Curriculum and Assessment

OVERALL AIM: To ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures



CHALLENGE →	INPUTS →	ACTIONS →	OUTPUTS →	OUTCOMES/IMPACTS	Assumptions
<ol style="list-style-type: none"> Schools' curriculum planning ensures a broad balanced and challenging curriculum and qualifications that meets the needs of all learners Ensure that all schools are well prepared to deliver the new curriculum Ensure that schools are using their tracking and assessment processes effectively, leading to a reduction in in-school variance and higher standards 	<ul style="list-style-type: none"> Central funding for delivery of level 2 business plans and curriculum and assessment level 3 plans including PISA group Central funding for implementing CfW as outlined in all level 2 & 3 business plans Central funding for implementation of assessment level 3 business plan 	<ul style="list-style-type: none"> All curriculum leads in schools to be engaged, including facilitating support and guidance with particular focus on skills Continue to engage and update all school leaders through the CfW team and G6 Providing training and guidance on how to use tracking and assessment systems effectively 	<ul style="list-style-type: none"> Curriculum planning providing strong and inclusive schools committed to excellence, equity and well-being, and working collaboratively to raise standards Increasing schools knowledge, understanding, participation, and engagement in CfW development. Robust and accurate assessment, progress tracking, evaluation and accountability arrangements supporting a self-improvement system All professional learning is geared towards preparing the schools for the New Professional Standards, Curriculum for Wales and SLOs 	<p>Implementation</p> <p>The minimum expectations in going forward for our authorities and schools as learning organisations are:</p> <ul style="list-style-type: none"> Full participation in all CfW cluster work All 6 regional curriculum groups sharing best practice Good quality assessment accessed by all schools <p>Impact measures</p> <ul style="list-style-type: none"> An increase in the number of schools reporting to be on track in relation to CfW and projections against targets including reducing in school variance <p>Dissemination & Sustainability</p> <ul style="list-style-type: none"> All cluster facilitators working with GwE CfW team to effectively disseminate curriculum development and updates 	<p>Links to GwE and/or national priorities</p> <ul style="list-style-type: none"> Level 1 priority aspects , Curriculum and assessments Education in wales: Our national Mission Schools as Learning Organisations Professional Standards for Teachers and Leadership. <p>External threats/influences</p> <ul style="list-style-type: none"> Changes to accountability framework and national KPI influencing behaviour Tension between long term sustainable improvement and curriculum change against securing short term gains

FOUNDATION PHASE BASELINE ASSESSMENT TRAINING

Suitable for

- Newly appointed teachers to Foundation Phase

Aims

- To understand Foundation Phase compact profile
- How to use assessment effectively to identify and plan next steps in learning
- Linking current observation practice to assessment
- Plan next steps in learning

Outcomes

- Newly appointed teachers to Foundation Phase to have a clear understanding of the requirements of the baseline assessment
- To understand how to observe pupils effectively within the areas of provision
- Teachers to use observations effectively to assess and plan next steps

DEVELOPING PUPILS' CREATIVE, CRITICAL AND PROBLEM SOLVING SKILLS THROUGH BLOCK AND CONSTRUCTION

Suitable for

- Foundation Phase and Year 3 practitioners

Aims

- To promote pupils' collaborative, social, emotional and problem solving skills
- All pupils to have opportunities to develop effective social interactions through collaborative learning experiences
- To develop key skills (literacy, numeracy, DCF and thinking skills) across the curriculum through progressive block and construction provision
- To develop the role of the adult to promote positive social interaction and skills for social competence
- Practitioners working collaboratively on a group/individual task to share with all attendees

Outcomes

- Teachers to plan opportunities for pupils to develop their creative, critical and problem solving skills through block and construction
- Practitioners have an improved understanding of how to observe, follow pupil's interest and plan next steps through block and construction provision
- Key skills (literacy, numeracy and digital) planned effectively through block and construction provision

EMBEDDING THE 12 PEDAGOGICAL PRINCIPLES INTO EVERYDAY PRACTICE

Suitable for

- All Foundation Phase teachers and year 3 teachers

Aims

- How to plan the learning environment effectively, both indoors and outdoors, to deliver the 12 pedagogical principles and four purposes of the Curriculum for Wales
- How the provision is used effectively to widen children's literacy, numeracy and digital experiences, both indoors and outdoors
- Develop an understanding of the theories and research about child development and learning, relevant to planning and day to day practice
- To be familiar with the expected outcomes using the Foundation Phase Framework and ensuring accurate assessment practices are applied for all pupils

Outcomes

- The 12 pedagogical principles and 4 purposes of the new Curriculum underpin day to day practice
- Cross-curricular responsibilities planned effectively across all areas of learning
- Practitioners have an improved understanding of child development and observe, assess and plan accordingly

HOW TO PLAN AND DEVELOP NUMERICAL REASONING

To achieve Mathematical Development/Mathematics Outcomes 5, 6 and Level 3 using the enhanced and continuous provision

Suitable for

- Foundation Phase and Year 3 practitioners

Aims

- How to deliver numerical reasoning activities in the learning environment focusing on Foundation Phase pedagogy
- Sharing ideas of high quality numerical reasoning activities which access outcomes 5, 6 and Level 3 mathematical development/mathematics through the enhanced and continuous provision
- Practitioners working collaboratively on a group/individual task to share with all attendees

Outcomes

- Teachers to plan opportunities for pupils to develop their Numerical Reasoning skills across all Areas of Learning
- Practitioners have an improved understanding of how to observe, follow pupil's interests and plan next steps through numerical reasoning experiences
- Key skills (literacy, numeracy and digital) planned effectively through numerical reasoning experiences

TERMLY FOUNDATION PHASE NETWORK MEETINGS

Suitable for

- Foundation Phase leaders, teachers and teaching assistants

Aims

- To discuss local, regional and national issues regarding Foundation Phase
- To deliver a 'good practice case study'
- To share information on G6 and on the 'GwE Foundation Phase Professional Network' on Hwb

Outcomes

- Practitioners who have attended to be updated regarding local, regional and national issues
- Good practice shared amongst practitioners

CROSS-CURRICULAR LITERACY AND NUMERACY AT KS2

Suitable for

- KS2 practitioners in the development of subject specific pedagogy, advancing learning in literacy and numeracy

Aims

KS2 subject specific pedagogy for developing literacy and numeracy across the curriculum:

- To raise standards of effective pedagogy for specific groups of learners; new Curriculum for Wales AoLE and assessment requirements and evaluative practice to advance and accelerate progress for learners in KS2
- To focus on upper and lower KS2 to raise potential achievement of all learners

Outcomes

- Improved teacher subject knowledge in the provision of literacy and numeracy
- Improved standards of teaching and learning of literacy and numeracy across KS2, reducing the variance in standards of achievement across regional schools

MAT WRITING: SPEAKING AND WRITING EFFECTIVELY IN KS2

Suitable for

- KS2 practitioners

Aims

- Develop KS2 specific pedagogy for writing: raise standards and subject knowledge; National Curriculum provision for writing at the higher levels; upskill teachers to fully and effectively design/provide an English Curriculum which challenges more able learners to use oracy and reading to enhance their writing
- Action Research: in line with the new Professional Standards, support schools to engage in subject specific action research

Outcomes

- Improved subject knowledge and pedagogy in writing for MAT pupils established with a core group of teachers
- Expertise in MAT writing provision established in regional schools, with the expectation that these schools can share their expertise with others
- Quality assured resources and case studies available for use by other schools

LITERACY LEADERS NETWORK MEETINGS

Suitable for

- Literacy Leaders

Aims

Subject Leadership

- Explore, share and develop knowledge/skills of Language and Literacy Leaders, in line with Welsh Government priorities, Curriculum for Wales, international research and the key principles of effective subject pedagogy i.e. EEF Improving Literacy recommendations
- Termly meetings to access expertise and specialist subject knowledge in the teaching and learning of Language and literacy, i.e., Oracy, Reading and Writing, AFL and CfW

Outcomes

- Leaders of Language and Literacy will receive consistent regional and National messages for the teaching, learning and assessment of Language and literacy
- Increased subject knowledge and pedagogy across all primary sectors
- Teachers upskilled in Language/Literacy and equipped to work to the highest professional standards and expectations with regards to teaching and learning

Suitable for

- Numeracy Leaders

Aims

Subject Leadership

- Explore, share and develop knowledge/skills of Mathematics/ Numeracy Leaders, in line with Welsh Government priorities, Curriculum for Wales, international research and the key principles of effective subject pedagogy i.e. EEF Improving Mathematics at KS2/3 recommendations
- Termly meetings to access expertise and specialist subject knowledge in the teaching and learning of Mathematics and Numeracy, AFL and CfW

Outcomes

- Leaders of Mathematics and Numeracy will receive consistent regional and National messages for the teaching, learning and assessment of Mathematics and Numeracy
- Increased subject knowledge and pedagogy across all primary sectors
- Teachers upskilled in Mathematics/Numeracy and equipped to work to the highest professional standards and expectations with regards to teaching and learning

Suitable for

- KS2 and Foundation Phase Practitioners

Aims

- Explore, develop and establish a cross-curricular Oracy based pedagogy, focusing on numeracy and reasoning in particular
- Raise standards of subject knowledge and upskill teachers to fully utilise effective speaking and Oracy strategies, that will positively influence well-being and subject attainment

Outcomes

- Established expertise in Oracy based provision, especially in maths/ numeracy, in regional schools, with the expectation that these schools will share their expertise with others
- Quality assured resources and case studies available for use by other schools, including impact on learner well-being and subject attainment
- Improved well-being of learners who are able to express themselves and access all areas of the curriculum/school life more easily
- Increased confidence of project teachers to use Oracy as a basis for developing subject and critical thinking skills in every curriculum subject

SUPPORTED MARKING SESSIONS- NUMERICAL REASONING WNT

Suitable for

- Teachers from Years 2-6

Aims

- Upskill the numeracy leaders from each school to have a greater understanding and knowledge about the mark schemes for the full primary range (Years 2-6)
- Numeracy Leader to act as the resident expert within school, supporting other members of staff
- Support Numeracy Leader to better identify the school's strengths and areas for development with regard to numerical reasoning

Outcomes

- Numeracy Leaders from each school to have a greater understanding and knowledge about the mark schemes for the full primary range (Years 2-6) to enable them to act as resident expert within their schools
- Effective use of test data, having a positive impact on all groups of learners

ENGAGING UNDERACHIEVING GROUPS OF LEARNERS WITHIN MATHEMATICS USING IZAK9

Suitable for

- Year 5 and 6 Teachers

Aims

- Improve teaching and learning of mathematical concepts and reasoning skills
- Improve pupils' conceptual understanding
- Develop pupils' ability to verbalise mathematical procedures and solutions, using correct terms and vocabulary

Outcomes

- Better appreciation of the steps and tasks required for pupils to develop number fluency and reasoning skills within an enriched mathematical provision
- Improved mathematical communication
- Improved engagements especially within recognised underachieving groups e.g. eFSM, gender, MAT

Suitable for

- KS2 Practitioners

Aims

- To ensure that more able and talented pupils in KS2 achieve their potential in mathematics
- Develop KS2 specific pedagogy for mathematics: raise standards and subject knowledge; Curriculum for Wales provision for mathematics at the higher levels; upskill teachers to fully and effectively design/ provide a mathematics Curriculum which challenges more able learners to use and apply mathematics within a range of contexts
- Action Research: in line with the new Professional Standards, support schools to engage in subject specific action research

Outcomes

- Improved subject knowledge and pedagogy in Mathematics for MAT pupils established with a core group of teachers
- Expertise in MAT mathematics provision established in regional schools, with the expectation that these schools can share their expertise with others
- Quality assured resources and case studies available for use by other schools

Suitable for

- Literacy and Numeracy Leaders in a primary setting

Aims

- Develop knowledge/skills of effective subject pedagogy, in line with WG and Curriculum for Wales priorities and International Research for Leadership
- Through subject leadership of Literacy and Numeracy, address the requirements for the Professional Standards for Teaching and Leadership

Outcomes

- Improve standards of achievement and attainment for all learners across KS2
- Upskilling of Literacy and Numeracy Leaders who will lead within their own setting, sharing effective practice across the region

IMPROVING THE QUALITY OF NUMERACY PROVISION — SAFMEDS

(Say All Fast Minute Every Day Shuffled)

Suitable for

- Teachers / Teaching Assistants

Aims

- To support pupils struggling with age-related mathematics skills
- To promote the use of evidence-based interventions to raise standards in mathematics and numeracy
- To provide a high quality, cost effective, individualised instruction

Outcomes

- To improve the mathematics attainment for pupils identified as not making age appropriate progress
- To enable targeted pupils to access all areas of the curriculum through improvement in mathematics and numeracy skills

‘A’ LEVEL ENGLISH NETWORK MEETINGS

Suitable for

- ‘A’ Level English Language/ Literature teachers

Aims

- To improve standards of teaching and learning
- To create opportunities to cascade best practice and share approaches
- To develop resources to be used in the classroom

Outcomes

- Improved knowledge and understanding
- Improved standards of teaching and learning
- Improved outcomes for learners

HEADS OF ENGLISH NETWORK MEETINGS

Suitable for

- Heads of English Departments

Aims

- To address key national and regional priorities
- To improve standards of teaching and learning
- To share and reflect upon current research and trends
- To foster excellent leadership skills
- To create opportunities to cascade best practice and share approaches
- To facilitate school to school collaboration

Outcomes

- Improved knowledge and understanding
- Improved standards of teaching and learning
- Improved outcomes for learners

DEVELOPING BEST PRACTICE IN THE TEACHING OF ENGLISH

Suitable for

- All teachers of English with a particular interest in research and methodology

Aims

- To work collaboratively with teachers from other schools in 'project groups'
- To undertake action based research in school
- To develop expertise in one of the following areas: implementation of the DCF; supporting MAT learners; teaching of writing at KS4; developing oracy skills
- To develop resources and approaches to be utilised in school
- To share work regionally
- To develop and refine skills and expertise

Outcomes

- Improved knowledge and understanding
- Improved standards of teaching and learning
- Improved outcomes for learners

IMPROVING THE IMPACT OF LITERACY INTERVENTION

Suitable for

- Teaching Assistants / Classroom teachers responsible for delivering Literacy Intervention to KS3 learners

Aims

- To share best practice case studies
- To cascade a range of resources and approaches which can be used in schools
- To improve knowledge and understanding of teaching reading and writing skills
- To develop tracking and assessment processes to monitor impact
- To provide a programmes for engaging parents and carers

Outcomes

- Improved knowledge and understanding
- Improved impact of literacy intervention
- Improved systems for monitoring impact

DEVELOPING ORACY ACROSS THE CURRICULUM

Suitable for

- All teachers other than English/Welsh Language teachers

Aims

- To develop knowledge and understanding of the importance of oracy
- To explore how effective talk can lead to deeper learning
- To explore and utilise a range of practical strategies

Outcomes

- Improved knowledge and understanding
- Improved standards of teaching and learning
- Improved outcomes for learners

WELSH NETWORK MEETINGS (YNYS MÔN, GWYNEDD AND THE NORTH EAST)

Suitable for

- Heads of Welsh Departments

Aims

- To facilitate local networks for Heads of Departments with a focus on pedagogy, assessment and tracking, middle leadership, collaboration and ongoing joint improvement
- To share best practice in leadership, planning, teaching and learning
- To develop leadership skills

Outcomes

- Dissemination of good practice between schools which will lead to raising standards in Welsh
- Prioritising teaching and learning in order to ensure consistency
- Improved understanding of Curriculum for Wales requirements
- To support and improve middle leaders' skills

WELSH – EFFECTIVE TEACHING AND LEARNING

Suitable for

- Heads of Welsh Departments or teachers of Welsh

Aims

- To share effective teaching and learning practices
- To look at strategies to raise learners' motivation – fostering independence, the principles of Assessment for Learning and formative assessment
- To support middle leaders to lead confidently on effective teaching and learning

Outcomes

- Dissemination of good practice between schools which will lead to raising standards in Welsh
- Prioritising teaching and learning in order to ensure consistency
- To support and improve middle leaders' and / or teachers' skills

WELSH — LEADERSHIP AND PLANNING

Suitable for

- Heads of Welsh Departments or teachers of Welsh

Aims

- To share effective practice in leadership
- Support with monitoring systems that ensure consistency in teaching and learning
- To support middle leaders to plan and prepare for the new curriculum requirements

Outcomes

- Sharing good practice between schools will lead to raising standards in Welsh
- Increased understanding of the requirements of the new curriculum and methods of presenting it
- To support and improve middle leaders' and / or teachers' skills

WELSH — NURTURING THE POTENTIAL OF ALL LEARNERS

Suitable for

- Heads of Welsh Departments or teachers of Welsh

Aims

- To raise awareness of the thinking and situation of different groups of learners
- To share good practice and strategies to nurture the potential of all learners
- To support middle leaders to create strong and inclusive departments

Outcomes

- Sharing good practice between schools will lead to raising standards of Welsh for specific groups of learners
- Teachers equipped to understand and get the best out of all learners in their care
- To support and improve middle leaders' and / or teachers' skills

Suitable for

- Secondary Teachers of Welsh Second Language in Conwy, Denbighshire, Flintshire & Wrexham

Aims

- To improve teachers' understanding and confidence to deliver the Welsh Second Language scheme of work
- To improve the quality of pupils' preparation for the oral examination
- To improve the accuracy of oral standardisation
- To improve the quality of planning to deliver the GCSE Second Language specification

Outcomes

- Teachers are confident to deliver the GCSE specification
- A network for sharing resources
- Effective development of language transfer strategies

Suitable for

- Secondary Welsh Second Language Teachers from Conwy, Denbighshire, Flintshire and Wrexham authorities

Aims

- To improve teachers' understanding and confidence to deliver the Welsh Second Language scheme of work
- To improve the quality of pupils' preparation for the oral examination
- To improve the accuracy of oral standardisation
- To improve the quality of planning to deliver the GCSE Second Language specification

Outcomes

- Higher standards in the oral section of the examination
- Higher standards in general

ANTUR ANHYGOEL (AMAZING ADVENTURE): THE JOURNEY SO FAR

Suitable for

- Welsh Second Language teachers

Aims

- Presentation by schools that have piloted the Antur Anhygoel (Amazing Adventure) scheme
- To share good practice
- The way forward

Outcomes

- Pilot schools' good practice implemented more widely

WELSH ON THE BORDERS: WORKSHOP

Suitable for

- Secondary Welsh Second Language Teachers from Conwy, Denbighshire, Flintshire and Wrexham authorities

Aims

- To develop teachers' confidence and enthusiasm to deliver Welsh
- Teachers familiarise themselves with suitable resources
- To share good practice
- To share resources

Outcomes

- Confidence and enthusiasm lead to higher expectations and higher standards in the classroom
- Teachers are confident to share resources
- A climate of trust and less isolated relationships

HEAD OF MATHEMATICS REGIONAL MEETINGS

Suitable for

- Heads of Mathematics

Aims

- Share and develop knowledge of changes to subject area
- Develop understanding of methods that can change the pedagogy within departments
- Develop collaborative working between schools
- Develop leadership in departments across the region

Outcomes

- Share and develop knowledge of changes to subject area to the Heads of Maths, and for this knowledge to be further shared within their departments
- Develop understanding of methods that can change the pedagogy within departments, and for HOM to actively develop the pedagogy within their departments as a result of this
- Develop collaborative working between schools on common projects to increase capacity and the rate of change within individual schools
- Develop the leadership in departments across the region to develop the workforce for the future

DEVELOPING KNOWLEDGE OF 'A' LEVEL MATHEMATICS PEDAGOGY

Suitable for

- Mathematics teachers/ Leadership roles within Mathematics who teach or will be teaching KS5 Maths

Aims

- Develop the pedagogy within your own classroom when teaching KS5 Mathematics
- Develop your own knowledge of the course at KS5

Outcomes

- Pedagogy within department will improve at KS5
- Learner engagement will be greater and pupil voice will be more positive within schools

DEVELOPING KNOWLEDGE OF GCSE MATHEMATICS PEDAGOGY

Suitable for

- Mathematics teachers/ Leadership roles within Mathematics who teach or will be teaching KS4 Maths

Aims

- Develop the pedagogy within your own classroom when teaching KS4 Mathematics
- Develop your own knowledge of the course at KS4

Outcomes

- Pedagogy within department will improve at KS4
- Learner engagement will be greater and pupil voice will be more positive within schools

NUMERACY COORDINATORS REGIONAL MEETING

Suitable for

- Numeracy Coordinators

Aims

- Share and develop knowledge of changes to numeracy across the curriculum in light of developments of new curriculum
- Develop understanding of numeracy in subject across the curriculum
- Develop collaborative working between school
- Develop leadership in numeracy coordinators across the region

Outcomes

- Share and develop knowledge of changes to numeracy across the curriculum in light of developments of new curriculum – that numeracy coordinators are empowered to share this information within their schools and to plan for any changes that need to take place over the next few years
- Develop understanding of numeracy in subject across the curriculum and plan for this to impact on the subject areas within their schools
- Develop collaborative working between schools
- Develop leadership in numeracy coordinators across the region

OPEN DAYS IN MATHS DEPARTMENTS

Suitable for

- Heads of Maths or future leaders of Maths

Aims

- Develop an awareness of other schools' effective ways of working within their own establishments
- Develop collaborative working between schools in the region
- Develop leadership and future leadership within the region

Outcomes

- Develop an awareness of other schools' effective ways of working within their own establishments, focussing on:
- Supporting new Heads of Maths or Numeracy Coordinators;
- Planning and tracking at departmental level;
- Research at classroom level and its impact on learners;
- Curriculum for Wales and departmental systems;
- Supporting the KS5 provision effectively within your department;
- Tracking effectively within your department
- Develop collaborative working between schools in the region
- Develop leadership and future leadership within the region

DEVELOPING THE PEDAGOGY WITHIN MATHEMATICS

Suitable for

- Mathematics teachers/ Leadership roles within Mathematics

Aims

- Develop the pedagogy within your own maths department
- Work with others to collaborate on the discussion of research that will inform your working within your department

Outcomes

- Pedagogy within department will improve
- Learner engagement will be greater and pupil voice will be more positive within school
- Pedagogy will develop across whole department

DEVELOPING KNOWLEDGE OF 'BAR MODELLING' AND 'DEVELOPING REASONING' - WHITEROSE MATHS

Suitable for

- Mathematics teachers/ Leadership roles within Mathematics

Aims

- Develop the pedagogy within your own maths department following presentations by Whiterose Maths
- Collaborate on the discussion of research that will inform your working within your department

Outcomes

- Pedagogy within department will improve
- Learner engagement will be greater and pupil voice will be more positive within schools
- Pedagogy will develop across whole department

AUTUMN TERM SECONDARY SCIENCE SUBJECT LEADERS NETWORK MEETING

Suitable for

- Secondary Science subject leaders

Aims

- Participants will have the opportunity to develop their subject leadership role, as well as keeping abreast of, and receiving training on curriculum developments and requirements
- School to school working and leading edge practice will drive the network to impact on learner outcomes within Science

Outcomes

This is an opportunity to:

- Be updated on current, local, regional and national education developments
- Focus on effective practice with sessions with practitioners from within and outside the region
- Reflect on the effectiveness of their approaches to secure the very best outcomes for all learners
- Discuss and develop approaches to implement changes to subject areas and strategies to address the national priorities
- Develop an understanding of the four purposes and pedagogical principles within the new curriculum for Wales
- Discuss priorities in the leadership and developments in Science
- Engage with evidence based practice in relation to leadership and pedagogy which has an impact on outcomes of all pupils; and
- Network with other leaders

Practitioners will be expected to:

- engage fully in the network meeting
- share practice with colleagues within and across schools

SUMMER TERM SECONDARY SCIENCE SUBJECT LEADERS NETWORK MEETING

Suitable for

- Secondary Science subject leaders

Aims

- Participants will have the opportunity to develop their subject leadership role, as well as keeping abreast of, and receiving training on, curriculum developments and requirements
- School to school working and leading edge practice will drive the network to impact on learner outcomes within Science
- Science Hub Schools will present an overview of progress and developments within their portfolio of expertise (Engaging Learners, Challenging the More Able, Subject Expertise and the DCF)

Outcomes

This is an opportunity to:

- Be updated on current, local, regional and national education developments
- Focus on effective practice with sessions with practitioners from within and outside of the region
- Reflect on the effectiveness of their approaches to securing the very best outcomes for all learners
- Discuss and develop approaches to implement changes to subject areas and strategies to address the national priorities
- Develop an understanding of the four purposes and pedagogical principles within the new curriculum for Wales
- Discuss priorities in the leadership and developments in Science
- Engage with evidence based practice in relation to leadership and pedagogy which has an impact on outcomes of all pupils; and
- Network with other leaders

Practitioners will be expected to:

- engage fully in the network meeting
- share practice with colleagues within and across schools

AUTUMN AND SUMMER TERM PHYSICS NETWORK MEETINGS

Suitable for

- Teachers of Physics in the secondary sector

Aims

Participants will:

- Network with other teachers
- Gain updates on regional and national priorities
- Share best practice
- Receive training and guidance from subject leads and external advisers including KS5

Outcomes

This is an opportunity to:

- Be updated on current, local, regional and national education developments in Physics
- Reflect on the effectiveness of their approaches to secure the very best outcomes for all learners
- Discuss and develop approaches to implement changes to subject areas and strategies to address the national priorities
- Develop an understanding of the Science and Technology AoLE within the new Curriculum for Wales
- Engage with evidence based practice in relation to Physics education and
- Network and share best practice with other teachers

Practitioners will be expected to:

- Engage fully in the network meeting
- Share practice with colleagues within and across schools

AUTUMN AND SUMMER TERM CHEMISTRY NETWORK MEETINGS

Suitable for

- Teachers of Chemistry in the secondary sector

Aims

Participants will:

- Network with other teachers
- Gain updates on regional and national priorities
- Share best practice
- Receive training and guidance from subject leads and external advisers including KS5

Outcomes

This is an opportunity to:

- Be updated on current, local, regional and national education developments in Chemistry
- Reflect on the effectiveness of their approaches to secure the very best outcomes for all learners
- Discuss and develop approaches to implement changes to subject areas and strategies to address the national priorities
- Develop an understanding of the Science and Technology AoLE within the new Curriculum for Wales
- Engage with evidence based practice in relation to Chemistry education and
- Network and share best practice with other teachers

Practitioners will be expected to:

- Engage fully in the network meeting
- Share practice with colleagues within and across schools

AUTUMN AND SUMMER TERM BIOLOGY NETWORK MEETINGS

Suitable for

- Teachers of Biology in the secondary sector

Aims

Participants will:

- Network with other teachers
- Gain updates on regional and national priorities
- Share best practice
- Receive training and guidance from subject leads and external advisers including KS5

Outcomes

This is an opportunity to:

- Be updated on current, local, regional and national education developments in Biology
- Reflect on the effectiveness of their approaches to secure the very best outcomes for all learners
- Discuss and develop approaches to implement changes to subject areas and strategies to address the national priorities
- Develop an understanding of the Science and Technology AoLE within the new Curriculum for Wales
- Engage with evidence based practice in relation to Biology education and
- Network and share best practice with other teachers

Practitioners will be expected to:

- Engage fully in the network meeting
- Share practice with colleagues within and across schools

Suitable for

- All schools in the region

Aims

GwE will support the region's schools to incorporate digital competency as a core element of the new curriculum. As part of this support, we will continue to promote the effective use of the Hwb digital learning platform and all its services, supporting schools in embedding this in their developments. Support will be available for clusters on the following aspects of digital learning:

- New developments within Hwb – e.g. Google for Education, Flipgrid
- Increasing the use of Hwb services
- Digital pedagogy – improving the quality of learning through digital competency
- Developing awareness of the dangers of the digital world and the school's role in preparing learners and staff to defend themselves from these dangers
- Leading the field of digital learning – developing strategic steps to raise school standards
- Developing data handling provision
- Developing provision for modelling through the use of spreadsheets
- Planning rich cross-curricular experiences to incorporate digital competency across the curriculum
- Effective self-evaluation and improvement planning
- How to facilitate collaboration between schools on local, regional and national levels.
- Supporting new and previously established coding clubs

Outcomes

- Effective leadership of digital learning across the region's schools
- Quality digital learning provision across the region's schools
- Robust monitoring, review and evaluation procedures based on self-evaluation tools available to schools in the region.
- Effective collaboration between the region's schools to raise standards of digital learning

Suitable for

- Headteachers, senior leaders, leaders of assessment

Aims

This is a follow on from the initial training to provide professional development on the whole-school tracker/diagnostic tool to help schools to:

- recognise the progress made by individuals, groups and whole school
- analyse and use data effectively to support teaching and learning
- provide schools with guidance to use with staff and governors back at school

Outcomes

- Schools will have effective and robust systems in place to track and target pupils
- Schools will be able to use the system to produce robust evidence that will support self-evaluation

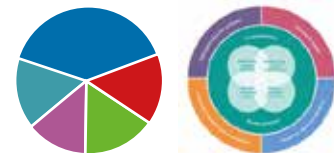
TEACHING

Transformational curriculum



LOGIC MODEL DEVELOPMENT: How will GwE Teaching and Learning Projects bring about change?

OVERALL AIM: To improve and ensure consistency in the quality of teaching across the region



CHALLENGE →	INPUTS →	ACTIONS →	OUTPUTS →	OUTCOMES/IMPACTS	Assumptions
<p>To further improve the quality of teaching and its consistency across the region and reduce within-school variance</p> <p>To prepare for Curriculum for Wales with strong emphasis on pedagogy, effective teaching and action research</p> <p>To respond to the 5 dimensions in the Professional standards for teaching and leadership</p> <p>To develop schools as learning organisations</p>	<ul style="list-style-type: none"> To continue working on the regional formative assessment project led by Shirley Clarke The GwE team to provide support and guidance for schools on good or better teaching Implementation of various programmes across the region led by specialist schools and GwE Programmes led by accredited schools Researchers from Bangor University (CIEREI) assist in evidence gathering and measuring the impact of programmes and projects 	<ul style="list-style-type: none"> Provide support and guidance for Tier 1, 2 and 3 schools on the formative assessment action research project Provide support and assistance for schools to improve teaching / learning and the consistency of teaching / learning as required GwE team to run a support programme and meetings specifically on Foundation Phase pedagogy Conduct a pilot programme for middle leaders with a focus on teaching secondary MAT pupils 	<ul style="list-style-type: none"> Higher standards of teaching and reduced within school variance across the region Good or better use of formative assessment strategies in all the region’s schools Schools developing well as learning organisations that undertake effective action research Increasing sustainability for school self improvement and networking Improved school understanding and implementation of pedagogical principles Pedagogy leaders develop expertise and have a positive effect on teachers’ practice in their schools and beyond Schools preparing effectively for Curriculum for Wales Schools responding to the national agenda on reducing teachers’ workload 	<p>Implementation</p> <ul style="list-style-type: none"> Standards of teaching and learning judged to be good or better Variance in teaching quality is reduced both within schools and between schools <p>Impact measures</p> <ul style="list-style-type: none"> Schools self-evaluations note that the quality of teaching is good or better All schools inspected by Estyn receive good or better judgements in Inspection Areas 2 and 3 Reports on the implementation and impact of projects / programmes and the findings of GwE SIAs confirm the above <p>Dissemination & Sustainability</p> <ul style="list-style-type: none"> Reports and effective practice on G6 Case studies shared with Welsh Government and consortia SIAs identify schools to support or receive further provision for 2020 and beyond 	<p>Links to GwE and/or national priorities</p> <ul style="list-style-type: none"> ✓ Level 1 Business plan - raising standards of teaching and learning, ✓ The five professional standards for teaching and leadership - pedagogy, leadership Professional learning, innovation and collaboration ✓ Education in Wales: Our National Mission, Action plan 2017-21 ✓ OECD (2016): What makes a school a learning organisation? ✓ http://gov.wales/topics/educationandskills/allsectorpolicies/education-in-wales/?lang=en ✓ http://learning.gov.wales/resources/collections/professional-standards?lang=en <p>External threats/ influences</p> <ul style="list-style-type: none"> Not all schools may participate Funding may restrict school’s ability to participate Staff turnover School engagement

NORTH WALES REPEATED READING PROJECT

Suitable for

- Year 4 and 5 teachers/teaching assistants

Aims

- Year 4 and 5 teachers/teaching assistants will be offered a full day training session on how to improve pupils' reading fluency through implementing TWO evidence-based reading fluency interventions: Repeated Reading and a High Frequency Words fluency intervention
- Repeated Reading and HFW deliver supplementary, targeted reading practice that takes able readers to a fluent reading standard
- This is part of a large-scale Repeated Reading project, that will provide schools with high quality training and set up support for Repeated Reading and High Frequency Word fluency to enable your school to implement the interventions effectively

Outcomes

- To improve pupils' reading fluency skills in the target group, with a focus on eFSM and/or struggling readers
- To provide schools with two evidence-based reading interventions that they are able to deploy effectively
- For a nominal financial investment, to enable a large number of schools across the region to access implementation training to use the intervention effectively in the target group
- To leave schools with a legacy of an evidence-based reading intervention, and trained staff
- To enable schools to improve their impact assessments through the use of robust evaluation techniques

NORTH WALES ONLINE READING TRIAL STUDY

Headsprout Trans-Regional Implementation Project, 2018-19

Suitable for

- Foundation Phase, Key Stage Two and lower Secondary Teachers and teaching assistants

Aims

- Teachers and/or teaching assistants will be offered a half day training session to help schools implement an evidence-based English reading programme called Headsprout Early Reading (HER) and Headsprout Reading Comprehension (HRC)
- Headsprout is an English language reading and comprehension teaching programme that has already been used successfully to improve the reading skills of pupils in schools across North Wales
- HER delivers computer assisted supplementary reading instruction that takes beginning readers to a Year 3 reading standard and HRC delivers computer assisted supplementary reading comprehension instruction that takes able Year 4 standard readers to a Year 6 reading comprehension standard
- Each teacher/teaching assistant will receive training in the setting up and effective implementation of Headsprout programme for 36 pupils for one year, such that schools become independent in the delivery of the programme following the project
- Schools will have access to a specialised Hwb network containing resources and training videos. Schools will also have email and phone support available to them throughout the project

Outcomes

- To improve pupils' reading skills in the target group, with a focus on eFSM and/or struggling readers
- To provide schools with an evidence-based reading intervention that they are able to deploy effectively
- For a nominal financial investment, to enable a large number of schools across the region to access implementation training to use the programme effectively in the target group
- To leave schools with a legacy of an evidence-based reading intervention, and trained staff

USE OF FORMATIVE ASSESSMENT ACTION RESEARCH TEAM — TIER 3

Suitable for

- Two teachers per school from up to 200 schools across the region

Aims

- An opportunity for schools to be part of a regional Formative Assessment action research team focusing on the work of Shirley Clarke
- Up to 200 schools will collaborate in action research teams of 6-8 for an academic year
- This will be led by GwE and the project's Tier 1 and Tier 2 schools
- There will be a strong emphasis on pedagogy, effective teaching and action research as part of schools' preparation for Curriculum for Wales
- The basis of the work will be to ensure good or better use of formative assessment strategies in all schools in the region

Outcomes

- To develop schools as learning organisations that undertake action research confidently
- To ensure teaching standards that are good or better in schools and regionally
- To develop sustainability in schools to self-improve and support school-to-school networking
- Share good practice across the region
- To respond to the national agenda on reducing teacher workload through the effective use of Formative Assessment strategies

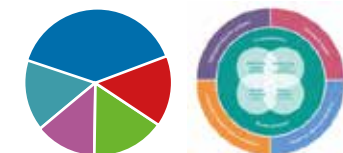
WELL-BEING

Strong and inclusive schools committed to excellence, equity and well-being



LOGIC MODEL DEVELOPMENT: How to support and improve the well-being and outcomes of learners

OVERALL AIM: To ensure all schools have access to an effective evidence based approach to support the well-being of learners who are looked after /efsm & vulnerable



CHALLENGE →	INPUTS →	ACTIONS →	OUTPUTS →	OUTCOMES/IMPACTS	<div> <div>Evidence</div> <div>Assumptions</div> <div>Links to GwE and/or national priorities</div> <div>External threats/ influences</div> </div>
<ol style="list-style-type: none"> 1. Improve the overall education attainment / performance of children who are looked after and eFSM learners with focus on Foundation Phase & KS4 across the region 2. Support schools to manage & make effective use of the Pupil Development Grant 3. Support schools to adopt an evidence-based sustainable well-being model to develop their curriculum and support vulnerable learners, including looked after and eFSM children 4. Develop robust and systematic evaluation of curricular provision, pedagogies and interventions to measure impact 5. Ensure all schools/LAs have access to the training offer that is evidence based / best practice information and guidance materials 	<ul style="list-style-type: none"> • SIA for Well-being to identify LAs / Key Schools to target interventions and support across the region • Prioritise grant funding against PL offer • Commission specialist facilitators to develop and deliver PL programmes • Allocated time for SIA to support, monitor and evaluate provision and PL offer • CIEREI expertise to support and evaluate key interventions • 6 LACE's (Looked after children's coordinator) time and support to implement the PL offer 	<ul style="list-style-type: none"> • Further implement the PDG strategy – under the 5 key elements • Organise and coordinate PL offer within key identified areas • Introduce and develop evidence based pedagogies that support vulnerable groups of learners (regional + local) • Organise bespoke sessions on the 5 key interventions from the Education Endowment Foundation Toolkit • Develop and deliver PL offer to address the following key priorities: <ol style="list-style-type: none"> 1. Early Years Settings 2. PRUs 3. Primary/Secondary Schools 4. Local Authority Key staff • Support the development of G6 to monitor and evaluate the impact of: <ol style="list-style-type: none"> 1. PL offer 2. eFSM funding • Establish clear lines of communication with GwE / LA / Schools 	<ul style="list-style-type: none"> • All schools and organisation are equitable and inclusive • Effective and evidence based implementation of PDG for Looked After Children • School provision and experiences are appropriate to the needs of LAC, eFSM and vulnerable learners • Schools / organisations to deliver effective pedagogical approaches and interventions that are supportive of LAC, eFSM and vulnerable learners • Schools and organisation are: <ol style="list-style-type: none"> 1. Adverse Childhood Experience (ACE) aware 2. Aware of the implications of Trauma and Attachment 3. Nurturing Schools • Closer collaboration between clusters and local authorities • Schools effectively evaluate PDG and eFSM funding against clear outcomes 	<div>Implementation</div> <ul style="list-style-type: none"> • Improved outcomes for looked after children across the region • Ensure no looked after child is permanently excluded • Improve the attendance of looked after children, eFSM and vulnerable learners • Increase the number of schools receiving good or excellent for inspection area 2 and 4 • Increased number of Trauma and Attachment focussed informed schools • Increased number of Nurturing Schools across the region <div>Dissemination & Sustainability</div> <ul style="list-style-type: none"> • To continue to share learning resources and guidance materials on G6 • Regional steering groups with PDG and LAC • National PDG steering groups • Regional workshop to cascade good practice • Information/Key Interventions via regional Conference 	<ul style="list-style-type: none"> • The attainment gap between all pupils and looked after pupils continues to increase as they progress through the key stages (ESTYN Annual and Thematic reports) • Public Health Wales – ACE'S Research & Approach <div>Assumptions</div> <ul style="list-style-type: none"> • Additional grant available by WG for 2019-20. • Support the development of LAC FSM supportive pedagogy <div>Links to GwE and/or national priorities</div> <ul style="list-style-type: none"> • WG LAC Action Plan • WG PDG support plan • GwE priorities • GwE Curriculum for Wales priorities • WG National Mission Priorities • Welsh Government Education in Wales: Our National Mission <div>External threats/ influences</div> <ul style="list-style-type: none"> • School engagement with the training programmes in terms of key individuals and schools attending • Local Authority provision and support • Small-schools funding for training

G2G — LEGO BASED THERAPY TRAINING

Suitable for

- Designated Teachers for LAC, TAs, Learning Mentors, ELSAs, ALNCo, Teachers, Family Support Workers and Nurture Schools Staff

Aims

- The one day course teaches the skills and enables staff to deliver, manage and evaluate Lego Based Therapy
- The training enables staff to set up and implement a Lego Based Therapy group or club in a different range of settings. Modifications and differentiation for certain groups are considered and discussed as part of the course.
- A bilingual resource pack is available for use in settings and to modify for bespoke packages. Virtual resources are also available to access following the course

Outcomes

- The goal is to develop staff skills that can help better engage, share experiences and collaborate with young people and develop these skills between the young people also
- Positive relationships will be built with key staff members working with the identified individuals or groups of vulnerable learners
- Working with groups to encourage problem solving, communication, and engagement, LEGO® is used to build motor skills, facilitate speech and enhance social communication. It can be expanded to encourage creative play and collaboration through storytelling, activities and innovation, working together to build much more elaborate LEGO Mindstorms robots and program them. In these more advanced scenarios, they collaborate in complex world-building, storytelling and design

UNEARTHING TRAINING FOR SCHOOLS

Suitable for

- Designated Teachers for LAC, TAs, Learning Mentors, ELSAs, ALNCo, Teachers, Family Support Workers

Aims

The day is designed to be relaxing, reflective and highly participative to trigger key insights into what helps young people make positive changes, improve their empathy and build self-esteem. It is highly rated by staff for achieving these aims. The key features of the training are:

- **Exploring the Unearthing technique** to reflect on positive ways forward, even when we are stuck
- **Exploring our Signature Strengths** - creating an inner positive image of ourselves. Plus what researchers now know about the three powerful effects of Signature Strengths
- **Broadening and Building** - how research shows we can help people to have more creative, flexible and open thinking
- **Pygmalion Effect** - how we can create a climate of success, even for people who are failing
- **Improving Empathy** - the enjoyable way!
- **Making Good Things Happen** - Unsticking our problems. An authentic and simple method to find real life, practical ways to move forward

Outcomes

- Explore the transformative effect of the Unearthing process first hand by using the materials for themselves
- Research based Insights that help nurture and support young people to make positive changes and improve their emotional intelligence and well-being
- Time to reflect on our own practice and new initiatives
- Share our insights and learn from the work of other professionals in this field

TRAUMA INFORMED SCHOOLS — DEALING WITH ATTACHMENT AND TRAUMA DIFFICULTIES IN EDUCATIONAL SETTINGS

Suitable for

- Designated Teachers for LAC / Head of Pastoral Care / Well-being / ALNCo

Aims

- To provide an introduction to developmental Trauma and Attachment via evidence based research
- To ensure all attendees understand a child's journey through care and its impact on educational development and attainment
- To support all attendees to identify strategies to help learners within their school setting
- To give attendees the opportunity to share good practice and network with other schools across the region

Outcomes

At the end of the training attendees will:

- Have a better understanding of attachment difficulties and disorders and their impact
- Be more confident in dealing with key behaviour traits within the classroom and overcoming the barriers
- Be able to recognise attachment difficulties in children and practical solutions
- Implement strategies to help and support learners
- Have identified coaching strategies and support on how to implement a whole school approach to trauma and attachment

INTRODUCTION AND OVERVIEW TO RESTORATIVE SCHOOLS AND COMMUNITIES

Suitable for

- Designated Teachers for LAC, Head of Inclusion / Pastoral/ Well-being, ALNCo

Aims

- This highly participative course will look at a whole school approach to Restorative Practice
- The course will explore strategies for dealing with challenging behaviour and look at how staff can consistently promote an ethos around repairing harm rather than apportioning blame
- This effective and rigorous strategy promotes ownership in pupils, allowing them to make effective positive choices
- The course will provide delegates with an overview of the impact of restorative approaches as an effective tool for supporting children's behaviour and well-being within a school environment
- This bespoke training allows your school team to commence a journey with an accredited trainer who can offer support and practical experience in a range of settings

Outcomes

At the end of the training, attendees will:

- Have a better understanding of the Restorative Schools programme and its impact
- Be more confident in dealing with key behaviour traits within the classroom and overcoming the barriers via restorative practice
- Have an accredited first day training with the option of continuing to day 2 & 3 of the Restorative School Programme

THE NATIONAL NURTURING SCHOOLS PROGRAMME

Suitable for

- Designated Teachers for LAC, Head of Inclusion / Pastoral/ Well-being, ALNCo

Aims

- The one day workshop is aimed to give you a brief overview of the National Nurturing Schools Programme facilitated by the Nurture Group Network
- The programme allows staff to develop personally and professionally whilst embedding a nurturing culture throughout their schools, enhancing teaching and learning, promoting healthy outcomes for children and young people
- This is achieved by focusing on emotional needs and development as well as academic learning in a whole school environment. The programme is based on the six principles of nurture that have successfully underpinned nurture groups for over 40 years

Outcomes

- The one day workshop will give you an overview of the how it works, implementation, links with Emotional Resilience and well-being and measuring impact of learners within your school setting

GRIEF AND BEREAVEMENT IN SCHOOLS — CHILD BEREAVEMENT UK

Suitable for

- Designated Teachers for LAC, TAs, Learning Mentors, ELSAs, ALNCo, Teachers, Family Support Workers

Aims

- A one-day training event facilitated by Child Bereavement UK
- The training will be an introduction to loss / bereavement with a focus on evidence-based interventions, and support schools can implement with learners
- CBUK will supply all training materials and a CPD certificate of attendance for all delegates

Outcomes

At the end of the session, attendees will:

- Be more confident in implementing practical strategies to support learners who have suffered loss and bereavement
- Have developed their understanding and knowledge of the effect of grief and loss on learners' well-being and educational attainments
- Had the opportunity to develop links with other schools within the region and share good practice

EMOTION COACHING FOR SCHOOLS

Suitable for

- Designated Teachers for LAC, Head of Inclusion / Pastoral / Well-being, ALNCo

Aims

- The training will highlight key neuroscientific findings in relation to children's behaviour and well-being (related to the stress regulation system and the social engagement system)
- It will make links to attachment focusing on self-regulation
- It will provide delegates with a practical and effective tool for supporting children's behaviour and well-being within a school's environment

Outcomes

Delegates will have opportunities to:

- update/deepen/entrench their knowledge and understanding of the neuroscience of human relationships
- deepen their understanding of children's emotional and behavioural development
- gain insights into the stress regulation system and the social engagement system (behaviour)
- learn about an evidence-based tool which enhances quality interactions and supports children's resilience and pro-social behaviour (emotion coaching)
- learn about a practical model for understanding the brain and how it affects children's behaviour (the hand model of the brain)
- develop their skills in fostering children's capacity to self-regulate their stress and behaviour (emotion coaching techniques)

If there is time:

- be more confident in practical self-regulation activities such as breathing exercises, calming activities etc. to accompany the emotion coaching