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

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

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

Please consider the courses on offer carefully select one ABT course that will be of most benefit to you and your school. Wellbeing courses are optional.
### Using google in the classroom

<table>
<thead>
<tr>
<th>Dunraven</th>
<th>Gethyn Jones Sohail Shaikh</th>
<th>5 November 2015 and 25 February 2016</th>
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This is an introduction to the amazing Google Classroom (GCR), the powerful VLE (virtual learning environment) that supports Google Drive and Google Docs for education. Over the two sessions you will learn:

- How to set up GCR
- The basic functionality of GCR (e.g. the workflow for setting and grading online assignments)
- How to use GCR to create a ‘paperless’ homework and assessment assignments
- Using Doctopus and Goobric to deliver high quality electronic feedback on a Google document

### Managing the cloud: Drive/Email best practice for teachers

<table>
<thead>
<tr>
<th>Dunraven</th>
<th>Phil Dyas</th>
<th>5 November 2015 and 25 February 2016</th>
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Most teachers struggle to balance and organise the various admin responsibilities they have, particularly as pertains to Drive and email. Many find that they can’t get through all the email they are sent, and that by the time they do they haven’t been able to make use of it.

The same thing applies to Drive - many view as a struggle that they can’t organise rather than a practical and time-saving device, which it should be!

Over the two sessions Staff will redesign their email and Drive systems (or create them for the first time), quite possibly coming across new opportunities to revise and improve their processes and implement new classroom/teaching strategies in the process.

### Mentoring skills and restorative justice

<table>
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<tr>
<th>Dunraven</th>
<th>Ruth Mason</th>
<th>5 November 2015 and 25 February 2016</th>
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An introduction to Mentoring and Mediation skills useful to engage students experiencing difficulties. The session will provide insight into approaches used to enable students to problem solve and play an active role in the process. The two sessions will cover:

- What is mentoring?
- Understanding the role of the mentor and mediator.
- History of restorative justice.
- Restorative justice methods and it’s uses.
- Mentoring and restorative justice in practice.

### Growth mindset focus: Risk taking, mistake making and the teenage brain

<table>
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<tr>
<th>Dunraven</th>
<th>Tricia Taylor</th>
<th>5 November 2015 and 25 February 2016</th>
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The research tells us that students with a Growth Mindset are happier and more successful in school. Much of that relies on how well they learn to take on risks, bounce back from mistakes and use self-control to focus. We can teach students to get better at these skills through specific classroom strategies and through our understanding of their young brains. Over the two sessions, we will (1) explore key research findings and the workings of the teenage brain; (2) learn specific strategies to use with students; and then (3) test new ideas and share our findings.

### Clear thinking for clear communication

|----------|---------------------|----------------------------------|

What works to support speech, language and communication needs in learning environments?

This CPD session will develop self-reflection and peer reflection to get a clearer view of our communication environments, opportunities and interactions.

We’ll give you a user-friendly checklist and some strategies to start making some changes and see how they lead to better communication in teaching and learning.

**Session 1:**

- clear and unclear communication: spotting your style
- self-evaluating what you say, where you say it and when you listen
- action-planning communication experiments

**Session 2:**

- review and compare findings
- discuss the impact of clearer thinking on our practice and the students’ learning
### Effective marking and assessment strategies: How to save time by being efficient.

**Dunraven**

**Jessica Barry**

5 November 2015 and 25 February 2016

We are constantly being asked to mark our students’ work, however it’s often very time consuming and it can be difficult to see how marking links to pupil progress. This session aims to convince sceptics of the impact that powerful feedback can have on our students, as well as delivering easy time saving tips to reduce your marking workload. The two sessions will cover:

- Discussion of a range of school marking policies
- Exemplar marking techniques
- Methods of evidencing progress in student books
- Marking quick wins and AFL techniques for teachers to implement immediately.

### Grammar and extended writing: support for the non English specialist

**Dunraven**

**Paul Fennemore**

**Colin Adams**

5 November 2015 and 25 February 2016

There is an increasing focus on spelling, punctuation and grammar (SPAG) beyond the English Curriculum. 5% of marks in GCSE history, geography and RE will be for SPAG from 2015 onwards and clear, accurate writing is needed for students to do well in all subjects.

**Session 1:**
Non English specialists can often lack confidence when it comes to grammar and can feel unsure how to teach or mark the quality of students’ writing. This session will aim to banish any grammar gremlins and equip you to confidently teach and assess students’ use of the written word.

**Session 2:**
This session will help you to develop your skills in supporting students to prepare for extended writing following our six steps to success: Talk, Model, Plan, Write, Review, Redraft.

### Social media for teachers and educators

**St Martins in the Filelds**

**Lubjana Matin**

5 November 2015 and 25 February 2016

Social media has been a powerful tool in businesses and social networking. It has also been a major force in education and teaching and learning. There is pedagogical evidence for the benefits of embracing social media for teachers and for their professional development. Belonging to the wider community removes that ‘goldfish bowl effect’ of being limited to just the classroom. Embracing social media for educational purposes can open up a world of new methods, approaches and ideas which can be added, appropriated and implemented and makes teachers more evaluative and reflective in what they do.

This training will look to:

- Meet pedagogical needs through social media
- Become a more reflective and evaluative practitioner.
- Promote collaboration outside of school and the wider educational community
- Explore live Tweeting Conferences and Teach Meets

This session will require the use of mobile phones and tablets.

### SEN - Autism and challenging behaviour

**Park Campus**

**Katharine Hannam**

5 November 2015 and 25 February 2016

Pupils on the Autism spectrum are likely to encounter a range of difficulties in educational settings. These difficulties may result in them presenting with challenging behaviour which may not be improved by strategies which work with neurotypical children (i.e. those not on the spectrum). This session will focus on the difficulties that children on the spectrum may be encountering and how to offer support, both to prevent challenging behaviour and to deal with it once it appears.
### Making the model student

|---------------------|----------------|---------------------------------|

Anxious about students who you have a gut feeling are brighter than their results show? In this course, we will break down how successful students learn and think, and what we can do to promote that way of working to students who’ve slipped into bad habits.

### Emotional trauma, brain development and attachment theory

<table>
<thead>
<tr>
<th>Dunraven</th>
<th>Cath Boyle</th>
<th>21 January 2016 and 3 March 2016</th>
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</table>

Research tells us that Empathic Behaviour Management creates a safer environment for young people who have experienced trauma or attachment difficulties. Much of that relies on how we create a learning environment where they feel safe to learn to take risks, learn from mistakes, form healthy relationships and develop the ability to self-regulate. We can help these students develop more confidence in themselves through the ethos of the school, our whole school actions and interventions, our classroom actions and interventions and our understanding of the effect of trauma and attachment on their young brains.

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

### Building resilience in adults and children

<table>
<thead>
<tr>
<th>Park Campus</th>
<th>Dr Velma Bryan</th>
<th>21 January 2016 and 3 March 2016</th>
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</table>

Resilience is the ability to adapt well to adversity, trauma, tragedy, threats or even significant sources of stress. It can help our people manage stress and feelings of anxiety and uncertainty. However, being resilient does not mean that people won’t experience difficulty or distress. Emotional pain and sadness are common when we have suffered major trauma or personal loss, or even when we hear of someone else’s loss or trauma.

### Developing writing skills in our students

<table>
<thead>
<tr>
<th>The Elmgreen School</th>
<th>Moira Nolan</th>
<th>21 January 2016 and 3 March 2016</th>
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</table>

This project will look at the latest teacher-led research on developing writing, including the links between oracy and written communication. Together, we will devise strategies for helping students to plan, extend and redraft their writing – and to enable students to see the value of reflecting on what they write in order to improve it. We will explore ways to help students see the value of fluency in writing as a skill that is powerful throughout their lives.

### Leading through change

<table>
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<tr>
<th>The Elmgreen School</th>
<th>Jessica Nicholson</th>
<th>21 January 2016 and 3 March 2016</th>
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New KS3 curriculum, new GCSEs, life without levels, Progress 8, the 1-9 grading system; these are just some of the changes that middle leaders will have to face in the next few years. To be effective, leaders will need to be able to create a positive climate for change in their departments, and sure these changes are embedded to ensure continued good progress for learners. This session will review research on the change process, and help leaders take back to their schools some practical advice on how to make sure their own departments fully adapt to the changes.

### Raising the achievement of reluctant learners

<table>
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<tr>
<th>The Elmgreen School</th>
<th>Jaspreet Kaur and Manjit More</th>
<th>21 January 2016 and 3 March 2016</th>
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We will look at:
- The role of ‘Growth Mindset’ in aiding achievement for all
- How best can we ensure all students achieve?
- Is enough consideration given to contexts of our pupils and how this might impact in the classroom?

You will take away:
- Tangible strategies to try and implement with pupils
- A more detailed understanding of some theories of underachievement
### Leadership
#### The whole school approach to literacy
**The Elmgreen School**
Siobhan Bishop
21 January 2016 and 3 March 2016

This course is a healthy tonic of strategic planning and practical application, with the goal of providing all involved several strategies to use in their school, based on the evidence and experience of their peers. We all know how important this is, but that does not mean we can all try everything. The intention here is that we learn from each other and implement new programmes based on the evidence of each other’s experiences and our own research. The first session will include a literature review of major reports and case studies from the last few years on developing a whole school approach to literacy, followed by a selection of workshop activities. The second will involve show and tell presentations from those involved and group based evaluation, as well as some time for work on planning documents.

### Behaviour
#### Metacognition: Making the model student
**The Elmgreen School**
Daniel Connell
21 January 2016 and 3 March 2016

Anxious about students who you have a gut feeling are brighter than their results show? In this course, we will break down how successful students learn and think, and what we can do to promote that way of working to students who’ve slipped into bad habits.

### Pedagogy
#### Differentiation, challenging and supporting your pupils
**La Retraite**
Donal Hale
21 January 2016 and 3 March 2016

Successful differentiation is a difficult thing to employ but is vital to ensure that all pupils make progress. These sessions will consider different theoretical and practical examples of differentiation and some of the common misconceptions. Attendees will have the opportunity to trial ‘challenge and support’ activities in their own teaching.

#### Developing dialectic teaching Post-16
**La Retraite**
Sara Sarpi
21 January 2016 and 3 March 2016

These sessions will consider how we can relinquish our over reliance on established teaching tools and develop more confident and independent learners. The aim will be to promote depth and passion in pupils for the subject you teach, and to narrow the gap between the syllabus requirements and pupil engagement.

#### Challenging higher achieving pupils
**St Martins in the Filelds**
Rachel Jenner
21 January 2016 and 3 March 2016

How can we turn high expectations into high achievement at the very top? How can we instil a culture of high-quality provision for the most able? Together we will explore provision for higher achieving students and develop effective strategies to improve the achievement and progress of more able students. The sessions will include:

- Supporting more able learners through classroom talk and effective questioning.
- Creating ‘Challenge Corners’ to cater for the most able.
- Students as Lead Learners.
- Experimenting with practical ideas in the classroom.
- Devising a programme that maximises the potential of your most able learners.

### Creativity in the Classroom
**St Martins in the Filelds**
Ashley Hickson-Lovence & Charlotte Jackson
21 January 2016 and 3 March 2016

The training will draw on the theories of a range of educational specialists. The approach of these educational specialists is particularly suited to the new KS3 and KS4 curriculums which encourage exploratory lessons, rooted in creative approaches. Colleagues will experiment with creative approaches within carefully controlled settings and gain the confidence to both plan and deliver innovative and enjoyable lessons that draw on multimodal resources.

### Behaviour
#### Identifying Radicalisation in Schools
**Dunraven**
Mohamed Abdallah
5 November 2015 and 25 February 2016

The Identifying Radicalisation in Schools CPD will offer participants an opportunity to address the issues of susceptibility and vulnerability to recruitment. Attendees will discuss the importance of warning signs in the early detection of vulnerable people at risk of radicalisation. They will also learn the latest developments in Ofsted regulation, whole school intervention and pastoral programmes to help prevent radicalization. The aim of the programme is to empower delegates to drive a programme that addresses plurality and SMSC within their schools.
### Wellbeing Workshops for Teaching and Support

<table>
<thead>
<tr>
<th>Workshop Title</th>
<th>Location</th>
<th>Facilitator</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td><strong>Managing the cloud: Drive/email best practice for teachers</strong></td>
<td>Dunraven</td>
<td>Phil Dyas</td>
<td>14 January 2016</td>
</tr>
<tr>
<td>Most teachers struggle to balance and organise the various admin responsibilities they have, particularly as pertains to Drive and email. Many find that they can’t get through all the email they are sent, and that by the time they do they haven’t been able to make use of it. The same thing applies to Drive - many view as a struggle that they can’t organise rather than a practical and time-saving device, which it should be! Over the two sessions Staff will redesign their email and Drive systems (or create them for the first time), quite possibly coming across new opportunities to revise and improve their processes and implement new classroom/teaching strategies in the process.</td>
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| **Mindfulness**                                                              | The Elmgreen School    | Cheryl Cottrell    | 14 January 2016    |
| Find out how mindfulness can help us and our students cope with the stresses of everyday life. Learn to enjoy the little things that we miss by being on autopilot! |

| **Comedy in the classroom**                                                   | The Elmgreen School    | Deborah Young      | 14 January 2016    |
| How to find the funny in your classroom to ensure that your students are relaxed and open to learning. Education IS (and should be) a serious business but our charges are young, growing and finding themselves. Pressures are tight for all of us so this session will hopefully help you to take a step back from the panic of results and enable your students to laugh at themselves and find their funny. With any luck you’ll go away feeling a renewed sense of joy in teaching ... and of course, a sense of personal value and well-being. |

| **Mime, mask and creativity**                                                | The Elmgreen School    | Teresa Dray        | 14 January 2016    |
| Come along with an open mind and dip into the world of mime and masks. See how different masks (serious and humorous) can reveal creativity. Absolutely no experience necessary, just an ability to be flexible and be prepared to have some fun as well as learn some theatre history on the way. Expected outcomes: isolation exercises, wearing/exploring range of masks, working with music to find ‘ways in’. Having some fun! |

| **Reading for pleasure**                                                     | The Elmgreen School    | Malica Scott       | 14 January 2016    |
| Are you passionate about literature, love a good conversation and unapologetically indulgent? This course aims to combine reading and pleasure. Participants will engage in thoughtful conversation about different literary texts while enjoying a ‘luxurious’ High Tea. All you need is a copy of your favourite book and a willingness to contribute to discussion. |

| **Christian approach to Praxix**                                            | La Retraite            | Sarah Driver       | 14 January 2016    |
| This practical session will use Thomas Groome’s ‘Christian Praxis’ as a model to support you to use different and varied methodologies to reflect upon your work and the issues surrounding your role, incorporating your own faith and beliefs into this. Through this method you may be better able to serve your community. |