



NSTA CPD and School Improvement offer 2020-21

COLLABORATE, LEARN, IMPROVE

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NSTA CPD offer 2020/21

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

Month	Programme	Detail	Cost	Aimed at	Led by	date
March	Specific learning differences (Dysgraphia, dyscalculia, Tourette's etc. but not dyslexia)	Based on the most up to date research, join this practical session aimed at increasing understanding of SpLD, it's diagnosis and how to support learners in the classroom Specific learning differences (Dysgraphia, dyscalculia, Tourette's, etc. but not dyslexia)	£30	All teachers	Laura Donnelly	60 min twilight Thursday 4th March
May	Using feedback to grow your team	<p>We all need feedback to learn and grow. Giving and receiving feedback is key to engaging your team and keeping them on track. When done in the right way and with the right intentions, feedback can lead to outstanding performance. For feedback to be effective though, it has to be delivered carefully and frequently, and received well too.</p> <p>Giving and receiving feedback is a skill. And like all skills, it takes practice to get it right. So, in this session we will examine:</p> <ul style="list-style-type: none"> the barriers to feedback and how to overcome them how you can give feedback more effectively how to have difficult conversations 	£40 (8 min)	Middle and Senior leaders	Chris Moyse	90 minute 2.00 – 3.30 Tuesday 11 th May

May	Reducing cognitive load through retrieval and dual coding	<p>Thinking well requires knowing facts. What we know determines what we learn. In this session we will examine the impact that working memory has on learning and the implications of this limitation on how we teach.</p> <p>We will look at:</p> <ul style="list-style-type: none"> • reducing intrinsic cognitive load through improving memory via retrieval practice • reducing extraneous load through the judicious use of visuals and verbals (dual coding) 	£50 (8 min)	All teachers	Chris Moyse	2 hour twilight Wednesday 19 th May 4.00- 6.00pm
May & June	Blindspots to Belonging: Key strategies to promote connection, equity and positive self-concept in the classroom	<p>Despite our best intentions as educators, we have blindspots that create barriers to students' sense of belonging and positive self-concept. It's imperative for us to explore and address how these blindspots play out in the classroom, from implicit bias to stereotype threat. We'll explore what the research says about their negative impact on students' sense of self and success and how we can break down these barriers as we build more positive and productive student-teacher, peer-to-peer relationships and culturally responsive classrooms. Based on decades of teaching and working in schools, I'll then share concrete strategies, resources, and tools used in real classrooms that educators can implement to promote students' connection, confidence and self-concept. We must be proactive in our approach to ensure that all children are seen.</p> <p>Key takeaways:</p> <ul style="list-style-type: none"> • What educators need to know about the importance of positive relationships • The negative impact of bias on students' self-concept and sense of belonging • Strategies to use in the classroom to support connection, positive self-concept and academic success <p>TailoredPractice.com</p>	£80	All teachers	Tricia Taylor	2 x 1.5 hour twilights (remote) Thursday 13th May and Thursday 10th June tbc
May	Connect the Dots	<p>Connect the Dots covers the research into and classroom applications for three interconnected areas:</p> <p>Relationships <i>Building Strong Relationships: creating a sense of belonging, establishing norms and high expectations; and understanding barriers and bias; culturally responsive teaching</i></p>	£150	All teachers; NQT to Senior Leaders	Tricia Taylor	Full day Tuesday 18 th May 9.00 – 3.00 tbc

		<p>Memory Maximising Memory: managing cognitive load, using effective learning strategies, planning for long term retention and application of knowledge</p> <p>Mindset Cultivating Learning Mindsets: building self-efficacy; developing metacognitive skills; and using feedback, goal setting and classroom talk effectively</p>				
May	Closing the Reading Gap	<p>CLOSING THE READING GAP</p> <p>Stephanie is delivering ideas covered in the new Closing The Reading Gap book. With the teaching of reading now a main inspection activity this course is unmissable for all teachers.</p> <p>TOOLS TO BRIDGE THE GAP IN ALL CLASSROOMS</p> <p>Practical solutions for teachers across the curriculum with explicit direction on how to implement.</p> <p>Researched methods translated into real-life practice strategies, resources, and classroom activities.</p> <p>From whole school reading missions, to effective whole class reading ideas, to individual reading plans incorporating a wide range of age appropriate stories, poems, rhymes, and nonfiction.</p> <p>Fluency strategies, quality book talk ideas, and metacognition reading insights.</p> <p>Writing tasks proven to boost comprehension.</p>	£50	All teachers	Stephanie Hollington	Wednesday 26 th May 1.30 – 4.30 pm
June	Outstanding Pastoral leadership	<p>Leading a pastoral care team is one of the most important elements in securing high quality teaching and learning. By focusing on your role as a leader of a pastoral care team this course will help you establish and maintain your vision, get the best out of your team and ensure high quality care - whilst maintaining sanity and perspective about the role. During this wide ranging course you will explore the key skills and knowledge needed to successfully lead your team.</p> <p>Course Outcomes:</p> <ul style="list-style-type: none"> - Increase your understanding of what makes pastoral leadership challenging but rewarding - Learn how to develop the student voice - Learn how to deal with difficult parents and children - Find out how to maintain and improve standards in your pastoral team 	£100	The must do course for all new and aspiring pastoral leaders	Dave Taylor Dragonfly Training	Full day Thursday 24 th June

		- Develop your skills in making and implementing pastoral improvement plans				
June	Stretch and challenge in the classroom	Ensuring that as teachers we expect stretch and challenge of all students; teaching our young people that 'yes, learning is difficult' and teaching them the skills to thrive with that.	£30	All teachers	Carol Gair	90 minute twilight Wednesday 9 th June 3.45 – 5.15 pm
June	Metacognition and Self-Regulation	Hear from Tom Colquhoun (Director of West Somerset Research School) and Will Smith (Metacognition ELE) about developing pupils' metacognition and self-regulation. The EEF published their guidance report in April 2018, outlining 7 recommendations that schools can follow. You will be taken through the recommendations and then have the opportunity to reflect upon your own practice and plan for change in your school. A further follow-up session may be offered later in the year, if there is sufficient demand.	£150	All teachers	Tom Colquhoun & Will Smith	Full day Tuesday 15 th June 9.00 – 3.00
June	Responsive teaching	Responsive teaching - addressing misconceptions in the classroom – giving incisive feedback that has a greater impact on pupil progress. The art of listening.	£30	All teachers	Carol Gair	90 minute twilight Wednesday 23 rd June 3.45 – 5.15 pm
June	Science Cultural capital	The Science Capital Teaching Approach takes into account a student's subject-related knowledge, attitudes, experiences and social contacts and integrates opportunities to engage with these domains in lessons. It aims to raise aspirations and encourage students to make links between their learning and what they experience outside of school. Following research into the approach, this session will explore the importance of the concept, and suggest practical applications of incorporating this approach into lessons to maximise its potential.	£30	All science teachers	Leyla Pattison	TBC
June	Aspiring Leaders (aspiring	Rationale: To provide teachers with the opportunity to meet with and experience the role of a Middle Leader in order to have:	n/a	All teachers	NSTA schools	Term 6

	middle leaders)	<ul style="list-style-type: none"> • A deeper understanding of middle leadership roles • Experience another school context • New ideas to use in current and future career stages • The chance to reflect on practices in another school 				
June /July	Growing Leaders (aspiring senior leaders)	<p>Rationale: To provide current and existing middle leaders with the opportunity to meet with and experience the role of a Senior Leader in order to have:</p> <ul style="list-style-type: none"> • A deeper understanding of senior leadership roles • Experience another school context • New ideas to use in current and future career stages • The chance to reflect on practices in another school 	n/a	Middle leaders	NSTA schools	Term 6



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