



Building Capacity & Inspiring Excellence

Towards Excellence

**Blended training and consultancy school
improvement solutions**

“Thank you so much for the inspirational training... It’s not very often that you go on courses that really challenge your thinking and develop you professionally.”

Primary school headteacher



Developing teaching learning and assessment skills: a partnership approach

This programme is aimed at school alliances, LAs, academy chains, teaching schools and other school consortiums. To maximise learning and impact, we recommend that between 6 and 15 teachers with mentors participate in the programme.

Part of our
Inspiring Excellence
training programme

Aims

- To develop highly effective mentors and coaches who can support and enhance teacher development in their schools.
- To develop reflective practitioners who develop an increased awareness and understanding of:
 1. The key skills and qualities of effective teaching and learning
 2. How to make learning more relevant and effective
 3. Recognise what aspects of their teaching they need to enhance.

Day 1

The coaching and mentor day.

Mentors' face to face training (as per our 'Introduction to developing Middle Leaders coaching and mentoring skills' course).

Day 2

Face to face training for mentors and teachers together.

Sessions include:

- Recognising effective teaching, learning and assessment
- Effective planning and use of time
- Developing a wider range differentiation strategies
- Reflecting on practice (delegates with their mentors reflect on strengths and areas for development and plan focus for phase 1 of the in school mentoring and coaching programme)

In school follow up part 1:

Consultant support: each teacher and mentor are allocated half day support from an experienced consultant through:

- Joint observations and analysis of documents and professional dialogue
- Following each session the school is provided with a written report

Day 3

Face to face training for mentors and teachers together.

This session focuses on common areas of development e.g. improving questioning skills.

Delegates' review of impact so far of the programme and plan the next steps

In school follow up part 2:

Final consultant support: each teacher and mentor are allocated a further half day support from consultant focussing on agreed development aspects

Collaborative action research in practice

Reshaping teaching and improving provision to meet the requirements of the new national curriculum

Part of our
Inspiring Excellence
training programme

A flexible partnership between practitioners and expert external consultants, aimed at individual schools or school alliances.

School or groups schools identify a triad of middle leaders/experienced practitioners.

Aims

- To examine the key elements of effective teaching, learning and assessment within the new NC
- Identify common issues and barriers to improving the quality of teaching and learning or provision in their settings.
- Understand how action research can support school improvement

Phase 1

Half day, whole day or twilight workshops - can be adapted according to clients' needs

Phase 2

Each triad identify an aspect of teaching/provision they want to improve and discuss a way forward with the trainer/consultant.

Each school triad pilot and review a new approach.

(Option consultant visits each Triad for half day to support review of the change)

Phase 3

Workshop 2:

Triads meet with the lead consultant to share results, discuss the impact and plan next steps.

This programme can be adapted according to client needs, for example:

- Option a) Consultant visits each triad in their schools for further half/whole day sessions to support review of the change overtime.
- Option b) Mini conference/Inset day. Staff in schools attend a conference/Inset event providing bespoke training based on analysis of triads findings, share best practice and opportunity to network.
- Option c) Length of session or number of workshops can be flexible.

Towards outstanding: enhancing the monitoring and evaluation skills of peer reviewers

Part of our
Inspiring Excellence
training programme

A joint programme of training and one to one mentoring and coaching for headteachers and senior leaders.

Aims

- To sharpen the monitoring and evaluation skills of high quality Peer reviewers
- To develop a partnership approach to school improvement.

Phase 1

Senior leaders from Outstanding and good schools attend either course 1 or 2. Following the completion of the course, delegates can select to develop and hone their monitoring and evaluation skills via one to one support and mentoring.

Comment from a Headteacher

“I have come back to school with a much better understanding of school improvement and a real drive to make meaningful changes in the reviewing process of our school”

Primary school headteacher

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