

Schools working collaboratively to raise standards



# EKLA CPD COURSES – 2019/20

Issue 4 - October

**EKLA CPD programmes are offered by serving school leaders with a track record of successful delivery of professional development.**



*'Effective teaching requires considerable knowledge and skill, which should be developed as teachers' careers progress. High-quality professional development requires workplaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other so that pupils benefit from the best possible teaching' - DfE: Standard for teachers' professional development*

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# Continuing Professional Development

**“Education is not the learning of facts, but the training of the mind to think”**

**Albert Einstein.**

Continuing Professional Development exists to ensure that an individual continues to enhance their skills and abilities. As educators we should set an example to our children and become ‘life- long learners’:

**“Develop a passion for learning. If you do, you will never cease to grow.” – Anthony J. D’Angelo.**

**At EKLA we are committed to providing high quality CPD to leaders, teachers and support staff in our local schools in order to raise standards and student achievement and help improve their life chances.**

**Whether you are looking for ideas to enhance your practice, challenge yourself to improve your classroom skills or want to influence teaching and learning beyond your classroom; our programmes will support you in developing your expertise.**

To secure a place on any of the above courses a booking form must be completed and returned to [courses@ekla.org.uk](mailto:courses@ekla.org.uk) for confirmation.

All details are correct at time of print.

All dates to be confirmed in September when school calendars have been finalised

Please visit: [www.ekla.org.uk/cpd/cpd-opportunities](http://www.ekla.org.uk/cpd/cpd-opportunities)

to confirm dates and times and venues when booking or email us at: [courses@ekla.org.uk](mailto:courses@ekla.org.uk)

## SEN

<b>SEND and Learning Differences</b>	<b>Terms 2, 4 &amp; 6</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: Herne Bay High School</b>			
This pathway will allow teachers with a keen interest in, or high numbers of children with SEND. This is just as pertinent to the high ability and grammar sector classes as it is to lower ability sets. Numerous SEND including visual impairment, hearing impairment, ASD, SLD, ADHD etc. impact students of all ability levels and as such skills in differentiation are needed in light of the new frameworks. This could cross over with the Effective planning pathway. Course delivered in 3 twilights. <b>Session 1 – 13<sup>th</sup> Nov – Session 2 – 11<sup>th</sup> March - Session 3 – 17<sup>th</sup> June</b> <b>Suitable for Primary &amp; Secondary staff who wish to improve their understanding and practical application of SEND</b> <b>Facilitator: Natalie Thorne &amp; Adrian Craske</b>			
<b>ASD Detectives</b>	<b>21<sup>st</sup> November</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: PLCC, Canterbury Primary School</b>			
How to investigate certain behaviour traits. What to do about them. How to pre-empt them. Develop your understanding of ASD and actively take part in widening your knowledge of the reasons why children with ASD do the things they do. <b>Suitable for Nursery, Primary &amp; Secondary teaching &amp; non-teaching staff - Facilitator: Craig May &amp; Catherine Jones</b>			
<b>Singing &amp; Signing in the early years</b>	<b>12<sup>th</sup> March</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: PLCC, Canterbury Primary School</b>			
This course will give delegates the confidence and knowledge to bring singing & signing into their day, by learning basic signs and fun songs. <b>Suitable for EYS practitioner, SEN settings - Facilitator: Catherine Jones</b>			
<b>WriteDance in the Early Years &amp; KS1 (Lower KS2)</b>	<b>31<sup>st</sup> March</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: Herne Infant &amp; Nursery School</b>			
Explore the use of WriteDance skills within the curriculum in order to support gross and fine motor skills for physical literacy and handwriting. Receive practical guidance and resources to develop and progress children’s skills in handwriting. This course implicitly supports the National Curriculum non-statutory guidance which recognises the importance of writing fluently, cursively and confidently. <b>Suitable for: EYS Practitioner/SENCO/KS1/Lower KS2 looking for inspiration to support handwriting development of young children – Facilitator: Fiona Ingram (SLE)</b>			

# NQT

<b>NQT Programme</b>	<b>9<sup>th</sup> October</b>	<b>9:00 am</b>	<b>£50 pp</b>
	<b>Venue: PLCC, The Canterbury Primary School</b>		
The 2019/20 EKLA NQT programme seeks to develop NQT's understanding of a range of vital areas. The course comprises of a one day conference (plus 2 optional twilights) where participants will engage with speakers from different schools on a range of topics which this year were as diverse as mindfulness, professionalism and speech, language and communication needs. Subsequent optional twilight sessions will give NQTs the opportunity to network with colleagues by sharing successes and challenges of their first year and cover additional topics as requested. <b>Suitable for: Secondary, Primary and Infant School NQTS - Facilitator: Ben Hawkins</b>			
<b>What does 'effective adult support' look like in the classroom?</b>	<b>10<sup>th</sup> October</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: PLCC, The Canterbury Primary School</b>		
This course encourages professional dialogue on how adults support children within the mainstream setting. It is designed to develop the strategies you use to have a positive impact on children's education. By the end of the training, you will have a bank of strategies to effectively support a variety of children within the classroom. <b>Suitable for TAs, NQTS &amp; teachers - Facilitator: Craig May</b>			
<b>Reflection in Science</b>	<b>14<sup>th</sup> November</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: Dane Court Grammar School</b>		
The session looks to give teachers and departments a way of tracking students' progress over the course of a key stage. Share the way the Physics Department at Dane Court build students confidence by helping them to identify where they are dropping marks in assessments. <b>Suitable for: Secondary Trainees, NQTS, Teachers, Middle leaders - Facilitator: Liam Fricker</b>			
<b>Growth Mindset</b>	<b>2<sup>nd</sup> December</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: PLCC, The Canterbury Primary School</b>		
How to adopt the Growth Mindset into lessons to aid resilience and attainment. Looking at recent research and case studies around Growth Mindset. <b>Suitable for: Secondary specific TAs, NQTS &amp; classroom teachers - Facilitator: Tim Fox &amp; Lauren Cooper</b>			
<b>Mindfulness</b>	<b>14<sup>th</sup> January</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: PLCC, The Canterbury Primary School</b>		
This will be a brief introduction to the theory and practice of Mindfulness. We will look at what Mindfulness is and how to meditate, consider both the default mind and the mindful mind. We will also look at the important concepts of untasking and attention switching. <b>Suitable for: WWF, TAs, NQTS, Teachers of all Key Stages - Facilitator: Robert Palmer</b>			
<b>How positive relationships help to improve students attitude for learning</b>	<b>14<sup>th</sup> January</b>	<b>4:15 pm</b>	<b>FREE</b>
	<b>Venue: Dane Court Grammar School</b>		
The aim of this course is to discuss, , the impact of good relationships with teachers, upon a student's progress and attitude to learning. The bulk of the session is spent exploring how we go about building these long lasting and relationships to ensure that we enable our students to make the progress they should and have a positive attitude to their learning. The session is designed to be interactive, to encourage sharing of good practice and to promote discussion. <b>Suitable for: Trainees/NQTS/Teachers seeking to share good practice – Facilitator: Ian Wallace</b>			
<b>Developing a proactive attitude for Independent Learning</b>	<b>25<sup>th</sup> February</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: Dane Court Grammar School</b>		
Course will look at the different ways teachers may assess students' attitude for their own learning. This assessment of the effort that students expend shall be evaluated by establishing criteria which encourages the student to be self-reflective and pro-active. A whole school approach will be discussed and how this may help students to develop a more independent, resilient and deep thinking attitude towards their learning and therefore become more confident young people more readily prepared for a complex world. <b>Suitable for: Secondary NQTS – Facilitator: Sarah Stivarius</b>			
<b>Developing Communication &amp; Language in EYFS</b>	<b>19<sup>th</sup> March</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: Joy Lane Primary School</b>		
An introduction into supporting children developing their Communication and Language skills in the EYFS. We will discuss how to create a language rich environment in which both children's speech and language can develop. The workshop will highlight the importance of Communication and Language and the impact these skills can have on development in other areas of the EYFS curriculum. <b>Suitable for: NQTS, trainees, TAs, colleagues new to EYFS - Facilitator: Rachel Finch</b>			
<b>Marking and Feedback – Practical ideas to increase impact of marking and feedback in the classroom</b>	<b>21<sup>st</sup> April</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: Dane Court Grammar School</b>		
This session has been designed to arm teachers with a variety of strategies to effectively assess for learning. We will identify both formative and summative methods, share best practice with colleagues and explore the importance of progress and positive outcomes, through specific and valuable feedback, and how we can better include the students in a 'learning conversation'. We will discuss ways to lighten the marking load, and critically evaluate the use of both written and verbal feedback to make sure it is having an impact on our students. <b>Suitable for: Trainees, NQTS &amp; Depart Leads - Facilitator: Andrew White and Luke Wheeler</b>			
<b>Cognitive Load Theory Explained, practical ideas for the classroom</b>	<b>23<sup>rd</sup> April</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: Dane Court Grammar School</b>		
Through implementing a range of tweaks to my normal classroom routine, I've been able to cut down the cognitive load for my students, allowing them to concentrate more deeply and for longer on only the most important learning tasks in the lesson. I wanted to align my approach with that of CLT, introduce the concept for those who are unaware of it, discuss the unexpected advantages to SEN students and have a conversation about how these tweaks can be adapted across different subjects. <b>Suitable for: TAs, NQTS, Middle Leaders, Classroom teachers - Facilitator: Elizabeth Channing</b>			

# LEADERSHIP

<b>Aspiring Middle Leaders</b>	<b>Term 5 &amp; 6</b>	<b>4:30 – 6:30 pm</b>	<b>£175</b>
	<b>Venue: St Anselms Catholic School</b>		
<p>This course is relevant to practitioners of all phases who wish to enhance and refine their leadership skills. The course is an excellent precursor to the NPQML and is delivered in 3 twilight sessions.</p> <p><b>Session 1 – 11<sup>th</sup> May – Session 2 – 8<sup>th</sup> June - Session 3 – 22<sup>nd</sup> June</b></p> <p><b>Suitable for: All phases - Facilitators: Lucie Turner and Jo Brown (SLEs)</b></p>			
<b>National Professional Qualification for Middle Leadership - NPQML</b>	<b>Commences February 2020</b>		<b>£749</b>
	<p>The NPQML is a professional qualification providing recognition of leadership development and professional achievement. It will support you in developing the skills, knowledge and confidence that you need to lead a high-performing team in a school and to improve classroom practice. The qualification is aimed at individuals with responsibility for leading a team, including leaders of key stage, subject, curriculum, heads of department and pastoral leaders. This includes those who are, or are aspiring to be, a middle leader with cross-school responsibilities e.g. a Specialist Leader of Education (SLE). Course comprises – Induction twilight – 3 Face to Face days, final assessment twilight and online self-directed study.</p>		
<b>Aspiring Senior Leaders</b>	<b>Term 3 &amp; 4</b>	<b>4:30 – 6:30 pm</b>	<b>£200</b>
	<b>Venue: St Anselms Catholic School</b>		
<p>This course is designed to support teachers who are currently working in a Middle Leader role. It aims to provide attendees with the tools to begin to develop their leadership skills, identify their strengths and pin-point the areas they need to develop further. The course will also explore the use of coaching to improve management skills; empowering individuals to develop and manage change. It also aims to support attendees with identifying whole schools issues and will examine ways to tackle these, in a leadership capacity.</p> <p>Course delivered in 3 twilights. <b>Session 1 – 20<sup>th</sup> January – Session 2 – 10<sup>th</sup> February - Session 3 – 16<sup>th</sup> March</b></p> <p><b>Suitable for: All phases - Facilitators: Lucie Turner and Jo Brown (SLEs)</b></p>			
<b>National Professional Qualification for Senior Leadership - NPQSL</b>	<b>Commences February 2020</b>		<b>£849</b>
	<p>The NPQSL is a professional qualification providing recognition of leadership development and professional achievement. It will support you in developing the skills, knowledge and confidence you need to be a highly effective senior leader, contributing to the strategic development of your school as part of the senior leadership team. The NPQSL is for those individuals who not only have responsibility for leading a team, but are also involved in leading a range of issues that affect the whole school or organisation. This includes those who are, or are aspiring to be, a senior leader with cross-school responsibilities e.g. Teacher School Alliance Director (TSA).</p> <p>Course comprises – Induction twilight – 3 Face to Face days – Final Assessment twilight – together with online self-directed study and action learning sets to gain experience of other schools.</p>		
<b>Challenging Conversations</b>	<b>2<sup>nd</sup> October</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: St Anselms Catholic School</b>		
<p>Participants will be able to identify how challenging conversations arise, how to plan effectively and hold others to account. Utilising a combination of coaching models and strategies, participants will also be able to learn how this can lead to improved team building.</p> <p><b>Suitable for: Senior and Middle leaders - Facilitator: Lucie Turner (SLE)</b></p>			
<b>Designing your bespoke Primary curriculum</b>	<b>3<sup>rd</sup> October</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: PLCC, The Canterbury Primary School</b>		
<p>In light of the change in Ofsted criteria, the course will examine ways in which school leaders can develop the curriculum in their own schools, ensuring that the curriculum is rigorous and robust and excites both the children and the staff who will be delivering it. We will look at how to personalise the curriculum to meet the needs and interests of your individuals and explore the importance of skills that can be learnt both outside the classroom and outside the curriculum.</p> <p><b>Suitable for: Subject leads with some responsibility for curriculum design, Primary Teachers and Senior Leaders</b></p> <p><b>Facilitator: Beth Wilson</b></p>			
<b>Science Network for Middle Leaders</b>	<b>7<sup>th</sup> November</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: PLCC, The Canterbury Primary School</b>		
<p>Share ideas to either assist teachers when assessing children's work or look at ways of monitoring work from a leader's perspective. The main focus will be end of Key Stage expectations and moderating work within these two year groups, sharing examples of the work that participants bring to this networking event.</p> <p><b>Suitable for: Y2 &amp; Y6 teachers/science co-ordinators at primary level - Facilitator: Lauren Cooper</b></p>			
<b>Intelligent Curriculum Design</b>	<b>27<sup>th</sup> November</b>	<b>9:45 am</b>	<b>£95 pp</b>
	<b>Venue: PLCC, The Canterbury Primary School</b>		
<p>This course will help and reassure you as you develop and design your curriculum for all phases. You should leave the day encouraged, with some thoughtful, practical ideas and principles about the right next steps in your particular school. It's a course about pupils and teachers. It's not by, or about, Ofsted - but it will give you the up-to-date lowdown what Ofsted does and does not care about as its new framework takes off. There will be knowledgeable, occasionally humorous, input; and helpful participant discussion.</p> <p><b>Suitable for: Senior &amp; Middle leaders - EYS/Primary &amp; Secondary – Facilitator: Robin Hammerton</b></p>			

<b>A Taste of Leadership</b>	<b>5<sup>th</sup> Feb</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: King Ethelbert School</b>		
<p>Participants will begin to explore leadership theory and discuss how this can look in practice. There will be time to reflect on their own areas of development and use peer discussion to plan how to address these in preparation for a leadership role. By considering experiences of effective leadership, participants will be challenged to articulate how this has shaped and influenced their ideal leadership style as well as exploring the motivation behind leadership and the impact it can have.</p> <p><b>Suitable for: Primary &amp; Secondary teachers <u>and support staff</u> who are considering leadership roles</b>  <b>Facilitator: Lauren Pasola</b></p>			
<b>Wellbeing for Educational Professionals</b>	<b>6<sup>th</sup> Feb</b>	<b>9 am</b>	<b>£80 pp</b>
	<b>Venue: King Ethelbert School</b>		
<p>The day will consist of a range of speakers who will be tackling the subject of wellbeing in schools for all staff. The day will include keynote speakers and workshops to enable you to improve your knowledge and understanding of wellbeing but also allow you to have practical experience and discussions about what we can do in schools to support staff wellbeing. The conference will look at what support is already out there but also introduce possible new ways of thinking.</p> <p><b>Suitable for: Senior and Middle leaders but all educational professionals – Facilitator: Dan Bennett</b></p>			
<b>Cognitive Load Theory Explained, practical ideas for the classroom</b>	<b>23<sup>rd</sup> April</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: Dane Court Grammar School</b>		
<p>Through implementing a range of tweaks to my normal classroom routine, I've been able to cut down the cognitive load for my students, allowing them to concentrate more deeply and for longer on only the most important learning tasks in the lesson. I wanted to align my approach with that of CLT, introduce the concept for those who are unaware of it, discuss the unexpected advantages to SEN students and have a conversation about how these tweaks can be adapted across different subjects.</p> <p><b>Suitable for: TAs, NQTs, Middle Leaders, Classroom teacher - Facilitator: Elizabeth Channing</b></p>			

## EARLY YEARS (EYS)

<b>Becoming a Research Practitioner</b>	<b>Term 2, 4 &amp; 6</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: Herne Bay High School</b>		
<p>This course will guide you through the process of identifying an area of enquiry in your education practice, undertaking a piece of action, academic or case study research and the final presentation of your results. This course is for all practitioners who are excited by education, who are full of new and innovative ideas, and who are just looking for that last 'push' to change the educational world of their students.</p> <p><b>Comprises 3 Sessions 16<sup>th</sup> Oct – 5<sup>th</sup> Feb – 17<sup>th</sup> June - Suitable for: Classroom teachers - Facilitator: Miriam Hobbs</b></p>			
<b>Ensuring a smooth transition - Nursery into Year R</b>	<b>2<sup>nd</sup> Oct &amp; 13<sup>th</sup> May</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: PLCC, The Canterbury Primary School</b>		
<p>Transition through the eyes of the child, the parent, the nursery practitioner and the teacher. Practical ideas to reduce children's and parents anxieties. Opportunity to network and share ideas. School expectations and school readiness.</p> <p><b>Suitable for: Nursery/EYs practitioners &amp; Reception teachers - Facilitator: Wendy Powell &amp; Marion Philpott</b></p>			
<b>Let's get moving! Developing skills for writing</b>	<b>10<sup>th</sup> October</b>	<b>4:00 pm</b>	<b>FREE</b>
	<b>Venue: St Alphege Infant School</b>		
<p>Writing is an important part of children's learning and development in school but do you know and understand all of the stages they have to go through before they are able to put pencil to paper? This course will explore the important stages and skills children need to develop in order to be able to be competent and skilled makers of marks. There will be the opportunity to engage in a range of fun activities that can be enjoyed with children that enable them to develop these skills in fun and engaging ways. Get ready to move!</p> <p><b>Suitable for: EYFS teachers and practitioners - Facilitator: Gemma Keeble (SLE)</b></p>			
<b>Early Literacy</b>	<b>30<sup>th</sup> October</b>	<b>4:15 pm</b>	<b>FREE</b>
	<b>Venue: Herne CE Infant School</b>		
<p>This course will give EYs Practitioners a range of practical ideas to support children as they take the journey to Early Literacy (Reading and Writing). This course will enable you to share practical ideas that will sow the seeds for a love of literacy that will last a lifetime.</p> <p><b>Suitable for: EYFS practitioners and teachers - Facilitator: Fiona Ingram (SLE)</b></p>			
<b>The Characteristics of Effective Learning</b>	<b>30<sup>th</sup> October</b>	<b>4:15 pm</b>	<b>FREE</b>
	<b>Venue: Herne Infant &amp; Nursery School</b>		
<p>The Characteristics of Effective Learning are the key elements of how children play and learn. We have heard the theory but what does this look like in an EY setting? This course explores some ways that the CEL can be implemented into planning, the learning environment and reporting to parents; and how purposeful Child Initiated Play can hold the key to developing these Characteristics. With this new knowledge and exploration practitioners will be able to start implementing change as soon as they return to their setting or school.</p> <p><b>Suitable for: Early Years practitioners - Facilitator: Mags Minter (SLE)</b></p>			
<b>Why are Boys continuing to underachieve in Writing compared to girls?</b>	<b>6<sup>th</sup> November</b>	<b>4:00 pm</b>	<b>FREE</b>
	<b>Venue: Herne Bay Infant School</b>		
<p>To diminish the gap in Writing between Boys and Girls: to promote speaking and listening through carefully selected texts which inspire, motivate and embed the key skills of writing.</p> <p><b>Suitable for : EYFS and KS1 practitioners - Facilitator: Leigh Bryant (SLE)</b></p>			

<b>Encouraging Positive Behaviour in the Early Years</b>	<b>7<sup>th</sup> November</b>	<b>4:00 pm</b>	<b>FREE</b>
<b>Venue: St Alphege Infant School</b>			
This twilight will provide delegates with the opportunity to develop an understanding of the background and possible reasons for children's behaviour. There will be information shared regarding professional roles and responsibilities regarding behaviour, safeguarding awareness for both children and staff as well as plenty for opportunity for professional dialogue and the sharing of experiences and practical behaviour strategies. <b>Suitable for: EYFS teachers and practitioners - Facilitator: Gemma Keeble (SLE)</b>			
<b>A mindful approach, how might mindfulness enrich your lesson?</b>	<b>19<sup>th</sup> November</b>	<b>4:15 pm</b>	<b>FREE</b>
<b>Venue: Dane Court Grammar School</b>			
A discussion about the benefits of mindfulness we will look at how mindfulness could be used on a whole school, individual class or on an intervention basis. We will consider how mindfulness practices can be used to change student and teacher mindsets and promote greater well-being. We will explore the place and responsibility of teaching 'softer' or non-subject specific skills such as mindsets, personal learning and thinking skills and the IB learner profile alongside content in our lessons. We will also eat chocolate for educational purposes. <b>Suitable for: This training is broad so is suitable for All - Facilitator: David Brooks</b>			
<b>ASD Detectives</b>	<b>21<sup>st</sup> November</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: PLCC, The Canterbury Primary School</b>			
How to investigate certain behaviour traits. What to do about them. How to pre-empt them. Develop your understanding of ASD and actively take part in widening your knowledge of the reasons why children with ASD do the things they do. <b>Suitable for Nursery/Primary/Secondary teaching and non-teaching staff - Facilitator: Craig May &amp; Catherine Jones</b>			
<b>Drumming &amp; Strumming</b>	<b>27<sup>th</sup> November</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: PLCC, Canterbury Primary School</b>			
This course will give delegates the confidence and knowledge to bring music into their day, by learning instruments, songs and games. You will experience playing the Djembe, where you will learn rhythms from West Africa, as well as songs and games. You will also learn basic chords on the ukulele, with songs to go with what you have learnt. <b>Suitable for: Teachers &amp; TA's, any Key Stage. Music specialists welcome, but aimed at non-music specialists</b> <b>Facilitator: Catherine Jones</b>			
<b>Intelligent Curriculum Design</b>	<b>27<sup>th</sup> November</b>	<b>9:45 am</b>	<b>£95 pp</b>
<b>Venue: PLCC, The Canterbury Primary School</b>			
This course will help and reassure you as you develop and design your curriculum for all phases. You should leave the day encouraged, with some thoughtful, practical ideas and principles about the right next steps in your particular school. It's a course about pupils and teachers. It's not by, or about, Ofsted - but it will give you the up-to-date lowdown what Ofsted does and does not care about as its new framework takes off. There will be knowledgeable, occasionally humorous, input; and helpful participant discussion. <b>Suitable for: Senior &amp; Middle leaders - EYS/Primary &amp; Secondary - Facilitator: Robin Hammerton</b>			
<b>Developmental Movement in Early Years and KSI</b>	<b>8<sup>th</sup> January</b>	<b>4:15 pm</b>	<b>FREE</b>
<b>Venue: Herne CE Infant School</b>			
Explores the theory and practical activities that you can apply in your settings to ensure outstanding outcomes for your children. Fiona will clarify the importance of gross and fine motor development and the impact this has on early learning, especially writing. This will be a practical session. <b>Suitable for: EYFS and KSI practitioners and teachers - Facilitator: Fiona Ingram (SLE)</b>			
<b>Mindfulness</b>	<b>14<sup>th</sup> January</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: PLCC, The Canterbury Primary School</b>			
This will be a brief introduction to the theory and practice of Mindfulness. We will look at what Mindfulness is and how to meditate, consider both the default mind and the mindful mind. We will also look at the important concepts of untasking and attention switching. <b>Suitable for: WWF, TAs, NQTs, Teachers of all Key Stages - Facilitator: Robert Palmer</b>			
<b>Through the eyes of a 5 Year Old – Everyday life in a reception class</b>	<b>22<sup>nd</sup> January</b>	<b>9:30 am</b>	<b>FREE</b>
<b>Venue: Herne Infant &amp; Nursery School</b>			
Come and experience learning through the eyes of a 5 year old. Observe outstanding practise and immerse yourself in an environment which enriches and enables individualised learning. You will spend the morning in the Foundation Stage working alongside an experienced SLE and her class of 4 and 5 year olds! Opportunities for discussion and planning will ensure that you leave Herne feeling inspired and invigorated about your approach to learning! (4 places available on this course) <b>Suitable for: Nursery practitioners and Year R teachers - Facilitator: Mags Minter (SLE)</b>			
<b>Being a Two Year Old</b>	<b>30<sup>th</sup> January</b>	<b>4:00 pm</b>	<b>FREE</b>
<b>Venue: Joy Lane Primary School</b>			
We all know that 2 year olds are active and inquisitive members of our settings, but are we getting it right for them? This course will look at the trials and tribulations of having 2 year olds in the setting, with opportunities for discussion around current issues and sharing good practice. This course will encourage opportunities to reflect on our own settings and practice in order to promote enabling environments for our two year olds. <b>Suitable for: EYFS practitioners - Facilitator: Clare Longhorn &amp; Gemma Keeble (SLEs)</b>			
<b>Through the eyes of a four year old – Preparation for School</b>	<b>3<sup>rd</sup> March</b>	<b>9:30 am</b>	<b>FREE</b>
<b>Venue: St Alphege Infant School</b>			
With an increasing demand on Nurseries to prepare children for starting school, it is important to think about how we can best equip our children with the appropriate skills they will need to make a smooth transition into the Reception Year. We are opening the doors for practitioners to come and join in with some adult led activities at our Nursery, which will promote discussion and exploration. This insight will inspire practitioners to reflect on their own current practice and to see school readiness through the eyes of four year olds! <b>Suitable for: EYFS teachers and practitioners - Facilitator: Gemma Keeble (SLE)</b>			

<b>Different Children, Different Learning</b>	<b>3<sup>rd</sup> March</b>	<b>4:15 pm</b>	<b>FREE</b>
<b>Venue: Herne Infant &amp; Nursery School</b>			
Each day in the Early Years is jam packed with a wide range of activities, opportunities and learning through play. Children come into school from a range of experiences and variable abilities. How can we tailor our provision to ensure there is diversity to allow our children to learn something new every day? Come and explore some ways that differentiation can impact on progression by looking at: The different learning styles in which children learn - Some ways to differentiate Teacher Directed activities. Is there a structure that doesn't fail? - How Child Initiated Play and a stimulating environment can enhance learning further <b>Suitable for: Year R practitioners - Facilitator: Mags Minter (SLE)</b>			
<b>Singing &amp; Signing in the early years</b>	<b>12<sup>th</sup> March</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: PLCC, The Canterbury Primary School</b>			
This course will give delegates the confidence and knowledge to bring singing and signing into their day, by learning basic signs and fun songs. <b>Suitable for: EYS practitioner, SEN settings - Facilitator: Catherine Jones</b>			
<b>Through the eyes of a four year old – Learning through play</b>	<b>19<sup>th</sup> March</b>	<b>9:30 am</b>	<b>FREE</b>
<b>Venue: St Alphege Infant School</b>			
We all know young children learn best through play, but how can we ensure the opportunities we provide not only allow the children to learn but develop the Characteristics of Effective Learning? Is the play purposeful and of high quality? We are opening the doors for practitioners to come and join in with our Learning Through Play (Child Initiated Play) session at our Nursery, which will promote discussion and exploration. This insight will inspire practitioners to reflect on their own current practice and to see learning through play through the eyes of three and four year olds! <b>Suitable for: EYFS teachers and practitioners - Facilitator: Gemma Keeble (SLE)</b>			
<b>Developing Communication and Language in the EYFS</b>	<b>19<sup>th</sup> March</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: Joy Lane Primary School</b>			
An introduction into supporting children developing their Communication and Language skills in the EYFS. We will discuss how to create a language rich environment in which both children's speech and language can develop. The workshop will highlight the importance of Communication and Language and the impact these skills can have on development in other areas of the EYFS curriculum. <b>Suitable for: NQTs, trainees, TAs, colleagues new to EYFS - Facilitator: Rachel Finch (SLE)</b>			
<b>Letters &amp; Sounds – Phase 1 Phonics for Nursery Children</b>	<b>25<sup>th</sup> March</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: PLCC, The Canterbury Primary School</b>			
This session will look at the 7 aspects and the 3 strands of phase 1 phonics. There will be ideas for planning and delivering practical lessons. <b>Suitable for: Nursery practitioners - Facilitator: Marion Philpott (SLE)</b>			
<b>WriteDance in the Early Years</b>	<b>31<sup>st</sup> March</b>	<b>4:15 pm</b>	<b>FREE</b>
<b>Venue: Herne CE Infant &amp; Nursery School</b>			
Explore the use of WriteDance skills within the curriculum in order to support gross and fine motor skills for physical literacy and handwriting. Receive practical guidance and resources to develop and progress children's skills in handwriting. This course implicitly supports the National Curriculum non-statutory guidance which recognises the importance of writing fluently, cursively and confidently. <b>Suitable for: EYS Practitioner/SENCO/KSI/Lower KS2 looking for inspiration to support handwriting development of young children – Facilitator: Fiona Ingram (SLE)</b>			
<b>Keeping Active in Early Years and KSI</b>	<b>21<sup>st</sup> April</b>	<b>4:15 pm</b>	<b>FREE</b>
<b>Venue: Herne CE Infant School</b>			
It is evident that children are increasingly spending less time developing and practising their gross motor skills outside of school despite the government's Sports Grant agenda. During the session a whole range of strategies, programmes and approaches will be explored to support teachers and practitioners. This session will be practical and will leave you with a tool box of active ideas to incorporate into your day! <b>Suitable for: EYFS and KSI practitioners and teachers - Facilitator: Fiona Ingram (SLE)</b>			
<b>'Voices for Choices'</b>	<b>21<sup>st</sup> April</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: Joy Lane Primary School</b>			
A discussion around how to implement the characteristics of effective learning in key Stage One. <ul style="list-style-type: none"> <li>• How can we explicitly teach pupils metacognition strategies, including how to plan, monitor and evaluate own learning in Key Stage One?</li> <li>• How can we promote and develop metacognitive talk in the classroom?</li> <li>• How can we teach children to organise and effectively manage their learning independently?</li> </ul> <b>Suitable for: KS/EYS leaders &amp; teachers - Facilitator: Laura Millum and Claire Longhorn (SLEs)</b>			
<b>Emergent Writing</b>	<b>28<sup>th</sup> April</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: Joy Lane Primary School</b>			
An opportunity to discuss ways to promote writing across the Early Years, including ideas for maximising the learning environment to engage children in mark-making activities, parental engagement and developing gross and fine motor skills to support writing progression. <b>Suitable for: EYS/Nursery/KSI Practitioners – Facilitators: Claire Longhorn &amp; Laura Millum (SLEs)</b>			
<b>Nursery/Pre-School Network</b>	<b>4:00 – 5:15 pm</b>		<b>FREE</b>
EKLA is delighted to be able to share with our local Early Years Practitioners an opportunity to meet termly to engage in high quality inspirational professional development where you will also be able to network and share good practice with local colleagues. Content to be confirmed following an audit of need.  24th September 2019 12th November 2019 21st January 2020 10th March 2020 5th May 2020 16th June 2020			

## PRIMARY

<b>Becoming a Research Practitioner</b>	<b>Term 2, 4 &amp; 6</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: Herne Bay High School</b>			
This course will guide you through the process of identifying an area of enquiry in your education practice, undertaking a piece of action, academic or case study research and the final presentation of your results. This course is for all practitioners who are excited by education, who are full of new and innovative ideas, and who are just looking for that last 'push' to change the educational world of their students. <b>Comprises 3 Sessions 16<sup>th</sup> Oct – 5<sup>th</sup> Feb – 17<sup>th</sup> June - Suitable for: Classroom teachers - Facilitator: Miriam Hobbs</b>			
<b>Designing your bespoke Primary curriculum</b>	<b>3<sup>rd</sup> October</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: PLCC, Canterbury Primary School</b>			
In light of the change in Ofsted criteria, the course will examine ways in which school leaders can develop the curriculum in their own schools, ensuring that the curriculum is rigorous and robust and excites both the children and the staff who will be delivering it. We will look at how to personalise the curriculum to meet the needs and interests of your individuals and explore the importance of skills that can be learnt both outside the classroom and outside the curriculum. <b>Suitable for: Subject leads with some responsibility for curriculum design, Primary Teachers, Senior Leaders - Facilitator: Beth Wilson</b>			
<b>What does 'effective adult support' look like in the classroom?</b>	<b>10<sup>th</sup> October</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: PLCC, Canterbury Primary School</b>			
To encourage professional dialogue on how adults support children within the mainstream setting. It is designed to develop the strategies you use to have a positive impact on children's education. By the end of the training, you will have a bank of strategies to effectively support a variety of children within the classroom. <b>Suitable for TAs, NQTs and classroom teachers - Facilitator: Craig May</b>			
<b>Governors and Primary School Sport Premium – how to use it effectively</b>	<b>29<sup>th</sup> October</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: Herne CE Infant &amp; Nursery School</b>			
This essential workshop aims to give Governors the knowledge they need for their school to utilise the Primary School Sport Premium (PSSP) effectively. Section 5 OFSTED inspections place the use of this funding under effective leadership and management making it imperative. <b>Suitable for Governors - Facilitators: James Kendall (Headteacher) Sharon Denney (PE Consultant)</b>			
<b>Effective Planning for Progress</b>	<b>Terms 2, 4 &amp; 6</b>	<b>4:30 – 6:00 pm</b>	<b>FREE</b>
<b>Venue: Herne Bay High School</b>			
Effective planning for progress'. This pathway will consider the importance planning has in Quality first teaching and learning. Training in planning lessons that are engaging, differentiated and enable children to make progress is something that only really gets covered on training and induction year. It isn't often a training we return to. Planning is a multi-faceted and difficult skill that now needs addressing following huge changes in all public frameworks. Course delivered in 3 twilights. <b>Session 1 – 13<sup>th</sup> Nov – Session 2 – 11<sup>th</sup> March – Session 3 – 17<sup>th</sup> June - Suitable for: Anyone who wishes to improve their understanding of planning lessons for effective progress – Secondary &amp; Primary - Facilitator: Jo Gibson &amp; Fluer Allen</b>			
<b>SEND and Learning Differences</b>	<b>Terms 2, 4 &amp; 6</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: Herne Bay High School</b>			
This pathway will allow teachers with a keen interest in, or high numbers of children with SEND. This is just as pertinent to the high ability and grammar sector classes as it is to lower ability sets. Numerous SEND including visual impairment, hearing impairment, ASD, SLD, ADHD etc. impact students of all ability levels and as such skills in differentiation are needed in light of the new frameworks. This could cross over with the Effective planning pathway. Course delivered in 3 twilights. <b>Session 1 – 13<sup>th</sup> Nov – Session 2 – 11<sup>th</sup> March - Session 3 – 17<sup>th</sup> June Suitable for Primary &amp; Secondary staff who wish to improve their understanding and practical application of SEND - Facilitator: Natalie Thorne &amp; Adrian Craske</b>			
<b>Science Network for Middle Leaders</b>	<b>7<sup>th</sup> November</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: PLCC, Canterbury Primary School</b>			
Share ideas to either assist teachers when assessing children's work or look at ways of monitoring work from a leader's perspective. The main focus will be end of Key Stage expectations and moderating work within these two year groups, sharing examples of the work that participants bring to this networking event. <b>Suitable for: Y2 &amp; Y6 teachers/science co-ordinators at primary level - Facilitator: Lauren Cooper</b>			
<b>Building a Spelling School</b>	<b>12<sup>th</sup> November</b>	<b>4:15 pm</b>	<b>FREE</b>
<b>Venue: Joy Lane Primary School</b>			
A discussion around the barriers children face when spelling and how to improve skills, attitudes and, ultimately, the spelling culture within your school. Based on research, training courses (including Christine Cork's Target Literacy 'Talk for Spelling' workshops) and other active, engaging and tried-and-tested ideas, this is an opportunity to consider new ways to build a love for spelling in both teachers and pupils! <b>Suitable for: English leaders, classroom teachers or support assistants with an interest in building upon the current spelling practices in their school - Facilitator: Siobhan Harkins (SLE)</b>			
<b>A mindful approach, how might mindfulness enrich your lesson?</b>	<b>19<sup>th</sup> November</b>	<b>4:15pm</b>	<b>FREE</b>
<b>Venue: Dane Court Grammar School</b>			
A discussion about the benefits of mindfulness we will look at how mindfulness could be used on a whole school, individual class or on an intervention basis. We will consider how mindfulness practices can be used to change student and teacher mindsets and promote greater well-being. We will explore the place and responsibility of teaching 'softer' or non-subject specific skills such as mindsets, personal learning and thinking skills and the IB learner profile alongside content in our lessons. We will also eat chocolate for educational purposes. <b>Suitable for: This training is broad so is suitable for All - Facilitator: David Brooks</b>			

<b>Drumming &amp; Strumming</b>	<b>27<sup>th</sup> November</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: PLCC, Canterbury Primary School</b>		
<p>This course will give delegates the confidence and knowledge to bring music into their day, by learning instruments, songs and games. You will experience playing the Djembe, where you will learn rhythms from West Africa, as well as songs and games. You will also learn basic chords on the ukulele, with songs to go with what you have learnt.</p> <p><b>Suitable for: Teachers &amp; TA's, any Key Stage. Music specialists welcome, but aimed at non-music specialists</b></p> <p><b>Facilitator: Catherine Jones</b></p>			
<b>ASD Detectives</b>	<b>21<sup>st</sup> November</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: PLCC, Canterbury Primary School</b>		
<p>How to investigate certain behaviour traits. What to do about them. How to pre-empt them. Develop your understanding of ASD and actively take part in widening your knowledge of the reasons why children with ASD do the things they do.</p> <p><b>Suitable for Nursery, Primary &amp; Secondary teaching &amp; non-teaching staff - Facilitator: Craig May &amp; Catherine Jones</b></p>			
<b>Intelligent Curriculum Design</b>	<b>27<sup>th</sup> November</b>	<b>9:45 am</b>	<b>£95 pp</b>
	<b>Venue: PLCC, Canterbury Primary School</b>		
<p>This course will help and reassure you as you develop and design your curriculum for all phases. You should leave the day encouraged, with some thoughtful, practical ideas and principles about the right next steps in your particular school. It's a course about pupils and teachers. It's not by, or about, Ofsted - but it will give you the up-to-date lowdown what Ofsted does and does not care about as its new framework takes off. There will be knowledgeable, occasionally humorous, input; and helpful participant discussion.</p> <p><b>Suitable for: Senior &amp; Middle leaders - EYS/Primary &amp; Secondary – Facilitator: Robin Hammerton</b></p>			
<b>Mindfulness</b>	<b>14<sup>th</sup> January</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: PLCC, The Canterbury Primary School</b>		
<p>This will be a brief introduction to the theory and practice of Mindfulness. We will look at what Mindfulness is and how to meditate, consider both the default mind and the mindful mind. We will also look at the important concepts of unitasking and attention switching.</p> <p><b>Suitable for: WWF, TAs, NQTs, Teachers of all Key Stages - Facilitator: Robert Palmer</b></p>			
<b>Mentoring Pathway</b>	<b>21<sup>st</sup> January</b>	<b>4:15 pm</b>	<b>FREE</b>
	<b>Venue: Dane Court Grammar School</b>		
<p>This pathway seeks to specifically bring together, train and support mentors of all Recently Qualified teachers. Now that the induction period is set to extend to 2 years, a different sort of mentoring skill more akin to coaching could be useful. Schools will have to rely on more numbers of staff to mentor staff as they are mentored for longer and as such this will enable opportunity for mentor network meetings, shared practice and training in effective mentoring.</p> <p><b>Suitable for: Primary and secondary staff who wish to improve their understanding of develop their peer-to-peer coaching and mentoring skills - Facilitator: Sarah Stivarius</b></p>			
<b>Academically Able learners from KS2-KS4</b>	<b>29<sup>th</sup> January</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: PLCC, Canterbury Primary School</b>		
<p>This course will explore why there has been a change in curriculum at primary and secondary level, which is placing more emphasis on high attainment. The term 'academically able' will be challenged when looking at defining a child who is academically able. Tips and methods will be provided to encourage 'deep-thinking' from KS2-KS4, which can be used in a range of subjects.</p> <p><b>Suitable for: KS2, KS3 and KS4 teachers - Facilitator: Lauren Cooper (SLE) &amp; Tim Fox</b></p>			

## SECONDARY

<b>Becoming a Research Practitioner</b>	<b>Term 2, 4 &amp; 6</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: Herne Bay High School</b>			
<p>This course will guide you through the process of identifying an area of enquiry in your education practice, undertaking a piece of action, academic or case study research and the final presentation of your results. This course is for all practitioners who are excited by education, who are full of new and innovative ideas, and who are just looking for that last 'push' to change the educational world of their students.</p> <p><b>Comprises 3 Sessions 16<sup>th</sup> Oct – 5<sup>th</sup> Feb – 17<sup>th</sup> June - Suitable for: Classroom teachers - Facilitator: Miriam Hobbs</b></p>			
<b>Effective Planning for Progress</b>	<b>Terms 2, 4 &amp; 6</b>	<b>4:30 – 6:00 pm</b>	<b>FREE</b>
<b>Venue: Herne Bay High School</b>			
<p>Effective planning for progress'. This pathway will consider the importance planning has in Quality first teaching and learning. Training in planning lessons that are engaging, differentiated and enable children to make progress is something that only really gets covered on training and induction year. It isn't often a training we return to. Planning is a multi-faceted and difficult skill that now needs addressing following huge changes in all public frameworks.</p> <p>Course delivered in 3 twilights. <b>Session 1 – 13<sup>th</sup> Nov – Session 2 – 11<sup>th</sup> March - Session 3 – 17<sup>th</sup> June</b></p> <p><b>Suitable for: Anyone who wishes to improve their understanding of planning lessons for effective progress – Secondary &amp; Primary - Facilitator: Jo Gibson &amp; Fluer Allen</b></p>			
<b>Reflection in Science</b>	<b>14<sup>th</sup> November</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: Dane Court Grammar School</b>			
<p>Session looks to give teachers and departments a way of tracking students' progress over the course of a key stage. Looks to share the way Dane Court's Physics Department build students confidence by helping them to identify where they are dropping marks in assessments.</p> <p><b>Suitable for: Secondary Trainees, NQTs, Teachers, Middle leaders - Facilitator: Liam Fricker</b></p>			
<b>A mindful approach, how might mindfulness enrich your lesson?</b>	<b>19<sup>th</sup> November</b>	<b>4:15 pm</b>	<b>FREE</b>
<b>Venue: Dane Court Grammar School</b>			
<p>A discussion about the benefits of mindfulness we will look at how mindfulness could be used on a whole school, individual class or on an intervention basis. We will consider how mindfulness practices can be used to change student and teacher mindsets and promote greater well-being. We will explore the place and responsibility of teaching 'softer' or non-subject specific skills such as mindsets, personal learning and thinking skills and the IB learner profile alongside content in our lessons. We will also eat chocolate for educational purposes.</p> <p><b>Suitable for: This training is broad so is suitable for All - Facilitator: David Brooks</b></p>			
<b>ASD Detectives</b>	<b>21<sup>st</sup> November</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: PLCC, Canterbury Primary School</b>			
<p>How to investigate certain behaviour traits. What to do about them. How to pre-empt them. Develop your understanding of ASD and actively take part in widening your knowledge of the reasons why children with ASD do the things they do.</p> <p><b>Suitable for Nursery, Primary &amp; Secondary teaching &amp; non-teaching staff - Facilitator: Craig May &amp; Catherine Jones</b></p>			
<b>SEND and Learning Differences</b>	<b>Terms 2, 4 &amp; 6</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: Herne Bay High School</b>			
<p>This pathway will allow teachers with a keen interest in, or high numbers of children with SEND. This is just as pertinent to the high ability and grammar sector classes as it is to lower ability sets. Numerous SEND including visual impairment, hearing impairment, ASD, SLD, ADHD etc. impact students of all ability levels and as such skills in differentiation are needed in light of the new frameworks. This could cross over with the Effective planning pathway.</p> <p>Course delivered in 3 twilights. <b>Session 1 – 13<sup>th</sup> Nov – Session 2 – 11<sup>th</sup> March - Session 3 – 17<sup>th</sup> June</b></p> <p><b>Suitable for Primary &amp; Secondary staff who wish to improve their understanding and practical application of SEND</b></p> <p><b>Facilitator: Natalie Thorne &amp; Adrian Craske</b></p>			
<b>Intelligent Curriculum Design</b>	<b>27<sup>th</sup> November</b>	<b>9:45 am</b>	<b>£95 pp</b>
<b>Venue: PLCC, Canterbury Primary School</b>			
<p>This course will help and reassure you as you develop and design your curriculum for all phases. You should leave the day encouraged, with some thoughtful, practical ideas and principles about the right next steps in your particular school. It's a course about pupils and teachers. It's not by, or about, Ofsted - but it will give you the up-to-date lowdown what Ofsted does and does not care about as its new framework takes off. There will be knowledgeable, occasionally humorous, input; and helpful participant discussion.</p> <p><b>Suitable for: Senior &amp; Middle leaders - EYS/Primary &amp; Secondary – Facilitator: Robin Hammerton</b></p>			
<b>Growth Mindset</b>	<b>2<sup>nd</sup> December</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: PLCC, Canterbury Primary School</b>			
<p>How to adopt the Growth Mindset into lessons to aid resilience and attainment. The twilight will look at recent research and case studies around Growth Mindset. <b>Suitable for: Secondary specific TAs, NQTs and classroom teachers - Facilitator: Tim Fox &amp; Lauren Cooper</b></p>			
<b>Mindfulness</b>	<b>14<sup>th</sup> January</b>	<b>4:30 pm</b>	<b>FREE</b>
<b>Venue: PLCC, The Canterbury Primary School</b>			
<p>This will be a brief introduction to the theory and practice of Mindfulness. We will look at what Mindfulness is and how to meditate, consider both the default mind and the mindful mind. We will also look at the important concepts of untasking and attention switching.</p> <p><b>Suitable for: WWF, TAs, NQTs, Teachers of all Key Stages - Facilitator: Robert Palmer</b></p>			

<b>How positive relationships help to improve students attitude for learning</b>	<b>14<sup>th</sup> January</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: Dane Court Grammar School</b>		
<p>The aim of this course is to discuss, briefly, the impact of good relationships with teachers, upon a student's progress and attitude to learning. The bulk of the session is spent exploring how we go about building these long lasting and effective relationships to ensure that we enable our students to make the progress they should and have a positive attitude to their learning. The session is designed to be interactive, to encourage sharing of good practice and to promote discussion.</p> <p><b>Suitable for: Trainees/NQTs/Teachers seeking to share good practice – Facilitator: Ian Wallace</b></p>			
<b>Mentoring Pathway</b>	<b>21<sup>st</sup> January</b>	<b>4:15 pm</b>	<b>FREE</b>
	<b>Venue: Dane Court Grammar School</b>		
<p>This pathway seeks to specifically bring together, train and support mentors of all Recently Qualified teachers. Now that the induction period is set to extend to 2 years, a different sort of mentoring skill more akin to coaching could be useful. Schools will have to rely on more numbers of staff to mentor staff as they are mentored for longer and as such this will enable opportunity for mentor network meetings, shared practice and training in effective mentoring.</p> <p><b>Suitable for: Primary and secondary staff who wish to improve their understanding of develop their peer-to-peer coaching and mentoring skills - Facilitator: Sarah Stivarius</b></p>			
<b>Academically Able learners from KS2-KS4</b>	<b>29<sup>th</sup> January</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: PLCC, Canterbury Primary School</b>		
<p>This course will explore why there has been a change in curriculum at primary and secondary level, which is placing more emphasis on high attainment. The term 'academically able' will be challenged when looking at defining a child who is academically able. Tips and methods will be provided to encourage 'deep-thinking' from KS2-KS4, which can be used in a range of subjects.</p> <p><b>Suitable for: KS2, KS3 and KS4 teachers - Facilitator: Lauren Cooper (SLE) &amp; Tim Fox</b></p>			
<b>Developing a proactive attitude for Independent Learning</b>	<b>25<sup>th</sup> February</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: Dane Court Grammar School</b>		
<p>This session will look at the different ways teachers may assess students' attitude for their own learning. This assessment of the effort that students expend shall be evaluated by establishing criteria which encourages the student to be self-reflective and pro-active. A whole school approach will be discussed and how this may help students to develop a more independent, resilient and deep thinking attitude towards their learning and therefore become more confident young people more readily prepared for a complex world.</p> <p><b>Suitable for: NQTs – Facilitator: Sarah Stivarius</b></p>			
<b>LGBT Inclusion - Tackling HBT bullying and supporting LGBT students in school</b>	<b>23<sup>rd</sup> March</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: Dane Court Grammar School</b>		
<p>Dane Court Grammar School is a Stonewall School Champion and has worked with Stonewall to address the homophobic, bi-phobic and trans-phobic bullying that students can be subjected to. Having attended a variety of Stonewall's training courses, John Rye has taken a lead on developing our support for LGBT students across the school. This course will give you an insight into the experiences of LGBT young people in education, highlighting the importance of supporting them, and explore how we can create an inclusive environment, recognising the importance of a whole-school approach.</p> <p><b>Suitable for: EYS, Primary, Secondary teaching staff and TAs - Facilitator: John Rye</b></p>			
<b>Marking and Feedback – Practical ideas to increase impact of marking and feedback in the classroom</b>	<b>21<sup>st</sup> April</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: Dane Court Grammar School</b>		
<p>This session has been designed to arm teachers with a variety of strategies to effectively assess for learning. We will identify both formative and summative methods, share best practice with colleagues and explore the importance of progress and positive outcomes, through specific and valuable feedback, and how we can better include the students in a 'learning conversation'. We will discuss ways to lighten the marking load, and critically evaluate the use of both written and verbal feedback to make sure it is having an impact on our students.</p> <p><b>Suitable for: Trainees, NQTs, (Department deputies/leads responsible for marking)</b> <b>Facilitators: Andrew White and Luke Wheeler</b></p>			
<b>Cognitive Load Theory Explained, practical ideas for the classroom</b>	<b>23<sup>rd</sup> April</b>	<b>4:30 pm</b>	<b>FREE</b>
	<b>Venue: Dane Court Grammar School</b>		
<p>Through implementing a range of tweaks to my normal classroom routine, I've been able to cut down the cognitive load for my students, allowing them to concentrate more deeply and for longer on only the most important learning tasks in the lesson. I wanted to align my approach with that of CLT, introduce the concept for those who are unaware of it, discuss the unexpected advantages to SEN students and have a conversation about how these tweaks can be adapted across different subjects.</p> <p><b>Suitable for: TAs, NQTs, Middle Leaders, Classroom teacher - Facilitator: Elizabeth Channing</b></p>			



## East Kent Learning Alliance

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