



Newsletter – January 2012

Please scroll down to read the articles

Unlocking Potential – Coaching towards Outstanding

The quality of teaching remains high on the policy agenda; news last week suggests an even greater imperative for schools to ensure all teachers are performing exceptionally well and the new OFSTED framework clearly states that schools must have evidence that they can evaluate the impact of teaching on learning over time. Continuing professional development (CPD) for all staff is clearly key to ensuring that teachers have the skills to create the right environment for high quality learning to take place and are up to date with new innovative strategies that will enhance their ability to offer learners an inspirational and imaginative experience in the classroom. However, it is essential that the right approach to CPD is adopted so that it is cost-effective and has a direct impact on improving teaching and learning across the school.

Creating a sustainable whole school strategy that is linked to the sharing and celebrating of good and outstanding practice will provide the evidence for OFSTED and for those who have responsibility for performance management to be absolutely sure that the teaching has a profound impact on learner performance and progression. The most effective way of achieving this is by adopting a coaching model that develops staff to become catalysts for change who work with groups of teachers to encourage reflection and the sharing of their resources, ideas and approaches with others thus creating a culture where all staff are talking about teaching and learning, trying out new ideas and developing a repertoire of innovative and new teaching strategies. Coaching unlocks potential, develops people to find their own solutions and builds on strengths and best practice.

We have developed through in-depth research and to meet the needs of schools, teachers and managers a bespoke training programme delivered around the country to help your chosen staff develop coaching skills and learn how to plan a coaching CPD strategy within school. Alternatively, we can support a whole school INSET or work with you to develop a series of sessions that will help you create a culture that sustains outstanding practice.

[Cascading Excellence in Teaching and Learning through Coaching](#)– click here to go to the website to book or to find out more about how coaching will provide the evidence that teaching in your school impacts positively on the quality of learning

Have a look at our [SCOPE programme](#) – an in-house strategy for creating a whole school sustainable CPD strategy linked to the school's vision.

Glynis Frater email glynis@learningcultures.org

Please scroll down to read more.....

A Whole School Offer That Supports Outstanding Teaching and Learning

We have designed a range of training programmes to support schools and their partners develop their staff to deliver high quality teaching and learning. From transition to examination success and beyond we have drawn on in-depth research and have used high quality professional educators to develop an offer that will help you to drive up standards and have the tools to create a sustainable, innovative and practical CPD solution for all your teachers, managers and support staff who have responsibility for ensuring the best possible teaching leads to every learner achieving to or beyond their potential.

We are continuing to offer our transition programme due to high demand

[Crossing the Bridge](#)

[Transition from Key stage 2 to 3](#)

These events have been successful and very popular and we continue to offer them around the country. We work with teachers from across the primary and secondary phase to develop effective strategies that link the teaching and learning across the bridge, allow for a seamless curriculum that builds on what has gone before and places an emphasis on skills development helping learners to make connections that will help them to progress, thrive and achieve.

At present there is a known dip in the performance of learners of up to 40% during year 7. We challenge delegates to consider how to plan to turn this statistic around to a 40% increase in performance and how this could have a dramatic impact on the progression, performance and ultimate attainment of learners by the time they leave secondary education.

Click on a date to book or go to our website www.learningcultures.org email info@learningcultures.org and we will book it for you or telephone 01746 765076

Developing the Learner Voice – Responsibility, Accountability and Creativity

The new OFSTED framework for schools places a greater emphasis on consulting with learners about their experience of teaching and learning.

“Direct observation should be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teaching has had on pupils’ learning including:

- ***discussing pupils’ work with them and their experience of teaching and learning over longer periods”***

Our new training programme gives those who attend with an opportunity to explore the value of involving the learner in creating their own learning, make connections across the curriculum and helping them to develop the skills so that they can articulate how they learn as well as what they learn. If learners are to be consulted as part of the inspection process they need to have a dialogue and vocabulary that creates evidence that they do understand the value of the teaching they receive, their role as learners, the skills they need to develop and how the teaching impacts on their opportunities to progress and become successful learners.

[Click here to find out more and book a place](#)

Creating Curriculum Connections – Maths, English and ICT across the Curriculum

Putting literacy and numeracy at the heart of every subject and across the curriculum is now the responsibility of every teacher. It is clearly stated in the Quality of Teaching section of the new OFSTED framework and it is very definitely part of the drive to raise teaching standards and learners' skills to ensure they can progress well in the world of further and higher education and work and life.

“The teaching of reading, writing, communication and mathematics is highly effective. Consequently, pupils learn exceptionally well across the curriculum. ...every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills in other subjects”

Taken from: The Quality of Teaching criteria for outstanding OFSTED 2012

We have developed a suite of training opportunities for those with responsibility for ensuring that literacy and numeracy are embedded successfully across the curriculum.

We help you:-

- Develop a strategy that supports the embedding of literacy and numeracy across the curriculum
- Create opportunities for learners to make connections so that they can develop these crucial skills in a range of contexts.
- Build opportunities for departments to work together to share where number, reading, writing and listening are being practised as part of learning across all subjects.
- Create a culture that gets teachers talking about teaching and learning and how they embed high quality literacy, numeracy and ICT skills in lessons facilitating opportunities for learners to be analytical, independent and creative and who can progress to achieve their full potential.

[Maths in Context – Making Connections across the Curriculum](#)

[Language, Literacy and Listening Across the Curriculum –Raising achievement in GCSE English](#)

For dates and venues click on the title of your choice

Book on line @ www.learningcultures.org email info@learningcultures.org

or telephone 01746 765076 / 07974 754241

Coaching for Cover Supervisors

Cover Supervisors perform a valuable role in school; they provide the teacher with a seamless replacement so that learning can continue. This programme has been designed to help Cover Supervisors have a greater impact on ensuring high quality learning can continue. We help them to develop good classroom and behaviour management techniques and give them an opportunity to practice coaching skills so that they can work collaboratively to support their peers, the teachers they work with and the learner.

These events have been highly successful and continue to provide a valuable training opportunity that will impact on the morale, motivation and effectiveness of Cover Supervisors.

Find a date and a venue on our website www.learningcultures.org

Or email us at info@learningcultures.org

Our telephone number is 01746 765076 / 07974 754241

Coaching the NQT – Going beyond Mentoring

Harness the potential of Newly Qualified Teachers (NQTs). Their enthusiasm, energy and innovation can be inspirational. Mentors who develop a range of coaching skills can nurture their talent and help them to grow and develop as outstanding teachers.

We help those who mentor NQTs to use coaching techniques to develop an on-going professional dialogue that allows for reflection leading to planned and sustained continuous improvement in performance.

The event and our other coaching programmes are being delivered at venues around the country or can be part of a planned CPD strategy included as part of our INSET package, where we develop the coaching skills of key staff so that coaching becomes an integral part of the CPD offer within school delivered by your staff for your staff and reducing the cost of staff development significantly.

Unlock the potential of your staff visit our website www.learningcultures.org or email us for more information on info@learningcultures.org or telephone 01746 765076 / 07974 754241

Foundation Learning – creating pathways for learners achieving below a GCSE Grade A* - C

The emphasis on ensuring those learners working below a C at GCSE or who are unable to achieve GCSEs and who are working at entry level can progress and achieve is still a very important part of Government policy. It is part of the plan to possibly merge the NQF and the QCF to make the whole process less complicated and ensuring the widest possible choice of curriculum options. We are running a further series of our Progressive Learning – Planning a Programme of Foundation Learning where SENCOs and others with responsibility for this group of learners can plan how to deliver a truly innovative and inspirational curriculum offer.

Book on line @ www.learningcultures.org email info@learningcultures.org or telephone 01746 765076 / 07974 754241

Coaching Networks – New for the summer term

We have worked closely with a large number of schools, colleges and other education providers to support the development of a coaching culture within their organisation and improve the quality of teaching and learning, communication and learner performance. We are planning a series of regional networks across the nine regions of England to showcase some of our work and to offer the opportunity for those who attend to find out how valuable a coaching programme can be in creating a platform for impact driven and sustainable continuing professional development.

We are in the process of finalising the details, if you would like to book a place, please email us with your details and we will forward information about dates and venues shortly.

info@learningcultures.org or telephone 01746 765076 / 07974 754241

Effective use of ICT in a 21st Century Curriculum

ICT is back on the agenda and change is around the corner. Our ICT for the 21st Century provides a real insight into some of the innovative applications that can really support learning. It was always a valuable addition to our training repertoire and is even more relevant with the coming of the latest announcements.

Click here to go to [ICT in a 21st Century](#) to book your place and be ready for innovation.

Whole school INSET, Consultancy or CPD Support

We can take the strain and put together an INSET package to support teaching and learning across the whole organisation. We will work with you to develop a programme linked to your specific vision for your organisation. We use our SCOPE framework to ensure the training received is closely linked to strategies for whole school sustainable and continuous improvement. We have a repertoire of training and development opportunities that link to all key stages and focus on high quality teaching and learning, curriculum innovation and the management of change. We use coaching as a basis for ensuring your staff can take the skills and knowledge they gain and develop further CPD themselves thus cascading excellence and improvement across the whole organisation.

Contact us via the website www.learningcultures.org email info@learningcultures.org or telephone 01746 765076 / 07974 754241

Resources

It seems pretty topical with the introduction of the new OFSTED framework new for 2012 to recommend again Jackie Beere's little green book 'The Perfect (OFSTED) Lesson'. It is readable and short and very helpful. It has also been revised to take account of the changes to the framework for 2012. It is published by Crown House Publishing Limited, ISBN 978-184590460 – 9.

We have introduced a new training programme into our offer 'Developing the Learner Voice – Accountability, Responsibility and Creativity'. Our Director of Learning, Glynis Frater wrote an article for Curriculum Briefing 'What Students and Staff Want: Taking Account of the Curriculum Choices that Matter to them'. It is in Volume 9 No 3 2011 entitled Freedom and Choice: shaping a fair curriculum. It has some good tips for supporting learner voice.

Policy Watch

2012 looks now like it might be a year where the Government consolidates its position, with 2014 looking like being a much more critical year for change. The review of the National Curriculum has been delayed will now not be implemented until 2014 when revised league tables will apply. This month sees the publication of the school and college league tables and we also have a new inspection regime. There should also be news on some of the consultation taking place about funding.



Visit our website at
www.learningcultures.org

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