



Continuing Professional Development

Rainham Mark Grammar School

2017-18

CPD at RMGS 2017-18

The philosophy:

The purpose of continuing professional development at RMGS is to enable teachers to flourish in the profession. CPD should be progressive and relevant. CPD should also equip teachers to deal with behaviour management as well as craft their pedagogy.

At RMGS, the CPD programme also focuses on student well-being, to ensure staff are aware of current developments in student welfare, mental health and LGBTQ issues.

The CPD programme at RMGS ensures that staff are up-to-date on policies such as Prevent, Health and Safety, Internet Safety and Safeguarding.

An important part of any school CPD programme is subject knowledge development. Each department at RMGS has its own CPD budget to spend. Staff attend exam board meetings as well as conferences aimed at deepening subject knowledge. The NQTs attend Prince's Trust Institute days for subject enrichment.

Nicola Hay MPhil (London) AHT, CPD Coordinator, T&L, ITT

September 2017

Whole School INSET 2017-18



Jane Simister October 7th 2017

Jane has developed an engaging training programme offering a variety of strategies to promote a growth mindset and to develop intellectual character.

Jane firmly believes that intelligence is not fixed and that we shape our brains with every new experience we encounter, every challenge we overcome and every risk we take. She argues that given this happens most powerfully during childhood, the message for parents and teachers is this: the difference you can make to children's lives, to their futures, is extraordinary.

Jane's philosophy is that raising children who can confidently and happily make the very most of their potential in an exciting but unpredictable world is not something we can leave to chance.



David Didau December 21st 2017

Over the past 15 years, David Didau has worked with hundreds of schools in the UK and overseas. He leads bespoke training and provide consultancy on a wide range of topics

including:

In 2011, frustrated by the current state of education David began to blog. Since then he has expressed the constraints and irritations of ordinary teachers, detailed the successes and failures of his classroom and synthesised his 15 years of teaching experienced through the lens of education research and cognitive psychology. David's blog, *The Learning Spy*, is widely recognised as one of the most influential education blogs in the UK and has won a number of awards. In February 2017, he recorded 2.5 million visitors to the site. In his training session he explores the idea that much of what happens in schools is based on unexamined assumptions. David's most important insight is, contrary to our intuitions, learning is invisible. All we can see is what students can *do* and from that we infer what they might have learned.

Newly Qualified Teacher programme 2017-18

At RMGS, we run much of our training in-house. Many staff generously offer sessions for other less experienced staff. Leading training, in turn, becomes a form of CPD. At RMGS, we believe that well-trained staff are happy staff.

NQT programme:

Charlie Wood/Catherine Housden – **How to be an outstanding Form Tutor**, October 4th

Luis del Pinto – **Modelling**, October 18th

Aidan Harwood – **Student Motivation**, November 8th

Matt Brown – **Behaviour Management**, November 22nd

Mark McDowell – **Questioning**, December 6th

Liz Smallwood – **Moving round the Room**, January 17th

Chris Pleasant – **Differentiation**, January 31st

Emma Horstrup – **Having Difficult Conversations**, March 7th

Darren Elliott – **Mindfulness**, March 21st

Sarah Reilly – **Setting up Effective Groupwork**, April 18th

Alex Elkins – **Activote Handset**, May 2nd

Ian Chapman – **Making Sense of Data**, May 16th

Robbie Wilkinson – **Stretch and Challenge**, June 20th

Jenny Woolley – **Whole School Literacy**, July 4th

2nd and 3rd year programme 2017-18

At RMGS we do not abandon our NQTs after their statutory first year. There is a programme in place which helps them to deal with demands of teaching in the first years of their career.

Second and Third Year teacher programme (all sessions take place after school 3:30):

October 11th: Catherine and Charlie – **How to be an Outstanding Form Tutor**

November 28th: Kevin Frost – **Sticky Teaching**

January 31st: Darren Elliott – **Mindfulness**

March 6th: Gail Penny – **Feedback**

April 24th: Jenny Woolley – **Literacy**

June 13th: Chris Pleasant – **Differentiation**

Teaching and Learning Communities

Wednesday November 1st

Wednesday May 16th

TLCs are pedagogic communities which provide a forum for developing teaching and learning and implementing the school vision. One area of development recognised by the school is explanation and modelling. This involves honing explanation skills which are fundamental to successful teaching and using live modelling as a means by which to give instant feedback.

The research evidence for this TLC comes from the book “Making Every Lesson Count” by Shaun Allison and Andy Tharby of Durrington School. Amy Taylor and Nancy Ryder will be visiting Durrington School to find out more about their successful pedagogy.

The TLC on feedback aim is to bring together the findings on feedback from departments across the school. The TLC leaders will share agreed over-arching principles of effective feedback, challenging certain shibboleths on the area. The leaders will also discuss a range of strategies that have worked within departments over the year.

The goal – to develop feedback that is meaningful not tokenistic, active not passive, detailed not surface, and informing teaching not detracting from it.

Menu INSET

These are smaller training groups where staff sign up to sessions that particularly interest them.

They can have a skills focus or a pedagogic focus.

The Menu Inset session for 2018 on June 5th is as follows:

Mathematical Thinking across the Curriculum –

Arend van Teutem

Durrington School: Lessons from a Research School –

Amy Taylor and Nancy Ryder

Flipped Learning – Mary Purcell and Chris Pleasant

The Voice – Alan Moore

Mark, Plan, Teach – Helen Matthews and Andy Smith

Photoshop – Mark Stewart

Permeable Walls – Robbie Wilkinson and Catherine Housden

Pedagogic Routines – Katie Wakeling

Research as CPD

The very best schools are research-rich and see research as a crucial part of CPD. At RMGS we recognise this and as such we have created a Researcher-in-Residence role in order to ensure RMGS is a research rich school. Sam Rowden-Knowles is the RMGS Researcher-in-Residence.

Teacher effectiveness is the most important factor in determining students' outcomes, particularly true for those from disadvantaged backgrounds. So, logically, the principal way to improve student outcomes is to improve the quality of teachers. The use of research and evidence provides validity to our teaching and learning strategies, 'proof' that they work.

Our engagement with research and evidence, if undertaken in the right way, can help us improve our practice and also the attainment of the pupils. The 'right way' to develop our professional learning is both collaboratively and reflectively. Academic-based research articles can be inaccessible, 'irrelevant' or make impractical suggestions and as teachers, we don't always have the research skills to conduct useful investigations and other work priorities take over. This is why we have developed the role of Researcher-in-Residence to implement school-wide and MAT-wide research and discussion.

The following research will take place this year. Sam Rowden-Knowles, RMGS Researcher-in-Residence will train staff to undertake Action Research Projects. She will oversee the Gender Equality questionnaire (whole school) and will skill up Year 12 (enrichment lessons) with gender equality research.

Sam Rowden-Knowles will support teachers with pre-existing research/evidence requests. She will set up Research Discussion Group (staff and PGCEs). She will work collaboratively with other RiRs to share ideas/successes/steal ideas, etc.

This year we will develop research communities within RMET

Teenage Mental Health Training

March 14th and June 27th

“On most counts, young people's lives are improving. Drinking, smoking and drug-taking are down in the UK; teen pregnancies are at their lowest level for nearly half a century. Yet there is growing evidence that teens are in the grip of a mental-health crisis. It is as if, rather than acting out, young people are turning in on themselves.

Rates of depression and anxiety among teenagers have increased by 70 per cent in the past 25 years. The number of children and young people turning up in A&E with a psychiatric condition has more than doubled since 2009 and, in the past three years, hospital admissions for teenagers with eating disorders have also almost doubled. In a 2016 survey for Parent Zone, 93 per cent of teachers reported seeing increased rates of mental illness among children and teenagers and 90 per cent thought the issues were getting more severe, with 62 per cent dealing with a pupil's mental-health problem at least once a month and an additional 20 per cent doing so on a weekly or even daily basis.” Independent, February 27th 2016

Jenny Langley from The Charlie Waller Memorial Trust, will lead us through why there is this mental health crisis, what we can do to spot mental health problems in our teenagers and how we can help address these issues.

There will also be Head of Year training led by Jenny.

Additional training:

The Curriculum Heads receive on-going training on data.

There will be GDPR (data protection training) in the summer term.

All staff are encouraged to do 4 PODs a year. These are Peer-Observation-Discussion. They are recorded with a sticker on a POD chart.

