

In-house

Staff Development

Newbubbles Ltd

2013-2014



Differentiation Masterclass

Ideal for:

All teaching staff working at Foundation level to level 4 in the Further Education sector. Particularly suitable for Advanced Practitioners, Learning Mentors, Subject Learning Coaches, Curriculum Leaders, Heads of Department and Staff Development Managers.

Event Information:

New Post-16 Ofsted Framework
"To be judged outstanding, colleges need to have outstanding teaching and learning."

Sir Michael Wilshaw, Head of OFSTED, January 2012

Differentiation is a key agenda for OFSTED: it is highlighted in outstanding practice and is usually missing where teaching is inadequate. Differentiation can mean many things, but we define it as a collection of must-have tools for improving student learning: imaginative teaching activities, meeting and exceeding students needs, stretching the most able, supporting the least able, and personalising target-setting and assessment.

This Masterclass does not focus on **why** teachers need to differentiate, but on **how**. It will focus on the classroom and the delivery of theory not practical lessons and so will be suitable for teachers of any course, vocational or academic, from Foundation to Level 4. It includes:

- **Differentiation in Whole-Class Teaching:** Engaging and motivating all students; making learning aims more accessible; achieving 100% participation in questioning, thinking and discussion; managing groupwork to maximise understanding; demonstrating progress for all learners in every lesson.
- **Differentiation in Learning:** Ensuring both access and challenge in the planning of tasks and activities; providing support for reluctant writers; developing literacy and language in all lessons; using ICT to engage and support learners.
- **Differentiation in Assessment:** Using feedback to identify needs; sharing and modelling success criteria; using peer coaching and peer assessment; ensuring feedback leads to learning.

The session is led by **Robert Powell**. Robert has been a successful Headteacher and educational consultant and is author of several textbooks including *Outstanding Teaching, Learning and Assessment: the Handbook and Raising Achievement* and *Active Whole-Class Teaching*. He has worked on INSET with dozens of FE colleges and Sixth Form Colleges across the UK and is renowned for his radical and inspired approach to lesson planning and delivery. He is a consultant for the SSAT working with Academies and the author of the SSAT's booklet on teaching and learning, published in 2012.

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**Training for
Inspection**

Creativity in the Classroom

Ideal for:

All teaching staff working in the Schools and Further Education Sectors, Advanced Practitioners, Subject Learning Coaches, Curriculum Leaders, Teacher Educators and Staff Development Managers.

Event Information:

Every student has the potential to be creative. Creative students are successful students – resourceful, enterprising, solutions-focused – leading richer lives and making valuable contributions to society. ‘Creative teaching’ is about releasing this potential— providing learners with rich and varied contexts for developing their subject knowledge and using the curriculum to prompt for critical thinking and problem-resolution. ‘Creative teachers’ are adept at stimulating the learner’s curiosity, raising their self-esteem, instilling a can-do attitude, and recognising when encouragement is needed and when confidence is threatened. This workshop offers teachers a proven ‘creativity toolkit’ that can be used in any classroom or subject situation. It includes:

- **Why Be Creative?:** Creativity as a teachable concept, using creativity to raise student attainment, creativity and motivation;
- **What is Creativity and Creative Thinking?:** Models of creativity, what does research tell us, using the ICEDIP model in creative teaching;
- **Improving the Learner’s Creative Responses:** The creativity questionnaire, learning loops to improve creativity, innovative uses of formative assessment;
- **Creativity and Differentiation:** A showcase of different creative techniques to achieve differentiation;
- **Being Creative in the Classroom:** Case studies of creative teaching; creative tasks that work in any subject, designing for critical thinking and problem-solving;
- **Managing a Creative Task in the Classroom:** Setting a ‘creative’ brief, templates of good practice; ‘leading from behind’, peer helping and peer assessment, uses of self-assessment, the class critique; feedback to support learning;

The session is led by **Geoff Petty** who is the author of the best selling textbook *‘Teaching Today: A Practical Guide’, 4th Edition, Nelson Thornes*. Geoff is the UK’s top training guru on creativity and evidence-based teaching. His seminars have attained an almost legendary status for their imagination, artistry and enthusiasm – working in over 200 Colleges and helping thousands of teachers to create better learning experiences. Originally a physics teacher, and then a teacher educator, his ideas are unique, simple, relevant and exciting. There is nobody better on the subject of creativity than Geoff Petty!

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**Training for
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High Impact Tutorials

Adding Value to the Learner Experience

Ideal for:

All further education teachers with personal tutor responsibilities, advanced practitioners, learning coaches, learning support assistants, curriculum leaders, staff development managers, quality managers, student services managers.

Event Information:

Being an excellent personal tutor is a skilled process. The tutorial role is vital to developing the right culture for effective learning in 14-19 students and supporting learners in their resolution of difficult academic and personal issues. OFSTED consistently recognise the value of excellent tutorial planning and delivery for the improvement of retention, student motivation, value-added achievement and success rates. Imaginative and resourceful tutors can also create opportunities for career development and enterprise, two core aims at the heart of the new Common Inspection Framework.

In this workshop, you will cover:

- **Skills of an Effective Personal Tutor:** Identifying and discussing the *four* key personal tutor skills: active listening, questioning, joint problem-solving and giving/receiving feedback.
- **1:1 Tutorials—Managing and Resolving Difficult Student Issues:** Effective 1:1 tutorial planning, ways of addressing a range of difficult issues: low motivation, poor grades, behaviour problems, home difficulties, pregnancy and bullying.
- **Group Tutorials: Designing a Grade 1 Group Tutorial Process:** The principles of an effective group tutorial programme, what inspectors look for, the Grade 1 tutorial scheme of work, developing enrichment and skills development opportunities.
- **Embedding Enterprise:** defining what we mean by 'enterprise' and 'entrepreneurship', effective careers counselling, research on motivation and clear career goals, developing enterprise networks and projects.
- **Evaluating the Tutorial Process:** Criteria for measuring 'impact', using 'value-added' measures to raise achievement, methods for evaluating the 'health' of your tutorial programme.

The session is led by **Arnie Skelton**. Arnie is a specialist in designing and managing tutorial systems to suit a range of 14-19 student needs, and has worked in over 30 FE colleges leading on personal tutor training. He is well-known for his dynamic, inspirational delivery and is co-author of the celebrated manual '*Our Top 96 Tutorial Activities: A Resource Pack for Teachers*' with Kate Benson and published by the Matrix training company.

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**Training for
Inspection**

The Expert Learner

Ideal for:

Teachers and Lecturers working in the Schools and Further Education Colleges (especially those who are new to teaching), Advanced Practitioners, Curriculum Leaders, Teacher Educators, Staff Development Managers, Heads of Department.

Event Information:

The term “expert learner” describes someone who takes increasing responsibility for their learning moving from “novice” to “expert” as they grow in experience and expertise. Expert learners make the transition from college to university and industry more successfully than non-expert learners— they are more engaged, creative, independent, self-aware and achievement-orientated. John Hattie, the evidence-based teaching guru, argues that expert learning is the primary goal of all teachers. Expert-learning techniques improve the way learners approach, interpret, think about and interact with learning opportunities. This workshop offers a practical approach to embedding expert learning in your own classroom. It covers:

- **Skills-Based Teaching Methods:** The content trap, case studies of good practice in skills teaching, creating ‘double-decker’ lessons, peer-to-peer teaching methods;
- **Teaching Critical Thinking Skills:** What is critical thinking? teaching evaluation skills, assertive questioning, academic controversy & hypothesis-testing teaching methods;
- **Developing Reading & Literacy Skills:** Teaching reading techniques, effective note-taking techniques, the ‘spectacles’ method, writing frames and proformas;
- **Teaching Concepts & Difficult Theory:** The use of concepts in teaching, common difficulties with theory teaching, making theory inspirational, visual methods and graphic organisers, the power of metaphors and analogies;
- **Tapping into Potential:** The fallacy of ‘fixed intelligence’, developing a ‘growth’ mindset in learners, ‘catching’ learners before they fall, using learning loops in assessment;
- **Teaching Independent Learning Skills:** The importance of choice and autonomy in learning, setting up an independent learning task, learning teams and study buddies, a competency approach to teaching independent learning skills;

The session is led by **Geoff Petty** who is the author of the best selling textbook *Teaching Today: A Practical Guide*, 4th Edition, Nelson Thornes. Geoff is the UK’s top training guru on expert learning and evidence-based teaching methods. His seminars have attained an almost legendary status for their imagination, artistry and enthusiasm — working in over 200 Colleges and helping thousands of teachers to create better learning experiences. Originally a physics teacher, and then a teacher educator, his ideas are unique, simple, relevant and exciting.

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The Grade 1 Lesson

Ideal for:

All staff teaching in FE or HE level programmes within the Further Education Sector (especially those new to the role), Advanced Practitioners, Subject Learning Coaches, Curriculum Leaders, Heads of Department, Staff Development Managers, Quality Managers.

Event Information:

The Grade 1 Teachers deliver outstanding learning experiences, enjoy excellent reputations and are highly valued by their institution. And yet typically, only 10-20% of staff in an FE College achieve 'Grade 1'. Many teachers and observers remain unclear on the requirements of a 'Grade 1 Performance'. Given the prominence of observation grades in judging staff's suitability for promotions, performance pay, contract offers and redundancy selection, being 'Grade 1' has never been more important. With the launch of the new Common Inspection Framework 2012, there is an even stronger focus for teachers on assessment and evidence-based progress in the classroom.

All teachers are capable of achieving a 'Grade 1'. This dynamic one day training course shows teachers how to plan and deliver lessons that meet OFSTED requirements for 'outstanding practice'. It covers:

- **The Skills Pyramid:** Defining the Grade One Standard, reviewing the OFSTED grade boundaries, identifying the key skills and attributes of effective teachers
- **Grade One Inspection Reports**— Grade One self-assessments and examples of Grade 1 practice
- **Lesson Starts**— The importance of appetisers, 'big pictures' and recap to set the scene for a dynamic lesson
- **Generating an Interactive Lesson**— Balancing pace, challenge and support for all learners, effective questioning techniques, active learning strategies
- **Learning Summaries**— Learning checks, effective summarising, building bridges to the next lesson
- **Effective Team Planning**— Strategies for teams to identify and share good practice in teaching and learning

The session is led by **Bradley Lightbody** who is the author of the best selling textbook '*Outstanding Teaching and Learning 14-19*' which details leading academic, OFSTED and professional guidance on how to deliver teaching and learning to OFSTED Grade One standards. Bradley is currently the Managing Director of Collegenet.co.uk, a past OFSTED inspector, Head of Teacher training, Director of Sixth Form and Director of Quality. Bradley has also published books on History and written for the BBC History website. His latest textbook is '*The iLearning Revolution: A New Pedagogy*'.

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**Training for
Inspection**

Improving Student Motivation & Retention

Ideal for:

All staff teaching in FE or HE level programmes within the Further Education Sector (especially those new to the role), Advanced Practitioners, Subject Learning Coaches, Curriculum Leaders, Heads of Department, Staff Development Managers, Quality Managers.

Event Information:

Retention and achievement are key outcomes for all colleges and universities. Inspectors are interested in one-year and three-year patterns and these make a profound impact on judgements of organisational effectiveness. Student motivation is crucial for both retention and achievement, yet often little work is done to capture motivational data, and/or devise strategies to improve motivation and address those who may be 'at risk' of leaving due to poor motivation. This workshop addresses both these issues.

You will cover:

- **Using a motivation log:** capturing the student's motivational state and reasons for it, regularly throughout their course.
- **Defining what we mean by motivation:** clarifying what is meant by motivation, and discussing related terms such as morale, incentives and reward.
- **Identifying key motivational factors:** identifying the key factors that help or hinder a student's motivation, and what can be done in and beyond the classroom to address them; developing strategies for 'taking ownership'.
- **Applying the 6As model:** using a key model to identify the 6 most important factors, and how to bring them about.
- **Explaining motivational interviewing:** providing an overview and insight into this key strategy for 'at risk' students.
- **Using value-based agreements:** working through a key technique to address and improve motivation in a 1-1 setting

The session is led by **Arnie Skelton**. Arnie is a specialist in motivational theory and has experience of working in over 30 FE colleges on improving student engagement and retention. He is well-known for his dynamic, inspirational approach to training and is co-author of the book: *The Wizard Book of Management: An Essential Modern Manager's Toolkit Containing 100 Top Tips* with Diane Ingham-Cook. He is a key member of the Matrix Theory into Practice company and a former FE lecturer.

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**Training for
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Grasping the Nettle: From Traditional to Blended Learning Approaches

Ideal for:

Teachers in FE and HE, Course Managers, Advanced Practitioners, ILT Champions, Curriculum Leaders, Teacher Trainers, Staff Development Managers, Heads of Department.

Event Information:

Most outstanding courses are distinguished by their inspirational use of technology, whilst many successful companies such as the BBC, Cap Gemini and the Khan Academy are leading the 'blended' revolution in education. Whilst not a new phrase, blended learning is increasingly seen as the key to motivating and engaging a new generation of 'digital learners' who have grown up with Facebook, Tumblr, iPlayer, Spotify, Gmail and a host of internet-enabled gadgets and mobile phone apps. This one-day, lively and action-packed session distils down the essential best-practice offered by successful colleges and companies to give you a 'blended learning' toolkit that you can deploy after Christmas to enrich students learning and improve their achievement. This workshop covers:

- **Defining What We Mean by Blended Learning:** De-mystifying blended learning, clarifying teacher and student expectations, advantages and disadvantages of different blended learning approaches.
- **Course Design for Blended Learning Delivery:** Embedding blended learning in schemes of work; the constructive alignment of learning outcomes, activities, e-tools, and assessment; identifying quick-wins for blended delivery.
- **New Ideas on Presentation and Audio-Visual Media:** Exciting ways of deploying Prezi, iSpring for Powerpoint, Animoto, Flip Cameras, Audacity, Camstasia,
- **Techniques for Managing Student Projects:** Podio, Smartsheet and Google Docs
- **Gaming & Design Tools to Enhance Learning:** MILO, TLZ and Scorm Cloud, FutureLab and CC4G, Voki and Xtranormal.
- **Powerful Ways of using Your VLE to Support Learning:** Exemplars of how to use MOODLE to support independent learning.

The session is led by **Neil Spurgeon** and **Rebecca Blyth**. Neil is an eLearning Instructional Designer and Educational Consultant with significant FHE teaching and management experience. He is a Chartered Fellow of the British Computing Society and holder of the Peer Award for Excellence in Nurturing Talent. Neil is a notable speaker on the conference circuit, including regular appearances at JISC, Informatology, BTEC and e-Government events. Rebecca is a specialist in Blended Learning and Educational Psychology with experience in Primary, Secondary and FE learning environments. She is well-known for her vibrant and motivational approach to training and lecturing, has designed and led online CPD sessions in E-learning and STEM subjects, and been published in NCETM Magazine.

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**Training for
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Managing Difficult & Reluctant Learners

Ideal for:

All staff teaching in FE or HE level programmes within the Further Education Sector (especially those new to the role), Advanced Practitioners, Subject Learning Coaches, Curriculum Leaders, Learning Support Assistants, and Staff Development Managers.

Event Information:

As learner populations become increasingly diverse, and with the raising of the school leaving age, FE teachers face new motivational and behavioural challenges. Behaviour management problems can pose enormous anxiety for teachers who lack the skills or confidence to challenge the habits of difficult or reluctant learners. Significant additional problems are also prompted by some learner's preoccupation with mobile phones, youtube and facebook. Bradley Lightbody's workshop is a hard-hitting masterclass in turning such learners around, whatever their subject or background, and keeping them engaged, energised and achieving. Any teacher can do this using the Lightbody method. This workshop covers:

- **Changes in the needs and aspirations of 21st Century Learners:** How learners are changing, the new obsession with technology and social media, behaviour characteristics of the 14-16 and 16-18 year learner; OFSTED and behaviour standards
- **Setting Rules and Boundaries—** Why rules matter, democratic and autocratic approaches to classroom management, starting a course, developing appropriate habits and study skills from day 1
- **The Difficult and Reluctant Learner:** Typical characteristics, tactics that go 'wrong', diagnosing and planning effective interventions, addressing the 'mobile phone' issue, developing intrinsic motivation
- **Managing Disruptions & Offensive Language —** The conflict cycle, de-escalating conflict, pre-empting disruptions, setting language rules, creating respect
- **Raising Expectations Across the Department:** Developing & implementing consistent behaviour guidelines, setting expectations at the start, trigger points and red flags, behaviour contracts, creating support for teachers when things go wrong.

The session is led by **Bradley Lightbody** who is the author of the best selling textbook '*Outstanding Teaching and Learning 14-19*' which details leading Academic, OFSTED and Professional guidance on how to deliver teaching and learning to OFSTED Grade One standards. Bradley is currently the Managing Director of Collegenet.co.uk, a past OFSTED inspector, Head of Teacher training, Director of Sixth Form and Director of Quality. Bradley has also published books on History and written for the BBC History website.

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**Training for
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Classroom Management

Ideal for:

All staff teaching in FE or HE level programmes within the Further Education Sector (especially those new to the role), Advanced Practitioners, Subject Learning Coaches, Curriculum Leaders, Learning Support Assistants, and Staff Development Managers.

Event Information:

Classroom management problems pose the greatest source of stress for many teachers. When students misbehave the classroom can become a battleground, substantially limiting what teachers can achieve. Classroom management issues are notoriously responsible for low observation grades, and can make professional life unbearable. Bradley Lightbody's hard-hitting approach to classroom management offers teachers proven strategies for taking control of the classroom and restoring personal authority.

This course will cover:

- **What Inspectors Want to See:** Controlled vs uncontrolled classrooms, the managed learning environment, organisational strategy
- **Setting Rules and Boundaries**— Democratic and autocratic approaches—which one should you use?
- **Keeping Students Interested** — Building intrinsic motivation, spotting the signs of de-motivation, knowing how to intervene
- **The Power of Reinforcement** — Using praise & self-esteem, keeping control through questioning, motivational assessment
- **Managing Disruptions & Offensive Behaviour** — The conflict cycle, de-escalating conflict, pre-empting disruptions, setting language rules, creating respect
- **Developing a Behaviour Management Policy** — Setting targets for behaviour management, a summary of best practice.

The session is led by **Bradley Lightbody** who is the author of the best selling textbook '*Outstanding Teaching and Learning 14-19*' which details leading Academic, OFSTED and Professional guidance on how to deliver teaching and learning to OFSTED Grade One standards. Bradley is currently the Managing Director of Collegenet.co.uk, a past OFSTED inspector, Head of Teacher Training, Director of Sixth Form and Director of Quality. Bradley has also published books on History and written for the BBC History website.

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**Training for
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Counselling & Coaching Skills for Teachers

Ideal for:

All staff involved in teaching and/or supporting students' learning; including newly-qualified teachers and lecturers, pastoral tutors, learning support staff, curriculum leaders, heads of department, staff development managers, and quality managers.

Event Information:

Teachers who are able to 'reach out' to their learners and their colleagues can be invaluable assets to a further education institution. The increasing diversity of learners studying at FE and HE levels means that teachers face a growing range of social, emotional and behavioural problems that demand their support. These barriers prevent learners from performing at their best, but can be tackled effectively by those teachers trained in counselling and coaching skills. These skills can also become essential tools for managing and repairing difficult staffing issues and interpersonal conflicts, enabling you to build high-quality, supportive and solution-focused relationships at work. You will cover:

- **Everything You Needed to Know About Body Language:** Body language and emotional states, sending and decoding signals, sending the right message.
- **Basic Counselling Skills: Paraphrasing, Reflecting and Empathic Responding:** The purpose of a supportive conversation, language and thinking states, practical strategies for developing supportive conversations.
- **Basic Coaching Skills: The GROW Model:** Using the GROW model to aid diagnosis and response to work-related difficulties and situations.
- **Solution-Focused Communication:** Principles of solutions-focused communication; attributes of an effective coaching session; being effective in short timeframes; delivering outcomes and satisfaction.
- **Negotiating the Supportive Approach:** Building relationships, setting and negotiating personal goals, directive and non-directive approaches.
- **Transactional Analysis: Building a Positive 'Stroke Economy':** What are 'positive strokes'? Social rules and contexts; giving and receiving strokes; trust-building.
- **Knowing and Working Within Your Limits:** Types of problems and interventions, recognising your boundaries and limitations.

This session will be led by **John Perry MA, MA, MA, MSc, FHEA**, originator of the three-Dimensional Approach to Stress Management; an experienced teacher, college lecturer, police trainer, counsellor, coach, consultant, university lecturer and Fellow of the Higher Education Academy. John has published widely in the areas of stress management, counselling skills training, curriculum design and experiential learning.

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*Training for
Inspection*

Taking Back Control:

Communication, Influencing & Empowerment Techniques for College Classrooms

Ideal for:

All staff teaching in the Further Education Sector (especially those new to the role), Advanced Practitioners, Learning Mentors, Curriculum Leaders, Course Managers, Teacher Trainers, Staff Development Managers and those in Middle Management roles.

Event Information:

How we communicate is the key to successful classrooms, positive student relationships and 'teacher presence' - simple techniques and practices that can enhance your leadership, authority, respect and productivity in learning situations. This one-day workshop will enable you to take back control of your classroom: making instant positive impressions, installing discipline through assertive language, controlling student conversations, improving student engagement on learning tasks, creating empowering teacher-student relationships, and getting students to do what you ask. This session will cover:

- **Verbal and Non-Verbal Communication:** definitions of communication, positive and negative uses of body language, making instant impressions, how the mind receives and processes information, using language to influence others.
- **The Importance of Rapport:** What is rapport? Factors that define good rapport with students & colleagues; building trust and rapport through communication; using key phrases to create empathy and understanding.
- **Assertive Communication & Discipline:** Creating a respectful learning environment, the broken record technique, getting students to make the right choices.
- **The Technique of Chunking:** Using the tools of 'chunking up' and 'chunking down' to build understanding, clarify concerns and resolve problems.
- **Controlling Conversations:** Analysing conversations and communication patterns to determine intentions and motivations, Milton & Meta Models of language analysis, techniques for intervening and controlling conversations to get the right outcome.
- **Persuading & Influencing Others:** Introducing NeuroLinguistic Programming (NLP), suggestion techniques that can influence other people's thinking and decision-making.

This session is led by **John Hutchings DCH DHP MCH GQHP**. John is a trained clinical hypnotherapist, NLP practitioner, personal development and life coach. He specialises in communication, persuasion, pain management, addiction resolution, psychological trauma and post-traumatic stress disorder. He runs his own company Insightz where he has developed a strong reputation as a clinician, trainer and speaker. John also lectures for the prestigious Institute of Clinical Hypnosis.

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Assessment is Learning

Ideal for:

Teachers in FE and HE, Course Managers, Advanced Practitioners, Curriculum Leaders, Teacher Trainers, Staff Development Managers, Internal Verifiers, External Moderators.

Event Information:

Assessment and feedback are the areas causing students most dissatisfaction with their courses. Complaints typically include: confusing assessment criteria, late feedback, unfair grading and poorly drafted improvement actions. With bigger class sizes, reduced resources and higher student expectations, FE and HE teachers need to find new ways of assessing learning and giving feedback that motivates and extends learners. This workshop explores how you can make assessment and feedback work more effectively in both FE and HE environments, with larger student numbers —in less time! The pros and cons of different assessment and feedback methods are explored.

This workshop covers:

- **A Fresh Look at How Students Really Learn:** The seven factors that underpin successful learning.
- **How Assessment Has Become Broken:** An examination of current assessment systems in FE and HE and why they are damaging learners.
- **What the Gurus Tell Us About Mending Assessment and Feedback:** A review of the most influential thinking on improving assessment and giving feedback.
- **Stop Marking, Start Assessing:** Ways of getting away from the drudgery of assessment, and making feedback really work for learners; better student self-assessment.
- **Creative Problem-Solving:** Exercises to discuss, explore and resolve challenging assessment problems in FE and HE courses.

This session is led by **Phil Race**. Phil is Emeritus Professor at Leeds Metropolitan University and author of several renowned textbooks including *Making Learning Happen*, *The Lecturer's Toolkit*, and *How to Get a Good Degree*. Phil travels extensively across the UK, Europe and Australia as a speaker on teaching and assessment, and is noted for his highly interactive and challenging workshops. His work was recognised in 2007 by the Higher Education Academy awarding him a National Teaching Fellowship, and the status of 'Senior Fellow' of the Academy. In 2010 he was awarded the honour of 'European Educator of the Year' by EuroChrie. His website <http://phil-race.co.uk> is a celebrated international teaching resource.

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Better Questioning Skills

Ideal for:

All staff teaching on Level 2/3 FE or HE level programmes within the Further Education Sector (especially those new to the role), Advanced Practitioners, Subject Learning Coaches, Curriculum Leaders and Teacher Educators.

Event Information:

Inspectors often identify good questioning as the key difference between Grade 1 teaching and everything else. Good questioning can create a level of interest, focus and pace that other teaching techniques cannot achieve. Questioning can be inspirational for scene-setting, for testing knowledge and conceptual thinking, for facilitating group and project collaborations, for problem-solving, for exploring causes of poor student behaviour, for building self-esteem and confidence. Mastery of this skill can enable teachers to create truly stimulating, challenging and transformative learning experiences.

This session will cover:

- **The Purposes of Questioning:** Links between good questioning strategies, Grade 1 teaching and high student achievement,
- **Pros and Cons of Different Questioning Strategies:** Funnel technique, open & closed questions, elaborate questioning, differentiated questioning, peer questioning, self-assessment questions for individual reflection
- **Questioning Skills Workshop:** the use of Socratic Questioning to extend higher-order thinking, effective and ineffective questioning
- **Managing Partial & Incorrect Answers:** Building a win-win environment, using prompts and memory cues, the concept of 'thinking time', using praise.
- **Motivational Questioning and the De-Motivated Learner:** Using questions to identify, explore and redress low student motivation and apathy.
- **Planning Your Questioning Strategy:** How to incorporate the full range of questioning strategies into your lesson documentation and classroom practice.

The session is led by **Bradley Lightbody** who is the author of the best selling textbook '*Outstanding Teaching and Learning 14-19*'. Bradley is the UK's top trainer in Inspection standards and an authority on questioning techniques. He is also currently the Managing Director of Collegenet.co.uk, a past OFSTED inspector, and previously, a Head of Teacher Training, Director of Sixth Form and Director of Quality. Bradley is first an historian and is author to several popular A-level history textbooks and BBC website articles.

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Effective Revision & Exam Techniques for Grade A Performance

Ideal for:

All staff teaching on A-Level programmes within the Sixth Form & Further Education Sector, Advanced Practitioners, Learning Coaches, Curriculum Leaders and Heads of Department.

Event Information:

Three times as many students from the private sector achieve three A's in their A-level exams compared to students educated in government-funded sixth forms and FE colleges (Department of Education, 2012). More and more students are competing for places at the very best universities, and colleges are under increasing pressure to raise student attainment levels to meet university selection criteria. In this climate, A-Level students are 'voting with their feet' and are enrolling on A-level programmes with the highest prospects of achieving a grade A. Survival at A-level therefore depends on preparing students effectively to succeed in A-Level examinations. This workshop gives teachers a toolkit of techniques and revision strategies to improve their 'grade A' profile, including:

- **The Grade A Student:** Defining the skills and attributes that students need to achieve grade A performance in A-level study.
- **Study Skills and Techniques to Develop Critical Thinking:** Defining critical thinking, study skills that develop critical thinking, integrating study skills into lesson delivery.
- **Motivation & Engagement:** Active teaching strategies and lesson activities that engage, challenge and extend A-level students.
- **Feedback & Coaching Techniques:** Using a range of formative assessment, feedback, mentoring & coaching devices for improving student achievement.
- **Preparing Students for A-Level Examinations:** Typical performance issues in examinations and how to overcome these, setting your revision timetable, techniques and strategies for improving A-level revision sessions, teaching students how to write effective examination answers.

The session is led by Learning Performance, a specialist A-level Consulting Group that provide expert interventions in schools and colleges to raise GCSE and A-level performance. Learning Performance is the UK's biggest provider of study and exam skills education, working with over half-a-million students across the school and further education sector every year. Their workshops are highly celebrated, contain dozens of practical strategies for boosting A-level performance and are a MUST for A-level teachers and departments.

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Achieving Grade 1 in Equality & Diversity

Ideal for:

All staff teaching in FE or HE level programmes within the Further Education Sector, Advanced Practitioners, Curriculum Leaders, Heads of Department, Staff Development Managers, Equality & Diversity Co-ordinators, Student Services Managers.

Event Information:

Under the Equality Act 2010, FE Colleges have a public duty to advance equality of opportunity and to foster good relations across all parts of the institution. These duties place a substantial obligation on colleges to improve the recruitment, support and achievement of under-represented student groups, and to provide evidence from lesson observations that teachers both understand and actively promote inclusion in the classroom. Where colleges struggle to meet these obligations, this is reflected in their inspection grade. This workshop spotlights the importance of adopting a 'whole-systems' approach to the development and implementation of effective equality and diversity strategies to achieve Grade 1 performance. You will cover:

- **Perspectives on Equality & Diversity:** The inspection perspective, the financial perspective, the reputation perspective, the moral perspective.
- **Compliance or Excellence: What's the Difference?** The Single Equality Act, setting minimum standards, achievement and promotion, lessons from grade 1 practices.
- **Equality & Diversity - Developing a Learner Perspective:** Planning & managing an inclusive curriculum, better ways of using the 'learner voice', evaluating teaching & communication practices.
- **Implementing a College Equality & Diversity Framework: Where to Start?** Effective policy development and delivery, grade 1 induction plans, lesson plans and schemes of work, simple impact assessments for teachers and managers.
- **Inclusiveness and Learner Behaviour:** Positive and negative behaviour cultures, positive methods for dealing with bullying, the 'consistency rule'.
- **Is it Working? Preparing for an OFSTED Inspection:** Find the right 'measuring' instrument, better use of existing resources and data, a plan for managing the inspector.

This session is led by **Trevor Gordon**. Trevor is the former Vice Principal Client & Community Services for Croydon College. He has gained a national reputation as a dynamic and high calibre staff trainer and education management consultant. His work has included the design and delivery of staff development/ equality training initiatives to over 300 educational and public sector establishments in England, Wales and the Channel Islands. Trevor received the Stephen Lawrence Award in 2002 for services to education, and is currently chair of the Diversity Committee at Ravensbourne College.

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The Grade 1 Department

Ideal for:

Heads of Department, Programme Managers, Curriculum Leaders, Team Leaders, Pathway Leaders, Staff Development Managers, Quality Managers and ambitious course leaders and lecturing staff.

Event Information:

Strong Heads of Department are the lifeblood of a Grade One College. Grade 1 departments are dynamic, inspiring, consistent and improvement-focused. But being a Head of Department is not an easy role – far from it! You need to be both a strategic thinker and an operations guru, politically astute and a bold decision-maker, target-driven but sensitive to individual needs. Where do you start?

The 'Grade One Department' is a Masterclass in achieving that Grade 1 edge. You will consider a range of management tools and tactics that have yielded win-wins with students and staff. You will examine quality improvement techniques, communications strategies and data analysis tools that have proved successful at inspection. The session will include:

- **Setting Your Vision, Priorities and Expectations for Grade 1 Performance:** Ground rules, giving targets, planning for success
- **Making Improvements to Teaching Effectiveness:** driving up quality improvement, managing staff observations, sharing good practice
- **Data Management:** What data is important? 'soft' and 'hard' measures of success, methods of monitoring course performance, sharing success with staff and students
- **Communication – Up and Down the Line:** When to communicate, how to communicate, when not to communicate, handling yourself at management meetings
- **Managing Difficult Conversations:** Difficult student conversations, difficult staff conversations, managing under-performance
- **Inventive Ways of Engaging the Learner Voice:** Using student contributions for quality improvement, involving students in course recruitment & publicity campaigns
- **The 'Sixth Sense':** Survival skills in FE Management, tactics and strategies to catch problems before they escalate

This session will be led by **Mary Mussell**. Mary has more than 30 years of experience in Further Education in senior and middle management roles. She is unique in achieving an unprecedented **FOUR Grade 1s at inspection** as a Head of Department. Mary has also been a Beacon Award winner and is currently Chair of the AOSSEC group for Hair & Beauty.

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Creating an Innovation Culture in Teaching & Learning

Ideal for:

Advanced Practitioners, Learning Coaches, Teacher Trainers, Curriculum Leaders, Heads of Department, CPD Managers, Quality Managers, Senior FE and HE lecturers.

Event Information:

An innovation culture can create enhanced learning experiences for students and better morale and motivation for staff but creating this is a challenging process in these pressurised times. This session will give you plenty of practical ways to encourage teachers to try out new ideas, share practice and improve teaching and learning, so that the culture in your college becomes more focused on development and improvement. These steps and activities will help you create a professional learning community in your context. Case studies will be used to share good practice from the wider sector, so that you can take fresh ideas that work back to your college.

You will cover:

- **What Does an Innovation Culture for Teaching & Learning Look Like?** A chance for reflection on your college culture.
- **Why Be Innovative?** Key messages from the CIF and research on staff development.
- **Using Action Research Cycles:** Tips for running effective ones; case studies of successful ones from the sector.
- **Roles and Resources in Creating an Innovation Culture:** what can the leader, manager, coach/AP, and teacher do to make this happen?
- **Peer Observation:** sharing practice and learning from each other— different ways to encourage this in your college; pitfalls and ways to overcome them.
- **Sharing practice:** practical activities to encourage sharing of good practice in CPD slots or team meetings.

The day will be led by **Joanne Miles**. Joanne is a teacher, trainer, coach and educational consultant who has led on numerous innovation projects and supported successful colleges in similar projects across the UK. She works closely with Geoff Petty to promote and showcase good practice in evidence-based teaching, supported experiments and solutions-focused coaching. Joanne also has significant experience at working in FE project management roles which have focused on cultural change.

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Lesson Observation & Feedback Skills

(The New 2012 Inspection Framework)

Ideal for:

All staff with responsibilities for carrying out formal and developmental observations including Advanced Practitioners, Learning Mentors, Subject Learning Coaches, Teacher Trainers, Curriculum Leaders, Heads of Department, Staff Development Managers, Quality Managers.

Event Information:

There are enormous pressures on FE teachers to be good or better under the **New 2012 Inspection Framework**. There are even greater pressures on lesson observers to make accurate and supported judgements when it comes to grading lesson observations and giving feedback. Observations can be one of the most powerful staff development mechanisms for individual teachers, but when done poorly, they can be highly destructive on teacher self-esteem and performance. This Masterclass covers the essential skills and coaching techniques for carrying out graded and non-graded lesson observations under the 2012 common inspection framework. It includes:

- **The Skills Pyramid:** Defining the Grade One Standard, reviewing the OFSTED grade boundaries, identifying the key skills and attributes of effective teachers.
- **The OFSTED 2012 Inspection Criteria**— What the inspectorate are now asking for in terms of teaching, learning, assessment, progress, equality & diversity, and employability skills; examples of Grade 1-4 practices.
- **Practical Workshops** — OFSTED training exercises that examine how to judge and grade a sample lesson; discussion of good practice.
- **Grade 1 Self-Assessment** — conducting a traffic light self-assessment against grade 1 descriptors; identifying priority areas for improvement under the new 2012 inspection framework; self-assessment as empowerment.
- **Giving Observation Feedback** — Principles of effective feedback, drawing improvements from the observee; building a 'learning dialogue'; giving constructive criticism; giving effective feedback to the Grade 4 teacher.

The session is led by **Bradley Lightbody** who is the author of the best selling textbook '*Outstanding Teaching and Learning 14-19*' which details leading Academic, OFSTED and Professional guidance on how to deliver teaching and learning to OFSTED Grade One standards. Bradley is currently the Managing Director of Collegenet.co.uk, a past OFSTED inspector, Head of Teacher training, Director of Sixth Form and Director of Quality. Bradley has also published books on History and written for the BBC History website. His most recent textbook is '*The iLearning Revolution: A New Pedagogy*'.

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Preparing for Inspection: What to Do When You Get the Call

Ideal for:

Senior Managers, Inspection Nominees, Heads of Department, Curriculum Leaders, Learning Mentors, Quality Managers, Staff Development Managers.

Event Information:

Today's further education is about providing choice, high quality skills, learner engagement and a consistent educational experience for all learners. The reality is that learners and parents are increasingly making decisions about where to study on the strength of how colleges perform at inspection. Colleges need to know how to plan for success, how to prepare effectively for the inspection process, and how to discuss their performance with the OFSTED team. Getting it right, or getting it wrong can have huge reputational and institutional consequences. This workshop covers:

1. **What Inspectors Are Looking For: Implications of the New Common Inspection Framework 2012** - What are the most significant changes in the CIF 2012, with its renewed emphasis on Teaching, Learning and Assessment.
2. **Getting Ready: Collecting the Right Evidence** - What evidence is required to demonstrate improvement or the maintenance of high standards.
3. **The Role of an Effective Inspection Nominee** - Why having the right nominee is so important to a successful inspection.
4. **Short Notice Inspection: 2 Working Days to Go** - How best to prepare and what are the priorities for managers and teachers.
5. **The Planning Meeting and Agreeing an Inspection Plan/Timetable** - How best to ensure a smooth inspection by working effectively with the lead inspector and the inspection team.
6. **Getting the Best Inspection Outcome:** - How to create a positive impression, fighting your corner and choosing your battles carefully.

Michael Davis HMI has been a full-time inspector for 14 years and until 31st January 2013, he was Principal Officer for Further Education at OFSTED with responsibility for inspector training and developing the Common Inspection Framework 2012 for post-16 education. Prior to OFSTED, Mike worked for ALI and the FEFC, and has over 20 years in teaching and management roles in schools and colleges. This includes a Vice-Principal in one of the largest FE colleges in South East England. He currently works as a learning & skills consultant.

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Inspecting Teaching and Learning

Preparing Teachers and Managers for OFSTED

Ideal for:

All further education managers including Heads of Department, Curriculum Leaders, Team Leaders, Learning Mentors, Advanced Practitioners, Staff Development Managers, Quality Managers and Course Leaders with QA responsibilities.

Event Information:

The latest report from OFSTED's Chief Inspector highlights concern about the quality of teaching, learning and assessment across the post-16 sector and he has challenged the sector to:

- **put in place rigorous systems & processes of observing teaching**
- **critically reflect on practice, & support targeted professional development**
- **enable outstanding teaching & learning to be more widely replicated**

These processes now define what grades are allocated to providers, and so this workshop is a comprehensive examination of how providers can best accomplish this. In this workshop, you will cover:

- **Why do we observe: Implications of the new Common Inspection Framework**
- **Key criteria and sources of evidence for assessing internal TLA standards across your organisation**
- **Developing competence in accurately assessing and grading TLA sessions**
- **Taking note of differences in teaching at varying levels and subjects**
- **Providing formative and graded effective feedback to tutors**
- **Writing evaluative and accurate reports**
- **Studies in poor observation practice**
- **Using observation to drive improvement**

Your Presenter: Helen Groves has worked in education for over 40 years. Her career has spanned teaching in secondary schools, 6th Form colleges, FE, HE, and community based education. Helen held senior management positions in education for more than 28 years, including Deputy Principal in a Beacon FE college and later CEO of an adult and community learning consortium delivering across Yorkshire and the Humber. She was first appointed as an associate inspector in 1993 and continues to work as an OFSTED inspector in FE & 6th Form colleges, ACL providers, private training, prisons & Job Centre Plus provision.

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