



Minerva
Learning Trust



TEACHING ROUTES 21 - 22

A guide to Continued Professional Development **ROUTES**
for Teaching Staff at Minerva Learning Trust



COLLABORATE



INNOVATE



INSPIRE



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WELCOME

DEAR COLLEAGUES OF MINERVA LEARNING TRUST

First and foremost, we would like to thank you for your interest in the 2021-22 Minerva Collaborative Learning Alliance CPD offer. We hope you enjoy reading through the booklet and find something of interest to you at this stage in your career.

Last year saw us run and deliver our CPD programme in a way we could never have imagined. We had to learn quickly, adapt and be responsive to training needs we have never needed before. Despite the various challenges thrown at us all, we are delighted to have received such positive feedback about each of the sessions and, for this, we extend a huge thank you to each and every one of our colleagues who took part, be that as a participant or as a course leader. It was truly brilliant to bring our value of 'working together' to life.

We now want to make our CPD offer even stronger and having listened to your feedback, we have further developed your Trust CPD package for this coming year. Under the umbrella of our newly branded, 'Minerva Collaborative Learning Alliance', we have introduced a range of new programmes and opportunities for all whilst having reviewed and refined all existing courses. Our CPD principles are designed around our strapline of 'Collaborate, Innovate and Inspire' and with this in mind, we aim to:

- Keep students' school experience at the heart of our training
- Base our training on robust evidence and expertise
- Be forward thinking, creative, cutting-edge and innovative
- Nurture effective collaboration between schools
- Draw upon Trust-wide expertise to facilitate training, to bring alive our ethos of 'growing our own'

We look forward to another successful year of building, growing, and learning from one another. *Together We Are Minerva.*

***"Our vision is simple:
to be
OUTSTANDING TOGETHER,
WORK TOGETHER
and to
LEARN TOGETHER"***

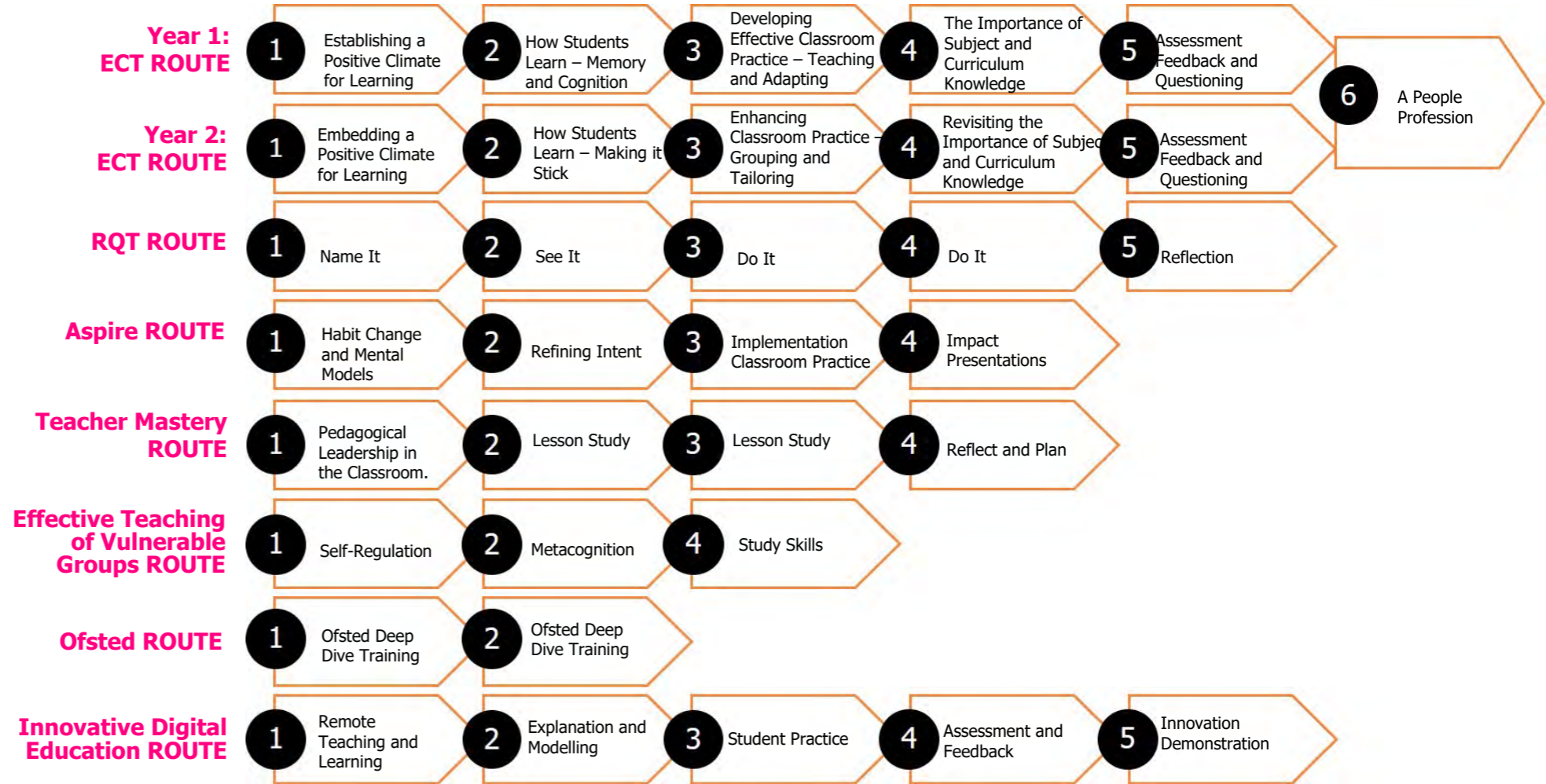
Bev Matthews
CEO
Minerva Learning Trust



About This Guide

The ROUTES to the right summarise the range of Trust - led CPD for the 2021-22 academic year and you can find more detailed information about each of the ROUTES within this brochure. Colleagues interested in participating in one of the ROUTES should, in the first instance, speak with their Line Manager and then complete and submit the Microsoft Form by clicking on the appropriate link. If you have any questions, please email Caroline Fancett cfancett@minervalearningtrust.co.uk or Paul Rockliffe prockliffe@minervalearningtrust.co.uk

Please note: Each CPD ROUTE is compiled of multiple sessions with the aim to give you a breadth and depth of development and we therefore kindly ask that you sign up and attend each session within each ROUTE. Minerva LIVE, network meetings, coaching and job shadowing are offered as additional CPD and are available to everyone.



Year 1: Early Career Teachers (ECT) ROUTE - Overview

DESCRIPTION OF THE COURSE

The Early Career Framework (ECF) has been designed to ensure Early Career Teachers (ECT) focus on learning the skills that will impact both on personal professional practice and classroom pedagogy. The core induction programmes include high-quality development materials, underpinned by the ECF, which will support Early Career Teachers to develop the essential knowledge and skills to set them up for a successful and fulfilling career in teaching. Each of the sessions below aim to summarise and share best practice from that particular block of learning. Guided by an experienced lead, you will have the opportunity to reflect on the content of the ECT programme and share relevant research findings used to improve and inform practice.

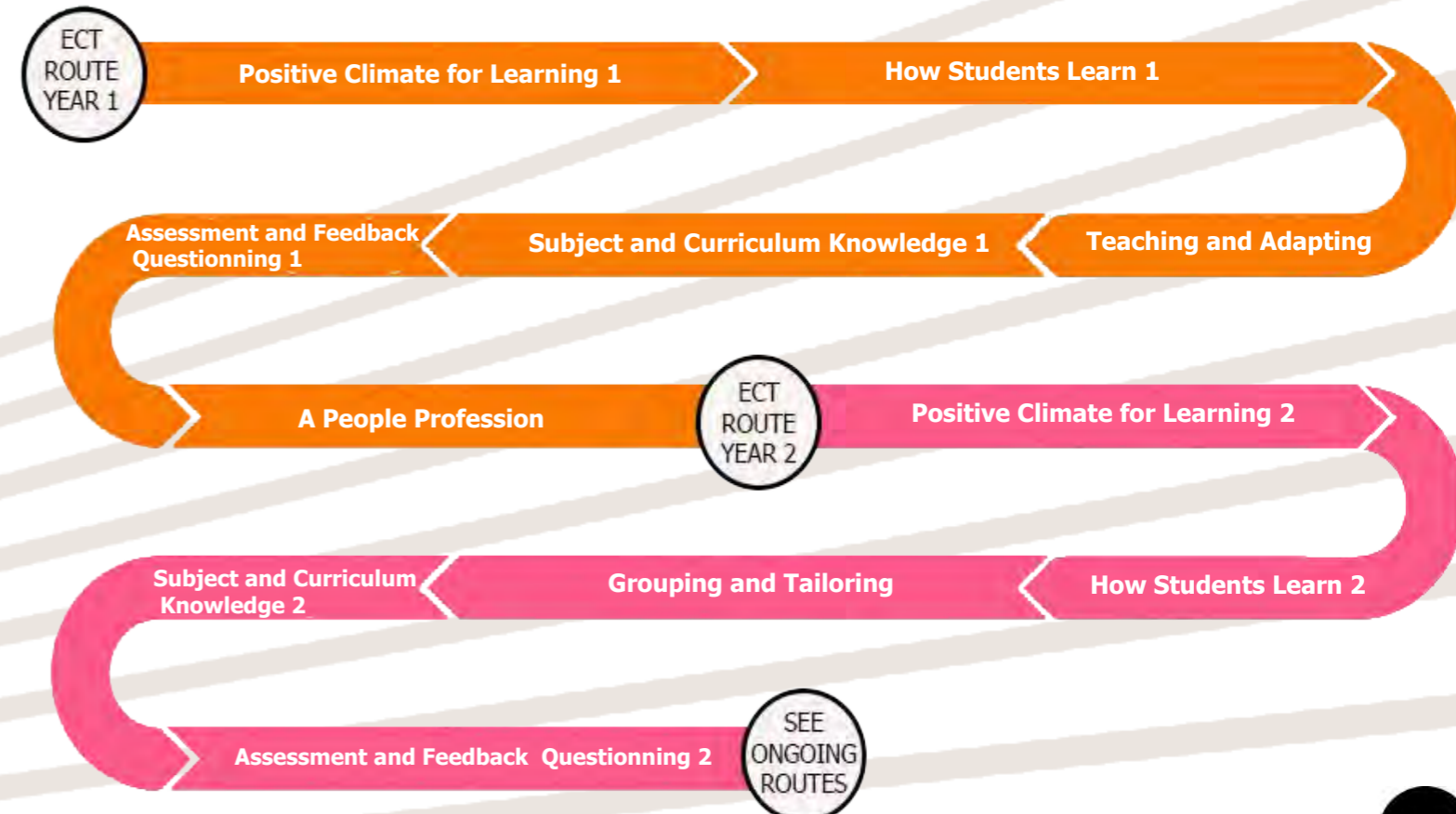
The first year of the Minerva ECT ROUTE looks to build the crucial foundations to great teaching. At the end of each half term you will get the opportunity to meet fellow ECTs from across the Trust and guided by an experienced facilitator, reflect and share best practice focussed on that block of learning. If you have any questions relating to the Early Career Framework, please contact Steve Moran smoran@minervalearningtrust.co.uk

SUITABLE FOR

This course is mandatory for all newly qualified teachers starting Year 1 in September 2021. There is no need to apply for this ROUTE. School leads will provide details of ECT names.

SESSION SCHEDULE

These sessions are anticipated to last 1.5 hours.



Year 1: Early Career Teachers (ECT)

ROUTE - Session Details Commencing September 2021

1 **Establishing a Positive Climate for Learning**
Understand how to establish a culture in your classroom where all students can learn. Half term 1 will focus on building routines, establishing and maintaining high expectations for behaviour and creating an environment in which all students feel safe and secure to learn. In half term 2 you will explore the evidence from cognitive science on how students learn, with a particular focus on the role of memory. Drawing on a wide variety of research, you will consider how to teach new content in a way that is accessible to students, so they are able to learn and succeed in your class. Video link to key content video.

Led by: Steve Moran and Bradley Haigh

2 **How Students Learn – Memory and Cognition**
Helping students learn is the cornerstone of what teaching is all about. Despite best intentions, learning does not always take place. Unfortunately, it is not as simple as: you teach it, they learn it. Learning is affected by a multitude of factors, such as what prior knowledge students had, how many distractions there were in the classroom, and how much new content is being introduced at one time. There have been significant advances in cognitive science over the past 40 years, which have led to 'cognitive load theory'. Understanding this helps teachers know how students learn, and importantly, how they can design instruction which optimises the environment for learning to take place. Video link to key content video.

Led by: Fiona Finch and Kate Franklin

3 **Developing Effective Classroom Practice – Teaching and Adapting**
Take a look at some more of the fundamental techniques that lead to effective teaching: presenting things in small steps, high-quality expositions, modelling and worked examples, scaffolding and guiding learning, practice and teaching students meta-cognitive strategies. Alongside looking at the techniques and strategies for effective teaching, you will learn about what it means to 'adapt your teaching'. At the core of this is recognising that students, like the rest of us, have differences. It is important to understand that our classrooms are diverse places and it is our responsibility as teachers to ensure that all students learn and make progress. Video link to key content video.

Led by: Sarah Wright and Mike Griffin

4 **The Importance of Subject and Curriculum Knowledge**
In recent years, there has been an increasing appreciation that a teacher's subject knowledge is critical. There is acceptance in the literature that secure subject knowledge is a defining characteristic of effective teaching. Session 4 has been designed with this in mind and seeks to support you with practical strategies to develop your subject and curriculum knowledge. It builds on everything you have learnt so far about classroom practice, assessment and feedback, how students learn and adaptive teaching. Video link to key content video.

Led by: Rob Henderson and Sam Gray

5 **Assessment Feedback and Questioning**
Assessment is a really important, ongoing process of finding out what your students know and can do, where there are gaps and crucially what they and you need to do next to progress their learning. You won't find a teacher in England that tells you assessment is not a big part of their job. But are they doing it well? What does it even mean to do assessment well? Why is feedback so important as part of the assessment cycle? How often and how detailed should your assessments and feedback be? This session will support you to establish what effective assessment and feedback looks like. You will also explore questioning as a key tool of assessment. Video link to key content video.

Led by: Jo Davy and Claire Smith

6 **A People Profession**
This session positioned at the end of your first year, provides an opportunity to reflect on your learning and successes this year while also helping you to look forward and consider how you will continue to develop your practice. Video link to key content video.

Led by: Steve Moran and Caroline Fancett

Year 2: Early Career Teachers (ECT)

ROUTE - Session Details Commencing September 2022

DESCRIPTION OF COURSE

In Year 2, ECTs will build on what you have learning from Year 1. Any remaining statements of the ECF will be covered, but you will also revisit many of the same themes from Year 1 in greater depth to strengthen and further your practice. Once again, these sessions will give time for sharing and reflection guided by an experienced member of staff. Course facilitators to be confirmed in due course.

SUITABLE FOR

This course is mandatory for all newly qualified teachers and will commence in September 2022.

7

Embedding a Positive Climate for Learning

As you begin your second year of teaching, session 7 builds on session 1 to help you embed the strategies you learnt around establishing a positive climate for learning. This session will reinforce your understanding and introduce further techniques to help you in developing a secure, safe and predictable learning environment in which students are challenged and supported to reach their potential. Video link to key content video.

8

How Students Learn – Making it Stick

In session 2 you learnt about working memory, long-term memory and how to avoid cognitive overload when introducing new material. This session builds on the knowledge you have developed in this area to focus on how you can help make learning stick over time. As you are becoming more confident with your curriculum and teaching techniques, this session will help you spot opportunities for incorporating practice and review of previously learnt material into your teaching repertoire. Video link to key content video.

9

Enhancing Classroom Practice – Grouping and Tailoring

Session 9 builds on the work you did in session 3 where you focused on pedagogy and what it means to be an 'effective' teacher. Video link to key content video.

10

Revisiting the Importance of Subject and Curriculum Knowledge

Session 10 will build on the importance of subject and curriculum knowledge established in session 4. In particular, we will focus on how more secure subject knowledge supports you to improve the learning outcomes for all of your students. You will explore how to support your students to build increasingly complex mental models. Video link to key content video.

11

Assessment Feedback and Questioning

As an ECT last year, you completed session 5, which introduced you to what good assessment, feedback and questioning are. Now in Year 2, we will support you to build on your learning and initial successes by deepening your knowledge in this area and developing further practical strategies. You will go beyond looking at what makes effective assessment to focus on how you can link assessment to metacognitive strategies. This builds on the work you did in session 3 in this area. You will also look at how to ensure feedback is of high quality: that it is specific, helpful and drives learning forward. Video link to key content video.

12

A People Profession

This session positioned at the end of your first year, provides an opportunity to reflect on your learning and successes this year while also helping you to look forward and consider how you will continue to develop your practice.



Year 3: Recently Qualified Teachers (RQT) ROUTE - Overview

DESCRIPTION OF COURSE

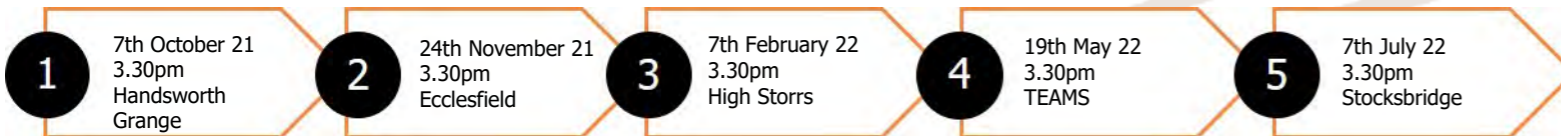
Our RQT programme is aimed at teachers in their second year of their teaching career. This is a vital time in the career development of teachers which helps build on their ECT years and experience. We aim to focus on outstanding teaching and learning and sessions will focus on the following areas as well as providing an on-going strong support network. This programme will be based on Bambrick-Santoyo – Name It, See It, Do It, Reflect.

SUITABLE FOR

This course is mandatory for all recently qualified teachers (Colleagues commencing their second year of teaching in September 2021).

SESSION SCHEDULE

These sessions are anticipated to last 1.5 hours.



Click here
to apply
for this
ROUTE

Year 3: Recently Qualified Teachers (RQT) ROUTE - Session Details

1

Name It

This session focuses on individualised teaching and learning objectives. Each practitioner will identify an area of development. The session will then explore these areas with academic research and sharing of best practice. A developmental plan will be completed.

Led By: Chloe Queen and Ruby Linden

2

See It

This session will hear the experiences of 'observations' – Santoyo's 'See It' – what did you learn? What did you see? How was this different to what you do in your classroom?

Led by: Maddy Daly and Emma Shields

3

Do It 1

Planning vs. preparing – this session will be looking at the difference between planning a lesson and preparing a lesson. Following on from the observation cycle (above) this session will explore how to build in the tweaks you want to make to your practice.

Led by: Lucy Burns and Vicky Wainwright

4

Do It 2

It's not practice that makes perfect, it's practice that makes permanent. This session will gather feedback of practice in these areas.

Led by: Myka Steeples and Luke Hemingway

5

Reflection

Presentations and celebrations including the impact on classroom practice.

Led by: Paul Rockliffe and Charlotte Ferrier

Aspire ROUTE - Overview

DESCRIPTION OF THE COURSE

Are you a jack of all trades? Do you want to become a master in one? This programme is designed to specialise in some of the key areas of teaching. It will allow you time to refine specialist skills and focus on an evidence-based skill set. This course is for those who might not necessarily be interested in leadership but wanting to be an ever-improving practitioner.

The Aspire course focuses on wanting to “get continuously better” as opposed to being a “good” teacher. We can always strive to refine our skills as a teacher and this programme will allow you the time and skills to do so. Classroom practitioners will gain a deeper understanding of the latest innovative pedagogy and develop the mind, skill and knowledge set to make a significant impact on their students

SUITABLE FOR

This course is open to all colleagues, alongside discussion with line manager.

SESSION SCHEDULE These sessions are anticipated to last 1.5 hours.

- | | | | |
|--------------------------------------------------------|------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------|
| 1
29th November 21
3.30pm
Stocksbridge | 2
12th January 22
3.30pm
High Storrs | 3
20th April 22
3.30pm
Ecclesfield | 4
13th June 22
3.30pm
Chapelton Academy |
|--------------------------------------------------------|------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------|

Click here
to apply
for this
ROUTE

Aspire ROUTE - Session Details

1

Habit Change and Mental Models

Being metacognitively aware as a teacher involves understanding how your thinking (and therefore learning) is developing. Through metacognition, and conscious control of your thinking and learning, you will be more equipped to transfer your learning between different contexts and situations and be able to refine your teacher toolkit.

Led by: Fiona Finch and Natalie Bradley

2

Refining Intent

This session will dig deeper into the behind the scenes planning. Long, medium- and short-term planning. Supported by academic research, the session will go through best practice and challenge previous practice.

Led by: Abi Jenkins and Kate Grapes

3

Implementation – Classroom Practice

This session will focus on individualised areas of practice. What does the latest research show in this area? This will be followed by peer observations.

Led by: Fran Glew and Diane Ramsamy

4

Impact Presentations

A presentation of peer observations, what was the impact? How did you refine your practice? Could you lead CPD in this area?

Led by: Craig Fox and Martha Henocq

Teacher Mastery ROUTE - Overview

DESCRIPTION OF THE COURSE

This programme is for excellent teachers who achieve the very highest standards of classroom practice, have expert subject knowledge, concentrate on good teaching and learning and benefit the profession by helping to raise achievements. The distinctive function of the programme is to provide pedagogic leadership within your own and other schools driving forward improvements and raising standards in teaching and learning. Recognising excellent practice in education, inspiring teachers and other staff to make a difference where it really counts – in the classroom.

SUITABLE FOR

This course is open to all colleagues, alongside discussion with line manager.

SESSION SCHEDULE These sessions are anticipated to last 1.5 hours.



Teacher Mastery ROUTE - Session Details

- 1 Pedagogical Leadership in the Classroom. Intent, Implementation and Impact**
Delegates will be asked to share the most recent innovative teaching and learning research and how this has impacted upon their practice. What does excellent teaching and learning look like? The session will then evaluate SOW and long-term plans, case studies and results. How can teaching and learning improve across the Trust? Delegates will choose an area of expertise to start thinking about how this could be improved across in their own schools.
Led by: Lorena Levy-Ballester and Hannah Cotton
- 2 Lesson Study**
Lesson Study is a Japanese model of teacher-led research in which a triad of teachers work together to target an identified area for development in their students' learning. Using existing evidence, participants collaboratively research, plan, teach and observe a series of lessons, using ongoing discussion, reflection and expert input to track and refine their interventions.
Led by: Lewis Haubus and John Doran
- 3 Lesson Study**
This session will evaluate how the lesson study is going – are there any barriers? Do any tweaks need to be made? What is the intended outcome? How will this be shared across our Trust?
Led by: James Holmes and Charlotte Perkins
- 4 Reflect and Plan**
This session will see presentations of lesson studies. This will be shared in a mini-Teach Meet.
Led by: Paul Rockliffe and Shereen Kamil

Effective Teaching of Vulnerable Groups

ROUTE - Overview

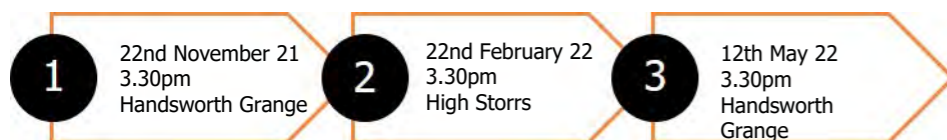
DESCRIPTION OF THE COURSE

This ROUTE aims to discover what Teaching and Learning strategies are especially useful for the development of our most vulnerable learners. Looking at the latest research and evidence-based strategies, what can we change or make explicit in our lessons to ensure all of our vulnerable students make progress and develop a strong character? This programme is essential for those colleagues that are interested in social mobility in the classroom and how our lessons can support our vulnerable students with gaining the skills and learning habits for their future lifelong learning.

SUITABLE FOR

All colleagues who wish to learn more about the pedagogy of teaching vulnerable students.

SESSION SCHEDULE These sessions are anticipated to last 1.5 hours.



Effective Teaching of Vulnerable Groups

ROUTE - Session Details

- 1 Self-Regulation**

This ROUTE will start by looking at how we can model and deliver self-regulation strategies for our most vulnerable students. What do we want our self-regulation and social and emotional language (SEL) provision to achieve? What relative importance do we, as a Trust, place on self-regulation and SEL? To what extent do we model and live the values underpinning our SEL approach as the adults in the organisation? We will also consider how SEL, metacognition, self-regulation and study skills are connected.

Led by: Paul Rockliffe and Jo Brocklesby
- 2 Metacognition**

This session will help you gain a greater insight into the Education Endowment Fund's (EEF) seven recommendations of implementing self-regulation and metacognition in your school, as well as exploring how the four levels of the metacognitive learner (Perkins 1992).

Led by: Emily Baldwin and Helen Deighton
- 3 Study Skills**

The final session in this ROUTE will investigate what study skills and learning habits we can model and imbed into our curriculums and everyday lessons. What part does self-regulation, metacognition and SEL help support the teaching of study skills?

Led by: Alison Johnson and Sarah Wright

Ofsted ROUTE - Overview

COURSE DESCRIPTION

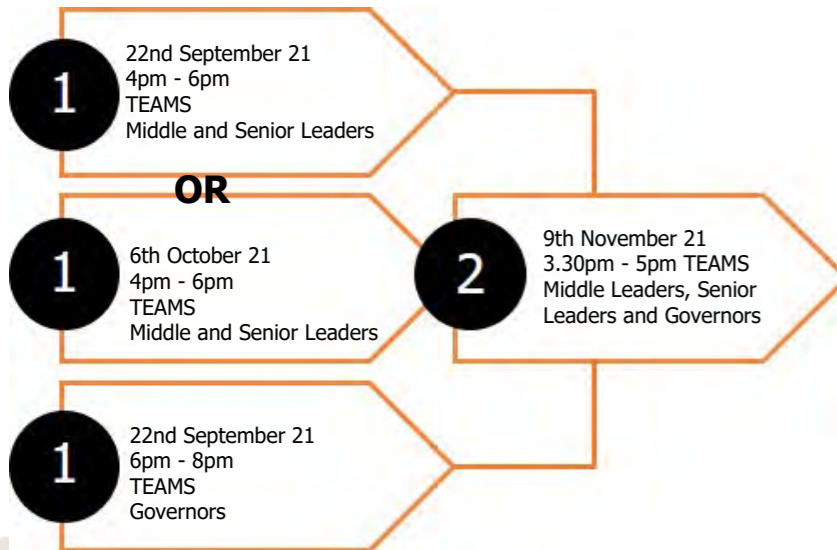
Due to the success of this course 18 months ago, we are delighted to welcome back Jamie Kilner to offer his insight knowledge into inspection. The 'Deep Dive' process is a term we are becoming more familiar with it but what does this look like in practice? You will hear from Jamie, a current serving inspector, who will leave you with some practical and tangible ideas and questions to consider.

Thanks to feedback from colleagues, we have broken this course into three areas, ensuring this is bespoke to the needs of all leaders, practitioners and colleagues.

SUITABLE FOR

Middle Leaders, Senior Leaders, Governors and Classroom Teachers
- Please see below

SESSION SCHEDULE



[Click here to apply for this ROUTE](#)

Please note:

There are two session times available to Middle and Senior leaders. The training on the 6th October is a repeat of the session on the 22nd September 21.

With session 2, there is no requirement to have attended session 1.

Ofsted ROUTE - Session Details

- 1 Ofsted Deep Dive Training - For Middle Leaders, Senior Leaders and Governors**
The Ofsted 'Deep Dive' process of looking at Intent, Implementation and Impact was introduced in recent years. This refresher course will be useful in reminding leaders of the basic expectations upon Ofsted's arrival and will also go over the new additions included in the latest Ofsted handbook and will be led by a current inspector.
What questions will subject leaders be asked? What questions will students be asked about their work? What does "seeing it in action" actually look like?
Led by: Paul Rockliffe and Jamie Kilner
- 2 Ofsted Deep Dive Refresher Training - For Middle Leaders, Senior Leaders and Governors**
Following on from the first session, session 2 will help leaders prepare for a conversation with Ofsted. What should we be aware of when talking to an inspector? Where could the particular challenges be?
Led by: Naomi Layland and Dayle Coe

Further Opportunity

Ofsted Deep Dive training - For Classroom Teachers
Classroom teachers need to be aware of and know what to expect from a Deep Dive process including what the student voice/ work scrutiny entails. The session, led internally within schools, will cover the key questions that Ofsted will ask classroom teachers. A flyer will be sent to schools with more information.
Led by: School SLTs/MLTs

Innovative Digital Education ROUTE - Overview

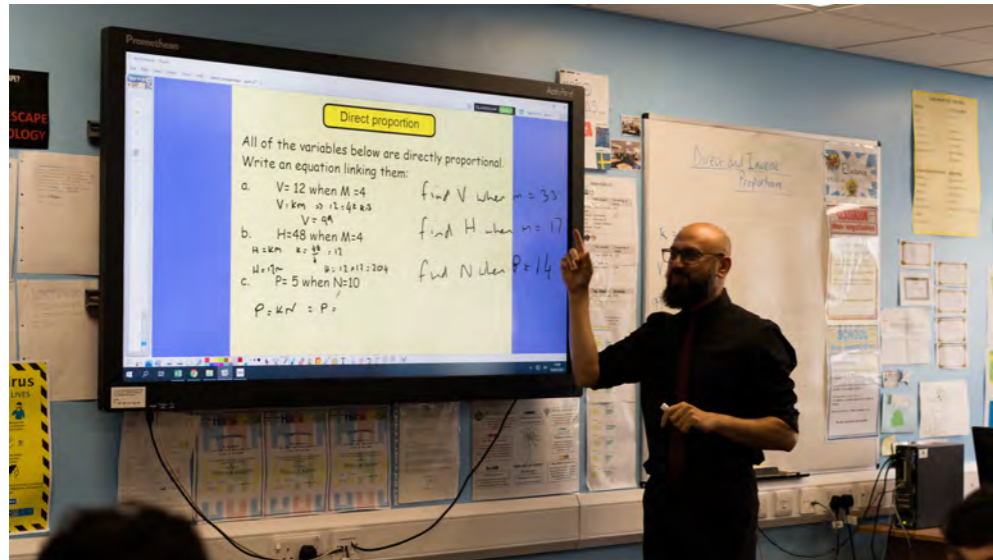
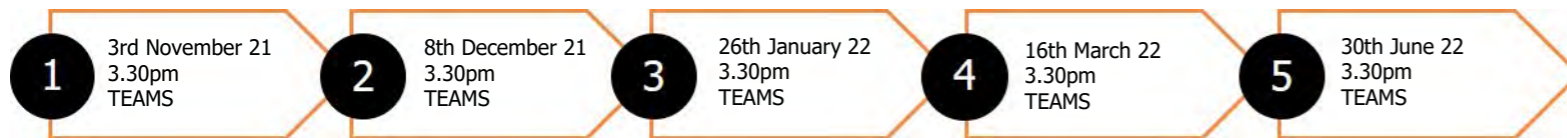
DESCRIPTION OF THE COURSE

This course is aimed at those who want to take their virtual Teaching and Learning skills to the next level. Planning beyond Covid-19, how can technology be implemented and maintained for the benefit of our students?

SUITABLE FOR

This course is open to all colleagues, alongside discussion with line manager.

SESSION SCHEDULE These sessions are anticipated to last 1.5 hours.



Click here
to apply
for this
ROUTE

Innovative Digital Education ROUTE - Session Details

- 1 Remote Teaching and Learning**
Innovative technology can be exciting. However, it can become a solution in search of a problem. In this session we will set the scene for the subsequent three themes and explore the pedagogical rationale for how technology can improve learning.
Led by: Steve Moran and Louise Reid
- 2 Explanation and Modelling**
This session will focus on how technology can help teachers model and explain new concepts and ideas, as well as highlighting how experts think.
Led by: Zoe Hubbard and Jason Davis
- 3 Student Practice**
Technology has the potential to increase the quality and quantity of student practice. This session will explore how technology can adapt practice, provide new contexts and support retrieval practice
Led by: Louise Reid, Lewis Thompson and Shareen Kamil
- 4 Assessment and Feedback**
This session will focus on the role of technology to improve assessment and feedback, specifically increasing the accuracy and speed with which assessment information is gathered.
Led by: Jess Johnson and Tommy Wright
- 5 Innovation Demonstration**
In the final term IDEs will be given the opportunity to put into practice what they have explored over the course of the programme. The final session will give time for 10 minutes evaluations of their small-scale action research projects.
Led by: Steve Moran



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