

# Meeting specific staff training needs using development materials

## Aims

- To familiarise participants with the range of development materials from the audit and illustrate how they can be used to support staff training in school
- To examine one section of the toolkit in detail
- To explain how to organise and construct a targeted training programme for all staff (using core and development materials) in relation to audit outcomes
- To provide information on effective training pedagogy

## Resources

- Slides 1–3
- Handouts 1–4
- Sticky notes
- Flipchart and pens

Outline of the session		
Introduction	Whole group discussion	15 minutes
Constructing a plan	Whole and small group activity	10 minutes
Summary and points for action	Whole and small group activity	5 minutes

## Introduction

15 minutes

Take participants through **slide 1** to provide an overview of the session.

### Slide 1

#### Aims of the session

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Explain that the purpose of this session is to introduce the materials that are available in the audit toolkit and examine ways in which they can support school development plans.

Following the whole school audit for behaviour and attendance, schools will be identifying training and development needs for all school staff. This training will mostly be in relation to the ten areas identified in the initial review of the behaviour and attendance audit. Display **slide 2**.

### Slide 2

- Leadership and management
- Everyday policies: rewards, sanctions and the promotion of positive behaviour
- Dealing with consistently poor behaviour
- Bullying
- Pupil support systems
- Classroom behaviour
- Out-of-class behaviour
- Curriculum
- Attendance
- Links with partner and other agencies

In order to support school developments in these areas, a toolkit of relevant materials is being progressively developed. This toolkit comprises ten sections that contain a range of training resources. The types of material included in the toolkit are listed on **handout 1**.

Explain that schools will be guided on how to select the relevant materials to address the particular points for action in their post-audit action plan. All materials will need to be matched to targeted staff continuing professional development and may need some adaptation to suit individual circumstances, e.g. the level of prior experience or training of staff. It is strongly advised that the training model used by schools is one that is best described as a coaching model.

Give out **handout 2** and go through the key messages.

**Task 1**

Offer participants an opportunity to discuss the implications of this advice for their planning of training following the audit.

Ask participants to select an issue that might emerge from the audit for which staff may need training, for example, welcoming late arrivals into the classroom.

Encourage participants to discuss how they could use the training materials to address the particular issue or problem they have selected, and how they might apply the training model in **handout 2** in practice. Discuss how training could be tailored for specific groups of staff. Identify opportunities to use a skilled member of staff to support learning groups of staff and to begin to develop some leading practitioners in school. Remind participants about solution-focused approaches and encourage their use in addressing this task.

**Constructing a plan****10 minutes**

Acknowledge that many schools will have drawn up a comprehensive action plan following the behaviour and attendance audit. However, for the purpose of this session, a handout has been developed to focus directly on the training needs element in more detail. It might be useful to include this information in the school action plan.

**Task 2**

Give out **handout 3**, which enables the school to identify specific training needs and to match these to targeted individuals and groups of staff. *Note:* participants will need to anticipate training needs and then use this handout later when they have the audit outcomes. The handout has been partially completed to support this activity.

Participants can begin to use the information to prioritise the training and identify key skills which can be built on to provide additional support to all staff. Ask participants to discuss how they will share this information with:

- school governors;
- senior leadership team;
- teaching staff;
- all other adults in the school;
- parents/carers;
- pupils.

Take feedback.

Explain that schools can use the toolkit material to support their identified needs as well as the wealth of resources, specifically designed to address behaviour, attendance and bullying issues, available from a variety of publishers.

## Summary and points for action

5 minutes

Show **slide 3** to summarise this short session.

### Slide 3

- Schools will have undertaken an audit and be developing an action plan
- The toolkit and the references in it provide material and resources designed to address most of the issues which might arise
- Schools need to identify priorities and be willing to invest a substantial amount of time to make improvements
- Schools should draw up a training plan based on an effective training pedagogy which prioritises training for identified individuals or groups of staff, parents/carers and pupils
- Schools need to decide how to gain commitment from staff, parents/carers and pupils so that, when the plan is implemented, whole school development will occur

### Points for action in schools

Encourage participants to complete the points for action in **handout 4**. Identify how they will use this session to provide training in school, who they will involve and when. It will be helpful to share this form with the senior leadership team and their consultant at the next meeting.

## Handout 1

### Toolkit materials

- classroom checklists and prompts for use by staff and pupils
- sessions to use with parents/carers individually, in groups or at parents' evenings
- advice on policy, practice, structures and systems to support whole school issues
- examples of materials that can be used around the school, for example posters and displays
- teaching materials to be used with pupils



## Handout 2

### Elements of effective training

Research (*The New Structure of School Improvement: Inquiring Schools and Achieving Students*, Bruce R Joyce, Emily Calhoun, David Hopkins, Open University Press, 1999) indicates that for continuing professional development to be effective in improving practice there should be four elements to embedding staff development:

- presentation of theory – the rational, conceptual base and current knowledge
- modelling and demonstration – raising awareness of the effects of knowledge by demonstration
- practice in the workshop setting or under simulated conditions – trying out new skills or strategies
- structured feedback – providing an opportunity for reflection on observation of practice

Effective coaching for classroom application applies each of the above elements in combination. Therefore, an effective staff training programme using the Key Stage 3 materials will need to be carefully planned by the senior leadership team if change is to occur. This planning should take account of the most appropriate training techniques as well as the materials to be used. Research evidence indicates that the most effective continuing professional development occurs when staff are motivated to work together in self-study groups, supported by a colleague as trainer and using training materials to apply the four stages listed above.

Training should be ongoing with the opportunity to monitor its impact on changes to classroom practice and to behaviour and attendance around the school.

You are invited to discuss with senior leadership team colleagues how, in practice, this and any other training strategies that you are familiar with can be implemented using the Key Stage 3 materials and following the audit.





## Handout 3

### Training needs checklist

Specific training needs	Target group/individuals
<p>Promote a more consistent application of anti-bullying procedures</p> <p>Develop/improve procedures for data collection of reported incidents of bullying</p> <p>Explore patterns and trends in relation to data feedback</p>	<p>KS3 phase leader and KS3 staff (teachers, teaching assistants, support staff)</p> <p>Pastoral deputy and administrative staff</p>
<p>Use lesson starters to promote, e.g., attendance and punctuality in subjects</p>	<p>All English department staff</p> <p>Teaching assistants who support Literacy Progress Units (LPU)</p>



# Handout 4

## Points for action





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Slide 2

- 
- Leadership and management
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  - Dealing with consistently poor behaviour
  - Bullying
  - Pupil support systems
  - Classroom behaviour
  - Out-of-class behaviour
  - Curriculum
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  - Links with partner and other agencies



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Encourage participants to discuss how they could use the training materials to address the particular issue or problem they have selected, and how they might apply the training model in **handout 2** in practice. Discuss how training could be tailored for specific groups of staff. Identify opportunities to use a skilled member of staff to support learning groups of staff and to begin to develop some leading practitioners in school. Remind participants about solution-focused approaches and encourage their use in addressing this task.



## Task 2

Give out **handout 3**, which enables the school to identify specific training needs and to match these to targeted individuals and groups of staff. *Note*: participants will need to anticipate training needs and then use this handout later when they have the audit outcomes. The handout has been partially completed to support this activity.

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Take feedback.