

## Case study

The material you submit may be edited and published on the DCSF and TDA websites or used to illustrate effective practice at conferences, in speeches or at other events.

School name: Herne Bay High Specialist School & Sports College (HBHS)
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Project title: Planning a Common Training Day (CTD) for the Canterbury Partnership
<b>The aims of your project/work which relates clearly to Training School status</b>
<p>In developing our role as a Training School within the Canterbury City and Coastal areas we took a decision to become involved in the second annual Canterbury Partnership CTD that would take place on Friday 12<sup>th</sup> February 2010.</p> <p>Our aim within this was to provide substantial planning, workshop and admin support for the day through staff involvement and financial support.</p> <p>KPIs that this case study relates to:</p> <ol style="list-style-type: none"><li>6. 50% of Training School funding is spent on collaborative outreach.</li><li>2. 30% of teaching staff contribute to the development and or delivery of in-house training programmes. Support staff are also involved.</li></ol>
<b>How you identified the need for the training/activity/initiative you provided</b>
<p>Through the attendance of initial planning meetings we were able to identify the following needs:</p> <ol style="list-style-type: none"><li>a. Staff involvement in the delivery of whole school and subject specific workshops on the CTD.</li><li>b. A programme of workshops that were wide ranging and provided enough choice for staff working in many different teaching &amp; support roles within schools to feel that the day would be worthwhile.</li><li>c. A format by which the information about the CTD could be disseminated to all teaching &amp; support staff within the secondary schools of the Canterbury Partnership.</li></ol>
<b>What you did</b>
<p>With respect to the above identified needs:</p> <ol style="list-style-type: none"><li>a. I approached all staff at HBHS to ascertain who would be willing to take a lead role in the delivery of either whole school or subject specific workshops on the CTD. From this I identified 15 members of teaching staff and 2 students that would be willing to deliver workshops, with 1 member of support staff offering admin support to those staff that required it with respect to their planning for the event. I also approached contacts that I had through my AST work and brought in two other members of staff from Barton Court Grammar School (BCGS) and Simon Langton Girls Grammar School (SLGGS) to help in the delivery of workshops. Our Head of ICT brought in additional help from Dave Barnes, Senior Lecturer – Computer Science Department, at the University of Kent at Canterbury.</li><li>b. I approached all staff at HBHS to ascertain what workshops they would like available and collated this information to present it at the CTD planning</li></ol>

meetings. Through using this information, in conjunction with the same from other Canterbury Partnership schools and our offer of staff and students willing to deliver workshops, we were able to make a substantial offer that would be accessible by teaching & support staff and governors.

- c. Once all of the workshops were confirmed I approached all staff that had offered their services in the delivery of workshops and asked them for a confirmed title and blurb in order to advertise the sessions. Upon the collation of all workshop blurbs I produced the CTD Brochure (see below) that was adopted by all partnership schools and used to disseminate the information to all staff about the CTD.

**Who was involved in the project (numbers and roles)**

The following teaching staff and students volunteered for the delivery of workshops as part of the CTD:

<b>Workshop Title</b>	<b>Staff/Student Name</b>	<b>Role</b>
Use of Student Leadership	Andy Pilbury	Assistant Principal & Director of Training School, Coordinator of Mini-Community Sports Leadership Programme
	Hayley Kortlandt	Head of MFL, Coordinator of Language Leaders
	Emma Pilling	Teacher of Health & Social Care, Coordinator of Peer Mentors
	Amy Gullett	6 <sup>th</sup> Form Student and Sports Leader Trainer
	Kristie Lee	6 <sup>th</sup> Form Student and Sports Leader Trainer
Art & Design	Sarah Penfold	Support Manager for Art
	Rob Appleby	Teacher of Art & Media and Aspiring AST
Food Technology	Jane Chubb	Teacher of Food Technology
	Nicky Nunns	AST in Food Technology (SLLGS)
ICT – Using Lego Robotics Equipment at KS3	Chris Phillips	Head of ICT
	Dave Barnes	Senior Lecturer – Computer Science Department, UKC
Media Studies	Steve Wright	Head of Media Studies
	Richard Smith	Teacher of Media Studies and Aspiring AST
PE & Sport (OAA & Dartfish)	Marc Horton	Teacher of PE/OAA and Aspiring AST
	Dan Lintott	Teacher of PE and Dartfish Lead Teacher (BCGS)
PSHEE - Progressive Sex & Relationships Education; KS3-KS4	Emma Davey	Teacher of RE and Head of PSHEE
Travel & Tourism	Sarah Caswell	Teacher of T&T and Business Studies

The above teachers and students had the offer of admin support for the development of their workshop sessions from Chris Boys (LSA).

Chris Harris (Vice Principal) and Linzi Payne (Assistant Director of Training School) have both been involved through attendance to planning meetings as well.

On the CTD (Friday 12<sup>th</sup> February 2010) all teaching & support staff from HBHS and other secondary schools of the Canterbury Partnership will be involved as delegates for the planned workshops.

**What impact did it have and how did you measure this impact/capture this impact?**

The planning of the CTD has impacted through the engagement of staff and students in the delivery of workshops, offering them opportunity to gain valuable CPD experience and use the evidence from this for performance management and AST applications.

Some of the members of staff have already been honing their workshop delivery skills through involvement within HBHS' Optional CPD programme and are therefore building on the ethos of the school for collaborative and supportive CPD.

The use of contacts from outside of HBHS has allowed us to collaboratively work with staff from other secondary schools and HEIs.

I intend to submit a further case study once the CTD has occurred, along with a submission about the Optional CPD programme that we have put in place, once a full term of these events has passed.

**How did/will you disseminate what you have learned?**

Our experience from this project will be disseminated through the TDA and South-East Training Schools websites, and our continued work with the Canterbury Partnership.

I will make all planning materials and from the project available to others and use experience from this event to plan a further one in the next academic year.

Andy Pilbury  
November 2009

# Canterbury & District Common Training Day 2010



Canterbury  
Partnership  
**14-19**  
Staff Information Pack

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## Friday 12<sup>th</sup> February 2010

This information pack is for **ALL staff** (i.e. teaching and support staff) to use in order to identify the workshops/subject sessions that they would like to attend on the Canterbury & District – Common Training Day (CTD). All of the secondary schools within the Canterbury & District area will be closed to students on that day and their staff will move between the schools in order to attend the workshops/subject sessions available to them. The whole day will equate to 5 hours of CPD for each member of staff.

The information pack is complete with details received from within the district up to the 30<sup>th</sup> October 2009. Whereas all workshops/subject sessions that are available are shown in the initial lists, not all have further information about their content. What information there is can be found in the tables following the initial lists of workshop/subject session titles. **All staff will need to make a choice from the information provided within this document.**

Please look through the options information about the workshops, considering the following:

- Each member of staff in the school should make a first and a reserve choice for both the am & pm sessions.
- Where applicable, at least one of the choices should be linked to individual performance management targets and/or other priorities.
- Some teachers are already involved in the delivery of some of the workshops/sessions and therefore do not need to make choices for both a.m. & p.m. (i.e. Brian Jones, Michael Smissen, Chris Gregory, Sarah Penfold, Rob Appleby, Chris Phillips, Steve Wright, Richard Smith, Emma Pilling, Hayley Kortlandt, Jane Chubb, Marc Horton, Emma Davey, Sarah Caswell and Andy Pilbury).

**Please email Andy Pilbury ([a.pilbury@hernebayhigh.kent.sch.uk](mailto:a.pilbury@hernebayhigh.kent.sch.uk)) with the numbered codes of your first and reserve choices for the a.m. & p.m. workshops/sessions by 3:30pm on Thursday 12<sup>th</sup> November 2009.**

We hope that the CTD experience will be beneficial to all.

Andy Pilbury

Assistant Principal & Director of Training School

## Workshops Available

The blue shading depicts that the workshop is on at the respective time. The red depicts that the workshop is an all-day one.

Code	Workshop Titles	AM	PM
1	Personal Learning and Thinking Skills		
2	Foundation Learning Tier and the Qualifications and Credit Framework		
3	Careers Staff Investors in Careers & Kent Guidance		
3a	Work Related Learning Group		
4	Refresher Course on the Kent Online Prospectus-kentchoices4u.com		
5	Extended Project and new A Levels		
6	Diplomas (Awareness Raising)		
7	Diplomas ( Schemes of Work for 2010 starts)		
8	Diplomas Lessons learned from Thanet 2008-2009		
9	Assessing Competency - Managing Underperforming Staff		
10	Use of Student Leadership		
11	Behaviour for Learning		
12	Performance Management Reviews for Teachers STRATEGIES		
13	Performance Management Reviews for Support Staff STRATEGIES		
14	Stress Management		
15	Starting in Leadership and Management: Building and developing the team and working together for success		
16	Inclusion and the New Ofsted Framework		
17	The Value of M Level Engagement to Learning and Teaching		
18	Using Canterbury Museums		
19	Project based learning		
20	Promoting Mental Health in schools		
21	Supporting Positive Behaviour in Kent Schools (Strategies for Crisis Intervention and Prevention)		
22	Quality Assurance		
23	Governors		
24	Safer Recruitment	TBC	TBC
25	Curriculum Development	TBC	TBC
26	Aspiring AST's		
27	The International Baccalaureate & Mid Years Programme		
28	Assessment for Learning		

29	Emergency First Aid		
31	High Impact Presentations using Powerpoint 2007		
32	Minibus Driver Training (MIDAS)		
33	Word 2007 -It's not what you say - it's the way you say it!		
34	What's new in Office 2007?		
35	Excel 2007 – It's as simple as 1 2 3		
36	Canterbury Archaeological Trust and schools	TBC	TBC
37	Conciliation Skills with parents		
38	Dyslexia training for TA's		

### Subject Sessions Available

The blue shading depicts that the session is on at the respective time.

Code	Subject Session Titles	AM	PM
39	Art & Design		
40	Citizenship		
41	Design and Technology		
42	English		
43	Food Technology		
44	Health and Social Care		
45	History		
46	ICT		
47	Maths		
48	Media Studies		
49	MFL		
50	Music		
51	World Music – A Passport to Different Cultures		
52	PE & OAA		
53	PSHEE		
54	Religious Education		
55	Science		
56	Textiles		
57	Travel and Tourism		
58	MFL. LLN meeting		

## Workshop Details

The following tables contain more detailed information about some of the workshops available to teaching staff.

<b>WORKSHOP 1</b>			
<b>Workshop Title</b>	<b>Personal Learning and Thinking Skills and the 14-19 reforms</b>		
<b>Venue</b>	Chaucer	<b>Time</b>	a.m. & p.m.
<b>Tutor(s)</b>	Carola Eason – LSN (Learning and Skills Network)		
<p>PLTS underpin all of the 14-19 reforms. They are important elements in the personalisation of the secondary curriculum as well as being crucial for further study and employability. Carola Eason has already trained large numbers of teachers in Kent on this issue. The same session will be delivered twice.</p>			

<b>WORKSHOP 2</b>			
<b>Workshop Title</b>	<b>Foundation Learning Tier</b>		
<b>Venue</b>	Chaucer	<b>Time</b>	p.m.
<b>Tutor(s)</b>	Mark Beaman (KCC 14-24 Innovation Unit)		
<p>The session will cover the Qualifications and Credit Framework and the Foundation Learning Tier-of interest above all to students (and their teachers) who are working below Level 2 at Key Stage 4.</p>			

<b>WORKSHOP 3</b>			
<b>Workshop Title</b>	<b>Careers Staff (Investors in Careers) and new Kent framework for Careers Education Information Advice and Guidance</b>		
<b>Venue</b>	Simon Langton Girls	<b>Time</b>	p.m.
<b>Tutor(s)</b>	Martin Blincow (Kent 14-24 Unit)		
<p>A detailed look at the implications of the Kent Careers Strategy (adopted Summer 2009) and for the forthcoming statutory guidance from DCSF. The session will also cover the quest for Investors in Careers—a commitment made by all Canterbury schools involved in Diploma Gateway bids so far.</p>			

<b>WORKSHOP 3a</b>			
<b>Workshop Title</b>	<b>Work Related Learning Group</b>		
<b>Venue</b>	TBA	<b>Time</b>	a.m.
<b>Tutor(s)</b>	Jan Thornby and Annabel Lawrence (Kent 14-24 Unit)		
<p>Essential for members of this group-working on the plans for the Canterbury area as per the Kent Strategic Plan for WRL</p>			

<b>WORKSHOP 4</b>			
<b>Workshop Title</b>	<b>A refresher course on the Kent Online Prospectus-kentchoices4u.com</b>		
<b>Venue</b>	CCW	<b>Time</b>	p.m.
<b>Tutor(s)</b>	Rob Williamson (September Guarantee Implementation Co-ordinator Connexions)		
<p>A refresher on kentchoices4u.com that will focus on how schools use the website to process applications and make offers to learners online. The session will also be an opportunity to look at online careers guidance tools and Independent Learning Plans. <b>It is expected that Heads of Sixth Form and staff involved in Careers guidance will attend this course.</b></p>			

<b>WORKSHOP 5</b>			
<b>Workshop Title</b>	<b>Extended Project &amp; New A-Levels</b>		
<b>Venue</b>	Canterbury High	<b>Time</b>	a.m.
<b>Tutor(s)</b>	Nikki Mattin (Specialist Schools and Academies Trust Lead Practitioner)		
<p>An exchange of ideas/ thoughts and hints on the new A level specifications and the Extended Project (key elements of the overall 14-19 Reforms)</p>			

<b>WORKSHOP 6</b>			
<b>Workshop Title</b>	<b>Diplomas (Awareness Raising)</b>		
<b>Venue</b>	Spires Academy	<b>Time</b>	a.m. & p.m.
<b>Tutor(s)</b>	Kathy Taylor (Specialist Schools and Academies Trust)		
<p>What is the diploma? How does it fit into the reforms? How does it differ from what has been taught before? The same session will be delivered twice.</p>			

<b>WORKSHOP 7</b>			
<b>Workshop Title</b>	<b>Diploma Schemes of work</b>		
<b>Venue</b>	Spires Academy	<b>Time</b>	a.m. & p.m.
<b>Tutor(s)</b>	Line of Learning Leads		
<p>For each Diploma Line of Learning due to start in September 2010 it is planned to employ an LSN consultant for the day to assist with the important work of planning for implementation. <b>This course must be attended by all staff who are scheduled to teach Diploma courses from September 2010.</b></p>			

<b>WORKSHOP 8</b>			
<b>Workshop Title</b>	<b>Diploma lessons learned from Thanet 2008-2009</b>		
<b>Venue</b>	Spires Academy	<b>Time</b>	a.m.
<b>Tutor(s)</b>	Sarah Woodward (Thanet 14-19 Co-ordinator)		
<p>Lessons learned from Thanet and how they might be applied to Canterbury.</p>			

<b>WORKSHOP 9</b>			
<b>Workshop Title</b>	<b>Managing underperforming staff: assessing competency</b>		
<b>Venue</b>	St Anselm's	<b>Time</b>	a.m. & p.m.
<b>Tutor(s)</b>	Gary Edwards (KCC Personnel Consultancy Manager )		
<p>Supporting staff whose level of performance slips below the expected standard is one of the most important roles for a manager in a school.</p> <p>We will explore the common reasons for under performance and consider the consequences for standards, employee welfare and motivation of others.</p> <p>The session will start with looking at the underlying issues and the various mechanisms for informally supporting staff before moving onto considering examples when it is necessary to use more formal procedures. The focus is on positive and effective use of the procedures to assist staff to achieve their potential within reasonable timescales with concern for the legal issues involved, particularly with more serious cases.</p> <p><b>Outcomes</b></p> <p>Participants will develop a clear understanding of:</p> <ul style="list-style-type: none"> <li>• the underlying issues preventing staff from performing to required standards</li> <li>• how to support staff effectively through informal and formal support strategies, including setting appropriate targets with relevant and robust monitoring</li> <li>• how to use the competency procedure effectively for dealing with staff whose performance is of more serious concern</li> <li>• potential pitfalls and how to maintain momentum in the process ensuring effective outcomes</li> </ul> <p>The session is very interactive using case study material and scope for dealing with specific school issues in confidence.</p>			

<b>WORKSHOP 10</b>			
<b>Workshop Title</b>		<b>Use of Student Leadership in School</b>	
<b>Venue</b>	HBHS	<b>Time</b>	a.m.
<b>Tutor(s)</b>	Andy Pilbury (Assistant Principal – HBHS) Emma Pilling (Teacher & Peer Leader Coordinator – HBHS) Hayley Kortlandt (Head of MFL – HBHS) Amy Gullett (Student – HBHS) Kristie Lee (Student – HBHS)		
<p>A session for all people interested in making use of the power of student leadership using experience from the successful implementation of programmes at HBHS in the following ways:</p> <ul style="list-style-type: none"> <li>• Introducing and managing a whole school programme for physical activity leaders that work with tutor groups during registration times with associated accreditation.</li> <li>• Introducing and managing a whole school programme for peer mentoring. Developing similar programmes of training to develop student leaders in all subject areas.</li> <li>• Looking at a successful model of student leadership within MFL.</li> <li>• Identifying areas within the school and curriculum where student leaders can be used.</li> <li>• Adding value to the work of student leaders through accreditation.</li> </ul> <p><b>Please bring clothing and footwear suitable for a little physical activity.</b></p>			

<b>WORKSHOP 11</b>			
<b>Workshop Title</b>		<b>Behaviour for Learning</b>	
<b>Venue</b>	Barton Court	<b>Time</b>	a.m. & p.m.
<b>Tutor(s)</b>	Bernard Allen (Steaming Training)		
<p>AIM - To Equip course members with knowledge and understanding to enable them to better understand and manage their own behaviour and successfully influence the behaviour of others</p> <p>OBJECTIVE 1 - Choose from a range of new tools to manage moods, increase enjoyment and improve behaviour</p> <p>OBJECTIVE 2 - List at least five new ideas that they are willing to try out.</p> <p>OBJECTIVE 3 - Demonstrate how persuasive scripts help people to make better choices</p> <p>The same session will be delivered twice.</p>			

<b>WORKSHOP 12</b>			
<b>Workshop Title</b>	<b>Performance Management Reviews (Teachers)</b>		
<b>Venue</b>	Canterbury High	<b>Time</b>	a.m.
<b>Tutor(s)</b>	Jackie Rees (ASK Workforce Development Team)		
<p>Teacher Reviewers - This workshop is aimed at demonstrating the links between performance management, whole school improvement, professional standards and continuing professional development. It will help reviewers understand the regulations for the performance management of teachers, how the cycle works and the responsibilities of the reviewers during each stage of the cycle. . The workshop will consider the skills required to conduct an effective performance management review and to ensure that targets are robust and relevant.</p>			

<b>WORKSHOP 13</b>			
<b>Workshop Title</b>	<b>Performance Management Reviews (Support Staff)</b>		
<b>Venue</b>	Canterbury High	<b>Time</b>	p.m.
<b>Tutor(s)</b>	Jackie Rees (ASK Workforce Development Team)		
<p>Support staff Reviewers - This workshop is aimed at demonstrating the links between performance management, whole school improvement, national occupational standards and continuing professional development. It will help reviewers understand the suggested framework for the performance management of support staff, how the performance management cycle works and the responsibilities of the reviewers during each stage of the cycle. The workshop will consider the skills required to conduct an effective performance management review and to ensure that targets are robust and relevant.</p>			

<b>WORKSHOP 14</b>			
<b>Workshop Title</b>	<b>Essential stress management</b>		
<b>Venue</b>	Archbishops	<b>Time</b>	a.m.
<b>Tutor(s)</b>	Jonathan Bockelmann-Evans		
<p>Run in over 500 schools in the UK, this course continues to enlighten, enthuse and entertain. Jonathan Bockelmann-Evans cuts through the psychobabble and painlessly helps you understand what stress actually is, where it comes from and the warning signs to watch out for. More importantly though, the practical element of this course means you'll learn the most effective techniques available for dealing with stress as it actually happens, and guaranteed – no group-hugs or role-play!</p> <p><b>NOTE: Priority will be given to those who did NOT attend this session last year.</b></p>			

<b>WORKSHOP 15</b>			
<b>Workshop Title</b>	<b>Starting in Leadership and Management: Building and developing the team and working together for success</b>		
<b>Venue</b>	Chaucer	<b>Time</b>	a.m. & p.m.
<b>Tutor(s)</b>	Chris Greenland (National College for School leadership)		
<p><b>Target group:</b> New Heads of Departments New Second in Departments Team leaders of support staff and, Those aspiring to leadership</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• to clarify the roles and responsibilities</li> <li>• to understand the differences between leadership and management</li> <li>• to explore the issues of accountability</li> <li>• developing a learning culture in the team and exploring the links between CPD, PM, Standards in improving learning</li> <li>• to practise coaching and evaluate its use</li> </ul> <p>The session will explore the links between the school's vision and the school improvement plan and those of the different departments. Discussion will focus on how to develop the team effectively in order to maximise the skills and expertise of those in the team, develop their potential and make a positive impact on the success of the team. There will be a mix of presentation, discussion and active learning. The same session will be delivered twice.</p>			

<b>WORKSHOP 16</b>			
<b>Workshop Title</b>	<b>The New Ofsted Framework: implications of the new inclusion requirements</b>		
<b>Venue</b>	Abbey	<b>Time</b>	a.m.
<b>Tutor(s)</b>	Peter Byatt (ASK:Inclusion & Achievement Adviser)		
<p><b>Target audience:</b> All school leaders</p> <p><b>Aims &amp; Outcomes:</b> Participants will have a clearer understanding of the inclusive requirements of the new Ofsted framework and the implications for school leadership and development. There will be an opportunity to commence planning of appropriate school-based actions.</p>			

<b>WORKSHOP 17</b>			
<b>Workshop Title</b>	<b>The Value of M Level Engagement to Learning and Teaching</b>		
<b>Venue</b>	Canterbury High	<b>Time</b>	a.m.
<b>Tutor(s)</b>	Hazel Bryan (Christchurch University)		
<p>Explore how bespoke Masters programmes can be developed for you and your school. Consider how sustained, focused engagement with issues relevant to staff can enhance and inspire practice and pupil learning. The Masters programmes at CCCU will link staff into wider Subject Association networks, provide opportunity for you to engage with (fully funded) Erasmus programmes in Norway, Dublin and Turkey and enrich the Extended Schools agenda through our links with the Faculty of Health.</p>			

<b>WORKSHOP 18</b>			
<b>Workshop Title</b>	<b>Using Canterbury Museums</b>		
<b>Venue</b>	Canterbury Museums	<b>Time</b>	a.m. & p.m.
<b>Tutor(s)</b>	Martin Crowther and Alison Hurst		
<p>The Museums, Libraries and Archives service support learning projects with real artefacts and visits to the museums. It is believed there is still funding available for 2009-2010. The Museums may be able to run session at the museums. The Cathedral Education centre will also be available. Further details in October 2009. The same session will be delivered twice.</p>			

<b>WORKSHOP 19</b>			
<b>Workshop Title</b>	<b>Project Based Learning</b>		
<b>Venue</b>	CCW	<b>Time</b>	p.m.
<b>Tutor(s)</b>	Head of Dept for PBL (CCW)		
<p>Project Based Learning Workshop – 13.00-15.30</p> <p>13.00-13.30: Project Based Learning ethos and principles            13.30-13.50: Exhibition of PBL products            13.50-14.30: The planning process and assessment            14.30-15.00: Activity – planning a project online            15.00-15.30: Feedback on project ideas</p>			

<b>WORKSHOP 20</b>			
<b>Workshop Title</b>	<b>Promoting Mental Health in schools</b>		
<b>Venue</b>	Barton Court	<b>Time</b>	a.m. & p.m.
<b>Tutor(s)</b>	Kate Dudley (The Samaritans)		
<p>Kate will lead the same session twice, drawing on her national experience of work in this important field.</p>			

<b>WORKSHOP 21</b>			
<b>Workshop Title</b>	<b>Supporting Positive Behaviour in Kent Schools</b> ( <a href="http://www.team-teach.co.uk">www.team-teach.co.uk</a> )		
<b>Venue</b>	Abbey	<b>Time</b>	a.m. & p.m.
<b>Tutor(s)</b>	Tom Wright		
If you are interested in this course (which will take up both of the training sessions on Feb 12, 2010. <b>Please be aware that you may need to opt for another course in case it does not run.</b>			

<b>WORKSHOP 22</b>			
<b>Workshop Title</b>	<b>Quality Assurance in the era of collaborative provision</b>		
<b>Venue</b>	Simon Langton Girls	<b>Time</b>	a.m.
<b>Tutor(s)</b>	Philip Wicker 14-19 Co-ordinator		
To draw up a QA policy framework for the area - needed for diplomas and other future collaborative provision – senior staff member from each school should attend - AHT level or above.			

<b>WORKSHOP 23</b>			
<b>Workshop Title</b>	<b>Governors TBC</b>		
<b>Venue</b>	St Anselm's	<b>Time</b>	a.m. & p.m.
<b>Tutor(s)</b>	Sue Duckworth (ASK: Governor Support team)		
Sue can be available for both sessions if there is sufficient demand.			

<b>WORKSHOP 24</b>			
<b>Workshop Title</b>	<b>Safer recruitment (For interviewers)</b>		
<b>Venue</b>	Archbishops	<b>Time</b>	TBC
<b>Tutor(s)</b>	TBC		
Details not yet available. Likely to be the same session twice over if there is enough demand			

<b>WORKSHOP 25</b>			
<b>Workshop Title</b>	<b>Curriculum Development for Senior Managers</b>		
<b>Venue</b>	Barton Court	<b>Time</b>	Likely to be all day
<b>Tutor(s)</b>	SSAT		
An opportunity to discuss alternative and innovative ways to design the entire 11-19 curriculum to take advantage of opportunities offered by the current reforms and statutory requirements.			

<b>WORKSHOP 26</b>			
<b>Workshop Title</b>	<b>Aspiring AST's</b>		
<b>Venue</b>	Chaucer	<b>Time</b>	a.m. & p.m.
<b>Tutor(s)</b>	Claire Powis (KCC)		
Details not yet available. Likely to be the same session twice over if there is enough demand			

<b>WORKSHOP 27</b>			
<b>Workshop Title</b>	<b>The International Baccalaureate and Mid Years Programme</b>		
<b>Venue</b>	Barton Court	<b>Time</b>	p.m.
<b>Tutor(s)</b>	Adrian Plowman		
<p>This course is intended for BC staff to understand further about the requirements for the MYP and to develop essential plans prior to accreditation.</p> <p>However with sufficient demand this session could also provide an opportunity for senior leaders of other schools to find out more about the IB curriculum and MYP in a presentation delivered by Mr A Plowman.</p>			

<b>WORKSHOP 28</b>			
<b>Workshop Title</b>	<b>Assessment for Learning</b>		
<b>Venue</b>	HBHS	<b>Time</b>	am
<b>Tutor(s)</b>	Brian Jones, Michael Smissen and Chris Gregory. (HBHS)		
<p>Outlining the basic principles of AfL and practical strategies for its implementation in the classroom. Also, an introduction to the concept of Assessment is for Learning and the interaction of Assessment FOR Learning with Assessment AS Learning and Assessment OF Learning.</p> <p>Part of the session will be a practical group workshop. So please bring subject specific tasks that you have used, or planning to use, to assess students learning that you would like to develop.</p>			

<b>WORKSHOP 29</b>			
<b>Workshop Title</b>	<b>Emergency First Aid Certificate</b>		
<b>Venue</b>	St Anselm's	<b>Time</b>	All day
<b>Tutor(s)</b>	Skillbase Training		
<p>This course will be limited to 12 participants and is the required minimum training appropriate for the "appointed person".</p> <p>The course normally lasts for 6 full hours-therefore slightly longer than the 5 hours of INSET planned for 12 February.</p>			

<b>WORKSHOP 31</b>			
<b>Workshop Title</b>	<b>High Impact Presentations using Powerpoint 2007</b>		
<b>Venue</b>	TBC	<b>Time</b>	a.m. & p.m. (repeated)
<b>Tutor(s)</b>	<b>Marian Wheeler (EIS)</b>		
<ul style="list-style-type: none"> <li>• Want to produce high impact presentations but have little or no Powerpoint skills?</li> <li>• Designed for teachers/support staff who have a requirement to use technology to present information to others.</li> <li>• Using the latest features in 2007 create meaningful presentations which are easy on the eye, deliver your message and create visual impact.</li> <li>• See how easy it is to set up your own slide show, print slides and handouts for your audience.</li> </ul>			

<b>WORKSHOP 32</b>			
<b>Workshop Title</b>	<b>Minibus Driver Training (MIDAS)</b>		
<b>Venue</b>	St Anselm's	<b>Time</b>	All day
<b>Tutor(s)</b>	Mike Knowles (am) and Brian Curtis and Brenda Vickery (p.m.) Kent County Council		
<p>It is hoped to provide training for up to 12 members of staff. All who take this course must have passed their driving test before 1 Jan 1997 and have D1 category marked on their driving licence. The morning will be classroom based and the afternoon will involve the driving assessment. A total of 3 minibuses will be needed on the day.</p>			

<b>WORKSHOP 33</b>			
<b>Workshop Title</b>	<b>Word 2007 -It's not what you say - it's the way that you say it!</b>		
<b>Venue</b>	TBC	<b>Time</b>	a.m. & p.m. (repeated)
<b>Tutor(s)</b>	<b>Bridie Hill (EIS)</b>		
<ul style="list-style-type: none"> <li>• Want to ensure that your word processing documents get the right message across?</li> <li>• Designed for teachers/support staff who want to gain experience of using the latest features in Word 2007.</li> <li>• If your Word skills are basic/rusty or you simply want to come and see what can be achieved this workshop provides you with a "hands on" opportunity to see the benefits of Word 2007 first hand. You'll create and manipulate a variety of documents to expand your understanding and knowledge so you too can tackle Word tasks with confidence.</li> </ul>			

<b>WORKSHOP 34</b>			
Workshop Title	<b>What's new in Office 2007?</b>		
Venue	TBC	Time	a.m.
Tutor(s)	<b>Tim Schild</b>		
<ul style="list-style-type: none"> <li>• New features of Office 2007. If you have used earlier version of Microsoft Office products eg Word, Excel you may have heard how different Office 2007 now looks. This is your chance to see those changes for yourself.</li> <li>• Interactive demonstrations on document formats, compatibility with earlier versions of office, new layout and improved features.</li> <li>• Whatever you have been able to do in earlier versions you'll be able to do in Office 2007: here you'll gain tips on how to find where features you have been used to using are located.</li> <li>• See the many new features which makes Office 2007 the tool for the future. (NB: If you are new to Office products then this seminar would probably not be suitable for you)</li> </ul>			

<b>WORKSHOP 35</b>			
Workshop Title	<b>Excel 2007 – It's as simple as 1 2 3</b>		
Venue	TBC	Time	p.m.
Tutor(s)	<b>Tim Schild (EIS)</b>		
<ul style="list-style-type: none"> <li>• If you are "not a number" person then come to this workshop and find out why you don't have to be a Maths expert to get Excel <b>working for you</b>.</li> <li>• take a gentle journey through using Excel 2007.</li> <li>• terminology will be explained</li> <li>• by the end of the workshop you'll have created/manipulated a worksheet, entered data, used Excel to perform basic calculations. At the click of a mouse you'll be able to change the appearance of your worksheet to achieve a result you'll want to share with others.</li> <li>• gain the knowledge and confidence to delve more deeply into the wonders that Excel has to offer in the future.</li> </ul>			

<b>WORKSHOP 36</b>			
<b>Workshop Title</b>	Canterbury Archaeological Trust and schools		
<b>Venue</b>	TBC	<b>Time</b>	TBC
<b>Tutor(s)</b>	Marion Green (CAT)		
<ul style="list-style-type: none"> <li>• Year 7's considering a range of sources of evidence for the past when addressing the question 'What is History?' As a primary source of evidence, Archaeology can make a valuable contribution to their learning.</li> <li>• In 2005, CAT used original material from local excavations to build a CAT KIT for each Canterbury school, to support teaching and help students engage with their past.</li> <li>• Currently we are working with a local school to teach a series of History extended learning sessions called "How do we know?" to Year 7 students, using their CAT KIT and other resources.</li> <li>• In these sessions we are seeking to know: Was it relevant and engaging? Did it encourage thinking and questioning? Did it help to interpret and evaluate evidence? Did it provide some experience in communicating results? Did it offer some cross-curricular opportunities?</li> <li>• The Trust also has hard copy and web based materials and can provide ICT opportunities (group video conferencing).</li> <li>• The trust are interested to hear from you how we might further support teaching and learning in the secondary school.</li> </ul>			

<b>WORKSHOP 37</b>			
<b>Workshop Title</b>	<b>Conciliation techniques with difficult parents</b>		
<b>Venue</b>	Barton Court	<b>Time</b>	a.m. & p.m.
<b>Tutor(s)</b>	Kerry Miles (KCC)		
Details not yet available. Likely to be the same session twice over if there is enough demand			

<b>WORKSHOP 38</b>			
<b>Workshop Title</b>	<b>Dyslexia Training for TA's</b>		
<b>Venue</b>	TBC	<b>Time</b>	a.m. & p.m.
<b>Tutor(s)</b>	Andrea White (KCC)		
Details not yet available. Likely to be the same session twice over if there is enough demand			

## Subject Session Details

Schools have nominated staff to chair these sessions. In some cases, the chairs of these groups have already provided some specific information about the content and outcomes of these sessions (see below).

As a minimum each session will lead to:

- The formal sharing of resources for more than one Key Stage (participants need to bring data-sticks for the purpose).
- Joint moderation of work.
- The setting of benchmarks/standards.

Advisory Service Kent staff, Christchurch University subject specialists and examination board staff will join in where available.

The following tables contain more detailed information about some of the subject sessions available to teaching staff.

<b>SUBJECT SESSION 39</b>			
Session Title	Art & Design		
Venue	HBHS	Time	p.m.
Tutor(s)	Sarah Penfold (HBHS) Rob Appleby (HBHS)		
Workshop 1: Using Animation effectively to facilitate learning. Looking at simply animation techniques that staff and students can use across the curriculum.			
Workshop 2: Using Art to support other curriculum areas. Looking at the cross curricular opportunities, Change School initiatives and creativity in the curriculum.			

<b>SUBJECT SESSION 40</b>			
Session Title	Citizenship		
Venue	Canterbury High	Time	p.m.
Tutor(s)	Richard Robinson (CHS)		
Details yet to be received			

<b>SUBJECT SESSION 41</b>			
Session Title	<b>Design and Technology</b>		
Venue	CCW	Time	a.m.
Tutor(s)	Clayton Laker and Jennie Pollard (CCW)		
<p>The session is split into two distinct sections:</p> <p>In section one we will discuss Assessment for Learning using the 'Student Passport'. This 'Passport' uses simplified language to share National Curriculum level descriptors with the students, and is transferrable round all areas of Design Technology.</p> <p>The Focus of the second session is to provide teachers with an insight into the use of CAD and CAM throughout Design Technology in all subjects, and at all key stages. The importance of CAD and CAM is stated as a requirement for the new KS3 strategy and the need for an understanding (and use), of key features are magnified at GCSE level. This session will introduce teachers to basic CAD techniques through a range of simple exercises using 2D Design Tools. This will be followed by all participants receiving full instruction on the setting up and use of the Laser machine before cutting out their designs in a range of materials (CAM).</p>			

<b>SUBJECT SESSION 42</b>			
Session Title	<b>English</b>		
Venue	Canterbury High	Time	p.m.
Tutor(s)	Lucy Whitman (CHS)		
<p>This session is for English teachers and teaching assistants wishing to share and discuss strategies to involve disaffected boys at KS3 and KS4, and maximise their attainment.</p> <p>The session will include:</p> <ul style="list-style-type: none"> <li>• A presentation of strategies that have proved successful at CHS, including sample pupil work and case studies</li> <li>• Demonstrations of various useful resources</li> <li>• An opportunity to share ideas, common issues and possible solutions, learning about each others' strategies in different schools.</li> </ul> <p>Staff are welcome (and encouraged) to bring any resources of their own to the session.</p>			

<b>SUBJECT SESSION 43</b>			
Session Title	<b>Food technology</b>		
Venue	Simon Langton Girls	Time	p.m.
Tutor(s)	Jane Chubb (HBHS) and Nicky Nunns (Simon Langton Girls)		
<p>A session for all teachers of Food Technology, offering opportunity to gain CPD in the following areas:</p> <ul style="list-style-type: none"> <li>• Implementation of 'Licence to Cook'</li> <li>• An introduction to the Welsh Examinations Board Catering GCSE – a great option for improved A*-C figures and beneficial to students</li> <li>• Updating KS3 programmes of study to address government concerns and ease transition into GCSE</li> </ul> <p>There will also be opportunity for the sharing of good practise between all delegates, so please bring along your own great ideas for networking and sharing within our partnership area.</p>			

<b>SUBJECT SESSION 44</b>			
Session Title	<b>Health and Social Care</b>		
Venue	Canterbury High	Time	a.m.
Tutor(s)	Elizabeth Molloy and Julie Bean (CHS)		
<p>This session will be for teachers of health and social care to meet and share good practice, and to discuss:</p> <ul style="list-style-type: none"> <li>• Differentiation and recording progress</li> <li>• Vocational and practical aspects of the course</li> <li>• Work related learning</li> <li>• An introduction to BTEC HSC for those who currently teach GCSE. What are the benefits to students?</li> </ul> <p>There will also be an opportunity to discuss teaching and learning practices in Child Development for those who wish it</p>			

<b>SUBJECT SESSION 45</b>			
Session Title	<b>History</b>		
Venue	Simon Langton Girls	Time	p.m.
Tutor(s)	Andy Harmsworth, AST for History, Ian Coulson, History and Geography Advisers ASK		
<p>This session will explore current issues in History teaching at Key Stage 3, GCSE and A Level. Delegates should come prepared to share their experiences and ideas ; in particular they should bring a teaching resource which has worked well in (or outside) the classroom and demonstrates good practice, for example an aspect of assessment for learning and/ or a Key Stage 3 'levelled assessment'. Part of the session will be used for moderating samples of pupils' work for a Key Stage 3 assessment task</p>			

<b>SUBJECT SESSION 46</b>			
Session Title	<b>ICT – Using Lego Robotics Equipment at KS3</b>		
Venue	HBHS	Time	a.m.
Tutor(s)	Chris Phillips (HBHS) David Barnes (Senior Lecturer – Computer Science Department, UKC)		
<p>A session for all people interested in using Lego Robotics to meet Keys Stage 3 requirements for sequencing (control). This is a practical hands on session designed to show how students can make progress and at the same time have fun. There will be an opportunity to discuss the resourced requires, classroom management and opportunities to develop this further into KS4 &amp; 5.</p>			

<b>SUBJECT SESSION 47</b>			
<b>Session Title</b>	<b>Maths -Integrating Changes Within the Mathematics Curriculum</b>		
<b>Venue</b>	CCW-room MS10	<b>Time</b>	a.m.
<b>Tutor(s)</b>	Kelly Ralf (CCW) and Dominic O'Rourke (St Anselm's) K.Williams; E. Triffault; M.Set; K.Tickner;		
<p>The session plans to address several different aspects of mathematics teaching</p> <ul style="list-style-type: none"> <li>- Developing Numeracy in an Interactive Way Within the Classroom;</li> <li>- AfL ideas used at CCW including demonstration of 'Activote' followed by input from other schools;</li> <li>- APP ideas used at CCW &amp; input from other schools as to the development of successful methods;</li> <li>- Integrating Financial Mathematics into the Mathematics Curriculum;</li> <li>- Exam Board Input (30 mins)</li> </ul> <p>We would be grateful if all visiting schools can prepare &amp; bring with them resources that you have used in the continual development of APP &amp; AfL</p>			

<b>SUBJECT SESSION 48</b>			
<b>Session Title</b>	<b>Media Studies</b>		
<b>Venue</b>	HBHS	<b>Time</b>	a.m.
<b>Tutor(s)</b>	Steve Wright (HBHS) Richard Smith (HBHS)		
<p>This session is for those teachers who would like a better understanding of the processes involved in reading a film, and will look at areas such as:</p> <ul style="list-style-type: none"> <li>• Media Concepts and Language – narrative structure, genre, mise-en-scene, representation, etc.</li> <li>• Opportunity to engage in some practical work and learn more about filming techniques – e.g. the rule of thirds, the 180 degree line and the various types of camera shots that are commonly used.</li> </ul>			

<b>SUBJECT SESSION 49</b>			
<b>Session Title</b>	<b>MFL</b>		
<b>Venue</b>	Barton Court	<b>Time</b>	a.m.
<b>Tutor(s)</b>	Marisa Perkins, Caroline Benard, Alice Radix, Julian Gauthier, Joannie Debes (all BC)		
<p>Session 1: GCSE Writing Skills (45 minutes)            Session 2: Interactive Games – with an interactive board (45 minutes)            Session 3: Games without an interactive whiteboard (45 minutes)</p> <p>Each workshop can take up to 15 colleagues, it will be delivered in rotation so a maximum of 45 colleagues could be accommodated. Please also bring good practice to share.</p>			

<b>SUBJECT SESSION 50</b>			
<b>Session Title</b>	<b>Music</b>		
<b>Venue</b>	Simon Langton Girls	<b>Time</b>	p.m.
<b>Tutor(s)</b>	Maria Young (Simon Langton Girls) and Sue Wood (CCW)		
<p><i>Aim: to raise awareness of how to make Progression 'Outstanding' in your department.</i>                      Practical ideas to help improve progression in your department.                      Please bring along an example of good practice from your school and we'll look at this issue in the light of the 2009 Ofsted 'Making More of Music' report. There will be some practical work involved. As well as looking at the wider issues around Progression in your Schemes of Work and in your extra-curricular activities, there will be an opportunity to focus on AFL as a tool to drive progression in Music. Please bring with you examples of your departmental/school approach to AFL and APP. Wherever you are on the spectrum of progress with developing your assessment policies, you will benefit from sharing ideas, experience and expertise in a supportive environment. This will help you with Reviewing Teaching and Learning in your department, Assessment, Monitoring and Feedback: all Core Skills and Knowledge in the TDA standards and also part of the Planning standards for post-threshold teachers.                      There will also be the chance to discuss other aspects of the Ofsted report, current issues, exam board experiences and to plan for the future.</p>			

<b>SUBJECT SESSION 51</b>			
<b>Session Title</b>	World Music – A Passport to Different Cultures		
<b>Venue</b>	CCW	<b>Time</b>	a.m.
<b>Tutor(s)</b>	S Wood		
<ol style="list-style-type: none"> <li>1. African Drumming – practical activity and sharing of teaching experiences</li> <li>2. How to bring Indonesia to your classroom using classroom instruments practical activity and sharing of teaching experiences</li> <li>3. Samba practical activity and sharing of teaching experiences</li> <li>4. Monitoring and assessing processes in Music: how do we do it? Sharing of knowledge and practice. Including AfL.</li> </ol> <p>Each of these three sessions will be provided with a CD Rom / pen drive with resources on. Teachers will have experienced and discussed useful resources for teaching World Music. Know a range of approaches to assessment, including the importance of formative assessment.                      Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.                      Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified                      Evaluate their performance and be committed to improving their practice through appropriate professional development.</p>			

<b>SUBJECT SESSION 52</b>			
Session Title	<b>PE &amp; Sport (OAA &amp; Dartfish)</b>		
Venue	HBHS	Time	p.m.
Tutor(s)	Marc Horton (HBHS) Dan Lintott (Barton Court Grammar School)		
<p>A session for all people interested in developing their Outdoor Adventurous Activities Programme. This will focus on the following:</p> <ul style="list-style-type: none"> <li>• Developing problem solving activities with the little resources currently used in PE lessons</li> <li>• Introducing a range of equipment which can be sourced cheaply or easily free of charge within the local community</li> </ul> <p>This will be a full on physical session with its primary aim being to give attendees ideas to take away and start developing their OAA programme.</p> <p>An array of equipment used on the day will be offered free of charge for attendees to take in order to develop their OAA programmes. This will include equipment such as tyres and crates etc. If you desire such equipment please come prepared on the day for ease of transportation e.g. via minibus. You are also asked to contact Marc Horton prior to attending the session via e-mail specifying that you wish to take advantage of this offer: <a href="mailto:m.horton@hernebayhigh.kent.sch.uk">m.horton@hernebayhigh.kent.sch.uk</a></p> <p>Dan Lintott will then present for half-an-hour about the following uses of Dartfish technology in PE lessons:</p> <ul style="list-style-type: none"> <li>• How to use a digital video camera and take successful footage</li> <li>• Using Dartfish to enhance teaching and student's learning in lessons</li> <li>• Where, when and how to use video analysis in teaching</li> </ul>			

<b>SUBJECT SESSION 53</b>			
Session Title	<b>PSHEE - Progressive Sex &amp; Relationships Education; KS3-KS4</b>		
Venue	HBHS	Time	a.m.
Tutor(s)	Emma Davey (HBHS)		
<p>Using the successful PSHEE Programme of Study from HBHS, this session will look at the delivery of SRE and how student learning progresses through KS3 and 4 in the following ways:</p> <ul style="list-style-type: none"> <li>• Introducing the importance of good SRE in schools and setting it in the context of PSHEE.</li> <li>• Introducing a model for teaching in which students can feel safe; be healthy and learn to assess risk (in accordance with the aims of 'Every Child Matters') using the Personal Learning and Thinking Skills (PLTS) framework.</li> <li>• Considering the link between alcohol, drugs and sexual behaviour and how to address this in KS3 and 4.</li> <li>• Introducing and sharing a wide range of resources that encourage active learning in connection with PLTS.</li> <li>• Using the time available to share good ideas and practice.</li> </ul> <p>Please bring your own examples of good practice and resources to share with others.</p>			

<b>SUBJECT SESSION 54</b>			
<b>Session Title</b>	<b>Religious Education</b>		
<b>Venue</b>	CCW	<b>Time</b>	p.m.
<b>Tutor(s)</b>	John Brennan (CCW)		
Details yet to be received			

<b>SUBJECT SESSION 55</b>			
<b>Session Title</b>	<b>Science -APP, AfL &amp; sharing good practice</b>		
<b>Venue</b>	St Anselm's	<b>Time</b>	p.m.
<b>Tutor(s)</b>	Keith Milchem (ASK)		
<p>In this session will be looking at:</p> <ul style="list-style-type: none"> <li>• Update on APP and moderating APP assignments</li> <li>• Assessment for Learning, focussing on: <ul style="list-style-type: none"> <li>○ Learning Objectives &amp; outcomes</li> <li>○ Peer &amp; self assessment</li> </ul> </li> <li>• Sharing good practice (including opportunities for science across the curriculum).</li> <li>• Staff attending this session will be asked to bring with them:</li> <li>• APP assignments from their institutions for moderation</li> <li>• Examples of good practice which they can share with colleagues (eg APP, AfL, internet sites, resources, enrichment).</li> </ul>			

<b>SUBJECT SESSION 56</b>			
<b>Session Title</b>	<b>Textiles</b>		
<b>Venue</b>	Simon Langton Girls	<b>Time</b>	a.m.
<b>Tutor(s)</b>	Annette Hitchcock (Simon Langton Girls)		
<p>This session will be primarily a practical hands-on session, suitable for teachers of both Art &amp; Design: Textiles and Design &amp; Technology: Textiles courses. It will provide opportunities for learning and developing new techniques that could be incorporated into KS3, GCSE, AS and A2 courses.</p> <p>Practical work will include: the creation of interesting papers for use in collage techniques; and an exploration of ways of creating interesting and unusual backgrounds suitable for techniques such as free-machine embroidery.</p> <p>In this session we will also look at ways of improving presentation techniques in coursework portfolios at GCSE and A level.</p> <p>There will also be an opportunity to share good practice and it is hoped that delegates will bring along examples of work from key stages 3, 4 &amp; 5.</p>			

<b>SUBJECT SESSION 57</b>			
<b>Session Title</b>	<b>Travel &amp; Tourism</b>		
<b>Venue</b>	HBHS	<b>Time</b>	a.m.
<b>Tutor(s)</b>	Sarah Caswell (HBHS)		
<p>This session will provide travel and tourism providers with the opportunity to discuss and share good practise, as well as providing information about the new diploma qualification and up to date information about tourism in the local area.</p> <ul style="list-style-type: none"> <li>• Tourism in Kent – growth and change.</li> <li>• Introducing and managing the Diploma qualifications.</li> <li>• Developing resources and organising activities.</li> <li>• Sharing good practice.</li> <li>• Career and progression opportunities in Travel and Tourism.</li> </ul> <p>Please bring examples of good practise, useful resources and organisations used that can be shared with the group.</p>			

<b>SUBJECT SESSION 58</b>			
<b>Session Title</b>	Canterbury and Swale MFL LLN Group		
<b>Venue</b>	Barton Court	<b>Time</b>	a.m.
<b>Chair</b>	Adrian Plowman (BC)		
<p>Meeting of the Canterbury and Swale areas MFL group, agenda to be decided after their next meeting on 26<sup>th</sup> November 2009 at QE Faversham</p>			