

A woman with long dark hair and glasses, wearing a denim vest over a red top, is engaged in a conversation with a man. The man is wearing a patterned shirt and a lanyard. They appear to be in a professional or educational setting.

**EDUCATION & TRAINING
FOUNDATION**

SHAPING SUCCESS

MATHS & ENGLISH COURSES & WEBINARS 2018/19

DELIVERED BY:



**Skills &
Education
Group**

ABOUT

The Skills and Education Group is working with the Education and Training Foundation, and other delivery partners, to reshape and revamp the current maths and English pipeline offer – Shaping Success.

The Shaping Success programme offers specific, targeted courses to enhance personal skills and teaching approaches in maths and English. The courses offer a fully flexible range of delivery, including full and half-day courses, twilight sessions and introductory webinars.

Whether you're looking to develop effective practice, assessment and tracking, increase use of digital media or coaching techniques to increase learner resilience, we have a course for you.

SHAPING THE SUCCESS OF OUR LEARNERS STARTS WITH THE SUCCESS OF OUR TEACHERS.

These courses can be run for:

Colleges, independent training providers, adult community learning providers, the third sector and secure estates.

Fully customised & flexible courses:

Delivered by a bank of maths and English professionals, that can be adapted to suit you.



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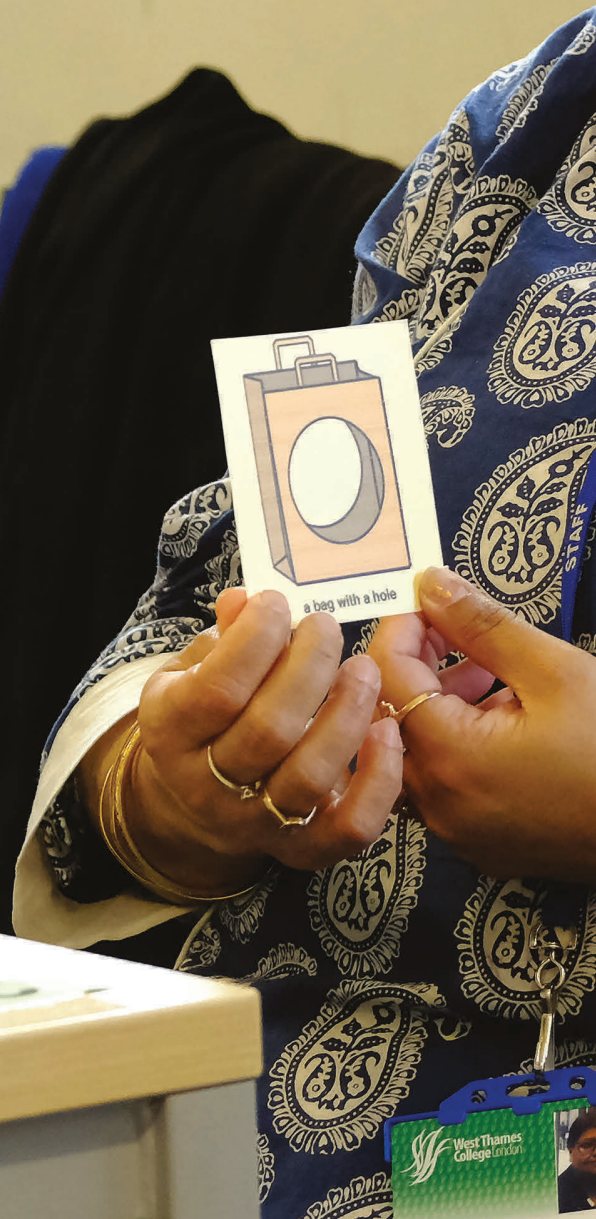
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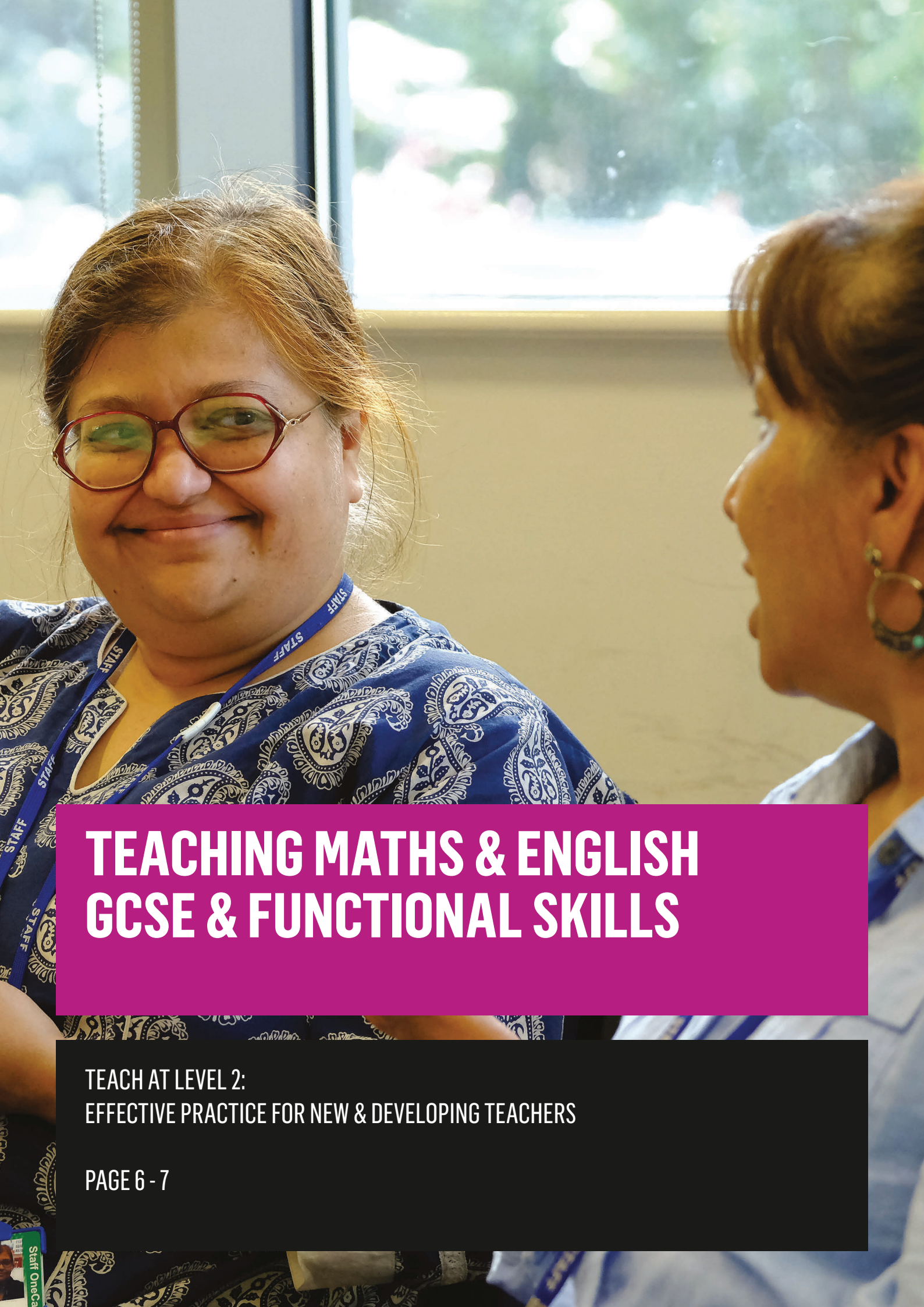
PRICES & HOW TO BOOK

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a bag with a hole



A photograph of two women in conversation. The woman on the left is wearing glasses and a blue patterned shirt with a 'STAFF' lanyard. The woman on the right is seen in profile, wearing a light blue shirt and large hoop earrings. The background is a bright window with greenery outside.

TEACHING MATHS & ENGLISH GCSE & FUNCTIONAL SKILLS

TEACH AT LEVEL 2:
EFFECTIVE PRACTICE FOR NEW & DEVELOPING TEACHERS

PAGE 6 - 7

Teaching maths at Level 2: effective practice for new & developing teachers

If you are new to teaching maths at Level 2 or want to strengthen your understanding of key teaching approaches, this course will provide you with a comprehensive overview. It will help you plan engaging lessons, utilise a range of teaching strategies, assess learning thoroughly and provide effective feedback.

Who is this course for?

This course will most benefit those who either have some knowledge of teaching maths but are new to teaching at Level 2, or those who want to gain confidence in developing new approaches in teaching learners to achieve at this level. It is suitable for providers from across the breadth of the sector, including: further education colleges, independent training providers, adult and community learning, the third sector, offender learning and specialist colleges.

Training Aim

Above everything, the course aims to develop confidence in teaching GCSE and Functional Skills maths. The course is structured around three key themes - curriculum, teaching strategies and assessment - exploring each of them in greater depth as the course progresses.

This course will help you develop your practice in accordance with the Foundation's Professional Standards.



Two day course



Entry requirements:
Delegates must have a maths qualification at Level 2 or higher



For prices and how to book this course please refer to page 45.

Develop confidence

Outcomes

You will have the knowledge and confidence to:

- deliver GCSE and Functional Skills maths at Level 2 with more confidence
- identify how a learner is performing at this level and deliver effective feedback to support their progression
- use up-to-date thinking on curriculum, schemes of work and planning that closes gaps and helps skill retention and application
- develop effective teaching strategies for progress to and success at this level.

Length of course

This is a two day course with an opportunity in between the two sessions to research and practise some of the ideas from day one, as well as building your personal maths skills if required.

Teaching English at Level 2: effective practice for new & developing teachers

If you are new to teaching English at Level 2 or want to strengthen your understanding of key teaching approaches, this course will provide you with a comprehensive overview. It will help you plan engaging lessons, utilise a range of teaching strategies, assess learning thoroughly and provide effective feedback.

Who is this course for?

This course will most benefit those who either have some knowledge of teaching English but are new to teaching at Level 2, or those who want to gain confidence in developing new approaches in teaching learners to achieve at this level. It is suitable for providers from across the breadth of the sector, including: further education colleges, independent training providers, adult and community learning, the third sector, offender learning and specialist colleges.

Training Aim

Above everything, the course aims to develop confidence in teaching GCSE and Functional Skills English. The course is structured around three key themes - curriculum, teaching strategies and assessment - exploring each of them in greater depth as the course progresses.

This course will help you develop your practice in accordance with the Foundation's Professional Standards.



Two day course



Entry requirements:
You must have an English qualification at Level 2 or higher



For prices and how to book this course please refer to page 45.

Develop your practice

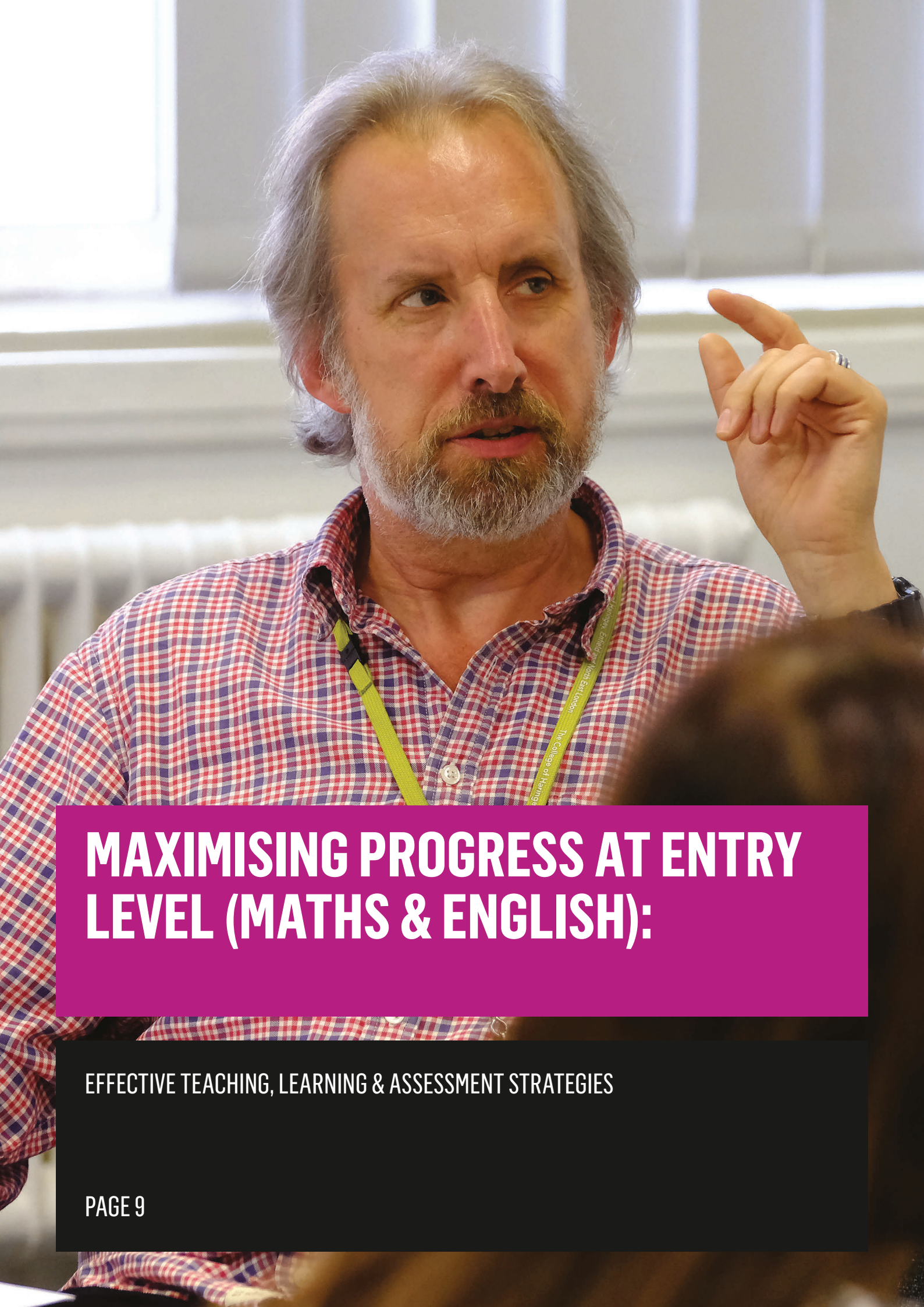
Outcomes

You will have the knowledge and confidence to:

- deliver GCSE and Functional Skills English at Level 2 with more confidence
- identify how a learner is performing at this level and deliver effective feedback to support their progression
- use up-to-date thinking on curriculum, schemes of work and planning that closes gaps and helps skill retention and application
- develop effective teaching strategies for progress to and success at this level.

Length of course

This is a two day course with an opportunity in between the two sessions to research and practise some of the ideas from day one, as well as building on your personal English skills if required.



MAXIMISING PROGRESS AT ENTRY LEVEL (MATHS & ENGLISH):

EFFECTIVE TEACHING, LEARNING & ASSESSMENT STRATEGIES

PAGE 9

Maximise progress at Entry Level (maths & English)

Entry Level courses are essential to motivate and provide learners with a firm foundation to study at higher levels in Functional Skills or progress to GCSE. The practical ideas suggested will be suitable for all exam boards and delegates will gain new and creative ideas on choosing options and developing an innovative curriculum to motivate learners in developing literacy skills further.

Who is this course for?

This course is aimed at teachers and managers of maths and English who teach or intend to teach learners at Entry Levels.

Training Aim

To support practitioners to raise learner achievement and maximise progress at Entry Level in maths and English Functional Skills.



One day course



Entry requirements:
The course is aimed at teachers and managers of maths and English, who teach or intend to teach learners at Entry Level



For prices and how to book this course please refer to page 45.

Motivate your learners

Outcomes

You will be able to:

- understand the key requirements of Entry Level maths and English
- employ a range of engaging and motivating Entry Level tasks
- critique a range of learning opportunities to create appropriate challenges for all Entry Level students
- utilise a range of different assessment and feedback strategies.

Length of course

The course consists of a one day face-to-face training session with plenty of ideas for further development and signposting to additional helpful resources



FUNCTIONAL SKILLS WEBINAR:

DISCOVER NEW MATERIALS & APPROACHES TO
SUPPORT TEACHING & LEARNING - MATHS & ENGLISH

PAGE 11

Functional Skills: Discover new materials & approaches to support teaching & learning – maths & English

The aim of the interactive webinar is to introduce the purpose, content and structure of new materials to support revised Functional Skills in maths and English. You will be introduced to some of the key teaching approaches modelled in the materials and with a range of ideas for lessons that can be adapted for different contexts and models of support. The webinar will also help you make the most of the one or two day CPD programmes which will explore the materials in detail.

Who is this webinar for?

This course will most benefit:

- Functional Skills tutors
- vocational tutors and assessors involved in embedded support
- learning support assistants.

Training Aim

This webinar will introduce you to the purpose, content and structure of the new Functional Skills maths and English subject materials.



90 minute webinar



Entry requirements:
You should be teaching or supporting maths and/or English skills development



For prices and how to book this course please refer to page 45.

Look at key approaches

Outcomes

You will have the knowledge and confidence to:

- introduce the purpose, content and structure of the new Functional Skills maths and English subject materials
- highlight some of the key principles and teaching approaches that underpin the materials
- suggest some useful links for further reading
- make the most of the materials if you are planning to work through them on your own
- make the most of the one day or two day CPD programmes.

Length of webinar

90 minutes (virtual room will be open 30 minutes before the webinar starts so you can test your equipment).

Technical Requirements

- a software download is required which you can download in advance, or on the day from this link: <https://zoom.us/download>
- a good internet connection
- a set of headphones or a microphone headset
- a webcam, although not essential, is very helpful.



VOCATIONAL REVITALISER:

AN INTRODUCTION - MATHS, ENGLISH OR COMBINED

PAGE 13 - 15

Vocational Revitaliser: maths - an introduction

Maths vocational revitalisers are one day, blended programmes that introduce techniques vocational practitioners can use to develop their learners' confidence and abilities in maths. By doing things in a different way, practitioners can help learners improve their maths, alongside developing vocational skills. Courses are either contextualised to specific areas such as construction, or open context, for practitioners from a range of contexts.

Who is this course for?

Practitioners working in the further education and skills sector who are:

- vocational lecturers
- workplace trainers
- assessors
- learning support assistants.

Training Aim

This one day course aims to provide practitioners with techniques to develop their learners' confidence and abilities in maths.



One day course



Entry requirements:
You should be a vocational practitioner either teaching, assessing or supporting in the further education and skills sector



For prices and how to book this course please refer to page 45.

Help learners improve

Outcomes

You will have the knowledge and confidence to:

- develop your maths teaching skills
- self-assess and develop your personal maths skills
- review the maths skills that underpin vocational skills and explore strategies for engaging learners
- identify the barriers that learners face
- demonstrate and try out a range of active learning strategies
- evaluate different embedded support strategies
- demonstrate some popular e-learning tools for use in embedded support.

Length of course

One day face-to-face course with a pre and post-blended element.

Vocational Revitaliser: English - an introduction

English vocational revitalisers are blended programmes that introduce techniques vocational practitioners can use to develop their learners' confidence and abilities in English. By doing things in a different way, practitioners can help learners improve their English, alongside developing vocational skills. Courses are either contextualised to specific areas such as construction, or open context, for practitioners from a range of contexts.

Who is this course for?

Practitioners working in the education and skills sector who are:

- vocational lecturers
- workplace trainers
- assessors
- learning support assistants

Training Aim

This one day course aims to provide practitioners with techniques to develop their learners' confidence and abilities in English.



One day course



Entry requirements:
You should be a vocational practitioner either teaching, assessing or supporting in the further education and skills sector



For prices and how to book this course please refer to page 45.

Develop learners

Outcomes

You will be able to:

- develop your English teaching skills and confidence
- self-assess and develop your personal English skills
- review the English skills that underpin vocational skills and explore strategies for engaging learners
- identify the barriers that learners face
- demonstrate and try out a range of active learning strategies
- evaluate different embedded support strategies
- demonstrate some popular e-learning tools for use in embedded support.

Length of course

One day face-to-face course with a pre and post-blended element.

Vocational Revitaliser: practical strategies for supporting maths & English in vocational learning

Maths and English combined vocational revitalisers are one day, blended programmes that introduce techniques vocational practitioners can use to develop their learners' confidence and abilities in maths and English. By doing things in a different way, practitioners can help learners improve their maths and English, alongside developing vocational skills. Courses are either contextualised to specific areas such as construction, or open context, for practitioners from a range of context.

Who is this course for?

Practitioners working in the education and skills sector who are:

- vocational lecturers
- workplace trainers
- assessors
- learning support assistants.

Training Aim

This one day course aims to provide practitioners with techniques to develop their learners' confidence and abilities in maths and English.



One day course



Entry requirements:
You should be a vocational practitioner either teaching, assessing or supporting in the further education and skills sector



For prices and how to book this course please refer to page 45.

Develop confidence

Outcomes

You will be able to:

- develop your maths and English teaching skills and confidence
- self-assess and develop your personal maths and English skills
- review the maths and English skills that underpin vocational skills and explore strategies for engaging learners
- identify the barriers that learners face
- demonstrate and try out a range of active learning strategies
- evaluate different embedded support strategies
- demonstrate some popular learning tools for use in embedded support.

Length of course

A one day face-to-face course with a pre and post-blended element.



MATHS & ENGLISH ACROSS THE VOCATIONAL PROGRAMME:

TAKING A DEEPER APPROACH

PAGE 17 - 18

Maths across the vocational programme: taking a deeper approach

Every vocational teacher or trainer, consciously or unconsciously, teaches aspects of maths as it is required to carry out almost all vocational tasks. You will build on knowledge and techniques from the introductory Vocational Revitaliser course, or from prior learning and/or experiences of embedding maths.

Who is this course for?

Practitioners working in the further education and skills sector who are:

- vocational lecturers
- workplace trainers
- assessors
- learning support assistants.

Training Aim

Building on prior experience or the introductory Vocational Revitaliser course to enable vocational teachers, trainers and assessors to support their learners' maths development within vocational learning programmes.



One day course



Entry requirements:
You should be a vocational practitioner either teaching, assessing or supporting in the further education and skills sector



For prices and how to book this course please refer to page 45.

Build on knowledge

Outcomes

You will be able to:

- motivate learners by helping them to value maths development and believe in their potential to achieve maths qualifications where required
- plan sequences of learning where maths is developed alongside vocational competencies
- support vocational learners' maths progression by adopting assessment for learning approaches
- work collaboratively with maths specialists, or access resources and support, to ensure learners experience is coherent with maths development across programmes
- engage in their own maths development, and apply learning to their practice.

Length of course

One or half day, face-to-face with a pre and post-session task.

Entry requirements

This course is a progression from the one or half day maths Vocational Revitaliser: an Introduction. We expect you to have completed the introductory course or be experienced in supporting maths in your vocational area.

English across the vocational programme: taking a deeper approach

Every vocational teacher or trainer, consciously or unconsciously, teaches aspects of English as it is required to carry out almost all vocational tasks. You will build on knowledge and techniques from your introductory Vocational Revitaliser course, or from prior learning and/or experiences of embedding English.

Who is this course for?

Practitioners working in the education and skills sector who are:

- vocational lecturers
- workplace trainers
- assessors
- learning support assistants.

Training Aim

Building on prior experience or the Introductory Vocational Revitaliser course, to enable vocational teachers, trainers and assessors to support their learners' English development within vocational learning programmes.



One day course



Entry requirements:
You should be a vocational practitioner either with experience of teaching, assessing or supporting English in the further education and skills sector



For prices and how to book this course please refer to page 45.

Build on techniques

Outcomes

You will be able to:

- motivate learners by helping them to value English development and believe in their potential to achieve English qualifications where required
- plan sequences of learning where English is developed alongside vocational competencies
- support vocational learners' English progression by adopting assessment for learning approaches
- work collaboratively with English specialists, or access resources and support, to ensure learners experience is coherent with English development across programmes
- engage in learners own English development, and apply learning to their practice.

Length of course

One day, face-to-face with a pre and post-session task.

Entry requirements

This course is a progression from the one or half day English Vocational Revitaliser: an Introduction. We expect you to have completed the introductory course or be experienced in supporting English in your vocational area.

A photograph of two men in light blue shirts. The man on the left is smiling and looking towards the man on the right. He is wearing a black lanyard with 'TOTTENHAMHOTSPUR.COM' printed on it. The man on the right is bald, has a beard, and is wearing glasses. They appear to be in a meeting or discussion.

ASSESSMENT & TRACKING & LESSON OBSERVATIONS

PAGE 20 - 21

Assessment & tracking in maths & English

The aim of the interactive webinar is to introduce effective practice in assessment and tracking for maths and English.

Who is this webinar for?

This webinar is aimed at teachers, trainers, assessors, mentors and coaches with responsibilities for facilitating maths and English development and curriculum managers responsible for relevant vocational areas and for embedding maths and English.

Training Aim

This webinar will help you become familiar with effective practice in assessment and tracking for maths and English, drawing on the latest evidence base.



90 minute webinar



Entry requirements:
You should be teaching or supporting maths and/or English skills development



For prices and how to book this webinar please refer to page 45.

Introductory webinar

Outcomes

You will have the knowledge and confidence to:

- explore an Assessment for Learning (AfL) framework
- outline the principles behind effective practice guidelines for assessment and tracking in maths and English
- describe effective AfL processes when supporting maths and English
- develop awareness of how to equip learners to monitor and evaluate their own maths and English learning.

Length of webinar

90 minutes (virtual room will be open 30 minutes before the webinar starts so you can test your equipment).

Technical Requirements

- a software download is required which you can download in advance, or on the day from this link: <https://zoom.us/download>
- a good internet connection
- a set of headphones or a microphone headset
- a webcam, although not essential, is very helpful.

Effective practice & tracking: an introduction

This course will introduce you to the Foundation's new evidence-based, Effective Practice Guidelines (EPGs) for assessment and tracking in maths and English. It will also explore teaching, learning and assessment approaches that will improve progression and attainment.

Who is this course for?

This course is aimed at:

- maths and English practitioners
- vocational practitioners supporting learners' maths and English development
- learning support staff supporting learners' maths and English development.

Training Aim

To enable delegates to re-think and redesign assessment and tracking and to improve maths and English teaching, learning and assessment.



One day course



Entry requirements:
If you haven't completed the introductory course, please complete the short task to self-assess against the learning objectives from the 'Vocational Revitaliser: an Introduction'. This will help you to assess your readiness for this course



For prices and how to book this course please refer to page 45.

Learn new approaches

Outcomes

By the end of the course, participants will be able to:

- identify the purpose of assessment and tracking in maths and English
- explore an Assessment for Learning framework
- understand the significance of motivation in Assessment for Learning
- understand effective practice guidelines for assessment and tracking
- identify teaching, learning and assessment approaches that promote effective practice
- know how to equip learners to monitor and evaluate their own learning.

Length of course

One full day, face-to-face session.



MEETING LEARNERS' NEEDS:

EFFECTIVE ASSESSMENT FOR LEARNING

PAGE 23 - 25

Meeting learners' needs: effective assessment for learning in maths

This two day blended course supports maths teachers to reflect on and make changes to their practice, meeting learners' needs by using effective assessment for learning. The course links Assessment for Learning (AfL) to learner motivation, engagement and achievement as well as exploring subject-specific AfL approaches, pedagogy and resources. You will design learning tasks that enable learners and teachers to monitor, evaluate and review progress, build on learners' prior knowledge, and match teaching to learners' needs.

Who is this course for?

For teachers who:

- teach GCSE maths in post-16 settings
- teach Functional Skills maths
- support learners' numeracy development.

Training Aim

To prepare teachers to be better equipped and more confident to support their learners' maths development, by using effective assessment for learning in maths.



Two days over four to six weeks



Entry requirements:
You should be either teaching GCSE maths in post-16 settings, teaching Functional Skills maths or supporting learners' numeracy development



For prices and how to book this course please refer to page 45.

Design learning tasks

Outcomes

You will be able to:

- explore the cognitive and affective domains of an AfL framework and apply it to your practice
- design learning tasks which enable learners and teachers to monitor, evaluate and review progress, to build on learners' prior knowledge and match teaching to the needs of each learner
- critically review and implement AfL principles and strategies including clarifying, sharing and understanding learning outcomes and success criteria; promoting learner talk; effective questioning; providing formative feedback; self-assessment and peer-assessment
- put into practice formative assessment with a group of your learners.

Length of course

Two days training spread over four to six weeks.

Meeting learners' needs: effective assessment for learning in English

This two day blended course supports English teachers to reflect on and make changes to their practice, by using effective Assessment for Learning (AfL) approaches. The course links AfL to learner motivation, engagement and achievement as well as exploring subject-specific AfL approaches, pedagogy and resources. You will design learning tasks that enable learners and teachers to monitor, evaluate and review progress, to build on learners' prior knowledge, and match teaching to learners' needs.

Who is this course for?

For teachers who:

- teach GCSE English language in post-16 settings
- teach Functional Skills English
- support learners' literacy development.

Training Aim

To prepare teachers to be better equipped and more confident to support their learners' English development through AfL approaches.



Two days over four to six weeks



Entry requirements:
You should be either be teaching GCSE English Language in post-16 settings, teaching Functional Skills English or supporting learners' literacy development



For prices and how to book this course please refer to page 45.

Blended learning course

Outcomes

You will be able to:

- explore the cognitive and affective domains of an AfL framework and apply it to your practice
- design learning tasks which enable learners and teachers to monitor, evaluate and review progress, to build on learners' prior knowledge and match teaching to the needs of each learner
- critically review and implement AfL principles and strategies, including clarifying and understanding learning outcomes and success criteria; promoting learner talk; effective questioning; providing formative feedback; self/ peer assessment and the development of judgement.

All of the above will be undertaken through experiential English tasks which include the exploration of hybrid genres, text analysis and teaching inference.

Length of course

Two days training spread over four to six weeks.

Lesson observation & learning walks: improving maths & English learning

The direct observation of teaching has for too long been associated with performance management alone, when it has a vital role to play in developing and improving it too. This practical one day course will rigorously dissect what best practice means in English and maths, together with looking in depth at how observations can be used developmentally by managers and colleagues to improve the teaching of maths and English - both when delivered in standalone lessons and when embedded into vocational learning.

Who is this course for?

This course is aimed at anyone involved in the observation of maths and English teaching whether this be through discrete classes or embedding in wider vocational teaching.

Training Aim

To enable you to develop a culture of open, reflective practice in your organisation encouraging staff to be more adventurous in their teaching style and use of resources.

This course will help you develop your practice in accordance with the Foundation's Professional Standards, in particular: 10 - Evaluate your practice with others and assess its impact on learning.



One day course



Entry requirements:
You should be a practitioner responsible for monitoring or improving the quality of maths and English



For prices and how to book this course please refer to page 45.

Design learning tasks

Outcomes

You will have the knowledge and confidence to:

- identify the essential maths and English skills and teaching approaches that maths, English Language and vocational teachers need to focus on
- explore and critique various theories of lesson observation/learning walks and relate them to improving outcomes for maths and English learners
- identify how to give supportive and effective feedback on how to improve outcomes for learners in maths and English
- create a sustainable, collaborative and expansive learning environment.

Length of course

The course consists of a one day face-to-face session, with support to help you get new structures and expectations established in your organisation.



IMPROVING PERSONAL SKILLS & DEVELOPING TEACHING APPROACHES

PAGE 27 - 28

Engaging & motivating learners in maths

How do you get your learners inspired about mathematics and eager to learn? Back by popular demand, this innovative training programme provides practitioners with a wide range of practical ideas to increase learner motivation, which supports you whilst you implement these ideas in your teaching.

Who is this course for?

This course is aimed at practising mathematics teachers in further education for both Functional Skills and GCSE. The focus will be on motivation and engagement, drawing on tried and tested practice from the Maths Pipeline and Enhancement Programme, as well as from research and materials produced by the ETF and partners.

Training Aim

This exciting course provides you with evidence-based practical ideas for improving learner engagement, followed by an opportunity to test them out supported by a course mentor.

This course will help you develop your practice in accordance with the Foundation's Professional Standards, in particular: 13 - Motivate and inspire learners to promote achievement and develop their skills to enable progression.



Two days over four weeks



Entry requirements:
Maths practitioners, managers and curriculum leaders



For prices and how to book this course please refer to page 45.

Inspire your learners

Outcomes

You will have the knowledge and confidence to:

- accurately assess and respond to learners' needs and starting points
- be flexible and innovative in selecting appropriate active teaching methods and resources to explore and critique engaging and motivating approaches to mathematics
- make effective use of assessment for learning, learners' voice and feedback to both monitor and engage the learner
- develop, evaluate and assess the impact of appropriate interventions and produce effective case studies to evidence this.

Length of course

The two days training spread over four weeks, will allow you to explore effective teaching approaches and try them out through a short action research assignment.

You will then have the opportunity to share your experiences, learning and the impact of these projects on day two.

Engaging & motivating learners in English

How do you get your learners inspired about English and eager to learn? Back by popular demand, the Education and Training Foundation has commissioned more courses from this innovative training programme, which provides practitioners with a wide range of practical ideas to increase learner motivation. You will then be supported whilst you implement these ideas in your teaching.

Who is this course for?

This course is aimed at practicing English practitioners in further education for both Functional Skills and GCSE, including work based providers and apprenticeships.

The focus will be on motivation and engagement - drawing on tried and tested practice from the English Pipeline and Enhancement Programme, as well as from research and materials produced by the ETF and partners.

Training Aim

This exciting course provides you with evidence-based practical ideas for improving learner engagement, followed by an opportunity to test them out supported by a course mentor.



Two days over four weeks



Entry requirements:
You will need to be teaching an English class from Entry Level 3 to Level 2



For prices and how to book this course please refer to page 45.

Offering practical ideas

Outcomes

You will be able to:

- Accurately assess and respond to learner's needs and starting points
- be flexible and innovative in selecting appropriate active teaching methods and resources
- explore and critique engaging and motivating approaches to English language
- make effective use of AfL, learners voice and feedback to both monitor and engage the learner
- develop, evaluate and assess the impact of appropriate interventions and produce effective case studies to evidence this.

Length of course

The two days training spread over four weeks, will allow you to explore effective teaching approaches and try them out through a short action research assignment.

You will then have the opportunity to share your experiences, learnings and the impact of these projects on day two.

A young man with short dark hair, wearing a blue hoodie, is looking down and to the right. He is wearing a purple lanyard with the text 'Maths & English' visible. In the background, another person is partially visible, wearing a black and white patterned shirt and a purple lanyard. The background is a bright yellow wall.

MATHS & ENGLISH RESILIENCE

INTRODUCTORY WEBINAR

PAGE 30

Maths & English resilience

This interactive webinar will examine negative attitudes and anxiety about learning maths and English. It will also discuss practical strategies to overcome them, in order to develop resilient learners.

Who is this webinar

This course is aimed at:

- teachers, trainers, assessors, mentors and coaches with responsibilities for facilitating maths and English development
- curriculum managers or coordinators responsible for relevant vocational areas and for embedding maths and English.

Training Aim

The aim of the webinar is to explore strategies to address learners' negative attitudes to maths and English and develop resilience.



90 minute webinar



Entry requirements:
You should be teaching or supporting English and/or maths skills development



For prices and how to book this webinar please refer to page 45.

Tackle negativity

Outcomes

You will have the knowledge and confidence to:

- develop your awareness of affective barriers to learning maths and English
- use the 'growth zone model' as a vehicle for learners to discuss their emotional reactions to maths and English
- explore strategies for creating a positive classroom climate to enable growth mindsets and resilient learners.

Length of webinar

90 minutes (virtual room will be open 30 minutes before the webinar starts, so you can test your equipment).

Technical Requirements

- a software download is required which you can download in advance, or on the day from this link: <https://zoom.us/download>
- a good internet connection
- a set of headphones or a microphone headset
- a webcam, although not essential, is very helpful.



RESILIENCE:

DEVELOPING POSITIVE ATTITUDES & PERSEVERANCE IN LEARNERS

PAGE 32 - 36

Mathematical Resilience: developing learners' self-belief & perseverance

Mathematical Resilience describes a positive stance towards maths which enables learners to overcome deep-seated negative attitudes and anxiety about studying the subject. This course identifies practical strategies to engage learners, develop their self-belief and support them to persevere in maths helping them to become mathematically resilient learners.

Who is this course for?

This course is for teachers/trainers:

- teaching GCSE maths
- teaching Functional Skills maths
- supporting learners' maths skills in vocational contexts.

Training Aim

This course introduces the key ideas of mathematical resilience and the 'growth zone' model and how teachers can develop strategies to overcome affective barriers to maths learning.



One day course



Entry requirements:
You should be teaching, managing or supporting maths in the further education and skills sector



For prices and how to book this course please refer to page 45.

Instill self-belief

Outcomes

You will:

- explore ideas of mathematical resilience and share insights into learning maths
- experience approaches which make maths meaningful and accessible
- examine how positive classroom norms and messages can be used to develop self-belief, together with more productive approaches to maths learning
- use the 'growth zone' model to explore how perseverance can be developed through a balance of challenge and support
- reflect on future actions to address affective barriers to maths learning.

Length of course

This course is one day. Pre-course reading materials will be provided for all participants, with access to further materials online.

English Resilience: developing learners' self-belief & perseverance

English Resilience describes a positive stance towards learning English which enables learners to overcome deep-seated negative attitudes and anxiety about studying the subject. This course identifies practical strategies to engage learners, develop their self-belief and support them to persevere in English, helping them to become resilient learners.

Who is this course for?

This course is for teachers/trainers:

- teaching GCSE English
- teaching Functional Skills English
- supporting learners' literacy and English skills in vocational contexts.

Training Aim

This course introduces the key ideas of English resilience and the 'growth zone' model and how teachers can develop strategies to overcome affective barriers to learning English.



One day course



Entry requirements:
You should be teaching, managing or supporting English in the further education and skills sector



For prices and how to book this course please refer to page 45.

Share insights

Outcomes

You will:

- explore ideas of resilience and share insights into learning English
- experience approaches which make English meaningful and accessible
- examine how positive classroom norms and messages can be used to develop self-belief and more productive approaches to learning English
- use the 'growth zone' model to explore how perseverance can be developed through a balance of challenge and support
- reflect on future actions to address affective barriers to learning English.

Length of course

This course is one full day. Pre-course reading materials will be provided for all participants, with access to further materials online.

Using coaching strategies to support maths & English

“Coaching is a process which aims to unlock a person’s potential to maximise their own performance, by helping them to learn rather than teaching them.” (Whitmore, 2003).

This course focuses on how teachers can develop and incorporate coaching approaches into their repertoire of skills, then use these to help maths and English learners become more independent, resilient and resourceful. It will encourage teachers to think differently about their practice and the learning culture in their classroom.

Who is this course for?

Practitioners working in the education and skills sector who are:

- teaching Functional Skills maths or English
- teaching GCSE maths or English
- supporting learners’ maths or English skills in vocational contexts
- learning coaches, mentors or support assistants.

Training Aim

To provide teachers and support staff with tools to transform their classroom culture and practice by:

- raising awareness of the impact of their actions on learners’ attitudes, beliefs and behaviour
- developing coaching techniques - including active listening, questioning and feeding back
- using these techniques to engage, challenge and support maths and English learners.



One day course



Entry requirements:
You should be teaching or supporting maths and English learners in the further education and skills sectors



For prices and how to book this course please refer to page 45.

Unlock potential

Outcomes

By the end of the course, you will have the knowledge and confidence to:

- identify the key principles of coaching
- identify different levels of listening and consider which are most appropriate for a coaching approach
- use powerful coaching-style questions within your maths and English teaching practice
- apply the GROW model of questioning to challenge and support learners
- understand the impact of the teacher’s actions on learners’ attitudes and identify how behaviours could be modified
- use non-judgmental feedback techniques to promote growth mindsets
- develop the use of peer-coaching as a teaching and learning strategy.

Length of course

One day, face-to-face course.

Using ETF resources & support to develop your maths & English delivery

This interactive webinar will examine a range of CPD and resources available, through the Education and Training Foundation to support maths and English delivery. It will also help you plan a programme of support for staff involved in maths and English support, teaching and embedding.

Who is this webinar for?

This webinar is for:

- coordinators and those managing English and maths delivery
- teachers/tutors supporting learners' English and maths development.

Training Aim

The aim of this webinar is to consider a range of CPD and resources available through the Education and Training Foundation to support maths and English delivery.



90 minute webinar



Entry requirements:
You should be coordinating and/or teaching and/or supporting maths and/or English skills development



For prices and how to book this webinar please refer to page 45.

Share insights

Outcomes

You will have:

- considered the skills needed by staff and managers to effectively deliver maths and English
- investigated resources available from the Education Training Foundation to support delivery
- been introduced to a tool for planning CPD.

Length of webinar

90 minutes (virtual room will be open 30 minutes before the webinar starts, so you can test your equipment).

Technical Requirements

- a software download is required which you can download in advance, or on the day from this link: <https://zoom.us/download>
- a good internet connection
- a set of headphones or a microphone headset
- a webcam, although not essential, is very helpful.

Active & engaging approaches to maths

This interactive webinar will examine a range of approaches and resources to actively engage learners with maths.

Who is this webinar for?

This webinar is for:

- teachers, trainers, assessors, mentors and coaches with responsibilities for teaching or supporting GCSE or functional maths
- curriculum managers or coordinators responsible for relevant vocational areas and for embedding maths.

Training Aim

The aim of the webinar is to explore different strategies, activities and resources to make maths learning more active and engaging.



90 minute webinar



Entry requirements:
You should be teaching or supporting maths skills



For prices and how to book this webinar please refer to page 45.

Consider the benefits

Outcomes

You will have the knowledge and confidence to:

- explore different approaches and activities to make maths learning more active and engaging
- consider the benefits of such approaches to learners and the implications for your practice
- develop your awareness of different websites with freely available resources.

Length of webinar

90 minutes (virtual room will be open 30 minutes before the webinar starts, so you can test your equipment).

Technical Requirements

- a software download is required which you can download in advance, or on the day from this link:
<https://zoom.us/download>
- a good internet connection
- a set of headphones or a microphone headset
- a webcam, although not essential, is very helpful.



USING MULTIMEDIA & DEVELOPING DIGITAL APPROACHES

ACROSS MATHS & ENGLISH

PAGE 38 - 40

Digital approaches for maths & English study skills & assessment

This interactive webinar will examine a range of digital approaches, that support maths and English development.

Who is this webinar for?

This webinar is for:

- teachers, trainers, assessors, mentors and coaches with responsibilities for facilitating maths and English development
- curriculum managers or coordinators responsible for relevant vocational areas and for embedding maths and English.

Training Aim

You will have the knowledge and confidence to:

- develop your awareness of digital literacies in learners' lives and work.



90 minute webinar



Entry requirements:
You should be coordinating, teaching or supporting maths and/or English skills development



For prices and how to book this webinar please refer to page 45.

Explore digital examples

Outcomes

You will:

- explore different ways of using digital approaches to support maths and English development
- explore some examples of digital approaches that can transform maths and English development.

Length of webinar

90 minutes (virtual room will be open 30 minutes before the webinar starts, so you can test your equipment).

Technical Requirements

- a software download is required which you can download in advance, or on the day from this link: <https://zoom.us/download>
- a good internet connection
- a set of headphones or a microphone headset
- a webcam, although not essential, is very helpful.

Using multimedia with maths & English learners

This interactive webinar will explore a range of multimedia for use with maths and English learners. It aims to give participants an opportunity to widen their perspectives on how teachers can use multimedia to engage and support learners.

Who is this webinar for?

This webinar is for:

- teachers, trainers, assessors, mentors and coaches with responsibilities for facilitating maths and English development.
- curriculum managers or coordinators responsible for relevant vocational areas and for embedding maths and English.

Training Aim

This webinar aims to explore and evaluate a range of multimedia, with direct reference to their relevance in improving learner engagement and achievement in maths and English.



90 minute webinar



Entry requirements:
You should be teaching or supporting English and/or maths skills development



For prices and how to book this webinar please refer to page 45.

Enrich good practice

Outcomes

You will have the knowledge and confidence to:

- reflect on the way multimedia can enrich good practice in maths and English teaching, as well as promote innovative delivery models
- share examples of good practice in the use of multimedia.

Length of webinar

90 minutes (virtual room will be open 30 minutes before the webinar starts so you can test your equipment).

Technical Requirements

- a software download is required which you can download in advance, or on the day from this link: <https://zoom.us/download>
- a good internet connection
- a set of headphones or a microphone headset
- a webcam, although not essential, is very helpful.

Digital approaches to GCSE maths

This interactive webinar will examine a range of apps and digital approaches that can support GCSE maths learning.

Who is this Webinar for?

GCSE maths teachers and those managing or supporting GCSE maths provision.

Training Aim

The aim of the webinar is to explore a range of apps and digital approaches that support effective GCSE maths teaching, learning and assessment.



90 minute webinar



Entry requirements:
You should be teaching or supporting GCSE maths resit learners



For prices and how to book this webinar please refer to page 45.

How apps can help

Outcomes

You will have the knowledge and confidence to:

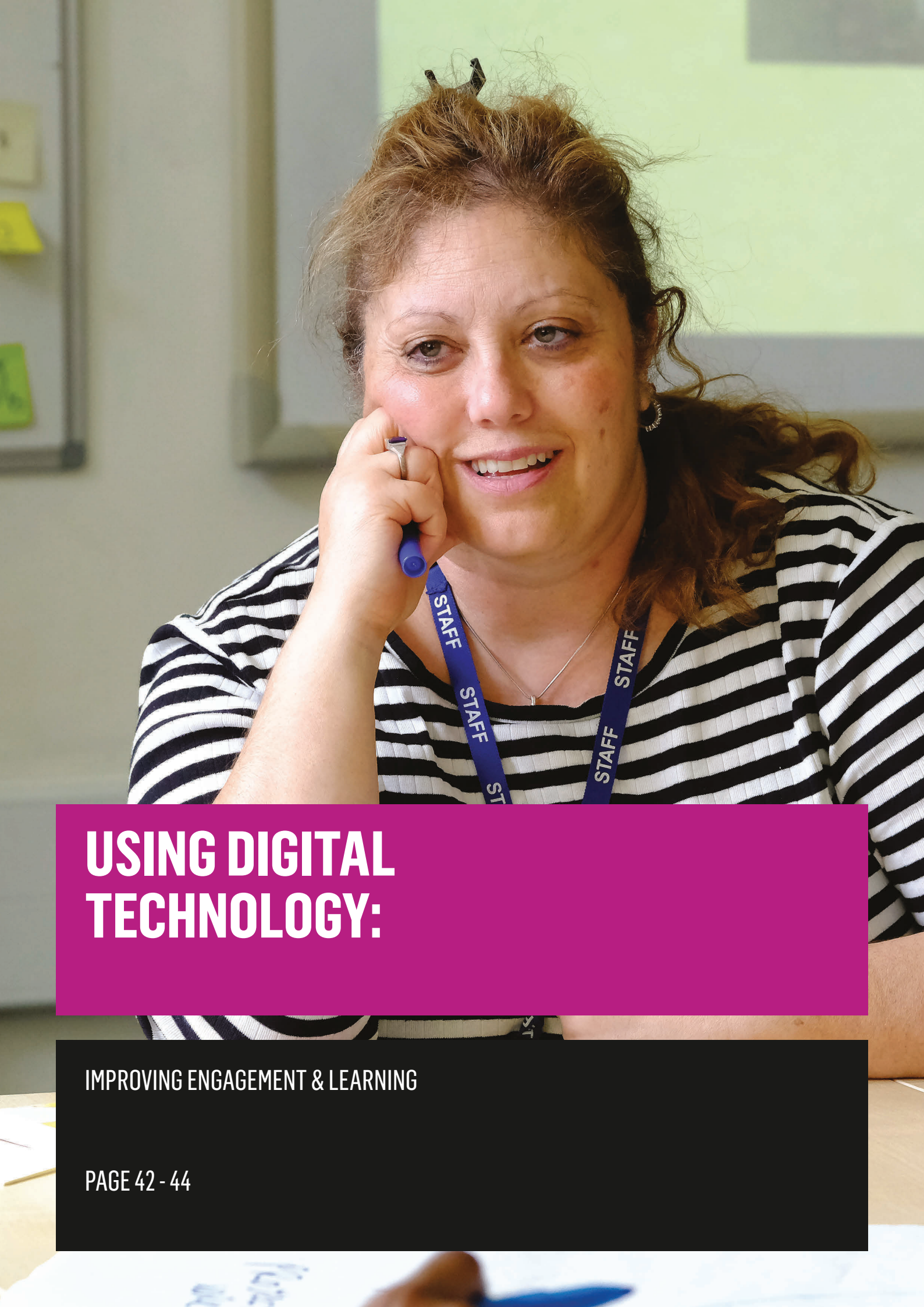
- explore a range of apps that are freely available to engage GCSE maths re-sit learners
- incorporate digital technology effectively with your GCSE maths classes to enhance learning
- use digital technology to support additional study outside the maths classroom.

Length of webinar

90 minutes (virtual room will be open 30 minutes before the webinar starts, so you can test your equipment).

Technical Requirements

- a software download is required which you can download in advance, or on the day from this link:
<https://zoom.us/download>
- a good internet connection
- a set of headphones or a microphone headset
- a webcam, although not essential, is very helpful.



USING DIGITAL TECHNOLOGY:

IMPROVING ENGAGEMENT & LEARNING

PAGE 42 - 44

Using digital technology: improving engagement & learning in maths

This course explores popular e-learning tools and websites for use in maths teaching. It will offer you the opportunity to widen your perspective on using digital technology, to engage and support learners on functional maths and GCSE maths programmes.

Who is this course for?

- GCSE maths teachers
- functional maths tutors
- vocational tutors and assessors involved in embedded support
- learning support assistants.

Training Aim

This course aims to explore and evaluate a range of e-learning tools and websites, with direct reference to their relevance in improving learner engagement and achievement on maths programmes at a range of levels.



One day course



Entry requirements:
You should be teaching or supporting maths skills development



For prices and how to book this course please refer to page 45.

Widen your knowledge

Outcomes

You will be able to:

- reflect on the way digital technology can enrich good practice in maths teaching, as well as promote innovative delivery models
- share examples of good practice in the use of learning tools and approaches
- evaluate a range of tutor-devised digital resources created for use in classroom teaching and in blended learning
- explore some popular useful online resource banks, blogs and YouTube channels.

Length of course

One day, with opportunities for further support and collaborative activity.

Using digital technology: improving engagement & learning in English

This one day course explores a range of popular e-learning tools and websites, for use in English teaching. It aims to give participants an opportunity to widen their perspectives on how teachers can use digital technology, to engage and support learners on both functional English and GCSE English programmes.

Who is this course for?

- GCSE English teachers
- functional English tutors
- vocational tutors and assessors involved in embedded support
- learning support assistants.

Training Aim

The course aims to explore and evaluate a range of e-learning tools and websites, with direct reference to their relevance in improving learner engagement and achievement on English programmes at a range of levels.



One day course



Entry requirements:
You should be teaching or supporting English skills development



For prices and how to book this course please refer to page 45.

Explore e-learning tools

Outcomes

You will be able to:

- reflect on the way digital technology can enrich good practice in English teaching, as well as promote innovative delivery models
- share examples of good practice in the use of e-learning tools and approaches
- evaluate a range of tutor-devised digital resources, created for use in classroom teaching and in blended learning
- explore some popular useful online resource banks, blogs and YouTube channels.

Length of course

One day with opportunities for further support and collaborative activity.

Using digital technology: improving engagement & learning in maths & English

This one day course explores a range of popular e-learning tools and websites for use in teaching functional maths and English. It aims to give participants an opportunity to widen their perspectives on how teachers can use digital technology to engage and support learners, both in the classroom and in the development of blended learning.

Who is this course for?

- functional maths and English teachers
- vocational tutors and assessors involved in embedded support
- learning Support assistants.

Training Aim

This course aims to explore and evaluate a range of e-learning tools and websites, with direct reference to their relevance in improving learner engagement and achievement in functional maths and English.



One day course



Entry requirements:
You should be teaching or supporting English and/or maths skills development



For prices and how to book this course please refer to page 45.

Widen your knowledge

Outcomes

You will have the knowledge and confidence to:

- reflect on the way digital technology can enrich good practice in Functional Skills teaching as well as, promote innovative delivery models
- share examples of good practice in the use of e-learning tools and digital approaches
- evaluate a range of tutor-devised digital resources created for use in classroom teaching and in blended learning
- explore some popular online resource banks, websites, blogs and YouTube channels.

Length of course

One day, with opportunities for further support and collaborative activity.

Prices

The cost of courses vary depending on the length and type of course.

The cost of the course includes all resources associated to the training session.

An outline of the costs can be found opposite:

How can I book?

There are two ways to book a course, an outline can be found opposite:

One day courses:

- SET Member: £85
- non-SET Member: £100
- in-house course for up to 16 staff: £880
- providers with between 6-10 delegates: £600.

Two day courses:

- SET Member: £148.75
- non-SET Member: £175.00
- in-house course for up to 16 staff: £1,580
- providers with between 6-10 delegates: £1,100.

Webinars:

- SET Member: £21.25
- non-SET Member: £25.00.

For individuals

Visit the Education and Training Foundation's website to book your place, or register your interest on a course:

etfoundation.co.uk/supporting/support-practitioners/maths-and-english/courses

For organisations

Speak to our team about hosting an in-house course, or a mixed-model approach. We can tailor a course to your organisation's specific needs.

Contact:

E: shapingsuccess@skillsedugroup.co.uk

T: 0115 854 1623

Who are the Skills and Education Group?

The Skills and Education Group unites education and skills orientated organisations that share similar values and objectives.

With more than 100 years of collective experience, the Group's strategic partnerships creates opportunities to inform, influence and represent the wider education and skills sector.

Through our collective experience we strive to enhance the lives of young people and adults. We want all learners to achieve their full potential, no matter what their age, background or ability. We do this by supporting the development and delivery of education and skills providers, and by providing high quality qualifications and assessments.

Services we offer:

- Skills and Education Group Membership
- bespoke project work
- CPD & Networks
- qualifications and Access to HE Diploma's
- Quality Licence Scheme