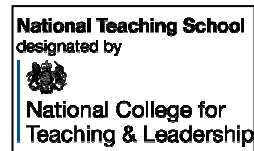


SHERINGHAM PRIMARY NATIONAL TEACHING SCHOOL ALLIANCE

Improving Teacher Programme for Higher Level Teaching Assistants



We are pleased to be able to offer an Improving Teacher Programme exclusively to Higher Level Teaching Assistants who want to advance, develop and improve their teaching practice and deliver consistently good lessons. It will deliver an invaluable opportunity for HLTAs to pick up successful techniques and formulate new strategies to bring back to their own classroom from observing best practice. The end result is a motivated HLTA with the tools and expertise to succeed, leading not only to enhanced classroom and pupil performance but also higher standards across the school.

This programme is being offered to HLTAs who regularly plan and teach whole class or large group sessions. During the programme, as well as classroom observations, they will have the opportunity to visit and observe two other delegates in their own schools and will, in turn, be observed in their own school. In the final session, they will teach a mini lesson with two other delegates to a small group of children, this will be observed by the other delegates who will provide positive developmental feedback.

What does it involve?

- HLTAs are grouped into threes to enable an intensive learning and support experience which focuses on individual needs. The programme session include opportunities to observe lessons at the host school, in participants own school and at other participants schools where possible.
- provides HLTAs with in-depth coaching, tailored to a self-assessment of their teaching. It provides opportunities to deepen their understanding of high-quality classroom practice and teaching and learning. Participants improve their teaching through facilitated practice, observation of colleagues and working with 'live' students
- supports a wider range of teaching activities, including: planning lessons, start activities, plenary sessions, questioning techniques, engaging in learning, challenging learning, assessment and differentiation strategies
- supports the aims and implementation of school improvement plans and national agendas
- forms part of the professional development provision or entitlement for staff development with the

Objectives:

- To know the key concepts underpinning good practice in the classroom.
- To understand the impact of these concepts on good teaching & learning.
- To be able to model these concepts through consistently good practice.
- To develop a specific vocabulary to describe & support the promotion of good teaching & learning within own school setting.
- To be able to self assess and audit their own teaching through learning activities, lesson observations, facilitated debriefs and follow up coaching.
- To increase their job satisfaction and prospects for advancement.

COST - £650.00 per delegate
To book a place for Summer 2016 at St William's Primary School, Norwich please return the booking form to:
Debbie Matthews at
tsadmin@sheringhamprimary.norfolk.sch.uk
Telephone: 01263 823848.

Underpinning design concepts:

Pedagogy
Learning Wall
Learning threes
Post sessional challenges
Ward Round/Lesson Observation
Peer to Peer
DR ICE
WWW/EBI

ITP Consists of 6 sessions:

Tuesday 17th May	9.00am to 3.00pm	Teaching & Learning
Tuesday 24th May	9.00am to 3.00pm	Starters & Plenaries
Tuesday 7th June	9.00am to 3.00pm	Assessment
Tuesday 14th June	9.00am to 3.00pm	Questioning
Tuesday 21st June	9.00am to 3.00pm	Differentiation
Tuesday 28th June	8.30am to 12.00pm	Final Plenary Session

Sessions include observations, practical activities, feedback & colleague mentoring. Breakfast is available from 8.30am with a prompt 9.00am start. Mentors are invited to attend week 6 with the delegate and are also required to attend a Mentor Briefing at St William's Primary School (date to be confirmed). As delegates will spend part of each day in our classrooms we ask that you please dress appropriately.

Mentor/School Commitment

Schools must appoint a mentor from their school to support them in their activities (this should be someone with responsibility/expertise in teaching and learning). The coach should meet weekly with their delegate to monitor progress. Mentors will need to provide support for the HLTAs to complete their post session challenges and assist them to arrange the lesson observations required.

The Mentor will attend the mentor briefing on prior to the start of the programme and attend week 6 session with their delegate.

Individuals Commitment

- attendance at all sessions - school to cover supply & travel costs
- completion of the Post Session Challenges.
- participate in weekly meetings with your assigned Mentor
- working in Learning Threes (L3S) for Planning, Observation & Presentation Delivery.

IMPACT

The end result is a motivated HLTA with the tools and expertise to succeed, leading not only to enhanced classroom and pupil performance but also higher standards across the school. Participants will know how to deliver key concepts through consistent practice. HLTAs will gain increased job satisfaction and further their career progression.

Mentors of previous HLTA participants have said:

*'I have two very enthused, re-energised HL TAs bursting with ideas to try in class.
There has been a real focus on progress and learning in lessons'*

*'This course really values the role of the HL TAs.
A very beneficial course with a good structure'*

Previous participants have said:

'Fantastic course, enjoyed every minute! 'Really boosted my confidence'

'Confidence in my ability has increased and I have a new enthusiasm for teaching'