SHAPING SUCCESS

Maths and English professional development training and support

Improving outcomes in maths and English is central to success in work and life. Practitioners and providers are expected to ensure maths and English are at the heart of their teaching approach and employers require a workforce who are competently numerate and literate.

Our maths and English CPD programmes, delivered on behalf of the ETF, offer specific, targeted support to enhance personal skills and teaching approaches.

THE COMPLETE TRAINING PACKAGE

The Shaping Success programme uses a mix of face-to-face and online training to ensure that you get the most out of it. All courses include a post course webinar to follow up with your delegates to further embed the learning and improve outcomes from the course.

One-day courses use a flipped learning approach, where you will be provided with pre-reading and initial activities to ensure you get the most out of the face-to-face training. As with all our courses, a post-course webinar will provide further support whilst you apply new skills in your teaching.

This year we will also be able to offer all courses as half day sessions for either morning, afternoon or twilight if required and all courses can be tailored to meet your specific requirements.

DEVELOPING LEARNER MOTIVATION AND RESILIENCE

Resilience: developing learners' self-belief and perseverance

1-DAY FACE-TO-FACE TRAINING COURSE | AVAILABLE FOR MATHS OR ENGLISH

Help learners to overcome deep-seated negative attitudes and anxiety in maths or English by learning practical strategies to engage them, develop their self-belief, and improve resilience.

- Explore ideas of resilience and share insights into learning
- Experience approaches which make the subject meaningful and accessible
- Reflect on future actions to address affective barriers to learning

- Examine how positive classroom norms and messages can be used to develop self-belief and more productive approaches to learning
- Use the growth zone model to explore how perseverance can be developed through a balance of challenge and support

Suitable for teachers or trainers of GCSE or Functional Skills and those responsible for learners in vocational contexts.

Engaging and motivating learners

2-DAY FACE-TO-FACE TRAINING COURSE | AVAILABLE FOR MATHS OR ENGLISH

Back by popular demand this innovative training programme provides teachers with a range of practical ideas to increase learner motivation, then supports you whilst you implement these ideas in your teaching.

- Accurately assess and respond to learners' needs and starting points
- Be flexible and innovative in selecting appropriate active teaching methods and resources
- Explore and critique engaging and motivating approaches

- 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

Suitable for FE teachers of GCSE or Functional Skills.

TEACHING LEARNERS AT DIFFERENT LEVELS

Maximise progress at entry level in maths and English

1-DAY FACE-TO-FACE TRAINING COURSE | AVAILABLE FOR MATHS AND 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.

- Understand the key requirements of entry level maths and English
- Critique a range of learning opportunities to create appropriate challenges for all entry level students
- Employ a range of engaging and motivating entry level tasks
- Utilise a range of different assessment and feedback strategies

Suitable for teachers and managers of maths and English who teach or intend to teach at entry level.

Teach at Level 2: effective practice for new and developing teachers

2-DAY FACE-TO-FACE TRAINING COURSE | AVAILABLE FOR MATHS AND ENGLISH

If you are new to teaching maths or 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.

- Deliver GCSE and functional skills maths or 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.

Suitable for anyone involved in the observation of maths and English teaching – whether this be through discrete classes or embedded in wider vocational teaching who either have some knowledge of teaching maths or 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.

EFFECTIVE ASSESSMENT

Meeting learners' needs: effective assessment for learning

2-DAY FACE-TO-FACE TRAINING COURSE | AVAILABLE FOR MATHS OR ENGLISH

This two-day blended course supports teachers to reflect on and make changes to their practice, enabling them to meet learners' needs by using effective AfL to improve motivation, engagement and achievement.

– 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 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

Suitable for teachers who teach GCSE and Functional Skills.

Effective practice in assessment and tracking: an introduction

1-DAY FACE-TO-FACE TRAINING COURSE | AVAILABLE FOR MATHS AND ENGLISH

This course will introduce you to the ETF'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.

– Identify the purpose of assessment and tracking in maths and English

– Understand effective practice guidelines for assessment and tracking

– Understand the significance of motivation in Assessment for Learning

– Explore an Assessment for Learning framework

– Identify teaching, learning and assessment approaches that promote effective practice

– Know how to equip learners to monitor and evaluate their own learning

Suitable for teachers of maths and English, vocational practitioners and learning support staff.

MATHS AND ENGLISH IN VOCATIONAL SUBJECTS

Vocational revitaliser: practical strategies for supporting maths and English in vocational learning

1-DAY FACE-TO-FACE TRAINING COURSE | AVAILABLE FOR MATHS, ENGLISH OR COMBINED

Maths and English 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, at the same time as developing vocational skills.

- 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 e-learning tools for use in embedded support

Suitable for vocational lecturers, workplace trainers, assessors and learning support assistants.

Maths and English across the vocational programme: taking a deeper approach

1-DAY FACE-TO-FACE TRAINING COURSE | AVAILABLE FOR MATHS, ENGLISH OR COMBINED

Building on prior experience or the introductory 'Vocational Revitaliser' course, this course will enable you to support your learners' development within vocational learning programmes.

- Motivate learners by helping them to value subject development and believe in their potential to achieve qualifications where required
- Work collaboratively with specialists (or access specialist resources/support) to ensure learners experience coherent development across programmes

- Plan sequences of learning where the subject is developed alongside vocational competencies
- Support vocational learners' progression by adopting assessment for (as) learning approaches
- Engage in their own development, and apply learning to their practice

Suitable for vocational lecturers, workplace trainers, assessors, and learning support assistants working in the FE and skills sector.

DEVELOPING MATHS AND ENGLISH TEACHING

Lesson observation and learning walks: improving learning in maths and English

1-DAY FACE-TO-FACE TRAINING COURSE | AVAILABLE FOR MATHS AND ENGLISH

This practical one-day course will rigorously dissect what best practice means in maths and English and look in depth at how observations can be used developmentally by managers and colleagues to improve teaching – both when delivered in standalone lessons and when embedded into vocational learning.

– 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

Anyone involved in the observation of maths and English teaching – whether this be through discrete classes or embedded in wider vocational teaching.

Using coaching strategies to support maths and English

1-DAY FACE-TO-FACE TRAINING COURSE | AVAILABLE FOR MATHS AND ENGLISH

This course focuses on how teachers can develop and incorporate coaching approaches into their repertoire of skills, and use these to help maths and English learners become more independent, resilient and resourceful.

– Identify the key principles of coaching

– Identify different levels of listening and consider which are most appropriate for a coaching attitude

– Use powerful coaching-style questions within their 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 they might modify their behaviour

– Use non-judgmental feedback techniques to promote growth mindsets

– Develop the use of peer coaching as a teaching and learning strategy

Suitable for teachers of GCSE or Functional Skills, learning coaches, mentors or support assistants.

USING DIGITAL TECHNOLOGY

Using digital technology: improving engagement and learning

1-DAY FACE-TO-FACE TRAINING COURSE | AVAILABLE FOR MATHS, ENGLISH OR COMBINED

This one day course explores a range of popular e-learning tools and websites for use in teaching Functional Maths or 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.

– Reflect on the way digital technology can enrich good practice in 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

Suitable for teachers of GCSE or Functional Skills, vocational tutors and assessors, and learning support assistants.

TEACHING MATHS & ENGLISH & FUNCTIONAL SKILLS

Supporting Functional Skills

1-DAY FACE-TO-FACE TRAINING COURSE | AVAILABLE FOR MATHS AND ENGLISH

This course will introduce you to newly-produced exemplar activities that may be used to develop learners' Functional Maths or English abilities. Help you to identify how and why context matters when developing learners' Functional maths or English. Enable you to plan and design differentiated, inclusive Functional maths or English sessions meeting Effective Practice Guidelines for assessment and tracking and help you to support learners to achieve

– Identify how and why context matters when developing learners' Functional maths or English

– Plan differentiated, inclusive Functional maths sessions, which build on learners' lives and maths/ numeracy practices or literacy/ language practices

– Design Functional maths or English sessions that meet Effective Practice Guidelines for assessment

and tracking

– Support learners to achieve Functional maths or English outcomes.

This course is primarily aimed at subject specialist teachers of Functional Maths or English but it may also be of interest to other practitioners working in the further education and skills sector who will be supporting the development of learners' Functional Skills, such as learning support assistants.

APPROACHES TO THE TEACHING OF PHONICS IN POST-16

Using phonics-based teaching at Entry Level - Awareness Session

90 MINUTE COURSE

The session aims to introduce the CPD programme developed to support Functional English practitioners in exploring phonics-based teaching approaches at Entry Levels. It provides an opportunity to discuss the benefits and challenges of using such approaches with post 16 learners and explores some of the key principles that underpin the teaching strategies covered in the one day courses.

– Explain why the use of phonics in Functional English has been highlighted at this time
– Summarise some of the principles that underpin good practice in using phonics with post 16 learners
– Progress to other appropriate CPD opportunities available through the programme.

This course is aimed at Functional Skills English tutors, particularly those working with Entry level learners.

Using phonics-based teaching at Entry Level: developing readers and writers

1-DAY FACE-TO-FACE TRAINING COURSE

During this course for supporting developing readers and writers, you will explore the principles and practices that underpin the new Post-16 Phonics Toolkit. You will learn how to plan phonics-based teaching, learning and assessment activities for post-16 learners. You will explore factors to be considered when supporting learners with diverse needs and strengths, including SEND/ LDD learners and ESOL learners.

– Identify the Post-16 Phonics concepts that underpin the Post-16 Phonics Toolkit
– Identify what is meant by 'One-to-many' and how this relates to practice
– Help to assess where learners are on a continuum of phonic skills and knowledge.

This course is aimed at Functional Skills English tutors and learning support assistants, working with developing readers and writers (learners working towards high-end Entry level 2, Entry level 3 and above.)

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APPROACHES TO THE TEACHING OF PHONICS IN POST-16

Using phonics-based teaching at Entry Level: emergent readers and writers
1-DAY TRAINING COURSE

During this course for supporting emergent readers and writers, you will explore the principles and practices that underpin the new Post-16 Phonics Toolkit. You will learn how to plan phonics-based teaching, learning and assessment activities for post-16 learners. You will explore factors to be considered when supporting learners with diverse needs and strengths, including SEND/ LDD learners and ESOL learners.

– Identify the Post-16 Phonics concepts that underpin the Post-16 Phonics Toolkit
– Identify what is meant by 'Basic Code' and 'Basic Code Plus' and how this relates to practice
– Begin to assess learners' needs in terms of where the learner is on a continuum of phonic skills and knowledge.

This course is aimed at Functional Skills English tutors and learning support assistants, working with emergent readers and writers (learners working towards Entry Level 1 and lower-end Entry Level 2).

DELIVERY AND PRICING

ATTENDING AS AN INDIVIDUAL

Individuals can book places on existing courses that are available on the **ETF website**.

– For Society for Education & Training (SET) members: £85 for 1-day courses, £148.75 for 2-day courses.

– For non-SET members: £100 for 1-day courses, £175 for 2-day courses.

IN-HOUSE TRAINING

Get maximum value from your CPD budget by running any of these courses for your staff only. Pick when you want it delivered and have the content tailored to your specific needs.

– 1-day face-to-face courses are supported by pre- and post-course webinars, providing opportunities for sharing ideas, reflection and feedback. This package starts at £880 for up to 16 delegates.

– 2-day face-to-face courses allow for a 6-10 week implementation period between the two days and a post-course webinar to enable delegates to share progress and feed back on their experiences. This package starts at £1,580 for up to 16 delegates.

CONTACT US

Call **020 8253 8238** to book or discuss your needs with us **or email** enquiries@creativeeducation.co.uk