



Professional Development Package

Academic Year 2022-2023
June 2022

Package Details:

Phase	Early Years	Primary	Whole School
Number of Sessions	3	5	6
Duration of session	60-90 minutes		
Number of Participants per session	25		45

*Additional staff members charged at rate of 100 QAR per session

Early Years

The learning objectives for these sessions are:

1. To gain knowledge in relation to EYFS
2. To understand developmental elements of the Early Years
3. To learn about motivation in young children
4. To learn what 'active learning' is
5. To learn how to support active learning
6. To gain knowledge in relation to characteristics of effective learning
7. To gain an understanding of observing children
8. To understand the effects of screen time (usage and limits)



Module 1:

Child Development

Children develop in stages, and those stages see them move from being entirely dependent at the youngest stages, to increasingly independent and unique individuals. The session will explore the development of a child between ages 3-5 along with ways to improve the development of a child and aspects of life that can halt progression. Learning will include understanding how the brain works in relation to development. Participants will learn strategies and techniques as well as understand barriers to development, how to help them and when to seek support.

Module 2:

Effective Learning in Early Years

The important for practitioners recognising and understanding the ways in which young children learn, in order to support them as effective learners. Strategies such as active learning will be explored. This session will look at exactly what *active learning* is and how this relates to the wider EYFS. It will support understanding of how to support *active learning* amongst other effective strategies in an EYFS setting and how to observe the children to assess this.

Module 3:

Child-Centered Learning

The child-centred approach looks at the child's holistic development. It will enable the child to make decisions and solve problems. It allows the child to develop confidently and independently. It contributes to self-esteem so the child can feel comfortable with who they are. This session will focus on particular strategies and resources that enable Early Years children to confidently adopt self-learning abilities.

This course will ensure your practice is in line with the requirements of the Early Years Foundation Stage, The Early Years Framework and The Foundation Phase. It will also support staff continuous professional development in line with the Early Years Teachers Standards.

Cost: 3000 QAR

Primary Phase

The learning objectives for these sessions are:

1. To gain knowledge in relation to Primary Teaching and Learning Strategies
2. To understand developmental elements of primary range children
3. To learn about motivation in young children
4. To learn how to create a student-centred learning culture
5. To learn how to support a range of learning styles and effective learning
6. To develop strategies on supporting EAL students
7. To understand the importance of reading and strategies related to enabling proficient readers in the classroom



Module 1:

Child Developmental Milestones

This session will focus on child development of 5–11-year-olds. Teachers will understand that child development is a crucial part that they need to ensure awareness of while teaching. Strategies to develop natural abilities like cognition, speech and other physical development in children will be explored through modern methods of learning. Children are curious by heart. Therefore, teachers must create a healthy learning orientated classroom environment which encourages effective teaching and learning. Teachers will understand how to make the learning process enjoyable for students as well as exploring a range of communication methods to engage children to become participative and active learners.

Module 2:

Child-Centred Teaching and Learning

Child-centred learning starts with the teacher and a focus on a creative and independent-thinking environment for learners is key. In this session. Teachers will learn how to encourage child-centred learning by allowing students to share in decisions, believing in their capacity to lead and identifying ways to encourage healthy debate and collaboration during the learning process. Teachers will learn how to incorporate student contributions to planning, implementation and assessments enabling more independent learning and resulting in students becoming assessment proficient. A range of strategies will be put into practice to support teachers in creating a child-centred learning environment.

Module 3:

Student Learning Styles

Information that is accessed through students' use of their modality preferences shows an increase in their levels of comprehension, motivation, and metacognition which results in progress in learning. The 3 most common learning styles will be understood by participants in this session: visual, audio, and kinaesthetic (VAK), enabling teachers to ensure that they are catering for the learning needs of all their students. Strategies for each style will be modelled and how this impacts learning. Students' preferred learning modes have significant influence on their behaviour and learning and teachers will learn how to match learner modes with appropriate learning strategies.

Module 4:
Teaching Reading Strategies

This session will provide essential subject knowledge and understanding of how to support children's progress and development in reading. This is a highly practical session to support teachers in their planning for increased engagement and attainment in reading across the primary years. A list of key children's literature will be shared with participants with an understanding of how literature plays an important role in supporting the journey of progression in reading, developing confident, competent and motivated readers. Participants will also learn how to build a sequence of activities around core texts, targeting specific skills and strategies to improve word reading, develop fluency, build stamina and deepen comprehension.

Module 5:
English as an Additional Language

This session will help teachers with practical training to support the learning of English as an additional language in the classroom. Participants will deepen their understanding of student needs, identifying their proficiency and supporting their progress in the English language. Strategies to support scaffolding in developing language skills will be explored as well as assessment and supporting progression. Teachers will also have the opportunity to learn how to implement Tier 1,2 and 3 vocabulary in the curriculum and understand the impact of building vocabulary choice on attainment.

This course will ensure your practice is in line with the requirements of the Primary Stage. It will also support staff continuous professional development in line with the Primary Years Teachers' Standards.

Cost: 5000 QAR

Whole School Staff Development

The learning objectives for these sessions are:

1. To develop communication protocols with stakeholders
2. To understand how to scaffold learning across the curriculum
3. To learn how to personalise learning to create an inclusive learning atmosphere
4. To learn how to question effectively to assess and challenge
5. To develop strategies to support SEND students
6. To learn how to develop dialogue in marking with students
7. To understand how to develop progression through marking
8. To moderate outcomes against national standards



Module 1:

Stakeholder Relations – Engaging with Parents

Participants will learn how to ensure that they develop effective involvement of parents in the learning journey of students and to create a strategic and positive relationship with parents. This will result in stronger ties between the school and parents and strengthen the home / school partnership. Strategies that create an effective partnership will be explored as well as how to manage challenging or confrontational behaviours from parents in a calm and constructive way to develop a sense of community. Additionally, participants will learn how to ensure effective recording of conversations to enable action-based progress in parental relations.

Module 2:

Differentiation

Effective differentiation is synonymous with high quality teaching. This course will enable teachers to cater effectively to the needs of all their learners, resulting in classrooms being a happy place where all learners are making great progress. Teachers will learn that differentiation is not something we add onto a lesson, or something we inject into our planning. Rather, differentiation is about the choices teachers make during all three phases: planning, teaching, and assessment. Strategies will be taught to enable effective differentiation in the classroom as well measuring the impact of this on learner progress.

Module 3:

Targeted Questioning

In this session, teachers' will develop their questioning skills, as part of the essentials of high-quality classroom teaching. Questioning is one of the most important aspects of Assessment for Learning and not only helps us adapt teaching to support all learners but is one of the most effective ways to create opportunities for stretch and challenge in the classroom. Strategies will include understanding how to develop effective sequencing and use of taxonomies and question frameworks as well as looking at ways to use questioning as part of Assessment for Learning. Participants will also learn to link questioning with tasks and Learning Objectives and consider ways of encouraging students to ask effective enquiry questions.

Module 4:

Supporting students with SEND

This special educational needs and disabilities (SEND) in the classroom session, will help participants to support children with a range of SEND needs enabling them to create an inclusive culture of teaching and learning in their classroom and around their school. It will teach educational professionals how to support children with SEND to achieve their potential. Participants will develop strategies for their classrooms as well as within the curriculum to enable an inclusive environment to raise standards in education for students that have learning difficulties. Participants will learn about the Graduated Approach, identify the four areas of need, and support students who have, or are suspected to have, SEND.

Module 5:

Constructive Feedback on Learning

Marking has been identified as an area of excessive workload for teachers, however feedback is a crucial practice to enable students to move forward in their understanding. This session provides evidence-based approaches to using written and oral feedback to support student learning, without increasing workload. Participants will focus on developing a classroom culture that encourages formative dialogue and prepares students to receive feedback and act upon it to further their learning. Participants will have the opportunity to understand how to make feedback effective that enables students to progress. They will also learn strategies on how to empower students to receive and act on feedback.

Module 6:

Moderating learning outcomes

Participants will have the opportunity to match their student outcomes using national benchmarks through expert opinion on assessment and moderation. This session will provoke professional dialogue amongst colleagues to talk through their assessment process of learning outcomes from their students. National Curriculum objectives will be used with criteria to identify what met objectives look like for various year groups. Delivered by an approved moderator from the Standards and Testing Agency from the Department of Education, UK, this session will enable participants to validate their own assessment judgements to determine progress and attainment of students.

This course will ensure your practice is in line with the requirements of the Teaching Standards. It will also support staff continuous professional development in line with Teachers' Standards.

Cost: 6000 QAR

Please contact us to book your sessions by sending an email to:
bdm@ilmeducationconsultants.com