

Wellbeing and CPD

The Friary CPD Programme

- FFT Sessions are our core training meetings which all staff attend.
- There are six sessions during the course of the year.
- As well as these sessions, and the Inset days, staff select additional training relevant to them.
- Each member of staff receives a CPD guide detailing possible training routes appropriate to their individual needs.

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Welcome to the sixth edition of the staff magazine for 2021/22.

We hope you'll find the articles useful, bite-sized snippets of good advice and insight, be it focused on CPD or on staff wellbeing.



- The government may think that Covid has "disappeared from the scene", but the illness is "rampaging" through our schools as cases nationally continue to rise. It comes as the Office for National Statistics reports rising infections across the country, with more than one million additional cases being reported each week now than at the beginning of June.

- The new education secretary, Michelle Donelan, faces "a considerable challenge" both taking forward the White Paper proposals and addressing teacher recruitment and retention, including looming teacher pay negotiations.

- Urgent action is needed to help local authorities meet the rising demand for SEND support that is seeing 170 young people beginning Education, Health and Care Plans every day.

- The amount of money being raised by school PTAs continues to fall despite volunteers putting in more hours. Figures published by Parentkind show that the impact of the pandemic on PTA fundraising and activities continues to be felt. Not only that, but PTAs are now being hit by the cost-of-living crisis, making it harder for families and well-wishers to donate.

An article by Helen Young

Like many staff of my generation, I have seen my fair share of buzzwords and new initiatives. Some fall by the wayside, others come and go in cycles. One idea that I think has longevity is that of Neuro-Linguistic Programming (NLP). It is a concept that I came across in the late 1990s and have stuck with ever since. NLP has conflict avoidance and 'gentle' manipulation is at its core. If you think that sounds useful, you may wish to read on.

NLP was first conceptualised in the 1970s. The theory linked a person's thought processes (neuro) to their language (linguistic) and resulting set of behaviours (programming). NLP has been described both as 'the art and science of human excellence in communicating' and 'the study of human excellence'. NLP can be used to manage everyday classroom situations. Managing the emotions of young people in the classroom is perhaps one of the greatest barriers to learning.

Some authors who have written about NLP place the emphasis on the management of teacher emotions, which will in turn lead to changes in pupil emotions. This implies that effective teaching begins and ends with our capacity to manage our internal responses and external behaviours. Whilst I wouldn't entirely agree with this, I do think that many good teachers have similar characteristics, such as recognising clear and measurable outcomes, responding to situations quickly and effectively and having an ability to adapt the response as the situation in the classroom unfolds.

We all know that a key aspect of success with students is positivity, but this can be problematic when managing large groups of disaffected pupils. Peripheral praise, where a teacher congratulates students in the class who are meeting expectations, can be effective.

I am a naturally positive person so I use peripheral praise and anchoring more than anything else. If you ask the students that I teach, one thing they'll likely say is that I give lots of house points; indeed, this is something that parents often comment on during parents' evenings. When I taught a difficult GCSE class many years ago, I began an 'honours for uniform' routine. During every GCSE lesson I would covertly scan the room for students with reasonable (at first, not even "good"!) standards of uniform. Without making any announcements, I would write a list of names on the board titled 'honours for uniform'. Individual students would collect a reward for their appearance without drawing attention to themselves. Repeating or scheduling procedures that are positive and having established routines is termed anchoring. Students began to adjust their appearance as they entered the room. They felt happy as they perceived themselves to be 'playing the system' and I was pleased that they were adhering to my expectations and finally wearing uniform correctly. Small steps like tackling uniform often lead to larger successes.

There are a wide range of NLP techniques and I would recommend reading more about them. Of course, there are limitations. In my experience, NLP isn't effective with crowd control or with students that you don't know well. It's all about building a relationship over time, which you can't do in a corridor or lunchroom at breaktime!

For me, it's a daily tool that I can use to get more of a positive outcome for all involved and it has definitely helped me over the years.



An article by Simon Daniels

With transition days over, we have had the opportunity to meet the new September 2022 cohort and now, you will get the chance to meet the new (and exciting!) 'Friary Reading' programme.

As you will remember from CPD sessions, we currently support students with their reading in many ways, including:

- Accelerated Reader
- Guided Reading
- SumDog Literacy Programme
- KS3 Literacy Group
- Reading Competitions



However, we are keen to both promote and support reading in any way possible. Therefore, we are introducing 'Friary Reading' for the 22/23 academic year. This will appear as a new page on The Friary School website from September, but I wanted to give you an overview before the big launch!

Firstly, we will be introducing a new reading programme for KS3 called 'Biblionasium'. This website allows students to log books they have read, track how much they are reading, share book reviews and even recommend books to their peers. There will also be prizes for reaching



certain milestones and the website produces a leader board throughout the academic year.

Secondly, working in tandem with PiXL, we will be sharing half-termly newsletters which include book recommendations for KS3 and 4 and links to podcasts / videos from a variety of authors to help inspire our students to enjoy the love of reading!

To help support our students' parents / guardians, we have produced a number of materials to offer guidance on how they can help even the most reluctant of readers reap the benefits of reading. As well as this, we will provide documents to support and help improve reading fluency. These will be available on the school website and will also be distributed during our partnership evenings.

Finally, we are looking to celebrate several authors throughout the year with pop-up stands in the library, links to podcasts / videos and opportunities for students to experience texts they may not have yet encountered.

Keep an eye out for the new page in September!

FRIARY *Reading*

Safeguarding: First Steps in all Cases

If you have concerns about a student, complete a child protection referral form (White Form) and hand it to the DSL or Deputy DSL. It is vital that you hand it to the DSL in person!

All White Form completions are acted upon by the DSL alongside the wider safeguarding team in school. Each case is kept 'live' by the team until we can confirm, working with external agencies, that the young person is safe. Each case is discussed formally by the safeguarding team every Tuesday after school (subject to confidentiality restrictions) so that we all agree the course of action is being followed at all times.

PSHE

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An article by Helen Barratt

PSHE is a statutory requirement, but not an examined subject, so it's unique in that we are able to adapt and change it to fit our context.

Each year we review the PSHE provision at The Friary to ensure that students are getting their statutory provision and more. Through the focus week schedule we deliver bespoke assemblies, tutor activities and drop-downs. We tailor the content so that it is age-specific and so that it meets the needs of our

students and parents makes it worth it. It often strikes me that some colleagues think that delivering PSHE is a chore but I find it some of the most gratifying teaching that I do. Only last week I had some of the most challenging children in the school listening in absolute silence as I explained the pros and cons of different forms of contraception. Some stayed behind at the end because they wanted to know more. They didn't do it because they were being facetious, they did it because they placed such value on the



students. As the world changes it is critical that our provision changes accordingly. This has led to the introduction of additional foci this year that have included educating about the risks of cosmetic procedures, the dangers posed by an increase in online gambling and the issues arising from so-called 'grey area sex'.

Keeping things relevant and up to date is always a real challenge. The landscape is shifting so quickly that in many cases there are no off the peg resources to tap into, so almost everything has to be carefully researched and developed in-house. However, despite the work it generates the feedback from

information that was being given to them.

With this in mind, PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. And giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope.

An article by Emily Nelson

When schools support and promote staff wellbeing, it has a positive impact on staff retention, job satisfaction and productivity. It also leads to a reduction in sickness and absence, and improved teaching ability. Furthermore, cared for school leaders, teachers and other school staff, are better able to care for pupils.

For many reasons, I will forever be grateful for Natalie running the pottery workshops in the run up to Christmas these past few years. Having never handled clay before, I instantly felt centred and grounded at the wheel that first time. Amongst the stresses and pressures of school, pottery provides complete escapism through creativity and mindfulness. This has since inspired me to set up my own studio at home which provides more joy than I could ever have dreamt of.

Nurturing wellbeing is different for everyone. It might be exercise, yoga, meditation, gardening, or creativity of some sort. It has helped me tremendously since finding my preferred outlet and I would encourage everyone to explore all opportunities until finding your own. You can't pour from an empty cup; take care of yourself first.



Have a clay-day over summer

There is a huge variety of pottery-related days out in Staffordshire, including:

- The World of Wedgwood, Barlaston, is well worth a visit. There is a state-of-the-art museum, workshops to have a go at different crafts in, tea rooms and a factory outlet store.

- Emma Bridgewater, Stoke, has a factory outlet store and opportunities to try paint-a-pot.
- Earth Fire Ceramics at Bishton Hall, Wolseley Bridge, for drop-in sessions to try throwing, hand building and pottery painting. (There is a gin distillery next door that is also well worth a visit!)



An article by Sophie Buchholz, Martin Friedrichs and Jonas Kreitmayr

We, Sophie, Martin and Jonas, are three students from Germany and were given the opportunity to do an internship at The Friary School in Lichfield as part of our studies. In the time from the 25th of April to the 21st of July 2022, we got the chance to dive into British everyday school life, as well as participate in interesting and engaging activities like the school's musical *Jospeh's Technicolored Dreamcoat*, the MFL trip to Edale and the Summer Sizzler.

Last summer, when we got the news that we'd be spending our semester abroad in England, we were very excited but have to admit that we were quite nervous about working in a foreign country for three months. Luckily, after the very first day, we learned that our worries were unnecessary, as we were welcomed by an amazing staff and courteous students. Therefore, it was very easy for us to settle in quickly.

Jonas is working in the geography department. He got really excited about how keen everybody is on learning about the earth at the Friary, and with how much effort each teacher and student are

trying to achieve their goals. From the very beginning, Mrs. Young supported him wherever she could to make his days at the Friary as comfortable as possible, before he could also teach some lessons in a Year 7 class.

Sophie, who is working in the English department, is teaching a year 7 class once a week. She assisted in a booster session and took part in the Next Step's program on Literacy. Mrs. Furness, her mentor, kindly helped her settle in and prepare the lessons.

Martin got engaged in the PE department with Jamie Sleigh as his mentor, where he got to know and love Cricket and Softball, two sports he had not been familiar with before. To him, it was really inspiring to see how the PE team got the best out of each and every student.

We got to know The Friary School as a very friendly and well-organized learning institution, where everybody gets the chance to live up to their full potential, while also being able to embrace their passions.



Your New Dementia Friends

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An article by Sophie Butler



Having watched my Nan deteriorate over the years after being diagnosed with Dementia, the Alzheimer's Society is a charity extremely close to my heart. My lovely Nanna sadly lost her light at the great age of 96 early last year and ever since I have made it my mission to raise awareness for this mental illness, as well as raising money for the Alzheimer's Society who do wonderful things to support those diagnosed, as well as their carers and family.

Last October, I helped to organise a 'Memory Walk' at St George's Park in Burton upon Trent and the group I volunteer for collectively managed to raise over £3,000 for the charity! I have recently become a 'Dementia Champion' for Yoxall through the Alzheimer's Society, so having this knowledge and the charity behind me, I decided to take 'Dementia Awareness Week' to the next level with my tutor group.

Together, we worked through a series of three sessions that educated the students on what the illness is, case studies of those suffering and caring for those suffering and participated in some activities that would help them to support any diagnosed person in their community. One of 7J1's favourite activities was role playing scenarios of a person with Dementia and collectively solving

how we could help to support them. Our final task was to write letters to the residents at Spires Care Home to show love and support for members of our community.

7J1 have now received the titles of 'Dementia Friends' and have all been awarded with a pin badge for them to proudly wear. I am extremely proud of the effort and resilience that they have shown whilst learning about this illness and will also wear my badge with pride.

My next fundraising event that I have organised is a 'Family Fun Day' on Saturday 13th August 2022 (11:30am-16:30pm) at The Golden Cup in Yoxall. There will be a variety of fun games, stalls, hog roast, ice cream and live entertainment so the whole family can enjoy a fun day out whilst raising essential funds for the Alzheimer's Society. I would love to see some familiar faces if you are free that afternoon!

We need your articles!

Have you had a real 'lightbulb' moment in the classroom?

Do you have a hobby or interest which helps you maintain a positive work/life balance?

Send your article to:
ccain@friary.greewood
mst.co.uk



Training: the road ahead

Twilight CPD:

All sessions are now concluded for 2021/22.

Next Steps CPD:

All remaining sessions are for NQTs only, being for Action Research Projects.

TALIT observation Week:

Concluded for 2021/22. Thank you to all staff who were involved.

INSET Days:

Monday 5th and Tuesday 6th September.

Distanced Learning Opportunities

Working remotely has its challenges but opportunities too. So why not look into the options and try something that adds to your professional skills and knowledge, or explores a personal interest?

We've put together a suggested menu of 78 online courses covering the following areas:

- Mental Health and Wellbeing
- SEND / EAL
- IT Skills
- Medical, Physical Health & Sport
- Music
- Art and Humanities
- English and Literacy
- Safeguarding and Pastoral Care
- Teaching and Learning
- Science

- Maths
- MFL
- Leadership

Most courses range from 45 minutes to 20 hours total learning time (a small number require longer).

All courses are free to the user, and for most you receive a qualification or certificate.

There is further information available when you click on the links in the menu, sometimes including sample resources, to decide which course is for you.

This menu of online courses has been circulated previously, but if you missed it or want it re-sent, e-mail ccain@friary.greewoodmst.co.uk

If you do end up taking a course, we would love to hear your feedback. Your experience will be useful in recommending courses in colleagues in the future.