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Ethical Training and Consultancy

Training Events 2009-2010



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These training events have all been commissioned by Local Authorities and Schools with whom ETC works. Most are provided for the wider children's workforce within an integrated training provision.

If you are interested in providing any of these or commissioning a new training event please contact Jean Hemsley on 07956 640196, email jean.hemsley@ethicaltraining.com or visit the ETC web site www.ethicaltraining.com

All events can be tailored to your school or authority's requirements.

Preparing for Performance Management for the 2009/2010 Academic Year

The 2006 Regulations for Performance Management are now well established in many schools and it is clear from the 2008 STPC document, together with the National Professional Standards for Teachers, that performance management is a fundamental aspect of effective school leadership and management.

From September 2009 teachers applying for threshold will be assessed on the evidence derived from their performance management. Schools making decisions about double-jumping for excellent performance will be making those decisions on the basis of performance management.

The small minority of teachers who are underperforming are increasingly a cause for concern. In many schools performance management is emerging as a key vehicle for handling underperformance. To do all this schools need clear job descriptions that set out competencies associated with National Standards and objectives that draw directly from the school's Development Plan.

This event will allow those responsible for performance management to assess their progress and to revise and refine policy procedures and training for all those involved in the performance management process. Specifically the day will address:

- Performance Management Policy
- Job Descriptions
- Robust objectives
- Professional Standards for Teachers, Classroom Assistants and Support Staff
- Performance Management for Support Staff
- Roles and responsibilities in the staffing structure.

It is becoming clear that the cycle for performance management may need to be reviewed. This event will give consideration to a cycle that runs from July to July rather than October to October.

The afternoon is designed as a surgery session and there will be the opportunity for one to one or small group discussions on issues and developments raised by each school.

Threshold Assessment and Performance Management from 2009

This event will cover setting objectives, evidence and performance criteria and monitoring on-going performance for pre-threshold teachers.

It has now been agreed by the Workforce Agreement Monitoring Group¹ (WAMG) that from 1 September 2009 (Round 10) teachers subject to these regulations will be assessed against the post-threshold standards based solely on performance management outcomes.

It is in this context of the 2007 Performance Management Guidance and the School Teachers' Review Body recommendations that the changes to the evidence base to be used in support of threshold assessment applications are being made.

Threshold assessment is currently an elective process and, as such, teachers choose whether or not they wish to apply. Whilst the precise way that this will work under the revised arrangements has yet to be decided, there are no plans to change the underlying principle of application.

The Performance management guidance states that "information and data that schools collect for performance management should be capable of being used in a number of ways". In keeping with this principle, from 1 September 2009 (Round 10), schools will use the outcomes of their last two performance reviews to assess whether a teacher meets the post-threshold standards. At this point, teachers will no longer need to provide separate evidence in support of a threshold application.

However, in keeping with the elective nature of the threshold, teachers on M6 will still need to make an application to indicate formally their wish to be assessed.

As the evidence for threshold assessment will be teachers' last two performance management reviews, it is essential that teachers currently on M4, M5 or M6, and who intend to put themselves forward for threshold assessment in the 2009/10 school year, and their reviewers ensure, through professional dialogue (e.g. at the planning and review meeting), that the performance management criteria will provide the basis to enable an assessment to be made as to whether the post-threshold standards have been met throughout the preceding two years.

This is particularly pressing for those schools whose performance management cycles mirror the school year and who are currently considering objectives and performance criteria for 2008/09.

It is clear that objectives set this autumn for teachers on M4, M5 and M6 must be fit for the purpose of threshold assessment in 2009 and beyond. This event is for reviewers who have responsibility for pre-threshold teachers and will assist them in agreeing objectives and evidence and setting performance criteria that will be fit for the purpose of threshold assessment.

Performance Management Skills for Reviewers

If you are a new or existing reviewer who wants to update your skills this is the event for you. Performance management is now crucial for a teacher's career progression and the evidence from the performance management process is the basis for assessing a teacher's performance against the appropriate National Standards.

Reviewers have a critical role in ensuring that a teacher's objectives not only relate to the school development priorities but also provide the evidence for their career progression. The reviewer's role is to build up a professional relationship with their reviewees, set clear objectives consistent with the school Performance Management Policy and monitor the work of the reviewees throughout the year.

This work will culminate in the review meeting, which marks the end of the performance management cycle. At this meeting reviewers will assess the evidence as agreed and set out in the statement and use it to make a judgment of a teacher's performance against the agreed performance criteria.

To do this effectively, fairly and consistently they will want to be assured of the following:

- Quality and robustness of the objectives and associated action steps
- Relevance of the evidence
- Appropriateness of the performance criteria
- Accuracy and honesty of the feedback given throughout the year and especially as given and recorded at the mid year review.

This event will provide reviewers with:

- A clear picture of the process throughout the cycle
- Models and examples of good objectives, action steps, performance criteria and judgments
- Practical opportunities to develop core reviewer skills of active listening, agreeing objectives, giving feedback and making judgments.

By the end of the event reviewers:

- Can expect to have reviewed and critically assessed their current work with reviewees
- Will have sound examples of objectives, action steps, evidence and criteria that they can use as templates or role models for the next cycle
- Will have prepared themselves to undertake the review meeting
- Will have developed further the “hard” and “soft” skills they need to be effective reviewers.

Managing Underperformance in the Children's Workforce

One of the most difficult tasks for leaders and managers is handling underperformance.

This course will examine the organisational systems, structures and procedures necessary for effective management of underperforming staff.

It will help participants to develop the "red lines" below which performance would be deemed to be unsatisfactory.

This event will have a strong experiential theme which will enable participants to develop their skills working with situations and people similar to those they experience in their workplaces.

Handling Underperforming Teachers

This is becoming an increasing problem as higher standards are continually being set and performance which might once have been satisfactory is no longer meeting the needs of the school or the children.

A water-tight performance management process is an essential pre-requisite to successfully handling underperformance.

This will require:

- An up to date, competence based, standards related job description
- Two objectives with clear and unequivocal outcome statements
- Regular recorded monitoring and feedback on performance
- Required evidence enshrined within the performance management statement
- Performance management criteria set derived from the job description competencies.

This event will assist schools setting up systems and procedures to handle underperformance among both teachers and leaders.

Is your Staffing Structure Fit for Purpose in 2010?

Schools are under increasing pressure to deliver high quality teaching and high levels of student achievement. Performance management, national strategies, assessment for learning, new curriculum initiatives, extended days and expanded support staff have all been introduced to support these two goals. School staffing structures, together with their job descriptions, have often not kept up with the initiatives. As a consequence it may be that your existing structure, whilst meeting the needs of the school five years ago, does not effectively meet the needs today.

Many schools are now examining their staffing structures and their fitness for purpose in 2010 and giving consideration to more horizontal whole school arrangements as opposed to vertical structures.

Schools are looking to focus on the learner and their learning and on the teachers and their teaching. Can we create structures that deliver this?

This event will be an opportunity to look at a range of possible structures and review your structure in the light of the imperatives for 2010 and beyond. During the day there will be opportunities for senior leadership teams to work on their own school structure and receive consultancy advice.

Retaining Quality People - an event for Headteachers

Are you interested in flexible working for your self and/or your staff?

This event is the first step in the process of offering one to one support to headteachers in achieving their goals and is designed to build an agile workforce by devising new ways of providing senior leadership.

The outcomes of the day will be to give each headteacher the opportunity to:

- Reflect on their personal position in terms of a life/career plan
- Consider what opportunities they would like to adopt and how and when they would like these to take place.

Outcomes beyond the event will be:

- To have provoked some headteachers into having a discussion about opportunities with key stakeholders in their school
- To have set in motion the possibility of the headteacher filtering opportunities down to others in their schools
- To set up support and assistance for those who would like to move towards an alternative model of working.

Writing Job Descriptions for Teachers and School Leaders

This workshop will offer participants a template for producing bespoke job descriptions. Participants will be able to use this session to evaluate their current job descriptions and draft, with support and consultancy, improved versions fit for purpose of use in an effective performance management system.

The aim of this workshop is that by the end of the session participants will leave with completed job descriptions for their staff.

The performance management regulations require that a teacher's objectives are set "having regard to their job description, the School Improvement Plan and the relevant Teacher Standards" and requires schools to have Performance Management Policies that "show how the school's arrangements for performance management link with those for school improvement, school self-evaluation and school development planning"

If schools are to apply such joined up thinking they will need to review their job descriptions and consider how, as they are the beginning of a performance management process, they might link their school improvement strategies and high quality teaching and learning.

Performance management will only add real value if is established as part of a fully integrated and joined up school strategy. To do this the staffing structure must be fit for the purpose of delivering the school's strategic imperatives. The staffing structure is defined and described through the job descriptions and these then set the parameters for the performance management objectives.

Performance management is now the sole mechanism for evidence career progression against the National Teaching Standards, therefore it is essential that the performance management performance criteria are set against the Standards and that the Standards define the competencies and skills a teacher should be expected to maintain. For many schools the job description has been and remains a recruitment tool that sits untouched in a filing cabinet long passed its sell buy date. The job description is the foundation for performance management, if they are not written for the purpose of performance management there is no way the PM process can realise its true potential.

Reviewing Job Descriptions for Support Staff

This one-day workshop is aimed at all those who manage support staff.

If schools are to get the most from a new performance management process for support staff they will need to review their job descriptions and consider how, as they are the beginning of a performance management process, they might link their core school improvement priorities of school improvement planning and evaluation with the new occupational standards for support staff.

This workshop will offer participants a template for producing bespoke job descriptions. Participants will be able to use this session to evaluate their current job descriptions and draft, with support and consultancy, improved versions fit for purpose of use in an effective performance management system.

The aim of this workshop is that by the end of the session participants will leave with completed job descriptions for their support staff.

Group Facilitation Skills

This event is aimed at all those who have responsibility for managing, coaching, leading, enabling or facilitating a group of people.

It will explore:

- Group dynamics
- Group development
- Group leadership
- Handling difficult and uncooperative group members
- Facilitation skills of listening, observing, and communication
- Managing the context of the group setting
- Techniques and activities to aid facilitation.

Teams and Teamwork

Teams have existed for over 1,000 years, though we sometimes act as though they are a recent addition to our approach to work. What is new about teams is the purpose and context of teams.

As we switch from the old management by results philosophy to a systems philosophy, teams and team work take on an equivalent shift. This course looks at what "system thinking" means for teams and how their efforts integrate with and contribute to larger systems. We will also explore how leaders must establish and encourage independent teams and the need for systems of teams that interact with and are interdependent upon each other.

This event is aimed at both team leaders and those establishing or reviewing a team work approach to work.

We will cover:

- Types of teams
- When to use a team
- An infrastructure to support teams
- Teams and systems
- How to select priorities and establish projects
- Successful teams
- Variability
- Motivation and resistance to change.

Develop and Maintain Working Relationships with Other Agencies

The implementation of the Children's workforce has required agencies with different patterns of working, and different cultures to join together in working towards a common goal.

This is often easier said than done. This event will provide a forum for discussion and clarification of differences and will aim to provide greater clarity and understanding of how effective integration and collaboration will improve services to children and young people.

Specifically this event will examine:

- Effective communication including information giving and listening and the associated skills of writing, reporting, presenting and feedback
- Organisational development and cultural change
- An outcomes based model of provision in which the systems or processes are determined and evaluated in terms of the "can do" outcomes that are achieved.

The outcome of this event is that participants come to an appreciation of how their work complements the work of their colleagues and relationships established on this event will be sustained through the months beyond. There will be an opportunity to follow up events to support this outcome.

Change Management

All groups and organisations develop a culture – “the way we do things around here”.

These cultures are very important for getting things done especially if more than one agency or team is involved.

This event will focus on developing an understanding of culture and an appreciation of difference. It will set out a management of change approach that will provide a model that can be applied into any new situation.

The change management model will address pre-requisites such as how to achieve a shared understanding of purpose, a commitment to that purpose for all those involved and the development of core skills needed to deliver the change.

Provide Leadership in your Area of Responsibility

Leadership and management are fundamental to the success of any enterprise. The person responsible for leading an organisation, group or project will need to consider the following:

- Shaping the future
- Leading the area of responsibility
- Developing self and working with others
- Managing the team and the project
- Securing accountability.

This event will consider the knowledge, qualities and actions involved. It will provide opportunities for participants to practice their leadership and receive feedback from fellow participants.

Coaching Skills for Support Staff

Support staff are increasingly asked to mentor, advise, coach, manage, supervise or lead other members of staff. They may have received little training in people leadership and management, but are expected to develop and maintain positive and constructive relationships with those for whom they have responsibility.

For example, you may be a team leader with responsibility for several members of staff. The effective use of coaching skills will complement your role and enable you to get best out of each member of your team.

This practical course will give you the opportunity to practice your coaching skills and be practiced upon by other participants. There will be no role playing, participants will however be invited to work with their own experiences and situations.

The objectives of this event will be:

- To gain an understanding of coaching
- To consider opportunities within your current role, for the application of a coaching skills approach to management and leadership
- To provide opportunities to practice coaching skills
- To receive feedback on your coaching skills.

The event will look at the following:

- What is coaching?
- Your role and the use of coaching skills
- Core requirements for effective helping
- Coaching skills in detail - listening, observing, reflecting and analysing, summarising feedback, challenging and confronting
- Workshop skill development sessions
- Feedback and evaluation of current skills and future development needs.

Cover Supervisors Development

This training event is aimed at those Teaching Assistants and Higher Level Teaching Assistants asked to become Cover Supervisors.

It will consider the knowledge, skills and understanding necessary to undertake the job and will use practical workshop approaches to develop and secure skill development.

The objectives of this event will be:

- To provide an opportunity to share experiences of working in different settings and to identify good practice
- To identify strategies to increase pupil engagement and motivation during cover lessons
- To increase awareness of the range of behaviour management strategies available
- To provide a workshop for participants to develop their use of instructional language and praise.

Train the Trainers

This event is aimed at all those who have to design and deliver training events. Ian Draper has designed and run many different training events for both small and very large audiences.

During this training he will consider the following fundamental components for delivering effective training:

- Understanding your audience
- Identifying and agreeing outcomes
- Planning
- Pace
- Timing
- Activities
- Presentations
- Handling difficult participants
- Using a range of learning strategies
- Effective PowerPoint
- Managing group work
- Evaluation.

The workshop will be very practical. There will be demonstrations and examples and during the day participants will have opportunities to design and deliver training sessions.

Counselling Skills with Children and Adults

This is a practical skills based event for teachers and support staff who want to develop their one to one helping skills with both children and with adults.

The event is an introductory session of a programme of counselling skills training that could extend to 100 hours. Further extended training will be offered if there is sufficient demand.

During this day participants will be introduced to a helping skills model that incorporates the skills of attending, observing, non-verbal communication, listening, responding, personalising, summarising, confronting, and decision making.

The key skill to be introduced for this day will be attending to the setting, the person and yourself. It is an essential pre-requisite for effective helping.

The training will be participative. Learning will be through doing, reflection and feedback. All participants will be expected to practice skills throughout the day by working as both listeners and talkers.

This training is aimed at educational professionals who want to use some counselling skills in their work it is not counsellor training. However, for some participants it is possible that the experience will be a stimulus for undertaking counsellor training in the future.

Communicating effectively with 14-19 year olds

This event is aimed at all those in the children's workforce who find themselves working in a one to one or small group setting and in which they are required to provide advice and guidance to adolescents.

The programme will be run over three connected and interdependent modules.

- The first, "Observing", addresses the skills of attending to the person and the context with whom they are working.
- The second, "Listening", will consider the concept of "unconditional positive regard" and practice the skills of active listening.
- The third, "Responding", will provide participants with a structure to manage their responses in such a way that develops trust and confidence and builds good working relationships.

The training will be largely experiential with skills workshops which will be based upon a sound theoretical communication model.

About ETC

ETC is a UK 'not for profit' business that provides education training and consultancy to national and local government agencies and to schools. Profit generated in the UK supports education consultancy in Ethiopia and other developing countries.

ETC's work in the UK includes:

- Performance management, job descriptions, career development and CPD
- Change management advice and consultancy
- Leadership training, coaching and mentoring
- Development of flexible working opportunities and life career planning
- Development of teacher and leadership standards
- Consultancy on the Children's Workforce and the Children and Young People's Plan.

Overseas projects include:

- Headteacher mentoring
- Training and coaching for textbook writing
- Support for blind and deaf schools in northern Ethiopia
- Upgrading the examination system for Tigray Education Board
- Supporting a coaching and mentoring programme for school leaders in Papua New Guinea
- Providing project management support to the Tokaut Aids programme in Papua New Guinea.

For further information please contact Jean Hemsley on 07956 640196 or email jean.hemsley@ethicaltraining.com

Ian Draper CV

**BA (York), MBA (Nottingham), M. Ed (Nottingham), Dip. Counselling (Massey NZ)
Dip. Teach (NZ).**

Ian is Director of Ethical Training and Consultancy (ETC). ETC is an education consultancy that specialises in school workforce development in the UK and providing, through voluntary work, leadership and management support and advice in Sub-Saharan Africa and developing countries in the Pacific. He is an expert on staffing, organisational development and performance management in schools and the wider children's workforce and the use of coaching in leadership development.

Ian was a teacher and Vice Principal in three schools in New Zealand between 1971 and 1982. On his return to the UK he worked as a teacher in Nottingham City and as a counsellor in Nottinghamshire. In 1989 he began work as a school adviser supporting the LEA staff Development and appraisal programme. In 2000 Ian was successful in winning the DfES contract to manage the Performance Management Consortium for the East Midlands Region. This work was consistently evaluated at the forefront of the nine national consortia.

Since 2002 Ian has provided training and consultancy to schools and Local Authorities throughout the UK. Between September 2004 and March 2006 he worked as a VSO volunteer supporting the development of education in Northern Ethiopia. His work focused on the achievement of the United Nations Millennium Goal of providing **quality** Universal Primary Education by 2015.

Ian runs national and local conferences and provides in-house training for headteachers, teachers, governors and school improvement advisers on the development of effective systems, structures and processes for schools and support services for the future. He has organised the British Performance Management Conference since 1991.

Ian has provided consultancy to the Department for Children, Families and Schools, The Teacher Development Agency, the National College for School Leadership and has worked with more than thirty Local Authorities on performance management, extended schools, organisational change, the integrated children's workforce and BSF. He has worked with West Sussex LA on the development of their Children and Young People's Plan, wrote the Children's Workforce Strategy for the LB Richmond-upon-Thames, created a programme for Retaining Quality Staff in Hillingdon and with Camden LA developed an Integrated Training Service for the Children's Workforce.

He has provided consultancies to the new academies in Oxford and Aylesbury on their staffing structure, associated job descriptions, performance management, pay, CPD and work life balance.

Ian has published articles on Performance Management, Workforce Reform and Professional Development. During the 1990's he made a series of videos with Dorothy Heathcote on the use of drama as a methodology for integrated teaching and learning. Ian is a trained counsellor and, provides counselling and communication skills training for professionals working in education and health settings.

Twice every year he works as a volunteer with the School for the Blind in Makelle, Ethiopia and twice with the Provincial Education Office in Madang, Papua New Guinea implementing and monitoring a coaching and mentoring programme for school leaders working alongside VSO volunteers from the UK.

Ian writes and maintains the Ethical Training and Consultancy web site (www.ethicaltraining.com) which is at the forefront of advice and support for performance management, leadership and workforce development.