

## **Wednesday 17 April – CPD sessions**

### **A Beginner's Guide to Global Citizenship Education**

Global citizenship education is a key part of learning, equipping students with an understanding of their roles and responsibilities as global citizens and the international links and issues that shape everyday life. This session will develop your knowledge of the subject and give you tips and tricks to getting global citizenship education into the classroom. From practical examples to helpful advice, this beginner's guide is essential for all those looking to develop their skills in this area.

### **Inclusive practice for middle leaders**

As effective inclusion for all pupils with additional needs is becoming a high national priority, this session will look at how middle leaders in schools can ensure they fully promote inclusion through their role and responsibilities. The session will consider what might be used as inclusion indicators for their practice and for their school.

### **Empowering children and young people to speak out on sexism, sexual harassment and gender inequality in school.**

This session will explore the development of an exciting new resource - AGENDA - that the NEU is launching to help education professionals support children and young people (age 7-18) to make positive relationships matter in their school. The resource has been led by the award-winning Professor Emma Renold and will give you practical tools and ideas to help you to develop an inclusive, affirmative and rights-based approach to a range of issues for your relationships and sex education programme, including gender inequality, sexual harassment and violence. Come along to this interactive session to learn about AGENDA and the creative ways you can support children and young people to explore and express what matters to them.

### **Thrive not just survive' -Supporting learners with SEND**

This session looks at the need for prompt, appropriate intervention, based on early identified areas of need. It considers the importance of cognitive profiling and examines the deficits most commonly identified in phonological processing, receptive and expressive language, and working memory. It explores how using the learners' strengths, prioritising their well-being and targeting differentiation is crucial. It will look at assessment, outcome, support and choice of tasks. We should aim to provide an education in which learners with additional needs feel secure and prepared them for life.

### **How to write a media release**

Everything you ever wanted to know about how to get your message across to newspaper, radio, TV or online journalists - but were afraid to ask. This session will be presented by a working journalist who will explain how to ensure your release ends up as a story rather than in the recycling bin. District and branch secretaries will find this session especially useful.

### **Coaching to Connect as a Leader – Passion, People, Purpose and Process.**

This session sets out to provide an overview of peer-coaching and how it can be an effective model in creating a values-based culture involving teachers, educational professionals, learners and communities.

By the end of this interactive session individuals will have:

- Explored theory and practice related to peer coaching
- Gained an understanding of how coaching can keep individuals connected to their vision, passion and purpose
- Increased their understanding of ways in which coaching can be used in educational contexts

### **Critical thinking and your professional practice**

Leading learning is at the heart of everything we do in education so where does critical reflection fit in? What does critical reflection mean and what does it have to do with your role in education? Does it enhance it? Or is it just an extra burden on top or everything else?

This session will look at what is meant by Critical Reflection (CR) in education. It will be an opportunity to explore the value of CR and time to consider whether it could be helpful in your practice.

### **An introduction to children and young people's mental health.**

This session will look at what we mean by mental health and what the evidence shows has a positive or negative impact on it. It will allow you to be able to identify those at risk of developing mental health difficulties earlier, spot emerging problems quicker and respond in ways which young people themselves have told us are helpful. This workshop is suitable for anyone working with children and young people.

### **Returning to work part-time after maternity leave – obstacles and solutions**

A panel of speakers will lead a discussion around the problems many members encounter when they wish to return to work part-time after maternity leave. We will explore the legal arguments to support your request, as well as sharing practical arguments to persuade reluctant employers.

### **The Menopause in the Workplace**

Through its work with union reps, Wales TUC discovered that employers weren't dealing with the menopause and how it affected their employees. Using surveys and focus groups we confirmed that workers felt the same and that their needs in the workplace were being overlooked. In response to this, Wales TUC undertook extensive research on what could be changed, how trade unions could make a difference and what employers and the Government needed to do to improve the lives of those working through the menopause. This session covers what steps our campaign took and outlines what you can take back to your workplaces to replicate the successes.

### **Mobilising and Organising Members**

Based on the work of US activists Hahrie Han and Jane McAlevey we will look at ways of mobilising and organising our members. We will focus on:

- How to share the load
- How to build your local committee
- How to manage more effective meetings

The more ideas you bring, the more effective this workshop will be!

### **Blogging Basics - Exploring blogging in the classroom**

With the rise of social media, particularly blogging, young people are expected to engage and share their ideas through a vast variety of platforms. This means writing, and writing well, has become an essential skill. Creativity in the classroom is key to supporting professional development and increasing confidence and blog writing allows students to write for purpose, find their voice and explore alternative perspectives in the process.

Led by blogger and arts and culture writer, Amy Roberts, this session will cover; how to create a blog, how to structure and create content, support students to find their voice and effectively engage with an audience.

### **Exploring Play and Creative Arts Therapy in Supporting Primary school mental health**

This session will look at how and when play and creative arts therapy can be used to support children's mental health. It will also cover tips on obtaining funding, latest statistics and the exploration of play as a tool for good mental health from a professional and parental perspective. The session will help you:

- Understand how insecure attachment plays out in the classroom.
- Provide a practical exploration of attachment for deep understanding.
- Understand the power of play for helping children develop secure attachment.

### **The Ancient World in Primary Schools**

Primary students are fascinated by the Ancient World. By the end of this session, you will find out how to weave their enthusiasm for all things Greek and Roman into your teaching as a tool to support the delivery of the National Curriculum. Cross-curricular approaches using drama, languages and the arts can improve literacy and provide engaging activities for all subjects, including PSHE.

### **Gypsy, Romany and Traveller children**

Show Racism the Red Card will deliver this session on challenging racism and promoting inclusion in the Traveller community. This will help inform your knowledge on the subject, give you some practical skills and share resources on how to overcome the barriers these young people face.

### **SOS+ 'The Realities of Gangs and County Lines**

Delivered by the St Giles Trust this session will consist of speakers utilising their lived experience as ex-offenders and survivors to unpack and explore the realities and consequences of County Lines, Gang Exploitation and Serious Youth Violence. Perspectives from previous perpetrators and

runners/transporters combined with relevant case studies will aid the audience in gaining an authentic and credible understanding of this complex and cross cutting issue.

The session will also cover signs and indicators of gang involvement; motives and purposes; perspectives of both victims and perpetrators; common misconceptions amongst professionals; and various intervention strategies/ suggestions for long-term solutions.

### **Ways into Shakespeare**

*Ways into Shakespeare* will offer exciting techniques to engage with Shakespeare through active and creative approaches in the classroom. It is also designed to boost your confidence in analysing language, characters, themes and the text in performance.

### **Challenge and engagement for all**

Participants will actively engage in several teaching and learning techniques which support the five elements of Inclusive Quality First Teaching (Participation; Engagement through Challenge; Thinking and Meta-cognition; Dialogue; and Collaboration), and then reflect on how to adapt the techniques for their own classroom contexts.

### **Supporting Learners with English as an Additional Language**

EAL learners, their families/carers and communities are not homogenous groups; it is important to know and understand who they are, to support their needs effectively.

This session will offer practical tips and strategies on how to support the on how to support the EAL learner(s) in your classroom.

### **Promoting Positive Engagement: exploring key principles of behaviour management**

This session will explore key principles of behaviour management and develop a multi- faceted intervention toolbox to help you support those with social, emotional and behavioural difficulties.