

Staff Development and Training Policy

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'College' refers to Bristol International College; 'parents' refers to parents, guardians and carers.

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1. Aims

- 1.1. The college follows a planned and structured programme of Staff development and training designed to help an individual or a group of people to achieve quality of performance and service. The staff development and training process uses organisational structures and procedures to facilitate access to learning, education and training
- 1.2. In addition to subject specific training, there will be a full programme of Professional Development for academic teaching staff on more general pedagogical topics. Depending on interest and the qualifications of staff, the programme will include the areas of development shown in the following sections.

2. University of London preparation for IFP

- 2.1. Academic teaching staff will receive two days of training in Bristol from the University of London before teaching begins. Topics covered will include course content & delivery, use of the VLE, use and location of other resources and examination training.
- 2.2. A review visit will be scheduled during the first year of teaching, with the opportunity for development input and further training.

3. Managing Stress in Students

- 3.1. This course has been designed specifically for students aged 16-18 years. Topics it covers include:
 - 3.1.1. An introduction to the basic emotional needs and drives that all humans have, how they influence our behaviour and why these are important for us all
 - 3.1.2. 'First aid' technique for stress, anxiety and high-pressure situations and why good posture is vital for
 - 3.1.3. being in the right frame of mind to succeed
 - 3.1.4. Useful, practical techniques for controlling the most common physical signs of stress
 - 3.1.5. A mental focus technique used widely by sports people - instantly relax, regain focus, reduce stress and enhance wellbeing

4. Learning to Become an Effective Mentor

- 4.1. This course has been designed with teachers in independent schools in mind. Course outcomes include:
 - 4.1.1. Helping teachers to understand mentoring as an essential ingredient of leadership
 - 4.1.2. Look at teaching standards for benchmarking expectations in the independent sector
 - 4.1.3. Developing listening skills through different activities to improve communication
 - 4.1.4. Enabling teachers to give effective, constructive feedback on lessons and other activities

- 4.1.5. Developing skills to mentor teachers through an appraisal process with confidence and give you the
- 4.1.6. confidence to set meaningful targets
- 4.1.7. Empowering teachers to face challenging situations and conversations

5. Understanding and Using Data Effectively

- 5.1. Course outcomes include:
 - 5.1.1. Enabling staff to know what steps to take with data
 - 5.1.2. Learning how to build goals and targets from data
 - 5.1.3. Ways in which to draw out and present information
 - 5.1.4. Identifying and planning for trends in information
 - 5.1.5. Designing a range of strategies to employ with unhappy data

6. Effective Marking and Feedback

- 6.1. This course aims to empower staff to give real and lasting feedback from constructive and effective marking. It will:
 - 6.1.1. Showcase 20 marking strategies that can be used by nearly all subjects and nearly all age groups
 - 6.1.2. Demonstrate how to secure real and lasting change through feedback
 - 6.1.3. Discuss the key principles of effective feedback
 - 6.1.4. Present 12 different ways to mark students 'work
 - 6.1.5. Explain how to generate a marking dialogue

7. Cognitive Load Theory - a guide to examination success

- 7.1. The course explores the importance of Cognitive Load Theory (CLT) and how to adapt classroom teaching to take it into account. It will share what is involved in CLT and how it impacts on pupil performance in the classroom.
- 7.2. Specifically, it will:
 - 7.2.1. Give a clear and deep explanation of 'memory', 'understanding 'and CLT
 - 7.2.2. Provide a set of ready-to-use classroom strategies
 - 7.2.3. Develop an understanding of the pitfalls and poor practice that should be avoided
 - 7.2.4. Provide an in-depth knowledge of how to use these techniques over the whole of a term / year / key stage

8. The Application of Growth Mindset in the Classroom

- 8.1. This course explores the importance of Growth Mindset and why it is one of the most important topics in education at the moment, providing teaching strategies that will enable teaching staff to embed a Growth Mindset in students.
- 8.2. The course aims to:

- 8.2.1. Give clarity on what a Growth Mindset is and the importance of it within a learning context
- 8.2.2. Find out how to implement the Growth Mindset principle in your classroom
- 8.2.3. Demonstrate a range of effective practical ideas to use in the classroom
- 8.2.4. Discover how to inspire students through new approaches to classroom teaching

Depending on numbers, the above courses may be attended at tuition centres in Bristol, Manchester or London, or training staff may be invited to the College to give group sessions onsite.

9. Support staff training

- 9.1. The University of London will also deliver training for administration, admissions and recruitment staff.

10. Pastoral staff training

- 10.1. Bristol International College is already an affiliated member of the Boarding Schools' Association (BSA) and once launched will apply for full membership. All pastoral and boarding staff will be trained by the BSA on their Programme of professional Development and Training. This training includes a series of professional development certificate courses specifically designed to meet the practical needs of boarding staff and provide an internationally recognised qualification in Boarding Education. It is a two-year modular course aimed specifically at staff working in and around boarding. Non-graduates complete at HE1 level and graduates at HE3 level.
- 10.2. The course is divided into two modules.
 - 10.2.1. 1. Pastoral Care
 - 10.2.2. 2. Boarding Management or Professional Practice for School Nurses/Matrons.
- 10.3. The course covers:
 - 10.3.1. Organisation and communication in a boarding school; Outcomes for boarders; adolescent development; eSafety issues and challenges
 - 10.3.2. Major legislation as it affects life in a boarding school; safeguarding issues; National Minimum Standards for Boarding Schools; The Boarding Team; working with parents
 - 10.3.3. Conflict resolution; counselling skills; structures for managing crises and stress in boarding schools;
 - 10.3.4. Emotional and mental health issues; bereavement, loss and divorce, Nursing Issues and physical matters; relationships;
 - 10.3.5. A consideration of some of the challenges that young people face as they develop.

11. Staff child protection and safeguarding training

- 11.1. Bristol International College is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this

commitment. To this end, staff will receive full and comprehensive training on appointment to the College, as well as yearly refresher courses in order to keep fully up-to-date with changes in legislation. This includes the annual changes to the statutory guidance for schools and colleges on safeguarding children and safer recruitment“ Keeping Children Safe in Education” (KCISE).

- 11.2. Training will be provided by the Local Safeguarding Board (<https://bristolsafeguarding.org/children-home>) and by EduCare, an e-learning service, designed specifically for the education sector (<https://www.educare.co.uk/educare-for-education>).

12. Access to Training

- 12.1. The College will remain open to staff requests for individual professional development. There will be an expectation that if a member of staff has attended a course, he/she will cascade the information acquired down to other staff during formal staff training sessions.
- 12.2. Applications for course attendance will be made in writing to the Principal, who will have overall responsibility for the Professional Development budget.