

31<sup>st</sup> January 2015

Dear Colleague

**Professional Development Programmes for teachers working in International Schools, London, July 2015**

**Venue:** Regus Conference Centre, 33 Cavendish Square, London, W1G 0PW

**Dates:** 6<sup>th</sup> – 10<sup>th</sup> July 2015

**Times** for all courses (9:30 – 4:00 p.m.)

I have pleasure in attaching details of the ninth annual programme of CPD that **Andy Phillips Associates** are offering in London (*Regus Conference Centre, 33 Cavendish Square, London, W1G 0PW*) during July 2015 for teachers & leaders in International Schools.

As well as the ever very popular courses on 'leadership development' and 'Early Years Foundation Stage', there will also be two courses, specifically developed to support the leadership / delivery of the 2014 national curriculum, as well as two-day course for teachers who wish to take learning in their classrooms to the next level using the techniques and strategies applied by TED and TEDx presenters which attract the attentions of millions worldwide. In addition, I am delighted that former headteacher and researcher Phil Cross will be delivering a course on 'getting inside data' as well as another course on the use and effectiveness of pupil voice.

I would be most grateful if you could distribute these amongst your colleagues. As we limit the number of participants on each of our courses, all places will be confirmed on a 'first received' basis.

In addition to offering the above range of courses, *APA* tutors are regularly asked by International Schools to run school-based training programmes (often bespoke versions / composites of the attached programmes) and schools are advised to contact me at: [andy@apa-ec.co.uk](mailto:andy@apa-ec.co.uk) as soon as is convenient.

Yours faithfully



**Andy Phillips**  
Director

## **Professional Development Programmes for teachers working in International Schools, London, July 2015**

**Venue:** Regus Conference Centre, 33 Cavendish Square, London,  
W1G 0PW

**Dates:** 6<sup>th</sup> - 10<sup>th</sup> July 2015

**Times** for all courses (9:30 – 4:00 p.m.)

### **Monday 6<sup>th</sup> July 2015**

*Leading the implementation of the 2014 National Curriculum*

### **Monday 6<sup>th</sup> & Tuesday 7<sup>th</sup> July 2015**

*Developing Strategic Leadership for Middle & Senior Leaders*

### **Monday 6<sup>th</sup>, Tuesday 7<sup>th</sup> & Wednesday 8<sup>th</sup> July 2015**

*Foundation Stage Curriculum: from Policy to Practice*

### **Tuesday 7<sup>th</sup> & Wednesday 8<sup>th</sup> July 2015**

*Implementing and 'teaching' the 2014 National Curriculum*

### **Wednesday 9<sup>th</sup> July 2015**

*How effective Performance Management is used to improve teaching and learning*

### **Thursday 10<sup>th</sup> & Friday 11<sup>th</sup> July 2015**

*Teach like TED – using the skills and expertise of TED and presenters as well as tried and tested lessons to take pupils' learning to the next level*

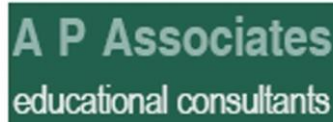
### **Thursday 9<sup>th</sup> July 2015**

*Getting to Grips with School Data*

### **Friday 10<sup>th</sup> July 2015**

*Using an Analysis of Pupil Perceptions to Stimulate Rapid School Improvement*

*All of these courses can be tailor made / adapted to be run at your school for any combination of teachers. Please contact Andy Phillips ([andy@apa-ec.co.uk](mailto:andy@apa-ec.co.uk)) to discuss your school's requirement.*



## Tutor profiles

**Andy Phillips (Director, APAssociates)** has extensive teaching and senior management experience gained in multi-cultural primary & secondary schools in West London. For ten years, he headed up and developed the in-service training division for schools and head teachers at St Mary's University College, Twickenham. Following this he was an LA Inspector as well as Managing Director for one of the largest school inspection contractors, with a responsibility for training and development.

Since starting *APAssociates*, Andy has worked as a consultant to the British Council running their Headteacher Leadership Development Programmes in Estonia, Kuwait and Croatia. He works as an attached school improvement advisor to a number of LAs and individual schools (both primary & secondary) in England as well as acting as a consultant / trainer to International Schools. He has undertaken numerous consultancies in, amongst others, Abu Dhabi; China; France; Gabon; Hong Kong; Indonesia, Italy; Malaysia, Philippines, Russia; Spain, Thailand, Taipei, the USA, Venezuela and Vietnam. He is also the School Improvement Partner for Saltus Grammar School, Bermuda and undertakes all their overseas recruitment. Andy is also a qualified Ofsted inspector and leads the inspection of both primary and secondary schools.

**Ingrid Abrahams (Deputy Headteacher, Great Barr High School, Birmingham)** has over twenty-five years of teaching experience, with fourteen years at senior management level. She has during this time acquired a wide range of skills which are generic in their capacity to analyse and evaluate teaching and learning within a diverse range of contexts. Her present position as Deputy Head teacher (Teaching and Learning) demands clear strategic leadership and concise monitoring and evaluation for whole school improvement. Great Barr School is one of the largest school in England with over 2,500 students and over 300 staff.

She is fully conversant with data analysis including the use of prior attainment information, to set clear expectations for both staff and students. She uses assessment, behaviour and intervention data to provide an overview for future development. Her communication skills are highly developed and at an operational level take the form of: presentations, report writing and meetings. She has recently introduced a more rigorous whole school review and monitoring cycle and plays a crucial role in leading teams of staff. Ingrid is also a qualified Ofsted Inspector and inspects on a termly basis.

**Annalea Gratton (Early Years Lead, Spring Grove Primary School, Middlesex)** has over eight years experience in leading Early Years in an OfSTED rated outstanding school. During her teaching career she has taught across the Primary Key stages and has supported and developed the transition between Reception and Year One both in her own and other schools. She takes a lead on the Foundation Stage assessment analysis to provide an overview for future development, primarily in the Foundation Stage but also Year One.

She has used her highly developed communication skills to work closely with the parent community across the school, leading workshops on a range of issues such as learning through play, supporting your child through the Foundation Stage, phonics, reading and maths.

Annalea has been on the Good Practise register for her cluster of schools and also a leading teacher for the Hounslow Borough. During this time she supported other Early Years Leads in monitoring the standard of teaching and learning and ultimately the evidence gathering in order to support the assessment process, more specifically the Early Years Foundation Stage Profile. Her expertise lays in supporting the child initiated learning and using the classroom environment to support this process.

**Dr Phil Cross (Independent Researcher)** has over 34 years teaching experience, with fifteen years as a Headteacher in very challenging secondary schools. He has developed a range of leadership skills and has a track record of supporting other schools and presenting at conferences.

Since 2003, Phil has acquired a range high level research skills; gaining a Doctorate in a Education in 2009. His area of expertise is using quantitative data to stimulate school improvement and improve leadership. He has researched extensively the factors affecting especially challenging urban schools. He is currently developing a conceptual model for measuring school effectiveness and ensuring rapid school improvement in such contexts.

**Lucy Ashby (Deputy Headteacher, Holy Trinity C of E Primary School, Richmond)**

## **Leading the implementation of the 2014 National Curriculum**

**Date / time:** Monday 6<sup>th</sup> July 2015 (9:30 – 4:00 p.m.)

**Venue:** Regus Conference Centre, 33 Cavendish Square, London, W1G 0PW

**Fee:** £250 / person + (VAT 20%) £300 (*to include all refreshments and course materials*)

**Target audience:** this course that has been specifically designed for year & key stage leaders as well as Heads of School (Primary) / those with whole-school responsibilities for implementing the revised National Curriculum in their schools.

### **The programme:**

- Overview of the key changes to the curriculum (matching the 'new' programmes of study against the existing ones)
- A curriculum audit / time / skills ladders
- Consider a tried and tested template for planning – using 'worked' examples;
- Ensuring coherence and consistency in the assessment of pupils attainment and progress
- A whole school approach to assessment – a pupils' entitlement
- Tracking pupils progress through a key stage / school
- Resources to support the implementation of the 2014 curriculum

### **Materials**

Each participant will receive a CDROM, detailing each of the major changes in national policy initiatives as well as internet links to all sites / resources.

### **How to apply**

**Either:** email a completed form to: [andy@apa-ec.co.uk](mailto:andy@apa-ec.co.uk)

**OR:** PRINT AND RETURN a separate form for each applicant to:

*Andy Phillips, (Andy Phillips Associates)  
4 Holstein Avenue, Weybridge,  
Surrey, KT13 8NX,  
ENGLAND.*

## ***Developing Strategic Leadership for Middle & Senior Leaders***

**Date / time: Monday 6<sup>th</sup> & Tuesday 7<sup>th</sup> July 2015 (9:30 – 4:00 p.m.)**

**Venue: Regus Conference Centre, 33 Cavendish Square, London, W1G 0PW**

**Fee: £500 + VAT (£600) (to include all refreshments and course materials)**

### **Target audience:**

- Headteachers / Deputy Head Teachers and Senior Leaders responsible for: review, monitoring and self evaluation / Performance Management & Quality Assurance systems.
- Primary: Subject Leaders / Co-ordinators and Key Stage Leaders
- Secondary: Heads of Subject Departments / Heads of Year or Key Stages.
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### **The programme**

- Setting review, monitoring and self-evaluation (RMSE) within current policy frameworks for routine monitoring & accountability, external accreditation / inspection
- Focusing on outcomes and the impact of what a school provides through subjects or aspects
- Enhancing participants' core professional evaluation skills through: observing lessons, analysing and interpreting data & reviewing pupils' work
- Finding out the views of pupils, parents and other stakeholders
- Judging how well led and managed are subjects, key stages or other aspects of the school
- Presenting the evidence and evaluation judgements in specially-designed reporting formats
- Co-ordinating RMSE within a strategic framework for leadership and management
- Using 'mind mapping' software as a mechanism for storing and interpreting your own evidence – an internal Review and Evaluation Management Information System. (REMIS ©)
- Line management arrangements: processes and protocols and reporting procedures

### **Materials**

Each participant will receive a resource pack, including a CDROM, as well as internet links to all sites / resources.

### **How to apply**

**Either:** email a completed form to: [andy@apa-ec.co.uk](mailto:andy@apa-ec.co.uk)

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## Foundation Stage Curriculum: from Policy to Practice

**Date / time:** Monday 6<sup>th</sup>, Tuesday 7<sup>th</sup> & Wednesday 8<sup>th</sup> July 2015 (9:30 – 4:00 p.m.)

**Venue:** Regus Conference Centre, 33 Cavendish Square, London, W1G 0PW

**Fee:** £550 + VAT (£660) (to include all refreshments and course materials)  
(£450 + VAT (£540) for the 2<sup>nd</sup> and any subsequent teachers from the same school)

**Target audience:** Practitioners in Nursery & Reception classes as well as those responsible for EYFS provision in their school.

### **This three day programme will focus on:**

#### **Day 1 - EYFS from policy to practice**

- An overview of the EYFS curriculum
- Good practice in the EYFS
- Provision for play in the Early Years indoor and outdoor classroom
- Specific EYFS issues

#### **Day 2 - EYFS from policy to practice: What does outstanding EYFS look like?**

*A visit to a primary school to observe and discuss outstanding reception and nursery provision.*

- Seeing how provision is made to facilitate outstanding learning
- Looking at models of planning for meeting the needs of pupils
- Looking at models of planning to meet the areas of learning
- Seeing how day to day assessment strategies can be used to build a picture of a child's learning
- Seeing how a range of adults contribute to pupil learning

#### **Day 3 - EYFS from policy to practice - tailor made workshops to include:**

- Developing planning to meet the needs of pupils in the EYFS
- Developing practical assessment procedures in the Early Years
- Practical steps to plan for good EYFS provision indoors and outdoors, to meet the six areas of learning – how to set up the classroom
- Monitoring the quality of EYFS provision
- The analysis and use of EYFS profile data
- Good transition into Key Stage 1

### **Materials**

Each participant will receive a resource pack, including a CDROM, detailing each of the major changes in national policy initiatives as well as internet links to all sites / resources.

### **How to apply**

**Either:** email a completed form to: [andy@apa-ec.co.uk](mailto:andy@apa-ec.co.uk)

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## **Implementing and teaching the 2014 National Curriculum**

**Date / time:** Tuesday 7<sup>th</sup> & Wednesday 8<sup>th</sup> July 2015  
**Venue:** Institute of Education, University of London  
Central London

**Fee:** £450 / person + (VAT 20%) £540 (*to include all refreshments and course materials*)

**Target audience:** this course that has been designed for all who teach and have a responsibility for the implementation of the curriculum in their schools.

### **The programme:**

- Overview of the key changes to the curriculum (matched the 'new' programmes of study against the existing ones)
- Consider the Holy Trinity Primary School, Richmond template for planning – using 'worked' examples
- Mapping the curriculum, in particular literacy, numeracy & science as well as the foundation subjects
- Planning topics / units – with assessment being an integral component
- Ensuring coherence and consistency in the assessment of pupils attainment and progress
- Resources

### **Materials**

Each participant will receive a CDROM, detailing each of the major changes in national policy initiatives as well as internet links to all sites / resources.

### **How to apply**

**Either:** email a completed form to: [andy@apa-ec.co.uk](mailto:andy@apa-ec.co.uk)

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ENGLAND.*

## How effective Performance Management is used to improve teaching and learning

**Date / time:** Wednesday 8<sup>th</sup> July 2015

**Venue:** Regus Conference Centre, 33 Cavendish Square, London, W1G 0PW

**Fee:** £250 / person + (VAT 20%) £300 (*to include all refreshments and course materials*)

**Target audience:** This course is aimed at primary & secondary teachers / school leaders who have a responsibility for the effective leadership, management and implementation of their schools' PM systems and procedures.

### **Aims of this course**

- Planning for effective interviews and meetings
- Support and train your performance management responsibility holders to ensure quality, consistent appraisals across all teaching staff
- Use performance management to set and measure objectives for improvement in teaching and learning
- Initiate challenging conversations with all staff to tackle underperformance and hold staff to account
- Consideration of PM and its links to School Development Planning, CPD and capability procedures
- Development of a personal action plan
- Setting, monitoring and evidencing appropriate targets
- Identifying suitable development opportunities
- The performance management cycle: following up throughout the year

### **Materials**

Each participant will receive a CDROM, detailing each of the major changes in national policy initiatives as well as internet links to all sites / resources.

### **How to apply**

**Either:** email a completed form to: [andy@apa-ec.co.uk](mailto:andy@apa-ec.co.uk)

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## **Teach like TED:**

using the skills and expertise of TED presenters as well as tried and tested lessons to take pupils' learning to the next level

**Date / time:** Thursday 9<sup>th</sup> & Friday 10<sup>th</sup> July 2015

**Venue:** Regus Conference Centre, 33 Cavendish Square, London, W1G 0PW

**Fee:** £450 + VAT (£540) (to include all refreshments and course materials)  
(£400 + VAT (£480) for the 2<sup>nd</sup> and any subsequent teachers from the same school)

**Target audience:** this course that has been specifically designed for any primary & secondary school teacher who wishes to enhance the quality of pupils learning in their & others classrooms.

### **The programme will enable participants to:**

- explore how, as a classroom teacher, we can adapt and incorporate many of the techniques and strategies used by presenters of TED and TEDx talks, that capture the imagination of millions, into our everyday lessons
- analyse and evaluate the techniques presenters use to capture the audience's attention and imagination
- explore a range of tried and tested 'lessons' and 'units of work' designed using these principles
- plan a series of lessons / topics for use back in school
- develop inset activities for supporting their colleagues professional development

### Themes covered:

- can you inspire others unless you are inspired yourself
- telling stories which reach pupils' hearts and minds
- ensuring all lessons inform, educate, and inspire
- how to ensure that the pupils are attentive and that the 'lesson' is remembered long afterwards
- too much information, prevents the successful transmission of ideas
- using images, animations, video and not just text – favour pictures over text (de-clutter slides with line after line of bullet points)

### **Materials**

Each participant will receive a CDROM, detailing each of the major changes in national policy initiatives as well as internet links to all sites / resources.

### **How to apply**

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**OR:** PRINT AND RETURN a separate form for each applicant to: Andy Phillips, (Andy Phillips Associates), 4 Holstein Avenue, Weybridge, Surrey, KT13 8NX, ENGLAND.

## ***Getting to Grips with School Data***

**Date / time:** Thursday 9<sup>th</sup> July 2015 (9:30 – 4:00 p.m.)

**Venue:** Regus Conference Centre, 33 Cavendish Square, London, W1G 0PW

**Fee:** £250 + VAT (£300) (to include all refreshments and course materials)

**Target audience:** This course is targeted at those professionals working in education with a responsibility or interest in how data can be used to provide an accurate story of a schools effectiveness. This will include:

- Headteachers and Senior Leaders in Schools
- Heads of Department and Curriculum Leaders in Secondary Schools
- Teachers wishing to gain a greater understanding of the use and abuse of data in schools

### **The programme:**

- An overview of data currently used to judge schools
- Using your own data to effectively challenge with confidence insecure external judgements about the effectiveness of your school
- Identifying what data you need to collect and have available in school
- Gathering, analysing interpreting and presenting data in a coherent form
- Using effective research methodology and data to improve our school
- Tracking pupil progress and measuring improvement
- Using data to effectively target school interventions

### **Materials**

- Each participant will receive an information booklet, research papers and electronic templates for use in their own school.

### **How to apply**

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## ***Using an Analysis of Pupil Perceptions to Stimulate Rapid School Improvement***

**Date / time:** Friday 10<sup>th</sup> July 2015 (9:30 – 4:00 p.m.)

**Venue:** Regus Conference Centre, 33 Cavendish Square, London, W1G 0PW

**Fee:** £250 + VAT (£300) (to include all refreshments and course materials)

### **Target audience:**

- This course is targeted at Headteachers and Senior Leaders in schools.

### **The programme:**

- Why are pupils views important?
- How can we effectively gather the perceptions of pupils about your school?
- What is the best way to analyse the data and triangulate the information collected with other information about the school?
- How can we use an analysis of pupil perceptions to transform the way in which the school is led, managed and improved?
- What ethical considerations must we consider when seeking the views of students?

### **Materials**

- Each participant will receive an information booklet, research papers and electronic templates for use in their own school.

### **How to apply**

**Either:** email a completed form to: [andy@apa-ec.co.uk](mailto:andy@apa-ec.co.uk)

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## Professional Development Programmes for teachers working in International Schools, London, July 2015

### Course Application Form

Course title	Date(s)	Venue	Participant's Name
<b>School</b>			
<b>Address</b>			
<b>Post code</b>			
<b>Telephone number</b>			
<b>Mobile number</b>			
<b>Email address</b>			
<b>I enclose a cheque for</b>	£..... (please tick) Payable to <b>Andy Phillips Associates Ltd.</b>		
<b>I will arrange a BACS transfer for</b>	£..... (please tick) Payable to <b>Andy Phillips Associates Ltd.</b>		
<b>Date sent / posted:</b>			

**Either:** email a completed form to: [andy@apa-ec.co.uk](mailto:andy@apa-ec.co.uk)  
**OR:** PRINT AND RETURN a separate form for each applicant to:

**Andy Phillips, (Andy Phillips Associates)  
 4 Holstein Avenue, Weybridge,  
 Surrey, KT13 8NX,  
 ENGLAND**

A certificate of attendance and receipt will be given to you at the end of the day/course.

## ***School-based training / consultancy 2015 - 16***

### **Who are we?**

*Andy Phillips Associates* specialises in the development and delivery of professional development programmes to support the development of:

- ***Learning, teaching & assessment, and***
- ***Leadership & management development.***

### ***Learning, Teaching & Assessment*** including:

- Implementing the 2014 Primary & Secondary National Curriculum (including via 'face-time' ©)
- Assessment for Learning (with / out levels), including differentiation; meeting the needs of the more / less able
- Taking learning to the next level – developing the 'Outstanding' classroom
- Developing a highly effective Early Years Foundation Stage Curriculum
- Learning, Teaching and Assessment in the Primary & Secondary School

### ***Leadership & Management***, including:

- Developing Strategic Leadership for Middle and Senior School Leaders
- Review, monitor and self- evaluate pupils learning, attainment & achievement (for middle and senior leaders)
- Performance management and accountability arrangements
- School-based reviews of whole-school / subjects / departments / aspects
- Appraisal of Headteachers as well as training for a school's Governing Body/proprietors
- Undertaking a school-based review with members of the SLT
- Sharpening up colleagues professional skills in: observing lessons and feedback; analysing / interpreting pupil performance data; reviewing pupils' work and pupil voice
- Training in inspection skills

### ***School review and self-evaluation (Achieving Sustained Improvement)***

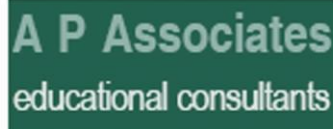
Working in partnership with Chris Banks (HMI for 19 years), Andy & Chris have worked with over 5000 primary & secondary school head teachers and senior leaders on the implementation of their '*Handbook for School Leaders: Achieving Sustained Improvement*' which provides schools' with a coherent and consistent approach to review, monitoring and self-evaluation. Many Heads report that this systematic approach to how they monitor, record and evaluate all evidence in terms of impact and outcome has been fundamental to their success in inspection.

### **Contact**

If you would like to discuss with me how we could support your schools' Professional Development programme then please contact me at:

***Andy Phillips, (Andy Phillips Associates)***  
***4 Holstein Avenue, Weybridge***  
***Surrey, KT13 8NX, England***  
***+44-1932-820839***

or by email [andy@apa-ec.co.uk](mailto:andy@apa-ec.co.uk)



## Testimonials (January 2015)

### **Kate Abbott Headteacher, Great Barr High School, Birmingham**

Great Barr High School have been working in association with Andy Phillips for the past 4 years during which time exam performance at all there Key Stages has risen significantly. I am convinced that the commitment to thorough and systematic training for our middle and senior leaders has ensured a holistic understanding of the inter-relationships in all the key elements of excellent department leadership.

### **Tara Baig, Headetacher, Miles Coverdale Primary School, Hammersmith & Fulham LA**

Andy's diverse strategic expertise in education has been used extensively at Miles Coverdale over the past four years. The leadership team, middle leaders and class teachers have all benefited from structured, practical and realistic advice. His style of delivery makes the staff feel greatly empowered and motivated. Working in partnership with Andy Phillips has been thoroughly enjoyable and has helped us to go from strength to strength.

### **Claire Charlemagne BA Hons, MSc, NPQH Head of School Saltus Grammar School, Bermuda**

We have worked with Andy as a provider of PD for several years now, and have found that his work has a lasting impact on our teachers which translates directly into the teaching and learning that goes on inside their classrooms. As one teacher put it, 'Working with Andy changes the way you think'. He raises the bar in terms of teachers' own expectations of what is possible within their classrooms, and offers practical strategies to get there. His good natured and down to earth approach is well received, and the range of activities within workshops leads to high levels of engagement. He is skilled in helping colleagues to apply their learning to their own context, while all the time focusing and refocusing their attention on the highest of standards for students.

### **Ems Northey, Deputy Head of School. *British School of Boston, USA***

Andy has delivered professional development for the British School of Boston over many years on a range of themes including: learning, teaching and assessment, as well as leadership and management training, specifically for middle leaders. More recently after delivering some training on the 'new' National Curriculum via 'face-time ©' the staff requested that he come across and deliver some more, face to face training. He led training for both primary & secondary school staff on the revisions to the British National Curriculum which was extremely well received. Staff commented that Andy helped to 'demystify' the anxieties felt by many about these changes and that they feel much more confident now to implement them.

Andy brings with him a wealth of experience gained from working in a wide range of schools throughout the world as well as his work as a lead 'ofsted' inspector. His ability to draw upon these experiences ensures that staff find his sessions highly valuable and they respect his opinions and judgements. We look forward to an on-going working relationship with him.