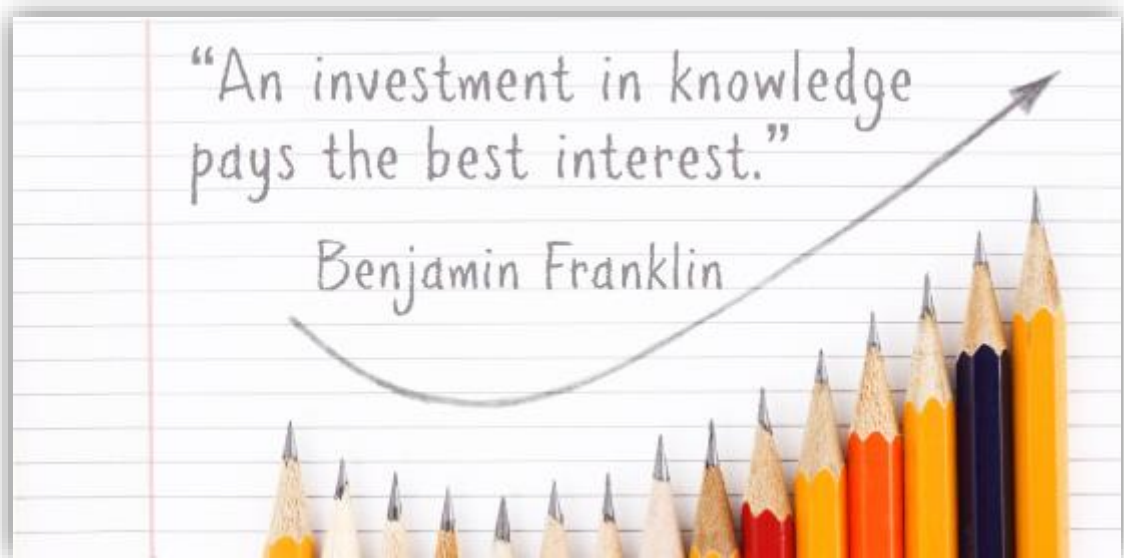


CHALLENGE PARTNERS



'Professional Development' *Toolkit*



Aspire Hub – Professional Development Toolkit – Rationale

Aspire Hub recognises this is an incredibly difficult time for all staff (and children) involved. We are currently in uncharted waters and are all trying our utmost to do the best possible job under the circumstances. This toolkit is to support all our staff across the Hub with working at home and adapting to this new way of working. We place high importance on well-being and maintaining strong professional support (see our Wellbeing Toolkit for more support and guidance). Thank you to all colleagues across the Hub for your commitment, care and passion which we have witnessed from all!

Aspire Hub – Central Team

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Penny France: Penelope.France@knowsley.gov.uk

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If you need to speak to any of the Aspire Hub team – please contact:

Elliot Costas-Walker – Hub Manager on: 07597661522

We are working on Trust strategy which involves:

Please take some time to read the guidance about safe practices for working at home -

<https://www.brownejacobson.com/about-us/website-information/phishing-alerts>

Working from Home – ‘The basics’

"How is it already 11.45?" I've been sat at my kitchen table for over three hours. I've consumed zero water, haven't moved from my desk – hell, if it hadn't been for next door's cat knocking over a plant pot, I wouldn't have looked away from my screen – and I still feel like I've got nothing done! For education professionals new to remote working, this kind of situation will be an uncomfortable new reality – and it is easy to establish dangerous habits if corrective steps aren't taken. During a normal day, even the most sedate professional will clock up an impressive step count, regularly moving around the classroom and corridors, arriving home having burned enough calories to justify even the most indulgent of meals. But in the new confines of the kitchen workspace or your living room, the chance to move is greatly reduced, the ergonomics of a proper desk aren't properly considered and the fridge is always lurking in your periphery.

Here are some initial steps to adapt your working environment:

1. Decide on your workstation

The term "laptop" shouldn't be taken as a workspace suggestion. And just because you *can* work from bed, it doesn't mean you should. "Teachers need to set up a new temporary workstation," says Blood, who has been helping businesses with their workspaces for 15 years. "Really this needs to be a table; a kitchen one will do. Don't be tempted to work on the sofa as you will suffer in the long run."

2. Get comfortable

Once you've found the space from which you're going to work your virtual-classroom magic, you need to customise it. "If you're using your kitchen table as your base of operations, the first thing is to set it up like a desk," says Blood. "Kitchen tables are generally about 3cm higher than a normal desk, and a kitchen chair is

normally 3cm lower than a standard office chair.” This disparity might not seem like a lot, but over a prolonged period your posture will start to suffer. “To get the sitting height right, relax your shoulders and form a right angle at your elbow. Your forearm and elbow should be in line with the table. “The top of your screen needs to ideally be at eye height. If you are using a laptop you need to use a laptop stand to raise the screen (or a very sturdy pile of books) with a separate keyboard and mouse.”

3. Hack your setup

When it comes to the perfect home-working setup, there is a multitude of different kit available to help you. However, much of it comes at a price, so Blood has a few tips for getting ergonomic on a budget:



- Use books to raise the screen up (but remember to use a separate keyboard and mouse)
- Use cushions to get to the right sitting height
- Use another cushion in the curve of your lower back to support your lumbar spine
- Books or blocks of paper make great temporary footrests

4. Take a break

In the confines of the classroom there are a million and one reasons to get up and stretch your legs. When you're sat at your desk the time can race past with very little to get you up and moving. But finding time to move is a must. “We recommend sitting for no more than 40 minutes at a time, on a normal chair, but if it's a kitchen chair I'd shorten it to every 20-30 minutes,” says Blood. “When you're up, have a quick walk. We're not talking going for a hike, rather get up and walk to the other side of the room – maybe 30 seconds to a minute.” With that advice in mind, it's worth trying to factor in natural breaks in your working routine. While the students are working on an exercise, take a stroll around the table, have a glass of water or touch your toes.

5. Strike a pose

If you're working from home, it's not just a lack of class time that will make life more sedentary. You'll lose your commute, and sports clubs and maybe that hypothetical post-work gym visit. If that's the case you need to find something to fill the void. “We can't recommend yoga highly enough,” says Blood. “It's good for stretching muscles out. There is lots to choose from on YouTube, but personally we like [Yoga with Adrienne](#). She's got loads of free tutorials and most of it's not too complicated. She's even got a '[yoga at your desk video](#)'.” If this doesn't sound like your cup of tea, any kind of exercise will do. Just maybe make sure your webcam is properly turned off. “The best advice we can offer is just get up and move, have a wriggle, jump around a bit, run up and down the stairs,” Blood advises. “Anything to get the blood pumping and the muscles moving.”

 Good W.F.H Habits	 Bad W.F.H Habits
<ul style="list-style-type: none"> ✓ Maintain a healthy routine and structure to your working day ✓ Keep in contact with your colleagues and school – using the platforms you have decided as a team ✓ Take regular breaks to refuel – a walk in the garden or a read of a magazine with a cup of tea/coffee ✓ Set yourself daily/weekly goals to keep yourself focussed and meeting deadlines – this is a good opportunity for us to impact positively in our roles in school ✓ Spend time to read/research – around your role/specialism ✓ Concentrate on one task at once – avoid having multiple projects on the go! 	<ul style="list-style-type: none"> • A lack of routine – professionally/personally • Not having a dedicated space to work in/from where you can concentrate and minimise distractions • Working all day long without any structure/breaks (this is easily tempting to do without others reminding you) • Becoming disillusioned by the many jobs you wish to complete whilst WFH • Your professional time and personal time becoming blurred • Consider emails carefully – no knee-jerk email responses in times of stress/anxiety!

COPING CALENDAR: KEEP CALM. STAY WISE. BE KIND

30 actions to look after ourselves and each other as we face this global crisis together. Please use & share 🙌

1 Make a plan to help you keep calm and stay in contact	2 Enjoy washing your hands. Remember all they do for you!	3 Write down ten things you feel grateful for in life and why	4 Stay hydrated, eat healthy food and boost your immune system	5 Get active. Even if you're stuck indoors, move & stretch	6 Contact a neighbour or friend and offer to help them	7 Share what you are feeling and be willing to ask for help	
8 Take five minutes to sit still and breathe. Repeat regularly	9 Call a loved one to catch up and really listen to them	10 Get good sleep. No screens before bed or when waking up	11 Notice five things that are beautiful in the world around you	12 Immerse yourself in a new book, TV show or podcast	13 Respond positively to everyone you interact with	14 Play a game that you enjoyed when you were younger	
15 Make some progress on a project that matters to you	16 Rediscover your favourite music that really lifts your spirits	17 Learn something new or do something creative	18 Find a fun way to do an extra 15 minutes of physical activity	19 Do three acts of kindness to help others, however small	20 Make time for self-care. Do something kind for yourself	21 Send a letter or message to someone you can't be with	
22 Find positive stories in the news and share these with others	23 Have a tech-free day. Stop scrolling and turn off the news	24 Put your worries into perspective and try to let them go	25 Look for the good in others and notice their strengths	26 Take a small step towards an important goal	27 Thank three people you're grateful to and tell them why	28 Make a plan to meet up with others again later in the year	
29 Connect with nature. Breathe and notice life continuing	30 Remember that all feelings and situations pass in time	<p>“Everything can be taken from us but one thing: the freedom to choose our attitude in any given set of circumstances” ~ Viktor Frankl</p>					

ACTION FOR HAPPINESS

www.actionforhappiness.org

Professional Reading

Chartered College – Themed collections of open access articles for use by Education Reading Groups
<https://impact.chartered.college/reading-group-articles/>

- Curriculum themed
- Assessment and Feedback themed
- Early Years themed
- Humanities-specific themed
- Primary specific themed
- Cognitive Science & Metacognition themed
- Digital Learning themed
- English themed

Teaching and Learning Research Summaries: A collection for easy access.

<https://teacherhead.com/2017/06/03/teaching-and-learning-research-summaries-a-collection-for-easy-access/>

- John Dunlosky: Strengthening the Student Toolbox
- Barak Rosenshine: Principles of Instruction
- Rob Coe et al: What makes great teaching.
- Dylan Wiliam: 9 things every teacher should know- via tes
- James Ko et al: Effective Teaching
- John Sweller’s Cognitive Load Theory, summarised by Oliver Caviglioli for How2.
- Daniel Willingham’s Why don’t kids like school. Summary.

- The Learning Scientists – downloadable materials
- Yeager, Walton and Cohen: Addressing achievement gaps with psychological interventions.
- Chris Husbands and Jo Pearce: Nine claims from research
- Clark, Kirschner and Sweller – A readable version of their research into guided (and minimally guided) instruction
- EEF on Metacognition: by Professor Daniel Muijs et al.
- Robert Slavin on Cooperative Learning – Group work – a short helpful summary via CUREE.
- Arthur Shimamura: MARGE: A whole brain learning approach.

Remote Learning Online

[https://www.remote-learning.online/resource-directory/filter?f\[Audience\]=Teachers](https://www.remote-learning.online/resource-directory/filter?f[Audience]=Teachers)

Leaders: Toolkit

- **Senior Leaders:**

Home Office: PREVENT Training

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

SEND: Engagement Model Reading - For teachers to use as an assessment tool for pupils working below the standard of national curriculum tests.

<https://www.gov.uk/government/publications/the-engagement-model>

EEF: Special Educational Needs in Mainstream Schools

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/>

EEF: Improving Mathematics in the Early Years and Key Stage 1

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/>

EEF: COVID-19 Home Learning Support

<https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/>

Curriculum/Year Group Leads: Toolkit

- **Maths Leads:**

Inspire Maths: Oxford Owl- Inspire Maths Online- type below headings in search bar:

<https://www.oxfordowl.co.uk/please-log-in>

- Maths Mastery - Language
- Struggling Learners: Tracking Back to Previous Content
- Struggling Learners: Using CPA
- Struggling Learners: Breaking Down Problems
- Struggling Learners: Working in mixed ability pairs

- How can I use Inspire Maths to challenge pupils?
- How can I ensure all my children have opportunities to practise their reasoning skills?
- How-to: Taking a question to support systematic reasoning and problem-solving (part 1)/How-to: Extending a question for reasoning and greater depth (part 2)

Numicon: Oxford Owl

<https://www.oxfordowl.co.uk/please-log-in>

- Bar Modelling Introduction from Numicon Online
- How to: Use Numicon Shapes at KS1
- How to: Use Numicon Shapes at KS2
- How to: Use manipulatives to add fractions

EEF: Improving Mathematics in the Early Years and Key Stage 1

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/>

- **English Leads:**

Encouraging Book Talk – (4 hour course)

<https://www.open.edu/openlearn/education/encouraging-book-talk-the-school-library/content-section-0?active-tab=description-tab>

The Importance of Early Reading – Blog

<https://www.oneeducation.co.uk/news-blog/the-importance-of-early-reading>

RWInc: Ruth Miskin Daily RWInc videos

Useful for CPD as the RWInc trainers are delivering daily lessons – watch and learn!

https://www.youtube.com/channel/UCo7fbLgY2oA_cFClg9GdxtQ

- **EYFS Leads:**

-EEF: EYFS T&L Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/>

-Introduction to Adverse Childhood Experiences - Early Trauma Online Learning

<https://www.acesonlinelearning.com/> (50min course)

-Speech, language and communication development in children.

How you can spot and support children with difficulties in this area. (1/2 a day course)

<https://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/>

-Attachment in the EYFS – Open Learn Course (6 hours)

<https://www.open.edu/openlearn/education-development/early-years/attachment-the-early-years/content-section-0?intro=1>

- OFSTED: Bold Beginnings – The impact of this report on your EYFS Leadership

<https://www.gov.uk/government/publications/reception-curriculum-in-good-and-outstanding-primary-schools-bold-beginnings>

RWInc: Ruth Miskin Daily RWInc videos

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https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ

SENCO/Learning Mentor: Toolkit

SEND: Engagement Model Reading - For teachers to use as an assessment tool for pupils working below the standard of national curriculum tests.

<https://www.gov.uk/government/publications/the-engagement-model>

EEF: Special Educational Needs in Mainstream Schools

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/>

EEF: Making the best use of T.As

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

Inclusive Education: Essential Knowledge for Success (x1 hr per week – over 2wks)

<https://www.futurelearn.com/courses/inclusive-education>

Speech, language and communication development in children.

How you can spot and support children with difficulties in this area. (1/2 a day course)

<https://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/>

Top tips for understanding ADHD and supporting children in the classroom

<https://www.sendgateway.org.uk/r/top-tips-for-understanding-adhd-and-supporting-children-in-the-classroom.html>

Teachers: Toolkit

- **EYFS Teachers:**

Home Office: PREVENT Training

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

- OFSTED: Bold Beginnings – The impact of this report on your EYFS Leadership

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SEND Code of Practice: Chapter 6

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

RWInc: Ruth Miskin Daily RWInc videos

Useful for CPD as the RWInc trainers are delivering daily lessons – watch and learn!

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ

- **Y1-Y6 Teachers:**

EEF: Special Educational Needs in Mainstream Schools

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/>

EEF: Making the best use of T.As

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

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- **NQTS**

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https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ

Update your NQT & Professional Standards

- **Y7-Y11 Teachers**

Full range of support/materials:

<https://global.oup.com/education/support-learning-anywhere/?region=uk>

Kerboodle – Free access:

[Kerboodle - Free Webinars for Teachers](#)

Engaging Pupils remotely:

<https://educationblog.oup.com/secondary/engaging-pupils-remotely?region=uk>

Teaching Assistant: Toolkit

- **EYFS TAs:**

OFSTED: Bold Beginnings – The impact of this report on your EYFS Leadership

<https://www.gov.uk/government/publications/reception-curriculum-in-good-and-outstanding-primary-schools-bold-beginnings>

EEF: Improving Mathematics in the Early Years and Key Stage 1

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Supporting Successful Learning in Primary School

<https://www.futurelearn.com/courses/supporting-learning-primary>

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How you can spot and support children with difficulties in this area. (1/2 a day course)

<https://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/>

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- **TAs:**

EEF: Making the best use of T.As

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

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