



KYRA PROFESSIONAL DEVELOPMENT OFFER

2021-2022

KYRA is a community for teaching, leadership and school improvement partnerships.



CONTENTS

Overview	4	Instructional Coaching	24	KYRA in partnership with Clare Boardman Counselling and Restorative Services	42	Highly Effective Teams	61
KYRA	6	Making the Difference for Disadvantaged Pupils	25	Regulation and Relating	42	Virtual Leadership Session	61
Anthem	8	Memory for Learning	25	An Introduction to solution-focused coaching	42	Agency and Advocacy Session	61
Anthem Developing Great People	9	Metacognition and Self-regulated Learning	26	Bringing Therapy Techniques into the Classroom	43	Great Curriculum	62
Working with our partners	10	Training and Retaining Great Teachers	26	Restorative Circles Workshop	43	Great Strategy	63
Our team	11	KYRA Early Career	27	Futures in Mind	44	Integrated Curriculum Financial Planning Session	63
How to stay connected:	12	Train to Teach	28	ELSA – Emotional Literacy Support Assistant Programme	44	Managing Resources Session	64
Booking Professional Development	13	Early Career and Appropriate Body Services	29	Emotion Coaching Training	44	Diverse Thinkers	64
How to book	13	Early Career Community	30	Learning to Listen	44	KYRA Mobilise	65
Payment:	13	Continuous Professional Development	31	Supporting Children Through Grief and Loss	45	Mobilise Projects 2021-2022	65
Terms of booking	13	Conferences 2021-2022 Save the Date	33	Bespoke Supervision and Coaching Packages	45	Behaviour (BEH)	65
Privacy Policy	13	Ingenium - CPD for Teaching Assistants (and those in an equivalent role - supporting learners)	33	School of Leadership	47	EYKS1 Literacy	66
Standards for Professional Development	14	Leading Great Practice in Early Years	34	A champion for growing great people into great leaders	49	Mental Health & Wellbeing (MHWB)	66
Reflection and feedback	15	Leading Great Teaching	35	Programmes for Middle Leader Development	50	Staff Wellbeing	67
KYRA Partners	16	Mental health, wellbeing and behaviour	36	Aspiring to Headship	51	Trauma-informed 3-part Series – Transition, Staff Wellbeing and Behaviour as Communication	68
Priory Federation of Academies	16	Staff Wellbeing and Workload – making a real difference and creating a culture of care	36	National Professional Qualifications	52	Apprenticeships	69
The Science Learning Partnership and Computing Hub	17	Mental Health & Wellbeing Review	37	New to Headship	54	Priory Apprenticeships	69
Deepings SCITT	18	KYRA in partnership with The Pilgrim School	39	Pharos	55	National College of Education	70
LEAD Teaching School Hub for Lincolnshire	19	Youth Mental Health First Aider	39	Thriving and Flourishing	55	School Improvement Partnerships	71
KYRA Research School	20	Mental Health for Senior Leaders: Creating a healthy workplace and workforce	40	Facilitative Coaching	56	Peer Review	72
Evidence briefings	21	Staff Wellbeing and Resilience	40	Leading Change	58	Team Around the School	73
KYRA Research School & LearnAT Associate Research School Modular Programmes	22	Mental Health in Adolescents	41	Language of the Leader	58	School Improvement Specialists	73
Evidence-informed Governance	22	Maintaining Boundaries for Teaching Assistants	41	Ethical Leadership	59	Regional and National Partnerships	74
Explicit Teaching of Vocabulary	22			Fierce and Courageous Conversations Session	59		
Implementation Matters	23			Myers-Briggs Type Indicator	60		

	All staff	Early Career Teachers	Teaching Assistants	Teachers	New to leadership	Experienced in leadership	New to headship	Experienced in headship	Accredited Programme	Governance
KYRA RESEARCH SCHOOL										
Evidence briefings										
Evidence-informed Governance										
Explicit Teaching of Vocabulary										
Implementation Matters										
Instructional Coaching										
Making the Difference for Disadvantaged Pupils										
Memory for Learning										
Metacognition and Self-regulated Learning										
Training and Retaining Great Teachers										
KYRA EARLY CAREER										
Train to Teach										
NQT Appropriate Body										
Legacy NQT Support Package										
Early Career Community										
CONTINUOUS PROFESSIONAL DEVELOPMENT										
Ingenium – CPD for Teaching Assistants										
Leading Great Practice in the Early Years										
Leading Great Teaching										
Staff Wellbeing and Workload										
Mental Health & Wellbeing Review										
Youth Mental Health First Aider										
Mental health for senior leaders: Creating a healthy workplace and workforce										
Staff wellbeing and resilience										
Mental health in adolescents										
Maintaining Boundaries for TAs										
Regulation & Relating										
Introduction to solution focused coaching										
Bringing Therapy Techniques into the classroom										
Restorative circles										
ELSA – Emotional Literacy Support Assistant programme										
Emotion Coaching Training										
Learning to Listen										
Supporting Children Through Grief and Loss										
Bespoke Supervision and Coaching Packages										

	All staff	Early Career Teachers	Teaching Assistants	Teachers	New to leadership	Experienced in leadership	New to headship	Experienced in headship	Accredited Programme	Governance
SCHOOL OF LEADERSHIP										
Programmes for Middle Leader Development										
Aspiring to Headship										
NPQs										
Curriculum Leadership										
New to Headship										
Pharos										
Thriving and Flourishing										
Facilitative Coaching										
Leading Change										
Language of the Leader										
Ethical Leadership										
Fierce and Courageous Conversations Seminar										
Myers-Briggs Type Indicator										
Highly Effective Teams										
Virtual Leadership Seminar										
Agency and Advocacy Seminar										
Great Curriculum										
Great Strategy										
Managing Resources and Integrated Curriculum Financial Planning										
Diverse Thinkers										
KYRA Mobilise										
Staff Wellbeing										
Behaviour (BEH)										
EYKS1 Literacy										
Mental Health (MH)										
Trauma-informed 3-part series										
APPRENTICESHIPS										
Teaching Assistant Level 3										
Business Administration Level 3										
Team Leader Level 3										
HR Support Level 3										
Property Maintenance Operative Level 2										
IT Solutions Technician Level 3										
Instructional Coaching Level 4										
Education Management Programme Level 5										
Senior Leadership Programme Level 7										

What is **KYRA**?

KYRA is a community for teaching, leadership and school improvement partnerships.

We are:

- A thriving partnership of over 70 primary schools across Lincolnshire.
- A school of leadership and professional development, developing great people so that schools are a place to thrive.
- A Research School, bridging the gap between research and classroom practice, partnering with schools to improve outcomes for disadvantaged pupils through evidence-informed implementation, robust evaluation, quality CPD and follow-on support.
- A champion for growing great people into great leaders.
- Ambassadors for the next generation of school practitioners, investing in early career teachers.
- A school improvement partner providing robust challenge and support, working through collaboration to identify needs, manage effective change and enable rapid and sustainable improvement.
- A training and development hub for educational practitioners at all stages of their career, and in all aspects of curriculum leadership.
- A lead partner for the delivery of ECF, NPQ, ITT and CPD, working with Teaching School Hubs, Curriculum Hubs and Centres of Excellence.
- A professional partner in trust for groups of schools, multi academy trusts, federations and collaborations.
- The school of leadership and professional development for Anthem.

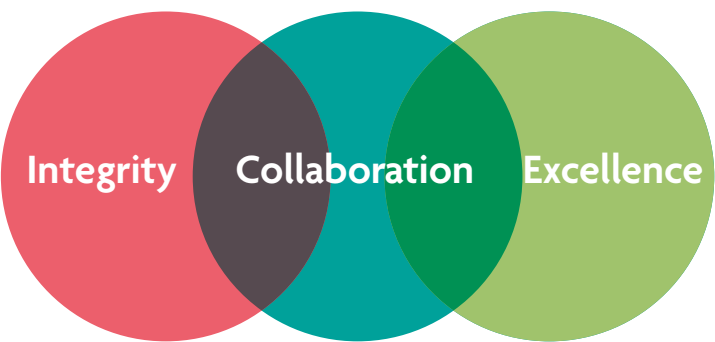


KYRA is part of Anthem Schools Trust and is the engine room of leadership and professional development for Anthem teachers, leaders and wider workforce nationally.

What is Anthem?

Together, we create ambitious and successful schools in which every child thrives.

ANTHEM VALUES



Anthem is a charitable multi-academy trust of 11 primary and five secondary schools in the East Midlands, London and the Thames Valley. Our vision is that by working together, we will create ambitious and successful schools in which every child thrives.

Anthem is an education charity that runs a group of state-funded primary and secondary schools to give children a better future. Our schools work in collaboration as one entity to improve and maintain high educational standards, experiences and outcomes across the Trust. Our single legal and moral purpose is to advance education for public benefit.

Anthem schools are diverse and serve many different communities. They are all united by a shared ambition for children and young people, underpinned by a commitment to integrity, collaboration and excellence. These values are brought to life through our schools' own identities and approaches, creating thriving local schools that meet their communities' needs.

We believe that schools should be at the heart of their communities and are well placed to listen and respond to local needs and opportunities. We believe in the benefits of working with others. We actively encourage our schools to collaborate across the Trust and beyond, so that we all continually learn and improve.

We offer a comprehensive school improvement strategy, designed to enable our schools to thrive by securing great outcomes and experiences for our children and young people.

The Anthem School Improvement Strategy is our approach to monitoring, evaluating, supporting and challenging our schools to secure the best possible outcomes for our children and young people. We have a superb team of lead professionals supporting and guiding our school improvement work.

Anthem is led by an enthusiastic and talented Board of Trustees and Executive Team. We strive for continuous improvement and drive progress through our Trust Development plan and 5-year ambitions. Our three priority areas are quality of education, developing people, and strategic growth.

We have an impressive professional development and talent management programme in place for all staff working across our schools. Large numbers of staff are involved in professional learning networks and strategy groups. There are many examples of effective collaboration between schools, most recently collaborating to develop excellent remote education. The Anthem Developing Great People framework is our signature approach to professional support and development for all.

At KYRA, we are the school of leadership and professional development for Anthem.

ANTHEM DEVELOPING GREAT PEOPLE



The Anthem Developing Great People Framework shows the themes of our approaches to developing great people, building great teams and supporting schools to be places to thrive for all. The framework is underpinned by the evidence that the biggest impact on our children and young people happens in the classroom, in the design and delivery of the curriculum and the interaction between adults and pupils. The second biggest factor is the quality of leadership, whilst the conditions, culture and climate must also be right.

Developing Great People is a three-year rolling framework of programmes and other forms of Professional Development. KYRA and Anthem work in partnership to bring a significant part of this offer to schools beyond the Trust, with the opportunity to work with colleagues nationally and across organisational boundaries.

Learn more about Anthem: www.anthemtrust.uk





Working with our **partners**

At the heart of KYRA in Lincolnshire is the partnership of over 70 primary schools and other partners in trust.

In 2014 Headteachers and leaders from across our alliance came together to define our vision and regardless of the ever-changing educational landscape we remain steadfast in our commitment to the “KYRA DNA”.

Together, we work to ensure that all children across our schools benefit from the highest standards of teaching and learning and are inspired, supported and prepared to fulfil their potential. Our ability to achieve this depends on our expertise, skills and capacity as teachers, leaders and support staff. We will draw upon our collective professionalism to create a learning community that enables every adult to make the greatest contribution possible and play their full part in fulfilling this commitment to our children.

We will do this by constantly looking within our schools, across our schools, and beyond our immediate community to the wider system to understand our needs, identify best practice and learn from research. We will work together to ensure everyone who works within our partnership is provided with the support and development opportunities in order to be the very best they can be. We will first consider ‘what can we give?’ as our basis for being part of this alliance, with the knowledge that the more you give, the more you are likely to receive in return. Our alliance will be one based on social capital and the participation of professionals at all levels.

We will set the bar high, we will be ambitious and we will hold ourselves to account for the quality and impact of our partnership. We know this is a unique opportunity to achieve something quite transformational. We won’t let that opportunity pass.

In short, we will harness our collective professionalism, expertise, and moral purpose, to ensure no one is left behind, and every school and individual in our partnership thrives – to the benefit of all children.

The KYRA ‘DNA’ - our ‘promises’ to each other:

- Ambitious for children
- A learning community
- Builders of social capital
- Quality & impact
- Celebrating diversity
- Moral Purpose

Learn more about KYRA: kyrateachingschool.com

Our **team**



Helen Barker
Head of KYRA Strategy and Anthem Leadership and Professional Development



Lauren Nicoll
Head of Teacher Development



Lesley Coulthurst
Head of KYRA Alliance



Vanessa Hopkinson
Lead Practitioner for Leading Teaching



Anna Miller
Leading Practitioner for Teacher Development



Catherine Conyers
ITT Hub Lead and Primary Lead Mentor



Juliet Brookes
Director of Strategy
KYRA Research School



James Siddle
Head of KYRA Research School



Lisa Yates
Head of Operations



Jude Smith
Communication & Media Manager



Matt Burrows
Project Manager



Cathryn Gant
Finance Manager

How to stay **connected**



General enquiries can be made via email to

enquiries@kyra.anthemtrust.uk

mobilise@kyra.anthemtrust.uk

research@kyra.anthemtrust.uk



Telephone: **01522 287020**



Address: **KYRA Team Office:**

**The Priory Pembroke Academy, Croft Lane,
Cherry Willingham, Lincoln, LN3 4JP**



Visit our website: kyrateachingschool.com



Follow us

@KYRAteaching

@KyraResearch

@MobiliseLincs

@KyraEarlyCareer

@AnthemTrust

Click the logos to access



KYRA WEEKLY BULLETIN

To receive information about upcoming professional development, regular updates, news and signposting to resources and opportunities. Subscribe to the KYRA Weekly Bulletin



KYRA CONNECT

We recognise that our school community can be over faced with information, and at times it can be challenging to distil what you need to know. KYRA Connect is a series of short videos designed to keep you informed and up to date with the key issues for your schools in 2021-22. These videos can be found at the KYRA Youtube channel.



KYRA RESEARCH SCHOOL NEWSLETTER

You can keep up-to-date with all the latest news from the KYRA research school by signing up to receive their free monthly e-newsletter here [Subscribe to KYRA Research Newsletter](#).



Booking Professional Development

How to book

KYRA professional development programmes can be booked through the BookitBee system. Booking for all programmes can be found at <https://event.bookitbee.com/kyra>



To quickly access the booking for individual programmes: scan the QR codes next to each programme by opening the camera on your device and you will be able to access the relevant booking link.

Please ensure you use the email address for each participant when booking, not a generic email. After booking the participant will receive a confirmation email and will also receive pre course information via this route, including joining instructions for online events.

Payment

Payment can be made by credit/debit card at the time of booking or by invoice.

To receive an invoice please use discount code KYRAINVOICE at the time of booking and provide a Purchase Order number as soon as booking has been confirmed to finance@kyra.anthemtrust.uk

Purchase Orders should be made out to KYRA c/o Anthem School Trust, Highbridge House, 16-18 Duke Street, Reading, RG1 4RU

Partner Schools: If you wish to use a portion of your allocation of KYRA Credits to book a place on a programme please use the discount code KYRACREDITS and your KYRA Credit allocation will be adjusted accordingly.

Terms of booking

Cancellation

All cancellations must be made via email to enquiries@kyra.anthemtrust.com

Cancellation 10 or more working days prior to the event no charge.

Cancellation less than 10 working days prior to the event full charge will apply.



Non-attendance at the event (except in exceptional circumstances) full charge will apply.

If an event is cancelled by KYRA you will be informed via email and no charge will apply.

Privacy Policy

The 'General Data Protection Regulation' (GDPR) strengthens how we can use personal data (including yours) and keep it safe and also individual's rights over their own data.

To view our Privacy Notice for KYRA please visit kyrateachingschool.com. If you have any questions about how GDPR affects you, or would like a copy of our data protection policy, you can contact KYRA Data Protection Lead by emailing enquiries@kyra.anthemtrust.com

Standards for Professional Development

At KYRA we are: A school of leadership and professional development, developing great people so that schools are a place to thrive

The KYRA approach to CPD

We have a comprehensive offer of KYRA programmes and professional development sessions which have been developed by harnessing the experience and expertise of our system leaders and other experts and partners within the alliance.

At KYRA we know that professional development opportunities, that are carefully designed and have a strong focus on pupil outcomes, have a significant impact on student achievement. Through our work and learning with Teacher Development Trust, we model our design and delivery of professional development around the components that constitute “careful design”, outlined in the Developing Great Teaching report.

These components, and our commitments, are:

TDT components	KYRA commitment
The duration and rhythm of effective support.	Consideration is given to ensure opportunities are provided to embed sessions within a longer programme of support and engagement.
The consideration of participants’ needs.	Our programmes are carefully designed to allow for frequent, meaningful engagement from participants. All programmes are underpinned by strong evidence and a clear rationale. We aim to develop participants’ skills to critically engage with this knowledge base, and balance this with opportunities to implement and apply to practice.
Alignment of professional development processes, content and activities.	We create opportunities for learning that are consistent with the principles of the student learning being promoted. We will consider how best to reflect and model the approaches we share with colleagues in the delivery models used.
The content of effective professional development.	We value the importance of focussing on generic and subject-specific pedagogy. We will ensure course content allows for the development of participants’ critical skills, and for discussion around the application of alternative pedagogies to different needs and subject-specific areas.
Activities associated with effective professional development.	We will ensure opportunities to translate what is learnt during CPD into classroom practice, whilst encouraging each other to experiment in our workplaces. We value the importance of the use of evidence. We will support participants to critically engage with evidence and evaluation.
The role of external providers and specialists.	We will look for opportunities where external expertise is appropriate and needed. Through relationship and dialogue, we will engage in discussing before, during and after the CPD to ensure specific expectations and impact is agreed.
Collaboration and peer learning.	Will ensure peer support and learning is embedded in our programmes, whilst seeking out collaborative problem-solving opportunities. All collaboration will have a focus of improving the outcomes of the children we serve.
Leadership around professional development.	We will engage with partners during the design and delivery of professional development. We will support colleagues with the skills to model skills learnt and disseminate information where appropriate.



Reflection and feedback

We aim to ensure that our Professional Development not only helps pupils succeed and teachers thrive, but that it also has a significant impact on pupil achievement. We will ask you to complete feedback and reflection forms after most programmes or sessions. These will usually be sent at the end of the session or programme however some will be sent before the programme, throughout the programme, or after a period of time since you attended. The timing of your reflection and feedback will depend on the type of professional development that you are taking part in and the feedback required.

The purpose of your reflection and feedback is to ensure we are considering Thomas Guskey’s five levels for evaluating PD ensuring the PD we offer is effective. These 5 levels are Participants’ reaction; Participants’ learning; Organisation and support; Participants’ use of knowledge/skills; Students learning outcomes.

At KYRA we are: A professional partner in trust for groups of schools, multi academy trusts, federations and collaborations



Priory Federation of Academies

The Institute for Education is a unique partnership between Anthem and The Priory Federation of Academies Trust.

Flourishing from over a decade of working together, the partnership:

- Maximises the excellence, skill and capacity of our respective teams
- Benefits all through shared knowledge and experience
- Amplifies the voice and influence we have to speak into the wider educational field
- Accelerates our path to reaching our ambitions
- Prioritises personal development and leadership which provides support, nourishment, challenge and opportunity.

Priory and Anthem share common values and an aspiration to underpin school improvement and effectiveness through the development of people, to enable our pupils to thrive and become true citizens of the world.

THROUGH OUR WORK TOGETHER WE WILL:

- Provide a wide-ranging and bespoke range of staff development activities, strategies and opportunities
- Champion the development of an increasingly talented, well-trained and educated workforce who want to build their careers within the Trusts in whichever role they want to fill
- Strive to develop staff to support young people to secure the outcomes to allow them to progress to the next stage of their lives.

LEADING TO:

- A skilled and committed workforce
- Improved practice and retention
- Impact on performance and outcomes
- Improved recruitment and an ability to succession plan
- Agile, responsive and future thinking
- Known passionate experts

OUR MAIN AREAS OF PARTNERSHIP WORK ARE:

- Initial Teacher Training, the Lincolnshire SCITT www.lincolnshirescitt.co.uk
- Priory Apprenticeships, www.prioryapprenticeships.co.uk/page/?title=Apprenticeships&pid=8
- National Professional Qualifications and Early Career Framework, in partnership with Education Development Trust and L.E.A.D. Teaching School Hub for Lincolnshire.
- Reciprocal and collaborative Professional Development with access to training and development programmes across Priory and Anthem trusts.

The Science Learning Partnership and Computing Hub



The Science Learning Partnership and Computing Hub is committed to providing outstanding support in order to enhance the teaching & learning in all schools within Lincolnshire.

PRIMARY & SECONDARY SCIENCE & COMPUTING

Our extensive offer includes:

- Training for science and computing leads/teachers & support staff
- An extensive suite of CPLD reflecting national and local needs, initiatives and programmes
- Regular network meeting to share effective practice, discuss primary key teaching & learning ideas in schools across Lincolnshire and build up a professional directory of science and computing resources
- Termly Subject Leaders' Development Meetings for secondary science & computing leaders.

PRIMARY TEACHERS, WHY NOT TAKE ADVANTAGE OF OUR PRIMARY SUBSCRIPTION OPTIONS?

Option 1: Termly Subject Leaders' Network Meetings

Option 2: Option 1 plus 3 virtual core twilights (all staff can attend)

Option 3: Option 2 plus 3 virtual subject knowledge support sessions

www.lincolnshiresa.co.uk/slp

www.lincolnshiresa.co.uk/computinghub

TEACH PRIMARY COMPUTING CERTIFICATE

Certificate awarded by BCS – Chartered Institute for IT

We offer you the opportunity to earn your Teach Primary Computing Certificate where you can:

- Update your skills and be recognised for your subject knowledge
- Choose from face to face and online modules to suit your learning needs
- Save time on lesson planning and gain inspirational teaching ideas.

<https://teachcomputing.org/primary-certificate>

COMPUTER SCIENCE ACCELERATOR (CSA)

Computer Science Accelerator is a professional development programme for teachers, funded by the Department for Education, leading to a national certificate in computer science subject knowledge.

The programme will help you develop or refresh your subject knowledge up to GCSE, with bursary funding available for state-funded schools and colleges to support your learning.

Who is eligible?

- current and aspiring computing teachers
- suitable for all abilities, from little or no experience in teaching computer science to experienced teachers looking to deepen their subject knowledge.

<https://teachcomputing.org/cs-accelerator>

Seize your STEM Club by the horns! Wherever you are in your STEM Club journey, as the Lincolnshire STEM Club Champion, we can provide you with guidance, support and ideas to put your STEM Club on the map.

www.lincolnshiresa.co.uk/stemclubs



Deepings SCITT

Anthem offers school-based training through The Deepings SCITT, run by a dedicated team at The Deepings Secondary Academy in Deeping St James, Peterborough.

The Deepings SCITT offers teacher training programmes towards Qualified Teacher Status in around 30 primary and secondary host schools, mostly in the South Lincolnshire area. This comes with the added option of a PGCE with Masters accreditation from the University of Hull.

Across the schools which form the partnership behind The Deepings SCITT there is an unparalleled resource of experienced teaching staff who, alongside your highly trained mentors, will help, encourage and guide you.



“The tutors have made me feel that I can approach them with any concerns or questions. They are always willing to help and go above and beyond.”



Find out more at www.deepingscitt.org.uk or email the SCITT Director, Nikki Benjamin, at nbenjamin@deepings.anthemtrust.uk



At KYRA we are: A lead partner for the delivery of ECF, NPQ, ITT and CPD, working with Teaching School Hubs, Curriculum Hubs and Centres of Excellence.

L.E.A.D. Teaching School Hub for Lincolnshire



From September 2021, the L.E.A.D. Teaching School Hub for Lincolnshire will collaborate with existing and new partners to provide; initial teacher training, early career teaching, specialist national professional and leadership qualifications and a wide range of high-quality evidence-based professional development for school leaders and teachers.

KYRA fully supports L.E.A.D. Teaching School Hub and is a strategic partner and delivery partner. We have always believed that we should work together for the benefit of Lincolnshire children, and this remains the case as we move towards this new chapter. We are proud to be part of the team and look forward to continuing to work with school leaders and school staff to make Lincolnshire a great place to learn and thrive.

The role of L.E.A.D. Teaching School Hub is to provide high-quality professional development to teachers and leaders for all Lincolnshire schools. The Hubs will help in delivering the Early Career Framework reforms when this is available nationally from September 2021, as well as in delivering a reformed suite of National Professional Qualifications (NPQs) including new specialist NPQs. The role of the Hub in Lincolnshire will be to connect and make accessible to all schools the DfE offer, working with and through partners, including KYRA, to meet local needs. KYRA already plays a significant role in each of these areas (ITT, CPD, ECF, AB, and NPQs), and we will continue to do so in partnership with the hub and others.

For more information on L.E.A.D. Teaching School Hub visit www.leadtshublincs.co.uk

L.E.A.D. Teaching School Hub: The 7 Core Values

Equity & Inclusion

Excellence

Collaboration & Partnership

Innovation

Achievement

Making a positive difference

Moral Purpose



KYRA Research School

At KYRA we are: A Research School, bridging the gap between research and classroom practice, partnering with schools to improve outcomes for disadvantaged pupils through evidence-informed implementation, robust evaluation, quality CPD and follow-on support.

KYRA Research School, part of the EEF's Research School Network, works in partnership across Lincolnshire and the East Midlands as a bridge between evidence and practice to address the attainment gap for disadvantaged pupils.

Our core activities are focussed on facilitating evidence-based professional development, developing partnerships and sharing the evidence of what has worked.

We have designated 50 Evidence Leads in Education (ELEs) who are practitioners from all phases. ELEs support the work of KYRA Research School and our Associate Research School in Leicestershire. You can read their profiles on our website, here: <https://researchschool.org.uk/kyra/about>

Keep in touch with KYRA Research School by subscribing to our newsletter <https://researchschool.org.uk/kyra/news/newsletter>, following us @KyraResearch or emailing research@kyra.anthemtrust.uk to find out how we can support you.



Evidence Briefings

Throughout the 2021/2022 academic year KYRA Research School and LearnAT Associate Research School are providing a series of free 60-minute evidence briefing virtual twilight sessions. These are based on the latest evidence summaries from the EEF, with each having a specific area of focus.

You can book for your free ticket by visiting:

<https://researchschool.org.uk/kyra/event/free-online-evidence-briefings-1-1>



Evidence Briefing Focus	Date - All sessions are from 4pm-5pm
Improving KS1 Literacy	Tuesday 14th September 2021
Improving KS2 Literacy	Tuesday 21st September 2021
Preparing for Literacy	Tuesday 5th October 2021
Using Digital Technology to Improve Learning	Tuesday 12th October 2021
Cognitive Science	Tuesday 2nd November 2021
Improving Secondary Literacy	Tuesday 23rd November 2021
Feedback	Tuesday 7th December 2021
SEN	Tuesday 11th January 2022
Continuing Professional Development	Tuesday 25th January 2022
Improving Behaviour in Schools	Tuesday 1st March 2022
Making Best Use of Teaching Assistants	Tuesday 29th March 2022
Improving Social and Emotional Learning in Primary Schools	Tuesday 10th May 2022
Improving Early Years Maths	Tuesday 7th June 2022
Improving Maths in KS2 and KS3	Tuesday 14th June 2022

KYRA Research School & LearnAT Associate Research School

Modular Programmes

Evidence-informed Governance

KYRA Research School and Learn-AT Associate Research School are pleased to offer a 90-minute workshop exploring how to become a more evidence-informed governor or trustee.

School governors and trustees play a crucial role in improving school performance by providing support and challenge to the headteacher and their leadership team. It is essential, therefore, that you can access and use the best available evidence-based resources.

Many governors and trustees are short on time and do not have a background in teaching. It can also be hard to know where to find jargon-free and trustworthy information.

Audience: Governors and Trustees

Cost: £50 per participant

Location: Modular Online Learning

Date: Tuesday 12th October 2021 or Tuesday 23rd November 2021 or Wednesday 19th January 2022.
All running from 6pm-7.30pm.



CLICK HERE
to book

Explicit Teaching of Vocabulary

A three-part training session suitable for all Key Stages and the Early Years. The session will involve:

- An in-depth look into the research behind the vocabulary 'gap'
- Detailed approaches to explicitly teaching vocabulary
- How to use dual coding, retrieval and spaced practice to encode vocabulary in the long-term memory
- How to successfully implement the research across the whole school so the practice is adopted in every classroom and sustained, using research material from the EEF

Audience: Leaders and practitioners in all Key Stages and the Early Years

Cost: £225 per participant

Location: Modular Online Learning

Date: Three online sessions Wednesday 4th May 2022, Wednesday 25th May 2022, Wednesday 22nd June 2022



CLICK
HERE
to book



Implementation Matters

Our modular programme will provide the tools to ensure that your next project is implemented effectively, giving you the best possible chance of meaningful outcomes.

THE PROGRAMME WILL INCLUDE:

- Creating an evidence-informed school improvement cycle including development of logic models & research questions
- Planning the evaluation including sampling, allocation to group, outcome measures, reliability
- Critiquing and improving the plan, engaging stakeholders and developing a robust theory of change
- Data analysis and interpretation – how might outcomes inform a change in practice? What are the limitations of the findings?

Audience: Suitable for school leaders including head teachers and senior leaders.

Cost: £295 per participant

Location: Modular Online Learning

Date: Thursday 25th November 2021, Thursday 13th January 2022, Thursday 10th February 2022, Thursday 17th March 2022



CLICK HERE
to book



Instructional Coaching

WHAT IS INSTRUCTIONAL COACHING?

- Instructional coaching involves an expert teacher working with a novice in an individualised, classroom-based, observation-feedback-practice cycle.
- In many ways, instructional coaching is the opposite of regular inset CPD, which tends to involve a broad, one-size-fits-all training session delivered to a diverse group of teachers, involving little practice and no follow-up.



WHAT IS THE EVIDENCE ON INSTRUCTIONAL COACHING?

In 2007, a review of the literature found only nine rigorously evaluated CPD interventions in existence! Fortunately, there has been an explosion of good research on CPD since then and the literature appears to suggest that instructional coaching is now the best-evidenced form of CPD we have.

WHAT WILL PARTICIPANTS LOOK AT?

- An in-depth look at the evidence that sits behind instructional coaching
- Perspectives on the practical application of instructional coaching including international perspectives
- A model of instructional coaching that can be used in the classroom
- Developing the skills to be an effective coach
- Watching effective coaching in action
- Examination of the role of 'deliberate practice'
- How to use digital technology to supporting coaching
- How to use data to improve instructional coaching
- How to use coaching to support lesson planning



CLICK HERE
to book

Audience: Leaders and practitioners at all stages of their career

Cost: £225 per participant

Location: Modular Online Learning

Date: Thursday 20th January 2022, Thursday 3rd February 2022, Thursday 10th March 2022

Making the Difference for Disadvantaged Pupils

The gap may have widened, but the link between family income and educational attainment CAN be broken.

JOIN OUR PROGRAMME TO FIND OUT:

- What the evidence says about how disadvantaged learners make progress.
- How we can respond to the disadvantage gap considering the pandemic.
- How the Pupil Premium Strategy can drive your school's improvement.
- What your school can focus on to make the biggest impact.

THIS COURSE IS DESIGNED TO MEET THE NEEDS OF YOUR SCHOOL AND WILL:

- Give the tools to audit your current provision
- Help you shape a school-specific focus for development
- Assist you to produce a purposeful Pupil Premium strategy
- Support the implementation of your plan & the evaluation of its impact
- Create bespoke sessions dependent on your school-specific focus

Audience: Leaders and practitioners at all stages of their career

Cost: £295 per participant

Location: Modular Online Learning

Date: Monday 8th November 2021, Monday 17th January 2022, Monday 7th March 2022, Monday 9th May 2022



**CLICK
HERE
to book**

Memory for Learning

'Memory for Learning' is a 3-day programme designed to support schools to develop evidence-informed approaches in order to improve teaching and learning and student outcomes.

'Memory for Learning' is founded upon the best evidence that has been gathered by globally renowned researchers and areas of focus include retrieval and spaced practice, interleaving, dual coding and knowledge organisers.

Understand the cognitive science behind learning so you are able to apply this knowledge to:

- Curriculum planning
- Influencing pupil learning behaviours
- Increase knowledge of cognitive science
- Reflect on current practice
- Apply cognitive science evidence to your own teaching practice
- Implement changes across the school/department

Audience: Staff from EYFS to KS4 who have a responsibility for improving learning for pupils.

Cost: £295 per participant

Location: Modular Online Learning

Date: Thursday 24th February 2022, Thursday 24th March 2022, Thursday 28th April 2022, Thursday 19th May 2022.



CLICK HERE
to book

Metacognition and Self-regulated Learning

Based upon the EEF Guidance Report and cutting edge evidence, this programme will enable you to make confident decisions what will help your pupils become aware of their strengths and limitations and to select appropriate strategies when undertaking a task.

DELEGATES WILL:

- Develop an understanding of metacognition and self-regulated learning
- Be provided with the tools and processes for self-review
- Be provided with guidance on effective implementation
- Be offered practical resources and tools to use in school
- Be given the skills and knowledge to be able to offer in-school training that is evidence-based



CLICK
HERE
to book

Audience: Heads of department/key stage, Senior leaders from primary, secondary and specialist schools.

Cost: £295 per participant

Location: Modular Online Learning

Date: Wednesday 26th January 2022, Wednesday 23rd March 2022, Wednesday 27th April 2022, Wednesday 15th June 2022

Training and Retaining Great Teachers

Teacher quality matters to pupil outcomes and therefore teacher development proves one of the most effective ways to drive school improvement. But why is it so hard to change our habits in the classroom? And what models for CPD are most likely to support teacher development?

'Training and Retaining Great Teachers' explores the best available evidence on continuous professional development, both nationally and internationally. From exploring the evidence on pupil learning, to that of effective teacher learning and expertise, leaders attending this programme will develop a robust plan to support and develop every teacher in their school/Trust.

WHY TAKE PART?

- To make evidence-informed decisions about improving teaching & learning
- To gain a range of tools to implement evidence-based CPD
- To meet the DfE 2016 Teachers' Professional Development Standard



CLICK
HERE
to book

Audience: School teaching & learning leaders/CPD leads, CPD leaders across TSAs and MATs, Secondary, Primary, Special leaders, Prospective FE, senior leaders, Specialist Leaders in Education

Cost: £295 per participant

Location: Modular Online Learning

Date: Thursday 28th April 2022, Thursday 5th May 2022, Thursday 19th May 2022, Thursday 9th June 2022

KYRA Early Career





At KYRA we are: Ambassadors for the next generation of school practitioners, investing in early career teachers.

Train to Teach

KYRA works in partnership with the **Lincolnshire SCITT** (School Centred Initial Teacher Training). The Lincolnshire SCITT works across the county to deliver high quality school-based primary and secondary teacher training, which includes:

- A bespoke training programme which blends QTS and PGCE
- School-based training from Day 1
- A caring, nurturing and supportive programme for trainees
- Training in a range of schools across Lincolnshire
- Dedicated mentor support
- A dynamic and supportive learning environment
- Strong partnership with the University of Lincoln, including access to the University's facilities
- Ongoing career opportunities and development.



The programme is delivered in collaboration with the **University of Lincoln** and the PGCE is an integral part of our programme. The University of Lincoln awards the Postgraduate Certificate in Education (PGCE) with 60 Master's level credits upon successful completion of the programme. Trainees are registered on the PGCE at the start of the year and also become students of the University; as such, trainees can access the same facilities as other university students.

Lincolnshire SCITT aims to support trainees in what may seem a complicated application process and makes this as smooth as possible from initial enquiry to completion of the training year. For more information, and to apply for a place, please visit: www.lincolnshirescitt.co.uk

Early Career and Appropriate Body Services

The Early Career Framework (ECF) reforms will be rolled out nationally in September 2021, the reforms will affect the support and statutory entitlements for Early Career Teachers (formally known as NQTs and RQTs) who start their induction on or after 1st September 2021. The ECF reforms are designed to ensure that Early Career Teachers develop the skills and confidence they need.

L.E.A.D. Teaching School Hub has been designated as the Teaching School Hub for Lincolnshire, and as such, has responsibility for ensuring ECTs access the Early Career Framework, and as the designated Appropriate Body for the county, that ECTs are supported through the 2-year statutory induction. KYRA, in partnership with Priory Trust, along with some of the other previously-designated Appropriate Bodies, will be working with L.E.A.D. Teaching School Hub to deliver the Appropriate Body services and Education Development Trust's DfE approved ECF programme to our schools.

As it has always done, the Appropriate Body service will continue to play an important role in statutory teacher induction and will continue to check that all teachers are receiving their statutory entitlements (such as reduced timetable) and support assessments for Early Career Teachers.

We look forward to working with you once again and with your Early Career Teachers. To register your ECT and their mentor for both Appropriate Body services and the DfE approved programme, delivered by KYRA, on behalf of the Hub, then please go to our website for all the relevant details.





Early Career Community

An essential part of the development of our Early Career Teachers is to build connections and networks with colleagues across the county. At KYRA we want to facilitate opportunities to ensure that our Early Career colleagues are not only accessing the very best development and support but are also provided with opportunities to learn from other ECTs, build networks and support each other's well-being by creating a culture of generosity and understanding.

In 2020, we launched the Early Career Community - a termly event where ECTs come together in an informal capacity to share experiences. Due to COVID, these have taken place via Zoom, however we hope to hold some of these face to face in the future so that practical ideas can be shared and networking can continue.

The first Early Career Community will take place via Zoom. Future venues will be agreed at the first meeting.

DATES:

Wednesday 20th October 2021, 4pm-4.45pm
Via Zoom

Wednesday 15th December 2021, 4pm-4.45pm
Location TBC

Wednesday 9th February 2022, 4pm-4.45pm
Location TBC

Wednesday 30th March 2022, 4pm-4.45pm
Location TBC

Wednesday 25th May 2022, 4pm-4.45pm
Location TBC

Wednesday 20th July 2022, 4pm-4.45pm
Location TBC

CLICK
HERE
to book



Continuous Professional Development





Continous Professional Development

At KYRA we are: A training and development hub for educational practitioners at all stages of their career, and in all aspects of curriculum leadership.

Conferences 2021-2022 Save the Date

We will be offering the following conferences and further details will be communicated through the KYRA Weekly Bulletin and our website (see page 12 to find out how to stay connected):

Conference for School Business Managers
Tuesday 14th June 2022

Conference for School Pastoral Leads
Thursday 3rd March 2022

Conference for Teaching Assistants
Monday 5th September 2022

Ingenium - CPD for Teaching Assistants (and those in an equivalent role - supporting learners)

Few would disagree that teaching assistants are the 'engine' of any school. This programme, delivered in 6 online modules, has been designed exclusively for teaching assistants exclusively for teaching assistants, not currently on an apprenticeship programme.

Each 2-hour online module will improve TAs' practice and increase confidence in effectively supporting learners in the primary classroom.

The key areas covered will bring a deep understanding of a strong evidence-base and will support TAs to implement the training in the classroom, working with their teachers through practical strategies. Participants will be expected to commit to trying out some of the strategies discussed in each module. We would recommend that participants access the full programme, although you can book to attend individual sessions only.

Cost: £300 per participant or 6 KYRA Partner Credits for the full programme or individual sessions can be booked at £75 per participant or 2 KYRA Partner Credits



CLICK
HERE
to book

Module	Date / Time / Location	Content
1. How Do Pupils Learn?	Wednesday 6th October 2021 1pm-3pm, online	How memory works; why 'forgetting' is important; reducing cognitive overload; supporting retention of knowledge.
2. What Does Metacognition Look Like?	Wednesday 17th November 2021 1pm-3pm, online	Understanding what metacognition and self-regulated learning are. Promoting pupil independence; modelling metacognitive strategies and talk.
3. How Can I Use Formative Assessment?	Wednesday 12th January 2022 1pm-3pm, online	What is formative assessment; purposeful questioning; quality feedback to the pupil and teacher; modifying v simplifying tasks; adapting pedagogy in response.
4. Mathematical Representations for Concept-building	Wednesday 9th March 2022 1pm-3pm, online	Understanding the use of manipulatives and representations for specific mathematical concepts; promoting talk.
5. Behaviour as Communication	Wednesday 27th April 2022 1pm-3pm, online	Understanding why displayed behaviours are a window to what is really going on and practical strategies, including Dan Hughes' PACE, to support children so they are in a place to learn.
6. Reading – It's Not All About Decoding	Wednesday 15th June 2022 1pm-3pm, online	Evidence suggests comprehension and fluency are the key to improving access to and outcomes in all subject areas – we'll look at strategies, including why reading aloud is so important to improve pupils' reading; use of primary and secondary texts to access the curriculum and the role of technology to support struggling readers.

Leading Great Practice in Early Years

What does great practice in the Early Years actually look like? What do you prioritise? How can we make sure that adult interactions are of the highest quality? How do you use the provision as the teacher? Is your timetable restricting you? Come and explore these questions, be part of a professional dialogue and receive a hands-on experience in school.

Audience: Early years leads and teachers

Cost: £175 per participant or 4 KYRA Partner Credits

Session 1: What does great EYFS provision look like? How can we promote self-regulation?

- Enabling environments
- Open ended resources
- Communication and Language.

Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

Date: Wednesday 11th May 2022, 9am-12pm

Session 2: Interacting or interfering?

- A hands-on experience within an EYFS setting, looking at high quality adult interactions

Location: Mount Street Academy, Mount Street, Lincoln, LN1 3JG

Date: Wednesday 22nd June 2022, 9.30-11.30am

Session 3: Session 3 Reflections on the New EYFS. What will we adapt, adopt or abandon for next year?

Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

Date: Wednesday 13th July 2022, 9am-12pm



[CLICK HERE to book](#)



Leading Great Teaching

Classroom practitioners will have the opportunity to become more reflective and creative, discussing and engaging with high quality pedagogy that has a significant impact on relationships with colleagues and pupils. It will provide opportunities to develop the mind, skill and knowledge set to make a significant impact on their pupils and inspire others to become outstanding practitioners within a coaching culture.



Classroom practitioners will have the opportunity to become more reflective and creative, discussing and engaging with high quality pedagogy that has a significant impact on relationships with colleagues and pupils. This 3 session programme will consider what great teaching looks like, what tools can be used to improve it and how instructional coaching can transform practice.

Audience: This programme is suitable for those who want to develop their teaching practice and those who support other teachers within a team

Cost: £175 per participant or 4 KYRA Partner Credits

Session 1: Great Teaching: What does the research say about great teaching and how can we apply this?

Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

Date: Monday 4th October 2021, 9am-12pm

Session 2: Evaluating great teaching: How can we evaluate great teaching and what feedback has the most impact?

Location: Online

Date: Wednesday 3rd November 2021, 9am-12pm

Session 3: An introduction to Instructional Coaching - How can instructional coaching help colleagues learn and adopt new teaching practices, and provide feedback on performance?

Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

Date: Wednesday 15th December 2021, 9am-12pm



[CLICK HERE to book](#)

Mental health, wellbeing and behaviour

Staff Wellbeing and Workload – making a real difference and creating a culture of care

Bringing the DfE Workload Reduction Toolkit to life with a strong focus on the evidence-base and effective school-based practice examples, this 6-session programme will equip senior leaders with the tools to make changes to policy and practice, impacting positively on teacher workload and wellbeing whilst maintaining the core focus of improving pupil outcomes. Best-practice guidance to support effective implementation and evaluation of impact is a focus within all sessions.



The six sessions within this programme do not have to be accessed by a consistent member of your team, you can choose who will attend depending on the content of the session to ensure the greatest benefit to your school.

Audience: Senior Leadership
Cost: £175 per participant or 4 KYRA Partner Credits
Location: Online



CLICK HERE
to book

Session 1: Identifying the issues – what is really going on with workload and wellbeing? Action planning for growth.
Date: Thursday 23rd September 2021, 1pm-3pm

Session 2: Purposeful assessment – what works for learners and teachers?
Date: Tuesday 23rd November 2021, 9.30am-11.30am

Session 3: Less marking, more feedback! Exploring the principles of effective feedback.
Date: Wednesday 2nd February 2022, 1pm-3pm

Session 4: Curriculum planning – high impact, time-effective approaches.
Date: Tuesday 22nd March 2022, 9.30am-11.30am

Session 5: Supporting children and young people's mental health and behaviour – why getting this right is key to impacting positively on teacher wellbeing.
Date: Monday 25th April 2022, 1pm-3pm

Session 6: Staff wellbeing and workload – promoting a work/life balance and maintaining personal boundaries. The importance of proactive, universal, and targeted approaches to promote staff wellbeing.
Date: Tuesday 14th June 2022, 9.30am-11.30am

Mental Health & Wellbeing Review

The mental health and wellbeing review offers specific advice and guidance to your school to support the development of an effective whole-school and targeted approach to mental health and wellbeing.



Bronze (2 days)

2 days of support to include: data collection and analysis to support accurate baselining (using validated tools focused on pupil and staff mental health and wellbeing); 1 day school visit to assess current practice to include environment audit, curriculum provision, leadership and culture; facilitation of focus groups; comprehensive written report analysing current practice and recommended next steps.

Cost: £700

Silver (3 days)

Bronze package plus one further day of support to include: a collaborative approach to short and long-term action planning; one bespoke CPD session to meet the specific needs of the school.

Cost: £1,050

Gold (4 ½ days)

Silver package plus 1½ days of support to include: follow-up school visit to monitor and evaluate progress; data collection and analysis; comprehensive written report highlighting best-practice and recommended next steps.

Cost: £1,575

CLICK
HERE
to book





KYRA in partnership with The Pilgrim School



We have harnessed the expertise, skills and experience of Hope Smith, a Training and Development Officer at The Pilgrim School to support the construction and facilitation of several of our mental health and wellbeing sessions.

Hope's current role entails delivering a range of internal and external training, on a variety of mental health and wellbeing themes, to schools across the East Midlands.

Hope has worked within education for around 20 years, in Lincolnshire and Berkshire, in a variety of roles that involved supporting vulnerable young people. For a number of years she worked as a Special Needs Adviser for the Connexions Service in Berkshire, before relocating to Lincolnshire and joining the Connexions service in Lincolnshire. Hope has been with the Pilgrim School for almost 8 years, working initially in a pastoral capacity, as a Reintegration and Support Officer, before developing the training offer for the school.

Youth Mental Health First Aider

(YMHA) 2-day certificated training for Senior Mental Health Leads/staff with responsibility for pastoral support

Our Youth MHFA Two Day course qualifies you as a Youth Mental Health First Aider who will have:

- An in depth understanding of young people's mental health and factors that affect wellbeing
- Practical skills to spot the triggers and signs of mental health issues
- Confidence to reassure and support a young person in distress
- Enhanced interpersonal skills such as non-judgemental listening
- Knowledge to help a young person recover their health by guiding them to further support – whether that's through self-help sites, their place of learning, the NHS – engaging with parents, carers and external agencies where appropriate
- Ability to support a young person with a long-term mental health issue or disability to thrive
- Tools to look after your own mental wellbeing and signpost staff support.



Audience: Senior leadership & staff with pastoral responsibility

Cost: £190 per participant

Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

Dates: Wednesday 23rd February
& Thursday 24th February 2022

Wednesday 23rd March
& Thursday 24th March 2022



CLICK HERE
to book



CLICK HERE
to book

Should you wish to broker any of the programmes for your school group or Trust please email enquiries@kyra.anthemtrust.uk to make an initial enquiry.

Mental Health for Senior Leaders: Creating a healthy workplace & workforce

This half-day session will focus on raising awareness of mental health through a staff perspective.

Overview and aims

- Understand the difference between mental health and mental illness
- Raise awareness of stress, possible causes and signs
- Gain insight into the state of mental illness nationally
- Be aware of mental illness within the education sector
- Recognise the importance of investing in employee mental health
- Raise awareness of strategies that can support employee mental health
- Recognise the link between mentally healthy schools and mentally healthy pupils.

Audience: Practitioners in senior leadership role with responsibility for staff wellbeing

Cost: £75 per participant or 2 KYRA Partner Credits

Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

Date: (Spring term) Wednesday 9th February 2022, 9.30am-12.30pm
(Summer term) Wednesday 18th May 2022, 9.30am-12.30pm



CLICK HERE
to book



Spring
Term



CLICK HERE
to book



Summer
Term

Staff Wellbeing and Resilience

This half-day workshop will support your staff team to:

- Acknowledge where they are
- Normalise and validate feelings
- Engage in psychoeducation – mental health and resilience
- Develop strategies to support themselves in the short and longer-term.

The session will combine delivery of content with discussion-based activities and opportunities for Q and A. This workshop can be booked as an open course or bespoke for your school group/Trust. An optional follow-up workshop is available to support you to evaluate your progress and plan next steps.

Audience: This session is suitable to anybody in a senior leadership role who has overall responsibility for staff wellbeing.

Cost: £75 per participant or 2 KYRA Partner Credits

Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

Date: (Autumn term) Wednesday 17th November 2021, 9am-12pm
(Spring term) Wednesday 19th January 2021, 9am-12pm



CLICK HERE
to book



Autumn
Term



CLICK HERE
to book



Spring
Term

Mental Health in Adolescents

This half-day session will focus on supporting the understanding of teachers and practitioners to develop strategies to support young people from the age of 8-18 years of age

Overview and aims

- Overview of some of the theories around how teenagers develop during adolescence
- Gain insight into some of the mental health and wellbeing issues young people may face
- Understand some of the more challenging teenage behaviour that can be exhibited
- Learn practical ways to help support and build resilience in young people
- Explore tools and coping strategies
- Build confidence in working with and supporting young people.

Audience: Senior leaders, teachers, and staff in pastoral roles

Cost: £75 per participant or 2 KYRA Partner Credits

Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

Date: (Spring term) Wednesday 9th February 2022, 1.30pm-4.30pm
(Summer term) Wednesday 18th May 2022, 1.30pm-4.30pm



CLICK HERE
to book



Spring
Term



CLICK HERE
to book



Summer
Term

Maintain Boundaries For Teaching Assistants

This 2-hour course for Teaching Assistants explores:

- What are boundaries and why do we need them?
- Working as a Professional Helper – what does this mean and what does it look like?
- How to support children and young people to engage in learning in a safe and boundaried way.

Audience: Teaching Assistants

Cost: £75 per participant or 2 KYRA Partner Credits

Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

Date: Wednesday 11th May 2022, 9.30am-12.30pm



CLICK HERE
to book

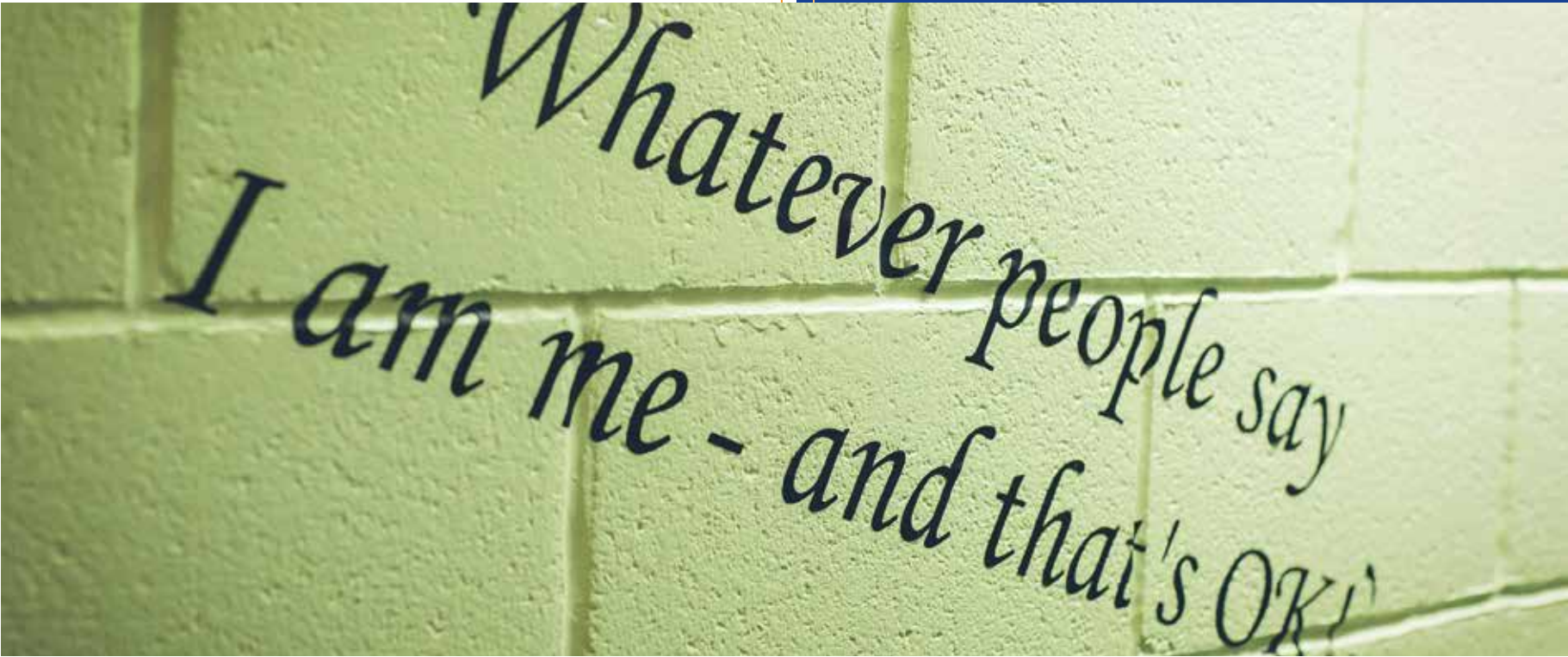


KYRA in partnership with Clare Boardman Counselling and Restorative Services

We are working in partnership with Claire Boardman to support the construction and facilitation of several of our mental health and wellbeing sessions.

Clare is an experienced therapeutic counsellor and a member of the British Association of Counselling and Psychotherapy. Since qualifying, Clare has undertaken a Level 5 Diploma in Cognitive Behavioural Therapy and has also undergone further training with the Sensorimotor Psychotherapy Institute, specialising in trauma and attachment.

Clare is an advanced registered restorative practitioner with the Restorative Justice Council. She has extensive experience of delivering restorative justice and practices in both the Criminal Justice System and schools. She has a background of managing both victim and restorative services. Clare has delivered training in a variety of areas including: restorative practices/justice, the impact of crime, trauma, attachment, domestic abuse, sexual harmful behaviour and other mental health issues.



Regulation and Relating

This half day workshop deepens understanding of polyvagal theory which details how the nervous system works and how it relates to regulation and the need for co-regulation. It covers how a young person's responses and development can be affected by trauma and their attachment style. The session focuses on the neuro-sequential model of therapeutics by Dr Bruce Perry (the 3 R's – Regulate, Relate, Reason) covering grounding techniques and putting the relationship at the centre enabling adults to move through the different stages when working with young people. In addition, the session will focus on repair; using restorative techniques.

- Audience:** Teachers and staff in pastoral roles
Cost: £75 per participant or 2 KYRA Partner Credits
Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP
Date: Wednesday 17th November 2021, 1.30pm-4.30pm



[CLICK HERE to book](#)

An Introduction to solution-focused coaching

Solution-focused coaching is a relational approach used in therapy to look for solutions with a focus on resources and past successes. This half day workshop will give an outline of the theory of Solution-Focused Coaching with an introduction to the solution-focused questions and techniques. Activities will include looking at ways to help children, young people and adults to achieve their goals; with the use of reframing and scaling questions which promote helpful thinking patterns. Solution-focused coaching can be used to support very young children, adolescents and adults alike.

- Audience:** Teachers and staff in pastoral roles
Cost: £75 per participant or 2 KYRA Partner Credits
Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP
Date: Wednesday 24th November 2021, 9.30am-12.30pm



[CLICK HERE to book](#)

Bringing Therapy Techniques into the Classroom

This half day workshop brings some basic techniques from the therapy room into the classroom. It covers the principles of person-centred therapy and cognitive behavioural solutions to help deal with strong emotions such as anxiety. It will look at the theory of how thoughts affect your feelings that can then affect your behaviour. It will explore unhelpful thinking habits and some self-help exercises that can be used to overcome worries or fears with the aim of helping children and young people to normalise their emotions and find more positive ways of working through them, to increase their confidence and resilience. Strategies and approaches shared within this session can be adapted for use with children, young people, and adults of all ages.

- Audience:** Teachers and staff in pastoral roles
Cost: £75 per participant or 2 KYRA Partner Credits
Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP
Date: Wednesday 19th January 2022, 1.30-4.30pm



[CLICK HERE to book](#)

Restorative Circles Workshop

This half day workshop provides an introduction to restorative circles/workshops, exploring restorative theory and principles and how these are applied when delivering circles or workshops. It will include the dynamics of a circle with a focus on connection, reflection and understanding of others' needs. There will be a variety of group activities tailored to look at specific themes relating to social and emotional competence, plus how to use circles to problem solve and deal with conflict. Restorative circles can be used with children and young people of all ages and adults.

- Audience:** Teachers and staff in pastoral roles
Cost: £75 per participant or 2 KYRA Partner Credits
Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP
Date: Wednesday 19th January 2022, 9.30am-12.30pm



[CLICK HERE to book](#)

Futures in Mind

Futures in Mind are a company founded on a passion and commitment for applying psychology to make a positive difference to children and young people's lives and as a company they value and recognise the important role schools play in shaping the lives of children and young people. Throughout the year they provide valuable training to support schools and as an organisation KYRA are pleased to be able to signpost this offer to our partners.



To find out more about Futures in Mind and dates for the programmes listed below please visit:
<https://futuresinmind.org/about-us>

ELSA – Emotional Literacy Support Assistant Programme

The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed, nationally recognised approach to supporting children and young people (from primary through to secondary) with a range of social and emotional needs.

This highly regarded programme for teaching assistants will:

- develop their knowledge and understanding of social and emotional needs
- enhance their skills in being able to plan and implement a range of bespoke interventions
- grow their confidence in being able to support vulnerable children and young people.

ELSA is a 5-day training programme, plus four 2 hour supervision sessions, delivered by two highly experienced Educational Psychologists.

Cost: £495, 10% discount when 2 or more places booked.

Book directly through Futures in Mind: <https://futuresinmind.org/elsa-courses>

Emotion Coaching Training

Suitable for trained ELSAs and staff in pastoral roles

Discover how to use Emotion Coaching to support positive relationships and behaviour in your classroom and school.

Cost: £95, 10% discount when you order 2 or more ELSA courses

Book directly through Futures in Mind: <https://futuresinmind.org/elsa-courses>

Learning to Listen

Suitable for trained ELSAs and staff in pastoral roles

This informative, engaging and practical course is designed to support you in developing your relationship building and 'repairing' capacities to enable you to work more effectively when supporting children and young people.

Cost: £175, 10% discount when you order 2 or more ELSA courses

Book directly through Futures in Mind: <https://futuresinmind.org/elsa-courses>



Supporting Children Through Grief and Loss

This training is for teachers or support staff who want to feel equipped and confident when asked to support a child in school who is experiencing bereavement or a loss impacting on emotional well-being.

Cost: £175, 10% discount when you order 2 or more ELSA courses

Book directly through Futures in Mind: <https://futuresinmind.org/elsa-courses>

Bespoke Supervision and Coaching Packages

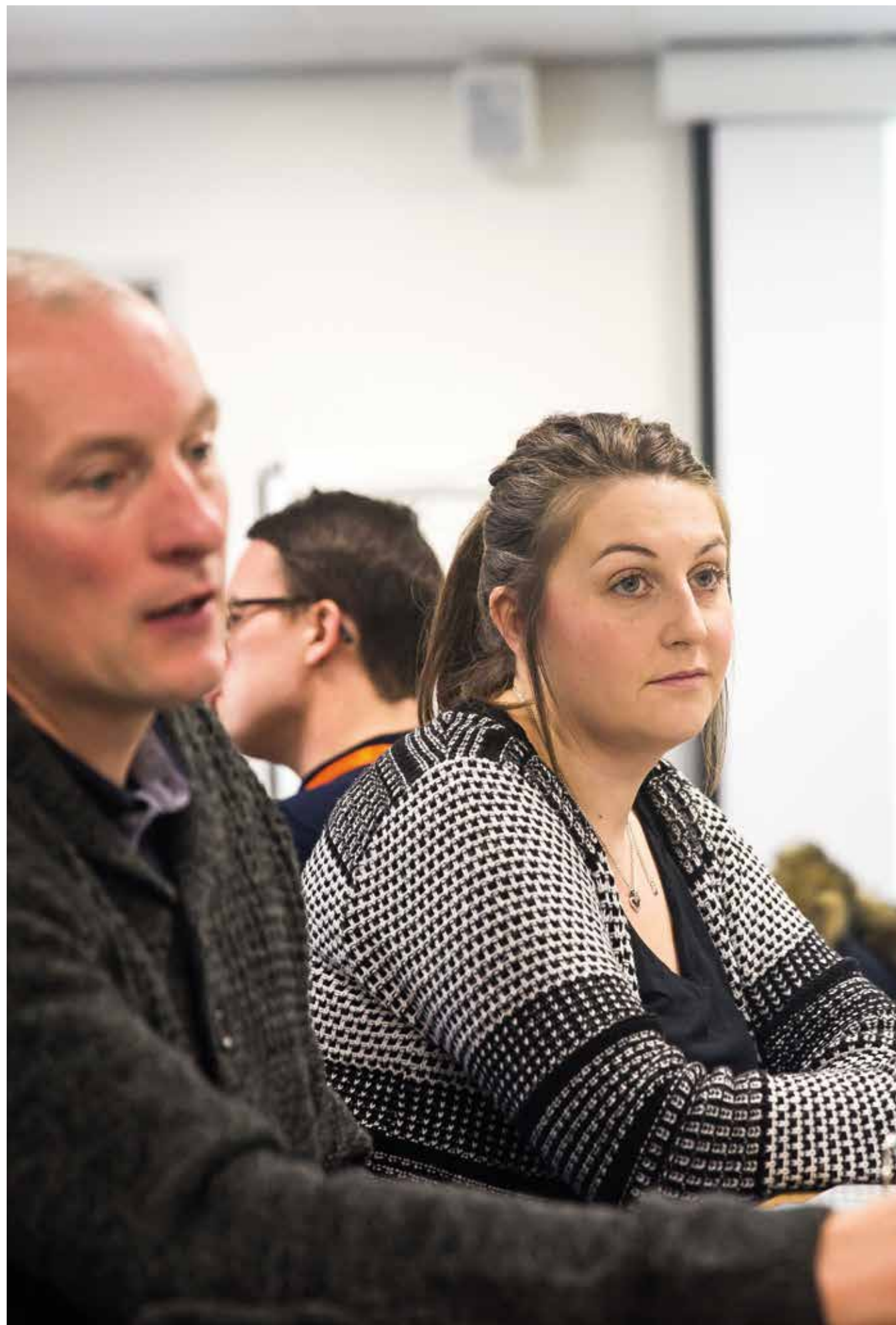
We can create bespoke, tailor-made supervision and coaching packages for your school. From individual to group supervision and coaching, we can create a package that will meet the needs of your school and your staff.

It is imperative that schools support staff wellbeing for many reasons: to promote resilience; avoid staff 'burnout' and reduce the possibility of 'vicarious trauma'. Supervision and coaching sessions, facilitated by highly trained and experienced educational psychologists, provide multiple benefits:

- Develop resilience and wellbeing
- Support feelings of belonging
- Develop problem-solving and solution finding skills
- Increase feelings of competence
- Reduce stress; avoid 'burnout'

Cost: tbc depending on number of sessions commissioned.

Contact Futures in Mind to find out more: <https://futuresinmind.org/our-services/bespoke-supervision-support-packages>



School of Leadership





School of Leadership

At KYRA we are: A champion for growing great people into great leaders.

The most important place that we make a difference for children and young people is in the classroom, in the interaction between adults and pupils and how learning is designed and delivered. Underpinning this, and the second most important factor in making a difference for children and young people, is school leadership – creating the conditions and climate for excellent practice, and continual learning and improvement for all practitioners in school.

“Leadership matters: fostering school leaders’ knowledge and skill in developing others will be vital to future efforts for school and system improvement. As Liebowitz & Porter (2019) note, this is not about narrowing down school leaders’ roles to one of only ‘instructional leadership’ but about ensuring that all efforts are aligned to produce the most effective collaboration, teamwork and learning for adults alongside well-communicated, shared and aligned goals. This also requires the creation of between- and cross-school networks through which schools share and discuss the art, craft and science of people development.”

Teacher Development Trust Working paper: A culture of improvement, reviewing the research on teacher working conditions. David Weston, Bethan Hindley, Maria Cunningham February 2021

Our commitment is to provide high quality, evidence informed development for leaders at all levels of their career in education. We have a strong track record in providing training and work with leaders and practitioners from a breadth of settings to connect theory, study and reflection to case studies and collaborative transfer of practice.

We believe in supporting leaders who will be courageous, determined and ambitious, whilst being generous and supportive of others. We believe leaders need to be able to manage and navigate complexity, should not tolerate complacency, and extend trust to others through collaboration and empowerment. We believe that to be an effective leader, people must want to follow you and your vision. We believe that leaders who communicate effectively do so with optimism, passion and compassion.

Programmes for Middle Leader Development

Our middle leader development programmes, the Developing Middle Leadership Programme and the Preparing for Middle Leadership Programme, both allow you to explore:

- Session 1:** Strategy: exploring the logic model, communication and vision, directing staff and action planning.
- Session 2:** Leadership Skills: looking at different leadership styles, managing change, 5 dysfunctions of a team, being curious and coaching and mentoring.
- Session 3:** Standards: data analysis and identifying quality teaching and learning.
- Session 4:** Accountability: observation and feedback, Ofsted framework, difficult conversations, and curriculum and Ofsted.

Both programmes will be delivered over 5 sessions. The first 4 sessions will cover the main areas of middle leadership and the fifth will be a teaming up with an experienced middle leader from a different setting to act as 'buddies' across different subject areas. We know that collaboration is key, and working with like-minded colleague is essential to the development of our middle leaders.

Developing Middle Leadership Programme

Developing Middle Leadership Programme, is an opportunity to explore the topics outlined, giving you tools to begin your new role with confidence and expertise, and for those already in the role this will provide you with the opportunities to reflect on your role and what you will implement and change to improve your leadership skills.

- Audience:** Whether you are new to middle leadership, or have been doing it for some time, this programme will equip you with the skills needed for this exciting and diverse role.
- Cost:** £225 per participant or 5 KYRA Partner Credits
- Location:** Blended combination of online & face-to-face at the Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP
- Date:** Wednesday 20th October 2021 - Online, Wednesday 10th November 2021- Online
Wednesday 24th November 2021- Face to Face, Monday 6th December 2021 – Face to Face
All sessions are 2.30pm-4.30pm



CLICK HERE
to book

Preparing for Middle Leadership Programme

Preparing for Middle Leadership Programme will take place in the Summer term, and will consider the topics above, with the opportunity for those teachers who will have middle leadership responsibility from the following academic year to prepare and understand the role.

- Audience:** Teachers who will be new to the role of middle leadership from September 2022.
- Cost:** £225 per participant or 5 KYRA Partner Credits
- Location:** Face to Face at the Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP
- Date:** Wednesday 11th May 2022, Wednesday 25th May 2022, Wednesday 8th June 2022,
Wednesday 22nd June 2022
All sessions are 2.30pm-4.30pm



CLICK HERE
to book

Aspiring to Headship

A Programme for Lincolnshire aspiring primary and secondary headteachers, (the original Leadlincs programme).



In partnership with In partnership with Priory Federation



This programme will provide aspiring school leaders with the opportunity to develop the vision, knowledge and skills fundamental to the role of headteacher. Learning from local and experienced headteachers, alongside national and local leaders, participants will leave the programme with the commitment, confidence and credibility to apply for headship.

- Training will be based on the new headteacher standards, and will be planned following a 360° review of each of the participants.
- The programme will include 5 days face to face tailored training and participants will be expected to participate in peer to peer coaching, placement activity, undertaking key reading and engage in an online community.
- Participants will require the support of their headteacher to both engage and be released for the complete programme.



CLICK HERE
to book

Participants will feel connected to a local vision for strategic improvement, collaboration, peer review, and system leadership.

- Audience:** This programme is suitable for passionate and dedicated senior leaders who are looking to move into headship in the next 1-3 years.
- Cost:** £675 per delegate or 10 KYRA Partner Credits
- Location:** Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP
- Date:** Wednesday 17th November 2021, Wednesday 8th December 2021, Wednesday 12th January 2022
Wednesday 9th February 2022, Wednesday 9th March 2022
All session are 9am-4pm



National Professional Qualifications



Empowering leaders to make change happen through NPQs

We know that the quality of teaching is the most important factor in improving pupil outcomes, but we also know that this cannot happen in schools without effective leadership. Great leaders create the right conditions for improvement in the classroom and school.

Our National Professional Qualifications (NPQs) will empower leaders and aspiring leaders to create conditions for change and embed evidence-informed teaching and learning at their levels of control, whether that be the classroom, department, school or Trust.

For teachers taking their first steps into specialist leadership roles, our Specialist NPQs support practitioners towards mastery of relevant expertise, giving them the knowledge and tools to develop others and extend their influence beyond their own classrooms.

Our Leadership NPQs guide experienced and aspiring leaders through learning that examines the three layers of influence: school culture; the organisational conditions which bring this culture to life; and how these conditions can promote excellent teaching in every classroom.

As with all our professional development programmes, our NPQs are built around the real needs of schools and leaders. By working closely with educators from a range of contexts and specialisms, we ensure that all our materials are relevant, using real life situations and provide new techniques that are useful straight away. We pay close attention to workload and wellbeing, with a range of resources and support available for all, and in particular new headteachers.

Developing the expertise and capacity to lead improvement

All our NPQs begin with learning on Leading Improvement to introduce capacity development (professional development) and managing improvement (implementation), which is then embedded in later learning.

Both our Specialist and Leadership qualifications use a common methodology to develop participants' expertise and capabilities:

- An introduction and diagnostic assessment to frame learning, identify gaps and direct participants to the areas most relevant to them.
- Tutor support sessions, led by a Local Lead Trainer for each group, and six one-hour coaching sessions for Executive Leaders.
- Online evidence and examples to explain key ideas and demonstrate how effective schools and leaders implement these concepts.
- A micro implementation task to reinforce the overall approach to managing improvement and prepare for the summative assessment.
- Face-to-face and live online training to bring participants together with their peers for expert-led dialogue, collaborative activities and structured practice of new techniques.
- A formative assessment activity to check understanding and confidence, signpost towards further learning and provide individual feedback

Courses:

From September 2021, a reformed suite of NPQs will be available for teachers and leaders who want to develop their knowledge and skills in school leadership and specialist areas of teaching practice.

The changes to NPQs build on the evidence and expert advice already established in the new core content framework for Initial Teacher Training, and the Early Career Framework (ECF). These reforms are part of the DfE's Teacher recruitment and retention strategy. They reflect the Teachers' standards and Headteachers' standards to ensure coherency with the requirements already used by the teaching profession.

The reformed suite of NPQs will include:

- **NPQEL** for leaders that are, or aspiring to be, an executive headteacher or Mat CEO role with responsibility for leading several schools.
- **NPQH** for leaders that are, or are aspiring to be, a Headteacher of head of school with responsibility for leading a school.
- **NPQSL** for leaders that are, or are aspiring to be, a senior leader with cross—school responsibilities.

The traditional NPQML is being replaced by three specialist middle leadership qualifications:

- **NPQ: leading behaviour and culture** for teachers who may have responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.
- **NPQ: leading teacher development** for teachers who may have responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically those who are early in their career.
- **NPQ: leading teacher framework** for teachers who may have a responsibility for leading teaching in a subject, year group, key stage or phase.

KYRA and Priory will continue to lead all NPQs for Lincolnshire schools, as local Delivery Partners for LEAD Teaching School Hub for Lincolnshire, and with our National Partner, Education Development Trust.

To access the most up to date information about NPQs please visit our website **kyrateachingschool.com**

Register your interest in an NPQ

Applications for NPQs starting in 2021/22 will open soon. If you would like to be sent an application form when they open, please register your details here.

www.educationdevelopmenttrust.com/our-expertise/uk/national-professional-qualifications/register-your-interest-in-an-npq

Or contact Helen Barker via email: hbarker@kyra.anthemtrust.uk



New to Headship

The offer for new headteachers will embrace at its core the New to Headship programme led by Education Development Trust. This is part of the new suite of DfE approved National Professional Qualifications and is free to all headteachers in their first two years in post.



The EDT New to Headship programme

Through partnership with current NPQ providers and MATs (e.g. Learners First/REACH2) and 30-yr working with UK schools, we bring a deep understanding of the challenges new headteachers face. Challenges including workload and responding to change have resulted in high levels of early-career attrition. Leaders report that their responsibilities can lead to feelings of isolation, self-doubt, being overwhelmed and an inability to 'switch off'.

We will directly address these challenges by enabling new headteachers to Apply NPQH knowledge and skills to their context, Thrive through building support networks alongside main NPQH groups and Sustain themselves using social/psychological resources for leadership.

Using a roll-on/off model, ATS (Apply Thrive Sustain) will be suitable for any stage of NPQH (pre/during/post), and any headteacher in their first two years of headship. With four entry points to local ATS annually, mini groupings will establish relationships and foster networks.

Apply-Thrive-Sustain offers participants:

- A bespoke online diagnostic survey assessing strengths/confidence/development needs
- An enhanced Community of Practice
- Early headship Peer-Review
- Additional mentoring support from facilitators 'as-needed'
- Enhanced collaboration, connections and networks.

New to Headship in Lincolnshire

In addition to this a local programme of New to Headship in Lincolnshire will be available to all new Headteachers in the county, providing local contacts and connections.

Email enquiries@Kyra.anthemtrust.uk if you are interested in receiving further information.



Pharos

Development for established headteachers through a blended learning programme with learning, research, self-evaluation and review, gap tasks and forums, coaching, reading and reflection time, a personal action plan and time for professional networking.

Audience: Established headteachers
Cost: £1,950 or £500 + 10 KYRA Credits for KYRA partners

The programme begins with and concludes with a residential, in addition to 5 face to face days, spanning 6 months.

Residential: Hemswell Court, Lancaster Green, Hemswell Cliff, Lincolnshire, DN21 5TQ
Face to face days: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

Programme Start (Session 1) - Residential at Hemswell Court - Thursday 30th September to Friday 1st October 2021
Session 2: Wednesday 13th October 2021, 9am-4pm
Session 3: Thursday 18th November 2021, 9am-4pm
Session 4: Wednesday 15th December 2021, 9am-4pm
Session 5: Wednesday 12th January 2022, 9am-4pm
Session 6: Thursday 28th April 2022, 9am-4pm
End of Programme Celebration (Session 8) - Residential at Hemswell Court – Thursday 12th to Friday 13th May 2022

Engagement	Development
F2F Days	Development intentions
Coaching	Gap tasks
Case study visits	Reading
Networking	Reflection



CLICK HERE
to book



Thriving and Flourishing

This Leadership Development Programme for senior leaders, consists of 7 bitesize online sessions. Lead by Maggie Farrar it will explore ways in which you can attend to your own well-being, create a sense of inner safety and balance, and draw on your inner resources of wholeheartedness compassion and resilience to lead during times of change and uncertainty. Above all it will cultivate your practice of 'leadership presence' enabling you to stay grounded, cultivating your ability to skilfully respond and serve even at times of overwhelm and anxiety.



In between each session you will be invited to practice bringing a more mindful approach to your leadership and to share your experience with a small co coaching group on a fortnightly basis. In the final session, Maggie will allow you to pull everything together, prompting you to go back into your settings with a renewed resilience and ability to lead.

Audience: Senior leadership **Cost:** £375 per participant

Session 1: Cultivating Presence
Date: Friday 24th September 2021, 9.30am-11.30am - Online
Session 2: Cultivating Presence 2
Date: Friday 15th October 2021, 9.30-10.30am - Online
Session 3: Practicing equanimity and patience
Date: Friday 5th November 2021, 9.30-10.30am - Online
Session 4: Working with habits of mind and automatic pilot; wise decision making and investigating bias, assumptions and limited perception
Date: Friday 10th December 2021, 9.30-10.30am - Online
Session 5: The power of the practice of compassion as a 'change agent' in schools
Date: Friday 14th January 2022, 9.30-10.30am - Online
Session 6: Cultivating Courage and leading with wholeheartedness
Date: Friday 4th February 2022, 9.30-11.30am - Online



CLICK HERE
to book

Facilitative Coaching

Research indicates that coaching for employees has a significant impact on organisations, individuals' performance, openness to personal, increased ability to identify solutions, development of self-awareness and improvement to practice.

The benefits to coaching an individual include:

- improvement in individual's performance, targets and goals
- increased openness to personal learning and development
- increased ability to identify solutions to specific work-related issues
- greater ownership and responsibility
- development of self-awareness.

Whilst it takes many different forms, coaching is principally a joint enterprise in which one person supports another to develop their understanding and practice in an area defined by their own needs and interests. The coach will help the learner to identify a clear focus upon which to work. They will secure a positive rapport with their colleague, listen intently to their needs and concerns, ask probing questions that help clarify the area for development and ask challenging questions that raise their awareness of the issue in focus. The coach will help the learner identify new behaviours and help them embed improved performance. Coaching often involves integrating new or alternative approaches into the professional's existing repertoire of skills and strategies.

Audience: Leaders and practitioners at all stages of their career

Cost: £400 per participant or 8 KYRA Partner Credits



[CLICK HERE](#)
to book



“Coaching is the art of facilitating the performance, learning and development of another”

John Whitmore (2002)

School commitment	Individual commitment
For a school to participate, must have a minimum of 3 participants (can be more, but must be multiples of 3)	3 days of training (2 full days and 2 ½ days)
Can include operational/support staff	3 Communities of Practice (90 minutes per session)
Must include the Headteacher	6 hours coaching a colleague
Minimum of 12 months and requirement for all to participate as set out in the programme plan below.	6 hours of being coached
	Personal study

Activity	Commitment
Pre-reading and pre-recorded introduction	60-90 mins per participant
Induction and Day 1 Development Training	15th September 2021 , full day face to face event
Triad coaching	Self-directed practice of skills learned. Each member of the triad coaches another for 1 hour, and is coached by the third member for 1 hour
Community of Practice	90 minute meeting (online) for feedback, reading, case study, discussion, reflection on practice, planning and committing to next steps
Triad coaching	Each member of the triad coaches another for 1 hour, and is coached by the third member for 1 hour
Day 2 development training	6th December 2021 , full day face to face event
Triad coaching	Each member of the triad coaches another for 1 hour, and is coached by the third member for 1 hour
Community of Practice	90 minutes (online)
Triad coaching	Each member of the triad coaches another for 1 hour, and is coached by the third member for 1 hour
Day 3 (half day) development training	22nd March 2022 , afternoon only, face to face event
Triad coaching	Each member of the triad coaches another for 1 hour, and is coached by the third member for 1 hour
Community of Practice	90 minutes (online)
Triad coaching	Each member of the triad coaches another for 1 hour, and is coached by the third member for 1 hour
Day 4 (half day) evaluation and legacy	28th June 2022 , afternoon only, face to face event

Leading Change

The Leading Change mini programme will explore key aspects of effective change leadership and management, including:

- Reasons for change
- Impact of and responses to change
- Resistance and overcoming this
- Overcoming resistance
- Effective implementation and sustaining of change.

We will draw upon the work of John Kotter, the Kübler-Ross Change Curve model, and resources from the EEF Guide to Implementation.

Audience: Leaders and practitioners at all stages of their career

Cost: £150 per participant or 3 KYRA Partner Credits

Location: Blended combination of online & face-to-face at the Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

Session 1: Wednesday 24th November 2021, 9.30am-4pm - Face to face

Session 2: Tuesday 7th December 2021, 2pm-4.30pm - Online

Session 3: Tuesday 25th January 2022, 2pm-4.30pm - Online

Between each session there is a gap task consisting of reflective reading or activity, and a task to complete within 12 months of the final session.



CLICK HERE
to book



Language of the Leader

Language of the Leader explores the importance of different types of conversation and interaction, great listening, and how language builds school culture.

Language of the Leader explores the real experience of leadership, and the critical incidents which shape the leaders that we are in our daily lives. The programme will pose questions about how we grow to be resilient, courageous, compassionate, and ambitious leaders, whilst rarely feeling satisfied and frequently imperfect.

Sessions will draw upon writing by Susan Scott, John Uttley, John Tomsett and Andy Buck among others.

Audience: Headteachers and Senior Leaders

Cost: £300 per participant or 6 KYRA Partner Credits

Location: Blended combination of online & face-to-face at the Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

Session 1: Wednesday 2nd February 2022, 9.30am-4pm - Face to face

Session 2: Wednesday 9th February 2022, 2pm-4.30pm - Online

Session 3: Wednesday 2nd March 2022, 2pm-4.30pm - Online

Session 4: Thursday 17th March 2022, 2pm-4.30pm - Online

Session 5: Tuesday 29th March 2022, 2pm-4.30pm - Online

Between each session there is a gap task consisting of reflective reading or activity, and a task to complete within 12 months of the final session.



CLICK HERE
to book

Ethical Leadership

The Framework for Ethical Leadership in Education was designed to help busy school leaders to make good decisions.

The Association of School and College Leaders (ASCL) announced a commission on ethical leadership in education at their annual conference in March 2017. The commission included senior representatives across the education sector and its final report, Navigating the Educational Moral Maze, was launched. The Commission developed the Framework for Ethical Leadership in Education, which builds on the Nolan Principles of Public Service.

This programme will introduce participants to the Framework for Ethical Leadership, exploring ways that leaders within school can make everyday decisions using the resources available. Over the 3 sessions you will learn about the Ethical Leadership Framework, learn how to use and apply it in within your school team and use case studies to consider how you would approach a particular decision.

Audience: Headteachers & Senior Leaders

Cost: £150 per participant or 3 KYRA Partner Credits

Location: Online

Session 1: Thursday 10th March 2022, 4pm-5pm

Session 2: Tuesday 29th March 2022, 4pm-5pm

Session 3: Thursday 5th May 2022, 6pm-7pm – Participants are invited to bring their Governors to this session



CLICK HERE
to book

Fierce and Courageous Conversations Session

It is a critical skill of leadership to be able to develop, motivate and hold others to account. In order to do this, leaders at all levels need the confidence to have 'courageous' or fierce conversations, which lead to the best actions and outcomes.

This seminar session will draw upon the writing of Susan Scott to explore the reasons for avoiding or feeling anxious about potentially challenging or unwelcome conversations. We will explore how we can overcome some of the barriers to meaningful conversations, and in doing so confront tough or sensitive issues, increase clarity and understanding, and build strong relationships across a team.

Audience: Leaders and practitioners at all stages of their career

Cost: £50 per participant or 1 KYRA Partner Credit

Location: Online

Date: Wednesday 10th November 2021, 1.30pm-4.30pm



CLICK HERE
to book



Myers-Briggs Type Indicator



Why MBTI®?

The Myers-Briggs Type Indicator is the world's most popular personality assessment, found in 79% of the FTS 100. It provides a robust foundation for life-long personal development, using a constructive, flexible and liberating framework for understanding individual differences and strengths.

MBTI insights reveal how we see and interact with the world, our motivations and the motivations of others. This creates a strong foundation for personal growth and development, underpinning enhanced personal effectiveness.

Visit here for more detailed information about MBTI®

<https://kyrateachingschool.com/what-we-do/cpd-training/mbti-development-package>

Myers-Briggs® for personal and team growth

All participants must undertake session 1, but can choose to access any combination of session 2 and 3

Audience:

Cost: £125 for session 1 and £75 for subsequent sessions per participant
KYRA Partners - 2 KYRA Partner Credits per session + £60 per person resource cost for session 1

Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

Session 1: Foundation MBTI Know Your Type: The essential start to MBTI in which you identify your preferences, know your type and know yourself better.

Choose from one of the three available dates.

- Wednesday 8th December 2021, 1pm-4.30pm
- Wednesday 9th March 2022, 1pm-4.30pm
- Wednesday 15th June 2022, 1pm-4.30pm

Session 2: Knowing Type Dynamics and Understanding Others: learn about dominant and auxiliary functions, and the impact this has on an individual's interaction with the world and others. Foundation MBTI Know Your Type is a pre-requisite for attending this session.

Choose from one of the two available dates:

- Wednesday 19th January 2022, 1pm-4.30pm
- Wednesday 18th May 2022, 1pm-4.30pm

Session 3: Knowing Great (Type) Teamwork: building capacity and highly effective teams through knowledge and exploration of type. Foundation MBTI is a pre-requisite for attending this session.

- Wednesday 20th April 2022, 1pm-4.30pm



CLICK
HERE
to book

MBTI® for you and your school

Bespoke packages can be designed for you, your team, your department, and your school. Individual or a series of sessions can be brokered and delivered with an SLT, staff team, or for a whole school INSET.

Topics may include:

- Understanding Self – your MBTI Type.
- Understanding Others – Type applications and understanding others.
- Applying Type to team effectiveness, including: stress & resilience, communication & change, culture and coaching, using type to consider commitment, accountability and attention to results, decision-making, problem-solving, creativity, conflict, trust, goals and vision.

To discuss MBTI further please contact: hbarker@kyra.anthemtrust.uk

Highly Effective Teams

Highly Effective Teams explores the principles and processes of high functioning teams at any level in an organisation. The programme will enable self and critical reflection and provide frameworks and resources which can be used to improve elements of team effectiveness and success. Areas of focus will include trust, commitment, conflict, and accountability.

Sessions will draw upon work by Patrick Lencioni, Simon Sinek, Matthew Syed and Stephen Covey, among others.

Audience: Leaders and practitioners at all stages of their career

Cost: £300 per participant or 6 KYRA Partner Credits

This is a modular blended learning programme, combining face to face and gap tasks.

Session 1: Wednesday 4th May 2022, 9.30am-4pm - Face to face

Session 2: Tuesday 17th May 2022, 2pm-4.30pm - Online

Session 3: Thursday 9th June 2022, 2pm-4.30pm - Online

Session 4: Wednesday 22nd June, 2022 2pm-4.30pm - Online

Session 5: Wednesday 6th July 2022, 2pm-4.30pm - Online

Between each session there is a gap task consisting of reflective reading or activity, and a task to complete within 12 months of the final session.



CLICK HERE
to book

Virtual Leadership Session

The Covid-19 pandemic has exposed us all to new ways of working remotely – either at a physical distance or conducting much of our work virtually via digital means. Building on this experience, and some of the benefits of the greater flexibility virtual working allows, this session explores some of the successful habits and practice of virtual leadership. Areas of learning will include collaborating with and motivating others; remaining in touch and engaged; and strategies for leading virtual conversations, meetings, and training which are effective, engaging and productive.

Audience: Leaders and practitioners at all stages of their career

Cost: £50 per participant or 1 KYRA Partner Credit

Location: Online

Date: Wednesday 30th March 2022, 1.30pm-4.30pm



CLICK HERE
to book

Agency and Advocacy Session

This seminar session explores two essential aspects of effective school leadership and successful improvement: agency and advocacy.

The session will include consideration of the critical role of public support by leadership for initiatives, projects and school improvement work led by team members, and what this involves in practice. We will also consider how to enable agency and motivate others, including through developing the conditions for autonomy, mastery and purpose.

Audience: Leaders and practitioners at all stages of their career

Cost: £50 per participant or 1 KYRA Partner Credit

Location: Online

Date: Wednesday 1st December 2021, 1.30pm-4.30pm



CLICK HERE
to book

Great Curriculum

This 3 session programme will consider key elements to great curriculum leadership including:

- How do we build a curriculum on key principles and school values?
- Ofsted and deep dives
- 'Usualising' diversity in an anti-racist curriculum



Audience: For those leading curriculum or a subject within school

Cost: £175 per participant or 4 KYRA Partner Credits

This is a modular blended learning programme, combining face to face and gap tasks.



[CLICK HERE](#)
to book

Session 1: Wednesday 16th March 2022, 9.30am-12pm

Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

How do we build a curriculum on key principles and school values?: How can curriculum involve staff at all stages of the curriculum development process? How can Dylan Wiliam's seven principles of curriculum design support the design process and what needs to be considered for a coherent curriculum? How can your school's uniqueness be reflected in its curriculum?

Session 2: Wednesday 20th April 2022, 9.30am-12pm

Location: Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road, Lincoln, LN6 0EP

Ofsted and deep dives: How can subject leaders be prepared for Ofsted and take part in the process of deep dives with confidence and clarity? This session will consider what evidence to collect and the evaluation of a subject's effectiveness so subject leaders can articulate what the progression of knowledge and skills looks like in their subject, with confidence.

Session 3: Tuesday 17th May 2022, 9.30am-12pm

Location: Online

'Usualising' diversity in an anti-racist curriculum: How can we ensure our curriculum is diverse in a meaningful and balanced way? This session will explore practical steps that can be taken to avoid tokenistic gestures so that your curriculum weaves diverse representation that recognises everyone's place and contribution to Britain's history, culture and society.



Great Strategy

The Great Strategy programme provides a robust framework for highly effective strategic improvement planning and delivery. Through 12 critical elements, all with supporting toolkits and sets of resources, the programme covers: developing a foundation for improvement; understanding the challenge; planning of improvement; driving progress; and creating an irreversible improvement culture.

Sessions will draw significantly upon work by Michael Barber and the Deliverology unit, John Kotter and other theories of change, and with reference to the EEF 'Putting the evidence to work: a schools guide to implementation'.



Audience: Leaders and practitioners at all stages of their career

Cost: £300 per participant or 6 KYRA Partner credits

Session 1: Monday 27th September 2021, 9.30am-4pm - Face to face

Session 2: Tuesday 12th October 2021, 2pm-4.30pm - Online

Session 3: Wednesday 3rd November 2021, 2pm-4.30pm - Online

Session 4: Friday 19th November 2021, 2pm-4.30pm - Online

Session 5: Thursday 2nd December 2021, 2pm-4.30pm - Online

Between each session there is a gap task consisting of reflective reading or activity, and a task to complete within 12 months of the final session.



[CLICK HERE](#)
to book

Managing Resources and Integrated Curriculum Financial Planning

This session provides an introduction to the effective management of resources, at all levels of school leadership, and will walkthrough the Integrated Curriculum Financial Planning tool. The guidance is based on the key elements for successful integration of financial and curriculum planning. It is based around the decisions a school makes about teaching and education support staff resources and this simple framework helps leaders make effective decisions. It works for primary, secondary and special schools, UTCs and PRUs. It is designed to bring senior teams and decision makers together to help them manage risk and maximise opportunities for pupils.



The goal of ICFP is to design a curriculum that is cost-effective and affordable, rather than simply efficient. It is a question of delivering the best possible education with the resources available, and planning for future school improvement. It is strategic, in that it starts with where you are now, is very clear about where you are aiming to get to and sets out how you will get there, over a three to five year period, because big change will take several years to plan, implement, realise and embed.

The session will include consideration of income streams and expenditure, the resource available to schools, and the prudent management and deployment of these. During the seminar we will explore the principles of economy, efficiency and effectiveness, and how decision making and planning for deployment of resources needs to take all of these aspects into account

Audience: Leaders and practitioners at all stages of their career

Cost: £50 per participant or 1 KYRA Partner Credit

Location: Online

Date: Wednesday 11th May 2022, 1.30pm-4.30pm



[CLICK HERE](#)
to book

Diverse Thinkers

The Diverse Thinkers events are an evolution of the very popular KYRA Roundtable Meetings held in previous years.

For 2021-22 local leaders, regional and national partners, renowned speakers and leading thinkers will be invited to participate in discussion and debate of three powerful themes of leadership.

This is an opportunity for the voices of KYRA, Anthem and partners to be heard on the national and international stage. Critically, we aim to bring together individuals with a diversity of viewpoint, to share our unique perspective and pool our collective knowledge, motivation and purpose.

Diverse Thinkers events are by invitation only, and participants will be drawn from KYRA, Anthem and Priory schools, and our wider partners in trust. The events will happen on the dates below:

- Monday 4th October 2021, 1.30pm-4pm
- Wednesday 16th March 2022, 1.30pm-4pm
- Wednesday 8th June 2022, 1.30pm-4pm

Location: Keyworth Centre,
The Priory City of Lincoln Academy,
Skellingthorpe Road, Lincoln, LN6 0EP

Themes for Diverse Thinkers events will be released in due course.

“Boundaries are exciting, intriguing and turbulent places to inhabit. They are like fault lines: they are the locus of volcanic activity. They allow movement, they release tension; they create new mountains; they shake existing structures. Boundaries are often the sites of conflict, miscommunication and misunderstanding, resulting in a lack of coordination and duplication – they are too often perceived as barriers and protected by organisational, sectoral and professional walls.

Alternatively, they can be the locus of transformation, collaboration, imagination, energy, innovation and creativity through the juxta positioning of multiple communities of practice and interests. Boundary encounters are healthy for people and organisations – they avoid atrophy, groupthink and inbreeding, and offer new opportunities for learning, knowledge acquisition and windows on the world.

You’re trying to deliver your compassion, which knows no bounds, but you are trying to deliver it within a very bounded society. Finding new ways of delivering our compassion is up to each of us. You can do that any time you extend past your organisational boundary and ask someone else in. Collaborate around passion, not around fixed policy, but by asking the revolutionary but absolutely necessary questions: What’s possible? and Who cares?”

Margaret Wheatley, Turning to One Another
Keynote Address: Kansas Health Foundation 2000
Leadership Institute, Spring 2000

KYRA Mobilise

Who and what is Mobilise?

Mobilise has been driving an evidence-informed and collaborative approach to professional development across Lincolnshire since 2016. Based on the PLC-model, Mobilise supports school improvement by linking whole-school priorities with robust evidence, which is discussed and contextualised by clusters of cross-phase schools at each of 5 meetings held across an academic year. Each school provides a school-based lead, who leads the evidence-informed project in their own school. Guidance on effective implementation is woven into the length of each project so that improvement is impactful and sustained.

The first project in 2016, was a vehicle for the EEF to scale-up the recommendations in the Making Best Use of Teaching Assistants guidance report, which saw effective changes in role, deployment, training opportunities and improved pupil independence. Subsequently, the Mobilise team, led by a Research Champion of each project has supported schools’ CPD in areas such as: cognitive theory and memory, mental health and behaviour, curriculum design, metacognition and self-regulation, KS2 and KS3 maths, KS1 and KS2 literacy, early years and KS1 maths and literacy.

To discuss how the mobilise team can support your school please get in touch via: Mobilise@kyra.anthemtrusts.uk

Mobilise Projects 2021-2022

In January 2021 we launched new projects, continuing partnerships of local services and agencies that support Mobilise in bringing robust evidence and quality resources into Lincolnshire’s schools. Schools already registered for these 10-PLC projects DO NOT NEED TO RE-REGISTER.

There are four 5-PLC Projects which begin in September 2021, which are open for schools to register, further details of these projects are detailed below. You can register for any of the four projects by visiting the KYRA website <https://kyrateachingschool.com/what-we-do/kyra-mobilise> and following the booking links. Federation and Trusts who wish to register multiple schools should contact the team directly via email: mobilise@kyra.anthemtrusts.uk



Behaviour (BEH)

This project is suitable for all schools (all phases) wishing to develop evidence-informed practice to effectively support pupils’ social, emotional and mental health needs and behaviour.

Focusing on the recommendations in the EEF Guidance Report: Improving Behaviour in Schools, proactive and reactive behaviour strategies as well as effective implementation of whole-school and targeted approaches to behaviour will be explored. Recommendations centre on:

- The importance of knowing pupils well and developing good relationships
- Explicitly teaching learning behaviours
- Using classroom management strategies to promote positive behaviour
- Adopting simple approaches to promote positive behaviour
- Targeted approaches to meet the needs of individual pupils
- ‘Consistency is key;’ ensuring approaches to support pupil behaviour are coherent and consistent with approaches to support mental health and wellbeing

Concurrently, the project will focus on county priorities, deepening of approaches such as trauma-informed and restorative understanding practice. Clusters will receive additional support from a range of outside agencies and services, local charities and healthcare professionals to build and strengthen support networks within the county. Registered schools will have exclusive access to a resource bank to support the implementation of the project in school.

Cost: £3.75 per pupil minimum £400, maximum £1875 per school.

Federations/Trusts wishing to register multiple schools should contact the team directly: Mobilise@kyra.anthemtrusts.uk

EYKS1 Literacy

Development of early literacy skills underpins success across the curriculum. Following a disrupted year where young children may have missed vital communication, language and literacy opportunities through social interaction, the project will prioritise the development of communication and language, using a balanced approach to reading, children's capabilities and motivation to write, supporting parents to understand how to help their children learn, high quality assessment and targeted support to address gaps in children's vocabulary and literacy skills.

The project is based on the EEF recommendations in Preparing for Literacy and planning for smooth transition to KS1. Focus will be placed on pedagogy and approaches that are supported by a secure evidence-base.

Cost: £3.75 per pupil minimum £400, maximum £1875 per school.

Federations/Trusts wishing to register multiple schools should contact the team directly: **Mobilise@kyra.anthemtrust.uk**

Mental Health & Wellbeing (MHWB)

Due to the unprecedented events of the last year and the significant disruption to children and young people's education and their ability to socially connect with friends and family, as well as reported increases in anxiety, depression and loneliness, there has never been a more important time to focus whole-heartedly on the mental health and wellbeing of your whole-school community. Evidence strongly suggests 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.

This one-year project will support schools to develop an effective whole-school and targeted approach to mental health and wellbeing, considering the evidence and exploring best practice in:

- Curriculum teaching and learning to promote resilience and social & emotional learning
- Universal and targeted approaches to support mental health and wellbeing
- Monitoring and evaluating the impact of evidence-based interventions
- Staff wellbeing and development
- Positive parental engagement
- Effective transition

Clusters will receive additional support from a range of outside agencies and services, local charities and healthcare professionals to build and strengthen support networks within the county. Registered schools will have exclusive access to a resource bank to support the implementation of the project in school. This project is suitable for all schools.

Cost: £3.75 per pupil minimum £400, maximum £1875 per school.

Federations/Trusts wishing to register multiple schools should contact the team directly: **Mobilise@kyra.anthemtrust.uk**

Staff Wellbeing

Are you looking to prioritise and improve staff mental health and wellbeing in your school? This project has been designed as a result of feedback from schools highlighting staff wellbeing as a significant concern and in response to requests for increasingly urgent and long-term support.

John Tomsett states, 'One of the most obvious truisms about schools is that when it comes to educating students, teachers are your greatest resource. Any Head teacher who explicitly puts the students first hasn't thought that decision through; the implication is that teachers are less important than students. (Taken from from Putting Staff First 2015). Furthermore, he cites Michael Fullen's thinking (2008); 'By putting staff first, you are on the way to providing for students the one thing that will help them to make good progress in their learning; truly great teaching.'

This one-year 5 PLC project will support schools to develop approaches that genuinely 'put staff first,' exploring whole-school and targeted approaches to promote positive staff mental health and wellbeing, considering the evidence and exploring best practice in:

- Staff mental health and wellbeing within a whole-school approach and the role of the Governing Body
- System, workplace and individual response to wellbeing
- The role of leadership and trauma-informed organisational culture
- Workload and wellbeing
- Reflective Practice
- Reducing mental health stigma in schools
- Professional and career development

Clusters will receive additional support from a range of outside agencies and services, local charities and healthcare professionals, raising awareness of the support available to staff in schools. Schools will be supported to develop an evidence-informed tiered framework promoting staff wellbeing, ensuring universal, targeted and specialist support is coherent and consistent. Registered schools will have exclusive access to a resource bank to support the implementation of this project in school.

Cost: £3.75 per pupil minimum £400, maximum £1875 per school.

Federations/Trusts wishing to register multiple schools should contact the team directly: **Mobilise@kyra.anthemtrust.uk**



Trauma-informed 3-part Series

Transition, Staff Wellbeing and Behaviour as Communication

A trauma-informed approach to transition is relevant to all. Evidence strongly suggests that this is an effective approach, putting children and young people in the best place to engage with their learning, within a complex and challenging world.

These 3 one-hour virtual sessions are focused on evidence-informed ongoing transition support for children, young people or staff who may be experiencing grief or loss (whether that is the loss of a family member, loss of routine, loss of friendship, loss of certainty or anxiety) that extends beyond adjusting to full-opening of schools.

The Professional Learning Community (PLC) model of the three sessions will facilitate professional dialogue and sharing of ideas based on evidence, which can be adapted to your school’s context. An extensive range of tools and strategies for a trauma-informed approach will be explored.

Discussion will centre on evidence-based reading, sent in advance to focus on:

Session 1

Trauma-informed Transition

Including co- and self-regulation.

Schools should decide who is the most appropriate member of SLT/pastoral team to attend the session.

Session 2

Staff Well-being

Raising awareness of compassion fatigue, secondary and vicarious trauma, and burnout. Exploring informal and formal responses, such as supervision.

The session is ideal for your school leader’ with reponsibility for staff well-being

Session 3

Behaviour as Communication

The importance of a relational / restorative approach; risk and protective factor and strategies to enhance staff and parents’ understanding and reponse that will support children and young people to thrive in school.

Schools should decide who is the most appropriate member of staff to attend this session

Cost: £750 per school or Trust for 3 sessions with up to 25 places.
The sessions can be scheduled for any time in the academic year.

To arrange a booking and dates for your school or Trust, please get in touch at: Mobilise@kyra.anthemtrust.uk

Apprenticeships

Priory Apprenticeships

Apprenticeships are a great way for schools to improve the skills base of their employees. They are a tried and tested way to recruit new staff, and to retrain or upskill existing staff of all ages and levels of experience, in a wide variety of roles. Priory Apprenticeships are offering a number of apprenticeship programmes that are suitable for staff already working in their roles as well as new staff. Cohorts begin in the autumn term and again later in the year.



Why choose priory apprenticeships?

Our work is to support our staff in their transitions to the next stage in their careers. Throughout a high quality training programme, we aim to provide them with the skills they need to develop and grow. Key features of our provision include:

- A bespoke individual training programme to suit the needs of our apprentices
- Education is at the heart of everything we do, which means that we have the experience and expertise to deliver high quality training

The programmes on offer are:

Occupation	Apprenticeship Standard	Job Role
Teaching and teaching support	Teaching Assistant Level 3	Teaching Assistant
Business and administration	Business Administration Level 3	Receptionist Administrator Personal Assistant School Secretary
	Team Leader Level 3	Senior Administrator Office Manager Department Leads Team Supervisor
	HR Support Level 3	HR Administrator
Construction & facilities	Property Maintenance Operative Level 2	Site Staff Caretaker
IT and Data	IT Solutions Technician Level 3	IT Technician

To find out more contact Priory Apprenticeship team or visit their website:

- 01522 889297
- prioryapprenticeships@prioryacademies.co.uk
- www.prioryapprenticeships.co.uk

National College of Education

KYRA is working with National College of Education who are offering 3 apprenticeships that have been tailored for schools.

The next cohorts will start in Autumn 2021 and the programmes are:

Instructional Coaching Level 4

The National College of Education has teamed up with Basic Coaching and Teaching Walkthrus to bring you the very best of instructional coaching to support staff across your school to improve their professional practice. This is suitable for ECF mentors / ITT or NQT leads and in-school coaches.

Education Management Programme Level 5

This programme for serving middle leaders and aspiring senior leaders is inspired by NCE's guiding principles of servant leadership, coaching and performance achievement.

Senior Leadership Programme Level 7

The most successful Leadership Masters in the UK, for current senior leaders including headteachers, now includes new and improved standards, and a newly designed MSc.



School Improvement Partnerships



More Information about these programmes, including how to express your interest can be found at www.nationaleducation.college



School Improvement Partnerships

At KYRA we are: A school improvement partner providing robust challenge and support, working through collaboration to identify needs, manage effective change and enable rapid and sustainable improvement.



Peer Review

“As we look ahead to a global world that is unstable, we must take a serious look at how we develop education systems that are more effective, equitable, resilient and more stable to withstand future shocks.”



SPP: Peer review at a time of pandemic
(Article in Professional Development Today)

KYRA and Education Development Trust (EDT) Schools Partnership Programme (SPP) have been working together over the Spring term to co-construct a re-invigorated peer review model for Kyra schools and the wider schools community in Lincolnshire. Aligning KYRA's DNA with the principles of SPP, the aim is to create a supportive school improvement programme at scale, in order to effect wide scale school improvement based on a reciprocal model. This KYRA/SPP approach acknowledges the current season, our fragility AND the opportunity to use peer review as a supportive process to build peer review.

Why peer review? Why now?

- Participating schools will have access to a range of frameworks; suited to the current time and school needs
- A county-wide model will give schools the opportunity to review beyond the immediate locality and will reduce isolation
- The peer review model will encourage innovation in school improvement and systems thinking

The programme will:

- Develop skills – feedback/analysis of evidence, coaching, appreciative enquiry/capacity for continuous improvement/teacher confidence in articulating pedagogy and subject expertise
- Support culture change – shared purpose and ethos, broaden schools' network of support, create a team (not bubble) being comfortably out of our comfort zone
- Enhance school improvement – enable succession planning, value impact and insight of all within the school community, be focused, disciplined and specific, leading with humility and welcoming change for all, at all levels.

Cost: £650 per school. A reduced KYRA partner rate applies.

Schools will be able to join the 2021-2022 KYRA SPP Peer Review Programme in the summer term 2021 and activity will begin in Autumn 2021.

CLICK
HERE
to sign up

Team Around the School

Anthem has a robust rapid improvement process which can be commissioned for schools outside the Trust. The Team Around the School is rooted in high quality support and purpose-driven challenge. The process is underpinned by a Rapid Action Plan, led by a chair experienced in effective school improvement, and progress is driven through 6-weekly team reviews of implementation, impact, prioritisation, and SMART action planning.

Please contact hbarker@kyra.anthemtrust.uk for more information.

School Improvement Specialists

Our School to School Support team utilise the strength and talents of school leaders, who with credibility and a wealth of experience, can help schools in Lincolnshire improve. We offer a range of programmes, that can be personalised to your school and your needs.

KYRA is a community for teaching, leadership, and school improvement partnerships. The designation of Teaching School Hubs will be bringing some infrastructure changes, however until such a time that the specialists aligned to KYRA feel unable to offer their expertise for the benefit of others any more, we will continue to support, coordinate and champion school improvement deployments. The technicalities of what designation and deployment looks will be updated in due course, whilst we continue to focus on the wider purpose and the significant range of expertise we have amongst our SLEs and LLEs.

Our school improvement specialists can be commissioned to work with schools in a number of different ways. This might include leading staff training, conducting audit or review, developing a leadership or action plan, supporting a new leader with induction, providing external moderation, or providing expertise and guidance on any area of school improvement that you are prioritising.

We are also able to offer a peer to peer review of any aspect of your school you want to improve.

To discuss your school's requirements for support, please contact Lauren Nicoll, Head of Teacher Development
Lnicoll@kyra.anthemtrust.uk

KYRA Principles for School to School Support

Building relationships based on trust

- Being open & transparent at all times
- Listening & learning before advising & deciding

Underpinned by excellence

- Making decisions based on sound evidence and robust data
- Identifying the potential in others at every turn and harnessing existing capacity & expertise wherever possible

Always inclusive

- Ensuring improvement is an inclusive process – involving all stakeholders
- Communicating clear plans, goals & targets that set a clear agenda for all

Always children & future focused

- Putting children's outcomes at the centre of all our conversations & actions
- Challenging underperformance firmly but fairly
- Building capacity & sustainable solutions for the long term– no quick fixes
- Accountable for our actions
- Never moving on without leaving a clear and ambitious plan for the future
- Committed to our own CPD as system leaders – including up to date knowledge of research, policy & best practice

Regional and National Partnerships





Kyra Teaching School Alliance Office

c/o The Priory Pembroke Academy, Croft Lane, Cherry Willingham LN3 4JP

T 01522 287020 **E** enquiries@kyra.athemtrust.uk **W** kyrateachingschool.com

