



THESAN

Continuing Professional Development



Let us help you shine
thesancoachingandtraining.com



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OUR PEOPLE



Sue O'Leary-Hall, BA (Hons), PGCE, MA

- Founder and Academic Director of Thesan
- 20 years' experience as an outstanding teacher, middle and senior leader
- Director of Teaching and Learning, responsible for Performance Management, CPD, Quality Assurance, NQT Assessment
- Head of Sixth Form, Head of English & Mathematics Faculty

I set up Thesan because I believe that pupils need specialist support to develop academically and emotionally in order to experience success at school and beyond. The staff who work with those pupils need expert tools to provide that support.

I also believe that school colleagues need specialist support to respond to the challenges to their personal and professional well-being in the face of rapidly evolving educational reform.

Dr Emma Dixon, MA (Hons), D Clin Psychol, AFBPsS, CPsychol

- Thesan's Clinical Consultant
- Consultant Clinical Psychologist
- 20 years' experience of working in the NHS in Child and Adolescent Mental Health Services (CAMHS), Primary Care and Child Development Services



Now in independent practice, I am passionate about supporting the system around children and young people. I draw upon an extensive psychological knowledge base to focus on the emotional well-being and resilience of children and young people.





OUR WORK



In Outstanding schools, "high quality professional development is used to encourage, challenge and support teachers' improvement."
Ofsted, December 2017

Thesan's CPD Training and Coaching is geared to equip our school colleagues to develop their own confidence, competence and sense of well-being. Addressing the well-being of school staff is a positive step towards addressing the well-being of pupils; teachers who feel valued and engaged are more able to support pupils' academic resilience, achievement and emotional well-being.

It's a win: win situation.

All our training is evidence-based, drawing on academic and psychological research. We evaluate the impact of all our work to ensure excellent quality and great value for money.

Let us help you shine



BESPOKE TRAINING



"Education is that whole system of human training within and without the school house walls, which moulds and develops men."

W.E.B. Du Bois

We are specialists in the areas of academic and professional resilience, emotional and social well-being and mental health for children and young people, with almost forty years' combined experience.

We have the creative expertise to design bespoke training for pupils, parents and staff in schools, as well as for colleagues in organisations which support the system around children and families. We are client-focused and passionate about providing high-quality training solutions which precisely match your requirements.

All our training is evidence-based, drawing on academic and psychological research. We evaluate the impact of all our work to ensure excellent quality and great value for money.

If you would like to talk to us about designing a bespoke training package for your school or organisation, please contact sue@thesancoachingandtraining.com.



TEACHING AND LEARNING



"Professional development should be underpinned by robust evidence and expertise."

Standard for Teachers' Professional Development, DfE, July 2016

Sir Tim Brighouse, former Chief Education Officer for Birmingham and Commissioner for London Schools, suggests that great teachers and school leaders are "energy creators". Use Thesan's specialist seminars to generate energy around Teaching and Learning, creating sustainable improvement in your school. All our training is evidence-based, drawing on academic and psychological research.

Every member of staff will receive a Certificate of Attendance, as well as a take-away booklet of key information and exemplar resources to use in their own teaching. Staff feedback from each training seminar will be used provide your school with an Impact Report, which can be produced in the event of an Ofsted or ISI inspection.

Pick and mix from our Teaching and Learning CPD options to build the training package which best suits your school priorities. Each seminar is designed to last approximately 90 minutes, but can be adapted to suit the timings of your INSET day.



TEACHING AND LEARNING CPD OPTIONS



FROM DATA TO DIFFERENTIATION

Equips staff with the data interpretation skills required to tailor teaching to individual pupils' needs

Provides colleagues with a range of differentiation strategies to ensure that every learner makes at least good progress

GOOD TO OUTSTANDING

Colleagues will analyse footage of 'Outstanding' Teaching and Learning in order to reflect on how to move their own pedagogic practice towards 'Outstanding'

Includes a range of take-away resources and techniques to promote pupil progress

LITERACY IN EVERY LESSON

Evidence-based exploration of the link between literacy and academic achievement

Provides colleagues with a variety of practical strategies to promote literacy and oracy skills within their own subject, as well as across the wider curriculum

BEHAVIOUR FOR LEARNING

Provides colleagues with a 'tool-kit' of behaviour management strategies to re-focus pupils' learning and promote progress

Incorporates opportunities to plan tailored learning activities which promote high levels of engagement, appropriate challenge and support in order to minimise low-level disruption

METACOGNITION IN ACTION

Evidence-based exploration of the link between metacognition and academic resilience

Equips colleagues with the tools to incorporate metacognitive learning strategies in their day-to-day classroom practice

ASSESSMENT FOR LEARNING

Explores the purposes of formative and summative assessment in shaping students' experience as learners

Provides opportunities to look at different models of AfL and consider what is most suitable for your subject



TEACHING AND LEARNING CPD OPTIONS



RAISING BOYS' ACHIEVEMENT

Explores a range of academic and psychological research regarding why and how boys underachieve

Provides evidence-based strategies to re-focus, support and motivate boys to fulfil their potential

STRETCH AND CHALLENGE YOUR HIGH ABILITY STUDENTS

Evidence-based exploration of the intellectual and emotional needs of high ability students

Includes a range of take-away resources to support colleagues in facilitating effective learning for high-ability students

OUTSTANDING MIXED ABILITY TEACHING

Equips colleagues with the data interpretation skills to identify individual pupil needs, plan for and monitor progress

Includes a range of strategies to support and scaffold, as well as to stretch and challenge every pupil in your class

SCAFFOLD AND STRETCH YOUR SEN STUDENTS

Evidence-based exploration of the intellectual and emotional needs of SEN students

Includes a range of take-away resources to support colleagues in facilitating effective learning for SEN students

CLOSING GAPS

Equips staff with the data interpretation skills required to identify underachievement in individual learners and groups of pupils

Includes a range of teaching strategies to target vulnerable learners and those who are failing to fulfil their potential

SCAFFOLD AND STRETCH YOUR EAL STUDENTS

Evidence-based exploration of the intellectual and emotional needs of EAL students

Includes a range of take-away resources to support colleagues in facilitating effective learning for EAL students



'GROWTH MINDSET' FOR ACADEMIC ACHIEVEMENT, RESILIENCE AND WELL-BEING



With practice, training, and above all, method, we manage to increase our attention, our memory, our judgement and literally to become more intelligent than we were before." Alfred Binet, Inventor of the IQ Test

For too long, the concept that intelligence is a fixed commodity has permeated the British education system, reducing perceptions of children's ability to their performance in tests and examinations. Children's self-esteem has been shackled to their test results, breeding a reluctance of risk-taking for fear of failure. In turn, this has restricted some children's enjoyment of learning and limited their life chances.

Professor Carol S. Dweck's ground-breaking psychological research at Stanford University into the power of our mindset has proven once and for all that intelligence is not fixed, but dynamic:

"It is what you believe about your own intelligence that will determine how you approach a problem or a setback, and ultimately determine whether you fulfil your potential." (Dweck, 2017).



By fostering a growth mindset in our children, we can motivate them to elevate their aspirations and approach tasks with resilience and determination, enhancing achievement in every area of their lives.

This one day course includes:.

- Understanding what is meant by the term 'Growth Mindset'
- The link between 'Growth Mindset' and neuroplasticity
- How 'Growth Mindset' promotes emotional well-being and mental health
- How resilience can be developed within a 'Growth Mindset' framework
- The link between resilience and academic achievement
- Practical strategies to embed 'Growth Mindset' within Assessment for Learning

Suitable for:

- ✓ NQTs
- ✓ RQTs
- ✓ Classroom Teachers
- ✓ Middle Leaders
- ✓ Senior Leaders



OUTSTANDING PASTORAL LEADERSHIP



The role of Pastoral Leader is an increasingly complex and demanding one. Outstanding Pastoral Leaders must be able to impact the bigger picture of cohort-wide achievement, as well as sensitively responding to the individual circumstances which affect each pupil's progress.

Pastoral leadership is of paramount importance in enabling pupils to flourish academically, emotionally and socially. The best Pastoral Leaders embed a support system of emotional containment, rewards and boundaries to empower pupils to develop independence and resilience.

Pastoral Leaders must have the capacity to respond to the unexpected, often providing crisis management for vulnerable pupils. There is, therefore, a very real risk of professional burnout for colleagues in this role. Our training focuses on how you as a Pastoral Leader can maximise your own self-care, as well as the care of your pupils.

Pick and mix the days which best suit your training needs:

Day One: Sustaining Yourself

- Evaluating your capabilities as a leader and manager
- Relationship management of pupils, parents and external agencies
- 'Do, Ditch or Delegate' – creating capacity within a complex workload
- Sanity-saving systems – to manage the minutiae
- Looking after yourself – reflections on your own well-being and resilience and their connection to the care of others

Day Two: Supporting Pupils' Social and Emotional Well-Being

- The emotional development of children
- Making sense of behaviour in an attachment framework
- Supporting pupils in managing anxieties; recognising and responding to psychological distress
- The formation of individual and group identities
- Supporting pupils facing peer pressure, bullying and social exclusion

Day Three: Promoting Pupils' Academic Resilience and Achievement

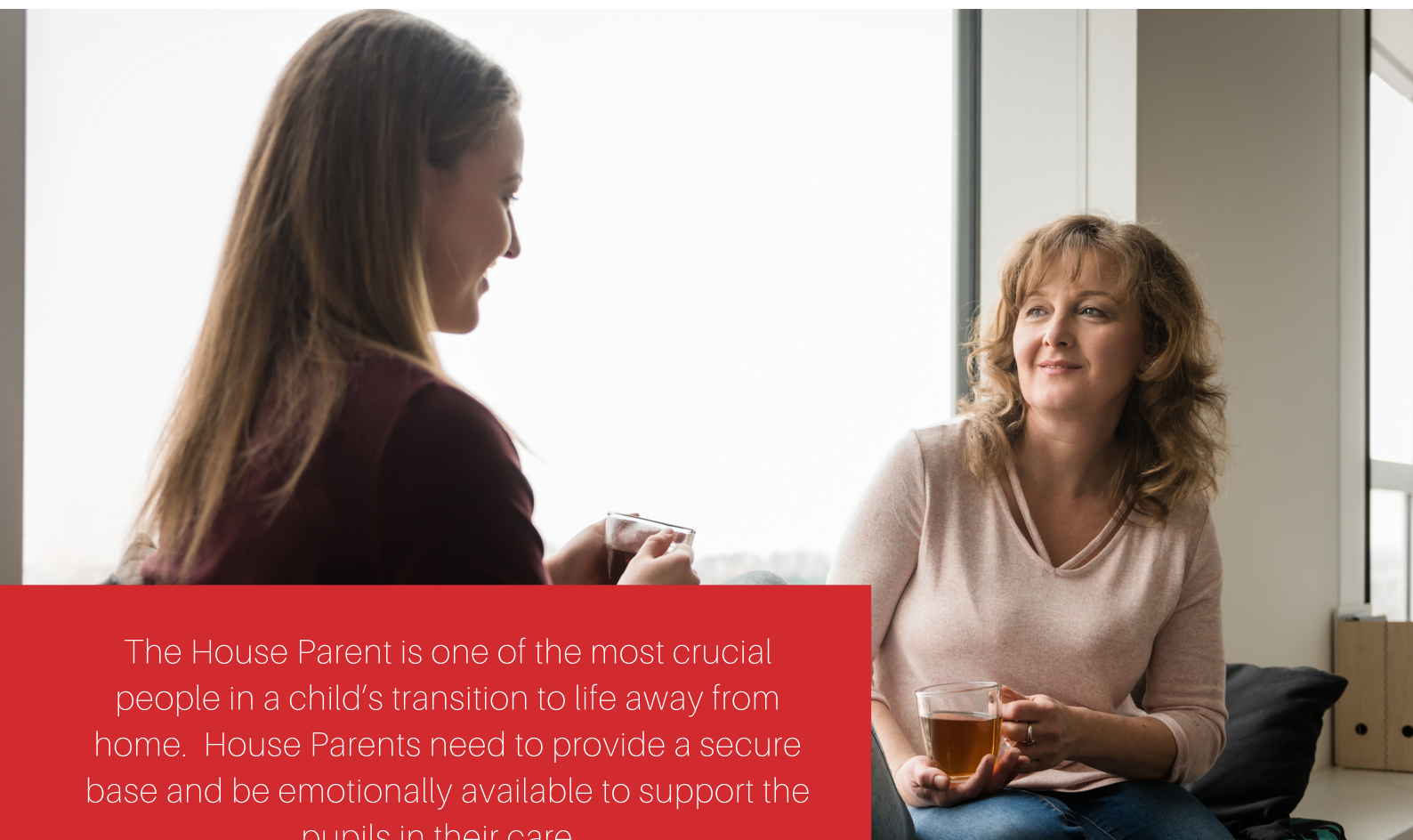
- Carrot versus Stick – embedding an effective reward system for learning
- Monitoring and responding to academic underachievement
- Strategies to promote academic independence and productive study habits
- Supporting pupils in developing a 'Growth Mindset' to enhance resilience and individual strengths
- Empowering parents as partners in pupils' progress

Suitable for:

- ✓ Aspiring Pastoral Leaders
- ✓ New Pastoral Leaders
- ✓ Improving Pastoral Leaders



THE EXCEPTIONAL HOUSE PARENT

A photograph of two women sitting and talking. The woman on the left has long brown hair and is wearing a dark red top. The woman on the right has curly brown hair and is wearing a light pink top. They are both holding glasses of tea. The background is a bright, out-of-focus indoor setting.

The House Parent is one of the most crucial people in a child's transition to life away from home. House Parents need to provide a secure base and be emotionally available to support the pupils in their care.

House Parents provide emotional containment, encouragement, support and boundaries to empower pupils to develop independence and resilience.

They have to be capable of recognising the strengths of individual pupils and ensure that every pupil in their care feels valued. The secure base which House Parents provide is of paramount importance in enabling pupils to flourish academically, emotionally and socially.

The role of House Parent can be both highly rewarding and exceptionally challenging. We recognise that to provide optimum, attuned care, House Parents need specialist skills and support.



Our two-day training course will provide you with an understanding of:

- The emotional development of children
- Making sense of behaviour in an attachment framework
- Supporting pupils in managing anxieties; recognising and responding to psychological distress
- The transition to life away from home and how to help with homesickness
- The formation of individual and group identities
- Supporting pupils facing peer pressure, bullying and social exclusion
- Strategies to promote academic independence and productive study habits
- Looking after yourself – reflections on your own well-being and resilience and their connection to the care of others

Suitable for:

- ✓ Aspiring House Parents
- ✓ New House Parents
- ✓ Improving House Parents
- ✓ Teachers with Boarding Duties



WORK SMART & MANAGE STRESS



According to a recent survey (NASUWT, 2015), 83% of teachers have experienced workplace stress with 67% stating that their job has adversely impacted upon their health.

Stress not only affects our work. It affects every aspect of our lives and can play havoc with our mental and physical health.

Teachers and school leaders face daily challenges, both practically and emotionally, which can sap the energy and enthusiasm of the very best of us. We invest hours of skill and commitment into supporting pupils and colleagues to fulfil their potential, but unless we recharge ourselves frequently, we risk running out of steam.

According to the Education Policy Institute, most full-time teachers work an average of 48 hours per week, but 1 in 5 works 60 hours or more (BBC News, October 2016). Teachers cannot and should not be expected to work longer or harder than they already do, so a better solution is needed. It's time to work smarter.

"This seminar changed my perspective and made me realise that teachers don't have to be perfect. We have to do our best, over the long term, to improve pupil progress and be good role models."
Nicola Gibson,
ITT student



Our training will provide you with an understanding of:

- How to recognise the symptoms and causes of stress
- Practical tools to manage stress and promote emotional well-being
- How caring for oneself generates capacity to care for others
- Habits to create greater capacity to manage a complex workload
- Strategies to improve time management, prioritisation and effective decision-making

We can work with you or your employees to tackle stress and provide practical support towards a happier and more productive future.

Suitable for:

- ✓ NQTs
- ✓ RQTs
- ✓ Improving Teachers
- ✓ Middle Leaders



PROFESSIONAL COACHING FOR TEACHERS AND SCHOOL LEADERS

We offer a complete coaching service to help you identify and achieve your professional goals. From securing your first teaching post to providing a confidential sounding board during the challenges of school leadership, we are with you every step of the way.



Whether you are seeking a promotion, have your performance management on the horizon, or simply want to be less stressed and more effective in your current role, having a professional coach in your corner can give you the edge.

Pick and mix the services you need:

- matching your application to a job specification
- interview rehearsal and feedback
- planning an 'Outstanding' lesson or a whole scheme of work
- analysing data, setting targets and monitoring progress
- drafting a development plan
- delivering a whole-school assembly or presentation
- tackling a challenging conversation
- managing stress

Whether you require an individual coaching session or a full support package, our discreet, bespoke service is tailored to your individual requirements.

Let us help you shine

Professional Coaching: Case Study

Joanne Wales-Smith, Teacher of Business Studies and Economics, Ashville College.

Joanne has five years' teaching experience, predominantly with the post-16 age group. She contacted us after starting a new job, in which she is now teaching at GCSE, as well as A Level.



Coaching focus:

- Pitch and differentiation
- Classroom management

The Coaching Process:

Joanne was observed with her Year 10 Business Studies class in order to identify the extent to which she was appropriately pitching her teaching and managing the students' learning behaviours. Together, we considered Joanne's strengths and areas for development. Thesan then provided specialist support and tailored resources to target the areas she wished to improve.

Impact:

"I would highly recommend Sue as a professional coach and I'm very much looking forward to working with her again. She encouraged me to think about increasing the pace of the learning so I could enable the students to make more progress. I also acted on Sue's classroom management advice the following lesson and saw immediate results.

The process was constructive, professional and supportive. I felt completely comfortable having Sue observe and advise me, knowing she was there to help take my teaching further and not to 'judge' me! She employed her experience and expertise very effectively to support me to achieve my improvement goals."



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