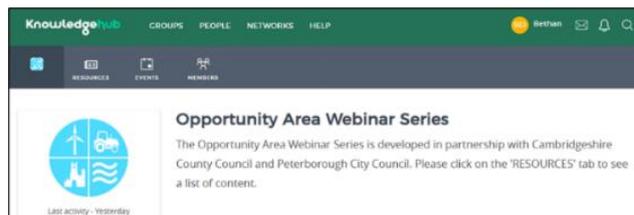


# Opportunity Area Webinar Series 2022



The [Opportunity Area \(OA\) Webinar Series](#) has recently been updated with new sessions and resources, including content on teacher retention, closing the disadvantaged gap, curriculum areas and much more. Resources and content will continue to be added throughout the year.



The OA Webinar Series is a central hosting site for live and pre-recorded webinars and CPD resources for schools across the county. It is free and accessible to all schools across Cambridgeshire, Peterborough, West Norfolk and Kings Lynn.

We have some fantastic **NEW** content coming soon to the webinar series, sessions led by Haili Hughes, Julie Fisher, Amjad Ali, PinPoint, Jean Gross, Juliet Adlouné and Karin Horowitz

*Please see below speaker's bios and further information about the webinars they will be leading, a majority of which will be pre-recorded enabling you to access them at a convenient time. Please note, some videos are time limited.*

## NEW - Upcoming pre-recorded sessions:

| Topic  | Session details   | Led by       | Available                                  |
|--|---|--------------|--|
| Teacher retention:<br>Helping teachers stay on track       | We have all seen the scary statistics about the amount of teachers leaving the profession. Why is this happening and what can we do to help our teachers feel valued and developed, so that they have a long career where they make the most difference – in the classroom? Using research from the Department for Education and practical strategies from her book, 'Preserving Positivity,' Haili Hughes explores this pressing issue and provides thought for thought on how school leaders can keep their staff happy and fulfilled.  | Haili Hughes | Friday 22 <sup>nd</sup> April 2022 onwards |
| Making mentoring matter: coping with challenges            | Mentoring new teachers is an incredibly rewarding job but it is not without its challenges. In this webinar, author of bestselling book, 'Mentoring in Schools,' Haili Hughes explores the key skills and characteristics mentors need to master to truly make mentoring matter. Using lessons from cognitive science and up to date research, Haili aims to bridge the gap between research and practice and provide tangible tips and strategies that mentors can take away from the session and use with the mentees straight away. You will need your phones for this webinar as it is interactive, with QR codes to view video exemplifications of the strategies in action in real classrooms. With space to reflect and useful tasks, this webinar will prove that leaders can learn too and will improve your mentoring skills.   | Haili Hughes | Friday 22 <sup>nd</sup> April 2022 onwards |
| Rosenshine: The what, why and how of effective instruction | Barak Rosenshine and his 'Principles of Instruction' have set the teaching world alight in the last decade, with Tom Sherrington's book demonstrating how relevant they are for a modern classroom. Many teachers will have heard of the principles, but this webinar will take teachers on a whistlestop tour of what each of the principles are, the research underpinning them and what that means in practical terms, for classroom teachers. Haili Hughes will be delivering the webinar, whose book, 'Mentoring in Schools' explores Rosenshine's Principles in light of the Early Career Framework, is passionate about using video exemplifications, to help bridge the gap between theory and practice. So, bring your phone as there will be lots of QR codes to scan and time to pause and reflect on why the instructional strategies are so effective, before you trial them in your own contexts. | Haili Hughes | Friday 22 <sup>nd</sup> April 2022 onwards |

# Opportunity Area Webinar Series 2022



|   |  |              |  |
|---|--|--------------|--|
| Moving On to Key Stage 1: play-based pedagogy beyond the EYFS               | This webinar by Professor Julie Fisher encourages Year 1 and Year 2 teachers to build on effective practice in the EYFS to offer all children a seamless and positive transition into KS1. It focuses on how young children learn best at this age and the implications of this for teaching strategies in the KS1 classroom. It examines the place of play in KS1 and the contribution play makes to the development of positive, life-long attitudes to being a learner. The webinar considers why a sensitive KS1 pedagogy is developed most successfully, when transition is seen as a whole school issue and when that pedagogy is in the hands of knowledgeable, confident and playful teachers. | Julie Fisher | Friday 22 <sup>nd</sup> April 2022 to Monday 6 <sup>th</sup> June 2022 |
| Scaffolding Techniques  | This session focuses on detailing what is scaffolding and how it can be used both in the classroom, to support students, or in interventions. We will look at low effort, high impact, evidence informed strategies to support students with their learning across a variety of subjects, ages, phases.<br>This session is for teachers, SENCOs and TAs and you will come away with a good understanding of making learning the key rather than task completion  | Amjad Ali    | Friday 29 <sup>th</sup> April 2022 to Monday 30 <sup>th</sup> May 2022 |
| Overcoming barriers to learning   | This session focuses on looking at 4 areas of difficulties that students encounter in their learning. We will look at ways of equipping you with low effort, high impact, evidence informed strategies to ensure students can taste success in their learning despite their starting points of pre-conceived ideas.<br>This session is for teachers, SENDCOs and TAs   | Amjad Ali    | Friday 29 <sup>th</sup> April 2022 to Monday 30 <sup>th</sup> May 2022 |
| Questioning   | This session focuses on looking at some of the research around questioning techniques. We will look at how to ensure you can stay on top of your 'questioning game' along with equipping yourself with numerous low effort, high impact idea to add to your teaching, support or intervention toolkit.<br>This webinar will support all school staff in using effective questioning  | Amjad Ali    | Friday 29 <sup>th</sup> April 2022 to Monday 30 <sup>th</sup> May 2022 |
| The webinar parent/carers wishes the SENCO/TAs had seen.                    | This session will be led by parents and carers with a focus on key areas parents and carers feel are beneficial for SENCOs and Teaching Assistants to be aware of.   | PINPOINT     | Friday 6 <sup>th</sup> May 2022 onwards                                |
| How to get the best from working together – SENCOs / TAs and parent carers. | This session will be led by parents and professionals with experience of working in the sector. This session will focus on how to get the best from working collaboratively, with a focus on working with SENCOs and Teaching Assistants.  | PINPOINT     | Friday 6 <sup>th</sup> May 2022 onwards                                |
| Practical strategies for closing the disadvantage gap in the early years    | In this webinar Jean will explore what we can do to help disadvantaged children make great progress, with a particular focus on communication and language and personal, social and emotional development  | Jean Gross   | Friday 3 <sup>rd</sup> June 2022 onwards                               |
| As above – focused on primary years   | In this webinar Jean will explore the statistics that help us understand which attainment gaps are proving hard to close, and why. She will look at strategies for spoken language, early literacy and maths – and at how we can build disadvantaged children’s self-efficacy and social and emotional skills so that they become powerful learners.   | Jean Gross   | Friday 3 <sup>rd</sup> June 2022 onwards                               |

# Opportunity Area Webinar Series 2022



|                                       |  |            |  |
|---------------------------------------|--|------------|--|
| As above – focused on secondary years | In this webinar Jean will explore the statistics that help us understand which attainment gaps are proving hard to close, and why. She will discuss common myths about the causes of and remedies for the disadvantage gap, and look at what is actually likely to work in closing it – from a focus on oral language to tackling literacy difficulties, and building students’ self-efficacy and self-regulation. | Jean Gross | Friday 3 <sup>rd</sup> June 2022 onwards |
|---------------------------------------|--|------------|--|

## Upcoming LIVE sessions:

The OA Webinar Series will host a series of live webinar sessions.

| Topic  | Session  | Presenter      | Date and time                      | Link to sign up                                       |
|--|--|----------------|------------------------------------|---|
| Mental Health and Wellbeing  | Listening to the voices within – understanding how our beliefs shape our actions and our mental health   | Karin Horowitz | 29/03/22<br>9:30–12:00<br>(repeat) | <a href="#">Tue 29 Mar 2022 at 09:30   Eventbrite</a> |
| Mental Health and Wellbeing  | Gender, power and authority – developing the practical skills of personal presence and responding well to challenge of authority   | Karin Horowitz | 28/04/22<br>15:30–18:00            | <a href="#">28 Apr 2022 at 15:30   Eventbrite</a>     |
|  |  |                | 25/05/22<br>9:30–12:00<br>(repeat) | <a href="#">Wed 25 May 2022 at 09:30   Eventbrite</a> |
| SLT Support for Deputy/Assistant Heads   | Running effective meetings to get staff engagement   | Karin Horowitz | 23/05/22<br>15:30–18:00            | <a href="#">Mon 23 May 2022 at 15:30   Eventbrite</a> |
| <b>NEW!</b><br>Balancing School Improvement and Workplace Well-being<br>[Audience: Headteachers] | This session will allow for headteachers to learn about and reflect on how school improvement can work in partnership with the well-being of all. Juliet will use her experience and expertise in the fields of school leadership, advisory school improvement and adult mental health when presenting and sharing ideas around: Systems and structures which actively support both school improvement and well-being ways to promote a culture which supports well-being and therefore allows for sustainable school improvement. | Juliet Adloune | 15/06/22<br>13:00 – 15:00          | <a href="#">15 Jun 2022 at 13:00 - Eventbrite</a>     |
| Mental Health and Wellbeing  | Leading through change in turbulent times and navigating with intelligence   | Karin Horowitz | 17/06/22<br>15:30–18:00            | <a href="#">Fri 17 Jun 2022 at 15:30   Eventbrite</a> |
|  |  |                | 05/07/22<br>9:30–12:00<br>(repeat) | <a href="#">Tue 5 Jul 2022 at 09:30   Eventbrite</a>  |
| SLT Support for Deputy/Assistant Heads   | Transactional analysis and defences  | Karin Horowitz | 23/06/22<br>15:30–18:00            | <a href="#">Thu 23 Jun 2022 at 15:30   Eventbrite</a> |

# Opportunity Area Webinar Series 2022



## Pre-recorded sessions and resources (available now):

Please note, this is just some of the content currently available on the webinar series.

| Session  | Presenter                                   |
|--|---|
| English for Teaching Assistants<br>Maths for Teaching Assistants   | Cambridgeshire County Council (CCC)         |
| English for ECTs   | CCC   |
| Maths Hub – Summary of what’s on offer   | Maths Hub                                   |
| Writing Historical Fiction   | Tom Palmer                                  |
| Assessment in Primary Physical Education   | CCC   |
| Music  | Learn Sheffield                             |
| Ofsted Intent  | Nigel Batty                                 |
| Oak National Academy Presentation  | Oak Academy                                 |
| Creating an Inclusive Classroom: Approaches to Supporting Learners with SEND in Computing  | Teach Computing                             |
| EAL Webinars   | EAL Academy                                 |
| EAL Handbook for Cambridgeshire and Peterborough   | EAL Academy                                 |
| Supporting Pupils with English as an Additional Language   | Carrie Norman                               |
| 1. The speech and language offer for schools in Cambridgeshire and Peterborough<br>2. Understanding spoken language: how to support understanding in the classroom<br>3. Wonderful words: How to develop vocabulary in the classroom- 10 views<br>4. Great Grammar: supporting grammar in the classroom<br>5. Narrative skills: supporting narrative in the classroom<br>6. Super Speech: working with children’s speech | Cambridgeshire Community Services NHS Trust |
| Guidance for School Run Early Years and Childcare Under Section 27 Community Powers and Academy Trust Charitable Aims  | CCC   |
| Literacy - remote learning, teaching reading and closing the vocabulary gap  | OUP   |
| Maths - number and place value, and the deep dive  | OUP   |
| Cross-phase - curriculum, pedagogy and transitions   | OUP   |
| Word gap - building vocabulary and oral rehearsal  | OUP   |
| Wellbeing - supporting the mental wellbeing of primary aged children   | OUP   |
| Rosenshine Teaching Principles   | Tom Sherrington                             |

## How to access the series

The [OA Webinar Series](#) is hosted on the Knowledge Hub platform. To access the series, you will need a free Knowledge Hub account:

- Go to <https://khub.net/sign-up>
- Complete your details and verify your account – you will be sent an email to verify
- Sign in and accept the site terms

View the [OA Webinar Series Knowledge Hub Step-by-step Guide](#) for full details on how to access the series.

# Opportunity Area Webinar Series 2022



## Speakers Bios:

### Haili Hughes

Haili Hughes is Head of Education at IRIS Connect and Senior Lecturer at the University of Sunderland. She is also a former English teacher, Head of Department and Senior Leader who has mentored new teachers and ITT students for over ten years. From her working class roots of growing up on a council estate in the North West of England, she worked several jobs to put herself through college and university and earn her degree in English. She went on to win a prestigious graduate trainee position at the News of the World newspaper in London, where she worked on their news and features desks before deciding to retrain as a teacher and do something a bit more morally satisfying. As a Doctoral researcher, she is passionate about keeping experienced staff in the classroom and helping to retain experienced teachers who may feel like they are somewhat jaded with the profession. In addition to delivering mentor CPD across the world, she also delivers workshops in schools across the UK, with the most able learners, particularly those from disadvantaged backgrounds, to raise aspirations and train staff to ensure that they are challenging pupils and developing their pedagogy to meet their needs. In her spare time, she writes regular articles for the TES and other education publications and peer reviews submissions for the Chartered College of Teaching's 'Impact' journal. She has written three education books and is currently writing the fourth and fifth for large education publishers.



### Julie Fisher

Julie Fisher is an independent Early Years Adviser and Visiting Professor of Early Childhood Education at Oxford Brookes University. She held the post of Early Years Adviser in Oxfordshire for 11 years, before which she was lecturer in early childhood education at the University of Reading. She has taught children from 3 to 12 years and has been headteacher of two urban, multi-cultural schools. To underpin her consultancy work, Julie draws on her own research projects which engage her in constant contact with practitioners and children in both schools and settings. She is author of numerous articles on early childhood education as well as her books Starting from the Child (2013: 4th edition); The Foundations of Learning (2002); Moving On to Key Stage One (2020: 2nd edition) and her best-selling book Interacting or Interfering? (2016). Julie has achieved a doctorate for her research into the changing role of early childhood educators. She is also a recipient of the Nursery World Lifetime Achievement Award for her contribution to early childhood education. Julie is currently offering training and conference presentations on all aspects of Adult-Child Interaction; The Role of the Adult; Balancing adult-led and child-led learning; Transition from EYFS to KS1, and Classroom Management. In all her training she is able to draw on extensive DVD footage gathered during her research projects, to exemplify effective practice with children from 6 months to 6 years.



### Amjad Ali

Amjad Ali is a teacher, trainer, TEDx speaker and Senior Leader. He currently works four days a week in a start-up secondary school and offers CPD/INSET on his other day. Amjad has spent his teaching career working in challenging, diverse schools. He is a qualified SENDCO and was also trained as an Advanced Skills Teacher in Teaching and Learning. Before stepping into the world of education, he spent time as Play Worker and Teaching Assistant in Young Offender Prisons. Amjad has delivered CPD to all sectors in education from Early Careers teachers to Executive/Head Teachers and CEOs; delivering on a range of topics, across the United Kingdom and different parts of the world. He has worked with over 250 schools and 1000s of students. For Amjad, education is about ensuring wherever you come from, whatever your parents do or not do, does not impact on a students' potential of success. Whatever success means to that young person, it should be found and celebrated.





## PINPOINT

An organisation helping Cambridgeshire parents who have children with additional needs and disabilities. Pinpoint Cambridgeshire is run for parents – by parents. They give help and information to parent carers of children and young people aged 0-25 with additional needs and disabilities, and give parent carers opportunities to have a say and get involved in improving local services.

### Jean Gross

A popular speaker and writer, Jean Gross is a national expert on tackling disadvantage in all its forms. Jean has been a teacher, an educational psychologist, head of children’s services in a local authority, and a Visiting and Associate Fellow at three universities. She was formerly the government’s Communication Champion for children, responsible for promoting the importance of good language skills. Before this she headed a charity responsible for the Every Child a Reader and Every Child Counts literacy and numeracy tutoring programmes, and led work on overcoming barriers to achievement as a Director of the government’s National Strategies. She has frequently acted in an advisory capacity to government, most recently on the new EYFS and the DfE/Public Health England joint strategy to improve the communication and language skills of under-fives. She was awarded a CBE for services to education in 2011. Her many books include ‘Time to Talk’ (2<sup>nd</sup> edition, 2017) and ‘Reaching the unseen children: practical strategies for closing stubborn attainment gaps in disadvantaged groups’ (2021), which explores what we can do to raise the attainment of disadvantaged children, particularly for a group who consistently do worse in our education system than almost all others – white children eligible for free school meals.



### Juliet Adloune

Juliet Adloune’s experience and expertise in Primary Education as a Local Authority Professional Development and Improvement Adviser, is complemented by her independent role as a School Improvement Consultant and an Adult Mental Health First Aid Instructor/ Suicide First Aid Associate Tutor. Bringing about school improvement through a bespoke and personable approach has always been her objective and the reason why schools actively seek her support and advice. A teacher at heart, Juliet has held a wide range of teaching and leadership roles within Primary Education, including teaching Deputy-Headship and non-teaching Headship. Whilst the MHFA and SFA courses she successfully runs are open to all, Juliet has a particular passion to reach out to staff in education settings with the mantra of ‘Looking after the adults who we ask to look after our children/ young people.



### Karin Horowitz

My work with school leaders and staff over the past 15 years, and for another decade before that in a wide range of industries and government including the NHS, focuses on their well-being. I work with schools in Bedfordshire, Buckinghamshire, Cambridgeshire, Hertfordshire, Luton, Milton Keynes, Norfolk, Northampton, Peterborough and Suffolk. I facilitate Head teacher, Senior Leader and Aspiring Heads Development programmes. I provide coaching, supervision, leadership and team development, and facilitation of key skills and learning for adults. I also provide Life Skills coaching and training to undergraduates. I support clergy in similar ways, running action learning sessions as well as coaching. I am also a yoga teacher. Overall my goal is to support people doing challenging and deeply valuable work in our society, in finding a healthy balance in their work and life, so that they too can be fulfilled and thrive. I have created several music, creative writing and heritage programmes to support children’s well-being, working with musicians and Historic England Heritage Schools. One of these is When Cambridgeshire Sings with the renowned BBC Radio 2 award-winning trio, the Young’uns

