

LEARNING ACADEMY

Our Mission: Working together to develop and support outstanding teachers committed to life-long learning who will challenge and empower our students to succeed not only intellectually, and emotionally but also as contributing members of society.

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Background

The Learning Academy through the findings of the Feasibility Study and discussions with the Ministry and the EU has evolved and is now seen as a key aspect not only in the development of the school but also as an essential change agent to support the national goal of improving teacher efficacy in Georgia.

The development and success of the first Eastern Partnership School in Georgia will rely greatly on the ability, motivation and creativity of the teachers employed. The intention is to offer a hybrid education model enrolling students in grades 7 – 10, and 11 - 12, and to try as far as possible to rely on local teachers. The challenge will therefore be to identify, recruit and develop outstanding teachers. School start-ups are particularly demanding for teachers and therefore in addition to strong teaching and inter-personal and soft skills they will have to work within an environment which greatly differs from their previous experience and where expectations are very high. Their ability to succeed cannot be left to chance or invalid assumptions, it has to be based on sound decision-making in relation to winning hearts and minds, training people in advance, consolidating this through on-going professional development and creating for them career pathways which will inspire and reward.

Absence of access to consistent, quality and sustainable professional development results in a reduction of the impact teachers are likely to have during students' instructional time and less equipped educators to effectively serve their communities.

In this document we will assess and recommend associated resources and professional development practices, content and assessment that will meet the requirements of the project.

Benchmarking

There are many different models in the world in terms of best practice for teacher training and development, however, in this document we have focused on the EI/UNESCO Global Framework of Professional Teaching Standards as this is a highly practical and comprehensive

approach. We have encompassed their three Domains for outstanding teaching and have used their 10 standards in the development of the attributes listed below. We have added three additional standards specific to the needs of the school (11 and 13)

The Three Domains

- Teacher Knowledge and Understanding
- Teaching Practice
- Teaching Relations

Each of these domains would be covered within the assessment criteria.

Teacher Attributes and Competencies

To be successful within this new environment, the teachers at this school must have the following attributes and competencies. We would seek to identify and recruit teachers for professional development who were already demonstrating a significant number of these attributes and competencies that could be further developed and finetuned. Outstanding teacher practices depend essentially on competencies and attributes rather than just paper qualifications.

We would seek to identify and recruit teachers for professional development who were already demonstrating a significant number of these attributes and competencies that could be further developed and finetuned. The points listed below in addition to a working knowledge of English will form part of the person profile we will be seeking. Teachers will be drawn from all subject areas.

Personal profile should include:

1. An Engaging Personality and Teaching Style

A great teacher is very engaging and holds the attention of students in all discussions.

2. Clear Objectives for Lessons

A great teacher establishes clear objectives for each lesson and works to meet those specific objectives during each class.

3. Effective Discipline Skills

A great teacher has effective discipline skills and can promote positive behaviours and change in the classroom.

4. Good Classroom Management Skills

A great teacher has good classroom management skills and can ensure good student behaviour, effective study and work habits, and an overall sense of respect in the classroom.

5. Good Communication with Parents

A great teacher maintains open communication with parents and keeps them informed of what is going on in the classroom as far as curriculum, discipline, and other issues. They make themselves available for phone calls, meetings, and email.

6. High Expectations

A great teacher has high expectations of their students and encourages everyone to always work at their best level.

7. Knowledge of Curriculum and Standards

A great teacher has thorough knowledge of the school's curriculum and approach to assessment and the standards they must demonstrate and uphold in the classroom. They ensure their teaching meets those standards.

8. Knowledge of Subject Matter

This may seem obvious but is sometimes overlooked. A great teacher has incredible knowledge of and enthusiasm for the subject matter they are teaching. They are prepared to answer questions and keep the material interesting for the students.

9. Passion for Children and Teaching

A great teacher is passionate about teaching and working with children. They are excited about influencing students' lives and understand the impact they have.

10. Strong Rapport with Students

A great teacher develops a strong rapport with students and establishes trusting relationships.

11. Not more of the same

A great teacher will understand they have to come out of their comfort zone and teach and behave differently.

12. Life-long learning

A great teacher is committed to continuous professional development and models that behaviour

13. Languages

Speaks excellent English and ideally one other language

We will develop an assessment rubric to accompany these points ([See learning Academy Content Appendix III](#))

How will we ensure the school has the teachers it needs?

An important aspect of this will be the identification of probable candidates against a clear teacher profile for:

Local

Local international

International teachers.

These profiles will address not only qualifications and experience but also the foundations for the soft skills required.

The approach will include assessing existing soft skills (based on emotional intelligence) and establishing a pathway to develop them further. Coming to the fore will be the fact that ideally teachers, in discharging their responsibilities, engage first and foremost as individuals with a sense of moral purpose and responsibility and it is in our opinion that within the interaction between mission, ethical understanding, and professional knowledge that the mystery that is never far from the heart of good teaching is to be found.

The soft skills would include:

- Understanding, valuing and exercising emotional intelligence
- Assessing innate personal potential and converting it into competencies
- Problem solving
- Time management
- People management

Teachers will be identified for the programme via:

Current PD programmes/initiatives the Ministry is organizing
University Teacher training programmes
Advertisements
Word of mouth recommendations.

Makeup of the Cohort

Although much of the work in the modules will be cross disciplinary reflecting the approach to teaching and learning to be followed the cohort will be made up of teachers drawn from all subject areas.

Approach to Recruitment Process

1. Preparation of person profile and brief to inform recruitment sources mentioned in this document. This will include the preparation of an advert.
2. Application form and information pack prepared to be sent out to applicants to ensure they understand the objectives of the modules, the benefits, and the application and evaluation processes.
3. Solicitation of CVs supported by the applicant's education philosophy and references
4. Preparation and application of tools to evaluate the CVs and supporting documentation these will include an English proficiency assessment.
5. Ministry creates long list against the agreed criteria using some of the final factors listed on pages 2 and 3.
6. International Consultant reviews long list and makes recommendations for short list
7. Ministry creates short list with input from the International Principal and National Director designate and the International Consultant
8. Short-listed candidates required to prepare a short overview of their expectations from the programme and how they will use their new knowledge to benefit their teaching practices and student outcomes in Georgian and English
9. Ministry, International Consultant, International Principal and National Director evaluate the above submissions and choose and inform the group who will participate in Module 1.

10. Candidates informed who will not be joining Module 1.

Two Strand Strategy to Successful Recruitment

A two strand strategy will be developed and the international consultancy should provide assessment tools to support the MoES selection efforts as described above and participate at each stage in the evaluation and selection of Learning Academy participants during the three modules

Strand One – identifying and subsequently recruiting outstanding teachers using the approach listed above either from the national system or local private schools for the grades 7 and 10 and 11 and 12. These teachers once identified will join the **Learning Academy** during their holidays.

Strand Two – recruiting either international teachers locally or internationally who will:

1. Lead the training at the Learning Academy during their holidays
2. Work as Master Teachers when the school opens for a contract period of a minimum of two years to ensure sustainable quality standards in terms of teaching practices, learning outcomes and parent satisfaction.

The Learning Academy Implementation Process

It will require the approval of the submitted professional development budget. It is hoped that as this programme will take place during the vacation times so that rooms could be found at the University or other MoES facilities. Although this exercise is front loaded in terms of costs this investment in professional development will ensure that there is a clarity of understanding and purpose in terms of the needs of and positioning of this school as an professional agent for change.

It is envisaged that in Year 1 50 – 60 attendees should be identified against the agreed personal profile who are currently working in local schools and who are used to teaching grades 7 – 8 and possibly 9, 10 and 11 and 12.

Teacher will learn in cross-curricular groups to deepen their understanding of trans-disciplinary teaching.

The efficacy of each module will be reviewed to ensure a dynamic process

The attendees will be recruited clearly stating the application/acceptance criteria, and the process.

All potential attendees will be interviewed in advance as part of the employment process, and some could probably form the long list for employment at the school. Performance assessment during the modules will impact on the possibility of a final job offer as will the interview after the training.

Teachers who withdraw or who are asked to withdraw after Modules 1 or 2 will receive recognition for the work they have done and will be supported through the process of returning to their place of employment. They may well act as agents of change within their own schools.

A panel of four people will be responsible for the final interviews and will include the Director, IBD Coordinator, representative from MofE and a member of the International Consultancy.

Why have a Learning Academy?

Although the Ministry is looking very carefully at teacher qualifications and professional development a very focused approach needs to be developed for this particular school. The Learning Academy has a dual purpose firstly to ensure the school has the teachers who can deliver the promise and secondly to work in synergy with the Ministry's efforts and help stimulate thinking, broaden perspectives to ensure the best possible approach to teacher training and subsequent professional development that is targeted, impactful and sustainable.

Who will be in charge of the Learning Academy?

Ideally the Learning Academy should be organized by the International Consultancy, the International Principal and National Director supported by the Ministry of Education.

Timing for The Learning Academy

The Learning Academy will operate in the Summer, Christmas, and Easter Holidays of 2022 and in 2023 before the school opens and will offer three Modules – two will be for the teachers teaching grades 7 to 10 and one will be for teachers who will be teaching the IBD and Georgian Programme 11- 12. The Learning Academy would also be responsible for developing best practice applicable to Georgia based on lessons learned in other countries and systems.

Details regarding the Learning Academy programme modules, content and assessment are available in Annex 1.

On-line learning tools – Benefits and Costs

Teachers will have access to appropriate on-line learning sites which include the Learning Academy online content, IB, and CIE training.

Learning Academy Online

IB Training

All the IB online workshops teach the same concepts as those presented in the equivalent face-to-face workshops and count equally toward authorization or evaluation.

Potential IBD teachers will attend IB Diploma subject training. By participating in one of the IB online workshops, teachers will have the unique opportunity to network and share experiences with educators from around the world. As part of this diverse learning community and teachers reap the many benefits of collaborating with other educators from around the globe—share best practices, increase international mindedness, and network with colleagues near and far.

How long is each on-line IB workshop?

Each online workshop spans four weeks. Teachers can access the learning platform at any time of the day or night, but they will be expected to log in regularly and keep up to date with all tasks.

Teachers will be expected to spend minimum of four hours each week on the workshop.

How much does an online workshop cost?

- o Regular workshops (Categories 1,2 and 3): USD 600
- o Leadership workshops: USD 700
- o Introductory workshops: USD 300

CELT-S from University of Cambridge

Through this programme secondary school teachers can develop their classroom skills and teaching confidence with *CELT-S*. It's a practical English teaching qualification that gives teachers the relevant skills to get the best from 11–18 year old learners.

The course helps teachers to create strategies for the key challenges of teaching English as a foreign language (TEFL) in a secondary school context, such as classroom management with large classes and motivating learners.

Teachers build on their teaching knowledge and skills, through a combination of online study and observed teaching practice with an approved trainer.

CELT-S is a 120-hour course, which combines online study and teaching practice.

There are 24 hours of optional additional material for teachers to extend and practise what they have learned during the online course, which is delivered face-to-face in the classroom.

Costs and Timing

The cost per teacher of a blended learning approach to a CELTA-S qualification is:

Part-Time covers a 21-week period at a cost of £1,249 including the Assessment Fee. University of Cambridge English will provide consultancy services to Governments in relation to a broad uptake for such services.

What will the Learning Academy Require?

It will require agreement of the submitted budget a professional development budget It is hoped that as this programme will take place during the vacation times rooms could be found at the University. Although this exercise is front loaded in terms of costs this investment in professional development will ensure that there is a clarity of understanding and purpose in terms of the needs of and positioning of this school as an agent for change.

It is envisaged that in Year 1, 50 – 60 attendees should be identified according to the methodology identified (see page 3) against the sources previously discussed who are used to teaching grades 7 –12.

Teachers will learn in cross-curricular groups to deepen their understanding of trans-disciplinary teaching.

All potential attendees will be interviewed in advance as part of the employment process, and many will probably form the long list for employment at the school. Performance assessment during the modules will impact on the possibility of a final job offer as will the interview after the training.

Other Benefits for the Georgian Education System

In addition to other teachers being able to use the Learning Academy as its activities roll out teachers from the School can become mentors/coaches for staff from other schools. For professional development of staff, instructional coaches provide amongst other things a resource for curriculum, mentorship, and addressing school culture and climate. The return on investment with coaching and mentoring teachers is school improvement and enhanced morale. In addition, coaching allows for highly qualified teachers to collaborate with others and mentor new teachers in a practical environment. Administrators and teachers alike need effective coaching and mentoring in order to provide the best opportunities for personal growth and of their peers. Coaching and mentoring within groups leads to the understanding of the value of Professional Learning Communities. The result will be an organic evolution of teaching practices and standards rather than top-down measures.

The Mobile Learning Academy

Great things are not done by impulse but by a series of small things brought together Vincent van Gogh

Building on the benefits to the Georgian Education System mentioned above we would recommend if we are to bring more equitable opportunities for professional development for teachers and student outcomes we should develop a sustainable and capacity building resource for teachers throughout the country. We would therefore recommend a mobile Learning Academy.

After auditing needs the country would be divided into areas of high need and limited resources. A group of Master teachers would then be identified who would work with identified clusters of schools for a period of 3 days (4 – 5 schools). Teachers would be assessed, and potential Master teachers identified who would then work with other schools

Conclusion

Based on discussions to date the concept has been agreed in principle but must be adopted and developed by the appropriate people as a corner stone to the success of the school. Buildings and curriculum are essential but form only one part of outstanding education. The sustainability and success of this school and the students it serves, is dependent on highly motivated and competent teachers who understand the requirements of the learning eco-system and its required competencies. The next stage is to discuss the proposed budget and develop the Learning Academy content and implementation.

APPENDIX 1 LEARNING ACADEMY CONTENT, APPROACH AND ASSESSMENT

The Learning Academy will initially offer three Modules as part of the identification, professional development, and recruitment of teachers for the European Partnership School at Lisi Lake

Length of Modules

Each Module will be 30 hours in length over four days and will be led by Master Teachers (Trainers) drawn from outstanding practitioners in Georgia and from abroad. The outcomes of each module will be assessed and continuing areas for improvement identified, and intervention strategies devised for those teachers going forward and those returning to their schools.

Module 1. Summer 2022

Four Trainers will be required (One lead trainer and three supporting trainers) Resources: All materials will be in English and Georgian.

Attendees will be recruited against yet to be agreed criteria.

It is suggested a teacher profile is designed to aid recruitment.

Module 1 Topics

Subject knowledge enhancement – Maths, Science, Social Studies and English (here attendees would break up into grades and subject specific groups) – teachers would be familiarised in depth with the curriculum and how it should be taught in terms of lesson planning, teaching style, identification of and use of resources. It would include theory and practice; the provision of a sample lesson and maximum use would be made of peer review. **Time – 1.0 days**

School Profile – Mission, Vision, Values and Quality Standards – the non-negotiables that drive our work. This would cover 1.

Discussing what each of these words mean in terms of building a culture and why they are important in terms of strategic direction and success. 2. Discussing what quality standards should look like and how they can be achieved. **Time – 0.25 day**

Collaborative planning – how/why it is required and desired outcomes. This would cover what it means, the multiple ways to collaborate and coteach, including working with students as collaborative partners. Attendees will be provided with answers to some of the frequently asked questions about collaborative planning and coteaching, how it can be developed, the alignment of subject content and assessment, building and sustaining a team culture. **Time – 05 day**

Curriculum development and enrichment – here we will look at a step-by-step process used to create positive improvements in the subjects offered. The world changes, approaches and profiles develop and new perspectives on research and professions influences the curricula. Innovative teaching techniques and strategies, such as transformative learning or blended learning, are constantly being devised in order to improve the student learning experience. As a result, teachers as well schools have to have a plan in place for acknowledging these shifts and then be able to implement them in the curricula. **Time – 0.5 day**

E.Learning – here we explore what that means in a Georgian education setting. We explore the concept of blended learning and the plethora of different e-learning systems (otherwise known as Learning Management Systems, or LMSs for short) and methods, which allow for courses to be delivered. With the right tool, various processes students can become self-directed learners and some subject content can be automated such as a course with set materials and automatically marked tests **Time – 0.75 day**

Personalizing learning - here we will focus on an educational approach that aims to customize learning for each student's strengths, needs, skills, and interests. Each student gets a learning plan that's based on what they know and how they learn best. The essential elements we will review are four: individual characteristics, individual performance, personal development, and adaptive adjustment. **Time – 0.5 day**

Understanding the IB learner profile - At the heart of the IB is the “learner profile”, a long- term, holistic vision of education and puts the student at the centre of everything. The learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The ten aspirational qualities of the learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what we mean by “international-mindedness”. We will discuss and plan how the learner profile could unite us all with a common focus: on the whole person, as a lifelong learner. It applies to everyone – student, teacher, parent or administrator. **Time: 0.25 day**

NB All teachers teaching the IB diploma will be required to complete official IB training and this must be included in the overall budget.

Learning Outcomes

Each module will have desired Programme-Level Learning Goals (PLLG) which will relate to the competencies required by an outstanding teacher and will determine the attendees' ability to move on to the next module.

The Learning Academy has finalized the following Programme-Level Learning Goals (PLLG) for Module 1, each PLLG will have equal rating:

- PLLG 1. The attendee can recognize, analyze and demonstrate an understanding of the topics covered both intellectually and practically. Based on the analysis, attendees can choose, demonstrate and defend their chosen approach.
- PLLG 2. The attendee can effectively write lessons plans and demonstrate the practices to engage students and appreciates what student led learning means.
- PLLG 3. Each attendee understands and is able to apply into their thinking, practices and a communication style the meets the demands of the Mission, Vision and Values of the school.
- PLLG 4. Each attendee is knowledgeable about classroom management principles and is able to apply these principles to a practical situation.
- PLLG 5. The attendee is able to design an integration of technology model into their subject area and to interpret the results so as to be able to handle new and unfamiliar decision-making situations.
- PLLG 6. The attendee is able to integrate his/her knowledge of concepts from different functional areas of education while analyzing and resolving an operational level decision making problem.
- PLLG 7. The attendee will demonstrate strong team player characteristics with supportive interpersonal skills.

Over the course of this initial Module, each attendee will be assigned two projects and one proctored oral examination.

Assessment will be both qualitative and quantifiable and based on:

1. Level of understanding
2. Ability to execute

The Categories will be:

Exemplary	Satisfactory	Unsatisfactory
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7 – 6

5 – 4

3 – 2

Attendees achieving less than an average of 3 in each topic will not be invited to attend the next Module. Attendees scoring an average of 3 will participate in a separate interview to review their suitability to move forward.

Maximum Score is seven in each topic area. To achieve a score of seven attendees must reflect the listed Programme-Level Learning Goals and demonstrate:

Exemplary demonstration of the learning outcomes: Marks 7 – 6

Exceptional in most or every respect, the work demonstrates all of the characteristics noted for the **Exemplary** range

Exemplary demonstration of the learning outcomes

Outstanding in most respects, the work is what might be expected of a highly competent participant at their level of study. The work demonstrates most of the following attributes:

- - A breadth of appropriate and focussed knowledge, and a deep and critical understanding of each topic covered
- - An outstanding standard of synthesis and evaluation, and a critical and insightful analysis
- - Complexity of thought, creativity, insight and/or originality
- - Evidence of comprehensive thought of significant complexity in relation to the topic area
- - An outstanding standard of writing and communication and/or presentation, that is clearly and logically structured
- Strong team characteristics

Scores 5 – 4

Satisfactory demonstration of the learning outcomes

Satisfactory in most respects, the work is what might be expected of a very competent participant. The work demonstrates

- - Wide, appropriate, and focussed knowledge and critical understanding of the subject matter
- - A satisfactory standard of synthesis and evaluation and/or shows critical and insightful analysis
- - Some complexity of thought, insight and/or originality
- - A satisfactory standard of writing and communication and/or presentation, that is clearly and logically structured
- Satisfactory team characteristics

Scores 3 – 2

Limited demonstration of the learning outcomes

Below average in most respects, the work does not match what might be expected from a very competent participant. The work demonstrates

- - Limited, focussed knowledge and critical understanding of the subject matter and its significance
- - Poor standard of synthesis and evaluation and/or critical and insightful analysis
- - Some complexity of thought, insight and/or originality

- - Below average standard of writing and communication

and/or presentation, that is clearly and logically

structured

Score 2 - 1

Unsatisfactory demonstration of the learning outcomes

Little to no evidence of the ability to consistently understand, or use the concepts covered.

This work demonstrates:

- - Low levels of appropriate knowledge and critical understanding of the subject matter
- Fails to meet expectations in synthesis, analysis, reflection, understanding and/or critical evaluation
- - Fails to meet the required standard of writing and communication and/or presentation, that is clearly and logically structured

Module 1 Schedule

Day 1	Day 2	Day 3
Topic	Topic	Topic

Subject knowledge enhancement Plenary and then break out work groups	Curriculum development and enrichment Plenary and then break out work groups	E. Learning Plenary and then break out work groups
School Profile – Mission, Vision, Values and Quality Standards. Plenary and then break out work groups	Personalized Learning – Plenary Session and then break out works groups	Understanding the IB Learner Profile. Plenary and then break out work groups
Q & A	Q & A	Q & A
Return to full group. Reflections on lessons Learned	Return to full group. Reflections on lessons Learned	Return to full group. Reflections on lessons Learned

Day 4

Topic
Collaborative Planning - Plenary and then break out work groups
Q & A
Return to full group. Reflections on lessons Learned
Feedback on the Module to the attendees from the Workshop Leaders

Total: 4 days

Module 2. Christmas 2022

As in Module 1 there will be Programme-Level Learning Goals (PLLG) for Module 2, each PLLG will have equal rating:

PLLG 1 The attendee not only demonstrates through participation in a case study the understanding of the techniques required to engage students in the classroom but also the ability to put them into practice.

PLLG 2 The attendee can create an AFL rubric and is able to demonstrate how it would be used through a simulated exercise

PLLG 3 The attendee demonstrates Mastery of a variety of technology resources associated with the instructional process. Managing information relevant to, and important for, the instructional process based on work with technology sources.

PLLG 4 The attendee demonstrates an understanding of how European Culture and core European values can form part of or be integrated into all the subjects taught either through resources, discussions or experiential activities. The attendee also will be able to demonstrate in addition to the important values of democracy and tolerance, concepts with more positive attitudes such as appreciation, pluralism. Evidence must be provided showing how respectful engagement and all three levels of tolerance - interpersonal relations, social and cultural groups, inclusive society are the bedrock of European values

Three Trainers required

Engaging students in the classroom - Flipping the classroom an in-depth pedagogy-first approach to teaching in which in-class time is re-purposed for inquiry, application, and assessment in order to better meet the needs of the individual learners. Attendees will learn about Active learning requires students to participate in class, as opposed to sitting and listening quietly. Strategies include, but are not limited to, brief question-and-answer sessions, discussion integrated into the lecture, impromptu writing assignments, hands-on activities, and experiential learning events. Teachers will be encouraged to think of integrating active learning strategies into their course, consider ways to set clear expectations, design effective evaluation strategies, and provide helpful feedback.

Assessment for learning techniques - Assessment for learning is also known as AFL and it is an approach to teaching and learning is designed to improve students' performance and create effective feedback. This module will give attendees the basic understanding of how it works and its benefits. The main aim of AFL is to close the gap between the learners current learning and where they need to be for their summative assessment. Testing is a summative type of assessment whereas as attendees will learn AFL is the different ways a teacher assesses a learner which can be through both formal and informal assessment which allows teaching and learning approaches to be adapted so learners can achieve. **Attendees will learn how important it is to prepare students for peer review.** Delivering peer feedback, students have to have a clear idea about what the learning objective is and what they should give feedback on. This keeps the feedback very focussed and purposeful. At the end of the module attendees will understand:

AFL improves learner outcomes as research has shown that effective AFL improves summative assessment results.

AFL can increase learners confidence in their ability to reach targets through hard work and determination.

AFL techniques, such as peer feedback, can help more able learners to reinforce their learning by explaining ideas to less able classmates.

AFL enables learners to become less passive in the classroom and makes them become more independent learners. An AFL approach helps to create a supportive and cooperative classroom.

Engaging learners by embedding social and emotional learning – Commonly known as SEL. Attendees will learn about the five SEL competencies (**self-awareness, self-management, responsible decision making, social awareness, and relationship skills**), and how they are vital to the teaching and understanding of social and emotional learning at school. No class of children arrives prepared to talk openly about their thoughts and feelings. They need to trust their teacher and believe that they will uphold an environment that will address any conspiratorial whispers or eye rolls. Ultimately, adults need to be the model, emphasising the crucial importance that being open plays a crucial role in wellbeing. During the session we will ask attendees to model their own concerns and fears. It is part of establishing an open culture where self-awareness is the target, children start engaging with themselves and the world around them.

Use of technology in learning – e.learning. continued – a practical session looking at the different education platforms available and how to use them in the classroom. Attendees will work *on* techniques to create a *more engaged environment*, develop *differentiation* techniques through a range of learning styles and capabilities, build student confidence and develop collaborative learning through online projects for groups of students

European Culture and values – this module is intended to provide teachers with the necessary foundations for an open, fruitful and knowledge-based discussion of European values. We will look at the three components of democracy: participation, democratic politics, and democratic society; and three components of tolerance: interpersonal relations, tolerance towards different social and cultural groups, and an inclusive society. Further, a distinction will be made between a national and an international orientation. In addition to this we will look at European culture and values within the humanities and language teaching.

Schedule

Day 1	Day 2	Day 3	Day 4
Topic	Topic	Topic	Topic

Engaging students in the classroom Plenary and then break out work groups	Assessment for learning techniques Plenary and then break out work groups	Use of technology in learning – E.learning. continued	Engaging learners by embedding social and emotional learning
Q & A	Q & A	Q & A	Q & A
Return to full group. Reflections on lessons Learned	Return to full group. Reflections on lessons Learned	Return to full group. Reflections on lessons Learned	Return to full group. Reflections on lessons Learned
	European Culture and values	Use of technology in learning – E.learning. continued	Case Study for Groups for project work and feed back to full group
	Return to full group. Reflections on lessons Learned	Return to full group. Reflections on lessons Learned	

Assessment

Assessment would be as previously described.

Module 3. Easter 2023

This would be led by the Director, an experienced IB Diploma Coordinator and an identified outstanding local leader/teacher and would be specific to the needs of the school supported by relevant consultants.

This module would be more specific to the needs of the school as it is likely that many of the attendees would then be hired for the school.

Understanding the IB core requirements namely the IB Learner Profile, role of CAS and the needs of the Extended Essay in the IB Diploma

How the school's Mission, Vision and Values will drive our activities and guide individual and school goal setting

Assessment for learning – the student assessment standards, procedures, and tools which would be used by the school

Engaging learners by embedding social and emotional learning – what it means within a multi-lingual and hybrid education environment

European Culture and values – what it means in the school's written and unwritten curriculum and what sort of benefits it brings

Exploring and understanding the school's learning platforms that will be used in the school

Pastoral care including safe-guarding – providing tips relating to ensuring the best possible care for students' wellbeing and welfare and the role of all staff in this. What this means within a residential environment.

Professional development, peer review and mentoring – how we create and maintain a professional learning community.

Parallel to this will be a Senior Leadership Team (SLT) training for those teachers identified as potential leaders.

Teacher Orientation Summer 2023

The Learning Academy will support the work of the Director to ensure there is a robust orientation programme for teachers that builds on the work done in Modules 1, 2, 3. The orientation will also ensure understanding of the school's policies and procedures, and the team behaviours and the attitudes they require.

It will also include familiarity with the building and in the case of the teachers recruited from abroad an understanding of the country, housing, and everyday life activities such as banking, insurance, local culture, shopping etc..

What will the Learning Academy Require?

It will require approval of the professional development budget submitted. It is hoped that as this programme will take place during the vacation times rooms could be found at the University. Although this exercise is front loaded in terms of costs this investment in professional development will ensure that there is a clarity of understanding and purpose in terms of the needs of and positioning of this school as an agent for change.

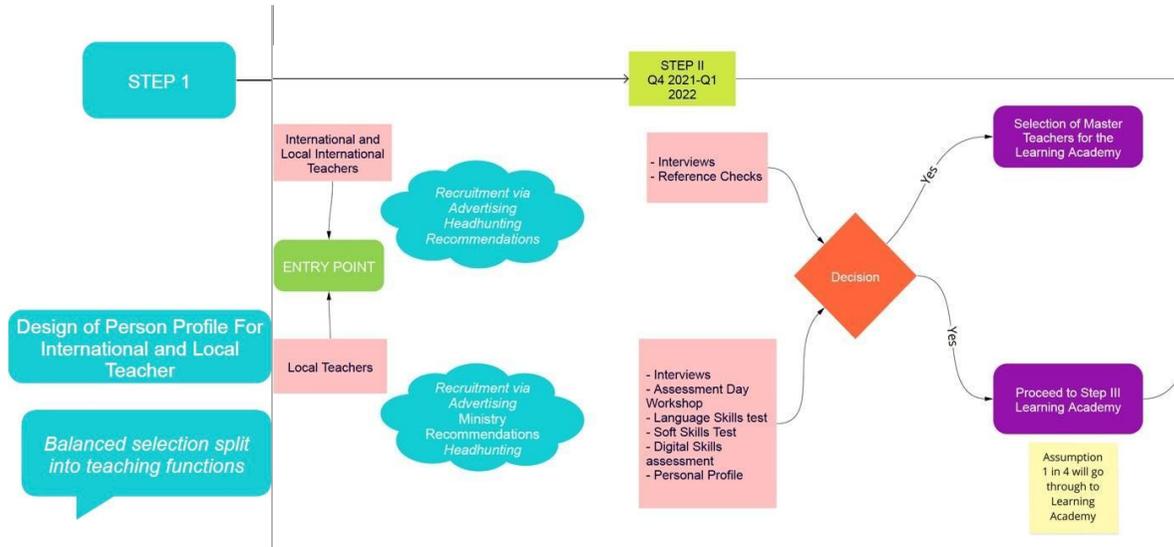
It is envisaged that 50 – 60 attendees should be identified who are currently working and who are used to teaching grades 7 – 8 and possibly 9 - 10 and 11 and 12.

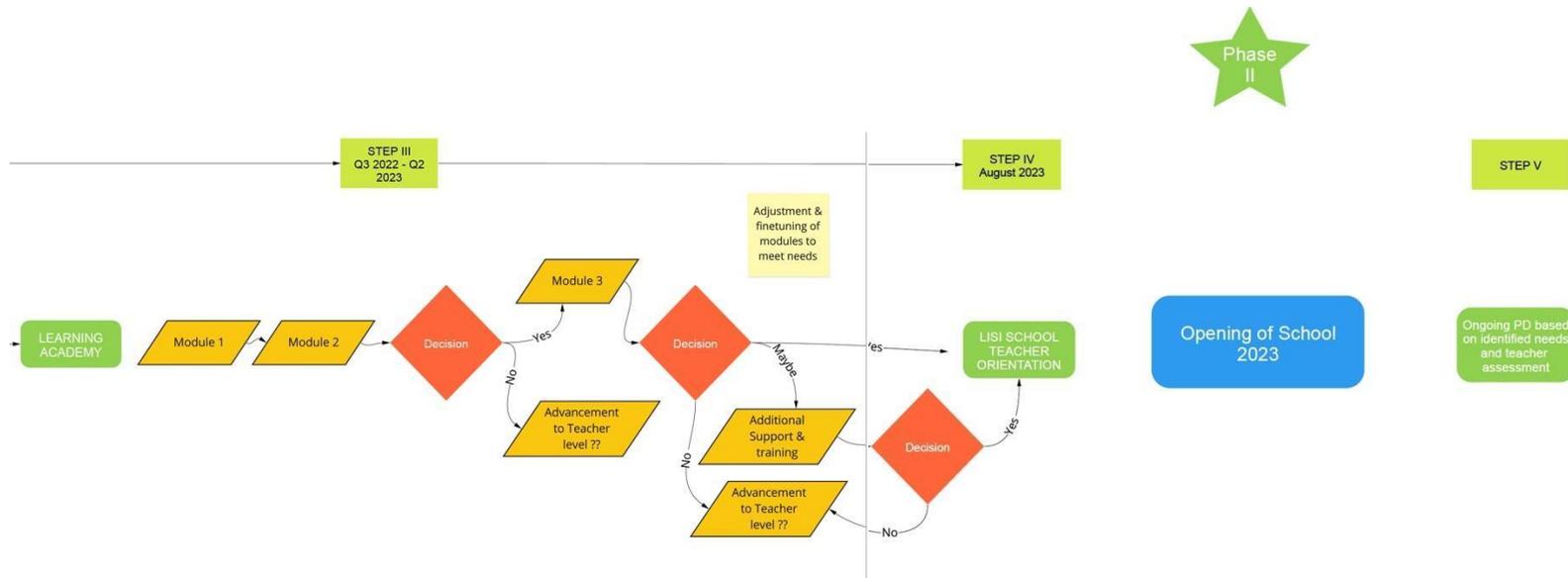
Teachers will learn in cross-curricular groups to deepen their understanding of trans-disciplinary teaching.

All potential attendees will be interviewed in advance as part of the employment process, participate in psycho-metric assessment, and will probably form the long list for employment at the school. Performance assessment during the modules will impact on the possibility of a final job offer as will the interview after the training.

As previously mentioned, those teachers who do not complete the modules will receive recognition and support.

APPENDIX II – Learning Academy Process





Appendix III - Soft Skills Rubric

Developing a greater Character Qualities Signature will optimise the development of all Hard and Soft Skills as Character Qualities to underpin all other life skills.

The rubric will help candidates learn WHO they need to BE in order to do what will help them achieve success. This will help deliver the right types of teachers that will help guide the students learning journey and instill trust and confidence.

<p>CONTEXT</p> <p>The economy faces massive turbulence and disruption.</p> <p>UNEMPLOYMENT → Increased job competition.</p> <p>(UN) WELLNESS → Affecting performance, self-esteem, mental health and quality of life.</p>		<p>NEED</p> <p>Reskilling, upskilling and 'renewing the tool kit'.</p>
<p>EMPLOYER PROBLEM</p> <ul style="list-style-type: none"> • Well documented Soft Skills Crisis • Reskilling / Upskilling is insufficient • Incomplete educational curriculum 	<p>LEARNER PROBLEM</p> <ul style="list-style-type: none"> • Not educated with the right skills • See as an employer responsibility • Character is an unknown unknown 	<p>A development initiative that bridges the dynamic demands of employers with the equally dynamic potential of people to reinvent themselves and filling a missing educational component.</p>
<p>SOLUTION</p> <p>Enabling people to turn innate human potential into in-demand human competencies as valuable personal assets.</p> <p>One-stop-solution to develop, acquire and optimise new and existing skills.</p> <p>Focus on the Character Qualities that underpin all skills, transferable to all areas of life.</p>		<p>DIFFERENCE</p> <p>The diagram consists of three overlapping circles. The left circle is labeled 'Coaching & Mentoring'. The top circle is labeled 'Accredited CPD'. The right circle is labeled 'Micro Learning'. The intersection of the left and top circles is labeled 'CQs'. The intersection of the top and right circles is labeled 'SSs'. The intersection of the left and right circles is labeled 'EA'. The central intersection of all three circles is labeled 'EA'.</p>

Strengths

 How I see myself
 How others see me
 3rd Party Validated

Learning needs

 How I see myself
 How others see me
 Focused on



Personal									
	Adaptable	Authentic	Confident	Courageous	Curious	Energetic	Expressive	Intuitive	Self-aware
Interpersonal									
	Collaborative	Compassionate	Empathetic	Forgiving	Gracious	Grateful	Harmonious	Humorous	Kind
Performance									
	Accountable	Disciplined	Excellent	Efficient	Independent	Organised	Reliable	Resilient	Responsible
Acumen									
	Analytical	Assertive	Decisive	Detached	Discerning	Grounded	Openminded	Perceptive	Practical
Nurture									
	Calm	Encouraging	Fair	Honest	Humble	Sincere	Trusting	Vulnerable	Wise
Impact									
	Committed	Competitive	Creative	Influential	Optimistic	Pioneering	Purposeful	Strategic	Visionary

USP

IP (developed over 20 years) that links Character Qualities to Soft, Life & Hard Skills.

Across 11 themes and 77 Soft Skills.



“To know thyself is the beginning of wisdom.”
– Socrates

