



# Professional Learning Menu

## Secondary

2023-2024

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# Professional Learning Menu

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Here is our refreshed menu of professional learning twilights and in-service day training that has been created in response to practitioner feedback and perceived development needs.

All twilights will be delivered at the Professional Learning Academy from **4:00pm-5:30pm**.

Twilights must be signed up for on Gateway CPD Manager, and will require Head Teacher approval. Direct link to access gateway is below.

[North Ayrshire CPD : Login \(cpdservice.net\)](https://cpdservice.net)



If you are yet to receive login details, or for any other training related queries on Gateway please contact:

[erinmclaughlin@north-ayrshire.gov.uk](mailto:erinmclaughlin@north-ayrshire.gov.uk)

**Find us on:**



# Professional Learning Menu

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### NUMERACY & MATHS TWILIGHTS

Programme Title	Date	Description	Target Group
<b>1. Number Talks &amp; Question Strings</b>	<ul style="list-style-type: none"> <li>Thursday 23<sup>rd</sup> November</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the Number Talks approach from the new North Ayrshire Strategy. Combining this with a question string approach to promote relational thinking in Numeracy</li> </ul>	P3-S2 Teachers
<b>2. Problem Solving</b>	<p><b>First/Second Level</b></p> <ul style="list-style-type: none"> <li>Tuesday 21<sup>st</sup> November</li> </ul>	<ul style="list-style-type: none"> <li>An active, practical approach to problem solving</li> </ul>	Primary and Secondary Teachers Pupil Support Teachers
<b>3. Maths Anxiety</b>	<ul style="list-style-type: none"> <li>Thursday 14<sup>th</sup> September</li> <li><b>OR</b></li> <li>Tuesday 12<sup>th</sup> March</li> </ul>	<ul style="list-style-type: none"> <li>This session offers an insight into the triggers for Maths Anxiety and strategies to help promote a positive Maths Mindset amongst learners</li> </ul>	Primary and Secondary Teachers Pupil Support Teachers
<b>4. Construction Across the School (Tinkercad)</b>	<ul style="list-style-type: none"> <li>Tuesday 30<sup>th</sup> January</li> </ul>	<ul style="list-style-type: none"> <li>These sessions provide practitioners with strategies to enhance and extend the use of digital resources to promote mathematical concepts within the classroom</li> </ul>	Primary and Secondary Teachers
<b>5. Bar Modelling</b>	<ul style="list-style-type: none"> <li>Tuesday 24<sup>th</sup> October</li> <li>Tuesday 7<sup>th</sup> November</li> <li><b>AND</b></li> <li>Tuesday 28<sup>th</sup> November</li> </ul>	<ul style="list-style-type: none"> <li>A series of sessions exploring the bar modelling strategy and how this can be used to develop learners approaches to word problems and practical ways to develop this approach in classrooms</li> </ul>	P2-S2 Teachers
<b>6. Back to Basics - Addition and Subtraction</b>	<ul style="list-style-type: none"> <li>Tuesday 5<sup>th</sup> September</li> <li><b>OR</b></li> <li>Thursday 18<sup>th</sup> January</li> </ul>	<ul style="list-style-type: none"> <li>A practical session showing the progression across all levels of numeracy, reflecting current documentation and research</li> </ul>	Primary and Secondary Teachers Pupil Support Teachers
<b>7. Back to Basics – Multiplication and Division</b>	<ul style="list-style-type: none"> <li>Tuesday 12<sup>th</sup> September</li> <li><b>OR</b></li> <li>Thursday 1<sup>st</sup> February</li> </ul>		
<b>8. Back to Basics – Fractions, Decimals and Percentages</b>	<ul style="list-style-type: none"> <li>Tuesday 19<sup>th</sup> September</li> <li><b>OR</b></li> <li>Thursday 15<sup>th</sup> February</li> </ul>		

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## LITERACY & ENGLISH TWILIGHTS

Programme Title	Date	Description	Target Group
<b>1. Note Making Skills</b>	<ul style="list-style-type: none"> <li>Thursday 7<sup>th</sup> September</li> <li><b>OR</b></li> <li>Thursday 25<sup>th</sup> April</li> </ul>	Exploring approaches to teaching young people the skill of note making in order to support learning across the curriculum	Primary and Secondary Teachers working with pupils at the Second, Third and Fourth Levels
<b>2. Supporting Dyslexic Learners</b>	<ul style="list-style-type: none"> <li>Tuesday 5<sup>th</sup> September</li> <li><b>OR</b></li> <li>Tuesday 24<sup>th</sup> October</li> <li><b>OR</b></li> <li>Thursday 7<sup>th</sup> March</li> </ul>	A practical exploration of early identification, supports and teaching strategies to help Dyslexic learners in the classroom	Primary and Secondary Teachers Pupil Support Teachers
<b>3. Top Tips for Supporting Writing Across the Secondary Curriculum</b>	<ul style="list-style-type: none"> <li>Thursday 15<sup>th</sup> February</li> </ul>	Exploring the importance of writing in supporting learning and practical ideas to support writing across the school	Secondary Teachers – all subject areas
<b>4. Running Records – Unlocking Insights into Reading Abilities</b>	<ul style="list-style-type: none"> <li>Wednesday 13<sup>th</sup> September</li> <li>Wednesday 8<sup>th</sup> November</li> <li><b>AND</b></li> <li>Wednesday 17<sup>th</sup> January</li> </ul>	To familiarise staff with use of running records as an effective assessment tool for evaluating pupils' reading abilities	Primary Teachers and Pupil Support Teachers

## DIGITAL TWILIGHTS

Programme Title	Date	Description	Target Group
<b>1. Digital Accessibility</b>	<ul style="list-style-type: none"> <li>Thursday 9<sup>th</sup> November</li> </ul>	<ul style="list-style-type: none"> <li>In this session, you will learn about the benefits of digital accessibility tools, how to use them in your classroom, and where to find more resources and support. This session will help you create more inclusive and accessible learning experiences for your students</li> </ul>	Primary and Secondary Teachers Pupil Support Teachers Classroom Assistants
<b>2. Digital Technologies to Support Numeracy in the Classroom (iPads)</b>	<ul style="list-style-type: none"> <li>Thursday 28<sup>th</sup> September</li> </ul>	<ul style="list-style-type: none"> <li>iPad apps can be engaging and fun ways to support numeracy development and instruction in the classroom. In this session, you will find out how the native apps can help. You will have the opportunity to explore and practice with apps</li> </ul>	Primary Teachers Pupil Support Teachers Classroom Assistants Early Years Practitioners
<b>3. Digital Technologies to Support Creativity in Literacy in the Classrooms (ipads)</b>	<ul style="list-style-type: none"> <li>Thursday 2<sup>nd</sup> November</li> </ul>	<ul style="list-style-type: none"> <li>iPad apps can be powerful tools to support and enhance literacy development and instruction in the class. You will learn about a variety of relevant Apple native apps. You will have the chance to explore and practice with some of the apps</li> </ul>	Primary Teachers Pupil Support Teachers Classroom Assistants Early Years Practitioners

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### PEDAGOGY TWILIGHTS

Programme Title	Date	Description	Target Group
<b>1. The Power of Feedback: A Beginners Guide</b>	<ul style="list-style-type: none"> <li>Thursday 16<sup>th</sup> November</li> </ul>	<ul style="list-style-type: none"> <li>An introduction to the principles of providing effective feedback to learners</li> </ul>	Newly Qualified Primary and Secondary teachers
<b>2. The Power of Feedback: Further Considerations</b>	<ul style="list-style-type: none"> <li>Thursday 18<sup>th</sup> January</li> </ul>	<ul style="list-style-type: none"> <li>An in depth consideration of implications of the mode and timing of feedback and ways to enhance peer feedback</li> </ul>	Primary and Secondary teachers who have attended A Beginner's Guide OR teachers who are more experienced in feedback
<b>3. Practical Differentiation in the classroom</b>	<ul style="list-style-type: none"> <li>Thursday 2<sup>nd</sup> November</li> <li>OR</li> <li>Thursday 22<sup>nd</sup> February</li> </ul>	<ul style="list-style-type: none"> <li>Considering the rationale for differentiation and practical approaches to differentiation in the classroom</li> </ul>	Primary and Secondary teachers
<b>4. An Advanced Approach to Differentiation</b>	<ul style="list-style-type: none"> <li>Thursday 9<sup>th</sup> November</li> <li>OR</li> <li>Thursday 21<sup>st</sup> March</li> </ul>	<ul style="list-style-type: none"> <li>How to use SOLO Taxonomy to actively involve learners in their learning and as an approach to differentiation</li> </ul>	Primary and Secondary teachers
<b>5. Effective Questioning in the Classroom</b>	<ul style="list-style-type: none"> <li>Thursday 5<sup>th</sup> October</li> <li>OR</li> <li>Thursday 8<sup>th</sup> February</li> </ul>	<ul style="list-style-type: none"> <li>Considering approaches to questioning in the classroom and how to use effective questioning to enhance learning in the classroom</li> </ul>	Primary and Secondary teachers
<b>6. AifL Strategies</b>	<ul style="list-style-type: none"> <li>Thursday 28<sup>th</sup> September</li> <li>OR</li> <li>Thursday 25<sup>th</sup> January</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing the use of AifL strategies in the curriculum</li> </ul>	Primary and Secondary Teachers
<b>7. Starters and Plenaries in the classroom</b>	<ul style="list-style-type: none"> <li>Thursday 26<sup>th</sup> October</li> <li>OR</li> <li>Thursday 29<sup>th</sup> February</li> </ul>	<ul style="list-style-type: none"> <li>Considering the importance of starters and plenaries in contributing to an effective lesson and providing practical starter/plenary ideas</li> </ul>	Primary and Secondary Teachers
<b>8. Practitioner Enquiry</b>	<ul style="list-style-type: none"> <li>Tuesday 12<sup>th</sup> September</li> <li>Tuesday 31<sup>st</sup> October</li> <li>Tuesday 5<sup>th</sup> December</li> <li>Tuesday 6<sup>th</sup> February</li> <li>AND</li> <li>Tuesday 12<sup>th</sup> March</li> </ul>	<ul style="list-style-type: none"> <li>Participants will be supported to engage in reflective practice and conduct an enquiry relevant to them and their learners needs</li> </ul>	All teachers interested in developing their enquiry approach

### TWILIGHT PROGRAMMES

To recognise that teacher learning is progressive and collaborative, the following packages of professional learning have been put together. The rationale behind these bundles of support is that each one is complementary and therefore attendance at **all** sessions is mandatory.

#### Creating an Oracy Culture Across the School

Programme Title	Date	Description	Target Group
1. <b>Why Oracy Matters</b>	▪ Thursday 5 <sup>th</sup> October	▪ Exploring the importance of oracy for and beyond the classroom	Primary and Secondary Teachers
2. <b>Learning To and Through Talk</b>	▪ Thursday 30 <sup>th</sup> November	▪ 'Opportunities' to embed talk through the curriculum	
3. <b>Planning, Assessing &amp; Supporting Talk</b>	▪ Thursday 29 <sup>th</sup> February	▪ Tools for planning, scaffolding and assessing oracy	

#### Microsoft Applications to Support Planning, Learning & Teaching and Delivery

Programme Title	Date	Description	Target Group
1. <b>Planning</b>	▪ Thursday 7 <sup>th</sup> December	▪ Explore how to make use of tools like OneNote, Teams, OneDrive & to Do for planning lessons as well as resource organisation and staff collaboration	Primary and Secondary Teachers
2. <b>Assessment</b>	▪ Thursday 25 <sup>th</sup> January	▪ Learn how to use digital tools such as Forms, PowerPoint, Teams Assignments and Reading Progress as methods of assessment.	
3. <b>Delivery</b>	▪ Tuesday 20 <sup>th</sup> February	▪ Investigate ways of providing digital feedback to pupils in an accessible way that can save teacher time too.	
4. <b>Evaluation</b>	▪ Tuesday 5 <sup>th</sup> March	▪ Build your confidence in presenting using digital tools such as Sway, PowerPoint and Whiteboard. Take your PowerPoints to a new level with Presenter Coach and Designer.	

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To recognise that teacher learning is progressive and collaborative, the following packages of professional learning have been put together. Each session is complementary to the next and attendance at all sessions is recommended but not compulsory, these twilights can be attended as stand alone sessions.

## Strategies to Support Excellent L&T in the Classroom (Practical Pedagogy)

Programme Title	Date	Description	Target Group
<b>1. AiFL Strategies</b>	<ul style="list-style-type: none"> <li>Thursday 28<sup>th</sup> September</li> <li>OR</li> <li>Thursday 25<sup>th</sup> January</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing the use of AiFL strategies in the curriculum</li> </ul>	Primary and Secondary Teachers
<b>2. Starters and Plenaries</b>	<ul style="list-style-type: none"> <li>Thursday 26<sup>th</sup> October</li> <li>OR</li> <li>Thursday 29<sup>th</sup> February</li> </ul>	<ul style="list-style-type: none"> <li>Considering the importance of starters and plenaries in contributing to an effective lesson and providing practical starter/plenary ideas</li> </ul>	Primary and Secondary Teachers
<b>3. Practical Differentiation in the Classroom</b>	<ul style="list-style-type: none"> <li>Thursday 2<sup>nd</sup> November</li> <li>OR</li> <li>Thursday 22<sup>nd</sup> February</li> </ul>	<ul style="list-style-type: none"> <li>Considering the rationale for differentiation and practical approaches to differentiation in the classroom</li> </ul>	Primary and Secondary teachers
<b>4. Effective Questioning in the Classroom</b>	<ul style="list-style-type: none"> <li>Thursday 5<sup>th</sup> October</li> <li>OR</li> <li>Thursday 8<sup>th</sup> February</li> </ul>	<ul style="list-style-type: none"> <li>Considering approaches to questioning in the classroom and how to use effective questioning to enhance learning in the classroom</li> </ul>	Primary and Secondary teachers
<b>5. An Advanced Approach to Differentiation</b>	<ul style="list-style-type: none"> <li>Thursday 9<sup>th</sup> November</li> <li>OR</li> <li>Thursday 21<sup>st</sup> March</li> </ul>	<ul style="list-style-type: none"> <li>How to use SOLO Taxonomy to actively involve learners in their learning and as an approach to differentiation</li> </ul>	Primary and Secondary teachers

## Supporting the Needs of All

Programme Title	Date	Description	Target Group
<b>1. Maths Anxiety</b>	<ul style="list-style-type: none"> <li>Thursday 14<sup>th</sup> September</li> <li>OR</li> <li>Tuesday 12<sup>th</sup> March</li> </ul>	<ul style="list-style-type: none"> <li>This session offers an insight into the triggers for Maths Anxiety and strategies to help promote a positive Maths Mindset amongst learners</li> </ul>	Primary and Secondary Teachers Pupil Support Teachers
<b>2. Supporting Dyslexic Learners</b>	<ul style="list-style-type: none"> <li>Tuesday 5<sup>th</sup> September</li> <li>OR</li> <li>Tuesday 24<sup>th</sup> October</li> <li>OR</li> <li>Thursday 7<sup>th</sup> March</li> </ul>	<ul style="list-style-type: none"> <li>A practical exploration of early identification, supports and teaching strategies to help Dyslexic learners in the classroom</li> </ul>	Primary and Secondary Teachers Pupil Support Teachers
<b>3. Digital Accessibility</b>	<ul style="list-style-type: none"> <li>Thursday 9<sup>th</sup> November</li> </ul>	<ul style="list-style-type: none"> <li>In this session, you will learn about the benefits of digital accessibility tools, how to use them in your classroom, and where to find more resources and support. This session will help you create more inclusive and accessible learning experiences for your students</li> </ul>	Primary and Secondary Teachers Pupil Support Teachers Classroom Assistants

## IN-SERVICE DAY TRAINING

### DIGITAL TRAINING

- To request bespoke digital in-service training for your establishment, please contact [erinmclaughlin@north-ayrshire.gov.uk](mailto:erinmclaughlin@north-ayrshire.gov.uk)

### THURSDAY 17<sup>TH</sup> AUGUST

Programme Title	Description	Target Group	Date & Time Commitment
1. <b>First Level Numeracy Training</b>	<ul style="list-style-type: none"> <li>This session will provide guidance, ideas and practical advice on how to translate the framework at first level</li> </ul>	Primary and Secondary Teachers	<ul style="list-style-type: none"> <li>12:30-3:00pm</li> </ul>

### FRIDAY 18<sup>TH</sup> AUGUST

Programme Title	Description	Target Group	Date & Time Commitment
1. <b>Early Level Numeracy Training</b>	<ul style="list-style-type: none"> <li>This session will provide guidance, ideas and practical advice on how to translate the framework at early level</li> </ul>	Primary and Secondary Teachers	<ul style="list-style-type: none"> <li>9:30-3:00pm</li> </ul>



### MONDAY 18<sup>TH</sup> SEPTEMBER

Programme Title	Description	Target Group	Date & Time Commitment
<b>1. Boosting Reading at Primary &amp; Secondary</b>	<ul style="list-style-type: none"> <li>10 week intervention supporting the acquisition of good reading skills</li> </ul>	Classroom Assistants working with P3-S2 pupils who have a reading age 18-24 months below their chronological age	<ul style="list-style-type: none"> <li><b>2 day</b> training event. First session delivered <b>Friday 15<sup>th</sup> September 9:30-3:00</b> both days.</li> <li>Classroom Assistants must attend <b>both days</b> of the training event</li> <li>10 week one to one intervention delivered by a trained CA three times each week for 15-20 minutes</li> </ul>
<b>2. Supporting First Level Numeracy in Secondary</b>	<ul style="list-style-type: none"> <li>This session will provide guidance, ideas and practical advice on how to translate the framework at first level</li> </ul>	Secondary Teachers Pupil Support Teachers	<ul style="list-style-type: none"> <li>9:30-12:00</li> </ul>
<b>3. Second Level Numeracy Training</b>	<ul style="list-style-type: none"> <li>This session will provide guidance, ideas and practical advice on how to translate the framework at second level</li> </ul>	Primary and Secondary Teachers Pupil Support Teachers	<ul style="list-style-type: none"> <li>12:30-3:00</li> </ul>

### TUESDAY 13<sup>TH</sup> FEBRUARY

Programme Title	Description	Target Group	Date & Time Commitment
<b>1. Framework Moderation</b>	<ul style="list-style-type: none"> <li>A recall session for practitioners who have attended the Early or First Level Framework training to share findings, experiences and materials</li> </ul>	Participants who have previously attended Early, First or Second Level framework training	<ul style="list-style-type: none"> <li>Early/1<sup>st</sup> Level – 10:00-12:00</li> <li>1<sup>st</sup>/2<sup>nd</sup> Level – 1:00-3:00</li> </ul>
<b>2. Creating an Oracy Culture Across the Classroom</b>	<ul style="list-style-type: none"> <li>A whole school approach exploring the importance of oracy for and beyond the classroom</li> </ul>	Primary and Secondary Teachers	<ul style="list-style-type: none"> <li>9:30-3:00</li> </ul>
<b>3. Numeracy Approaches for Classroom Assistants</b>	<ul style="list-style-type: none"> <li>This session explores materials and activities to enable CAs to better support learners in numeracy</li> </ul>	Classroom Assistants Pupil Support Teachers	<ul style="list-style-type: none"> <li>9:30-12:00</li> </ul>

### SELF STUDY MODULES

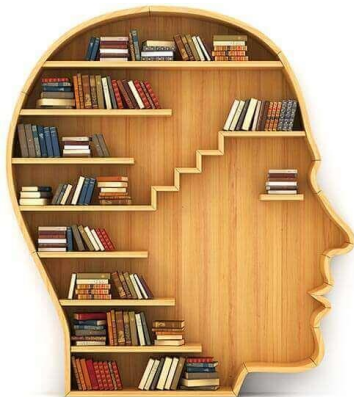
#### CLASSROOM ASSISTANT MODULES [Click here to access Glow page](#)

NAME	DESCRIPTION	LOCATION
<b>Effective feedback</b>	A self-study guide looking at feedback. Examining the different types of feedback and how to use them effectively to support learners	PLA Glow Tile – can be downloaded and printed
<b>Effective questioning</b>	A self-study guide looking at questioning. Exploring the variety of effective questioning techniques that can be used to support learners	PLA Glow Tile – can be downloaded and printed
<b>Supporting writing</b>	A self-study guide exploring the most effective ways to support learners in their writing	PLA Glow Tile – can be downloaded and printed

#### TEACHER MODULES [Click here to access Glow page](#)

NAME	DESCRIPTION	LOCATION
<b>Effective feedback</b>	A self-study guide looking at feedback. Examining the different types of feedback and how to use them effectively in the classroom	PLA Glow Tile – can be downloaded and printed
<b>Effective questioning</b>	A self-study guide looking at questioning. Exploring the variety of effective questioning techniques that can be used in the classroom	PLA Glow Tile – can be downloaded and printed
<b>Supporting writing</b>	A self-study guide exploring the most effective ways to support learners in their writing	PLA Glow Tile – can be downloaded and printed
<b>Early Level Numeracy Framework Training</b>	A self-study guide to the early level framework and how to implement it in practice	PLA Glow Tile – can be downloaded and printed
<b>First Level Numeracy Framework Training</b>	A self-study guide to the first level framework and how to implement it in practice	PLA Glow Tile – can be downloaded and printed
<b>Second Level Numeracy Framework</b>	A self-study guide to the second level framework and how to implement it in practice	PLA Glow Tile – can be downloaded and printed

## PROFESSIONAL LENDING LIBRARY



We have a wide variety of professional learning texts which are available to borrow. A full list of titles can be found on the PLA Glow tile or accessed here [PLA Lending Library](#)

To book out any texts please contact the PLA on [erinmclaughlin@north-ayrshire.gov.uk](mailto:erinmclaughlin@north-ayrshire.gov.uk) alternatively phone on 01294 604614.

Please make your staff aware of this resource, thank you!

