

Bristol Early Years Teaching Consortium

*training courses, programmes
and booking information*

Continuing Professional
Development Programme
2014/15

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Bristol Early Years Teaching Consortium (BEYTC)

What is a Teaching School? The national picture

Teaching schools are part of the government's drive to give schools more freedom and to enable schools to take increasing responsibility for managing the education system.

There will be a network of around 500 outstanding teaching school alliances by 2014 driving significant improvement in the quality of professional practice, improving the attainment of every child.

Teaching schools play a fundamental role in developing a self-sustaining system where:

- trainee teachers learn from the best teachers, supported by a culture of coaching and mentoring
- professional development is school-based and classroom focused – teachers, support staff and leaders improve through exposure to excellent practice
- talent development and distributed leadership are the norm – staff demonstrating potential are encouraged to lead and are given structured and stretching opportunities to develop
- leaders have local knowledge and can identify where key resources and expertise lie

As well as offering training and support, teaching schools identify and co-ordinate expertise in partner schools, using the best leaders and teachers to undertake six areas of work:

1. play a greater role in recruiting and training new entrants to the profession (initial teacher training)
2. lead peer-to-peer professional and leadership development (continuing professional development)
3. identify and develop leadership potential (succession planning and talent management)
4. provide support for other schools

5. designate and broker specialist leaders of education (SLEs)
6. engage in research and development activity

The first 100 teaching schools were designated in July 2011, followed by a second cohort in March 2012 and a third cohort in March 2013 at which time three Bristol Early Years settings working together as a consortium were awarded teaching school designation:

- Redcliffe Children's Centre and Maintained Nursery School
- St Pauls Nursery School and Children's Centre
- St Werburgh's Park Nursery School.

Who are we?

All three are outstanding settings with:

- National Early Years Training Centres accreditation (Pen Green)
- Head Teachers who are Local leaders of Education (LLEs) and National Leaders of Education (NLEs)
- Staff teams which include Advanced Skills Teachers, Specialist Leaders in Education and Network Lead Teachers
- Proven track record of delivering training to leaders and practitioners that makes a lasting difference to ethos and practice
- National Teaching School status (March 2013)

The 3 settings work together as a consortium, Bristol Early Years Teaching Consortium (BEYTC), and in partnership with Bristol City Council's Early Years Service and other key agencies, to co-construct and deliver 'Learner Centred Leadership' through

- Child centred learning
- Building capacity
- Promoting reflective practice and critical enquiry
- Building cohesive communities

Each setting has its own specialisms (as reflected in the CPD offered in this booklet) and these include:

- Outdoor Learning/ Forest Experiences
- Early Mathematics
- Developing Children’s Narrative
- Supporting Children’s Book Experiences
- Children’s Food Awareness
- SEN and Inclusion
- Leadership at all levels
- Supervision
- Coaching
- Data tracking and assessment
- Governance
- Multi-agency Practice
- Research and reflective practice
- Learning to learn - Effective Characteristics of Learning
- Making Learning Visible
- Narrowing the gap for minority ethnic groups and EAL learners
- Developing an Emotionally Enabling Environment

We can also offer tailored support through:

- Bespoke INSET
- Study Days
- One to One support, mentoring and coaching
- Visits to one or more of our settings
- Leadership Development
- In house training programmes



Course name:

An introduction to forest experience level 1

Who the course is aimed at:

All teachers and early years practitioners working in the Early Years Foundation Stage (EYFS) with children from birth to 5 years

Name of facilitator/s:

Jeanette Hill, Stephanie Ager and Lisa Allen

Description:

The course will consist of 3 days – 2 at Redcliffe Children's Centre and Maintained Nursery School, 1 at Leigh Woods with children. Participants are required to attend all 3 days. This course will develop your confidence and increase your knowledge and skills in how to support an outdoor experience in a wild, unstructured environment.

Key Aims:

- To understand the ethos and benefits of forest experience
- To be able to participate in a forest session
- To gain an understanding of methods for identification of woodland species
- To understand the impact that forest sessions can have on the woodland environment
- To understand hazards that could occur during a forest session

You will need to bring:

- Small file and paper, pen
- Any photographs of species in your environment to identify.

Consider these links to the Bristol Standard framework:

- D2 Acknowledging all children as powerful learners from birth
- D4 Balancing safety with opportunities to take considered risk
- D4 How we support children's understanding of environmental concerns
- D7 How we promote a culture of learning and development for everyone



Dates: Tuesday 30th September 2014 and Tuesday 2nd December 2014 (plus one other day to be arranged with practitioner)

Time: 9.30am – 3.00pm

Venue: Redcliffe Children's Centre and Maintained Nursery School, Bristol, BS1 6RR

For further information or to book a place please contact Shirley on 0117 9030334, or via email: shirley.page@bristol.gov.uk

Cost: Free to Bristol Practitioners
Number of participants per setting: 1

Course name:

Building a key person approach in the reception class

Who the course is aimed at:

Reception teachers and reception classroom assistants

Name of facilitator/s:

Elizabeth Carruthers, Head Teacher, Redcliffe Children's Centre and Maintained Nursery School
 Jo Morgan, Teacher, Rosemary Early Years Centre
 Anjali Lockett, Teacher, Redcliffe Children's Centre and Maintained Nursery School

Description:

A half day based around developing understanding of the importance of the role of the key person to young children

Key Aims:

- To explore the role of the key person in emotionally containing children throughout the school day
- To explore the challenges of being a key person in a reception class
- To investigate the balance between the daily routine, organisation and children's individual needs
- To explore the role of the key person in children's transitions
- To develop thinking of how key people support and contain the emotions and needs of parents

Consider these links to the Bristol Standard framework:

- D2 Considering children's behaviour in the context of their emotions
- D2 Being a sensitive and reflective key person
- D2 Consider how you help children and parents to manage separation and transition
- D6 Planning to provide meaningful and relevant experiences that reflect children's needs and interests
- D8 Working with families to improve inclusive practice
- D9 Working with families through difficult times



Date:	Wednesday 1st October 2014
Time:	9.00am -12.00noon
Date:	Wednesday 4th February 2015
Time:	9.00am -12.00noon
Venue:	Redcliffe Children's Centre and Maintained Nursery School, Bristol, BS1 6RR

For further information or to book a place please contact Shirley on 0117 9030334, or via email: shirley.page@bristol.gov.uk

Cost: £50.00
Number of participants per setting: 2

Course name:

Constructing excellent food experiences for young children

Who the course is aimed at:

All early years practitioners, leaders and managers of early years settings

Name of facilitator/s:

Carole Keane, Assistant Head, Anjali Lockett, Teacher, Emma Butcher, Teacher and Jo Ingleby, Chef

Description:

An interactive day based around supporting children's multi sensory exploration of food. Includes a practical session on supporting children's knife skills in food preparation, a tour of children's lunchtimes and creative food sessions, ideas around ingredients, sourcing food cheaply and food sacks (as in story sacks) as a useful resource.

Key Aims:

- To explore ways in which children learn about food and eating - important as 'only 1 in 6 mothers in the UK makes a meal from scratch each day so any food skills children acquire at nursery / school might be the only ones they get.' (Sharyn Hodgson MP Chair All Party Parliamentary School Food Group, 2013)
- To provide ideas about resources and food

- To think about resourcing food in affordable ways
- To consider the seasonality of food
- To explore possible health and safety issues around food and young children

You will need to bring:

- Any documentation you have (photos etc) on any food initiatives you have already embarked on in your own setting

Consider these links to the Bristol Standard framework:

- D3 Enabling children to explore and make choices
- D4 Supporting children's understanding of environmental concerns
- D5 Supporting children to eat well and providing experiences that extend their knowledge and understanding of food and drink
- D8 Reflecting on and celebrating the unique and diverse nature of all children's family cultures
- D9 Using knowledge, skills or culture of parents to share new or different experienced with children



Date: Thursday 27th November 2014
Time: 9.00am -12.00noon

Date: Thursday 11th June 2015
Time: 9.00am -12.00noon

Venue: Redcliffe Children's Centre and Maintained Nursery School, Bristol, BS1 6RR

For further information or to book a place please contact Shirley on 0117 9030334, or via email: shirley.page@bristol.gov.uk

Cost: £50
Number of participants per setting: 2

Course name:

Creating adventurous outdoor spaces

Who the course is aimed at:

All staff working with children aged 0-7 years

Name of facilitator/s:

Jeanette Hill, Assistant Head, Stephanie Ager, Early Years Practitioner, Lisa Allen, Team Leader

Description:

We will explore the concept of creating adventurous outdoor play spaces within your setting.

The day will open up your mind and help you to identify risk benefits.

This will help to enable children to manage risk, challenge themselves and engage in adventurous play. You will have the opportunity to take back ideas about how to develop an exciting and stimulating environment, where you can access open-ended and natural materials so that you can resource your area at minimal cost.

Key Aims:

- To increase staff confidence in allowing children to assess risk for themselves
- To be inspired with a variety of practical ideas to take back and adapt for your own setting
- To create a plan of what you will do to your area to enhance the experience for all children

You will need to bring:

- Photographs of your outdoor space
- A rough sketch of the area, with measurements.

Consider these links to the Bristol Standard framework:

- D3 Understanding your role in scaffolding children's learning and development
- D4 Creating a well-planned environment that balances safety with opportunities to take risks
- D5 Understanding the importance of children's active involvement



Date: Wednesday 19th November 2014
Time: 9.00am -12.00noon
Venue: Redcliffe Children's Centre and Maintained Nursery School, Bristol, BS1 6RR

For further information or to book a place please contact Shirley on 0117 9030334, or via email: shirley.page@bristol.gov.uk

Cost: £70.00
Number of participants per setting: 2

Course name:

Creating outstanding provision for 2 year olds

Who the course is aimed at:

All practitioners working or hoping to work with children aged between two and three years of age

Name of facilitator/s:

Carole Keane, Assistant Head, Helen Payne, Day Care Manager, Lisa Allen, Team Leader and the under three's staff

Description:

A day about the key aspects of practice and provision when working with very young children. Participants will have the opportunity to explore Redcliffe's under three's environment.

Key Aims:

To gain an understanding of:

- The vital role of the key person
- Attachment and well being
- Creating enabling environments
- The outdoors
- Children learning about food and eating
- Play, thinking and learning
- Observation and assessment of 2 year olds
- Planning for 2 year olds

You will need to bring:

- Examples of children's learning diaries/journals

Consider these links to the Bristol Standard framework:

- D2 Being a sensitive and reflective key person
- D2 The importance for children of developing positive attachments
- D3 the importance of providing rich, playful interactions and experiences to support brain development
- D4 Enriching the learning environment indoors and outside
- D5 Experiences that motivate children as active learners
- D5 Supporting children to eat well and providing experiences that extend their knowledge and understanding of food and drink
- D6 Creating a picture of a child's development over time
- D8 Valuing and celebrating difference
- D9 Sharing children's achievements and experiences with parents



Date: Wednesday 12th November 2014
Time: 9.00am -12.00noon

Date: Wednesday 11th February 2015
Time: 9.00am -12.00noon

Date: Wednesday 20th May 2015
Time: 9.00am -12.00noon

Venue: Redcliffe Children's Centre and Maintained Nursery School, Bristol, BS1 6RR

For further information or to book a place: please contact Shirley on 0117 9030334, or via email: shirley.page@bristol.gov.uk

Cost: £70.00

Number of participants per setting: 2

Course name:

Developing children's music / "musicality"

Who the course is aimed at:

All practitioners working in the Early Years Foundation Stage (EYFS)

Name of facilitator/s:

Sue Cook, Teacher, Bill Roberts, Musician and other Redcliffe Staff

Description:

- To develop practitioner knowledge of musical elements, linking this to the practical application of these
- To explore ways of supporting children's own musical explorations and developing these everywhere, heightening practitioner awareness of the principles behind this
- To explore the importance of linking experiences at home
- To explore a musician's perspective
- To explore music as a tool for inclusion e.g. by use of rhythm
- To look at practical resources for promoting musical development
- To look at supporting children with English as an additional language
- To explore the use of ICT
- To develop practitioner awareness of links with other aspects of the EYFS and the Bristol Standard framework

Key Aims:

- To explore understanding of how children's "musicality" develops: what research and experience shows
- To explore ways of promoting musical provision
- To explore ways of working from children's own interests to develop their "musicality"
- To explore ways of developing musical practice within any setting
- To develop understanding of musical elements
- To explore resources which promote music

You will need to bring:

- New EYFS, including development matters

Consider these links to the Bristol Standard framework:

- D3 Seeing the characteristics of effective learning in children's play
- D4 Choosing resources that provoke creativity
- D5 Motivating children to develop their skills and appreciate expressive arts
- D6 Tuning in to babies and young children
- D8 Providing opportunities and resources in a way that embeds inclusion



Date: Wednesday 29th April 2015

Time: 9.00am -12.00noon

Date: Wednesday 10th June 2015

Time: 9.00am -12.00noon

Venue: Redcliffe Children's Centre and Maintained Nursery School, Bristol, BS1 6RR

For further information or to book a place please contact Shirley on 0117 9030334, or via email: shirley.page@bristol.gov.uk

Cost: £60.00

Number of participants per setting: 2

Course name:

Experimental cookery: Becoming a food project leader in your school and early years setting

Who the course is aimed at:

Practitioners working in a leadership role in the Early Years Foundation Stage (EYFS), Chefs and those interested in working with food with early years children.

Name of facilitator/s:

Staff from Redcliffe Children's Centre and Maintained Nursery School -

Jo Ingleby, Chef in Residence at Redcliffe Children's Centre

Carole Keane, Assistant Head and Specialist Leader of Education for birth to threes

Emma Butcher, Teacher and Specialist Leader of early years mathematics

Julie Thorpe, Windmill Hill City Farm - Schools and Families Liaison Officer

Description:

This three day course will introduce the Food Project; experimental cookery with early years children and KS1. Find out how the project evolved and learn how to develop one at your setting. Learn about linking growing produce to exploring ingredients and cooking. This course is in the process of being accredited at level 1.

Key Aims:

The course will enable you to:

- Understand the ethos and benefits of experimental cookery with young children
- Follow children's multi-sensory exploration rather than recipes

- Develop your confidence working with young children and food and the role the adult plays
- Understand the importance of documentation and observation
- Gain cookery skills & confidence in the kitchen
- Develop an understanding of providing a safe environment for experimental cookery while encouraging children to follow their own lines of enquiry
- Visit to our allotment at Windmill Hill City Farm and understand the importance of linking food and growing

You will need to bring:

An apron, packed lunch for the farm visit (lunch provided on the other days)

Consider these links to the Bristol Standard framework:

- D1 Using values and aims to underpin your practice and policies
- D3 Reflecting on your role in supporting play, learning and development
- D4 Providing resources that encourage multi-sensory exploration
- D5 Supporting children to eat well and provide experiences that extend their knowledge and understanding of food and drink
- D8 Identifying, understanding and breaking down barriers to inclusion and participation



Date:	Friday 7th, Friday 14th and Friday 21st November 2014
Date:	Wednesday 15th and Friday 24th April 2015 and Friday 1st May 2015
Date:	Friday 19th and Friday 26th June 2015 and Wednesday 1st July 2015
Time:	9:15am - 3:30pm

Venue: Redcliffe Children's Centre and Maintained Nursery School, Bristol, BS1 6RR
 For further information or to book a place please contact Shirley on 0117 9030334, or via email: shirley.page@bristol.gov.uk

Cost: to be confirmed (lunch will be provided)
Number of participants per setting: 2

Course name:

Expressive arts and design day

Who the course is aimed at:

All practitioners working with young children, particularly Early Years Foundation Stage (EYFS) practitioners working with 2 to 5 year olds

Name of facilitator/s:

Anjali Lockett, Graduate of the Glasgow School of Art, Foundation Teacher.

Holly James, very experienced Early Years Professional, Foundation Stage Teacher.

Description:

This expressive arts and design study day will inspire and encourage practitioners to think, reflect and consider the following questions?

- How can we facilitate and provoke creative and critical thinking – including outside the setting in the community?
- How do we open up children's lines of enquiry through the resources we use (Active Learning and Playing and Exploring)?

The day will provide opportunities to share practices, think outside the box, and develop practical skills. This is a hands on day where you will take away a wealth of quality ideas.

Key Aims:

- To stimulate discussion on the principles and practice of working creatively with young children
- To develop practical techniques with materials relevant to expressive arts and design which promotes play and exploration

- To develop practitioners confidence in supporting and provoking creative and critical thinking
- To develop practitioners knowledge and understanding of their role in supporting and extending children's own creative and expressive processes and lines of enquiry
- To share practice around observing and documenting children's creative learning, capturing experiences, making connections and building upon past learning

Consider these links to the Bristol Standard framework:

- D1 Promoting children as powerful, lifelong learners
- D3 Seeing the characteristics of effective learning as children play
- D3 Considering the importance of adult responses while children play
- D5 Encouraging children to think for themselves, make links, find solutions and choose their own approach
- D5 Allowing time and space for children to develop their ideas
- D6 Identifying and capturing children's fascinations and abilities



Date: Wednesday 22nd October 2014
Time: 9.15am - 3.15pm

Date: Wednesday 18th March 2015
Time: 9.15am - 3.15pm

Date: Wednesday 24th June 2015
Time: 9.15am - 3.15pm

Venue: Redcliffe Children's Centre and Maintained Nursery School, Bristol, BS1 6RR

For further information or to book a place please contact Shirley on 0117 9030334, or via email: shirley.page@bristol.gov.uk

Cost: £70.00 (this includes lunch)
Number of participants per setting: 2

Course name:

First aid with outdoors

Who the course is aimed at:

For those working with children in an outdoor setting

Name of facilitator/s:

Acorn Facilitator

Description:

The course has been developed particularly to support staff members working with children in an outdoor environment as part of the forest schools initiative, extra time has been allocated for role play and simulation. Participants will develop a number of basic first aid skills and will be awarded an 'Outdoor First Aid for Childcare' certificate, valid for 3 years.

Key Aims:

- Planning for, and dealing with, first aid emergencies involving babies and children
- Minor cuts, bites, stings bleeding and unconsciousness and resuscitation of babies and children
- Choking, shock, head, neck and back injuries, burns and scalds, poisoning
- Effects of extreme heat and cold including febrile convulsions

- Contamination and injury to the eyes and foreign objects in the ears and nose
- Other medical conditions including epilepsy, asthma, diabetes, meningitis and sickle cell anaemia

You will need to bring:

- Packed lunch

Consider these links to the Bristol Standard framework:

- D1 Having policies that reflect the importance of safeguarding and protecting children and ensuring that all staff and parents are aware of them.
- D2 Supporting vulnerable children and families experiencing difficulties
- D7 Including information on protecting children at staff induction and accessing relevant training
- D10 Consider all of the questions in the safeguarding section of Dimension 10

Dates: Thursday 16th and Friday 17th October 2014

Time: 8.30am -5.30pm

Dates: Thursday 5th and Friday 6th March 2015

Time: 8.30am -5.30pm

Venue: Redcliffe Children's Centre and Maintained Nursery School, Bristol, BS1 6RR

For further information or to book a place please contact Shirley on 0117 9030334, or via email: shirley.page@bristol.gov.uk

Cost: £100.00
Number of participants per setting: 1

Course name:

Inspiring Leadership

Who the course is aimed at:

Practitioners working in a leadership role in the Early Years Foundation Stage (EYFS)

Name of facilitator/s:

Staff from Redcliffe Children's Centre and Maintained Nursery School -

Sharyn Ayres, Assistant Head, Family Services in the Community and Specialist Leader of Education for Family Services

Jeanette Hill, Associate Head

Carole Keane, Assistant Head and Specialist Leader of Education for birth to threes

Sarah Appleton, Counsellor

Carol de Beger, Manager at Noah's Ark Pre School

Description:

Day 1:

- Individually reflect on your own current leadership role and identify what skills you bring to that role
- Examine the differences and similarities between leadership and management
- Discuss leadership styles: situational, shared and managing people and functions
- Examine what leadership and management looks like in your setting
- Prioritise in importance the skills and attributes of leadership

Day 2:

- Examine different leadership styles comparing the differences between pedagogical leadership and managing people and functions
- Examine time management and control and influence

- Look at team building and shared leadership and situational leadership
- Identify the attributes of the perfect team
- Identify strengths and weaknesses in your own team
- Develop your team in each of these 3 significant areas - key person role, interactions and supporting the home learning environment

Day 3:

- Recount the different leadership styles you have employed throughout the last 2 weeks
- Identify the main challenges under the 3 significant areas (key person, interactions and supporting the home learning environment) and find solutions
- Role play different scenarios within the 3 significant areas and discuss how they would effect change in each particular case
- Supervision
- Evaluation of your leadership journey so far and how this might progress

Key Aims:

To enable you to:

- Identify your values and passions
- Recognise your ability to influence
- Get your thinking and feelings in balance
- Support and enable your team to grow

Consider these links to the Bristol Standard framework:

- D1 Using values and aims to underpin your practice and policies
- D2 Creating a supportive emotional environment
- D3 Reflecting on your role in supporting play, learning and development
- D9 Building relationships based on mutual trust and respect
- D10 Valuing and celebrating what you have achieved, while considering commitment to continuous improvement

Dates: 3 dates to be confirmed in 2014/15
 Time: 9:15am - 3:30pm
 Venue: Redcliffe Children's Centre, Bristol BS1 6RR

For further information or to book a place please contact Shirley on 0117 9030334, or via email: shirley.page@bristol.gov.uk

Cost: To be confirmed (lunch will be provided)

Course name:

Introduction to counselling (6 week course)

Who the course is aimed at:

All practitioners working in the foundation stage with children aged 3-5 years and their families, family services practitioners, social workers, community nurses, housing support workers

Name of facilitator/s:

Sarah Appleton, Counsellor, Redcliffe Children's Centre and Maintained Nursery School/ Bishopsworth and Fouracres Children's Centre

Juliette Stoneham, Lead for Family Services, Speedwell Children's Centre

Description:

Counselling skills are essential for all those involved with families. This six day course will introduce basic counselling skills to enhance communication and intervention when working with parents in an early years setting or in the community.

Key Aims:

- To provide reflective opportunity for participants to increase their own self-awareness
- To provide opportunities to practice enhanced listening skills
- To deepen participants understanding of empathy and the importance of the relationship when working with parents

- To increase awareness of their own body language and how this can enhance or deter effective communication
- To explore our own values and how we work with difference

You will need to bring:

- Note pad to record individual feelings and experiences whilst participating on the course to include in your reflective journal that you will complete during the 6 weeks case-study
- Material from your work setting to illustrate the skills you are developing

Consider these links to the Bristol Standard framework:

- D1 Ensuring that our aims and values are inclusive and shared with everyone
- D7 Allowing time to reflect on learning collaboratively
- D7 Promoting a culture of learning and development for everyone
- D8 Recognising and challenging your own assumptions to guard against stereotyping

Dates:	Dates to be confirmed
Time:	To be confirmed
Venue:	Redcliffe Children's Centre and Maintained Nursery School, Bristol, BS1 6RR

For further information or to book a place please contact Shirley on 0117 9030334, or via email: shirley.page@bristol.gov.uk

Cost: £400.00
Number of participants per setting: 1

Course name:

Relationship building and an integrated approach to family services

Who the course is aimed at:

Early years practitioners and family support staff working with families in Children Centre's and the community

Name of facilitator/s:

Sharyn Ayres and Clare Reed from Redcliffe's Family Service Team, judged "outstanding" in their Children's Centre Ofsted inspection March 2012

Description:

This training day will give you the opportunity to hear about innovative and reflective practice. Experiences and challenges of working with families both in a setting and in the community will be discussed. There will be time given to exploring ways of recording outcomes.

Key Aims:

To deepen knowledge and understanding of:

- How to record conversations and outcomes
- Case studies
- Planning and evaluations
- Relationship building
- Sustaining multi-agency working
- The key person role within the community
- Universal and targeted work

You will need to bring:

N/A

Consider these links to the Bristol Standard framework:

- D1 Considering what we want for children and families in our setting
- D2 Maintaining effective key person relationships with children and their families
- D8 Understanding that equality means needs can be met in different ways
- D8 Working with families to improve our inclusive practice
- D9 Working with outside agencies to benefit children
- D10 Assessing the impact of our practice and provision



Dates: Dates to be confirmed
 Time: 9.00am -12.00noon
 Venue: Redcliffe Children's Centre and Maintained Nursery School, Bristol, BS1 6RR

For further information or to book a place please contact Shirley on 0117 9030334, or via email: shirley.page@bristol.gov.uk

Cost: £70.00
 Number of participants per setting: 2

Course name:

Understanding play in the reception class

Who the course is aimed at:

Reception class teachers

Name of facilitator/s:

Carole Keane and Elizabeth Carruthers, Redcliffe Children's Centre and Maintained Nursery School
Jo Morgan and Toni Glazzard, Rosemary Nursery

Description:

- Play is essential for children's intellectual growth
- To explore the play content in the school day
- To develop thinking around children's play and planning from children's play
- To explore the characteristics of effective learning in regard to play
- To support the use of children's free play as a vehicle for formative (and summative) assessment

Key Aims:

- Understand how play supports learning all curriculum areas
- To explore play as a vehicle for children's contextual knowledge
- To support evidence of children's thinking and learning through play
- To develop planning from children's interests and lines of enquiry

You will need to bring:

- New EYFS, including development matters
- Examples of children's learning journals

Consider these links to the Bristol Standard framework:

- D2 Enabling children to have positive experiences in our setting
- D3 Seeing the characteristics of effective learning in children's play
- D3 Understanding how children learn when they are initiating their own play
- D5 Recognising how children find out and explore, using what they already know to develop new skills and concepts
- D6 Building on our insights when planning to make sure that experiences and the environment are meaningful and relevant for all children



Date: Wednesday 5th November 2014
Time: 9.00am -12.00noon

Date: Wednesday 25th February 2015
Time: 9.00am -12.00noon

Venue: Redcliffe Children's Centre and Maintained Nursery School, Bristol, BS1 6RR

For further information or to book a place please contact Shirley on 0117 9030334, or via email: shirley.page@bristol.gov.uk

Cost: £60.00
Number of participants per setting: 2

Course name:

Working from children's interests

Who the course is aimed at:

Teachers and practitioners working in the Early Years Foundation Stage (EYFS)

Name of facilitator/s:

Emma Butcher, experienced teacher and curriculum leader, Redcliffe Children's Centre and Maintained Nursery School

Hugo Turvey, experienced teacher and curriculum leader, Redcliffe Children's Centre and Maintained Nursery School

Description:

Two morning sessions based on discussions about how to develop children's learning through their interests and how to challenge and extend their thinking. The course is intended to help inspire fellow professionals who are looking for fresh perspectives on working with young children. The aim is to empower teachers and practitioners to reflect creatively on their own practice through professional dialogue.

Key Aims:

To deepen knowledge and understanding of:

- The development of Learning Stories
- The theoretical background on the value of working from children's interests
- An appraisal of the adults' role in supporting children's learning
- The ways that children's learning can be documented

- The type of resources that can extend children's learning

As well as:

- Ideas for trips and visits in the community
- An opportunity to share experiences and learn from colleagues within early years

Consider these links to the Bristol Standard framework:

- D3 The adult role in supporting and extending children's thinking
- D4 Provide stimulating resources which are accessible and open ended so that they can be used, moved and combined in a variety of ways
- D4 Make sure resources are relevant to children's interests
- D5 Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated
- D6 Following children's lines of enquiry supporting their interests, motivations and intellectual development
- D9 Establishing links with the community



Date: Wednesday 10th December 2014 and follow up on Wednesday 6th May 2015

Time: 9.00am -12.00noon

Venue: Redcliffe Children's Centre and Maintained Nursery School, Bristol, BS1 6RR

For further information or to book a place please contact Shirley on 0117 9030334, or via email: shirley.page@bristol.gov.uk

Cost: £70.00

Number of participants per setting: 2

Redcliffe Children's Centre and Maintained Nursery School

Booking information

Booking procedures for Redcliffe Children's Centre and Maintained Nursery School

2014-2015 booking training at Redcliffe Children's Centre and Maintained Nursery School

How to Apply:

To book your place on any course please complete a booking form. These are available from:

- Shirley Page 0117 9030334, shirley.page@bristol.gov.uk
- Our website: www.redcliffechildrenscentre.co.uk
- This brochure

Completed forms should be returned to Shirley Page by email (as above) or by post to Redcliffe Children's Centre and Maintained Nursery School, Spencer House, Ship Lane, Redcliffe, Bristol, BS1 6RR

Payments:

Course fees are per person, per course.

The course fee must be paid in full once you have received confirmation of your place on the course. Please note that provisional bookings will not be accepted as confirmed until full payment is received. Full payment needs to be made within 7 days of booking to confirm your place. If you wish to be invoiced please provide a purchase order number on your booking form or alternatively send a cheque made payable to **Redcliffe Children's Centre** along with your booking form.

You will receive an email confirming your place once full payment is received.

Redcliffe Children's Centre and Maintained Nursery School reserves the right to re-allocate the course place to another delegate if the course fees are not paid on time.

Canceling a place on a course:

All cancellations must be made in writing at least 4 weeks before the start of the course to obtain a full refund. Any cancellation made between 1 week and 4 weeks of the start of the course will incur a 50% cancellation fee. Cancellation within 1 week of the start, or failure to attend the course, will incur a 100% cancellation fee. Non-attendance or cancellation within 1 week of a free course will incur a £50.00 charge.

Refreshments:

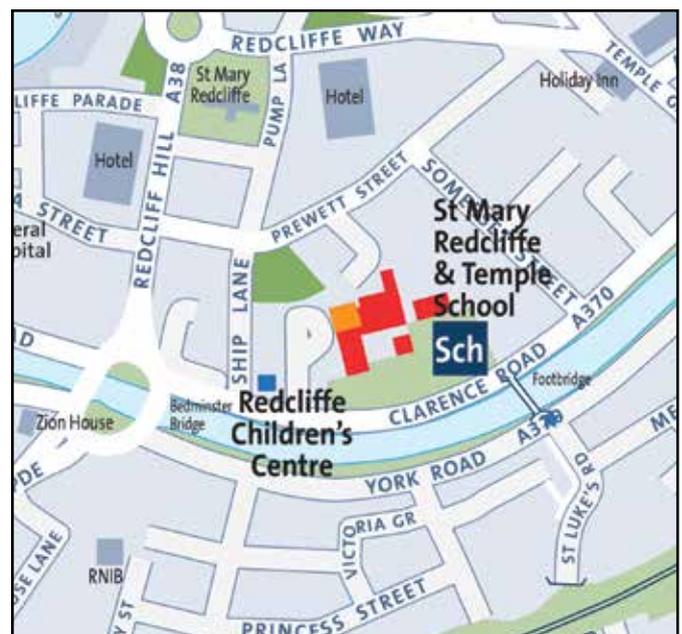
Tea, coffee and water will be available at all training events. If you are attending a full day course, lunch will be provided unless otherwise stated – please state if you have any dietary requirements.

Venue Details:

The courses will take place at Redcliffe Children's Centre and Maintained Nursery School, Spencer House, Ship Lane, Bristol, BS1 6RR, unless otherwise stated.

There is limited parking at the Centre, permits are available on request but must be pre booked in advance. On street metered parking is available, the nearest long stay pay and display car park is on Portwall Lane opposite St Mary Redcliffe Church.

We look forward to seeing you.





Training days at Redcliffe Children’s Centre and Maintained Nursery School – booking form

Please complete one booking form per applicant, per course.

Please return completed form to:

Shirley Page by email: shirley.page@bristol.gov.uk, or post to Redcliffe Children’s Centre and Maintained Nursery School, Spencer House, Ship Lane, Redcliffe, Bristol BS1 6RR

Course: (Title / code /date / cost per person)

.....
.....

Attendee: (Name/ job title)

.....
.....

School / Setting: (name)

.....
.....

Contact details: (Address, Telephone number, Fax number, Email)

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.....
.....
.....

Access: (Redcliffe Children’s Centre and Maintained Nursery School is an accessible venue. Please give details of any access needs that you may have in order to fully benefit from the training offered)

.....
.....

For whole day courses we will provide breakfast and lunch: (Please give details of any dietary requirements)

.....
.....

Payment: (Please tick / complete as appropriate)

I enclose a cheque made payable to ‘Redcliffe Children’s Centre’ for £

Purchase order number

Signatures:

(I have read and agree with Terms and Conditions as outlined on the ‘Practical Information’ sheet)

Applicant: Print Name: Job Title:

Head / Manager: Print Name: Job Title:

For office use date received: ref number: payment rcd: confirmation sent:





Course name:

Amazing Twos

Who the course is aimed at:

All managers, leaders and practitioners in Children's Centres, private, voluntary and independent settings who are offering or expanding their provision for two year olds

Name of facilitator/s:

Rachel Pirie; Carole Keane

Description:

This course is designed for settings who are offering or expanding their provision for two year olds. We will explore the breadth of understanding, experiences and learning that needs to be considered to ensure our youngest children get the very best provision they deserve.

There is an opportunity to develop an aspect of practice between the training sessions.

Key Aims:

- To consider the implications of what we know about early brain development
- To explore how to support attachment and emotional well-being
- To develop a greater awareness of the emotional needs of 2 yr olds
- To reflect on communication and language development for 2 yr olds
- To understand how to create a suitable enabling environment
- To consider how to support 2 yr olds to be creative, reflective thinkers

- To deepen understanding of children's thinking and learning through observation
- To share practitioner planning for 2 year olds

You will need to bring:

Examples of current planning

Consider these links to the Bristol Standard framework:

- D1 Values and aims based on discussion about what you want for babies, children community and families
- D1 Promote babies and children as rich, powerful learners and problem solvers
- D2 Ensure everyone has a positive first experience in the setting and times of separation and transition are well managed and based on well founded theory.
- D2/5 Supporting babies and young children's intense emotions and nurturing their emotional well-being and self-confidence
- D3 Using language and a range of means of communication to enable all young children to be listened to, learn and reflect
- D4/5 A rich and varied learning environment that encourages babies and young children to explore, make choices, use their imagination and creativity and become independent learners. Celebrate all children as creative learners
- D6 Use of observations, to understand children's thinking and learning
- D7 Use of peer observation and personal reflection to develop practice

Cohort 3:

Date: Monday 17th November 2014

Time: 9.15am – 3.30pm (Redcliffe)

Date: Friday 21st November 2014

Time: 9.15am – 3.30pm (St Pauls)

Date: Wednesday 14th January 2015 (half day)

Time: 9.15am – 12.15pm (Redcliffe)

Cohort 4:

Date: Wednesday 29th April 2015

Time: 9.15am – 3.30pm (Redcliffe)

Date: Friday 1st May 2015

Time: 9.15am – 3.30pm (St Pauls)

Date: Wednesday 17th June 2015 (half day)

Time: 9.15am – 12.15pm (Redcliffe)

Please book through St Pauls Nursery School and Children's Centre. Parking is limited at both venues

Course code: SP3 Cost: 1 FREE place to eligible Bristol settings who haven't already attended

Course name:

Introduction to supervision in the Early Years Foundation Stage (EYFS)

Who the course is aimed at:

Headteachers, managers, senior and middle leaders in children's centres and early years settings

Name of facilitator/s:

Lucy Driver, Michaela Willcox and Anne Chambers

Description:

The revised statutory framework for the EYFS now requires that providers must put appropriate arrangements in place for the supervision of staff who have contact with young children and families.

This half day training will be based on the existing good practice at St Pauls Nursery School and Children's Centre and the policy guidelines that have been developed. It will recognise both the demands placed on practitioners when they are required to be closely attuned to our youngest children and families and our responsibility to contain them in this.

Following on from this half day course St Pauls Nursery School and Children's Centre also offer more advanced training, 'Becoming an effective supervisor' – see details in this booklet.

Key Aims:

- To understand the purpose and requirements of supervision
- To explore the model policy and possible ways of developing supervision across your early years setting

- To understand how performance management, appraisal and supervision fit together
- To consider your responsibility and authenticity in your role as supervisor
- To recognise aspects of best practice within supervision to promote greater well-being, self-reflection and critical thinking

You will need to bring:

- Some examples of paperwork that you already use for supervision, if any

Consider these links to the Bristol Standard framework:

- D1/2 Promoting a culture where all practitioners and other adults treat one another with respect and support each other
- D2 Modelling positive, consistent, respectful relationships with everyone
- D7 Everyone is clear about their roles and responsibilities. Leadership inspires and motivates.
- D7 Management strategies are in place to support staff development, individual professional development needs
- D7 Putting our values and aims into practice to establish and develop an outstanding learning community
- D10 Effective supervision and feedback to staff on progress, potential and development



Date:	Friday 10th October 2014
Time:	9.15am – 12.15pm
Date:	Friday 16th January 2015
Time:	9.15am – 12.15pm
Venue:	St Pauls Nursery School and Children's Centre.

Parking is very limited, so please use Portland Square or Cabot Circus car park. To find us please go to: www.stpaulschildrenscentre.bristol.sch.uk

Course code: SP1
 Cost: £40 (including refreshments)
 Number of participants per setting: 2 (initially)

Course name:

Becoming an effective supervisor

Who the course is aimed at:

Family support leads in Children's Centres or teachers / leaders who work in the role of supervisor within the Early Years Foundation Stage (EYFS)

Name of facilitator/s:

Lucy Driver; Michaela Willcox

Description:

Participants ideally will have attended 'An Introduction to Supervision in the Early Years Foundation Stage' (see details in this booklet) before attending this more advanced training to develop effective skills and strategies for supervision.

During this one day course opportunities will be provided to consider how power comes into play in supervision relationships and participants will be supported to work through the principles of leading effective coaching conversations.

Key Aims:

- To explore the skills required for effective supervision
- To reflect on the influence of power in supervision and coaching
- To consider behaviours, beliefs and habits that may inhibit staff from feeling fully involved in their role and setting

- To explore a rationale and frame work on which coaching can be developed in your setting as a tool to empower staff in their own professional development

Consider these links to the Bristol Standard framework:

- D1/2 Promoting a culture where all practitioners and other adults treat one another with respect and support each other
- D2 Modelling positive, consistent, respectful relationships with everyone
- D7 Everyone is clear about their roles and responsibilities, leadership inspires and motivates
- D7 Management strategies are in place to support staff development, individual professional development needs
- D7 Putting our values and aims into practice to establish and develop an outstanding learning community
- D10 Effective supervision and feedback to staff on progress, potential and development



Date: Friday 12th December 2014
Time: 9.15am – 3.30pm

Date: Friday 5th June 2015
Time: 9.15am – 3.15pm

Venue: St Pauls Nursery School and Children's Centre

Parking is very limited, so please use Portland Square or Cabot Circus car park. To find us please go to: www.stpaulschildrenscentre.bristol.sch.uk

Course code: SP5

Cost: £80 (including breakfast, lunch and a tour of the setting)

Number of participants per setting: 2 (initially)

Course name:

Developing a tool kit for effective family support

Who the course is aimed at:

Family support leads, family support workers and practitioners involved in working with families and children from birth – 11 years old in early years settings and schools

Name of facilitator/s:

Michaela Willcox and the St Pauls family support team

Description:

This one day course provides an opportunity to reflect on your work with families and develop family support principles and practice. This will deepen authentic participation and improve outcomes for your children and families within their community.

Key Aims:

- To establish agreed principles for building relationships with families
- To explore barriers to partnership with families
- To identifying and celebrate unique starting points
- To consider quality criteria for family support provision
- To explore examples of measuring impact

- To reflect on developing interpersonal skills and communication
- To learn new strategies to support parent/child relationships

Consider these links to the Bristol Standard framework:

- D1 Discussing and reflecting, in partnership with children, families and our community, forms the basis of who are and what we do
- D2 Relationships and interactions – especially a sense of belonging for our children, families and their community, listening and respecting different points of view
- D9 Partnerships with parents and the local community – valuing parents as a child’s first educator; building relationships based on mutual trust and respect; understanding individual family patterns, routines and cultures; establishing strong links between the home, the wider community and the setting / school



Date: Friday 13th February 2015
 Time: 9.15am – 3.15pm

Venue: St Pauls Nursery School and Children’s Centre

Parking is very limited, so please use Portland Square or Cabot Circus car park.

To find us please go to : www.stpaulschildrenscentre.bristol.sch.uk

Course code: SP4

Cost: £80 (to include breakfast, lunch and a tour of the setting)

Number of participants per setting: 2 (initially)

Course name:

Early years newly qualified teacher (NQT) support programme

Who the course is aimed at:

All early years NQT's working within nursery and reception classes

Name of facilitator/s:

Anne Chambers supported by Karen Shephard (Deputy Head Blaise Primary School)

Description:

These three half day sessions will run across the year, they provide opportunities for NQT's to work together, share experiences and consider developing best practice within the context of their new settings.

It is a solution focused support network as well as an opportunity to learn new things to support your professional development.

The facilitators have been leading the group for several years and have received very positive feedback about the impact it has had on developing the confidence and expertise of NQT's.

Key Aims:

- To consider what creates an 'enabling environment' and what this looks like in your setting
- To identify and plan for an 'emotionally literate environment'

- To use observations to make secure judgements and plan for next steps in learning
- To reflect on planning in our settings
- To develop strategies to ensure transitions are a positive and supportive experience for children and families

Consider these links to the Bristol Standard framework:

- D1 Values and aims based on the understanding that children are rich and powerful learners and building trusting, sensitive relationships with children, families and the community
- D2 Respecting caring relationships and excellent communication and interactions that support these relationships. Ensuring change and transition is smooth
- D5 The inextricable connection between all areas of a child's development, the learning opportunities that we provide and the importance of the enabling environment
- D6 Observation, assessment and planning which informs next steps and supports transitions: celebrating children and highlighting their developing skills, understanding and attitudes
- D8 Providing strong and positive role models for children



Dates: Term 2
Friday 21st November 2014

Dates: Term 3
Friday 6th February 2015

Dates: Term 5
Friday 15th May 2015

Time: 3 morning sessions all
8.30am – 11.30am

Venue: St Pauls Nursery School and Children's Centre

Parking is very limited, so please use Portland Square or Cabot Circus car park. To find us please go to: www.stpaulschildrenscentre.bristol.sch.uk

Course code: SP3

Cost: £120 for the 3 sessions (to include refreshments and a tour of the setting)

Course name:

Emotion coaching

“Helping children and young people to understand the different emotions they experience, why they occur and how to handle them” (Gottman, 2007)

Who the course is aimed at:

Early Years Foundation Stage (EYFS) co-ordinators, early years practitioners, nursery, reception and year 1 teachers and SENCO’s

Name of facilitator/s:

Rachel Pirie, Lucy Driver and Jet Davis

Description:

This one day course will explore Emotion Coaching as an invaluable tool for supporting and developing emotional literacy in your setting. It will enable adults to create an ethos of positive learning behaviour and to have the confidence to de-escalate situations when behaviour is challenging.

Emotion Coaching combines the understanding and skills of emotional literacy with the most up to date knowledge of brain development and neuroscience. It helps children to become more aware of their emotions and to manage their feelings, particularly when they are behaving in ways that challenge adults and put themselves and others at risk. In effect, emotion coaching techniques instil the tools that enable children to self-regulate their emotions and behaviour.

Key Aims:

- To understand the background knowledge and research that supports emotion coaching
- To provide opportunities to learn and practice emotion coaching techniques
- To improve your confidence in de-escalating challenging situations
- To enable you to create a more emotionally enabling environment in the classroom

Consider these links to the Bristol Standard framework:

- D2 Relationship and Interactions – especially the support of vulnerable children who might be experiencing difficulties and helping children to understand and manage their intense emotions
- D2 Supporting children to resolve conflict
- D4 Creating a rich and varied learning environment and a more emotionally enabling environment in the classroom
- D5 Personal, social and emotional development – covering all aspects of this dimension



Date: Friday 30th January 2015
 Time: 9.15am – 12.15pm
 Venue: St Pauls Nursery School and Children’s Centre.
 Parking is very limited, so please use Portland Square or Cabot Circus car park.

To find us please go to:
www.stpaulschildrenscentre.bristol.sch.uk
 Course code: SP3
 Cost: £80 (including breakfast, lunch and a tour of the setting)
 Number of participants per setting: 2 (Initially)

Course name:

Learning for life: Deepening the characteristics of effective learning in the early years

Who the course is aimed at:

All Early Years Foundation Stage (EYFS) practitioners

Name of facilitator/s:

Lucy Driver, Anne Chambers and Cate Peel

Description:

This one and a half day course will explore the ways in which we can support and extend characteristics of effective learning to enable young children to become resilient, reflective lifelong learners. We will consider a philosophy which creates an inclusive learning community and inspires everyone to embrace new learning. Through sharing practice and experience, participants will understand the significance this philosophy has had on improving outcomes for children and families and achieving outstanding judgements from Ofsted.

Practitioners will be encouraged to action plan and there is potential to establish a support network for those involved in leading or embedding change in their setting.

Key Aims:

- To reflect on our own beliefs about learning
- To identify what effective learning looks like
- To explore effective characteristics of learning – building on the best of the EYFS, ACE and Building Learning Power

- To consider environments, routines and planning which promote learning to learn
- To explore the language of learning and how to use it with young children to enable them to develop themselves as a learner
- To begin to see ourselves as co-constructors in young children’s learning

Consider these links to the Bristol Standard framework:

- D2 Communication and interactions which support relationships: co-construction of children’s learning so that they develop themselves as learners
- D3 Supporting Play, Learning and Development – the whole dimension with a particular emphasis on what effective learning looks like
- D4 How children learn from interacting with their overall environment, using all their senses, and its crucial importance in promoting learning
- D5 Play and Learning Experiences and development in relation to all aspects of the new EYFS Profile
- D6 Planning – using the effective characteristics of learning to celebrate, inform next steps and help children to develop as effective learners



Cohort 1:

Date: Friday 5th December 2014

Time: 9.15 am – 3.15pm

and

Date: Friday 23rd January 2015

Time: 9.15am – 3.15pm

Cohort 2:

Date: Friday 20th March 2015

Time: 9.15am - 3.15pm

and

Date: Friday 24th April 2015

Time: 9.15am – 3.15pm

Venue: St Pauls Nursery School and Children’s Centre, BS2 9JF. Parking is very limited, so please use Portland Square or Cabot Circus car park. To find us please go to: www.stpaulschildrenscentre.bristol.sch.uk

Course code: SP2 Cost: £140 for the 2 days. (including breakfast, lunch and tour of setting)

Number of participants per setting: 2 (initially)

Course name:

Making learning visible – purposeful documentation

Who the course is aimed at:

Early Years Foundation Stage (EYFS) co-ordinators, nursery and reception teachers, teaching assistants and early years practitioners

Name of facilitator/s:

Cate Peel, Lucy Driver and Jet Davis

Description:

This one day course will explore how documentation can be used as a powerful tool in supporting and extending learning for children, families and staff teams.

Key Aims:

- To explore why and how we document
- To consider links with intended audience and forms of documentation
- To reflect on the power of documentation on identity and self-awareness
- To explore different forms of documentation, to include learning stories
- To look at examples of documentation that has brought together child, family and practitioner in a shared partnership
- To consider how documentation could be developed in your setting

Consider these links to the Bristol Standard framework:

- D3 Review, identify, plan for and support children’s different play and learning styles, preferences and interests – sharing this with the child, family and other practitioners
- D6 Observation, assessment and planning - the whole dimension
- D9 Partnerships with parents and local community –this course relates to all aspects of this dimension
- D10 Ensuring that children’s learning is effectively recorded, assessed and progress monitored



Date: Friday 27th February 2015
Time: 9.15am – 3.15pm

Venue: St Pauls Nursery School and Children’s Centre

Parking is very limited, so please use Portland Square or Cabot Circus car park.
To find us please go to:
www.stpaulschildrenscentre.bristol.sch.uk

Course code: SP6
Cost: £80 (including breakfast, lunch and a tour of the setting)

Number of participants per setting: 2 (initially)

Course name:

Narrowing the gap – partnership and tracking which makes a difference

Who the course is aimed at:

All Early Years Foundation Stage (EYFS) co-ordinators and early years practitioners, nursery, reception and year 1 teachers

Name of facilitator/s:

Anne Chambers, Lucy Driver and Cate Peel

Description:

This one day course will support practitioners and teachers to track children’s progress more effectively, adapt provision and understand the significance of involving parents in young children’s learning to improve outcomes for disadvantaged groups.

Key Aims:

- To revisit potential barriers to achievement and preconceptions regarding achievement
- To consider an inclusive context in which children and families can be engaged and learn
- To reflect on your existing progress tracking and look at ways this can be developed to improve outcomes
- To develop the confidence to interpret tracking /data, provide an appropriate response and evaluate the impact of its success

- To understand the significance of noticing the ‘invisible’ child or family on improved outcomes
- To consider the empowerment model of working with parents to accelerate children’s learning

Consider these links to the Bristol Standard framework:

- D3 Ensure that children can participate and achieve their full potential
- D6 Observation, assessment and planning - the whole dimension with particular emphasis on the relationship between key messages from tracking/data and the adaptation of provision and real partnership with and empowerment of parents
- D9 Sharing children’s achievements and experiences with parents
- D10 Regularly carrying out audits to assess the impact of our practice and provision



Date: Friday 13th March 2015
Time: 9.15am – 3.15pm

Venue: St Pauls Nursery School and Children’s Centre

Parking is very limited, so please use Portland Square or Cabot Circus car park. To find us please go to: www.stpaulschildrenscentre.bristol.sch.uk

Course code: SP7

Cost: £80 (to include breakfast, lunch and a tour of the setting)

Number of participants per setting: 2 (initially)

Course name:

Reflective noticing

Who the course is aimed at:

Early Years Foundation Stage (EYFS) coordinators, early years practitioners, nursery and reception teachers

Name of facilitator/s:

Anne Chambers and Lucy Driver

Description:

This half day course will explore how practitioners observe and understand what they are thinking and questioning as they consider young children's explorations.

It will encourage them to think beyond how they resource the 'next steps of learning' to become better partners and researchers in children's learning.

St Pauls Nursery School and Children's Centre will be sharing the 'Reflective wheel' that they have developed as a result of a research project with Bath Spa University.

Key Aims:

- To reflect on current practice for observations and interpretations
- To consider the reflexive thinking every practitioner brings to an interpretation and how this has an impact on our understanding
- To explore how we deepen what we are noticing about children's mastery of learning
- To draw on what we know about emotional patterns of play, behaviour and schemas to help our understanding

Consider these links to the Bristol Standard framework:

- D2 Being a sensitive and reflective key person
- D3 Supporting play, learning and development – especially responsive and reflexive relationships which are key to successful early learning
- D6 Allocating purposeful time to observe, assess and respond



Date: Friday 24th October 2014
Time: 9.15am – 12.15pm
or
Date: Thursday 5th February 2015
Time: 3.30pm – 6.30pm
Venue: St Pauls Nursery School and Children's Centre

Parking is very limited, so please use Portland Square or Cabot Circus car park.

To find us please go to: www.stpaulschildrenscentre.bristol.sch.uk

Course code: SP8
Cost: £40
(including refreshments and a tour of the setting)
Number of participants per setting: 2 (initially)

Course name:

Skills for coaching

Who the course is aimed at:

All those who are involved in leading teams, mentoring or supervising:

Team leaders or managers, early years practitioners, Early Years Foundation Stage (EYFS) coordinators, phase Leaders, nursery and reception teachers

Name of facilitator/s:

Anne Chambers, Lucy Driver

Description:

This one and a half day course is designed for practitioners and staff who are involved in leading teams or mentoring others. Coaching is a skill, which when used effectively, can unlock people's potential and enable them to find a way forward for themselves. To be a confident, competent coach improves your own performance and the performance of others, once you have learnt the skills and they become a habit of mind, they help your whole team to think big and be courageous.

Key Aims:

- To raise awareness of the context of coaching in our settings
- To understand what coaching is all about
- To consider the skills, competencies, attitudes and beliefs of a coach

- To reflect on our own attentive listening skills
- To understand the different roles of coach and learner
- To understand and practice the GROW model of coaching in your setting
- To consider the potential uses for coaching within your own setting and beyond

Consider these links to the Bristol Standard framework:

- D1 Treating each other with respect
- D2 Respectful and caring relationships built on a coaching ethos supported by supportive communication and interactions
- D7 Distributed leadership driven by team and personal development built on attentive listening in an atmosphere of encouragement to find your own way forward.
- D7 Leadership at all levels that inspires and motivates everyone in the setting
- D8 Creating the opportunities to reflect



Date: Friday 14th November 2014

Time: 9.15am – 3.15pm

Venue: St Pauls Nursery School and Children's Centre

Parking is very limited, so please use Portland Square or Cabot Circus car park. To find us please go to: www.stpaulschildrenscentre.bristol.sch.uk

Course code: SP9

Cost: £120 (to include breakfast, lunch and a tour of the setting on the full day)

Number of participants per setting: 2 (initially)

Course name:

Supporting children and families with English as an additional language

Who the course is aimed at:

Early Years Foundation Stage (EYFS) coordinators, team leaders or managers, early years practitioners, nursery, reception and year 1 teachers

Name of facilitator/s:

Anne Chambers and Jet Davis with support from our speech and language therapist, Kerry Newman, and members of our bi-lingual support team

Description:

This one day course will support practitioners to consider the implications for children and families coming into their setting with no, or very little, English. We will explore cultural identity, self-esteem, language acquisition and learn practical strategies to ensure both children and families have a voice.

Key Aims:

- To develop a better understanding of communities, cultures and communication
- To understand the importance of valuing home language and the impact this has on confidence and self esteem
- To understand language acquisition and how we support it for our multi-lingual learners
-

- To learn practical strategies to support children’s belonging, understanding and communication
- To reflect on how to ensure all families and children have a voice in their learning and consider how this can be done

Consider these links to the Bristol Standard framework:

- D5 Communication, language and literacy, the importance of valuing the child’s home language
- D8 Reflecting upon and celebrating the unique and diverse natures of all children’s family cultures
- D9 Working with the whole family to optimise their voice in their child’s learning
- D10 Developing reflective practice to assess and celebrate and improve the learning opportunities for multilingual children



Date: Friday 7th November 2014

Time: 9.15am - 3.15pm

or

Date: Friday 17th April 2015

Time: 9.15am – 3.15pm

Venue: St Pauls Nursery School and Children’s Centre

Parking is very limited, so please use Portland Square or Cabot Circus car park.

To find us please go to:

www.stpaulschilrenscenre.bristol.sch.uk

Course code: SP10

Cost: £80 (including breakfast, lunch and a tour of the setting)

Number of participants per setting: 2 (initially)

St Pauls Nursery School and Children's Centre

Booking information

Booking procedures for St Pauls Nursery School and Children's Centre

2014-2015 - booking training at St Pauls Nursery School and Children's Centre

How to Apply:

To book your place on any course please complete a booking form. These are available from:

- Janet Thomas 0117 903 0337
janet.thomas@bristol.gov.uk
- our website
www.stpaulschildrenscentre.bristol.sch.uk
- this brochure

Completed forms should be returned to Janet Thomas by email (above), fax 0117 903 1046, or post to St Pauls Nursery School and Children's Centre, Little Bishop Street, St Pauls, Bristol. BS2 9JF

Payments:

- Course fees are per person per course.
- The course fee must be paid in full once you have received confirmation of your place on the course. Please note that provisional bookings will not be accepted as confirmed until full payment is received. Full payment needs to be made within 7 days of booking to confirm your place. If you wish to be invoiced please provide a purchase order number on your booking form or alternatively send a cheque made payable to 'St Pauls Teaching School' along with your booking form.
- You will receive a letter or email confirming your place once full payment is received
- St Pauls Nursery School and Children's Centre / Teaching School reserve the right to re-allocate the course place to another delegate if the course fees are not paid on time.

Cancelling a place on a course:

All cancellations must be made, in writing, at least 4 weeks before the start of the course to obtain a full refund. Any cancellation made between 1 week and 4 weeks of the start of the course will incur a 50% cancellation fee. Cancellations within 1 week of the start, or failure to attend the course, incur a 100% cancellation fee. Non-attendance or cancellation within 1 week of a free course will incur a £50.00 charge.

Refreshments:

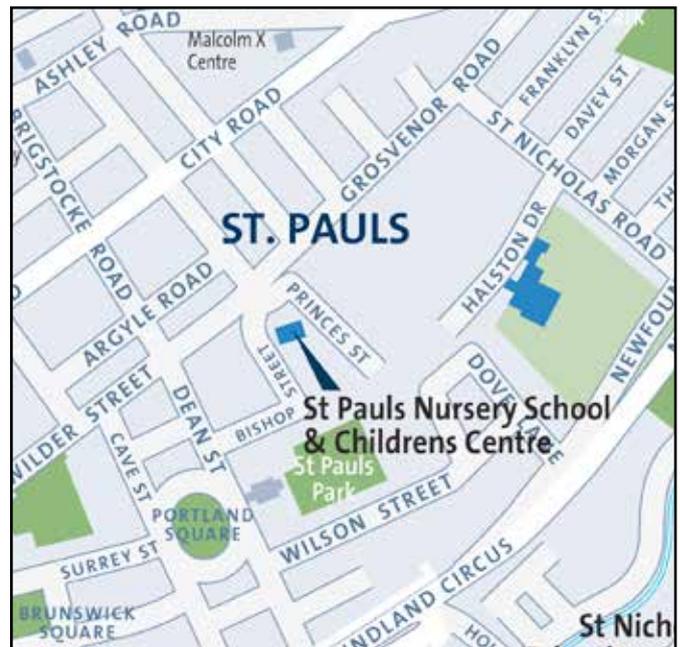
Tea, coffee and water will be available at all training events. If you are attending full day course lunch will be provided – please signify any dietary requirements.

Venue Details:

The courses will take place at St Pauls Nursery School and Children's Centre, Little Bishop Street, St Pauls, Bristol. BS2 9JF

There is limited metered parking in Little Bishop Street. The nearest NCL car park is Cabot Circus which is approximately a 5 minute walk

We look forward to seeing you.





Training days at St Pauls Nursery School and Children's Centre - Teaching school booking form

Please complete one booking form per applicant, per course.

Please return completed form to:

Janet Thomas by email: janet.thomas@bristol.gov.uk, fax: 0117 903 1046

or post to: St Pauls Nursery School and Children's Centre, Little Bishop Street, St Pauls, Bristol. BS2 9JF

Course: (Title / code / date / cost per person)

Attendee: (Name/ job title)

School / Setting: (name)

Contact details: (Address, Telephone number, Fax number, Email)

Access: (St Pauls Nursery School and Children's Centre is an accessible venue. Please give details of any access needs that you may have in order to fully benefit from the training offered)

For whole day courses we will provide breakfast and lunch: (Please give details of any dietary requirements)

Payment: (Please tick / complete as appropriate)

I enclose a cheque made payable to 'St Pauls Teaching School' for £

Purchase order number

Signatures:

(I have read and agree with Terms and Conditions as outlined on the 'Practical Information' sheet)

Applicant: _____ Print Name: _____ Job Title: _____

Head / Manager: _____ Print Name: _____ Job Title: _____

For office use date received: _____ ref number: _____ payment rcd: _____ confirmation sent: _____

Course name:

**Enabling environments -
The third teacher**

Who the course is aimed at:

Early years teachers and coordinators, practitioners, and subject leaders for communication, language and literacy

Name of facilitator/s:

Pete Moorhouse, Artist Educator, along with staff from St Werburgh's Park Nursery school

Description:

The impact that the environment can have on learning and development is profound. This professional learning opportunity will look at the aspects of the environment that play a part in encouraging creativity and wellbeing. In the Reggio Emilia approach they refer to the environment as the third teacher - showing the importance they place on creating the right environment for learning and growth.

Key Aims:

- To look at an environment audit - a resource that could be used to reflect on your current learning environment and plan for possible improvements
- To look at settings and schools as a whole - indoors and outdoors
- To consider aesthetics, access to intelligent materials, opportunities for inquiry based learning, environmental factors, wellbeing and sustainability

Consider these links to the Bristol Standard framework:

- D3 Understanding the importance of providing rich, playful interactions and experiences to support brain development
- D4 Ensuring the environment is welcoming, stimulating and flexible
- D5 Recognising how children find out and explore, using what they already know to develop skills and concepts
- D5 Encouraging children to think for themselves, making links, finding solutions and choosing their own approach



Date: Thursday 29th January 2015

Time: 4.00pm – 6.00pm

Venue: St Werburgh's Park Nursery School

Cost: £35 (including refreshments)

Course name:

Encouraging creativity in early years education

Who the course is aimed at:

Early years leaders, managers, teachers and practitioners

Name of facilitator/s:

Pete Moorhouse, Artist Educator, along with staff from St Werburgh's Park Nursery school

Description:

We will gain a deeper understanding of what creativity means and explore why it is so important in early years development. We will explore the role the environment has, our role as teachers as being co- learners, our view of the child, the importance of documentation and the benefits of collaboration with parents and community.

We will also focus on our own creativity and how we can develop this in relation to delivering creative teaching. There will be a practical session exploring creativity with materials.

Key Aims:

- To develop your understanding of creativity
- To understand the importance of encouraging creativity
- To look at ways in which we can encourage creativity and critical thinking in young children
- Inspiring ideas for provocations

Consider these links to the Bristol Standard framework:

- D3 Understanding the importance of providing rich, playful interactions and experiences to support brain development
- D4 Choosing resources that provoke sustained shared thinking, problem solving and creativity



Date: Thursday 27th November 2014

Time: 4.00pm – 6.00pm

Venue: St Werburgh's Park Nursery School

Cost: £35 (including refreshments)

Course name:

Every child a story teller

Developing children's narrative in inclusive, imaginative and inspiring ways.

St. Werburgh's Park Nursery School was designated a Centre of Excellence for The Helicopter Story Square Technique in partnership with Make Believe Arts Theatre Company, London, in the summer of 2014.

Who the course is aimed at:

Early years teachers and coordinators, practitioners, and subject leaders for communication, language and literacy

Name of facilitator/s:

Jay Ramsey

Description:

A one day course which will:

- Explore how to engage all your children in story telling; facilitating every child to take ownership of narrative and express themselves through story
- Share highly successful ideas and strategies which have been tried and tested in culturally diverse and multilingual settings to improve engagement and outcomes for both children and families

Key Aims:

- Develop an understanding of the importance of story-telling and its affect on children's ability to understand narrative
- Create a story telling environment
- Explore the development of narrative and its impact on the effective characteristics of learning
- To develop a toolbox to extend story telling skills in a variety of ways - including non-verbal storytelling and story square - that will engage all children

Consider these links to the Bristol Standard framework:

- D3/D5 Use of language and narrative to engage young children to extend their thinking, learning and vocabulary
- D5 Providing time and relaxed opportunities for children to develop and have fun with language
- D5 Encouraging children to experience and enjoy a wide range of stories and recall/communicate significant events in their lives
- D6 Use of observation to plan for and value all children, and reflecting an inclusive ethos



Date: Friday 15th May 2015

Time: 9.15am – 3.30pm

Venue: St Werburgh's Park Nursery School

Course code: STW002 – 14/15

Cost: £70 per person (including lunch)

Course name:

Introducing woodwork in early years education

Who the course is aimed at:

Early years leaders, managers, teachers and practitioners

Name of facilitator/s:

Pete Moorhouse, Artist Educator, along with staff from St Werburgh's Park Nursery school

Description:

Woodwork is a very special activity to introduce to young children and has the potential to make a profound impression. Woodwork is full of rich learning and development opportunities and is a very popular activity with children. Deep levels of engagement and intense concentration are common and children often remain involved in their explorations for extended periods.

Key Aims:

- Learn about the learning and development associated with woodwork in relation to the Early Years Foundation Stage
- Learn how to introduce tools and set up a woodworking area
- Learn about health and safety issues and risk assessments
- Opportunity to have hands on experience and gain confidence working with wood
- Information on where to source materials and tools

Consider these links to the Bristol Standard framework:

- D3 Seeing the characteristics of effective learning while children play
- D4 Balancing safety with opportunities to take considered risks
- D5 Recognising how children find out and explore, using what they already know to develop skills and concepts



Date: Thursday 20th November 2014
Time: 4.00pm – 6.00pm
Venue: St Werburgh's Park Nursery school

Cost: £35 (including refreshments)

Date: Saturday 25th April 2015
Time: 9.30am – 12.30pm
Venue: St Werburgh's Park Nursery School

Cost: £50 (including refreshments)

Course name:

Learning from Reggio Emilia

Who the course is aimed at:

Early years leaders, managers, teachers and practitioners

Name of facilitator/s:

Pete Moorhouse, Artist Educator, along with staff from St Werburgh's Park Nursery school

Description:

The Reggio Emilia approach is a world renowned educational philosophy originating from the pre-schools of Reggio Emilia in Northern Italy. Central to their philosophy is the importance of creativity and developing the child as an independent thinker.

Key Aims:

- To gain an in depth understanding of the Reggio Emilia approach
- To look at the main aspects of the philosophy
- How we can take inspiration from Reggio Emilia into our own professional practice
- Pete will share first hand experience of visiting Reggio schools

Consider these links to the Bristol Standard framework:

- D1 Using values and aims to underpin your practice and policies
- D4 Choosing resources that provoke sustained shared thinking, problem solving and creativity.
- D5 Understanding that responsive relationships are vital to support children's play and learning.



Date: Thursday 19th March 2015
Time: 4.00pm – 6.00pm
Venue: St Werburgh's Park Nursery School

Cost: £35 (including refreshments)

Course name:

Managing challenging behaviour

“Children’s behaviour is exemplary. Staff manage behaviour calmly and consistently and are exceedingly respectful of children” *Ofsted Report November 2013*

Who the course is aimed at:

Teachers, managers, teaching assistants, learning mentors and those with lead responsibility for inclusion, child protection, EYFS and KS1

Name of facilitator/s:

Lucy Freeman; Joanne Rutter

Description:

A one day course introducing a holistic approach to promoting positive learning behaviours and covering preventative interventions based on:

- Child-centred and child and family centred approaches
- Information gathering
- Inter-agency working
- Risk assessment – keeping the child, children and staff safe

Key Aims:

- To provide a powerful toolkit of strategies to prevent children’s circumstances and /or behaviour from disrupting learning and create a positive learning environment
- To learn how to establish and maintain firm boundaries

- To explore working and sharing information with other to support & promote learning centred behaviour
- To look at strategies for conveying messages to, and work with, parents who are often facing challenges and issues themselves

You will need to bring:

- Practical examples of challenging behaviours
- Your behaviour policy
- A current or recent IEP

Consider these links to the Bristol Standard framework:

- D1 Treating each other with respect and valuing each others knowledge and skills
- D1 Safeguarding children
- D2 Positive, respectful relationships and managing challenging times
- D2 Supporting children to manage their intense emotions and thrive as learners
- D3 Identifying and planning for children who need additional support
- D5 Nurturing emotional well-being



Date: Thursday 13th November 2014

Time: 9.00am – 3.00pm

Course code: STW001A

Venue: St Werburgh’s Park Nursery School

Cost: £70 (including lunch)

Date: Thursday 12th March 2015

Time: 9.00am – 3.00pm

Course code: STW001B

Course Name:

Men in early years network meeting

Who the event is aimed at:

All male practitioners working in the Early Years Foundation Stage (EYFS)

Description:

This is a free network event that meets three times a year which is led by a team of male practitioners who work at St Werburgh's Park Nursery School.



Key Aims:

To share experiences and ideas as well as talk about current research and issues.

“Really good to get a group of men (together) in one room to bring thoughts and experiences together”

“It is interesting to see the diversity of roles filled by men within early years in Bristol and the very varied issues they have had to deal with on a day to day basis”



Dates: Tuesday 11th November 2014
Tuesday 10th March 2015
Tuesday 9th June 2015

Time: 2.30pm – 5.30pm

Venue: St Werburgh's Park Nursery School

Contact: School – 0117 9030323
(term time only)
Rainbow Room – 0117 3772519
(all year round)

*This is a free network meeting.
Refreshments will be provided.
To book a place please email: Rosie Duckett
rosie.duckett@bristol.gov.uk*

Course name:

Raising achievement for children with special educational needs (SEN) and disabilities and those who are vulnerable with particular reference to the new Code of Practice

“The school provides excellent individual support for children with special educational needs and/ or disabilities which enables them to make excellent progress from their starting points” *Ofsted November 2013*

Who the course is aimed at:

All teachers, practitioners, teaching assistants and learning mentors

Name of facilitator/s:

Gaby Simons; Lucy Freeman

Description:

Two experienced teachers will share the knowledge and skills they have built up over many years to:

- Explore the most effective ways of supporting all children, including those with social, emotional or cognitive needs
- Build a multi-agency, child-centred approach to support
- Outline methods of co-constructing solutions to support learning
- Holistically secure the most effective teaching and learning environment for each child whatever their needs
- Review strategies, approaches and evidence to close the attainment gap between the most disadvantaged children and their peers

Key Aims:

- To acquire confidence to focus on learning and development, and use the most appropriate strategy to support each vulnerable child and their family thereby closing the attainment gap between them and their peers
- To reflect on current practice and identify practical strategies to use in the classroom
- To learn to use interaction as an assessment tool to enable children’s progress
- To explore working sensitively with parents

You will need to bring:

- Samples of an IEP and/or assessment and tracking document (vulnerable child or one with SEND)

Consider these links to the Bristol Standard framework:

- D1 Settings aims value everyone creating a learning environment for capable learners
- D3/D4 Review, identify, plan for and support children’s different play and learning styles, needs, preferences and interests
- D5 Enlisting the advice of specialist colleagues so children can learn appropriately
- D10 Reflective practice used to assess effectiveness of provision



Date: Friday 17th October 2014

Time: 9.00am – 3.00pm

Course code: STW003A

Date: Friday 30th January 2015

Time: 9.00am – 3.00pm

Course code: STW003B

Venue: St Werburgh’s Park Nursery School

Cost: £70 (this includes lunch)

Course Name:

Raising achievement through developing cultural competency

Who the course is aimed at:

Head Teachers, leaders, managers and lead practitioners.

Facilitators:

Sarwat Manzur

Description:

- Develop your understanding of the crucial relationship between cultural competency and raised achievement
- Explore the strategic importance of 5 elements of cultural competency (policies, structures, attitudes, practices and behaviours) alongside the development of cultural competency at an individual level
- Increase your knowledge and skills through support and challenge

“The school is exceptionally effective in closing the gap between the different groups of children, including those from minority ethnic groups.”

St. Werburgh's Park Nursery School & Children's Centre School Ofsted Report March 2012

“inspirational ..a fantastic opportunity to experience a culturally diverse school which works so passionately to continue improving. ...challenged the way I currently promote issues ... range of ideas – small changes that will make a big difference ...”

Secondary Heads of Year

Key Aims:

Learn from outstanding practice and effective strategies to work with children from black and minority ethnic communities and their parents and:

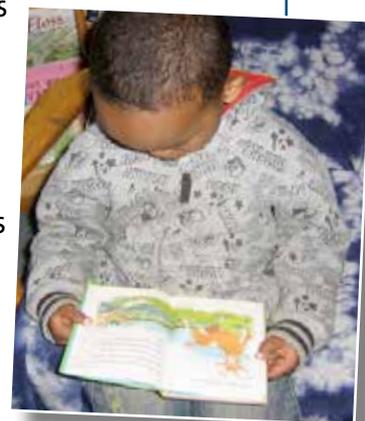
- Support staff and governors to deepen knowledge and raise confidence
 - Ensure a culturally rich and inclusive environment
- Develop your own and other's cultural competence, as a key step in improving attainment, by:
- Acknowledging cultural differences
 - Understanding your own culture
 - Engaging in self-assessment
 - Acquiring cultural knowledge and skills
 - Viewing the behaviour of self and others within a cultural context

You will need to bring:

- Ethnicity breakdown of your school/setting
- A brief anonymous summary of a racist incident

Consider these links to the Bristol Standard Framework:

- D1 Values/aims and children as rich, powerful learners and problem solvers
- D5 Reflecting, building on and sharing diverse cultures and languages
- D6/D7 Culturally competent observation, planning and assessment and learning community
- D9 Nurturing partnerships with parents, carers and family members and working with them through difficult times.



Date: Thursday 12th February 2015
Time: 9.00am – 3.00pm
Course code: STW002A

Venue: St Werburgh's Park Nursery School
Cost: £70 (this includes lunch)

Course name:

The language and dialogue of photography

Who the course is aimed at:

Early years leaders, managers, teachers and practitioners

Name of facilitator/s:

Pete Moorhouse, Artist Educator, along with staff from St Werburgh's Park Nursery school

Description:

Photography is a powerful tool for communication and creativity and is extremely versatile.

Photography allows us to investigate the point of view of the child and the children's voice by making thoughts visible. It provides an excellent opportunity to revisit and reflect on learning and as a tool for evaluation. When children use cameras in exciting ways; unrestricted by convention, being direct and curious then the results can be profound.

Key Aims:

- Using children's photography for reflection, evaluation and documentation
- Camera skills and computer organisation of images
- Moving images – making video clips
- Whose picture is it anyway? Image rights and permissions

Consider these links to the Bristol Standard framework:

- D3 Understanding your role in scaffolding children's learning and development through a dynamic balance of child-initiated and adult led experiences
- D4 Providing opportunities for interacting and communicating
- D5 Encouraging children to think for themselves, making links, finding solutions and choosing their own approach



Date: Thursday 7th May 2015

Time: 4.00pm – 6.00pm

Venue: St Werburgh's Park Nursery School

Cost: £35 (including refreshments)

St Werburgh's Park Nursery School

Booking information

Booking procedures for St Werburgh's Park Nursery School

2014-2015 - booking training at St Werburgh's Park Nursery School

How to Apply:

To book your place on any course please complete a booking form. These are available from:

- Rosie Duckett 0117 903 0323
Rosie.duckett@bristol.gov.uk
- our website <http://www.stwerburghs.com/>
- this brochure

Completed forms should be returned to Rosie Duckett by email (as above), fax 0117 377 2363, or post to St Werburgh's Park Nursery School, Glenfrome Road, Bristol, BS2 9UX.

Payments:

- Course fees are per person per course.
- The course fee must be paid in full once you have received confirmation of your place on the course. Please note that provisional bookings will not be accepted as confirmed until full payment is received. Full payment needs to be made within 7 days of booking to confirm your place. If you wish to be invoiced please provide a purchase order number on your booking form or alternatively send a cheque made payable to 'St Werburgh's Park Nursery School' along with your booking form.
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Refreshments:

Tea, coffee and water will be available at all training events. If you are attending full day course lunch will be provided – please signify any dietary requirements.

Venue Details:

The courses will take place at St Werburgh's Park Nursery School, Glenfrome Road, Bristol, BS2 9UX.

There is plenty of on road parking in the streets opposite the school.

Please do not park in St Werburgh's Primary School car park.

We look forward to seeing you.





Training days at St Werburgh's Park Nursery School - Teaching school booking form

Please complete one booking form per applicant, per course.

Please return completed form to:

Rosie Duckett by email Rosie.duckett@bristol.gov.uk, fax 0117 377 2363, or post to St Werburgh's Park Nursery School, Glenfrome Road, Bristol, BS2 9UX

Course: (Title / code /date / cost per person)

Attendee: (Name/ job title)

School / Setting: (name)

Contact details: (Address, Telephone number, Fax number, Email)

Access: (St Werburgh's Park Nursery School is an accessible venue. Please give details of any access needs that you may have in order to fully benefit from the training offered)

For whole day courses we will provide lunch:

(Please give details of any dietary requirements)

Payment: (Please tick / complete as appropriate)

I enclose a cheque made payable to 'St Werburgh's Park Nursery School' for £

Purchase order number

Signatures:

(I have read and agree with Terms and Conditions as outlined on the 'Practical Information' sheet)

Applicant:

Print Name:

Job Title:

Head / Manager:

Print Name:

Job Title:

For office use date received: ref number: payment rcd: confirmation sent:

