

## Quality teaching starts with quality initial training

Ashley Bartlett shares with us how OLEVI models and approaches have become an integral part of the Leicestershire Secondary SCITT, providing professional development that ensures trainee teachers have the very best start to embark on their teaching journeys.

Rushey Mead Academy has been an accredited provider and a Designated OLEVI Centre (DOC) since 2013. Judged an 'outstanding' school since 2007, Rushey Mead is well placed to orchestrate the training of our next generation of teachers with an Alliance-led SCITT.

As a Teaching School, Rushey Mead and its school partners have a long-standing tradition of engagement in Initial Teacher Training. The Leicestershire Secondary School-Centred Initial Teacher Training (SCITT), based at Rushey Mead, was founded in 2013 with the specific goal of improving the quality of education for children across Leicester, and it is this that underpins the moral capital of all they do. They have developed their programme, and partnership of schools, so that they can offer the best possible start to a career in teaching. Children get one start to life and the members of the SCITT see it as their responsibility to give them the best start possible.

Members of the Leicestershire SCITT pride themselves on getting to know each and every one of their trainees – their backgrounds, qualifications, skills and experiences. This allows them to tailor their offer to deliver exactly what the trainees need.

### Creating A Common Language

The SCITT's management team has embedded a number of OLEVI approaches and models to the SCITT programme. The Programme Director, Davinder Dosanjh, has undertaken the OLEVI Power of Coaching (POC), and Development



*“Our children get one start to life and the members of the SCITT see it as their responsibility to give them the best start possible.”*

Manager Craig Benham, the OLEVI Outstanding Teacher Programme (OTP). I, myself am a Designated OLEVI Person and QA Consultant. As a result of this engagement, the SCITT increasingly speaks the shared language of OLEVI and has made OLEVI programmes a central part of the development they offer, not only to their valued school-based Mentors but also to the ongoing development of their trainees as they become Newly Qualified Teachers (NQTs).

The SCITT speaks often and unashamedly of its 'moral capital'. From the first time a potential trainee makes contact, this will be clearly communicated to them. At interview, a facilitated round-table discussion takes place around the OLEVI Four Capitals, an often enlightening and reaffirming conversation that seeks to ensure that the potential trainees not only have the appropriate organisational, social and knowledge capital in place to embark

on a demanding year of teacher training (and beyond) but also that they share the moral drive of the training provider.

Lead Subject Tutors (LSTs) are subject specialists and practising teachers within the SCITT's partnership who provide subject-specific input for the SCITT trainees. The majority of this team has completed either the Outstanding Teacher Programme (OTP), Outstanding Leadership in Education programme (OLE) or Outstanding Facilitation Programme (OFP). This grounding provides them with the knowledge and understanding to effectively construct each of their consistently highly evaluated sessions around OLEVI's CSI (Challenge, Support, Impact) model. By focussing each session around an identified challenge for the trainees, such as developing effective questioning in their subject, there is a clear and agreed focus. LSTs then facilitate a session whereby they provide support for each trainee by highlighting tangible and practical strategies to address this challenge. The trainees then measure the impact of this input through reflection on their own developing practice via their Reflective Logs.

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Above: Trainees in a Core Learning Session.  
Right: The LS SCITT Management and Admin Support Team.  
Previous page: Graduation 2018!



**86%**  
of 2017-2018 cohort employed in Leicester and Leicestershire Schools

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## Reflection. The Art of Effective Practice

Reflection is a theme that is embedded throughout the SCITT. The members believe that the most effective practitioners are those who are most reflective and willing and able to evaluate their own practice but also that they, as an SCITT, should be ready to grow and respond to the ever-shifting educational landscape. Trainees are familiarised with OLEVI's DR ICE as an evaluative tool against which the SCITT frequently evaluates elements of its provision. The employment of DR ICE has allowed the SCITT to become increasingly proactive in response to trainee needs, rather than reactive. Such is the power of DR ICE that trainees have taken it upon themselves to evaluate their lesson planning against it, often to great effect.

During placement, trainees are given two timetabled hours per week to observe experienced colleagues and learn from them. In order to truly value this process, trainees now learn from colleagues via OLEVI's QFF model. The questions they ask of their experienced colleagues are Wisdom Accessing Questions (WAQs), so that they might identify the actions that led to the outcomes or behaviour they observed, in order that they might apply them to their own practice.

## Ongoing Professional Development

Once the programme is completed, NQTs are invited back in the spring term of the following academic year to engage in the OLEVI Improving Teacher Programme (ITP), via Leicester Teaching School. This is now a well-established offer to effectively support the continuing professional development of our trainees. Evaluations from the SCITT graduates have been

overwhelmingly positive, with a typical quote being, "completing the ITP has allowed me to effectively further develop my practice as an NQT".

An integral part of the SCITT's successful training of new teachers is the central role played by their school-based mentors. The Leicestershire Secondary SCITT adopted the National Mentoring Standards in 2017 in order to promote and develop the professional role of the mentor. To further support and develop these highly valued colleagues, experienced mentors and ITT Co-ordinators are offered the chance to undertake the OLEVI Power of Coaching (POC), not only as a 'thank you' for their commitment to the moral purpose of the SCITT but also to refine and develop their own skill sets when moving colleagues on. In addition to this, Middle Leaders in schools, who have supported the SCITT with placements for trainees, are rewarded with the OLEVI OTP, not only in recognition of their commitment but also to develop their skills for the benefit of them, their teams, their students and the trainees with whom they interact. Such has been the positive impact and enthusiasm for this highly regarded programme that schools have supported colleagues not associated with the SCITT to attend them subsequently.

The Leicestershire Secondary SCITT feels fortunate to be in the position to make OLEVI programmes and models a significant part of their on-going development, for the benefit of our valued colleagues and, more importantly, the young people of Leicester. ■

Ashley Bartlett, LS SCITT management team,  
Designated OLEVI Person  
and QA Consultant



## THE PROVEN IMPACT



**170** SCITT Trainees have been trained for local schools since 2013

### Career Progression

- 6** former trainees have secured **Middle Leadership positions**, with an additional trainee fulfilling an 'Acting ML Role'.
- 1** former trainee has secured **Senior Leadership position** in local schools
- 2** former trainees have been named **'NQT of the Year'**

### Teacher Development

Since 2016, we have supported our trainees on-going development with:-

- 13** trainees going through the OLEVI ITP
- 4** trainees going through the OLEVI OTP
- 6** trainees going through the OLEVI POC
- 3** additional trainees to complete the POC in early 2019

### A Teacher's Journey

*"I have been teaching for approximately eight years. I was fortunate enough to be invited by my school to attend the OLEVI OTP. The OTP has been a fantastic opportunity for me. As a teacher thinking time comes at a premium. This programme has allowed me to have time to really reflect on my teaching and look at new ways I can take it further, giving clear techniques, models and strategies to use in and out of the classroom. The OTP has supported my development as a SCITT mentor too. One aspect of the programme is the 'Power of Coaching', which explores the move from mentoring to coaching a colleague. It has allowed me to develop much deeper conversations with my trainee and get them to reflect on; where things are going right, where they can be improved and how they can improve. The thinking models from this programme have encouraged my reflections and have really enabled me to understand my teaching and learning and others on a deeper level."*

Thomas Slonecny, Geography Mentor,  
Manor High School.

## Welcome to our new members

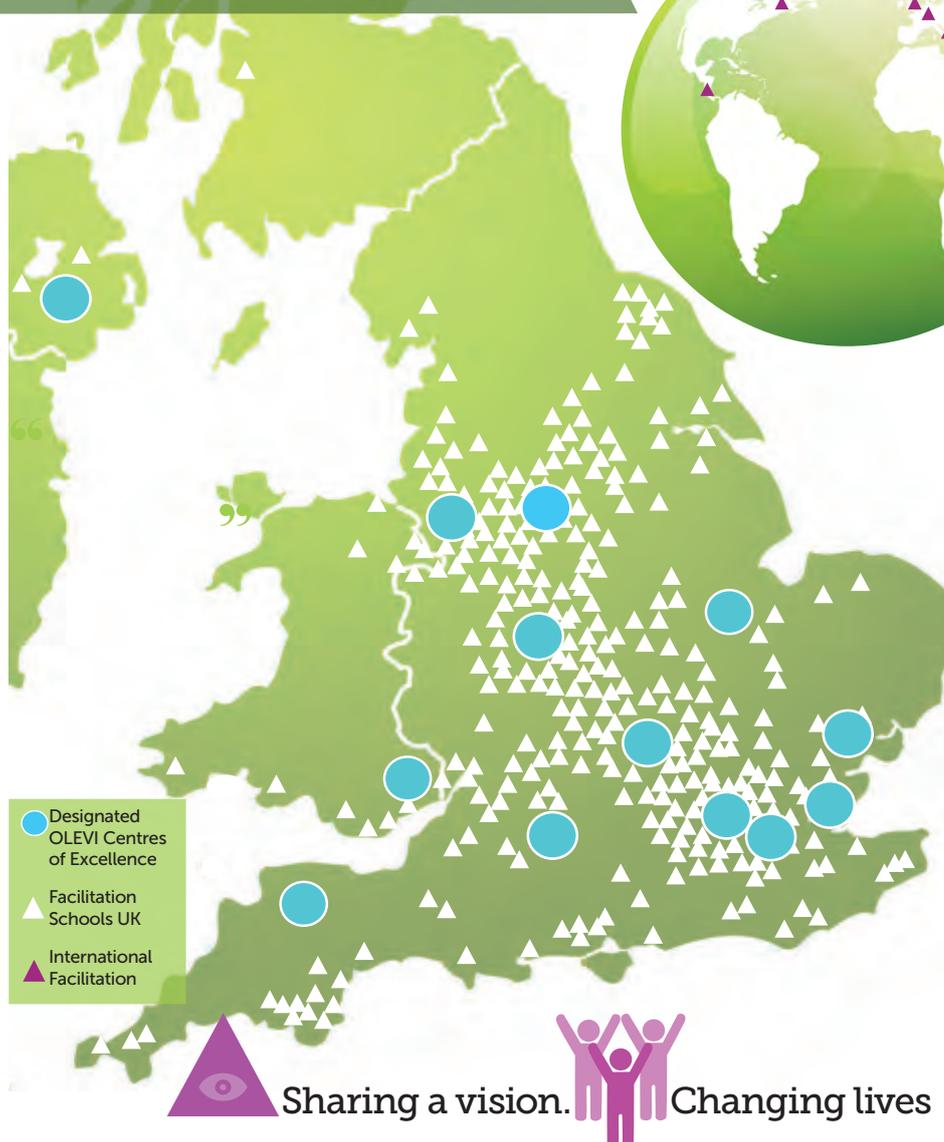
We are delighted to welcome fifteen new member schools this term. They join our growing Alliance of individual schools, teaching school alliances, academy trusts, local and regional authorities, and other educational organisations, who look to grow the talent and potential within their schools; nurturing outstanding practice; encouraging positive innovation and collaboration to thrive.

We would also like to welcome all our new facilitators this term. And, congratulate all the delegates who have

completed the ITP, OTP, OTAP and POC. You are all part of an amazing network of like-minded schools and individuals – nationally within England, Wales, Northern Ireland, and **most recently Scotland**; and internationally throughout the world, in Germany, Italy, Cyprus, Qatar, UAE, India, Brunei, Australia, Kenya, Uganda, Zambia, Tanzania, Canada, and **most recently El Salvador** – who look to foster a relentless culture of excellence in their schools.

We look forward to hearing from you all with your learning journey stories. ■

“OLEVI is about coming together to share, collaborate and celebrate the best in teaching practice.”



## This term alone we welcomed...

**15** New member schools

**264**

Newly accredited facilitators able to facilitate a variety of the OLEVI professional development programmes, including:-  
**ITP, OTP, OTAP, POC, OLE**  
 and the much awaited  
**OTP PLUS!..**

...which has been rolled-out throughout our network, receiving much praise from the delegates attending the programme!



*“What a fantastic group, what a fantastic facilitator, what a fantastic course – incredible. Life changing!!”*

Sarah Cunningham,  
South Pennine Academies

## Mastery? Yeah, we covered that.

A lot of people have been talking about mastery recently. There seems to be strong links to the Singapore teaching method. Colleagues who have experienced training in this (usually Maths) talk about students in rows being drilled: loads of repetition, zero interaction, zero fun, zero chance of going off down some tangent, because the teacher just needs to ensure that everyone has truly grasped this one specific thing.

Quickly, people start to comment on the cultural plausibility of this becoming a reality.

"If your school day is ten hours long and the students are totally motivated, this will work, but it won't work if you have disaffected British kids who couldn't care less..."

And sometimes this is where the reflection ends, because someone may have concluded that this is an aspiration not worth entertaining, let alone truly unpicking in order to assimilate the benefits into their context/practice. As a result little changes.

I watched my son during a Jujitsu class a few weeks ago and it became very obvious that I was watching a highly polished learning system, based on mastery, which was fun. To progress to the next belt, the pupils must demonstrate all the moves with a high degree of precision. They must know the names and understand some theory (otherwise the wrist lock or choke would really injure/damage some kid). The students are then asked to spar – fight each other using the skills and techniques they've demonstrated they've learned in isolation. In terms of Bloom's taxonomy, one might argue that this lives somewhere between 'application' and perhaps 'synthesis', i.e. they are having to combine their knowledge and understanding of the techniques they want to use whilst someone else is trying to attack them, leading to counter moves, combination approaches, etc.

If the student is able to perform the moves, demonstrate understanding of the theory and spar competently, they are awarded that grade/belt. If there are a few slip-ups, inaccuracies or minor faults, the student may only 'half grade' – this means that they might be awarded a tag for their belt but they don't progress to the next level; they will continue to work on the same moves/techniques as before until they are truly mastered.



Novice



Apprentice



Practitioner



Master

Images George Lucas © StarWars © Disney ©

*"I watched my son during a Jujitsu class a few weeks ago and it became very obvious that I was watching a highly polished learning system, based on mastery, which was fun!"*

The students line up in grade order. Some of the students seem to progress quickly – they earn a new belt every time they grade. Other students progress slowly, some taking a year to achieve their next belt. The 'lefty' in me tells me that this is horrible, and self-esteem and confidence must really take blow when students are left behind. Another side of me (must it be the 'righty' side?) says it would be ridiculous

for someone to be looking at the black belt (Dan grade; apparently those in the know don't say black belt) syllabus until the more basic skills and techniques are learned properly or mastered.

Differentiating our teaching styles, the tasks set and the levels of support we provide has become the norm in a lot of teaching that goes on. What would your classroom look like if it was led by a Jujitsu Sensei? What would the school day look like if this was the approach? What would graduation look like?

Just a thought... ■

Chris McGeehan, Jariram Lead OLEVI Facilitator and OLEVI Professional Coach

### Talking of Mastery...

This is one of the keys areas that gets looked at in great detail on the **OTP PLUS**; along with other widely used, but complex, areas of practice, such as metacognition and self-regulation – ideas, words, concepts, areas of practice, that have become far more widely used and embedded in the psyche of practitioners because of the work of the EEF and the Teachers Toolkit. Mastery, however, is a bit of an odd one because there's quite a narrow remit.

You quite often hear of things such as maths mastery, the article above refers to the Singapore method. However, our programme deliberately tries to take a step away from the application of mastery to understand what it is about. Whether it's a teaching approach, in the way 'How' we teach (mastery teaching), or whether it's more an indication of the success of teaching well, i.e. something has been mastered if it has been properly learnt; and, therefore, what good teaching equates to that being properly learnt well and what are the blockers and what are the challenges to doing that?

The other conversation we have about it is whether mastery is the technical pursuit of how we teach. Breaking subject matter right down so that little bits are properly acquired before moving on. Is this what mastery is about? A sort of technical approach to teaching. Or, is it a moral pursuit, where we are setting children up to fail if we don't ensure that they have properly learnt the fundamentals of being a successful person? I could look at this as a geography teacher and ask; do my students properly understand areas of knowledge, concepts and skills to be a successful geographer? Do they really know their subject so they can get an A\*. Or, are we talking about life chances, where if certain fundamental areas of the

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curriculum haven't been mastered – I'm talking about literacy and numeracy here – we limit the ability to apply it.

The first questions we ask on the OTP PLUS on mastery is: "We know something has been mastered when?....". It is really interesting to see immediately what people write down. It's the visual symptoms of when you know something has happened; you'll see people play with things, they show-off with things, they can mess about with it and apply their knowledge here, there and everywhere. They get it. It's become innate. It's become part of them.

So, what are the absolute things, morally speaking, that children and teenagers need to have properly become at one with so that they can succeed later on? The big push for people talking about this is that it's all about the kids: 'How do we encourage children to master stuff?' 'How can we encourage children to better self-regulate?' 'How do we encourage children to become more aware of their own thinking processes?'

Our position has always been: 'Can the teachers do it for themselves first? If we expect our children to be great learners, are the teachers themselves modelling what it is to be a great learner? Mastery is the same. So we have the conversation with our delegates: "To be an outstanding teacher, what are the things that you need to have mastered? How do you model that to others? Does it mean that you have got there? And have you finished learning?" We explore how you balance something up with: Yes, I've mastered a certain level of practice, but I'm still growing on it; rather than, I am there. Done. I've finished. I've learnt everything there is to know – which would fly in the face of the conversation.

The Mastery session is the penultimate session the OTP PLUS programme and it is essentially the pinnacle, or apex, of bigger conversations. If the OTP is the beginning of a conversation with professionals about how to be, and how to act, and how to work with others as an outstanding teacher; the OTP PLUS continues that conversation. The session about Mastery is essentially the culmination of everything. So, who has mastered being an outstanding teacher? No one has. It's complicated. How do we do this for our kids? Well, before anything else, lets do it for ourselves first. ■

Eddie Hannifan, Director of Education, OLEVI

## Meaningful change. What does it mean?

**Stephen Edgell, OLEVI Professional Coach and Lead facilitator at our Tendring Technology College DOC, shares his news, views and the creative ways OLEVI models form part of the daily routine for students**

"As 280 teaching professionals gathered at Tendring Teaching College for the start of a new academic year, it was encouraging to hear OLEVI language being used to highlight priorities for the year ahead. Part of the new OTP PLUS programme invites a detailed analysis of 'meaningful change'. We have a duty to focus on what will have the most impact in terms of explicit outcomes, but also keeping the culture and climate positive so that we have more than a factory output model for schools. Of course, 'meaningless change' needs to be guarded against and one of the best adverts for the OLEVI work is that it all has a strong drive to secure sustainable positive impact. We should be unafraid of asking the hard questions around purpose and meaning in education.

It was a privilege to be part of the first cohort to attend the OTP PLUS TTT at Jariram, OLEVI HQ, for this brand-new delegate programme. As always, the combination of high challenge but low threat (to borrow Mary Myatt's phrase) ensured a productive time.

The new themes that seek to take delegates beyond their OTP experience include: thinking about 'meaningful change' as a skill and a culture; and unpacking 'meta-cognition'; and committing to 'growing the top' so that whole-school improvement can occur. We are confident that it will be a popular opportunity to stretch and challenge delegates. Tendring will be facilitating its first OTP PLUS in Spring 2019."

### Impact of OTP at Noel Park and Trinity Primary Academies

"Working in Haringey with two AET academies was another positive experience. One of the many inspiring insights was how much more delegates gain by committing to the **Post Session Challenges (PSC)**.

We also loved hearing about how Year 2 pupils had engaged with the **Teaching and Learning model** (ladybird carpet, right); how quickly Year 3 pupils and support staff picked up on the **DR ICE** ideas; and how the **Comfort Stretch Panic (CSP)** learning zones were re-created visually for Year 4 classes to demonstrate their learning."



100% of London delegates rated the OTP experience as 'excellent'

### DR ICE in Tutor Groups: Monday to Friday ideas

It was great to see samples of creative ways to make DR-ICE part of a daily routine for students at TTC. There will be lots more ways to bring these key principles to life!

MONDAY Deepening Thinking	TUESDAY Role Modelling	WEDNESDAY Impact	THURSDAY Challenging	FRIDAY Engaging in Learning
News story that connects – e.g. what is fake news and how to spot it.	Q. "Who picks up litter?" A. The Headteacher! Why is that?... And, what can be done?	What is the impact on others of my learning? E.g. Why and how do I support or collaborate?	Physical stretching (aerobics)... Muscle memory and metacognition	How to REALLY listen to others. Fun and games to build listening skills.
Magic Mondays Can you work out how the trick was done?	Who is my fictional hero and why?	What am I reading/watching/doing outside school time that positively impacts my learning?	What questions about learning can I ask to challenge the teacher(s)?	Quizzing each other on how best to prepare for a test.

## Why Senior Leadership Teams need to lead by example

Eddie Hannifan reflects on how a recent Conceptualisation morning with a Senior Leadership Team from across one MAT hit home the absolute value of working hard to make the 'right thing' happen.

It seems that now, more than ever, everybody simply has too many other things to do; 'time' is the word we hear, and likely say, more than any other. It seems that 'value for time' has become more of a concern for people than 'value for money'; very telling during a time of austerity. It's no wonder then that well-being is at the fore of so much of the current discourse.

And so there was every reason and excuse for the SLT from across the MAT not to have spent the morning together.

It takes courage, therefore, from the CEOs and the top levels of leadership, to make the braver decision and say, "Yes... yes, we will all meet... If we're going to do something, it should be done properly... If we're going to spend money on something, let's make sure it's a worthwhile investment... If it's truly important, then it needs to take priority."

This also makes me highly accountable for the quality of what's being delivered and for making sure the time spent is truly worthwhile!

Too often I see senior leaders taking ill-judged shortcuts, making decisions under the impression that either 'they know best' or "That'll do; how complex can it be?". Unsurprisingly, these decisions often yield a much lower return, less value for money and, perhaps more importantly, less value for time.

It often ends up with a confused group of professionals, with great potential, sitting in a room worrying about 'what the plan is', instead of focussing on their learning and development. If we're not careful, we can find ourselves spending more time dealing with avoidable organisational concerns, which move nothing forward, than we do on what will better equip us and the organisation to better fulfil the moral obligation.



Photograph: Shutterstock

The decision by SLTs not to engage properly with what they are investing in also models an unhelpful precedent for the hundreds of teachers across their organisations: "If our senior leaders didn't invest the time in truly understanding this – which often leads to so many avoidable and costly organisational blockers – then why should we?" Throwing money at something isn't enough.

Put simply, if it feels like they don't care, then why should anyone else?

It's the same argument we hear from many of our students: "Why are young adults expected to display certain learning behaviours and stick to various procedural conditions if the adults charged with leading them don't set the best examples before them?"

"What do they know?!" is a classic defensive response to hard-bearing truths.

One of my all-time favourite maxims is: 'The fish rots from the head down.' For me, this is all about behaviour and what we implicitly (and often unintentionally) communicate via the decisions we make and the ways in which we make them.

A stark and quite sad example recently was when a group of staff who had turned up to a session were told that some of their colleagues (more senior than them) weren't coming because: "They are too busy". Even when we give them the benefit of doubt, the choice of phraseology and

the subsequent looks on the faces of the colleagues who had made the necessary sacrifices to be there were telling.

I should be in the hammers, nails & coffins industry, I thought to myself.

Call it irony or hypocrisy, either way (albeit implicitly) it sends a powerful and unhelpful message to everyone else. As such, we can find ourselves working with the absolute goodwill of our profession's best practitioners, those who will always do what is right in spite of the shortcomings of those who are supposed to model best practice.

But there is a limit to this.

And here's a twist on the previous maxim; another favourite but a hard pill to swallow: 'You get the behaviour you deserve.'

If I accept the previous situation where I'm finding myself working with teachers who aren't really sure what's going on, then I get the behaviour I deserve. So I will push harder for what's right. But if SLTs still feel it's OK to cut corners, because they've decided that's acceptable, then they have to recognise that they deserve the behaviours they get.

Side note: I do recognise that decent people also have to handle behaviours they absolutely don't deserve!

And so it was with absolute pride that I had the opportunity to work with the SLT of this MAT, a group which had made sacrifices to be there. This wouldn't have

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been an easy decision, but it was one that will reward so many more people than just themselves, with so many more benefits; the investment will bring them a just return.

They modelled integrity, commitment, care, diligence, inclusion and equality, and will rightly have this shown back to them by those they lead. Their engagement, reflection and learning from that morning will see more of the same positive behaviours from their own staff.

And their deeper understanding of what they are investing in, and the greater clarity it brought regarding what they want to achieve with it, will set a trajectory for all their staff who go on to attend the learning programmes; they know why they're there and what it's all for!

The alternative, of course, as some choose to do, is to skip this step and make consultative judgements on processes they don't understand. As already mentioned, money is simply thrown at the problem, hoping it'll get solved. Long term, this doesn't work, and so we end up having gone full circle and arrive back where we started. Taking shortcuts, thinking they'll save time and money,

or backing away from the courageous decisions on matters which are both important and complicated, winds up wasting both money and time.

It's both a frustrating and a sad irony, as no one has either to waste!

This MAT made it all look easy, which I know it isn't. None of this is easy, or simple for that matter; if it was we wouldn't be here.

Education is complicated (newsflash!); there are very few quick fixes that result in sustained meaningful change, and yet there are too many people out there looking for them. It's like the teacher who asked me in desperation, "Just tell me what I need to do to be outstanding." Let's start by thinking through that statement again, shall we?

This takes a level of practice that the very best in education work tirelessly to maintain. Yes, they might overdo it sometimes and upset people, or take their foot off the pedal and cause more upset. No one's perfect, and the best people have the humility to say so. They are forthcoming with their mistakes and in the areas they know they need to develop.

They don't hide them!

The best teams work hard to maintain an effective balance of 'what is right' and 'what is important', and it was a privilege to meet and spend time with one who is doing precisely that.

So, I ask you, with all seriousness:

*"If the most important thing is to keep the most important thing the most important thing..."*

... What are you implicitly or unintentionally communicating to your colleagues?" ■

## CONCEPTUALISATION DAYS

Conceptualisation Days are designed to better inform SLTs around what OLEVI offers and they give participants an opportunity to experience the way in which we work. They are designed to build a stronger base on which the leaders of organisations can strategically plan for what they're trying to achieve through the suite of professional learning programmes OLEVI has to offer.

## INTERNATIONAL NEWS

**It has been an exciting time for us, as we've seen our international partnerships develop and grow.**

### SWEDEN

We had the pleasure of hosting an afternoon with nine education professionals from The Swedish National Agency for Education. Professor Sir George Berwick and Richard Lockyer facilitated an afternoon

of discussions around Leadership in Teaching and Learning, and showcased how the OLEVI approach and models could support their National School Leadership Training Programme.

### QATAR

Richard Lockyer, Ros Bartlett and Nikki Meredith, returned to the Qatar International School, Doha, to facilitate an Outstanding Facilitator Programme (OFP), Outstanding Leadership in Education (OLE) programme, and an Outstanding Leadership in Education Train the Trainers. The week was extremely rewarding for the delegates and the OLEVI team, who have worked with the school from the beginning of their learning journey and seen the staff and school blossom into a centre of excellence.

### CANADA

Our long-standing relationship with the Western Quebec School Board continues to grow. It was a pleasure for Richard and George to visit them again this Autumn, to support the WQSB's Principals Induction programme, aimed at developing greater leadership capacity and growing coaching skills for the aspirational principals of the future. Richard also facilitated a POC and APOC to members of the board to advance their coaching skills.

### EL SALVADOR

We were delighted to welcome a teacher from The Academia Británica Cuscatleca, a mixed bi-lingual bi-cultural school from Pre-Kinder to Grade 12 situated in Santa Tecla, El Salvador, onto the OFP. And, even more delighted, that since becoming a facilitator of the OLEVI ITP and OTP for use in their school, an additional three colleagues will be joining us for the OFP in early 2019.



**QISOLEVI** @oleviqis - Oct 25  
Also a HUGE thank you to Nikki Meredith, Roz Bartlett and Richard Lockyer for such meaningful facilitation - it's going to have a huge impact #OLEVItalk #qis

## Programme dates Spring and Summer 2019



### Outstanding Facilitator Programme (OFF)

Cost: £680.00 plus VAT  
Time: 9.00am-4.30pm (each day)

Dates:

- ▲ January 15-16, 2019
- ▲ February 28-March 1, 2019
- ▲ April 2-3, 2019
- ▲ April 29-30, 2019
- ▲ June 11-12, 2019
- ▲ July 8-9, 2019

### The Power of Coaching Train the Trainers (POC TTT)

Cost: £680.00 plus VAT  
Time: 9.00am-4.30pm (each day)

Dates:

- ▲ January 23-24, 2019
- ▲ March 12-13, 2019
- ▲ June 19-20, 2019

### OLEVI Professional Coach (OPC)

Cost: £350.00 plus VAT  
Time: 9.30am-4.00pm

Dates:

- ▲ February 28, 2019
- ▲ June 17, 2019

### The Advanced Power of Coaching (APOC)

Cost: £475.00 plus VAT

▲ Date: March 18-19, and May 7, 2019

March 18, Day One: 9.30am-4.30pm  
March 19, Day Two: 9.30am-12.30pm  
May 7, Day Three: 9.30am-4.30pm

### Outstanding Teaching Assistant Programme Train the Trainers (OTAP TTT)

Cost: £680.00 plus VAT  
Time: 9.00am-4.30pm (each day)

Dates:

- ▲ February 12-13, 2019
- ▲ May 20-21, 2019

### Outstanding Leadership in Education Train the Trainers (OLE TTT)

Cost: £680.00 plus VAT  
Time: 9.00am-4.30pm (each day)

Dates:

- ▲ March 19-20, 2019
- ▲ June 24-25, 2019

### VENUE

All programmes will be held at:  
OLEVI Conference Centre,  
Jariram, 6 Gladstone Road,  
Orpington, Kent BR6 7EA

## OLEVI MEMBERS' BOARD

### DATES FOR YOUR DIARY Facilitator Refresher Day

Anyone accredited to be an OLEVI facilitator **before 2016** is required to attend a Facilitator Refresher Day.

The day will update facilitators of all new resource material, processes and models currently used in facilitating our programmes, and offers an opportunity to refresh your facilitation skills. Attending the day will also ensure continued validation of your accredited status.

This will be a thought provoking and fun day, with the intention of spreading the impact we can all have through facilitation beyond the training room.

Date: **January 14, 2019**  
Time: 9.30am-3.30pm

Date: **March 4, 2019**  
Time: 9.30am-3.30pm

Venue: OLEVI Conference Centre  
Book via website [OLEVI.com](http://OLEVI.com)

### Additional date and venue added due to popular demand!

Due to several requests from our Member Schools to have regional Facilitator Refresher Days, we will be holding an additional day in January 2019:

Date: **January 23, 2019**  
Time: 9.30am-3.30pm

Venue: St Chad's CE Primary School,  
Rhodes Avenue, Upperhill,  
Oldham, Cheshire, OL3 6EE

To book at this venue please contact  
Mona Bhatti: [mb@olevi.com](mailto:mb@olevi.com)

Cost of Facilitator Refresher Days to member schools is £130 plus VAT per delegate.

Non-member schools are welcome to attend at the cost of £185 plus VAT per delegate.

All programmes can be booked via our website:  
[www.olevi.com/event-registration/](http://www.olevi.com/event-registration/)