CPET CPD from home

All staff MUST complete ALL of the courses in the boxes at the top marked ‘Everyone must complete.’

Then: Choose at least 3 – 5 optional courses and write a summary of key points should you need to feedback to other staff members.

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| **SUMMARY** | **LINK** | **Course Info** |
| **\*EVERYONE MUST COMPLETE: WHOLE SCHOOL TRAINING\*** |
| Infection control | [https://www.virtual-](https://www.virtual-college.co.uk/courses/health-and-safety/introduction-to-infection-prevention) [college.co.uk/courses/health-](https://www.virtual-college.co.uk/courses/health-and-safety/introduction-to-infection-prevention) [and-safety/introduction-to-](https://www.virtual-college.co.uk/courses/health-and-safety/introduction-to-infection-prevention)[infection-prevention](https://www.virtual-college.co.uk/courses/health-and-safety/introduction-to-infection-prevention) | Suitable for everyone 30 – 60 mins Certificate provided |
| Introduction to GDPR | [https://www.virtual-](https://www.virtual-college.co.uk/courses/compliance/introduction-to-gdpr) [college.co.uk/courses/complianc](https://www.virtual-college.co.uk/courses/compliance/introduction-to-gdpr) [e/introduction-to-gdpr](https://www.virtual-college.co.uk/courses/compliance/introduction-to-gdpr) | Suitable for everyone 30 – 60 mins Certificate provided |
| Understanding young minds | [https://www.virtual-](https://www.virtual-college.co.uk/courses/safeguarding/understanding-young-minds) [college.co.uk/courses/safeguar](https://www.virtual-college.co.uk/courses/safeguarding/understanding-young-minds) [ding/understanding-young-](https://www.virtual-college.co.uk/courses/safeguarding/understanding-young-minds)[minds](https://www.virtual-college.co.uk/courses/safeguarding/understanding-young-minds) | Suitable for everyone 30 – 60 mins Certificate provided |
| Female Genital Mutilation | [https://www.virtual-](https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm) [college.co.uk/resources/free-](https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm) [courses/recognising-and-](https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm)[preventing-fgm](https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm) | Suitable for everyone 30 – 60 mins Certificate provided |
| Protecting children from child sexual exploitation | [https://www.virtual-](https://www.virtual-college.co.uk/resources/free-courses/keep-them-safe) [college.co.uk/resources/free-](https://www.virtual-college.co.uk/resources/free-courses/keep-them-safe)[courses/keep-them-safe](https://www.virtual-college.co.uk/resources/free-courses/keep-them-safe) | Suitable for everyone30 mins |
| Prevent training | [https://www.elearning.prevent.](https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html) [homeoffice.gov.uk/edu/screen1.](https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html) [html](https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html) | 45 minutes to complete onlineSuitable for: everyone |
| **Epilepsy** You will need to complete 3 elements: 1. First aid for seizures at school (video)2. Epilepsy awareness for schools3. Epilepsy for teachers. | <http://learn.epilepsy.org.uk/>  | Suitable for everyone1 hour + |
| **Diabetes** (Ensure you register for the advanced module then the basic will also be visible). / You will need to complete both the basic and advanced level. | <https://www.jdrf.org.uk/school-pack/schools-e-learning-module>  | Suitable for everyone1 hour + |
| **Asthma** You will need to complete all elements of the Asthma module. | <https://www.supportingchildrenshealth.org/account/asthma-modules/>  | Suitable for everyone1 hour + |
| **Anaphylaxis**1. On the top bar you will need to view the ‘Emergency instructions’ and watch the emergency care film.
2. On the top bar, click on ‘what is anaphylaxis’ and read signs and symptoms.
3. Then click back on ‘what is anaphylaxis’ and read FAQ’s
 | <http://www.anaphylaxis.org.uk>  |  Suitable for everyone 1 hour + |

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| **SEND - OPTIONAL** |
| **SEND Code of Practice Chapter 6**Pages 91 – 109 | [https://assets.publishing.service.g](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) [ov.uk/government/uploads/system](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)[/uploads/attachment\_data/file/3](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)[98815/SEND\_Code\_of\_Practice\_](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) [January\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) | Information to read Suitable for: everyone |
| **Understanding autism,**Introduces the autism spectrum, how it is experienced by different individuals and families, and why it is a global concern. The course explains how ideas about autism have evolved and explores diagnosis, causes, intervention and life-span development. Widely varying perspectives on autism are illustrated and key societal and cross-cultural issues highlighted. | [https://www.open.edu/openlearn/s](https://www.open.edu/openlearn/science-maths-technology/understanding-autism/content-section-overview?active-tab=description-tab) [cience-maths-](https://www.open.edu/openlearn/science-maths-technology/understanding-autism/content-section-overview?active-tab=description-tab) [technology/understanding-](https://www.open.edu/openlearn/science-maths-technology/understanding-autism/content-section-overview?active-tab=description-tab) [autism/content-section-](https://www.open.edu/openlearn/science-maths-technology/understanding-autism/content-section-overview?active-tab=description-tab) [overview?active-tab=description-](https://www.open.edu/openlearn/science-maths-technology/understanding-autism/content-section-overview?active-tab=description-tab) [tab](https://www.open.edu/openlearn/science-maths-technology/understanding-autism/content-section-overview?active-tab=description-tab) | 24 hours of study over 8 weeks.Level 1 Introductory Participants gain a digital badge at the end Suitable for: Teachers,support staff and TA’s |
| [**Making Sense of Dyslexia: Education for Children and**](http://addressingdyslexia.org/sites/default/files/resources/Making%20Sense%20Dyslexia%20Report%202014.pdf)[**Young People**](http://addressingdyslexia.org/sites/default/files/resources/Making%20Sense%20Dyslexia%20Report%202014.pdf)* Introduction to Dyslexia and Inclusive Practice
* Supporting Dyslexia, Inclusive Practice and Literacy
* Dyslexia: Identification and Support
 | [http://addressingdyslexia.org/fre](http://addressingdyslexia.org/free-online-learning-modules) [e-online-learning-modules](http://addressingdyslexia.org/free-online-learning-modules) | 3 x modules.Module 1 = 3 hours of studyModule 2 = 10 hoursModule 3 = 20 hours Participants gain a digital badge at the end Suitable for: Teachers, support staff and TAs |
| Top tips for understanding **ADHD** and supporting children in the classroom | [https://www.sendgateway.org.uk/r](https://www.sendgateway.org.uk/r/top-tips-for-understanding-adhd-and-supporting-children-in-the-classroom.html)[/top-tips-for-understanding-adhd-](https://www.sendgateway.org.uk/r/top-tips-for-understanding-adhd-and-supporting-children-in-the-classroom.html) [and-supporting-children-in-the-](https://www.sendgateway.org.uk/r/top-tips-for-understanding-adhd-and-supporting-children-in-the-classroom.html) [classroom.html](https://www.sendgateway.org.uk/r/top-tips-for-understanding-adhd-and-supporting-children-in-the-classroom.html) | Information sheet to readApproximate time: 1 hour Suitable for: Teachers and TAs |
| Range of free videos for teachers on **Supporting children with difficulties in reading and writing** |  [https://www.coursera.org/learn/dyslexi](https://www.coursera.org/learn/dyslexia-difficulties/) [a-difficulties/](https://www.coursera.org/learn/dyslexia-difficulties/) | 26 hours to complete over 6 weeksSuitable for: Teachers and TAs |
| Focuses on children and young people’s **speech, language and communication development**. It looks at how you can support the development of these skills on a day-to-day basis in your setting, and how to spot children and young people who might be struggling to develop these important skills. | [https://www.thecommunicationtru](https://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/) [st.org.uk/projects/professional-](https://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/) [development/online-short-course/](https://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/) | The course takes approximatelyhalf a day to complete. Suitable for: Teachers and TAs |

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| **Range of free courses on supporting the SEND learner** | Find: Primary, Focus on SEND[https://nasen.org.uk/training-and-](https://nasen.org.uk/training-and-cpd/online-learning/online-learner-registration.html) [cpd/online-learning/online-learner-](https://nasen.org.uk/training-and-cpd/online-learning/online-learner-registration.html) [registration.html](https://nasen.org.uk/training-and-cpd/online-learning/online-learner-registration.html) | 9 hours over 6 weeks.*\*Please note, I have tried to log in to register you all but the website doesn’t seem to be very clear and I can’t find how to. Please register yourself instead.*Suitable for: Teachers and TAs |
| This short online course will encourage you to challenge your own definitions and perceptions of autism and **ADHD**. You will get an opportunity to examine several key themes around both autism and ADHD in order to obtain skills to help people with these conditions. | [https://www.derby.ac.uk/short-](https://www.derby.ac.uk/short-courses-cpd/online/free-courses/understanding-autism-aspergers-and-adhd/) [courses-cpd/online/free-](https://www.derby.ac.uk/short-courses-cpd/online/free-courses/understanding-autism-aspergers-and-adhd/) [courses/understanding-autism-](https://www.derby.ac.uk/short-courses-cpd/online/free-courses/understanding-autism-aspergers-and-adhd/) [aspergers-and-adhd/](https://www.derby.ac.uk/short-courses-cpd/online/free-courses/understanding-autism-aspergers-and-adhd/) | 18 hours: 6 units (3 hours each)Participants gain a digital badge at the end Suitable for: Teachers and TAs |
| **Understanding ADHD: Current Research and Practice** Learn about attention deficit hyperactivity disorder(ADHD) including ADHD symptoms, the latest research and ADHD treatment. | [https://www.futurelearn.com/cour](https://www.futurelearn.com/courses/understanding-adhd)[ses/understanding-adhd](https://www.futurelearn.com/courses/understanding-adhd) | 4 x 2 hour sessionsSuitable for: Teachers and TA’s |
| **Inclusive Education: Essential Knowledge for Success** Discover what inclusive education really is, explore its benefits and learn to implement it at system, school andclassroom level. | [https://www.futurelearn.com/cour](https://www.futurelearn.com/courses/inclusive-education) [ses/inclusive-education](https://www.futurelearn.com/courses/inclusive-education) | 2 x 1 hour sessions Suitable for: Teachers and TAs |
| **Education for All: Disability, Diversity and Inclusion** Discover ways to make education more inclusive, especially in areas where resources are limited. | [https://www.futurelearn.com/cour](https://www.futurelearn.com/courses/education-for-all) [ses/education-for-all](https://www.futurelearn.com/courses/education-for-all) | 6 x 3 hour sessions Suitable for: Teachers and TAs |

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| **Assessment and differentiation OPTIONAL** |
| **Planning for Learning: Formative Assessment**Develop the way you use evidence of student understanding to inform your teaching and enable learningduring and across lessons. | [https://www.futurelearn.com/cour](https://www.futurelearn.com/courses/planning-for-learning) [ses/planning-for-learning](https://www.futurelearn.com/courses/planning-for-learning) | 5 sessions of 3 hrs each Suitable for: Teachers and TAs |
| **Introducing Assessment for Learning**Develop your responsiveness as a teacher by learning how to assess student understanding and tailor lessons to enhance learning. | [https://www.futurelearn.com/cour](https://www.futurelearn.com/courses/introducing-assessment-for-learning) [ses/introducing-assessment-for-](https://www.futurelearn.com/courses/introducing-assessment-for-learning) [learning](https://www.futurelearn.com/courses/introducing-assessment-for-learning) | 3 sessions of 3 hours eachSuitable for: Teachers and TAs |
| **Differentiation for Learning**Improve your teaching by developing how you provide differentiated learning opportunities for all your students. | [https://www.futurelearn.com/cour](https://www.futurelearn.com/courses/differentiating-for-learning-stem) [ses/differentiating-for-learning-](https://www.futurelearn.com/courses/differentiating-for-learning-stem) [stem](https://www.futurelearn.com/courses/differentiating-for-learning-stem) | 5 sessions of 3 hours eachSuitable for: Teachers and TAs |
| **What children's perspectives tell us about inclusion** What children's perspectives tell us about inclusion, is that we are all experts in different ways, and that our different experiences and understandings are of value. | [https://www.open.edu/openlearn/e](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/what-childrens-perspectives-tell-us-about-inclusion/content-section-0?active-tab=description-tab) [ducation/educational-technology-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/what-childrens-perspectives-tell-us-about-inclusion/content-section-0?active-tab=description-tab) [and-practice/educational-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/what-childrens-perspectives-tell-us-about-inclusion/content-section-0?active-tab=description-tab) [practice/what-childrens-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/what-childrens-perspectives-tell-us-about-inclusion/content-section-0?active-tab=description-tab) [perspectives-tell-us-about-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/what-childrens-perspectives-tell-us-about-inclusion/content-section-0?active-tab=description-tab) [inclusion/content-section-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/what-childrens-perspectives-tell-us-about-inclusion/content-section-0?active-tab=description-tab) [0?active-tab=description-tab](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/what-childrens-perspectives-tell-us-about-inclusion/content-section-0?active-tab=description-tab) | 4 hours of study Level 2 Participants get a certificate of participation at the end Suitable for: Teachers and TAs |
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| **Teaching assistants / Support Staff OPTIONAL** |
| **Supporting Successful Learning in Primary School** Build your understanding of learning and teaching to gain confidence in supporting children in school as a teaching assistant. | [https://www.futurelearn.com/cour](https://www.futurelearn.com/courses/supporting-learning-primary) [ses/supporting-learning-primary](https://www.futurelearn.com/courses/supporting-learning-primary) | 4 sessions of 3 hours eachSuitable for: TAs |
| **Phonics OPTIONAL** |
| **Teaching Phonics in Early Childhood**Learn what phonics is and how to teach it in the early years | [https://www.futurelearn.com/cour](https://www.futurelearn.com/courses/teaching-phonics) [ses/teaching-phonics](https://www.futurelearn.com/courses/teaching-phonics) | 2 sessions of an hour eachSuitable for: Teachers and TAs |
| **Social and emotional: Pastoral care OPTIONAL** |
| **Teaching Students Who Have Suffered Complex Trauma**Find out what complex trauma is, how it affects children and adolescents, and what can be done to help. | [https://www.futurelearn.com/cour](https://www.futurelearn.com/courses/education-for-all) [ses/education-for-all](https://www.futurelearn.com/courses/education-for-all) | 6 sessions of 3 hours eachSuitable for: Teachers, support staffand TAs |
| **Attachment in the early years** | [https://www.open.edu/openlearn/e](https://www.open.edu/openlearn/education-development/early-years/attachment-the-early-years/content-section-0?active-tab=description-tab)[ducation-development/early-](https://www.open.edu/openlearn/education-development/early-years/attachment-the-early-years/content-section-0?active-tab=description-tab) | 6 hours of studyLevel 2 |
| Covers theory and research in the area of attachment in early childhood. | [years/attachment-the-early-](https://www.open.edu/openlearn/education-development/early-years/attachment-the-early-years/content-section-0?active-tab=description-tab) [years/content-section-0?active-](https://www.open.edu/openlearn/education-development/early-years/attachment-the-early-years/content-section-0?active-tab=description-tab) [tab=description-tab](https://www.open.edu/openlearn/education-development/early-years/attachment-the-early-years/content-section-0?active-tab=description-tab) | Participants get a certificate of participation at the end Suitable for: Teachers, support staffand TAs |
| **Transforming Education in Challenging Environments** Discover practical ways teachers can transform the education of children and young people living in conflict- affected contexts. | [https://www.futurelearn.com/cour](https://www.futurelearn.com/courses/transforming-education) [ses/transforming-education](https://www.futurelearn.com/courses/transforming-education) | 4 sessions of 4 hours eachSuitable for: Teachers and TAs |

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| **Adverse Childhood Experiences (ACEs)*** An Introduction to ACEs
* Brain Development in the Early Years
* The Impact of Childhood Adversity
* Social, Health and Community Impacts of ACEs Early Trauma
* Protective Factors
* Looking at ACEs Through a Trauma Informed Lens
* Building Resilience
 | [https://www.acesonlinelearning.co](https://www.acesonlinelearning.com/) [m/](https://www.acesonlinelearning.com/) | 50 minutes Participants gain acertificate at the end of the course.Suitable for: Teachers, support staff and TAs |
| **Gender OPTIONAL** |  |
| **Educating Girls: Teaching Approaches to Helping Girls****Thrive**Learn how to support girls’ academic success in school andprofessional success after school with this course for educators. | [https://www.futurelearn.com/cour](https://www.futurelearn.com/courses/educating-girls)[ses/educating-girls](https://www.futurelearn.com/courses/educating-girls) | 4 sessions of 2 hours each Suitable for: Teachers and TAs |
| **EAL OPTIONAL** |
| **English in Early Childhood: Language Learning and Development**Discover how very young children learn English as anadditional language and how you can help them progress | [https://www.futurelearn.com/cour](https://www.futurelearn.com/courses/transforming-education) [ses/transforming-education](https://www.futurelearn.com/courses/transforming-education) | 4 sessions of 4 hours eachSuitable for: Teachersand TAs |
| **Maths OPTIONAL** |
| **Maths Subject Knowledge: Fractions, Decimals, and Percentages**Improve your mathematics understanding and learn methods for teaching fractions as a non-specialist mathsteacher. | [https://www.futurelearn.com/cour](https://www.futurelearn.com/courses/maths-subject-knowledge-fractions-decimals-and-percentages) [ses/maths-subject-knowledge-](https://www.futurelearn.com/courses/maths-subject-knowledge-fractions-decimals-and-percentages) [fractions-decimals-and-](https://www.futurelearn.com/courses/maths-subject-knowledge-fractions-decimals-and-percentages) [percentages](https://www.futurelearn.com/courses/maths-subject-knowledge-fractions-decimals-and-percentages) | 6 sessions of 3 hours eachSuitable for: Teachers |
| **Maths Subject Knowledge: Proportion, Ratio and Scaling** Learn how to solve proportional reasoning problems and apply them to real-world contexts and STEM subjects. | [https://www.futurelearn.com/cour](https://www.futurelearn.com/courses/maths-subject-knowledge-proportion-ratio-scaling) [ses/maths-subject-knowledge-](https://www.futurelearn.com/courses/maths-subject-knowledge-proportion-ratio-scaling) [proportion-ratio-scaling](https://www.futurelearn.com/courses/maths-subject-knowledge-proportion-ratio-scaling) | Suitable for: Teachers 4 sessions of 3 hours each |

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| **Literacy OPTIONAL** |
| **Encouraging book talk in the school library** Encouraging book talk in the school library, offers ideas and activities to engage pupils in discussing books. | [https://www.open.edu/openlearn/e](https://www.open.edu/openlearn/education/encouraging-book-talk-the-school-library/content-section-0?active-tab=description-tab) [ducation/encouraging-book-talk-](https://www.open.edu/openlearn/education/encouraging-book-talk-the-school-library/content-section-0?active-tab=description-tab) [the-school-library/content-](https://www.open.edu/openlearn/education/encouraging-book-talk-the-school-library/content-section-0?active-tab=description-tab) [section-0?active-tab=description-](https://www.open.edu/openlearn/education/encouraging-book-talk-the-school-library/content-section-0?active-tab=description-tab) [tab](https://www.open.edu/openlearn/education/encouraging-book-talk-the-school-library/content-section-0?active-tab=description-tab) | 4 hours of study Certificate of participation Level 1 course Suitable for: all staff |
| **Exploring books for children: words and pictures**Exploring books for children: words and pictures, you will learn how children’s books use words and pictures together in remarkably sophisticated ways to communicate both to young and older readers, drawing on examples from the classics | [https://www.open.edu/openlearn/h](https://www.open.edu/openlearn/history-the-arts/exploring-books-children-words-and-pictures/content-section-0?active-tab=description-tab)[istory-the-arts/exploring-books-](https://www.open.edu/openlearn/history-the-arts/exploring-books-children-words-and-pictures/content-section-0?active-tab=description-tab)[children-words-and-](https://www.open.edu/openlearn/history-the-arts/exploring-books-children-words-and-pictures/content-section-0?active-tab=description-tab) [pictures/content-section-](https://www.open.edu/openlearn/history-the-arts/exploring-books-children-words-and-pictures/content-section-0?active-tab=description-tab) [0?active-tab=description-tab](https://www.open.edu/openlearn/history-the-arts/exploring-books-children-words-and-pictures/content-section-0?active-tab=description-tab) | 8 hours of studyCertificate of participation Level 2 courseSuitable for: all staff |
| **Evaluating school classroom discussion**Evaluating school classroom discussion, will help you, as a teacher, to evaluate such discussions in order to help students develop their understanding and use of spoken language. The ability to use language as a tool for constructing and sharing knowledge is applicable across the whole curriculum. | [https://www.open.edu/openlearn/e](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/evaluating-school-classroom-discussion/content-section-0?active-tab=description-tab) [ducation/educational-technology-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/evaluating-school-classroom-discussion/content-section-0?active-tab=description-tab) [and-practice/educational-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/evaluating-school-classroom-discussion/content-section-0?active-tab=description-tab) [practice/evaluating-school-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/evaluating-school-classroom-discussion/content-section-0?active-tab=description-tab) [classroom-discussion/content-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/evaluating-school-classroom-discussion/content-section-0?active-tab=description-tab) [section-0?active-tab=description-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/evaluating-school-classroom-discussion/content-section-0?active-tab=description-tab) [tab](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/evaluating-school-classroom-discussion/content-section-0?active-tab=description-tab) | 9 hours of study Certificate of participation Level 3 courseSuitable for: all staff |
| **Child Development OPTIONAL** |
| **Exploring children's learning**:Four theories of child development are explored. Each theory views child development from a different perspective and all have underpinned psychological research for many years, and continue to do so today. | [https://www.open.edu/openlearn/e](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/exploring-childrens-learning/content-section-0?active-tab=description-tab) [ducation/educational-technology-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/exploring-childrens-learning/content-section-0?active-tab=description-tab) [and-practice/educational-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/exploring-childrens-learning/content-section-0?active-tab=description-tab) [practice/exploring-childrens-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/exploring-childrens-learning/content-section-0?active-tab=description-tab) [learning/content-section-0?active-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/exploring-childrens-learning/content-section-0?active-tab=description-tab) [tab=description-tab](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/exploring-childrens-learning/content-section-0?active-tab=description-tab) | 20 hours of study Certificate of participation Level 2 courseSuitable for: all staff |
| **Parents and toddlers: Teaching and learning at home** Parents and toddlers: Teaching and learning at home, looks at the way toddlers interact with their carers in the home environment. | [https://www.open.edu/openlearn/e](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/parents-and-toddlers-teaching-and-learning-home/content-section-0?active-tab=description-tab) [ducation/educational-technology-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/parents-and-toddlers-teaching-and-learning-home/content-section-0?active-tab=description-tab) [and-practice/educational-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/parents-and-toddlers-teaching-and-learning-home/content-section-0?active-tab=description-tab) [practice/parents-and-toddlers-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/parents-and-toddlers-teaching-and-learning-home/content-section-0?active-tab=description-tab) [teaching-and-learning-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/parents-and-toddlers-teaching-and-learning-home/content-section-0?active-tab=description-tab) [home/content-section-0?active-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/parents-and-toddlers-teaching-and-learning-home/content-section-0?active-tab=description-tab) [tab=description-tab](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/parents-and-toddlers-teaching-and-learning-home/content-section-0?active-tab=description-tab) | 20 hours of study Certificate of participation Level 3 courseSuitable for: all staff |
| **Infants’ understanding of their social world**Infants' understanding of their social world, we draw on a wide range of psychological research to address the question of whether infants have a rich understanding of their social world. | [https://www.open.edu/openlearn/h](https://www.open.edu/openlearn/health-sports-psychology/childhood-youth/early-years/infants-understanding-their-social-world/content-section-0?active-tab=description-tab) [ealth-sports-](https://www.open.edu/openlearn/health-sports-psychology/childhood-youth/early-years/infants-understanding-their-social-world/content-section-0?active-tab=description-tab) [psychology/childhood-youth/early-](https://www.open.edu/openlearn/health-sports-psychology/childhood-youth/early-years/infants-understanding-their-social-world/content-section-0?active-tab=description-tab) [years/infants-understanding-](https://www.open.edu/openlearn/health-sports-psychology/childhood-youth/early-years/infants-understanding-their-social-world/content-section-0?active-tab=description-tab) [their-social-world/content-](https://www.open.edu/openlearn/health-sports-psychology/childhood-youth/early-years/infants-understanding-their-social-world/content-section-0?active-tab=description-tab) [section-0?active-tab=description-](https://www.open.edu/openlearn/health-sports-psychology/childhood-youth/early-years/infants-understanding-their-social-world/content-section-0?active-tab=description-tab) [tab](https://www.open.edu/openlearn/health-sports-psychology/childhood-youth/early-years/infants-understanding-their-social-world/content-section-0?active-tab=description-tab) | 12 hours of study Certificate of participation Level 3 courseSuitable for: all staff |

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| **Reflective practice OPTIONAL** |
| **Learning to teach: becoming a reflective practitioner** Critical reflection is crucial to becoming a successful teacher. Becoming a reflective practitioner, explains what is meant by reflective practice and how to ensure that reflection leads to learning. This course explores the different models of critical reflection, knowledge of which will help you to structure your practice and evaluate whether you are reflecting and therefore learning effectively. | [https://www.open.edu/openlearn/e](https://www.open.edu/openlearn/education-development/learning-teach-becoming-reflective-practitioner/content-section-0?active-tab=description-tab) [ducation-development/learning-](https://www.open.edu/openlearn/education-development/learning-teach-becoming-reflective-practitioner/content-section-0?active-tab=description-tab) [teach-becoming-reflective-](https://www.open.edu/openlearn/education-development/learning-teach-becoming-reflective-practitioner/content-section-0?active-tab=description-tab) [practitioner/content-section-](https://www.open.edu/openlearn/education-development/learning-teach-becoming-reflective-practitioner/content-section-0?active-tab=description-tab) [0?active-tab=description-tab](https://www.open.edu/openlearn/education-development/learning-teach-becoming-reflective-practitioner/content-section-0?active-tab=description-tab) | 5 hours of study Certificate of participation Level 3 courseSuitable for: teachers |
|  **Parents/ careers OPTIONAL** |
| **Parents as partners**We look at the notion of parents as partners. We identify a cluster of reasons why partnership is considered important - for children, parents and practitioners - and give examples of ways in which it can be interpreted in practice. We also outline a conceptual framework to accommodate the possible range of parental involvement and partnership practice | [https://www.open.edu/openlearn/e](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/parents-partners/content-section-0?active-tab=description-tab) [ducation/educational-technology-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/parents-partners/content-section-0?active-tab=description-tab) [and-practice/educational-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/parents-partners/content-section-0?active-tab=description-tab) [practice/parents-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/parents-partners/content-section-0?active-tab=description-tab) [partners/content-section-](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/parents-partners/content-section-0?active-tab=description-tab) [0?active-tab=description-tab](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/parents-partners/content-section-0?active-tab=description-tab) | 16 hours of study Certificate of participation Level 1 courseSuitable for: all staff |
| **Eco** |
| **Education for Sustainable Development CPD*** Further develop your understanding of ESD and explore why – with today's challenges such as climate change and loss of biodiversity – it’s increasingly important that sustainability becomes an integral part of teaching and learning.
* Discover a wide range of strategies, activities and ideas that you can use to develop ESD in your school, and to build your confidence in teaching ESD.
* Explore how to teach ESD through the curriculum.
* Examine examples of successful ESD practice from around the UK.
* Gain understanding of what is possible when it comes to ESD, and get clear, simple and straightforward guidance on how to make this a reality.
* Get a detailed insight into the WWF’s resource collection.
 | <https://www.tes.com/institute/wwf-cpd-course> | 6 hoursPrimary level |