

## Upcoming Online Courses

# Online Academy High-quality training for a complete professional learning experience...

## Accredited Leadership Courses:



### NPQ's

#### NPQH

National Professional Qualification for Headship (NPQH) With its focus on developing key headship skills, the NPQH is for those who are, or aspire to be, a headteacher or head of school with leadership responsibility. An NPQH increases understanding of what's required to lead and develop a compelling vision for a school. The NPQH includes individual coaching, online briefings and practice-based events. Prospective candidates are assessed for their suitability and readiness for a headship role prior to acceptance. There are approximately 112 hours of guided learning.

#### NPQSL

The NPQSL is for senior leaders seeking professional development but not yet aspiring to headship. It is appropriate

for senior leaders with cross-school responsibilities, including experienced middle leaders, deputy and assistant headteachers, SEN coordinators and other senior staff. It increases an individual's capacity to lead across a school by improving their skills, knowledge and understanding. The NPQH consists of individual coaching, online briefings, practice-based events and a final assessment. There are approximately 92 hours of guided learning.

#### Specialist NPQ's

##### **National Professional Qualification (NPQ): Leading Teaching** NPQLT

For teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.

##### **National Professional Qualification (NPQ): Leading Behaviour and Culture** (NPQLBC)

For teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.

##### **National Professional Qualification (NPQ): Leading Teacher Development** (NPQLTD)

For teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school.

Registration is now open for Autumn 2021 start and we've secured preferential rates for group bookings until 2022. Additionally, you can now pay for the NPQ qualifications by setting up a payment plan at no extra cost. **For more information visit our [website](#) or simply [email us](#) to arrange a convenient time to discuss this in more detail.**

# Train The Coaches Programme

## Train the coach



Delivered by **John Kane**  
Leadership & School  
Improvement Consultant

### Date:

Part 1: Tue, 22 Jun 2021  
Part 2: Thu, 24 Jun 2021  
Part 3: Mon, 28 Jun 2021

**Time:** 1:30 am - 3:30 pm (GMT)

**Duration:** 6-hours

### Course Description:

A theoretical and practical exploration of leadership coaching. Participants will work through online training activities, practical activities and written reflections to develop their understanding of coaching leaders. We

will work to develop and practice those skills that are essential for coaches. The course will also provide additional models that coaches may use to enhance their client's development and performance. Participants will also understand and be able to apply the important principles around contracting, ethics and supervision as they seek to embed coaching in their own setting. The course is designed to improve leadership at all levels but can be scoped to include coaching at all levels, including the coaching of teachers and support staff.

### Learning Objectives:

- Understand and apply the knowledge and skills needed to coach successfully;
- Feel confident with the T-GROW coaching model so that you can begin to coach others
- Consider how coaching can be successfully implemented and embedded in your own setting;
- Understand and be able to apply the principles around contracting, ethics and supervision.

## Introduction to Coaching and Mentoring



Delivered by **John Kane**  
Leadership & School  
Improvement Consultant

### Date:

Tue, 11 May 2021

**Time:** 1:30 pm - 3:30 pm (GMT)

**Duration:** 2-hours

### Course Description:

This 2-hours course will introduce participants to knowledge and skills that underpin both coaching and mentoring.

We will establish the differences and similarities of coaching and mentoring and consider where they might be best positioned within your own setting and role. The webinar will provide you with an opportunity to develop your own coaching skills as a leader and begin to develop your coaching strategy for your school.

### Learning Objectives:

- Understand coaching and mentoring and compare the differences between both
- Explore the role that coaching and mentoring can play in your own school;
- Consider how coaching skills can enhance leadership at any level.

## Leading On Pastoral Care

**A whole-school approach to creating an ethos of wellbeing that leads to better pupil engagement and improved academic achievement.**



Delivered by **Costa Constantinou**  
Director of Educational Services

### Course Description:

Leading on Pastoral Care is designed to help pastoral leaders re-integrate young people into school life following lockdown, which will be very challenging for some. This training programme will better equip you to provide the support required to meet their wellbeing and learning needs and manage their fears.

Based on the latest research into mental and emotional wellbeing, Leading On Pastoral Care will enable you to develop and implement a practical, whole-school

pastoral strategy using proven strategies.

### Learning Objectives:

- Learn to recognise signs of anxiety and the impact of trauma on pupils post-pandemic that may have safeguarding implications
- Understand how the pandemic has affected pupils as they return to school and how we can help them readjust, recover and move forward
- Review the science behind understanding and effective communication
- Examine the latest research and statistics

into mental health and wellbeing and how this applies to your school context

- Understand the cognitive and neurological effects of poor mental health and wellbeing on academic and emotional progress
- Develop effective school interventions such as mentoring, tutoring and catchup programmes that will significantly benefit pupil outcomes

[View course factsheet here.](#)

## Mental Health & Well-being Matters–Developing a culture, philosophy, ethos and applied strategies for positive mental health and wellbeing across your Primary School as well as the wider community (Primary Cohorts)

(Only offered as a bespoke INSET workshop. Contact us at [cpd@veema.co.uk](mailto:cpd@veema.co.uk) to discuss your specific requirements.)



Delivered by **Nina Jackson**  
Author, Teaching and  
Learning Consultant

**Duration:** 3-hours

### Course Description:

There is a growing concern and increase with mental and emotional health issues in our schools. We need to stand together, work as one, and support each other to be emotionally healthy, resilient and happy, prepared for the struggles that 21st Century Education is forcing upon us. This two-part course will be delivered to Primary cohorts in the morning and Secondary cohorts in the afternoon to ensure the examples and strategies given are 100% relevant to your school context.

The primary session will also touch upon successful pupil transition from primary to secondary education.

This course is part of our ongoing CPD programme '[Creating a Whole-School Framework for Emotional Wellbeing and Mental Health – Building a confident team to lead wellbeing across the school](#)'.

### Learning Objectives:

- Establish an ethos and culture that encourages the development of positive mental health and throughout the whole school.

- Review the most up-to-date research and statistics and apply this to your school context.
- Understand the cognitive and neurological impact of poor mental health and wellbeing and the impact on academic and emotional progress.
- Develop practical strategies for supporting and promoting mental health and wellbeing in your school and the wider community, such as working with parents.

## Mental Health & Well-being Matters–Developing a culture, philosophy, ethos and applied strategies for positive mental health and wellbeing across your Primary School as well as the wider community (Second Cohorts)

(Only offered as a bespoke INSET workshop. Contact us at [cpd@veema.co.uk](mailto:cpd@veema.co.uk) to discuss your specific requirements.)



Delivered by **Nina Jackson**  
Author, Teaching and  
Learning Consultant

**Duration:** 3-hours

### Course Description:

There is a growing concern and increase with mental and emotional health issues in our schools. We need to stand together, work as one, and support each other to be emotional healthy, resilient and happy, prepared for the struggles that 21st Century Education is forcing upon us. This two-part course will be delivered to Primary cohorts in the morning and Secondary cohorts in the afternoon to ensure the examples and strategies given are 100% relevant to your school context.

During this short course, you will gain knowledge, skills and understanding of why,

what and how mental and emotional health is crucial for all staff, pupils and parents to be actively supporting each other. It is based on the latest evidence of what works when it comes to improving the mental health of children and young people in schools.

This course is part of our ongoing CPD programme '[Creating a Whole-School Framework for Emotional Wellbeing and Mental Health – Building a confident team to lead wellbeing across the school](#)'.

### Learning Objectives:

- Establish an ethos and culture that encourages the development of positive mental health and wellbeing throughout

the whole school.

- Review the most up-to-date research and statistics and apply this to your school context.
- Understand the cognitive and neurological impact of poor mental health and wellbeing and the impact on academic and emotional progress.
- Develop practical strategies for supporting and promoting mental health and wellbeing in your school and the wider community, such as working with parents.
- Implement a strategic approach to wellbeing that achieves both short and long-term results with your students.

## Accredited Safeguarding Courses:

### Safer Recruitment for International Schools



Delivered by **Soola Georgiou**  
Accredited Safeguarding  
Consultant

### Date:

**Part 1:** Tue, 18 May 2021

**Part 2:** Fri, 21 May 2021

**Time:** 8:30 am - 10:00 am (GMT)  
or 1:30 pm - 3:30 pm (GMT)

**Duration:** 2-hours

### Course Description:

This online training will provide information on how recruitment processes should comply with the principles of safer recruitment practice and to understand best practice

guidelines for schools, academies and colleges The training will examine perpetrator behaviour and how the school can deter, identify and reject candidates who are unsuitable to work with children and prevent them from gaining employment. It examines the required pre-employment checks for school staff and practical tools to apply throughout the process.

### Learning Objectives:

- Understanding the wider context and an understanding of offender behaviour

- The recruitment process and an awareness of the key features of staff recruitment that help to deter or prevent the appointment of suitable people
- Making the right decisions - clear assessment criteria and applying a structured and fair approach
- Developing a safer culture - how to create and maintain a culture that will help, deter, prevent and detect inappropriate or abusive behaviour

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# Teaching & Learning Courses:

## Brilliant Behaviour Management – Practical Classroom Strategies for Early-Career Teachers



Delivered by **Isabella Wallace**  
Author, Teaching & Learning  
Consultant, Keynote Speaker

### Date:

**Part 1:** Wed, 06 Oct 2021

**Part 2:** Fri, 08 Oct 2021

**Time:** 8:30 am - 10:00 am (GMT)  
or 1:30 pm - 3:30 pm (GMT)

**Duration:** 3-hours

### Course Description:

A practical guide to managing behaviour in classroom and creating a positive, purposeful working environment. Jam-packed with realistic, tried-and-tested techniques that really work, this training will help class teachers to feel confident about dealing with difficult pupils, settling

noisy classes and trouble-shooting disruptive behaviour with immediate effect. Isabella will also draw on how the current situation may be adversely impacting on pupil behaviour and in this session will provide practical techniques for reinforcing classroom protocols and expectations.

### Learning Objectives:

- Strategies for effectively reinforcing your school's policy and classroom expectations on social distancing and keeping safe at school.
- Understand the reasons why people misbehave

- Stop off-task chatter
- Handle low-level classroom disruption more effectively.
- Use effective spoken and body language.
- Find out how to support pupils who struggle to focus and keep them on task
- Know how to avoid confrontation and escalation
- Uncover clever tricks with gestures, language choice and tone
- Understand the most effective ways to use praise and reprimand
- Discover how to respond when pupils say "No"!

## Truly Effective Teaching



Delivered by **Isabella Wallace**  
Author, Teaching & Learning  
Consultant, Keynote Speaker

### Date:

**Part 1:** Mon, 18 Oct 2021

**Part 2:** Wed, 20 Oct 2021

**Time:** 8:30 am - 10:00 am (GMT)  
or 1:30 pm - 3:30 pm (GMT)

**Duration:** 3-hours

### Course Description:

Ensuring that every pupil in your class makes progress can sometimes seem like an impossible task – especially when within your class there are learners with wildly differing starting points. This course provides a comprehensive guide to ensuring that every pupil in every lesson is supported and challenged to their full potential. Jam-packed with low-prep/ no-prep practical strategies that are ready to use immediately, and underpinned by the latest research, this training

will help entire schools to feel confident about classroom practice in every lesson.

Find out how to ensure undeniable, visible progress for every learner without creating unnecessary teacher workload! Take away exciting and innovative techniques, that are realistic and useable the very next day in subjects across the curriculum and different Key Stages.

### Learning Objectives:

- Explore ways you can ensure every learner makes progress so that you can adapt your teaching in a responsive way
- Learn effective classroom strategies for 'on-the-spot' differentiation to ensure your teaching meets the learning needs of all pupils.
- Review practical strategies for using

questioning effectively without over-using teacher talk

- Discover how to gather feedback from learners about their progress during lessons so that you can assess the impact of your teaching as you teach.
- Reflect on way you can get active participation from all learners with a "No Passengers" approach to classroom instruction.
- Discover how to empower the low attainers whilst stretching the high attainers even further — eliminating the fear of being "STUCK".
- Learn how to set consistently high expectations of all pupils by encouraging your learners to be self-reliant, confident and proactive

## Developing a coaching lesson feedback model in your school



Delivered by **Laura Saunders**  
Leadership & Creativity Consultant,  
Coach and Facilitator

### Date:

New dates coming soon.

### Time:

8:30 – 10:00 am (GMT)  
or 1:30 – 3:00 pm (GMT)

**Duration:** 3-hours

### Course Description:

'Moving from feedback to feed forward' (Cult of Pedagogy, accessed 2019).

Whether your school's lesson feedback system seems to be working well, or team members are progressing inconsistently as a result of a feedback system not yet fit

for purpose, using coaching can support your whole team to develop a high quality, embedded teaching and learning approach across your school using some simple techniques.

Open questioning, active listening, a culture of professional discussion for improved performance all equate to a developed team, developed capacity and developed teaching and learning for your students. This course will support you in implementing and embedding a coaching approach to lesson feedback in your school and will provide you with valuable resources do to this effectively.

This course is part of our '[Leading Learning- Establishing an Effective cohort of Lead Practitioners](#)'.

### Learning Objectives:

- To understand the value of a coaching approach to lesson feedback in schools
- To know what a coaching approach to lesson feedback looks and sounds like in schools
- To learn about some tools to implement a coaching approach to lesson feedback

# Improving Literacy in Key Stage 1:

## Super Spellings in the Primary Classroom (Only offered as a bespoke INSET workshop)



Delivered by **Alexandra Charalambous**  
SEND and Voice Coach Consultant

**Duration:** 2-hours to include Q&A

### Course Description:

This course will focus on supporting the continuity of the teaching and learning of phonic skills into spelling as pupils progress through Key Stage 2. We explore how spelling rules, conventions and how

to demonstrate to children what it takes to learn to spell. Ideas for making spelling fun and engaging for children will be shared.

### Learning Objectives:

- To understand what children need to know to be effective spellers

- To understand how to merge phonics into spelling
- To provide strategies and ideas to support the teaching and learning of spelling.

## SEND Courses:

### SEND & Inclusion Developing a whole-school approach to SEN across your school



Delivered by **Sam Garner**  
Inclusion and Mental Health Consultant,  
Keynote Speaker & Author

### Date:

**Part 1:** Tue, 15 Jun 2021

**Part 2:** Wed, 16 Jun 2021

**Time:** 8:30 am - 10:00 am (GMT)  
or 1:30 pm - 3:00 pm (GMT)

**Duration:** 3-hours

### Course Description:

The traditional model of SEN students being supported by the SEN department has changed. Supporting SEN is now a whole school responsibility with class teachers being the first wave of inclusive

quality first teaching. This highly practical course will provide instantly useable resources, tools, and strategies that schools can use to immediately reduce unnecessary barriers to learning. It will also provide the resources to empower all staff to support SEN students as part of their everyday practise.

### Learning Objectives:

- To improve metacognition for SEN students to improve their learning outcomes.
- To provide staff with the knowledge and

tools to evaluate and develop inclusion in their classroom.

- To establish the SEN department as a strategic advisor in supporting SEN in the setting.
- To evaluate how current school practices could be setting up unnecessary learning barriers for SEN students.
- To develop an effective working partnership between parents, staff and SEN staff for the benefit of all students.

### SEND & Inclusion – Leading Strategically

(Only offered as a bespoke INSET programme. Contact us at [cpd@veema.co.uk](mailto:cpd@veema.co.uk) to discuss your specific requirements. )



Delivered by **Sam Garner**  
Inclusion and Mental Health Consultant,  
Keynote Speaker & Author

### Date:

New Dates Coming Soon

**Duration:** 3-hours

### Course Description:

Traditionally, SEND has been viewed as a separate department in schools, a place where children received a variety of support to help them overcome the barriers to their learning. However, research has shown that in order for SEND support to be effective, it has to be a whole school responsibility and part of strategic management. This course will provide delegates with the knowledge

and skills to develop SEND in their setting so that it is integrated into day to day practice part of the strategic planning.

### Learning Objectives:

- Learn the key ingredients necessary for developing effective SEND by ensuring it is a part of the school ethos.
- Discover how to build a culture of learning within a team or school that maximizes progress for pupils with SEND – removing any barriers to learning.

- Review and evaluate best practice frameworks and guidance to document, evidence and measure the impact of SEND practices and interventions available to pupils in your school.
- To work with the leadership team to ensure that High-Quality Teaching is the first wave of SEN support through your setting.

### Dyslexia Awareness and Support Strategies

(Only offered as a bespoke INSET programme. Contact us at [cpd@veema.co.uk](mailto:cpd@veema.co.uk) to discuss your specific requirements. )



Delivered by **Alexandra Charalambous**  
SEND and Voice Coach Consultant

### Date:

Thu, 11 Feb 2021, 8:30 am - 10:30 am (GMT)  
or 1:30 pm - 3:30 pm (GMT)

**Duration:** 3-hours

### Course Description:

This course will promote an understanding of what Dyslexia is and how it presents

itself in the primary classroom and identified. Participants gain an understanding of the strengths and weaknesses faced by a Dyslexic learner. Ideas and strategies are provided on how best to support students in class and what adjustments can be made.

### Learning Objectives:

- To understand Dyslexia and how it presents itself
- To raise awareness of strategies to support dyslexic learners
- To consider reasonable adjustments in your classroom

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## How to be an effective TA

(Only offered as a bespoke INSET workshop. Contact us at [cpd@veema.co.uk](mailto:cpd@veema.co.uk) to discuss your specific requirements.)



Delivered by **Sam Garner**  
Inclusion and Mental Health Consultant,  
Keynote Speaker & Author

**Duration:** 2-hours

### Course Description:

Supporting SEN students with a teaching assistant is often seen as the 'Holy Grail' of SEN support. Research, however, has shown that the traditional way of Teaching Assistant support mostly has a negative impact on student achievement. This course will look at various sources of research on why Teaching Assistant can have a negative impact, and

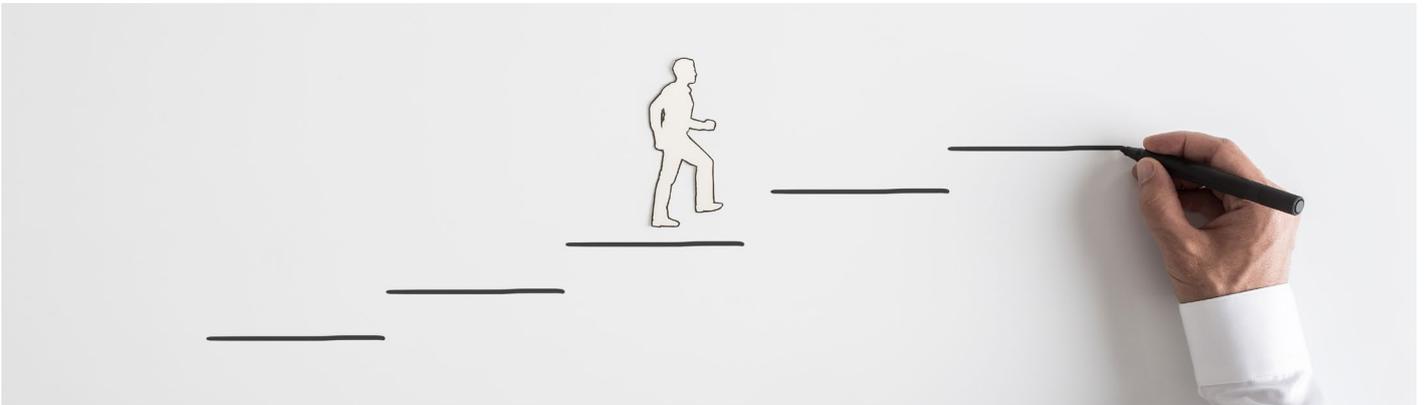
also what working practices ensure they are a positive impact on student achievement. It will also provide practical tools and strategies that Teaching Assistants can use immediately on completing the course.

### Learning Objectives:

- Discover the latest research on the effectiveness of Teaching Assistants.
- Learn how best to support students when working in the classroom.

- Ensure that group and withdrawal interventions are run effectively incorporating the latest research on effective interventions.
- Develop a toolbox of ideas classroom resources to support you in your role.

## Coaching Packages For School Leaders



### Executive Coaching for School leaders

#### *Growing Human Potential and Purpose*

**By coaching your organisation will be able to:**

- Offer senior leaders the unique support they need to raise their professional performance
- Increase an individual's quality of thinking
- Be a 'critical friend' to both individual and organisation

- Raise awareness of factors that might help or hinder an organisation in achieving its goals as quickly as possible
- Ensure best practices are fully embedded and adequately evaluated throughout the school

**Our coaching sessions, which are either 30 or 60 minutes long, are delivered remotely by accredited coaches who are also former school leaders.**

**For more information about our Executive Coaching Packages for [School Leaders email](#).**

# Safeguarding and Child Protection in an International School Setting

## Accredited Safeguarding For International Schools INSET Pack 2020/21

- ✓ 5 ready-to-deliver accredited modules
- ✓ Facilitator notes, resources & up-to-date reading material
- ✓ Accompanied by online facilitator training
- ✓ Certified certificates

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# Consultant Biography



## Costa Constantinou

Director, Veema Education

Costa is a passionate and driven educator with over 17 years' experience teaching in London and international schools. With extensive classroom and leadership experience, Costa understands the needs and priorities of today's schools, not least the necessity for every educationist to take responsibility for their own learning. This is a central theme of the workshops he leads on improving teaching, learning and school leadership, and the implementation and effective management of change. Costa's strategies to boost student progression and increase student attainment have been formally recognised by Ofsted. He is responsible for developing Veema's unique four-step CPD model that enables schools to better evaluate the impact of their professional development training. Costa is particularly adept at using collaboration to create the conditions for effective leadership and to encourage the attainment of ambitious educational goals.



## Claire Gadsby

Assessment & Teaching & Learning Consultant, Author and Keynote Speaker

An innovator, educator and motivator, Claire's classroom experience as a teaching and learning consultant and trainer spans 20 years. Through practical strategies she helps pupils in over 100 schools each year achieve higher standards. She introduces teachers to innovative teaching and learning strategies across the curriculum and all phases of education. To move teachers forward faster, she gives them 'low prep, high impact' resources they can use to work smarter rather than harder. Her support packages are specifically designed to ensure training achieves maximum traction and translates into real teaching practice. Her ongoing research means she remains at the cutting edge of educational practice. She is also one of the UK's leading experts on how to assess without levels and has contributed to the Secondary National Strategy and Oxford University Publishing. Her latest book is 'The Perfect Assessment for Learning (AfL)'.



## Lisa Jane Ashes

Teaching and Learning Consultant, Author and Keynote Speaker

Lisa believes many schools don't produce 'a fully rounded end product' because they fail to co-ordinate learning across all departments. She has therefore made it her mission to transform how teachers can acquire a more whole school approach to education. Lisa has developed teams of advanced practitioners

in Ghana and is now using her strategies to create a culture of continual self-improvement in Nepal. She is passionate about such projects and about using her expertise to develop coaching programmes for schools. In her latest book 'Manglish', she considers how English and Maths can be creatively brought together and offers practical ideas and strategies for improving literacy and numeracy throughout the whole school. Her other published books include: 'There is another way - the second big book of independent thinking', and 'Don't change the light bulbs — a compendium of expertise from the UK's most switched-on educators'.



## John Kane

Leadership & School Improvement Consultant

John is a specialist in developing leadership cultures through values-driven change and improvement. During 30 years' as a teacher, he's led schools at all levels through his headship and as the director of a multi-academy trust. John believes teachers are the most important professionals in any school, which requires us to invest in their development through high-quality learning. As a qualified coach himself, John uses coaching to achieve sustainable improvement and collaborative learning. He has created and presented many professional development courses for teachers and leaders – his online course on raising expectations and challenge in the classroom is a must for many UK teachers. Committed to driving global best.



## Matthew Pullen

EdTech Consultant

Mathew Pullen is an educator for nearly 20 years and started as a secondary school PE teacher, utilising the power of technology to help support learners reach their full potential. He now works part time as a Senior Lecturer in Higher Education, teaching future teachers on the BA Education programme at the University of South Wales. He is also an accredited Apple Professional Learning Specialist and works with school leaders and educators to integrate technology into the learning and teaching of schools at all levels.



## Karen Bell

Accredited Safeguarding and Leadership Consultant

With 20 years' experience in education, working initially as a teacher of maths before progressing to senior leadership roles, Karen has worked in the UK and abroad on developmental projects where inclusion and assessment were key, and possesses a deep personal knowledge and expertise in

both areas. She has led on inclusion at senior leadership level in two schools, achieving SLE status for her specialism. Having helped take schools out of special measures and been a key leader in another rated outstanding in all areas, including post 16, she can confidently prepare any school for a successful Ofsted inspection. She has also written and had accredited a full suite of safeguarding workshops.



## Soola Georgiou

Accredited Safeguarding Consultant

Soola Georgiou is a safeguarding consultant and trainer. She has over 23 years' experience working with children, families and professionals in education. She provides general service development and consultancy at both at strategic and at case level. A qualified barrister, she has the legal experience needed to investigate serious case and multi-agency reviews. Her strategic work includes the development of safeguarding and child protection policies and procedures, as well as providing advice to head teachers, governors and designated safeguarding leads. Soola has over ten years' experience as an accredited Safer Recruitment trainer making safeguarding and promoting the welfare of children an integral and essential part of creating safe environments. Soola offers safeguarding audits to schools and other education settings on all aspects of safeguarding and child protection, including statutory guidance and best practice, Inspection requirements and the review of safer recruitment procedures. Her work on safeguarding and promoting the welfare of children has seen her collaborating with various schools as a school governor, the Chartered College of Teaching, Islington Council and Cambridge Education.



## Nina Jackson

Author, Teaching and Learning Consultant

Few in education have the breathtaking grasp of Nina 'Ninja' Jackson about what makes classrooms, and those in them, tick. Winner of the IPDA International Prize for Education, the TES has described her as an 'inspirational, evangelical preacher of education'. Nina's particular gift is in working with SEN, the Gifted and Talented and engaging disaffected learners. As an international education consultant, she has worked with the Ministry of Education, UNESCO and UNICEF in Chile, Ghana, India, China, the Middle East and Europe. In her first book she shared her research on how music improves classroom learning and motivation. Her latest, the bestselling 'Of Teaching, Learning and Sherbet Lemons: A Compendium of Careful Advice for Teachers', has helped thousands of teachers put the 'fizz' back into the classrooms.

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### Crista Hazell

Teaching & Learning Consultant, Author & Keynote Speaker

Crista has taught in a range of secondary schools during a career of 20 years, 19 of which have been spent in leadership roles. A pedagogy and pastoral champion, Crista has worked in the UK, China and Ghana developing teaching, learning, relationships and behaviour programmes with students, teachers and school leaders. An MFL specialist, Crista is well-known for seeking out innovative teaching and learning strategies. The engaging, relevant and memorable deep learning experiences she creates helps turn her students into confident, inquisitive, happy and successful lifelong learners equipped to successfully navigate their way through challenges of school and beyond. She also has some different and interesting perspectives to share on 'assessment'. Her work has been published widely in educational books, publications and newspapers. Crista is also an active blogger and National Council Member for The Association for Language Learning



### Sam Garner

Inclusion and Mental Health Consultant, Keynote Speaker & Author

A qualified mental health practitioner, Sam has worked as a SENCo and mental health specialist across a wide range of educational settings from primary to post 16, so, she understands life 'at the coal face' and the real challenges education faces daily. She passionately believes in the significant difference SEN and effective mental health support can make to the lives and wellbeing of our young people. She also believes that implementing a successful mental health strategy for students doesn't have to be complicated or onerous. As a speaker, Sam is well-known for her ability to entertain through the insightful and humorous perspective she brings when relating her experiences in education. She has written a mental health programme that is used in schools nationally and internationally, and regularly writes for education magazines. Her next book will be published soon.



### Isabella Wallace

Author, Teaching & Learning Consultant, Keynote Speaker

With her critically acclaimed Pimp Your Lesson!, Talkless Teaching and her new Best of the Best practical classroom guides series, Isabella is a leading light in educational reform and teacher improvement. She focuses on improving the quality of teaching and learner progression and delivers sessions that are highly interactive and relevant to teaching in the real classroom. Isabella has extensive experience as both a teacher and leader, and the accessibility of her highly sought-after training reflects this. She has worked closely with education authorities to develop literacy teaching provision, and to set up, manage and monitor staff coaching systems in schools. Thanks to her charisma, enthusiasm and knowledge of what works best, Isabella has delivered training across four different continents and is one of the most prolific education consultants working in the UK today.



### Alexandra Charalambous

SEND and Voice Coach Consultant

Alexandra is a teacher trainer, university lecturer and voice expert. Her expertise is in coaching both new and experienced teachers on how to deliver high quality phonics teaching. She has over ten years' classroom teaching experience and has worked with the British Dyslexia Association and the Helen Arkell Dyslexia Centre. To develop the spoken language and imaginations of KS1 and KS2 pupils and enliven her literacy lessons, Alexandra uses drama techniques. To help practitioners to develop stronger and more effective vocal abilities, Alexandra uses a range of exercises and also offers advice on maintaining a healthy voice throughout a teaching career. Her engaging interactive style ensures those who attend her workshops not only acquire a 'better voice', but also a wealth of ideas on how to use their most 'powerful tool'.



### Sharon Hennam-Dale

Leadership Consultant

A highly experienced and enthusiastic practitioner, Sharon has excellent skills and a detailed understanding of teaching, learning, leadership, pedagogy and current educational issues. With over twenty-four years in education and thirteen in senior leadership, she has worked in many different contexts and stages of education. A school governor for six years, Sharon seeks to build school capacity through professional development and sustainable leadership, and to enhance organisational effectiveness through collaboration. Since leaving headship, she has worked as leadership facilitator, coach and educational consultant, designing national training programmes for middle, senior and executive leaders. She has significant experience of quality assurance, including evaluating the effectiveness of improvement and judging quality standards of schools. A national moderator and accredited assessor for the National Professional Qualifications for Leadership in the UK, she is also an international trainer who has led training for teachers and senior leaders in Africa, Malaysia, Oman, the United States and Pakistan.



### Laura Saunders

Leadership & Creativity Consultant, Coach and Facilitator

A highly experienced and enthusiastic practitioner, Sharon has excellent skills and a detailed understanding of teaching, learning, leadership, pedagogy and current educational issues. With over twenty-four years in education and thirteen in senior leadership, she has worked in many different contexts and stages of education. A school governor for six years, Sharon seeks to build school capacity through professional development and sustainable leadership, and to enhance organisational effectiveness through collaboration. Since leaving headship, she has worked as leadership facilitator, coach and educational consultant, designing national training programmes for middle, senior and executive leaders. She has significant experience of quality assurance, including evaluating the effectiveness of improvement and judging quality standards of schools. A national moderator and accredited assessor for the National Professional Qualifications for Leadership in the UK, she is also an international trainer who has led training for teachers and senior leaders in Africa, Malaysia, Oman, the United States and Pakistan.



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