

MEI News

July 2024



Director Welcome



I cannot believe we are nearly at the end of another very busy yet successful year!

Staff participation in MEI-run courses has seen its best year yet, and we are currently working on expanding our offer for next academic year.

In preparation for September 2024, we have successfully recruited 14 trainees to train in our Alliance network of schools and we thank those colleagues in advance who have agreed to mentor the next cohort of trainee teachers. We have now completed the Year 1 and Year 2 ECT training programmes, ready for the new term and we look forward to working with these colleagues as they embark on their formal ECT induction programme. We lead the Thames Valley Challenge Partners Hub, and we are really pleased to see that we will be working with 27 like-minded schools from September – this is an exciting prospect that will enable us to develop a robust Hub Action plan to provide opportunities to engage, network and collaborate on agreed themes for 2024-25 across the Thames Valley and beyond.

Our work leading on the Behaviour Hub designation has seen many successes throughout the year and I know through stakeholder evaluation and feedback that this work is having meaningful impact on developing behaviour systems, processes, and school cultures.

I would like to take this opportunity to say a huge thank you to all colleagues who have delivered CPD or training on behalf of MEI – we could not run our programmes without your support. I would also like to thank all colleagues who have participated in one or more of the MEI professional learning courses – the feedback we receive continues to be overwhelmingly positive.

I wish you all a restful summer break and look forward to providing more updates on the work of MEI in the autumn term.



Rob Buck
Director of Maiden Erlegh Institute

Behaviour Hub Update



It has been an exciting year for both Maiden Erlegh School and Maiden Erlegh Trust in their work with the Behaviour Hubs programme. Launched in 2020 and funded by the

Department for Education, the programme supports schools and school leaders by helping them to create calm, safe and supportive learning environments. Each programme is tailored to each individual school and over the past few years, the programme has supported numerous schools and multi-academy trusts across all provisions to make sustainable and impactful changes to their behaviour culture.

This year alone has seen us support 5 schools, offering coaching and onsite school improvement work. We have supported 3 multi academy trusts on wider trust improvement work, with notable working relationships built with the Nova Education Trust.



We are looking forward to the continued school to school work with Buckinghamshire School and Carrington School; helping and supporting them through to the graduation of the programme later this year.



Dan Hood
Deputy Headteacher



EDE Reflection



One of the big themes in the recent general election has been “how can we stimulate growth?” Politicians and economists recognise that in order to spend more resources on national priorities, economic growth is an imperative – cue the political mud-slinging and

argument as to who is to blame for a lack of said growth and whose ideas are better!

The work of MEI is about growth. We are proud of the work we do in recruiting and training new teachers into the profession. In a year where national targets for teacher recruitment have been missed (again), we have been delighted that our work in recruiting trainees and offering contracts to early career teachers (with the support package that goes alongside) has been the most successful ever.

We are doing our bit to grow the teacher work force by recruiting and training enthusiastic talented people. But growth is also about ensuring that colleagues who work in the education sector are developing professionally. Continuous professional and career development is part of our philosophy of opportunity for all. Once again, through the many training programmes and courses, hundreds of colleagues across a growing number of schools have benefitted and grown.

Many colleagues who have attended MEI course have moved on to promotions or developed their own practise significantly.

Thank you to all readers who have been part of this collective growth journey. Do enjoy the summer break!



Andy Johnson
Executive Director of Education

Busy CPD Year



Ali Walker is the Trust School Improvement Director for Culture & Safeguarding and has had a very busy academic year delivering MEI courses.

“By the end of this academic year, I will have delivered four Designated Safeguarding Lead (DSL) courses, four DSL Update courses and two 2-day Mental Health First Aid courses.

I have been fortunate to meet lots of interesting people, with a mixture of both Trust colleagues and delegates from other schools. Some delegates are brand new in role, while others bring many years of experience; for some this is professional and for others personal. But everyone attending is willing to share their stories and experiences and everyone has benefitted.

Without exception, I have got to the end of my courses knowing more than when I arrived and as a result, delivering training has provided me with my own CPD.

If safeguarding or mental health are topics of interest to you, whatever your capacity, whether you want to enhance your CV, broaden your knowledge or if it's a requirement of your role, you will be very welcome to future courses.”



Ali Walker
School Improvement Director

New Mentor



All trainee teachers are assigned a mentor. The role of a mentor is crucial as it allows the new teacher to develop and become a qualified teacher. The experience is valuable to both mentor and mentee. Leah Smith mentored a history PGCE trainee teacher for the first time this year.

“I had a fantastic experience during my own PGCE year, and I was excited at the prospect of supporting someone else at the start of their journey. One of the best things about being a mentor has been reflecting on my own practice. I have mentored and supported my student in his pedagogy

and practice, and this has allowed me to assess how I teach and assess the materials and tools I use, so that I can effectively deliver content and develop skills. We have a small history department and it has been wonderful to observe another teacher interacting in lessons and has enabled me to critique our sequencing of learning. I have enjoyed being able to invest in another teacher and help them thrive in their new career.”



Leah Smith
Head of History and Religion and Philosophy



NLE Update



What is a National Leader of Education (NLE)?

National Leaders of Education are Headteachers who use their skills and experience to support schools in challenging circumstances.

What activities do you undertake on a school visit?

There is huge variety in the role, sometimes I could be coaching a headteacher in helping them refine the school improvement priorities or helping set a vision and direction for school transformation. I have undertaken SEN, behaviour and teaching reviews and sometimes this involves having challenging conversations with school leaders to ensure that children and young people in the setting are getting the very best educational opportunities. However, the main focus is to build a trusting relationship with the school leadership so that change can happen rapidly and sustainably.

Where are the schools you support?

The region I cover is quite large stretching from north of Birmingham right down to the South Coast, however this year I have had several schools more locally in the Oxford and Windsor areas.

What happens to your school when you are out supporting schools?

Fortunately, the team at Great Hollands Primary School are really supportive and highly experienced so they're able to confidently deal with issues if I'm not there. In particular this allows the deputy and assistant headteachers to experience the unique challenges of headship in manageable doses.

What is the best thing about being an NLE?

Being able to help school teams navigate their way back to success is highly rewarding. Helping people to reignite their passion for the job and to become fully empowered to then lead their schools on to ever greater things is a joy to see.



Richard Ferris
Headteacher

PGCE Journey



During my PGCE teacher training year, I undertook placements at two different secondary schools. Placement A was a smaller, rural school with a close-knit community, whilst placement B was a larger setting.

Each setting presented its own unique challenges: addressing limited resources and extracurricular opportunities in Placement A, and managing larger classes and varied learning needs in Placement B.

One key tip for future teacher training applicants is to remain adaptable, be open to feedback and enjoy it! Embrace every opportunity for professional development and peer collaboration.

I'm looking forward to my early career teacher (ECT) year and excited about implementing innovative teaching strategies, further developing my classroom and behavioural management skills, and continuing to make a positive impact on my students' learning journeys.

My journey has reinforced the importance of resilience, reflection, and continuous learning in becoming an effective educator and I look forward to seeing what the future holds!



Jack Eccleston
PGCE Teacher

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Upcoming Courses

Booking via MEIoffice@maidenerleghtrust.org

- Designated Safeguarding Lead Course
- Designated Safeguarding Lead Update Course
- SEND Development Workshops
- Youth Mental Health First Aider Course (2-day)
- Mental Health Awareness Course
- Behaviour Support Workshops - Practical Strategies to Improve Behaviour
- Aspiring SENCo Workshops
- Developing Classroom Oracy Course
- Calm Words, Consistent Approach - De-escalation Strategies for Challenging Behaviours
- Developing a Mental Health Toolkit Course
- Higher Level Teaching Assistant Workshops
- Aspiring Deputy and Headship Workshops

