



ASPIRATIONS

LEARNING INSTITUTE

The Details



ASPIRATIONS

THE BIGGER PICTURE





Providing opportunities for educators, organisations and individuals to grow:



Individual Educators

- *Lead Learners*
- *Well-being*
- *Preparedness*
- *Skilled*



Professional Growth



Educational Organisations

- *Embedded skills*
- *Organisational performance*
- *Relevance to today*
- *Retention*



Sustained Improvement



Wider Community

- *Accessible learning*
- *Raising Aspirations*
- *Opportunities*
- *Relevance*



Enrich Lives



The Aspirations Learning Institute Principles

Visionary

We are bold thinkers, innovatively shaping the future.

Our curiosity and creativity leads us to learning from the wider world beyond education and the status quo.

“Aspirations is the ability to dream and set goals for the future while being inspired in the present to reach those dreams” Dr Russell J. Quaglia

Trusted

We are driven by excellence.

Our proven approach and track record coupled with our breadth of experience safeguard the highest quality of our provision. Our tested PowerSkills model enables educators to develop learners beyond simply their academic outcomes.

Empowering

We are life-changing learners.

Our absolute foundations of self worth, engagement and purpose challenge us to think creatively and have confidence to take action. We equip educators to develop children’s and learners’ future skills so that they thrive in a rapidly changing world.

Ethical

We are creating a society of which we can be proud.

Our commitment to learner centred development is founded on integrity, justice and wisdom. We know that every educator has limitless potential as an optimistic leader and hero; we grow both young people and other educators.

What is the Aspirations Learning Institute?

The Aspirations Learning Institute primarily supports the work of all Aspirations Academies by providing the essential training and development required to help continually improve the performance of teachers, support staff, pupils and academies. It is an essential element of the Aspirations Education Hub - the Aspirations School Improvement Model.

The Aspirations Learning Institute oversees CPD, Initial Teacher Education, and accredits/provides apprenticeships and higher degree level programmes.

In addition, The Aspirations Learning Institute provides opportunities for Aspirations staff to lead and deliver staff development programmes at a range of levels.

The programmes offered by the Aspirations Learning Institute are also available to staff at other academies and to members of the wider community.

Aspirations Education Hub

(The Aspirations School Improvement Model)

Aspirations Learning Institute (ALI)

The ALI supports the work of all academies by providing the essential training and development support to help improve the performance of teachers, support staff, pupils and academies. ALI oversees CPD, ITE, and accredits/provides apprenticeships and higher degree level programmes

Monitoring, Assessment, Diagnostic Unit

This unit drives the standards of each academy. It monitors all aspects of academy performance, diagnoses strengths and weaknesses and assesses performance

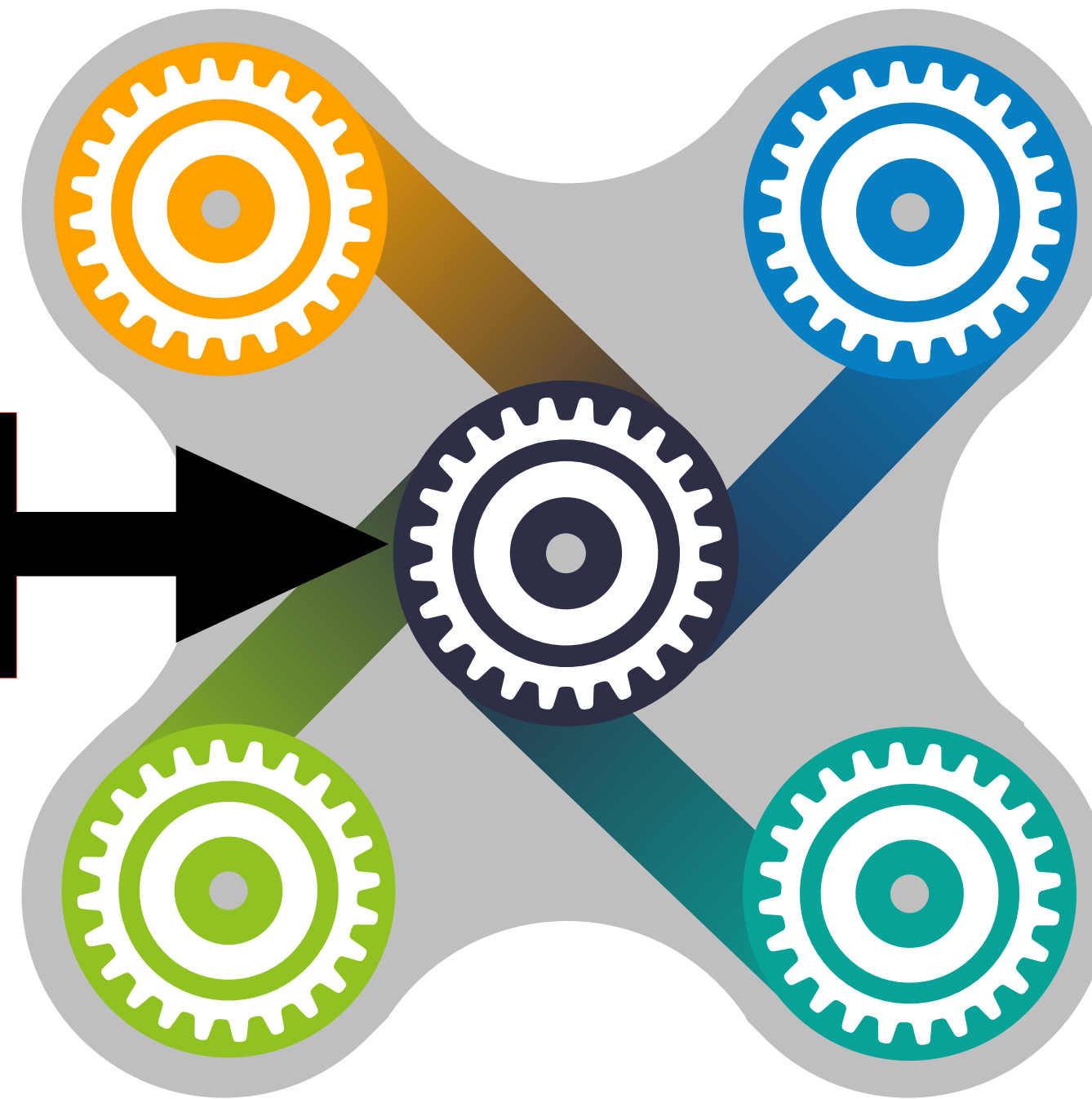
Operations unit

This unit supports the work of all academies by providing the essential support to help academies operate effectively - finance, IT, premise, HR, marketing, etc

**Challenging, Relevant, Engaging,
Applied, Teaching and Education
(CREATE)**

Innovation Unit

This unit is where good practice is shared, developed and spread across academies. It is also the place where new approaches and ideas are trialled and developed. This unit is the main link with employability and student leadership



The Aims of the Aspirations Learning Institute

- To provide the essential training and development needs for Aspirations staff to ensure the delivery of high quality learning for our pupils
- To develop a culture of learning, where students and staff want to learn, in preparation for success in an ever changing world
- To provide continuous academic qualifications for our teaching and support staff as part of the Aspirations Staff Development Roadmap
- To provide local access pathways to higher education for our students and communities
- To grow local high quality teachers for our Aspirations Academies
- To work in partnership with other Trusts and academies to deliver and develop a range of effective and relevant training programmes
- To support the achievement of the Aspirations vision and purpose

Aspirations Vision and Purpose


As we trust our purpose is to:

'TO REINVENT EDUCATION FOR THE 21ST CENTURY. TO USE TECHNOLOGY AND MODERN PEDAGOGIES TO GIVE CHILDREN FROM 2 TO 18 THE KNOWLEDGE, SKILLS AND MINDSETS TO ACHIEVE EXCELLENCE IN A FAST-CHANGING WORLD. AT ASPIRATIONS ACADEMIES, WE PROVIDE A CHALLENGING, ENGAGING AND SUPPORTIVE ENVIRONMENT TO BRING OUT THE BEST IN EVERY CHILD.'

Our vision is:

'TO EMPOWER FUTURE GENERATIONS TO FOLLOW THEIR DREAMS AND TO BUILD A SOCIETY OF WHICH WE CAN ALL BE PROUD.'

With this in mind, we need to teach our young people how to use the knowledge they develop at school, through the development of skills and competencies to solve problems and prepare them as fully as we can for personal success in the world.



Why are we doing this?

- To provide high quality CPD to support our Teacher/Staff Professional Development Roadmap in continuously improving teaching and learning
- To provide development opportunities for our staff to lead and deliver training in apprentice and degree level programmes
- Develop, retain and attract good staff
- Manage Initial Teacher Education in our academies too recruit more teachers to our academies
- To modernise the ITE curriculum
- Bring income into the trust to release Lead Specialist Teachers (LSTs) to support schools
- Make more financially effective use of the apprenticeship levy
- To develop more educationally aware communities
- To provide local pathways for students and others in our local communities
- To develop a culture of learning

Creating a Culture of Learning

The overarching aim of the Aspirations Learning Institute is to develop a complete development programme for all Aspirations staff ensuring they continually learn from the moment they join the trust. Aspirations intends to make sure staff are fully prepared for their current role whilst at the same time developing them for their next role.

As well as the development of knowledge we need to develop skills and competencies and provide opportunities for our staff to apply these to issues and problems. By doing this we model the process needed for the students in our academies.

The skills needed are:

Power skills, previously known as “soft skills”, power skills is the name for skills that involve good communication, problem-solving, innovative thinking, critical thinking and leadership capabilities.

Hard skills are job-specific abilities or knowledge learned through education, hands-on experience, or training. In practice, hard skills are either the technical skills needed to perform a certain job, or a general set of expertise, such as project management.

Aspirations is developing a new approach to performance management where all staff are expected to lead their own learning and through **The Professional Growth Dossier** collect evidence to reflect their developing competencies.

Performance management will be supported by a range of learning opportunities outlined through the professional learning and development roadmap provided by the Aspirations Learning Institute.

A culture of learning exists where students and academy staff want to learn. To make this happen Aspirations through the Aspirations Learning Institute aims to change habits of training, and create the habit of continual learning. To do this we need to:

- Find ways in school to enable staff to learn on the job during the working week.
- Give students as many real life experiences related to the world of work as possible.
- Develop an online learning and skills building platform - The Dossier.
- Create a culture where people can provide evidence to show what they can do - applying knowledge, developing new skills and competencies. Staff need opportunities to build skills. Learning for the future, ability to evolve through learning of new skills.
- Change performance management and the professional growth (tube) map to reflect this culture of learning
- Help students to prepare for jobs and learning.
- Get accredited so we can develop our own qualifications in competencies

The world of work is changing astonishingly fast and schools need to change alongside. Companies cannot survive if employees do not thrive.





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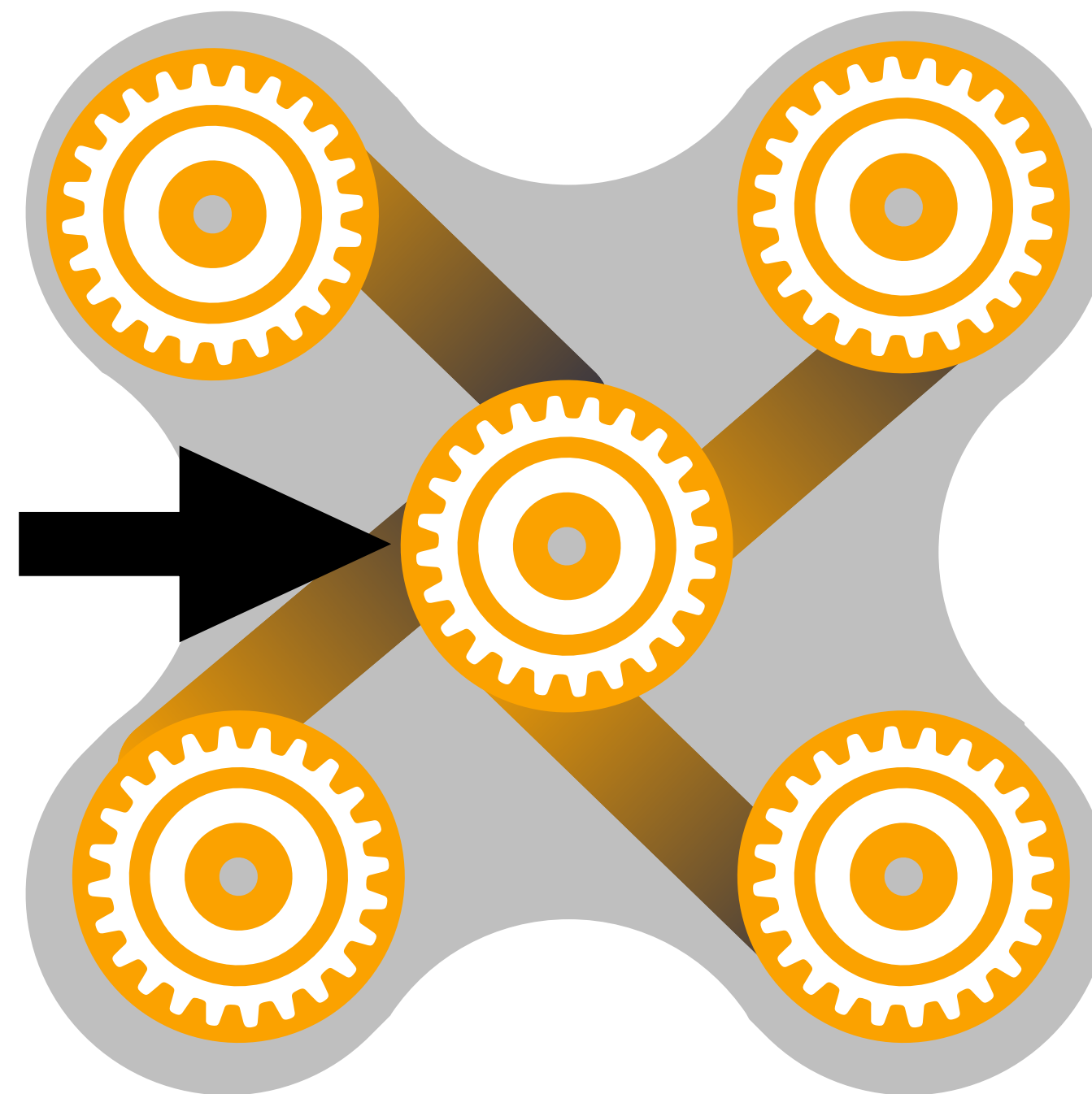
Initial
Teacher
Education

Apprenticeships

Aspirations Learning Institute

Professional
Qualifications

Culture of Learning -
professional growth



What does the staff development provided by the Aspirations Learning Institute need to secure?

- High quality teaching and learning
- Teaching for academic progress and attainment in exams
- Curriculum provision which engages and challenges pupils
- The Aspirations Framework embedded in learning
- An awareness of the world outside of school, applied.
- Expert teachers of subject specialisms
- Applied trans-disciplinary learning embedded.
- As a priority, teachers need to be trained to develop the skills to design learning for students to support the future workforce
- The creation of a culture where people can demonstrate, evidentially, the progress they have made in relation to skill and competency development and application of new knowledge. Create opportunities for staff to evolve and build new skills, which provide relevant now and future learning.



The Aspirations Learning Institute Programme 2022/23

Initial Teacher Training (1)

Teacher Apprenticeships (L6)

(From September 2022)

Initial Teacher Training (2)

**Associate Teacher
Apprenticeships (L5)**

(From 2022)

Initial Teacher Training (3)

Post-graduate ITE Programme

(From September 2024)

(ALI accredited provider?)

Apprenticeships

From September 2022 offered to Aspirations staff:

- Senior Leader Apprenticeship (L7)
- Coaching apprenticeship (L5)
- IT Technician apprenticeship (L3)

Short Degree Level Courses

Modular education based degrees offered to support staff and local communities from September 2022 - teaching staff could access specific modules

(Accredited by University of Worcester)

NPQs

Delivery provider for LLSE

Possible NPQs from September 2022

- Leading Teacher Development
- Early Years Development
- Leading Literacy

City and Guilds Professional Recognition awards

*Learning and development L4/L5
Leadership and management L4/L5/L6/L7
Personal and Professional Skills Development ?4/L5/L6/L7*

All from Spring 2023

Aspirations Programmes

- Aspirations Framework
- Applied Transdisciplinary Learning
- Appraiser coaching
- Safeguarding training
- Aspirations Lead Practitioner training
- Action research opportunities

University of Worcester Short Degree Level Courses

Education Sector	Course Title	Level
Early Years 0-8	Supporting communication, speech and language in the early years	4
	Early years curriculum, assessment and planning	5
Education 0-25 (including Early Years 0-8)	Working with parents to support children and young people's learning	4
	Supporting children and young people's development and learning	4
	Planning for learning	5
	Motivation to learn and learning behaviours	5
	Inclusive approaches to supporting learners with SEND	5
	Psychology of teaching and learning	6
Children's Workforce (including Early Years 0-8, Education 0-25 and wider children's services)	Mental health and wellbeing of children and young people	4
	Creating enabling environments	4
	Therapeutic approaches to communicating with and supporting children	5
	Tutoring and coaching	5
	Autism and complex needs	5
	Supporting the mental health of children and young people with SEND	6
	Children and young people - the environment and sustainable futures	6
	Multi-agency Working	6

Two phases:


1. Early Years primary (Probably doing first 8 modules)
2. Secondary (Probably doing Education modules and a few from workforce)

Also, some modules could be certificated separately for teachers to follow)

Format of Training

Moving forward the Aspirations learning Institute will deliver or organise training in a variety of forms. Aspirations is working towards the aim of ensuring that 10% of the working week (125 hours per year) is devoted to professional growth. Also, for all compulsory courses to be recorded so they can be accessed on-line and at anytime.

Forms of training:

- Synchronous - the training happens at the same time as everyone else. This could be delivered either in person or on-line
 - Asynchronous - training happens at any time suitable to the member of staff. Here the training will be generally on-line recordings or personal research
 - Leading the training of others
- 



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Aspirations Community Higher Education Hubs

What are Aspirations community higher education hubs?

Aspirations aims to develop community higher education hub is located in areas where there is limited access to higher education. Aspirations community higher education hubs are located in:

- Portland/Weymouth
- Poole
- Feltham
- Banbury

The aim of these Aspirations hubs is to help local communities to engage in higher education, to broaden community networks and foster a sense of belonging. The ultimate aim is to develop community awareness of the benefits of higher education to not only give people in the community a wider range of options but to also ensure greater support for and understanding of the education being delivered in the local Aspirations academy.

The community higher education hubs are designed to act as steppingstones, helping people learn new skills and move on into work or education.

The programmes offered in the community higher education hubs

Initial Teacher Training (1)

Teacher Apprenticeships (L6)
(From September 2022)

Initial Teacher Training (2)

Post-graduate ITT Programme
(From September 2024)
(ALI accredited provider?)

Short Degree Level Courses

*Modular education based degrees
offered to support staff and local
communities from September 2022 -
teaching staff could access specific
modules*

(Accredited by University of Worcester)