

G.R.A.C.E. ACADEMIC TRAINING PROGRAMMES 2024-2025 (ATP)

AVAILABLE INDIVIDUAL TRAINING PROGRAMMES FEES

These training programmes are academic training programmes related to Teaching and Learning. They are a myriad of training sessions that G.R.A.C.E. consultants consistently provide as part of our annual training cycle. These programmes have already been delivered to educators in various international school settings. Below is the **Individual Programme** costing for each training day:

**Programme Costing of each
Individual Training Programme per training day**

No of Trainees	No of Training Days		
	1 day	2 days	3 days
1-20 Trainees	50,000 EGP	65,000 EGP	75,000EGP
21-40 Trainees	55,000 EGP	80,000 EGP	100,000EGP
41-60 Trainees	60,000 EGP	95,000 EGP	120,000EGP

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BUNDLE TRAINING PROGRAMME PACKAGE OFFER

Organisations are encouraged to take the **Bundle package** as it proves to be more cost effective in the long run. The Bundle package includes between **3 to 5 training** programmes and is conducted for a number of **30 Trainees**. G.R.A.C.E. will organise the most suitable dates for you based on your school's annual CPD INSET programme.

ANNUAL BUNDLE OFFERS

<div>SPECIAL OFFER</div> <div>%</div> <div>30 Trainees</div>	No of Annual Training Programmes	1 Day Training Programme			2 Day Training Programme			2 Day Training Programme		
		Cost per programme	Total Annual Cost	Cost per Trainee	Cost per programme	Total Annual Cost	Cost per Trainee	Cost per programme	Total Annual Cost	Cost per Trainee
	3 Annual Training Programmes	45,000 EGP	135,000 EGP	500 EGP	70,000 EGP	210,000 EGP	777 EGP	80,000 EGP	240,000 EGP	888 EGP
	4 Annual Training Programmes		180,000 EGP	375 EGP		280,000 EGP	583 EGP		320,000 EGP	667 EGP
	5 Annual Training Programmes		225,000 EGP	300 EGP		350,000 EGP	466 EGP		400,000 EGP	533 EGP

Should an organisation decide to invest in Academic Training Bundle Programmes above 200K per year. G.R.A.C.E. will offer A complimentary Parent Coffee Morning Topic at your campus.

A G.R.A.C.E. consultant will attend the coffee morning with no more than 50 parents on campus. The G.R.A.C.E. AVAILABLE Coffee Morning Topics are obtainable upon your request.

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AVAILABLE INDIVIDUAL TRAINING PROGRAMME PAYMENT SCHEDULE

Should an organisation opt for **Individual Programmes**, the costing payment schedule is as follows:

	PAYMENT	DATE DUE	NOTES
DOWNPAYMENT FOR ALL COURSES	75% OF TOTAL COST	AT SIGNING	CANCELLATION – NON REFUNDABLE
PAYMENT FOR 1 DAY COURSES	25% OF TOTAL COST	ON THE DAY TRAINING IS COMPLETE	

BUNDLE TRAINING PROGRAMME OFFER PAYMENT SCHEDULE

Should an organisation opt for **BUNDLE Programmes**, the costing payment schedule is as follows:

	PAYMENT	DATE DUE	NOTES
DOWNPAYMENT FOR ALL BUNDLES	50% OF TOTAL COST	AT SIGNING	CANCELLATION – NON-REFUNDABLE
PAYMENT FOR 3 COURSE BUNDLES	40% OF TOTAL COST	AT THE END OF COURSE SESSION 2	NON - REFUNDABLE
	10% OF TOTAL COST	AT THE END OF COURSE SESSION 3	
PAYMENT FOR 4 COURSE BUNDLES	40% OF TOTAL COST	AT THE END OF COURSE SESSION 3	NON-REFUNDABLE
	10% OF TOTAL COST	AT THE END OF COURSE SESSION 4	
PAYMENT FOR 5 COURSE BUNDLES	40% OF TOTAL COST	AT THE END OF COURSE SESSION 4	NON-REFUNDABLE
	10% OF TOTAL COST	AT THE END OF COURSE SESSION 5	

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AVAILABLE & BUNDLE TRAINING PROGRAMME PAYMENT METHODS

- All training programme costs albeit **AVAILABLE** or **BUNDLE** must be paid by organisations to G.R.A.C.E. by means of bank transfer or in cash in favour of G.R.A.C.E. **All down payments must be paid in CASH** at the signing of the G.R.A.C.E. Training Contract which is signed before the training takes place.
- Down payments are non-refundable for all AVAILABLE and BUNDLE training programmes.
- All other payments must be paid by means of cash or bank transfer in favour of G.R.A.C.E.
- For all AVAILABLE & BUNDLE Training programmes all bank transfers must clear in G.R.A.C.E.'s bank account at least 5 working days before the training takes place.
- Failure to make these payments on time may delay the delivery of the training programme/s.

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CODE	TRAINING COURSE TITLE	TARGETED AUDIENCE	NO OF TRAINEES		TRAINING DAYS		TRAINING COURSE BRIEF	TRAINING COURSE OUTCOMES
			MIN.	MAX.	MIN.	MAX.		
A001	Child Centred Learning	<ul style="list-style-type: none"> • EYFS Teachers • Curriculum Leaders • Heads of Key Stage 	24	30	2	3	Child Centred Learning explores effective learning opportunities required for pupils in the EYFS. Trainees discover how pupils learn and how this should form a base for planning, teaching and learning in the EYFS classroom	<ul style="list-style-type: none"> • To identify how children, learn. • To identify indicators for child centred learning. • To develop planning and teaching to suit child centred learning.
A002	Planning for Learning	<ul style="list-style-type: none"> • EYFS OR Primary & Secondary • Teachers • Middle Leaders • Curriculum Leaders • Heads of Dept. • Heads of Key Stage 	24	40	2	2	Planning for Learning is centred around the art of long, medium and short term planning of the curriculum. Trainees will learn the most effective ways to develop a broad and balanced curriculum and lesson plan, based on the factors involved in planning for learning.	<ul style="list-style-type: none"> • To identify planning as formative practice. • To identify planning misconceptions. • To plan in the long, medium and short term. • To construct a planning format for long, medium and short term planning.
A003	Assessment for Learning	<ul style="list-style-type: none"> • EYFS OR Primary & Secondary • Middle Leaders • Curriculum Leaders • Heads of Dept. • Heads of Key Stage 	24	40	2	2	Assessment for Learning will enable trainees to understand how to assess pupils effectively using assessment strategies in order to plan for future learning. Trainees will be able to develop an understanding on how to record and report assessment for learning.	<ul style="list-style-type: none"> • To identify how to create a formatively driven classroom. • To create an environment for classroom talk. • To develop questioning techniques. • To identify how to act on evidence. • To effectively record learning and progress.
A004	Accelerated Learning	<ul style="list-style-type: none"> • Teachers • Middle Leaders • Curriculum Leaders • Heads of Dept. • Heads of Key Stage 	24	40	2	3	Accelerated Learning (A.L.) challenges trainees' assumptions about learning and shows trainees how to speed up and enhance learning whilst making learning fun and engaging. A.L. helps them to improve results.	<ul style="list-style-type: none"> • To recognise how the brain works in retaining and learning information. • To identify A.L. philosophies and principles. • To develop a repertoire of A.L. techniques. • To analyse concrete examples of A.L. in action.

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A005	Classroom & Behaviour Management	<ul style="list-style-type: none"> EYFS & Primary Teachers Secondary Teachers 	24	30	2	2	<p><i>Trainees will discover and identify strategies that will assist them in effectively managing the behaviour inside their classroom. They will self-reflect on their practice and share best practice and effective behaviour and classroom management solutions.</i></p>	<ul style="list-style-type: none"> To identify how teachers' behaviour affects pupils' behaviour. To discover the latest techniques in classroom and behaviour management. To self-reflect on current practice. To recognise how to build trust in order to develop a positive and purposeful learning environment.
A006	Online Teaching & Learning	<ul style="list-style-type: none"> Primary Teachers OR Secondary Teachers 	24	40	1	1	<p><i>Trainees embark on a dynamic journey where they are exposed to a variety of online experiences for their students. Each trainee will learn how to plan and deliver teaching online, using a variety of methods to teach and assess pupils.</i></p>	<ul style="list-style-type: none"> To create online teaching and learning opportunities to wow pupils. To apply key principles to online teaching and assessment. To learn how to grasp the learner's attention whilst learning online. To develop online assessment records to give pupils feedback.
A007	Mastering Mastery	<ul style="list-style-type: none"> Primary OR Secondary Teachers Middle Leaders Curriculum Leaders Heads of Dept. Heads of Key Stage 	24	40	2	3	<p><i>Trainees will learn how to unpick different elements of planning in the long and short term. Trainees will develop understanding and skills for teaching mastery which enables students to develop and display secure and concrete knowledge and skills within concepts or topics.</i></p>	<ul style="list-style-type: none"> To learn how to identify the requirements of long and short term planning for mastery at a whole school level. To identify teaching techniques which encourage a mastery lesson. To gain a clear understanding of pedagogy related to mastery. To plan one mastery topic across the school.

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A008	Growth Mindset	<ul style="list-style-type: none"> Teachers Heads of Dept. Heads of Key Stage 	24	40	1	1	<p><i>Trainees will discover a brief history of intelligence and ability. They will also understand the importance of the role of “effort” when it comes to a growth mindset. Trainees will identify the importance of mistakes in the everyday life of their pupils and encourage them to deal with setbacks.</i></p>	<ul style="list-style-type: none"> To create and understand the importance of a growth mindset culture. To develop purposeful praise in terms of skill attainment, improvement and asking for feedback. To develop strategies to deal with setbacks To identify risk taking techniques and encourage curiosity and courage
A009	Developing Literacy	<ul style="list-style-type: none"> Primary Teachers Curriculum Leaders English Head Heads of Key Stage 	24	40	2	3	<p><i>Trainees engage and explore practical and creative ways for teaching and planning for the learning of Reading, Writing and Speaking and Listening in the Primary Classroom. Trainees develop strategies to accelerate and develop pupils’ literacy.</i></p>	<ul style="list-style-type: none"> To develop provisions to plan for and improve literacy outcomes. To develop a whole school approach to a literate school. To develop effective planning and assessment methods for effective teaching and learning in literacy.
A010	Developing Early Literacy	<ul style="list-style-type: none"> EYFS Teachers Curriculum Leaders English Head EYFS Head of Key Stage 	24	30	2	2	<p><i>Trainees will learn how to focus on the crucial knowledge and skills for early reading and writing in the Early Years. Trainees will strengthen their knowledge and skills on how to support pupils explore a range of genres in order to build pupils’ skills</i></p>	<ul style="list-style-type: none"> To choose and use texts and resources to enrich pupils’ early literacy skills. To develop an inspiring English curriculum for pupils to develop a love for reading and writing. To develop effective classroom teaching techniques to advance early reading, writing and speaking and listening.

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A011	Phonicability	<ul style="list-style-type: none"> Teachers Curriculum Leaders English Head Heads of Key Stage 	24	40	1	1	<p><i>The debate of whether synthetic phonics has and will be the contention of teachers today and for many years to come but there is overwhelming research and results of synthetic phonics on achieving reading results at a faster rate. Trainees will learn about the types of phonic teaching with a focus on Synthetic phonics and it's integration and influence on reading, spelling and writing.</i></p>	<ul style="list-style-type: none"> To develop an understanding of the types of phonics teaching in the classroom. To use this understanding to identify phonics planning and teaching in class. To use phonics teaching strategies to track progress and assessment for learning To identify different phonics schemes of work that can be used to teach synthetic phonics effectively.
A012	An Introduction to Neuro-Linguistic Programming (NLP)	<ul style="list-style-type: none"> Teachers Curriculum Leaders Heads of Dept. Heads of Key Stage Senior Leaders 	24	40	1	1	<p><i>Trainees engage and explore how we can programme our brain and re-programme it. Trainees will learn about the behaviours, attitudes and beliefs for effective learning. They will discover the language, tools and techniques of thinking and learning. This will empower them to develop creative and effective learning environments.</i></p>	<ul style="list-style-type: none"> To develop provisions for problem solving, critical thinking, accelerated learning and deep memory strategies. To develop a coaching approach to teaching and learning. To develop a thinking classroom. To use language to develop effective thinking, teaching and learning.
A013	The Perfect Lesson	<ul style="list-style-type: none"> EYFS OR Primary & Secondary Teachers Curriculum Leaders Heads of Dept. Heads of Key Stage Senior Leaders 	24	40	2	2	<p><i>Trainees will learn how to plan and teach the perfect lesson. They will identify essential lesson elements which promote effective teaching and learning habits in the learning environment, teaching, learning and pupils.</i></p>	<ul style="list-style-type: none"> To develop a sound understanding of the elements that must be in the structure of an effective lesson plan and lesson. To identify good and bad habits in teaching and learning. To develop effective habits whilst teaching and learning takes place.

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A014	The Impact of Personal, Social, Health and Emotional (PSHE) on the Success of a school	<ul style="list-style-type: none"> • Senior Leaders • Curriculum Leaders • PSHE Head • Educational Psychologist • Behaviour specialists • Heads of Key Stage • Year Group/ Phase Leaders 	24	30	2	2	There is no doubt that high quality PSHE teaching and learning practices has an impact on academic attainment. Trainees will learn about the elements of PSHE and how to plan and promote success in their school. Trainees will plan for PSHE embedding it in their annual plan for their year group and experience and benefit from world renowned PSHE schemes of work.	<ul style="list-style-type: none"> • To develop an understanding of PSHE and its importance. • To develop an initial framework of PSHE across the school. • To identify and examine several schemes of work in order to develop a whole school approach to PSHE. • To develop strategies to celebrate PSHE in school for the whole community.
A015	Inclusive Education: Special Educational Needs (SEN) & Gifted and Talented (G&T) Pupils	<ul style="list-style-type: none"> • Senior Leaders • Curriculum Leaders • PSHE Head • Educational Psychologist • Behaviour specialists • Heads of Key Stage • Year Group/ Phase Leaders 	24	30	1	2	Trainees discover strategies methodologies and tools to include all pupils in education overcoming segregation in the classroom or ineffective planning, teaching and learning. Trainees will learn to foster excellence in inclusion.	<ul style="list-style-type: none"> • To know key principles, benefits and values of inclusive education. • To identify an inclusive educational model. • To discuss teaching strategies and practical activities to foster participation and enhance the learning of pupils. • To exchange best practice in inclusive education.
A016	Developing a Thinking Classroom	<ul style="list-style-type: none"> • Teachers • Curriculum Leaders • Heads of Dept. • Heads of Key Stage • Senior Leaders 	24	30	2	2	Trainees discover how to develop a classroom that promotes pupil thinking. Trainees will focus on teaching methods that encourage a thinking classroom and analyse which strategies have the greatest impact on student learning and attainment.	<ul style="list-style-type: none"> • To develop a culture of thinking in classroom environments. • To develop a philosophy and principles of learning and thinking in your school. • To develop students learning about thinking. • To develop thinking language for learning.

G.R.A.C.E. ACADEMIC TRAINING PROGRAMMES 2024-2026 (ATP)

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			MIN.	MAX.	MIN.	MAX.		
A017	Excellence in Play	<ul style="list-style-type: none"> • EYFS Teachers • EYFS Head of Key Stage • Curriculum Leaders • Year Group/ Phase Leaders 	24	30	2	2	<p><i>Trainees will learn how the importance of play in the early stages of a child's learning is essential. Trainees will learn how to develop meaningful, purposeful and inspirational experiences of play in the Early Years setting. Trainees will also identify assessment and observation opportunities in order to further develop learning.</i></p>	<ul style="list-style-type: none"> • To develop an understanding of the aims and benefits of early play • To share and reflect on current classroom practice and strategies, developing them to develop progress in early years skills. • To learn how to plan for play and incorporate it in the EYFS setting. • To develop assessment of play and use it to inform future planning for learning
A018	Visual Paths and Literacy	<ul style="list-style-type: none"> • Primary OR Secondary Teachers • Curriculum Leaders • English Head • Heads of Key Stage 	24	40	1	1	<p><i>Trainees discover strategies to develop creative writing through the Creative Arts. Trainees will discover a range of creative strategies to plan for, teach and assess writing and develop a whole school approach to creative talk and writing.</i></p>	<ul style="list-style-type: none"> • To develop inspirational themes and strategies for creative writing through the Creative Arts. • To empower teachers with strategies to enable their pupils to find their creative and narrative writing voice. • To plan effectively for creative writing. • To use a strong assessment framework to assess pupils' writing.
A019	Is Homework Necessary?	<ul style="list-style-type: none"> • Teachers • Curriculum Leaders • Heads of Dept. • Heads of Key Stage • Senior Leaders 	24	40	1	1	<p><i>There is contention amongst educators that homework is a myth. Trainees discover whether or not the homework they set is meaningful, purposeful and indicative of pupil attainment and achievement. By the end of this session trainees identify how to plan effectively for homework.</i></p>	<ul style="list-style-type: none"> • To identify the purpose of homework and how to ensure it is developing pupil attainment and skills • To discover effective homework strategies for struggling and more able pupils. • To develop different strategies and ways to assess homework effectively.

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A020	Teaching and Learning in the Early Years	<ul style="list-style-type: none"> • EYFS Teachers • EYFS Head of Key Stage • Curriculum Leaders • Year Group/ Phase Leaders 	24	30	2	2	<i>Trainees will learn about early years best practices and principles. Trainees will learn to develop a purposeful thematic programme of learning and framework that exposes pupils to everyday experiential learning opportunities. Trainees will also delve into discussions ranging from classroom organisation to curriculum management and assessment.</i>	<ul style="list-style-type: none"> • To develop practices and principles for the early years setting of your school • To develop independent learners in the EYFS setting. • To develop useful practical advice to support teachers to plan, teach and assess effectively in the EYFS setting.
A021	The Literate Classroom	<ul style="list-style-type: none"> • Primary and Secondary Teachers • Curriculum Leaders • English Head • Heads of Key Stage 	24	40	2	2	<i>Trainees will learn how to develop effective literacy techniques in terms of Reading, Writing and Speaking and listening. Trainees will develop an understanding of how planning for effective modelling in literacy can develop pupil attainment and early reading and writing. Trainees will learn the importance of guided focused work and how to practically carry out and assess progress.</i>	<ul style="list-style-type: none"> • To develop planning for effective reading, writing and speaking and listening. • To plan for and learn the teaching techniques of guided literacy activities • To learn how to assess literacy attainment effectively. • To develop assessment for learning and a whole school literacy approach to guided activities
A022	Assessment, Recording and Reporting	<ul style="list-style-type: none"> • EYFS Teachers OR Primary and Secondary Teachers • Curriculum Leaders • Heads of Dept. • Heads of Key Stage • Senior Leaders 	24	40	2	2	<i>Trainees will learn how to facilitate progress in pupils' learning. Trainees will learn how to provide a consistent approach to assessment recording and reporting across the school. Trainees will understand the importance of the partnership between their school and its parents and students.</i>	<ul style="list-style-type: none"> • To develop a whole school policy to assessment, reporting and recording. • To discuss best practice in all three areas, making it specific to each area. • To develop a recording and reporting strategy to the outcomes of each child's attainment .

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A023	Read Write Inc	<ul style="list-style-type: none"> • EYFS Teachers • EYFS Head of Key Stage • Curriculum Leaders • Year Group/ Phase Leaders 	24	24	2	2	<p><i>Trainees will develop a solid understanding of the components of Read Write Inc (RWI). Trainees will also reflect on their experiences of different phonics schemes of work and how RWI incorporates all elements of the literacy process. By becoming familiar with the RWI scheme of work, teachers will have the opportunity to comprehend how lessons should be conducted at a basic and mastery level.</i></p>	<ul style="list-style-type: none"> • To challenge our current understanding of how language is acquired. • To develop an understanding of how RWI is taught and planned for. • To deliver the Read write Inc scheme of Work becoming more familiar with how it works. • To deliver a base in phonics, reading and writing which will create a foundation to the quality delivery of RWI. • To introduce mastery in relation to Read Write INC • To develeop strategies to effectively deliver RWI
A024	The Future of Education	<ul style="list-style-type: none"> • EYFS Teachers OR Primary and Secondary Teachers • Curriculum Leaders • Heads of Dept. • Heads of Key Stage • Senior Leaders 	24	55	1	2	<p><i>Trainees will learn the new trends in Education and will reflect on the gaps in their school's practice in order to provide the best opportunities for the current and future generations of education. They will also analyse how effective their current practice is and will experience ways to improve their practice in order to meet each pupils' needs and encourage education forward practices</i></p>	<ul style="list-style-type: none"> • To develop an understanding of education, forward trends and to analyse them. • To reflect on the current education practices in the classroom and across the school. • To identify how the curriculum can be personalized to each student to meet their needs. • To analyse the roll of technology in modern day education. • To develop new practices and techniques to present a more relevant curriculum to students.