

Flourishing Teacher Programme:

Curriculum Overview



**National Society
for Education**

Church of England & Church in Wales

What is the flourishing teachers programme?

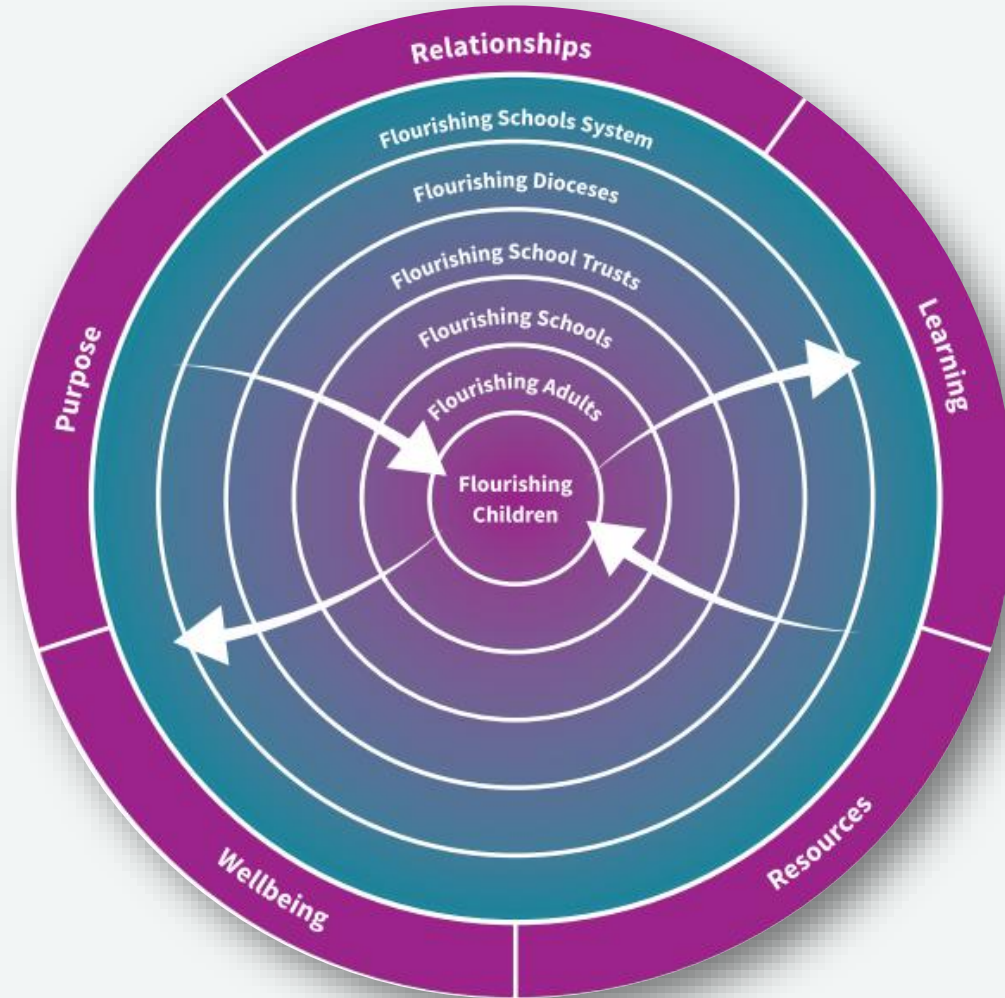
- A programme of personal and professional development designed to elevate the teaching profession.
- At the heart of this programme is the intentional crafting of a **culture of belonging** and **redefining our purpose as teachers**.
- Teachers will explore the five domains of flourishing: purpose, relationships, learning, resources, and wellbeing.
- Teachers will explore the common challenges faced by teachers.
- Built on deliberate exploration of the **self**, **context** and **collaboration** with others.

Could be delivered by a Teaching School Hub/PD institute, Diocese, MAT or individual school



Curriculum Principles: Exploring the common challenges of teaching through a flourishing lens.

Flourishing Domains



Common challenges of teaching

- 1 Curriculum
- 2 Encouraging pupil participation
- 3 Uncovering pupil thinking
- 4 Classroom behaviour and culture
- 5 Accommodating teacher needs



Curriculum Themes

Purpose

- **Curriculum:** Ensure curriculum intent aligns with the school's vision and values, making learning meaningful and coherent.
- **Encouraging pupil participation:** Foster a sense of purpose in pupils by connecting learning to real-world contexts and personal interests.
- **Uncovering pupil thinking:** Develop strategies to assess and respond to pupils' understanding in ways that reinforce purposeful learning.
- **Classroom behaviour:** Create a classroom culture where behaviour expectations align with shared values and purposeful engagement.
- **Accommodating personal (teacher) needs:** Reflect on personal motivations and values in teaching to sustain professional fulfilment and resilience.

Relationships

- **Curriculum:** Explore how relationships between pupils, teachers, and curriculum content impact engagement and deep learning.
- **Encouraging pupil participation:** Use relational strategies to foster trust, belonging, and active involvement in lessons.
- **Uncovering pupil thinking:** Develop questioning and feedback techniques that promote dialogue and deeper connections with learning.
- **Classroom behaviour:** Apply relational approaches to behaviour management, understanding behaviour as communication.
- **Accommodating personal (teacher) needs:** Build supportive professional networks to enhance collaboration and reduce isolation.

Teaching & Learning

- **Curriculum:** Design and deliver lessons that promote deep learning rather than surface-level recall.
- **Encouraging pupil participation:** Use cognitive science principles to engage pupils in active learning.
- **Uncovering pupil thinking:** Develop strategies for formative assessment and adaptive teaching to respond to pupil needs.
- **Classroom behaviour:** Establish learning-focused routines that support concentration, curiosity, and motivation.
- **Accommodating personal (teacher) needs:** Reflect on one's own learning journey and professional development needs.

Resources & Expertise

- **Curriculum:** Critically evaluate and adapt resources to ensure they support curriculum intent and pupil understanding.
- **Encouraging pupil participation:** Use a variety of resources, including digital tools, to engage and support all learners.
- **Uncovering pupil thinking:** Select and use resources that help assess misconceptions and deepen learning.
- **Classroom behaviour:** Implement structured routines around resource use to promote independence and engagement.
- **Accommodating personal (teacher) needs:** Ensure teachers have access to high-quality resources that reduce workload and enhance efficiency.

Sustaining Wellbeing

- **Curriculum:** Develop strategies for pacing and sequencing learning to balance rigour and well-being.
- **Encouraging pupil participation:** Foster a positive classroom climate that supports emotional well-being and intrinsic motivation.
- **Uncovering pupil thinking:** Recognise the emotional aspects of learning and how they impact pupil confidence and resilience.
- **Classroom behaviour:** Use restorative and trauma-informed approaches to managing behaviour and supporting well-being.
- **Accommodating personal (teacher) needs:** Prioritise teacher well-being through workload management, reflection, and self-care strategies.

Flourishing Teacher - Delivery Model (5 half-terms)

Face-to-Face event at the start of the programme:

Introduction to Flourishing Domains and mentoring model

5 modules (one per half term)

1.5-hour
ACTIVATE
(synchronous)
taught
session

Structured
Peer/Triad
Interaction (1 x 30
min)

2-hour self-study
module & goal
setting

Practice/Action Phase

Structured Peer/Triad
Interaction (1 x 30 min)

Termly group
coaching
network
(trained by NSE,
provided by
TSH)

Face-to-Face event at the end of the programme:

Consolidation
/celebration
of learning
and action
planning for
next steps



Curriculum overview

Module / domain	Common challenges addressed	Activate session	Structured peer triad interactions	Self-study phase: participants choose which 'common challenge(s)' they want to focus on.
1. Purpose	Encouraging pupil participation Uncovering pupil thinking Classroom behaviour Accommodating personal (teacher) needs Curriculum	Explore personal purpose and values in teaching; aligning personal purpose with school vision.	Reflect on personal motivations and how they influence classroom culture and curriculum design	Interactive module on aligning personal and professional purpose; goal setting and reflective journaling
2. Relationships	Encouraging pupil participation Uncovering pupil thinking Classroom behaviour Accommodating personal (teacher) needs Curriculum	Building relational trust; explore how relationships impact engagement and learning.	Share relational strategies; discuss behaviour as communication and relational curriculum design	Understanding trauma-informed practices, feedback techniques, and building professional networks
3. Teaching & Learning	Encouraging pupil participation Uncovering pupil thinking Classroom behaviour Accommodating personal (teacher) needs Curriculum	Deep learning vs. surface recall; formative assessment; inclusive pedagogy. Exploring the importance of adult learning in education.	Co-plan lessons; reflect on adaptive teaching and pupil engagement	Explore cognitive science, formative assessment, and inclusive strategies for diverse learners
4. Resources & Expertise	Encouraging pupil participation Uncovering pupil thinking Classroom behaviour Accommodating personal (teacher) needs Curriculum	Evaluating and adapting resources to support curriculum and pupil understanding	Share effective tools and routines; discuss workload and resource use	Study on digital tools, resource curation, and strategies to reduce workload while enhancing learning
5. Sustaining Wellbeing	Encouraging pupil participation Uncovering pupil thinking Classroom behaviour Accommodating personal (teacher) needs Curriculum	Balancing rigour in our work with sustainable wellbeing practices; restorative practices; emotional aspects of teaching and learning.	Peer coaching on wellbeing strategies; discuss emotional impact of teaching	Self-care strategies, emotional resilience, and reflection on professional identity and sustainability

