

*Collaborating to deliver excellence in teaching*

Professional Studies Programme

**Schools Direct and NQT Professional Studies Programme (Secondary)**

**RGTSA Secondary Schools Hub**

**3.30 – 5.00 sessions**

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| **Week** | **Session** |  | **Location**  |
| 29/10 | **Planning a lesson and planning a sequence of lessons** **S4** | A basic introduction into lesson planning, planning for a SOW and using DIRT. This session will allow you to think about how a teacher plans a sequence of lessons to support good progress over time | **Plumstead Manor**Claire Taeger, Lead Practitioner for English |
| 05/11 | **Managing Behaviour and Learning Part One****S1****S4****S5****S7** | Enabling you to understand the difference between Behaviour Management and Behaviour for Learning. Identifying key behavioural strategies for a positive learning environment. Analysing typical behavioural issues and considering actions and strategies to limit the impact on learning. | **St Ursula’s**Melanie Lanzon Assistant Head |
| 12/11 | **Creating an Inclusive classroom** **S1****S2****S5** | Creating a classroom that is inclusive requires a teacher to be aware of the needs of their pupils in the classroom. Adaptive teaching is a strategy that supports and ensure that needs of pupils are met in the classroom. In the session: The Inclusive Classroom, the focus will be to look at how adaptive teaching can be used to support students who have SEN, such as students with SEMH, ASD, ADHD and sensory impairments | **Thomas Tallis**Jo Cameron Head of DSC/SENDCO |
| 19/11 | **Assessment for Learning** **S2****S3****S6** | We will be learning about different strategies for assessing the learning in lessons. There will be opportunities for you to work as a group and to deliver mini plenaries using these strategies. | **Eltham Hill**Diane SmethurstSchool Lead Practitioner |
| 26/11 | **Cross Curricular Themes and Pastoral Responsibilities****S5****S7****S8** | This session looks at the new statutory Relationships and Sex Education and Health Education and other requirements associated with student development and well-being across the curriculum, such as Citizenship, Fundamental British Values and Careers Advice and Guidance. | **Thomas Tallis**Michelle Springer Director of Guidance |
| 03/12 | **Metacognition and Cognitive Learning** **S2****S3****S4****S8** | To consider how Cognitive Load Theory can be used in the classroom to maximize effective learning. To think about how increasing desirable difficulties can increase long term memory and develop students schemata. | **St Ursula’s**Kathryn Cruickshanks Leader of Learning |
| 10/12 | **Differentiation****S3****S4****S5****S6** | You will get the opportunity to look at a variety of lesson plans, worksheets, activities and lesson slides from outstanding teachers. Working in groups, you will decide where there is differentiation, what form it takes throughout lessons. From your discussion and findings, you will then have the opportunity to plan a future lesson of your own incorporating these ideas. | **Eltham Hill**Diane SmethurstSchool lead practitioner |
| 11/02 | **Quality Peer and Self Assessment****S6****S4** | A session focused on using peer and self -assessment to promote independence and develop good progress in the classroom. This session will allow you to think more deeply about how peer and self- assessment can support both the teacher and learner? | **Plumstead Manor**Sarah Redway-Handel, Initial Teacher Training Coordinator |
| 25/02 | **Creating a presence in the classroom** **S1****S2****S7****S8** | “Presence in the classroom is that special something that makes the best teachers” Having a presence in the classroom is when a teacher is able to stand centered, confident and certain so they can create and generate an ambience of safety, set boundaries and are mindful.  | **Thomas Tallis**Jessica Clubbe Curriculum Leader of Drama |
| 27/02 | **MORNING SESSION****T9.00 – 11.00** | These sessions will introduce trainees to the big picture of current issues and debate in education. She’ll talk about the thinking behind the Framework for Ethical leadership, the impact this will have on their training and subsequent careers and the developing work to embed the Framework into the Teacher standards. The sessions will also cover other aspects of school life – curriculum, behaviour and inclusion, for example – as we seek to answer the big question ‘What are schools for?’ and ‘What kind of people are we?’ | **Thomas Tallis**Carolyn Roberts - Chair of the Ethics Committee of the Chartered College of Teaching and was the Chair of the ground-breaking cross-system Ethical Leadership Commission |
| 03/03 | **Group Talk****S1****S4****S5****S6****S8** | To understand dialogic teaching and how it can be used effectively within the classroom to promote learning. To explore dialogic teaching methods that can be used within your classroom | **St Ursula’s**Lucy Dias Head of English |
| 10/03 | **Post 16 Pastoral and Pedagogy****S1****S6****S8** | The session will cover the advantages and disadvantages to teaching KS5. Looking at how the admission process works, the world of guidance and how we advise students at KS4 for the transition into KS5. The session will also look at how we work with parents, carers, external agencies, staff and students to raise achievement of students at KS4. | **Thomas Tallis**Heather OddHead of Yr. 12, Admissions and Transitions |
| 17/03 | **Data Tracking****S6** | Looking into the method of collection and uses of school assessment data. An insight into examples of the systems used to collect and present data, how value-added scores show qualification and student outcomes and the factors, which should be taken into account when reviewing data at an individual level.  | **Thomas Tallis**Anita Shanbhag – DoddData Manager |
| 24/03 | **Literacy across the Curriculum** **S2** | A session supporting the planning and development of literacy and how we can develop use of literacy within our individual subject areas. Visiting the school library to meet the librarians and discuss the use of the library as a means to support your class teaching. | **Plumstead Manor**Claire Taeger, Lead Practitioner for English. |
| 31/03 | **LGBT/Mental Health****S1****S5****S7****S8** | Within this session, we will be looking at intersectionality that we find within our classroom. While all aspects of the Equality Act 2010 Protected Characteristics will be discussed, there will be a particular focus on areas not seen in SIMS and supporting students with their mental health. | **Eltham Hill**Allison ZiontsLead Practitioner |
| 21/04 | **Managing Behaviour and Learning Part Two****S1****S4****S5****S7** | Building upon part one, this session will focus on developing practical and student-focused behaviour for learning strategies and how, as a student teacher, you can build behaviour for learning strategies into your classroom | **Plumstead Manor**Sarah Redway-Handel, Initial Teacher Training Coordinator. |
| 28/04 | **Lesson Planning and Curriculum Mapping Part Two** **S4** | A session developing reflective practice, looking at developing lessons and schemes of work in line with department, whole school and curriculum priorities. Thinking in more detail about how to plan a scheme of work with long- term goals to support the needs of your students over time | **Plumstead Manor**Claire Taeger, Lead Practitioner for English/ Sarah Redway-Handel, Initial Teacher Training Coordinator. |
| 30/04 | **MORNING SESSION****9.00 – 11.00** | To Be Confirmed | **Thomas Tallis**Carolyn Roberts - Chair of the Ethics Committee of the Chartered College of Teaching and was the Chair of the ground-breaking cross-system Ethical Leadership Commission |
|  | **Directed Time**- Job Applications- Job Interviews**-** University Assignments |  |  |