



NQT Programme

2018—19



Care, Quality, Opportunity

The Wildern Way Training Programme



Wildern Way Key Information

When

Most Wildern Ways will take place after school on a Tuesday or Wednesday and run from 3:15 and last approximately 1 hour depending on the session. You are expected to attend every Wildern Way, if you cannot make one you will need to email SMB to say you will not be attending.

Review and Evaluations

The beginning of each Wildern Way will start with a review of the previous session where we will discuss it's impact and how we have implemented the training into our lessons. At the end you will complete a short electronic evaluation form which will also be shared with your NQT mentor so you can discuss it in your next mentor meeting.

Session Facilitators

Your Wildern Way sessions will be delivered by a variety of teachers and support staff from across the school who have been chosen for their particular area of expertise that is relevant for your session.

Pre-Session Tasks/Reading

Before each session you may be asked to complete a short pre-session task or piece of reading. For example, it might ask you to identify three students to think about or focus on or it might ask you to complete a piece of pre-reading that you will discuss.

Autumn Term 1

Date & Venue	Title and Session Objectives	Facilitator	Pre Session Task/Reading	Links to Further Reading
Wednesday 5th Sept 705	NQT Induction and RQT Survival Guide <ul style="list-style-type: none"> To receive top tips from last year's NQTs To gain an understanding of how to complete the three core documents 	S Bullivant J Bibby H Cook	N/A	NQT Survival Booklet
Monday 10th Sept Wednesday 12th Sept—Lyceum	Healthy and Safety & Prevent Training and Safeguarding Training—AT LUNCH GDPR and E-safety—3:15	G Simpson , M Chance, C Cornhill M Knight	N/A	
Tuesday 25th Sept 705	Data <ul style="list-style-type: none"> To understand how data is used at Wildern To understand how to use this data to inform planning and intervention 			
Wednesday 3rd Oct 705	Behaviour Management—Setting Up Your Classroom Culture <ul style="list-style-type: none"> To explore and discuss how to set up your classroom culture To gain practical strategies on how to apply this to more challenging classes 	J Collings T Hastings	Think of the three most challenging students you teach and find out what each student excels at.	What does it look like in the classroom? - Chapter 2 Why Are You Shouting At US? - Phil Beadle
Wednesday 17th Oct 705	The Pastoral Team & Role of the Tutor <ul style="list-style-type: none"> To understand the structure and role of the Pastoral Team at Wildern To explore the role of the tutor with advice from experienced tutors 	K Thomas E Slade A Gregory		

Autumn Term 2

Date & Venue	Title and Session Objectives	Facilitator	Pre Session Task/ Reading	Links to Further Reading
Wednesday 7th Nov Lyceum	<p>Creative Teaching Strategies to Engage Learners</p> <ul style="list-style-type: none"> To gain a selection of creative teaching strategies that engage learners and promote independence. 	S Bullivant M Ritzema		Engaging Learners Teaching Backwards
Wednesday 14th November 705	<p>Effective Feedback</p> <ul style="list-style-type: none"> To understand the importance and purpose of feedback To explore a range of feedback strategies to close the gap and inform future teaching 		Bring with you a KS3 and a KS4 book as an example of marking	EEF Review of Marking (Education Endowment Foundation) The Secret Lives of Learners—Graham Nutall Ron Berger—The Ethic of Excellence Making Every Lesson Count www.teachertoolkit.co.uk
Wednesday 21st November 705	<p>Assessment—Making Good Progress</p> <ul style="list-style-type: none"> To explore how we can best measure students' progress To explore how assessments can be designed to generate more reliable and useful information about our students 	C Bell S Bullivant	Bring along an example of a KS3 and KS4 summative assessment	Making Good Progress? Daisy Christodoulou
Wednesday 28th November 705	<p>Using the Google Suite and New Technology</p> <ul style="list-style-type: none"> To understand how to use the Google Suite (beginner and advanced) To share best practice from across the school on how to use new technology to support learning 	K Broadribb J Smith	Complete Google Skills Audit	What does it look like in the classroom? Chapter 9 on New Technology

Autumn Term 2 cont.

Date & Venue	Title and Session Objectives	Facilitator	Pre Session Task/Reading	Links to Further Reading
Wednesday 5th Dec 705	Drop In—check of paperwork	S Bullivant	Bring your laptop so we can check the 3 core documents	
Wednesday 12th Dec Lyceum	Challenge (inc. MAC) <ul style="list-style-type: none"> To understand how to plan lessons that cause all students to think deeply and engage in healthy struggle. 	R Thornton	Bring along an example of how you have incorporated challenge into your lessons so far this year.	Making Every Lesson Count—Chapter 1 on Challenge THINKING HARD... PRACTICAL SOLUTIONS FOR THE CLASSROOM - WWW.THECONFIDENTTEACH.HER.COM '50 quick ways to stretch and challenge more able students' - Mike Gershon Metacognition - https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning
Wednesday 19th Dec 705	Catch Up & Review <ul style="list-style-type: none"> To reflect on and evaluate the Autumn term training & To check paperwork 	S Bullivant	Think about the sessions we have had in the Autumn Term and be ready to share examples of how they have had an impact on the teaching and learning in your classrooms.	

Date & Venue	Title and Session Objectives	Facilitator	Pre Session Task/Reading	Links to Further Reading
Wednesday 9th January Wave	<p>SMSC; Emotional Intelligence; SOLs</p> <ul style="list-style-type: none"> To understand what SMSC is and explore opportunities to incorporate SMSC across the curriculum. To explore how to model SMSC through emotionally literate behaviour. To arrange a SOL observation for the Spring Term. 	R Burden		
Wednesday 23rd January Lyceum	<p>Memory—Make It Stick</p> <ul style="list-style-type: none"> To explore current research on cognitive psychology that can be applied to the classroom to promote more effective learning. To explore the techniques of retrieval practice, interleaving and elaboration. 	S Bullivant J Theobald	Memorise something of your choice! E.g. a phone number, car registration, formula, poem, lyrics etc.	
Monday 4th February Lyceum	<p>Teachmeet with the ETC Alliance</p>		Prepare a 3 minute idea to share (theme TBC)	
Wednesday 13th February 705	<p>Talk Strategies</p> <ul style="list-style-type: none"> To learn how to use a range of talk strategies in the classroom to enhance student's learning and thinking skills. To explore the barriers to effective talk and how to overcome these. 	P Langford		

Date & Venue	Title and Session Objectives	Facilitator	Pre Session Task/Reading	Links to Further Reading
Wednesday 27th February 705	<p>Engaging the more challenging student</p> <ul style="list-style-type: none"> To explore evidence based practice on how to engage the more challenging students in your lessons. To practice how to protect and project your voice. 	R Duncombe N Greensword		The Teenage Brain— Frances E. Jensen
Wednesday 6th March 705	<p>Philosophy for Children (P4C) - stimulating curiosity</p> <ul style="list-style-type: none"> To take part in a P4C session to learn how to encourage students to generate questions and how to facilitate a student led discussion. 	B Hinks	Read the following webpage on 'What is P4C?' from SAPERE https://www.sapere.org.uk/default.aspx?tabid=162	
Wednesday 20th March Lyceum	<p>Student Wellbeing</p> <ul style="list-style-type: none"> To gain an understanding of the context of student wellbeing at Wildern. To know how to recognise warning signs of students who might be struggling with mental health. To be able to give examples of healthy coping strategies to encourage students to use. 	R Collins J Knight		This Much I Know About Mind Over Matter—John Tomsett
Wednesday 27th March 705	<p>The Inclusive Classroom</p> <ul style="list-style-type: none"> To understand what the SEN register can tell us. To gain strategies on how to support SEN students in your lessons. To understand how to use TAs effectively in your lessons. 	S Giller J Fleeman		
Wednesday 3rd April Lyceum	<p>Language Across the Curriculum</p> <ul style="list-style-type: none"> To explore cross curricular steps to help students become better speakers, listeners, readers and writers. 	M Hall	Observe a teacher in your subject area or a different subject area and focus purely on Literacy. What literacy demands are being made by the student(s) and how is the teacher meeting those needs?	https://www.gov.uk/government/publications/literacy-and-numeracy-catch-up-strategies https://www.gov.uk/government/publications/improving-literacy-in-secondary-schools-a-shared-responsibility https://www.tes.com/news/reading-cornerstone-valuable-education-secondary-school-it-mere-footnote

Summer Term 1

Date & Venue	Title and Session Objectives	Facilitator	Pre Session Task/Reading	Links to Further
Tuesday 23rd April Wave	High Quality Teaching <ul style="list-style-type: none"> To be able to identify what makes high quality teaching and share strategies which promote this. 	K Broadribb		
Tuesday 7th May Tuesday 15th May	SLL Coaching Meetings			
Tuesday 21st May 705	Modelling and Practice to Encourage Independence <ul style="list-style-type: none"> To understand how to use modelling to provide a benchmark for excellence. To understand the importance of providing opportunities for careful and deliberate practice. 			

Summer Term 2

Date & Venue	Title and Session Objectives	Facilitator	Pre Session Task/Reading	Links to Further Reading
Tuesday 4th June Freegrounds Primary School	<p>Transition</p> <ul style="list-style-type: none"> To explore the transition process from KS2-5 and how we can best support students in managing this. To explore the quality of work at KS2 in order to maintain high standards of excellence at KS3. 	M Jones J Collings		
Tuesday 25th June 705	<p>Questioning</p> <ul style="list-style-type: none"> To understand how to use different questioning methods effectively to test understanding of a concept and deepen and develop knowledge and application. 	P Langford	Read the chapter on Questioning from the book Making Every Lesson Count	
Tuesday 2nd July 705	<p>Reflection</p> <ul style="list-style-type: none"> To reflect on the NQT year and Wildern Way programme 	S Bullivant		
Tuesday 9th July 705	<p>Career Progression</p> <ul style="list-style-type: none"> To meet with current staff members to learn about the different career journeys they have taken. To understand there are many different ways into leadership. 			
Wednesday 17th July 705	<p>Celebration</p>	S Bullivant & NQT Mentors		

Co-Observations



In Autumn Term 1 you will complete a co-observation with a member of SLT. This is in order to allow you to see great teaching practice from an outstanding practitioner and to gain experience in the observation process to help prepare you for your NQT year. You will then spend time discussing and unpicking the lesson and how you might apply some of the techniques you have seen to your own teaching practice. You will receive details of when and where the observation will take place via email.

Mentor Swaps

In the Spring/Summer term you will swap NQT mentors for half a term. This will allow you to gain a different perspective on your teaching practice and learn from someone outside of your department area.

SLL Coaching

In the Summer Term you will be paired up with an SLL (Senior Leader of Learning) with whom you will receive coaching sessions that focus on areas of your pedagogy you would like to refine.

SOL Observations

At the beginning of the Spring Term RKB will arrange for you to have an observation with our SOLs (Student Observers of Learning). SOLs are students who are specifically trained to observe lessons and give feedback from a student perspective. These are informal observations but can be used as part of your Teaching Standards Evidence.



Paperwork

During the course of the year you will need to complete **3 Core Documents**:

- **CPD Log**—this is where you will record all CPD you complete during the year, e.g. Wildern Way Sessions, CPD Days, department meetings etc.
- **Teacher Standards Evidence Record**—this is where you will provide at least three pieces of evidence per Teaching Standard. Each piece of evidence needs to contain a clear reference as to where that piece of evidence can be found e.g. (see Lesson Observation 1 with SMB on 01.10.18). You will need to colour code your evidence to indicate whether it is from Term 1, Term 2 or Term 3.
- **Termly Objectives**— each term you will need to agree with your mentor a number of targets that you aim to complete over the coming term/year. Each target needs to link to a Teaching Standard and state clearly; the actions you will take to achieve it; the success criteria; resources you will need; a date for completion; and an evaluation of your progress towards the target.

Exemplars of how to complete each Core Document can be found in the Google Drive folder.

All paperwork documents can be found in the Google Drive folder and will be checked by SMB termly to ensure it is being updated regularly.

Mentor Meetings

You will have weekly meetings with your NQT mentor. The minutes from each meeting need to be emailed to SMB by the end of each week and filed in your Google Drive folder.

Assessment Point Reports



At the end of each term your mentor will complete an AP report on your progress which will be sent to the awarding body. Your mentor will comment on your strengths in meeting each of the Teaching Standards as well as your areas for development and targets. This will be informed by your meeting minutes, CPD you have undertaken, observations and evidence file. You will also be required to make a comment on the report with observations and reflections on the Term. Finally, your mentor will grade your progress against the Teaching Standards from A-E.

Key Dates:

AP1: To SMB by Wednesday 5th December 2018

AP2: To SMB by Friday 15th March 2019

AP3: To SMB by Friday 28th June 2019

Observations

You will have a minimum of 7 formal NQT lesson observations during the year, approximately one per half term. You may have more observations than this depending on needs that are identified by your mentor.

Autumn 1: Subject Co-Ordinator Observation within the first two weeks and a mentor observation before half term.

Autumn 2: Observation by SMB

Spring 1: Observation by mentor

Spring 2: Observation by SMB

Summer 1: Observation by mentor

Summer 2: Observation by SMB

Key Contacts

NQT Co-Ordinator & Appropriate Body Strategic Lead: Sophie Bullivant
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Administrator: Shirley Bickley (s.bickley@wildern.hants.sch.uk)