



Wildern Way Training



2018—19

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.

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 will 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
Monday 10th Sept Wednesday 12th Sept	<p>Healthy and Safety & Prevent Training and Safeguarding Training—AT LUNCH</p> <p>GDPR and E-safety—3:15</p>	G Simpson , M Chance, C Cornhill M Knight	N/A	
Tuesday 25th Sept	<p>Data</p> <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	<p>Behaviour Management—Setting Up Your Classroom Culture</p> <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	<p>The Pastoral Team & Role of the Tutor</p> <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 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
Wednesday 12th Dec	<p>Challenge (Inc. MAC)</p> <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.	<p>Making Every Lesson Count— Chapter 1 on Challenge</p> <p>THINKING HARD ... PRACTICAL SOLUTIONS FOR THE CLASSROOM</p> <p>WWW.THECONFIDENTTEACHER.COM</p> <p>'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</p>

Spring Term

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	<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		
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 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?	<p>https://www.gov.uk/government/publications/literacy-and-numeracy-catch-up-strategies</p> <p>https://www.gov.uk/government/publications/improving-literacy-in-secondary-schools-a-shared-responsibility</p> <p>https://www.tes.com/news/reading-cornerstone-valuable-education-secondary-school-it-mere-footnote</p>

Summer Term

Date & Venue	Title and Session Objectives	Facilitator	Pre Session Task/Reading	Links to Further Reading
Tuesday 23rd April Wave	<p>High Quality Teaching</p> <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 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		