

# NQT Training Programme



# 2013

**This programme is designed to ensure that, as an NQT, you have a firm understanding of all aspects within the teaching profession, receive specialist training in areas identified for development and the opportunity to share experiences with others in a similar role.**

**This programme includes:**

- **Induction Session (all delegates to attend)**
- **A choice of 3 from the 8 modules available**
- **Plenary Session (all delegates to attend)**



**Norfolk** Integrated Education  
Advisory Services

Date	Time	Venue	Module	Guidance
30/01/13	09:30-12:30 (a) 13:30-16:30 (b)	NPDC	Induction Day	Essential
07/02/13	09:30-12:30 Primary 13:30-16:30 Secondary	NPDC	Understanding How the Tutor Role Supports Learning	Module 1
26/02/13 07/03/13	13:30-16:30 Primary 13:30-16:30 Secondary	NPDC	Learning Behaviours : Behaviours for Learning	Module 2
14/03/13 14/03/13 02/05/13 02/05/13	09:30-12:30 Primary 13:30-16:30 Secondary 09:30-12:30 Primary 13:30-16:30 Secondary	NPDC	Using Assessment to Enhance Learning	Module 3
09/05/13	09:30-12:30 Primary 13:30-16:30 Secondary	NPDC	Working within an Inclusive Classroom to Develop Learning	Module 4
22/05/13	09:30-12:30 Primary 13:30-16:30 Secondary	NPDC	Using ICT to Enhance Learning	Module 5
07/06/13	09:30-12:30 Cross-Phase 13:30-16:30 Cross-Phase	NPDC	Use of Numeracy Skills to Develop Learning	Module 6
05/06/13	09:30-12:30 Primary 13:30-16:30 Secondary	NPDC	Communication, Language and Literacy to Promote Learning	Module 7
25/03/13	09:30-12:30 Cross-Phase	NPDC	Understanding SMSC and PSHEe to Support Learning	Module 8
08/07/13 09/07/13 09/07/13	13:30-16:30 09:30-12:30 13:30-16:30	WNPDC NPDC NPDC	Plenary Session - Career Planning and Next Steps	Essential

### Programme Costs (Induction Session, 3 Modules plus Plenary Session):

**Norfolk LA Schools - £400**

**All Other Clients - £450**

**Important Information:** All delegates attend both the Induction Session *and* the Plenary Session and choose **3** out of the 8 modules based on their personal preferences.

**Additional modules may be purchased** subject to availability at a rate of £92 (LA schools), £102 (all other clients) **per module**.

## **Brief Module descriptions:**

### **Module 1: Understanding how the Tutor role Supports Learning (ESDF2)**

The changing role of the form tutor is crucial. It is a tutor's responsibility to ensure that each pupil feels individually valued and supported in all aspects of their school life. Moreover building effective working relationships between tutor and pupils is an important element for successful school life. Through the tutoring role teachers can satisfy some of their original motivation for being a teacher – to make a difference to young people's lives.

This module will explore the roles and responsibilities needed for outstanding practice, offer a range of strategies and practical advice to enhance your effectiveness as a tutor, investigate ways in which you can reflect on how well the role is being fulfilled and evaluating your performance.

### **Module 2: Learning Behaviours : Behaviours for Learning (ESDF3)**

The programme will focus on key aspects of promoting and sustaining a classroom culture which supports the development of positive behaviours for learning. The focus will be on four key factors: environment; expectations; language and relationships.

The programme will also present a range of proactive and responsive strategies for working with children and young people with known and suspected vulnerabilities, including practical strategies for promoting clear classroom expectations it will use, enable you to discuss and develop a range of intervention strategies to support children and young people who may need additional support.

### **Module 3: Using Assessment to Enhance Learning (ESDF4)**

Assessment for learning is a dialogue between teacher and learner which enables teaching to be precisely matched to the needs of the learner. This module explores practical strategies which develop this dialogue in order to maximise learning through: communicating clear lesson objectives and success criteria, deep questioning, and the use of effective and manageable feedback, including marking.

Participants will be enabled to write and use effective learning objectives and success criteria, develop their use of questions and questioning skills to support challenge and progression, begin to develop effective methods of giving both oral and written feedback and begin to explore issues around peer and self assessment.

### **Module 4: Working within an Inclusive Classroom to develop Learning (ESDF5)**

The course will focus on defining the characteristics of an inclusive classroom which promotes learning for all. The programme will look at different planning models to meet the needs of all learners, including those with special educational needs and disabilities and those children categorised as gifted and talented, as well as the identification of barriers to learning and strategies to overcome such barriers.

The module will enable you to become familiar with the range of observed behaviours and supports required by children with a range of commonly encountered needs within the mainstream classroom and explore a range of activity types that might help to challenge barriers to learning, include children with differing learning styles and other needs in various subject contexts.

### **Module 5: Using ICT to Enhance Learning (ESDF6)**

This course will provide an overview of freely available ICT tools that can be used to enhance learning across the curriculum. The session will involve a hands-on approach, encouraging delegates to develop ideas to take back and use in their own schools. Delegates will explore a range of tools that can be used to enhance learning at all key stages to enable them to be aware of freely available ICT tools that can be used in the classroom, understand how to use the basic elements of these tools and develop ideas about how to use these tools in their own school.

## **Module 6: Use of Numeracy Skills to Develop Learning (ESDF7)**

In the light of the revised Teachers' Standards and Ofsted's view that, in all lessons, every opportunity should be taken to develop and apply key numeracy/mathematical skills, the session will explore the principles, pedagogy and practice of teaching and enhancing these skills.

This course will allow delegates to appreciate the importance of place value and its connections to other areas, understand the sequence of teaching calculations and the most effective strategies to use. Explore the problem solving skills demanded in many subjects and the best practice in supporting and developing a pupil's capability to do so.

## **Module 7: Communication, Language and Literacy to Promote Learning (ESDF8)**

In the light of the revised Teachers' Standards and Ofsted's clear view that, in all lessons, every opportunity should be taken to develop and apply crucial literacy skills, the session will explore the principles, pedagogy and practice of teaching and improving these skills.

'All teachers should:

Demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English, whatever the teacher's specialist subject. (Part 1, point 3)

*Teachers' Standards (DfE V1.0 0711), DfE, 2011'*

This course will: enable delegates to understand the value of, and best practice in, talk for learning across the curriculum; to explore the reading skills demanded of independent research and best practice in supporting and developing pupils' capability in reading for information; enable delegates to understand the key features of the important text genres and introduce delegates to the sequence for teaching writing and to the concepts that underpin it.

## **Module 8: Understanding SMSC and PSHEe to Support Learning (ESDF9)**

Spiritual, moral, social and cultural development is not confined to PSHEe and RE. As an essential indicator of a successful school and a successful classroom, this programme will support in unravelling what SMSC is and how to embed this across and throughout all aspects of school life. The importance of PSHEe in supporting children and young people to be effective learners will also be explored.

### **Important Information:**

**Please could you ensure that you have registered your NQT on 'NQT Manager' and on 'SDMS' under the correct school to allow bookings to be processed correctly.**

**Please contact us if you require guidance on how to complete the above – a set of instructions is available to be emailed out.**

**For any queries please contact:** Lisa Poploski or Chloe Turner

**Tel:** 01603 307762

**Email:** cs.nieastraining@norfolk.gov.uk

## NQT Training Programme - Phase 2

Code	Name of Course	Adviser	Venue	Date	Max	Time
ESDF1	Induction Day	Anne Roe & Adam Cooke	Room 23	30/01/13		09.30-12.30
ESDF1	Induction Day	Anne Roe & Adam Cooke	Room 23	30/01/13		13.30-16.30
ESDF2	Understanding how the tutor role supports learning (Module 1)	Rob lodge	Room 12	07/02/13		09.30-12.30
ESDF2	Understanding how the tutor role supports learning (Module 1)	Rob Lodge	Room 12	07/02/13		13.30-16.30
ESDF3	Learning Behaviours : Behaviours for Learning – PRIMARY (Module 2)	Hillary Anderson	Room 12	26/02/13		13.30-16.30
ESDF3	Learning Behaviours : Behaviours for Learning -SECONDARY (Module 2)	Dugald Ferguson	Room 12	07/03/13		13.30-16.30
ESDF4	Using Assessment to Enhance Learning – PRIMARY (Module 3)	Adrian Tebbutt	Room 23	14/03/13		09.30-12.30
ESDF4	Using Assessment to Enhance Learning – SECONDARY (Module 3)	Adrian Tebbutt	Room 23	14/03/13		13.30-16.30
ESDF4	Using Assessment to Enhance Learning – PRIMARY (Module 3)	Adrian Tebbutt	Room 12	02/05/13		09.30-12.30
ESDF4	Using Assessment to Enhance Learning – SECONDARY (Module 3)	Adrian Tebbutt	Room 12	02/05/13		13.30-16.30
ESDF5	Working within an inclusive classroom to Develop Learning – PRIMARY (Module 4)	Dugald Ferguson	Room 12	09/05/13		09.30-12.30
ESDF5	Working within an inclusive classroom to Develop Learning –SECONDARY (Module 4)	Dugald Ferguson	Room 12	09/05/13		13.30-16.30
ESDF6	Using ICT to Enhance Learning – PRIMARY (Module 5)	Jill Duman	Room 24	22/05/13		09.30-12.30
ESDF6	Using ICT to Enhance Learning – SECONDARY (Module 5)	Jill Duman	Room 24	22/05/13		13.30-16.30
ESDF7	Use of Numeracy skills to develop learning – PRIMARY (Module 6)	Becky Crabtree & Rose Keating	Room 11	07/06/13		09.30-12.30

ESDF7	Use of Numeracy skills to develop learning – <b>SECONDARY</b> (Module 6)	Becky Crabtree & Rose Keating	Room 11	07/06/13		13.30-16.30
ESDF8	Communication, language and Literacy to Promote learning – <b>PRIMARY</b> (Module 7)	John Woodhouse, Katie Leightell & Rebecca Paterson	Room 22	05/06/16		09.30-12.30
ESDF8	Communication, language and Literacy to Promote learning – <b>SECONDARY</b> (Module 7)	John Woodhouse, Katie Leightell & Rebecca Paterson	Room 22	05/06/13		13.30-16.30
ESDF9	Understanding SMSC and PSHEe to support Learning – <b>CROSS PHASE</b> (Module 8)	Debbie Abbs & Hilary Anderson	Room 22	25/03/13		09.30-12.30
ESDG1	Plenary Session	Adam Cooke	Hall	09/07/13		09.30-12.30
ESDG1	Plenary Session	Adam Cooke	Hall	09/07/13		13.30-16.30

# NQT Training Programme Booking form 2013

**Please return to:**

CS Training Team  
Children's Services  
Norfolk Advisory Service  
Professional Development Centre  
144 Woodside Road  
Norwich  
NR7 9QL  
**Tel: 01603 307762**

**From:**
**Name**.....

**School/Organisation**.....

**Address**.....

.....

.....

**Date**..... **Tel**.....

**School Dfes No. (926)**.....

**NQT Details**

Title	Forename	Surname (Block capitals please)		£ Cost (ex. VAT)
Registered with NQT Manager		Yes/No		Registered on SDMS with school
				Yes/No
Please do not send a cheque with this booking form				Total £

**Essential Modules you are required to attend**

	Date	Time	
Induction Session			Essential
Plenary session			Essential

**Your 3 chosen Modules – Please Indicate**

Date	Time	Title	Module No:

Additional module choices can be purchased at £92 per session – please indicate choices:

<b>Booking(s) authorised by:</b>	<b>Signature</b> .....
	<b>Title</b> .....

**Cancellation Policy:** For cancellations made by the school/establishment more than 28 working days prior to the course date, a £20 per person administration fee will be charged. The full fee will be charged in the case of non-attendance or for cancellations made within 28 working days of the course date. Courses where no fee is charged will incur a £20 per person administration fee for non-attendance or if cancelled within 10 working days of the course date. If we cancel the course, and in other exceptional circumstances, at the discretion of Children's Services, no charge will be made or, if the course fee has already been paid, the fee will be refunded in full or the course will be rescheduled for a mutually convenient date.