

<b>Tandrige Teaching Alliance ITT Training and Support 2018-2019</b>		
<b>Date:</b>	<b>Outline:</b>	<b>Time allocation:</b>
<b>July 2018</b>	<ul style="list-style-type: none"> <li>• Pre-placement school experience (recommended)</li> </ul>	2 Weeks
<b>Autumn 1</b>	<p><b>Meeting 1. Being prepared – in first week</b></p> <ul style="list-style-type: none"> <li>• Set up of folder</li> <li>• Action plan</li> <li>• University assignments</li> <li>• Guided observations of teaching and learning in the host school</li> <li>• General discussion</li> </ul>	½ day
	<p><b>Meeting 2. Behaviour Management</b></p> <ul style="list-style-type: none"> <li>• What impact does good behaviour management have on learning? <ul style="list-style-type: none"> <li>▪ Creating a presence in the classroom</li> <li>▪ Positive behaviour management – what does this mean?</li> <li>▪ Embedding management strategies into practice</li> </ul> </li> <li>• Sharing experiences so far</li> </ul>	½ day
<b>Autumn 2</b>	<p><b>Meeting 3. Planning with a focus on Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>• What do you need to know BEFORE you can plan effective sequences of learning? <ul style="list-style-type: none"> <li>▪ What are the concepts?</li> <li>▪ How do I teach the concepts?</li> <li>▪ What is the difference between knowledge and understanding?</li> <li>▪ How can we anticipate the barriers and overcome them?</li> <li>▪ How do I adapt my plans in the light of progress across the week?</li> </ul> </li> </ul>	½ Day
	<p><b>Meeting 4. Being reflective</b></p> <ul style="list-style-type: none"> <li>• Guided observations of teaching and learning in the host (meeting) school</li> <li>• Focus on what to look for and how to use observations in own practice</li> <li>• What is a reflective practitioner?</li> <li>• Why do teachers need to be reflective?</li> <li>• How to observe and reflect on good practice</li> <li>• How to reflect on lessons taught by me</li> <li>• Using reflections during weekly mentor meetings</li> <li>• Sharing experiences</li> <li>• What has gone well so far</li> <li>• What is challenging?</li> <li>• What will you take into your next placement?</li> <li>• What will you need to do to adapt to a different phase?</li> </ul>	½ Day

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<b>Spring 1</b>	<b>Meeting 1. Effective observations</b> <ul style="list-style-type: none"> <li>• How to observe good practice in the classroom               <ul style="list-style-type: none"> <li>▪ Setting a specific focus</li> <li>▪ Recording</li> <li>▪ Reflecting</li> <li>▪ using</li> </ul> </li> </ul>	½ Day
	<b>Meeting 2. Planning independently</b> <ul style="list-style-type: none"> <li>• Using the curriculum and assessment for Learning to plan for learners               <ul style="list-style-type: none"> <li>▪ Starting points</li> <li>▪ Learning objectives versus learning outcomes</li> <li>▪ Using assessment to inform planning</li> <li>▪ Developing existing plans</li> </ul> </li> </ul>	½ Day
<b>Spring 2</b>	<b>Meeting 3 a and b. Literacy and oracy across the curriculum &amp; Mastery in Mathematics</b> <ul style="list-style-type: none"> <li>• Literacy &amp; Oracy - What does this mean?</li> <li>• How can we support children with language skills</li> <li>• What does it mean to be literate?</li> <li>• Planning for the development of speaking and listening skills</li> <li>• Teaching Phonics</li> <li>• Mastery in Mathematics – What does this mean?</li> <li>• Who can reach 'Mastery'?</li> <li>• What activities and where can we find them?</li> <li>• Linking Mastery in Mathematics across the curriculum</li> </ul>	2 x ½ Day
	<b>Meeting 4. Special Educational Needs</b> <ul style="list-style-type: none"> <li>• How do we support SEND learners within the classroom               <ul style="list-style-type: none"> <li>▪ Talk by SENCo</li> <li>▪ Stretching the more able learners – planning for progress</li> </ul> </li> </ul>	½ Day

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<b>Summer 1</b>	<p><b>Meeting 1. Being prepared –</b></p> <ul style="list-style-type: none"> <li>• Set up of folder</li> <li>• Action plan</li> <li>• Drawing on SBT1 &amp; SBT2 experiences</li> <li>• Looking at evidence – what has happened since you were in the class in your first placement?               <ul style="list-style-type: none"> <li>▪ Focus on progress – what does it look like?</li> <li>▪ Looking at books</li> <li>▪ What does it tell you?</li> <li>▪ How do you use the evidence to inform your planning?</li> </ul> </li> <li>• Guided observations of teaching and learning in the host (meeting) school               <ul style="list-style-type: none"> <li>▪ Focus on what to look for and how to use observations in own practice</li> <li>▪ Focus on progress within lessons – who makes the most/least progress – why?</li> <li>▪ Use of AFL during teaching – look at marking for AFL – how have the children responded?</li> </ul> </li> <li>• General discussion</li> <li>• Sharing experiences               <ul style="list-style-type: none"> <li>▪ What have you learnt</li> <li>▪ How will you use your experiences from SBT1 &amp; 2 in SBT3?</li> </ul> </li> </ul>	½ Day
	<p><b>Meeting 2. Preparing for independence</b></p> <ul style="list-style-type: none"> <li>• Time management               <ul style="list-style-type: none"> <li>▪ How will you manage your time whilst planning and teaching for 75% of the week?</li> <li>▪ Prioritising – what to put first</li> <li>▪ Managing marking and AFL</li> <li>▪ Report writing and parents’ evenings</li> </ul> </li> </ul>	½ Day
<b>Summer 2</b>	<p><b>Meeting 3. Moving on - being an NQT</b></p> <ul style="list-style-type: none"> <li>• Preparing to have your own classroom</li> <li>• What do I need?</li> <li>• What have we seen – sharing ideas for the classroom</li> <li>• Sharing websites and materials for displays etc</li> <li>• <b>Celebrating!!</b></li> </ul>	½ Day