

AUTUMN TERM 2008

<u>GTP Week</u>	<u>Content</u>	<u>QTS Standard</u>	<u>Venue & Training Leader *</u>
1 04/09	How to observe lessons – what to look for? - protocols What a good lesson looks like <ul style="list-style-type: none"> Write a Refl. Journal entry and email to GTM Prep: Write about a behaviour management scenario observed in a lesson; take to week 2 	(Q10) (Q2) (Q10)	Induction at Ufford Park Janet Bell Gererd Dixie Geoff Robinson
2 11/09 Suffolk (3 for Norfolk)	Behaviour management 1 : ‘Taking effective control’ – whole class strategies <ul style="list-style-type: none"> To be followed up in school placement by observation tasks Prep: Set up learning theories research 	Q1, Q2 (Q10, Q30, Q31)	<u>Suffolk</u> – King Eds <u>Norfolk</u> – Aylsham Gererd Dixie
3 18/09 Suffolk (2 for Norfolk)	Learning theories/styles/domains <ul style="list-style-type: none"> To be followed up in school placement with first assignment Prep: Research values, aims & purposes of the National Curriculum (from N.C. document) 	(Q14 part, Q18)	<u>Norfolk</u> – Aylsham Janet Bell <u>Suffolk</u> - KEds Susannah & Marian
4 25/09	<u>Lead School Day 1</u> National Curriculum and Strategy Subject knowledge audit and action planning Health & Safety Lesson planning (including structure, identifying learning objectives and outcomes & examples) <ul style="list-style-type: none"> Tasks to be set on Lead School Day for school placement 		Lead Schools
5 02/10	National Curriculum Requirements/National Strategy/Framework (Health & Safety - Task for Q3a & Q3b re Health & Safety as follow up) Lesson planning (Tasks to be completed prior to and after session – GTP only) Lesson observation	(Q15) (Q22)	<u>Norfolk</u> – Notre Dame + Lynn Grove <u>Suffolk</u> – King Eds
6 09/10	Safeguarding/Child Protection/ECM <ul style="list-style-type: none"> Hidden Curriculum task as follow up Questions based on Bristol Guide as follow up task Prep: research Bloom’s Taxonomy 	(Q3a, Q3b, Q21a, Q21b)	<u>Norfolk</u> – Aylsham + Lynn Grove <u>Suffolk</u> – King Eds
7 16/10	ASSIGNMENT WRITING		Personal Study
8 23/10 24/10	<u>RESIDENTIAL</u> Behaviour Management 2 ‘Understanding and supporting challenging pupils’, micro lessons, portfolio, voice training, AFL, ICT/IAW? Lesson planning – inclusion, diversity, differentiation/personalising learning Planning for the full range including G+T	(Q4, Q10, Q12, Q19, Q22)	Residential Alison Mobbs Brendan Routledge Geoff Robinson Gererd Dixie

	<p>Examples of lesson plans</p> <ul style="list-style-type: none"> • Task as follow up to focus on personalising learning <p style="text-align: center;"><u>RESIDENTIAL Continued</u></p> <p>Communication in the classroom – questioning techniques/formative assessment</p> <ul style="list-style-type: none"> • Prep: Behaviour Management task • Prep: Set up SEN task: Intervention 		
HALF TERM			
<p>9 06/11 Norfolk (10 for Suffolk)</p>	Introducing creativity to your teaching		Gererd Dixie
<p>10 13/11 Norfolk (9 for Suffolk)</p>	<p>SEN – planning for SEN</p> <p>(Follow up task with school SENCO)</p>	(Q19, Q20,[Q6])	<p><u>Norfolk</u> – Notre Dame</p> <p><u>Suffolk</u> – King Eds</p> <p>Jan Wiggins</p>
<p>11 20/11</p>	Subject knowledge audit review and preparation for Lead School Day		
<p>12 27/11</p>	<p><u>Lead School Day 2</u></p> <p>Monitoring and assessing pupils’ work</p> <ul style="list-style-type: none"> ▪ questioning ▪ systems ▪ assessing pupils’ work ▪ prior attainment data <p>Personalising learning for more and less able</p> <ul style="list-style-type: none"> • Prep: micro lesson planned in own subject 	(Q11)	Lead Schools
<p>13 04/12</p>	Pastoral Care, form tutor, PSHE, citizenship	(Q25)	<p><u>Norfolk</u> – Aylsham + Notre Dame</p> <p><u>Suffolk</u> – King Eds</p>
<p>14 11/12</p>	<p>Applying for jobs, NQT pools, GTC</p> <p>Interview techniques</p> <ul style="list-style-type: none"> • Prep: identify best lesson – bring in lesson plan, resources for week 15 	(Q7a, Q7b)	<p><u>Norfolk</u> – Aylsham + Lynn Grove</p> <p><u>Suffolk</u> – King Eds</p>
<p>15 18/12</p>	<p>Reflection on impact of training on developing pupils’ learning</p> <p>Reflection on best lesson → understanding of how training had impacted on practice to ensure effective pupil learning</p>	(Q7a, Q29)	Via Moodle?