



# Professional Learning Programme for RQTS



**Northern Saints**  
Teaching School Alliance



**Prince Bishops**  
Teaching School Alliance  
Growing together



Evidence shows that the highest dropout rate of teachers leaving the profession takes place in years 2 – 6. Working collaboratively to meet the challenges of teacher retention and build capacity in the regions schools, this RQT programme brings together expertise from the three Secondary Teaching Schools in South Tyneside. This programme of **6 facilitated workshops** will support colleagues in their early years of teaching who want to advance, develop and improve their teaching practice and deliver consistently great learning experiences for young people.

## Programme aims:

- To support Recently Qualified Teachers development
- To achieve consistently outstanding practise in the classroom
- To support schools to develop and improve mentoring and coaching systems enabling resources available in their own schools to be exploited
- To develop early leadership skills to support succession planning and talent development
- To develop a network of peer support and collaboration with other RQTs from local schools

## What does the programme include?

### **Six facilitated workshops with a recognised expert in their field - One workshop each half term**

- 1 Behaviour Management and De-escalation – Harton Academy – South Tyneside – Monday 12<sup>th</sup> November 2018
- 2 Managing Workload – Whitburn C of E Academy – Sunderland – Wednesday 16<sup>th</sup> January 2019
- 3 Planning for Progress – St Wilfrid’s R.C. College – South Tyneside – Tuesday 12<sup>th</sup> February 2019
- 4 Monday Feedback and Questioning – Harton Academy – Monday 1<sup>st</sup> April 2019
- 5 Engaging and Exploring Teaching Style – St Wilfrid’s R.C. College – Tuesday 14<sup>th</sup> May 2019
- 6 Educating the Whole Child - Whitburn C of E Academy – Sunderland – Wednesday 5<sup>th</sup> June 2019

**Dependent on participants requirements at the end of the course, a further year focusing on different the routes to progression and developing subject knowledge will be offered.**

## Each of the workshops will include:

- Learning walks in each of the lead schools
- SEN as a theme throughout each workshop
- Refreshments and buffet lunch on arrival
- Mid afternoon tea/coffee and cakes

**Each workshop will begin with lunch at 12.30pm and finish by 16.30pm**

**Cost: £300.00per person for all 6 sessions**

**Cancellations:** All cancellations must be made in writing, in the event that you need to cancel this training, a cancellation charge will be incurred. Up to six weeks prior to the training, a full refund will be made. Within six weeks of the training date, a 50% charge will be made. The full cost of the training will be charged should the cancellation be made within 3 weeks of the sessions date.

**Payment terms:** An invoice will be created and sent electronically to the contact lists on the booking form. This invoice will be created in advance of the event date and must be paid within 14 days from the date of the invoice.

# Workshops

## **Behaviour Management and De-escalation – Monday 12<sup>th</sup> November 2018 – Harton Academy**

### **Aims:**

- Have an opportunity to reflect and share current practice
- Explore scenarios and identify specific traits leading to negative behaviors
- Discuss strategies to reduce negative behaviors
- Explore and practice coaching strategies
- Discuss areas for development identified

## **Managing Workload – Wednesday 16<sup>th</sup> January 2019 – Whitburn C of E Academy**

### **Aims:**

- Review the national picture on workload using data from Teacher Tap / Whitley Bay and DFE
- Reflect on their own weekly routines – what do you do and when – why?
- Discuss the year in perspective – what are the pinch points – how can we spread the load?
- Review and discuss the power of collaborative working
- Discuss SMART marking and feedback
- Revisit discussion – top tips to try for next week

## **Planning for Progress - Tuesday 12th February 2019 – St Wilfrid's College**

**Aims:** To explore obstacles that inhibit progress and consider strategies to boost long and short-term progress by:

- Discussing obstacles to progress that students may face, linking in ideas about motivation using the comfort, learning and panic zone theoretical model
- Exploring a range of techniques used to identify, track and tackle underachievers, and have an opportunity to peer-coach each other in specific issues from their own practice
- Considering ways that we can encourage a proactive, student-led approach to progress within a lesson and long-term

## **Feedback and Questioning - Monday 1<sup>st</sup> April 2019 – Harton Academy**

### **Aims:**

- Reflection and sharing of current feedback strategies
- Impact of specific strategies and how they are effective
- How can we extend feedback strategies to promote self-awareness in pupils
- Explore the importance of classroom dialogue
- Effective questioning types

## **Engaging and Exploring Teaching Style - Tuesday 14<sup>th</sup> May 2019– St Wilfrid's R.C. College**

**Aims:** To analyse a range of different teaching styles and compare the impact of 'hands-on' learning and traditional teaching techniques by:

- Reflecting on your own teaching persona and on the effectiveness of different approaches from interactive, hands-on techniques to a more traditional chalk-and-talk teaching style
- Examining the new OFSTED criteria and looking at what the research says about teaching styles
- Participating in a Q&A session with senior members of staff on their teaching journey, with a view to the participants setting goals for their own progression

## **Educating the Whole Child – Wednesday 5<sup>th</sup> June 2018 – Whitburn C of E Academy**

### **Aims:**

- Review results of a pre issued questionnaire at this session used in first part: *what kind of teacher are you?*
- What makes a successful student?
- Knowing your students – the importance of recognition in motivation of students
- Effective tutoring – paired work
- Successful Parental engagement
- The 'super curriculum'



## Professional Learning Programme for RQTS



### Facilitator profiles

**Laura Burdon:**

St Wilfrid's R.C. College - Lead Practitioner - Teaching and Learning / Specialist Leader of Education / Teacher of English

I am an experienced Teacher of English, a Specialist Leader in Education and a Lead Practitioner at St Wilfrid's R. C. College. In my role as Lead Practitioner, I run the whole-school Research and Development programme in which staff conduct classroom research based on existing educational theory. I am the Literacy across the Curriculum Coordinator and run the New Staff Induction Training Programme which runs throughout the first half term. I teach across Key Stages 3, 4 and 5 and am a subject mentor and coach.

**Rachel Green:**

Harton Academy – Lead Practitioner – Teaching and Learning / Specialist Leader of Education / Teacher of Chemistry

I am an experienced Teacher of Chemistry, a Specialist Leader in Education and a Lead Practitioner at Harton Academy. In my role as Lead Practitioner, I currently facilitate a number of programmes including Every Lesson Outstanding and Excellent Learning Behaviours courses. I have also had a heavy involvement in ITT mentoring and contributing to the ongoing programme of ITT training sessions. As a Teacher of Chemistry, I also deliver and contribute to the design of the key stage 3, 4 and 5 curriculum.

**Chris Shaw:**

Whitburn Church of England Academy – Assistant Headteacher – Personnel / School Review / Director of Teaching School / Economics Teacher

I have 20 years' experience in a range of North East schools with a variety of settings. My areas of specialism are staff recruitment, induction and development. I also lead on the school self-evaluation / review processes. My role in the Teaching school encompasses ITT, CPD design and leading School-to-School support. I am committed to the development of outstanding teachers for the benefit of children in the North East.