

GROWING GREAT CAMDEN TEACHERS 2019-20



WELCOME TO CAMDEN

Camden offers NQTs and trainees a comprehensive package of professional learning (PL). Alongside the support from your Teacher Educator (TE) and Induction Tutor (IT)/Professional Mentor (PM), Camden provides high quality, practical learning experiences which are readily applicable to classroom practice in inner-London, comprehensive schools with the diverse intake we are so proud of.

Workshops will model strategies for collaborative and independent learning, alongside developing the skills needed to excel in your first years in the profession. You will have opportunities to try out the activities at the workshops so you develop the confidence to use them in the classroom.

Each workshops will run twice, on a Tuesday and on a Wednesday. Please select which day to attend throughout the year. If you are unable to attend a session, you will be expected to come along on the alternative day as we believe this programme provides valuable and important opportunities and we want teachers to embark on their careers as confident, competent and happy professionals.

'Children in the most effective classrooms will learn in six months what pupils in an average classroom learn in a year. And the pupils in the least effective classrooms will take two years to learn the same amount of material.'

The difference between the two is in the quality of the teacher.'

Dylan Wiliam Assessment for Learning: Why, What and How? 2009



Support, development and challenge in your early years in the teaching profession

ROLES AND RESPONSIBILITIES

Your Teacher Educator will be responsible for:

- Attending Camden PL for Teacher Educators;
- Checking your timetable is 90% of the teaching load and informing the IT/PM of any problems;
- Introducing you to other colleagues and key people in the school;
- Meeting with you at least fortnightly. You must keep a brief record of the meetings;
- Observing lessons at least half termly, facilitating constructive dialogue and setting targets based on the Teachers' Standards;
- Providing reflection time on the Growing Great Camden Teachers' workshops and helping the NQT to implement strategies learned;
- Explaining the requirements for lesson planning, assessment strategies and meetings schedules;
- Co-planning and discussing learning and teaching and providing subject specialist guidance on pedagogy;
- Explaining the rationale for policies and procedures in the school and the subject;
- Ensuring you have class data, schemes of learning, resources and equipment in your subject area;
- Monitoring, evaluating and recording your progress and supporting fully in the assessment points;
- Raising concerns with the IT/PM as soon as possible, helping create a Support Plan as early intervention has proved to be the most effective way to develop outstanding teachers who are fulfilled professionals.

Your Induction Tutor/Professional Mentor will be responsible for:

- Quality assuring the support and mentoring provided by Teacher Educator, e.g. by carrying out joint observations and observing the post-lesson facilitation of dialogue;
- Observing you, preferably with the Teacher Educator, at least termly;
- Meeting with you half termly to finalise the informal and formal assessments;
- Acting swiftly on any concerns you have about your progress or the quality of support provided;
- Monitoring your attendance at the Growing Great Teachers programme;
- Leading the development of the Support Plan, if necessary, with the aim of enabling you to meet the Teachers' Standards and excel in your early years;



PLUS ...

For trainees ...

- Determining end-of-year gradings with the Teacher Educator and University Tutor.

For NQTs ...

- Ensuring you are enrolled with LB Camden by 13.9.19;
- Informing LB Camden immediately of any concerns about progress toward the Teachers' Standards;
- Arranging the final assessment and signing off of NQTs in the induction year

Lesson Study

Research indicates that the most effective professional learning is learning together over time. The Growing Great Teachers programme provides opportunities to work together, challenging each other to be the best you can be. It allows for experimentation in a safe environment with the support of colleagues.



In the Summer Term, you will be responsible for carrying out collaborative planning and co-teaching to extend and refine your practice. These are collaborative enquiries which involve:

1. Reflecting on the opportunities for development based on learning from the workshops.
2. Identifying a group of learners to focus on in your class.
3. Finding a time to meet with colleagues from the group to jointly plan and then teach an experimental activity with the support of another adult in the classroom. This is NOT an observation; it's an opportunity to try something new together.
4. Reflecting on the learning that took place in the classroom and how it impacted on the identified learners.
5. Clarifying your next steps, setting your own targets for further development.
6. Repeating the process in your partner's classroom.

As evidence for your portfolio, and to guide your reflections, you will complete the Enquiry Based Classroom Study Tool and be prepared to share your learning with the wider group.

Observing others

Throughout your teaching career, invest time in observing other teachers; it's one of the most valuable things you can do as it facilitates by the sharing best practice and encourages you to reflect on your own practice. Observing with someone else, especially a more experienced teacher, is particularly helpful as you can talk through the lesson to deepen understanding of the pedagogy. Talk to your IT/PM about who would be a good person to observe for the particular focus you have decided on. This will ensure you make best use of your time.

Observing another trainee or NQT can also be very useful. For example, if an experienced teacher encounters no behaviour problems during the lesson as they have finely tuned their practice to create behaviour for learning, you may learn little about dealing with behaviour issues in lessons. Seeing someone less experienced, who hasn't yet perfected their strategies, enables you to reflect on their actions and the impact on the class.

You do not always need to stay for the full lesson, e.g. if you want to see how teachers settle a class, ask to come for the first 10-15 minutes. It's easier to find short periods of time than to find whole lessons although it is very important that you do observe full lessons as there is so much to learn from the planning, management of transitions, both the start and ends of lessons and how this can be used to show progress, etc.

Teachers are generous about opening their classrooms to others. We rely on their good will so please:

- ✓ Contact the teacher in advance to request a time to observe.
- ✓ Be clear about what you want to see so you can find the best time and class to visit.
- ✓ Remember that you are a guest in their classroom; you are not there to make judgements.
- ✓ Talk to learners, look at their books/folders, help them if appropriate but do not interrupt the learning.
- ✓ Thank the teacher and the end and say something positive.

Foci for observations: at least 1 observation per half term

First half Autumn Term: in your own school and subject. Focus - behaviour for learning and questioning.

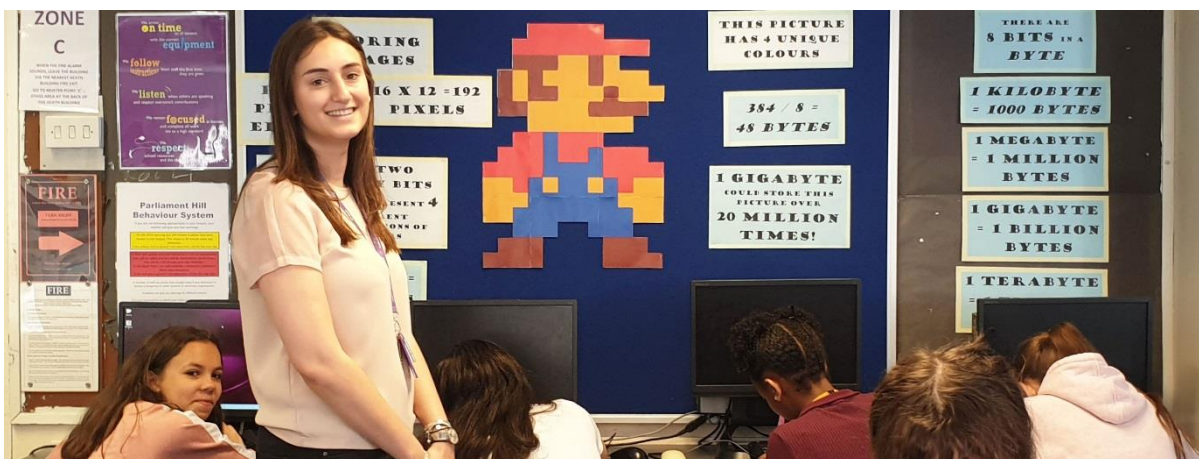
Second half Autumn Term: in your own school. Focus – feedback (oral and written), clarity of instructions and professional working relationships.

First half Spring Term: differentiation and independent learning (in the Sixth Form, if possible).

Second half Spring Term: focussing on developing oracy and on inclusion.

First half Summer Term: in a different subject focussing on respectful relationships and extending thinking.

Second half Summer Term: in a different subject focussing on an aspect of practice negotiated with your Teacher Educator to best meet your needs.



Tracking and reviewing progress for NQTs

Observations: where possible, observations will be carried out by the Teacher Educator and Induction Tutor jointly. The Team Leader/Head of Department, may also observe. Joint observations enable:

- Quality assurance between the Teacher Educator, TL/HOD and the Induction Tutor
- Subject expertise in the observation process
- Professional Learning for the Teacher Educator and TL/HOD

Informal reviews: take place the week before each half term and provide an interim review of your progress towards meeting the Teachers' Standards and your objectives from the Induction Plan. Informal Reviews are in-school and not shared with the Appropriate Body in Camden unless there are concerns about progress.

Formal reviews (a statutory requirement): take place towards the end of each term, linked closely to the Teachers' Standards. Once uploaded to the Appropriate Body in Camden, NQTs must add their comments, before the Headteacher will receive an email asking for comments and for her/him to agree the review



Review deadlines

Reviews	Deadline
Autumn Informal Review finalised with Induction Tutor	Friday 18 th October 2019
Autumn Formal Review finalised, signed by Headteacher & sent to Camden	Wednesday 11 th December 2019
Spring Informal Review finalised with Induction Tutor	Friday 14 th February 2020
Spring Formal Review finalised, signed by Headteacher and sent to Camden	Wednesday 25 th March 2020
Summer Informal Review finalised with Induction Tutor	Friday 22 nd May 2020
Final Formal Review finalised, signed by Headteacher and sent to Camden	Wednesday 8 th July 2020

The Professional Portfolio

What is a Professional Portfolio?

A Professional Portfolio is a showcase of your professional achievements and evidence that you have met the Teachers' Standards. It is something to be proud of.

Why keep a Professional Portfolio?

Teachers need to demonstrate their commitment to lifelong learning and reflective practice - your Professional Portfolio provides an effective contribution to these goals. It will be valuable throughout your career, especially for Appraisal and when applying for jobs/promotion so keep it up-to-date and take pride in your successes. For trainees and NQTs, the Professional Portfolio forms an important part of your assessment.



How should I organise the Professional Portfolio?

Provide an index. Use dividers to label each section and have a summary paragraph at the start of each, outlining the content (e.g. a Teachers' Standard). Bullet point the section contents. Suggested section contents –

- 1: your qualifications and relevant experience, including experience outside of teaching.
- 2: informal and formal reviews plus any action plans drawn up (where relevant).
- 3: Any Schemes of Learning you have written, lesson plans, evidence of short, medium and long term planning.
- 4: observations and feedback on your lessons.
- 5-12: the Teachers' Standards Part One, standards 1-8
- 13: the Teachers' Standards Part Two: Personal and Professional Conduct
- 14: professional development with evidence of impact on your practice and/or on learners
- 15: anything else you are proud of yet does not fit above or it crosses several standards.

What should I include?

- 1. You must include all lesson observations and feedback, all informal and formal reviews.
- 2. In the other sections, select your evidence carefully. The best portfolios are made up of selected examples of best practice, not stuffed full of many examples making the same point!
- 3. Progress tracking sheets with intervention strategies and exam results.
- 4. Photographs, examples of successful resources and photocopies of learners' work and your marking will make your portfolio more interesting for the reader.
- 5. Testimonials are an excellent way of providing evidence e.g. your HOY/ATL could write a couple of paragraphs explaining the contribution you have made to the well-being of the year group.
- 6. Relevant reading/documents annotated to show how you have used them

What shouldn't I include?

- 1. Other people's work e.g. policies (unless annotated showing how you have implemented them).
- 2. More than 1 copy of any document – if it provides evidence for more than 1 section, choose the best fit and make a note on the top corner to indicate which other section(s) it applies to.

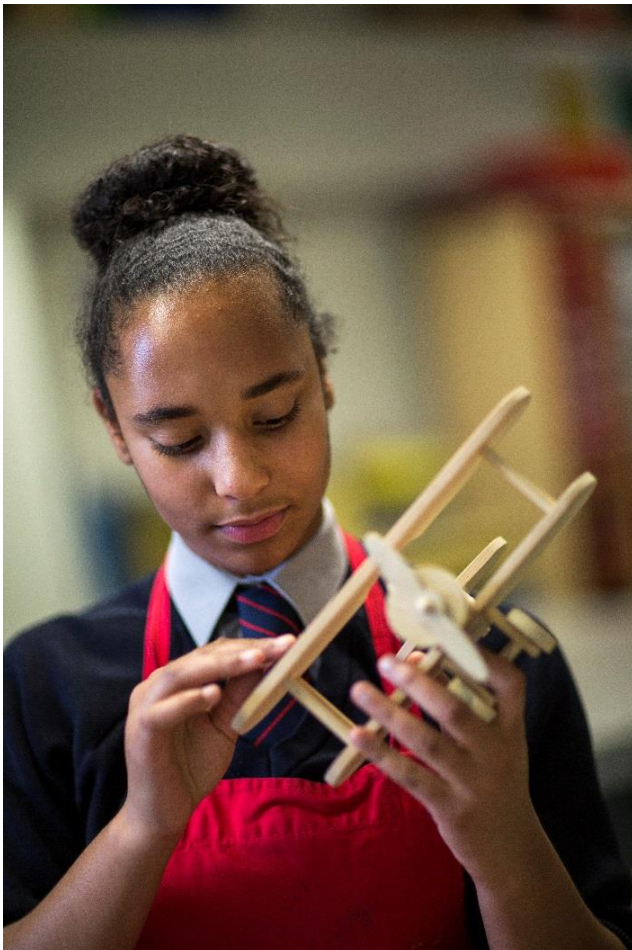
Buddies

A Buddy is someone who ...

- ✓ is friendly and welcoming
- ✓ provides opportunities to find out about the school and how things work there
- ✓ who will not judge you when you ask the same question yet again!
- ✓ introduces new staff to others
- ✓ shows genuine interest in you, seeking you out from time to time to check all is well
- ✓ shares the occasional cup of tea.

A Buddy does not ...

- ❖ ☐ Fill in any paperwork!!!
- ❖ ☐ Become accountable for success
- ❖ ☐ Take the place of a line manager



Why have a Buddy?

Camden is delighted to welcome new colleagues and we all remember how daunting it can be finding your way around, let alone getting to know the many procedures and systems.

Someone who is prepared to give time and understanding can make a real difference.

Growing Great Camden Teachers Workshop Programme 2019-20



- The secondary programme is run collaboratively across Camden secondary schools, led by Parliament Hill.
- Tea and coffee is available from 3.45pm.
- The workshops begin promptly at 4.00. Please be **punctual and ready to start at 4.00, including having made a drink.**
- Workshops will end no later than 5.20 pm followed by 5 minutes for group and personal evaluations.
- Attendance is compulsory. Please do not book meetings, detentions, dental / medical appointments, etc to clash with these workshops.
- Make the most of the collaboration between the schools. Share resources, visit each other's classrooms and share good practice.
- Workshops are open to any member of staff so expect to see other teachers around occasionally.

NQTs: Appropriate Body

Margaret Mulholland at Swiss Cottage School acts as the Appropriate Body for Camden, ensuring schools meet the statutory requirements and overseeing the quality of the support, mentoring and development. If you have any concerns that you are unable to resolve with your Induction Tutor, she can be contacted at margaret.mulholland@swisscottage.camden.sch.uk

<p>Acland Burghley: Sarah Lester slester@aclandburghley.camden.sch.uk</p> <p>Camden School for Girls: Michael Graham mgraham@camdengirls.sch.uk</p> <p>Hampstead: David Dixon D.Dixon@hampsteadschool.org.uk</p> <p>Haverstock Matt Rowling Matthew.Rowling@haverstock.camden.sch.uk</p> <p>Maria Fidelis: Claire Bagnall cbagnall@mariafidelis.camden.sch.uk</p>	<p>La Sainte Union: Candice Clark cclark@lsu.camden.sch.uk</p> <p>Northbridge House: Christopher Jones christopher.jones@northbridgehouse.com</p> <p>Parliament Hill & GGCT Lead : Joy Morgan joymorgan@parliamenthill.camden.sch.uk</p> <p>Regent High: Joanna Caroussis j.caroussis@regenthighschool.org.uk</p> <p>William Ellis: Izzy Jones ijones@williamellis.camden.sch.uk</p>
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Growing Great Teachers Programme Sep 2019 – Oct 2020

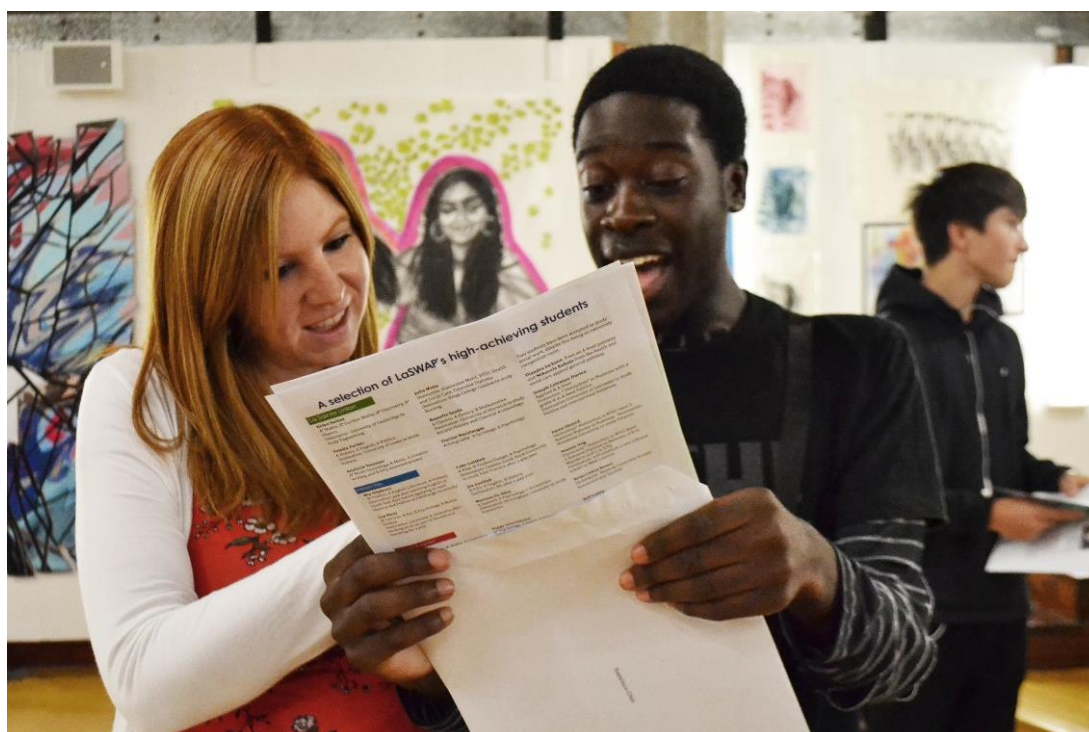


Date & Focus	Facilitator	Workshop description	Standards
Mon 2.9.19–13.9.19 NQTs: Induction Plan	Induction tutor	NQTs: take your Career Entry Profile and/or final assessment from your ITT year to the meeting with your Induction Tutor. Prior to this, consider your learning needs, in preparation for creating a bespoke Induction Plan	All
Tues 10.9.19 Wed 11.9.19 Behaviour for Learning	Parliament Hill Joy Morgan OR in-house (check with your IT)	This workshop considers how we can use the research into effective behaviour management in our classrooms, every day, to create behaviour for learning and build respectful relationships. You will receive a Behaviour for Learning handbook to refer to forever more.	1 7
Thurs 26.9.19 Camden Welcome Meeting: Inspiring Children 4.00 – 6.00	Swiss Cottage Camden NQT Team & Tom Sherrington	Hear from Tom Sherrington, @teacherhead, plus teachers just out of their NQT year and meet other new Camden teachers along with key people who will help develop and support you. Learning with and from a strong group of teachers in the early stages of their career will become one of the highlights of the year.	
Tues 8.10.19 Wed 9.10.189 Questioning	Parliament Hill Joy Morgan	Questioning is probably the most important skill for the classroom; it can be used to differentiate, challenge all, promote deep thinking and check understanding. The workshop will provide plenty of practical, easy to implement ideas and provide resources to take away.	1 2 4 5
Tues 16.10.18 Wed 17.10.18 Effective Feedback	Regent High Joanna Caroussis Helen Wheeler	John Hattie identifies feedback as one of the most powerful ways to accelerate progress. This workshop explores how to do this well, providing timely, constructive feedback whilst making good use of the time available to you.	2 5

Half term 21st – 25th October 2019 inclusive

Growing Great Teachers Programme Oct 2019 – Dec 2019

Date & Focus	Facilitator	Workshop description	Standards
<p>Tues 5.11.19 Wed 6.11.19</p> <p>Differentiation: what it is & what it isn't!</p>	<p>Acland Burghley Sarah Lester Ian Wilkinson</p>	<p>Effective differentiation is one of the greatest challenges for teachers. This workshop will provide a wealth of tips and ideas to help you meet the personalised learning needs of learners of all abilities, including students who present challenging behaviours.</p>	<p>1 2 4 5</p>
<p>Wed 20.11.19</p> <p>2.00 – 5.30 Sanity in the classroom</p>	<p>Maria Fidelis Andy Vass</p>	<p>Andy Vass is well-known for his work on behaviour and co-author of the excellent Pocketbook on Behaviour Management. His workshops are always highly regarded so we are delighted to provide you with this support for creating behaviour for learning - and helping maintain your sanity! Primary colleagues will join this workshop.</p>	<p>7</p>
<p>Wed 3.12.19</p> <p>Teach Meet</p>	<p>Maria Fidelis</p>	<p>Teaching is a wonderful profession that makes a real difference to the lives and prospects of young people. This is an opportunity to learn from peers and other excellent practitioners, finding out about great practice to magpie for your own classrooms.</p>	



Winter holiday 23rd December 2019 to 3rd January 2020- inclusive

Growing Great Teachers Programme Jan 2020 – Feb 2020



Date	Facilitator	Workshop description	Standards
Tues 14.1.20 Wed 15.1.20 Planning in and out of lessons	William Ellis Izzy Jones	Planning lessons can take enormous amounts of time ... and then it doesn't work out as planned. Izzy will consider how to plan smartly and then how to adapt lessons in class as the result of AfL, getting the most out of time in and out of the classroom.	1 2 4 5 6
Tues 28.1.20 Wed 29.1.20 Challenge for Post 16 higher attainers	Regent High Rob McGeorge	Securing A*-B grades Post-16 is a priority for schools in Camden. This workshop will look at how to ensure that learners achieve the top grades as well as preparing them well for excelling at university, including at Russell Group.	1 2 4 5
Tues 11.2.20 Wed 12.2.20 What does great independent learning look like?	Camden School for Girls Alice Gwinnell & Katharine Boardman	Developing the ability to learn independently is one of the most important skills we can help learners develop. This workshop explores strategies to nurture independence and enhance resilience. It is perfect for Sixth Form learners and excellent preparation for university although it can be used in a variety of ways, at a variety of levels at all key stages.	1 2 4

Half term 17th – 21st February 2020 inclusive

Growing Great Teachers Programme March 2020 – April 2020

Date	Facilitator	Workshop description	Standards
Tues 26.2.19 Wed 27.2.19 Voice and body language	Parliament Hill Harriet Smith	A teacher's voice is her/his most valuable asset. It needs to be protected whilst being used well to command and maintain attention in the classroom and around the school. In addition, Harriet will explore how body language can be used to manage behaviour and put you firmly in control.	1 7
Tues 10.3.20 Wed 11.3.20 Great oracy	WES Lucy Strike Oliver Singleton	'Reading and writing floats on a sea of talk'. Oracy is the first step in developing excellent literacy skills. Supporting all learners, of all abilities, to develop exceptional oracy skills is crucial if we want them to be able to read and write fluently as well as equipping learners with important life skills. This workshop shows you practical ways to create and manage opportunities for talk in the classroom.	1 3 4 5
Tues 24.3.20 Wed 25.3.20 Boys' achievement	Haverstock Matt Rowling	The session will explore the current research in relations to boys underachievement and identify the reasons behind the relative under-performance of boys . The session will then offer strategies and class and whole school level in order to improve outcomes for boys. The facilitator is a Head of Faculty who has experienced success with raising boys achievement within their subject area.	1 2 4 5



Spring holiday Monday 6th April – Monday 17th April 2020

Growing Great Teachers Programme – April 2020 – May 2020

Date	Facilitator	Workshop description	Standards
Tues 28.4.20 Wed 29.4.20 Literacy development	Regent High Nicolle Lennon	Every teacher is responsible for teaching literacy and equipping learners with the skills they need for life. To secure the top grades at GCSE and A level, learners need a sophisticated, academic vocabulary so this is one of the most important ‘closing the gap’ strategies. The workshop will equip participants with the knowledge and strategies needed to support and challenge every learner.	1 3 4 5
Tues 12.5.20 Wed 13.5.20 High Learning Potential: some classroom strategies	Parliament Hill Joy Morgan	This workshop explores the needs of high potential learners in the classroom. You will leave with a range of strategies to really challenge these learners, build the learning attitudes they will need at school and university to secure the top grades, as well as for promoting well-being.	
Lesson study Between 14.5.20 and 18.6.20	To organise with IT/PM	See the information about lesson studies above. Experiment with strategies learned in the GGCT programme and agreed with your Induction Tutor/ Professional Mentor. The learning will be shared at the NQT celebration event in July.	1 2 4 8



Half term Monday 25th May – Friday 29th June 2020

Growing Great Teachers Programme – June 2019 – July 2019

Date	Facilitator	Workshop description	Standards
Tues 9.6.20 Wed 10.6.20 Getting the behaviour right: surgery	Maria Fidelis Claire Bagnall	Teachers can never have too many strategies for managing behaviour! This workshop builds on previous learning about behaviour management, exploring further approaches to help create the right conditions to accelerate learning.	1 7
Visit to Swiss Cottage School W.B. 16.6.20 8.00 – 12.00	Swiss Cottage PM/IT to organise	This visit focusses on accelerating learning for students with a SEND profile. It provides an opportunity to see the work of teachers and TAs in this outstanding special school with time to talk about how the strategies can be applicable in the mainstream classroom.	1 2 4 5
Tues 23.6.20 Wed 24.6.20 • Coaching classrooms • Role of Form Tutor • Parent partnerships	Northbridge House Senior School Jacqueline Silver	<ul style="list-style-type: none"> • Giving students various roles and responsibilities can help to maintain focus and drive up standards as well as providing valuable life skills. • The role of the form tutor is crucial to learners' progress and well-being. A great form tutor can make a real difference to learners by ensuring they feel happy, well-supported and important to a key adult at school. • Parents can be an excellent resource for teachers and creating productive relationships will support learners' achievement and well-being. 	1 2 8
Thurs 2.7.19 Celebration of Camden teachers 4.00-6.00 p.m.	Camden TDS	<p>Congratulations! This event, a mini-Teach Meet, will celebrate the completion of your first year in the profession.</p> <p>We wish you a long, successful and fulfilling career in the teaching profession.</p>	8



Summer holiday Tuesday 21st July – Monday 31st August 2020 inclusive

Enquiry Based Lesson Study Tool

Focus:

Class teacher:

Participant(s):

Subject:

Class:

Date:

1 Plan	<p>Teacher's questions posed prior to in class lesson study. What would you like your colleague(s) to consider whilst carrying out the lesson study? Discuss with your partner(s) what type of evidence they might collect in the classroom.</p>	2 In class lesson study	<p>Collection of evidence in the classroom. What have you seen during the lesson study that relates to the questions posed in section 1?</p>
	4 Discuss		<p>Questions arising during the post lesson study discussion. What does this discussion prompt participants to consider further to inform future practice?</p>

PERSONAL IMPACT OF PROFESSIONAL DEVELOPMENT *Appendix 2*

NAME:

What will I do differently in the classroom as a result of the professional development? Please ...

- Share this with your Teacher Educator as a focus for development.
- Give this document to anyone observing your lesson for them to initial and date the final column.

Workshop: Behaviour for Learning I 2 3 Observed by ...	Observed (initial/date)
Workshop: Questioning I 2 3 Observed by ...	Observed (initial/date)
Workshop: Effective Feedback I 2 3 Observed by ...	Observed (initial/date)
Workshop: Differentiation – what it is and what it isn't I 2 3 Observed by ...	Observed (initial/date)

Workshop: Sanity in the classroom 1 2 3 Observed by ...	Observed (initial/date)
Workshop: Teach Meet 1 2 3 Observed by ...	
Workshop: Planning in and out of lessons 1 2 3 Observed by ...	
Workshop: Challenge for Post 16 higher attainers 1 2 3 Observed by ...	Observed (initial/date)
Workshop: What does great independent learning look like? 1 2 3 Observed by ...	Observed (initial/date)

Workshop: Voice and body language 1 2 3 Observed by ...	Observed (initial/date)
Workshop: Great oracy 1 2 3 Observed by ...	Observed (initial/date)
Workshop: Boys' Achievement 1 2 3 Observed by ...	Observed (initial/date)
Workshop: Literacy development 1 2 3 Observed by ...	Observed (initial/date)
Workshop: High Learning Potential: some classroom strategies 1 2 3 Observed by ...	Observed (initial/date)

Workshop: Getting the behaviour right: surgery 1 2 3 Observed by ...	Observed (initial/date)
Workshop: Visit to Swiss Cottage School 1 2 3 Observed by ...	Observed (initial/date)
Workshop: Coaching classrooms, Role of Form Tutor, Parent Partnerships 1 2 3 Observed by ...	Observed (initial/date)



Notes ...

