



# Nehru World School, Ghaziabad

## Continuing Professional Development and Learning 2021 - 2022

Name of the programme	Objectives	Facilitator/ Provider	Date and Duration	Section
Praise and Motivation	<ul style="list-style-type: none"> <li>To reflect on how to praise - the process to develop intrinsic motivation.</li> <li>To review current practice and identify lines of development</li> </ul>	Ms Poonam Gairola	10 <sup>th</sup> April 2021 2½ hours	Primary
What makes an excellent online teacher?	<ul style="list-style-type: none"> <li>To identify what makes an excellent online teacher?</li> <li>To be able to apply relevant strategies to curriculum/subject areas.</li> </ul>	CAIE Cambridge Schools Conference Online	April 2021	SLT members
Numeracy	<ul style="list-style-type: none"> <li>To review the use of number grids.</li> <li>To identify a range of strategies and activities to teach forward, backward and skip counting and number patterns using number grids.</li> </ul>	Ms Nidhi Chopra	22 <sup>nd</sup> May 2021 1½ hours	Early Years - Kindergarten
Supporting wellbeing in school – enabling young people to fulfil their potential	<ul style="list-style-type: none"> <li>To understand wellbeing in relation to mental health.</li> <li>To identify different perspectives on wellbeing presented by a range of research scholars.</li> <li>To investigate international approaches to wellbeing.</li> <li>To consider possible school level implementation models.</li> </ul>	Cambridge Schools Conference Online – Dr Ros McLellan	June 2021 2 hours	SLT members
Testing times: when taking (and not taking) assessments becomes a source of anxiety	<ul style="list-style-type: none"> <li>To understand: <ul style="list-style-type: none"> <li>➤ What is test anxiety?</li> <li>➤ Where does it come from?</li> <li>➤ Why is text anxiety important?</li> </ul> </li> <li>To identify what can be done about it, using a range of strategies.</li> </ul>	Cambridge Schools Conference Online – Professor David Putwain	June 2021 2 hours	SLT members

Jolly Grammar	<ul style="list-style-type: none"> <li>To review current teaching.</li> <li>To identify how to integrate Jolly Grammar and Read Aloud to support Listening and the Use of English.</li> <li>To plan to implement the same.</li> </ul>	Ms Poonam Gairola	July 24 <sup>th</sup> + 26 <sup>th</sup> 2021 3 hours in total	Primary English
Developing language skills with vocabulary lists'	<ul style="list-style-type: none"> <li>To review how I teach vocabulary.</li> <li>To consider how I could use vocabulary lists.</li> <li>To identify the benefits of the same</li> <li>To plan how to implement the same in our own teaching.</li> </ul>	Based on Cambridge Assessment English training video.	July 31 <sup>st</sup> 2021 2 hours in total	Primary English
Nurturing Readers and Writers with Agency	<ul style="list-style-type: none"> <li>To develop knowledge and understanding of a foundational literacy programme.</li> <li>To develop the necessary skills through modelling and collaborative learning.</li> <li>To reflect on new learning and be able to implement in the classroom.</li> </ul>	Ms Dalbir Kaur Madam	July 9 <sup>th</sup> , 16 <sup>th</sup> 30 <sup>th</sup> , August 13 <sup>th</sup> 2021 8 hours in total	SLT members, Primary and Secondary English Teachers
Monitoring and Evaluating Students' Performance (CEM)	<ul style="list-style-type: none"> <li>To understand how to use CEM assessments to support students' learning.</li> <li>To understand how diagnostic assessments can improve students' learning outcomes.</li> <li>To understand the impact of CEM in a school setting (The Cedar School, Pakistan)</li> </ul>	CAIE team/Head Cedar School	23 <sup>rd</sup> August 2021/16 <sup>th</sup> September 2021 3 hours in total	SLT members
Revisiting the IEYC	<ul style="list-style-type: none"> <li>To develop knowledge and understanding of the IEYC documents for 2022 – 26 – Implementation Guide and Curriculum Guide.</li> <li>To understand brain-based learning and identify in our current practice.</li> </ul>	Ms Suhasini Kanwar	22 <sup>nd</sup> + 24 <sup>th</sup> September 2021 3 hours in total	Early Years Team
Introduction to the new Cambridge	<ul style="list-style-type: none"> <li>To understand the new Cambridge curriculum.</li> <li>To be introduced to the CUP learning resources to facilitate this curriculum.</li> </ul>	Cambridge Assessment International	12 <sup>th</sup> , 14 <sup>th</sup> October 2021 2 hours for each session	Primary + secondary teachers

Curriculum Resources	<ul style="list-style-type: none"> <li>To reflect on how these resources could be contextualised in the home setting.</li> <li>To consider a range of active learning strategies to implement the same.</li> </ul>	Education with CUP		
Applying principles and practice in curriculum development	<ul style="list-style-type: none"> <li>To understand how to respond to international, national, local and indigenous drivers in your curriculum design.</li> <li>To learn how to select content that's relevant to your context and coherent with your aims.</li> <li>To understand how curriculum defines expectations for learning and assessment and discover how design principles can be used to ensure these expectations are realised.</li> </ul>	Cambridge Assessment Network	7 <sup>th</sup> – 22 <sup>nd</sup> October 2021 5 x 90 minute workshops + self study	SLT members
IEYC Level 2 training - Allowing Children to Lead Learning	<ul style="list-style-type: none"> <li>To gain deep knowledge and understanding of the IEYC documentation 2022 - 26.</li> <li>To understand the IEYC process to facilitate learning for all in the school context.</li> <li>To be able to implement the revised Personal Goals framework into the taught curriculum.</li> </ul>	Ms Suhasini Kanwar	20 <sup>th</sup> – 23 <sup>rd</sup> October 2021 4 x 90 minute sessions	SLT + Early Years
POCSO: Legal Compliance Training	<ul style="list-style-type: none"> <li>To understand the POCSO Act 2012 and its implications for schools.</li> <li>To be able to implement the Act in its school context.</li> </ul>	Rightside	26 <sup>th</sup> October 2021 2½ hours	SLT Member
Asking Questions in Mathematics	<ul style="list-style-type: none"> <li>To ask better questions to enable students to think more deeply.</li> <li>To reflect on their own practice.</li> <li>To plan learning using a wider range of questioning strategies.</li> </ul>	Ms Nidhi Chopra, Math Consultant	13 <sup>th</sup> November 2021 2 hours	Primary Math team

Nurturing Futures: global best practices to inspire early-childhood education	<ul style="list-style-type: none"> <li>To identify the best pedagogical approaches and practices in Finland's education system and how to implement them.</li> <li>To gain an understanding of developmental psychology.</li> <li>To understand how to integrate art and music into the Early Years curriculum.</li> <li>To understand the importance of mindfulness, how it can positively affect education and implement mindfulness activities in the classroom.</li> </ul>	New Nordic School	12 <sup>th</sup> – 28 <sup>th</sup> November 2021 4 x 3 hour sessions + self-study	SLT member + Early Years mentor
Developing reading strategies in Hindi	<ul style="list-style-type: none"> <li>To share best practice across curriculum areas.</li> <li>To enhance reading strategies to support skill development in reading for critical thinking.</li> <li>To plan an implementation strategy.</li> </ul>	Ms Poonam Gairola	27 <sup>th</sup> November 2021 1 hour	Primary Hindi and English Teachers
Developing Creative Writing Skills	<ul style="list-style-type: none"> <li>To enrich students' written skills.</li> <li>To further develop and integrate creative writing skills with reading.</li> <li>To plan and integrate the same through the Reading Journal and Jolly Grammar.</li> </ul>	Ms Poonam Gairola	27 <sup>th</sup> November 2021 1 Hour	Primary English Teachers
Thinking Schools Project	<ul style="list-style-type: none"> <li>To develop and promote the thinking capabilities of young people.</li> <li>To benefit from collaborative learning with the University of Queensland and other school.</li> <li>To develop cutting edge learning and teaching in creative and critical thinking.</li> </ul>	The University of Queensland	26 <sup>th</sup> November 2021 – 25 <sup>th</sup> February 2022 7 x 90 minutes	SLT members and teachers
Introducing the Fountas and Pinnell Reading Programme	<ul style="list-style-type: none"> <li>To develop an understanding of the Fountas and Pinnell reading continuum.</li> </ul>	Ms Dalbir Kaur Madan	December 2021 – January 2022 8 x 2 hours	SLT members and teachers

	<ul style="list-style-type: none"> <li>• To gain an insight into to the Benchmark Assessments for reading.</li> <li>• To understand how to how to administer the Benchmark Assessments and evaluate the same.</li> <li>• To use assessment data to support students' reading progress.</li> </ul>			
Enhancing the learning plans	<ul style="list-style-type: none"> <li>• To build new learning from CPDQ into all aspects of teaching and learning.</li> <li>• To develop and agree a revised planning format to integrate all components of a good lesson.</li> </ul>	Ms Suhasini Kanwar	W/B 27 <sup>th</sup> December 2021/10 <sup>th</sup> January 2022 5 hours	Primary Team
Understanding the revised IEYC unit structure	<ul style="list-style-type: none"> <li>• To design a new planning format for the new IEYC units.</li> <li>• To plan and implement a unit of learning.</li> </ul>	Ms Suhasini Kanwar	W/B 27 <sup>th</sup> December 2021/10 <sup>th</sup> January 2022 4 hours	Early Years Team