

# Nehru World School, Ghaziabad

## Continuing Professional Development and Learning 2024 – 2025

| Name of the programme                                  | Objectives  | Facilitator/ Provider            | Date and Duration   | Section                                      |
|--|---|----------------------------------|---|--|
| Focus on Assessment IGCSE English as a Second Language | <ul style="list-style-type: none"> <li>• To understand how to:                             <ul style="list-style-type: none"> <li>*Mark candidate scripts in line with mark schemes.</li> <li>*Standardise marking.</li> <li>*Review others' marking.</li> </ul> </li> <li>• To be able to assess own students' performance in line with the set criteria.</li> </ul>   | Cambridge                        | 7 <sup>th</sup> February – 3 <sup>rd</sup> March 2024<br><br>25 hours | English IGCSE Teacher                        |
| Focus on Assessment IGCSE Economics                    | <ul style="list-style-type: none"> <li>• To understand how to:                             <ul style="list-style-type: none"> <li>*Mark candidate scripts in line with mark schemes.</li> <li>*Standardise marking.</li> <li>*Review others' marking.</li> </ul> </li> <li>• To be able to assess own students' performance in line with the set criteria.</li> </ul>   | Cambridge                        | 7 <sup>th</sup> February – 3 <sup>rd</sup> March 2024<br><br>25 hours | Economics IGCSE Teacher                      |
| Training for Exam Officers                             | <ul style="list-style-type: none"> <li>• To know and understand detailed information about our important Checkpoint specific regulations.</li> <li>• To be able to manage the test series including dealing with the unexpected.</li> <li>• To know how to conclude the exam.</li> </ul>  | Cambridge                        | 6 <sup>th</sup> March 2024<br><br>90 minutes                          | Primary/Secondary Wing                       |
| Empowering Guided Reading                              | <ul style="list-style-type: none"> <li>• To identify and review the current status of the guided reading programme.</li> <li>• To observe and identify children's reading levels through a modelled lesson.</li> <li>• To identify areas for leveraging students' performance.</li> <li>• To review process and practice to identify the 'how' of always ensuring reflective and responsible teaching.</li> </ul> | Ms Dalbir Kaur Madan             | 4 <sup>th</sup> – 6 <sup>th</sup> March 2024<br><br>3 x 3 hours       | SLT members. Primary English Teachers        |
| Assessment and Planning                                | <ul style="list-style-type: none"> <li>• To review assessment documentation to identify next steps.</li> </ul>  | Ms Nidhi Chopra, Math Consultant | 7 <sup>th</sup> March 2024  | Primary and lower secondary mathematics team |

|  |  |           |  |   |
|--|--|-----------|--|---|
|  | <ul style="list-style-type: none"> <li>• To revisit and refine planning for the 2024-25 academic year.</li> </ul>  |           | 4 hours                                    |   |
| Achieve Success in AS Level English General, and AS and A Level English Language | <ul style="list-style-type: none"> <li>• To understand the transition from IGCSE to AS/A Level.</li> <li>• To source appropriate resources.</li> <li>• To enhance classroom practice.</li> <li>• To understand the assessment strategies.</li> <li>• To develop examination strategies.</li> </ul> | Cambridge | 7 <sup>th</sup> March 2024<br><br>5 hours  | English IGCSE Teacher                               |
| Delivering Global English – English as a Second Language                         | <ul style="list-style-type: none"> <li>• To reflect on experiences of teaching Global English.</li> <li>• To develop range of active learning strategies.</li> <li>• To use formative assessment to develop responsive planning practices.</li> <li>• To reimagine a model lesson.</li> </ul>      | Cambridge | 9 <sup>th</sup> March 2024<br><br>5 hours  | Primary & Secondary English team and other teachers |
| From Strategy to Action  | <ul style="list-style-type: none"> <li>• To identify best practices for building on successes and avoiding everything-itis.</li> <li>• To identify what are the demonstratable outcomes.</li> <li>• To set up a research and development model to plan for a significant development.</li> </ul>   | ISC       | 14 <sup>th</sup> March 2024<br><br>5 hours | SLT members   |

|   |  |   |  |                                    |
|---|--|---|--|------------------------------------|
| <p>Effective Communication from Competence to Confidence (Online Conference)</p>    | <ul style="list-style-type: none"> <li>● To empower learners to develop their communication skills so that they are able to: <ul style="list-style-type: none"> <li>○ Use language creatively and effectively, both in speech and in writing</li> <li>○ Listen and respond to the ideas of others to engage in meaningful dialogue</li> <li>○ Think critically and understand a range of perspectives</li> <li>○ Develop their own ideas with confidence</li> <li>○ Respond to new opportunities in a changing world.</li> </ul> </li> </ul> | <p>Cambridge Assessment International Education</p> | <p>March 2024</p>  | <p>SLT members and teachers</p>    |
| <p>Childhood Connect and Converse Series - Creating cultures to thrive together</p> | <ul style="list-style-type: none"> <li>● To understand different models for admissions for Early Years children.</li> <li>● To recognise the importance of seeing children in multiple settings prior to admission.</li> <li>● To identify what is the best for the child and who is the child before we take them in.</li> </ul>  | <p>ECIS</p>   | <p>26<sup>th</sup> March 2024</p>  | <p>SLT Members</p>                 |
| <p>Growing and Greening: a sustainable school culture, curriculum and community</p> | <ul style="list-style-type: none"> <li>● To understand examples of best practice in different countries.</li> <li>● To identify organisations which promote best practice.</li> <li>● To identify how Global Perspectives can be a framework to develop knowledge, understanding and skills.</li> </ul>  | <p>International Curriculum Association</p>         | <p>27<sup>th</sup> March 2024<br/><br/>2 hours</p>   | <p>SLT Members</p>                 |
| <p>Google for Education Leadership</p>  | <ul style="list-style-type: none"> <li>● To define the vision of digital transformation.</li> <li>● To provide IT sessions to support best practices.</li> <li>● To equip educators with a comprehensive understanding of the premium features of Google.</li> </ul>   | <p>Google for Education</p>                         | <p>4<sup>th</sup>, 14<sup>th</sup>, 21<sup>st</sup>, 28<sup>th</sup> March 2024<br/><br/>4 x 2 hours</p> | <p>SLT members and IT teachers</p> |

|  |   |  |   |  |
|--|---|--|---|--|
|  | <ul style="list-style-type: none"> <li>To align digital technology with the National Educational Policy.</li> </ul>   |  |   |  |
| IGCSE Assessment – Mathematics & Global Perspectives | <ul style="list-style-type: none"> <li>To identify assessment challenges</li> <li>To develop a deeper understanding of marking principles</li> <li>To have the opportunity to apply the marking principles</li> <li>To explore formative feedback</li> <li>To collaborate with other Cambridge International teachers.</li> </ul> | Cambridge                                    | 2 <sup>nd</sup> & 3 <sup>rd</sup> April 2024<br><br>2 x 5 hours | IGCSE Mathematics & Global Perspectives Teachers |
| SAFAL Training                                       | <ul style="list-style-type: none"> <li>To know that SAFAL is:<br/>*A diagnostic assessment.<br/>*to be used to promote application based thinking.<br/>*to promote competency based assessment.<br/>*to assess NCERT learning outcomes of grades 5 and 8.</li> </ul>  | CBSE   | 9 <sup>th</sup> April 2024<br><br>6 hours                       | Senior Secondary Staff member                    |
| Early Years  | <ul style="list-style-type: none"> <li>To understand key features of the Montessori Pedagogy.</li> <li>To share examples of best practice.</li> <li>To consider learning in your own context</li> </ul>   | The Indian Montessori Foundation             | 13 <sup>th</sup> April 2024<br><br>4 hours                      | Early Years teachers                             |
| IGCSE Training                                       | <ul style="list-style-type: none"> <li>To plan the Year 2 IGCSE cycle of syllabus delivery and assessment to prepare for the final exams.</li> <li>To provide subject specific feedback based on planning, teaching and assessment processes.</li> <li>To review examination procedures for the school.</li> </ul>                | Mr Vaibhav Doshi, Alma Mater School, Jodhpur | 19 <sup>th</sup> April 2024<br><br>6 hours                      | SLT members & IGCSE teachers                     |
| GESS   | <ul style="list-style-type: none"> <li>To understand approaches to well-being in different contexts.</li> <li>To identify what would work in our context.</li> </ul>  | GESS Members                                 | 24 <sup>th</sup> April 2024<br><br>1 hour                       | SLT Members                                      |
| Cambridge  | <ul style="list-style-type: none"> <li>To understand what we mean by high quality Climate Change Education.</li> <li>To ensure global and local understanding.</li> </ul>   | Cambridge, Director Climate Change Education | 26 <sup>th</sup> April 2024<br><br>1 hour                       | SLT member & SST team                            |

|  |   |                                      |  |                                |
|--|---|--------------------------------------|--|--------------------------------|
|  | <ul style="list-style-type: none"> <li>To integrate Climate Change Education across the curriculum.</li> </ul>  |                                      |  |                                |
| Teachers of Tomorrow                       | <ul style="list-style-type: none"> <li>To identify examples of best practice and implementation strategies related to: <ul style="list-style-type: none"> <li>*cultivating curiosity in teaching.</li> <li>*building Resilience.</li> <li>*Assessment for learning.</li> <li>*Connecting, collaborating and learning.</li> <li>*Feedback.</li> </ul> </li> </ul>  | Cambridge Associated trainers        | <p>Dates throughout April &amp; May 2024</p> <p>45 minute sessions for each</p>  | Primary and Secondary Teachers |
| Google for Education Teacher               | <ul style="list-style-type: none"> <li>To define the vision of digital transformation.</li> <li>To provide IT sessions to support best practices.</li> <li>To equip educators with a comprehensive understanding of the premium features of Google and a variety of tech tools.</li> <li>To experience AI in action on a Google platform.</li> <li>To align digital technology with the National Educational Policy.</li> </ul> | Google for Education                 | <p>15<sup>th</sup>, 29<sup>th</sup> Aoril, 14<sup>th</sup>, 21<sup>st</sup>, 28<sup>th</sup> May 2024</p> <p>4 x 2 hours</p> | IT and other subject teachers  |
| The Good Life Goals (GLG)                  | <ul style="list-style-type: none"> <li>To revisit and understand these goals.</li> <li>To identify examples of how they may be implemented in context within the IEYC.</li> <li>To share examples of best practice.</li> </ul>  | Ms Parul Sindhwani, Early Years Head | <p>11<sup>th</sup> May 2024</p> <p>1 hour</p>  | Early Years                    |
| Connect and Converse – Embracing Diversity | <ul style="list-style-type: none"> <li>To identify what DEIJ looks like, sounds like and feels like.</li> <li>To create a school culture of self-care and community care.</li> <li>To explore how diversity can promote different perspectives, constrictive self-criticism and cognitive curiosity.</li> </ul>   | ECIS                                 | 14 <sup>th</sup> May 2024  | SLT Members                    |
| Reflection and Feedback                    | <ul style="list-style-type: none"> <li>To understand what research says about reflection and feedback.</li> </ul>   | Ms Parul Sindhwani,                  | 21 <sup>st</sup> May 2024  | Early Years                    |

|                                    |   |                                      |   |                            |
|------------------------------------|---|--------------------------------------|---|----------------------------|
|                                    | <ul style="list-style-type: none"> <li>• To redefine the concept of reflection in the context of their work.</li> <li>• To model examples of feedback to learners.</li> <li>• To share examples of best practice.</li> </ul>  | Early Years Head                     | 2 hours                                     |                            |
| IEYC – Personal Dimension          | <ul style="list-style-type: none"> <li>• To identify and define the Personal Learning Goals.</li> <li>• To define examples of integrating the Personal Dimension across each unit of learning.</li> <li>• To model examples of best practice to help students gain knowledge and increase their understanding of people, places and things beyond their own experience.</li> </ul>  | Ms Parul Sindhvani, Early Years Head | 22 <sup>nd</sup> May 2024<br><br>2 hours    | Early Years                |
| Learning has escaped the classroom | <ul style="list-style-type: none"> <li>• To develop learning based on each person’s strength. To recognise that creativity has to be combined with great knowledge and great skills.</li> <li>• To train AI to become personal tutors.</li> <li>• To empower teachers to be social emotional facilitators.</li> </ul>   | ECIS                                 | 23 <sup>rd</sup> May 2024<br><br>1 hour     | SLT members                |
| Play in Early Years                | <ul style="list-style-type: none"> <li>• To review our understanding of play and the importance of playful learning experiences as a context for children’s agency, curiosity, enquiry, and learning to flourish.</li> <li>• To recognise playful learning experiences as both planned and spontaneous.</li> <li>• To enable children to take charge and lead their own learning.</li> <li>• To create social contexts to enable learning through partnership with others.</li> </ul> | Ms Parul Sindhvani, Early Years Head | 28 <sup>th</sup> May 2024<br><br>90 minutes | Early Years                |
| Google Tools                       | <ul style="list-style-type: none"> <li>• To provide an overview of new Google for Education Tools.</li> </ul>   | Teacher Champions in the Primary     | 29 <sup>th</sup> May 2024                   | Primary and Secondary Wing |

|   |   |   |   |                                 |
|---|---|---|---|---------------------------------|
|   | <ul style="list-style-type: none"> <li>• To model examples of best practice for integrating these tools.</li> <li>• To review planning to integrate examples of tech tool led experiences.</li> </ul>   | and Secondary Wing                            | 2hours                                      |                                 |
| Canva   | <ul style="list-style-type: none"> <li>• To understand Canva, its benefits and features.</li> <li>• To understand how to work with images and text to create templates.</li> <li>• To know how to work with images and incorporate different elements.</li> <li>• To create one template to reflect your own learning.</li> </ul> | Ms Shivani Singhal, Computer Science          | 30 <sup>th</sup> May 2024<br><br>90 minutes | Primary and Secondary Wing      |
| Growth Mindset  | <ul style="list-style-type: none"> <li>• To identify the difference between growth and fixed mindset.</li> <li>• To review research to identify the impact of having a growth mindset.</li> <li>• To identify Growth Mindset statements.</li> <li>• To identify the impact of process praise over person praise.</li> </ul>       | Ms Vaishali Raheja, Secondary English teacher | 30 <sup>th</sup> May 2024<br><br>90 minutes | Primary and Secondary Wing      |
| Bloom's Taxonomy  | <ul style="list-style-type: none"> <li>• To review our understanding of Bloom's Taxonomy.</li> <li>• To identify examples of good learning outcomes.</li> <li>• To develop strategies to introduce learning outcomes into lessons.</li> <li>• To create learning outcomes to support differentiation.</li> </ul>                  | Ms Poonam Gairola, Wing Head                  | 31 <sup>st</sup> May 2024                   | Primary and Secondary Wing      |
| Embracing Multiculturalism as the Key – A Journey towards Inclusion | <ul style="list-style-type: none"> <li>• To understand the developmental phases in multilingual language philosophy and practice.</li> <li>• To review current views on inclusive linguistic multiculturalism.</li> <li>• To reflect on their own school and classroom practice in relation to multilingualism.</li> </ul>        | ICA   | 4 <sup>th</sup> June 2024<br><br>90 minutes | Senior Leaders and IEYC members |

|   |   |   |   |                                       |
|---|---|---|---|---------------------------------------|
| Exam Officers' Training – November Series | <ul style="list-style-type: none"> <li>• To better understand demands of being an Exam Officer.</li> <li>• To identify key deadlines.</li> <li>• To be familiar with relevant Exam documentation.</li> <li>• To explore CIE Direct</li> </ul>   | Cambridge Assessment International Assessment | 12 <sup>th</sup> June 2024<br><br>1 hour  | SLT member and Coordinator            |
| How to manage parents brilliantly         | <ul style="list-style-type: none"> <li>• To identify effective communication strategies.</li> <li>• To identify advantages of an online community.</li> <li>• To identify social media impact and engagement.</li> <li>• To develop incremental asks to build capacity.</li> <li>• To recognise 'community as your new superpower.'</li> </ul>  | ISC   | 13 <sup>th</sup> June 2024<br><br>1 hour  | SLT Member                            |
| SAFAL Training                            | <ul style="list-style-type: none"> <li>• To empower key leaders to manage the SAFAL process.</li> <li>• To prepare systems to support the assessments for Grades 6 and 9 in an online mode.</li> <li>• To trial efficiency of the system and ready school systems.</li> </ul>   | CBSE  | 13 <sup>th</sup> June 2024<br><br>2 hours | Wing Heads, Coordinators and IT Staff |
| The role of AI in baseline assessment     | <ul style="list-style-type: none"> <li>• To understand Cambridge's approach AI and what it can and can't do.</li> <li>• To recognise that a true personalised learning experience is the social aspect of it.</li> <li>• To understand how AI may provide feedback.</li> <li>• To engage with Omni as a personalised AI tutor</li> </ul>  | Cambridge Assessment International Education  | 20 <sup>th</sup> June 2024<br><br>1 hour  | SLT and IT teachers                   |
| Resilience and well-being                 | <ul style="list-style-type: none"> <li>• To understand what resilience is.</li> <li>• To identify how to model resilience ourselves.</li> <li>• To support our learners to become resilience.</li> <li>• To develop strategies to enable learners to become resilient.</li> <li>• To recognise that when learning is purposeful. Engaging and collaborative, the learning makes you feel well.</li> </ul> | Dr Suhasini Kanwar                            | 22 <sup>nd</sup> June 2024<br><br>2 hours | Primary team members                  |



|   |  |  |   |                                   |
|---|--|--|---|-----------------------------------|
| The IEYC – Learning Strands                         | <ul style="list-style-type: none"> <li>• To understand the Learning Strands in the context of the academic dimension.</li> <li>• To revisit what children will experience, learn about and understand through contextualised activities.</li> <li>• To be able to identify the knowledge, skills and increasing understanding that learners will have gained by the end of the IEYC</li> </ul> | Dr Suhasini Kanwar, Ms Parul Sindhwani | 24 <sup>th</sup> June 2024<br><br>3 hours                         | Early Years team members          |
| Guided Reading – Box 3 and 4                        | <ul style="list-style-type: none"> <li>• To be able to record and analyse reading behaviour.</li> <li>• To plan the reading continuum for students at all levels using a gradient of texts.</li> <li>• To form and reform groups to allow for differences in learning.</li> <li>• To consider ways of building reading across the curriculum to build connections between lessons.</li> </ul>  | Ms Dalbir Kaur Madam                   | 24 <sup>th</sup> June 2024<br>5 hours                             | Primary English team members      |
| CBSE Training – English                             | <ul style="list-style-type: none"> <li>• To meet the development focus of the Board Exams.</li> <li>• To upskill participants in assessment practices.</li> </ul>  | CBSE Trainers                          | 6 <sup>th</sup> & 7 <sup>th</sup> July 2024                       | Senior Secondary English Teachers |
| Introduction Cambridge Well-being – Lower Secondary | <ul style="list-style-type: none"> <li>• To gain an overview of the curriculum.</li> <li>• To identify the learning outcomes and success criteria.</li> <li>• To create long, medium and short term plans.</li> <li>• To identify strategies for formative assessment</li> <li>• To create a range of resources to support learning.</li> </ul>  | Cambridge                              | 5 <sup>th</sup> June – 14 <sup>th</sup> July 2024<br><br>25 hours | Secondary Teacher                 |
| Introduction Cambridge Well-being – Primary         | <ul style="list-style-type: none"> <li>• To gain an overview of the curriculum.</li> <li>• To identify the learning outcomes and success criteria.</li> <li>• To create long, medium and short term plans.</li> </ul>  | Cambridge                              | 5 <sup>th</sup> June – 14 <sup>th</sup> July 2024<br><br>25 hours | Primary Coordinator               |

|   |   |               |   |                                |
|---|---|---------------|---|--------------------------------|
|   | <ul style="list-style-type: none"> <li>• To identify strategies for formative assessment</li> <li>• To create a range of resources to support learning.</li> </ul>  |               |   |                                |
| Cambridge IGCSE – English as a Second Language – Introduction | <ul style="list-style-type: none"> <li>• To gain an overview of the syllabus.</li> <li>• To create long, medium and short term plans.</li> <li>• To be able to use the scheme of work to plan a teaching sequence and prepare lessons.</li> <li>• To develop a range of teaching approaches supported by resource creation.</li> <li>• To be able to assess the syllabus, complete marking exercises and use past papers as resources.</li> </ul> | Cambridge     | 5 <sup>th</sup> June – 14 <sup>th</sup> July 2024<br><br>25 hours | Secondary Coordinator          |
| CBSE Training – Hindi   | <ul style="list-style-type: none"> <li>• To meet the development focus of the Board Exams.</li> <li>• To upskill participants in assessment practices.</li> </ul>   | CBSE Training | 13 <sup>th</sup> & 14 <sup>th</sup> July 2024                     | Secondary Hindi Teachers       |
| ISC Annual Online Conference                                  | <ul style="list-style-type: none"> <li>• To identify trends impacting international schools.</li> <li>• To discover how AI tools are revolutionising how educators cater for diverse needs of learners.</li> <li>• To identify the dangers of AI in safeguarding, plagiarism and in accuracies.</li> <li>• To analyse trends in international school markets.</li> </ul>  | ISC           | 17 <sup>th</sup> & 18 <sup>th</sup> July 2024<br><br>2 x 3 hours  | SLT Member                     |
| Teachers of Tomorrow  | <ul style="list-style-type: none"> <li>• To understand how create a variety of learning materials.</li> <li>• To identify opportunities for students to lead learning.</li> </ul>   | Cambridge     | 19 <sup>th</sup> July 2024<br><br>1 hour                          | Primary and Secondary Teachers |
| Teachers of Tomorrow  | <ul style="list-style-type: none"> <li>• To investigate diverse learning strategies for different learners.</li> <li>• To develop additional learning strategies to ensure inclusivity.</li> </ul>  | Cambridge     | 25 <sup>th</sup> July 2024<br><br>1 hour                          | Primary and Secondary Teachers |

|                                 |  |                             |   |   |
|---------------------------------|--|-----------------------------|---|---|
| SENCo Training                  | <ul style="list-style-type: none"> <li>To enhance knowledge of a range of strategies to use to support learning challenges children may face.</li> <li>To develop competencies to support students with different learning needs.</li> <li>To put theory into practice to support learners.</li> <li>To upskill participants be able to fulfil the role of the SENCo.</li> </ul> | Orkids                      | 24 <sup>th</sup> – 26 <sup>th</sup><br>July, 28, 29 <sup>th</sup><br>July 2024<br><br>5 x 7 hours | Early Years and Primary Teachers                              |
| Learning through Talk           | <ul style="list-style-type: none"> <li>To learn through talk.</li> <li>To identify how language works.</li> <li>To be able to set up a dialogic climate in the class.</li> <li>To identify what are good listening skills.</li> <li>To build effective communication through talk.</li> </ul>  | Cambridge Online Conference | July 2024   | Primary, Secondary and Senior Secondary Teachers, SLT members |
| Why ask questions               | <ul style="list-style-type: none"> <li>To identify different question types for different phases of the lesson.</li> <li>To build student competences to ask questions.</li> <li>To identify how to ask effective questions</li> </ul>   | Cambridge                   | 9 <sup>th</sup> August 2024<br><br>1 hour   | Primary and Secondary Teachers                                |
| Key Words                       | <ul style="list-style-type: none"> <li>To identify why key words are important.</li> <li>To develop strategies to incorporate key words into lessons and ensure that students can identify meanings.</li> <li>To share examples of best practice.</li> </ul>   | Ms Poonam Gairola           | 2 hours   | Primary and Secondary Teachers                                |
| Dialogic Talk                   | <ul style="list-style-type: none"> <li>To identify the key features of dialogic talk.</li> <li>To identify the positive outcomes of dialogic talk.</li> </ul>  | Cambridge                   | 16 <sup>th</sup> August 2024  | Primary, Secondary and Senior Secondary Teachers              |
| Child Protection/Staff Guarding | <ul style="list-style-type: none"> <li>To reinforce own understanding of best practice – India Specific</li> <li>To understand basic practices and in country legal requirements.</li> </ul>   | ECIS                        | July/ August 2024<br><br>2 hours  | New Teachers  |

|                                |   |                                  |  |  |
|--------------------------------|---|----------------------------------|--|--|
|                                | <ul style="list-style-type: none"> <li>• To understand your behaviour is your responsibility and the need to work in an open and transparent way.</li> <li>• To understand and recognise best practice through case study examples.</li> </ul>  |                                  |  |  |
| Cambridge Assessment Network   | <ul style="list-style-type: none"> <li>• To understand the purpose of assessment.</li> <li>• To identify what makes a good assessment question.</li> <li>• To identify what assessment data can tell us.</li> <li>• To enhance student receptivity to feedback</li> </ul>   | Cambridge Assessment Network     | 19 <sup>th</sup> August 2024<br><br>90 minutes | SLT members and Coordinators                     |
| Educational Technology and AI  | <ul style="list-style-type: none"> <li>• To identify systems for implementing AI in Education.</li> <li>• To identify what brings value to learning.</li> <li>• To develop a culture where risk taking is managed.</li> <li>• To develop a collaborative approach to find solutions.</li> </ul>                   | GESS                             | 4 <sup>th</sup> September 2024<br><br>1 hour   | SLT member and ICT Teachers                      |
| Building High Performing Teams | <ul style="list-style-type: none"> <li>• To identify key characteristics of servant leaders.</li> <li>• To provide solutions to challenges leaders are facing.</li> <li>• To identify practice for prioritising and scheduling tasks.</li> <li>• To identify characteristics of high performing teams.</li> </ul> | Cambridge – Teachers of Tomorrow | 6 <sup>th</sup> September 2024<br><br>1 hour   | Primary, Secondary and Senior Secondary Teachers |
| Exam Series – November 2024    | <ul style="list-style-type: none"> <li>• To identify key exam tasks and processes for the November 2024 series.</li> <li>• To revisit the appropriate Cambridge Exam officer websites.</li> </ul>   | Cambridge                        | 11 <sup>th</sup> September<br><br>1 hour       | SLT member and Grade 9/10 Coordinator            |
| Assessment                     | <ul style="list-style-type: none"> <li>• To identify examples of best practice.</li> <li>• To write high quality MCQs.</li> <li>• To provide feedback to students.</li> </ul>   | Cambridge Teachers of Tomorrow   | 13 <sup>th</sup> September 2024<br><br>1 hour  | Primary, Secondary and Senior Secondary Teachers |

|   |  |                                |  |   |
|---|--|--------------------------------|--|---|
| Exam Officer Training   | <ul style="list-style-type: none"> <li>To gain deep insights in best practice for running Cambridge examinations.</li> <li>To gain insights into the content of some new courses now being offered.</li> <li>To find out about CEM and its value in supporting students with their studies.</li> </ul>   | The British School, New Delhi  | 14 <sup>th</sup> September 2024<br><br>5 hours   | Grade 9/10 Coordinator  |
| Exam Officer Training   | <ul style="list-style-type: none"> <li>To identify key exam tasks and processes for the March 2025 series, including candidates requiring access arrangements.</li> <li>To revisit the appropriate Cambridge Exam officer websites.</li> </ul>   | Cambridge                      | 25 <sup>th</sup> September 2024<br>1 hour        | SLT, Grade 9/10 Coordinator                                   |
| Revamping Education: Exploring the 4 Rs – Relevance, Rigour, Reflection and Relationships | <ul style="list-style-type: none"> <li>To understand the importance of:</li> <li>Relevance – how to link to real world scenarios.</li> <li>Reflection – identify what you have learned and how.</li> <li>Rigour – challenge students to think critically.</li> <li>Relationships – build supportive and inclusive classrooms.</li> </ul>   | Prometheus School              | 26 <sup>th</sup> September 2024<br><br>2.5 hours | Primary and Secondary Teachers                                |
| Cambridge Community Meet  | <ul style="list-style-type: none"> <li>To be aware of recent updates and new resources from Cambridge to support learning.</li> <li>To interact with Cambridge Alumni on student progress and success in various streams, both in India and internationally, highlighting overall growth.</li> <li>To gain insights into contemporary subjects and Cambridge learning solutions.</li> <li>To hear from Leaders about the impact of education.</li> </ul> | Cambridge                      | 27 <sup>th</sup> September 2024,<br><br>6 hours  | SLT member, Grade 9/10 Coordinator                            |
| Building Resilience in the School Structure   | <ul style="list-style-type: none"> <li>To understand what resilience is and its importance in the school ecosystem.</li> </ul>   | Cambridge Teachers of Tomorrow | 7 <sup>th</sup> October 2024<br><br>1 hour       | Primary, Secondary and Senior Secondary Teachers, SLT members |

|   |  |           |   |                                    |
|---|--|-----------|---|------------------------------------|
|   | <ul style="list-style-type: none"> <li>• To recognise the role of teachers and students in building the school ecosystem.</li> <li>• To identify how to promote teacher resilience and the key factors of teacher resilience.</li> </ul>   |           |   |                                    |
| Child Protection/Staff Guarding                 | <ul style="list-style-type: none"> <li>• To reinforce own understanding of best practice – India Specific</li> <li>• To understand basic practices and in country legal requirements.</li> <li>• To understand your behaviour is your responsibility and the need to work in an open and transparent way.</li> <li>• To understand and recognise best practice through case study examples.</li> </ul> | ECIS      | September/October 2024<br><br>2 hours                     | New Teachers, Admin Staff          |
| Focus on Assessment – IGCSE Global Perspectives | <ul style="list-style-type: none"> <li>• To identify the syllabus challenges - how to plan for these and measure the effectiveness of our interventions.</li> <li>• To understand the marking principles and assessment structure.</li> <li>• To apply the marking principles.</li> <li>• To use formative feedback to support student progress.</li> </ul>  | Cambridge | 11 <sup>th</sup> September – 6 <sup>th</sup> October 2024 | IGCSE Global Perspectives Teacher  |
| Focus on Assessment – IGCSE Coordinated Science | <ul style="list-style-type: none"> <li>• To identify the syllabus challenges - how to plan for these and measure the effectiveness of our interventions.</li> <li>• To understand the marking principles and assessment structure.</li> <li>• To apply the marking principles.</li> <li>• To use formative feedback to support student progress.</li> </ul>  | Cambridge | 11 <sup>th</sup> September – 6 <sup>th</sup> October 2024 | IGCSE Coordinated Science Teachers |

|   |   |                       |  |   |
|---|---|-----------------------|--|---|
| Staff Recruitment                           | <p>These were the subjects for each of the five sessions:</p> <ul style="list-style-type: none"> <li>• Designing a comprehensive and effective recruitment strategy</li> <li>• Recruitment as marketing</li> <li>• Diversity, equality, inclusion and justice in recruitment</li> <li>• Shortlisting and interviewing</li> <li>• Onboarding</li> </ul>  | Teacher Horizons      | <p>3<sup>rd</sup>, 10<sup>th</sup>, 17<sup>th</sup>, 23<sup>rd</sup> September, 8<sup>th</sup> October</p> <p>5 x 90 minutes</p> | SLT member, HR People and Culture Manager |
| Cambridge Primary and Secondary for Parents | <ul style="list-style-type: none"> <li>• To build parents' understanding of the curricula and what the Cambridge pathway offers.</li> <li>• To understand the Global Perspectives Curriculum, based on skill development</li> <li>• To understand more about transitions between global, international and Indian pathways</li> <li>• To recognise the importance that is attached to teacher training and development/curriculum mastery.</li> <li>• To recognise how the Cambridge Curriculum prepares students for NEET/IIT</li> </ul> | Cambridge             | <p>9<sup>th</sup> October 2024</p> <p>1 hour</p>   | SLT members + Coordinators                |
|   | •   |                       |  |   |
|   | •   |                       |  |   |
|   | •   |                       |  |   |
|   | •   |                       |  |   |
|   | •   |                       |  |   |
| Name of the programme                       | • Objectives  | Facilitator/ Provider | Date and Duration  | Section                                   |