



# Nehru World School, Ghaziabad

## Continuing Professional Development and Learning 2019 - 2020

Name of the programme	Objectives	Facilitator/ Provider	Date and Duration	Section
Active Learning & the IEYC	<ul style="list-style-type: none"> <li>To understand how to use KWL as an active learning strategy.</li> <li>To be able to integrate and use KWL as part of part of the IEYC learning cycle</li> </ul>	Ms Suhasini Kanwar	3 <sup>rd</sup> April 2019 1.5 hours	Early Years
Phonics	<ul style="list-style-type: none"> <li>To understand how to use the Jolly Phonics software to support learning.</li> <li>To become acquainted with and be able to use additional strategies to teach letters and sounds and Jolly Phonics.</li> </ul>	Mr Goel, Jolly Phonics Trainer	4 <sup>th</sup> April 2019 2 hours	Early Years
Reflection	<ul style="list-style-type: none"> <li>To develop an understanding of how to reflect one's teaching and students' learning.</li> <li>To understand how to model learning and to apply to their pedagogy</li> </ul>	Ms Suhasini Kanwar	13 <sup>th</sup> May 2019 3 hours 14 <sup>th</sup> May 2019 2 hours	Early Years
Active Learning	<ul style="list-style-type: none"> <li>To review and further develop understanding of active learning strategies.</li> <li>To identify the best strategy to use for each part of the lesson.</li> <li>To refine and further develop lesson plans, taking account of the above.</li> </ul>	Ms Suhasini Kanwar	13 <sup>th</sup> May 2019, 20 <sup>th</sup> May 2019 3 hours each and ongoing.	Secondary
Active Learning	<ul style="list-style-type: none"> <li>To review and further develop understanding of active learning strategies.</li> <li>To identify the best strategy to use for each part of the lesson.</li> <li>To refine and further develop lesson plans taking account of the above.</li> </ul>	Ms Suhasini Kanwar	14 <sup>th</sup> May 2019, 21 <sup>st</sup> May 2019 3 hours each and ongoing in subject or grade level teams.	Primary
The role of data in a	<ul style="list-style-type: none"> <li>To understand the</li> </ul>	Ahlcon International	14 <sup>th</sup> and 15 <sup>th</sup> May 2019	Senior

futuristic school	<p>importance of data in forming decisions.</p> <ul style="list-style-type: none"> <li>• To recognise data points in the teaching and learning process.</li> <li>• To decide on intervention models based on data findings.</li> </ul>	School Facilitator.	2 x 6 hours	Leadership (SLT) members
Enabling the Environment	<ul style="list-style-type: none"> <li>• To review one's own practice to further enable the environment to capture curiosity and stimulate learning.</li> <li>• To enable children to be involved in designing and planning learning spaces.</li> </ul>	Ms Sonal A. Singh	16 <sup>th</sup> May 2019 2019 2 hours	Early Years
Inspection Skills Training Course Level 1	<ul style="list-style-type: none"> <li>• To gain an understanding of different inspection and accreditation processes.</li> <li>• To further develop skills and processes for school improvement.</li> </ul>	Dr Mark Evans, Penta International/BSO	17 <sup>th</sup> – 19 <sup>th</sup> May 2019 2 x 8 hours 1 x 4 hours	SLT members
Being 2 with the IEYC	<ul style="list-style-type: none"> <li>• To gain an understanding of 2 year olds in an IEYC setting.</li> <li>• To be able to adapt provision to meet the needs of two year olds.</li> <li>• To understand the needs of the younger children in the IEYC provision.</li> </ul>	Fieldwork Education Webinar led by Ms Suhasini Kanwar	21 <sup>st</sup> May 2019 2 hours	Early Years
Numeracy	<ul style="list-style-type: none"> <li>• To use a variety of active learning strategies to teach Mathematics</li> </ul>	Ms Nidhi Chopra	22 <sup>nd</sup> May 2019 29 <sup>th</sup> May 2019 1½ hours each	Primary
Assessment and the IEYC	<ul style="list-style-type: none"> <li>• To understand the IEYC principles of assessment</li> <li>• To be able review, develop and refine the Early Years Assessment process.</li> <li>• To put in place an assessment process for numeracy and literacy.</li> </ul>	Ms Suhasini Kanwar	24 <sup>th</sup> May 2019 2 hours	Early Years
Modelling	<ul style="list-style-type: none"> <li>• To understand how to model learning and to apply to their pedagogy.</li> </ul>	Ms Suhasini Kanwar	21 <sup>st</sup> May 2019, 24 <sup>th</sup> May 2019 1½ hours each.	Primary
Numicon	<ul style="list-style-type: none"> <li>• To be able to use the Numicon resources for maximum impact.</li> </ul>	Ms Sonal A. Singh	27 <sup>th</sup> May 2019 3 hours	Early Years

	<ul style="list-style-type: none"> <li>To be able to plan and teach a range of Numicon activities.</li> </ul>			
Reading Strategies	<ul style="list-style-type: none"> <li>To be able to use reading strategies effectively.</li> <li>To be able to retell a story using the story elements.</li> </ul>	Ms Dalbir Kaur Maden	24 <sup>th</sup> June 2019 2½ hours	Early Years
Supplementary Reading	<ul style="list-style-type: none"> <li>To develop an understanding of how to read a supplementary reader.</li> <li>To be able to use reading strategies effectively to be an effective reader.</li> </ul>	Ms Dalbir Kaur Maden	24 <sup>th</sup> June 2019 2 hours	Primary and Secondary
Reading Strategies	<ul style="list-style-type: none"> <li>To be able to use reading strategies effectively.</li> <li>To be able to retell a story using the story elements.</li> </ul>	Ms Dalbir Kaur Maden	24 <sup>th</sup> June 2019 2½ hours	Primary
Visit to S.M. Shetty School, Mumbai	<ul style="list-style-type: none"> <li>To observe examples of good IEYC practice.</li> <li>To be able to evaluate another school's IEYC assessment policy and practice.</li> </ul>	Ms Madhuban Ghosh, IEYC Coordinator, S.M. Shetty	26 <sup>th</sup> June 2019 5 hours	SLT + Early Years teachers
Explore and Express (IEYC)	<ul style="list-style-type: none"> <li>To be able to visualise explore and express activities in the classroom.</li> <li>To be able to enable the environment to maximise learning.</li> </ul>	Ms Suhasini Kanwar	29 <sup>th</sup> June 2019 3 hours	Early Years
Adobe Spark	<ul style="list-style-type: none"> <li>To understand: <ul style="list-style-type: none"> <li>➤ the role of Adobe Digital in creativity and digital literacy in the classrooms and the curriculum;</li> <li>➤ how to use Adobe Digital as a teacher planning tool.</li> </ul> </li> </ul>	De Pedagogics Nurturing Education	10 <sup>th</sup> July 2019 6 hours	Secondary (Computer Science)
Reading Strategies	<ul style="list-style-type: none"> <li>To be able to use reading strategies effectively.</li> <li>To be able to retell a story using the story elements.</li> </ul>	Ms Nidhi Chopra	11 <sup>th</sup> July 2019 1½ hours	Secondary (English)
Dyslexia for Parents	<ul style="list-style-type: none"> <li>To gain an understanding of:</li> </ul>	Ms Rama Tondon, Dyslexia Expert	13 <sup>th</sup> July 2019	SLT

	<ul style="list-style-type: none"> <li>➤ how to recognise dyslexia</li> <li>➤ how to best support students with dyslexia.</li> </ul>		2 hours	
Supplementary Reading	<ul style="list-style-type: none"> <li>• To understand how to annotate a book</li> <li>• To understand how to differentiate 'important' and 'interesting.'</li> </ul>	Ms Nidhi Chopra	16 <sup>th</sup> August 2019 22 <sup>nd</sup> August 2019 1 hour each	Secondary (English)
Khan Academy webinar	<ul style="list-style-type: none"> <li>• To understand the recent changes to the Khan Academy program.</li> <li>• To be able to apply the same in the classroom.</li> </ul>	Khan Academy – Mr Vipul Reddy	17 <sup>th</sup> August 2019 2 hours	Primary and Secondary (Mathematics)
Board exams - Physics	<ul style="list-style-type: none"> <li>• To support the teaching of the new Physics syllabus.</li> <li>• To be able to structure learning chapter-wise.</li> </ul>	CBSE Provider	30 <sup>th</sup> August, 31 <sup>st</sup> August 2019 2 days	Senior Secondary (Physics)
Board exams – Business Studies	<ul style="list-style-type: none"> <li>• To support the teaching of the new Business Studies syllabus.</li> <li>• To build capacity to use the new course books effectively.</li> </ul>	Book Publisher	7 <sup>th</sup> September 2019	Senior Secondary (Business Studies)
Reading for Critical Thinking	<ul style="list-style-type: none"> <li>• To be able understand and apply critical reading strategies to engage with a text.</li> <li>• To be able to plan a programme of study to engage students with the text.</li> </ul>	Ms Dalbir Kaur Maden	7 <sup>th</sup> September 2019 2½ hours	Secondary (English)
Reading for Critical Thinking	<ul style="list-style-type: none"> <li>• To share examples of best practice from the previous session to enrich Reading for Critical Thinking.</li> </ul>	Secondary English Teachers supporting the Primary English team	7 <sup>th</sup> September 2019 1½ hours	Primary (English)
Once Upon A Time	<ul style="list-style-type: none"> <li>• To understand the basics of storytelling.</li> <li>• To be able to develop and narrate a story to Early Years Learners.</li> </ul>	Lotus Valley School	14 <sup>th</sup> September 2019 4 hours	Early Years Teachers
International Schools Award (British Council)	<ul style="list-style-type: none"> <li>• To introduce the 2019 – 2021 to schools and understand the demands of the award.</li> <li>• To begin the action planning process for the same.</li> </ul>	The British Council	20 <sup>th</sup> September 2019 6 hours	SLT members
An Introduction to Tinkerly Tinkering	<ul style="list-style-type: none"> <li>• To develop an understanding of the Tinkerly different modules and resources.</li> </ul>	Tinkerly Tinkering	20 <sup>th</sup> September 2019, 21 <sup>st</sup> September	Secondary + Senior Secondary Science

	<ul style="list-style-type: none"> <li>To apply the learning to create appropriate learning experiences for students</li> </ul>		2019 5 hours each day	teachers
Careers Counselling	<ul style="list-style-type: none"> <li>To develop an understanding of a range of career counselling methods, including narrative career counselling.</li> <li>To be able to adapt the same strategies to own context.</li> </ul>	Daniel Capper, Head of Career Services at The University of Queensland, Australia.	27 <sup>th</sup> September 2019 2 hours	Senior Secondary Teachers
An Introduction to Teaching Vocabulary	<ul style="list-style-type: none"> <li>To develop: <ul style="list-style-type: none"> <li>➤ an understanding of why to teach vocabulary.</li> <li>➤ a range of different learning strategies for the same.</li> </ul> </li> <li>To read a range of research led articles on the importance of teaching vocabulary.</li> </ul>	The British Council with Babcock Education, Australia (Online learning)	28 <sup>th</sup> September 2019 – 18 <sup>th</sup> October 2019 16 hours	SLT and Secondary English Teachers
Reading for Critical Thinking	<ul style="list-style-type: none"> <li>To review: <ul style="list-style-type: none"> <li>➤ learning and planning for the delivery of the supplementary readers.</li> <li>➤ the teaching strategies and their implementation.</li> </ul> </li> <li>To apply levels of prediction to the text.</li> </ul>	Ms Dalbir Kaur Maden	12 <sup>th</sup> October 2019 1½ hours	Primary (English)
Reading for Critical Thinking	<ul style="list-style-type: none"> <li>To identify and implement a range of strategies to develop students' thinking.</li> <li>To identify how to support struggling reading and support these learners.</li> </ul>	Ms Dalbir Kaur Maden	12 <sup>th</sup> October 2019 1½ hours	Secondary (English)
Tapestry Learning Journal	<ul style="list-style-type: none"> <li>To further develop an understanding of the online Learning Journal.</li> <li>To apply understanding, observe and record students' learning and progress online.</li> <li>To review practice and identify the next steps.</li> </ul>	Ms Suhasini Kanwar	12 <sup>th</sup> October 2019 1½ hours 11 <sup>th</sup> November 2019 1 hour	Early Years
Guided Reading	<ul style="list-style-type: none"> <li>To understand what guided reading is and be able to visualise in a classroom setting</li> </ul>	Ms Suhasini Kanwar	14 <sup>th</sup> October 2019 2 hours	Early Years

	<ul style="list-style-type: none"> <li>To be able to use guided reading to develop the reading ability of young children in the classroom setting.</li> </ul>			
The Art of Story Telling	<ul style="list-style-type: none"> <li>To develop the art of story telling.</li> <li>To be able to use a range of techniques to tell a story.</li> </ul>	Ms Garima Arya Dramadaaz Co.	5 <sup>th</sup> November 2019, 8 <sup>th</sup> November 2019 9 hours in total	Early Years/ Primary Grades 1 and 2
Guided Reading	<ul style="list-style-type: none"> <li>To develop an understanding of Guided Reading.</li> <li>To visualise the same as part of classroom practice.</li> <li>To be able to integrate Guided Reading into the literacy programme.</li> </ul>	Ms Suhasini Kanwar	11 <sup>th</sup> November 2019 3 hours	Primary, Grades 1 and 2
Cambridge Primary Curriculum Coordinators – Enrichment Training	<ul style="list-style-type: none"> <li>To understand the roles and responsibilities of being a Cambridge Curriculum Coordinator.</li> <li>To refine understanding of the Cambridge Learner Attributes.</li> <li>To develop coaching and mentoring skills.</li> </ul>	Cambridge Assessment International Education	15 <sup>th</sup> /16 <sup>th</sup> November 2019 12 hours in total	SLT – Primary Wing Heads
Cambridge Primary – An Inclusive Classroom – Enrichment Training	<ul style="list-style-type: none"> <li>To be able to define an inclusive classroom.</li> <li>To identify barriers to learning that students face.</li> <li>To develop strategies to support these students make progress and raise achievement.</li> </ul>	Cambridge Assessment International Education	15 <sup>th</sup> /16 <sup>th</sup> November 2019 12 hours in total	Primary – 2 Primary Teachers
Assessing Reading with the Oxford Reading Tree	<ul style="list-style-type: none"> <li>To gain an understanding of the New Oxford Levels Placement and Progress Kit.</li> <li>To understand: <ul style="list-style-type: none"> <li>➤ how to place students on an Oxford Level and track individual reading progress.</li> <li>➤ the importance of a varied reading curriculum to motivate children to read.</li> </ul> </li> <li>explore the teaching of effective comprehension skills and its cross curricular impact.</li> </ul>	Rachel Crouch, (formerly UK Head Teacher) Literacy Consultant and Trainer	21 <sup>st</sup> November 2019 5 hours	SLT Members
Cambridge	<ul style="list-style-type: none"> <li>To develop a deeper</li> </ul>	Cambridge University	25 <sup>th</sup>	Primary – 2

Professional Development Day	<p>understanding of the Cambridge Curriculum for English, Mathematics and Science using CUP resources.</p> <ul style="list-style-type: none"> <li>To consider approaches to active learning.</li> </ul>	Press	November 2019 6 hours	Primary Teachers
Guided Reading	<ul style="list-style-type: none"> <li>To reinforce an understanding of Guided Reading and its role within classroom practice</li> <li>To demonstrate and model guided reading to support better implementation.</li> </ul>	Ms Sonal Singh	3 <sup>rd</sup> December 2019 1 hour	Primary, Grades 1 and 2
Guided Reading	<ul style="list-style-type: none"> <li>To define the components of a successful reading recovery programme.</li> <li>To model the same to support better implementation.</li> </ul>	Ms Suhasini Kanwar	12 <sup>th</sup> and 13 <sup>th</sup> December 2019 2 hours	Primary, Grades 1 and 2
Guided Reading	<ul style="list-style-type: none"> <li>To develop an understanding of how to develop fluency and comprehension in Young Readers</li> <li>To model the same to support better implementation.</li> </ul>	Ms Suhasini Kanwar	13 <sup>th</sup> December 2019 1½ hours	Early Years – Kindergarten and Nursery
Library, Literacy and Learning	<ul style="list-style-type: none"> <li>To develop an understanding of the role of the library in developing literacy.</li> <li>To be able to enhance the role of reading in learning.</li> </ul>	Ms Dalbir Kaur Maden, One Up Library	14 <sup>th</sup> December 2019 8 hours	SLT member and Secondary English teacher
Classroom Management	<ul style="list-style-type: none"> <li>To review best practice for the same.</li> <li>To identify own challenges and find solutions for implementation.</li> </ul>	Ms Suhasini Kanwar	9 <sup>th</sup> and 10 <sup>th</sup> January 2020 4 hours in total	Primary teachers
Effective Questioning	<ul style="list-style-type: none"> <li>To review Bloom's taxonomy and identify higher order questions.</li> <li>To be able to change lower order into higher order questions in the context of one's own subject.</li> </ul>	Ms Suhasini Kanwar	11 <sup>th</sup> January 2020 2 hours	Primary teachers
Decoding Strategies	<ul style="list-style-type: none"> <li>To understand different decoding strategies to support students' reading fluency.</li> </ul>	Ms Sonal Singh	23 <sup>rd</sup> January 2020, 27 <sup>th</sup> January 2020, 3 <sup>rd</sup> February	Primary, Grades 1 and 2

	<ul style="list-style-type: none"> <li>To be able to develop students' own understanding of decoding strategies.</li> </ul>		2020, 13 <sup>th</sup> February 2020 1 hour each	
Guidance Counselling	<ul style="list-style-type: none"> <li>To understand the role of the guidance counsellor in subject selection for CAIE examinations.</li> <li>To use appropriate guidance strategies in the host context for the same.</li> </ul>	Cambridge Assessment International Education Trainer	29 <sup>th</sup> January 2020 6 hours	SLT Member
Visualisation	<ul style="list-style-type: none"> <li>To understand what visualisation is.</li> <li>To be able to define the steps of the visualisation process and use the same in read aloud or guided reading sessions.</li> </ul>	Ms Sonal Singh + mentoring to teachers individually.	30 <sup>th</sup> January 2020, 1 hour + ongoing	Primary
Decoding Strategies	<ul style="list-style-type: none"> <li>To understand different decoding strategies to support students' reading fluency.</li> <li>To be able to develop students' own understanding of decoding strategies.</li> </ul>	Ms Sonal Singh	30 <sup>th</sup> January 2020, 1 hour	Early Years
Visualisation	<ul style="list-style-type: none"> <li>To understand what visualisation is.</li> <li>To be able to define the steps of the visualisation process and use the same in read aloud or guided reading sessions.</li> </ul>	Ms Sonal Singh	11 <sup>th</sup> February 2020, 1 hour	Early Years
Active Learning in Science (Cambridge Assessment International Education)	<ul style="list-style-type: none"> <li>To understand the structure of the Cambridge Primary Science Curriculum.</li> <li>To be able to plan a lesson using active learning.</li> </ul>	Mr Simon Lind, Cambridge University Press Webinar.	11 <sup>th</sup> February 2020, 1 hour	SLT + Primary teachers
Cambridge Assessment International Education (CAIE) – Global Perspectives	<ul style="list-style-type: none"> <li>To understand the syllabus, curriculum framework.</li> <li>To become equipped with a range of concepts and tools for application to teaching.</li> <li>To develop understanding with a CAIE tutor and fellow teachers.</li> </ul>	CAIC – Online course, tutor guided.	12 <sup>th</sup> February for one month – 3 hours weekly.	SLT member
Phonological Awareness - Letters	<ul style="list-style-type: none"> <li>To review the teaching of Letters and Sounds.</li> <li>To identify examples of</li> </ul>	Ms Suhasini Kanwar	2 <sup>nd</sup> March 2020, 12 <sup>th</sup> March 2020	Early Years, Pre-Primary



and Sounds	<p>best practice in delivery.</p> <ul style="list-style-type: none"> <li>To be able to implement the same in the classroom.</li> </ul>		1½ hours each	
CBSE/UK NARIC CBSE-CBE (Competency Based Education)	<ul style="list-style-type: none"> <li>To understanding competency-based education.</li> <li>To identify how competency-based education can play a lot in assessment.</li> </ul>	CBSE Partnership with UK NARIC hosted by The British Council	2 <sup>nd</sup> March 2020, 4 hours	Secondary Mathematics & Science teachers
The Enabled Learning Environment	<ul style="list-style-type: none"> <li>To review examples of best practice and identify the same.</li> <li>To prepare a plan to develop the enabled learning environment for the 2020-21 academic year.</li> </ul>	Ms Suhasini Kanwar	3 <sup>rd</sup> March 2020, 1 hour	Early Years
Teaching Jolly Grammar	<ul style="list-style-type: none"> <li>To understand how a range of teaching strategies for teaching Jolly Grammar.</li> <li>To be able to implement the same in the classroom.</li> </ul>	Ms Suhasini Kanwar	4 <sup>th</sup> March 2020, 12 <sup>th</sup> 2020, 2 hours each	Primary, English Teachers
Virtual Learning and Google Classrooms	<ul style="list-style-type: none"> <li>To understand and be able to implement a range of online learning strategies.</li> <li>To be able to increase student engagement.</li> <li>To consider strategies for engaging with families.</li> </ul>	Google for Education and Khan Academy	11 <sup>th</sup> March 2020, 14 <sup>th</sup> March 2020, 1 hour each	SLT members, selected teachers.
Virtual Learning, Google Classrooms and Zoom	<ul style="list-style-type: none"> <li>To understand how to use Google Classroom and Zoom.</li> <li>To be able to use the same to deliver effective online learning.</li> <li>To be able to plan and develop lessons for online learning.</li> </ul>	Peer training and learning led by the Creative Head and NWS teachers	11 <sup>th</sup> – 14 <sup>th</sup> March, w/b 16 <sup>th</sup> March	All staff
Using Technology Effectively in Early Years classrooms	<ul style="list-style-type: none"> <li>To understand best practice for engaging Early Years learners and their families in home learning.</li> <li>To review educational apps to support home learning.</li> </ul>	Google for Education, with Dr Swati Popat Vats, President, Podar Education Network	20 <sup>th</sup> March 2020, 1 hour	SLT members, Early Years