BMS MFL HUB Teacher Support Programme

This programme is intended as a support programme for teachers at different stages of familiarity with the NCELP core principles. The actions are sequential, but teachers could enter the support programme at any stage of the programme based upon their prior knowledge and competence.

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| Action | Follow up | Efficacy (to be completed by Lead Teacher) |
| 1. Introduction to NCELP meeting with Specialist Teacher (or HoD of Hub school, if the HoD is already very familiar with PVG). Use the pedagogy review and intro to NCELP PPT slides. | Teacher to identify potential areas of their practice to develop based on core principles. |  |
| 2. Teacher to watch PVG screen casts in directed time (independently). | Teacher to note any questions raised by the materials. Teacher identifies 3 elements with which they may need support and 3 aspects, which they are keen to implement and trial. |  |
| 3. Where possible teacher observes an experienced practitioner teach using the NCELP resources and uses the lesson discussion sheet to direct their observation.NB: An alternative would be to watch a videoed NCELP lesson from Oak Academy. | Teacher meets with the practitioner and discusses any questions raised by the observation. |  |
| 4. Specialist teacher directs the teacher to an NCELP resource to use (focusing on one specific strand where possible e.g. phonics) in a lesson. | Teacher feeds back to Lead Teacher on his/her experience and the progress made by students in the lesson, identifying WWW and EBI.  |  |
| 5. Teacher is provided with the Year 7 SOW to read through in order to gain an overview of the PVG principles in sequence.  | Teacher is asked to familiarise him/herself with the tabs, log into Quizlet and download a resource using the link in the SOW. |  |
| 6. Teacher begins to teach whole NCELP lessons following the NCELP SOW. | Teacher reflects upon the progress of the lessons and WWW and EBI, keeping a record of any questions for the HOD/Specialist Teacher. |  |
| 7. Specialist Teacher and HOD jointly observe the teacher teaching a whole NCELP lesson (using the lesson discussion sheet to feed back). | Teacher and Specialist Teacher discuss the observation (teacher encouraged to identify WWW and EBI initially). Steps for further development agreed upon collaboratively to inform further observations (perhaps by HOD/HUB teachers if appropriate). |  |
| 8. Teacher to be observed later in SOW by HOD/experienced practitioner in dept to see progress towards developmental aims. | Teacher and HOD discuss the observation (teacher encouraged to identify WWW and EBI initially). Steps for further development agreed upon collaboratively to inform further observations (perhaps by HOD/HUB teachers if appropriate). |  |