



Welcome to our final online T&L Bulletin of this academic year. Here you will find an overview of CPD available online such as books, Podcasts, online courses, video clips to watch and much more!

### Seneca – Free CPD courses

Check out these free courses – A certificate is issued on completion.

<https://app.senecalearning.com/courses/add?Price=Free&Age+Group=Teacher+CPD>

#### Examples of courses:

- ❖ Retrieval Practice
- ❖ Metacognition for Teachers
- ❖ The Craft of Assessment
- ❖ Dual coding for Teachers

#### Subject specific conferences

Science → July 11<sup>th</sup>

<https://senecalearning.com/en-GB/blog/seneca-virtual-conference-sciences/>

Maths → July 4<sup>th</sup> <https://www.youtube.com/watch?v=D3syx2LnJKs>

English → June 12<sup>th</sup> <https://www.youtube.com/watch?v=YHYmwAbTJc>

Geography → June 6<sup>th</sup> <https://www.youtube.com/watch?v=m1w55JTQVlo>

<https://www.youtube.com/watch?v=mJL6IN6G-U>

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### Podcasts



- ❖ **Naylor's Natter** – This Podcast explores the latest developments in teaching and learning, evidence and research, CPD and leadership.
- ❖ **The Well Teacher** – 'Lockdown CPD'. This Podcast explores with teachers the piece of research or book that has had the most impact on their teaching practice.

### Let's share best practice

Thank you to colleagues for sharing the CPD they have accessed. We are building up a huge bank of resources ranging from books, webinars, online courses and much more.

If you would like to get involved, complete the SBP slide and email to  
[omonaghan@eccoschool.com](mailto:omonaghan@eccoschool.com)

@researchEdhome

**ResearchED Home**

@researchED1

- ❖ Access all talks here <https://researched.org.uk/researched-home-2020/>
- ❖ Wb. 6<sup>th</sup> July – 10<sup>th</sup> July talks  
<https://drive.google.com/file/d/1xCGnvGUZFWeyaaU7uA7oZGK-yAgvyYe/view>



### **Rosenshines Principles of Instruction Session 2: Sequencing and modelling**

**Activity 1:** Go to the following link and play the second in the series of videos

<https://www.youtube.com/watch?v=iEctD5iv84I> Resume the video from 8.52 until 17.48 - Tom uses several Science based examples in this section to demonstrate the significance of experience working alongside knowledge to secure understanding. He also discusses the importance of gaining knowledge as well as being given it. Take some time to reflect on the following questions;

- To what extent does the curriculum in your subject area allow for experience to support knowledge?
- Where could you create greater opportunities for this in your curriculum?
- How could you develop schema building in your subject?

**Activity 2:** Resume the video and stop it again at 19.43 - Consider a unit of work or topic that students typically find quite challenging in your subject and answer the questions below.

- What prior knowledge do students need to be able to access this unit of work or topic?
- To what extent do you think you allow for revisiting of this and checking of understanding of this? What could you change or improve in your implementation of the curriculum to take this prior knowledge into account?

**Activity 3:** Resume the video now until the end. In this final section, Tom focuses on success criteria needing to work alongside examples to be effective. If students are only exposed to the criteria and not the example, they will be unable to contextualise the criteria. He also discusses the need for teachers to be modelling excellence and exposing our students to high quality examples.

- On a scale of 1-10, how confident do you feel that you provide frequent opportunities for students to have exposure to examples alongside criteria?
- Thinking specifically about your own teaching, what topics or units of work do you feel would benefit from greater use of examples to accompany criteria?
- What steps do you need to take to secure these?

**Activity 4:** Take some time to reflect on the video and your learning and make some notes on key takeaways and key actions.

