## Seminar Day 4 cross curricular 12th May 2023

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| Meet in subject bases | Session 1 10:30-11:15, | Session 2 11:30-12:15  | Lunch 12:15-1:00 | Session 3 1:00-1:45  | Session 4 2:00-2:45  | 15:00 return to subject bases | Leadership Session (Optional) NC07 3:45-4:15 |
| History BC112, Maths BC220, English BC202, Science NC07/08, MFL BC128, PE BC114 |

| 1.TITLE | 2.SUMMARY | 4.STAFF | 110:30 | 211:30 | 313:00 | 414:00 | ROOM |
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| 1 Behaviour management | Thinking about approaches to manage different teaching environments. Classroom, performance, and practical spaces, outside, and school trips. | Luke Graham |  |  |  |  | LAB NC07 |
| 1 Developing an equity mindset | developing a deeper understanding of disadvantage, considering barriers to learning for disadvantaged pupils, and tips for practice etc critiquing current government approaches to the attainment gap | Lee Elliot Major |  |  |  |  | BC112 |
| 1 Early Career Teachers’ Experiences of Mentoring | An opportunity to join in the [Promentors](https://www.erasmusplus.org.il/promentors) international conference and attend a session hosted by ECTs who will share their experiences of mentoring.  | Exeter PGCE Alumni (ECTs),Bryan Smith, Tom Ralph, Karen Walshe |  |  |  |  | BC114 |
| 1 Exploring Grammar in the Curriculum in MFL and English  | This session is for English and MFL trainees who have agreed to participate in the Perceptions of Grammar project. We’ll look at different conceptions of and views about grammar, its place in the curriculum, and how it can be taught and assessed. We will also compare perspectives between MFL and English, looking at how the two subjects might complement each other.**(*MFL and English* Only)** | Annabel Watson |  |  |  |  | BC128 |
| 1 Feeling good and teaching well | In this session we will think about what wellbeing means and the implications it holds for schools, teachers and pupils. We’ll share what schools are doing and what you as teachers may be able to do to look after yourselves and support your pupils | Darren Moore & Will Katene |  |  |  |  | BC202 |
| 1 Gender Violence in Schools | In this session we will be thinking about young people’s experiences of gender-based violence; domestic violence and abuse; and sexual violence. We then explore the role language plays in creating and maintaining a conducive context which allows gender violence to flourish in and out of school. |  Sharon Morgan & Sarah Cole |  |  |  |  | BC220 |
| 1 Government, local authorities and SEND | The government, both local, and national, have a role in development and enactment of policy and processes related to children/young people with Special Educational Needs and Disability. In this session we will look at the responsibility of these bodies, policy developments, and the implications for teachers’ recruitment, training and practice. | Alison Black |  |  |  |  | TBC |
| 2 Challenging the deficit discourse in Literacy Across the Curriculum | This session will take a critical look at Standard English and Word Gap policies in schools, which have been popularised as methods of addressing disadvantage through cross-curricular literacy, but, as we will explore, can compound the very problems they are designed to solve. We will consider how to teach students to be linguistically aware and adept without creating exclusion through language policies. | Annabel Watson |  |  |  |  | BC202 |
| 2 Gender and Educational Leadership | The teaching workforce in England is predominantly made up of women. However, women are less likely than their male colleagues to occupy leadership positions. In this session we will be exploring why this might be and, most importantly, what can be done about it. | Laura Guihen |  |  |  |  | BC220 |
| 2 Mentors’ Experiences of Mentoring | An opportunity to join in the [Promentors](https://www.erasmusplus.org.il/promentors) international conference and attend a session hosted by a current Lead Mentor from one of our partner schools who will share their experiences of mentoring on the Exeter PGCE.   | Bryan Smith, Tom Ralph, Karen Walshe |  |  |  |  | BC114 |
| 2 Supporting autistic students to thrive in education | With invited guest Katie Adolphus, an experienced child psychologist working with ND young people.We will consider in-lesson support, whole school approaches, working with parents – and anything else our panel consider important. Do bring questions | Vicky Wong &Katie Adolphus |  |  |  |  | BC217 |
| 2 Using the outdoors and natural environments to support learning and wellbeing  | In this session we will think about how you can use outdoor and natural environments to support student learning and wellbeing. We will consider how you could use outdoor learning within your subject and tips for teaching in the outdoors. We will also discuss barriers to taking students outside and how you might overcome these.  | Rachel Manning |  |  |  |  | LAB NC 07 |
| 3 SSLC | For members of the SSLC to meet. | Luke Graham |  |  |  |  | BC129 |
| 3 Two sides to the argument | How to teach in an unbiased way | Will Atkinson |  |  |  |  | BC112 |
| 4 Widening Participation in Higher Education  | An opportunity to find out more about the work done by universities to support young people from underrepresented and disadvantaged backgrounds to make informed choices about higher education and thrive in their in-school studies. This session will use the University of Exeter Access, Participation & Outreach team as a case study to demonstrate the ways in which teachers and target student groups can benefit from opportunities to support curriculum delivery, raise attainment, discover courses and gain careers insight. | Kate Blackmore & Catherine Prowse (Mel Ruddock) |  |  |  |  | BC202 |

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|  10:30-11.15: Workshop 1 |
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| 1 Behaviour management | 1 Developing an equity mindset | 1 Early Career Teachers’ Experiences of Mentoring | 1 Feeling good and teaching well | 1 Gender Violence in Schools | 1 Government, local authorities and SEND |
| ROOM NC07 (Lab)Capacity: 40 | ROOM BC112Capacity: 22 | ROOM BC114Capacity: 22 | ROOM BC202Capacity: 22 | ROOM BC202STATUS: TBC Capacity: 22 | Room TBCCapacity TBC |
| 1 Elsa Burdett 2 Abigail Pidgeon 3 45678910111213141516171819202122 | 1 Josie Swarbrick2345678910111213141516171819202122 | 1 Daisy Culley2 Sabhya Dhingra3 Arthur Marks 4 Imogen Lea5 Alex McKeown678910111213141516171819202122 | 12345678910111213141516171819202122 | 1 Liv Haly234567891011121314151617181920212222 | 123456789101112131415 |
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|  11.30-12.15: Workshop 2 |
| 2 Challenging the deficit discourse in Literacy Across the Curriculum | 2 Gender and Educational Leadership | 2 Mentors’ Experiences of Mentoring | 2 Supporting autistic students to thrive in education | 2 Using the outdoors and natural environments to support learning and wellbeing  | 2 Developing an equity mindset |
| ROOM BC202Capacity: 22 | ROOM BC220Capacity: 22 | ROOM BC114Capacity: 22 | ROOM BC217Capacity: 22 | ROOM NC07 (Lab)Capacity: 22 | ROOM BC112STATUS: TBC Capacity: 22 |
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|  1:00-1:45: Workshop 3 |
| 3 Feeling good and teaching well | 3 Gender Violence in Schools | 3 SSLC meeting | 3 Supporting autistic students to thrive in education | 3 Two sides to the argument | 1 Government, local authorities and SEND |
| ROOM BC202Capacity: 22 | ROOM BC220Capacity: 22 | ROOM BC129Capacity: 22 | ROOM BC217Capacity: 22 | ROOM BC112Capacity: 22 | Room TBCCapacity TBC |
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|  2:00-2:45: Workshop 4 |
| 4 Behaviour management | 4 Exploring Grammar in the Curriculum in MFL and English (*MFL and English* Only) | 4 Gender and Educational Leadership | 3 Two sides to the argument | 4 Widening Participation in Higher Education  |  |
| ROOM NC07 LABCapacity: 40 | ROOM BC128Capacity: 22 | ROOM BC220Capacity: 22 | ROOM BC112Capacity: 22 | BC202Capacity: 22 |  |
| 1 Daisy Culley2 Sabhya Dhingra3 Rebecca Pearson 4 Arthur Marks 5 Imogen Lea678910111213141516171819202122 | 1 Abigail Pidgeon 2 Maria Garcia3 Josie Swarbrick45678910111213141516171819202122 | 1 Elsa Burdett2 Liv Haly345678910111213141516171819202122 | 12345678910111213141516171819202122 | 1 Alex McKeown2345678910111213141516171819202122 |  |
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|  3pm – back to subject bases |