

NQT CONFERENCE 18th September 2017 at The Hub

Quality of information provided was excellent. Plenty of talking time for questions and personalising the session.

| Participants (54 forms returned) | HIGH 1 | 2 | 3 | LOW 4 |
|-------------------------------------|-----------|-----|---|----------|
| Course content | 93% | 7% | | |
| Delivery | 94% | 6% | | |
| Resources | 72% | 28% | | |

Very informative and motivational. I am feeling very positive and supported.

| What Went Well | Even Better If | Which aspect will you apply? | How will this improve outcomes? |
|--|---|---|---|
| <ul style="list-style-type: none"> • Jason really relatable/extremely accessible and engaging. • Behaviour management strategies. • Practical, useful and to the point. • Great support and knowledge from staff. • Very informative about the NQT year. • Good amount of time/key info/no waffling. • Highly engaging and relevant. • Clinic s for questions. • Top tips were invaluable. • All questions answered. • Variety of workshops. • Lovely to hear from RQT's. • Opportunities to ask questions. | <ul style="list-style-type: none"> • Paired up/swapped emails. • More analysis of situations. • Strategies for dealing with physical violence. • Behaviour outdoors and in P.E. • More specific to age and SEN. • More interactive – lots of sitting. • More time in Jason's workshop. • More time to talk to other NQT's about worries. • Good example of a file. • Some stuff repeated in the afternoon. • Shorter sessions in the morning (similar to afternoon?) • N/A – everything I needed. | <ul style="list-style-type: none"> • Behaviour management techniques. • NQT statutory requirements. • Advice from RQT's on assessment and monitoring. • Look at BTSA/STEM website. • NQT organisation. • Classroom layout. • More time for me. • NQT file information. • Advice from RQT's. • NQT survival tips. • Definitely look at mixed ability. • Not worrying – asking for advice. • Organise standards evidence ASAP. | <ul style="list-style-type: none"> • Less disruption, more focused children. • Controlling low level distraction. • Be more organised for evidencing moderation. • Help keep pupils on task. • Self esteem and confidence. • Create a more positive learning environment that nurtures every individual. • Routines for the children. • Clearly defined boundaries. • Confidence within the classroom. • Increase engagement and progress. • Clear view of what to do. • "More time for learning, less time for faffing!" |