**Points to Note:**

* In the table below, each row has a question.
* Answering the questions will help you plan the details of running See Say Write teacher training.
  + If you’re aiming to use See Say Write for curriculum support, your answers will go in the middle column.
  + If you’re aiming to use the See Say Write for interventions, homework and/or remote learning, your answers will go in the right-hand column.
* You will notice that we (the See Say Write team) have added *suggested* answers. Feel free to read these before deleting them and adding your own answers.
* We recommend you add answers to the table below because:
  + You can use it for future reference.
  + You can use it to directly inform your staff, saving you a lot of time.
    - To do that, save a copy of the document when you’ve finished.
    - Delete the rows highlighted in red (these contain considerations for school leaders *only*).
    - Send the information in an email (you can even send the table directly) to the relevant teaching staff, to ensure they are informed about the plans.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Comments, Suggestions & Answers** | |
| **#** | **Questions** | **For Curriculum Support** | **For Interventions, Homework & Remote Learning** |
|  | **What resources do we have for conducting the training?** | [In the folder that contains this document, there is a resource called ’02. How To Facilitate Teacher Training + Lesson Plan’. This is a step-by-step comprehensive guide for the chosen training lead, who should be a member of the teaching staff/school leadership. The training is centred around the 25-minute [Training for Schools video](https://www.youtube.com/watch?v=c228SPzpdSs&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=2), which means the trainer is simply *facilitating* the learning, and does not need to be a phonics or English expert, or have any prior experience with See Say Write.  The See Say Write program was designed to be implemented in schools without the need for an external trainer. The program itself is very simple to use, and the step-by-step ‘How To’ document– intended for the chosen facilitator – is very easy to follow and comprehensive] | [In the folder that contains this document, there is a resource called ’02. How To Facilitate Teacher Training + Lesson Plan’. This is a step-by-step comprehensive guide for the chosen lesson facilitator, who should be a member of the school. The training is centred around the 25- minute [Training for Schools video](https://www.youtube.com/watch?v=c228SPzpdSs&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=2), which means the lesson facilitator is simply *facilitating* the learning, and does not need to be a phonics or English expert.  The See Say Write program was designed to be implemented in schools without the need for an external trainer. The program itself is very simple to use, and the step-by-step ‘How To’ document – intended for the chosen facilitator – is easy to follow and comprehensive] |
|  | **Who needs to attend the training video session?** | [We recommend attendees should include all year/grade/subject leaders, teachers, teaching assistants, and volunteers who will interact with the program.  We suggest grouping everyone together to undergo the training together, however groups of more than 20 should be split into separate sessions. More than 20 staff can make it difficult to ensure engagement and to coach and mentor] | [See above ^] |
|  | **Where will we host the training session?** | [The room will need a screen at the front (to play the YouTube video) and sufficient chairs and table spaces for the trainees. Nothing else is needed.  Consider leaving this level of planning to the chosen training lead/s] | [The room will need a screen at the front (to play the YouTube video) and sufficient chairs and table spaces for the trainees. Nothing else is needed.  Consider leaving this level of planning to the chosen training lead/s.  For parents, they can watch it at home unless you are running a dedicated training session for them in school] |
|  | **Who will lead the training video session?** | [The ideal person to lead the training is the assessment lead. If you haven’t appointed one yet, please continue the main list of planning considerations.  If you are not going to have an assessment lead, we recommend the grade/subject/year leader/s runs session/s] | [We recommend the grade/subject/year leader/s runs session/s] |
|  | **How much time do we want to dedicate to the training video session?** | [If you’re really short on time, you can dedicate 1hr to the training session. 20 minutes to watch an example lesson video (parts can be fast forwarded), 25 minutes to watch the training video and 15 minutes for questions.  If you have more time, we recommend a minimum of 3 hours for the session (you can always finish early as needed). This will allow space to:   * (Re)Introduce the program * Remind people of the reasons for taking it on, and the objectives * Re-watch the simple overview video * Watch an example lesson video * Watch the training video * Pause the training video and prompt discussion * Ask questions throughout * Practice and coach using the excel progress tracker * Practice and coach using the lesson videos/workbooks * Practice and coach using the sound flashcards and sound displays   If you are introducing the program mid-year, consider breaking the training into two or three 1hr sessions. If you’re introducing the program at the start of the year, consider dedicating a morning of training during staff training days] | [If you’re really short on time, you can dedicate 1hr to the training session. 20 minutes to watch an example lesson video (parts can be fast forwarded), 25 minutes to watch the training video and 15 minutes for questions.  If you have more time, we recommend 2 hours for the session (you can always finish early as needed). This will allow space to:   * Reintroduce the program * Remind people of the reasons for taking it on, and the objectives * Re-watch the simple overview video * Watch an example lesson video * Watch the training video * Ask questions throughout * Practice and coach using the progress tracker * Practice and coach using the lesson videos/workbooks * Practice and coach using the sound flashcards and sound displays |
|  | **How are we going to accommodate teachers/assistants that are not able to attend the training (i.e. due to sickness or compassionate leave)?** | [For those unable to attend, we recommend sending the training material and requesting that they watch it in their own time, and set a deadline for doing so. We also recommend checking in with them in person at the earliest opportunity to test their comprehension and confidence in using the program] | [For those unable to attend, we recommend sending the training material and requesting that they watch it in their own time and set a deadline for doing so. We also recommend checking in with them in person at the earliest opportunity to test their comprehension and confidence in using the program] |
|  | **What is the chosen date/s, time/s, and location/s to conduct the training?** |  |  |
|  | **Who will notify the training lead/s, and inform them of their responsibility?** | [Ensure the training lead/s are sent the ’02. How to Facilitate Teacher Training + Lesson Plan’ document (located in the same folder as this document) and informed of:   * The date/time(/location) of the training/s. * How many attendees there will be. * How the trainees will use See Say Write (i.e. for curriculum support and interventions). * The difference between the school’s handwriting style and that of See Say Write (i.e. the use of the flick at the end of certain letters). The training lead should be told to address this difference during the training. * If the Progress Tracker will be used. (If you don’t have the answer to this question yet, or those below, please continue the main planning considerations checklist first. * If so, who will conduct the assessments, and will they use the Excel or paper version. * If they’re using the Excel version, how will the teachers access it. * Where the resources (workbooks) will be stored] | [Ensure the training lead/s are sent the ’02. How to Facilitate Teacher Training + Lesson Plan’ document (located in the same folder as this document) and informed of:   * The date/time(/location) of the training/s. * How many attendees there will be. * How the trainees will use See Say Write (i.e. for curriculum support and interventions). * The difference between the school’s handwriting style and that of See Say Write (i.e. the use of the flick at the end of certain letters). The training lead should be told to address this difference during the training. * If the Progress Tracker will be used. (If you don’t have the answer to this question yet, or those below, please continue the main planning considerations checklist first. * If so, who will conduct the assessments, and will they use the Excel or paper version. * If they’re using the Excel version, how will the teachers access it.   Where the resources (workbooks) will be stored] |
|  | **Who will send out the calendar invite/s for the teacher training?** | [We recommend the training lead/s send out the invite, using the template contained in the ’02. How to Facilitate Teacher Training + Lesson Plan’ document] | [We recommend the training lead/s send out the invite, using the template contained in the ’02. How to Facilitate Teacher Training + Lesson Plan’ document] |