

S7 Courses

Teaching Excellence Programme



Bexhill / BHASVIC / Collyer's / Esher / Godalming / Reigate / Varndean / Woking



Overview

This course is aimed at really good teachers who want to challenge themselves – and to *be* challenged – to become excellent teachers. The course will demand honesty and self-criticism, the setting of personal targets, and a commitment not only to your own improvement, but to the improvement of other teachers through an INSET activity back in your college.

This is not a management course and there is no assumption that you will be looking to pursue a career in this area. Managers are welcome, but the course will not address this aspect of your role.

There are three days of taught sessions, and you will be paired with another delegate for the two peer mentoring days in Spring/Summer Term next year. You will also undertake a piece of action research for which you will be mentored within your own college. This project will be concerned with the improvement of your own teaching which you will report back on in September next year, after which a summary will be published on the S7 website. The course straddles two academic years, allowing a comparative analysis of two sets of outcomes data.

Delegates (2 per college)

You will:

- ◆ Typically have a minimum 5 years' teaching experience, a proven track record of good student outcomes and a passion for teaching
- ◆ Have the capacity to improve and an appetite for challenge and reflection
- ◆ A willingness and ability to engage constructively with all elements of the programme and with other delegates
- ◆ Be prepared to discuss your own strengths and areas for development (including student outcomes) with other delegates and with the course leaders
- ◆ Be able to attend all five days of the course
- ◆ Be prepared to undertake the pre-course reading tasks
- ◆ Be motivated to undertake an action research task focused on improving your own teaching
- ◆ Be prepared to deliver training to staff in your college at the conclusion of the course.

Course Structure

Stage 1: Pre-reading and preparation

This Summer Term and early Autumn Term

Pre-reading before the first two days in October (links will be provided):

1. 'Science of Learning Pack A or B'
2. 'Feedback and Assessment Toolkit'
3. Becky Allen's blog 'What if we cannot measure progress?'

Things to bring to the first two days (for sharing and discussion):

1. Three key strengths and three key areas of development based on your own teaching
2. Results and value-added data for the last two years in whatever form your college provides

Stage 2: Days 1 and 2 – Input, reflection and discussion

Autumn Term at Gorse Hill, Woking

Day 1 – What (if anything) does the research tell us about teaching & learning?

1. The Science of Learning: What is it and is it useful for our practice?
2. Feedback and Assessment – Part 1: What does the research say?
3. Feedback and Assessment – Part 2: How can we make it better and more sustainable?
4. Classroom Culture: Motivating students and building a positive learning environment

Day 2 – How do we know how we are doing?

1. Student voice and outcomes data: What can they tell us?
2. Lesson observations: How useful are they? What is the role of coaching in teacher development?
3. Peer shadowing introduction: Planning your day
4. Action research introduction: What is action research and how can we get the most out of it?

Stage 3: Days 3 and 4 – Peer shadowing and joint research

Spring/Summer next year in delegates' colleges

You and your partner will agree mutually convenient dates for visits to each other's college, and plan joint activities to include the following on each of the two days:

1. A video observation activity
2. A student voice activity
3. Joint lesson observation
4. Time for reflection and discussion

Stage 4: Day 5 – Action research presentations and discussion

Autumn term next year at Gorse Hill

1. Presentation of Action Research Projects: Delegates to provide an executive summary of their research for publication on the S7 website and to present to each other in groups.
2. Reflections on outcomes for previous year: Honest reflection on student outcomes and student voice. Has this course and your action research had an impact on your results, and how do you know?