

# BECOMING AN EXPERT A-LEVEL PSYCHOLOGY CLASSROOM PRACTITIONER

CODE 8060

## ABOUT THIS COURSE

This course is designed for experienced A-Level Psychology teachers, looking to further develop their classroom skills and expand their range and understanding of teaching methodologies. Emma Shakespeare an experienced and highly successful A-Level teacher, examiner and leader brings all her knowledge and expertise to provide delegates with new and evidence-informed insights into A-Level Psychology teaching. Drawing on successful and tested pedagogies, Emma will explore what success looks like, how to assess and provide feedback effectively to promote higher attainment for all students. This course will balance the pragmatic demands of the examination system with ideas to bring the subject to life and instil excitement in your students for the subject.

## PROGRAMME

	TIME
<b>Welcome: What is an expert Psychology teacher?</b>	10.00 – 10.30am
<ul style="list-style-type: none"> <li>Exploring a vision for yourself as an expert Psychology teacher</li> <li>Evaluating your current strengths and weaknesses</li> <li>Reflecting upon the challenges you face; different contexts may require different tools and skills</li> </ul>	
<b>Dealing with current challenges</b>	10.30 – 11.00am
<ul style="list-style-type: none"> <li>Intervention strategies to close the disadvantage gap caused by the lockdown,</li> <li>Techniques for accelerated learning and new teaching methods in the socially distanced classroom.</li> <li>Prioritising and using independent study effectively</li> </ul>	
Discussion: coffee break	11.00 – 11.15am
<b>Curriculum and assessment</b>	11.15 – 12.15pm
<ul style="list-style-type: none"> <li>Feedback from the endgame: looking back at previous exams: What went well? What are examiners looking for?</li> <li>Using the 'endgame' to develop your Psychology curriculum; interleaving and spaced learning</li> <li>Effectively assessing where your students are at along the way</li> <li>Creating milestones of what success looks like on the way to final examinations –</li> <li>How to use feedback strategies to support student progress</li> <li>Incorporating ideas for blended learning and identify opportunities from greater fluency with distance learning</li> </ul>	
<b>Evidence-informed practice; memorising psychology content in the long term</b>	12.15 – 12.45pm
<ul style="list-style-type: none"> <li>Exploring recent Psychology research findings</li> <li>Embedding retrieval practice</li> <li>Developing metacognition with A and A* Psychologists</li> </ul>	
Lunch and informal discussion	12.45 – 1.45pm
<b>Developing AO2 application skills</b>	1.45 – 2.15pm
<ul style="list-style-type: none"> <li>What is the difference between levels of AO2 responses</li> <li>Strategies to improve AO2 application skills for topic areas and designing research questions</li> <li>Developing synopticity to support students to link knowledge from across the psychology specification</li> <li>Helping learners to interpret the questions and produce concise answers</li> </ul>	
<b>Developing AO3 evaluation and analysis skills</b>	2.15 – 2.45pm
<ul style="list-style-type: none"> <li>Common student problems students face with evaluation</li> <li>Strategies and resources to develop AO3 evaluation as a skill rather than encouraging revision of listed points</li> <li>Evaluating theories Vs approaches Vs studies Vs treatments; the key links and differences</li> </ul>	
<b>Exploring and solving the big challenges for A/A* psychology students</b>	2.45 – 3.15pm
<ul style="list-style-type: none"> <li>Differentiating for students in a mixed ability psychology class</li> <li>Sustaining engagement over two years both within and outside the classroom</li> <li>Balancing exam technique and specification requirements whilst fostering passion for psychology</li> <li>Building character strengths and growth mind set in order to support the transition from GCSE to A-Level and prepare for Higher Education</li> </ul>	
<b>Sustaining learning and your own Professional development</b>	3.15 – 3.45pm
<ul style="list-style-type: none"> <li>Reflecting on learning</li> <li>Action planning to apply evidence-based practice in own setting</li> <li>Taking ownership of your future development: professional bodies and research to become involved in</li> </ul>	

LOCATION/DATE

London

Wednesday 30 November 2022

## COURSE LEADER

**Emma Shakespeare** is a highly experienced and innovative classroom practitioner, with over 10 years in leading departments and faculties. She is currently an assistant principal in a sixth form college, an SLE and a Chartered Teaching and Research Psychologist.

## WHO SHOULD ATTEND?

- Heads of Social Science
- Heads of Psychology
- Teachers of A-Level Psychology

## BENEFITS OF ATTENDING

- Take away a range of innovative teaching ideas and electronic resources to support attainment of all students
- Gain the latest evidence-informed practice that challenges students
- Develop greater understanding of what examiners are looking and the milestones for success
- Gain a greater insight into the importance of curriculum design and assessment
- Learn how to develop resilience so that talented psychology students achieve their A/A\* potential