

OUTSTANDING TEACHING FOR EXCELLENT LEARNING

CODE **9003**

ABOUT THIS COURSE

This course is designed for teachers looking to further develop their skills as a teacher and expand their range of teaching methodologies. Led by renowned practitioner, department leader, examiner and member of the Chartered College of teaching, Rosie Hussain, the course will practically explore what excellence in teaching, what are the behaviours and styles of outstanding teachers, and evaluating your current strengths.

The course will also balance the pragmatic demands of the examination system with creative ideas to bring your subjects to life and inspire your students.

PROGRAMME

TIME

What is an outstanding teacher?

10.00 – 10.40am

- Exploring a vision for yourself as an outstanding teacher
- Evaluating your current strengths and weaknesses
- Reflecting upon the challenges you face

Discussion: coffee break

10.40 – 11.00am

Key aspects of outstanding teaching and learning

11.00 – 11.30am

- A critical view through the OFSTED lens
- Engaging in evidence based practice
- Assessment & Feedback facilitates progress, action and dialogue
- Training is well-informed and directional
- CPD development

Encouraging creativity and developing more innovative practice

11.30 – 12.00pm

- Tips on how to preparation for inspections and observations
- Questioning techniques to probe, challenge and differentiate.
- Discover how to go beyond your specifications
- Case study examples from the top performing schools.
- Evidence based strategies to facilitate creativity and innovative practice

Assessment, Feedback, Reviewing Learning and Progress

12.00 – 1.00pm

- Feedback from the examiners: looking back at previous exams: What went well? What are examiners looking for?
- Using research evidence to develop your curriculum – interleaving and spaced learning
- Techniques for accelerated learning
- Effectively assessing your students progress and setting realistic targets
- How to use effective feedback strategies to support student progress

Lunch and informal discussion

1.00 – 2.00pm

Evidence-informed practice: Reflection, Retrieval, Metacognition

2.00 – 2.30pm

- Cognitive neuroscience – Transferring content into long term memory
- Exploring high impact retrieval practice strategies
- Developing self-regulated learners – metacognition strategies to raise A and A* student outcomes

Developing AO2/AO3 assessment skills

2.30 – 3.10pm

- Command words and Tier 3 subject specific terminology
- Strategies to improve AO2 application skills
- Supporting student to interpret and decode the examination questions and produce A/A* responses
- Tackling 'tricky' evaluation questions
- Strategies and resources to develop AO3 evaluation
- Developing synoptic skills to support students to link content from across the specification

Discussion: coffee break

3.10 – 3.15pm

Exploring and solving the big challenges for A/A* students

2.30 – 3.10pm

- Differentiating for students in a mixed ability classes
- Sustaining student engagement and going beyond the specification
- Balancing exam technique and specification requirements whilst fostering a passion for your subject
- Building character strengths and growth mind set in order to support student transitions from GCSE to A-Level

Developing Your own Professional development

2.30 – 3.10pm

- Action planning to apply evidence-based practice in own setting
- Taking ownership of your future development – CPD, professional bodies and research opportunities

LOCATION/DATE

London

Tuesday 30 January 2024

WHO SHOULD ATTEND?

- Heads of department
- Teachers
- Classroom practitioners
- CPD Leads
- Teaching & Learning Leads

BENEFITS OF ATTENDING

- Take away a range of innovative teaching ideas and resources to support attainment of all students
- Explore ways to develop skills of teaching excellence
- Gain the latest evidence informed practice and high impact strategies to implement in your day to day practice.
- Develop greater understanding of what examiners are looking and the milestones for success
- Gain a greater insight into the importance of curriculum design, assessment and feedback
- Take away methods to take ownership of your own professional development