

FURTHER DEVELOPMENT OF TEACHING AND LEARNING

A programme developed in conjunction with the UCL Institute of Education

Now entering its second year, a programme developed for teachers who have completed their NQT year or may be in their second or third year of teaching. This CPD programme has been designed to challenge thinking, evaluate current practice and used to develop better practitioners through a research evidence based approach.

It has been developed in association with the IOE/UCL and takes place over the course of one academic year. Each session takes place one morning every half term and will feature input from research by our Early Career Lead, and an expectation that everyone plans learning sequences informed by this research and collects evidence of impact in their own classrooms.

SESSION COVERAGE INCLUDES

BOYS AND GIRLS: THE SAME ONLY DIFFERENT?

Who are the readers, the writers, the mathematicians, the artists in my class? Is it true to say there is a boys' achievement gap? How should I organise my seating plan?

These are some of the questions we will be exploring and which you will be able to test in your own class.

DIFFERENTIATION: REACHING ALL LEARNERS?

Do I have to plan a lesson for each learner? Do my pupils have different learning styles? How do I stretch everyone, and support them at the same time?

There is much debate in the research about this topic, and schools have very different expectations. We will examine some ways of addressing the individual needs of our pupils, without making unreasonable demands on teachers.

PROVIDING EFFECTIVE FEEDBACK: IT'S NOT JUST YOUR MARKING!

Is all feedback helpful? Who should give feedback, and when is the best time to give it?

There is a large research base on assessment and feedback. Schools can take radically different approaches in their assessment policies. Feedback is also a workload issue. We will be looking at practices which claim to support pupil learning and which are manageable at the same time.

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SESSION COVERAGE CONTINUED

CREATING CREATIVE LESSONS

Do I want creative lessons because they are 'fun', because they help pupils to learn, or both? Can I teach someone to be creative, or do they have to be that way to begin with?

We will explore one research-informed approach that can help you build your pupils' creativity.

SO YOU WANT TO BE A RESEARCHER?

What aspect of my practice do I want to improve? What might the research say about it? Where can I look?

This is your chance to investigate a topic of your own choice. We will indicate some likely sources of research evidence, but it will be up to you to find something which chimes for you and which you can interrogate further in your own classroom.

THE FINAL HURDLE

From your own research, what did you explore, what did you try out, what impact did you have, and how do you know?

This is the culmination of the programme: you are now an evidence-informed teacher!

All delegates are expected to record and reflect upon their experiences and feedback their findings in subsequent sessions.

We have a limited number of places on the training course this year. If you would like any member of your staff to attend then please do get in touch.



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