



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 and a half 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. This project will be concerned with the improvement of your own teaching which you will report back on in autumn term 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 six days of the course
- ◆ Be prepared to undertake any 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.

www.s7colleges.com



Course Structure

Stage 1: Pre-reading and preparation

There may be a little pre-course work or preparation to undertake and this will be communicated to you in advance of Day 1.

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

Autumn Term at Gorse Hill, Woking (2-day residential)

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. Applications in the Classroom - Flipped Learning, Cognitive Load Theory and Amplifying Creativity

Day 2 – Measuring Impact

1. Student voice and outcomes data: what can they tell us?
2. Lesson observations: how and why do we do it? The role of self-observation and being critical of our own teaching

Planning a research project

Planning for, and getting the most out of, shadowing/peer mentoring.

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, possibly including 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: Days 5 and 6 – Action research presentations and discussion

Autumn term next year at Gorse Hill (2 half days as a residential)

1. Presentation of Action Research Projects: delegates to provide an executive summary of their research for sharing within the S7 colleges 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?