Middle Leader Certificate Handbook

June 2023

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Introduction:

The certificate is designed to inspire teachers and school leaders to become more effective, enthusiastic and influential by putting subject-centred teaching at the heart of learning. The PTI helps subject leaders deepen their love of subject, inspiring them to bring the latest subject knowledge into their departments and support colleagues to make lasting improvements in what and how they teach. Many of our programmes reward the department/ school, but the Certificate is a personal recognition of success.

The Middle Leadership Certificate is formed of two modules **Micro** and **Macro** which can be completed in any order. The micro module focuses on creating a scheme of work. Whilst, the macro module focuses on creating a new curriculum map. Each module takes 9 months to complete and consists of an online launch meeting, 3 eTutorials and an online assessment meeting. Once both modules are successfully achieved, you will attain a PTI Middle Leader Certificate.

Keywords and definitions:

Scheme of Work (SoW): An overview or a long-term plan for what you aim to teach in a particular subject across a term or an academic year.

Curriculum Map (CM): An illustration of the curriculum overview beyond a single topic which considers the rationale behind the ordering of topics across at least two phases, cross-curricular links, enrichment and CPD opportunities for teachers. Teachers can choose to present this work as a grid or chart, but they must include a written rationale (notes or prose) to explain their choices.

Reflective Log: A personal journal to record the process of creating your scheme of work or your curriculum map.

Subject Tutor: An experienced teacher who helps facilitate the tutorials and provides specialist subject knowledge.

Assessment Triad Grouping: Before the assessment takes place, you will be allocated to a group with two other participants.

Aims and Objectives of Micro:

The Middle Leader Certificate Micro module develops participants' subject specialist knowledge and pedagogy, and lays the foundations for curriculum development and leadership.

1. Consider coherence and challenge within the specialist subject's curriculum
2. Identify and respond to the conditions that impact upon the learning process within a subject (including extending and enthusing pupils through subject-based activities beyond the curriculum)
3. Create challenging schemes of work (SoW)
4. Evidence and evaluate the outcomes following delivery

Micro	Aims/ focus	Components
	• **Subject Leadership** through design and implementation of challenging SoWs • **Subject Knowledge** enhancement through researching challenging topics • **Subject Pedagogy** through collaborative network and guidance from Subject Tutor	**Micro requires** the delivery of a distinct **Scheme of Work. (SoW)** Consists of: • Launch Event • 3 mandatory eTutorials • Personal academic research • Creation and delivery of a SoW • Assessment through peer-to-peer professional interview

Overview of Micro content:

Phase	Tasks	Activities and support	Purpose	Assessment
1	Attend online **Launch**	• Preparation: Application form • Rationale for work • Strategy plan	• Introduction to Certificate course • Access to the Staffroom • Introduce Subject Tutors	Compulsory attendance
	Prepare for and attend **eTutorial 1** Compulsory Topic	• Preparation: Listen to lecture podcast/ read literature and complete reflection questions • eTutorial: Explore the compulsory topic, share practice and swap ideas • Discuss the design of the ultimate SoW • Explore what makes a successful SoW • Explore how designing a SoW can drive subject leadership	• Deepen subject knowledge to enrich planning and delivery of SoW • Consolidate impact of the learning from lectures • Share practice and swap ideas • Define features of a successful SoW and how the design can provide opportunities for developing subject leadership	Compulsory attendance
	Prepare for and attend **eTutorial 2** – SoW on topic of choice	• Select and listen to personal choice podcast and/ or reading in preparation for eTutorial and designing SoW • eTutorial: articulate how chosen topic will lead to an aspect of school improvement around subject leadership (send tutor a slide summarising these ideas) • Challenge thinking of peers through asking questions about chosen topics and rationale	• Deepen subject knowledge and make use of subject enriching materials pertinent to specific topic to be taught • Consolidate thinking around design of SoW • Support peers by questioning choices to refine thinking • Final checks for phase 2	Compulsory attendance
1 & 2	**Independent research**	• Itemise details and include comments about value/ impact. These could	• Actively seek a topic to develop and enrich personal subject	Evidence to support interview

		include reading, podcasts, courses, collaborations, visits/ trips, resources	knowledge and that of pupils	
2	Write, deliver and reflect on SoW	• Write SoW • Include opportunities for extra-curricular experiences • Add reflections and refinements in the form of a reflective log	• Application and ongoing review of developing subject knowledge to improve quality of teaching and leadership of subject	Evidence to support interview
	Prepare for and attend subject focused **eTutorial 3**	• Preparation: Develop SoW ideas using resources including those on PTI Staffroom. • eTutorial: Share practice and swap ideas. Discuss leadership of the subject. Discuss evidence to show impact	• Further deepen subject knowledge to enrich planning and delivery of SoW • Consolidate impact of subject research undertaken so far • Share practice and swap ideas • Celebrate and recognize progress	Compulsory attendance
3	Final Summary reflection	• Reflect on impact of the work • Gather evidence to illustrate impact	• Consolidation of the process and consideration of next steps	Evidence to support the interview – at least **three pieces** of evidence for each module.
	Successful interview, after both Micro and Macro are completed, this will result in an award of the PTI Middle Leader Certificate.	• Peer to peer interview assessment to discuss the progress of the project. • Three assessment roles (interviewee, interviewer, moderator).	• Final assessment • Peer review of another participant • Quality Assurance conducted by PTI	

Aims and Objectives of Macro:

The intention of the Middle Leader Certificate Macro module is to develop and strengthen a school culture committed to scholarship and senior teachers' understanding of curriculum-building, by determining key knowledge within a subject and designing a challenging curriculum across key stages.

1. Design a challenging subject focused curriculum (through curriculum mapping) across key stages
2. Consider coherence and challenge within the specialist subject's curriculum
3. Identify and respond to the conditions that impact upon the learning process within a subject over time (including extending and enthusing pupils through subject-based activities beyond the curriculum)
4. Evidence and evaluate the outcomes to drive school improvement

In the macro module, participants will design a curriculum map (CM) for the subject, looking at other topics and indeed subject areas and how these connect together across key stages. Prior to review, participants will be expected to deliver aspects of their CM to a range of Key Stages (it is likely other members of staff are also involved in delivery).

Macro	Aims/ focus	Components
	• **Leadership** of scholarly ethos through curriculum design • **Subject Knowledge** enhancement through subject-focused curriculum mapping	Macro requires the design of a **curriculum map (CM)** across 3 key stages. • Launch Event • 3 x online sessions • Personal academic research • Curriculum Map • Delivery (of identified aspects) and impact • Assessment through peer-to-peer professional interview

Overview of Macro content:

Phase	Tasks	Preparation	Purpose
1	Attend online launch	• Reading provided by PTI • Curriculum self-reflection and audit	• Consideration of Curriculum in a broad sense - what is it and what is its purpose? • Consider the rationale for this work within own context of department/ school/ trust to create a needs analysis to influence strategic planning
	eTutorial 1 Compulsory Topic	• Listen to lecture podcast and complete reflection questions • Consider how and when this topic could be taught in different key stages	• Deepen subject knowledge to enrich curriculum understanding • Consider features of the ultimate CM framed around the compulsory topic • Identify barriers to learning and how these could be overcome • Share ideas with subject group
	eTutorial 2	• Independent research on aspects of curriculum, making use of PTI resources and subject group	• eTutorial: articulate the chosen topic and rationale for choice • Clarification of reasons for making curriculum choices beyond exam specifications • Strategy around how to approach the work
1 & 2	Independent research	Itemise details and include comments about value/ impact – could include details of: • Reading • Podcasts • Courses • Collaborations • Visits/ trips • Resources	• Actively seek to develop understanding of curriculum principles within a subject and how these might be implemented within your own context
2	Design CM	• Engage with your subject network • Collaborate with others – departments/ schools/ phases • Decide which aspects will be delivered for testing and reviewing	• Share best practice • Road test aspects of curriculum design • Facilitate colleagues in improving practice • Improve quality of education for students
2	eTutorial 3	• Reflect on progress so far – what has gone well and why? What still needs to be done?	• Consolidate work so far and review progress • Share practice and swap ideas – consolidate plans for CM

9		• Reflect on course criteria and begin to identify areas to evidence	• Celebrate and recognise progress
3	Attend assessment meeting

Successful interview, after both Micro and Macro modules are completed, this will result in an award of the PTI Middle Leader Certificate. | • Final summary reflection – gather evidence to illustrate impact
• Prepare responses to questions that will be asked in interview
• Consider questions that might be asked during the interview in preparation for role as moderator | • Peer to peer professional interviews assessed against criteria (below) to discuss the progress of the project. Notes and written reflections can be used as evidence alongside compulsory evidence detailed in the criteria below
• Peer review of another participant to demonstrate leadership skills |