Subject Leadership Certificate

Participant Handbook
2021/22

Contents

About this course

The Subject Leadership Certificate is a personal accreditation course aimed at developing subject leaders through the design and delivery of challenging schemes of work.

Aims and objectives

The Subject Leadership Certificate level 1 develops participants' subject specialist knowledge and pedagogy, and lays the foundations for curriculum development and leadership.

Aims of the Subject Leadership Certificate:

- ✓ Consider coherence and challenge within the specialist subject's curriculum
- ✓ 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)
- ✓ Create challenging schemes of work (SoW)
- ✓ Evidence and evaluate the outcomes following delivery

**INSPIRING TEACHERS
CHANGING LIVES**

Overview of the course

Level 1 areas of focus

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

Level 1 components

Two modules focusing on subject knowledge, subject pedagogy and subject leadership through the design and delivery of two distinct **Schemes of Work**.

Module 2 participants will demonstrate leadership through sharing experiences drawn from creating their first SoW with colleagues through structured eTuturial contributions.

The course consists of:

- One launch Event
- Three mandatory eTutorials
- Personal academic research
- Creation and delivery of one SoW per module
- Assessment through peer to peer professional interview

Duration:

4 terms (2 terms per module). We recognise that circumstances may change therefore we are able to offer one deferral to the next cohort if needed.

Module breakdown | Phase 1

Preparation and planning

Application form: Participants prepare in the first instance by reflecting on the current context of their subject within their school curriculum, and consider what makes successful subject leadership. Their application form serves as a starting point at the launch meeting.

Launch meeting: Participants reflect on their own contexts, explore the course success criteria and deliberate with colleagues the ultimate design for a SoW. Following the Launch meeting, participants will be provided with the mandatory topic and lecture podcast to discuss at their first eTutorial.

eTutorial 1: Participants explore their reflections on the mandatory topic and lecture. The subject tutor provides guidance at this online meeting for selecting a topic for participants' Scheme of Work.

Following eTutorial 1: Participants select a topic of choice to research (making use of the PTI staffroom, subject network and subject tutor) and prepare to articulate their rationale. Participants are encouraged to select and listen to a lecture on their chosen topic from the Staffroom as part of their preparation for eTutorial 2. A slide summarizing their choice and reflections should be submitted to the subject tutor ahead of eTutorial 2.

eTutorial 2: Each participant will present on how their chosen topic will enhance the rigour and coherence of the departmental curriculum. Subject tutors will ask what aspects of subject leadership will be explored, and in particular how the design and delivery of a challenging SoW can drive subject leadership in their context.

> **Note**
>
> Module 2 participants will be expected to lead parts of the eTutorial session – sharing their own experiences of Module 1 and guiding others through discussion.

Module breakdown | Phase 2

Delivery and Refinement

Develop the Scheme of Work

Following eTutorial 2, participants develop their SoW.

- ✅ What will be learned?
- ✅ When and how?
- ✅ What training needs exist?
- ✅ What opportunities are there for enriched and wider learning beyond the curriculum?
- ✅ How does the SoW sit within the current curriculum?

Deliver the Scheme of Work

Participants will deliver the SoW: personal reflections, observations, team teaching, pupil work and pupil voice will evidence the impact of the work. Participants are encouraged to keep a reflections log to share at eTutorial 3.

eTutorial 3

Participants discuss their progress and bring examples of their evidence to share with the group. Subject tutors will provide guidance on the three assessment roles (Interviewee, Interviewer and Moderator) and encourage discussion of how to best challenge evidence in an assessment setting.

Subject tutors will refer to the course success criteria and guide participants to reflect on their own definition of success and how their evidence supports their conclusions.

Module 2 participants will lead part of the final eTutorial session – sharing their own experiences of Module 1 and guiding others through preparing for the assessment.

Module breakdown | Phase 3

Reflection and Review

Preparing for assessment: Participants are assessed in peer to peer professional interviews during which they will present both evidence against the course success criteria and reflections on the impact of the work.

Participants:
- Submit their SoW with notes **and** three further examples of evidence to illustrate the impact of the work on pupils, colleagues and personally
- Prepare answers to the 6 assessment questions detailed on the assessment document
- Familiarize themselves with the three assessment roles they will fulfil

Moderators:
- Review the evidence of interviewees they are moderating and draw two or three key questions they will ask in the assessment

Interviewers:
- Reflect on the six questions and how to get the best from their interviewee

Participants must be available for the full duration of the meeting (around three hours) to take up each role of interviewee, moderator and interviewer.

During the interview, there is an expectation to evaluate, challenge and celebrate the work of others as part of their review to demonstrate leadership skills. The second aspect of assessment is through the evidence portfolio – this document is provided to the moderator in the assessment triad (see below) and the PTI and should contain the SoW (with notes) and a minimum of three further pieces of evidence selected from the "Sources of Evidence" list. Assessment is quality assured by the PTI.

Overview of Module 1 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

Phase	Tasks	Activities and support	Purpose	Assessment
1&2	Independent research	• Itemise details and include comments about value/ impact. These could include reading, podcasts, courses, collaborations, visits/ trips, resources	• Actively seek a topic to develop and enrich personal subject knowledge and that of pupils	Evidence to support interview
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 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 recognise 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 interview – at least three pieces of evidence for each module.
	Submit evidence portfolio and attend Assessment	• Peer to peer interview assessment against criteria (below) 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	Successful interview and portfolio in both modules results in award of PTI Subject Leadership Certificate Level 1

Overview of Module 2 content

As above and: Module 2 participants will lead part of the eTutorial sessions – sharing their own experiences of Module 1 and guiding others through discussion.

Assessment | Part A

Peer to peer professional interview of six key questions, referencing sources of evidence (these are outlined below)

1. What aspect of the topic did you identify to develop into a SoW and why in terms of the needs of your school, your pupils and your own professional development? (Sources 1, 2, 3, 4, 10)

2. How did you prepare for writing the SoW? (Sources 4, 5, 6, 7, 9, 11)

3. How successful was the SoW? (Sources 3, 6, 7, 8, 9, 11, 12)

4. How has the project developed your subject expertise? (Sources 5, 12)

5. How has the project enriched your leadership skills? (Sources 7, 9, 10, 11)

6. What are your next steps? (Sources 1, 3, 8, 9)

Part A continued

Where possible, Assessment will take place in groups of at least three, with each participant taking turns in the following roles:

Interviewee
- Prepares for interview by reflecting on the six key questions
- Answers questions to demonstrate impact of completing the module
- Refer to specific examples of evidence pertinent to the evidence categories

Interviewer
- Asks the six key questions
- Records key points from the answers provided during the interview
- Asks for further details if required

Moderator
- Verifies evidence from the portfolio prior to the assessment day
- Forms a series of questions from the evidence portfolio to ask during the interview (2 or 3 key questions)
- Records relevant points during the interview and verifies against evidence categories

Assessment | Part B

Evidence portfolio

At least three pieces of evidence, a written summary of the six assessment questions and the finished SoW will be signed off by the moderator during the interview. The evidence must be submitted via the PTI Staffroom prior to the Assessment. It will be used by the PTI as part of its Quality Assurance process.

The list of potential sources of evidence are outlined on the following page.

Potential sources of evidence

1. Thought piece on impact of topic on coherence and challenge of school's curriculum

- How challenging is the idea?
- Why is it important to offer students challenging work?

2. Rationale on how the topics will lead to an aspect of improvement

- Improvement for pupils in learning, attitudes, enthusiasm, outcomes
- Improvement for teachers in teaching, enthusiasm, retention

3. Pupil voice

- Involve pupils in the design of their learning

4. Raw data analysis

- School data
- National data

5. Evidence of research

- Action based research in school
- Academic research

6. Evidence of subject-based activities beyond the classroom

- How are pupils enriched by these experiences?
- How are these activities sustainable?

7. Plans – meeting/ training and SoW to illustrate quality of challenge

- Design of the teaching sequence – what aspects informed and inspired the planning?

8. Pupil performance evidence to illustrate high level of pupil engagement

- Pupil work, pupil voice, outcomes

9. Evidence of subject-based work with other schools/organisations

- In what ways have partnerships strengthened the processes?

10. Sponsor comments (if applicable)

- How have you raised the profile of this topic within your school?
- What is the response of line managers (and beyond)?

11. Budget

- How can you make more of what you have? Share resources? Access extra resources/ funding?

12. Project plan/ SoW

- How is this different to what you might have done without the project?

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