



INSPIRING TEACHERS  
CHANGING LIVES

## **Yearbook 2020**

Action-based research  
conducted in schools

2020

## The PTI Yearbook

The PTI Yearbook is a celebration of the long-term work that teachers are doing to demonstrate excellence in subject leadership and school leadership within their schools. We are proud to support thousands of teachers to strengthen their subject knowledge, inspire their students and develop transformational teaching practices.

### Our members' research focuses on:

- Improving teaching and learning
- Supporting collaboration
- Encouraging staff to develop their specialist subject knowledge
- Extending and enthusing pupils, within and beyond the curriculum

## 2019-2020

How the PTI supported teachers



### CPD Subject Days and Online Courses

Inspiring, subject focused lectures with academic guest speakers

Tailored to include strategies which could be applied in the context of remote learning.

### New Teacher Subject Days

Subject knowledge enhancement and teaching strategies

Inspiring subject-based CPD for trainee and new teachers.

### Online subject-specific forums

Collaborative discussion networks

Enabling subject leaders to share experiences and discuss the current context for teaching and learning.

### Subject Leadership Certificate

Personal accreditation recognising exceptional curriculum design

Aspiring subject leaders enhance their subject knowledge and improve student experience.

### Virtual Subject Leadership Days

Reunion days to share action research in schools

Hundreds of subject leaders discussed their research projects and how they've had an impact in their schools.

### Virtual Primary Hubs

Thought-provoking, subject-specific workshops

Encouraging primary subject specialism and curriculum challenge by providing ideas for teaching and learning.



#### Film Music course, with Howard Goodall CBE

"All speakers were engaging, well-planned, with fantastic resources. Clearly knowledgeable and encouraged engaging and valuable discussion. Outstanding." Attendee, 2020



#### Virtual Primary Hub

"What a wealth of resource and support - so generous for sharing!" Attendee, 2020



#### New Teacher Subject Days

"Amazingly impressed with the speakers. Workshop sessions excellently and efficiently run, bridging the gap between the speakers and practical implementation. Would definitely book myself on another and recommend to any teacher." Attendee, 2020



#### School Leadership Residential

"Really enjoyed having access to such high-profile and engaging presenters who provided really excellent stimulus for discussion." Attendee, 2020

#### Unnatural disasters lecture, with Professor Iain Stewart

"I always feel very fortunate to hear @ProfIainStewart talk. And the @PTIEducation summer school that I attended (a long time ago!) remains the best CPD I have ever had. Grateful to this day!" Attendee, 2020

## Research projects

The following pages feature summaries of some of the action-based research projects completed in 2020 by members of the School Leadership Programme and Subject Leadership Programme.



2020

## History

### Engaging boys in extended writing in History

| Stewards Academy, Essex |

**The challenge** | Historically, boys had lost interest in writing at length in Years 10 and 11 and very few boys went on to study History A-Level at the local college.

**The method** | Year 1: An intervention group for Year 9 boys was established. Trips were offered as a motivational tool, including a free screening of Dunkirk, the IWM London and the IWM Duxford. Elements of each trip were used as reference points in lessons. Pupils felt as though they already had some prior knowledge so were immediately engaged. To encourage autonomy, boys were asked to vote where they would like to go on their next trip.

Year 2: The first battlefields trip to France went ahead with 28 History GCSE pupils, including most of the boys in the intervention group. Using photos from the trips in lessons was an extremely effective teaching resource. Pupils felt like experts; ownership over the trip was very powerful and led to the boys writing at length about the First World War.

Year 3: The booklets for the 2018/19 trip focused on descriptions and research, but were not closely linked to the skills of source analysis. With a year's experience of running the trip, it was possible to reflect upon how the booklets could be improved. In addition, the department produced knowledge organisers for pupils to use before the trip to familiarise themselves with the battlefields. Unfortunately, the trip did not go ahead this year, but the booklets were produced and pupils had completed their studies in class.

#### THE IMPACT

- Boys closed the gap in 2019, a consequence of paper 1 results (the warfare paper)
- Far more boys are now taking History in Years 9 and 10
- The culture of writing has been transformed in the History department and staff are far more conscious of what motivates boys in lessons
- The department runs more History trips than ever before and the Battlefields trip is now one of the most popular in the school
- Trips have motivated pupils and allowed them to contribute to and help shape lessons
- Being able to see History outside of the classroom has changed pupils' perception of what History is

Contact | Jamie King



# MFL

## Embedding and recycling key linguistic structures to improve written and spoken production of language

| Bexley Grammar School, Kent |

**The challenge** | All students are expected to take two languages to GCSE; seven languages are on offer. Textbooks used in the previous Schemes of Work encouraged learning grammar within a specific context.

**The method** | Year 1: The journey began with research visits to two schools, observing teaching methodologies. Knowledge Organisers and Departmental Glossaries closely linked to the Scheme of Work were at the core of lesson planning. Trials using this new methodology took place. Talented Year 11 linguists were given roles as Language Leaders to work with underachieving Year 10s.

Year 2: INSET was provided to suggest ways to embed structures from the Core Language Grids into Knowledge Organisers for each topic. Best practice was shared through peer lesson observations and resources stored centrally. Key Stage 4 Core Language Grids had now been created in all languages and a simplified version for Key Stage 3 was developed. Additionally, a Language Club was set up.

Year 3: A new 5-year Scheme of Work was created, building from basic communication language needed to answer assessment questions. The department completed an overhaul of French, German, Italian and Spanish Schemes of Work and began developing Knowledge Organisers at Key Stage 5 for IB Topics in all languages.

### IMPACT

- Improved GCSE results – in 2018, 97.4% of students achieved grades 9-4; by 2019 97.7% of students achieved grades 9-5
- In 2018, just over half the cohort achieved grades 9-7 (54.4%). By the following summer this had risen by more than 10% (65.6%)
- There was an equally impressive increase in the very best grades 9-8 (from 26.8% to 35.8%)
- More developed written and spoken responses (at Key Stage 3 and 4)
- Students more receptive to additional support
- More students selecting to continue with MFL at Key Stage 5
- The success of the project methodology has spread to other schools

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# Geography

## Supporting and collaborating with local secondary schools in the Brighton and Hove area and beyond

| Cardinal Newman Catholic School, Hove |

**The challenge** | The department had led the Geography Network (2008-2013) which was lost through funding cuts and different schools' journeys. There was a desire to re-establish this with the formation of the Teaching School Alliance.

**The method** | Members of the department developed Geography CPD programmes for the PTI, including attending conferences and a residential to deliver workshops. The school participated in the national GA/British Council 'Critical Thinking in Geography Project' acting as a local hub for all secondary schools to attend. All six departmental members attended the CPD and secured Part 1 and Part 2 of the qualification.

The Brighton and Hove Geography Partnership was established through the local Teaching School Alliance. Departmental members co-chaired and shared best practice, related to new GCSEs and A Level assessment, feedback, making every lesson count and fieldwork. Plans were put in place to offer support for NQTs by liaising with the University of Brighton ITE programme.

### IMPACT

The idea of greater collaboration would allow best practice to be shared and all students in Brighton and Hove schools to get a better 'geography experience' especially where there were new subject leaders, newly qualified teachers or non-specialists.

Some outcomes were achieved successfully, but any networking and collaboration requires excellent communication and relentless interventions. However, there was excellent engagement and participation from several schools and a real collaborative atmosphere.

Resources have been partially/fully completed due to COVID-19, but application and practical fieldwork have not taken place. The hub remains virtual encouraging staff to attend CPD. The greatest success was the establishment of the network which will continue next year in the "new normal".

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# History

## Enhancing student achievement in History through enrichment activities and flipped learning

| Bexley Grammar School, Kent |

**The challenge** | Bexley Grammar School has a selective intake based upon academic ability so the project was centred on enhancing the learning capabilities of the most motivated students. There were already a number of long-standing school trips in place in certain year groups.

**The method** | Year 1: Enrichment provision was extended with a Year 10 residential visit to Berlin and Krakow. A student survey gave positive feedback and those opting for GCSE History increased to 120 from a cohort of 192. Flipped learning strategies were initiated across the Key Stage 4 curriculum enabling more class time for the development of higher order learning skills. Key aspects of the content were completed by students prior to lessons in Years 10 and 11.

Year 2: Other opportunities were developed as part of the wider enrichment week for the school with visits to the Imperial War Museum, the Churchill War Rooms and HMS Belfast taking place. Flipped learning was maintained in Years 10 and 11 and extended to Year 9. Based on the department's experiences developing flipped learning across Key Stage 4, time was devoted to the process of implementing a number of scaffolding techniques.

Year 3: A Year 7 Dover Castle trip was planned for June 2020 with the complete cohort of 224 students. Due to Covid-19, this and the Year 10 trips were cancelled. Opportunities for "flipped learning" were consolidated in Years 9, 10 and 11 and were extended to Year 8 students with refinements and scaffolding to assist them.

### IMPACT

- Extending enrichment provision for Year 10 has deepened understanding
- GCSE History is regularly oversubscribed
- Flipped learning has been successful at Key Stage 4 as it has enabled classes to manage content in a more productive way, creating more opportunities for classroom focus on higher order skills
- The use of a virtual learning platform was beneficial, as materials are easily available for students to prepare for lessons and it's an effective way to obtain feedback through surveys

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# English

## Inspiring more boys to engage with literary texts

| Wymondham College, Norfolk |

**The challenge** | To engage boys in writing through a range of extra-curricular activities with a view to improving results and take up at A Level.

### The method

- Weekly tutor time sessions 'Reading Escapes' and 'Read to my tutor' were introduced
- Librarians visited other local libraries to gather ideas
- The Kids Lit Quiz and the Carnegie Shadowing Scheme were held in the library with themed book displays
- The whole school Arts Festival included a performance poetry workshop and a performance from Ash Dickinson
- The Arvon Creative writing Residential trip is now on the College Calendar and has a waiting list
- A 'Caught Reading' rewards raffle and the Reading Challenge were embedded into the homework timetable
- Literary events such as National Poetry Day and World Book Day are now fully embedded into the school calendar
- A weekly Book Club and Creative Writing club were established
- The school attends the Kids Lit Quiz, taking an additional team this year
- Regular visits to the National Centre for Writing took place
- A male Sixth Form student was awarded the 2020 Young Norfolk Laureateship

### IMPACT

The project has transformed the culture of reading and creative writing in the College. The library is now a lively and well supported space, with regular clubs and themed displays. Reading for pleasure is now embedded into daily school life and extra-curricular provision has dramatically increased. There was an increase in students using the library outside of lesson time. A review of gender gap at GCSE showed that whilst the gender gap is still present, performance is above national levels. It is hoped that other elements of the project will start to have an impact on results over time. The challenges remain but the new initiatives are changing student perceptions.

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# Music

## Developing composition skills using music technology and acoustic composition

| Lancaster Royal Grammar School, Lancaster |

**The challenge** | Many boys at LRGS have excellent knowledge and understanding and many are very strong performers, but they often feel nervous and lost with composition projects.

### The method

- Assessments of skills and confidence levels were done using baseline tests and questionnaires
- Cubase and Ableton Live were introduced to improve the standard of composition
- Online homework was implemented using 'Focus on Sound'
- Online exercise books were created using the app 'Showbie'
- An 'Introduction to GCSE' project was developed for Year 10 using Sibelius to reinforce music theory
- The department took on a new role as a Musical Futures Tech Champion School
- The Year 7 Scheme of Work was successfully rewritten meaning students experience formal composition techniques earlier
- Minimalism was moved from Year 8 to Year 7 to build on practical group work
- The GCSE Scheme of Work was rewritten and this is in progress now on Showbie
- A Composition Tracking Document was developed to target and support boys with potential and enthusiasm to study Music at GCSE and beyond
- During lockdown, students used Noteflight and other websites they could access from home
- The school has acquired over 200 Ableton Live 10 Intro licences for students to use at home

### IMPACT

- An increased enthusiasm and confidence in composition
- An increase in GCSE numbers by +60% over the 3 years
- Approximately 65% of all A Level students went on to further study in Music – a significant increase on previous years
- Many more students take part in composition based extra-curricular activities
- The department is full every lunchtime with boys in bands, practising, having lessons and working on technology
- Pupil questionnaires indicated an increased enjoyment of the subject in the classroom
- By introducing the use of the Push units with Ableton software the boys have been encouraged to take risks

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# Project highlights Leadership

## Improving the quality of teaching and learning by developing a coaching programme for teachers and middle leaders

| Co-op Academy, North Manchester |

**The challenge** | An Ofsted inspection in 2015 judged the school to be "Inadequate", so the aim was to improve the quality of teaching and learning so that pupils' outcomes improved significantly.

**The method** | The monitoring of teaching and learning was a key focus with lesson observations and work scrutinies taking place each term. A coaching programme was introduced for teachers judged to be requiring improvement. A T&L research-based room was established with a library of books and "model" resources which staff were encouraged to use. Teaching Tips were shared on a weekly basis.

The academy used both internal and external courses, as well as support from SLEs. The impact of training was monitored through line management and department meetings. The variety of activities available to students increased; new clubs were developed and additional trips linked to learning took place.

Lesson study was introduced which used a trio model and involved collaborative planning, lesson observations and collaborative reflection. Staff were trained to record themselves teaching. Whole staff training focused on 'Closing the Vocabulary Gap' and developing word-rich classrooms.

**IMPACT** | The vision and excellent leadership was highly significant in impacting on both the improvement of the school and the implementation of the research project. There was a genuine vision of excellence in everything that was achieved. SLT and Middle Leaders completed coaching cycles which enabled them to deal with challenges more confidently and unlock the potential in staff. The team balanced ownership and accountability, subsequently building trust with staff. The significant improvements in behaviour and safeguarding meant the culture changed. Extra-curricular activities were crucial to this success and demonstrated to students that staff were willing to go the extra mile.

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## Developing a school-based CPD programme to improve teaching, learning and assessment

| Ysgol Rhiwabon, Wrexham |

**The challenge** | To develop a collaborative Professional Learning Programme where staff and students trial new ideas to improve the quality of teaching, learning and assessment to improve student outcomes.

**The method** | The Programme included sessions on teacher questioning, quality of teacher feedback, student reflection time, engaging boys and skills development. All staff took part in all sessions with a focus on improving pedagogy and had a Professional Learning file to evidence the workshops, the research and their personal reflection. Staff were also involved in peer observations as part of 'Open Classrooms'.

In the second year there was a move away from the compliance, tick box models of the past, to quality assurance of the progress made by students. All staff had agreed lesson protocols, new Teaching and Learning Handbooks and Feedback to Students Policy, to ensure consistent practice.

In the third year the main focus was to develop Partnership Working with feeder primary schools and local secondary schools to ensure that the school was "outward facing". A new project based on oracy, writing and numeracy was developed through the Professional Learning workshops. All Middle Leaders produced detailed reviews of department and pastoral areas based on formal and peer observation and work scrutiny. All Performance Management targets included a focus on pedagogy appropriate for each teacher. Half the staff led Professional Learning workshops for their peers upholding "run by teachers" as modelled by the PTI.

In the fourth year The Open Classrooms initiative involved students observing with teachers and then providing feedback.

**IMPACT** | KS3 and 4 results improved with a particular focus on boys, and students on free school meals. Invitations were received to present the school's work on Professional Learning in other schools and at conferences. The project has demonstrated that changes for improvement take time but gain momentum and power each year. The project has also reinforced the power of collaborative working, which includes students as well as staff, to create a positive culture in school. Listening carefully to learners can be an undeveloped resource and yet the contribution students make to the school improvement agenda is invaluable.

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## Improving literacy skills

| Robert Clack School, Essex |

**The challenge** | On average, 50-60% of the intake of pupils had a reading age below their chronological age. Staff feedback suggested that literacy was a barrier to student outcomes.

**The method** | A formal whole school literacy policy, with three strands Read, Write and Speak, was written with the collaboration of staff from a range of departments. 'Literacy Reps' within each department refined and shared literacy teaching techniques. Whole school "book looks" identified areas of good practice and areas which required support. The policy was shared with students who had a copy in their planners.

The focus was on developing the confidence of staff in practical subjects to develop student oracy through Inset sessions and paired lesson observation. Students in Years 10 and 11 were given an additional 50 minute English lesson per week. Additional reading for pleasure time was embedded across the school with an extended 15 minute form time. Three additional 'reading meta-cognition lessons' were introduced for the students with the lowest reading age in Year 7. This was such a success that it was rolled out into Year 8 and then Year 9. A comfortable reading lounge was created in the library together with an outdoor reading area.

**IMPACT** | In January 2018 the school was recognised with a Reading for Pleasure award and, in July 2018, was awarded Champion School status by Renaissance Learning. Close links were maintained with the National Literacy Trust and the work has been used as a case study for good practice. The challenge was embedding a new policy in a very large (and growing) split site school with over 100 teachers. Ensuring that there is a consistent approach can be challenging.

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## Raising attainment and improving the progress of Higher Attaining Pupil Premium students (HAPPS) across Key Stages 3-5

| Cardinal Newman School, Hove |

**The challenge** | To raise staff awareness of the needs of the HAPPS group through CPD and to narrow both the attainment and progress gaps between those students and their non-disadvantaged Higher Attaining peers.

**The method** | A Staff Improvement and Action Group was formed leading to a common vision across departments and a shared approach to good practice. Working practices using Sutton Trust materials, as well as guided workshops from external providers such as IntoUniversity, were adopted. Each student had an Academic key worker as well as a peer buddy in an older year. Years 12 and 13 were encouraged to mentor younger students as part of the College volunteering programme.

A structured programme about confidence, leadership, study skills, organisation, academic challenge and resilience was introduced. This programme was established for Key Stage 4 and 5 students with support from University of Sussex (Widening Participation) and University of Brighton (Compact Plus). Key Stage 4 trips to Oxbridge colleges were arranged to widen and deepen aspirations.

**IMPACT** | In the 16-19 group 2019, data showed that the HAPPS students had an ALPS Grade 2 (Progress +0.46) compared to their non-disadvantaged peers with ALPS 3 (Progress +0.37). This was a marked improvement on the data of 2016 (Progress +0.02). In 2019 the disadvantaged students outperformed their non-disadvantaged peers.

A key finding was the way the students responded best to a one-to-one approach. Feeling valued in this way led them to participate more actively in the work of the project and to benefit personally and academically as a result.

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**Mr Peter Shears** p.shears@cncs.co.uk

## Developing a culture of speaking and engagement throughout the pupil body

| Upton Hall FCJ, Wirral |

**The challenge** | To develop girls' confidence to express themselves, to feel involved and valued.

**The method** | Lessons called "Here I Am" were introduced to Year 7 by the English department. After CPD, a "hands down" policy in lessons was introduced. Staff formed pedagogy triads to share and develop ideas. In the second year "Here I Am" was extended into Year 8 who were taught skills such as debating and speaking in business pitches. TeachMeets were introduced as a way to share new strategies for active learning. Aspects of citizenship which could be delivered through "Here I am" were identified; for example, girls formed mini political parties, developed manifestos and canvassed each other. This enabled them to appreciate the role of public speaking in politics and in government.

**IMPACT** | "Here I Am" lessons were observed as part of Performance Management and judged as outstanding. Pupils were graded as Developing, Secure or Excellent. Over one third of the Year 9 cohort, the first to experience "Here I Am" in Years 7 and 8, went on to be part of the school's Leadership Academy, training as leaders in English, Science and Maths. 43.9% of teachers rated the TeachMeets as one of the most useful forms of CPD. 93% of staff agreed that 'leaders have created a climate in which teachers are trusted to take risks and innovate in ways that are right for the pupils'. Exam requirements and Ofsted frameworks may change but it is important to define excellent pedagogy as a school community. The project has enabled the school to keep a clear focus on this at a time of change in education.

**Contact** | Anne Murphy

## Challenging and engaging Key Stage 3 pupils to develop independence and a love of learning

| Stewards Academy, Essex |

**The challenge** | To inspire Key Stage 3 pupils with engaging lessons, together with a focus on learning how to learn, in order to develop independence and enjoyment.

**The method** | A Core Hub involving pupils from Year 5 and 6 from two feeder primary schools was created. The focus of the hub was consistency and challenge within English, Maths and Science. Key Stage 2 pupils were invited to a 'secondary readiness' day held at Stewards focusing on the skills of independence and resilience using PiXL NOW resources.

In the second year, the Core Hub was developed to include Humanities and MFL with pupils and staff invited to workshops focused on Key Stage 2 topics. A cross-town moderation of Key Stage 2 writing assessments was implemented so that Key Stage 3 teachers were aware of the Key Stage 2 curriculum and could ensure that learning was being built upon rather than re-taught.

The final year of the project saw a focus on enrichment provided at Key Stage 3 for the more able pupils linked to careers; for example engagement with the Scholars Programme run by the Brilliant Club. Pupils were asked to bring their English and Maths books from junior schools which were used to set accurate targets for Year 7 and to support the development of new schemes of learning to ensure challenge. All Year 7 books had an example of work from Year 6 stuck into the front of their books to demonstrate their prior skills and presentation standards. This was used as a tool to assess progress during work scrutinies by middle leaders and the senior leadership team.

**IMPACT** | 100% of pupils completed the transition projects prior to starting at Stewards in September 2019. This project helped create strong links with local feeder schools. All staff appreciated the opportunity to share ideas and moderate work across the key stages.

**Contact** | Clare O'Sullivan (Year 1)  
Holly Sherwood (Years 2 and 3)

## Schemes of work

The following pages feature summaries of two Subject Leadership Certificate projects completed in 2020. The Subject Leadership Certificate is a personal accreditation course aimed at developing subject leaders through the design and delivery of challenging schemes of work.



2020

# English

## Poetry, Place and Identity

| Altrincham Grammar School for Girls, Greater Manchester |

### Focus of the Scheme of Work

To teach poetry with a particular focus on poetic methods and terminology.

### Reasoning

AGGS has 57 feeder schools, therefore students come with a different level of knowledge of this area. Poetry is a good way to teach and consolidate skills that students have. There is also a whole school focus on updating the curriculum to be more reflective of the diversity within the school (now over 50% non-white British). Pupil feedback from school council indicated that at GCSE students felt that “there lacked a breadth of topics and voices which represented our cultures”. Poetry offered the opportunity to see a breadth of cultures and to diversify in terms of race, ethnicity and gender.

### Research

Poems from other cultures were researched and considered. The Scheme of Work was designed to evolve, starting small with poems of the individual and then building out to poetry ‘beyond ourselves’. Local poet Lemn Sissay played an important part in the SoW; students were able to relate to his Manchester Poem. Maps were also incorporated into lessons so the class could mark off and visualise where poets were writing about and where they came from.

**IMPACT | Students really enjoyed seeing themselves represented in different texts and also enjoyed having their prior knowledge developed. Student comments included:**

- “We really enjoyed learning about all the different poets and seeing them from around the world”
- “I like the Presents from My Aunts poem because my Grandma in Pakistan sends me things like that as well”
- “My favourite poem was the Lemn Sissay poem because I already knew quite a bit about Manchester from other lessons so it made sense”

During the pandemic the project provided staff with a fully formed scheme of work that could simply be adapted; this is something the English department really appreciated. The celebration lessons and the project at the end of the scheme of work were particularly successful. Students produced an anthology of five poems they could relate to and wrote one original poem. They really rose to this challenge and produced some outstanding pieces of work.

Contact | Niamh Devlin

# Music

## Protest songs

| Gordon’s School, Surrey |

### Focus of the Scheme of Work

To research music being used as a form of protest and use this as a basis to write original compositions. The aim was to approach composition in a more personal way and enable students to structure their learning more independently.

### Reasoning

To ensure that students were engaged with topics relevant to their lives, with the longer-term goal of improving the number of students taking Music to GCSE. The focus was pertinent given current world events such as Black Lives Matter, the ‘Me Too’ movement and the American election where music was being used as a form of protest. This was also the perfect opportunity to look at the performers that were being highlighted to ensure that they are from a wide variety of backgrounds e.g. mix of gender, ethnicity, nationality etc.

### Research

The book 33 Revolutions per Minute played a big part in the research for this Scheme of Work. To ensure that topics could be discussed in enough detail, the Irish Troubles, black segregation in America, the Cold war, the suffrage movement amongst others were also researched in depth.

**IMPACT | Students responded really positively from the outset. A class analysis of the song *Black* by Dave went down really well. Engagement was high and the discussion sparked covered a wide range of topics. Students were open and honest when talking about topical issues; one student said “I think this song has really given me a voice”.**

Because students were able to choose their own topic for protest, the themes ranged from homelessness to FGM to animal cruelty. Giving students the freedom to explore topics they felt passionate about gave them a form of real expression.

Student surveys indicated that they enjoyed working on topical issues, along with using tablets to be more independent in their choices. 95% of 130 students said they enjoyed the project. 86% of students said it had made them think more about wider issues.

Contact | Rachel Brazendale



# What's happening in 2021

## New Teacher Subject Days

- High-quality subject enrichment courses
- Featuring speakers from leading universities

## CPD Subject Days & Online Courses

- Subject-specific courses centred on a theme
- Enrich schemes of work with academic thinking

## School Leadership Conference

- Presentations from esteemed speakers
- Breakouts exploring leadership approaches

## Subject Enrichment Residential

- Talks from high-profile subject experts
- Workshops focused on enriching the curriculum

## Subject Leadership Certificate

- Personal accreditation for subject leaders
- Design and deliver challenging schemes of work

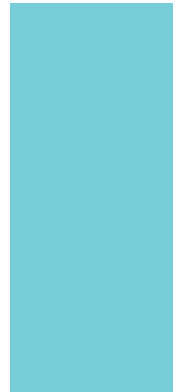
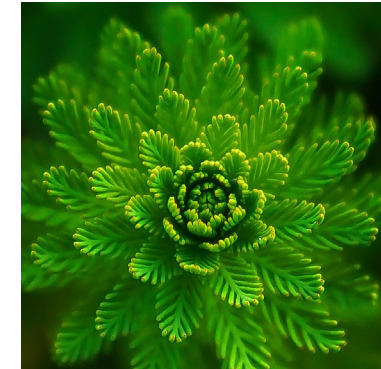
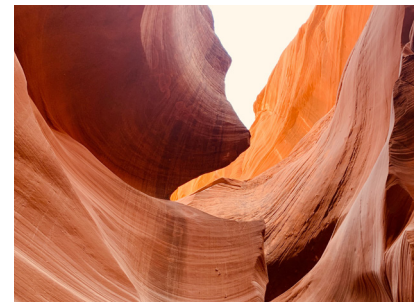
## Subject Leadership Forums

- Collaborative networks sharing best practice
- Discussions centred on teaching and learning

## Virtual Primary Hubs

- Networks of local primary schools
- Bespoke subject-based CPD days

Find out more [www.ptieducation.org/events](http://www.ptieducation.org/events)





# PTI | Unlimited



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- Places on all CPD Subject Days
- Places on all CPD Online Courses

## Professional development for new teachers

- Places on all New Teacher Subject Days\*
- A chance to attain the New Teacher Certificate accreditation

## Professional development for subject leaders & aspiring subject leaders

- Places on all Subject Leadership Forums
- Places on the Subject Leadership Certificate accreditation course\*

## Department recognition

- Places at the Subject Enrichment Residential\*\*
- Enrolment onto the Subject Leadership Programme
- Places at Subject Leadership Days for subject leaders

## Professional development for leadership

- Places at the School Leadership Residential\*\*
- Enrolment onto the School Leadership Programme
- A place at the Leadership Programme Day
- Places on all Leadership CPD courses

## Resources

- Access to lectures and resources from past PTI events

*\*Subject to fair usage policy \*\*For those not already inducted*

## Programme Membership

Includes free affiliate membership for departmental staff / SLT

### Subject Leadership Programme

A peer network for subject leaders to share their subject passion, develop a strong department and improve results

Raise the bar in your department

### School Leadership Programme

A network for secondary heads, executive heads and SLT to focus on long-term strategies for school improvement

Whole-school leadership of T&L

### Primary Leadership Programme

A network for primary heads, executive heads and SLT to focus on long-term strategies for school improvement

Develop staff and subject leadership

## Affiliate Membership

Individual membership, open to all teachers

- Access to lectures and resources from previous PTI events
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