



INSPIRING TEACHERS
CHANGING LIVES

Yearbook

2021

The PTI

Professional development for teachers and school leaders

The Yearbook is a celebration of the ongoing PTI professional development programmes that teachers around the country are committing to. These develop their expertise and provide a rich subject experience for their students. Our pathways are designed to demonstrate excellence in subject teaching, and we are proud to support thousands of teachers to strengthen their subject knowledge, inspire their students and develop transformational teaching practices.

"This simply was the best talk I have been to in years and years and years, thanks - I feel so lucky to have heard it and it has reinvigorated my views of this topic." 2021 CPD Online Course participant



YEARBOOK

The following pages give some insight into the range of CPD programmes that we offer at the PTI. There are options for teachers at every stage of their career and the Yearbook celebrates some of the recent accomplishments of our members. If you are interested in any of our programmes or certificates, you can contact nicola.bentley@ptieducation.org.

What we offered in 2020-21

CPD Online Courses

Inspiring, subject focused lectures with academic guest speakers

New Teacher Subject Days

Inspiring subject-based CPD for trainees and Early Career Teachers

Online subject-specific forums

Collaborative discussion networks enabling subject leaders to share experiences

School Leadership Conference

Online conference for school leaders to listen to high-quality speakers and discuss approaches

Subject Leadership Certificate

Personal accreditation recognising exceptional lesson design

Virtual Subject Leadership Days

Reunion days for Programme members to share their progress and impact

Virtual Primary Hubs

Thought-provoking, subject-specific workshops for primary teachers

Virtual Greenpower CPD

Professional development partnership with STEM charity

The Subject Leadership Certificate LEVEL 1

For aspiring and established subject leaders

The Certificate Level 1 is a personal accreditation recognising exceptional lesson design. This is a modular course aimed at developing subject leaders through the design and delivery of challenging schemes of work. The course takes around 18 months to complete and increases expertise leading teaching and learning. Participants work with experienced practitioners to design the schemes of work.

"The PTI assessment meeting was so wonderful. It is not intimidating - far from it! It is so encouraging! I have never felt so commended by peers for work and achievement." Julia Rendall, Wyomondham College

Here are some examples of the Schemes of Work designed by inspiring teachers who have successfully worked with the PTI to complete the Subject Leadership Certificate Level 1.



Rachel Brazendale, Director of Music | Gordon's School, Woking |



Focus of the scheme of work

Rachel set out to develop a series of KS3 lessons that approached composition in a more personal way and enabled students to structure their learning more independently. This was done by studying protest songs and helping the students to develop a personal connection to their compositions. The use of protest songs as a theme opened up many different avenues for the students to pursue. Some of the topics covered included the Black Lives Matter movement, the 'Me Too' movement, homelessness and animal cruelty.

Engagement was high and classroom discussions 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"*. Student surveys indicated that they enjoyed these lessons. Overall 95% of 130 students said they enjoyed the project. 86% of students said it had made them think more about wider issues.

Rachel said: "The Certificate has made me consider taking more risks and being braver in picking topics that are not areas of my direct expertise if I think it will help students embrace issues".

Leola Victor, Head of English | The Chalk Hills Academy, Luton |



Focus of the scheme of work

Leola's vision was to build a Key Stage 3 curriculum which helped prepare students for - and improve the transition into - Key Stage 4. She approached this by revising lessons to increase challenge within the curriculum and ensuring that feedback given to students was of high quality. Other priorities were to collaborate with other departments and provide extended reading opportunities which could involve parents.

Leola's brand new lessons included exploring Shakespeare through research projects with Year 7, creative poetry workshops with Year 8 and introducing a range of challenging, dystopian fiction into the curriculum. In the summer, the department held a 'thriller' literacy competition in which students had to write their own horror or thriller story. When teaching Shakespeare's *Much Ado About Nothing*, Leola included a task where students had to find movies that shared plot points with the play they were studying.

Working with the PTI has enabled Leola to collaborate with English teachers from all over the country. She said: "I am now realising the importance of student voice and collaborating with teachers outside of your catchment area".

Jennifer Bigg-Wither, KS4 English Coordinator | West Kirby Grammar School, Wirral |



Focus of the scheme of work

Jennifer created new lessons introducing students to poetry. Many students had a negative pre-conception of poetry. Based on academic research, she realised that one of the causes of this was teachers selecting specific poems to focus on in isolation and not providing students with a wider library.

Jennifer, therefore, constructed her lessons around poetry anthologies to expose the students to more than just a singular poem by an author and allow them to draw comparisons between works. The unit started by focusing on Andrew McMillan's *Physical* and Roger Robinson's *A Portable Paradise*. It then developed to a comparative unit looking at selected works of Philip Larkin and Carol Ann Duffy.

Jennifer said: "The students were very comfortable with the poetry and drew comparisons between both poets as a whole not just between specific poems. They have found a new appreciation for poetry both inside and outside of the classroom. The poetry unit really improved students overall appreciation of whole collections and the power of a poetic voice".



The Subject Leadership Certificate LEVEL 2

For aspiring school leaders

The Certificate Level 2 is a personal accreditation recognising an exceptional understanding of curriculum-building. This course is centred on curriculum knowledge and curriculum leadership and is assessed through the design and delivery of a challenging, subject-focused curriculum across key stages.

"The support I received from the PTI, my tutor Jacqueline Pierce and other colleagues completing the course was invaluable and I would recommend the course to anyone. The opportunities to share areas of common concern, ideas, resources, inspiration and moral support was essential to the outcome for me." Justine Greenhalgh, Ullswater Community College



Here is a summary of the project by Rhian Fender who successfully worked with the PTI to complete the Subject Leadership Certificate Level 2.



Rhian Fender, Head of History | Hinchingsbrook School, Huntington |

The Subject Leadership Certificate Level 2 accreditation followed Rhian's completion of an MEd, where she looked at the use of literature in History. Her studies had shown that there was great potential in the use of literature – historical empathy, contextualisation, and geographical understanding amongst others. Additionally, the School Development Plan – and thus the Department Development Plan – focused upon using ambitious texts in lessons, so this became the focus of Module 1 of the course.

Student feedback revealed that students felt novels were 'creators of images of the past' and helped uncover 'forgotten history' such as how people were feeling. Both academic texts and fictional literature were embedded across Schemes of Work, and it was clear that incorporating texts into the curriculum was highly enjoyable for students of all abilities.

As part of Module 2, Rhian trialled new Schemes of Work on the 18th century, and posed questions such as "What can cartoons tell us about political power in the 18th century?" and "How did the Georgians act politely?". Staff reported high levels of student engagement and felt that the lessons were accessible to all students. Statements from the students showed that this project really tapped into some of the most crucial questions at the heart of the use of historical evidence.

Rhian said: "Having completed this accreditation, I now feel even more equipped to engage with the current discussions on History in the classroom, and the purpose and breadth of the curriculum. The PTI has created a platform for research and debate on our everyday practice, and both myself and my department have hugely profited from this."

The course was immensely enjoyable. Working with like-minded teachers from around the country, all looking to enhance the experience of History in their own school context, was a joy. The Certificate enabled me to explore my own personal interest of curriculum planning, engaging with copious amounts of pedagogy, but also invaluable peer discussion, to consider the very foundation of our discipline."

The Subject Leadership Programme

For subject leaders and departments

The Subject Leadership Programme is a national network which subject leaders are invited to join once they've attended a Subject Enrichment Residential. Members set annual objectives to achieve the PTI Subject Leadership Mark, which recognises excellent subject provision. They also meet every year to share best practice.

"PTI has provided an incredible national network of Geography colleagues who enthusiastically support one another by sharing best practice and inspiring ideas to give our students exciting learning opportunities." Nicola Thurlow, Bexley Grammar School

Here are some examples of departments that have achieved the Subject Leadership Programme Mark through their action-research projects.



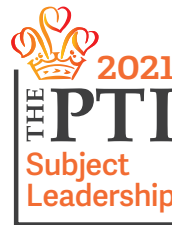
Engaging boys in extended writing in History

| Stewards Academy, Essex |

Aim: To engage boys in writing through the use of trips.

Method: 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. 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.

Boys closed the gap in 2019, a consequence of paper 1 results (the warfare paper) and 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. Being able to see History outside of the classroom has changed pupils' perception of what History is.



Using online resources to improve student performance in Mathematics

| Winstanley College, Greater Manchester |

Aim: To create a bank of online resources and topic tests for each A Level Maths unit and to determine their impact on student performance.

Method: Initially using Moodle and then the Dr Frost platform, a large bank of online electronically marked topic homework tasks were created for Years 12 and 13. These became compulsory for students in addition to handwritten problem solving assignments. Analysis of engagement with online tasks showed that students continued to use the platforms beyond the set tasks and also voluntarily watched additional video tutorials. Students were able to get immediate feedback on individual questions. The platform also produced the "weakest questions" as a sheet to help teachers recap main areas for development. However teachers noted "You can only easily see the final answer given by a student, not any workings".

During lockdown, using the 'Insights' feature on MS Teams was an excellent way to identify which students may need help. Post lockdown, there was a 99% student engagement with the platform illustrating how well MS Teams was received by students. Overall, using online tools to support learning was highly beneficial for students' engagement with their studies.

Improving the rate of progress through KS3 Modern Languages

| King Edward VI Five Ways School, Birmingham |

Aim: To better equip Key Stage 3 pupils with the skills necessary for GCSE success.

Method: Aiming to improve confidence in reading aloud, the department planned a series of lessons on phonics and classroom language for French and German Year 7 students, and a recap lesson for Year 8. Various resources were added to students' workbooks and language classrooms. A baseline assessment was used before teaching began, covering a range of skill areas.

The KS3 French Schemes of Work (SOWs) were re-written and students were given booklets containing key texts and sentence builders. A successful mentoring scheme was set up with underperforming students being paired with excelling older students. A final initiative involved rewriting the GCSE SOWs in a similar way to the KS3 SOWs. The 'Introduce/Reuse/Recycle' approach to grammar was introduced and the new approach saw an uptake in students choosing to continue with the language studied in KS3.

Despite difficulties due to remote learning, purposeful learning has taken place with many examples of impressively structured lessons being accessed both in school and at home. Year 7 in particular are completing excellent spoken work. Comments from parents, students and staff have been positive and demonstrated good progress.

The School Leadership Programme

For school and system leaders

The School Leadership Programme is a national network which school leaders are invited to join once they've attended a School Leadership Residential. Members undertake projects to achieve the PTI School Leadership Mark, which recognises excellent leadership of teaching and learning.

Here are some examples of schools that have achieved the School Leadership Programme Mark through whole-school action-research projects.



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

| Ysgol Rhiwabon, Wrexham |

Aim: 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.

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'. All staff agreed lesson protocols, new Teaching and Learning Handbooks and a Feedback to Students Policy, to ensure consistent practice.

Partnerships with feeder primary schools and local secondary schools were developed to ensure that the school was "outward facing". Middle Leaders produced detailed reviews of department and pastoral areas based on formal and peer observation and work scrutiny. Half the staff led Professional Learning workshops for their peers upholding "run by teachers for teachers" as modelled by the PTI.

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 also reinforced the power of collaborative working, which includes students as well as staff, to create a positive culture in school.



Developing a culture of speaking and engagement throughout the pupil body

| Upton Hall FCJ, Wirral |

Aim: To develop girls' confidence to express themselves, to feel involved and valued.

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.

"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'.



The New Teacher Certificate

For trainee and early career teachers

The New Teacher Certificate is obtained by completing the New Teacher Subject Days course. This course takes place over four Saturdays and participants complete an assignment in order to achieve the New Teacher Certificate, which recognises the development of specialist subject knowledge.

"I have found the PTI sessions so valuable, insightful and inspiring for my teaching practice and I would recommend the sessions to many of my colleagues." 2021 NTSD participant

Here are some examples of the Learning Resource Assignments (LRAs) designed by teachers who have successfully completed the New Teacher Subject Days course.



Deborah Child, Geography Teacher

| Outwood Academy Bishopsgarth, Stockton-on-Tees |

Deborah attended the Geography New Teacher Subject Days course and based her LRA on the Day 1 topic, glaciation. Her resource is a set of 3 lessons, taught at the beginning of a unit of work about glaciation for Year 7. It was taught to a mixed ability group with more lower-performing students than high-performing students. This is the first time the topic has been taught at this school and it was the first time the Year 7 students had studied physical geographical processes.

During the Day 1 lectures and workshops of the course, Deborah was able to refresh her own knowledge regarding glaciation and build her confidence to then be able to teach an entire scheme of work about the subject. Deborah's LRA introduces the topic of glaciation using a number of interactive activities. She included challenge questions for higher-ability learners and made the lessons immersive in order to be engaging and accessible to all. By linking glaciation with films (e.g. Ice Age and Frozen 2) that students would be familiar with, Deborah also managed to make an abstract topic relatable.

The student response to Deborah's LRA was overwhelmingly positive, with students demonstrating enthusiasm and familiarity with the topic. Students started to make their own links with other physical processes and climate change. Deborah also included memory challenges as starter activities in her LRA. These tested the student's knowledge throughout the scheme of work and demonstrated significant progress.

Lewis McNellan, Chemistry Teacher

| Chesham Grammar School, Buckinghamshire |

Lewis' Learning Resource Assignment was based on information and activities learned on Day 2 of the Chemistry New Teacher Subject Days course. He designed a PowerPoint for KS4 focusing on the concepts of dynamic equilibrium and Le Chatelier's principle, which aimed to identify and resolve the common misconceptions surrounding this topic.

Using graphs, models and an interactive match-up activity, Lewis' LRA aimed to aid student understanding at all levels. Many of the included resources could be adapted to challenge all students in the class, regardless of ability. For instance, extension questions were included throughout the PowerPoint to challenge higher ability learners, and models were incorporated to assist visual learners. Another key focus of Lewis' LRA was to make a challenging topic more relatable to students. He included a worksheet that linked Le Chatelier's principle to fizzy drinks and put this sometimes confusing Chemistry topic into everyday terminology.

Lewis learned the importance of modelling and how it significantly improves student understanding. He used a model from one of the teacher-led workshops on Day 2 of the course in his LRA to demonstrate equilibrium, as well as another simple model that could be easily set up with minimal lab equipment. He used his LRA over two lessons and used an online, anonymous feedback site to get student feedback. He found that nearly all students said they would be happy to cover this topic if it came up in an exam. There was still some confusion about the more challenging aspects of the topic, however, students really appreciated the effort to make it relatable to their everyday lives. The class was also given a short assessment which resulted in a class average of 71%.



Primary Hubs and Greenpower

For primary school teachers

The PTI offer primary schools a range of CPD activities. Primary Hubs are networks of primary schools which receive bespoke professional development days based on topics relevant to them. Teachers engage with expert speakers and spend time developing new and inspiring teaching resources. Our partnership with Greenpower has involved providing CPD linking their work with schools to topics within the curriculum.

“Excellent to have a professional discussion and share ideas with so many ‘virtual’ colleagues. Many thanks for organising such an inspirational speaker.” Virtual Primary Hub attendee, 2021



Primary Hubs

| Subject-focused CPD for primary teachers |

Emma Kerr, Principal at Egloskerry School, Cornwall said:

“The South West PTI Hub has been running for almost three years now. The Hub was created because the once fruitful networks of geographical colleague clusters and subject networks ceased. I had been involved with the PTI through the Primary Leadership Programme and in September 2019 I launched the first PTI South West Primary Hub. Our schools were now engaging with high quality, innovative CPD and reinventing the mutual support a network provided.

In a pre, during and post Covid world, the Hub has empowered, encouraged, developed and motivated school teachers and leaders during a turbulent time in school. CPD was not forgotten about. In fact the Hub ensured that networks, collaboration, subjects, and the pedagogical expertise required to deliver a rich subject experience, were given even more importance. This was via the new Virtual CPD offer for Hub School teachers and school leaders; this time making national connections and perspectives. The PTI and its CPD model continually improves and innovates to ensure the highest quality of offer to support schools; whilst our face to face events are recommencing, we will still be utilising our new virtual CPD world too.

We are now beginning to work and share best practice with other improvement teams in our region who can see the impact that the PTI Hub model has. The South West Hub, and all of the schools within it, are firmly placed at the forefront of best practice with CPD provision, using it as a model for school improvement, teacher development and subject expertise.”



Our partnership with Greenpower Education Trust

| Primary curriculum enrichment |

Greenpower gets young people enthusiastic about science and engineering by challenging them to design, build and race an electric car. The PTI worked with Greenpower to provide subject-specific CPD sessions focused on innovative STEM and cross-curricular links to help embed the Greenpower ‘design-build-race’ project into their curriculum.

Olivia Procter-Moore, Head of Team Engagement at Greenpower Education Trust said:

“Since working with the PTI, Greenpower has been able to offer an engaging project to teachers from Aberdeen to Cornwall who haven’t been able to fully incorporate STEM learning into their classroom activities due to lack of time, low confidence, or in most cases, not knowing where to start. By harnessing the power of Zoom calls, we managed to support our team leaders when they weren’t able to get to a racetrack and provide links with schools across the UK, which they otherwise wouldn’t have met.

The most exciting thing about CPD with the PTI, is witnessing the inspiration take hold during the sessions. From cameras off and minimal comments at the start of the session, we always end up with the beaming faces of teachers, who really care about the education they are providing for their students, passionately sharing ideas.”



For enquiries please contact info@ptieducation.org or call us on 020 3174 3106

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