

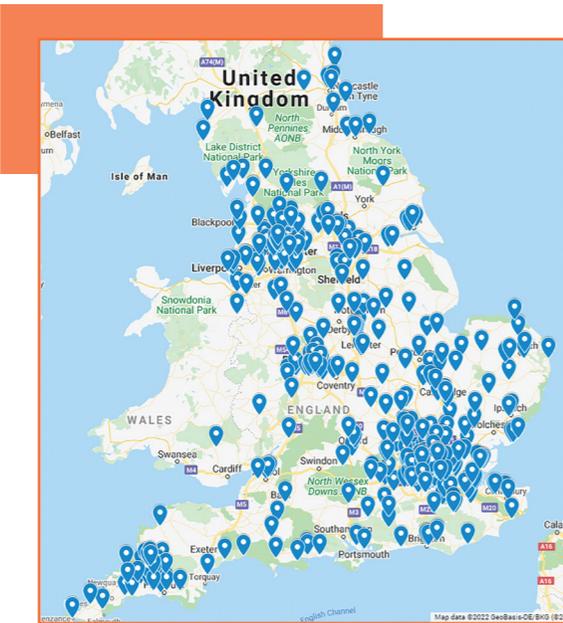


INSPIRING TEACHERS  
CHANGING LIVES

**Yearbook**

2022

INSPIRING TEACHERS  
CHANGING LIVES



## Our map of members

## The PTI Yearbook

This year we celebrated the return of face-to-face events and programmes. This Yearbook reflects on a selection of the PTI's professional development programmes that teachers have committed to, with the aim of providing challenge and enthusiasm for their students.

The projects featured demonstrate the development of teacher expertise and excellence through:

- » a focus on teaching and learning
- » supporting collaboration
- » encouraging staff to develop their specialist knowledge
- » extending and enthusing pupils within and beyond the curriculum



## What we offered in 2021 - 22

The PTI is proud to provide options for teachers across each stage of their career. You will gain an insight into some completed projects from PTI members across the next few pages.

If you are interested in any of these programmes or certificates, contact [nick.park@ptieducation.org](mailto:nick.park@ptieducation.org)

### CPD Courses

Online and in-person subject-focused CPD lectures with academic guest speakers



### New Teacher Subject Days

Subject-specific CPD course for trainee teachers and Early Career Teachers

### School Leadership Residential

Conference for school leaders to explore current challenges and engage in talks from esteemed speakers

### Certificate for Subject Leadership

Personal accreditation at Level 1 and Level 2, recognising exceptional lesson design and curriculum mapping



### Primary Hubs

Workshops for local schools to strengthen subject teaching and subject leadership across their networks



### Subject Leadership Days

Reunion days for Programme members to reconnect and share their growth and impact

### Greenpower CPD

Professional development partnership with a STEM charity

# The New Teacher Certificate

## For trainee and Early Career Teachers

The New Teacher Certificate is obtained by completing the New Teacher Subject Days (NTSDs) 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.

## Martin Roberts Prize 2022

The late Martin Roberts was a founding member of the Academic Steering Group of the Prince of Wales Education Summer Schools in 2002, continuing on that group with the establishment of the PTI until 2016. He was instrumental in the establishment of The PTI's New Teacher Subject Days courses. This year, in his memory, the PTI established Martin Roberts Prizes to celebrate the best new teaching resources created by course participants at New Teacher Subject Days. The winners of the 2022 prize are as follows:

### London Course

|                 |           |                                   |
|-----------------|-----------|-----------------------------------|
| Zahra Ali       | Maths     | Eltham Hill School                |
| Vinu Ariyaratne | Biology   | The Thetford Academy              |
| Colin Bruce     | Physics   | St George's College Weybridge     |
| Ariana Dubignon | History   | Ark Pioneer Academy               |
| Ewen Finnie     | Geography | The Grange Academy                |
| Aoife Sheehan   | English   | Elizabeth Garrett Anderson School |
| Mia Underwood   | Spanish   | Gordon's School                   |
| Kerry Wise      | French    | The John Warner School            |

### Manchester Course

|                 |           |                            |
|-----------------|-----------|----------------------------|
| Toni Malone     | Geography | St Edward's College        |
| Valerie Plichta | English   | Holly Lodge Girls' College |
| Bethany Seymour | Spanish   | The Hollins                |
| Gemma Walker    | Chemistry | Wales High School          |



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



**Zahra Ali, Maths Teacher**  
| Eltham Hill School, London |



Zahra attended the Maths New Teacher Subject Days course and based her Learning Resource Assignment on the Day 1 topic covering Probability. Zahra wanted to expand her subject knowledge whilst finding new and exciting ways to encourage students to learn maths. Her LRA focused on creating a survival game to engage students and inspire them to learn the maths behind the game. The game encouraged students to think about if it were to be played again, would it increase or decrease the chances of survival, i.e., instead of trying to get a square number to move to the next step – they would need to get an even number (to increase their chances) or to get a factor of a number (to decrease their chances). Through her LRA she was able to overcome students' misconceptions that maths couldn't be fun, and students were able to adapt the game by changing small variables without instruction. The NTSDs helped Zahra to understand what other teachers found difficult about teaching probability, and she discovered techniques to help students interact and have fun within a learning environment.



**Toni Malone, Geography Teacher**  
| St Edward's College, Liverpool |



Toni's Learning Resource Assignment was based on 'Africa's Blue Economy', a term she had come across from lecturer Dr Ifesinachi Okafor-Yarwood on Day 1 of the New Teacher Subject Day course. This inspired Toni to think about what sustainable economies look like. Creating the LRA for the assignment encouraged Toni to develop a deeper understanding of Africa's Blue Economy, drawing on the NTSD course lecture which refers to the continent's fishing and ocean-related economy, she was able to extract the areas that were the most interesting to develop. Overall, this led to her department having more valuable and updated resources to use within the 'Addressing Africa' unit of learning in Year 8 Geography. Toni's LRA has encouraged her to relate lessons more to the global Sustainable Development Goals which is a personal target she has for each of her lessons.

**Toni said: "I loved the amount of detail the lecturer went into and I was able to extract an abundance of ideas and further questions I had on this topic for my LRA. When I won the Martin Roberts Prize I was elated. It was so nice to know that people found my LRA useful, and that they would like to use it in their schools too."**



## The Certificate for Subject Leadership 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 (SoW). The course takes around 18 months to complete and increases expertise in leading teaching and learning. Participants work with experienced practitioners to design the schemes of work.

*“The PTI Certificate has empowered me to take the time to reflect on my work and practice more fully than I usually give myself the time to.”* Vicky Slota, Wymondham College

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



### John Dyson, Head of History ..... | Broadway Academy, Birmingham |



John set out to broaden the theme of ‘Empire’ that is taught in the KS3 curriculum and to teach about other empires outside of the British Empire. His SoW aimed to expand students’ knowledge of empires that have existed throughout history and to compare and contrast different empires, focusing on The Ottoman Empire. Whilst researching this new topic for the department, John sought guidance from academic historian Professor Marc Baer to ensure his SoW was both historically accurate and at an appropriate level for the KS3 curriculum. The topic was introduced and linked between other areas that were already being taught and allowed discussions between students about challenging topics. Students found the topic enjoyable, challenging and felt they could engage with the work of historians in a way that they had not before. Interest around the topic of the Ottoman Empire spread outside of the Year 8 classroom, and Sixth Form students requested to complete an Ottomans-themed NEA (coursework) having seen some of the literature and lessons from this SoW.

*John said: “Completing the Level 1 Certificate for Subject Leadership allowed me to think about and introduce topics that were completely new, and I was able to integrate them into our curriculum. I am proud of how the study of the Ottomans allowed students to access historical literature and to understand that history is a debate or discussion – often with not one correct answer.”*

### Alice Dunn, History Teacher ..... | Dormers Wells High School, Middlesex |



Alice’s scheme of work titled ‘The Aztecs - did disease destroy an entire empire?’ focused on the rise and fall of the Aztec Empire and Central American life, 1325-1521, as the curriculum did not cover the Americas at the time. She felt that students would benefit from learning about a culture which was different to others they learnt about, but one which they could also draw similarities from. In her SoW Alice introduced Year 7 students to the work of a range of historians, which was not currently being offered in others. Engagement was high from students and they commented that they enjoyed learning about a culture so different from their own. Staff also gave positive feedback on the SoW and offered suggestions on how to make lessons more challenging.

*Alice said: “Creating this SoW allowed me to learn about a topic I did not know anything about and has helped develop my understanding of the Spanish empire. I’m proud of the SoW I developed whilst completing the Certificate.”*

# The Certificate for Subject Leadership

## 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.

Here are the summaries of two successful projects from the Certificate for Subject Leadership Level 2.



**Justine Greenhalgh, Head of History**  
| Ullswater Community College, Cumbria |



Justine's Scheme of Work titled 'Britain and its relationship with the world 1066 - present' aimed to create a coherent thread that ran through the curriculum and went beyond chronology to show students what they were studying, how it linked to previous learning and what future learning (KS3, 4 and 5) it laid the groundwork for. The focus started with England and the Norman invasion and ended with World War II and the decline of empire in the twentieth century.

Justine chose this topic to show relevance to the students and promote interest and engagement with the whole KS3 curriculum. The SoW meant that students were better able to articulate the reasons they were studying things, both on a topic and a lesson-by-lesson basis. Colleagues were engaged by the changes in the SoW and contributed units and resources to help build it, which promoted department enthusiasm and unity. As a result, the College looked at more synoptic assessment to prepare students for grappling larger chunks of time in GCSE development study work.

*Justine said: "The sharing of ideas outside of my usual environment was fantastic. I had great support from my tutor and it was good to devote time to the KS3 curriculum. In a busy school year, it can get knocked down the list of urgent priorities yet is hugely important in preparing students for their experiences and success in history at KS3 and beyond."*



**Daniel Coker, English Teacher**  
| Rainham Mark Grammar School, Kent |

Daniel's Scheme of Work prioritised a complete re-write of Terms 1 and 2 for Year 10 English Language, following a departmental meeting where staff expressed an interest in a more prescriptive layout to Language rather than a 'pick and mix' approach. Daniel created a new Module Overview with the aim of planning a route for the opening terms of the year which would lead to effective and impactful teaching and learning. Without his own Year 10 Language group to deliver this SoW to, Daniel taught this module to his Year 11 Language class as part of their revision.

Following this, four of these students achieved three grades above their Framework For Teaching (FFT) target and nine students achieved one grade above their FFT target. 48% of students in the group therefore exceeded their target FFT grade, while 89% of students in this group either met or exceeded their target FFT grade.

*Daniel said: "The Certificate for Subject Leadership Level 2 gave me the opportunity to work with other teachers at other schools. I enjoyed sharing ideas and strengths which developed both my leadership and pedagogy as a result."*

# 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 increased quality of subject provision. They also meet every year to share best practice.

Here are some examples of departments that have achieved the Subject Leadership Programme Mark.



## How do we change the approach to singing to make it intrinsic?

| The John Warner School, Hertfordshire |



### Aim

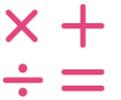
To build students' confidence in singing and to use similar strategies as reading in schools with singing, by approaching it as an essential skill which can be developed by everyone.

### Method and impact

GCSE students were encouraged to participate and help run the singing club at KS3. Pupils became inspired by their peers and were keen to get involved in other activities. As the group continued, pupils got involved with the project 'We are the voices' and performed as part of the school's Arts festival. In the second year of the programme students worked on learning a 'challenge' piece which they would sing with local primary schools. They performed this as a choir at Christmas in a local church during the local town Christmas festival. There was more interest at GCSE - where numbers more than doubled for the next year. In Years 3 and 4 of the programme, there were more GCSE Music students and more able musicians leading ensembles. GCSE students held a key role in leading singing ensembles and setting up a boys singing group. The end of year questionnaire reflected that 92% of pupils were happy with the music experiences offered. Success has been displayed in the numbers of pupils in singing club. There was originally one group with only a few members and now there are two different singing groups, one of which is an all-male group. Previously, getting boys to attend regularly the main singing club had been difficult. The ethos of the department and school is different and there is an expectation that pupils will sing in Music, with an increase in uptake for Music in GCSE. Before, many pupils were disengaged in Music lessons. This year's GCSE students enjoy class performing together and sing together regularly as a class. There were also record numbers at auditions for the school's musical.

## Raising achievement at KS4 via focus on problem-solving questions

| The Warren School, London |



### Aim

To raise achievement at KS4 in Maths by involving all staff to develop pupils' confidence in problem-solving skills at KS3 and KS4.

### Background

The Maths department was achieving results in line with national average, but test paper analysis showed that pupils were struggling with worded and multistep problems.

### Method

Teachers worked collaboratively to share ideas on how to incorporate challenge, word problems and problem-solving tasks into their teaching. This meant better coordination of planning between teachers in adjacent sets, so pupils received a similar experience. Staff also liaised with teachers of sets above and below, to think about how they differentiated for different abilities. The quantity and quality of assessments were analysed, making sure that there was adequate time between assessments. As a result the timescale and frequency of assessments were adjusted. This allowed more teaching time in the classroom and more importantly, more time to focus on the topics identified by the gap analysis. In the third year of the project, the main aim was to continue to track progress and achievement, in particular of Year 11 pupils. Gap analysis of assessments was used to identify topics for focus. Going into the fourth year, there was an added focus on ensuring that any gaps in knowledge due to lockdown and student absence were covered. After every main assessment in Year 11, teachers did a gap analysis and identified the topics for improvement. Lesson time was then spent teaching these topics and once these topics were taught, pupils did a mini assessment to ensure that these gaps were closed.

### Impact

As a result of this project, staff are now more aware of the importance of key skills. There has also been an improvement in pupil confidence, especially with middle-to-low ability classes when attempting worded problems. Pupils now give more detailed answers during Q&A and staff have seen engagement from students when focusing on key skills, with more pupils answering problem-solving or worded questions correctly.

# The Subject Leadership Programme

## How does the use of outside specialists impact secondary Art education?

| Cardinal Newman Catholic School and Newman College, East Sussex |

### Aims

First, to build a programme that supports and enhances the school and local community, positively impacting the profile of the department. The second aim was to investigate the impact of using outside specialists on students' motivation, sense of creative identity, and on the uptake and retention on GCSE and A-level Art and Photography courses.

### Background

With the reduction of funding for the arts within the community during the 2010s, the emphasis has been put on schools to provide arts experiences for young people. During the past decade, creative arts subjects within schools have faced struggles, predominantly due to the introduction of government policies, such as the Ebacc.

### Method

#### Year 1

At the start of the first year, a programme of visual arts events for college students was created and distributed during the open evening as a promotion to prospective students and their parents. In 2019/20, the 'Creative Council' (now Visual Arts Academy), was formed for students. The educational experience for A-level Art and Photography students was enhanced through talks and workshops from outside specialists.

#### Year 2

As part of the Visual Arts Academy, outside speakers and CPD workshops were offered to college students. The speakers demonstrated their own practice and widened students' understanding of the creative arts in the real world. This year also saw the introduction of digital badges to reward students for developing soft skills. After lockdown, staff and students were invited to contribute towards 'Project Teabag' a collaborative installation piece that aimed to visually reflect on the pandemic and the experiences people had, which was inspired by the talk given at the PTI by Jennifer Collier. Students who participated felt that the process allowed them to reflect on their experience of the pandemic and helped to develop their creativity.

#### Year 3

With the Visual Arts Academy now in its second full year, there was an opportunity to reflect on its delivery and scope and the decision was made to separate it into the 'Photography Academy' and the 'Art Academy' which enabled both to be tailored towards the interests of the students. A meaningful, educational and fun afternoon of workshops for a feeder school class were devised and lead by Year 12 students through the facilitation of an outside specialist. All the Year 12s were awarded a 'leadership' digital badge - the highest level possible of badge.

### Impact

Outside specialists have motivated A-level students by building their understanding of creative career paths and volunteering opportunities. They have demonstrated the value and real world significance of Art and Photography. This has given students confidence in their choices (and helped to aid retention) and a clear direction upon leaving college. Successful collaboration with the feeder school has demonstrated how the arts can support whole-school uptake in Year 7, whilst enhancing young people's experience of the arts in the community. The department now also has improved links with the local community, and initiatives such as the digital badging are being continued.



## The PTI Bernice McCabe Award 2022

The PTI's Bernice McCabe Award promotes and celebrates excellence in subject leadership, recognising departments for their exceptional leadership and impressive teacher subject expertise across the department. The £5000 prize and trophy is awarded annually to an exceptional department which demonstrates the ethos and values of the PTI through their work within and beyond the curriculum. Bernice McCabe OBE, who sadly passed away in February 2019, was the founding Co-Director of the PTI and believed in the transformative power of inspiring subject teaching.

### The PTI Bernice McCabe Award Winner - Leeds West Academy

The Mathematics Department at Leeds West Academy was announced as winner for its exceptional leadership and impressive teacher subject expertise. Consequently, pupils developed an enthusiasm for mathematics which led to a significant increase in students taking higher tier GCSE Mathematics, and improved exam success. The department's passion and energy led to a significant number of pupils participating in voluntary Saturday Mathematics sessions. Judges were particularly impressed by the subject confidence and enthusiasm of students of all aptitudes as a direct consequence of the teaching quality and commitment of staff at the school.



Richard Jagger, Curriculum Leader of Maths at Leeds West Academy

## Primary Hubs



### For primary school teachers

Primary Hubs are networks of primary schools which receive bespoke professional development days based on topics relevant to their networks. Teachers engage with expert speakers and spend time developing new and inspiring teaching resources.

*"It has been beneficial to meet coordinators from different schools and be able to share ideas and best practice. Also having the opportunity to meet with teachers working in secondary schools has given me more of an insight into transition and ways in which we can help our children prepare for their continued learning at secondary."* Holly Sheen, Montbelle Primary School 2022

Below is feedback from a Headteacher whose school is a current member a PTI Primary Hub.



### Elsbeth Geden, Headteacher

| Montbelle Primary School, London |

"The PTI Primary Hubs have provided significant direction for our Subject Leaders. It has extended the opportunities that were already in place through network meetings to provide a structure to collaborative working, that also provides robust knowledge development alongside professional development.

Our Subject Leader who attended the RE day at the Greenwich Primary Hub came back to school revitalised and with renewed enthusiasm for her subject area. They felt the content had developed their own subject knowledge and allowed for sharing of good practice and subject specific experience. They had left the training with clear steps for their own development, our school approach to RE and with the knowledge that the initial steps had been taken to allow this work to be sustained within the Hub schools.

After attending the Hub day, the Subject Leader provided feedback directly to the Senior Leadership Team in the first instance and refined the next steps for school development of the subject. Information about these next steps has been shared with staff through email and through direct conversation in order to initiate improvement. A staff CPD session will also be planned into the summer term. The Primary Hubs have provided renewed enthusiasm and drive resulting in deeper focus and meaning to monitoring."

# PTI Unlimited

## For Unlimited access

The PTI Unlimited membership offers full access to all of our CPD courses, events, programmes and resources for leadership, subject departments and teachers. PTI Unlimited price per school for 2022/23 is just £3700+VAT\*

\*£7000+VAT for independent and overseas schools

## What's included

- » Places on our one-day subject-focused CPD and online courses for teachers at all levels
- » Places for subject leaders on our three-day Subject Enrichment Residentials across 10 subjects
- » Places for early career teachers on our four-day Saturday development course
- » A place for headteachers on our two-day School Leadership Residential
- » Places on our 18-month personal accreditation course for aspiring and established subject leaders

Here are two testimonials from current PTI Unlimited Coordinators.



**John Wilkinson**

| Head of Geography, St Edward's College |



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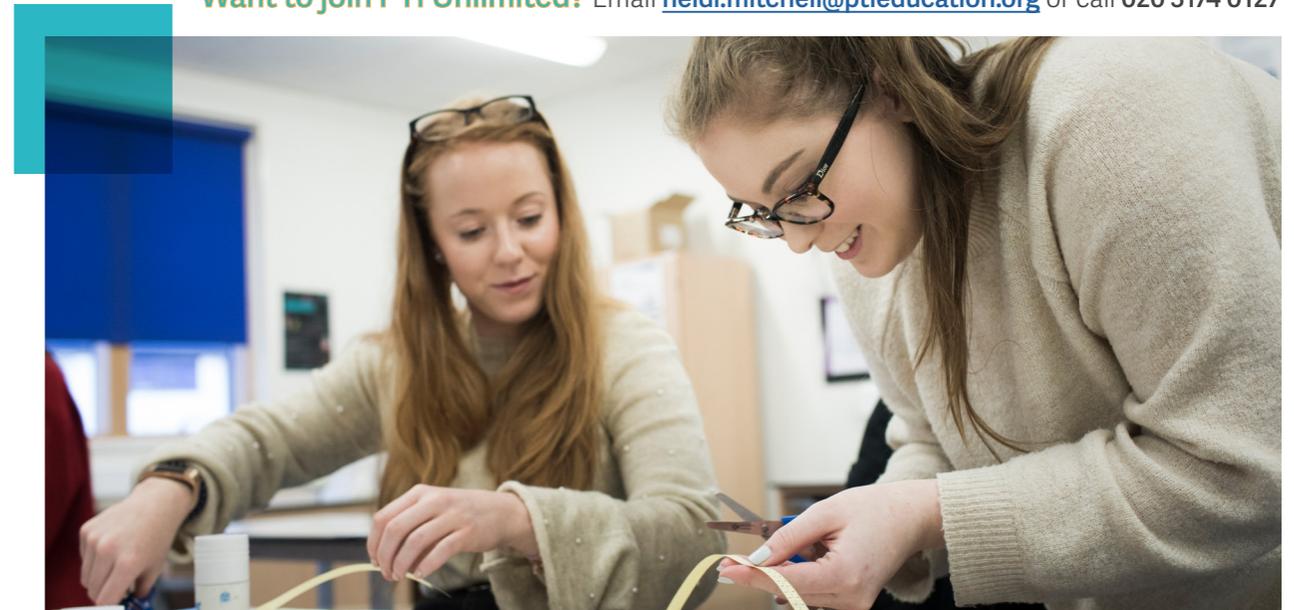
"St Edward's College's engagement with the PTI has led to a cultural shift in terms of values and attitudes towards CPD. Our colleagues are motivated to engage with CPD in a developmental timbre - an investment in success. Learners and educators are thriving in an aspirational environment cultivated by virtue of the PTI. For example, New Teacher Subject Days have secured rapid and sustained progress for our early career teachers. We have also seen the result of the Subject Leadership Certificate, which has cultivated a 360-degree environment where learning is not restricted to the classroom. Throughout our Unlimited membership with the PTI, it has been clearly demonstrated that curriculum is at the centre of the respect-rapport relationship between learners and educators providing an environment of aspiration and ambition. There is no doubt that our PTI membership has added an additional layer of quality to St Edward's College's CPD programme."

## James Walker

| Assistant Headteacher, Robert Clack School |

"Being such a large school with over 180 qualified teachers, finding quality professional development opportunities that are engaging, subject-specific and cost-effective is a continual endeavor. The addition of PTI unlimited has been a fantastic resource and has provided additional opportunities for our staff to develop their subject knowledge and subject-specific pedagogical approaches. For those already in leadership or new to a role, developing the successful traits of management and leadership is crucial to driving and maintaining standards. Middle leadership can be a challenging time in a career of a teacher - bridging the gap between being a new teacher and being ready for leadership is difficult and requires skill and patience. Having access to quality departmental leadership courses from the PTI has provided additional avenues for our leaders to grow. It has enabled some of our leaders to develop key intrinsic leadership skills which enable them to have a greater impact in their roles."

Want to join PTI Unlimited? Email [heidi.mitchell@ptieducation.org](mailto:heidi.mitchell@ptieducation.org) or call 020 3174 0127





For enquiries please contact [info@ptieducation.org](mailto:info@ptieducation.org) or call us on 020 3174 3106

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