

Informing and Challenging our Practices and Pedagogy, Keele Hall 4th April 2019 8.30am – 4pm

Workshop Strands

Transitioning between Key Stages 2 and 3. These workshops will share some of the work funded by the Stoke on Trent opportunity Area that have focused on Transition. These projects have been supported by the Research School and so colleagues will share their evidence informed projects.

Implementing Philosophy for Children. These workshops will share how the EEF's Implementation Guide and Toolkit have been drawn upon to facilitate a whole Trust approach towards implementing an innovation. The case study will focus on how and why Philosophy for Children was implemented in a Primary Multi-Academy Trust drawing on the EEF materials.

Dialogic Teaching and Learning in Primary Settings. These workshops will look at practical strategies to help support talk as a powerful medium of communication. The first workshop will consider how talk for learning depends on involving children in activities that help them to think and learn together. The second workshop will share a funded project that Sutherland Primary School has led, supported by KNSTE, considering how picture books can be used with older children in Key Stage 2 to help them make meaningful inferences and develop comprehension capabilities.

Curriculum Design. For a little while now within the KNSTE Initial Teacher Education Programmes we have foregrounded the notion of teachers as curriculum makers. These workshops will explore what it might mean to make a curriculum that is informed by key concepts, i.e. big ideas in each subject area. Three schools will then share how they have developed this approach differently within their settings.

Developing Teachers. These workshops will explore different routes into teaching. Many of our partnership schools are curious to know more about how best to support colleagues interested in Assessment Only. This journey can start at least two years before the assessment period and so the first workshop will explore ways that leaders can create opportunities to suitable members of their school communities for whom this route may be appropriate. We are also delighted to welcome colleagues from 'Transition to Teach' who will share the support that is now available to career changes who are seeking to apply to train to teach – some of your parents, carers and others may be able to benefit from this free support. Within the SCITT we now offer a flexible, two year route and we will be pleased to share this as well as an insight into the Graduate Teacher Apprenticeship Route, a programme that we don't yet offer, but one that we could consider.

Supporting Teacher Educators (TEs). We see TEs as fundamental to teacher development, and so we have been pleased to develop an approach to lesson observations, that is enquiry led and dialogic. This is co-analysis. It is rigorous, i.e. analytical, practises are analysed in relation to aspects of teaching and pedagogy, but it is unashamedly developmental rather than judgemental. SCITT colleagues will share this approach which is appropriate for teachers at all career stages, not just beginning or early career teachers. Many school colleagues who have practised this approach have found that it has had impact on their whole school developments, and they will be pleased to share these experiences as part of the second workshop.