



TeachingTimes Masterclass Webinars

# Online Professional Learning Courses In A Time Of Covid-19

SHORT, INTENSIVE, NECESSARY

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# Contents



# The Relationships' Route to Whole School Engagement and School Improvement

Date: **26th, 28th and 29th October 2020** | Time: **4:30pm - 6:00pm (London Time)** | Cost: **£95.00+VAT**

Why has The Bill Gates Foundation given £10 million pounds to BARR (Building Assets, Reducing Risks) to extend their work in US Schools? It's because its intervention model of intentionally building structured relationships among staff, students and parents, combined with careful use of school data, has had phenomenal performance results in all the 170 schools it works in.

These three webinars will outline how these relationships are built, how school data is used to support the programme and how research can be used to convince schools and funders that your improvement is not a 'one-off' achievement.

## **Session 1: Monday 26th October**

### **Staff-to-Staff Relationships**

This session will focus on how to establish and enhance staff-to-staff relationships, regardless of the operational setting (in person or virtual). Too often, leaders and staff skip this step and expect curricular, structural, or other types of changes to provide the solution. Attention to staff then translates into student level changes in attitudes and behaviour.

## **Session 2: Wednesday 28th October**

### **Staff-to-Student Relationships**

BARR's two pillars are data and relationships. Too often, schools take for granted the ability for teachers to build relationships with students. In reality, staff need support and coaching to build relationships with students. This webinar will focus on how to establish and enhance staff-to-student relationships.

## **Session 3: Thursday 29th October**

### **Student-to-Student Relationships and Family Engagement**

Student engagement is intentionally built into BARR. Through BARR's social emotional curriculum and its structured, intentional relationship building, students meet peers they may never have encountered in a meaningful way. BARR's restructuring of the schedule creates cohorts of students, allowing them to connect more easily with one another.



A short course consisting of three 90-minute webinars over three dates.

### **Lead Presenter**

Angela Jabarek: Director of the BARR Centre, USA.

# Building Learning Resilience in Every Child



Date: **20th October, 10th November and 3rd December 2020** | Time: **4:00pm - 5:30pm (London Time)** | Cost: **£95.00+VAT**

These three thought-provoking sessions have been specifically designed to enable all children to learn and thrive within an inspirational post-pandemic school culture and to provide a creative thinking approach to both the recovery and post-recovery curriculum. The sessions will offer a wealth of ideas that explore the potential that we now have to co-create within all schools a personalised, transformative and values-led post-pandemic philosophy of education and of school leadership.

## **Session 1: Tuesday 20th October**

### **We have all been in The Pits!**

This session will focus on how the school can once again be perceived by children, staff and families as an inspirational community where every individual feels that they are able to learn and thrive in our current post-lockdown and 'not quite yet post-pandemic world'. The session will offer a number of practical strategies that focus on children's wellbeing and on equipping every child with all they need to be able to succeed socially, emotionally and academically in unprecedented times and moments of uncertainty.

## **Session 2: Tuesday 10th November**

### **Re-entering the Main Track from the Pit Lane**

This session will focus on how both the teaching and learning processes and the daily routine of the classroom enable every child to re-enter the main race-track from the Pit lane, in the knowledge that they would have all had very different experiences whilst in the Pits; some will be racing back out, some will probably do a lap and feel they have to make another stop and some may be very reluctant to leave the safety of the Pit lane and the Pits at all.

## **Session 3: Thursday 3rd December**

### **Thriving whilst being back 'on Track'**

This session will make reference to the forthcoming book 'The Joy of Not Knowing' which will be published by Routledge in December 2020 and focus on practical approaches that demonstrate how the curriculum can be delivered to promote a creative thinking approach across all areas and all times of the day. The session will demonstrate the value of devoting specific time during the year to a 'Learning to Learn Week', to explicitly teach the children how to learn, how to think creatively and how to acquire all the dispositions that will ensure that they are able to succeed as individuals, learners and citizens in a post-pandemic world.

**A short course consisting of three 90-minute webinars over three dates.**

**"Students must think creatively to secure a better future"**

*Caleb Femi, First Young People's Laureate*

### **Presenter**

**Marcelo Staricoff:** the author of the best-selling resource book *Start Thinking*, and has just authored a new book to be shortly published by Routledge called *The Joy Of Not Knowing*

# The Lessons of Covid-19 - Are New Pedagogies Needed?



A Free Webinar Hosted by  
The Edge Foundation

Date: **Tuesday 3rd November 2020** | Time: **4:30pm - 6:00pm (London Time)** | Cost: **FREE**

How often have you seen stories questioning whether education is giving young people the skills they need for future life and work?

This question has become all the more relevant with the Pandemic and the necessity for distance/blended learning.

**Tuesday 3rd November**

## **The Lessons of Covid-19 - Are New Pedagogies Needed?**

The Edge Foundation specialises in helping to make education relevant to the future. They have partnerships with a range of amazing schools, colleges and projects across the world who are leading practice in this area.

In this webinar, you will get a chance to meet key contacts from two of those partners:

- **High Tech High** in San Diego is a world-renowned leader in project based learning and on this side of the Atlantic.
- **XP Free School** is the first Expeditionary Learning school in the UK – an Outstanding free school based in Doncaster which teaches through cross-curricular expeditions.

How have their radical approaches fared under Lockdown, and what have they learned?

You will hear from both schools about their models and lessons learned and get the chance to discuss how you can make use of some of their techniques in your classroom.

How are two of the world's most innovative schools, High Tech High (US), and XP Free School (UK) responding to the Pandemic and a disruptive future.

# Progression Planning and Effective Feedback for Deeper Learning: An Introduction to SOLO Taxonomy

Date: **2nd, 9th and 16th November 2020** | Time: **4:30pm - 6:00pm (London Time)** | Cost: **£95.00+VAT**

Over the last twenty years SOLO Taxonomy has gradually become one of the key toolsets in making teaching a deeper and more enriching experience for the learner. The key difference that SOLO makes for teachers is clarity and confidence to assess pupils learning, promote higher order thinking and plan the next steps. The key difference for pupils is that their learning is visible, their goals and objectives are clear and they are supported to achieve the next steps.

With SOLO, learning is a shared endeavour.

## At the end of the course delegates will:

- Improve progression in planning - ensuring that it is focussed on clear measurable success criteria and purposeful learning activities
- Improve questioning by showing how to develop higher order questions, support pupils to up-level their responses and provide clear and developmental feedback to pupils to progress their learning consistently
- Improve the structure and framework of curriculum planning to ensure that all domains are covered and pupils can work in greater depth in all subjects.

## Session 1: Monday 2nd November

### Learning about SOLO Taxonomy

- SOLO Taxonomy – background and theory
- Planning for progression and challenge

## Session 2: Monday 9th November

### Learning to use SOLO Taxonomy in the classroom

- SOLO questions and answers
- Mastery and memory
- Assessing progress and give developmental feedback

## Session 3: Monday 16th November

### Learning to use SOLO Taxonomy to plan your curriculum

- Using SOLO Taxonomy to design your curriculum and develop your schemes of work
- Embedding practice – planning for recidivism
- Reflection



A short course consisting of three 90-minute webinars over three dates.

"SOLO Taxonomy provides a simple and robust way of describing how learning outcomes grow in complexity from surface to deep understanding"

*Biggs & Collis 1982*

## Lead Presenter

**Heather Clements:** Acclaimed author, consultant, head teacher and former director of education in a London Borough.

# Higher Order Reading, Writing and Thinking Skills for Nursery to Year 6 Children: An Oracy Approach

Date: **4th, 11th and 18th November 2020** | Time: **4:30pm – 6:00pm (London Time)** | Cost: **£95.00+VAT**

## **Session 1: Wednesday 4th November**

### **The Storytelling Curriculum for 3-6 year olds**

- What is the Storytelling Curriculum? Why is it the key to unlocking children's oracy, literacy and thinking?
- How do we use the 7 basic plots embedded in traditional stories to plan thinking skills?
- How and why do we plan for oral storytelling?
- How do we build role-play, thinking skills and problem-solving to curriculum planning and classroom activities?

## **Session 2: Wednesday 11th November**

### **The Storytelling Curriculum for Key Stage 2**

- In this webinar we ask:
- How does the Storytelling Curriculum change as children enter the juniors?
  - What are children of this age fascinated by? How can we capitalise on their interests in heroes and heroines, villains and tyrants to help them explore humans in the real world?
  - In the juniors they are ready for enquiry and investigation and for developing the thinking skills needed in a literate society.

In this webinar we use one key story from the teaching pack, 'Arctic Stories' to demonstrate how oracy, literacy, drama and thinking skills can be built into our planning. Teachers attending this webinar will gain understanding of how to put oracy at the heart of children's

learning to underpin higher order reading, writing and thinking skills. The materials use model curriculum planning and classroom practices for years 5/6 but can be applied in any KS2 classroom.

## **Session 3: Wednesday 18th November**

### **Introduction to Philosophy for Children (P4C).**

In this webinar we ask:

- What is P4C? How can we introduce P4C into our classrooms?
- What are the benefits of P4C for oracy, reading and higher order thinking?

P4C is a thinking skills approach that has proven ability to enhance the 4Cs of thinking: Critical, Creative, Collaborative and Caring thinking. It improves communication skills and boosts children's confidence and self-esteem. It has a strong research base that documents its impact on children's development including higher order reading skills, improved behaviour and academic attainment.



A short course consisting of three 90-minute webinars over three dates.

## **Presenter**

**Dr Sue Lyle:** HE Lecturer in Education and Teacher Training and author of many thinking skills and literacy curriculum materials, for, amongst others, the Welsh Government.

# Growing Successful Virtual Learners through Effective Teaching Styles

Date: **5th, 12th and 19th November 2020** | Time: **4:30pm – 6:00pm (London Time)** | Cost: **£95.00+VAT**

The US is far ahead of the UK in using online teaching and learning technology. In this short course of three webinars, we explore and examine powerful practices and structures to facilitate high quality learning in a virtual environment. The ideas are based on years of experience and supported by practices of highly recognized educators of online courses. Learn about new ideas to incorporate with your existing teacher toolkit.

## **Session 1: Thursday 5th November**

### **Successful Virtual Practices for Live, Real-Time, Learning (Synchronous)**

Explore several considerations for maximizing student engagement into learning during live sessions. Making learning purposeful and valuable from the learners' perspective can greatly improve their participation. Topics to be explored include:

- Meaningful Engagement Practices
- Making Learning Purposeful to the Students
- Coaching Support

## **Session 2: Thursday 12th November**

### **Successful Virtual Practices for Off-Line Learning (Asynchronous)**

Preparations for off-line learning can impact the success of students. Explore structures and strategies that support active engagement and learner achievement when they are not with the teacher.

- Empowering Student Voice through off-line work
- Establishing structures for Developing Self-Agency Skills

## **Session 3: Thursday 19th November**

### **Successful Virtual Practices for Building a Supportive Learning Culture**

This session will explore strategies that support learner engagement during real-time and off-line learning experiences. Examine how to empower students to take the lead in their learning.

- Using protocols to support learning and collaboration skills
- Exploring the power and value of Relationship Building
- Supporting Responsive Feedback as a Critical Tool for Teachers and Students



A short course consisting of three 90-minute webinars over three dates.

Delegates will take away a much deeper knowledge of how to use distinct forms of teaching practice and learning strategies that suit the new forms of online instruction. This webinar course will explore applications that make your online teaching more fun and more interesting and provide details of websites that support further teacher learning.

## **Presenter**

**John McCarthy: Author, Teacher, Online Learning Consultant and Global Presenter.**

# How to Use Project-Based Learning for Authentic Learning Experiences

Date: **17th, 24th November and 1st, 8th December 2020** | Time: **4:30pm – 6:00pm (London Time)** | Cost: **£95.00+VAT**

Project -Based Learning is one the most important emerging pedagogies in education today and ideally suited to learning remotely. In this short course of 4 Webinars you will learn about the core foundation for implementing quality PBL that is steeped in content and engaging to students. By the end of this series, you will have an important structure for planning PBL for your students based on authentic learning experiences.

## **Session 1: Tuesday 17th November**

### **Why PBL is Important for Students to Experience**

Implementing PBL needs to be worth the time and effort required so that students are deeply engaged in curriculum while building important global professional skills. In this session, explore the important outcomes that students get from a high quality PBL experience as positive impact on their lives beyond school and into the workforce. Also, we will explore key do's and don'ts for implementing PBL units.

## **Session 2: Tuesday 24th November**

### **Essential Elements for Effective PBL**

Good PBL looks complex from the outside looking inside. In this session we will examine the core PBL components that serve as planning points when developing a productive experience. Addressing these important components in

planning makes the difference for students achieving success with curriculum and global professional skills.

## **Session 3: Tuesday 1st December**

### **Establishing a Call to Action to Launch Engaging PBL**

Launching an engaging learning experience and building momentum throughout the PBL starts with a Call to Action. Explore how these important strategies anchor strong student engagement through PBL and traditional instruction. Understand how focusing on an authentic audience can lead to students building context between curriculum skills and their lives.

## **Session 4: Tuesday 8th December**

### **How to Use PBL to Empower Student Voice and Agency**

This PBL session goes deeper into powerful structures and

practices for implementation. These webinars provide extended concepts and practices that are proven in many PBL schools internationally. Take your PBL experience to a new level as you develop a strong unit experience for your students.

### **Managing Quality PBL Experiences that Empower Student Voice**

Designing a good PBL unit is only part of the planning process. Empowering student voice and agency to take ownership of their learning requires systemic structures and activities to teach, coach, and reflect with students. Examine a collection of proven strategies that are used in highly effective PBL to empower students.

### **Planning Quality PBL Assessments without Assessment Fog**

Like any instructional approach, PBL is only as good based on the quality of assessment practices. Explore the do's and don'ts for using quality approaches that uses clear criteria for quality and do not create assessment fog.



A short course consisting of four 90-minute webinars over four dates.

### **Presenter**

John McCarthy: Author, Teacher, Online Learning Consultant and Global Presenter.

# A Curriculum for Climate and Ecological Breakdown in the Secondary School

Date: 23rd, 26th and 30th November 2020 | Time: 4:30pm - 6:00pm (London Time) | Cost: £95.00+VAT

In this series of 3 webinars Dr Sue Lyle, who has been writing curriculum materials on this subject since 1985, shares her curriculum planning tool and gives examples of how it can be applied in classrooms. The webinars are aimed at Key Stages 3 & 4 and can be used in a variety of curriculum contexts including English, Geography, Science and PSE. Some schools have used the materials as part of a one-day conference on Climate Change and its solutions.

All the activities are structured to help the young people acquire knowledge and understanding of the natural world and to care about it. The processes are designed to examine values and attitudes towards the planet and all living beings and promote caring thinking. The processes used teach young people to listen and respect each other, to be clear in their thinking and able

to make judgements based on careful deliberation. The activities are focused on a positive future that can be achieved to support children's well-being.

## Session 1: Monday 23rd November

### The Curriculum Planning Tool

In this session, we introduce the Curriculum Planning Tool which is divided into 5 stages and invites teachers to reflect on its use in their own classrooms:

- Stage 1 - Aesthetic Understanding
- Stage 2 - Ecological Understanding
- Stage 3 - What is Happening? Why is it Happening? What can we do about it?

Examples will be used that are freely available to teachers taking part.

## Session 2: Thursday 26th November

### Classroom Activities

This session provides examples of classroom activities for two of the 5 stages of the tool:

- Aesthetic Understanding and Ecological Understanding: Students explore attitudes towards nature that are prevalent in the world today and consider what assumptions underpin each story and consider the implications of each of the examples for our future. Key skills developed are those of identifying assumptions and considering implications – fundamental skills for exploring environmental issues today.
- Ecological Understanding: This activity increases our ecological understanding as we imagine Britain is a cake and discover how the land of the UK is used today and what changes could be made if we are to achieve zero carbon. A 4Level Reflection

Tool is introduced to help students identify the pros' and cons' involved in changing how we use our land.

## Session 3: Monday 30th November

### What and Why?

This last session covers the three remaining stages of the tool:

- What's Happening?
- Why is it Happening?
- What we can do about it?

Teachers are introduced to 'Dragon's Den' which consists of six case studies to involve young people in conversations about what the future might look like if we make the changes necessary to mitigate climate change. The activities develop students' research and collaborative skills and ability to present a coherent argument supported by evidence.



A short course consisting of three 90-minute webinars over three dates.

Schools and teachers have a vital role to play in helping children and young people develop their understanding when it comes to climate education. Many teachers have said they would like support when it comes to planning.

### Presenter

Dr Sue Lyle has been an educator for 46 years as a Classroom Teacher, Advisory Teacher and Curriculum Developer for both primary and secondary schools in Education for Sustainable Development and Global Citizenship. She spent 20 years in Higher Education as a Teacher Educator and led Continuing Professional Development for practicing teachers. Sue is a senior trainer in Philosophy for Children with SAPERE and an active researcher and writer.

# A Curriculum for Climate and Ecological Breakdown in the Primary School

Date: 25th November and 2nd, 4th December 2020 | Time: 4:30pm - 6:00pm (London Time) | Cost: £95.00+VAT

In this series of 3 webinars Dr Sue Lyle, who has been writing curriculum materials on this subject since 1985, shares her curriculum planning tool and gives examples of how it can be applied in classrooms. These webinars are aimed at Primary Schools.

All the activities are structured to help the young people acquire knowledge and understanding of the natural world and to care about it. The processes are designed to examine values and attitudes towards the planet and all living beings and promote caring thinking. The processes used teach young people to listen and respect each other, to be clear in their thinking and able to make judgements based on careful deliberation. The activities are focused on a positive future that can be achieved to support children's well-being.

## Session 1: Wednesday 25th November

### The Curriculum Planning Tool

In this session, we introduce the Curriculum Planning Tool which is divided into 5 stages and invites teachers to reflect on its use in their own classrooms:

- Stage 1 - Aesthetic Understanding
- Stage 2 - Ecological Understanding
- Stage 3 - What is Happening? Why is it Happening? What can we do about it?

Examples will be used that are freely available to teachers taking part.

## Session 2: Wednesday 2nd December

### Classroom Activities

This session provides examples of classroom activities for two of the 5 stages of the tool:

- Aesthetic Understanding
- Ecological Understanding

Unless we care about the planet and feel an emotional connection to the natural world and its creatures, we are unlikely to feel passionate about protecting it. Ideas for outdoor activities and how to bring the outdoors indoors will be explored for the Foundation Phase and Key Stages 1 and 2 to show progression and deepening understanding by utilising all our senses and the arts.

## Session 3: Friday 4th December

### What and Why?

This last session covers the three remaining stages of the tool:

- What's Happening?
- Why is it Happening?
- What we can do about it?

For Key Stage 1 we develop thinking skills as children consider what is okay / not okay in our relationship with animals. Teachers gain questioning skills to help children explore their thinking by identifying assumptions and considering implications.

For Key Stage 2 we consider the local and the global as we ask where our fruit comes from.

Finally, to support children's citizenship and participatory democracy, we look at a project to examine our use of plastics and their impact on the oceans.



A short course consisting of three 90-minute webinars over three dates.

Schools and teachers have a vital role to play in helping children and young people develop their understanding when it comes to climate education. Many teachers have said they would like support when it comes to planning.

### Presenter

Dr Sue Lyle has been an educator for 46 years as a Classroom Teacher, Advisory Teacher and Curriculum Developer for both primary and secondary schools in Education for Sustainable Development and Global Citizenship. She spent 20 years in Higher Education as a Teacher Educator and led Continuing Professional Development for practicing teachers. Sue is a senior trainer in Philosophy for Children with SAPERE and an active researcher and writer.



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