

Teachers and Leaders Professional Masterclass TeachingTimes

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Here at Teaching Times, we have access to some of the best educators and classroom practitioners in the country. Now we are bringing them to your screens with our brand new resources for schools: online CPD webinars!

Each webinar costs just £20 (**or free for subscribers**) which includes unlimited access to the webinar and accompanying resources, even after the session is over.

Plus, we will be linking each webinar to selected articles from our online library and beyond, which will help you take your learning even further.

Inside this booklet is an overview of our entire programme for the 2017 Professional Masterclasses. More information on each webinar is available in later pages.

Please note: Dates and times are subject to change.

More details about our webinars can be found after the calendars and on our bookshop – visit www.teachingtimesbookshop.com

JANUARY

JANUARY				
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9 January | [How to use evidence to support disadvantaged students – Feedback for Learning](#)

What does effective feedback and marking look like in the classroom? **By Steve Higgins**

11 January | [SEND Reform: Is it working?](#)

How schools are addressing some of the major challenges thrown up by the new SEND code of practice. **By Sonia Blandford**

16 January | [How to use evidence to support disadvantaged students – Meta-cognition and self-regulation](#)

Why meta-cognition and self-regulation are so important for learning. **By Steve Higgins**

20 January | [Creative practicals in the new GCSE science curriculum](#)

Help your pupils think and work like real scientists! **By Ed Walsh**

23 January | [The sonic classroom: Using sound to motivate, engage and inspire creative writing](#)

Fresh and creative ideas for using sound in the classroom. **By Philip Davis**

26 January | [The art of being a brilliant teacher](#)

How to design and deliver lessons that will engage your pupils from start to finish! **By Gary Toward & Chris Henley**

30 January | [How to ask questions that stimulate deep thinking \(primary\)](#)

A selection of practical questioning strategies that can be used in any lesson, at any time, to encourage philosophical thinking in children. **By Peter Worley**

31 January | [Lesson Study: Lost in translation?](#)

How to adapt Japan's powerful professional learning tool to an English school setting. **By Sarah Seleznyov**

COMING SOON!

Keep an eye on TeachingTimes.com, which will update with more information regarding the webinars below. Expect these webinars to be from February onwards!

Coming Soon! | Pupil voice – rhetoric or reality?

*This webinar explores the importance of involving young people in decision-making, and provides in-depth practical advice on making it happen. **By Graham Handscomb***

Coming Soon! | Pupil researchers – token or authentic?

*Learning how to carry out research is a fundamental part of pupils' learning, but what if the research your students did could drive school improvement? **By Graham Handscomb***

Coming Soon! | Lesson Study: Measuring the impact

*Does Lesson Study really improve teaching and learning? **By David Godfrey***

Coming Soon! | Why Learning to Learn initiatives often fail

*How 'Learning to Learn' strategies can develop independent and effective learners, but why they rarely do. **By James Mannion***

Coming Soon! | Leading and influencing your staff

*How leaders can ensure maximum buy-in from staff for change. **By Nick Zienau***

Coming soon! | Coding can be fun!

*Identifying the key concepts in the new primary computing curriculum, plus how to teach them in a creative and engaging way. **By Chris Thomas***

Coming soon! | App smashing with iPads

*An interactive workshop demonstrating the creative and collaborative power of the iPad. **By Chris Thomas.***

Coming soon! | Making sense of languages in the primary curriculum

*The benefits of a multi-lingual approach to language teaching, plus how it works in practice. **By Joan Dickie & Peter Downes***

January Webinars

Monday 9 January | 16.00 – 17.30 | Steve Higgins

How to use evidence to support disadvantaged students: Feedback for Learning

Research has a lot to tell us about what 'works' to raise achievement, but one of the most consistently successful strategies is effective feedback for learning. What, though, does this look like in the classroom? In this webinar, Steve will explore evidence-based approaches to feedback and marking. More broadly, he will examine how teachers can use evidence to improve their practice, looking, in particular, at the findings of the EEF Teaching and Learning toolkit.

Professor Steve Higgins is a former primary school teacher with a particular interest in children's thinking and reasoning skills. He is the lead author of the Sutton Trust-Education Endowment Foundation Teaching and Learning toolkit and is passionate about the use of evidence from research to improve teaching and learning.

[Book your place](#)

Wednesday 11 January | 16.00 – 17.30 | Sonia Blandford

SEND Reform: Is it working?

The SEND Code of Practice 0-25 has challenged schools to consider how they are implementing and developing it in practice. How are they modelling it for children with different levels of additional need at different ages? Is it contributing to improved quality of engagement between schools and families? Are Education Health and Care plans more holistic, and do they reflect the priorities and perspectives of both professionals and families? This webinar considers how schools are addressing these challenges and explores the extent to which SEND reform is working.

Sonia Blandford is founder and CEO of award-winning charity Achievement for All, and an honorary professor at the University of Warwick. Previously, she held a number of leadership and teaching professions at secondary schools around the country.

[Book your place](#)

Monday 16 January | 16.00 – 17.30 | Steve Higgins

How to use evidence to support disadvantaged students – Meta-cognition and self-regulation

The EEF Teaching and Learning toolkit identifies meta-cognition as one of the key strategies for closing the achievement gap. But what is meta-cognition? And how can it be introduced to the classroom in a meaningful and beneficial way?

In his second webinar, Steve offers some practical advice on encouraging pupils to reflect more deeply on their own thinking. More broadly, he will examine how teachers can make good use of research findings to improve their practice.

Professor Steve Higgins is a former primary school teacher with a particular interest in children's thinking and reasoning skills. He is the lead author of the Sutton Trust-Education Endowment Foundation Teaching and Learning toolkit and is passionate about the use of evidence from research to improve teaching and learning.

[Book your place](#)

Friday 20 January | 16.00 – 17.30 | Ed Walsh

Creative practicals in the new GCSE Science curriculum

Although the changing specifications in GCSE science courses pose challenges, they can also provide new opportunities. The role of practical work and the assessment objectives have been modified in the new curriculum to put greater focus on 'Working Scientifically' – students will be assessed on their ability to work and think like scientists, effectively applying their investigative skills in other contexts.

In this session, Ed will look at what this change of focus may look like in action, and how best practice for preparing for the new exams can be shared across a team of practitioners.

Ed Walsh is a Science Adviser for Cornwall Learning, and Regional Development Leader for the Science Learning Centre, South West consortium. He taught science for 20 years in Manchester, South Wales and Cornwall, and was Head of Science for 12 years.

[Book your place](#)

Monday 23 January | 16.00 – 17.30 | Philip Davis

The sonic classroom: Using sound to motivate, engage and inspire creative writing

Sound is so powerful for stimulating creativity, yet is hugely underused in schools. In this webinar, Philip will share a range of creative and fresh ideas for using sound in the classroom to inspire creative writing, poetry, art and more.

***Philip Davis** is a passionate educator who believes everyone has the potential to be creative, love learning and enjoy writing. He is founder and director of Write Inspired Ltd, providing CPD in innovative routes to writing and self-expression.*

[Book your place](#)

Thursday 26 January | 16.00 – 17.30 | Gary Toward & Chris Henley

The art of being a brilliant teacher

Brilliant teachers inspire kids and make a lifetime of difference. But how does one become a brilliant teacher? This webinar explores how to effectively manage your pupils' behaviour so they are ready for learning, and how to design and deliver powerful lessons that will have them hanging on every word.

***Gary Toward** and **Chris Henley** have been teaching and leading in education for over 70 years between them, including leading a number of schools to 'outstanding'. Their company, Decisive Element, provides inspirational keynotes and workshops for educators nationwide. Find Chris and Gary at decisive-element.co.uk or on Twitter @PositiveWeather.*

[Book your place](#)

Monday 30 January | 16.00 - 17.30 | Peter Worley

How to ask questions that stimulate deep thinking

This webinar will explore a selection of practical questioning strategies that can be used in any lesson, at any time, to encourage philosophical thinking in children. The strategies Peter shares will help teachers elicit formal arguments and structured thinking from even very young children, so that pupils can enter into genuine critical and evaluative dialogue.

This webinar is has a Primary school focus.

***Peter Worley** is a teacher, philosopher and author. He is co-founder and CEO of The Philosophy Foundation, and an award-winning author and editor of eight books on philosophy in schools. He is resident philosopher at six primary schools, running weekly sessions with children and training teachers. For more information, visit: philosophy-foundation.org.*

[Book your place](#)

Tuesday 29 November | 16.00 – 17.30 | Sarah Seleznyov

Lesson Study: Lost in translation?

The Japanese concept of Lesson Study is experiencing a significant boost in popularity in the UK. However, the lack of English language literature on this topic makes it difficult for teachers to know whether they are really applying this innovative professional development model in the best way possible. In this session, Sarah will explore the key elements of Lesson Study and consider how it can be best adapted to work in the English school setting.

***Sarah Seleznyov** is a Programme Leader at UCL Institute of Education. She specialises in Lesson Study and is particularly interested in issues of fidelity to the Japanese model, the role of leadership and external expertise in the Lesson Study process, and finding effective ways to measure the impact of Lesson Study.*

[Book your place](#)

Coming soon!

TBC | 16.00 – 17.30 | Graham Handscomb

Pupil voice – rhetoric or reality?

Pupil voice is ubiquitous. Visit any school in the country, and they will claim to be listening to pupil voice—but how deep and genuine is this practice? This webinar explores the importance of involving young people in decision-making, and provides in-depth practical advice on making it happen.

Graham Handscomb is an honorary professor at University College London and managing director of Graham Handscomb Management Services, specialising in professional development and school improvement. He edits the acclaimed best-practice journal Professional Development Today.

TBC | 16.00 – 17.30 | Graham Handscomb

Pupil researchers – token or authentic?

Learning how to carry out research is a fundamental part of pupils' learning, but what if the research your students did could drive school improvement? How empowered would they feel having made a genuine difference to their peers' school lives?

In this webinar, Graham Handscomb explores the benefits and challenges of this intriguing area of pupil participation and provides some practical guidance for schools looking to give it a go.

Graham Handscomb is an honorary professor at University College London and managing director of Graham Handscomb Management Services, specialising in professional development and school improvement. He edits the acclaimed best-practice journal Professional Development Today.

TBC | 16.00 – 17.30 | David Godfrey

Lesson Study: Measuring the impact

Lesson Study has emerged globally as a high-impact approach to professional development, despite a lack of evidence as to its direct impact on learning in its home country, Japan. This causes a number of problems for schools trying out Lesson Study for themselves here in the UK. How do they evaluate its impact? How do they pinpoint its effect on teaching and learning? In this webinar, David will take a close look at the research so far, sharing findings from two recent large-scale Lesson Study projects, before explaining the implications for practitioners of Lesson Study in schools in Britain.

David Godfrey is a Lecturer in Education Leadership and Management at the London Centre for Leadership in Learning, UCL Institute of Education. He is particularly interested in research-informed practice in education. Before moving into full-time research, he worked at a sixth form college as an Assistant Director, coordinating research activity. He has also worked extensively as an inspector for the Independent Schools' Inspectorate.

TBC | 16.00 – 17.30 | James Mannion

Why 'Learning to Learn' initiatives often fail

Despite being supported by a compelling research literature, evaluations of large-scale 'learning to learn' style interventions have been ambiguous, with no clear impact on academic outcomes. Why might this be? And how can schools repurpose such approaches in order to nurture more independent and effective learners?

This webinar explores the example of one school in the South of England where a whole-school Learning to Learn initiative has resulted in substantial academic gains and a significant closing of the Pupil Premium attainment gap.

Plus, James will explore some of the short, medium and long-term steps primary and secondary schools can take in order to develop autonomous and effective learners.

James Mannion is a science teacher of ten years with extensive leadership experience. He has an MA in person-centred education and a PhD in evidence-based pedagogy. He is the founding director of Praxis Education CIC, dedicated to promoting evidence-based practices in schools. For more information, visit: learning-skills.org.

TBC | 16.00 – 17.30 | Nick Zienau

Leading and influencing your staff

This webinar will examine the leadership skills needed to ensure buy-in from your colleagues for your vision and strategy. Contrary to the common assumption that you need charisma and ‘born’ leadership ability, the skills of leading and influencing people are open to anyone willing to adopt tried-and-tested psychological approaches.

Join Nick as he considers how to gain and maintain trust, give accurate and timely advice, create a healthy working atmosphere in which honest feedback is the norm, and more.

Nick Zienau has been a leadership development consultant in education, government, business and the voluntary sector for 25 years. He is currently Chief Executive of an Academy Trust starting an International Baccalaureate School in Greenwich.

TBC | 16.00 – 17.30 | Chris Thomas

Coding can be fun!

What’s the best way to teach children to code? How can we strike the balance between fun, stimulating outcomes and sound coding concepts?

In this webinar, Chris will unpick the new computing curriculum for Key Stages 1 and 2, identifying key concepts and modelling how they can be taught in the classroom in a rigorous yet engaging way. In particular, he will explore the power of the open-ended project, which sees pupils let loose on a problem that only collaboration and sound programming knowledge can solve.

Chris Thomas is an experienced Year 6 teacher and computing subject leader in a large school in Kent. He now splits his time teaching, supporting other local schools and running Studyzone.tv, a website of video learning resources that help teachers deliver great lessons across the curriculum, including computing.

TBC | 16.00 – 17.30 | Chris Thomas

App Smashing with iPads

So now you have iPads in your school. What are you going to do with them to ensure they are really driving learning forward? This interactive workshop will identify a range of 'must have' apps for teachers and explain exactly how they can be used to support learning in the classroom.

Plus, Chris will demonstrate the exciting power of 'App Smashing', using multiple apps to complete a final task or project. In this session, attendees will discover how to bring the apps Chris has recommended together to produce a final, multimedia book.

Note: This webinar is intended as an interactive workshop. While attendees do not have to have access to an iPad, they will get far more from the session if they have an iPad that is installed with the apps being discussed. Everyone signed up to this webinar will receive, ahead of time, a list of the (mostly free) apps Chris will explore.

Chris Thomas is an experienced Year 6 teacher and computing subject leader in a large school in Kent. He now splits his time teaching, supporting other local schools and running Studyzone.tv, a website of video learning resources that help teachers deliver great lessons across the curriculum, including computing.

TBC | 16.00 – 17.30 | Joan Dickie & Peter Downes

Making sense of languages in the primary classroom

Following the new primary curriculum, many schools are adopting a thematic approach to language teaching. They choose one language, which is often planned and taught separate to the rest of the curriculum. Could there be a better way?

In this webinar, Joan and Peter will explore the benefits of a multi-lingual approach, debunking myths regarding traditional language teaching and explaining, in detail, how embedding several languages across the curriculum will work in practice.

Joan Dickie is a former primary school teacher. She was primary languages adviser for Norfolk County Council from 2005 to 2011 and now works freelance, promoting, in particular, a multi-lingual approach to language teaching.

Peter Downes has taught languages in many schools and was a headteacher for 21 years. He was president of the Secondary Heads Association (now ASCL) and the Association for Language Learning (ALL). He is now Director of the ASCL 'Discovering Language' project.