



OLEVI

Creative Teacher Programme (CTP)

You will become a more reflective and creative professional, gaining a deeper understanding of high-impact pedagogy that ensures significant improvement in the quality of teaching and learning outcomes of students.

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Why the CTP?

What is the rationale?

Classroom practitioners will become more reflective and creative, gaining a deeper understanding of the pedagogy that ensures a significant impact on the progress of, and relationships with, pupils and colleagues. Through this programme you will become a more self-regulated and independent thinking professional.

How does it work?

This programme consists of 6 teaching & learning sessions with a series of post-session challenges, completed over a term. The sessions are typically 3 hours. Each delegate will be allocated a school-based mentor to support them throughout the programme.

What is the impact?

Full attendance of this programme will enable you to:

- implement high-impact teaching strategies in your classroom to improve student learning;
- develop creative and impactful lesson plans and materials to use and share;
- model best practice across the school or Trust, including during professional learning events.



10 Teaching and Learning Areas of the OLEVI Professional Audit:

- § Challenge & Engagement
- § Planning & Adaptive teaching
- § Assessment & Feedback
- § Metacognition & Questioning
- § Modelling & Explaining

“The CTP was particularly helpful in allowing colleagues to reflect on particular aspects of their craft, taking on board the new ideas, and improving their performance. It has been incredibly successful and has helped embed successful strategies for consolidating good teaching.”

Principal, St Joseph's Catholic College Swindon

What do the sessions cover?

SESSION 1: Challenge and Engagement

By exploring the latest research and thinking, you will:

- § clearly articulate what constitutes effective teaching and learning.
- § improve your understanding of how to challenge and engage students to enable progress.
- § learn ways to observe colleagues to promote reflection and action.
- § present your thinking in a way that role-models key learning processes.

SESSION 2: Planning, Learning and Reviewing

By exploring the latest research and thinking, you will:

- § create a model to articulate, plan and evaluate highly effective classroom practice.
- § use the Planning & Adapting audits to reflect on your current practice & create an action plan.
- § design and facilitate an activity to deepen the thinking of others in the group.
- § learn how to professionally challenge the learning and thinking of other professionals.

SESSION 3: Assessment and Feedback

By exploring the latest research and thinking, you will:

- § grow your understanding of what constitutes high quality assessment and feedback.
- § learn how to provide powerful feedback to colleagues to improve their pedagogy.
- § engage in collaborative enquiry with other colleagues.

SESSION 4: Questioning and Thinking

By exploring the latest research and thinking, you will:

- § understand the theory, skills, and process behind high-quality questioning.
- § learn various strategies to effectively promote a thinking culture within your classroom.
- § apply cognitive learning strategies like spacing and retrieval to ensure progress over time.

SESSION 5: Adaptive Teaching

By exploring the latest research and thinking, you will:

- § understand the theory, skills, and processes behind high-quality adaptive teaching.
- § apply models and share resources to effectively promote differentiation within your classroom.
- § coach a colleague, promoting greater clarity, confidence, and drive.

SESSION 6: Modelling, Explaining and Impact

By exploring the latest research and thinking, you will:

- § reflect on what it means to be a creative teacher, 'delivering' a creative curriculum.
- § improve your understanding of modelling and explaining in high quality teaching.
- § articulate how you have developed as a professional over the course of the programme.
- § create an action plan to ensure you continue to grow and develop as a classroom practitioner.

“The beauty of these programmes is the amount you are made to think. This deep level reflection leads to profound results, both in terms of immediate and long-term application to your own teaching practice. Having been encouraged and coached through a process of self-reflection, I am now so much more empowered when it comes to solving problems and being creative in my classroom.”

CTP delegate, Swindon Academy

Let's have a conversation

If you want to develop and grow
your teachers get in touch today.

The Sydney Russell School

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