

London Schools Excellence Fund – Case Study

The Prince’s Teaching Institute - Teacher Residential Study

Teaching English

This is one of three projects commissioned in the first phase and is already in delivery.

The Education Inquiry recommended that the Mayor should facilitate residential study programmes for primary schools teachers across London to consolidate and deepen their subject knowledge in English and maths. The GLA therefore undertook a first phase of commissioning, funded by the LSEF, to support teacher residential study in maths and English. Residential study courses for teachers provide the opportunity for in-depth study to enhance subject knowledge, reflective learning and professional collaboration with colleagues. These opportunities should enable them to refresh and update their subject knowledge and pedagogical skills and thereby re-invigorate their teaching.

Value: £ 98,553

Summary:

The Prince’s Teaching Institute is a small charity dedicated to inspiring state school teachers in their subject, in particular by providing a range of Continuing Professional Development (CPD) courses, in partnership with the University of Cambridge. These courses are an inspirational forum that allow teachers to learn from the best of their peers, and harvest ideas from leading academic lectures to take back to their departmental classrooms so as to ensure that their students are inspired to study their subject to the best of their ability. The London Schools Excellence Fund (LSEF) has funded a cohort of 20 English departments in London state schools to take part in a variety of The Prince’s Teaching Institute’s courses.

Geography: Pan-London

Delivery:

This began in June 2013 when 20 Subject Leaders attend The Prince’s Teaching Institute’s three day English Residential Summer School, which featured lectures from leading academics and a few high-profile authors and playwrights including Sir Tom Stoppard. The LSEF is also funding these 20 English departments to be members of The Prince’s Teaching Institute Schools Programme. Membership commits the department to challenging objectives specific to their school and is designed to formally embed the outcomes the Subject Leader will have gained from attending the Residential. Finally, the LSEF is funding a twilight CPD session for four teachers from each of the 20 English departments to help deliver these objectives.

Impact:

Michelle Holloway, Head of English at Coloma Convent Girls School, Croydon was one of the Subject Leaders who attended the Residential in Cambridge, she said, “The course was a wonderful opportunity for teachers working at the chalk face to get together and focus on the scholarship that is at the heart of the best English teaching. The Residential element of the course was fantastic – the course really made me, and all of the other teachers there, feel valued. It was great to be able to listen to Sir Tom Stoppard talk of a memorable theatre experience. Quoting him to my students at GCSE and A Level has had a real impact on them. What I really like about this course, is that although it was only me from my department that was able to attend, all of my department will benefit from the experience and the resources we can now access.”