

## European Summer School 2015

**Course Outline:** Towards Mastering & Beyond: The Ongoing Journey of Improving Learning

**Trainer:** Mary van der Heijden

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### Prerequisites

Participants should have at least three years of experience with IPC and be in a school working towards or beyond Mastering level. An interest in discussion and joining in hands on workshops on recent research are important too.

### Pre-course Preparation

In preparation for the course, it would be helpful if you could:

- Set up a free Dropbox account. We will be sharing resources throughout the course.
- Log on to Padlet on <http://padlet.com/summerschool15/xmqczalnvmvj>. We will use this as an initial page to introduce ourselves. Post a short message about what you hope to learn on this course and how it will help you in your school context.
- Set up a free Gmail account, we can then share documents and ideas to work on easily and model and share ways that google apps are used in our IPC lessons.

Please bring a copy of the IPC Self-Review document with highlighted areas of which stage you believe your school is currently working at within the nine areas. This will be a starting point for your reflection on your current systems and practices.

### Course Outline

The course is split over three days into nine x 1.5 hour sessions

#### **Day 1: Wednesday, 29 July 2015**

Our initial session will set the context for the next three days during which we will be reflecting on the most effective teaching practises which improve learning. Across the day's sessions, we will delve deeper into learning exploring the latest research into the brain, working collaboratively to get to the heart of what we believe makes effective and successful learners, and comparing our ideas on evidence based studies by educational leaders such as Pardoe, Hattie, Gardner and Perkins.

#### **Day 2: Thursday, 30 July 2015**

The second day will be spent unpicking the different types of learning knowledge, skills and understanding and reflecting on the most effective ways of teaching, learning and assessing these. We will draw on the work of Wiliam, Clarke and Tomlinson to look at the use of clear learning objectives, success criteria and feedback. We will also take some time to look at how your school could use looking at evidence of children's learning in collaborative groups to improve learning and consider what your school is doing with the IPC Assessment for Learning programme to support best classroom practice.

In the afternoon, we will be considering the importance of dialogue in the classroom, notably through effective questioning, including a session on how schools, in particular Mastering level IPC schools, are using the Looking for Learning programme. We will have time to listen to and practice the Looking for Learning questions. We will also consider the research of Carol Dweck on mind sets and how the language we use and expectations we have can have a huge impact on children's learning.

**Day 3: Friday, 31 July 2015**

On the final day, we will draw together our discussions and reflections to complete the final piece of the jigsaw: not just identifying the attributes of a successful learner, but reviewing what we can do to enable these learners to be successful. Your next steps back at school are likely to involve some sort of action research and professional development linking to the various strategies we have looked at, and evaluating their impact, so it would be useful to spend some time thinking about how to engage other members of staff in this process. We will look at the ways we can do this through coaching and mentoring which in turn impacts on learning.

**By the end of the course you will:**

- Know about a range of academic research studies and evidence based teaching and learning practices and strategies that have a positive impact on children's learning and reflect on them in relation to our own settings and IPC.
- Be able to collect evidence for, reflect on and critically analyse the different strategies and practices in your school, to ensure they really do improve learning
- Develop an understanding of what 'Mastering' level and beyond really looks like in a school, and how you can support your colleagues and stakeholders through the ongoing journey in improving learning.
- Be able to use the IPC Self-Review to reflect on and guide the next steps in improving learning in your school.