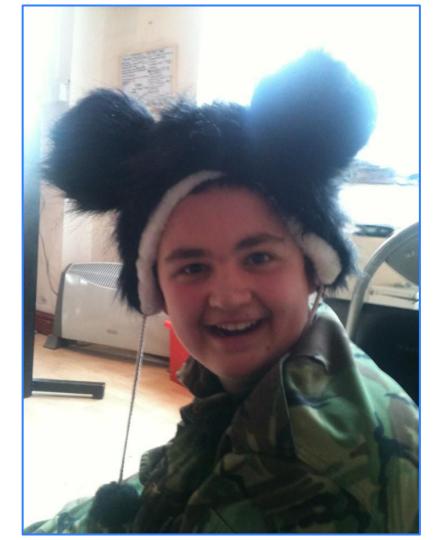




Philippa Hardman phardman@teachfirst.org.uk



William





No child's educational success should be determined by how much their parents earn



September - July: Year 1 in School

Mentor, tutor and coach support you to achieve Qualified Teacher Status (QTS) at end of year 1



Optional evening and weekend workshops: 'the Teach First bit' of the programme

June - August: Summer Institute (S. I.)

Year 1

6 weeks intensive training (residential)

S.I.



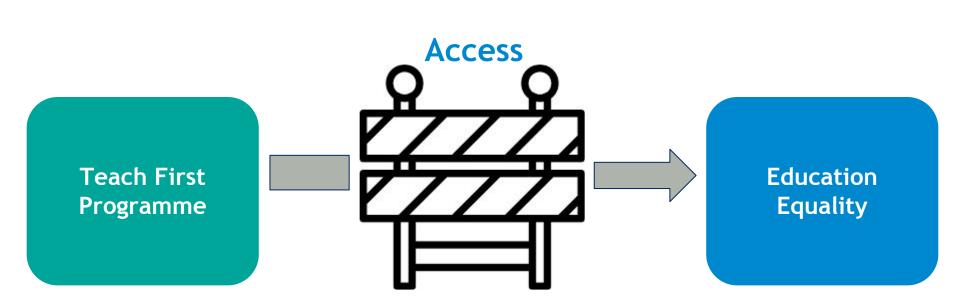
September - July: Year 2 in School

Optional evening and weekend workshops: 'the Teach First bit' of the programme

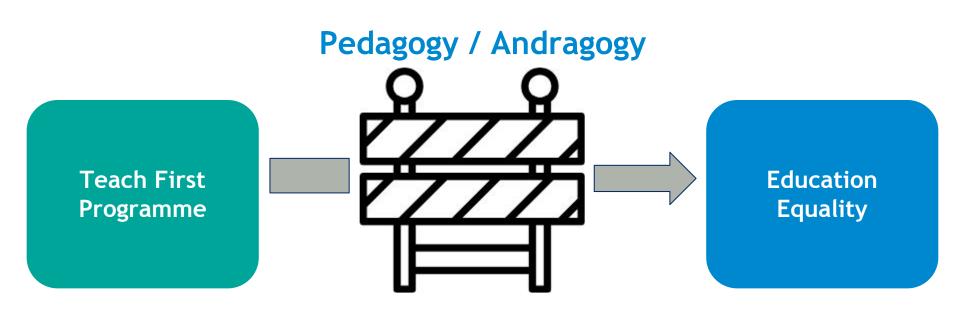
Ongoing coach support

Year 2

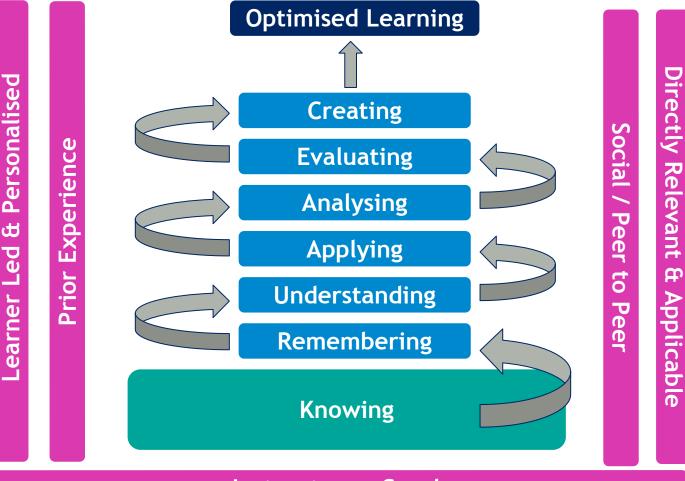










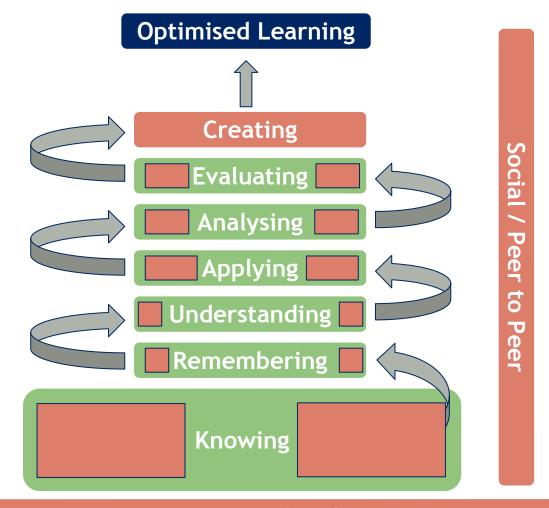


Instructor as Coach



Experience

Prior



Instructor as Coach

Achieving Not Achieving

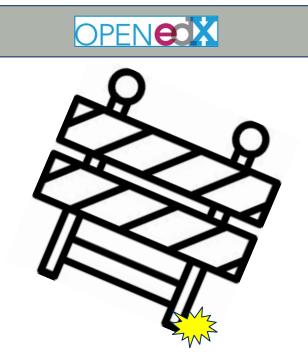
Directly

Relevant

A

Applicable

Teach First Programme



Education Equality









Moving Into Middle Leadership



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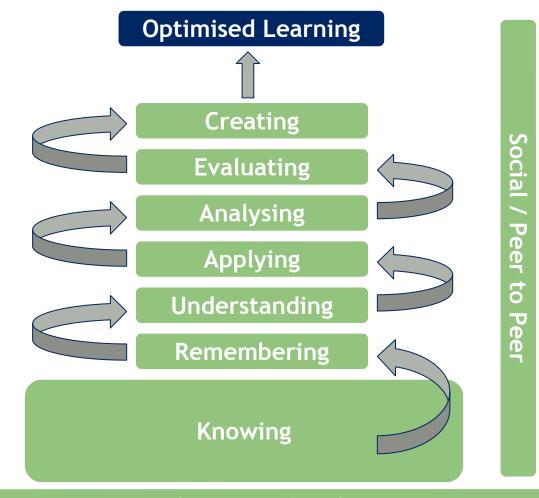
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LIVE CLASS MEET #1 Primary Sessions - led by C		Welcome to the Co
Carsions - led by	letatome	
Group A, Tuesday 21st Februar		 Module 0: Course F (week 1)
Call and a	-	 Live Class Meet #1 Introductions (week)
6	PO K	 Module 1: Introd Middle Leadershi 4)
L	0 - 0 ±	Module 1: Introductio and Tasks
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► 05/26/45/45		vity
	Challenging leaders and leadership styles	(°)
	disarceint posted 3 months ago by Keelliams	ity
	At my current school, the middle and senior leaders are very experienced, older members of staff who have been employed at the school for many	of Dicte
	This part is visible only in Primary Ambassadors.	nde
	+ EXPAND DISCUSSION	0.58
	Leading others without a specific leadership role	fity deri
	discussion pointed. It maintifus agric by Sophit	sty ddie
	As I don't currently have a specific leadership role I have been thinking about	Ext og 1
	How can you develop your leadership styles outside of your	nd
	This past is visible only in Primary Ambassadors.	
	+ EXPAND DISCUSSION	
	Effective challenge	
	quasilati poind 3 months ago by MaroveClarke	
	As a middle leader how can you effectively challenge or question the decisions of senior leaders without seeing combative or antagonistic?	
	Thanks,	
	Nacve	
	This post is visible only to Primary Ambassadors.	
	+ EXPAND DISCUSSION	

this cour	rse as: Staf	Ŧ			
iome C	Durse Live Class Meet Are	chive Course Support Instruct	or		
BOCKMARKS		Module 1: Introduction to Middle Introduction, Dutcomes and Tasi	: Leadership (week 2 - 4) > Module 1: Introdu ks	ction, Outcomes and Tasks > Module 1:	
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Prior Experience



Facilitator as Coach

Achieving!

Directly

Relevant

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Applicable

Creating	Designing, planning, producing: presentations (in live sessions), creation of frameworks and plans for real-life use
Evaluating	Checking, judging, critiquing: live sessions (debate & presentations), collaborative projects (e.g. lesson study and classroom observation)
Analysing	Reflecting, deconstructing, comparing: annotation, discussion, Q&A, SWOT analysis, short reflections & review (ORA), live sessions
Applying	Implementing, using, executing, editing: simulating tasks online, e.g. text entries or conversations to camera, classroom observations and reflections, reviewing and editing documents, presentations (live session)
Understanding	Summarising, paraphrasing, classifying, explaining, comparing: short reflections & review (ORA), drag & drop, annotation tool, discussion tool, free text response + recap (developed by Proversity), live sessions
Remembering	Recognising, listing, identifying, retrieving: Drag & drop, Q&A, quizzes with prompts, basic internet searching (fact finding, defining)
Knowing	Differentiated Content: Video, screen-capture, motion graphics, in-course text, podcasts, links to resources, embedded documents, virtual office hours, live sessions





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