



1. The programme at a glance

Theme	Developing student skills for effective independent learning; preparing students for linear assessment after 2 year courses, and for the first year of university.
Provider	Consilium Education (www.consiliumeducation.com)
Trainer	Andy Homden
Target audience	Secondary teachers and leaders, especially those implementing new courses to meet 2017 and 2018 A Level and GCSE specifications and IB Diploma.
Number of days	One or two (variations can be arranged according to client needs)

2. Aims

In order for students to cope with the demands of both academic and then professional life it is important that as they progress through school and university, they become less dependent on external support and increasingly self – reliant. The aims of this course are:

1. To show how self-reliance can be achieved by developing a coherent and consistent framework of academic skills, enabling students to take control of their own learning.
2. To equip staff with the means of preparing students effectively for major assessments at the end of a two-year course, and especially for the IB Diploma, A Level and (I)GCSE.

3. Intended learning outcomes

Attendees will

- Be introduced to effective techniques that help students become increasingly independent learners as they progress through school and tertiary education
- Know how to structure two year academic courses in Years 10 – 13 so that student performance “peaks” during the crucial examination weeks after 21 months’ work
- Understand the centrality of a consistent and repeating approach to essay planning that enables students to write effectively under pressure and in any circumstances
- Be able to apply the principles of the course in their own teaching
- Develop practical new ideas for motivating and inspiring students
- Have the knowledge with which they can influence the positive development of school language, assessment and learning policies
- Be equipped with the means to persuade a school community to adopt changes needed to facilitate the development of effective independent learning

4. Who should attend?

Secondary school teachers and leaders. The course will be of particular interest to schools offering the IB Diploma and new specification (2017 & 2018) A Level and GCSE courses with their emphasis on end of course examination as modular assessment is phased out.

5. Sample 1 day course

Time	Session
Day 1 09.00 – 10.45	Course rationale and outline; attendees’ expectations. Student learning: strengths and weaknesses; How to build on strengths while addressing common weaknesses; the importance of language in all subjects. Techniques to extend and enrich student vocabulary and expression. Language policy.
11.15 – 12.45	Student writing skills: planning & substantiating effective written answers for a variety of purposes, including examination and extended essay writing. The importance of a consistent, repeating approach to the planning of sustained academic answers. How students of all abilities must practice writing and speaking.



Developing independent academic skills for linear assessment.

13.30 – 15.00	Effective reading; building & using relevant academic & general bodies of knowledge. Note making techniques from a variety of sources. The importance of effective storage systems and instant retrieval.
15.15 – 16.15	Preparing students for 2 year course assessments (IBD, A Level and GCSE). Effective school revision programmes. The importance of school-wide planning to integrate revision and teaching for new learning. The place of social media.
16.15 – 16.30	Recap and course evaluation.

6. Sample 2 day course

Time	Session
Day 1 09.00 – 10.45	Course rationale and outline; attendees' expectations. Student learning: strengths and weaknesses; "students" or "pupils"? How to build on strengths while addressing common weaknesses; the importance of language in all subjects.
11.15 – 13.00	Techniques to extend and enrich student vocabulary and expression. The importance of shared experiences as a basis for discussion Language, learning and assessment policies.
13.45 – 15.30	Student writing skills: planning & substantiating effective written answers for a variety of purposes, including examination and extended essay writing. The importance of a consistent, repeating approach to the planning of sustained academic answers. How students of all abilities must practice writing and speaking.
Day 2 09.00 – 10.45	Recap of Day 1 and reiteration of learning objectives. Effective reading; building & using relevant academic & general bodies of knowledge. Note making techniques from a variety of sources. The importance of effective storage systems and instant retrieval. Developing student empathy and awareness.
11.15 – 13.00	Preparing students for 2 year course assessments (IBD, A Level and GCSE). Effective school revision programmes. The importance of school-wide planning to integrate revision and teaching for new learning. Using social media for revision.
13.45 – 15.30	Change and implementation: integrating new ideas into a school's strategic planning. Assessing a school's current position and then influencing colleagues and leaders. Creating an on-line support group. Reflections about the course. The next steps for trainer and attendees. Course evaluation.

7. The trainer



Andy began teaching in a City of Newcastle high school in the late 1970s, before his appointment as a teacher of history and housemaster at Island School, one of the leading British International schools in Hong Kong. As the founding secondary head of the British International School, Jakarta and then as the Director of Schools at The Alice Smith School in Kuala Lumpur, he developed an understanding of how to create conditions in a new school that allow students to settle quickly and then excel. Subsequent appointments included headships at Enka Schools (Istanbul), Bangkok Patana School (The British International School in Thailand), Dubai British School and Jumeira Bacculaureate School. He has been responsible for the successful implementation of a range of programmes that include the IB Diploma, GCE A Level, (I)GCSE, MYP, PYP, IPC, EYFS and the National Literacy and Numeracy strategies.

He maintained his personal commitment to classroom practice as a school leader, teaching History and a range of academic study skills programmes, which he designed to support students as they adapted to the expectations of independent learning. He has significant experience preparing students both for the IB Diploma and GCSE and A level examinations after 2 year linear courses.

Andy was Vice-Chair of the Federation of British International Schools in South East Asia (later FOBISIA) and a member of the UAE based Taaleem Group's Governing Body.



8. Testimonial

“Andy listened to us about the strengths and weaknesses of our students and introduced us to strategies that can be developed to offer both instant activities for teachers and long term benefits to learning. I left the CPD with two strong practical strategies to use in my classroom. The CPD made me think about the strong elements of my own practice and added confidence to what I do, while also sparking new interest in trying to be pioneering once again. Notably, I entered my classroom the following week, **not** with an essay writing plan for my students, but with activities I could use to coach them in the different stages of essay writing.”

Andrew Pendlebury, teacher of History, Joseph Chamberlain Sixth Form College, Birmingham, UK, June 2015

9. Confidential referees

The names of confidential referees able to comment on the quality of my training are available upon request.

10. Materials and support

PDF of the course PPT presentation; sample units of work to develop the skills of independent learning and effective writing. Post-course access to the trainer.

11. Background and further reading

Homden, Andrew, Developing independent academic skills, 1: Independent learning, linear assessment and vocabulary, International Teacher Magazine, 2015, <http://consiliumeducation.com/itm/2015/06/29/the-importance-of-independent-learning/>

Homden, Andrew, Developing independent academic skills, 2: writing independently International Teacher Magazine, 2015, <http://consiliumeducation.com/itm/2015/06/29/independent-learning-part-2/>

Syed, Matthew, Bounce, Harper Perennial, 2011

12. Further information

Please contact Andy Homden on ahomden@consiliumeducation.com