



About the Schools Programme Associate Department Scheme

Information for existing PTI Schools Programme departments
who wish to become Associate Departments

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What is a PTI Schools Programme Associate Department?

The PTI Schools Programme Associate Department scheme is for departments who have successfully completed three years of the Schools Programme and who wish to continue their work with The Prince's Teaching Institute (PTI). As the Schools Programme is only designed to last for 3 years, the Associate Department scheme offers a way for departments to further develop and share their passion and expertise.

It aims to build on acquired skills and accumulated experience of successful Schools Programme membership and help The PTI reach its aims of securing high quality subject education in the Schools Programme subjects across the country.

To be an Associate Department will require you to **specialise in a particular area** of subject provision by undertaking an **extended research project**. The purpose is to explore that aspect of subject provision and add to our knowledge of what works best in schools. The research title might therefore be best **expressed as a question** – e.g. *To what extent does extra-curricular provision increase the take up of this subject at KS4/KS5/University? To what extent does greater pupil independence improve attainment and subject enjoyment? To what extent does cross-curricular CPD improve the motivation of staff and the pupils' enjoyment of lessons?* – Your project and title should be phrased in such a way that clear levels of success and progress can be judged at the end of each academic year.

The further aim is to build a **bank of research** that is of use to all participating departments and which encourages further innovation and excellence within each subject area. After three years, a summary of your completed project and findings will be published in the PTI Yearbook. An annual publication sent to all members.

This research project should encourage you to **share your subject passion**, your PTI experience and your gained expertise within the wider community by linking with other organisations, ultimately **becoming a hub of good practice** in order to develop networks aimed at raising levels of subject expertise.

The scheme will provide support, encouragement, access to the PTI networks and opportunities that Schools Programme members experience. It will offer the same opportunities to collaborate with your peers and engage in an annual review of good practice, including the opportunity to enjoy high quality speakers. You will also retain all the benefits of membership of the Schools Programme, such as access for all staff to the PTI website and podcasts, CPD discounts, a free place at the Schools Programme day and use of the PTI Mark.

What do we have to do to become an Associate Department?

You can choose to become an Associate Department by undertaking an **Associate Department project** that focuses on one or more of the four Schools Programme aims, which are:

- Promoting coherence and quality within the curriculum
- Extending and enthusing students beyond the curriculum
- Sharing and developing subject-specific knowledge as teachers
- Raising the profile of the subject within the wider community.

There are **four key differences** between the commitment to the Schools Programme in the Associate Department role and the previous three years of normal membership:

- Associate Departments focus in **greater depth** on one or more of the Schools Programme aims, rather than needing to cover all four areas, and provide evidence for their findings through choosing a set of data or outcomes that can be measured over the course of the research project.
- You will **plan to a longer timescale** (of approximately three years), to allow for more ambitious forward planning. This should be broken down into expected milestones along the way, so that you can report on progress at the annual Schools Programme Day.
- You are encouraged to **share your work** beyond the department. You may wish to work with feeder primaries, with schools abroad, or with universities. You may also wish to share what they have learned about developing a department/subject with other departments in your own school.
- Associate Departments are encouraged to aspire to become **hubs of good practice** - hosting lectures or CPD for teachers from beyond their own school as part of the programme, providing events for pupils from schools other than their own or making significant links to Subject Associations or university faculties. Associate Departments are encouraged to offer enrichment opportunities in their area of expertise.

If you are eligible to become an Associate Department, and wish to do so, you can join the scheme on the Schools Programme Day at the end of the third year of your Schools Programme membership.

What is the process for becoming an Associate Department?

Upon reaching three years of membership of the Schools Programme you will complete the usual report outlining your achievements; this will be reviewed by a Schools Programme Consultant and feedback will be given at or before your one-to-one on the Schools Programme Day.

Prior to the Schools Programme Day, you will also be asked to start to consider what your Associate Membership project might look like. These first ideas will be an indication of the scope and purpose of the extended research project. The project should fall into one or more of the categories listed below.

You will be asked to submit a draft of your Associate Department research proposal online in bullet-point format with your report. Prior to the Schools Programme Day you will receive feedback on your draft from your Consultant, who may ask you to add more detail in preparation for your one-to-one meeting.

You will spend the morning of the Schools Programme Day with other Schools Programme third years and Associate Departments, sharing good practice and discussing project ideas. During your one-to-one you will finalise your new Associate Department research proposal with your Consultant. We recognise that any commitments may still be preliminary, but we will use this as the starting point for membership and further communications.

Categories for research projects

1. Exploring a particular aspect of subject provision and adding to our knowledge of what works best in schools.

For example, you might research the long-term impact of a programme of extra-curricular activities for students on their engagement with the subject, or focus on how to successfully transform the curriculum to ensure that all students have greater depth and breadth to their study, or research the process of ensuring much greater uptake within a subject at A Level and university. In themselves, each of these may be quite minor undertakings, but you may combine all three for your Associate Department project, or undertake substantial enough research in one to provide a blueprint for other schools to follow. Associate Departments are seen as 'postgraduate' Schools Programme members, and the Associate Department projects will have something of that flavour to them – they should be of a quality which can be shared effectively and convincingly with a wider audience.

2. Sharing subject passion, PTI experience and gained expertise within the wider community by linking with other organisations.

For example, you might undertake to extend the improvement in the curriculum you have achieved as part of the Schools Programme to feeder primary schools, or to forge long-lasting and substantial links with a local university or a school abroad. You might choose to conduct a research programme for a Subject Association, extend its research links with local ITT providers, or develop a close working relationship with an employer in order to enhance the quality of the experience for students. Again, each of these may be quite minor undertakings in themselves, and you may already have made small advances in many of these areas during your Schools Programme membership. The Associate

Department scheme, however, is an opportunity to transform that small advance into a substantial project, which would be of interest not only to other Associates, but to all Schools Programme members, to headteachers involved in the PTI Schools Leadership Programme, and to the wider educational establishment.

3. Becoming a hub of good practice in order to develop networks aimed at raising levels of subject expertise.

For example, you might invite quality speakers termly or more frequently to talk to staff and/or students at your school, and invite other schools, parents or the public to the lectures, or you might run PTI CPD events locally on a regular basis, or establish a local subject-specific association of teachers in order to share good practice and develop subject specialism, perhaps in association with a local university, business or organisation. Again, the quality of the initiative is what matters rather than the specifics. Associate Departments should have the ambition to undertake a scheme that could profitably be shared as a researched example of good practice. Annual reports on all Associate Department projects will focus on the impact on student attitudes and teacher expertise and confidence of departments' research.

On the Schools Programme Day, you will be encouraged to share initial thoughts with other potential Associate Departments in order to find possible links, inspire ambition, and clarify your project. Once the proposal has been finalised during your one-to-one consultation you will have two weeks back in school to refine the research proposal with colleagues and your headteacher, to enable you to be ready to begin work on the project in September.

If you have any questions or comments, please contact the Programmes Manager Nicola Bentley at nicola.bentley@princes-ti.org.uk or on 020 3174 0127.

How do I best set up an Associate Department project?

The aims of the Associate Department project should satisfy the general criteria described above, in sections 1 and 2. We ask all members to complete a project form, and the advice given below corresponds to the sections of the form to help you in completing it.

The essential steps to setting up the project successfully are:

- A **clear and concise project definition** outlining the purpose of the research project and a clear description of what the project will entail. If the project is in partnership with another school, clarity about who is responsible for what is essential.
- A clear **definition of success**:
 - a. Who are the primary beneficiaries (teachers/pupils/other)? In what way will they benefit? What information will I need to prove this? (e.g. teacher surveys/student voice/interviews).
 - b. If not covered above, how will the project affect students?
- The establishment, **before** the project begins, of the **information/data** you will need to gather and how you will demonstrate the nature and extent of the project's success to others in a rigorous, objective way:
 - a. What types of information will I need to prove the impact on the primary beneficiaries (e.g. student voice survey data/teacher survey data/examination result analysis/subject take-up information)?
 - b. What questions will I ask or analyses will I make that will provide that information?
 - c. How often will I collect the information?
 - d. How will I present the information (e.g. quantitative take-up/examination data/interview quotes/a collection of individual case studies)?
- **Measuring your starting point** using the data you have identified in the steps above.
- Establishing the **timeframe and reasonable annual milestones** for making progress, allowing a degree of flexibility should timelines slip a little.
- Involving your department. This can help to ensure the project has focus and is followed through. It will also ensure engagement from a wider group of staff and that all the work does not fall on your shoulders.

A list of suggested types of information and potential questions to ask in surveys is included in the Appendix.

The Schools Programme Associate Department project form is designed to help you define your project rigorously in the way described above. In order to make the greater Schools Programme community aware of your project, it will also be posted in the PTI online Staffroom.

What does the PTI expect of me as the project progresses?

1. Continued attendance at the annual Schools Programme Day

In order to remain in the Associate Department scheme, you will be required to attend the Schools Programme Day annually in the usual way. During this day, you will be able to report back on your progress to the cohort, and hear how projects in other areas are progressing and what lessons are being learnt.

2. Interim annual reports with interim outcomes

As with the Schools Programme, we will require an annual report for the record and there is a simple template that we will send to you to help structure your report.

For projects to be of maximum use to other teachers, it is helpful to report back not just on what has worked, but also what has not worked, and what was unexpected. For example, you may find that the project is not having an impact on the areas that you had anticipated, and this is exactly the sort of information others will be interested in.

You will also find it useful to provide a set of interim data to track progress. This need not be onerous – all that is needed is a summary of data that supports or does not support your annual milestones, and therefore your hypotheses when you designed the project. You may want to record your data annually, or you may have been recording it over the course of the year and will be able to provide a summary and evaluation of the results (see Appendix 2 for suggestions of the data you might like to collect).

3. A final report

At the end of the project, the PTI will require a final write-up that summarises what members did, what went well, the challenges, and an evaluation of the extent to which the outcomes reflected the initial definition of success. We will provide you with a final report template.

Rigorous evaluation of the project is essential to inform others fully of what to expect should they wish to undertake a similar project in their own schools. However the PTI is not expecting an academic paper – for example, we will NOT expect members to:

- Reference their final write up to academic literature
- Provide footnotes or endnotes
- Conform to a set of regulations with regards to writing the end report document, other than the guidelines outlined here.

Appendix 1: Exemplar form

Associate Department scheme research proposal exemplar

Name(s)	
School Name & Location	
Position(s)	
Contact email(s)	
Project Lead – <i>name and contact details</i>	
Deputy Head i/c CPD – <i>name and contact details</i>	
Deputy Head i/c Curriculum – <i>name and contact details</i>	

Strand choice: *(please tick any box that applies)*

Coherence and quality of challenge within the curriculum	
Extending and enthusing pupils through subject-based activities that are beyond the curriculum	
Encouraging teachers to explore, develop and share their own specialist subject knowledge	
Raising the profile of your subject within the education community	

Project description:

<p>Project title</p> <p>The research question you would like to answer</p> <p><i>Eg to what extent does X affect Y</i></p>	<p><i>For example</i></p> <ul style="list-style-type: none"> • To what extent does extra-curricular provision increase the take up at KS4 • To what extent does the use of i-pads improve independent learning • To what extent does subject based CPD improve the confidence of staff and the pupils' enjoyment of lessons.
Office use only: #SLPO	

<p>Purpose of research project</p>	<p><i>For example</i></p> <ul style="list-style-type: none"> • To inspire pupils from all backgrounds to embrace deep subject knowledge and become passionate about their learning • To improve examination results • To improve literacy/numeracy • To increase subject uptake at KS4/5 • To raise the profile of your subject within the school • To encourage applications to HE to be more ambitious • To make the KS3 curriculum more academically ambitious • To improve independent study skills in sixth form • To share good teaching practice more effectively across the dept • To increase staff self confidence • To encourage staff to be more imaginative/ambitious in lessons/to embrace new technology/take risks
<p>Office use only: #SLP1</p>	

<p>Description of research project</p> <p><i>How will you proceed with your project, who will be responsible and what is the time scale.</i></p>	<p><i>For example</i></p> <ul style="list-style-type: none"> • Identify and encourage attendance of subject specific CPD that encourages ambitious lessons • Arrange dept INSET to share good practice • Extend/introduce links with local university/industry/professional subject association • Work with local primary schools eg on Y6/7 transfer • Extend/introduce a range of extra-curricular activities/trips with academic focus • Dept staff give masterclasses to staff/students • Invite academic/career focussed speakers into school • Encourage pupils to enter external competitions • Sixth form students talk to younger pupils • Dept liaises with other schools to share good practice • Arrange questionnaires/student voice to establish student perspective before and after project • Introduce/expand mutual lesson observation programme within and across depts. • Introduce closer mentoring system for new staff • Produce booklet for pupils/parents on potential careers based on subject
<p>Office use only: #SLP2</p>	

<p>Definable outcomes</p> <p><i>Please provide the sets of qualitative or quantitative outcomes data to be collected over the course of the project</i></p>	<p><i>For example - quantitative</i></p> <ul style="list-style-type: none"> • Number of staff attending subject specific CPD • Lessons rated outstanding • % GCSE A*-C/A Level A*-A • Take up of subjects at KS4/5 • HE applications and success rate • Number of academic extra-curricular activities which are well attended and appreciated by pupils • <i>For example – qualitative</i> • Student voice outcomes • Staff attitude
Office use only: #SLP3	

<p>Definition(s) of success</p>	<p><i>Please outline the internal success criteria, for example</i></p> <p style="text-align: center;">Quantitative analysis of above ie expected improvement on baseline data</p>
	<p><i>Please outline the desired, wider educational outcomes, for example</i></p> <ul style="list-style-type: none"> • Qualitative evidence of improved pupil and staff attitudes to learning eg through lesson observation of engagement, questioning and creativity. • Positive evaluations by staff of CPD/Inset. • Increased professional dialogue around pedagogy and curriculum • Culture of openness around lesson observation is established
Office use only: #SLP4	

<p>Partnerships</p> <p><i>If applicable, please indicate other organisations you will be working with and the relevant areas of responsibility.</i></p> <p><i>How will you communicate the PTI work you have done to other depts. in your school and encourage them to become involved too?</i></p> <p><i>How have you shared your expertise with other schools/organisations and become a hub of good practice?</i></p>	<p><i>For example</i> with other depts. in your school/other specific schools/ university/ industry</p> <p><i>For example</i> Presentation at whole school INSET</p> <p><i>For example</i> Joint CPD event/Careers talk</p>
Office use only: #SLP5	

Baseline: where are we now?

<p><i>Please indicate the current situation</i></p>	<p><i>For example</i></p> <ul style="list-style-type: none">• Inexperienced staff in subjects• Demotivated pupils• Low take up at GCSE/AL• Low subject applications to university• Teaching and learning as tick box exercise• Focus on getting grade C• Requirements of English Bacc• Year 9 is a mix of vocational subjects
<p>Office use only: #SLP6</p>	

Appendix 2: Types of data collection - choosing your measurable data

Your choice of measurable data will depend on the project's definition of success, and the final report is likely to be based on a combination of any of the following:

- Quantitative data
- Aggregated attitudinal data
- A collection of quotes and individual case studies.

The PTI would normally expect the conclusions in your final report to incorporate at least two of these categories of evidence, including some indication of impact on pupil attitudes and attainment – even though these may well be secondary outcomes of the project.

Examples of quantitative data

- Percentage of a year group taking up the subject at option points
- Changes in average examination point score (GCSE or A-Level, A*-G) per student over time in your subject
- Number of days spent per annum in your department on extra-curricular activities
- Number of school trips/projects with other schools per annum in your subject
- Percentage of school leavers gaining employment/moving into further/higher education within 6 months of leaving school.

Examples of aggregated attitudinal data

- Percentage of respondents to a question or statement with the options to respond: “Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree”
- Possible sources: Student voice questionnaire, Staff questionnaire, School Leavers questionnaire
- Analysis/evaluation of student work – for example, assessing the impact of a change in project or SoW through comparison of pieces of work, year on year.

Examples of quotes/interview material

- Written answers in questionnaires (see above) to open questions
- Interviews
- Focus groups.

Appendix 3: Examples of aggregate attitudinal statements/questions

Please respond:

Strongly agree / Agree / Neutral / Disagree / Strongly disagree

Student voice

- I have enjoyed studying my subject more this year than last year
- I have found my subject more interesting this year than last year
- I have found studying my subject more difficult this year than last year
- I understand my subject better this term/year than previously
- I value my subject more this year than last year
- I am [more/less] confident in tackling new areas in my subject this year than last year
- I find lessons that include [insert project/skills set/form of learning] more useful in helping me understand the subject
- I think [project/activity] has given me a better understanding of the world around me
- I think [project/activity] will help my next examination results
- I think [project/activity] will encourage me to take my subject on to further education/University
- I feel more confident in my subject as a result of [project/activity]
- I found that [project/enrichment activity] made me more enthusiastic about my subject
- I feel that the [enrichment activity] has improved my understanding of the subject
- I feel that being a part of [club/society] has made me more confident in studying my subject/speaking in public/expressing my ideas
- My teachers encourage me to think beyond the [curriculum/test]
- I think my teacher is passionate about my subject
- I feel I am getting better at my work
- I feel confident in doing my homework
- I know what my target grades are
- I work hard to achieve my targets
- When the teachers give me extra help I find my work easier
- I feel confident joining in during discussions
- I think that my subject is important to life/my future/my future career
- I feel that I am a more rounded person as a result of studying my subject
- I felt more comfortable with difficult concepts as a result of [project/activity/curriculum area]
- I found that I am reading more in my own time/outside the curriculum as a result of [project/activity/club/curriculum]
- I feel that I am more confident in reading more in my own time/outside the curriculum as a result of [project/activity/club/curriculum]
- I feel that I am prepared for University

Staff survey

- I think that my students understand their targets
- I think that my students know that they can ask for extra help when required
- My students are confident in joining in class discussions
- My students know where to find extra information/advice when they require it for homework
- I feel that my students work hard
- I feel that my students are encouraged to work hard
- I feel that the department/curriculum is more rigorous as a result of [SoW/project/activity]
- I enjoy my work more this year than last year
- I enjoy my work more as a result of [SoW/project/activity]
- I feel supported in my role in the department
- I feel more confident teaching my subject as a result of [SoW/project/activity]
- My attitude towards teaching my subject has changed as a result of [plans/project/changes to SoW, teaching methods etc]
- I believe that encouraging my pupils to develop an interest in my subject for its own sake is important
- I encourage my pupils to develop their own interest in the subject
- I encourage my pupils to think independently
- [Project/SoW] has encouraged greater departmental discussion of the subject rather than departmental processes and plans
- I believe that there has been an increase in attainment
- I feel my students are more engaged with the subject as a result of [SoW/project/activity]
- I feel [SoW/project/activity] has added value to my lessons
- [SoW/project/activity] was a valuable use of my time
- I feel that my students are more confident with the subject as a result of the [SoW/project/enrichment activity]
- I feel that I am contributing more to my pupils' education as a result of [SoW/project/activity]
- I feel that I am passing on my enthusiasm for my subject more this year than last year
- I feel that I am able to spend more time on subject knowledge this year than last year
- I feel that being able to spend more time focusing on subject teaching has made me a more confident teacher
- I feel that my students are better behaved as a result of [SoW/project/activity]
- I feel that my lessons are more positive as a result of [SoW/project/activity]
- I think that the level of challenge in my classroom has increased since [SoW/project/activity]
- I feel that the students are able to handle more difficult concepts as a result of [SoW/project/activity]

School leavers

- I believe my school has given me an excellent education
- I feel I have a good knowledge of my subject as a result of lessons at school
- I feel I have a good knowledge of the world around me as a result of studying my subject at school
- I felt well equipped for university study as a result of my subject
- I believe that my A-Level study prepared me for the rigour and challenges of the work environment
- I feel that being part of [enrichment club/team] gave me a better understanding of the subject/was valuable to my university education
- I enjoyed my subject at school better as a result of [SoW/project/activity]
- I would consider teaching as a career as a result of [SoW/project/activity]
- I feel that I took my subject on to University/Further Education as a result of [SoW/project/activity]
- I feel that I chose not to take my subject on to University/Further Education as a result of [SoW/project/activity]
- I feel that I am a more well-rounded person as a result of studying my subject
- I would consider studying my subject as essential to an education
- I feel that I was adequately challenged in my lessons
- I feel that my understanding of my subject at school improved over time
- I preferred studying my subject at [Key Stage/Year group]

Appendix 4: Examples of questionnaire open questions

Student voice

- What do you like doing in class?
- Which activities do you not like?
- Do you find [activity] easy or difficult? If you find it difficult, what is the main difficulty?
- What do you do if you find the work difficult?
- How would you describe your lessons?
- Do you feel that your lessons are challenging? If you do, what do you think makes them challenging?
- How enthusiastic do you feel about your lessons?
- What more could the school or the teacher do to help you improve your [skills] across all subjects?
- Why do you think it is important for you to do well in [Subject]?
- Do you think your subject is an important part of your overall education?
- Do you want to take your subject further? If so, why?
- How well do you feel that your subject has prepared you for University?

Staff survey

- Do you feel that your students are enthusiastic about learning their subject? Why do you think they feel this way?
- What do you feel is most important in teaching your subject?
- Do you feel happy teaching your subject? If not, why not?
- How would you like to improve the teaching of your subject?
- Do you feel that your students are challenged enough? How would you gauge this?
- Do you think the curriculum is challenging enough for your students? Why do you think so?
- Do you feel that you are challenged enough in your role? Why do you think so?
- How would you describe your lessons?
- Which [activity] do you most enjoy teaching and why?
- Which [activity] do you feel students are most receptive to and why?
- What more do you think you could do to help your students improve their [skills] in your subject?
- What more do you think you could do to enthuse your students about your subject?
- What value do you think your students place on your subject in their overall education?
- What do you think could be done to improve take-up of your subject at GCSE/A-Level/University?
- How much, if at all, do you feel that the department has improved in any of the following areas: club attendance, subject take-up at A-Level, university applications, enrichment opportunities, attainment results, student engagement?
- Which of the following do you consider to be the most important in your role as a teacher, and (briefly) why do you think so:
 - Encouraging pupils to cultivate their own interest in the subject
 - Encouraging pupils to think independently

- Enabling pupils to pass the test?

School leavers

- How much did you enjoy your subject at school?
- How confident did you feel in learning your subject at school?
- How do you think the teachers could have helped you to feel more confident in studying your subject?
- How much did you feel enthused by your subject/the subject teaching at your school?
- How well do you feel that you were prepared for university study/future career by your subject teaching at school?
- What else would you suggest that might be more helpful in preparing students for University/future career?
- How valuable do you consider your subject in terms of what it contributes to University study/future career?
- What was your perception of your teacher's opinion of their subject?