

**Summer 2010**

**Keynote**  
EDUCATIONAL

*“opening new doors  
in teaching and learning”*



# Psychology **Teacher Courses**

*“Very good. I usually see a course as useful if I take 3 good things from it. Today I counted 18!” March 2010*

**[www.keynote.org.uk](http://www.keynote.org.uk)**

**New Courses**  
**Summer 2010.**

# Psychology

## Teachers

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## OUR COURSE LEADERS AND CONSULTANTS

**Professor Anthony Madden** is a forensic psychiatrist with a particular interest in violence risk assessment and the treatment of personality disorder. He trained at the Maudsley Hospital and the Institute of Psychiatry where he worked on national surveys of mental disorder in prisoners. He was an honorary consultant at the Bethlem Hospital and clinical director of forensic services at the Maudsley. He was appointed professor of forensic psychiatry at Imperial College London in 1999 and he is also clinical director of the Specialist Personality Disorder Directorate at Broadmoor Hospital. He is a strong advocate of the structured clinical assessment of violence risk and has argued that psychiatrists in the UK need to catch up with their counterparts in Canada and other parts of the world in making full use of this approach. His book *Treating Violence* was published by Oxford University Press in 2007.

**Cara Flanagan** is a widely published author, experienced teacher and senior examiner. She speaks regularly at student conferences and is well-respected as a presenter at teacher INSET courses. Her books include *The Complete Companion* series co-written with Mike Cardwell, as well as a series of books on research methods.

**Professor Chris French** is the Head of Anomalistic Psychology Research Unit in the Psychology Department at Goldsmiths, University of London. He is Fellow of the British Psychological Society and the Committee for Skeptical Inquiry. He has published over 100 articles and chapters covering a wide range of topics within psychology. His main current area of research is the psychology of paranormal beliefs and anomalous experiences. He frequently appears on radio and television casting a skeptical eye over paranormal claims. He is the editor of the *Skeptic* and writes a regular column for the Guardian's online science pages.

**Dr Mark Griffiths** is Professor of Gambling Studies at Nottingham Trent University, and Director of the International Gambling Research Unit. He is internationally known for his work into gambling and gaming and has won eight national and International awards for his research. He has published over 230 refereed research papers, three books, 60 book chapters and over 800 other articles. He has served on numerous national and international committees and gambling charities. He has won nine national and international awards for his work including the John Rosecrance Prize (1994), CELEJ Prize (1998), Joseph Lister Prize (2004), and the US National Council on Problem Gambling Research Prize (2009). He also does a lot of freelance journalism and has appeared on over 2000 radio and television programmes.

**Mike Griffin** teaches within a highly successful Social Sciences department at the Arthur Terry School, a very large comprehensive school in Sutton Coldfield. Despite being in only his third year of teaching he is already a published author (*Psychology AS: The Teacher's Companion*) and his *Psychology Teachers Toolkit* is the most downloaded resource on the widely used [psychexchange.co.uk](http://psychexchange.co.uk) sharing website. He has consistently been judged an 'outstanding' teacher and can offer many fresh ideas for the delivery of psychology content and development of student skills.

# Psychology

## OUR COURSE LEADERS AND CONSULTANTS continued

**Sarah Byrne** headed the Psychology Department in a large comprehensive school in Staffordshire for over ten years and successfully took the department through three Ofsted inspections. She has worked extensively for a major awarding body over the past 7 years as an examiner, Team Leader and Principal Examiner for both GCSE and AS Level Psychology and has extensive experience of working with both teachers and students on small and large conferences.

**Dr Simon Green** is a Chief Examiner, he is also Head of Department at a highly successful college and has been an A level examiner for many years. He has contributed to A level books and regularly submits articles to Psychology Review.

**Victoria Carrington** is a highly experienced teacher, examiner and moderator for AS/A Psychology. As well as her current post of Head of Psychology in a school in the North West of England, she is also a consultant for an LEA in the South East of England, providing training and support for Psychology teachers and also Heads of Department. She is a partner for the Psysonline team, a co-ordinator for the ATP helpline, runs regular very successful training days for Psychology teachers, and has recently completed her book, **GCSE Psychology (AQA)** (publ Hodder & Stoughton).

# 3535: One-day National Conference: A2 Psychology: refining subject knowledge and raising student attainment

# Keynote EDUCATIONAL

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## COURSE DESCRIPTION & AIMS

This one day conference for teachers of AQA A2 Psychology provides a truly unique opportunity for teachers to listen to first class, leading experts in their field who will enhance delegates' own subject knowledge to support outstanding and relevant teaching and learning for their students.

The day will be chaired by Chief and Senior Examiners who will ensure full relevance to the specification is maintained, and deliver exam and assessment focussed sessions focussing on how to support students to access the very highest grades.

Teachers will leave with the very latest information and guidance to raise students' motivation, relevance and attainment.

The main focus of the day is on Unit 4 Topics (with some time being spent on Unit 3), covering Psychopathology and Research Methods in the morning, and a choice of Psychology in Action topics in the afternoon.

## What are the benefits of attending this course?

By the end of the conference delegates will have:

- Fully engaged with the assessment criteria and latest examination feedback to raise student attainment
- Experienced a Keynote speech from the leading authority on Psychopathology, Professor Anthony Madden
- Developed their approaches for How Science Works and Research Methods
- Heard the very latest feedback from the Chief Examiner
- Taken part in a choice of workshops on either addictive behaviour (Professor Mark Griffiths) or anomalistic Psychology (Professor Chris French)

## THE PROGRAMME

### 10.00 – 10.15 am: Introduction and welcome

- Overview of the day
- How has the A2 course developed so far? Sharing problems and solutions
- A2 Resources to raise attainment

### 10.15 – 10.45am: How Science Works and Research Methods

- Supporting your students to be good scientists
- Ideas and strategies for delivery
- Inferential statistics made easy

### 10.45 – 11.30 am: Psychopathology (Professor Anthony Madden)

Professor Anthony Maden will lead a unique session highlighting the state of psychiatry in Britain today, drawing upon his extensive experience. Delegates will receive the very latest, up-to-date information, a truly exciting experience, which will be fully relevant to the examination specification and offer inspiration and bespoke material for their classroom teaching.

### 11.30 – 11.50pm: Discussion: coffee break

### 11.50 – 12.45pm: Focus on the exam with Dr Simon Green

- Issues, debates and approaches in units 3 and 4
- Providing effective AO2/ AO3
- Feedback from the January exams
- Questions and answers

### 12.45 – 1.45pm: Lunch and informal discussion

### 1.45 – 3.45pm: (including afternoon tea at 2.45pm)

- Delegates will have the choice of attending the session on Addictive Behaviour or Anomalistic Psychology
- Each of the sessions will be chaired by an examiner who will anchor the session in the specification making links and references to key examination questions and issues.

NEW  
COURSE

## VENUE & DATE

London  
Monday 14 June 2010

## COURSE LEADERS

Cara Flanagan, Simon Green,  
Mark Griffiths, Chris French and  
Anthony Madden (see page 3)

## WHO SHOULD ATTEND?

All teachers of AS Psychology following AQA, specification A.

## RESOURCES & MATERIALS

On arrival at this course you will receive a specially prepared file containing detailed notes, and teaching materials and resources which will be of immediate practical benefit in the classroom

### Addictive Behaviour

Professor Mark Griffiths will cover the following topics: there will be an opportunity for questions and answers at the end.

#### Models of addictive behaviour

- Biological, cognitive and learning models of addiction, including explanations for initiation, maintenance and relapse
- Explanations for specific addictions, including smoking and gambling

#### Factors affecting addictive behaviour

- Vulnerability to addiction including self-esteem, attributions for addiction and social context of addiction
- The role of media in addictive behaviour

#### Reducing addictive behaviour

- Models of prevention, including theory of reasoned action of planned behaviour
- Types of intervention, including biological, psychological, public health interventions and legislation and their effectiveness.

### Anomalistic Psychology

Professor Chris French will cover the following topics.

There will be opportunity for questions and answers at the end.

#### Issues of pseudoscience and scientific fraud

- Introduction
- Attempts to define pseudoscience
- Problems with defining pseudoscience
- The status of parapsychology
- Fraud within science
- Fraud within parapsychology
- Conclusion

#### Cognitive and biological factors underlying anomalous experience

- Introductions and definitions
- Levels of Paranormal Belief and Experience
- Examples of Relevant Cognitive Biases
- The Psychology of Alien Abduction Claims
- Concluding comment

## 2834: AQA Specification A: successful delivery of AS Psychology: looking back and moving on

### COURSE DESCRIPTION & AIMS

This course will focus on the AS level course for AQA specification A, considering how to deliver the course successfully. There will be a special focus on the exam and lessons that can be learned from the first round of examinations. In addition we will look at AS resources, ideas for classroom activities and teaching issues. This course will be suitable for all Psychology teachers – those who have taught the AQA (A) specification, those who are thinking of changing to the AQA (A) specification or those completely new to teaching AQA (A) Psychology or indeed new to teaching Psychology!

### What are the benefits of attending this course?

By the end of the course delegates will have:

- Received in depth analysis of the first AS examinations
- Gained crucial insight from the senior examiner to enhance performance
- Engaged with the mark schemes and grade criteria to raise attainment
- Worked with a wide range of student exemplar material
- Fully understood what the examiner wants to see
- Received new ideas and approaches for delivery and resources

### THE PROGRAMME

#### 10.00 – 10.30am: The specification

- An overview of the AS specification and a reminder of some of the new features
- Problems encountered during this year – a discussion
- Resources for AS

#### 10.30 – 11.30am: The AS examination

- A review of the AS exam questions from this year – looking for patterns
- Feedback from examiners
- Understanding the mind of an examiner: Setting exam questions and writing mark schemes to gain insight into what is required of students in the exam

#### 11.30 – 11.50pm: Discussion: coffee break

#### 11.50 – 1.00pm: The AS examination (continued)

- The mark schemes
- Some marking exercises

#### 1.00 – 2.00pm: Lunch and informal discussion

#### 2.30 – 3.00pm: Research Methods

- Validity and ethical issues: making you think
- Approaches to the delivery of research methods
- Research activities
- A place for coursework – the extended project
- Further marking exercise on research methods

#### 3.00 – 3.10pm: Discussion: afternoon tea

#### 3.10 – 3.45pm: Enhancing student performance

- Ideas for delivery – where do students lose marks? What skills need to be taught?
- Dealing with students who want to be spoon fed
- Making psychology fun – activities for students

### VENUE & DATE

London

Tuesday 29 June 2010

### COURSE LEADER

Cara Flanagan (see page 3)

### WHO SHOULD ATTEND?

All teachers of AS Psychology following AQA, specification A.

### RESOURCES & MATERIALS

On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom.

# 2836: AQA Specification A: successful delivery of A2 Psychology: looking back and moving on

## VENUE & DATE

London  
Wednesday 30 June 2010

## COURSE LEADER

Cara Flanagan (see page 3)

## WHO SHOULD ATTEND?

All teachers of A2 Psychology following AQA, specification A

## RESOURCES & MATERIALS

On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom.

## COURSE DESCRIPTION & AIMS

This course will focus on the A2 level course for AQA specification A, considering how to deliver the course successfully. There will be a special focus on the exam and lessons that can be learned from the first round of examinations. In addition we will look at A2 resources, ideas for classroom activities and teaching issues. This course will be suitable for all Psychology teachers – those who have taught the AQA (A) specification, those who are thinking of changing to the AQA (A) specification or those completely new to teaching AQA (A) Psychology or indeed new to teaching Psychology!

### What are the benefits of attending this course?

By the end of the course delegates will have:

- Followed a thorough analysis of the examination following the first examination papers
- Received crucial, current feedback, ideally placed to improve student performance
- Worked with exemplar student work to fully engage with the latest mark schemes
- Developed key classroom practice to enhance grades

## THE PROGRAMME

### 10.00 – 10.30am: The specification

- An overview of the A2 specification and a reminder of some of the new features
- Problems encountered during this year – a discussion

### 10.30 – 11.30pm: The Unit 3 exam: Topics in Psychology

- A review of the exam questions from this year for Unit 3
- Feedback from examiners
- The A2 mark schemes and some marking exercises

### 11.30 – 11.50am: Discussion: coffee break

### 11.50 – 1.00pm: The Unit 4 exam: Psychopathology, Psychology in Action and Research Methods

- A review of the exam questions from this year for Unit 4
- Further marking exercise
- A2 resources – sharing ideas

### 1.00 – 2.00pm: Lunch and informal discussion

### 2.00 – 3.00pm: How Science Works and Research Methods

- How Science Works: the scientific method, desirability of science, peer review process
- Probability and significance, including Type 1 and 2 errors
- Inferential statistics – how to choose which test to use
- Consideration of how to deliver research methods – making it exciting and fun!
- A marking exercise for research methods

### 3.00 – 3.10pm: Discussion: afternoon tea

### 3.10 – 3.45pm: Enhancing student performance

- Ideas for delivery – where do students lose marks? What skills need to be taught?
- Dealing with students who want to be spoon fed
- Making psychology fun – activities for students

## 2835: Teaching AQA Specification A Psychology (AS and A2) for the first time

### COURSE DESCRIPTION & AIMS

This course is specifically designed for teachers who are preparing to teach AQA(A) AS and A2 Psychology for the first time – teachers new to Psychology or teachers new to AQA(A). Most of the day will focus on the demands of the AS and A2 specifications and the exam but there will also be time to share good classroom ideas and strategies.

#### What are the benefits of attending this course?

By the end of the course delegates will have:

- Understood the assessment demands at AS/A2
- Learnt how to prepare and support their students for examination success
- Developed approaches to structure a ‘student friendly’ course
- Enhanced their teaching to support students access the highest grades
- Received insight from the senior examiner on prioritising their teaching

### THE PROGRAMME

#### 10.00 – 11.30am: The AS course content

- The AS course in summary
- Looking at the specific requirements of the six core areas
- Special focus on research methods and ‘How science works’
- Planning the AS year – how to introduce the course and order of delivery
- AS resources

#### 11.30 – 11.50am: Discussion: coffee break

#### 11.50 – 1.00pm: The AS examination

- A review of the AS exam questions from this year – looking for patterns
- Feedback from examiners
- The new mark schemes
- Some marking exercises

#### 1.00 – 2.00pm: Lunch and informal discussion

#### 2.00 – 3.00pm: The A2 course content

- The A2 course in summary
- Making choices – how to select which sections to cover
- Planning the A2 year – moving from AS to A2 and order of delivery
- A2 resources

#### 3.00 – 3.10pm: Discussion: afternoon tea

#### 3.10 – 3.45pm: A2 assessment

- The A2 mark schemes
- Some marking exercises

### VENUE & DATE

London

Wednesday 16 June 2010

### COURSE LEADER

Cara Flanagan (see page 3)

### WHO SHOULD ATTEND?

All teachers new to teaching AS/A2 Psychology following AQA, specification A

### RESOURCES & MATERIALS

On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom.



# 3618: How to be an “outstanding” OCR AS/A Psychology teacher

# Keynote

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## COURSE DESCRIPTION & AIMS

This course will focus primarily on the AS components of the OCR Psychology specification and is an excellent opportunity for teachers to improve and invigorate their teaching strategies, to engage students, improve grades and re-discover their enthusiasm for teaching OCR psychology. Any teacher, however experienced, will find ideas to adapt for the classroom and strategies for delivering psychology in a stimulating and interesting manner. Teachers new to psychology can benefit from the many years of teaching experience which underpins this course.

Specific aims:

- Improving student performance through examination feedback
- Engaging students – activities to stimulate classes
- Enjoyable lessons – are your students smiling?
- Ofsted criteria – how to deliver an outstanding lesson
- Resources – don't re-invent the wheel

## What are the benefits of attending this course?

- What makes an ‘outstanding’ lesson
- Practical suggestions and materials you can adapt
- How to write OCR examination questions
- How to mark OCR examinations and use a mark scheme
- Thinking ahead to the A2 units and examinations
- E-learning materials

**NEW  
COURSE**

## THE PROGRAMME

### 10.00 – 10.45am: What constitutes an “outstanding” OCR AS psychology lesson?

- What impresses the inspectors?
- What does an excellent lesson look like?
- An example Grade 1 lesson for OCR

### 10.45 – 11.00am: Discussion: coffee break

### 11.00 – 11.45am: Improving performance in the OCR Core Studies examination

- Putting theory into practice – what psychology tells us about learning
- Feedback on recent OCR Core Studies examinations

### 11.45 – 1.00pm: Suggestions for improving understanding and knowledge of the OCR Core Studies, with ‘how to give value added’

- Activities to motivate students in the OCR Core Studies
- Have a go – resources to try for OCR AS Psychology Core Studies
- How to write example OCR Core Studies examination questions
- Marking activity and OCR Core Studies example assessment materials
- Discussion and sharing of good practice

### 1.00 – 1.30pm: Lunch and informal discussion

### 1.30 – 2.00pm: Improving performance in the OCR Investigations examination

- Putting theory into practice – what psychology tells us about learning
- Feedback on recent OCR Core Studies examinations

### 2.00 – 3.00pm: Suggestions for improving students’ grasp of the OCR Psychological Investigations with ‘how to give value added’

- Activities to motivate students in the OCR AS Psychological Investigations
- Have a go – resources to try for OCR AS Psychological Investigations
- How to write example OCR Psychological Investigations examination questions
- OCR Psychological Investigations example assessment materials
- Discussion and sharing of good practice

### 3.00 – 3.30pm: Looking ahead to OCR A2 Psychology

- The A2 Specification
- The A2 examination with feedback from the January 2010 examination session

### 3.30 – 4.00pm: E-learning materials, plenary discussion, afternoon tea, depart

- Where to find them for the OCR Specification
- What they look like

## VENUE & DATE

London  
Tuesday 06 July 2010

## COURSE LEADER

Sarah Byrne (see page 3)

## WHO SHOULD ATTEND?

All teachers of OCR AS/A Psychology

## RESOURCES & MATERIALS

On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom, PLUS a CD-Rom containing

- Teaching and learning activities and materials for your lessons
- Full set of course notes
- Useful tips and guidance
- A range of sources of further information

## 3536: OCR AS Psychology: Units G541 and G542 – reviewing recent examination sessions and suggesting imaginative teaching techniques for moving forward with both modules

### COURSE DESCRIPTION & AIMS

This course will focus on the two AS components of the OCR Psychology specification: Psychological Investigations and The Core Studies. Delegates will have the opportunity to consider the effectiveness of their teaching strategies in the light of lessons learned through reviewing recent examination sessions for both modules. Practical activities will provide opportunities for teachers to improve and invigorate their teaching, engage students of all abilities, improve grades and enhance their enthusiasm for delivering the OCR AS modules. Any teacher therefore, however experienced, will find this course useful as an aid to supporting and developing their delivery of Units G541 and G542.

Specific aims:

- Reviewing recent AS level examination sessions
- Improving and invigorating teaching at AS level
- Reducing the workload – practical tips and ideas
- Providing new resources and activities
- Engaging students through stimulating and enjoyable classroom activities

### What are the benefits of attending this course?

- The criteria for success in both G541 and G542
- Adaptable practical activities and materials
- Opportunities to share ideas and reflect on individual practices
- Encouraging independent learning
- How to ensure effective learning is taking place
- E-learning materials

### THE PROGRAMME

#### 10.00 – 10.15am: Introduction and overview of the day

#### 10.15 – 11.15am: Reviewing recent AS level examination sessions

- Reviewing the past examination papers and mark schemes in the light of candidates' performance
- Considering the demands of the new AS papers with reference to how to effectively answer examination questions

#### 11.15 – 11.30am: Discussion: coffee break

#### 11.30 – 1.00pm: Preparing stimulating assessment materials and activities to enhance the teaching of G541 (Psychological Investigations)

- Preparing appropriate source materials/ scenarios
- Preparing appropriate examinations questions to ensure the demands of the specification are fully covered
- Composing mark schemes that can be applied to proposed examination questions
- Putting theory into practice – imaginative teaching techniques for G541
- Activities to motivate students and raise attainment levels in module G541
- Sharing good practice – sharing successful strategies and activities to engage students and meet assessment criteria for G541

#### 1.00 – 1.45pm: Lunch and informal discussion

#### 1.45 – 3.15pm: Preparing appropriate stimulating materials and activities to enhance the teaching of G542 (the Core Studies)

- Preparing appropriate source materials/ scenarios
- Preparing appropriate examinations questions to ensure the demands of the specification are fully covered
- Composing mark schemes that can be applied to proposed examination questions
- Putting theory into practice – imaginative teaching techniques for G542
- Activities to motivate students and raise attainment levels in module G542
- Sharing good practice – sharing successful strategies and activities to engage students and meet assessment criteria for G542

#### 3.15 – 3.30pm: Discussion: afternoon tea

#### 3.30 – 4.00pm: E-learning materials, discussion, and depart

### COURSE LEADER

Sarah Byrne (see page 3)

### WHO SHOULD ATTEND?

All teachers of OCR AS Psychology involved in the delivery of units G541 and G542

### RESOURCES & MATERIALS

On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom.

PLUS a CD-ROM containing:

- Teaching and learning activities and materials for your lessons
- Appropriate set of course notes
- Useful tips and guidance
- A range of sources of further information.

NEW  
COURSE

# 3537: Practical strategies and activities to encourage independent thought and a scientific approach in Psychology students

# Keynote

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## VENUES & DATES

London

Monday 21 June 2010

York

Tuesday 22 June 2010

## COURSE DESCRIPTION & AIMS

This course, presented by Cara Flanagan and Mike Griffin, is intended for all teachers of psychology, regardless of age, experience and board-affiliation. The emphasis of the day will largely be on doing the activities, giving teachers the chance to reflect on the end-users' experience! There will also be opportunities for teachers to share their thoughts and experiences. Delegates will be able to take away a variety of ready-to-run materials including Mike's latest version of the Psychology Teachers Toolkit – not yet available on any website.

### What are the benefits of attending this course?

By the end of the course delegates will have:

- Received a wealth of new and fresh approaches to enhance their teaching and raise student attainment
- Developed strategies to improve crucial skills: reflection, group work, independence etc
- Learned how to support students to develop a thorough, scientific approach
- Enhanced their ability to encourage synoptic thinking
- Developed their approaches for Assessment for Learning
- Participated in a range of active CPD to raise the overall attainment of their students

## COURSE LEADERS

Cara Flanagan and Mike Griffin  
(see page 3)

## WHO SHOULD ATTEND?

This course has been designed to be of benefit to all teachers of A level Psychology.

## RESOURCES & MATERIALS

On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom

## THE PROGRAMME

NEW  
COURSE

### 10.00 – 10.15am: Starting up

Exploring the aims and themes of the day, including some starter activities on collaborative group work

### 10.15 – 11.15pm: The teacher's toolkit

A bank of fresh ideas to use and re-use effectively in the classroom

- Setting the tone: lesson starters that construct a learning environment in which students can flourish
- Encouraging reflection: helping students
- Putting the 'group' back into group work – ways to eradicate social loafing!

### 11.15 – 11.35am: Discussion: coffee break

### 11.35 – 12.15pm: Producing independent thinkers

'School is a place where young people go to watch old people working hard.'

- Are you doing the thinking for them?! How do we encourage students to truly analyse and evaluate?
- Active and interesting ways to get your students reading, summarising and note-making
- Ready-to-run ideas to help you develop your students' thinking and elaboration skills

### 12.15 – 12.45pm: Encouraging a scientific approach

The new psychology courses require all psychology students to have knowledge and understanding of 'How Science Works'

- What is science and how do we do it?
- Convincing students of the value of science
- Making some of the abstract concepts real

### 12.45 – 1.45pm: Lunch and informal discussion

### 1.45 – 2.00pm: What do we want and how are we going to get there?

- Reflecting on the barriers to successful practice
- Teaching versus learning

### 2.00 – 2.45pm: Putting it all together – encouraging synoptic thinking

A good psychologist doesn't study topics in isolation, they make connections.

- What is synoptic thinking?
- A daunting task: how can we support our students to see the bigger picture?
- Engaging ways for students to construct their own 'bigger picture'.

### 2.45 – 3.00pm: Discussion: afternoon tea

### 3.00 – 3.45pm: From dependence to independence – the use of peer/self assessment

Assessment for Learning – an Ofsted box to tick?  
Or a real opportunity for students to take control of their own learning....?

- Going back to basics. What is AfL and where did we go wrong?
- Fast, simple and easy ways to get students to reflect on their work
- Providing opportunities for students to learn from their mistakes

# 3538: Enhancing achievement of lower ability students at AS/A2 Psychology (any specification)

**Keynote**  
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## COURSE DESCRIPTION & AIMS

This intensive one-day course is designed for teachers of AS/A Psychology who wish to learn how to enhance the achievement of their lower ability students. The course is led by an experienced teacher who has a great deal of experience of working with students who fall into this category. It will focus specifically on:

- Demonstrating a range of techniques and strategies which will enable students to achieve a high grade of work in Psychology
- How to resource, structure and teach the units at AS and A2
- Demonstrating how to set homework which enables students to work independently and developmentally
- Tracking and intervening
- How to raise motivation.

### What are the benefits of attending this course?

By the end of the course delegates will have:

- Learned how to boost initial subject knowledge and understanding
- Developed a range of strategies to enhance student performance
- Extended their repertoire of resources to support lower ability students
- Learnt how to best support lower ability students to be successful with the assessment and examinations
- Increased their ability to track students progress and how to intervene successfully
- Explored enrichment ideas to raise motivation

## THE PROGRAMME

### 10.00 – 11.00am: Setting firm foundations – what methods can be used to enhance performance from the start?

- How to boost initial subject knowledge
- Significant support for students with lower GCSE results
- Activities and approaches for the crucial first few weeks
- How to get students thinking like psychologists straight away

### 11.00 – 11.20am: Discussion: coffee break

### 11.20 – 12.20pm: Getting over the exam hurdle

- Drilling down into the types of questions, tasks, skills and assessment demands –through the eyes of a lower ability Psychologist
- What support can you put in place to make the assessment process more manageable?
- Practical suggestions to improve exam results

### 12.20 – 1.20pm: Lunch and informal discussion

### 1.20 – 1.40pm: Resources ideally suited to raise the attainment of lower ability learners

### 1.40 – 2.20pm: Teaching skills for successful psychologists

- Teaching students to be independent
- The power of questioning, supporting thinking skills
- Using your time effectively – supporting all students

### 2.20 – 2.35pm: Discussion: afternoon tea

### 2.35 – 3.10pm: Tracking and intervening to boost results

- Using data effectively to set realistic and meaningful targets
- How to track and monitor progress
- When and how to intervene

### 3.10 – 3.35pm: Enrichment programmes and approaches to raise motivation

- Ideas to switch on lower ability students
- Bringing the subject to life
- Developing a love for the subject
- Ideas for in class and out of hours learning – including using the school's VLE

### 3.35 – 3.45pm: Final top tips and discussion

## VENUE & DATE

London

Friday 09 July 2010

## COURSE LEADER

Victoria Carrington (see page 3)

## WHO SHOULD ATTEND?

All teachers of AS/A Psychology

## RESOURCES & MATERIALS

On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom, PLUS a CD-Rom containing:

- Teaching and learning activities and materials for your lessons
- PowerPoint slides used on the day
- Useful tips and guidance

**NEW**  
COURSE

# 3539: GCSE Psychology – setting up a new course: establishing and delivery for schools new to the qualification

## VENUE & DATE

London  
**Monday 12 July 2010**

## COURSE LEADER

**Victoria Carrington** (see page 3)

## WHO SHOULD ATTEND?

This intensive one-day course is designed for teachers who are new to the teaching of GCSE Psychology or who anticipate introducing the specification soon.

## RESOURCES & MATERIALS

On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom, PLUS a CD-Rom containing:

- Teaching and learning activities and materials for your lessons
- PowerPoint slides used on the day
- Useful tips and guidance

## COURSE DESCRIPTION & AIMS

This course is led by an experienced teacher who has taught GCSE Psychology and who has written the textbook for the AQA GCSE Specification, and accompanying teacher resource pack. It will focus specifically on:

- The shaping and structuring of a good course
- Methods used to enhance performance from the start
- Teaching the basics
- Effective resources that enhance achievement

### What are the benefits of attending this course?

By the end of the course delegates will have:

- Learned how to shape and structure a good course
- Developed strategies to maximise performance of all abilities
- Understood the key challenges of the subject at GCSE and how to overcome them
- Developed their understanding of the examination demands and how to support students
- Extended their ability to support the full ability range

## THE PROGRAMME

**NEW  
COURSE**

### 10.00 – 10.45am: Shaping and structuring a good course

- How to devise a successful course
- The key criteria for an effective course
- The key materials and how to produce them
- How to ‘sell’ the course to parents and prospective students
- Overcoming the key challenges of GCSE Psychology

### 10.45 – 11.15am: Teaching the basics

- The key skills required before they learn any subject knowledge
- Ease them in gently – how to build up their knowledge at a steady rate without bombarding them with information

### 11.15 – 11.30am: Discussion: coffee break

### 11.30 – 12.45pm: What methods can be used to enhance performance from the start?

- Effective teaching and learning techniques aimed at the right level
- How to maintain them for A level studies
- How to teach the more difficult topics
- How to bring the subject material to life
- Engaging with examination demands – what will the students need to show?
- Building exam skills into your teaching

### 12.45 – 1.45pm: Lunch and informal discussion

### 1.45 – 2.30pm: Resources to boost performance

- Incorporating high tech resources into your teaching
- A full range of lower tech ideas and resources to engage your students
- How to stay current and up-to-date
- Using text books effectively

### 2.30 – 3.30pm: Maximising student performance – extending the gifted and talented, yet supporting students challenged by the subject

- Techniques to enrich and extend learning for the able student: reaching A\*
- Strategies to support the less able students: pushing for grade C
- Tracking and intervening effectively
- Setting and monitoring good targets to raise attainment

### 3.30 – 3.45pm: Final Top Tips, questions and close

## 3550: Third Annual Sixth Form Conference for Senior Leaders: raising attainment, expectations and aspirations in the Sixth Form

### VENUE & DATE

London  
Friday 25 June 2010

### CONFERENCE AIMS

This third annual Keynote Sixth Form Conference has been designed to hit the crucial issues in Sixth Form Senior Management for 2010. The day will be led by high profile speakers, who are leading practitioners in their area, and will offer innovative yet practical guidance on how to raise standards in the Sixth Form.

By the end of the conference delegates will have:

- Been inspired with the latest strategies to establish values, vision and a positive ethos designed to raise standards at all levels
- Learned how to prepare for success at Ofsted, using the latest framework
- Been inspired with the very latest research findings: how to support Sixth Form students to be highly successful university students
- Had the opportunity to participate in a choice of workshops designed to tackle key areas of Sixth Form management

### KEYNOTE SPEAKERS

**Ann Kenny** is a Senior lecturer in Education and Programme Leader for the BA in Education Studies at the University of Derby, where she has been since 2006. Before going into higher education, Ann was a Head of Department for Social Science in a large sixth form centre in Nottingham, which was one of the first colleges to be awarded a grade one by Ofsted for the teaching of psychology, sociology and politics.

**David Kennedy** is Headteacher of The John Warner School, 11-18 co-education all ability comprehensive school in Hertfordshire. He was educated in Bristol and a university in the north of England. He has taught in Kent, London and Buckinghamshire before coming to Hertfordshire in 1992, where he has been successfully a deputy head and Headteacher. David has led The John Warner School during a remarkable transition which has seen the school go from being a small institution heavily under performing to a school of some 1300 students which has received numerous educational and quality awards in the last ten years. He has a special interest in post-16 education and has been head of a large sixth form prior to deputy headship.

**Faith Ressmeyer** has been teaching at The Sixth Form College in Colchester since its opening in 1987, is now an assistant principal, senior tutor, teacher of English and basketball coach. She also taught for ten years in a local comprehensive and in New York. In her role as Staff Development Manager she has had the opportunity, with colleagues, to create and implement a CPD programme which includes a lesson observation system based on the principle that development of staff leads to improved teaching and learning. The established system has been in place for long enough that three inspection cycles have acknowledged its robustness and its significant contribution to raising the standards of teaching and learning, in the 2007 Ofsted inspection the College received outstanding in this and all other areas.

**Garry Burnett** has been a successful teacher, Head of Department, LA Adviser and AST for 28 years with vast experience of teaching all age and ability groups in the 11-18 band, including Sixth Form and FE. Since 2000 he has also been actively involved in the Campaign for Learning's 'Learning to Learn in Schools' project and has published extensively on the subject, including the innovative 'Learning to Learn – Making Learning Work for All Students' (Crownhouse 2002). His most recent publications, an anthology of original short stories 'Mrs Ockleton's Rainbow Kite and Other Tales' and 'Thinking Through Literature' (Crownhouse 2007) deal with the creative teaching of personal, learning and thinking skills (PLTS) in the context of literature, including his own original stories. He currently works for the Oasis Foundation as an AST / Executive Director of English and leads consultancy in raising standards in teaching and learning generally, but specifically in English.

**Glyn Pickering** is Assistant Head (Student Voice) at a large Sixth Form College in the North of England. The Centre has over 1,400 students almost all of whom are taking level three courses. Glyn's role involves the implementation, review, and overall management of all issues relating to the 'Student Voice' across the centre. Glyn is also a Chartered Psychologist with over a decade of experience in the delivery of Psychology, currently servicing over 500 AS and A2 students as well as the management of a range of other A level subjects including ICT, Business Studies, Geography, and Environmental Studies.

**James Elander** is head of the Centre for Psychological Research at the University of Derby. With a longstanding interest in the application of psychology to learning and teaching, he has a special interest in student writing and student transitions.

**Jay Trivedy** has been the Head of the Joseph Wright Centre, Derby College, since 2006. The Joseph Wright Centre is located in the heart of the City and has over 1400 full time students, mainly on Level 3 programmes. During that period, the average UCAS points for the Centre have doubled and the pass rates on all programmes have improved. Previous to that, Jay was responsible for a very high achieving sixth form centre in Staffordshire. Jay is a regular presenter at National conferences and has a publication on Post 16 issues.

**Jim Harrison** taught History / Humanities, along with some PE, in three schools and a sixth form college over a period of twenty years. He has worked as a Head of History, a Head of Humanities as well as a Head of Sixth Form. Jim was seconded into Hertfordshire LA and then appointed as History Adviser for the county. As a part of that role he became an Ofsted inspector. More recently he has held senior posts with responsibility for CPD and leading the Curriculum Team. Currently he works as a School Improvement Partner to a number of secondary and special schools.

## PROGRAMME

**10.00 – 10.45am:**

### **Values, Vision and Ethos: moving forwards and raising aspirations: David Kennedy**

- An account of our journey
- What ethos should we have?
- Dealing with staff expectations
- Dealing with parental expectations
- Dealing with student expectations
- How to unite the 'team' with a shared ethos and maintain continued improvement

**10.45 – 11.30am:**

### **Preparing for success at post 16 inspection: Jim Harrison**

- The latest Ofsted framework – the criteria for judgements and the inter-active nature of the sections
- A successful school SEF – ensuring the Sixth Form sections in the SEF are clear and well-evidenced
- Data – presenting a clear analysis of your students' attainment and achievement
- Leadership and Management – the important evidence for a successful Ofsted
- Further issues – collaborative provision, community coherence

**11.30 – 11.50am:**

### **Discussion: coffee break**

**11.50 – 12.20pm:**

### **Flying Start! How do students learn? What can be done at Sixth Form to best prepare them for success at university?: Ann Kenny and James Elander**

- Key findings from an in depth study carried out by the Universities of Derby and Liverpool
- How to improve student transitions from Further to Higher Education
- Improving student learning experiences as they progress from A level or BTEC/ AVCE courses to degree level courses
- Key feedback from an extensive survey of level 3 students and their experiences of study: what they found challenging and how well prepared they were for university
- What can schools and colleges do differently to prepare their students for success at university?

**12.20 – 12.50pm:**

### **Question Time**

- Delegates will have the opportunity to submit questions on any aspect of Sixth Form management during the break (or at any point during the morning). The key questions will be answered by the panel of experts and opened up to discussion. The panel will comprise of the speakers from the morning sessions together with a first year University student who will be able to share their experiences and difficulties in moving from sixth form to university education.

**12.50 – 1.50pm:**

### **Lunch and informal discussion**

**1.50 – 2.35pm:**

### **Workshop 1**

**2.40 – 3.30pm:**

### **Workshop 2**

**3.30pm:**

### **Discussion, afternoon tea and depart**

- Delegates choose 2 of the 4 possible workshops:

## THE WORKSHOPS

### **Workshop A:**

#### **The Student Voice: the true potential of using student voice to raise attainment: Glyn Pickering**

- What is the Student Voice and why is it important?
- Administrating the Student Voice – make it work for you
- Being heard – measuring the Student Voice
- Feeding back – responding to the Student Voice
- Ensuring meaningfulness – reviewing and improving the Student Voice process

### **Workshop B:**

#### **Lesson Observations to transform the teaching and learning in your schools / college: Faith Ressemeyer**

- How to introduce a non graded lesson observation programme
- Example of an observation model cited as good practice by Ofsted
- How the approach marries up with the requirement to grade lessons
- How the programme leads to improved teaching and learning
- Strategies to support outstanding staff development

### **Workshop C:**

#### **Using Departmental Self Reviews to raise standards: Jay Trivedy**

- The nature of the self review process
- Data analysis and using the "student voice"
- The role of a "critical friend"
- Action planning
- Senior Team direction and involvement

### **Workshop D:**

#### **Stretching the most able Year 12 and Year 13 Students: Garry Burnett**

- Utilising questioning strategies to access higher order thinking
- Setting learning objectives which challenge the most able
- Task-orientation and motivating the most able
- Practical strategies to challenge the well able and boost attainment



**Bookings:**

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- Fax us on 01625 532524
- E-mail us on [online@keynote.org.uk](mailto:online@keynote.org.uk)
- or return the booking form to us at the address given below.

**Course Details:**

Course details will be sent out to you about 10 days before the course, after receipt of payment or official order. Please telephone us if you have not received them by this time.

Further information on this and other events arranged for Summer 2010 may be found on our website at

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No of places	Course No	Cost	Venue & Date (please tick box)
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	2836	£215 + VAT	<input type="checkbox"/> London Weds 30 June
	2835	£215 + VAT	<input type="checkbox"/> London Weds 16 June
	3618	£215 + VAT	<input type="checkbox"/> London Tues 6 July
	3536	£215 + VAT	<input type="checkbox"/> London Fri 11 June
	3537	£215 + VAT	<input type="checkbox"/> London Mon 21 June <input type="checkbox"/> York Tues 22 June
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	3550	£245 + VAT	<input type="checkbox"/> London Fri 25 June

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