



# Specialist Leader in First World War Education

## Programme Structure – 2019 Cohort

### 1. Pre-application Activities

In order to be eligible to apply to become a Specialist Leader in First World War Education (SLE) participants will need to have completed the pre-tour CPD programme (either the face-to-face training day or the online modules\*) and four day First World War Centenary Battlefield Tour Programme (FWWCBTP) tour\*\* before applying for a place on this programme. The date of face-to-face training **or** brief notes from the online modules (maximum 300 words of reflection notes – applicants are welcome to go back into the website modules to refresh their memory) should be submitted with the application form.

#### *\*The Pre-tour CPD Course*

This pre-tour module comprises a flexible training experience, undertaken by all tour participants. It is a one day face-to-face course, held in London, Manchester or York, or series of four on-line modules. The aim is to prepare staff for facilitating pupil learning out on a First World War battlefields tour and to consider some ideas for teaching and learning on the battlefields and back in the classroom. It comprises sessions relating to the following areas:

- Developing effective tour enquiries
- Exploring the role of people and places involved in the First World War within and beyond the classroom
- Facilitating post-tour remembrance in the local community

#### *\*\*The Four Day Tour (member of staff with two students)*

The four day tour seeks to assist practitioners in using the battlefields to help their students answer a series of enquiry questions. For the history tour, the questions include:

- What was life like for ordinary people?
- Was the battle of the Somme really a disaster?
- Is remembrance more or less important 100 years on?

Participants selecting the English Literature tour variant would address the following questions:

- How are comradeship and division addressed through First World War literature?
- How did the view of the First World War expressed through literature change as it progressed?
- Is remembrance more or less important 100 years on?

### 2. Application Process

Prospective SLEs should complete an application form following their tour and successful applicants, based on their written submission, will be offered a place on the programme. The 2019 cohort application window opens on Monday 7<sup>th</sup> January 2019 and closes at 5pm on Wednesday 31<sup>st</sup> January 2019. There are limited places on the programme and these will be allocated to the applicants who best meet the Person Specification. Applicants and their Headteachers must confirm they will be able to attend all aspects of the taught programme on dates to be advised (*Typically, SLEs will need to be released from their school for two days – Development Day 1 – March 2019, and SLE Tour – Day 1 or 3 (a Friday or Monday) – late June / early July (post exam season); SLEs will also need to be available for one Saturday – Development Day 2 (autumn 2019), and one Saturday and Sunday late June / early July for the remaining two days of the SLE Battlefields Tour*).

### 3. The Course Structure

#### Two Development Days

Two face-to-face teaching days will be held in London, held in workshop format (the first to be held on a weekday in March 2019 during the school term, the second on a Saturday during the autumn term of 2019). The specific dates for 2019 will be made available when successful applicants are offered places on the programme.

#### Day 1: Teaching the First World War (6 hours)

- Development of Specialist Knowledge and skills.  
Participants will be taught the knowledge and skills required to lead teaching and learning at key locations in relation to some of the following - the three battles of Ypres (1914,15,17), the Battle of the Somme (1916), The Battle of Arras (1917) and the Battle of Amiens (1918), and also the events leading to the Armistice of November 1918. Appropriate teaching and learning activities will be explored for each group of sites covered on the day, delivered through collaborative workshops. This section will also include a keynote lecture provided by a military historian to provide a grounding on the structure of the armed forces 1914-18 and military strategy.
- Cross-Curricular themes  
The following content will be taught thematically in order to examine the evolving nature of key issues, always considering how these areas can be taught effectively to students on the battlefield and in the classroom:
  1. English literature from the battlefields
  2. Spiritual, moral, social and cultural education and British Values
  3. The development of medicine through the First World War

#### Day 2: Leading Teaching and Learning of the First World War (6 hours)

- Leadership and management of teaching and learning. This half-day session will include sessions on effective influencing, change management and contribution to whole school ethos. There will also be an opportunity to consider the benefits and procedures associated with action research for practitioner enquiry.
- Local history enquiry. The afternoon session will include a walking tour of some of London's First and Second World War sites and a chance to reflect on how schools could use these sites for active learning opportunities.

#### A Three Day First World War Battlefields Tour - Skill Development and Informal Practical Assessment Tour

A bespoke three day tour will be scheduled for late June / early July (either Friday – Sunday or Saturday – Monday).

The tour will comprise of visits to some sites with which many participants will already be familiar, but will also visit several new locations, to inspire participant's future teaching and to build on themes covered during the Development Days. Each participant will be asked, either individually or in a pair, to prepare an introduction to the site and then lead a teaching and learning activity there with the rest of the group assuming the role of 'students' (30 minutes max.). The assessment will take the form of friendly developmental feedback - there is no pass / fail or formal grading system used during the programme.

Previous Specialist Leaders overwhelmingly comment on the friendly nature of the SLE tour and welcome the chance to enjoy a glimpse into the creative teaching and learning ideas of their peers.

There will also be further course teaching during the tour, focusing on historical knowledge about the sites visited as well as practical problem solving for matters which may potentially arise on school field visits.

### Individual Development Tasks and Assessment

All Specialist Leaders are required to complete two assessed tasks in order to receive certification for their work from the UCL Institute of Education’s First World War Centenary Battlefield Tour’s Programme. It is anticipated that both sets of tasks are completed by 31<sup>st</sup> October 2019.

Specialist Leader Informal Accreditation Assessment chart:

Task 1: Leading a teaching and learning activity on a site (during residential trip)	50%	Maximum 30 minute on site lead of a teaching and learning activity (individual or paired delivery)
<p>Task 2: Evidence of TWO of the following activities being conducted in the SLEs home school or local associated education network (e.g. multi-academy trust, local authority schools, a higher education institution):</p> <ul style="list-style-type: none"> <li>• Development, trial and refinement of a new First World War classroom activity</li> <li>• Establishment and leadership of a local school network</li> <li>• Leading pre-tour CPD</li> <li>• Accompanying of a tour group, showing outstanding teaching and learning activities</li> <li>• Working with schools on Legacy 110 projects</li> <li>• Development of media / digital technology</li> <li>• Development of new on-site tour materials</li> </ul>	50%	Assessed through informal written documentation or appropriate other media presented briefly during Development Day 2. It is understandable and perfectly acceptable that some tasks will be at the planned stage rather than delivered by this time, for example because the First World War Scheme of work may be taught at a different time of year.

### Assessment Criteria

*Task 1 - Leading a teaching and learning activity on a site (during residential trip)*

Knowledge	<ul style="list-style-type: none"> <li>• The ability to select relevant knowledge</li> <li>• The ability to convey the historical and topographical (where relevant) perspective of the site</li> <li>• The ability to explain clearly – both the site itself and how it relates to wider events</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• The ability to communicate in an audible, engaging manner with well-paced delivery</li> <li>• The ability to use vocabulary accessible to the group and to avoid excessive abbreviations or jargon</li> </ul>

	<ul style="list-style-type: none"> <li>• The ability to make the site an ‘active outdoor classroom’ – with evidence of all participants engaging in practical / interactive and meaningful learning</li> <li>• The ability to balance exposition with an interactive learning experience</li> <li>• The ability to build in simple opportunities to assess the audience’s understanding of the subject material</li> </ul>
Learning Climate	<ul style="list-style-type: none"> <li>• The ability to appreciate the general learning needs of participants</li> <li>• The ability to keep to the time limit</li> <li>• The ability to create an effective learning environment, with due regard to health and safety and the comfort of participants, adapting for example to changes in the weather or other members of the public on site.</li> </ul>

*Task 2: In School / Local Network Activities*

Teaching and Learning / Leadership of Teaching and Learning	<ul style="list-style-type: none"> <li>• The ability to select relevant knowledge</li> <li>• The ability to demonstrate skills in leadership / teaching as applicable</li> <li>• The ability to plan, implement and reflect on practice</li> <li>• The ability to inspire students and / or other staff in relation to learning about the First World War.</li> <li>• The ability to develop wider learning experiences – for example making a contribution to cross-curricular themes, the development of character, or spiritual, moral, social and cultural development in students’ education / the ability to develop the teaching and learning skills of educational professionals</li> <li>• The ability to build in formal or informal assessment for learning opportunities</li> <li>• Demonstration of positive outcomes for students and / or other staff</li> </ul>
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**Additional Contribution to the FWWCBT (Optional)**

Specialist Leaders often contribute to the wider work of the programme; SLEs from past cohorts have, for example, assisted with the development of tour resources, led parts of the pre-tour CPD programme or attended special commemorative events on behalf of the programme. SLEs will periodically be offered such opportunities.