

Champion computer science. Train to be a Master Teacher



What is a CAS Master Teacher?

An experienced, high-performing classroom teacher with a passion for the subject; enthusiasm, energy, and a desire to support others.

CAS Master Teachers are the Network of Excellence “Practitioner Champions”



Why become a CAS Master Teacher?

- access to professional development opportunities
- opportunity to help and support your colleagues
- recognition of your status as a teacher
- improve your own teaching of the subject
- enhanced career development*

To register your interest please email: cassoutheast@computingatschool.org.uk

*In a survey of CAS Master Teachers carried out in October 2015 over 93% agreed or agreed strongly that they find the Master Teacher activities satisfying, over 95% agreed or agreed strongly that they felt proud to be a CAS Master Teacher and that over 90% agreed or agreed strongly that being a CAS Master Teacher had helped with their career and professional development.

Prospective Master Teacher training programme.

CAS South East 2016-17

This support programme is designed for teachers of computing who wish to improve their skill base in order to apply for Master Teacher status in April 2017. The programme will provide opportunities for teachers to develop their skills in three main areas: subject knowledge, delivery of impactful professional development and classroom research skills. There will be the opportunity to complete the BCS Certificate. Participants will be able to access global CAS support to supplement the five-day programme.

CAS Master Teachers:

- Provide training, mentoring and coaching to teachers in their local communities
- Support collaboration between schools and universities.
- Champion computer science in schools and the wider teaching profession
- They are part of the local community of practice and will work alongside their CAS Regional Centres and the local hubs to support teachers of computing in their local area, enable their professional development, and support curriculum change.

Programme outcomes

1. Identify areas for development and support packaged to address identified priorities
2. Successful completion of the BCS Certificate
3. Support from CAS South East to apply for Master Teacher status

Participants will be able to choose a personalised route through the programme, selecting areas for development that are most relevant to them.

Wednesday 05/10/2016	<p>Skills survey – identify areas of need</p> <hr/> <p>The three elements of the programme – overview of subject knowledge, impactful professional development and classroom research skills</p> <hr/> <p>Introduction to practitioner-led research – impact in the classroom</p>
Monday 31/10/2016	<p>Programming I - Subject to attendee prior experience, either</p> <ol style="list-style-type: none">1. KS3 Python for beginners – looking at both the how and why of using python in the classroom. Covering in detail PRINT, INPUT and IF statements and relating these to the computing framework. Also looking at the use of VARIABLES, LISTS and DATA TYPES.2. Using LISTS and LOOPS looking at how iteration is used dealing with the contents of LISTS and FILES to complete processes on data. Also comparing the structures in the KS4 specifications and framework to the language we are using to programme. <hr/> <p>A flipped classroom task will be set before the next session allowing attendees to practice and enhance the skills learnt on the day.</p>
Tuesday 29/11/2016	<p>Programming II - Subject to day 1 either:</p> <ol style="list-style-type: none">1. Using LISTS and LOOPS looking at how iteration is used dealing with the contents of LISTS and FILES to complete processes on data. Also comparing the structures in the KS4 specifications and framework to the language we are using.2. Consider how the structures studied are best taught in the classroom and look at the importance of teaching decomposition and systems analysis when introducing students to programming tasks. Apply the skills learnt to a GCSE style problem. <hr/> <p>Research: identifying a research focus for your classroom practice</p> <hr/> <p>BCS certificate: introduction and discussion of appropriate programming tasks.</p>
Tuesday 17/01/2017	<p>Personalised learning day – tutorials focusing on individual participants' needs</p>
Friday 10/02/2017	<p>BCS certificate – preparing your submission</p> <hr/> <p>Participants deliver a 30-minute micro-lesson</p>

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This programme will prepare you for your application to become a Master Teacher. It does not guarantee that your application will be successful as your application will need to satisfy all criteria. For full terms and conditions see www.southampton.ac.uk/mslc/terms-and-conditions.page