

## Program Overview

Teaching quality is the most important component of educational quality, and as Hargreaves & Fullan argued:

*...good learning comes from good teaching...So, let's concentrate our efforts not on bigger budgets, smaller classes, changing the curriculum, or altering the size of schools - but on procuring and producing the best teachers we can get*

Teachers today must be pedagogic experts who, utilizing the increasing affordances of technology, can design and facilitate effective, efficient, and engaging learning experiences across all modes of delivery (i.e., face-to-face, blended, and fully online).

This workshop series focuses on developing **Creative Teaching Competence** (CTC), which is a synthesis of the most current knowledge on how people learn best and what instructional methods are most effective for learner attainment and engagement. The approach is grounded in the landmark work of Petty (2009; 2018) on Evidence-Based Teaching, and Sale (2015; 2020) on Creative Teaching.

## Program Outcomes

The specific performance outcomes include the competence to:

- Design and facilitate learning through the application of the most current knowledge on how students learn best
- Creatively blend instructional methods and techniques into high impact instructional strategies for optimal attainment and engagement opportunities
- Select and use EdTech and Artificial Intelligence tools to enhance different aspects of the learning process
- Conduct Evidence-Based Reflective Practice using a customizable diagnostic and predictive tool for teacher appraisal.

This CTC program provides teaching/ training professionals with a comprehensive evidence-based pedagogical framework for developing the necessary **Pedagogic Expertise** required in today's rapidly changing and challenging educational landscape.

## Your Online Facilitators



**Geoff Petty** is one of the UK's leading experts on teaching methods. An experienced teacher with an international reputation, he is author of best-selling books *Teaching Today*, *Evidence-Based Teaching*, and an update of the latter "*How to Teach Even Better: an Evidence-Based Approach*" all published by Oxford University Press.

*Teaching Today* is a very widely used teacher training text in the UK, and his work has been translated into ten languages including Russian and Chinese. Geoff has worked as a consultant with over 500 colleges and schools, as well as several national education bodies in the UK and abroad. He has spoken regularly on issues of learning and teaching all over the UK. His website [www.geoffpetty.com](http://www.geoffpetty.com) has hundreds of free downloads on it, and gets thousands of visits a week. Geoff is also the author of *How to be Better at Creativity*.



**DENNIS SALE** is the author of *Creative Teachers: Self-directed Learners* (Springer 2020) and *Creative Teaching: An Evidence-Based Approach* (Springer, 2015). These books systematically de-mystified, from a cognitive and behavioural science approach, what creative teachers actually do and how they do it, and what this means for practical teaching.

In Singapore, Dennis was Senior Education Advisor at Singapore Polytechnic, Principal Researcher for the Ministry of Education, and Invited External Assessor for Singapore's School Excellence Model. He has trained/coached over 15,000 teaching professionals in many countries, cultural and educational contexts, as well as providing 100+ consultancies in the Asian region. Previously, Dennis taught in all sectors of the British education system.

## Program Structure & Delivery

The program comprises 3 interrelated modules that aim to ensure full conceptual understanding of the framework and application activities for the key strategies and skills involved:

- Module 1: Evidence-Based Teaching
- Module 2: Creative Teaching Competence
- Module 3: Evidence-Based Reflective Practice

The structure and delivery are flexible and adaptive to institutional and contextual needs. The format in the present context is a fully online learning program, which includes the following main components:

- A series of videos and webinars on the key understandings and skills underpinning CTC. These enable participants to work at their own pace and participate in the live webinars with facilitators
- Comprehensive supporting content knowledge is provided to reinforce and differentiate the key concepts presented in the webinars and videos. This is accessible anytime, anywhere, and incorporates various e-tools for communication, collaboration, and self-assessment
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Post-workshop support to help institutions achieve a high level of professional competence (what Hargreaves & Fullan, 2012, refer to as *Professional Capital*) is available as an additional professional development option.

## Assessment

The main assessment focus is formative in helping participants to achieve sufficient mastery of the key concepts, strategies, and skills involved. These include:

- Self-assessment of key concepts through MCQ items and reflective questions
- Performance tasks, culminating in producing a curriculum plan that infuses CTC strategies/methods into content curriculum and everyday teaching
- Collaborative appraisal of curriculum materials through feedback with program facilitators, peers, and other relevant stakeholders.

For more information on speakers and webinars:  
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