



# Subject Passion as a Teaching Tool (SPTT)

## Trinity College Cambridge and World Class Schools Quality Mark (WCSQM)

### Introduction

SPTT is the first piece of work between Trinity College Cambridge and WCSQM on transition and bridging the gap between 6th form and undergraduate studies. We wanted to start with the common ground of students' and staff's passion for their subject. The opportunity to form a partnership between the two organisations, to develop a continuing professional development programme for teachers, perfectly aligned with our mutual objectives.

SPTT is a series of sessions presented by academics at Trinity College Cambridge on the area of their specialism about which they are passionate. A member of staff from our World Class Schools worked in collaboration with the academic to produce A level resources pertaining to the session to be used directly in the classroom. This publication is an anthology of the sessions and accompanying resources.

SPTT has been transformative. Something that connects academics, undergraduates, teachers and sixth formers is the love of their subject. We have capitalised on this connection by running these sessions. Academics from Trinity College Cambridge and practitioners from non-selective state schools have delighted in the fact that they share an excitement about the peculiarities and wonders of their specialist area. It has made them realise that the apparent gaps between A level and undergraduate level can be bridged by inspiring students with a fascination for their discipline.

Particularly in times of remote learning, when students and staff were physically detached from each other, teachers reported going back to the classroom, virtual or otherwise, remembering why they love their subject, and reminding students why they love it too. It has enabled teachers to reflect on what originally captivated them about their subject and led them to a career in teaching.

By working together, school and college practitioners have been able to identify the common ground between 6th form and undergraduate curricula, knowledge, understanding, skills and competencies. In turn, practitioners have been able to bring this commonality to bear in the classroom, so as to provide school students with the confidence and capability to bridge the gap between post-16 and undergraduate learning. The sessions themselves have provided participants with an opportunity to discuss requirements and expectations for undergraduate programmes on offer at Cambridge, and dispel misconceptions.

The SPTT has lit the fire of learning for its participants, and we hope that it fans the flames for you too.

Miranda Perry - Director - WCSQM

A handwritten signature in black ink, appearing to read 'Miranda Perry'.

Jon Datta - Outreach Coordinator - Trinity College Cambridge

A handwritten signature in black ink, appearing to read 'Jon Datta'.

## Examples of testimonials on the SPTT sessions

### **Mathematics (2) - Dr Ems Lord/ Anita Simpson**

*'A highly engaging, interesting and relevant talk. I can't wait to take the passion for maths that poured out from this session back to the classroom.'*

*'I love that it was a really short and to the point session, no waffle but really valuable stuff! A great session. Interesting, applicable to the classroom and delivered well. Thank you!'*

### **Modern Foreign Languages - Professor Emma Widdis/ Lola Russell**

*'Thank you, it was very interesting and quite a lot got packed in for a short meeting.'*

*'Thank you so much for this thought-provoking session!'*

### **Computer Science - Professor Frank Stajano/ Bego Soler**

*'Informative, exciting and clearly structured, anyone can gain so much knowledge from listening to these world leading experts'.*

*'Professor Stajano delivered a highly compelling structured talk on one specific aspect of CS algorithms that is both interesting and made more so by its multi-disciplinary linking to many other aspects of the Specification. Great advice.'*

### **Economics - Dr Chris Rauh/ Andrew Somerville**

*'Thank you for supporting teachers and providing materials that will certainly stimulate our economics students and help them to make real-life connections.'*

*'An interesting insight into the work of an economist.'*

*'Having up to date research to show my students is extremely helpful in explaining what economists actually do.'*

*'I really enjoyed it - made me want to go back to university!!'*

### **Medicine (with a focus on biology and chemistry) - Dr Richard Hayward/ Cicely Alsbury/ Ella Elms**

*'The joy of learning, teaching can slip into a rut'*

*'Superbly engaging and inspiring talk. Many thanks for taking the effort and providing such an expert to address us'*