

Shaping Futures



CTTP
Carmel Teacher Training Partnership

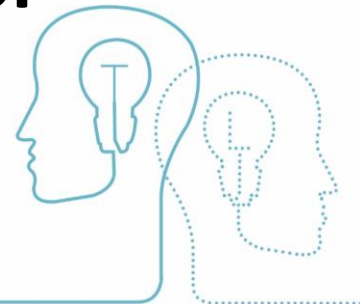
Changing Lives

Teaching and Learning Theory into practice

- **Effective Lesson Planning**
- **Pupil engagement**
- **High expectations – creating a positive culture for learning**

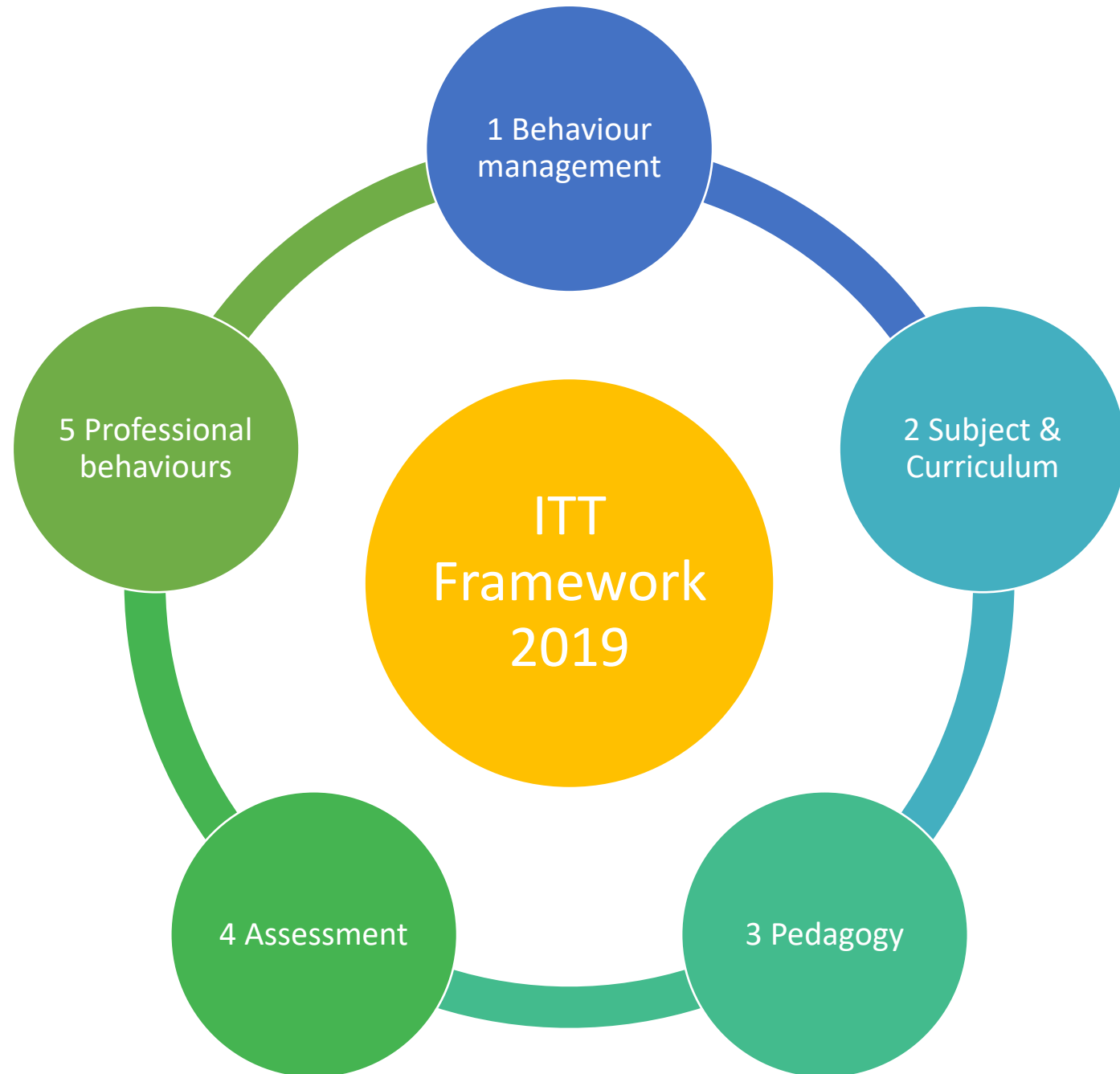
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07880180215 @Rogerpurdy



ITT Core Content Framework

The ITT Core Content Framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation.



How Pupils Learn (Teacher Standard 2 – Promote good progress) Learn that...

1. **Learning involves a lasting change** in pupils' capabilities or understanding.
2. **Prior knowledge** plays an important role in how pupils learn; committing some key facts to their **long-term memory** is likely to help pupils learn more complex ideas.
3. An important factor in learning is **memory**, which can be thought of as comprising two elements: **working memory and long-term memory**.
4. **Working memory** is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
5. **Long-term memory** can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
6. **Where prior knowledge is weak**, pupils are more likely to **develop misconceptions**, particularly if new ideas are introduced too quickly.
7. **Regular purposeful practice** of what has previously been taught can help consolidate material and help pupils remember what they have learned.
8. Requiring pupils to **retrieve information from memory**, and **spacing** practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.

Classroom Practice (Teacher Standard 4 – Plan and teach well structure lessons) Learn that...

1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
2. Effective teachers **introduce new material in steps**, explicitly linking new ideas to what has been previously studied and learned.
3. **Modelling helps pupils understand new processes** and ideas; good models make abstract ideas concrete and accessible.
4. **Guides, scaffolds and worked examples can help pupils apply new ideas**, but should be gradually removed as pupil expertise increases.
5. Explicitly teaching pupils **metacognitive strategies** linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
6. **Questioning is an essential tool for teachers**; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.
7. **High-quality classroom talk** can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
8. **Practice is an integral part of effective teaching**; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
9. Paired and group activities can increase pupil success, but to **work together effectively pupils need guidance, support and practice**.
10. **How pupils are grouped is also important**; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
11. **Homework can improve pupil outcomes**, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.

'There are lots of great jobs you can do in society, but none of them are quite as great, or quite as important, or as profound as the life of a teacher.'

Doug Lemov

'The scientific approach to identifying best practices is the best long-term bet.'

Prof Rob Coe

'Every teacher needs to improve, not because they are not good enough, but because they can be even better'

Dylan Wiliam

'Raising the quality of teaching within existing schools is probably the single most effective thing we could do to promote both overall attainment and equity'

Dylan Wiliam



As a classroom practitioner – consider these:

DO NOW TASK

1. **‘Learning** happens when people have to think hard’. **Prof. Rob Coe**
2. **Lesson preparation:** ‘Preparing carefully beforehand is the best way to be ready to improvise successfully during a lesson. When you know your lesson well, your working memory is free to perceive what students are doing & thinking. This allows you to better decide how to make adaptations and changes’. **Doug Lemov**
3. **Routines:** ‘Standard routines and clear understanding of what to do bring stability to a teacher's job, and they enable teachers to spend mental energy on their craft and not on negotiating uncertainty’. **Paul Bambrick-Santoyo**
4. **‘Teaching is interesting** because learners are so different; it’s only possible because they are so similar’. **Dylan Wiliam**

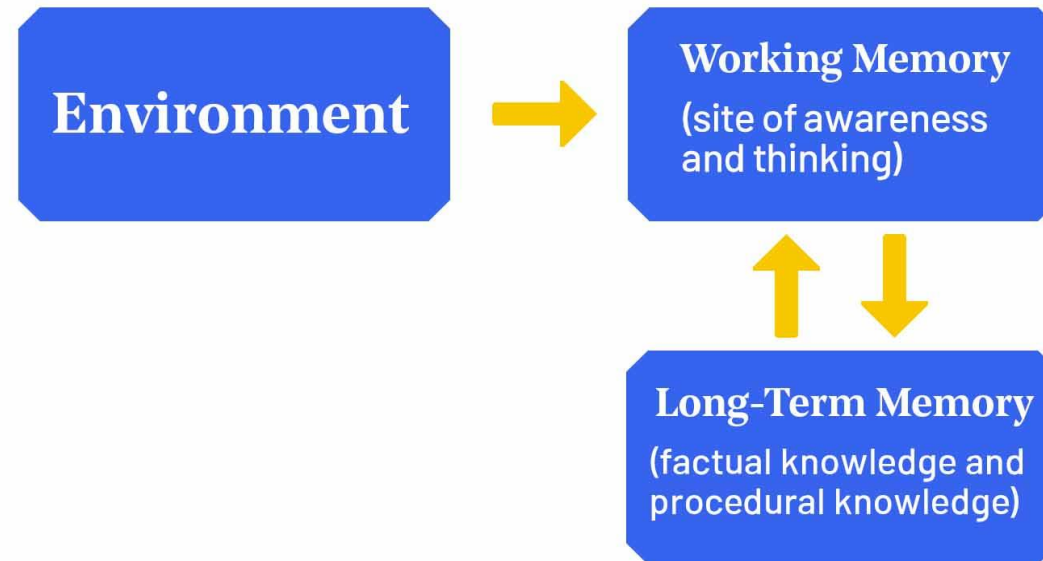
Choose one of the quotes that interests you..

What are the implications of this for your practice?

How we learn

‘Teaching is interesting because learners are so different; it’s only possible because they are so similar’. **Dylan William**

Just about the simplest model of the mind possible



Willingham (2009)

Video Ben Riley

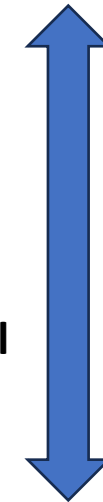
The aim of all instruction is to alter long-term memory. If nothing has changed in long-term memory, nothing has been learned.

(Kirschner, Sweller and Clark, 2021, p.77)

An Instructional Hierarchy

Stages of Learning

- 1) Acquisition.** The student has begun to learn how to complete the target skill correctly but is not yet accurate or fluent in the skill. The goal in this phase is to improve **accuracy**.
Inflexible
Teacher led
Highly structured
- 2) Fluency.** The student is able to complete the target skill accurately but works slowly. The goal of this phase is to increase the student's **speed of responding** (fluency).
- 3) Generalization.** The student is accurate and fluent in using the target skill but does not typically use it in **different situations or settings**. Or the student may confuse the target skill with 'similar' skills. The goal of this phase is to get the student to **use the skill in the widest possible range of settings and situations**, or to accurately discriminate between the target skill and 'similar' skills.
Apply / transfer
- 4) Adaptation.** The student is accurate and fluent in using the skill. He or she also **uses the skill in many situations or settings**. However, the student is not yet able to modify or adapt the skill to fit novel task-demands or situations. **Here the goal** is for the student to be able to identify elements of previously learned skills that he or she can **adapt to the new demands or situation. (Semantics level)**
More flexible
Less teacher led



(Haring, Lovitt, Eaton, & Hansen, 1978)

Model reflects ..
I do WE do ... YOU do....

Aims for today ..

Introduction:

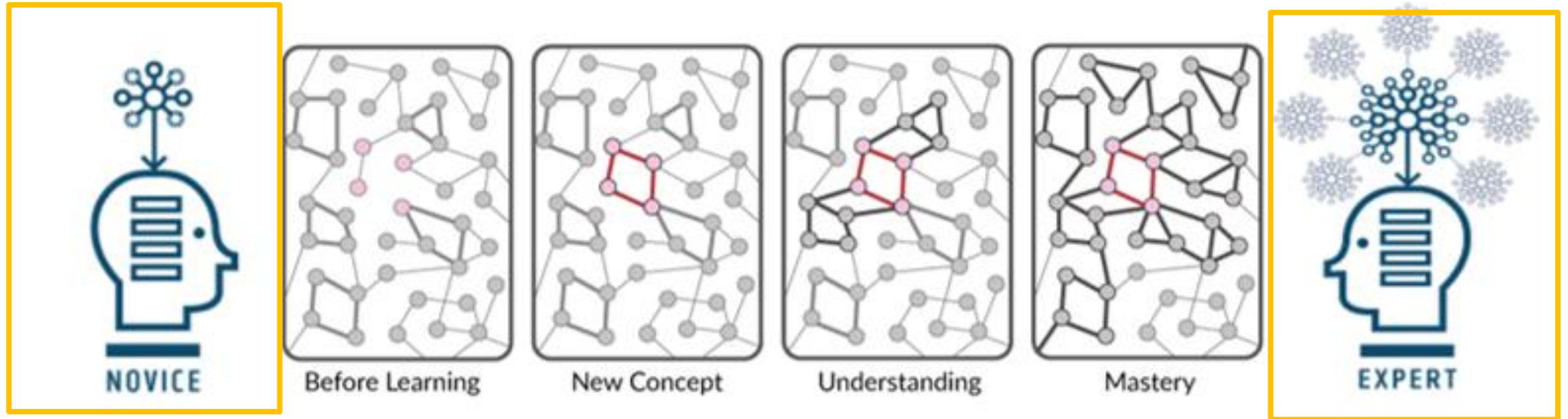
- **Teacher ‘experts’**
- Characteristics of the **most effective teachers**
- Connecting to **research base** – finding our ‘best bets’

Main bit...

- Effective planning
- Engagement
- High expectations

Your phase/subject lens..

A spectrum of expertise



So what do expert teachers know ... how can you get better faster?

As teachers moves from 'more' novice to 'more' expert, they develop increasingly **powerful 'mental models' across the following** domains:

- **Path** – Knowledge of the **pathway towards mastery of a curriculum**, including: the concepts and process that pupils need to know at different stages of their journeys
- **Pupil** – Knowledge of **what their pupils know and don't know**, what motivates and concerns them, and how these things change over time (Berliner, 2004, Schempp, 2002)
- **Pedagogy** – **Knowledge of how learning works and how to catalyse it**. This area draws on fields such as cognitive and behavioural science (Deans for Impact, 2015) It encompasses cognitive, emotional, social and cultural dimensions of learning
- **Self-Regulation** – Knowledge of how to **analyse, evaluate and iterate their own knowledge** and action towards increasing impact (Ericsson, 2015; Hattie, 2012).

Expert Teaching

What is it, and how might we develop it?

Experts are made, not born – **'effortful acquisition' of knowledge** can develop expertise.

Teachers are far more likely to have a positive impact if they..?

John Hattie's research into the most significant characteristics and behaviours of the most effective teachers...



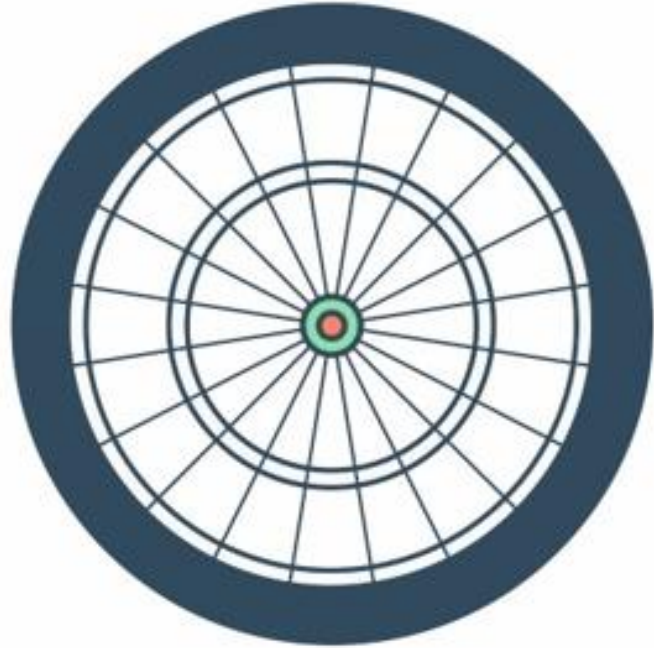
Teachers are far more likely to have a positive impact if they..

- Are passionate about helping their students learn
- Forge strong relationships with their students
- Are clear about what they want their students to learn
- **Adopt evidence-based teaching strategies**
- Monitor their impact on students' learning, and adjust their approaches accordingly
- **Actively seek to improve their own teaching**
- Are viewed by the students as being credible (Hattie 2016 Update)

They are more likely to have a low (or even negative) impact if they:

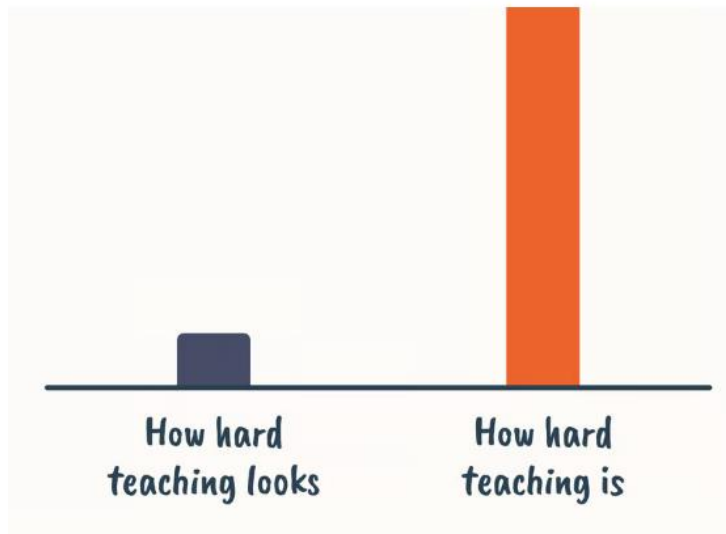
- Label students (fixed mindset)
- Have low expectations

Connecting with research...



Teaching

Learning



In general, the better the teaching, the easier it looks to the outsider.

The best teachers make what they do look effortless and natural. But it's not. Not even close. Teaching is one of the most fiendishly complex tasks ever devised. This is the ***'teacher expertise paradox'***.

Summary

- Teaching is one of the hardest tasks ever devised.
- However, from the perspective of (past) students, it looks easy.
- This creates an unhelpful paradox for our profession, which we must collectively work to redress.

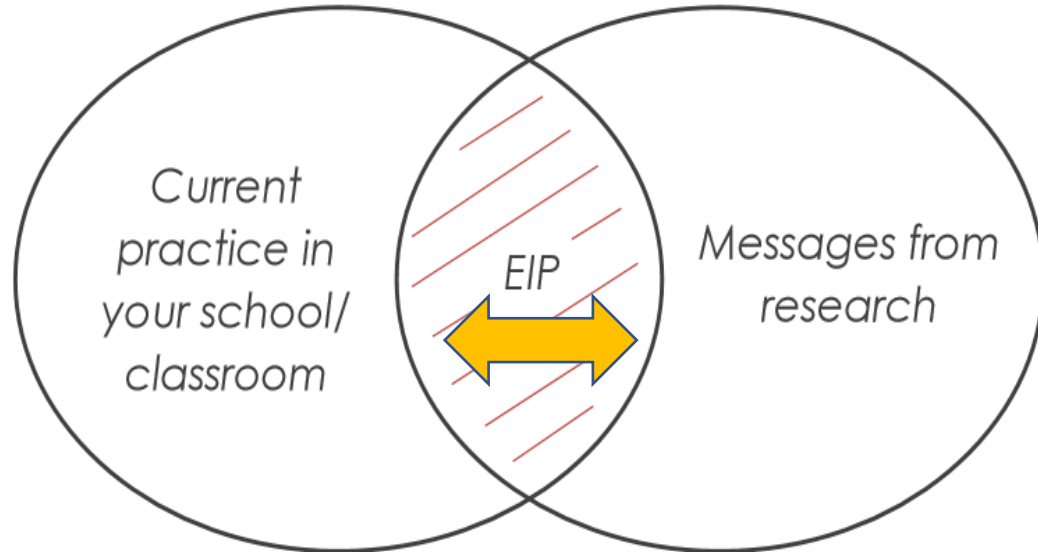
Peps Mccrea

Evidence-informed practice teachers (EIP)

Defining EIP:

'A combination of practitioner expertise and knowledge of the best external research, and evaluation-based evidence'

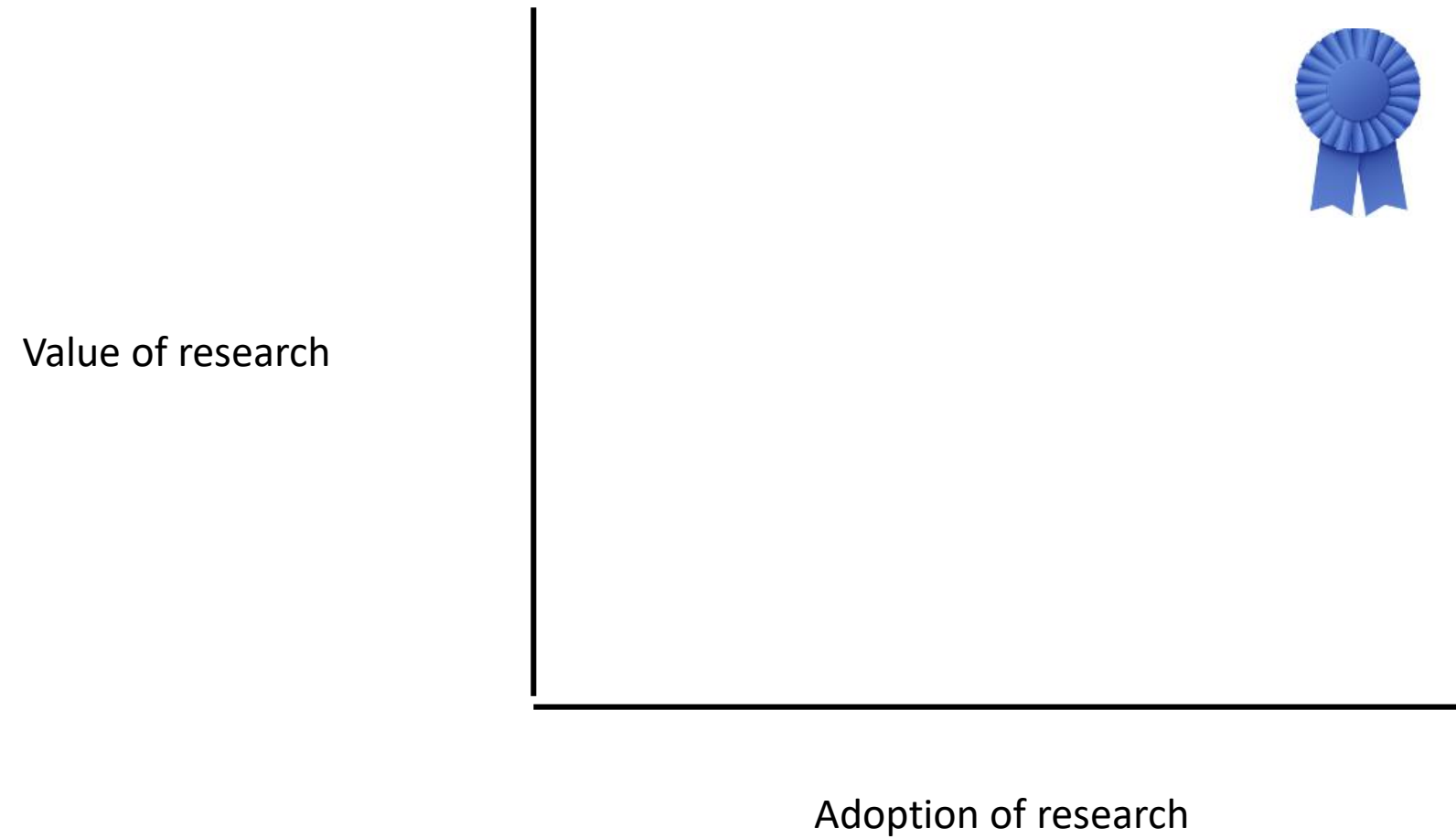
DfE (2014)



'Evidence-based practice is not 'cookbook' teaching or policing, nor should it be about prescribing what goes on from a position of unchallenged authority. It is about integrating professional expertise with the best external evidence from research to improve the quality of practice.'

Jonathan Sharples (2013)

Is teaching an 'art' or an 'applied science'?



Connecting with Research

Avenues of evidence based content:

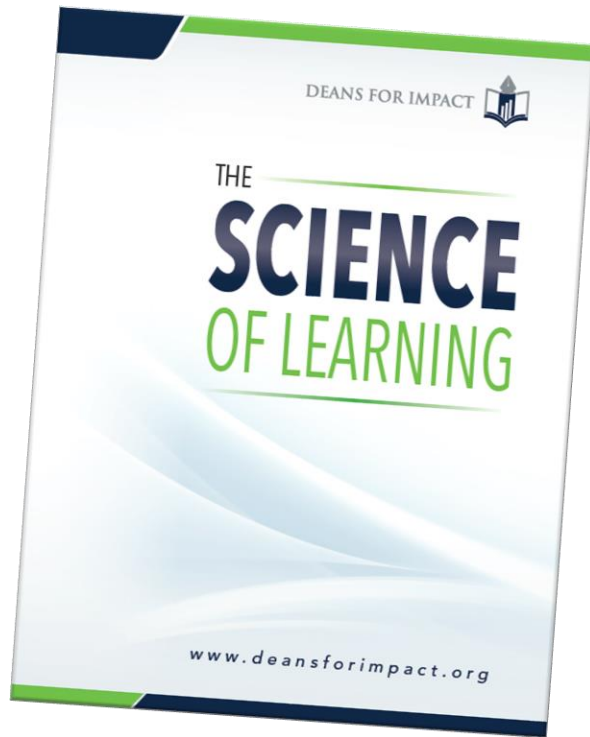
- EEF guidance reports and reviews;
- EEF Teaching and Learning Toolkit (which should act as a starting point, to then be built upon);
- Trusted brokers of evidence such as the:
 - Chartered College of Teaching,
 - Early Intervention Foundation,
 - IES's What Works Clearinghouse,
 - Deans for Impact,
 - Evidence Based Education,
 - Rosenshine's Principles for Instruction.



'Explicit
Instruction'?

What is it?

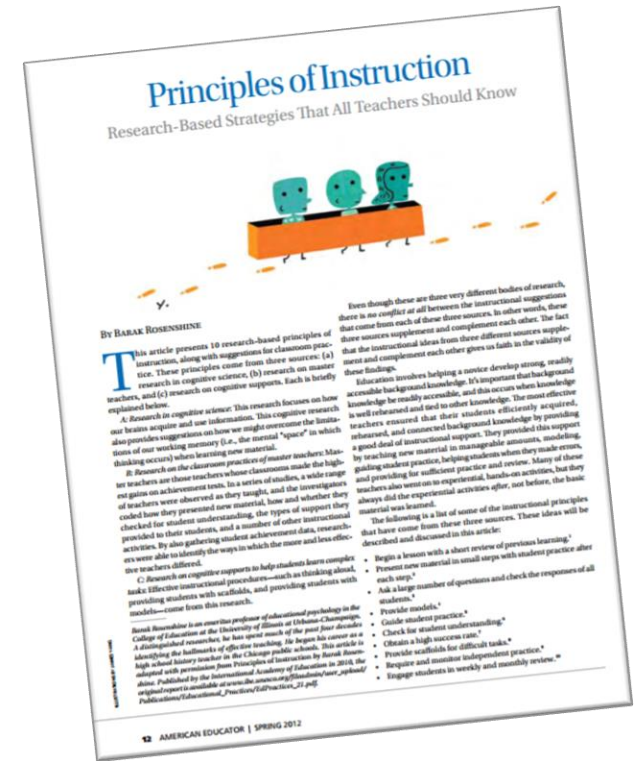
1. Highly structured, interactive, teacher led instruction
2. Whole class teaching
3. Students taught everything they will need for success
4. I-WE-YOU
5. Goal= independence



1



2



3

THE SCIENCE OF LEARNING

DEANS FOR IMPACT



1

HOW DO STUDENTS UNDERSTAND NEW IDEAS?

4

HOW DOES LEARNING TRANSFER TO NEW SITUATIONS IN OR OUTSIDE OF THE CLASSROOM?

2

HOW DO STUDENTS LEARN AND RETAIN NEW INFORMATION?

5

WHAT MOTIVATES STUDENTS TO LEARN?

3

HOW DO STUDENTS SOLVE PROBLEMS?

6

WHAT ARE COMMON MISCONCEPTIONS ABOUT HOW STUDENTS THINK AND LEARN?

Pedagogic knowledge - the teacher's repertoire (B. Rosenshine, 2012)



1. Begin each lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check responses from all pupils
4. Provide worked models
5. Guide student practice
6. Check for understanding
7. Obtain a high success rate 80 %
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review

Elements of Great Teaching

What is worth learning for teachers?

- **01 Understanding the content**

- 1.1 Deep and fluent content knowledge
- 1.2 Curriculum knowledge: sequencing
- 1.3 Knowledge of tasks, assessments, multiple explanations
- 1.4 Knowledge of student thinking: misconceptions

- **02 Creating a supportive environment**

- 2.1 Relationships with students, cultural sensitivity
- 2.2 Student-student relationships & climate
- 2.3 Promoting learner motivation
- 2.4 High expectations, challenge and trust

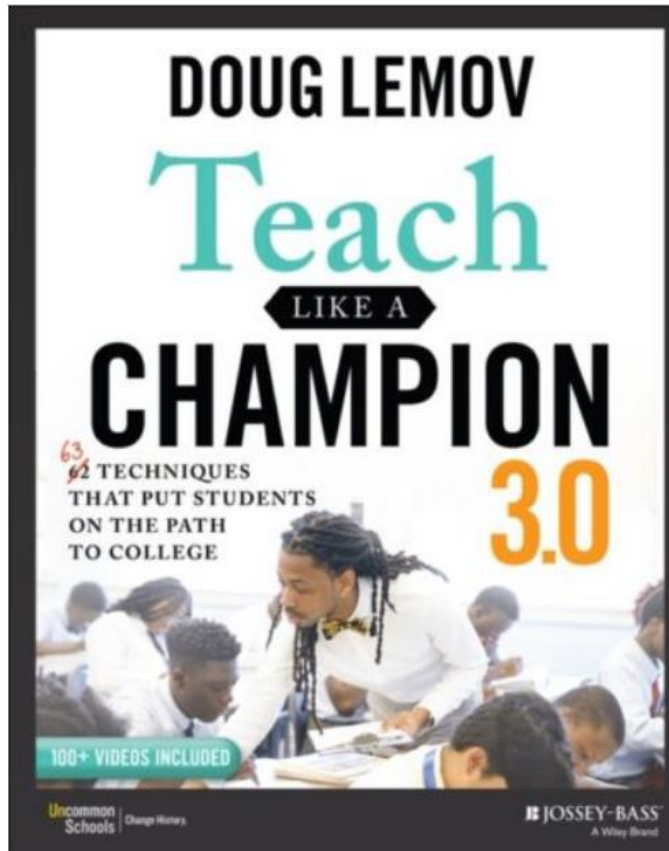
- **03 Maximising opportunity to learn**

- 3.1 Managing time and resources to maximise productivity
- 3.2 Clear and consistent rules, expectations, consequences
- 3.3 Preventing & responding to disruption, showing awareness

- **04 Activating hard thinking**

- 4.1 Structuring: matching tasks, scaffolding, signalling objectives
- 4.2 Explaining: presenting & connecting ideas, modelling examples
- 4.3 **Questioning: promoting hard thinking, assessing**
- 4.4 Interacting: giving, receiving and responding to feedback
- 4.5 Embedding: practising, reinforcing & spacing learning
- 4.6 Activating: building independence, supporting metacognition

Resourcing....



Peps ✓
@PepsMccrea



+1

In 50 years, when we look back, I predict these 3 texts will be seen as the most influential of our era:

1. Teach Like a Champion, by [@Doug_Lemov](#)
2. Why Don't Students Like School? by [@DTWillingham](#)
3. Theory of Instruction, by Engelmann & Carnine



Adam Boxer
@adamboxer1

Opinion: [@Doug_Lemov](#)'s work is the most important educational content published this century.

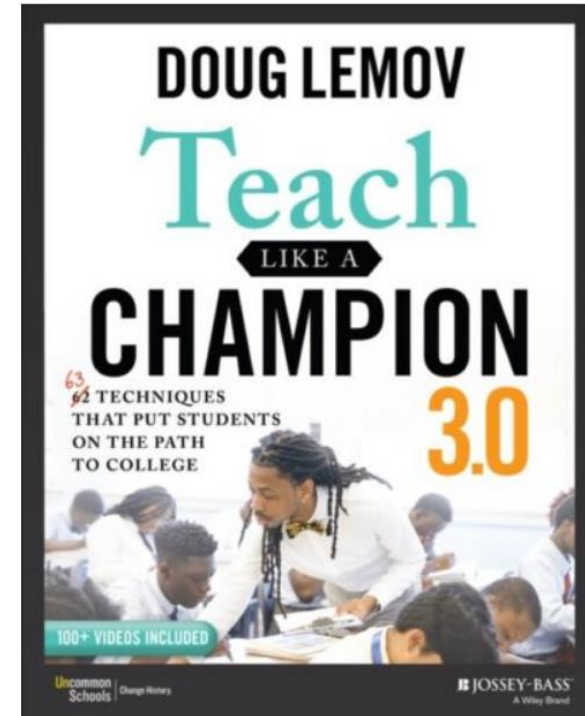
It is breath-taking in its simplicity, utility and insight.

Teaching and Learning Techniques:

- Explicit Teaching
- Do Now
- Stretch it
- Brighten Lines
- Wait Time
- Turn and Talk

Setting the Climate:

- Warm-Strict

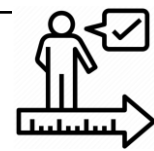


**HIGH IMPACT
TEACHING STRATEGIES/TECHNIQUES**

Structuring Lessons

- explains to students the steps in the lesson, including presenting learning intentions, explicitly presenting new knowledge, identifying planned opportunities for practice, outlining questioning techniques the class will use, and describing the assessment formats
- makes clear connections between the learning goals, activities and assessment tasks
- creates transparent, predictable and purposeful routines for students
- identifies clear transitions between each step in the lesson
- plans the sequence of steps to scaffold student learning
- monitors student understanding and provides feedback.

Setting the Climate



Warm-Strict

- Be clear with your expectations
- Explain to students what you're doing and why you're doing it
- Use non-verbal cues
- Issue sanctions with consistency
- Demonstrate that consequences are temporary
- Be seen looking - crane your neck to appear to see all parts of the room.
- Narrating the Positive – narrate what students are doing well to encourage replication of that behavior – effort equates with success

Teaching and Learning Technique



Explicit Teaching

- Shared learning intentions
- Relevant content and activities
- New content is explicitly introduced and explored
- Teacher models application of knowledge and skills
- Worked examples support independent practice
- Practice and feedback loops uncover and address misunderstandings
- Project your voice and strike a formal tone when delivering instructions

Teaching and Learning Technique



Do Now

- Greet students at the door as they enter the classroom
- Direct them towards the Do Now task
- Explicitly refer to the tasks as 'Do Now tasks'
- Insist on silence
- Require a written outcome
- Hold students to account during the review phase

Teaching and Learning Technique



Stretch it

- Provide guidance on the components of good quality answers
- Use 'how' and 'why' questions
- Offer opportunities to use subject-specific words
- Ask for supporting evidence
- Encourage cross-curricular links

Teaching and Learning Technique



Brighten Lines

- Provide a cue before introducing a new activity (e.g. a countdown)
- Ensure that all students start new activities at the same time
- Be clear with the procedural details (e.g. time limit, resources needed, ways of working)
- Overcommunicate what success looks like
- Help students keep track of the time they have left

Teaching and Learning Technique



Wait Time

- Count down from three in your head
- Encourage students to raise their hands when they have answers to contribute
- Extend the period of wait time if necessary
- Support students to add depth to underdeveloped answers
- Encourage students to repeat good quality answers

Teaching and Learning Technique



Turn and Talk

- short, contained pair discussion
- make it a routine—to map the steps of the procedure, then rehearse and repeat it
- It's a great response when the class appears stuck.
- It boosts Participation Ratio
- It can allow you to listen in on conversations and choose valuable comments
- *Turn and Talk* is a familiar procedure.
- keeping the *Turn and Talk* short maximizes its value. It's a preliminary to the larger class discussion

How to Check for Understanding

1



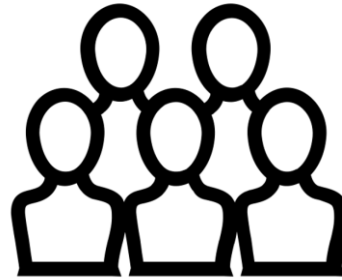
Mini White
Boards

2



MCQ plus finger
voting

3



Choral Response

4



Cold Call

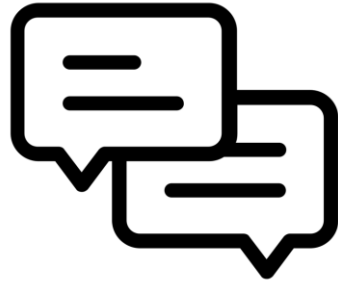
How to Develop Thinking

1



ABC Questioning

2



Think Pair Share

3



Socratic
Questioning

4



Everybody Writes

Pause

Introduction:

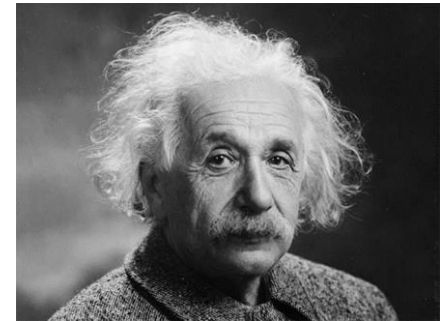
- **Teacher 'experts'**
- Characteristics of the **most effective teachers**
- **Expert teacher paradox**
- Connecting to **research base** – finding our 'best bets'

Effective lesson planning >>>>

Thinking about planning ...

Teacher explanations

“If you can’t explain it simply you don’t understand it well enough”



Planning Effective Teacher-Led Lessons

'Teacher led lessons' – Explicit Teaching
Pritesh Raichura

Comments, challenges, takeaways ...

Break it down

1. Break it down: success built
2. Fire questions: high interaction
3. Exaggerate so they notice: r

1. Do not play 'Guess what's in my head.'
2. More teacher talk, please.
3. Can you break it down any further?
4. Have you sequenced the ideas of your explanation to build a clear picture of the concept?
5. Start with concrete examples before introducing abstract and generic definitions.
6. Could a simple diagram aid your explanation?
7. Deliver a clear, slow, explanation.



@Mr_Raichura
BunsenBlue

researchED Home Pritesh Raichura: Plannir

researchED Home Pritesh Raichura: Planning Effective Teacher Led Lessons (rED Loom session)

https://www.youtube.com/watch?v=...&list=PLnUSgF9ruKAK3GZBJr9J_VAQTFfOIIbv2&index=2

Explanation!

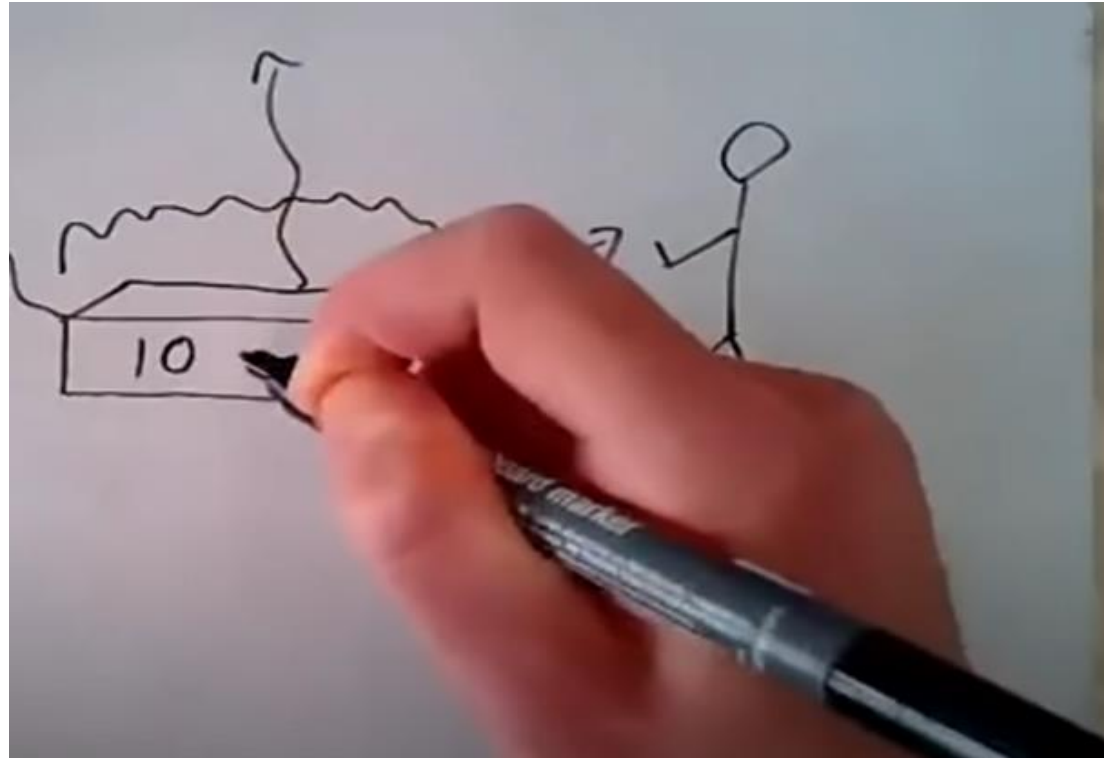
Ways to explain:

- Direct instruction – ‘scripted’, draw a diagram
 - A text
 - A diagram/image
 - Use of narrative
 - Use of analogy
 - A video clip
-
- Live modelling, demonstration
 - Lots of questions – check as you go...

Is this a good explanation ...?
If yes, why, if no why not?

Video 2
'Teacher led lessons' – Explicit Teaching
Adam Boxer

Comments, challenges, takeaways ...

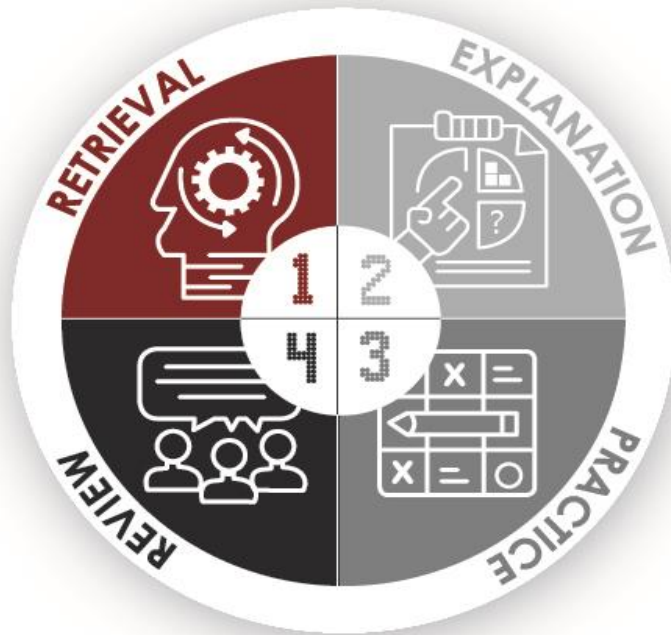


researchEDHome 2020 Adam Boxer: Dual Coding for Teachers Who Can't Draw: Teacher's Explanations

24,450 views • 21 Apr 2020

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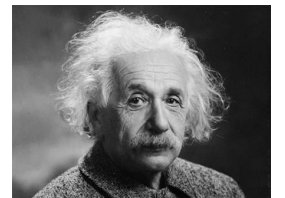
Explanations



3) Explanation – the input – the critical content

- Plan, rehearse delivery, regulate load – think context
- Set learning goals – preview knowledge and skills, why, when it will be relevant, where pupils will use skills
- Clear and efficient – economy of language
- Tether to what students already know – priming – consolidating connections to pre-existing knowledge
- Use the simplest form to present – no redundant material – ‘cut, chunk, align, restrain’ – no distractions
- Clear narrative, concrete to abstract to concrete
- Teach steps separately
- One voice – deliver at a lively pace
- Image + words > image or words alone
- Phrase statements rhythmically
- Teaching domain vocabulary (Tier 3)
- Use repetition, quick fire unison/choral responses to check understanding
- Opps for mini-white boards – ‘Show-Me’

“If you can’t explain it simply you don’t understand it well enough”



How did Hitler maintain control?

- 3 ways of maintaining control

Terror



Propaganda



Indoctrination



Terror - Police State



- Gestapo
 - SS
 - Concentration Camps
 - Courts
- 'Secret police' - not many, relied on informants
 - SS - personal bodyguard, black uniforms, terrifying
 - Concentration Camps - 1939, 150,000 people in camps
 - Courts - judges, lawyers etc. had to be members of Nazi groups

Propaganda

- Media
 - Newspapers, radio, films, newsreels
- Culture
 - Sport, Church, rallies, Olympics
- Censorship
 - Control of the above



Indoctrination

- Schools
 - Long days, sports, eugenics, gender roles
- Youth Groups
 - Hitler Youth (Hitler Jugend), League of German Maidens (BDM)
- Working groups
 - DAF - German Labour Front
 - KdF - Strength through Joy



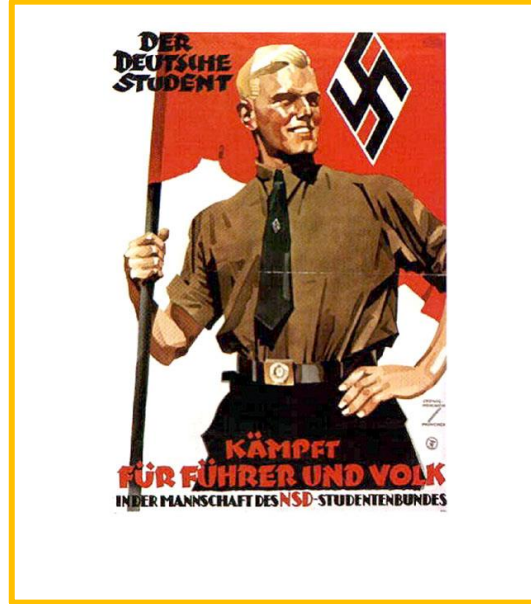
How did Hitler maintain control?



Terror



Propaganda



Indoctrination



How did Hitler maintain control (T.P.I.) using propaganda ?

Propaganda

- Media
- Culture
- Censorship



How did Hitler maintain control? T.P.I





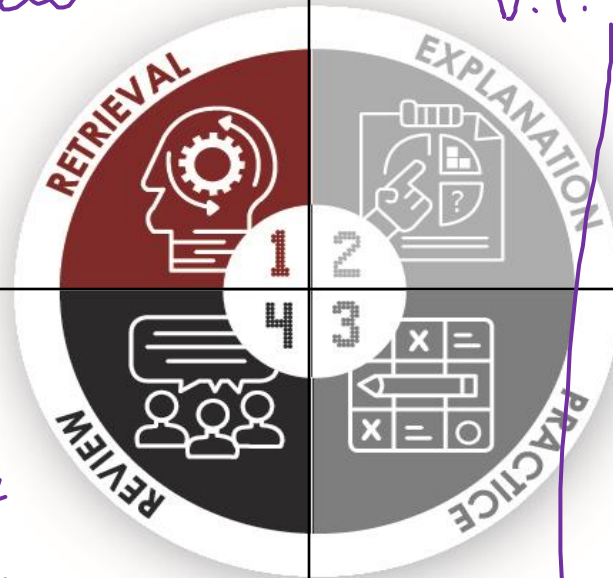
Review a check-for-
understanding, recall cards
feedback loops using
at the end of the lesson or
the structure of lessons and
questioning

Retrieval practice - allow pupils a
techniques of spaced
practice and interleaving
to review prior learning
and strengthen recall



- 10 questions retrieval roulette.
- 5 focus on NA culture

- Video of Fetterman trap
- D.I. of Little Crow's war



- D.I. of Sandcreek Massacre

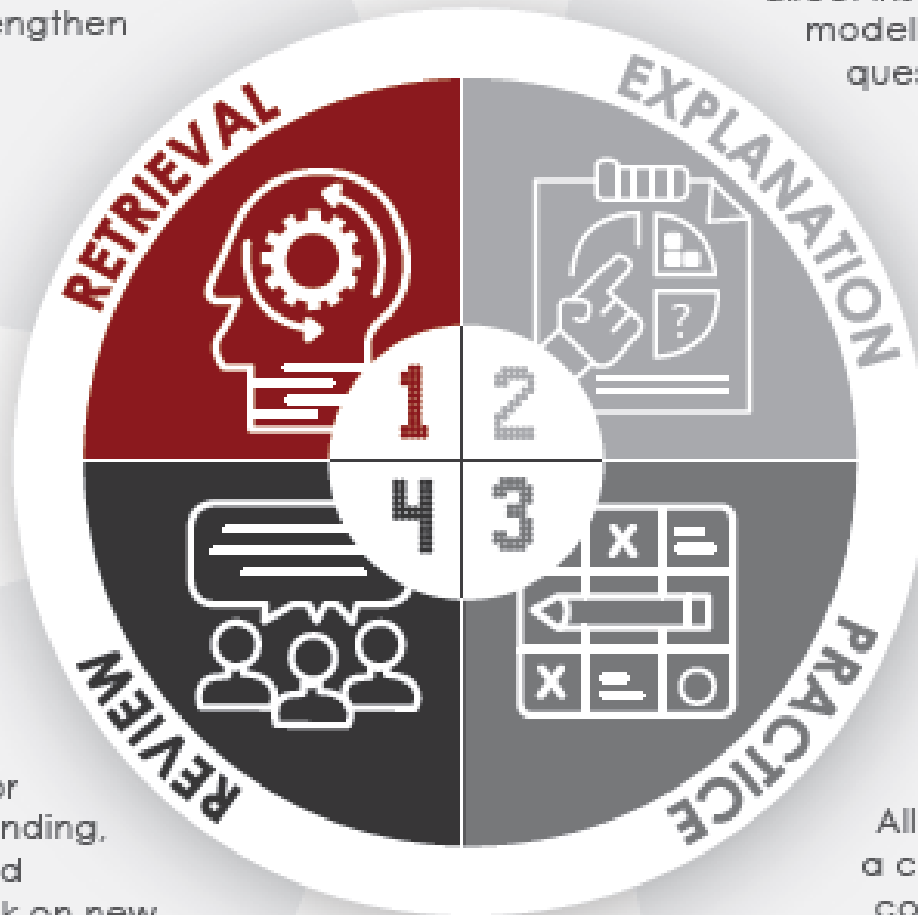
- Summarise Plains Wars 1862-1864 in 10 bullet points or less.

- Narrative account Little Crow together

- Independent narrative on Sandcreek

Embed techniques of spaced practice and interleaving to review prior learning and strengthen recall.

Present new material to students in small steps using appropriate direct instruction, modelling and questioning.



Check for understanding, recall and feedback on new learning at the end of the lesson or sequence of lessons.

Allow pupils a chance to consolidate and improve their understanding of new material.

Workshop planning task...

- Plan deliberately for what Lemov refers to as the '**shortest path**' to the learning
- **Know and make explicitly clear** what you expect pupils to know at the end of the lesson
- Keep the lesson **simple and clear**
- Avoid tasks that **require attending to lots of things at once**
- Work upon **design** (planning) and **instruction** (planning and execution)
- For this exercise make this a 'teacher led lesson'

Decide on a year group/class and focus for the lesson

...

40 minutes lesson

Introduction to trench warfare in World War 1

40 minutes lesson

Introduction to volcanoes

40 minutes lesson

Introduction to abstraction (art)

40 minutes lesson

Introduction to the role of parliament in Britain

40 minutes lesson

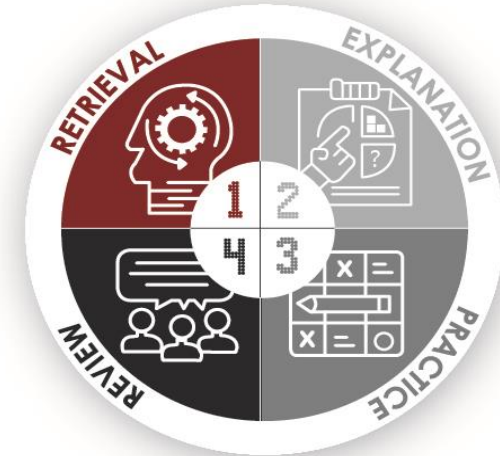
Introduction to life in modern China

40 minutes lesson

First lesson 'Danny Champion of the World' Roald Dahl

40 minutes lesson

States of matter – gas, solid, liquid



Or one of your own....

2) Cold call:

- How are and alike?
- What was your method?
- What is the main idea?
- *Question, pause, name* (pause 3/5 seconds)
- How did you get that answer?

1) Do now task.. retrieval

- Involve everyone
- Make checking accurate and easy
- Specify the knowledge
- Keep it generative
- Make it time efficient
- Make it workload efficient
- Mix open and closed Qs

7) Review:

- Stamp critical content
- Consolidate connections
- Preview next lessons

3) Explanation – the input – the critical content

- Plan, rehearse delivery, regulate load – think context
- Set learning goals – preview knowledge and skills, why, when it will be relevant, where pupils will use skills
- Clear and efficient – economy of language
- Tether to what students already know – priming – consolidating connections to pre-existing knowledge
- Use the simplest form to present – no redundant material – ‘cut, chunk, align, restrain’ – no distractions
- Clear narrative, concrete to abstract to concrete
- Teach steps separately
- One voice – deliver at a lively pace
- Image + words > image or words alone
- Phrase statements rhythmically
- Teaching domain vocabulary (Tier 3)
- Use repetition, quick fire unison/choral responses to check understanding
- Opps for mini-white boards – ‘Show-Me’

New parts of the lesson only 10 / 15% of the lesson time



4) Think pair share

- Cold call ‘What were you thinking?’
- Check for understanding - the process

5) Model – frame what success means

- **I do...** worked examples .. show planning and self-regulation (model) be clear, consistent and concise
 - Break down complex tasks into steps – use Qs
 - **We do ..** error correction – extended handover – slowly fade prompts
 - **You do (test)** – what should they attend to
- Doug Lemov’s ‘Brightening Lines’ Task set up**

Questioning:

- High **ratio** of participation
 - Mix **hands-up and cold-call sequences**
 - Promote/activate **deep thinking**
 - Provides insight into **thinking, knowledge and understanding** in real time
 - **Targeted questions** – pre-prepared
 - **No opt-out** – return to pupil - create success
 - **Stretch it** – reward correct ans. with harder Q
 - **Elaborative interrogation** – prove, justify, defend
 - Ask for alternative answers to **excavate error**
- Make it **inclusive**
It will **develop oracy / dialogue**
Questioning skills **can be learnt!**

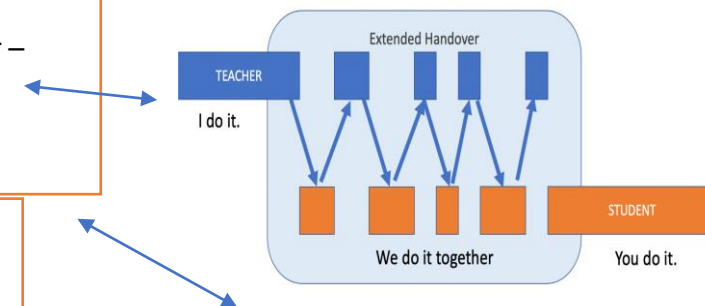
6) Independent practice – building knowledge/skill proficiency and maintaining it

- Frame success against an individual pupil’s previous performance
- Avoid multi-tasking - vary the difficulty of tasks
- Providing pupils with a choice has a positive effect on their feelings of intrinsic motivation
- One item at a time – check answers - feedback after each item
- Structured worked examples – completion problems for ‘novices’
- Problem solving for more ‘expert’ pupils
- Equate effort directly related to gains – attribution - promote failure as an expected part of learning – build belonging
- Pay attention to low performers
- Check students who are ahead are not practicing errors – immediately correct errors
- Opportunities for think pair share – to self-explain, self-regulate
- Adapt / flex the lesson – re-teach / more practice - change direction as necessary



“Truly effective instruction must be interactive.” (Pupils respond, retrieve, rehearse and practice) Archer, Hughes

“Make the process of learning easy” Mccrea



‘Brightening Lines’

- a) Clear instructions – all students paying attention
 - b) Clear time limit for task
 - c) Students repeat task
 - d) Ask if anyone is still unsure
 - e) Very briefly repeat task and time limit
 - f) Clear “Go” signal
 - g) Scan the room – make it obvious “withitness”
 - h) Praise those who begin straight away – ‘narrate the positive’
 - g) Anonymously challenge the non-starters
- ‘Be seen looking’ – keep scanning for ‘3 minutes’ before circulating

The curriculum creates the engagement!

2) Engagement

Teachers need to design lessons that ensure students are thinking about the meaning of the content they are studying. Trying to make the subject matter 'relevant' to the students' interests doesn't work as it can become artificial and lead to attention being diverted away from the intended content. Willingham argues that it's about style rather than content, how the teacher interacts with students and makes 'boring material' interesting and gets the students to think about meaning. In fact, he argues that effective teachers have two things in common: they are able to connect personally with students (in their own style), and they organise the material in a way that makes it interesting and easy to understand.

(Willingham, 2009).

Pause

Effective lesson planning
Pupil engagement

High expectations – creating a positive culture for learning >>>>>

PART 3

High expectations – creating a positive culture for learning

1

Behaviour
management

High Expectations (Teacher Standard 1 – Set High Expectations) Learn that...

1. Teachers have the **ability to affect and improve the wellbeing, motivation and behaviour of their pupils.**
2. Teachers are **key role models**, who can influence the attitudes, values and behaviours of their pupils.
3. **Teacher expectations can affect pupil outcomes;** setting goals that challenge and stretch pupils is essential.
4. **Setting clear expectations** can help communicate shared values that improve classroom and school culture.
5. A culture of **mutual trust** and respect supports effective relationships.
6. High-quality teaching has a **long-term positive effect** on pupils' life chances, particularly for children from disadvantaged backgrounds.

Managing Behaviour (Teacher Standard 7 - Manage behaviour effectively) Learn that...

1. Establishing and **reinforcing routines**, including through positive reinforcement, can help create an effective learning environment.
2. A **predictable and secure environment** benefits all pupils, but is particularly valuable for pupils with special educational needs.
3. The ability to **self-regulate one's emotions** affects pupils' ability to learn, success in school and future lives.
4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.
5. **Building effective relationships** is easier when pupils believe that their feelings will be considered and understood.
6. Pupils are motivated by **intrinsic factors** (related to their identity and values) and **extrinsic factors** (related to reward).
7. Pupils' investment in learning is also **driven by their prior experiences and perceptions of success and failure.**

How confident do you feel about dealing with behaviour and setting a positive classroom climate?

Very confident

not very confident

1

2

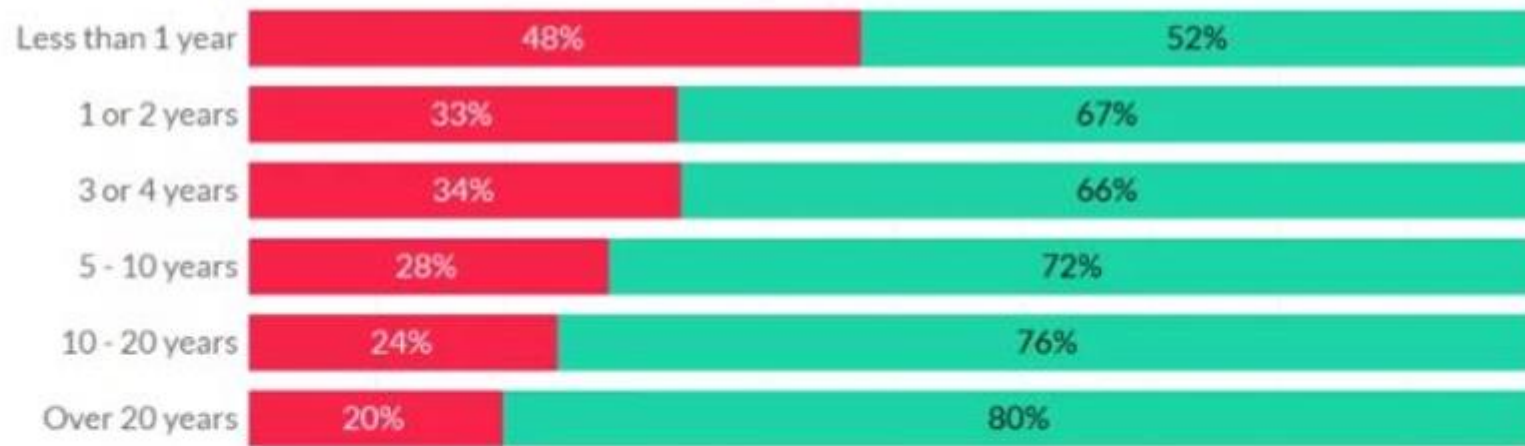
3

4

Behaviour is worst for new teachers

Behaviour management is a particularly huge deal for our new teachers -with learning disrupted about half the time.

In the last lesson you taught, was there any time when you felt teaching and learning largely stopped because of poor behaviour?



Question answered by 2,137 panellists on 05/02/2019

■ No
■ Yes

So how would you describe the classroom culture you want to build this year - what might that begin to look like??

Ordered

Routines beginning to be established – developing

You are in charge! – the calm adult

Respect for the teacher and other pupils

At times pupils helping each other – opp. to discuss (structured conversations)

No shouting

High expectations

See the subject/curriculum for what it is ... why learning is amazing!!!

Purposeful

Positive attitudes ... occasional humour?

Time is not wasted – rules are not temporary!

Bill Rogers on behaviour

- <https://www.youtube.com/watch?v=KTxGXiuLgb4>
- 11 minute – tutorial with Bill Rogers



Bill Rogers' - 'you establish what you establish'.

- taking a more prominent position in the physical space of the classroom and being more conscious about using a whole-class radar to scan what is happening all the time.
- reinforcing and rehearsing routines for entry, for questioning, for common practical tasks.
- making more eye contact, setting up spaces so students can all be seen and looked in the eye.
- using an agreed signal for attention instead of raised voices
- pausing to secure attention before speaking – from absolutely everyone, always.
- setting time cues for tasks and rehearsing good stop/start routines.

DR. BILL ROGERS

You establish what you establish

BEHAVIOUR MANAGEMENT



4 or 5 approaches ... intentional language

positive language

and descriptive cues



It is the teacher's role to communicate a sense of calmness, order and focus. We must calm ourselves before we calm our students. Instead of making requests or make demands, it is better to describe what we see and direct the expected behaviour. This positive approach must be maintained throughout.

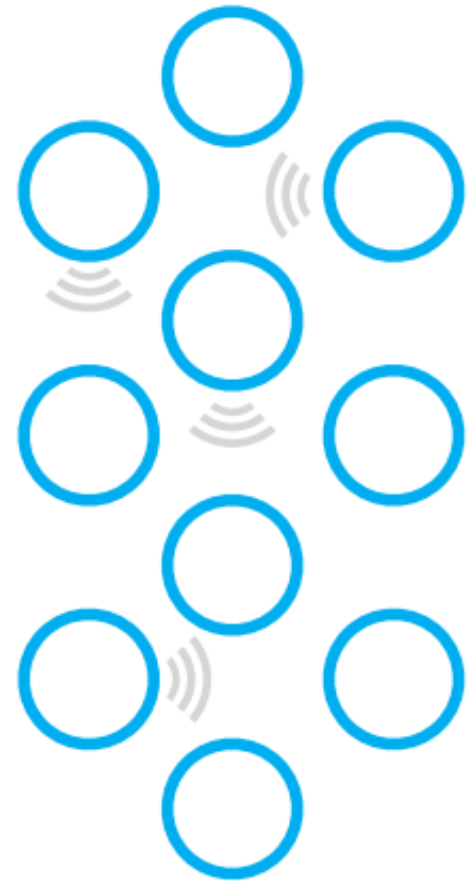
descriptive cue

1 *A number of students are talking.*



2 *Settling down now everyone. Thanks.*

positive language



focus on
**primary
behaviour**



Going 'walk-about' around the room helps to calm and settle students before beginning the lesson formally. When circulating, keep the level of intrusion low unless it is necessary to intervene with more serious behaviours. When interacting, always keep the focus on the primary issue.

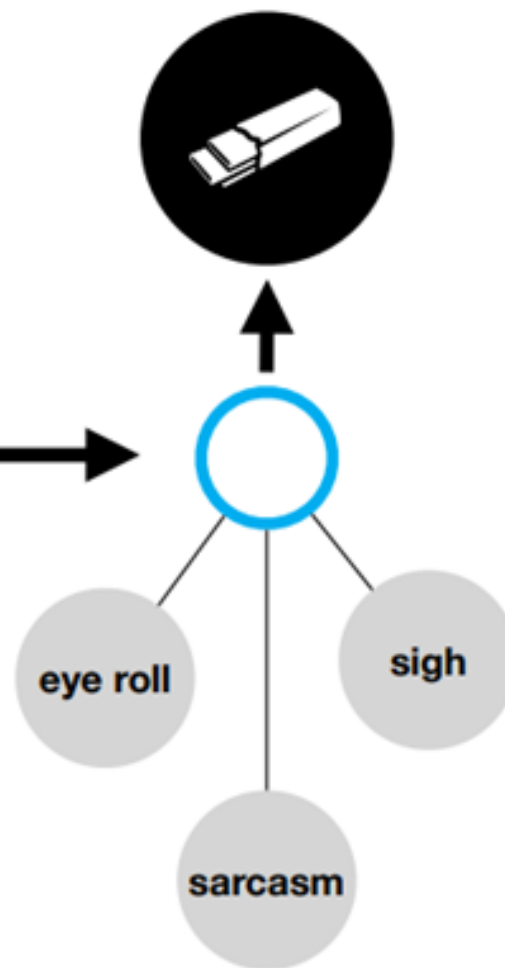
briefly address rudeness

Excuse me. Now, I'm not speaking like that to you in that tone of voice.



Thank you, now please put your chewing gum in the bin.

focus on primary behaviour



primary

secondary

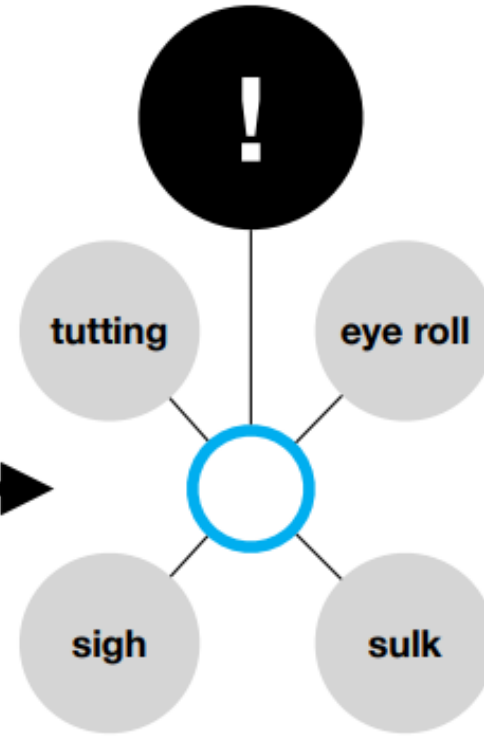
tactical ignoring



Young people are often insecure in social settings which can lead to eye rolling, sighing etc. These secondary behaviours should be tactically ignored because they are often not the primary behaviour issue. Tactically ignoring these behaviours subconsciously transmits a sense of control to the class.

*Eyes and ears
this way please.
Thank you.*

positive,
descriptive cue



secondary
behaviour

tactically
ignore

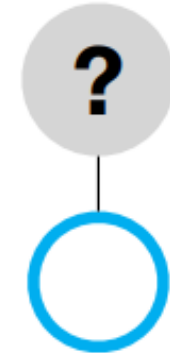
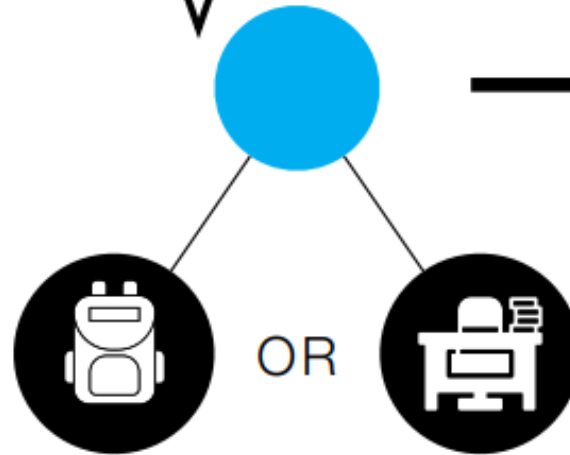
directed choice



Check in with the student first and ask how their work is going before calmly giving the student a clear directed choice. Giving a choice about the consequences helps to diffuse any potential conflict. Refer to the school behaviour guidelines and tactically ignore any negative reactions.

directed choice

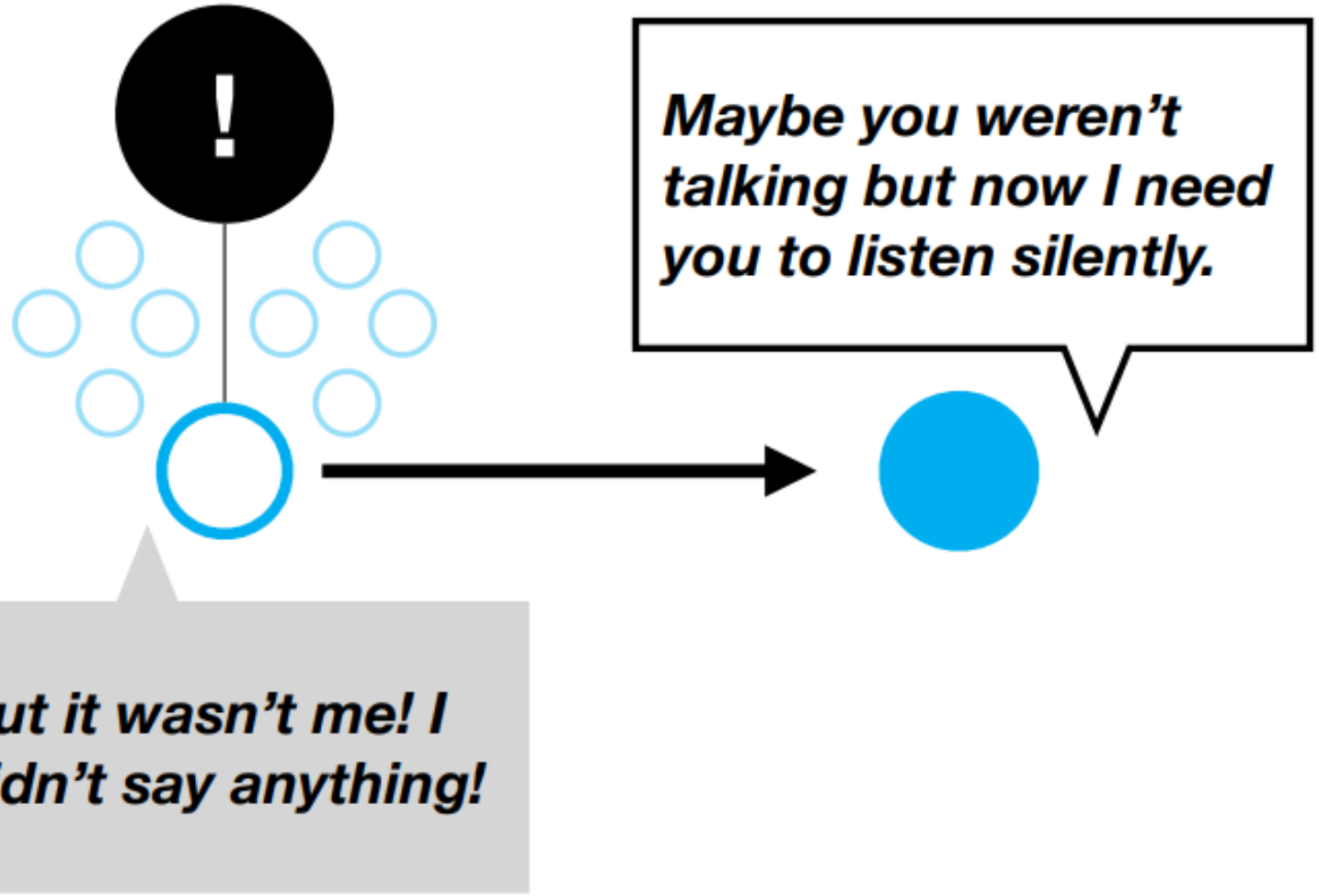
Grace, I want you to put your phone in your bag or put it on my desk.

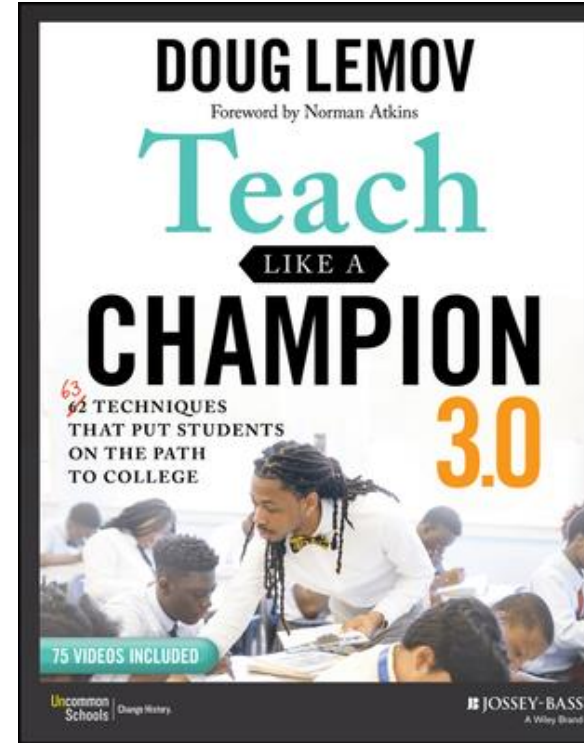


partial agreement



Partial agreement is a way to side-step secondary behaviours and draw focus back to the primary issue at hand. It usually involves using two words – *maybe* and *but*. For example, “*MAYBE you aren’t ... BUT I need you two to work silently.*”





"Don't practice till you get it right [outside the classroom], practice till you can't get it wrong [inside the classroom]."

Doug Lemov

“Sometimes our most rigorous intentions in the classroom are undone by a lack of the attention to mundane details of how things should go right,”

Doug Lemov. Podcast



Eye contact – will you insist upon it -

1. Rarely
2. Occasionally
3. Some of the time
4. All of the time

Eye contact – I care what you think!

Lesson Transitions..

Brightening Lines - Sharpening transitions !

1. Clear instructions – all students paying attention to you
2. Clear time limit for task
3. Ask a single pupil to repeat the task instructions
4. Ask if anyone is still unsure
5. Very briefly repeat task and time limit (economy of language here)
6. Clear “Go” signal
7. Scan the room – make it obvious “withitness”
8. Praise those who begin straight away
9. Anonymously challenge the non-starters

PRAISE

Daniel Willingham (2006) helpfully summarises three key points we should consider if we do use praise:

1. Praise should be sincere, meaning that the child has done something praiseworthy
2. The content of the praise should express congratulations (rather than express a wish of something else the child should do)
3. The target of the praise should be not an attribute of the child, but rather an attribute of the child's behaviour.

Classroom Management Starts with You *Tom Bennett*

The Ten Most Common Bad Behaviour Habits Teachers Develop

1. Settling for inappropriate behaviour
2. Never calling for help
3. Giving up with a strategy too soon
4. *Not* giving up on a strategy
5. Being too open/ friendly/ emotive
6. Groundhog lessons
7. Not following up
8. Letting kids talk over you
9. Getting personal
10. Allowing quiet children to do bugger all



Tom Bennett outlines 10 key principles of the classroom:

1. Behaviour is a curriculum.
2. Children must be taught how to behave.
3. Teach, don't tell, behaviour.
4. Make it easy to behave and hard not to.
5. No one behaviour strategy will work with all students.
6. Good relationships are built out of structures and high expectations.
7. Students are social beings.
8. Consistency is the foundation of all good habits.
9. Everyone wants to matter.
10. My room, my rules.

(Bennett, 2020)

Routines are part of the means of establishing and revealing the social norms of the classroom. Creating a classroom culture takes effort and time and constant maintenance (Bennett, 2020).

Managing Behaviour – Think piece – 20 Tips



THREAD. Jeff Pedley – Managing Behaviour – 20 Tips

Behaviour – Just putting together some thoughts for our trainees and new teachers. I've tried to think about the most common mistakes I still see when it comes to managing behaviour. I've found doing this really useful for me as well.

1. School policy – by far the most common mistake is not using the school behaviour policy consistently. There is strength in numbers and if students see that there are unique rules in one classroom then they will exploit this. Use the language / systems – you are not alone!

2. Poor positioning – immediately after you set students off on something, don't walk off to the side for a one-to-one conversation. Stand still, central and be seen looking. Scan the room. Narrate positive behaviours. Sanction off-task behaviour.

3. Negative framing – it is tempting to say what you don't want to see: 'Don't turn around, Jodie. That's distracting others.' But much better is: 'Facing the front and listening carefully please, Jodie.' It tells Jodie what to do and it builds a positive culture.

4. Low expectations – most schools I know have an in-class system similar to: 'Warning, move, out'. A common mistake is to allow students five indiscretions before moving to 'Warning'. Be strict!

6. Drift – a common problem is allowing expectations to drift over time. Individual students are allowed to shout out, routines become sloppy, relationships remain undeveloped. One way to arrest this is to narrate things consistently: 'Remember we always (insert expectation).'

7. 1-1 – it is rarely the right thing to have a long 1-1 conversation with a student about their behaviour during a lesson. Most students will prefer a protracted conversation about their behaviour and all the attention that brings. Don't let the whole class suffer!

8. Negativity – allowing general negativity to enter each interaction is a common problem. Stop yourself, reset the class if necessary and start narrating the positive. The overall tone of the classroom should be positive, even if you feel the opposite!

9. Grudges – a common and perfectly natural error is to hold grudges. Students are accountable for their behaviour but we are the adults. Our job is to give clean slates as much as we can following sanctions. Ham up the positivity with the students you really need to win!

10. Countdowns – without them, ADULTS keep talking longer than they should. If in doubt, use them. Narrate what you want to see between the numbers: 'Tools down in 5, returning to seats in 4, preparing your desk in 3, silence in 2, eyes on me in 1 and....we're ready.'

11. Routines – dead time can often be the source of poor behaviour. Tighten up the handing out of resources, entry and exit, Paired work, countdowns. All of these save time but, crucially, position you as in control.

12. Squeamishness - some teachers are nervous of giving sanctions and being strict because they think it is dehumanising and cruel. My experience suggests the opposite is the case. The sanctions you put in place communicate that you care and have high

14. Excuses – we've heard them all: wind, Period 5, Year 9, boy heavy – I would steer clear of all this. See BM as a puzzle to be solved. The students deserve ordered lessons, not for us to give up on them because it's windy.

15. Lacking energy / passion – this looks very different for each teacher. But BM can be massively improved by showing passion for the subject material. Try to find the most charismatic, energetic and authentic version of yourself and be that teacher.

16. Giving up – when that class has defeated you it's tempting to call it in. Don't. Seek help. Start the next lesson with a silent 20 minute task. Get SLT in the room. Call home. Speak to the troublemakers after the lesson. Remember we've all been there!

17. Neglecting relationships – if you leave all relationship building to the classroom it may be a struggle. Transitions, break, lunch, before and after school give little moments to build relationships. 'Can't wait to teach you, Ahmed!'

18. Not front loading – common error. Be explicit in your instructions. 'Right - you know what you need to do. Off you go.' vs 'You have 2 and a half minutes to complete questions 1,2,3. This is independent work completed in silence. Start in 3,2,1...Go!' Students need clarity!

19. Punishing the whole class – just don't. You know you shouldn't. So just don't.

20. Class narrative – if you don't tell a story to the class about where you are going and why, then you risk that narrative becoming negative. 'We're one step closer to our aim – everyone in this room will be writing fluent essays by the next assessment. Let's make it happen.'

By far the best book for BM I've read is TLAC 2.0 by

@Doug_Lemov

. I'm reading the Behaviour Manual by

@Strickomaster

at the moment which is great so far.

@adamboxer1

has tons of blogs on behaviour which are insanely detailed and useful.

TASK

a) Highlight or * 6/7 you find interesting ... things you might want to do/ consider or develop even further this year.

b) Now distil your list to 3

Number I might develop this by

Number I might develop this by

Number I might develop this by

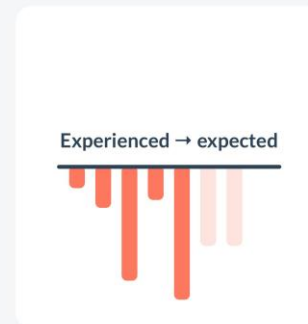
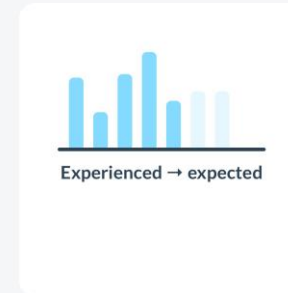
Pupil Motivation - Peps Mccrea



Firstly, let's clarify **what motivation for learning is**: → Multiple sources of information are constantly vying for our attention → Our attentional bandwidth is limited → **Motivation is a mechanism for determining where to allocate our attention**

The **more successful we have been in the past**, the **more likely we are to invest in similar directions in the future**. Pupils who experience high levels of success tend to tackle more challenging problems, organise their ideas better, and see things from wider perspectives.

Over time, **repeated failure can lead to deep-seated beliefs**, such as: I can't do this, I'm no good at Spanish, and there's no point. Left unchecked, these beliefs can unfold into self-fulfilling prophecies and erect barriers to future learning.



So how can we influence success? **4 strategies:**

1. **Teach well**
2. **Frame success**
3. **Support attribution**
4. **Mitigate failure**



2) Framing success entails communicating what success looks like (or doesn't). For example, that it's about: → Beating your own previous performance rather than that of your peers → **Developing knowledge or skills** rather than completing a task

3) Our motivation is not just influenced by our meaning of success, but also what we perceive to be the cause of it. Only where pupils believe they are successful **and** they **attribute the cause to themselves—their own effort, ability, and approach—will their motivation increase.**

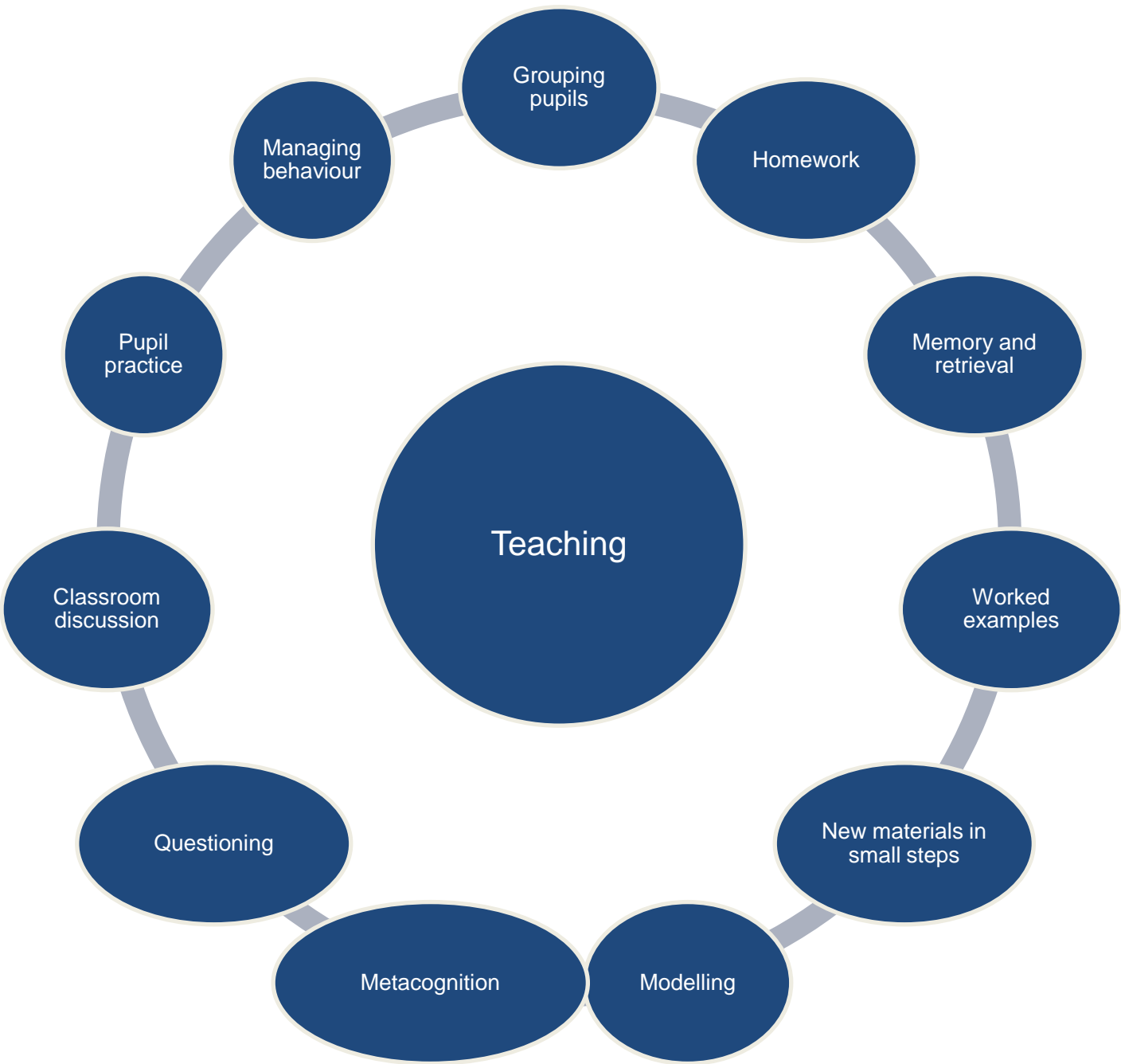
4) We can mitigate failure by: → Communicating that **failure is an expected part of learning** → Messaging that, where pupils are following guidance and putting in the effort, then it is more likely a failure of the system → **Celebrating failure as an opportunity to learn**

Over time, through continued success, pupils can move to telling themselves that: **'I can do these questions'** to **'I can do fractions'** to **'I am good at maths'**.

Eventually, some may even get to the point of thinking: **'I am a great learner'**.



- As a teacher **you have a big impact on motivation** – motivation for learning is something we can actively build
- The key to this is effectively building pupils' **‘self-efficacy’** (task related)
- **Vary the difficulty of tasks, set short-term goals** and by providing **clear, specific and informative feedback**
- **Providing pupils with a choice has a positive effect on their feelings of intrinsic motivation for example to do homework**
- **Lots of core routines help** – how we question... how we **‘Think-pair-share’**...
- Lessons/tasks/explanations **‘pitched’** at the appropriate **‘challenge point’** is paramount
- **Getting to know pupils as individuals, or to help them know and connect with others** (peers or teammates, for example), **can be powerful**
- **Build belonging – unified purpose ... establishing common ground**
- **Teach them well ... of course!**
- **Amplify what you want to happen – what good looks like**
- **Frame success** – improving on **previous performance rather than that of their peers**
- **Developing knowledge or skills** rather than completing a task
- **Attribute the cause of success to themselves—their own effort, and ability,**
- **Promote failure as an expected part of learning!**



In the classroom I would advise you..

1. that **routines** are the foundation
2. to **keep lessons simple** – prepare for flexibility
3. to **scale back the number of activities** – make more of less
4. to **‘check the corners’** as you go
5. to keep **slides and resources clean and uncluttered**
6. to **share what excellence looks like**
7. to **structure speaking and listening activities** to support learning
8. to **attribute the cause of success to pupils** —their own effort, and ability,
9. that **effective questioning** is like *gold-dust*
10. that your **curriculum knowledge** trumps everything!

Action steps:

- **Effective Lesson Planning**
- **Pupil engagement**
- **High expectations – creating a positive culture for learning**



Think piece (Option 1)



THREAD. Here's my list of things that have worked.

It is longer than I thought it would be:

1. Reading loads about the topics I'm teaching.
2. Planning and scripting explanations.
3. Learning names and using them.
4. Apologising if I get a name wrong or mispronounce it.
5. Spending time consciously getting better at writing and drawing on the board.
6. Regular testing.
7. Never allowing shouting out. Ever.
8. Saying 'good morning' to every child when I take the register.
9. Reading aloud to classes expressively and sometimes hammily.
10. Sharing scholarship.
11. Becoming comfortable with pupils spending lots of the lesson listening.
12. Telling children to stay safe over the holidays and meaning it.
13. Sharing worked examples.
14. Reading work regularly and telling children how to make it better.
15. Never apologising for the type of work I set.

16. Looking over my glasses at pupils who've gone off task and saying 'ahem'.
17. Directly answering questions when I'm asked them.
18. Being patient when children don't know things I think they should.
19. Half smiling like the child has tricked me into it when I see great work.
20. Making time when children want to talk about something they've learned in my lesson.
21. Walking and talking slower when I feel stressed.
22. Seats in rows. Boy girl seating plans made randomly. No changes unless parents ask for them.
23. Saying 'welcome back, we've missed you' to pupils who have been off for sad reasons.
24. Saying 'welcome to the country, we're glad you're here' to forlorn, lost children who's whole life has changed overnight.
25. Always having a stash of pens even when school policy says PUPILS MUST ALWAYS HAVE PENS.
26. Ditto A4 Lined Paper.
27. Asking for help after I've worked out who is actually helpful.
28. Cold Calling. (I'd be even better at this if I could crack always asking question before saying name)
29. Expecting silence as the norm when working.
30. Dressing smartly.
31. Smiling at a child when they're working, look up, and catch my eye.
32. Getting children to practise routines for stuff like handing out books.
33. Telling the truth, whole truth, and nothing but the truth at parents' evenings in word everyone understands.

34. Never saying anything bad about another teacher or even hinting I might agree with what a child says.
35. Putting huge maps on my classroom walls.
36. Chisel tip board markers.
37. Lined whiteboards.
38. Letting pupils take textbooks home.
39. Letting pupils take exercise books home.
40. Booklets and Knowledge Organisers.
41. Not holding grudges.
42. Being really, really good at hiding the fact I do have favourites.
43. Learning about how children learn but not bothering them with it unless they ask.
44. Saying 'no sorry, I'm too busy' nicely.
45. Making time for my lunch.
46. Making friends with the people I work with.
47. Reminding myself that although I probably have less influence than I think, that doesn't absolve me from doing all I reasonably can.
48. Not viewing all children as problems that need to be fixed.
49. Exercise and eating well.
50. Twitter.]

FIN

Ben Newmark is a history teacher – your curriculum area may have other considerations...

TASK

a) Highlight or * 7/8 you find interesting ... things you might want to do/ consider or develop even further this year.

b) Now distil your list to 4

Number I might develop this by

Number I might develop this by

Number I might develop this by

Number I might develop this by

Thinkpiece (Option 2)



Jeff Pedley
@Jeff_Pedley

English Teacher (11-18) in Brussels. @TRadio2022 Radio Host (Tues. Late Late Show). A Yorkshireman in Flanders. Olig/tenor. @BCAFC Supporter. #TeachEnglish

THREAD. Jeff Pedley

@Jeff_Pedley

If you're an ECT in September, I've put together a little thread of my top 20 general tips!

As I enter my 13th year in teaching, these are some of the things I wish that I'd have known in that first year!

1. You can emulate people's practice, but not their personality.

We may work with excellent practitioners, but their style of delivery won't work for you. You have to find YOUR way, whilst being consist with policies, behaviour routines etc.

2. Don't blame yourself if things go wrong.

There are a multitude of factors which ultimately dictate progress. The key is untangling the things that you can control and not punishing yourself if there's things that go wrong, just self-reflect.

3. Teaching is seasonal.

This seems obvious but only when you've gone through a few years do you realise that the difficult slog to Xmas is balanced by some more optimistic (not necessarily less demanding though) periods in the summer. Nothing ever lasts.

4. It's ok to say no, a lot.

Not many jobs constantly ask: 'Could you just....?' and this comes from all directions (both friends and managers alike). Make sure you focus on your core practice, especially in the first few years. Of course, help others, but not at your own expense.

5. Separate the child from the behaviour.

You probably heard this in your teaching training and it's more easier said than done. That said, if you can learn this, it helps your own analysis and gives you a clearer head to find solutions

6. Before making any resources from scratch, ask around.

Either in your dept. / school or the wider community. Use the #edutwitter or TES or whatever but don't waste hours (like I did) on something that's already there (that you can adapt to your needs).

7. Bring your own interests into the classroom.

Again, this sometimes gets lost as you try to emulate colleagues' practice. You will have a unique set of skills and interests that will certainly enhance your teaching. Don't be afraid to use them!

8. Focus on the positives.

As an experienced teacher I finally started to force my mind to override the focus away from negative actions of students to the positive ones. After a bad lesson, do positive phone calls for students who did great things. It really helps!

9. Schedule your homework to go out and come in at the same time every week.

Match this with your timetable's 'lighter' days (eg, when you have more time to mark) and keep to this routine! Consistency is keep and makes everything easier in the long run.

This links to ___

10. Block out time to mark and plan.

Treat this time with the same structure that is expected of lesson time. And be specific 'mark yr9 H/W (30 mins)'. So much more gets done with time targets.

11. Always have seating plans... and stick to them.

Every lesson is a fresh battle if you don't. This is probably the biggest tool for behaviour management and is worth all the initial challenge. Excellent for learning names, diff. targeted questions etc.

12. Always follow through on what you have promised.

Both negative and positive. Irretrievable damage can be done if not. Don't give out all your ammunition early! Learn to judge and pace your warnings, whilst still sticking to policies. This can be tricky at the start!

13. Respect your mentors' comments, but they are not gospel.

A difficult thing as an ECT, but remember that demands can be challenged in a respectful way. They'll be looking at the bigger picture but a great manager will work WITH you to navigate difficult situations.

14. You don't have to be best friends with your colleagues, but be respectful.

Most teachers have strong personalities! Therefore, it is natural to find people with whom you have little in common. It's natural for cliques to appear but always be respectful of the bigger team.

15. It's ok to leave on time.

Some face peer pressure to stay well after the students have left. Remember, as long as you have got all your main tasks completed and the students are progressing, that is what matters.

You could work until 3am and never finish everything.

16. Look after your basic needs.

Think Maslow. Make sure you eat lunch every day, sleep well etc. Again, this may seem obvious but some of these simple things get overlooked after a difficult teaching period.

17. Don't leave photocopying until the morning of the day.

Guaranteed the printer will be broken or a colleague will be printing out 250 revision booklets.

18. Don't let the students speak over you.

Maybe obvious but the biggest ECT mistake. Waiting 15 seconds for quiet might seem like a lifetime, but if you talk over them, the battle is lost. (I also expect eye contact and nothing in hands... tapping can be worse than speaking!)

Geoff Pedley is an English teacher – your curriculum area may have other considerations...

TASK

a) Highlight or * 5/6 you find interesting ... things you might want to do/ consider or develop even further this year.

b) Now distil your list to 3

Number I might develop this by

Number I might develop this by

Number I might develop this by