



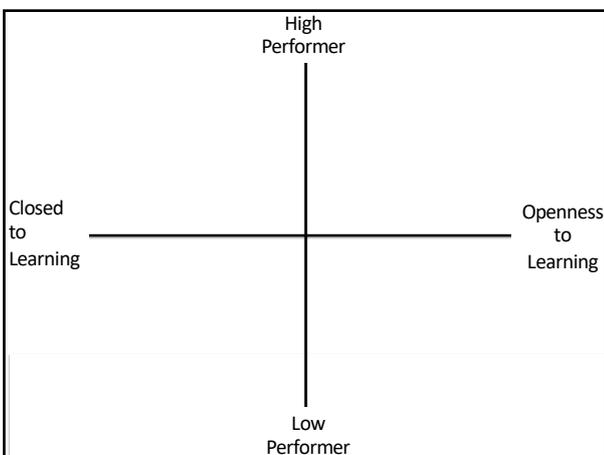
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“Teachers working in schools with more supportive professional environments continued to improve significantly after three years, while teachers in the least supportive schools actually declined in their effectiveness.”

Source: *Sutton Trust – What makes Great Teaching?*



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Significant changes in last ten years...

- Political changes in education
- Social changes e.g. migration
- Economic changes e.g. growth in child poverty
- John Sweller – Cognitive Load Theory
- Bjork & Bjork – Desirable Difficulties
- Cassidy - Academic Resilience
- Willingham – Thinking and Memory
- Hattie – Know thy impact



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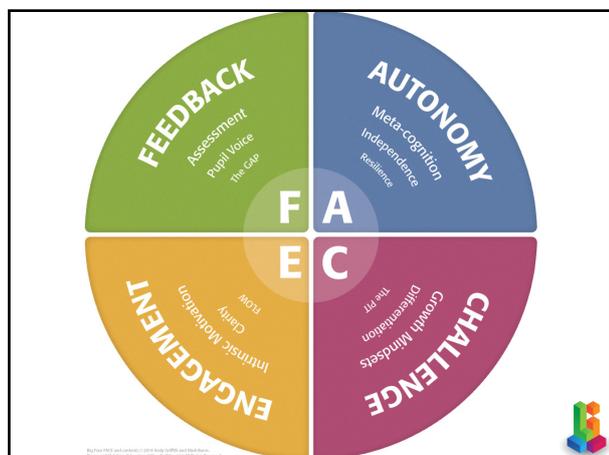
When I communicate with other people...what I have in mind is an idea that I intend they should understand. However, this idea arises from my mental model of the world, which is itself the product of my unique personal biography.

Nobody has exactly the same mental of the world, since nobody else has had exactly the same experience.

The Meaning Makers – Gordon Wells



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Clarity is key....

(Pedagogical) content knowledge
Quality of instruction

What makes great teaching?

Review of the underpinning research - **October 2014**
Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major



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Creating greater shared clarity about excellence

- Not assuming we've got shared clarity
- Habitual focus meeting on achieving greater team clarity
- Searching out individual and team blind spots
- Being a model collector
- Ensure clarity of ingredients and thinking process
- Use post and pre-mortems effectively
- Connecting with online communities

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Knowledge

Attitudes

**High
Performing
Teacher**

Skills

Habits



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From Modelling to Autonomy

Step 1: Teacher presents / de-constructs model(s) to class

I do

Step 2: Learners 'prove' competency/clarity

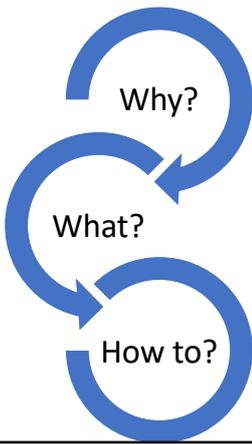
We do

Step 3: learners practising

You do



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70:20:10



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Story telling, scanning for ideas, preponderance of monologue

Aid and assistance in response for questions for help/advice

Sharing 'good' practice

Joint work through collaboration to overcome persistent problems or difficulties

Shallow

Deep

Adapted from Little (1990)

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Rich opportunities for dialogue

- Compare-contrast (similarities and differences)
- De-constructing models of excellence
- Analysing event and explain causes
- Sharing challenges
- Evaluating different approaches
- Planning implementation



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Kanban

To Do	Action	Done
	 Waiting	

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Kanban process avoids

- Having to remember everything
- Putting off complex yet important tasks
- The curse of multi-tasking
- Distraction from task completion
- Email inbox driving prioritisation



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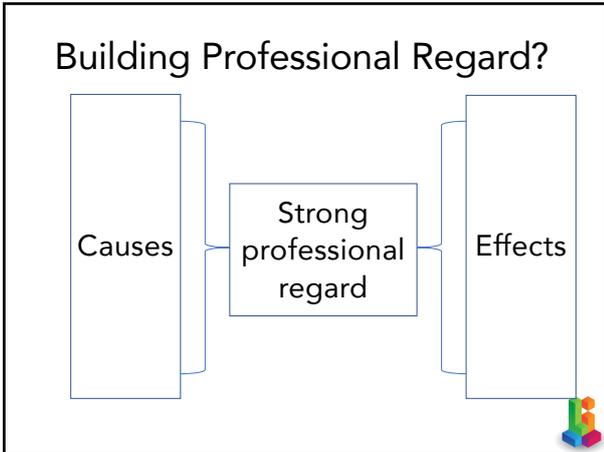
Unconditional Positive Regard

In order to develop trust with others, it is important to hold them in unconditional positive regard. This requires a basic acceptance of, and respect for, who that person is regardless of what they say or do.

Carl Rogers, humanist writer



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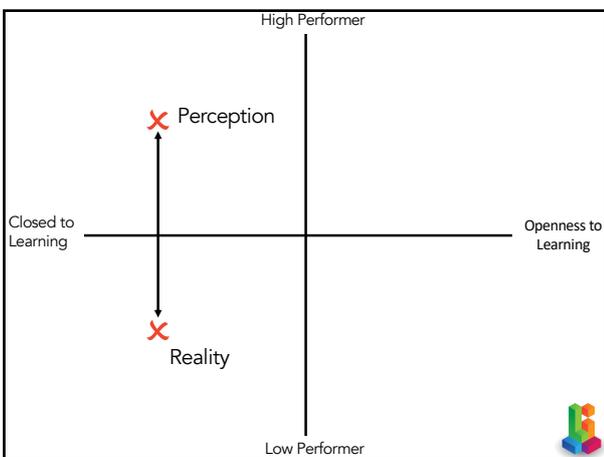
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The Dunning-Kruger Effect

Psychologists David Dunning and Justin Kruger of Cornell University concluded that some people mistakenly assess their abilities as being much higher than they actually are.



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The Imposter Syndrome

The Imposter Syndrome describes individuals who perceive their performance to be lower than it actually is.

Unfortunately this means they are more likely to lack self-confidence and underestimate their potential.



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“The range of what we think and do is limited by what we fail to notice. And because we fail to notice that we fail to notice, there is little we can do to change; until we notice how failing to notice shapes our thoughts and deeds.”

R.D. Laing



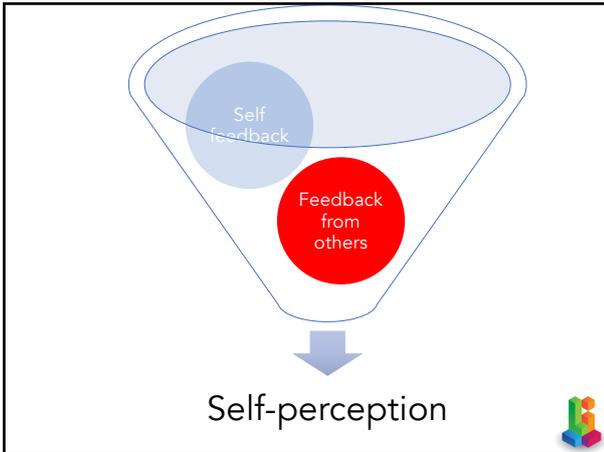
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Tools to ensure accurate self-perception

- Exemplars/models
- De-privatise classrooms
- Book looks
- Collaborative planning
- Visit to see excellence in similar schools
- Move beyond gathering data, to asking questions
- High quality feedback



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Pluses, Minuses, Interesting?
(PMI)

1. Don't challenge
2. Challenge

A small colorful geometric logo is in the bottom right corner.

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What research tells us is important...

1. Duration and Rhythm - 2 terms or longer
2. Integrate with day to day experience
3. Developmental and consistent
4. Subject specific content
5. Key activities include; explicit discussions, experiments, test and analysis, reflection on evidence
6. Collaboration and peer learning

Source: Teacher Development Trust



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Micro Focus

- Make the focus clear and time bound
- Changing too many variables at once can hinder:
 - Risks creating processing overload
 - Hinders assessment of impact
 - Provides too wide a range for feedback dialogue
 - Creates enhanced risk of perception of 'failure' for learner



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Creating Safe learning for teachers

- Shared language and tools
- The power of 'co-' and 'shared'
- Me. We. You
- R&D approach

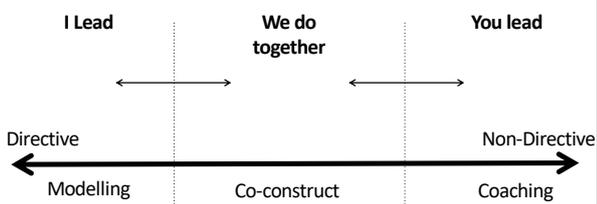


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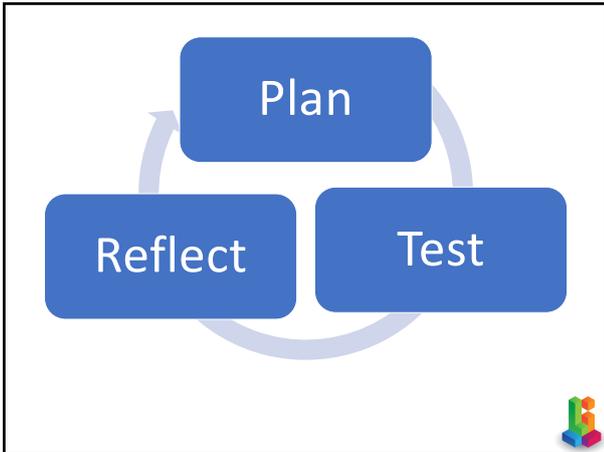


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Continuum



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