

What does evidence suggest is good teaching?

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<https://classteaching.wordpress.com/>

 @shaun_allison



Transforming lives, learning and the communities we serve



Making every lesson count



*Six principles to support great
teaching and learning*

Shaun Allison and Andy Tharby
Foreword by Doug Lemov



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Making every lesson count



*Six principles to support great
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“As a profession we have become confused. After many years of educational research, nobody can put a definitive finger on what successful classroom practice really looks like. Yet teachers across centuries and millennia seemed to have managed perfectly well.”



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Teacher-centred

- Teacher is the authority
- Teacher is the expert
- Teacher delivers knowledge
- Student receives knowledge
- Rigid rows of desks
- Rote learning and recall
- Focus on testing and grades
- Power and Control

Personalising Learning

Student-centred

- Teacher is the facilitator
- Teacher is the guide
- Student explores a range of sources.
- Student has choices and a say in what s/he learns
- Learning activities and spaces are flexible
- On-going formative assessment
- Trust and Openness

Tom Sherrington



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Busting the myths!



MYTH 1:

'Ofsted expects you to do these activities when you are teaching...'

No we don't! Ofsted does not require any particular approach to teaching. We simply expect that all pupils should learn well and make good progress – day in and day out.

MYTH 2:

'Teaching is good in the school when x% of teaching observations have been judged good or better...'

There is no magic threshold of 'good' lesson observations for teaching to be judged good overall; Ofsted no longer grades lessons and judgements on teaching quality must go well beyond any simple aggregations of grades....impact is what counts!



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Why it matters?

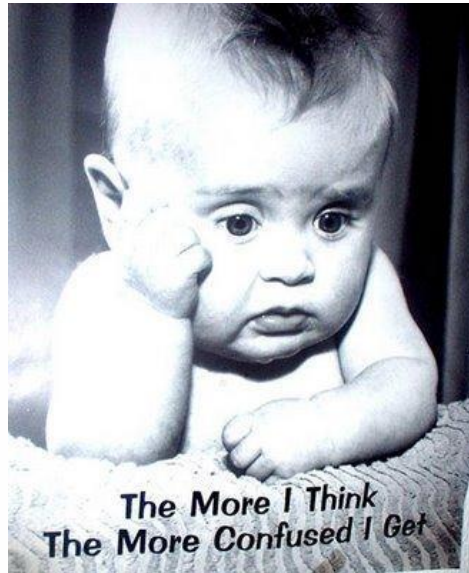
“Teacher effectiveness explains up to 75% of classroom level variance in pupil performance. If one takes two pupils with identical backgrounds and test scores at the beginning of the year, the pupil taught by the most effective teacher will score 25% higher at the end of the year than the pupil taught by the least effective teacher”

Muijs and Reynolds, 2001



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What does evidence suggest is good teaching?



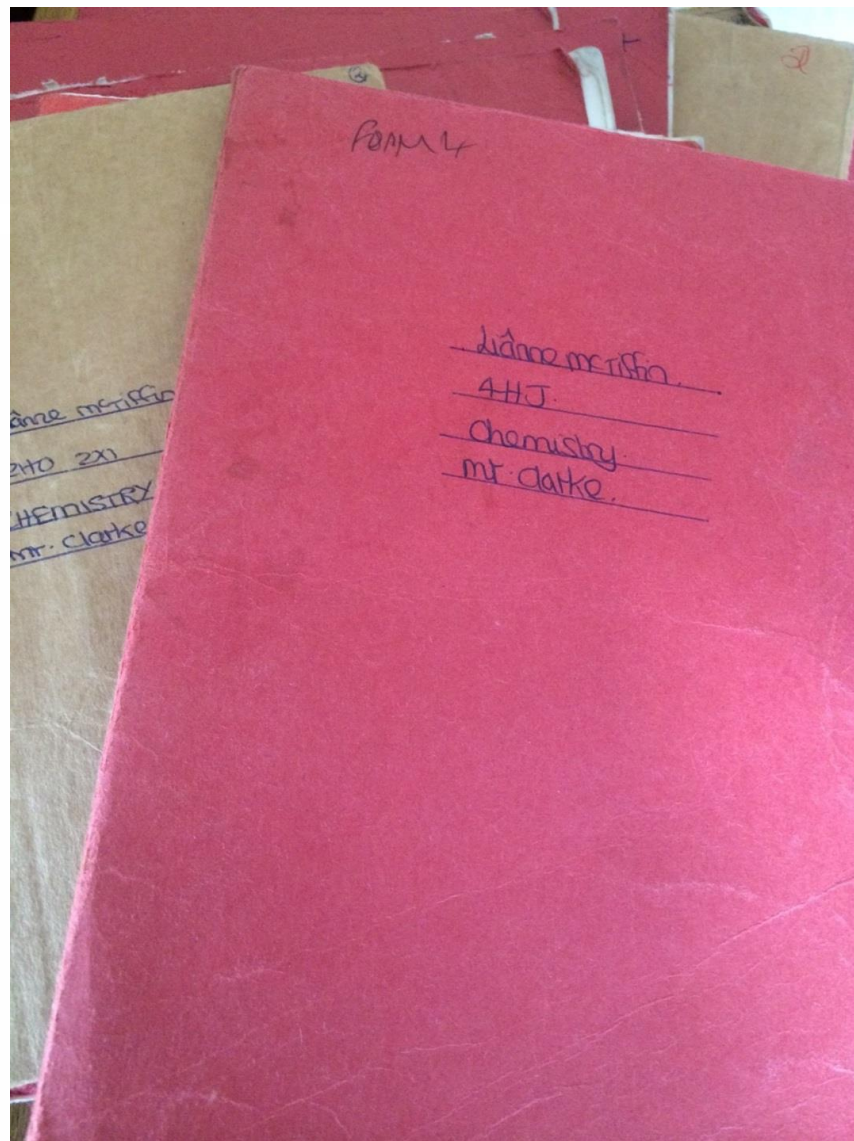
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High Expectations

a $z_2 N_6$
z Nitrogen
Nitrogen valency of 3
 $6 \times 3 = 18$
 $z = \frac{18}{2} = 9$
Valency of z = 9.

b $z_4 C_2$
z Carbon
Carbon has the valency of 4
 $2 \times 4 = 8$
 $z = \frac{8}{4} = 2$
Valency of z = 2.

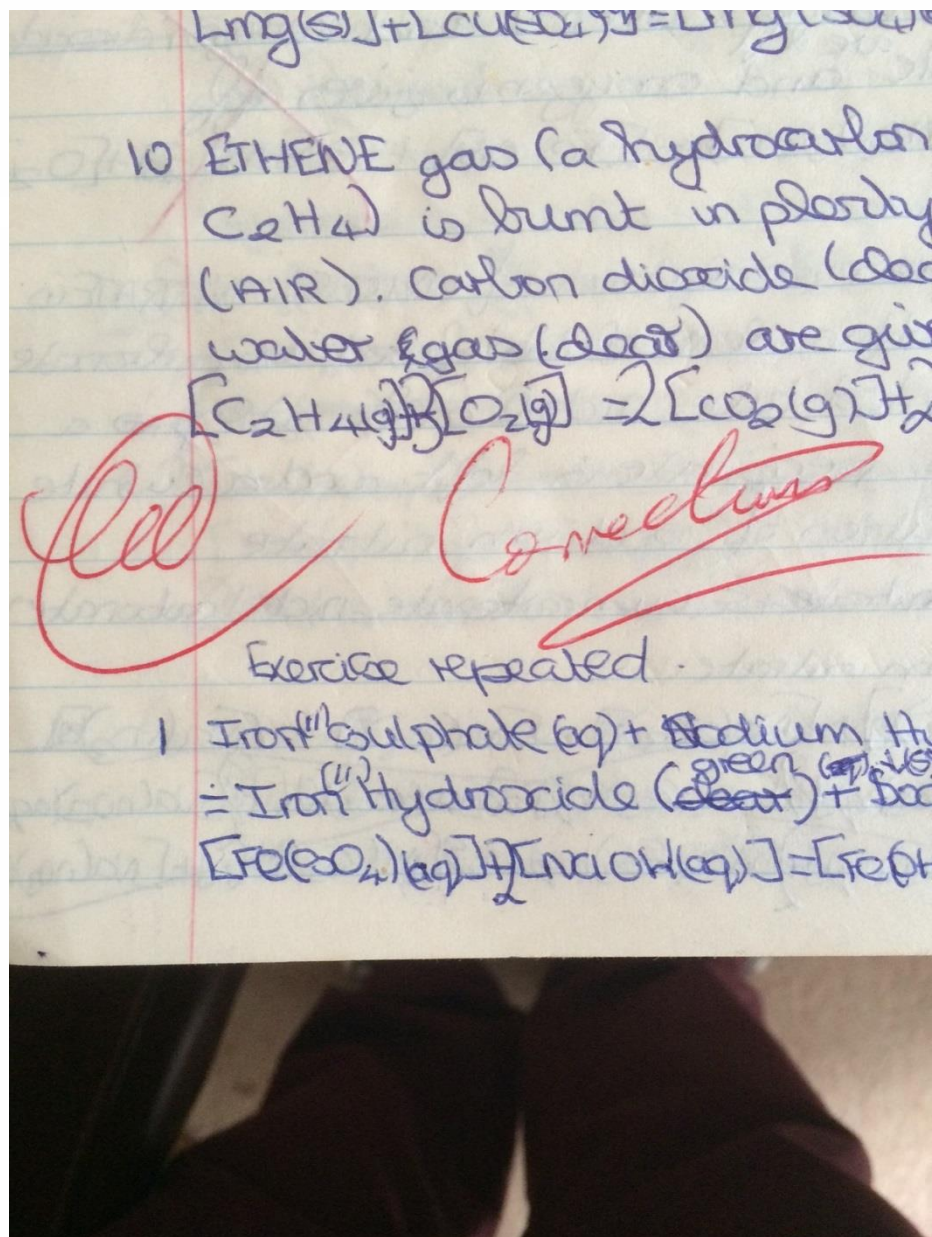
c $Q_3 S_6$
Q Sulphur
Sulphur has the valency of 2
 $2 \times 6 = 12$
 $Q = \frac{12}{3} = 4$
So Q has the valency of 4.



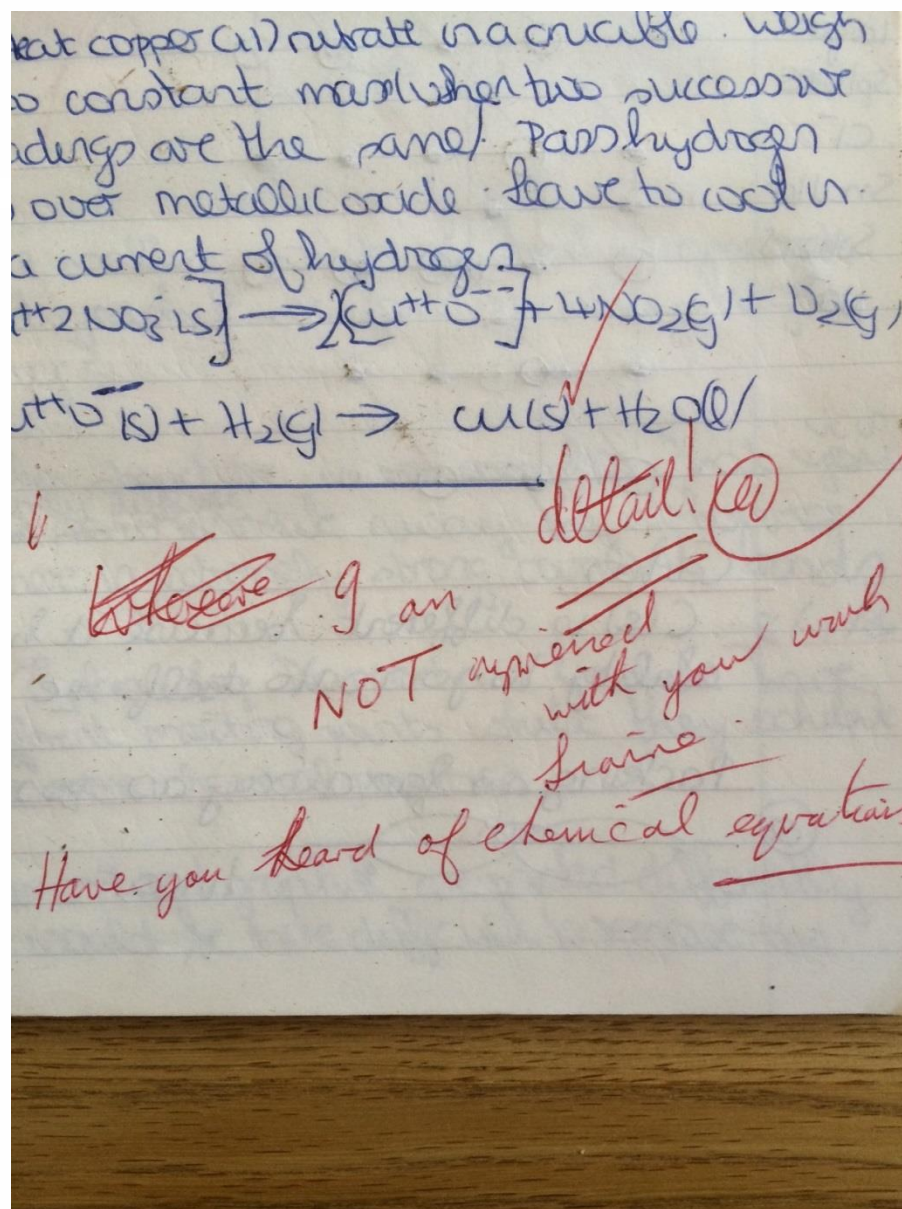
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Respond to feedback



Expect Excellence



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Perfect Practice

joined together, and which can therefore be separated by physical processes.

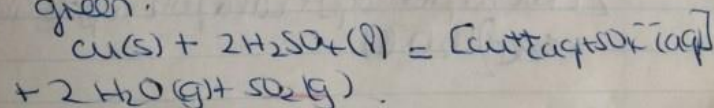
1975

10/2/86

2. State the different ways in which sulphuric acid can react with other substances, using as examples the reaction of the acid with each of the substances given below and paying particular attention to the concentration of the acid and the temperature conditions which are most suitable.

Solid sodium chloride; copper; cane sugar ($C_{12}H_{22}O_{11}$); zinc; aqueous sodium hydroxide.

When conc sulphuric acid and copper are heated in a test-tube, the contents go blue and SO_2 can be detected which can be tested for with potassium dichromate (yellow) it turns it green.



When you add conc H_2SO_4 to solid



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Pride in work

Using the mole concept. Concept 5. 29.3.85

PRECIPITATION REACTIONS

To work out an equation involving a precipitate.

Expt. to obtain an eqⁿ for the reaction between lead nitrate solution and potassium iodide solution.

A series of test tubes are each filled with 8 cc of 1 mol l⁻¹ potassium iodide solution. Then 1 cc of 1 mol l⁻¹ lead nitrate solution is added to tube 2. Centrifuge and measure the height of the precipitate. Add 2 cc of 1 mol l⁻¹ Pb(NO₃)₂ to tube 3. Centrifuge and measure the height of the ppt. Continue like this adding 1 cc extra all the time.

$$x[\text{Pb}^{++}(\text{aq}) + 2\text{NO}_3^-(\text{aq})] + y[\text{K}^+(\text{aq}) + \text{I}^-(\text{aq})] = z[\text{PbI}_2 \downarrow] + w[\text{K}^+(\text{aq}) + \text{NO}_3^-(\text{aq})]$$

yellow ppt



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Class Teaching

Find the bright spots

[Home](#) [About](#) [Assessment Without Levels](#) [Blog of the week](#) [Books](#) [Forthcoming Events](#) [Journal Club](#) [Links](#) [MELC Conference 2016](#)

[Practitioner Research Projects](#) [Reading Library](#) [Research Bulletins](#) [Video Library](#)

← Showing Excellence

BYOD – Bring Your Own Device →

Learning with Mr Clarke – Circa 1985

Posted on [March 16, 2014](#)

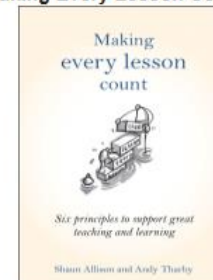


This weekend we cleared out the loft – not a pleasant job, but one that had to be done. Whilst doing so we came across some of my wife's old school exercise books. Not surprisingly, I had a look through them. The first ones I came across were chemistry.

[Lianne](#) attended Porthcawl Comprehensive in South Wales and was taught chemistry by

Mr Clarke. The first book I came across was when she was in the 4th year (Y10), in 1985. What I thought would be a quick flick through the books, turned into a couple of hours and a lengthy discussion about Mr Clarke's teaching strategies. It was absolutely fascinating and made me reflect on the effectiveness of some of the more modern

Making Every Lesson Count



Perfect Teacher Led CPD



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Adam Phillips *says:*

April 18, 2014 at 3:05 pm (Edit)

Ted was easily the best teacher I have ever had (even though i was a thorn in his side at times) along with Catherine Powell (who is sadly no longer with us). And he still remembers his students names – saw him a couple of months ago in the Jolly Sailor.

I think a lot of modern day teaching could use him as a role model. Just my thoughts!



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Helen says:

April 18, 2014 at 10:13 pm (Edit)

Ted Clarke was the best teacher I ever had. He made me work hard and realise I had the ability to achieve if I worked hard. I honestly don't think I would have become a doctor if he had not been my teacher



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Carolyn Richardson (Walters) *says:*

April 26, 2014 at 10:29 pm (Edit)

As one of Mr Clarke's A level class of 1989 I was so pleased to be sent this link by my sister who is now a teacher. I have spent many years trying to explain to my husband how exceptional Mr Clarke's teaching was. I, and many others would not be where we are today without having had such inspirational A level teaching.



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Karen says:

July 5, 2014 at 8:23 pm (Edit)

Ted Clarke was the best teacher I have ever had. Went onto study A level and then a degree in chemistry, and a job in pharmaceuticals, none of which would have been possible without him. Great memories of being in his class. A true legend.



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Mr Clarke's approach to teaching

- Set the bar of expectation high and expected all students to get there....and beyond!
- Was passionate about his subject....and wanted his students to be too.
- Made it his business to know what his students couldn't do....and let them know too.
- Expected hard work and effort from all students and made this ethos the highest priority, every lesson.
- Made all students believe that with hard work and effort, they could do better.
- Expected students to respond to his feedback.
- Provided lots of opportunities for practice – perfect practice.
- Cared deeply about how his students performed in his subject.



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- 3 part lessons.
- “All, most, some”
- OFSTED checklists.
- VAK.
- Brain gym.
- Group work.
- Independent learning.
- Green pen marking.
- Flipped learning.
- Discovery learning.

Etc.



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"Ron Berger is one of the most remarkable teachers in America today."
—Howard Gardner

An Ethic of Excellence



*Building a Culture
of Craftsmanship
with Students*

Ron Berger

"A must-read for
anyone who
believes hardwork
will achieve success"
Duncan Bannatyne



Matthew Syed
Bounce

The myth of talent
and the power of practice

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"Essential reading for anyone with aspirations."
Matthew Syed, *Bounce*

MINDSET

HOW YOU CAN FULFIL
YOUR POTENTIAL

- Business
- Parenting
- School
- Relationships

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DR CAROL S. DWECK



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Give students work that matters. Share examples of excellence. Critique work. Expect excellence.

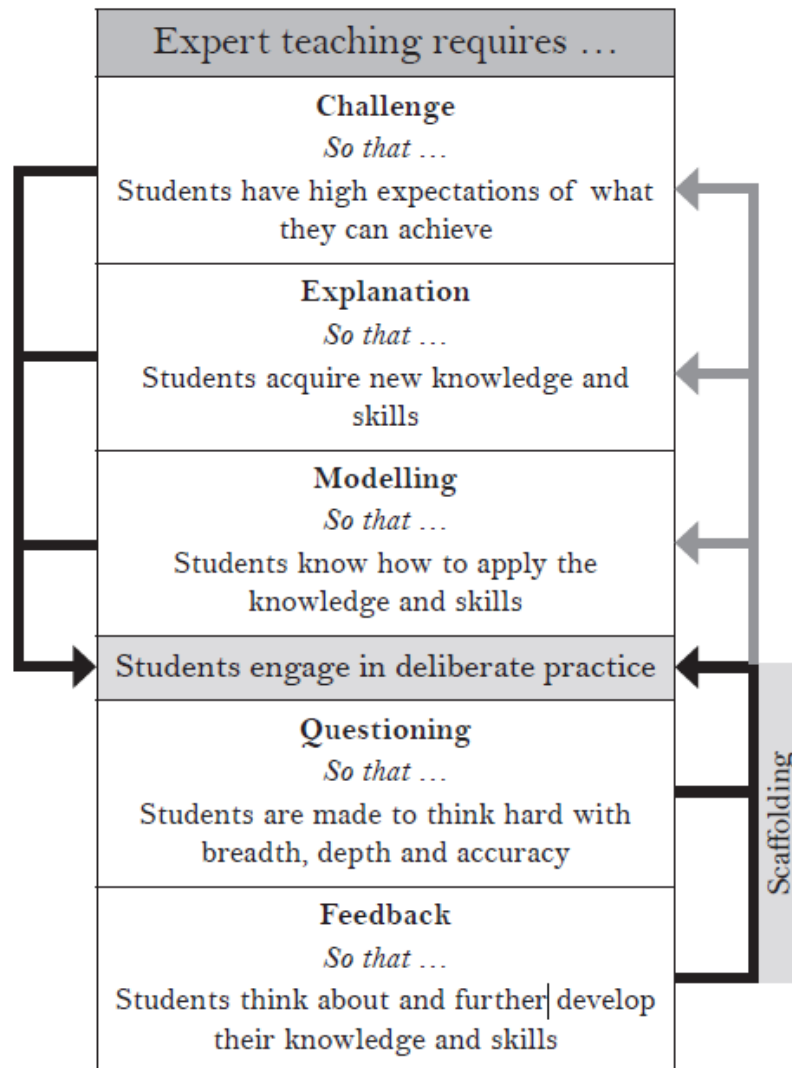
Dedication and deliberate practice (and lots of it!) trumps talent.

Success and achievement is not fixed. It can be grown and developed through effort, perseverance, embracing challenges and responding to feedback



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What makes great teaching?

Review of the underpinning research

Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major

October 2014



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Sutton Trust – *What makes great teaching?*

*Content knowledge. Teachers with strong knowledge and understanding of their subject make a greater impact on students' learning. It is also important for teachers to understand **how students think** about content and be able to **identify common misconceptions** on a topic.*



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Sutton Trust – *What makes great teaching?*

Quality of instruction. This includes effective **questioning** and the use of **assessment** by teachers. Specific practices, like **reviewing previous learning**, **providing model responses** for students, giving adequate **time for practice** to embed skills securely and progressively **introducing new learning (scaffolding)** are also found to improve attainment.



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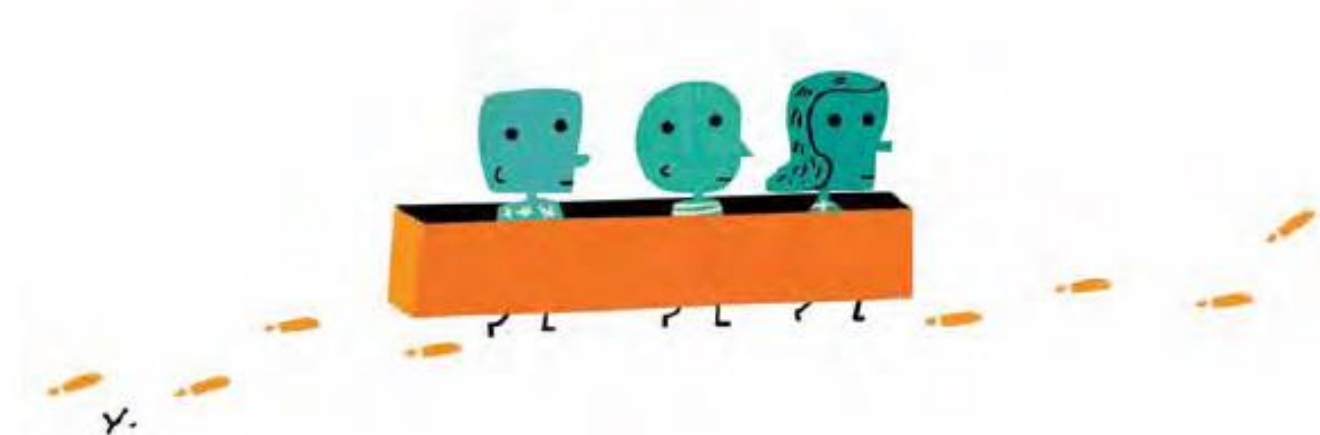


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Principles of Instruction

Research-Based Strategies That All Teachers Should Know



BY BARAK ROENSHINE

Even though these are three very different bodies of research, there is *no conflict at all* between the instructional suggestions that come from each of these three sources. In other words, these



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17 Principles of Effective Instruction

The following list of 17 principles emerges from the research discussed in the main article. It overlaps with, and offers slightly more detail than, the 10 principles used to organize that article.

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.



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DEANS FOR IMPACT



THE SCIENCE OF LEARNING



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Students learn new ideas by reference to ideas they already know.¹

- A well-sequenced curriculum is important to ensure that students have the prior knowledge they need to master new ideas.²
- Teachers use analogies because they map a new idea onto one that students already know. But analogies are effective only if teachers elaborate on them, and direct student attention to the crucial similarities between existing knowledge and what is to be learned.³

Practice is essential to learning new facts, but not all practice is equivalent.¹³

- Teachers can space practice over time, with content being reviewed across weeks or months, to help students remember that content over the long-term.¹⁴
- Teachers can explain to students that trying to remember something makes memory more long-lasting than other forms of studying. Teachers can use low- or no-stakes quizzes in class to do this, and students can use

Effective feedback is often essential to acquiring new knowledge and skills.²⁰

- Good feedback is:
 - Specific and clear;
 - Focused on the task rather than the student; and
 - Explanatory and focused on improvement rather than merely verifying performance.²¹



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Schools and educational research

Schools

- Expertise built through reflection & experience
 - Very busy
 - Insular

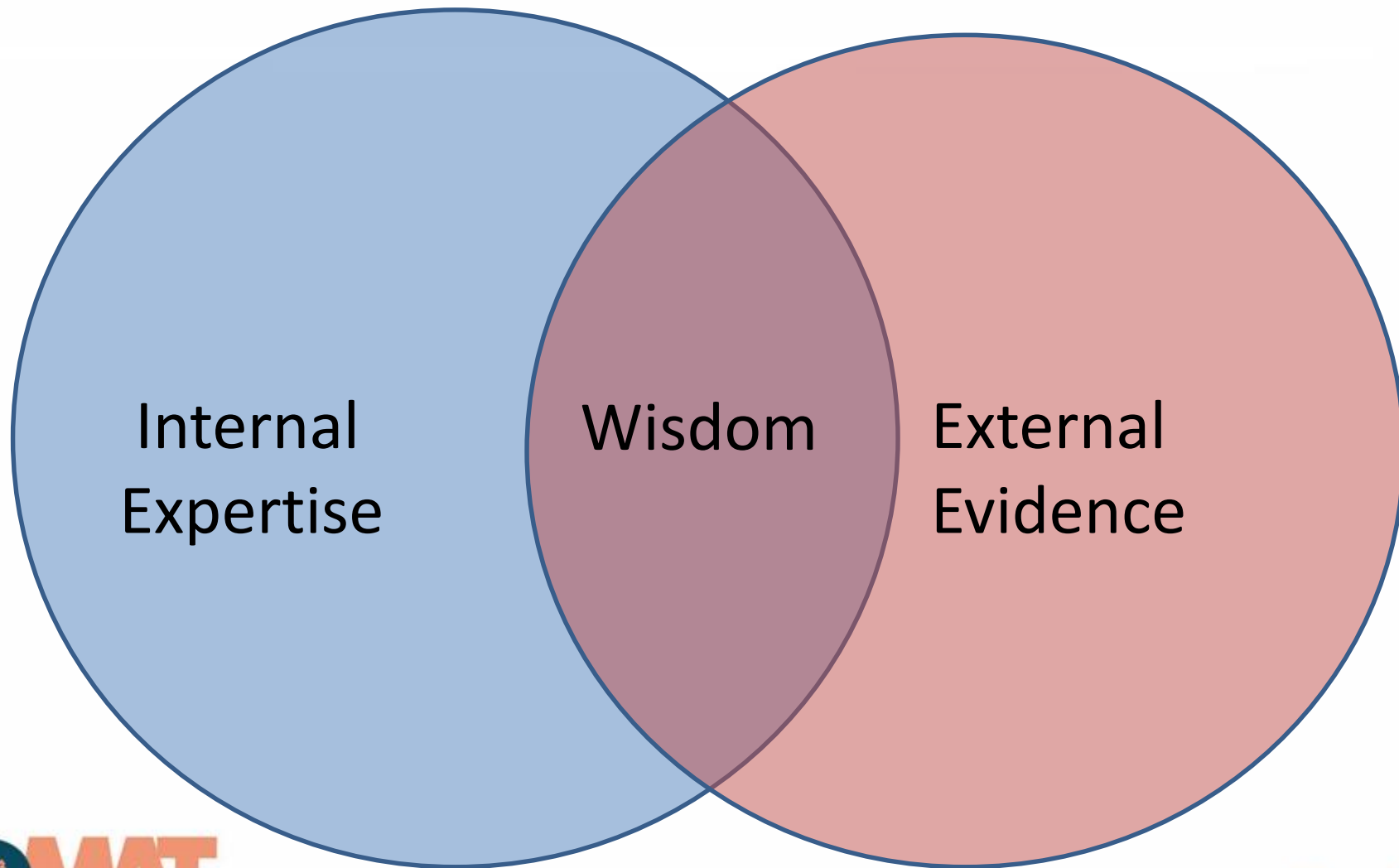
Researchers

- University based
- Unacquainted with the classroom
 - Inaccessible research papers



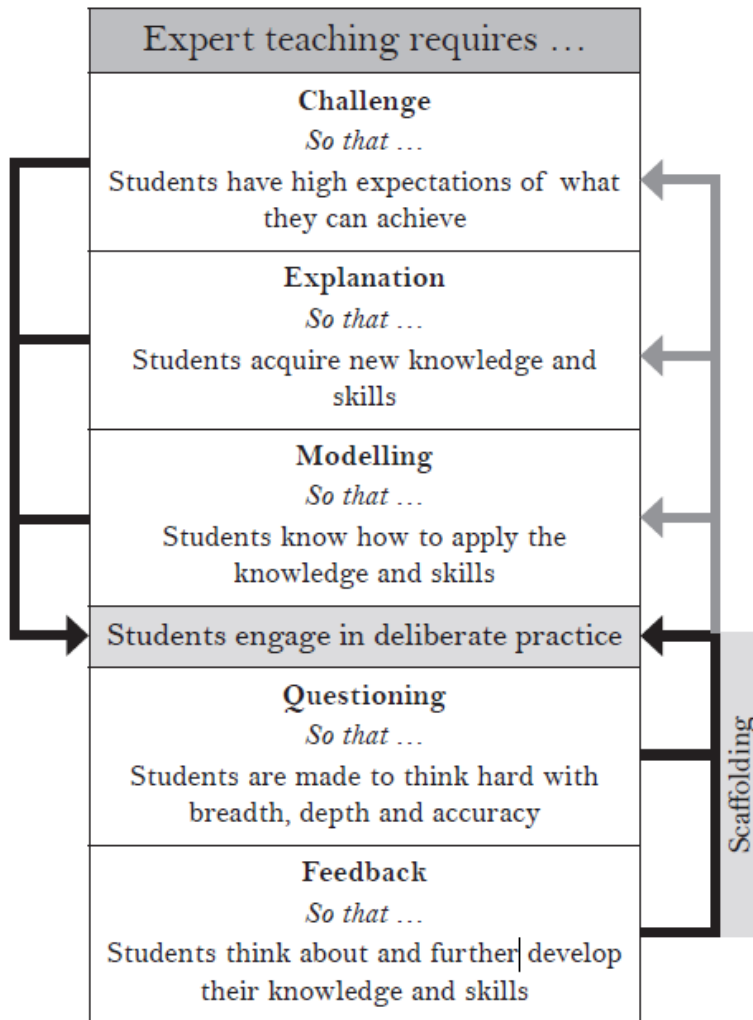
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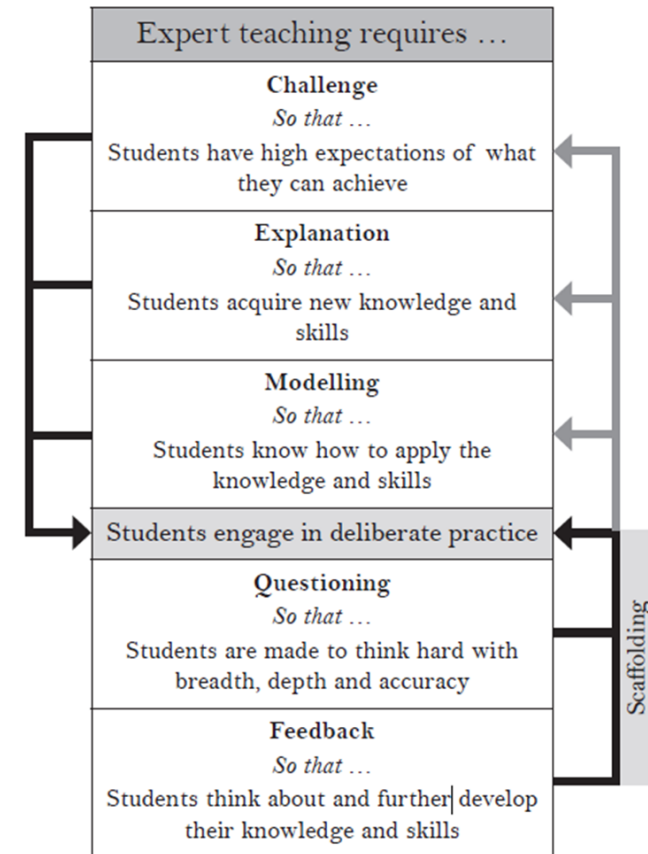
- This has become our teaching & learning policy.
- What difference has it made?



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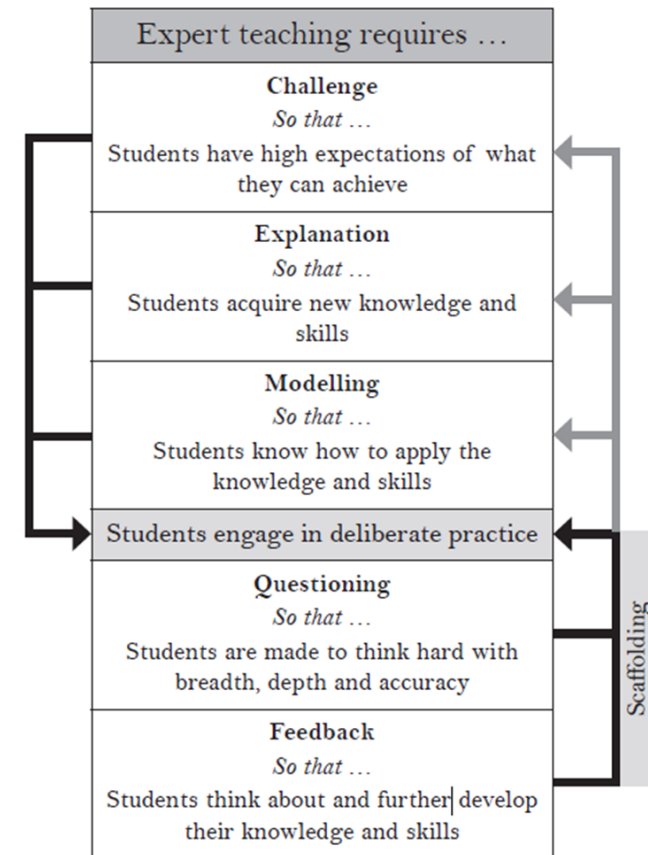
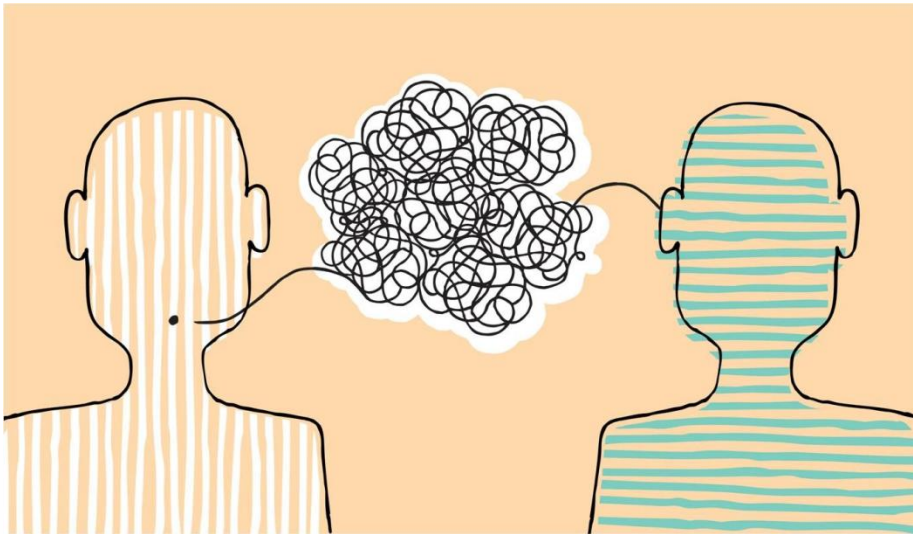
“Tight but loose”



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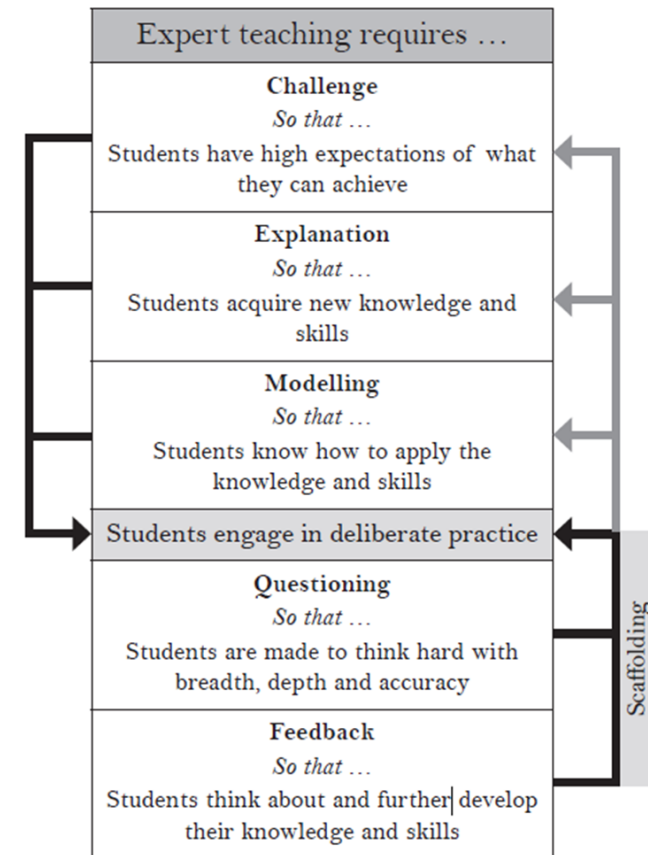
“Common Language”



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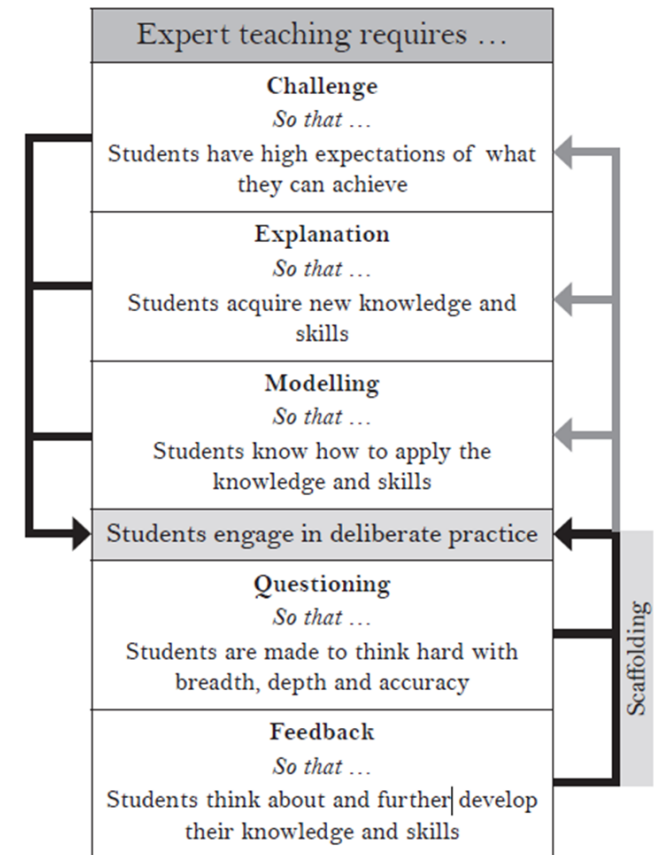


“Meaningful for all”



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How do we embed it?

- 15 minute forums
- Journal Club
- Research Bulletin
- Masters Programme
- Personalised CPD plans
- Teaching Talk videos
- Sharing the bright spots -
<https://classteaching.wordpress.com/>
- ***Subject Planning & Development Sessions***



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Subject Planning & Development Sessions (*once every 2 weeks*)

What are the key topics/concepts/ideas that we are teaching over the next fortnight?

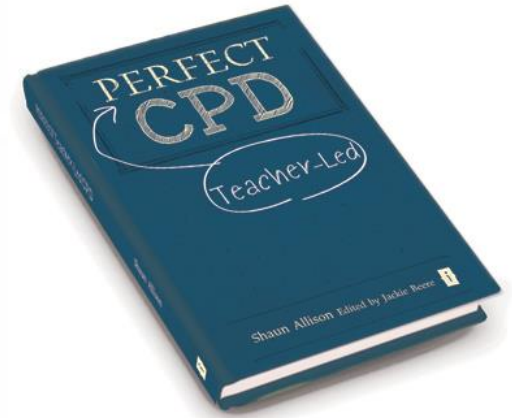
- How do we teach these concepts/ideas well?
- What are the key learning points that students need to master in these topics?
- Who teaches this topic well? How?
- What are the possible misconceptions that students could have? How will we address these?
- What are the aspects of this topic that students struggle with and how can we overcome this?
- How can we ensure that all students are challenged?
- Who is 'worried' about teaching this topic? Why?
- What resources can we share to help teach these concepts/ideas?



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SPDS – Perfect CPD?



- Timetabled
- Subject specific
- Relevant to what is being taught now
- Sustained
- Collaborative



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The role of Senior Leaders

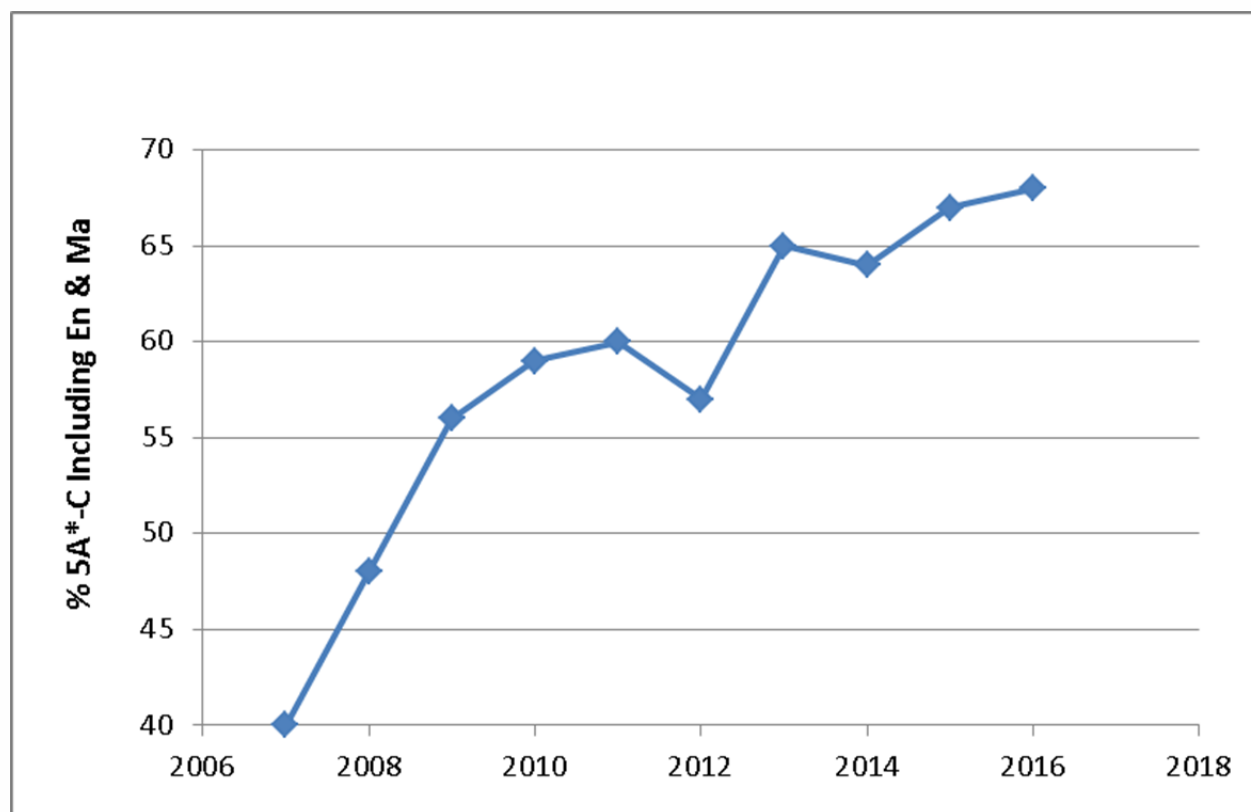
- Provide the conditions for teachers to focus on their core purpose – *great teaching*.
- Provide the conditions for middle leaders to focus on their core purpose – *reducing variation and growing excellence within their teams*.



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Is it working?



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You know you are in a good school when....

- Teachers TALK about teaching
- Teachers OBSERVE each other teach
- Teachers plan, organise and evaluate TOGETHER
- Teachers teach each other

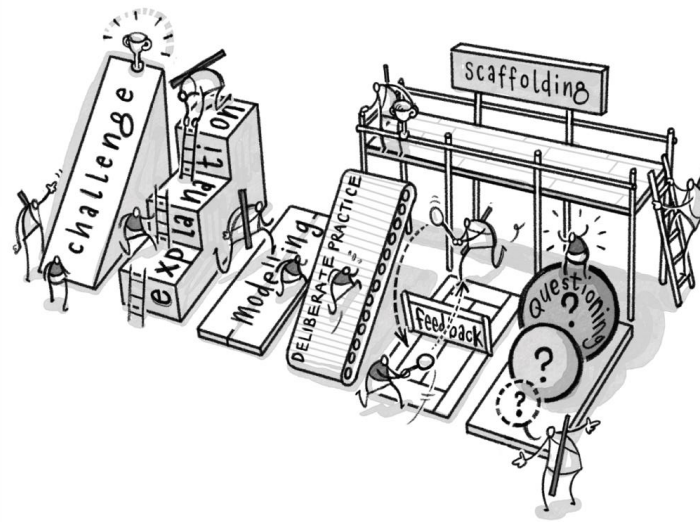


Sir Tim Brighouse



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