



Your Leadership of Teaching & Learning

Bruce Robertson

St Andrew's High School, Kirkcaldy, 19th August 2025



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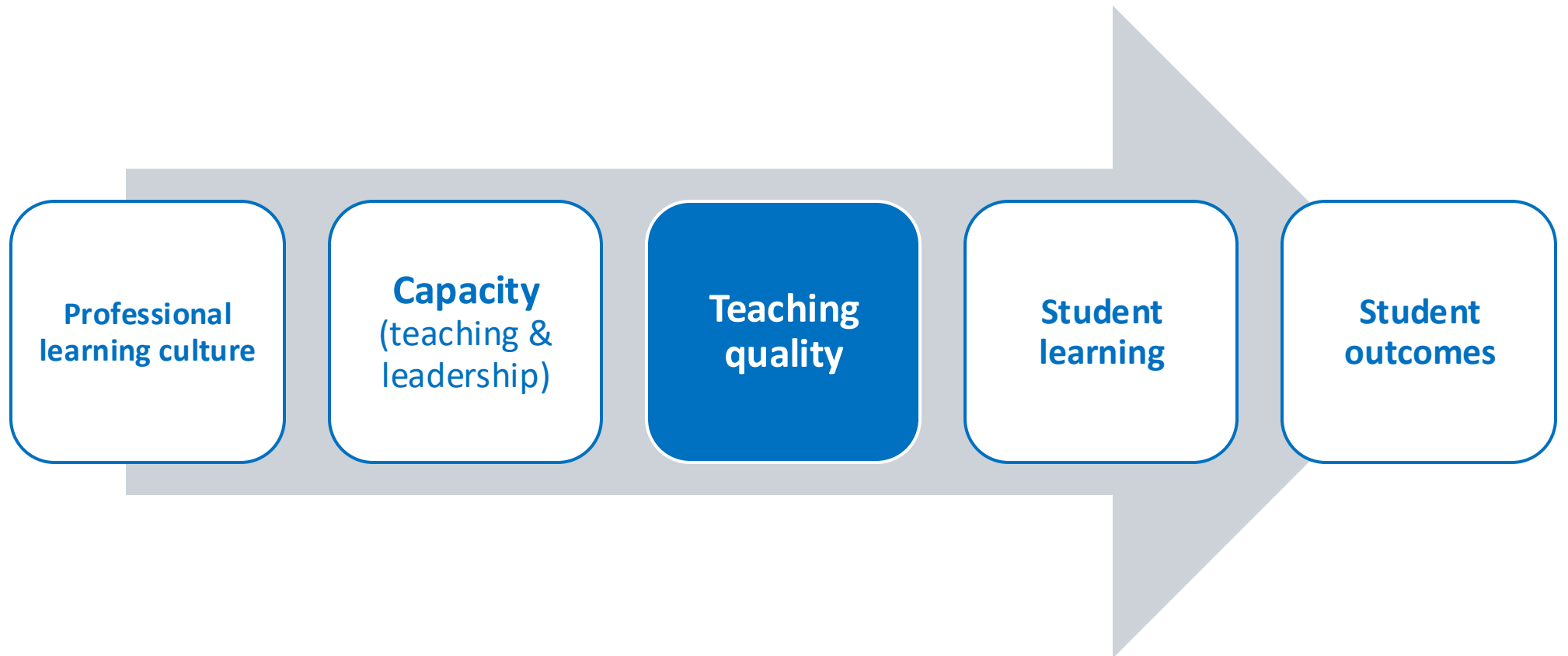
Aim

To continue to explore **generic principles** and **specific initiatives** that can help make your **leadership of teaching and learning** *even better* than it is already.



INTERACTIVE RECAP

Teaching-centred leadership



Bruce Robertson

THE TEACHING DELUSION²

Teaching strikes back

curriculum | pedagogy | leadership

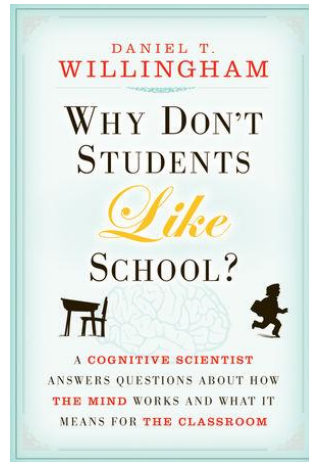
 **JOHN CATT**
FROM HODDER EDUCATION

‘Teaching-centred leaders focus their time on activities that **are most likely to make a difference in the classroom.**’

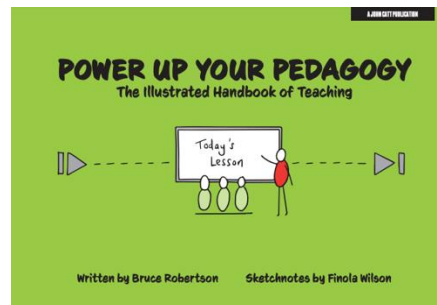
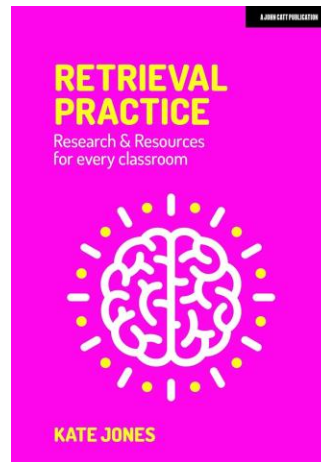
**POWER
UP**

Professional reading

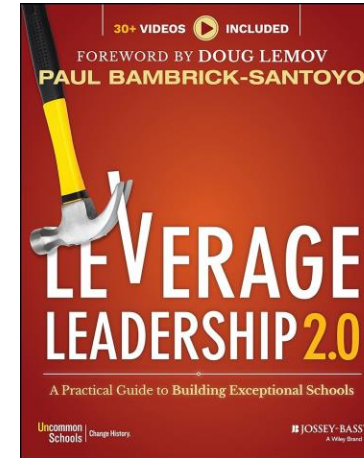
Voluntary, whole-school



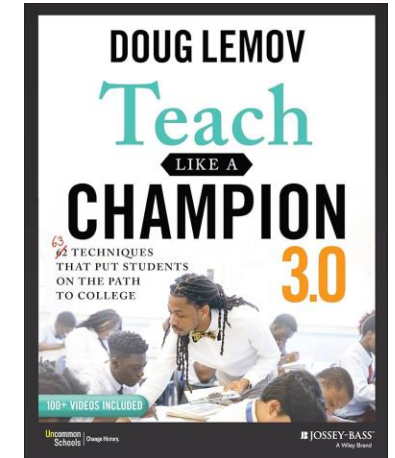
Departments



Extended Leadership Team

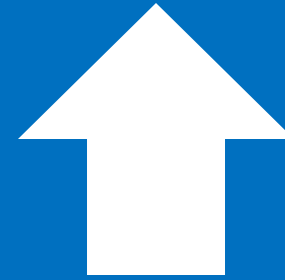


Senior Leadership Team



**POWER
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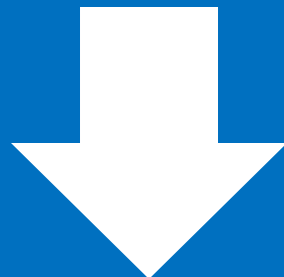
Team meetings



Collaborative professional learning

Administration

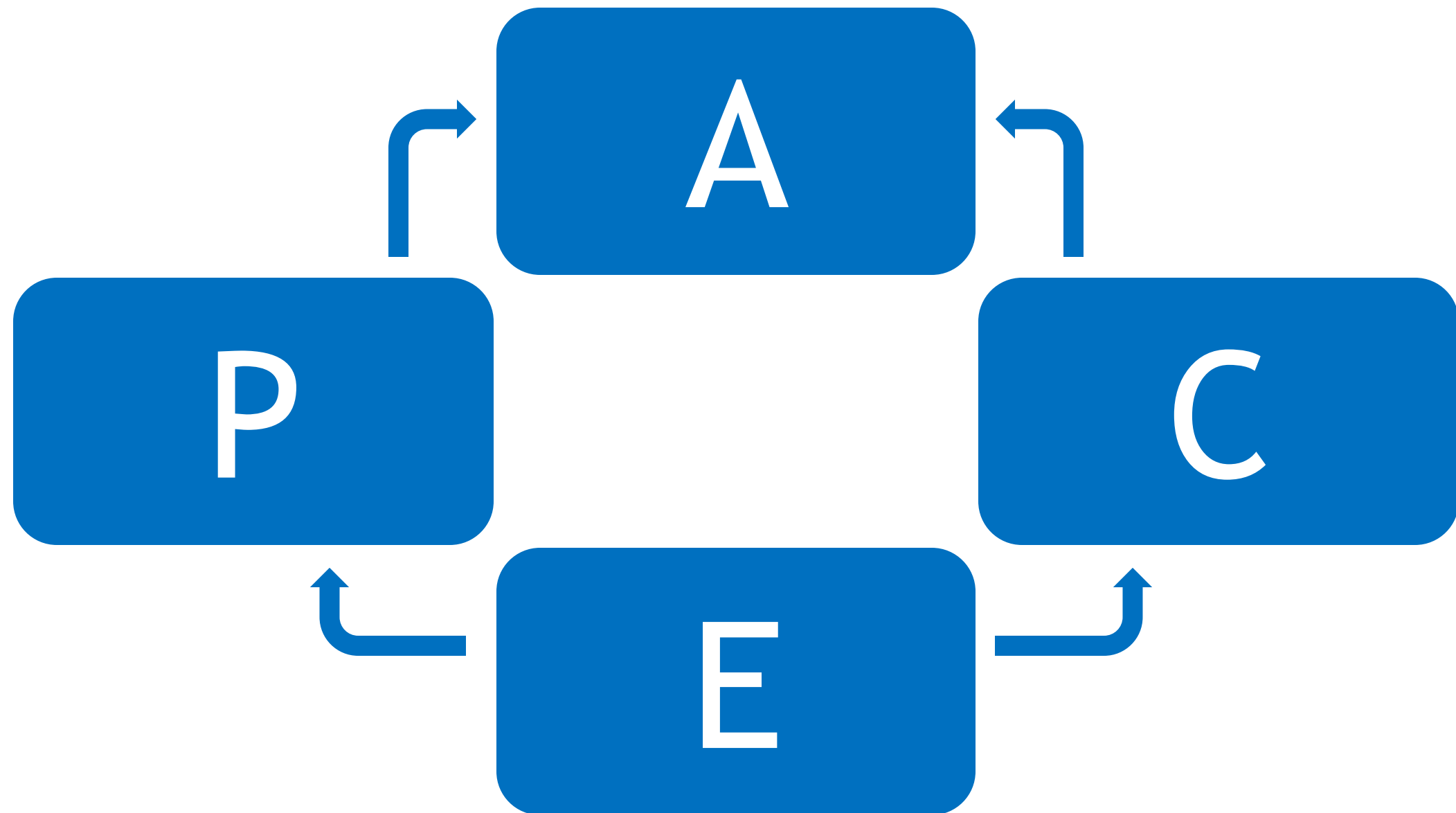
- RAG tracking
- Minutes



- Discussion of reading
- Discussion of observations
- Discussion of 'best way' to teach specific content
- Thematic discussion and sharing of practice e.g. differentiation

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Improvement planning & review



Objective | Strategy | Tactics

Objective		Continue to develop pedagogy across the team
Strategy (<i>focus on...</i>)		Tactics (<i>what we will do...</i>)
1	Questioning: making all students think and generating better formative information about learning	Refine Trusted Techniques, including: • Show-me Boards • Chat To A Partner • Cold Call
2	Homework	Focus on spaced retrieval activities across all year groups
3	Independent study skills	Teach students ‘active study’ habits

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Pedagogy Development Plans (PDPs)

Specific aspects of teaching you would like to develop

Questioning. Specifically, getting more students to pay attention and think every time I ask a question.

Trusted Technique	Key features to focus on
Show-me Boards	Creating routines so that the first class of the day take these out and the last class put them away. Using these at least 3x a lesson with every class. Moving around the room more as students are writing to help take in more information and keep students on task.
Cold Call	Question, then name. Using Cold Call at least 10x a lesson.

Reflection on progress (every 4 – 6 weeks)

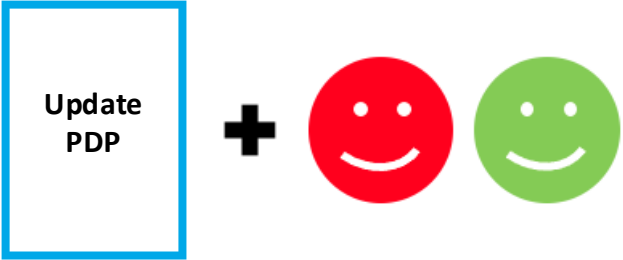
I feel that I have really improved my use of Show-me Boards. We use these in nearly every lesson, at least three times per lesson. It's now routine that these get taken out at the start of the day and left on desks for the rest of the day. This is really helping with organisation and management.

I want to continue to focus working on Cold Call, ensuring I am asking the question first, then naming a student to answer. Sometimes, I'm still falling into the trap of asking the first student who puts up their hand to answer. So, over the next month, I'm going to focus on the Patient Hands technique as well.

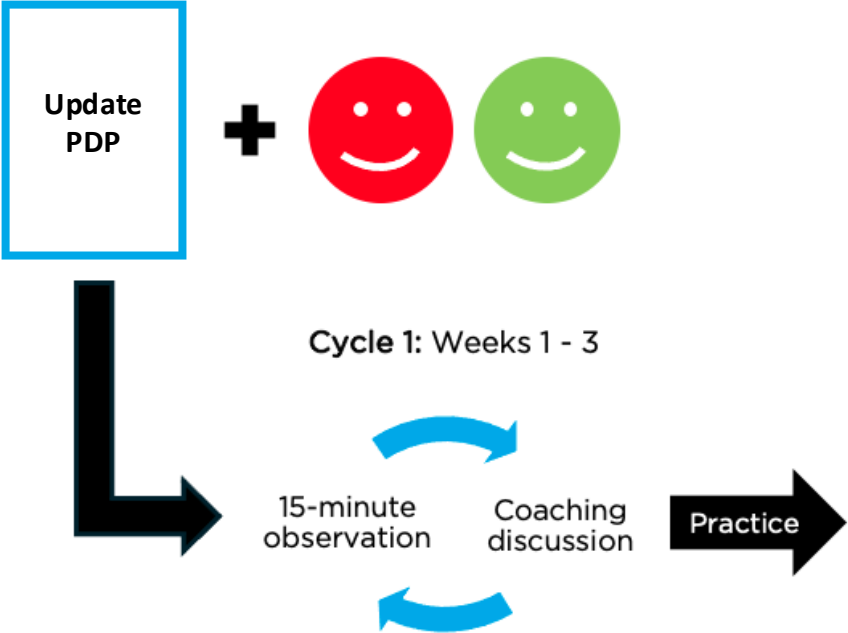
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Pedagogical Coaching

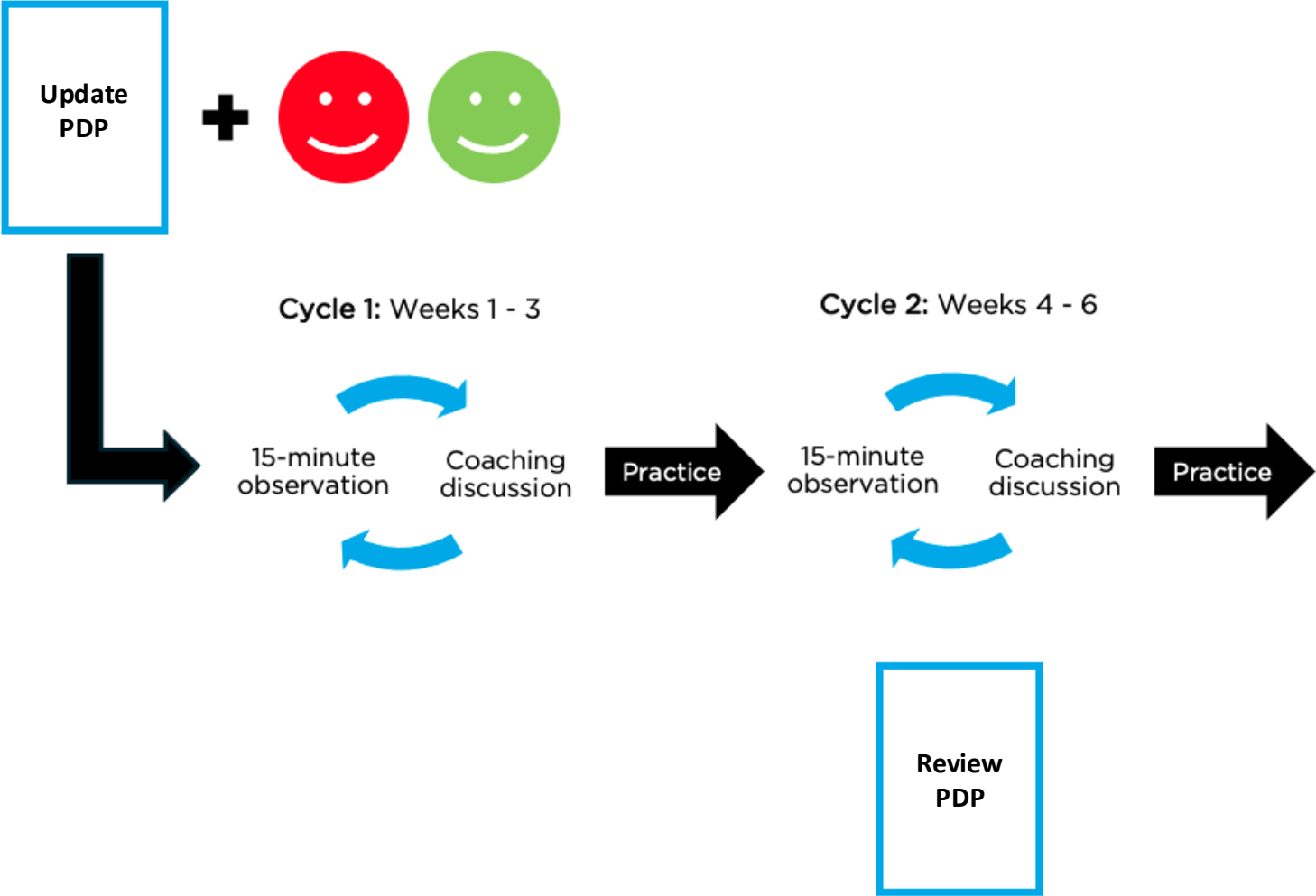
Start of term...



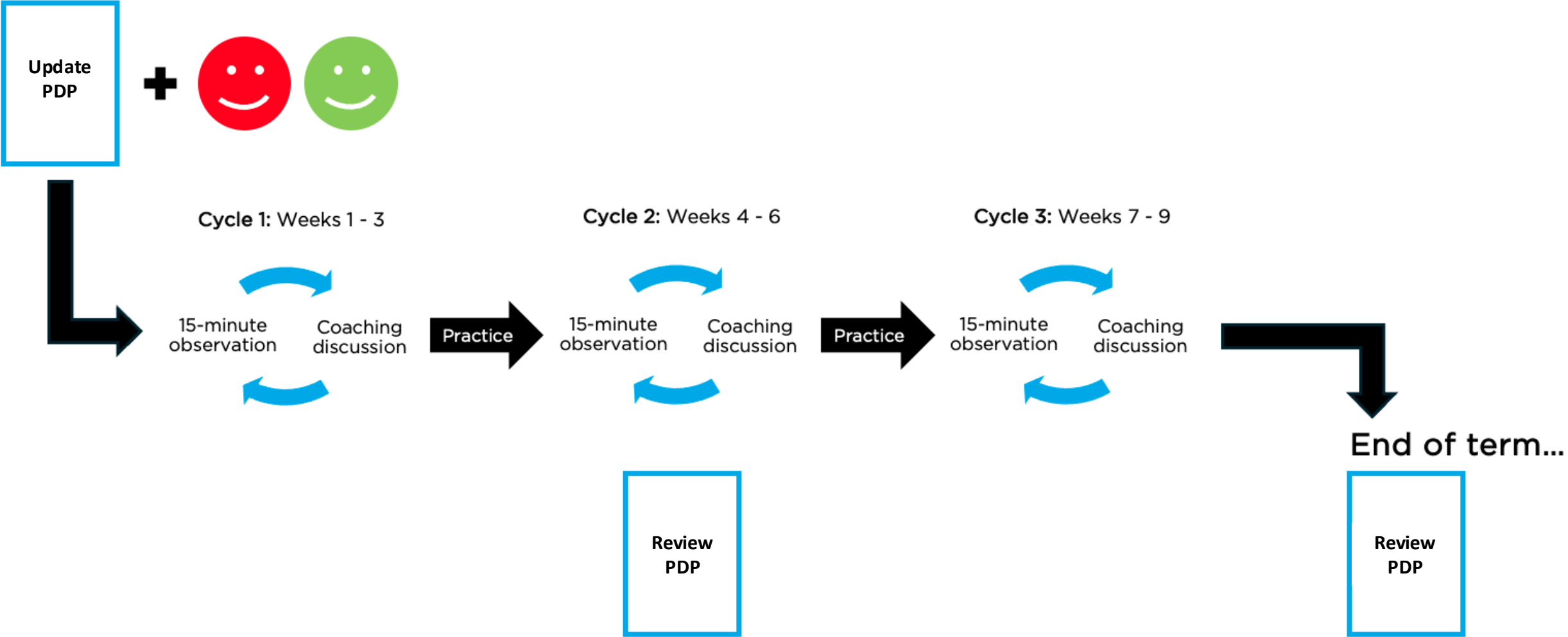
Start of term...



Start of term...

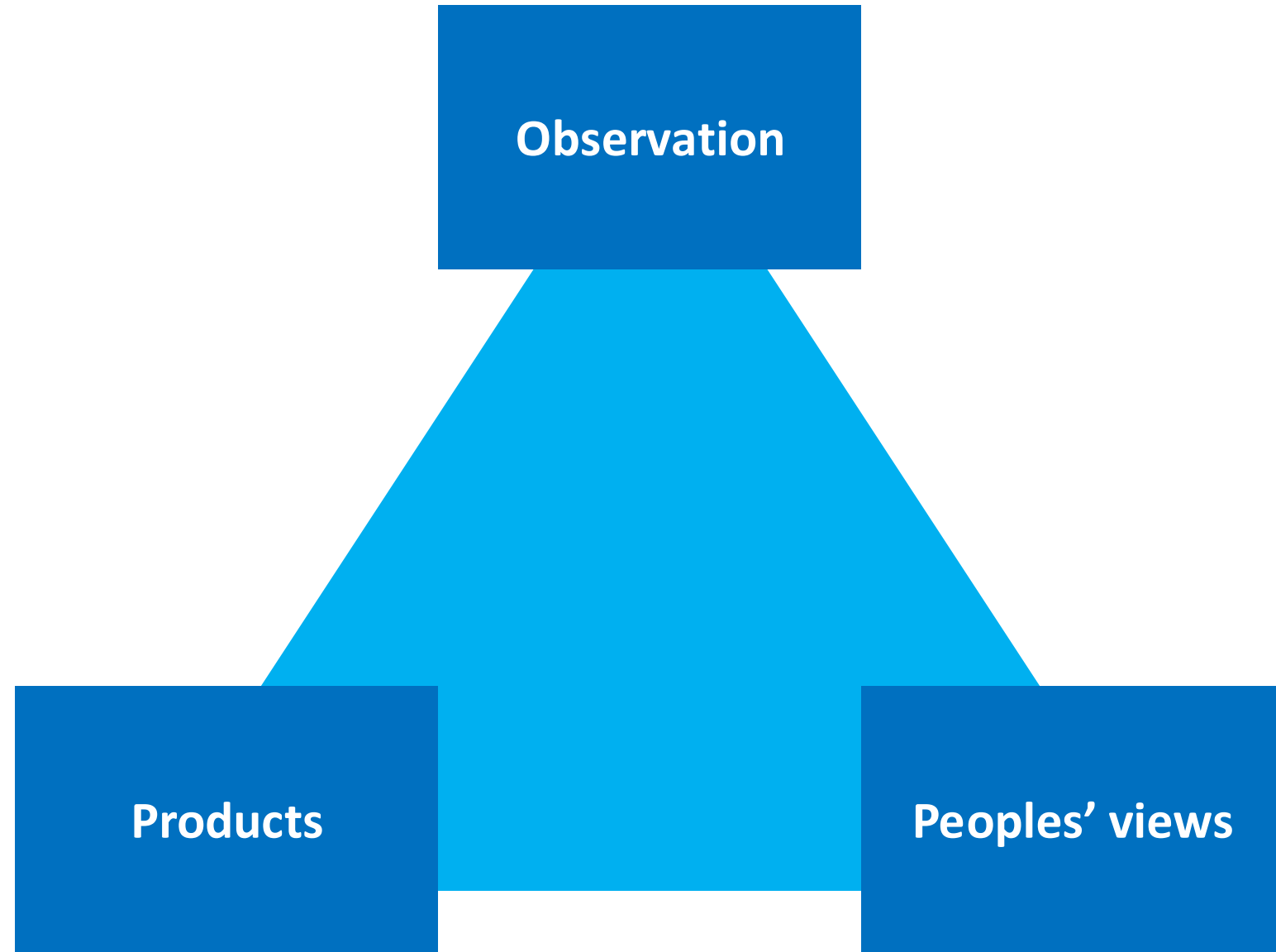


Start of term...





How do we **know** that things are
(continuously) improving?





Teaching & Learning Calendars



Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Reading & discussion	X	X	X	X	X	X	X	X	X	X	X
Self-evaluation using LET	X	X	X	X	X	X	X	X	X	X	X
PDP review	X		X		X		X		X		X
Head of Department observations			X							X	
Student focus groups				X					X		
Data-driven instruction meetings		X		X		X		X			
Improvement Plan review			X			X			X		X

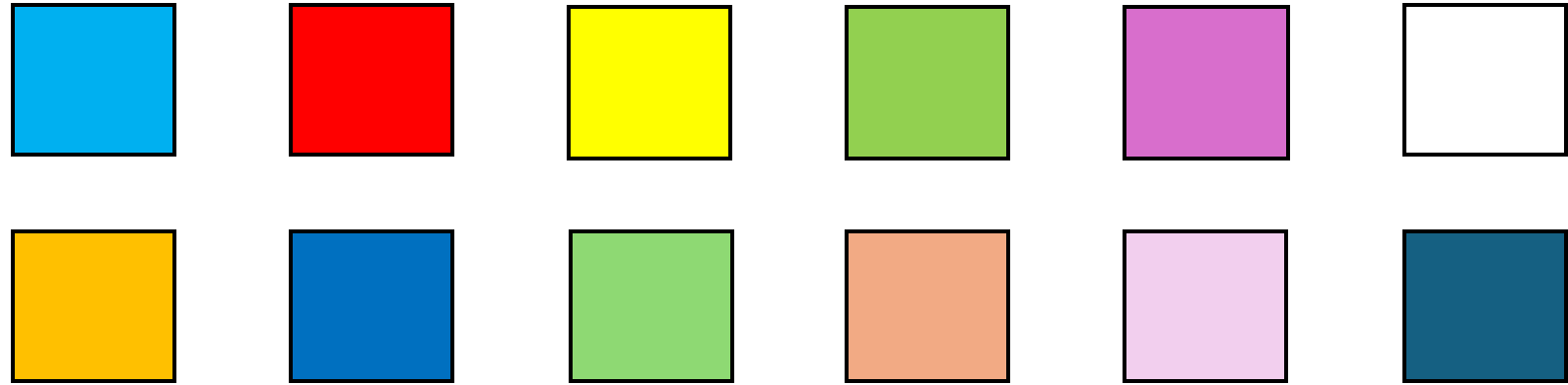


Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Reading & discussion	X	X	X	X	X	X	X	X	X	X	X
Self-evaluation using LET	X	X	X	X	X	X	X	X	X	X	X
PDP review	X		X		X		X		X		X
Head of Department observations			X							X	
Student focus groups				X					X		
Data-driven instruction meetings		X		X		X		X			
Improvement Plan review			X			X			X		X

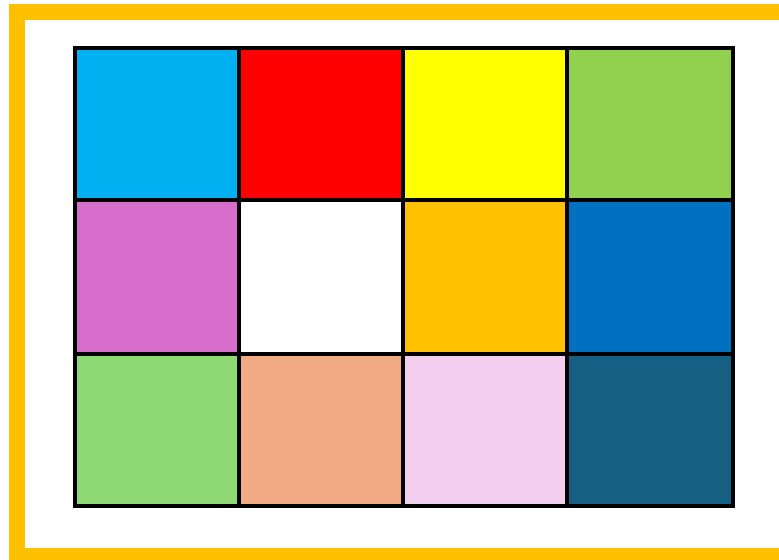
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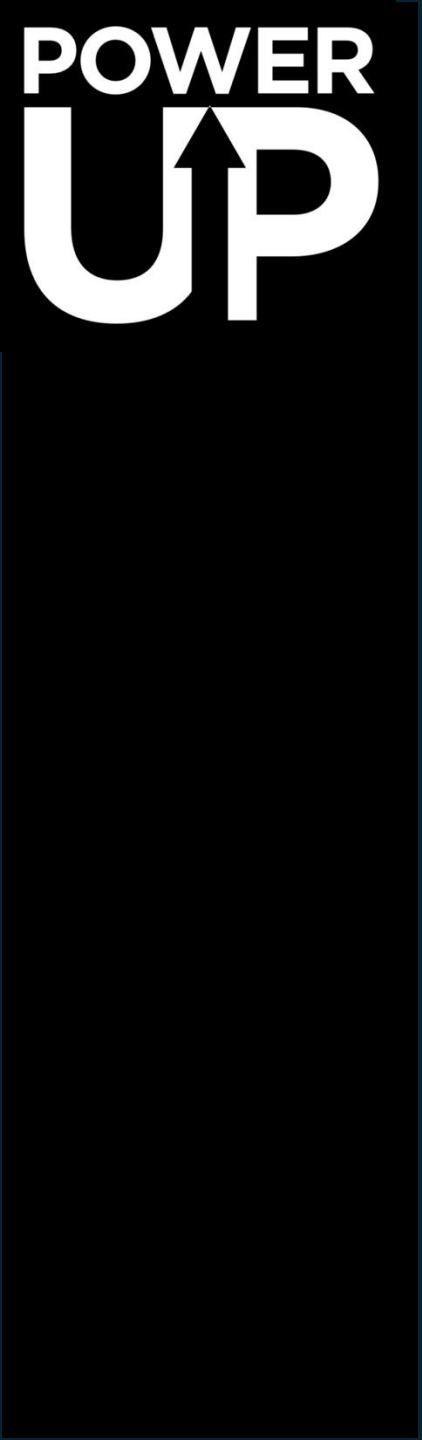
Supported Self-Evaluation

Build and evaluate **specific blocks** *regularly*...

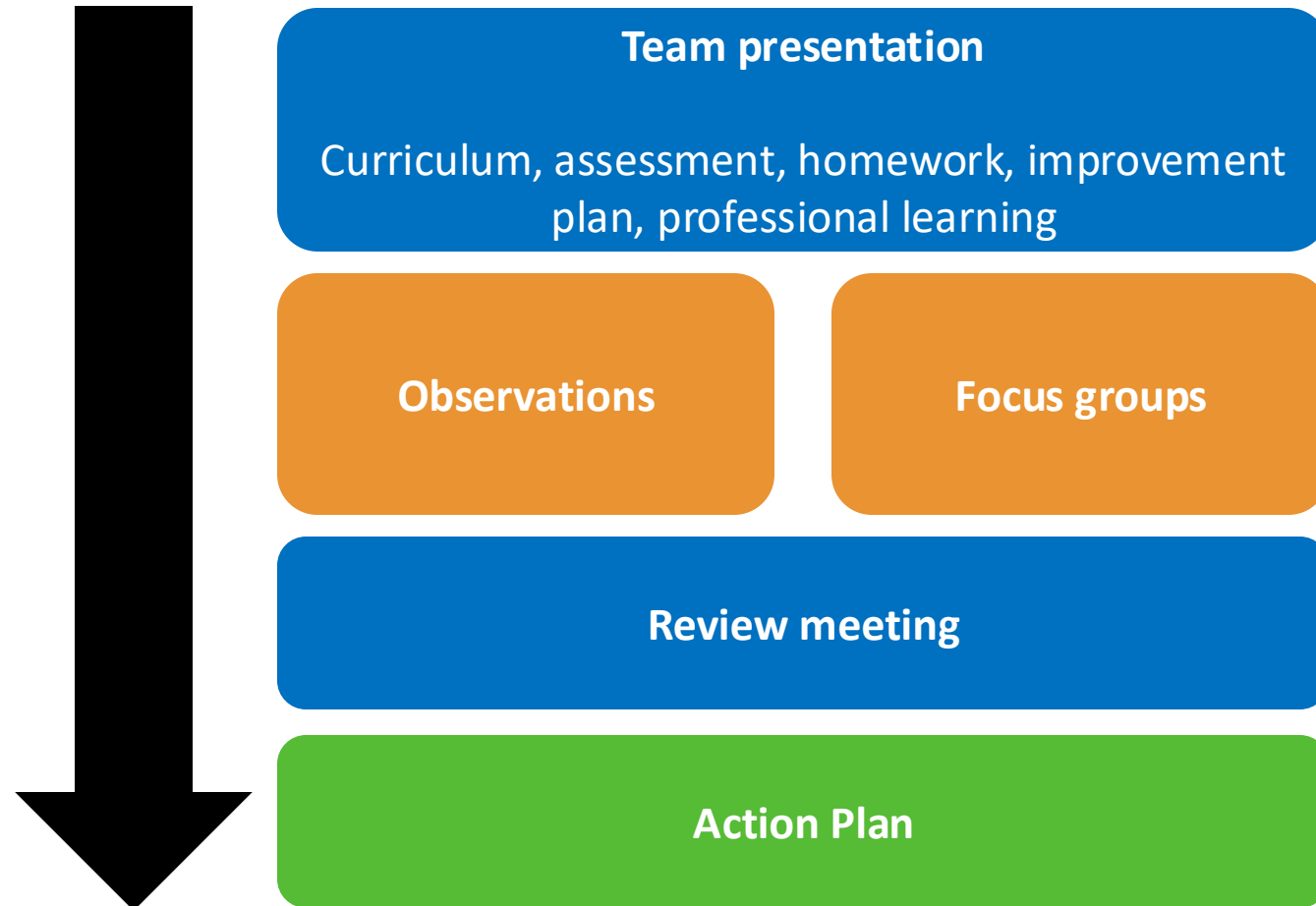


...and evaluate **the whole** *periodically*:



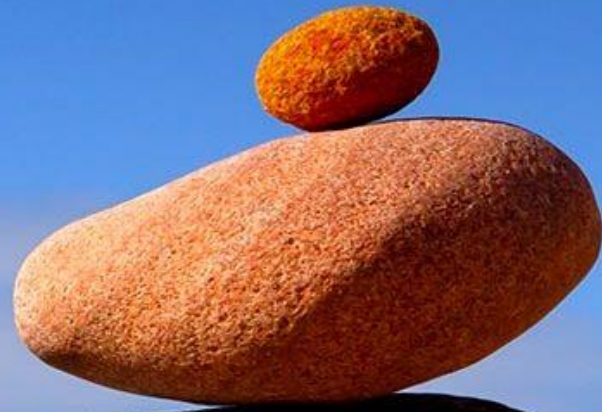


Supported Self-Evaluation





Support

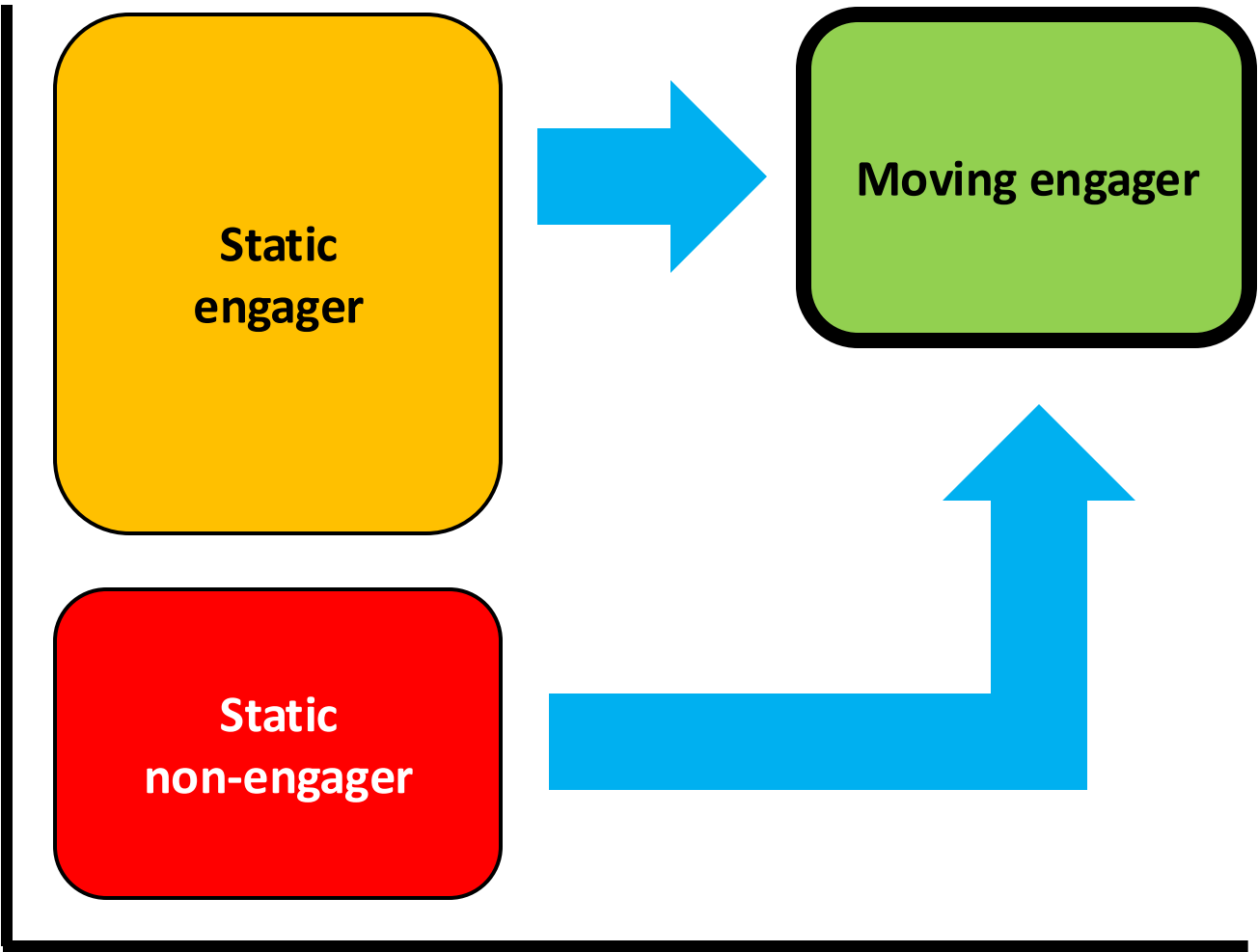


Challenge



Key take-away(s)?

Engagement with
professional learning



Development of practice



How do you get **staff buy-in**?



Autonomy

Choice

Quality

Time

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Aligning professional learning,
performance management and
effective teaching

Peter Cole

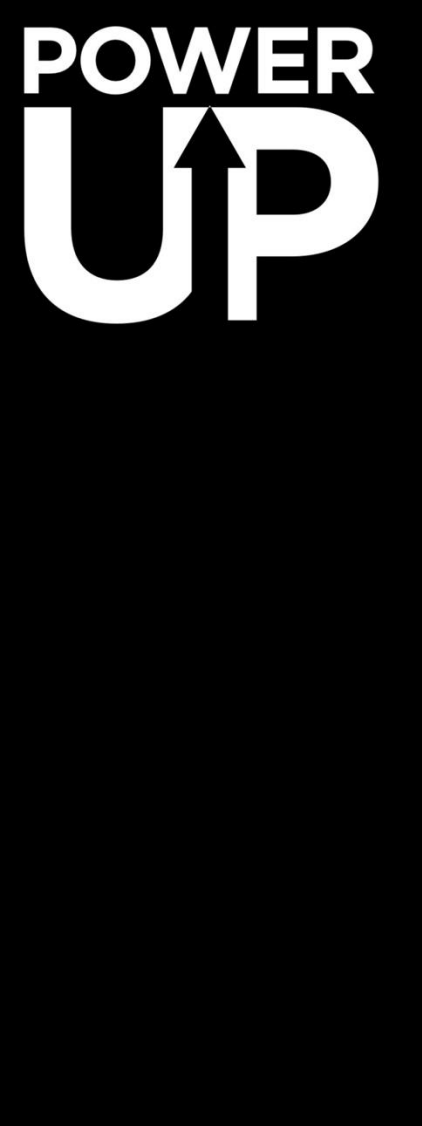
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Poor transfer of
professional learning to
student outcomes



1. Professional learning activities aren't linked closely enough with effective teaching practice, but instead focus on policy and procedures.
2. There is no agreement across the school about what constitutes effective teaching.
3. Professional learning activities lack focus and are fragmented, with little or no follow-up.

To what extent are these issues in your context?

What role can you play addressing these?

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Aligning professional learning,
performance management and
effective teaching

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4. Professional learning activities don't engage teachers i.e. they don't get them to *think* and to *discuss*.

5. Professional learning activities highlight practices which could improve teaching and learning, but don't explain or exemplify how.

6. School leaders don't convey the message, through their words and actions, that they think professional learning is important.

To what extent are these issues in your context?

What role can you play addressing these?

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7. Teachers aren't supported to implement improved practices.

8. Teachers believe that their professional learning is a private affair and don't see other teachers as having a role in supporting their professional learning, or see themselves having a role in supporting the professional learning of others.

9. Teachers aren't encouraged and supported to implement practices which are in line with the school's 'instructional model'.

To what extent are these issues in your context?

What role can you play addressing these?

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Rhythms and norms

Establish rhythm and norms

Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime pedagogy workshop			Lunchtime pedagogy workshop	Staff briefing
Departmental meeting ↓ Whole-staff CPD ↓ Departmental meeting ↓ Voluntary CPD	ELT meeting (fortnightly)	Professional Reading Group		



Lesson Evaluation Toolkit

To build a *shared understanding* of the key features of a typically high-quality lesson



Lesson Evaluation Toolkit [Example]

Supporting the continuous improvement of teaching and learning across our school

Our Lesson Evaluation Toolkit is designed to help make teaching in our school better and better. We use it to support lesson planning, self-evaluation, coaching and discussion. It is a professional learning aide.

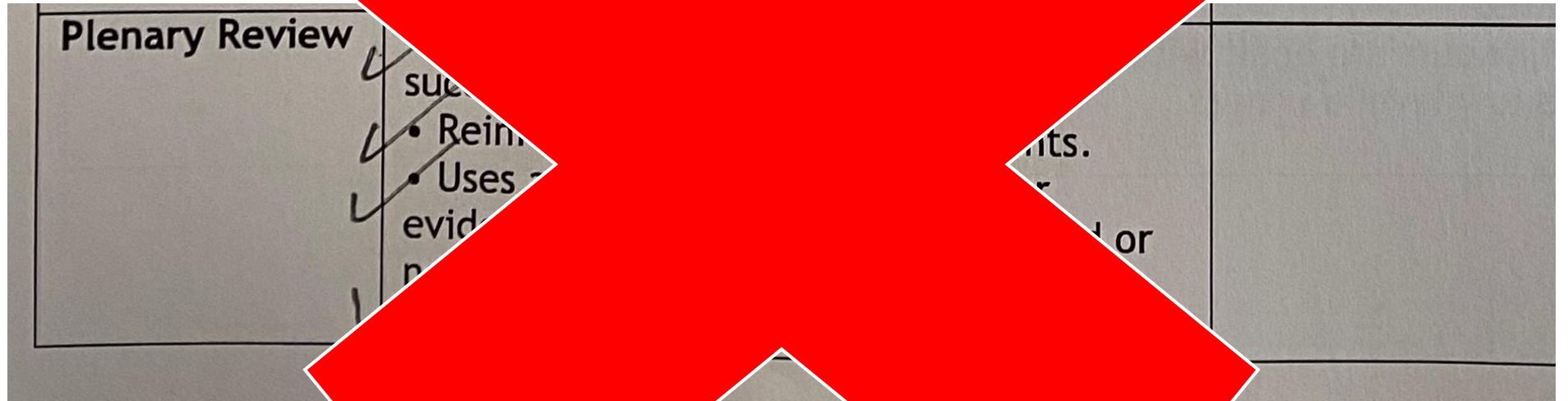
Teacher: _____ Class: _____ Observer(s): _____ Date: _____

PLP Focus: _____

ELEMENT	ILLUSTRATIONS	NOTES
STRUCTURAL FEATURES		
1. Daily Review	• Low-stakes assessment, promoting recall (retrieval practice) from everyone. • Includes material required for the lesson, recent and less recent material.	
2. Learning intentions	• Make clear what, specifically, students are learning about or to do ('Know...' 'Understand...' or 'Be able to...'). • Clearly communicated (verbally and visually) in student-friendly language. • Revisited during lesson and in plenary.	
3. Success criteria <i>Don't differentiate success criteria</i>	• Clear communication of what you are looking for / what success looks like, e.g.: • 'I can...' statements • Key features • Exemplars ('good' and 'bad') • Used to support feedback, self-assessment and/or peer-assessment.	

ELEMENT	ILLUSTRATIONS	NOTES
KEY PRINCIPLES		
7. Differentiated challenge and support <i>Not different content or tasks</i>	• Differentiated support e.g. via: • Teacher support • Peer support • Checklists and scaffolds • Differentiated challenge, e.g. via choices within activities. • Balance of familiar and less familiar content.	
8. Questioning, Discussion & Spotlight Assessment	• Strategies to make <i>everyone</i> think and their thinking visible, e.g.: • Show-me boards • Questioning: pose, pause, pounce, bounce • Discussion ('chat to a partner', think-pair-share) • Spotlight assessment activities (such as true/false, multiple-choice, deliberate mistakes) • Self and peer assessment, using success criteria	
9. Feedback to students <i>Continuous verbal feedback can be more powerful than written feedback</i>	• Specific: clear and precise. • Supportive: what, how, and next steps. • Links to success criteria ('I can' statements, key features, exemplars). • Individual and whole-class messages. • Time available for students to act on feedback.	

LEARNING ENVIRONMENT		
10. Relationships	• Knowing students well. • Positive teacher-student and student-student interactions. • Sincere use of praise.	
11. High expectations	• High expectations of effort, behaviour and quality of work (including presentation of written work). • Target/goal setting (e.g. personal bests). • Encouragement.	
12. Management	• Calm, ordered, safe, under control. • Effective use of time, space and resources. • Appropriate pace.	
13. Behaviour	• A warm-strict environment. • Students are on task, engaged, interested, motivated. • Poor student behaviours are dealt with promptly and in as low-level a way as possible.	



ELEMENT	ILLUSTRATIONS	NOTES
STRUCTURAL FEATURES		
Daily Review	• Low-stakes assessment, promoting recall (retrieval practice) from everyone. • Includes material required for the lesson, recent and less recent material.	
Learning intentions	• Make clear what, specifically, students are learning about or to do ('Know...' 'Understand...' or 'Be able to...'). • Clearly communicated (verbally and visually) in student-friendly language. • Revisited during lesson and in plenary.	
Success criteria <i>Don't differentiate success criteria</i>	• Clear communication of what you are looking for / what success looks like, e.g.: • 'I can...' statements • Key features • Exemplars ('good' and 'bad') • Used to support feedback, self-assessment and/or peer-assessment.	
Presentation of content	• Recap of prior learning, contextualising lesson and activating relevant schema. • Clear presentation, including explanations, demonstrations, modelling and/or visuals which stimulate interest. • Checking what students know or can do already. • Interactive - includes frequent checks for understanding. • Repeating and summarising key points.	→ Move scope to do this in relation to content of this lesson. → Sections of lesson where exposition went on too long.

THE NEW YORK TIMES BESTSELLER

THE CHECKLIST MANIFESTO

HOW TO GET THINGS RIGHT

ATUL GAWANDE

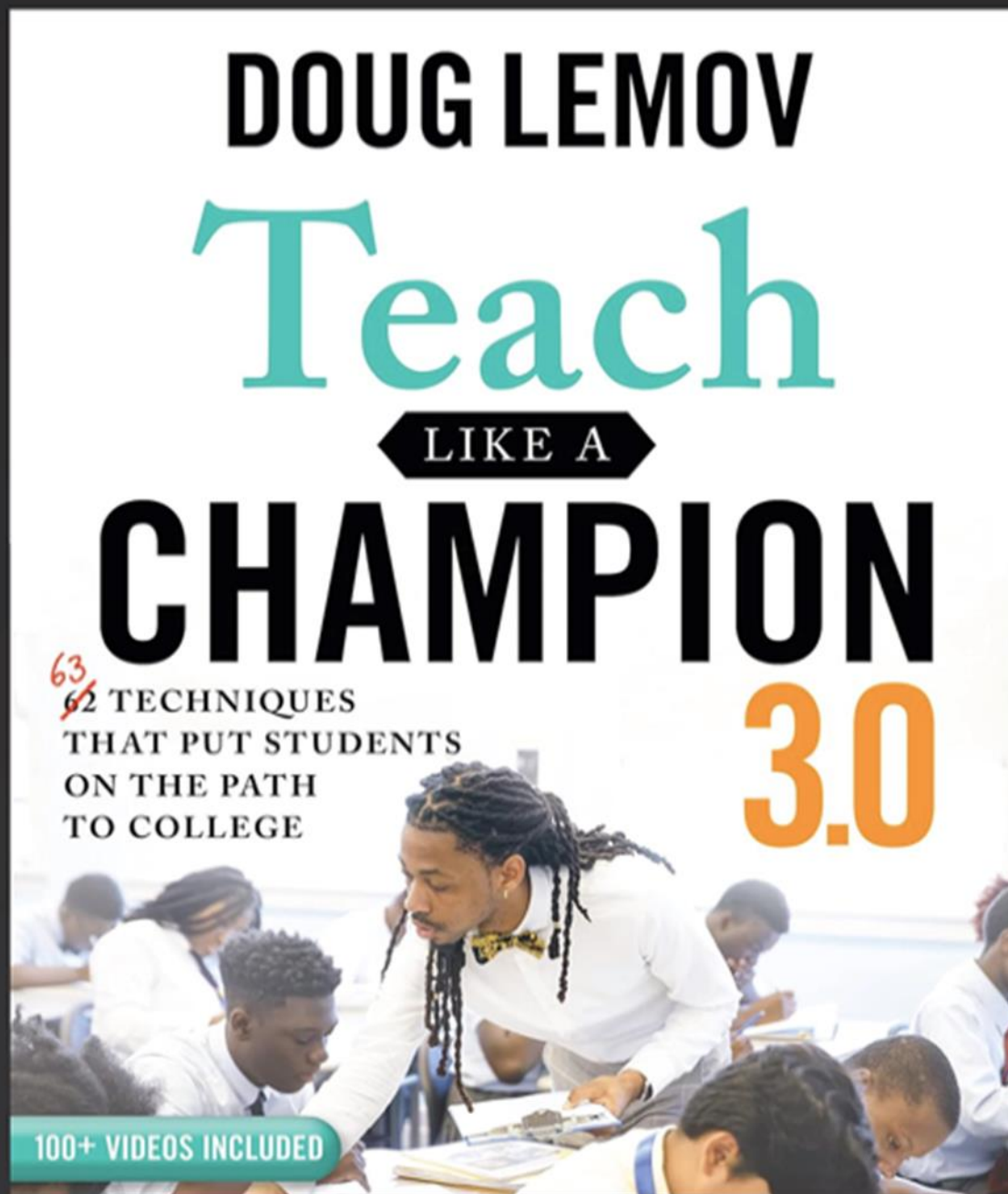
BESTSELLING AUTHOR OF *BETTER* AND *COMPLICATIONS*

‘Under conditions of complexity [checklists] are required for success’.

Surgeons, building engineers...
teachers.

Reminders of important steps.

Tool to **focus observations & reflections.**



Useful when you want **reliable results** across an organisation with a lot of autonomy.

Reduces variability in execution.

Preserves **autonomy**.

POWER
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~~Lesson observation feedback~~

Meetings to discuss a lesson



‘Talk me through your self-evaluation’

Lesson Evaluation Aide-Mémoire

A discussion document to enable great teaching and learning

Our Lesson Evaluation Aide-Mémoire, inspired by and built from Bruce Robertson’s work, is designed to help us to be consistent, strong teachers. Along with our lesson planner, it helps us to self-evaluate, coach and discuss.

Teacher:		Class:		Observer(s):	
Date:		Focus:			

ELEMENT	ILLUSTRATIONS	NOTES
CORE STRUCTURAL ELEMENTS OF LESSON		
Reviewing prior learning	- Low-stakes assessment – every pupil involved. - Include lesson material, and recent and less recent material.	
Setting out learning intentions	- Set out the learning focus: what specifically pupils are learning about. ‘Know...’ ‘Understand...’ are useful verbs. - Use pupil-friendly language (and visuals?) - Return to them during lesson and in plenary.	
Defining success criteria	- Set out how the LI will be evidenced (what success looks like) “I can...” statements are useful. - Explain key features needed for success. - Use good/bad exemplars (HAGOIS). - Encourage pupil use in self-/peer-assessment.	

Features of High Quality Learning at Annan Academy

Review Prior Learning (Including Daily, Weekly and Monthly Review)	• Low stakes assessment, promoting recall from everyone. (Retrieval) • Includes material required for the lesson, recent and less recent material. • Thinking about retrieval from last lesson, last week, last month.
Learning Intentions and Success Criteria	• Sets out precise learning goals ('Know' ... 'Understand' ... 'Be able to' ... WALT...) • Clearly communicated (verbally and visually if possible) in a language understood by pupils • Revisited during lesson and in plenary • Clear communication of what success looks like ('I can' ... Key features... and Examples of success) • Used to support feedback and evaluations later
Modelling and Worked Examples	• Clearly explaining thought process ('Pay close attention to this' ... 'I would like you to make sure you can do <i>this</i>') • Active assessment activities (True or false, Odd one out, Deliberate mistakes, Drilling down)
Tasks, Activities and Discussion	• present material in small steps • ask lots of different types of questions • provide scaffolding and support • encourage deliberate practice • check for understanding • obtain a high success rate
Feedback	• Clear and precise • Recognises positives and points to next steps – 'What' and 'How' • Links to Success Criteria • Individual and whole class • Time available for students to take on board feedback and improve (e.g. HW tasks)

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Teaching PowerUps

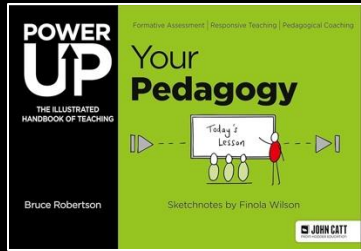
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Techniques and coaching to take your teaching to the next level

TEACHING POWERUPS

Specific | Practical | Impactful

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Elements of teaching practice

1. Daily Review
2. Learning Intentions
3. Success Criteria
4. Spotlight Assessment
5. Presenting Content
6. Practice
7. Differentiated Support & Challenge
8. Questioning
9. Discussion
10. Feedback
11. Plenary Review
12. Expectations, Behaviour & Relationships



OVER 100
TRUSTED TECHNIQUES



COACHING GUIDES

1. Daily Review

Prompts		Trusted Techniques
1	Lessons begin with an <i>active</i> review activity, requiring recall from long-term memory.	Last Lesson Empty Your Brain Teacher Quizzing Self-Quizzing Peer Quizzing
2	A proportionate amount of time is used for active review activities.	
3	There is an appropriate blend of recent and less recent material.	Last Day, Last Week, Even Longer
4	All students are actively engaged i.e. <i>thinking</i> about specific content.	Show-Me Boards Chat To A Partner
5	Activities provide formative information to <i>students</i> .	Student Review Record
6	Activities provide formative information to the <i>teacher</i> .	Teacher Review Record
7	Weekly Review and Monthly Review are used to complement Daily Review.	Daily, Weekly & Monthly Review

8. Questioning

Prompts		Trusted Techniques
1	Teacher exposition is infused with frequent questioning .	More Questions, More Often Statements into Questions
2	The questions you ask target desirable thinking (not too easy; not too difficult).	Spotlight Assessment Activities Different Angles Difficulty Staircase
3	There is an appropriate blend of surface knowledge questions (recall) and deeper understanding questions (application).	
4	Every student is expected to <i>think</i> about every question asked.	Pause Patient Hands Cold Call On the Hook Show-Me Boards Chat To A Partner Choral Response
5	Through <i>careful listening</i> , you engage with students' answers, including the specific detail of these.	Drill Down Stick with You Homing In Push for Perfect



Pedagogy Development Plan

Specific aspects of teaching you would like to develop

Trusted Technique	Key features to focus on

Reflection on progress (every 4 – 6 weeks)



Professional Learning Guides

Professional Learning Guide

Supporting the continuous improvement of teaching and learning across our school

Our Interactive Guide is designed to complement our Lesson Evaluation Toolkit. We use it to support professional learning associated with each of our Lesson Evaluation Toolkit's elements and teacher Professional Learning Plans. A guide to how we use the toolkit is available on the BHS Pedagogy Channel: <https://youtu.be/FzuvpjFuJHg>

ELEMENT 1: DAILY REVIEW

Suggested Reading...

Principles of Instruction - Barak Rosenshine - p.2

Available here: <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Visible Learning for Teachers - John Hattie - Part 2: The lessons

The Teaching Delusion 3 - Bruce Robertson - p.53

Suggested blog posts, videos, podcasts...

Rosenshine Masterclass IV: Daily, Weekly, Monthly Review - Tom Sherrington:
<https://www.youtube.com/watch?v=ZkQ5DVLL4H8>

Is Daily Review Important?, blog post, Professional Learning Board:
<https://k12teacherstaffdevelopment.com/tlb/is-daily-review-important/>



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Is Daily Review Important?, blog post, Professional Learning Board:
<https://k12teacherstaffdevelopment.com/tlb/is-daily-review-important/>

Daily Review, blog post, Digital Promise Global:
<https://lvp.digitalpromiseglobal.org/content-area/literacy-4-6/strategies/daily-review-literacy-4-6/summary>

Five Ways to: Do Daily Review, blog post, Tom Sherrington:
<https://teacherhead.com/2021/12/03/five-ways-to-do-daily-review/>

Rosenshine and Sherrington on Reviewing, blog post, The Tony Little Centre:
<https://cirl.etoncollege.com/rosenshine-and-sherrington-on-reviewing/>

Areas of strength in the school...

- H Patterson, Humanities
- S Dalton, Mathematics
- C Kenneally, Mathematics
- G Marchand, Design & Technologies



Annan Academy

Professional Learning Toolkit

Supporting continuous improvement of learning and teaching across Annan Academy.

Our Interactive Toolkit is designed to complement our Lesson Evaluation Toolkit. We use it to support professional learning associated with each of our Lesson Evaluation Toolkit's elements and teacher Professional Learning Plans.

Key Feature 1- Review Prior Learning (Retrieval/ Daily Review)

Read...

The Teaching Delusion, Bruce Robertson- p.105 *Retrieval*

The Teaching Delusion 3, Bruce Robertson – p.53 *Element 1- Daily Review*

Power Up Your Pedagogy, Bruce Robertson – p111 *Element 1 – Daily Review*

Teaching Walkthrus: Five- Step Guides to Instructional Coaching, Tom Sherrington and Oliver Caviglioli – *Practice & Retrieval p. 110-130*

Teaching Walkthrus 2: Five- Step Guides to Instructional Coaching, Tom Sherrington and Oliver Caviglioli – Practice & Retrieval p. 114-130

Teaching Walkthrus 3: Five- Step Guides to Instructional Coaching, Tom Sherrington and Oliver Caviglioli – Practice & Retrieval p. 124-140

Principles of Instruction – Barak Rosenshine – p.13

<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Five Ways to: Do Daily Review, blog post, Tom Sherrington:

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Rosenshine and Sherrington on Reviewing, blog post, The Tony Little Centre:

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Watch...

Rosenshine Masterclass IV: Daily, Weekly, Monthly Review – Tom Sherrington:

<https://www.youtube.com/watch?v=ZkQ5DVLL4H8>

Retrieval Practice Learning Strategies – Challenge Innovate Grow: Teacher and Learner Centre

<https://www.youtube.com/watch?v=4hu-8yPo8Pg>



Watch...

Rosenshine Masterclass IV: Daily, Weekly, Monthly Review – Tom Sherrington:

<https://www.youtube.com/watch?v=ZkQ5DVLL4H8>

Retrieval Practice Learning Strategies – Challenge Innovate Grow: Teacher and Learner Centre

<https://www.youtube.com/watch?v=4hu-8yPo8Pg>

Listen...

Becoming Educated Podcast (Darren Leslie): Implementing, Embedding and Reflecting on Retrieval Practice with Kate Jones.

<https://podcasts.apple.com/gb/podcast/implementing-embedding-reflecting-on-retrieval-practice/id1493757771?i=1000506450894>

The SecEd Podcast: A teacher's guide to retrieval practice – Pete Henshaw, Dr Tom Perry, Helen Webb, Kristian Still

<https://www.sec-ed.co.uk/content/podcasts/the-seced-podcast-a-teacher-s-guide-to-retrieval-practice>

Classroom techniques

From Power Up Your Pedagogy (See Element 1: Daily Review for details), and Teaching Walkthrus 1-3.

- Last Lesson
- Empty Your Brain
- Teacher-quizzing
- Show-me Boards
- Self-quizzing



Aim

To continue to explore **generic principles** and **specific initiatives** that can help make your **leadership of teaching and learning** *even better* than it is already.



Your Leadership of Teaching & Learning

Bruce Robertson

St Andrew's High School, Kirkcaldy, 19th August 2025



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