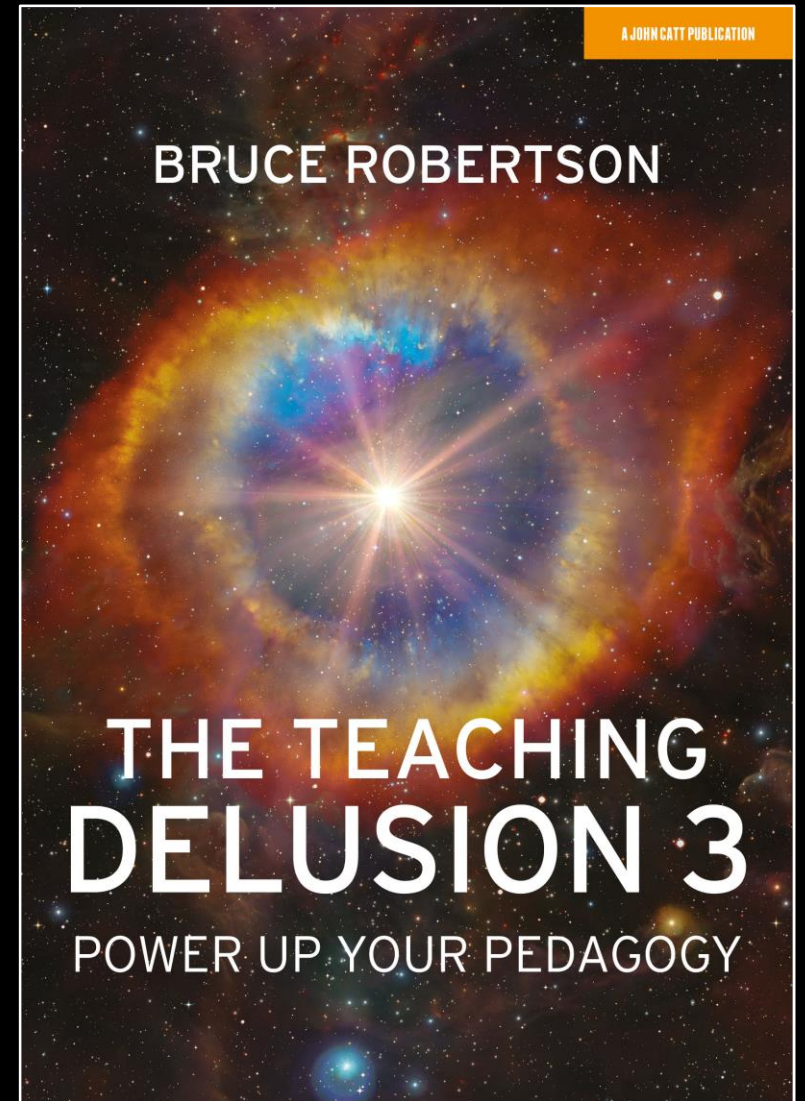
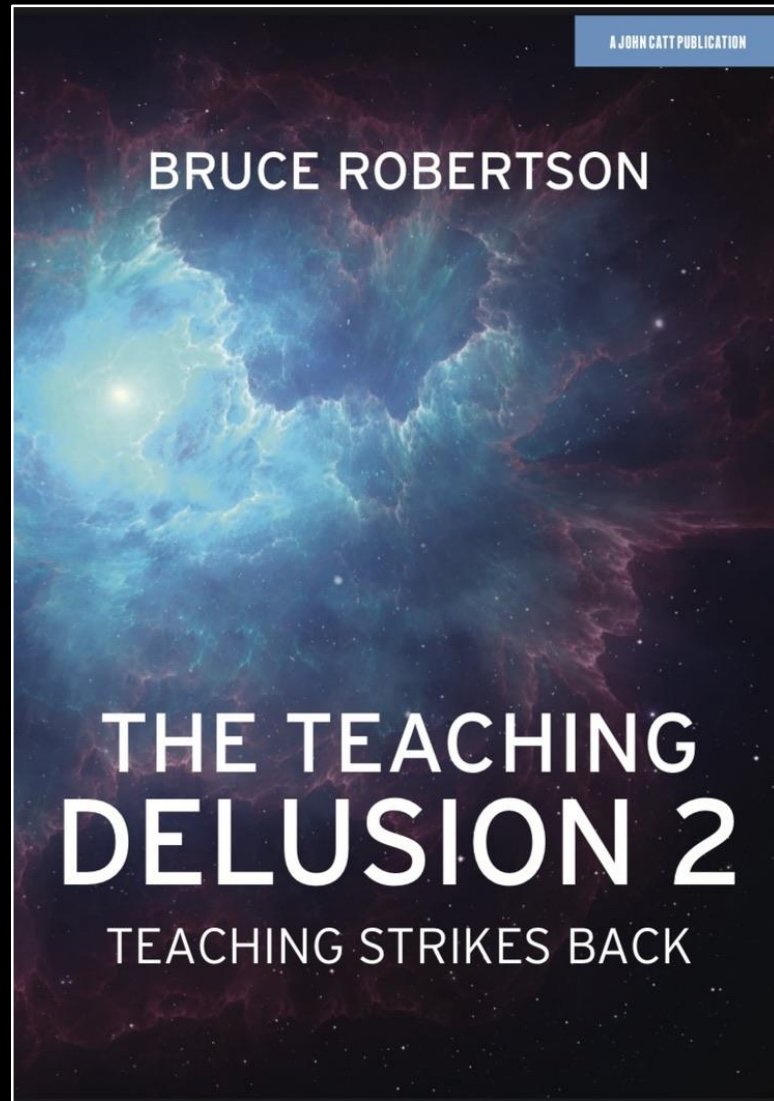
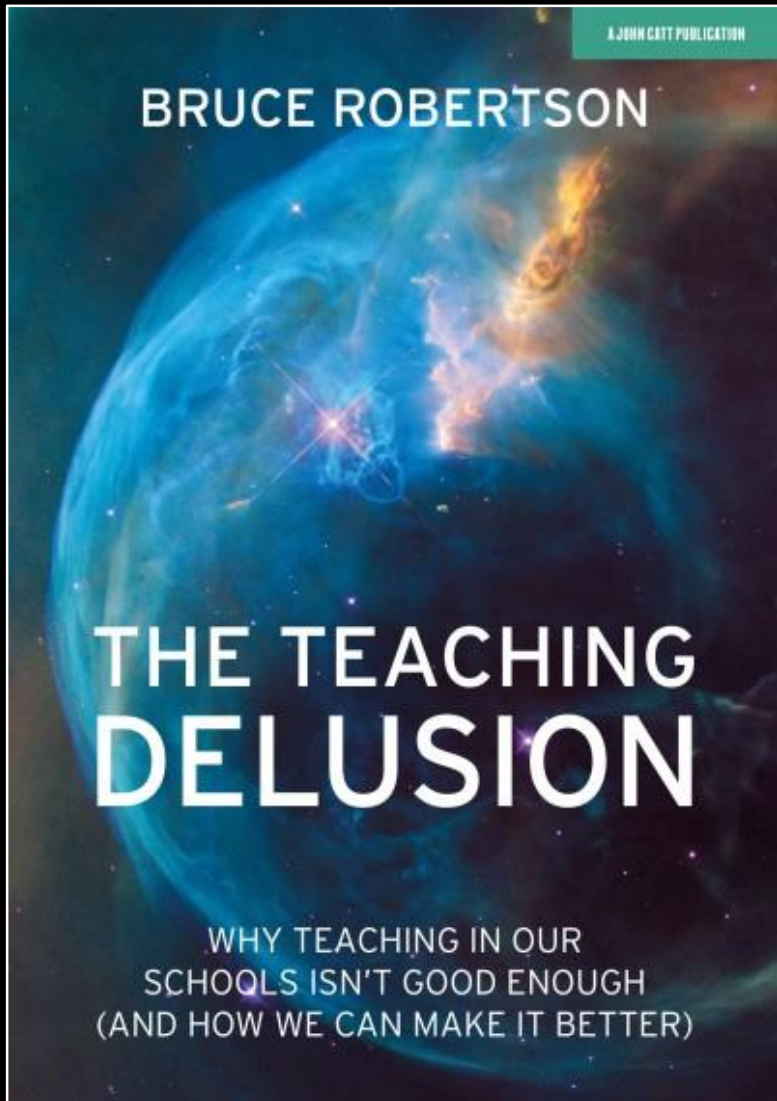


Teaching-centred leadership

Bruce Robertson

November 2022





[@TTDelusion](https://twitter.com/TTDelusion)

theteachingdelusion.com

Structure

1. Pedagogical Principles

- Presentation (45 minutes)
- Small group discussion (15 minutes)
- Whole group discussion (10 minutes)

Break (5 minutes)

2. Professional Learning Cultures

- Reading (10 minutes)
- Small group discussion (15 minutes)
- Whole group discussion (10 minutes)

Break (5 minutes)

3. Leading in a teaching-centred way

- Presentation (20 minutes)
- Small group discussion (15 minutes)
- Whole group discussion (10 minutes)

Part 1

PEDAGOGICAL PRINCIPLES

Aim

To develop your understanding of key messages from cognitive science and educational research about what makes high-quality pedagogy.

Jot down notes

Photos of slides

Add comments in chat

Teaching

The most important job in the world...

...but also one of the most challenging



WRONG DIRECTION

10

Pedagogical Principles

THE most important consideration is the extent to which *all* students are *learning* what we *plan* for them to learn

PRINCIPLE 1

How clear are you about the **specifics** of what is being taught in your school?

If you wanted to find out, how easy would that be?

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.

To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.

**This is not a
curriculum**

Unpack to
specify content



Macro

Meso

Micro

Term	Core content		Useful resources
	Knowledge and skills	Experiences	
1	<p>Astronomy</p> <ul style="list-style-type: none"> The universe: an extent almost beyond imagining Galaxies: Milky Way and Andromeda Our solar system <ul style="list-style-type: none"> Sun: source of energy (heat and light) The nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto [Note that in 2006 Pluto was classified as a dwarf planet] Planetary motion: orbit and rotation <ul style="list-style-type: none"> How day and night on Earth are caused by the Earth's rotation Sunrise in the east and sunset in the west How the seasons are caused by the Earth's orbit around the sun, tilt of the Earth's axis Gravity, gravitational pull <ul style="list-style-type: none"> Gravitational pull of the moon (and to a lesser degree, the sun) causes ocean tides on Earth Gravitational pull of 'black holes' prevents light from escaping <p>Biographies</p> <ul style="list-style-type: none"> Copernicus (had new sun-centred idea about the solar system) Galileo Galilei ('Father of modern science', provided scientific support for Copernicus's theory) Caroline Herschel (German-British astronomer, discovered several comets, worked with brother William) Isaac Newton (English physicist, mathematician, astronomer, natural philosopher and alchemist) 	<p>Watch <i>this</i> video</p> <p>Carry out <i>this</i> experiment</p>	<p><i>This</i> PowerPoint presentation</p> <p><i>This</i> website</p>

Term	Core content		Useful resources
	Knowledge and skills	Experiences	
1	<p>Elements of music</p> <ul style="list-style-type: none"> <i>crescendo</i> and <i>diminuendo</i> <i>legato</i> (smoothly flowing progression of notes) <i>staccato</i> (crisp, distinct notes) <p>The orchestra</p> <ul style="list-style-type: none"> Families of instruments: strings, brass, woodwind, percussion Instruments in the string family: violin, viola, cello, double bass <p>Vocal ranges</p> <ul style="list-style-type: none"> Vocal ranges of the adult female voice: <ul style="list-style-type: none"> High = soprano Middle = mezzo soprano Low = alto Recognise vocal ranges of the male voice: <ul style="list-style-type: none"> High = tenor Middle = baritone Low = bass <p>Performing</p> <p>Perform melodies following staff notation as a whole class or in small groups</p> <p>Biographies – composers and their music</p> <ul style="list-style-type: none"> Antonio Vivaldi Wolfgang Amadeus Mozart, <i>The Magic Flute</i>, selections, including: <ul style="list-style-type: none"> Overture Introduction, 'Zu Hilfe! Zu Hilfe!' (Tamino, Three Ladies) Aria, 'Der Vogelfänger bin ich ja' (Papageno) Duet, 'Pa-pa-gena! Pa-pa-geno!' (Papageno and Papagena) Finale, Recitative and Chorus, 'Die Strahlen der Sonne!' (Sarastro and Chorus) 	<p>Listen to:</p> <ul style="list-style-type: none"> Antonio Vivaldi, <i>The Four Seasons</i> Wolfgang Amadeus Mozart, <i>The Magic Flute</i> 	<p><i>This</i> recording</p> <p><i>This</i> video clip</p>

Knowledge-based; skills-orientated



**Skills are
knowledge
in action**

“The big mistake we have made... is to assume that if we want students to be able to think, then our curriculum should give our students lots of practice in thinking. This is a mistake because what our students need is more to think with.”

CREATING THE SCHOOLS

Why What We're Doing Now
Won't Help Much
(And What We Can Do Instead)

Dylan Wiliam

OUR CHILDREN NEED

Foreword by Daniel T. Willingham, author of *The Reading Mind*

“A knowledge-based curriculum is the best shot we have at overcoming educational inequalities”

Michael Young and David Lambert
with Carolyn Roberts and Martin Roberts

Knowledge ^{and the} Future School

CURRICULUM AND SOCIAL JUSTICE

B L O O M S B U R Y

Knowledge gaps

Knowledge advantages



Core

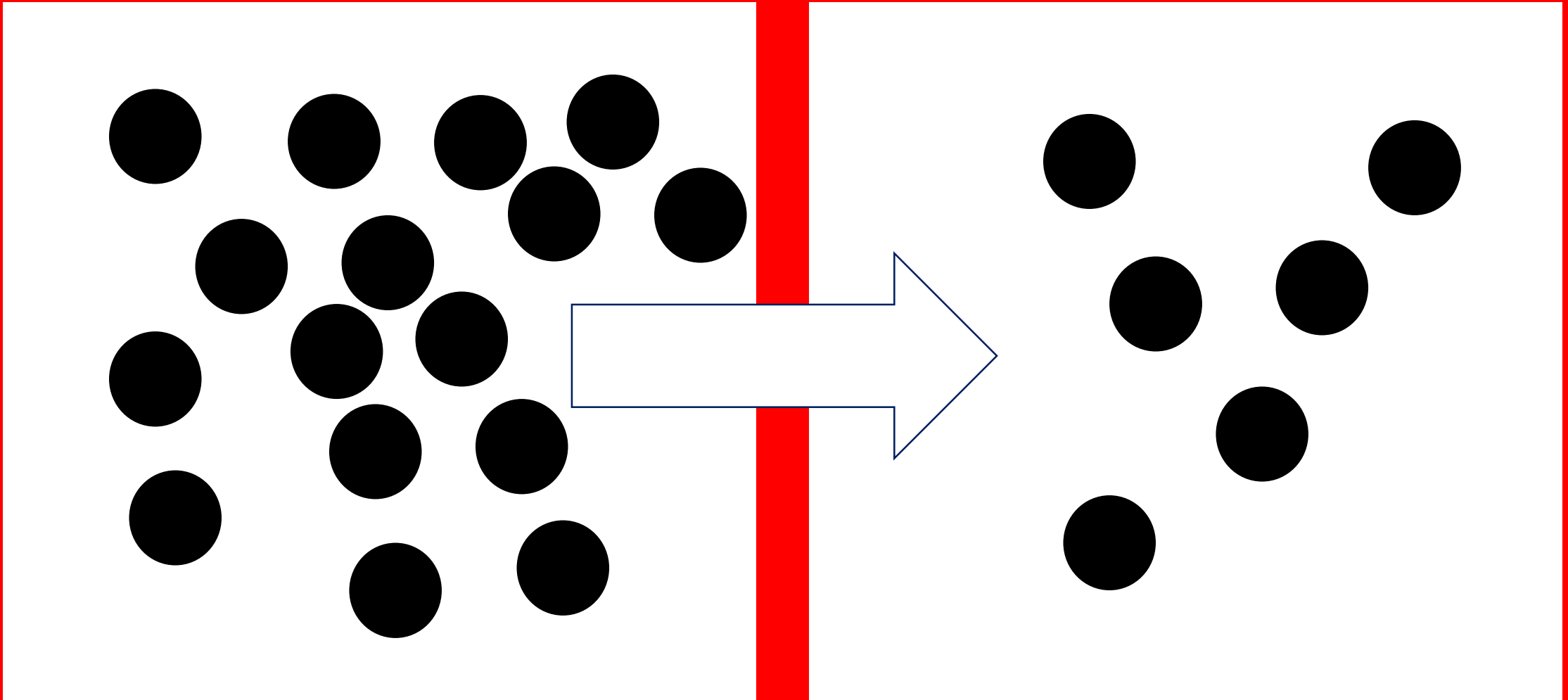
**‘You can’t leave our
school without...’**

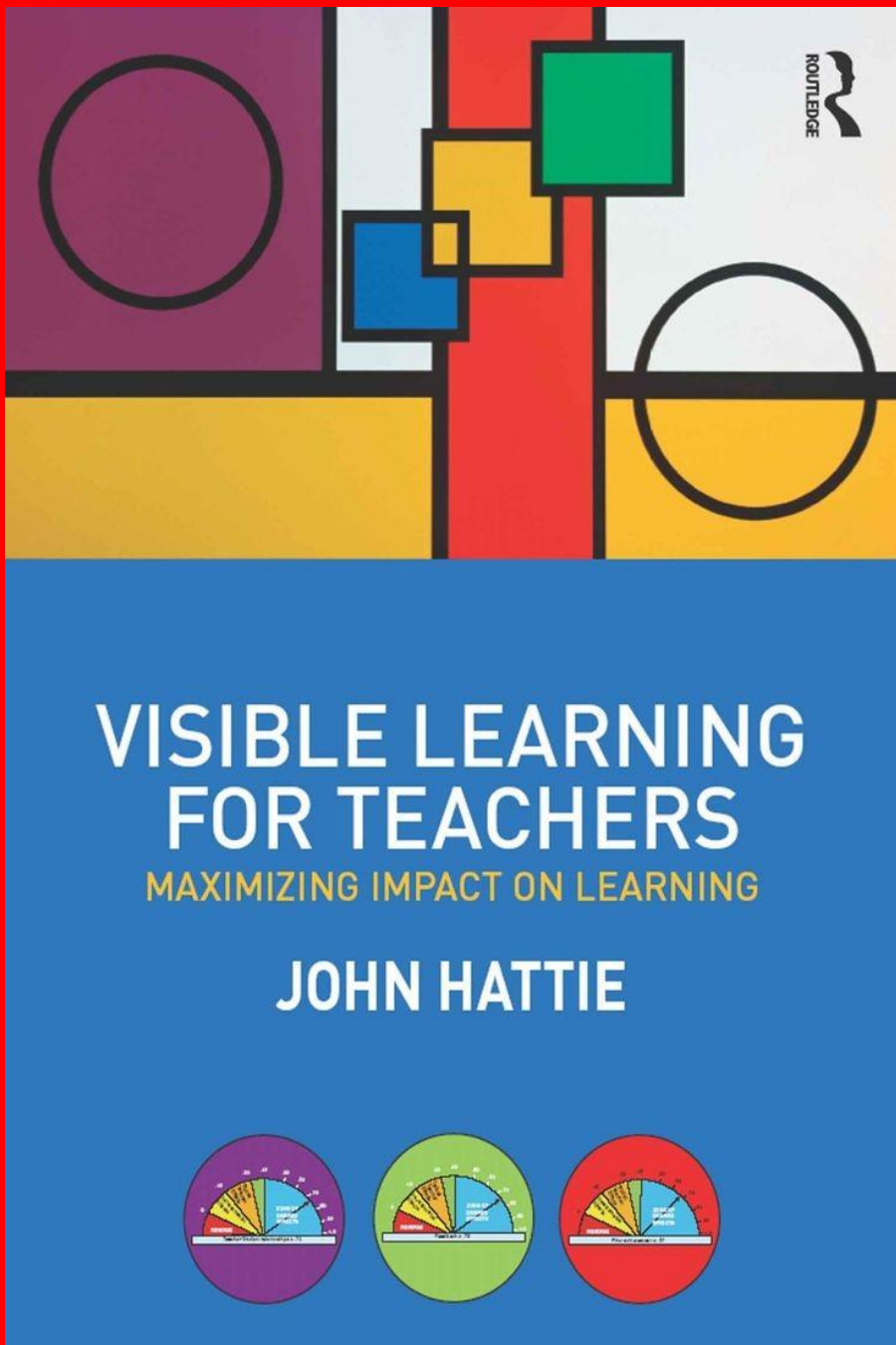
With specified content will come...

- Broader, deeper learning
- Improved independent study
- Improved parental engagement
- Improved assessment
- Improved moderation
- *Real* interdisciplinary opportunities

Learning usually requires
deliberate effort

PRINCIPLE 2





*A deliberate
attempt to
assimilate and
accommodate*

Paying attention is a
pre-requisite to learning...

...but there has to be more

Thinking about
specific things

**We need to plan with
working memory and
long-term memory in mind**

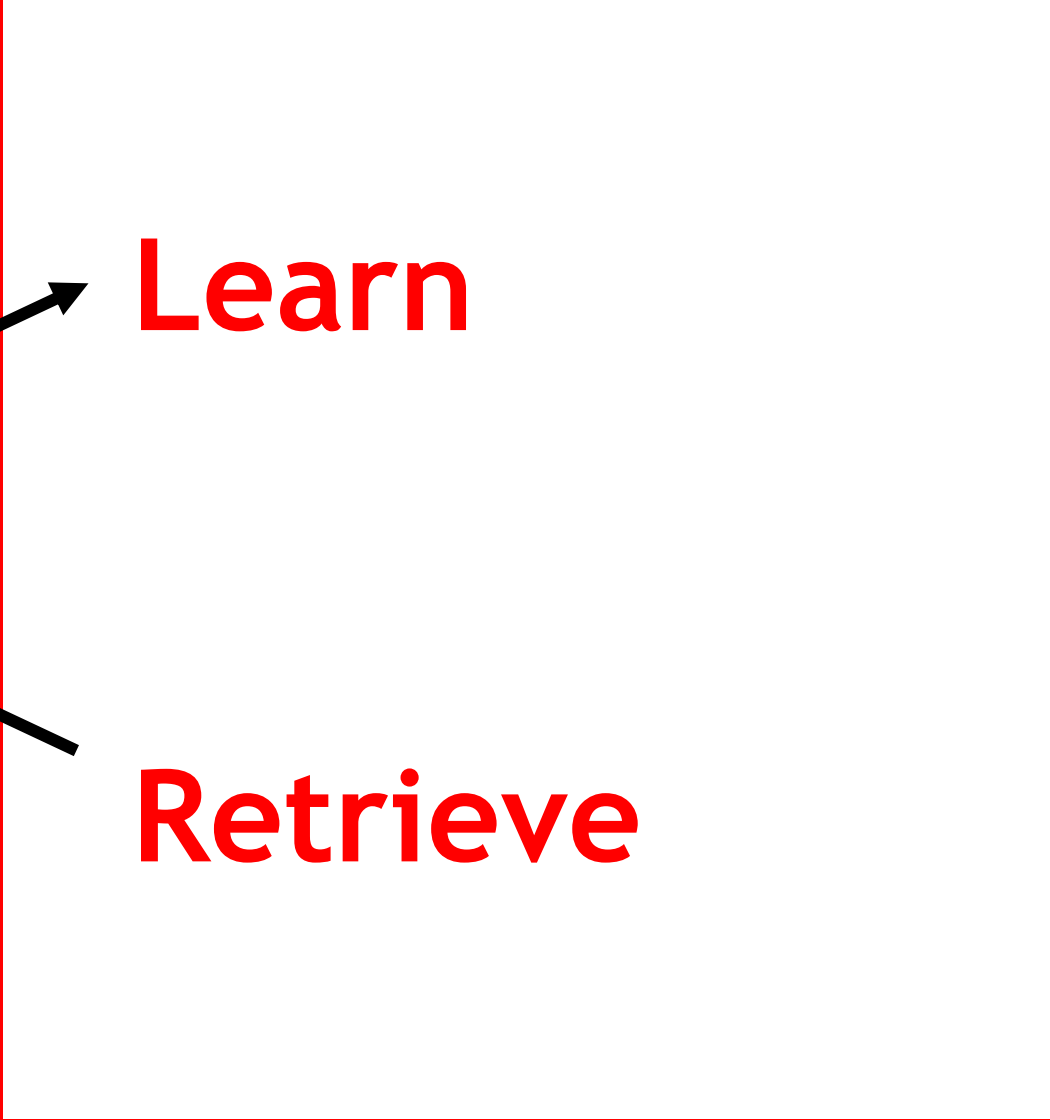
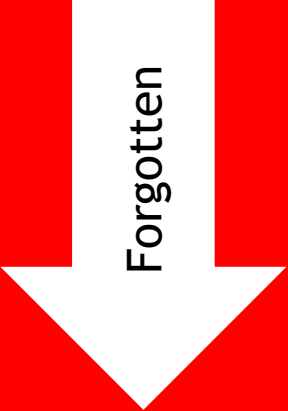
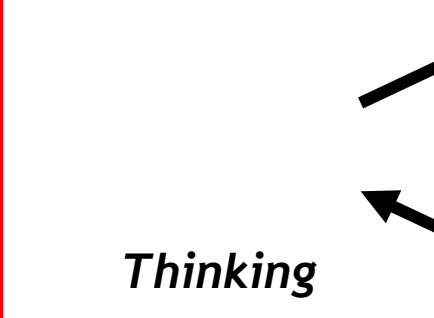
PRINCIPLE 3

What is learning?

How does learning happen?

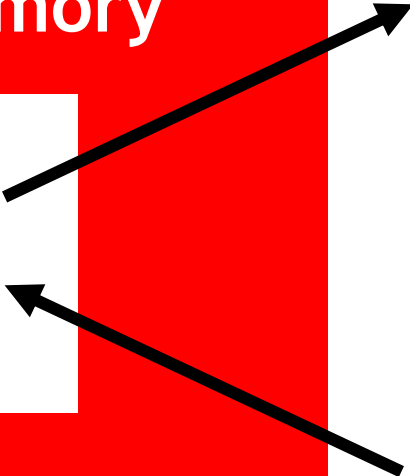
Long-term memory

Working memory



Learn

Retrieve



Learning:
the development of
long-term memory

All subjects

All stages

A JOHN LEFF PUBLICATION

—CRAIG BARTON—
**HOW I WISH I'D
TAUGHT MATHS**

LESSONS LEARNED FROM RESEARCH, CONVERSATIONS
WITH EXPERTS, AND 12 YEARS OF MISTAKES.



'An extraordinary and
important book'
Dylan William

“A teacher not considering how their students think and learn is kind of like a doctor not being overly concerned about the workings of the body, or a baker taking only a casual interest in the best conditions for bread to rise.”

Being busy and *learning* are
not the same thing

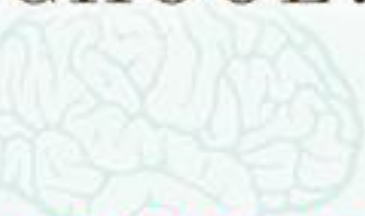
PRINCIPLE 4

DANIEL T.
WILLINGHAM

WHY DON'T
STUDENTS

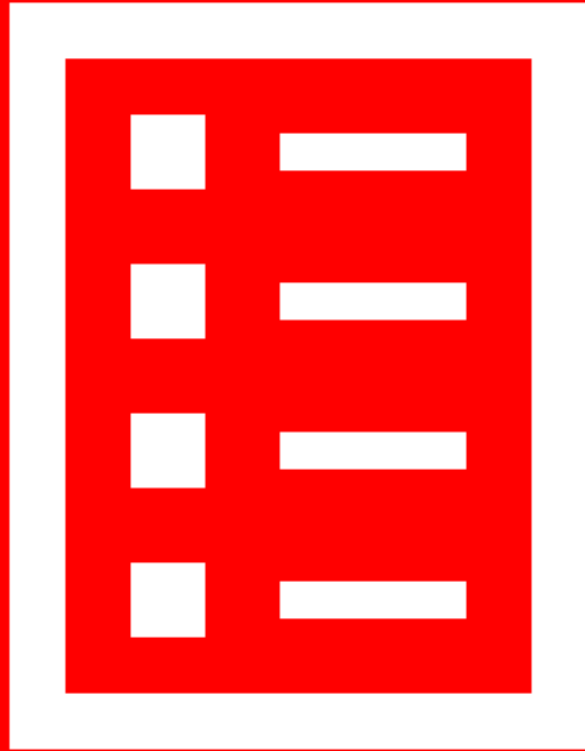
Like

SCHOOL?



A **COGNITIVE SCIENTIST**
ANSWERS QUESTIONS ABOUT HOW
THE MIND WORKS AND WHAT IT
MEANS FOR **THE CLASSROOM**

‘Memory is the *residue*
of thought’



Plan for *thinking*



Enjoyment & 'being busy'

Common 'being busy' activities

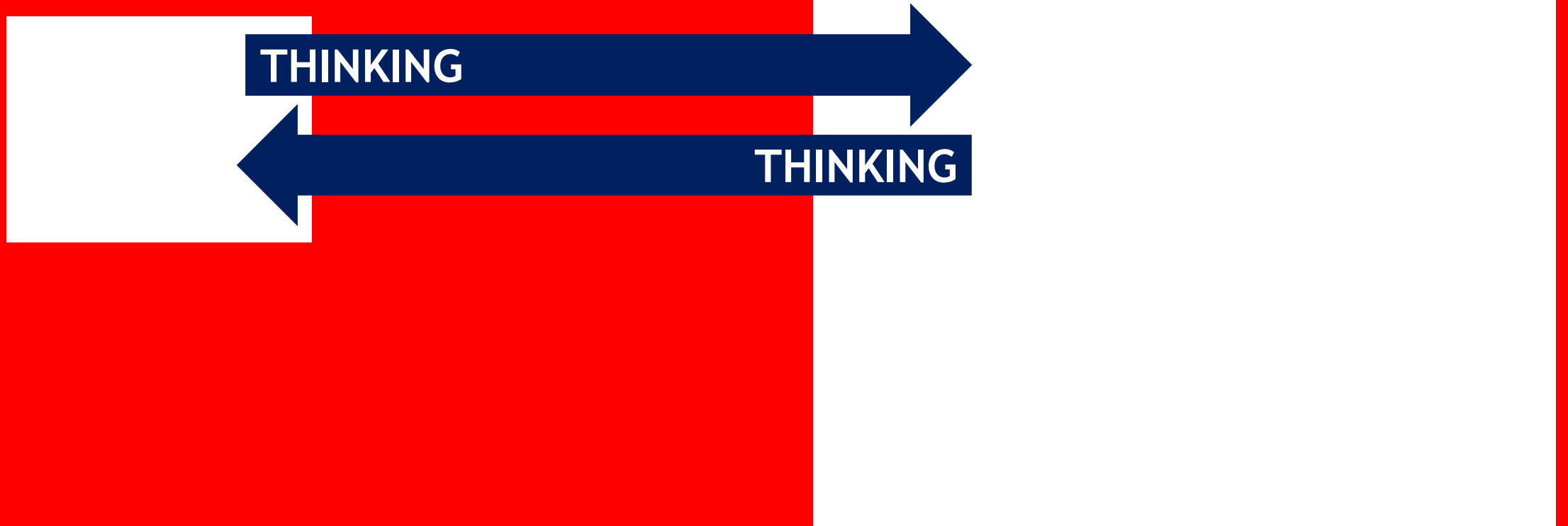
- Copying extensive notes from the board or a book
- Answering questions when the answer can just be copied
- Transferring information from one place to other without having to think about it
- Discussing something with a partner when neither student really knows much about the subject at hand
- Moving around the room for no apparent reason

‘Learning activities’

Get students to **THINK**
about **SPECIFIC** content

Long-term memory

Working memory



Best bet ‘learning activities’

- Whole-class, direct-interactive instruction
 - Engagement with high-quality questions
 - ‘Spotlight assessment activities’
 - Multiple-choice questions
 - True or false
 - Deliberate mistakes

Desirable difficulties propel
learning forward

PRINCIPLE 5

Pitched right, thinking is enjoyable

- Too difficult... give up

- Too easy... bored

Not all thinking tasks are created equal

True or false:

We have been learning about 'the Bluehouse effect'



How hard is this likely to
make students think?

Controlling the difficulty

- The ‘leap’ from what students know or can do already
- How much we are expecting them to think about at one time
- The range of hints and cues we give them
 - Find the deliberate mistake
 - Find *all of* the deliberate mistakes
- The support resources we let them access

“If you need to, you
can look back at
your notes”

High challenge; low threat

-Mary Myatt

**A 'teaching-learning gap' is
inevitable (but reducible)**

PRINCIPLE 6

Paying attention

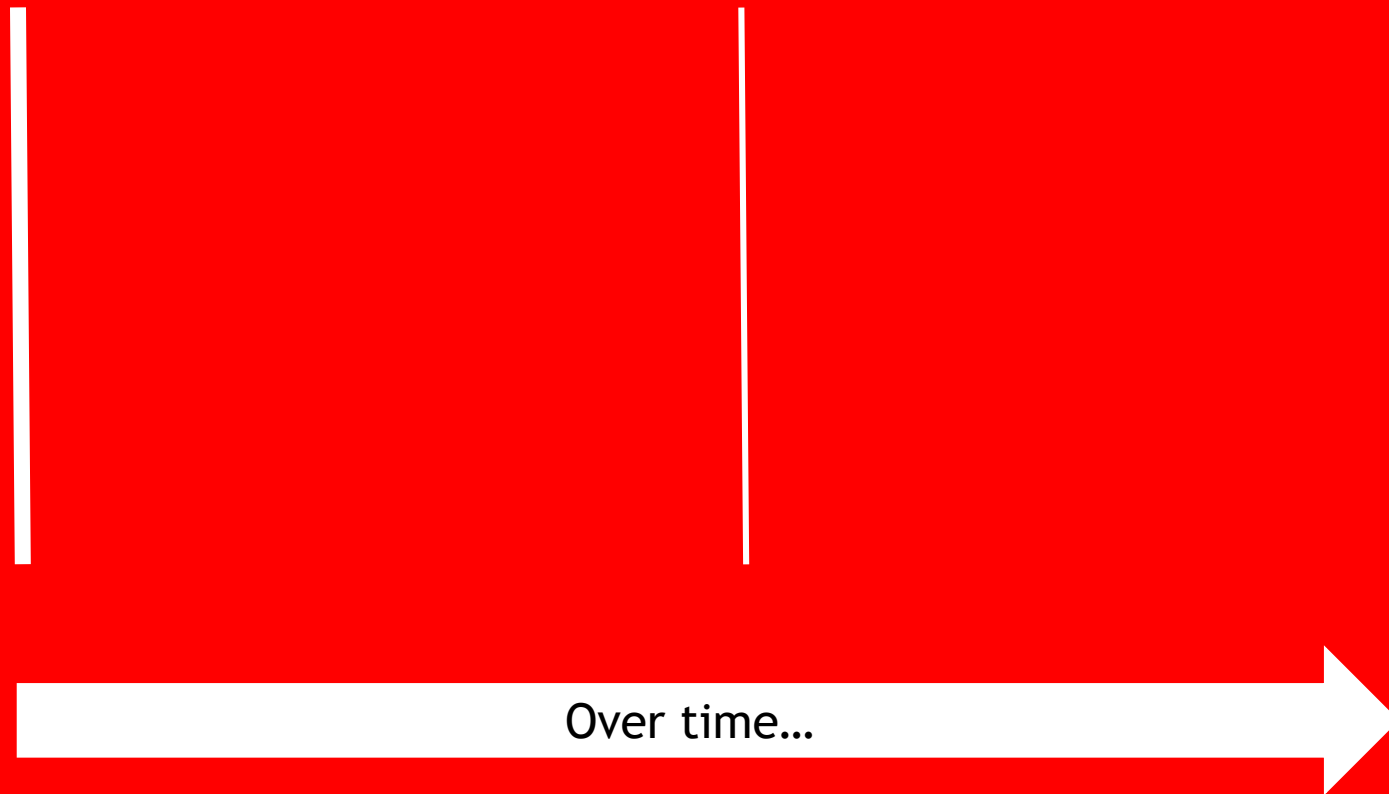
Understanding

Forgetting

Taught

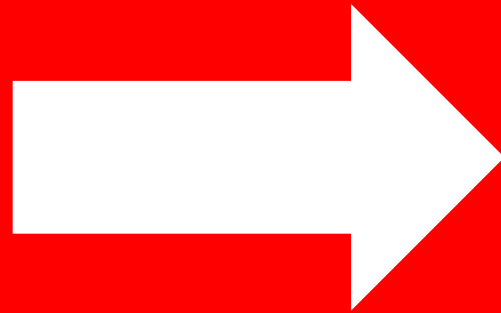
Learned

Fading



End of lesson

That makes
sense!

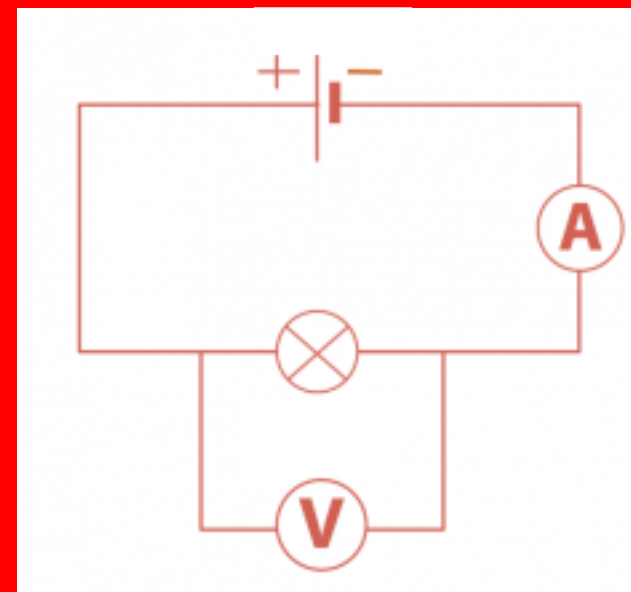


Three days later

I've
forgotten it!

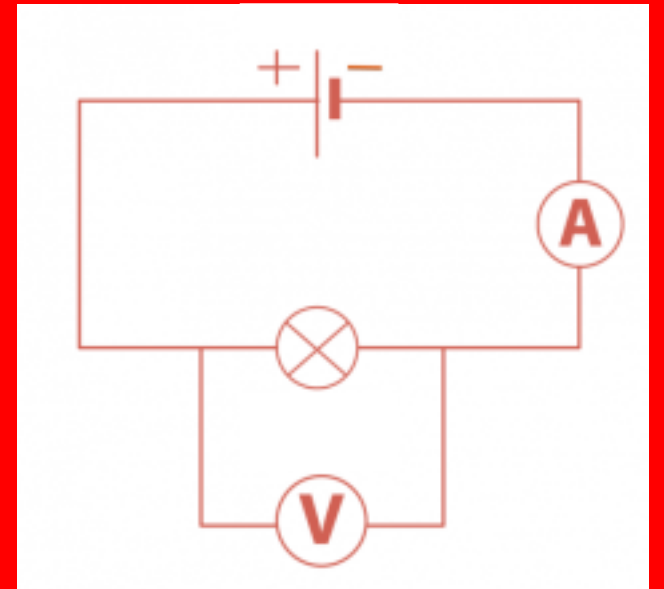
Example

- Draw a graph based on table of results from an experiment in the previous lesson.
- “What was this experiment about?”
- **EVERYONE** was asked to **THINK** about this, and everyone was asked to **WRITE IT DOWN**.

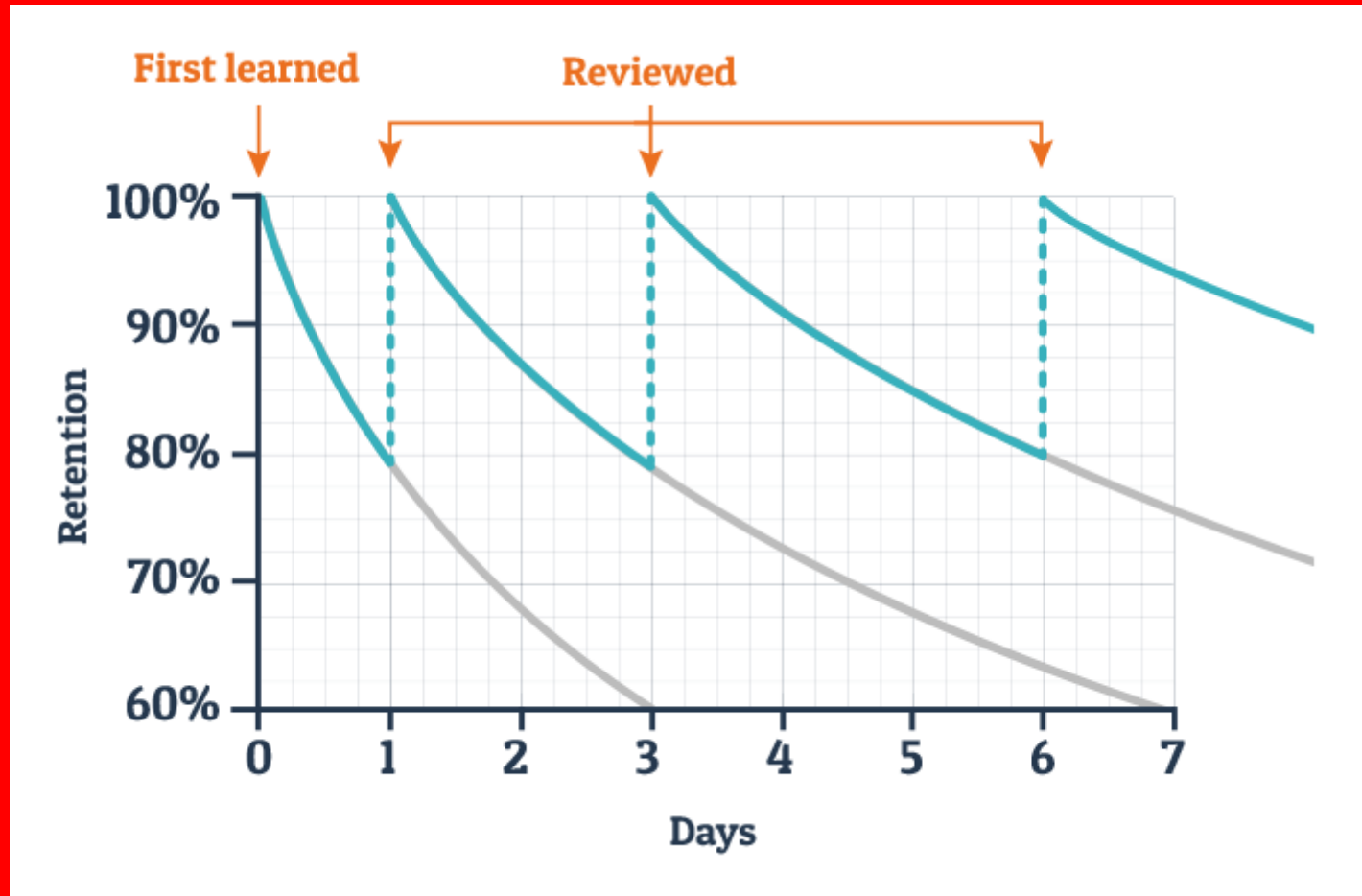


What students said

- “To find out how much voltage was in the bulb.”
- “To find out how much voltage you can get from a bulb when the brightness changes.”
- “To find out if increasing or decreasing the voltage impacts on the brightness of a bulb.”



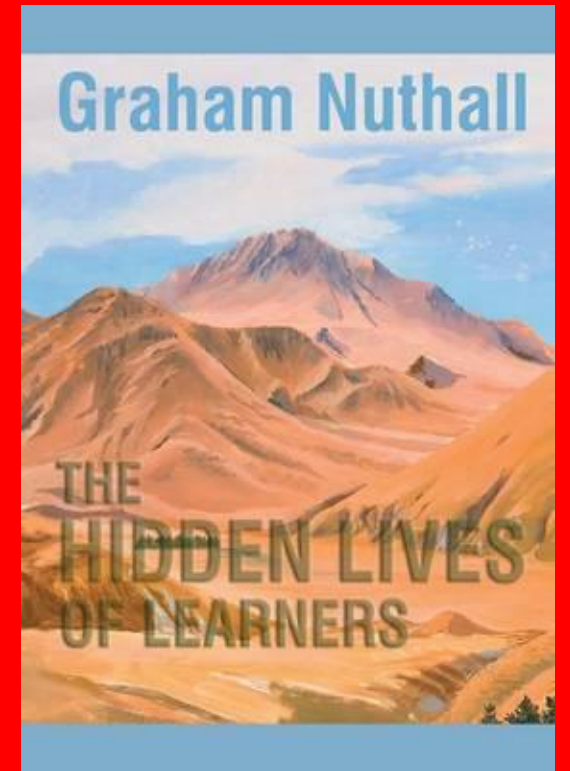
Ebbinghaus' Forgetting Curve



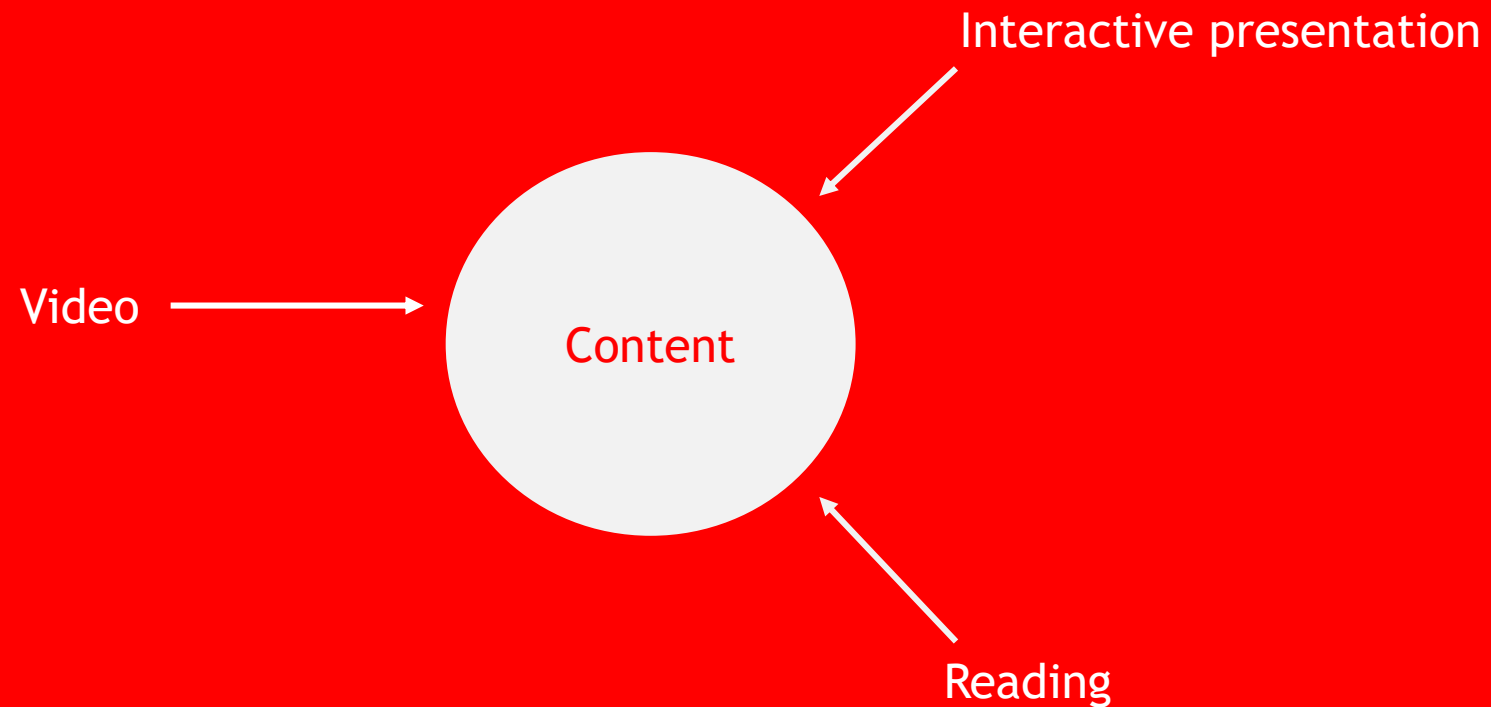
Revisiting is
important

3

- Students need to think about ‘a concept’ on *at least 3 separate occasions* before it is likely to be learned
- But... repetition can be boring



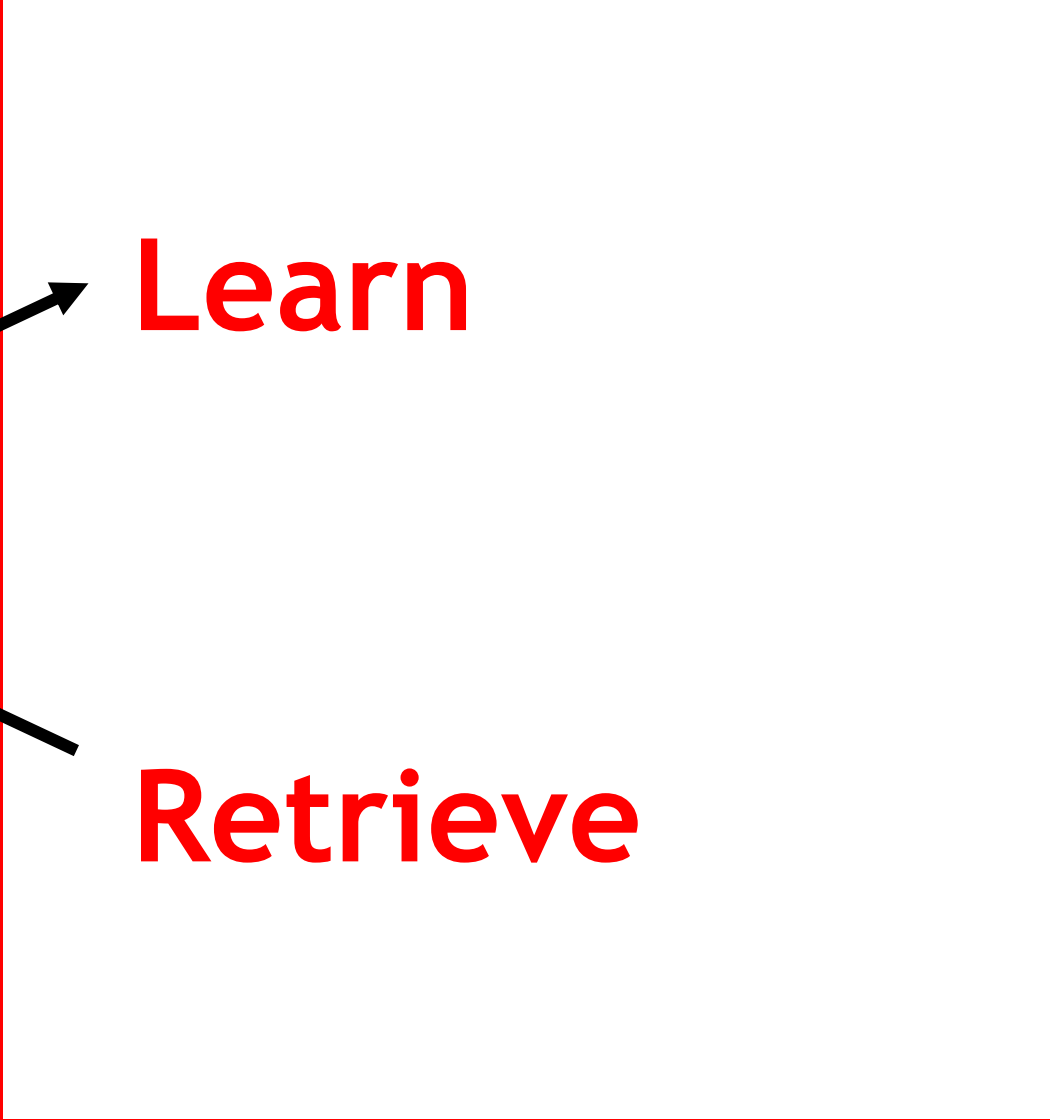
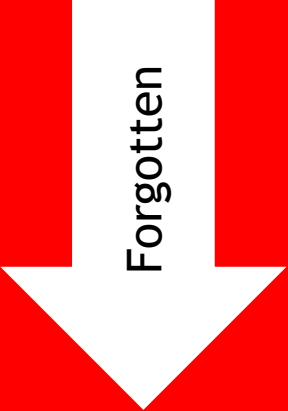
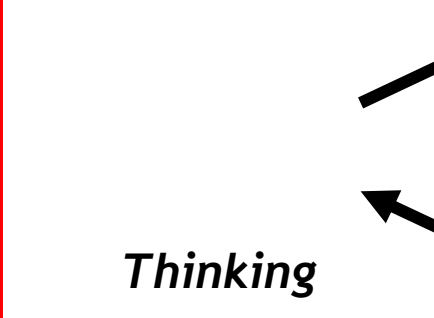
Present from different angles



Retrieval more
effective than
revisiting

Long-term memory

Working memory



Learn

Retrieve

The Testing Effect

Retrieving knowledge
strengthens memory

Check

Check

Check

Check

Check

Check

Check

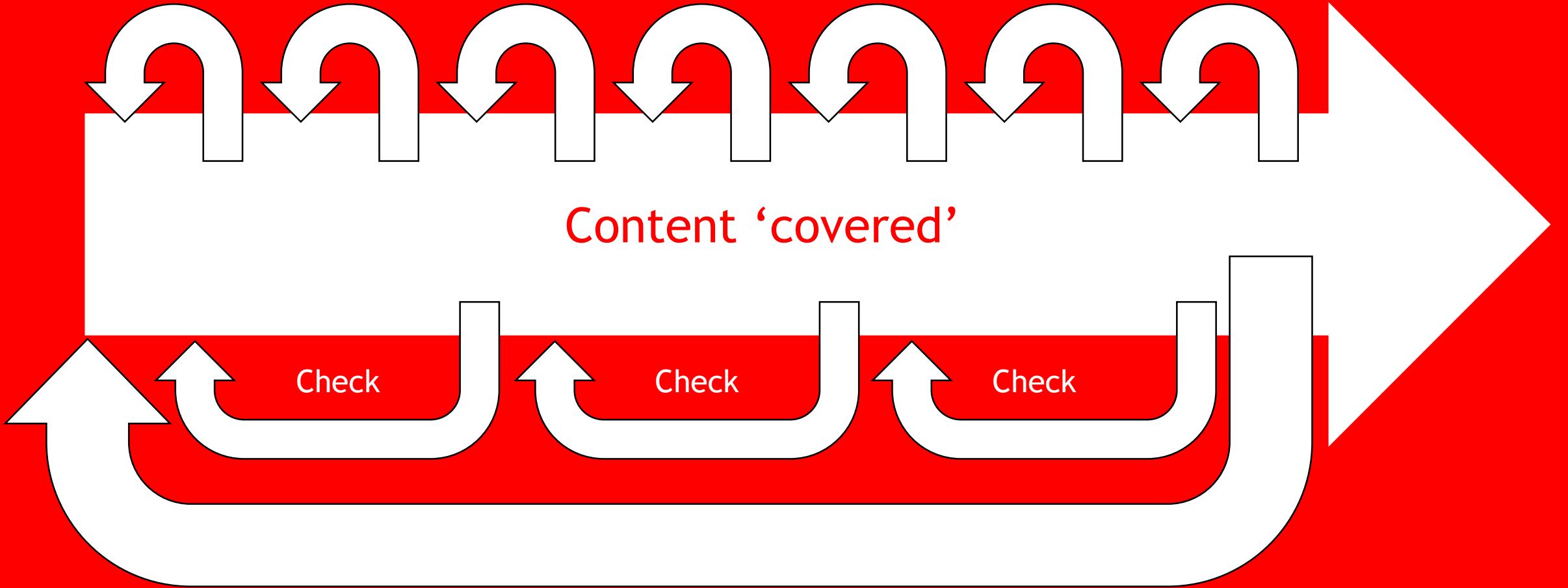
Content 'covered'

Check

Check

Check

Check



Type of assessment		Example	Use
Short-term	Minute-by-minute	Whole-class questioning	Formative
	Lesson-by-lesson	Daily Review	Formative
Medium-term	Week-by-week	Weekly Review	Formative-Summative
	Month-by-month	Monthly Review	Formative-Summative
Long-term	Topic-by-topic	End-of-topic Review	Formative-Summative
	Multi-topic	End-of-course exam	Summative

Guard against forgetting

**Retrieval
Practice**

**Spaced
Practice**

The learning of *one or two students* tells us nothing about the learning of *everyone*

PRINCIPLE 7

What is the capital
of Australia?

“Canberra”

“Well done”

Canberra

Sydney

Sydney

Sydney

Sydney

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Sydney

Canberra

Canberra

Canberra

Canberra

Melbourne

Canberra

Canberra

Sydney

Canberra

Canberra

Canberra

Sydney

Canberra

Canberra

**Show-me Boards
will transform your
teaching!**

The power of show-me boards

1. Make *all* students think
2. Make *all* students commit to a specific answer
3. Make *all* students' learning visible

The class as 'a unit'

Take *everyone* with you.

Have the same (high) expectations of everyone.

Avoid 'All...', 'Some...' 'A few...' success criteria.



Differentiate
support & challenge

**‘Producing product’ doesn’t
necessarily evidence learning**

PRINCIPLE 8



Only product produced
from long-term memory
truly evidences learning

The best way to teach
novices is different from the
best way to teach *experts*

PRINCIPLE 9

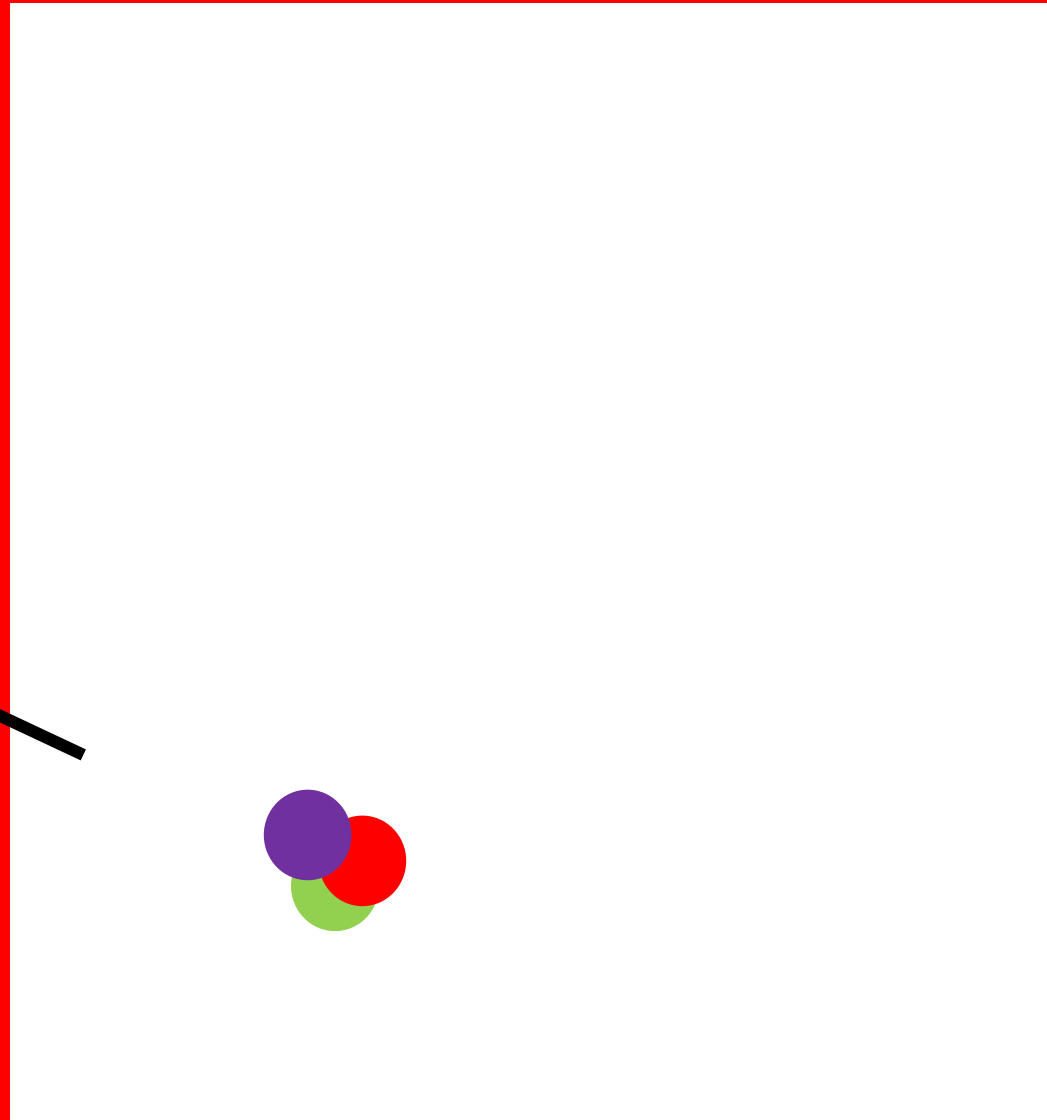
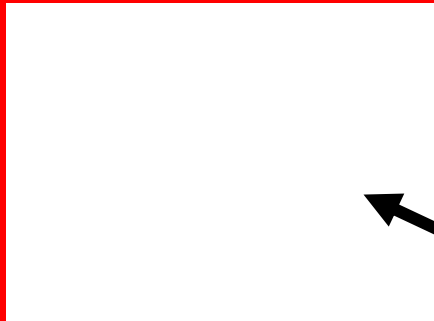
Misconception

Older students should be
taught differently to
younger students

Anyone learning *anything*
new is a novice in that
knowledge domain

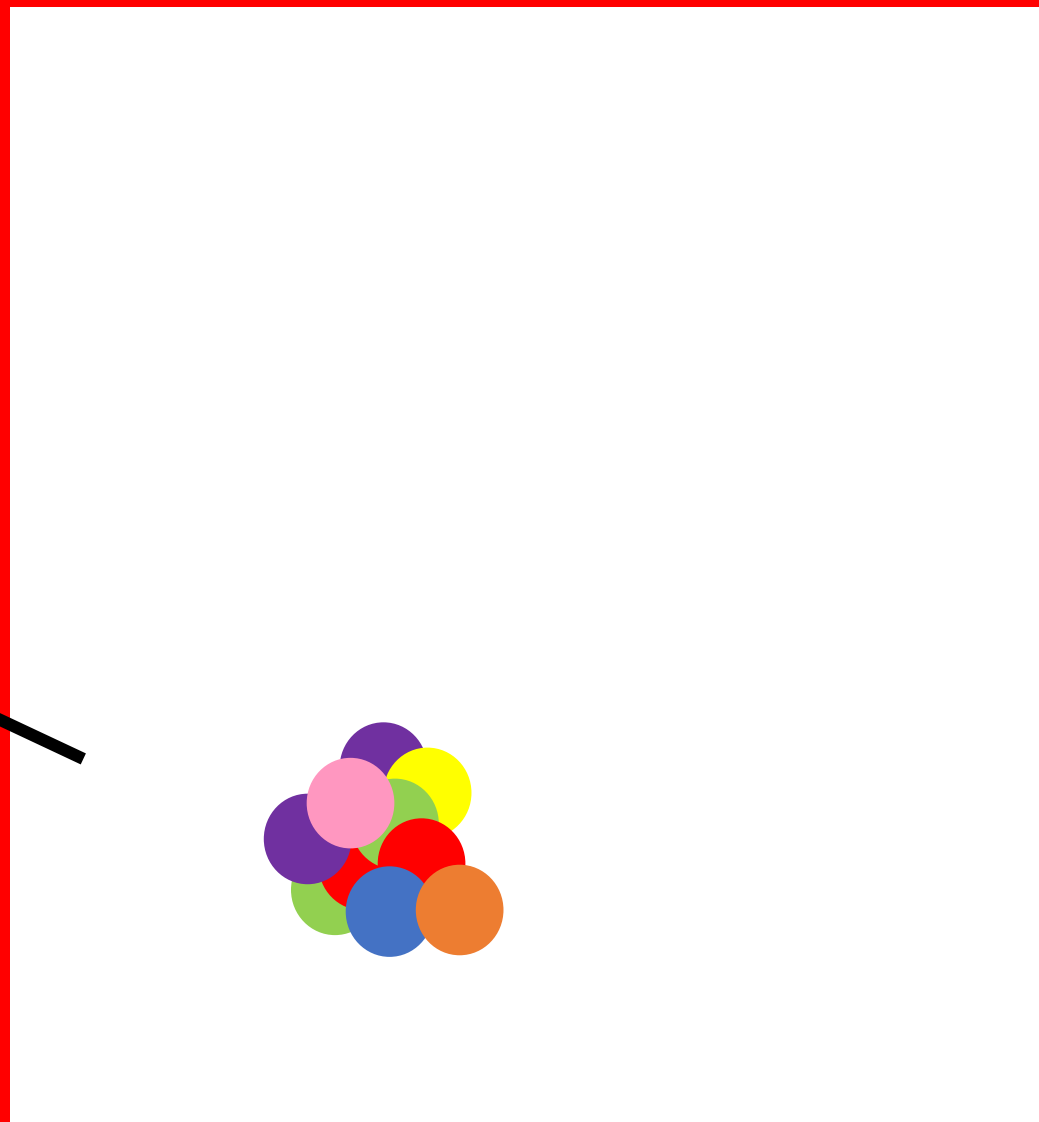
Long-term memory

Working memory



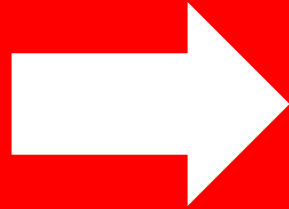
Long-term memory

Working memory



We become more expert
in a particular domain
as we learn

**Novices think
differently to
experts**



**Novices need
taught differently
to experts**

Internal feedback conversations

‘This seems right to me because...’

‘That doesn’t seem to be right because...’

Experts can self-regulate their learning in a way that novices can’t.



Novice

Learning sequence

Expert

**Effective teaching blends
Specific and Non-specific
Teaching approaches**

PRINCIPLE 10

Hands up if you think great teaching means:

- Students leading their own learning
- Group work
- Problem-based learning
- Activities that focus on high-order thinking
- Minimal teacher talk
- Teachers 'facilitating' rather than instructing
- A focus on 'transferable skills'



**‘What works’ is not the right
question in education.**

**Everything works somewhere,
and nothing works everywhere.’**

- Dylan Wiliam



Novice

Learning sequence

Expert

‘The past half century of empirical research has provided overwhelming and unambiguous evidence that, for everyone but experts, partial guidance during instruction is significantly less effective and efficient than full guidance.’

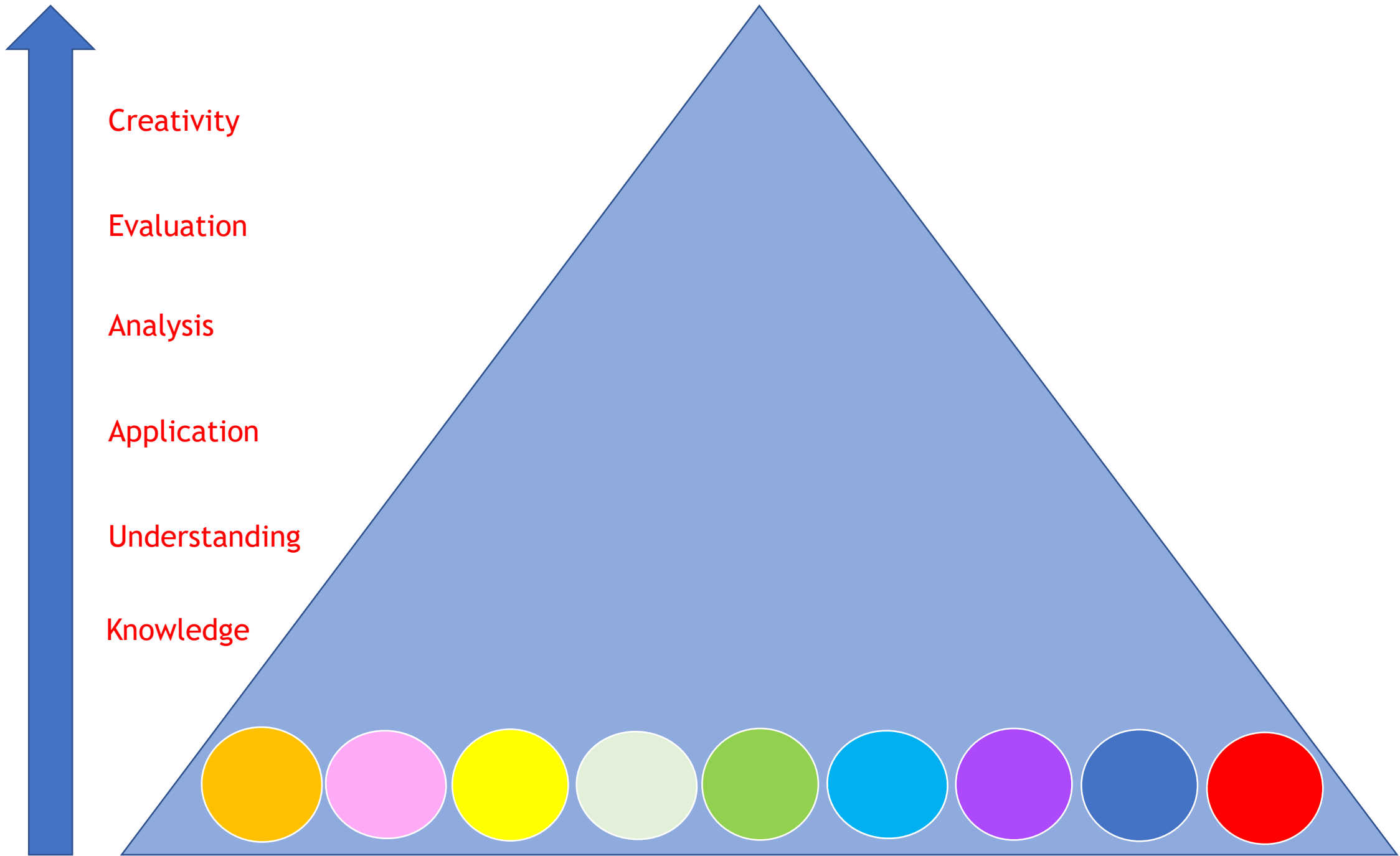
Clark, R.E. et al. (2012) ‘Putting Students on the Path to Learning’

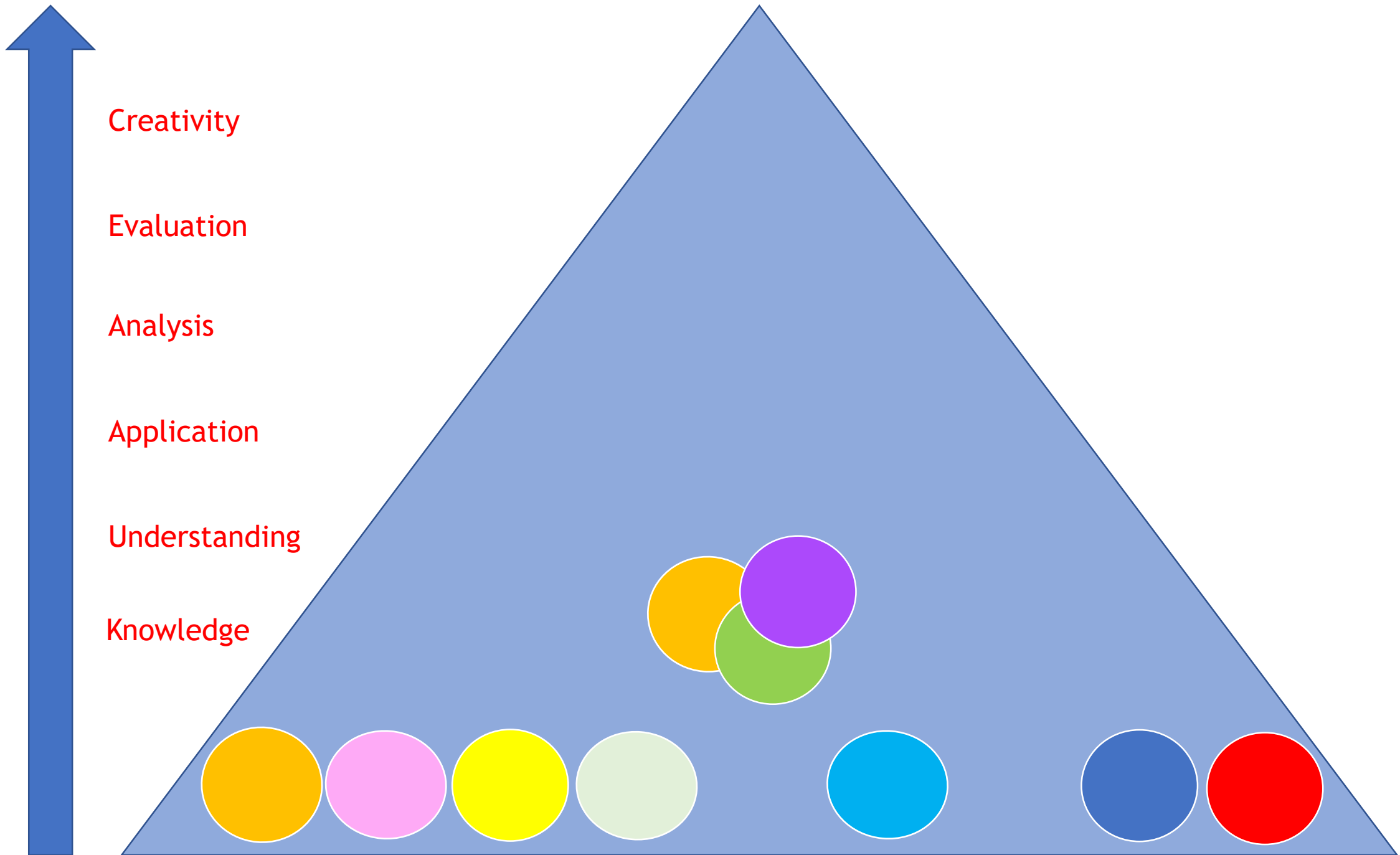
Specific Teaching

Novices

Direct-interactive
instruction

Formative assessment





Creativity

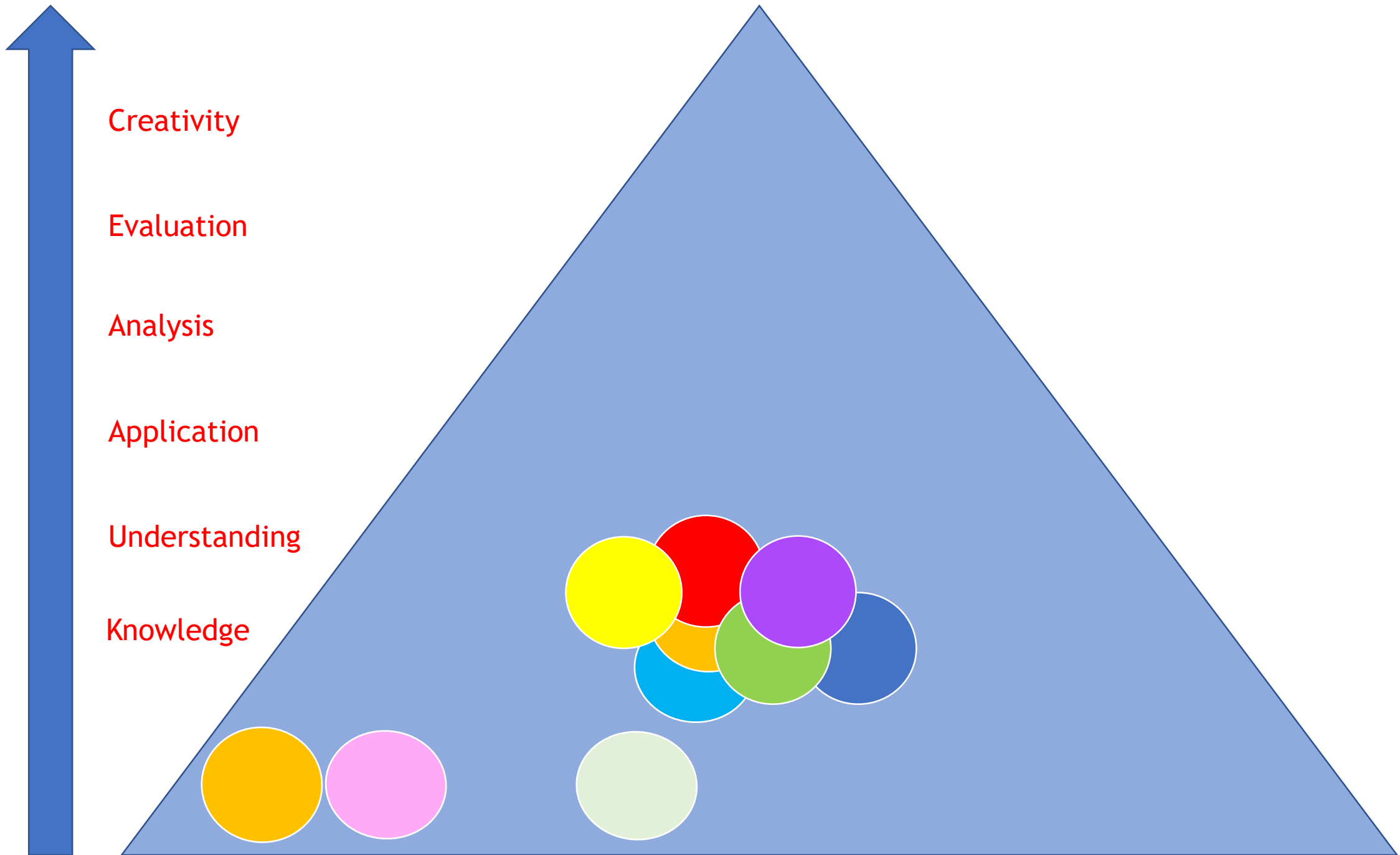
Evaluation

Analysis

Application

Understanding

Knowledge



Creativity

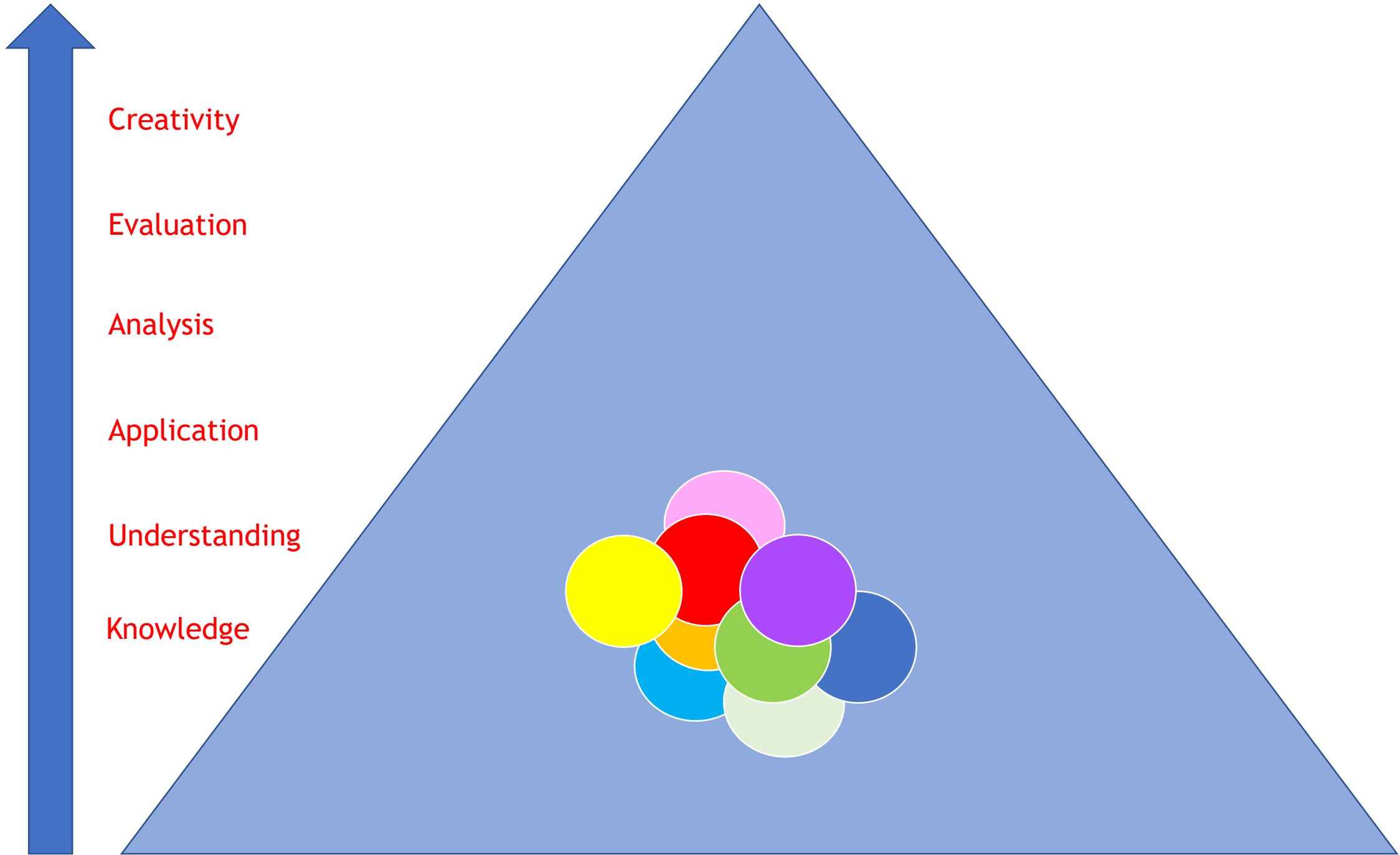
Evaluation

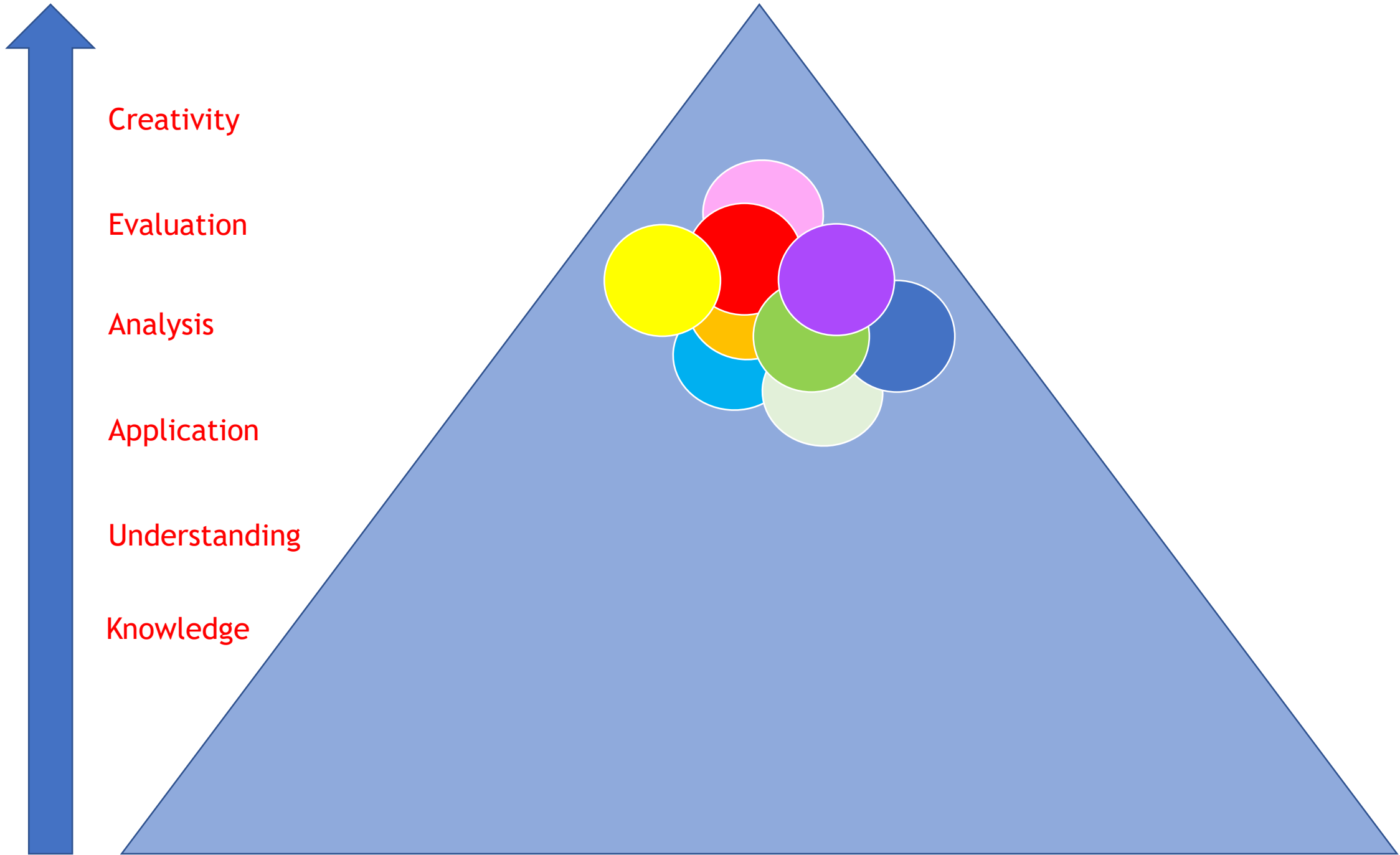
Analysis

Application

Understanding

Knowledge





Non-Specific Teaching

Experts

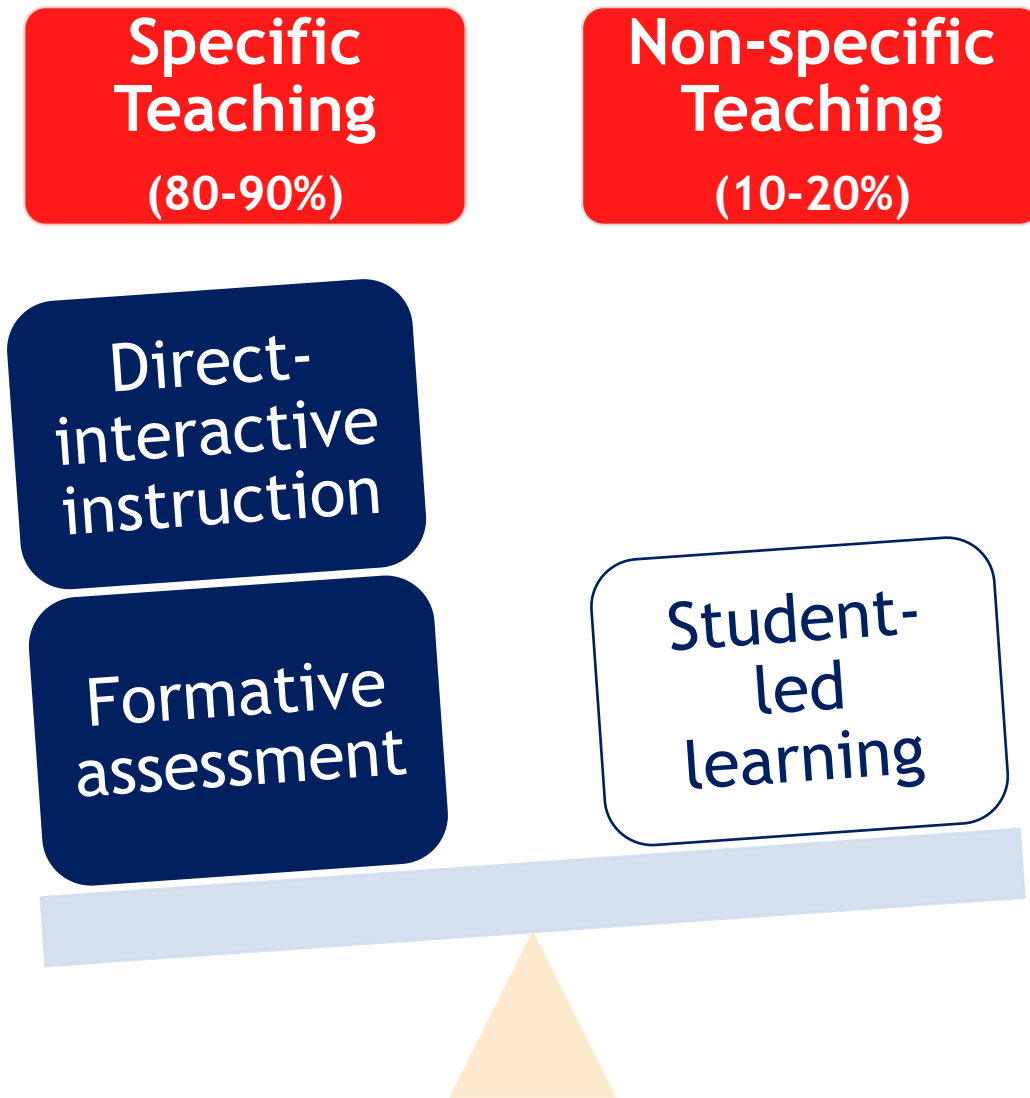
Student-led learning

Application, including open-ended tasks

Enrichment, including research & enquiry

Extension beyond the core, including choices

Great teaching
blends **Specific**
and **Non-specific**
approaches
proportionately,
and in sequence





Learning sequence

Specific Teaching

Non-specific Teaching

Example 1

Students are learning about the different ways electricity is generated. This includes nuclear power stations and wind turbines. They are taught this using *Specific Teaching* pedagogies (direct-interactive instruction and formative assessment) before being asked to debate each type. The debate is *Non-specific Teaching*. Students must apply their learning, which helps evidence and consolidate it.

Example 2

Students are being taught how to create 3D images using a computer program. The teacher has created a pre-recorded video that students can watch themselves, at their own pace. Although they aren't interacting with the class in real time, the teacher is still leading the learning. The teacher circulates the room, offering specific feedback. Periodically, they pause the class to give whole-class feedback messages. This is *Specific Teaching*.

Once students have completed this, they are asked to create their own shape, but this time without looking at the video. This is an opportunity for them to enrich, consolidate and extend their learning. It is *Non-specific Teaching*. This can't happen without a secure knowledge base to draw on.

Example 3

A series of lessons has been used to teach students the principles of quantum mechanics, using *Specific Teaching* pedagogies. Over the next two lessons, they are asked to work in groups to design a game, the rules of which must follow quantum mechanics principles. This is *Non-specific Teaching*. It both consolidates and enriches learning. By drawing on a secure knowledge base, students are able to be creative in a meaningful way, not a tokenistic one. The teacher is blown away by the quality and ingenuity of what students produce.

Summary

10 Pedagogical Principles

Summary

1. The most important consideration is the extent to which *all students are learning what we plan for them to learn*.
2. Learning usually requires *deliberate effort*.
3. We need to plan with *working memory and long-term memory* in mind.
4. *Being busy* and *learning* are not the same thing.
5. *Desirable difficulties* propel learning forward.

Summary

6. A *teaching-learning gap* is inevitable (but reducible).
7. The learning of *one or two students* tells us nothing about the learning of *everyone*.
8. *Producing product* doesn't necessarily evidence learning.
9. The best way to teach *novices* is different from the best way to teach *experts*.
10. Effective teaching blends *Specific* and *Non-specific Teaching* approaches.

Aim

To develop your understanding of key messages from cognitive science and educational research about what makes high-quality pedagogy.

Part 2

PROFESSIONAL LEARNING CULTURES

Aim

To support you to reflect on the strength of the professional learning culture in your school, and consider ways in which it could be strengthened further.



Here are Education Scotland's evaluations for Berwickshire High School

Quality indicators	Evaluation
Leadership of change	unsatisfactory
Learning, teaching and assessment	weak
Raising attainment and achievement	weak
Ensuring wellbeing, equality and inclusion	weak
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

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'Sense of direction' helps turn Berwickshire High School around

18 January



SCOTTISH BORDERS COUNCIL

Inspectors found significant improvements at the school after their critical 2019 report

A "clearer sense of direction" has helped a Borders secondary school make progress following a critical report.

Inspectors rated Berwickshire High School in Duns as "weak" in three quality indicators and "unsatisfactory" in the remaining category in 2019.

Education



Inspectors impressed

Page 3



Head team Lewis Blaikie, Tyra Dewar, Jemima Bevan and Drew Muir with Rector, Bruce Robertson.

Progress at high school

Kirsty Smyth
kirsty.smyth@jimmedia.co.uk
@TheBerwickshire

Good progress has been made at Berwickshire High School following its poor inspection report three years ago, Education Scotland has found.

Leadership of change was branded unsatisfactory when inspectors visited the school in February 2019, while learning, teaching and assessment; raising attainment; and ensuring wellbeing, equality and inclusion were all weak

However, a recent visit found improvements have since been made.

In an update to parents issued this week, inspector Celia McArthur said that the permanent appointment of headteacher Bruce Robertson in August 2020 had had a "very positive impact".

She wrote: "Almost all

stakeholders spoken to during the visit identified the very positive impact of the headteacher's leadership, and the new, clearer sense of direction and purpose in the school."

She added that this has helped to build an "aspirational learning community".

The school environment was found to be providing a calm and orderly context for learning and young people demonstrated maturity, respect and courtesy.

Improvements in the curriculum offered a wider range of experiences for young people and helped to motivate their learning, while the quality of learning, teaching and assessment was found to have improved considerably.

Headteacher Bruce Robertson, said: "The inspection letter is a tremendous endorsement of everyone's hard work since the original

inspection to turn our school around and ensure we are offering students the very best educational experience we can.

"Staff, students, parents and community partners should all feel very proud of the part they have played to get our school to this point so quickly. Berwickshire High is in a very exciting position moving forward."

Neil Bennett, Parent Council chair, added: "I'm delighted that the Senior Leadership Team, staff and students of Berwickshire High School have been able to make so much progress in so little time in responding to the HM Inspectors Report of 2019. A huge achievement given the global pandemic and its implications for education."

Inspectors have asked for further information to be provided in a year's time to ensure progress continues.

“The quality and consistency of learning, teaching and assessment have improved considerably.”

“Teachers have a much improved, shared understanding of what high quality learning and teaching looks like by engaging in high-quality professional learning.”



Show image

Bruce Robertson

5th March 2021

Teachers' CPD needs a clinical fix

While surgeons and those in other life-changing roles get to invest time in professional learning, Bruce Robertson says teachers aren't being allowed to focus on the things that matter most: curriculum and pedagogy. He sets out a case for investing in a five-star professional programme

It is my firm belief that happy teachers make for happy students. I also firmly believe that to be happy, teachers need to feel that they are being invested in by the schools they work for. Help teachers to grow and develop as teachers, and everyone will benefit.

Aim

To support you to reflect on the strength of the professional learning culture in your school, and consider ways in which it could be strengthened further.

Part 3

LEADING IN A TEACHING-CENTRED WAY

Aim

To help you reflect on how teaching-centred leadership might be developed across your school.

‘What works’ is not the right question in education.

Everything works somewhere, and nothing works everywhere.’

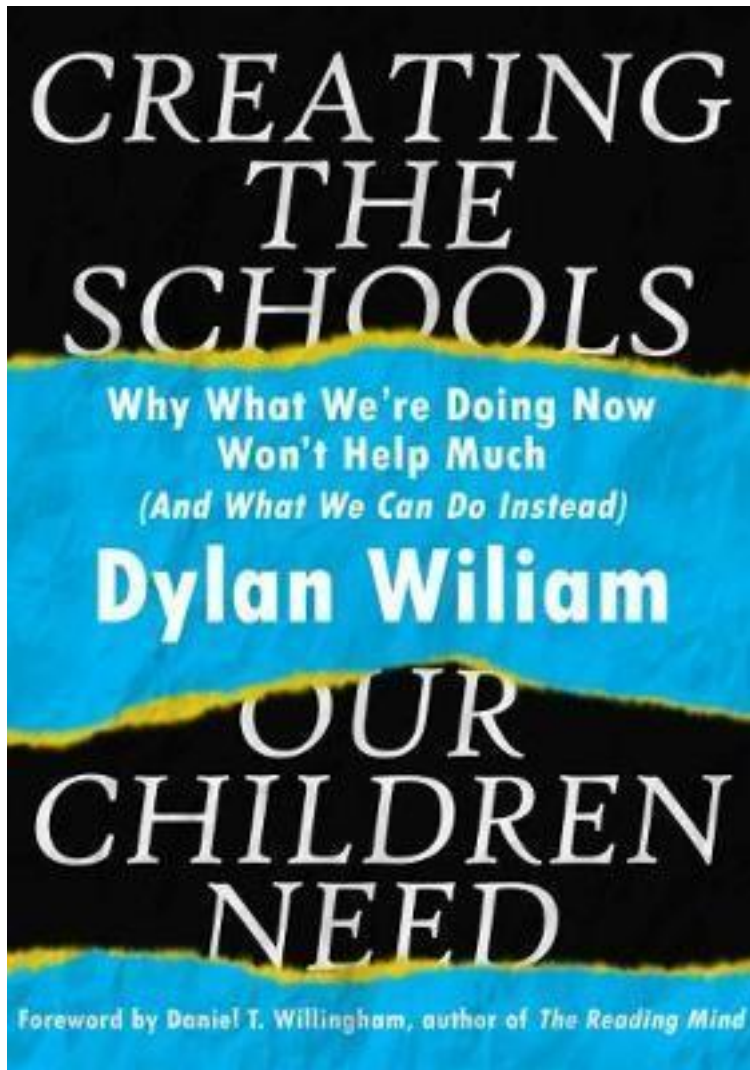
- Dylan Wiliam

Leadership is about
getting the best out of people

Clear direction setting



Drawing on research...



The quality of our teaching is the single most influential factor on student outcomes.

Professional development of teachers (and school leaders) is the best shot we have at improving student outcomes.

seminar series217

Aligning professional learning,
performance management and
effective teaching

Peter Cole

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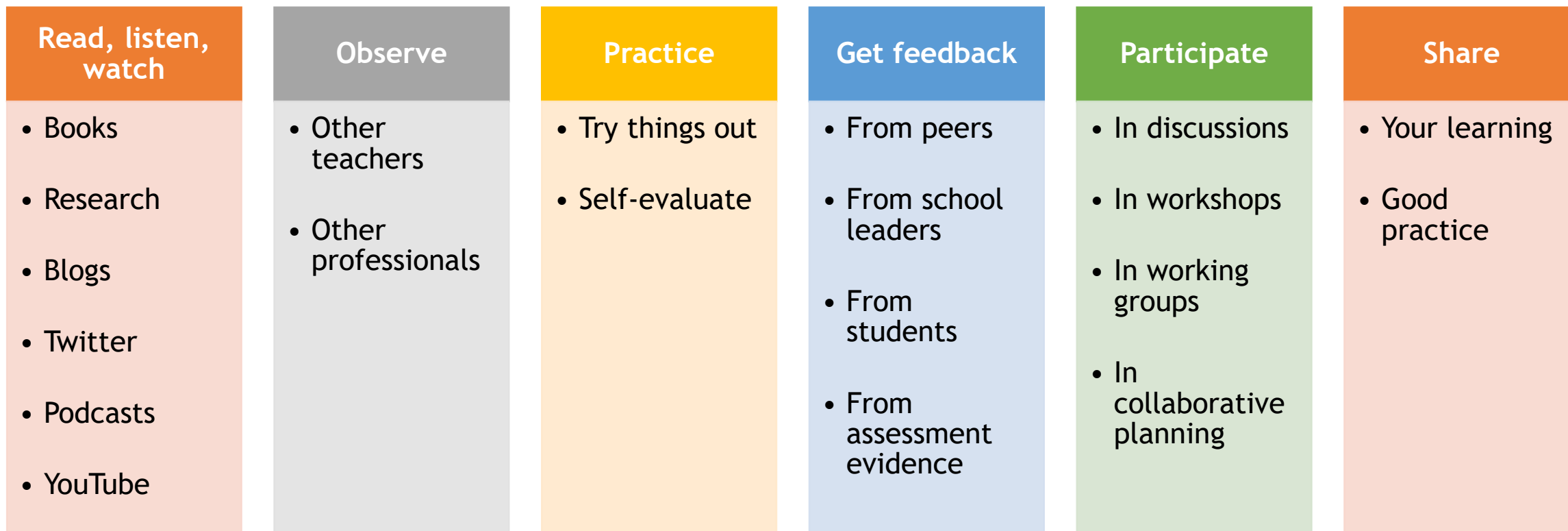
**Poor transfer of
professional learning
to student outcomes**

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

- Professional learning activities don't engage teachers i.e. they don't get them to *think* and to *discuss*
- Professional learning activities highlight practices which could improve teaching and learning, but don't explain or exemplify how
- School leaders don't convey the message, through their words and actions, that they think professional learning is important

- Teachers aren't supported to implement improved practices
- 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
- Teachers aren't held accountable for the implementation of practices which are in line with the school's 'instructional model'

Professional Learning Model



Professional reading & discussion



A collection of educational posters on the left bulletin board. Visible titles include:
Learning a Foreign Language
Good Study Habits
Effective Learning
Effective Assessment

A large bulletin board on the right featuring a grid of educational posters with a red border. Visible titles include:
Formative Summative (with illustrations of a chef and a butcher)
What is Metacognition?
Learning Styles
Deep Learning (with a graph)
Effective Learning
Effective Assessment (with a checklist)
Effective Learning (with a circular diagram)
Effective Assessment (with a circular diagram)
Effective Learning (with a circular diagram)
Effective Assessment (with a circular diagram)
Effective Learning (with a circular diagram)
Effective Assessment (with a circular diagram)



‘Mind expanding’

Principal Teacher of Pedagogy

PURPOSE

To lead the development of a culture of continuous pedagogical improvement across the school.

PRINCIPAL DUTIES & RESPONSIBILITIES

In partnership with the relevant Depute Rector:

- Development of 'pedagogical coaching' across the school
- Leading the development and use of our Practice Teaching Classroom
- Supporting teachers to develop pedagogical knowledge and skills, including via lesson observation and feedback
- Developing effective systems to share practice across the school, and beyond
- Developing our in-school professional learning programme
- Chairing the Teaching & Learning Improvement Group
- Leading the school Professional Reading Group
- Developing our approaches to tracking and reporting student progress
- Developing an annual Berwickshire High School Pedagogy Conference
- Gathering evidence to support our self-evaluation of *How Good Is Our School?* Quality Indicator 2.3

The post will have a 0.2 teaching commitment (1 day per week equivalent).

In-school professional learning

- Professional Reading Group
- Professional in faculties & teams
- Twice-weekly pedagogy workshops
- Fortnightly faculty meetings
- Fortnightly Monday afternoon meetings
- Peer Observation Programme
- Supported Self-Evaluation Programme

‘How do you get staff buy-in?’

1. Choice

2. Quality

3. Time

A learning school

Key principles

- Experience and expertise are not the same thing.
- It doesn't matter how good our teaching is already - we need to keep making it better and better.
- Saying 'we need to get better' is not criticism - it is about a *mindset of continuous improvement*.

Lesson Evaluation Toolkit



BERWICKSHIRE HIGH SCHOOL

Lesson Evaluation Toolkit

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		
Daily Review	<ul style="list-style-type: none">• Low-stakes assessment, promoting recall (retrieval practice) from everyone.• Includes material required for the lesson, recent and less recent material.	
Learning intentions	<ul style="list-style-type: none">• 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>	<ul style="list-style-type: none">• Clear communication of what you are looking for / what success looks like, e.g.:<ul style="list-style-type: none">• 'I can...' statements• Key features• Exemplars ('good' and 'bad')• Used to support feedback, self-assessment and/or peer-assessment.	

Plenary Review

- ✓ • Revisits the learning intention and success criteria.
- ✓ • Reinforces the main learning points.
- ✓ • Uses assessment to gather further evidence about what has been learned or not learned (e.g. via Exit Tickets).
- ✓ • Summarises next steps.

‘I do that already’

Learning intentions	<ul style="list-style-type: none"> • Course content, • Clearly communicated (verbally and visually, if possible) in student friendly language. • Revisited during lesson and in Plenary. • If appropriate, reveal lesson structure. 	
Success criteria	<ul style="list-style-type: none"> • Clear communication of what you are looking for / what success looks like, e.g.: <ul style="list-style-type: none"> • Modelling • Examples • Statements of standards • Common mistakes and misconceptions • Students involved in creation. • Used to support student self-evaluation. 	<p>→ Not in this lesson but will have the opportunity to do this next lesson.</p>
Presentation of content	<ul style="list-style-type: none"> • Clear presentation, including explanations and visuals which stimulate interest. • Checking what students know or can do already. • Interactive - includes frequent checks for understanding. • Repeating and summarising key points. 	
Practice	<ul style="list-style-type: none"> • Guided first, then independent. • Co-operative learning opportunities. • Over-learning - lots of opportunities to master content. • Teacher circulating class. 	
Plenary	<ul style="list-style-type: none"> • Revisits the learning intention and success criteria. • Reinforces the main learning points of the lesson. • Gathers further evidence about what has been learned, was difficult or not learned. 	<p>No plenary in this lesson due to a lack of time- will need to re-visit this next lesson.</p>

Typical elements of very good practice	Notes
Pedagogy: structural features	
Daily Review (including Weekly & Monthly Review)	<ul style="list-style-type: none"> • Low-stakes assessment, promoting re-call from everyone. • Includes material required for the lesson, recent and less-recent material. <p>True or False quiz is low stakes, allowing pupils to check their jotter is support.</p> <p>Was quick to identify gaps in their knowledge.</p> <p>Material needed for the lesson.</p>
Learning intentions	<ul style="list-style-type: none"> • Set out precise learning goals (derived from course content). • Clearly communicated (verbally and visually, if possible) in student friendly language. • Revisited during lesson and in Plenary. • If appropriate, reveal lesson structure. <p>Discussed quite late into the lesson due to recapping content. Shown on the PPT. Should have been referred back to.</p>
Success criteria	<ul style="list-style-type: none"> • Clear communication of what you are looking for / what success looks like, e.g.: <ul style="list-style-type: none"> • Modelling • Examples • Statements of standards • Common mistakes and misconceptions • Students involved in creation. • Used to support student self-evaluation. <p>Explained but not referred back to. Will need to be focused on P5 when pupils continue the task to allow them to be able to <u>self evaluate</u> more.</p>
Presentation of content	<ul style="list-style-type: none"> • Checking what students know or can do already. • Clear presentation, including explanations and visuals which stimulate interest. • Interactive - includes frequent checks for understanding. • Repeating and summarising key points. <p>Adapted due to pupils gaps in knowledge.</p> <p>Use of worksheets pupils had used before as well as visuals on the board.</p> <p>Summarised key points as well as questioning pupils.</p>

Planning

Self-evaluation

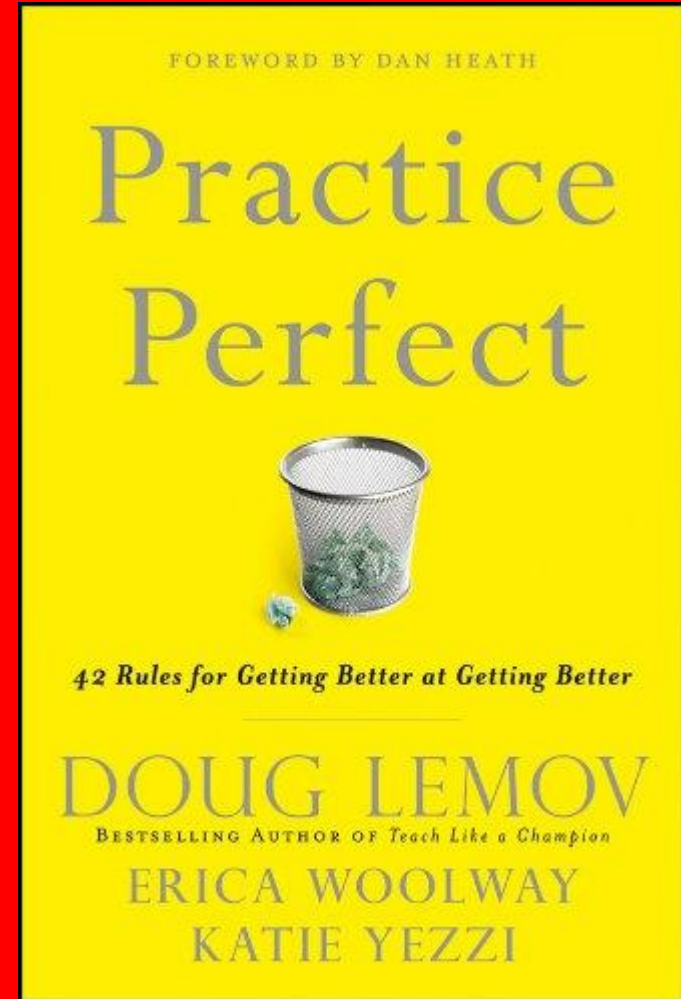
Discussion

‘Talk me through your self-evaluation’

Joint lesson observations



Practice
does not
make
perfect



Coaching

~~Lesson observation feedback~~

Meetings to discuss a lesson

SURF

- Specific
- Understood
- Research-informed
- Followed up



Professional Learning Plans



BERWICKSHIRE HIGH SCHOOL Professional Learning Plan (PLP)

Supporting the continuous improvement of teaching and learning across our school

Professional Learning Plan		
Name:		
Date:		
WHAT?	Which element(s) of our Lesson Evaluation Toolkit are you going to focus on improving?	
HOW?	1. Reading What will you read?	
	2. Observation Who will you observe?	
	3. Feedback Who will you ask to observe you and give you feedback?	
	4. Participation Details of groups you'll join, workshops you'll attend, people with whom you'll collaborate	
	5. Sharing How will you share your learning with others?	

Interactive Professional Learning Toolkit



BERWICKSHIRE HIGH SCHOOL

Interactive Professional Learning Toolkit

Supporting the continuous improvement of teaching and learning across our school

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. A guide to how we use the toolkit is available on the BHS Pedagogy Channel: <https://youtu.be/FzuvpiFuJHg>

ELEMENT 1: DAILY REVIEW

Suggested Reading...

The Teaching Delusion 3 - Bruce Robertson - p.53

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

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/>

Suggested blog posts, videos, podcasts...

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

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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, Social Subjects
- K McAleece, Social Subjects
- S Dalton, Maths
- D Simpson, Maths
- C Kenneally, Maths
- G Marchand, Technologies

Trusted Techniques...

From 'The Teaching Delusion 3'

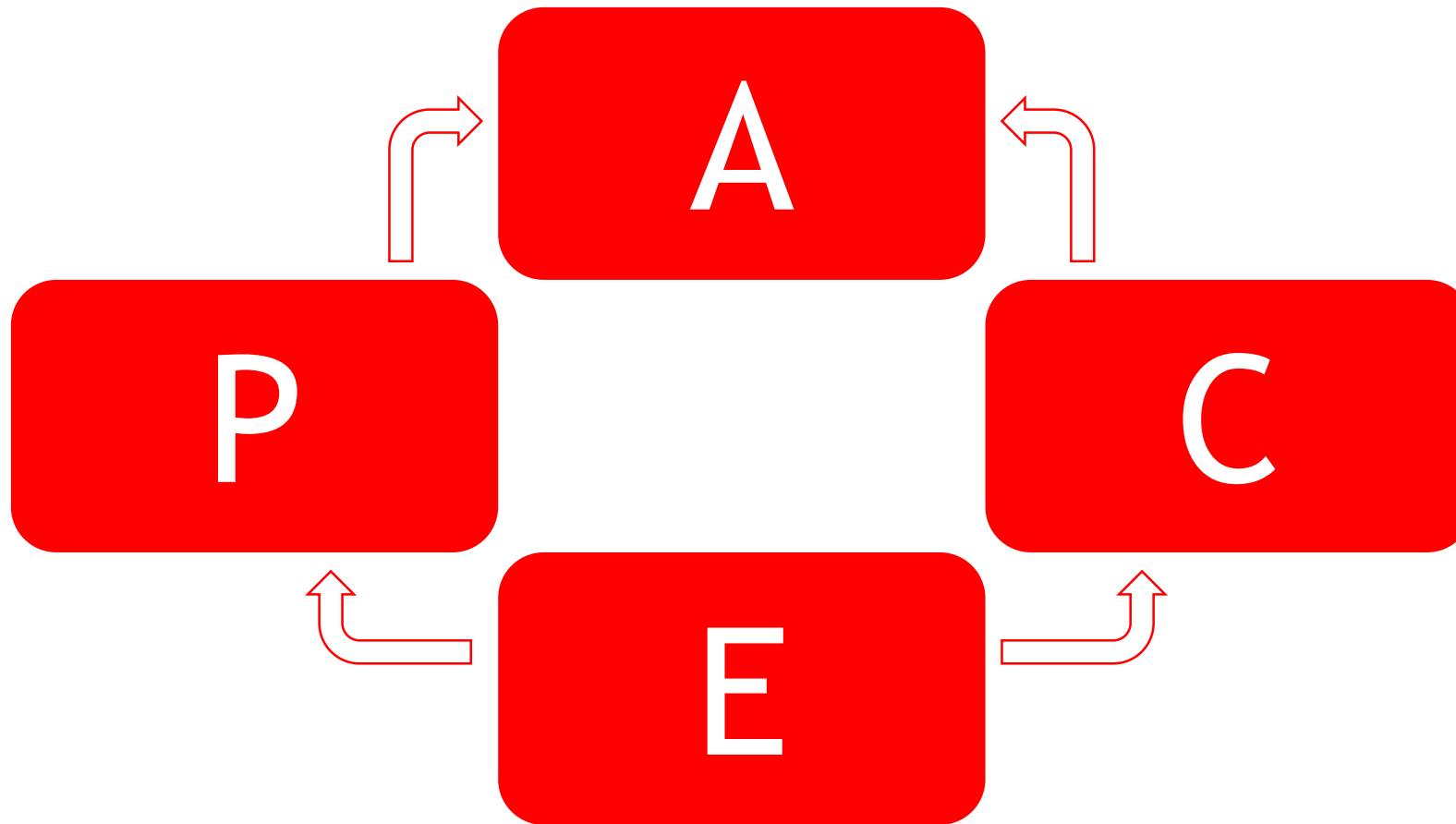
See 'Element 1: Daily Review' for details

- *Last Lesson*
- *Empty Your Brain*
- *Teacher-quizzing*
- *Show-me Boards*
- *Self-quizzing*
- *Peer-quizzing*
- *Student Review Record*
- *Teacher Review Record*

Improvement Planning

PACE

Improvement Model



1. Continue to develop **classroom practice**, with a particular focus on:
 - a. Cognitive Load Theory
 - b. Promoting thinking, and making this thinking visible
 - c. Differentiated support and challenge
 - d. Behaviour management

This should include a focus on how digital technology (via the Inspire Learning Programme) can support each of these areas.

2. Continue to improve the quality and rigour of our **homework programme** across all year groups.

If we accept the importance of 'practice' to learning, and if we think about this sequentially as guided → supported → independent, then high-quality homework should be seen as an essential to the 'independent' aspect of practice. There should be a particular focus on *spaced retrieval*.

3. Continue to develop our **formal assessment approaches**, with a particular focus on:
 - a. Assessments designed to generate information about 'vertical' progress
 - b. End-of-year assessments in the Broad General Education
4. Continue to improve **students' independent study skills**, with a specific focus on '*active study*' (as opposed to 'passive study'). This focus applies to:
 - a. All students, including in terms of formal homework
 - b. Senior Phase students with non-contact periods

ATTAINMENT

1. Continue to improve our **use of data to inform intervention planning**, with a particular focus on:
 - a. Literacy and numeracy in S1-3
 - b. The lowest and highest 20% in S4, S5 and S6
 - c. Subject-specific attainment concerns in S4-6
2. Develop and expand the **Peer Tutoring Programme** that was piloted in the 2021-22 session, so that our more senior students can support the attainment of younger students.
3. Develop a **Community Mentoring Programme** to support the improvement of S4-6 attainment.

CURRICULUM

1. Further improve the **Senior Phase macro-curriculum**, with a particular focus on:
 - a. Introducing additional new courses
 - b. Ensuring progression pathways within courses
 - c. Revisiting the design of Course Choice columns
 - d. Communication with staff, students and parents
2. Work in partnership with Cluster Primary Schools to further develop the **Second Level micro-curriculum**, with a particular focus on:
 - a. French
 - b. Science
3. Further develop the use of **reading** as a means to improve disciplinary literacy and develop cultural capital.
4. Continue to **enhance our curriculum**, with a specific focus on:
 - a. School trips
 - b. Clubs
 - c. Whole-school events, such as shows and House competitions
 - d. Partnership working, including with local businesses and employers
5. Develop an **assemblies programme** that helps foster a culture of ambition. This should include inspirational speakers, some of whom are former students of our school.

ETHOS

1. Develop **students' mind-set of ambition.**
2. Further develop our use of **praise and recognition** to motivate.
3. Further develop **leadership and participation opportunities for students**, to include the strategic role of the Student Council.
4. Continue to improve standards of **student behaviour** across the school, with a particular focus on ensuring that:
 - a. Interactions are guided by our 'warm-strict' approach (and nurture principles)
 - b. There are consistently high expectations across our school
 - c. Any low-level issues are addressed quickly
 - d. Appropriate interventions are utilised in cases where behaviour is consistently poor

- 2 sides of A4
- Your 'own' version
- Simplicity and specificity
- Synergy with previous year

Objective-Strategy-Tactics

PEDAGOGY

Objective (The overarching goal)	Develop pedagogy across the team.	
	Strategy (Focus on...)	Tactics (How we will do this...)
1		
2		
3		

CURRICULUM

Objective (The overarching goal)	Develop the curriculum we offer.	
	Strategy (Focus on...)	Tactics (How we will do this...)
1		
2		
3		

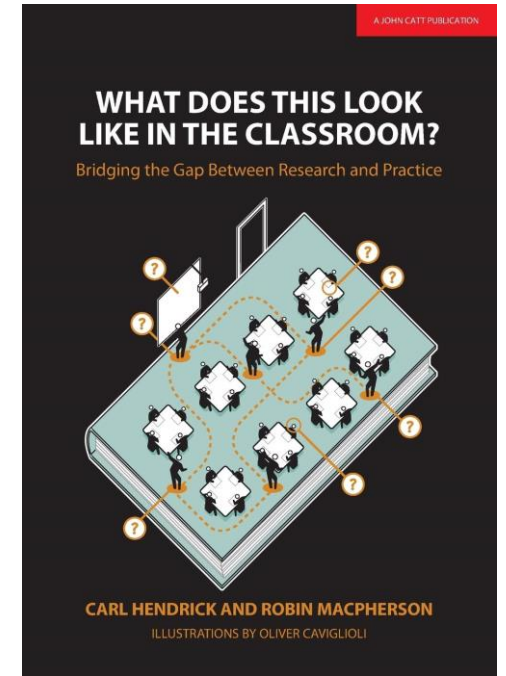
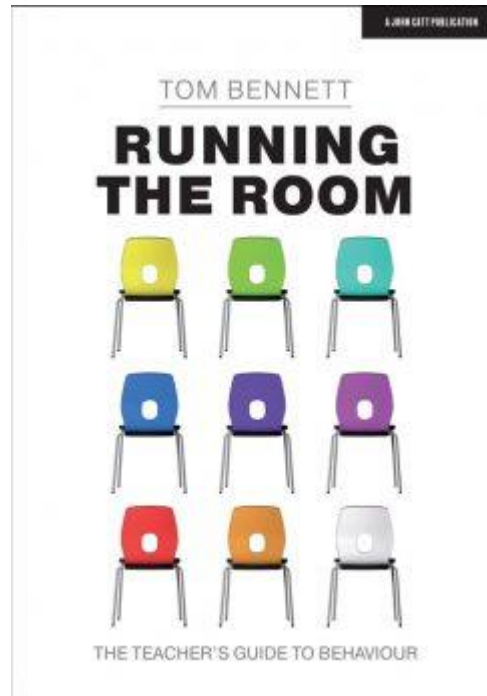
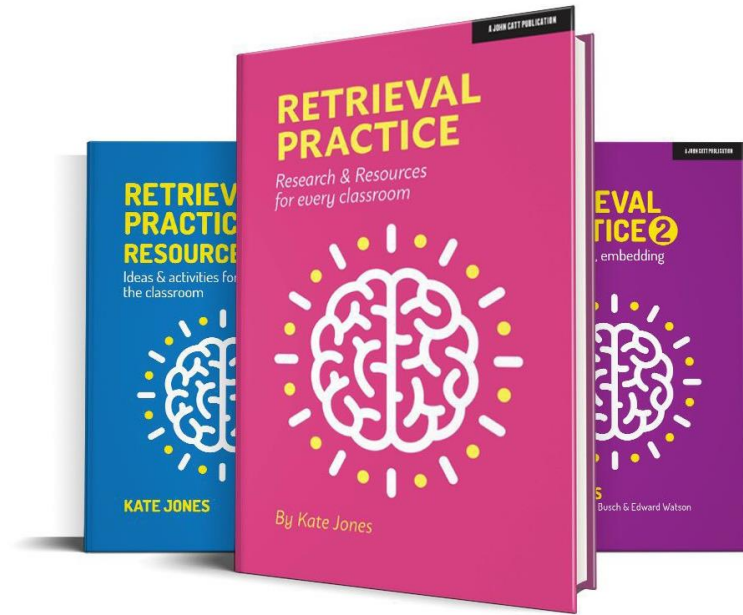
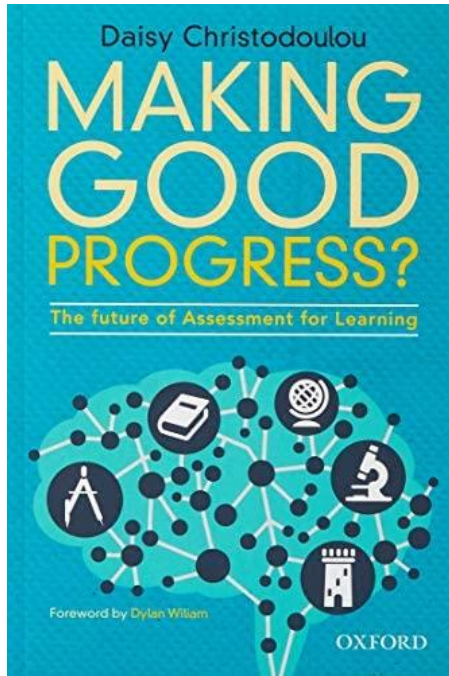
Working Time Agreement



<p>Professional Development</p> <ul style="list-style-type: none"> • In-school professional learning activity, such as reading, observation, discussion, voluntary workshops (averages 45 minutes per week) • Self-evaluation and Professional Learning Planning • Includes mandatory local authority training 	<p>30 (12)</p>	<p>122</p>
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<p>Other activities/flexibility</p> <p>For example:</p> <ul style="list-style-type: none"> • Curriculum development • Professional learning • Communication with parents • Supported study • Supervising detention • Supervising at break/lunchtime • ‘Extracurricular’ activities, such as clubs, sports, shows • Trade Union meetings 	<p>48 (9)</p>	<p>195</p>
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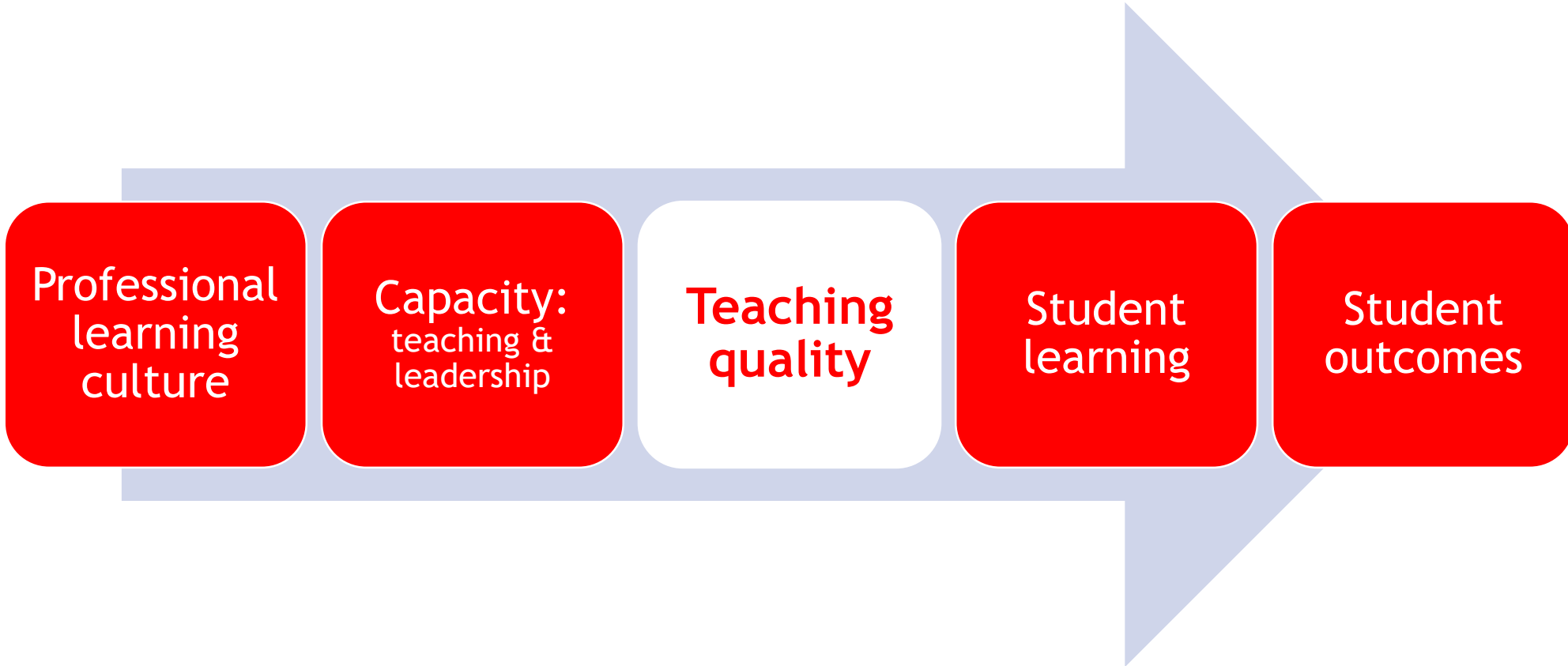
**Use of 'departmental' / 'faculty'
'team' meeting time**



**Professional learning
not administration**

Teaching-centred leadership model

Teaching-centred leadership



The teaching-centred leader

Teaching-centred leaders are leaders who understand that:

1. A focus on teaching quality is their number one priority
2. Developing of a shared understanding of what makes great teaching is key
3. Supporting and challenging teachers to continuously improve their teaching practice is essential
4. Teaching and learning should be the dominant topic of discussions
5. Collaborative approaches to improvement are key

Quotes: staff

‘I used to believe that my teaching was good enough. Now, I want to keep making it better and better.’

‘Supportive; relentless; positive. An environment which allows you to try out new things.’

‘Sharing good practice across the school has visibly improved whole-school pedagogy.’

THE TEACHING
DELUSION

Quotes: staff

‘I am focusing my learning intentions on the main thing I want students to learn by the end of the lesson. I now have a deeper understanding when creating my learning intentions.’

‘I developed a clearer understanding of the benefit of teaching behaviour through routines and communicating expectations clearly. I have become more consistent in not letting students shout out and waiting to be dismissed by me at the end of a lesson.’

Quotes: staff

‘I've been leaving verbal feedback via the voice recorder on one note. It's really good. Trying to incorporate the HOW into how students improve, rather than just telling them what they need to work on.’

‘I am a lot clearer about what the expectations are at our school and can see how this supports the students with their learning. The success criteria is for their benefit and therefore needs to be accessible to them.’

Quotes: staff

‘Using the Lesson Evaluation Toolkit has helped me to incorporate a plenary review in 90% of my lessons. I have experimented with different ideas, most worked and achieved their purpose.’

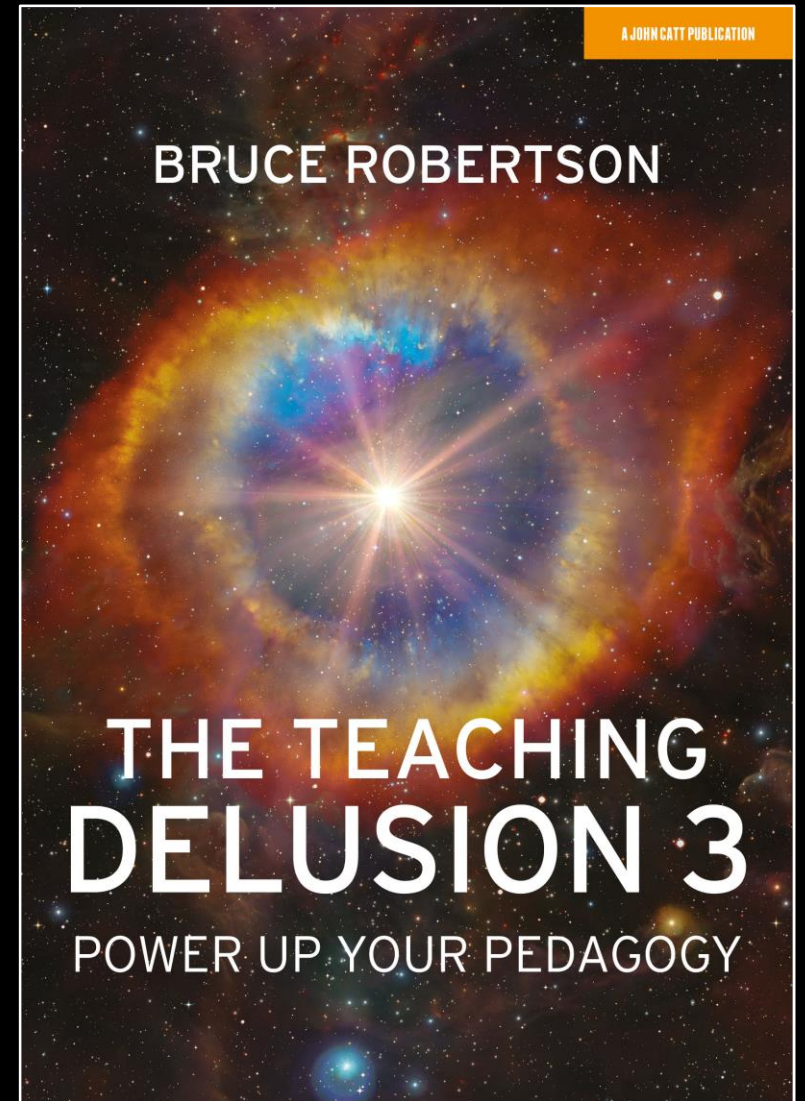
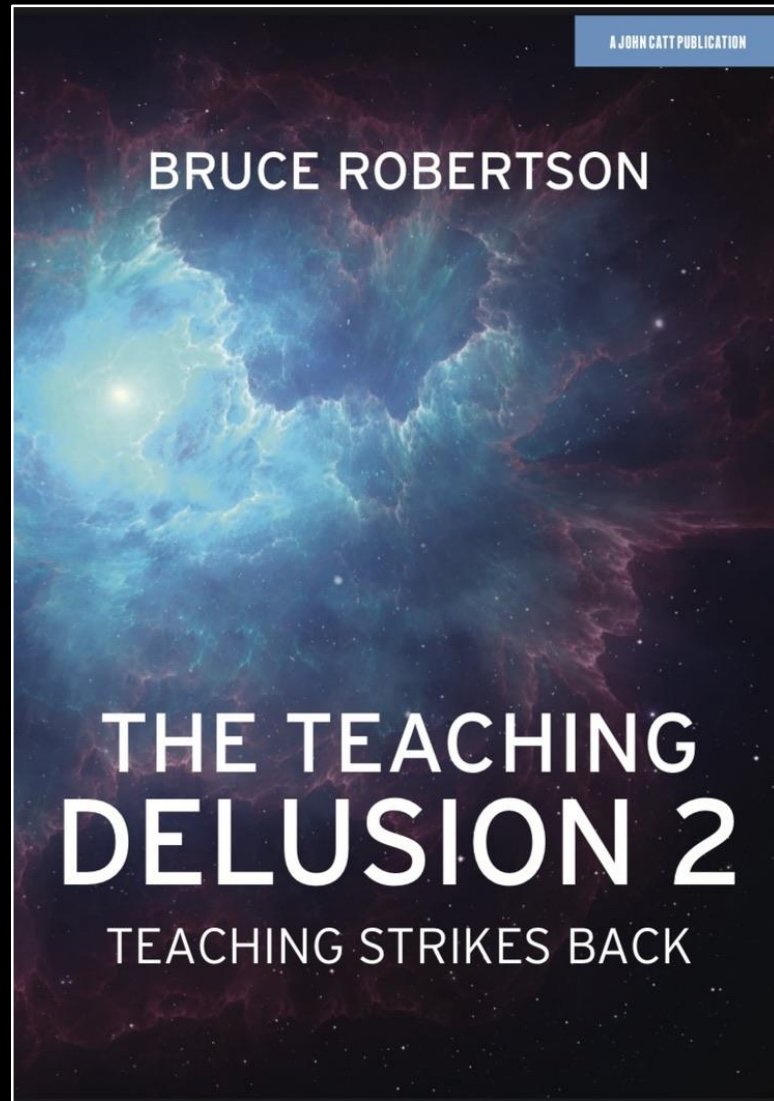
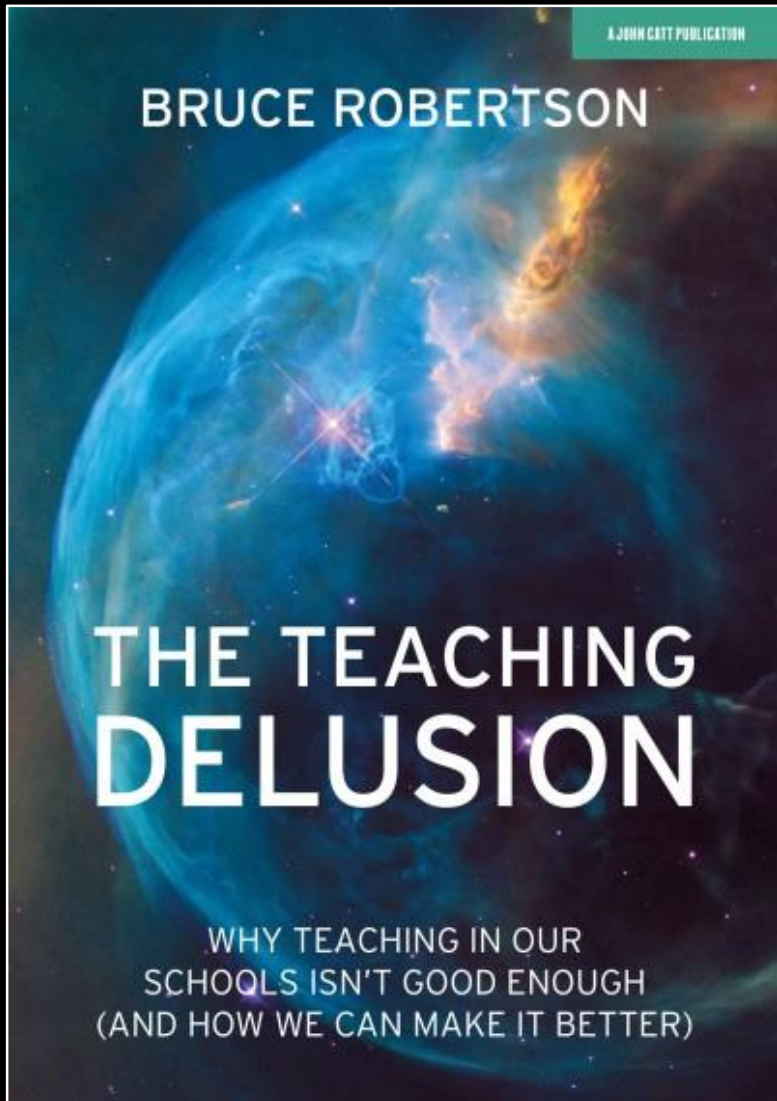
‘Professional learning has now become the ‘norm’ in our school. People regularly chat about and reference educational research. We have a shared understanding of the work of many educational researchers.’

‘I have learned more about teaching and learning theory in the last nine months than at four years at university.’

THE TEACHING
DELUSION

Aim

To help you reflect on how teaching-centred leadership might be developed across your school.



[@TTDelusion](https://twitter.com/TTDelusion)

theteachingdelusion.com