

GLT
Book Club

Sketchnotes by

@karenshancock

Responsive Teaching - H. Fletcher-Wood @HFletcherWood

Exit Tickets

Encapsulating Tasks

Have students learnt - what we've taught them

Pick out the thing the lesson is about and check that all students have understood this.

Exit tickets are the core

Planning ← Exit Ticket → Hinge Questions

What is the single task you can use that encompasses everything you've taught in the lesson.

Can you narrow down what you are looking for in a student's work?

"I'm going to focus on looking at everyone's formula whilst I circulate."

How do you make a judgement that you can move on.

Scenario 1: Most haven't → loop round re-teach

Scenario 2: Most have → explain again to few

Scenario 3: Half/half → loop round re-teach, involve/extend those that have understood.

How do you support ECTs with Responsive Teaching?

- Quiz at beginning of unit and the work with them at planning has to deal with pre-requisite gaps.

Randomising question order:

Students have to think harder if questions are in random order.

Think of questions for learning and assessments as different things.

Learning vs Performance
Will need to revisit in 3 weeks time to show learning.

Worth mentioning it will be revisited.

Pre-assessment:

- Activates prior knowledge
- Looking for what they need in the lesson
- Informs your planning

Exit tickets show you what is going wrong not what is going right. It doesn't show students have learnt. Demonstrating unprogress

Take Away

★ Cultural shift needed for CPD to stick
- Checklist from chapters.

★ Advice and structure on embedding Exit tickets.

notes by @karensancock

#QFTBookClub #4

"Miss, I don't give a sh*t": Engaging with challenging behaviour in schools

Adele Bates
@AdeleBates7

#G1BookClub #3 8/2/2022

Really connect with students before the high expectations

Wanted to share the student voice.
Didn't want to shy away from the behaviour you can see from students with behaviour needs.

What is going on behind the sentence
"Miss, I don't give a sh*t"

Any advice you receive from anyone you can override because you are the expert.

We have to find ways to make behaviour management work for our staff.

Need boundaries but remember we are dealing with humans.

Remember that rules can be trumped by life.

Register checker: Give me one word to describe how the day is going.

Belonging
Predictability
Organisation
Regulation
Differentiation
Relationship
} need all ingredients

Behaviour needs in mainstream are increasing.
Book shares fantastic work from PEs.

Give both students the same sanction but then find out what is behind the behaviour.

Tedx talk: Dr Rosemarie Allen.
"When a child can't behave, we punish them."

Filling in the gaps for students who don't know how to behave in certain situations.
Deconstruct behaviour to reconstruct it.

Behaviour needs require differentiation like SEND

Job is to help students thrive in their education. Important not to get dragged in.
"Is this helping their education?"

It is about self-care and boundaries.

Young people with behaviour needs deserve and need the best care.

notes by
@karenshancock

Take Away
★ Tell the students how to behave if we are going to get them to behave

The Curriculum (Gallimaufry to Coherence)

Mary Myatt
@MaryMyatt

#GLT Book Club #9 20/04/21

Paradox of mastery:
The more you know,
the more

Do the materials privilege
thinking over completion.

A child can do something
on their own terms in
a new context as a
result of what they've
been taught.

Perfection doesn't exist.
We are doing the best
we can with the resources
and knowledge available
at the time.

Gallimaufry - tangled together,
slightly muddled.

Teasing through the
iterations of the National
Curriculum (and the
strategies).

Think of what a subject
looks like from
Early Years → KS5
What is the landscape,
the journey through.

When working a new unit
offer the text to the
whole Key Stage. This
allows more input on
W:W:W, E:G:I before it's
then wrapped up for
the next year.

Want our professional lives
to be stimulating.

Leaders in a role in a school
need to make sure children's
entitlement is broadly
equivalent.

The more we collaborate
and work together, the
better the products will be.

Planning is stronger when
we work together.
Collaborate across schools.

Look out for local links.

High quality well
thought out curriculum has
the greatest impact for
the greatest number of students.

Children love challenge.
Our job as teachers to make
them feel clever.

Need time to spot
opportunities. Then just
offer them to the children.

Not everything has to
have utility.

Take the time to unpack
your understanding and
rehearse/script your
explanations.

Be prepared to be surprised.
You need to know headlines,
but not all the detail -
set students challenge to
investigate.

notes by

@karensancock

Take Away

- ★ We are never finished with our curriculum.
- ★ Supplement it with the history.

15/7/21 SYMBIOSIS

Thinking about the needs of the student as well as the National Curriculum

One of the biggest challenges around ongoing curriculum development

Moving From Polished, Finalised To Ongoing piece of work

Senior leaders create climate for this to take place. Doing the work with psychological safety - corridor conversations and snippets help to build this.

Sounds organic - has a strong infrastructure under it.

To drive our subjects forward we need to need know what that looks like in "my subject in the classroom."

Curriculum as a Retention Tool

Never underestimate the power of a decent curriculum for keeping you teachers in the classroom.

If you are dedicating time to creating paperwork you are not focusing on building relationships.

Important that staff feel academically valued. Important that staff have opportunity to talk about the area of the subject they are passionate/experienced/unwise about.

We carry our own "lethal mutations" about autonomy in the classroom. We will all have knowledge gaps - forever. Discussions about these knowledge gaps is important.

KAR HOWARD & CLAIRE HILL

@SaysMiss

@Claire Hill-

GETTING STARTED

- Communicate this is a priority
- Move out other things in particular operational parts of faculty/dept meetings.
- Conversations can be low stakes, doesn't need to be a tangible action at the end of every one.

Subject CPD:

- What is on your current curriculum offer?
- How confident is your department in delivering this?
- How do you know?

Not just exam board CPD.

Notes by

@korensancock

IMPLEMENTATION

Needs to be failure in first cycle of curriculum to allow for reflection. But allow time for familiarity with content before change.

HAVE FAITH IN THE PROCESS
The conversations will never go to waste.

How do I want my students to recognise my subject?

TAKE AWAY

- ★ To be effective we need to go beyond the scheme of learning
- ★ Important to appreciate what we don't know

THE RESEARCHED GUIDE TO THE CURRICULUM *Clare Sealy @ClareSealy*

Need meticulous detail and unpick that.

As a Senior Leader how do you get to know the subjects you line manage.

What's the renewable conflict the subject is trying to solve?

Inclusive curriculum:

- Unpick requisites
- Diagnostically assess as you go
- Selecting teaching in response
- Explain why clearly
- High level of interaction
- Culture of retrieval

Going the long way round: Antithesis of teaching for the exam.

At its heart it is about knowing the little components of your curriculum and how they all link to together.

Put yourself into novice mode: be crystal clear about what you are trying to explain.

If it all gets a bit hazy, then it hasn't got granular enough.

Protective benefits of knowledge as a component of good mental health.

A sense of belonging and shared meaning

Teaching children powerful ways to revisit your knowledge by quizzing.

Go slow to go quick.

Powerful knowledge: Knowledge you aren't going to learn at home.

Take Away

- ★ Curriculum - the things that society has decided is important. Doesn't have to have utility
- ★ The curriculum is something we want everyone to know. Make it sticky. Go slow.
- ★ If we assume knowledge we are disadvantaging children.

Huh: Curriculum conversations between subject and senior leaders

John Tomsett
Mary Myatt

@MaryMyatt @JohnTomsett notes by
@karensancock

The middle leaders' handbook for senior leaders that tells them exactly what they need to know about the subject.

Transcriptions of conversations with subject leaders about the curriculum.

It's a blueprint for a way of working. Prompt for discussion.

A little bit of information can tell a big story. Provides a way in to a conversation.

Feels like you are sitting next to the subject leader talking collaboratively.

The stronger you are the more you can show your vulnerability. No shame in saying 'I don't know', but what are you going to do about it.

How do you hold anything to account if you don't know anything about it.

Approach senior leadership with humility.

Work is about insights and knowledge rathering

It's not just what you teach. It's how you teach. It's the way you teach.

Full transcripts on myattandco.com

WHERE IS YOUR CURRICULUM REALLY SINGING?

C. HILL

COMMON THEMES

- Everyone loved the opportunity to talk
- Every subject leader saw their subject as contributing to the whole child.
- Really wanted the subject to me taken seriously.

7 routes into talking about the curriculum

- ① History of the curriculum
- ② Why do you teach that then
- ③ Where do you want to be at the end of year?
- ④ Two week curriculum
- ⑤ Misconceptions
- ⑥ Assessment
- ⑦ Start with the great stuff.

Full range of prior attainment in our profession. None of us is an expert. The essence of most subjects hasn't changed over the years.

Relax into the fact it is never going to be finished

Take Aways

- ★ Gone from told what to teach to choosing what to teach.
- ★ Be inquisitive, learn from subject leaders.
- ★ Understand how the subjects teach.
- ★ Providing networks and involving passion in subject leaders.
- ★ Embracing the blueprint for a way of working.
- ★ It's a huge thing to get your head around someone's curriculum.

25/10/22

#33

#GLT Book Club

Curriculum Theory, Culture and the Subject Specialisms

Ruth Ashbee

@Ruth - Ashbee

28/10/22

#34

#GLTBookClub

Aims to give people a starting point in understanding the differences between subject specialisms.

Overlap between T&L and Curriculum planning/development is high.

Same person in charge or work closely together.

Starting curriculum development conversations.

Connection with the subject discourse and other specialists in the field.

Cultivate a climate where curriculum thinking can thrive.

Generic T&L and pedagogy:

TLAC

CogSci

Subject specific pedagogic techniques

Uses of MWB

Job as senior leaders to develop subject leaders.

Timetabled SL development calendar during the year.

Centralised SL development takes pressure off

Particularly strong senior leaders.

If part of a trust, build things within the trust.

Approach friendly folks on Twitter and ask if they will be a critical eye/ear.

Look at any principles you want to thread through the curriculum.

Take Away

★ Why does this stuff matter?

- Reconfiguring the focus of T&L through curriculum development.
- Strong moral purpose.

Critical to curriculum: What questions are the children going to answer? What work are they going to do.

Lessons can be massively enjoyable for children because of the relationships they have with teachers because behaviour is strong

Role of senior leaders to support staff to have conversations with the language they are comfortable with.

Don't insist on "procedural knowledge", "declarative knowledge", "hinterland".

★ How might we approach this?

- Create a discourse that promotes this stuff.

It's important to keep the main thing, the main thing. But what is the main thing is up for grabs too.

Routines are priceless. Time isn't lost.

Not all subject associations have the same level of curriculum discourse.

★ Have a glimpse at the questions at the end of each chapter.

Diagram of structures of knowledge of each subject.

It's very easy to go mad for a USP.

Why have we got the purpose we have for our curriculum.

Great curriculum leadership takes years of study. Show humility with your subject leaders.

notes by

@karenshancock

LITTLE GUIDE FOR TEACHERS:

21/3/21

417 Book Club

RATIONALE

Can a classroom teacher take this book and use it tomorrow?

We don't necessarily understand inclusion in terms of diversity.

We have a responsibility to notice the social engineering in our classroom

Girl/boy seating plans - not best practice. Disadvantages both girls and boys. Doesn't take students gender identification into consideration

Ability seating plan: take care over placement of groups of students.

Teachers are more likely to interrupt girls before they finish their sentence.

Moment of watching: Who is allowed to interrupt/ interject.

Can't think of homogenous group. Think about individuals and individual needs.

Good talk mechanisms often mean you don't have the imbalance of power in the classroom between girls and boys.

Value in thinking about how we enact and evaluate talk.

Huge overlapping of areas of subjects (Geog - map making: Peshians, Arabs; Maths - female mathematicians black mathematicians.)

DIVERSITY IN SCHOOLS

BENNIE KARA
@benniekara

Issue of names - more important than we think. Incumbent on person saying the name to learn how to pronounce it. "Your name is important."

What's the school policy on names? Is there a policy on not shortening staff surnames that are difficult to pronounce.

Be aware of assumptions and challenge them
eg: Boys handwriting is untidy
To be more successful you need to say more.

Important to encourage students to articulate their learning. Structure these opportunities
Unstructured conversations can be dominated by more confident students.

Creating a classroom that is inclusive without creating the theatre of disability.

Where to stand in the classroom?
Important for teachers to plant their feet.

Creating a schema of understanding of what is inclusive communication.

TAKE AWAY

- ★ Important of dynamic seating plans to avoid tribal effect
- ★ Shaping curriculum - do we give students an intersectional approach.
- ★ How do we tackle subconscious bias in the community.

Notes by @korensancock

BE MORE TODDLER - EMMA TURNER @Emma_Turner75

#G1 Book Club #22 notes by @karensancock

You don't have to be a superhero leader.
There is another way.

How did the children change everything we do as a family without being able to talk?
Looking at toddlers positive behaviour.

You need to be risk-aware, but you don't have to do what everyone else does you have to do what is right for your demographic

Not all good ideas are good at the time.

In leadership you take risks everyday.

Risk doesn't seem that risky if you talk it through with someone who has done it before - get a mentor.

CHOCOLATE OR CELSEY

You need to know in leadership what you hold dear. Chocolate

This is the celery - this is what we will not tolerate.

Articulate this to your team, your students.

Encourages risk-taking not to be risky.

Too fearful to ask questions:
Ask questions all day long.
Ask the questions to keep you in post.

Ask the question politely, people will be okay about it.

Job specifications are a set of ingredients not a recipe.

If you don't give yourself a seat at the table, no one knows you want to be there.

However great your plans, your adventure, life will have its adventure for you.

When you want to take a risk:

- Align it with your vision
- Check in with your mentor
- Check in with those who know and love you outside your career as a leader.

THE MONSTER UNDER THE BED

You can't take risk on your own and come out unscathed.

When something goes wrong, don't berate yourself. Learn from it and move on.

Make sure you have a restorative network outside of work.

Take Away

- ★ Simplicity is key: so many things can distract us from our goals
- ★ As a leader you are still learning.
- ★ Our profession can benefit from a broader diversity.

21/9/21

Leaders with Substance - Matthew Evans

@head_teach

SCRIPTS

Exploring domain specific leadership.

Presents particular view of school culture.

Cultural script: consistency in dialogue throughout whole school

Positive school culture: have to do something deliberate to create it. Scripting allows you to talk and model something deliberate.

Scripting: doesn't change underlying beliefs. Changes behaviours and routines.

Changing people's mind will change their behaviour.

But if you change their behaviour you can change people's mind.

Level playing field for all staff with scripts. Can expect high standards from all.

What they need to do. Why it is important. Why we know this is a good thing to do.

Giving the reason is important. Treat children like intelligent consumers.

If rule is consistent, less likely to blame the person. Rebel against the system rather than the person.

Change from:
"Why won't you let me do this?"
"Why aren't we allowed to do this?"

If you emphasise domain specific knowledge too much you can put people off stepping up.

You can learn to be a better leader by becoming more expert at what you are leading on.

Get out into field and see where it is and isn't working.

If you have a rule, you have to make the rule work or ditch the rule.

You have to be careful what you create for school improvement.

Implementation often gets overlooked amongst people who have big ideas and want to achieve great things.

Takeaway

- ★ Cognitive load in remembering rules
- ★ Empathy and emotional intelligence are not the answer. But understanding these helps

notes by @karensancock

Q17 Book Club #27

A School Built On Ethos - JAMES HANDSCOMBE

@JamesHandscombe

#28
#GTT Book Club

If you are trying to do something hard, take every advantage and leverage it.

Importance of doing whatever you are doing whole heartedly.

Have an ethos and live your ethos.

Ethos: small number of key words you can build on.

A lived ethos tells everyone the decision that will be made. You know the decision will be made without you in the room.

Assessment policy tells the good teachers and good students what to do. Deserves time and effort.

Real advantage to there being a cohort of students.

Schools undermine the message "Learning is amazing".

We behave as if passing your GCSEs is amazing. When we compromise learning in order to get a piece of paper we send a message that learning is not important.

Has to look after you when nothing else will.

School ethos gets us through the hard times.

There isn't a one size fits all to build an ethos in a school.

FAVOURITE ASSEMBLIES

- Developing the meanings of words
- Exhibitions of learning being amazing
- PERCE
- CHARLIE HEDDS
- BIG CITY AMBITION
- THE OTHER MEANING OF REMEMBRANCE
- ESOTERICA
- ART & ARTIFICE

Take Away

- ★ The importance of assemblies. Use an assembly to revisit values.
- ★ Invest in staff induction to drive ethos forward
- ★ How does staff and student behavior show the ethos.

notes by @karenshancock

Lighting the Way: the case for ethical leadership

Angela Browne
@Angela -- Browne

#GLTBookClub #30

THE BOOK

Great if we had a school system that understood students and teachers. Students who can't cope with school and teachers who can't cope with the students who are challenging them.

What it would look like to humanise the system.

PARENTAL ENGAGEMENT

Education system socialises teachers to position themselves one or two rungs above parents.

We need to be in a partnership with the parents.

Important to prepare people to have difficult conversations with other adults.

We don't give teachers enough time to reflect on how it would feel to be a parent on the other end of a phone call about their child's behaviour.

There is a craft about how you greet people, attend to people, to help people come along with you in the decision.

It's not an accident that the majority of parents feel that the school doesn't engage with them.

The parent is the expert in their own child.

Try position yourself as having unconditional positive regard for the parents.

Check the power: Let them talk first, gives psychological safety.

Give parents the opportunity to join the dots together with teachers.

"We noticed ... is there anything going on?"

Helpful to do internal reflection about where parents sit in your own hierarchy.

We have personalised pastoral work, when we should have professionalised it.

We think we've prepared well because we have all the combative evidence, but you wouldn't go into a line management meeting without some positives as well. We haven't prepared well.

Take Away

★ How do we develop parents to understand what is expected of them?

★ Retraining our mindset. Treat the parents as important.

notes by
@karensancock

Middle Leadership Mastery

Adam Robbins

@MrARobbins

#GTLBookClub #41 29/3/22

Why does everyone have to learn everything from first principles?

How would I have done that differently?

Sometimes middle leadership is where you have to learn your stripes.

By developing our staff, it is a really good way of demonstrating they are important to us.

Deliberate practice in CPD, without being twee.

notes by @karensancock

Organisation often seen as a proxy for strategic thinking

The middle leader is the expert in their field when you are supporting them.

We're all highly fallible and prone to mistakes. When thinking about doing something think "would someone else agree with me". Run it past somebody. You're not still a mainscale teacher so do check in with me.

Book for middle leaders that's not just generic leadership theory, has more tangible, useful things.

You can do as much quality assurance as you like but if you don't set up your culture of error then what happens when the classroom door is closed is completely different.

Provides a starting point to allow people to master the middle leader role.

Take Away

- ★ Don't attribute malice. It's not about you.
- ★ Explore personal bias, use these reflections to improve an ability to respond to criticism.
- ★ Develop a team that values candid conversation.
- ★ Using your subject expertise to upskill SLT.

Being 10% Braver - Vivienne Porritt OBE

@WomenEd

@ViviennePorritt

Keziah Featherstone

@keziah70

notes by

@karens_hancock

People share their stories, what they had learnt from '10% braver'

WomenEd - a community where you are not alone.

Book allows us to reach an audience not on social media

Potential for impact on lots of people in school.

If you want to make something happen you have to trust one another
As a leader you have to model that trust.

Committed to supporting women to having progress in their leadership career, if that's what they want.

It is a wider team - you don't need to be a hero.

Doesn't have to be you that rescues people.

Doesn't matter how you get there as long as the team catches the people who are falling.

Be human. Be compassionate.
Put yourself in someone else's shoes.

You may have a lot on your plate, but if you don't support others, your plate will get bigger.

You are a member of WomenEd just by showing interest:
following on Twitter
reading the books
asking for help
No formal membership.

NEXT STEPS:

Ambition to make global community self-sustaining to support people in their own countries for their specific issues.

Put yourself out there to support people.
Don't say nothing, this is worse than saying the wrong thing

Ideas on how communities build and support each other.

Take-Aways

★ Making any decision on their terms not your terms.

★ People first.

★ User friendly by giving examples of 10% braver.

★ Life happens: not all unicorns & rainbows.

Stories explain this.

★ WomenEd challenging inequality - not just a supportive network.

★ Value friendships from WomenEd.

NO ONE IS ALONE. YOU WILL FIND LIKE MINDS

BEING 10% BRAVER CAN FEEL EXHAUSTING - BUT WHEN YOU DO IT, IT IS INVIGORATING

12/10/22

#48

#GFT Book Club

#G1 Book Club #23

notes by @kaerstoncock

TALKING ABOUT ORACY Sarah Davies @STDavies87

The life skills that are so important are merging into the background.

"Coke bottle effect"
Little things fizz, then it explodes.
As you teacher that happens at the door.
Do you give them an open space to enter your classroom?

We need to embrace in our curriculum how we are using oracy skills and why we are using oracy skills.

How do you react in certain circumstances?
Aware of body language and tone of voice.
Have a non-judgmental conversation to help you realise how you present yourself

Expose them to the fact that their dialogue will differ depending on their audience.
This is often a big shock to students.

Grammar issues linked to dialect.
Give verbal feedback to explain this to students.

After Greetings:

Emotions: Tone of voice
- Can they identify a range of emotions
- Can they recognise tone of voice

Body Language:
- How body language is interpreted.

Honest and sincerity are key.
Allow you to understand your students better.

It's a slow burner - going to take time for schools across the country to realise this is what will drive schools forward.

The more you expose yourself in class, the less they will feel forced upon to communicate in class.

Be explicit to students about oracy as the ability to communicate

Take Away

★ Oracy is a tool for inclusivity
Student ↔ Student
Student ↔ Teacher
Teacher ↔ Teacher

★ Warmth through a challenge.

#26

Closing the Reading Gap

ALEX QUIGLEY
@AlexSQuigley

Not every student is an expert reader.

Reading is the key that opens the door of the curriculum.

Written for busy teachers who are squeezing it into their evenings.

Give every teacher a sense of reading development

More we are explicit and aware of our choices the better we can break down the complex act of reading.

Identify subject areas that are amenable to reading.

Disadvantaged pupils get a disproportionate benefit.

Students need to read to learn.

Be explicit about the academic language of Moths.

Degree of equitable experience - free book choice may not be the best choice. Consider the pay-off

If a skilled reader and do well at school then they can become an avid reader at any point in life

Spot fake news by being a skilled reader and being able to access the school curriculum

Skill is motivational

Challenge: Knowledge of texts
Essential to have knowledge of choices available.

Tacit expectation that students are reading broadly.

Consider webpages as a resource as well as texts.

About subject experts knowing their curriculum and the texts available.

Where can we weave reading opportunities into the taught curriculum.

Take opportunity to build reading over time so it is not a bolt on post 16 with A Level reading list.

Where are the high quality reading opportunities in the classroom

Less about platform. More about the quality.

Take Away

★ Starting with the end in mind.

★ Not privileging reading for pleasure over reading for purpose.

Notes by @kasenshaocock

#G17BookClub

23/3/21 MENTORING IN SCHOOLS

PLANNING AND TEACHING WELL STRUCTURED LESSONS

HAILI HUGHES & Hughes Haili
CHAPTER 4

All ECT should have the opportunity to have a good mentor.

To develop experienced colleagues to give them something to work towards that isn't the traditional route to promotion.

Links to Rosenshine/Sweller

- Chunking information
- Sequencing
- Example based learning
↳ including models
- Metacognition
- Cognitive load theory
- Questioning
- Oracy & dialogic teaching
- Collaborative learning
- Independent practice
↳ including low-stakes & no-stakes
- Home learning

DIALOGIC TEACHING

Compelling evidence from primary schools with 1/2 months progress when using dialogic teaching.
Worth sharing with ITT/ECT if they haven't seen it.

- Have an open door policy with mentee (even when busy)
- Honesty with ECT that it is a career of ups and downs
- Encourage to have a cut off between home/school
- Encourage not to have teacher guilt (don't sync emails to phone)

DEALING WITH "IT'S THAT CLASS"

- Creating a culture of excellence
- Teach to the top, scaffold down
- Try team teaching to show the challenge possible
- Blind team marking to show what they are capable of.

FILMING & FOLLOW UP CONVERSATIONS

- Build a supportive relationship first.
- Culture embedded across school/dept
- Modelling: film and discuss mentor lesson first
- Use positive language, make sure mentees know mentors aren't the font of all knowledge.

"Don't tell me you've finished, ask me, is it excellent yet"
MAEK ENSEE

TAKE AWAY

- ★ Rosenshine applies to teaching teachers too.
- ★ Teaching is a performance - practise before performing for ITT/ECT
- ★ Teachers progress but we need to give them the structure.

PITFALLS IN MENTORING

- Time poor
- Making sure mentee sees all types of teachers, with varied delivery style.
- Encouraging mentee to have their own style, take calculated risks.

MENTORING EXPERIENCED COLLEAGUES

- Less direct instruction
- "Critical friend" rather than mentor
- Easier to facilitate a conversation on improvement

Notes by

@karenshancock

GLT Book Club

FORMATIVE ASSESSMENT IS THE KEY (D. Williams, Schön)

- Can be low stakes.
- Regular
- Allows us to develop our teaching
- Reflection in action

TOP TIPS FOR NEW TEACHERS - Ed Watson @MrEdWatson

First need to focus on:

- observe other people
- good teachers & bad teachers.
- inside & outside your subject discipline

Lesson is not the right unit of time. Focus on "learning unit".

You should be planning from the end. Plan for what you want them to learn, not from the activities you find.

End of lesson files:

- bank of questions with greater depth
- extended period of retrieval practice

It's not a race through content.

Be humble - your mentor wants to help you improve.

In observation, things to look for:

- Know what you are going to observe
 - o entry routine
 - where do they stand
 - what do they say
- Talk to mentor about what to observe, can they observe with you?
- Only go in for short focused observations.

Questioning - Think Time

- Script questions in advance
- Rehearse using think time with your mentor so you make the 2 seconds automatic.
- Have the next activity ready before you need to move on.

How to build relationships with parents and students?

STUDENTS:

- You are not there to be their friend.
- Stick to be expectations - don't care.
- Use your personality - if something funny do laugh.

PARENTS:

- Ring parents of the two or three students who you can see maybe challenging. Get a positive call in early

What to do with feedback?

- Have an open relationship and dialogue with your mentor.
- Discuss how open and candid you want to be on a scale of 1-10.
- Discuss with mentor what focus should be when more than one area is mentioned.

FIRST PHONE CALL / PARENTS EVE

- Important to rehearse. It's not role play - it's role play when it's not your role
- Script out the phone call - think about end goal.

Nail the beginning and the end.

The bit in the middle will take a lot longer.

Take Away

- ★ Realistic and honest about workload and work life balance
- ★ Focus time on where you can make a difference
- ★ Learn shortcuts to allow time to focus on what matters.
- ★ Rehearse and script

notes by
@karenscharcocke

PRACTICE PERFECT DOUG LEMOV

A book about teachers' CPD often applied to students' practice

#GLT Book Club

PRACTICE BRIGHT SPOTS	Important to practice things you are good at → become <u>great</u> at it
CORRECT INSTEAD OF CRITIQUE	Give opportunity to improve
CALL YOUR SHOTS	Draw attention to what you are doing when others are observing you
PRACTICE USING FEEDBACK	Build a culture of follow through - "try it and let me know what you think"
MAKE IT FUN	Build practice sessions that are joyful and fun.
EVERYBODY DOES IT	Not just for those who are struggling

EFFECTIVE CPD.

A challenge to make teachers realise they need to practice regularly to improve.
It's clear to us about students, that they need practice to improve.

Resistance to change, often just don't know where to start.

Notes by @karenshancock

@Doug-Lemov

29/06/2021

If you chase 5 rabbits you catch none.
Try to get people to improve more quickly by giving feedback on several things. More than working memory can hold.

Give those who are most experienced the opportunity to practice too.

Practice doesn't just apply to the classroom.

Practice difficult parent conversations too - role play with coach.

If you want to practice, find a colleague and do it informally.

PRACTICE FREES YOUR WORKING MEMORY TO THINK ABOUT SOMETHING ELSE WHILE YOU'RE WORKING



By practising you can avoid a reduction in perception when implementing the skill

LESSON PREPARATION ≠ LESSON PLANNING

Write out the correct answers to questions so you don't have to recall - can focus on LISTENING.

Reduce variation to reduce complexity to help load on teacher working memory.

CULTURE OF ERROR - Important amongst teachers as well as students

TAKE AWAYS

So important that we allow teachers to practice in a safe environment.

Retrieval - keep returning to your practice

GENERATIVE LEARNING IN ACTION

6/7/2021

ZOE & MARK ENSER @greeborunner @EnserMark

#GLT Book Club

When do I use each idea?

What is going to have the greatest leverage for your students?

Make sure it relates to your students / your subject.

Sharpen one that is already in your toolkit.

How do you remove the teacher from the learning process?

Teach students the skills to Select, Organise, Integrate

Research → Classroom Practice

This is what activities look like that lead to learning.

What do we get the students to do?

Not selling the idea - exploring the idea and how it works in classrooms.

Looking for the problem and choosing the right solution for your problem.

SELECT - what are you going to be thinking about.

Choose relevant bits

ORGANISE - with my working memory I'm going to do something with in

INTEGRATE - link new information to my schema so it ends up in my long-term memory

This is what students need most help with

LIMITATIONS

Enacting - about making abstract ideas concrete. Cautious with using this with more experienced students

Time - Consider how long you have to spend to teach students to summarise / self-explain well.

How do you teach teachers to teach these skills? Otherwise they can become gimmicks

Modelling & Scaffolding

→ FEED FORWARD

This means what you are making is more refined.

Cuts down on the feedback you need to give.

What is the difference between Scaffolding & Modelling?

- From English perspective - very much interchangeable.
- You can model as a form of scaffolding.

Summarising } Has written outcome
Mapping }
Self-Testing }

Self-Explain } No written outcome
Imagining }

↳ Degree of trust that students are doing this correctly.

Self-Explain: messy, umms, ahhs, oral tradition.

Using Mind maps: Original information - categorise

Revision - create a mindmap from the information in their head

TAKE AWAY

- ★ Self-explanation by teacher is valuable to students
- ★ S-O-I model - who teaches the selection method. Different for each subject.
- ★ Organisation aspect should be scaffolded by teachers
- ★ Integration depends on an individual's schema.
- ★ How do we create the S-O-I culture in school?

GENERATIVE LEARNING IS A CURRICULUM ISSUE

Notes by @KarensHanncock

The Science of Learning 2 Edward Watson & Bradley Busch

@Inner-Drive

#GTT Book Club #25

Help people to use research to make the world a better place.

You can learn stuff by trial and error. There is no substitute for experience.

Research can offer a guideline for every question a teacher asks about their practice.

A gateway to other research.

Not enough for research to be interesting, it has to be useful.
"So what ...?"
Why am I a better practitioner for having read that study.

"That's just common sense."

It doesn't become common sense until someone points it out.

Don't get seduced into fads.

Fad - not if it is popular, but if it is not backed up by substance.

Strips away the stigma attached to the word "research".

Reducing gap between research, pedagogy and practice

As a school we have an obligation to inform parents about the learning process.

When we see some of the research it helps us not to take it personally when students forget.

We have to give the students the skills of how to learn. Primary function of school.

Efficient learning.

Create an environment high in challenge and high in support.

How do we convert good intentions into behaviour change?

- High expectations.
- Help them become competent.
- Early success increases confidence.

Leadership is important in teaching.

What do you do when you have a set back?
Seek feedback.
If someone makes a mistake we all support them.

Take Away

- ★ Not just written for teachers
- ★ Digestible in the ways of evidence

Notes by @karensancock

Reflect, Expect, Check, Explain: Craig Barton

@mrbartonmaths

Variation theory can be used to help students spot patterns.

Reflect, Expect, Check, Explain:

- useful for variation theory.
- useful way to think about worked examples.
- useful framework for doing mathematics.

More careful thought to the students' experience of the start of a concept.

- Worked Example choice
- Method choice
- Links to Your Turn.

Silent Teacher:

Technique that teacher and students can invest in that can be used less often after lesson.

Make worked example more engaging, less passive.

There are times when it makes sense to narrate:

- Time of day
- Class
- Topic

The teacher being at the board and gesturing is an important part of this.

Shouldn't be a blueprint for every single example.

Doesn't hit home with online learning.

Quite theatrical: gestures and exaggeration.

Slowing down, looking around room, raising eyebrows. Non-verbal cues.

Joint experience: students need to realise they are part of it.

Using colour to help the communication.

Silence in the classroom:

• If you want students thinking really hard about the mathematical idea you want as much of their attention on it as possible.

• Building culture to encourage students to think hard for themselves

• Allows you to avoid the illusion of collective wisdom.

• Students make connections when they are ready, not when their neighbour is ready.

"As excited as you get, if you spot anything, you keep it to yourself."

4-2 APPROACH

4 minutes of silence.

2 minutes of paired discussion.

Take Away

★ Silence isn't passive.

Silence doesn't mean everyone is working hard - stop and check.

★ Choice of examples is crucial.

★ Train students how to do the discussion.

Habits of Success - Harry Fletcher-Wood

@H FletcherWood

#GLT Book Club #37 15/02/22

How we help students engage and re-inforce positive habits.

Tip and tricks of cognitive and behavioural science

- Simplify
- Specify
- Inspire & Motivate
- Plan the commitments
- Initiate action
- Follow up

What is the cue; what is the behaviour; what is the reward?

You need a really clear goal. If it's not something that can be photographed it probably doesn't exist.

Organise thinking around endemic challenges.

- Are students there?
- Are they trying?
- Are they working together?
- Are they working independently?

Sequencing:

Don't try for independent work until they are listening to you.

Homework

- Planning when to do it.
- Reminders on phone
- Draw in family members
 - ↳ Direct communication from school.
- Follow up.
 - "Do I see this feeding into the next lesson."

USING WITH STAFF

'Can we try this for one lesson and then talk about it.'

Terrified about patronising colleagues so leave it quite vague.
Granular actionable steps.

Your average lesson is better planned around how students learn than 5 years ago. As a result it is harder and less exciting for students. Bringing in behavioural science will improve learning further

Take Away

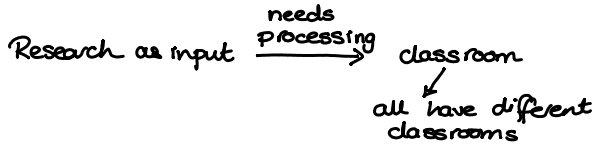
- ★ View the outcome as the product of the system
- ★ Importance of clarity of language.
- ★ Underpinning work with behavioural science.

notes by @karens_hancock

TEACHING MATH WITH EXAMPLES

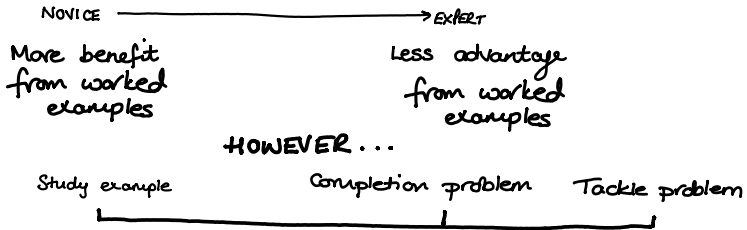
MICHAEL PERSHAN

@mpershan



This is not a cookbook

- not recipes for you to follow
- might look different in your classroom



PROBLEM SOLVING IN MATHS



Need to do a better job as a profession as articulating the area close to basic skills that can be used in problem solving

By being deliberate about our choice of example/model we are helping the students be better problem solvers.

TEACHERS THINKING HARD

As Maths teachers we are mostly interested in generalisations.

EXAMPLE $\xrightarrow{\text{GENERALISATION}}$ SOLVING PROBLEM

- ① Can everyone understand this example?
- ② Can everyone understand a general principle to apply?

WHEN ASKING QUESTIONS

MEANING- MAKING PROBLEMS

Not necessarily an activity that takes a long time

Might help to pick a problem they don't know how to solve, just to give meaning to the problem.

EXAMPLES WRITTEN BEFOREHAND

- Maximally clear
- Focus on questions
- Ask students to explain to themselves.

TAKE AWAY

- ★ Find a right way of doing Maths teaching. Not necessarily the right way.

YES, BUT WHY: TEACHING FOR UNDERSTANDING

@edsouthall

TAKE AWAY

- ★ KS3 is crucial for explaining why things work.
- ★ The more you find out the more you want to know
- ★ Easy for us to say we don't need the visuals. Important we learn how to use them for the benefit of the students

So much you are expected to know as a teacher - but want to learn.

Talking about Maths in the abstract has no meaning

The power of bar models, area models, double number lines, fraction walls opens peoples minds to what you are talking about.

It's okay to be scared of Maths, hate Maths, afraid of Maths - but work through it.

Learning Maths is about making you smarter, more intelligent.

Even the things we think are quite simple, reasonably routine, you can delve into them in a deep way.

Just because its procedurally simple doesn't mean it isn't interesting.

Precision of vocabulary is the most important thing in Maths teaching.

Takes time, effort and patience from teachers

Reflect on all the proportion you teach in the curriculum and how you teach them.

Are you using different tools for all the topics? Help students see the links between the topics: use the same tool.

It would be a terrible idea to teach every topic:
- Here's how it works
- Now practise it

Sometimes it is about knowing what you want to tell them and then finding the right opportunity to tell them.

There's not a one size fits approach to every class and every topic

"When will I need this?"
"I don't understand this, give me permission not to understand this."

Important for Primary to see where the Maths goes and Secondary to see where it comes from.

14/09/21

#G17 Bookclub

notes by @karenshancock

Mathematical Tasks - Chris McGrane @ChrisMcGrane84

The bridge between Teaching and Learning

startingpointmaths.com

Every command you give a student is a task.

Most literature/research has a bias towards problem solving.

Well designed tasks on technical and procedural fluency are key.

The book doesn't have an answer or take a stance

- contains different ways of thinking
- lots of ideas

Education is not deterministic. We have theories and models. There's a lot of stuff we know works better than other stuff. But there's also a lot of studies not based in secondary education.

One of the reasons it is hard to learn to teach well, is because teachers find it hard to explain all the things they do in each lesson every day. It's difficult to externalise what we have already internalised.

Bridging from procedural to problem solving.

All down to classroom culture. "Development of mathematical disposition".

Build up in small ways before launching into full blown inquiry.

Problem of the Day or the Do Now.

- Add all the numbers from 1 to 100.

Give them the opportunity to be mathematicians, be creative.

Andrew Blair - inquirymaths.com

A great teacher can make a dull task into whatever they want it to be by their pedagogical knowledge

Want the students to see us doing the Maths. Work through the answers with the students.

Dialogue: come to understanding through discussion. Help students have dialogue rather than conversation.

Diet of tasks that students experience shapes how they view Maths.

If we going to do 40 questions better to space them. Some topics do require 40 questions. It's going to be dry but it's the best way.

Not every task works with every class.

Answers:
If the task is good you are going to need to think about it.
Work through the task yourself so you can see where the task is going.

notes by
@kavenshancock

Every task has a primary aim.
Tasks usually focus on develop procedural, conceptual, problem solving.
Best tasks will allow students to develop more than one strand.

Take Away

★ We forget about types of tasks - having this book helps remind us what tasks are out there.

★ Important that teachers are designing their own tasks, trialling their own tasks, sharing their own tasks.

★ Book does a good job of explaining task design and classifying tasks to novices.

#45
#GLT Bookclub

Teaching Secondary Science: A Complete Guide Adam Boxer @adamboxer1

Retrieval practice is way more important than anything we do.

Focus of lesson more important than review of Do Now.

If retrieval practice is no important, why aren't we doing more of it?

Starting every lesson with a Do Now is a great way to do retrieval practice. It's necessary but nowhere near sufficient.

Do Now as proof of h/w. Circulate and focus on students work.

We have a duty to finish the course. Ideal: heavy lifting of retrieval practice at home.

Do Now happens over the long term. If students don't know something:

Do Now is hard to get right. A pre-requisite check is harder to get right.

What if pre-requisite knowledge is outside the subject area of staff?

① Re-teach later when you've had time to plan it

A proper pre-requisite check is better than including this in the Do Now.

Find expert video/explanation
eg. CogSciSci
• Boxer's Shorts
• KScience

② Set for h/w - eg learning lists.

Pre-req check on MWB, so can check what they know. Build into curriculum

Be explicit that things are pre-requisites for students.

Take Away

★ Adam has take all the thoughts I'm going to have about teaching and made them clever and better.

★ You won't be able to get all the student to recall everything they need to with retrieval if it is limited to a daily five a day Do Now quiz.

★ Heavy lifting of retrieval has to be done at home.

★ You don't have to figure this all out yourself, others have done it, written about it

★ Do Now is different to a pre-req quiz.

notes by @karenshancock

#GL7 Book Club 35

@Noni_Rainbow

GLT Book Club

#20

@DaveTushingham

Doug Lemov

How to build a culture of teaching.
The longer you wait to practice in a professional development setting the harder it is

LEENA SURESH

Are we laying the foundations for students to grasp subsequent knowledge?
Overarching learning journey 46 → 47

Jo Morgan

Say there's a method you'd like all students should see.

ED NAISON

Scripting questions in advance.
Rehearse in advance using wait time.
Planning the next activity - make sure you know this before you get class attention.

HARRY FLETCHER WOOD

Most scenarios require you to loop round and teach again.
Can use those who understand as the resource.

ANNE NAISON

Allow those things that brought you into teaching to rise above.
Your teaching is coated in a layer of you best self

JENNAM SURWOOD

Students love to feel they are being clever.
Vocabulary important part of that.
Shaved vocab means can communicate clearly & concisely

MICHAEL KESNEM

There are situations where you can't use silent teacher / study a worked example.
Geometry proofs: need to talk / model. Ask students to "say it back".

HARVEY HUGHES

Make sure trainee has experience of seeing all types of teachers.
Encourage to take calculated risks.

MARK L. ZIG ENLER

Select Integrate Organize
Make sure staff and students understand has S.I.O works.

KAT HUNTER

Hierarchy exists as a mechanism of support.
Senior leaders need to talk honestly about their subject knowledge gaps.

MARK McCURT

If pupils are learning Mathematics for while they are truly secure they can learn more mathematics at pace

DAVID DIDONE

Assume students are novices.
• Faded instructions.
• Goal free problems.
Harness expertise-reversal effect

RENNIE KARA

Awareness of hearing problems in an inclusive classroom.
Without creating theatre of disability in your classroom

KATE JONES

Make sure there are questions on quiz that give students opportunity for success.
Can still include level of challenge later in quiz.

MARKY MARIAT

Videos
Mustn't aim for perfection. If it is too polished, it's harder for others to replicate that.

PETER MARQUE

You will get time savings provided the models you are using will get use through the things you do.

Doug Lemov

Resistance to change often lack of clarity on what to change first.
Size of solution is not proportional to size of problem.

MICHAEL CHINE'S

Gathering in papers to find mis conceptions doesn't need the papers to be marked with ticks / crosses

DAN PERCY

- Start accessible with both
- Gain unexpectedness / surprise
- Sense of power of mathematics.