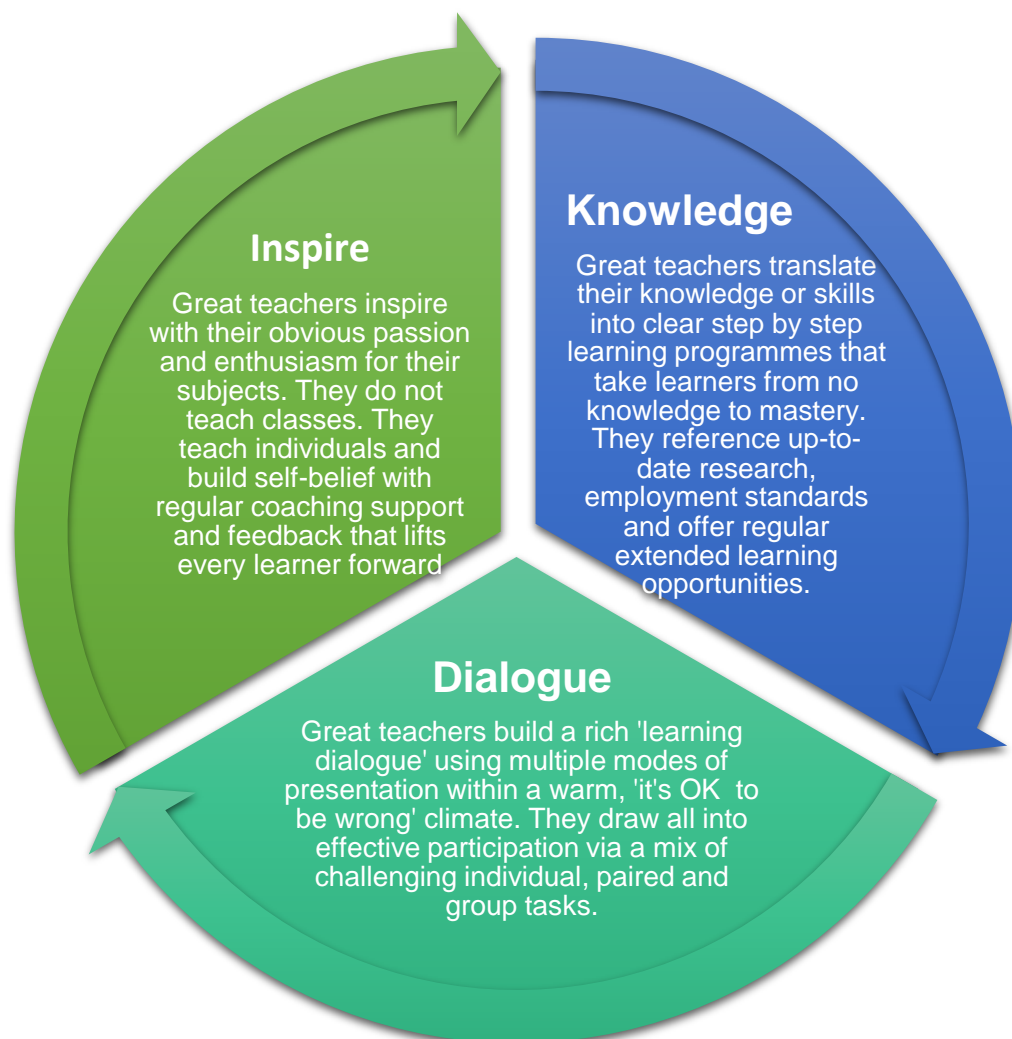


Great teachers

Great teaching is not about charisma but an all-embracing sense of energy and purpose. Great teachers stir curiosity, listen, coach, build self-belief and offer all learners a positive future: a ladder of opportunity. They promote metacognition and independent learning. The outcomes of a major NUS survey into what makes great teachers highlighted, ***“Passion and enthusiasm - these are the key qualities the learners all recognise in a great teacher.”*** Great teaching is within the grasp of all teachers because teaching is a craft which we can learn, practise, review and perfect.



Great lessons



Great lessons regardless of structure involve five significant features as illustrated. Knowledge of subject is clear and detailed and well-presented with multiple modes of explanation supported by visual reinforcement. Significant questions guide research, discussion, investigation and probe understanding. A mixture of individual, paired and group learning tasks fully immerse learners and promote analysis and creativity. Regular feedback to individuals and whole class coupled with small group coaching corrects misconceptions and assists all to progress. Finally all are challenged to apply effort, develop resilience and to achieve their full potential as independent learners

Great progress

Our students are different in terms of their ability, motivation, organisational skills, study skills, behaviour and effort. Our aim is to ensure that all three broad ability groups receive the study and learning support they need to make good progress against their individual starting points. The divisions reflect Professor John Hattie's classifications, "*Is that student a novice, somewhat capable or proficient?*" Our overall aim is to identify the 'success factors' of the independent or *proficient* learners and to help dependent and directed learners to develop the skills underpinning successful study.



| Independent learners | Dependent learners | Directed learners |
|---|---|---|
| <p>These learners will have enjoyed good to high achievement at High School. They will be confident, well-motivated and have good study, social and learning skills. In the classroom they will participate to a high level and regularly ask as well as answer questions. Outside the classroom they will make effective use of library, study centre and internet resources. They will often hold an intrinsic interest in their chosen subjects or associated career path. They will often be keen to progress to university or to an identified employment sector and may have identified the university and/or employment role of interest. They will probably gain high grades.</p> | <p>These learners will have left high school with average achievement. They may lack confidence and have underdeveloped study, social, and learning skills. In the classroom they will be co-operative and complete all necessary work. Outside the classroom they will complete specified homework but are not motivated and/or lack the skills for deeper independent study. They are largely dependent on what is covered and issued in the classroom each week. They are uncertain about their future career path and whether to progress to university. They will probably pass the course but not with high grades.</p> | <p>These learners will have left high school with low or no achievement. They will often have low self-esteem and low personal confidence and lack appropriate social and learning skills. In the classroom they will often exhibit behaviour problems and be easily distracted, go off task or even indulge in disruptive behaviour. They will often attend lessons ill-equipped for study and end lessons without completing all set tasks. Outside the classroom they will not undertake any additional study and may need support and encouragement to submit homework. They will often have no precise career goals They will often struggle to complete the course and many may fail.</p> |

Course teams should discuss how far they recognise the above descriptions and identify team strategies to address the learning and support needs of each broad ability group. The Sutton Trust research report, 'What makes great teaching, highlights that good practice, "*involves attributing student success to effort rather than ability...and to manage students' behaviour with clear rules that are consistently enforced.*" Within this it is essential to focus on the individual. Capture each individual's starting points and set meaningful individual targets that are reviewed on a week to week basis. Regular targets linked to clear step by step learning coupled with improvement feedback will drive progress.

Great learning

The following three elements underpin effective learning and progress as evidenced by the quotations from the work of Professor John Hattie.

Why learn

"make as many students as possible inspired and passionate in learning the subject - this requires a teacher to inspire that passion."

- Within cognitive research it is well documented that 'environment' and 'peer group' heavily shape attitudes to learning. Goals and a sense of purpose are important to promote interest and effort. The best motivation of all is for each learner to gain an early sense of personal progress and to trigger an intrinsic interest in the relevant subject or skill set. Consider:
 - current research / related issues / challenges
 - career pathways / higher study
 - role models
 - visiting speakers/ visits
 - personal development / goals
 - raising ambition

What to learn

"being clear about what is to be learned from the lesson(s)...such teacher clarity is essential."

- Sharing study goals and related success criteria is highly important if we are to empower our students to become independent learners. They need to see the 'big picture' and appreciate how one topic links to the next topic or theory with practice and to be able to look ahead and study ahead. Consider:
 - replacing Schemes of Work with learning plans
 - related success criteria / checklist
 - exam board criteria / specification
 - marking schemes
 - extended learning suggestions
 - Personal targets
 - bridge tasks to prepare for next lesson

How to learn

"Attention needs to move from how to teach to how to learn."

- Use the induction course and advance programme information to begin a dialogue on how to study and maintain this dialogue as each task or assignment is introduced. Differentiate your approach in relation to the need of independent, dependent and directed learners and aim to advance all towards the goal of learning autonomy.
 - Consider:
 - specifying minimum study kit / expectations
 - time management
 - note-taking - Cornell system
 - applying feedback / resilience / effort
 - modelling / exemplars
 - research skills / online study

Bradley Lightbody's new book 'Great Lessons' will be published in 2017. It will expand on the latest research into cognitive development, memory and learning and develop in detail the strategies identified in this circular complete with a multitude of practical strategies to put into action in your own classrooms. 'Great lessons' and 'Great learning' may be presented as a one day CPD or aspects of interest may be expanded or contracted according to your own CPD priorities. The diamond lesson plan which translates Ofsted grade one criteria in practical action can also be presented as a standalone half day CPD. Email bradley@collegenet.co.uk or mobile 07919557053 to book 'Great lessons' for your staff.