

As a leader in teaching and learning you'll want to ensure your colleagues know the very best methods to enable your students to learn more effectively.

Evidence-informed, and with tried and tested classroom-based ideas and approaches, this new, one-day course provides leaders with the latest information on effective teaching methods.

**Delegates will:**


- **reflect** on their own leadership practice after considering key research-informed principles to make teaching more effective
- **explore research** in education to fully equip teaching staff with an arsenal of methods and principles for effective teaching and learning
- return to their setting with **low effort, high impact teaching and learning ideas** to share with their teaching staff

## Leading Effectively on Teaching and Learning

Amjad Ali

**f** [/TryThisTeaching](#)

 [www.trythisteaching.com](http://www.trythisteaching.com)

 [@astsupportaali](#)

**in** [/amjad-ali](#)



## Amjad Ali - @ASTSupportAali

- 1 year as a TA in Prison(s)
- 14 years in the classroom
- 7 years as a Senior Leader-AHT
- Work 4 days a week as an AHT; SENDCO and T&L lead
- 1 day a week as a consultant for 5 + years



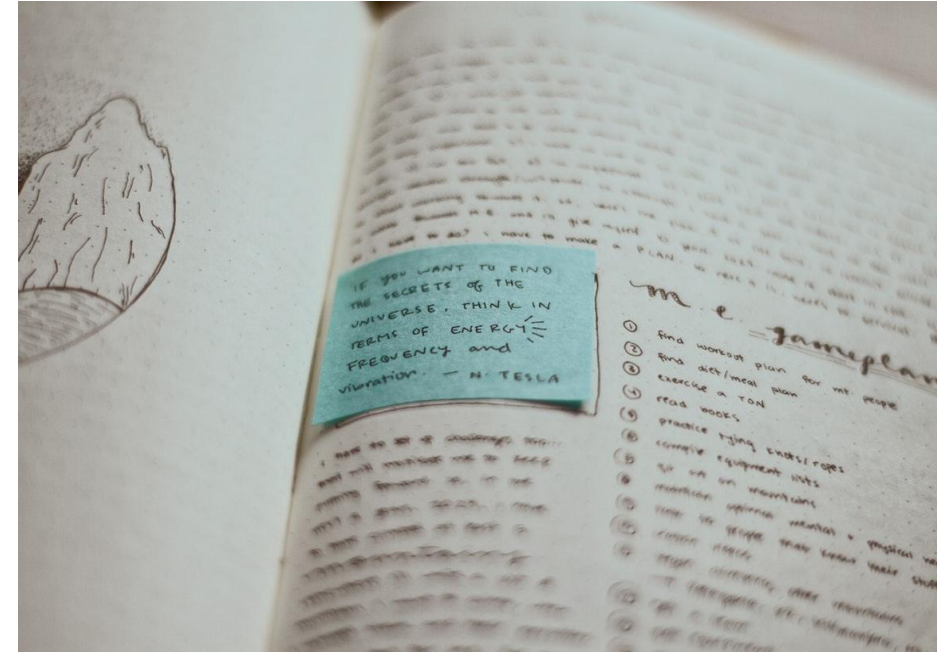
# How/Why/What CPD?

- Ideas
- Time to think/Plan
- Expertise

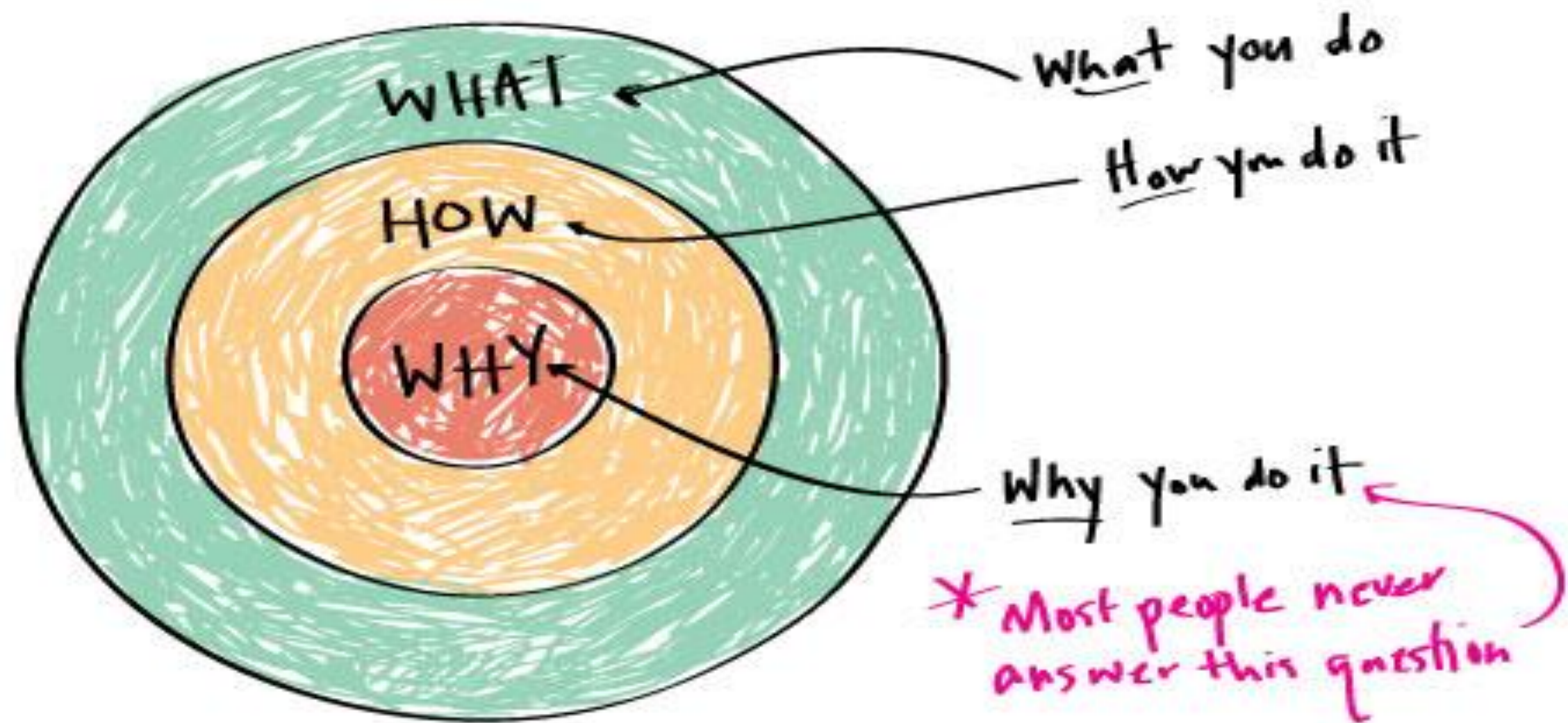


# Why are you here?

- Your ideal webinar would include?







The Golden Circle, Simon Sinek  
*illustration by Alice Ratterree*

# How do we know what is effective?

1. Research
2. Experience
3. Intuition
4. Mentoring
5. Coaching





# How do we know what is effective?

- Research- *Does everything work everywhere?*
- Experience- *Brain Gym? VAK?*
- Intuition- *IPADs?*
- Mentoring- *Tell me, don't show me*
- Coaching- *Show me, don't tell me*
  
- **All of the above**

# References

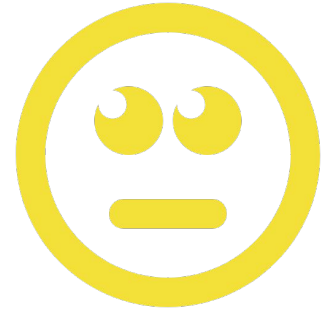
1. Swajer et al 1978
2. Danlowski 1212
3. Barrack Obamashine 2003
4. Nutall 2002



# References

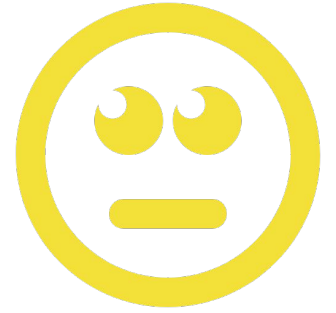
1. Sweller et al 1998
2. Dunlosky 2013
3. Rosenshine 2012
4. Nuthall 2007

# Problems



- When is a study **outdated**?
- It seems easy to find research which **supports** our claims?
- Why do we need to engage with research, when things seem “**fine**” in your classroom?
- Has the research that is being used been **simplified** in the correct manner?

# Problems



- Do we truly **understand** the research?
- Has there been years of **Chinese whispers** with the research that has perpetuated falsehoods?
- Are **academics/researchers** teachers and vice versa?

# Reflect; Teaching and Learning Priorities

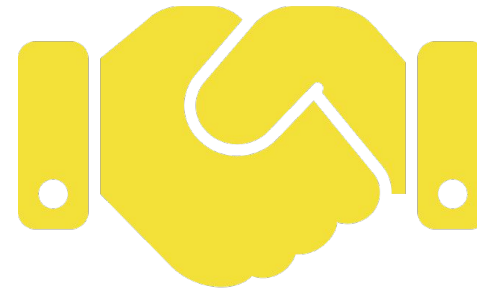
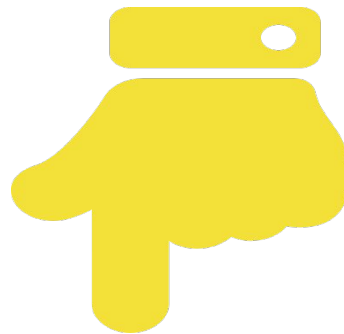
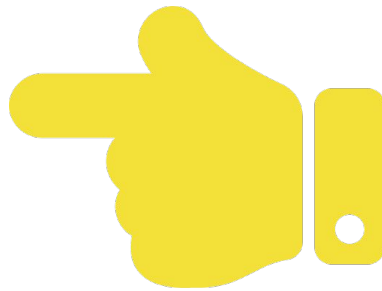


1. What are yours?
2. **How do you know?**
3. Who needs what improvement?
4. How do you monitor T&L?
5. Quality First Planning **precedes** Quality First Teaching?



## Reflect- How do you lead on T&L?

- Non-Negotiables?
- Autonomy?
- Tight but loose?
- Policy?

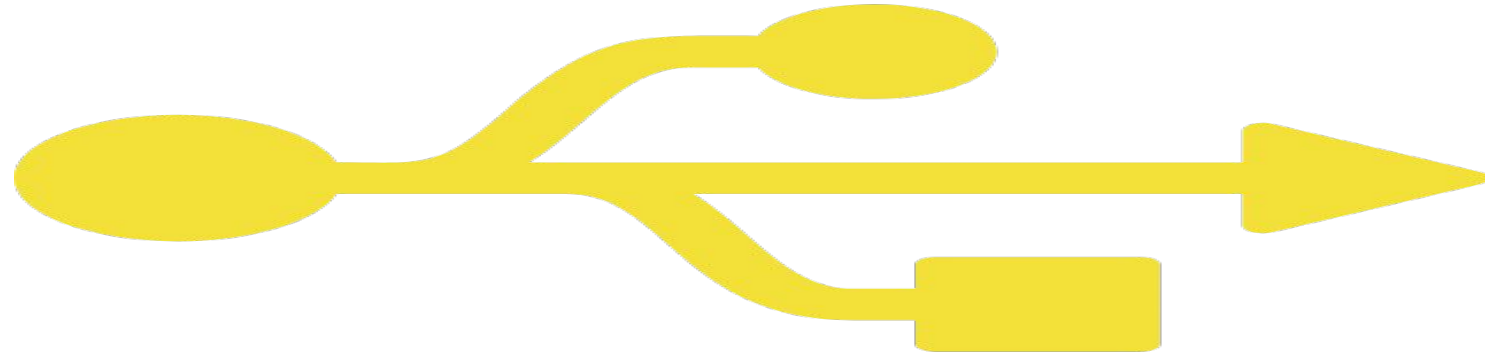


## **Characteristics of outstanding leadership in schools with outstanding teaching and learning:**

- Modelling, leading by example, especially in teaching
- Motivating, encouraging, trusting and valuing colleagues to do well
- Providing an opportunity to undertake greater responsibility and undergo development programmes
- Promoting professional development focused on teaching, learning and leadership, and keeping abreast of change (coaching is much in evidence)
- Encouraging initiative and allowing people – students and staff – to experiment, confident they will be supported
- Showing interest and being generous with praise, encouragement and help in moving forward
- Being community-minded, involving, consulting and being engaged within the local community
- Building teams and empowering them

## Do you agree; overlaps in our roles?

- SEND/Inclusion
- Assessment
- Curriculum
- Timetabling
- Behaviour



**So what can you do?**



# Graham Nuthall

## THE HIDDEN LIVES OF LEARNERS

# make it stick



*The Science of Successful Learning*

Peter C. Brown

Henry L. Roediger III

Mark A. McDaniel

# Making every lesson count



*Six principles to support great  
teaching and learning*

Shaun Allison and Andy Tharby

# Research Schools





# Chartered College



## Issue 1

Assessment in practice – Developing evidence to guide and support student achievement.



## Issue 2

The science of learning – Classroom insights from neuroscience and cognitive psychology.



## Issue 3

Developing effective learners – Building knowledge and skills through powerful curriculum, pedagogy and assessment.

# Teaching & Learning Toolkit

An accessible summary of educational research on teaching 5-16 year olds.

≡ Toolkit A-Z

## Filter Toolkit

Toolkit Strand ^

Cost v

Evidence Strength v

Months Impact

Filter results by keywords



Cost



Evidence



Months Impact

Reset ↺

## Feedback

High impact for very low cost, based on moderate evidence.



+8

## Meta-cognition and self-regulation

High impact for very low cost, based on extensive evidence.



+8

## Homework (Secondary)

Moderate impact for very low cost, based on moderate evidence.



+5

## Mastery learning

Moderate impact for very low cost, based on moderate



+5

# Research in 100 Words

@ChrisMoyse

<https://chrismoyse.wordpress.com/2016/04/17/research-in-100-words/>

## Becoming engaged in research

<https://newtothepost.wordpress.com/2018/07/08/evidence-informed-enriched-guided/>

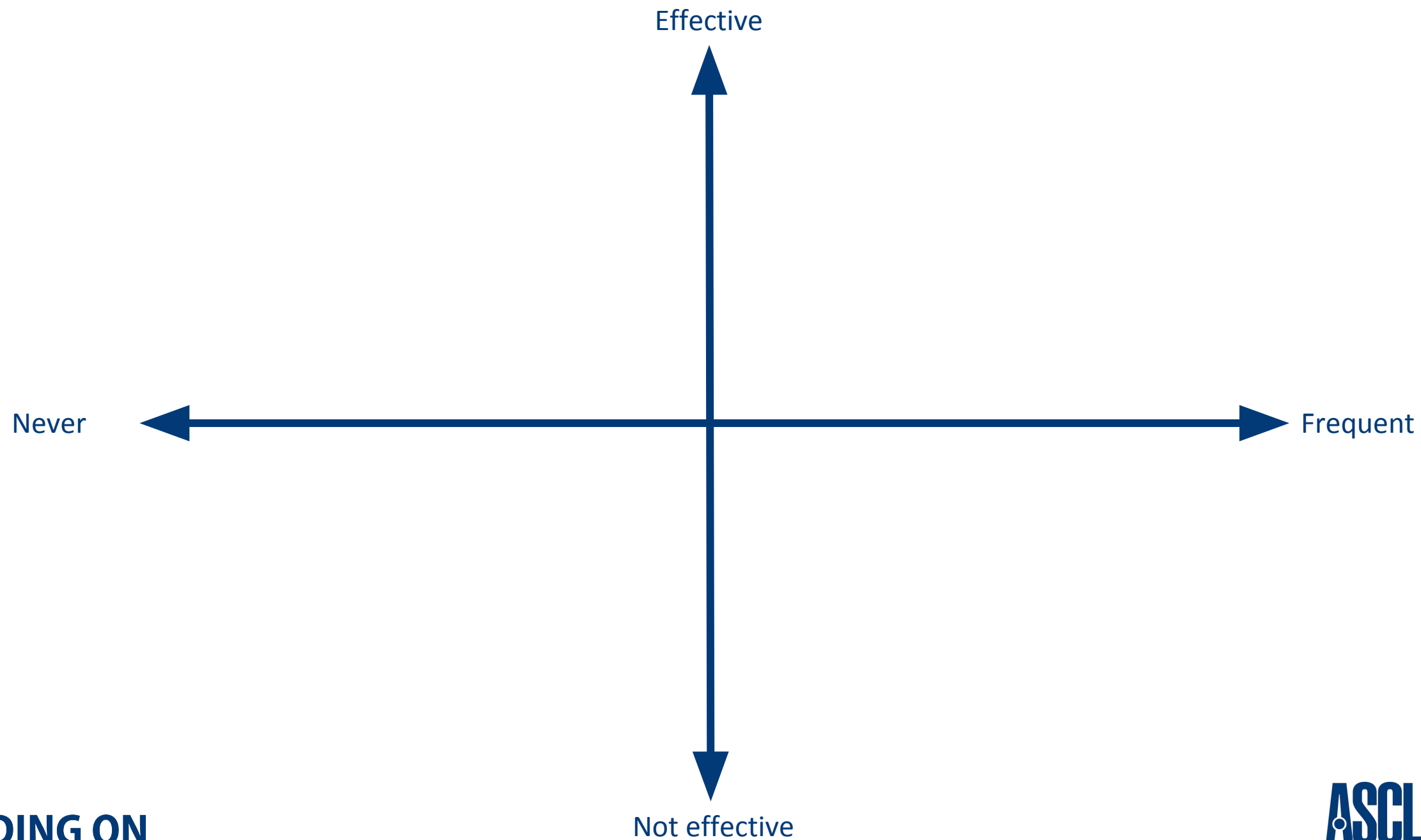
# Activity and Resource by @EnserMark



The components of an excellent lesson

<b>Group work</b>	<b>Teacher explanation</b>	<b>Quizzes</b>	<b>Relevance to own lives</b>
<b>Silent work</b>	<b>Discovery learning</b>	<b>Summative assessment</b>	<b>Subject knowledge</b>
<b>Peer assessment</b>	<b>Projects</b>	<b>Fieldwork</b>	<b>Challenge</b>
<b>Self-assessment</b>	<b>Teaching literacy</b>	<b>Investigation skills</b>	<b>Differentiated activities</b>
<b>Written feedback</b>	<b>Teaching numeracy</b>	<b>Fun</b>	<b>Homework</b>
<b>Whole class feedback</b>	<b>Verbal feedback</b>	<b>Engagement</b>	<b>Digital Pedagogy</b>
<b>Live Modelling</b>	<b>Targeted questioning</b>	<b>Building independence</b>	<b>A hook</b>
<b>Exemplars</b>	<b>Random questioning</b>	<b>Extension tasks</b>	<b>Plenary</b>





## How do you get others engaged?

- Personalised CPD
- CPD Library
- T&L Ambassadors
-

## Your turn= Implementation Intentions

- Try- Short/Medium/Long
- Refine- Short/Medium/Long
- Ditch-Short/Medium/Long

# Distributing Leadership

- Calibration of observers
- Aim of observing
- Judging/Judgement

## Next sessions...

Webinar 2- Research strategies to implement into our lessons- A modelled CPD session

Webinar 3- T&L ideas for engagement



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