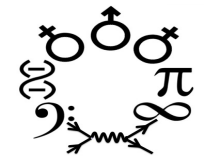
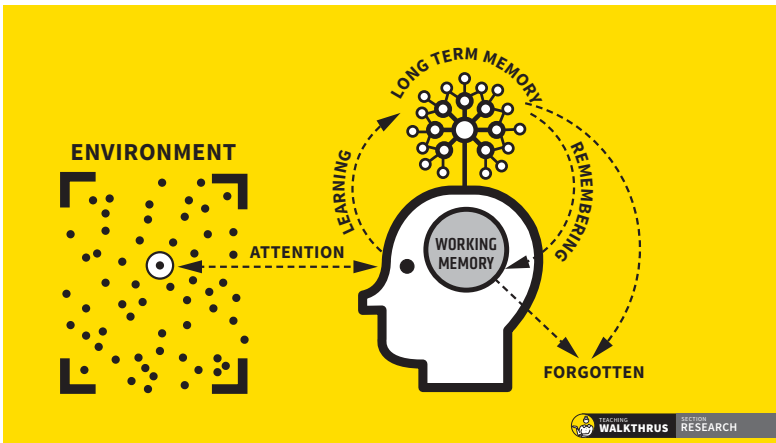
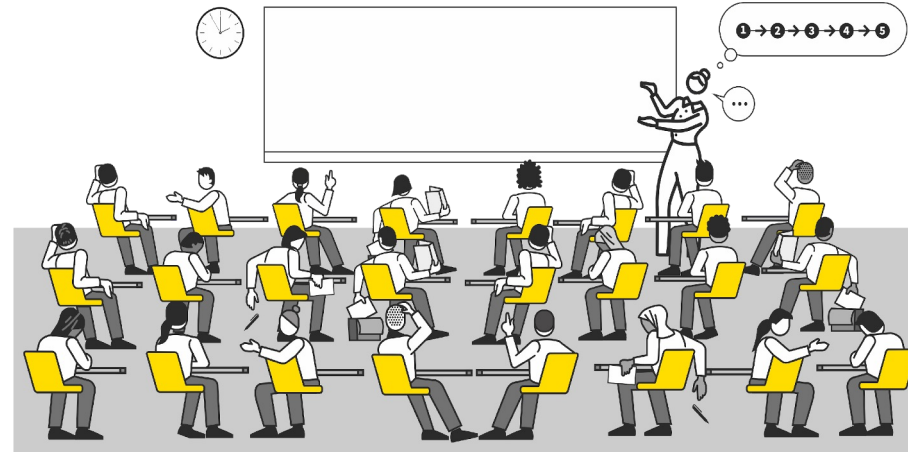
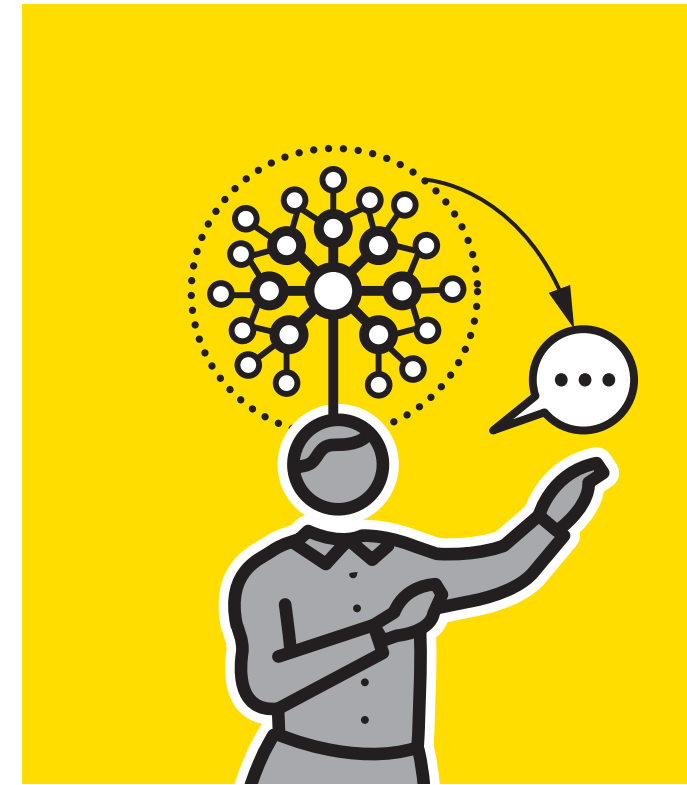


Great teaching:
every lesson, every
day, for every child

OAT ANNUAL
LEADERSHIP
CONFERENCE **2023**

How we can Teach Every Child

Tom Sherrington
@teacherhead



Principles of teaching

1. Ambition for all



Everyone can excel: children achieve more than they thought possible because teachers uphold the highest expectations of engagement, effort, work ethic, and academic challenge.



5. Ambitious communication



Carefully sequenced instruction ensures new knowledge and skill are acquired quickly: children are highly engaged because learning is made memorable and meaningful.



2. Climate for success



Creating the right conditions for deep learning and flourishing: a climate of warmth, positive relationships, mutual respect and trust ensures children feel valued, safe and have the resilience to enjoy the challenge.



6. Purposeful practice



With guided practice and rehearsal, children become more confident, more fluent, and more independent to consolidate learning and apply in new situations.



3. Intellectual preparation



Teachers are experts and are passionate about what they teach, how they teach it and who they are teaching.



7. Checking for understanding



Diagnostic strategies sample the understanding of all children so that teachers know how well new knowledge and skills have been received and tackle any misconceptions in the moment.



4. Adaptive teaching



Excellent preparation ensures that the ambitious curriculum is made accessible and challenging for all children: teachers know children well and understand their needs and talents.



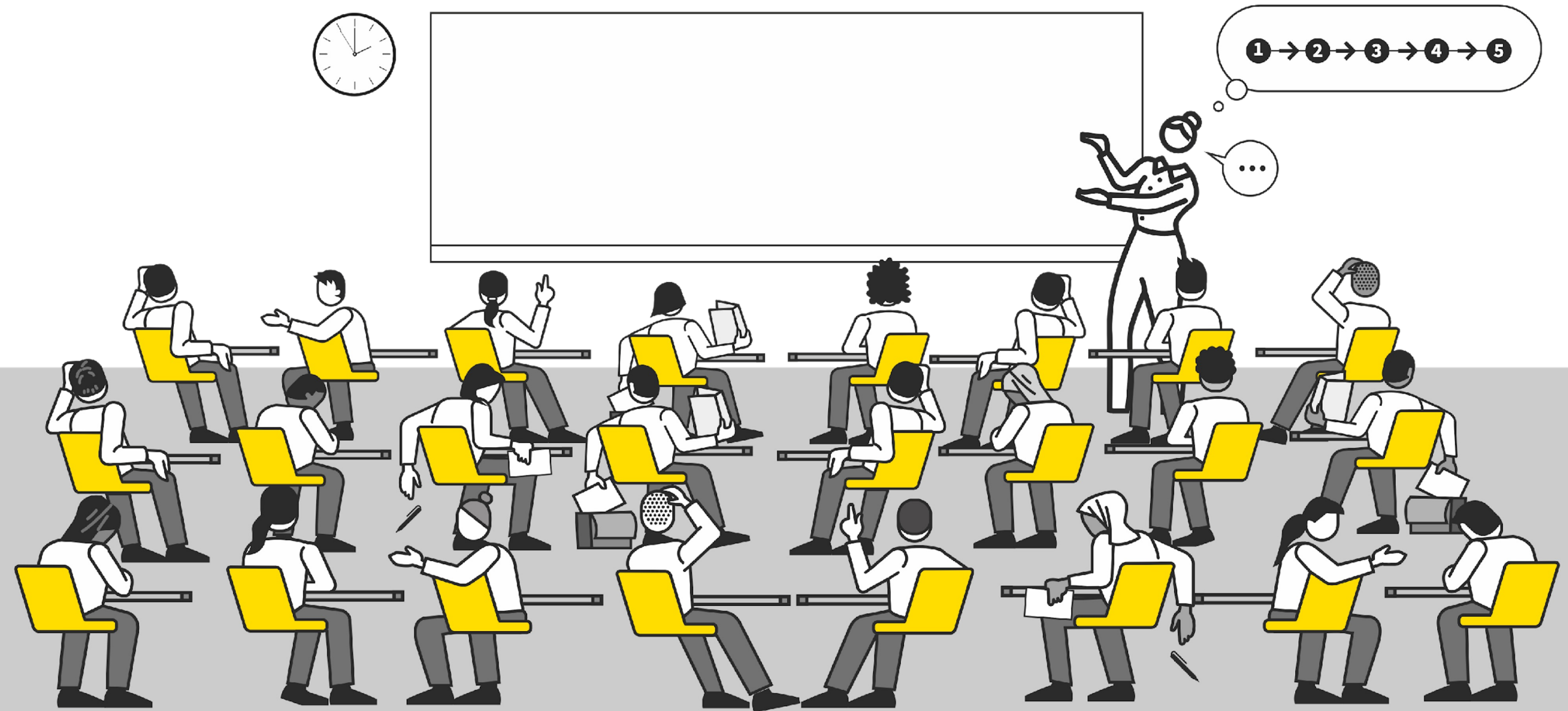
8. Effective feedback



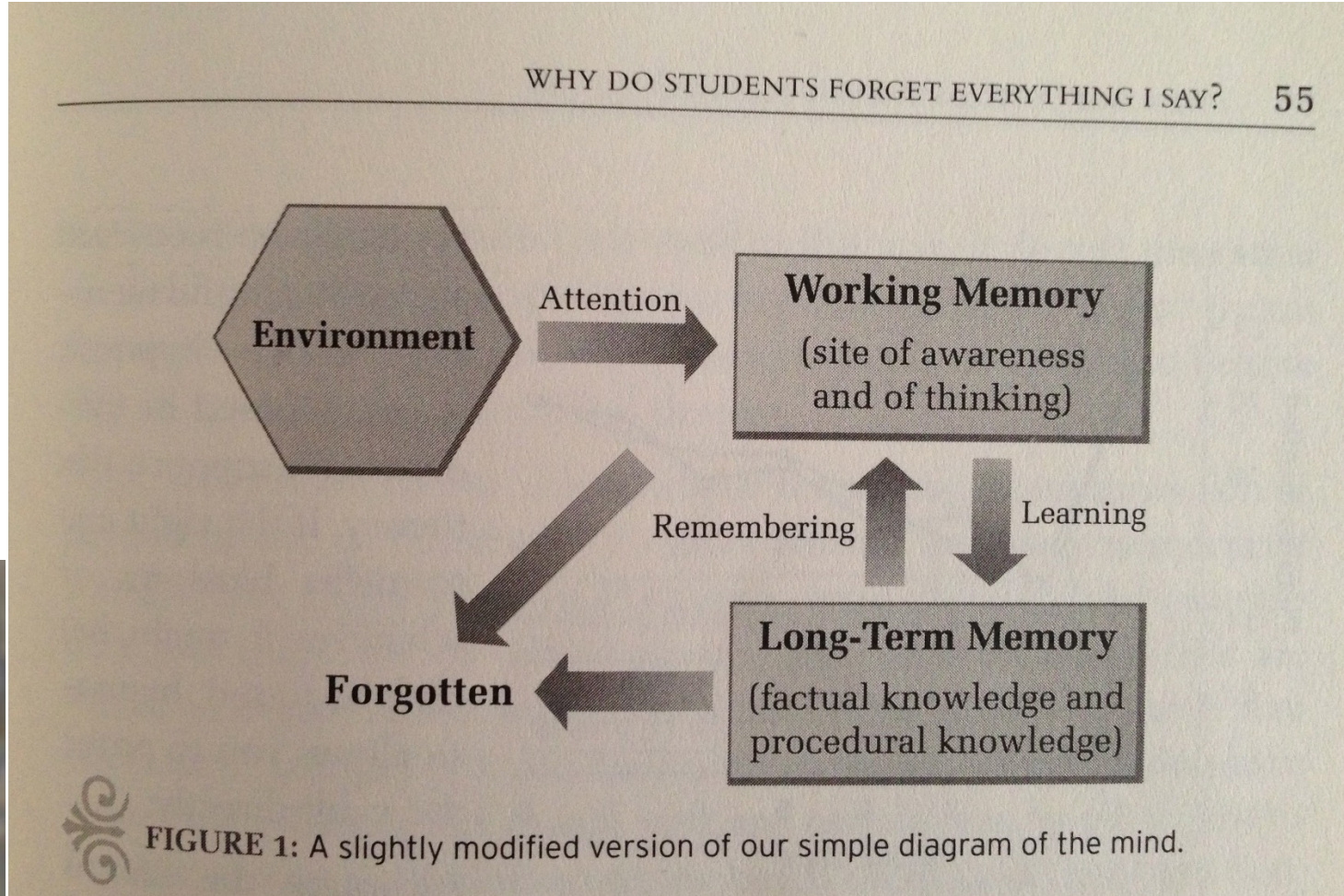
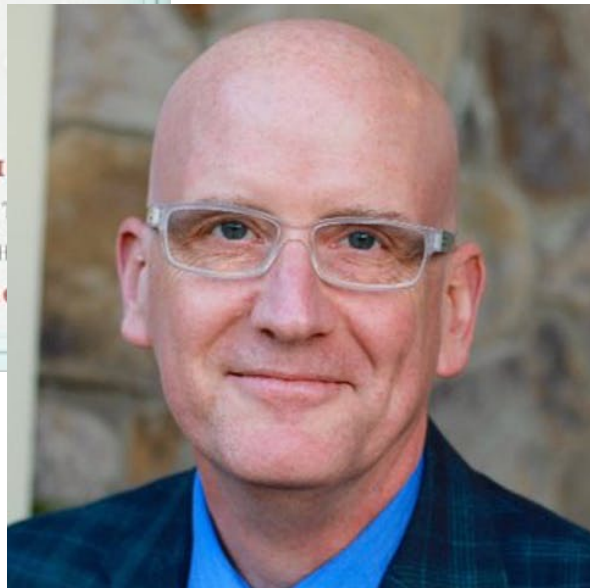
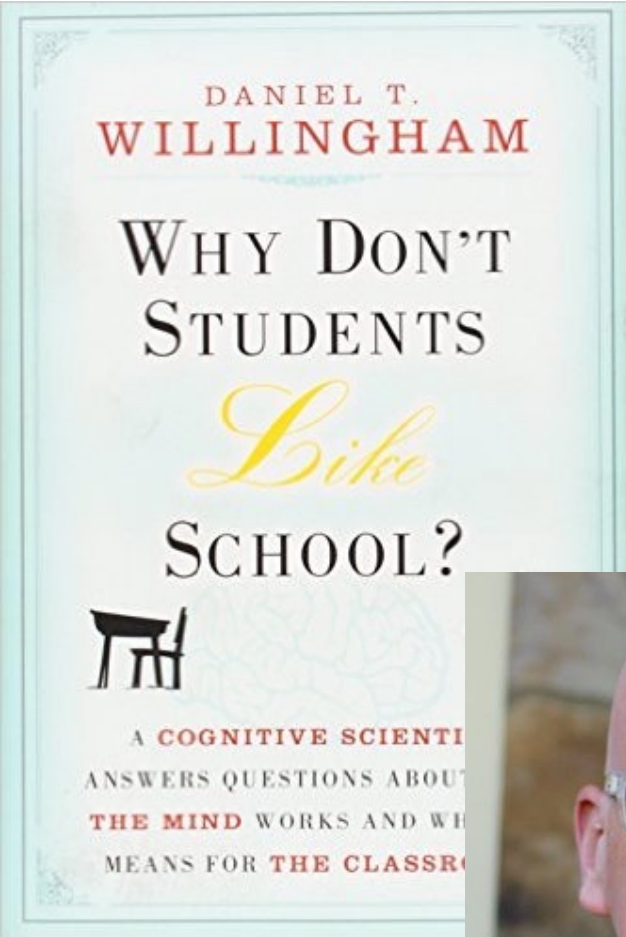
Children's self-awareness, confidence and performance are improved: teachers create regular opportunities for meaningful feedback that moves learning forward and focuses on the current gaps in knowledge, skills or behaviour for learning.



The classroom | complex environment

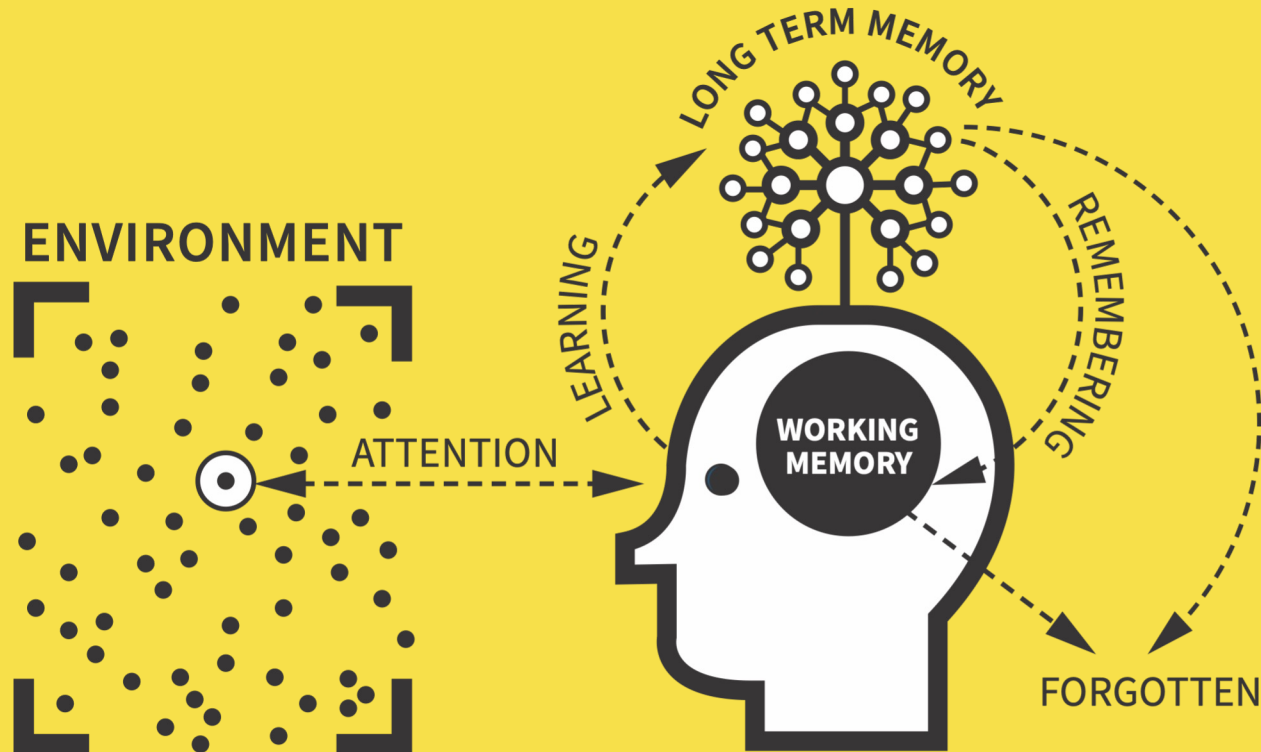


The research | **A model for learning**



Memory model | teachers too

Lack of prior knowledge



Insufficient
fluency
of recall

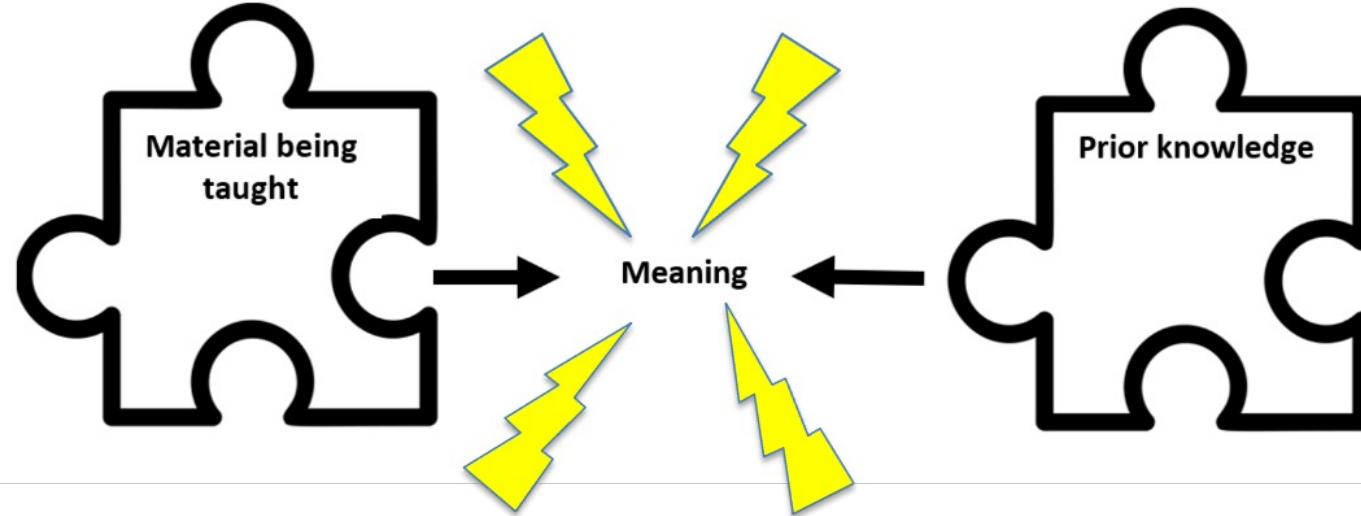
Task completion:
poor proxy for
learning

Memory
overload

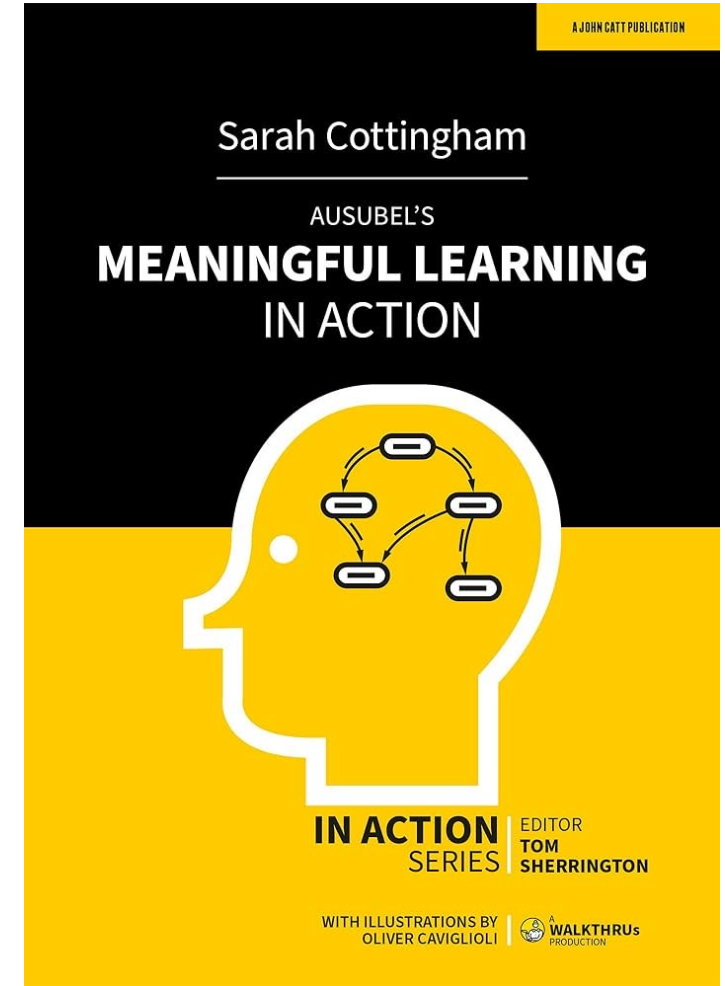


The research | **A model for learning**

When relevant aspects of new material you are teaching meet related ideas in pupils' minds, meaning emerges (Ausubel, 2000).



Sarah Cottingham: overpractised.wordpress.com



Responsive Teaching:

instructional inputs, eliciting evidence, adaptive feedback loops

Creating
conditions such
that

ALL

students are:

Thinking

attention, goals, activating knowledge

Making Meaning

prior knowledge → secure schema

Practising

consolidation, fluency, application



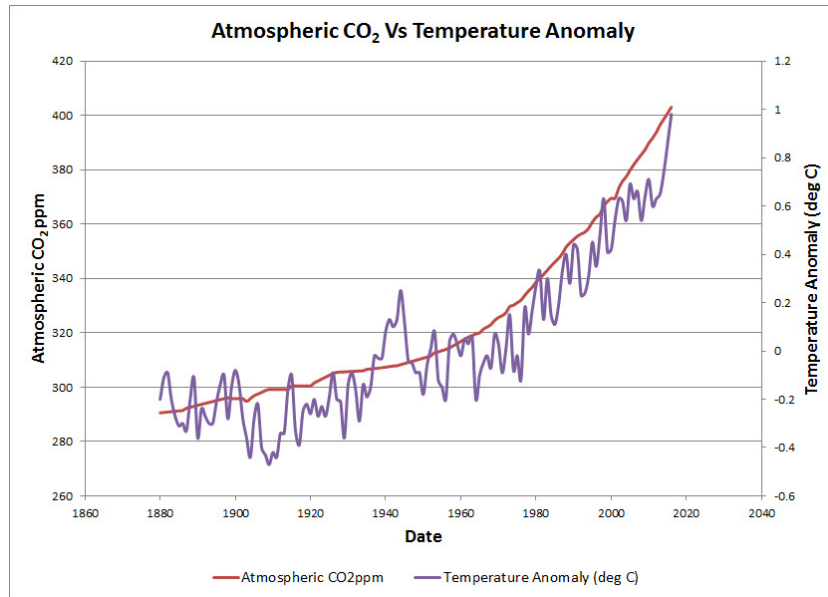
Why do we need wind farms?



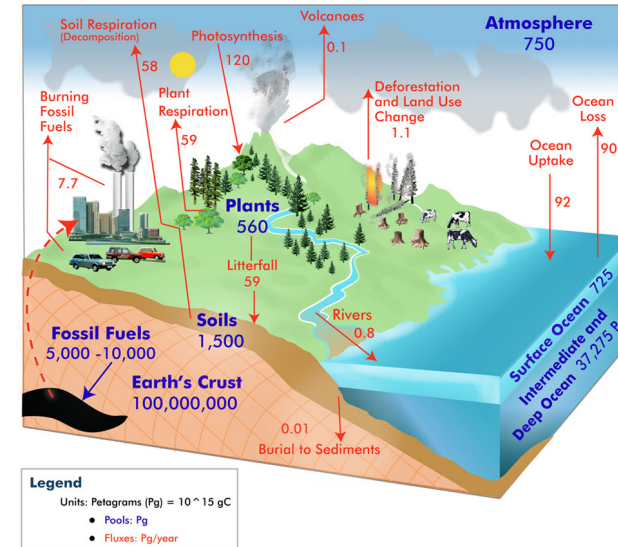
The research | **Why do students struggle?**



The research | Why do students struggle?



Global Carbon Cycle



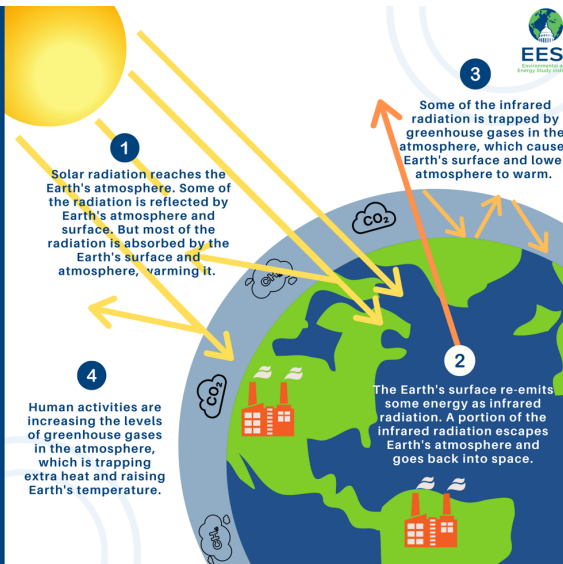
Copyright 2010 GLOBE Carbon Cycle Project, a collaborative project between the University of New Hampshire, Charles University and the GLOBE Program Office. Data Sources: Adapted from Houghton, R.A. Balancing the Global Carbon Budget. Annu. Rev. Earth Planet. Sci. 007.35:313-347, updated emissions values are from the Global Carbon Project Carbon Budget 2009.

GUIDE TO THE GREENHOUSE EFFECT

The greenhouse effect is a natural process in which atmospheric gases trap the sun's heat and warm the Earth's surface and lower atmosphere. This makes Earth hospitable for life.

Human activities, such as burning fossil fuels for transportation and electricity generation, are increasing the concentration of greenhouse gases in the atmosphere. This enhances the greenhouse effect, trapping extra heat in the Earth's atmosphere and slowly warming the planet.

Graphic By: Sydney O'Shaughnessy

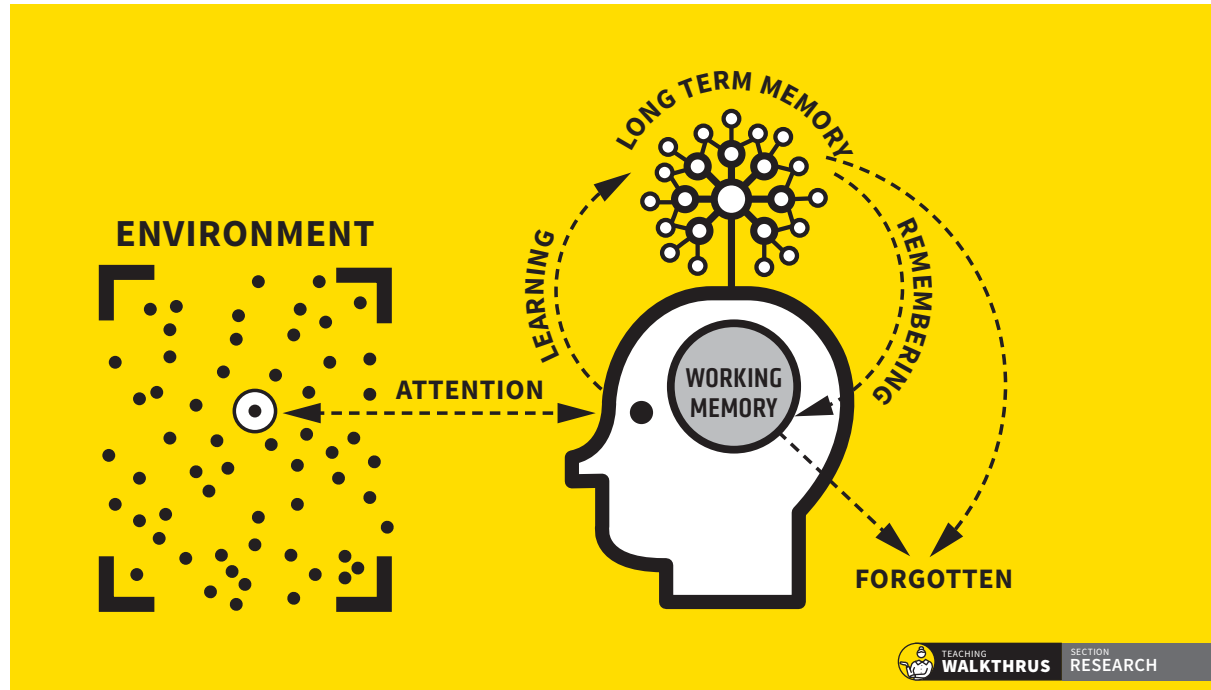


Why do we need wind farms?



Lack of prior knowledge

Attention deficits



Poor fluency of recall

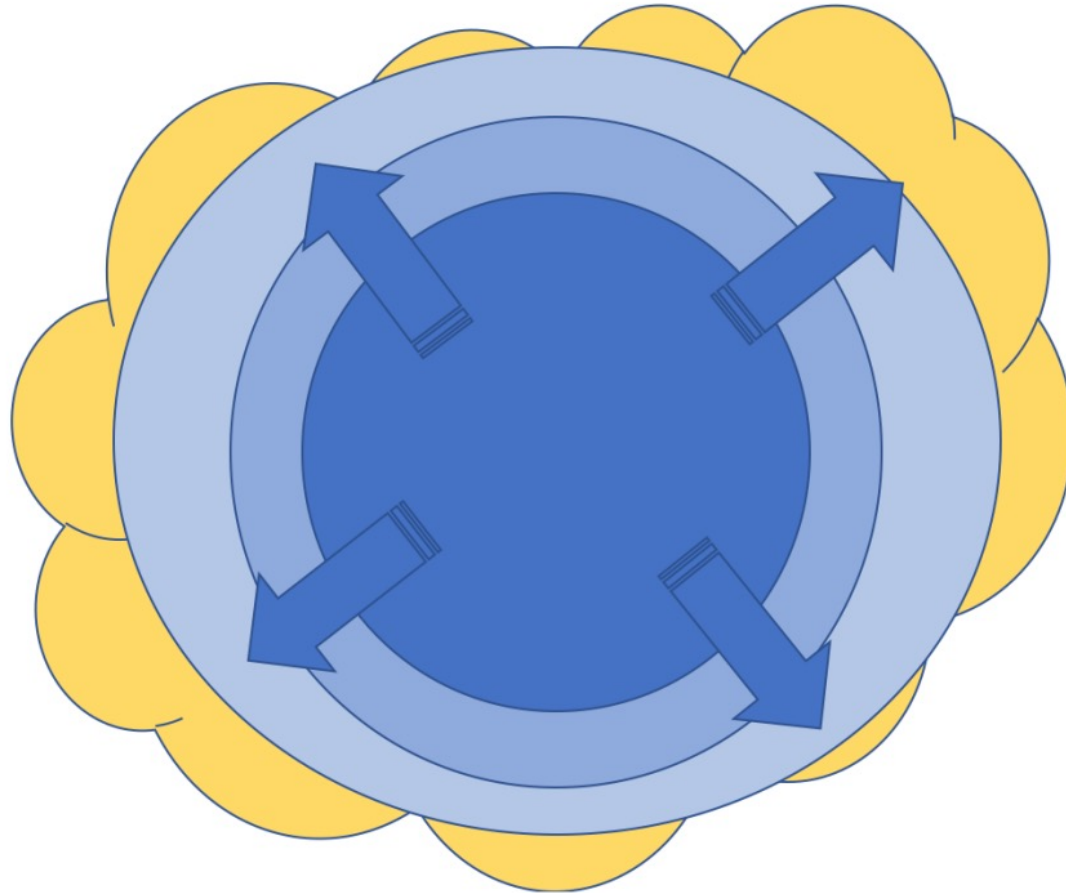
Memory overload (transience)

Task completion poor proxy for learning



The research | **Why do students struggle?**

To address underachieving groups, teach everyone better



A John Catt Publication

TEACHING WALKTHRUS

TOM SHERRINGTON
&
OLIVER CAVIGLIOLI

VISUAL STEP-BY-STEP GUIDES TO ESSENTIAL TEACHING TECHNIQUES



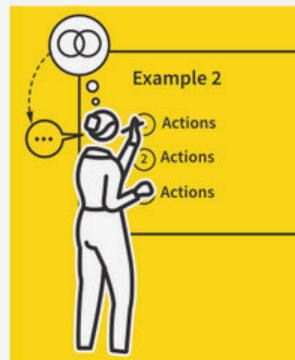
BEHAVIOUR & RELATIONSHIPS

Establish classroom conditions essential for effective learning



CURRICULUM PLANNING

Create a coherent, well-sequenced knowledge-rich curriculum



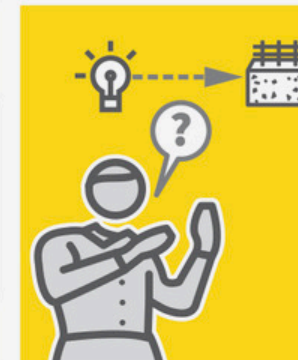
EXPLAINING & MODELLING

Make sense of complex ideas to support students in building secure schema

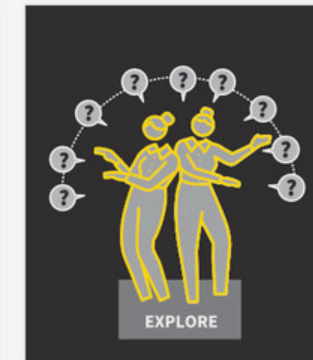


QUESTIONING & FEEDBACK

Use responsive teaching methods to check students' understanding and move them forward



Build secure long-term memory and fluency



MODE B TEACHING

Deliver a range of learning experiences to deepen and extend learning



1. Teacher mindset

2. Effective testing and checking protocols.

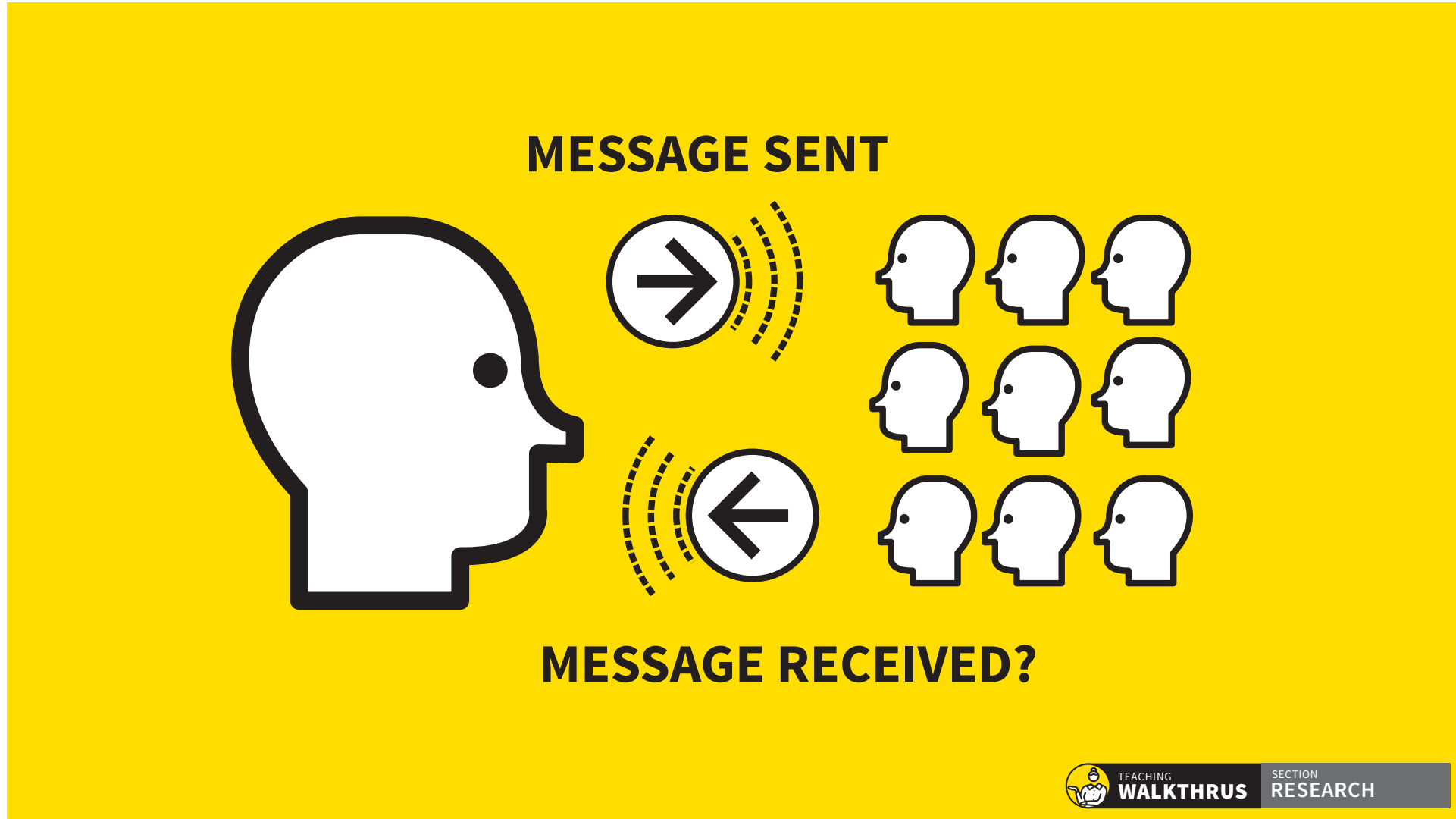
3. Checking for understanding.

4. Effective questioning techniques

5. Effective scaffolding

6. Deliberate Vocabulary Development





Six Core Strategies | **Teacher Mindset.**



Solution: switch into the right mindset:

From “Does anyone know”? to “Does everyone know?”

From “Can anyone do it?” to “Can everyone do it?”

From “Well done to those getting it right” to “Let’s find out who still can’t get this right and help them out”.

From a dominant emphasis on seeking affirmation in correctness to familiar routines around seeking out residual errors and difficulties.



Six Core Strategies| **All, not just some.**

1. Teacher mindset

2. Effective testing and checking protocols.

3. Checking for understanding.

4. Effective questioning techniques

5. Effective scaffolding

6. Deliberate Vocabulary Development



REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



Six Core Strategies | Effective testing protocols



Elaboration

Retrieval Practice

Concrete Examples

Spaced Practice

Interleaving

Dual Coding



Six Core Strategies | Effective testing protocols

QUIZZING

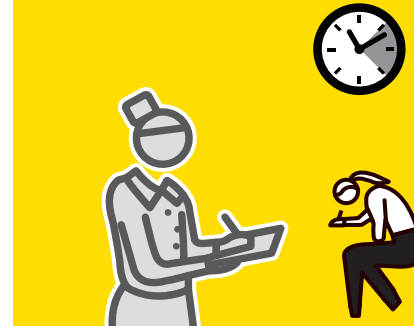
1 2 3 4 5



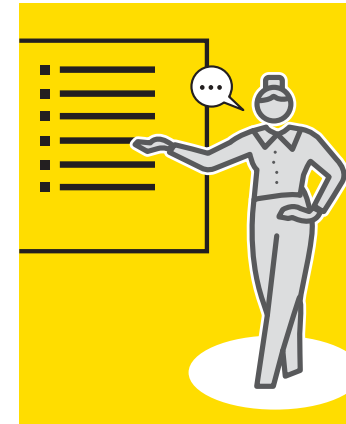
SPECIFY THE MATERIAL IN ADVANCE



ASK A SET OF SHORT FACTUAL RECALL QUESTIONS, VARYING IN STYLE



GIVE ALL STUDENTS TIME TO ANSWER ALL OF THE QUESTIONS



PROVIDE THE ANSWERS FOR STUDENTS TO SELF OR PEER-CHECK



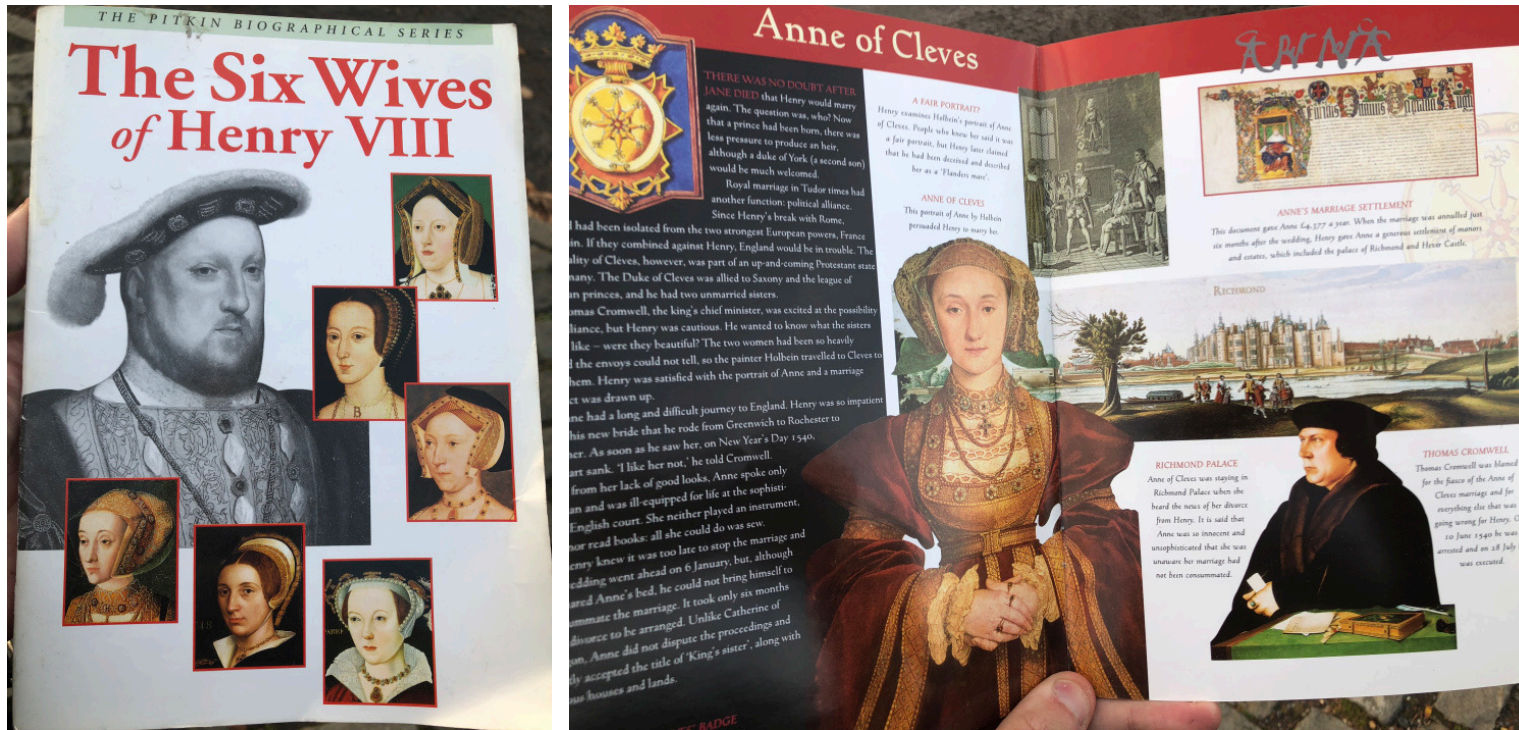
AFFIRM GOOD PERFORMANCE AND SEEK OUT WRONG ANSWERS



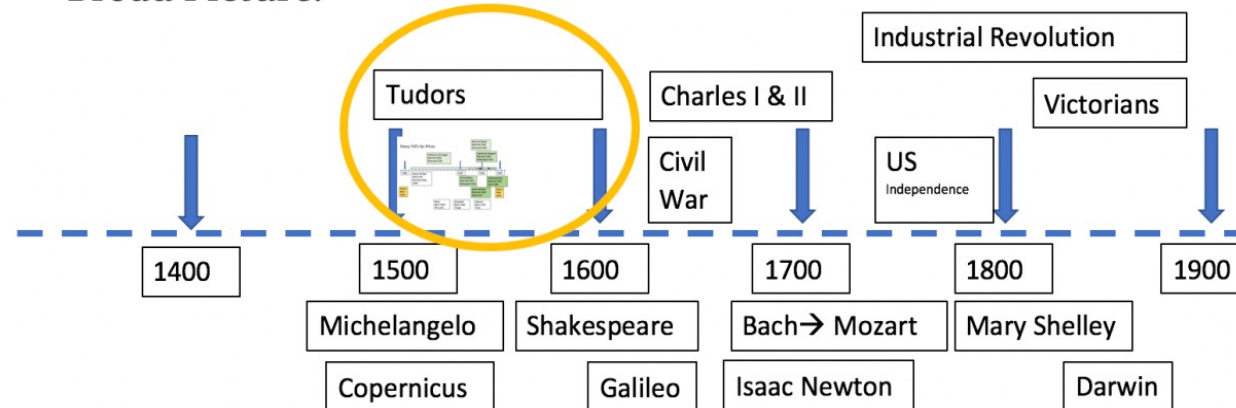
Six Core Strategies| **Effective testing protocols**



Six Core Strategies | Effective testing protocols



Broad Picture.



Six Core Strategies | Effective testing protocols

	Catherine of Aragon	Anne Boleyn	Jane Seymour	Anne of Cleves	Catherine Howard	Catherine Parr
<i>Years as Henry's Wife</i>	1509 – 1533	1533-36	1536-37	1540 Six Months	1540-42	1543 until his death in 1548.
<i>How known to Henry</i>	Married to his brother 1501	Courtier. Consorted with Henry 1526-32	Lady-in-waiting to her predecessors.	Met just before marriage. Arranged for alliance building	Anne of Cleves' Lady in Waiting	Known to family. Friend of Mary.
<i>Heirs?</i>	Mary Later Queen No male heir.	Elizabeth Later Queen	Edward Later King	No	No	No
<i>What Happened</i>	Divorced so H could marry AB. Henry changed law so divorce not blocked by Pope.	Beheaded Tower of London	Died with childbed fever.	Divorced. Marriage annulled after six months.	Beheaded	Survived Henry Died a year later in Childbirth with new marriage.
<i>Significant information</i>	Catholic From Spain Daughter of Ferdinand and Isabella. 'Pious' Divorce was origin of separation from Rome leading path to England as Protestant state	From Norfolk European Education Miscarriages Accused and sentenced for treason and adultery.	Henry 'grief stricken'. Then not married for over two years.	From Germany A Protestant state. Strategic marriage but a disaster Thomas Cromwell blamed for arranging it - amongst other things - and was also beheaded.	Found to have had affairs before marrying Henry and during marriage. Henry 'wept with rage and self-pity'	Cared for Elizabeth and Edward. Later married Thomas Seymour, Jane's brother. Had child with Thomas but died with child-bed fever.





Why did Henry
break from Rome?

Love?
Power?
Faith?
Money?



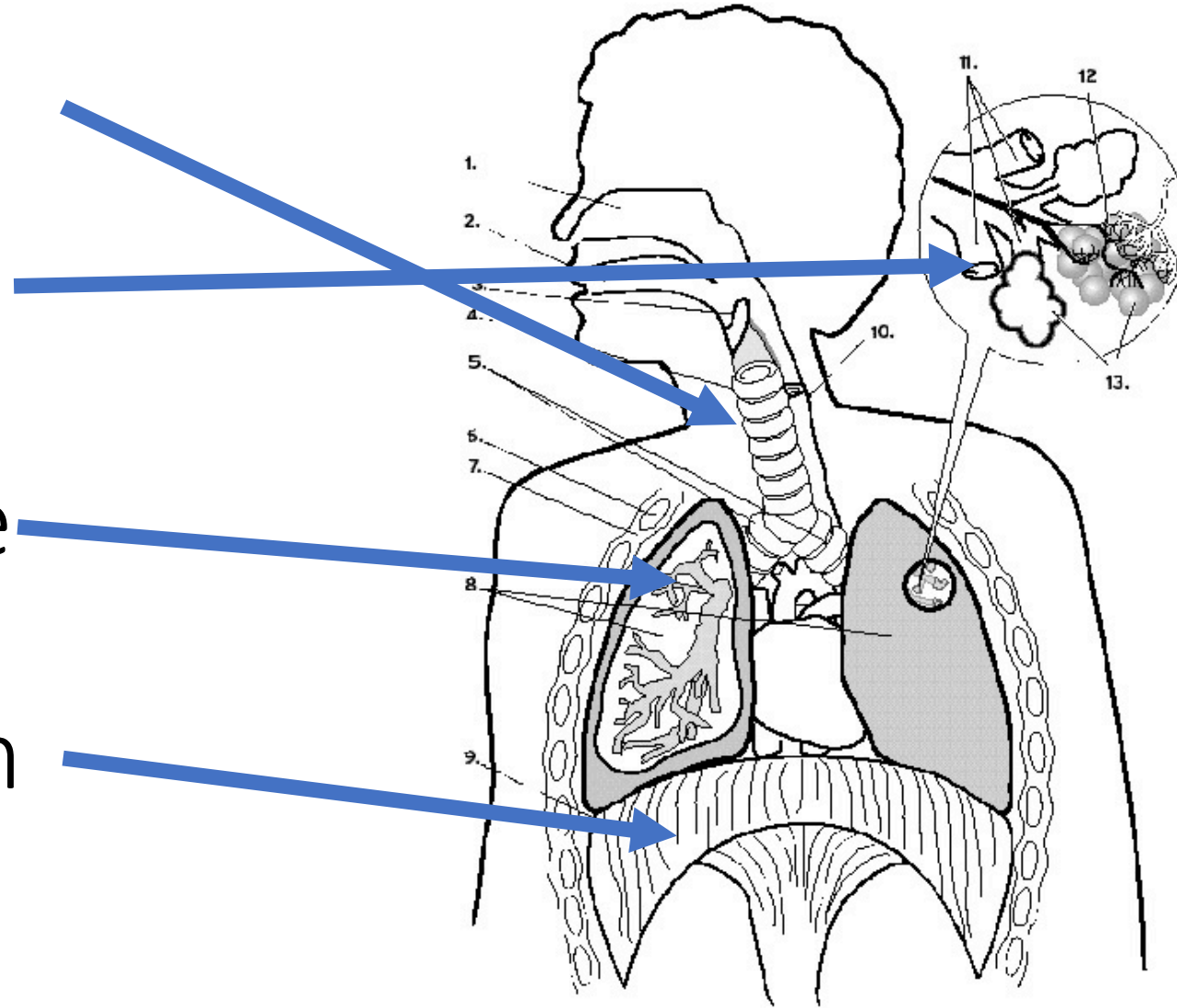
Six Core Strategies | **Effective testing protocols**

Trachea

Alveolus

Bronchiole

Diaphragm



Six Core Strategies| **All, not just some.**

1. Teacher mindset
2. Effective testing and checking protocols.
- 3. Checking for understanding.**
4. Effective questioning techniques
5. Effective scaffolding
6. Deliberate Vocabulary Development



Have you
understood?

What have you
understood?



Recreational Dependent



Six Core Strategies | **Checking for Understanding**

METACOGNITION AND SELF-REGULATED LEARNING

Guidance Report



4

Set an appropriate level of challenge to develop pupils' self-regulation and metacognition



5

Promote and develop metacognitive talk in the classroom



6

Explicitly teach pupils how to organise and effectively manage their learning independently



Ask “process questions”

- What is 7 cubed? → *How did you work it out?*
- What is the main cause of global warming? → *Why did you chose that one?*
- What do you think Heaney means by ‘space is a salvo’? → *How did you come to that conclusion?*

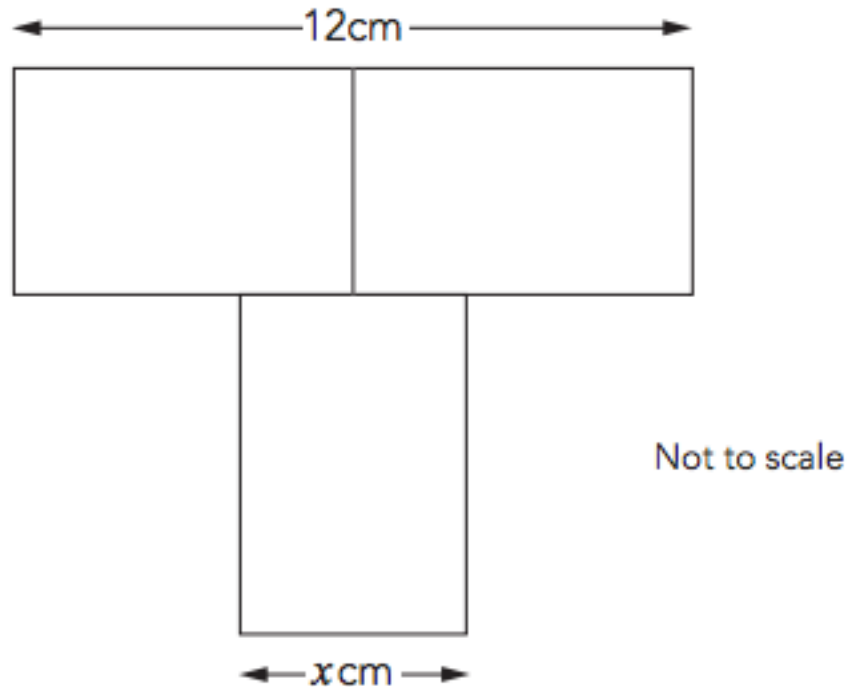


Six Core Strategies | **Checking for Understanding**

4

Here is a T-shape made from 3 identical rectangles.

The area of the T-shape is 90cm^2



Work out the value of x .

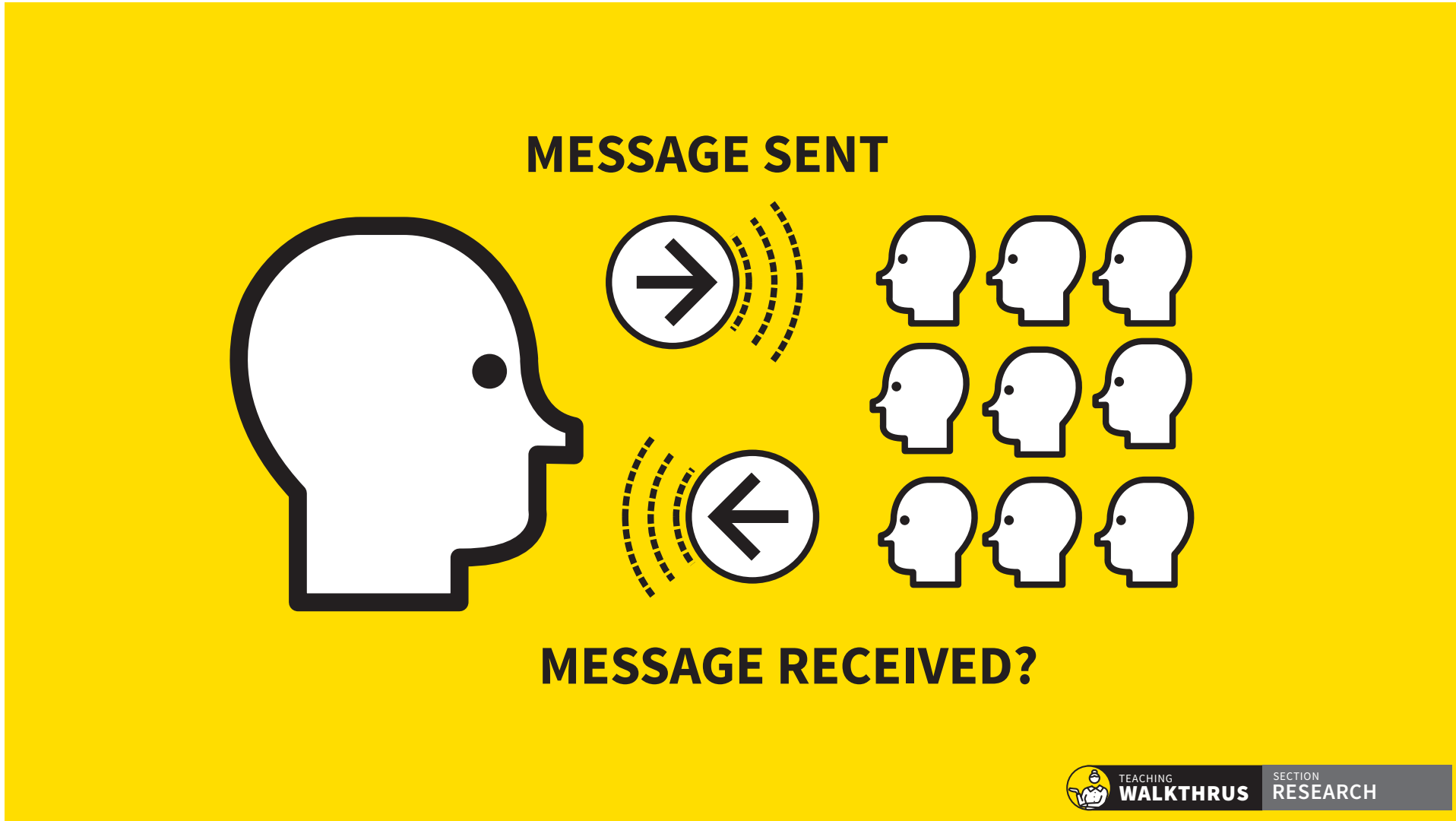


Six Core Strategies| **All, not just some.**

1. Teacher mindset
2. Effective testing and checking protocols.
3. Checking for understanding.
- 4. Effective questioning techniques**
5. Effective scaffolding
6. Deliberate Vocabulary Development



Six Core Strategies | **Effective Questioning Strategies**



Six Core Strategies | Effective Questioning Strategies

COLD CALLING

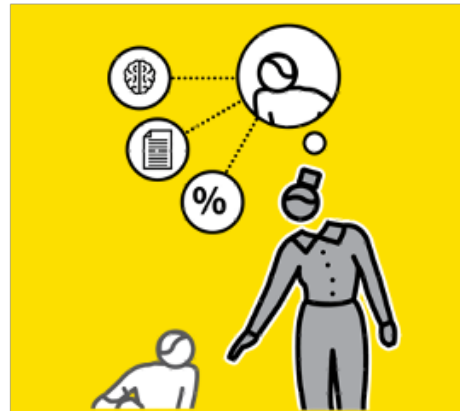
1 2 3 4 5



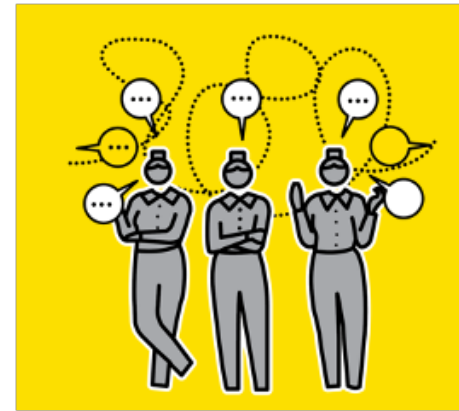
ASK THE CLASS THE QUESTION



GIVE THINKING TIME



SELECT SOMEONE TO RESPOND



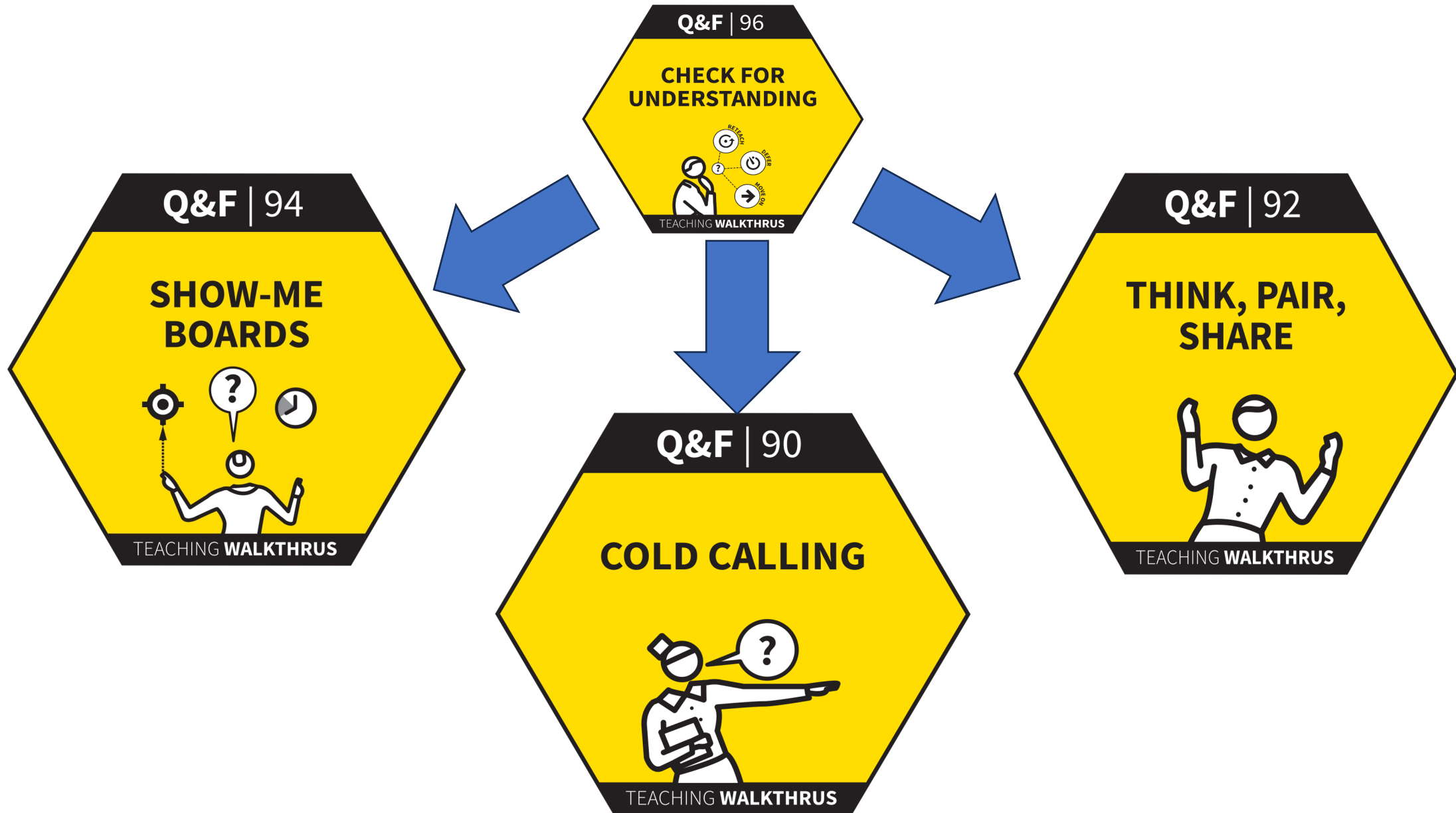
RESPOND TO THE ANSWERS



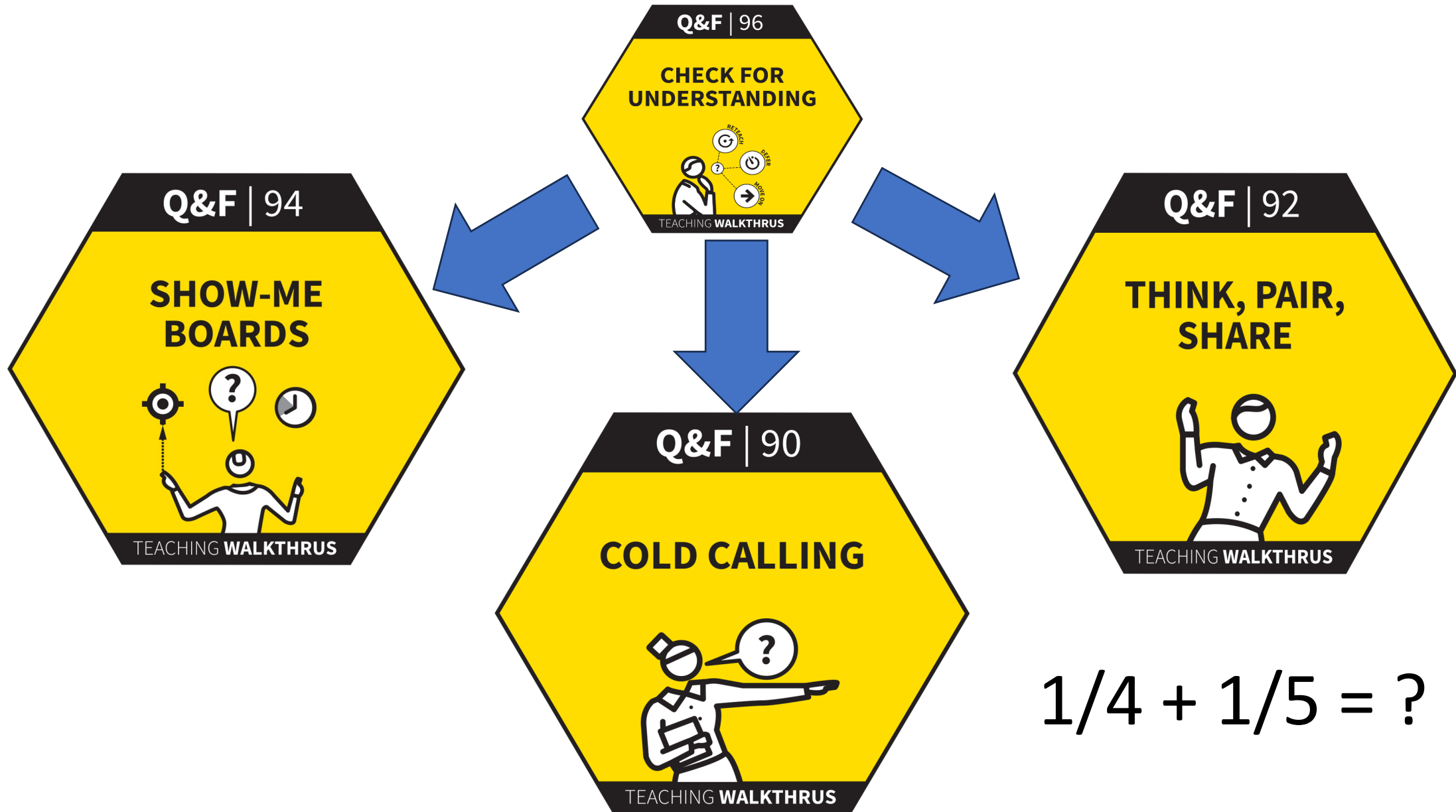
SELECT ANOTHER STUDENT AND RESPOND AGAIN



Six Core Strategies | Effective Questioning Strategies



Six Core Strategies | Effective Questioning Strategies



Six Core Strategies | **Effective Questioning Strategies**



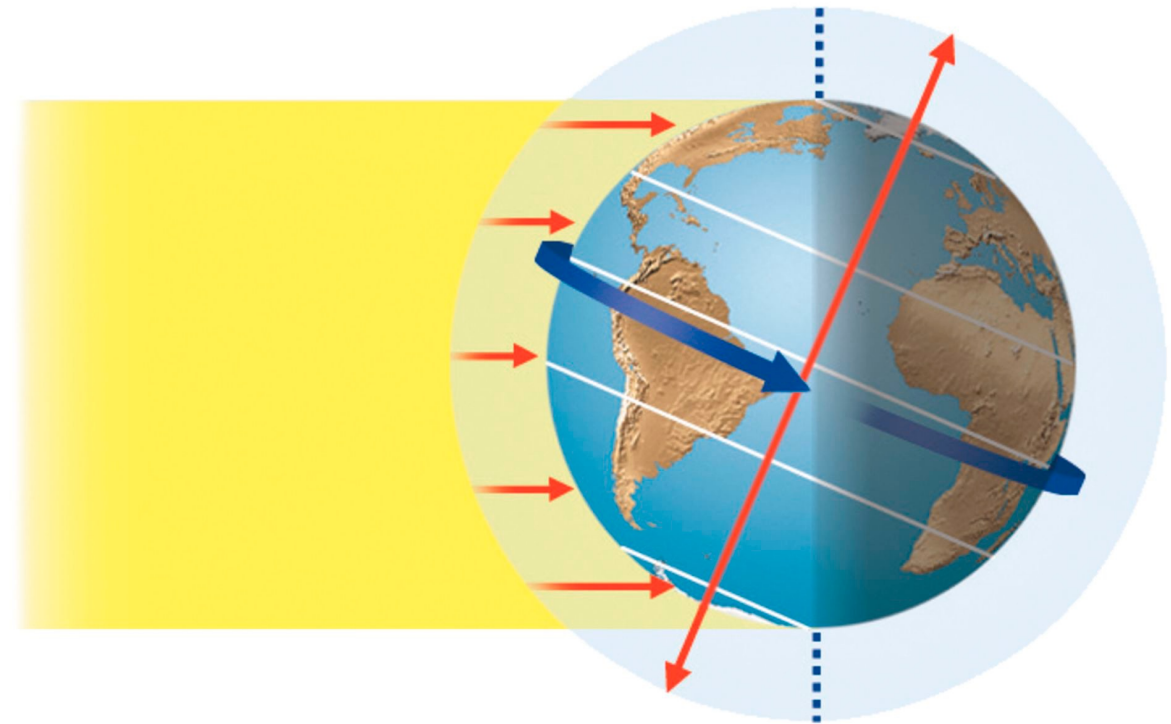
Give three reasons for charging people to climb Snowdon.
Firstly, secondly, and finally...

Suggest two opposing reasons for and against charging people to climb Snowdon.

On one hand but on the other hand..



Why does the sun rise in the East?



Six Core Strategies| **All, not just some.**

1. Teacher mindset
2. Effective testing and checking protocols.
3. Checking for understanding.
4. Effective questioning techniques
- 5. Effective scaffolding**
6. Deliberate Vocabulary Development



SCAFFOLDING

1—2—3—4—5



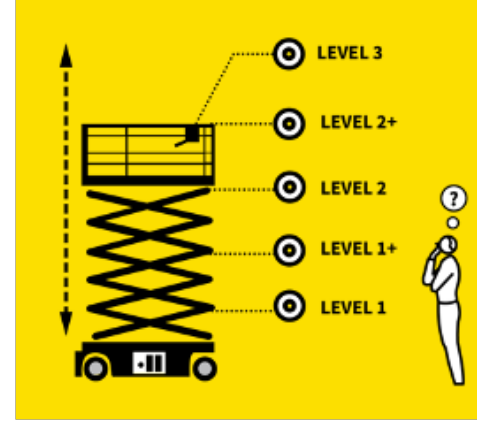
MAP OUT THE COMPONENTS OF A TASK



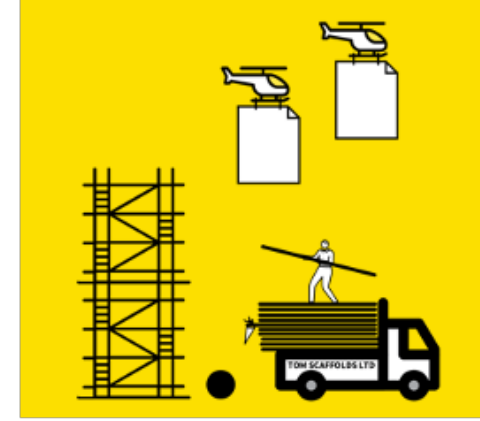
PROVIDE SUPPORTS AT A DETAILED LEVEL



PROVIDE SUPPORTS AT OVERVIEW LEVEL



PREPARE SCAFFOLDING SETS OFFERING VARYING LEVELS OF SUPPORT



TAKE THE SCAFFOLDING DOWN



SAY IT AGAIN BETTER

1 2 3 4 5



ASK A STUDENT A QUESTION



ACKNOWLEDGE THE FIRST RESPONSE



GIVE SUPPORTIVE FORMATIVE FEEDBACK



INVITE STUDENT TO "SAY IT AGAIN BETTER"



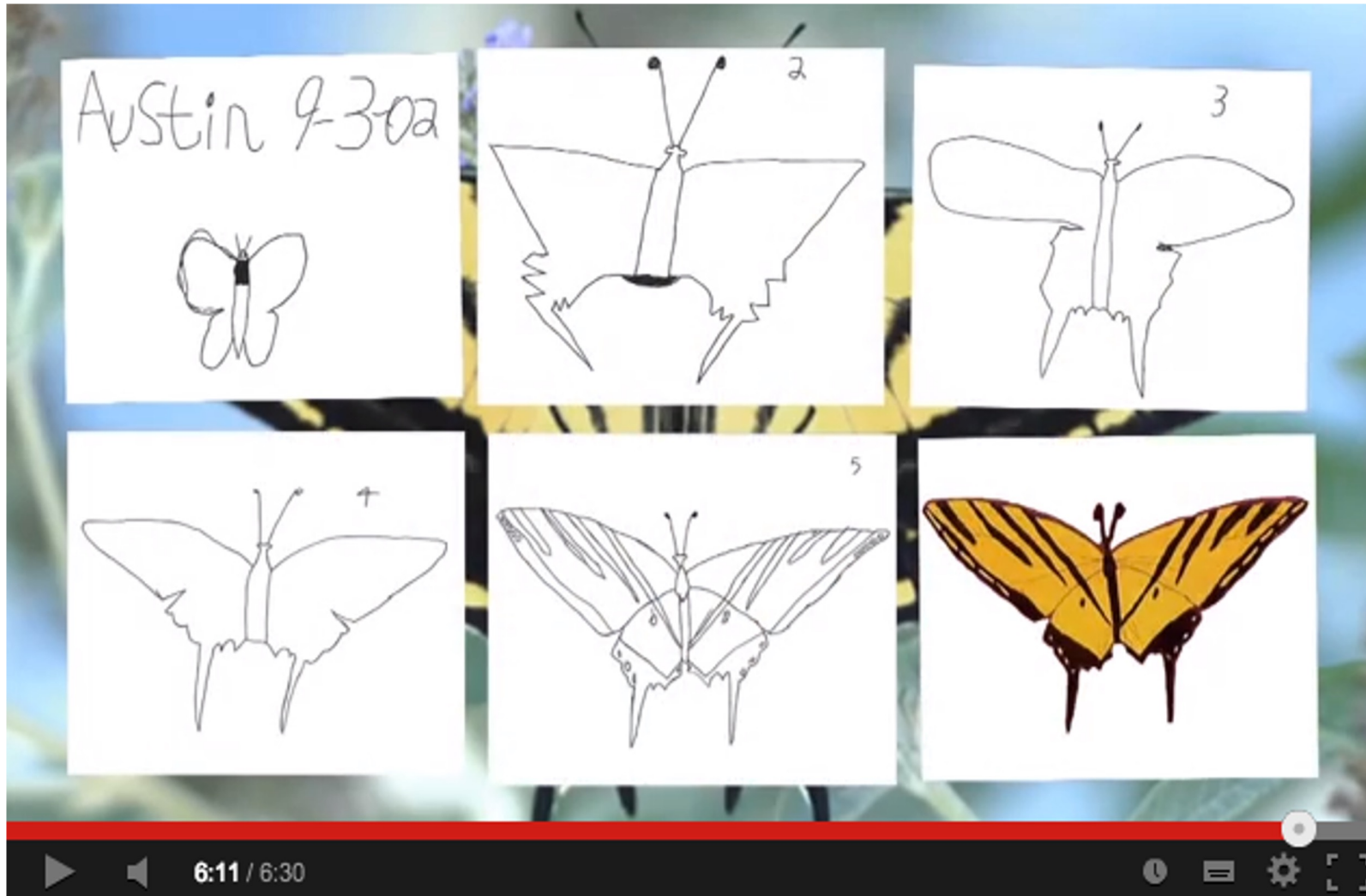
RESPOND TO THE IMPROVED RESPONSE



- Full sentences. *An example of a non-metal is...*
- At first..... Then
- In my opinion...
- Firstly.... Secondly.... And finally..
- On one hand.... On the other hand.
- An advantage of whereas a disadvantage..
- X happens because...
- If X happens... this in turn causes...



Six Core Strategies | Scaffolding



Critique → Redrafting → Excellence



Six Core Strategies | **Scaffolding: Worked Examples**

18% of \$65

$$\frac{\underline{18}}{100} \times 65$$

$$= 0.18 \times 65$$

$$= \$11.70$$

37% of \$120

$$\frac{\underline{37}}{100} \times 120$$

$$= 0.37 \times 120$$

$$= \$44.40$$

68% of \$1050

$$\frac{\underline{68}}{100} \times 1050$$

$$= 0.68 \times 1050$$

$$= \$714.00$$



Six Core Strategies | Scaffolding

Frankie: annotations

Piece A: Short story	Key
Prior to writing a short story set during World War 1, pupils wrote these short pieces to practise their skills in developing suspense and building tension in a familiar, everyday situation.	[C] composition [GP] grammar and punctuation [T] transcription

These 2 short pieces describe a midnight fridge-raid from contrasting third and first person perspectives, demonstrating confident control over language, sentence structures that are carefully chosen for effect and precise vocabulary choice.

A tense atmosphere is created across both paragraphs through the use of short sentences and phrases, and apt vocabulary choices (*darted, grabbed, bolted*). This is lightened by juxtaposing humour with tension (*distant snoring; his heart raced*) and the succinct integration of dialogue (*"Ewan!"*) as the climax to the first paragraph.

A range of cohesive devices links ideas

Opening the Fridge

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he ~~creeped~~ crept across the landing.

As his heart raced he stared into the darkness; he could hear the fridge urging him on – willing him to move.

Now the stairs. The tricky bit. Suddenly a THUD!... He raced down the creaking stairs – even the seventh one that makes an earsplitting noise creak. He could see the re white rectangle straight ahead of him. Then he opened it.

A series of short phrases in quick succession creates a sense of urgency and excitement, echoing Ewan's thoughts as he sneaks downstairs. The structure of the scene and the language employed mirror that from scenes in adventure or ghost narratives, applied here to a more humorous context.

[GP]

The selection of verb forms – past and present tense – distinguish between the past tense narrative and the current state of the seventh stair, placing the reader at the heart of the action.

[GP]



Six Core Strategies | **Scaffolding**

All of a sudden, the door flew open. It was Dad.

All of a sudden, the train stopped. She gripped her seat.

All of a sudden, it poured with rain. They ran for cover.

All of a sudden, the lawn-mower exploded. _____

All of a sudden, _____.



Six Core Strategies | **Scaffolding**

Throughout the novel, the author....	a structure that helps to discuss a long-running theme.
At first glance, the character appears..... however.....	a structure supporting comparison between surface and deep features of a character.
Both poems..... However, poem A..... whereas poem B.....	a structure for comparing two poems.



Six Core Strategies | **Scaffolding**

Write an account of how events in Hungary became an international crisis during 1956. [8 marks]



Six Core Strategies | **Scaffolding**

One reason how events in Hungary became an international crisis **was that the West criticised the violent Soviet reaction. For example**, when Nagy threatened to leave the Warsaw Pact, Khrushchev was afraid that this would weaken communist power. Khrushchev decided to send thousands of soldiers and tanks to Budapest, **which resulted in** over 10000 people being killed. **This was an international crisis because** it led to a war of words between the USA and USSR after the US objected and President Eisenhower openly criticised the Soviets.

Another reason why it was an international crisis was because it was the end of peaceful co-existence between the USSR and the West. **For example**, before the Hungarian Uprising, **Khrushchev tried to ease relations** between the USSR and the West, releasing political prisoners and criticising Stalin. **However**, after he was criticised in the UN by the USA and its allies, Khrushchev ended this policy. **This was an international crisis because the thaw ended and relations in the Cold War were damaged** after the West said that the USSR couldn't be trusted, which led to more problems in the 1960s.



Six Core Strategies | Scaffolding

Knowledge organiser: the origins of the Cold War, 1941—1958 PJB—2020.

Key individuals:

Presidents of the United States of America (USA)
Capitalists
Western bloc.

Franklin D. Roosevelt (1933—1945)
President during the Grand Alliance. Wanted to work with the USSR to at the Tehran and Yalta Conferences.

Harry Truman (1945—1953)
President from the freezing of relations with USSR. Famous for dropping the first A-Bomb, the Truman Doctrine, Marshall Plan and Berlin Airlift. Sought to contain communism.

Dwight Eisenhower (1953—1961)
President during the Hungarian Uprising, and escalated the arms race by authorising US H-Bomb (1952) and ICBM tests (1957).

Leaders of the Union of Soviet Socialist Republics (USSR)
Communists
Eastern bloc.

Josef Stalin (1929—1953)
Became unchallenged leader of the USSR in 1929. Joined the Grand Alliance after the Nazis invaded the USSR in 1941. Stalin was a ruthless dictator, who wanted to prevent the USSR being invaded again. He built a buffer-zone in Eastern Europe as he felt that the capitalist powers would eventually invade again. He sought to build up the USSR's strength for a future war and spread communism. An example of this is the Berlin Blockade in 1948.

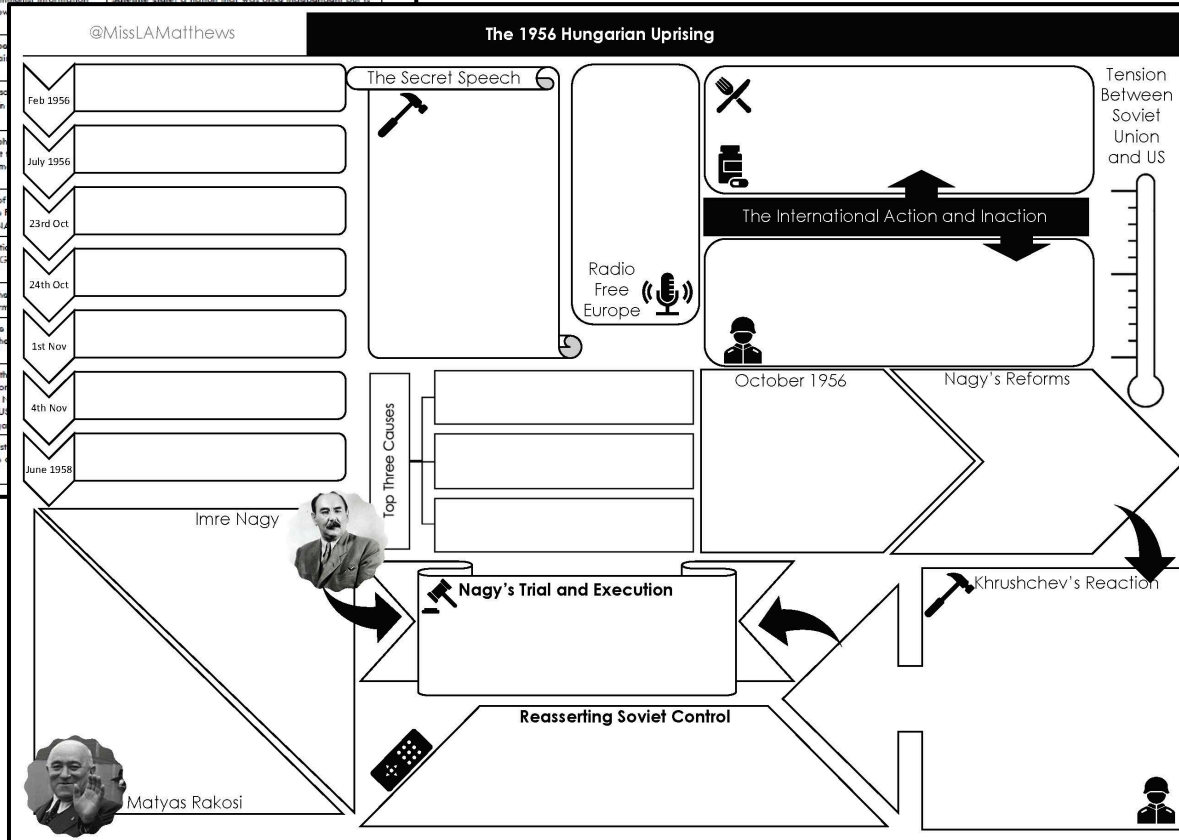
Nikita Khrushchev (1953—1961)
Famous for a policy of peaceful-coexistence with the USA. He created the Warsaw Pact (1955) and ordered the invasion of Hungary (1956).

Timeline:

November 1943: Tehran Conference	5 March 1946: Churchill's 'Iron Curtain' speech	5 June 1947: Marshall Plan announced	February 1948: Communist takeover of Czechoslovakia	January 1949: Comcon set up	7 October 1949: Formation of German Democratic Republic	14 May 1955: Warsaw Pact formed
August 1945: A-Bomb	27 September 1946: Novikov Telegram	7 October 1949: Cominform set up	24 June 1948—12 May 1949: Berlin Blockade	25 May 1949: Formation of Federal Republic of Germany	23 June—11 November 1956: Hungarian Uprising	
February 1945: Yalta Conference	22 February 1946: Kennan's 'long' telegram	12 March 1949: Truman Doctrine	4 April 1949: NATO set up			

Glossary of key terms:

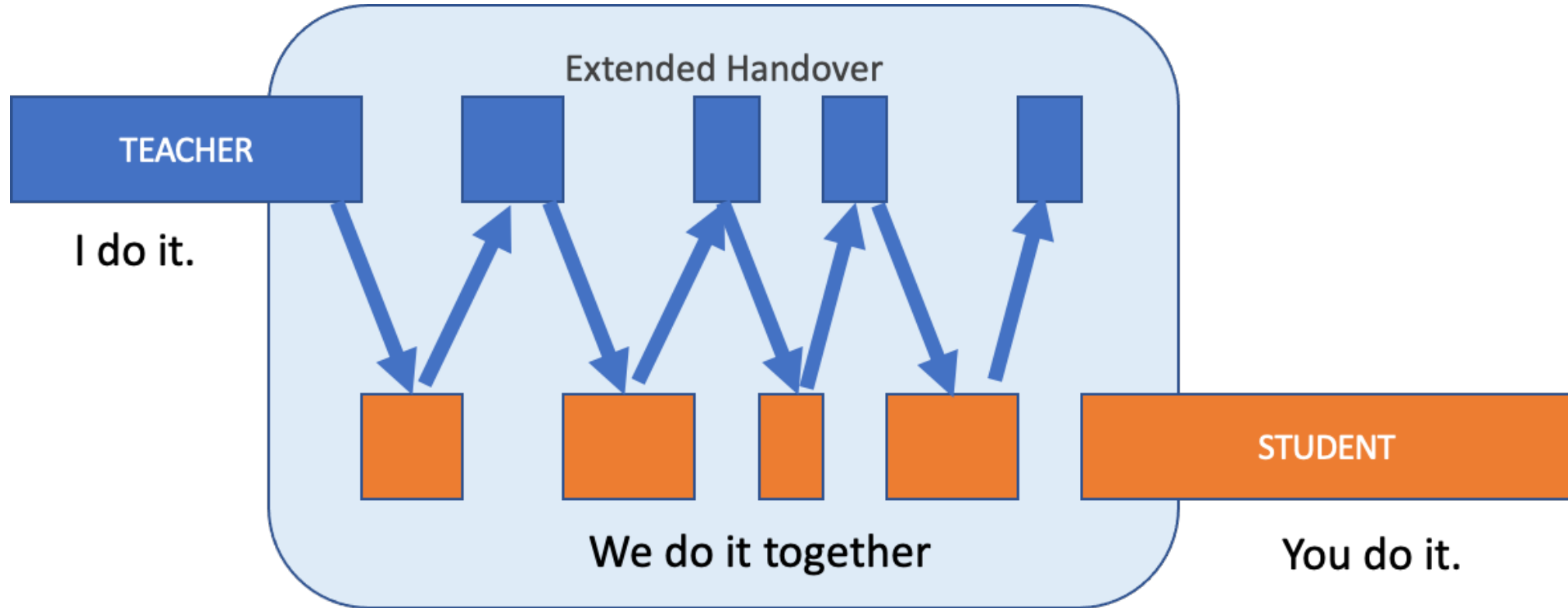
- A-bomb:** the atom bomb was the first nuclear weapon. Two were dropped on Japan in August 1945. The USSR raced to develop its own A-bomb, which was done in 1949.
- Arms race:** a race to have more bigger, powerful weapons than another country.
- Berlin Crisis 1948:** disagreements over the running of the German and Berlin zones of occupation led to the Berlin Blockade and Berlin Airlift. It ended when the USSR backed down and lifted the blockade.
- Capitalism:** the belief that everyone should be free to own property and businesses to make money.
- Comcon:** its full name was the Council for Mutual Economic Assistance. It was the USSR's version of the Marshall Plan in the Eastern bloc.
- Cominform:** its full name was the Communist Information Bureau. It was set up by Stalin to allow governments of the satellite states.
- Communism:** the belief that all people of the state and that everyone gets a fair wealth.
- Containment:** limiting the spread of communism. In the Cold War, the USA wanted to contain communism.
- Dollar Imperialism:** Stalin used this pph of the Marshall Plan. He argued that divide Europe in two and establish American control over western Europe.
- FRG:** short for the Federal Republic of Germany, the full name of West Germany. The 8 democracy and capitalist. It joined NATO.
- GDR:** short for the German Democratic Republic, the full name of East Germany. The 10 state. It joined the Warsaw Pact.
- Grand Alliance:** the name given to the USA, UK and USSR when they united to defeat Nazi Germany.
- H-bomb:** the hydrogen bomb was the atomic weapon after the A-bomb. The USA developed it first in 1952 and the USSR in 1953.
- Hungarian Uprising:** an attempt by the Hungarians to break free from Soviet control. It was crushed when the Soviet army invaded when the Hungarian leader, Imre Nagy, would leave the Warsaw Pact. The USSR then installed a Soviet communist government in Hungary.
- ICBM:** short for inter-continental ballistic missile, that a nuclear bomb can be fired at an enemy.
- Ideology:** a set of shared beliefs. In 1941, the USA and USSR had different ideologies about how a country should be governed.
- Iron Curtain speech:** a speech given by former Prime Minister, Winston Churchill, on 5 March 1946. He made it plain that he thought the USSR was a threat to freedom and world peace.
- Marshall Plan:** also known as the European Recovery Program (ERP), offered economic aid to the countries of western Europe to help them rebuild and to prevent them becoming communist.
- Military Alliances:** armed groups of countries that support each other if attacked. The USA led NATO and the USSR led the Warsaw Pact.
- Potsdam Conference:** the final conference between the Grand Alliance to solve the problems of WW2. It met in Potsdam in Germany.
- Satellite state:** a nation that was once independent but is now controlled by another country.



Passing the baton....



Six Core Strategies | Modelling handover



Six Core Strategies| **All, not just some.**

1. Teacher mindset
2. Effective testing and checking protocols.
3. Checking for understanding.
4. Effective questioning techniques
5. Effective scaffolding
- 6. Deliberate Vocabulary Development**



DELIBERATE VOCABULARY DEVELOPMENT

①—②—③—④—⑤



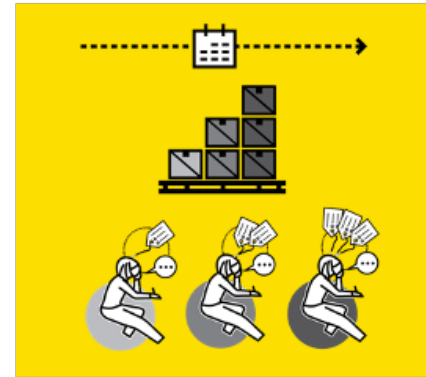
SPECIFY AND DEFINE THE WORDS



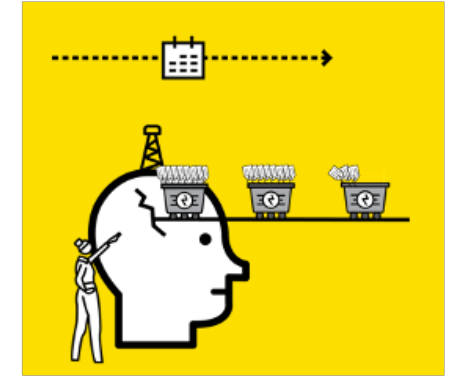
SAY THE WORDS



READ WORDS IN CONTEXT



PRACTISE USING THE WORDS VERBALLY AND IN WRITING



ENGAGE IN WORD-BASED RETRIEVAL PRACTICE

Vocab Test

- Stercoraceous
- Sesquipedalian
- Defervescence
- Eucatastrophe
- Commensalism
- Prosopagnosia



Tom's talk at the OAT Conference

In a panic about his **prosopagnosia**, Tom scanned the room. He drew a blank as usual. Thank goodness; he could feel the **defervesence** after having eaten that **stercoraceous** porridge for breakfast.

He hoped for a degree of **commensalism** between himself and the audience - despite his habitual **sesquipedalian** delivery - and the usual **eucatastrophe** as he delivered the punchline.

Laughter. Relief. It was over.



Six Core Strategies | Vocabulary

Word	Meaning
Stercoraceous	consisting of or resembling dung or faeces.
Sesquipedalian	characterised by long words; long-winded.
Defervescence	the abatement of a fever (cease boiling)
Eucatastrophe	a sudden and favourable resolution; a happy ending.
Commensalism	two organisms; one benefits; the other derives neither benefit or harm
Prosopagnosia	inability to recognise faces of familiar people.



Six Core Strategies | Vocabulary

Word	Meaning
	consisting of or resembling dung or faeces.
Sesquipedalian	
	the abatement of a fever (cease boiling)
Eucatastrophe	a sudden and favourable resolution; a happy ending.
Commensalism	
	inability to recognise faces of familiar people.



Which is correct?

- A. Sesquipedalian people are in their 70s.
- B. The man felt sesquipedalian after his operation.
- C. John was a rather sesquipedalian speaker; his audiences would sometime lose focus.
- D. The speech was full of sesquipedalian facts that didn't support her main argument.

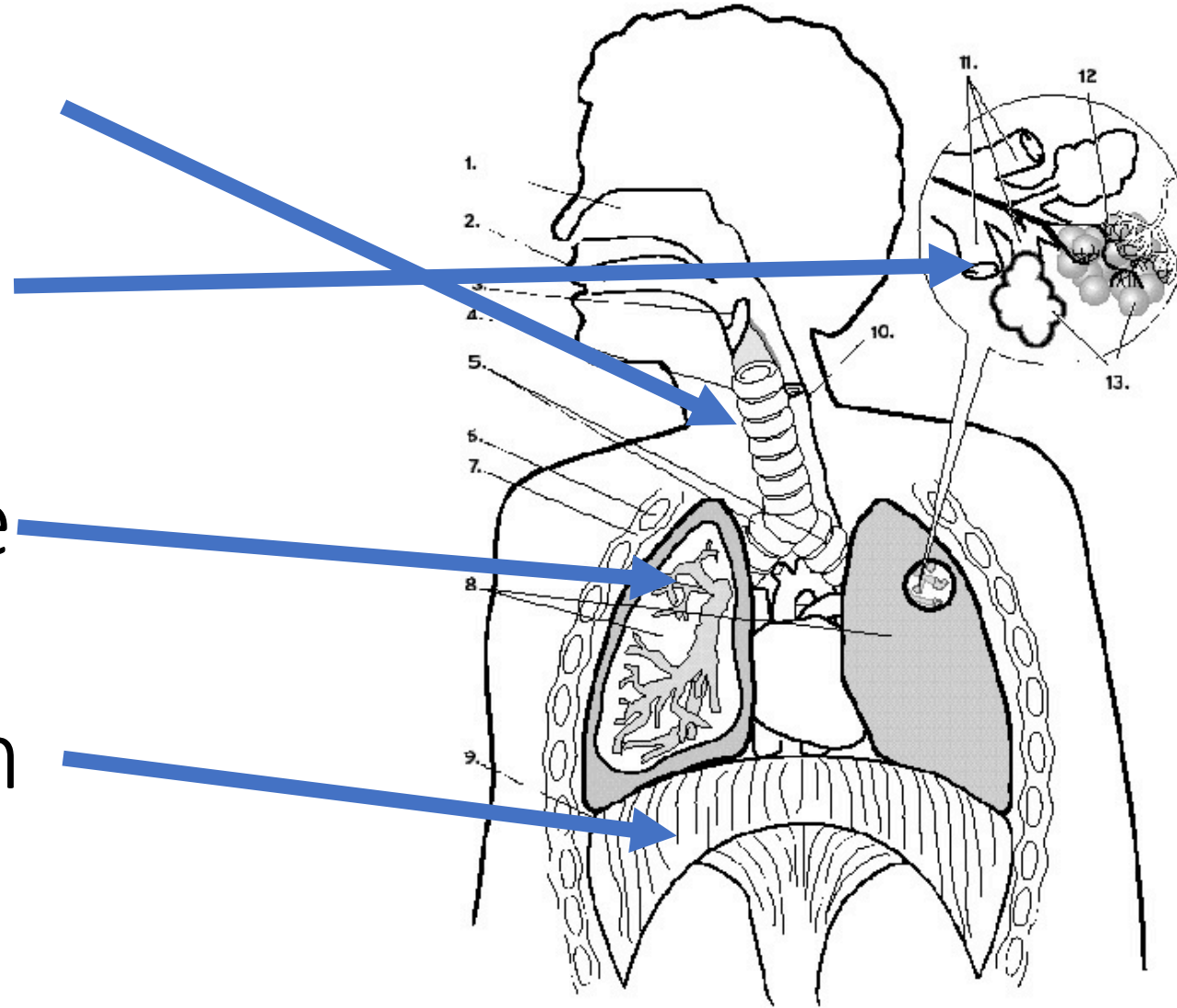


Trachea

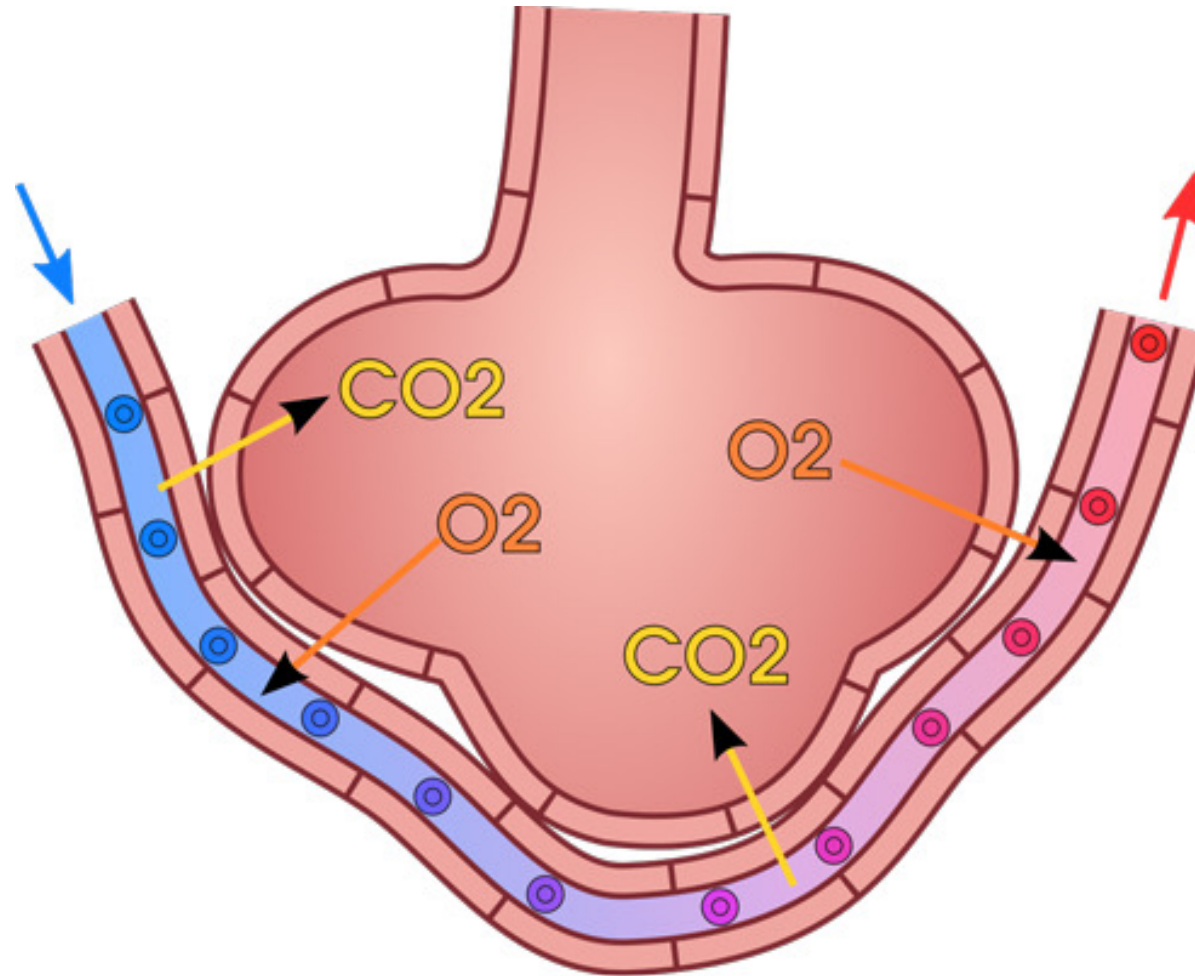
Alveolus

Bronchiole

Diaphragm



Six Core Strategies | Vocabulary



Key concepts

- Capillary – small, bring blood close to surface
- Oxygen from air – needed for respiration
- Carbon dioxide – waste product of respiration
- Diffusion (high conc to low conc)
- Large surface area; gas exchange
- Deoxygenated; oxygenated



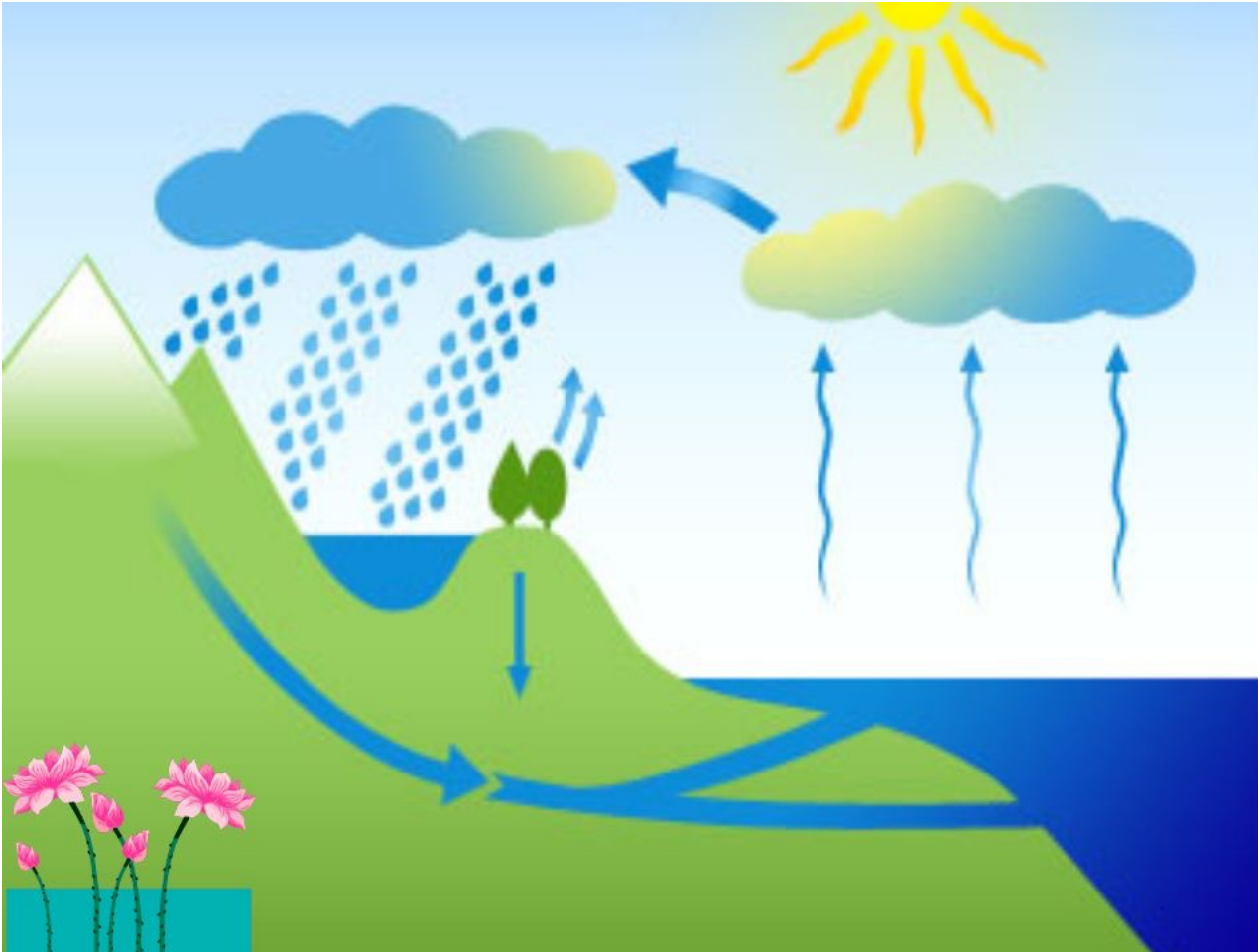
French:
Specific phrases to be learned:

French	English



Six Core Strategies | **Vocabulary**

Summarise the process: “Tell the story”
Harness narrative structures.



Key Words

Evaporation

Convection

Condensation

Precipitation

Energy

Warm/Cool

Flow

Vapour

Fall/rise



Six Core Strategies| **All, not just some.**

1. Teacher mindset
2. Effective testing and checking protocols.
3. Checking for understanding.
4. Effective questioning techniques
5. Effective scaffolding
6. Deliberate Vocabulary Development



Principles of teaching

1. Ambition for all



Everyone can excel: children achieve more than they thought possible because teachers uphold the highest expectations of engagement, effort, work ethic, and academic challenge.



5. Ambitious communication



Carefully sequenced instruction ensures new knowledge and skill are acquired quickly: children are highly engaged because learning is made memorable and meaningful.



2. Climate for success



Creating the right conditions for deep learning and flourishing: a climate of warmth, positive relationships, mutual respect and trust ensures children feel valued, safe and have the resilience to enjoy the challenge.



6. Purposeful practice



With guided practice and rehearsal, children become more confident, more fluent, and more independent to consolidate learning and apply in new situations.



3. Intellectual preparation



Teachers are experts and are passionate about what they teach, how they teach it and who they are teaching.



7. Checking for understanding



Diagnostic strategies sample the understanding of all children so that teachers know how well new knowledge and skills have been received and tackle any misconceptions in the moment.



4. Adaptive teaching



Excellent preparation ensures that the ambitious curriculum is made accessible and challenging for all children: teachers know children well and understand their needs and talents.



8. Effective feedback



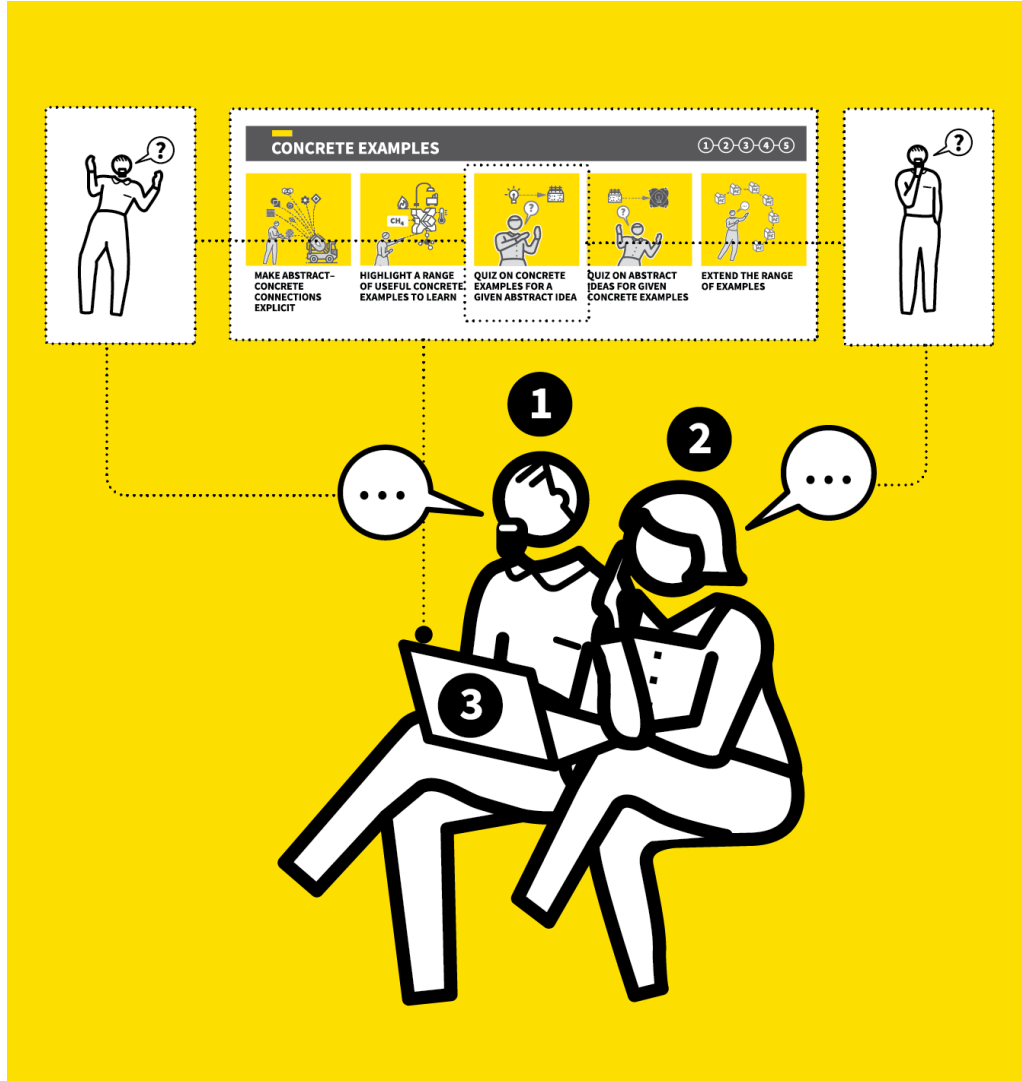
Children's self-awareness, confidence and performance are improved: teachers create regular opportunities for meaningful feedback that moves learning forward and focuses on the current gaps in knowledge, skills or behaviour for learning.



Simple Version| **Three Checks.**



The process | CPD, Coaching

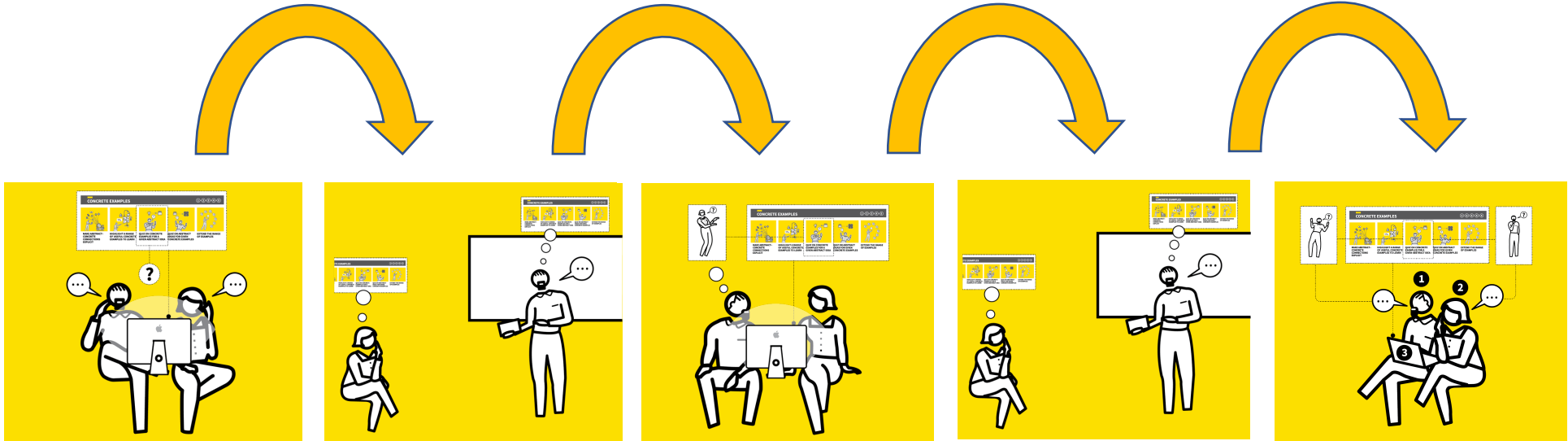


INSTRUCTIONAL COACHING

- 1 INVITE, SELECT & APPLY THE A|D|A|P|T PROCESS
- 2 COACH MODELS THE WALKTHRU IN ACTION
- 3 REVIEW THE OBSERVATION & ANALYSE THE PERCEPTION
- 4 COACH OBSERVES THE TEACHER'S WALKTHRU
- 5 MEET FOR REVIEW, FEEDBACK & PLANNING



The process | CPD, Coaching



Thank you.

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