

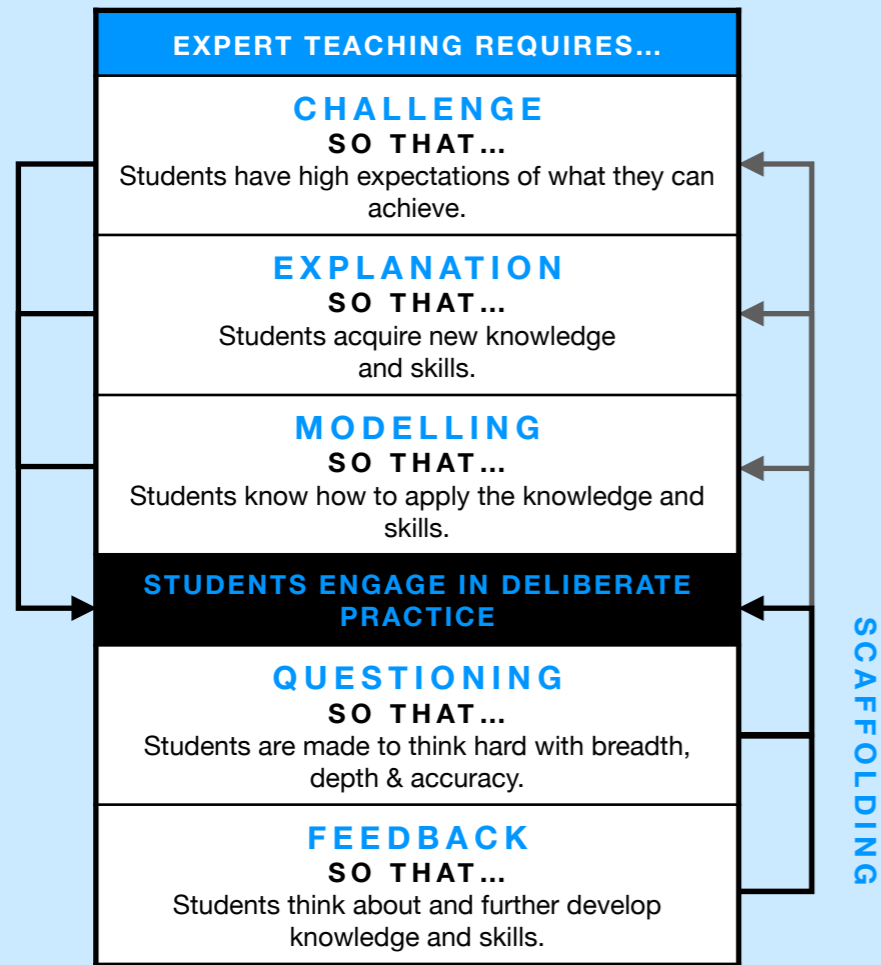
We have targeted six interrelated pedagogical principles essential to great teaching. Implement and connect them as you see fit.

ANDY THARBY & SHAUN ALLISON

MAKING EVERY LESSON COUNT

SIX PRINCIPLES TO SUPPORT GREAT TEACHING AND LEARNING

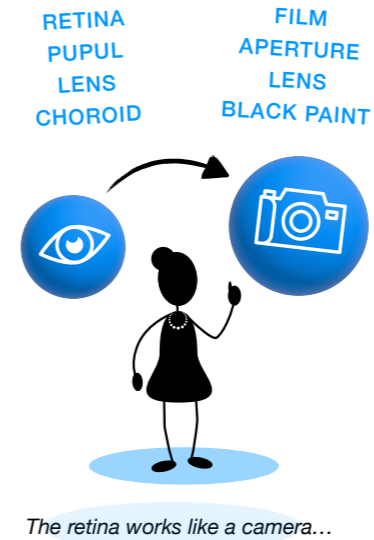
PRINCIPLES OF GREAT TEACHING LEADING STUDENTS TOWARDS INDEPENDENCE



EXPLANATION

AQUIRE NEW KNOWLEDGE & SKILLS

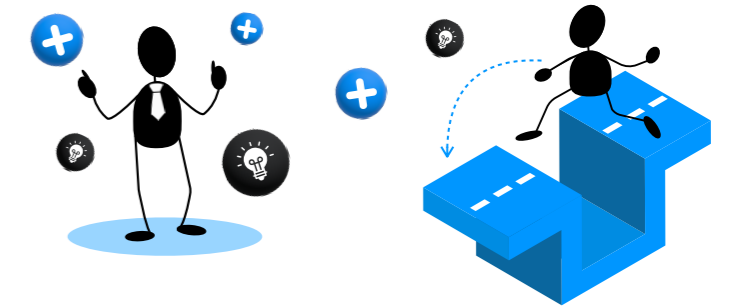
Explanations should be tied to something students already know and broken down into manageable chunks to avoid overloading working memory. Explanations transform abstract ideas into more concrete ones. Find where students are at before initiating explanations and prepare in advance for any common misconceptions or errors. Tell stories that appeal to emotions; focus on conflicts and how they are overcome. Analogies are useful and provide a bridge between current knowledge and material to be learnt.



FEEDBACK

DEVELOPING KNOWLEDGE & SKILLS

Teachers must show students what they need to aim for, set them off and then keep their learning on track through precise and timely feedback. It is a reciprocal process which aims to close a learning gap. Feedback can be verbal, written, given by peers or self generated. Providing actions and dedicated time to edit and improve their work ensures feedback is acted upon. Utilise different methods of feedback such as marking live, or providing gallery peer critique (with kind, specific and helpful comments).



What would happen if...?

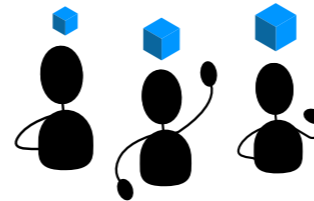
I decided to... so...that...



MODELLING

APPLY NEW KNOWLEDGE & SKILLS

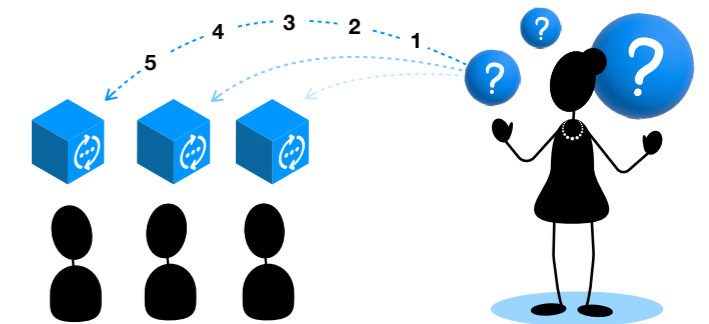
To learn how to do something, students need to watch and listen to experts as they guide them through the process. Modelling is the first step on students' journey towards independence (followed by lots of practise). Research shows that modelling is done best when delivered in small step-by-step blocks using worked examples. Live modelling enables teachers to reveal and externalise their thought processes. Questioning and critiquing models throughout gives insight into an expert's decision making.



QUESTIONING

THINKING HARD WITH ACCURACY

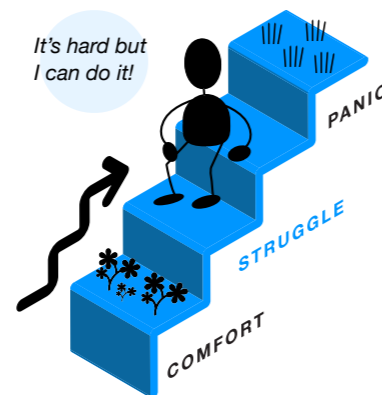
Questioning serves to test, deepen and develop one's understanding of a new concept and create a classroom culture of rich discussion. Ensure students engage in cognitive work by utilising probing questions, involving everyone through cold calling, using hinge-questions and orchestrating discussion to check for understanding. Mix up open and closed questions and provide students with adequate thinking time before collecting responses.



CHALLENGE

HIGH EXPECTATIONS OF ACHIEVEMENT

Students must be given challenging work to make them think deeply. The skill of an effective teacher is to push students just far enough so they are engaged in 'healthy struggle'. Set high expectations by scaling up work so that it is just beyond students' expected skill or knowledge level. Challenge students to craft their work for an audience to help raise the bar.



PRACTICE

ENGAGE IN DELIBERATE PRACTICE

Dedicate time for students to practise new material to build fluency. This helps to create consolidated knowledge and skills that they can call-upon. Students should also engage in deliberate practice so they are tackling tough material to make them think. Expose students to information in different ways; mix up and space practice sessions.

