



Pedagogy

Leadership Away Day
27.8.20



We are planning to record this session – please let me know if that is not ok with you – and please remind me!

Please note – this session will be recorded. Please keep your camera off.

OUR JOB IS NOT TO
PREPARE STUDENTS
FOR SOMETHING.
OUR JOB IS TO HELP
STUDENTS PREPARE
THEMSELVES FOR
ANYTHING.

– A.J. JULIANI –





Rest and reflection



Introductions – role, area of focus



Link - Pedagogy Postcards - <https://aschschol.com/2014/05/11/the-pedagogy-postcard-series-all-in-one-place/>

Pedagogy Postcard 1 - Dialogic Teaching

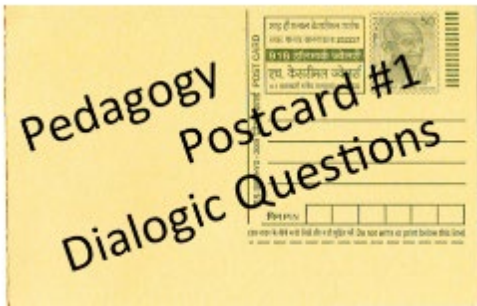
Pedagogy Postcard #1:

Dialogic Questions

POSTED BY TOM BARRINGTON - MARCH 22, 2014 - 14 COMMENTS

[PEDAGOGY, QUESTIONS, TEACHING](#)

A series of short posts about specific elements of teaching practice that I think are effective and make life interesting. Some are based on my own lessons and others are borrowed from lessons I've observed.



Strength in number | Collective expertise

First Name	Surname	Academy 2020/21
Jenny	Shaw	Begbrook Primary Academy
Ed	Thomas	Bristol Brunel Academy
Lou	Roscoe	Bristol Brunel Academy
Nicola	Phelps	Bristol Metropolitan Academy
Rachel	Purdell-Lewis	Bristol Metropolitan Academy
Jennifer	Onslow	Broadoak Academy
Ben	Tucker	City Academy Bristol
Alison	Fletcher	CLF Executive Team
Sarah	Lovell	CLF Executive Team
Chris	Baker	CLF Institute
Rachel	Symons	CLF Institute
Siobhan	Cole	Digitech Studio School Bristol
Chris	Barrett	Evergreen Primary Academy
Nikki	Dawson	Frome Vale Academy
Anya	Peyton	Hanham Woods Academy
Linda	Hall	Hanham Woods Academy
Adrian	Esch	Hans Price Academy
Amanda	Morris	John Cabot Academy
Richard	Cormack	John Cabot Academy
Rob	Chomnicki	King's Oak Academy
Sarah	Franklin	King's Oak Academy Acorn
Matthew	Randle	Post 16
Estella	Nelson	Snowdon Village Academy
Sarah	Watts	Snowdon Village Academy
Kirsty	McLeod-Hughes	Summerhill Academy
Ian	Garforth	Winterstoke Hundred Academy

- **Trust wide approach to PD.**
- **Academy and whole trust infrastructure to develop best pedagogy.**
- **Suite of professional learning** – individually curated, accessible on and beyond the PD platform.
- **Every Academy has Director of professional learning in SLT portfolio.**
- **Every Academy invests in skill-level, specific, teacher PD.**
- **Every Academy engages in peer networks which generate, share and apply evidence.**



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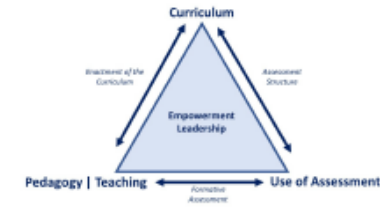
Welcome to Nordstrom

We're glad to have you with our Company. Our number one goal is to provide outstanding customer service. Set both your personal and professional goals high. We have great confidence in your ability to achieve them.






Nordstrom Rules: Rule#1: Use Best Judgment in all situations. There will be no additional rules.

Please feel free to ask your department manager, store manager, or division general manager any questions at any time.










CURRICULUM

-  **3-19 CLF Curriculum** | Evolve, Enact, Critique and Embed
-  **Subject Communities** | Experts, Guardians and Curators
-  **Vertical Strands** | Progression 3 to 19
-  **CLF Curriculum on-line** | Blended learning
-  **Recovery Response** | supporting re-connection





ASSESSMENT (USE OF)

-  **Trust-wide assessment** | key milestones and standards
-  **Assessment that informs teaching** | responsive planning
-  **Responsive teaching** | assessment informed pedagogy
-  **Strong transition 3-19** | sticky assessment for progression
-  **Quality Assurance** | ARMs, ARVs and PRs








PEDAGOGY

-  **Quality of Teaching** | PD focus on Pedagogy
-  **CLF Pedagogy Curriculum** | Empowering Professionals
-  **Seeding a 'CLF Pedagogy'** | Delivering Loftier Goals
-  **Communities of Practice** | Teacher Research Groups
-  **Professional Learning Culture(s)** | Tech assisted pedagogy



EMPOWERMENT (LEADERSHIP)

-  **Trust-wide Disadvantaged Strategy** | 3-year investment
-  **Senior Leader Empowerment** | School Improvement
-  **Mental Health and Well-being** | All children thriving
-  **Empowering School Improvement Team(s)** | Engine Room
-  **Pupil Parliament** | Student/Pupil leadership

With Passing Of Education Luminary Sir Ken Robinson, His Call For Creativity Lives On



Brandon Busteed Contributor

Education



Education luminary Light in the darkness

“Our task is to educate their whole being so they can face the future. We may not see the future, but they will and our job is to help them make something of it.” (Ken Robinson)



Post-pandemic pathway for every child

Every Child



One Chance.

Every Child



Reasons to feel bright



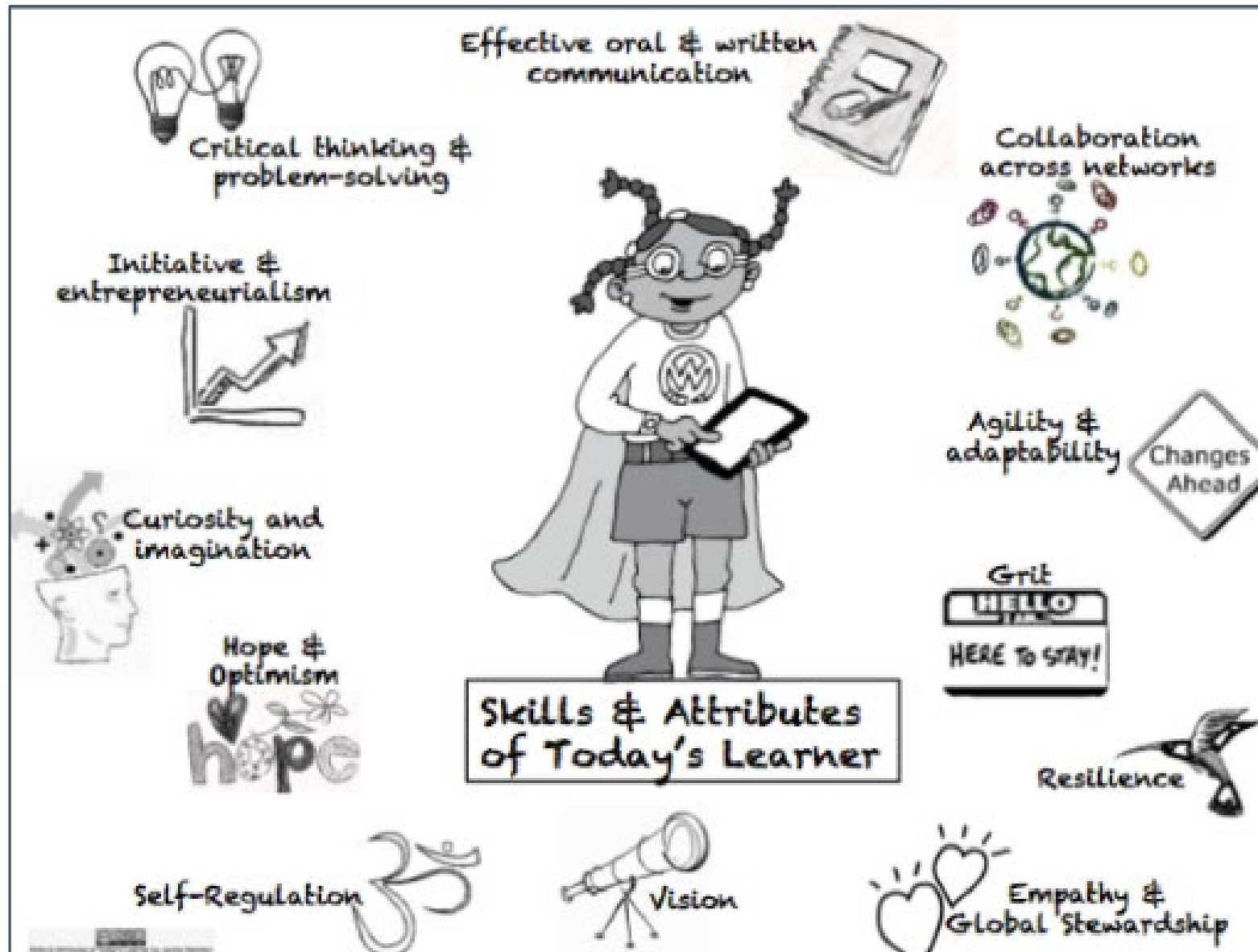
“Those of us who have worked in education for any great length hold an unswerving faith in the ability of young people to shine, as long as they are given the opportunity, and this COVID cohort may well turn out to be one of our finest generations.”



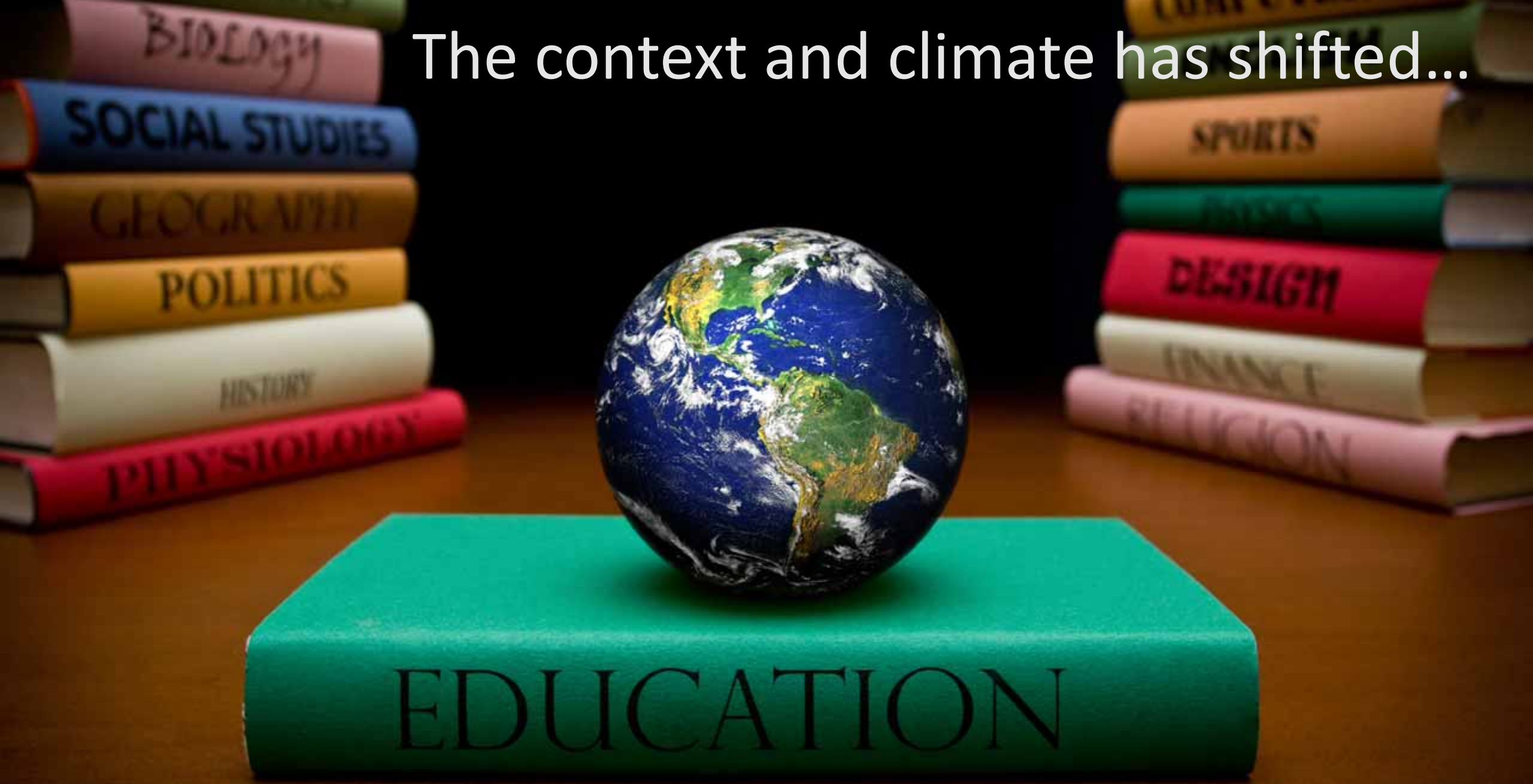
Live up to expectations | open doors for our children



2012 | 2020 | What matters most



The context and climate has shifted...



Sense of self



Sense of place

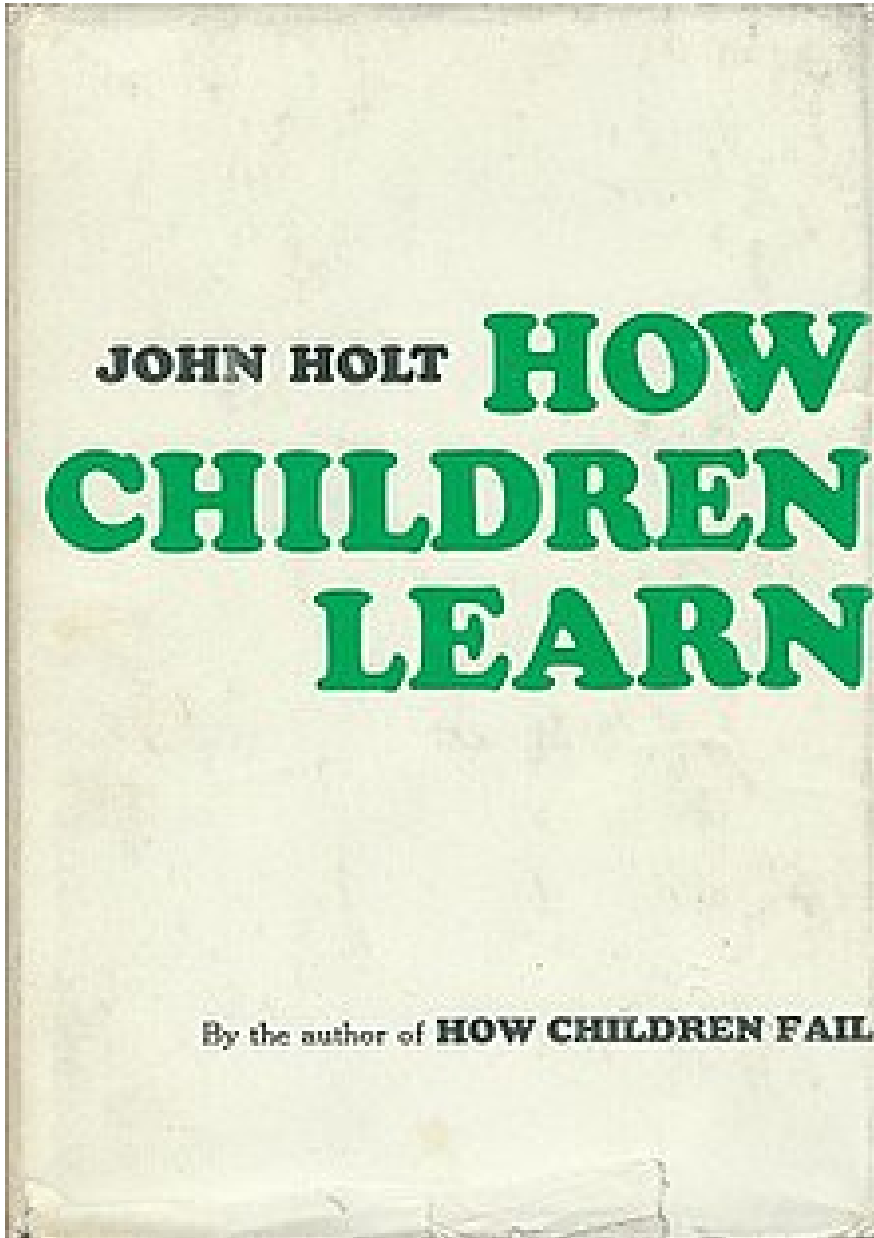


Self Agency



Self Agency: the ability to understand, shape, make decisions, control, develop and make things happen in your world that has a positive influence on those you choose to share your life with, personally and professionally.

1960 | 2020 | How children thrive



How children thrive

steadily and often rapidly in the wrong direction. Schools are on the whole bigger than they used to be, more depersonalized, more threatening, more dangerous. What they try to teach is even more fragmented than it was, what Professor Seymour Papert in *Mindstorms* calls “dissociated,” i.e., not connected with anything else, and hence meaningless. Teachers have even less to say than they used to about what they teach and how they teach and test it. The schools cling more and more stubbornly to their mistaken idea that education and teaching are industrial processes, to be designed and planned from above in the minutest detail and then imposed on passive teachers and their even more passive students.

How children thrive

When we better understand the ways, conditions, and spirit in which children do their best learning, and are able to make school into a place where they can use and improve the style of thinking and learning natural to them, we may be able to prevent much of this failure. School may then become a place in which *all* children grow, not just in size, not even in knowledge, but in curiosity, courage, confidence, independence, resourcefulness, resilience, patience, competence, and understanding. To find how best to do this will take us a long time. We may find, in fifty or a hundred years, that all of what we think of as our most up-to-date notions about schools, teaching, and learning are either completely inadequate or outright mistaken. But we will make a big step forward if, by understanding children better, we can undo some of the harm we are now doing.

How children thrive

This book is more concerned with describing effective learning than explaining it, or giving a theory about it. In many places people are busy trying to find out what goes on in the brain, electrically, chemically, and otherwise, when we think and learn. Such research is interesting and may prove to be useful, but it has nothing to do with the aims of this book. We do not need to learn more about the brain, as an organ, in order to make schools better. We could make them a great deal better, knowing no more about the brain than most people know right now. Thus it is interesting that people should be finding evidence that experiences are stored in the brain, in the shape of complicated molecules, like file cards stored in a file. What teachers and learners need to know is what we have known for some time: first, that vivid, vital, pleasurable experiences are the easiest to remember, and secondly, that memory works best when unforced, that it is not a mule that can be made to walk by beating it. It is interesting to read Wolfgang Kohler's theory, perhaps now held by many others, that electrical fields are set up in the brain when we perceive, think, and feel. This would certainly account for the fact that we think badly, and even perceive badly, or not at all, when we are anxious and afraid. But we don't need the explanation to

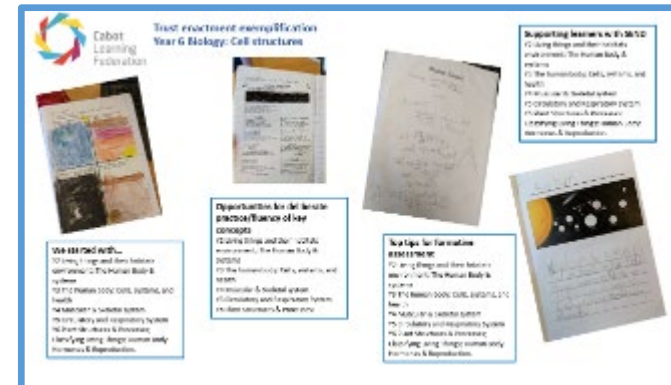
The whole curriculum | everything | a pedagogical challenge

Anything and everything that teaches a lesson, planned or otherwise. Humans are born learning, thus the learned curriculum actually encompasses a combination of all of the following -- the hidden, null, written, political and societal etc.. Since students learn all the time through exposure and modeled behaviors, this means that they learn important social and emotional lessons from everyone who inhabits a school -- from the janitorial staff, the secretary, the cafeteria workers, their peers, as well as from the department, conduct and attitudes expressed and modeled by their teachers. Many educators are unaware of the strong lessons imparted to youth by these everyday contacts."

Formative assessment in the classroom, responsive teaching

Unpicking **what formative assessment means in the classroom** to develop a shared understanding of what good formative practice looks like. We will initiate a discussion about what the best protocols are in relation to different curriculum areas to enable teachers to make a *deliberate choice* about what they use and when. This includes developing **trust wide enactment exemplifications of sequences of learning with a showcase on the type and kinds of formative assessment** that have worked best. These will be developed and written by teachers.

We will take our learning to teachers, subject leader groups, subject communities and to our networks to make it part of the discussion.



‘If your students have no desire to learn, you are wasting your time’ *William, 2018.*

Increasing engagement in learning: We will be looking at ways to ensure children are **actively engaged in their own learning, and how we can activate them as learning resources for one another.**

We will look at key successful learning behaviours and how to assess a child holistically in order to ensure they develop the key skills and attributes they need to have *agency, in line with the loftier goals* of our curriculum.



The PD platform gives us the infrastructure to develop personalised curriculum for teacher learning.

Formative and actionable feedback needs to be part of the internal Academy and trust wide routines of ARVs and beyond.

Existing networks strengthen improvements.

Personalised curriculum for teacher learning
(according to ages and subjects taught, school context and student characteristics, current profile of expertise, etc.)

Systems and instruments to provide **formative, actionable feedback** that helps teachers to focus their learning, evaluate their impact and track their professional growth.

Networks for peer and expert support to generate, share and apply evidence about the **most effective ways to improve**.

The evidence review is the first stage of the Great Teaching Toolkit. Here are the instruments, systems and networks we will develop in subsequent stages.

Great Teaching Toolkit


Evidence Review

June 2020



Rob Coe
C.J. Rauch
Stuart Kime
Dan Singleton

In partnership with

 Cambridge Assessment
International Education

greatteaching.com

Eureka time

Children need Eureka time.

Time to ponder, to wonder, to **make sense and meaning** of things.

Time to grapple, to engage, to form opinions and to **change their minds.**

Time to make meaning, and develop a **sense of self** and a **sense of place.**



Archimedes moments

We need to **find the bright spots/red dance/exceptional** as part of routines.

Capture those and **play back out to all** – far and wide influence and develop pedagogy.

Use the learning to **develop the trust wide standard.**



What are our five pillars?



Evidence in learning – internal and external



No more random acts of teaching/ learning



All teachers are empowered to learn | All develop their practice and pedagogy





Learning is irresistible




Culture of empowerment and self-improvement

WHAT MAKES GREAT TEACHING?

 30 OCTOBER 2014


 SCHOOLS, TEACHING AND TUITION


 ROBERT COE, CESARE ALOISI, STEVE HIGGINS, LEE ELLIOT MAJOR

DOWNLOAD REPORT



WHAT MAKES GREAT TEACHING?

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Developing Teachers

Improving professional development for teachers

January 2015

Improving
social mobility
through education




What makes great teaching?


Review of the underpinning research


Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major
October 2014



DEVELOPING TEACHERS

 23 JANUARY 2015

 SCHOOLS, TEACHING AND TUITION

 SUTTON TRUST

DOWNLOAD REPORT





We have created some structure to lessons (which mirrors the best enactment of the National strategies guidance c.20 years previous.)

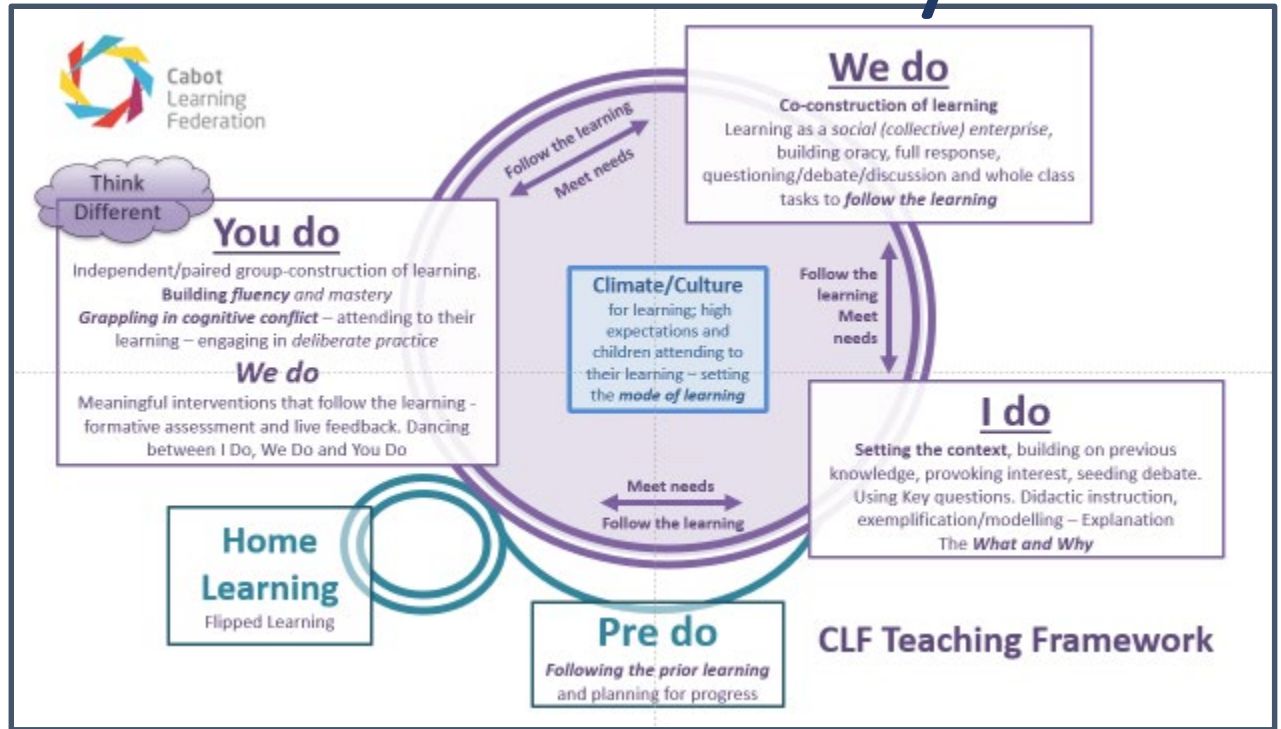
We have a huge opportunity to re-think Home Learning and Pre-do/over learning via EdTech/distance learning gains.

We have some history here...

We don't routinely see any aspect of this cycle.

We see the cycle listed on a series of PowerPoint slides.

We hear children talking about going to the We do section now – which teachers feel is a success and I feel is a downfall.

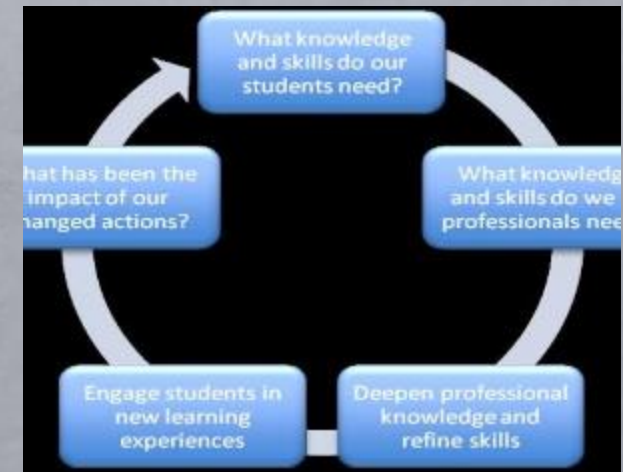


The point at which curriculum meets pedagogy is key.



Domain specific expertise and excellence needs to be defined and demonstrated.

Subject knowledge enhancement will support learning for all.



As easy as 1, 2, 3.

And that is all there is to it ...

1. Understand research evidence
2. Promote evidence-based pedagogy
3. Support teacher learning

Robert.Coe@cem.dur.ac.uk

 [@ProfCoe](https://twitter.com/ProfCoe)



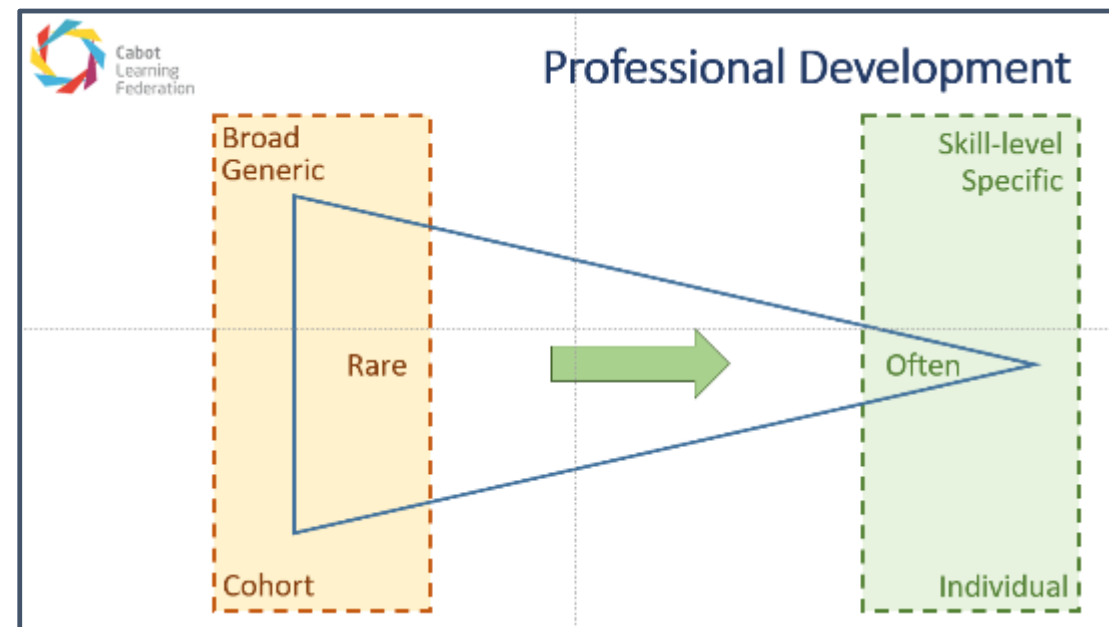
www.cem.org



The PD platform and networks enables us to support, influence and extend the quality of professional development.

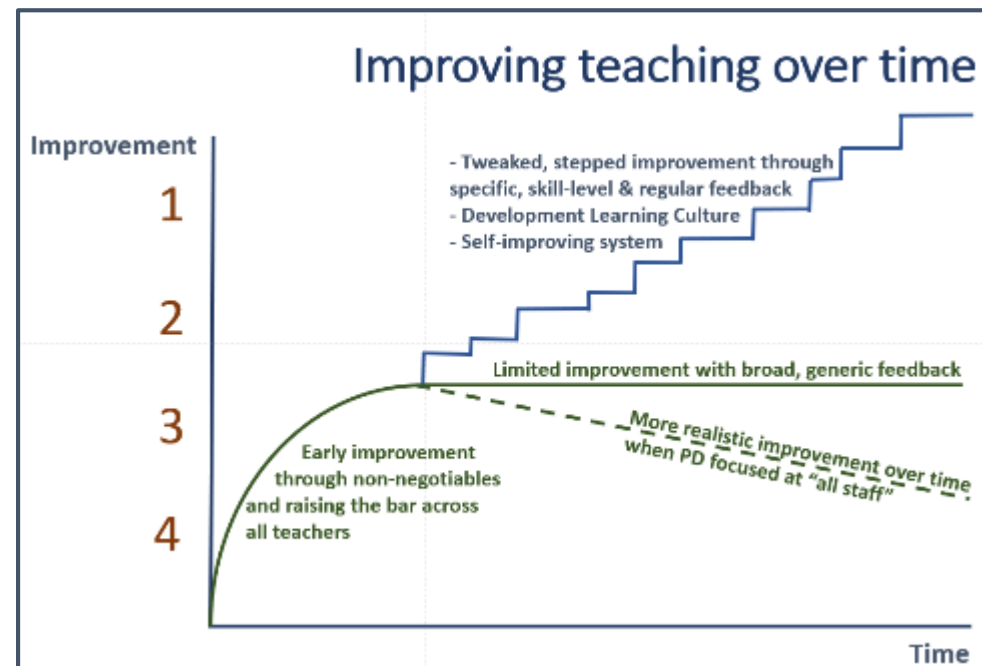
We are able to support teachers to get closer to individual CPD.

The gap is at skill-level, specific and based on their own practice.



Learning and Progress

- Are children **realising the promise of the curriculum** (intent), the **loftier goals** and **making progress**?
- Do children **make progress in all classes** as a consequence of the quality of teaching?
- What are the **routines and pedagogical approaches** that secure learning and progress over time?
- How do you **stretch and challenge** children to care, have opinions and **deeply engage** in the subject?
- What do the **books/work tell us about the quality of provision** and progress that children make?



If teaching was always only this, we would never achieve our curriculum statement.

This is the stuff of routine, of standard, of checklists. This is not joy-filled alone.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghabits.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

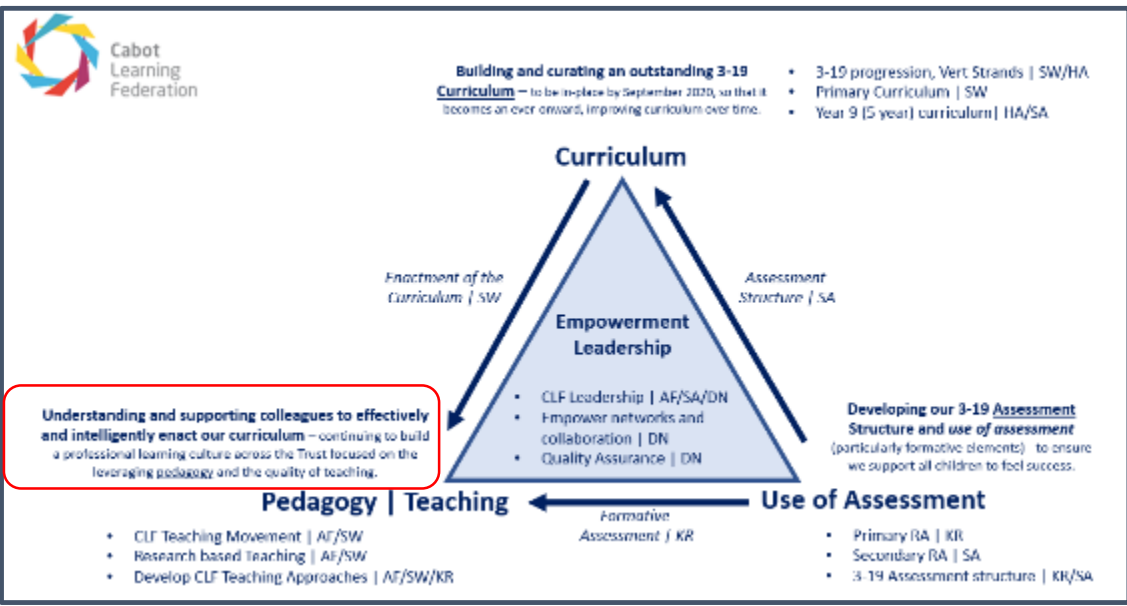
10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Is it time to be clearer and bolder about what we value in learning and teaching. Do we have a responsibility to influence pedagogy?

Understanding and supporting colleagues to effectively and intelligently enact our curriculum
 – continuing to build a professional learning culture across the Trust focused on the leveraging pedagogy and the quality of teaching.



12 LEARNING STYLES

- ↑ Attainment gain + 2 months
- ⚙️ Learning benefits
- Learning styles have more disadvantages than advantages.
 - They can limit learners' perceptions of themselves.
 - They can encourage teachers to blame a pupil's approach for their learning difficulties.
- ! Unexpected finding
- The psychological evidence does not support their existence!
- 💡 Teaching tips
- Don't use learning styles approaches.
 - Challenge learners to think of the best way to tackle a task.
 - Plan different ways to explain concepts.
 - Offer alternative ways of achieving learning objectives.
 - Focus on ensuring variety in teaching approaches to develop metacognition and self-regulation instead.
- 👉 Leadership tips
- Ban them in your school!
- 🔪 Principles
- Bananarama
 - Goldilocks



WHAT IS IT?

It is intuitively appealing that we each have a preferred approach or favourite way of doing something and that this works best for each of us. Researchers have found a host of different ways of describing these approaches and even more ways of assessing learners' individual preferences (Willingham et al., 2015).

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

Dylan Wiliam

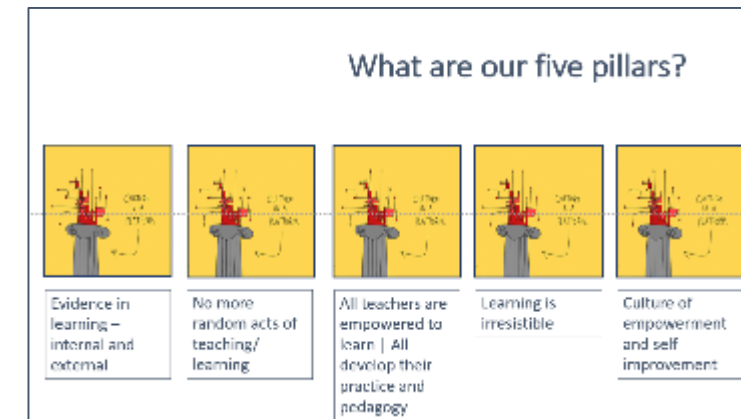


Sustainability in pedagogy



We need to invest in the **three rooms** model
Develop a **trust wide set of pedagogy principles**
Commit to supporting all to **develop professionally**
Be clear about **what we value** and promote
this trust wide – trust trials, filmed extracts,
PD platform showcase – **exemplification**

There are 5 key levers;
PD platform
PDP
Teachers' Standards self-audit
networks
commitment for and from all



Pervasive culture of scholarship...



Shared planning principles

Emerging middle leaders

Agility

All teachers getting better and better and better

R&D

TRGs

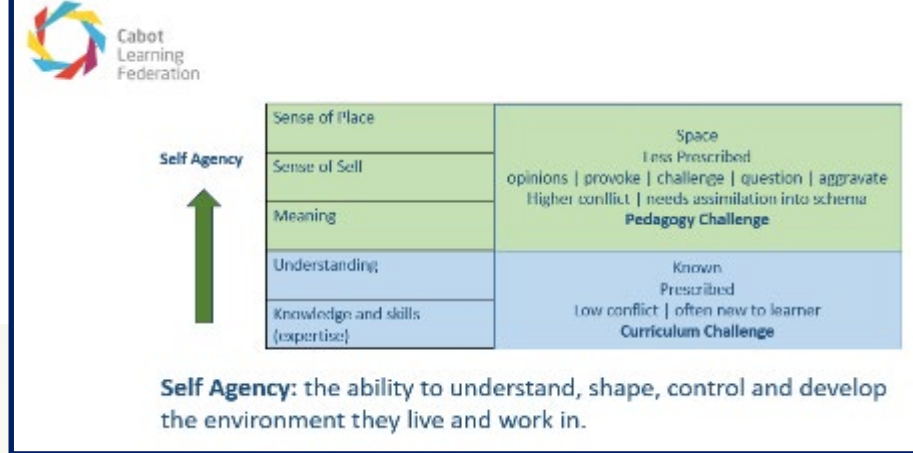
Seminar series

Publication through conference and beyond

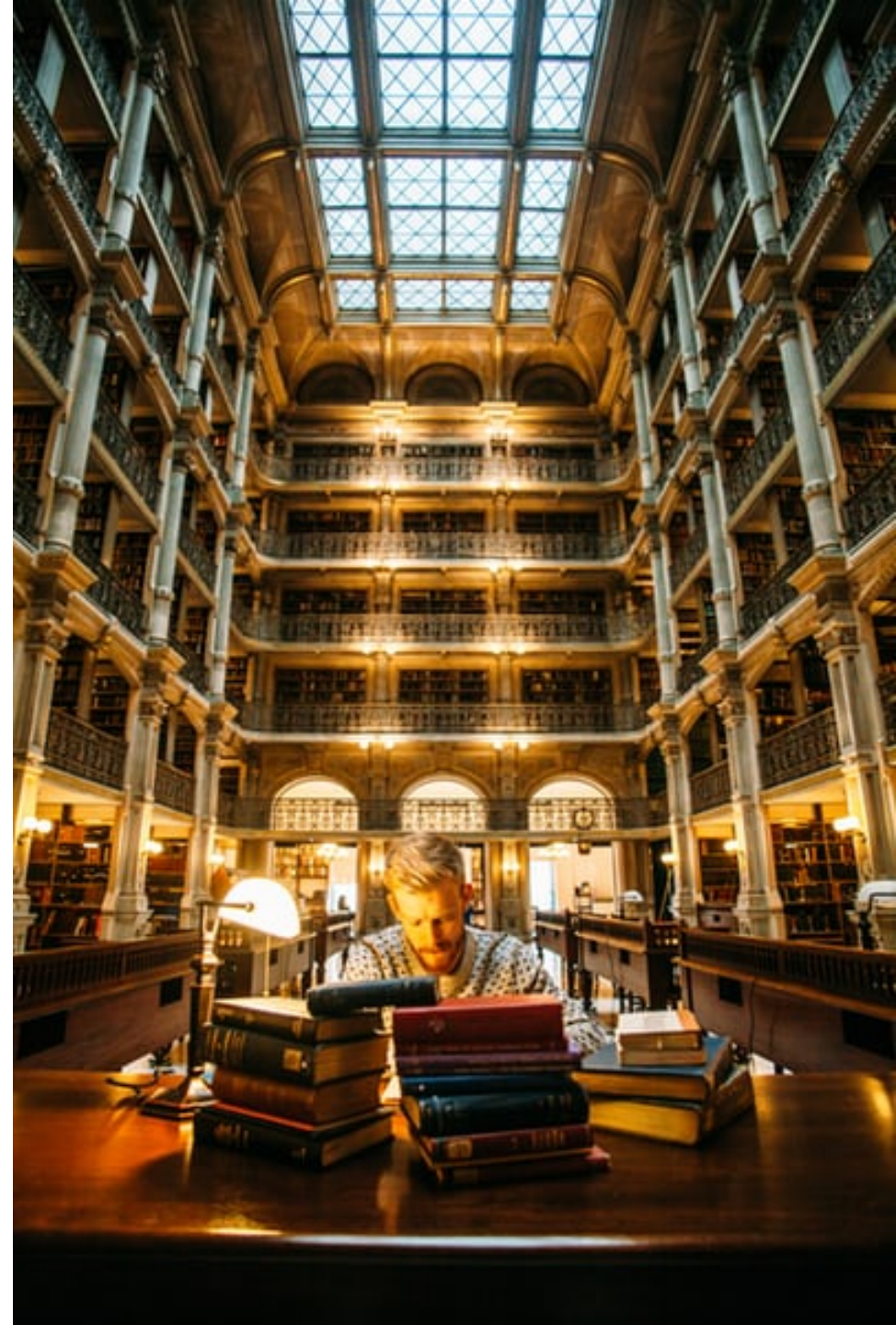
Providing access to rich materials.

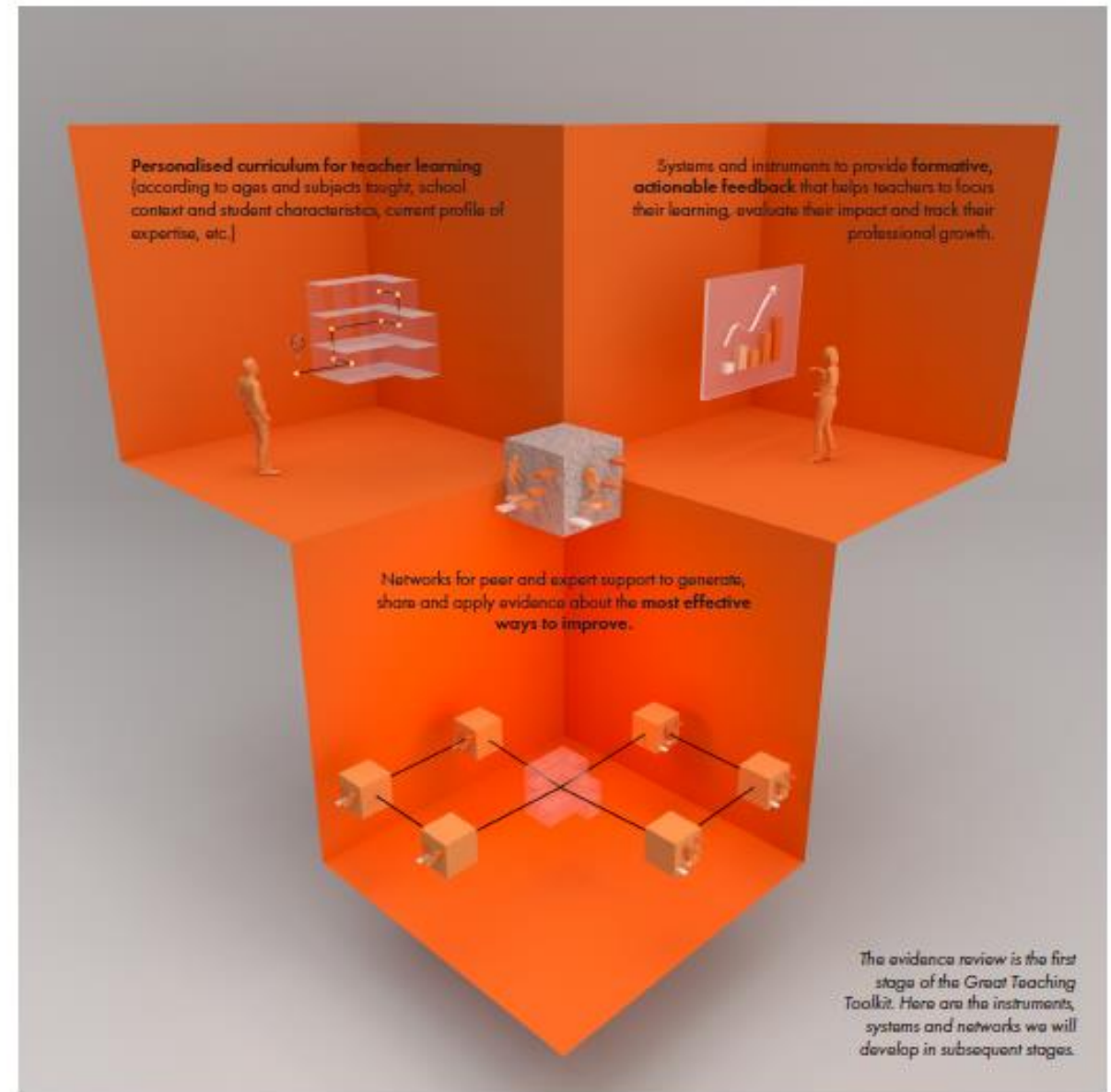
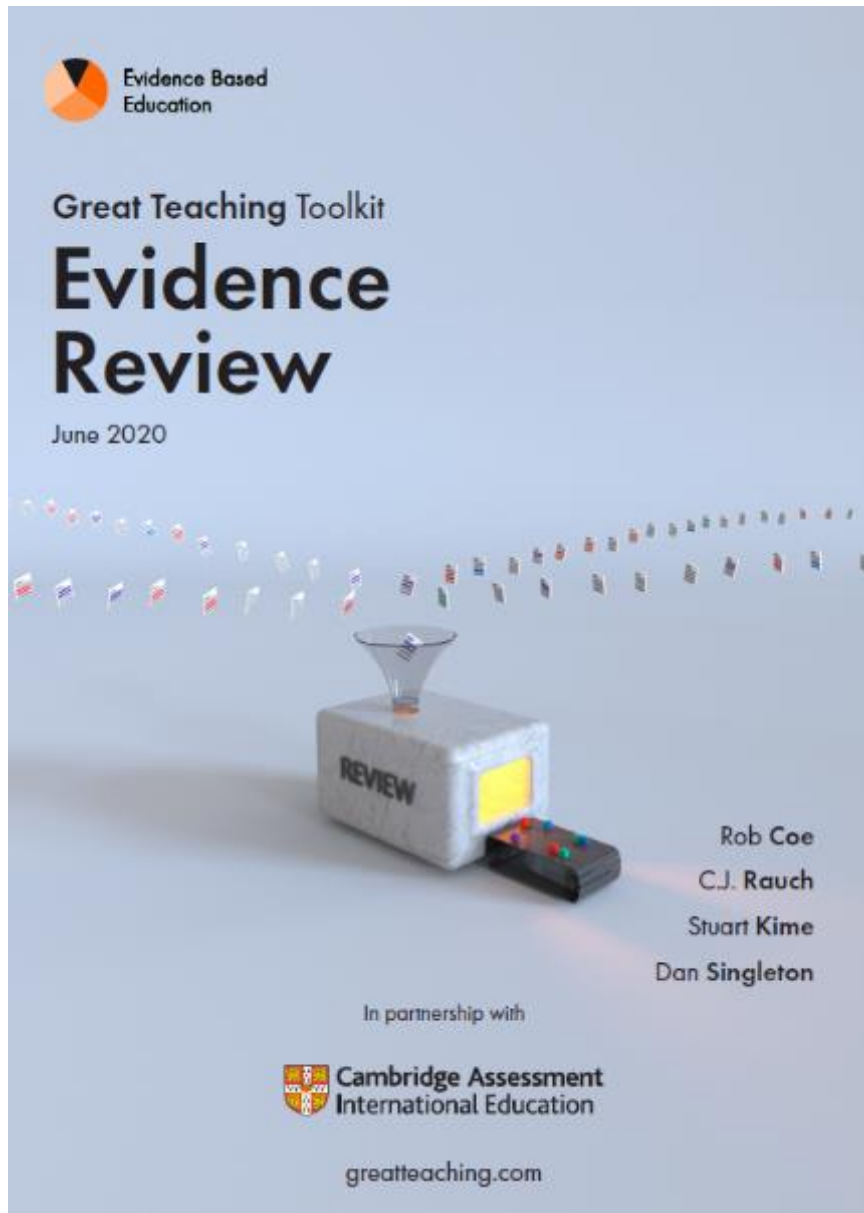
Ensure opportunity to discuss, debate, provoke opinion.

Consider how this informs practice for maximum impact.



A CLF compendium of research, readings and a range of CPDL opportunities for all to access over time.





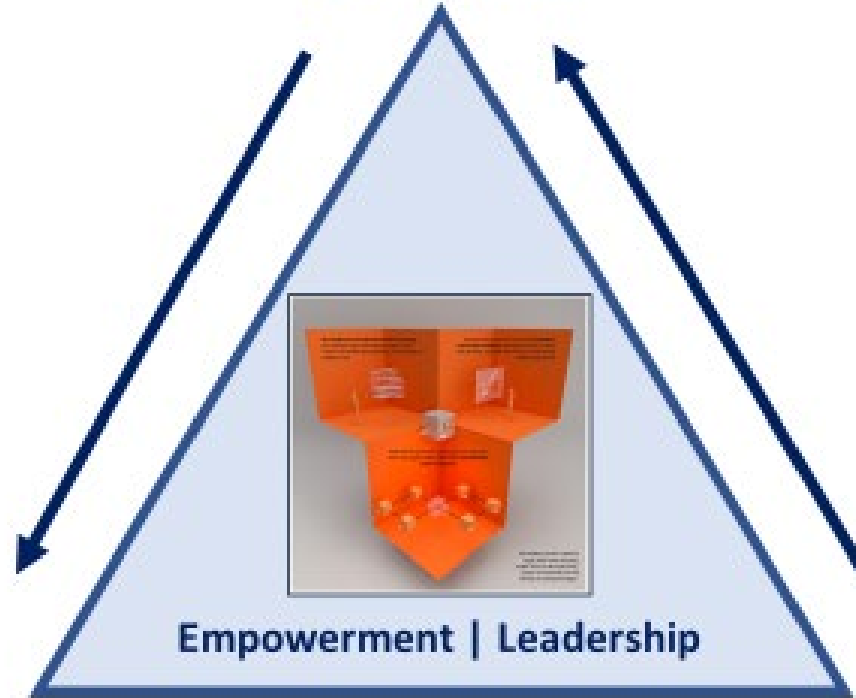
<https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/great-teaching-toolkit/#:~:text=Professor%20Rob%20Coe%20and%20his,the%20potential%20to%20transform%20learning.>



Cabot
Learning
Federation

**Personalised curriculum for teacher
learning | 4 key elements of great
teaching**

Curriculum



Empowerment | Leadership

Pedagogy | Teaching

Insight and Strategy for
teachers | **Apply evidence** –
most effective ways to
improve

Use of Assessment

**Formative, actionable
feedback** | Focus on
learning | professional
growth

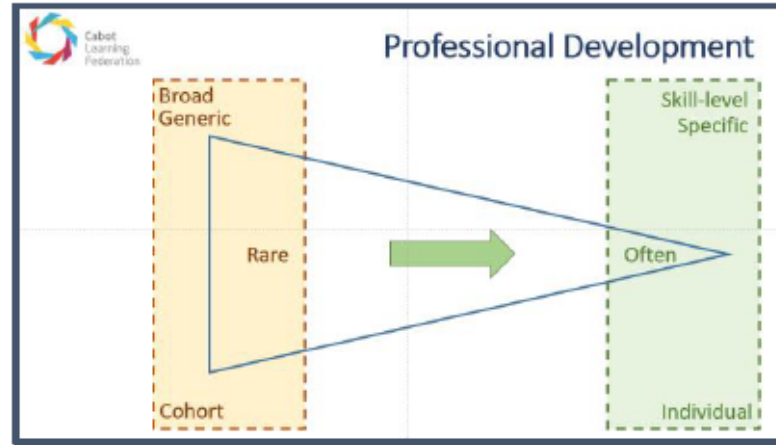
**Networks and peer experts |
Generate, share, apply evidence**

If we are to genuinely **Empower Learning**, we need to shine a light on great teaching.

- We need to design a personalised pathway for each teacher.
- We need to engender a culture across the trust of learning, of research and of development.
- Joy-filled learning for all.
- As leaders across the trust we have a responsibility.
- We need to work collectively to develop a shared strategy for CLF Pedagogy that improves the quality of teaching and secures best outcomes for all children.
- We need to work together to define and refine what we value, seeding, spotlighting and propagating CLF pedagogy – bringing brilliant stuff into standard, looping round to secure the best teaching and learning for all.

Every teacher, in every school has the opportunity to become a better teacher, and to continue to improve their practice, day in, day out, year after year.

This has been something we have considered over a number of years, but we haven't, to date, been highly specific or supportive in terms of how leadership teams can develop high quality PD for every teacher. The gap is in the skill-level, specific PD based on teachers' own practice.



The **PD platform** enables us to support, influence and extend the quality of professional development in our schools.

Networks of peer to peer expert learning and collaboration provides the opportunity for teachers to connect with colleagues from across the trust to generate, share ideas, research and experiences and apply evidence-based practice in their phase or subject.

We are now able to support leaders and teachers to **get closer to individual CPD**. The **new PD policy**, with the actionable steps for self-improvement provides the right framework for us to develop a personalised curriculum for every teacher.


As leaders of learning across the trust, ***we need to create the climate in which teachers can thrive.*** The support structures that we establish in each of our schools need to allow for teachers from NQT to UPS3 and beyond to thrive, and to have full access to high quality professional development which enables them to gain insight into their own practice, and work with others **to observe teaching and learning, to reflect, to dissect the decisions and impact of those decisions, and find the most effective ways to improve.**

| Collective expertise | Becoming a contributor

The screenshot shows a web browser window with the URL <https://develop.clf.uk/>. The page features the Cabot Learning Federation logo and a navigation menu with the following items: Home, Explore by Topic, Explore by Content, Becoming a Contributor, and a blue button for Explore PD Week. Below the navigation are two large blue buttons: View Programme and Explore Sessions. To the right, there are two circular image-based links: one for 'Counselling - what happens in therapy and is it for me?' and another for 'Mindfulness - Daily Renewal'. The 'Explore by Topic' section is displayed below, featuring six topic cards: Curriculum, Pedagogy, Assessment, Leadership, Professional Skills, and Personal Development. Each card includes a representative image and a blue label at the bottom.


CLF Professional Develc X +


← → ↻ 🏠 🔒 <https://develop.clf.uk/> 📖 ☆ ⚙️ 🖋️ 🔄

 Cabot Learning Federation






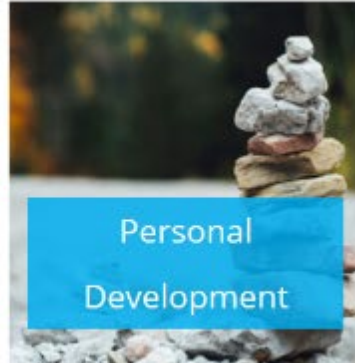
Home Explore by Topic ▾ Explore by Content ▾ Becoming a Contributor [Explore PD Week ↻](#)

[View Programme →](#) [Explore Sessions →](#)

 Counselling - what happens in therapy and is it for me?

 Mindfulness - Daily Renewal

Explore by Topic

-  Curriculum
-  Pedagogy
-  Assessment
-  Leadership
-  Professional Skills
-  Personal Development

Trust wide pedagogy

Teaching that is of most value for all our children | What we choose to invest in|
Now and for their future

#1



Orchestrator

Joy-filled learning for all
Bureaucratic time
Learning which engages and provides
Intrinsic learning
Lessons that encourage children to grapple - the
Joy of struggle
Children as agents in their learning

#2



Scientist of learning

Building connections and schema
Teaching of ideas
Judicious and prudent selection of content to
serve ideas and concepts that support children
In their future.
Stuff that matters more

#3



Expert

Beyond deliberate practice
Teaching which takes account of best principles
of direct instruction as part of the whole
Learning which encourages children to make
sense and take meaning from their learning
Lessons which privilege children developing self-
agency
Sessions which empower learning

#4



Philosopher

Deep learning
Learning that connects to passion
Children thinking hard about learning
Content, concepts and learning that allows
Teaching that promotes dilemma, conflict and
debate
Learning which has human significance
Lessons which move children from simple to
complex ideas and competences

#5



Specialists

High dividend concepts - which are investments
for long term learning
Judicious selection of content
Pedagogy which prioritises progressive learning
which build conceptual understanding
Learning which highlights links within and
between subject

#6



Co-creator

Pedagogy with human connection at forefront
Teaching which preferences social aspect of
learning
Learning which maximises role of storytelling,
modelling and analogy - which are deeply
human and encoded in how we learn
Learning that is simultaneously personal and
collective

#7



Facilitator

Feedback to learning
More frequent and more meaningful
Informs teaching and learning
Part of ongoing formative dialogue
Human interaction
Assessment is a spoken not written language
Holistic and qualitative

#8



Ally in learning for
the future

Values underpin teaching/pedagogy
Empowering learning for all
Pedagogy which attends inequity and secures
excellence for all
Teaching that preferences meaning making
Learning which supports a new adulthood
Opportunity for learners to develop resilience,
agility and problem-solving approach

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

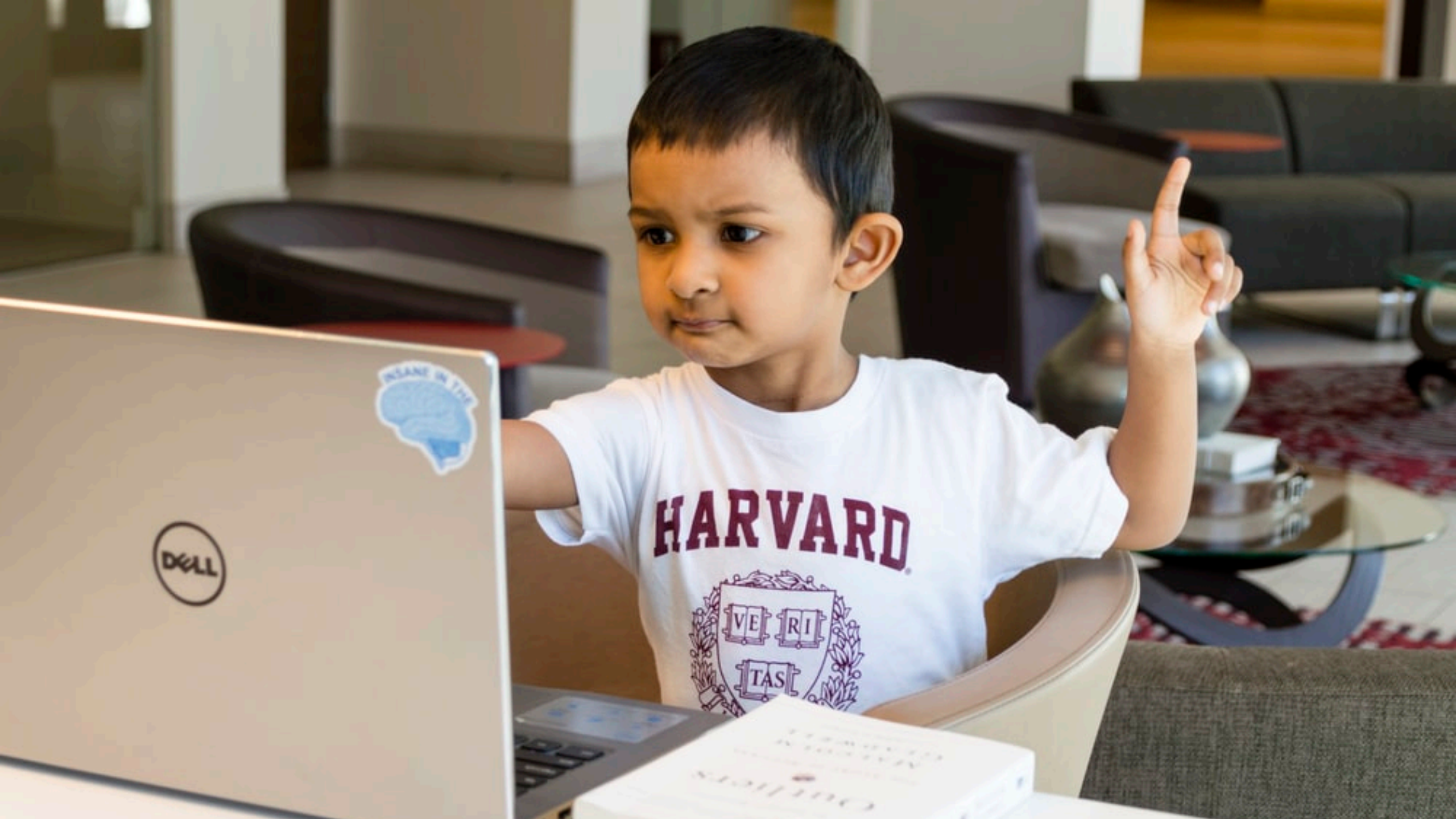


Independent practice produces "over-learning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.



DELL

INSANE IN THE

HARVARD

VE RI TAS

Outliers




Time for discussion

What needs developing, adapting, changing?

What did you think was missing from the piece?

What do you need?

A black Eames-style chair is positioned in the foreground, slightly to the left. On the seat of the chair, there is a white rectangular sign with the text "THINK OUTSIDE THE BOX" written in a bold, blue, sans-serif font. The sign is divided into three horizontal sections: "THINK" on the top, "OUTSIDE" in the middle, and "THE BOX" on the bottom. The background is a soft-focus indoor setting with a light-colored wall and some dark, leafy branches or plants in the upper left corner.

**THINK
OUTSIDE
THE BOX**

What ifs?

What are your thoughts?

What else could we think about doing?

Any additional ideas?

Next steps

How will you take this forward in your Academy.

How close are you in role to Director of Professional Learning.

What do you need from the trust?