

W

hen Andy Samways was looking for ways to propel his multiple initiatives forward, he instantly saw the potential of the HOW2s. As a central hub, HOW2s could inform an orbit of Initial Teacher Training, Newly Qualified Teachers, everyday coaching, and the newly established research arm.

THE SCIENCE OF THE HOW2s

What first struck Andy was the clarity of the HOW2 visuals. Teamed with lean verbal explanations, they help teachers learn new methods both quickly and accurately.

The evidence for such dual coding is very strong — we all learn more effectively when words and visuals are teamed together. And, as Andy recognised, that’s true for teachers as equally as it is for learners.

Similarly, when Andy looked into the provenance of the techniques, he was reassured to learn of their evidence-informed origins. In this light, deciding on the HOW2s as the hub for development was a cinch.



Andy Samways is the director of the Teaching School and director of the Research School, while colleague Chris Dale is the director of teaching and learning. They’ve worked with the HOW2 team to make HOW2s a hub of teacher-led, school-based research activity across the Trust’s 19 schools. As Andy had hoped, colleagues already find the HOW2s relevant and supportive of their existing roles — not another thing to do. The HOW2s will be available to teachers at SWAT for at least three years.

INTERSECTING HOW2 PROJECTS ACROSS THE TRUST



I constantly reflect on my classroom practice and look for evidenced-based solutions to improve my teaching. I enjoy learning with my fellow teachers.

A TEACHER STATEMENT FROM THE TRUST’S TEACHING AND LEARNING CHARTER

| | NEWMARKET ACADEMY | CASTLE MANOR ACADEMY | THOMAS GAINSBOROUGH SCHOOL | WESTERFIELD PRIMARY ACADEMY |
|---------------------------|--|--|----------------------------|-----------------------------|
| 51 TEACHERS | Whole-school Share CPD: weekly commitment to sharing and evolving practice | 10 TEACHERS | 12 TEACHERS | 6 TEACHERS |
| | | Pedagogy Team Leaders working with individual teachers | Coaching NQTs via mentors | Coaching NQTs via mentors |
| SENCO NETWORK x 19 | TAs | | | |
| SWAT ITT x 20 | | | | |

OUR PROFESSIONAL DEVELOPMENT 'BET'

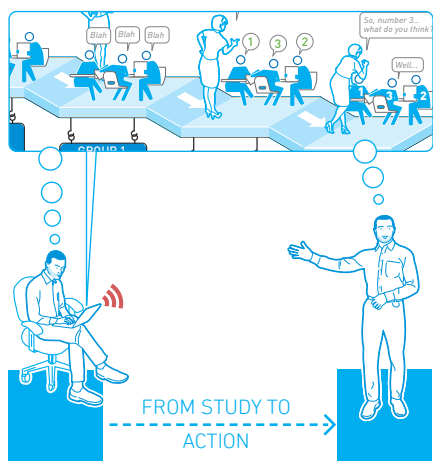
ARTICULATING OUR STRATEGIC THEORY-OF-ACTION









INSTITUTE FOR TEACHING

IFT director, Matt Hood, tells us that:
We all make bets, most of the time.
When we make our best bets we're intentional and we're aligned as teams about our bets.

Samuel Ward Academy Trust are using HOW2s to help them make a strong bet.



THE INDIVIDUAL TEACHER

-  Feels valued when looking at the concrete examples that are professionally visualised
-  Is liberated by a personalised selection of techniques to suit development — “just for me”
-  Gains time with everything in one place and accessed only when needed — “just in time”
-  Learns new techniques more effectively by being able to revisit — “not just once”
-  Executes deliberate practice with precise, step-by-step guides to aid feedback
-  Extends their repertoire of teaching tools to develop more responsive teaching



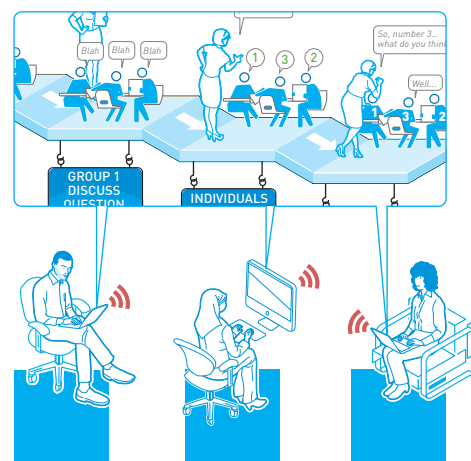
OUR BET

If we can harness the clarity and scope of the HOW2s, then time-pressed teachers could, individually and collectively, improve their understanding and behaviours around evidence-informed strategies.







ANDY SAMWAYS

We think this because HOW2s are:

- 1** Visual walk-throughs of evidence-informed techniques
↳ So... teachers know exactly what the technique consists of, step-by-step.
- 2** 130+ in number, curated and all in one place
↳ So... no time is wasted in searching, and development is personalised.
- 3** Quick to understand, easy to adapt
↳ So... no cognitive overload, leaving focus on thoughtful adaptation
- 4** Stripped-back models with contexts removed
↳ So... they're relevant to all teachers, creating a shared understanding



THE COMMUNITY OF TEACHERS

-  Learn together through establishing voluntary collaborative partnerships
-  Share their practice and learn from each other through the HOW2 Skills Exchange
-  Create shared understanding among colleagues of names and steps of different HOW2s
-  Build a strong culture of deliberate practice focusing on mastery of chosen techniques
-  Reduce the gap between lead and other teachers, with easy access to evidenced pedagogy
-  Experience coherence across multiple initiatives and different faculties