

PINPOINT



It is less the content of the curriculum that is important than the strategies teachers use to implement the curriculum.

John Hattie

The argument

The Centre for Social Justice argues that:

■ Because...

"The effects of high quality teaching are especially great for pupils from disadvantaged backgrounds: over the course of one year a good teacher can add 18 months of learning to a student from a disadvantaged background, compared with six months for a less able teacher." (Page 96)

■ Therefore...

"The benefits of effective professional development are especially great for disadvantaged students." (Page 104)

■ Yet...

"According to David Weston, Chief Executive of the Teacher Development Trust (TDT), schools in England spend only 0.25 per cent of their budget on developing the classroom skills of their teachers." (Page 106)

■ And...

"Vivienne Porritt, Executive Director at the London Centre for Leadership in Learning, Institute of Education, told the CSJ that ... continuing teacher education would still benefit from more personalisation and opportunities to take account of the individual learning needs of teachers and their context – "one size can't ever fit everybody". (Page 102)

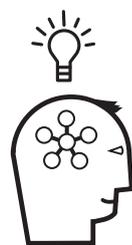


I would advise every child to choose their parents wisely.

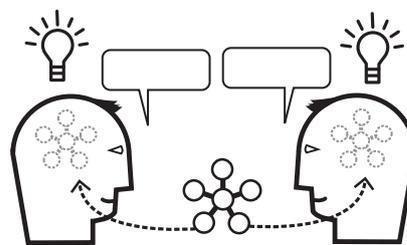
Professor Sir Michael Rutter

Evidence-informed teaching and learning

Able students from language-rich backgrounds come to school with the tools for effective learning: sustained attention, vocabulary and elaborate grammar. It's no surprise then that they are able to process incoming information on their own. Inside their heads, they scan, hypothesise, edit, analyse and connect. So, even with low quality, unadventurous and teacher-dominated teaching, they learn with far fewer difficulties than their more disadvantaged peers.



ADVANTAGED



DISADVANTAGED

Less able students, however, stall unless classroom activities are designed so that the internal processes of the able students are externalised. Private thinking needs to be made visual, concrete, public and social. Which is exactly what the top-ranking evidence-based teaching techniques achieve.

Seeing and manipulating visuals, prompts dialogue. The need for better explanations stimulates the development of sophisticated language. Supported by the social dynamics, thinking deepens. And learning is more likely to be internalised.

The HOW2 effect

HOW2s are evidence-informed techniques for generating quality active learning. Here are just some of the series and their impact.

■ Assessment for Learning

Peer assessment creates socially-generated evaluation skills.

■ Cooperative Learning

Language and understanding is developed via active learning.

■ Graphic Organisers

Visual representations of concepts makes thinking tangible.

■ Manipulatives

Sorting cards makes the solitary act of thinking, public and fun.

■ Whole Class Teaching

Dynamic No Opt Out activities generate participation and accountability.

REFERENCES

The Centre for Social Justice (2013)
Requires Improvement. The causes of educational failure.