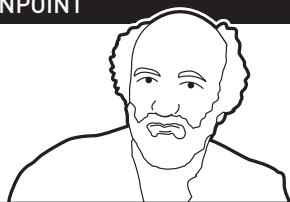


Supported Experiments

HOW2

PINPOINT



Unlike many systems-based approaches it creates improvement, rather than simply identifying where improvement is needed and asking for it.

Geoff Petty

Definition

Supported Experiments are like mini-action research projects. Crucially, they are supported and promoted by the leaders of the organisation. Even better, as Helen Timperley's research shows, the most effective leaders participate in them.

Principles

Deliberate Practice: constant effort creates excellence.

No Blame Culture: Learning without fear of judgement.

Corrected Practice: Learning grows from feedback.

Growth Mindset: An approach based on learning from errors.

Iterative Process: Not a single effort, but continuous improvement from continuous feedback.

Balance

The sweet spot is achieved in the balance between the following extremes.

Safety — Accountability

Teachers don't need measuring during the learning process. But they are accountable for their outcome improvements.

Informality — Bureaucracy

Teachers learn best in informal processes, not burdened with management paperwork. But rigour needs to be present to coordinate different experiments and monitor progress. This requires a system that is lean — minimum administration for maximum impact.

REFERENCES

Petty, G. (2015)

Evidence Based Teaching
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Timperley, H. (2011)

Realizing the Power of Professional Learning, OUP, Maidenhead.

Process

Supported Experiments can work in a variety of different ways. Here is a 6-stage process revolving around the HOW2s.

1



Start with students' learning in mind. Analyse current problems and the techniques needed to remedy the situation. Identify the students' barriers to learning and what you want then to achieve. Now, consider the techniques you'd like to experiment with in order to achieve the student goals.

2



Explore the HOW2 Library and identify those techniques most appropriate to the decisions made at stage 1. Create a personal Collection of HOW2 techniques that will form the project. Write up any adaptations needed in the Notes function. Communicate the plan to the students involved.

3



Try out the HOW2s several times until you feel confident enough to invite colleagues to see your trials by using the Nudge tool. Call these *visits* to distinguish them from formal *observations*. Talk through the specific HOW2s with colleagues before they see you in action.

4



The coaching can be by a Lead Teacher or a peer. If new to the HOW2, again, talk it through. Reverse coaching roles with the observer becoming the coachee, and the performing teacher the coach. Make feedback for action directly related to the stages of the HOW2.

5



Celebrate successes in skill development and increased student learning by using the Share function. Pass on the news to all participating colleagues. And others. Explain the learning journey and how problems were overcome.

6



Analyse the successes of the different HOW2 techniques and relate them to various factors: subject, stage of topic or lesson, student ability, student engagement and test results. Capture this in the Notes review section.