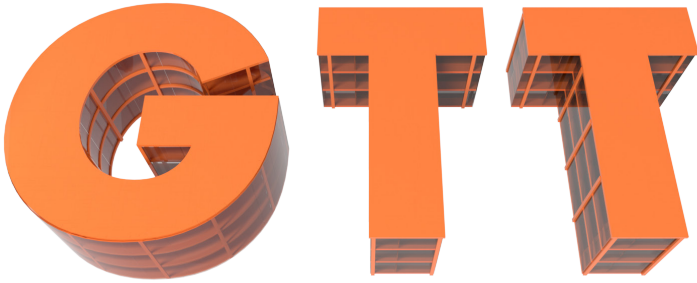




Evidence Based  
Education



**Great Teaching Toolkit**

Great teaching, better learning

# Toolkit Unpacked

#GreatTeaching

# Hello!

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If you've heard about the Great Teaching Toolkit and want to know more, then you're in the right place! In this document we will 'unpack' the Toolkit to explore its contents – the tools that you can use to understand what makes Great Teaching, and how to develop more of it.

This a comprehensive overview of the Great Teaching Toolkit. We do not expect that you will read this document in its entirety - however, it can serve as a reference for finding out more information about a particular course or feature.

The Great Teaching Toolkit is more than a short-term 'standalone' training package. It is an evidence-based and sustained commitment to developing teaching quality over time. It is professional development, but not as you know it.

To use the Toolkit is to be part of a community that itself is contributing to a new body of knowledge on the things that teachers and leaders can do to demonstrably improve.

Be part of the Great Teaching community – learn, share and grow together.



*"A great teacher is one who is willing to do what it takes to be more effective next year than this."*

**Rob Coe**

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# Courses and programmes

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The Toolkit includes teacher courses and lead programmes which relate directly to Dimensions and Elements of the Model for Great Teaching. Delivered online, our courses and programmes all incorporate structured collaboration with colleagues and activities to plan, implement and evaluate pedagogical approaches in your context.

## The start of your Great Teaching journey

Every member of staff in a Great Teaching school or college starts their journey with the same Foundation course: An evidence-based approach to great teaching. It provides an evidence-based overview of the Model for Great Teaching, how to get the most out of the Toolkit, as well as introducing some of the core principles which will be revisited throughout your learning.



### ***For teachers:***

A selection of eight-week courses enabling teachers to connect the most up-to-date research evidence on learning to principles they can apply in the classroom, before selecting and adapting individual teaching strategies to hone and use in their own practice.

- Creating a supportive environment
- Maximising opportunity to learn
- Embedding
- Explaining
- Interacting
- Questioning
- Structuring
- Activating

**For leaders:**

Lead programmes cover specialist areas, each aligned to the Model for Great Teaching. Programmes provide a grounding in research evidence and then equip you to lead improvement to policy and practice in the following areas:

- Behaviour and Culture Programme
- Science of Learning Programme
- Assessment Lead Programme

Note: A summary of every teacher course and lead programme can be found on the following pages. All relate to particular Elements of the Model for Great Teaching (p.6).

*"The Assessment Lead Programme is some of the best CPD I have done in the 25+ years I have been a teacher."*

**Steve Mills, Headteacher**

## 1. Understanding the content

- |   |  |   |
|---|--|---|
| <b>1</b> Having deep and fluent knowledge and flexible understanding of the content you are teaching                            | <b>2</b> Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching | <b>3</b> Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching |
| <b>4</b> Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching |  |   |

## 2. Creating a supportive environment

- |  |   |  |
|--|---|--|
| <b>1</b> Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students | <b>2</b> Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care | <b>4</b> Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change |
|  | <b>3</b> Promoting learner motivation through feelings of competence, autonomy and relatedness                                |  |

## 3. Maximising opportunity to learn

- |  |  |  |
|--|--|--|
| <b>1</b> Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth | <b>2</b> Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied | <b>3</b> Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately |
|--|--|--|

## 4. Activating hard thinking

- |   |   |   |
|---|---|---|
| <b>1</b> Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level | <b>2</b> Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples | <b>3</b> Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately |
| <b>4</b> Interacting: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning  | <b>5</b> Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting   | <b>6</b> Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise  |

## Foundation: An evidence-based approach to Great Teaching

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This course will prepare teachers and leaders to get the most out of the GTT platform, feedback tools and courses. It provides an evidence-based overview of the Model for Great Teaching, as well as introducing some of the core principles which will be revisited throughout your personalised professional development journey with the Toolkit. You'll know how and when learning happens, and how we can maximise it for the benefit of our students.

**Duration:** Five hours, completed at your own pace

**Course creators:** C.J. Rauch, Matt McGinlay, Stuart Kime and Dan Singleton

Before embarking on your professional development journey using the Great Teaching Toolkit, it's important to understand what we really mean by an evidence-based approach to great teaching. The Foundation Course will help you prepare to get the most out of the toolkit and familiarise you with some important concepts that you will encounter throughout.

In this course, you'll learn:

1. how to use the evidence-based Model for Great Teaching;
2. how to plan your professional development to get the most from your GTT journey; and
3. about the cognitive basis of learning and memory and how we can maximise learning.

You'll learn about the pre-requisites for learning, and how we go about sequencing the journey from novice to expert for our students.

### **Curriculum outline**

During this course, you'll explore the output of the Great Teaching Toolkit: Evidence Review – the Model for Great Teaching. You'll learn why we suggest this approach to getting better, and there's a practical guide for developing your own evidence-based practice.

You'll take a dive into the heads of your students, as well as your own as a learner (meta!), to understand the cognitive basis of learning and memory. You'll move on to thinking about how to construct a knowledge base and sequence the learning journey from novice to expert. You'll then be ready to take the next steps in your Great Teaching journey!

## Creating a supportive environment



1 2 3 4

**Duration:** One hour per week, for eight weeks

**Course creators:** Tom Bennett, Hannah Bickerdike and Dan Singleton

Great teachers create a climate of high expectations in which they show respect and sensitivity towards the individual needs, emotions, culture and beliefs of their students. That respect should also be reciprocated: great teachers behave in ways that promote student respect for the integrity and authority of the teacher.

Classrooms where students respect and pay attention to each other's thoughts, and feel safe to express their own thoughts, are more productive for learning. Where students cooperate with each other effectively, they are able to benefit from learning interactions with their peers. Students who are motivated to study, learn, engage and succeed are more likely to do so, and feelings of autonomy, competence and relatedness can help to promote learning.

In this course, you'll learn about creating a supporting environment for three classroom goals:

1. to promote a positive climate for learning;
2. to promote students' motivation to learn; and
3. to create a climate of high expectations in which learners feel confident to 'have a go'.

### **Curriculum outline**

Over the first six weeks of this course, you'll explore the evidence on creating a supportive environment, learning how teachers use strategies such as scripting and communicating clear expectations of behaviour to create and promote positive teacher-student and student-student relationships. You'll learn how teachers can support students with individual needs within the wider class and how to be respectful towards – and responsive to – the cultural identities of students in your teaching. You'll explore how to promote student motivation to study, learn, engage and succeed and how to create a climate of high expectations, where students are encouraged to have a go through the use of effective feedback.

In the final two weeks, once you have thought hard about the theories and principles behind creating a supportive environment, you'll move on to practise the act of selecting and adapting strategies for use in the classroom, based on your growing knowledge.



# Maximising opportunity to learn



1 2 3

**Duration:** One hour per week, for eight weeks

**Course creators:** Tom Bennett, Hannah Bickerdike and Dan Singleton

Great teachers plan activities and resources so that everything works smoothly, including by using (and explicitly teaching) routines. They ensure consistent and fair application of rules, and they're aware of what is happening in the classroom, even when their attention appears to be elsewhere. Great teachers do not actually have eyes in the back of their head, but their students may think they do.

Managing lessons so that time is used productively is a core teaching skill. Great teachers maximise the opportunity to learn by ensuring that students get started on meaningful work straight away and work right up to the end of the lesson. They prevent, anticipate and respond to potentially disruptive incidents, drawing on targeted approaches tailored to the individual needs of the students they teach.

In this course, you'll learn about maximising opportunity to learn to achieve four classroom goals:

1. to maximise productivity, and minimise wasted time;
2. to apply rules, expectations and consequences for behaviour clearly, explicitly and consistently;
3. to prevent, anticipate and respond to potentially disruptive incidents; and
4. to reinforce positive student behaviours.

## **Curriculum outline**

Over the first six weeks of this course, you'll explore the evidence on maximising the opportunity to learn. You'll learn about ways to minimise wasted time in the classroom by using (and teaching) routines to make transitions smooth. You'll also learn about how to create and maintain clear rules and expectations, so that these are understood and accepted by all students. You'll explore how teachers can use scripts to plan and deliver effective responses to disruption, how to signal your awareness of potential misbehaviour.

In the final two weeks, once you have thought hard about the theories and principles behind maximising opportunity to learn, you'll move on to practise the act of selecting and adapting strategies for use in the classroom, based on your growing knowledge.

# Structuring



**Duration:** One hour per week, for eight weeks

**Course creators:** C.J. Rauch, Matt McGinlay, Stuart Kime and Dan Singleton

Great teachers create appropriate sequences of desirably difficult learning tasks for their students and demonstrate what success in them looks like. They help their students to understand why a particular activity is taking place and how current learning fits into a wider structure. They draw attention to key ideas and signal transitions between activities that focus on different parts of the journey.

Effective structuring often involves signalling learning objectives through examples of the kinds of problems, tasks and questions learners will be able to do. It also often highlights examples of work that demonstrate them, with a clear story about how and why each piece of work meets each aim.

Great teachers recognise that complex tasks often require scaffolding, beginning with a simplified or limited version of the task to make it manageable. A knowledge of individual students' needs, including SEND, comes into play here. Scaffolding provides a gentler entry, but the destination remains the same. In this course, you'll learn about:

1. the role of curriculum in the learning journey;
2. effectively scaffolding learning;
3. choosing, matching and sequencing learning tasks to your students' needs; and
4. signalling how learning tasks contribute to learning goals.

## **Curriculum outline**

Over the first six weeks of this course, you'll explore the evidence on effective structuring, learning about both the selection and the sequencing of appropriate, desirably difficult tasks which support all learners to build on their current knowledge and skill. You'll think about how tasks you select and use can promote deep – rather than just surface-level – thinking, building towards abstraction and generalisation, as well as the connectedness and flexibility of ideas (rather than just reproduction of facts or procedures).

In the final two weeks, once you have thought hard about the principles underpinning effective structuring, you'll move on to practise the act of selecting and adapting strategies for use in the classroom, based on your growing knowledge.

# Explaining



**Duration:** One hour per week, for eight weeks

**Course creators:** C.J. Rauch, Matt McGinlay, Stuart Kime and Dan Singleton

Presenting great explanations is not just a generic skill, like being a good communicator: it depends on a detailed knowledge of the content and ideas being explained and how they are learnt. All teachers present new content and ideas to students, but the best presentations have concise, appropriate, engaging explanations that are just right for the students: neither too short nor too long; neither too complex nor too simple. Effective explanations help students to develop fluent and flexible networks of knowledge.

If your students have a good store of well-structured knowledge, and fluent, automated skills, absorbing new ideas and procedures will be much easier for them. In the same way that gardeners prepare the soil before sowing seeds, great teachers prepare their students for new ideas by ensuring their existing knowledge is well-connected, fluent and accessible. In this course, you'll learn about using explaining for three classroom goals:

1. to prepare your students to learn something new;
2. to present new content and ideas to your students; and
3. to connect new ideas to prior knowledge.

## **Curriculum outline**

Over the first six weeks of this course, you'll explore the evidence on effective explaining, learning how to help your students focus attention and manage their cognitive load by removing redundant information, and by using strategies such as signalling and segmenting. You'll also explore questioning strategies for checking prior knowledge is accurate, available and accessible, how incorporating worked examples, completion problems and stories can help your students connect new ideas to what they already know, and how strategies such as concept mapping and self-explanation can support learning.

In the final two weeks, once you have thought hard about the principles underpinning effective explanations, you'll move on to practise the act of selecting and adapting strategies for use in the classroom, based on your growing knowledge.

# Questioning



**Duration:** One hour per week, for eight weeks

**Course creators:** C.J. Rauch, Matt McGinlay, Stuart Kime and Dan Singleton

Great teachers use questioning for two main – and quite distinct – purposes: to promote students’ thinking, and to assess it.

Questions and dialogue are used to promote elaboration and help students develop connected, flexible thinking, but the key to quality is not the number of questions, but the type and how they are used: the time allowed for, and depth of, student thinking they provoke or elicit, and how teachers interact with the responses they produce.

When used for the purpose of assessment, great teachers see questioning as a tool to elicit insights into students’ thinking. Questions provide information if they discriminate between those who know and those who don’t yet. Whether an assessment is a single question or a formal examination, great teachers understand the amount of information it provides, how much weight it carries and what inferences and decisions it can support.

In this course, you’ll learn about using questioning for two classroom goals:

1. to promote thinking; and
2. to assess thinking.

Asking meaningful and appropriate questions that target essential learning, collecting and interpreting a response from every student, and responding to the results, all in the real world of school or college is hard to do well, but great teachers do it.

## **Curriculum outline**

Over the first six weeks of this course, you’ll explore the evidence on effective questioning, learning about how purposeful, targeted questioning and dialogue strategies can help to activate and promote your students’ thinking. You’ll learn about designing an assessment process and the amount of information it can provide, how much weight this information carries, and what inferences and decisions it can support.

In the final two weeks, once you have thought hard about the principles underpinning effective questioning, you’ll move on to practise the act of selecting and adapting strategies for use in the classroom, based on your growing knowledge.

## Interacting



**Duration:** One hour per week, for eight weeks

**Course creators:** C.J. Rauch, Matt McGinlay, Stuart Kime and Dan Singleton

The quality of learning interactions between teachers and students is central to the learning process. Interactions may be seen as a form of feedback, and there are two distinct purposes here: feedback to teachers that informs their decisions, and feedback to students that helps them learn. And, while powerful feedback is a crucial feature of effective interactions between teachers and students, there is no simple recipe for it.

Information from questioning and assessment is the basis of feedback from students to teachers. Great teachers understand that, alongside the quality of the information generated, what matters is how they respond to it.

Great teachers use this information to identify, decide and implement what happens next from a set of robust options. They understand that each option has trade-offs between, for example, time, effort and reward; if some students need more time and help with a topic while others are ready to move on, for example, this may be a hard choice to make.

Feedback also goes the other way: from the teachers to the students. This form of feedback can help by clarifying or emphasising goals or success criteria, thereby directing students' attention to productive next steps, or by drawing attention to a gap between actual and desired levels of performance.

In this course, you'll learn about interacting for two classroom goals:

1. to provide feedback to teachers; and
2. to provide feedback to students.

### **Curriculum outline**

Over the first six weeks of this course, you'll explore the evidence on effective interacting, initially thinking about responding appropriately to feedback from students about their thinking, knowledge and understanding. You'll then go on to learn about giving students actionable feedback to guide their next steps in learning.

In the final two weeks, once you have thought hard about the principles underpinning effective interacting, you'll move on to practise the act of selecting and adapting strategies for use in the classroom, based on your growing knowledge.

# Embedding



**Duration:** One hour per week, for eight weeks

**Course creators:** C.J. Rauch, Matt McGinlay, Stuart Kime and Dan Singleton

For any student, embedding and reinforcing the material they learn is important because memory is not just a storage facility for facts that could just as easily be looked up. Those connections that we all use to organise knowledge in memory are the very things we use to think with and to link new learning to. Embedding is one way in which schemas are developed and strengthened.

In this course, you'll learn about using embedding for three classroom goals:

1. to use practice to build understanding;
2. to use practice to gain confidence and fluency; and
3. to use practice to develop automaticity.

You'll learn about using scaffolds to support students as they practise, and about gradually withdrawing this support as knowledge and skill become more secure and fluent.

## **Curriculum outline**

Over the first six weeks of this course, you'll explore the evidence on effective embedding, learning how to provide students with tasks that reinforce learning and secure it. You'll think about why and how different forms and timing of practice can be effective in developing fluency with knowledge and skill in your subject area, and how great teachers ensure that once-learnt material is reviewed and revisited to prevent forgetting.

In the final two weeks, once you have thought hard about the principles underpinning effective embedding, you'll move on to practise the act of selecting and adapting strategies for use in the classroom, based on your growing knowledge.

# Activating



**Duration:** One hour per week, for eight weeks

**Course creators:** C.J. Rauch, Matt McGinlay, Stuart Kime and Dan Singleton

For teachers, taking actions to help their students to be independent and self-actualised learners can be thought of as a process of un-scaffolding the knowledge and skills required for them to plan, regulate and monitor their learning. When teachers introduce new ideas, it is appropriate to be directive: presenting structured content explicitly, directly teaching what needs to be understood. However, the larger aim is to wean students off this dependency on the teacher. This course guides you to draw attention to your own planning and self-regulation when modelling the process of completing complex tasks, and, similarly, encouraging students to 'self-explain' their thinking.

In this course, you will learn about activating students' thinking:

1. During the 'planning' phase, before completing learning tasks;
2. During the 'performance' phase; and
3. During the 'review' phase.

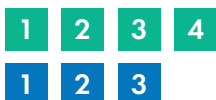
Interventions to promote the use of metacognitive strategies are among those with the largest effects on attainment, and strategies to help students plan, monitor and evaluate should be explicitly taught and supported (EEF, 2018). Students of all ages should be explicitly taught strategies to plan, regulate and monitor their learning, ideally in the context of the specific content they are learning.

## **Curriculum outline**

Over the first six weeks of this course, you'll explore the evidence on effective activating, thinking hard about strategies that encourage students to plan, monitor and regulate their learning. You'll look at the interaction between motivation and learning, and consider how you can support feelings of autonomy, competence and relatedness for your students. The course also covers the role that independent practice and problem-based learning can play in developing self-regulated learners.

In the final two weeks, once you have thought hard about the principles underpinning effective activating, you'll move on to practise the act of selecting and adapting strategies for use in the classroom, based on your growing knowledge.

# The Behaviour and Culture Programme



This programme will help you to lead the development of supportive environments for learning in your school or college, and give you the tools to ensure all colleagues can maximise every opportunity for learning.

It will provide you with an evidence-based overview of why our students (and we) behave as we do, identifying the key factors that drive student behaviour, how these interact with the mechanisms that drive learning. You'll explore strategies great teachers can use in their classrooms to improve behaviour and how leaders can optimise their whole school or college's policies to be confident that your collective approach to behaviour and culture is evidence-based.

**Duration:** Two hours per week, for three terms

**Course creators:** Tom Bennett, Hannah Bickerdike, Stuart Kime and Dan Singleton

Great teachers create environments of high challenge, high expectations and high trust. Students they teach feel that it's ok to have a go and they're motivated to learn; they know that there are explicit rules, expectations and consequences for behaviour, and that their teacher is aware of what is happening in the classroom.

Great leaders understand how the behaviour and culture in a learning environment makes a difference to both their colleagues' lives and those of the students they teach. They understand the factors that influence student behaviour, why some students find effective learner behaviours hard to achieve and maintain, and how whole-school / -college habits and systems can actively support learning for all students.

In this course, you'll learn how to use the evidence base in behaviour and culture to achieve four leadership goals:

1. to develop and secure your own knowledge and mental models of effective behaviour and culture for learning;
2. to connect theories of behaviour and culture in learning to your own and your colleagues' practice;
3. to review and optimise your behaviour and culture policies and practices; and
4. to help your colleagues create supportive environments and maximise students' opportunities to learn by creating and sharing an implementation plan for practice and policy development in your college or school.



You'll learn about some of the key influences on behaviour, including motivation, memberships of different groups, and social norms and their relationship to a school or college's culture. You'll learn about practical classroom strategies that can be used to create the norms and routines that will guide how students interact with teachers and each other to create a supportive environment where the opportunity of every student to learn is maximised.

You'll walk the walk of evidence-based behaviour and culture, helping you to lead your colleagues on their own journey to enhance their practice. You'll be able to use your knowledge of the relevant research evidence to inform decisions about classroom teaching practices, student self-regulation strategies, behaviour policy development and staff training.

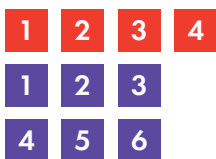
### **Curriculum outline**

In the first term, you'll develop your knowledge of the evidence base about what drives students' (and our own) behaviour and how these factors interact with the mechanisms and principles that underpin learning. Drawing on evidence from the field of psychology, you'll build the foundation knowledge and mental models needed to put theory into practice.

In the term that follows, you'll plan, explore how to use the evidence as a basis for decisions of practice and develop your understanding of strategies and practices, such as creating and maintaining social norms in your classroom and school / college, using and explicitly teaching routines, and deploying effective consequences to manage potentially disruptive behaviour, or reinforce positive behaviour.

In the final term, you'll then move on to applying what you've learned to the task of reviewing and optimising an existing behaviour or culture policy or practice that you and your colleagues identify as needing improvement. You'll bring together everything you have learned about creating supportive environments and maximising the opportunity to learn, and create an implementation plan to help you lead the development of these areas of great teaching over the coming months and years.

# The Science of Learning Programme



This programme will help you to lead teaching and learning in your school or college. You'll be able to use your knowledge of the science of learning to inform decisions about classroom teaching practices, student learning strategies, policy development and staff development.

It will provide you with an evidence-based overview of why and how your students learn, and what great leaders and teachers do to optimise key aspects of the teaching and learning environment to support them. You'll connect the most up-to-date research on cognitive neuroscience and cognitive psychology to simple, efficient and effective techniques and tools, and be confident that your collective approach to teaching and learning is evidence-based.

**Duration:** Two hours per week, for three terms

**Course creators:** Efrat Furst, Niki Kaiser, Stuart Kime and Dan Singleton

Great teachers create supportive environments for their students. They make every teaching and learning moment count, and they ensure that everything is pitched perfectly for each and every student they teach. They do this by understanding why and how students learn, and the evidence-based techniques that are most likely to optimise every step in the learning process.

Great leaders understand how human cognitive architecture should inform curriculum design. They know how students make learning meaningful and make knowledge useful, and how to help their colleagues develop evidence-based practices that optimise what they and their students do each and every day. The Science of Learning Programme helps leaders develop a culture of evidence-based pedagogy.

Over the course of this programme, you'll learn how to use the science of learning to achieve four leadership goals:

1. to develop and secure your own knowledge and mental models of why and how humans learn, based on the best available evidence;
2. to connect theories of learning to your own and your colleagues' practice;
3. to review and optimise your curriculum plans using the science of learning; and
4. to develop a culture of evidence-based pedagogy by creating and sharing an implementation plan for colleagues' development in your college or school.

You'll learn what happens in the human brain when we learn something new, what steps teachers and leaders can take to optimise the process, and how to ensure that both your curriculum and staff training plans are aligned and rooted in robust evidence. You'll learn from the practical wisdom of Dr Efrat Furst and Dr Niki Kaiser, and gain insights directly from experts such as Prof John Sweller, Dr Haley Vlach, and Adam Boxer. You'll walk the walk of evidence-based pedagogy and curriculum planning, preparing you to lead your colleagues on their own journey through the science of learning.

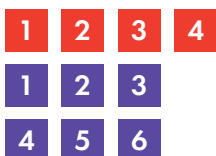
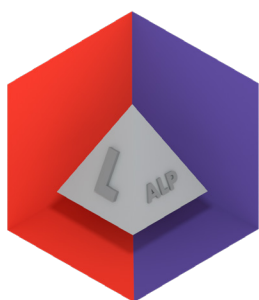
### ***Curriculum outline***

In the first term, you'll develop your knowledge of the evidence base about why and how humans learn, building the foundational knowledge and mental models needed to put theory into practice. In the term that follows, you'll plan, implement and evaluate classroom techniques designed to optimise learning for your students, learning how to select and adapt evidence-based approaches to fit your context.

Building on both the theory and practice of the science of learning in individual teaching sessions, you'll move on to applying what you've learned to curriculum planning, reviewing and optimising existing plans that you and your colleagues identify as needing improvement.

In the final term, you'll bring together everything you have learned about the science of learning to review your policies and practices, plan ways to optimise specific aspects of teaching and learning, and create an implementation plan to help you lead the development of teaching and learning over the coming months and years.

# The Assessment Lead Programme



This programme will prepare you to lead assessment in your school or college. You'll be able to use your knowledge of assessment theory and practice to inform decisions about marking and feedback, classroom teaching practices, policy development and staff development.

The Assessment Lead Programme will provide you with an evidence-based overview of why and how effective robust assessment helps students learn, and what great leaders and teachers do to use it effectively. You'll connect the most up-to-date research on assessment to simple, efficient and effective techniques and tools, and be confident that your collective approach to assessment is evidence-based.

**Duration:** Two hours per week, for three terms

**Course creators:** Stuart Kime, Rob Coe and Dan Singleton

Great teachers use high-quality assessment to promote and evidence learning: they design and select questions which activate and elicit student thinking, and they interpret, communicate and respond to assessment evidence appropriately.

Great leaders use deep knowledge of robust assessment theory as a foundation for outstanding assessment practice across their college or school. They ensure that every aspect of every assessment is fit for purpose, that assessment tools provide valid and valuable insights about things that really matter, and that every person who uses assessment data (from students to teachers, parents to governors) knows how to interpret and respond to them appropriately. The Assessment Lead Programme helps leaders develop a culture of evidence-based assessment.

In this course, you'll learn how to use assessment to achieve four leadership goals:

1. to develop and secure your own knowledge and mental models of robust assessment, based on the best available evidence;
2. to connect assessment theory to your own and your colleagues' practice;
3. to quality-assure the assessment information you and your colleagues use; and
4. to develop a culture of robust assessment by creating and sharing an implementation plan for evidence-based assessment in your college or school.

You'll learn how to design low-stakes quizzes in an evidence-based way, and develop the knowledge and analytical skills to quality-assure the assessments used across your school or college, using bespoke tools created by the EBE team and led by Prof Rob Coe. You'll walk the walk of evidence-based assessment before you lead your colleagues on their own assessment journey.

### ***Curriculum outline***

In the first term, you'll develop your knowledge of the evidence base in assessment, building the foundational knowledge and mental models needed to put theory into practice. In the term that follows, you'll learn and practise the act of purposeful assessment design, using an assessment blueprint to create and trial assessment questions with your own students.

Building on both the theory and practice of evidence-based assessment, you'll move on to learning how to analyse your assessment data and determine the quality of individual questions and whole tests. You'll learn the same analytical techniques used by Prof Rob Coe, and use the tools he and the EBE team have created to help you interpret your data.

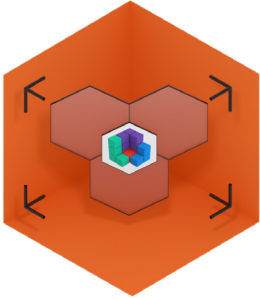
In the final term, you'll bring together everything you have learned about assessment to review your policies and practices, plan ways to optimise specific aspects of assessment, and create an implementation plan to help you lead assessment over the coming months and years.

# Feedback tools

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## Student surveys

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The core feedback tools in the Toolkit take the form of student surveys in each of the four Dimensions from the Model for Great Teaching:

1. Understanding the content
2. Creating a supportive environment
3. Maximising opportunity to learn
4. Activating hard thinking

Designed by Prof Rob Coe and trialled in schools and colleges, these instruments are easy to administer and give teachers accessible and actionable feedback about their practice.

The Model for Great Teaching survey includes questions covering all four Dimensions and takes around 20-30 minutes to complete, with students responding to questions relating to their classroom experiences. These should ideally be completed as part of a lesson, with care taken to ensure students do not feel overlooked by their class teacher as they answer the survey questions.

Teachers can choose from four different versions of the Model for Great Teaching survey, depending on the reading age of their students:

- Version B: Suggested for students with a reading age of 5-7; questions are both text and video. Version B includes questions only on Dimensions 2-4.
- Version C: Suggested for students with a reading age of 8-14; questions are both text and video.
- Version D: Suggested for students with a reading age of 11-16; questions are text only.
- Version E: Suggested for students in a post-16 context; questions are text only.

The different versions of the survey have been designed to increase accessibility to a greater range of students. The decision of which version of the survey to use is in the hands of the teacher, depending on the needs of their students.

Element-level surveys are also available for Dimensions 2, 3 and 4. These are smaller, more focused surveys of 8-10 questions that enable teachers to find out more about student perceptions of a particular aspect of their practice, such as questioning or maximising opportunity to learn. These Element-level surveys are available in Version C or D.

There is already a good body of research that shows student surveys can provide valid measures of classroom environment and teaching practices (e.g., Marsh and Roche, 1997; Gates Foundation, 2012; Sporeen et al., 2013). The surveys also give students a voice in teaching and learning, and the feedback they generate can be a powerful tool for teacher learning – offering additional insight that allows teachers and leaders to personalise professional development.

*“When teachers themselves make the decision about what it is that they wish to prioritise for their own professional development, they are more likely to make it work.”*

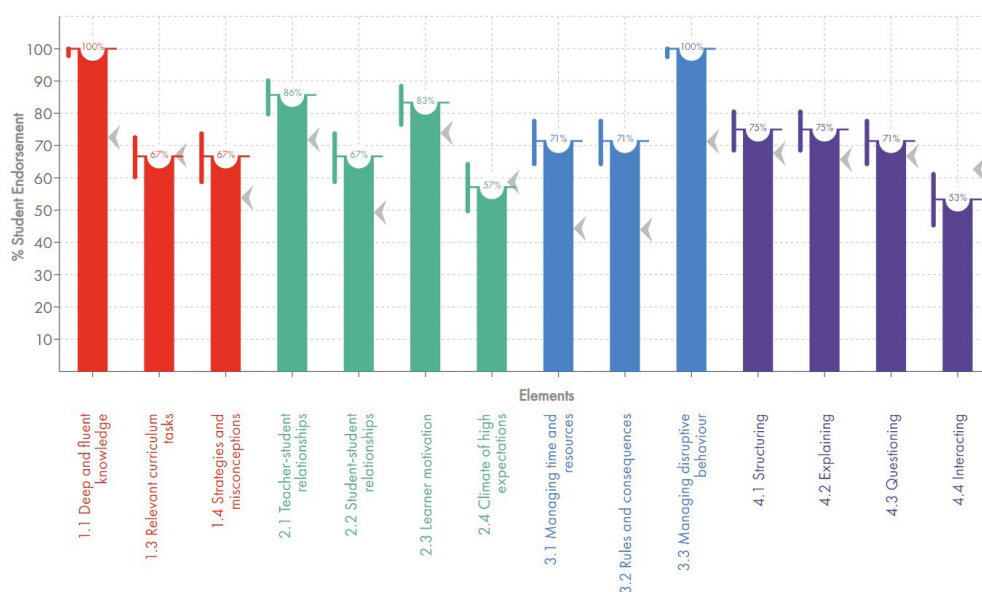
**Dylan Wiliam**

All feedback about a teacher’s practice is confidential to that teacher. For maximum benefit, we hope that teachers will want to share this feedback and associated actions with trusted colleagues. After all, feedback will likely highlight Elements of practice that are truly great! This should be celebrated, and such experience could be used to help others within the school, creating systems of support. Great Teaching is happening every day in schools around the world!

## Information you can act on

This report shows responses to a student survey for four Dimensions from the Model for Great Teaching. Each bar represents an Element of practice and the collective agreement of students in relation to statements about classroom practice. This is known as the Percentage Student Endorsement (PSE).

The PSE is plotted on the bar in a white circle. A vertical line, to the left, indicates a 95% confidence interval. A grey arrowhead points to the mean PSE for all students who have completed the survey, from all teachers and schools in our sample, for comparison.



In this example in the screenshot above, this teacher appears to have a real relative strength - both in their own profile and compared to all other teachers doing the surveys - in Dimension 3. This is a pocket of expertise a school leader could identify to support, coach or guide other colleagues who are working on Elements 3.1, 3.2 and 3.3. (One way of doing this might be using the GTT's video observation tool, on the next page!)

By contrast, although this is a relatively strong profile across the board, this teacher might identify Element 4.4 to work on as an area for improvement, by starting with the GTT's course on Interacting.

- Teachers receive the responses of their class(es) with comparator information, so they can see how their students' perceptions compare with those of similar students taught by other teachers. This informs their development over time.
- As soon as five or more teachers have completed a student survey, Coordinators will receive a summary, at school level, of how students' perceptions in each Dimension compare to those in other schools. This informs the professional development priorities and provides additional insight into where Great Teaching already exists!

*"Blown away with the professional dialogue today across Extol Trust regarding our understanding of great teaching... this is our Golden Thread."*

**Julie Deville, Group Coordinator, Extol Trust**



## Video observation tools



Our video observation feature is a way you can bring the GTT to life in your classroom and help facilitate collaboration.

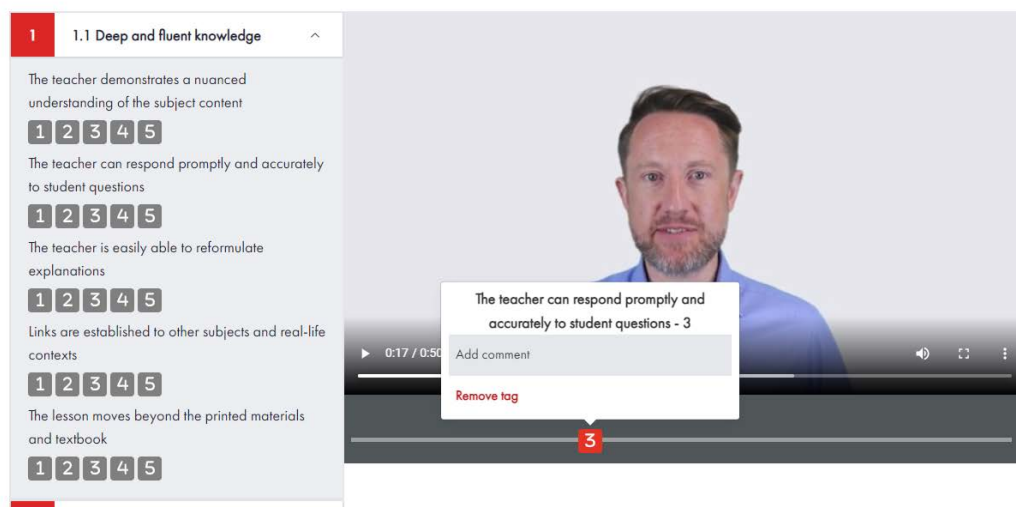
Each teacher using the GTT can record snippets of themselves teaching, with nothing more than a smartphone or tablet.

Once recorded and saved in the “My Videos” area, any snippets will remain private to the teacher in question. From there, they can be shared, perhaps with a Head of Department, observer or coach, or with a team – a professional learning community, working together on a certain Dimension or Element of the Model for Great Teaching.

This process of reflection is structured, in the platform, around rubric statements anchored to each of the Elements of Great Teaching. We encourage teachers to focus in on one Element at a time, and the rubric statements are designed to provide a further level of structure for this reflection.

*“Engaging teachers in the conversation about what great teaching looks like can be transformative.”*

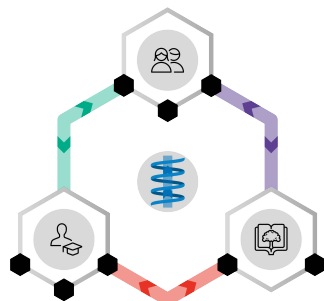
**Julia Armstrong,**  
School Coordinator,  
Kellett School



You can tag a video against one of these statements at a certain time point, provide a rating on a 1-5 scale, as well as adding a comment to sit alongside your tag. When watching the video back, the tags and comments are overlaid in the top-right hand corner of the screen, providing rich and actionable insights.

In this way, the video observation tool can facilitate low-stakes but high-impact conversations around strengths, areas for improvement, and strategies to try in the classroom. Such tools can also help save time by reducing (but not replacing) in-person lesson observation.

# School Environment & Leadership survey



The School Environment and Leadership survey is a tool to provide feedback to school leaders on the school-level factors that evidence suggests are our current best bets for school leaders to attend to in order to promote students' learning.

The survey is based on the Model for School Environment and Leadership set out in the School Environment and Leadership: Evidence Review.

*"Even the best teacher cannot facilitate effective learning unless certain supports are in place – these require the collective actions of all staff, including the school leadership."*

**Rob Coe**

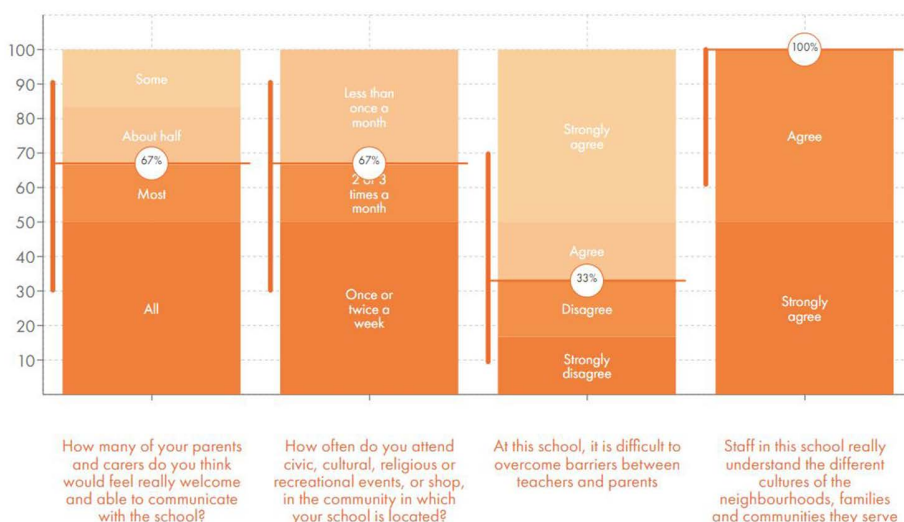
Feedback from the survey offers school leaders insight into factors from the Model for School Environment and Leadership, and the extent to which they may be a barrier to student learning.

The survey is designed to capture staff perceptions about important school-level characteristics. The responses are anonymous and feedback will not be generated until five or more responses have been collected.

This image shows an example of feedback generated from the survey. Responses are divided into two categories, which may be thought of as positive / acceptable and negative / unacceptable.

Positive responses are always shown with darker colours, at the bottom end of the bar, negative responses have lighter colours, presented at the top end of the bar.

For each question, the number in the white circle is the total percentage of positive / acceptable responses. The higher this number, the better.



The survey comprises just under 50 multiple choice questions, plus one free-text question so staff can share any other thoughts or reflections, should they choose to. It should take no more than 10 minutes and we suggest that all staff who are involved in teaching and learning should be included – this may be broader than just teachers.

# A model for school environment and leadership

## Learning time

The time allocated to learning may be thought of as a direct multiplier of the amount of learning that will happen.

- |   |  |   |
|---|--|---|
| <b>1</b> Amount of classroom time allocated to learning the content<br>Number of hours per day and days per year  | <b>2</b> Time students spend on meaningful learning activities outside the classroom<br>Quality and quantity of homework set and completed; integration between in- and out-of-class learning activities; school support for homework completion (e.g., providing space and equipment, encouraging parent support, incentives/sanctions, etc.) | <b>3</b> Student attendance at school<br>Rates of school attendance; extent to which students are willing/choosing/happy to attend school and participate in learning |
| <b>4</b> Disruption to timetabled lessons<br>Extent to which teacher absence disrupts planned learning; extent to which lesson time is lost to interruptions; extent to which other learning activities displace timetabled lessons (e.g., careers events, school/class trips, work experience, etc.) |  |   |

## Learning supports

Factors that affect the teaching-learning interaction, but are (largely) outside the control of an individual classroom teacher include the below.

### Student-focused supports

- |   |   |   |
|---|---|---|
| <b>1</b> Family and community support<br>Family valuing and having high expectations of learning; school-community value alignment; cultural capital; trust between families and school | <b>2</b> Student fundamental needs<br>Safety/security/order; freedom from hunger and basic wants; feelings of belonging; social connection (with staff) | <b>3</b> Student beliefs and dispositions<br>Behavioural norms; individual dispositions (e.g., conscientiousness, resilience); peer culture |
|---|---|---|

### Teacher-focused supports

- |  |  |   |
|--|--|---|
| <b>4</b> Collaboration<br>Staff peer support; teacher-teacher trust; explicit collaboration on curriculum, pedagogy and assessment | <b>5</b> Collective teacher expertise<br>Teacher knowledge, skills and expertise; breadth and quality of experience, within both the school and immediate team | <b>6</b> Professional learning<br>Opportunities and drive for professional learning: time; funding; expectation; valuing; quality assurance |
|--|--|---|

### Curriculum-focused supports

- |   |  |
|---|--|
| <b>7</b> Goals and demands<br>Culture of high expectations for all students; demanding curriculum | <b>8</b> Resources and materials<br>High-quality learning materials (sequenced, scaffolded, aligned with learning aims); space / accommodation fit for purpose |
|---|--|

## Management factors

School- or team-level factors that are necessary for effective functioning of any organisation.

- |  |   |  |
|--|---|--|
| <b>1</b> Supportive working relationships<br>Trust; support; safety; openness          | <b>2</b> Improvement mindset<br>Drive to be better; belief that better is possible; personal accountability; constructive evaluation; willingness to innovate | <b>3</b> Delivery<br>Strategic focus on core activities; allocating time and resources; removing barriers; diagnosing the causes of problems; designing and implementing solutions |
| <b>4</b> Staffing<br>Recruiting and retaining high-quality staff; training and support |   |  |

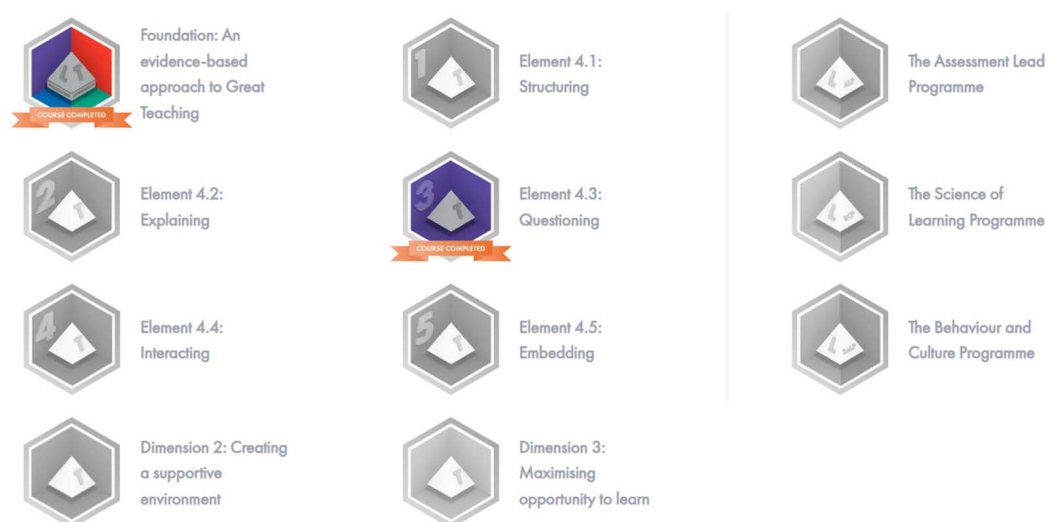
## CPD Passport

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The CPD Passport forms a career-long record of professional development. Here, teachers can view their most recent profile, based on student survey data, and collect badges for courses they have completed.

Activities undertaken within the Toolkit (such as courses and surveys) are recorded automatically in the Passport but teachers can also add other activities (such as articles read, podcasts listened to, or webinars attended) to keep track of all their professional learning.

Teachers can also download the Passport, creating a shareable record of their achievements and providing a tool to help inform mentoring conversations.



## Community

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The Community is a space where Great Teachers from around the world can support each other to get even better at teaching to maximise the positive impact we can have on our students' outcomes. Teachers can use the Help section to ask and answer their peers' questions about the Toolkit and share experiences and examples of best practice.

The Community Feed provides an easy way to access quality evidence-based resources, including articles, blog posts and webinar recordings, which teachers can dip into for their individual professional development or can use to facilitate conversations with colleagues.

The Community also houses our Roadmap so teachers can see what developments are planned for the GTT in coming months and can make suggestions for features they'd like to see in the future.

# Implementation

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There are many components of the Toolkit and we do not prescribe an exact model for how they should all be used together. How your school or college will use the Toolkit depends on your context. It is your choice. Nevertheless, as a starting point, you can use the following implementation steps as a guide to develop your own approach.

## Teachers:

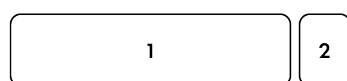
1. **Set the foundation.** In the first term of your first year using the Toolkit, teachers complete the Foundation course. It serves as an orientation and covers core concepts at the heart of the Model for Great Teaching.
2. **Identify** an Element of Great Teaching you want to work on. To inform this decision, you might first create a profile using the student surveys or video observation tools. This will provide insights into what teachers are already great at, and what could be an area to focus on making even better.
3. **Explore** the research evidence behind this Element (e.g., structuring) to enhance your understanding of underlying principles, associated classroom strategies and how to select and adapt them to your context. Do this by taking a relevant Toolkit course, or by selecting your own learning – for example, this could be a relevant book, working closely with a colleague, or a combination of things.
4. **Focus** on a particular challenge in your classroom that you wish to address – again, you might use feedback on your practice to help you decide.
5. **Prepare** a plan to help improve in this area of focus by selecting and adapting a classroom-based strategy.
6. **Integrate** the strategy into your teaching practice. To support you in doing this, you'll use weekly or fortnightly cycles of planning, implementation and evaluation to hone the strategy.
7. **Review** the impact the strategy has had in your classroom. You might update your profile by doing another student survey to help with this.
8. **Decide** on the basis of the feedback what Element to work on next.

## Considerations for implementation

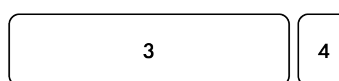
1. Set the foundation
2. Identify
3. Explore
4. Focus
5. Prepare
6. Integrate
7. Review
8. Decide

### Initial year

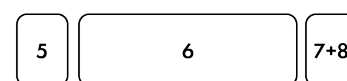
#### Term 1



#### Term 2

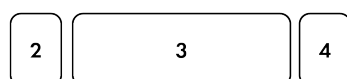


#### Term 3

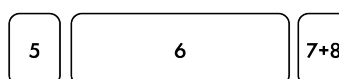


### Subsequent years

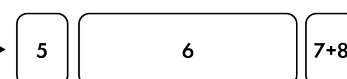
#### Term 1



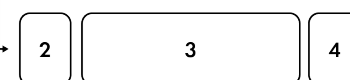
#### Term 2



#### Term 3



(Continuing to improve the same element)

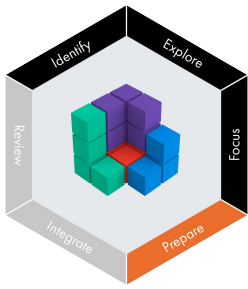


(Starting to improve a different element)

The implementation steps outlined above could be thought of as the examples of how an individual might work with the Toolkit. There are other approaches that are equally as valid:

- If a school or college has already identified staff development priorities, they may decide to start exploring the Toolkit courses without using the survey instruments to gain feedback. Of course, they may choose to use those tools later. In this case, all staff should still carry out the Foundation Course, prior to any other courses or programmes.
- A school or college may identify a priority area for all staff (e.g., creating a supportive environment, or behaviour and culture). In this case, they may decide that all teachers and all leaders complete the relevant course or programme as their starting point.
- Guided either by profiles from the student surveys, or by other means of prioritisation, staff groups could be created for teachers working on the same development area and goals. This creates communities of practice in different Elements of the Model for Great Teaching, with a common language around great teaching.

## Leaders



1. **Set the foundation.** In the first term of your first year using the Toolkit, leaders should complete the Foundation course. It serves as an orientation and covers core concepts at the heart of the Model for Great Teaching.
2. **Lead Programme:**
  - a. **Term 1:** Developing an evidence base; building specialist knowledge and mental models based on the best available research evidence.
  - b. **Term 2:** Evidence implementation; exploring possible applications of the research evidence in school contexts.
  - c. **Term 3:** Implementation; planning; collaborating with colleagues to identify specific areas for improvement and to learn about potential contextual challenges to successful implementation; developing strategies to overcome these barriers.
3. Draw the pieces together to implement a cohesive department/school/college plan.

Alongside this learning, a leader may be responsible for supporting a working group of teachers, or for mentoring one or two individual staff members in their professional development where appropriate.

Implementation is a key aspect of improvement in anything – professional development and school improvement are no exceptions. The process of improvement is incremental, and the Great Teaching Toolkit is a **long-term route** to improvement in the quality of teaching.

## Cost

Personalised professional development for all your staff, each year!

The Toolkit runs as a subscription, billed on an annual basis. Choose a bundle to suit your staff size.

Bundle	Staff Accounts	Price
S	10	£1,999
M	20	£2,999
L	50	£3,999
XL	100	£4,999
XXL	101+	£6,999

Bundles are priced per school. For group bookings please **get in touch**.

*"The Great Teaching Toolkit has provided us with so many benefits - at a very reasonable cost. I cannot recommend it highly enough."*

**Amy Murphy, Coordinator, British International School Budapest**



