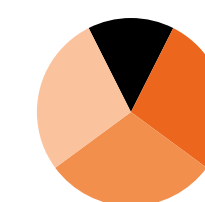




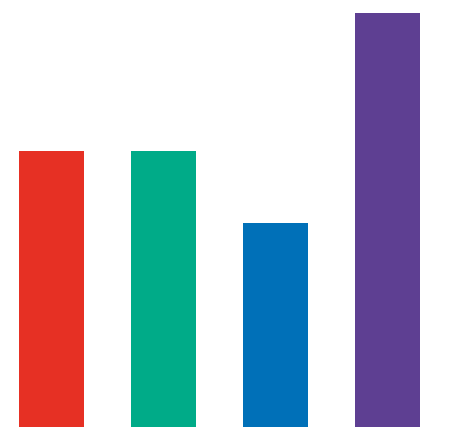
GREAT TEACHING TOOLKIT

THE PROFESSIONAL LEARNING PLATFORM BUILT TO SHOW IMPACT

THE GREAT
TEACHING
TOOLKIT



Evidence Based
Education



CONTENTS

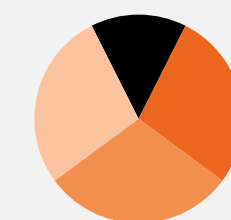
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Professor Rob Coe

Director of Research & Development,
Evidence Based Education

“For schools and teachers who use the Great Teaching Toolkit, you are getting a set of tools that should help you to be even better than you already are. But you are also part of something much bigger: a systematic attempt to solve the intractable problem of improving education at scale, in a way that is authentic, sustainable and replicable.”



Evidence Based
Education

A MODEL FOR GREAT TEACHING

1. Understanding the content

- 1

Having deep and fluent knowledge and flexible understanding of the content you are teaching
- 2

Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching
- 3

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
- 4

Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

2. Creating a supportive environment

- 1

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
- 2

Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care
- 3

Promoting learner motivation through feelings of competence, autonomy and relatedness
- 4

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

3. Maximising opportunity to learn

- 1

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
- 2

Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied
- 3

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

- 1

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
- 2

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
- 3

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
- 4

Interacting: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning
- 5

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
- 6

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

A GUIDED PATH TO GREAT TEACHING

The Great Teaching Toolkit gives every teacher a structured, personalised pathway to deepen teaching expertise. Development Cycles provide a dedicated space to set goals, build pedagogical understanding, strengthen teaching skills, and embed lasting habits, all aligned to the Elements of Great Teaching.

Set a goal

Define a clear, achievable goal based on insight. Choose your own or select from a curated list aligned with the Elements of Great Teaching.



Explore

Access evidence summaries, curated resources, courses, videos and classroom techniques. Discover what works best for your context and commit to trying it out.

Develop expertise

Use step-by-step guidance to implement and adapt techniques authentically to your classroom. Reflect, record your growth, and share progress with colleagues.





TURN INSIGHT INTO ACTION WITH 360° FEEDBACK

Most feedback platforms end with data but the GTT begins with it!

Identify personalised professional learning goals to deepen expertise in targeted areas by using self-reflection, student and peer feedback tools. Triangulate insights to highlight alignment and gaps in perceptions as part of supportive professional learning conversations. Set your goal and go.

Feedback is recommended but not forced. The 360° feedback tools are there to be used as schools and teachers see fit.

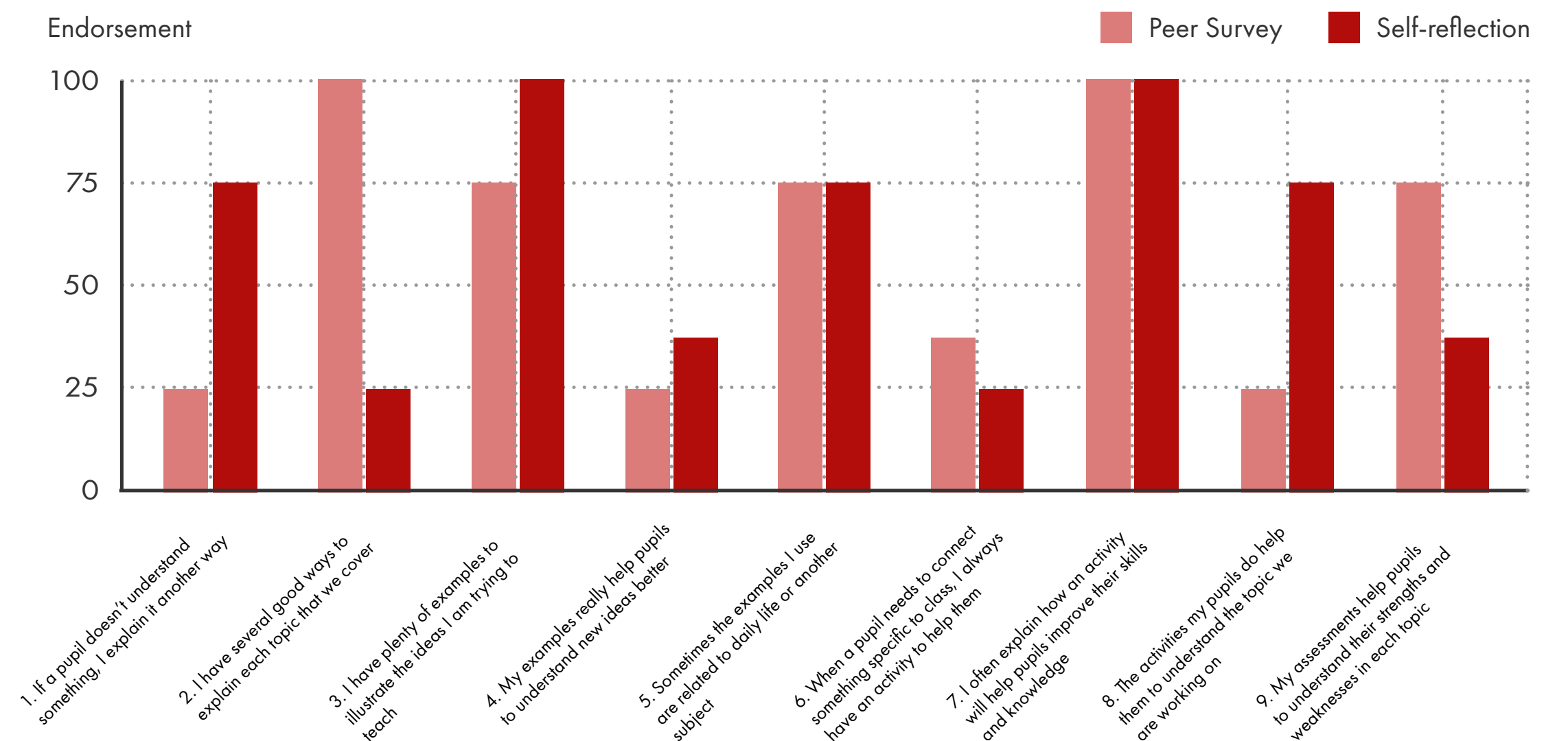
Self-reflection surveys

Reflect on your practice using surveys focused on specific Dimensions and Elements of Great Teaching. Responses are private unless you choose to share them, and can be compared with peer feedback to spark meaningful conversations.



Peer feedback surveys

Invite a trusted colleague to provide feedback on a specific Dimension or Element. Compare their insights with your own reflections to identify alignment and gaps, and guide developmental dialogue.



Student surveys

Teachers can choose from three levels of student survey, which generate information to inform professional inquiry and monitor change over time. Take a macro to micro view with:

- 1.Feedback across the Dimensions and Elements of the Model for Great Teaching, providing an overall **profile**.
- 2.Feedback in the elements of a specific **Dimension**, such as Maximising opportunity to learn.
- 3.Feedback in a specific **Element** of great teaching, like Questioning.

1.PROFILE

Identify strengths and potential areas for development across the Dimensions and Elements of the Model for Great Teaching. Professional learning should never take a one-size fits all approach. This macro view helps to inform where best to focus your precious time. For this teacher, the report below indicates that time could be well spent in Element 3.1. Managing time and resources to maximise productivity.

2.DIMENSION

Dimension-level surveys are particularly effective in situations where the school, team of colleagues or individual teacher has already made the decision to focus on a particular dimension e.g., Activating hard thinking. This may be identified as a priority area and the survey is being used to provide insight as to which Elements within the Dimension should be targeted as the focus of professional development activity.

3.ELEMENT

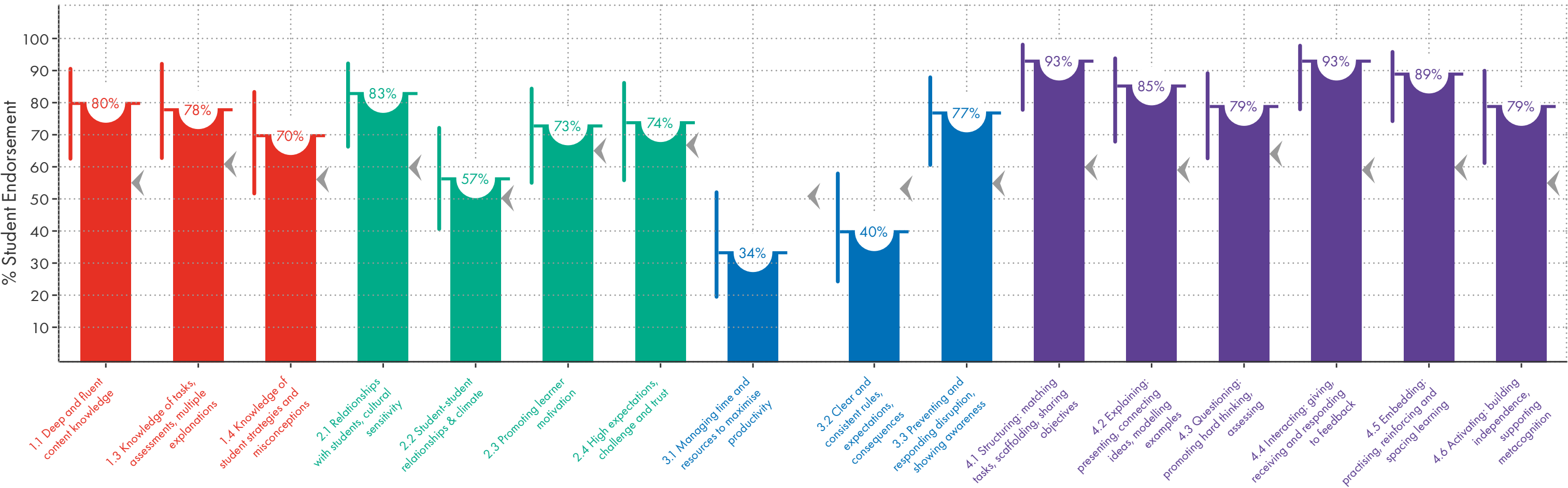
Get granular feedback with short insightful surveys at an Element level. Element surveys help teachers to hone in on a specific Element of Great Teaching to establish where their practice could benefit from fine-tuning. By exploring how learners have responded to each of the survey questions, teachers can identify where they could make adjustments. Let's consider the question below.

'In this class, the teacher makes sure everyone answers questions.'

If learners generally perceive that the teacher doesn't do this, it's possible that some learners are opting out of thinking. If learners don't think they'll have to produce an answer, will they do the thinking that helps them to learn? As such, the teacher could identify, plan and implement strategies to get more learners thinking and answering questions more of the time.

WHAT NEXT?

Survey feedback provides insights to inform teacher development goals. Once a goal is identified, teachers can use the courses and resources included in the Toolkit to develop expertise either individually, or part of a Great Teaching Team. These surveys can also be used to generate insights after a period of development to understand if there has been a change in the perception of learners.



DEVELOPING TEACHER EXPERTISE

Equip staff with hundreds of evidence-informed resources, courses, video examples of classroom practice and techniques to build the meaningful understanding that underpins and powers great teaching. Turn research into real results.

Supercharged teaching techniques

The techniques in the GTT are step-by-step guides designed to help teachers enhance their expertise through the development of specific skills. Each technique is a curated, practical, evidence-informed guide. You'll get:

- A clear summary and rationale
- Key benefits and supporting research
- Step-by-step guidance for before, during and after lessons
- Indicators of impact over time
- Adaptation advice for your context — including large classes, additional needs, multilingual learners, and subject-specific examples



Dimensions & Elements

1. Understanding the content

- ☐ 1.1 Deep and fluent knowledge
- ☐ 1.2 Curriculum sequencing
- ☐ 1.3 Relevant curriculum tasks
- ☐ 1.4 Strategies and misconceptions

2. Creating a supportive environment

- ☐ 2.1 Teacher-student relationships
- ☐ 2.2 Student-student relationships
- ☐ 2.3 Learner motivation
- ☐ 2.4 Climate of high expectations

3. Maximising opportunity to learn

- ☐ 3.1 Managing time and resources
- ☐ 3.2 Rules and consequences
- ☐ 3.3 Managing disruptive knowledge behaviour

4. Activating hard thinking

- ☐ 4.1 Structuring
- ☐ 4.2 Explaining
- ☐ 4.3 Questioning
- ☐ 4.4 Interacting
- ☐ 4.5 Embedding
- ☐ 4.6 Activating

Search resource

The three best arguments against a knowledge-rich curriculum, and why I think they're wrong
Jon Hutchinson • 10 min

1.1

Reducing teacher workload: the re-balancing feedback trial report
DOCUMENT • 68 min

2.4 4.4 4.5

An Introduction to the Behaviour for Learning approach
ARTICLE • 4 min

2.1 2.2 2.4 3

Cold Call is Inclusive
Doug Lemov • TEACH LIKE A CHAMPION • 10 min
At its best Cold Call brings a distinctly positive form of accountability

4.3

Rob Coe: Research-based approaches to CPD
VIDEO • 15 min

1

Creating a Culture: How school leaders can optimise behaviour
Tom Bennett

2 3

Ratio: how much thought is happening in the classroom?
Adam Boxer • 7 min

2 3 4

Cracking the challenging class (video 2)
VIDEO • 6 min

3

Mary Myatt's curriculum 5 steps: Leadership
ARTICLE

1.2

Retrieval practice in the classroom; a podcast by Kate Jones
PODCAST • 39 min

4.3

High expectations principle
ARTICLE

2.4 3

The feedback pendulum, with Michael Chiles
PODCAST • 41 min

4.4 4.5



Developing teachers' knowledge, skill and judgement

To build understanding in the areas that matter most for your students' learning, the Great Teaching Toolkit's courses all incorporate structured collaboration with colleagues. They contain activities to plan, implement and evaluate pedagogical approaches in your context.

The Great Teaching Toolkit Foundation module serves as an orientation to using the Toolkit, and covers core science of learning concepts at the heart of the Model for Great Teaching.

After the Foundation, teachers can choose from a selection of courses and resources. The courses and resources enable teachers to connect the most up-to-date research evidence on learning to practical classroom approaches, and then select and adapt individual teaching strategies and techniques to hone and use in their own practice.

Creating a supportive environment

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.

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

- to promote a positive climate for learning;
- to promote students' motivation to learn; and
- to create a climate of high expectations in which learners feel confident to try their best.

[LEARN MORE](#)

Maximising opportunity to learn

Managing lessons so that time is used productively is a core teaching skill and the focus of this course. Great teachers maximise the opportunity to learn by ensuring that students get started on meaningful work straight away and make the most of every minute. They plan activities and resources so that everything works smoothly, including by using routines. They ensure consistent and fair application of rules, and prevent, anticipate and respond to potentially disruptive incidents.

[LEARN MORE](#)





Structuring

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.

This course develops an understanding of why and how effective structuring helps students reinforce learning and prevent forgetting, and what great teachers do to use it effectively.

[LEARN MORE](#)



Questioning

When used for the purpose of assessment, great teachers see questioning as a tool to elicit insights into students' thinking. Assessment is the only tool we have to make visible what students have learned. Crucially, they plan and adapt their teaching to respond to what assessment tells them. This course provides an understanding of why and how effective questioning helps promote and assess thinking, and what great teachers do to use it effectively.

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

- to promote thinking; and
- to assess thinking.

[LEARN MORE](#)



Explaining

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. Effective explanations help students to develop fluent and flexible networks of knowledge.

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

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

[LEARN MORE](#)



Interacting

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. 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.

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

- to provide feedback to teachers; and
- to provide effective feedback to students that helps move learning forward.

[LEARN MORE](#)

Embedding

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 connections are developed and strengthened.

In this course, we learn about ‘embedding’ strategies for three classroom goals:

- to use practice to build understanding;
- to use practice to gain confidence and fluency; and
- to use practice to develop automaticity.

LEARN MORE

Activating

For teachers, taking actions to help their students to become successful as independent learners is the ultimate goal. Great teachers give students the knowledge and skills required for them to plan, regulate and monitor their learning.

This course develops an understanding of how teachers can help their students to become independent and self-actualised learners.

LEARN MORE



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

Julia Armstrong
Assistant Head





Developing Leaders

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

The Behaviour & 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.

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

- to develop and secure your own knowledge and mental models of effective behaviour and culture for learning;
- to connect theories of behaviour and culture in learning to your own and your colleagues' practice;
- to review and optimise your behaviour and culture policies and practices; and
- 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.

[LEARN MORE](#)





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.

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

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

LEARN MORE



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.

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

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

LEARN MORE

"The Science of Learning Programme really got me thinking about **the sequence** in which our modules were taught within our department. We are **interleaving concepts** from across the units in a much more sensible way."

Neil Groves
Head of Humanities

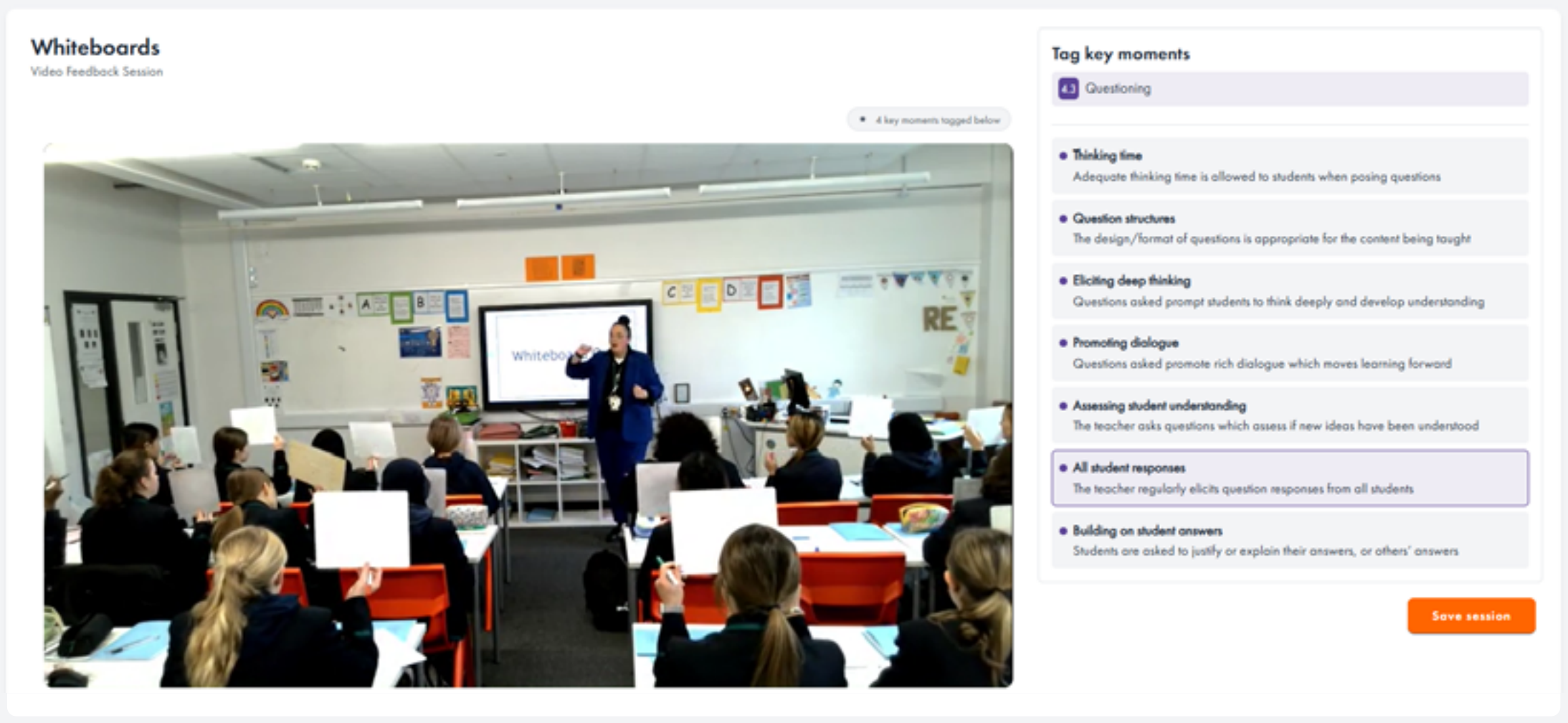




SEE. REFLECT. GROW.

Video feedback makes great teaching visible, and scalable. Give every teacher the chance to see their own practice clearly, reflect with purpose, and grow within a consistent, evidence-based framework. Build a powerful resource bank of real, relatable examples of great teaching in your context. Use the video feedback tool to:

- Help teachers see their own classroom in a way that is broader, clearer and more accurate than their raw experience can provide.
- Focus attention on the areas that matter most to student learning, with a feedback rubric aligned to the Model for Great Teaching.
- Embed habits and motivate improvement through regular cycles of feedback.



Every teacher using the Great Teaching Toolkit can record snippets of themselves teaching. From there, they can be shared with a Head of Department, coach, or with a team – a professional learning community, working together on a certain Dimension or Element of the Model for Great Teaching. Use video to facilitate low-stakes but high-impact conversations around strengths, areas for improvement, and strategies to try in the classroom.

GET BETTER, TOGETHER!

One of the design principles behind the Great Teaching Toolkit is that it has to be scalable: something that any school can do, that generates maximum impact for minimal cost and time.

At the heart of the Great Teaching Toolkit is a collaborative and reciprocal approach - Great Teaching Teams.

Teacher collaboration that is simultaneously supportive and challenging helps increase the effectiveness of collaboration. It builds social bonds between colleagues and supports a culture of professional learning.

Collaborative learning benefits from the collective expertise of the teachers in the group. Group members may arrive with their own prior knowledge, or they develop expertise through exploration of an Element of Great Teaching. Collaboration encourages this expertise to be shared for the benefit of the whole group; all teachers can be brought up to the level of the best.

Build teaching expertise within your teams with courses, resources, structured activities and guided reflection through specific processes like identifying, exploring, and integrating Elements of Great Teaching.



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

Julie Deville
CEO Extol Trust



**EVERY LEARNER
DESERVES A GREAT
TEACHER.
GREAT TEACHING IS
FOR EVERYONE.**

[CLICK HERE TO LEARN MORE](#)

