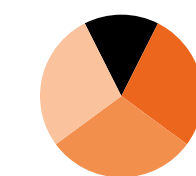
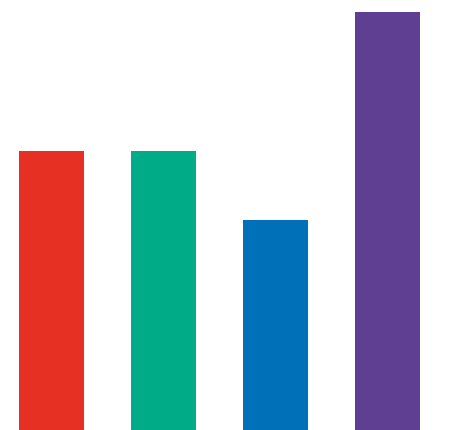




GREAT TEACHING TOOLKIT INFORMATION PACK



Evidence Based
Education



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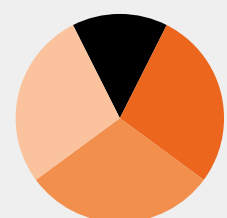
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Professor Rob Coe

**Director of Research &
Development,
Evidence Based Education**



Evidence Based
Education

Improving education at scale is hard. However, we know that teacher expertise is the key driver of student learning. There is abundant evidence that, of all the things schools can influence, “what teachers know, do and care about” (Hattie, 2003) has the biggest impact on student outcomes by some margin (e.g., Chetty et al., 2014, Rivkin et al., 2005; Rockoff, 2004), and that high-quality teaching narrows the attainment gap (Burgess et al., 2002; Slater et al., 2012).

High-quality teaching is not a fixed or given quantity; it varies across classrooms and can be learnt, supported and nurtured (Coe et al., 2020). For all these reasons, we established the ‘Great Teaching’ project - to help improve outcomes by building teacher expertise.

We started with the Great Teaching Toolkit: Evidence Review where we set out to identify, review and then summarise the best available international evidence about what teachers’ practices, skills, knowledge and behaviours are important for student learning. This gave us the Model for Great Teaching (next page), our curriculum for teacher learning - a credible summary of the elements of great teaching practice, the kind that impacts most on learning.

With this curriculum in place, we went on to develop the Great Teaching Toolkit.

The Great Teaching Toolkit helps teachers to:

- **set specific goals** for improving their classroom, where everyone’s voice is heard.
- **build understanding** in areas that make the most difference.
- **develop skills** through modelling, instruction, safe rehearsal and feedback.
- **embed habits** with development cycles of deliberate practice, feedback and reflection.

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.

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

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

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

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

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



**FIND OUT MORE ABOUT
GREAT TEACHING TEAMS**



ACT ON PERSONALISED FEEDBACK

Learners have more collective experience of the classroom environment and teaching practices than anyone else. When asked the right questions, in the right way, learner perceptions can be harnessed to promote equity and offer an important source of information on pedagogical practices and the classroom environment. In turn, the feedback they generate can be a powerful tool for teacher learning, offering additional insight that allows teachers and leaders to personalise professional development.

One source of feedback teachers get from the Great Teaching Toolkit is generated by learner 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

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

- Version B: Suggested for learners 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 learners with a reading age of 8-14; questions are both text and video.
- Version D: Suggested for learners with a reading age of 11-16; questions are text only.
- Version E: Suggested for learners in a post-16 context; questions are text only.



FIND OUT MORE ABOUT
LEARNER SURVEYS

“The survey was such a useful, informative diagnostic tool that really empowered me to take advantage and take control of my own professional learning.”

Mike Downes
Head of History



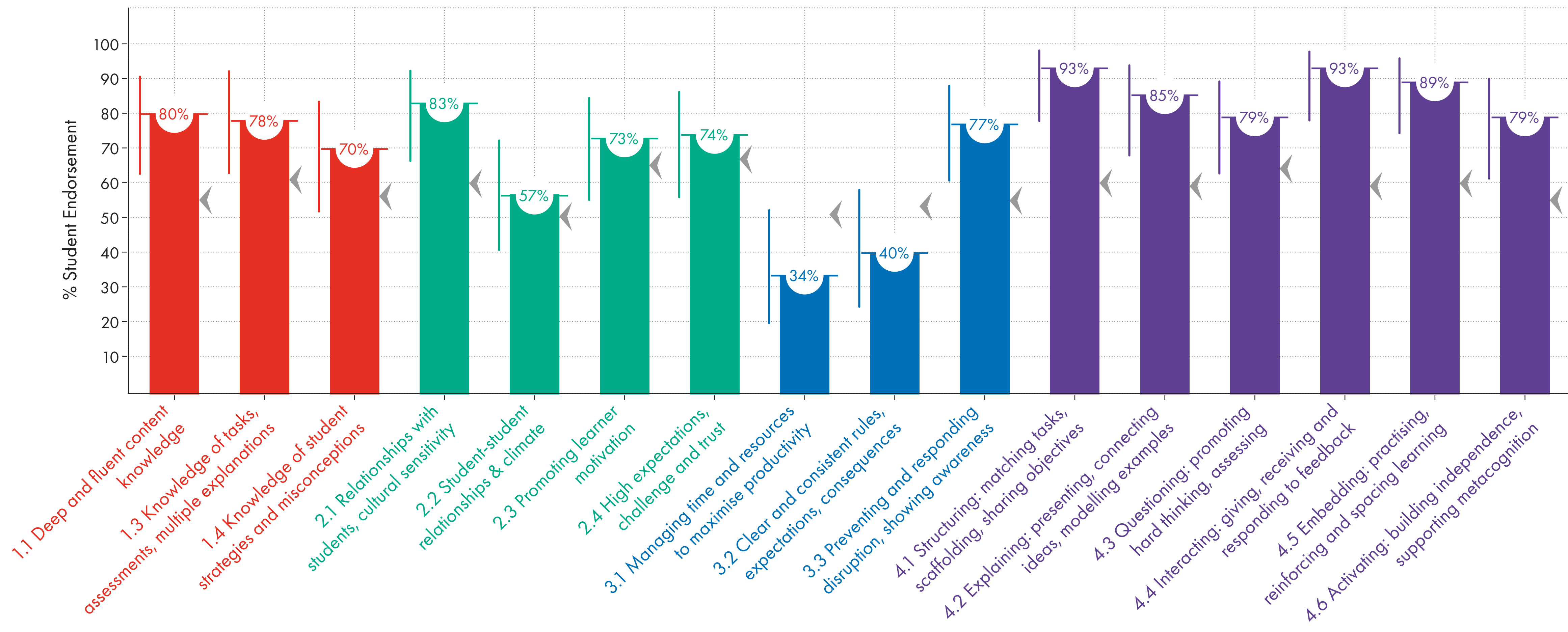
The different versions of the survey have been designed to increase accessibility to a greater range of learners. The decision of which version of the survey to use is in the hands of the teacher, depending on the needs of their learners.

This graph shows responses to the Model for Great Teaching survey. 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 Model for Great Teaching survey, 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 4. This is a pocket of expertise a school leader could identify to support, coach or guide other colleagues who are working on elements in Dimension 4.

The strong, overarching goals with feedback from the learner surveys are to promote equity and provide information to the teacher to help inform their professional learning. The feedback provides additional insight that indicates strengths and areas to consider as possible development priorities.

MODEL FOR GREAT TEACHING SURVEY



DEVELOPING TEACHER EXPERTISE

If teacher expertise is the strongest determinant of student achievement, and the main function of professional development is to develop expertise, then how we think about expertise really matters.

Expertise does not just grow naturally with experience, but it can be developed - given the right conditions. Expertise requires a balance of knowledge, skills and judgement. To be effective, professional development needs to address all three.

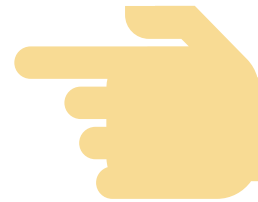
Fortunately, the Great Teaching Toolkit does it all, in a way that is flexible and easy to use.

The Great Teaching Toolkit’s resource library puts hundreds of tailored resources at your teachers’ fingertips.

It includes more than 500 blogs, videos, books, podcasts and documents, curated and mapped to the Dimensions and Elements of the Model for Great Teaching.

A search for “retrieval practice” offers resources ranging from a two-minute blog post, to a 39-minute podcast, and features teachers, academics and experts like Kate Jones and Michael Chiles.

CREATE MY FREE ACCOUNT



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

 Great Teaching Element 

 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.

All teachers should complete the Great Teaching Toolkit Foundation: *An evidence-based approach to great teaching*. It 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.

Each course consists of an eight-week study period, followed by a development cycle.

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.

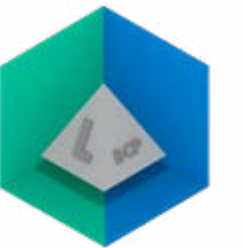
The Behaviour & Culture Programme

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](#)





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MORE EFFECTIVE FEEDBACK FOR TEACHERS

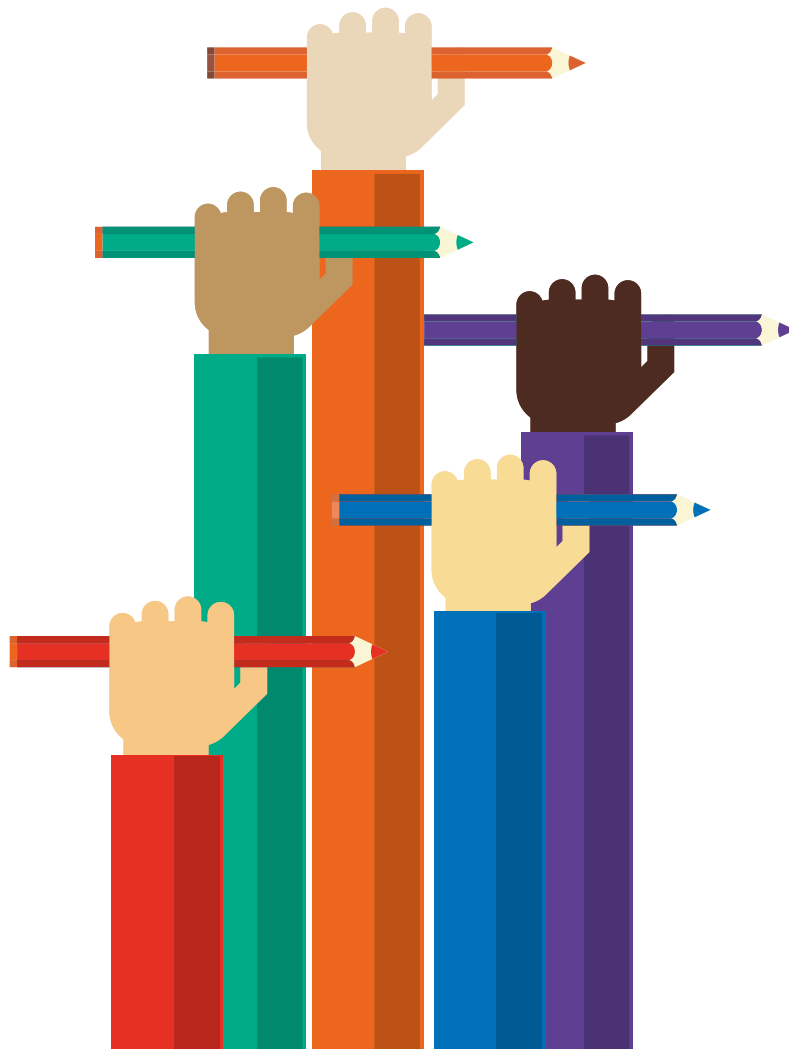
Feedback can be one of the most powerful ways to improve goal-directed performance. The Great Teaching Toolkit has prioritised the development of more efficient and practical feedback tools, and we believe the use of video could be one of the most powerful tools in developing teaching practice. Use video 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.

LEARN MORE ABOUT VIDEO FEEDBACK



11.1 Deep and fluent knowledge

The teacher demonstrates a nuanced understanding of the subject content

12345

The teacher can respond promptly and accurately to student questions

12345

The teacher is easily able to reformulate explanations

12345

Links are established to other subjects and real-life contexts

12345

The lesson moves beyond the printed materials and textbook

12345

EMBED GREAT TEACHING

Every school that signs up to a Great Teaching Toolkit membership is assigned their own Advisor – someone who will work with you to help you get the most out of the Toolkit, whether that is a launch session with colleagues, slides for an INSET, or help getting colleagues signed in, we’ll be on hand to help!

The Great Teaching Toolkit is more than a short-term ‘standalone’ training package. The Great Teaching Toolkit is about sustained and sustainable professional development – helping every teacher to improve, no matter their starting point.

Every learner deserves a great teacher.

Great Teaching is for everyone.

BOOK A PRACTICAL DEMONSTRATION

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

[CLICK HERE TO LEARN MORE](#)

