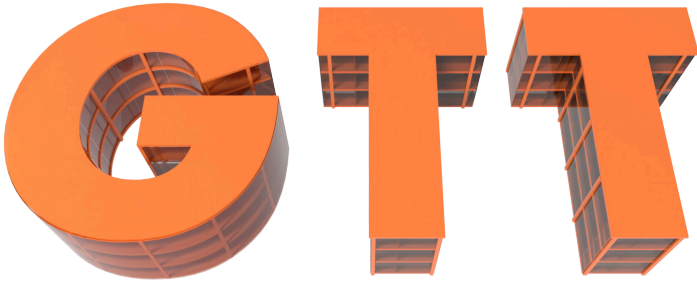




Evidence Based  
Education



**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 instruments, courses and tools that you can use to understand what makes Great Teaching, and how to develop more of it.

The Great Teaching Toolkit is more than a short-term stand-alone 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.

# Contents

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Teacher courses and leader programmes	3
Instruments	26
Platform	28
Implementation approaches	29
Cost	32

# 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

***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.

## 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, instruments 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 your next steps in your Great Teaching journey!

## Creating a supportive environment



1 2 3 4

This course provides an evidence-based overview of how and why a supportive environment helps both teachers and students, and what great teachers do to create it. You will explore how these principles can be applied in the classroom, before practising selecting and adapting individual teaching strategies for different contexts to prepare for the next steps of your personalised professional development.

**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'.

You'll learn how relationships of trust and respect between students and teachers, and among students, are at the heart of a supportive classroom environment. In this way, students are motivated, supported and challenged, and have a positive attitude towards their learning.



### **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 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 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

This course provides an evidence-based overview of why and how maximising the opportunity to learn helps both teachers and students, and what great teachers do in pursuit of it. You will explore how these principles can be applied in the classroom, before practising selecting and adapting individual teaching strategies for different contexts to prepare for the next steps of your personalised professional development.

**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.

You'll learn how managing the behaviour and activities of a class of students is at the heart of what great teachers do.

### **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. You'll also learn how to reinforce positive student behaviour through the effective use of praise.

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



This course provides an evidence-based overview of why and how effective structuring helps students reinforce learning and prevent forgetting, and what great teachers do to use it effectively. You will explore how these principles can be applied in the classroom, before practising selecting and adapting individual teaching strategies for different contexts to prepare for the next steps of your personalised professional development.

**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. One of the defining characteristics of great teachers is that they require all students to achieve success. Scaffolding provides a gentler entry, but the destination remains the same. Lower-attainers may take longer and need more help, and great teachers understand and plan for this. 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



This course provides an evidence-based overview of why and how effective explaining helps students learn, and what great teachers do to use it effectively. You will explore how these principles can be applied in the classroom, before practising selecting and adapting individual teaching strategies for different contexts to prepare for the next steps of your personalised professional development.

**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.

You'll learn about the value of paying attention to the cognitive load of material presented to your students, and you'll see how taking small steps such as limiting the number and complexity of new pieces of information students encounter can support learning, as well as how including different forms of examples can be incredibly powerful.

### **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 see 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



This course provides an evidence-based overview of why and how effective questioning helps promote and assess thinking, and what great teachers do to use it effectively for these different purposes. You will explore how these principles can be applied in the classroom, before practising selecting and adapting individual teaching strategies for different contexts to prepare for the next steps of your personalised professional development.

**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. They understand that assessment is the only tool we have to make visible what students have learned, albeit ‘through a glass, darkly’. Crucially, they plan and adapt their teaching to respond to what assessment tells them.

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



This course provides an evidence-based overview of why and how effective interacting helps both teachers and students, and what great teachers do to use it effectively. You will explore how these principles can be applied in the classroom, before practising selecting and adapting individual teaching strategies for different contexts to prepare for the next steps of your personalised professional development.

**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



This course provides an evidence-based overview of why and how effective embedding helps students reinforce learning and prevent forgetting, and what great teachers do to use them effectively. You will explore how these principles can be applied in the classroom, before practising selecting and adapting individual teaching strategies for different contexts to prepare for the next steps of your personalised professional development.

**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.

# 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 colleges' 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 practises; and
4. to help your colleagues create supportive environments and maximise students' opportunities to learn culture 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.

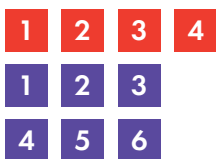
### **Curriculum outline**

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, developing 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***

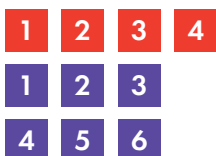
In the first term, you'll develop your knowledge of the evidence base about why and how humans learn, building the foundational knowledge and mental models needed to put theory into practice. In the term that follows, you'll plan, implement and evaluate classroom techniques designed to optimise learning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

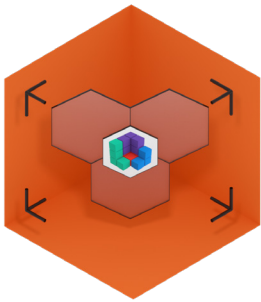
In the first term, you'll develop your knowledge of the evidence base in assessment, building the foundational knowledge and mental models needed to put theory into practice. In the term that follows, you'll learn and practise the act of purposeful assessment design, using an assessment blueprint to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

# Instruments

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The core instruments 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.

There are two versions of the survey currently available. They each cover the four dimensions and contain the same questions, with one version containing an additional embedded video of the question items being read aloud. This has been designed to increase accessibility to a greater range of students, and leaves the decision over which version of the survey to use in the hands of the teacher – dependent on the needs of their students.

The baseline survey covers all four dimensions and takes around 20-30 minutes to complete, with students responding to questions relating to their classroom experiences by selecting one of five options ranging from 'strongly agree' to 'strongly disagree'. 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.

Element-level surveys are also available for dimensions two, three and four. These are smaller, more focussed 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.

There is already a good body of research that shows student surveys can provide valid measures of classroom environment and teaching practices (eg Marsh and Roche, 1997; Gates Foundation, 2012; Spooren 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.

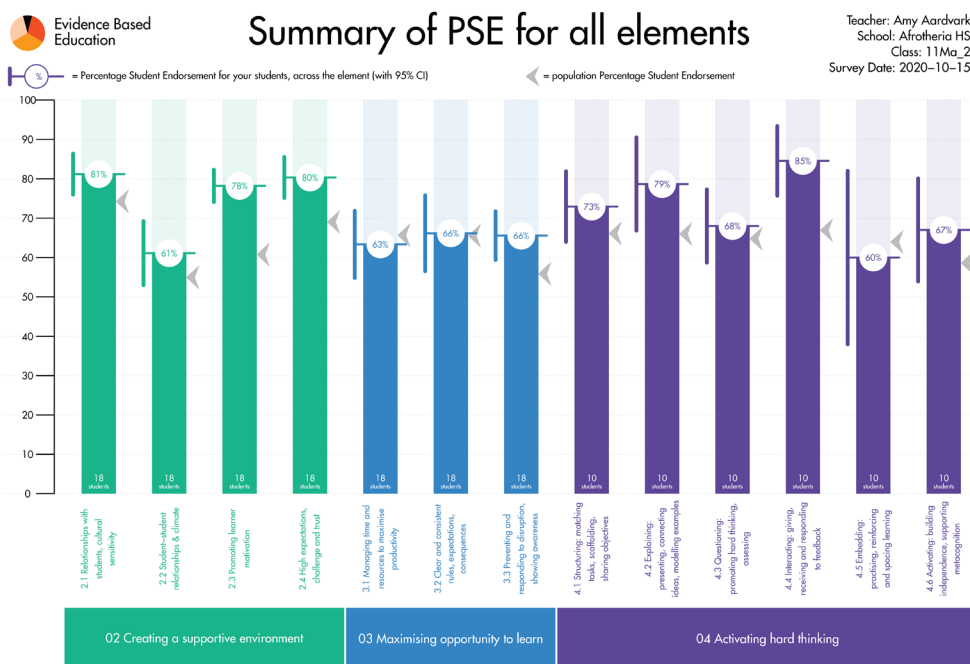
**“When teachers themselves make the decision about what it is that they wish to prioritise for their own professional development, they are more likely to make it work.”**

**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 across the world!

This report shows responses to a Student Survey for three 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.



## Information you can act on

- 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, leaders 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!

## Platform

The Toolkit platform is the 'control centre' for everyone. Different types of users see and do different things within the platform.

	Teacher	Group lead	Admin
<b>Dashboard</b> The dashboard is everyone's private homepage. It provides a quick view of all activity, notifications and updates.	✓	✓	✓
<b>Courses and programmes</b> View and access all relevant courses or programmes.	✓	✓	✓
<b>Class management</b> Add a class into the system and generate survey links.	✓	✓	✓
<b>Profile</b> Build a profile and view personal feedback.	✓	✓	✓
<b>Goals</b> Create and view personal development goals.	✓	✓	✓
<b>Implementation</b> Create and view personal implementation tasks as part of a development cycle.	✓	✓	✓
<b>Group management</b> Create a staff group with shared development goals.		✓	
<b>User management</b> Registration link for teachers, list of users and user management.			✓
<b>School-level feedback</b> View aggregated survey feedback for the school.			✓

# 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. **Create a profile** of strengths and areas for improvement. Gather insights using the student surveys toward the end of a first full term of teaching. This will provide indicators into what teachers are already great at, and what could be an area of focus to be even greater.
3. **Identify.** Decide which element of the Model for Great Teaching to hone in on; choose an initial development priority.
4. **Prioritise.** Take a closer look at this element and use element-specific surveys to get further feedback information if required.
5. **Learn.** 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.
6. **Set a goal.** Create a development goal to specify the part of teaching practice will you aim to improve – based on one of the underlying principles of the element. For example: in Dimension 4 Element 2 – Explaining, your development goal might be to improve the presentation of new ideas.
7. **Select and adapt** a classroom-based strategy that will help you to achieve your development goal.
8. **Plan, implement and evaluate** cycles of development (on a weekly or fortnightly basis). Practise the adapted strategy and then try it out in your classroom, reviewing regularly and making small tweaks over time.
9. **Update** your profile at the end of the development cycle.
10. **Decide.** Use feedback from the surveys to select your next development focus.

## Considerations for implementation

### Initial Year

#### Term 1

Foundation course

Build profile

#### Term 2

Teacher course

#### Term 3

Development cycles

Update profile

### Subsequent years

#### Term 1

Development cycles

Update profile

#### Term 2

Teacher course

#### Term 3

Development cycles

Update profile

The implementation steps outlined above could be thought of as the personalisation pathway. There are other pathways that are equally as valid:

- If a school or college has already identified staff development priorities, they may decide to start using the Toolkit courses without using the survey instruments. Of course, they may choose to use those instruments 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. Organisational development goals can be set in the platform at leader level to populate in the dashboard of each member of staff. Thereafter, teachers and leaders can prioritise their own areas of development.
- 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](#).