



START YOUR REVOLUTION

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Training and Consultancy International
On-line Coaching and Training

Geoff Hannan

Over 40 years as a freelance consultant and trainer
For Teachers

- Improving Especially Boys' Performance
- Improving Pupil Premium Outcomes
- Everyday Outstanding Teaching
- Mixed-Ability Teaching
- Developing Pair Work and the Recall and Articulation of Learning
- Counselling for Teachers
- Innovating

For School Leaders

- Whole School Improvement
- Dealing with Bullying, Racism and Sexual Harassment in Schools

Angela Hannan

Over 20 years freelance experience

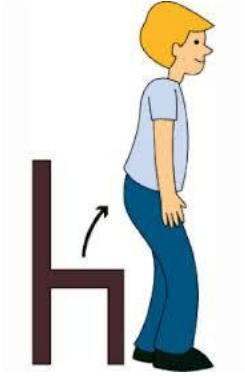
A former Headteacher and Lead Facilitator and Coach Trainer at the National College, Angela coaches school leaders and delivers training programmes in middle and senior leadership in schools.

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STRUCTURAL INNOVATION

Could you innovate in the way lessons are structured in your subject?

(Whilst maintaining step-by-step approaches and learning articulation, application and recall)



Might you innovate in the way pupil grouping is used in learning your subject? (E.G. a P.O.S. undertaken totally in pair work/ group work)



Could you innovate in the way teaching aids, props, artefacts, etc. are used in the teaching of your subject?



Incremental innovations: to pick up upon and improve areas of weakness in the T and L of your subject?



LEARNING INNOVATIONS

Could you innovate in the teaching of subject-specific skills using, for example, your Smart-7 concepts and 'forensic' activities?

	A	B	C	D	E	F	G	H
1								
2	Smart7 Evaluation System							
3								
4	CLASS	CONTENT						
5	WORD 1	Key Points		From 7	Discuss			
6								
7								
8								
9								
10								
11	WORD 2	Key Points		From 7	Discuss			
12								
13								
14								
15								
16								
17	WORD 3	Key Points		From 7	Discuss			
18								
19								
20								
21								
22								

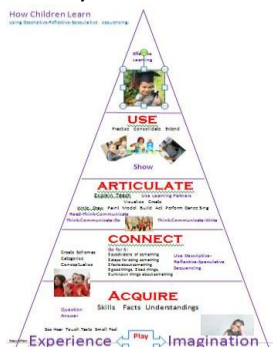
Might you innovate through 'hooks' to initiate themes, projects, individual lessons in your subject?



Might you target activities to the interest spectrum/life experiences of potentially under-attaining groups, e.g. boys BAME pupils etc.



Could you innovate in the way children are empowered to create their own learning journeys, routes etc?



CONTENT INNOVATION

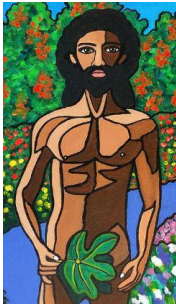
You might explore:

- The potential of the children's everyday lives, interests, thoughts, feelings, emotions, ideas as starting points/themes of your innovation

Emotional Schemas

- An Emotional Schema is a strongly held belief that a person has about himself or herself, about other people, or about the world in general and the belief can be either positive or negative in nature. In all cases, the schema is accepted as being true, even if it's negative and causes harm or difficulties in the person's life. The theme of these problems often remains the same over time and repeats itself in different types of relationships, including romantic involvements, school/work relationships, and friendships.
- Most often, negative schemas develop at an early age. Children hold beliefs about themselves that they learn from their parents and other adults. For example, children who hear judgmental messages such as "You're lazy" or "You're stupid" or you are "badly behaved" will begin to think that these things are true and grow up to be adults who think they are lazy, stupid, bad or generally incompetent.
- Similarly, children who are abused, mistreated, or criticized often think they've done something sufficiently bad to deserve their mistreatment—regardless of the fact that none of these cruel actions or unkind comments and actions is deserved. Nevertheless, these children often think badly of themselves as a result and may develop the belief that *no one will mistreat them*.

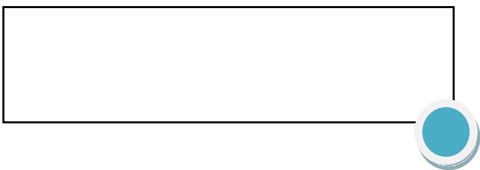
- The potential of stories (creating, telling, acting, filming) in your subject



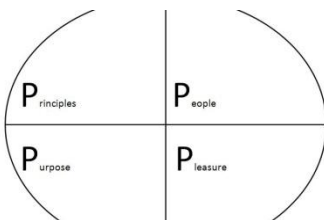
- The potential of pictures (individual, sequential, self-taken)



- The potential of sequences, shapes, colour



- The potential of words (individual, headings, opposites, in rhyme, in song, in diagram, in mnemonics)



- The potential of art, dance, drama in your subject

Learn by **DOING**.



- The potential of what your classroom might become (a village in the past, a museum of understandings, a space ship, an abacus, a computer)



- The potential of play



- The potential of 'recombination' (how History might become Maths, how English might become Computing, how RE might become Science etc.)



SOFT THINKING INNOVATION

METAPHOR and their potential

DREAM

HUMOUR

AMBIGUITY

PLAY

APPROXIMATE

FANTASY

PARADOX

DIFFUSE

HUNCH

GENERALISATION|

CHILD

PARADIGM BREAKING INNOVATION

The potential of doing what has never been done before

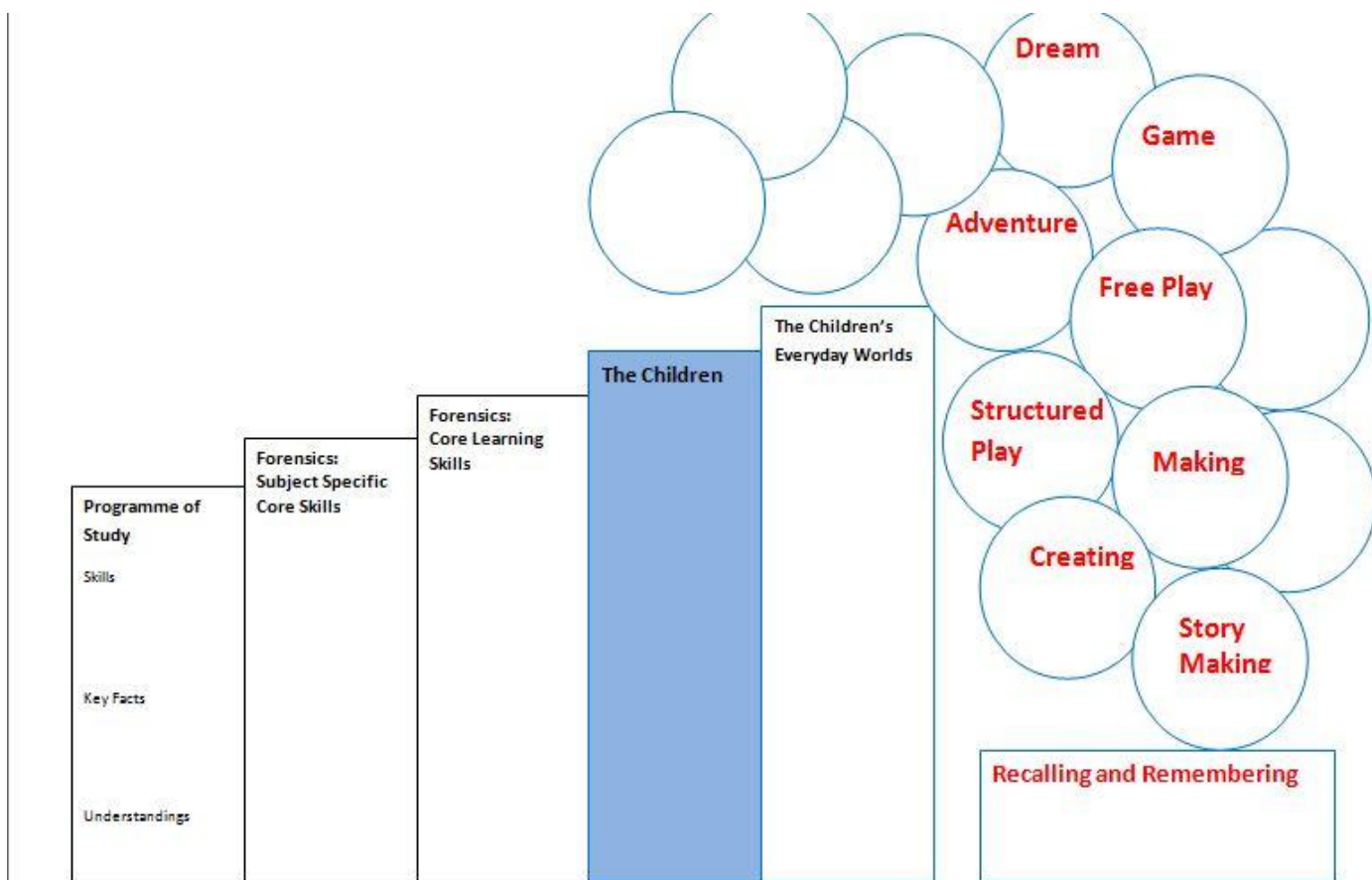


take risks

challenge orthodoxy

OR...

POSSIBLE PLANNING TEMPLATE??



In my own deep-dive observational analysis, I focus my attention on five markers for outstanding teaching and learning. These are marked out of 5 and help provide a focus on priorities for helping school improvement. I enclose them here **MOT** to suggest you use them but possibly to **TRIGGER** some more ideas for your own innovations.

Marker 1: Learning objectives, high challenge and immediate purpose

- Learning objectives should be displayed and referred back to throughout the lesson
- Pupils should be able to explain what they are learning rather than just what they are doing
- Pupils should understand the relevance of the learning and be able to explain *why* they are learning it and see a clear progression in skills, facts and understandings and how they co-relate
- Learning objectives should be used as checklists for students to log, evidence, revise and recall their progress
- Learning objectives should correlate directly to teacher assessment processes and progress monitoring
- Challenge should be high and communicated e.g. 'You will find this difficult but stay with it and you will be able to do it!'
- New learning should be used/applied *in* the lesson e.g. 'At the end of the lesson we will have quiz on X'
- New learning should be 'shown-off'/articulated *especially at the end of the lesson*: for example, 'tell your partner what you have learnt this lesson'
- Previous learning should be revisited to ensure all have admission to new learning e.g. within a starter
- Pupils should understand the progress expected and find satisfaction achieving it

Marker 2: Step-by-step, brisk pace, high quality interactive teaching

- The lesson should have an appropriate ratio of teaching and doing

SUGGESTED OPTIMAL TEACHING TO DOING RATIOS (first number is teaching, second is doing)

	KS2	KS3	KS4
MATHS	1 : 2	1 : 2	1 : 3
MODERN LANGUAGES	1 : 3	1 : 4	1 : 4
ENGLISH	1 : 3	1 : 3	1 : 4
SCIENCE	1 : 3	1 : 3	1 : 3
TECHNOLOGY	1 : 3	1 : 4	1 : 5
HISTORY	1 : 3	1 : 3	1 : 3
GEOGRAPHY	1 : 3	1 : 3	1 : 3

In English at KS2 this means, for example, that a one-hour lesson should consist of 15 minutes step-by-step, challenging and interactive whole-class teaching; consolidated and extended by 45 minutes of a variety of activities.

- Time managed well-especially allowing for a plenary at the end where pupils show/explain their learning
- **Sequentially extended times on task**
- Uses and teaches steps
- Taught to the 'top of the class'
- (Usually) 'teach-do, teach-do' rather than sustained blocks of teaching or doing
- **Teacher explanations clear and pupil understandings tested**
- **Teacher models operations and processes**
- **Teacher facilitates the developing of meta-cognitive skills** e.g 'Go for Five'- Scaffolds-Thinking Frames- Writing Frames- Note taking- Descriptive-Reflective-Speculative sequencing
- Teacher friendly and encouraging
- High levels of praise

Contraindications

Poor behaviour management/disruption

Praise levels low

Low teacher expectations leading to:

- pupils displaying low confidence and low expectations of success
- slow (and boring) lessons
- too much teacher repetition
- **too much writing**
- inappropriate 'ability' groupings
- **slow progress over time**

Inadequate teaching/modelling and learning steps leading to:

- not enough time/too much time engaged in whole-class teaching
- an over-reliance on resources (such as worksheets)
- poor recall of information
- poor understanding of concepts
- not enough time given for students to verbalise their learning
- no clear end to the lesson (with lack of adequate plenary)
- poor time management

Marker 3: High levels of pupil on-task talk

- Collaborative learning structures should be used- especially pair work and partner learning

SUGGESTED OPTIMAL INDIVIDUAL TO PROXIMAL LEARNING RATIOS

The doing ratio is broken down into two types of doing: individual and 'proximal' through pair work.

	(I : P)	(I : P)	(I : P)
	KS2	KS3	KS4
MATHS	1 : 2 (1:1)	1 : 2 (1:1)	1 : 3 (2:1)
MODERN LANG	1 : 3 (1:2)	1 : 4 (1:3)	1 : 4 (1:3)
ENGLISH	1 : 3 (1:2)	1 : 3 (1:2)	1 : 4 (1:1)
SCIENCE	1 : 3 (1:2)	1 : 3 (1:2)	1 : 3 (1:2)
TECHNOLOGY	1 : 3 (2:1)	1 : 4 (3:1)	1 : 5 (4:1)
HISTORY	1 : 3 (1:2)	1 : 3 (1:2)	1 : 3 (2:1)
GEOGRAPHY	1 : 3 (1:2)	1 : 3 (1:2)	1 : 3 (2:1)

Thus in Maths in KS3, about half the *doing* time is done individually and half in pairs/groups. Rotating learning partners and working on a mathematical operation together proves a very effective strategy for raising attainment

- Using 'Talk with your partner' in response to questions
- Sharing resources so communication is required
- Paired writing and paired reading opportunities
- Sequences such as Think-Communicate-Write and Read-Think-Communicate should be common to practice
- Collaborative practices include rotation and variety

Practice should include boy /girl pairing (recommended: boy/girl seating and 'ability pairing'); single-gender mixed-ability pairing (recommended: ability level 1 with 15-ability level 2 with 16 and so on) and Friendship pairings (recommended: pre-allocated and rotated- 1/3 of activities for each of the above)

Classroom talk may be inhibited by:

- poor oracy skills of pupils (and thus a greater need for it in the classroom!)
- low teacher skills in facilitating on-task talk
- teacher reluctance (e.g. a fear of losing control)
- too much writing (to show evidence of coverage/progress)

Contraindications

In poor lessons, usually little or no use is made of Partner Learning which leads to:

- over-reliance on the pupil's individual learning skills (with significant likely weaknesses related to Gender and Social Circumstance)
- too much individual activity (too much writing again)
- not enough reading (especially paired reading) to sustain/enhance and develop literacy skill levels
- lack of variety and poor learning 'diet'

Marker 4: Quality teacher questioning

- Questions planned before lesson
- Questions addressed to individual pupils by name

Time given to work out responses e.g. 'Thirty seconds: find me five answers to this question'

- Questions that drill down to deeper understandings and require reflection e.g. 'Why do you think this is?'
- Questions that compare and contrast with previous learning e.g. 'How is Y like X' 'How is this dissimilar to...'
- Questions that require verbal connectives e.g. 'Explain your ideas using on the one hand and on the other'
- Questions that check pupil progress and understandings
- Pupils are required to pose/answer their own and one-another's questions

Marker 5: Good mixed-ability practice

- **No disproportionate representation of potentially disadvantaged groups in lower sets/groups e.g. boys and Afro-Caribbean boys and girls**
- High levels of collaborative mixed-ability activities
- Classroom resources bank of differentiated materials
- Teacher support to low and high attainers
- Good gender practices

Assessment Tool

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
1 Learning Objectives								
2 Planning								
3 Showing off/Using Learning								
4 Plenaries								
5 Assessment for Learning								
6 Pitch								
7 Structure/Steps								
8 Teaching to Doing Balance								
9 Pace								
10 Time on Task								
11 Teacher Questioning								
12 Individual Work								
13 Partner Work								
14 Group Work								
15 Meta-cognitive Approaches								
Overall score out of 75	0	0	0	0	0	0	0	0

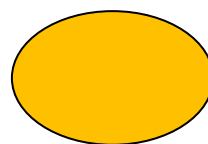
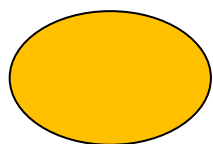
Marking of books

- Regular and up to date
- Clearly explains to pupils the progress they have made by giving examples of how they have improved
- Positively presents targets and tasks for enrichment and improvement
- Allocates time for the above targets and tasks e.g. one lesson out of eight used to work intensively on improvement targets/ differentiated homework assignments etc.
- Evidence of pupil self-evaluation

Contraindications

- Negative teacher comments





Don't worry
if you hear or see
strange things in
this classroom:
it's just
me taking risks!

CUT OUT AND HANG ON YOUR CLASSROOM DOOR