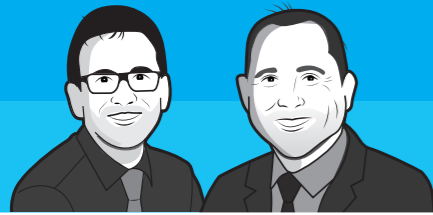


This one-pager summarises the principles of great teaching from the 2015 book Making Every Lesson Count by Andy Tharby and Shaun Allison.

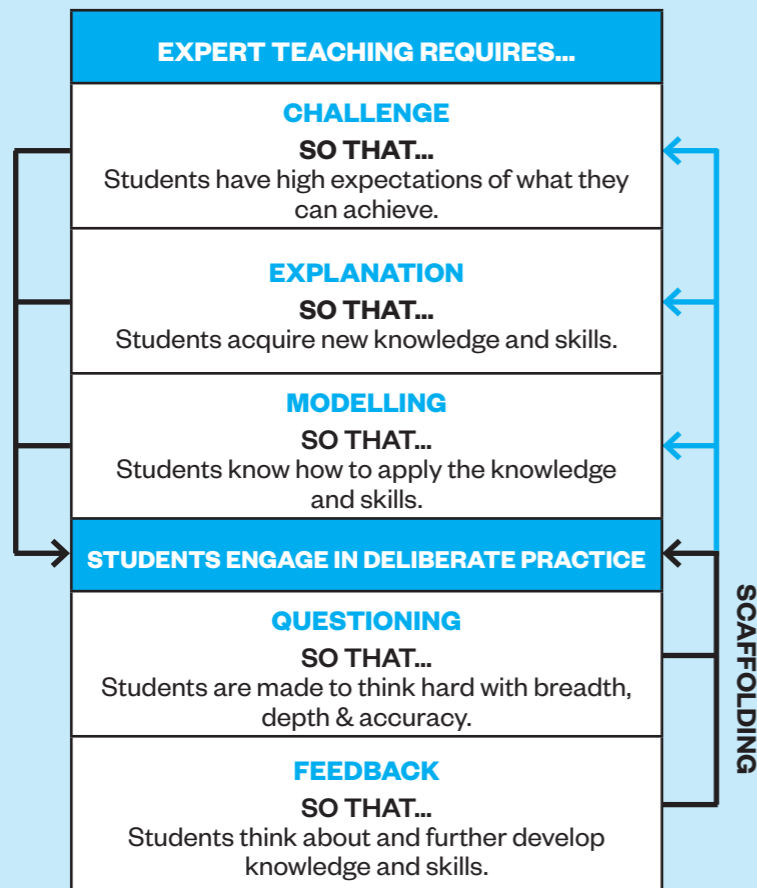


ANDY THARBY & SHAUN ALLISON

MAKING EVERY LESSON COUNT

SIX PRINCIPLES TO SUPPORT GREAT TEACHING AND LEARNING

PRINCIPLES OF GREAT TEACHING LEADING STUDENTS TOWARDS INDEPENDENCE



CHALLENGE

HIGH ACHIEVEMENT EXPECTATIONS

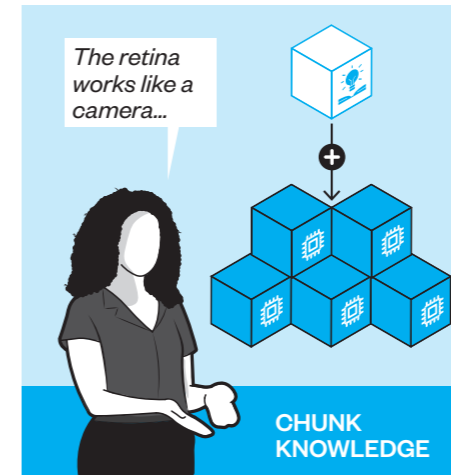
Students must be given challenging work to make them think deeply. The skill of an effective teacher is to push all students just far enough so they are engaged in healthy struggle and then be responsive to support students where necessary. Set high expectations by scaling up work so that it is just beyond students' expected skill or knowledge level. Raise the standards and quality of students' work by sharing it publicly.



EXPLANATION

ACQUIRE NEW KNOWLEDGE AND SKILLS

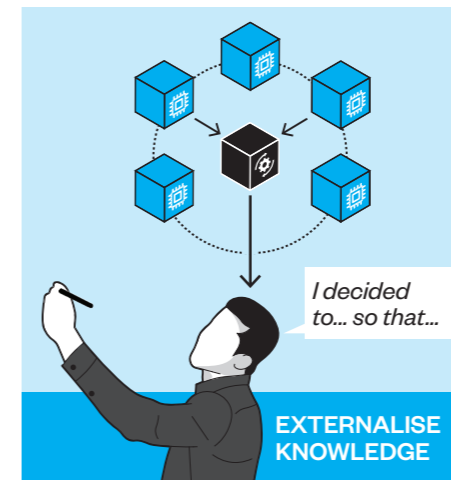
Explanations should be tied to something students already know and broken down into manageable chunks to avoid overloading working memory. Explanations transform abstract ideas into more concrete ones. Find where students are at before initiating explanations and prepare in advance for any common misconceptions or errors. Tell stories that appeal to emotions; focus on conflicts and how they are overcome. Analogies and metaphors are powerful and provide a bridge between current knowledge and material to be learnt.



MODELLING

APPLY NEW KNOWLEDGE AND SKILLS

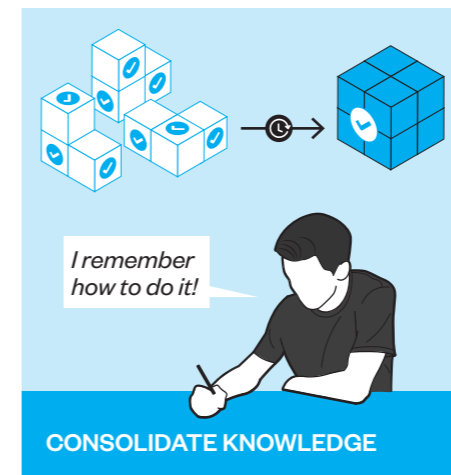
To learn how to do something, students need to watch and listen to experts as they guide them through the process. Modelling is the first step on students' journey towards independence (followed by lots of practice). Research shows that modelling is done best when delivered in small step-by-step blocks using worked examples. Live modelling and simultaneously thinking aloud enable teachers to reveal and externalise their thought processes. Questioning and critiquing models throughout gives insight into an expert's decision-making so that students can see what success looks like.



PRACTICE

ENGAGE IN DELIBERATE PRACTICE

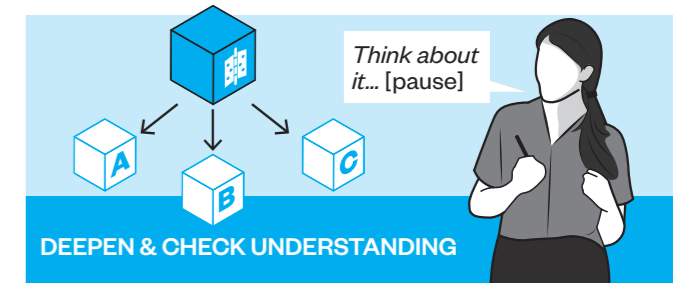
Dedicate time for students to practise new material to build fluency. This helps to create consolidated knowledge and skills that they can call upon. Students should also engage in deliberate practice so they are tackling tough material to make them think. Without thinking, no learning will take place. Over time, aim to expose students to information in new and different ways so they become familiar with the underlying structures of the concepts. Mix up and space practice sessions to promote long-term retention.



QUESTIONING

THINKING HARD WITH ACCURACY

Questioning serves to test, deepen and develop one's understanding of a new concept and create a classroom culture of rich discussion. Ensure students engage in cognitive work by using probing questions, involving everyone through cold calling, multiple choice hinge questions, and orchestrating discussion to check for understanding. Mix up open and closed questions and provide students with adequate thinking time before sampling or randomising responses.



FEEDBACK

DEVELOPING KNOWLEDGE AND SKILLS

Teachers must show students what they need to aim for, set them off and then keep their learning on track through precise and timely feedback. It is a reciprocal process that aims to close a learning gap. Feedback can be verbal, written, given by peers or self-generated. Providing actions and dedicated time to edit and improve their work ensures feedback is acted upon. Utilise different methods of feedback such as marking live, or conducting a gallery peer critique activity (using kind, specific and helpful feedback comments).

