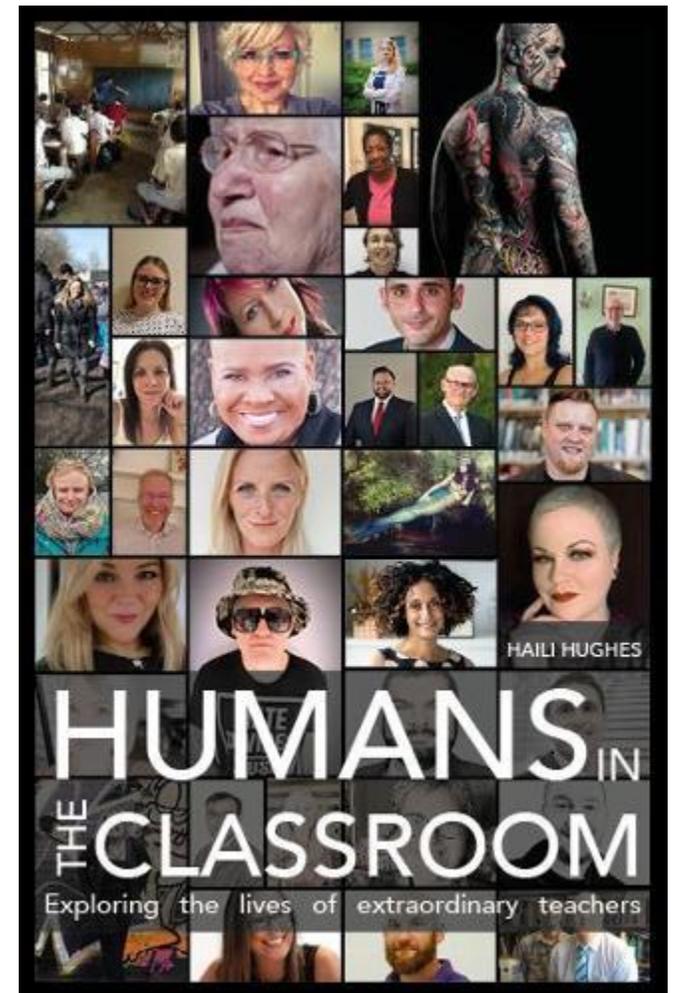
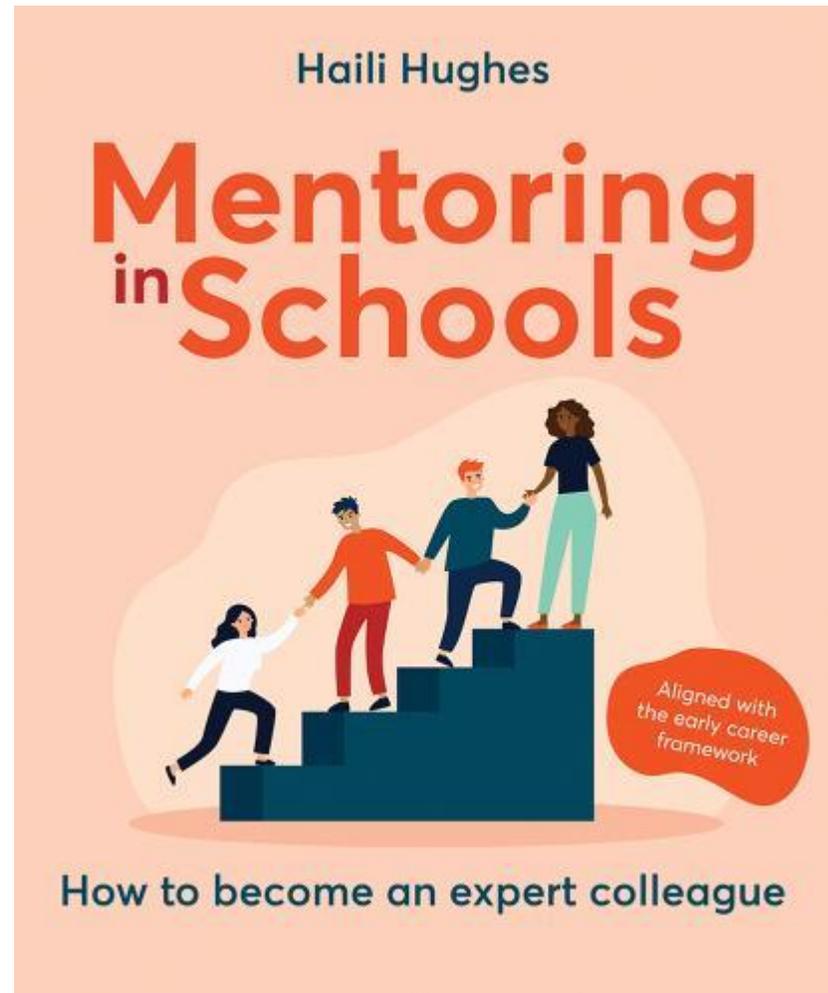
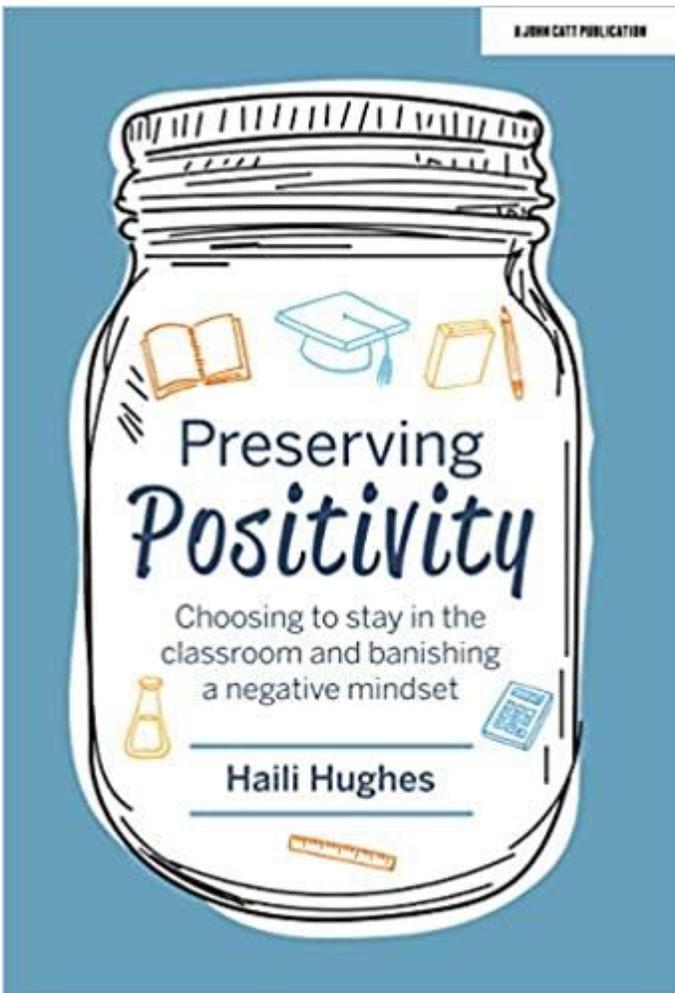


AMBITION AND PRIDE FOR ALL LEARNERS:

Stretching and challenging with
creativity in the classroom



Haili Hughes

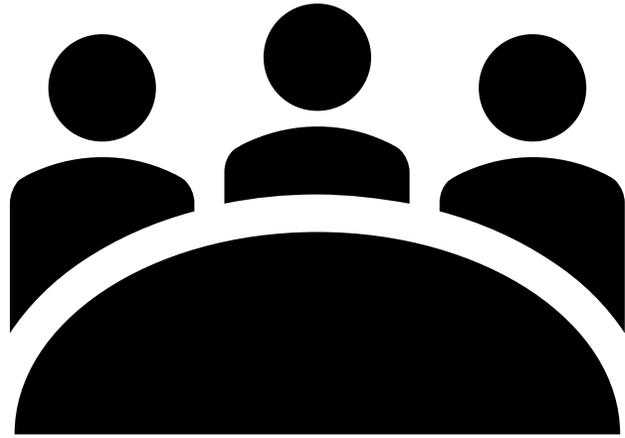
HEAD OF EDUCATION, PRINCIPAL LECTURER, AUTHOR AND INTERNATIONAL SPEAKER

Follow me on Twitter @HughesHaili



AGENDA

- 'What is 'teaching to the top'?'
- 'Building the foundations: Developing high-level subject knowledge'
- 'Ideology and Mindset: Work on the curriculum'
- 'Questioning'



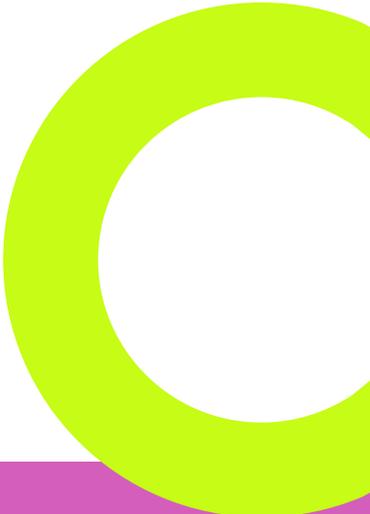
WHAT IS TEACHING TO THE TOP?

'Consistently teaching higher-level ideas and knowledge and making this accessible to all students in our classes'

'Teaching to the top is about teachers working to continually develop their subject knowledge, using and developing higher-level concepts in their curriculum plans and the classroom, ensuring that every student is afforded access to the most stimulating, challenging and thought-provoking learning opportunities.'

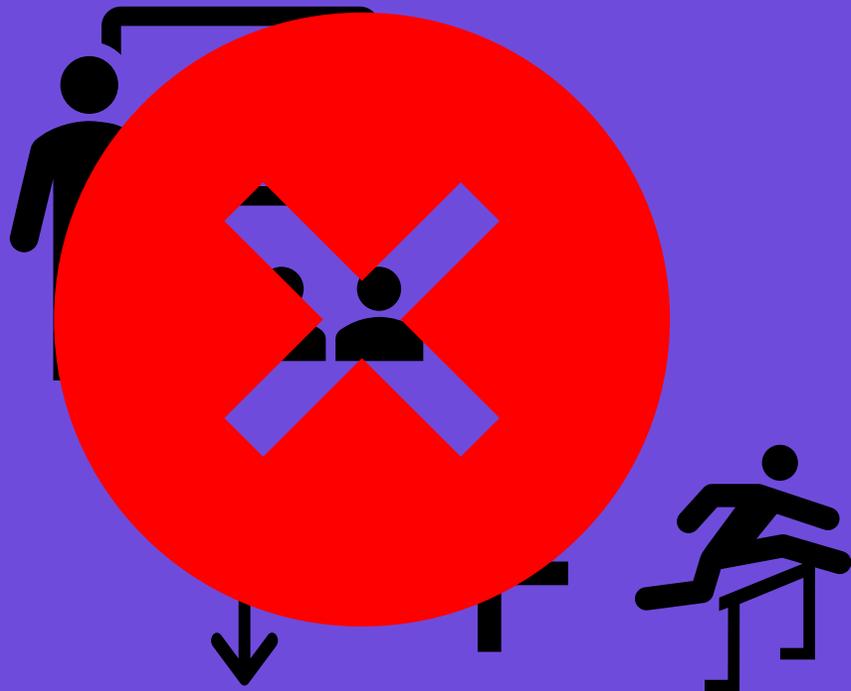
'...a mindset that should underpin the way we teach...shape the way we conceptualise education...ensuring the most productive educational experience for our students.'

Megan Mansworth - 'Teach to the Top'

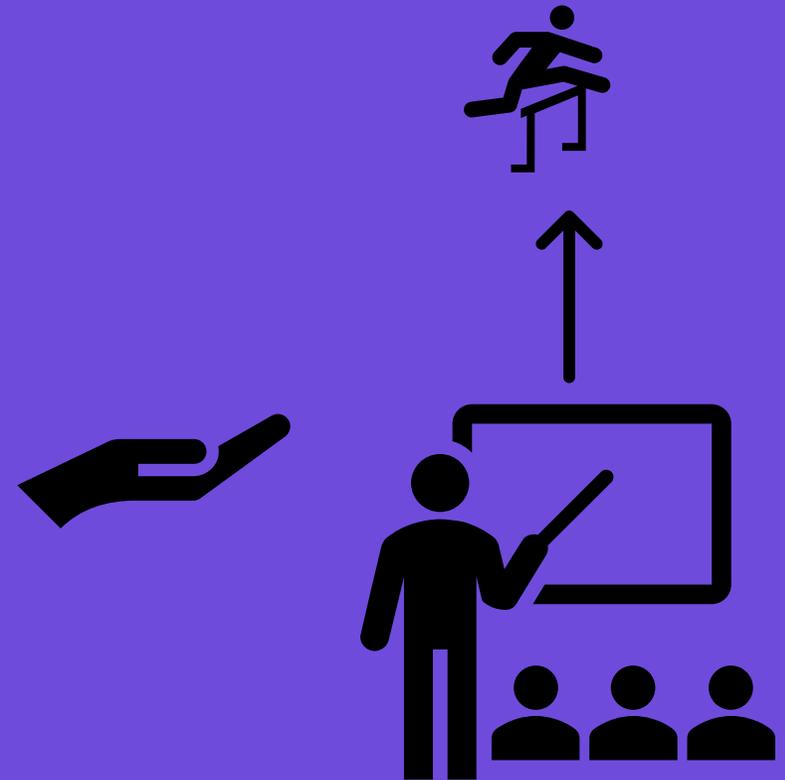


WHAT IS TEACHING TO THE TOP?

Teach to the weaker students,
then add on challenges for the
students who could do it



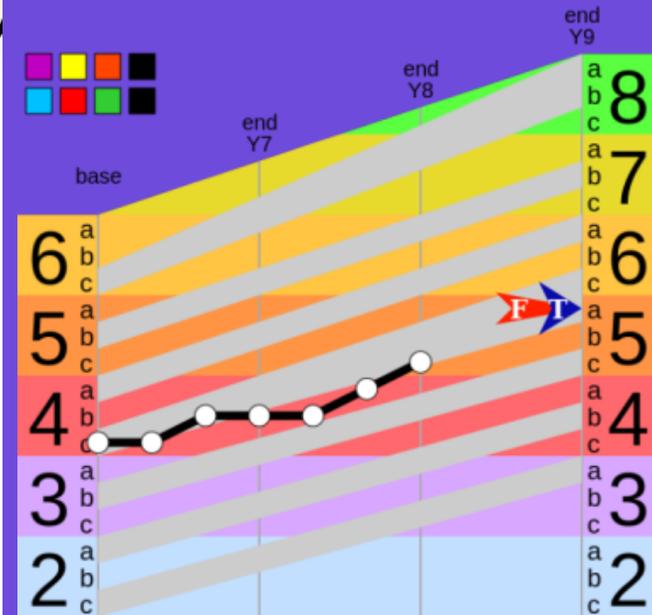
Teach to the very top and
scaffold up, so all can
achieve



"Isn't this what we all do anyway?"



KS3 English Flight Path Andrew Anderson





Teaching to the top ensures we are not holding anyone back. No one is bored, frustrated or failing to make progress.



RESEARCH TELLS US:

- The highest performing educational systems have high expectations for all (Reynolds and Farrell, 1996)
- When teachers have high or low expectations for students they communicate their expectations both verbally and non-verbally (Babad et al. 1989). Students may interpret and internalize the expectation and achieve in accordance with the teacher's expectations (Weinstein 2002). Teacher expectations are important because if teachers have high expectations for all students, then all students are likely to be challenged and extended ultimately, leading to greater learning progress for all (Rubie-Davies 2008a).
- Research findings (Rubie-Davies and Peterson 2011) have indicated that the socioemotional environment that high-expectation teachers create in their classrooms is likely to be more positive and caring than that of other teacher groups. High expectation teachers appear to give students more feedback about their learning, and as a result the partnership between student and teacher in developing student learning is clearer

PYGMALION EFFECT (ROSENTHAL ET AL.)

If you think your students are more able, you will be nicer to them, ask them more questions, give them longer thinking time and set a higher bar for the work you accept.



**ACCORDING TO TOM SHERRINGTON,
IT STARTS WITH REFLECTING ON 3
AREAS OF YOUR OWN CURRENT
TEACHING PRACTICE**



ATTITUDES

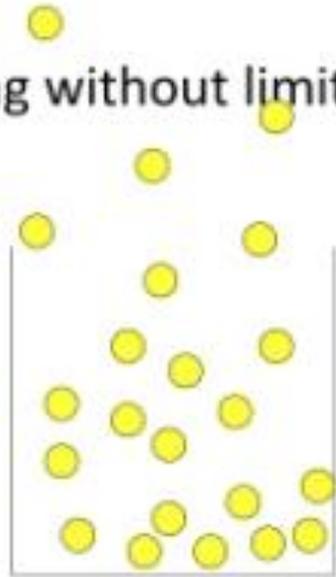
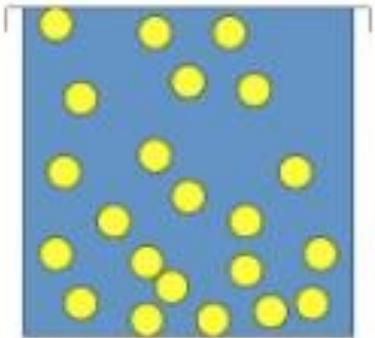


ROUTINES/HABITS



EXTRA CHALLENGES

Lifting the lid: learning without limits



- Plan everything with the highest attainers in mind
- Celebrate intellectual curiosity
- Never dumb down
- Make it normal to do things that are academically difficult, 'geeky' or 'nerdy'
- Don't talk down your own knowledge or make a virtue out of ignorance
- Link learning to degree level and beyond



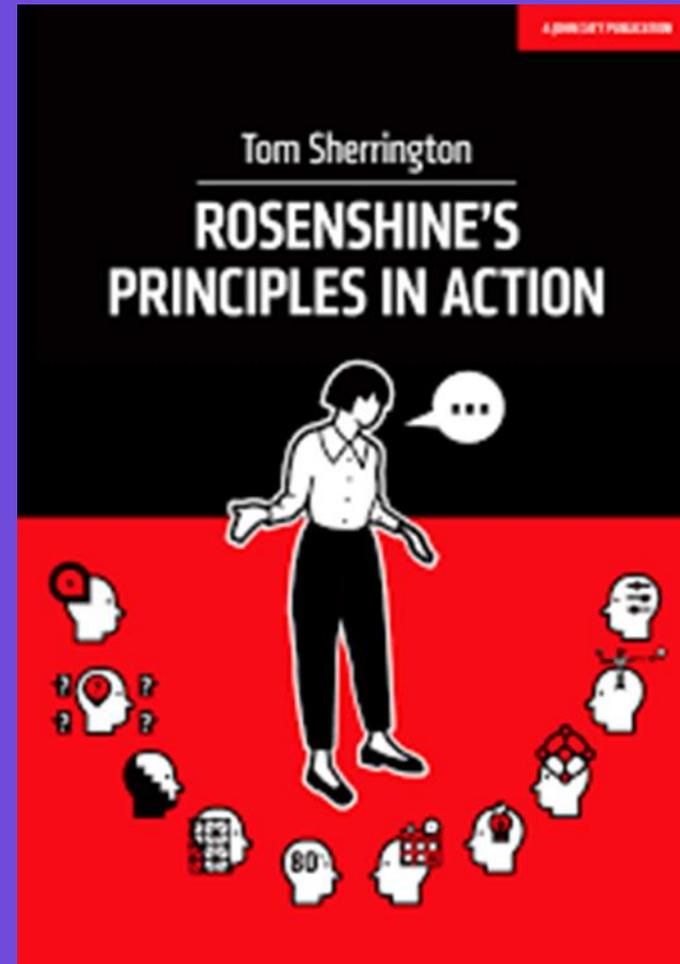
BUILDING THE FOUNDATIONS: DEVELOPING HIGH-LEVEL SUBJECT KNOWLEDGE



In a review of research behind effective teaching, Coe et al. (2014) found that a teacher's subject knowledge, and their understanding of how pupils handle this subject, has the strongest evidence of impact on student outcomes.

“In a study of mathematics instruction, for instance, the most effective mathematics teachers spent about 23 minutes of a 40-minute period in lecture, demonstration, questioning and working examples. In contrast the least effective teachers spent only 11 minutes presenting new material.”

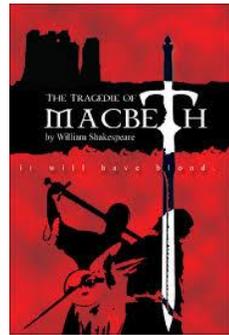
We can't lecture, demonstrate, question and provide worked examples unless our knowledge is sufficient for us to do so.



← Breadth of Knowledge →

Depth of Knowledge ↓

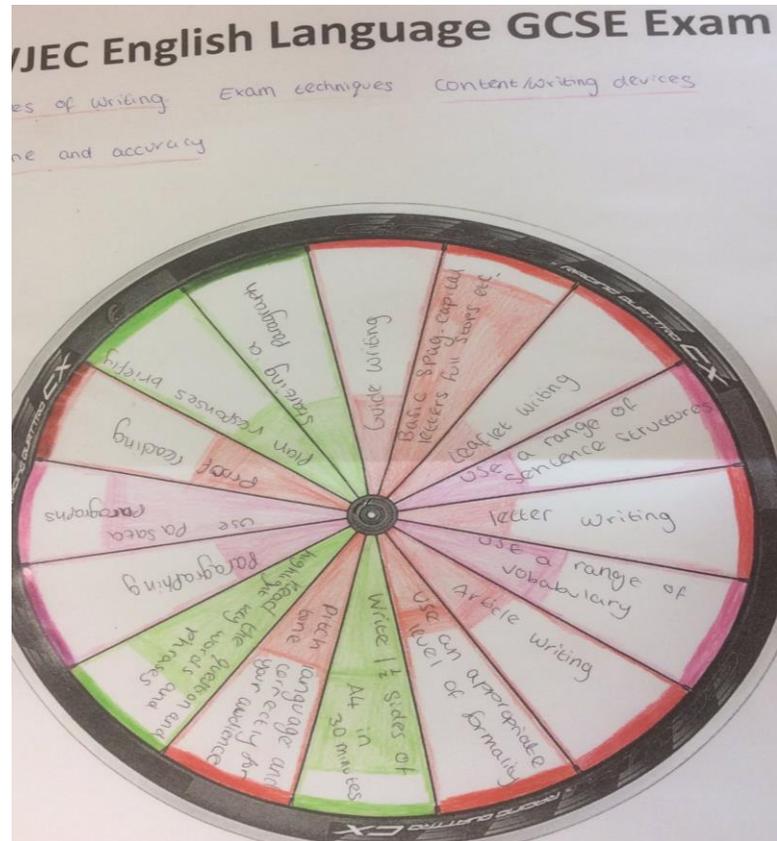
‘Pupils learn best when they are provided with a wide variety of examples to illustrate an abstract concept.’



Had a chorus	Chorus is replaced by comic scenes
Protagonist learns the truth of the situation or comes to a realization about himself	Protagonist does not always gain a self-knowledge

IPedia.com





If we accept that subject knowledge is important to successful teaching, what can we do to improve the knowledge we have?

It starts with being a reflective practitioner

Make the most of your teams

Who are the experts on each topic we teach?



Did a Media degree, excellent at deconstructing language



Dissertation was on Romantic poets

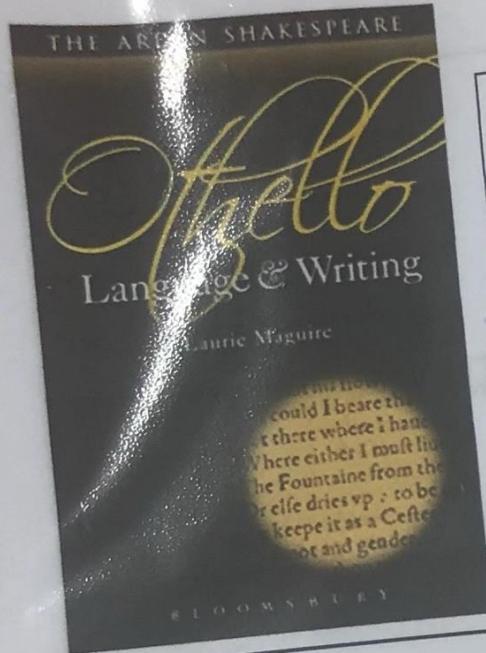


Studying for a Masters in Victorian literature



Was a journalist before he retrained as a teacher and writes fiction as a hobby

*TIME +
RESOURCES =
VALUE*



Book Review and Knowledge Notes

Arden Language and Writing: Othello

Read by:

Rebecca

Overall review:

Handles the essentials of tragedy & comedy so useful for how genre-specific the A Level is. LOTS of detailed references to other early modern drama which is interesting for us but less relevant for most students.

KNOWLEDGE NUGGET 1:

'Othello' has more language in common with Shakespeare's comedies than tragedies. It is a tragedy in plot rather than language.

KNOWLEDGE NUGGET 2:

Iago utilises Psychology of negation in his manipulation. Humans receive suggestion from both positive and negative thinking.

KNOWLEDGE NUGGET 3:

"Iago is the human embodiment of a pun"
↳ he creates gaps in meaning; he relies on ambiguity.

Where:

The hall

When:

Tuesday 18th
December

Time:

3.15 – 4pm

Followed by refreshments and a chance to discuss ideas with staff and peers.

OPEN TO ALL

ENGLISH

LITERATURE

STUDENTS IN YEARS

10, 11, 12 AND 13.

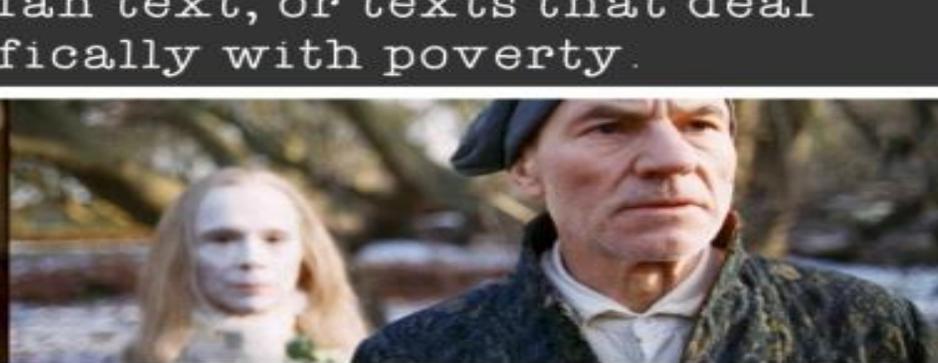
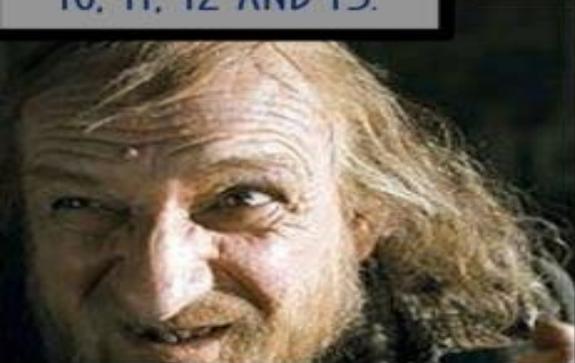
Relegated to the Residuum

A study of the lower classes in Victorian Britain



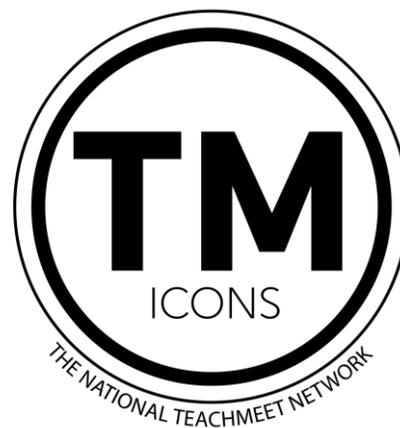
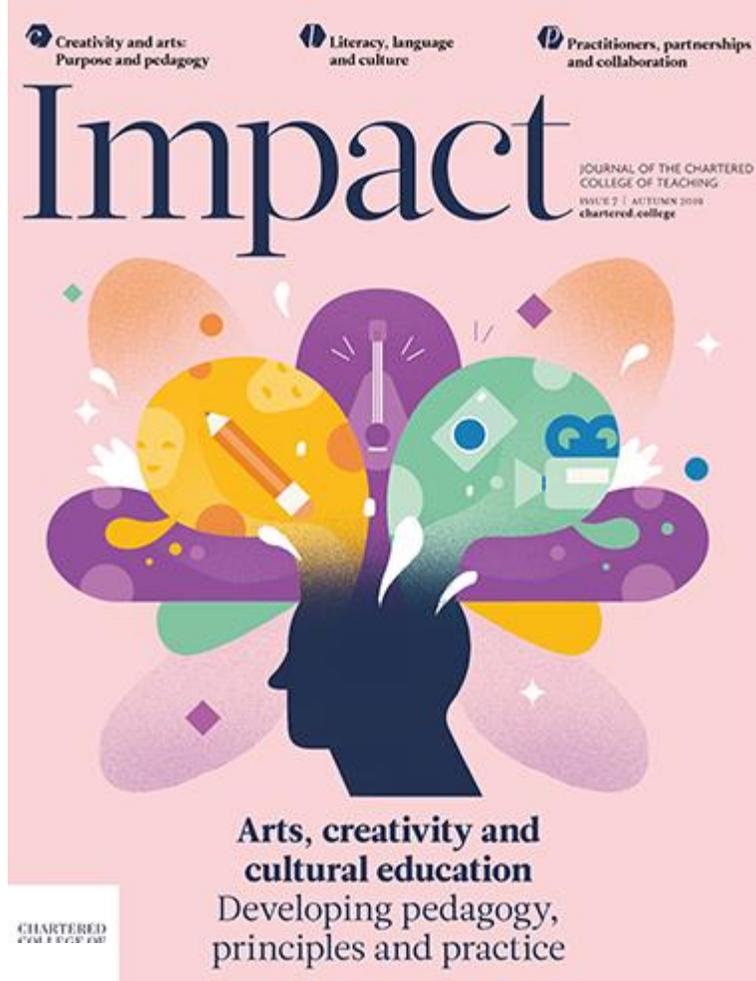
Join us for an insightful lecture where Mrs Whiting will be pontificating on all things concerning the issue of poverty in Britain in the Victorian era.

This will support any high level reading of any Victorian text, or texts that deal specifically with poverty.



The English and History departments are forging a collaboration to bring you the Insight Lectures

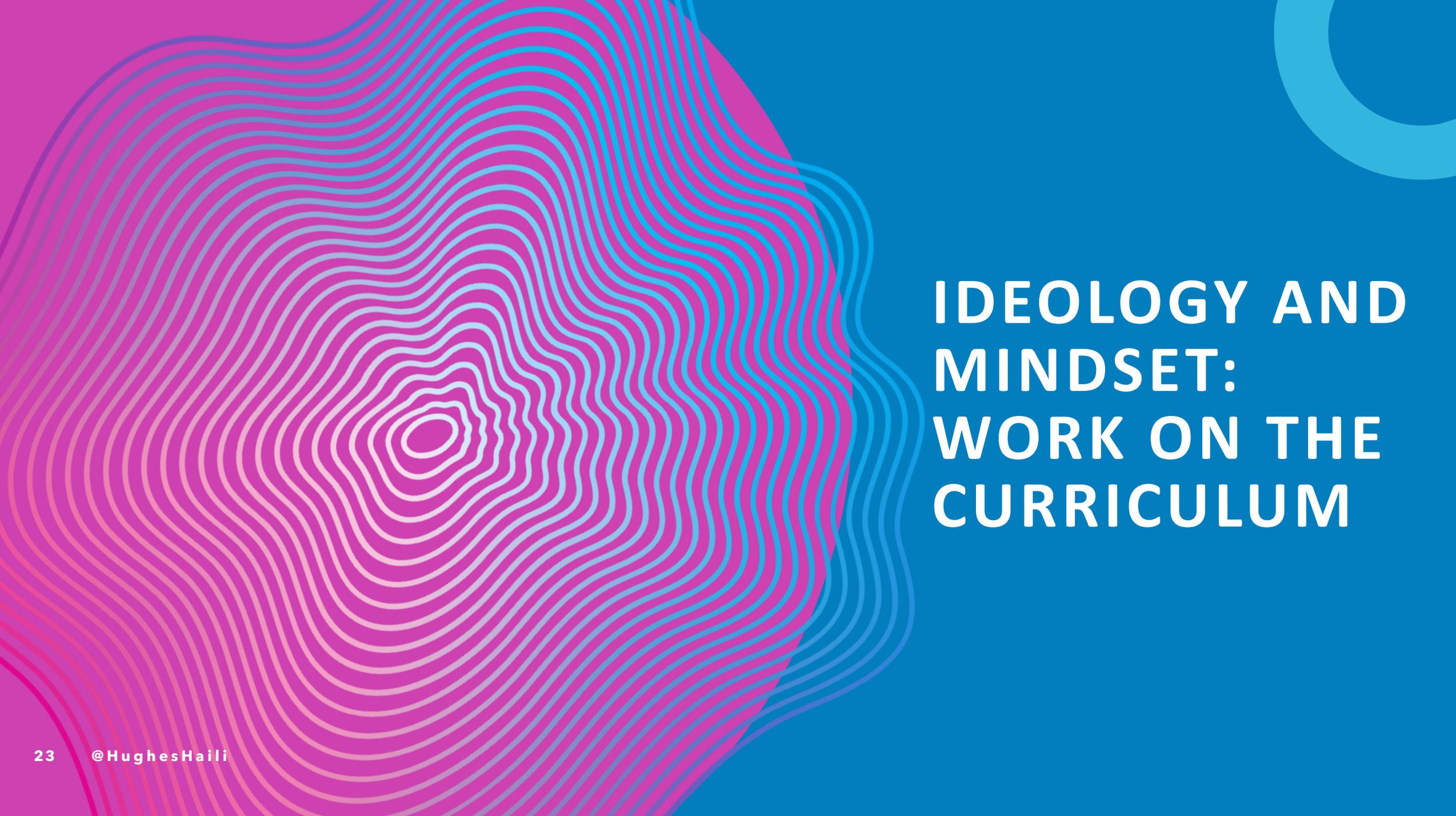
Together we are better



QUESTIONS TO REFLECT ON:

1. How important is subject knowledge currently in your department/school? What are the consequences of this? How can you work to shift your CPD priorities?
2. How could you work to harness the expertise of individual teachers as experts in different subjects/topics in your setting?
3. Do teachers have dedicated time for subject knowledge development in your setting?





IDEOLOGY AND MINDSET: WORK ON THE CURRICULUM

SOME THOUGHTS ON CURRICULUM (HOWARD AND HILL (2020))

Curriculum importance

- Not a component of education: it is education
- Curriculum informs every decision we make
- It makes the intention and purpose of the school clear

Moral purpose

- Main role of a school isn't to get students good grades, it is to provide meaning. This is the function of a curriculum (Robinson)
- National tests matter though. Tomsett argues that 'the best pastoral care for our students from the most deprived backgrounds is a great set of exam results'

Prepares for further study

- Curriculum is the finest instrument we have to ensure the children in our care receive a rich, coherent and ambitious education that takes them beyond their own experiences
- They need to confidently meet the demands of whatever comes next and feel like a participant, not a spectator in adulthood.

AMANDA SPIELMAN: 'POOR CURRICULUM EXPERIENCES'

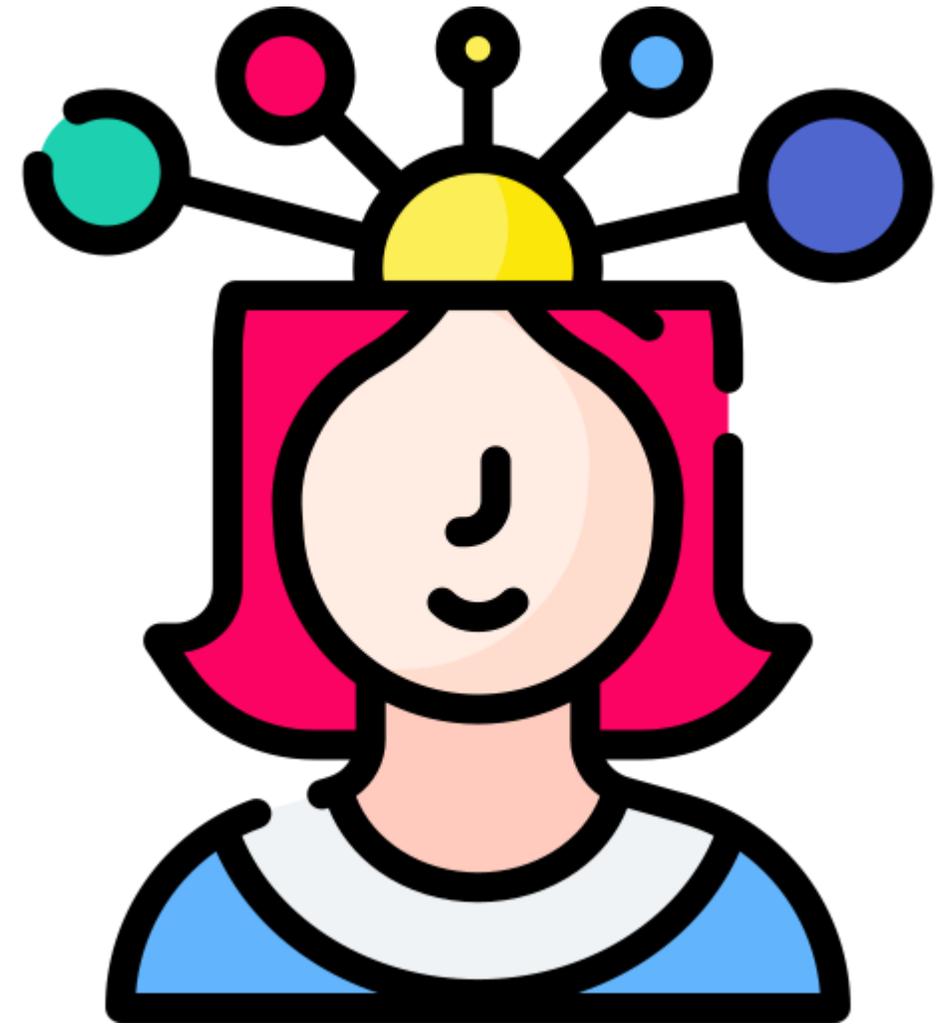
Children can go all the way through secondary school and then go bump when they hit real demands in post-16 education or have aspirations for university, because they just don't have the experience or practice of reading more demanding texts. Schools can think they are being helpful by adapting and providing relevant material. But in fact it hollows out education and means that disadvantaged children don't get the experience that they absolutely should. The job of schools is to make sure that children get the things they won't necessarily get at home.¹⁰

The impacts on students include:

- Showing greater interest in work
- Gaining higher grades
- Developing a broad range of learning skills coupled with understanding of the underpinning rationale about how they can be used
- A shift amongst students from a receptor model of learning to an investigative, proactive one
- Pupils perceive lessons as useful and authentic

A particular impact for teachers:

- A shift from targeting fluency in recalling information/facts, processes - to - interpretation of concepts and development of strategies for problem solving



Impact when challenge is effective

Most teachers know this in theory - but we aren't doing it consistently in practice

- What gets in the way?
- In your context - note down two potential obstacles
- What helps?
- In your context - note down two things that might help/ could make space

REALITY CHECK!

THE LESSON: A SNAPSHOT OF THE CURRICULUM

How is challenge embedded in the lesson?

Is it clear where the learning fits into the rest of the curriculum? Why/Why not?

Are there any signs of teaching being adapted/scaffolds?

What could the teacher have done to improve?

LESSONS IN OBSERVATION
EVALUATING TEACHING AND LEARNING

www.lessonsinoobservation.com

Bloom's Taxonomy

Creating: Can students create a new product or point of view?
They would be able to assemble, construct, create, design, develop, formulate, write, or invent.

Evaluating: Can the student justify a stand or decision?
To evaluate information, a student might: appraise, argue, defend, judge, select, support, value, and evaluate.

Analyzing: Can the student distinguish between the different parts?
They would be able to compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, or test.

Applying: Can the student use the information in a new way?
They would be able to choose, demonstrate, dramatize, employ, illustrate, interpret, operate, sketch, solve, use, or write.

Understanding: Can the student explain ideas or concepts?
They would be able to classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, or paraphrase.

Remembering: Can the student recall or remember the information?
They would be able to define, duplicate, list, memorize, recall, repeat, reproduce, or state.

Write a higher order question the maths teacher could have asked, using the command words from Blooms, in the chat

HIGHER ORDER QUESTIONING

'No Opt Out'



'Right is Right'

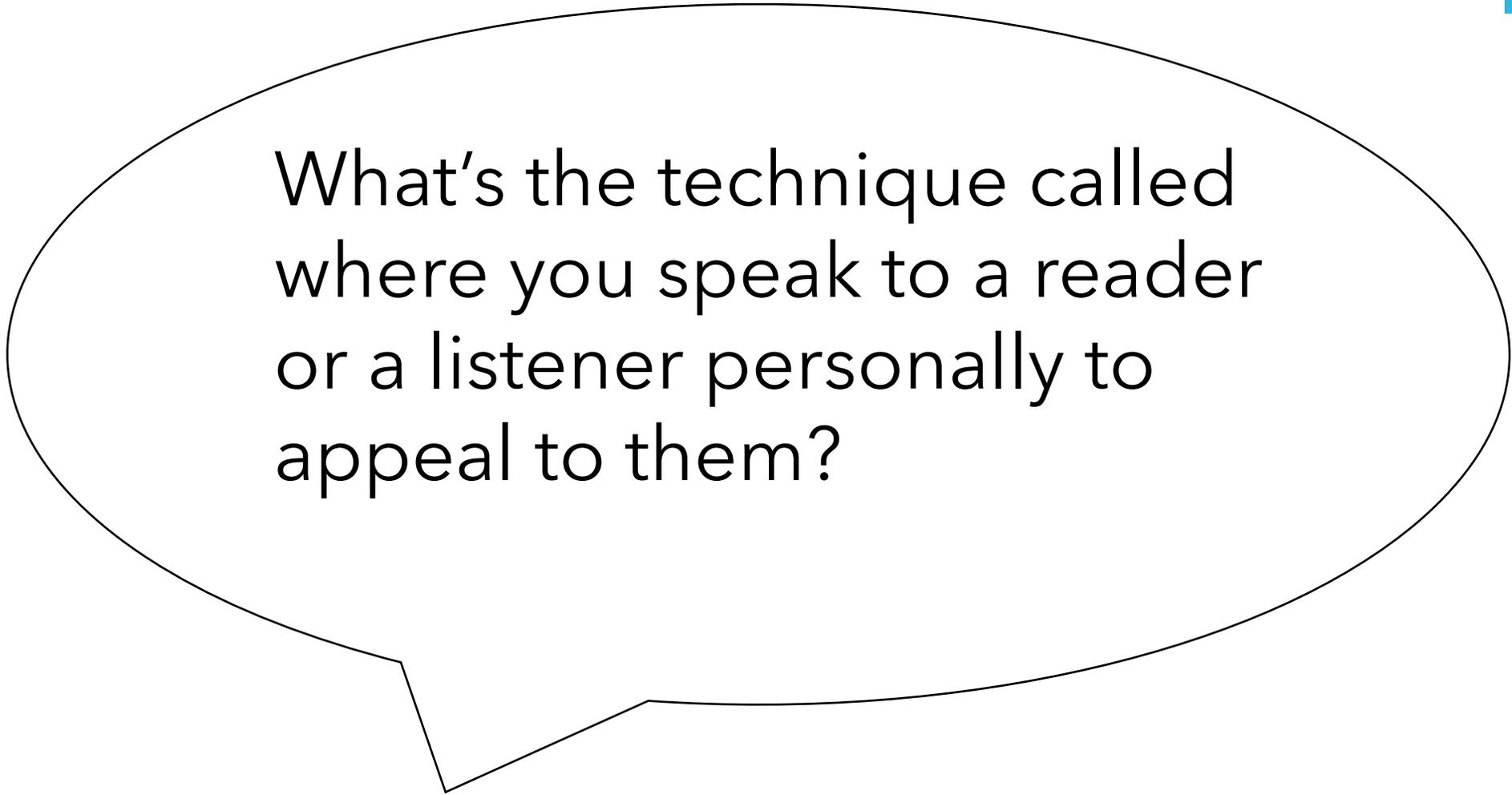
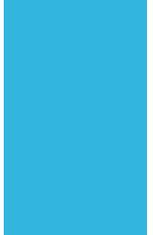


'Stretch It'

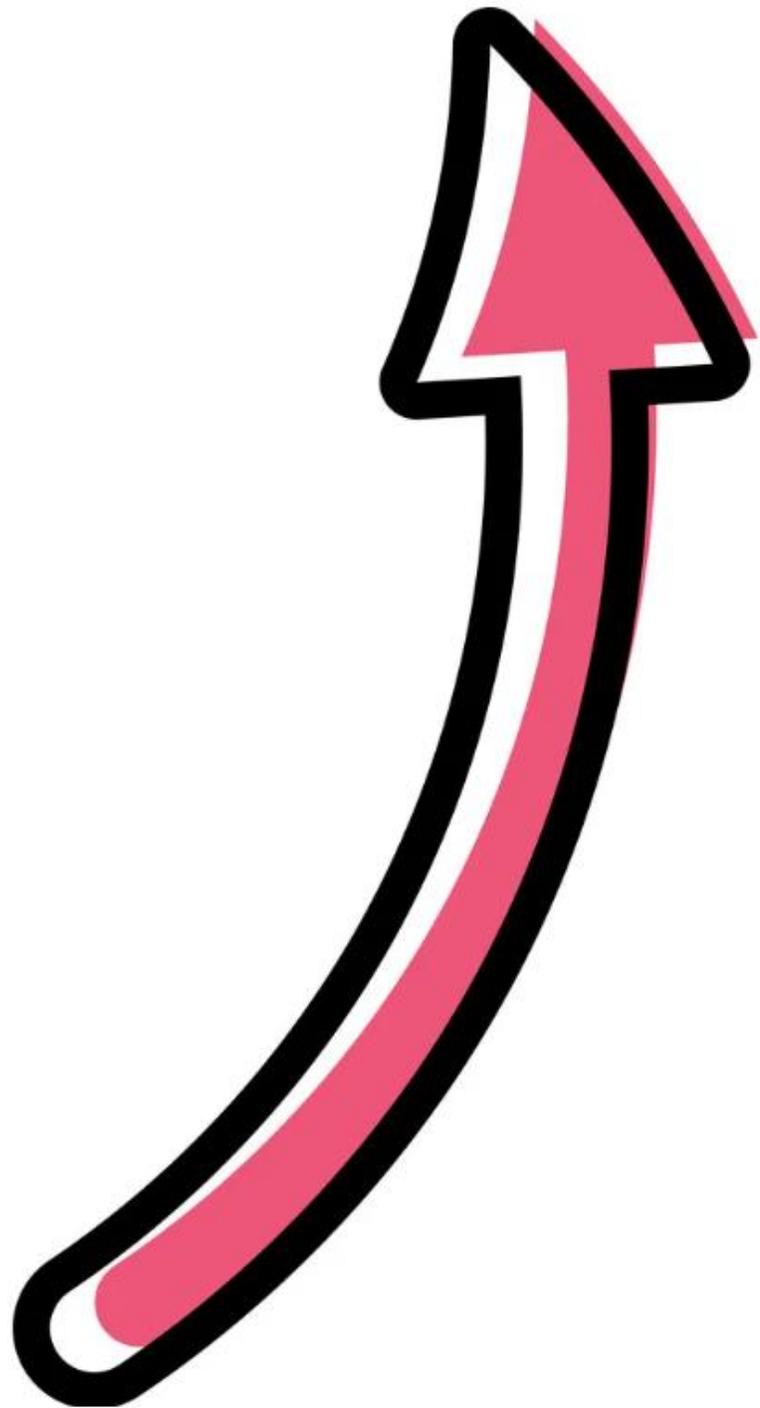


TLAC techniques:

Questioning techniques to encourage students to think hard



What's the technique called where you speak to a reader or a listener personally to appeal to them?



'Why does Macbeth want to kill King Duncan?'

'He got a prediction from the witches.'

'Excellent! He got a prediction from the witches, who told him he would become king and this appealed to his ambitions he had secretly been harbouring.'

BONNIE TYLER

HOLDING OUT FOR A HERO



2
CD

TOTAL ECLIPSE OF THE HEART · SAVE UP ALL YOUR TEARS ·
STRAIGHT FROM THE HEART · THE BEST AND MANY MORE

Holding out for more

1. Tell students they are almost there, to encourage them that they are on the right track.

"I like what you've done. Can you get us the rest of the way?"

"We're almost there. Can you find the last piece?"

"I like most of that . . . "

"Can you develop that further?"

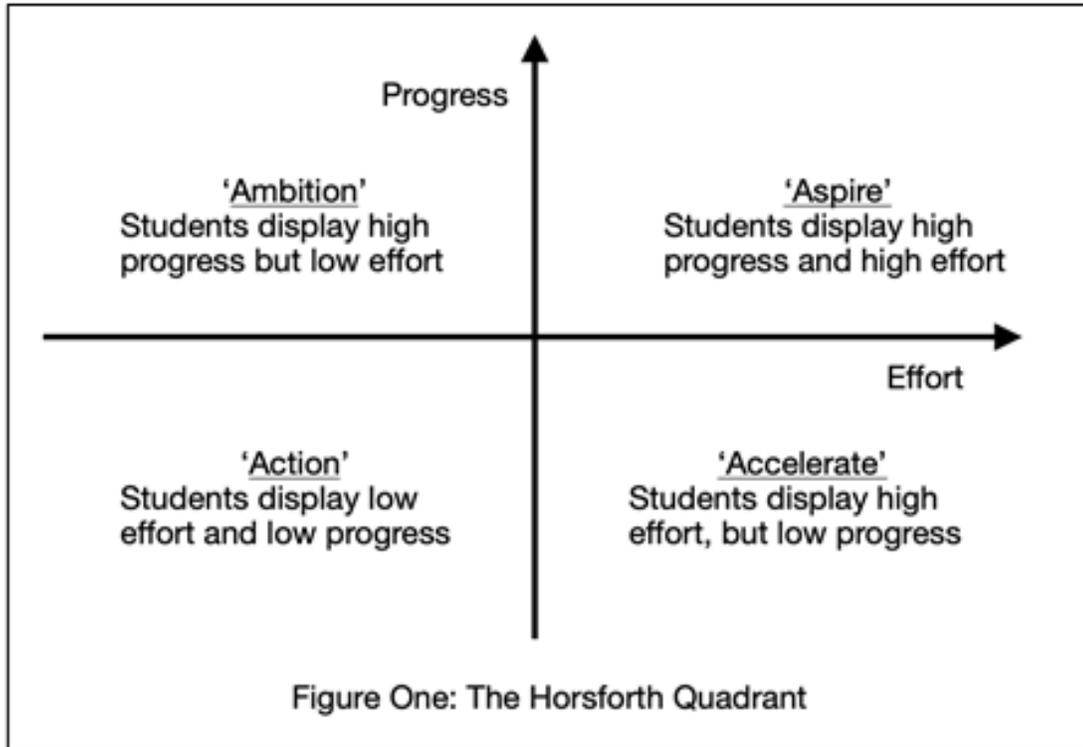
"Okay, but, there's a bit more to it than that."

2. Repeat their answer back to them so that they can begin to see what may be missing and self-correct.

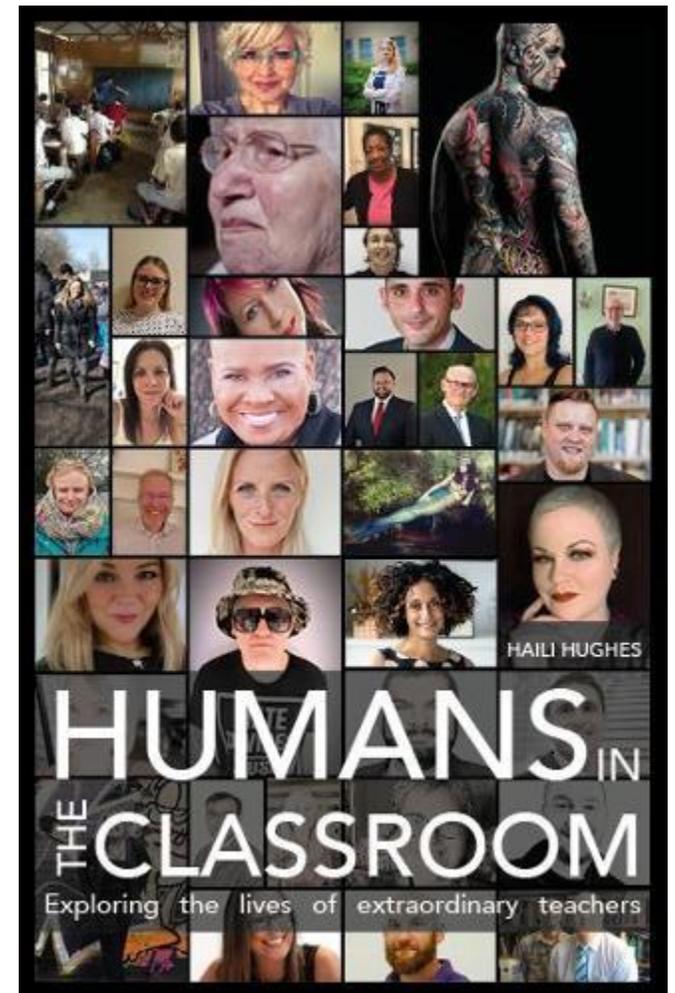
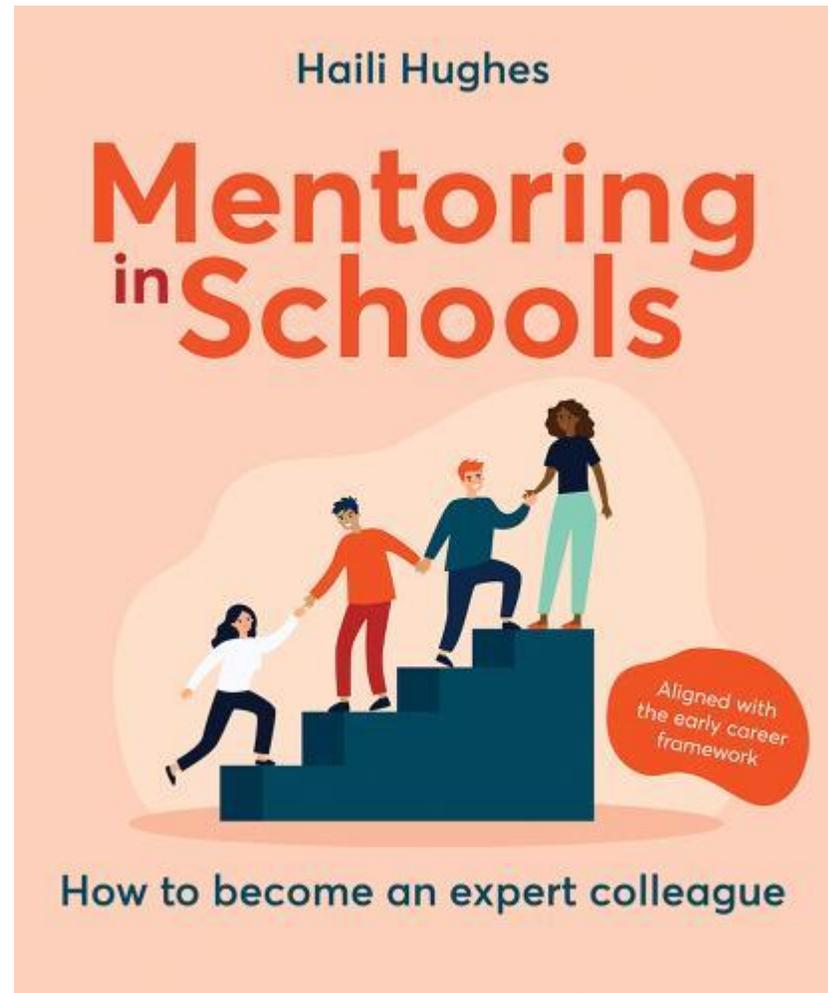
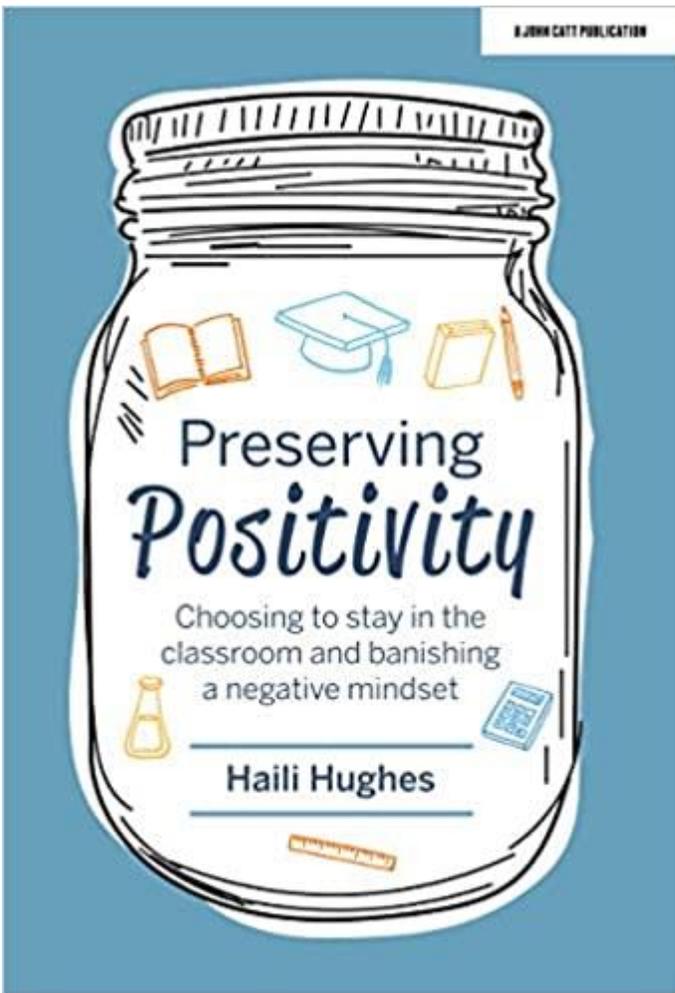
"You just said that a noun is a person, place, or thing, but freedom is a noun, and it's not exactly any of those three."

3. Add some probing questions to get them to reconsider the depth of their answer.

"You said Romeo and Juliet's family didn't get on but is it about more than that? What have we learned about the two families so far? What would we call the type of argument their families are having?"



Further reading



Thanks for listening!

Follow me on Twitter @HughesHaili