

Hillingdon Headteacher Conference

‘Strengthening Local Area Wide Partnerships & Collaboration’

Education Endowment Foundation

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Jo Goodman – West Midlands Regional Delivery Lead

Agenda

- An introduction to EEF
- Insights from evidence use research
- Facilitating impactful collaboration



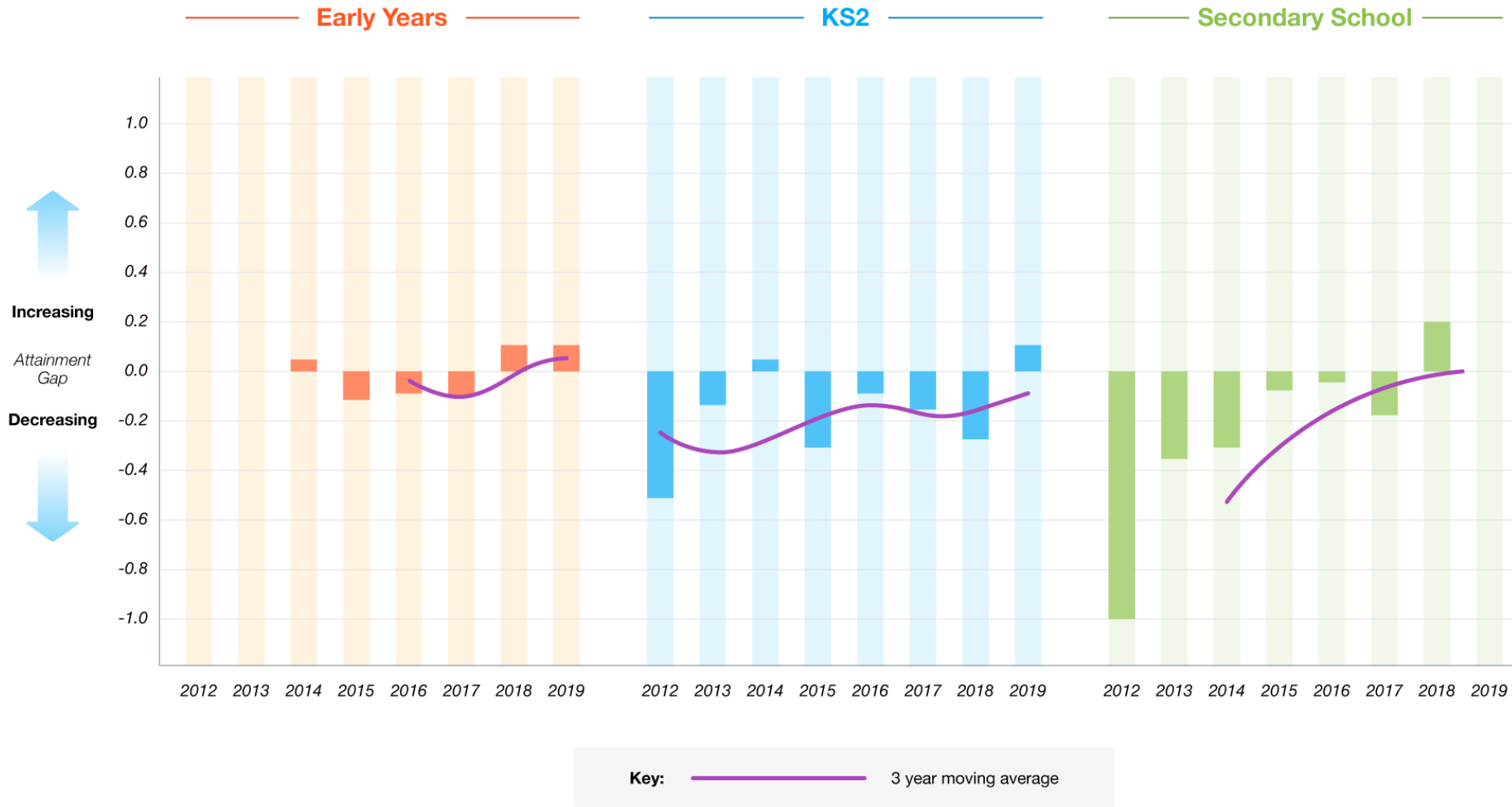
About the EEF: Our Mission

The **Education Endowment Foundation** (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement.

We do this by supporting schools, nurseries and colleges to improve teaching and learning through better use of evidence.



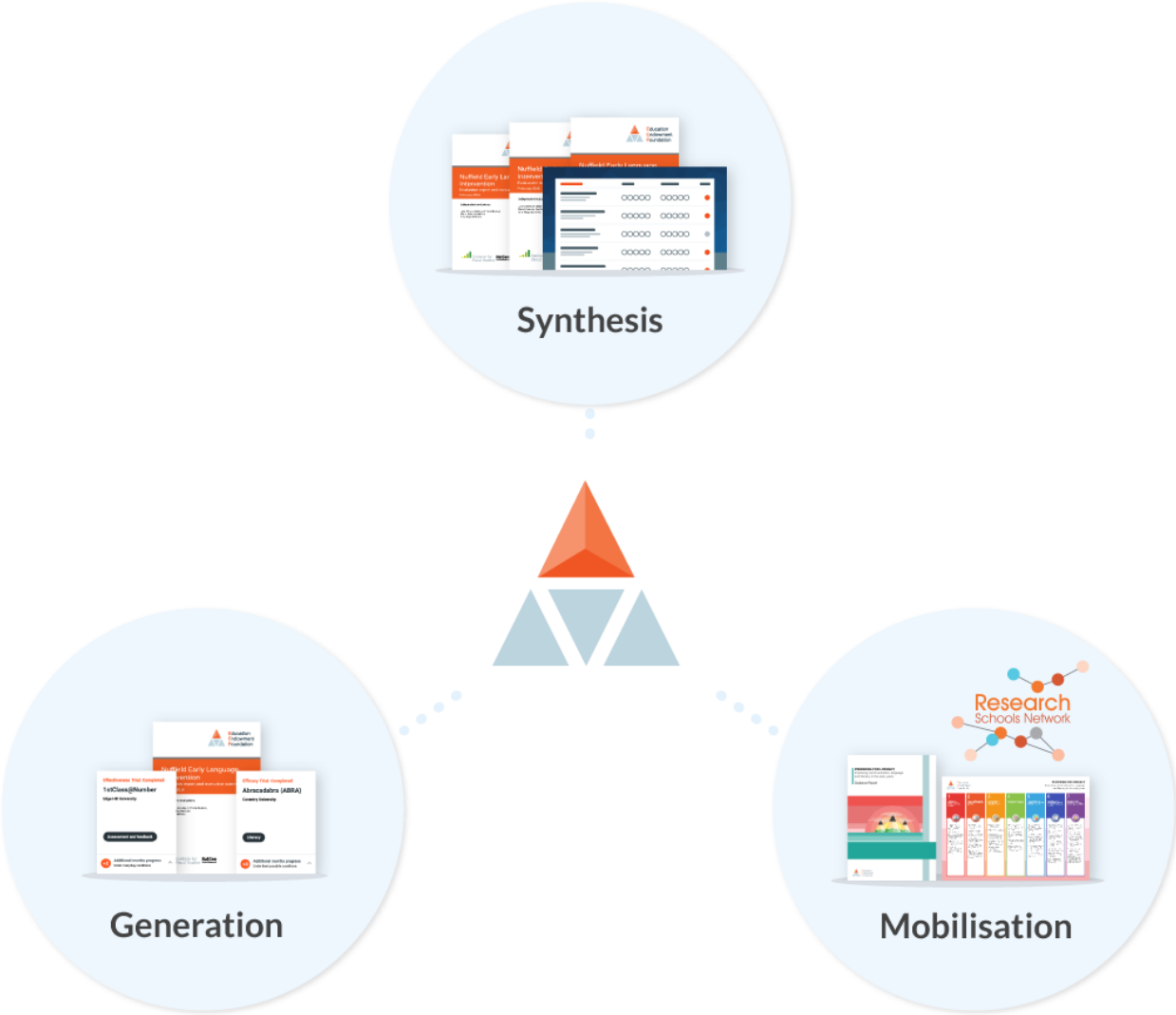
About the EEF: The historical attainment gap in England



Even before the pandemic, the attainment gap between disadvantaged pupils and their peers was beginning to widen.

Source: EPI. (2020). *Education in England: Annual Report 2020*. Education Policy Institute

About the EEF: Our approach



Our approach: Evidence generation

We fund ideas that:

- Focus on raising outcomes to narrow the socio-economic attainment gap
- Build on existing evidence or widespread practice
- Can be scaled up cost-effectively if shown to work.

We focus on robust evaluation:

- Randomised Controlled Trials (RCTs) or QEDs
- Independent evaluations
- Separation of developers and evaluators

We report without fear or favour.



Our approach: Evidence generation

Our new research agenda aims to...

- Identify programmes around priority themes or questions
- Fill gaps in the evidence base
- Find approaches with the potential to support disadvantaged pupils' progress



Our approach: Evidence generation

We work to scale interventions that are proven to have a positive impact on pupil progress.



Our approach: Evidence synthesis

Our flagship resource is the **Teaching and Learning Toolkit**.

- An accessible summary of over 2,600 studies, regularly updated with the latest evidence

Arts participation

Moderate impact for very low cost based on moderate evidence.



+3

Aspiration interventions

Unclear impact for very low cost based on insufficient evidence.



-

Behaviour interventions

Moderate impact for low cost based on limited evidence.



+4

Our approach: Evidence synthesis

EEF guidance reports summarise key findings from our systematic evidence reviews.

They provide actionable recommendations on a variety of areas of teaching practice, from literacy to leadership.

Education Endowment Foundation

EFFECTIVE PROFESSIONAL DEVELOPMENT

Summary of recommendations

- 1** When designing and selecting professional development, focus on the mechanisms.
 - High quality teaching improves pupil outcomes, and effective professional development offers a route to develop teaching quality and enhance students' outcomes in the classroom.
 - To improve pupil outcomes, careful attention should be paid to how PD is designed, in particular, those who design and select PD should focus on mechanisms.
 - Mechanisms are the core building blocks of professional development. They are activities, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour – they have been found, in context beyond teaching, to change practice.
 - Examples of mechanisms include modeling, goal setting, providing feedback, and action planning.
 - Those who select PD should look for mechanisms in prospective programmes that who design PD should include mechanisms in their design.
 - Careful consideration is also required to ensure that PD is evidence-based, and that content is drawn from funded sources.
- 2** Ensure that professional development is effective (focus on knowledge, motivation, staff, develops teaching techniques, and embeds practice).
 - The mechanisms that make up effective PD can be split into 4 groups, each of which fulfils a different role.
 - PD may apply to include a mechanism from each of these groups:
 - A. Build knowledge**
 - Managing cognitive load
 - Fluency prior learning
 - B. Motivate staff**
 - Setting and agreeing on goals
 - Providing motivation from a credible source
 - Providing information and reinforcement after progress
 - C. Develop teaching techniques**
 - Intuition
 - Social support
 - Modeling
 - Monitoring and feedback
 - Rehearsal
 - D. Embed practice**
 - Fluency prompts and cues
 - Prompting action planning
 - Encouraging monitoring
 - Prompting context specific repetition
- 3** Implement professional development programmes with care, taking into consideration the context and needs of the school.
 - Provide guidance on how participants can adapt professional development. Programme designers should agree to those seeking and delivering PD programmes where adaptations can be made, ensuring that the mechanisms are protected and prioritised.
 - Ensure that professional development aligns with the needs of the school and is supported by school leadership. Ongoing leadership focus can facilitate successful implementation.
 - Recognise the time constraints faced by teachers and adapt professional development accordingly. Those designing and selecting PD should critically assess how a PD programme will fit in with the school routine.

Education Endowment Foundation

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations

- 1** Lay the foundations for effective feedback.
 - Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
 - High quality oral instruction will reduce the extent that feedback needs to be. Formative assessment strategies are required to set learning intentions and feedback will then focus on and assess learning gaps which feedback will address.
- 2** Deliver appropriately timed feedback that focuses on moving learning forward.
 - There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
 - Feedback should focus on moving learning forward. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
 - Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.
- 3** Plan for how pupils will receive and use feedback.
 - Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should therefore implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
 - Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback not be closed so that pupil learning can progress.
- 4** Carefully consider how to use purposeful, and time-efficient, written feedback.
 - Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
 - The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1-3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.
 - Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.
- 5** Carefully consider how to use purposeful verbal feedback.
 - Verbal methods of feedback can improve pupil attainment and may be more time efficient when compared to some forms of written feedback.
 - However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1-3) are followed.
- 6** Design a school feedback policy that prioritises and describes the principles of effective feedback.
 - Enacting these recommendations will require careful consideration and the implementation should be a staged process, not an event. This will include ongoing effective professional development.
 - Schools should design feedback policies which promote and summarise the principles of effective teacher feedback (Recommendations 1-3). Policies should not over-specify feedback such as the frequency or method of feedback.

Key objectives of EEF guidance reports:



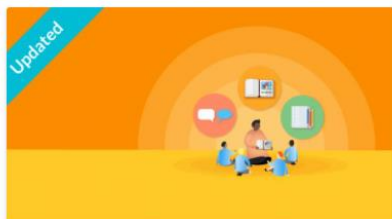


Preparing for Literacy

Early Years & Primary

Seven recommendations to support improving early language and literacy

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Improving Literacy in Key Stage 1

Primary

Eight recommendations to support the literacy of 5-7 year-olds

[Download PDF](#)



Improving Literacy in Key Stage 2

Primary

Seven recommendations to improve literacy teaching for 7-11 year-olds

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Improving Social and Emotional Learning in Primary Schools

Primary

Six recommendations for improving social and emotional learning in primary schools

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Metacognition and Self-regulated Learning

Primary & Secondary

Seven recommendations for teaching self-regulated learning & metacognition

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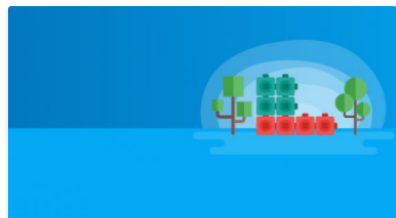


Improving Behaviour in Schools

Primary & Secondary

Six recommendations for improving behaviour in schools

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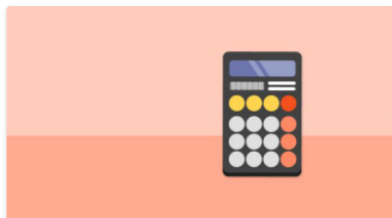


Improving Mathematics in the Early Years and Key Stage 1

Early Years & Primary

Five recommendations to support practitioners in developing the maths skills of 3-7 year-olds

[Download PDF](#)

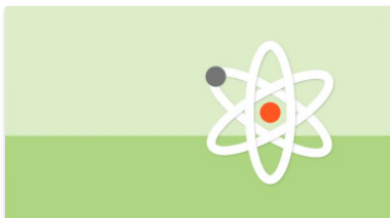


Improving Mathematics in Key Stages 2 and 3

Primary & Secondary

Eight recommendations to improve outcomes in maths for 7-14 year olds

[Download PDF](#)



Improving Secondary Science

Secondary

Seven recommendations for improving science in secondary schools

[Download PDF](#)



Using Digital Technology to Improve Learning

Primary & Secondary

Four recommendations on using digital technology to improve children's learning

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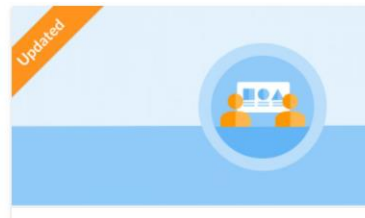


Putting Evidence to Work - A School's Guide to Implementation

Early Years, Primary & Secondary

A guide to implementation applicable to any school improvement decision

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Making Best Use of Teaching Assistants

Primary & Secondary

Guidance to help primary and secondary schools make the best use of TAs

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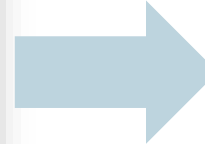
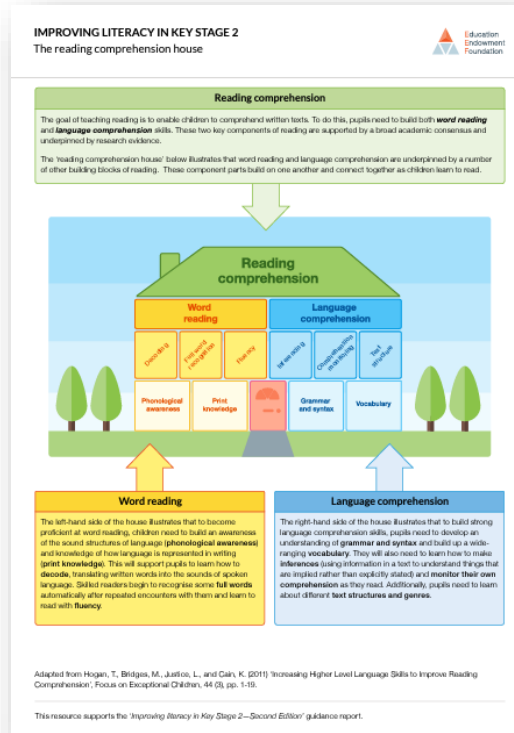
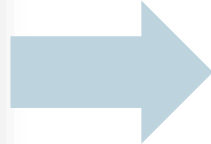
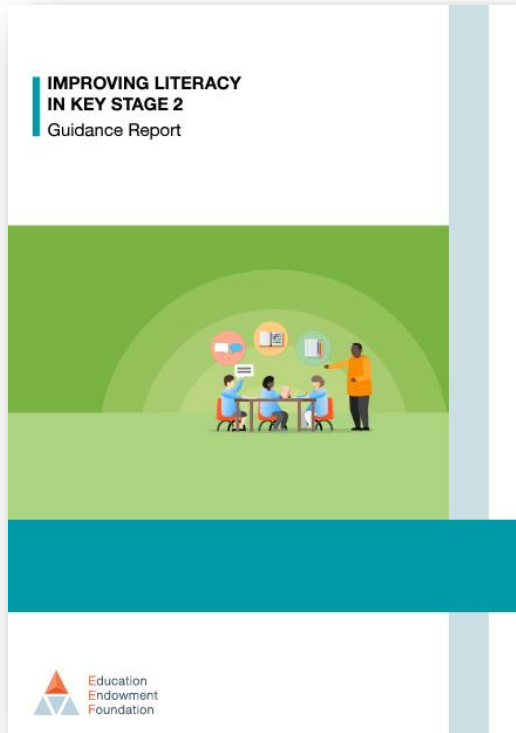
Our approach: Evidence mobilisation

“Simply disseminating research summaries and evidence-based resources to schools is not an effective way for research organisations to support schools to improve pupil outcomes.”

‘Literacy Octopus’ Dissemination Trial evaluation report (2019)



Our approach: Evidence mobilisation



IMPROVING LITERACY IN KEY STAGE 2
Reader's Theatre

The Wise Multi-Academy Trust uses Reader's Theatre to support pupils to develop their reading fluency. Reader's Theatre is a widely used teaching strategy that exemplifies how guided oral reading instruction and repeated reading of texts can be used to support pupils to develop reading fluency.¹ The Trust have developed their own guide to support the use of Reader's Theatre in the classroom.

The Wise Multi-Academy Trust is a family of schools in the North East of England.

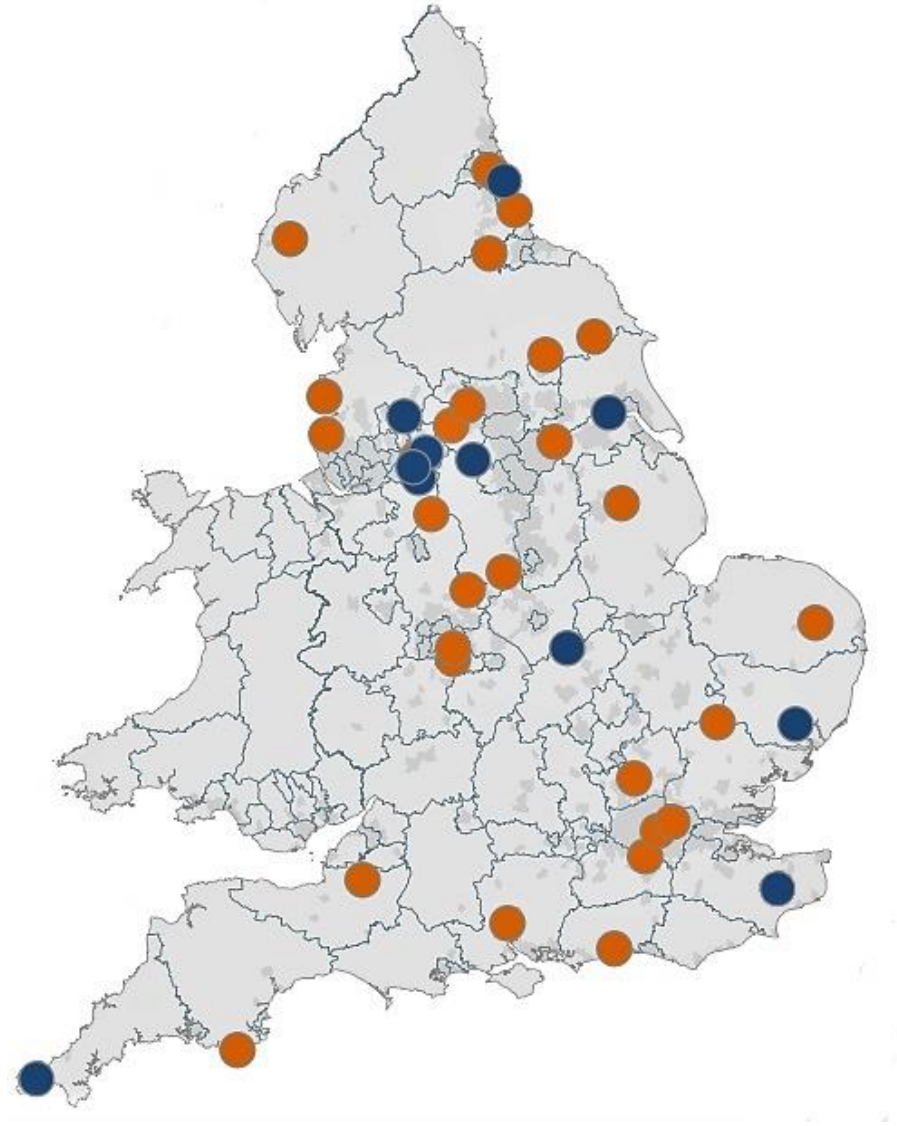
Step 1: Adult as model	Step 2: Echo reading	Step 3: Text allocation
The adult reads the selected passage of the class text aloud as an expert model of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.	Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different part.
Step 4: Repeated choral reading	Step 5: Close reading	Step 6: Text marking
In their groups, children read their section aloud, echoing the initial reading by the adult.	In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisations, etc.	Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.
Step 7: Practise	Step 8: Perform	Step 9: Reflect
Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.	Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).	Children evaluate their own and/or others' performance and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.

¹ Young, C. and Reesink, T. (2016) 'Reader's Theatre Effects on Word Recognition Automaticity and Reading Fluency', *Journal of Research in Reading*, 41, pp. 475-485.
Saxton, T. D. and O'Shannon, C. (2012) 'Reader's Theatre: "Read on, let's read it again"', *Teaching Exceptional Children*, 43(2), pp. 6-13.
Young, C. Skuse, F. and Reesink, T. (2017) 'Readers Theatre: Fluency Comprehension and Word Study', *The Reader Teacher*, 17(5), pp. 381-385.

This resource supports the 'Improving Literacy in Key Stage 2—Second Edition' guidance report.

Our approach: Evidence mobilisation

The **Research Schools Network** serves as a bridge between evidence and practice.



London & South East

**North London Alliance
Research School**



The
East London
Research School

The logo for Charles Dickens Research School, featuring a blue gear, a red magnifying glass, and a red speech bubble.

**CHARLES
DICKENS**
RESEARCH SCHOOL

The logo for Greenshaw Research School, featuring a stylized orange and blue graphic resembling a pair of glasses or a molecular structure.

Greenshaw
Research School



Durrington Research School



Education
Endowment
Foundation

Insights from Evidence Use Research

EEF Evidence in Use Project

- ✓ We know a lot about what constitutes effective teaching, through educational research
- ✓ EEF alone has commissioned over 200 randomised controlled trials in a little over a decade.

But

...we know much less about how research evidence is viewed by school leaders and teachers, and what they know of and do with the information it provides.

EEF Evidence in Use Project



‘As part of acknowledging the complexity of educational knowledge governance, there has been a growing recognition that *promoting* the use of evidence is not the same thing as ensuring its use. (...) A number of realities intrude including the limited time and capacity of policy makers and practitioners; the time and effort required to learn new habits and behaviours; and the interaction among different forms of knowledge when determining the best course of action.’

Tracey Burns & Tom Schuller (2022)

Barriers to evidence use...

<https://www.menti.com/al3omcs6fpc5>

Code: 5849 8914



Research evidence use in schools: what do we already know?

Prior research has identified many factors that affect school leader and teacher engagement with and use of research evidence:

- a. Available time
- b. Accountability pressures (e.g., Ofsted / DfE)
- c. Staff retention
- d. Practitioner confidence
- e. Availability of sources from trusted organisations
- f. How research evidence is shared and disseminated
- g. Format and presentation of research evidence
- h. Leadership's engagement with research evidence

(from AERO, 2022; Lord et al, 2017; Wiggins et al, 2019; Coldwell et al, 2017)

How do school leaders perceive and use evidence?



Research evidence use is becoming a pro-social norm within English schools. Most teachers and school leaders report having used research to reflect on and discuss best practice with colleagues and believe school leaders who are evidence informed can share best practice.

58% class
teachers

71% head
teachers

'It's the smarter working, isn't it? It's not introducing something again with numerous changes that can often be implemented in schools, but actually: what's going to have an impact?' (RSFG4)

How do school leaders perceive evidence?



School leaders and teachers define '*research evidence*' in many ways, which may influence their ability to combine evidence sources effectively and make comparative judgements of evidence type and quality.

68%
headteachers

'Peer-reviewed findings from information which has been systematically collected and analysed by external experts and academics.'

62%
headteachers

'Findings from personal searches through reading sources such as books, and internet and library searches.'

Developing a shared language

What is the difference between:

- Research?
- Evidence?
- Research evidence?



What is research evidence?

Our working definition:



The findings from systematic investigation.

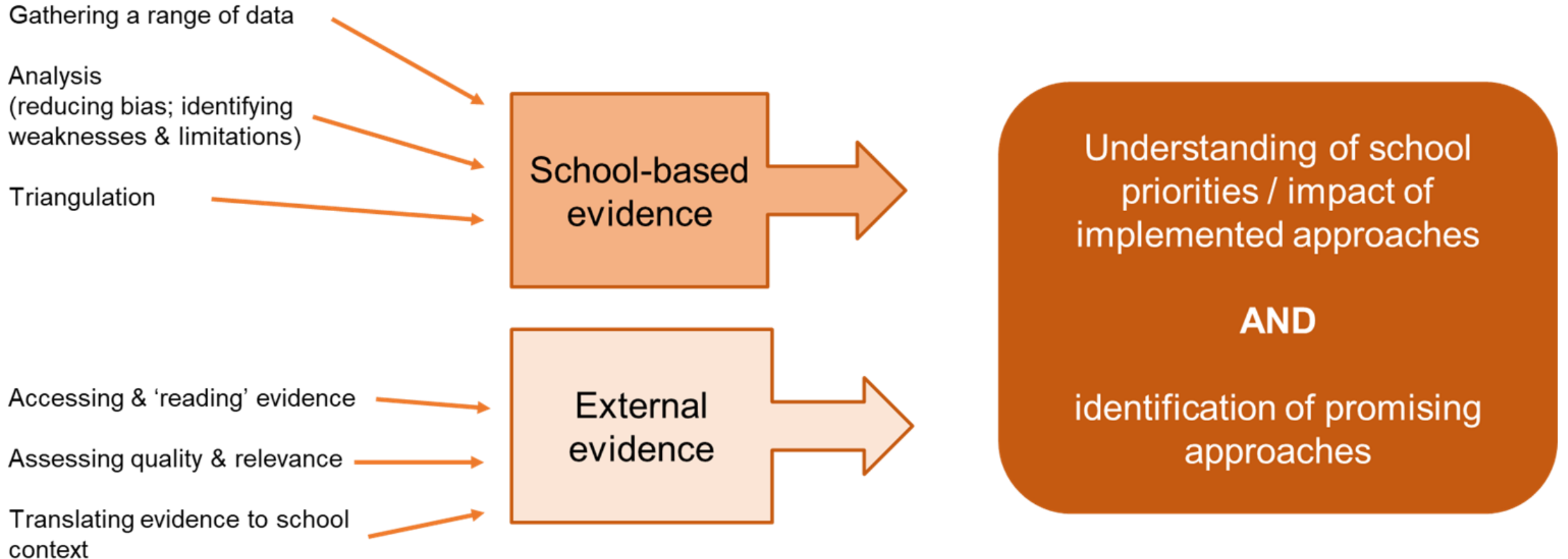


High-quality research will also be conducted to ensure reliability - for example by deploying measures to reduce the risk of bias - and to quality-assure the research methods used and the strength of evidence underpinning inferences and conclusions, such as through a process of peer-review.



Examples of high-quality research evidence could include evidence commissioned and published by the EEF in the Teaching and Learning Toolkit or evaluation reports, papers in research journals, and research reports from other reputable organisations.

Why is Evidence Literacy important?



How do school leaders use evidence? What motivates them to use research evidence in decision making?



Whilst many school leaders see research evidence as important to their work and school improvement, some justify existing decisions with it and at times perform superficial compliance *to* research evidence, rather than making deep and thoughtful use *of* it. This is often due to capacity and knowledge constraints (e.g., time, workload, research evidence literacy, etc).

'it feels like a flipping circus. And research is one of the many hoops that you've got to jump through, including online safety, female genital mutilation. (...) fundamental British values, careers education. The list is endless, but (...) research comes along thinking it's a solution. It isn't. It's just another hoop. (...) I mean, we're doing it. Of course, we do it because we have to. But it's another thing. It's another hoop in the circus that we like to call education'

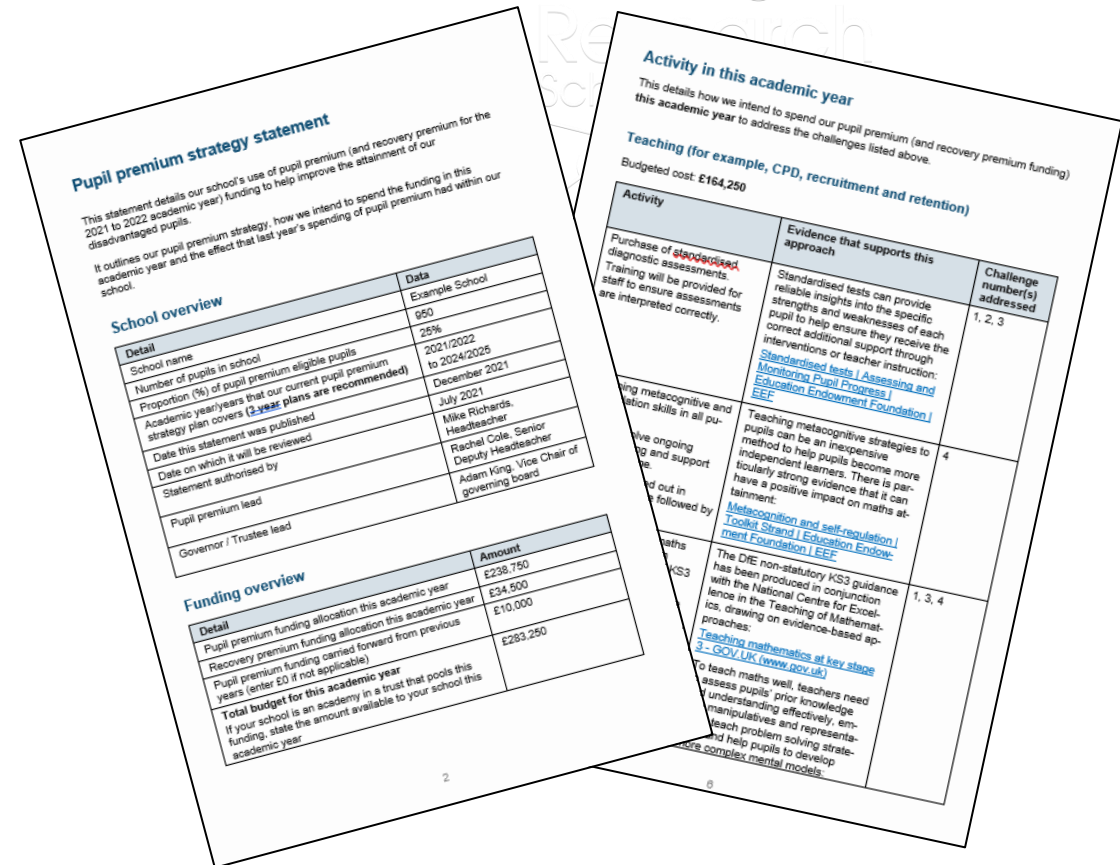
How is evidence shaping PP strategies?

Activities

- July 2022: online survey of school leaders (119 eligible responses)
- March 2023: Analysis of random sample of PP statements: 400 schools.
- 2022-23 Pupil Premium Reference Group, 17 school leaders.

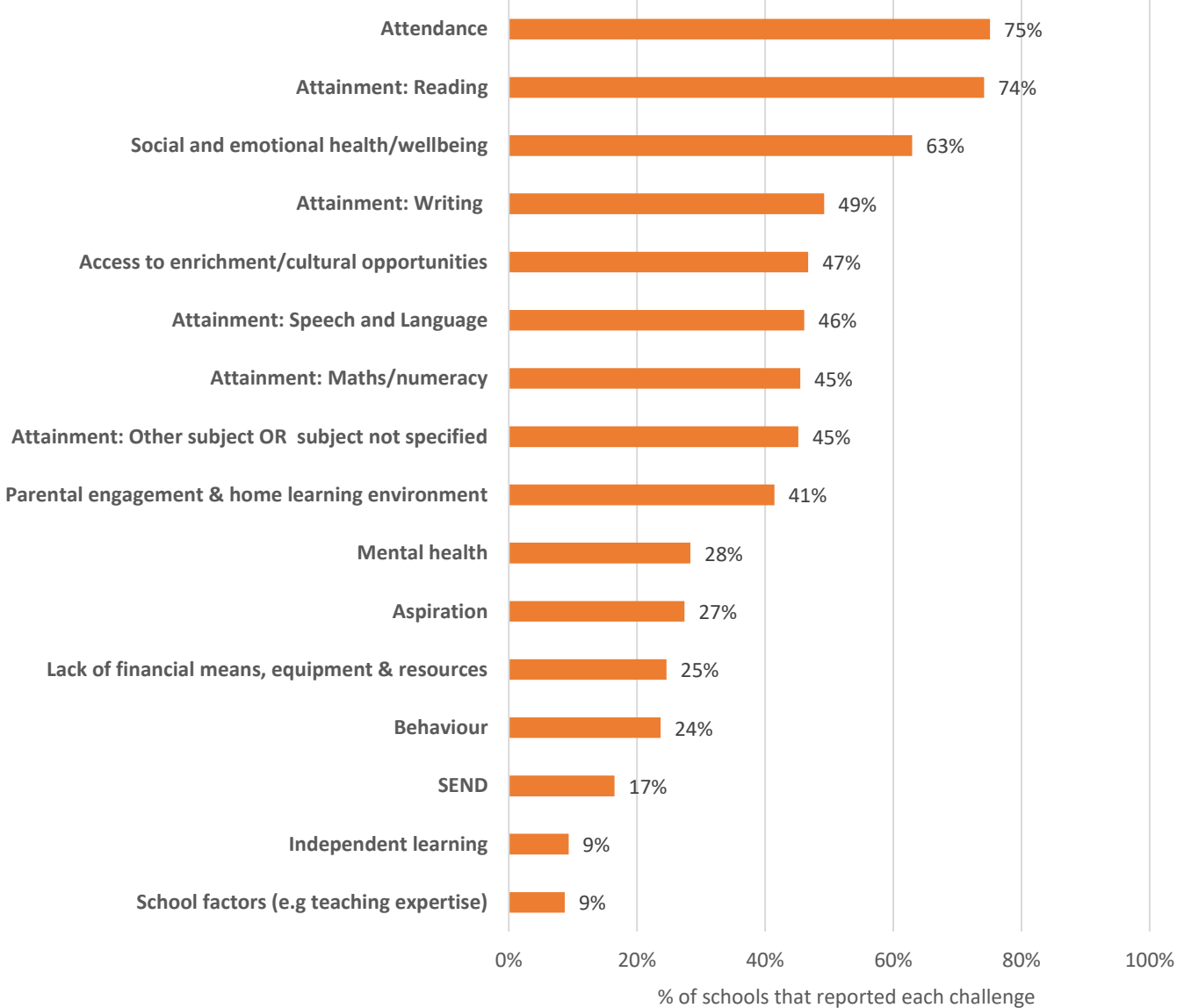
Questions

- What **challenges** are schools addressing with PP?
- How are **evidence** and EEF guidance used in PP decision making?
- What does **strategy development** look like in schools?
- What **spending choices** are schools making, and why?



What behaviours and influences sit behind these decisions?

Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement.



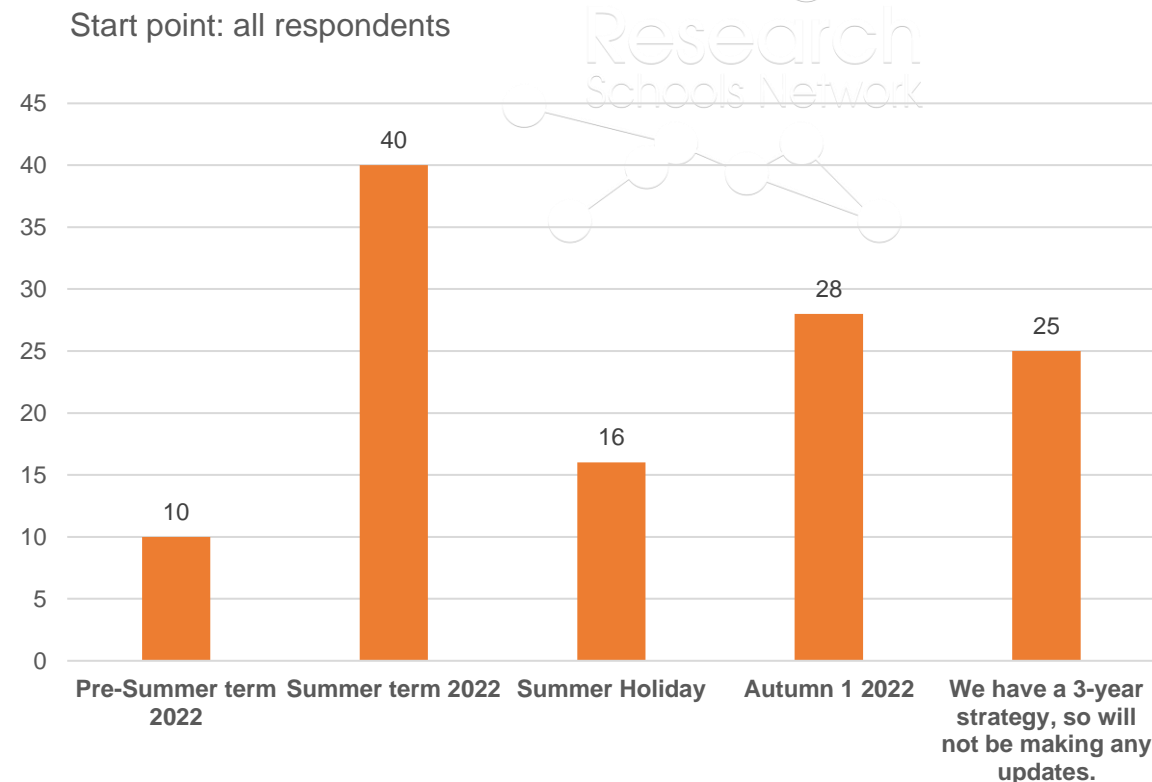
Attendance is a growing challenge: **54%** in 20-21, **71%** in 21-22 and **75%** in 22-23.

PP strategy development often starts in summer

- Most schools consult teachers and wider staff; many do not (survey)
- Governors are more likely to review the strategy than be consulted on it (survey)
- Trust schools are given high degree of autonomy with PP (Reference Group)

I'm lucky at the moment with the governor I have who supports disadvantaged pupils through charity work but other schools in our trust are not as lucky.

Start point: all respondents

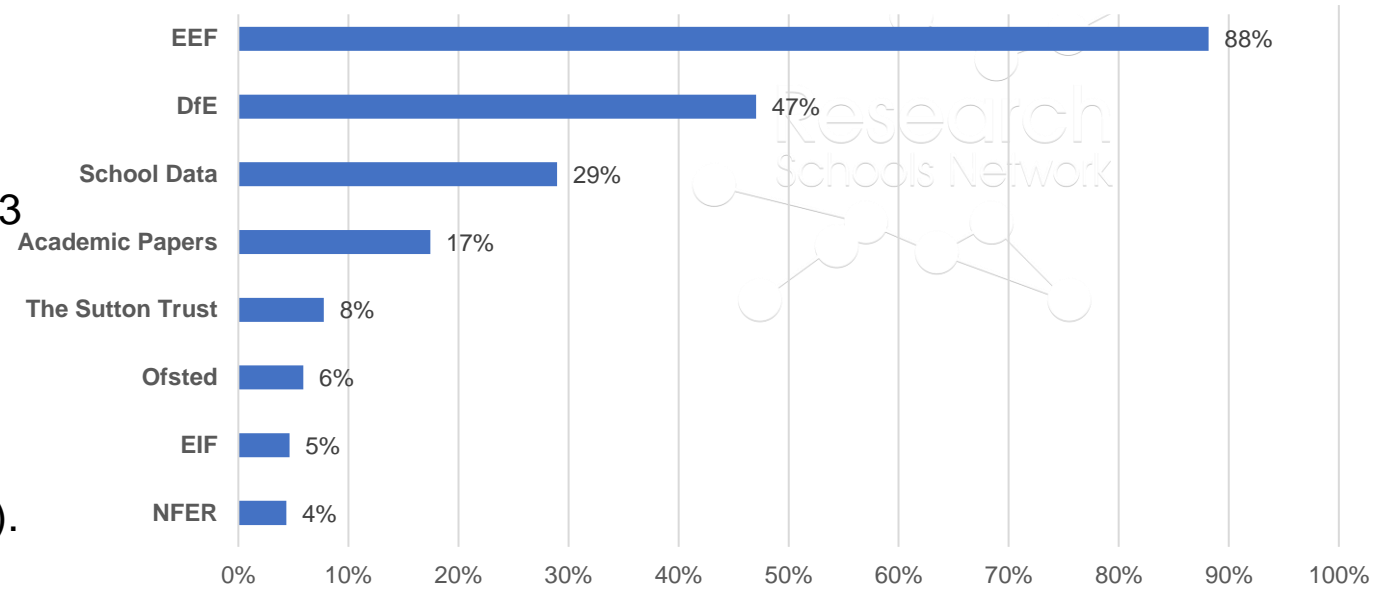


I find that very often our governors don't have the correct understanding of PP to know how to be a critical friend.

Reported evidence use is increasing...

- 89% of schools cited research evidence in their 22-23 PP statement, up from 76% in 21-22.
- Secondary schools were more likely to cite research evidence than primaries (91% vs. 84%).
- The EEF was the most frequently cited source (88%).
- **There was a positive correlation between FSM rate and citation of EEF.**

Sources cited

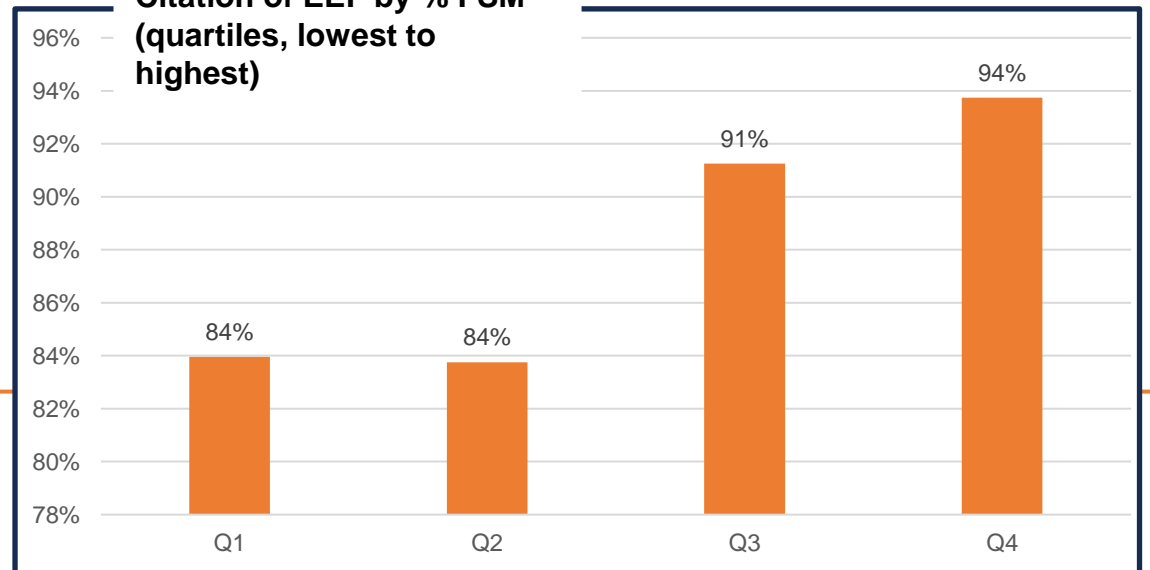


We believe as a Trust in researched, informed action. There's always a load of research that happens before we decide on our strategic plans

Why Accelerated Reader? I think they just used it in my previous trust, so I was familiar with it

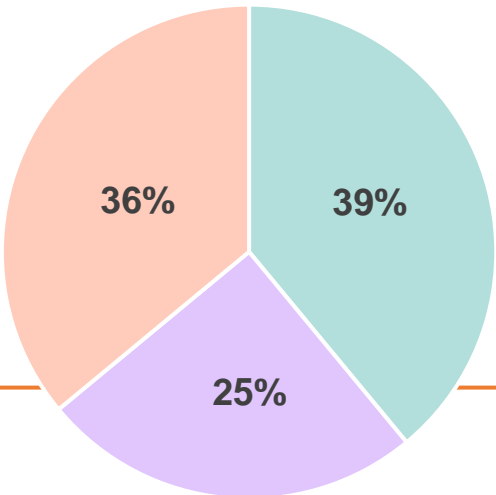
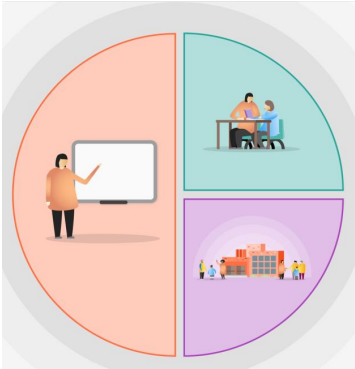
Any consistent practice applied effectively from the top of the school to the bottom over a sustained period will have impact.

Citation of EEF by % FSM (quartiles, lowest to highest)

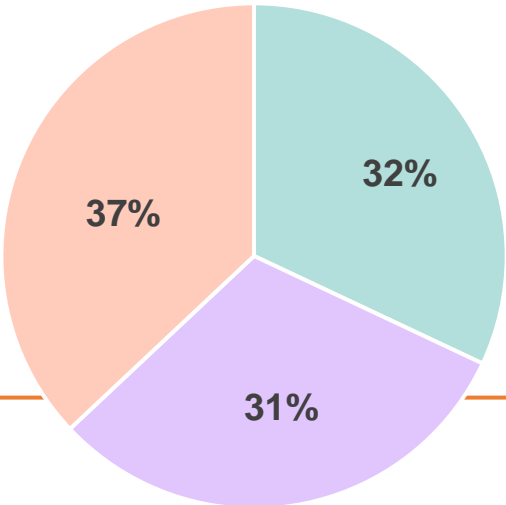


On average, schools are spending slightly more on high quality teaching, but with significant variation

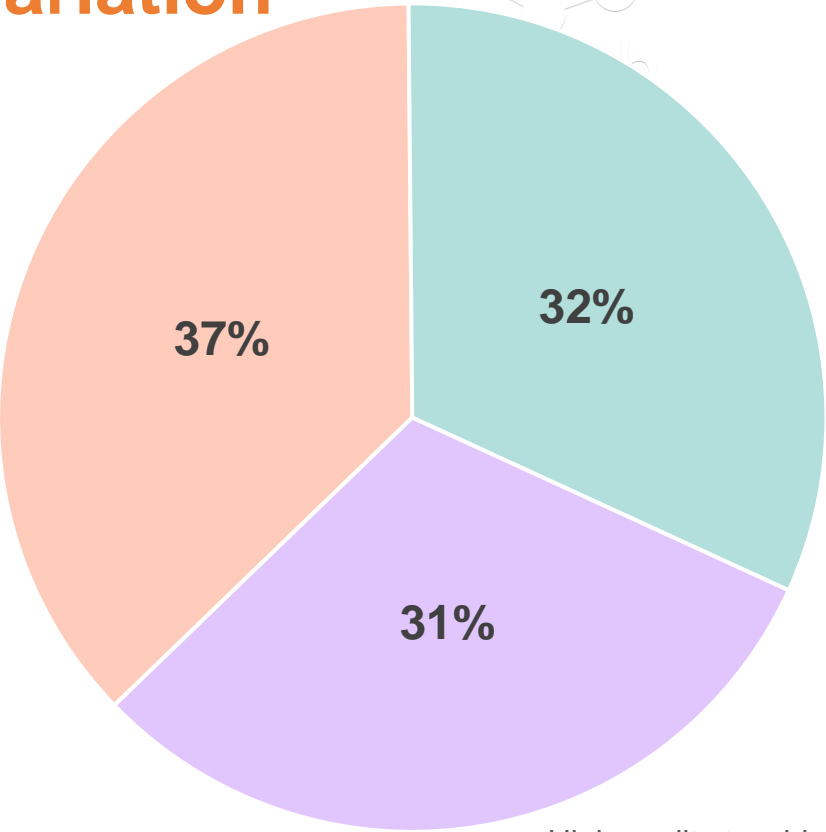
- Primaries report higher proportion of spend on TAS than secondaries.
- Secondaries reported higher proportion of spend on WS than primaries.
- Secondaries spent 5pp less on WS this year than last year.



Primary schools



Secondary schools



All schools in sample (n=321)

High quality teaching (%)
Targeted academic support (%)

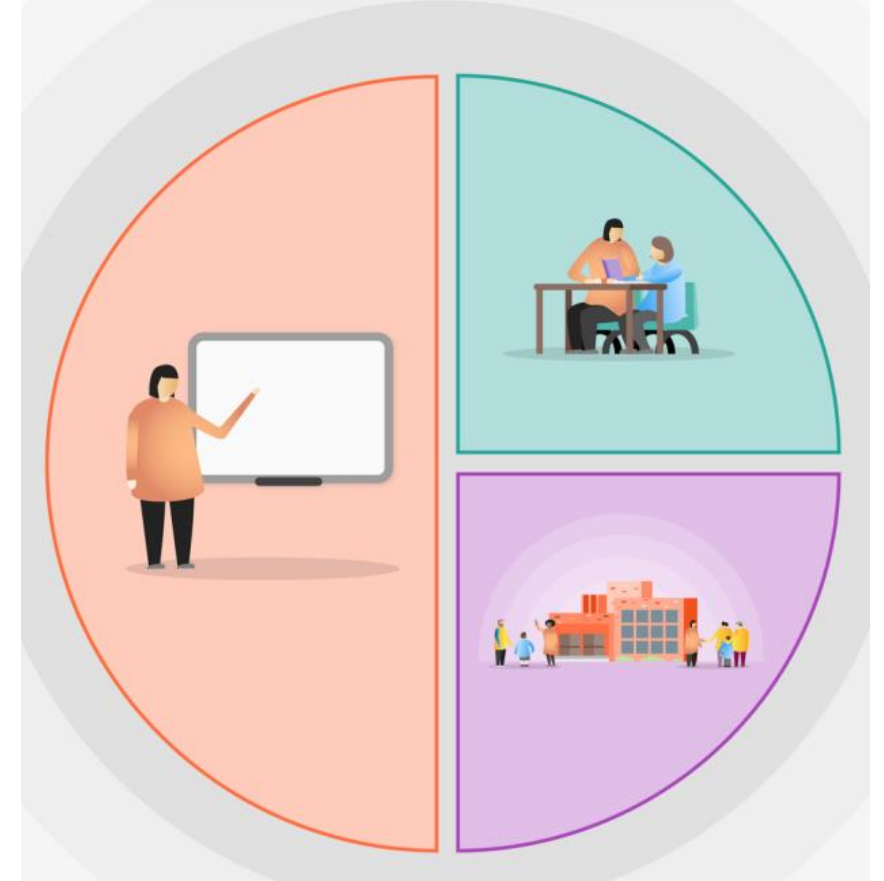
The tiered model is a valued planning and comms tool

It makes all your staff aware that this is a shared problem. And it's not just your PP representative. It's not just an SLT problem. Everybody has a large chunk to play here.

It gives us as headteachers the, you know, it's OK to use the money for more children... There's more children benefitting from it.

It's given me the confidence to be able to speak to the trust and say, we are assigning this chunk of money to teaching.

That's why we introduced [*a new teaching approach*]. The outcome improved for everyone. The gap does narrow, but it doesn't disappear. So, you have to be targeting those disadvantaged as well. It is a danger just to use teaching as a single strategy.



Frequently stated approaches: literacy, CPD, arts, attendance

Up since last year:

- Numeracy (21pp)
- CPD (17pp)
- Hardship funding (17pp)

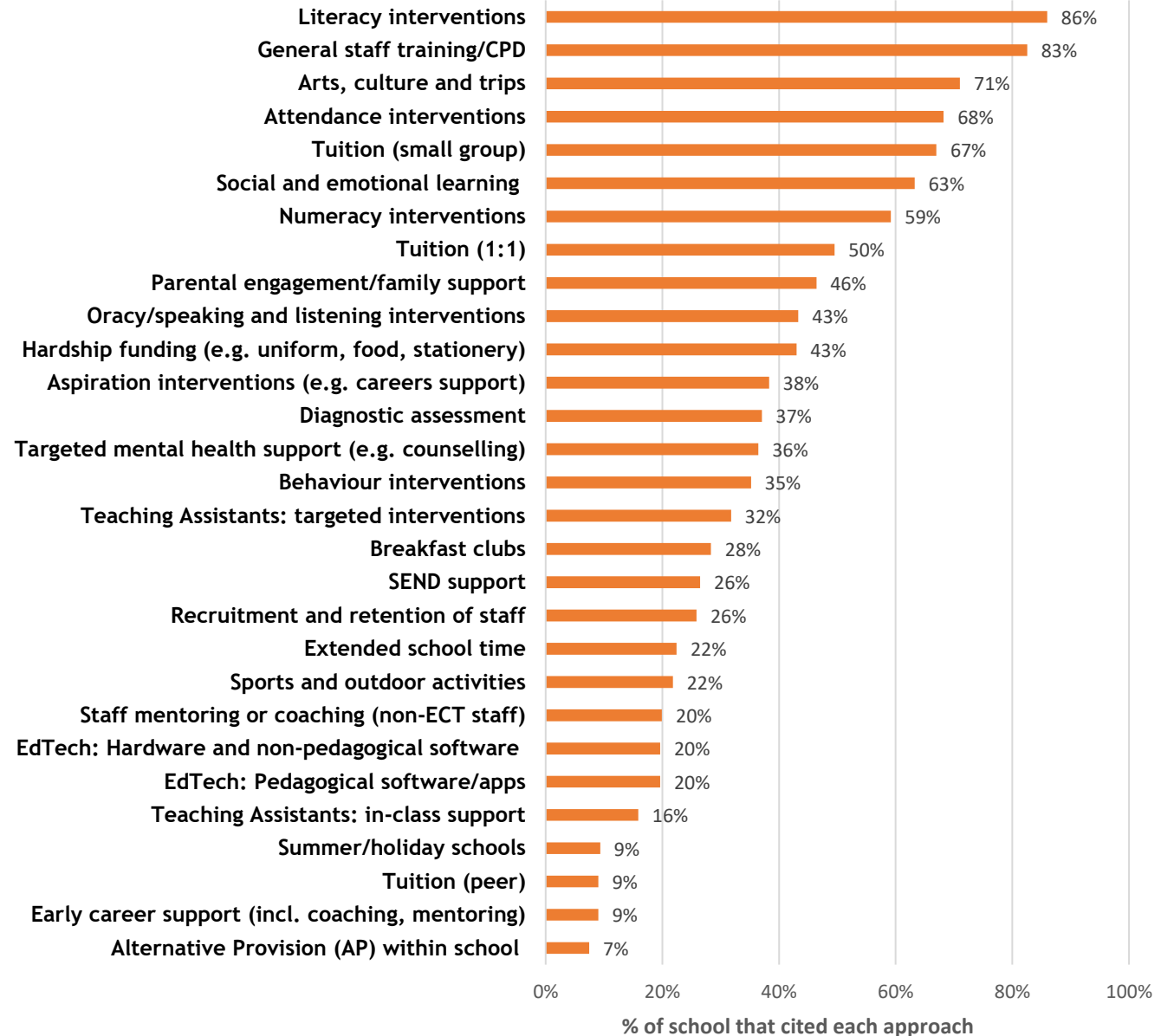
Down since last year:

- Recruitment and retention (13pp)
- Sports activities (13pp)

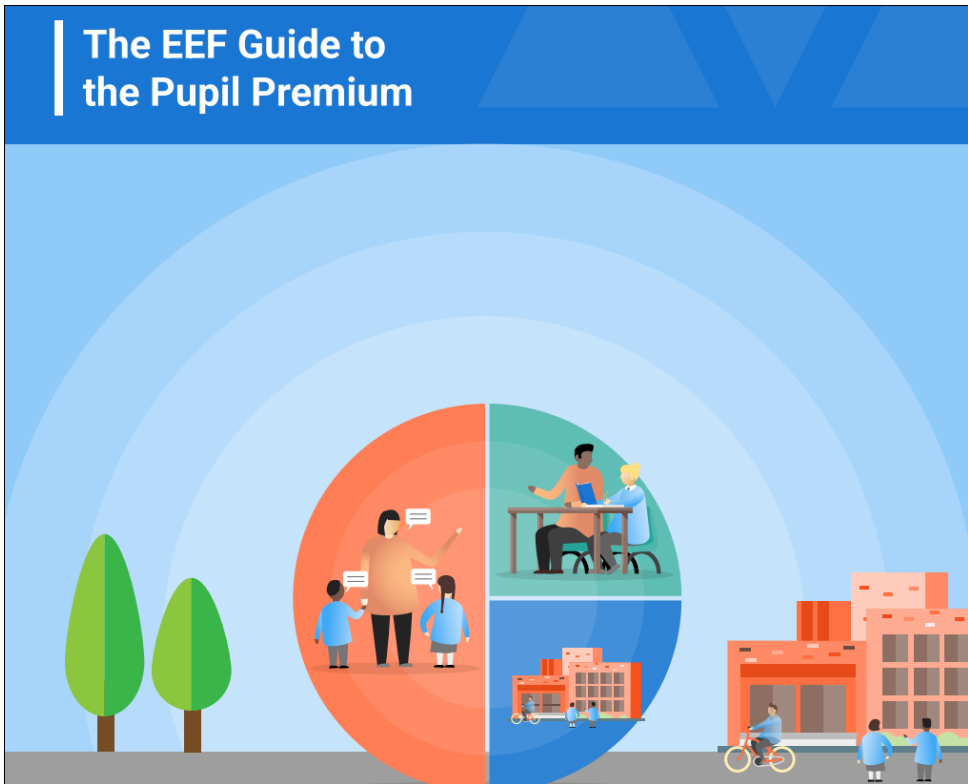
Staffing accounts for substantial spend across tiers

We use a good chunk of our PP money to keep staff in school such as our attendance manager and behaviour mentor and many of our TAs.

There's a danger your pupil premium money goes straight out... And so you realize how do you change and react? Because it's pre-allocated already.



The EEF Guide to the Pupil Premium



The EEF Guide to the Pupil Premium 'Menu of approaches': evidence brief and supporting resources

This planning tool is designed to support you—a school leader, governor, or trustee—as you consider potential approaches to your Pupil Premium spending. It introduces findings from high quality research related to each strand of the Department for Education's '[menu of approaches](#)' and signposts evidence-informed resources.

Before considering approaches, a crucial first step in strategy development is to conduct a robust diagnosis of specific barriers to learning faced by your socio-economically disadvantaged pupils. For more support with developing your Pupil Premium strategy, see our [Guide to the Pupil Premium](#).



The EEF Guide to the Pupil Premium Discussion prompts for governors and trustees to support an effective strategy

As a school governor or trustee, you have an important role to play in supporting and challenging the leadership team at your school to improve outcomes for socio-economically disadvantaged pupils. How the school spends its Pupil Premium funding is an important part of this role.

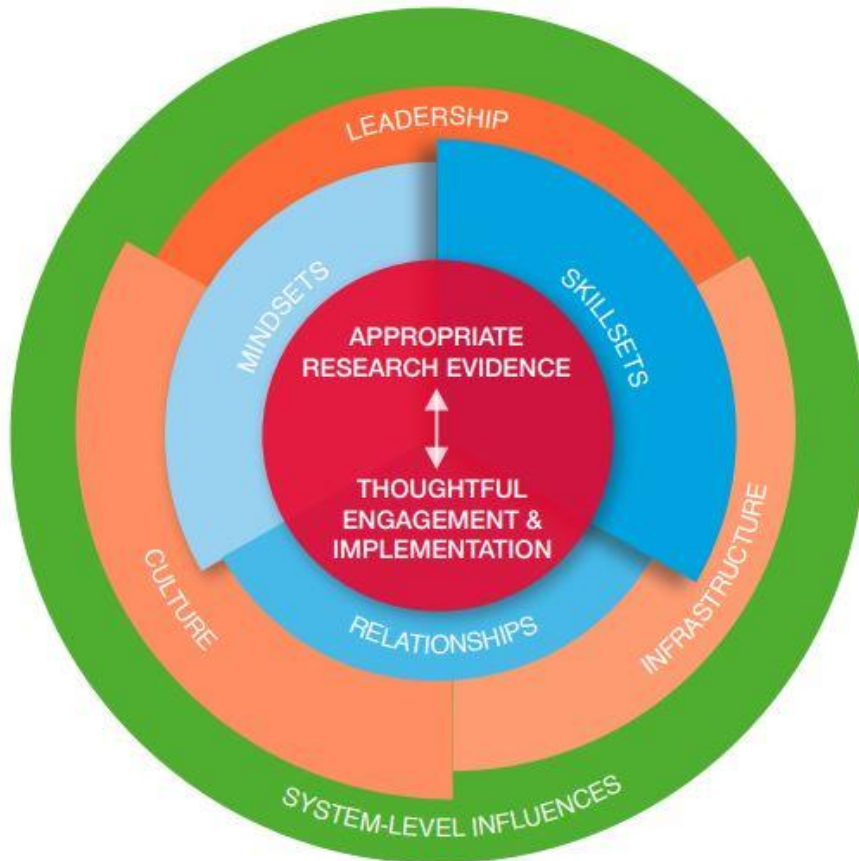
Did you know?

The Department for Education (DfE) requires every school to review and publish an updated Pupil Premium strategy statement every academic year before 31 December.



**Foundations to
support impactful
collaboration**

Quality use of research evidence in education is defined as...
the thoughtful engagement with and implementation of appropriate research evidence, supported by a blend of individual and organisational enabling components within a complex system.



CORE COMPONENTS

APPROPRIATE RESEARCH EVIDENCE

The need for research evidence to be not only methodologically rigorous, but also appropriate for the educational issue, the context and intended use.

THOUGHTFUL ENGAGEMENT AND IMPLEMENTATION

Critical engagement with the research evidence, shared deliberation about its meaning and effective integration of aspects of the evidence within practice.

ENABLING COMPONENTS - INDIVIDUAL LEVEL

SKILLSETS

The knowledge and capabilities that are required to thoughtfully engage with and implement appropriate research evidence.

MINDSETS

The dispositions, attitudes and values that are required to thoughtfully engage with and implement appropriate research evidence.

RELATIONSHIPS

The interpersonal processes and connections that are required to thoughtfully engage with and implement appropriate research evidence.

ENABLING COMPONENTS - ORGANISATIONAL LEVEL

LEADERSHIP

The organisational vision, commitments and role models that support thoughtful engagement with and implementation of appropriate research evidence.

CULTURE

The organisational ethos, values and norms that support thoughtful engagement with and implementation of appropriate research evidence.

INFRASTRUCTURE

The organisational structures, resources and processes that support thoughtful engagement with and implementation of appropriate research evidence.

SYSTEM-LEVEL INFLUENCES

The complex interactions and inter-dependencies across the education sector to support thoughtful engagement with and implementation of appropriate research evidence.

Foundations for Effective Partnership Working and Evidence Integration



Collaborative

Work within and across the local education system to co-construct and co-deliver change for children.



Aligned

Understand, use and complement existing expertise within local infrastructures.



Coordinated

Organise and align people and activities around a high-leverage priority amenable to change.




Evidence led

Take an evidence-informed approach to processes and practices at school and system level.



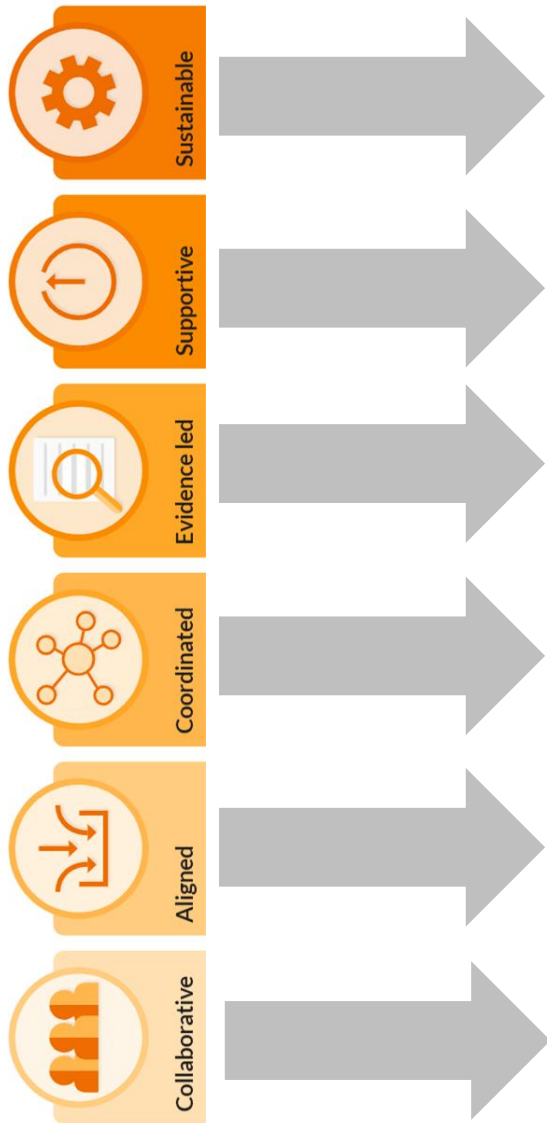
Supportive

Build strong supporting structures, providing project leadership and keeping the main thing the main thing.



Sustainable

Commit to a long-term structured implementation process taking time to prepare, whilst building lasting system capacity beyond the life of the partnership.



- Create partnerships that **empower colleagues to use evidence in their contexts**
- **Co-construct** the partnership and **co-deliver** training where appropriate
- **Embed partnership activities within** the existing regional school system
- Capitalise on existing **influence, expertise, resource**
- Use local priorities to **frame a clear a common goal focused on disadvantage**
- Identify **high-leverage priorities** that are amenable to change
- Develop shared values, **language and understanding**
- Use evidence to provide objectivity and **unite the local system**
- Provide tailored support for **implementation and behaviour change**
- **Monitor implementation** to drive learning and iterative improvement
- Develop a **strong supporting infrastructure** e.g., logistics, processes, resources
- Establish overall project **leadership, governance and coordination**
- Take appropriate time to **explore and prepare**
- **Build local capacity and expertise**
- Build a **lasting on-the-ground culture** for evidence-informed school improvement

- **What mechanisms support effective partnership working in your school and in Hillingdon?**
- **Based on these foundations, how could partnership working improve in your school and in Hillingdon?**



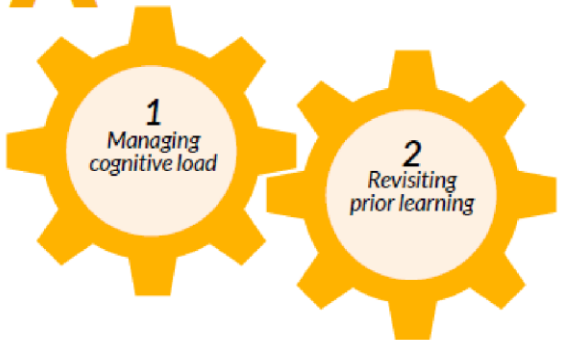
Effective Professional Development



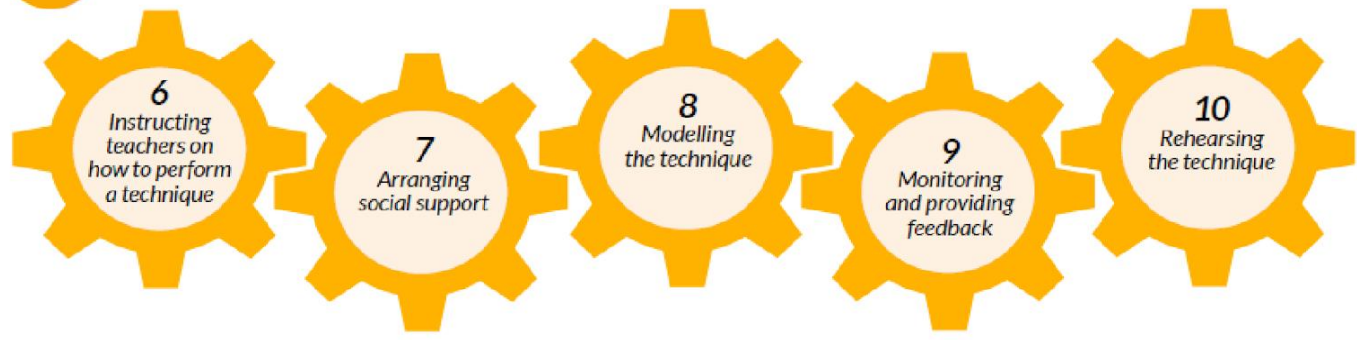
Ensure that professional development effectively builds knowledge, motivates, develops techniques, and embeds practice

2

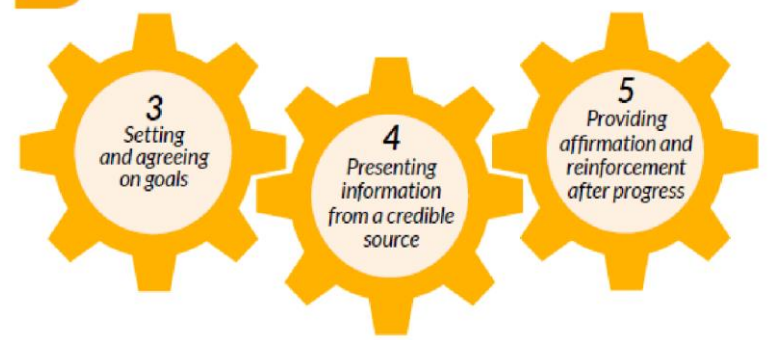
A BUILDING KNOWLEDGE



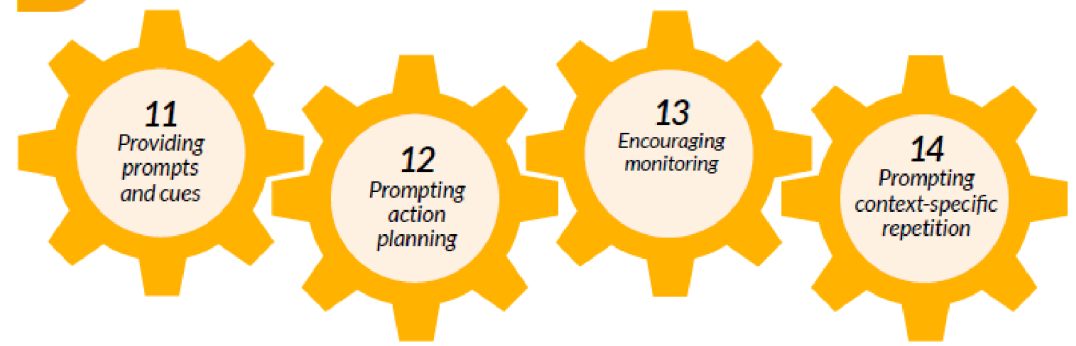
C DEVELOPING TEACHER TECHNIQUES



B MOTIVATING TEACHERS



D EMBEDDING PRACTICE



2

Building knowledge

Motivating teachers

Developing teacher techniques

Embedding practice

Likely outcome



If embedding practice is missing, a teacher may understand the content, be motivated to improve, and have the techniques to do so but—after a period of time—may revert to old habits.



Revert to old habits



When developing techniques and embedding practice are absent, this could lead to the 'knowing, doing gap'. Here, a teacher may be fully aware of what they need to do and be motivated to do it; unfortunately, they do not know how to do so, nor do they have the tools to deliver.



Knowing-doing gap



Here teachers may have effectively built the knowledge but lack the motivation and skills to implement.



No implementation



In this instance, while teacher motivation and implementation may be present, they may have misunderstood and misapplied the initial knowledge.



Misapplication



Where professional development features a mechanism from each group, it may be more likely to be effective.



Potential to be effective

A. BUILD KNOWLEDGE

*How can we effectively manage the cognitive load of teachers?
How can we revisit prior learning to embed understanding?*

B. MOTIVATE STAFF

*How can we encourage teachers to set and agree on goals?
How can we ensure information is from a credible source?
How can we offer affirmation and reinforcement after progress?*

C. DEVELOP TEACHING TECHNIQUES

*How can we best instruct teachers on how to perform a specific teaching technique?
What practical support needs to be offered (e.g. coaching)?
How can we offer models of the teaching technique and purposeful feedback on practice?
Are there opportunities to rehearse the teaching technique?*

D. EMBED PRACTICE

*How can we provide useful prompts and cues that helpfully nudge teachers?
How can we prompt productive action planning?
How can we encourage self-monitoring?
How can we prompt context-specific repetition to embed practices?*



KEY TAKEAWAYS

“Giving every child – whatever their socio-economic background or where they go to school – access to great teaching is one of the most powerful levers we have for change. Using evidence – looking at what has and hasn’t worked in the past – puts us in a great position to do this.”



<https://www.menti.com/al3omcs6fpc5>

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