

Leadership, Teacher Habits or Bad Science?



plus some current research ...

@TeacherToolkit

Classroom Ideas, Teacher Training & School Resources

Moral Purpose:

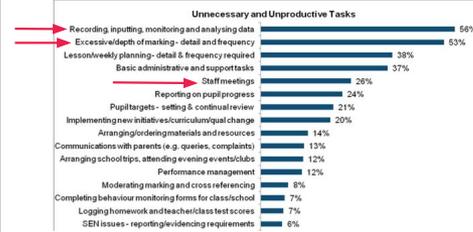
1. To **challenge** perceptions
2. To **reduce** teacher workload
3. To **offer** research-based ideas.

RESOURCE DOWNLOAD

bit.ly/CPDpack

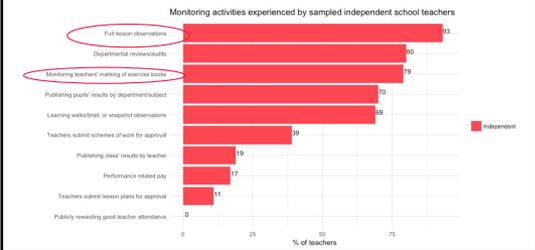
England: Why are teachers leaving the profession?

Workload Challenge Report, 2014



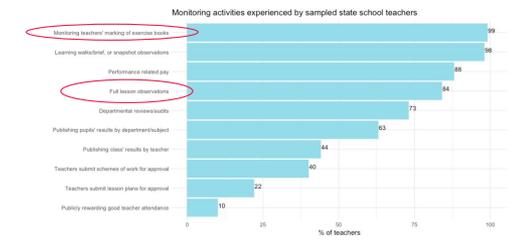
Working conditions for independent school teachers.

England: Cambridge University, J. Brady, April 2018



Working conditions for state school teachers.

England: Cambridge University, J. Brady, April 2018



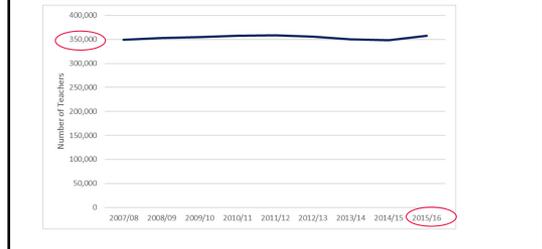
DfE School Workforce Census (June 2018)

Table 8. Full and part-time teachers by year of gaining qualified teacher status, who were in service the following year and the percentage recorded in service in state funded schools in England in each year after.

Year of qualification	Number of teachers in service	Percentage in service in state funded schools
2007	11,000	85%
2008	11,500	85%
2009	12,000	85%
2010	12,500	85%
2011	13,000	85%
2012	13,500	85%
2013	14,000	85%
2014	14,500	85%
2015	15,000	85%
2016	15,500	85%
2017	16,000	85%
2018	16,500	85%

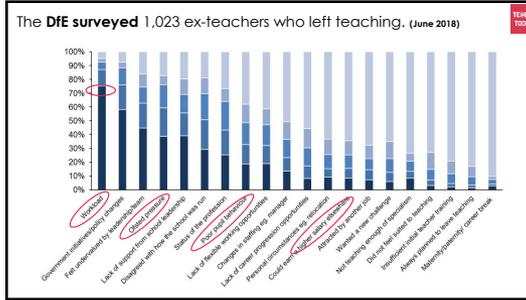
85% 15.5 million per year, greater than any other period

DfE: Qualified teachers not currently teaching (State sector - Sept 2018)



Phronesis

Hywel Roberts, Practical Pedagogies, St. George's - Cologne

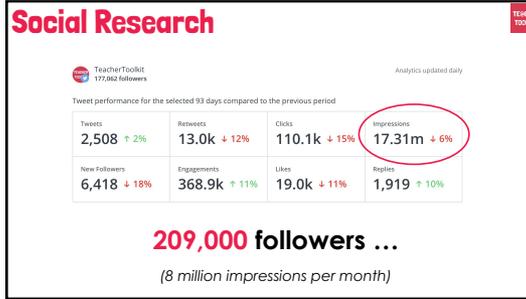


Why do returner teachers leave the profession? (June 2018)

Table 8 The main reason for leaving teaching in the English state sector

Reason	%
To raise a family	26
Career change	19
Teaching elsewhere (abroad, non-state sector)	14
Unable to secure a teaching post	7
Workload or ill health	7
To care for other family members	3
Financial reasons	2
To complete further studies	2
Made redundant	2
Lack of career progression	1
(Early) retirement	1
There is no one main reason	2
Other reason	12
No response	9

Does your workplace support your mental health?



October 2017

POLL: In your opinion, is OFSTED the main driver for teacher workload, or is it schools leaders (perceptions of what OFSTED want)?

90% OFSTED
10% School Leaders

September 2018

POLL: In your opinion, what is the main driver for teacher workload?

44% OFSTED - policy / politics
33% OFSTED - expectations
9% School Leaders + Schools
14% Teachers + habits

January 2019

Teacher Toolkit 177,062 followers

POLL: In your opinion, what is the main driver for teacher workload?

#ukedchat #SLTchat #NOT #ITchat

11% OFSTED - policy / politics
23% OFSTED - expectations
48% SLT = workload
18% Teachers + habits

885 votes

Incoming Message (May 2018)

Just been told by one of the Deputy Heads in my school that "A childcare emergency is not an acceptable reason for not attending directed time meeting". Both my wife and I are teachers and middle leaders (she has a meeting too) in separate schools. I've seen situations where female members of staff are allowed childcare emergencies, but I get "We've all got kids". Also no family friendly policy in place. It's enough to stop me wanting to turn up to work. Unions have been informed.

Incoming Message (June 2018)

It's been a very tough time. I'll quote him, "I'm going to fuck you up! You'll never teach again!" So far, I have sabotaged 4 job offers. A very personal vendetta that will have far reaching consequences for me and my kids. I need to find someone who can look past my reference. I'm impressing every school I interview at and getting job offers. But once they've spoken to those offers evaporate. Those offers keeps me awake at night if I'm honest.

Incoming Message (October 2018)

I am frustrated about this not statutory element of the marking policy. Our policy stands at the moment "marking every 8 lessons or every 3 weeks, whichever is first". Now I see my classes every day I am in (as I am now part time) so I should be marking books every 2 weeks. I am struggling to do this. Since I have gone part time (4 days a week) I have worked 40 hour weeks and I am barely keeping up with what is expected. I went part time so I can have more time with my daughter and yet I seem to be working the same hours I did when I was full time. I am finding it really difficult and short of losing 20% pay I'm not sure what I have gained...



13/40

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Incoming Message From senior teacher (January 2019)

Hi Ross bit of a strange request but I am a DT teacher who is also DT that has just gone into special measures... Head of last 8 years has gone in summer new head has been in place since September and was given special measures last month...chair of governors has gone

..... I after 30 years of inner city teaching..... had a meltdown in of all places..... I am stressed to hell and will for the first time ever will be going to GP on Monday..... I don't know if I can cope any more..... do you know what options I may have regarding pay/ compromise/redundancy etc. Sorry to ask but I

Would value your opinion

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WARNING! REAL LIFE PHOTO

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Just me, or you too?

1. Special Measures
2. Current leadership disappears
3. Eye infection / Insomnia / Nose bleeds / Diarrhoea
4. Redundancy (again)?
5. We have a retention crisis ...



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Requester	Request	Response	Date	Status
Mr Ross McCall	Request for information regarding the school's retention crisis and the impact of special measures on staff and students.	Information provided regarding the school's retention crisis and the impact of special measures on staff and students.	20 June 2018	Completed

Freedom Of Information

20 June 2018
Mr Ross McCall
Sire via Email:
support@teachercollab.co.uk



Our reference: CAS-402467-3485VD

Dear Mr McCall

Your request for information

Thank you for your email of 21 May 2018 in which you have requested a copy of the evidence base for the inspection of Quentin Kyriakou (URN: 137446) which took place on 18 January 2018.

Please accept my apologies for the delay in responding to your request; however as I explained in my email yesterday we were still actively considering the disclosure and this process took longer than we had originally hoped. I can confirm that we are now able to respond to you in full and are disclosing the majority of the evidence base in response to this request – this is explained in detail below.

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Research-Based Pedagogy Quiz

With thanks to Professor Robert Coe, Durham University

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Class Sizes:

Reductions in class size (eg 30→20) generate

- a) Substantial increases in students' learning
- b) Small increases in students' learning
- c) No change in students' learning.



With thanks to Professor Robert Coe

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Class Sizes:

2. The greatest benefit of smaller classes is

- a) Less stress for teachers
- b) Better feedback for learners
- c) More individual attention for students boosts



With thanks to Professor Robert Coe

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Technology:

3. ICT enhances learning if it

- a) motivates and engages students
- b) reduces teacher workload
- c) promotes activities aligned with content
- d) gives students more control.



With thanks to Professor Robert Coe

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Technology:

4. Which of these is best supported by evidence:

- a) Giving all students iPads
- b) Using an interactive whiteboard
- c) Using technology for short bursts of activity

Testing:

5. When is it a good time to test students' knowledge?

- a) Never: testing creates anxiety that undermines learning
- b) Before they have learnt: find out what they know
- c) Immediately after: retrieve learning from memory
- d) A few weeks after teaching: delay to allow forgetting.

Testing:

6. After studying and learning a topic, students remember most if they then spend an equivalent amount of time

- a) Studying it again in a single session
- b) Studying it again in shorter, multiple sessions
- c) Studying it again, and then being tested on it
- d) Repeatedly being tested on it, with no further study

Learning Styles:

7. A person's learning style determines

- a) which part of the brain the individual uses
- b) how well they can learn information presented in different modalities (visual, auditory, kinesthetic)
- c) nothing about their performance on learning tasks.

Learning Styles:

8. Research shows that

- a) Students learn best when instruction **matches** their individual learning style
- b) Students learn best when instruction **forces** learners to use learning styles different from their preferred style
- c) There is **no connection** between learning style and how well people learn.

Praise:

9. For students who lack confidence, reassuring them that they are good at XYZ is most likely to ...

- a) Make them think they are capable
- b) Make them think being good at XYZ matters
- c) Help them to learn more

Praise:

10. The response to a poor piece of work that is most likely to result in improvement is

- a) Sympathy, support and encouragement
- b) Frustration, suggesting the student must do better
- c) Attributing their failure to lack of effort or poor strategy

Research Papers

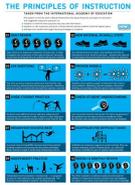
Research Myths Paper: bit.ly/TTResearch



17 Principles of Effective Instruction

1. Begin a lesson with a short review
2. Present new material in small steps
3. Limit the amount of material students receive at one time
4. Give clear and detailed instructions and explanations
5. Ask a large number of questions and check for understanding
6. Provide a high level of active practice for all students
7. Guide students as they begin to practice
8. Think aloud and model steps
9. Provide models of worked out problems
10. Ask students to explain what they learned
11. Check the responses of all students
12. Provide systematic feedback and corrections
13. Use more time to provide explanations
14. Provide many examples
15. Re-teach material when necessary
16. Prepare students for independent practice
17. Monitor students when they begin independent practice.

[Read more.](#)
Professor Barak Rosenshine



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Bad Science

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Faculty	Inadequate (1)	Requires Improvement (2)	Good (3)	Outstanding (4)
Science	1	2	3	4
Maths	1	2	3	4
English & Media	1	2	3	4
Design	1	2	3	4
Technology	1	2	3	4
NFL	1	2	3	4
PE	1	2	3	4
Creative Arts	1	2	3	4
Humanities 1 (HS; CH; SE; RE)	1	2	3	4
Humanities 2 (HS; CH; SE; RE)	1	2	3	4
Learning Plus	1	2	3	4
Totals:	1 = 1%	2 = 34%	3 = 53%	4 = 11%
Standards:	(Last reported at 1.09%)	(Last reported at 25.27%)	(Last reported at 52.63%)	(Last reported at 18.98%)

1 teacher = 3 out of 800 hours of teaching

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Measures of Effective Teaching Project

1. If a lesson is given a top grade, there's a **78%** chance a second observer will give a **different** grade.
2. If a lesson is given a **bottom** grade, there's a **90%** chance a second observer will give a **different** grade.

http://www.metonject.org/downloads/MET_Composite_Estimator_of_Effective_Teaching_Research_Paper.pdf

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Institute of Education UCL

High-Stakes Accountability and Teacher Turnover: how do different school inspection judgements affect teachers' decisions to leave their school?

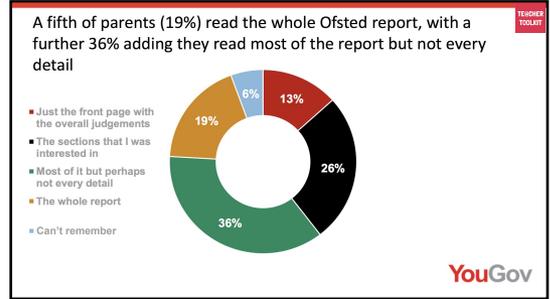
Sam Sims

The first study of its kind:

1. **Inadequate** = 3.4% turnover
2. **Outstanding** = 0% turnover.

Department of Quantitative Social Science
Working Paper No. 16-14
October 2016

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Don't Do This ...

Ofsted GRADED GOOD

Your text here

Ofsted Outstanding

Your text here

"OUTSTANDING"

Your text here

School gates

#OfSTEDBanners

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Do this ...

Staff: "The college supports my professional development so that I can be a better teacher."

Ex-Student: "My time at the college was fantastic. The school helped me achieve and I am now training to be ..."

Student: "I feel safe and happy because teachers listen. I am supported to be the best I can be ..."

#OfSTEDBanners

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Appraisal Research

1. "Teacher performance appraisal England" = 97,800.
2. Add ... "leading to teacher improvement" = 76,900.
3. Date 2010 - 2017 (Gove policy) = just 18,600 results.
4. NO RESEARCH on Performance Related Pay in teaching.

www.TeacherToolkit.co.uk/Mathematical-Intimidation

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Performance Related Pay

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1. Research suggests (ASA, 2014) about 1 to 14% teacher effect.
... class sizes, resources and school budgets.
2. The remaining 85% out-of-school factors are outside the control of teachers and schools. (Coleman et al, 1966)

American Statistical Association

If a teaching and learning policy is non-statutory, why have one?

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Learning Policy

One-page summary

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Mark: closing session (201)

Mark: closing session (201)

- Mark: closing session (201)
- Mark: closing session (201)
- Mark: closing session (201)

- Mark: closing session (201)
- Mark: closing session (201)
- Mark: closing session (201)

Consistency and/or Compliance?

This is a school that requires improvement

Open Policy [here](#)

“Finished files are the result of years of scientific study combined with the experience of years.”

“Finished files are the result of years of scientific study combined with the experience of years.”

Redundancy Effect

Looking at or Looking for?

Resources

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1. What is in the book?
2. Why this book?
3. How we must reduce not increase ...

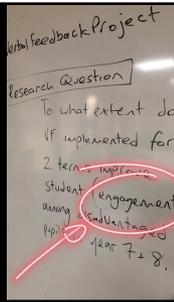


Handwritten mathematical work on grid paper. It includes algebraic calculations such as $a) -4 - 17 - 4 + 13$, $i) -2x - 2x - 3$, $14x - 3 = -42$, $x - 4 = 7$, $2x^2 - 3y$, $2x - 6x - 3x - 7$, $2x - 36 - 3x - 7$, $-72 - 21 - 72 + 21 = 0$, and $2x^2 + 4x + 4$. There are also diagrams and notes like "Area: 2x^2 + 4x + 4" and "Self Assessment A's E's".

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@MisFilson
Subject leader for mathematics and SLE

To what extent does VF implemented for 2 terms improve student engagement amongst disadvantaged pupils in years 7, 8 and 10?

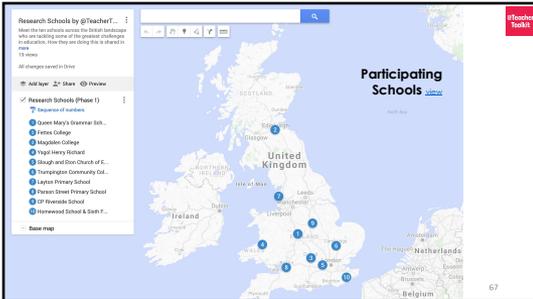
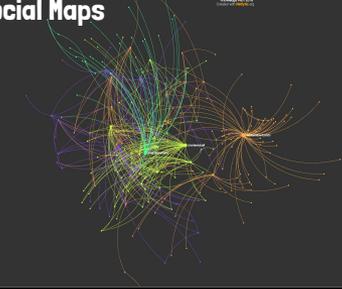


Current EdD focus:

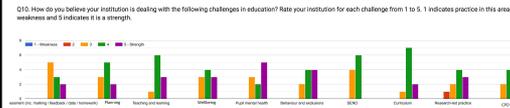
1. Democracy
2. Scholarship
3. Activism
4. Solidarity



Social Maps



Headteacher Challenges and Strengths

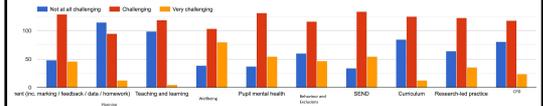


- **Strengths:** Pupil mental health, curriculum, teaching and learning, SEND, planning
- **Challenges:** Research-led practice, assessment and SEND

Just Great Teaching, published September 2019

Teacher Challenges

Q12. Which aspects of your work do you find challenging?



- **Challenging:** Teacher wellbeing, pupil mental health
- **Not Challenging:** Lesson planning, teaching and learning

Just Great Teaching, published September 2019

Takeaway

Summary

1. All school leaders must protect / reduce teacher workload
2. Challenge teacher habits and perceptions; research-rich
3. Have that mental health conversation with colleagues ...
4. Cognitive load theory - do less, more effectively
5. Phronesis - experience matters.

Ross McGill, FFCT

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- Most Followed Educator in the UK
- 500 Most Influential People in Britain
- Doctoral Student (EdD researcher, Cambridge University 2018 - 2023)



