

# TDA TEACHING AND LEARNING NEWSLETTER



THE DUKERIES  
ACADEMY

ISSUE 1 • JULY 2021



## THE TDA PD LIBRARY

As part of our commitment to support evidence and research-informed practice at the Dukeries, we have launched our very own Professional Development Library. Thanks to the generosity of our staff, we have a wide variety of books on different aspects of Teaching and Learning from a range of well-respected authors. These include Kate Jones, Michael Chiles, Sam Strickland and Tom Sherrington, to name a few. So far, the library has had a positive impact on staff development, as many staff have loaned books and used them to support promotional opportunities, project work and faculty development. The Professional Development Library is located in the school staff room. With more books due to be stocked shortly, this provides an excellent opportunity to read the latest discussions around teaching and learning. Keen to share your experiences with the library? Use #TDACPDLibrary or contact Joe Morrin.

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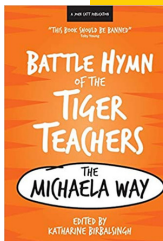
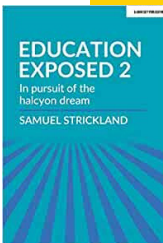
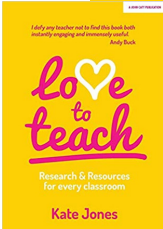
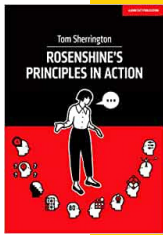
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# RESEARCHING TEACHING AND LEARNING

BY CHARLOTTE ROBSON



I recently utilised The Dukeries Academy CPD library to conduct research on effective teaching and learning practices. The focus of my research was to determine what skills to incorporate within the prepare programme being delivered to all pupils next year and offer insight into how to deliver these skills to our pupils. For anyone wishing to read further into effective teaching and learning, I would suggest reading the following books:

- Jones. K. (2018). Love to teach: Reseach and resources for every classroom. Suffolk: John Catt Educational Limited. Kate Jones has released a number of books that focus on effective memory recall techniques and revision techniques.
- Sherrington.T. (2019). Rosenshine's principles in action. Woodbridge: John Catt Publication. Rosenshine's principles in action is a must-read in my opinion. The book offers a range of research-based strategies which can be used to improve our teaching strategies and support the delivery of core knowledge and skills to our pupils.
- Strickland.S . (2020). Education exposed 2: In pursuit of the halcyon dream. Woodbridge: John Catt. Samuel Strickland has released two books; education exposed and education exposed 2. The books offer useful insight into curriculum design, creating an environment of positive behaviour to learning, effective teaching practices and how leaders should utilise teachers as experts. Both books provide useful insight into the leadership of schools and how we can improve our practice to provide the best possible outcomes for our pupils.

## TDA LIBRARY AND INITIAL TEACHER TRAINING

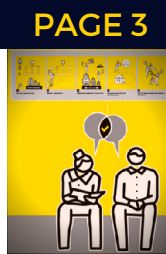
BY LAUREN SHARPE



The TDA library has been invaluable to me throughout my ITT as a source of both pedagogy-focused and leadership-focused CPD. The library is a springboard for finding perspectives on teaching and management and I find that it contributes to a whole-school culture of self-motivated CPD.

I have loaned books on curriculum planning and leadership, as well as leafing through books on the shelves on behaviour management and the Early Careers Framework. "The Michaela Way" has made me reflect on my behaviour management and lesson planning. It has had an influence on how I communicate and uphold high expectations of all pupils, and I recommend it as an opportunity to challenge one's preconceptions about 'no excuses' behaviour management.





# INSTRUCTIONAL COACHING

BY EMMA SUMMERFIELD



Having learned about the opportunity to engage with Instructional Coaching, I was excited to benefit from bespoke support, tailored specifically around my targets, as I continue to develop my teaching practice – especially as we have spent so much time out of the classroom in this, my NQT year. We are often reminded how important it is to reflect on our practice, but gaining an outside, expert perspective on our experiences and challenges in the classroom enables us, as Early Career Teachers, to develop the areas in which there is most to be gained and outcomes can be most effectively improved. Furthermore, the flexibility and supportive nature of this programme ensures it truly supports my teaching.

My coach, Dan McGill, has worked with me through initial meetings (in which we discussed my focus areas and reviewed some recent lesson resources), observing my teaching, and inviting me to observe best practice in his RE lesson, as well as supplying recommended reading. The process has enabled us to identify elements of my teaching practice that can be developed, and has ultimately led to a much-improved atmosphere – and better pupil progress – within my chosen group. The ideas we have explored can also be extrapolated and adapted to suit other classes. Coaching has encouraged me not just to reflect inwardly, but to seek and utilise the feedback of my more experienced colleagues, whose help and guidance is of unparalleled value.

This experience has reminded me how much is to be gained from looking beyond my own classroom and those neighbouring it to others throughout the school – observing methods and best practice in different subjects, and starting to consider the possibilities of inter-curricular learning. I will continue to work with my colleagues around the school and regularly reflect on the efficacy of my work with their guidance and advice.

By Liam Spencer



I volunteered to be a part of the coaching pilot as an opportunity to get more feedback on my teaching pedagogy and try out a different style of development. The process of instructional coaching has been very beneficial, providing a judgement free sounding board of new techniques and developments, and encouraging self-reflection and improvement.

The pilot has allowed me to focus on specific parts of my teaching, and hone skills with guidance from an experienced coach. The feedback I've been given is always helpful, and encourages me to challenge my preconceptions and try new things in the classroom. The coaching model has given me the skills and experience required to continue this cycle of reflection and development unassisted, and continue to grow as a teacher.

# EARLY CAREER TEACHERS

AMY BOOTH



Throughout my NQT year, I have embarked upon many Academy led ECT training sessions to further my professional development. These have broadly focussed on the use of IT, introducing new concepts, addressing misconceptions and utilising Walkthroughs, in addition to an abundance of highly relevant training.

The covered provision has strengthened my pedagogy as an educator; it has provided a wider appreciation to teaching and learning, how to reflect on current practice and to not be afraid to try new concepts, to better my teaching practice, whilst remaining consistent in my own notion.

As I enter my 2nd year of teaching; hopefully a more 'normal' year, my next steps are to continue to frequently seek professional development opportunities that will be useful in both my teaching and TLR role. I endeavour to utilise our Academy's CPD library and continue to learn from the expert practitioners that I am surrounded by. Thus, broadly enhance my knowledge and development to apply to my own practice and succeed as an educator.



BY TAMSIN BRYANT

I started my initial teacher training in an exceptional year. Nonetheless, the support and training I received was so helpful in providing me with the tools to develop throughout the year. We had training sessions on a variety of teaching and learning skills and strategies. Most sessions, if not all, were based on current research, which meant that I was being guided by best practice. For me as a brand-new teacher, every session had an impact. I was constantly learning what it means to be a teacher, and how to be a teacher that uses best practice. Training was structured in a way that targeted the crucial tools for a trainee first, before then focusing on being able to develop my practice at a deeper level. For example, earlier on in the year, the training was based on developing clear routines and managing behaviour. A particularly interesting idea was that behaviour could be 'taught', i.e., teaching students how you want them to behave. The training then moved on to other skills including scaffolding; showing progress within lesson; effective questioning; and using technology within lesson.

It is safe to say that my pedagogy has changed across the year. The starting point was 6 weeks of online training, to standing in front of a class of just as clueless 10-year olds in September, to finishing the year feeling like an 'actual' teacher, with students I know and am proud of. None of this would be possible without the continuous support and training all year round. I have taken something from every session and have used it to improve my pedagogy. I recognise the importance of current research and evidence-based practice, and each has had an impact on both myself and my students. In terms of my next steps, I am looking forward to being able to put these tools and strategies into practice across the whole year (hopefully no lockdowns)! Consistency really is key and I am excited for my next steps as an early career teacher. Onwards and upwards.



# WALKTHRUS

BY MIKE BRETT



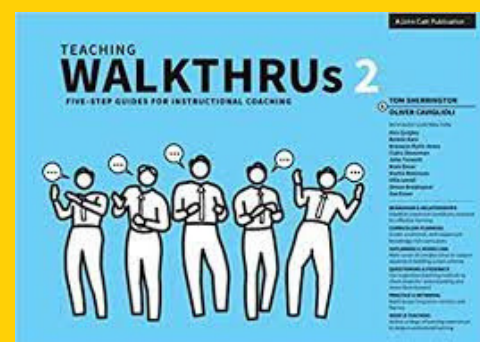
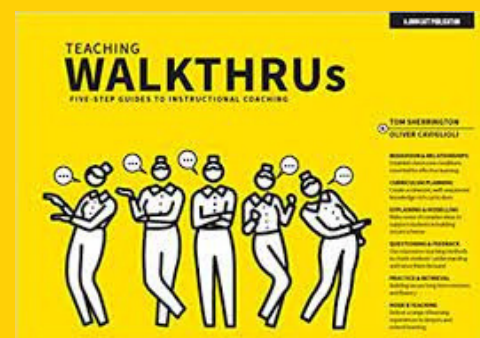
# WALKTHRUS

The WalkThrus book was first published in 2020, with a second edition recently released.

As an Academy we all have access to the WalkThrus package.

WalkThrus is one tool that we can use to build shared mental models of great practice. It challenges our own concepts of expertise, and can support us in conversations around pedagogy, so that colleagues can develop a shared, high-quality understanding of a range of classroom techniques.

The use of a tool such as WalkThrus, removes assumptions we might make about our own expertise and support the incremental improvement of teaching.

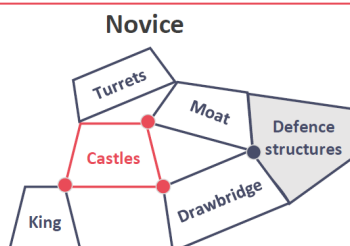


## What are mental models?

A mental model is the knowledge you have and how it is organised. Often, teachers have different mental models of specific classroom techniques. The best teacher development ensures that all teachers have high-quality shared mental models of best practice, in a similar way to how we would plan a curriculum for students.

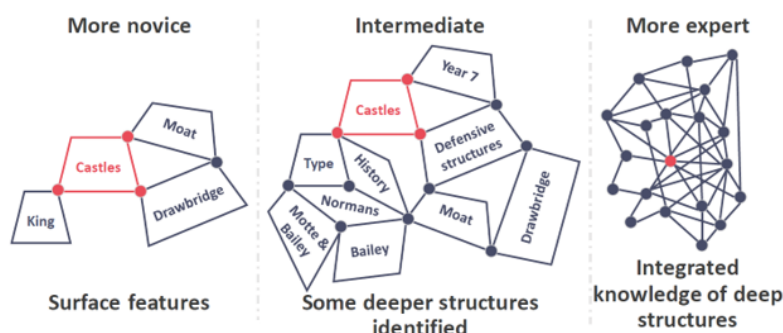
### Mental models

- > The knowledge you have and how that knowledge is organised
- > Learning involves building our mental models
- > Novices
- > Experts
- > Expertise is domain specific



In this way, similar to students, teachers can develop expertise in specific domains.

### Novices and experts



# BOOK CLUB

Whatever the stage of your career, this is an exciting opportunity to read a variety of pedagogical books rooted in educational research and practice-based evidence. You will also have the chance to network with other colleagues from across the school and share ideas and strategies to inform your pedagogy.

We will begin with Peps Mccrea's' book 'Motivated Teaching'. Peps Mccrea draws on behavioural economics, evolutionary psychology and motivation science to create a framework that can be used to ensure your pupils remain interested and engaged in the classroom.

Scan the QR code to purchase your copy. As part of the book club, you will be given a reflective journal, which will give you the opportunity to try these strategies in your class and reflect on their impact during our discussions. We'll meet once very half-term on **Wednesdays 1510-1600**. If you are interested, let Joe Morrin know.

"It's not easy to write a book that is simultaneously brief, packed with ideas, and clear, but Peps has done it!"  
Daniel Wainwright

## MOTIVATED TEACHING

Peps Mccrea



## BOOK REVIEW by Nigel Caunt

### Leaders with Substance by Matthew Evans



This book is an outstanding work based around leadership in today's modern educational landscape, which is increasingly becoming an important issue. Strong, effective leadership is underpinned by trust and leaders who have substance. This book is exceptional in highlighting the key aspects required when thinking about this, and how important leadership is in a time of opportunity within the educational sector. The opening of the book starts with what leadership even means and 'is leadership even a thing'. In this chapter, Matthew Evans discusses the findings from a Lieutenant Colonel who published a paper titled 'there is no such thing as leadership'. This is synonymous with the underpinning premise of this book which hopes to explore the multi-faceted issues around leadership within contemporary schools. From the start to the finish this book does not waste your time (which is all too precious in today's education and is a highly prized commodity). It gives you the fundamentals of years of experience and research in a highly readable form, giving clear cut, succinct and practical case studies of how you can apply the thinking to your own setting. The book acknowledges how complex the world of leadership is in education today having to not only manage a school, but equally the community in which you serve in equal measure, and the problematic issues that can arise with this. When reading through many of the different chapters, you will feel like you could have written this book yourself thanks to its 'to the point' approach. From one chapter to the next he applies leadership theory to the plethora of experiences he has clearly accumulated over his many years, and this all pushes towards a recognition of the importance of values driven visionary leadership within all our educational settings. This is truly a 'must read' for anyone aspiring to leadership in (or anywhere) in education.



# CONFERENCES



## Planning & Modelling the Curriculum, with Mary Myatt and Nimish Lad

Join us to discuss best practices when planning and modelling the curriculum. An incredible opportunity

Empowering teachers with research literacy in Nottingham and beyond at #rEDNotts!

About this event

- Are you tired of seeing fad after fad in schools?
- Do you want to find out the best ways to reduce your workload, improve whole school culture and use the most effective forms of pedagogy?
- Would you like to connect with teachers who are passionate about improving teacher retention and ensuring that our pupils have the very best education?

Date and time

Sat, 25 September 2021  
09:00 - 17:00 BST  
[Add to calendar](#)

Location

Wilsthorpe School  
Derby Road  
Long Eaton  
NG10 4WT  
[View Map](#)

<https://www.eventbrite.co.uk/e/researched-nottingham-tickets-162202980481>

# PODCASTS

## MIND THE GAP

Making Education Work Across the Globe

Tom Sherrington and Emma Turner, internationally-recognized education authors, have a lot on their minds. From effective teaching practices to professional development that makes an impact, they know the techniques that work, those that don't, and the gaps that exist in education systems, within and across nations. In their show, Mind the Gap: Making Education Work Across the Globe, Tom and Emma interview experts from the US, UK and beyond, and share timely insights on K-12 trends; research-based approaches in need of greater reach; and innovative strategies to close global gaps.

Website:

<https://www.youtube.com/c/MindtheGapwithTomEmma/featured>

# #morethanajob



3 educators & friends discussing education, current affairs and all the things that make teaching #morethanajob. Aimed at parents, teachers, support staff and those interested in anything educational. #Morethanajob Podcast brings you light-hearted education discussion, debate and thoughts! @DanielTBull @Bradford\_Mike1 @JW19784