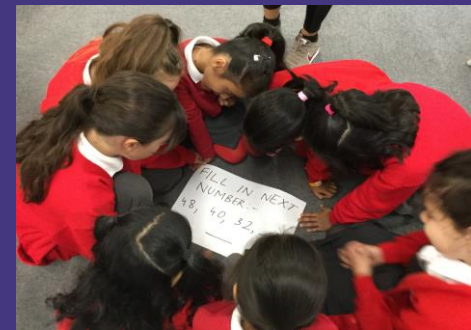
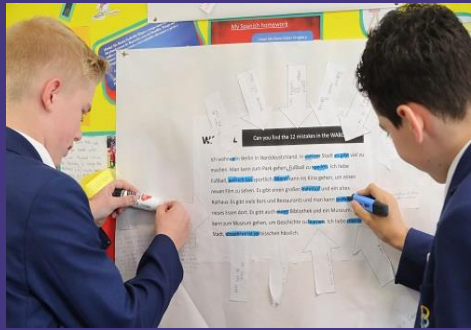


Strong Subject Leadership: Moving from audit to action for effective leadership

Optimus
Madrid Jan 2024

Prepared and presented by
Claire Gadsby

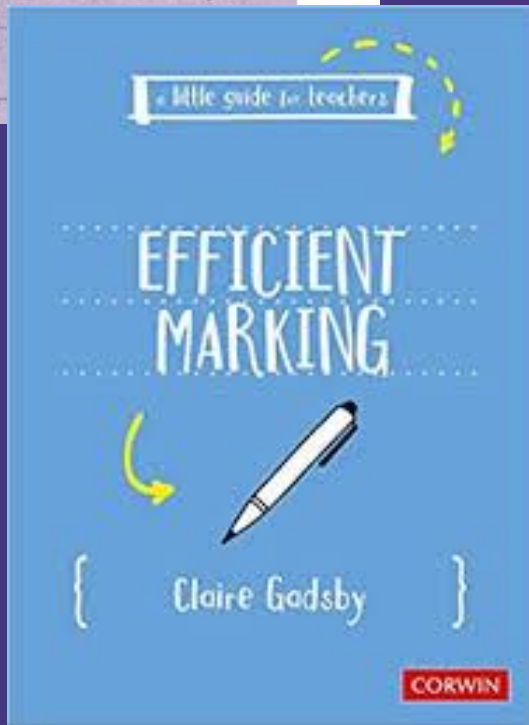
@greatergadsby



My reputation is built upon practical ideas

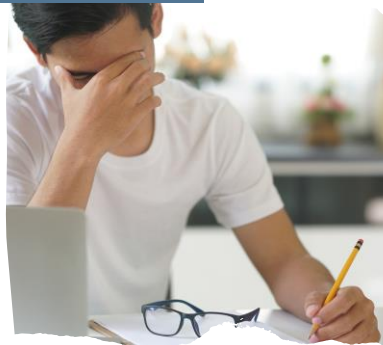
PERFECT
ASSESSMENT

for
Learning





Traditional Revision



Radical Revision



Showing not telling



Key messages

1. Everyone in a school is working hard, but is it the **right kind of hard work**?
2. I can help you to direct finite energy and resource in the **optimum direction**
3. I can also show you where the **marginal gains** are: 1% more effective in each key area, linked to the EEF research
4. This session will give you some **practical insights and easy takeaways** to share in school

Give me 5 ...



Why bother?

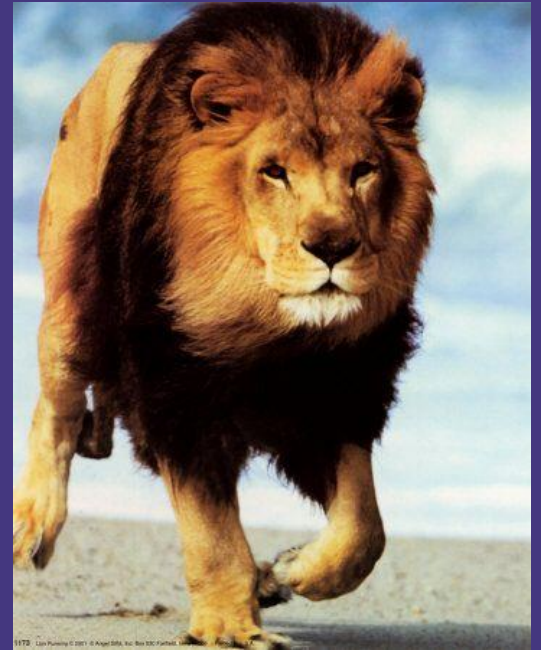
What benefits can you see in what I have just described?



Session I: Build successful middle leadership

Having a vision and articulating it clearly





Approx. 10,500 ?



Three for Me

3



*What will you **stand up**
and fight for every child
in your care ?*



*Less 'hands up'
and more stand up*



All not some



Did you know ?

Classrooms are shown to
have 4x more direct
impact on pupil outcomes
than school-level
initiatives.



60 Second Scribble

*Tell me about your vision
for teaching and
learning*



What would you

- See
- Hear
- Experience
- Feel

If everything was as you wanted it to be?

Quick check:

*The power of 'micro-
successes' –*

*How many ideas did you
generate?*



What could we do next with
the snowballs?



10 new things to do after crowdsourcing?

1. Collect a snowball and **magpie** from it
2. Collect a snowball and provide **SWAN** feedback
3. Collect a snowball and **improve** it in some way
4. Collect a snowball and ask that person a **question**
5. Collect a snowball and read it to **memorise** it

10 new things to do after crowdsourcing?

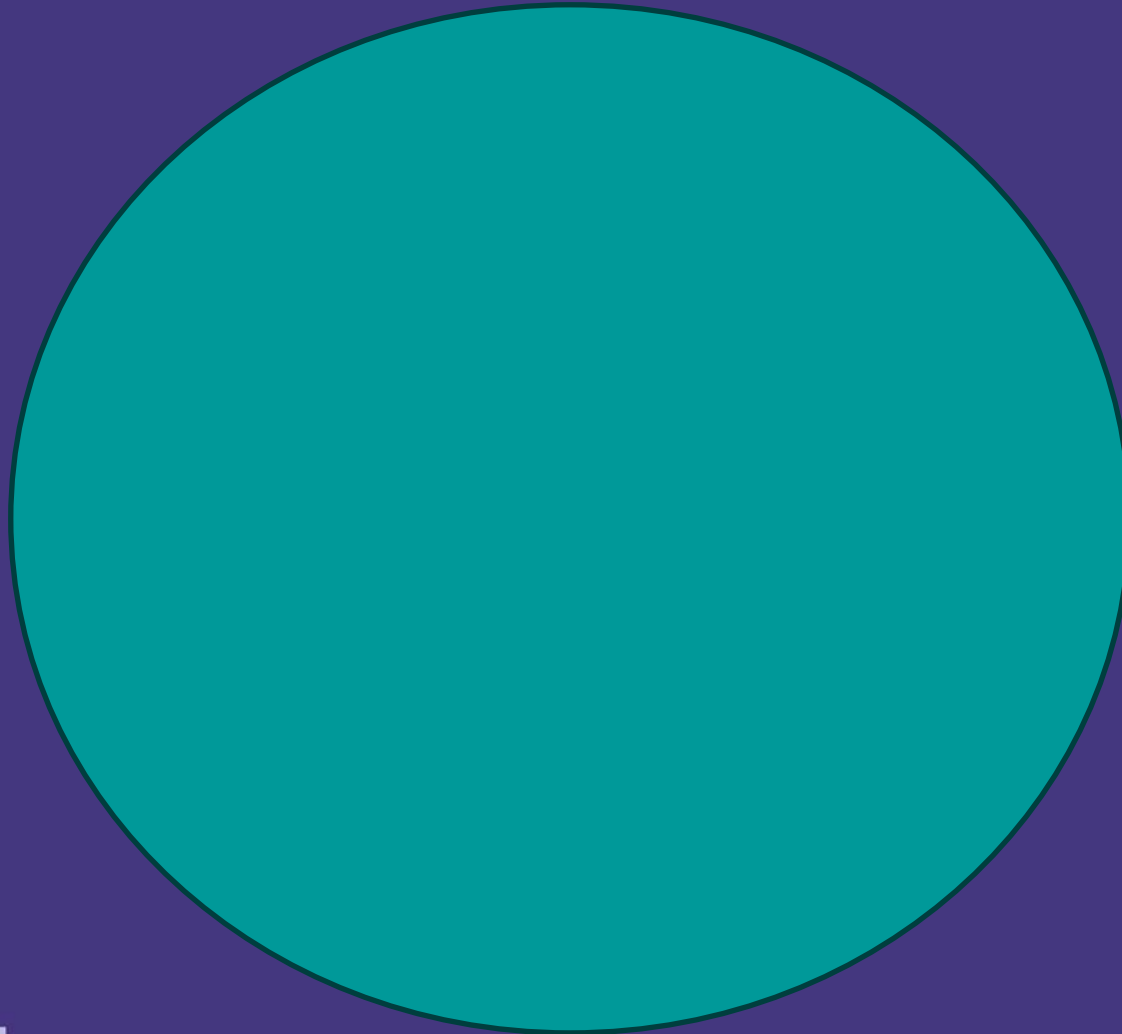
6. As a group, **read and discuss** the ideas
7. As a group, **rank and prioritise** the ideas
8. As a group, **summarise** all the ideas
9. As a group, **concept map** the ideas
10. As a group, use the ideas to **answer the question**

Card sort: Leadership attributes

What matters most ?



Where does the time go?



Session 2: Grow and develop



Teacher Quality

- Take a group of 50 teachers:
 - Students taught by the most effective teacher in that group of 50 teachers learn in six months what those taught by the average teacher learn in a year
 - Students taught by the least effective teacher in that group of 50 teachers will take two years to achieve the same learning
- And furthermore:
 - In the classrooms of the most effective teachers, students from disadvantaged backgrounds learn at the same rate as those from advantaged backgrounds (Hamre & Pianta, 2005)
Dylan Wiliam

Knowing where to focus energy: Educational Endowment Foundation toolkit

Intervention	Cost	Quality of evidence	Extra months of learning
Feedback	££	★★★★	+8
Metacognition and self-regulation	££	★★★★★	+8
Peer tutoring	££	★★★★★	+6
Early years intervention	£££££	★★★★★	+6
One to one tuition	££££	★★★★★	+5
Homework (secondary)	£	★★★★	+5
Collaborative learning	£	★★★★★	+5
Phonics	£	★★★★★	+4
Small group tuition	£££	★★★★★	+4
Behaviour interventions	£££	★★	+4
Digital technology	££££	★★★★★	+4
Social and emotional learning	£	★★★★★	+4

What do you notice?



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How to write
PEACE
paragraph

Macbeth



How does Macbeth feel about his actions?
What does Macbeth think of himself?
What does Macbeth think of his wife?

Macbeth

Macdu



What does Macduff think of Macbeth?
What does Macduff think of his family?
What does Macduff think of his country?

Lady Macbeth

What does Lady Macbeth think of Macbeth?
What does Lady Macbeth think of herself?
What does Lady Macbeth think of her country?



Good
Dark
B
L
A
Supernatural
P
G

The Three Witches



What do the witches think of Macbeth?
What do the witches think of their country?
What do the witches think of their powers?

Masculinity vs Fertility

K

2
The play Macbeth is a tragedy that explores the theme of ambition. It is a story of a man who rises from a general to a king, but in the process, he loses everything. The play is a warning against the dangers of unchecked ambition. It is a story of a man who is driven by a desire for power and glory, and who is willing to do anything to achieve it. The play is a masterpiece of Shakespearean drama, and it has been adapted for the stage and screen many times over. It is a story that is as relevant today as it was when it was first written.

B



King Duncan



What does King Duncan think of Macbeth?
What does King Duncan think of his country?
What does King Duncan think of his family?

Add something which does not belong



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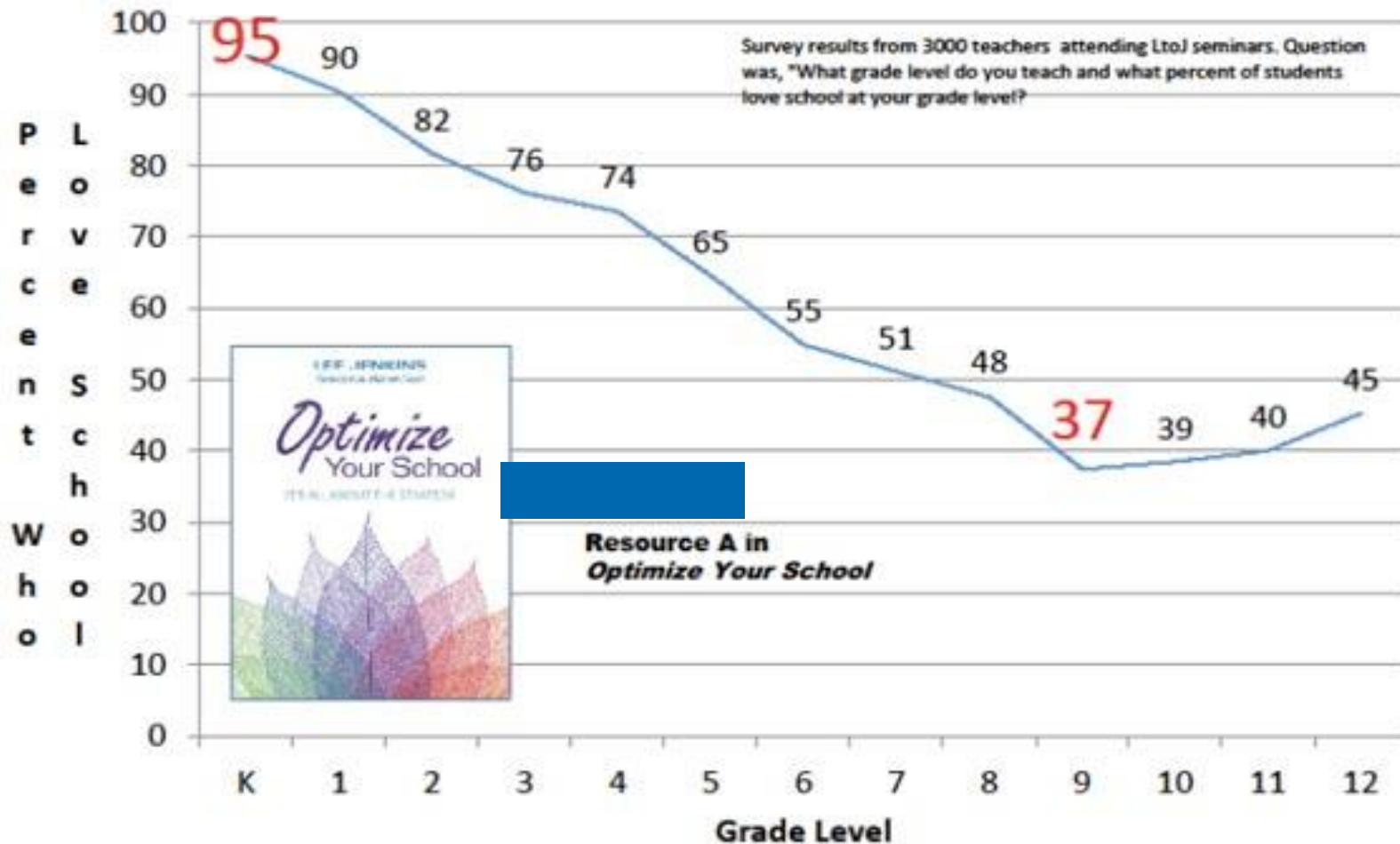
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*“I can spy my
teacher’s lie ...”*



Gaps exacerbated by motivation

Loss of Enthusiasm for School



Emotional Engagement



Top 10 **student** positive aspects

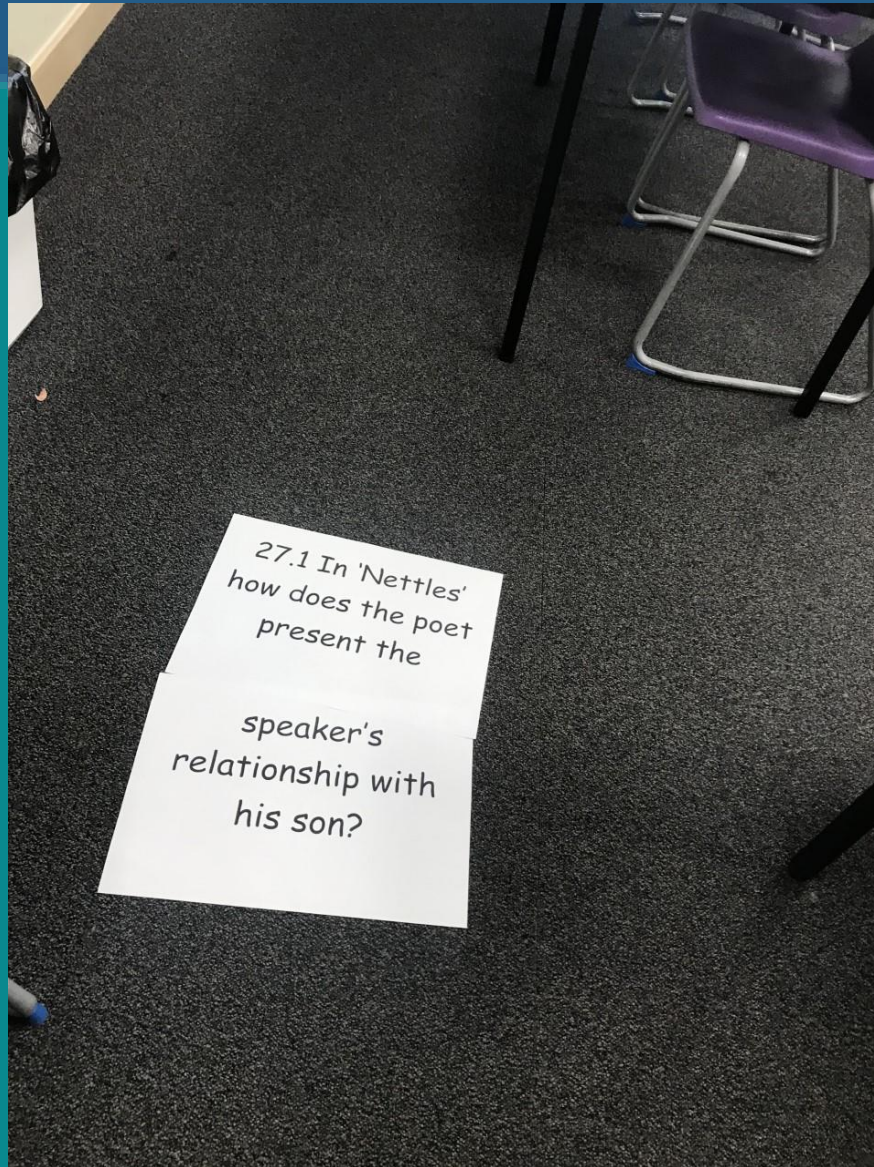
1. Working at own pace
2. Time for other interests and hobbies
3. Not having to get up so early
4. Being comfortable at home
5. Being able to spend time with family
6. Not have to travel
7. Can do more work - more focused
8. Fewer distractions
9. Engaging with friends
10. **Responsibility & accountability for own learning**

2 key levers according to the research around the pandemic

➤ Choice

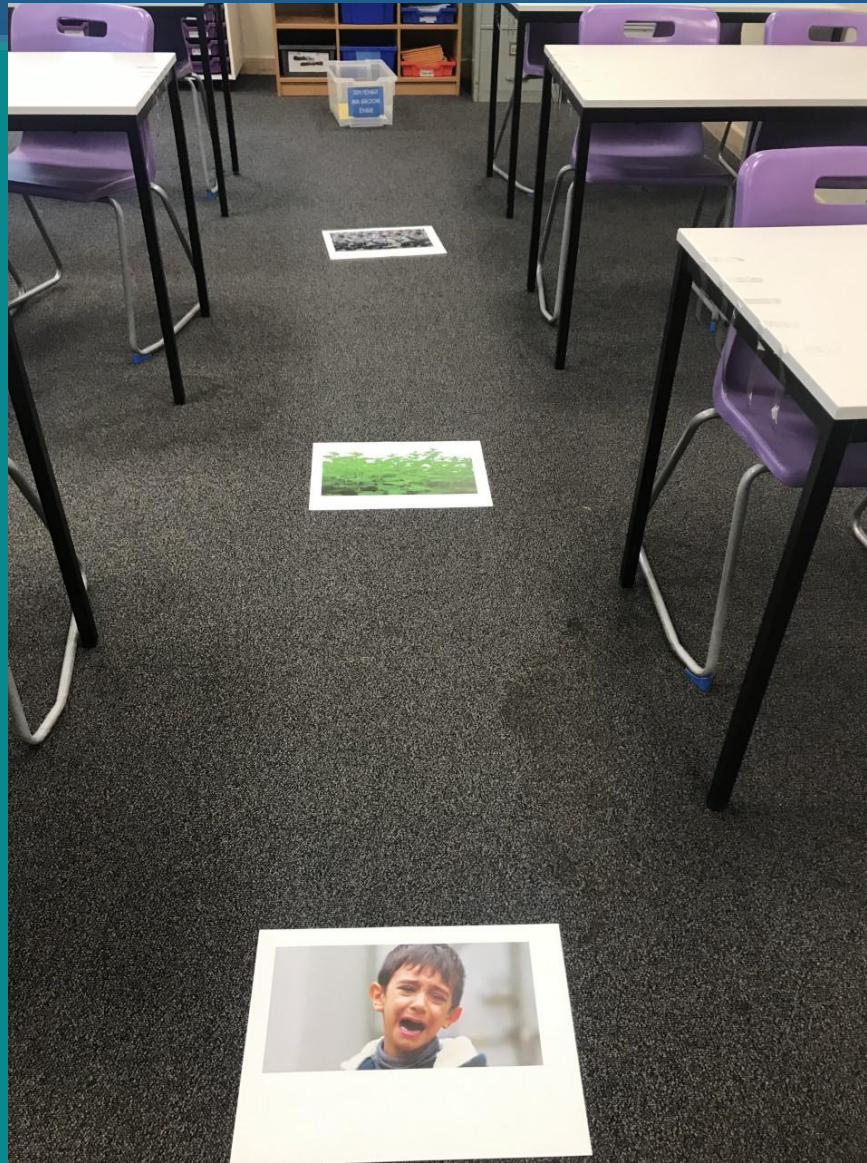
➤ Challenge






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Watch out for when the
lamp is switched back on!



Chapter 2

NOTHING WASTED: STORING LEARNING TO RESURRECT AND REVIVE LATER



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Learning or performance?

“...performance is often fleeting and, consequently, a highly imperfect index of learning does not appear to be appreciated by learners or instructors who frequently **misinterpret short-term performance as a guide to long-term learning.**”

Soderstrom and Bjork, ‘Learning Versus Performance’



**Before we open the
snowball container...**

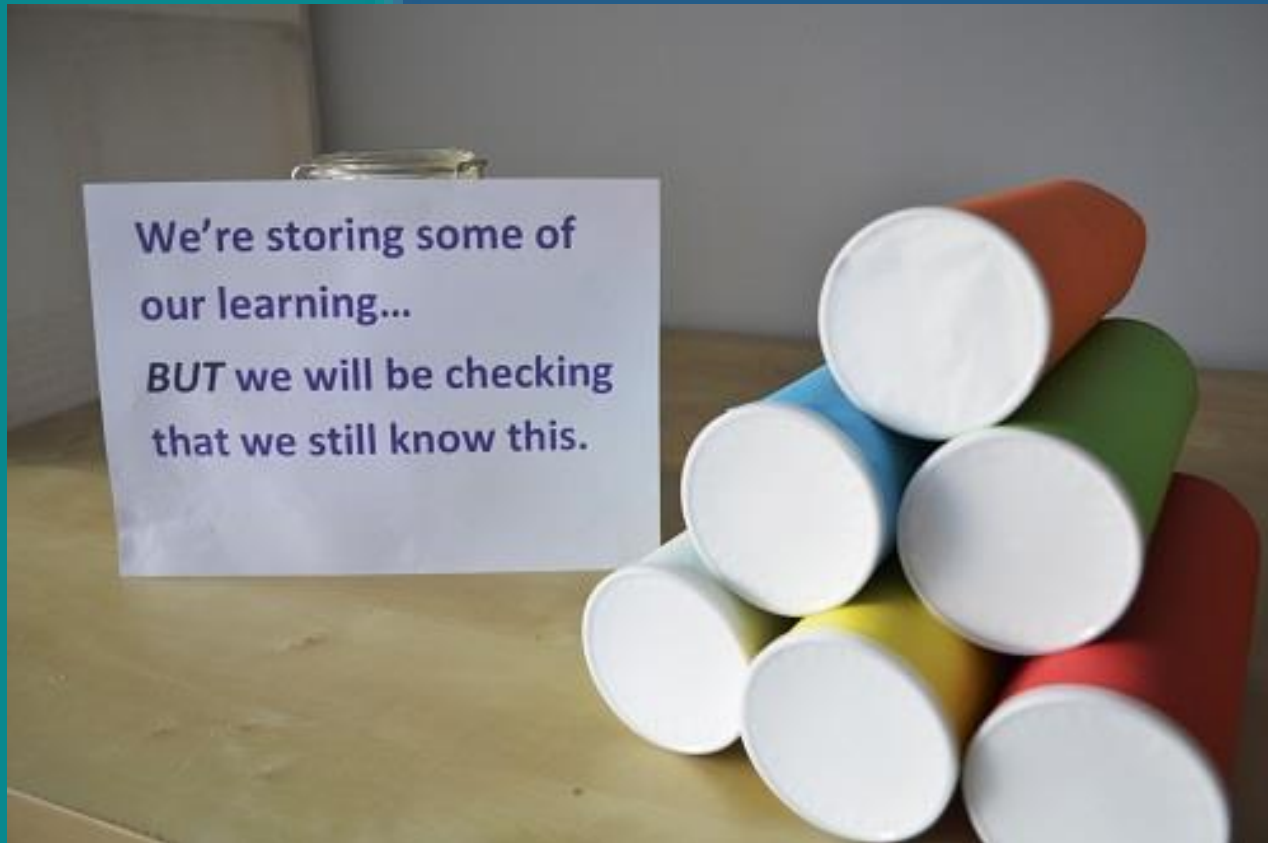
- What do you still feel confident about?
- What needs revisiting?
- What new learning could you add now?
- What questions would you ask now?
- ?

'Going over prior learning'



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Past learning



Does the reality match
your expectations and
beliefs about assessment?



No child
left behind

IS THIS THE
TEST TO TEST
US FOR THE TEST
TO SEE IF WE
ARE READY FOR
THE TEST?

Is there enough choice
and challenge in the
assessment diet ?





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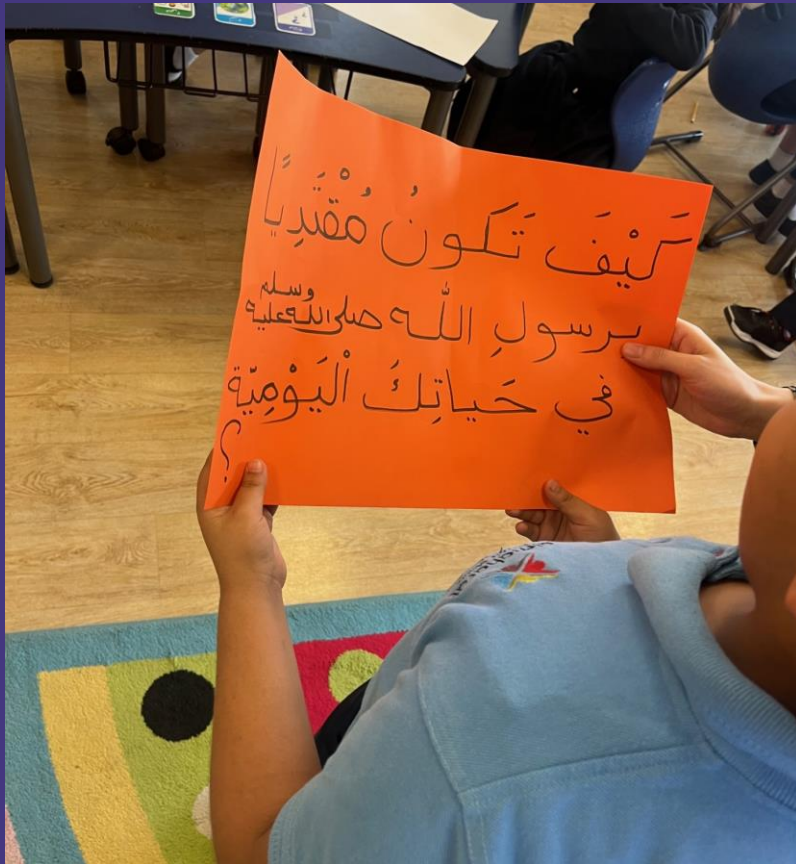
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Secret scroll challenge

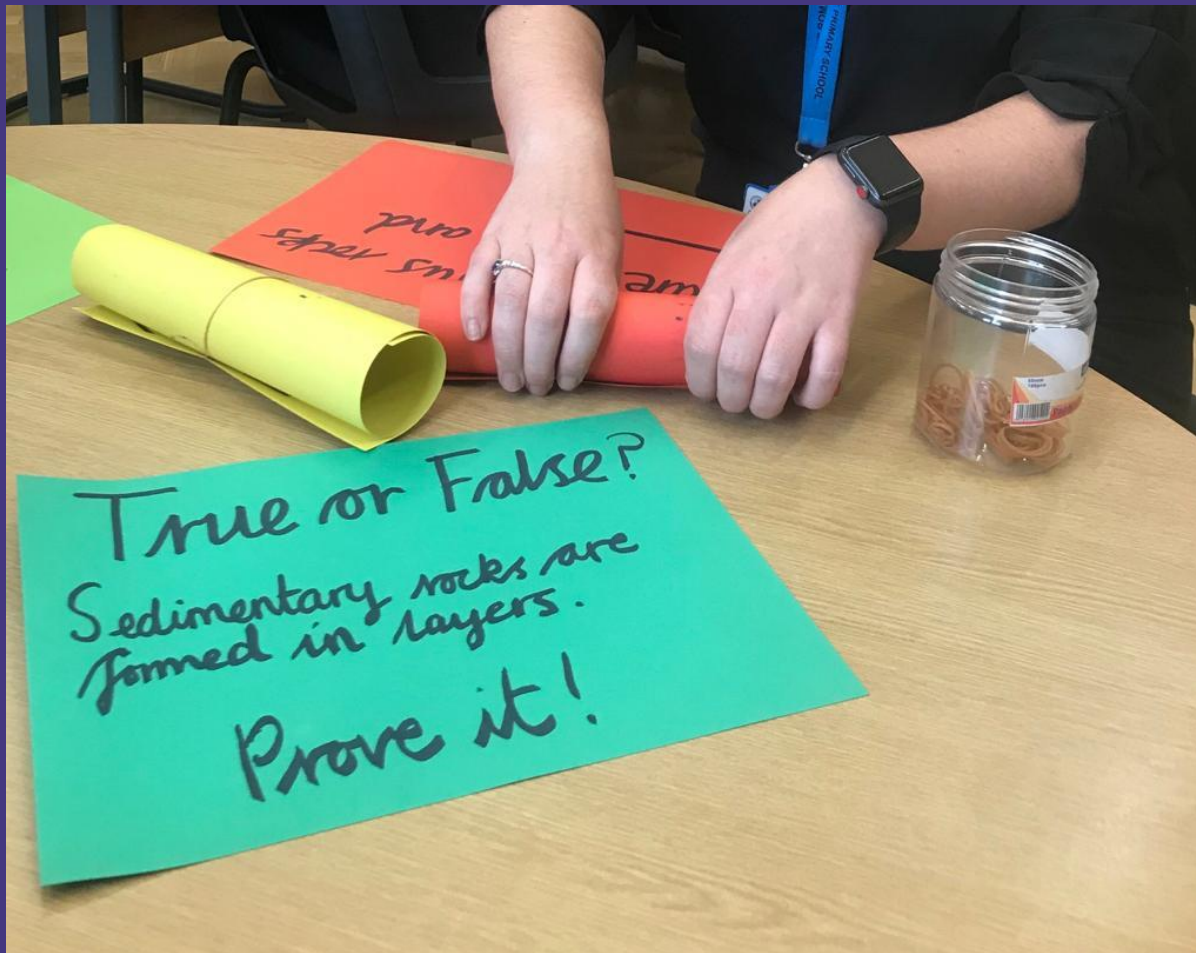


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Secret Scrolls



- Hide questions and challenges on Secret Scrolls within the classroom.
- Pupils hunt for these and reveal them to the rest of the class when instructed to do so by the teacher.



Educational Endowment Foundation toolkit

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“It has been proven that there is nothing that schools can do that will have a more lasting and real impact on achievement than fully embedded formative assessment”.

Dylan Wiliam

‘The research evidence suggests that when formative assessment practices are integrated into the minute-to-minute and day-by-day classroom activities of teachers, substantial increases in student achievement—of the order of a **70 to 80 percent increase in the speed of learning**—are possible, even when outcomes are measured with externally-mandated standardized tests. Indeed, the currently available evidence suggests that there is **nothing else that is remotely affordable that is likely to have such a large effect.**’ D Wiliam and S Leahy 2009

What is Assessment for Learning?



Listen with your

➤ **Magpie** ears

➤ **SWAN** ears

What is AfL?

“Assessment for Learning is part of everyday practice by students, teachers and peers that **seeks, reflects** upon and **responds to** information from dialogue, demonstration and observation in ways that enhance ongoing learning.”

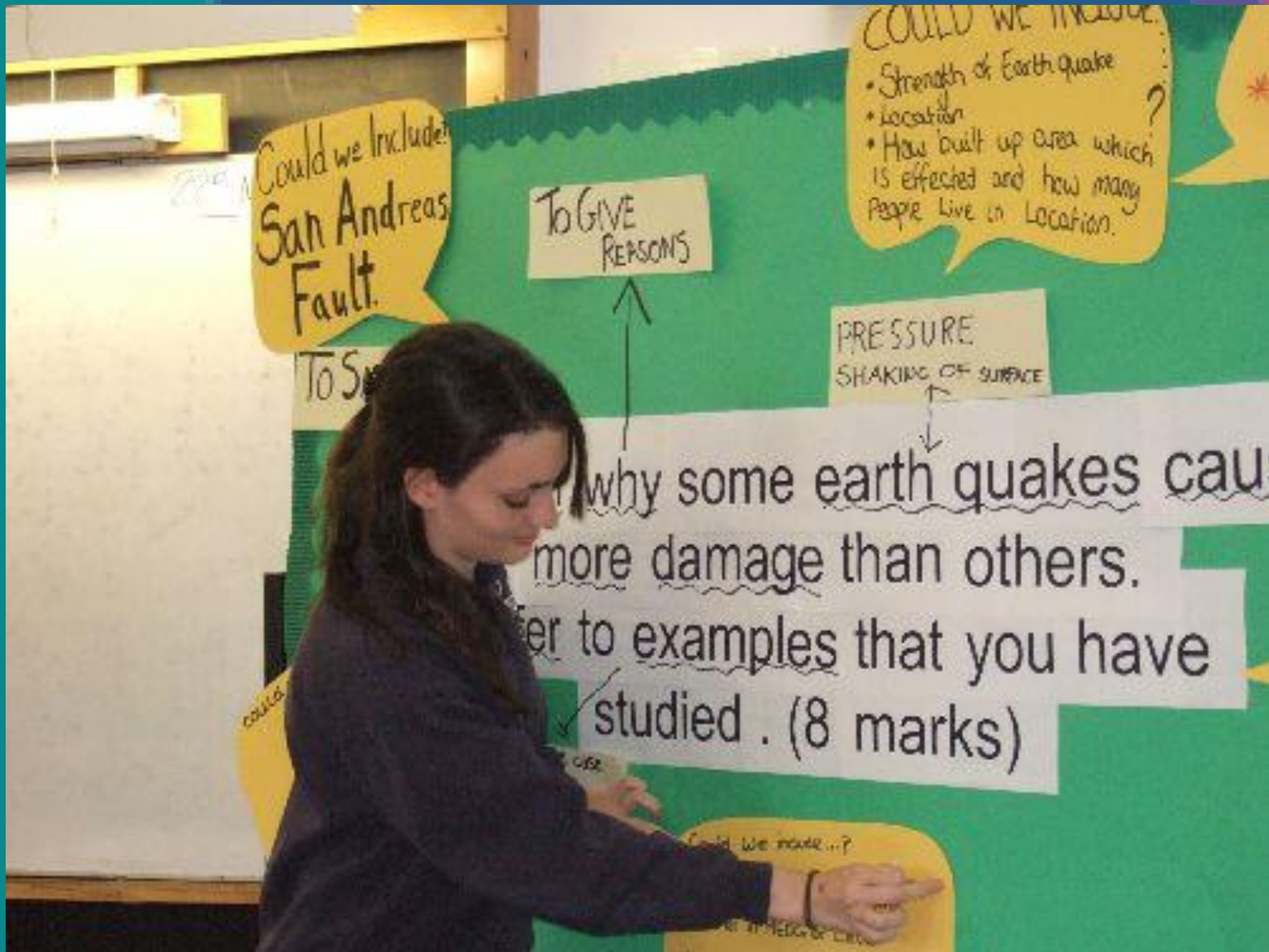
Position Paper on Assessment for Learning

From the Third International Conference on Assessment for Learning, 2009

Question

What do you think Hattie means by “assessment literate” pupils?





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*No more working 'blind':
Communication to
support responsive
teaching*



4. From theory into practice



*“Do you love your
wife?”*



A Toolkit for developing teachers: 10 Recommended strategies for Middle and Senior Leaders

Key thinking:

- *“Teachers will not take up attractive sounding ideas, albeit based on extensive research, if these are presented as general principles which leave entirely to them the task of translating them into everyday practice .. What they need is a variety of living examples of implementation ... and to see concrete examples of what doing better means in practice”* (Black and Wiliam, Inside the Black Box)
- Classrooms have 4x more influence on pupils than anything that happens at whole school level (Creemers et al) and should be our main focus. The best CPD is as practical as possible and therefore we need what theorists call a ‘derivatisation’ of classroom practice

From theory into action: A Toolkit

A Toolkit for supporting teachers

10 Recommended strategies for Middle and Senior Leaders


Key thinking:

- “Teachers will not take up attractive sounding ideas, albeit based on extensive research, if these are presented as general principles which leave entirely to them the task of translating them into everyday practice... What they need is a variety of living examples of implementation ... and to see concrete examples of what doing better means in practice” (Black and Wiliam, Inside the Black Box)
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Why	How	Exemplar	Impact ? Refinements needed?
TIER 1: INFLUENCING PRACTICE REMOTELY (from your own classroom)			
1. ‘Lack of time’ is one of the most common barriers to implementation:	<p>Do some of the preparation work for them e.g.:</p> <p>‘Tantalising Takeaways’ left somewhere prominent e.g., Ready-made EXIT cards</p>		

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<p>1. 'Lack of time' is one of the most common barriers to implementation:</p>	<p>Do some of the preparation work for them e.g.:</p> <p>'Tantalising Takeaways' left somewhere prominent e.g., Ready-made EXIT cards</p>	

2. Teachers have good intentions but many competing priorities.

Keep the main focus in their eyeline/ consciousness

'Subliminal CPD':
Plant key messages in the vicinity e.g.
Posters with big messages

Did you know ...? Style footers on emails and memos

Issue of the month ...

Teacher input currently accounts for approximately 80% of each lesson

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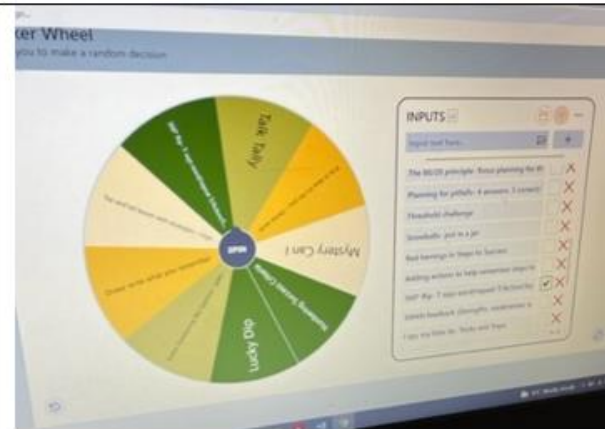
3. What pupils need;
teachers also need

**Emotional
engagement and
buy-in are crucial**

Never underestimate
the impact of random
generation e.g.

‘Lucky Dip’ CPD
Challenge: Put a
selection of strategies
into a bag. Select one
at random to trial that
day/week.

‘Spin the wheel’
generator achieves the
same effect.



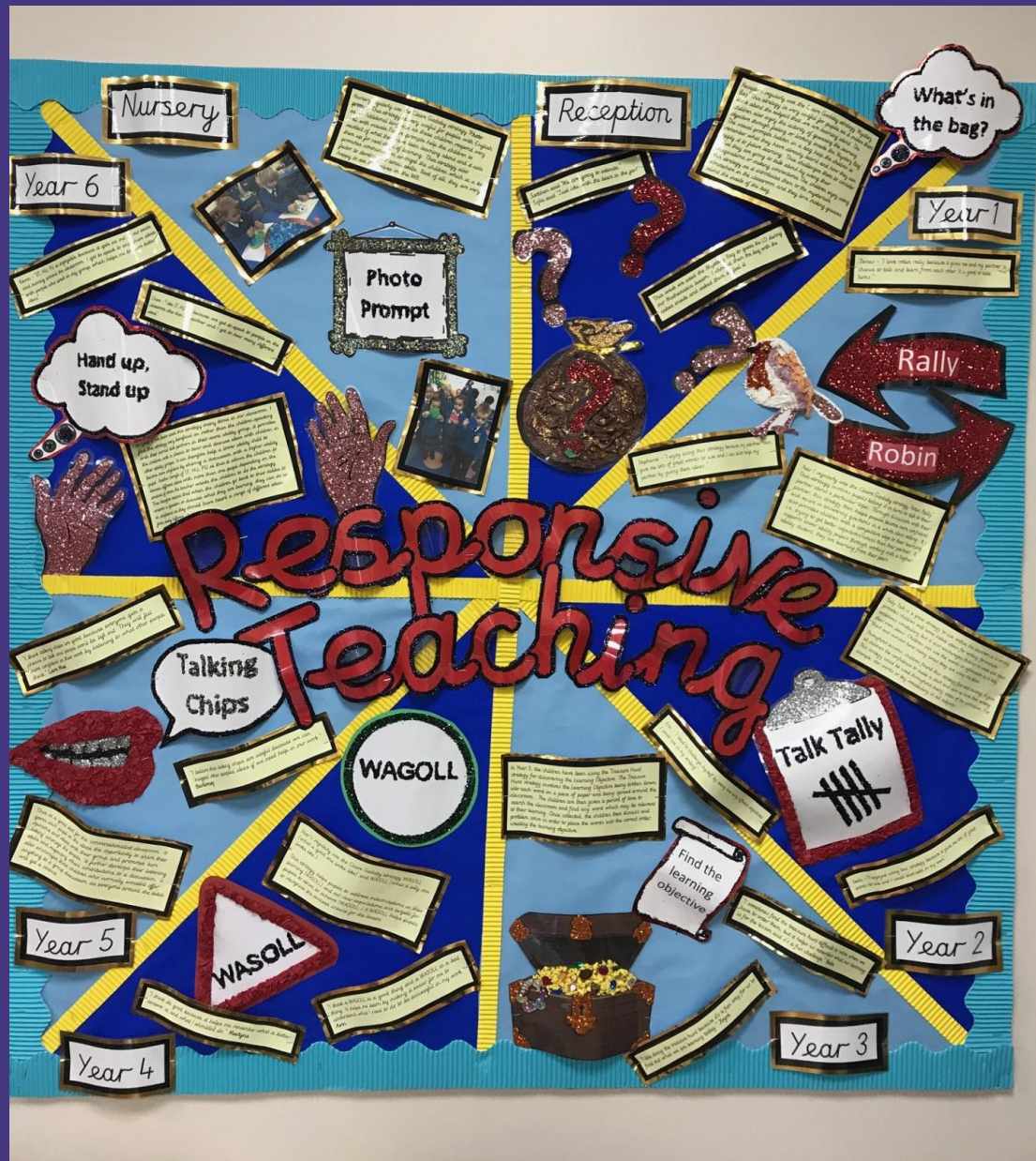
4. All initiatives require time and effort to embed

Keep things visible
e.g.

A prominent display in a communal area

Competition to encourage staff to contribute. A Friday raffle for contributors works well.





5. Be the *living examples of implementation* that D.Wiliam recommends

Model the open classroom culture

A label on your door :
With my class this week I am experimenting with Ask me about it or pop in!



TIER 2: INFLUENCING PRACTICE DIRECTLY

6. Collective teacher efficacy is proven to have one of the largest effect sizes according to John Hattie's Visible Learning research

Better together:

Prioritise collaborative lesson planning whenever possible



8. Keep the momentum
– and the
conversation – going

Feedback Friday
where teachers talk
about what they have
tried that week e.g.,
from the Lucky Dip or
Spinner

Free cakes at break
time can be a good
incentive!



7. Keep the momentum
– and the
conversation – going

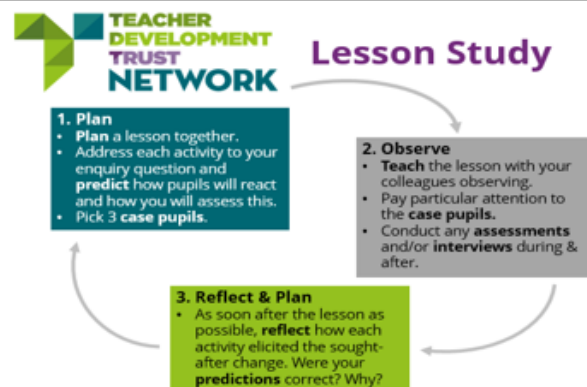
Feedback Friday
where teachers talk
about what they have
tried that week e.g.,
from the Lucky Dip or
Spinner

Free cakes at break
time can be a good
incentive!



8. Team-teaching

Consider Lesson Study approach to co-plan, teach and reflect



9. Simply being in class in a role other than observer is hugely powerful

Even 5- Minute lesson drops ins can be powerful: see CG's *On the Spot Coaching* framework



10. Show Don't Tell

Act as an in-the-moment coach during the lesson to demonstrate and explain new approaches



Strand 9

Better together: Harnessing the power of collaborative learning

Recommended strategy: Stepping Stones



What Are The Top Ten Of Year 4

1. Emotional Hooks

2. Involve learners from the outset by livening up lesson objectives:

3. Building vocabulary and word wealth: **Talk Tally**

4. Oracy

5. Long-term learning and retention:

6. AfL and responsive teaching

7. Harnessing success criteria

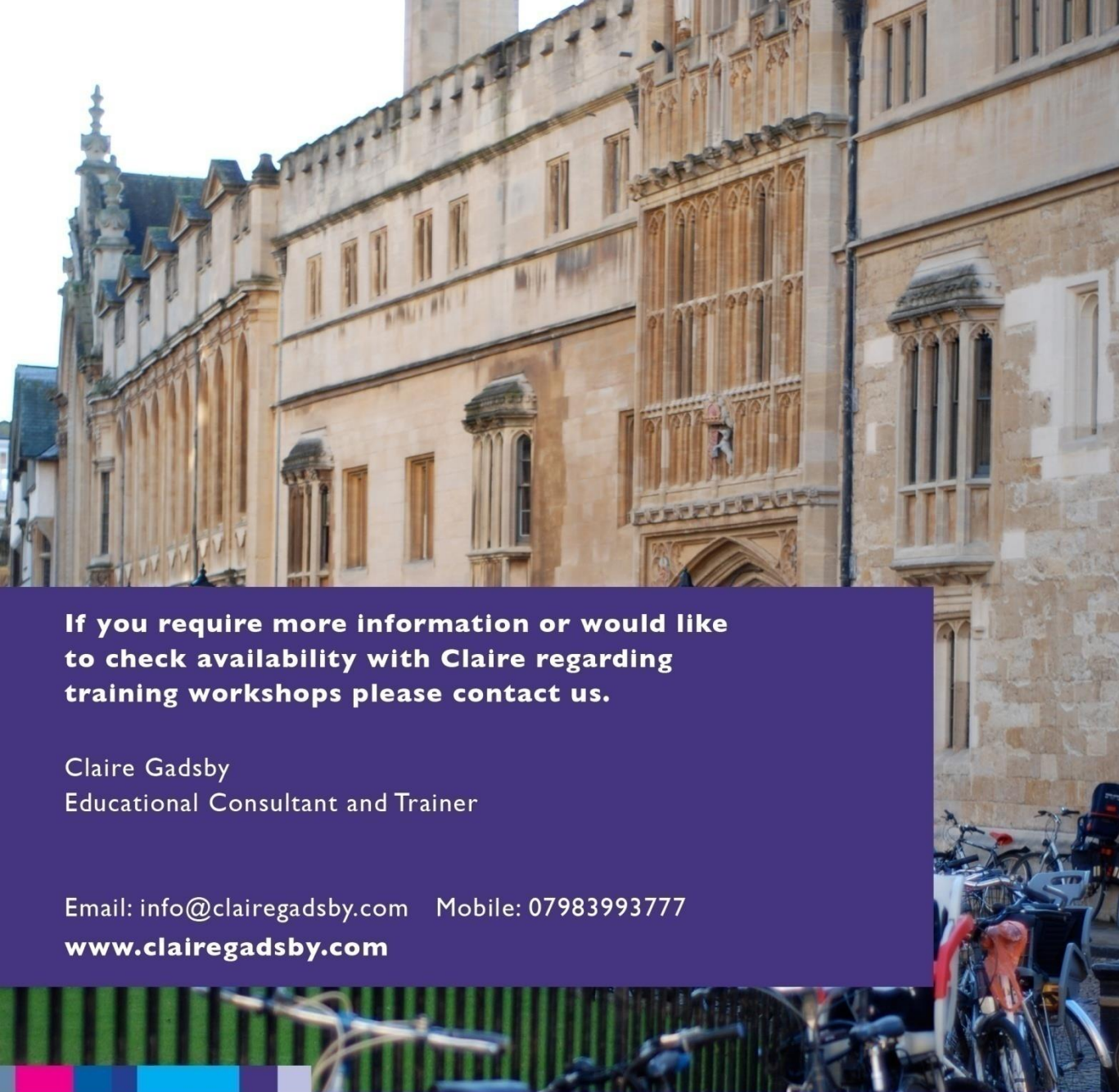
8. Develop independence and metacognition:

9. Better Together:

10. Maximise your learning environment:

What Are The Top Ten Of **Year 4**

- 1. Emotional Hooks: Roll a dice**
- 2. Involve learners from the outset by livening up lesson objectives: Fascinators**
- 3. Building vocabulary and word wealth: Talk Tally**
- 4. Oracy: Talk Tally 2**
- 5. Long-term learning and retention: Bunting**
- 6. AfL and responsive teaching: GAS**
- 7. Harnessing success criteria: Recall the grid from just the pictures/ and or actions**
- 8. Develop independence and metacognition: WOMBOLLS**
- 9. Better Together: Label the learning: winning work**
- 10. Maximise your learning environment: Add success criteria alongside work on display**



If you require more information or would like to check availability with Claire regarding training workshops please contact us.

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Claire Gadsby

NEW publication
'Perfect Assesment for Learning' by Claire Gadsby

