



The E-Article

from *Enhancing Learning Ltd*

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It's all about one number - 100%

Back to basics! In our last e-article, we discussed how teaching and learning might becoming over-complicated with the introduction of so many global theories and approaches. 2 key words are central to effective teaching and learning within any school...**CONSISTENCY** and **EXPECTATIONS**. If an issue facing many schools is **Within School Variation**, then consistency must be a key factor that will determine the effectiveness of teaching and learning within any team or school. Consistency can only be truly achieved once every teacher and teaching assistant is aware of, fully understands and holds themselves accountable to an agreed set of principles or pedagogical approaches for highly effective teaching.

So...is every teacher and teaching assistant, within your school, working from this very clear, very specific set of pedagogical approaches for highly effective teaching? These principles are generic...they go through every year group and through every subject area. They are not more relevant in Year 6 than in Early Years or in English rather than Art...they are generic. For example, highly effective teaching and learning is dependent on regular and effective feedback and this is essential in every class, in every year group and in every subject.

Alongside this necessity for consistency is a need for school-wide, deeply-rooted **high expectations**, by everyone and of everyone.

So...which teacher or teaching assistant, in your school demonstrates the highest expectations? How do you know? What is it that they do that demonstrates these high expectations?

Any teacher or teaching assistant who operates with high expectations will always start with '**SELF**'. Their high expectations begin with having high expectations of themselves as a professional and by recognising that they can get better, no matter how good they already are... they can get better. These professionals have a passion, an enthusiasm an absolute desire for wanting to get better. They are the individuals who most demonstrate a growth mindset and who model this to others throughout their organisation. They regularly set themselves short-term, specific goals for improving the quality of their classroom practice with each goal being set against the school's agreed set of pedagogical approaches. It's about having **high-standards** in everything they do.

All of these high-expectations and high-standards have a very clear starting point...a source. Just as the mightiest of rivers have a single source where a trickle of water might escape from the earth's surface, so too do these high expectations and high standards. This source is **SELF-EFFICACY**. Efficacy is to 'have a belief in an ability to produce a desired outcome or result'. So, self-efficacy, is a belief that I have got what it takes to achieve something that I am setting out to achieve. Self-efficacy goes deeper than growth mindset and is the central, driving-force of high expectations. Therefore, a teacher or teaching assistant who truly operates with high-expectations will always begin with one number in mind...100%. They start the year with the belief that 100% of pupils, in their class, will make at least 1 year of progress this year. Wherever those pupils are, at the start of the year and wherever they have come from, with regard to levels and standards, they will all make at least 1 year of progress in the year ahead. After all, why would we accept anything less? Would you risk flying with an airline who set themselves the target of 95% safe landings in the year ahead? Would you be prepared to go under the knife of a surgeon who set themselves the target of 98% success rate with regard to operations? So why should we accept anything less from teachers? More importantly, why should our pupils expect anything less? The teachers and teaching assistants with the highest of expectations have the self-belief that they have what it takes to ensure every pupil, within their class, will make at least one years progress in the coming year. Then, they set about ensuring it happens by holding themselves accountable...relentlessly. Not by beating themselves up or being highly self-critical, but by engaging in rigorous self-analysis and reflection around 2 key questions:
What's working (with regard to pupil learning and pupil progress)?
How do I know?

They will identify an aspect of their practice that could get better, a specific pedagogical approach, and then they will plan what action they will take to improve this aspect. They will model being a highly reflective practitioner, reflecting before they take any action (reflection for action), reflecting as they take the action (reflection in action) and reflection on the impact of the action (reflection on action). This reflection leads to new learning which drives the next stage of action. They engage in a continual process of action, reflection and learning. They have high expectations of themselves.

A professional culture of high expectations and high standards - CONTAGION

This trickle at source becomes a fast flowing stream when those individual teachers, who are continually demonstrating high expectations and self-efficacy, join forces and begin to collaborate at a mature level. Now you have the most powerful impact on pupil outcomes...a group of teachers/teaching assistants who are demonstrating genuine **COLLECTIVE PROFESSIONAL EFFICACY** (Collective Teacher Efficacy - CTE).

After conducting a meta analysis on more than 8000 studies on educational practices, John Hattie has reported that Collective Teacher Efficacy (CTE) has the single greatest impact on pupil learning and pupil outcomes, which he refers to as 'effect size'. Using an effect-size scale of 0.0 to 2.0, he identified CTE as having a 1.57 effect size, which is double the effect size of pupil feedback (.75 effect size). What many educators do not know is that Collective Efficacy research is more than two decades old, and it is only now, through Hattie's meta-analysis of school research, that many practitioners are hearing about it for the first time.

Collective Teacher Efficacy evolved from Bandura's Social Cognitive Theory (1977). CTE is the perception of a group of teachers in a team (or school) that the group, as a whole, can have a positive impact and influence on pupil learning and outcomes. CTE is more powerful than Teacher self-efficacy and is greater than the sum of an entire staff having high levels of self-efficacy. CTE is the collective belief that 100% of pupils, in our team, will make 1 year of progress in this coming year and that we, as a group, have what it takes to ensure this happens. CTE is a collective belief culminating in high collective expectations. A team that operates with CTE have an understanding that 'your class are my class and my class are your class'. They all recognise that if the pupils in one particular class do not make expected progress then it is the fault of the whole group. They have a genuine sense of collective accountability and collective responsibility for every pupil they serve.

A final thought...

High expectations and high standards...Intrinsic or Teachable?

Firstly, there is a fundamental question: are high expectations and standards intrinsic or teachable? If you take me on your basketball team, you can teach me many things, but you can't teach me to be taller. Do schools first and foremost need to *select* for "high standards" people? If so, this e-article would need to be mostly about how schools appoint new staff, but I don't think so. I believe high expectations and high standards are teachable. In fact, people are pretty good at learning to have high expectations and standards simply through exposure. High expectations are contagious. Bring a new person onto a high expectations team, and they'll quickly adapt. The opposite is also true. If low expectations and standards prevail, those too will quickly spread. And though exposure works well to teach high expectations, I believe you can accelerate that rate of learning by articulating a few core principles of high expectations which, in turn, lead to high standards.

A final, final thought...

High standards...Universal or Domain Specific?

Another important question is whether high standards are universal or domain specific. In other words, if you have high standards in one aspect of your professional practice, do you automatically have high standards elsewhere? I believe high standards are domain specific, and that you have to learn high standards separately in every aspect of classroom practice, in every pedagogical approach. Understanding this point is important because it keeps you humble. You can consider yourself a person of high standards *in general* and still have debilitating blind spots. There can be whole arenas of endeavour where you may not even *know* that your standards are low or non-existent, and certainly not world class. It's critical to be open to that likelihood. What do you need to achieve high standards in a particular domain area? Firstly, you have to be able to *recognise* what good looks like in that domain. Secondly, you must have realistic expectations for how hard it should be (how much work it will take) to achieve that result – the *scope*.

Professional learning and development with Enhancing Learning Ltd

This opinion piece has been written by **Andy Hind**, Senior Consultant with **Enhancing Learning Ltd**. (Formerly ES4S Ltd)

(Andy has produced a set of **pedagogical cards for highly effective teaching and Learning**, as a starting point for professional dialogue within a school.

If you would like a copy of these cards, or any further information about **Enhancing Learning Ltd** can support your school, please contact Kate on 01202 267066 or at office@enhancinglearning.co.uk)

Our e-articles are written as a stimulus to promote professional dialogue. We hope they can be used in professional learning communities, staff meetings and other similar CPD situations.

Further possible questions to support dialogue from this article:

- How clear are we all around rigorous learning and what it looks like in any class?
- Have we established a clear set of pedagogical approaches for effective teaching and learning?
- Which staff are less clear about these approaches?
- In which year group are these approaches most/least embedded?
- Does every teacher and teaching assistant set themselves a regular goal for improvement around one of these approaches?
- How do we hold ourselves accountable to these goals?

Staffroom quote of the month

**He who dares
teach must
never cease to
learn**

John Cotton Dana

Continual Professional Learning:

If this article interested you, we are able to offer you CPD around...

Back to basics - How to offer excellence in every classroom

If you would like any further information on this programme, or other aspects of outstanding classroom practice, please contact **Kate** using the contact details below.

Alternatively, you can view our CPD e-brochure at www.enhancinglearning.co.uk

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