Wanstead High Habits: Pedagogy (Teachers)

Leadership

Teacher habits:

- Lead the learning and the learning environment.
- Begin every lesson with a Do Now: Retrieval Practice task – to review, reconnect and recall prior learning.
- Act as the subject expert confidently explaining and introducing content.
- Check the learning and understanding through questioning and low stake quizzes.
- Lead on formative and summative assessments.
- Follow up with regular, timely specific formative feedback.
- Set clear and meaningful home learning tasks.

No Fear

Teacher habits:

- Plan for stretch and challenge of all students.
- Use techniques to reduce the cognitive load.
- Re-teach material when necessary.
- Provide regular and timely and specific formative feedback.
- Check learning and strive to obtain a high success rate.
- Leave no one behind, nurture and facilitate a growth mindset.
- Vary the range of activities and tasks - take risks.
- Build a safe and fully inclusive learning environment.

Enquiry

Teacher habits:

- Share learning intentions and where this fits into the wider schemes of learning.
- Think aloud, explain well, model and provide examples.
- Provide opportunities for students to question you about the learning and content.
- Plan for structured questioning to check understanding.
- Use a range of questioning techniques - ask lots of questions to many students.

Resilient

Teacher habits:

- Plan for and deliver an ambitious and challenging curriculum.
- Teach to the top whilst providing scaffolds for difficult tasks.
- Use strategies such as 'Thinking Hard'.
- Adapt and respond as necessary.
  - Use techniques to reduce the cognitive load
    - Plenty of opportunities to practice new learning and techniques.
      - Provide regular, timely specific formative feedback.

Active Learner

Teacher habits:

- Provide pupils with opportunities of both guided and independent practice activities.
- Provide opportunities to work in small groups and pairs.
- Where appropriate use students as 'experts' to model good practice.
- Include active learning approaches.
- Ask students to explain what they have learnt.

ABEUNT STUDIA IN MORES