



Day 2 5.9.25

**What makes great
teaching?**

Secondary Geography



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



What are you thinking?



How are you feeling?

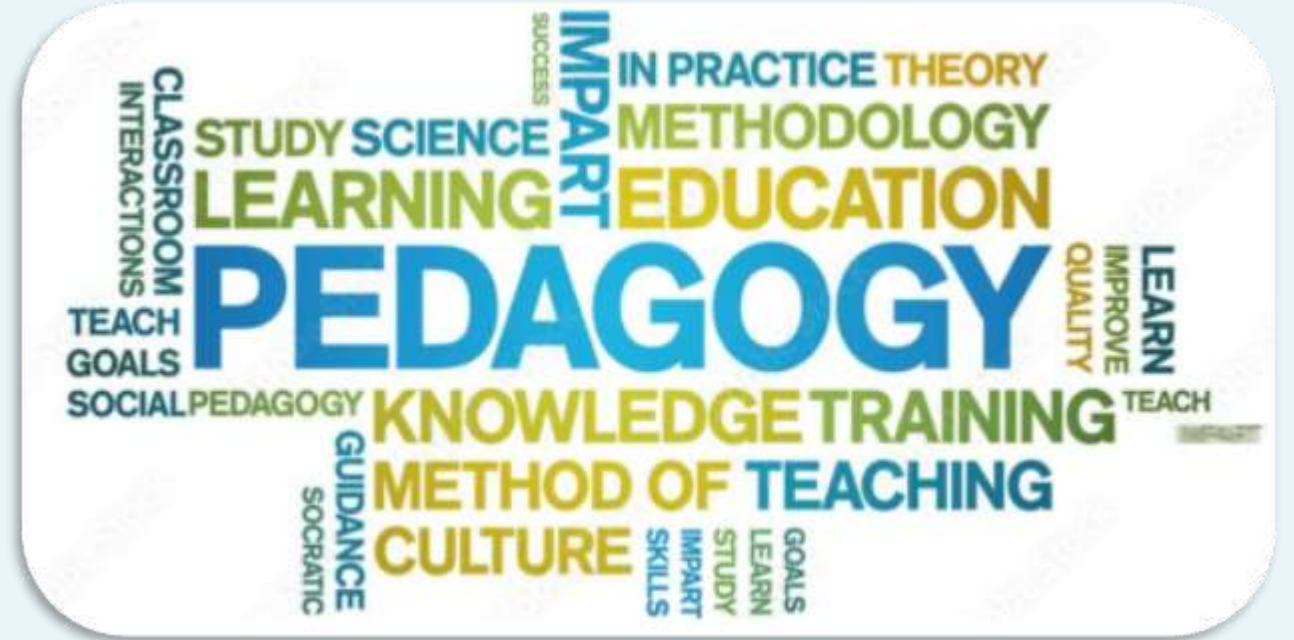


What are your next actions?



Pedagogy is...

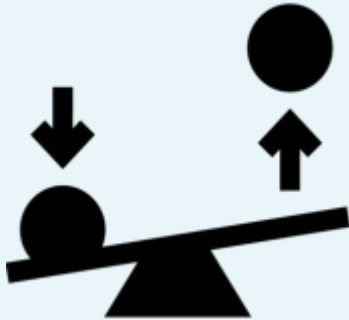
the study of the strategies, methods, and practices that educators use to impart knowledge, foster critical thinking, and nurture students' growth.



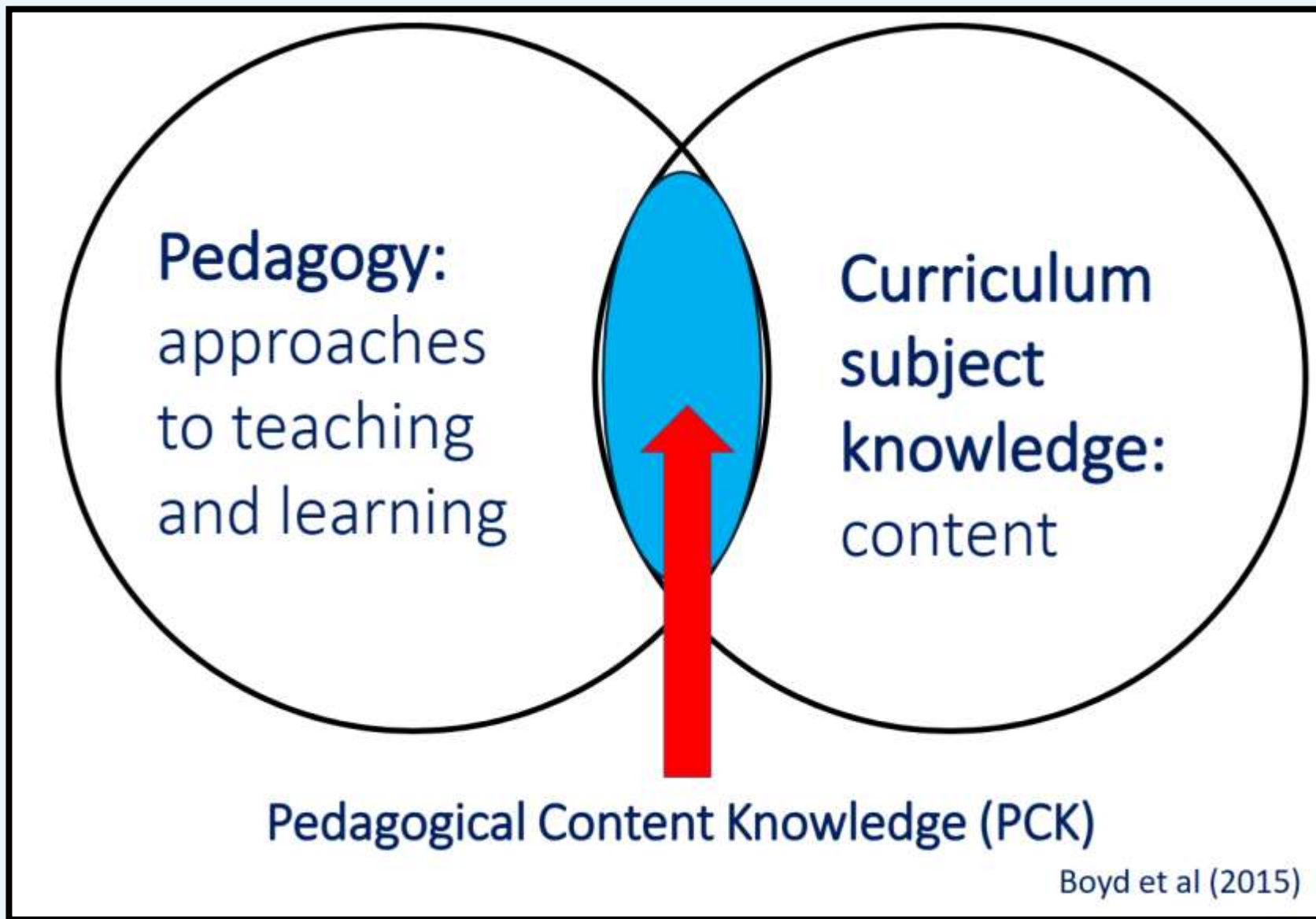
The pedagogy adopted by teachers shape their actions, judgments, and other teaching strategies by taking into consideration theories of learning, philosophy of education and understanding of individual student needs, backgrounds and interests.



Product to process...

Old...		New...
Teacher-directed		Learner-centred
Direct instruction		Interactive exchange
Knowledge		Skills
Content		Process
Facts and principles		Questions and problems
Competitive		Collaborative
Summative tests		Formative evaluations
Learning for school		Learning for life

Pedagogy... A new balance Adapted from Trilling and Fadel (2009)





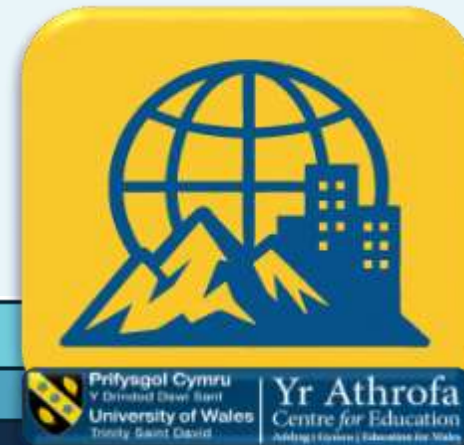
- Understand the 12 Pedagogical Principles as part of the recommendations from Successful Futures (Donaldson, 2015)
- Compare the 12 Pedagogical Principles to Rosenshine's Principles for Instruction
- Begin to critically apply relevant principles to the teaching of geographical concepts.
- Share links to the Professional Standards





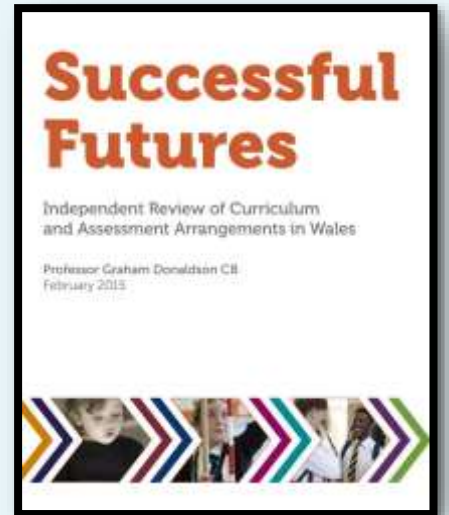
How do *you* learn best?

- Highlight where you can see the 12 Pedagogical Principles may link



The 12 Pedagogical Principles (Donaldson, 2015)

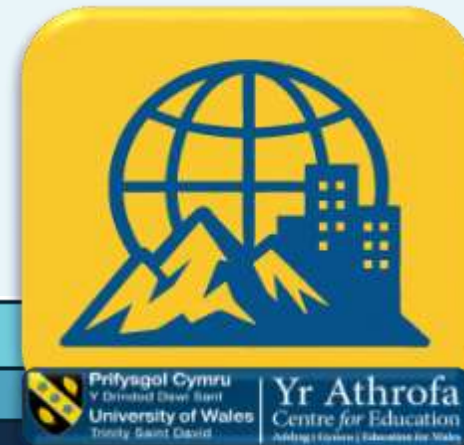
- 1 Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum
- 2 Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
- 3 Good teaching and learning means employing a blend of approaches including direct teaching
- 4 Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking
- 5 Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest
- 6 Good teaching and learning creates authentic contexts for learning
- 7 Good teaching and learning means employing assessment for learning principles
- 8 Good teaching and learning ranges within and across Areas of Learning and Experience
- 9 Good teaching and learning regularly reinforces cross curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them
- 10 Good teaching and learning encourages children and young people to take increasing responsibility for their own learning
- 11 Good teaching and learning supports social and emotional development and positive relationships
- 12 Good teaching and learning encourages collaboration

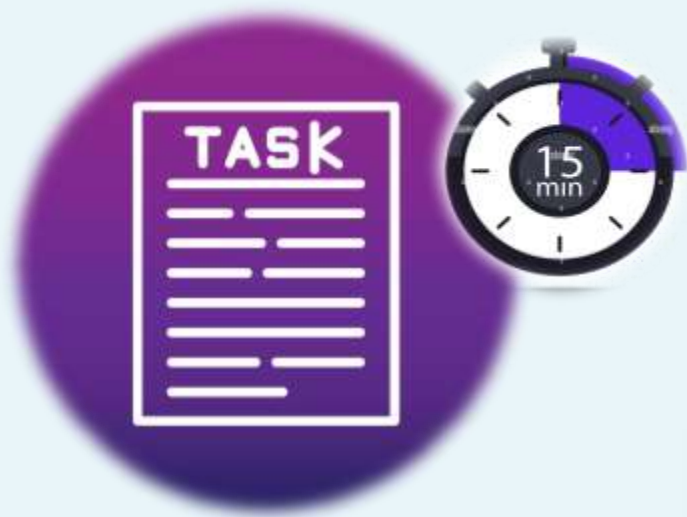




So what makes a great geography teacher?

- Use Rosenshine's Principles of Instruction to help you decide





Do you see any similarities/differences?



Vs





How do these principles relate to teaching Geography?

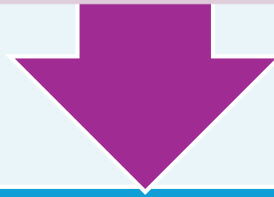
[Applying Rosenshine to the geography classroom : My College](#) Mark Enser





Learning Strategy

Spaced practice



Classroom actions

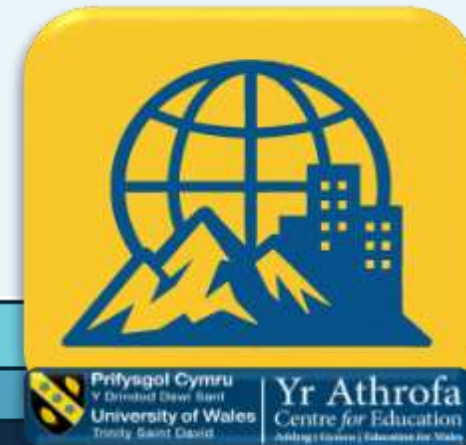
Spacing out materials and revisiting concepts regularly

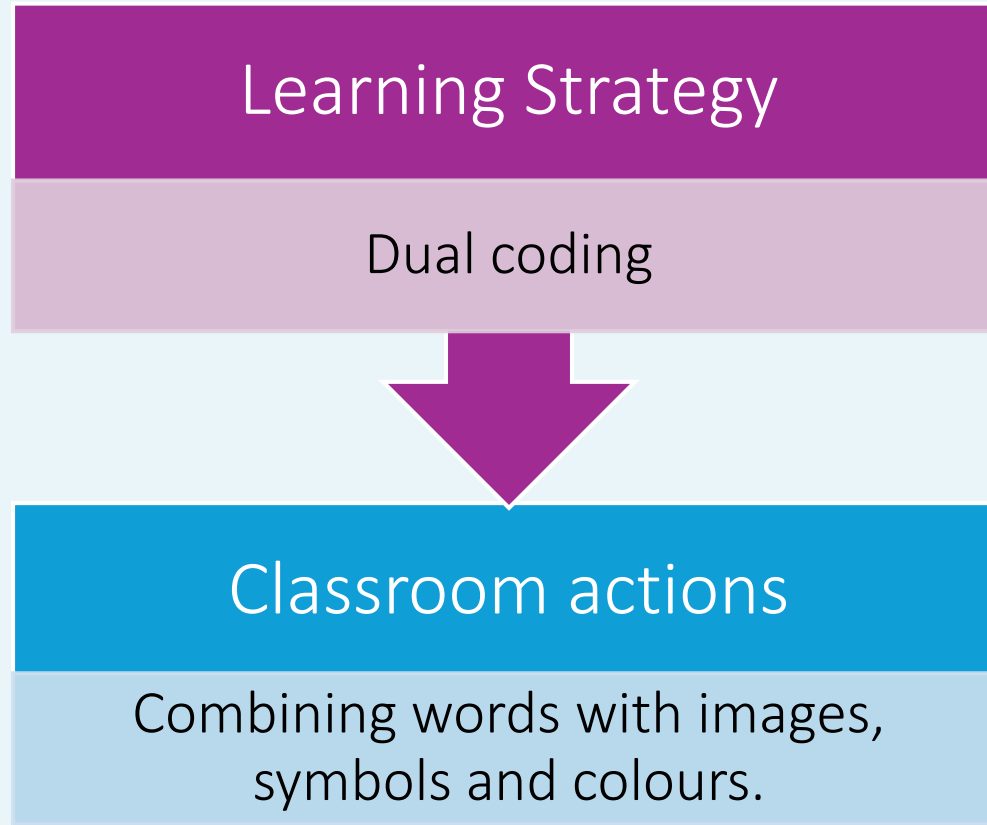
Committing something to memory takes time and repetition

‘The ‘spacing effect’ is one of the longest and most enduring findings in cognitive science... findings suggest that humans tend to forget large amounts of information if they only learn something once.

Research has consistently shown the power of spacing out learning’

References: Weinstein, Sumeracki and Caviglioli (2019), Busch and Watson (2019), Hendrick and MacPherson (2017)

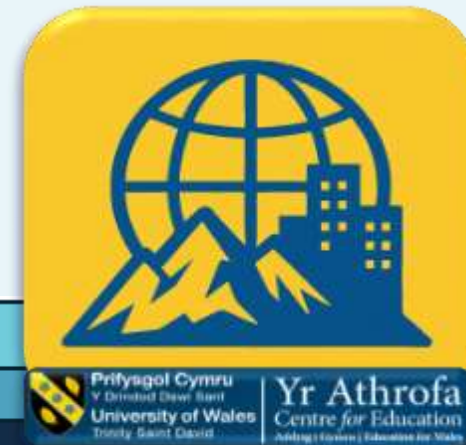


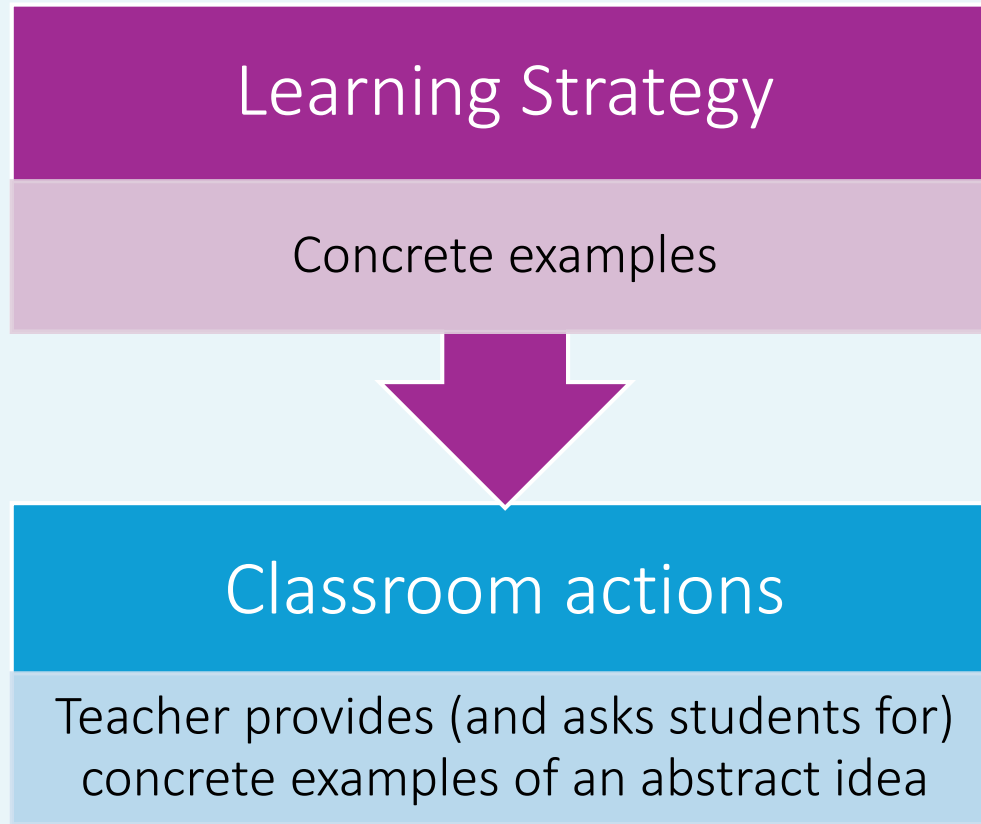


Dual coding theory is the idea that when we combine text and visual information, learning is enhanced because information is processed through separate channels.

The idea that when information is presented in two formats, information is remembered.

References: Weinstein, Sumeracki and Caviglioli (2019), Busch and Watson (2019), Hendrick and MacPherson (2017)

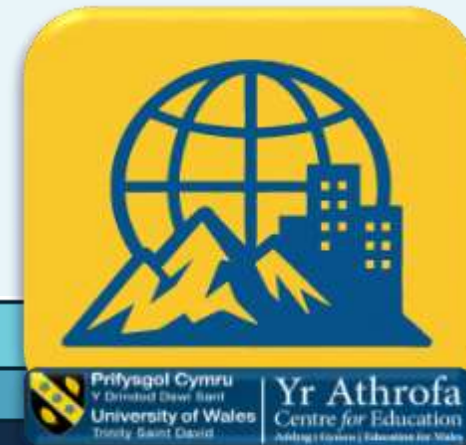


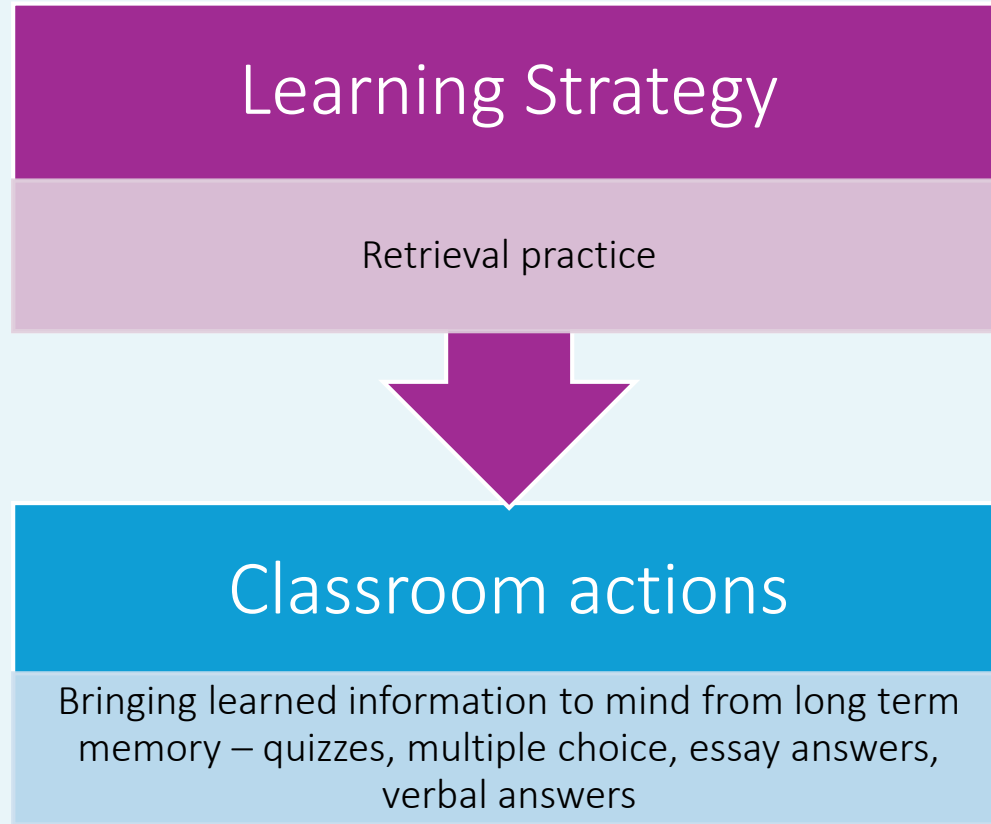


Abstract ideas can be vague and hard to grasp... humans are better able to remember concrete information than abstract information.

Research shows that students often remember the surface details of an example, rather than the underlying structure –teachers need to ensure that students can transfer information to other examples

References: Weinstein, Sumeracki and Caviglioli (2019), Busch and Watson (2019), Hendrick and MacPherson (2017)

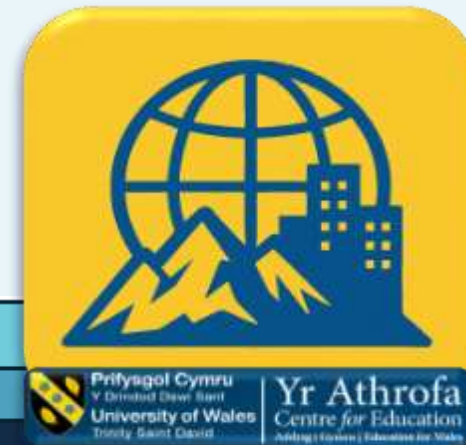




Studies have shown that students who revised using retrieval practice outperformed those who just re-read their notes.

Research suggests that using retrieval techniques make the memory both more durable and more flexible for future use.

References: Weinstein, Sumeracki and Caviglioli (2019), Busch and Watson (2019), Hendrick and MacPherson (2017)





Misunderstanding

% who
believe
it

Individuals learn better when they receive information in their preferred learning style (eg; audio, visual , kinaesthetic)

93%

Short bouts of co-ordinated exercise can improve right and left brain functions

89%

Differences in left brain/right brain help explain differences in individuals' learning

74%

We only use 10% of our brain

49%

Children are less attentive after consuming sugary drinks and/or snacks

47%

References: Weinstein, Sumeracki and Caviglioli (2019), Busch and Watson (2019), Hendrick and MacPherson (2017)

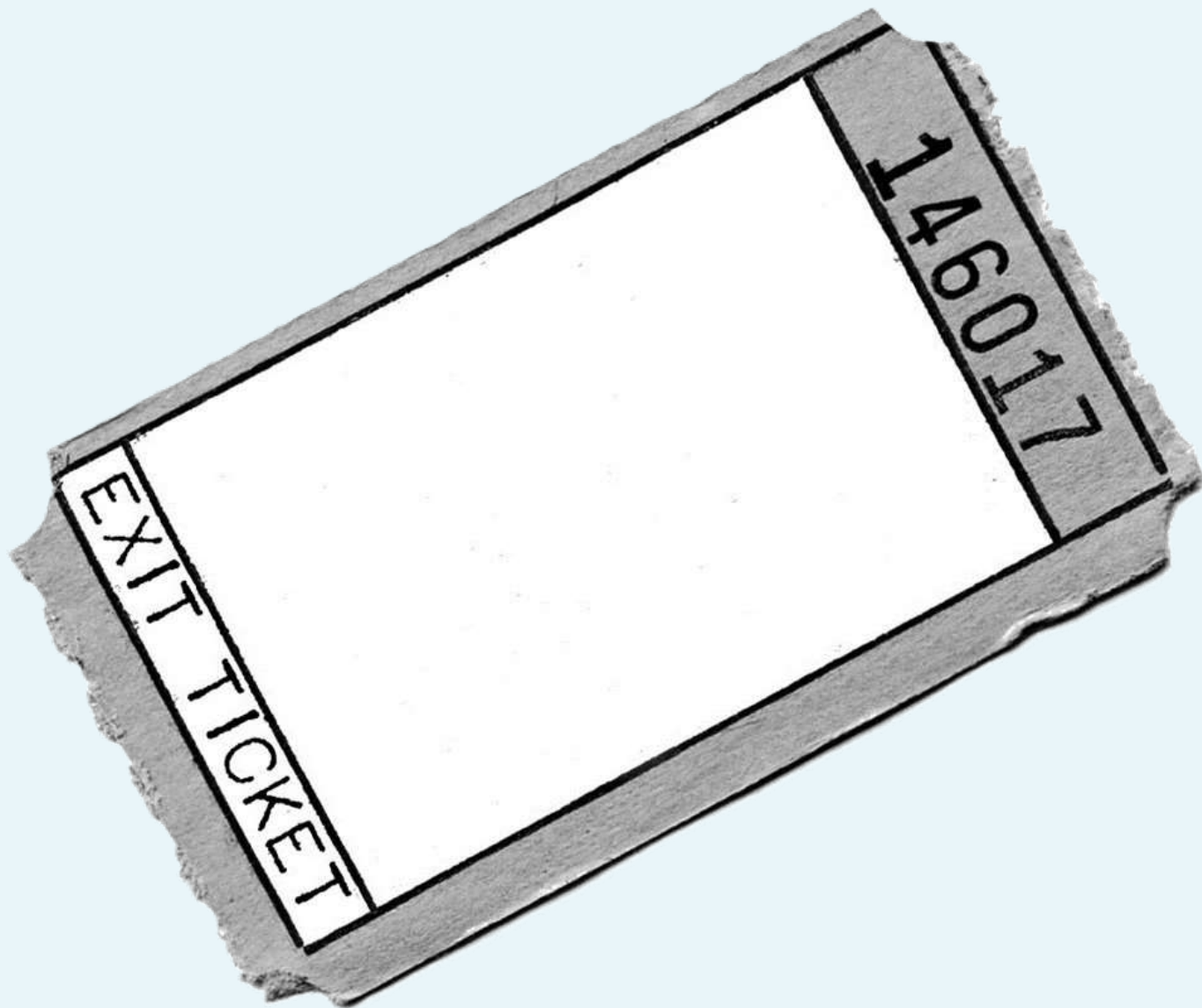




Now let's link them to the Professional Teaching and Leadership Pedagogy Standards

This is how you will achieve your Qualified Teaching Status

PEDAGOGY		Links to the 12 Pedagogical Principles
R E F I N I N G	Managing the Learning Environment	
	Assessment	
	Differentiation	
	Recording and reporting	
	Involving partners in learning	
A D V A N C I N G	Four Purposes	
	Exploit subject disciplines	
	Blended Learning	
	Real-life contexts	
	Progression	
	Cross-curricular themes	
I N F L U E N C I N G	Challenge and expectations	
	Listening to learners	
	Learners leading learning	
	Sustained effort and resilience	
	Reflection	
	Learning outcomes and wellbeing	

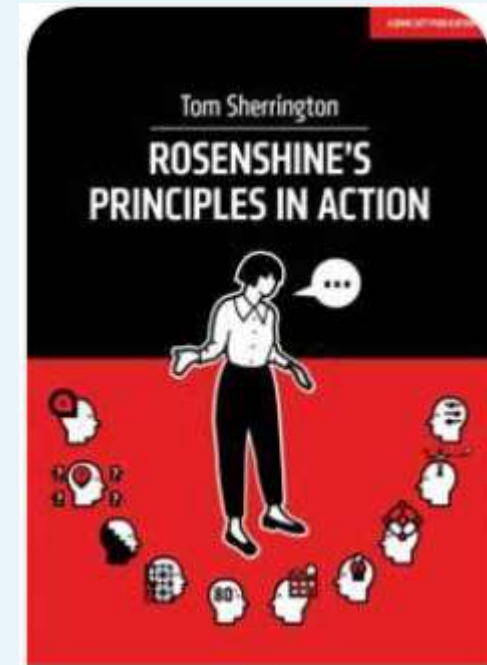


What are your 'new knowings' after the discussions today?

Top 4 things you aim to do in order to be a great teacher?

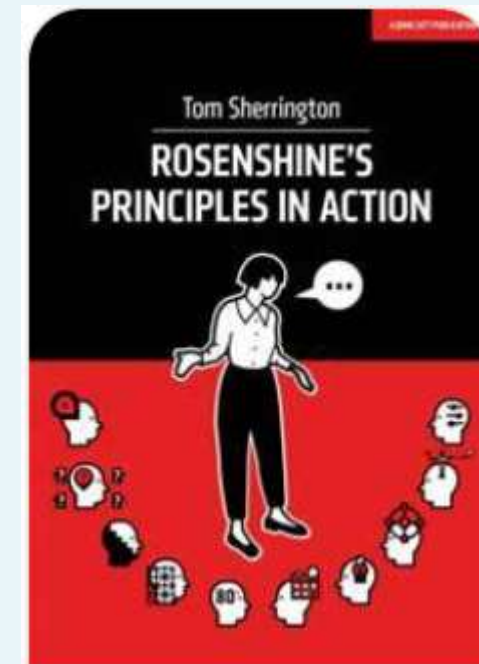
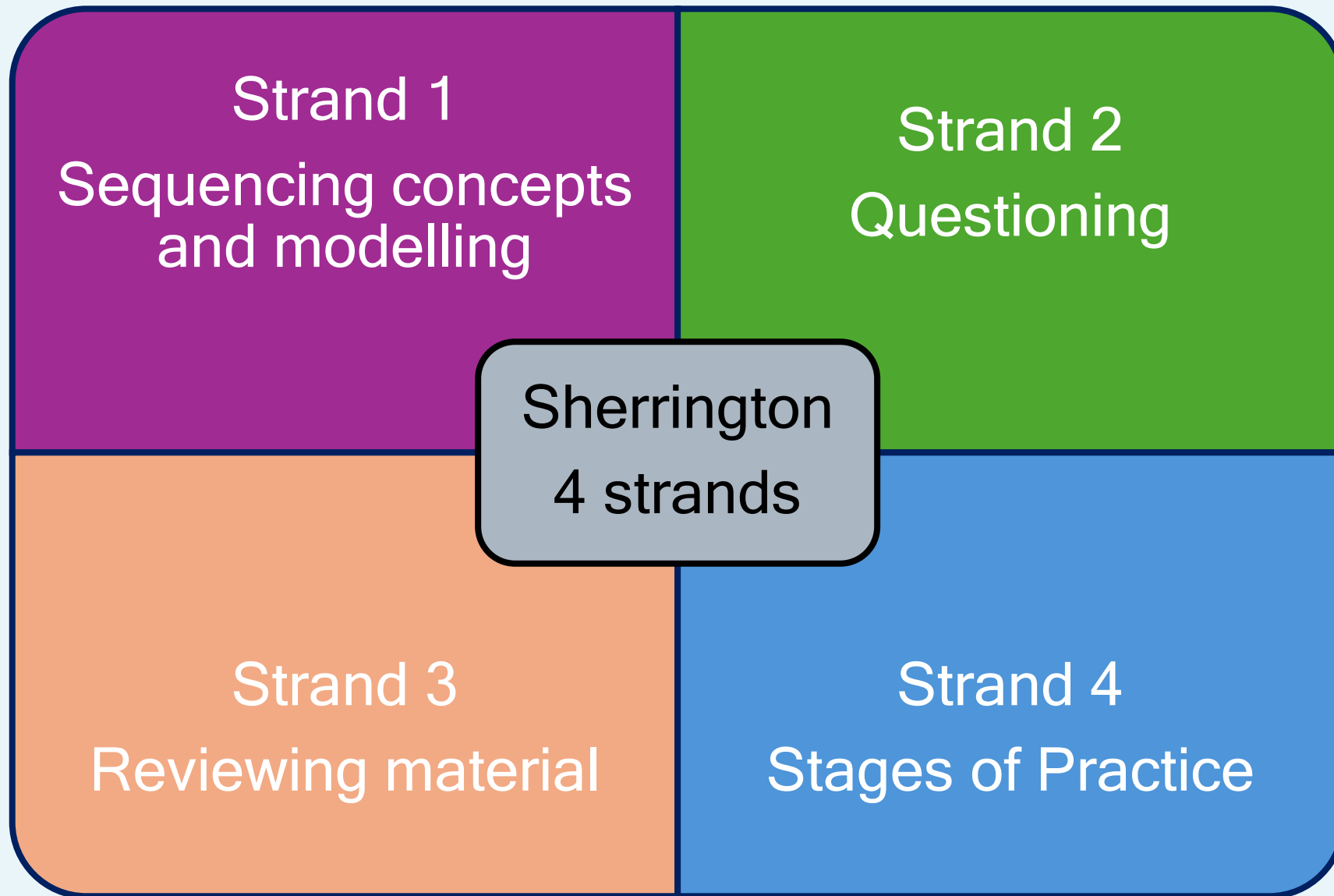
Tom Sherrington - 'Rosenshine's Principles in Action

Four simplified strands that are
easy to remember every day



Tom Sherrington Masterclass videos





References:

- Boyd et al 2015
- Busch, B and Watson, E (2019). The science of learning. 77 Studies that every teacher needs to know. Oxon: Routledge
- Donaldson, G (2015) Successful futures: independent review of curriculum and assessment arrangements in Wales
- Enser, M [Applying Rosenshine to the geography classroom : My College](#)
- Hendrick, C and MacPherson, R (2017). What does this look like in the classroom? Bridging the gap between research and practice. John Catt Education Ltd: Woodbridge
- Rosenshine, B (2012) [Principles of instruction: Research-based strategies that all teachers should know.](#) American educator 36 (1), 12
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- Trilling, B and Fadel, C. (2009) 21st Century Skills Learning for Life in Our Times. San Francisco, CA Jossey-Bass
- Weinstein, Y, Sumeracki, M and Cavigliolo, O (2019). Understanding how we learn. Oxon: Routledge