



Improving Outcomes through Evidence Based Teaching

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Context/Background

“Increase the proportion of good and outstanding teaching” (Ofsted 2011 TSLA)

Using Evidence Based Teaching strategies and adopting a growth mind-set culture to:

- Improve the quality of teaching in the academy leading to higher student attainment (design personalised, meaningful and practical CPD)
- Ensure our lessons are engaging and suitable for all students to enjoy and make progress
- Utilise our own teacher experts to deliver site based professional learning and mentoring
- Involve all our staff in CPD activities in house and the sharing of good practice – invest in engaging, high quality learning experiences for all staff

Growth mind-set v fixed mind

No matter what your ability is
effort is what ignites that ability
and turns it into accomplishment.

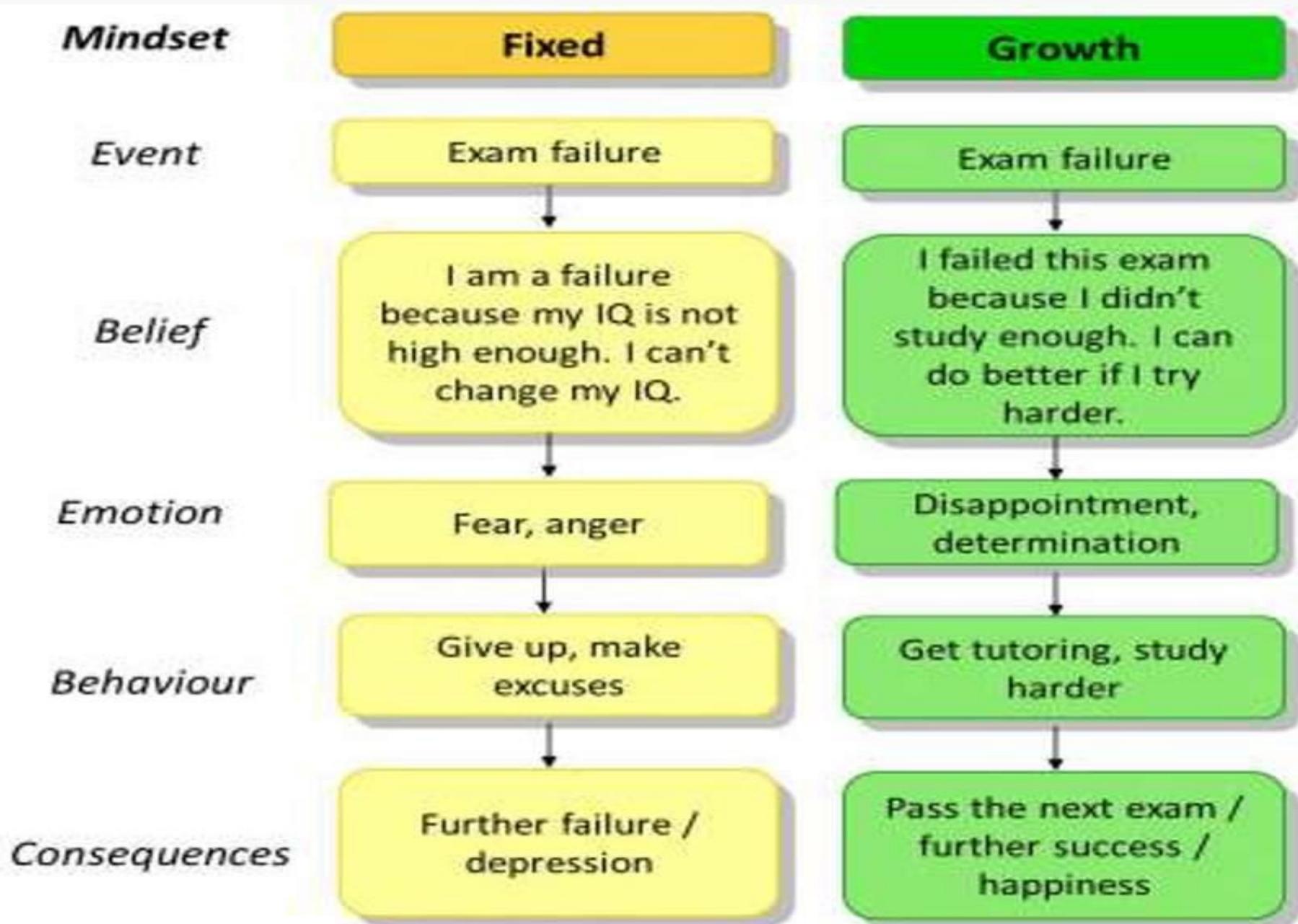
Carol Dweck



Dweck has popularised the concept of a growth mind-set verses a fixed mind-set, suggesting that through her research that people who operate from a growth mind-set can accomplish, learn, and grow more than those with a fixed mind-set, who believe that their abilities are static and innate.

Organisation of Study

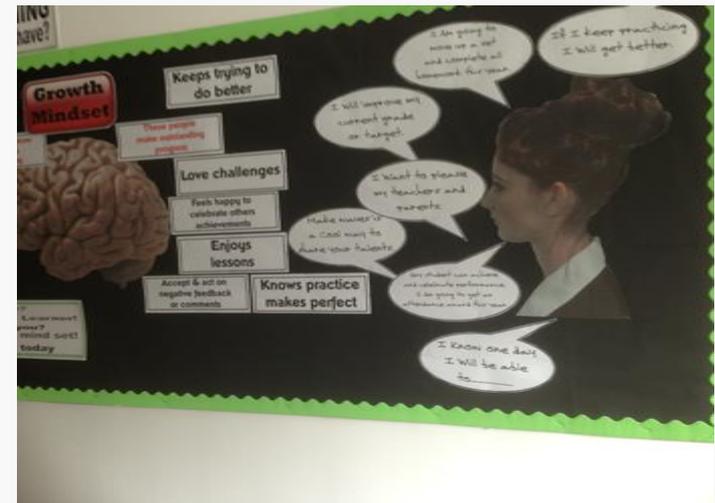
- Launched EBT (Evidence Based Teaching) via a whole academy CPD day delivered by Mike Bell from the EBT network
- Evidence Based Teaching groups were set up adopting the most effective teaching strategies as stated by the Sutton Trust
- Dedicated time to meet, research and create resources to try out in the classroom
- Evaluate by the group, share with the whole staff through Meet, Eat and Teach sessions and a learning and teaching digital magazine and monitor via subject reviews on the quality of teaching



Cultural shift and transformation

- Relationship building: An increase in the professional dialogues focussing on the need to personalise learning for students. Collaboration between teachers has improved – representatives from different subjects working together and sharing ideas within the group and the whole academy (Meet, Eat and Teach sessions).
- Learning walks and subject review observations have identified an increase of teachers participating in risk taking opportunities with tasks. Students are becoming more positive when attempting to solve problems/challenges independently.
- Beginning to increase in growth mind-set amongst staff and students. Empower staff to design their own research projects.

TLSA staff leading the way forward



Outcomes/Findings

- Teachers value the directed time to work together on strategies that have already been proven to increase attainment in other schools
- Teachers have become more aware of the value of research and are able to try out new ideas encouraging a growth mindset
- Teachers have a greater awareness of and more proactive in planning for specific groups of students: PPS/EAL/SEN/BOYS
- The quality of teaching has improved - the number of outstanding observations has significantly increased when compared to pre-case study (December 2014)

Growth mind-set

Year 10 students in an English lesson



Summary/Messages

- Evaluate your current quality of teaching and launch a whole school/academy plan to improve teaching.
- Leaders need to make a conscious decision to invest in professional learning. Dedicate time for professional learning for teachers to research, work together using strategies proven to improve the quality of learning and teaching, whilst establishing a growth mind-set culture.
- Evaluate as a group, share ideas as a whole learning organisation and re-evaluate the quality of teaching after one term.