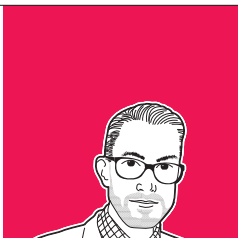DAVID WESTON
CHIEF EXECUTIVE: TEACHER DEVELOPMENT TRUST

THE EVIDENCE–BASED CLASSROOM SERIES

6: DEVELOPING TEACHERS

When teachers improve, more pupils succeed. Harness the research on teacher learning in order to drive school improvement and create an environ-ment where teachers want to work, thrive and stay. Here's 8 key ideas from our work at the Teacher Development Trust to help every school leader.
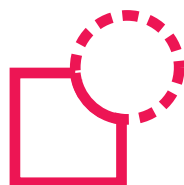
TEACHER DEVELOPMENT TRUST

8 ideas that underpin the Teacher Development Trust's work with hundreds of school leaders.
Find out more: http://TDTrust.org

1 IMPACT

For every new idea or practice, pick a few pupils and a specific topic. How can you make the practice work best for them? Where can you look for evidence you've made a difference?

2 CHALLENGE

The most powerful learning is disruptive. How are you getting new (and sometimes uncom-fortable) new perspectives on your practice and new ways to see old problems?

3 ENVIRONMENT

To focus on our own learning we need calm classrooms, supportive leadership, trusting collegial relationships, encour-agement and honest, open communication.

4 EVIDENCE

The best learning draws on the most insightful wisdom and quality evidence, avoiding reinventing the wheel and deepening your repertoire of what do to, how to do it and why it works.

5 COLLABORATION

When we collaborate, we are forced to articulate what we currently do and identify more clearly the discrepancy between what we want instead. We hold each other accountable for change and provide moral support.

6 COACHING

We all need space to reflect and a coach can facilitate clarity and confidence, helping us see the wood for the trees. Instructional coaches act likes sport coaches with regular observation, detailed corrective and supportive feedback.

7 SUBJECTS

Learning happens best when we understand concrete applications in specific topics for specific pupils and only later learn to generalise the rule, so avoid generic presentation of pedagog-ical ideas without time to apply and contextualise.

8 LEADERSHIP

The only way that schools improve is when teachers improve. Wise and effective school leaders make the learning and support of their adult colleagues just as high a priority as the learning of the schools' pupils.