Outstanding Teaching and Learning 14-19

Bradley Lightbody
Outstanding teaching and learning 14-19

by

Bradley Lightbody M.Ed
Outstanding teaching and learning 14-19

Acknowledgements
Preface

1. Skills and attributes of outstanding teachers 1
2. Planning for learning 50
3. Enthuse and motivate 90
4. Equality and diversity 124
5. Assessment for learning 157
6. The diamond lesson plan 186
7. Enthusiastic lesson starts 200
8. Active lesson development 227
9. Engaging group work 251
10. Effective lesson summation 281
11. Independent learning 294
12. Teaching and learning strategy 310

References 316
Index 332
Acknowledgements

The publisher and author gratefully acknowledge the following for permission to reproduce copyright material:

Bilborough Sixth Form College, Northampton College, Professor John Hattie, Ofsted and official government departments and agencies reproduced under HMSO core licence C02W0007193. Quotations from, ‘Essential Pieces of the Jigsaw: the Jigsaw of a Successful School’ are used with the kind permission of Sir Professor Tim Brighouse and RM Plc of New Mill house, Milton Park, Abingdon, Oxon OX14 4SE (www.rm.com). Geoff Mitchell, Headteacher Tadcaster Grammar School, Teach First, Institute for Learning, Lifelong Learning UK, University of London, Hay Group, McKinsey Consultancy, Routledge, Random House, Orion, Hodder, Transworld, City and Guilds, Network Educational Press, Open University, News International, The Times Educational Supplement, The Guardian, Association for Supervision and Curriculum Development, Kim Smith, Gateshead college for the ‘Wipeout’ challenge task. The Commission for Equality and Human Rights, known as the Equality and Human Rights Commission (“the EHRC”) has succeeded to the rights (including copyright and other intellectual property rights) and obligations of the former Disability Rights Commission (“the DRC”), the former Commission for Racial Equality (“the CRE”) and the Equal Opportunities Commission (“the EOC”) which ceased to exist on the 1st October 2007. Every attempt has been made to contact all copyright holders and to gain responses but any omissions they will be corrected and addressed on notification.

My continuing debt to Carol for her support and understanding during many months of research and writing.
"Education is the kindling of a flame not the filling of a vessel".

(Socrates 470-399 B.C.)

Teaching is often a lonely business. You close your own classroom door and hope that by and large you are getting it right but there is always some nagging doubt. What do other teachers do? What are the most effective teaching and learning strategies? Those questions are very simple but clear answers are often elusive. Over the past 15 years I have observed well over 1,000 lessons and along with the students enjoyed many outstanding lessons. Often, I had to resist the urge to join in and in doing so I acknowledged the infectious passion and enthusiasm generated by the teacher for the subject. We were all being drawn into a vortex of interest, challenge and even excitement through a fast paced mix of whole class, individual, paired and group tasks and all richly resourced. This book draws on those experiences, recent academic research, professional criteria, student opinions and Ofsted findings. The approach is largely practical rather than theoretical but firmly grounded in academic research which has largely answered the first question, ‘What do outstanding teachers do?’ The second question ‘What are the most effective teaching and learning strategies?’ is largely answered by the Diamond Lesson Plan (Chapter Six) and hopefully the illustrations of each step in the subsequent chapters will trigger your own creativity. Ultimately outstanding teaching and learning is about passion i.e. your passion for your own subject and hopefully overtime a passion that many of your students will increasingly share. There are few rewards in teaching but knowing you have made a difference is the greatest reward of all.

Bradley Lightbody
1st September 2009.
Preface to 2nd Edition

“Stay in college,
Get the knowledge
Stay there till you’re through
If they can make penicillin from mouldy bread,
They can sure make something of you”

A poem by Muhammed Ali.

By age 14 too many young people have switched off learning and our most significant task as teachers is to re-awaken, re-invigorate and re-energise them with the benefits of engaging in learning. We can all act to transform lives by holding high expectations and by addressing the three fundamentals of outstanding practice, teaching, learning and assessment. Like Spinal Tap outstanding teachers go to 11. However, ‘volume’ does not have to mean alpha presentation skills but rather a well-planned brisk pace starting with an upbeat ‘appetiser’ to stir curiosity followed by a varied range of teaching and learning activities to capture and sustain interest. Learning, however, is the significant focus with care taken to focus on the learning outcomes of each activity and to model and guide how to learn. Finally at the heart of outstanding practice is assessment for learning and gaining feedback from each student on what they know and understand and crucially what they do not know. We must always remember that we do not teach classes but groups of individuals who all happen to be in the same room. What one student finds easy another will find difficult and our goal is to ensure all gain a sense of personal progress. Students who know they are making progress will gain higher motivation and will delve into independent learning and achievement will follow. This second edition has been extensively updated with academic, professional and Ofsted evidence of outstanding practice and all incorporated within the Diamond Lesson Plan. Please use it as starting point to develop your own outstanding practice.

Bradley Lightbody
1st September 2012.
Skills and attributes of outstanding teachers

“The one area of research that has been astonishingly consistent is children’s views of good teaching. Whether you look at primary or secondary pupils, studies from the 30s right through to research we did last year, their opinions hardly vary. Children like teachers who can keep order, explain clearly, show enthusiasm for their subject, treat them as individuals, and who have a good sense of humour”.

The late Ted Wragg, Professor of Education at the University of Exeter

Over the last century, as highlighted by the late Ted Wragg (1938-2005), a consensus on the skills and attributes of outstanding teachers has emerged and not just among children. Google the question ‘What makes an outstanding teacher?’ or any variation on this question e.g. a good teacher, a great teacher, or a brilliant teacher and you will be overwhelmed by a cascade of hits. Search You Tube in a similar way and you will also find thousands of videos uploaded by teachers, academics, organisations and students. All present very similar views and largely restate and/or expand upon Wagg’s succinct summary. Since 2000 a number of key research reports have provided an in-depth analysis of the skills and attributes of outstanding teachers and the associated teaching and learning strategies.

Hay McBer Report 2000

The Hay McBer consultancy report (now just Hay group) was published in 2000 and entitled, ‘Research into Teacher Effectiveness: A model of Teacher Effectiveness’. Although the study was schools based the findings are equally applicable across the 14-19 sector. The report, concluded that, “teachers really do make a difference”. This conclusion may seem obvious but it was made against a background of a debate on the impact of wider socio-economic influences on learning e.g. gender, ethnicity, poverty, disadvantaged communities and levels of parental support. The Hay McBer researchers concluded that the consistent factor driving successful learning across inner city districts
as well as leafy suburbs was the skills and attributes of effective teachers. The wider socio-economic factors were not dismissed but set into context as barriers to learning that effective teachers and schools actively addressed and sought to mitigate primarily through holding high expectations, “Expressing positive expectations of pupils – that they can and will learn and be successful – is one of the most powerful ways to influence pupils and raise achievement. It is one of the distinctive behaviours of high performing teachers who radiate confidence in their pupils and their potential, and never give up on them”.

The Hay McBer report identified three major skill sets of effective teachers as follows:

- Professional characteristics
- Teaching skills
- Classroom climate

In each case there was a significant emphasis upon the skills and attributes to motivate and to draw reluctant students into participation. The skills in relation to teaching were identified as follows:

**Hay McBer skill characteristics of effective teachers**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. High Expectations</td>
<td>Challenge and inspire</td>
</tr>
<tr>
<td>2. Planning</td>
<td>Clear and detailed curriculum plans</td>
</tr>
<tr>
<td>3. Methods and strategies</td>
<td>Range of methods with a brisk pace</td>
</tr>
<tr>
<td>4. Lesson flow</td>
<td>Clarity and enthusiasm coupled with smooth transitions</td>
</tr>
<tr>
<td>5. Time on task</td>
<td>Engagement of all pupils</td>
</tr>
<tr>
<td>6. Pupil management and discipline</td>
<td>Clear rules universally understood and applied</td>
</tr>
<tr>
<td>7. Time and resource management</td>
<td>Achievable goals and varied resources</td>
</tr>
<tr>
<td>8. Assessment</td>
<td>Feedback and guidance on how to improve</td>
</tr>
<tr>
<td>9. Homework</td>
<td>Extension of learning via regular homework and opportunities for most able to extend learning.</td>
</tr>
</tbody>
</table>
‘High expectations’ is the first key characteristic identified by Hay McBer and this is clearly endorsed by Ofsted because the importance of holding high expectations is regularly repeated within Ofsted inspection criteria and the annual reports published by the Ofsted Chief Inspector. The Ofsted, *Handbook for the Inspection of Further Education and Skills 2012* states, “learners benefit from high expectations…”, and in a linked expansion “whether high but realistic expectations are used to motivate learners”. 6 This endorsement of holding high expectations is further reinforced by the criteria listed for the award of Ofsted Grade One, ‘Outstanding’, ‘Staff have consistently high expectations of all learners and demonstrate this in a range of learning environments’.

Nor is this focus on ‘high expectations’ just directed at the College sector. The equivalent criteria within the 2012 inspection criteria for the schools sector states, ‘All teachers have consistently high expectations of all pupils’. 8 Finally, the importance of maintaining high expectations is given further emphasis by the Ofsted 2012 criteria for Leadership and Management, ‘demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance’. 9 The Hay McBer nine characteristics of effective practice are reflected across Ofsted and professional criteria and supported by wider educational research.

**McKinsey Report 2007**

The Hay McBer findings were substantially reinforced in September 2007 by the publication of the McKinsey Report which placed a spotlight on the skills of teachers as the dominant and primary factor underpinning achievement. The McKinsey Report was a major international comparative study of the effectiveness of the education systems in 25 of the world’s leading economies. The common success factors of the top 10 performers (across internationally recognised benchmarks), were distilled and a devastatingly simple formula emerged.
The above overlapping strategies were identified as the foundation steps for outstanding teaching and learning to flourish. McKinsey concluded that the most successful education systems advertise for and select highly skilled individuals as teachers, “These mechanisms acknowledge that for a person to become an effective teacher they need to possess a certain set of characteristics that can be identified before they enter teaching: a high overall level of literacy and numeracy, strong interpersonal and communication skills, a willingness to learn and the motivation to teach. The selection procedures are therefore designed to test for these skills and attributes and to select those applicants that possess them”. Few teachers possessed all of those skills at the outset of their careers hence the McKinsey reference to ‘develop them into effective instructors’. This included seeking a commitment to continuous professional development to hone and perfect the high skill set required for effective teaching and to empower teaching teams to question, develop, refine and share effective teaching strategies and to adopt and apply common high standards. In one of the highest performing school systems (Hong Kong) the reported CPD commitment was 100 hours per year. The third major recommendation made by the McKinsey Report, was to ensure that the progress of all students was closely monitored against agreed learning targets and relevant achievement standards. Any slippage from the targets was expected to trigger early intervention to ensure that the student attained, as far as possible, the required standard. “The very best systems intervene at the level of the individual student developing processes and structures within schools that are able to identify whenever a student is starting to fall behind and then intervening to improve that child’s performance”. Intervention was also recommended according to levels of perceived disadvantage according to community or home
background to ensure that all students had an equal opportunity to succeed, “The best systems have produced approaches to ensure that the school can compensate for the disadvantage resulting from the student’s home environment”. They start by setting clear and high expectations for what individual students should know, understand and be able to do”. This focus on the individual and the reference to ‘high expectations’ is in clear accord with the earlier Hay McBer findings. McKinsey’s significant conclusion was that despite decades of spending money on new buildings, new equipment, more teachers, new technology and funding smaller class sizes achievement in most countries showed little advancement. The issue was not one of ‘hardware’ but ‘software’ i.e. it is what happens in the classroom that makes the difference or in other words the skills of the teacher standing in front of the class. McKinsey reported, ‘students placed with high performing teachers will progress three times as fast those placed with low performing teachers’. This conclusion has been substantially confirmed by extensive research undertaken by Eric Hanuskek, Senior Fellow of Stanford University. He revealed that the principal differences in student achievement were not between ‘good’ or ‘bad’ schools or factors like poverty, class size etc but between teachers, “three years of good teachers in a row would overcome the average achievement deficit between low-income kids (those on free or reduced-price lunch) and others. In other words, high quality teachers can make up for the typical deficits that we see in the preparation of kids from disadvantaged backgrounds”. Hanushek concluded that students are better off in ‘bad’ school with an effective teacher as opposed to being in a ‘good’ school with an ineffective teacher. On 2nd April, 2009, Professor Dylan Wiliam of the Institute of Education, one of the principal authors of ‘Inside the Black Box’, published similar conclusions, “Children in classes taught by the best teachers learn four times faster than those in classes taught by the poorest ones….It therefore matters much less which school a child attends than which classroom they are placed in...”. In a further significant study, Professor Peter Tymms of Durham University tracked the progress of 73,000 primary school children from 1999 to 2005 and confirmed that poor teaching, above and beyond other factors, accounted for different rates of pupil progress. Consequently all schools and colleges should aim to address McKinsey’s three core drivers of effective practice and devise and adopt appropriate strategies and policies.

**Expert panel recommendations 2008**

On 24th January 2008 an ‘expert panel’ was invited to contribute to a House of Commons seminar entitled, ‘What makes a good teacher?’ Chaired by Barry Sheerman M.P. Professor Mary James of the
Institute of Education presented ten key principles for effective teaching and learning based upon a ten year research programme conducted by the Teaching and Learning Research Programme (TLRP). The ten recommended learning interventions are quoted here, in full, as presented on the TLRP website (www.tlrp.org): \(^6\)

1. Effective pedagogy equips learners for life in its broadest sense. Learning should aim to help individuals and groups to develop the intellectual, personal and social resources that will enable them to participate as active citizens, contribute to economic development and flourish as individuals in a diverse and changing society. This means adopting a broad conception of worthwhile learning outcomes and taking seriously issues of equity and social justice for all.

2. Effective pedagogy engages with valued forms of knowledge. Pedagogy should engage learners with the big ideas, key skills and processes, modes of discourse, ways of thinking and practising, attitudes and relationships, which are the most valued learning processes and outcomes in particular contexts. They need to understand what constitutes quality, standards and expertise in different settings.

3. Effective pedagogy recognises the importance of prior experience and learning. Pedagogy should take account of what the learner knows already in order for them, and those who support their learning, to plan their next steps. This includes building on prior learning but also taking account of the personal and cultural experiences of different groups of learners.

4. Effective pedagogy requires learning to be scaffolded. Teachers, trainers and all those, including peers, who support the learning of others, should provide activities, cultures and structures of intellectual, social and emotional support to help learners to move forward in their learning. When these supports are removed the learning needs to be secure.

5. Effective pedagogy needs assessment to be congruent with learning. Assessment should be designed and implemented with the goal of achieving maximum validity both in terms of learning outcomes and learning processes. It should help to advance learning as well as determine whether learning has occurred.

6. Effective pedagogy promotes the active engagement of the learner. A chief goal of learning should be the promotion of learners’ independence and autonomy. This involves acquiring a repertoire of learning strategies and practices, developing positive learning dispositions, and having the will and confidence to become agents in their own learning.

7. Effective pedagogy fosters both individual and social processes and outcomes. Learners should be encouraged and helped to build
relationships and communication with others for learning purposes, in order to assist the mutual construction of knowledge and enhance the achievements of individuals and groups. Consulting learners about their learning and giving them a voice is both an expectation and a right.

8. Effective pedagogy recognises the significance of informal learning. Informal learning, such as learning out of school or away from the workplace, should be recognised as at least as significant as formal learning and should therefore be valued and appropriately utilised in formal processes.

9. Effective pedagogy depends on the learning of all those who support the learning of others. The need for lecturers, teachers, trainers and co-workers to learn continuously in order to develop their knowledge and skills, and adapt and develop their roles, especially through practice-based inquiry, should be recognised and supported.

10. Effective pedagogy demands consistent policy frameworks with support for learning as their primary focus. Organisational and system level policies need to recognise the fundamental importance of continual learning - for individual, team, organisational and system success - and be designed to create effective learning environments for all learners.

The TLRP top ten emphasises the ‘communication’ between teacher and student i.e. the process skills and support needed for students to access and assimilate new learning. As part of the seminar presentation, Professor Patricia Broadfoot, Vice-Chancellor of the University of Gloucestershire, listed the following characteristics of ‘good’ teaching:

- Creating an atmosphere of mutual respect and fairness in the classroom
- Providing opportunities for active learning
- Humour to encourage pupil engagement
- Making learning interesting
- Explaining things clearly.

Broadfoot’s list demonstrates a high degree of agreement with Ted Wragg’s summary as quoted at the start of this chapter.

**McKinsey 2010 – successful schools getting better**

The considerable interest raised by the first McKinsey report (2007) prompted McKinsey to return to the topic and to deepen its research into the success factors underpinning the world’s most successful
education systems. The second McKinsey report published in November 2010 was entitled, ‘How the world’s most improved school systems keep getting better’. The report detailed an extensive worldwide investigation into the improvement actions of the world’s most successful education systems. The conclusion was the identification of four common developmental stages and six key ‘interventions’ to drive effective practice.

**Developmental stages**

The four stages identify a succession of key improvement actions to improve systems and teaching and learning from poor to excellent. The first stage is characterised by high levels of central control and direction to ensure the application of specified standards. Control is gradually relaxed as good practice is embedded until finally at the fourth stage autonomous curriculum teams largely govern and ‘police’ their own high standards of effective teaching and learning.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Poor to Fair</td>
<td>Assisting students to develop the standards of literacy and mathematical skills in particular to access the curriculum and enjoy success coupled with providing teachers with defined standards and models of good practice to drive consistency across all lessons i.e. a common tightly prescribed base pedagogy with firm central direction</td>
</tr>
<tr>
<td>2 Fair to Good</td>
<td>Establishing clear quality control though data monitoring to ensure that agreed good practice is consistently implemented, applying accountability and immediate interventions when performance targets are missed.</td>
</tr>
<tr>
<td>3 Good to Great</td>
<td>Raising the status of teachers as a profession with high standards, shared codes, incentives, rewards, motivational career paths and leadership.</td>
</tr>
<tr>
<td>4 Great to Excellent</td>
<td>A self-sustaining autonomous system that knows what good practice is and inducts all newcomers to the standards and encourages, innovation and experiments to further refine and build good practice.</td>
</tr>
</tbody>
</table>

McKinsey discovered many different pathways across the four stages and found no one set of steps that universally applied as the ‘best’ practice. All schools and colleges are invited to reflect on each stage and to set in motion relevant system and staff development improvement activities to advance from stage to stage until full autonomy is reached i.e. high achieving curriculum teams who are fully confident in their own systems, self-aware and able to maintain their own high standards with minimal external direction. However,
McKinsey identified six common interventions, within and across all four stages as signposts and guides to effective reform:

1. Revising the curriculum and standards
2. Reviewing reward and remuneration structure
3. Building technical skills of teachers and principals
4. Assessing student learning
5. Utilising student data to guide delivery and
6. Establishing policy documents and education laws

The first intervention emphasises the need to closely specify what students should know, understand and be able to do and for teachers to identify the actions and strategies to achieve the specified learning goals and the relevant examination standards. Staff motivation should be addressed by appropriate recognition, including monetary reward for high performance against targets. In some cases McKinsey noted bonuses, equivalent to a month’s salary were awarded for evidence of significant improvement. High entry standards to the teaching profession were specified with clear career paths that recognised and rewarded stages of competency from apprentice status to expert practitioner allied to the ability to coach and support others and to engage in regular peer support and Continuous Professional Development (CPD) to constantly review, question and raise standards. The progress of students was carefully monitored through standard assessment systems, barriers to learning were identified and prompt early support was provided for any students experiencing difficulty. Data on student progress was regularly gathered, discussed and analysed with clear accountability and as a prompt to further actions and support as necessary. Finally, policy documents provided clear guidance on the overall rationale, priorities and milestones and ensured all were fully aware of their responsibilities and roles. Those six interventions were identified as the core improvement actions of the world’s most successful school systems although in varying forms across each of the four major developmental stages. McKinsey concluded that successful improvement is, the disciplined craft of repeated practice and learning within the context of the system: the practice and internalization of the pedagogy. At the heart of this process is the teacher and the ability of the individual teacher to draw young people into effective participation, to identify their barriers to achievement, to coach improvement and most of all to build a belief in themselves that with effort a better future is
attainable. In essence, teaching is a craft which we can learn, rehearse, review and perfect.

Dr. Robert J Marzano

Marzano is a prolific American researcher and writer who has undertaken extensive research into over 4,000 meta-analyses of the outcomes of educational research. His website marzanoresearch.com provides a gateway to his research and publications. Marzano’s focus is primarily the classroom and his most well-known book, *Classroom Instruction That Works* (written in association with Debra Pickering and Jane Pollock) provides a practical and accessible guide to effective practice. Marzano, Pickering and Pollock identified nine key strategies for effective classroom practice.

**Recommended learning strategies**

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning strategies</th>
</tr>
</thead>
</table>
| 1   | Identifying similarities and differences  
*Breaking a concept down into clear steps often aided by ‘big picture’ charts and diagrams to show relationships* |
| 2   | Summarising and note-taking  
*Recording key concepts and new learning in own words to encourage reflection, questions and deeper understanding* |
| 3   | Reinforcing effort and providing recognition  
*A ‘can do’ spirit – ability is not fixed and learning and progress is based on applying effort to succeed.* |
| 4   | Homework and practice  
*Regular extended learning beyond the classroom* |
| 5   | Non-linguistic representations  
*Regular use of visuals, photographs, diagrams, models, objects to reinforce key concepts and learning* |
| 6   | Co-operative learning  
*Regular group working to explore key learning and build mutual learning support* |
| 7   | Setting objectives and feedback  
*Discuss learning targets and goals for a particular topic and encourage students to reflect on what they understand do not understand.* |
| 8   | Generating and testing hypotheses  
*Regularly posing key questions or hypotheses to trigger deeper thinking involving predictions and ‘what if..’* |
| 9   | Cues, questions and advance organisers  
*Signposting learning by sharing expected learning outcomes and identifying what students already know and how to extend their learning.* |
Marzano, in common with the other research sources, emphasises that it is effective teachers that make the difference to learning and achievement much more so than home and community background. The effective teacher focuses upon developing learning and understanding by applying the above nine strategies.

Professor John Hattie
Perhaps the most significant research of all was the research undertaken by Professor John Hattie while Professor of Education at Auckland University. In 1999 Hattie presented a paper entitled, Influences on Student Learning as the subject of his inaugural lecture. His paper summarised the conclusions of thousands of scientifically conducted teaching and learning research projects involving some 80 million students across the English speaking world. Hattie ranked each research project on an ‘effect’ scale for ease of comparison. The average ‘effect’ score for effective learning was calculated as 0.40. Any score above 0.40 identified a positive influence on learning and any score beyond 1.00 represented a highly significant advance in learning equivalent to a two grade leap at GCSE or improving the rate of learning by 50%. Hattie subsequently expanded his research and his most recent publication, Visible Learning: A synthesis of over 800 meta-analyses relating to achievement, 2009, details the outcomes of 800 world-wide meta-analyses related to student achievement compared to his initial study of 500 in 1999. Hattie has isolated 138 major influences on student learning and placed them into rank order in terms of significance. In March 2011 Hattie was appointed as the Director of the Education Research Institute, University of Melbourne and his most recent succinct good practice guidance to teachers, seeking to improve their practice, was to listen more and talk less.

Hattie’s top ten
The following Top Ten list is Hattie’s revised rank order based upon his additional and more extensive 2009 research. Consequently the rank order does differ from the rank order presented in his earlier research papers because of a greater volume of evidence of the effectiveness of individual strategies. The descriptions in the application column are not direct quotation but summarise the strategy. Hattie’s top ten influences* on student learning are as follows.10
<table>
<thead>
<tr>
<th>Rank</th>
<th>Effect</th>
<th>Influence</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.44</td>
<td>Self-report grades</td>
<td>Learners self-awareness of their own progress against course and exam standards and seeking and acting on improvement guidance.</td>
</tr>
<tr>
<td>2</td>
<td>1.28</td>
<td>Piagetian programmes</td>
<td>Being alert to students’ level of thinking skills in relation to Piaget’s stages of learning and helping all to advance from concrete to abstract thinking.</td>
</tr>
<tr>
<td>3</td>
<td>0.90</td>
<td>Formative evaluation</td>
<td>Teacher reflection on effectiveness of lessons via self and peer assessment – effective observation feedback to answer ‘how am I going?’</td>
</tr>
<tr>
<td>4</td>
<td>0.88</td>
<td>Micro teaching</td>
<td>Testing new strategies and reflecting on impact and offering short demonstration lesson, presentations of effective teaching.</td>
</tr>
<tr>
<td>5</td>
<td>0.88</td>
<td>Acceleration</td>
<td>Advancing the most able through the curriculum at a faster pace</td>
</tr>
<tr>
<td>6</td>
<td>0.80</td>
<td>Classroom behavioural</td>
<td>School and classroom interventions to curb any poor behaviour and promoting effective participation by students with learning difficulties.</td>
</tr>
<tr>
<td>7</td>
<td>0.75</td>
<td>Teacher clarity</td>
<td>Clear communication of learning goals learning guidance and checks on learning</td>
</tr>
<tr>
<td>8</td>
<td>0.74</td>
<td>Reciprocal teaching</td>
<td>Students encouraged to peer examine, review meaning of text and take the lead in discussions and take a turn at being the teacher.</td>
</tr>
<tr>
<td>9</td>
<td>0.73</td>
<td>Feedback</td>
<td>Discussing with students what they understand and what they do not understand.</td>
</tr>
<tr>
<td>10</td>
<td>0.72</td>
<td>Teacher-student relationship</td>
<td>Developing positive, motivational relationships involving listening, empathy, caring and mutual regard.</td>
</tr>
</tbody>
</table>

*Number Seven in Hattie’s rank order is ‘comprehensive interventions for learning disabled students’ but this is leapfrogged here to permit a focus on the top ten generic learning and teaching interventions.

Hattie has attached the 138 ‘influences on learning’ to six major factors namely: student (19), home (7), school (27), curriculum (26), teacher (10) and teaching (49). As the figures in brackets indicate teaching is the most significant factor of all in terms of the numbers of studies and this is further magnified by the relatively high
positions awarded to teaching studies within the overall rank order. Essentially it is what effective teachers do that makes the difference and here there is significant agreement between Marzano and Hattie on the most effective strategies. Many lower ranked strategies are also important and in practice teachers need to address a combination of overlapping strategies to generate the most effective teaching and learning. Hattie isolated three major attributes of the most effective teachers, “it is teachers using particular teaching methods, teachers with high expectations for all students and teachers who have created positive student-teacher relationships that are more likely to have above average effects on student achievement”. He concluded that students often face a lottery in terms of the skills of the teacher standing in their classroom, “There appear as many teachers who have effects below this (below the positive 0.40 effect threshold), as there are above, and every year a student faces a huge gamble as to who is at the front of their class”. Successful schools and colleges ensure that this gamble does not exist through regular team talk, dissemination of good practice and observation schemes to drive the adoption and maintenance of commonly agreed standards often summarised within an agreed teaching and learning policy. The latter consideration is explored in Chapter Twelve.

The ‘outstanding’ pyramid
Picture a 3D pyramid with the four faces of the pyramid displaying the four key elements of outstanding teaching and learning as follows:

```
  Inspire
  Teaching
  Autonomy
  Learning
  Meta-
  Cognition
  Assessment
  Creating
  Attainment
```

The most significant element or face of the pyramid is teaching because outstanding teaching and learning is driven by teachers who display a passion and enthusiasm for their subjects and who challenge and inspire their students to a greater effort. This greater effort significantly extends learning beyond the classroom, builds confidence and skills and leads students to gradually shift from
being dependent on the teacher to becoming independent and ultimately autonomous learners. Progress is secured and advanced by an assessment process that delivers regular feedback within a coaching relationship. Low marks are questioned rather than ignored, self-assessment against marking criteria is encouraged and the students gain not only self-belief but meta-cognition in terms of their ability to seek and act on improvement guidance. The end result is high attainment as the students develop not only higher order thinking and reasoning skills but many will go further and apply their new skills and knowledge in creative ways and generate new and original applications, ideas or interpretations. Whereas in the time of Benjamin Bloom the highest level of attainment was ‘evaluation’ today it is regarded as ‘creativity’ in reflection of a much more individual, and entrepreneurial age. The above diagram is limited to displaying the apex of the pyramid and the ‘outstanding’ goals of:

- Inspiring
- Autonomy
- Meta-cognition
- Creating

However, in each case there is an underpinning taxonomy or hierarchy of skills and attributes. The full teaching skills pyramid is presented below. The skills hierarchy pyramid related to Learning is displayed in Chapter Eleven. The Assessment pyramid may be found in Chapter Five and finally the Attainment pyramid within Chapter Two.

**Teaching skills pyramid**

The pyramid below presents a hierarchy of the actions, skills and attributes of effective teachers. When the research into effective practice from all of the above major research sources, professional guidance and Ofsted reports is weighed and sifted four key themes emerge as illustrated in the teachers’ skills pyramid.
The four themes have a hierarchal relationship moving from a base of subject or skills knowledge, through planning and engagement skills to the prized ability to inspire students. Some teachers have the ability to enthuse and often inspire but lack the foundation skills of effective planning and organisation whereas others have clear knowledge and planning skills but struggle to enthuse or inspire. The outstanding teacher demonstrates effective practice at each stage of the pyramid.

Knowledge
Knowledge of a particular subject or skill is a teacher’s bedrock. Clearly all teachers must possess good subject knowledge to be judged competent let alone outstanding. The importance of a sound knowledge base can be judged by the fact that it is still possible to commence a teaching career in Further Education (FE) purely on the basis of a specialist knowledge of a particular subject or skill whether it is Flower Arranging, Social Care, Motor Vehicle or History. Teacher training is required but can come second and catch-up, perhaps part-time over two years but a sound knowledge of subject is expected from the first day. A specialist knowledge is an expectation of any teacher but there is also an expectation that as time passes knowledge is kept up-to-date and especially within vocational areas. Most of us would be very unforgiving if a solicitor, accountant or doctor was found to be relying upon outdated
judgements, guidance or treatments. We expect expert knowledge from other professional groups and likewise students, parents and employers expect up-to-date knowledge from a teacher of a specialist subject or skill. Therefore it is no surprise that the Lifelong Learning standards for learning and teaching in FE state, “Ensure that knowledge of own specialist area is current and appropriate to the teaching context”. 22 In September 2007 the status of FE teachers was significantly enhanced by the specification of professional standards by the Institute for Learning (IfL). The IFL introduced a 30 hour commitment to Continuous Professional Development (CPD), and has encouraged subject specific research, “CPD…is any activity undertaken for the purposes of updating knowledge of the subject taught and developing teaching skills”. 23 The IfL notes that the 30 hour requirement is a minimum not a maximum because most teachers undertake many more hours. However the CPD minimum is enforced as a condition of a ‘licence to practice’, “all members must demonstrate evidence of continuing professional development which links to subject specialism, teacher training, organisational and national requirements. Failure to comply with this is a disciplinary offence”. 24 This and related IfL regulations may seem stern but they place teaching in FE on a par with other professional groups by setting high standards for membership. The Tomlinson report of 2005 which reviewed the 14-19 curriculum commented, “Where vocational areas are concerned this must also mean ensuring that teachers have up-to-date and accurate knowledge and recent experience of the area they teach.” 25 The expert panel who contributed to the House of Commons Seminar, ‘What makes a good teacher?’ referred to knowledge in the following terms, “Effective pedagogy depends on the learning of all those who support the learning of others. The need for lecturers, teachers, trainers and co-workers to learn continuously in order to develop their knowledge and skill, and adapt and develop their roles, especially through practice-based inquiry, should be recognised and supported.” 26 Professor Debra Myhill of Exeter University highlighted that whereas good subject knowledge and intellectual ability were important they were “insufficient’ to make a good teacher”. 27 This is perhaps a view shared by many teachers who have often discovered that the visiting expert speaker struggled to explain their subject in terms that the average student could easily grasp. The Ofsted inspection framework for F.E. inspections 2009-12 was couched in the form of general principles and in relation to knowledge it confined itself to a basic expectation, “Teaching staff have a sound knowledge of their subjects or are suitably skilled and experienced in their specialist area”. 28 In comparison the parallel Ofsted inspection criteria for school inspections (Section 5 inspections) 2009-12 established a clear hierarchy of judgements, in relation to knowledge, as follows:
The importance of knowledge was also emphasised by Ofsted in the 2005-8 inspection framework with a requirement to be up-to-date, “show knowledge, technical competence and up-to-date expertise, at a level consistent with effective teaching, training and assessment of the course or programme”. This was reinforced by Ofsted’s 2008 criteria for vocational training which included the criterion, “whether the activities reflect current commercial or industrial practice” and the criteria for ‘good or better’ lessons included the criterion, “accurate and up-to-date technical knowledge”. These explicit judgments on ‘knowledge’ have not been carried forward into the 2012+ inspection framework but it should not be assumed that they no longer apply. Rather expert and up-to-date knowledge is an embedded expectation as references to holding appropriate and specialist qualifications, building up-to-date knowledge and applying relevant safety guidelines appear across the 2012 inspection criteria for Further Education. The criteria for the award of Grade One ‘outstanding’ includes a reference to ‘excellent’ subject knowledge, ‘Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners’ prior skills, knowledge and understanding’. A virtually identical criterion is included within the 2012 Grade One ‘outstanding’ criteria within the schools sector. The only difference is the removal of the references to industry experience, trainers and assessors. Ultimately, knowledge of subject is a base requirement and the significant skill is effective communication. This is reinforced by Hattie’s rank order which places knowledge 125th out of 134 learning influences and with an ‘effect score’ of 0.09 far below the 0.40 threshold for significant learning influences. One explanation quoted by Hattie is, “it is likely that subject matter knowledge influences teaching effectiveness up to some level of basic competence but less so thereafter”. Essentially it is rare for teachers not to know their subject – knowledge is a given. However, the notable edge applied by outstanding teachers is to display up-to-date or even expert knowledge. Indications of this may arise from references to current affairs, making connections to other subjects, new technology and

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Teachers’ subject knowledge is secure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Teachers generally have strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress.</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Excellent subject knowledge is applied consistently to challenge and inspire pupils.</td>
</tr>
</tbody>
</table>
new research, etc. Motivation increases when students can see the wider picture and appreciate the point and purpose of what they are studying. A simple reference to a relevant TV programme, museum collection, recommended book, new manufacturing process, newspaper article, new law, useful internet site, a blog, a new piece of equipment, an article in a library journal etc all help to bring the subject knowledge alive. In addition outstanding teachers can draw upon their up-to-date knowledge to offer multiple examples or explanations to help struggling students to overcome a learning block and to assimilate new learning. Many of the ‘appetisers’ described in Chapter Six and the ‘bridge’ suggestions made in Chapter Nine are all designed to raise links to up-to-date knowledge and to promote independent learning.

**Plan**

Second to knowledge in the hierarchy of the skills pyramid is planning i.e. the ability to translate knowledge of a subject or skill into a clear step-by-step learning programme. In particular it is the ability to *plan for learning* and to monitor and adjust the pace and selection of teaching and learning strategies to support all students that makes the difference. Ofsted included within its 2009 criteria, “how well staff plan sessions to take account of meeting the needs of different groups of learners fully”. In essence, can a teacher take students from no knowledge in September to mastery by June when the majority will pass and some will stretch further and gain a Distinction or a Grade A or A*? Or in a vocational programme pass/fail programme achieve the relevant commercial or technical standards? The theme of effective planning is extended within Ofsted’s 2012 criteria for outstanding practice, “…teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners’ prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners’ skills and understanding is exceptional”.

Here the planning is firmly focussed upon the individual in terms of an effective initial assessment process to capture individual learning needs and to set meaningful targets to stretch all to achieve their full potential. Note also the link made to ‘imaginative teaching strategies’ and ‘interventions’ planned to match the needs of students. To ensure that the majority of students can at least pass a course requires planning that goes far beyond simply listing the order of topics to be taught in a Scheme of Work and/or printing off a standard Scheme of Work from the National Curriculum or another
official source. Is the pace and challenge right for the level of course and the different ability levels of the students enrolled? Are steps taken to closely monitor the progress of any ‘at risk’ students or identified ‘at-risk’ sub-groups and to narrow and/or close any known or emerging achievement gaps. Do the teaching methods, assessment methods and resources promote equality, diversity and good race relations? Are opportunities taken to build and reinforce effective functional and employability skills? Effective planning is also based upon a clear knowledge of the final exam or summative assessment or commercial skill standards against the entry standards of the students enrolled. Often not enough is known about the students in terms of their prior learning, their home circumstances, their abilities and their ambitions. Ofsted’s 2012 criteria specifies, ‘learners’ additional support needs are quickly and accurately identified early in their programme through effective initial assessment, leading to appropriate planning and support throughout the duration of their programmes’. At the Further Education level the common complaint is that records rarely follow students from school to college or to training centres. In addition, within colleges, the initial assessment information, collated as a part of induction or enrolment processes, is often not shared with the wider teaching team. Essentially, effective teachers plan for the learning gap between the final exam standards and the entry standards of their students on an individual basis – they personalise learning. They focus on the teaching strategies and resources that will promote learning and set the challenge for each student just ahead of their current ability and adjust their planning in the light of the progress being made. They do this in conjunction with the students by planning for regular feedback within their lessons and at the transition points from one topic to another. They couch Schemes of Work and Lesson Plans and the expression of aims and objectives in the language of how to learn rather than what to learn. The focus on how rather than what is the hallmark of the effective teacher, although many might argue that this is an obvious point. The Board of Education Handbook for Teachers first published in 1904 states the teacher must be, “a close and sympathetic student of the nature of his pupils. He must be able to range himself mentally alongside them and ready to modify his teaching to meet their needs...His starting point must be no rigid syllabus or subject, but the children as they really are: he must work always with the grain of their minds, try never to cut across it”. Compare the Board of Education statement with the following criterion taken from the Ofsted 2012 inspection framework for Further Education, ‘staff work with learners to develop individual learning plans that are regularly informed by ongoing assessment ...learners are set challenging short and longer term goals that are
The language is clearly different but the sentiment is the same. Personalisation, therefore, is not a new concept and we must always be alert to the fact that we do not teach classes but rather groups of individuals who all happen to be in the same room. Planning requirements will vary from school to school and college to college but ideally there should be a planning hierarchy from macro overview down to the micro i.e. individual target setting. At the macro level a ‘Year Planner’ or other similar document is common i.e. a calendar or diary with a list of the key topics to be studied and in the recommended order. Next a Scheme of Work with a breakdown of the key topics but with the focus on how they will be taught, resourced and assessed rather than what will be taught. At the micro level individual lesson plans should provide a timed breakdown of the lesson and finally Individual Learning Plans (ILPs) should provide individual targets. All students should have an ILP which is reviewed regularly. The ILP is normally held and reviewed by Personal Tutors but in situations that involve individual working like an IT learning centre or an Art and Design studio each teacher should maintain ILPs. The effective teacher enters the classroom with a sharp awareness of what is to be learned and designs lessons to build the desired learning coupled with regular opportunities for the students to practice and improve functional and employability skills. A full overview of effective planning considerations is provided within Chapter Two.

**Engage**

An effective teacher, let alone an outstanding teacher, has to be able to command the room, maintain order and to motivate and engage the students in learning. The former demands good behaviour management skills and the latter good communication skills and lessons that involve a challenging sequence of tasks to capture and sustain the students’ interest. Outstanding teachers also closely monitor students’ learning and progress during the lesson and pause regularly to check and reinforce key learning by employing appropriate ‘assessment for learning’ strategies to check and advance progress. In essence they apply Hattie’s top ten and are alert to Piagetian stages of development. Jean Piaget (1896-1980) identified four stages of maturation and cognitive development, Sensorimotor, Pre-Operational, Concrete Operational and Formal Operational. Many students struggle with the transition from Concrete Operational to Formal Operational and need our intervention and
support via multiple modes of explanation and exploration of new learning to assimilate and achieve. This cognitive hierarchy is also reflected in Bloom’s Taxonomy and in practice it demands a sharp awareness of the skills and knowledge required not just to achieve a bare pass (often reflects Concrete Operational or lower order of Bloom’s Taxonomy) but to gain a distinction or grade A (often reflects Formal Operational or the higher order of Bloom’s Taxonomy). These considerations are explored in more depth in Chapter Two.

Outstanding teachers address this learning gap and have strategies to bridge the gap to achieve at least pass standard for all students via real time monitoring and consolidation of learning. Some teachers fail to engage their students sufficiently because they overdo ‘chalk and talk’ and misjudge attention spans. After only 7-8 minutes the attention of most students will have begun to wander and therefore a good lesson plan will avoid too much time spent listening and place an emphasis on active involvement. To avoid over talking consider writing lesson plans that follow the simple formula of whole class presentation, individual task, paired task and in a longer lesson a group task as well. Entering the classroom with this plan of action will ensure the involvement of the students in the lesson and if the tasks are interesting and supported by a variety of resources full engagement will hopefully be achieved. The Hay McBer report emphasised this variety of learning activity as follows, “effective teachers had well over 90% of the pupils on task through the lesson and flowed naturally to achieve a balance between whole class interaction, whole class lecture, individual work, group work and assessment”. A similar point was made by the pioneering Teach First programme, “The more flexible and innovative teachers are in their methods of delivery, the more engaged pupils will be. In short it is imaginative teaching more than imaginative curriculum content which makes the difference”. A key factor in winning the engagement of students is to build the student-teacher relationship primarily by holding high expectations. Outstanding teachers convey to their students that learning cannot only enrich their lives but also offer them a satisfying career, a positive future and ultimately high levels of personal satisfaction. This was a key feature of the Hay McBer report and also commented upon by Hattie as follows, “...teachers having expectations that all students can progress, that achievement for all is changeable (and not fixed), and that progress for all is understood and articulated”. Ofsted 2012 criteria, as highlighted earlier, details the importance of high expectations but it does also temper this with realistic goals, ‘whether high but realistic expectations are used to motivate learners’. Ultimately it is a question of personalising learning and focussing on learning pathways for each individual rather than tilting at the wider
socio-economic issues beyond the control of the teacher and the individual. Consider the following extract from the motivational book, *Chicken Soup for the Soul*:43

“A tourist was walking along a deserted beach in Mexico at sunset when he noticed a local man in the distance bending down at the water’s edge. As he drew nearer, he noticed that the man kept picking things up and throwing them far out into the water. Time and time again he kept hurling things outs into the ocean.

As he got closer he could see that the local man was picking up starfish that had been washed up onto the beach and, one at a time, he was throwing them back into the sea.

As the tourist drew level he stopped and enquired, ‘what are you doing’?

The local man replied, ‘I’m throwing these starfish back into the sea because if they are left here they will surely die once the sun comes up.

‘I understand,’ replied the tourist,’ but I can see thousands of starfish washed-up along the beach. You can’t help all of them. There are simply too many. And don’t you realise this is probably happening on hundreds of beaches all up and down this coast. Can’t you see that you can’t possibly make a difference’?

The local man smiled, bent down and picked-up another starfish and threw it far out into the sea. He answered, ‘I’ve made a difference to that one’!

If you visit the ‘Teacher of the Year’ website (www.teachingawards.com) you will find many glowing tributes from students thanking individual teachers who made a difference. The following is a typical example from the 2012 awards, “I found [my teacher] an inspiring and truly dedicated teacher, he paced the whole class through our GCSE maths, and helped me gain a grade A which I didn’t think I was capable of. He pushed me right through from year 10 even when I was...well, quite a handful! I really hope he continues to teach as well as he did for us! And I would like to take this opportunity to thank him myself, and no doubt from our entire class! Thank you again.”44 However, the challenges posed by socio-economic disadvantage are significant and not all students, can or will, participate in learning effectively. The outstanding teacher aims to win all but with the knowledge that some, because of overwhelming personal circumstances, will be unable to take advantage of the learning opportunities offered. The clear engagement of students in learning is expressed within the Ofsted 2012 inspection criteria as follow, “learners benefit from high expectations, engagement, care, support and motivation from staff”.45 The additional emphasis placed here by the 2012 criteria compared to 2009-12 is care and support. In other words establishing a strong rapport but also ensuring an appropriate level of challenge consistent with the course
level and for the different students within the lesson. Finally, an outstanding teacher watches body language very carefully. Are all of the students ‘heads up’ and on task or is there evidence of low attention, boredom or even disruptive behaviour? Exercising clear classroom control was sixth in Hattie’s top ten. A lesson plan is a plan and the outstanding teacher will adjust the pace and flow of the lesson by truncating or extending learning activities according to the observed levels of progress. The key, as indicated, is to follow the actual learning rather than a pre-determined plan of expected learning.

 Inspire
At the apex of the teachers’ skill pyramid is the single word ‘inspire’. However, Ofsted, academic and student opinion typically use three words to describe the edge presented by ‘outstanding’ teachers i.e. **inspiring, enthusiastic and passionate**. This is the dividing line between good and outstanding i.e. a motivational edge. Those three words pepper Ofsted ‘outstanding’ inspection reports, wider survey reports and Ofsted criteria. Consider the following quotation from the Ofsted inspection report for Kendal College published January 2011 which incorporates all three words, “Outstanding lessons are characterised by passionate and enthusiastic teachers who use their extensive vocational expertise to inspire a culture of learning and challenge. In these lessons, teachers’ expectations of their students are high, checks on learning and understanding are frequent, questions are probing and work is appropriately challenging”. Kendal College achieved Ofsted’s highest accolade of five Grade One ‘outstanding inspection grades. The Ofsted 2012 criteria for Further Education places an emphasis on inspire and challenge, ‘how well teaching and learning methods – including training, coaching and mentoring – inspire and challenge all learners and enable them to extend their knowledge, skills and understanding’. Within the schools sector the Ofsted 2012 criteria also identifies a communication edge, “the extent to which teachers enthuse, engage and motivate pupils to learn and foster their curiosity and enthusiasm for learning”. Highly motivational communication skills are the hallmark of outstanding teaching because they are associated with raising interest levels and triggering independent research which often translates into higher achievement. An example of this linkage is provided by the following student’s comment placed on the Teacher of the Year website (www.teachingawards.com) in terms of how a new teacher successfully engaged him, ‘She brought enthusiasm, knowledge, and fun into the classroom - allowing us all to have a laugh, but using dynamic teaching in order to make sure what was going in stayed in. I suddenly shot from a predicted E grade to a predicted B,
and pulled off a B in GCSE English Lit and Language. Charisma is not what is meant by the key words inspiring, enthusiastic and passionate but rather fast-paced and challenging learning activities that motivate and even excite. In the Ofsted publication Twelve Excellent Schools 2008, a Headteacher remarked of his staff, “their job is to ‘light fires’ and excite students about learning at school”. It is the pace and the challenge that produces an all-embracing sense of energy and purpose and encourages students to contribute personal research/experiences i.e. they become active participants in their own learning rather than passive recipients of information. A succinct description of the key features of outstanding teaching and learning appeared in the Ofsted publication, Why Colleges Succeed, published in November 2004: Here all three trigger words are present.

Teacher qualities

“Teachers are knowledgeable and enthusiastic, and the best are inspirational, skilfully imparting their passion to students. A feature of many of the effective lessons is the enthusiasm teachers show for their subject. There is a pervasive culture of high expectations of both students and staff”.

Student qualities

‘Learning is exceptional. Students are highly motivated, are intrinsically interested in learning new information and are enthusiastic about extending their understanding. They quickly develop good study habits, including independent research skills, and work hard to improve their knowledge. Much collaborative work in lessons is outstanding, with students co-operating most effectively on tasks set by the teacher”.

There is consistency of judgment in relation to effective teacher skills as indicated by the following identification of similar qualities in the Ofsted Chief Inspector’s report 2011, “Outstanding teaching and learning are characterised by highly skilled and enthusiastic teachers who use their extensive expertise to inspire a culture of learning and challenge”. The Ofsted 2012 criteria for ‘outstanding’ within Further Education carries forward the importance of the attribute of enthusiasm as follows “Staff generate high levels of enthusiasm for participation in, and commitment to, learning”. A virtually identical criterion is included within the Ofsted 2012 ‘outstanding’ criteria for the schools sector, “Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning. The outstanding teacher raises the high expectation that not only is every student capable of passing the course (all students selected and enrolled for a course should be capable of passing) but that a significant number can attain a high grade or apply the highest industry/commercial standard by following the learning directions given.”
coupled with raising horizons in terms of what the future might hold for each individual the result is often higher personal motivation and a greater effort to succeed. Teachers should translate these high expectations into the relevant course level whether level 1, 2, 3 or 4 and set the pace accordingly and set ‘challenging’ targets appropriate for progression to the next level. Lifelong learning criteria which governs teacher training qualifications in F.E. includes the criterion, “Implement appropriate and innovative ways to enthuse and motivate learners about own specialist area”. The Tomlinson report of 2005 recommended that teachers should, “inspire learners by delivering a varied, relevant and interesting curriculum in ways that motivate them ...and use their specialist expertise and passion for subject depth...” Hattie identified passion as the cement bonding effective learning and teaching as follows, “we rarely talk about passion in education, as if doing so makes the work of teachers seem less serious, more emotional than cognitive, .... passion reflects the thrills as well as the frustrations of learning – it can be infectious, it can be taught, it can be modelled, and it can be learnt....it infuses many of the influences that make the difference to the outcomes...to wish to imbue others with a liking or even love of the discipline being taught.” Passion is not charisma because as Hattie indicates it can be ‘learnt’ and it does not have to be ‘loud’ but rather it reflects a deep personal interest and even love of subject. Students are quick to detect whether the subject means something to a teacher or not. Essentially, enthusiasm, passion and inspiration translate into, ‘can you sell your subject and motivate’? The prize is to trigger independent learning and in some cases an intrinsic love of subject.

Skills pyramid criteria
The four key skill areas of the teachers’ skills pyramid are reflected in both Lifelong Learning 2007 and Ofsted 2012 criteria as follows.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Lifelong Learning</th>
<th>Ofsted criteria 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Ensure that knowledge of own specialist area is current and appropriate to the teaching context</td>
<td>‘Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks</td>
</tr>
<tr>
<td><strong>Plan</strong></td>
<td>Plan teaching sessions which meet the aims and needs of individual learners and groups using a variety of resources, including new</td>
<td>how learning is planned to meet individual learners’ needs and makes best use of staff knowledge and skills</td>
</tr>
<tr>
<td>Engage</td>
<td>Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and to encourage independence.</td>
<td>learners benefit from high expectations, engagement, care, support and motivation from staff... They use well-judged and often imaginative teaching strategies... the extent to which teaching, training and coaching encourages and develops independent learning</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Inspire</td>
<td>Implement appropriate and innovative ways to enthuse and motivate learners about own specialist area.</td>
<td>Inspire and challenge all learners and enable them to extend their knowledge, skills and understanding... Staff generate high levels of enthusiasm for participation in, and commitment to, learning.</td>
</tr>
</tbody>
</table>

Note the high accord between the Lifelong Learning 2007 teacher training and Ofsted 2012 inspection standards. Ofsted has stated that within Further Education the Lifelong Learning professional standards will be included in lesson observation judgements.

**Lifelong Learning professional standards**

The Lifelong Learning professional standards were introduced in 2007 and govern all Further Education teaching qualifications. On 1st April 2011 responsibility for the standards and teacher training across Further Education was transferred to the Learning and Skills Improvement Service (LSIS). The standards for teachers in Further Education specify six domains of best practice:

- A Professional values and practice
- B Learning and teaching
- C Specialist learning and teaching
- D Planning for learning
- E Assessment for learning
- F Access and progression
Domain A provides an overarching set of values to govern all FE teaching and learning. The other five domains set standards for the identified key aspects of effective practice. Each standard has a preface letter S, K and P related to the expected Scope, Knowledge, Practice. The full standards for Domains B and C are as follows:

<table>
<thead>
<tr>
<th>Domain B Learning and teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>They are committed to:</strong></td>
</tr>
<tr>
<td>BS 1 Maintaining an inclusive, equitable and motivating learning environment.</td>
</tr>
<tr>
<td>BS 2 Applying and developing own professional skills to enable learners to achieve their goals.</td>
</tr>
<tr>
<td>BS 3 Communicating effectively and appropriately with learners to enhance learning.</td>
</tr>
<tr>
<td>BS 4 Collaboration with colleagues to support the needs of learners.</td>
</tr>
<tr>
<td>BS 5 Using a range of learning resources to support learners.</td>
</tr>
</tbody>
</table>

<p>| BK 1.1 Ways to maintain a learning environment in which learners feel safe and supported. | BP 1.1 Establish a purposeful learning environment where learners feel safe, secure, confident and valued. |
| BK 1.2 Ways to develop and manage behaviours which promote respect for and between others and create an equitable and inclusive learning environment. | BP 1.2 Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes. |
| BK 1.3 Ways of creating a motivating learning environment. | BP 1.3 Create a motivating environment which encourages learners to reflect on, evaluate and make decisions about their learning. |
| BK 2.1 Principles of learning and ways to provide learning activities to meet curriculum requirements and the needs of all learners. | BP 2.1 Provide learning activities which meet curriculum requirements and the needs of all learners. |
| BK 2.2 Ways to engage, motivate and encourage active participation of learners and learner independence. | BP 2.2 Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence. |
| BK 2.3 The relevance of learning approaches, preferences and skills to learner progress. | BP 2.3 Implement learning activities which develop the skills and approaches of all learners and promote learner autonomy. |</p>
<table>
<thead>
<tr>
<th>BK 2.4 Flexible delivery of learning, including open and distance learning and on-line learning.</th>
<th>BP 2.4 Apply flexible and varied delivery methods as appropriate to teaching and learning practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BK 2.5 Ways of using learners’ own experiences as a foundation for learning.</td>
<td>BP 2.5 Encourage learners to use their own life experiences as a foundation for their development.</td>
</tr>
<tr>
<td>BK 2.6 Ways to evaluate own practice in terms of efficiency and effectiveness.</td>
<td>BP 2.6 Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback and learning theories.</td>
</tr>
<tr>
<td>BK 2.7 Ways in which mentoring and/or coaching can support the development of professional skills and knowledge</td>
<td>BP 2.7 Use mentoring and/or coaching to support own and others’ professional development, as appropriate.</td>
</tr>
<tr>
<td>BK 3.1 Effective and appropriate use of different forms of communication informed by relevant theories and principles.</td>
<td>BP 3.1 Communicate effectively and appropriately using different forms of language and media, including written, oral and non-verbal communication, and new and emerging technologies to enhance learning.</td>
</tr>
<tr>
<td>BK 3.2 A range of listening and questioning techniques to support learning.</td>
<td>BP 3.2 Use listening and questioning techniques appropriately and effectively in a range of learning contexts.</td>
</tr>
<tr>
<td>BK 3.3 Ways to structure and present information and ideas clearly and effectively to learners.</td>
<td>BP 3.3 Structure and present information clearly and effectively</td>
</tr>
<tr>
<td>BK 3.4 Barriers and aids to effective communication.</td>
<td>BP 3.4 Evaluate and improve own communication skills to maximise effective communication and overcome identifiable barriers to communication.</td>
</tr>
<tr>
<td>BK 3.5 Systems for communication within own organisation.</td>
<td>BP 3.5 Identify and use appropriate organisational systems for communicating with learners and colleagues.</td>
</tr>
<tr>
<td>BK 4.1 Good practice in meeting the needs of learners in collaboration with colleagues.</td>
<td>BP 4.1 Collaborate with colleagues to encourage learner progress.</td>
</tr>
<tr>
<td>BK 5.1 The impact of resources on effective learning.</td>
<td>BP 5.1 Select and develop a range of effective resources, including appropriate use of new and emerging technologies</td>
</tr>
<tr>
<td>BK 5.2 Ways to ensure that resources</td>
<td>BP 5.2 Select, develop and evaluate</td>
</tr>
</tbody>
</table>
used are inclusive, promote equality and support diversity.

resources to ensure they are inclusive, promote equality and engage with diversity.

<table>
<thead>
<tr>
<th>Domain C  Specialist learning and teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>They are committed to:</strong></td>
</tr>
<tr>
<td>CS 1 Understanding and keeping up to date with current knowledge in respect of own specialist area.</td>
</tr>
<tr>
<td>CS 2 Enthusing and motivating learners in own specialist area.</td>
</tr>
<tr>
<td>CS 3 Fulfilling the statutory responsibilities associated with own specialist area of teaching.</td>
</tr>
<tr>
<td>CS 4 Developing good practice in teaching own specialist area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CK 1.1 Own specialist area including current developments.</th>
<th>CP 1.1 Ensure that knowledge of own specialist area is current and appropriate to the teaching context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CK 1.2 Ways in which own specialism relates to the wider social, economic and environmental context.</td>
<td>CP 1.2 Provide opportunities for learners to understand how the specialist area relates to the wider social, economic and environmental context.</td>
</tr>
<tr>
<td>CK 2.1 Ways to convey enthusiasm for own specialist area to learners.</td>
<td>CP 2.1 Implement appropriate and innovative ways to enthuse and motivate learners about own specialist area.</td>
</tr>
<tr>
<td>CK 3.1 Teaching and learning theories and strategies relevant to own specialist area.</td>
<td>CP 3.1 Apply appropriate strategies and theories of teaching and learning to own specialist area.</td>
</tr>
<tr>
<td>CK 3.2 Ways to identify individual learning needs and potential barriers to learning in own specialist area.</td>
<td>CP 3.2 Work with learners to address particular individual learning needs and overcome identified barriers to learning.</td>
</tr>
<tr>
<td>CK 3.3 The different ways in which language, literacy and numeracy skills are integral to learners’ achievement in own specialist area.</td>
<td>CP 3.3 Work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area.</td>
</tr>
<tr>
<td>CK 3.4 The language, literacy and numeracy skills required to support own specialist teaching.</td>
<td>CP 3.4 Ensure own personal skills in literacy, language and numeracy are appropriate for the effective support of learners.</td>
</tr>
<tr>
<td>CK 3.5 Ways to support learners in the use of new and emerging technologies in own</td>
<td>CP 3.5 Make appropriate use of, and promote the benefits of new and emerging technologies.</td>
</tr>
<tr>
<td>CK 4.1 Ways to keep up to date with developments in teaching in own specialist area.</td>
<td>CP 4.1 Access sources for professional development in own specialist area.</td>
</tr>
<tr>
<td>CK 4.2 Potential transferable skills and employment opportunities relating to own specialist area.</td>
<td>CP 4.2 Work with learners to identify the transferable skills they are developing, and how these might relate to employment opportunities.</td>
</tr>
</tbody>
</table>

The equivalent standards for the schools sector were revised in 2011-12 by the Teaching Agency which is an executive arm of the Department of Education and replaced the General Teaching Council on 1st April 2012. The new national standards for teachers have eight sections as follows and came into force 1st September 2012:60

**A teacher must:**

1 **Set high expectations which inspire, motivate and challenge pupils**
   - establish a safe and stimulating environment for pupils, rooted in mutual respect
   - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
   - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 **Promote good progress and outcomes by pupils**
   - be accountable for pupils’ attainment, progress and outcomes
   - be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
   - guide pupils to reflect on the progress they have made and their emerging needs
   - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
   - encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 **Demonstrate good subject and curriculum knowledge**
   - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
   - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
   - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
   - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics7
   - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 **Plan and teach well structured lessons**
• impart knowledge and develop understanding through effective use of lesson time
• promote a love of learning and children’s intellectual curiosity
• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
• reflect systematically on the effectiveness of lessons and approaches to teaching
• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils
• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
• have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment
• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
• make use of formative and summative assessment to secure pupils’ progress
• use relevant data to monitor progress, set targets, and plan subsequent lessons
• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment
• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
• manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities
• make a positive contribution to the wider life and ethos of the school
• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
• deploy support staff effectively
• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
• communicate effectively with parents with regard to pupils’ achievements and well-being.

Take a few moments to slowly read the above criteria for Further Education and/or Schools as appropriate and reflect on the underpinning skill sets and the different aspects of planning and expertise. The full set of Lifelong Learning standards may be downloaded from the Lifelong Learning legacy website incorporated within the LSIS website www.lsis.org.uk and the full Teacher Standards’ publication is available from www.education.gov.uk.

Personal attributes and skills
The core of the Lifelong Learning and schools’ criteria is high interpersonal and intrapersonal skills and this is in accord with academic research. For instance Hattie summaries the skill set of ‘accomplished teachers’ as, “those who engage them, turn them on to the subject, who inspire them, and who communicate a passion for learning”. 61 This is a significant skills demand and it is notable that many schools and colleges do advertise for high levels of interpersonal and intrapersonal skills. Consider this example of teacher selection criteria provided by the Headteacher of Tadcaster Grammar School in North Yorkshire, Mr Geoff Mitchell:62

• “An inspiring and successful teacher at all levels and within all abilities
• Knowledgeable and passionate about their teaching subject
• Energetic, enthusiastic and motivated, committed to continuous improvement
• Rigorous in their approach to challenging underachievement and setting high standards
• Fully up-to-date with all the recent changes within the curriculum and the examination system
• Committed to a culture of success and celebration of achievement
• Keen to promote the wider aspects of their subject across the curriculum and within the community
• Able to work in a team
• An effective form tutor who commands respect from students”.

Mr Mitchell wrote this specification long before any of the professional and inspection standards discussed were published and note the inclusion of the attributes of enthusiasm, passion and inspiration. All colleges and schools need to specify the skills and attributes of effective teachers and to actively seek the relevant skill set at interview and of equal importance to ‘grow’ the skill set via
Continuous Professional Development (CPD) within existing staff teams. A glance at the job adverts in the Times Educational Supplement (TES) every Friday demonstrates that most schools and colleges do focus on the applicant’s ability to enthuse and communicate their subjects well. It is notable that Higher Education advertisements largely depart from this pattern and place their emphasis upon knowledge and research skills with often no specification of teaching skills at all. Universities are rapidly reappraising their appointment criteria because students, paying high fees, are becoming increasing vocal and intolerant of large lecture theatre presentations delivered by dull lecturers and accompanied by dense bullet-point dominated Powerpoint slides. Knowledge and research skills alone, as discussed earlier, do not make a good teacher. The overall consensus from the Primary sector forward is that schools and colleges are actively seeking to employ teachers with high levels of interpersonal and intrapersonal skills. In 2006, as Chief education adviser to London schools, Sir Professor Tim Brighouse specified the need to appoint staff with the right level of skills, “Appointing the right staff is therefore crucial….what if I hear you say, “we are desperate and there really is nobody else”? This is the most dangerous position for any school: the temptation to appoint anyone living and walking is almost irresistible. Yet resist you must. Make it temporary, alter the curriculum. Bring in someone temporarily. Do anything but don’t appoint”. How far do teacher training or professional development courses focus on developing high interpersonal and intrapersonal skills as opposed to theoretical knowledge? In addition how often does your school or college offer training opportunities in effective presentational skills? Such courses are fairly standard in the world of business to hone and perfect communication and presentational skills but surprisingly rare in our schools and colleges. Visit a good bookshop and note the high number of books on presentational skills within the business section compared to few, if any, on the education shelves. The former Secretary of State for Children, Schools and Families, Ed Balls, in recalling his own days at school gave the following description of outstanding teachers, “The thing that makes an outstanding teacher is first a passion that every child has talent and that with the right support that talent can come to the fore and the child can do well. Great teachers don’t write any child off. You have to care about your subject, and learning and ideas, and you’ve got to be able to communicate and inspire. You need quite a lot of patience, too”. From the ex-Secretary of State down we all perhaps have similar individual memories of effective teaching and learning and why we enjoyed going to some lessons more than others. It is notable that Ed Balls instinctively refers to the
qualities of *passion* and *inspiration*. However, what skills and attributes should teachers (and in particular outstanding teachers) seek to develop and perfect?

**Fento standards**

Prior to the inception of Lifelong Learning the Further Education National Training Organisation (FENTO) set the national standards for Further Education 1999-2007. Fento specified the following set of personal attributes:

- “personal impact and presence
- enthusiasm
- self-confidence
- energy and persistence
- reliability
- intellectual rigour
- integrity
- appreciation of FE values and ethics
- commitment to education and to learners’ progress and achievement
- readiness to adapt to changing circumstances and new ideas
- realism
- openness and responsiveness to others
- acceptance of differing learning needs, expectations and styles
- empathy, rapport and respect for learners and colleagues
- assertiveness”.

The Fento attributes emphasised the ability to communicate effectively and to build positive relationships with students. The attribute *personal impact and presence* is one that all teachers should consider. How you dress, greet, welcome, stand, move and speak are all important to establishing clear classroom control and respect. Commenting on dress is often regarded as controversial but it simply means do you distinguish between leisure dress and professional dress? All other professional groups do. The attribute ‘intellectual rigour’ also raises a high aspiration in terms of displaying depth and breadth of knowledge. All teachers are currently being encouraged to undertake a master’s degree to deepen their research and subject expertise.

**Teacher of the Year**

Further evidence of the links between effective personal and communication skills and outstanding teaching and learning arise from the UK Teachers of the Year awards. The annual teaching awards are a well-established feature of the educational landscape in the UK and celebrate the skills of outstanding teachers. Let’s reflect upon
the skills and attributes of the seven regional winners of *Teacher of the Year 2012* within the Secondary Schools sector as described by colleagues, pupils and the judging panels:

**Cathy McGowan – Northern Ireland**
“An outstanding teacher of English who has a gift for motivating, inspiring and encouraging students”.

**Sion Jones – Wales**
“An outstanding teacher who is inspirational...enthusiastic and caring...He has empathy and humour...He also has a well-deserved reputation for providing stimulating lessons”.

**Sue King - North**
“She is an inspirational teacher who uses her exceptional subject knowledge to deliver creative and innovative lessons that fully engage all pupils”.

**Stewart Shovlin - Midlands**
“His lessons are both amazing and exciting students are simultaneously transfixed and transported”.

**Lindsay Elliot – East**
“Her subject is Product Design, a creative subject and her own flair, passion and enthusiasm shine through her teaching to inspire and motivate”.

**Rapdha Jaipersal – South East including London**
“Her enthusiasm for her subject is infectious and there is always an excited buzz in her class...She has high expectations of all her pupils and a passion to help them reach their potential”.

**Ian Taylor – South West**
“Take five words to describe Ian Taylor and they are likely to be visionary, talented, innovative, perceptive and creative”.

All of the above testimonials focus on effective communication skills with the oft repeated words, enthusiasm, passion and inspiration in evidence.

**Students’ and children’s opinions**
Perhaps the most important people to ask, ‘what makes an outstanding teacher’ are students and children? They are after all the ‘customers’ and observe teachers in action every day and are therefore in a position to make comparisons and to identify good practice. Some colleges are currently experimenting with adding
students to their lesson observation teams and it is often common, in schools, for pupils to sit on interview panels or to offer the appointments panel feedback following a demonstration lesson by an applicant.

**Thank a Teacher**
The Teaching Awards website referred to above also features a ‘thank a teacher’ section and the following three examples of students’ comments further reinforce that outstanding teachers motivate and inspire:

- “You are one of the most inspiring people I have ever met and I feel privileged to have been taught by you. Thank you for all your effort, enthusiasm and support that you have shown me over the past few years.”
- “His enthusiasm for the subject, combined with an engaging teaching style fired my own interest in it. I went on to study Management Science at Warwick University and now work for Goldman Sachs in London. Goes to show what an impact excellent teaching can have”.
- “Her enthusiasm in class helped me get involved in the classroom, and her supportive attitude will always stick with me. From underachieving at a C grade, she showed me English could be not just interesting and useful but fun…. I want to thank her so much because of the opportunities she has given me. [My teacher] is a truly inspirational teacher and anyone who has her as their English teacher are destined to succeed.

You can read many more personal messages of thanks to teacher who made a difference at [www.teachingawards.com](http://www.teachingawards.com).

**UNESCO Survey**
In 1996 UNESCO conducted a survey on the theme of, ‘what makes a good teacher’ and children from around the world participated. Here are some of their answers:

“I think a good teacher should be…curious, passionate, interested about their pupils’ interests, wishes and feelings”.
(Mirjana Kazija, Rijeka, Croatia)

“enthusiastic and enjoys teaching and should be honest and imaginative”.
(Sheeba Ramachandran Buraidha, Saudi Arabia)

“A good teacher is an effective communicator…”.  
(Marie Garcia, Oyster Bay, N.Y. USA )

“A good teacher must have up-to-date knowledge…”.  

“Arrives in time to start a lesson and ends the lesson on time because of good organisation and planning”.

( Berit Hencke, Keil, Germany)

“A good teacher is someone who is a learner herself”.

(Astrid, Perth, Australia)

“A good teacher always thinks to improve the teaching techniques”.

(Mohammed Hazawawi Yusuf, Perah, Malaysia)

It would be difficult to quibble with any of the above judgements and they chime well with more formal academic research.

**A student opinion**

In 2005 the winner of the UK Centre for Legal Education, ‘Student of the Year’ prize, Farina Jussab was asked what made a good teacher. Farina listed the following qualities of a good teacher:68

- “the most important quality is the ability to inspire,
- relate the theory to current issues,
- actively involve students by asking questions,
- visual aids do wonders ...can trigger your memory in exams,
- clear outlines, simple diagrams,
- instil enthusiasm,
- good planning,
- help students to get used to writing within certain time limits,
- assess individual needs,
- encourage teamwork...an important skill within the workplace”.

Overall students, in general, find little difficulty in identifying the key characteristics of effective teaching and as Farina commented the characteristics of less effective teaching, “It is not very motivating to listen to a tutor who has absolutely no enthusiasm for what they teach. The lack of enthusiasm becomes obvious through the tone and demeanour of teachers. This lack of passion transfers to the students and they too begin to feel that it is too much of a bother to listen or even to study.”69 Farina, in common with other sources quoted, has instinctively highlighted that effective teachers display, enthusiasm and passion. The UK Centre for Legal Education subsequently commissioned research into the qualities and attributes of outstanding teachers and in a paper presented to the Society of Legal Scholars conference 2008 Tracey Varnava concluded that outstanding teachers “display an active interest in and development of approaches to teaching that influence, motivate and inspire students to learn”.70
Post 16 learner opinions

In 2001 the Further Education National Training Organisation (FENTO) and the Association of Colleges (AOC) invited a sample of 700 FE students to comment on the most important skills of effective teachers. The top five qualities cited by the students were:

- “sound subject knowledge
- understanding and gives good advice
- creative, interesting and imaginative
- warm and cheery
- clear instruction and presentation”.

Overall, the students place an emphasis upon effective communication and relationship skills. Perhaps we should all consider how far we greet and welcome students and are warm and cheery.

Bilborough College survey

In 2009 Bilborough Sixth Form College, Nottingham hit upon a very simple but powerful way of surveying student opinions as part of its Learner Involvement strategy. All new students were invited to contribute to a ‘comment wall’ by posting notes on what motivated them and what de-motivated them to learn. Pink post-it notes were motivators and blue post-it notes were de-motivators. The comments that follow are verbatim student comments in random order but with no direct link between the two columns. The students’ comments in relation to effective lessons are presented in Chapter Five.

<table>
<thead>
<tr>
<th>Motivators</th>
<th>De-motivators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help from teachers</td>
<td>Boring teachers</td>
</tr>
<tr>
<td>Support from teachers</td>
<td>Unconfident teachers</td>
</tr>
<tr>
<td>When subjects (easy or hard) are taught enthusiastically and interestingly = engage students and motivate them to find out more about it, work on it.</td>
<td>When teachers talk for most of the lesson, from the start on which they stand at the whiteboard to the end of the lesson.</td>
</tr>
<tr>
<td>Good teaching motivates me</td>
<td>unsupportive teachers</td>
</tr>
<tr>
<td>The way he talks about what we can achieve it we work</td>
<td>When pile of work is given without teacher talking about it or explaining it.</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Enthusiastic teachers</td>
<td>Grumpy teachers, monotone voices</td>
</tr>
<tr>
<td>Enthusiasm from the teacher</td>
<td>A boring rubbish teacher</td>
</tr>
<tr>
<td>When teachers are enthusiastic</td>
<td>Strict teachers who don’t involve the class in a fun way</td>
</tr>
<tr>
<td>Teacher talking in front of class</td>
<td>When teachers talk in a monotone fashion and act as if they don’t care – because then I don’t care</td>
</tr>
<tr>
<td>Enthusiastic teachers</td>
<td>When the teacher talks for most of the lesson</td>
</tr>
<tr>
<td>Enthusiastic teacher, one that gets excited about what they’re teaching</td>
<td>Just skim over books and material, don’t go into concepts</td>
</tr>
<tr>
<td>When a teacher has enthusiasm about their subject rather than teaching for the money then enjoyment. Make discussion fun like General Studies</td>
<td>When teachers tell us their life story and give us unnecessary information that’s not relevant to the topic</td>
</tr>
<tr>
<td>When the teachers are passionate about their subject and pass that enthusiasm onto you</td>
<td>Negative teachers who pester students, and who don’t create aims for lessons</td>
</tr>
<tr>
<td>When teachers give us tasks that help us understand topic and give us the opportunity to discuss</td>
<td>Teachers spoon feeding information</td>
</tr>
<tr>
<td>Good organisation of structure, help the lesson go smoothly Teachers enthusiasm when teaching</td>
<td>Lack of enthusiasm in both teachers and pupils</td>
</tr>
<tr>
<td>Humour and originality</td>
<td>Teachers that can’t control the classroom so that other students mess around</td>
</tr>
<tr>
<td>A teacher with energy and varied activities</td>
<td>If the teacher has a monotone voice and doesn’t care about the lesson themselves</td>
</tr>
<tr>
<td>Enthusiastic teaching</td>
<td>Sitting down listening to the teacher ALL lesson</td>
</tr>
<tr>
<td>An enthusiastic teacher and atmosphere</td>
<td>Monotone teachers</td>
</tr>
<tr>
<td>Light hearted teaching and</td>
<td>When teachers call me dumb</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>The teachers – tell jokes</td>
<td>Not being rewarded with encouragement from teachers/peers</td>
</tr>
<tr>
<td>Enthusiastic teachers – Having an all round knowledge of the subject even if it’s not all relevant to the course e.g. French and Spanish – extra info about the culture makes it more interesting</td>
<td>I am demotivated by teachers who see the class as a whole and ignore individuals</td>
</tr>
<tr>
<td>Teacher that involves all the students</td>
<td>Teacher just talks and you don’t understand what they’re on about</td>
</tr>
<tr>
<td>Encouraging words from teacher</td>
<td>Teachers that like to talk</td>
</tr>
<tr>
<td>I am motivated by the teachers being enthusiastic, and stick to the point of the lesson</td>
<td>When teachers start talking off subject (nothing to do with lesson)</td>
</tr>
<tr>
<td>In class I am motivated by enthusiastic teachers that believe in you</td>
<td>When the teacher isn’t enthusiastic</td>
</tr>
<tr>
<td>I am motivated by teachers who don’t go on about something. If they are interesting, let you get on and help you then I find them motivational</td>
<td>No clear, achievable goal</td>
</tr>
<tr>
<td>An enthusiastic teacher who is passionate about their subject</td>
<td>Teachers who can’t be bothered! And making notes!</td>
</tr>
<tr>
<td>Teachers that are passionate about their subjects and not ashamed to let it show</td>
<td>No constructive feedback</td>
</tr>
<tr>
<td>Vibrant teachers – interacting and moving about</td>
<td>When teachers are not bothered and don’t set good example</td>
</tr>
<tr>
<td>An enthusiastic teacher who is passionate about the subject they teach</td>
<td>Boring teaching i.e. copying from board</td>
</tr>
<tr>
<td>I’m motivated by teachers who are generally friendly and happy</td>
<td>I am demotivated by teachers who are dull with no charisma</td>
</tr>
<tr>
<td>Enthusiastic teachers</td>
<td>Having to listen to teachers moaning about other people’s ability to hand in work</td>
</tr>
<tr>
<td>Passion for subject</td>
<td>Using a monotone voice (the teacher) and having a lack of varying teaching skills</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tutor or teacher saying positive things</td>
<td>Pressure from teachers (I know when the deadlines are!)</td>
</tr>
<tr>
<td>Good teachers – enthusiastic and helpful</td>
<td>Boring teachers.</td>
</tr>
<tr>
<td>When the teacher is enthusiastic</td>
<td>Lack of enthusiasm</td>
</tr>
<tr>
<td>When the teachers are lively</td>
<td>When the teachers aren’t very enthusiastic</td>
</tr>
<tr>
<td>Enthusiastic teacher</td>
<td>Teachers constantly talking to the class – I switch off!!</td>
</tr>
</tbody>
</table>

In terms of ‘motivators’ look how often the students repeat the words ‘enthusiasm’ and ‘passion’. The students want a teacher who makes the topic interesting and displays their own love of subject. In terms of ‘demotivators’ the words ‘monotone’ and ‘boring’ are regularly used. In particular the students are critical of teachers who over-talk and provide insufficient challenge.

**Hay McBer Children’s survey**

Finally this chapter started with the views of children so let’s end this consideration of what makes an outstanding teacher by giving the final word to children. The Hay McBer report contains the following description of a good teacher by Year Seven and Eight pupils. 73

**“A good teacher:**

- is kind
- is generous
- listens to you
- encourages you
- has faith in you
- keeps confidences
- likes teaching
- likes teaching their subject
- takes time to explain things
- helps you when you are stuck
- tells you how you are doing
- allows you to have your say
doesn’t give up on you
cares for your opinion
makes you feel clever
treats people equally
stands up for you
makes allowance
tells the truth
is forgiving”.

The overall theme of the children’s criteria places an emphasis upon a positive relationship with the teacher and ultimately ‘caring’ qualities. However, note that children, as young as 12 years old, are quite perceptive and have concluded that some teachers do not like teaching or even their own subject! This is a fundamental question for any teacher – do you love your own subject or is teaching just a job? Hattie emphasised that the most effective teachers, “cared about teaching the students their passion for their subject, gave students confidence in themselves as learners and as people, treated the student as a person, and instilled a love of learning of their subject(s)”.

Interestingly the new Teachers’ Standards released by the Department for Education 1st September 2012 include the prescription, “promote a love of learning and children’s intellectual curiosity” and the revised inspection criteria published by Ofsted in June 2012 for Further Education includes the attributes of care and support, ‘learners benefit from high expectations, engagement, care, support and motivation from staff’. Perhaps Ofsted has read the children’s comments? Love of subject is perhaps the key attribute for outstanding teaching and learning because it drives a never ending search for new ways of making the subject interesting. Do you love your subject?