

# E-Article

from ES4S

May 2016

**Our e-articles are written as a stimulus to promote professional dialogue. We hope they can be used in professional learning communities, staff meetings and other similar CPD situations.**

**Further possible questions to support dialogue from this article:**

- Have we established a clear framework of progressionality skills and practices?
- Are all staff clear around our agreed set of pedagogical approaches for highly effective teaching and learning?
- Can every member of staff articulate the 'why' around each of these approaches to teaching and learning?
- Does every teacher and teaching assistant set themselves a regular goal for improvement around one of these approaches?
- How do we hold ourselves accountable to these goals?

## **Professional development for next year**

If this article interested you, we are able to offer you CPD around...

## **Teaching Intentionally - 7 TIPS for highly effective teaching and learning**

If you would like any further information on this programme, or other aspects of outstanding classroom practice, please contact **Kate** using the contact details below.

Alternatively, you can view our new CPD e-brochure at [www.es4s.co.uk](http://www.es4s.co.uk)

## **Staffroom quote of the month .....**

**When you are arguing with a fool, make sure he isn't doing the same thing.**

Mark Twain

## **Recommended book .....**

An interesting book that considers issues around outstanding teaching

**Engaging learners**

(Andy Griffith)

ISBN - 0415834937

## **A focus on the 'why' - Intentional Teaching**

In our last e-article, we considered the need to go **back to basics** with regard to teaching and learning. Educators, in every school, are bombarded with a vast list of things, the 'what', that they hope to accomplish by the end of the day or week. Perhaps focusing on the day-to-day minutiae without reminding ourselves of the 'why' causes us to lose focus—straying from what is truly important to our pupils and us. Being intentional regarding professional practice goes beyond the routines of everyday teaching and begins to focus on the specific details of 'why'. When we focus more on the why and thus the intentionality of our teaching, we begin to ask richer questions that guide our every action, such as: How can I meet the needs of the different types of learner in my class? How can I offer coherent, connected learning progression? How can I create a learning environment that challenges all while providing scaffolding for those who need it?

Excellent teaching is not an inherited skill. It demands intentionality and persistence. It is essential that a school, and the staff within, create a realistic, nuanced framework of intentionality skills and practices that guides each individual to the next level of competence. This professional framework should scaffold an individual's improvement, and its descriptive rubrics articulate a clear set of pedagogical approaches that explore what staff need to do to reach proficiency in each aspect of teaching and learning. These statements must emphasise the 'why' before going on to explain the 'how' and 'what'. Sustained reflection and study of individual practice begin to make a difference when teachers and teaching assistants can back up their claims of performance with evidence (e.g., "I scaffolded learning by "; "High expectations were evident when "; "The following questions stimulated participation "). For educators, a lack of clear and focused intentionality about what we do and why we do it results in poor and unpredictable outcomes that often fall far from our initial goals and targets. Every individual teacher and teaching assistant should have a clearly identified and specific target for how they intend to improve the intentionality of their practice. Each journey will be unique. The goal, however, is the same: devoting energy to research-based and classroom-tested action that make a difference in every classroom.

## **ES4S**

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