

## **'What Makes Great Teaching?'**

**Professor Robert Coe, October 2014**

**((Durham University et al for The Sutton Trust)**

The Sutton Trust review found that over a year, poorer pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.

The factors with the strongest evidence that they improve outcomes for children :-

- Pedagogical and Subject Knowledge- a deep knowledge of subject coupled with the knowledge of how children learn
- Quality of Instruction- quality questioning, use of assessment, allowing time to embed skills through intelligent practice

Four other elements of effective teaching have fair to moderate evidence showing an impact on results:-

- Classroom Climate-quality interactions, teacher expectations
- Classroom Management- efficient use of time, behaviour management with clear rules consistently applied
- Teacher Belief- teachers who know why they are using particular practices, understand theories of learning, value education
- Professional Behaviours- developing professional practice, support colleagues, communicate with parents

The report suggests using a range of methods to evaluate the effectiveness of teaching, not just one, e.g. data, lesson observation, talking to children etc.

There were seven examples of strategies commonly used that were unsupported by evidence:-

- Lavish Praise
- Allowing students to discover key ideas themselves
- Grouping by ability
- Encouraging re-reading and highlighting to memorise key ideas
- Presenting information to children in their preferred learning style

- Addressing low confidence by trying to motivate demotivated children before teaching new content
- Being active rather than listening passively, helps you remember

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