

What if everything you knew about education was **wrong?**



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Forewords by
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What If Everything You Knew About Education Was Wrong

David Didau



What If Everything You Knew About Education Was Wrong:

What if everything you knew about education was wrong? David Didau, 2015-06-10 If you feel a bit cross at the presumption of some oik daring to suggest everything you know about education might be wrong please take it with a pinch of salt What if everything you knew about education was wrong is just a title Of course you probably think a great many things that aren't wrong The aim of the book is to help you murder your darlings David Didau will question your most deeply held assumptions about teaching and learning expose them to the fiery eye of reason and see if they can still walk in a straight line after the experience It seems reasonable to suggest that only if a theory or approach can withstand the fiercest scrutiny should it be encouraged in classrooms David makes no apologies for this why wouldn't you be sceptical of what you're told and what you think you know As educated professionals we ought to strive to assemble a more accurate informed or at least considered understanding of the world around us Here David shares with you some tools to help you question your assumptions and assist you in picking through what you believe He will stew findings from the shiny white laboratories of cognitive psychology stir in a generous dash of classroom research and serve up a side order of experience and observation Whether you spit it out or lap it up matters not If you come out the other end having vigorously and violently disagreed with him you'll at least have had to think hard about what you believe The book draws on research from the field of cognitive science to expertly analyse some of the unexamined meta-beliefs in education In Part 1 Why we're wrong David dismantles what we think we know examining cognitive traps and biases assumptions gut feelings and the problem of evidence Part 2 delves deeper Through the threshold looking at progress liminality and threshold concepts the science of learning and the difference between novices and experts In Part 3 David asks us the question What could we do differently and offers some considered insights into spacing and interleaving the testing effect the generation effect reducing feedback and why difficult is desirable While Part 4 challenges us to consider What else might we be getting wrong cogitating formative assessment lesson observation grit and growth differentiation praise motivation and creativity **Exam Literacy** Jake

Hunton, 2018-08-13 In **Exam Literacy** A guide to doing what works and not what doesn't to better prepare students for exams Jake Hunton focuses on the latest cognitive research into revision techniques and delivers proven strategies which actually work Foreword by Professor John Dunlosky Read highlight reread repeat if such a revision cycle sounds all too wearily familiar you and your students need a better route to exam success And in light of the recent decision to make all subjects at GCSE linear so that students will be tested in one off sittings it will be even more important that students are well equipped to acquire and recall key content ahead of their exams In this wide-ranging guide to effective exam preparation Jake Hunton casts a careful eye over a wide range of research into revision techniques and details the strategies which have been proven to deliver the best results With plenty of practical suggestions and subject-specific examples **Exam Literacy** provides teachers with user-friendly advice on how they can make the content they cover stick and shares up-to-date evidence-based

information on The nature of learning and the various types of memory How to improve students retention of knowledge and recall of content Why popular revision techniques such as rereading highlighting and summarising may not be as effective as you think How revision strategies that have been identified as being more effective such as interleaving elaborative interrogation self explanation and retrieval practice can be embedded into day to day teaching How students can be encouraged to make use of these winning strategies when revising independently [Making Kids Cleverer](#) David Didau,2018-12-20 In Making Kids Cleverer A manifesto for closing the advantage gap David Didau reignites the nature vs nurture debate around intelligence and offers research informed guidance on how teachers can help their students acquire a robust store of knowledge and skills that is both powerful and useful Foreword by Paul A Kirschner Given the choice who wouldn t want to be cleverer What teacher wouldn t want this for their students and what parent wouldn t wish it for their children When David started researching this book he thought the answers to the above were obvious But it turns out that the very idea of measuring and increasing children s intelligence makes many people extremely uncomfortable If some people were more intelligent where would that leave those of us who weren t The question of whether or not we can get cleverer is a crucial one If you believe that intelligence is hereditary and environmental effects are trivial you may be sceptical But environment does matter and it matters most for children from the most socially disadvantaged backgrounds those who not only have the most to gain but who are also the ones most likely to gain from our efforts to make all kids cleverer And one thing we can be fairly sure will raise children s intelligence is sending them to school In this wide ranging enquiry into psychology sociology philosophy and cognitive science David argues that with greater access to culturally accumulated information taught explicitly within a knowledge rich curriculum children are more likely to become cleverer to think more critically and subsequently to live happier healthier and more secure lives Furthermore by sharing valuable insights into what children truly need to learn during their formative school years he sets out the numerous practical ways in which policy makers and school leaders can make better choices about organising schools and how teachers can communicate the knowledge that will make the most difference to young people as effectively and efficiently as possible David underpins his discussion with an exploration of the evolutionary basis for learning and also untangles the forms of practice teachers should be engaging their students in to ensure that they are acquiring expertise not just consolidating mistakes and misconceptions There are so many competing suggestions as to how we should improve education that knowing how to act can seem an impossible challenge Once you have absorbed the arguments in this book however David hopes you will find the simple question that he asks himself whenever he encounters new ideas and initiatives Will this make children cleverer as useful as he does Suitable for teachers school leaders policy makers and anyone involved in educations

Powerful Pedagogy Ruth Powley,2018-03-19 How can we teach better quicker In Powerful Pedagogy Ruth Powley Love Learning Ideas blogger and experienced teacher and school leader debunks teaching and learning myths and shows how the

more we know about pedagogy the more able we are to make informed and efficient choices about our practice saving ourselves valuable time Focusing on building sequences of learning rather than one off lessons it is an antidote to quick fix books empowering teachers as professionals in possession of powerful pedagogical knowledge that can be used to improve teaching in a sustainable way Powerful Pedagogy draws extensively from a wide range of educational writers and research offering an accessible synthesis of what really works in the classroom Together with strategies to put theories and research into practice each chapter contains a handy list of questions for the reflective practitioner It explores reasons for the confusion over what constitutes effective pedagogy in recent years and presents practical research based solutions outlining successful and efficient Modelling of excellence Explaining for understanding Practising to fluency Questioning as assessment Testing to permanency Marking for improvement Effective planning of lessons and curriculum sequences Powerful Pedagogy allows teachers to understand how to make the best choices about what works in the classroom improving the quality of teaching It is an essential companion for trainee and experienced teachers in all sectors and for school leaders and educational trainers

The Secret of Literacy David Didau, 2014-01-31 Literacy That s someone else s job isn t it This is a book for all teachers on how to make explicit to students those things we can do implicitly In the Teachers Standards it states that all teachers must demonstrate an understanding of and take responsibility for promoting high standards of literacy articulation and the correct use of standard English whatever the teacher s specialist subject In The Secret of Literacy David Didau inspires teachers to embrace the challenge of improving students life chances through improving their literacy

What Every Teacher Needs to Know about Psychology David Didau, Nick Rose, 2016-08-12 Much of what we do in classrooms is intuitive steered by what feels right but all too often intuition proves a poor sometimes treacherous guide Although what we know about the workings of the human brain is still pitifully little the science of psychology can and has revealed certain surprising findings that teachers would do well to heed Over the past few decades psychological research has made real strides into understanding how we learn but it s only in the last few years that education has become aware of these insights Part of the problem is a tendency amongst teachers to resist being told what works if it conflicts with intuition Whilst we cannot and should not relinquish our professional judgement in the face of outlandish claims we should at least be aware of what scientists have discovered about learning thinking motivation behaviour and assessment over the past few decades This though is far easier said than done Every year thousands of research papers are published some of which contradict each other How can busy teachers know which research is worth investing time in reading and understanding Here David Didau and Nick Rose attempt to lay out the evidence and theoretical perspectives on what they believe are the most important and useful psychological principles of which teachers ought to be aware That is not to say this book contains everything you might ever need to know there is no way it could it is merely a primer We hope that you are inspired to read and explore some of the sources for yourself and see what other principles can

find a home in your classroom Some of what we present may be surprising some dubious but some in danger of being dismissed as blindingly obvious Before embracing or dismissing any of these principles we urge you to interrogate the evidence and think carefully about the advice we offer While nothing works everywhere and everything might work somewhere this is a guide to what we consider the best bets from the realm of psychology **Unleashing Great Teaching** David Weston, Bridget Clay, 2018-05-11 It is within the power of each and every school to unleash the best in teachers day by day month by month year by year This practical handbook takes the guesswork out of professional learning showing school leaders how they can build a self improving culture and remove barriers to learning the authors set out their advice for how every school can bring in the best ideas from the whole system and make sure that these have a lasting effect in the classroom Packed full of examples easy to use ideas and checklists *Unleashing Great Teaching* brings together a vast body of experience gained by the Teacher Development Trust UK and shows how other schools can learn from these insights From fostering a culture of evaluating impact to establishing good relationships communication and a developmental culture this book takes each and every aspect of the school system and reassesses its role as a driver of teacher and student success

ASBO Teacher Samuel Elliott, 2021-02-09 Foreword by David Didau Samuel Elliott has been the pupil from hell He knows what he needed from his teachers in order to turn his life around and in this book he shares that knowledge with hard pressed colleagues who just want to do their best for their pupils In *ASBO Teacher* Samuel offers no nonsense principles hewn from the chalkface of the modern British classroom ideas and approaches that have worked for the author in the most challenging settings and with the most testing pupils Covering a range of issues spanning behaviour management lesson structure resource preparation and narratives in the classroom the book is a blueprint for becoming a particular kind of teacher one who has high expectations a concern for pupil well being and a knack for ushering learners into more effective learning Note ASBO stands for antisocial behaviour order a legal order in the UK issued to restrict an individual aged ten or above from harassing or causing alarm or distress to other people **A School Built on Ethos** James

Handscombe, 2021-03-30 In *A School Built on Ethos* Ideas assemblies and hard won wisdom James Handscombe explores how schooling is more than gaining qualifications how learning is more than exams and how academic success comes more readily to those who have grasped this idea Harris Westminster Sixth Form has had enormous success in providing an academic education for students of all socio economic backgrounds This success is grounded in the development of a scholarly ethos that guides students and staff into successful habits driven by a clear vision for the community and communicated through everything that the school says and does In this book founding principal James Handscombe takes readers through the school's development and illustrates its journey by sharing a selection of the assemblies that have underpinned and elucidated its ethos In doing so he offers guidance on how such a staple of school life can be used to shape a community and shares transferable lessons on how assemblies can be planned and delivered effectively Furthermore James

discusses the challenges the school faced during its creation and offers an improved understanding of how academic and scholarly learning can be delivered and developed in a school whether it be newly formed or already established He also asks the fundamental question of how schools can encourage and enable disadvantaged young people to aspire to and engage in academic enquiry Suitable for both established and aspiring school leaders especially those who are thinking about the kind of school they would like to run and how they can shape it

The Scaffolding Effect: Supporting All Students to Succeed Rachel Ball, Alex Fairlamb, 2025-07-31 Scaffolding is the support teachers provide students so they can successfully progress from novice to expert and is a crucial part of teaching and classroom management This exciting book explores the research behind scaffolding and adaptive teaching whilst also debunking the myths and misconceptions behind this approach Drawing on evidence from cognitive science it brings together best practice of tried and tested methods of effective scaffolding across different settings and disciplines Featuring practical classroom examples research evidence and case studies the chapters cover The link between cognitive science and effective scaffolding strategies Using scaffolding to support literacy and oracy Scaffolding in practical subjects Ways to scaffold homework How to modify scaffolding for different ages and settings Pitfalls to avoid when implementing scaffolding Part of the Teacher CPD Academy series from InnerDrive this is essential reading for all teachers and school leaders that want evidence based strategies which focus on impact in the classroom in sustainable and meaningful ways

Eventually, you will extremely discover a further experience and talent by spending more cash. yet when? realize you resign yourself to that you require to get those all needs in the same way as having significantly cash? Why dont you try to get something basic in the beginning? Thats something that will lead you to understand even more around the globe, experience, some places, when history, amusement, and a lot more?

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