

Mechanisms of Teaching Change

“Imagine having to think about every action you took in your classroom... It would be completely overwhelming!”

Why teaching change is hard. As teachers, we depend on having stable ways of doing things in our classrooms. We can call these ‘ways’ our teaching systems.

Over time, the sets of behaviours, routines and practices that make up our teaching systems, get committed to our long term memory, and as they do, they become also ‘automatic’.

Our teaching systems free up the ‘head space’ we need to think on our feet and tackle problems in real time in the classroom. But at the same time, they make create changing our teaching hard:

1. Not having to think about what we do makes it hard for us to notice what we are doing
2. When we have a “default” way of going things, reverting to old habits the natural thing to do.

The implication, of this tensions is that improving teaching needs to be a supported, systematic and incremental process of catalysing and then sustaining change.

Our programs integrate “active ingredients” that combine to help teachers sustainably improve.

There are **3 Catalysts** that initiate change and **3 Sustainers** that make it stick

3 Catalysts

Get Insight

Build knowledge

Build accurate, mental models for how learning happens and which strategies are effective.

Get feedback

Get insights on how you can make changes to your teaching to make it better.

Develop Techniques

See it modelled

See techniques done well so you know the steps and the thinking involved.

Rehearse technique

Practice strategies, so you remember the steps and are ready to use them effectively.

Set Goals & Plan

Set goals

Set ambitions for how you’ll integrate strategies into your classroom and planning.

Action plan

Decide precisely what you will do and when so you are setup to do it successfully.

3 Sustainers

Experience Rewards

See the results

See the results as techniques work in your classroom and your efforts start paying off.

Get affirmation & praise

Get encouragement, peer recognition and reminders that your efforts aren’t in vain.

Establish Routines

Create systems

Design processes that save you time and make using the effective techniques easier.

Setup reminders

Setup mechanisms that prompt you and your students to use your effective routines.

Build Habits

Setup cues and prompts

Shape your environment so it nudges and triggers you to use powerful techniques.

Self Monitoring

Setup mechanisms to track your progress so you get insights and can self regulate.

Theory of Teaching Change

GOAL

To help teachers achieve inspiring outcomes

What do we mean by 'inspiring outcomes'?

- Significantly improved learning that puts children on course to thrive,
- that motivates sustained effort from teachers and those who support them

Where do we start?

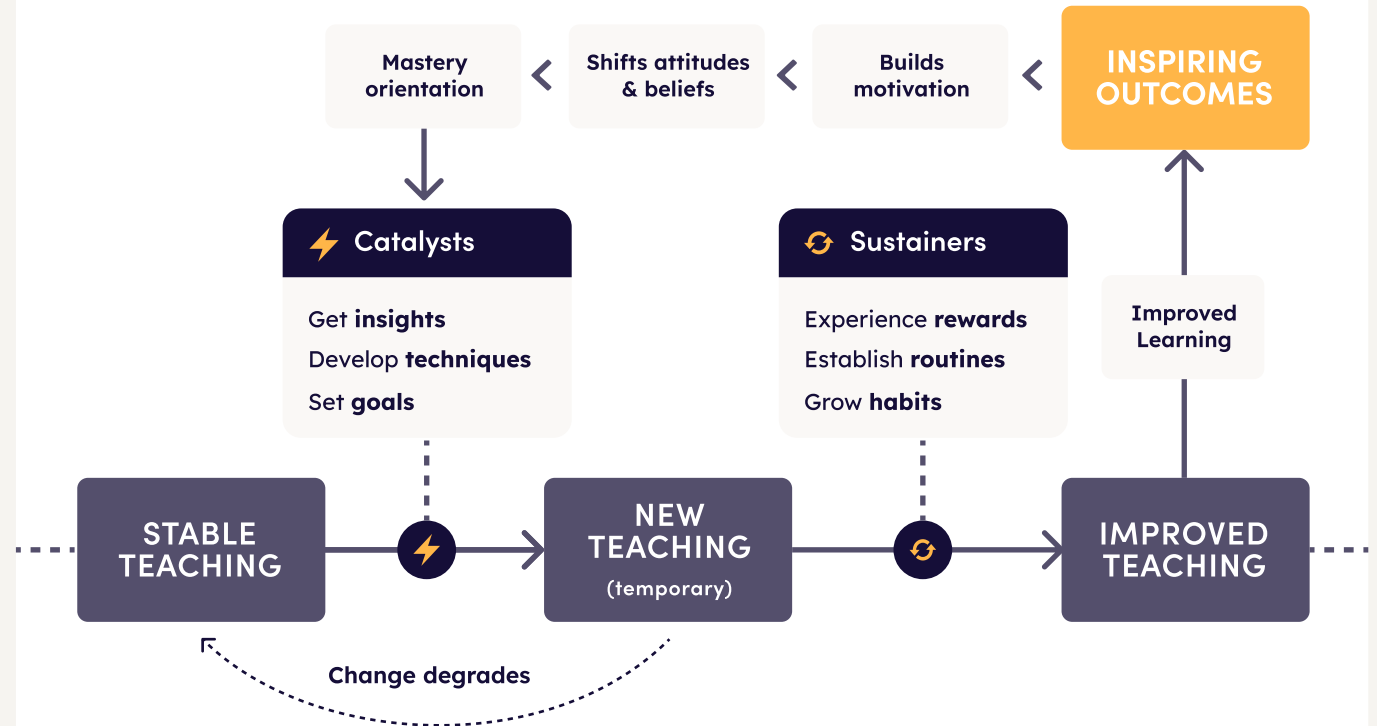
From the insight that there are powerful techniques that every teacher can use to improve student learning and that insights from the behavioural science can help teachers start using these techniques.

Our Theory of Teaching Change:

By helping teachers get insights, practice techniques and set goals, we can help them start using these techniques. When teachers experience success, build routines, and form habits, teaching change sticks.

The inspiring outcomes that flow from great teaching can motivate teachers to keep investing effort, and can reshape their attitudes and beliefs – creating a virtuous circle. That Inspiring outcomes can catalyse investment and effort also applies at school and system level.

Theory of Teaching Change



! Every mechanism matters. If teachers don't...

⚡ Get Insight > they won't know what to change

🔄 Experience rewards > they'll lose motivation

⚡ Develop techniques > they may be misapplied

🔄 Establish routines > they may drift off track

⚡ Set goals > changes may not be attempted

🔄 Build habits > change won't stick

SCHOOL LEVEL

Instructional Lead Program

Activators
Build Capability
Establish Processes
Implement a Plan

Trainings & Peer Coaching

Motivators
Share **Ambition**
Build **Culture**
High **Expectations**

VISION FOR TEACHING

Culture & Shared Goals

Norms & Shared Beliefs

Collective Efficacy

TEACHER LEVEL

Mastery orientation

Shifts attitudes & beliefs

Builds motivation

INSPIRING OUTCOMES

Collaborative Professionalism

Coaching Guides

Catalysts
Get **insights**
Develop **techniques**
Set **goals**

Teacher Guides

Sustainers
Experience **rewards**
Establish **routines**
Grow **habits**

Improved Learning

STABLE TEACHING

NEW TEACHING (temporary)

IMPROVED TEACHING

Change degrades