



Evaluating Teaching Not Teachers

Kingsthorpe College

Session Outline

- To challenge beliefs about how and why we evaluate teaching.
- To explore a model and approach for developing excellent teaching.

Core Beliefs

1. All students deserve access to teaching which enables them to make at least good progress.
2. Development is more important than measurement.
3. Teaching expertise doesn't emerge from simply being evaluated.
4. Exemplary teaching looks and sounds different across different classrooms but builds on common elements that enable effective learning to occur.
5. Teachers, like students, learn best when there is ownership, engagement and the opportunity to reflect, implement and reflect again.

1- Why evaluate teaching?

2-Why evaluate teachers?

3- Is there a difference between 1 + 2?

4-Who should teaching be evaluated for? What is its purpose? How is it used?

5-Where does evaluating teaching sit alongside other evaluative tools within schools, e.g. data cycles/scrutiny meetings?

Authenticity

How did we get here?

2010: Triangulating evidence bases. Whole school coaching model.

2013: Removal of lesson observation grades. Shift from a whole school coaching model to one driven by faculties. Still reported and attached notional teaching grades to teachers.

2015: Squaring the circle.

PAUSE

Principles of the Cycle

- Evaluating teach**ING** not teach**ER**s.
- Best schools promote a collaborative and shared commitment to improving outcomes for students.
- No prescriptive approach to quality teaching – what's good is what works.
- Data is merely the starting point – it gives no answers, just enables hypotheses to be generated.
- Most important aspect of any evaluation cycle is the input – the quality and personalisation of research, actions, and strategies which recognise that different approaches work differently for different teachers, departments, and students.



How + What (Stage 1)

**DATA
COLLECTION**

Generate
Hypotheses

KEY QUESTIONS

WHAT ARE THE TRENDS
FOR KEY GROUPS ACROSS
THE SUBJECTS? (SEND/MAGT/PP)

HOW ARE THE STUDENTS PERFORMING
IN RELATION TO THEIR PRIOR
ATTAINMENT?

IS THERE A DIFFERENCE BETWEEN
PERFORMANCE AT KEY
STAGES?

IS THERE IN SUBJECT VARIATION?

WHERE IS THERE GOOD
PRACTICE?

How + What (Stage 2)



Review Week

**Is what the data
is suggesting
evident in the
classroom/
pupils' work?**

How + What (Stage 3)

Actions

Based on the data and the outcomes of the review week, what needs to happen next?

Head of department completes evaluating teaching proforma.



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Questions

Contact Us

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