



Mike Gershon's Effective Teaching and Learning



Courses Overview

Bonus Materials Overview

Professional Autonomy for Teachers Like You

Courses Overview

Feedback	<u>Page 3</u>
Metacognition	<u>Page 4</u>
Independent Learning	<u>Page 5</u>
Differentiation	<u>Page 6</u>
Scaffolding and Modelling	<u>Page 7</u>
Assessment for Learning	<u>Page 8</u>
Talk, Discussion and Oracy	<u>Page 9</u>
Collaborative Learning	<u>Page 10</u>
Maximising the Impact of TAs	<u>Page 11</u>
Pupil Voice	<u>Page 12</u>

Feedback Courses

Giving Effective Feedback

Part 1 - Introduction to the Course

Part 2 - Helping Learners Access Your Expertise

Part 3 - Course Workbook & Activity 1

Part 4 - Targeting Learners' Future Effort

Part 5 - Implementing Written Feedback

Part 6 - Implementing Verbal Feedback

Part 7 - Written Feedback Alternatives

Part 8 - Category Identification

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Using Feedback to Target Learner Effort

Part 1 - Introduction to the Course

Part 2 - Mental Contrasting

Part 3 - Course Workbook & Activity 1

Part 4 - Pre-Emptive Feedback

Part 5 - Modelling Feedback Implementation

Part 6 - Rapid Interventions

Part 7 - Practice Testing with Feedback

Part 8 - Multimedia Feedback

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Opening Up Success Criteria Through Feedback

Part 1 - Introduction to the Course

Part 2 - Opening up Success Criteria Through Verbal Feedback

Part 3 - Opening up Success Criteria Through Written Feedback

Part 4 - Course Workbook & Activity 1

Part 5 - Using Self-Assessment to Open Up Success Criteria

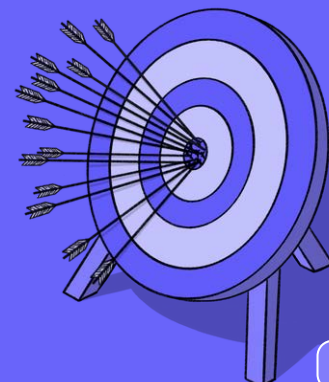
Part 6 - Using Peer-Assessment to Open Up Success Criteria

Part 7 - Feedback, Mistakes and Success Criteria

Part 8 - Annotated Grade Exemplars

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Metacognition Courses

Making Sense of Metacognition

Part 1 - Introduction to the Course

Part 2 - Unpacking the EEF Recommendations - 1

Part 3 - Unpacking the EEF Recommendations - 2

Part 4 - Course Workbook & Activity 1

Part 5 - Different Types of Metacognitive Learner

Part 6 - Making Metacognition Concrete

Part 7 - Talking and Teaching About Strategies

Part 8 - Three Times for Metacognition

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Visualising, Verbalising and Narrating Thinking

Part 1 - Introduction to the Course

Part 2 - Mapping Thinking

Part 3 - Using Graphic Organisers

Part 4 - Course Workbook & Activity 1

Part 5 - Modelling Thinking for Your Learners

Part 6 - The Language of Thinking

Part 7 - Narrating Your Own Thinking

Part 8 - Annotated Exemplars

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Strategies and Techniques to Promote and Embed Metacognition

Part 1 - Introduction to the Course

Part 2 - Metacognitive Check-Ins

Part 3 - Rethinking Mistakes

Part 4 - Course Workbook & Activity 1

Part 5 - Good Mistakes Activities

Part 6 - Past Work Analysis

Part 7 - Metacognitive Questioning - 1

Part 8 - Metacognitive Questioning - 2

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Independent Learning Courses

Activating Students as Independent Learners

Part 1 - Introduction to the Course

Part 2 - Resetting Expectations

Part 3 - Course Workbook & Activity 1

Part 4 - Making Independence Concrete

Part 5 - Changing Your Own Behaviour

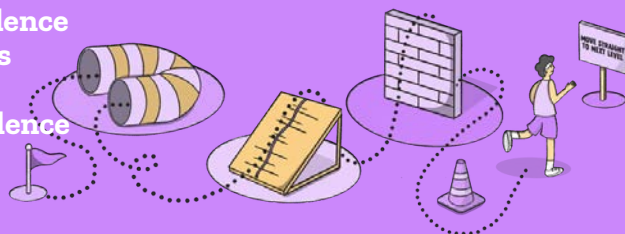
Part 6 - Independence Rules of Thumb

Part 7 - Building Independence Through Starter Activities

Part 8 - Building Independence Through Plenaries

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Empowering Students to Take Control of Their Learning

Part 1 - Introduction to the Course

Part 2 - Creating a Tool-Rich Classroom

Part 3 - Developing Learner Self-Scaffolding

Part 4 - Course Workbook & Activity 1

Part 5 - Empowering Learners Through Feedback

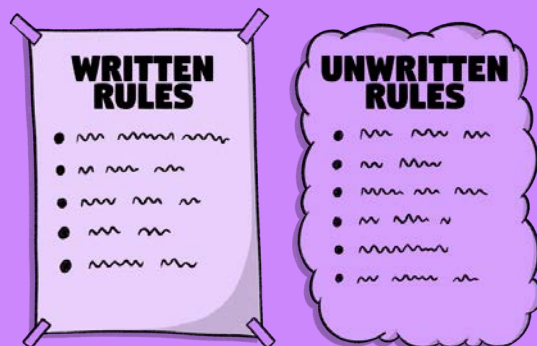
Part 6 - Building Empowerment Through Activities - 1

Part 7 - Building Empowerment Through Activities - 2

Part 8 - Taking Control Outside Lessons

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

The Role of Mindsets in Learner Independence

Part 1 - Introduction to the Course

Part 2 - Growth Mindsets vs Fixed Mindsets

Part 3 - Course Workbook & Activity 1

Part 4 - Mastery Focus vs Performance Focus

Part 5 - The Language of Independence

Part 6 - Independence Case Studies

Part 7 - Reframing Learner Thinking

Part 8 - Activity 2

Part 9 - Course Summary and Next Steps



[Start Now](#)

Differentiation Courses

Rethinking Differentiation

Part 1 - Introduction to the Course

Part 2 - Subdividing Differentiation

Part 3 - Course Workbook & Activity 1

Part 4 - Differentiating Activities

Part 5 - Differentiating Questioning

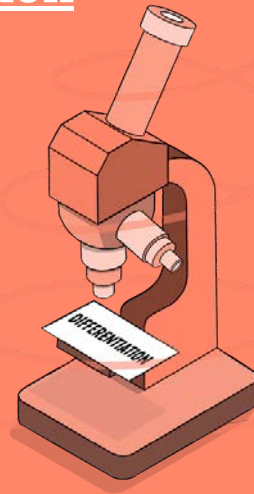
Part 6 - Things The Teacher Can Do

Part 7 - Things Learners Can Do or Use

Part 8 - Differentiating Words and Writing

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Differentiated Questioning

Part 1 - Introduction to the Course

Part 2 - Structuring Tools

Part 3 - Course Workbook & Activity 1

Part 4 - Whole-Class Questioning

Part 5 - Inverting Questioning

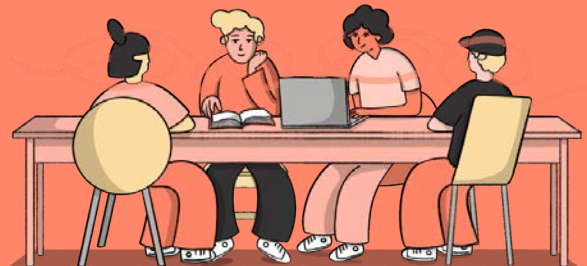
Part 6 - Eliciting Responses From All Learners

Part 7 - Hinge Questioning

Part 8 - Socratic Questioning

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Strategies and Techniques to Support Less-Able Learners

Part 1 - Introduction to the Course

Part 2 - Scaffolding Learning

Part 3 - The Frayer Model

Part 4 - Course Workbook & Activity 1

Part 5 - Using SOLO Taxonomy

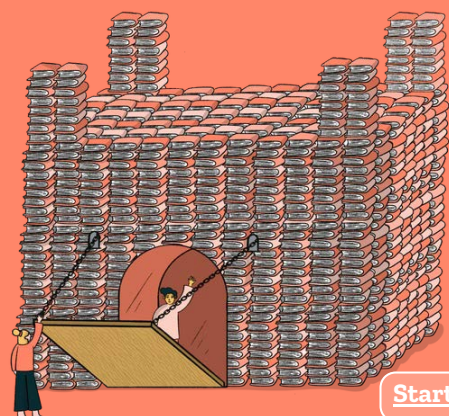
Part 6 - Using Bloom's Taxonomy

Part 7 - Using the Psychomotor Taxonomy

Part 8 - Peer Tutoring

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Scaffolding and Modelling Courses

Scaffolding, Modelling and Working Memory

Part 1 - Introduction to the Course

Part 2 - Exploring Working Memory

Part 3 - Course Workbook & Activity 1

Part 4 - Scaffolding Fundamentals

Part 5 - Concrete Scaffolding

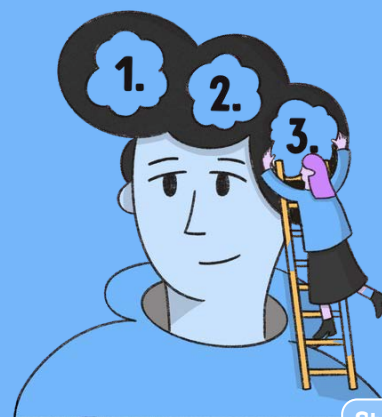
Part 6 - The Scaffolding Ladder

Part 7 - Modelling Fundamentals

Part 8 - Modelling Thinking

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Practical Literacy Scaffolding in the Classroom

Part 1 - Introduction to the Course

Part 2 - Scaffolding Writing - 1

Part 3 - Scaffolding Writing - 2

Part 4 - Course Workbook & Activity 1

Part 5 - Scaffolding Speaking and Listening - 1

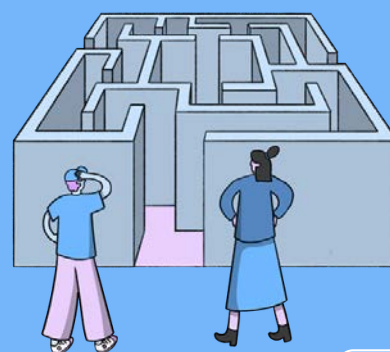
Part 6 - Scaffolding Speaking and Listening - 2

Part 7 - Scaffolding Reading - 1

Part 8 - Scaffolding Reading - 2

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Practical Modelling in the Classroom

Part 1 - Introduction to the Course

Part 2 - Peer Modelling

Part 3 - Peer Modelling Through Peer-Assessment

Part 4 - Course Workbook & Activity 1

Part 5 - Modelling Writing

Part 6 - Modelling Speaking and Listening

Part 7 - Asynchronous Modelling

Part 8 - Modelling Through Examples and Non-Examples

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Assessment for Learning Courses

Assessment for Learning Unlocked

Part 1 - Introduction to the Course

Part 2 - Eliciting and Using Information

Part 3 - Eliciting and Using Information Examples

Part 4 - Course Workbook & Activity 1

Part 5 - Giving Formative Feedback

Part 6 - Giving Formative Feedback Examples

Part 7 - Opening Up Success Criteria

Part 8 - Opening Up Success Criteria Examples

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Eliciting and Using Information About Student Learning

Part 1 - Introduction to the Course

Part 2 - Eliciting Information from Individuals

Part 3 - Eliciting Information from Groups

Part 4 - Course Workbook & Activity 1

Part 5 - Eliciting Information from the Whole Class

Part 6 - Eliciting Information Randomly

Part 7 - Using Information to Adapt the Lesson

Part 8 - Using Information to Adapt Future Learning

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Questioning and Assessment for Learning

Part 1 - Introduction to the Course

Part 2 - Whole-Class Diagnostic Questioning

Part 3 - Diagnostic Questioning for Groups & Individuals

Part 4 - Course Workbook & Activity 1

Part 5 - Whole-Class Hinge Questioning

Part 6 - Hinge Questioning for Groups & Individuals

Part 7 - Written Questioning Techniques

Part 8 - Questioning Around Mistakes & Misconceptions

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Talk, Discussion and Oracy Courses

Why does discussion matter in the classroom?

Part 1 - Introduction to the Course

Part 2 - Verbal Rehearsal

Part 3 - Course Workbook & Activity 1

Part 4 - Practical Activities: Keywords Word Bank

Part 5 - Practical Activities: Concentric Circles

Part 6 - Practical Activities: Person Bingo

Part 7 - Practical Activities: Radio Phone-In

Part 8 - Using Discussion to Precede Writing

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Using Different Types of Talk to Support Student Learning

Part 1 - Introduction to the Course

Part 2 - Understanding Disputational Talk

Part 3 - Disputational Talk Examples

Part 4 - Course Workbook & Activity 1

Part 5 - Making Sense of Cumulative Talk

Part 6 - Cumulative Talk Examples

Part 7 - Analysing Exploratory Talk

Part 8 - Exploratory Talk Examples

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Planning and Delivering Effective Classroom Discussion

Part 1 - Introduction to the Course

Part 2 - Helping Groups to Work Effectively

Part 3 - Course Workbook & Activity 1

Part 4 - Targeting Learner Effort

Part 5 - Practical Activities: Card Talk

Part 6 - Practical Activities: Envoys

Part 7 - Practical Activities: Jigsaw Groups

Part 8 - Practical Activities: Rotating Stations

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Collaborative Learning Courses

Practical Approaches to Collaborative Learning

Part 1 - Introduction to the Course

Part 2 - General Planning Considerations

Part 3 - Creating and Refining Groups

Part 4 - Course Workbook & Activity 1

Part 5 - Activity Planning - 1

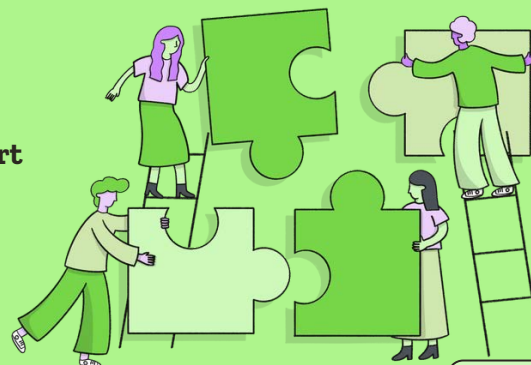
Part 6 - Activity Planning - 2

Part 7 - Tools to Provide Structure

Part 8 - Strategies to Support Positive Engagement

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Maximising the Impact of Collaborative Learning

Part 1 - Introduction to the Course

Part 2 - Common Problems and Solutions - 1

Part 3 - Common Problems and Solutions - 2

Part 4 - Course Workbook & Activity 1

Part 5 - Metacognitive Strategies

Part 6 - Assigning Roles - 1

Part 7 - Assigning Roles - 2

Part 8 - Teacher Techniques

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Innovative Approaches to Collaborative Learning

Part 1 - Introduction to the Course

Part 2 - Secret Missions

Part 3 - Task Mixture

Part 4 - Course Workbook & Activity 1

Part 5 - Choose Your Own Adventure

Part 6 - Mantle of the Expert

Part 7 - Simple Innovations - 1

Part 8 - Simple Innovations - 2

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Maximising the Impact of TAs Courses

Developing the Impact of Teaching Assistants

Part 1 - Introduction to the Course

Part 2 - Unpacking the EEF Recommendations - 1

Part 3 - Unpacking the EEF Recommendations - 2

Part 4 - Course Workbook & Activity 1

Part 5 - Unpacking the EEF Recommendations - 3

Part 6 - Thinking About TA Deployment

Part 7 - Alternatives to Velcroing

Part 8 - Teaching Assistants & Structured Interventions

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Teaching and Learning Tools for Teaching Assistants

Part 1 - Introduction to the Course

Part 2 - Questioning Techniques

Part 3 - Course Workbook & Activity 1

Part 4 - Scaffolding Strategies

Part 5 - Modelling Methods

Part 6 - Verbal Feedback Techniques

Part 7 - Effective Ways to Elicit Responses

Part 8 - Activity 2

Part 9 - Course Summary and Next Steps



[Start Now](#)

Positive Behaviour Management for Teaching Assistants

Part 1 - Introduction to the Course

Part 2 - Building Rapport

Part 3 - Course Workbook & Activity 1

Part 4 - Language for Positive Behaviour

Part 5 - Using Praise

Part 6 - Using Sanctions

Part 7 - Responding to Poor Behaviour

Part 8 - Behaviour Scenarios

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Pupil Voice Courses

Why does pupil voice matter?

Part 1 - Introduction to the Course

Part 2 - Considering Learners' Opinions & Experiences

Part 3 - Course Workbook & Activity 1

Part 4 - Modelling Participation & Involvement

Part 5 - Increasing Learner Engagement

Part 6 - Improving Learner-Teacher Relationships

Part 7 - Enhancing Communication

Part 8 - Activity 2

Part 9 - Course Summary and Next Steps



[Start Now](#)

Developing Pupil Voice at a Classroom Level

Part 1 - Introduction to the Course

Part 2 - Learner Surveys

Part 3 - Course Workbook & Activity 1

Part 4 - Teacher-Learner Planning

Part 5 - Suggestion Boxes

Part 6 - Learning Reviews

Part 7 - Pupil Voice Plenaries

Part 8 - Ensuring Access for All Learners

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)

Developing Pupil Voice on a Whole-School Level

Part 1 - Introduction to the Course

Part 2 - Establishing & Developing a School Council

Part 3 - Course Workbook & Activity 1

Part 4 - Learner Roles

Part 5 - Involving Learners in Recruitment

Part 6 - Establishing a Student Newspaper

Part 7 - Formal Information Collection Methods

Part 8 - Ensuring Access for All Learners

Part 9 - Activity 2

Part 10 - Course Summary and Next Steps



[Start Now](#)



Practical Guides Overview

Feedback	<u>Page 14</u>
Metacognition	<u>Page 14</u>
Independent Learning	<u>Page 14</u>
Differentiation	<u>Page 15</u>
Scaffolding and Modelling	<u>Page 15</u>
Assessment for Learning	<u>Page 15</u>
Talk, Discussion and Oracy	<u>Page 16</u>
Collaborative Learning	<u>Page 16</u>
Developing the Impact of TAs	<u>Page 16</u>
Pupil Voice	<u>Page 16</u>

Introduction

Verbal Feedback Strategies

Written Feedback Strategies

Target Implementation Strategies

Building Feedback Implementation into Your Planning

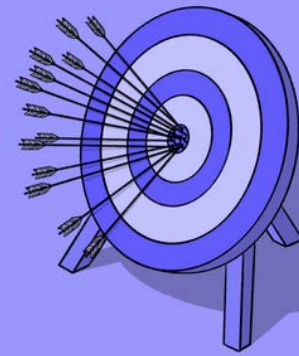
Whole-Class Feedback

Pre-Emptive Feedback

Real-Time Feedback

Mental Contrasting

Feedback: Practical Guide



Exclusively for Members



[Start Reading Now](#)

Introduction

Types of Metacognition

Metacognition After the Event: Strategies

Metacognition During the Event: Strategies

Strategies and Strategy Selection

Training Students in How to Reflect

Modelling Thinking for Your Learners

Visualising Thinking

Metacognition: Practical Guide



Exclusively for Members



[Start Reading Now](#)

Introduction

Independence Algorithms

Always Plan Something Extra

Question Tokens

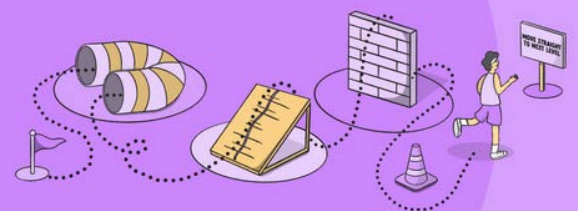
A Tool-Rich Classroom

Independence Rules

Checklist Training

Tell Me What to Mark and Why

Independent Learning: Practical Guide



Exclusively for Members



[Start Reading Now](#)

Introduction

Category 1: Differentiating Activities

Category 2: Differentiating Questioning

Category 3: Things the Teacher Can Do or Use

Category 4: Things You Can Ask Learners to Do or Use

Category 5: Words and Writing

Differentiation: Practical Guide



Exclusively for Members

[Start Reading Now](#)



Introduction

Breaking up the Cognitive Load

Simplify - Give the Least Amount of Help First

Expanding Working Memory

Concrete Scaffolding

Modelling Thinking: Verbalising

Modelling Thinking: Visualising

Scaffolding and Modelling: Practical Guide



Exclusively for Members

[Start Reading Now](#)



Introduction

Eliciting and Using Information: Examples

Opening Up Success Criteria: Examples

Giving Formative Feedback: Examples

Eliciting Information from the Whole Class

Hinge Questioning

Two Further Techniques Around Opening Up Success Criteria

Assessment for Learning: Practical Guide



Exclusively for Members

[Start Reading Now](#)



Introduction

Three Types of Talk

Disputational Talk Examples

Cumulative Talk Examples

Exploratory Talk Examples

Embedding Verbal Rehearsal

Using Discussion to Precede Writing

Speed Debating: Go-To Discussion Technique 1

Card Talk: Go-To Discussion Technique 2

Talk, Discussion and Oracy: Practical Guide



Exclusively for Members



Mike Gershon's
Effective Teaching
and Learning

[Start Reading Now](#)

Introduction

Goldfish Bowl

Envoys

Jigsaw Groups

Interviewing

Match-Group-Rank

Radio Phone-In

Defend Your ...

Concentric Circles

Collaborative Learning: Practical Guide



Exclusively for Members



Mike Gershon's
Effective Teaching
and Learning

[Start Reading Now](#)

Introduction

Rethinking Deployment

TA-Teacher Golden Time

Giving the Least Amount of Help First

The Scaffolding Ladder

The No Velcro Rule

TA Question Prompts

Rapid and Structured Interventions

Maximising the Impact of TAs: Practical Guide



Exclusively for Members



Mike Gershon's
Effective Teaching
and Learning

[Start Reading Now](#)

Introduction

Consult, Involve, Collaborate, Empower

Learner Surveys

Teaching and Learning Focus Groups

Pupil Teaching and Learning Committee

Pupil Voice Plenaries

Discovery Days and Discovery Sessions

Pupil Voice: Practical Guide



Exclusively for Members



Mike Gershon's
Effective Teaching
and Learning

[Start Reading Now](#)



Big Picture Videos Overview

Feedback	<u>Page 18</u>
Metacognition	<u>Page 18</u>
Independent Learning	<u>Page 18</u>
Differentiation	<u>Page 19</u>
Scaffolding and Modelling	<u>Page 19</u>
Assessment for Learning	<u>Page 19</u>
Talk, Discussion and Oracy	<u>Page 20</u>
Collaborative Learning	<u>Page 20</u>
Developing the Impact of TAs	<u>Page 20</u>
Pupil Voice	<u>Page 20</u>

What role can feedback play in the classroom?

Giving Access to Your Expertise

Targeting Learner Effort Through Verbal Feedback

Helping Learners Implement Written Feedback

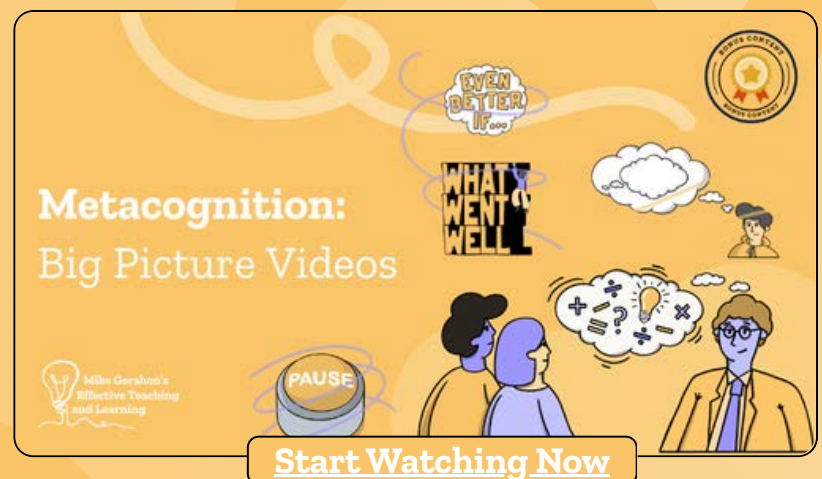


What are metacognition and self-regulation?

Self-Regulation in the Classroom

The Role of Reflection

Teaching Learners Metacognitive Strategies



Why are learners not independent already?

What are the barriers to independent learning?

Teaching Learners to be Independent

Embedding Agency in Your Classroom

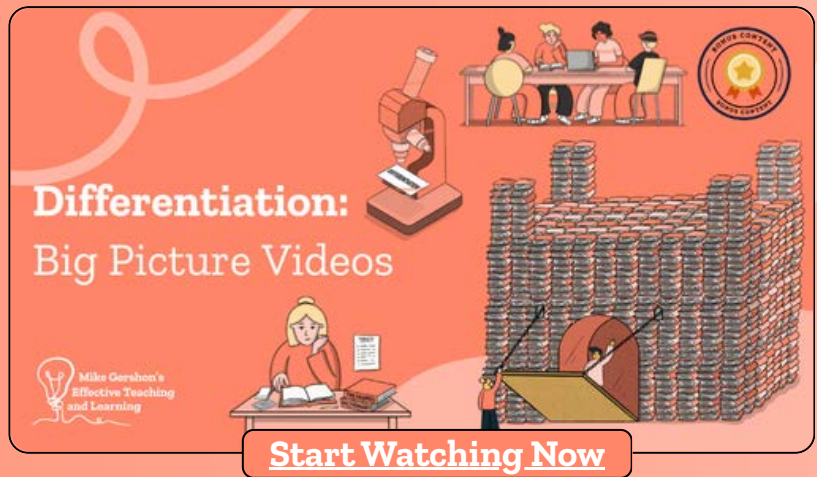


Rethinking Differentiation

Why does differentiation matter for vulnerable learners?

Five Categories of Differentiation

The Teacher as the Most Important Resource in the Room

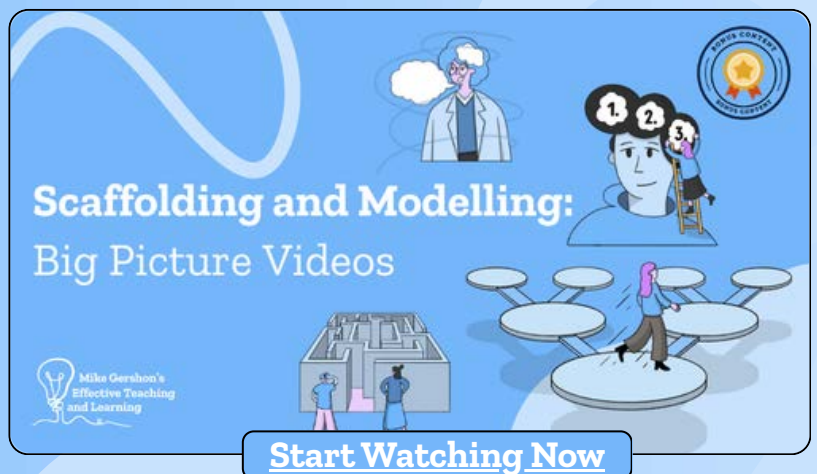


What makes scaffolding and modelling effective?

Simplify!

Different Ways of Modelling

Scaffolding Words and Writing



Simplifying Assessment for Learning

Eliciting and Using Information

Giving Formative Feedback

Opening Up Success Criteria

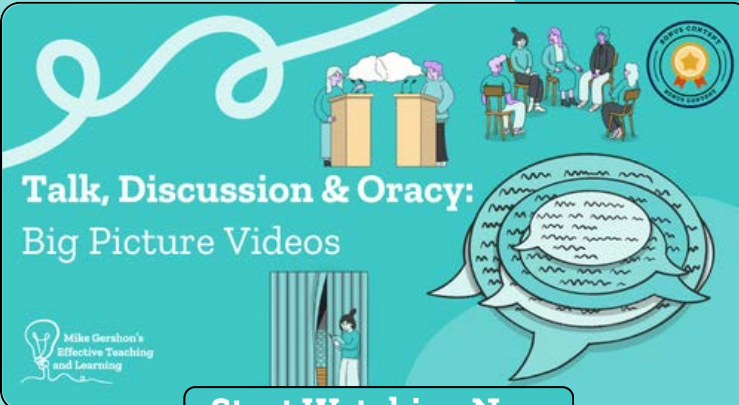


How important are talk, discussion and oracy for vulnerable learners?

Different Types of Classroom Talk

Verbal Rehearsal

The Relationship Between Speech and Writing



Talk, Discussion & Oracy:
Big Picture Videos

Mike Gershon's Effective Teaching and Learning

[Start Watching Now](#)

How can collaborative learning support vulnerable learners' achievement?

Planning Collaborative Learning

Teaching Learners to Work Collaboratively

Exemplifying Structured Collaborative Learning



Collaborative Learning:
Big Picture Videos

Mike Gershon's Effective Teaching and Learning

[Start Watching Now](#)

How can TAs support vulnerable learners?

Getting Deployment Right

TAs and Structured Interventions

The Scaffolding Ladder



Developing the Impact of TAs:
Big Picture Videos

Mike Gershon's Effective Teaching and Learning

[Start Watching Now](#)

How does pupil voice help vulnerable learners?

What can pupil voice around teaching & learning look like at a classroom level?

What can pupil voice around teaching & learning look like at a whole-school level?

Sustaining the Role of Pupil Voice Over Time



Pupil Voice:
Big Picture Videos

Mike Gershon's Effective Teaching and Learning

[Start Watching Now](#)



Supporting ASD Learners Overview

What is autism?

Page 23

**Supporting Primary
ASD Learners**

Page 23

**Supporting Secondary
ASD Learners**

Page 23

What is autism?



Making Sense
of **ASD** in the
Classroom



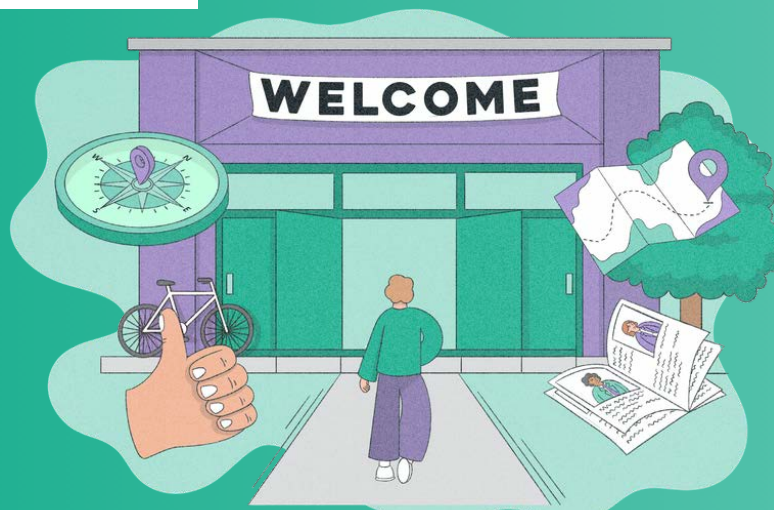
Supporting Primary ASD Learners



Making Sense
of **ASD** in the
Classroom



Supporting Secondary ASD Learners



Making Sense
of **ASD** in the
Classroom



What is autism?

[Explore Now](#)

Expert Videos

- What is autism?
- What do teachers need to know about supporting ASD learners?
- Five Key Strategies to Support ASD Learners in Primary or Secondary Settings



Practical Guide

- Understanding Autism within the Mainstream Classroom



Supporting Primary ASD Learners

[Explore Now](#)

Expert Videos

- What do primary school teachers need to know about ASD learners and their experiences of school?
- How can teachers best support ASD learners in a primary setting?



Practical Guide

- Supporting ASD Learners in the Mainstream Primary Classroom



Supporting Secondary ASD Learners

[Explore Now](#)

Expert Videos

- What do secondary school teachers need to know about ASD learners and their experiences of school?
- How can teachers best support ASD learners in a secondary setting?



Practical Guide

- Supporting ASD Learners in the Mainstream Secondary Classroom





Mike Gershon's Effective Teaching and Learning

mikegershon.com/effectiveteaching