



Mike Gershon's Effective Teaching and Learning



Comprehensive Overview for School Leaders

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Built on 15+ Years Supporting Schools and Teachers



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with real teachers.**



Courses Overview

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Feedback Courses

Giving Effective Feedback

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Part 2 - Helping Learners Access Your Expertise

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Part 5 - Implementing Written Feedback

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Using Feedback to Target Learner Effort

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Part 5 - Modelling Feedback Implementation

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Opening Up Success Criteria Through Feedback

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Part 3 - Opening up Success Criteria Through Written Feedback

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

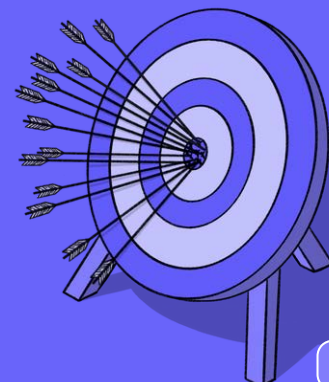
Part 6 - Using Peer-Assessment to Open Up Success Criteria

Part 7 - Feedback, Mistakes and Success Criteria

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Metacognition Courses

Making Sense of Metacognition

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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

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Visualising, Verbalising and Narrating Thinking

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Strategies and Techniques to Promote and Embed Metacognition

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Part 3 - Rethinking Mistakes

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Part 5 - Good Mistakes Activities

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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

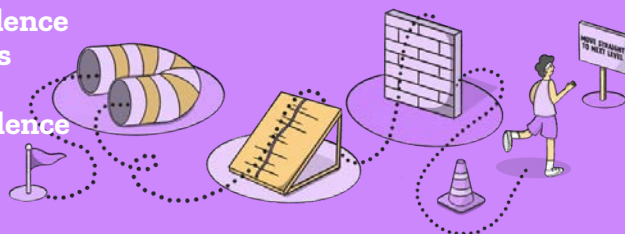
Part 6 - Independence Rules of Thumb

Part 7 - Building Independence Through Starter Activities

Part 8 - Building Independence Through Plenaries

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Empowering Students to Take Control of Their Learning

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Part 2 - Creating a Tool-Rich Classroom

Part 3 - Developing Learner Self-Scaffolding

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Part 5 - Empowering Learners Through Feedback

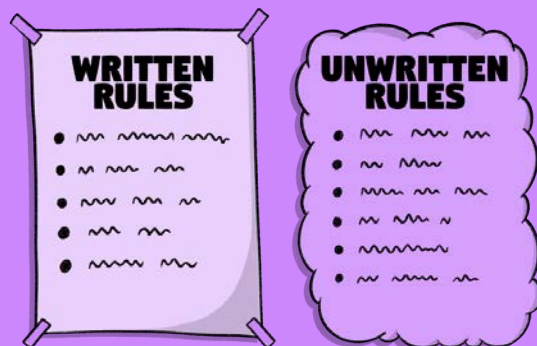
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The Role of Mindsets in Learner Independence

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Part 5 - Differentiating Questioning

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Strategies and Techniques to Support Less-Able Learners

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Part 3 - The Frayer Model

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Part 5 - Using SOLO Taxonomy

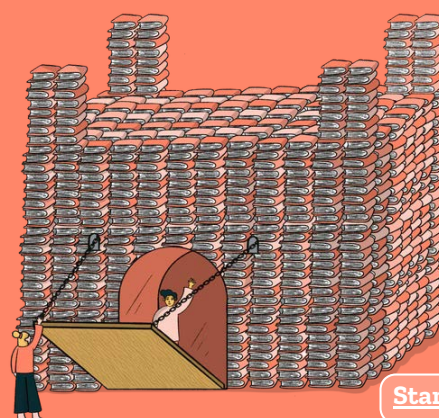
Part 6 - Using Bloom's Taxonomy

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Part 4 - Scaffolding Fundamentals

Part 5 - Concrete Scaffolding

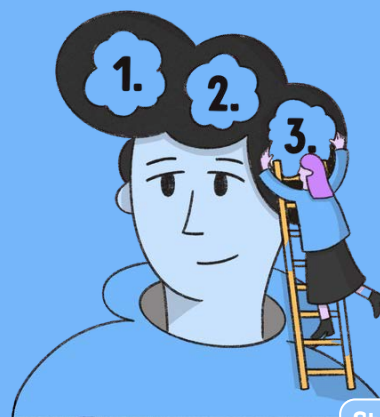
Part 6 - The Scaffolding Ladder

Part 7 - Modelling Fundamentals

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Practical Literacy Scaffolding in the Classroom

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Part 5 - Scaffolding Speaking and Listening - 1

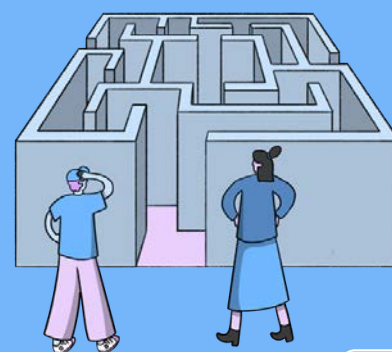
Part 6 - Scaffolding Speaking and Listening - 2

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Part 4 - Targeting Learner Effort

Part 5 - Practical Activities: Card Talk

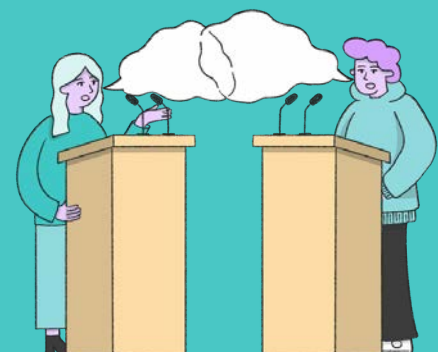
Part 6 - Practical Activities: Envoys

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Practical Approaches to Collaborative Learning

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Part 2 - General Planning Considerations

Part 3 - Creating and Refining Groups

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Part 5 - Activity Planning - 1

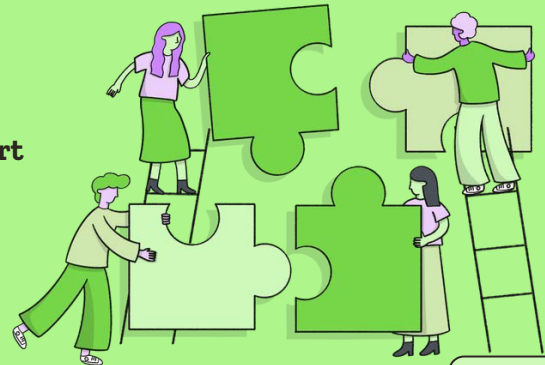
Part 6 - Activity Planning - 2

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Maximising the Impact of Collaborative Learning

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Pupil Voice Courses

Why does pupil voice matter?

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Developing Pupil Voice at a Classroom Level

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Part 3 - Course Workbook & Activity 1

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Part 6 - Learning Reviews

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Part 8 - Ensuring Access for All Learners

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Developing Pupil Voice on a Whole-School Level

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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

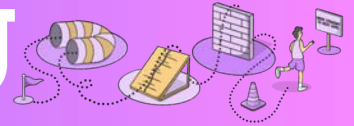
Part 10 - Course Summary and Next Steps



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Verbal Feedback Strategies

Written Feedback Strategies

Target Implementation Strategies

Building Feedback Implementation into Your Planning

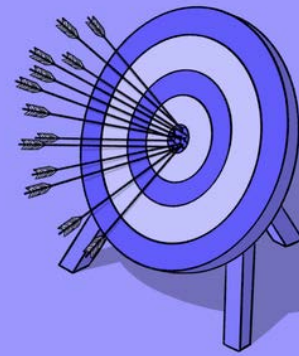
Whole-Class Feedback

Pre-Emptive Feedback

Real-Time Feedback

Mental Contrasting

Feedback: Practical Guide



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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



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Introduction

Independence Algorithms

Always Plan Something Extra

Question Tokens

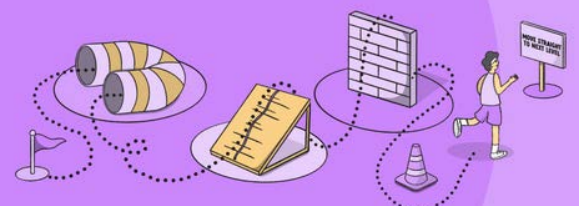
A Tool-Rich Classroom

Independence Rules

Checklist Training

Tell Me What to Mark and Why

Independent Learning: Practical Guide



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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



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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



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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



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Three Types of Talk

Disputational Talk Examples

Cumulative Talk Examples

Exploratory Talk Examples

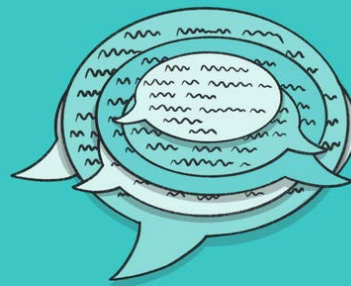
Embedding Verbal Rehearsal

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



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Goldfish Bowl

Envoys

Jigsaw Groups

Interviewing

Match-Group-Rank

Radio Phone-In

Defend Your ...

Concentric Circles

Collaborative Learning: Practical Guide



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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



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Consult, Involve, Collaborate, Empower

Learner Surveys

Teaching and Learning Focus Groups

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What role can feedback play in the classroom?

Giving Access to Your Expertise

Targeting Learner Effort Through Verbal Feedback

Helping Learners Implement Written Feedback



Feedback:
Big Picture Videos

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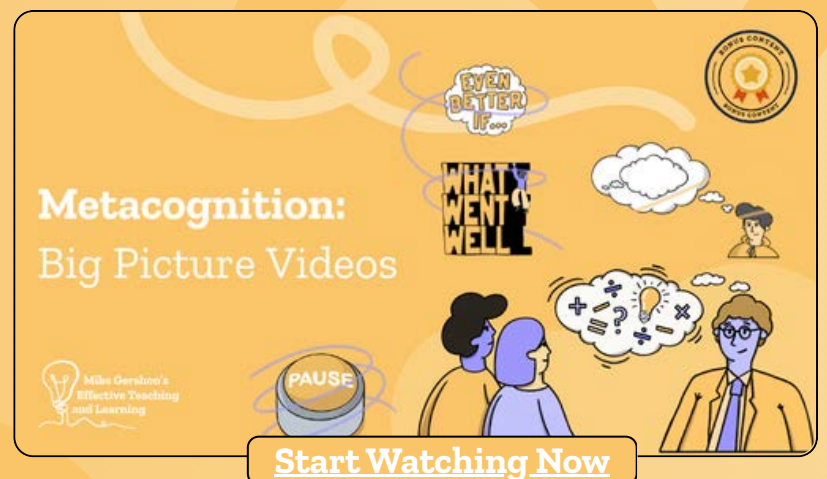
This thumbnail features a blue background with a white wavy line. It includes illustrations of a target, a person on a bicycle, a person on a boat, and a person reading a book. A circular logo in the top right corner reads 'KID'S CONTENT' and 'KID'S CONTENT'.

What are metacognition and self-regulation?

Self-Regulation in the Classroom

The Role of Reflection

Teaching Learners Metacognitive Strategies



Metacognition:
Big Picture Videos

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This thumbnail features an orange background with a white wavy line. It includes illustrations of a person thinking, a person with a lightbulb, and a person with a question mark. A circular logo in the top right corner reads 'KID'S CONTENT' and 'KID'S CONTENT'.

Why are learners not independent already?

What are the barriers to independent learning?

Teaching Learners to be Independent

Embedding Agency in Your Classroom



Independent Learning:
Big Picture Videos

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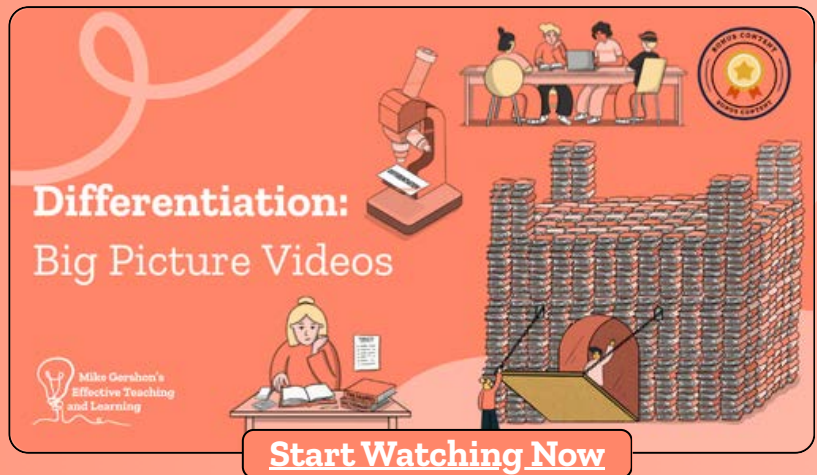
This thumbnail features a purple background with a white wavy line. It includes illustrations of a person climbing a mountain, a person with a flag, and a person with a book. A circular logo in the top right corner reads 'KID'S CONTENT' and 'KID'S CONTENT'.

Rethinking Differentiation

Why does differentiation matter for vulnerable learners?

Five Categories of Differentiation

The Teacher as the Most Important Resource in the Room

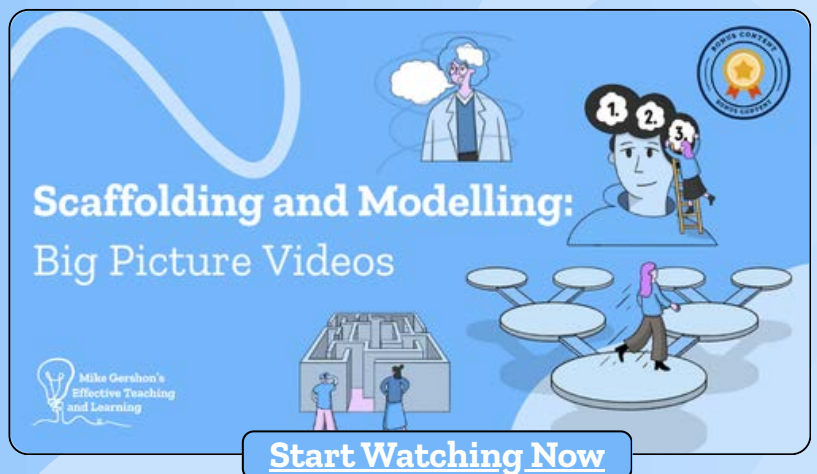


What makes scaffolding and modelling effective?

Simplify!

Different Ways of Modelling

Scaffolding Words and Writing



Simplifying Assessment for Learning

Eliciting and Using Information

Giving Formative Feedback

Opening Up Success Criteria

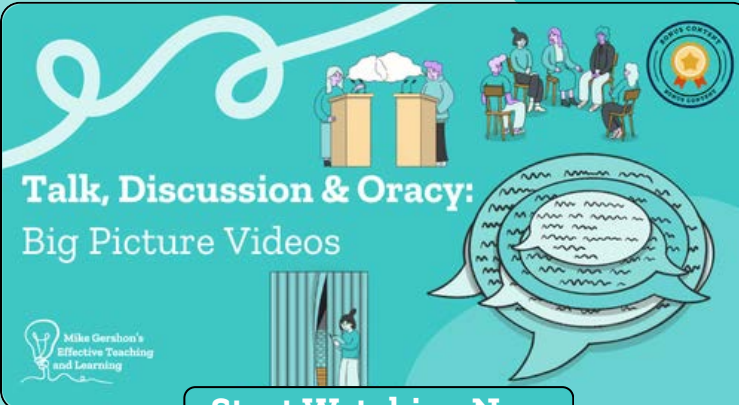


How important are talk, discussion and oracy for vulnerable learners?

Different Types of Classroom Talk

Verbal Rehearsal

The Relationship Between Speech and Writing



Talk, Discussion & Oracy:
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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

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How can TAs support vulnerable learners?

Getting Deployment Right

TAs and Structured Interventions

The Scaffolding Ladder



Developing the Impact of TAs:
Big Picture Videos

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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:
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Supporting ASD Learners Overview

What is autism?

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What is autism?



Making Sense
of **ASD** in the
Classroom



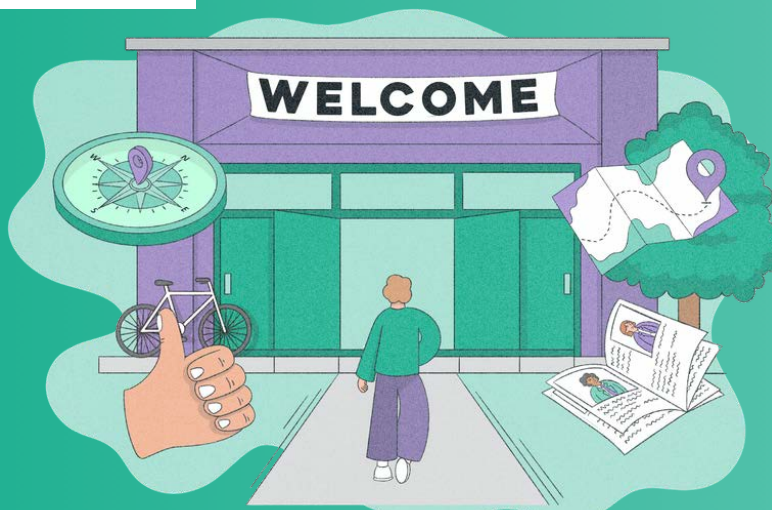
Supporting Primary ASD Learners



Making Sense
of **ASD** in the
Classroom



Supporting Secondary ASD Learners



Making Sense
of **ASD** in the
Classroom



What is autism?

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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

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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

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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?



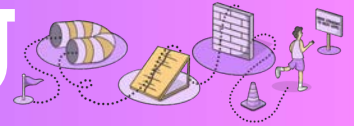
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- Supporting ASD Learners in the Mainstream Secondary Classroom





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