

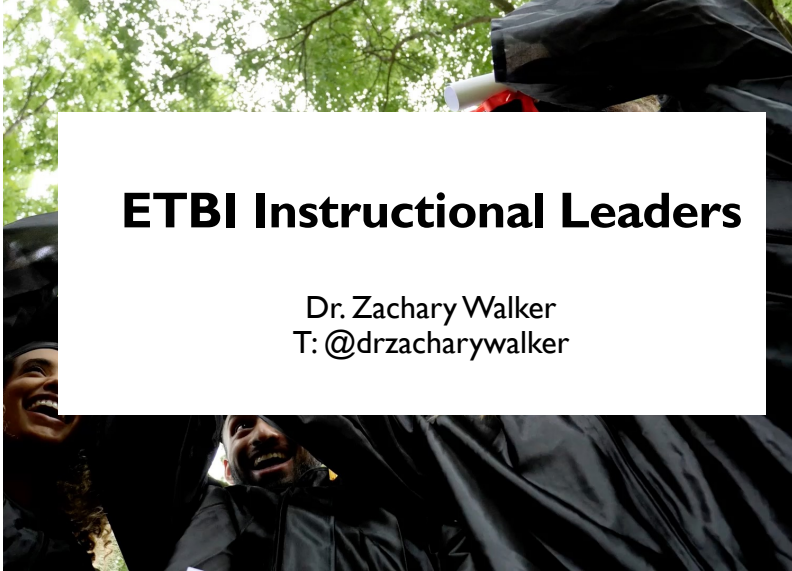
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IOE – ETBI

UCL



ETBI Instructional Leaders

Dr. Zachary Walker
T: @drzacharywalker

IOE – FACULTY OF
EDUCATION AND SOCIETY

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Housekeeping

Session I:	Questions for You
Session II:	The Brain and Learning
Session III:	Questions for Our Teams
Session IV:	The Future of Our Schools

Sheets with 1-10 on the Table

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IOE – ETBI

2:00

How are you doing today?
How are you feeling?
What are you excited about?
Is there anything you are dreading?

5

IOE – ETBI

1:00
Stop

What are three things that you are grateful for today?

6

IOE – ETBI

1:00
Stop

What is your personal theme song?

7

IOE – ETBI

1:00
Stop

If you had to change your name, what would your new name be?

8

IOE – ETBI

1:00
Stop

When walking into a crowded room, what is the first thing you notice about a person?

9

IOE – ETBI

1:00
Stop

An app mysteriously appears on your phone that does something amazing for you. What does it do?

10

IOE – ETBI

1:00
Stop

Who is your best friend? How did you meet them? Why are they your best friend?

11

IOE – ETBI

1:00
Stop

If you were to describe yourself as a flavour, what would it be?

12

IOE – ETBI

1:00
Stop

Who is your celebrity crush? Why?

13

IOE – ETBI

1:00
Stop

What can your colleagues rely on you for?

14

IOE – ETBI

1:00
Stop

Who is one colleague that you admire and why?

15

IOE – ETBI

1:00
Stop

If you could have dinner with one author, who would it be? Why?

16

IOE – ETBI

2:00

What is the single most important quality a student needs to be successful? Why?

17

IOE – ETBI

2:00

What is the best invention of the past 50 years?

18

IOE – ETBI

2:00

What professional accomplishment are you most proud of?

19

IOE – ETBI

3:00

Do your students do learning well or do they do school well?

20

IOE – ETBI

3:00

Finish this sentence:
“I want to be the kind of professional who...”

21

IOE – ETBI

3:00

What is going on in the world that gives you hope?

22

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10 QUESTIONS

What do you want in a leader?

What kind of energy are you bringing into this room today?

Who works hardest in your classroom?

What is your “Yes, but...”?

Are you allowing genius in your school?

Are you making decisions based on the 5%?

Would you want to work with you?

Would you want to learn from you?

Who sits at your table?

What is on your to-stop list?

1:00
Stop

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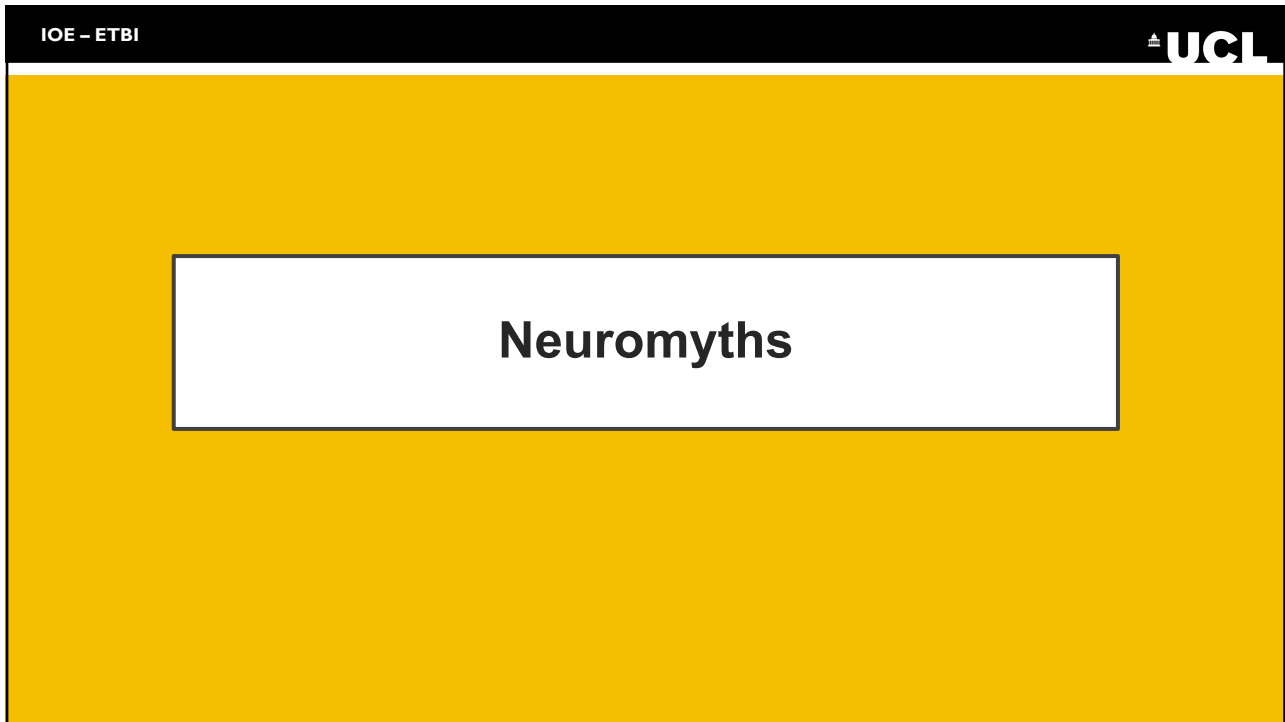
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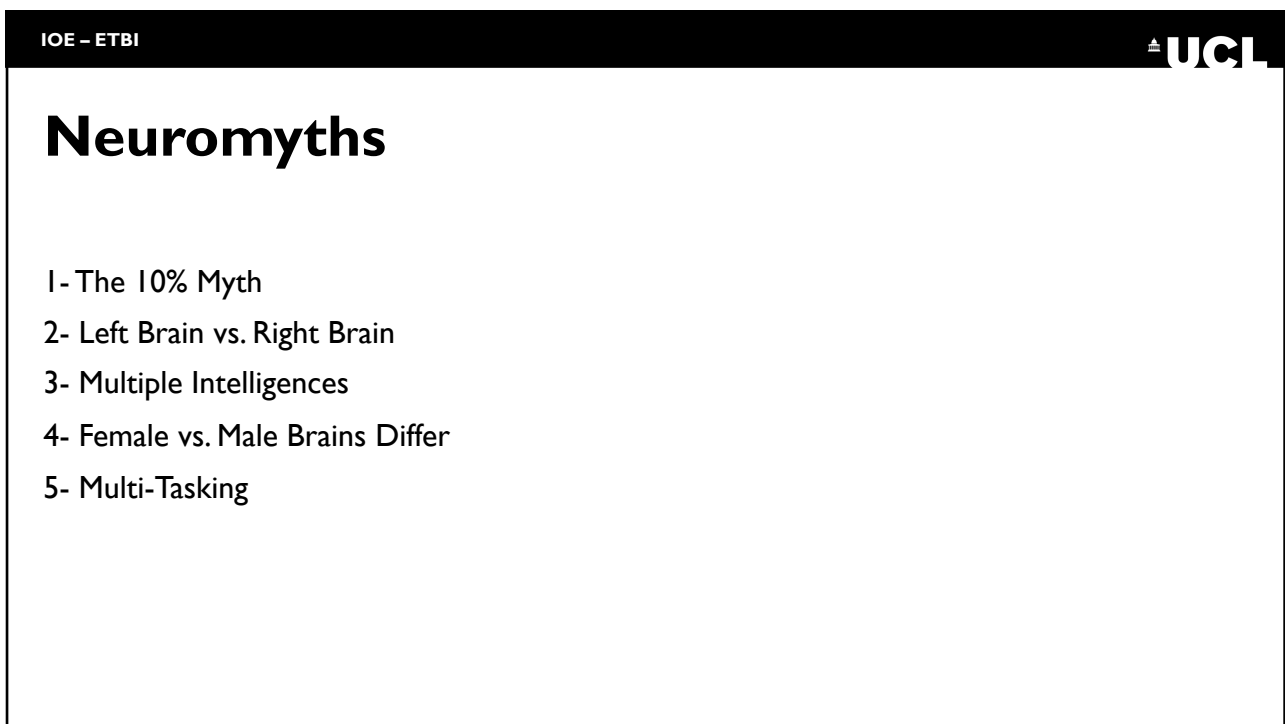
10 Things and 3 Personal Goals

3:00

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Brain Development and Neuroplasticity

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NeuroPlasticity

The brain is constantly changing and reforming

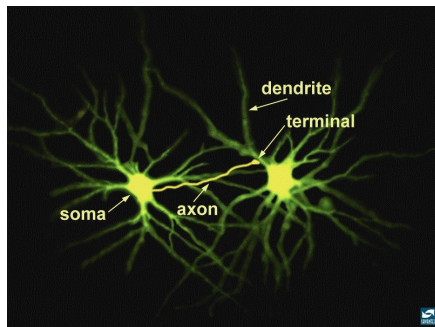
This is the flexibility of neural development

IQ can change (+/- 15 points) within 4 years by the age of 18

Effects of Brain Damage are different in children than in adults

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Dendrites



Introducing new and reviewing information in several ways creates more pathways

More those pathways are used, the stronger they become

More complex skills required, more dendrites are needed

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The Learning Process

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The Learning Process

Step One	Sensory Input: Sight, Taste, Smell, Touch, Hear Attention: Must be attending to these senses
Step Two	Short-Term/Working Memory 20 seconds to decide if it is important
Step Three	Long-Term Memory and Executive Functioning Labels the information in the hippocampus Brain starts to cross-reference with other information

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20 Brain Principles for Planning Lessons

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20 Practical Principles

Relevance	Novelty
Rigor	Music
Relationships	Multisensory Teaching
Movement	Noise
Social Activity	Seating
Preview and Review	Nature
Chunking	Reading Matters
Primacy and Recency	Nutrition Matters
Connections- Build Bridges	Brain Breaks
Laughter	Don't Be Boring

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Questions for Schools

Dr. Zachary Walker
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Planning for the Future

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IOE – ETBI

10:00

WHAT DOES YOUR DREAM SCHOOL LOOK LIKE?

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IOE – ETBI

10:00

What is going well at your school?

What could be even better if...?

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IOE – ETBI

10:00

What practices do you need to keep from pre-pandemic?

What did you learn in the pandemic and what practices do you need to keep?

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IOE – ETBI

5:00

What are your instructional pillars?

What are the behaviours that define your instruction?

How do you celebrate each other's instructional wins?

38

IOE – ETBI

5:00

Who are the instructional carriers in your school?

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IOE – ETBI

5:00

What is your school's instructional "special sauce"?

What makes it unique?

How could you "find it in the darkness"?

40

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5:00

Are you proactive or reactive in your decision-making?

41

IOE – ETBI

5:00

How diverse is your curriculum/teaching? Does it allow for counter-narratives?

42

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5:00

What are you doing with culturally diverse learners?
Linguistically diverse learners?
Those with disabilities?
Those from differing levels of socio-economic status?
How representative is your staff of your student body?

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5:00

What are you doing about mental health and well-being?

44

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5:00

What are your commitments to your community?

45

IOE – ETBI

5:00

How much is student voice a part of your decision-making?

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Mayflower Primary School



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Storytelling Curriculum



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Parents and Community



49

No Marking



50

Representation



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Visit their website and Twitter page for many more ideas!


@MayflowerSch

<https://www.mayflower.towerhamlets.sch.uk/parents>



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Strategy and Innovation

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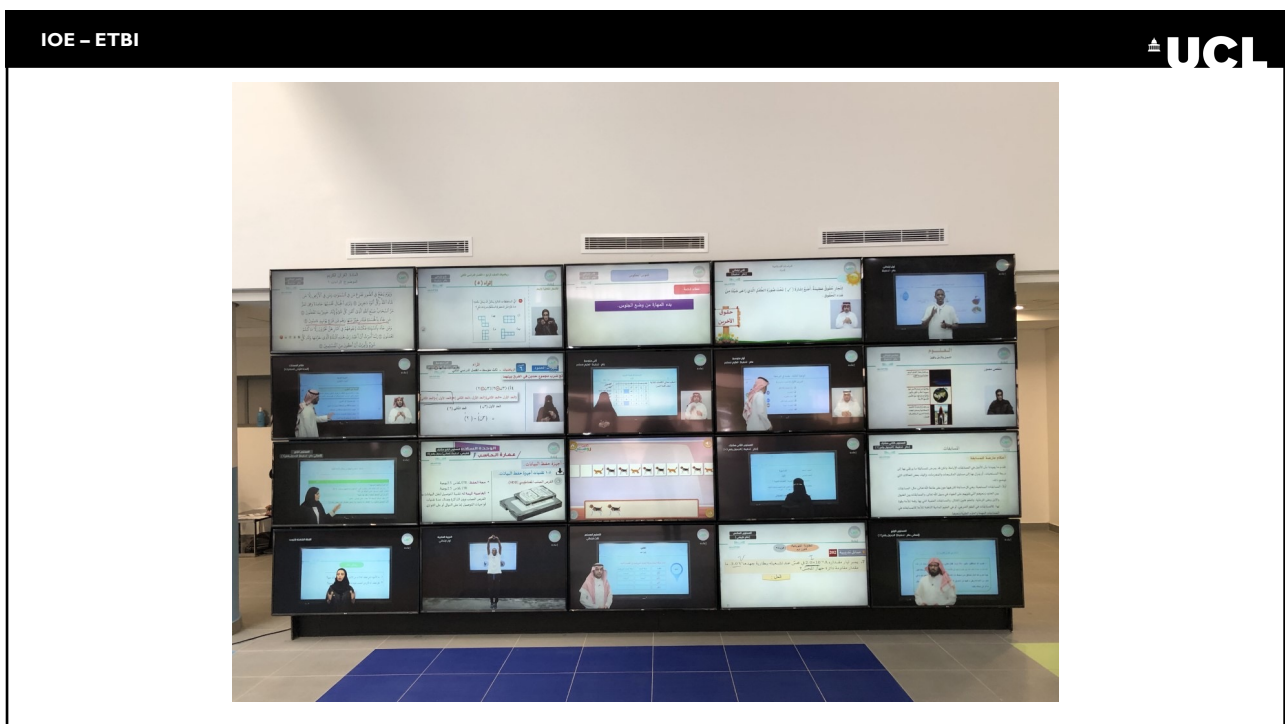
Innovation

Innovation is changing before you have to.

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Saudi Virtual School



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Breakout Rooms

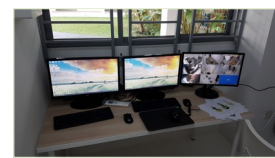
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Breakout Rooms in 3
governmental Secondary
Schools in Singapore

Pioneered by math teachers,
followed by other science
subjects

Digital system to enable any
subject related question



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Yusof Ishak Secondary School: SEARCH Escape (mobile room)



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Cooperative game for groups of 5-6

Secondary 1-2 sciences curriculum

60 minutes gaming time



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Team Based Learning

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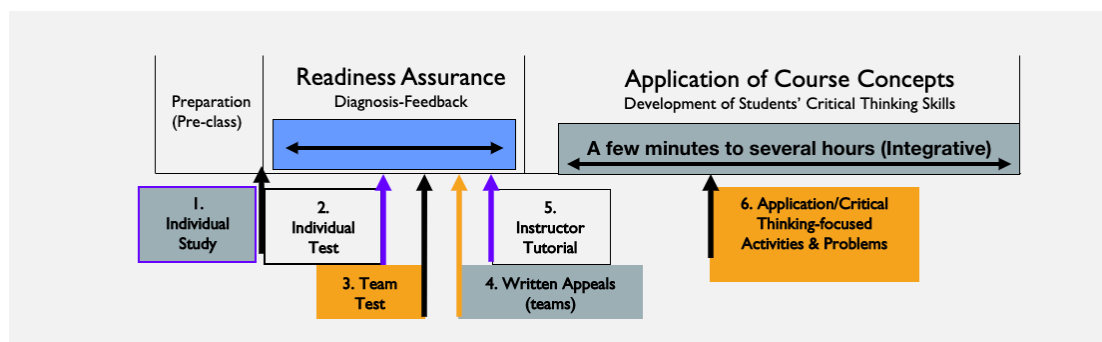
Team-Based Learning

While lecture-based teaching has been widely criticized due to a lack of student engagement (Mennenga, 2013; Di Leonardi, 2007), TBL has been demonstrated in a number of studies to be a **transformative instructional approach with team processes at its core** (Sisk, 2011).

Advantages of TBL include **better academic performance, greater student-to-instructor engagement, and greater student satisfaction** (Frame et al., 2015; Zgheib et al. 2010; Thomas & Bowen 2011; Vasan et al., 2011; Sisk, 2011).

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Team Based Learning and Escape Rooms



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Readiness Assurance Process ensures:

Effective and efficient content coverage.

Development of real teams and team interaction skills.

An *experience-based* insight about the value of diverse input.

Development of students' self-study & life-long learning skills.

Class time to develop students' application/critical thinking skills.

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Students found TBL lessons to be helpful in terms of [enjoying learning](#)

15 out of 18 students agreed when asked whether TBL has helped them to enjoy the learning experience

Students found TBL lessons to be helpful in terms of [teamwork](#)

Student 1: “When we’re asked a question on the spot... some of our brains can’t really think that fast... maybe this programme can help us to help one another and then maybe can try and think faster by ourselves... it’s something like that for me.”

Interviewer’s comments about the students from School A.

Independent Observer: “I’m very impressed by Spectra students, [your willingness to help one another to learn... I always hear you say ‘never mind’, ‘try’, and ‘try on your own first’...](#)”

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Productive Failure

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Productive Failure

Productive Failure (PF) is a learning design that entails the design of conditions for learners to persist in generating and exploring representations and solution methods (RSMs) for solving complex, novel problems.

-Manu Kapur

Students are more successful when learning a new concept if they **engage in problem-solving followed by instruction** rather than if they receive instruction and then engage in problem-solving.

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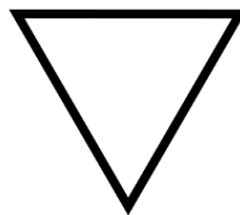
While one person hesitates because he feels inferior, **another is busy making mistakes and becoming superior.**

-Henry C. Link

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Culture

Strategy



Systems

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5:00

What are 3 long-term instructional goals?

71

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What are 3 quick wins instructionally?

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5:00

How do you communicate your vision?

73

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Kotter Leading Change

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10:00

Kotter's 8 Steps to Leading Change

- 1- Establish a sense of urgency
- 2- Create a guiding coalition
- 3- Develop a vision and strategy
- 4- Communicate the change vision
- 5- Empower employees for broad-based action
- 6- Generate short-term wins
- 7- Consolidate gains and producing more change
- 8- Anchor new approaches in culture

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Thank You

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Please stay in touch!

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