



AVANTI
INSTITUTE



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CULTURE

PRIORITISE

ALIGN

EMPOWER

What? How? Why?





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Celebrating Supporting Connecting

To embrace the continuous improvement cycle, we continue to upgrade our approach by actively listening to staff voice and often referred to as EEF documentation...

IMPACT

EXPERTS

RESEARCH

REFLECT

CONTEXT

STATUS

EMPOWER

VOICE

SHARE

SUPPORT

CYCLE OF CHANGE

Collaborative planning, reading, researching, testing, implementing and evaluating of approaches for improving classroom practice...

CHARTERED
COLLEGE OF
TEACHING



Registered
Learning
Partner 2022





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Learning is cumulative with no defined end point.....





Creating the right culture in your school is not only good for your Ofsted grade, it improves morale and wellbeing and can lead to sustained professional development that raises attainment for your students. David Weston 2016

Avanti's strategy is towards encouraging *all* staff to have more agency over their CPD.



Creating “a culture that enables staff to excel” where “leaders ensure that the school has a motivated, respected and effective teaching staff” Ofsted 2019





White Paper – March 22

At the heart of these ambitions is the need for an excellent teacher for every child in classrooms across England. Improving the quality of teaching is the single most important in-school factor in improving outcomes for children, especially for children from disadvantaged backgrounds and those with special educational needs and disabilities





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What matters is what works and what works is normally underpinned by a theoretical framework (evidence informed).



Through round table discussions that widened the circle of engagement, we remodelled the purpose of CPD.





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Important to develop a shared vocabulary about learning as well as teaching.

We have celebrated many successes, but we learned our most valuable lesson in our first year.

“Shared language of learning and expectations is essential”

Avanti House Secondary Team

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Current Classroom based research...

ROSENSHINE'S PRINCIPLES OF SEQUENCING, MODELLING AND QUESTIONING AND HOW TO EMBED THIS IN ART / PRE LESSONS.

PUPIL SURVEYS: USING THE DATA TO SUPPORT OUR KEY DEVELOPMENT AIMS AND PROMOTE HEALTHY TEACHING & LEARNING CONVERSATIONS

LITERACY DEVELOPMENT: EVIDENCE REVIEW – JULY 2019 *HAYES (2012) - MODEL OF SKILLED WRITING; SCHEMA DEVELOPMENT PERSPECTIVE / STAFURA & PERFETTI (2017) – THE READING SYSTEMS FRAMEWORK*

WRITING APPROACHES IN YEARS 3 TO 13: EVIDENCE REVIEW – JULY 2019.
THE IMPORTANCE OF ORACY / *SELF-REGULATED STRATEGY DEVELOPMENT*

COLD CALLING AS OUR DEFAULT QUESTIONING MODE - HOLDING COLLECTIVE ATTENTION BY PUTTING PUPILS ON THE SPOT: STRATEGIES FOR THE INCLUSIVE CLASSROOM

FOCUS ON GROWTH MINDSET: DEVELOPING CHARACTER BY SHOWING RESILIENCE , CONFIDENCE AND DETERMINATION. HOW DO WE HELP PUPILS BELIEVE THAT THEIR INTELLIGENCE CAN GROW

GREAT TEACHING TOOLKIT: EVIDENCE REVIEW – JUNE 2020
ADAMS & ENGELMANN (1996) – DIRECT INSTRUCTION MODEL

•METACOGNITION AND SELF-REGULATED LEARNING – MAY 2020 *PLANNING, REVISING, AND/OR EDITING TEXT*
•*WYNNE AND HADWIN (1998) – MODEL OF SELF-REGULATED LEARNING*



The not too recent addition of Teaching Walkthrus to our community has helped springboard our efforts to move from a “grass-roots” experience of teaching to an explorative research-informed adventure that can be personalised.

High Quality Teaching Practice

OWN PRACTICE

CRITICAL

REFLECT

ENGAGED

IMPROVE / BUZZ

DELIBERATE PRACTICE

PLANS EXCELLENT LESSONS

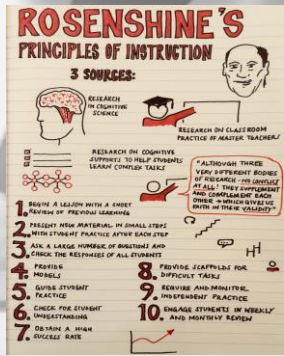
DELIVERS EXCELLENT LESSONS

ALL CHILDREN LEARNING

ALL CHILDREN MAKE PROGRESS

PM / ACTION PLANNING

LINK TO SIP / TRUST AOD





“Everything works somewhere; nothing works everywhere.”

Research-informed CPD can address current issues in education by focusing on low-input, high-impact practices that are shared in a language that we all understand. We know when we have it right when staff say, “But that’s just common sense, isn’t it?”





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