**Deep thought - 42 statements to debate!**

1. “Don’t smile before Christmas” is still very good advice
2. A good working atmosphere is created by regular periods of silence in the classroom
3. A teacher's expectations of their students don't matter: it should be down to the students to motivate themselves.
4. Children's ability in certain subjects is 'fixed' by the time they start secondary school
5. Classroom management is more important than subject knowledge
6. Communicating regularly with parents makes a real difference to progress
7. Differentiation often reduces ambition
8. Discovery learning is more effective than direct instruction
9. Displays should focus on using student work to inspire
10. Educational rigour is more important in the classroom than having fun!
11. Effective scaffolding of learning can only be achieved through careful planning
12. Ensure learners are always active, rather than listening passively, if you want them to remember
13. Getting students excited about education is the most important thing we can do
14. Good questioning is the result of good listening
15. Grouping students by ability makes very little difference to learning outcomes
16. It is important to correct all errors when marking
17. It is vital that students understand their Tallis thresholds
18. Learning styles are pointless. Variety is the key
19. Observation needs a focus, otherwise it is wasted
20. Participating in professional development makes a huge impact on student outcomes
21. Powerful knowledge is fundamental to making students ‘think hard’
22. Quality of learning is more important than quantity. This is ‘mastery’
23. Re-reading and highlighting  are highly effective revision strategies
24. Self-reports by teachers are more valid and reliable than classroom observations by peers, principals or external evaluators in signalling how effective a teacher is
25. Sometimes it is important to set a ‘defensive’ lesson to survive
26. Student ratings of teaching quality are more valid and reliable than headteachers' judgement in signalling how effective a teacher is
27. Students learn better when they receive information in their preferred learning style (for example, visual, auditory or kinaesthetic)
28. Students using the correct language is a vital part of learning in the classroom
29. Teachers should aim to address issues of confidence and low aspirations before they try to teach content
30. Teachers with 1st class and 2:1 degrees make more impact on student outcomes than teachers with a 2:2 degree or below
31. Teachers' subject knowledge is more important than anything else.
32. Teachers' theories about education make no impact on student outcomes
33. Teaching good lessons is more important than having good schemes
34. The state of the classroom itself has a real impact on student learning
35. The wrong kinds of praise can be harmful to students' learning
36. Tossing a coin is more reliable and valid than graded lesson observations in determining how effective a teacher is
37. Value-added data on its own will show you who is a good teacher
38. When students talk about fairness, that doesn’t mean treating everyone the same
39. You can be consistent, but still pick your battles in the classroom
40. You can’t teach off someone else’s powerpoint!
41. You don’t need to mark everything. Just mark periodically in depth.
42. Zero tolerance has its place in the classroom