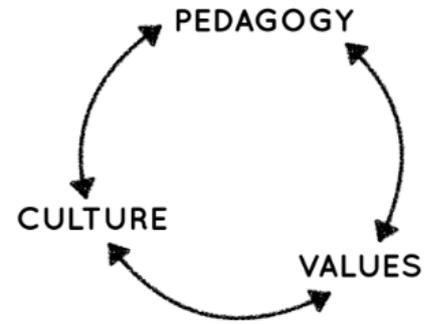


TALLIS Praxis

Education to understand the world and change it for the better

The following statements aim to outline the qualities expected of Tallis teachers. They are drawn from research about teacher effectiveness and shaped by our commitment to evidence-informed practice combined with our particular values as a school. We aim to maintain a sensible balance between the various domains within which teachers operate. We call this our Praxis.



Values + Theory + Action = **Praxis**

VALUES (My beliefs about teaching)

Tallis teachers:

- are well qualified, passionate subject specialists with deep knowledge and a secure understanding of their discipline
- are confident in articulating and applying their values, beliefs and theories about education in order to further develop Tallis Praxis
- are committed to their ongoing professional development
- are disciplined action researchers who participate in a professional, collegiate community of practitioners
- test, refine and adjust their practice based on reliable feedback and evaluation
- are committed to providing education which enables our young people to understand the world and change it for the better
- understand that effective teaching leads to the best possible outcomes in terms of student progress

How am I?

- What do I value?
- What are my beliefs about teaching and education?
- What is my concept of a teacher?
- What are my expectations of my own practice?
- How do I conduct myself as a professional?
- How do I collaborate with and support others?
- What am I aiming to achieve?
- How do I look after my own well being?

PEDAGOGY (My practice as a teacher)

Tallis teachers:

- develop students' learning dispositions through a systematic focus on habits of mind (Tallis Habits)
- consider what kinds of teaching will lead to the kind of learning that is needed
- use threshold concepts and powerful knowledge to foster depth of understanding
- teach challenging lessons that make students think hard
- understand how young people learn, are able to evaluate the thinking behind students' own methods, and can identify common misconceptions
- use formative assessment to identify strengths and weaknesses in students' knowledge, understanding and skills and provide incisive feedback about what they can do to improve
- model the learning process, using a range of strategies, and put in place the necessary scaffolding to enable all students to achieve quality outcomes
- use effective questioning to probe students' understanding and identify gaps in knowledge
- review students' previous learning so that they have a secure base from which to develop their knowledge and understanding
- embed reading, writing and communication and, where appropriate, mathematics across the curriculum
- create opportunities for structured deliberate practice so that students are given time to craft and improve their work
- set challenging home learning that consolidates learning, deepens understanding and prepares students for future learning

What do I know?

- How do I apply and develop my subject knowledge?
 - How do I practise and strengthen my own habits of mind?
 - How do I maintain and refine my understanding of education theory and practice?
 - What strategies have I developed to be an effective teacher?
 - Why do I adopt particular practices?
 - How do I have a positive impact on my students?
 - How do I employ my expertise?
 - How do I create suitable curriculum materials?
 - How do I enable my students to develop a lifelong relationship with ideas?
 - How do I implement good practice?
 - How do I get the best from my students?
 - How well do my students achieve?
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CULTURE (My role as a teacher)

Tallis teachers:

- are determined that students achieve well by setting and modelling very high standards in terms of quality of work and conduct for everyone
- engage students through good relationships
- promote a growth mindset alongside all their students
- encourage the development of particular character traits (Tallis Character)
- manage time, classroom resources and behaviour effectively, developing a positive and stimulating environment
- cultivate a culture of critique, a safe and challenging environment in which students are eager to improve their learning
- establish and maintain positive home/school relations by providing parents with clear and timely information on how well their child is progressing and how to support them
- challenge stereotypes and the use of derogatory language in lessons and around the school
- value the diversity of students' experiences and provide them with an understanding of people and communities beyond their immediate experience

Who am I?

- What is my relationship to the school?
 - What sustains my sense of belonging?
 - How would I characterise the quality of interactions between me and my students?
 - How do I participate in the community?
 - How do I uphold and enforce our shared values and traditions?
 - How do I embody high expectations of myself and my students?
 - How do I help to shape the institution?
 - What mindset do I demonstrate at school?
 - What routines and behaviours do I promote?
 - How do I liaise and communicate with parents?
 - How do I contribute to a collective sense of well being?
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