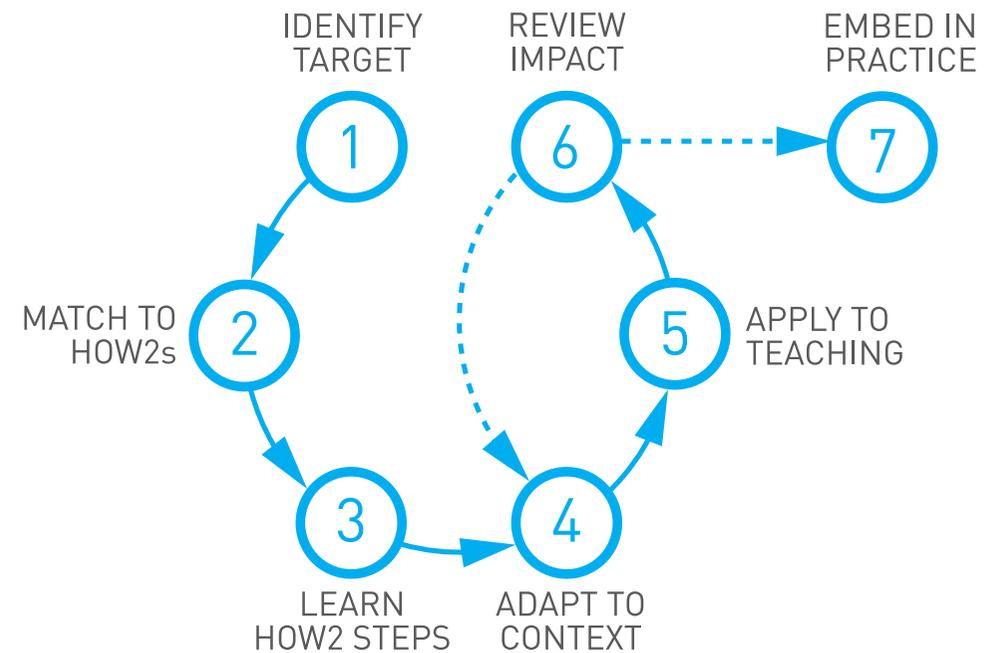


The HOW2 Process

HOW2s are not rigid templates designed for unthinking execution. Rather, they are models that may need a degree of adaptation to fit different classroom situations. The HOW2 Process guides teachers through this series of decisions and actions.

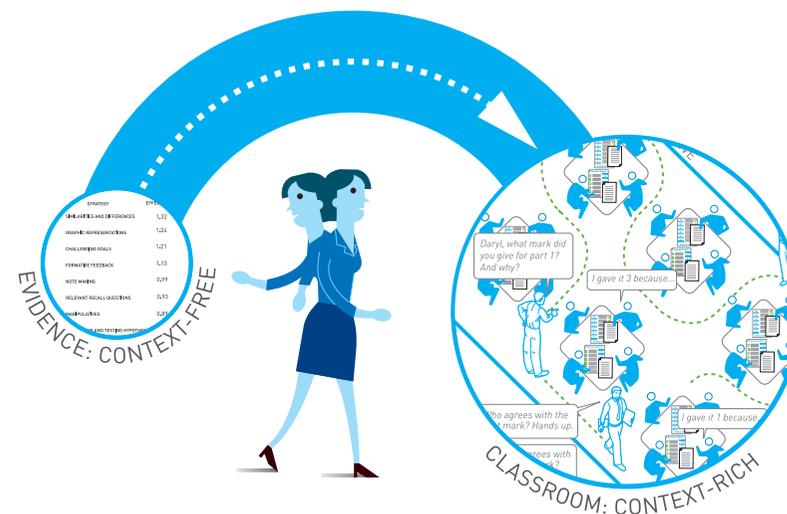


“The purpose of professional learning is to develop the professionalism of teachers as adaptive experts.”

— TIMPERLEY, H. (2011), REALIZING THE POWER OF PROFESSIONAL LEARNING, OUP

Applying evidence-based teaching to classrooms

While access to evidence has been welcomed, its adoption has not been without problems. Simply knowing which are the most effective techniques is not enough. Teachers need to know why they are using particular HOW2s and how to adapt them to fit the individual contexts of their classrooms.



THE ULTIMATE TEST

Evidence-based teaching is promoted through its effects sizes and the tens of thousands of studies they summarise. As impressive as these numbers are, the ultimate test, however, remains that which takes place in the individual teacher's own classroom.

While evidence is presented as context-free knowledge, to become effective beyond the neutral research environment, specific techniques need to be adapted to teachers' context-specific classrooms.

HOW2 AS MODELS

HOW2s are not templates to be followed unthinkingly. They are models —visual guides, if you will — that map out the major steps of specific techniques.

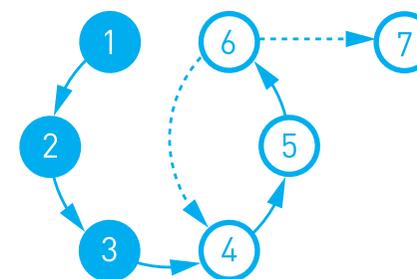
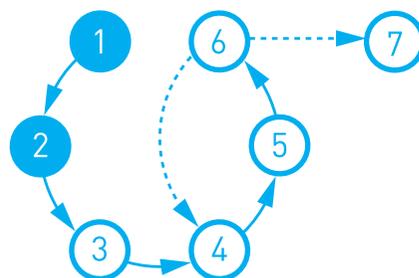
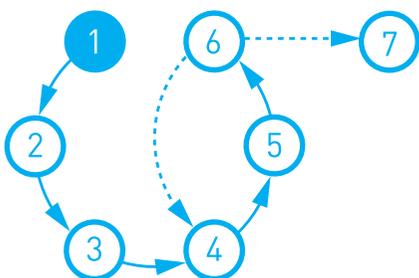
What they can't avoid, and are not designed to, is the thinking needed by the teacher to ensure their success in their own classroom.

As Helen Timperley points out, the best teachers are adaptive experts. HOW2s provide a clear framework, with a shared understanding among colleagues, from which individual adaptations can be made.

THE HOW2 PROCESS

The HOW2 Process is designed for effective adaptation to individual teachers' contexts. Its steps guide the teacher from initial clarification of goals, via an iterative cycle of review and fine-tuning, right through to the embedding of the technique into everyday practice.

These stages apply equally to individual self study, as they do to supported experiments, meetings, coaching and any other professional learning activity. Indeed, the HOW2 Process provides coherence to a medley of seemingly disparate ventures.



1: IDENTIFY TARGETS

What am I trying to achieve in terms of student learning?

Consider which aspect of learning is your main focus:

- **Orient:** learners prepare for their learning by directing their attention towards it
- **Encounter:** learners face, and start to address, the new content to be learned
- **Organise:** learners make sense of the new information by manipulating it in various formats
- **Practice:** learners elaborate and absorb the new knowledge and skills through repetition
- **Feedback:** learners improve and don't reinforce mistakes
- **Recall:** learners place newly learned content into long-term memory.

Consider the source of the target:

- **Directed:** does it come from lesson observation, department plans, or performance management?
- **Personal:** have you decided to work on weaknesses, strengths, or an area of interest?

2: MATCH TO HOW2S

What needs to fit?

Consider aligning these aspects:

- **Purpose:** does the HOW2 help address the target?
- **Complexity:** is the HOW2 within your competency and comfort range?
- **Familiarity:** have you used a similar HOW2 before?

If you are unsure, consider getting support from a colleague listed in the Skills Exchange. You can choose a colleague who is at one of these three stages with the particular HOW2 you have chosen:

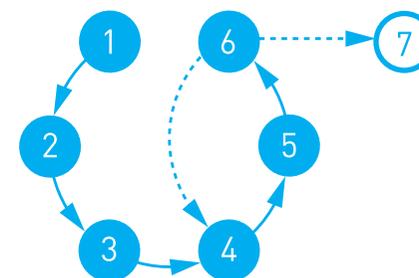
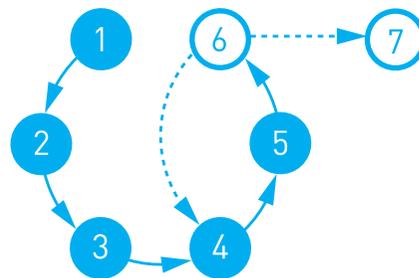
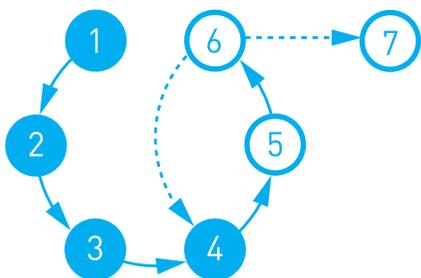
- **Considering It:** maybe start working on the same HOW2 together?
- **Working On It:** or get support from someone in the middle of mastering the HOW2
- **Embedded It:** or maybe get support from someone who is now using the HOW2 as part of their everyday repertoire of techniques.

3: LEARN HOW2 STEPS

Will it work as it is?

Consider any potential problems:

- **Age:** are your learners sufficiently developed for the demands of the chosen HOW2?
- **Experience:** do your learners know how to work cooperatively and independently?
- **Skills:** can your learners read, take notes, explain and present their ideas to peers?
- **Knowledge:** do your learners know enough content to engage with the activities?
- **Culture:** does the class have a sufficient level of trust, sociability and diligence?
- **Logistics:** are there any time or space constraints?



4: ADAPT TO CONTEXT

What can I tweak?

Consider these possible solutions:

- **Prepare:** do you need to teach your learners any necessary skills?
- **Simplify:** would reducing the number of stages reduce complexity?
- **Elaborate:** would adding to the number of steps provide necessary scaffolding?
- **Modify:** would changing the order of the steps or detail within a step supports its introduction?
- **Redesign:** do you need to alter the constraints of either time or space?
- **Rethink:** would it be better to start with a simpler HOW2 as a build-up?
- **Involve:** would walking through the HOW2 with your learners help in adapting it to their needs?

5: APPLY TO TEACHING

What supports me?

Consider these factors and options:

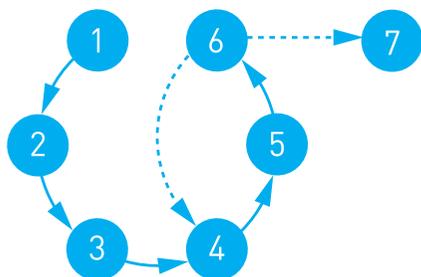
- **Introduction:** would showing the HOW2 to your learners at the start help them to understand what is required of them?
- **Collaboration:** would asking your learners to identify any pitfalls when introducing the HOW2 be more likely to create a sense of partnership?
- **Notes:** are you planning to capture your plans and progress with the notes tool for later review and sharing with colleagues?
- **Evidence:** would videoing your lesson help your learning?
- **Persistence:** are you aware that new habits take time to become established?
- **Practice:** are you aware that it takes repetition before new skills become fluent?
- **Errors:** are you comfortable with the idea of errors being part of the learning process?

6: REVIEW IMPACT

Did it work?

Consider a variety of evidence:

- **Video:** what does the video reveal?
- **Observation:** what did an observer notice?
- **Behaviours:** did you follow your plan? Did you make any changes?
- **Learners:** how would you evaluate their engagement and learning?
- **Feedback:** what did your learners think of the HOW2 trial?
- **Evaluation:** do you need to fine-tune your HOW2 plans and re-trial, or embed the HOW2 into your regular practice and move onto a new HOW2?



“We learned in the professional learning and development best evidence synthesis about the importance of constructing knowledge socially.”

— TIMPERLEY, H. (2011), REALIZING THE POWER OF PROFESSIONAL LEARNING, OUP

7: EMBED IN PRACTICE

How can I share?

Consider these approaches:

- **Volunteer:** change your status for that HOW2 as Embedded It on the Skills Exchange and wait for colleagues to contact you
- **Capture:** use the notes tool to capture how you went about your plans and share it with colleagues
- **Comment:** cooperate with your colleagues by commenting, and making suggestions, on their plans in their notes

THE SKILLS EXCHANGE

An unprecedented tool for social learning

The new Skills Exchange offers new possibilities for autonomous and collaborative learning among teachers.

■ Scan and Select

Teachers can easily see how many, and which, colleagues have worked on particular HOW2s. Their participation is spread across three statuses, allowing teachers to choose a colleague to support them who is either considering working on the HOW2, is actually working on it currently, or has worked on it and has now embedded it into their daily practice.

■ Contribute and Upload

Updating their status for each HOW2, makes teachers available to their colleagues for support and collaborative learning. In the near future this contribution will include the uploading of video and documents.

■ Special Interest Groups

Within a large organisation, specialist groups will naturally form, sharing their particular contexts in which to apply the HOW2s. Plans are in place to extend this super-learning facility to include a national network, followed by global links.

■ Personalised and Autonomous

The Skills Exchange puts real power in the hands of teachers to lead their own development. They can ensure that their learning is:

- Just in time (no need to wait for training days or coaching sessions)
- Just for me (no need to listen to content not aimed for a teacher's individual needs or agenda)
- Just enough (no need to take on board material not immediately needed)
- Not just once (no need to risk overload in the one-pass learning pressure of day training events)

■ Survey the State-of-Play

Managers and leaders can glance at the Skills Exchange and get an accurate and comprehensive summary of teachers' skills throughout the organisation. This is a wonderful basis for planning and will delight any inspection team.