

## ResearchEDHome CPD Overview

### Top recommendations

Subject	Speaker	Why should you watch this?	Who should watch this?	Key takeaways	Link
Helping Students Think Critically about Internet Sources	Daniel Willingham (cognitive psychologist, author of <i>Why Don't Children Like School?</i> )	This talk is a real eye-opener into pupils' lack of computer literacy and inability to recognise fake news and unreliable sources. Willingham dispels the myth of the 'digital native' and introduces strategies we can implement to teach pupils to be more discerning researchers.	<ul style="list-style-type: none"> <li>Everyone (!)</li> </ul> In particular: <ul style="list-style-type: none"> <li>Form tutors (re: internet safety)</li> <li>Anyone who wants their pupils to conduct research online</li> </ul>	<ol style="list-style-type: none"> <li>Young people rarely question the trustworthiness of a source and almost never fact-check against other websites</li> <li>Careful research can be taught (summary of recommendations can be found <a href="#">here</a>)</li> </ol>	<a href="#">Here</a>
Dual Coding	Adam Boxer (Head of science at The Totteridge Academy)	This is a good refresher on the dual coding training David delivered in previous CPDs, applied specifically to 'teacher talk' or teacher explanations. This is helpful in considering how to apply dual coding theory and streamline teacher	<ul style="list-style-type: none"> <li>Anyone who missed David's dual-coding training</li> <li>Anyone who would like a refresher on working memory vs. long-term memory</li> </ul>	<ol style="list-style-type: none"> <li>Words + pictures are better for long-term memory than just one or the other</li> <li>Good teacher explanations are streamlined and focused</li> </ol>	<a href="#">Here</a>

		talk to limit additional 'faff'.			
Seven Distinctions Every Subject Leader Should Know About	Jon Hutchinson (Assistant Headteacher, Reach Academy Feltham)	Hutchinson describes seven different frameworks or lenses through which to consider curriculum design. These concepts will help to ensure that schemes of work are purposeful – he has some interesting thoughts about different approaches to delivering content.	<ul style="list-style-type: none"> <li>• Anyone interested in or involved with curriculum design</li> <li>• Middle leaders</li> </ul>	<ol style="list-style-type: none"> <li>1. Effective curriculum design is all about balance</li> <li>2. Planning schemes of work can be about thinking outside of the box</li> </ol>	<a href="#">Here</a>
Rosenshine's Principles and Curriculum Design: What's the connection?	Tom Sherrington (teacher trainer, and author of <i>Rosenshine's Principles in Action</i> )	Sherrington gives a neat summary of Rosenshine's Principles applied to curriculum design, with focus on retrieval practice, sequencing and modelling. This could also be useful for classroom teachers who are creating sequences of lessons within the department SOW.	<ul style="list-style-type: none"> <li>• Anyone interested in or involved with curriculum design</li> <li>• Middle leaders</li> </ul>	<ol style="list-style-type: none"> <li>1. A good curriculum allows teachers to go back and re-teach topics that pupils "should" already know.</li> <li>2. A curriculum map should give children the experience of confidence, depth of knowledge, and abstract ideas made "real" through practical application.</li> </ol>	<a href="#">Here</a>

<p>Simplicity rules: simplifying your practice for classroom success</p>	<p>Jo Facer (Principal, Ark Soane Academy)</p>	<p>Jo discusses five 'errors' she has made in her teaching career and offers up solutions. These 'errors' are definitely universal, and open up the debate about how we 'should' teach. Her solutions would greatly benefit those who feel like they are wasting valuable time during the planning and delivery of lessons.</p>	<ul style="list-style-type: none"> <li>• Teachers of all subjects</li> </ul> <p>In particular:</p> <ul style="list-style-type: none"> <li>• NQTs and early career teachers</li> </ul>	<ol style="list-style-type: none"> <li>1. Lesson planning and assessment should be meaningful rather than time-consuming – very much quality over quantity.</li> <li>2. Classroom teaching must respond to these three questions: Are the pupils listening? Do they understand? Do they remember?</li> </ol>	<p>Not yet live – will be uploaded to <a href="#">this playlist</a></p>
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