

Ready to join our school communities to make the world a better place.

- Resilience
- Professionalism
- Social Justice



Ted Wragg
**Teacher Training
Partnership**





**‘a lifelong champion of
teachers’**

Tes Magazine. (2020). The teachers' champion. [online] Available at: <https://www.tes.com/magazine/archive/teachers-champion> [Accessed 31 Mar. 2025].

Resilience–Professionalism–Social Justice

Why



Literature

Practice

Subject

Mentoring

How

Teaching and
Learning

Equality, Diversity &
Inclusion

Personal &
Professional Habits

Assessment &
Progress

Behaviour and High
Expectations

Subject Knowledge &
Curriculum

What

Training teachers ready to make the world a better place

Core Knowledge Block Personal Professional Habits



Trainees will know that:

- Teachers are accountable to an established code of Teachers Standards
- Teachers are role models and convey high aspirations
- Teachers continuously develop themselves using the principles of Deliberate Practice, actively reflect and act on feedback
- Teachers have a professional responsibility to manage their own well-being, drawing on support where appropriate

So they learn how to:

- Work with a mentor to define success and set actionable targets
- Deliberately practice key strategies before using them in the classroom
- Frame reflections positively and celebrate successes
- Build a positive network of colleagues

In training this looks like:

Coaching-based mentoring and a curriculum sequence to put this research into practice:

- Deans for Impact 'Practice with Purpose' (2016)
- Brookfield's 'Becoming a Reflective Teacher' (2017)

ITT/ECF Learn That Statements:

Professional Behaviours 8.1 – 8.7



Literature review



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SWTT
SOUTH WEST
TEACHER TRAINING



SWTT RESEARCH KNOWLEDGE ORGANISER

YOUR HANDOUT TO THE HAND-PICKED RESEARCH PAPERS, BOOKS AND ARTICLES THAT UNDERPIN THE SWTT CURRICULUM

CURRICULUM MODEL UNDERPINNED BY THE RESEARCH

Resilience-Professionalism-Social Justice

Literature

Practice

Subject

Mentoring

Teaching and Learning

Equality, Diversity & Inclusion

Personal & Professional Habits

Assessment & Progress

Behaviour and High Expectations

Subject Knowledge & Curriculum Design

WHY A RESEARCH KO?

This Research Knowledge Organiser is a collection of overviews of the SWTT Research Touchstones. This is to be used as a key reminder and prompt of the research you need to know. Use these to help you refer to the research in your planning, conversations, viva and interviews.

Please note this is not exhaustive list nor the full research and is intended only as an aide memoire.

SWTT MASTERLY REFLECTIONS ON THEORY

Prompts to consider:

What new learning and research have I explored today?
What did I already know that this links with?

What have I seen/done already that validates this research?
What have I seen/done already that challenges it?

What will I take away and try?
What professional judgment might I need to apply in my setting?



Electronic Copy for the links



Literature review

Ted Wragg Teacher Training Partnership **SWTT SOUTH WEST TEACHER TRAINING**

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Resilience-Professionalism-Social Justice

Literature	Practice	Subject	Mentoring
Teaching and Learning	Equality, Diversity & Inclusion	Personal & Professional Habits	
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Electronic Copy for the links

The Six Factor Model of Wellbeing – Carol Ryff



Ryff, C.D. and Keyes, C.L.M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4),

Literature review

The Six Factor Model of Wellbeing – Carol Ryff



New this year



EDUCATORS THRIVING

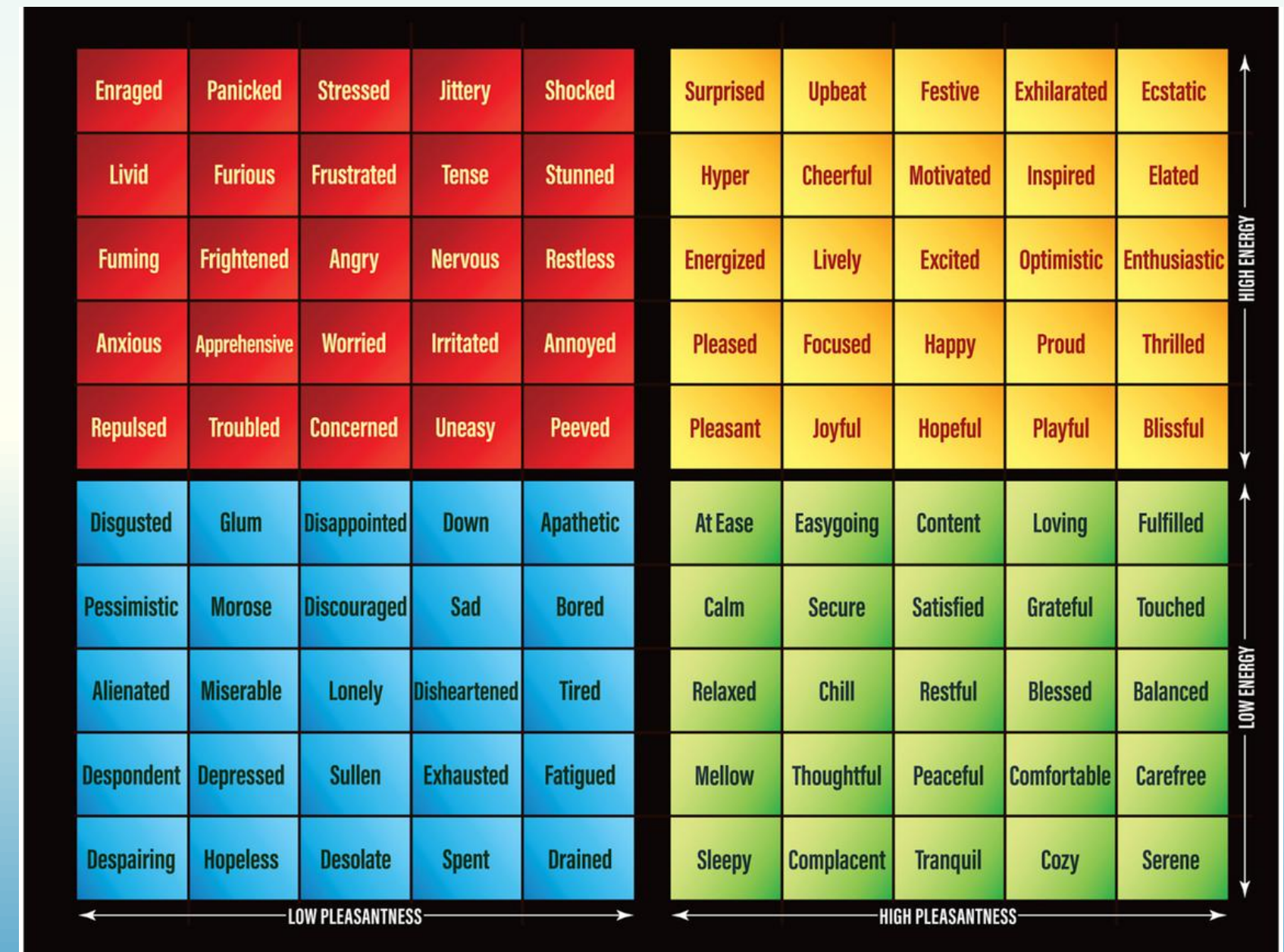
Educators Thriving offers research-based personal development to help educators achieve well-being.

Through the program, participants learn concrete strategies to help them avoid and and manage the most common pitfalls of the educator experience.



Naming feeling and Zones of regulation - Kuypers, 2011

In the chat:
can you share as
many different
emotions as possible?



Kuypers, L. (2011). The Zones of Regulation. [online] Available at: <https://www.lclsd.org>

New this year



EDUCATORS THRIVING



The Eisenhower Organizer

"I have two kinds of problems: the urgent and the important. What is important is seldom urgent and what is urgent is seldom important."

– President Dwight D. Eisenhower

<u>Row 1</u> Important but not urgent		Longer-term planning •Preparation for the future •Investments in physical health: eating well, sleeping enough, exercising, preventative medical care, etc. •Building trusting relationships •Spiritual development •Genuine relaxation
<u>Row 2</u> Important and urgent		•Crises •Significant challenges that need to be addressed urgently •Some projects or tasks with deadlines
<u>Row 3</u> Not important but urgent	 Source: Future Ready	•Some communications (emails, calls, mail) •Some meetings •Some projects or tasks with deadlines
<u>Row 4</u> Not important and not urgent		•Mindless TV; Netflix binges •Excessive social media •Other "escape" activities •Some communications (emails, calls, mail) •Time wasters

Why the module works

- Autonomy
- Environmental Mastery
- Personal Growth
- Purpose in Life
- Self-Acceptance
- Positive Relations

The Six Factor Model of Wellbeing – Carol Ryff



Gratitude

In the chat I'd like you to give me one (small scale) thing you are grateful for:

“The blossom on the cherry tree ”

The Six Factor Model of Wellbeing – Carol Ryff



Gratitude to others

Send a short, casual message to someone thanking them for a small gesture or expressing appreciation for something thoughtful they did. Keep it simple and sincere — no overthinking.

The Six Factor Model of Wellbeing – Carol Ryff



A School's Guide to Implementation Master checklist



Recommendation 3 in the guidance report, 'Adopt a structured but flexible implementation process', contains checklists at the end of each phase to help leaders reflect on implementation in their setting. All four checklists are outlined below.

Explore

- ☐ Are we confident that we have identified the right pupil need(s) by drawing on a range of data and perspectives?
- ☐ Have we selected an evidence-informed approach that meets pupil needs and is suitable for our setting?
- ☐ What is needed to implement this particular programme or practice?
- ☐ Are we aware of potential barriers and enablers to change in our setting?
- ☐ Is the approach feasible to implement?

Prepare

- ☐ Have we conducted implementation planning collaboratively so that it unites understanding?
- ☐ Is there a shared understanding of why the change is taking place, what it entails, and how it will be implemented?
- ☐ Have we selected a tailored package of strategies to implement the approach and address implementation barriers?
- ☐ Have we identified and empowered a range of people across the school who can support the changes?
- ☐ Are systems and structures in place to enable effective implementation?

Deliver

- ☐ Is delivery of the approach treated as a process of ongoing learning and improvement?
- ☐ Are systems in place to monitor implementation, identify barriers and enablers, and make improvements?
- ☐ Do staff feel supported by the actions of leadership?
- ☐ Is initial professional development being reinforced by follow-on support such as feedback, prompts, and reminders?

Sustain

- ☐ As new priorities emerge, is sufficient support in place to protect and maintain the implementation effort?
- ☐ Do leaders continue to acknowledge and support good implementation practices?
- ☐ Are a range of staff involved so that we aren't over-relying on individuals?
- ☐ Before deciding whether to continue, scale-up, or stop an approach, have we reviewed the previous implementation effort and outcomes achieved so far?

Now how to measure:

- attendance
- achievement
- wellbeing surveys
- analysis of support plans
- retention in our partnership
- trainee perception?

Education Endowment Foundation (2024). Putting Evidence to Work - A School's Guide to Implementation. [online] EEF. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>.