

'THE TURI WAY'

Principles for teaching: informed by our values, experience, and best evidence

1.



UNDERSTANDING AND APPLYING PRINCIPLES OF LEARNING

- We make success criteria explicit so that students have complete clarity.
- Specific questions and answers are at the heart of lessons and are used to challenge students and address misconceptions.
- We allow students to access deep memory through 'narrative' and regular retrieval.
- Knowledge and skills are intertwined in our teaching, leading to clear and sophisticated student work.
- A safe, cheerful, and orderly environment is fostered.

2.



SUBJECT MASTERY

- Teachers work towards deep knowledge of the ideas of their subjects, the truths discoverable therein, as well as how each subject is examined, leading to student clarity, deep connection with the world, and examination success.
- Teachers love their subjects and pitch lessons high; passion is caught, not taught, and leads to student ambition.
- Teachers sequence content in an ordered and logical fashion, responding to student needs as they emerge.
- Curriculum is revisited to promote deep memory and curriculum connections.
- Teachers promote elevated levels of literacy and oracy in their subjects via reading, discussion, and explicit teaching of vocabulary.

3. ASSESSMENT



- Regular formal, informal, and low-stakes assessment are utilised to record and identify strengths and weaknesses accurately, tailor feedback, and thus redirect students towards specific goals.
- A key outcome of assessment is adaptive and responsive teaching, allowing for appropriate challenge and scaffolding based on individual need.
- We review assessments for learning, providing opportunities for student response to feedback.
- Assessment is informed by examination endpoints.
- We model successful revision and performance for students so that they know how to achieve excellence.

4. RESOURCES



- Our resources prioritise 'thinking over completion', ideas over facts and 'fun', depth over 'busyness', leading to student growth rather than mere 'work'.
- Our resources support literacy ('reading' a degree).
- Our resources are clear and beautiful; not disjointed and childish; leading our students to what is true, good, and beautiful.
- Our resources reflect a variety of media, while avoiding sensory overload.
- Technology, such as smart screens and OneNote, is used intentionally with an end in mind, to avoid distraction and shallow reading. This applies to PowerPoint too.

5. PREP



- Prep is preparation, for assessments and for lessons, ensuring student energy is directed meaningfully.
- Prep includes deep reading, problem-solving, and beautiful work, taking students 'higher' and 'further'.
- Revision strategies and support accompanies prep to aid learning.
- Prep is set in person and set via one medium only, to avoid distraction and the 'reading switch' problem.
- Prep should be manageable for the teacher and the student, sequential with work in class, with time spent proportionate to the value added.

Considering all the above, teacher development will prioritise subject knowledge, sound pedagogical principles, and development according to job description, with an over-arching goal of 'collective teacher efficacy'. Modelled and drop-in lessons will be a crucial tool for faculty and departmental growth.