The Confident Teacher (2016) by *Alex Quigley*

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Content	Do This
1. Introduction: Challenge: recruitment/retention of teachers (Ts) big issue, many leave before achieving confident level of expertise →satisfying career. Confident ≠ blind to issues, = trust/believe we can overcome obstacles, competence →confidence →flourish	• "Every teacher needs to improve, not because they are bad, but because they can be better." Dylan Wiliam (and Ts make a difference)
***Section 1: The confident mind:* 2. How much confidence is enough?:** Classrooms are complex, so is confidence (C), is related to: student (S) behaviour/subject knowledge (K)/public speaking to Ss or Ts/how Ss learn/misconceptions/workload/own health/ work-life balance/sense of control. Being unconfident is good: sustains effort/planning, Authentic C: comes from deliberate practice (DP)/ perseverance/passion, lasts a lifetime. Low self-C: debilitating/lose resilience. Teaching not inherently for extroverts. Many biases that →overconfidence: e.g. confirmation bias/ backfire effect (countering →doubling down)/ exposure effect (we stick with what's familiar). Gender: more women →'imposter syndrome'/negative messages/stereotypes/managing work/kids.	• Confidence & Goldilocks; too little →debilitating, too much →arrogance/stupidity, need 'just right' • Don't seek perfection, treat failure as normal • Extrovert performance may not ='great teaching' • Quiet introversion may not = 'unconfident' • Beware your biases (or at least know them) • Expert teachers know the limits of expertise→ regulates degree of confidence healthily • Authentic confidence = humility + experience + self-belief + K of strengths/weaknesses
3. Developing self-confidence: Definitions: self-concept (perception of self/identity) / self-esteem (SE) (emotional evaluation of worth, feeling good about yourself in general) /self-confidence (SC) (feeling good about yourself because of what you can do, varies)/ locus of control (LoC)(belief actions can make a difference)/ self-efficacy (SE)(belief in own ability to achieve a task). Teaching = develop SE→LoC. SC can vary with classes/ time of day/(mistaken) belief in a 'natural teacher' etc. Bandura: 4 sources of SE: Expert experiences (planned+taught great lesson, need enough success)/Observing evenly matched expert Ts/Social persuasion (honest praise from people you trust)/Physical features (effect of excitement/fear on body/). Issues: S behaviour (big impact on SC, often in secret)/Unhelpful/unreliable/stressful observation (obs)/ Too much to do (50+hrs/week common) Solutions: Speak up (speak to Ts with same class/Ss)/Get social (work collaboratively/plan together)/Create your own obs cycle (e.g. coaching/lesson cycle)/Think confidently (take action AND change what we can →increases SC).	• Theory of self-efficacy = Alfred Bandura • If you think you can teach or you think you can't teach, you're probably right • Obs should be in supportive culture + not graded • Ts need effective whole school behaviour policy • Path to confident expertise = break down daily practice honestly/self-critically, notice when it works • Take action about any issues • Ask questions (Qs) of peers/management, don't keep it secret • Use observations so they are meaningful/ helpful – careful who you watch! • Confidence in ourselves →confidence in our Ss
4. The pursuit of expertise: Expertise NOT automatic consequence of experience. Teaching = art + craft + science/most complex activity invented. Expert Ts: flexible/ problem-solve/problem-seek/filter/integrate/good subject K AND good K of Ss K/ have 'moves' (plan backward Qs+feedback (FB)+explanations+check for understanding (CfU) → DP →reflection (all takes time)/can discern what's happening+pivot+better decisions, secure K. Novice Ts : lessons teeter on disaster or fudged/can't see what's happening/ struggle with subject K. Novice → expert: takes time, need deep + well-organised subject K/deep K of Ss + how to develop their K/intensive DP + time to reflect/good coaching FB/ C + motivation to persevere even when it's tough or doesn't go well.	• NOT aiming for 'perfection' • No quick fix to becoming an expert T = break it down to 'moves' (page 61), →deliberate practice • SC gives us fuel to learn from failures • Observing expert Ts →looks effortless →deceiving • Find a good coach/person to give critical/useful FB • Be pragmatic & practical – go for *small* incremental improvements that accrue over time not wholescale changes.
5. The productive teacher: Work will expand to fill the time allocated and always takes longer than expected. Time: *fixed* (out of our control: lessons/meetings etc), *fluid* (in our control: flexible). Strategies: Audit your time (no, you don't know how you spend time) /make a strategic to-do list (do it first thing each day/use Post-Its/Do-Defer-Delegate-***Drop***)/ Make a checklist (any projects/ longer term planning)/ Tech/email (speak to them instead, have 'away from email' time/Meetings (1hr max, agenda always must need 80% of attendees/stick to it, allocate pre-reading). Work is better done than perfect, only compare yourself to yourself. Have a school 'leaving' routine.	• Willpower is finite & habits hard to change • Humans have in-built flaws wrt to how long things will take, and how much they'll get done • Perfectionism (= demanding more of yourself than the task requires) = enemy of productivity • Beware technology mopping up your fluid time • Checklists + planners → Plan terms/months/ weeks/ days + time off - transfer to post-its/checklists.
***Section 2: Our confident body*: 6. A healthy body and mind:** Teaching is performance/ physical & social act. Non-verbal communication: be aware of nuance of gestures, smiling (has disproportionately positive impact), facial expression, students are aware of our body language, exude calm confidence (be a swan). Well-being: teaching stressful as we are designed for small groups, more is exhausting → need to eat/sleep well	• Be mindful of your physical communication • Never underestimate impact of small gestures • Think 'graceful swan' • Best role model for Ss = happy, healthy T AND it's easier – look after your body.
7. Combatting stress: Evolution: stress response = fight/flight/freeze then relax, not designed for chronic stress, affects brain (impacts exec function, heightens emotional response). Signs: issues with sleep/fatigue/emotion/decision-making/memory/ concentration or illness/medication/alcohol, more likely if you're HALT→. 'Good' stress: helpful if you can frame stress response positively, can help us prioritise/perform. Strategies: keep a diary/ask for help (if you're in Admin/SLT prioritise faculty well-being) /sit up (honestly!)/hydrate/eat good food/take care of sleep hygiene (no devices, get up rather than toss/turn)/journal (use to check on work/life balance)/take back control.	• Focus on what we *can* control = our response • Notice if we're HALT hungry/angry/lonely/tired • Stress can be positive/enhance performance • Stress can release oxytocin, make us social, share issues with friends/colleagues • Sleep is KEY, go to bed at the same time • Retain control by having defusing strategies

8. The performance of teaching: Public speaking = big fear for many. Performance conveys confidence (or lack of it). Strategies (classroom): stand up straight, relax shoulders, widen stance, gestures (e.g. thumbs up/nod/hands behind back (shows lack of fear),use open hand, mindful of speed/variety & what they convey, lower voice pitch, slightly slow speech, eye contact, smile (primes the brains of audience), try a 'power pose' (hands on hips, shoulders back, open chest). Strategies (adult audience): Spotlight effect (don't over-estimate how much they' think about you), prepare/script it/practice.	• T performance = grace under pressure, needs C • Aim for excitement over anxiety • Audience is not thinking how we think they are • Observe expert T to focus on their performance • A power pose can help with self-confidence • Helpful self-talk: nerves are natural • Practice till it looks natural (it may not feel it)
9. Managing student behaviour: Core principles of behaviour management (BM): be consistent/reliable/trustworthy/calm, relationships built on trust, model expected behaviour consistently, have relentlessly high expectations → Ss have confidence in T. Avoid: confusing trust with being liked. Strategies*: establish /doggedly stick to rigorous + relentless routines/policies (all help establish your reputation = 1st step in BM). 2nd: set behaviour bar high (include respectful listening, pick up on everything). 3rd: establish rules at the start, embed them. 4th: Confidently manage physical space (how/where you stand/move/gestures/cues cut off oxygen of misbehaviour, less is more). 5th: Voice control (low, slow, wait – 100% rule). 6th: Manage confrontation (use body language to diffuse/listen/identify problem and negotiate with care. Group work needs managing.	• Know your students/develop trust • Establish climate with clear/ consistent/rigorous use of BM policies + use cues/signals/routines • Actively manage behaviour hotspots • Sweat the small stuff = takes care of big stuff → helps develop self-C AND Ss C in the T • *See Lemov: Teach Like A Champion • Use Background/Affect/Trouble/Handling/Empathy • Group work: ground rules/establish roles & goals/ short sharp stops/ monitoring.
***Section 3: Confident pedagogy:* 10. Some core principles of teaching and learning:** Simple: explain/model/Ss practice/Ss get FB/repeat. Moves of expert teacher = Rosenshine's Principles. Expert teachers: continuously make subtle changes based on Ss, ask Qs about Ss prior knowledge (PK) + CfU + elicit deeper K & U /use effective analogies /know misconceptions + how to deal with them. Ts need subject K + subject pedagogical K (or PCK) = how to teach so S learn that subject. Use best evidence/self-evaluation.	• Core principles: Rosenshine (resist fads/fashions) • All Ts need domain knowledge AND pedagogical content knowledge • Hone the valuable few moments of the expert T • Crucial 6 strategies = explanations/questioning/ FB/modelling/metacognition/memory for L
11. Exemplary explanations: Make it stick by: connecting to what they know (that's how they make meaning, beware 'curse of the expert'), tell the story (Willingham: human brains prioritise stories), use metaphors/analogies to aid U, get Ss to explain to themselves/others.. Strategies: Pre-quizzing/Think-Pair-Share/Etymology/visualization/ word association/get Ss to explain to each other/self-explanation is generative/sticky.	• Memorable explanation = Ss thinking hard • Explanations helped by performance • Connect to Ss PK, stories are cognitively privileged • Get Ss to self-explain/explain to each other • Follow up with Qs!
12. Confident questioning and feedback: Ausebel: Ascertain PK & teach accordingly. Qs vital yet rarely planned. Strategies for great Qs: Goldilocks difficulty/ key Qs as learning objectives /closed AND open Qs/easy→complex/ pose+pause+probe+bounce/asking for their C level / get Ss to use graphic organisers to explain/use clues/'if this is the answer, what's the Q'? Strategies for Ss to ask Qs: 'Just 1 more Q'/Socratic questioning/Ss devise Q continuum/ get Ss to monitor Q frequency (of T and Ss). Feedback: from T so S knows 'where am I going (show excellent)/how am I going (action needed)/where to next'/ABC (Agree with/Build on/Challenge)/strip back (symbols or colour code)/use self & peer FB before T/after written FB get Ss to explain. Failure: 'My favourite mistake (deconstruct with visualizer/doc camera)/get Ss to find mistakes/highlight process or prototyping/	• Questioning is the oxygen of teaching • Wait time should be about 5 seconds • Ss need training to ask hard Qs • Good FB gets Ss to think hard + act to improve – T needs to ensure they know actions needed • Need classroom culture where failure is normalized; fear of failure corrosive • Find and discuss famous failures in your subject • Model how mistakes can be made/make that person's thinking visible.
13. Successful modelling and metacognition (MCG): MCG (process of self-explanation) strategies = planning ↔ monitoring ↔ evaluating ↔ planning →needs modelling/ scaffolding/ support by Ts because it's HARD (Ss easily give up). T↔S interdependence first. Strategies → indep. learners: exam wrappers (+ MCG FB)/checklists/teach effective note making/succinct summaries/'how-to' guides. Strategies →self-regulation: If..then.. (how to overcome boredom+ stay on task)/visual timers (on board)/spotlighting (good work)/paint the big picture /peer effort awards. Strategies →making excellence visible: live feedback/multiple modelling/gallery critiques/think alouds/peer tutoring.	• Thinking is hard and we avoid it if we can (so do Ss) • Ss need to be taught/support with MCG strategies • Self-regulation is something we build – needs training/strategies • Goal of school = indep. learning, needs scaffolding • Social modelling + peer discussion needed to develop self-C learners • Ss need to see/hear/experience excellence.
14. Memory for learning: Lots of memory myths. Model: encoding (repetition/visuals/ stories)/storage (chunking helpful)/retrieval (testing effect real/reproducible, call it retrieval practice (RP) instead). Repetition (overlearning) essential, upsets 'forgetting curve'. Cogsci strategies: RP, spaced RP, interleaving (doing work/Qs mixed) →all 'desirable difficulties' (Bjork). Important Ss know: learning is effortful, short term dis-comfort →better long-term learning →they should test themselves often.	• Memory = dynamic stuff of all learning • Ts need to focus on Ss strong encoding • RP one of the best memory strategies • Ss choose ineffectual strategies: highlighting, re-reading, cramming →illusion of knowing • Cogsci principles→ most helpful strategies for T & S
Section 4: Confident learners: 15. Bridging the confidence gap: Adolescent brains change: pruning/myelination/plastic/maturing (prefrontal cortex last). Ss prone to: peer pressure/stereotype threat/over-C/under-C. Ts can impact academic performance → impacts Ss inner C. Strategies: high expectations of ALL (Pygmalion effect, avoid Golem effect (opposite), has huge negative effects)/avoid stereotyping/focus on effort not 'innate ability' (mindset)/build competence →builds C/work with other Ts.	• Ts need to know how Ss learn to have C • Develop Ss subject expertise → S develop C • C may not improve S performance but performance will improve C (can't develop C in isolation) • Attitudes/beliefs (of Ts and Ss) influences learning process – Ts can make a difference.