

IMAGINE YOU COULD
ASK TEACHERS
THREE QUESTIONS A
DAY...

...EVERY DAY

KNOWING WHAT TEACHERS ARE
THINKING AND DOING HELPS MAKE
SCHOOLS SMARTER AND AVOIDS
BAD POLICY-MAKING





In the next lesson you are going to teach, how confident are you that your explanations of key content will be clear and accurate?

- ☐ Very confident
- ☐ Quite confident
- ☐ Less confident
- ☐ Not applicable / cannot answer



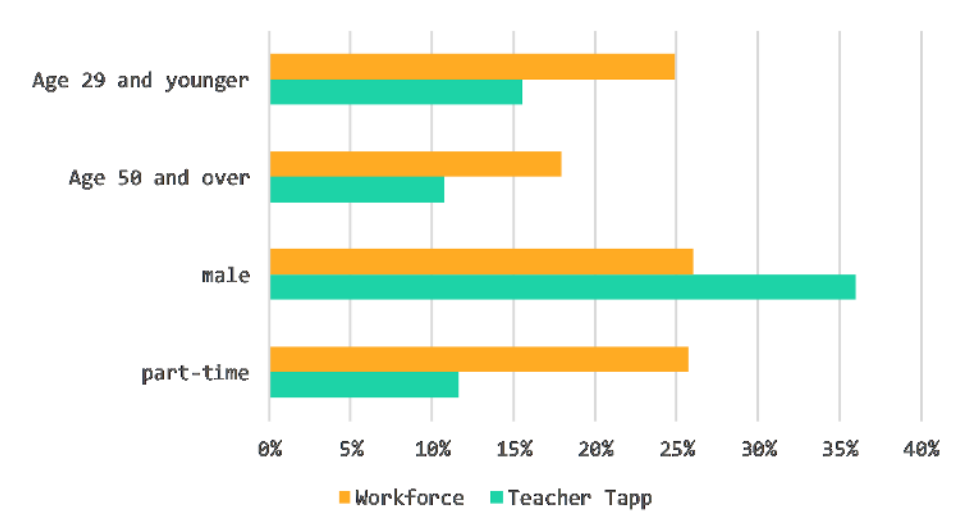
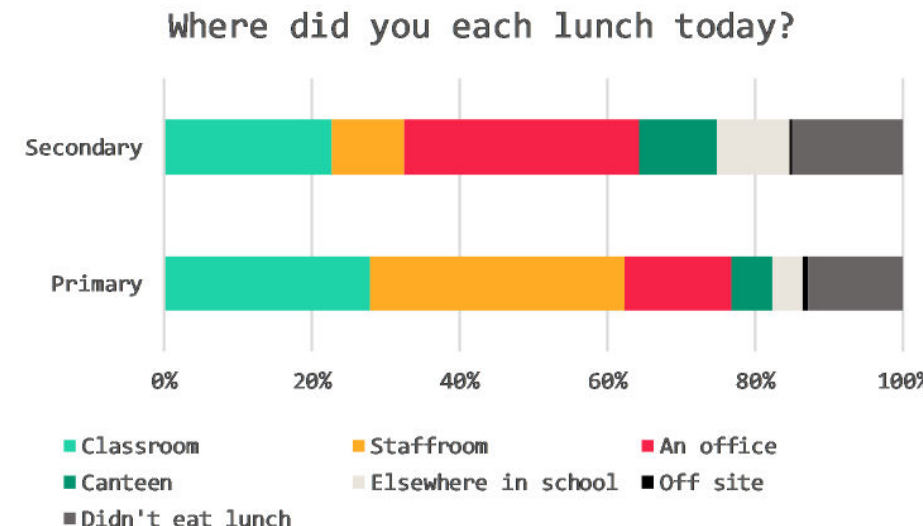
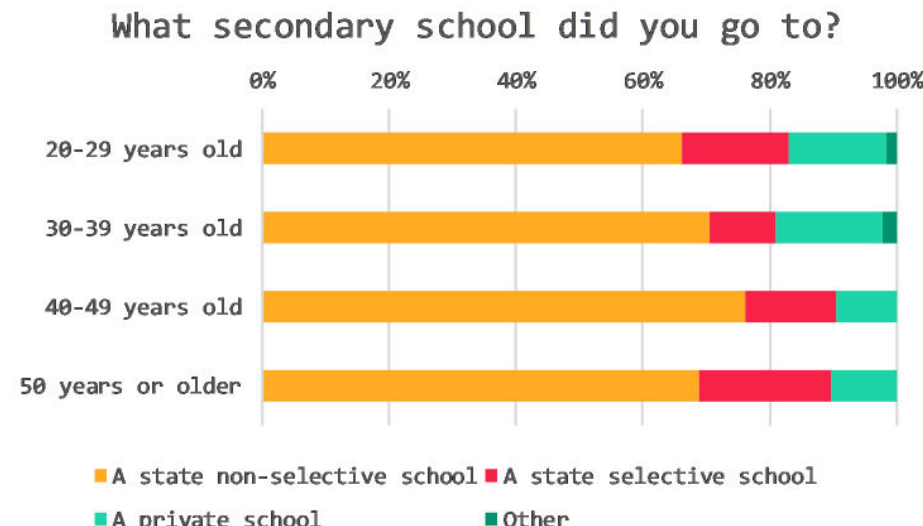
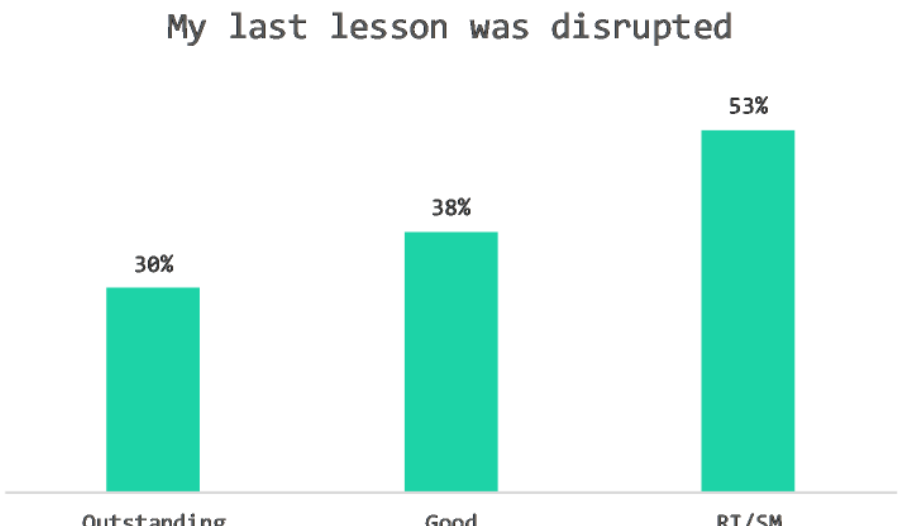
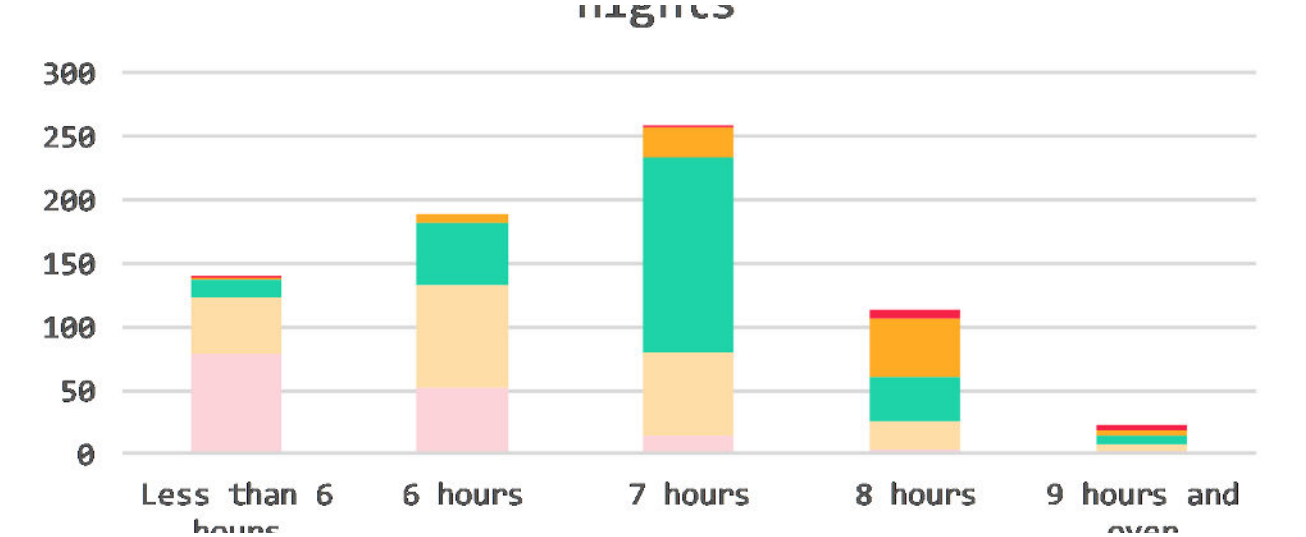
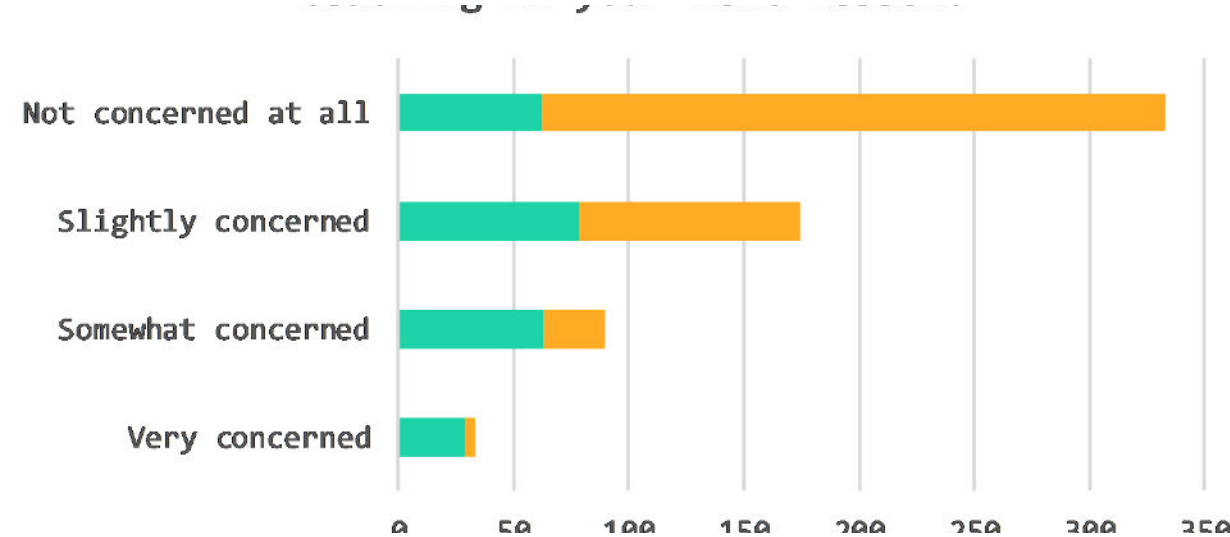
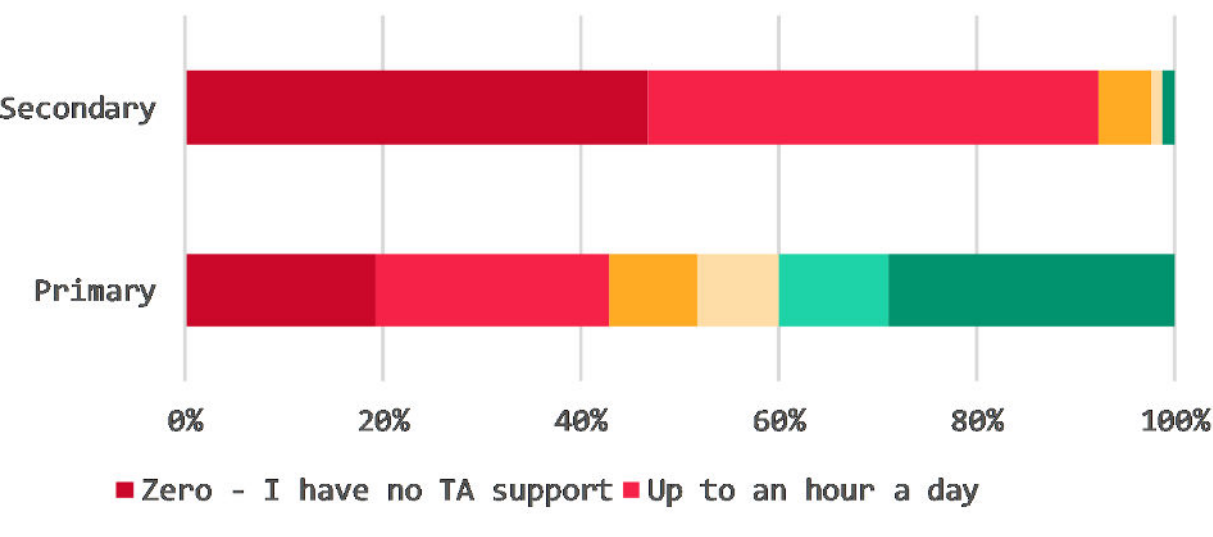
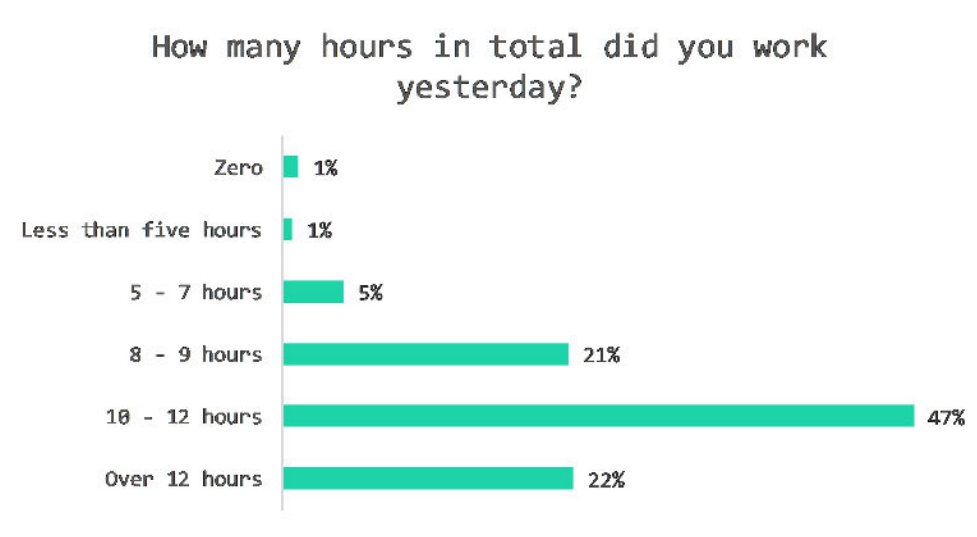
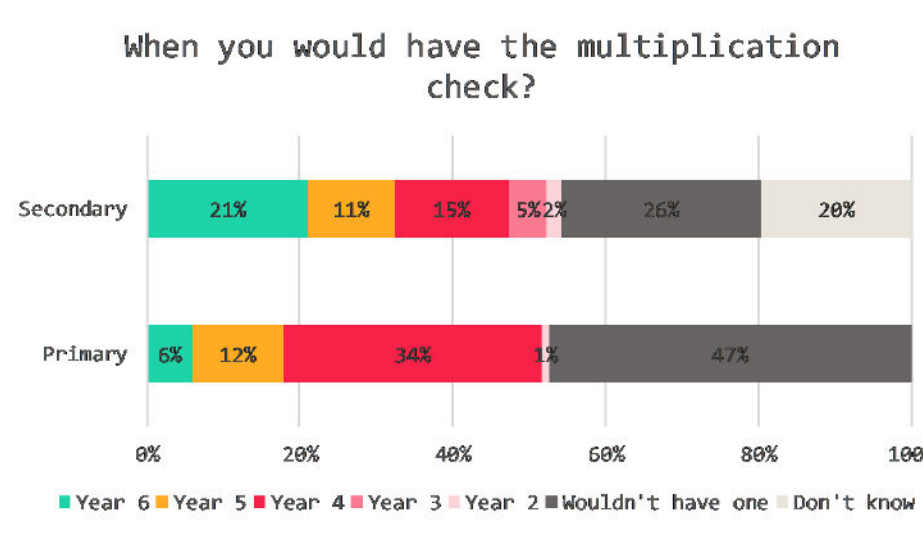
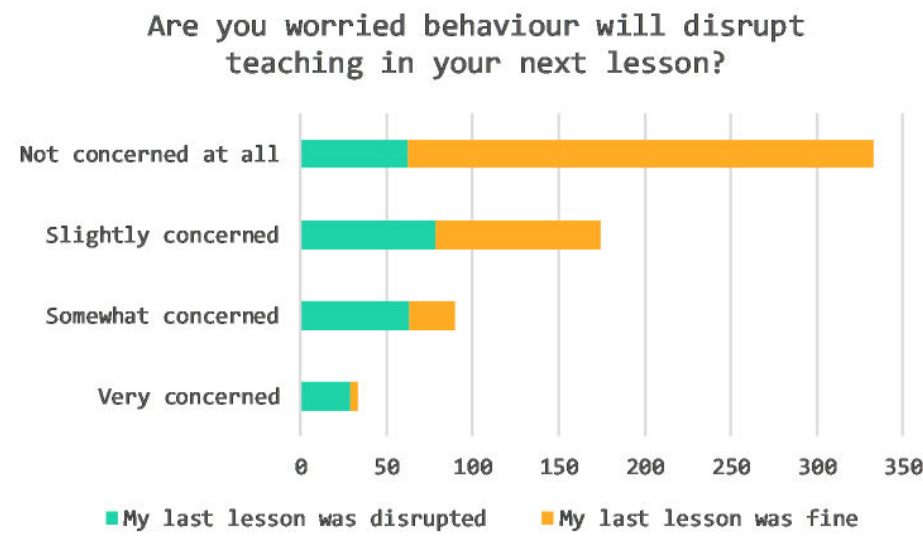
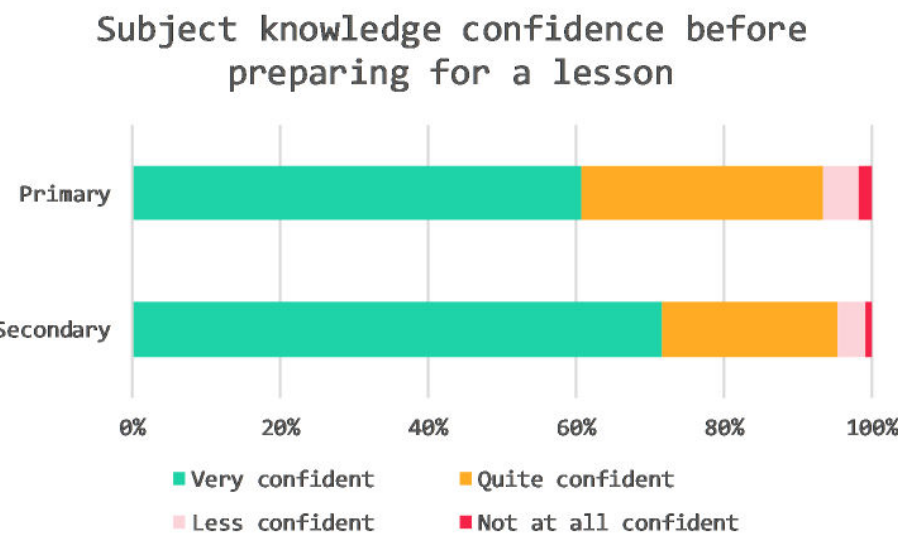
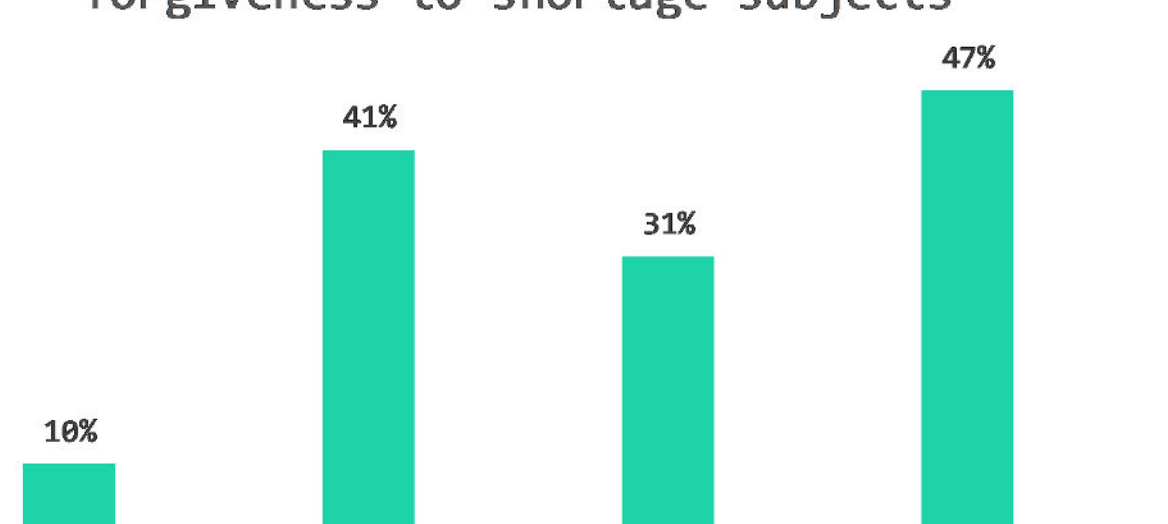
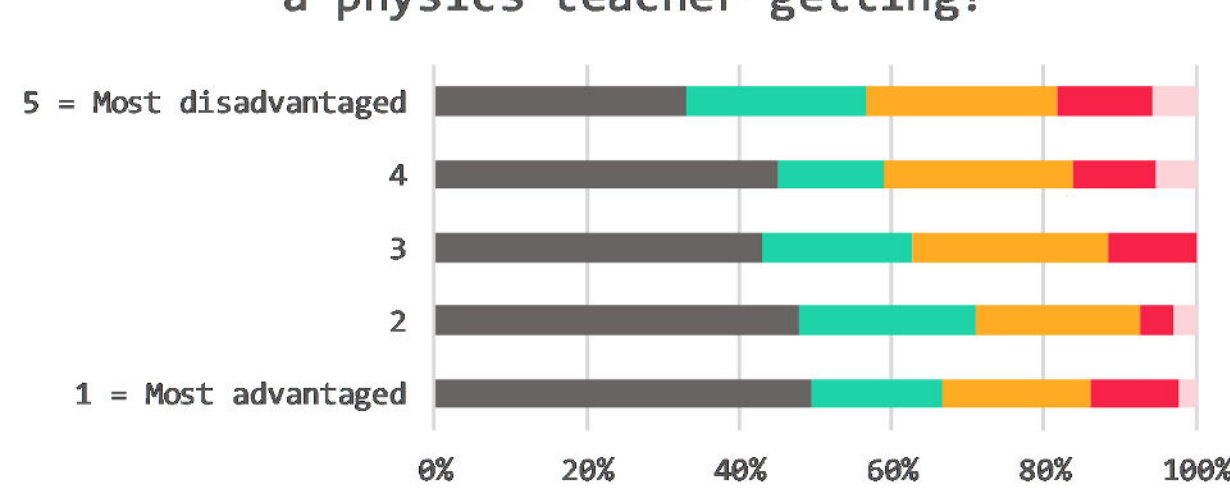
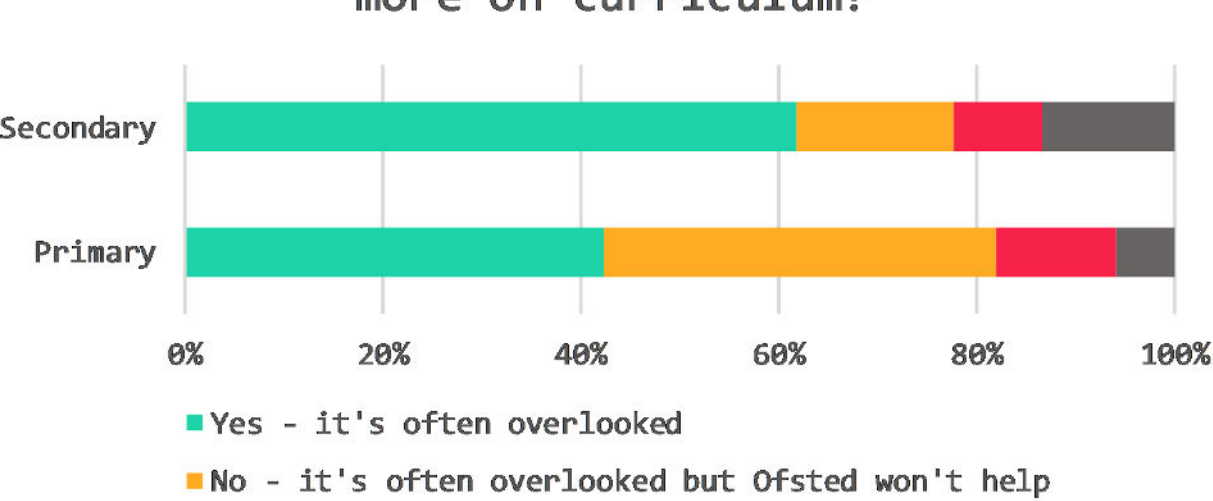
What is your current job seniority?

- ☐ Classroom teacher
- ☐ Classroom teacher with significant middle leadership responsibilities (e.g. head of year, head of department, head of key stage)
- ☐ Senior leadership team (excluding head)
- ☐ Headteacher
- ☐ Trainee teacher



Think about all the continuing professional development you have experienced over the past year, whether inside or outside of school. What proportion would you describe as evidence-based? Tick the response that most closely applies.

- ☐ All
- ☐ More than half
- ☐ Around half of it





Do you know a teacher who has introduced knowledge organisers into their teaching recently? Or perhaps you have yourself.

Knowledge organisers collate all the things pupils need to learn for a unit of work into a carefully curated list.

In this post, Kris Boulton explains why the list structure of knowledge organisers might be ineffective and demonstrates how to work knowledge into alternative structures.



There was all kinds of fuss and frustration expressed by individuals earlier in the year, when several teachers started extolling the virtues of **Knowledge Organisers**.

A quick [Google for this will reveal several examples](#) of these on Google Images.

Most of the criticism was asinine, in some cases seeming to go out of its way to be obtuse. For example, one criticism I can recall was **‘But pupils need to learn more than this!’** at a time that precisely no-one had claimed otherwise, and most had expressed how they were using knowledge organisers as a tool to develop schema forming (e.g. through self-quizzing key factual knowledge outside of lesson time, so the teacher could focus on fleshing out further knowledge, relationships, interpretations etc. during lessons.)

This is unfortunate, because it is possible to levy **real** criticism at knowledge organisers.

Another way of putting it would be to question whether knowledge organisers are just the first step in a greater journey of expanding our understanding of **knowledge organisation**, more broadly.

Organising Structures

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I asked @AceThatTest about the effectiveness of sharing learning outcomes... Dr Fulmer wrote a blog post: [learningscientists.org/blog/2017/10/4...](#)



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