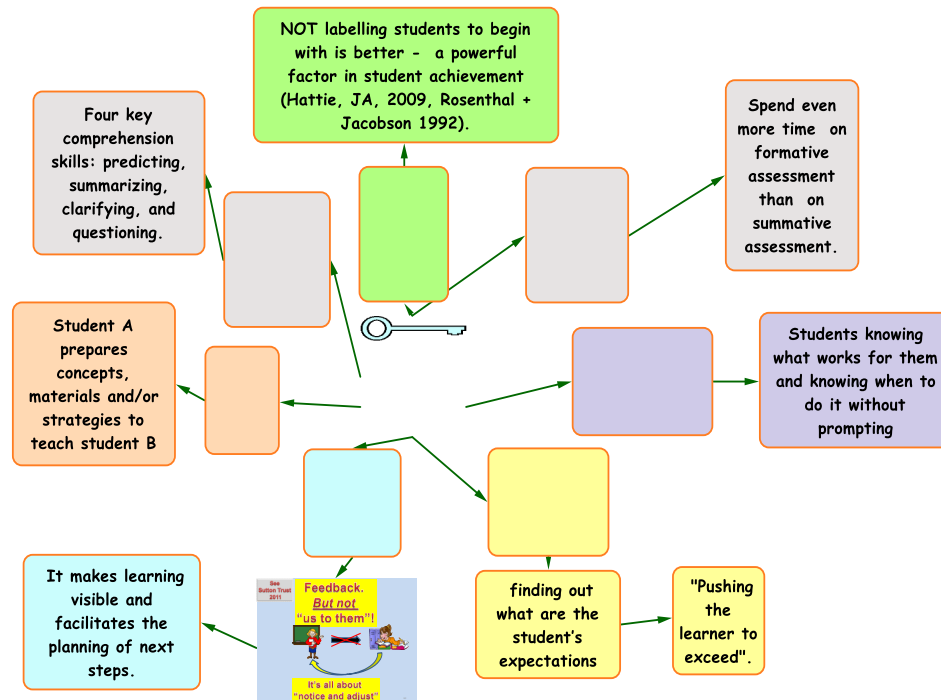


## The inclusive habits of outstanding teachers – workshop outline:



**“No labels but definitely on a spectrum”** – presenting the latest insights to support colleagues to “notice and adjust” for students with ASD, AD(H)D and Dyslexic *type* learning needs - for potentially up to 19 months progress in 12 by harnessing the power of high expectation and metacognition.

**“Can’t seem to remember from one moment to the next” and/or “studies all night but forgets it in the morning”** – combining the psychology of memory and the latest insights into mastery learning to create easily delivered “monitoring for impact” strategies based around learning how to learn and assessment for learning – to potentially double the speed of learning through balancing memory and processing demands to harness the power of formative evaluation

**“They could do it if they would only try”** – strategies to understand and address learned helplessness by adding a “hard edge” to the growth mindset. The language of success, high impact marking and a spin on peer tutoring to raise achievement has the potential for up to 20 months progress in 12 by harnessing the power of feedback, self-reported grades and peer tutoring

**“Clearly understands at a high level, but not after reading”** Fresh insights, solutions and strategies to provide evidence of higher order thinking despite weak/slow decoding with the potential for up to 20 months progress in 12 through fresh approaches to reciprocal teaching and other high impact approaches

**“Great ideas, talks a great narrative with great language but struggles to get it down on paper”** – pulling everything together through a focus on non-fiction genres and “talk for writing”.. No research base but years of practical experience combining the psychology of memory into goes into a high impact kinaesthetic and chunked approach into a proven strategy that almost invariably empowers reluctant writers to write.