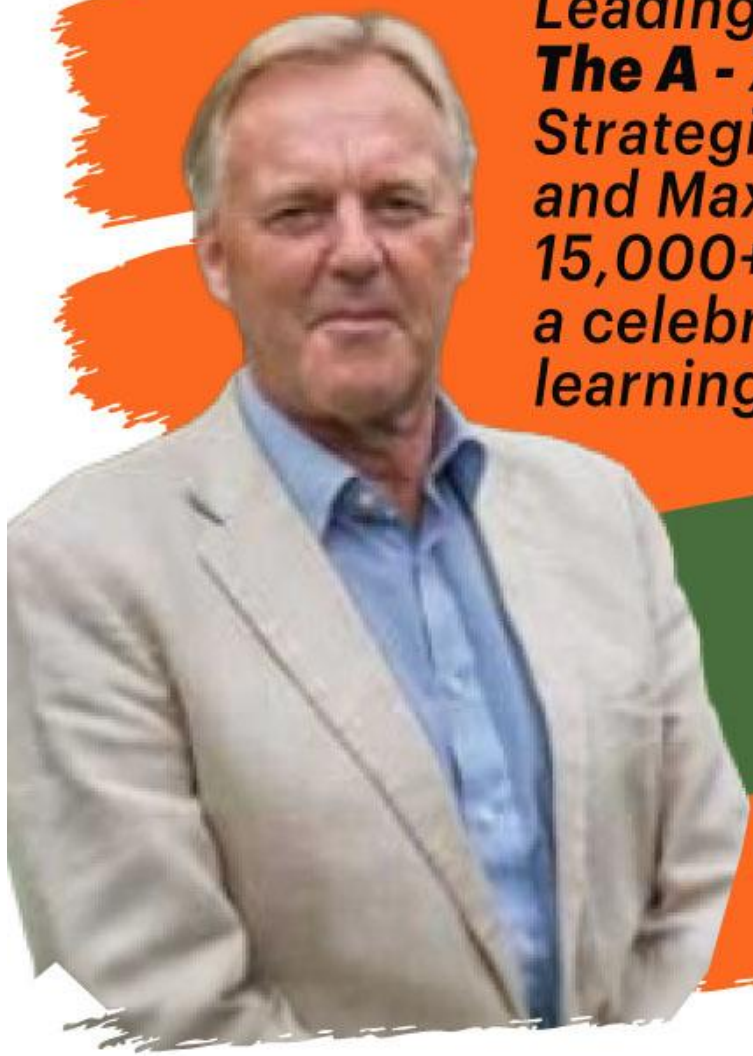
WEZESHA
EMPOWER
OURSELVES-OUR STUDENTS-OUR COMMUNITIES

AISA
Association of International Schools in Africa



Leading a Deep Dive session on ***The A - Z of Great Classrooms:*** *Strategies that Optimize Teaching and Maximize Learning. Drawing on 15,000+ lessons in 1,000+ settings, a celebration of teaching and learning across 26 letters.*

Roy Blatchford
CBE Founder, Blinks Education

04-08 Nov 2026
Safari Park Hotel
Nairobi

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Leading a Deep Dive session on ***The Restless Leader.*** *Explore the traits, habits and dispositions of leaders who are proud of what works, yet keep questioning the status quo.*

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Excellence is not an act but a habit (Aristotle)

- **High intention** in practice means that leaders and teams at all levels set out high, specific ambitions in their respective domains.

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- **Intelligent execution** means that all staff think intelligently and practically about the best ways to achieve their goals.

('The Restless School')

The Restless School

Roy Blatchford



A John Catt Publication





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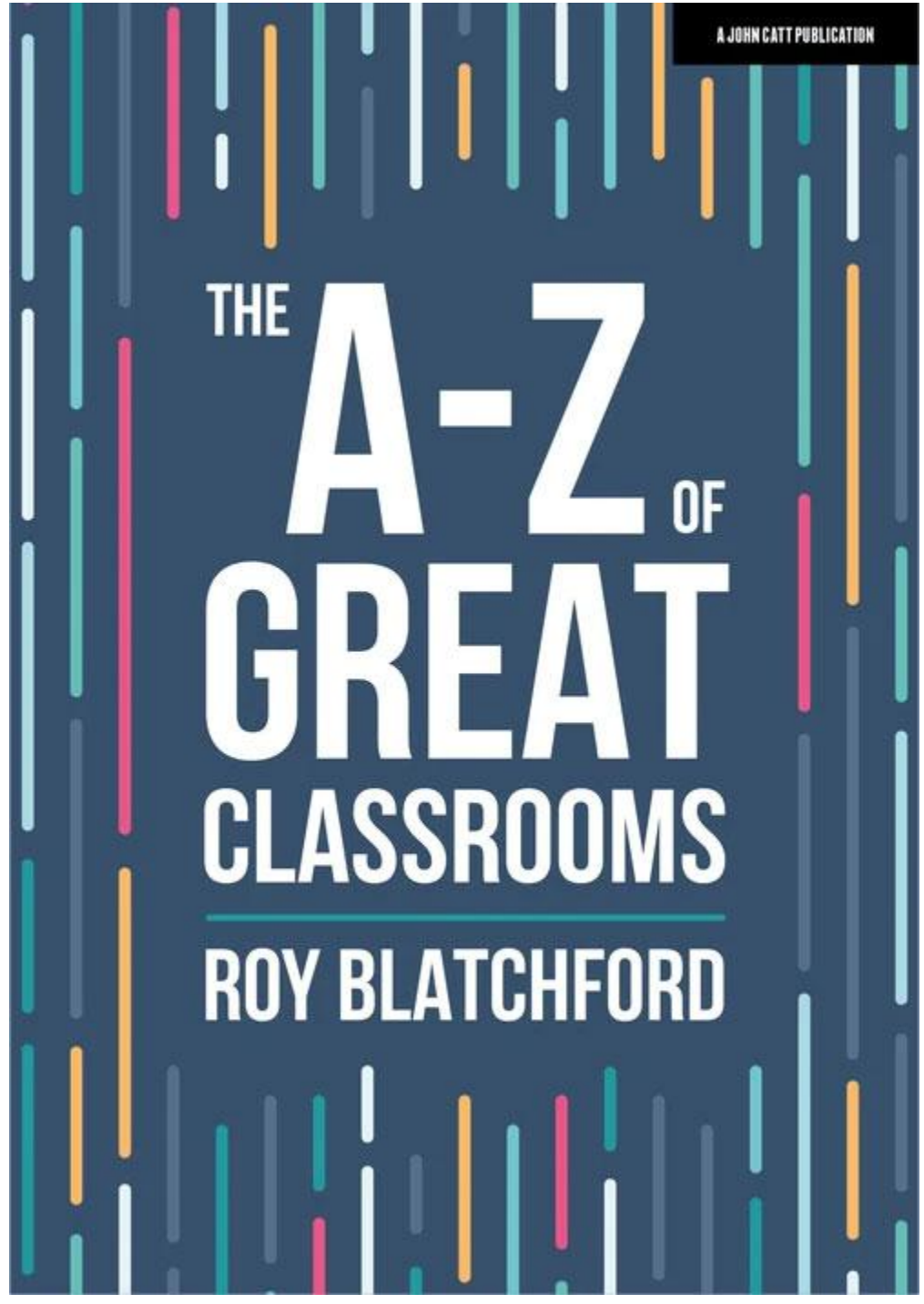
THE TEACHERS' STANDARDS IN THE CLASSROOM

FIFTH EDITION





LM


A JOHN CATT PUBLICATION
THE A-Z OF GREAT CLASSROOMS
ROY BLATCHFORD

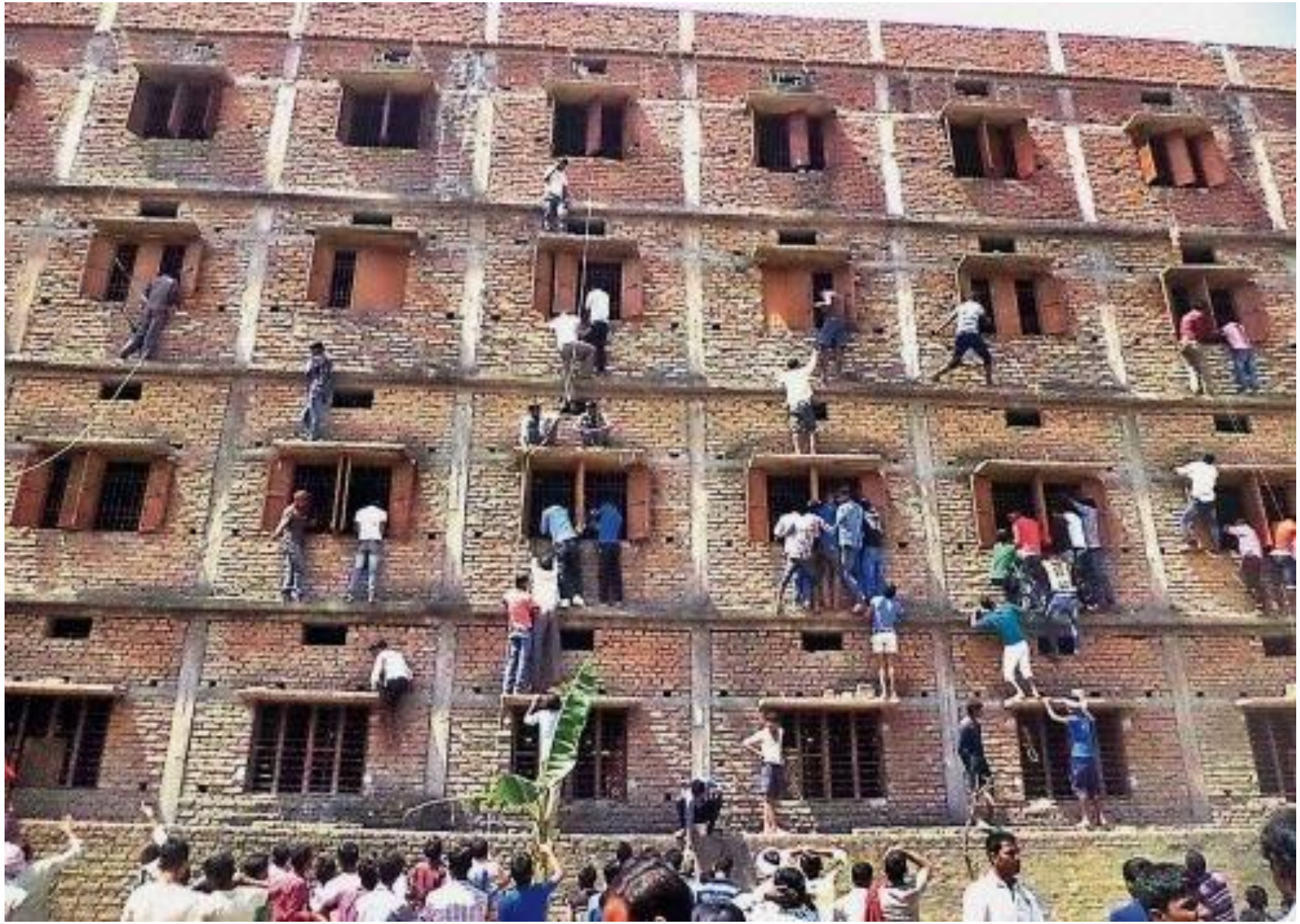
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THE THREE MINUTE LEADER



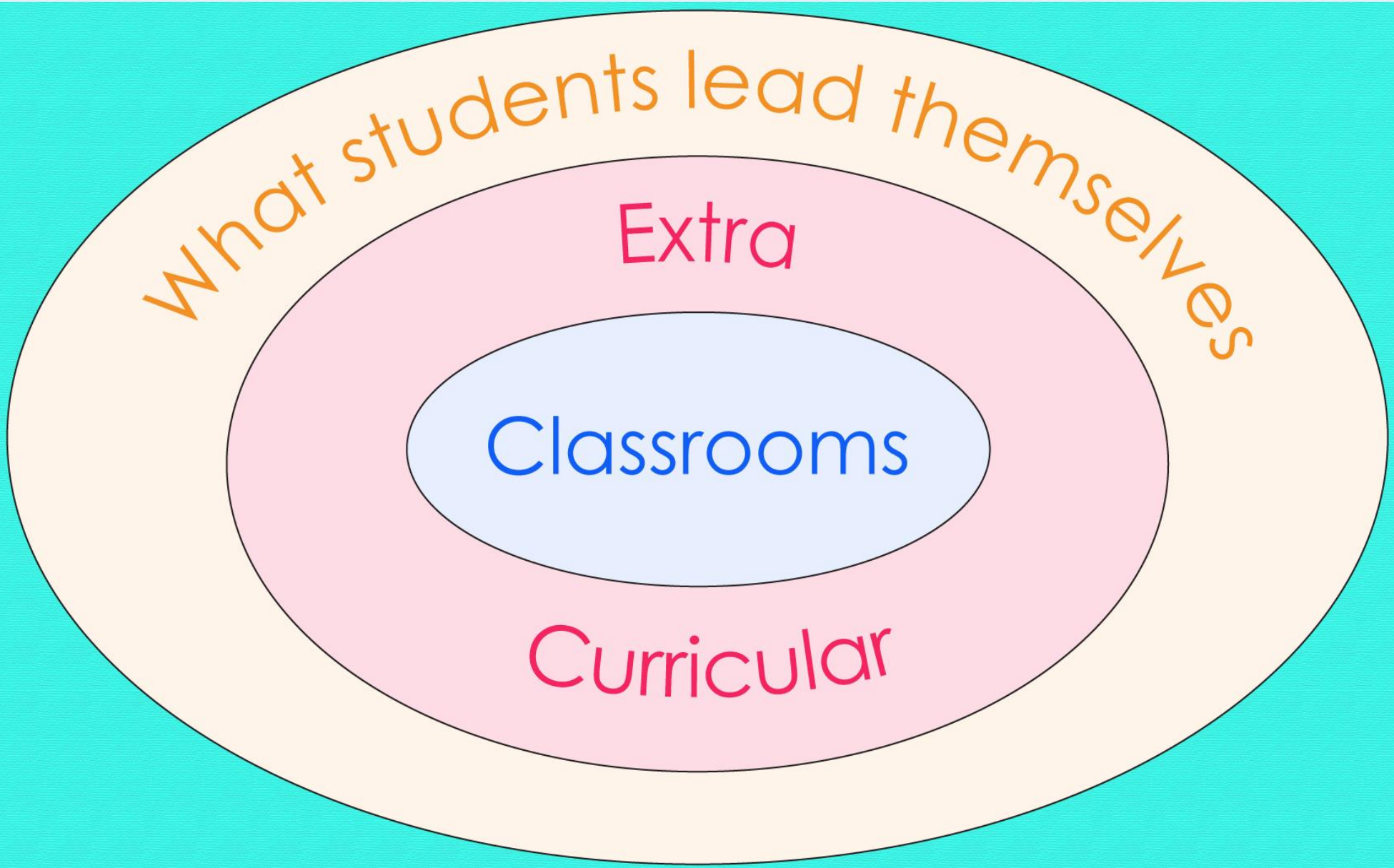

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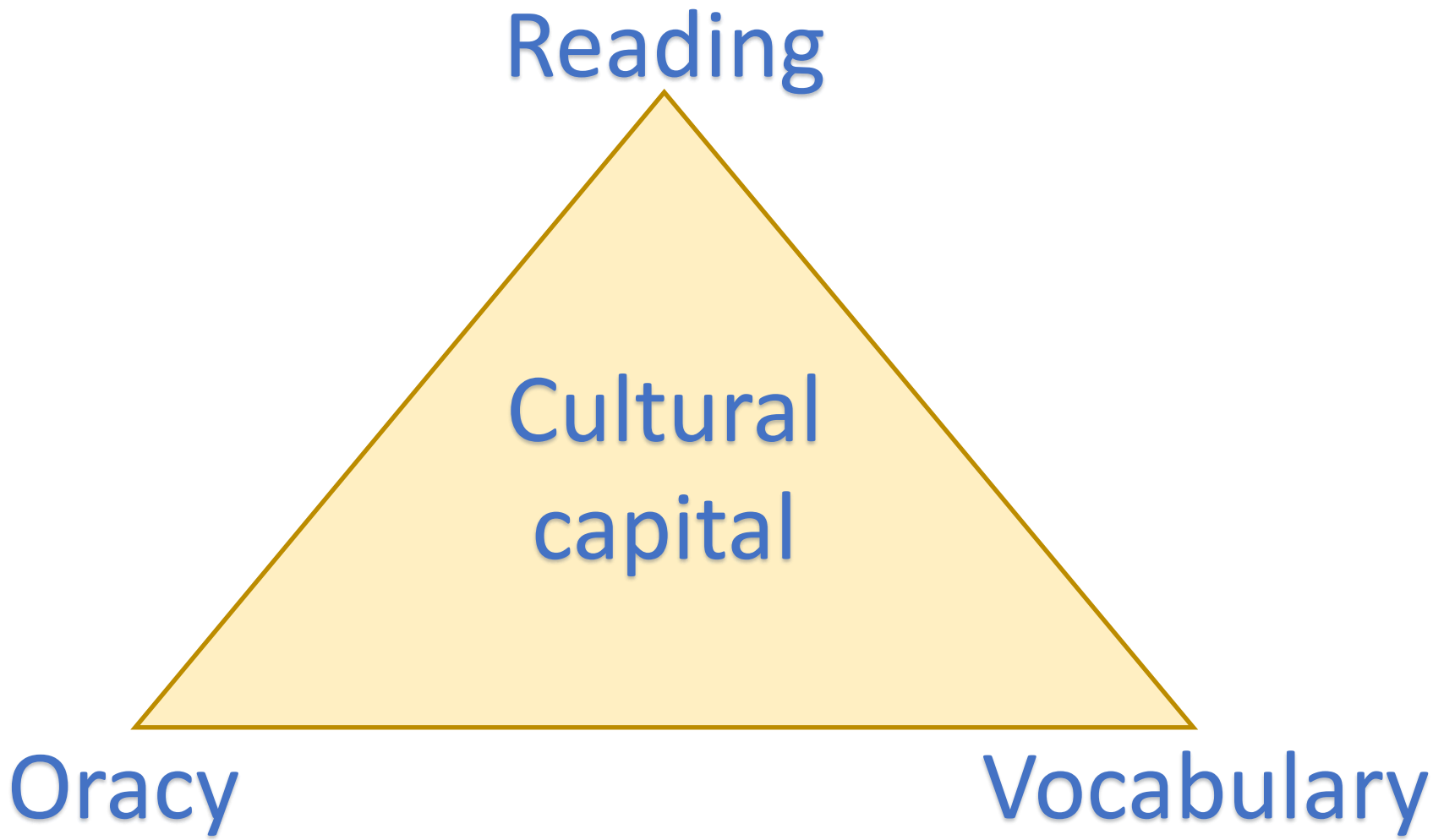



1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH & WELLBEING
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER & SANITATION
7 AFFORDABLE & CLEAN ENERGY
8 DECENT WORK & ECONOMIC GROWTH
9 INDUSTRY INNOVATION & INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES & COMMUNITIES
THE GLOBAL GOALS
For Sustainable Development
12 RESPONSIBLE CONSUMPTION & PRODUCTION
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE & JUSTICE STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS

What school is all about



The A-Z of every classroom



The Children Act - Ian McEwan

‘She listed some relevant ingredients, goals towards which a child might grow.

Economic and moral freedom, virtue, compassion and altruism, satisfying work through enagagement with demanding tasks, a flourishing network of personal relationships, earning the esteem of others, pursiung larger meaninigs to one’s existence. and having at the centre of one’s life one or a small number of significant relations defined above all by love.’

Cultural capital

- **Call ‘cultural capital’ General Knowledge.**
- **Keep a large, spinning globe on your desk.**
- **Assumicide: don’t assume that children know or do not know something.**
- **Climb inside another’s skin.**
- **Teacher, feed your own soul and intellect**

All societies in education wrestle with….

1. **Knowledge and Skills (which shall be first among equals?)**
2. **3Rs - 4Rs?**
3. **Technologies - help or hindrance?**
4. **National identity**
5. **Citizen for today and tomorrow**

21st Century Zeitgeist

- **Climate degradation (Tim Marshall)**
- **The movement of peoples (Paul Collier)**
- **Religious wars (Richard Dawkins)**
- **Liberal democracies don't have (all) the answers..... (Fukuyama)**

What's it like to be someone else? Climb inside their skin....

X features of great classrooms

1. The teacher has **knowledge** effortlessly rising out of them like sap from a tree – and keeps perfecting their craft. Students are inspired.

2. The teacher **commands** the classroom, physically and intellectually, and students respond positively to that expertly planned climate for learning.

3. The **passion** for excellence and scholarship, rooted in the teacher's own achievements, is palpable and often thrilling. Children want to practise, rehearse and emulate top achievements.

4. A teacher's unambiguous set of **values**, embodying integrity and clear conscience, underpin memorable classroom practices. Children feel secure.

5. The **fun** in learning is teachers and students sharing humour and wit, rooted in risk-taking, digression and applying learning beyond the classroom.

X features of great classrooms

6. The **creative** teacher has a predictable unpredictability about their person. Students know they are in for some memorable learning.

7. What teachers **expect** is what they get in any classroom, in any subject, and in any context. Children are no fools; they willingly respond to high expectations.

8. **Empathy** is that vital capacity in a teacher to imagine and understand that the learner may well have a different frame of reference. Students highly respect this.

9. **Resilience** is two-track: one for the pupils' stamina in new learning; and one for the teacher's self-preservation and ultimate flourishing. Both live to teach and learn another day.

10. **Reflecting** on what they are achieving in classrooms becomes the teacher's and the students' habit. Together, they practise being excellent. RB.

Questions asked by students

- Am I happy and motivated in class, collaborating with my friends to make progress?
- Am I using my time well in class?
- Is the teacher aiding and extending me, given my starting points?
- Does the teacher deepen my learning from time to time?

Great learning

- **Where a range of students' needs are fully met: teachers leave the textbook behind; take happy risks; ask searching questions; embrace digression; set rich tasks - all rooted in their own great subject knowledge. BUZZY……**

- **Students say their learning is deepened when teachers help them to make intriguing, explicit links between different curriculum subjects; and when 10% of the learning is 'out of the window', embedding understanding of new skills and knowledge through application to everyday life. MESSY…..**







What do great schools do? One….

7 platforms

1. **Expectations**
2. **Behaviours**
3. **Environments**
4. **Teachers**
5. **Supporters**
6. **Leaders**
7. **Critics**

(‘The Restless School’)

What do great schools do? Two….

6 pillars

1. **High expectations**
2. **Excellent teaching**
3. **Knowing every child**
4. **Depth for breadth**
5. **Exemplary behaviours**
6. **Always learning** **(Ark)**

What do great schools do? Three

7 pillars

1. **Mindset shift**
2. **Enquiry-based learning**
3. **Expertise development**
4. **Practice and training**
5. **Feedback**
6. **Engagement of parents**
7. **With students, not to them**

(High Performance Learning)

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('The Restless School')

What do we conclude?!

Thomas More: Why not be a teacher? You'd be a fine teacher, perhaps a great one.

Richard Rich: If I was, who would know it?

Thomas More: You, your pupils, your friends, God. Not a bad public, that.

'A Man for All Seasons' by Robert Bolt