

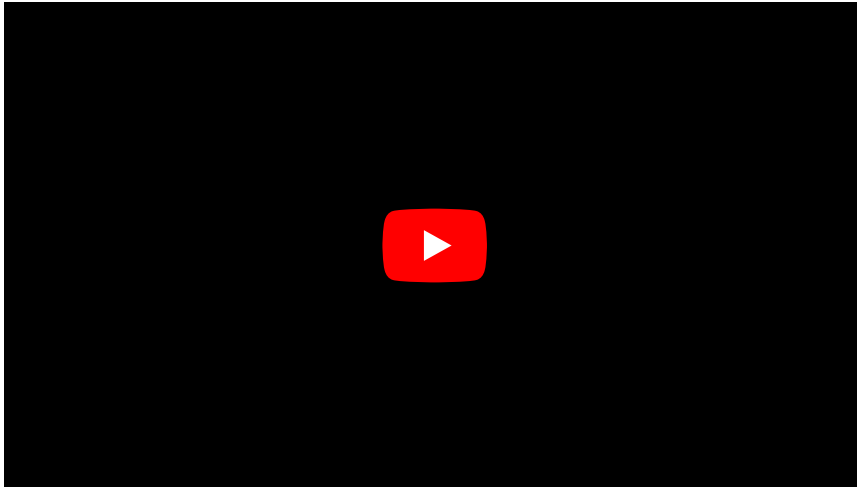
Research into how pupils learn

When you entered the teaching profession, you came with your own established mental model of what ‘teaching’ and ‘how pupils learn’ looked like. The content of this module may be building on prior knowledge in your mental model, and you may feel confident to apply the content directly to your practice with the support of your mentor. Alternatively, the content may be new learning, and you feel that there will be some retrieval of the concepts needed. That's why you have the opportunity to speak to your mentor weekly about the knowledge covered in this module and attend two training sessions that look in more detail at elements of the key knowledge.

The importance of research

The aim of this module is to share with you the most recent research on how pupils learn best. It is important to acknowledge that claims of strategies based on the mind and how pupils learn are not new. In the recent past, some of these strategies have not been based on robust evidence, resulting in teacher practice that does not always have maximum impact for pupils. However, some of these strategies may be very familiar to you and your colleagues, and they may even be established in your mental model of what a ‘teacher’ does.

Listen again to Ben Riley, CEO of Deans for Impact, talking about why it is important for teachers to have a mental model that contains knowledge of research-driven teaching methods, and how to work with your colleagues to implement these into the wider school practice. You can make notes on this using the [notes tab](#) (or your own notebook) if you wish.



Direct Link: [Mental models - Benjamin Riley, Deans for Impact](#)

Transcript: [Mental models - Benjamin Riley, Deans for Impact](#)