CREATE SPACES
THAT SPARK LEARNING

DYNAMICALLY
DIFFERENT

CLASSROOMS

CLAIRE GADSBY & JAN EVANS

ACKNOWLEDGEMENTS

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INTRODUCTION

Imagine a classroom where every display invites an active pupil response. Where learning clues fall from the ceiling. Where the floors feature challenges. Welcome to the world of dynamically different classrooms.

As education consultants we have worked with thousands of teachers over the years and a great deal of our time has been spent developing techniques to help pupils become autonomous learners who are actively engaged and confident in their learning, and able to transfer and apply it at different times and in different contexts. All too often, though, we felt that teachers were overlooking a key element in their practice: namely the contribution that their physical classroom environment could make to learning.

Over three years, we have had the privilege of working with primary, middle, secondary and special schools across the UK, exploring the untapped potential of their classrooms. This action research evolved to become the Dynamically Different Classroom Project and has directly informed this book. We have developed and refined the suggested techniques through our coaching work with teachers and, whilst we know that you may already be using some of these ideas, we hope that we offer an abundance of new ones to try.

I had never really considered the impact of a well-constructed display. I had only ever been taught that they should look lovely, and maybe have some keywords for the children to use. However, the Dynamically Different Classroom training genuinely transformed my practice. I no longer create displays prior to learning: the display is our learning. We ask questions; we try to answer them; we evidence our learning and share the journey week by week through photographs, video links and sticky notes. Displays shouldn't be symmetrical boards that look good on Pinterest or Instagram: they should be purposeful and should support learning. Following the training, I hope that mine are. However, I know that mastering the art of a dynamically different classroom is an ongoing process, and I am incredibly excited to continue to trial many more of Claire and Jan's ideas to aid the teaching and learning in my classroom.

Rosie, Hoyland Common Primary

So what do we mean by 'dynamically different'?

The term 'dynamic' is synonymous with:

> Continuous change or progress.

> Activity and vigour.

> Powerful energy.

> Effective action.

These are the very ideas that define the spirit of the dynamically different classroom: a space where engagement and movement are expected, and displays and the environment constantly evolve.

We are keen for teachers to re-examine the dynamics of their own classroom in order to establish an optimum, positive atmosphere where pupils feel comfortable communicating with each other and with their teacher. Investing time and energy in developing this kind of connected classroom, where pupils perceive each other as allies and not judges, is crucial for the development of metacognitive, confident learners.

From captives to captivated

A 'standard' primary classroom, built for 30 pupils, should be at least 56 m², although 70 m² is recommended to allow flexible use and wheelchair access (Department for Education and Skills, 2005: 31). Guidelines for secondary schools consider a similar space to be standard for 30 pupils, at 60 m² (Department for Education and Skills, 2004: 34). Pupils are essentially captive in these small classrooms for, according to our calculations, approximately 10,500 hours of their young lives, at a time when they are least equipped to deal with such physical constraint.

Movement is advocated strongly throughout this book for a variety of reasons. Not only does it seem common sense to punctuate those hours of classroom containment with regular physical movement, there is also a wealth of scientific evidence attesting to the link between movement and learning:

We know exercise fuels the brain with oxygen, but it also feeds it neurotropins (high-nutrient chemical 'packages') to increase the number of connections between neurons. Most astonishingly, exercise is known to increase the baseline of new neuron growth. Rats grow more brain cells when they exercise than when they don't exercise (Van Praag et al., 1999). In addition, studies link this

● Metacognition and self-regulated learning   ■ Emotional engagement   ▲ Retrieval and revision

increased neurogenesis to increased cognition, better memory, and reduced likelihood of depression (Kempermann, 2002).

(Jensen, 2005: 63)

Jensen (2005: 66) goes on to say that simply incorporating movement into routine classroom activities would re-energise pupils and fuel their brains with oxygen and that, 'Teachers who insist that students remain seated during the entire class period are not promoting optimal conditions for learning.'

However, although the value of using movement within learning experiences is becoming increasingly acknowledged, it can feel uncomfortable. Some teachers find it difficult to know how to incorporate this, especially as pupils get older and physically larger.

Rather than suppressing youngsters' energy and desire for movement, we have set out to deliberately harness this with many of the techniques, to further boost both engagement and retention. Keeping young people active, engaged and healthy in the physical environment where they spend the majority of their waking hours should be a top priority for all teachers.

We cannot magically make our classrooms bigger, but incorporating movement into lessons does not actually require a massive area. In this book, we explore how you can allow every pupil to experience the finite classroom space in an almost infinite number of ways.

At Westwood, we make use of every surface: the ceilings, floors, windows and walls are all used to engage our children and we encourage them not to be restricted to writing in exercise books – this sees them choosing to write on the tables, windows or on sugar paper. It is normal to see children laying on their tummies on the floor or curled up in a comfy chair to complete their work.

Lauraine, Westwood Primary School

Teachers often comment on a sense of 'initiative overload' when exposed to new ideas about practice, compounded by insufficient time to dive beneath the surface to explore where and how the underlying principles connect. What we've tried to do in this book is to distil some of the main messages from recent, robust research about the role of the environment in children's learning and produce a range of practical techniques that you can use to maximise the potential of your classroom. We invite you to focus on common features at the heart of any effective pedagogical approach and then to harness your own creativity to make full use of your physical learning environment.

The merits, or otherwise, of various methods of curriculum delivery are always the subject of much debate in education and, like Agatha Christie's play *The Mousetrap*, will probably continue to 'run and run'. There has always been a danger of creating an extreme 'pendulum swing' approach with pedagogical styles when, as with most things, a varied and balanced approach is generally best. As the teacher, only you know your current pupils' individual needs, and only you will

know when it is more appropriate to incorporate different elements – such as whole-class teaching, inquiry-based group work, individual project work, etc. Your classroom's physical environment is both a reflection of and a delivery agent for your pedagogical approach.

The classroom environment has recently been subject to some extreme, alternative approaches, as demonstrated on social media, where people have posted images of their newly stripped back, minimalist classrooms along with accounts of how they have exchanged their brightly coloured display boards for plain white ones. Overstimulation for pupils – especially for those with special educational needs and disabilities (SEND) – caused by crammed, colourful walls is often cited as the main reason for this. However, a study by the University of Salford, conducted with primary school children, showed that when a carefully thought out physical environment considered the elements of stimulation, individualisation and naturalness, it could have a significant impact on academic achievement:

> *Differences in the physical characteristics of classrooms explain 16% of the variation in learning progress over a year for the 3766 pupils included in the study. Or to make this more tangible, it is estimated that the impact of moving an 'average' child from the least effective to the most effective space would be around 1.3 sub-levels, a big impact when pupils typically make 2 sub-levels progress a year.*
>
> **(Barrett et al., 2015: 3)**

Particularly relevant is that when looking at the influence of visual stimulation in the classroom, the report findings showed a curvilinear effect, with high or low levels of complexity producing poorer learning conditions (Barrett et al., 2015: 34). In other words, the 'Goldilocks' alternative of a 'just right', intermediate level had the greatest impact on pupils' learning. The National Association of Special Educational Needs (nasen) also highlighted the role a well-resourced classroom could play, especially in reducing pressure on working memory (nasen, 2015: 7).

As noted previously, only you really know the make-up of your pupils and, obviously, you have to be very mindful of their individual needs whilst still promoting an inclusive approach. Chapter 2 contains a case study of a Year 8 nurture group which demonstrates how this can be achieved. The teacher, Amie, wanted to incorporate some techniques that could have been very overwhelming for particular pupils. However, she discussed the planned activities with them and together they formulated a way to proceed. The resulting lesson was very successful and the pupils' sustained engagement, and the impact on their learning, was obvious for all to see. The techniques in this book aim to give you a repertoire of ideas to make your classroom environment purposeful, provocative and engaging whilst striking the appropriate balance in terms of stimulation.

A systematic review of evidence across all phases of education, commissioned by Education Scotland, identified the most effective learning environments and conditions for the development

of creative thinking and problem-solving skills (Davies et al., 2013). The report concluded that the findings concerning the impact of environment on pupils' attainment, and the resulting policy recommendations, have implications for all teachers. Recommendations included having classrooms that can be used flexibly and allow the movement of pupils around different areas to support the growth of their ideas. The report also found evidence about the value of incorporating an element of novelty and pupil choice into the classroom.

All of these elements are strongly promoted throughout the following chapters and the techniques are designed to provide some novel ways to support you in the development of these aspects of your pedagogical approach.

Of all the approaches which focus on the significance of the classroom environment, perhaps one of the most well-known is Reggio Emilia. Although arising originally from the pre-school and primary phases of education, its fundamental ideas about the settings in which children learn have relevance for all stages. The Reggio Emilia philosophy talks about three educators being in the classroom at any one time: the teacher, the child and the environment. This approach stresses the role of the environment as the 'third teacher' in the total, interactive educational experience (Robson and Mastrangelo, 2017).

Thinking of the environment in this way sets up the expectation that pupils will interact with it. Therefore, there is an implied responsibility on the part of the teacher to do their utmost to ensure that the physical environment promotes and supports active engagement.

Your classroom is your domain and it can be difficult to look at it afresh and break away from old habits and routines. However, by considering the environment as the third teacher, and by questioning your present use of it, you can begin to notice how your surroundings can become a truly dynamic space that contributes to children's learning.

Next steps

The vast majority of the techniques in this book can be adapted to use with all age groups. Whilst some ideas may seem to fit more naturally with primary or secondary, we would urge you not to dismiss the more experimental and active techniques as suitable for younger learners only. We have seen some very creative approaches work with older pupils, where teachers have adopted a tongue-in-cheek attitude and played on their adolescent, ironic sense of humour.

Research tells us that we have a rising tide of mental health issues amongst our young people. They are more stressed, insular and depressed today than ever before, with the pressure of exams often cited as a particular concern for teenagers:

An alarming number of young people feel paralysed by their circumstances and crippling self-doubt. More than a quarter (28 per cent) do not feel in control of their lives and 16 per cent go as far as to say they think their life will amount to nothing, no matter how hard they try. Many young people feel trapped by their circumstances, with almost a fifth (18 per cent) stating that they do not have the ability to change their circumstances if they want to.

(The Prince's Trust, 2017: 14)

Throughout the pilot phase of the Dynamically Different Classroom Project, we were continually struck by the positive impact of the more innovative, physical techniques on older learners. Watching GCSE pupils work together to unleash learning-link paper chains from the ceiling (see Chapter 2) or lie shoulder to shoulder to complete whole-class learning scrolls (see Chapter 3) was fascinating.

At a stage in their lives when pupils are besieged by all that adolescence involves, these techniques brought a little lightness and playfulness back. Yes, we saw surprise when we asked pupils to lie down on the floor, and got more than a few odd looks when paper plates were introduced as Tasty Tacos (see Chapter 2), but after the initial typical teenage cynicism, we witnessed genuine curiosity and engagement. We saw pupils relaxing into collaborative working. We saw them laughing and chatting about the work. We saw memorable learning happening precisely because it was unusual and collaborative. We saw young people enjoying learning. Ultimately, your own professional knowledge and creativity are the only 'limiters' as to how, when and where these techniques can be tweaked and put to good use.

Working smarter

We estimate that the average teacher will deliver more than 20,000 lessons during a 30-year career and, as a well-worn adage states, 'If you always do what you've always done, you'll always get what you've always got.' We are keen for teachers to work smarter, not harder, and to explore the cumulative effect of marginal gains: those tiny little tweaks to existing good practice which, when added together, can lead to dynamic shifts and improved outcomes for pupils.

One aspect of working smarter when thinking about how the learning will unfold involves teachers redirecting their creative energy into designing the infrastructure of the classroom. This would mark the end of the anonymous learning space and provide a real opportunity for teachers to make bold, customised choices, not merely in terms of fixtures, fittings and aesthetics, but in terms of the more fundamental beliefs they have as educators.

The physicality of a dynamically different classroom operates as an active teaching tool, boosting both engagement and progress. Consider the following quick tweaks:

> Any existing display can be quickly adapted and made more interactive and engaging by being used as a memory aid, team competition or 'spot the red herring' style challenge (see Chapter 1).

> Any ceiling can be used as a virtual 'cloud storage' system where current learning is deposited (perhaps as learning-link paper chains), before being reintroduced when the pupils least expect it (see Chapter 2).

> Any floor can be repurposed to form a 'circuit training' lesson, with stepping stone challenges between each station (see Chapter 3).

> Any corner can be used dynamically to target different learning outcomes – for example, the teacher could offer differentiated support by modelling a task and inviting pupils to Magpie Me (see Chapter 4).

The fundamental premise is that there is nothing static within this kind of classroom: everything is kept 'simmering', ready to turn up the learning heat. Once the space is set up, a teacher can very easily redirect and refresh the learning merely by using the infrastructure itself as a dynamic learning tool. Time invested in maximising the classroom's potential influence on pupil outcomes will never be time wasted.

It was interesting to hear from teachers involved in the pilot of the Dynamically Different Classroom Project about the immediate impact that they saw after incorporating some of the techniques. Generally, they said:

> They were impressed by the way in which pupils responded to the techniques and the sustained level of engagement.

> They felt that high-quality learning was generated but that minimal input from them had been required during the actual lessons.

> They felt they had been able to circulate more freely and therefore able to respond to the needs and interests of specific groups and individuals more effectively.

> They were genuinely impressed with the nature and quality of the discussions generated and saw pupils expressing their ideas with greater confidence.

> They were surprised by the way in which pupils easily assumed responsibility and started to direct their own learning.

> They felt that pupils had shown greater curiosity and demonstrated more satisfaction with their learning.

> They felt that their teaching had been refreshed and they felt energised, wanting to carry on trying out new approaches.

It may also be comforting to teachers in this current climate of accountability to remember that when pupils become advocates of their own

learning – and demonstrate this in explicit, audible and highly visible ways – the evidence of their progress becomes incontrovertible.

Many of the teachers initially involved in the project decided to start implementing techniques by focusing on separate areas of their classrooms. However, some decided that they wanted to adopt a more holistic approach and follow a themed focus across the environment.

To accommodate both preferences we have taken six key themes and cross-referenced each of the techniques to one of them. (Although, obviously, we appreciate that many of the techniques will address more than one theme.) You can use this colour-coding to navigate your own pathway through the chapters according to your development priorities.

Our six themes are:

● 1. Metacognition and self-regulated learning

Metacognition describes pupils' ability to monitor, direct and review their learning. Effective metacognitive strategies get learners to think about their own learning more explicitly. Teaching them to set goals – and monitor and evaluate their own academic progress and challenges – is a key part of this process, with an Education Endowment Foundation (EEF) report recommending that we should, 'Set an appropriate level of challenge to develop pupils' self-regulation and metacognition' (Quigley, Muijs and Stringer, 2018: 18).

Whilst these skills are undoubtedly important, they are also tricky to cultivate. We want our pupils to be risk takers: to be unafraid to try and to fail. However, young people receive conflicting messages. 'Be careful,' say their worried parents whilst the world is crying out for resilient characters who are happy to take risks and develop entrepreneurial spirits by daring to try new things and by growing through failures. Whilst motivational posters, assemblies and visiting speakers are commonplace in schools, what can be done to move away from the rhetoric and change actual practice?

Psychology reminds us that people can experience exactly the same stimulus or event, such as riding on a roller coaster, but have completely different responses to it. The key difference rests on whether we perceive it as a threat or an opportunity (Busch and Watson, 2017: 42). People are able to reframe their perceptions and this skill can be explicitly taught to pupils by using language such as, 'Although this may feel stressful, this is an opportunity to …'

We need to ensure that all lessons are sufficiently challenging so that each pupil routinely has to explore, clarify and refine their conceptual understanding. We want them to be excited about not being sure yet and about the prospect of trying to become surer. This process of finding your own way out of uncertainty is what James Nottingham refers to as being in the 'learning pit'.[1]

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1 See https://www.jamesnottingham.co.uk/learning-pit/.

Hopefully we are all familiar with the definite, physical and positive feeling we get when we've mastered a challenge that moved us out of our comfort zone (and with the almost involuntary fist-pump gesture that often accompanies these successes). Nothing is as energising or engaging as working at the very edge of your ability. When you are truly 'in the zone' or in a 'state of flow', you want to stay there; quitting is an unsatisfactory outcome (Csikszentmihalyi, 2002). Designing lessons that have appropriate, differentiated levels of challenge for our pupils is a major component of engaging them emotionally.

To genuinely improve learning, lessons may well need to be more difficult. Sometimes, as teachers, we make things too easy and too comfortable – and this, in turn, can convey low expectations. Indeed, one of the key recommendations from boys' achievement expert Gary Wilson (2013: 1) is to stop doing everything for them.

We now invite you to think about which physical elements you could introduce as aids to pupils' self-sufficiency that will empower them as truly autonomous leaders of their own learning. Many teachers will already be developing the growth mindsets of their learners through everyday activities, such as promoting a culture of 'no single right answer', or by making deliberate mistakes themselves. Some teachers will be taking this further by making their pupils aware of the work of researchers like Carol Dweck (2017), and planning sets of lessons about brain neuroplasticity, with activities such as making thinking caps to show the functions of the different brain areas. By highlighting skills that pupils have learned over time and encouraging them to learn a new one, such as juggling, they can understand the 'plastic' nature of their brain. This goes a long way towards helping pupils realise that they can grow their own intelligence. However, we believe there is untapped potential in the physical environment of the classroom, which we can better exploit.

The environment itself needs to be facilitative in order to support pupils' resilience. Maximum effects are derived from high levels of challenge but with access to high levels of appropriate support (Fletcher and Sarkar, 2016).

An appropriate classroom ethos, with high expectations in terms of thoroughness and quality, helps to build stamina and resilience when we employ strategies that:

❯ Allow pupils to select and use supporting resources independently.

❯ Give access to clear success criteria and quality models, with the intention that pupils achieve this standard in their work.

❯ Allow pupils to understand the value of talk as a tool for thinking and learning.

❯ Provide pupils with opportunities to give oral presentations to a variety of audiences.

❯ Provide opportunities for pupils to engage in speculative, exploratory and reciprocal discussions and refine their understanding as a result.

❯ Encourage reflective self-evaluation about their emotional response to challenging activities.

❯ Activate pupils as people involved in helping each other learn.

❯ Involve pupils in the design and co-construction of future learning.

❯ Promote and nurture inspiration and aspiration.

❯ Nurture pupils' appreciation of the power of iteration.

❯ Help all pupils to develop and sustain a capacity to learn that lasts not only through the years of compulsory schooling but benefits them throughout their lives.

Pupils can be infinitely resourceful if they are given an appropriate support system. Several years ago we were told a story by an experienced secondary school colleague that illustrates this brilliantly. She had recently returned from teaching abroad and was working as a supply teacher whilst looking for a permanent appointment. On one occasion she had, rather reluctantly, accepted a request to cover a class of 5-year-olds. She described how she entered a chaotic scene of small children noisily moving around and constantly needing help and attention. One pupil (who was obviously very astute for his age) eventually came up to her

and, using phraseology obviously cultivated by their regular teacher, said, 'Miss, when *real* miss gets harassed, she puts on the scarf [indicating a pashmina on the back of the teacher's chair] and we all go into independent learning mode.' She picked up the scarf and as soon as some of the pupils saw this there was some frantic whispering as they got into groups, put their folders on their desks and gathered resource trays from the side of the room before settling down to work collaboratively on some quite challenging activities, without approaching the teacher at all. We loved the story; it just goes to show how self-reliant even very young learners can be when familiar with classroom routines and high expectations.

Carefully orchestrated choices work hand in hand with challenge to support the development of resilience. Whilst some teachers may be uncomfortable with the idea of too much choice, in Daniel Pink's influential book *Drive* (2010: 204) research on motivation and resilience places autonomy at the top of a list of three motivating factors:

1 '*Autonomy*—The desire to direct our own lives'. Be aware that too much choice can be a problem, especially for younger

children, and so it may be sensible to begin with fixed/limited choices.

2   '*Mastery*—The urge to get better and better at something that matters'. The emphasis here should be upon improving your own personal best, and we should educate young people about the danger of comparing yourself to others. This can be a particular challenge for today's youth, who are so heavily influenced by social media and comparisons to each other.

3   '*Purpose*—The yearning to do what we do in the service of something larger than ourselves'. It may also be helpful to demonstrate how the learning connects directly to the aspirations and future aims of our young people.

The picture described here may well require teachers to shift their view of their relationship with their learners to a 'partnering' one. We have often seen this described as being a 'facilitator'; however, we have reservations about the connotations of that term. Rather than being someone who 'makes a difficult process easier', as the definition suggests, we see you using your skills and knowledge to be the overall *driving* partner. A partnering role sees the teacher providing structure and support; constantly assessing and adjusting the learning environment to provide appropriately differentiated challenges, and creative opportunities, for the pupils in their quest for resilience and autonomous learning. It's well worth reading Marc Prensky's *Teaching Digital Natives* (2010), as this takes the concept of partnering even further and looks at ways to develop an effective pedagogy for 21st century learners.

2. Emotional engagement

'People will forget what you say and forget what you do, but they will never forget how you made them feel.'

Attributed to Maya Angelou

I've come to realise that teaching and learning is at its best when you feel something. The first Dynamically Different Classroom Project meeting opened with this quote attributed to the inspirational Maya Angelou that really resonates with me now, and has done so on several occasions throughout my professional career and personal experiences. I suppose that this quote has become my mantra. I repeatedly come back to it. I want learners to feel something when they are in my lessons: from being stretched by challenge or curiosity to awe and wonder stuff.

Amie, Darton College

This whole book is based upon the principle of active engagement and we invite you to think further about what it means for learning to be truly 'irresistible': in other words, where the environment is so compelling that even would-be reluctant pupils can be hooked in. We want to explore how the very atmosphere of the classroom can be cultivated and deliberately used to ensure pupils' active participation and immersed engagement in their learning potential.

The idea of an 'irresistible' learning space may conjure up images of large-scale artworks or attractive installations and, certainly, these could contribute to a feeling of awe and wonder. Many

schools already go even further by literally transforming their classrooms and communal spaces into somewhere else – for example, we've seen a reconstruction of Tutankhamun's tomb, a library converted into the 'Olde Curiosity Shoppe' and a corridor turned into a First World War trench.

However, for us, the notion goes much deeper than this. We know that atmosphere is vitally important to learning. If we challenged you now to close your eyes, imagine yourself back in your own school days and think of a time when you were totally engaged, chances are you would recall something of the feel of the experience – as learning itself is a sensory experience (see Stafford, 2012).

So we know that the atmosphere of the classroom is important, but it's also necessary to make sure this doesn't become too familiar or predictable. By introducing unexpected elements into our lessons, we begin to intrigue our learners. Add to this the fact that curious learners tend to be more motivated and effective and it is clear that to make learning experiences 'irresistible' we need to harness these elements. In other words, as teachers, we should be doing all we can to exploit variety and novelty and create an atmosphere of awe and wonder.

We want all our pupils to be engrossed: for their classrooms to be places where they experience a sense of purpose, challenge and achievement. Our experience as educators tells us that learners who are having fun and are engaged in the learning process are more likely to better retain and recall the content, but, obviously, do beware of 'fun' simply for its own sake. The stakes, in terms of learners' life chances, are simply too high for

us to get swept up in novelty if there is no impact on learning. We need to ensure that lessons are a blend of high challenge and high support – and this book demonstrates how to exploit the physical environment as a major part of that strategy.

Providing the right level of support is important. However, teachers often comment that they seem to be working harder than their pupils, and another common concern relates to the short attention spans of today's learners and how difficult it can be to engage them. There's no doubt that our pupils are part of the 'born digital' generation (Prensky, 2010). In other words, they have grown up in an age in which receiving, gathering, retaining and applying information in highly interactive ways is the norm. So surely our lesson delivery needs to reflect this? We need to employ strategies and techniques that emulate their world rather than simply hoping that we can capture and retain our pupils' interest through a reliance on more 'traditional' approaches.

One such example could be presenting learning as game-like activities, through which pupils start to intuitively understand the incremental and cumulative nature of learning. They engage in the process and they become motivated to keep working towards the next level up and the eventual end goal. The incentives are demonstrating mastery and engaging with further challenges, rather than merely finishing their work. Pupils of all ages also engage more readily with something if they can see the relevance or real-life application of it. Helping pupils to see the value and transferability of skills that they are developing goes a long way towards off-setting disengagement.

● Metacognition and self-regulated learning ■ Emotional engagement ▲ Retrieval and revision

There are plenty of books looking at the 'how' and 'what' of teaching, but not many ask us to consider the 'where'. *Dynamically Different Classrooms* does exactly that.

Helen Mulley, Editor, *Teach Secondary*

Bursting with a rich variety of practical ideas, this inspiring guide to the great indoors takes you on a unique journey of classroom discovery and shows you how to maximise the potential of every cubic inch of your learning environment.

Claire and Jan talk you through the 'clue corners', 'ceiling circuits' and 'windows of opportunity' waiting to be discovered in your classroom, and share 148 high-impact techniques proven to enhance pupils' engagement, long-term learning and progress.

The book also features a range of illuminating case studies, and is beautifully decorated with full-colour photographs that capture the techniques in action to make it even easier for you to adopt and adapt these design principles in your own dynamically different classroom.

Suitable for teachers, trainees, teaching assistants and senior leaders in both primary and secondary schools

Dynamically Different Classrooms combines learning theory with a range of practical strategies and shows how the classroom can be the arena to bring it all to life.

Mick Waters, Professor of Education, University of Wolverhampton

Fantastically useful for primary and secondary school teachers alike.

Rachel Jones, teacher, King Edward VI School, author of *Teacher Geek* and curator of *Don't Change the Light Bulbs*

It is no surprise to me that Claire and Jan would produce a book that communicates such energy and excitement in both content and tone.

Clare Smith, Head Teacher, St Joseph's Catholic Primary School

This book will help you rethink your thinking and rejuvenate your learning strategies.

Dr Andy Cope, teacher, author and the UK's one and only doctor of happiness

In an educational landscape where different trends and fads come and go, *Dynamically Different Classrooms* is filled with the wisdom that only experience can bring.

Chris Martin, Principal, St Thomas Aquinas Catholic Secondary School

Claire Gadsby is an innovator, educator and motivator. A teaching and learning consultant and trainer with over 20 years' classroom experience, she collaborates with a wide variety of schools every year to raise their levels of achievement. Much of her work involves working alongside teachers in classrooms, and her areas of expertise include assessment for learning (AfL), whole-school literacy and demonstrating pupil progress.

Jan Evans is an education consultant with over 30 years' experience of working in education. Jan is committed to helping teachers reclaim their creativity and regularly leads whole-school training programmes as well as classroom-based coaching. She prides herself on being able to motivate teachers through her sense of humour, practical approach and enthusiasm for innovative teaching and learning strategies.