

The transformative power of video

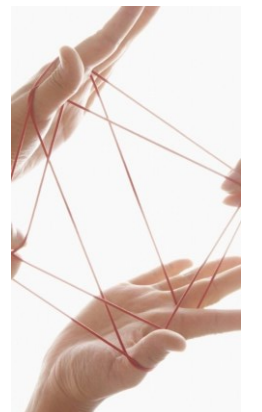
Anna Donnelly – Assistant Professor

Warwick Teacher Values

Social Justice: Adopts an ethical approach to young people's learning, inclusive of all young people in their work and active in developing and promoting socially-just teaching and learning practices.

Intellectual curiosity: A keen desire to learn about learning, eager to interrogate 'knowledge' and develop critical thinking skills and committed to offering high-quality learning experiences.

Creativity: Receptive and resilient to challenge and change, open to imaginative and innovative ways of working and resourceful in acquiring new skills.



Learning Aim

To imagine using video in your setting to support Trainees

Objectives

- Understand the context of video as one of many approaches to support ITT / ECT / Established Teachers.
- Examine how video can support ‘establishing the reality’ (Knight, 2021).
- Consider how video can support a clearer link between theory and practise for Trainees and Partner schools.
- Consider what you would like University to develop to support this kind of work in your school.

Engaging in high-quality professional development can help teachers improve. CCF8.7

How could video fit with CCF and beyond?

‘Mentoring and support from expert colleagues forms a key element of this **multi-year entitlement**’ (CCF)

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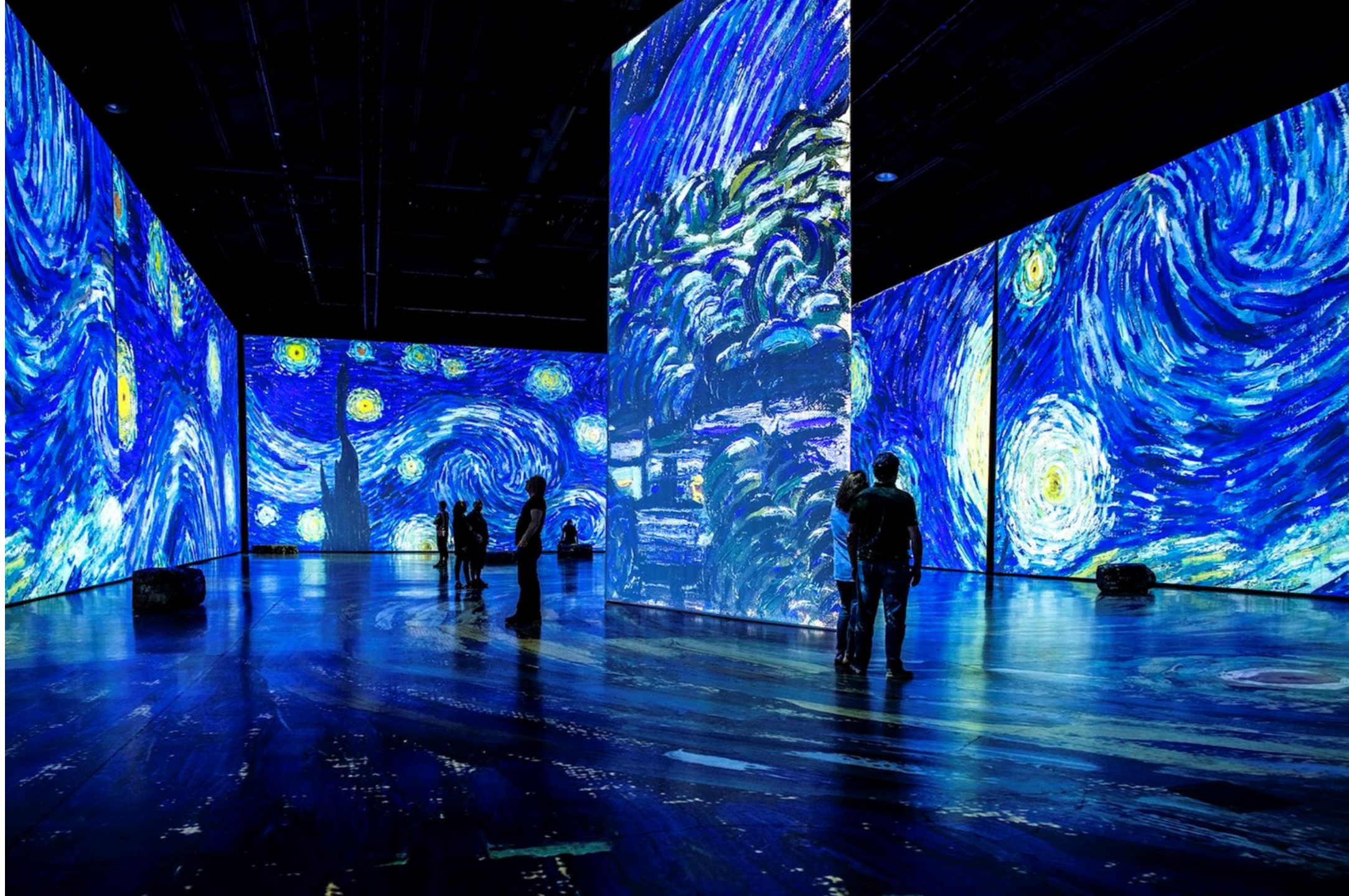
‘Benefitting from the mentoring of **expert colleagues**’ (CCF)

The number of times the phrase, ‘**Receiving clear consistent and effective mentoring**’ is used in the Core Content Framework (CCF)



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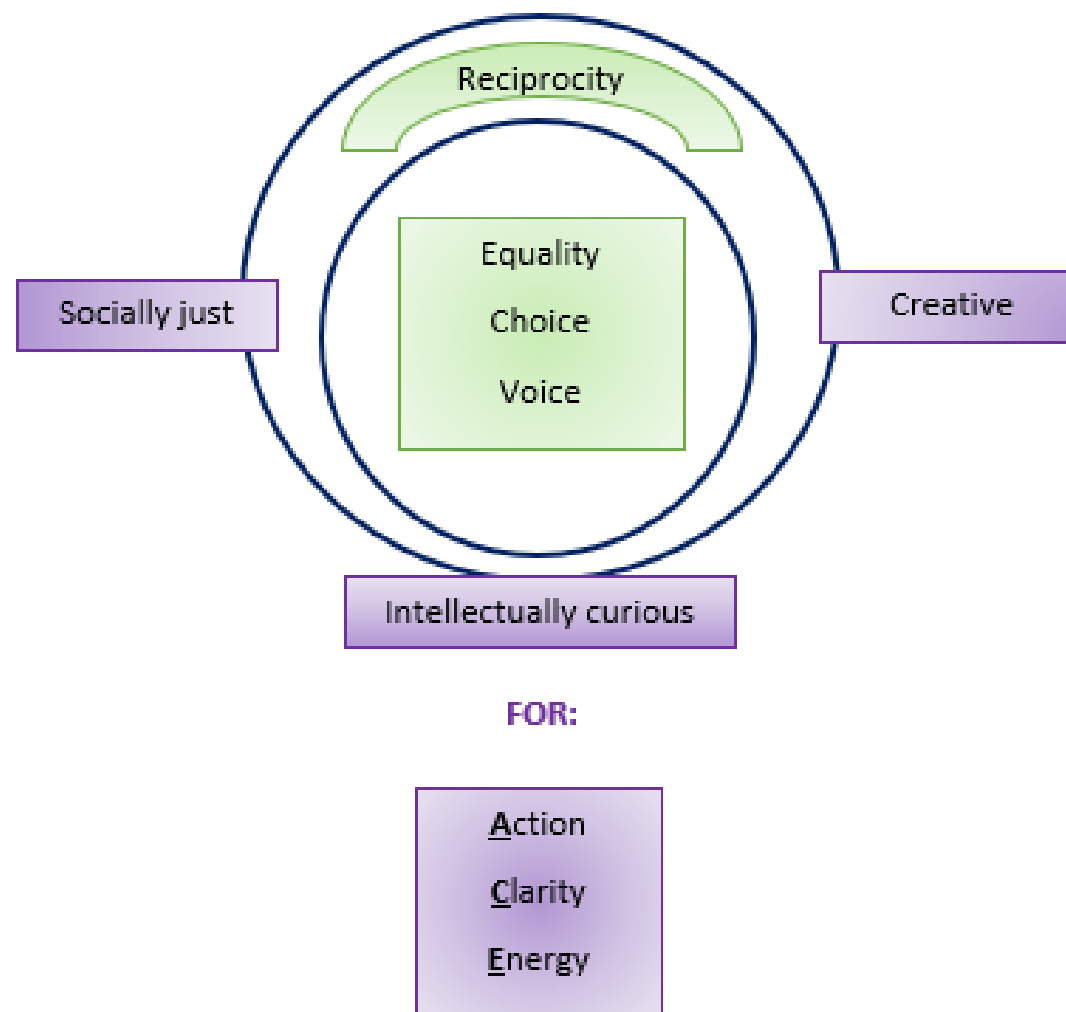
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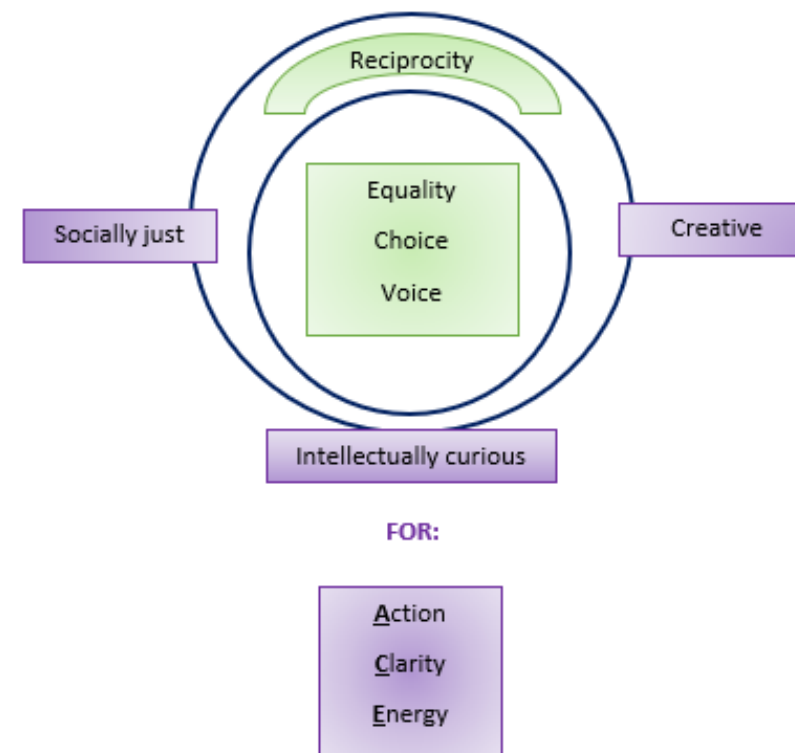
'Our Warwick Model: Principles of Instructional Coaching'



'Our Warwick Model: Principles of Instructional Coaching'

How might video support high-quality and based in current reality:

- Phonics learning
- School Based Tasks
- Unpicking different talk types
- Framing questions
- Guided reading reflection
- Guided writing reflections
- Voice and presence reality
- Inclusion of all and impact of planning on their learning
- Effective use of additional adult
- AfL effectiveness analysis
- BfL effectiveness analysis





“There is a positive link between student performance and growth mindset.” (Dweck et al.2020. *Formation of Self-Worth.*)



goreact



'Establishing the Reality'

00:24 **Sofia Rodriguez:** S Smooth transition

01:37 **Sofia Rodriguez:** Try slowing the pace down here.

01:37 **Sofia Rodriguez:** I like this, great work!

S F R L B

Text Video Audio Upload Library YouTube End Note

Excellent

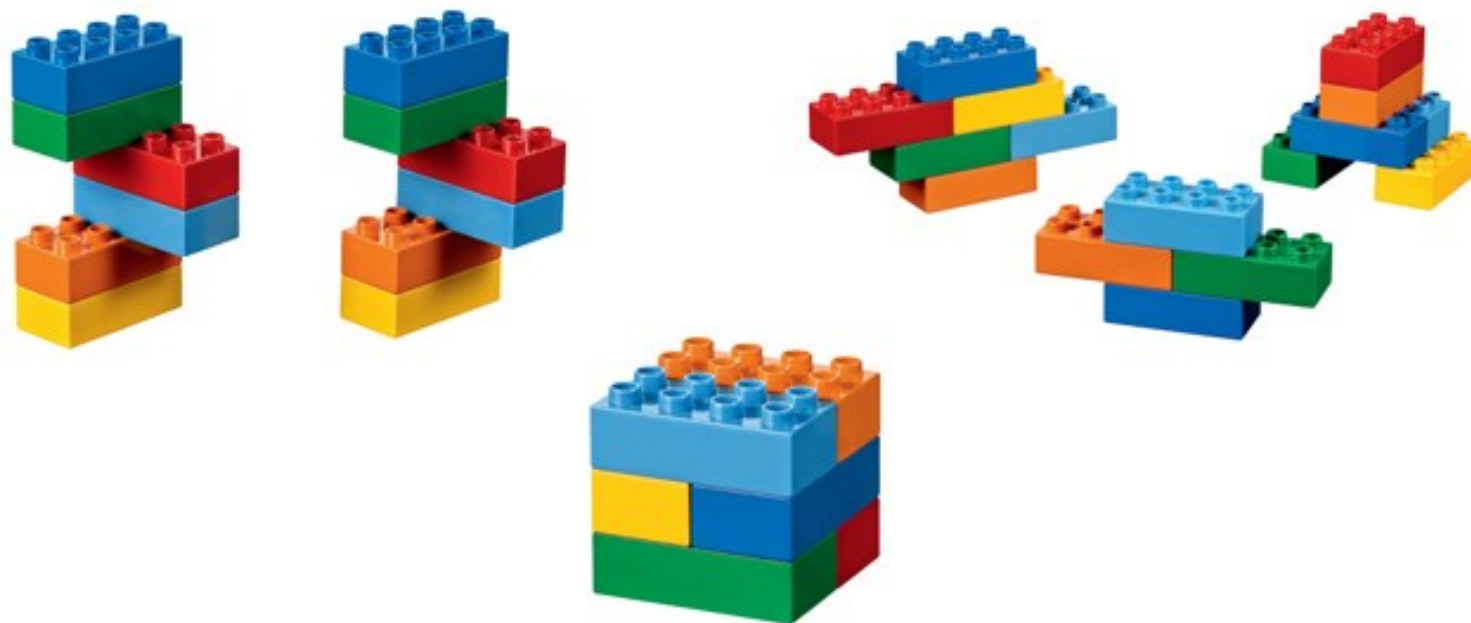
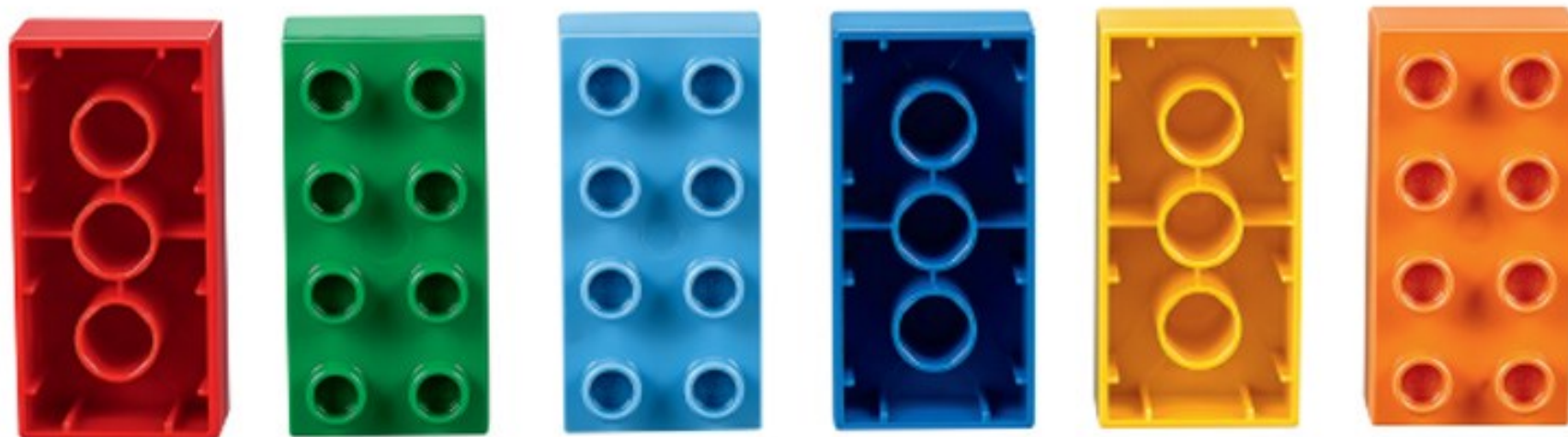
0:09

The screenshot shows a video player interface. On the left, a list of notes is displayed with timestamps and speaker names. The notes are: '00:24 Sofia Rodriguez: S Smooth transition', '01:37 Sofia Rodriguez: Try slowing the pace down here.', and '01:37 Sofia Rodriguez: I like this, great work!'. Below the notes is a toolbar with icons for 'Text', 'Video', 'Audio', 'Upload', 'Library', 'YouTube', and 'End Note'. A text input field with the word 'Excellent' is visible. At the bottom, a progress bar shows the video is at 0:09. The right side of the player shows a dark blue background with white dashed circular patterns.

“Reflection
in action.”



“Reflection
on action.”

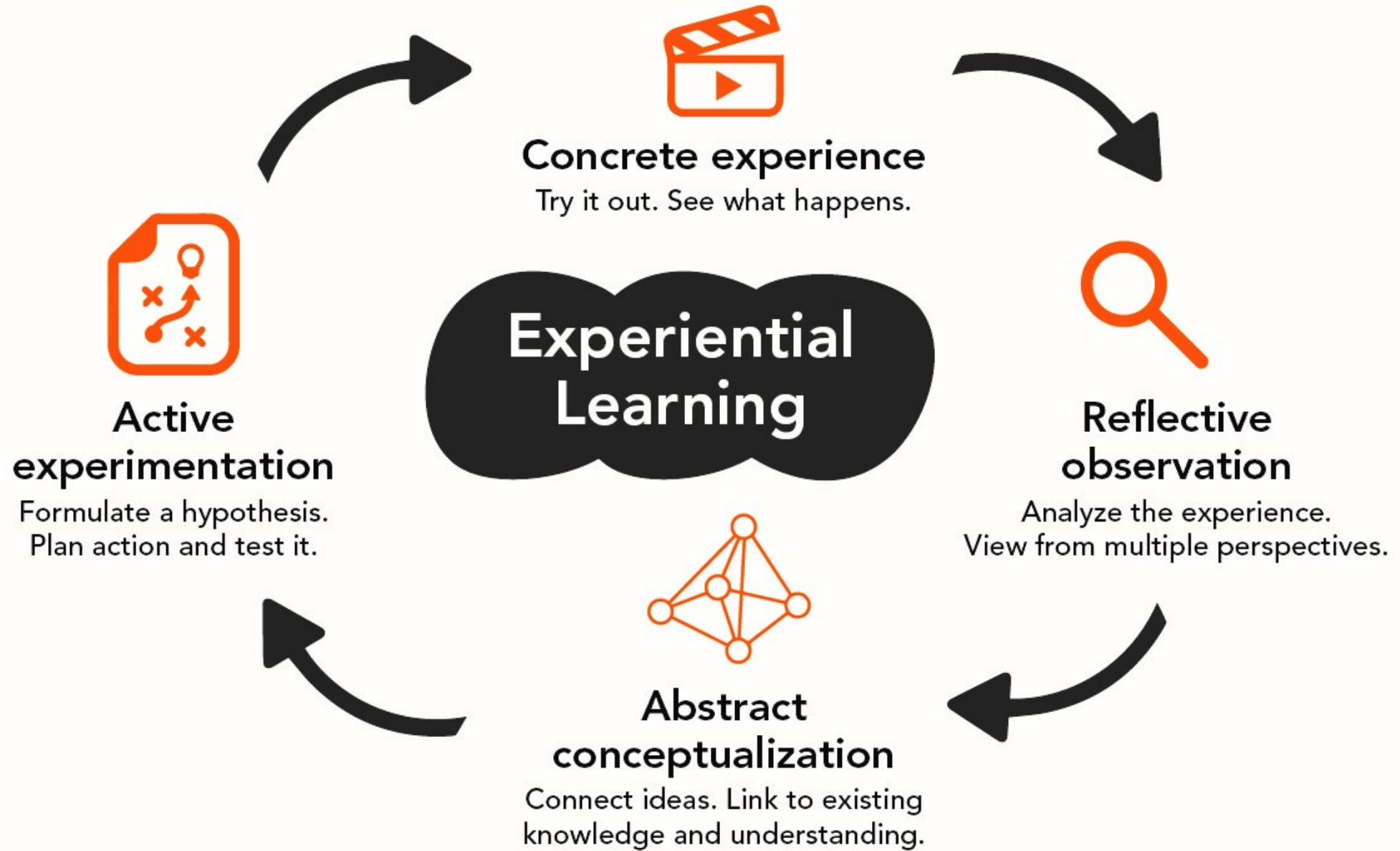


Six 2x4 Lego bricks can be combined
in **915,103,765** different ways



SOURCE





SPOT THE DIFFERENCE

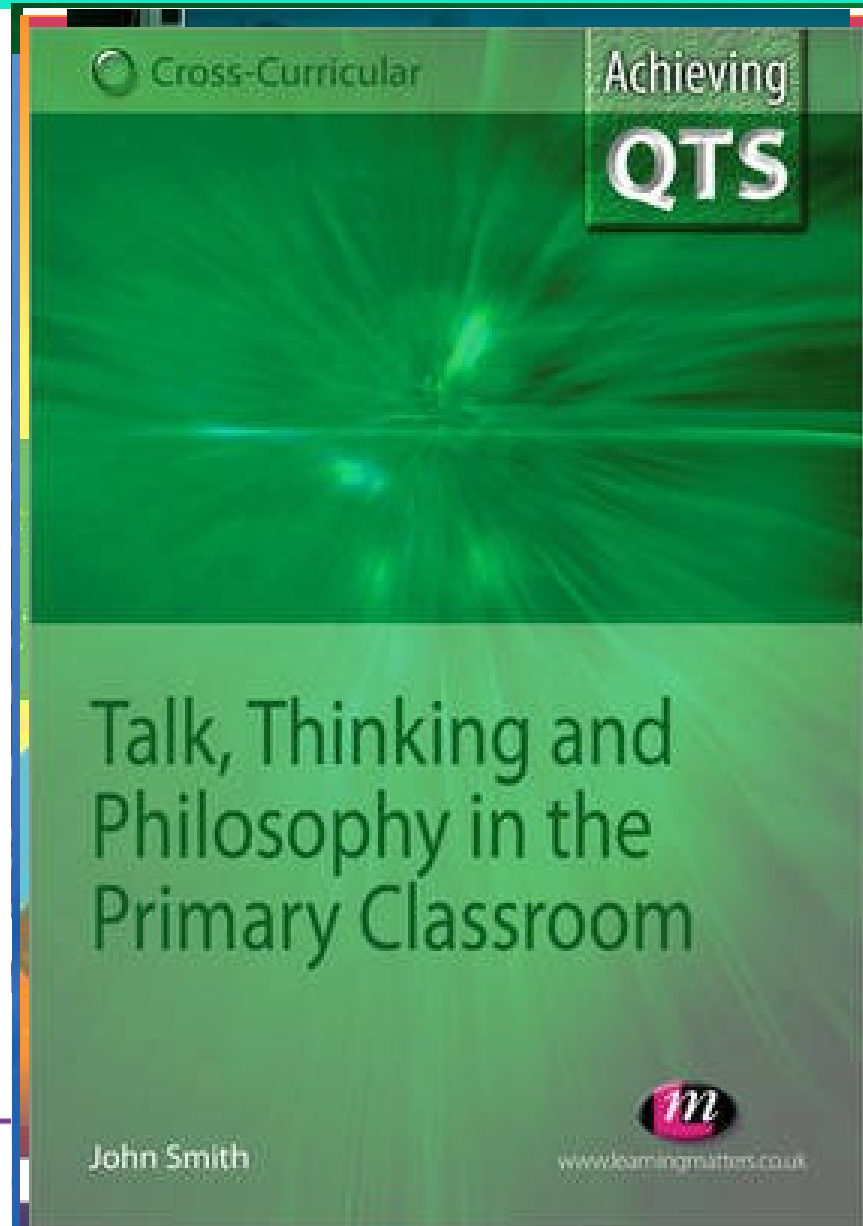
CAN YOU FIND ALL 10?

“Expert teachers need to be able to understand and respond to good quality evidence as they move through their careers.” ITT Market Review, 2021.



We have to provide **more than** ‘spot the difference’ – reality, learning and improving must be set in the context of literature and scholarly evidence as well as experiential evidence.

Linking University Learning and School-Based Learning





Timing Is Everything

Timing *is* everything. We say that so often, when an athlete takes a perfect swing at a ball or dives to make a great catch, or when a comedian delivers the joke's punch line and everyone laughs.

But for photographers like Henri Cartier-Bresson timing is about saving a disappearing moment from the flow, and oblivion, of passing time—about finding what he called the “decisive moment.”

Cartier-Bresson was walking behind the Gare Saint-Lazare train station in Paris when he saw this makeshift walkway over a puddle and a man making a running and, as we can see, futile jump in the air to avoid getting wet.

Cartier-Bresson, with his camera always at the ready, made this fantastic “catch” of the man in mid-air—

his heel hovers just above the water, as does the heel of his shadowy reflection. The picture doesn't show the splash, but the instant just before when the man and his mirror image are about to touch the water. Now that's timing! The splash might have made a funnier picture, but this one captures the suspense of what's about to happen.

But looking more closely, there is more to be seen here than the action of the leaping man. On the back wall there is a poster for a ballet company, and in it the dancer is leaping just like the man. Cartier-Bresson saw that too and knew that this mirroring would be seen by anyone who looked carefully at the photograph.

Timing is about seeing what is happening, what is *about to happen*, and *where* it is taking place,

which isn't easy to do.

Near the poster, on the far side of the fence, a man is looking in just as Cartier-Bresson is. Except Cartier-Bresson had a camera and made the photograph.



Clear
is UNCLEAR
IS UNKIND.
kind.

