





TEACH LIKE YOU MEAN IT

UNLOCKING THE POWER OF INTENTIONALITY

ResearchED DUBAI | GEMS WELLINGTON ACADEMY | SATURDAY 26th APRIL 2025

walkthrus.co.uk

Matt Stone

Director of Education | Teaching WalkThrus |  **MattTeachCoach** |  **Matt Stone**



TODAY'S PROGRAM

1

**HABITUAL
PRACTICE vs.
INTENTIONAL
PRACTICE**

2

**A FRAMEWORK
FOR INTENTIONAL
PRACTICE**

3

**COACHING
TOWARDS
INTENTIONAL
PRACTICE**



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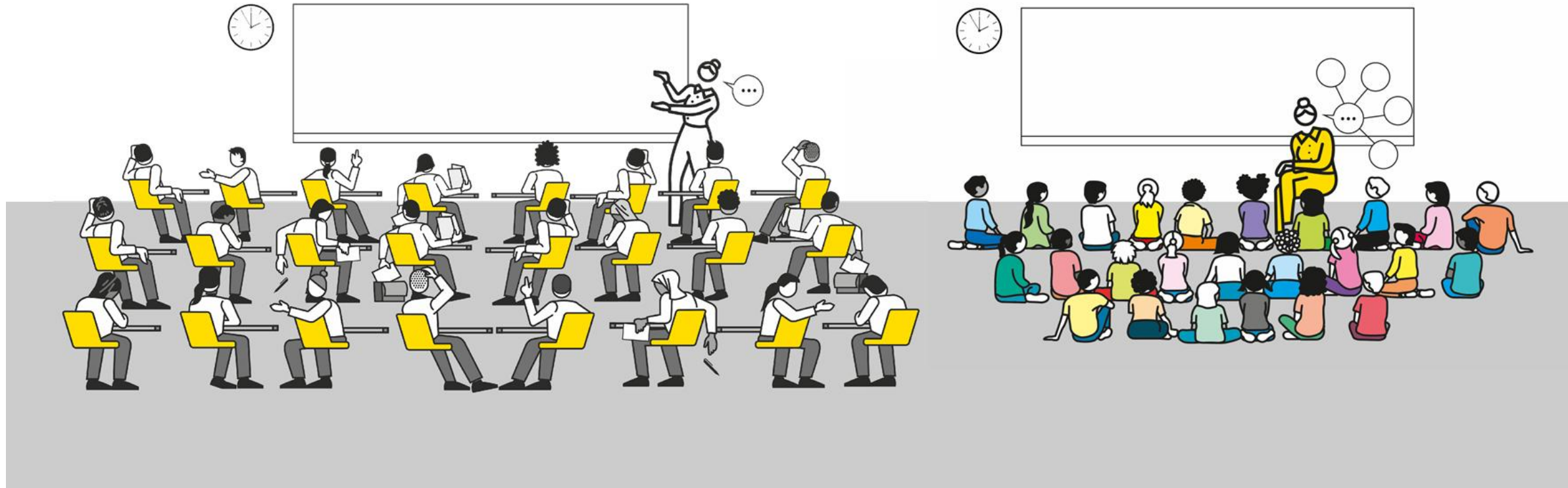
**A FRAMEWORK
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PRACTICE**

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**COACHING
TOWARDS
INTENTIONAL
PRACTICE**



THE CLASSROOM | WHY DO TEACHERS DO WHAT THEY DO?



Teachers are essentially **tinkers**.



MARY KENNEDY

HUBERMAN (1993) in KENNEDY (2019) HOW WE LEARN ABOUT TEACHER LEARNING



QUESTION | WHY TEACHERS DO WHAT THEY DO?



MARY KENNEDY

- 1 Teachers act within complex systems of **competing demands**.
- 2 Teachers develop **routines** and **habits** based on **experience**.
- 3 Teachers rely on **personal frames of reference**.
- 4 Teachers **respond** to what they **notice**.
- 5 Teachers often do things that **contradict** what they say they value.

KENNEDY, 1999; 2015; 2016; 2019



HABITUAL PRACTICE | BENEFITS & COSTS

- Minimal cognitive demand.
- Reduced emotional intensity.
- Self-regulatory advantages.
- Predictable behavioural sequences (heuristics).
- **Efficient behavioural control in stable contexts.**
- Reduced self-awareness.
- Low behaviour-thought correspondence.
- Limited emotional and personal significance.
- Ambiguous causality and attribution error.
- **Potential inflexibility in unstable contexts.**

HABITUAL PRACTICE → INTENTIONAL PRACTICE



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INTENTIONAL PRACTICE | A FRAMEWORK FOR INTENTIONAL PRACTICE



1

PURPOSE



2

PRECISION



3

AWARENESS



4

COMMITMENT



5

FLUENCY



INTENTIONAL PRACTICE | A FRAMEWORK FOR INTENTIONAL PRACTICE



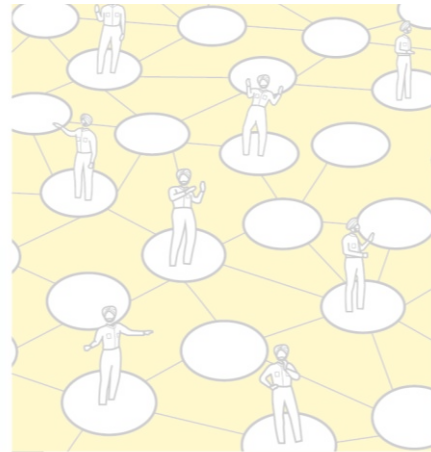
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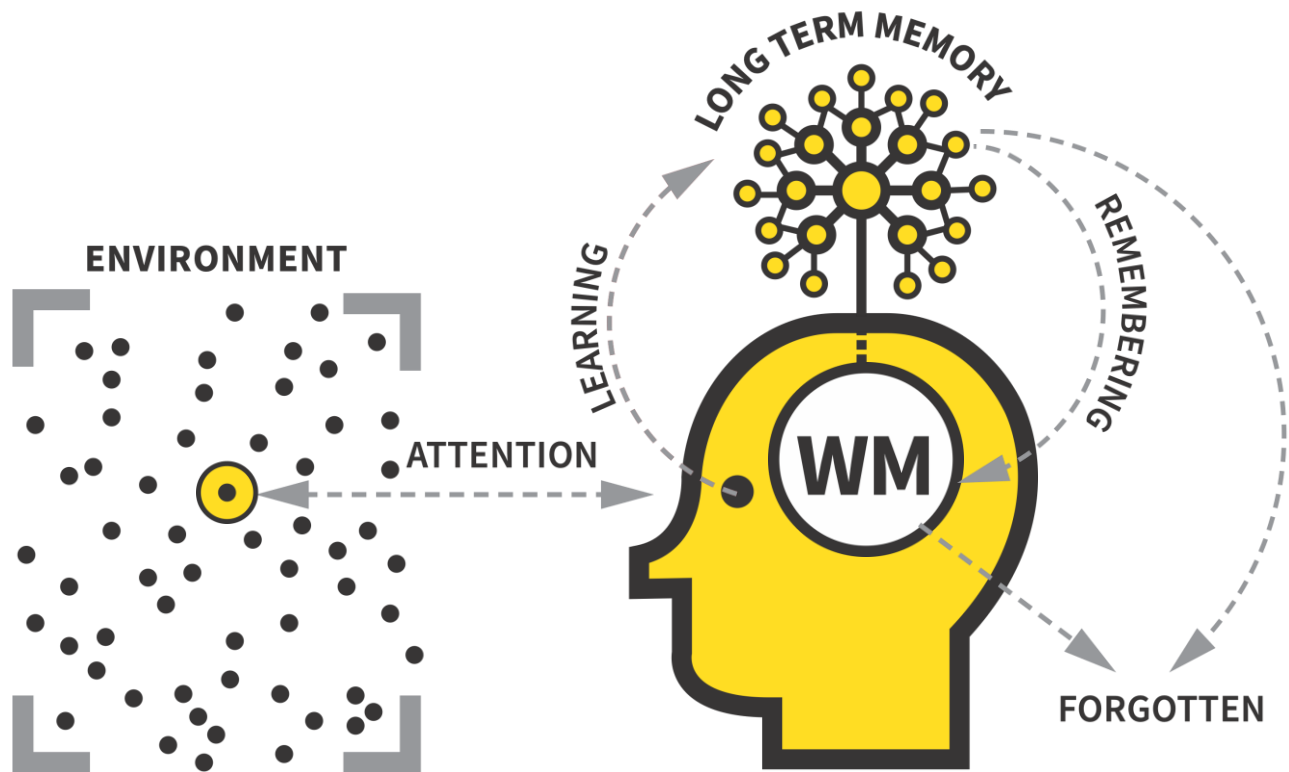


5

FLUENCY



PURPOSE | THE LEARNING MODEL



1 Focusing attention

2 Regulating cognitive load

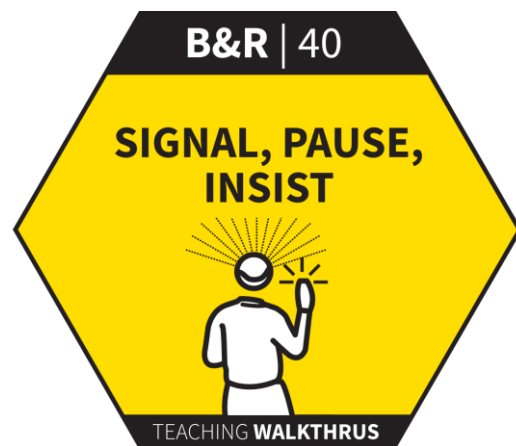
3 Thinking hard

4 Making meaning

5 Remembering



PURPOSE | ACTIONS THAT SOLVE PROBLEMS



If I want all students to **focus their attention...**

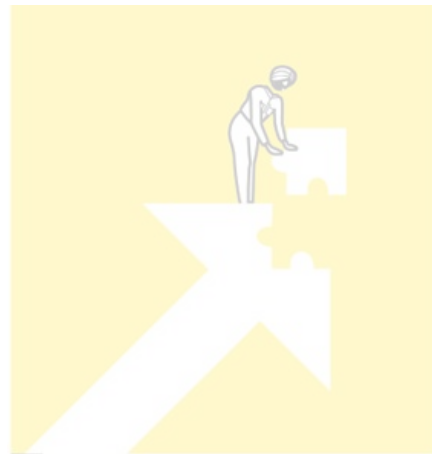


If I want all students **thinking hard** about this question...



If I want all students **exploring what they know...**

INTENTIONAL PRACTICE | A FRAMEWORK FOR INTENTIONAL PRACTICE



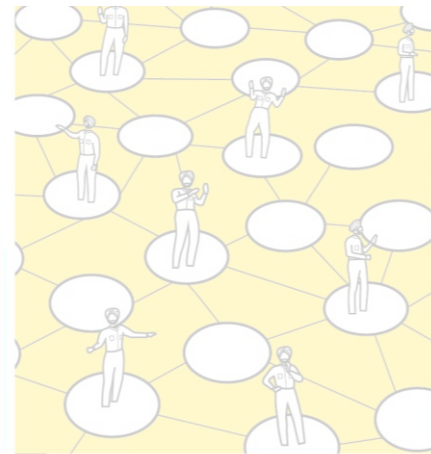
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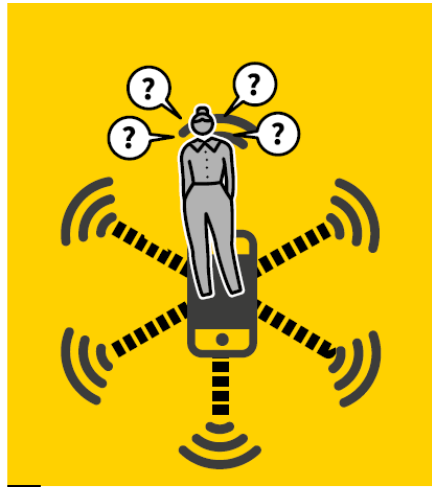


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FLUENCY



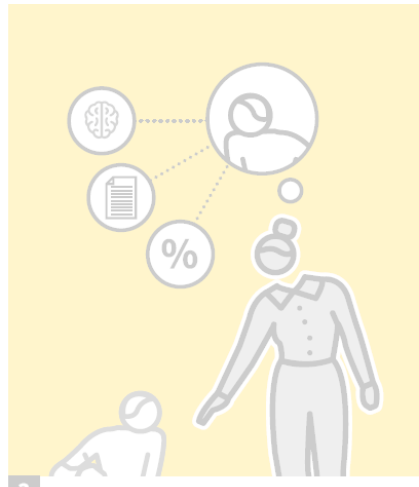
PRECISION | ACTIONS THAT ARE DELIBERATE & PRECISE



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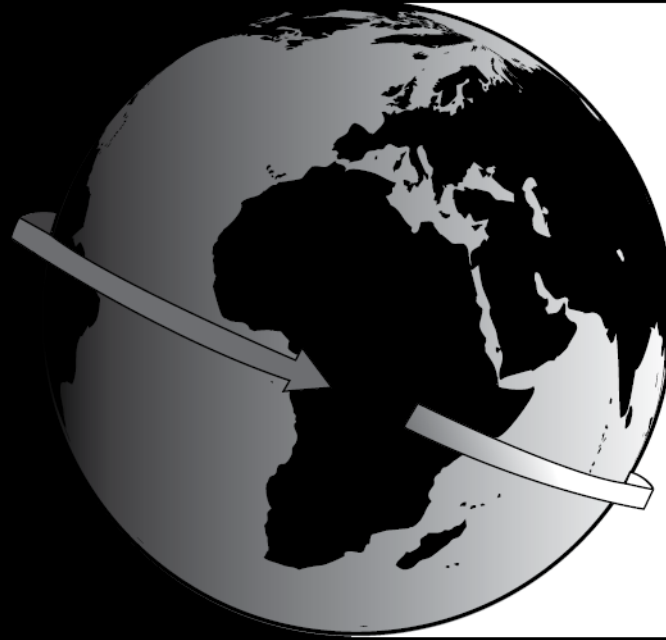
ASK THE CLASS A QUESTION

The best approach is to ask **a question aimed at everyone in the room**. This then gives **everyone** a chance to consider an answer, **checking their own recall and understanding**.



PRECISION | ACTIONS THAT ARE DELIBERATE & PRECISE

**Why does the sun
rise in the East?**



INTENTIONAL PRACTICE | A FRAMEWORK FOR INTENTIONAL PRACTICE



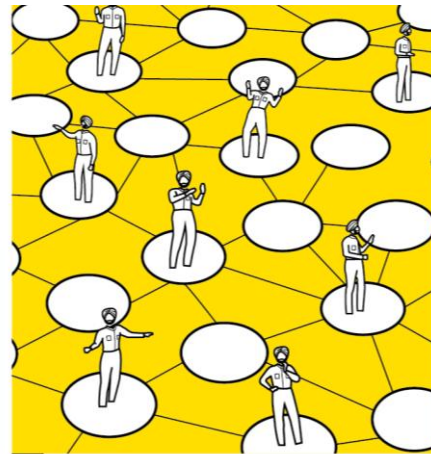
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Professional vision consists of socially organised ways of seeing and understanding events that are distinctive to a particular professional group.

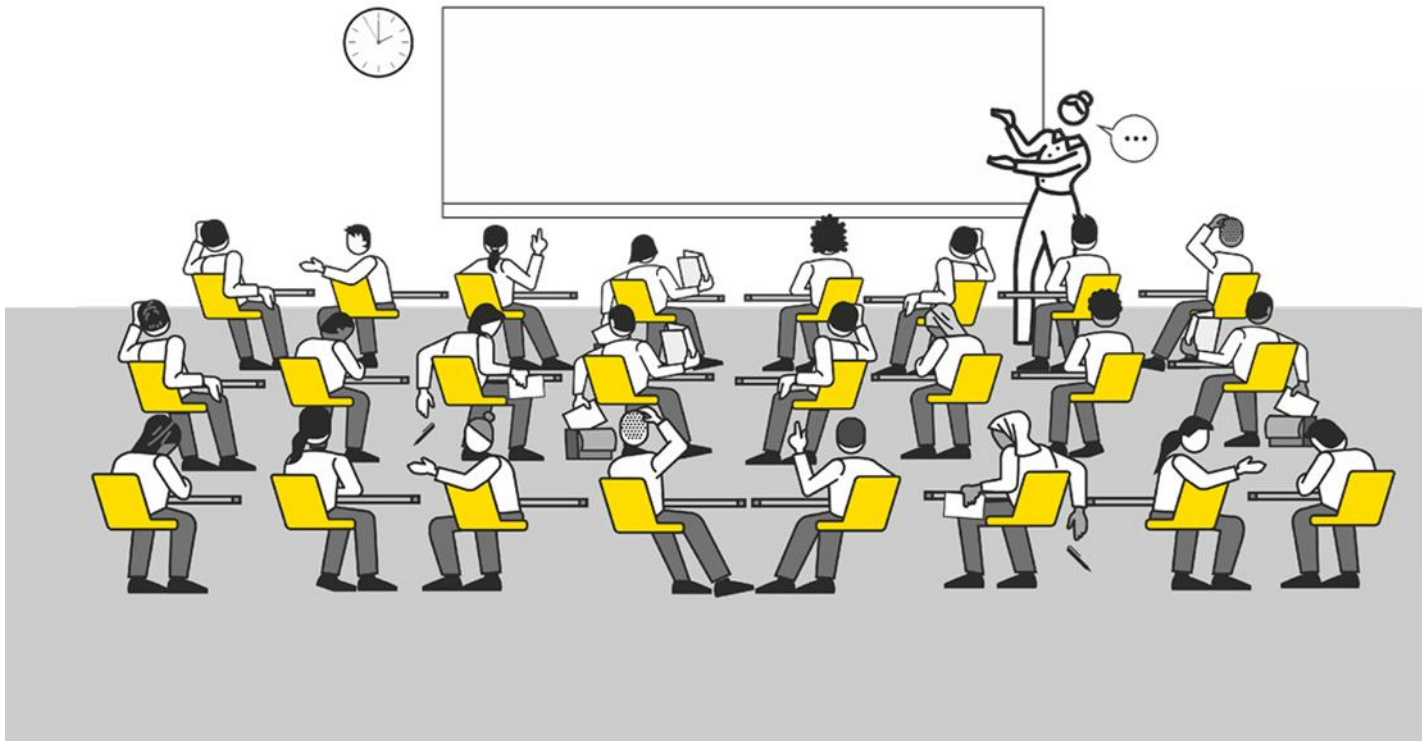


GOODWIN, 1994 | PROFESSIONAL VISION

Professionals don't just observe - they see through the lens of their expertise, which filters, highlights, and structures what they notice.



AWARENESS | COMPONENTS OF PROFESSIONAL VISION



- 1** Notice.
- 2** Describe.
- 3** Explain.
- 4** Predict.
- 5** Respond.



AWARENESS | NOTICING



Why does Shakespeare describe Romeo & Juliet as ‘star-crossed’? Write down three ideas that you both agree on.



ESTABLISH TALK PARTNERS FOR EVERY STUDENT



SET THE QUESTION WITH A GOAL AND A TIMEFRAME



BUILD IN THINKING TIME

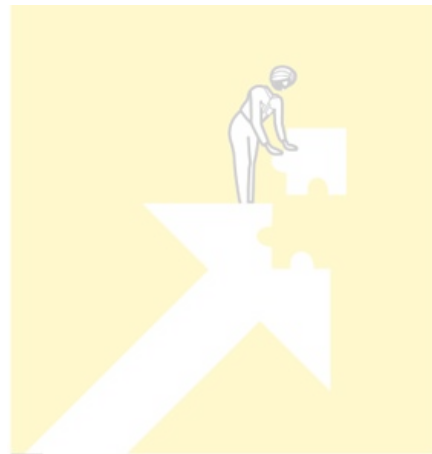


CIRCULATE TO LISTEN AS PAIRS ARE TALKING



USE COLD CALL TO SAMPLE PAIRS' RESPONSES

INTENTIONAL PRACTICE | A FRAMEWORK FOR INTENTIONAL PRACTICE



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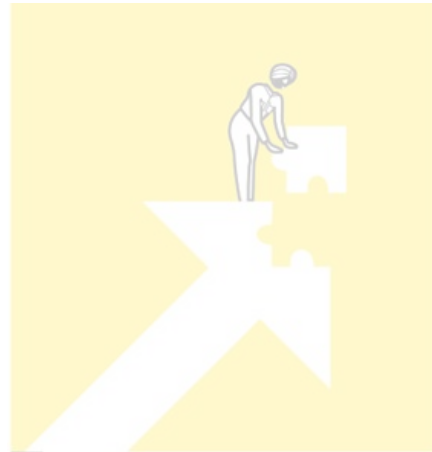


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FLUENCY



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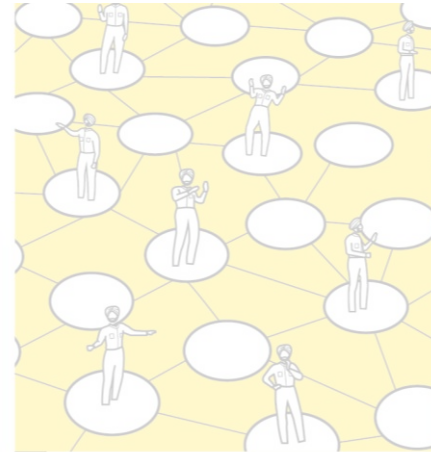
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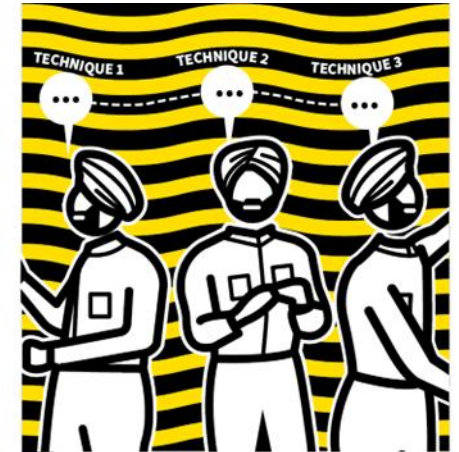
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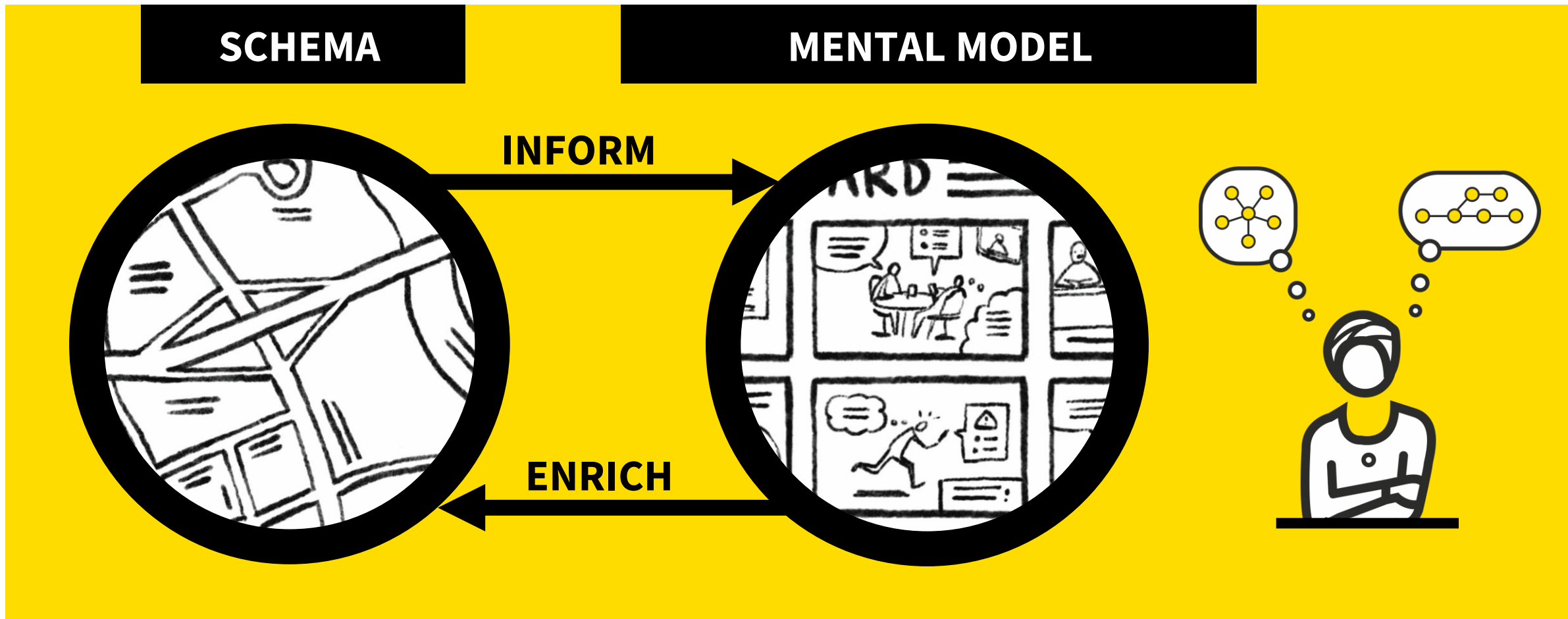


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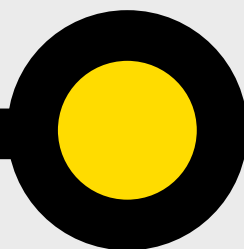


FLUENCY | A FUNCTIONAL DYNAMIC



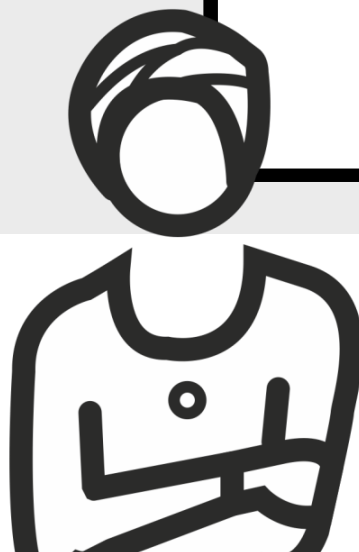
INTENTIONAL FLUENCY | COGNITIVE SCRIPTS & MENTAL MODELS

PURPOSE



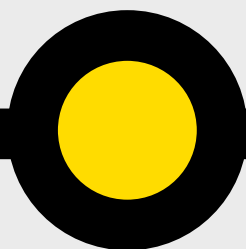
IF...

I need all of
my students
paying
attention.



INTENTIONAL FLUENCY | COGNITIVE SCRIPTS & MENTAL MODELS

PURPOSE



THEN...



If... then... so that...

B&R | 42

POSITIVE FRAMING

TEACHING WALKTHRUS

If... then... so that...

Q&F | 90

COLD CALLING

TEACHING WALKTHRUS

B&R | 40

SIGNAL, PAUSE, INSIST

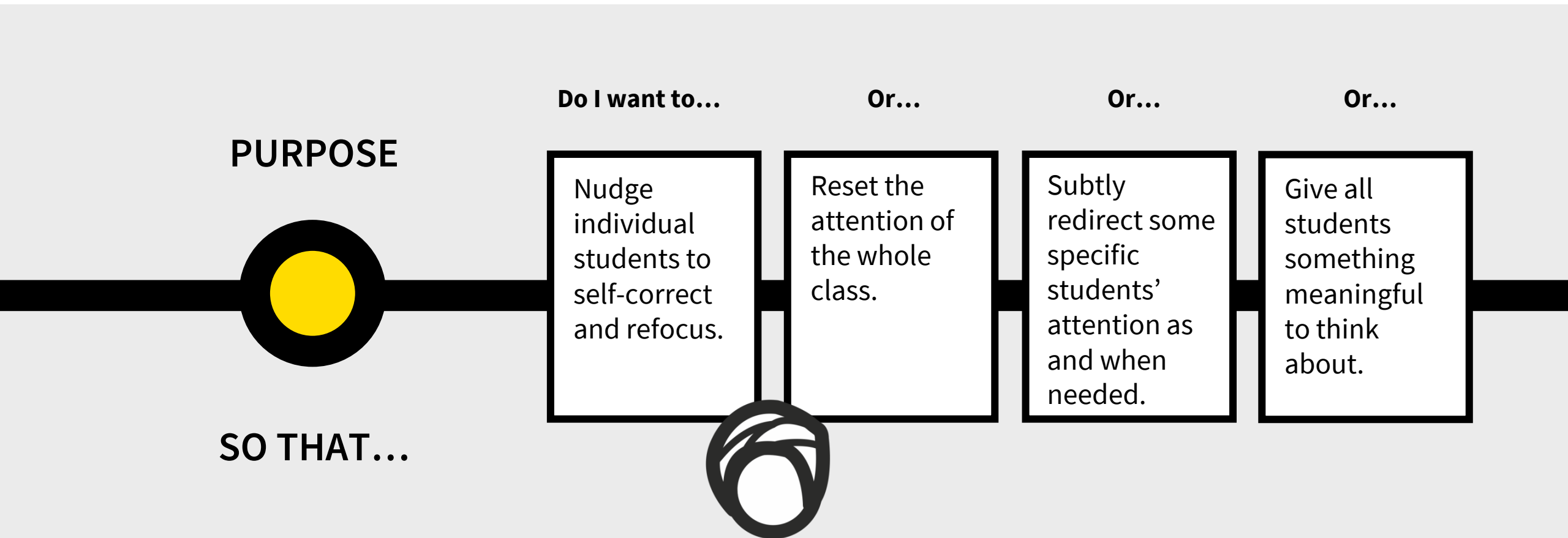


TEACHING WALKTHRUS

If... then... so that...



INTENTIONAL FLUENCY | COGNITIVE SCRIPTS & MENTAL MODELS



INTENTIONAL FLUENCY | COGNITIVE SCRIPTS & MENTAL MODELS

PRECISION

First...

Then...

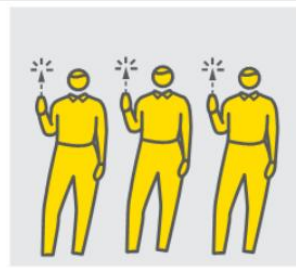
Then...

Then...

and...



CHOOSE A SIGNAL



REHEARSE THE SIGNAL



GIVE THE SIGNAL



PAUSE

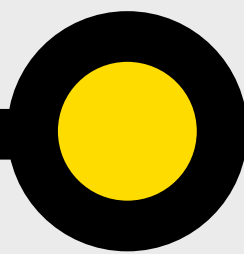


INSIST



INTENTIONAL FLUENCY | COGNITIVE SCRIPTS & MENTAL MODELS

AWARENESS



I noticed that...

Only a few are with me. I need to go again to get everyone listening.

I noticed that...

One or two still aren't there - they might need a nudge.

I noticed that...

Great - I've got them all - let me just check...

Let's go...!



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COACHING TOWARDS INTENTIONAL PRACTICE | THE PROBLEM OF ENACTMENT

Reformers can change teaching practices only by changing the way teachers **interpret** particular situations and decide how to **respond** to them.



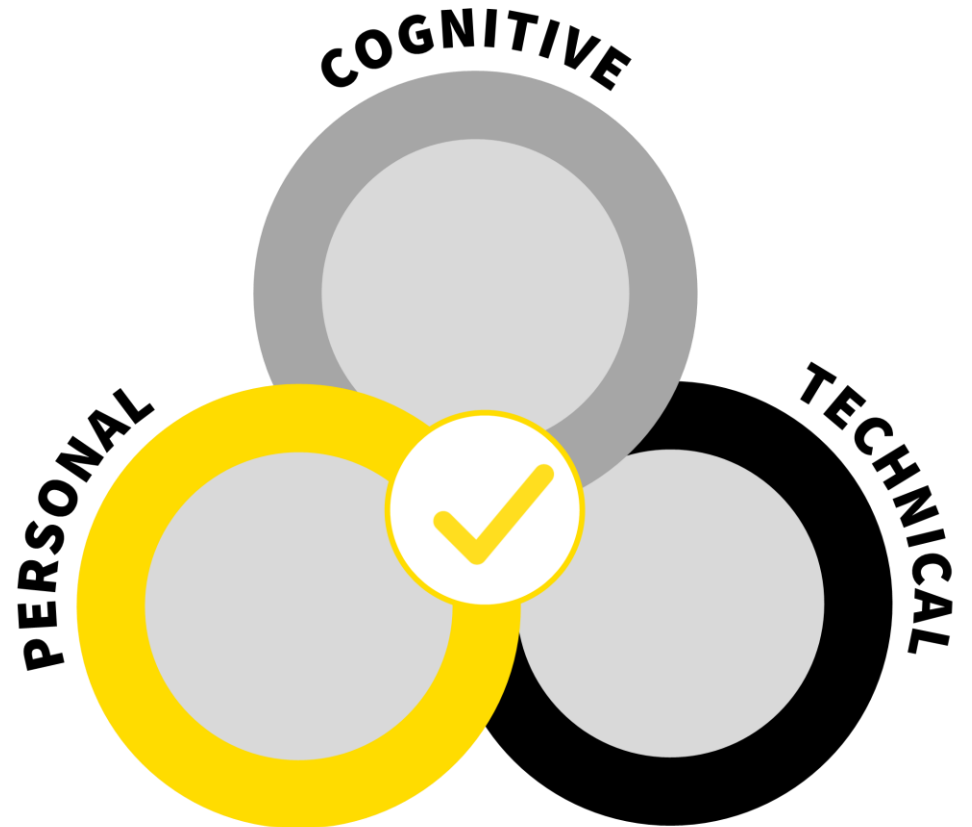
MARY KENNEDY

KENNEDY (2018) THE ROLE OF PRESERVICE TEACHER EDUCATION

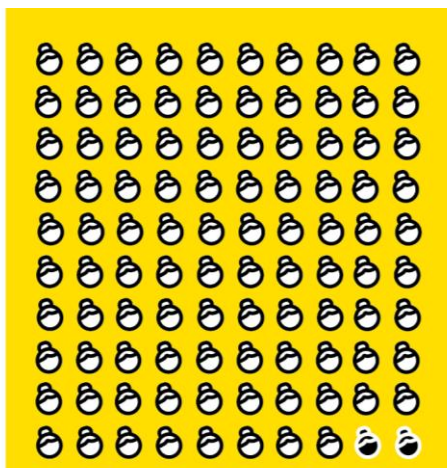


COACHING TOWARDS INTENTIONAL PRACTICE | THE PROBLEM OF ENACTMENT

- Unpicking initial frames of reference.
- Reducing the ambiguity of educational language.
- Aligning espoused beliefs to enacted practices.
- Knowing when to enact new ideas.
- Building situated knowledge.

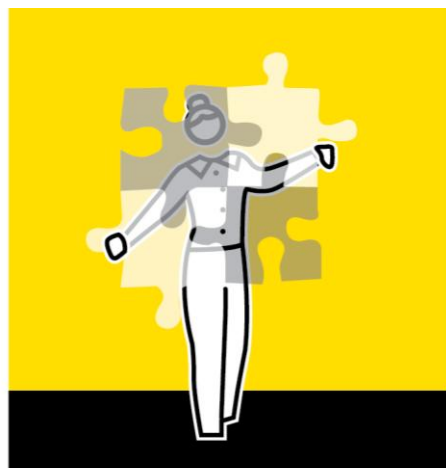


MEANINGFUL COACHING | A CONCEPTUAL FRAMEWORK



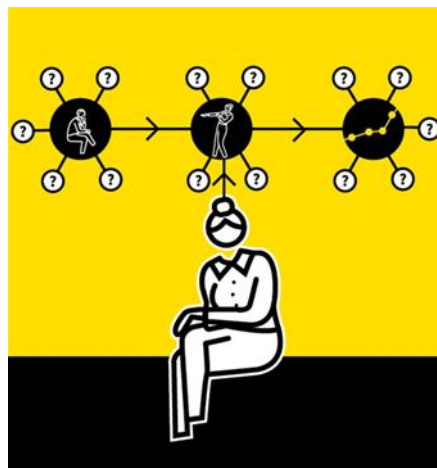
1

THE 98% PROBLEM



2

PERSONAL



3

COGNITIVE



4

TECHNICAL

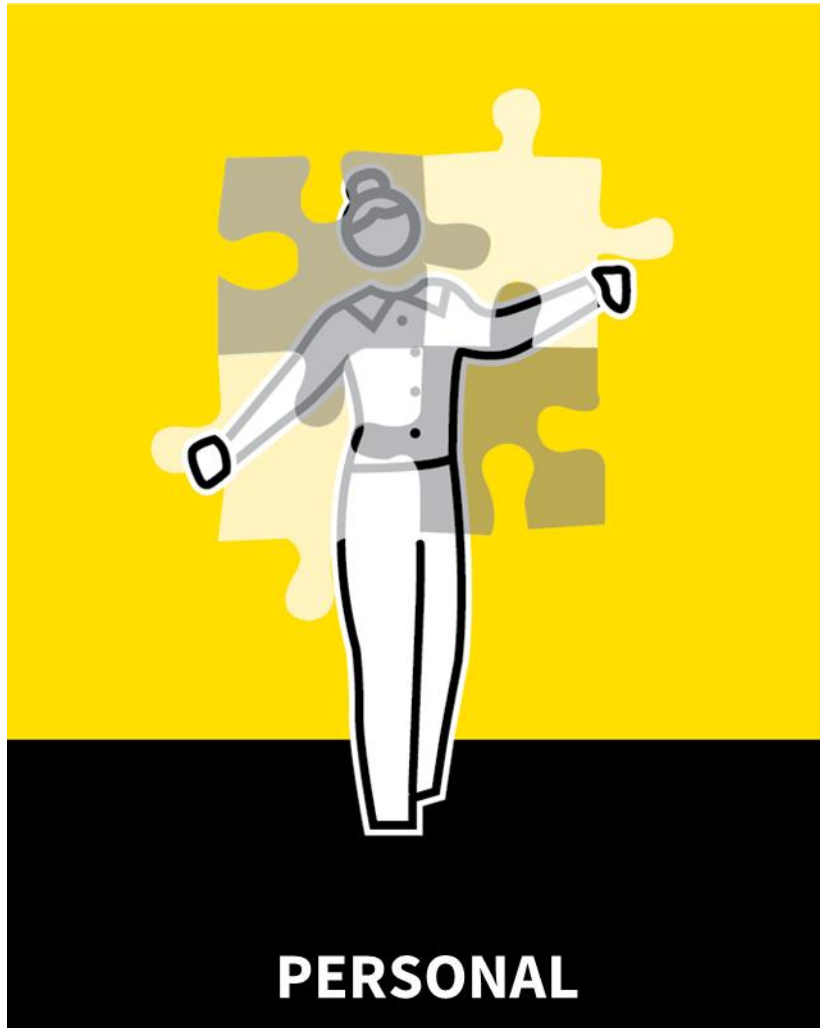


5

THE SWEET SPOT



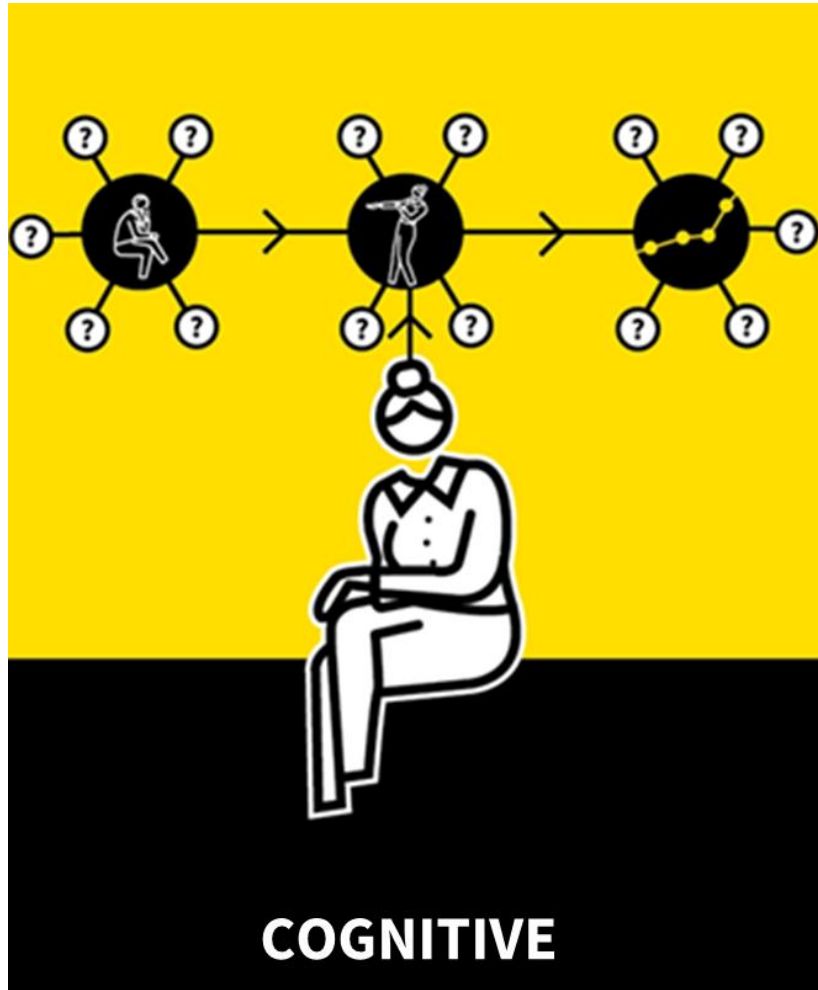
MEANINGFUL COACHING | PERSONAL



- Problem-oriented
- Purpose-oriented (goal-setting)
- Evaluate expertise and experience
- Establish personal frames of reference
- Dialogical stance (co-construct)



MEANINGFUL COACHING | COGNITIVE



- Mediate dialogue to build clarity, insight and action
- Coach in iterative cycles that allow time to process and adopt, without inertia
- Surface and share insights to build awareness and vision



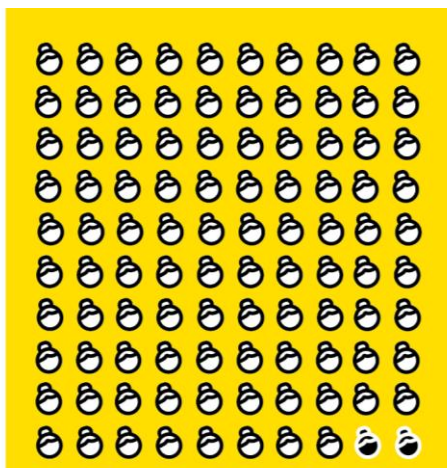
MEANINGFUL COACHING | TECHNICAL



- Establish a common language (playbook)
- Train for precision and confidence
- Situate, through modelling & rehearsal
- Reduce the grain-size

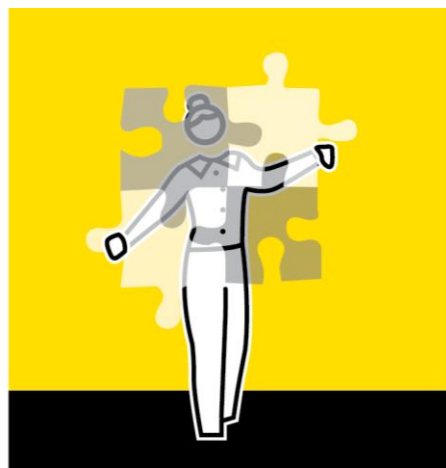


MEANINGFUL COACHING | A CONCEPTUAL FRAMEWORK



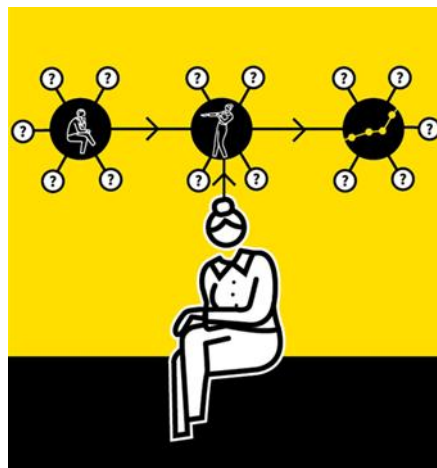
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THE 98% PROBLEM



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THE SWEET SPOT





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Thank you for listening!







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