



Strengthening Learning

Strengthening Lives

Improving the teaching, learning and leadership  
in PK-12 schools, districts and regions

[www.ChallengingLearning.com](http://www.ChallengingLearning.com)



## Presentations by James Nottingham

James Nottingham's experience and insights are particularly relevant to teachers, leaders, and administrators involved in the education of 3-19-year-olds and adults. He tailor-makes every presentation to fit the context, drawing upon the following themes:

### From his nine books:

1. Challenge
2. Dialogue
3. Early Childhood
4. Efficacy (Collective & Self)
5. Feedback
6. Growth Mindset
7. Learning to Learn
8. Philosophy for Children (P4C)
9. Progress & Achievement
10. Questioning
11. Surface to Deep Learning
12. The Learning Pit®

### Other areas of expertise:

1. Flipped Learning
2. Leadership
3. SOLO Taxonomy
4. Visible Learning®

### Recent keynote titles include:

- Understanding the ASK Model as a way to **educate the whole child**
- Enhancing classroom talk to **improve communication & confidence**
- How cognitive conflict can be used to **strengthen learning in STEAM subjects**
- Data demands judgement – understanding how to **use effect sizes wisely**
- Enhancing efficacy (self & collective) to grow **Social & Emotional Learning (SEL)**
- Improving the feedback process to **develop student engagement & agency**
- It's all about implementation – ensuring that **growth mindset and Visible Learning** live up to their reputation
- Guiding students through the Learning Pit® to **address the needs of all learners**
- How positive attitudes towards mistakes and failure **build a safe, engaging & inviting learning culture**
- Using the SOLO taxonomy to **narrow achievement gaps**

Please note these lists are not exhaustive nor do they come with a script. The examples James uses and the evidence of impact he draws attention to is always selected to perfectly match context, timing, and intended outcomes.

## Challenge

Creating optimum levels of challenge so that all students make excellent progress

### Key themes can include:

- Recognising when challenge is needed and how to engage all students in more challenging tasks
- Questioning techniques to ensure all students are challenged appropriately (including the most able)
- Avoiding the type of praise and rewards systems that get in the way of challenge
- Using challenge to develop resilience, higher – order thinking skills and a growth mindset

**Why James:** Creator of the Learning Pit and the Teaching Target Model, James places challenge right at the heart of everything he does in education.

Challenge combines perfectly with, Efficacy (Self & Collective), the Learning Pit, Surface to Deep Learning.

## Dialogue

Improving classroom talk so that all students become more thoughtful, reflective and curious

### Key themes can include:

- Using dialogue to engage and motivate learners of all ages so that they understand key concepts more thoroughly
- Understanding the differences in quality and impact of cumulative, disputational, and exploratory talk
- Creating the conditions necessary for exploratory talk to flourish in every classroom
- Identifying how to make lessons more active, meaningful, challenging and collaborative through better use of dialogue

**Why James:** He has been practising, demonstrating, and writing about techniques to improve dialogue in classrooms since 1996. James is also the principal author of Challenging Learning Through Dialogue (2016).

Dialogue combines perfectly with the Learning Pit, Philosophy for Children, Questioning.

## Early Childhood

Improving learning outcomes for 2-7-year-olds with better use of feedback, praise, dialogue and growth mindset

### Key themes can include:

- Making the best use of feedback and praise to support, encourage and stretch young learners
- Improving the quality of dialogue with and between young children
- Developing a growth mindset in young children and their families
- Using Philosophy for Children (P4C) as a way to encourage curiosity, reasoning, and caring and collaborative thinking

**Why James:** Co-author of Challenging Early Learning, James has worked with hundreds of nurseries, pre-schools, day care centres and early childhood settings throughout the world.

Early Childhood combines perfectly with Growth Mindset, Learning to Learn, Philosophy for Children.



## Efficacy (Self & Collective)

Understanding the best ways to boost students' self-efficacy and staff collective efficacy

### Key themes can include:

- Understanding the differences between self-esteem and self-efficacy and the best ways to grow both
- Collecting the evidence needed to show students are making significant progress, and in so doing building collective efficacy
- Moving from a performance focus to a learning orientation so as to enhance collective efficacy
- Looking at ways in which feedback can help to build self-efficacy

**Why James:** having created an award-winning social regeneration project based on building students' self-efficacy as far back as 1999, it is fair to say James has a long and well-established track record on this topic!

Efficacy combines perfectly with Growth Mindset, Feedback, Progress & Achievement.

## Feedback

Identifying the best routines to maximise the positive impact of feedback

### Key themes can include:

- Understanding why the impact of feedback often isn't as powerful as expected and what can be done to correct the situation
- Learning how to expertly use James Nottingham's Seven Steps to Feedback Success
- Understanding the best routines for maximising the positive effects of feedback
- Being able to adapt the use of grading to turn it from a negative effect to a positive effect on student learning

**Why James:** his keynotes about feedback and authentic assessment are so well-received that they're typically identified as the highlight of both national and international conferences.

Feedback combines perfectly with Growth Mindset, SOLO Taxonomy, Preview.

## Flipped Learning

Using preview techniques to enhance learning, engage students, and close the achievement gap

### Key themes can include:

- Understanding how preview techniques can help to engage students, develop understanding, and close the achievement gap
- Using the SOLO Taxonomy to plan for, and think about, flipped learning
- Identifying the best flipped learning strategies for each age group
- Looking at the concepts across the curriculum and in all subject areas that can form the basis of preview activities

**Why James:** the preview techniques James has pioneered have been shown to reduce achievement gaps, improve student efficacy, and enhance equity for all.

Flipped Learning combines perfectly with Feedback, Growth Mindset, SOLO Taxonomy.





## Growth Mindset

Understand why growth mindset often doesn't work as well as hoped and identify the best ways to rectify this

### Key themes can include:

- Understanding the real messages about growth mindset (rather than the urban myths)
- Learning the best strategies for building a growth mindset culture so that all people (staff and students) benefit
- Discovering how growth mindset can be used to inspire and reassure students so that they develop resilience, determination, learning strategies and metacognitive thinking
- Identifying the links between growth mindset, failure, mistakes and the Learning Pit

**Why James:** after having co-presented with Carol Dweck on more than 30 occasions, James has a rare depth of understanding of growth mindset and the best ways to implement it for maximum effect.

Growth mindset combines perfectly with Efficacy (Self & Collective), Feedback, Progress & Achievement.

## Leadership

Developing the leadership and coaching skills of all staff

### Key themes can include:

- Understanding the difference between leadership, management and coaching – and how each of these contribute in their own ways to staff/student success
- Exploring how mental models drive actions and how mindsets impact on expectations
- Developing practical strategies to support and prompt professional learning conversations
- Debriefing learning to promote new thinking and support action planning for personal and professional growth

**Why James:** with a wealth of experience in different leadership positions in schools; as director of a multi-million-pound social regeneration project; and now executive director of his own group of six companies in six countries, James is perfectly placed to guide, challenge, and encourage leaders in education.

Leadership combines perfectly with Efficacy (Self & Collective), Growth Mindset, Visible Learning.

## Learning Pit®

Understand how the learning pit creates positive attitudes towards challenge, questioning and collaboration

### Key themes can include:

- Understanding how the Learning Pit® can be used to encourage learners of all ages to step out of their comfort zone and take on more challenges
- Knowing when to support, when to challenge, when to confuse and when to engage students so that they move from surface to deep learning
- Developing a common metacognitive language for planning and reflecting on the learning process
- Learning how to teach students to use 'Pit Tools' so that they grow their independence, resilience and self-efficacy

**Why James:** as creator of the Learning Pit, who better to give you a deep, nuanced and clear insight into how to use the model to maximum effect?

The Learning Pit combines perfectly with Challenge Efficacy (Self & Collective), Questioning.

## Learning to Learn

Strategies and frameworks to teach students 'how' to learn as well as what to learn

### Key themes can include:

- Creating a culture in which students talk positively about learning how to learn
- Teaching students how to learn, including questioning, reflection and thinking skills
- Deepening students' learning with improved questioning techniques
- Encouraging the social and emotional behaviours your students will need to grow into expert learners

**Why James:** as one of the founding members of Newcastle University's "Thinking Through" group in the mid-1990's, James has long and deep experience of placing creativity, metacognition, and reasoning at the heart of education.

Learning to Learn combines perfectly with Challenge, the Learning Pit, Questioning.



## Philosophy for Children

Engaging and practical approaches to using P4C to enhance critical, creative, collaborative, and caring thinking

### Key themes can include:

- Identifying the ways to develop dialogue, thinking skills, metacognition and collaborative approaches to learning
- Developing questioning and facilitation techniques to ensure P4C helps to move students from surface to deep learning
- Becoming familiar with the concepts, resources and inquiry structures that lead to the best P4C sessions
- Considering questions of equity, participation, and communication methods

**Why James:** he has practised P4C since 1992; the BBC made a film about him using P4C in the late nineties; he co-founded P4C.com; and he has run more than 500 P4C demo sessions in 15 countries – so James has quite the pedigree in P4C.

Philosophy for Children combines perfectly with Challenge, the Learning Pit, Questioning.



## Progress and Achievement

Creating an emphasis on progress so that all students thrive and grow

### Key themes can include:

- Placing an emphasis on progress to lead enhanced achievement for all
- Understanding how research (e.g. Hattie's Visible Learning and Dweck's Mindset) can be used to identify activities that will have a high impact on student progress
- Discovering which forms of praise and reward actually slow student progress – and what can be done to change this
- Looking at ways to use feedback to enhance student progress and achievement

**Why James:** combining a rare depth of understanding about growth mindset theory and practice, together with his analysis of impact data, James gives an excellent insight into how to improve progress for all students.

Progress and Achievement combines perfectly with Growth Mindset, Leading Learning, SOLO Taxonomy.

## Questioning

Increasing challenge and deepening learning through effective questioning

### Key themes can include:

- Developing a wide repertoire of questioning techniques
- Understanding how to move purposefully between different levels of questions
- Identifying how questioning creates engagement, leading to better learning and deeper thinking
- Knowing how and when to get students to ask their own questions

**Why James:** The Learning Pit, for which James is best known, is based on – and forms a perfect frame for – high quality questioning. So, who better to give a clear and nuanced guide to questioning than James?

Questioning combines perfectly with, Dialogue, the Learning Pit, Learning to Learn.



## The SOLO Taxonomy

Describing and planning for progress in learning

### Key themes can include:

- Recognising the situations in which learners are ready to move from surface-level knowledge through to a deep, contextual understanding
- Understanding the relevance and use of the SOLO Taxonomy in all curriculum areas
- Using the SOLO Taxonomy to plan for, guide, and evaluate learning progress
- Combining preview strategies with the SOLO Taxonomy framework

**Why James:** having written about SOLO in his book on feedback and introduced the model to thousands of teachers across the world, James is perfectly placed to give a clear and nuanced guide to using the model.

The SOLO Taxonomy combines perfectly with Feedback, the Learning Pit, Surface to Deep Learning.

## Surface to Deep Learning

Moving learners from surface-level knowledge to deep understanding

### Key themes can include:

- Identifying the differences between surface and deep learning
- Developing the best strategies for moving learners from surface-level knowledge to deep understanding
- Recognising the situations in which learners are ready to move from surface to deep learning
- Evaluating the progress made by students so that you design the appropriate next step tasks for your students

**Why James:** as John Hattie says in his foreword to James's book about the Learning Pit, "the art of teaching is knowing when to move from surface to deep – this is the strength of Nottingham's analysis; he shows you exactly when and how."

Surface to Deep Learning combines perfectly with Feedback, SOLO Taxonomy, Visible Learning.

## Visible Learning®

Understand how Visible Learning can inform and challenge your decision-making processes

### Key themes can include:

- Understanding the truths (and debunking the myths) about John Hattie's Visible Learning research
- Identifying the key points from Hattie's analysis of more than 1600 meta-analyses and 95,000 studies in education
- Gaining an insight into why many popular strategies for improving education are wide of the mark and – by contrast – which strategies will actually help raise attainment and improve progress
- Finding the best places to start with Visible Learning

**Why James:** having co-presented with John Hattie on more than 30 occasions since 2013, as well as overseeing VL projects in more than 200 schools and colleges in Scandinavia, James is perfectly placed to give a deep, nuanced and clear insight into Visible Learning.

Visible Learning combines perfectly with Feedback, Growth Mindset, Leadership.

## Contact Us

**Carmen Bergmann** (Senior Consultant)

T: +1 309 245 6885

E: [Carmen@challenginglearning.com](mailto:Carmen@challenginglearning.com)

**Head Office** (UK)

T: +44 1670 330036

E: [engage@challenginglearning.com](mailto:engage@challenginglearning.com)

