THIS MUCH I KNOW ABOUT

TRULY GREAT PRIMARY TEACHERS

(AND WHAT WE CAN LEARN FROM THEM)

JOHN TOMSETT

FOREWORD BY PROFESSOR ROB COE

Praise for *Truly Great Primary Teachers*

I'm a simple soul and I'm always looking for ways to bring abstract ideas like 'quality first teaching' to life. Terms like these are talked about a lot; rarely are they exemplified. What John has done in *Truly Great Primary Teachers* is to identify and profile the work of individual teachers to help me to get some purchase on QFT. As I read these accounts of teachers who are having a profound impact on their pupils both academically and personally, I realised I can learn from each of them: the way they develop rapport with their classes, the way they pitch the lessons high, the way they include every child. And, above all, the delight they take in weaving it all together. This is such a heart-warming, unique lens on the profession. We can all take something from these wonderful profiles of brilliant professionals.

Mary Myatt, educational consultant

Truly Great Primary Teachers explores the multifaceted nature of effective teaching and considers how it can be measured. The book highlights how truly great teachers are committed to reflective practice and continuous learning, creating environments where pupils thrive academically and socially. The influence of these highly effective practitioners extends beyond measurable test scores; they cultivate a genuine love for learning, as well as confidence, resilience, intrinsic drive and curiosity in their pupils – all of which are harder to quantify, but vitally important. Through first-hand examples, John illustrates how high-quality pedagogy, coupled with a focus on personal growth, empowers pupils to grasp complex concepts that contribute to them making great progress in their learning at levels that they, themselves, hardly thought possible.

Em Ward, Head Teacher, Ravensthorpe Primary School, Peterborough

In *Truly Great Primary Teachers,* John Tomsett captures the human element of what makes great teachers 'truly great'. Through detailed profiles and personal anecdotes, we are provided with a fascinating look at their unique approaches to teaching and learning, their commitment to continuous improvement and, most importantly, what it is like to be a pupil in their classroom. We experience the dedication and passion of these inspiring individuals who make such a difference to the communities they are part of and can fully appreciate the thought processes behind the successes they achieve with their children.

Dan Oakes, Head Teacher, St Bartholomew's Primary School

This is a book for everybody interested in improving the lived experience of pupils in the classroom. From system leaders to those just stepping out into the early stages of their career, *Truly Great Primary Teachers* tells the story of how teachers change lives. Pupils from low-income backgrounds are typically more sensitive to the quality of education they experience. In the classroom, for me, this is about the triumvirate of strong subject knowledge, expert pedagogy and the understanding of childhood coupled with the ability to build strong relationships with and between pupils. It is the building and securing of relationships with pupils, who may be experiencing a range of academic and social challenges, all within the exposed environment of the classroom, that makes teachers truly special. This book brings to life how teachers have a profound impact on learners and their colleagues. It tells a story of what makes a truly great teacher.

Marc Rowland, adviser for improving outcomes for disadvantaged learners for the Unity Schools Partnership

This is a must-read for all educators. *Truly Great Primary Teachers* drives home the importance of the purposeful relationships that sit at the heart of great teaching. It also celebrates the individual identity that each teacher brings to the classroom. John has beautifully told each teacher's story, creating a window into their world, whilst connecting the reader to the teacher's colleagues and pupils in the inter-woven interviews. Rarely does a book share the raw realities of day-to-day teaching, whilst detailing the personal motivations that drive teachers to teach. It is both a privilege and a joy to read something that reminds us all why teaching is such a great profession and how truly great teachers make a difference to young people's lives by making their classrooms places where learning is irresistible.

Andrew Rhodes, Primary PGCE Lecturer and Professional Tutor, University of Manchester, Director of Redefining Education Ltd

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This book is dedicated to Mary Myatt, who has taught me more about the school curriculum these past few years than she would ever know!

Foreword by Professor Rob Coe[1]

I suspect this book, and its accompanying title *This Much I Know About Truly Great Secondary Teachers (and what we can learn from them),* may have come into being partly because of a misunderstanding, a failure of communication. As John describes in the introduction, it arose from a presentation Raj Chande and I gave about our National Institute of Teaching project to try to estimate value-added scores for individual teachers (anonymised) in order to learn more about what great teaching is and how it develops. John was in the audience and something about the idea of reducing the rich complexity of teaching to a single number seemed to grate with him – perhaps not unreasonably. He asked a question that I interpreted as challenging, and I am sorry to say I responded a bit confrontationally, trying to put him down and close down the challenge. As a result, I missed the opportunity to find common ground, to understand his concerns and to explain why what we were trying to do was not quite what he thought. My bad. But from that bad, came a brilliant thing: a pair of books.

This Much I Know About Truly Great Primary Teachers (and what we can learn from them), alongside its accompanying title *This Much I Know About Truly Great Secondary Teachers (and what we can learn from them),* is a wonderful celebration of the complex and beautiful art of classroom teaching. It brings to life the ways great teachers coordinate great learning in classrooms with a set of vivid case studies. The chosen examples cover a range of school types, social contexts, pupil ages and subjects. Each teacher is unique in the way they teach, and in how they talk about teaching; each has found their own way; each is brought to technicolour life in John's vignette. But they also have some common characteristics and behaviours, as John draws together, summarising what we can learn from them in the final chapter.

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1 It is worth noting that the introduction to the primary version of this book is identical to the introduction to the secondary version.

I first started thinking in a systematic way about what great teachers do when writing the report *What Makes Great Teaching?* in 2014.[2] The Sutton Trust and Gates Foundation had co-organised a conference in Washington DC at which they wanted to bring together some of the best teachers and school leaders from around the world. Lee Elliot Major had asked me to lead on creating the report that became *What Makes Great Teaching?* and to present it at the conference. I first knew John as one of the early edu-bloggers and through Twitter, and by that point was working with him directly as part of an Education Endowment Foundation (EEF)-funded project to evaluate the impact of training school research leads to interpret and apply research evidence, led by Huntington School where he was the head teacher (Research leads Improving Students' Education – RISE).[3] I think I nominated John to be invited to Washington as part of a small group of outstanding school leaders from England. My memory is that the report and its messages had a somewhat luke-warm reception in Washington. Although our hand-picked delegates from England liked it, the majority of teachers there were from the USA and other places where the role of research evidence in teaching was not yet established. *What Makes Great Teaching?* went on to become the Sutton Trust's most downloaded research report, by some margin, and has since featured in the recommended reading for all trainee teachers in England through the *Initial Teacher Training and Early Career Framework*.[4]

In the report we defined effective teaching by its impact on valued student outcomes, acknowledging that a range of different outcomes could be valued (for example, academic attainment in examinations, future education and career trajectories, along with impacts on students' attendance, behaviours and attitudes). We also considered, in

2 R. Coe, C. Aloisi, S. Higgins and L. Elliot Major, *What Makes Great Teaching? Review of the Underpinning Research* (London: Sutton Trust, 2014). Available at: https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf.

3 See: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-rise-project-evidence-informed-school-improvement.

4 Department for Education, *Initial Teacher Training and Early Career Framework* (January 2024). Available at: https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial_Teacher_Training_and_Early_Career_Framework.pdf.

some detail, other approaches to evaluating the quality of teaching, including: classroom observations, by peers, principals or external evaluators; student ratings surveys; principal (or head teacher) judgement; teacher self-reports; analysis of classroom artefacts and teacher portfolios. We presented the evidence about the convergence of these different approaches and concluded that 'their predictive power is usually not high'. To illustrate the strength of the relationships typically found in the best research studies, we gave a hypothetical example: 'if we were to use classroom observation ratings to identify teachers as "above" or "below" average in their impact on student learning we would get it right about 60% of the time, compared with the 50% we would get by just tossing a coin. It is better than chance, but not by much.'

Part of the reason classroom observation correlates only weakly with student progress measures is that observing classrooms is a lot harder than it seems. Most teachers and school leaders have a clear idea what great teaching looks like. When they watch a lesson, they have a strong sense that they can interpret what they see and hear, and that they can judge how good it is. In my experience, it is very hard to convince them that their judgements may not be as accurate as they intuitively feel. And yet, these judgements are mostly wrong.[5]

Among the reasons why it is so hard to judge effectiveness from observation is that many of the things that make a difference to students' learning are not visible, and even those that are may not be on display in any particular lesson. This creates a challenge for any researcher who wants to develop an evidence-based protocol for lesson observation and it applies to all the existing instruments (some of which we reviewed in *What Makes Great Teaching?*). But for teachers and school leaders, who are not trained and accredited in using a validated protocol and rely on their intuitive judgements, there is a further reason: different teachers do not completely agree about what great teaching is. As we said in the report, 'It might seem obvious that this is

5 See, for example, R. Coe, Classroom observation: it's harder than you think, *Cambridge Insight* [blog] (9 January 2014). Available at: https://www.cem.org/blog/classroom-observation.

already well known: we surely know what great teaching looks like … In fact, there is some evidence that an understanding of what constitutes effective pedagogy – the method and practice of teaching – may not be so widely shared, and even where it is widely shared it may not actually be right.' A small section of the report pointed out some examples of 'popular teaching practices not supported by research evidence' to illustrate that describing great teaching is not just common sense. But the press release led with 'many common practices can be harmful to learning and have no grounding in research'[6] and I recall doing multiple radio and television interviews explaining the dangers of 'lavish praise for students'.

All of this is perhaps a slightly long-winded way of saying that identifying great teachers is tricky and trying to describe what they do that makes them great even more so. Many excellent researchers over the last 50 or more years have tried to do both, and yet our knowledge remains partial and uncertain. It is one of those questions about which practitioners will mostly feel frustration that researchers are making it so complicated. Surely, we know what great teaching is and is it really that hard to describe it? To which researchers may reply that, certainly, it is not hard to do it badly, but doing it well is very hard indeed.

What Makes Great Teaching? reviewed and quality-assured a wide range of research evidence about the components of teaching quality and presented an outline framework to summarise it. When I started working for Evidence Based Education in 2019, we thought it would be useful to update the review. But we soon realised that a summary of research findings about effective teaching, however authoritative and accessible, is not enough to help teachers to do more of it, more faithfully, more sustainably, more effectively and at greater scale. For that, we needed a more diverse set of tools to support a coherent approach to professional development, hence the *Great Teaching Toolkit*.

6 Sutton Trust, Many popular teaching practices are ineffective, warns new Sutton Trust report [press release] (30 October 2014). Available at: https://www.suttontrust.com/news-opinion/all-news-opinion/many-popular-teaching-practices-are-ineffective-warns-new-sutton-trust-report/.

Nevertheless, the foundation of that Toolkit is an updated Evidence Review.

The *Great Teaching Toolkit: Evidence Review*[7] sets out a model for great teaching, based on the best currently available evidence. The highest-level summary clarifies that great teachers do four fundamental things:

1. Understand the content they are teaching and how it is learnt
2. Create a supportive environment for learning
3. Manage the classroom to maximise opportunity to learn
4. Present content, activities and interactions that activate their students' thinking

Each of these four broad dimensions is then split into a total of 17 elements:

1. Understanding the content
    - 1.1. Deep and fluent content knowledge
    - 1.2. Curriculum knowledge: sequencing
    - 1.3. Knowledge of tasks, assessments and multiple explanations
    - 1.4. Knowledge of student thinking: misconceptions
2. Creating a supportive environment
    - 2.1. Relationships with students and cultural sensitivity
    - 2.2. Student–student relationships and climate
    - 2.3. Promoting learner motivation
    - 2.4. High expectations, challenge and trust
3. Maximising the opportunity to learn
    - 3.1. Managing time and resources to maximise productivity

7 R. Coe, C. J. Rauch, S. Kime and D. Singleton, *The Great Teaching Toolkit: Evidence Review* (Sunderland: Evidence Based Education, 2020). Available at: https://evidencebased.education/great-teaching-toolkit-evidence-review/.

3.2. Clear and consistent rules, expectations and consequences

3.3. Preventing and responding to disruption and showing awareness

4 Activating hard thinking

4.1. Structuring: matching tasks, scaffolding and signalling objectives

4.2. Explaining: presenting and connecting ideas and modelling examples

4.3. Questioning: promoting hard thinking and assessing

4.4. Interacting: giving, receiving and responding to feedback

4.5. Embedding: practising, reinforcing and spacing learning

4.6. Activating: building independence and supporting metacognition

Of course, these are just headlines, very abbreviated descriptions of complex practices that are, at best, inadequately captured in words. To be well-defined, in addition we need exemplification (rich and varied examples and non-examples) and operationalisation (clear processes for assessing whether an example represents the target practice). A big challenge with descriptors is that we can think we mean the same things by the same words when we actually have quite different understandings in practice, especially when the descriptors are quite abstract and general, as they inevitably must be.

The purpose of sharing this framework here is twofold. The first is to note that there is a lot of overlap between what the evidence suggests are the practices most associated with effective teaching and the practices described in the following chapters. John summarises ten behaviours of truly great teachers in the last chapter and I would say they are all represented in the model, and that other features of their teaching, described in the individual chapters, are also represented. Overall, I would say we are in pretty close agreement about what great teachers do.

The second reason is that each detailed vignette, based on an observation of one lesson and discussions with the teacher, their colleagues and pupils, brings these characteristics to life in a way no general framework can. We are left with a much richer picture of not just what these teachers do, but why: the choices and adaptations they make and the principles that guide them. In short, we need both: a generic, research-grounded framework, and specific, detail-rich descriptions of real examples.

So, does a single, numerical value capture everything that is worth knowing about great teaching? Of course not; no one has ever claimed it could or should. This might be an example of the perfectionist fallacy, that because something is not perfect it must be useless. Of course, most things are in-between. The key is to understand what uses and interpretations are valid.

In the assessment, measurement and psychometric tradition in which I was trained as a researcher, validity is not seen as a property of a particular score or measure. Instead, validity applies to specific uses and interpretations of that measure. Before we can judge whether it is appropriate to use assessment data (from a variety of commercial, bought-in assessments, school-made assessments, and national assessments and examinations) to estimate the impact of a teacher on pupils' learning, we need to know the purpose: what will it be used for and what caveats are attached to its interpretation?

In the presentation that provoked John to put down a marker for truly great teaching, we were perhaps not as clear about this as we could have been. In our project, teacher value-added scores will be used for research purposes only, with fully anonymised data. We have a clear agreement with the teachers, schools and trusts who have provided the data that no consequences (good or bad) can be linked with these value-added scores. Moreover, the analysis we have done so far makes it clear that, even if people wanted to use the scores for things like selection, reward or performance management, scores for individual teachers are mostly not really accurate enough to support those uses. Scores are probably accurate enough for us to find large-scale statistical

patterns, which is what we have set up the project to do. We want to learn more, in a systematic and rigorous way, about what great teachers (i.e. those who help their students to learn more) do, know and believe and about how they became great, and how we can help all teachers to be more like them.

The teachers whose work is celebrated in the chapters of this book also contribute to the wider project. Not only do they spend their days doing the most inspiring, challenging and important job in the world, educating the next generation, but by sharing their practice with us in these pages, they illuminate the world of truly great teachers. Most of them seem to think that they are nothing special, that they just do their job and that many others do the same. While the last part of this may be true – there are many more truly great teachers who could have been featured – the first part is not: they are truly special, awe-inspiring individuals, and we all have a lot to learn from them.

Rob Coe

Preface

In order to write the teacher profiles that comprise this book, I visited each teacher's school during the Autumn term 2024. The schedule of visits was completely random, but what I learnt about these truly great teachers built over time. Consequently, I have ordered the profiles chronologically. They can be read one-by-one as individual narratives, or from beginning to end to give a more holistic sense of how my understanding of the professional behaviours common to these teachers grew.

All the teachers featured here work in primary schools, except for Mary Cawley, who is a special school teacher. Even though her school's pupils are of secondary age, the school is not designated a phase of education. She features here, as well as in this book's sister publication, *This Much I Know About Truly Great Secondary Teachers (and what we can learn from them)* because what we can learn from Mary's work is, I would suggest, applicable to all teachers in any setting.

Contents

‘This job of teaching is so hard that one lifetime isn’t enough to master it.’

Dylan Wiliam[1]

1 Speaking at The Schools Network (then known as the SSAT) National Conference 2010.

Introduction

The genesis of this book, and its accompanying title (*This Much I Know About Truly Great Secondary Teachers*), is rooted in a conversation with Professor Rob Coe. At the national researchED conference in September 2024, I had listened to Rob and his colleague, Dr Raj Chande, talk about their quest to establish a single value-added progress score for a teacher's pupils, to determine that teacher's effectiveness in the classroom.

What Rob and Raj want to do is find a reliable, easily accessible metric to assess teacher quality. In 2014 I went to Washington DC with Rob and several others, including luminaries like Professor Lee Elliot Major, to launch the Sutton Trust's publication, *What Makes Great Teaching?*, in which Rob et al. defined 'effective teaching as that which leads to improved pupil achievement using outcomes that matter to their future success.'[1] It's logical, in the light of that sensible definition, to choose one pupil value-added progress score if you are searching for a single metric.

I first met Rob over a decade ago when Alex Quigley, Stuart Kime and I ran a project for the Education Endowment Foundation.[2] We spent several afternoons in my office discussing how to set up the project. Rob made my head hurt. He genuinely transformed my professional outlook. He just kept asking the question, 'How do you know?' And most times, I couldn't answer him.

When we were chatting about his single value-added progress score project, I said to Rob that I thought there were other things they might do to determine how to measure teacher quality, rather than pursue a

1 R. Coe, C. Aloisi, S. Higgins and L. Elliot Major, *What Makes Great Teaching? Review of the Underpinning Research* (London: Sutton Trust, 2014). Available at: https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf.

2 See: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-rise-project-evidence-informed-school-improvement.

single, numeric pupil progress data point. Rob conceded that I *might* have a point, but then he asked me, 'Well, what should we be doing?'

I said that I would think about it. And I have. A lot.

My counter to Rob and Raj's argument is that being a truly great teacher goes way beyond value-added scores. The characteristics of truly great teachers will, in my experience, result in their pupils making great academic progress. But the impact a truly great teacher can make upon their pupils' lives is surely measured in myriad ways, beyond the single metric Rob and Raj want to establish.

As you may already have realised, dear reader, the single metric Rob and Raj are pursuing sticks in my craw. Sammy Wright's remarkable book, *Exam Nation*, asks, amongst many things, how our education system became so obsessed with the single output measure of pupils' academic progress.[3] Don't get me wrong, examination success gives young people a choice about how they live their lives; that said, without wanting to provoke cries of 'the soft bigotry of low expectations', surely there are other measures of success which matter just as much, but in different ways. If we pursue a single value-added measure as the *only* outcome of education that *really* matters, then we have, perhaps, missed the point. As Bernard Andrews wrote in his provocative essay, 'How "efficiency" derailed education', 'if school encourages and enables students to be brave, kind, wise and so on, and if it does so with prudence, then it is time and money well spent.'[4]

If Rob and Raj did one thing, they got me thinking … about all the colleagues I worked with over 33 years, and about the hundreds of teachers I have had the privilege of watching teach as a peripatetic consultant since stepping down from headship. In answer to Rob's question, 'Well, what should we be doing?' I have concluded that we should try to ascertain what it is that truly great teachers do that makes

3 S. Wright, *Exam Nation: Why Our Obsession with Grades Fails Everyone – and a Better Way to Think About School* (London: Vintage Publishing, 2024).

4 B. Andrews, How 'efficiency' derailed education, *TES* (25 February 2025). Available at: https://www.tes.com/magazine/teaching-learning/general/how-efficiency-derailed-education.

them truly great. Consequently, I identified 19 teachers – eight primary and ten secondary colleagues, and a special school colleague – who I think could be described as truly great teachers and constructed a profile for each one of them. In the following pages you will find profiles of the eight primary teachers. The secondary teachers' profiles can be found in the sister book, *This Much I Know About Truly Great Secondary Teachers (and what we can learn from them)*. I have included our special school colleague in both books, as the learning from her profile is educative irrespective of phase, making it nine teacher profiles altogether in *this* book.

When it comes to pupils' attainment and progress, I too want pupils in the classes of truly great teachers to make brilliant progress and attain amazing examination grades. But any data on pupils' progress needs triangulating with other evidence. Consequently, to assure you that they are truly great, each teacher profile contains the following elements:

- A conversation with their head teacher/principal (if possible)
- Lesson observation reflections
- Interviews with pupils
- An interview with me
- Testimonials from colleagues, pupils and parents
- A summary of the traits that make them exceptional
- Pupil progress and attainment data

Having been involved in education, in one guise or another, for 54 of my 60 years on earth, I knew I couldn't include all the tremendous teachers I've known in that time. I would have featured more, but even nine is probably too many. So, my sincere apologies to all those truly great teachers I could have included but didn't, because there just weren't enough pages to go round.

It wasn't so hard finding nine truly great teachers – there are thousands of them in our country's classrooms. The challenge was to persuade

them to let me include them in the book. Truly great teachers are a modest lot. They took some convincing to take part. And when a school leader asked me what I meant by a 'truly great teacher', I replied: *Nothing scientific . . . a teacher who you think is truly great, who really knows their stuff, who teaches great lessons, day-in, day-out, whose pupils get great outcomes and who is just consistently great in every sense.* Consequently, the teachers featured in this book are not intended to be representative of anything. They are merely a small group of truly great teachers I happen to know or who have been recommended to me by people I know and trust. In the words of Sir David Carter, they teach 'consistently good lessons that are well planned and progress sequentially from the previous lesson.'[5] And that's it.

In the final chapter of this book, I identify the professional behaviours common to the teachers I have featured. I contextualise my conclusions within research findings from Barak Rosenshine.[6]

Now, I am acutely aware of the problem with labelling anyone a *truly great teacher*. No teacher is flawless. *Any* teacher can teach poorly, simply because the essential raw materials of a lesson are flesh and blood, not wood and steel. In every lesson there are literally hundreds of variables, each one of which can make any *teacher* look anything but truly great. As Chris Husbands so elegantly argues, 'it's teaching, not teachers, which matters.'[7]

That said, if I had focused upon *teaching* rather than *teachers* in the book's title, it would have not represented the content of the book, nor what motivated me to write it. The book is about *teachers*, and how those teachers teach in a way that means their pupils learn. If the book was entitled, 'This Much I Know About Truly Great Primary *Teaching*', it would have suggested that it's about me and what I might think about

5 In a private conversation with the author.

6 B. Rosenshine, *Teaching Behaviours and Student Achievement*, no. 1 (IEA studies) (Slough: National Foundation for Educational Research, 1 November 1971).

7 C. Husbands, Great teachers or great teaching? Why McKinsey got it wrong, *IOE blog* (10 October 2013). Available at: https://blogs.ucl.ac.uk/ioe/2013/10/10/great-teachers-or-great-teaching-why-mckinsey-got-it-wrong/.

primary teaching, when the book is about truly great primary *teachers* and, crucially, *what we can learn from them*.

Beyond that important semantic nuance, I wanted to stress the *humanity* of the teaching and learning process. Focusing upon the teachers and what they actually do in the classroom in detail, underlined how teaching and learning is such a messy, joyful, human process. And I wanted, ultimately, to celebrate some of the best teachers I know, as I near the end of my professional career and hand the baton on to the truly great colleagues featured here.

I am both delighted and grateful that Professor Rob Coe agreed to write the foreword to this book. He provides a brilliant, forensic counterpoint to my qualitative approach. It may be that any teacher whose pupils make extraordinary progress, only make that progress because that teacher exhibits the professional behaviours shared by the nine truly great teachers featured here. The behaviours and the progress data are, perhaps, just two sides of the same coin.

Finally, the conversations that form the heart of this book have been genuinely inspiring. Gadamer said that, 'No one knows in advance what will "come out" of a conversation … a conversation has a spirit of its own, and the language in which it is conducted has a truth of its own so that it allows something to "emerge" which henceforth exists.'[8] We live in a world of binary intransigence. So, in the spirit of collaboration, I hope that the conversations you'll find in the following pages spark limitless discussions in schools across the country, and from those discussions clarity and truth emerge as we all work to provide our young people with the richest classroom experiences imaginable.

8 H. Gadamer, translated by J. Weinsheimer and D. Marshall, *Truth and Method* (New York: The Crossroad Publishing Corporation, 1991).

In this groundbreaking book, experienced author and school leader John Tomsett showcases exceptional primary teaching through nine remarkable case studies.

Covering a range of school types, social contexts, pupil ages and subjects, each detailed vignette is based on lesson observations, as well as discussions with the teachers, their colleagues and pupils.

While each teacher is unique, they share common behaviours and attitudes that make them truly great. John draws together these characteristics, summarising what we can all learn from their unbridled enthusiasm, skill and dedication to giving their pupils the very best foundation for a bright future.

Essential reading for all primary school teachers, school leaders, teacher trainers and education researchers.

This book brings to life how teachers in the classroom have a profound impact on learners and their colleagues. It tells a story of what makes a truly great teacher.

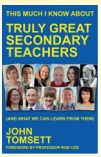
Marc Rowland, adviser for improving outcomes for disadvantaged learners for the Unity Schools Partnership

Such a heart-warming, unique lens on the profession, we can all take something from these wonderful profiles of brilliant professionals.

Mary Myatt, educational consultant

This is a must-read for all educators. It is both a privilege and a joy to read something that reminds us all why teaching is such a great profession.

Andrew Rhodes, Primary PGCE Lecturer and Professional Tutor, University of Manchester, Director of Redefining Education Ltd



Also available, the sister book

This Much I Know About Truly Great Secondary Teachers
(and what we can learn from them)
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John Tomsett taught for 33 years in state schools and was a teaching secondary head teacher for 18 years, latterly at Huntington Research School, York. He writes a blog called 'This much I know' and has written extensively about school leadership, and developing teaching and learning. He believes that developing truly great teaching is the main responsibility of all head teachers. He has published 13 books, including: *Love Over Fear: Creating a Culture for Truly Great Teaching* and *Mind Over Matter: Improving Mental Health in Our Schools.* In the Huh: Curriculum series, he collaborated with the curriculum expert Mary Myatt. He co-founded The Headteachers' Roundtable think-tank and is a popular speaker on education. He is the educational consultant supporting the development of the AI teacher coach Aristotal.

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