

It is nearly time to start teaching! This first Spotlight of the year includes reflections on how to set the right tone and some things to consider in those first few lessons. (Eagle-eyed amongst you will spot that elements of this are a re-issue) Turn over for a reminder of some thoughts on lesson planning: based on research and what we know works at Channing, and at the bottom of this page a quick reminder of our T&L focus for 2019/20.

Ross Morrison McGill (@teachertoolkit) argues that “...routines are essential for high quality T&L. Setting expectations from the outset is paramount for getting lessons off to a good start. Get off your chair! Meet and greet your students at the door. Have those initial conversations: say ‘hello, welcome’. It contributes to a positive ethos for high standards”.

This much I know about professional practice ...@Johntomsett (From ‘Don’t Change the Light bulbs)

- Love your students
- Know who’s in front of you, both as a person and as a student
- Always act the grown-up when working with children
- Don’t plan lessons in too much detail – be ready to change course during a lesson
- Students can always do more than you expect of them – always have the highest expectations of them
- Work hard on improving your students’ literacy, no matter what your subject
- Expect the very best behaviour from students at all times, including good manners
- Never take yourself too seriously, but always be aware of the seriousness/importance of your job as a teacher
- Have fun!

Mia Hunt takes a look at what research says you ought to be doing from the very first lesson in order to make the next 11 months a great success (Taken from the TES Sept 2017)

- Act as you would wish your students to
- Mind your (body) language
- Get to know pupils, and their names, as quickly as possible
- Strike the right balance between challenge and approachability
- Start to embed routines
- Don’t forget the parents
- Remember: first impressions in the staffroom count, too

Know my name! A basic entitlement: Tom Sherrington (@teacherhead) taken from

<https://teacherhead.com/2018/09/02/know-my-name-a-basic-entitlement/>

.....knowing student names with confidence is also massively empowering to teachers. Once you know your students’ names it’s so much easier to engage them with questioning “Syrah.... let’s hear your idea, what do you think? Joe, Mustafa, what were you saying in your discussion?” I’ve found that not knowing names is a bit inhibitor when it comes to asking questions. And, of course it helps with behaviour management – once you know names, you avoid lumping people together. Instead of ‘Guys’ or ‘everyone’ or ‘back table’ – you get a much better response if you highlight that it’s specifically Stephania and Josef who need to give you their full attention.

As was outlined superbly by Peps Mccrae at the Durrington ResearchEd event last year, we are not experts in our classrooms until we know our students; we don’t know how to teach with optimum effect until we know what they know and how they will respond to feedback of different kinds. Building relationships underpins all good teaching – at an emotional and a technical level. Knowing names is the start of that process.....As a teacher, I’ve always made a seating plan for the sole purpose of learning names, trying to wean myself off referring to it as soon as possible. It’s so important. (I’ve also done the same with staff in any new job. It’s horrible for all concerned when, in staff briefing for example, you want to invite someone to give a message but you can’t remember their name.) Whenever I haven’t invested time in learning names I’ve always felt disempowered – as well as knowing I was giving my students (or staff) a sense of being remote from them. You always get to know the students who excel or who cause lots of problems with behaviour so it’s the middle ground students where you need to invest time. I would advise that teachers take plenty of time to explore student names, getting pronunciations right, learning surnames as well as first names and discussing uncertainties with the students until you get them right. It’s always time well spent.

TEACHING & LEARNING DEVELOPMENT PLAN Foci 2019/20

- To develop our use of feedback practices
- To develop, formalise and embed metacognition and self-regulation approaches

Some thoughts on lesson planning: based on research and what we know works at Channing.

At Channing we acknowledge that: each teacher has their own style; that pupils make the most progress when teachers plan lessons that focus on learning; that great teaching & learning cannot be achieved by following a recipe, but there are some clear pointers in the research to approaches that are most likely to be effective; that there are clear recognised 'moves' of the Expert Teacher that make pupil progress and learning more likely.

This is not a tick-list - more a guide to help you plan - a flavour of what you should be thinking about whilst planning

Pupils (Context - What you know of individual pupils)

- know your pupils, know the data and use this to inform your planning.
- consider differentiation/groupings.
- is there any other pupil information that will inform the way you plan this lesson?
- it is helpful to map this to a seating plan

Prior Learning (Context- What have they learnt already)

- where are your learners starting from - prior knowledge
- what previous learning do we need to revisit in today's lesson? (See *Next Steps*)

Knowledge to be Acquired + Skills to be Acquired

- what is the *Big Picture*: How does the lesson fit into your scheme of work/topic
- start with the end in mind - Begin your planning with the question: *what knowledge and skills do I want my students to have learnt by the end of the lesson?* Spend more time on identifying outcomes and less on selecting activities
- strive for excessive clarity about what you want your pupils to be able to do as they progress through the lesson
- be clear about what you are focusing on - technical proficiency or conceptual understanding
- what key points do you want pupils to remember and bring back to the next lesson - 'stickability'
- what are the common misconceptions for this topic and which parts of the lesson will the pupils struggle most with?

Vocabulary

- pick out keywords you want pupils to learn (you could also add numeracy to this)

Hook/Engagement

- how are you going to lure pupils into learning - it's not needed every lesson and a good story is often enough
- what is the hook? How will you gain student attention at the start and throughout the lesson
- how can you make the learning exciting and meaningful (without you working too hard)

Learning stages: Pupil and/or teacher(s)

- what is going to happen in the lesson from start to finish?
- don't over-complicate lesson activities
- constrain teacher-led talk to bursts of 5-10 minutes - but remember you are the subject expert
- keep most activities to around 15 minutes
- be sensitive to the costs of task-switching
- start with a short review of previous learning
- plan to give clear and detailed instructions and explanations
- present new material in small steps
- plan for and ask a large number of questions
- provide a high level of active practice
- plan to model steps and think aloud
- fun is a by-product - success breeds enjoyment
- the best activities help as many pupils as possible to feel success - your goal should be to keep as many students as you can in the zone of challenge - and out of the zones of comfort or confusion
- aim for lasting learning by planning regular opportunities for deliberate practice - lack of time is no excuse to not plan for memory
- How will the use of technology aid and progress learning?

Learning Outcomes and assessment opportunities

- plan to check for understanding - as many times as possible questions, questions, questions.....
- identify a range of learning milestones - tasks that your pupils are unable to do at the start of the lesson, but with support may achieve by the end
- plan how you are going to assess learning - identify specific strategies and points throughout the lesson - 'bake in' activities that are opportunities for assessment + feedback - not just by you - this was our focus last year

Notes on Pupil Context (Differentiation)

- for each of the learning stages what activities/support/challenge will you provide for the different groups of learners.
- what sort of groupings are needed, what are they doing, when and why?

Next Steps

- the relationship between lessons is just as important as what happens within them
- use your assessment of progress today to plan properly for the next lesson

#andsomepeoplethinkteachingiseasygot this far, and think something is missing let me know and you could win a prize....