

This first Spotlight of the year includes a reminder of our 4 non-negotiables that support behaviours that maximise opportunities to learn, and offers some reflections on the importance of getting to know your students as quickly as possible

## 1. Arrive to lessons on time ('late' means after the lesson has started)

- If students are late they should knock and wait to be invited into the classroom
- You should expect an explanation for any lateness



WHY? Because lateness disrupts learning

## 2. Be ready to learn

- This means without any prompting from you as the teacher
- Bags on the floor and coats off
- Correct equipment out
- iPads / computers closed
- 'Ready to learn' body language



WHY? Because this allows for meaningful work to start straight away

## 3. During lessons these learning behaviours are a minimum expectation:

- No calling out unless invited
- No leaving lessons to get equipment or fill up water bottles
- No "formal breaks" in double lessons



WHY? Because these behaviours disrupt learning

## 4. At the end of lessons:

- Chairs in, tables straight, whiteboard clean and rubbish in the bin.
- The teacher is the last person to leave the room



WHY? Calm ends to lessons allow us the an opportunity to assess learning and it shows respect to the class and teacher who are in the room next

**We should all expect these norms and behaviours and insist that they happen. If these expectations are not met, then we should deal with them consistently and fairly**

**There is a student copy of this Spotlight in all the Form Google Classrooms**

## KNOW MY NAME! A BASIC ENTITLEMENT: TOM SHERRINGTON (@TEACHERHEAD)

"...knowing student names with confidence is 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 an 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 Lucy and Josef who need to give you their full attention."

Peps Mccrae adds "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. Whenever I haven't invested time in learning names I've always felt disempowered.....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'



**IF YOU READ ONE THING THIS WEEK....**  
**HOW I LEARN 26 NAMES WITHIN 5 MINUTES**

