

TEACHING & LEARNING: ESSENTIAL QUALITIES

COMMENTARY

THE TEN ESSENTIAL Ps TO EFFECTIVE TEACHING

- **Planning:** effective informed and flexible.
- **Preparation:** of the lesson e.g. resources.
- **Place:** use, selection and management of the learning environment – managing risk.
- **Personality:** of **YOU** the teacher – do you make learning stimulating, exciting, challenging, interesting, fun?
- **Pressure:** appropriately challenging expectations.
- **Pupils:** i.e. are they doing, actively engaged in the learning, not passive.
- **Positive Praise:** use of to promote a happy and safe learning environment.
- **Plenaries:** mini and final leading to constant self evaluation and assessment.
- **Performance:** the teacher and the pupils know how well they are doing and where to go next.
- **Pace THE GREATEST OF THEM ALL** without pace the lesson cannot achieve its **potential** and therefore secure **PROGRESS** for all learners.

3c Promotes high standards of literacy, articulacy and the correct use of standard English.

When working with the whole class

- Pupils' attention gained and maintained?
- Objectives and Success Criteria are shared with pupils?
- Links made with previous and future work?
- Appropriate pace and challenge?
- Clear, audible, varied voice?
- Effective and varied interaction with pupils?
- Clear explanations and instructions?
- A range of questioning techniques used?
- Appropriate responses to pupils' questions?
- Use of praise and encouragement?
- Accurately addresses errors and misconceptions?
- Evidence of differentiation and matching?
- All pupils encouraged to participate?
- Movement of pupils managed effectively?

When pupils are working independently or in groups:

- Tasks are matched to the needs of pupils?
- Appropriate groupings of pupils?
- Careful management of resources?
- Awareness of all pupils in the classroom?
- Appropriate level of noise?
- All pupils on-task and making progress?
- Accurately addresses errors and misconceptions?
- Appropriate and timely feedback to individuals?
- Is able to gain the attention of the class?
- Uses time limits and targets to maintain pace?
- Teacher continues to teach/assess and will alter the plan according to AfL?
- Teacher does not fire-fight but maintains his/her agenda?
- Pupils know how to help themselves?
- Pupils know what to do next?

At the end

- Pupils know what they have achieved?
- Teacher knows what has been achieved?
- Success criteria are met?

DISCUSSION

4d: Reflect systematically on the effectiveness of lessons and the approaches to teaching