

10 SILVER ARROWS

By @headguruteacher

IF YOU DO JUST ONE THING, DO THIS!

Signal, Pause, Insist

Signal: You give the agreed signal for attention

Pause: You wait, adopting an assertive stance and position in the room, scanning for eye contact:

Insist: You insist on full attention.
Michael... Suki... I need you looking this way and listening.Thanks.

BEHAVIOUR

'In your pairs, discuss'

Instead of 'hands up', you ask students to discuss their answers in pairs for a short period and then you call individuals to respond, reporting back on their discussion. You then engage in a dialogue with the respondent, exchanging three or four responses to probe more deeply.

QUESTIONING

'Say it again, properly'

Every time students give a verbal answer and before they are asked to write anything, ask them to reform their initial responses into well-constructed sentences using the key words and phrases you've discussed. Do it relentlessly, every time.

LITERACY

Close the Gap

Think about all marking and feedback as a short plan of action. Only give feedback at the level and frequency that it is practical to be acted upon. This needs to be linked to giving time for redrafting and for acting on feedback during lessons, as well as for homework – directed improvement and reflection time or DIRT.

MARKING & FEEDBACK

Objectives, Explain, Model, Practice, Check

Objectives: You know exactly which ideas you want to explore. The more precise the better.
Explain: You walk through the ideas and explain them using models, analogies and examples.
Model: You show your students how to apply the learning to a question or problem, modelling the strategies.
Practice: Students now try a few problems themselves: they test out their understanding.
Check: You use a range of feedback strategies to find out how they got on, adjusting the next cycle accordingly.

STRAIGHT TEACHING

Set lots of tests – formatively

Micro-tests, self-assessed tests, multiple choice tests and single question long-answer tests all help to flush out misconceptions, areas of

Teach to the top

Use assessment data to identify your three highest performing students. Imagine that their parents are hawkish and demanding: they (rightly) expect

weak understanding – and develop memory. Take time to go over them, making sure that students learn from their mistakes.

ASSESSMENT

and continuing to try, they expect nothing but the best for their children. Do everything in your power to make them love you because their children are stretched and engaged – always.

MOST ABLE

HW as Guided Study

Homework is Guided Study. You are giving students the tools to learn to study independently. They are doing this for themselves and not for you. That helps to put all kinds of things into perspective: the nature of the tasks; the resources you provide and expectations in relation to marking.

HOMEWORK

10 MINUTES SILENCE

Sometimes, after a whole series of activities and discussions, you just need students to get on with some work on their own. 10 minutes of silence is a great way to create an atmosphere of hard-working, heads-down endeavour.

HARD WORK

Respond in ANY FORMAT

If you have done some research, explored some ideas or finished a topic, it can generate fantastic responses if you ask students to capture their learning in any format they like: an essay, a Powerpoint presentation, a website, a video, a booklet, a 3-D artefact – whatever they like. Give them permission to do whatever they like – but ask them to dazzle you.

CREATIVE OPPORTUNITIES