

NQT Teaching Tips 2014-15 for the TSA Website

<u>Week Commencing</u>	<u>TIP</u>
03/11/14	You can always get softer but you can't get tougher – Set high standards to begin with and follow through on punishments
10/11/14	Ask yourself – “Who works hardest (does most of the thinking) in your lessons?”
17/11/14	Adopt the 10-second rule: Give students 10 seconds to think about a response to your question before taking answers
24/11/14	Film yourself teaching. Watch the playback with a mentor acting as a critical friend
01/12/14	Colleagues are often only too happy to help and advise you, so don't keep your pain to yourself. Talk to others !
08/12/14	You have ideas and strategies which could help your colleagues. An NQT is an asset to a department – so pass on your ideas !
15/12/14	Try the '3 Before Me' rule in class: Students use their brain, a buddy and a book to try to solve a problem before seeking help from you.
05/01/15	Use mini-tests regularly in class to reinforce learning and memory.
12/01/15	Share mark schemes with students and ask them to mark their own work before you give them your assessment. Do you agree?
19/01/15	Arrange a learning walk with a colleague to observe 5 minutes of different lessons. Agree a theme in advance to develop your practice.
26/01/15	How do you know your students know what to do to improve their learning?
02/02/15	Review your written feedback to students. Are you supporting their wellbeing and self-esteem or adding to their anxiety?
09/02/15	What is the hardest thing you have had to overcome in the classroom this year? How did you succeed? Share your idea with your department.
23/02/15	Volunteer and get involved in wider school life once this half term.
02/03/15	Pay it forward. Offer one additional piece of support to one student in each lesson you teach today.
09/03/15	Challenge! If Ofsted were to turn up today, what would they see in your lessons? Change what you would not be proud for them to see.
16/03/15	Show students a picture at the start of the lesson related to a topic they are learning. Can they describe what is correct? Can they identify inconsistencies and explain processes, etc.?
23/03/15	Space the learning of new material over several lessons.
30/03/15	Learn in context where possible. Can you take students out of the classroom or make the classroom as close to the outside world as possible?

20/04/15	Get students to photograph stages of a project or experiment they are engaged with and to print the pictures and label them to demonstrate their learning and thinking.
27/04/15	Use tarsia puzzles as starters or plenaries.
04/05/15	Use cocktail party scenarios to promote natural discourse and debate with several people on several topics.
11/05/15	Get students to write up to 8 facts they know about a topic or concept and give them time to share with their peers. Then feedback. Confidence increases and students learn from each other.
18/05/15	Deliver part of the lesson in an unusual way to stimulate, re-focus, challenge and reinforce learning. E.g. deliver part of a lesson in Welsh – where no students know the language.
01/06/15	Give students random object. They have to explain how those objects could relate to the concept under discussion.
08/06/15	Provide students with homework that focuses on acquiring knowledge and understanding, so the next lesson can be spent applying and analysing.
15/06/15	Use Survey Monkey and similar tools for plenaries and homework and mini tests to inform your planning.
22/06/15	Show a video clip with the sound off. Can students add the script?
29/06/15	7 facts. Give students a lengthy article and give them 90 seconds to find 7 specific facts or types of information (e.g. all statistics, all quotes, all dates, etc.).
06/07/15	Set homework at the beginning of the lesson, so it's not rushed at the end of the lesson.
13/07/15	Consider undertaking some action research next year to develop your practice. E.g. TLDW run by Herts Cam. Talk to your line manager or head teacher about the options available.
07/09/15	Give students a questionnaire about their interests and aspirations. Use the information to plan lessons that may appeal to their interests.
14/09/15	Challenge students with learning that is not geared to their preferred learning styles. It will promote deeper learning in the long run.
21/09/15	Invite 6 <sup>th</sup> formers to support students in your KS3 and 4 lessons. Make sure they are well prepped on what to do and not to do.
28/09/15	Get into the habit of having a written dialogue with students in their exercise books about their progress. Use it to discuss targets, concerns and share strategies for successful learning.
05/10/15	Use current news as a springboard into your lessons, thus making the connection between school work and the wider world.
12/10/15	Change your seating plans occasionally to enable students to learn from a wider number of peers over the year.
19/10/15	Encourage students to rewrite their notes from memory rather than re-read (revise) them when preparing for tests.

