



Success at The Academy Learning Centre (Module 2)

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Success can be measured in so many ways!

Think about some of the examples below:



How do we ensure you progress?

- ✓ Verbal feedback, before after and during a session.
- ✓ A centre set up that empowers staff through a weekly rotation of roles and team leaders.
- ✓ Team brief and training bites
- ✓ Peer reviews
- ✓ Teacher checklist reviews
- ✓ Audits (random)
- ✓ Advisory
- ✓ Termly training



Our Progress Guarantee

We firmly believe that with our school structure and teaching methods, every child will achieve to the best of their ability. Of course, progress is best achieved when students, parents and teachers work together, but here's what we do to ensure as teachers we uphold our end of the deal!



- ✓ SPR's given a minimum of once every 4 weeks
- ✓ Weekly homework
- ✓ TAQT's given every week (75% pass mark)
- ✓ A friendly top tier teaching team
- ✓ Ability groups
- ✓ Small class sizes (6-7 students per tutor)
- ✓ Disciplined class environment
- ✓ Merits and certificates for academic excellence
- ✓ Materials in line with national curriculum
- ✓ Thematic teaching blocks
- ✓ End of term reports
- ✓ Workshops every theme
- ✓ Structured teaching programme
- ✓ End of theme examinations and reports
- ✓ Over 10 years of teaching experience across London

Teaching Style

We've already given you some examples of what we think makes an effective teacher.

1. A vibrant personality
2. A great first impression
3. Mastery of the subject material
4. Excellent classroom management

Every teacher will have a different teaching style and you may even find that your teaching style will change one group to another. This is perfectly normal and shows your ability to adapt.

To maintain some consistency between your individual teaching groups and between each tutor, we've highlighted some important tips for **classroom management**. These protocols ensure we all work to similar standards and offer consistency to our students. In MOST cases, teachers not adhering to these protocols will find they struggle with managing their class, whether this is addressing behaviour or structuring their lesson.



Teaching Protocols: Teacher Checklist

The following checklist provides some guidelines on how we think you'll succeed quickly. During your probationary period we will assess your ability to execute the below.

Remember to keep it all in perspective. What do students want from you?

- ✓ Want to learn
- ✓ Feel included
- ✓ Have fun

Before Teaching Session

	Have I arrived on time and checked in with my manager? If I was running late did I call my centre manager to inform them?
	I have helped set up the centre, teaching hall and fulfilled my designated duties successfully.
	I read the team brief before I came to my teaching session and addressed any concerns with my centre manager.
	I have brought relevant materials to my class, including my board markers and stapler.
	My tables and chairs are tidy and clean to welcome my first group.
	I have written up my TAQT on the board 15minutes before the teaching session is due to start.
	I have spoken with parents.
	I have arrived presentable, in correct attire and with my name badge clearly visible.



During a teaching session

	My group came upstairs and quickly had their workbooks out ready to start the lesson.
	My lesson started on time.
	I have made small talk with students about their past week.
	At the start of class, students had their jackets behind chairs and were all in correct uniform. Bags were on the floors underneath the table.
	Students completed their TAQT's in silence.
	I completed record sheets after my TAQT, noting student scores and whether they had completed their homework. Additionally I've recorded anyone not in correct uniform or that arrived late. I have told students who have not completed their homework about the PDP and made clear what I expect of them.
	Anyone with 2 consecutive low TAQT's, lateness, absences, missing homework, missing work packs, poor behaviour has been sent an SPR and I have informed my centre manager E.g. I have also stated the importance of revising for the TAQT with my group and told those that arrived late to ensure they come to class on time.
	I have reminded students what we covered last week and I have set out the objectives for today's lesson and asked students what they know about the topic already.
	I have taught students new material that is written as story like notes on the board. Each taught section is supported with 2 examples and 2 worked examples.
	Students were asked to practice questions after each section. During this time, I walked around the class, marked homework, wrote out SPR's were needed and encouraged those struggling.
	After going through the answers and asking students to mark their work in a different coloured pen, I am confident that they are all happy and working to the best of their ability.
	My teaching style was fun and engaging. Students enjoyed my class and actively participated.
	Students always put their hands up to speak in my class and the noise level was acceptable for my group without disturbing other sessions.
	I ended my class on time and wrote down homework on the board. Floors and tables were left tidy and I recorded those receiving merits in my group. At the very end I summarised the lesson, addressed any final questions and had my group in silence for their next session/end of day.
	My records sheets are 100% accurate and complete.



End of day

	I made my manager aware of anyone I think should be on the student watch list
	I utilised the PDP
	My records sheets are complete 100%
	I have awarded my students with merits.
	I have made the centre manager aware of problem students whose parents should be contacted.
	I conducted my duties successfully and ensured the centre/hall was left in the same condition as when I first started my session.
	I completed a teacher self assessment
	I am on target to meet my SPR record for the month.
	I was proactive to speak with parents at the end of the day and address any concerns they had with their child.
	I have helped tidy the centre ready for closure.

We'll be re-visiting this again in another module.

Can you think about the video demonstration and lesson plan you produced. How can this lesson be adapted to include the above checklist?



We discussed the following in module 1

Dealing with Challenging Behaviour

Challenging behaviour disrupts lessons or puts others at risk. Challenging behaviour can take the form of **actions** or **inactions**.

Behaviour that disrupts the classroom

Actions

E.g. leaving the classroom, disrupting fellow students, intimidating or excluding others, fighting,

Inactions

E.g. constantly being late, 'opting out' of activities or not trying, refusing to contribute, failing to complete homework

Active prevention is better than cure. Young people will avoid exhibiting challenging behaviour if there are clearly boundaries in place with an effective and consistent discipline and reward system.

We have listed some practical solutions to dealing with challenging behaviour. Implementing these early is highly recommended.



Maintaining control

Make sure you focus on giving practical strategies of keeping control:

- 1 **Teachers must set a clear ACTION – REACTION with students:** Teachers shouldn't just say 'Shut up' – they should say 'If I catch you speaking again I will be sending an SPR home.'
- 2 **Use merits as a tool. Younger groups LOVE the merit system.** They can be used very efficiently to target problem areas. For example, if a student is normally very hesitant to speak in class, they should be rewarded with a communication merit when they speak up! Or, another example, if a class group is frequently very noisy, when they have a fantastic week the entire group can be rewarded with a merit for surpassing expectations.

(Merits are awarded to students at the end of each day: Effort, Teamwork, Communication, and Achievement)

- 3 **Keeping control. "I think a common problem for new teachers is having the confidence and the clout to respond to challenging behaviour."** Some practical tips:
 - a **Use phrases like** "I need everyone with me", "[STUDENT] are you with me?", "All eyes on me please" to avoid confrontation and get students attention.
 - b **Use hand gestures.** You don't have to interrupt your flow to get people's attention. Pointing in



someone's direction, clicking at someone etc will snap them back.

- c **Refuse to speak if anyone else is talking.**
- d **Raise your arm/hand.** Do not proceed until all eyes are on you and student's are silent.
- e **Appoint student helpers.** Very very good with younger groups. Appoint someone as a class monitor for the day. Make a big show of it. I.e. Get them to stand up. "Everyone, meet Mr. Allam / Meet Miss. Talia. They are your new teacher. They are in charge while I'm not here." Tell the students that it is the teacher's job to make sure everyone is working hard and listening. If anyone is speaking in class then it must be the teacher's fault. Tell them that the stand in teacher will get in trouble if anyone is talking – not the actual person talking. Points the impetus on the student teacher and also kids are more likely to be good as to avoid feelings of guilt.
- f **Use seating plans.** Move troublesome students around before it becomes a problem. Also move quiet students/struggling students to a position where you can more easily deal with them.



Teaching Scenarios

Think about these teaching scenarios again. How can we implement some of the ideas above into these scenarios?

Scenario 1:

You are aware that your lesson will start slightly late because you are having to talk to a parent about one of your students. To keep students occupied you write a few activities on the board for them to complete in your absence. When you do arrive, you find that your class has not completed the set work because an unknown pupil has cleaned the board. No one will admit it is them.

Scenario 2:

While teaching a high-energy English class you overhear a pupil across the room make an aggressive comment towards a fellow student. The offended student get visually enraged by the remark, believing it to be a racist slur. The teacher taking the class appears to not notice that anything is wrong.

Scenario 3:

One of your students arrives late for class. They explain that they were late for 'personal reasons'. The student arrives late a further three times in the following weeks, always blaming their lateness on the same 'personal reasons.'

Scenario 4:

Two students are continually disruptive in class. These two students – two boys – keep making jokes, throwing scraps of paper and pinching their fellow class mates. You notice that the boys don't behave like this in their other classes.



Scenario 5:

During class you spot that one of your students is using her mobile phone. When you confront her she denies that she was using her phone and responds with sarcastic remarks.

Scenario 6:

A student has failed to bring their homework to class. When confronted they explain that they did not understand the task because they hadn't written it down properly.

Scenario 7:

A key stage 2 student is chatting to his friend in class. You warn him that his behaviour will entail consequences and he stops. A few minutes later, he gets up without permission and wanders over to the bin.

Scenario 8:

A student arrives for class in incorrect school uniform. When questioned, the girl cannot explain why.



Planning

A Typical Teaching Week



Work-packs

The work packs are specific to each group and change termly. Teachers should familiarise themselves with the content of the workpack at the start of the term.

It is important that teachers remember:

- Workpacks help save the *majority* of planning time. However they should be used as a guideline, helping with structuring the material within the theme.
- Teachers are free to weave in and out of objectives providing they are offering continuation for students week to week. Teachers should not jump from 1 objective to another during a lesson as this will confuse student.
- Teachers are encouraged to provide material outside the work pack.
- Teachers should not rush through the workpack. There is no pressure on any member of staff to have these completed before the end of term.
- Teachers should regularly supplement the workpack with additional homework access links and worksheets for their groups.



Planning

It is essential for all teachers to plan their classes in advance.

Every teacher takes a slightly different approach to planning. Teachers who are new to The Academy may choose to plan their classes weekly whilst more experienced tutors may plan their classes monthly or even termly.

What's involved in good planning?

- Set a clear aim or set of aims for each class. The aims should refer to the assessment objectives in the national syllabus.
- Think about how you may start the lesson to engage the group. This is particularly useful for topics that students do not like or topics that are commonly agreed to be more challenging.
- Ask yourself what the teaching element of “teach-test will involve” - What is the best way to convey your message and how will students remember this information? What examples might you teach and how useful would worked examples be?
- Think about how this teaching portion will build in time to make notes on the board
- What questions will you give to test student knowledge? How many questions are enough to test students. Do they cover all possible scenarios? What if someone finishes quicker than others, will you have an extension exercise for them to work on?
- What homework will be assigned at the end of the class?

Other things to consider:

- In your lesson, will you need additional questions to supplement those already included in the workpack?
- Have you considered areas where students may struggle in your lesson? How will you prevent this?



Students are your measure of success

Put yourself back in time to when you were just 9 or 10 years old. If one day your parents told you that you were enrolled to attend maths and English classes on a Saturday evening, how happy would you have been?

- Think about subjects you studied in school and why you enjoyed them. It's not uncommon to hear "because of a teacher who made the subject interesting." We recommend all teachers put student feelings first. Students, who like a teacher, will usually behave better and be more engaged in class.
- Ignite a passion for learning in your subject area. In many cases students don't enjoy a subject because of a bad experience in school. Can you change this in your lessons?
- Bring topics and ideas to life. What will you do differently to capture the attention of each child in your lesson. Will you just teach concepts in the same way as every other teacher or will you bring something different to classes that students respond to better?
- We always want students to go home each week and say they've learnt something in class. With your best efforts in class, some students will still complain that your lesson is boring. It is important in these cases to remind students that: (a) the material may be boring but it is something they need to know as part of the curriculum (b) summarise your lesson at the end and ask students questions about your lesson to demonstrate everything new they have learnt in just one hour.
- Be firm but fair with students in your class. Give everyone the same treatment and set of rules to follow.



Parents do our marketing

As important as it is to keep students happy, it is equally important to keep parents happy also. Happy parents support their teacher and spread news quickly to their friends and family about your exceptional teaching and the progress you've contributed in their child's learning journey.

- **Regularly write to parents (SPR's) – use the sandwich method to give accurate and honest feedback. Parents appreciate this.**
- **If a child has not performed well in class, or is demoralised, or has failed to complete homework or hasn't behaved well, be the first to tell the parent when you see them at the end of class.**
- **Always make banter with parents. Parents like teachers who talk and who are approachable. Do not wait for mum or dad to approach you.**
- **Be confident, professional and understanding.**





In module 4 we will be re-visiting the teacher checklist and delve deeper into everything involved in executing a great lesson.

We'll be addressing some of the following areas already covered, in more detail, so we recommend you familiarise yourself with this material.

Note making, Homework, SPR's, TAQTs, Teach-Test, Teacher records, Teaching Plan

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