CRITERIA FOR EFFECTIVE TEACHING AND LEARNING

Taken from ‘The Reflective Teacher’ (ETI, 2005)

PLANNING FOR IMPROVEMENT

Being well prepared for lessons is essential to ensure effective teaching and learning.

What constitutes good planning?

Effective classroom planning should reflect good overall knowledge of:

- Pupils' previous learning experiences and achievements
- The range of abilities and different learning styles with the class
- The need for an appropriate match of work to the level of ability of pupils
- Aspects of teaching and learning across the curriculum
- The aims and objectives of the school

and include:

- Progression in the learning opportunities
- Appropriate learning outcomes
- Where appropriate, relevant success criteria from which to form judgements on progression and continuity
- An appropriate variety of teaching strategies
- Short clear statements of what you want the pupils to learn
- Activities to motivate and challenge the pupils
- An outline of how the learning is to be monitored and evaluated both regularly and effectively
- Reference to whole-school or departmental planning
TEACHING AND LEARNING STRATEGIES

Applying a range of teaching strategies, that are fit for the purpose intended, is essential to ensure effective teaching and learning with pupils.

What should effective teaching strategies ensure?

An effective range of teaching strategies should ensure that:

- Pupils are aware of what you plan/anticipate they will learn in the lesson
- Pupils are able to work individually, in pairs, in groups (to include active learning opportunities) and at a whole class level and work to their individual learning styles
- There is a good level of practical, written and oral work
- There are opportunities for independent learning
- An appropriate time is allocated for pupils to reflect on and then build upon, what they have learned
- There are opportunities for pupils to celebrate their achievements

CLASSROOM MANAGEMENT

Effective classroom management requires you to develop good management skills and strategies which promote learning.

When is classroom management seen to be effective?

Classroom management is effective where:

- There is an attractive and stimulating environment which is well-organised and resourced to support the pupils' learning
- A wide range of strategies encourage the pupils to be settled and engaged in purposeful and productive activities
- Agreed whole-school procedures are reflected within your classroom to ensure effective pastoral care and child protection
- There is engagement in relevant staff development which seeks advice and guidance, if appropriate, from relevant sources
MONITORING AND EVALUATING LEARNING

Evaluation of your lessons should help to inform and guide subsequent planning, teaching and learning.

How do you undertake an evaluation of the learning taking place?

The evaluation of your lessons should:

- Make honest judgements about how well the intended learning outcomes of the lesson were realised
- Use a range of formal and informal assessment procedures to measure the progress which your pupils are making
- Use the outcomes of your assessment procedures and evaluations to help you plan for future lessons