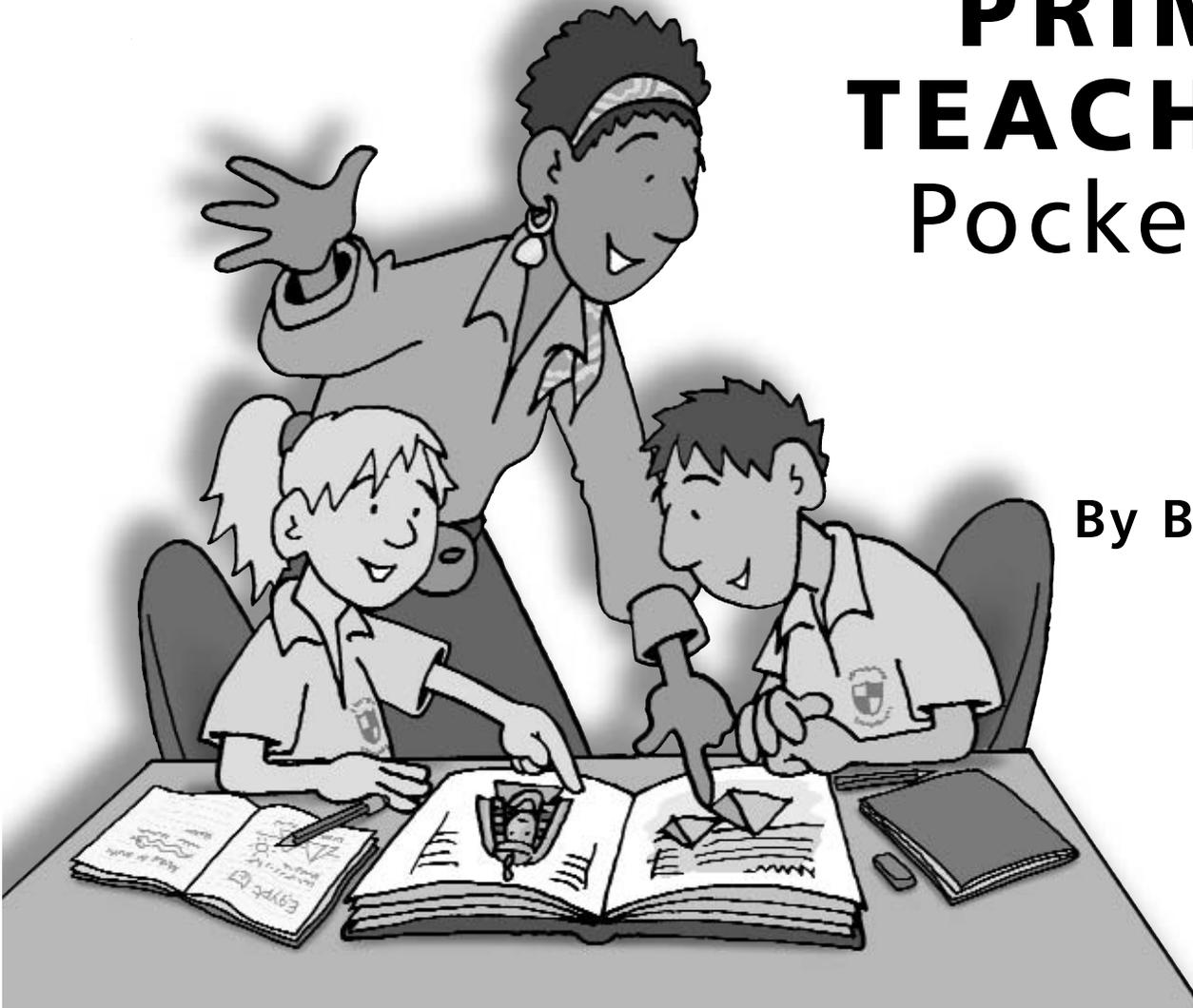


# PRIMARY TEACHER'S Pocketbook

*2nd Edition*

By Bruce Potts



Cartoons:  
Phil Hailstone

# Contents

---

			<u>Page</u>
	<b>The Role of the Primary Teacher</b>	Background to primary teaching, roles and responsibilities, policies and procedures, your place within the school, expectations of self, self-evaluation checklist	<b>7</b>
	<b>Classroom Organisation</b>	Furniture, materials and resources, display, procedures and routines, jobs for the boys (and girls), self-evaluation checklist	<b>21</b>
	<b>Creating the Emotionally Supportive Learning Environment</b>	The child's perception of you, 23 great ideas, self-evaluation checklist	<b>29</b>
	<b>Being the 'Inspirational Teacher'</b>	Background, starting the year, effective planning, differentiation, delivering great lessons, variety, memory mapping, tone of voice and body language, assessment and feedback, questioning, gender, the good lesson, behaviour management, setting homework, self-evaluation checklist	<b>51</b>
	<b>Relationships</b>	Parents, children, governors, colleagues, self-evaluation checklist	<b>107</b>
	<b>Looking After Yourself</b>	Staying fit and healthy, managing stress, managing your professional development, managing your time, managing the paperwork, self-evaluation checklist	<b>113</b>
	<b>Further Information</b>	Websites, recommended reading, about the author	<b>123</b>

---

# Two-way expectations



I have often seen teachers start the year by setting out their own expectations of the children. I was particularly impressed when I visited Cranmer Primary School in Mitcham, Surrey to see that every teacher also has an initial discussion with the children about what ***they expect from their teacher*** during the coming year.

You may be surprised at some of the things children came up with, as indicated in the following two examples:

## Class 3T

Mrs Thomas expects children to:

- Be kind, considerate and polite
- Always listen to the person who is talking
- Never distract others
- Not wander around the classroom
- Always put up their hands if they wish to speak

The children expect Mrs Thomas to:

- Be kind, considerate and polite
- Never shout at us
- Not blame children for incidents until all the facts are known
- Start every day with a smile!
- Understand the needs of the class
- Help us learn from our mistakes

# Two-way expectations



## Class 6J

Mrs Joyce expects children to:

- Be silent and not fidget while she talks
- Avoid laughing at others when they make a mistake
- Always do their best and put effort into everything
- Work quietly and not disturb others
- Avoid calling out or interrupting when others are speaking
- Respect others and their belongings
- Be kind and helpful to others
- Be honest and truthful
- See others' points of view
- Look after the classroom and keep it tidy

The children expect Mrs Joyce to:

- Treat us as individuals
- Be fair and not take sides
- Listen to our problems and try to help us
- Be kind and caring
- Explain the work carefully
- Be patient if we need things explained again and again
- Make our room a happy and fun place to be
- Be firm but always fair
- Mark our work quickly
- Be prepared for lessons and be on time

# Effective planning



Planning can easily take over your life, so when planning remember these key points:

- The purpose of planning is for children's learning, not for OFSTED inspectors or the school's monitoring programme, so make your planning as brief as you can, using bullet points and abbreviations wherever possible. Avoid narrative
- When delivering new input make sure the lesson plan includes starting with something that will engage the interest of *all* the children
- Make sure your plans include opportunities for children to learn by seeing, hearing, doing, and by repetition
- Every time you plan ask yourself, '*Will children enjoy this activity?*'. If you think the answer may be, '*No*' then change it
- Make sure you build in opportunities for formative assessment
- Plan interesting and stimulating plenaries which ensure that lessons don't just 'tail off' at the end

# Differentiation



What is differentiation and how can you ensure it? You can differentiate for children's various aptitudes and abilities in a number of ways, including:

- By **task**, where differing groups of children work on completely different tasks, though the subject matter itself may be the same
- By **activity**, where all the children are working on the same task but approach it through different activities
- By **outcome**, where children are given open-ended tasks and challenges which allow them to produce outcomes at levels which reflect their own abilities
- By **delivery**, where the teacher recognises that children who have a particular aptitude for this subject are quickly able to understand a new concept and so have the key information delivered to them *before* the rest of the class. They can then get on with their activities while the teacher explains to the rest of the children. This is a particularly powerful technique for more able pupils

We differentiate to ensure that all children are challenged at an appropriate level.

## Delivering great lessons



'What we want to see  
is the child in pursuit  
of knowledge, not  
knowledge in pursuit of  
the child.'

George Bernard Shaw

# Delivering great lessons – structure



Now that you've done great planning and you understand the importance of differentiation it's time to start actually teaching your children!



With the exception of 'maintenance' lessons where children are continuing work begun previously it is important that you provide an effective structure (see above) for your teaching that promotes learning.

## Delivering great lessons – connecting activities



Teachers sometimes launch into new modules of work without first finding out what children already know. Whenever introducing a new module or a new series of lessons, give children the opportunity to demonstrate their knowledge (and what they would like to know) through a range of connecting activities. Try some of these:

- Feely bag – one feely bag containing a number of items relevant to the new learning; alternatively one feely bag per group of four or five children, with children taking turns at trying to guess the various contents
- Timed, paired review – children are given a time limit during which each of them has the chance to say to their partner all they know about the particular topic
- Paired discussion – prepare a list of statements (rather than questions) related to the topic. Give each child one statement and ask them to decide what their opinion of it is. They then have to share their opinions with three other children

## Delivering great lessons – connecting activities



- Tell a story – children sit round in a circle of no more than five. Every child has to think of a sentence which demonstrates what they know about the subject matter but they must keep it to themselves. The first child says out loud the first word in their sentence. The next child in the circle has to say the second word (which will obviously not be the same word as the first child would have said because the second child is thinking of something different) and so on. The sentence has to make sense and has to be related to the subject. The activity stops when someone says a word which naturally ends the sentence. At this point children take turns in saying what their original sentence was
- Knowledge Snowball – children sit round in a circle of no more than five. Every child has to think of a sentence which demonstrates what they know about the subject matter. Then go round the circle, with each child saying their sentence

## About the author



### **Bruce Potts**

Bruce Potts trained as an infant teacher and has since worked extensively in infant, junior, primary and secondary schools over a period of 30 years, including eleven years as a headteacher in two very different schools. He has wide-ranging knowledge of all aspects of educational practice but has developed particular expertise in:

- Leadership and management
- Accelerated learning
- Gender and attainment
- Extended schools
- Assessment for learning
- Gender and behaviour
- Creativity in the classroom
- Behaviour management
- Emotional intelligence

In 2002 Bruce set up his own educational consultancy, 'Primary Transformation', which supports schools and their staff in a variety of different ways, and Bruce himself now works as an international education consultant, trainer, speaker and author, having worked in this capacity with more than 12,000 teachers and teaching assistants from over 1,000 schools. He is well known for his motivational and inspirational presentations in the field of education.

Bruce would be happy to help you develop any of the ideas mentioned in this book in your own school. He can be contacted through his website: [www.primarytrans.com](http://www.primarytrans.com) or directly by e-mail at [bruce\\_bp@hotmail.com](mailto:bruce_bp@hotmail.com)