Content

Preface

1 Developing your language
   The nature of language 1

2 Planning and preparation
   Defining essential skills 11  Further reading 34

3 Lesson presentation
   The teacher’s role 24  Tasks 26  Teaching 28  Pupil ability and reading 33

4 Lesson management
   Beginnings, transition, involvement 52

5 Classroom climate
   Establishing a positive climate 56

6 Discipline
   The nature of discipline
   Pre-empting problems 22
   Using reprimands 26

7 Assessing pupils’ work
   The purposes of assessment activities in the classroom
   Marking, recording and reporting 29
However, quickly will of formality the start smooth. Once pay settling lesson, a positive mental set is established.

Establishing a positive mental set

A positive mental set is necessary to achieve success. To establish this, you need to focus on the goals and tasks at hand. It is important to have a clear understanding of the objectives and to set realistic expectations.

Beginnings, transitions, and endings

To become efficient, the process of successful lessons can be described as follows:

1. **Beginning:** The lesson starts with an introduction to the topic. The teacher should create a positive atmosphere by connecting the lesson to the pupils' prior knowledge.

2. **Transition:** The lesson transitions smoothly from one topic to the next. The teacher should ensure that the pupils are engaged and actively participating.

3. **Ending:** The lesson concludes with a summary of the key points and a review of the day's objectives. It is important to ensure that the pupils understand the material and are prepared for the next lesson.

Lesson management

To ensure that the lesson runs smoothly, the teacher should maintain an organized and structured approach. This includes managing the classroom, dealing with disruptions, and ensuring that the pupils are engaged.

Lesson preparation

The preparation phase is crucial to the success of the lesson. It involves planning the lesson objectives, organizing the materials, and creating an engaging lesson plan.

Lesson delivery

During the delivery phase, the teacher should focus on delivering the lesson in a clear and concise manner. This involves using effective teaching techniques, such as visual aids and interactive activities.

Lesson evaluation

The evaluation phase is essential for assessing the pupils' understanding of the material. This can be done through quizzes, assignments, or class discussions. It is important to provide feedback to the pupils to help them improve their understanding.
Monitoring pupil progress

This stage of your lesson is to use the data to plan what to do next. For this reason, the results are maintained as a reference for future use. If your results are not as expected, you may wish to re-evaluate your lesson. If your results are as expected, you may wish to consider introducing further enhancements to your lesson plan to ensure your lesson is sustained.

Focus on how the lesson

In order to plan and prepare your lesson, it is important to have a clear understanding of the lesson plan. This stage of your lesson is to use the data to plan what to do next. For this reason, the results are maintained as a reference for future use. If your results are not as expected, you may wish to re-evaluate your lesson. If your results are as expected, you may wish to consider introducing further enhancements to your lesson plan to ensure your lesson is sustained.

Skills in lesson management

In order to plan and prepare your lesson, it is important to have a clear understanding of the lesson plan. This stage of your lesson is to use the data to plan what to do next. For this reason, the results are maintained as a reference for future use. If your results are not as expected, you may wish to re-evaluate your lesson. If your results are as expected, you may wish to consider introducing further enhancements to your lesson plan to ensure your lesson is sustained.
Consider your lesson plans.

In the activity, you can sometimes take an hour. The teacher may assume that pupils are skilful and will have an idea of the lesson's aims.

For example, you can ask the questions. You can offer clear feedback to the pupil. The teacher is managing the pupils' misbehaviour.

As teachers gain experience, they are able to detect areas where they are successful and where they need to improve. They can make use of feedback from colleagues and other teachers.

Tasks that are demanding, such as managing misbehaviour, are used to develop their skill, and feedback is given to help them. This may be either informal or formal. Teachers who have videotaped their lessons can compare them with those of experienced teachers.

While writing the report, the pupil becomes familiar with the teacher's voice, and the teacher listens to the pupil's voice, too. This helps the pupil feel more relaxed.

In a less formal lesson, the pupil can be encouraged to question, and the teacher demonstrates how to do this.

When preparing material for the lesson, it is important to think about the pupil's needs. It is also helpful to consider the pupil's response and attention to the task.
Practicals

A second assessment option is in the form of a practical report. The pupils complete a short report as part of an activity. This could be an individual report or a group report. It is important to ensure that the pupils are aware of the requirements for the report before it is due. The report should be marked by the teacher or a peer.

Group work

Social demand tasks

Managing the logistics of classroom life

Once you have introduced the task, you then need to arrange the support you will need. This could include setting up a support network of colleagues or asking for help from the ICT department. You must also consider the practicalities of the task. For example, you may need to ensure that the equipment is available and that the pupils have the necessary materials.

Time management

It is important to ensure that the pupils understand the requirements for the task. This could include setting up a support network of colleagues or asking for help from the ICT department. You must also consider the practicalities of the task. For example, you may need to ensure that the equipment is available and that the pupils have the necessary materials.

Lesson Management

62
Lesson Management

Managing pupil movement and noise.

The teacher’s voice level is quite low.

-clarity

squashed.

of

- necessary

unnecessarily

to

an

clear

of

in

a

person

make

some

it

of

movement

of

and

at

a

suitable

and

and

through

at

of

of

is

were

at

of

is

as

of

the

and

of

and

of

of

at

of

is

as

of

of

is

as

of

the

and

of

of

the

and

of

is

as

of

of

is

as

of

of

is

as

of

the

and

of

of

is

as

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the

and

of

of

is

as

of

the
Key questions about your lesson management

1. Does your lesson start on time and run to time?
2. Does the lesson work for all your pupils?
3. Is the lesson focused and relevant?
4. Are the activities challenging and engaging?
5. Are the activities relevant and purposeful?
6. Does the lesson follow a clear plan?
7. Are the pupils engaged and active?
8. Is the lesson differentiated?
9. Are the pupils making progress?
10. Are the pupils reflecting on their learning?

Further reading

Managing and assessing on your teaching

These are the key issues to consider when planning and delivering your lessons:

- What are the learning objectives?
- What strategies will you use to teach the lesson?
- How will you assess the pupils' progress?
- How will you adapt the lesson to meet the needs of all pupils?
- How will you ensure that the lesson is inclusive?

Further reading: