

# Teaching and Learning – 5 minutes

...over a hot brew!

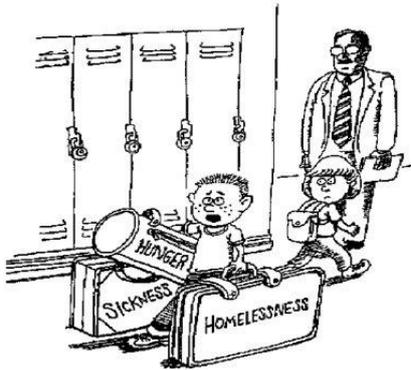
Research, Resilience, and Reflection

Issue 36:



## 1. In Pictures:

“Could someone help me with these?  
I’m late for math class.”



## 2. Circulate

**What is it?** Move strategically around the room while teaching

**Why do it?**

- Change the dynamic of the learning environment through teacher position
- Gain AFL
- Teach – interact with the students
- Manage behaviour
- Set a precedent that you can stand next to whoever is required – increased accountability

**What does it look like?**

1. Move away from the ‘plane’. Some teachers either do not or are slow to, move away from the primary position of ‘front of class’ (traditionally by the board or desk).
2. Systematic does not mean predictable – try take a range of different routes
3. Engage when you circulate:
  - a. Simply walk by
  - b. Nonverbal - make eye contact, touch the desk, a thumbs up)
  - c. Read/Review – read/view and feedback
4. As you circulate face as much of the class as possible when working with an individual.

## 3. Teaching Strategy: Classroom Management

Good classroom management is more than just being strict or authoritarian, and it is more than simply being organized. If a classroom, or indeed a school, is to run smoothly, like a well-oiled learning machine, you need a structured learning environment in which certain behaviors are promoted and others are discouraged.

1. Developing effective working relationships with students. The relationships with students start at the door. Relationships are strengthened when a student’s name is used and praise given and when individual time is spent with each student during the lesson itself.
2. Training students on how learning takes place. This is about revealing to your students how learning is best achieved. You have a learning philosophy that guides your teaching style; teach it to your students (discuss the different lesson stages, growth mind sets, the power of peer tutoring etc.).
3. Protecting and leveraging time. In simple terms, to increase our students' academic performance we need to increase the time spent on learning... look to maximize active learning time.
4. Planning to anticipate student behaviors. According to Robert Marzano we should be getting students to ask and answer their own questions. Good planning can support powerful questioning, which supports effective learning.
5. Establishing standards of behavior that promote student learning. These standards should promote learning as well as consequences. The standards should also interact with the other four components, especially teaching your students how learning takes place in your classroom.

## 4. To ponder...

“Be an opener of doors for such as come after thee.” [Ralph Waldo Emerson]



Thoughts about  
Teaching and Learning...