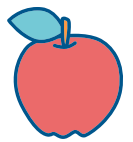


The EduTwitter Times



THE BEST RESEARCH AND PEDAGOGY TO
IMPACT YOUR CLASSROOM
COLLATED AND EDITED BY TOM ROGERS

IN THIS ISSUE

10 Reasons to
stop shouting by
Paul Dix

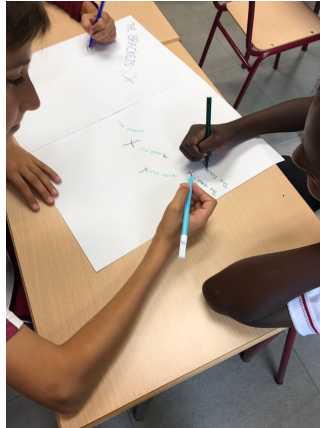
The Perfect
Starter by Kate
Jones

10 principles of
explicit teaching
by Ben Newmark

Structure Strips
by Stephen
Lockyer

The Feed
Forward Book
Look by Victoria
Hewitt

AND the best upcoming
education events and
tweets that made the
ground shake!



@rogershistory



Welcome

Thanks for joining me for the first edition of the edutwitter times, the free ezine for teachers everywhere.

Twitter is the punk rock of the teaching profession. Its the place where you can find the hottest trends in education, and test them against research. Its a place where you can meet other teachers, and argue with them if you wish. Its the biggest staffroom on the planet!

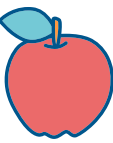
The edutwitter times will attempt to pull together some of the best stuff that edutwitter produces for all to see. Of course, i'll be editing it myself, hopefully I will do a good job at offering a little bit for everyone.

This month, ive tried to pack it with some of the best practice i've seen shared in recent times - stuff that can have an immediate impact in your classroom. I want to give a platform for all different angles on education here, this isn't a partisan publication.

I hope you enjoy reading and gain something from this!

Tom, your favourite ginger educator.





The Great Explainers

Ben Newmark (@bennewmark on twitter) is a History teacher from Leicester. In one of his latest blog posts, he explains what he defines as the principles of explicit teaching.



Ben Newmark

<https://bennewmark.wordpress.com/2017/10/07/ten-principles-for-great-explicit-teaching/>

@bennewmark

TEN PRINCIPLES FOR GREAT EXPLICIT TEACHING

Explicit teaching is coming in from the pedagogical cold. With the findings of cognitive science revealing the clear distinction between how experts and novices learn, the once obligatory *guide-on-the-side* rightly retreats as the *sage-on-the-stage* makes a comeback.

However, explicit teaching will not improve outcomes if it is done badly. Here, then, are ten principles I have learned in a frustratingly inefficient decade of trial and error. As such, I present them not as a definitive package but as what I hope might be a contribution to help others improve faster than I did.

BE SAGE BEFORE YOU STEP ON STAGE

To teach well explicitly, constantly upgrade your subject-specific knowledge. See it as a professional duty, privilege and perk of our positions. Schools should support this in their CPD.



TEACH CHILDREN TO LISTEN

If explicit teaching is to be successful, teachers and schools must plan for children to listen silently, not interrupt and save questions until an appropriate time. It means stopping and starting again if even one child is off-task.



USE STORYTELLING TECHNIQUES

Children find stories easy to remember. Use rhetorical questions, cliff-hangers, metaphors and analogies. But be careful they reinforce — and don't detract from — the intended learning.



PRACTISE AND REHEARSE

We will not get better at delivering explanations if we do not include practice as part of the planning process. Think of your explanations as short theatrical performances, which means we should rehearse before we go live.



SUPPORT WITH BOARDWORK

Clear, neat illustrations and text reinforce and support explanations because presenting students with information in more than one way strengthens memory.



WHAT, NOT HOW

Think very carefully about what you are going to teach and how you are going to explain it. Strong subject knowledge makes this easier. As does making your own notes with bullet points or diagrams.



VARY TONE, INFLECTION AND CADENCE

Using cadence and inflection to stress and add further meaning to parts of an explanation is really effective in helping students understand what they are listening to.



REPEAT AND LINK BACK

Use mnemonics and other strategies just as the Ancient Greeks did. Use adjectives deliberately. For example, in History, always refer to Harald Hardrada as 'ruthless Hardrada' to help students remember what is important about him.



TEACH FROM THE FRONT

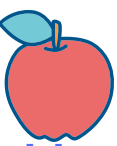
Teach from one position — at the front where everyone can see you, next to the board. Still move but with purpose and linked to your explanation. For example, walk left and right during political explanations.



BEWARE OF ILLUSORY SUPERIORITY

Psychologists tell us that we are not good at assessing our own competence. This makes feedback essential. It may not be the length of your explanations that need attention, but their quality.


Feed Forward Book Look




Victoria Hewitt is a Geography teacher. Known as [@mrshumanities](#) on twitter, her blog contains many super ideas including the "feed forward book look" which she explains here (example below).

Sometimes it is not necessary to write diagnostic comments in students books, particularly in relation to everyday classwork so I use the whole class feedback approach. On a regular basis I will take a look through students books and record which students require praise for any particularly outstanding work, any students with unfinished work, any reoccurring misconceptions and SPaG errors and next steps that apply to more than 1 student on my feedforward sheet.

I then use this information to plan the next sequence of lessons to ensure misconceptions are dealt with and students have an opportunity to act on the next steps. The whole class feedback sheet is shared with the students by scanning and projecting it onto the whiteboard.

Feedforward Book Look Record  Class: _____ Date: _____

Praise 

Unfinished work




KEEP CALM AND Catch Up On Your School Work

Misconceptions

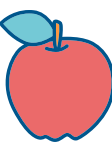
Next steps...

SPaG

Assessment of Understanding

10 Reasons to stop Shouting



Paul Dix @PivotalPaul is an internationally renowned behaviour expert. Here he outlines some reasons why he feels teachers should stop shouting.

Do you agree?

Paul has also written a blog post for the Guardian entitled 10 tips for classroom management which you can read here <https://www.theguardian.com/society/joepublic/2010/feb/09/pupil-behaviour-management-tips>

10 Reasons to Stop Shouting

- 1 Students resent being shouted at. They see it as an abuse of power.
- 2 Students see shouty teachers as teachers who lack control.
- 3 You would never shout at a student in front of their parents.
- 4 If your model of behaviour is poor it will affect the way your students choose to deal with each other.
- 5 Over-emotional responses to inappropriate behaviour will frighten many. It will also encourage others to push your buttons.
- 6 Your relationship with the student is damaged by shouting - mutual trust demands a more equitable relationship.
- 7 Colleagues hear your voice echoing down the corridor and begin to question your ability to manage behaviour.
- 8 Shouting in the workplace is not acceptable behaviour, so it goes in schools/colleges.
- 9 Managing behaviour through fear is unsophisticated, unproven and unsustainable.
- 10 Disproportionate responses to inappropriate behaviour encourage unfair punishment, "Right, that's it, you are in detention.....FOR EVER!"



Paul's best-selling newbook, *When the Adults Change, Everything Changes*, is published by Crown House and available everywhere!

The Perfect Starter



The beauty of this idea is in its simplicity. Brought to you by Kate Jones @87History, this keyword bingo board can create an element of competition and help students to memorise key words and terms.

You can visit Kate's website to find out more about this idea and others too here <https://lovetoteach87.com/>

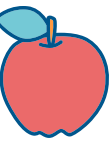
There are so many variations on how you could play this game, but the way I did it was have a dice, students roll it twice to select a box. They then try to explain to their group the meaning or definition of the key word. If they get it right, they get a point. And then move onto the next person. Once students have eliminated all the words, the game finishes. Can be used as a short revision task or something much bigger!

"Roll it Revision" is a variation of this game, which can be found at Carol Stobbs blog here <https://littlestobbsy.wordpress.com/2017/05/15/germany-roll-it-revision/>

Plenary learning grid. Roll the dice twice and answer the question about today's lesson. You can have more than one attempt!

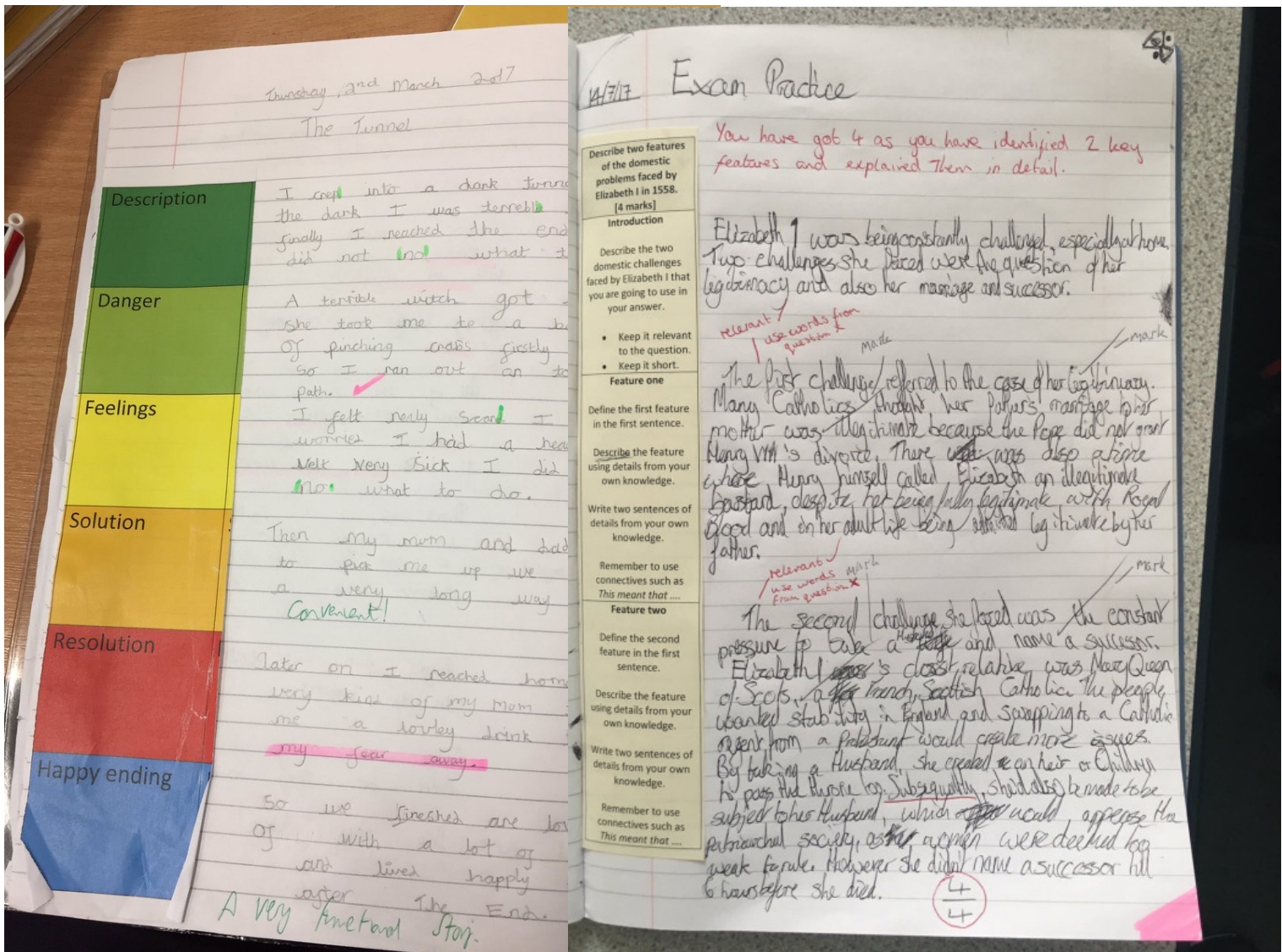
	1	2	3	4	5	6
1	Anne Boleyn	The Groom of the Stool	1533	Heir	Festival of the Cloth of Gold	Catholic
2	Prince Edward	Jayne Seymour	The Pope	Henry VIII	Arthur	Henry VII
3	Henry VIII	Fidei Defensor - Defender of the faith	Anne of Cleves	Wars of the Roses	Parliament	Monarchy
4	1547	1536	Jousting	Catherine of Aragon	Renaissance	Reformation
5	Katherine Parr	The Church of England	The Tudors	Tudor	Thomas Cramner	Dissolution of the Monasteries
6	Catherine Howard	Did you know anything before the lesson that helped you today?	1509	Protestant	Cardinal Wolsey	Thomas Cromwell

Structure Strips



This simple yet ingenious idea from Stephen Lockyer @mrlockyer has been shared far and wide. Heres a rather helpful explanation of what they are by John Mitchell @jivespin

Structure strips are like bookmark strips of paper which are stuck in the margin of a page in a student's exercise book. The strips are divided up into clear areas – each area represents a paragraph within the piece of writing or essay the student has been set. Each area contains information and guidance on what to include in that particular paragraph and the size of the area roughly represents how much the students need to write in that section. So, for example, the introduction section would be typically smaller than a section on a factor in the main body of an essay. With the structure strip stuck down in the margin, students write the essay using it as a guide on what to write and how to write it.



9 things every teacher should know

Leading educationalist Dylan Wiliam [@DylanWiliam](#) recently outlined what every teacher should know. Here is a summary.

1. Nobody cares how much you know until they know how much you care

Teaching is about relationships, and these relationships are best when they involve mutual respect.

2. Learning is a change in long-term memory

If nothing has been changed in long-term memory, then nothing has been learned.

3. Memory is the residue of thought

Students remember what they have been thinking about, so if you make the learning too easy, students don't have to work hard to make sense of what they are learning and, as a result, forget it quickly.

4. Learning requires forgetting

Studying things in blocks (what psychologists call "massed practice") is less effective than studying things in short bursts, interspersed with other material ("distributed practice").

5. If you don't know where you're going, you might wind up someplace else

If the students know where they are headed, they have more chance of arriving at the destination.

6. The answers of confident students are a bad guide to what the rest of the class is thinking

Its not good if teaching is "a small discussion group surrounded by many sleepy onlookers"

7. The only thing that matters about feedback is what students do with it

The purpose of feedback is almost always to improve the student, and not the work. The work is simply the evidence that points you to what kinds of improvements are possible and desirable.

8. Effective group work requires individual accountability

As a young teacher, I embraced the idea that students should work in groups – after all, as adults they would probably be working in teams for the rest of their lives, so an important aspect of education should be to prepare students for this.

9. Students have deep insights into their own learning

All schools involve students in decision-making. Unfortunately, the decisions on which they are consulted tend to be matters like the cafeteria and toilets, rather than what happens in classrooms.

Teaching and Learning

On the horizon

Some of the most eye catching upcoming teaching and learning conferences



Diverse Educators



"This event will celebrate and showcase diversity, equality and inclusion in education: #BAMEed meets #WomenEd meets #LGBTed and #DisabilityEd! Join us for a day of inspiring key note speakers, workshops and panels (not manels!)"

Hannah Wilson @TheHopefulHT



06/01/18

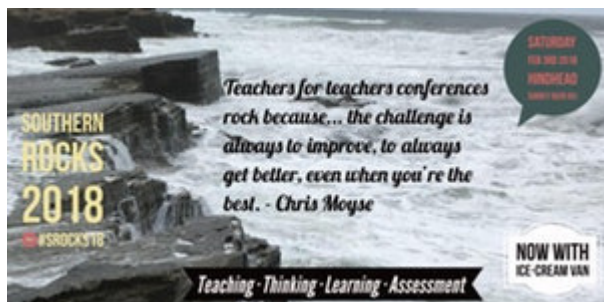


10



<https://www.eventbrite.co.uk/e/diverse-educators-tickets-36470457119>

Southern Rocks



"Southern Rocks 2018 or #srocks18 is taking shape. Our "teachers for teachers" conference themes has an all-through focus and highlights some of the key questions around meeting the needs of all learners.

We have four conference strands, Teaching, Thinking, Learning and Assessment, three amazing keynote speakers and 30+ teacher led sessions for you to look forward to."

David Rogers



03/02/18



10



<https://www.eventbrite.co.uk/e/southern-rocks-2018-tickets-38835381672>

BrewEd Lincs



"#BrewEd events are for people interested in Education. They provide a space (usually a pub or a brewery) for like-minded people to come together, share and challenge ideas, have a laugh and drink some fine beer (or whatever your tipples might be). #BrewEd events are for people from all areas of education and of all pedagogical persuasions.

Daryn Simon @darynsimon



03/03/18



5



<https://www.eventbrite.com/e/brewed-lincs-tickets-39928907437>



"What they said"

Tweets that made the ground shake



If you want to create a good school culture, do these 3 things:

- 1) Always make decisions based on what's good for the students.
- 2) Always foster collaboration between the adults in the building.
- 3) Always bring positive energy to work.

Danny Steele

[@steelethoughts](#)



There is no test you can do on a 4 year old that will give you a reliable measure of progress 7 years later.



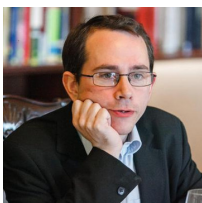
Sue Cowley

[@suecowley](#)

Not difficult to "race up the rankings" when you select in the first place and then force out any pupil that's struggling.

Sam Freedman

[@samFR](#)



The best strategies are to have brilliant teachers in every classroom & amazing pastoral teams who care passionately about social justice. They go the extra mile because they are changing lives every day. They know the best pastoral care is the best set of GCSE results

Mick Kay

[@mickkay_](#)

