

E-Article

from ES4S

July 2016

Our e-articles are written as a stimulus to promote professional dialogue. We hope they can be used in professional learning communities, staff meetings and other similar CPD situations.

Further possible questions to support dialogue from this article:

- Have we agreed, as a staff, on how we create classroom cultures that ensure every child experiences success?
- Are all staff clear around our agreed set of approaches for highly conducive learning environments?
- Do we ensure all pupils have opportunities to communicate their expectations of the adults?
- Does every teacher and teaching assistant set themselves a regular goal for improvement and communicate these to the pupils?
- How do staff share stories of success, with the pupils and with each other?

Professional development for next year

We hope you and your colleagues have had a successful year and that you can look forward to a relaxing and restful summer break.

ES4S are continually designing new CPD programmes around current and future educational issues.

If you would like any further information on these programmes, or other aspects of the service we provide, please contact **Kate** using the contact details below.

Staffroom quote of the month

When you are arguing with a fool, make sure he isn't doing the same thing.

Mark Twain

Recommended book

An interesting book that considers issues around outstanding teaching

Engaging learners

(Andy Griffith)

A focus on the culture of a classroom - Intentional Teaching (Step 1)

Being intentional with our classroom practice begins with the teachers and teaching assistants creating a classroom culture in which every pupil will flourish, will experience success and will feel emotionally safe to take those first tentative steps into the learning pit. The environment created by the adults, within the first week or two, can make or break the achievements experienced by every pupil over the coming months. So...Where to begin?

We could start by considering Maslow's hierarchy of needs and, in particular, the importance of a **sense of belonging**.

It is essential that, from day one, every child feels they belong to the class, that they are a vital part of the classroom community and that, without them, the class would not function. Through the effective development of Home Groups, task roles and clear expectations, a child can begin to feel this sense of belonging. What are your expectations of each child and, perhaps more important, what are their expectations of you?

A classroom environment should be highly **aspirational**, with each member of the classroom community setting themselves challenging but realistic goals. The goal-setting process must be a regular occurrence and not simply a one-off event during the first days of term. Goal-setting and reflections could/should form a critical aspect of every pupil's learning journal. Of course, the first people setting these goals should be the adults themselves. Each teacher and teaching assistant displaying their goal (perhaps next to the interactive whiteboard) for how they intend to 'get better'.

Success breeds success and every pupil must feel a sense of achievement. Storytelling is a great approach to sharing success. Build in regular opportunities for pupils to tell short stories about the success they have had. Ensure the adults join in this process, using their professional reflection journals to record and read personal success stories. Over the last year, which pupils have had least opportunity to share stories of success? Who are your forgotten children?

Finally, it is essential that every child feels emotionally safe. Without this sense of security, any child could quickly move to a 'fight or flight' state. Start every morning with an agreed set of 4 rituals, used in every class, to ensure a degree of familiarity. The same 4 rituals every single morning...without fail.

ES4S

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