The pursuit of highly effective classroom learning: 
*professionalism, teaching skills and classroom climate*

LLC E Wun Secondary School
Principal LO
Moreover it is required in stewards, that a man be found faithful.
(1 Corinthians 4:2)
Based on finding from

- Research into Teacher Effectiveness: A Model of Teacher Effectiveness
  - Report by Hay McBer to the Department of Education and Employment, UK, June 2000
Key findings

- 3 main factors within teachers’ control that significantly influence pupil progress:
  - Teaching skills
  - Professional characteristics, and
  - Classroom climate

- Taken together, these factors predict well over 30% of the variance in pupil progress.
Teachers make the difference.

- **Effective teachers**
  - create learning environments which foster pupil progress
  - by deploying their teaching skills as well as a wide range of professional characteristics.

- **Outstanding teacher**
  - create an excellent classroom climate and achieve superior pupil progress
  - by displaying more professional characteristics at higher levels of sophistication within
Attributing factors to teaching

- Teaching skills
- Professional characteristics
- Classroom climate

- High expectations [Link]
- Planning [Link]
- Method & Strategies [Link]
- Pupil Management [Link]
- Time & Resource Management [Link]
- Assessment [Link]
- Homework [Link]
Attributing factors to teaching

- Teaching skills
- Professional characteristics
- Classroom climate

- Professionalism [Link]
- Thinking [Link]
- Planning & Setting Expectations [Link]
- Leading [Link]
- Relating to Others [Link]
Attributing factors to teaching

- Teaching skills
- Professional characteristics
- Classroom climate
- Clarity
- Order
- Standards
- Fairness
- Participation
- Support
- Safety
- Interest
- Environment

Link
High Expectation

- Encourage high standards of
  - □ Effort
  - □ Accuracy
  - □ Presentation
- Use differentiation to challenge all pupils.
- Vary motivational strategies.
- Provide opportunities for students to take responsibility for their own learning.
- Draw on pupil experience or ideas relevant to the lesson.

Back
Planning

- Communicate a clear plan and objectives for the lesson at the start of the lesson.
- Get ready necessary materials and resources for the class.
- Link objectives to the National Curriculum.
- Review pupils’ learning at the end of the lesson.
Methods & Strategies (1)

- Involve all pupils in lessons.
- Use a variety of learning methods.
- Apply teaching methods appropriate to the National Curriculum objectives.
- Use a variety of questioning techniques to probe pupils’ knowledge and understanding.
Methods & Strategies (2)

- Encourage pupils to use a variety of problem-solving techniques.
- Give clear instructions and explanations.
- Improve pupils’ understanding and achievement with practical activities.
- Listen and respond to pupils.

Back
Pupil management

- Keep pupil on task.
- Correct bad behaviour immediately.
- Praise good achievement and effort.
- Treat children fairly.

Back
Time & Resource Management

- Structure the lesson to use the time available well.
- Use an appropriate pace.
- Allocate teacher’s time fairly amongst pupils.
- Use learning resources to enhance pupils’ learning.

Back
Assessment

- Use different modes to assess understanding.
- Assess outcome and process.
- Recognize and clear up misconceptions.
- Assess pupils’ written work.
- Encourage pupils to do better next time.
Home-work

- Set home-work for different purpose: consolidate or extend the coverage of the lesson.
- Follow up homework in the lesson.
- Explain the learning objectives pupils will gain from homework.
Professionalism defined

- Respect for others
  - The underlying belief that individuals matter and deserve respect.

- Challenge and support:
  - A commitment to do everything possible for each pupil and enable all pupils to be successful.

- Confidence
  - The belief in one’s ability to be effective and to take on challenges.

- Creating trust
  - Being consistent and fair, keeping one’s word.
Thinking

- **Analytical thinking**
  - The ability to think logically, break things down, and recognise cause and effect.

- **Conceptual thinking**
  - The ability to see patterns and links, even when there is a lot of details
Planning & Setting Expectations

- Drive for improvement:
  - Relentless energy for setting and meeting challenging targets, for pupils and the school

- Information seeking:
  - A drive to find out more and get to the heart of things; intellectual curiosity

- Initiative:
  - The drive to act now to anticipate pre-empt events
Leading

- Managing pupils
  - The drive and an ability to provide clear direction to pupils and to enthuse and motivate them

- Passion for learning
  - The drive and an ability to support pupils in their learning and help them become confident and independent learners

- Flexibility
  - The ability and willingness to adapt to the needs of the situation and change tactics

- Holding people accountable
  - The drive and ability to set clear expectations and parameters and to hold others accountable for performance
Relating to Others

- Impact and Influence
  - The ability and the drive to produce positive outcomes by impressing and influencing others

- Teamworking
  - The ability to work with others to achieve shared goals

- Understanding others
  - The drive and ability to understand others and why they behave as they do

Back
Classroom Climate (1)

- **Clarity** around the purpose of each lesson. How each lesson relates to the broader subject, as well as clarity regarding the aims and objectives of the school.

- **Order** within the classroom, where discipline, order and civilised behaviour are maintained.

- A clear set of **Standards** as to how pupils should behave and what each pupil should do and try to achieve, with a clear focus on higher rather than minimum standards.
Classroom Climate (2)

- **Fairness**: the degree to which there is an absence of favouritism, and a consistent link between rewards in the classroom and actual performance.

- **Participation**: the opportunity for pupils to participate actively in the class by discussion, questioning, giving out materials, and other similar activities.

- **Support**: feeling emotionally supported in the classroom, so that pupils are willing to try new things and learn from mistakes.
Safety: the degree to which the classroom is a safe place, where pupils are not at risk from emotional or physical bullying, or other fear-arousing factors.

Interest: the feeling that the classroom is an interesting and exciting place to be, where pupils feel stimulated to learn.

Environment: the feeling that the classroom is a comfortable, well organised, clean and attractive physical environment.
Actions to be taken

- Study the report. Your effort will be counted into CPD hours.
- Classroom observation and appraisal will be done based on the report.
- Time will be created for personal and collegial learning to do what are recommended by the report.
- School Administration Committee (SAC) will monitor the implementation closely.
Learning Organization

- Shared Vision
- Mental Model
- Personal Mastery
- Team Building
- System Thinking