

DON'T CHANGE THE LIGHT BULBS



CURATED BY RACHEL JONES

A COMPENDIUM OF EXPERTISE FROM THE UK'S MOST SWITCHED-ON EDUCATORS



Crown House Publishing Limited
www.crownhouse.co.uk

CONTENTS

Welcome to <i>Don't Change the Light Bulbs</i>	1
RACHEL JONES @RLJ1981	
THIS MUCH I KNOW ABOUT PROFESSIONAL PRACTICE	3
JOHN TOMSETT @JOHNTOMSETT	
SECONDARY LEADERSHIP	5
@CHOCOTZAR	
STUDENT EMPOWERMENT	7
SARAH FINDLATER @MSFINDLATER	
RETHINKING QUESTIONS	9
DAN WILLIAMS @FURTHEREDAGOGY	
DELIVERING PROFESSIONAL DEVELOPMENT	13
STEPHEN LOCKYER @MRLOCKYER	
SCIENCE	15
DANIEL HARVEY @DANIELHARVEY9	
SHARING IDEAS	17
ROSS MORRISON MCGILL @TEACHERTOOLKIT	
SOCIAL SCIENCES	21
CHRIS DEAKIN @SOCIOLOGYHEAVEN	
ENGLISH	25
GWEN NELSON @GWENELOPE	
SPORT AND PE	31
MATHEW PULLEN @MAT6453	
WORKING WITH SEN CHILDREN IN A MAINSTREAM SETTING	33
AMY HARVEY @MS_JAMDANGORY	
QUESTIONING STRATEGIES	35
ALEX QUIGLEY @HUNTINGENGLISH	
ASSESSMENT FOR LEARNING	39
PHIL STOCK @JOEYBAGSTOCK	

TECHNOLOGIES TO PROMOTE CREATIVE LEARNING	45
STEVE WHEELER @TIMBUCKTEETH	
SOLO TAXONOMY	49
ANDREW DAY @ANDYPHILIPDAY	
ART	53
PETE JONES @PEKABELO	
USING THE CLOUD IN EDUCATION	57
DAN LEIGHTON PLUS.GOOGLE.COM@DANLEIGHTONGB @DANLEIGHTON	
CREATIVITY	61
AMJAD ALI @ASTSUPPORTAALI	
ASSEMBLIES	63
TOM SHERRINGTON @HEADGURUTEACHER	
PRIMARY PRACTITIONER	67
STEPH LADBROOKE @LEARNBUZZ	
FOR SLT	73
JILL BERRY @JILLBERRY102	
LEARNER VOICE PRIMARY	75
FINLEY, YEAR 3 PUPIL	
GOVERNANCE	77
JULIA SKINNER @THEHEADSOFFICE	
BUILDING POSITIVE RELATIONSHIPS	79
@ITSMOTHERSWORK	
LEARNER VOICE SECONDARY	81
YEAR 9 PUPIL, DYLAN @BOOK_WORM39	
COMPUTING	83
ALAN O'DONOHUE @TEKNOTEACHER	
CREATING INDEPENDENT LEARNERS	87
DAVE ANDRESS @PROFDAVEANDRESS	
INSPECTION	89
MARY MYATT @MARYMYATT	
PRIMARY LEADERSHIP	93
EMMA PAYNE @EMMA_PAYNEHT	

RE	97
ANDY LEWIS @ITEACHRE @TALKINGDONKEYRE	
INCLUSION	99
CHRIS CHIVERS @CHRISCHIVERS2	
EDU READS	103
CROWD SOURCED BY JON TAIT @TEAMTAIT	
LEARNER VOICE POST 16, YEAR 13 PUPIL	105
AMY KENNETT @AMYKENNETT	
HALF THE SCARY FUN	107
IAN GILBERT @THATIANGILBERT	
TEN PRE-TEACHING THINKING POINTS FOR LITERACY	111
MARTIN ILLINGWORTH @MARTINILLINGWOR	
GEOGRAPHY	113
DAVID ROGERS @DAVIDEROGERS	
HEAVY METAL LEADERSHIP	117
@H_METAL_LEADER	
LAZY TEACHING	121
JIM SMITH @THELAZYTEACHER	
BEING A CONNECTED EDUCATOR	123
MARK ANDERSON @ICTEVANGELIST	
SURVIVING YEAR 3 (ESPECIALLY AFTER SEVERAL YEARS IN YEAR 6)	125
BEN WALDRAM @MRWALDRAM	
CHALLENGE	127
SHAUN ALLISON @SHAUN_ALLISON	
HISTORY	129
HARRY FLETCHER-WOOD @HFLETCHERWOOD	
BUILDING STRONG RELATIONSHIPS IN YOUR CLASSROOM	133
TIM TAYLOR @IMAGINEINQUIRY	
MATHS	137
IESHA SMALL @IESHASMALL	

DRAMA	139
HYWEL ROBERTS @HYWEL_ROBERTS	
BLOGGING FOR TEACHERS AND STUDENTS	143
RACHEL ORR @RACHELORR	
COMPUTING FOR PRIMARY	147
MARTIN BURRETT @ICTMAGIC	
BOTTOM-UP LEADERSHIP	153
KEV BARTLE @KEVBARTLE	
POST-COMPULSORY LEARNING	157
THOMAS STARKEY @TSTARKEY1212	
PEDAGOGY	159
DEBBIE AND MEL @TEACHERTWEAKS	
ENJOY TEACHING ART	163
JO BAKER @JOBAKER9	
ORGANISING AN EDU-EVENT	167
DAVID FAWCETT @DAVIDFAWCETT27 AND JENN LUDGATE @MISSJLUD	
MODERN LANGUAGES	171
JAN BAKER @JANBAKER97	
DIFFERENTIATION	173
SUE COWLEY @SUE_COWLEY	
TEN THINGS OFSTED WON'T LIKE	175
ANDREW OLD @OLDANDREWUK	
PERFORMING ARTS	181
LISA FERNANDEZ ADAMS @LISAFERNANDEZ78	
BEHAVIOUR	183
@CAZZYPOT	
RESPECT	187
@BERGISTRA	
FOR NQTS	189
ROB WARD @PGCENG	
COLLABORATIVE WORKING	191
LISA JANE ASHES @LISAJANEASHES	

MUSIC IN AND FOR EVERY LEARNING ENVIRONMENT	195
NINA JACKSON @MUSICMIND	
TEACHING WITH LOVE	201
DEBRA KIDD @DEBRAKIDD	
USING ICT ACROSS THE CURRICULUM	205
RACHEL JONES @RLJ1981	
USING RESEARCH IN SCHOOLS	209
CHRIS WAUGH @EDUTRONIC_NET	
DESIGN AND TECHNOLOGY	213
DAVID BLOW @DTBLOW AND AMELIA STONE @REVELLS7	
SHARING RESPONSIBILITY IN SCHOOL	217
MARTYN REAH @MARTYNREAH	
BUSINESS AND ENTERPRISE	219
STEPHEN LOGAN @STEPHEN_LOGAN	
MEDIA STUDIES	223
SCOTT HAYDEN @BCOTMEDIA	
REMEMBER	231
VIC GODDARD @VICGODDARD	

Welcome to *Don't Change the Light Bulbs*

A book of top tips written by brilliant and inspiring teachers, educators and leaders from all over the country, many of whom are experts in their field and shining examples of pedagogical excellence. We can all strive to improve outcomes for our learners and to develop ourselves as practitioners. With its focus on pedagogy and nurturing teaching practice, this book is a step towards helping us to do just that.

This book is intended to be cross-curricular and cross-phase, so you will find hints to improve your practice no matter what or whom you teach. There are not specific sections aimed at primary or secondary – this is to encourage you to browse all the ideas without constraint. Traditional ideas are presented alongside SOLO taxonomy. Classroom practice is juxtaposed with leadership hints. Use this opportunity to break down some of the false dichotomies that we, as educators, often have imposed on us.

A massive thank you is owed to everyone who has contributed to this book – their generosity is huge. Please do follow the contributors on Twitter, and share your own practice and ideas with the wider education community. The profits from this book will be given to a charity to help some of the most vulnerable children in society.

Happy learning and teaching!


RACHEL JONES @RLJ1981



THIS MUCH I KNOW ABOUT PROFESSIONAL PRACTICE

JOHN TOMSETT @JOHNTOMSETT

1. Love your students.
2. Know who's in front of you in the classroom, both as a person and as a student.
3. Always act the grown-up when working with children.
4. Don't plan lessons in too much detail – be ready to change course during a lesson.
5. Students can always do more than you expect of them – always have the highest expectations of your students.
6. Work really hard on improving your students' literacy, no matter what your subject.
7. Expect the very best behaviour from students at all times, including good manners.
8. Never take yourself too seriously, but always be aware of the seriousness/importance of your job as a teacher.
9. Have fun!
10. Ultimately, never forget that the best pastoral care for students from the most deprived socio-economic backgrounds is a great set of examination results.



Don't change
the
light bulbs

SECONDARY LEADERSHIP

@CHOCOTZAR

1 Communication is key. You may think you have communicated an idea, a policy, a vision, but you may simply have distributed it. Communication needs everyone to absorb the message and engage with it. Making an announcement in a staff meeting also doesn't work. Consider how the institution will function effectively if there isn't true dialogue. If it is important, it needs more than an email. Otherwise dump it.

2 Recruit the right people, even if they may not be right for the precise job you have. If you are looking for a SENCO and a really strong candidate does not have the experience needed – but has the willingness and determination – hire them. After three years, someone brilliant may have more potential than someone who has learned how to manipulate interviews after 20 years of experience.

3 Quality assurance is the answer to school improvement and the way to evidence impact. Ensure you quality assure the quality assurance – every time you ask heads of department to check books or marking, check them at the same time. If you can't squeeze it in among all your other jobs, how will *they* fit it in? Never ask anyone to do anything you can't do yourself.

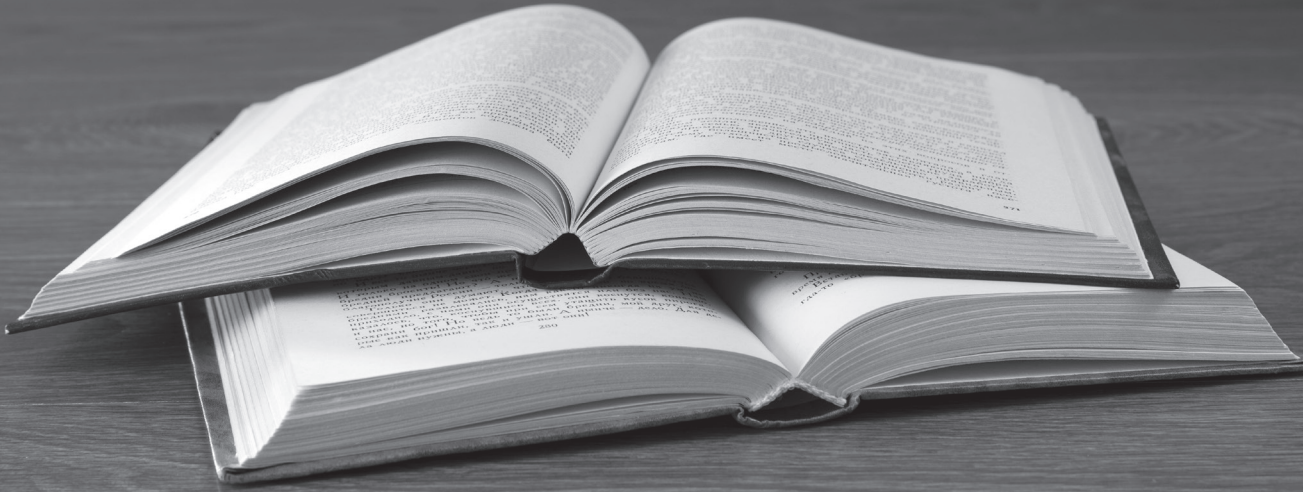
Indeed, ask middle leaders to put the programme together themselves.

4 All leaders are leaders of teaching and learning. All leaders should continue to teach, and teach with the door open. Keep your books marked and up to date (if you can't maintain the schedule how will anyone else?), share your resources with colleagues, team teach, be humble, but be one of the best. How will anyone take you seriously if you're never in a classroom?

5 Look after one another. Look after the children and their families. Ensure the right people are in place to help everyone who needs it. Look after your staff – listen to them, trust them, hold them to account and treat them to cakes. Invest in your staff and see everyone as a first team player – from the deputy head teacher to the NQT to the part-time teaching assistant. You lead a team, so make sure the ethos is collective care. Consider buying in flu jabs, private health insurance (yes, I love the NHS too but this may get that crucial maths teacher with the back problem back to work quicker). Smile. A lot.

6 Don't do it for Ofsted. Do it for the children. If it benefits the children, supports their best learning and makes them happy and

GWEN NELSON @GWENELOPE



ENGLISH

1 'Your first duty, as an English teacher, is to make the pupils love your subject.' This was said to me by an inspirational AST in my NQT year. I have never forgotten it, for good reason. When all around is madness – and, of course, it is for many of us at the moment – remember this while you plan schemes of work and lessons and when you set foot in your classroom.

2 'Literacy is making the implicit explicit to your pupils.' A remark by Geoff Barton at Wellington Educational Festival. This need not merely apply to whole-school literacy but to all aspects of your teaching, specifically when it comes to writing. Write on the board, show pupils your errors, discuss them with pupils, do your thinking aloud. In this way, you model the thought processes

concerned with reading and writing for your pupils, and make it clear that making mistakes is a normal part of the writing process.

3 Use images as a way into a text – the more alien the text to the pupils, the more useful images are. For example, I showed an image of the Garden of Eden to a low ability Year 10 class prior to reading *Of Mice and Men*. We discussed what we knew about the Garden of Eden and what the 'moral' of the narrative was – the serpent. Then, after reading the opening chapter, we drew comparisons between the biblical imagery and Steinbeck's description of the pond that George and Lennie arrive at in Chapter 1. The image prompted some higher level thinking from these pupils who generally lack confidence in expressing an opinion in English

lessons. The image provided them with a means to express their ideas.

4 Novels are a joy and always one of my favourite things to teach. I have often stuck too rigidly to reading the text as a whole class, but have fared better when more of the reading is shared with the pupils. When reading *Holes* by Louis Sachar, pupils are assigned character parts to read (there are plenty), while others share narration. Pupils clamour to read their parts – it's lovely.

While reading Michael Morpurgo's *War Horse* with a tricky Year 9 class, they subdivided into small reading groups, having settled on a set of rules they wanted to follow, and blossomed into much more confident readers. This strategy also enables you to float around the class, pausing to pose questions to check levels of understanding. The class's reaction to the text, along with the mix of personalities and abilities,

will help you to decide the best method for sharing a class reader.

5 Pupils' reading habits. This can be the biggest limitation for all pupils in your class. Some pupils you teach won't even own a book (even on a tablet computer), can't, don't or won't read at home, and will barely read in school. If you don't give them the opportunity to read, to use the library, to share your passion for reading with them, who will?

6 The point about reading leads me on to vocabulary. Rather than a limited imagination, it is the limited vocabulary of your pupils that can hinder reading, writing, and speaking and listening. It hinders their ability to articulate themselves. How can we help?

- Don't assume lower ability classes will enjoy easier-to-read texts. I had a low ability Year 8 class who thrived on the challenging language of Dickens and felt



TECHNOLOGIES TO PROMOTE CREATIVE LEARNING

Teachers are constantly searching for new ways to promote good learning. If those ways can also encourage creative thinking then they are even more welcome in the classroom. Technology can provide some of those creative solutions. Here are five ideas for using technology to support learning while promoting creative thinking. I'm sure that with a little thought you will be able to adapt them to your own subject area.

STEVE WHEELER @TIMBUCKTEETH



1 SENSES

Humans are traditionally depicted as having five senses. But there are actually more than five senses, and teachers can challenge children to learn about some of the others (there are at least ten more, including proprioception – the kinaesthetic sense of where your body is in space; equilibrioception – the sense of balance and motion; nociception – the experience of pain; thermoception – sensing heat; and so on). Ask your students to create icons or images representing these newly discovered senses. They could use cameras, graphics software, a combination of these or some other tools to create and capture their illustrations. They could make their final presentation into a poster. (NB: This is useful in science, especially biology, but could be adapted for other subjects where there are lists or categories involved. To complete this task, students must first understand and appreciate what the non-traditional senses are and how they are used, and then use their creativity to depict them accurately.)

DON'T CHANGE THE LIGHT BULBS

A book of top tips written by brilliant and inspiring teachers, educators and leaders, experts in their field and shining examples of pedagogical excellence.

We can all strive to improve outcomes for our learners and develop ourselves as practitioners. With its focus on pedagogy and nurturing teaching practice, this book is a step towards helping us do just that.

Curated by Rachel Jones with contributions from:

JOHN TOMSETT @JOHNTOMSETT
@CHOCOTZAR

SARAH FINDLATER @MSFINDLATER

DAN WILLIAMS @FURTHEREDAGOGY

STEPHEN LOCKYER @MRLOCKYER

DANIEL HARVEY @DANIELHARVEY9

ROSS MORRISON MCGILL @TEACHERTOOLKIT

CHRIS DEAKIN @SOCIOLOGYHEAVEN

GWEN NELSON @GWENELOPE

MATHEW PULLEN @MAT6453

AMY HARVEY @MS_JAMDANGORY

ALEX QUIGLEY @HUNTINGENGLISH

PHIL STOCK @JOEYBAGSTOCK

STEVE WHEELER @TIMBUCKTEETH

ANDREW DAY @ANDYPHILIPDAY

PETE JONES @PEKABELO

DAN LEIGHTON @DANHLEIGHTON

AMJAD ALI @ASTSUPPORTAALI

TOM SHERRINGTON @HEADGURUTEACHER

STEPH LADBROOKE @LEARNBUZZ

JILL BERRY @JILLBERRY102

YEAR 3 PUPIL, FINLEY

JULIA SKINNER @THEHEADS OFFICE

@ITSMOTHERSWORK

YEAR 9 PUPIL, DYLAN @BOOK_WORM39

ALAN O'DONOHUE @TEKNOTEACHER

DAVE ANDRESS @PROFDAVEANDRESS

MARY MYATT @MARYMYATT

EMMA PAYNE @EMMA_PAYNEHT

ANDY LEWIS @ITEACHRE

CHRIS CHIVERS @CHRISCHIVERS2

JON TAIT @TEAMTAIT

AMY KENNETT @AMYKENNETT

IAN GILBERT @THATIANGILBERT

MARTIN ILLINGWORTH @MARTINILLINGWOR

DAVID ROGERS @DAVIDEROGERS

@H_METAL_LEADER

JIM SMITH @THELAZYTEACHER

MARK ANDERSON @ICTEVANGELIST

BEN WALDRAM @MRWALDRAM

SHAUN ALLISON @SHAUN_ALLISON

HARRY FLETCHER-WOOD @HFLETCHERWOOD

TIM TAYLOR @IMAGINEINQUIRY

IESHA SMALL @IESHASMALL

HYWEL ROBERTS @HYWEL_ROBERTS

RACHEL ORR @RACHELORR

MARTIN BURRETT @ICTMAGIC

KEV BARTLE @KEVBARTLE

THOMAS STARKEY @TSTARKEY1212

@TEACHERTWEAKS

JO BAKER @JOBAKER9

DAVID FAWCETT @DAVIDFAWCETT27 AND

JENN LUDGATE @MISSJLUD

JAN BAKER @JANBAKER97

SUE COWLEY @SUE_COWLEY

ANDREW OLD @OLDANDREWUK

LISA FERNANDEZ ADAMS @LISAFERNANDEZ78

@CAZZYPOT

@BERGISTRA

ROB WARD @PGCENG

LISA JANE ASHES @LISAJANEASHES

NINA JACKSON @MUSICMIND

DEBRA KIDD @DEBRAKIDD

RACHEL JONES @RLJ1981

CHRIS WAUGH @EDUTRONIC_NET

DAVID BLOW @DTBLOW

AMELIA STONE @REVELLS7

MARTYN REAH @MARTYNREAH

STEPHEN LOGAN @STEPHEN_LOGAN

SCOTT HAYDEN @BCOTMEDIA

VIC GODDARD @VICGODDARD

 www.crownhouse.co.uk

ISBN: 978-178135211-3



9 781781 352113

Education Teaching Skills