

5. Values and identity

Who are we?

Notes for further reading

- Overview
- Knowing ourselves as teachers
- Knowing the children as pupils
- In addition...

Research Briefing

- Factors that make teachers more effective across their careers

Diagrams and figure

- Figure 5.1 Seen and unseen aspects of 'self'
- Figure 5.2 Factors and processes in William's approach to learning from 5 to 11 years olds
- Figure 5.3 William's drawing of his Year 2 classroom
- Figure 5.4 Year 7 friendship groups and perspectives
- Figure 5.5 Robert is committed to his 'best friend'

Reflective Activities

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- Why and how can we make our pupils ready to learn independently?

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What can we do to overcome the challenges of embedding assessment for learning (AfL) fully into our

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How can schools enhance teacher's ownership of change?

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How can teachers effectively reflect on their practice?

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What issues does pupil voice raise for teachers to consider?

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Can understanding pupils' diversity change our perceptions of how school works?

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How might we engender a culture of change amongst our colleagues?

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How can we work on our own professional development?

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How do you view acceptable and unacceptable behaviour in your classroom?

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How can we use research evidence to help inform our practice?

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How can you become more of a facilitator of learning?

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How can teachers develop a better understanding of behaviour in ethnic minority pupils?

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How can teachers make their teaching more inclusive?

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What are effective ways of addressing inclusion in schools?

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How can praise be used to enhance pupil self-esteem and achievement?

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How can teachers share ideas about inclusion to challenge established practices?

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How do teachers' assumptions about pupils affect their learning?

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What can teachers learn from each other when it comes to forming relationships with parents?

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How might we go about embedding changes to classroom practice?

- What learning at home beyond the school curriculum can we encourage?
- How can we develop children's understanding of literacy by drawing on their knowledge of popular cul
- How can inclusive education be integrated into teaching and learning?
- How can teachers create inclusive classrooms for traveller children?
- How can teachers recognise the needs of ethnic minority pupils?
- How well do you know your pupils, particularly those at risk of underachieving?
- How can we identify the most vulnerable children?
- How can you find out what your students' needs are?
- How can pupil's experiences be used to inform teacher's practice?

- What opportunities do ethnically diverse classrooms offer for enriching numeracy activities?
- How can we use children's knowledge from home to raise their perception of each other in school?
- What activities can we give children that will engage them in the home as well as motivate them at s

How do teachers monitor and evaluate strategies using pupil voice?