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 @rogershistory



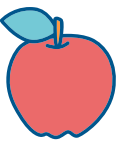
## Welcome

Spring is sprung

Last Thursday, I appeared on a panel in London to discuss how we keep the best teachers teaching (you can view my contributions via my website homepage - [rogershistory.com](http://rogershistory.com)). It was a pleasure to speak but also sad too. Why there needs to be a debate about how to keep our teachers teaching is beyond me - people should be desperate to get in, not desperate to get out. Teaching in the classroom is so exciting and offers so much to those who want a challenge with unlimited rewards. My main message was - get rid of the accountability measure where data and outcomes trump everything else and radically reform or even scrap OFSTED.

On a lighter note, i'm delighted to publish this March/April edition of the edutwitter times. Sorry for its late arrival, its been a hellishly busy 6 weeks. You will find the usual mix of practical strategies and educational theory on these pages - I hope you enjoy. If you are an individual or business interesting in advertising on these pages, please do get in touch with me via my website.

Tom :)



# The Big Competition

One of the best tools i've come across in the classroom to make learning more vital is competition. Its effectiveness, especially with younger students, can be profound. In History, linking the element of competition to multiple choice quizzing has worked really well. Here is my own example that could be adapted for any subject.

## Defeat the Axis Powers

The Ultimate World War Two Strategy Game



### 2B NORWAY "SEND A MESSAGE TO THE NORWEGIANS GIVING THEM TWO WEEKS TO DECIDE WHETHER TO ACCEPT THE BRITISH/FRENCH OCCUPATION OR RISK INVASION."

On 20<sup>th</sup> of February, you sent a telegram to the Norwegian Government demanding that they let you occupy the Northern Oil Fields and other energy installations to ensure Hitler can't capture them. You give them two weeks to decide. They don't take kindly to this and show their intention to reject the request! Meanwhile, German intelligence intercepts your message. Hitler was already planning a swift and decisive conquest of Norway. He pushes the invasion forward by a few days and launches a surprise offensive on 27<sup>th</sup> of February taking the Danes and Norwegians completely by surprise. Despite you sending troops to help, Germany will conquer Norway completely within 6 weeks and you will be forced to withdraw your forces.

Map of Europe by May 1940



-15 leadership points

## Defeat the Axis Powers

The Ultimate World War Two Strategy Game



### 2 NORWAY

It's the 20<sup>th</sup> of February. It has been a quiet 5 months since Hitler took Poland. You are wondering what he is planning. People in Britain are calling it the "phoney war". You have sent a large number of troops into France to support the French in building up their defenses and feel pretty confident that you can defend the line, especially with the impressive "Maginot Line" that the French have built.

Norway sits above Germany in Scandinavia. It is rich in the raw materials that Germany needs for its war effort. It is currently neutral, like its neighbors, Sweden and Denmark. Your military advisors and those of your French allies are suggesting that you invade Norway if the Norwegians don't allow you to secure their Iron Ore facilities from the Nazi's! The Norwegians would not be happy and see this as an act of aggression but they don't have a particularly big army and they could be overwhelmed at a price. However, you would need to act fast in case Hitler is planning to invade Norway himself! When you ask your generals about how quickly you can get troops ready in Scotland to leave for Norway, they aren't sure. They also can't give you answers on supplying the troops once they are there and also they make you aware that they wouldn't have much cold weather gear. However, they assure you that they could do the job. The French are really keen on this idea and have already assigned a couple of battalions of mountain troops if you decide to go for it. If it fails, it will not only be embarrassing, but also mean Norway and possibly Sweden and Denmark declaring war against you.

#### DECISION 2:

20<sup>th</sup> February 1940

- Launch a surprise attack on Norway in the hope you can secure the countries vital oil reserves. Commit troops from France for the attack.
- Send a message to the Norwegians giving them two weeks to decide whether to accept the British/French occupation or risk invasion.
- Abandon the idea of attacking/occupying Norway for now.

In this unique resource, students have the opportunity to study the real scenarios facing the allied commanders between 1939 and 1945. Playing the role of the British Prime Minister, the decisions they make could change the whole direction of the war!

Students will go wherever their decisions take them with more than 45 different paths. They will pick up leadership points along the way and at the end, decide who was the best wartime leader! As a teacher, you can finish the process by looking at what really happened.

Teaching suggestion -

Print a number of copies of each sheet (perhaps print A5 to reduce printing costs!)

Place "all the 1's" together in one pile at the front of room, all the 2's, all the 3's and so on. You can distribute appropriate sheets from there.

Give students scenario 1 in groups.

Students can move on whenever they make each decision. If they win/lose the war half way through, they can still carry on through all the other decisions. Create a leadership points table on the board to kee track of how each team is doing and create an element of competition.

You can download this here.



# The Ultimate Word Game



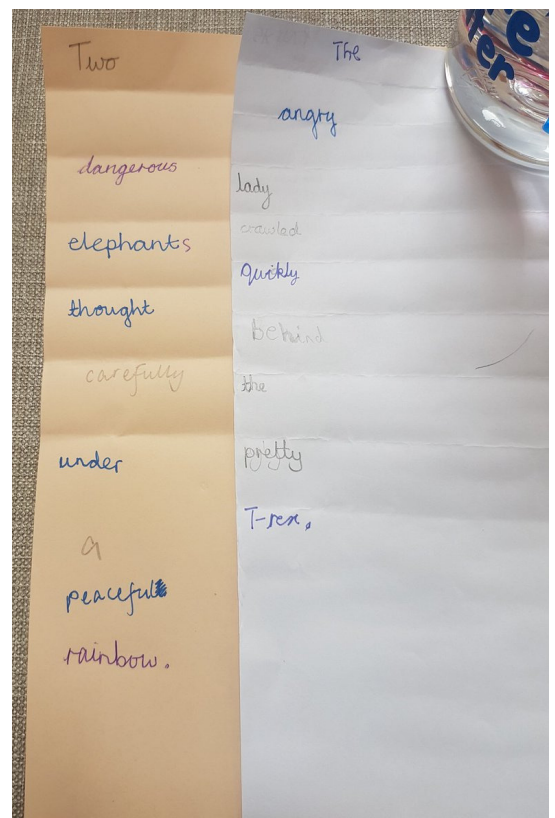
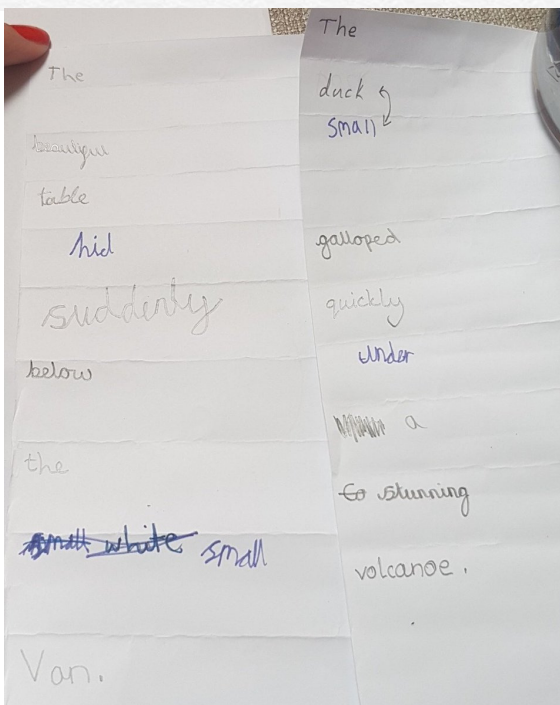
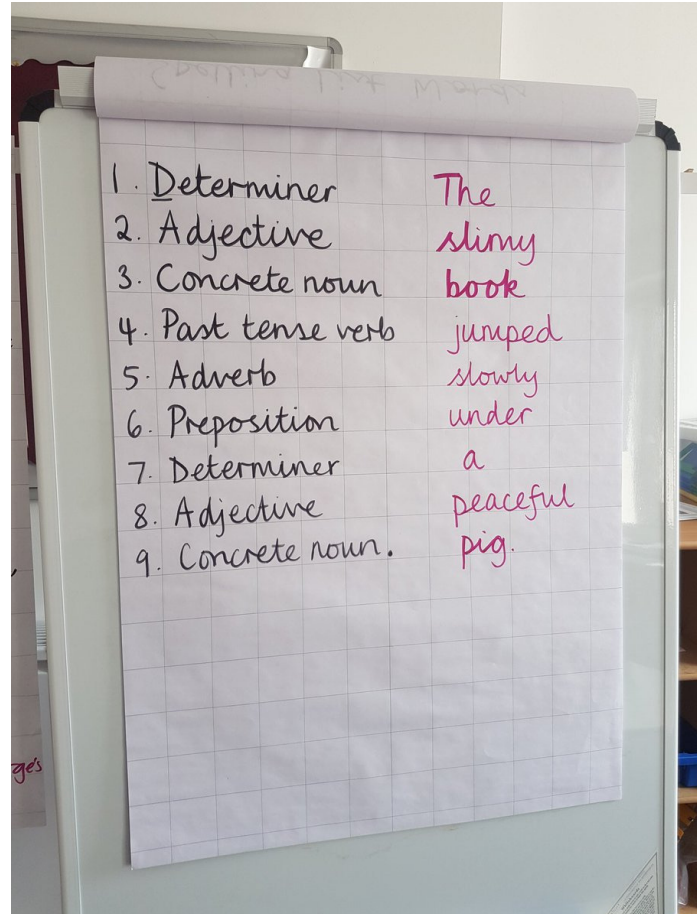
**Sophie Bee** is a Year 6 teacher and someone well worth following on social media. This word game is simple yet genius! Some of the answers, showcased here by **Jenna Lucas** are hilarious. Brilliant stuff!

## EXQUISITE CORPSE

Children start with a piece of paper (portrait). They write a determiner, fold it over (so the next person can't see) and pass it round. On the next piece, they write an adjective, fold it over, and pass it round. After all 9 words (below), they can unfold the paper and be revealed with a silly (but grammatically correct) sentence that 8 other children have contributed to!

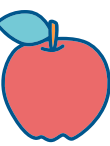
1. Determiner
2. Adjective
3. Concrete noun
4. Past tense verb
5. Adverb (or simile)
6. Preposition
7. Determiner
8. Adjective
9. Concrete noun

E.g. The effervescent bride cackled reluctantly behind five nonchalant noses!





# The Friday afternoon behaviour solution



**James Mosley**, a History teacher, recently shared this behaviour card for managing a tricky class. It drew a massive reaction online, with lots of people requesting it. It featured in one of my own TES blogs on how to deal with a tough class, last lesson on a Friday.



*"The biggest success I had with hardest class was this reward card, I rewarded all positive behaviour. I suggested this to an NQT and she's already seen turn around"*

# 10 Principles of Instruction

## - Rosenshine



Barak Rosenshine published his 10 principles of instruction in the 2012 edition of the American Educators Journal. It has been hailed as "must read" by many high profile voices within the profession. It offers a reminder of some of the core concepts of excellent teaching.

The Principles are -

- Begin a lesson with a short review of previous learning
- Present material in small steps with a chance to practice after each step
- Provide models
- Guide student practice
- Check for student understanding
- Obtain a high success rate
- Provide scaffolds for difficult tasks
- Require and Monitor independent practice
- Engage students in weekly or monthly review

You can read and download the entire article here <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

### THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2  
teachinghow2.com

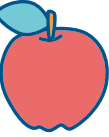
<b>01 DAILY REVIEW</b>  Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.	<b>02 NEW MATERIAL IN SMALL STEPS</b>  Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.
<b>03 ASK QUESTIONS</b>  The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.	<b>04 PROVIDE MODELS</b>  Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.
<b>05 GUIDE STUDENT PRACTICE</b>  Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.	<b>06 CHECK STUDENT UNDERSTANDING</b>  Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.
<b>07 OBTAIN HIGH SUCCESS RATE</b>  A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.	<b>08 SCAFFOLDS FOR DIFFICULT TASKS</b>  Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.
<b>09 INDEPENDENT PRACTICE</b>  Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.	<b>10 WEEKLY &amp; MONTHLY REVIEW</b>  The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

You can also download this super infographic for staff in your school from here -

<https://elearninginfographics.com/principles-of-instruction-infographic/>



# 3 must visit independent educational blogs



If you want to learn about the whys, the ifs and the maybes of teaching, you must check out these must read blogs.

## Martin Robinson



You might not agree with everything Martin Robinson writes but one thing for sure - he really can write! Martin offers a commentary on education that can both challenge and inspire. He offers his views on how to teach and why to teach. You must check out his blog.

<https://martinrobborobinson.wordpress.com/>

## Debra Kidd



If you haven't read Debra Kidd's book "Teaching - notes from the frontline", then I'd get a copy soon. I first stumbled across it last year in Foyles, London. I ended up nearly getting kicked out because I read half of it in store. Anyway, Kidd offers a blog too, showcasing her 21 years as an educator at all phases.

<https://debrakidd.wordpress.com/>

## Tom Sherrington



Tom Sherrington is a former headteacher, now consultant operating out of the United Kingdom. His latest book, "the learning rainforest", has received much praise from various quarters. His blog offers all sorts - practical teaching tips with plenty to ponder for those interested in educational leadership too. Must read.

<https://teacherhead.com/teacherhead-consulting/>

# Teaching and Learning

## On the horizon

Some of the most eye catching upcoming teaching and learning conferences



## TMGeographyIcons



23/06/18



Waiting List



"This is a national event for Geography teachers from around Europe, It is by Geography teachers for Geography teachers and is completely free to attend!"

@TMGeographyIcons

<https://www.eventbrite.co.uk/e/tmgeographyicons-tickets-36251257487>

## The Telegraph Festival of Education



21/06/18



Varied



The Festival of Education brings together some of the leading thinkers in UK education in one place - the Huntingdon Research School in Wellington, for an informative and packed programme of keynotes and seminars. Not to be missed.

<http://educationfest.co.uk/>

## TM Enfield



28/06/18



FREE



Ritesh Patel has gathered some of education's great and good together in one place for this teachmeet that boasts a stellar line up of speakers including Ross McGill, Bukky Yusuf and James Hilton.

<https://www.eventbrite.co.uk/e/tmenfield-2018-tickets-43607466105>



# "What they said"

## Tweets that made the ground shake



If for behavioural reasons a pupil needs to be removed from class do not call reception, HOD or SLT. Instead, login to the behaviour helpdesk & complete the incident form. The IT team will then fwd the details to the on-call SLT who will arrive & return the pupil to your lesson.

Academy Trust CEO  
@trustchiefexec



The other day, someone came in to my class to ask for "some strong Year 6 boys" to help her carry something. So obviously, I sent down some girls.



Sophie Bee  
@\_MissieBee

To increase teacher recruitment and retention you make the job easier.

There you go. Solved it.

Tom Starkey  
@tstarkey1212



NQT: I'll be a Headteacher one day.  
5th year: Deputy would be good. Too much pressure as head.  
8th year: Happy with head of key stage. Deputy is too hard.  
10th year: Just want to be a teacher again  
14th year: Might go part time  
20th year: Applying for garden centre jobs



Fake Headteacher  
@FakeHeadteacher