

GOOD TEACHING PRACTICE

PLANNING

Good planning helps you focus how you will help your students learn.

Consider some of the following:

- What will students learn? Think about the objectives of your course and lessons. Break down the skills you will teach into logical steps, working from what your students already know to the unknown.
- What will you cover in the course, and in the first lesson? Walk through a lesson in your mind to work out how much you can cover. Provide opportunities for practice, for questions and discussion and for frequent revision. You should revise at least at the beginning and end of each lesson.

Our teachers of accredited courses are observed once a year by a Program Manager, and get feedback on teaching style.

The Observation Checklist follows this section.

When writing your course plan, remember that in a lesson you will cover:

BEGINNING

- Introduction to the College and the course (first lesson)
- OHS information
- Review of previous work

MIDDLE

- Demonstrations/activities/group work/ practice/discussion

END

- Summary of key points
- Linking to future lessons

Estimate the time each part will take, and note the equipment, materials, notes or handouts you will need.

SELF EVALUATION

During the lesson, and immediately after it, you should take the opportunity to evaluate your performance. Make a note of any questions you cannot answer or resources (video, picture, chart or handout) that would have helped you to illustrate a point or to enhance learning.

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SET GROUND RULES

You can avoid many problems by modelling and encouraging an atmosphere of respect in your classroom. Ground rules can help. They cover things like start and finish times, how long the class will wait for latecomers, interpersonal issues like respectful language and attitudes.

POSSIBLE PROBLEMS AND TIPS

One person dominates discussion

- Set limits in ground rules
- Intervene or interrupt. Stress that all viewpoints need to be heard
- Ask person to wait until at least two (or three or whatever) other people have given their views before they offer theirs

Two people frequently talk when others are trying to listen

- Refer to your ground rules
- Move across and stand near them
- Be quiet for a few seconds
- If necessary, talk to them away from the rest of the group if the talking is disruptive, and ask for cooperation. Think about your teaching style and examine both content and process.
- If it continues, it may be necessary to ask one student to move to another chair

People with experience in the field who challenge your teaching.

- Acknowledge others' expertise early in the course. A skilled person may be useful.
- In contentious issues focus on the issue, not the individual. Invite others to join the discussion. Challenge misinformation.
- If the group seems annoyed or distracted, talk to the person alone and ask for cooperation.

Personal attacks

- Interrupt immediately.
- Appeal to the rest of the group if necessary.
- Do not tolerate antisocial behaviour

Late arrivals

- Refer to your ground rules
- Adults arrive late for all sorts of reasons. Only talk to the person if late arrival is disrupting the class.
- Ensure they receive handouts or other information already distributed to the group.

Offensive remarks or behaviour

- This behaviour is not acceptable
- Refer to ground rules
- Speak privately if necessary
- Report to your Program Manager
- In extreme situations, call the police if necessary

In general

If the behaviour is hindering the learning of others, ask the student to leave. Report the incident to the Program Manager as soon as practicable.