



Classroom Management and pedagogy to support learners returning to school this term and beyond

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- Ensure there is a settling in period for learners who are returning to the classroom after a prolonged absence. The teacher needs time to assess learner needs and the learner needs time to make adjustments
- Whole class teaching may help to reassert the role of the teacher in the classroom. However, some learners have been used to working at their own pace and may find it difficult to sit still and concentrate
- There may be a greater need for differentiated activity for those learners who have not had access to the necessary learning tools and are therefore less equipped for learning back in the classroom
- Many learners have developed new skills using technology. Creating opportunities for classroom activity that continues to require the use of technology will allow learners to consolidate their skills
- Build into planning the need to highlight or develop the skills learners may have honed in their ability to find, sift and select information for a specific assignment or project
- Create opportunities for learners to interact with their peers in person or electronically. This is known to be a motivational trigger and where there is interactive dialogue about the topic or task in hand the learning is consolidated
- Celebrate learners' experiences of working in a different way and ask them to share what they liked, learnt and want to continue to use
- Use highly challenging questioning to create learners who are masters of their own destiny and less reliant on the teacher for the answers
- Be aware that learners have had to be resilient and able to cope with their own time management, organise the sequencing of their own work and correct some of their own mistakes. Don't waste this opportunity to build on these qualities

- Plan to use a mixture of physical and electronic resources in the classroom so that if learners have to work from home again, they will not lose the skills they have gained
- Consider using [Flipped learning](#) for learners to find out more about a topic or build on their learning in the classroom. This can really support differentiated learning approaches
- Accept that mobile phones are learning tools and will have been used extensively as such during home learning. Don't be afraid to use these types of devices so that learners learn how to make appropriate use of them in class
- Using games, quizzes and competitions are known to be very effective tools for learning especially when linked to important elements of learning such as vocabulary, problem solving or information gathering
- Create opportunities for team teaching, informal lesson observation and time to talk about good practice so that all teachers can share their experiences and learn from each other
- Don't assume learners know nothing about a new topic. Create opportunities for learners to share their knowledge through group interaction. For those that do know something that they can share they consolidate their learning and can be a different voice other than the teacher for the learner who has no prior knowledge
- Where appropriate learners benefit from acting out scenarios linked to their experiences of the past few months. These experiences might link to the curriculum in some way. Use these opportunities to make connections for the learner
- Be very clear about the goals, expectations and outcomes from any planned learning experience. Where the learning is explicitly planned it provides a blue print for the learner if they are unexpectedly removed from school
- Create for the learner an understanding that effort is as important as outcome and performance. Work in progress is an essential stage in creating something that leads to learning and provides the teacher with a wealth of opportunity for using deep and rich questioning to lead the learner towards successful completion of a piece of work