

Being a resourceful teacher

Make the most of your classroom:

- Make posters from old magazines and brochures
- Bring in objects related to the current topic
- Display your students' work
- Change displays to keep students curious and learning
- Use local experts
- Use the local environment
- Adapt resources

What resources are available in your community for your classroom?



Access TESSA OER at www.tessafrica.net

This poster was originally designed for The Open University's TESS-India project, funded with UKaid from the UK government;



Licensed under a Creative Commons
Attribution-Share Alike 4.0 License



**The Open
University**

Storytelling, songs, role play and drama

Stories and songs:

- Entertain and stimulate
- Connect students together in a shared experience
- Develop language and ideas
- Explore feelings and problems

Dramas and role play:

- Explore real life situations
- Develop understanding of other's lives and feelings
- Actively involve students
- Promote higher level thinking

Stories, songs, drama and role play can be used in any subject lesson



Access TESSA OER at www.tessafrica.net

This poster was originally designed for The Open University's TESS-India project, funded with UKaid from the UK government;



Licensed under a Creative Commons Attribution-Share Alike 4.0 License



The Open
University



Using questioning to promote thinking

Open-ended questions encourage students to think beyond the textbook

Wait for a few seconds before expecting answers. Give students time to think.

Let students talk with a partner before they offer an answer.

Reward right answers with follow-up questions that extend knowledge.

Your response matters. The more positively you receive all answers, the more students will continue to think and try.

Planning lessons



Good planning means teachers know what learning they want to happen

- Be clear about what your students need so they can make progress
- Decide how you will teach so that students will understand
- Be flexible and respond to what happens in the lesson
- Look back on how the lesson went and what your students learned
- Plan for the future

Access TESSA OER at www.tessafrica.net

This poster was originally designed for The Open University's TESS-India project, funded with UKaid from the UK government;



Licensed under a Creative Commons Attribution-Share Alike 4.0 License



The Open
University

Using group work



In group work, students learn to listen to each other, explain their ideas and work cooperatively. Group work adds variety to lessons

Some examples of group work are:

- Presentations
- Problem solving
- Creating an artifact or product
- Differentiated tasks
- Discussion

How could you plan group work in your lessons?

Access TESSA OER at www.tessafrica.net

This poster was originally designed for The Open University's TESS-India project, funded with UKaid from the UK government;



Licensed under a Creative Commons Attribution-Share Alike 4.0 License



**The Open
University**

Assessing learning

Close the gap between where your students are and where you want them to be



- Plan 'low entry, high ceiling' tasks - all students start the task and more able students are not restricted in making progress
- Encourage students to decide what they need to study to close their own learning gap
- Group students according to needs, give differentiated tasks

How do you help students consolidate and improve their learning?

Access TESSA OER at www.tessafrica.net

This poster was originally designed for The Open University's TESS-India project, funded with UKaid from the UK government;



Licensed under a Creative Commons Attribution-Share Alike 4.0 License



The Open University

Using pair work

Pair work is
useful in large,
multilingual,
multi-grade
classes



It works best when you plan specific
tasks and establish routines

Pair work tasks can include:

- 'Think-pair-share'
- Sharing information
- Practicing skills
- Following instructions
- Storytelling or role play

Plan a pair
work lesson
in your
classroom!

Involving all



What do you do to involve all students in learning?

- Notice your students: effective teachers observe and recognise changes in their students
- Focus on self-esteem: supportive teachers build the self-esteem of every student
- Be flexible: active teachers modify lessons if something is not working in the classroom for groups or individuals

Access TESSA OER at www.tessafrica.net

This poster was originally designed for The Open University's TESS-India project, funded with UKaid from the UK government;



Licensed under a Creative Commons Attribution-Share Alike 4.0 License



The Open University

Monitoring and giving feedback

Use praise and positive language:

That's a
good
question

I really
liked the
way you...

I was impressed
by how you helped
your group

What
would make
this even
better is...

Use prompting as well as correction:

That's a goodstart,
now do some more
thinking about...

Explain how
you came up
with that

Encourage students to help each other:

I want to see
groups helping
each other

Can anyone
add to that
answer?

What other
factors might
we consider?

Talk for learning

Give students time to talk about their learning

- Listen to what students say
- Assess their understanding
- Appreciate and build on students' ideas
- Encourage them to take the learning further

Challenge students to think with probing questions

'Why?'

'How did you decide that?'

'Can you see any problems with that solution?'

