

PRIMED

ISSUE 7 - MARCH 2017



PRIMED, a digital magazine written by educators, for educators.

Hello, old friend!

My apologies for the long break since our last issue. Life, teaching, technology... A busy combination! Anyway, we're back with some great articles, as ever.

We're halfway through the school year and it seems like, every week, there is negative news surrounding the profession. There are a lot of teachers suffering due to heavy workload and pressures; there are many trying to drown it out with positivity and there are others 'just getting on with it'. I don't see PRIMED as a place for that - there are plenty of other sources of information and discussion regarding the state of education. I do know that every single educator I speak to wants to do right by the kids. Despite everything, we still wake up, caffeine up, and face each new day with every scrap of enthusiasm and inspiration we have. I started PRIMED to be a place for positivity, for sharing ideas and for telling our stories. I hope that you can put your feet up and take some time out to read this issue. It'll make you think, reflect, smile, laugh and perhaps want to write something yourself. Enjoy!

Sam Daunt
Editor



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ADVICE IS NICE



INSPIRE

ME

MASTERING MATHEMATICS

5 PRINCIPLES OF EFFECTIVE MATHS LESSONS

Reconsidering maths teaching and learning (5 principles of effective mathematics lessons):

1. Start lessons with a question
2. Students need to wonder and struggle
3. You are not the answer key
4. Say yes to your students' original ideas (but not yes to methodical answers)
5. Play!

Mathematics should be about exploring, reasoning and challenging thinking, rather than learning rote rules for calculations and facts. While I recognize that memorizing key facts is essential in early mathematics, when children have acquired the basics, these skills ought to be used and applied in real-life contexts. Maths lessons need not follow the traditional "input/out" myth or teacher instruction/children practice model.

In pursuit of this quest, one of the simplest strategies I have found has been to ban the word 'yes' from the mathematics classroom. Instead, asking children to reason their thoughts and explain why they think they are right can allow for greater learning gains and depth of understanding. This is still a work in progress and easier said than done.

One of the light bulb moments of the year this year has been to redesign learning objectives and instead fashion them into a question for learning. For example, instead of 'to identify multiples of a number' I have used 'why is a square number a square number?'. This simple hack into learning objectives instantly engaged and enthused the children with wonder while leading them to show their reasoning using a model or image. Interestingly, children knew the process to calculate square numbers but could not articulate why it worked until after the session - the concept just was not secure. Denying children answers allows them time to think, struggle and learn.

The next principle links to the ban of the word 'yes' in the mathematics classroom but takes it a step further: I am not the answer key. Using my example of square numbers, I allowed children time to struggle and wrestle with my question without providing an answer or giving hints. Instead I questioned to unpick understanding at the beginning of the lesson, and brought together ideas during a whole-class discussion. After a short discussion on how children might show or visualize a square number, we began to show this using arrays. Representing, drawing or modelling (visualising mathematics) must take priority in the mathematics classroom to deepen conceptual understanding through problem solving.

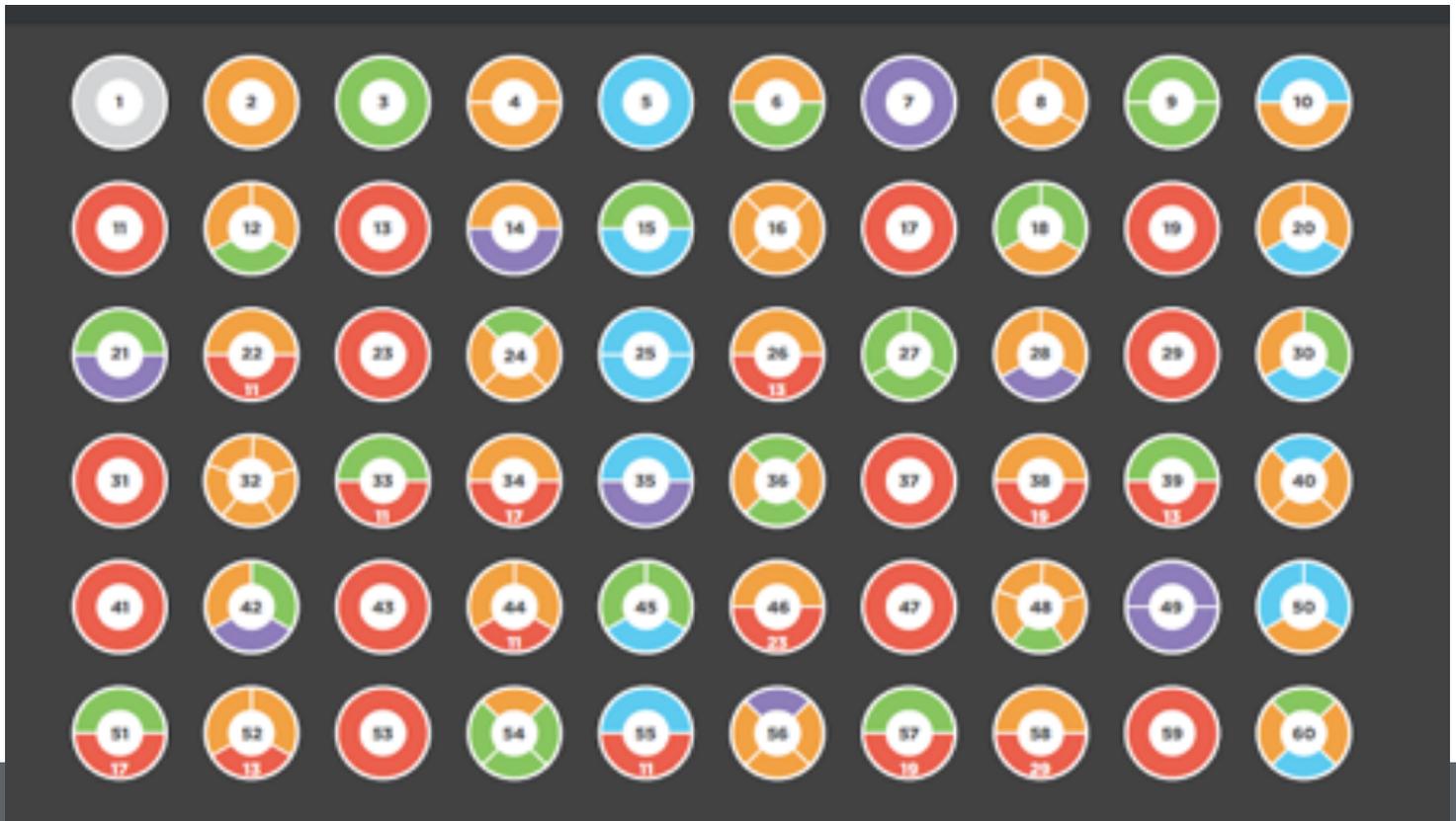


For children working at greater depth, children were encouraged to consider cubed numbers and show how they might be represented using multi-link cubes without any input from me. They were making links between concepts, mathematical vocabulary and learning. With the mastery approach, I no longer have fixed groups and high expectations of all children. I am committed to the achievement of all children.

It is worth mentioning that mastery is an approach to teaching and learning rather than an 'extension' at the end of the lesson and that all children should be accessing the same content. It is also NOT a lesson which can be taught once a week in a 'mastery lesson'. It is an approach, attitude and culture.

Lessons are now differentiated through support offered rather than differentiated activities. After all, it is better to teach one thing well than to teach 5 differentiated activities poorly. This may lead to 'labelling' children who are always doing the 'least challenging' activity and is more a reflection on teachers as having low expectations.

After the session exploring square numbers, children moved onto the lesson with the title not as 'To identify patterns', but with a pattern already presented on the board prefixed with "Why does this pattern work?" The children, instantly engaged, began making conjectures, predictions and thinking about the next patterns in the sequence. The lesson was inspired by this Nrich activity, and followed the next day with this one.



WHAT'S GOING ON WITH THE COLOURS?

After these sessions, I introduced children to the resources from Dan Finkel's TED discussion accompanied by the question, "What's going on with the colours?" Initially, I got a lot of blank faces but, after a few minutes, the magic started to happen. Children began making notes, wondering, playing and discovering. Many made generalisations (red numbers are prime) - but only above the number ten - what is that? Orange - even - but does that mean 4 is twice as even as 2? What's going on there? On day one, children left the classroom with more questions than answers. By day two, the children were fully exploring concepts

linking to odds, events, multiples, division, prime numbers, composite numbers and prime factors. To take things a step further, we ended by predicting what number 99 and 100 would look like. Children were great at verbalizing that 100 could not have green, red or purple in it as it is not a multiple of 3 or 7 and is not a prime number.

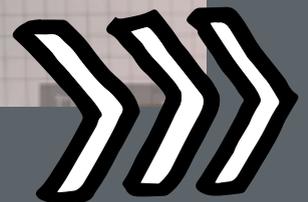
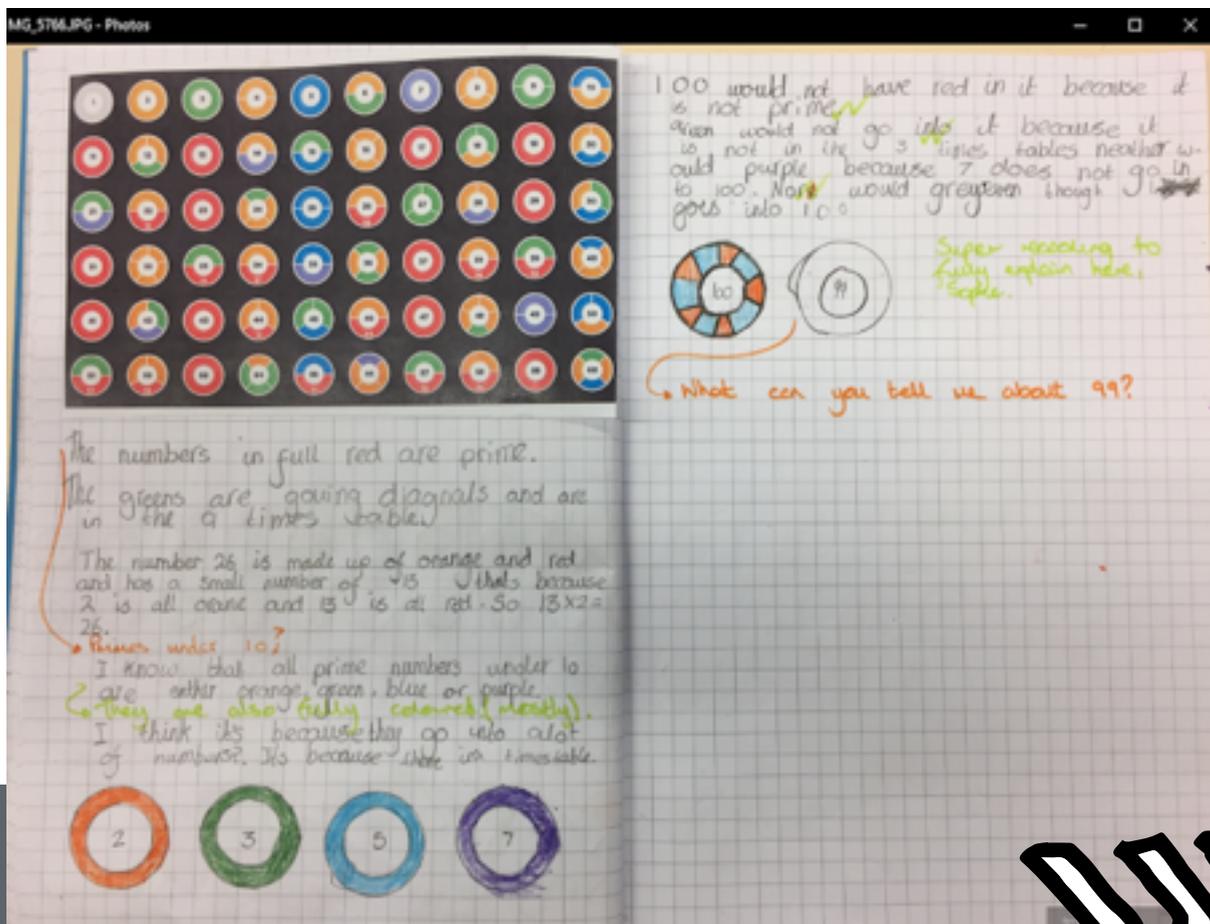
This video which inspired my approach can be found here:

Five Principles of Extraordinary Math Teaching

Jon Bee

@mrbeeteach

<https://mrbeeteach.blogspot.co.uk/>



LOOKING BEHIND BEHAVIOURS

THE STRATEGY AND PROCESS

Everyone has it. Some are more aware of it and its impact than others, but we all have the power to change it, develop it, manipulate it. Behaviour is both remarkable and powerful.

When I started working with vulnerable people, all the training I went on told me "behaviour is communication", but I have learnt that it is more than that. It is a strategy. Stuart Gemmell - a great friend, mentor and occasional work colleague - said that we should always look behind the behaviour. Behaviour not only communicates, it gives someone a way of coping, a way of getting some form of immediate gratification, whatever that is for the individual. Every intervention, brief or otherwise, has this at its core. This allows me to not personalise their behaviour thus not impacting my behaviour towards the individual in front of me. It also reminds me, when working with pupils, that my behaviour towards them becomes a strategy. A manipulative strategy to get them to act according to the set boundaries and values. Please do not assume that manipulation is a gross term, but it is clear when working with "difficult" pupils that we are supporting them towards more productive behaviour.

Recently, I contacted Paul Dix who messaged me explaining that Pivotal are on a mission to change the way adults behave and therefore how children behave. This gave me the confidence to share my 'model' that I have been trying to implement at my current school.

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A TWO-WAY PROCESS

The core theme for my thinking is that we all need to be aware that our behaviour is a strategy as much as a child's is. We are asking them to modify theirs, so we need to be open to the idea that we may need to adapt ours. After all, education is all about differentiating, adapting to meet needs. Teachers need to be confident that it's OK to adapt your approach and that one size does not fit all.

As part of this approach, your pupils need to be aware of your expectations of them - adapting. I spend time talking to my pupils about what works for them. Through building

up a positive relationship with them, I have found they are keen to share and are very honest. However, building a relationship does not happen due to a strategy (over-relied on phrase!) and more on habits - relationships are built by repeating positive, productive behaviours. I talk after lessons with pupils, eat with them, and spend time with them outside the classroom.

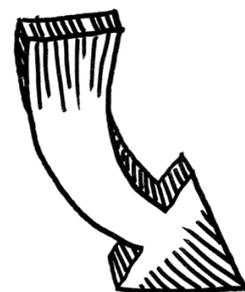
REINFORCE the values you expect. Working in prisons and within youth substance misuse, I quickly learnt that there is always positive behaviour that can be reinforced. I believe children do not choose negative behaviour: It is what they have learnt and been exposed to, and they know that it causes conflict. However, they want to be liked and accepted. Open your eyes, expand your thinking and see those positives. In return, see their pride!

One boy I worked with used to change his behaviour after I praised him in class - throwing things, walking out etc. It appeared he wanted to sabotage himself and prove me wrong. So, do I stop praising him? No...! ADAPT. I sat down with him (at an appropriate time) and had a discussion with him. He was going to educate me. He says he gets angry at praise as he does not think he is worthy and it confuses him. In a public arena he thinks others can tell and he gets embarrassed. Should I not praise him? No... I make him a "book of good" (not a praise book - he doesn't like praise. To him there is a difference.) which his teachers write in regularly when they "catch good". Oh, by the way, this mature, self-aware boy was in Year 5! I teach the curriculum and positive behaviour and they teach me the "whys" and how adults can help them. Without them, I wouldn't be able to write this!

It is relatively easy for even the most cynical of us to praise positive behaviour, but how do we respond to the less productive behaviours? Shout and risk triggering fight or flight? Follow the behaviour policy which escalates a situation? Get involved in an argument? Isolate?

Or pause and RESPOND effectively. Consider the purpose of responding. To show who is in charge? Demonstrate power? Or to enable children to progress holistically? I have found that trying to discuss the problem at the time is not very productive (even with those pupils I already have a good relationship with): their state of mind at this point generally makes things worse. My pupils know that I will discuss it with them - not lecture them - after the lesson. Initially, they stopped but I ignored that. It didn't require a response.

Pupils also need to show that they are developing responses to having behaviour "corrected". I discuss why behaviour is not BAD but unproductive in this environment. All responses should try to dispel myths they have created - that they are bad. Over time (a surprisingly short time), they adjusted. Now, in a five-minute discussion, I make more progress than in a thirty-minute lunch "reflection" session. It makes me responsible for following up with the child too, over lunch sometimes. It isn't complicated, I know, but chatting with children is the best "strategy" in your toolbox. Ground breaking!



A child's life is full of inconsistency. They only get part of the information. They are told alcohol is bad, yet they may have family that drink (not necessarily to excess either).

Children need to learn the old sayings "time and a place" or "in moderation". Having a laugh and a joke, making others laugh, is not really a bad thing. However, in a lesson it can be unproductive!

Those who have worked in a classroom of 25, 30, 35 children will know how difficult remaining positive can be. Let's be realistic: there is a lot of pressure on teachers to get results. It is not always at the front of their mind that improving wellbeing will help them reach this goal. School staff need support too.

Staff working directly with pupils need to be involved in decision making. Teachers need to be involved in discussions to understand certain strategies and to enable clear communication pathways between all staff. This will create an important consistency.

For more information and details on anything I have discussed, please message me below, via social media or email. Any constructive feedback would be gratefully received.

Special thanks and acknowledgement to Stuart Gemmell, the man behind Emotional First Aid (www.emotionalfirstaid.co.uk). A real world changer!

Joe O'Reilly



ATTENTION
TALENTED

PERSON!

(yes, you!)



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for a future issue of

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ONCE UPON A PICTURE

THE ART OF USING IMAGES IN THE CLASSROOM

Since I started teaching, I have observed and preached the benefits of using pictures in the classroom. They are immediate; they stimulate the imagination and promote creativity. Children who often 'sit back' are able and willing to contribute. They learn that their opinions matter.

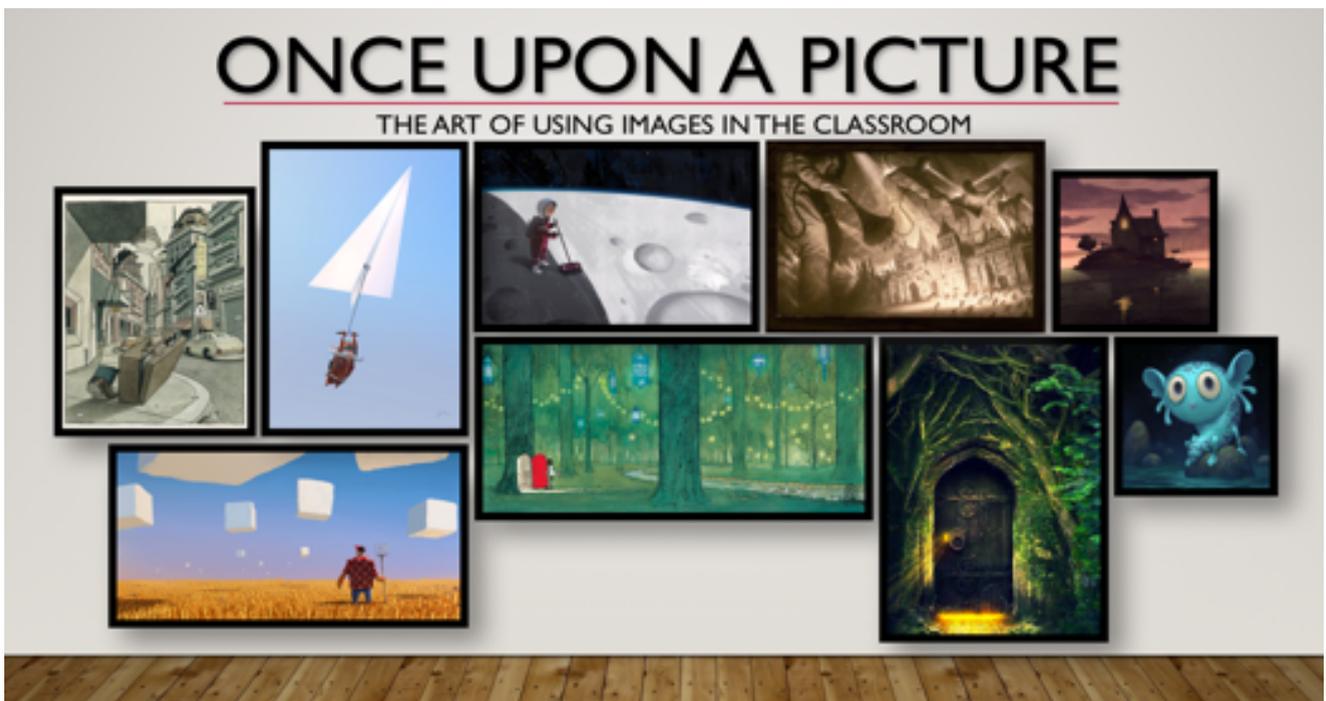
The joy of using images is that they are accessible to all. Children can ask and answer questions; they naturally make connections and usually offer deeper responses through careful questioning. Pictures can be used for a five-minute task or for a week's worth of exploration, linking different areas of the curriculum.

Here, I'm going to talk about some of the ways I use images in the classroom. For further information, and to find a bank of brilliant images and questions, visit my [blog](#) or [Facebook page](#).

COMPREHENSION

Pictures lend themselves perfectly to teaching many of the comprehension skills needed at primary level. You can explicitly teach aspects like retrieval, inference and prediction in an inclusive way, before applying and developing the skills when looking at texts.

Through my own experiences, I have reaped the benefits of using images for comprehension as *all* learners - regardless of ability - have engaged and offered deep responses. We've worked on supporting views with evidence, deepening responses through the questions used, and children have understood the differences between the skills better than they ever seem to when using text exclusively.



This year, I taught my Year 5s the difference between retrieval of literal information and drawing inferences. We used the image 'Memories' and shared ideas for each. Children generated literal statements, such as 'The woman is walking in a forest,' 'There is snow on the ground' and 'The woman is wearing a coat.' They then shared their inferences, such as 'I think it is winter because there is snow on the ground, there aren't any leaves on the trees and the woman is wearing a coat and a scarf,' and, 'I think that the dog belongs to her and is well-trained, because it is staying near her even when it could run away. It isn't wild because it's wearing a collar.'

Memories © Pascal Campion



We moved on to applying the skills learnt in pairs and then independently, using images like 'Drop Off' and 'Dad'. This can also be done using film - see Rob's ideas on the Literacy Shed for ways to develop reading skills through the use of film.

The next natural step, when the children are feeling confident with the skills and able to articulate their thoughts, is to move onto text. We began with sentences and short extracts, before applying to class texts, from picture books such as 'The Tin Forest' and 'Journey', to novels like 'Kensuke's Kingdom' and 'Cogheart'. Their grasp of reading skills is secure because they explored and developed them using a non-threatening, accessible stimulus first.

Drop Off © Pascal Campion



graveyard? shadows or people

Looks young

her brother/Dad (wouldn't hug a stranger) (AJM)

sad (tears frown) (MT)

worried

Inference...

could be sick (thing on arm) (JR)

might have just got back from school, getting bag/backpack, he doesn't know what's wrong so arms not touching (EC)

Didn't want to leave him - could be first day at school (backpack and school uniform) (L)



INSPIRING WRITING

There is an endless supply of inspiring images on the internet. I spend hours trawling websites looking for work to feature on Once Upon A Picture, and am often spoilt for choice! It doesn't take a genius to see a great picture and recognise its potential for inspiring writing.

I find that the most important thing when using images to inspire writing is allowing children to explore and discuss the image first. Sharing ideas, answering and asking questions, developing quality language, building banks of words and phrases, and offering opinions - this all needs to come first. To be honest, you'll have difficulty stopping them if you choose a great image! As we know, for children to truly master English (both reading and writing), much rests on their vocabulary and ability to express thoughts with clarity. This can be achieved through talk, and refined through writing. When it comes to writing, the choices are then about audience, purpose, and selecting language and grammar for impact.



Back to the Stars © Matt Rockefeller



Tentacles © Tyler Carter



Fall © Jungho Le



Angry Ants © Erik Johansson



Grammar warm up – write a sentence about this picture...

- 1: Use the word 'and'.
- 2: Include an expanded noun phrase.
- 3: Use a conjunction or a preposition.
- 4: Use a fronted adverbial.
- 5: Include a relative clause.
- 6: Use the passive voice.

What can you see in this picture? Play 'I Spy' with a friend. For a challenge, you could play Rhyming I Spy (i.e. 'I spy, with my little eye, something rhyming with bull.' ... [skull!]).

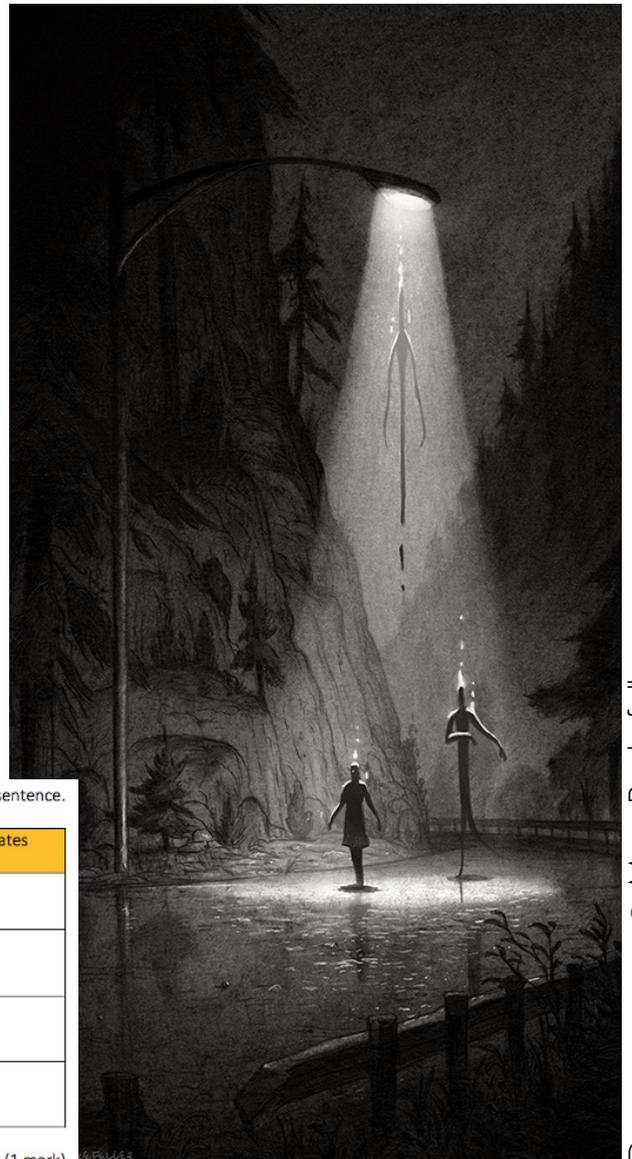
3. Tick one box in each row to show how the modal verb affects the meaning of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
If you stand under the light, you will disappear.		
After disappearing, you might end up in a different place.		
The light can be seen from across the valley.		
You could be in danger if you step into the light.		

GRAMMAR

Every day I see teachers asking for ideas to make grammar fun, interesting and relevant. We know that grammar is best taught in context, and 'little and often'. Why not use quick grammar warm ups related to the image you're going to use as a writing prompt or reading stimulus? I've always seen better results when teaching and practising grammar using an interesting stimulus. You can always remind them of it later - my class link relative clauses with the Cat Clubhouse!

I recently tried making some sample GPS test questions based on Disappearance which went down well, so look out for more of those (anything to make SATs prep more interesting!).



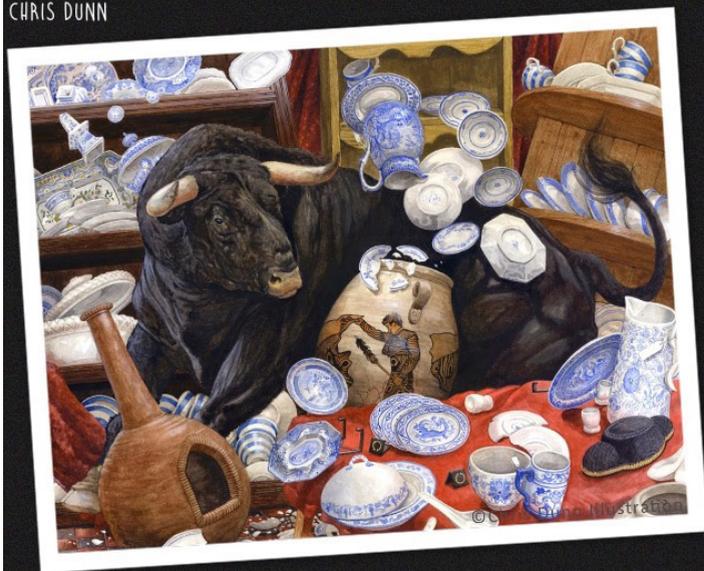
CHALLENGE

How do you get your children to 'Greater Depth' in English? It's a question many ask, and the answers often focus on children applying a range of skills and techniques learnt when writing across the curriculum. They make grammar and vocabulary choices for effect, and can explain their choices.

I created a few prompts with deeper challenges to encourage children to really think as readers/writers. They've definitely stretched my more able!

Find them here: [The Challenge Book](#)

CHRIS DUNN



WHAT DOES 'LIKE A BULL IN A CHINA SHOP' MEAN?
WHEN WOULD YOU USE THIS IN YOUR WRITING?

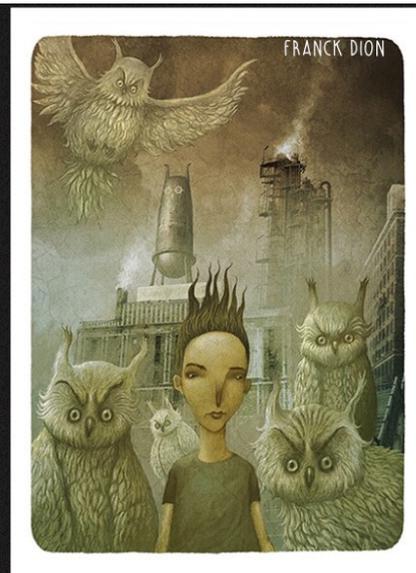


TONY DITERLIZZI

WHICH IS THE BETTER CHARACTER TO USE IN A STORY? WHY?



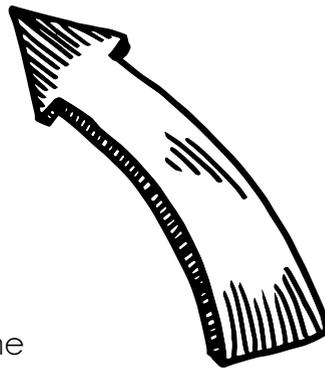
PAUL KIDBY



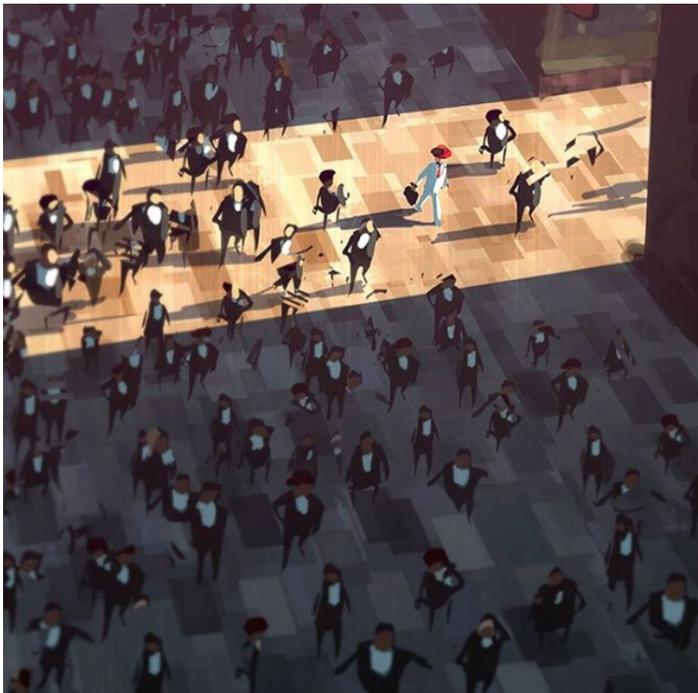
FRANCK DION

"YOU SHOULD NEVER DIRECTLY ADDRESS THE READER WHEN WRITING."
DISCUSS.

EMOTIONAL LITERACY



Terms like 'growth mindset' and 'learning behaviours' are thrown around in education; we're all trying to teach our children the skills to be effective learners. We want them to be resilient, respectful citizens, aware of their emotions and able to articulate feelings. Some images are perfectly suited to this kind of discussion and learning. They could be used as an assembly stimulus, a focus for a PSHE lesson, or as an intervention with small groups. I find it always helps to have an image to 'hang' ideas and messages onto.



Red Hat © Goro Fujita

Where is this?
Where is the light coming from?
Who are all of the people?
Why is the man in the red hat dressed differently to everyone else?
How do you think the others feel towards him? How does he feel towards the others?
Do you think he feels proud to be different? Or could he feel ashamed?
Have you ever done something that made you stand out? How did it feel?
Do you think people should try to fit in? When is it good to be different? When is it bad?
Research historical figures who are known for being different, or for standing up for change.
Compare this image with ['Different'](#). What's similar and what's different?



The title is 'I Believe I Can'. If the bird doubted itself, do you think it would still be able to walk across the water?
How important is self belief?
Have you ever 'failed' because you lacked confidence?
Have you ever succeeded because you believed you could?
What does failure feel like? What about success?
How do you overcome failure?
Has anyone ever achieved something other people thought to be impossible? What qualities did they have?

I Believe I Can © Adrian Borda

ACROSS THE CURRICULUM



Boats © Burda

An image is a great starting point to a lesson or topic. Pictures can be used to generate questions, to prompt children to share what they already know, or to teach knowledge related to a subject. I often use them as a starter, morning work task, a 'cold task' to find out what my children know, or a discussion prompt.

I also love using 360 images, as they allow you to 'step inside' a setting or time period, and the quality of discussion is always fantastic.

For more information, or to find my huge bank of images and questions, visit onceuponapicture.wordpress.com and head over to the Facebook page for extras!



Half Moon © Goro Fujita

Sam Daunt
@samdaunt
@ovapicture



A Midsummer's Storm © Borda

PROMOTING WELLBEING THROUGH YOGA

CONNECTING BODY AND MIND

The art of yoga offers a unique form of exercise, an opportunity to connect both body and mind.

There is a growing interest and popularity in providing opportunities for yoga across both primary and secondary schools, in an endeavour to promote the positive mental health and wellbeing of children and young people. Current statistics surrounding children's mental health are astounding:

**'850,000 CHILDREN
AGED 5-16 HAVE MENTAL
HEALTH PROBLEMS'**

youngminds.org.uk



Pupil wellbeing remains a high priority on our School Improvement Plan. One of the ways in which schools are seeking to support the wellbeing of pupils is through promoting mindfulness and yoga. It is vital to explore ways in which we can equip pupils with tools to manage their emotions and alleviate stress and anxiety.

Yoga is renowned for a myriad of benefits, including:

- better health and vitality
- stimulating and disciplining the mind
- building self-esteem and confidence
- developing flexibility and strength
- improving focus and concentration
- regulating emotions and stress
- increased stamina
- improved sleep

Starting yoga at a young age can help to positively nurture and develop a child's sense of wellbeing, enabling them to experience some of the benefits that this form of exercise offers.

As part of our drive to promote pupil wellbeing at Corpus Christi Primary, we were excited to offer pupils taster sessions in yoga last year, as an alternative experience to the forms of sport and exercise that they typically engage in within and beyond the curriculum - a chance to try something new and different. We were really impressed by the responses and outcomes of the trial.

The yoga sessions were led by an experienced children's yoga teacher, Rebecca Rodrigues, trained in Sivanada Yoga, a traditional, restorative and energising style of Yoga, easy to learn and suitable for all ages and abilities. Feedback, in the form of a pupil survey, was very positive, highlighting the benefits that the children experienced from just a single taster session. Here is a sample of some of the responses:

"If I did Yoga regularly it would make me more confident, energetic and able to concentrate." - Year 4

"The 30 minutes of Yoga gave me a chance to get away from the stress and relax." - Year 6

"It would relieve stress and concentrate our focus on learning - especially in Year 6 SATs." - Year 6

"A chance to be calm!" - Year 5

"Concentration, flexibility, agility and balance. All could improve." - Year 4

"I think that I would be a much calmer person if I practised yoga regularly." - Year 6

"It would help me concentrate in class and other places. It also would make me more flexible and fit." - Year 5

"It would improve balance, focus, muscle and flexibility." - Year 6

"Yoga made me feel calm, stretched out and relaxed." Year 4

The majority of the children's feedback related to experiencing a state of calm, relaxation and improved focus. They enjoyed participating in a variety of poses and stretches, as well as the opportunity to relax and focus on breathing techniques. Even our youngest children in Reception were able to achieve and sustain a level of stillness, calm and concentration throughout the session that amazed their teachers!

Following such a successful taster session, we were keen to provide further opportunities for pupils to experience yoga. During our Wellbeing Week in the Summer Term, we offered Enrichment workshops, where children were invited to 'sign up' for an activity of their choice. Yoga proved to be a really popular session choice across the age range!

Our challenge as a school now is to investigate ways to give children more regular opportunities to experience yoga, so that they can enjoy the optimum benefits that this form of exercise provides.

I'd love to hear what your school is doing to promote pupil wellbeing and especially ways in which you have used yoga and mindfulness to support this.

Kerry Macfarlane

@KAB21MAC

PSHE/Wellbeing Lead

Corpus Christi Primary School, Bournemouth

THE

REFLECTIVE

TEACHER

LEYCHEB

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I know, it's only an advert but actually it's an advert that says a lot about teaching and education. We've all seen the adverts on the TV and they've recently started to appear on Twitter and Facebook feeds. Some of the adverts are inspiring and I'm sure they will attract people to this amazing job. Some of the better adverts remind me of how important my job is and how privileged I am to be in such a rewarding profession.

The adverts have obviously started appearing due to the lack of teachers in this country: there are plenty of reasons for this but I think that's another article. I wholeheartedly agree that we need these adverts to inspire teachers of the future, but I'm not too happy that the DfE have chosen to give priority to just a few subjects, as this narrows the curriculum.

Yes, Chemistry, Mathematics, Computing, Languages, Geography and Physics are all very important subjects. The DfE say that these subjects are 'particular priorities for schools'; in my opinion, this downgrades other curriculum subjects. Why are they a priority? I believe much of it is to do with preparing children for the real world and, of course, jobs are apparently going to be created where the skills taught in these subjects are needed.



Teachers know their pupils really well; they know their strengths and weaknesses. We all have a handful of children who don't like Maths and another handful who don't like English. Children don't engage in the subjects that they don't like: as much as teachers try to make a History lesson exciting, it's just not going to interest everyone. Some children prefer subjects like Art, Design and Technology, Music and Drama. Should we not bother catering for them?

One of my low ability pupils from a year or so ago didn't enjoy Maths; naturally, I tried my best to help her build enthusiasm and confidence in the subject. This helped but wasn't enough for her to make the progress needed. She recently started playing the trumpet at school and has taken to it like a duck to water. As well as enjoying the lessons, she's learning so many new skills - all through

Design and Technology, Music, Art and Drama are all subjects that the government seems to be forgetting about. All of these subjects have been included in the current government's curriculum but it seems that they are not as important as other subjects. English (Reading and Writing) and Maths are considered as core subjects - rightly so - and children need skills in both subjects to access other areas of the curriculum. We need to avoid prioritizing subjects simply because all children are different. They don't all enjoy the science subjects, they're not all enthusiastic about learning languages and, for some children, Maths is a complicated and frightening ordeal. Of course, we want to change these attitudes and teach children that these subjects can be as enjoyable and stimulating as others.

As teachers, we should be giving equal coverage to each subject so that children can choose which subjects they want to prioritise; pupils should be deciding for themselves, not the DfE on their behalf. We mustn't continue to reduce the importance of the forgotten subjects, but inspire children to choose their own path.



Mark Stilwell
@primarymark

BEING A TEACHER'S CHILD

A CHANGE OF PERSPECTIVE

No, Mum - for the last time, I don't want to look at their work!

Being a teacher's child is strange to say the least. I'm constantly known as Mrs Smalley's daughter, and walking around with mum is like accompanying a local celebrity. Sometimes I question whether she's a teacher or a platinum-selling recording artist. Strolling around the local supermarket is like a trip down the red carpet with Brad Pitt.

After a long day at school myself, I am forever being greeted as I walk in the door by, "Liv, can you do this maths question?" or, "Liv, quick, you need to read William's Big Writing - he's really improved since you read the last 16 pieces."

And of course, there's the dreaded SATs period. Sometimes it feels like I'm sitting the test papers, not the 11-year-olds. But then, I'd probably fail them anyway, as standards are so much tougher now!

Coming up with ideas for new lessons is always my job, despite the degree behind my mother. Oh, and when she talks about her 'kids', she doesn't mean me and my brother, but the thirty others she takes care of.

Your summer holidays are full of laminating, and 'left a bit', 'no up', 'no right a bit' - all the joys of classroom displays. I love nothing more than organising table trays and making

sure the glue sticks are not mixed up with the scissors. Ooh, and I'm a dab hand at cutting out lettering! Then, there's the excitement of sitting in the teachers' library for 6 hours on a Wednesday morning, and visiting Viking museums just so they can be risk assessed.

My mum has over twenty years of teaching experience and uses a computer everyday, yet somehow she still can't manage to add sound to a PowerPoint.

Oh, and who can forget Sundays? The day of panic! I love being woken up to have to move a stack of sixty books just so I can sit down comfortably at the kitchen table to eat my Coco Pops, in addition to trying to squeeze your dirty bowl in between the variety of different yoghurts pots ready to be used on a Monday morning.

And how can I forget the constant bombardment of everyone you know automatically assuming you want to be a teacher just because your mother is.

Being a teacher's child is sometimes like being a teacher in itself, but I suppose I always have someone to go to when I need my essays proof-reading. And, if I ever need a fancy-dress costume, Mum's wardrobe or our loft are the places to go!

Liv Smalley
(17 years of 'teaching experience')

WHAT INSPIRES YOU?

A PERSONAL REFLECTION

Thinking about inspiration, I decided that an acrostic was the best way for me to articulate what inspires me as a teacher. Inspiration is a powerful source of hope, strength and determination. It is something that is infinitely abundant, important to foster and essential to create in any learning environment.

I Inspiration comes in many forms, especially being a teacher and lifelong learner.

N Nelson Mandela's wisdom is an infinite source of inspiration. Education is the most worthwhile and powerful gift you can use, offer and receive to shape and cultivate freedom that brings light, warmth and openness.

S Shakespeare's understanding of the human nature inspires me to believe in the power of the human spirit. His written word speaks to your heart's beat - human understanding runs deep... versed through iambic pentameter.

P People you meet throughout your life will create an impact. There is a reason for every person, a lesson to be learnt from each one. Every person holds intention that causes impact. I intend with kindness, the best intention every human has the capability of.

I Illuminating learning for the most precious people in my classroom - the children. Their potential inspires me. You are helping them become someone who captures the essence of 'to thine own self be true.' Education is the prism that creates a spectrum of possibility. Each ray of colour generated from that one prism is a child who is capable of great things. You can help them believe that for themselves.

R Roots help you stay anchored, grounded and centred. Those who have them know the value of belonging and being, but also the beauty in branching out and the joy of growing.

A Africa is where we all come from. One woman was the catalyst of diversity, plurality and a precious world full of promise. She embodied the strength of the human spirit and the importance of care, nurture and love.

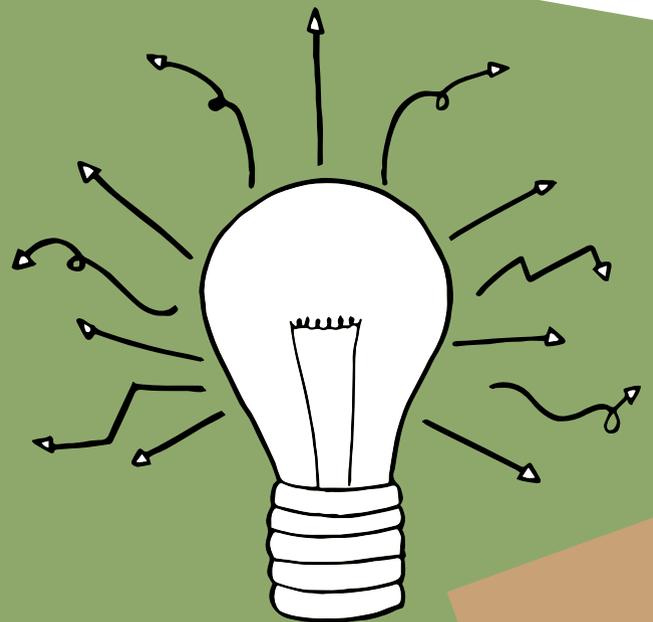
T Teachers are everywhere. There are always lessons to be learnt. My first - and constant - teacher is my Mum. She doesn't realise how much she's taught through example. Learning to be yourself and staying true to who you are is the most valuable lesson I'll cherish. Because of this, she's enabled me to find what makes me happy and keep my mind free and open.

I Imagination is powerful and imagining should always be encouraged. A calm, mindful mind is an open mind. When an open mind wanders to imagine, it creates endless inspiration. Freedom is thought and thought inspires. Night with her train of stars captures this thought for me - freedom comes from safety. Every child should have a safe space to be free to think, learn and grow.

O Owning values is the best way to stay a 'rich' person. Values inspire you by reminding you of who you are and give you purpose for your actions. Audrey Hepburn is one of those ladies who constantly lived through her values. Her work with UNICEF is a great source of inspiration for me. Considering her iconic status, she was grounded and valued laughter, and found hope and joy in the small things.

N Nature's beauty is the ultimate source of inspiration for me at this moment in time. Natural beauty shines through when nourished from within. Learning is the best nourishment for any human. Appreciating and nurturing the inner beauty in all that you encounter ensures you will always have a constant source of inspiration.

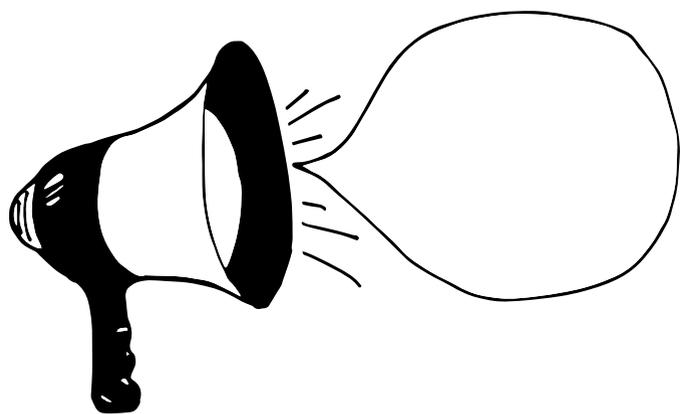
Kiran Satti
@KSunray3



THE BLACK, ASIAN AND MINORITY ETHNIC EDUCATORS (BAMEEd) MOVEMENT

I spent Saturday afternoon marching through London with men, women and children of all ages and walks of life waving placards on one of the many Women's Marches happening across the globe. The reasons people found themselves there and the issues people were protesting were many. The catalyst was the recent events in politics at home and abroad which have made many people aware that not only is the world far more xenophobic, racist, sexist and homophobic than we had perhaps realised, but it looks set to get worse unless we galvanise some resistance.

One thing that kept playing on my mind was, this is great, but what next? How do we take this incredible energy of 100,000 people marching the streets of London, and turn it into something tangible that affects a change? I am not a member of any political parties; I don't feel I have much influence beyond the polling station. You might also wonder to yourself the same question: how can I, a small cog in a massive machine, have any impact at all on how other people in this world are treated by institutions, organisations, government and society?



CHANGE BEGINS WITH ME

As a teacher, I was aware that my actions, words and inherent bias could have a profound effect on my students. But my reach was very small. It was confined to contact time in the classroom and perhaps choices I made regarding the curriculum. As a professional still working in the education sector now, but in the peripheries, working for education start-ups, businesses and charities, I feel my impact on issues around equality of opportunity for students and school staff could be even non-existent now unless I make it my business to still champion this as an issue that I believe in.

This is why I support the Black, Asian and Minority Ethnic Educators (BAMEEd) movement as one of the steering group members. BAMEEd is a grassroots network aimed at ensuring our diverse communities are represented as a substantive part of the education workforce for teachers and leaders in education. Difficulties in recruiting diversely is not a new issue; it is not something that has never been talked about. There have been some programmes aimed at changing the visible face of education and there have been some marginal gains.

Change is happening, but it needs acceleration. This new network is an open invitation to all for action to diversify all aspects of education. It aims to support the graduate seeking to make the step into teaching as much as the teacher trying to step into leadership. BAMEed will aim to help make the step accessible, fair and achievable.

This is an open network. We seek to learn from each other and actively include all ethnicities. Our mix of culture and identity in the network engenders the ideal that we seek to develop in education across the UK.

HOW CAN YOU GET INVOLVED?

There are several ways to get involved that are already in full swing:

1. Firstly, take an active interest. Go to the BAMEed Network website and read about what we are doing.
2. If you are a blogger, or just like to write, why not get involved by writing a 'Hopes for Diversity in Education in 2017' blog post and send it on to us to post on the site?
3. We have started a network of coaches and coachees - you can sign up to whichever you feel you are more suited to. We provide support for coaches around expectations and coaching methods so you know how to give the best support to your coachee.

4. Join a database of BAME educators to be contacted about events, training and delivery of INSETs, presentations and so forth. Event organisers often struggle to diversify their speakers, panel discussion participants, and workshop facilitators. We aim to make that just that little bit easier for them with our database.

5. Read and educate others - if you are a keen reader on issues that BAME educators face, we would love to learn from you. Could you summarise some of your reading and learning for all of us to learn from?

6. Let us know about any lectures, events, conferences, publications and networks that we should be aware of and we can add these to our website for everyone to benefit from.

7. Follow us on our website and on Twitter, and let others know about the work we are doing.

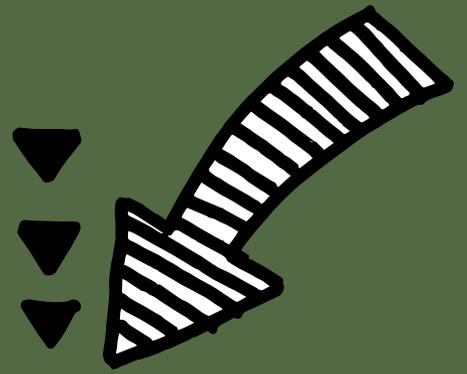
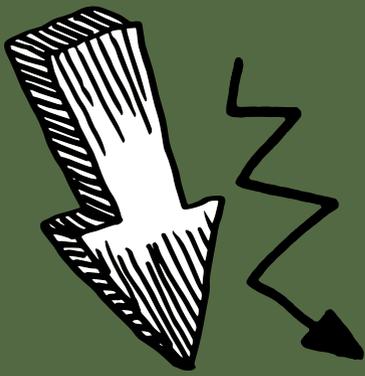
It is obvious that the Women's Marches all around the world were comprised of all genders, ages and social classes of people who understand that if women's voices are crushed and we don't keep moving forward on equality of opportunity for all, we all stand to lose. I know you will join me in thinking that, similarly, we must all take an active part in BAMEed, however we identify ethnically. This is an issue that affects us all.

Penny Rabiger

@Penny_Ten

@BAMEedNetwork

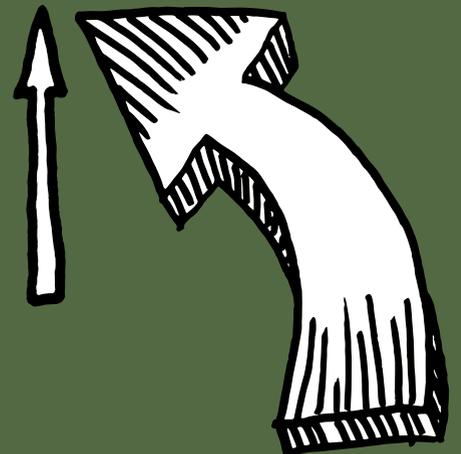
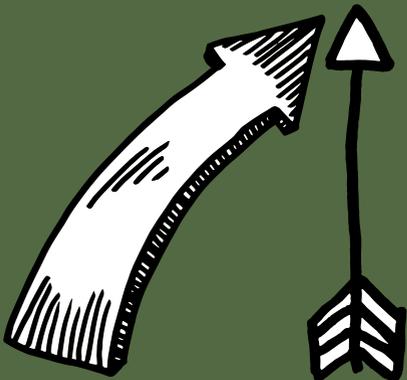
<https://bameednetwork.com/>



ADVICE

IS

NICE



SENDING THE ELEVATOR BACK DOWN THE IMPORTANCE OF GIVING BACK

I think it was Kevin Spacey who said something like, 'If you are fortunate to be successful, it is your responsibility to send the elevator back down'. I may be horribly misquoting him here but the principle is one that I firmly believe in.

I am an experienced teacher. I have been teaching for about eighteen years. I would also consider myself to be reasonably successful overall. I have certainly learned a lot of things that I could pass on to those who are just starting out on a teaching career.

These were my thoughts when my head teacher asked me if I would mentor a School Direct student this year. I also thought about how much extra it would add to my workload. I weighed these things up and decided that I would like to have a student, as I would like to send the elevator back down.

The first part of the process was attending a new mentors' meeting. Here, we were given the timetable for the year, which was very detailed and, I have to say, impressively organised. I did wonder how my student was going to cope with such a massive amount to do in what seemed like such a short space of time. My student starts the formal teaching part of her training next half-term and I am hopeful that she will grow into it and, in turn, grow in confidence.

As I see it, there are several benefits to having a trainee teacher in your classroom, both for the trainee and the mentor. In my particular case, the trainee is fortunate to be spending

her placement in our school. I say this not out of any wish to blow my own or the school's trumpet. It is a welcoming place to be; the staff are very friendly and open to sharing their practice. They are also very good at what they do, which means my trainee gets to observe high quality practice. My trainee will also benefit from my experience. This doesn't just involve experience of teaching lessons but other things as well, such as how to manage workload, how to engage with parents, and working with support staff. All of these things should help to mould the trainee into an effective teacher.

However, the benefits are by no means one-sided. Having a trainee has made me more reflective about my own practice. For example, we plan together and I have found myself giving a running commentary of my thoughts while deciding how to teach each concept. This has been useful for me as it helps me to process ideas and either accept or reject them.

There is also the obvious benefit of having an extra adult in the room in times when school staffing budgets have been squeezed. My trainee has slotted very well into the day-to-day running of the classroom, which means that we are starting to develop an effective partnership, which will only benefit the children.

Bryn Goodman
@bryngoodman



SHORT, IMPACTIVE, EFFECTIVE TACKLING WORKLOAD THROUGH CPD

The following piece is hopefully going to be just that. It is also the advice given to me by a head teacher who last year visited our school to scrutinise our Literacy marking. She claimed that my marking was not that. Well, it was impactful and effective, but parts of it were completely pointless and a poor use of my time. It seemed harsh back then. But now, I can see that it has been really useful. Let me elaborate...

Many schools, including our own, have adopted the notion of marking work using pink and green highlighters. 'Tickled Pink' identifies aspects of the work that, as the teacher, you are particularly happy with or where to work has linked effectively to the learning objective. The green, on the other hand, stands for 'Green for Growth' and shows areas for improvement or where further editing is required. As a school, we have linked this strongly with our commitment to Building Learning Power, particularly the 'Reflectiveness' element of the 4 Rs.

Furthermore, any feedback the children do, we ask them to complete in green pen to clearly show where improvement has taken place. This is particularly important with my Year 6 class as it shows where feedback has been acted upon independently. This could be oh so vital when identifying examples of evidence where children have met the challenging objectives set out in the Interim Assessment Framework for writing.

Now, back to my own feedback. Elements of it were particularly good. 'You have set challenging and appropriate next steps,' and 'the way children respond to your marking is impressive.' All very good. But then came the crushing realisation that, actually, what was written down was far from perfect.

'Why are you highlighting in pink and then making positive comments alongside this?' She was right. Having spoken to the children about their learning (as part of a learning walk she had earlier undertaken) it was clear that they knew what the pink highlighting meant in their books. They knew it was positive feedback and they understood that it was where they had linked their learning to the objective of the lesson. 'Why have you also written you have used a fabulous subordinate clause here when you have already pinked it and it was part of the success criteria?'

I didn't have a reasoned response. She was spot on and, without telling me directly, had shown me that I wasn't being efficient here. I was doubling my workload. In fact, this was just one example picked upon quickly. Multiply this by the other 31 books in my class and in one piece you are wasting 10/15 precious minutes! Multiply again due to the fact I may have done this a couple of times in a piece and over several pieces of work. The hours of wasted time soon start to mount up...

'You are giving them too many clues and stifling independent learning.' Ouch. My comment of you could use a prepositional phrase here (accompanied by an arrow showing where to put it) was given short shrift. I was told to be more direct - use imperatives. 'Add a prepositional phrase to this sentence in the most impactful area for the reader.' At first, I thought this language may be a bit beyond the children but it turned out I had set my expectations too low. I spoke to them after my feedback and they knew full well what this meant and could complete the task.

Finally, she asked me, 'Who's in charge of your classroom?' To be honest, I thought it may have been a trick question but I quite feebly responded with, 'Me?' 'Then tell children what you want them to do!' She wasn't happy with the questions I had used in the feedback such as 'Can you use an adjectival phrase...?' 'Could you think of a better vocabulary choice...?' etc. Be more direct (again) - the imperatives (again) need to make more appearances in your marking.

I had gone into the meeting thinking my feedback, on the whole, was pretty good. In reality, it was OK but far from excellent. It was probably one of the shortest, bluntest pieces of CPD I had ever had, yet looking at the feedback I use now and the responses I get from the children, it was certainly effective and has had a huge impact.

Greg Yates
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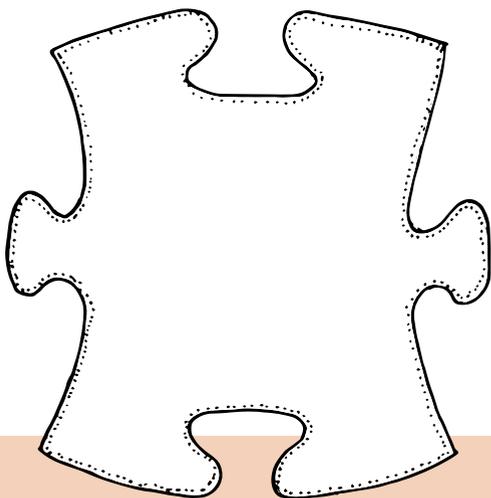
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JOB SHARE

THE LONG DISTANCE RELATIONSHIP THAT HAS TO WORK

Job sharing is a funny relationship with constant text messages, emails and phone calls flying back and forth. You share so many things: a desk, classroom and most importantly 30 children. However, some job share partners rarely see each other face to face. With an increasing number of teachers working part-time, job sharing is the kind of relationship you need to make sure works.

I would never call myself an expert in anything, but as I have been part of various job share teams since my daughter was born nearly 10 years ago, I feel I know what can make that unique relationship work. I have actually had 7 job share partners, all different personalities, and I can honestly say I have learnt from each and every one of them. Sharing ideas about lessons, strategies to support children with special educational needs and classroom management are a few of the ideas you can bounce off each other.



COMMUNICATION

The key to a great relationship is communication. You have to let each other know everything, from the quick conversation with a parent one morning, to bringing a particular document to the next staff meeting, otherwise the other person will be left in the dark. There is nothing worse than trying to act like you know what someone is talking about, when you actually have no idea. How you do this is up to both of you - whether it is a communication book left in the top drawer of your desk or email, whatever works best for you. You just need to develop a system that works. Confidentiality is also vital as information about children needs to be kept so no-one else can access this; only using a child's initials could be one possible answer.

My favourite line to use with a child is, 'Wait until I tell Mrs... about that fantastic piece of writing.' This has an enormous impact as the children know you talk and, more importantly, that both of you care. It can work in the opposite way too, by informing the class that you will let the other teacher know when something negative happens (as long as this isn't over used).



DIVIDING THE WORKLOAD

Planning... this needs careful consideration otherwise workload and stress can dramatically increase. One option is dividing subjects up so you both have your separate planning and marking to concentrate on. Even Maths and English can be divided up into topics, for example one person teaches number while the other teaches shape and measure. This allows a thorough understanding of exactly where the children are in their learning in each particular aspect. However, it does still mean you need to communicate about the children's learning - for example, there is no point one of you teaching 'finding the area of shapes' if the other teacher has not covered multiplication yet.

Another option could be to divide the subjects and plan for each other, for example one teacher plans English and the other teacher plans Maths. This method allows flow of each subject throughout the week, but needs excellent communication to discuss how the children are progressing. It also requires flexibility if the planning changes.

With foundation subjects, play to your strengths. One example is when I shared a class with someone who was amazing at teaching PE: she taught this and I taught science, which is my specialism. We both benefitted from this as much as the children. Other aspects of the job need sharing too, such as displays, reports... the list goes on. Again, communication is the key.

CONSISTENCY

Finally - and probably the hardest - is consistency. This is so important, otherwise the children will have to transform into chameleons once a week, changing the way they behave, altering expectations and how they carry out even basic routines. For example, take the start and end of day. If one of you prefers the children to collect all their belongings from the cloakroom then return to the classroom before the end of school day, but the other teacher prefers the children to collect their coats and bags on their way out of school, this can result in confusion. It is best to decide routines together, to show the children you are a team working together. The best advice is if you both expect the best from the children in every aspect, hopefully the children will get the message.

I am not naïve. Job sharing is not always easy. Yes, the children will probably call you by the other teacher's name; yes, at times your partner might do something that irritates you, but as I look back at the wonderful teachers I have worked with I feel proud of what we achieved as a team. I always say to the children, 'You are getting two great teachers for the price of one'.

And when you actually do manage to spend time with your job share partner, I usually find that both of you never stops talking. It's like catching up with a friend who you haven't seen in ages, someone who knows the children as well as yourself, sharing funny stories or picking their brains. It's truly a great team to be in.

Helen Peckett
@learnmesummat

THE RIGHT TO REMAIN SILENT

A WHATONOMY IDIOTORIAL

I'm most envious of those teachers who can rattle off reams of homespun wisdom week in, week out on their blogs, in their TES articles and on the road in their TED Talks, their TEDx Talks and their ResearchED keynote speeches.

Me? I've got nothing.

By all means, I can tell you to use a Tibetan singing bowl in your classroom rather than scorching your vocal chords with corrosive appeals for silence - but you already know all that.

Seriously, I have nothing.

I can tell you to wear a t-shirt under your shirt, so that you don't end (or indeed start) your working day looking and smelling like a vinegar stain - but you've already learned that yourself through your own bitter (acid) experience.

I promise: if I did have something, it would soon be yours.

I can tell you to drink plenty of water, implore you to keep your weekends free of schoolwork; I can beg you to mark books as you move through each lesson, to keep Mondays as planning-light as possible so you don't need to spend every Sunday planning, cutting, laminating and all round fretting to the sound of a claw being drawn down the blackboard of your imagination.



I can tell you all of this, but you already know it.

But if I can offer you one crumb of comfort with perhaps a grain of enlightenment, it is this. Feel better, for you already know more than I. Feel better, for you have read the advice of one who knows less than you. Feel better. Go forth and spread learning, safe in the knowledge that somewhere in a classroom near or far from you, there is a teacher with something to learn from you.

You have the right to remain silent, but anything you do say will be furiously scribbled down by me and put to good use next Monday morning.

So what are you waiting for? The floor, with its 100-square carpet and extremely small furniture, is yours.

[pats pockets]

Sorry. Still nothing.

Whatonomy
@whatonomy