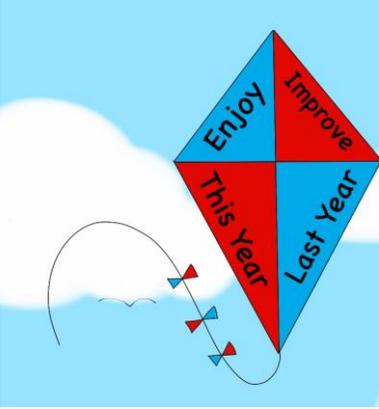


Level up Class Induction	What is it?	Application of this activity	How does it help learners to make progress?	Teacher reflections from this activity
Sell, sell, sell	 <p>A cartoon illustration of a man with a mustache, wearing a white shirt and green overalls, standing behind a wooden counter in a shop. There are various items on the counter, including a white shirt and a green shirt. The shop has a green and white striped awning above the entrance.</p>	<p>There are countless studies showing that first impressions are important. So, before you start telling learners <i>what</i> they will be learning with you, spend some time talking about why the new learning will be useful to them. This may involve selling.</p> <p>In his book, <i>To Sell Is Human</i>, Daniel Pink encourages teachers to think of themselves as salespeople; selling the benefits of learning to their classes. Think carefully about how your first lesson with your new class will act as a showcase for the year.</p>	<p>It might be unwise to assume that every learner wants to be there. Even those who seem interested may go to another motivational level when their teacher successfully sells the benefits of learning. There can be a knock-on effect as motivated learners act as infectious agents on others who are less motivated.</p> <p>In our book <i>Engaging Learners</i> we identified 8 Motivational Triggers. How might learning in your lessons stimulate <i>Curiosity, Rapport, Imagination, Fun, Competence, Relevance, Choice</i> and <i>Challenge</i>?</p>	<p><i>What are the key selling points about the new learning for your class(es)?</i></p> <p><i>How could you use these selling points to get learners to 'buy' into this learning and to working hard?</i></p> <p><i>How motivational do your first few lessons tend to be? What do you think learners would say about their first lesson with you?</i></p>
Best Books	 <p>A cartoon illustration of a hand holding a brown book with the words 'BEST BOOK!' written in yellow on the cover. The background is a blue sky with white clouds and a green halo above the book.</p>	<p>It's crucial that learners start the school year with clarity about your high expectations for the quality of work they need to produce.</p> <p>One great way to create the culture of high quality during an induction lesson is to share with the class examples of excellent work from previous classes. For example, you could take half a dozen or so of the best books or files from last year's class and show them to your new class.</p> <p>Challenge the class to try and beat the quality of this exemplar work.</p>	<p>Sharing 'best books' with your class enables learners to be really clear about what you are looking for, in terms of presentation and quality.</p> <p>You might even use these books for an early class exercise. In groups of 3-4, ask learners to look through the layout of a 'best book' and, using some flipchart paper, identify its' best features? Once all the groups have compared notes you can agree a set of rules for high quality work. Leave these books on display so learners can benchmark their own work against them during the term.</p>	<p><i>Do you save the best books from last year's class to act as models?</i></p> <p><i>Is presentation and quality of work important to you? If so how can you ensure that all learners are clear about this standard?</i></p> <p><i>Does your reward systems encourage learners to take pride in the quality of their work?</i></p>

<p>Kite</p>		<p>Getting to know learners' perceived strengths and weaknesses, as well as their interests enables their new teacher to quickly start to form a picture of what makes them tick.</p> <p>Ask learners to populate a simple kite shape with questions such as: Last Year I Enjoyed ...; My Strengths are ...; This Year I am Looking Forward to ...; I Want to Improve...</p> <p>Learners should be encouraged to be honest and explain the reasons for their opinions. Younger learners might include drawings to explain their thinking.</p>	<p>Teacher-student relationships are crucially important. Making time to gather this information gives the teacher a valuable insight into each learner that isn't provided by the plethora of data that comes with them. It's especially helpful to establish the mindset of each learner and their level of confidence in the subject. Indeed, these are areas that the teacher can focus on developing, where there are gaps, and also review with the class over the course of the year</p>	<p><i>What questions would help you to get a better understanding of the classes that you teach?</i></p> <p><i>How could you make time to review and discuss learners' kites throughout the year?</i></p> <p><i>How could you use the Kite to group learners, create learning partners or get a better team spirit in the class?</i></p>
<p>Group mission</p>		<p>Setting a new class a really hard challenge as part of an induction programme is an excellent way of getting feedback from learners on a number of different areas. For instance, how effectively they can work together? How persistent they are in the face of challenges? And how willing are they to listen to and act on feedback?</p> <p>The challenge might be a physical one, requiring learners to use equipment. Alternatively it might be a challenge based upon the subject where they have to apply their existing knowledge perhaps to solve a puzzle or mystery. Afterwards it is important to unpick the activity with the class, so they are clear on their own 'gaps' and how to close them.</p>	<p>Whilst the class are working to overcome the challenge set, the teacher/TA is able to gather useful feedback about the class. If group work is going to be a part of your teaching, then it makes sense to see how effectively learners work together. Alternatively it might provide feedback about the ability of the class to use particular equipment or resources. One English teacher discovered from the challenge she had set her class, that most of her new class could not use a dictionary proficiently. Finding this out at the start of September enabled her to devote time to training them.</p>	<p><i>What challenge(s) can you set up to enable you to gather information about how each learner appears to work in a group situation?</i></p> <p><i>What sort of group work skills will learners require over the upcoming year?</i></p> <p><i>How could you incorporate the use of subject specific knowledge or equipment into the challenge you set?</i></p>

From experience, many teachers know the usefulness of inducting their new class. Some of the suggestions above help teachers to learn about their class, others are about setting the tone for the effort or standard you expect from learners.

The ideas within this 4by4 come from teachers who have gone through the Outstanding Teaching Intervention (OTI). To find out more about OTI or our other courses contact us at www.malit.org.uk