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# Student and NQT Webinar: Teach like a champion - with Doug Lemov

Katy Chedzey, Head of Teaching, Learning and Assessment  
with Doug Lemov, Author – Teach like a champion

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## *While we wait...*

Introduce yourself in the chat:

- Name
- Phase/subject/specialism
- Region





# How you can get involved

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**Chat** – sharing thoughts and reflections with one another

**Questions** – add your questions and we'll collate them as we go for the Q+A

**Join us** – free for Student Teachers; half-price for NQTs

**[www: chartered.college/join/](http://www.chartered.college/join/)**



# Today's webinar

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Behaviour  
management

Classroom  
organisation

Establishing  
systems and  
routines

Creating a  
positive  
classroom  
culture

1. Doug Lemov - Teach like a champion
2. Your questions answered
3. Doug: final thoughts, suggestions, top tips
4. Katy: Useful resources and support

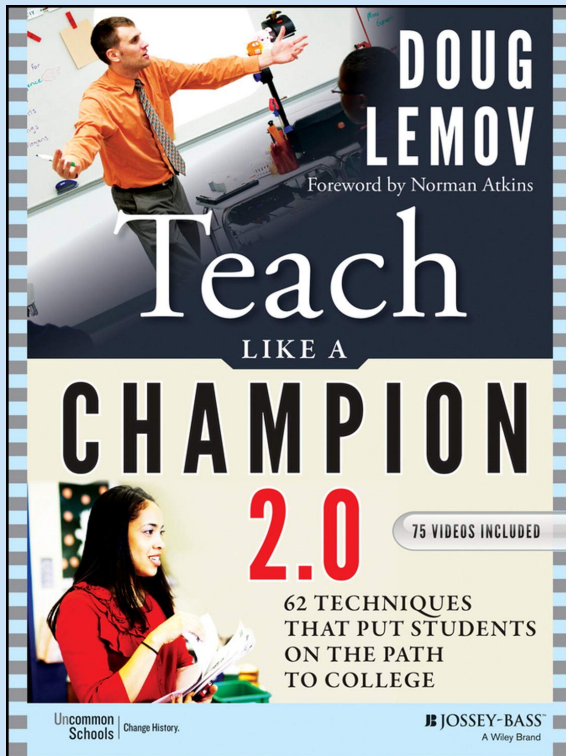


# Introducing Doug Lemov

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## Author:

- Teach like a champion
- Teach like a champion field guide
- Practice perfect
- Reading reconsidered





## Let us know...

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Have you read **Teach like a champion** and if so, what is your favourite technique?



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# **Doug Lemov**

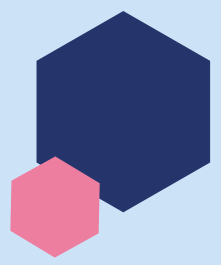
# **Teach like a champion**



# Today's webinar

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1. Doug Lemov -Teach like a champion
2. Your questions answered
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4. Katy: Useful resources and support



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# Top Tips and advice

Doug Lemov

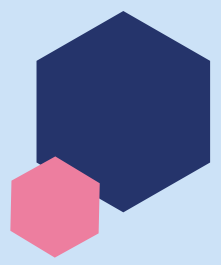




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# Share your top tips, advice & useful resources

Use the chat



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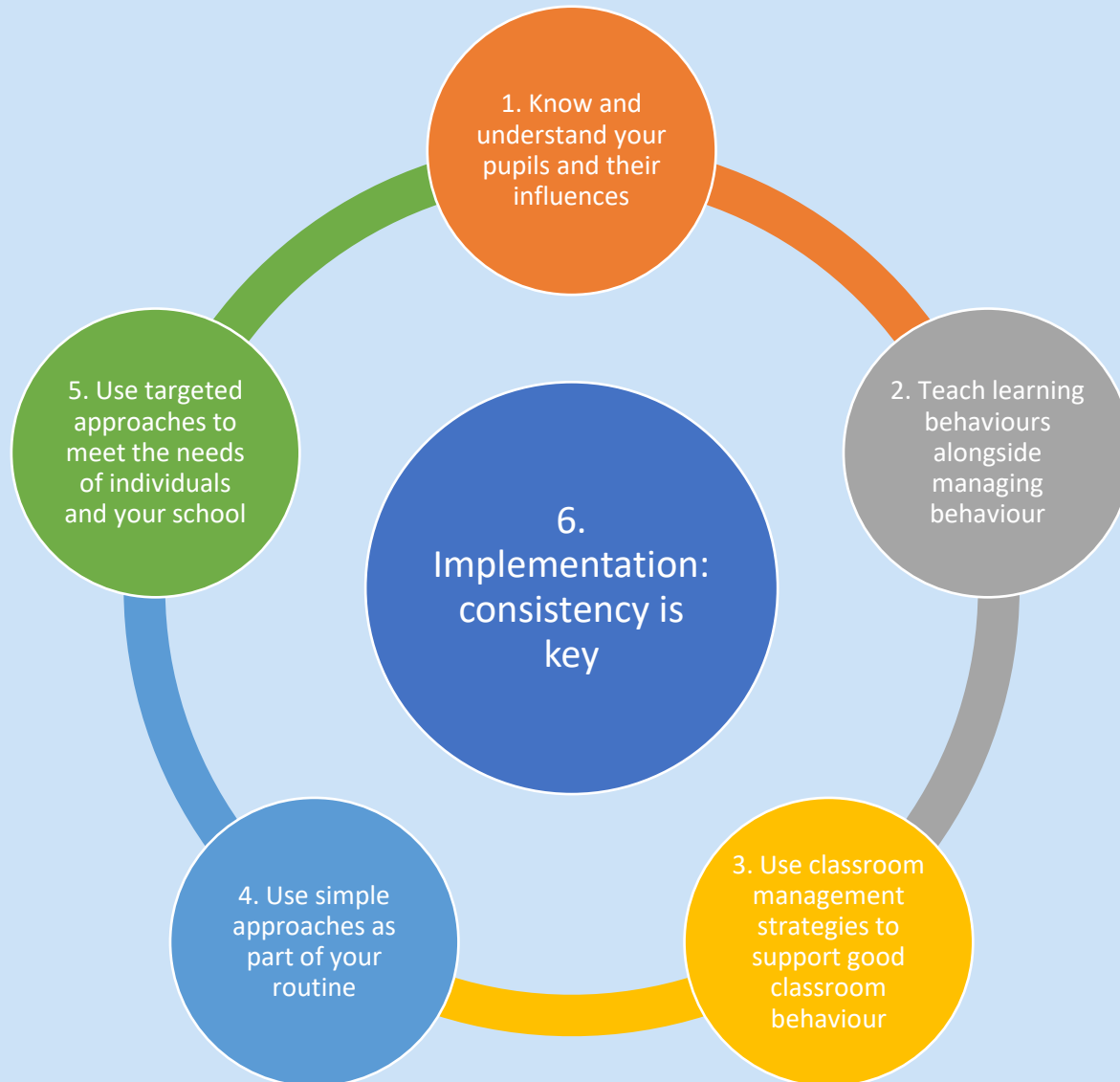
# Useful links and resources

Katy Chedzey



# Education Endowment Foundation

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# Evidence and research

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- Cook et al. (2018) 'Positive greetings at the door'

- Positive
- Remind
- Private
- Deliver

## Practical takeaways

- Be prepared: the lesson starts when pupils walk in
- Establish a start of lesson routine
- Remind, praise, prompt
- Be proactive

academic  
engagement

disruptive  
behaviour



# The Behaviour Checklist (2011)

## Before the lesson

1. Have an established strategy for gaining pupils attention	
2. Lesson resources prepared <ul style="list-style-type: none"><li>- <i>ready for distribution / use</i></li><li>- <i>procedure for distribution considered</i></li><li>- <i>any ICT resources tested</i></li></ul>	
3. Lesson planned (written or otherwise), with consideration given to directions for tasks and activities <ul style="list-style-type: none"><li>- <i>planned activity/tasks for pupils who finish early</i></li><li>- <i>support available for pupils who require consolidation or guidance inc. scaffolding/resources</i></li><li>- <i>procedure in place for transition between activities</i></li></ul>	
4. Strategies for monitoring and reinforcing expectations e.g. noise levels, individual/group/paired work	
5. Prepared responses / plan for pupils who may misbehave (in place, shared with other adults)	

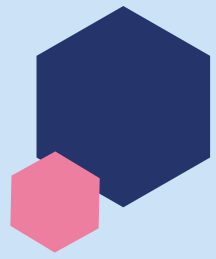


# The Behaviour Checklist (2011)

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## Within the lesson

6. Routine or procedure in place for start of lesson	
7. Routine or procedure in place for pupils beginning work	
8. Routine or procedure in place for pupils finishing work	
9. Monitoring and intervening where required to support learning (avoiding off-task behaviour), utilising reward, sanction & praise where appropriate	
10. Support available for pupils who require consolidation or guidance	



# Final reflections

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- Look at what the evidence says
- Watch great teachers - with purpose
- Know your school's behaviour policy
- Seek advice
- Build a range of strategies you can draw upon
- Develop routines - teach, practice, praise and maintain



# Impact Journal



## HOW CAN A 'COOKIE JAR' HELP TO GENERATE POSITIVE BEHAVIOUR?



## BEHAVIOUR MANAGEMENT: USING THE FIVE STEP APPEAL



## BEHAVIOUR MANAGEMENT: PRACTICAL TIPS



## MARSHMALLOWS AND TRAFFIC COPS: BEYOND BEHAVIOURISM – MOTIVATION AND SELF-REGULATION



## ESTABLISHING POSITIVE SOCIAL NORMS FOR A PRODUCTIVE CLASSROOM ENVIRONMENT

NICK ROSE × FEBRUARY 2019

The topic of behaviour management and the problems teachers face in dealing with disruption to lessons continues to evoke strong argument within the profession....

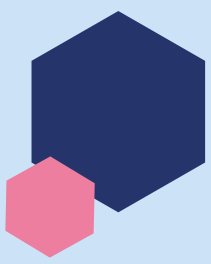
CREATING A PRODUCTIVE CLASSROOM ENVIRONMENT

0 COMMENTS

7 MIN READ







# Chartered College of Teaching resources

[www.chartered.college/join](http://www.chartered.college/join)

Students: Free    NQT membership: £1.88/month

**The Profession**  
The annual publication for early career teachers

**4. Multiple-Choice Hinge Questions**  
Sara Stammers and Sara Stammers

**What's the idea?**  
Used just once through a lesson, multiple-choice questions are an efficient and effective way of gauging understanding and checking for misconceptions before moving on to the next topic.

**What does it mean?**  
The 'hinge' is a moment of diagnosis, the point where a teacher must decide whether a key concept has been understood well enough to move on to another concept or idea. Good questions, presented as multiple choices, can be used to collect research data from the whole class to help with this.

**The most effective hinge questions go beyond simple recall, combining concepts and challenging students to apply ideas. It is always worth including distractor options which either sound right or could be right in another context to highlight common misconceptions around a particular topic.**

**Want to know more?**  
Stammers, S. (2017) Teaching the Multiple-Choice Hinge Question. *Early Career*, 4(2017), Summer 2. For the full article visit [www.chartered.college/join](http://www.chartered.college/join)

Join us at [chartered.college](http://chartered.college)

**Windows into the Classroom**  
Teachers share a strategy they have tried in their classroom or school.

MyCollege

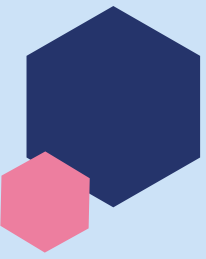


**BRAND NEW**  
Early Career Hub



Impact Journal

CHARTERED COLLEGE OF TEACHING



# Upcoming events

WWW:

my.chartered.college/events

Saturday 6<sup>th</sup> June

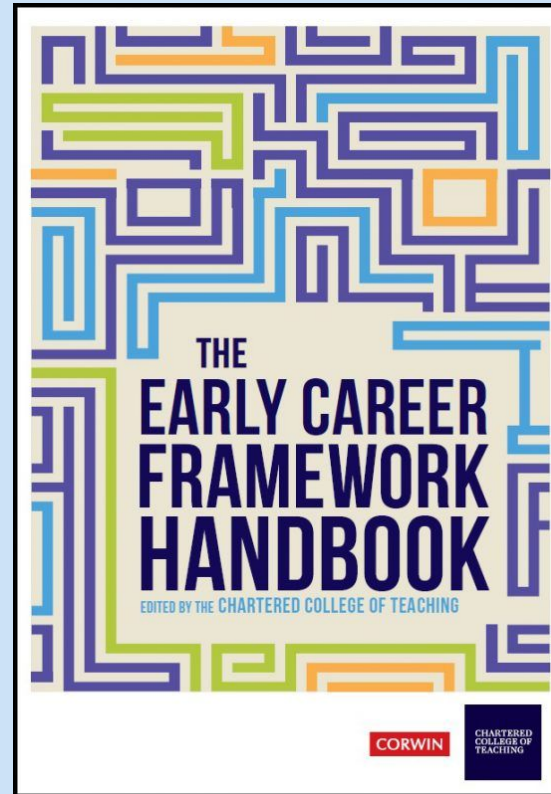
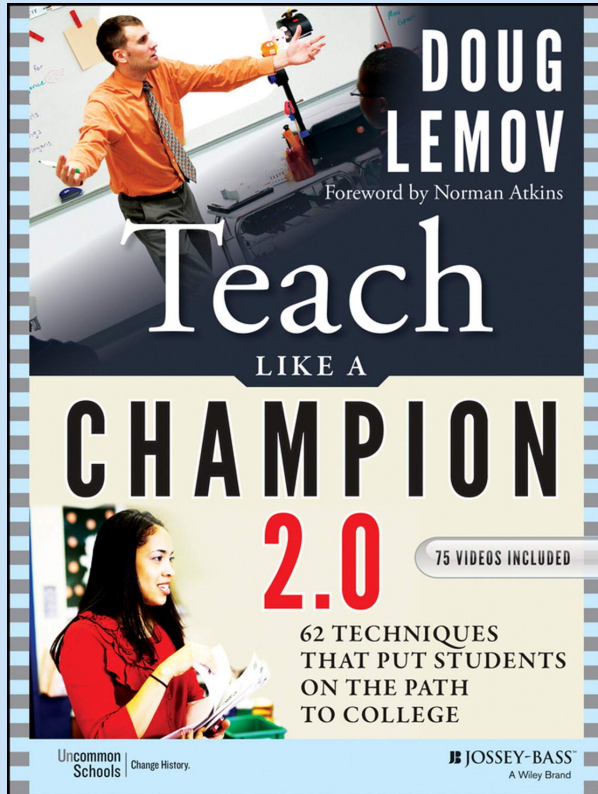
Early Career Teachers  
Unconference – hosted by  
#WomenEd and Chartered  
College of Teaching

The screenshot shows the 'My College' website's 'Events' page. The header includes navigation links for Resources, Events, Courses, Research, and Impact, along with search, user, and menu icons. The main content area features a pink banner with the text 'Our Events' and 'Events organised by the Chartered College and external events that may be of interest.' Below this is a search bar and filter options for Region, Theme, and Organisation. A toggle switch allows users to filter for events organized by 'The Chartered College and our member-led networks'. Three event cards are displayed: 1) 'LEADERSHIP DEVELOPMENT IN EDUCATION ONLINE' (External Event) with a 'SIGN UP' button and contact information for Claire Justin. 2) 'research ED' (External Event) featuring a microscope icon. 3) 'Teach like a champion' with Doug Lemov (Chartered College of Teaching) (Early Career Teachers Webinar). The bottom of the page shows the start of three webinar descriptions: 'How Rosenshine's principles support curriculum implementation', 'Comparative judgment', and 'Teach like a champion'.



# Recommended books

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<https://teachlikeachampion.com/blog/>



# Session reflections

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Share one key idea or action that you will take away

## Useful links:

[www.chartered.college/join](http://www.chartered.college/join)

<https://chartered.college/mycollege/>

<https://chartered.college/2020/03/18/covid-19-and-teaching/>