

Lessons Learned. Teaching & Learning in the online/hybrid classroom

Aga Gurbin, d'Overbroeck's College, Oxford



**Future of English Language
Teaching Conference** **ONLINE**



*Teaching
standing up is so
much better!*

Benefits:

- Reduced back pain
- Better posture
- More impactful delivery



*Teaching
standing up is so
much better!*

Benefits:

- Reduced back pain
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Overview:

- My educational setting
- Lessons learned: Teaching & Learning
- Lessons learned: Leadership



You'll find all the **resources**
& **materials** from this
session in **this padlet**:



https://padlet.com/aga_doverbroecks/Lessons_learned





Aga Gurbin • 1m

Lessons Learned

Teaching, Learning & Leadership

Teaching & Learning

Aga Gurbin 2d

Here are some the lessons I've learned on Teaching & Learning

What have YOU learned?

Lessons Learned: *Teaching & Learning*



♥ 0

Add comment

Leadership

Aga Gurbin 4d

Here are some the lessons I've learned on Leadership

What have you learned?

Lessons Learned: *Leadership*



♥ 0

Add comment

IT Tools

Aga Gurbin 1d

Useful IT tools: Mentimeter

<https://www.mentimeter.com>



Interactive presentation software
Interact with your audience using real-ti...
mentimeter

♥ 0

References

Aga Gurbin 1d

ELT Myth Busting – A critical look at common classroom practice by Tim Hazell (Really worth a watch!)

The first of point of Tim Hazell's presentation referred to the use of first language in the classroom

Dogmatic Practices

1. No L1 in the classroom
2. There is a receptive skills procedure
3. Whenever possible learners should work in pairs
4. Understanding should be checked by teacher questions
5. Error correction: during controlled practice, after freer practice
6. Eliciting is a learner-centred technique
7. Teacher talk is bad!

My educational setting

d'Overbroeck's College, Oxford

- independent, co-educational day and boarding school
- students aged 11–18 (Y7- Y13)
- 18 nationalities in The International School
- 43 nationalities in the Sixth Form



Spring 2020	Emergency remote teaching
Autumn 2020	Hybrid teaching
Spring 2021	Online teaching/hybrid teaching
Summer 2021	Classroom-based teaching

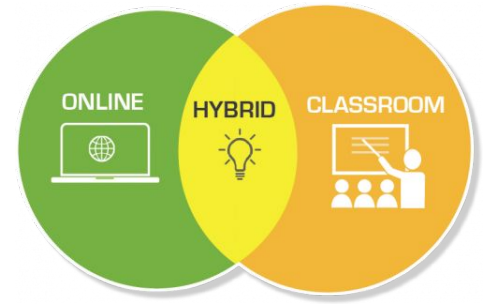
Hybrid teaching

Remote Teaching & Learning:
Synchronous & Asynchronous

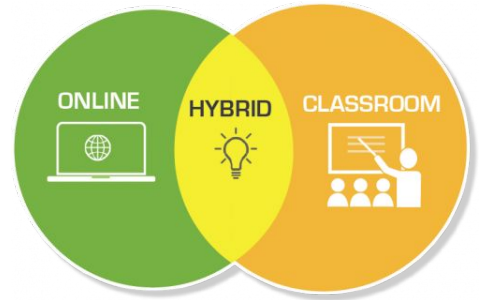
In-person Teaching &
Learning

Simultaneous:

Synchronous Remote Teaching & In-person



Hybrid teaching



Face to face teaching adds an intangible element which we haven't recreated in the hybrid world. Also that hybrid is maybe the worst of all worlds as neither those in the room or those out of the room benefit so well.

(Head of Geography, d'Overbroeck's)

I have learned an enormous amount over these last 15 months that will impact my teaching forever.

(EAL teacher, d'Overbroeck's)



- Teaching & Learning

Lessons Learned: *Teaching & Learning*



1

Organisation
&
Communication

2

Feedback

3

Metacognition
&
Self-regulated
learning

4

Inclusion

Lessons Learned: *Teaching & Learning*

1

Organisation
&
Communication

- **Be realistic:**
 - about how much can be covered
 - about how much your students can achieve

This is what I thought I could do...



This is what I *actually* could do!



Lessons Learned: *Teaching & Learning*

1

Organisation
&
Communication

- **Be realistic:**
 - about how much can be covered
 - about how much your students can achieve
- **Be consistent:**
 - develop a routine

Lesson plan: *Consistency & Predictability*



Starter

Revision

Content 'coverage'

- realistic
- clear objectives
- from covering content to using content

Plenary / Reflection

Starter: *Which... are you?*



Starter

Revision

Content 'coverage'

- realistic
- clear objectives
- from covering content to using content

Plenary / Reflection

WHICH SPONGEBOB ARE YOU TODAY?



WHICH CHARACTER ARE YOU TODAY?



Lessons Learned: *Teaching & Learning*

1

Organisation
&
Communication

- **Be realistic:**
 - about how much can be covered
 - about how much your students can achieve
- **Be consistent:**
 - develop a routine
- **Follow the Principles of Design:**
 - the quality of slides (aesthetics, design)

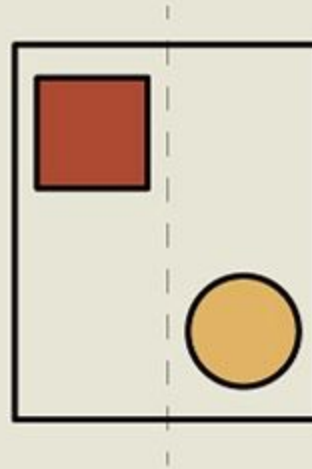
The quality of slides is important to retain students' interest.

(External Communication Coordinator,
International School, d'Overbroeck's)

Balance

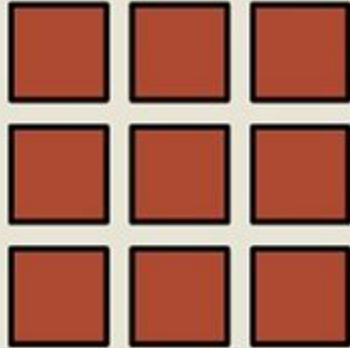


Symmetrical

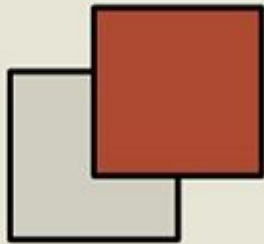


Asymmetrical

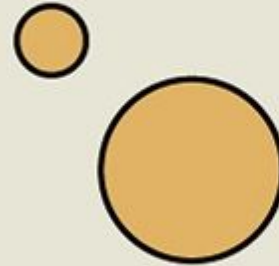
Unity



Contrast

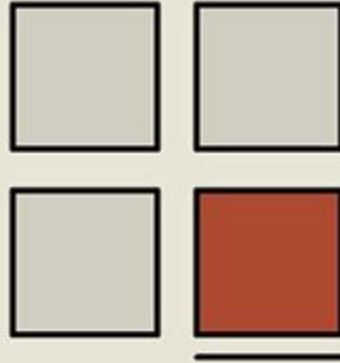


Color Contrast

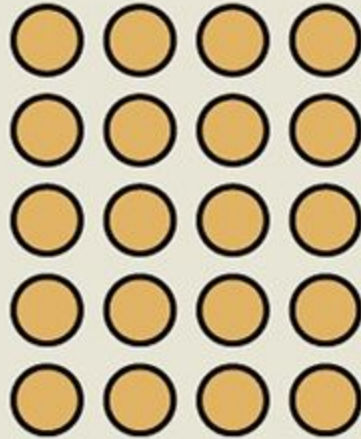


Size Contrast

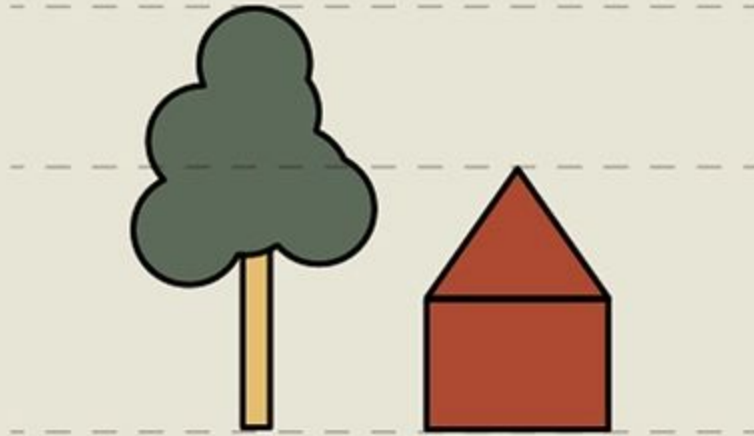
Emphasis



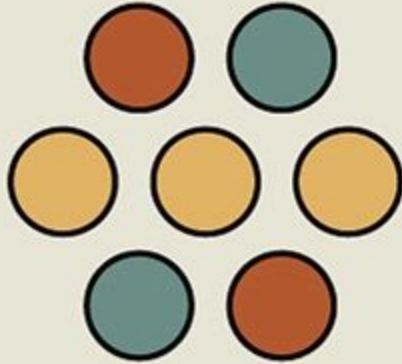
Repetition



Proportion



Harmony



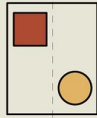
Variety



Balance

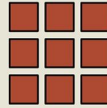


Symmetrical



Asymmetrical

Unity



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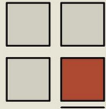


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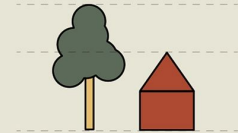
Size Contrast

Emphasis



PRINCIPLES OF DESIGN

Proportion



Harmony



Repetition



Variety



Lessons Learned: *Teaching & Learning*

1

Organisation & Communication

- **Be realistic:**
 - about how much can be covered
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- **Be consistent:**
 - develop a routine
- **Follow the Principles of Design:**
 - the quality of slides (aesthetics, design)

Lessons Learned: *Teaching & Learning*

1

Organisation & Communication

- **Be realistic:**
 - about how much can be covered
 - about how much your students can achieve
- **Be consistent:**
 - develop a routine
- **Follow the Principles of Design:**
 - the quality of slides (aesthetics, design)
- **Be efficient**
 - anything that eliminates waste

Lessons Learned: *Teaching & Learning*

1

Organisation
&
Communication

I wasted a lot of time before, now I'm more efficient with my time. I started asking myself this question:

What does this free me up to do?

(Director of Studies, International School,
d'Overbroeck's)

BENEFITS OF PAPERLESS SCHOOLS



Save Money



Save Time



Streamline
Learning



Make More
Resources
Available



Better
Organization



No More Lost
Papers



Improved
Teacher-Parent
Communication

frevvo

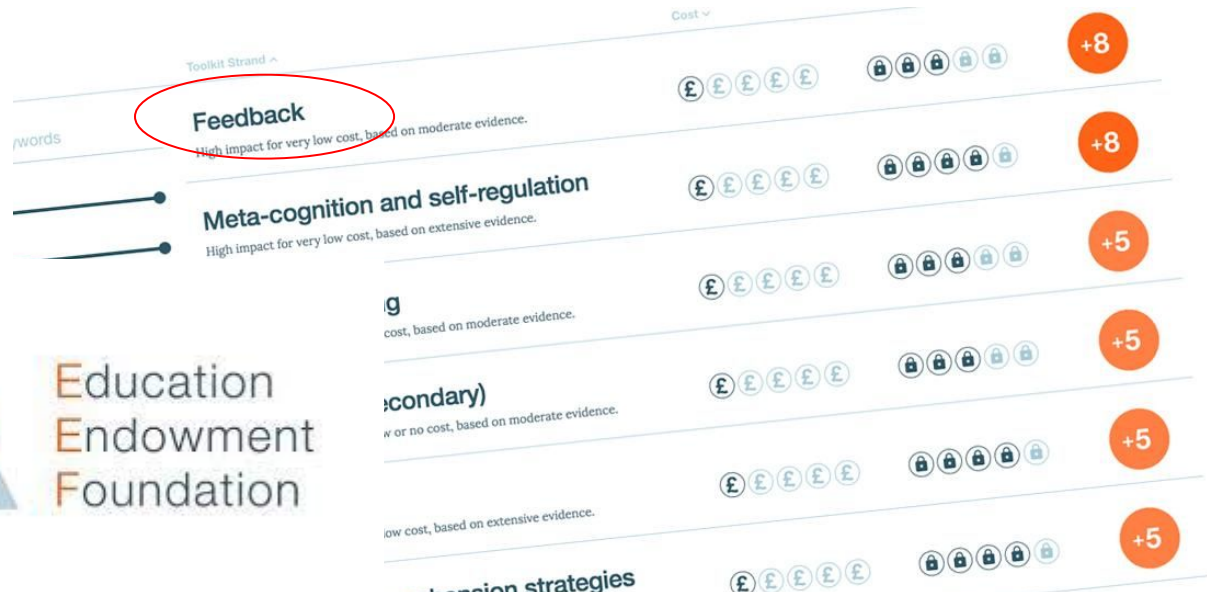
Lessons Learned: *Teaching & Learning*

2

Feedback



According to the Education Endowment Foundation, feedback has **the biggest impact on student's performance.**

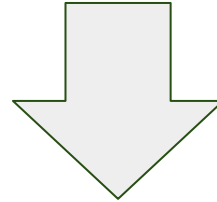


Lessons Learned: *Teaching & Learning*

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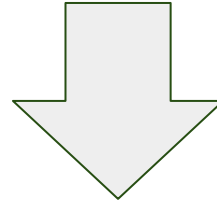
→ **the biggest impact on building relationships**

Lessons Learned: *Teaching & Learning*

2

Feedback

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→ **the biggest impact on building relationships.**
Immediate, targeted, personalized

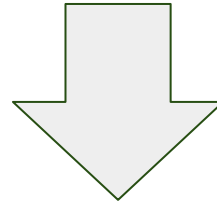


Lessons Learned: *Teaching & Learning*

2

Feedback

According to the Education Endowment Foundation, feedback has **the biggest impact on student's performance.**



→ **the biggest impact on building relationships.**
Immediate, targeted, personalized

- **Audio** feedback (MS Teams → Insert → Audio)
- **Live** feedback (MS Collaborative documents)

Live Documents

One document for the whole term / course

Developing writing skills

Encouraging reflection and learning from feedback

Easy to see progression

Zenia_Writing File_11i English 7 8^R - Saved v

Search

Insert Layout References Review View Help Open in Desktop App Editing v

Calibri (Body) 11 A A B I U A A ...

Bold

I have used all the idioms about free time correctly

I should use more linkers to link the sentences

I think I should write more about my sister

Be careful with tenses, articles and punctuation

Remember:
Be down IN THE DUMPS

Date: Monday 14 Sep
Task: Write a paragraph or two about yourself: "This is me!"
You will find more information in the PowerPoint: "Writing skills. This is me!"

Write your paragraphs here:

My name is Zenia. I am a student (prep) d'Overbroecks College. I (I) born in Hong Kong and (I) there for 16 years. I am (I) studying education (WWW) in Oxford now.

I have 4 family members which are mother (M) father, my elder sister and me. My elder sister (she) is studying (S) university in Hong Kong but she is also (she) since she always (S) on her bed and (S) dramas. My family members (S) me a lot and I am (S) of my family members' app. My hobbies are dancing ballet and playing (S) harp since both of these can let me feel relaxed and (S) (better: express myself).

WWW	EBI	My reflection / My action plan
Great that you used some vocabulary from the lesson Good use of present simple	Some issues with accuracy, especially with missing words and SV You could write one more paragraph :-)	To be more careful on those missing articles and words. Can use more linkers to make the sentences more advanced. Proofread before send the homework. (write 1 more paragraph) Do not translate directly from my L1

My corrections:

My name is Zenia. I am a student at (prep) d'Overbroecks College. I was(*) born in Hong Kong and have lived(T) there for 16 years. I am studying (WW) in Oxford now.

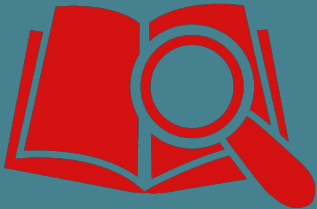
I have 4 family members which are mother, (*) father, my elder sister and me. My elder sister is studying a (*) university in Hong Kong but she is also (she) since she always (S) on her bed and watches (S) dramas. My family members support (S) me a lot and I am (S) of my family members' app. My hobbies are dancing ballet and playing the (*) harp since both of these can let me feel relaxed and can express myself. (better: express myself).

Zenia's Writing File

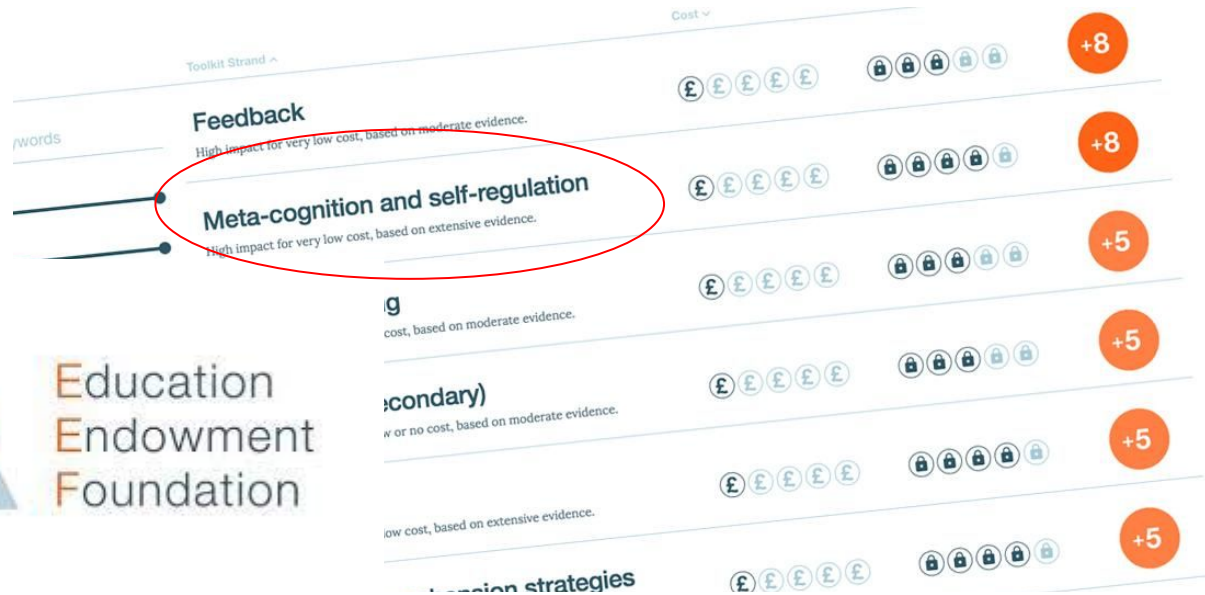
Lessons Learned: *Teaching & Learning*

3

Metacognition
&
Self-regulated
learning



The second biggest impact on learning, according to the Education Endowment Foundation, is **metacognition & self-regulation**.

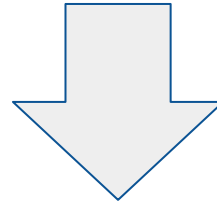


Lessons Learned: *Teaching & Learning*

3

Metacognition
&
Self-regulated
learning

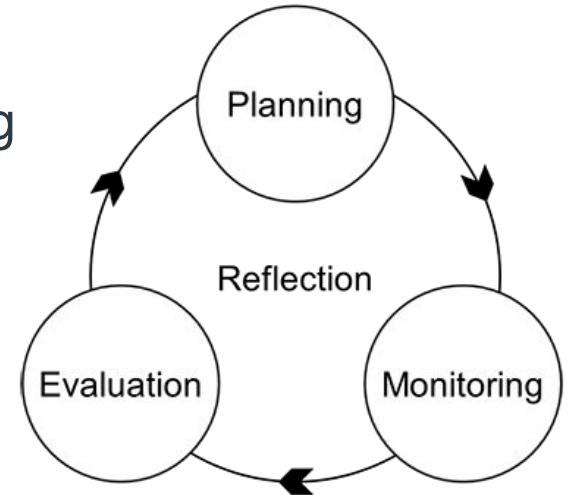
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Help students:

- **think** about their own learning
- **plan, monitor & evaluate** their learning

Metacognition phases

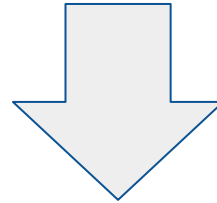


Lessons Learned: *Teaching & Learning*

3

Metacognition
&
Self-regulated
learning

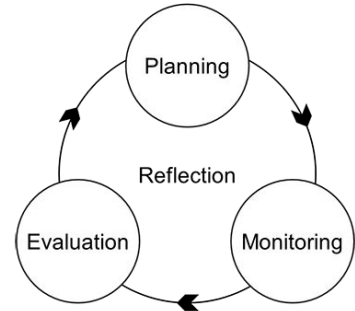
The second biggest impact on learning, according to the Education Endowment Foundation, is **metacognition & self-regulation**.



Help students:

- **think** about their own learning
- **plan, monitor & evaluate** their learning

Metacognition phases



More content \neq More learning

Lessons Learned: *Teaching & Learning*

3

Metacognition
&
Self-regulated
learning

*I started to reflect more on differentiated objectives for my lessons: **Everyone MUST vs. Everyone SHOULD.** It was harder online to track progress instantly and provide a different worksheet.*

(Head of Science, International School,
d'Overbroeck's)

You'll find all the resources from this session in this padlet:
https://padlet.com/aga_doverbroecks/Lessons_learned

A screenshot of a Padlet page titled "Lessons Learned" by Aga Gurbin, categorized under "Teaching, Learning & Leadership". The page is organized into four columns: Teaching & Learning, Leadership, IT Tools, and References. Each column contains a post with text, images, and links. A green arrow points from the QR code to the "Lifelong learning" post in the References column.

Teaching & Learning

Aga Gurbin 1m

Here are some the lessons I've learned on Teaching & Learning

What have YOU learned?

Lessons Learned: Teaching & Learning

- 1 Organization & communication
- 2 Feedback
- 3 Metacognition & Self-regulated learning
- 4 Targeted academic support
- 5 Inclusion

0

Add comment

Aga Gurbin 24h

Leadership

Aga Gurbin 1d

Here are some the lessons I've learned on Leadership

What have you learned?

Lessons Learned: Leadership

- 1 Listen, learn, lead
- 2 Connect, then lead
- 3 Reflect
- 4 Enable others to flourish
- 5 Be passionate & have fun

0

Add comment

Aga Gurbin 1d


Listen, learn then lead

IT Tools

Aga Gurbin 1d

Useful IT tools: Mentimeter

<https://www.mentimeter.com>



Interactive presentation software
Interact with your audience using real-ti...
mentimeter

0

Add comment

References


0

Add comment

Aga G

Lifelong learning

The *OECD Skills Outlook 2021* shows how teachers, schools and education systems can promote *lifelong learning* attitudes.



OECD Skills Outlook 2021
LEARNING FOR LIFE

Lessons Learned: *Lifelong learning*

3

Metacognition
&
Self-regulated
learning

It's essential that **lifelong learning becomes a reality** for everyone since the crisis has further accelerated the transformation in our economy and skills needs.

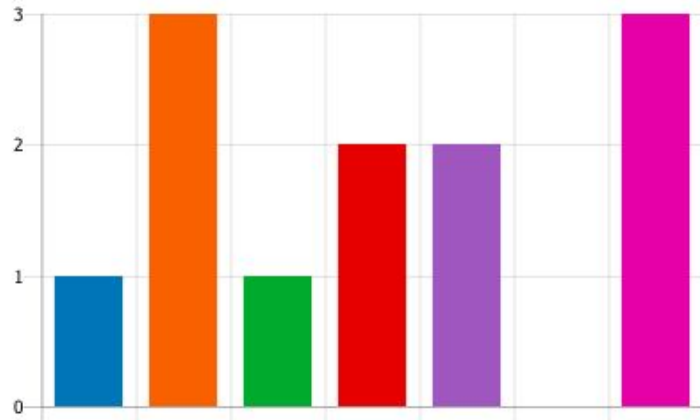
(OECD, 2021)

21st century skills: *Debating in class*

1) Students **choose** the topic they want to discuss (MS Form)

1. Which topic would you like to discuss next week? You can choose more than one.

[More Details](#)



21st century skills: *Debating in class*

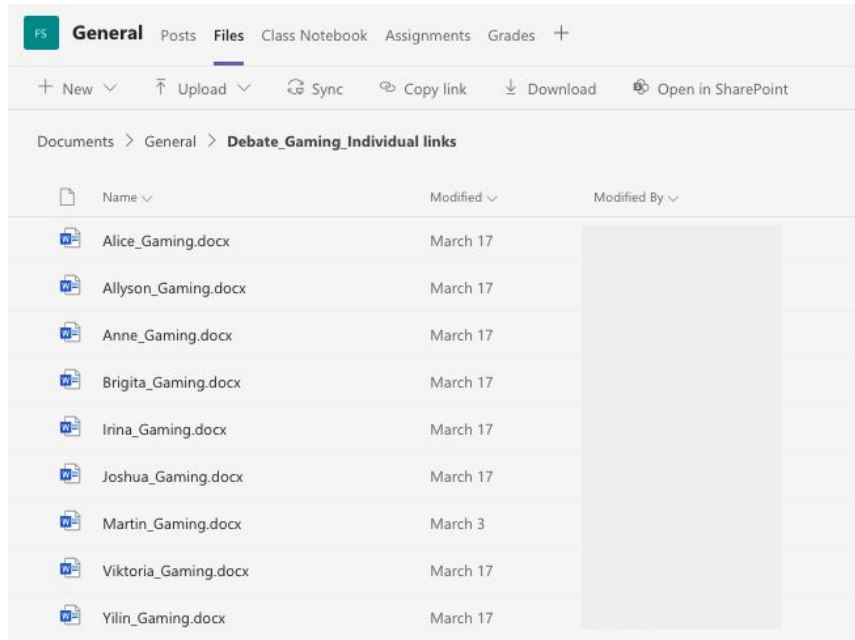
2) Students **research** the topic (Flipped learning)

How is gaming affecting us? Discuss both views.

Arguments Pro	Arguments Against
<ul style="list-style-type: none">• Video games can provide a relaxation for us after a long time work or study life. Reduce symptoms of anxiety and depression – help those who have social anxiety when getting along with others to <u>initiate relationships and build a social friend's cycle.</u>• Video games that <u>are influenced by historical events or puzzle games</u> can spread knowledges about important historical or religious events. For example – some clues of the puzzle games are related with mathematics, physical and history, which can also be beneficial.• <u>Increase concentration and sense of purpose among individuals</u> – bring excellent hand-eye coordination, lengthen attention spans, improve working memory and rapid decision-making abilities. This allows us to be more skilled and thus can improve their performance in real activities such as sports in the reality.• The regions of the brain that play a role in attention are more	<ul style="list-style-type: none">• Addiction – after the long-time gaming, you feel pleased and satisfied, then you may try it again and thus lead to addiction to video games. <u>Can lead to the prevention of enjoying anything else which isn't as stimulating as video games.</u>• <u>Emerged oneself in the video games and ignore the want from life, relationships and socialism, adventure.</u> People who have addiction to video games may stay at home and play the game without stop, this may contribute to the loss of socialization life, study time and other outdoor activities.• Though you may say that you can still socialize on the internet or through the game, this kind of communication is indirect, which can have some negative influences on language skills and linguistic element such as body language, facial expressions...• Obesity and malnutrition – lack of sports time and don't pay attention to healthy life style – healthy diet, stay up late.

21st century skills: *Debating in class*

3) Students **learn** from and with each other



The screenshot shows a SharePoint document library interface. At the top, there are tabs for 'General', 'Posts', 'Files', 'Class Notebook', 'Assignments', and 'Grades'. Below the tabs are action buttons: '+ New', 'Upload', 'Sync', 'Copy link', 'Download', and 'Open in SharePoint'. The breadcrumb path is 'Documents > General > Debate_Gaming_Individual links'. The main area displays a table of files with columns for 'Name', 'Modified', and 'Modified By'. The files listed are:

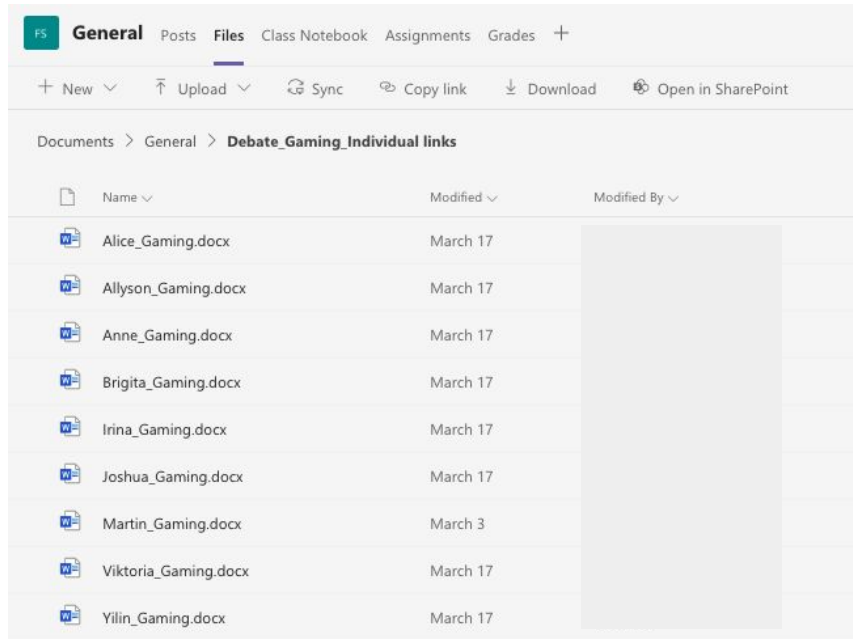
Name	Modified	Modified By
Alice_Gaming.docx	March 17	
Allyson_Gaming.docx	March 17	
Anne_Gaming.docx	March 17	
Brigita_Gaming.docx	March 17	
Irina_Gaming.docx	March 17	
Joshua_Gaming.docx	March 17	
Martin_Gaming.docx	March 3	
Viktoria_Gaming.docx	March 17	
Yilin_Gaming.docx	March 17	

2. Gaming Debate: Structure

Step 1 (individual) THINK	5min	Go & check what your friends wrote (Class Materials --> Gaming: Individual links) Any arguments that you like? Disagree with? THINK
Step 2 (in groups) PRACTISE	10min	Team Thinking: selecting arguments, structuring your speeches, revising academic linkers Breakout Room A --> Team Pro Breakout Room B --> Team Against
Step 3 (in pairs) DEBATE	20 min	Team Debating: See pairing below

21st century skills: *Debating in class*

4) Students **practise** groups



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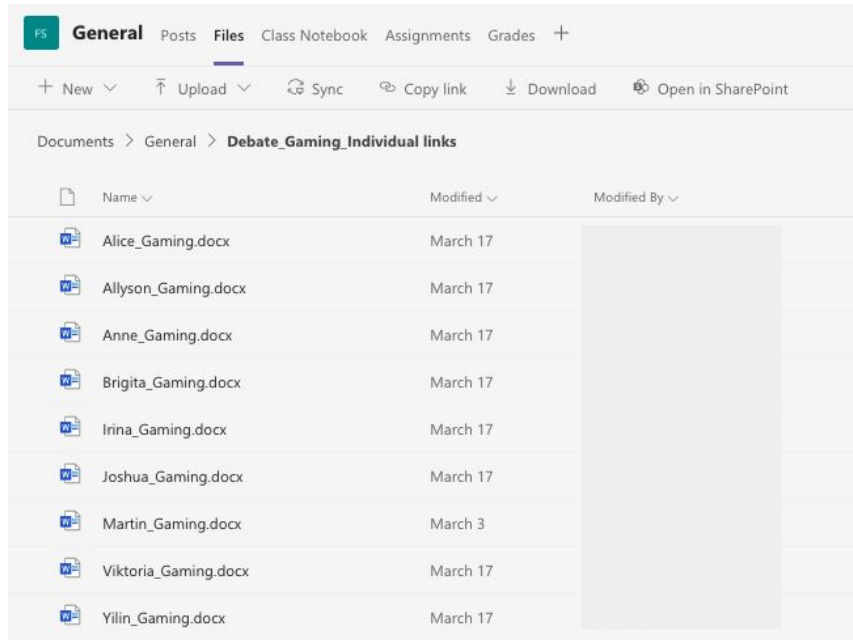
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Joshua_Gaming.docx	March 17	
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21st century skills: *Debating in class*

5) Students **debate** in pairs



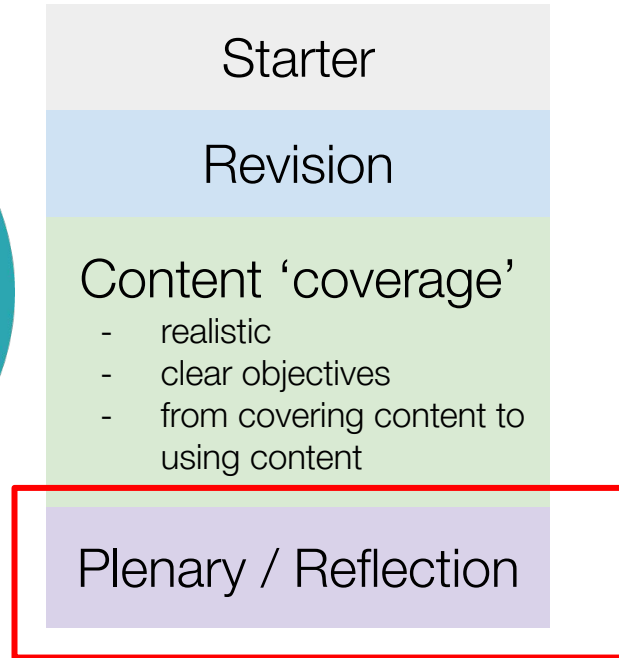
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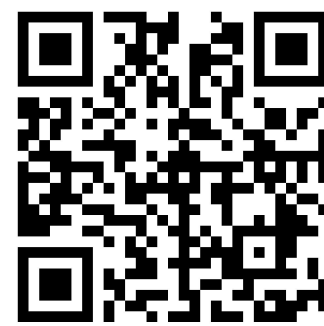
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21st century skills: *Debating in class*



- WWW (What went well)
- EBI (Even better if)

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padlet

Aga Gurbin • 1m

Lessons Learned

Teaching, Learning & Leadership

Teaching & Learning

Add comment

Aga Gurbin 4m

Debating at higher level

This is my whole lesson on debating. Feel free to use. Leave a comment :-)

Academic English Skills: Debating at Higher Levels

Objectives:

- to help students develop their discourse management and debating skills
- to practice listening and note-taking skills in the field of debating
- to conduct research using multiple sources to support a position in a debate

Debating_PPT PDF document

Leadership

Aga Gurbin 1d

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Aga Gurbin 1d

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Dogmatic Practices

1. No L1 in the classroom
2. There is a receptive skills procedure
3. Whenever possible learners should work in pairs
4. Understanding should be checked by teacher questions
5. Error correction: during controlled practice, after freer practice
6. Eliciting is a learner-centred technique
7. Teacher talk is bad!

0

Add comment

EAL Hub on Teams: *Create a Site in Sharepoint*

The screenshot shows a Microsoft Teams site page for a group named 'TIS EAL Students'. The page header includes the user 'D'OVERBROECK'S', a search bar, and the group name with a 'Private group' label. A navigation sidebar on the left lists options like Home, Conversations, Documents, Notebook, Pages, Class Materials, Site contents, and Recycle bin. The main content area features a large title 'EAL Hub' and 'The International School' in purple. Below this is a light blue banner with the text: 'Learn more English here with interactive exercises, useful downloads, games, and weblinks. Practise your grammar, vocabulary, pronunciation, listening, and reading, and have some fun too!'. At the bottom, there are three columns of resource links under the headings 'Reading Resources', 'Writing Resources', and 'Listening Resources'. The page also shows a 'Published 12/3/2020' date and 'Edit' options.

D'OVERBROECK'S Search this site

ENGLISH TIS EAL Students Private group ☆ Not following 122 members

Home + New Page details Analytics Published 12/3/2020 Edit

Conversations Documents Notebook Pages Class Materials Site contents Recycle bin Edit

EAL Hub

The International School

Learn more English here with interactive exercises, useful downloads, games, and weblinks. Practise your grammar, vocabulary, pronunciation, listening, and reading, and have some fun too!

Reading Resources

- [British Council: Reading Skills](#)
- [Today in history](#)
- [Biographies](#)
- [BBC Newsround](#)
- [Weblinks](#)

Writing Resources

- [British Council: Writing Skills](#)
- [Write & Improve](#)
- [Oxford Comma](#)
- [How to write descriptively](#)
- [Academic Highlighter](#)

Listening Resources

- [TED Talks](#)
- [British Council: Listening Skills](#)
- [English Conversations](#)
- [Audio lessons with multimedia](#)
-

You'll find all the resources from this session in this padlet:
https://padlet.com/aga_doverbroecks/Lessons_learned

A screenshot of a Padlet page titled "Lessons Learned" by Aga Gurbin, created 1 month ago. The page is organized into four columns: "Teaching & Learning", "Leadership", "IT Tools", and "Resources". A prominent green arrow points to a post in the "IT Tools" column.

Lessons Learned
Teaching, Learning & Leadership

Teaching & Learning

Leadership

Aga Gurbin 4d
Here are some the lessons I've learned on Leadership
What have you learned?

Lessons Learned: Leadership

- 1 Connect, then lead!
- 2 Share & Reflect
- 3 Enable others to flourish
- 4 Be enthusiastic & have fun

IT Tools

Aga Gurbin 1m
Create a website for your class
Add links and resources for students to refer to

Office

Create a site in SharePoint
Create a site in the wizard: Select wheth...
microsoft

Resources

Aga Gurbin 1m
Lifelong learning
The *OECD Skills Outlook 2021* shows how teachers, schools and education systems can promote *lifelong learning* attitudes.

OECD Skills Outlook 2021
LEARNING FOR LIFE

Lessons Learned: *Lifelong Learning*

3

Metacognition
&
Self-regulated
learning

Three key issues:

1. place learners at the centre of learning
2. teach skills that last a lifetime
3. promote **inclusive** learning

Lessons Learned: *The use of First Language*

4

Inclusion

=

The use of
students'
first
language

- 43% of the world population is bilingual

First language:

- It doesn't stop students thinking in L2
- It doesn't slow down L2 production
- The goal of SLA is bilingualism not monolingualism

(T. Hazell: ELT Myth Busting. A critical look at common classroom practice)

- Promotes metacognition & self-regulated learning
- Reduces classroom anxiety



- Leadership

Lessons Learned: *Leadership*



1

Connect,
then lead

2

Share &
Reflect

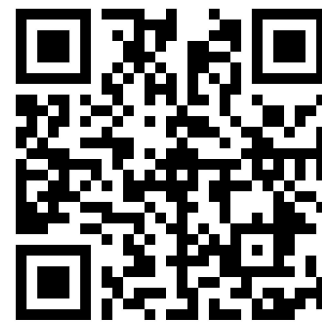
3

Enable
others to
flourish

4

Be
enthusiastic
& have fun

You'll find all the resources from this session in this padlet:
https://padlet.com/aga_doverbroecks/Lessons_learned



A screenshot of a Padlet page titled "Lessons Learned" by Aga Gurbin, categorized under "Teaching, Learning & Leadership". The page is divided into four columns: Teaching & Learning, Leadership, IT Tools, and References. A large green arrow points from the top right towards the "Leadership" column. The "Leadership" column features a post from Aga Gurbin (3d) with the text "Here are some the lessons I've learned on Leadership" and "What have you learned?". Below this is a "Lessons Learned: Leadership" section with four numbered items: 1. Connect, then lead; 2. Share & Reflect; 3. Enable others to flourish; 4. Be passionate & have fun. The "IT Tools" column features a post from Aga Gurbin (1d) about "Useful... mentimeter" with a link to www.mentimeter.com and an image of a woman presenting. The "References" column features a post from Aga Gurbin (1m) about "Lifelong learning" with a link to the OECD Skills Outlook 2021. The "Teaching & Learning" column features a post from Aga Gurbin (2d) with the text "Here are some the lessons I've learned on Teaching & Learning" and "What have YOU learned?". Below this is a "Lessons Learned: Teaching & Learning" section with four numbered items: 1. Organisation & Communication; 2. Feedback; 3. Metacognition & Self-regulated learning; 4. Inclusion. The page also includes a lightbulb icon, a profile picture of Aga Gurbin, and a "1m" indicator.

Lessons Learned: *Leadership*

1

Connect,
then lead

Whether it's teaching a group of students or presenting to staff in a meeting, the pandemic has taught me the importance of connecting with people. No matter where you are, or the methods in which you are communicating, valuing the person and acknowledging their situation is powerful.

(Deputy Head Pastoral, International School)

Lessons Learned: *Leadership*

1

Connect,
then lead

- **Connect**

A growing body of research suggests that the way to influence – and to lead – is to begin with warmth. It facilitates trust and the communication and absorption of ideas.

Harvard
Business
Review

COLLABORATION

Connect, Then Lead

by Amy J.C. Cuddy, Matthew Kohut, and John Neffinger

FROM THE JULY 2013 ISSUE



Lessons Learned: *Leadership*

1

Connect,
then lead

- **Connect**

A growing body of research suggests that the way to influence – and to lead – is to begin with warmth. It facilitates trust and the communication and absorption of ideas.



Amy Cuddy



Lessons Learned: *Leadership*

2

Share &
Reflect

- **Foster educational dialogue in your school community**

Lessons Learned: *Leadership*

2

Share &
Reflect

- **Foster educational dialogue in your school community**
 - Share tips & resources (EAL drop-ins → reflections sent to All Staff)



Hi everyone,
I just wanted to
share with you...

Online EAL Drop-ins in January 2021



1. Always check the instructions before asking students to complete the work
2. Give a time limit for every exercise (put a timer on the screen)
3. Nominate which student should be the one to respond. (To avoid long periods of silence or the same student answering everything).
4. Avoid asking: 'Is there anyone who would like to answer it'
5. Use the hands up function for students to show when they've finished. (It also offers an opportunity to give an extension task to fast finishers.)
6. Recap of vocab from the previous day at the start of the lesson
7. Return to the lesson's objectives during the lesson.
8. When using break out rooms, give students clear roles (e.g. a discussion leader, a summariser, a note-taker)
9. Do the first example with your class (modelling and ensuring everyone knows what to do)
10. Always allow (a least) 5 minutes for a plenary. Check your students' understanding/learning in plenary to inform your teaching for the next lesson .

Lessons Learned: *Leadership*

2

Share &
Reflect

- **Foster educational dialogue in your school community**
 - Share tips & resources (EAL drop-ins → reflections sent to All Staff)
 - Create a display

EAL Pedagogy: *Leadership*

E A L
P E D A G O G Y

EAL Why?

Marking Language: Use PE Convention Guide

Differentiate: Do you choose what level? Choose what part of the content you...

Language: Writing Language

First Language: What is it?

Learners' Experiences: Attainment & Achievement

Sentence starters: Help with writing

Twitter: How to use Twitter in class

Subject Teachers: Teaching Language?

Read Reflect Respond

Challenge: Solution

EAL: What is it?

EAL: Why?

EAL: Language: What is it?

EAL: Language: Learner Learning: What is it?

Sentence starters: Help with writing

Provide sentence starters (also a good way to get everybody down to writing).

e.g.

One side of the argument is...

Another side of the argument is...

Therefore my conclusion is...

In addition, sentence starters can be used to model academic language.

Twitter: How to use Twitter in class

Early bird: Twitter

Check out these websites. Take notes and record:

- 5 new pieces of vocabulary
- 5 new pieces of information

@AboutPhysics: Andrew Jones updates with cool physics news and discoveries.

@PhysicsNews: The Institute of Physics tweets about news and updates.

Early bird: News about @Physics on Twitter

Teach pronunciation: Can you read these words?

cytryna (n) /sitrenal/

slivka (n) /shleefkar/

banan (n) /banani/

gruszka (n) /grooshkar/

truskawka (n) /trooskuffkar/

Give Thinking Time: Processing information

30 Seconds Silent Thinking

Build thinking time into the lesson – "30 seconds silent thinking from now."

This allows all students to reflect on questions and content.

Students learning EAL may further benefit from the extended time for processing.

**How can we
move from
surviving...**



**... into
thriving!**



Lessons Learned: *Leadership*

3

Enable
others to
flourish



Teachers need to feel:

- valued
- listened to
- included

I feel teachers' well-being has not been as well supported in terms of time needed.

Teachers need to have TIME to:

- plan
- reflect
- collaborate

Lessons Learned: *Leadership*

4

Be
enthusiatic
& have fun

3

I worked in a
betting office.

7

READY FOR A
QUIZ?

I was on TV
with Clare
Balding.



Be a shining light



Inspire those around you

Share your successes

Lead the way

Embrace new challenges

What are some of the things that you've taken away from teaching online?

<https://www.menti.com/85ikqoe611>

The voting code **5044 3194**



Thank you!

For more information, please contact me:



aga.gurbin@doverbroecks.com



@Aga Gurbin

What are some of the things that you've taken away from teaching online?

<https://www.menti.com/85ikqoe611>

The voting code **5044 3194**



This session has now ended

Please return to the conference programme to choose your next session.

Webinar: Discover Trinity

Thursday 1 July, 2021

Find out more: learn.trinitycollege.co.uk/discover

