

Micro-skills of the effective teacher

What effective teachers appear to do ...	
Where the effective teacher stands	<ul style="list-style-type: none"> • Avoids no-go zones • Circulates • Chooses to address the class from a position of authority • Avoids putting a barrier between themselves and the class • May deliver parts of a lesson from the back of the room
How the effective teacher stands	<ul style="list-style-type: none"> • Stands still • Has the authority to wait until the class is silent before speaking • Moves around when reading
Use of body language	<ul style="list-style-type: none"> • Smiles, frowns, stares, as necessary • Uses commanding gestures – clear arm movements, rhetorical flourishes, pointing, gestures for emphasis
Use of eye contact	<ul style="list-style-type: none"> • Sweeps the class • Uses a glance to stop someone from losing concentration • Looks students in the eye • Avoids having papers or notes as a barrier
Use of voice	<ul style="list-style-type: none"> • Waits before speaking • Avoids repetition of fillers (“okay”, “know what I mean”, “right”) • Is clearly audible but... • Uses texture of volume – some bits loud, some bits quiet • Uses students’ names a lot • Says “thank you” more than “please” • Doesn’t talk too much • Has alternatives to asking questions
Use of silence	<ul style="list-style-type: none"> • Pauses longer than a class might expect • Waits for and insists on silence • Gives thinking time after a question
Use of praise and feedback	<ul style="list-style-type: none"> • Praises hugely and in a varied way – well done, “nice one”, “great idea”, “fabulous”, “hadn’t thought of that”
Social dynamics (the hardest one to pin down)	<ul style="list-style-type: none"> • Hits the ground running at the start of a lesson • Changes direction to suit the group • Makes jokes, but does more than entertain • Knows when to say “enough is enough” • Is respected and popular with students but doesn’t court popularity
Clarity of explanations	<ul style="list-style-type: none"> • Explains work in a clear but non-patronising way • Allows students to raise issues of concern and responds with concise and confident answers