



Making it interesting?

The 1998 Teachers Standards placed considerable emphasis on student teachers being able to make lessons interesting and engaging for pupils. The Standards stipulated that they should be able to ‘keep all pupils engaged’ in the following ways. (If the student was not able to fulfil any of the standards, they were not supposed to be ‘passed’ to become a qualified teacher (DfEE, 1998: 13-14).

i	Stimulating intellectual curiosity, communicating enthusiasm for the subject being taught, fostering pupils’ enthusiasm and maintaining pupils’ motivation.
ii	Matching the approaches used to the subject matter and the pupils being taught.
iii	Structuring information well, including outlining content and aims, signalling transitions and summarising key points as the lesson progresses.
iv	Clear presentation of content around a set of key ideas, using subject specific vocabulary and well chosen illustrations and examples.
v	Clear instruction and demonstration, and accurate and well-paced explanation.
vi	Effective questioning which matches the pace and direction of the lesson and ensures that pupils take part.
vii	Careful attention to pupils’ errors and preconceptions, and helping to remedy them.
viii	Listening carefully to pupils, analysing their responses and responding constructively in order to take pupils’ learning forward.
ix	Selecting and making good use of textbooks, IT and other learning resources which enable teaching objectives to be met.
x	Providing opportunities for pupils to consolidate their knowledge and maximising opportunities, both in the classroom and through setting well-focused homework, to reinforce and develop what has been learned.
xi	Exploiting opportunities to improve pupils’ basic skills in literacy, numeracy and IT, and the individual and collaborative study skills needed for effective learning, including information retrieval from libraries, texts and other sources.
xii	Exploiting opportunities to contribute to the quality of pupils’ wider educational development, including their personal, spiritual, moral, social and cultural development.
xiii	Setting high expectations for all pupils notwithstanding individual differences, including gender, and cultural and linguistic backgrounds.
xiv	Providing opportunities to develop pupils’ wider understanding by relating their learning to real and work-related examples (DfEE, 1998: 10-11).