



STAGE 1  
WORKBOOK

# TRAINEE TEACHER SUCCESS PATH



## Introduction:

Welcome to this first stage of the TEA Success Path which will enable you the Trainee Teacher or Trainer to deliver your first class. Here, together with the Stage 1 Video, we will teach you the very basics of getting up and running with your first class.

Here are the stages that you will be going through, and remember if you have any questions, queries or concerns do please let us know by emailing us on [danielle@teateaching.com](mailto:danielle@teateaching.com) as we are here to help you succeed and achieve the results you want.

## THE TRAINEE TEACHER SUCCESS PATH

- STAGE 1 Getting to know your students**  
What can your students do? What do they want to do? What do you want your students to be able to do by the end of the session?
- STAGE 2 Writing your first lesson plan**  
Starting to put your ideas down on paper, so you know exactly what you and your students are going to be doing during the session.
- STAGE 3 Getting your message across**  
How can you teach in a way that your students will love, will learn and will keep them coming back for more?
- STAGE 4 Checking for Learning**  
How can you be sure that your students have learnt what you have taught them, are engaged with you and are progressing?
- STAGE 5 Contingencies, Contingencies**  
What do we do if there is a power failure, or you forget something? No problem because we have a 'Plan B'!

NOTE: Just one quick point on terminology: When I talk about the “Click” Class I mean the “Online” Class and the “Brick” Class refers to the “Face to Face” Class. There is a glossary in the TEA site to help you with any jargon going forward.

## Stage 1 - Getting to know your students

As you will have seen and heard in the video, it is vitally important that we get to know and build a relationship with each and every one of our students. In this workbook we will look at how you can use the information I gave you on the video to create a plan for you to get to know your students and build that relationship with them.

Think about the following questions and write your thoughts in the space provided.

1. Why is it important for you to get to know your students?  
How will this help you and your students in your click class?

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2. What information do you need to get to know your students?  
The table below will help you.

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## “Getting to know you” question ideas:

Questions (in no particular order) that you might want to ask to ensure you get to know your students well include:

-  Why have you decided to take this course?
-  What in particular do you want to learn in this course?
-  What technology will you be using?
-  How strong is your WiFi
-  What computer skills do you have?
-  What interests/hobbies do you have?
-  What qualifications do you have ... Functional Skills, GCSEs
-  Do you have any learning difficulties or disabilities that I can help and support you with?
-  Do you know what your Learning Styles are?
-  How confident are you using technology?
-  Do you know why you are on this course? (Some students are sent by their companies and don't know and may not want to be there).
-  What do you want to do with what I am going to be teaching you?
-  What are your expectations regarding how you like to be assessed?
-  Are you doing this for pleasure, work, to get a job, social etc?
-  What is your occupation?
-  Have you done this subject before? To what level?



How to obtain the material	Yes/No
🗨️ An interview	
🗨️ A questionnaire	
🗨️ Tutorials	
🗨️ A phone call	
🗨️ Create an exercise around it, by asking them to write a short assignment.	
🗨️ A page of shapes filled with illustrations, words or quotes which represent their passions.	
🗨️ A blog	
🗨️ A mind map	
🗨️ Ask them to create a video of themselves.	
🗨️ Rank it - Create a list of topics that you plan to teach in your course and get students to rank them in order of which they really want to learn, those they are not bothered about and those they don't want to learn.	

**Action** ➔

Now create your Summary Sheet. Use word or spreadsheets in google or just a pen and paper. Here is a template for you to use and an example to help you.

# Student Summary Sheet - Introduction to Teaching Course

<b>Student Name</b>	<b>Previous Knowledge</b>	<b>Functional Skills</b>	<b>Learning Difficulties and Disabilities</b>	<b>Why on course</b>	<b>Personal Learning Objective</b>	<b>Hobbies</b>	<b>ICT Equipment WiFi</b>	<b>Learning Styles</b>
<b>Bill</b>	New to this subject	English L1 Maths E2	Dyslexia	To learn to teach for job	How to support learners with different abilities	Dog walking Hiking Guitar	Strong knowledge	Kinaesthetic
<b>Khan</b>	Has done a bit before	English L2 Maths L1	English second Language	To be able to teach refugees	Learning Aims and outcomes	Gardening Cooking	No knowledge	Audio
<b>Vera</b>	Has completed this course before	English L1 Maths L2	Wheelchair	To teach at WI	To run my first session	Reading Walking	Has used it before	Visual Audio
<b>Jack</b>	New to this course	English L2 Maths L1	Dyslexia	To teach business skills	How to assess my students	Crafts Sports	Strong knowledge	Kinaesthetic Visual

# Student Summary Sheet

Course: \_\_\_\_\_

Student Name								

**The key thing here is to appreciate how well we know our students and more importantly, that our students know how well we know each and every one of them.**

## **Stage 2 - Lesson Plans**

What is a lesson plan?

A lesson plan is just that - a plan of a lesson. It is the framework by which you intend to teach your lesson. It should keep you on track, making sure you don't go off on a tangent and making sure you don't forget anything you should be imparting. It is what you hope to achieve during the lesson and also more importantly how you intend to achieve it. It is your route plan to get your students from A to B.

Why do we need a lesson plan?

The main reason, at the beginning of a teacher's career, is that it gives a structure to follow, of what to do and when, and is a great self-confidence booster. Students can tell if a lesson is well planned and structured, and they respect this. Having planned your session you will be able to tell your students exactly what they are going to learn in that session and why. Students like to know what they will learn that they didn't know before as it inspires and motivates them. By planning and thinking about what your students' needs are and how you are going to deliver the session, you won't have to think on your feet and worry about

what you are going to do with a class full of students in front of you. Also, if you have students with particular learning difficulties or disabilities you can have planned for this in advance and come up with how you are going to set up your classroom and have appropriate resources ready.

How do we use a lesson plan?

Your lesson plan is just that a plan. You can aim to use it as described in the previous section, but you need to allow for variations or flexibilities too. It should never be set in stone. You may walk into a class ready to deliver your session, only to find out that your students didn't quite get what you taught last week, or have queries, and you have to spend half the session going over that. I have also had sessions where students were particularly interested in something that they were learning and wanted to continue with it. Other times you may have planned an activity and the students just don't understand what you mean, so you may have to spend more time explaining it in a different way which means again some or all of what you planned goes out of the window.

Here is a template of a lesson plan. I have given you some questions to answer so that you can fill it in with ease. There is also a completed one to help you.

Where you see the **ACTION** points below, they all refer to different parts of your Lesson Plan for you to complete at different stages throughout this workbook.

**Action** →

Now fill in section 1 (Aim) and 2 (Learning Outcomes) of your Lesson Plan.

We will fill the rest in as we go through the next 2 stages.

# Lesson Plan Template

Session Name: .....

<p><b>1. Aim:</b> <i>What is the overall idea you have for the session? What do you want your students to be able to do when they walk away from your session?</i></p>	<p><b>2. Learning Outcomes:</b> <i>By the end of the session students will be able to:</i></p> <p>a.</p> <p>b.</p> <p>c.</p>
<p><b>3. Activities:</b> <i>What will your students be doing during each topic of the lesson and what will you be doing? Remember to think about and embed any information you had from the "Getting to know you" exercise that we just completed.</i></p>	<p><b>4. Checks for Learning:</b> <i>How can you be sure that your students have learnt the topics above?</i></p>
<p><b>5. Resources:</b> <i>What resources will you need to bring to the session, or what will you ask your students to bring?</i></p>	

## Lesson Plan Example

### Session Introduction to Lerwin's Change Theory

<p><b>1. Aim</b></p> <p>To introduce students to Lerwin's Change Theory and be able to put it into practice in their working environment.</p>	<p><b>2. Learning Outcomes:</b> <i>By the end of the session students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Explain what Lerwin's Change Theory is;</li> <li>2. Formulate their own unfreeze, change, refreeze steps;</li> <li>3. Plan how to change the resisters into drivers.</li> </ol>
<p><b>Topics:</b> <i>The main breakdown of what you will be teaching.</i></p>	<p><b>Activities:</b> <i>How you will teach each topic.</i></p>
<p>Introduction</p>	<p>Mini Lecture, Housekeeping, aim and Learning outcomes. Answering questions.</p>
<p>Lerwin's Change Theory</p>	<p>Explanation with power point Question and Answer and Handout</p>
<p>Unfreeze, Change, Refreeze</p>	<p>Students completing worksheets</p>
<p>Using Lerwin in the workplace</p>	<p>Students in pairs discussing their ideas on how they can use Lerwin's Theory in their work.</p>
<p>Conclusion</p>	<p>Reiteration of main points of session and Q&amp;A.</p>
<p><b>Resources:</b></p> <p>PowerPoint with Introduction, Content, including Lerwin's change theory and Conclusion.</p> <p>Handouts of Lerwin's Change theory and what it is.</p> <p>Worksheet of Unfreeze, Change and Refreeze steps for students to complete.</p>	

## Stage 3 - Getting your Message across

Let's look now at how we get our message across to our students. What I mean by this is how are you actually going to teach? We call the different ways of delivery "Teaching Methods". There needs to be a structure to all lessons. You will need to have an Introduction, the main Content and a Conclusion.

### **Introduction, Content and Conclusion**

Have you heard of the expression:

**“Tell them what you are going to  
tell them,  
Tell them, then  
Tell them what you have told  
them”.**

This is, in effect, the recipe to a successful teaching session. We will start off with an introduction to the course or to the lesson, then move on to the main content and finally look at how to summarise your session at the end.

# Introduction

## **The Lesson:**

The introduction of a lesson will cover all the fundamentals that your students need to know. These include:

- 1. Introductions**
- 2. Housekeeping**
- 3. Course/Session Outcomes**

## **1. Introduction**

You need to introduce yourself and make sure students can hear and can spell your name. As my name is a little unusual and people struggle to remember it, I write it on the board. You could also use name cards or stickers so that everyone can remember everyone else's names.

## **2. Housekeeping**

Under housekeeping you need to explain to the students:

- ⚡ Where the toilets are
- ⚡ What time the breaks and lunch are
- ⚡ The course dates and times.
- ⚡ Where the fire exits are and what to do in case there is an emergency.
- ⚡ Where the first aid box and emergency phone is (eg a rented venue phone or mobile access.
- ⚡ Any health and safety rules and regulations that need to be adhered to, (especially where machinery, electronics or toxic substances are concerned).
- ⚡ The No Smoking policy and where smokers are able to partake.
- ⚡ The support they can expect from you and where and how they can contact you, outside of class. I suggest here you only give out a mobile number and an email address. Never divulge where you live or give out your home phone number. I also explain that I may not get back to them straight away due to teaching, but that I will as soon as I possibly can.

### **3. The Session Outcomes.**

Share with your students the session outcomes at the very beginning of the lesson. These should come from your lesson plan so that your students know exactly what they will be doing.

In my experience students, especially adult students like to know what to expect and why they are doing what they are doing, and one way of respecting this is to go through your session outcomes.

I sometimes have these on a power point slide, on a flip chart or I verbally share them. Some students like the course outcomes written down on a sheet of paper, and whilst I do hand these out, I always say they are not set in stone. The reason being you may need to swap things around in order to incorporate your students' preferences, needs and questions.

## **Content**

The content of the course is the real heart of the session. It is where the students really start to explore your subject or topic.

In the introduction, you have explained what your students are going to learn. Now you are using various approaches to get them to understand, retain and use what you teach.

It is very important here that you think long and hard about the best way to get that message across to facilitate their learning and not to always teach every lesson in the same manner. I will share with you some more on this in a few moments.

But, it is here that you need to inspire and motivate your students by sparking off your enthusiasm and your passion. Make your lesson exciting and bring the subject or topic to life.

## Conclusion

You need to conclude your session for three main reasons. One is to show students that the session has now ended but more importantly to check that learning has taken place. The third is to reflect back on the students' learning and to recap over this.

I like to conclude and summarise my session with a return to the learning outcomes that I shared at the beginning of the course and to go through them, asking my students questions about them.

You also will need to explain what students will be doing in the next session, to whet their appetite and motivate them to want more.

If this is the last session in the course, you need to be handing out evaluation forms and flyers and/or information about your next courses that they can sign up to and how they do this.

### Teaching Methods

There are the different techniques that you will use to transfer your 'message' across to your students in the most motivational and inspirational way in order that they really learn from your teaching.

For example have you ever sat in a lesson and just been talked at for hours and hours? What did you learn from that? Some people will learn this way but many others will struggle.

When you first begin to plan your lessons, one of the most important considerations is how you are going to actually get your message across to your students. It's not just about getting the message across it is about getting that message across in ways that all your students will be able to understand, relate to and remember. When we teach, it is really important to remember that teaching is all about making sure our learners learn! There are many different teaching methods we can use to ensure that learning takes place, from lecturing to discussions to homework to visits to art galleries.

There are some teaching methods (on the next page) for you to think about when you are going to teach your students. You need to make sure that you get your message across clearly and succinctly. How are you going to do that? Write your ideas here once you have looked at the table on the next page.

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Teaching Methods	Tips and Tricks
1) Mini Lecture	Don't go on too long, use resources, questions and discussion to make it interesting.
2) Discussion	Use an open question, put the class into groups, remember to keep them on topic, everyone's views need to be heard and respected
3) Question and answer	Ask questions, carefully challenge your students, remember to give them time to answer. You could ask specific questions to specific students. You might do a quiz.
4) Demonstration	Make sure you speak clearly and knowledgeably, and that everyone can see and hear you. Ask for volunteers to demonstrate. Ask questions and encourage questions to be asked.
5) Presentation	Make sure it's interesting and has a logical flow. Use resources from your subject specialism. You could also use a slide show PowerPoint or Google Slides and ask and invite questions.

## Action →

Go back now and fill in section 3 of your Lesson Plan. Think about how you are going to get that message across to them in an exciting and innovative way.

## Stage 4 - Checks for Learning

This is very important as you want to know what progress your students are making towards their learning or what stage they are at, at any given point in the lesson. This is true of both the brick and the click class. The way we do this is called “Assessment.”

When you are teaching your students, you want them to walk away from your session or course feeling they have achieved and reached their learning goals. This will encourage them to come back to you for more lessons and more courses! It will also encourage them to talk to their friends and relatives, which in turn means even more students for you to teach!

Think about your students and remember when you were a student. Add your thoughts below. What would/did it mean to you and them to see the progress they/you were making? (Think about retaining your students, them wanting more courses from you, helping to support them further, showing them you care how far they have come. Think also about the pride, confidence and engagement they will have with you).

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Here are some ideas about how you can check for learning or Assess students in your class.

<b>Assessment:</b>	<b>Examples of Assessment Method:</b>
Quizzes	Multi choice, one-line answer, paragraph, fill in the missing word
Assignments	Essays that are completed and can be uploaded to your course platform by the student
Practicals	Videos or photographs of work that you or your students can upload to your course platform if in an online class.
Discussions and debates	Can be assessed in class or over a Webinar or Google Meet/Chat Box/Skype/Zoom
Observations	You can observe your students working or in an online class students can video themselves performing a practical task and upload it to your platform.
Student Demonstration	Asking students to demonstrate what they have learnt either in class or during a webinar or in a video.
Question and Answer	You can ask questions of your students during class. In an online class, this can be in a webinar verbally or through the chat box.

Here are a few Assessment tips to help you when you are planning to or assessing your students:

- Be careful with language such as ‘Test’, ‘Exam’, students may become a bit stressed with the thought of being questioned like that. But if you say a quiz or answer these questions, they are more likely to be comfortable doing it.

- Manage discussions in class and in webinars carefully, as some students may take over and others may not say anything at all.
- If you ask a learner to complete something using an online tool, make sure they know how to use it!
- Set time limits around some form of assessments, like group discussions etc, so that they do not go on too long. For use in both the click and brick classes, some online tools have stopwatches which count down the time.

Here is a list of online assessment tools that you could use either in the brick or click class.

<b>Assessment Tool</b>	<b>Type of Assessment</b>
Quizizz	Quizzes
Questbase.com	Question and Answer
Wheelofnames.com	Random name picker
Mathsframe	Drag and drop, games
Grammerbank.com	Drag and drop, games
Esolcourses.com	Drag and drop, games
Google Meet	Professional Discussion
Zoom	Professional Discussion
Microsoft Teams	Professional Discussion
BBC Bitesize	Exercises
Primary Games	Exercises
Topmarks	Exercises
Peer and Self Assessment	Microsoft Word
Peer and Self Assessment	Google Docs

### Action

Go back now and fill in section 4 of your Lesson Plan. Think about how you are going to check that your students have understood what you have been teaching them.

## Stage 5 - Contingencies, Contingencies

Things will go wrong! Expect them to! If you expect things to go wrong and you have your contingencies in place you can get around almost anything.

### 1. What is a Contingency Plan?

This is your 'Plan B' for when something does go unexpectedly wrong in your session, a kind of 'Just in Case' so that you can modify your session.

### 2. Why do we need a contingency plan?

- 📄 So that our students learning is not interrupted, or the problem is minimised as much as possible.
- 📄 To save us the embarrassment of not knowing what to do next
- 📄 To give us that extra bit of reassurance which leads to us feeling confident when we go out to teach.

### 3. Here are some actionable tips for when things go wrong:

<b>Contingencies in the face to face class:</b>	
<b>What can go wrong</b>	<b>Your Contingencies</b>
The Technology doesn't work - I plan for the technology to go wrong and then when it doesn't it's a bonus!	<ul style="list-style-type: none"><li>⚡ If you are using a film clip or you are using a video you have made, download it to a USB, so you have it.</li><li>⚡ Upload things to google so you can download it from there if you need to use a computer that isn't your own.</li><li>⚡ Make sure the batteries on your laptop and your phone are fully charged.</li></ul>

	<ul style="list-style-type: none"> <li>⚡ You can link your laptop to your phone if the WIFI is down and could log onto the internet that way.</li> <li>⚡ Create paper copies of slides from a presentation.</li> <li>⚡ Make sure you know the usernames and passwords to the technology.</li> <li>⚡ Check the plugs are switched on and check the connections!</li> <li>⚡ Remember, in the old days when we didn't have technology and had to use good old paper and pens!</li> </ul>
<p>Your students learn quickly, and you come to the end of your planned lesson for the day ten minutes before the end of the class time or your students “eat up” your worksheets really quickly.</p>	<p>This one is a fundamental of teaching. Always make sure you have more than enough exercises at varying levels so that students are not aware that they have finished before time. If they all do, then move onto the next topic, or make the topic you are teaching more challenging.</p>
<p>Weather threatens your outside session</p>	<p>The unpredictable weather especially here in England can be a nightmare especially when you have planned an excursion or to run say a photography class outside. The best way to overcome this is to plan it on two days. So, if day one is a wash out it can take place on day two. You can also plan for it to be pouring down with rain and take the necessary steps, like photographing a manor house from the inside rather than the outside.</p>
<p>Health and Safety</p>	<p>Obviously, you do not want to put your students at any risk, however sometimes things happen beyond our control. So, if someone is taken ill, you must know where the first aid box, emergency telephone and fire exits are. You also must make sure that risk assessments have been carried out not only on the building you are using but also on any activities where potential hazards may occur.</p>

## Contingencies in the online class

What can go wrong	Your Contingencies
Assumptions	Never assume anything, always ask! Can you see my slide, or have you finished?
Death by PowerPoint	Don't use slides for everything. Mix up your teaching activities. Also check the links in a slide show work, including the sound before using them.
Your vocals	Don't talk too fast. This is quite common when first starting teaching. Make sure also you know how to mute and unmute yourself and your students.
Lack of communication	If there is a lack of communication between you and your students, you need to have an activity that encourages talking. Use social media or gamification or pop your students into breakout rooms with a task to do, with lots of discussion around it.
Doing the same thing over and over	Don't do the same things in each and every session. Break them up with different activities. Look in the Teaching Methods and the Social Media and Technology Teatorials for more on this.
Stay calm under pressure	The best thing you can do when technology and other things go wrong is to stay calm. Because you have your contingencies in place, both you and your students will know exactly what to do. Just take a deep breath and carry on!
External contact or email address	I always have the student's email address or one that my students can contact me on and also a mobile phone number that I give out to students should they need to contact me. This is particularly useful if

	your computer crashes to let students know what to do.
Establish a routine	Better still, it is a brilliant idea to establish a routine within your class when you go over the ground rules. Students then know exactly what they need to do to get up and running again, should their computer or yours crash. They will also know where to go to download/upload tasks and when they need to do it. This saves time and gives everyone security.

Now that you have the fundamentals in place, you are ready to teach your first session. You will have butterflies in your stomach when you start your first session. I did and I still do today. I think this is healthy because it shows how much you care.

Your next step is the Newbie Teacher Success Path:

## THE INSPIRATIONAL TEACHER SUCCESS PATH

- STAGE

### 1 Differentiation

How do we cater for the differences in our students, including those that work faster, those that have more knowledge, those that already know the topic.
- STAGE

### 2 Constructive Feedback

We need to make sure that our students not only know what they have done well and what their areas for development are but also 'How' to progress further.
- STAGE

### 3 Inclusive Teaching and Learning

Ensuring that all students can access learning in your lessons and courses irrespective of race, colour, ability, disability, religion or belief etc.
- STAGE

### 4 Technology and Social Media

We all need to be able to use Technology and Social Media in our teaching practice whether this be in the brick (face to face) class or the click (online) class.
- STAGE

### 5 Blended Learning

Some students will learn online and some face to face, and some will attend a mixture of both. How do we do this and ensure good quality teaching and learning takes place?