

Teacher survival: How to get great results and prevent burnout

We all know that being a teacher comes with an expectation of an excessive workload, however that doesn't have to be the case. The DfE have released a workload reduction toolkit, and bodies such as the EEF are conducting studies to find out how best to reduce teacher workload.

In recent years, the overall number of teachers has not kept pace with increasing pupil numbers. It has never been more important to tackle workload issues, to allow teachers the vital time needed to focus on improving student outcomes.

I wanted to share with you some tips for low preparation, high impact teaching:

1. Encourage good habits from the students to allow them to take responsibility for their own work.

Getting pupils to take control, using peer and self-assessment to promote independence and self-reliance.

2. Simple retrieval practice starters

Using retrieval practice in your starters doesn't have to take lots of preparation time.

Quick 6: put up 6 questions at the start of each lesson, use a combination of questions from the previous years, topics and lessons. You can do this 'live' when in the room with the students or it is quick to prepare before the lesson.

If you get students to answer on a whiteboard, you can give instant feedback and address misconceptions straight away.

3. Using a visualizer to model answers

To reduce preparation time to save having answer sheets ready for each task, you can model the answers 'live' with the students under the visualiser. This saves preparation time, but also improves student understanding.

Modelling the working of answers shows students how to tackle that kind of question and allows students who got it wrong to add corrections.

4. Get the students working harder than you

Whilst planning a lesson, think about how much teacher talk there is compared to time that students are working.

Ensure you allow plenty of time for independent tasks and time to go and give feedback on these tasks.

If you need to deliver information, is there a way that students can search for the information themselves? For something to stick in long-term memory, students need to have thought about the information in addition to hearing or seeing it. Comprehension tasks can be useful for this.

Remember that we all need time in holidays and at evenings and weekends to be with our families and friends, have hobbies and relax. No-one should feel guilty for taking time for yourself and by working together and sharing ideas, we can help reduce teacher burnout.