

**Subject:**  
**Key Teacher Interventions**

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**Giving encouragement, feedback and praise**

**Checking learning and understanding**

**Structuring and signposting**

**Permitting emotion**

**Being catalytic**

**Being unhelpful**

**Vanishing**

**Telling**

**Eliciting**

**Questioning**

**Being supportive**

**Giving instructions**

**Asserting authority**

**Key  
Teacher  
Interventions**

# Being supportive

**Paying attention**

**Affirm and validate**

**Be specific**

**Support not flattery**

**Use people's names.**

**Good morning.**

**Make eye contact.**

**Smile at people (lots).**

**Demonstrate that you  
enjoy being with them.**

**Show support when the  
news is bad.**

**Asserting authority**

**Attract attention**

**Gather authority**

**Associate a specific place with orders or instructions**



# Giving instructions

Indicate the tasks.

Show materials

Do worked examples

Demonstrate the task itself.

Be very clear about concrete details.

# Telling

Signpost well

Start with things they know

Speak to people, not to the room or the board

Use your voice

Use yourself

Include visual support

Beware 'Death by PowerPoint'



# Eliciting

Make sure the class can hear

Use a natural-sounding 'slightly puzzled' intonation

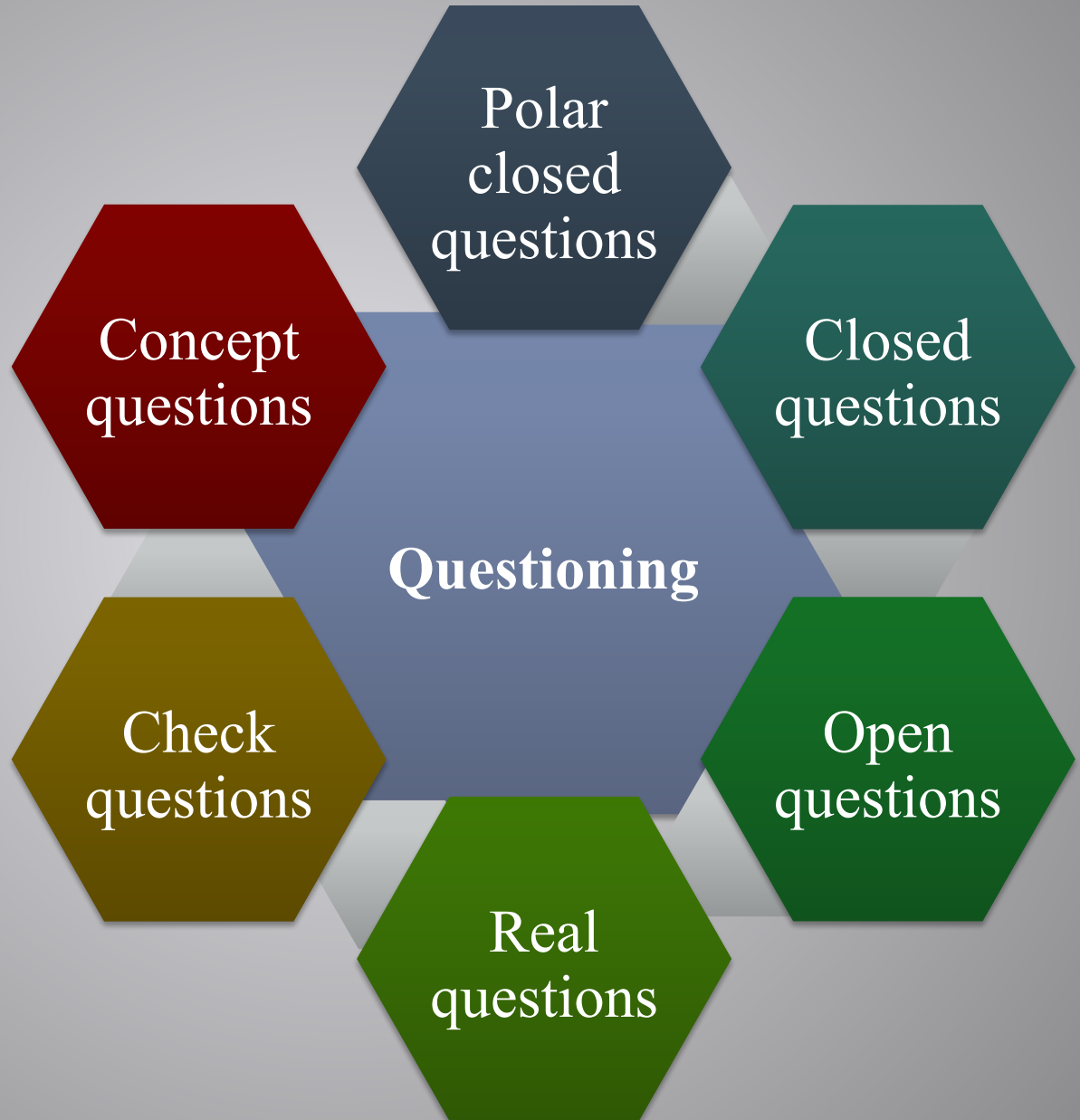
Elicit, then give feedback

Wait a bit

You can't elicit things they don't know and can't guess

Ask questions that move learners forward

Avoid over-eliciting



# Pitfalls in question making

Embedded questions

Rewording questions if not understood

# Giving encouragement, feedback and praise



The argument  
against praise



The argument  
for praise



**Permitting emotion**



**Directing attention to process**



**Allowing humor**



**Vanishin**

**g**



**g**

**Vanishin**



Thank you!

