

## #mathscpdchat 11 September 2018

**Experienced teachers: what ‘advice’ do you give to NQTs at the start of the school year? NQTs: what sort of advice would help you?**

Hosted by [@Arithmaticks](#)

*This is a brief summary of the discussion – to see all the tweets, follow the hashtag #mathscpdchat in Twitter*

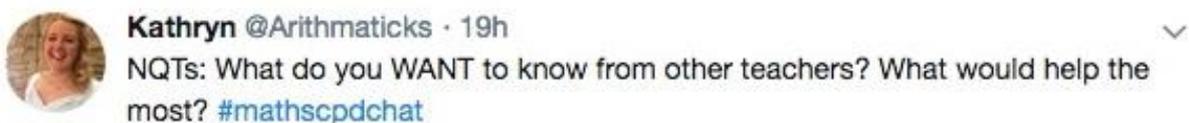


Some of the areas where discussion focussed were:

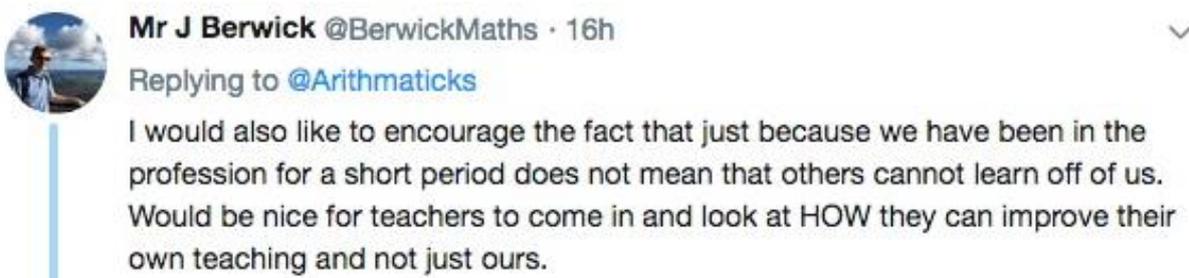
- **conflicting advice:** on the positive side NQTs can try different approaches and resources ... and see what suits them, but too much conflicting advice may have a negative effect;
- **not giving too much advice at one time;** NQTs may not be ready to ‘take in’ advice ... saving discussions for times when NQTs can listen and develop their practice, perhaps not giving any advice but rather always being open and available to answer questions and offer support;
- giving advice about **planning lessons**, which includes preparation of oneself ... advising that time spent planning will reduce as teacher learns how to build on previous experience;

- advice about questioning: advice about **effective questioning of pupils**, which is a fundamental skill that takes time to develop; advice about **questioning more experienced teachers** ... creating a department where NQTs trust other teachers to help with 'bouncing around solutions and ideas';
- NQTs possible **dependance on preparing and using PowerPoint slides** ... positive and negative aspects of this ... can be useful prompts to oneself of questions to ask, but sticking to 'getting through' pre-prepared slides can result in missing out on unplanned opportunities for learning;
- advice about **making and using 'TO DO' lists** ... planning use of time for planning and marking, so workload doesn't pile up ... **marking** can become a particular burden for NQTs ... marking work in school may be preferable to taking it home to do;
- **experienced teachers learning from NQTs** ... observing what NQTs are doing and thereby seeing ways to improve their own teaching; if NQTs want observation they need to make that obvious because other teachers may be 'leaving them to settle';
- the **cognitive overload experienced by NQTs in their first few weeks** ... advising NQTs that aiming to be perfect is unrealistic ... no teacher can ever be perfect, but can become very good;
- advising NQTs about where to look for **useful and effective resources**;
- the **one thing that experienced teachers wish they had known** at the start of their teaching.

A particularly interesting sequence of tweets, about NQTs being observed for what they can contribute to other teachers, followed from this tweet by [Kathryn Darwin](#):



including this one from [Mr J Berwick](#)



and this one from [Kathryn Darwin](#)



**Kathryn @Arithmaticks** · 16h

I love this - I learned so much being a mentor. And I think I brought a fresh perspective to my department as an NQT. Always important to remember!

and this one from [Mr J Berwick](#)



**Mr J Berwick @BerwickMaths** · 16h

I am the only one teaching by using variation theory and yet, I feel like teachers who have been teaching years would not be happy at the thought of losing 20 mins of a free period.

and this one from [Kathryn Darwin](#)



**Kathryn @Arithmaticks** · 16h

Talk about your successes with it in the staff room - you'll generate hype. A lot of people just want to leave you to settle and think it's protecting you so if you're open to it make it obvious. My NQT school didn't allow anyone to observe NQTs for this reason!

and this one from [Mr J Berwick](#)



**Mr J Berwick @BerwickMaths** · 16h

It was a general statement about teachers. I feel like a lot are not open to changing how they teach because they already think that they teach the best way possible. Thanks for the advice though!

and this one from [Kathryn Darwin](#)



**Kathryn @Arithmaticks** · 15h

Oh definitely - you get set in your ways, even as an NQT! The key is noticing when you are doing that, and helping yourself to get out of the rut by talking to others/conferences/cpd.... that's why I love twitter!

(to read the discussion-sequence generated by any tweet look at the 'replies' to that tweet)

Among the links shared were:

[Thinkers](#) which is a book from ATM that promotes a classroom culture in which learner-generated examples open a window on mathematics that textbook exercises leave closed, shared by [Tom Button \(MEI\)](#)

[@EJmaths 's Symbaloo](#) which is a collection of mathematics resource websites, shared by [Kathryn Darwin](#)

[KJS Maths](#) which is a collection of mathematics resource websites, shared by [Jo Morgan](#)

[NRICH](#) which is a website full of rich mathematical tasks and guidance ... 'the home of rich mathematics', shared by [Mary Pardoe](#)

[ATM Association of Teachers of Mathematics](#) which is an association that brings together thousands of people worldwide who are concerned with mathematical education, shared by [Mary Pardoe](#)

[MA Mathematical Association](#) which is an association that supports mathematics in education, shared by [@PardoeMary](#)

[MEI Mathematics Education Innovation](#) which is committed to improving mathematics education and promotes teaching and learning through different strands of activity, shared by [@PardoeMary](#)