

Add the dates for the month

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
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SEPTEMBER

Highlight/s

| Notes | Checklist |
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**One child, one
teacher, one
book, one pen
can change the
world.**

**Malala Yousafzai,
*I Am Malala (2014)***

September

- Key dates/Events:

What,
Where,
Who ...

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| Date |
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Whether you are a new teacher starting your first year in your first classroom or an experienced teacher with a sense of ‘here we go again’, September is a chance for a new beginning. A new class, perhaps a new classroom. Certainly, some new stationery supplies and blank sheets of paper!

Not all things need to be new and different though. There is no need to reinvent the wheel. If you have found a way of working that ‘works’ for you, stick with it. If you are still looking to refine your way of working – be inspired to try something new.

Use the space below to write down the new things you intend to try this year. Perhaps something you have learned about from a colleague, or gleaned from social media?

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Professional Learning



The journey to thinking like a teacher

The process of ‘thinking like a teacher’ is not one that happens overnight. It requires reflection and effort and is something that tends to evolve over time. It is difficult to quantify. It is something that feels ‘normal’ to those who practise it. If you are a new teacher, allow yourself time to get there.

Thompson and Wolstencroft list 4 key things that are useful to focus on when developing the professional skills required to ‘think like a teacher’:

1. ***Begin to see yourself as a guide, not a teacher.*** All of the children in your classroom have their own learning journeys. Your role is to guide them through their own learning, not to simply fill them with knowledge.
2. ***Remember that you are one of the most consistent role models the children in your class will see.*** Your approach to things will influence how the children view them. It is not only important to be enthusiastic about what you are teaching, you also need to be confident in children’s abilities to achieve.
3. ***Recognise when things need to change. Go ‘off piste’ and deviate from your plans.*** Thinking like a teacher means that you learn to embrace the possibility that things might not work out. What do you have to lose by changing your approach?
4. ***Develop a positive and resilient attitude. Children won’t always be positive.*** They will act in a way that you won’t have predicted. You need to rise above it all, model a positive approach and ensure that you display the resilience that a teacher needs.

(Thompson and Wolstencroft (2021))

Classroom Ideas



What matters in your classroom?

Consider the values of your school and your personal teaching ethos and how you will demonstrate these in your classroom.

- Want to encourage reading for pleasure? Set up an appealing reading corner that welcomes children and encourages them to try out new authors or genres.*
- Are you passionate and knowledgeable about the positive impact of mindfulness and emotional regulation in children? Set up a calm corner where children can have stimuli to help them regulate their feelings or breathing exercises to allow them to self-regulate.*

Preparing all of this early allows you to introduce these themes from the get-go and means you can reinforce them throughout the year. These are just two examples. It can be anything from having particular books on a theme (such as diversity, inclusion, mindfulness, equality), to allocating a display to your personal values.

The CLPE's core books list is a great place to start if you want to get some new books for your classroom:

<https://clpe.org.uk/corebooks>

Corebooks helps primary schools choose the very best children's books for their school or classroom libraries. This site contains a comprehensive selection of high-quality books for children from ages three to eleven and a selection of free teaching plans.

What themes and values do you want to highlight? How will you do this? Use this space to make plans for your classroom.

Notes:

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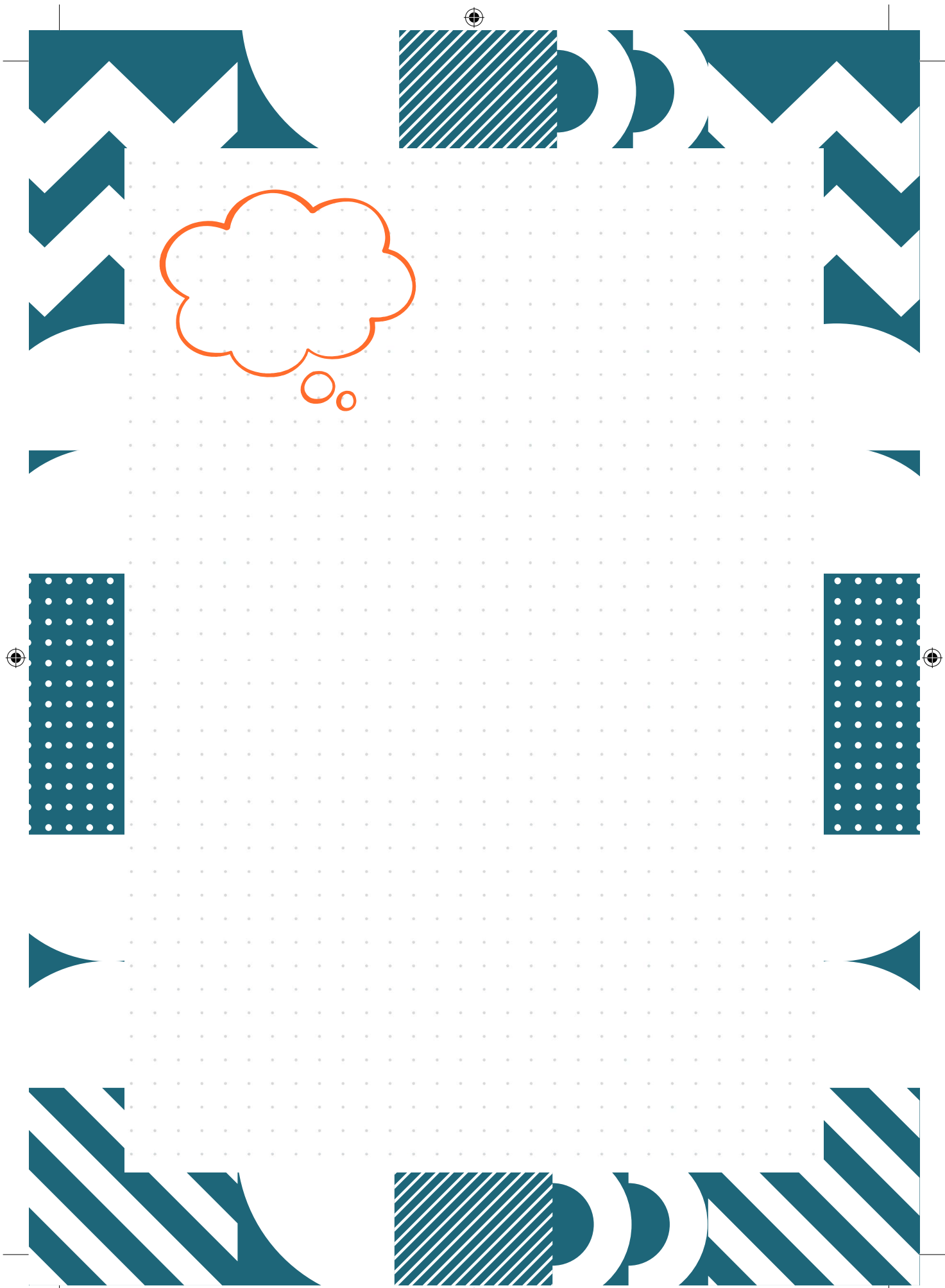
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Note it ... Doodle it

Wellbeing Toolkit



Start as you mean to go on

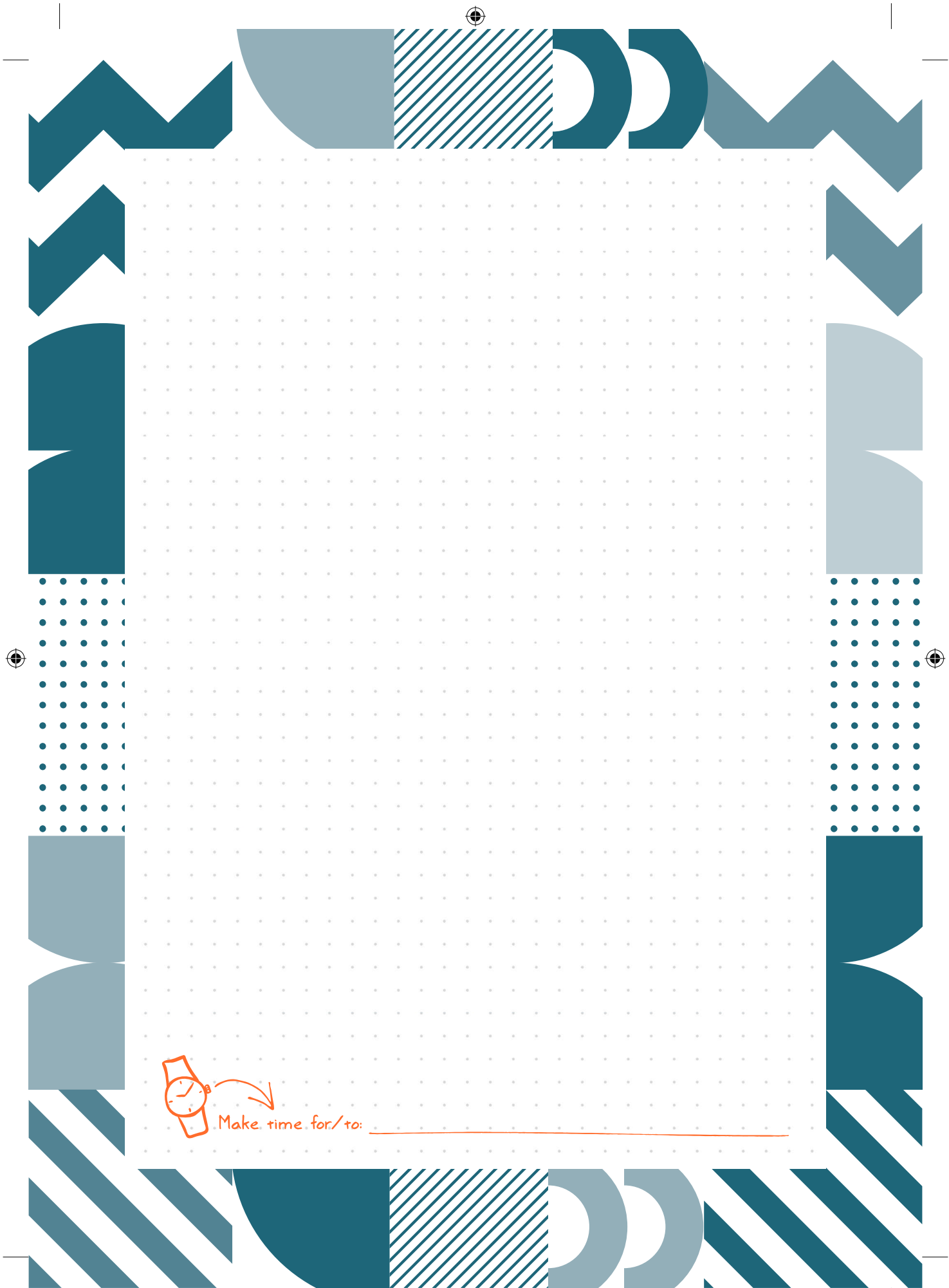
The beginning of a new year is a great time to focus on developing sound wellbeing habits that will last. It might be that you have done this before but that your good intentions did not last long once pressures started to build. This doesn't matter. Begin again.

- Accept that your wellbeing matters, and always has*
- Know that small changes to our daily lives and routines can make a real and lasting difference to our wellbeing*
- Know that you will not always get the balance right but that keeping wellbeing in mind as a goal will make a difference*

When it comes to wellbeing, we all need to be in it for the long haul. Gimmicks, short cuts and top tips will come and go, but the importance of focusing time and thought on what gives us a sense of wellbeing is a constant.

Teaching is an incredible profession to be a part of. Let's help ourselves, and each other, to thrive.

Use the space here to jot down some small changes that you aim to make. It could be spending time for yourself every week doing something you enjoy. It could be ensuring that you block out time during the week that will be work-free. You may not always be able to achieve this but if you write it down here, you might be more likely to remember to concentrate on it.



 *Make time for/to:* _____