Activity 5.2 answer key

Gauging pace

Check your answers to Activity 5.2 against the answer key here. If there is a discrepancy, try to reconcile it by thinking about why the answer-key solution was given. How might the key answer make sense in relation to the use of pace as a management strategy? Something else to consider is the role pace might play in relation to other components of instructional engagement; that is, to what degree should any lesson be ‘rushed’ or make students ‘bored’ as an objective? Reflecting on pace more widely will assist you in seeing how this individual strategy can be integrated into a wider repertoire of approaches to support inclusive management in a holistic manner.

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| **Teacher Action** | **Student Impact** |
| Teaching to the level of the weakest student in the class. | B |
| The teacher cannot find their plan and materials, and gets a bit lost in the lesson. | B |
| Sticking rigidly to time limits, whether students have finished the activity or not. | R |
| Quickly nominating a second student when the first student called upon cannot answer a question. | R |
| The teacher using the same kind or type of materials for lessons because they know what works best. | B |
| Using unannounced tests and ‘lively drills’ to maintain student energy. | R |
| Giving instructions as worksheets are handed out. | R |
| Giving students a lot of time to answer open-class questions. | B |
| Not allowing students to ask questions about activities after providing feedback. | R |
| Waiting for students to read all of a worksheet before giving instructions for the activity. | B |