

WHAT DOES THIS LOOK LIKE IN OUR CLASSROOMS?

WELCOME

Purpose: Build Rapport for connection, engagement & motivation

- Set up the learning space
- Greet students

LEARNING SPACE

- Arrive before class to set up the positive learning space
- Position tables to maximise teaching and learning
- Display Learning Intention & Success Criteria
- Create a positive atmosphere: music, visual prompt on the board, or a general class discussion

GREET AND BUILD RAPPORT WITH STUDENTS

- Greet students as they enter to classroom; make eye contact and mention their name
- Have a 1:1 conversation with students throughout the lesson - look for prompts to generate dialogue, including personal interests or topics of interest (news, TV, movies, sport etc)
- Look for wellbeing cues as students enter the classroom
- Read the bulletin in session 1

OVERVIEW

Purpose: Create connection, motivation & engagement in the lesson

- Refer to Learning Intention & Success Criteria
- Link to prior knowledge and skills through recap, discussion, questioning etc
- Lesson Overview
- Goal Setting

Learning Intentions and Success Criteria

- Display learning intentions and success criteria on the whiteboard or somewhere they will be visible throughout the lesson (EG on Power Points or worksheets)
- Draw students' attention to Learning Intentions & Success Criteria

Link to prior knowledge

- Low stakes writing to recap from previous lesson
- Think/Pair/Share: "one thing you can remember" from previous lesson
- Plickers app – mini quiz to recap last session content
- Fast 5 questions
- Summarise on board
- Questioning
- Fill in the gaps: Teacher provides a recap of the previous lesson and then purposefully asking the class- what did I miss?
- Exit/Entry pass
- Design a collaborative mind map to show how all KK and KS link together in outcome
- Explicitly link Learning Intentions and Success Criteria to upcoming assessment to give context for learning.

Lesson Overview

- Discuss Lesson overview with students
- Make lesson overview and timeframe visible to students
- Reference student calendar to make links to lesson sequences
- Create a weekly overview which outlines the focus of each week
(EG: Relevant Study Design KK and KS, Learning Intentions, relevant documents and activities that allow students to demonstrate their competency with the KK and KS)

- Share a lesson tracker where students can “tick off” completed work
- Introduction to key vocabulary for the session
- Use a “hook” such as interesting information or a video clip about the topic

DELIVERY		APPLICATION	
Purpose: Explicitly teach Key Knowledge & explicitly model Key Skills <ul style="list-style-type: none"> Variety of Teaching & Learning methods used to deliver key knowledge and skills Variety of ICT to deliver key knowledge & skills 		Purpose: Practice & Apply Key Knowledge & Key Skills <ul style="list-style-type: none"> Variety of teaching & learning strategies to practice & apply key knowledge & skills Variety of ICT to practice & apply key knowledge & skills 	
TEACHER ROLE	STUDENT ROLE	TEACHER ROLE	STUDENT ROLE
HITS & HILS		HITS & HILS	
LITERACY & NUMERACY			
<ul style="list-style-type: none"> Low Stakes Writing <ul style="list-style-type: none"> Introduce content Make predictions about content Assess what students already know 		<ul style="list-style-type: none"> Low Stakes Writing to apply content <ul style="list-style-type: none"> 4 square reflection Reflect on class work Graphic organisers 	
MOTIVATION, ENGAGEMENT & CONNECTION			
<ul style="list-style-type: none"> Use multiple resources which draw on a range of senses Breaking the lesson into small chunks to build learner confidence and maintain motivation 'Process praise' - praise on output, being specific about what students did well Growth Mindset VS Fixed Mindset discussions/conversations – helping students move past the "I can't do it" headspace (I can't do it YET) Vary methods of content delivery to maintain engagement Modify approach based on your observations Make links to real life situations and events Use visuals (gifs, animations, video clips) Utilise students' pre-existing skills when addressing content and skills Plan excursions 		<ul style="list-style-type: none"> Assist students individually, targeted support and focus groups Scaffold before starting written tasks - brainstorming, sentence stems, planning in groups etc Set time limits and related check points for tasks Conference and check student progress Praise students for their efforts Move around the classroom Display enthusiasm and passion for your subject area Practical activities and role playing content Clarifying understanding in 1:1 conversations 	

<ul style="list-style-type: none"> ○ Create and facilitate realistic learning goals for students ○ Break up the delivery of content with reflection ○ Team teaching and/or teacher collaboration within the classroom ○ Using examples – asking students to provide and discuss examples and scenarios they already know about that link to the new content (examples from their own life, their own knowledge) ○ Group discussion and questioning 			
ICT/DIGITAL PRACTICE			
<ul style="list-style-type: none"> ○ Incorporating digital texts, videos and questioning in the classroom (Eg. Edrolo) ○ Embedding clips and animations into delivery ○ Create a flipped classroom to provide more time for application and feedback in class ○ Use of Microsoft Office suite to deliver content: PowerPoint, Teams, OneNote, Stream ○ Use of IWB 		<p>OFFICE 365</p> <ul style="list-style-type: none"> ○ Use of Forms to take a snap shot of current application skills ○ Use OneNote as a study guide or text book space ○ Use the Collaboration Space to differentiating activities, for group work etc 	
MONITOR & ASSESS LEARNING			
<ul style="list-style-type: none"> ○ Embedding exam style questions Refer back to Learning Intentions & Success Criteria ○ Group discussion and questioning ○ Low Stakes Writing to introduce content 		<ul style="list-style-type: none"> ○ Use of rubrics to measure & track student progress, and differentiate learning activities 	

CONCLUSION

Purpose: Reinforce, monitor & assess Key Knowledge & Skills

- Re-cap key knowledge & skills
- revisit Learning Intention & Success Criteria
- Link to future learning and assessment

TEACHER ROLE

Last 5 – 10 minutes

- Verbally summarise lesson making links to Learning intention & Success Criteria
- Reiterate the links to previous and future learning
- Refer to calendar
- Reminders about upcoming assessment and homework
- Invite clarifying conversations after class

Check for understanding and link to learning intentions and success criteria:

- Students or teacher summarises class content
- Summary game (eg Kahoot)
- Confidence survey and capacity matrix to measure understanding
- Fist to Five/scale out of five
- Low Stakes Writing to reflect on key knowledge & skills, content, Learning Intentions & Success Criteria etc
 - 3 things you did today, 2 things that you learned, 1 question you have
 - Refer back to Learning Intentions & Success Criteria
 - Something you are confident with (Square), something that's going around in your head (circle), Three things that you learnt of know (Triangle)
 - Rose, Bud and Thorn (Something you are proud of, something you are working on, something you are struggling with)
 - 4 or 3 square reflection (teacher can choose any elements to reflect on)
- Exit slips to assess students' learning or confidence regarding Success Criteria
- Student reflection tasks requiring them to annotate class work or practical work
- Questioning: "what did you learn today?"
- Carparking Activity – students identify questions/topics which they are parked on/blocked on – write on post its and put up in the classroom somewhere visible, or use collaboration space on OneNote - teacher can return to these

Teacher/student share work/answers/examples with the class

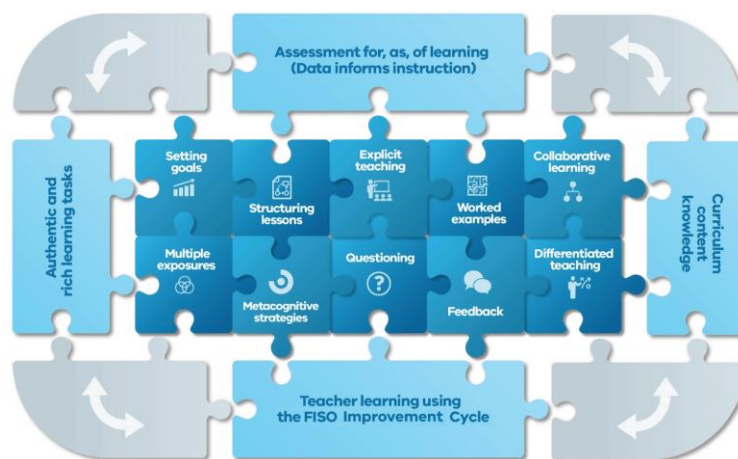
STUDENT ROLE

- Students rank themselves on success criteria
- Turn and talk activity
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POST LESSON REFLECTION

- Use data and feedback from students to review plan for next lesson
 - Collaborate with PLT and colleagues
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- Use success criteria indicators and formative/summative assessment data to review your current lesson sequence
 - Indicate and academic and wellbeing concerns on Compass
 - Encourage student voice and agency within the classroom by surveying students and using this data to reflect on your practice
 - Utilise PLT cycle sessions to set a goal to improve in the learning and teaching space

HITS & HILS



TEACHER ROLE - HITS

STUDENT ROLE - HILS

DIFFERENTIATION

- Use of confidence rubric or assessment data to ascertain student levels
- Use CFATs to determine learner needs and provide differentiated intervention tasks
- Differentiated tasks based on student's current understand (eg Level 1 – recall - Level 2 – application question Level 3 - applying knowledge to different scenarios)
- Extension tasks and scaffolding tasks as required
- Differentiate formative assessment where appropriate

FEEDBACK

- Detailed written feedback, conferencing, incidental feedback, peer feedback & assessment, self-assessment, video/voice recording, rubrics or checklists, whole class feedback, etc

QUESTIONING

- Class discussion
- Questions from textbook, practice exam questions or other worksheets
- Making inferences and predictions based on learning
- Walking around talking to small groups, clarifying moments to highlight learnings

MODELLING

- Answering exam style questions: though process and strategies modelled, exemplar answers used, high and low scoring sample answers used and using samples or past/current student work
- Referring back to exam and SAC style questions in the classroom
- Using templates to scaffold application process

EXPLICIT TEACHING

- Explicit focus on key skills
- Answering questions based on allocated marks
- Emphasising language and vocabulary required
- Students being the teacher – correcting sample answers, filling in assessment criteria, teaching each other, writing sample short answer sac questions – testing each other.

MULTIPLE EXPOSURES

- Revisiting content in different context
- Reviewing content through the year

COLLABORATION

- Group work
- Group students based on current level of understanding to complete application tasks
- Speed dating- encouraging students to add to each other's answers by moving around the room.

FYI WE WILL ADD HYPERLINKS TO THE PL STUFF INTO THE DIGITAL HANDBOOK