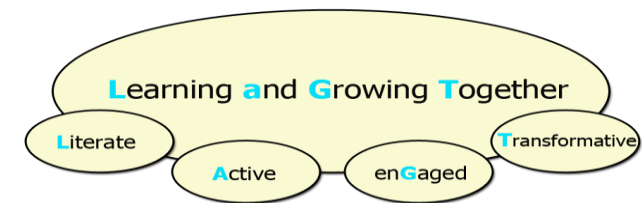




## How will it look in my classroom?



TEACHER KNOWLEDGE

TEACHER PRACTICE

### INSPIRE

*Identifying, individualising, investigating and inciting the learner to learn. Make it clear to the students what they are learning and why. Generate a passion for learning.*

1. Playing clips via Youtube, Internet, Itunes, iPads or Edstudio (Multimodal).
2. Prior knowledge generated (pretesting)
3. Use student interest to generate enthusiasm.
4. Use role playing, dress ups, characters and puppets. Use tools to stimulate thinking a particular way. Eg. When reading narrative a Bear hat is used. When reading an exposition a detective hat is used.
5. Teacher's enthusiasm. Be animated, gesture, tone of voice, body language and movement, humour, deep questioning.
6. Start the session with an 'Ice Breaker' to create curiosity.
7. Recognise that students come with a set of skills and desire ready to learn.
8. Recognise excellence, use model examples as best work samples.
9. Contextualise the learning to real world experiences - WALT, WILF, TIB and WILT.
10. Choose appropriate resources to support the learning environment.
11. Include people from outside the teaching and learning space to provide a stimulus/context.
12. Create diverse grouping to suit the learning space.
13. Model the "have-a-go" philosophy.
14. Be genuine as a human being and with the way you talk to and work with your students, they are astute and know if you really care.



### MULTIPLE PATHWAYS

*Provide a range of alternative learning opportunities and pathways to cater for individual learners based on my knowledge of my students. Create a flexible learning space. Collect information about my student learning styles, strengths and weaknesses.*

1. Differentiation - Create classroom structures that facilitate small groups, individual and whole class learning experiences. Establish ability groups and mixed ability groups as working groups. Construct rosters, class jobs, reading groups and maths groups list on class walls.
2. Provide multiple opportunities for students to demonstrate their strengths in a variety of learning experiences.
3. Smarts, You Can Do It and Thinking Hats
4. Looking at the learning styles of your students and know students' strengths and weaknesses.
5. Use school resources & multimodal methods to stimulate learning space Eg - iPads, smartboards, laptops, iPods, iconnect session, web conferencing and Learning Place - Project 600.
6. Utilise concrete materials to assist the learner when developing understanding.
7. Look beyond the classroom for learning opportunities and to cement understanding through alternative pathways.



### PRACTICE

*Pedagogy that reflects - personalised context, content and process. Practice that reflects 21<sup>st</sup> Century modes and mediums.*

1. Teacher knowledge and skills of the curriculum and its intent
2. Hands on Learning
3. Sandwich strategy - Talk - Activity - Talk
4. Digital Pedagogy
5. Flip the Classroom strategies
6. Innovation in the classroom - be free to take risks and have-a-go with new initiatives.
7. Explicit Teaching, Feedback loops
8. Build flexible learning spaces that challenge
9. Backward Mapping, using the assessable elements of a unit to direct the teaching and learning.
10. HOTS
11. Reflection



### ANALYSE

*Creating authentic opportunities and reflective practices to understand individual student concept development and build comparative data. Support student goal setting. Develop student skills to critically reflect on their own work and that of others.*

1. Analyse all areas of the teaching and learning processes; create an audit schedule for yourself.
2. Read, review and discuss changes in the curriculum and in teaching methodologies: ie keep abreast of research and be critical when reflecting
3. Assessment of the students, for the students and with the students to inform classroom decisions (Assessment Toolbox)
4. Include student check-ins into the daily routine.
5. Use feedback loops and pre-assessment strategies.
6. Conferencing with students and setting appropriate data goals
7. Moderation processes within teams and across the school
8. Develop skills to record what is happening in your space, anecdotal records, observations, checklists, videos, photos and sound bites.
9. Access coaches and mentors to support teaching and learning.
10. Self-reflection and peer reflection.
11. Backward mapping process from GTMJ
12. Professional Development Plan



### CONNECT

*Provide opportunities for the students to make connections with the real world.*

1. Develop strong pedagogical networks to support the teaching and learning process.
2. Establish new networks within and outside the school
3. Involve community members where appropriate.
4. Include parents to gain their support and cooperation.
5. Attend P & C where possible
6. Edstudios - used to inform your team and broader community of classroom routines and subject areas.
7. Developing sustainable practice that can be maintained throughout the year and modified if needed.
8. Check email, noticeboards and digital networks to establish communication networks.
9. Looking for new forms of inspiration via community contacts.
10. Professional Readings
11. Reviewing your own methods and identify your own strengths and weaknesses
12. Actively participate in professional discussion opportunities such as Curriculum Cafés and team meetings



### TRANSFORM

*Provide opportunities for students to manipulate and transform knowledge within the teaching and learning process, assist them to become the expert. Technology is an integral part of the learning journey.*

1. Be brave and adventurous! Transform teaching practices based on feedback from students, your personal reflections, professional challenges and discussions. Base the transformations on theory and evidence.
2. I-connect sessions that are run by students
3. Make sure that students have the appropriate skills to be able to apply their knowledge in diverse settings
4. Create opportunities for students to be the teacher.

