

Quality Teaching Practices – A Summary

BUSINESSLIKE

- Organises classroom activities to produce a smooth flow of events with a minimum of confusion or waste of time
 - Gives clear, simple directions including for shifting from one activity to the other
 - Initiates changes in activity for individuals who are ready while others are still busy with prior activities
 - Arranges all materials for easy distribution and access as needed during activity
 - Makes prompt use of supplemental activities or plan modifications to assure full use of all available time
 - Organises and directs teacher aides and support staff for effective classroom organisation, and organises chores to prevent waste of time by teacher or students
 - ✓ Gives clear, simple directions; makes sure the students know that they are to do, and how, and when
 - ✓ Encourages some students to go on to other work when some are not finished; does not try to keep all students lock-step
 - ✓ Gets materials distributed without interrupting learning
 - ✓ Makes good use of time for all – teacher, student, aides
 - ✓ Helps get classroom jobs done quickly, keeps the classroom neat, clean and tidy; everything is organised.
- Informs students of objectives, sequence of events, the rationale and responsibilities well in advance of lesson or activity
 - Displays and/or verbalises the planned sequence of events for the lesson
 - Specifies objectives in clear, explicit terms before students are given directions and refers to such objectives as needed for clarification and evaluation purposes
 - Discusses the rationale for assignments in terms of objectives, goals, and the realities for students' lives
 - Defines student responsibilities, emphasising expectations, growth, progress, excellence, and effort
 - ✓ Shows and tells the class what is planned for the lesson
 - ✓ Makes sure students and aides know and understand what is to be taught and what each student is to learn
 - ✓ Helps aides and students know why what is to be learnt is important
 - ✓ Communicates clearly and nicely what is expected of students and aides.

- Delegates responsibilities to students, aides, and others in ways that keep them involved and conserves teacher time and energy for the most demanding responsibilities
 - Assigns routine, clerical and housekeeping chores to students and aides on a scheduled basis, dispersing the workload and conserving teaching time
 - Arranges for students to work individually or in small groups defining the responsibilities of all students
 - Leads students in evaluating their own work, providing all necessary materials and directions to assure objectivity
 - Stimulates students to seek assistance from other school personnel, parents, and others in conjunction with regular class work and activities.
 - ✓ Has a classroom routine to share jobs around
 - ✓ Uses whole class, small group, and individual learning experiences
 - ✓ Fosters ways for students to reflect on and check their work and learning
 - ✓ Encourages students to practice learning at home with family members and interacts with family members so they can assist their student with learning.

- Paces activities to assure task accomplishment, arranging for assistance to those who need it to make progress and reach goals.
 - Surveys the progress of students towards task accomplishment, and reminds students of time allocations, urging attention to task as needed
 - Adjusts time frames to fit needs of students, allowing time, shifting to new activities more or less quickly, or rescheduling as needed
 - Provides assistance and guides small groups and individuals to assist with task accomplishment and learning
 - Encourages and directs students in assisting each other to achieve learning and task completion.
 - ✓ Observes students during learning so that they are proactively supported with prompts, correction, reinforcement
 - ✓ Changes plans as needed to maximise learning and positive behaviours
 - ✓ Works alongside students individually and in groups
 - ✓ Establishes ways for students to support and assist each other during learning time.

FRIENDLY

- Speaks to students in positive, praising, encouraging ways
 - Acknowledges student comments or responses verbally without interrupting or reducing focus on the student
 - Praises student efforts, using phrases, sentences, and tonal inflections which are meaningful to the student/s involved
 - Frees students from embarrassment by using reassuring and supportive statements
 - Avoids giving negative reactions, criticisms, threats, sarcasm etc.
 - Interacts personally with all students, balancing the attention given to the more aggressive and the less aggressive students
 - ✓ Makes sure that students and aides know that they have been heard, appreciated and understood
 - ✓ Makes students and aides feel appreciated, affirmed and valued
 - ✓ Communicates in ways that help students and aides know that mistakes are ok and helps students communicate through various options when communication is difficult
 - ✓ Is supportive, not hurting students' or aides' feelings
 - ✓ Is friendly and gives equal attention to all students.
- Expresses interest in individuals as persons over and above being students
 - Seeks out individual students and groups of students for informal personal contact, within code of conduct parameters
 - Encourages students to share thoughts and feelings, reflecting and clarifying in ways that help students assess the effectiveness of their behaviour patterns
 - Inquires about students' personal accomplishments and interests
 - Assists students in defining realistic self-development goals.
 - ✓ Interacts meaningfully with students, taking a personal interest in each one
 - ✓ Encourages students to share feelings about how they behave and helps students to understand themselves
 - ✓ Uses topics and themes that interest the students
 - ✓ Helps students to recognise those things that they can do well, and ways to try harder.

- Reflects empathy, concern and warm liking of students as related to both school and other aspects of life
 - Comments sympathetically on feelings of students
 - Takes interest whilst maintaining professional boundaries, about family and personal activities
 - Shares experiences
 - Encourages students to recognize peer accomplishments
 - Tells and listens to jokes, puns or amusing incidents.
 - ✓ When things don't go well or students have behaviour difficulties or find learning difficult, says things that help
 - ✓ Takes an interest in things students and aides do, valuing them as individuals
 - ✓ Shares with students and aides, things that s/he has done
 - ✓ Helps students know about things that classmates have done well
 - ✓ Listens and tells jokes or funny stories.

- Demonstrates interest and concern for students nonverbally in a variety of ways.
 - Maintains eye contact with students and staff when interacting verbally with them
 - Listens attentively when students are communicating
 - Smiles openly, broadly, and frequently and laughs freely when appropriate
 - Moves close to students when assisting them, leaning, stooping, sitting etc., as needed
 - Uses with, and accepts from, students such physical contacts as handshakes, high fives, pats on the back.
 - ✓ Looks right at us when s/he talks with others
 - ✓ Listens when others talk
 - ✓ Smiles a lot and laughs when things are funny
 - ✓ Comes to students' desks when they need assistance
 - ✓ Gives handshakes, high fives, pats on back.

VERBALLY INTERACTIVE

- Communicates clearly and concisely
 - Gives directions or comments as needed to assure attention to task, understanding and compliance with required activities, and to assure learning
 - Avoids directions, actions or comments that disrupt students
 - ✓ Gives directions and says enough so we can learn and understand what we are learning; uses different communication options including visuals, words, sign, gesture, expressions, etc.
 - ✓ Keeps talk to a minimum so students are not distracted or confused
 - ✓ Uses language that students can understand and uses options such as visuals and sign to maximise comprehension.
- Encourages and guides student responses and teacher-student interactions
 - Gives and asks for information and suggestions
 - Encourages alternative answers, rephrasing to suggest responses from different students
 - Prompts, reflects, accepts disagreement, and waits for extended periods of time for students' thoughts to emerge, whilst ensuring that students remain on task
 - Listens thoughtfully to students' ideas and needs, incorporating them into the lesson and recognizing worth
 - Utilizes activities that allow for a high dress of student interaction – discussion, simulation, experiments, problem solving, games, inquiries.
 - ✓ Involves students in choosing topics for lesson themes etc.
 - ✓ Encourages students to think of different ways of doing a task
 - ✓ Gives time for students to think and helps if students cannot think of the answer or how to do a task
 - ✓ Listens to students' ideas and uses them in lessons
 - ✓ Provides a range of learning experiences including games and sensory activities.

- Utilizes a variety of questioning techniques which provoke different levels of thinking on the part of all students.
 - Uses open-ended questions to stimulate discussion, probing in ways that keep the question open-ended and enhance student thinking, or uses focussed questions that promote student responses
 - Adjusts pace of teaching and questioning to allow periods of silence so that all students may engage in higher-level thinking
 - Uses an array of question types, ranging from simple recognition and recall to analysis, synthesis and evaluation, but dependent on student capabilities.
 - ✓ Uses strategies that encourage higher-order thinking and that promote engagement in learning; keeps boredom away.
 - ✓ Gives students time to process and think
 - ✓ Gives different types of learning experiences including different ways of thinking and processing.

STIMULATING

- Expresses interest, enthusiasm, and curiosity about subject matter and events
 - Decorates or arranges the classroom in ways that reinforce the theme of the lesson
 - Shares personal books, artefacts, experiences, reading or other materials with students, when they relate to the topic of the lesson
 - Uses self-invented written materials, models, drawings, processes
 - Improvises furniture, objects, costumes, or sets to meet unique or spontaneous needs
 - Raises questions about others' thoughts, opinions, or ideas in ways that reinforce the theme of the lesson or event
 - Communicates excitement, surprise, wonder about the lesson or event by inflection or by varying speaking rate, gestures, and body movement
 - Elaborates on subject matter by drawing from a personal knowledge base that is accurate, up-to-date, and of significant depth.
 - ✓ Displays things in the room that tell about the lesson
 - ✓ Shares books and resources
 - ✓ Makes up stories, drawing pictures, uses real life objects and experiences within teaching
 - ✓ Uses things that make classroom learning linked to real life
 - ✓ Incorporates students' and aides' ideas in lessons
 - ✓ Is interested and excited about learning experiences provided
 - ✓ Shows students mistakes they make in a constructive and helpful way.

- Uses a variety of styles, techniques and approaches to present subject matter
 - Organises subject matter presentations to show relationships between disciplines and connections of subject matter to the real world
 - Uses shifts in sensory modes, levels of thinking, interactional styles, or in location of teacher/learners, to keep the lesson flowing and the students' interest and attention high
 - Models, and guides students in using a wide array of higher cognitive operations e.g. classifying, comparing, evaluating, inferring, generalising, hypothesising
 - Plans and executes presentations which are surprising, out of the ordinary, and memorable, increasing active response of the students and motivating them toward further participation
 - Sets up and provides resources for a wide range of challenging and interesting learning activities e.g. inquiries, experiments, simulations, interviews, brainstorming.
 - ✓ Helps students see that what they are learning applies away from school
 - ✓ Has students move about the classroom as a way of keeping attention
 - ✓ Uses questions and examples to assist learning
 - ✓ Surprises students with really different, novel, exciting lessons and things to do
 - ✓ Makes sure that students have what they need to do different and interesting things e.g. experiments, games, plays, projects, activities.

- Draws upon students' interests and current events for content, illustrations, and applications within the classroom
 - Substitutes current problems, issues or happenings of interest to students for those offered in commercial materials, doing so to make for lively and efficient learning
 - Refers to up-to-date bulletin boards, exhibits, interest centres, newspapers, books, websites, or other sources of information
 - Provides students with choice in topics for activities and learning experiences
 - Encourages students to reveal their interests by facilitating student-centered activities within the classroom as sharing books or websites of particular interest, displaying artifacts, or talking about experiences or current issues
 - Invites students to initiate projects, activities, experiments or other learning activities, assisting them directly as needed.
 - ✓ Lessons relate to real life – school, home, local area, state, nation, the world
 - ✓ Encourages reading and use of internet for students to learn about themselves, their lives and the world
 - ✓ Promotes choice in learning experiences and activities and learning partners
 - ✓ Focuses on interests and strengths
 - ✓ Helps students think of projects and topics they want to learn about.

- Responds spontaneously to unplanned events, using them as reinforcers or illustrations.
 - Maintains a planned by flexible learning environment in which unplanned events can emerge
 - Cues students that the event is important by recognizing the event and calling attention to it
 - Guides students in relating the event to past, present, or future learning, tying the event to specific learnings, materials, or processes
 - Introduces extension activities as a follow up to the event, when doing so to significantly aids in accomplishing the learning objectives set up prior to the event's occurrence.
 - ✓ Uses unexpected happenings to promote learning
 - ✓ Tells students about unexpected happenings that are important to remember
 - ✓ Shows students how unexpected happenings link with what they have been learning
 - ✓ Uses unexpected happenings within lessons and makes adjustments to teaching and lessons as needed.

INDIVIDUAL ORIENTATION

- Collects, organises and analyses diagnostic data about individual students' current learning needs
 - Develops and administers tests and other evaluative procedures that are diagnostically scored to indicate what individuals have learned and what they need to learn
 - Observes students' learning styles, recording individuals' rates of learning and use of time and their preferred sensory modes, sensory issues to be moderated, and working relationships
 - Maintains cumulative profiles of individuals' learning behaviours, highlighting those needs that can and will be met through the school program.
 - ✓ Uses a variety of rigorous ways to check that students are learning
 - ✓ Observes students learning and uses information to adjust teaching and interventions as well as resources and pace of teaching
 - ✓ Keeps quality records to show that students are learning.
- Plans an instructional program that meets the unique needs and learning styles of individual students
 - Uses diagnostic information about individuals' current needs in learning planning
 - Departs from standard curriculum expectations to respond more directly to urgent individual needs
 - Differentiates experiences by providing objectives, varied activities and tasks, materials, working relationships, time on task, and teacher assistance tailored to the needs of individual students
 - Organises materials and resources for student use so that individual learners have what they need when they need it.
 - ✓ Individualises learning and activities based on diagnostic information
 - ✓ Provides individual activities as needed
 - ✓ Has the class working on a range of different things at the one time
 - ✓ Makes sure that students can access equipment and materials for learning and that teaching resources are readily at hand.

- Directs instruction in response to the unique needs and learning styles of individuals students
 - Guides the work of student groups whose membership, tasks, location, and size change periodically in response to individual learning needs
 - Provides for and processes feedback, to and from individuals about class activities and goals, adjusting instructional modes, materials and time on task, as needed
 - Encourages individual initiative in pursuing learning, reinforcing such actions as seeking help from staff or other students, bringing materials from home, moving about the room to get resources, going to other settings to get resources – independently or with support, or suggesting alternatives.
 - ✓ Uses a range of whole class, small group and individual learning experiences
 - ✓ Analyses the reason for learning or behaviour difficulties and implements functional supports to address these issues
 - ✓ Encourages students to link school learning with home and the community.
- Responds to individuals in ways that assist them in accomplishing their objectives.
 - Encourages and guides students in finding their own best way of learning, using skilled supports that include high level up-to-date knowledge of students' individual needs, disabilities and talents
 - Makes self available to individual students, groups, parents, carers, conferring during non-contact and out of school time, as well as reteaching and clarifying and ensuring adequate practice to maximise learning
 - Recognizes and responds positively to efforts and approximate performance of learning objectives
 - Considers student work and makes diagnostic conclusions that are annotated and recorded, noting strengths and learning needs
 - Leads students to check and reflect on their own work and learning progress
 - Discusses work with students and groups, assuring their recognition of ways of improving their performance and overcoming difficulties
 - Shares diagnostic profile data with individual students, their parents/carers, and team members, to set realistic, specific learning goals.
 - ✓ Focuses teaching approaches that match individual strengths and needs
 - ✓ Makes sure that students know what to do and when
 - ✓ Communicates using a wide range of modes
 - ✓ Helps students reflect on their own work so they can do better next time
 - ✓ Talks with students individually and in groups about ways to improve their learning
 - ✓ Shows students and parents the students' diagnostic test and learning data and explains how this information informs teaching and learning.

MULTI-MEDIA INTEGRATIVE

- Uses a variety of audio-visual and manipulative aids regularly as integral parts of lessons and activities
 - Uses colourful, well-illustrated materials
 - Uses interactive screen, ipad, laptop, bulletin boards, posters, photographs, symbols, etc. To portray content visually
 - Makes audio and visual resources matched to student learning needs and strengths
 - Incorporates multi-media resources in lessons
 - Provides manipulative experiences through games, puzzles, clay, painting, drawing, construction etc.
 - ✓ Uses colourful and interesting resources
 - ✓ Uses technology and resources effectively to augment teaching
 - ✓ Encourages a wide range of multi-media activities to foster learning.

- Involves students actively and regularly in such multi-sensory experiences as dramatizations, verbal interactions, games, drawings, and other experiences
 - Directs students in using role-plays, socio-dramas in connection with their learning
 - Structures groups to provide opportunities for students to verbalise and share with each other
 - Encourages students to illustrate learning in visual and artistic form
 - Utilizes games in ways that stimulate interest and participation without excessive competition
 - Provides for out-of-classroom learning in school and community settings
 - Arranges for special activities and experiments to augment learning.
 - ✓ Teaches students how to act out their ideas and new knowledge as a way of practicing their learning
 - ✓ Uses group learning to promote communication and sharing
 - ✓ Uses drawing and art for students to demonstrate their learning
 - ✓ Uses games to foster learning
 - ✓ Uses outdoor and community-based learning and teaching
 - ✓ Uses projects and experiments to promote learning.

- Participates with students in multi-media, multi-sensory activities – demonstrating, helping and extending learning.
 - Utilizes teacher-made as well as commercial and student-made materials in the classroom
 - Serves as participant as well as leader or observer in role-playing, discussion or game activities
 - Demonstrates and helps students understand ways of using multi-media
 - Introduces multi-media carefully to assure student awareness of their purpose in the lessons
 - Follows use of multi-media / sensory activities with discussion, reflection or other planned activity.
 - ✓ Uses a wide range of different materials to maximise learning
 - ✓ Joins in games, plays and other activities
 - ✓ Shows students how to use multi-media equipment for learning
 - ✓ Explains why media are used and what students are to learn when using them e.g. iPads
 - ✓ Helps students tell or show what they have learning during all learning activities and experiences.