**TLAC: Without Apology**

Create an environment in which students are unapologetically held to high standards and where it becomes difficult for them to imagine not trying their best. Embrace rigorous content and the hard work necessary for success.

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|  | Assume the content will be boring (e.g. ‘You may not find this very interesting…) |
|  | Blame the content (e.g. ‘The exam board say we have to read this…) |
|  | Dilute the content (e.g. ‘We don’t really need to know about this…) |
|  | Apologise for work hard (e.g. ‘I know it’s been a long day…) |

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|  | Explain that the content is part of a ‘bigger picture’ |
|  | Highlight that the content is an important building block for knowing and doing more |
|  | Celebrate academic challenge and scholarship |
|  | Frame hard work in positive terms |

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|  | ‘There’s a really interesting connection we can make with…’ |
|  | ‘This is important because it will help us to…’ |
|  | ‘This material is great because it’s really challenging…’ |
|  | ‘I know you can do this and I’ll be here to support you…’ |

**TLAC: Warm-Strict**

Be warm (i.e. positive, enthusiastic, caring and thoughtful) and strict (i.e. clear, consistent and firm) in balanced proportions to make students feel valued and secure. Help students to understand how your actions will enable to them to make good progress and advance academically.

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|  | Believe that warmth and strictness are opposites where more of one means less of the other |
|  | Be only warm or only strict |

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|  | Be clear with your expectations |
|  | Explain to students what you’re doing and why you’re doing it |
|  | Use non-verbal cues |
|  | Issue sanctions with consistency |
|  | Demonstrate that consequences are temporary |

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|  | ‘I expect you to sit-up straight and remain attentive…’ |
|  | ‘It is important to track the text as we read because…’ |
|  | ‘I’ve given you a warning and so the next step will be…’ |
|  | ‘I’m looking forward to seeing your best work next lesson…’ |

**TLAC: Do Now**

Greet students at the door and direct them towards a Do Now activity that links to the lesson or previous lessons. Design appropriately challenging activities that students can complete without instruction or direction from you so that the learning begins before you start teaching.

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|  | Over-complicate tasks |
|  | Design tasks that require unnecessary materials or resources |
|  | Lose track of time |
|  | Break the Do Now routine unless it’s necessary (e.g. because of timetabling constraints) |
|  | Fail to review completed tasks |

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|  | Greet students at the door as they enter the classroom |
|  | Direct them towards the Do Now task |
|  | Explicitly refer to the tasks as ‘Do Now tasks’ |
|  | Insist on silence |
|  | Require a written outcome |
|  | Hold students to account during the review phase |

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|  | ‘Welcome to the lesson…’ |
|  | ‘Please sit down and get started on your Do Now task…’ |
|  | ‘You have two minutes remaining…’ |
|  | ‘I will ask you to show me your work at the end…’ |

**TLAC: Cold Call**

Call on students regardless of whether they’ve raised their hands. Remind all students that their voice matters, and shape expectations about how and when to participate. Over time, build a culture of engaged accountability.

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|  | Use cold calling as a punishment (i.e. as a ‘gotcha’) |
|  | Focus too heavily on single students or groups of students |
|  | Allow incorrect or unsatisfactory answers to go unchallenged |

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|  | Use cold calling as a routine for learning (i.e. keep things predictable) |
|  | Remind students of the process and benefits of cold calling |
|  | Aim for a high participation ratio |
|  | Extend wait time (responses typically improve when we increase wait time to just three seconds) |
|  | Provide opportunities for students to make notes before answering |
|  | Break down ‘big questions’ into smaller parts |
|  | Ask follow-up questions |
|  | Be sensitive to the needs, dispositions and anxieties of individual students |

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|  | ‘I want each of you to think of a response to this question…’ |
|  | ‘Use your whiteboards to write down your initial thoughts…’ |
|  | ‘I’ll come back to you in a moment and ask you to repeat the answer…’ |
|  | ‘I think we can develop that response a bit further…’ |

**TLAC: Right is Right**

Hold out for answers that are ‘all-the-way-right’ or that meet the standards you expect. Right is Right is about the difference between answers that are ‘completely’ right and ‘partially’ right – between ‘pretty good’ and ‘100 percent’.

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|  | Unnecessarily ‘round up’ partial answers |
|  | Convey ‘cheap praise’ |
|  | Show frustration when students are unable to give the right answer |

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|  | Offer plenty examples of what success looks like |
|  | Provide support as the situation demands |
|  | Hold out for answers of a high standard |
|  | Insist that students follow established conventions when they answer |
|  | Show appreciation for what students contribute and accomplish |

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|  | ‘Well done for providing an example, but can you provide a definition?’ |
|  | ‘Which adjectives would help you to make your answer more precise?’ |
|  | ‘The solution you have given is correct, but I’d like you to explain your workings…’ |
|  | ‘Look back at your notes and then tell me what the exact definition is…’ |

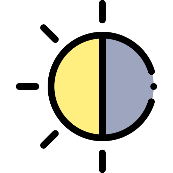
**TLAC: Stretch It**

Build a culture where students want, expect and relish challenge. Ask a diversity of questions and make a habit of asking follow-up questions to successful answers. Promote interactions that help students embrace the notion that learning is a continual process.

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|  | Avoid asking ‘closed’ questions if it would be helpful to ask them |
|  | Expect answers to questions where students lack knowledge or understanding |

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|  | Provide guidance on the components of good quality answers |
|  | Use ‘how’ and ‘why’ questions |
|  | Offer opportunities to use subject-specific words |
|  | Ask for supporting evidence |
|  | Encourage cross-curricular links |

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|  | ‘How do you know?’ |
|  | ‘Can you tell me why this might be the case’? |
|  | ‘What other words could we use instead?’ |
|  | ‘What’s the best piece of evidence to support your view?’ |
|  | ‘Who thinks they can develop this idea?’ |

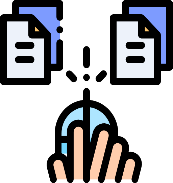
**TLAC: Brighten Lines**

Ensure that changes in activities and other mileposts are perceived clearly by making beginnings and endings of activities visible and unambiguous. Make it hard for students not to notice when something new occurs.

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|  | Unnecessarily speed up or slow down tasks |
|  | Allow students to opt-out of tasks |

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|  | Provide a cue before introducing a new activity (e.g. a countdown) |
|  | Ensure that all students start new activities at the same time |
|  | Be clear with the procedural details (e.g. time limit, resources needed, ways of working) |
|  | Overcommunicate what success looks like |
|  | Help students keep track of the time they have left |

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|  | ‘We will start the next task in 3… 2… 1…’ |
|  | ‘You have three minutes left…’ |
|  | ‘Look closely at the exemplar paragraph on the board and include the elements we discussed…’ |
|  | ‘Put your pens down and face the front…’ |

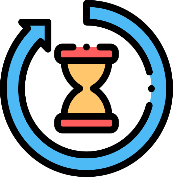
**TLAC: Show Call**

Create a strong incentive to complete good quality and thoughtful writing by showcasing and revising student work – regardless of who volunteers to share. Invite discussions about what success looks like and be specific about how work can be developed.

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|  | Ask students to write without being clear on your expectations |
|  | Show work without announcing your expectations beforehand |
|  | Be inflexible when students are reluctant to show their work |

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|  | Use your visualiser |
|  | Remember that developing the right norms for students to feel comfortable sharing their work takes time |
|  | Be mindful that writing is a cognitively demanding endeavour |
|  | Provide appropriate guidance and scaffolding |
|  | Identify and correct errors and misconceptions as they arise |
|  | Show a range of work that balances strengths and areas for improvement |
|  | Invite plenty of feedback from students and guide them towards looking for specific features |
|  | Be sensitive to the needs, dispositions and anxieties of individual students |

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|  | ‘This draft is an improvement because…’ |
|  | ‘After two more minutes, I’ll ask you explain how the paragraph could be developed…’ |
|  | ‘How does this work compare to your own?’ |
|  | ‘How would the overall quality be affected if this piece of information was removed?’ |

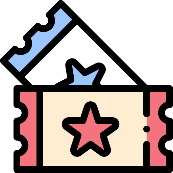
**TLAC: Wait Time**

Allow students time to think before answering. If they aren’t productive during that time, offer guidance and support. Aim to wait for at least three seconds before you ask for contributions and hold-out for good quality answers.

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|  | Unnecessarily disturb the period of silence during the wait time |
|  | Disproportionately ask for contributions from students who you know will have the right answers |

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|  | Count down from three in your head (we typically wait for a second or less before accepting answers) |
|  | Encourage students to raise their hands when they have answers to contribute |
|  | Extend the period of wait time if necessary |
|  | Support students to add depth to underdeveloped answers |
|  | Encourage students to repeat good quality answers |

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|  | ‘I want you to raise your hand when you have an answer to contribute…’ |
|  | ‘I can see that twelve people have their hands raised so far…’ |
|  | ‘I’m going to wait for another ten seconds…’ |
|  | ‘Remember to look at your notes if you need some guidance…’ |

**TLAC: Exit Ticket**

End each lesson with a brief assessment to help you make inferences about what students have retained. Adapt future lessons accordingly, taking into account the areas that both individual students and larger groups seem to be less secure on.

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|  | Lose track of time |
|  | Break the Exit Ticket routine unless it’s necessary |
|  | Fail to review the completed tasks |
|  | Allow students to opt-out |

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|  | Spend around five minutes on Exit Ticket tasks |
|  | Focus on a key part of your learning objective (or big question etc.) |
|  | Use the data to inform the construction of Do Now tasks |
|  | Use mini whiteboards (or sticky notes etc.) |

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|  | ‘Think back to the learning objective I highlighted at the start of the lesson…’ |
|  | ‘Use your mini whiteboards to record your answers…’ |
|  | ‘Sit-up straight and look this way when you’ve finished…’ |