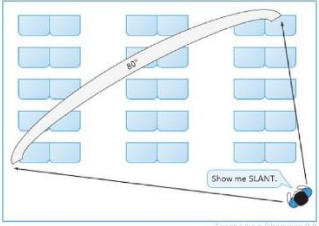


<p>100% (Lemov): Be seen looking/Radar 100% is the idea that all of your students are with you all of the time.</p>	<p>Prevent non-productive behaviour by developing your ability to see it when it happens and by subtly reminding students that you are looking. Lemov describes this as ‘radar’ and ‘be seen looking’.</p>	<p><i>Radar: regular scanning of the room from the front or side (most effective) in order to check the entire room. The foundation of this technique is the ‘swivel’ to scan from one side of the room to the other.</i></p> <p>Radar</p> <ul style="list-style-type: none"> • After giving a direction or during an activity, scan the room for compliance. “Swivel” • Plant yourself strategically to swivel!  <p><i>Be Seen Looking: subtle movements to show the students that you are paying attention. Lemov calls these techniques “Dance Moves”.</i></p> <ol style="list-style-type: none"> 1. <i>The Invisible Column: teacher moves their head slightly to the side to give the impression of looking around something to make sure students are doing as they should.</i> 2. <i>The Tiptoes: making yourself tall in order to make doubly sure that everything can be seen.</i> 3. <i>The Sprinkler: using the scanning swivel and then snapping back as if you need to check something again. It makes the scan less predictable.</i> 4. <i>The Disco Finger: Tracing the track of your gaze with a finger outstretched making the swivel obvious.</i> 5. <i>The Politician: channelling the inner politician walking onto stage and pointing in recognition of supporters in the audience.</i> 6. <i>The QB (quarterback): when crouching low to talk quietly to one student, briefly scan the room</i> <p>Clip: https://masseyhighschoolnz-my.sharepoint.com/:v:/g/personal/hqarratt_masseyhigh_school_nz/EfUzSuBfUr1Gh-2YVUpM8OkBOYZWOO3ZJM2EO8_lbf8Jqg?e=Lqs16n</p>
<p>100%: Observable compliance</p>	<p>The more visible the action you ask of the students, the easier it is for you to see what the students do... This makes them more likely to do what you’ve asked and makes it easier for you to hold them accountable” (Teach Like a Champion 2.0, p393)</p>	<p><i>Lemov outlines how to get visible compliance:</i></p> <p>Getting Control: The Visible Reset</p> <ul style="list-style-type: none"> • Give an observable direction eg ‘Pens down, eyes front’ • Use Radar to scan the room • Stand in Pastore’s Perch (see Be Seen Looking/Radar above) while scanning • Indicate at least two students who have complied immediately. Fix or improve at least one student to set higher expectations eg ‘Great job Penny and Jo. Michael I need your pen on the table.’ <p>Clip: https://masseyhighschoolnz-my.sharepoint.com/:v:/g/personal/hqarratt_masseyhigh_school_nz/EZsYyW68LtJLv2qG7YVqRNkB5NQbe8j7hgPCj5kOvVy1TQ?e=p7jEq_u</p>
<p>100%: Least Invasive Intervention</p>	<p>Maximising teaching time and minimising ‘drama’. Lemov outlines ways in which teachers can illicit the behaviours that positively impact on learning. How do we correct an individual without reinforcing poor behaviour?</p>	<p><i>Lemov outlines 6 of the most useful strategies ranked from least to most invasive:</i></p> <ol style="list-style-type: none"> 1. <i>Non-verbal intervention: micro-corrections like hand gestures or intentional modelling whilst continuing to teach eg a quick point to your ear for removal of earbuds.</i> 2. <i>Positive group correction: ideal for catching off-task behaviour early eg “I need to see everyone writing”.</i> 3. <i>Anonymous individual correction: “Waiting on 2”, “I need three more pairs of eyes on me”.</i> 4. <i>Private individual correction (PIC): while the class is engaged, crouch down next to a student using a low voice to explain the behaviour that is expected.</i> 5. <i>Private individual precise praise (PIPP): as before, whispering positive feedback on a specific behaviour or piece of work.</i> 6. <i>Lightning-quick public correction: you need your off-task student to be onstage for as short a time as possible. Focus on tellin the student what to o right rather than what they did wrong eg “Mana, I need your pen moving just like the people at the front of the room”.</i>

		<p>Clip: https://masseyhighschoolnz-my.sharepoint.com/:v/g/personal/hgarratt_masseyhigh_school_nz/EVoNubQQ6QIFvvZCFcPQmjEBtwflqW96FqCraXol7LXliA?e=GurcTt</p>
100%: Firm Calm Finesse	<p>“ Great classroom managers are steady at the helm. They may show passion when discussing History or Science, but when they ask a student to sit down or get to work, they are calm and composed.” (Teach Like a Champion 2.0, p 403)</p>	<ol style="list-style-type: none"> 1. <i>Catch it early: most often a problem gets worse if left alone. It is better to fix something with a small adjustment than to make a bigger intervention later.</i> 2. <i>Thank you: not only polite but reinforces expectations and normalises compliance. Using thank you after compliance reminds everyone else in the class that the student followed your direction. Thank you at the end of an instruction indicates that you expect compliance.</i> 3. <i>Show Your Bright Face: smiles are catching and indicate enjoyment and pleasure to see your class.</i> 4. <i>Stay Steady at the Helm: Don't suggest to students that they can get a rise out of you through overly emotional responses to situations. Keep them focussed on what they need to do.</i> <p>Clip: https://masseyhighschoolnz-my.sharepoint.com/:v/g/personal/hgarratt_masseyhigh_school_nz/EdJ0Obpf-AFHvwvzoiIX6lYBRXiNXnSkaOUfWM3DVKjq0A?e=FBP20u</p>
100%: Consequences	<p>The Art of the Consequence – “making consequences more effective by making them quick, incremental, consistent, and depersonalised.” (Teach Like a Champion 2.0, p407)</p>	<ol style="list-style-type: none"> 1. <i>Quick – an immediate consequence is more effective by reducing the amount of time that the behaviour is ‘on stage’.</i> 2. <i>Incremental – plan a series of consequences that start small and scale up. You don't want to pull out your big guns immediately.</i> 3. <i>Consistent – responses should be predictable with no grey areas. Students need to know ‘if I do x, then y will follow’.</i> 4. <i>Depersonalised – maintaining privacy will ensure that you preserve your relationship with the student. Keep a neutral face – remember that your non-verbal communication can shout louder than a raised voice.</i> <p>Clip: https://masseyhighschoolnz-my.sharepoint.com/:v/g/personal/hgarratt_masseyhigh_school_nz/ETJaZl8SrlFh50XypowijMBOc4Y1CHrq5Q7SvGZJvIMqA?e=yQwplG</p>
Positive framing	<p>According to Lemov positive framing means ‘narrating the world you want your students to see even while your are relentlessly improving it, making corrections consistently and positively. It depends also on intervening when student behaviour requires it.’</p>	<p><i>In order to frame positively, consider these techniques:</i></p> <ul style="list-style-type: none"> • <i>Talk about what should happen next. For example, ‘eyes front, mouths closed’, ‘Keira is answering, eyes should be on Keira’.</i> • <i>Assume the best. For example, ‘Just a minute, some of us seem to have forgotten to push in their chairs’.</i> • <i>Allow plausible anonymity or correction without names. For example, ‘Check yourself to make sure that you have done exactly what I’ve asked you to do’.</i> • <i>Narrate the positive. For example, ‘I see lots of hands, the left side of the room is really confident’.</i> • <i>Challenge your students by adding a sense of competition. For example, working to a time limit, competing in groups, reciting text/times tables etc louder than another class.</i> • <i>Talk expectations and Aspiration. For example, ‘Year 10, you are looking so professional in your uniforms today’, ‘Can you answer that in the words of an historian/scientist/editor?’</i>
Precise praise	<p>Lemov: using specific, genuine, real, encouraging, and motivating praise to support student success. New York University professor of psychiatry Judith Brook explains ‘Praise is important, but not vacuous praise. It has to be based on a real thing – some skill or talent they have.’ Once children hear praise they interpret as meritless, they discount not just the insincere praise, but the sincere praise as well.</p>	<p>The following link takes you to the EPiC presentation delivered by HoFs in February 2020: https://masseyhighschoolnz.sharepoint.com/:p/s/MasseyHighSchoolStaff640/EZ_6aYk3qoxEj07V2YWg-y0BTnGREpiegejR3cM0qEDeaA?e=fVtekw</p> <p>Precise Praise Clip: https://masseyhighschoolnz-my.sharepoint.com/:v/g/personal/hgarratt_masseyhigh_school_nz/EWnWOBAh69FDg7GUMLHxuhwBqXgMzkTeN76r58PoK_uBGw?e=DesFhN</p>
SLANT/WORK	<p>SLANT is an acronym for 5 student behaviours that boost their ability to pay attention: Sit up straight Listen Ask and answer questions Nod your head (to show that you understand and are listening) Track the speaker</p>	<p><i>For older students you may wish to rewrite the acronym around professionalism by using WORK:</i></p> <p>Watch the person talking Observe the rules of active listening Respect the speaker by not interrupting Keep sharp/smart</p> <p>EPiC Presentation: Least invasive interventions</p>