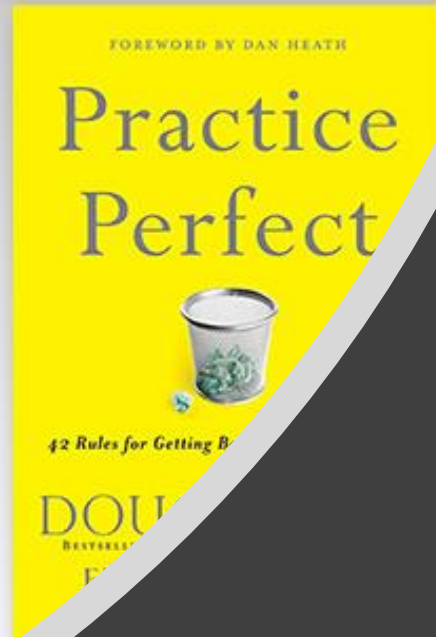
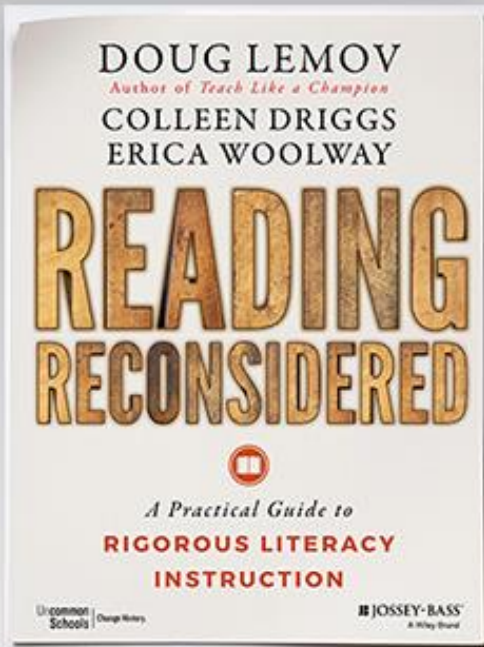


# Teach Like a Champion: High Behaviour Expectations



## Professional Code:

1. Commitment to the teaching profession (1.1, 1.2)
2. Commitment to Learners (2.5)

## Professional Standards:

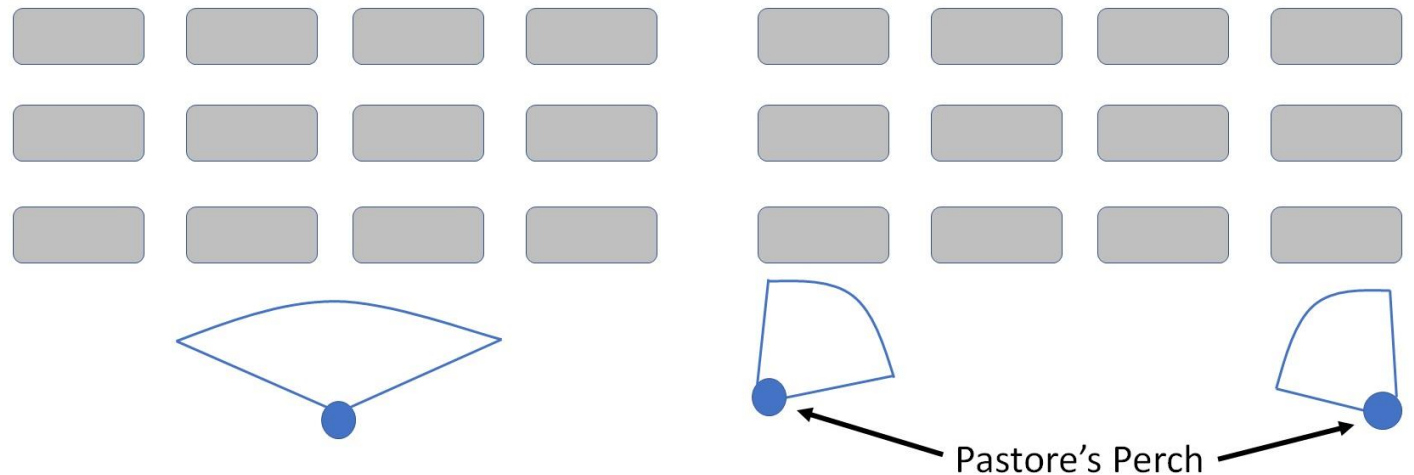
Professional Learning, Learning-focused Culture, Design for Learning, Teaching

# 100% Strategies: Chapter 11 'Teach Like a Champion 2.0'

- These strategies enable you to work towards getting 100% of your students with you for 100% of the time!
  - Be seen looking/radar
  - Visible compliance
  - Least invasive interventions
  - Firm, calm, finesse
  - The art of the consequence

# Radar

- 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'.
- *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.*





# Be Seen Looking: Dance Moves!

- *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.*
- *The Tiptoes: making yourself tall in order to make doubly sure that everything can be seen.*
- *The Sprinkler: using the scanning swivel and then snapping back as if you need to check something again. It makes the scan less predictable.*
- *The Disco Finger: Tracing the track of your gaze with a finger outstretched making the swivel obvious.*
- *The Politician: channeling the inner politician walking onto stage and pointing in recognition of supporters in the audience.*
- *The QB (quarterback): when crouching low to talk quietly to one student, briefly scan the room*
- [Clip](#)



# Visible Compliance

- “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”
- *Getting Control: The Visible Reset*
  - 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.’

## 100%, Part 2: Make Compliance Visible

**Amy Youngman**

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# Least Invasive Interventions

- Maximising teaching time and minimising 'drama'. How do we correct an individual without reinforcing poor behaviour?
  - Lemov outlines 6 of the most useful strategies ranked from least to most invasive:
1. *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.*
  2. *Positive group correction: ideal for catching off-task behaviour early eg "I need to see everyone writing".*
  3. *Anonymous individual correction: "Waiting on 2", "I need three more pairs of eyes on me".*
  4. *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.*
  5. *Private individual precise praise (PIPP): as before, whispering positive feedback on a specific behaviour or piece of work.*
  6. *Lightning-quick public correction: you need your off-task student to be onstage for as short a time as possible. Focus on telling the student what to do right rather than what they did wrong eg "Mana, I need your pen moving just like the people at the front of the room".*

## Least Invasive Intervention

### Six Teachers



# Firm, Calm, Finesse

- *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.*
- *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.*
- *Show Your Bright Face: smiles are catching and indicate enjoyment and pleasure to see your class.*
- *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.*

# The Art of the Consequence

- Make consequences more effective by making them quick, incremental, consistent, and depersonalised.

## *100%, Part 5: Art of the Consequence*

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## *100%, Part 5: Art of the Consequence*

*Bridget McElduff*

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