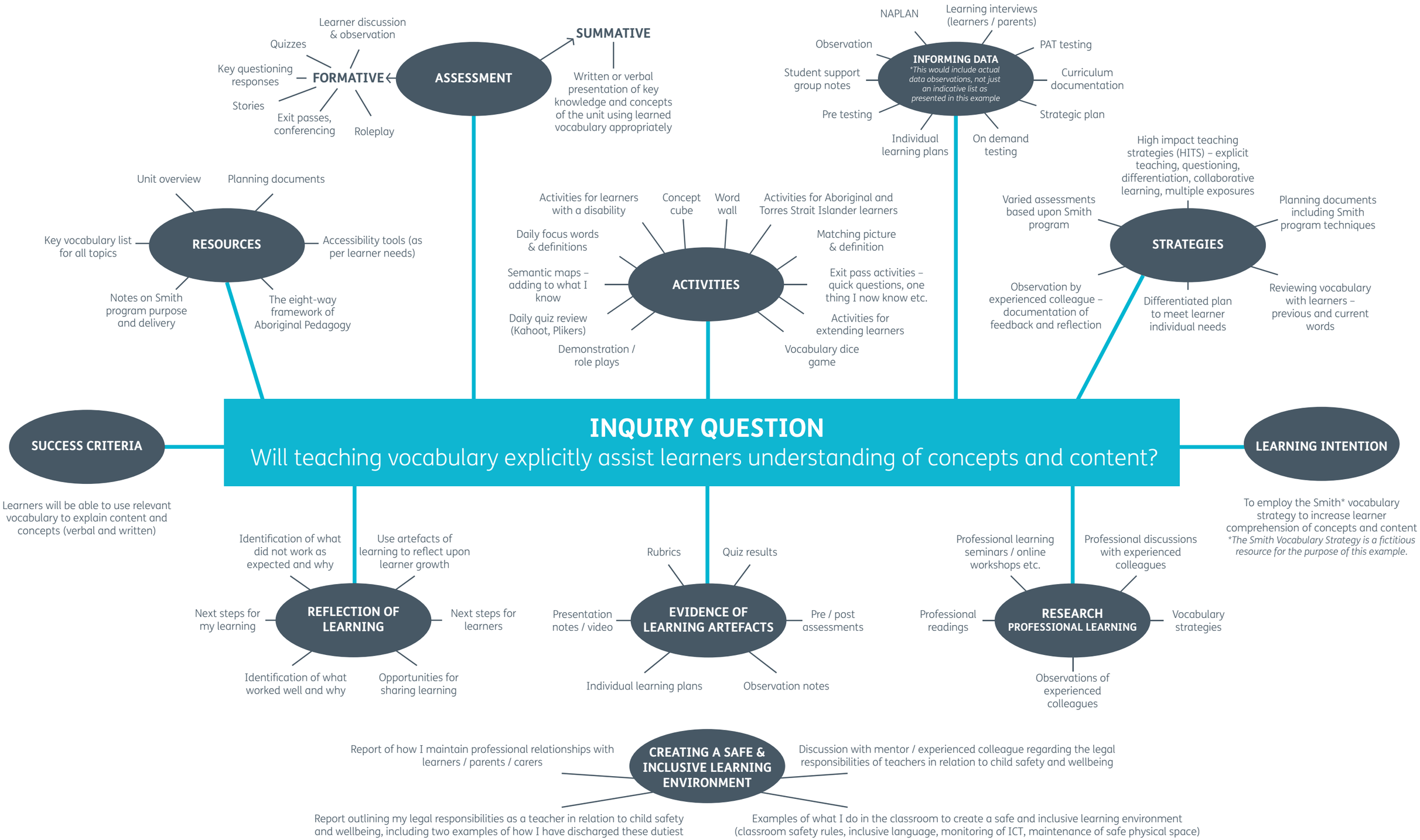
Action plan


ASSESSMENT
FORMATIVE
Learner discussion & observation
Quizzes
Key questioning responses
Stories
Exit passes, conferencing
Roleplay
SUMMATIVE
Written or verbal presentation of key knowledge and concepts of the unit using learned vocabulary appropriately
INFORMING DATA
*This would include actual data observations, not just an indicative list as presented in this example
NAPLAN
Learning interviews (learners / parents)
Observation
PAT testing
Student support group notes
Curriculum documentation
Pre testing
Strategic plan
Individual learning plans
On demand testing
RESOURCES
Unit overview
Planning documents
Key vocabulary list for all topics
Accessibility tools (as per learner needs)
Notes on Smith program purpose and delivery
The eight-way framework of Aboriginal Pedagogy
ACTIVITIES
Activities for learners with a disability
Concept cube
Word wall
Activities for Aboriginal and Torres Strait Islander learners
Daily focus words & definitions
Matching picture & definition
Semantic maps – adding to what I know
Exit pass activities – quick questions, one thing I now know etc.
Daily quiz review (Kahoot, Plikers)
Activities for extending learners
Demonstration / role plays
Vocabulary dice game
STRATEGIES
High impact teaching strategies (HITS) – explicit teaching, questioning, differentiation, collaborative learning, multiple exposures
Varied assessments based upon Smith program
Planning documents including Smith program techniques
Observation by experienced colleague – documentation of feedback and reflection
Differentiated plan to meet learner individual needs
Reviewing vocabulary with learners – previous and current words
INQUIRY QUESTION
Will teaching vocabulary explicitly assist learners understanding of concepts and content?
SUCCESS CRITERIA
Learners will be able to use relevant vocabulary to explain content and concepts (verbal and written)
LEARNING INTENTION
To employ the Smith* vocabulary strategy to increase learner comprehension of concepts and content
*The Smith Vocabulary Strategy is a fictitious resource for the purpose of this example.
REFLECTION OF LEARNING
Identification of what did not work as expected and why
Use artefacts of learning to reflect upon learner growth
Next steps for my learning
Next steps for learners
Identification of what worked well and why
Opportunities for sharing learning
EVIDENCE OF LEARNING ARTEFACTS
Rubrics
Quiz results
Presentation notes / video
Pre / post assessments
Individual learning plans
Observation notes
RESEARCH PROFESSIONAL LEARNING
Professional learning seminars / online workshops etc.
Professional discussions with experienced colleagues
Professional readings
Vocabulary strategies
Observations of experienced colleagues
CREATING A SAFE & INCLUSIVE LEARNING ENVIRONMENT
Report of how I maintain professional relationships with learners / parents / carers
Discussion with mentor / experienced colleague regarding the legal responsibilities of teachers in relation to child safety and wellbeing
Report outlining my legal responsibilities as a teacher in relation to child safety and wellbeing, including two examples of how I have discharged these dutiest
Examples of what I do in the classroom to create a safe and inclusive learning environment (classroom safety rules, inclusive language, monitoring of ICT, maintenance of safe physical space)