

Action plan

INQUIRY QUESTION: Will teaching vocabulary explicitly assist learners understanding of concepts and content?

<p>Informing data*</p> <p><i>*This would include actual data observations, not just an indicative list as presented in this example</i></p>	<ul style="list-style-type: none"> • NAPLAN • On demand testing • PAT testing • Observation • Strategic plan 	<ul style="list-style-type: none"> • Pre testing • Learning interviews (learners / parents) • Individual learning plans • Student support group notes • Curriculum documentation
<p>Research – professional learning</p>	<ul style="list-style-type: none"> • Observations of experienced colleagues • Professional discussions with experienced colleagues • Vocabulary strategies 	<ul style="list-style-type: none"> • Professional readings • Professional learning seminars / online workshops etc.
<p>Learning intention</p> <p><i>*The Smith Vocabulary Strategy is a fictitious resource for the purpose of this example.</i></p>	<p>To employ the Smith* vocabulary strategy to increase learner comprehension of concepts and content</p>	
<p>Success criteria</p>	<p>Learners will be able to use relevant vocabulary to explain content and concepts (verbal and written)</p>	
<p>Resources</p>	<ul style="list-style-type: none"> • Notes on Smith program purpose and delivery • Key vocabulary list for all topics • Accessibility tools (as per learner needs) 	<ul style="list-style-type: none"> • The eight-way framework of Aboriginal Pedagogy • Planning documents • Unit overview
<p>Strategies</p>	<ul style="list-style-type: none"> • Planning documents including Smith program techniques • Differentiated plan to meet learner individual needs • Reviewing vocabulary with learners – previous and current words 	<ul style="list-style-type: none"> • Varied assessments based upon Smith program • Observation by experienced colleague – documentation of feedback and reflection • High impact teaching strategies (HITS) – explicit teaching, questioning, differentiation, collaborative learning, multiple exposures

Activities	<ul style="list-style-type: none"> • Activities for learners with a disability (if not included in focus group) • Activities for Aboriginal and Torres Strait Islander learners (if not in focus group) • Word wall • Daily focus words & definitions • Activities for extending learners • Semantic maps – adding to what I know 	<ul style="list-style-type: none"> • Daily quiz review (Kahoot, Plikers) • Concept cube • Demonstration / roleplays • Vocabulary dice game • Matching picture & definition • Exit pass activities – quick questions, one thing I now know etc.
Assessment	Formative Summative	
	<ul style="list-style-type: none"> • Quizzes • Learner discussion & observation • Key questioning responses • Exit passes, conferencing • Roleplay • Stories 	<p>Written or verbal presentation of key knowledge and concepts of the unit using learned vocabulary appropriately</p>
Evidence of learning artefacts	<ul style="list-style-type: none"> • Individual learning plans • Quiz results • Pre / post assessments 	<ul style="list-style-type: none"> • Observation notes • Rubrics • Presentation notes / video
Creating a safe & inclusive learning environment	<ul style="list-style-type: none"> • Report outlining my legal responsibilities as a teacher in relation to child safety and wellbeing, including two examples of how I have discharged these duties • Discussion with mentor / experienced colleague regarding the legal responsibilities of teachers in relation to child safety and wellbeing 	<ul style="list-style-type: none"> • Report of how I maintain professional relationships with learners / parents / carers • 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 etc.)
Reflection of learning	<p>Use artefacts of learning to reflect upon learner growth Identification of what worked well and why Identification of what did not work as expected and why</p>	<p>Opportunities for sharing learning Next steps for learners Next steps for my learning</p>