Action plan

victorian institute of teaching

Inquiry question

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

Assessment

Formative
- Learner discussion & observation
- Quizzes
- Key questioning responses
- Stories
- Exit passes, conferencing
- Roleplay

Summaive
- 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

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)