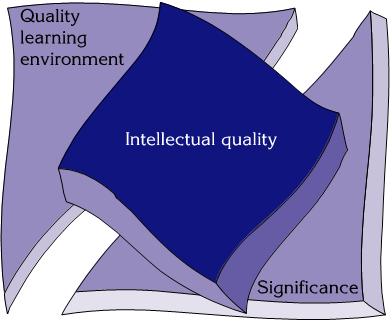
**QUALITY TEACHING**

**@ BHHS**

I hope you all enjoyed the first edition of the Quality Teaching newsletter on Higher Order Thinking. I also hope you took the time to look at most of the teaching tools to enhance student learning and are taking risks in your classroom to use the tools.

When you use some of the teaching strategies or tools in your classroom, can you photocopy some student work and place it in my pigeon hole. This will allow me to show other teachers how quality teaching tools can be implemented into lesson plans and programs

Just a reminder about the BHHS Quality Teaching Wiki I have created. It is excellent to here that teachers have been on the site and found it useful. During the past fortnight I have uploaded new tools onto the wiki.



The website address is <https://qualityteachingbhhs.wikispaces.com/>. The wiki includes Quality Teaching documents, tools, KLA specific material and the fortnightly newsletter. This resource will be constantly updated with new, up to date information. If you would like anything added for the benefit of the faculty or staff, please let me know.

If you would like to see anything else in the newsletters please let me know. Also, if you would like more assistance with quality teaching, programming, assessment, ICT, numeracy and literacy please see your HT or myself.

Thanks,

Leanne

**QUALITY LEARNING ENVIRONMENT:**

**HIGH EXPECTATIONS**

***Quality learning environment***refers to pedagogy that creates classrooms where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations and develops positive relationships between teachers and students and among students.

***Expectations*** are high when teachers (or students) communicate the expectation that all members of the class can learn important knowledge and skills that are challenging for them. Students are encouraged and recognised for taking conceptual or other risks in learning. Expectations are also high when students at all levels are expected, and try, to master challenging work whether the challenge is intellectual, physical or performance-based.

Expectations are low when little is asked of students in terms of conceptual challenge or risk taking. They are also low when teachers (or students) communicate that they do not expect some students to be able to do the work.

**CODING LESSONS ON HIGH EXPECTATIONS:**

What do your lessons look like?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 – Low Expectations | 2 | 3 | 4 | 5 – High Expecations |
| No students, or only a few, participate in any challenging work. | Some students participate in challenging work during at least some of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so. | Many students participate in challenging work during at least half of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so. | Most students participate in challenging work during most of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so. | All students participate in challenging work throughout the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so. |

**CODING ASSESSMENT TASKS ON HIGH EXPECTATIONS:**

What do your assessment tasks look like?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 – Low Expectations | 2 | 3 | 4 | 5 – High Expecations |
| The task does not require students to participate in any challenging work. | The task presents some challenging work for some students. | The task presents some challenging work for most students. | The task presents a serious challenge for all students. | The task presents serious challenges to all students, and encourages them to take risks in demonstrating their learning. |

**WHAT DOES HIGH EXPECTATIONS LOOK LIKE IN A CLASSROOM:**

High expectations of all students are communicated, and conceptual risk taking is encouraged and rewarded.

**WHAT DOES HIGHER ORDER THINKING LOOK LIKE IN AN ASSESSMENT TASK:**

Tasks demonstrate that high expectations are expected of all students and conceptual risk taking is encouraged and rewarded.

**TOOLS/STRATEGIES TO IMPLEMENT INTO CLASSROOM PRACTICE AND PROGRAMS TO IMPROVE HIGH EXPECTATIONS**

Click on web links to open tools/strategies. Attachments on the email will be for the ‘see attachments’ tools/strategies. If you would like any assistance with using these tools and strategies in the classroom, please let me know and I’m more then happy to come and assist. Also, if you would like any more information, please ask.

|  |  |  |
| --- | --- | --- |
| **Thinking tool** | **Description** | **Web links** |
| **10 strategies for creating a classroom culture of High Expectations** | To help students meet rigorous course standards in academic classrooms, each teacher must establish and mainstream a learning environment that supports and motivates students to do their best. This resource is a set of 10 strategies to create a culture of high expectations | <http://www.scribd.com/doc/34835746/Ten-Strategies-for-Creating-a-Classroom-Culture-of-High-Expectations> |
| **Marking Rubrics** | |  | | --- | | Arubricis an [authentic](http://www.funderstanding.com/authentic_assessment.cfm) assessment tool used to measure students' work.  It is a scoring guide that seeks to evaluate a student's performance.  A rubric is a working guide for students and teachers, usually handed out with the assignment begins in order to get students to think about the criteria on which their work will be judged. | | <http://rubistar.4teachers.org/>  <http://www.teach-nology.com/web_tools/rubrics/>  <http://myt4l.com/index.php?v=pl&page_ac=view&type=tools&tool=rubricmaker> |
| **Bloom’s Taxonomy** | A tool for categorising questions and activities according to six levels of thinking: remembering, understanding, applying, analysing, evaluating and creating | [Bloom's digital taxonomy](http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy) |
| **Portfolio’s** | An ePortfolio is a Web-based repository of information, examples and evidence related to your skills, interests, personal attributes, and achievements.  Student ePortfolio also enables you to publish examples of work and other relevant documents that demonstrate your skills and provide evidence of your achievements. | <http://712educators.about.com/od/portfolios/a/portfolio_item.htm>  <http://www.studenteportfolio.qut.edu.au/>  Abode eportfolio |

**LEARNING TECHNOLOGIES TO IMPLEMENT INTO CLASSROOM PRACTICE AND PROGRAMS TO IMPROVE HIGH EXPECTATIONS AND STUDENT LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **TOOL** | **DESCRIPTION** | **EXAMPLES** | **EDUCATIONAL APPLICATION** |
| Learning Support Tools | Any piece of hardware, software and or web 2.0 tools that assists students with diverse learning needs either in the mainstream classroom and or special school setting. | [Clicker5](http://www.spectronicsinoz.com/product/19319)  [ClaroRead5](http://www.clarosoftware.com/index.php?cPath=355)  [EduApps](http://www.eduapps.org/)  [Wordahead](http://vocabahead.com/)  [Writing Fix](http://www.writingfix.com/)  [Weboword](http://www.weboword.com/)  [Vozme](http://vozme.com/index.php?lang=en)  [Visual Dictionary](http://visual.merriam-webster.com/)  [Ghotit](http://www.ghotit.com/home.shtml)  [Grammar Ninja](http://www.kwarp.com/portfolio/grammarninja.html)  [Boardmaker](http://www.spectronicsinoz.com/catalogue/3083)  [One More Story](http://www.onemorestory.com/)  [2Simple Software](http://www.2simple.com.au/)  [Lingro](http://lingro.com/)  [Mingoville](http://www.mingoville.com/en.html)  [Babelewith.me](http://www.babelwith.me/)  [Maths Dictionary for Kids](http://www.amathsdictionaryforkids.com/)  [Zac Browser](http://www.zacbrowser.com/) | A classroom teacher uses Boardmaker to create a visual daily timetable for students.  A student who is visually impaired uses ClaroRead5 while researching an assessment task to have the information read to him from the Internet.  A student who is intellectually impaired uses 2Simple Software to construct a simple timeline of herr life.  An ESL student uses Lingro to assist with translation and language development whilst learning English. |