# Example - Practice implementation template

We know it is not always easy to keep track of what is working and what is not. So, we have created this toolkit template for you to record and reflect on what you are doing to create a more inclusive classroom.

Consider the challenge you are trying to solve and the strategy you are going to try. Keep it simple – trying too many things at once may result in more challenges.

Goal setting

## Practice Name: Visual schedules

| Using this strategy …. | Notes | |
| --- | --- | --- |
| Sunglasses face outline with solid fillWhat worked? | 1. Helped with transitions between activities   Identify 3 things that worked – remember when implementing something new you need to start small and provide time for this to become part of the routine.   1. Most of the class found it useful 2. Mary and John liked it but need more support | |
| Worried face outline with solid fillWhat didn’t? | 1. Not enough info   It is easy to think nothing worked - think about what are the elements that may not have been as successful as you hoped. They may just need to be refined.   1. Didn’t refer to it enough 2. Not explained clearly at the start of the lesson | |
| Customer review with solid fillWho did I talk to for additional support or ideas? | Colleague  Mentor  Learning support lead  Inclusive support staff  Other \_\_\_\_\_ | Lightbulb and gear with solid fillRecord suggestions /ideas from colleagues  Notes: Sarah said to stand beside the visual schedule when I was referring to it to help focus attention and to unclutter the space around it, so it was obvious. |

What is the challenge I am trying to address? ***Mary and John* *are off task and I spend all lesson reminding them about what to do next?***What is my strategy? ***Develop and display a morning schedule with 3 activities clearly identified and see if this helps them stay on task***Subject/Year level: ***Year 3*** Implementation timeframe: ***Term 1 Week 3***

Record the year level and when you are implementing this – remember your strategies will depend on your year level and your students.

Talking with others is an important part of improving your own teaching practice. Make sure you have conversations with your colleagues and share ideas.

Practice implementation reflection

| **Questions outline What do I need to change/adjust?** | **I need to discuss and explain the visual schedule with students so they are clear as to why we are using it and how it will help**  **Add clearer information – rather than English, write English – spelling words so they know what is coming up** |
| --- | --- |
| **Dance steps outlineNext steps (Actions)** | 1. Try again next week with the same 3 tasks but clearer info   Identify 3 things you can do next.  You may only change one thing and refine some other things - remember change takes time so just because it hasn’t worked yet, doesn’t mean it is not going to.  We have added a 4th step for you – share your ideas with your colleagues.   1. Unclutter the space so the schedule is obvious 2. Ask students to identify tasks on the schedule 3. ***Share what I am doing or what I have learnt with colleagues*** |

Practice implementation reflection

Related standard: Standard 3: Plan for and implement effective teaching and learning Focus area 3.2 Plan, structure, and sequence learning programs