# Practice implementation template

We know that in the busyness of teaching 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.

Goal setting

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.

## Practice Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the challenge I am trying to address? *Fred and Jasmine 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*

Practice implementation reflection

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

| 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. Fred and Jasmine liked it but need more support
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| 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
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| Customer review with solid fillWho did I talk to for additional support or ideas? | [x] Colleague[ ] MentorTalking with others is an important part of improving your own teaching practice. Make sure you have conversations and share ideas. [ ] Learning support lead[x] Inclusive support staff[ ] Other \_\_\_\_\_ | Lightbulb and gear with solid fillRecord suggestions /ideas from colleagues Notes: Mary 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 really obvious. |
| Questions outline What do I need to change/adjust?  | Discuss with students why we are using it and how it will helpAdd 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*
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#### Related standard: Standard 3: Plan for and implement effective teaching and learning Focus area 3.2 Plan, structure and sequence learning programs