




Teach Like a Champion 3.0 – The 63 Techniques Placemat

| Part One – Preparation and Check for Understanding | | Part Two – Academic Ethos | | |
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| Lesson Preparation | Check for Understanding | Academic Ethos | Lesson Structures | Pacing |
| <p>1. Exemplar Planning – Write the answers to the questions you will ask so you are able to efficiently correct students' work and easily identify misconceptions.</p> | <p>6. Replace Self Report – Replace functionally rhetorical questions with more objective forms of impromptu assessment.</p> | <p>15. No Opt Out – Turn 'I don't know' into success by ensuring that students who won't try or can't answer practice getting it right.</p> | <p>20. Do Now – Use a short warm-up activity that students can complete without instruction or direction from you to start class every day. This lets the learning start before you even begin teaching.</p> | <p>27. Change the Pace – Establish a productive pace in your classroom. Create 'fast' or 'slow' moments in a lesson by shifting activity types or formats.</p> |
| <p>2. Plan for Error – increase the likelihood that you'll recognise and respond to errors by planning for common mistakes in advance.</p> | <p>7. Retrieval Practice – Provide opportunities in a lesson to retrieve information from previous lessons in strategic ways and at strategic times.</p> | <p>16. Right is Right – When you respond to answers in class, hold out for answers that are 'all the way right' or all the way to your standards of rigour.</p> | <p>21. Take the Steps – Break down complex tasks into steps that form a path for student mastery.</p> | <p>28. Brighten the Lines – Ensure that changes in activities and other mileposts are perceived clearly by making beginning and endings of activities visible and crisp.</p> |
| <p>3. Delivery Moves – Engage your students with questions – cold calls, stop and jots, turn and talks. Plan who you will call on, time stamps and segues.</p> | <p>8. Standardise the Format – Streamline observations by designing materials and space so that you're looking at the same, consistent place every time for the data you need.</p> | <p>17. Stretch It – Reward 'right' answers with harder questions.</p> | <p>22. Board = Paper – Model and shape how students should take notes in order to capture information you present.</p> | <p>29. All Hands – Leverage hand raising to positively impact pacing. Manage and vary the ways that students raise their hands, as well as the methods you use to call on them.</p> |
| <p>4. Double Plan – As you plan a lesson, plan what students will be doing at each point in class.</p> | <p>9. Active Observation – Decide what you are looking for and maintain focus in the face of distractions. Write observations so they can be reviewed and tracked.</p> | <p>18. Format Matters – Help your students practice responding in a format that communicates the worthiness of their ideas.</p> | <p>23. Accountable Independent Reading – Plan for periods of sustained, focused independent reading with challenging texts. Assess reading and embed within the curriculum.</p> | <p>30. Work the Clock – Measure time – your greatest resource as a teacher – intentionally, strategically and often visibly to shape both you and your students' experiences in the classroom.</p> |
| <p>5. Knowledge Organisers – Create a one page document that outlines the most important knowledge a student needs to engage in a unit of learning.</p> | <p>10. Show Me – Flip the classroom dynamic in which the teacher gleans data from a passive group of students. Have students actively show evidence of their understanding.</p> | <p>19. Without Apology – Embrace - rather than apologise for - rigorous content, academic challenge and the hard work necessary.</p> | <p>24. FASE Reading (Control the Game) F – Fluency A – Accountability S – Social E – Expressive Ask students to read aloud frequently, but manage the process to ensure fluency, accountability, sharing and expression.</p> | <p>31. Every Minute Matters – Respect students' time by spending every minute productively.</p> |
|  | <p>11. Affirmative Checking – Insert specific points into your lesson when students must get confirmation that their work is correct, productive or sufficiently rigorous before moving on to the next stage.</p> |  | <p>25. Circulate – Move strategically around the room during all parts of the lesson. Ensure the space is designed to allow for easy movement.</p> |  |
| | <p>12. Culture of Error – Create an environment where your students feel safe making and discussing mistakes, so you can spend less time hunting for errors and more time fixing them.</p> | | <p>26. Exit Ticket – End each class with an explicit assessment of your objective that you can use to evaluate your (and your students') success.</p> | |
| | <p>13. Show Call – Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising student writing – regardless of who volunteers to share.</p> | |  | |
| | <p>14. Own and Track – Have students correct or revise their own work, fostering an environment of accountability for the correct answer.</p> | | | |

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| Ratio | | | Classroom Culture | | |
|---|---|--|---|--|--|
| Building Ratio Through Questioning | Building Ratio Through Writing | Building Ratio Through Discussion | Procedures and Routines | High Behavioural Expectations | Building Motivation and Trust |
| <p>32. Phrasing Fundamentals – Ask questions that have an influence on the degree of thinking and answering. Make questions engaging to encourage answering.</p> | <p>38. Everybody Writes – Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss.</p> | <p>43. Turn and Talk – Encourage students to better formulate their thoughts by including short, contained pair discussions – but make sure to design them for maximum efficiency and accountability.</p> | <p>47. Threshold and Strong Start – Meet your students at the door, setting expectations before they enter the classroom. Design and establish an efficient routine for students to enter the classroom and begin class.</p> | <p>52. What To Do – Use specific, concrete, sequential and observable directions to tell students what to do, as opposed to what not to do.</p> | <p>59. Positive Framing – Guide students to do better work while motivating and inspiring them by using a positive tone to deliver constructive feedback.</p> |
| <p>33. Wait Time – Allow students time to think before answering. If they aren't productive with that time, narrate them toward being more productive.</p> | <p>39. Silent Solo – Plan time for students to have sustained silent writing.</p> | <p>44. Habits of Discussion – Make your discussions more productive and enjoyable by normalising a set of ground rules or 'habits' that allow discussion to be more efficiently cohesive and connected.</p> | <p>48. Habits of Attention (STAR/SLANT) – Establish routines that cause students to focus their attention during class and build stronger attentional habits. You can use a memorable acronym e.g. STAR/SLANT</p> | <p>53. Radar and Be Seen Looking – Prevent non-productive behaviour by developing your ability to see it when it happens and by subtly reminding students that you are looking.</p> | <p>60. Precise Praise – Make your positive reinforcement strategic. Differentiate between acknowledgement and praise.</p> |
| <p>34. Cold Call – Call on students regardless of whether they've raised their hands.</p> | <p>40. Front the Writing – Arrange lessons so that writing comes earlier in the process to ensure that students think rigorously in writing.</p> | <p>45. Batch Process – Give more ownership and autonomy to students – particularly when your goal is a discussion – by allowing for student discussion without teacher mediation for short periods of time or for longer, more.</p> | <p>49. Engineer Efficiency – Teach students the simplest and fastest procedure for executing key classroom tasks, then practice so that executing the procedure becomes a routine.</p> | <p>54. Making Expectations Visible – Ask students to do something visible so it is easier to manage and monitor. If you see it you can manage it.</p> | <p>61. Warm/Strict – Be both warm and strict at the same time to send a message of high expectations.</p> |
| <p>35. Call and Response – Ask your class to answer questions in unison from time to time to build energetic, positive engagement.</p> | <p>41. Art of the Sentence – Ask students to synthesise a complex idea in a single, well-crafted sentence. The discipline of having to make one sentence do all the work pushes students to use new syntactical forms.</p> | <p>46. Disciplined Discussion – Maintain the topic of discussion by encouraging focus and self-awareness.</p> | <p>50. Routine Building – Turn procedures into routines by rehearsing and reinforcing until excellence becomes habitual.</p> | <p>55. Least Invasive Intervention – Maximise teaching time and minimise 'drama' by using the subtlest and least invasive tactic possible to correct off-task students.</p> | <p>62. Emotional Constancy – Manage your emotions to consistently promote student learning and achievement.</p> |
| <p>36. Means of Participation (MOP) – Create a series of familiar routines for how content will be engaged. Invest time in planning them and make the signals clear to students.</p> | <p>42. Regular Revision – Make it a habit to regularly revise student writing, not just assessment tasks.</p> |  | <p>51. Do It Again – Give students more practice when they're not up to speed – not just doing something again but doing it better and striving to do their best.</p> | <p>56. Firm, Calm Finesse – Take steps to get compliance without conflict by establishing an environment of purpose and respect and by maintaining your own poise.</p> |  |
| <p>37. Break it Down – When a student makes an error, provide just enough help to allow them to 'solve' as much of the original problem as they can.</p> |  | | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Teach Like a CHAMPION® </div> | <p>57. Art of the Consequence – Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent and depersonalised.</p> | |