

# TEACH LIKE A CHAMPION

## Plug 'n' Play Masterclasses

### PROGRAM OVERVIEW

Queensland Education Leadership Institute (QELi) are pleased to offer additional professional development in the highly successful Teach Like a Champion program. These additional professional development options will assist schools to implement the Teach Like a Champion techniques and enable them to tailor their professional learning.

QELi, in partnership with Uncommon School's Teach Like a Champion, are proud to support teachers and leaders with Plug and Play 'train the trainer' sessions on techniques from Teach Like a Champion.

"There are teachers who, without much fanfare, take the students who others say "can't"—can't read great literature, can't do algebra or calculus, can't and don't want to learn—and turn them into scholars who can."

**Doug Lemov, *Teach Like a Champion***

Available Face-to-face or Online via zoom (Full-day, Half Day or 1.5hr. Before, During or After School)

Please email [info@qeli.qld.edu.au](mailto:info@qeli.qld.edu.au) to request a proposal

### WHO SHOULD ATTEND?

All educators, from teachers through to Principals and System Leaders. The Teach Like a Champion Plug 'n' Play Masterclasses prepare teachers to implement Teach Like a Champion techniques in their classroom and instructional leaders to deliver Teach Like a Champion training to their staff.

### PLUG 'N' PLAYS AVAILABLE

#### Art of Sentence

This session trains teachers in the technique of Art of the Sentence. Asking students to synthesize a complex idea, summarize a reading, or distil a discussion in a single, well-crafted sentence is a rigorous task that can improve the quality of students' writing, thinking, and discussions. Art of the Sentence can be used effectively in individual classrooms, yet is even more powerful when leveraged as a common, consistent practice across content areas and grade levels.

Through analysis of master teachers' techniques and deep planning and practice, participants in the session will:

- Plan and practice delivering three types of Art of the Sentence prompts: Sentence Starters, Sentence Parameters, and Non-Denominational Prompts
- Draft prompts to foster a culture of revision, Plan Art of the Sentence prompts for different points in a lesson and across instructional units

#### Developing and Maximising Radar

This session is designed to strengthen teachers' capacity to achieve 100% academic engagement. Through deliberate, concrete actions, champion teachers increase their awareness, project their presence, and respond efficiently and productively to student behaviour.

Through analysis of master teachers' techniques and deep practice, participants in the session will strengthen their skills in three key areas:

- Build Radar: Teach yourself to see accurately and efficiently
- Be Seen Looking: Make it clear to students that you're looking
- Back It Up: Be prepared to deal with students who haven't done what you've asked



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### Habits of Discussion

Many schools want students to engage in rich discussions. How do teachers ensure that those discussions are focused, productive, and result in learning for all students? This session trains teachers in the technique of Habits of Discussion. Habits of Discussion has two components:

- instilling student fundamentals: This section of the Plug and Play equips teachers to teach and reinforce the habits that support students' ability to listen carefully to one another and develop and refine ideas as a group
- Leading disciplined discussions: This section reveals the planning that great teachers do before discussion and presents key interventions they make during discussion to ensure all students emerge having reached (or at least moved closer to) a specific understanding

Through analysis of master teachers' techniques and deep practice, participants in the session will develop understanding and strengthen skills with:

- Panning disciplined discussions
- Intervening during discussion using two key tools; Strategic Restate and Knowledge Feeding; to guide students towards deeper understanding
- Stamping to ensure all students gain from the discussion
- Teaching and reinforcing fundamentals to help students develop life-long habits for listening, speaking, and developing ideas

### Plan for Error

Every lesson holds the promise of both learning and mistakes. More often than not, the success of a lesson often hinges on the degree to which a teacher can turn these errors into learning. One of the keys to doing this well is Plan for Error, a daily planning exercise in which teachers anticipate student errors and their responses to them. Teachers who regularly do this increase their chances of taking action during the lesson to help students convert their misconceptions into mastery, their wrong answers into right.

Through analysis of effective teachers' techniques and deep planning and practice, participants in the session will strengthen skills with:

- Anticipating student errors
- Responding to those errors by:
  - o Breaking it Down with prompts and questions to help students work their way to "right"
  - o Engaging students in a deep study of errors to ensure they correct and learn from them

### Positive Framing

People are more motivated by positivity than negativity. This session equips teachers with six types of Positive Framing. Skilled teachers use Positive Framing to motivate and inspire students both when correcting behavior and when encouraging students to sustain or elevate effort. When used consistently, Positive Framing strengthens individual student-teacher relationships and helps build a strong classroom culture.

Through analysis of master teachers' techniques and practice, participants in the session will develop understanding and strengthen skills with:

- Live in the Now, Assume the Best, Allow Plausible Anonymity to correct student behaviours positively and constructively
- Narrate the Positive, Challenge, and Talk Aspirations to motivate and inspire student effort

### Precise Praise

All teachers know there are benefits to positive reinforcement, but intentional, precise feedback can maximize learning and build a stronger relationship between teachers and their students. Although it might seem like the simplest thing in the world, positive reinforcement, when used less deliberately, has the potential to become empty or disingenuous through overuse. Precise Praise enables the benefits of one of the most powerful tools available to teachers in every classroom.

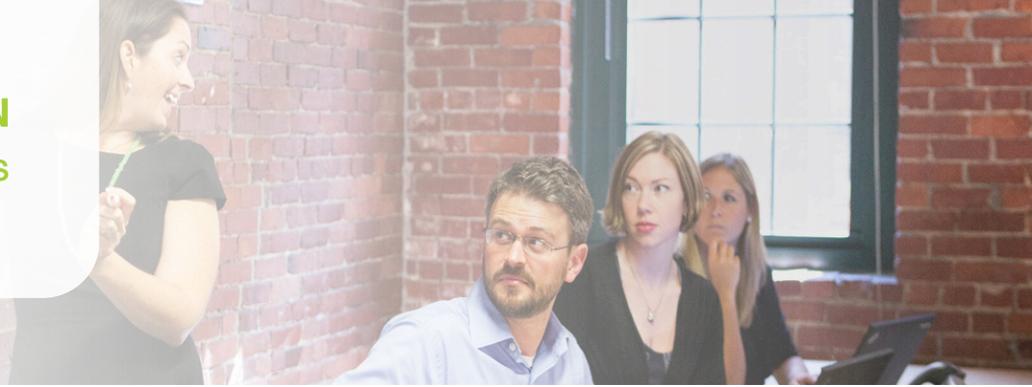
Through analysis of effective teachers' techniques and planning and practice, participants in the session will strengthen skills with:

- Differentiating acknowledgment from praise
- Reinforcing actions instead of traits
- Ensuring praise feels genuine



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### Show Call

This session is designed to train teachers in the technique of Show Call. Show Call is a type of Cold Call that involves taking students' written work and displaying it to the class. Champion teachers use it to maximize rigor and accountability for written work, spotlight "bright spots" in student work, and build a culture of revision.

Through analysis of master teachers' techniques and deep practice, participants in the session will develop understanding and strengthen skills with:

- Purposes of Show Call
- Keys for an effective Show Call
- Planning and executing before, during, and after Show Call

### Strong Start

This session is designed to train teachers in the technique of Strong Start. Strong Start maximizes the time between the moment students walk through the door and when the main lesson begins, ensuring engagement in meaningful academic work and building positive and productive habits.

Through analysis of master teachers' techniques and deep practice, participants in the session will strengthen skills by:

- Planning and executing the three phases of a Strong Start: Door to Do Now, Do Now, and Review Now
- Creating effective Do Nows by applying four criteria to ensure quality
- Checking for Understanding by collecting data during the Do Now and acting on it during the Review Now

### Turn and Talk

Turn and Talk is a technique many teachers use, but often with flaws that undercut its effectiveness. By studying teachers who employ Turn and Talk deliberately and skilfully, we have identified a set of tools to maximize efficiency, promote accountability, and drive rigor.

Through analysis of master teachers' techniques and deep practice, participants in the session will develop understanding and strengthen skills with:

- Three purposes of Turn and Talk
- Tools for Efficiency and Accountability
- Designing for breadth of participation and depth of thinking

### What to Do

All students want to be successful. To meet and exceed expectations—behavioural and academic—students need clarity. What to Do enables teachers to calmly and confidently deliver clear directions and corrections to support student success.

Through analysis of master teachers' techniques and practice, participants in the session will develop understanding and strengthen skills with:

- Crafting directions and corrections that are: Specific and concrete, observable, sequential, and consistent
- Delivering effective directions and corrections
- Using countdowns with What to Do to foster autonomy and productive energy
- Addressing root causes of misbehaviour
- Strengthening relationships with students

### Circulate

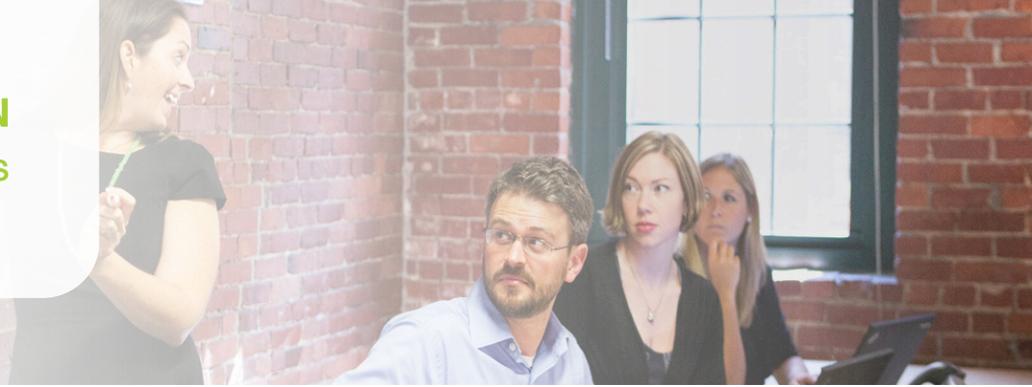
This session is designed to train teachers in the technique of Circulate. Circulate is the act of moving strategically around the classroom to build relationships with students and to maximize engagement and achievement. Just as a great chess player's moves are strategic (she anticipates moves and plans ahead) a great teacher leverages her proximity and moves strategically to Circulate in the classroom.

Through analysis of master teachers' techniques and deep practice, participants in the session will develop understanding and strengthen skills with:



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- How to move systematically and engage students while teaching
- How to gather data via observation, provide feedback, and make sure students are engaged in rigorous work during independent work time

### Close Reading Bursts

This session is designed to prepare teachers to execute Close Reading Bursts: short durations of Close Reading that occur in the midst of a lesson. Bursts allow students to practice the key skills of Close Reading—breaking down the language and structure of key lines to establish and analyze their meaning—in a focused and manageable amount of time that doesn't require a whole lesson.

The session includes examples and practice for teachers across all subject areas.

Through analysis of master teachers' techniques and deep practice, participants in the session will develop understanding and strengthen skills with:

- How to intellectually prepare to lead a Close Reading Burst
- How to write text-dependent questions that help students establish and analyze the meaning of challenging text
- How to choose excerpts worthy of Close Reading Bursts from both fiction and non-fiction texts

### Embedding Nonfiction

Fiction is often the predominant genre in today's reading classroom. This session is designed to support teachers' ability to Embed Nonfiction, that is, to strategically select, adapt, and pair nonfiction texts within the study of a core fictional text. Embedding Nonfiction gives students the advantage of reading more nonfiction, better by deepening their understanding of both the nonfiction and fiction they read, while building and expanding critical background knowledge.

The session includes examples and practice primarily for ELA teachers, but the concepts and principles are valuable for teachers of other subject areas, especially those that emphasize literacy and knowledge building. Through analysis of master teachers' approaches and targeted practice, participants in the session will develop understanding and strengthen skills with:

- Selecting and adapting engaging texts for Embedding
- Leveraging synergies between texts through questioning
- Approaching embedding in both daily lesson and unit planning

### Everybody Writes

This session trains teachers in the technique of Everybody Writes. Consistently using Everybody Writes in the classroom supports students in thinking more deeply and producing higher quality writing.

Specifically, this session leads participants in a deep study of Formative Writing, one of three types of academic writing, designed to allow students to develop their thinking through writing. The session emphasizes the development and implementation of Formative Writing Prompts, as well as how to support students in regularly revising their writing.

Through analysis of master teachers' techniques and deep practice, participants in the session will develop understanding and strengthen skills with:

- Plan and practice delivering Formative Writing prompts
- Plan Front the Writing moments within a lesson: Formative Writing prompts that precede discussion
- Plan prompts to facilitate effective and consistent student revision

### Explicit Vocabulary

This session is designed to train teachers in Explicit Vocabulary Instruction. Explicit Instruction is a deep-dive into the meaning and nuances of one to two words per day with many opportunities for student practice. Explicit Instruction aims to help students understand important and useful words deeply, and model for students how complex, nuanced, and mutable words can be. It is one component of a two-part approach with Implicit Vocabulary Instruction to achieve both depth and breadth of vocabulary knowledge.

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Through analysis of master teachers' techniques and deep practice, participants in the session will develop an understanding and strengthen skills with:

- How to select words that are worthy of teaching in-depth?
- How to teach words deeply so that students understand their nuance and complexity
- How to support students' ability to use new words with accuracy and precision
- How to maintain and extend students' word knowledge over time

### Fase Reading

Great literacy instruction requires maximizing reading road miles – quality time spent deeply engaged in the pages of rigorous texts. Shared, whole class reading, in combination with independent reading and teacher read aloud, enables all students to access rigorous texts and helps ensure students are reading accurately and deeply. FASE Reading is a system for shared oral reading that cultivates a culture in which reading is:

- Fluent
- Accountable
- Social
- Expressive

Through carefully planned and implemented FASE Reading, teachers can build students' fluency, text comprehension, and love of reading in the face of challenge.

This session is designed to equip teachers with the techniques to cultivate a culture of engaged and expressive whole class reading. Built to be presented in one main session with four options for follow-up mini sessions, this Plug and Play enables participants to develop understanding and strengthen skills with:

- Establishing and sustaining joyful systems for shared reading, where students love reading and read a lot
- Ensuring quality reading via fluency and decoding prompts
- Checking for comprehension with Don't Wait Questions

### Implicit Vocabulary

This session is designed to train teachers in Implicit Vocabulary Instruction. Implicit Vocabulary Instruction is the teaching of important and useful words during reading to expand students' word knowledge and support text comprehension. It is one component of a two-part approach with Explicit Vocabulary Instruction to achieve both breadth and depth of vocabulary knowledge. Through analysis of master teachers' techniques and deep practice, participants in the session will develop understanding and strengthen skills with:

- How to select and define words worthy of instructional attention in the midst of reading
- How to prioritize and reinforce words based upon their importance, with minimal interruption to the text
- How to support students' ability to use new words and reinforce their understanding of a text by practicing words in context

### Joy Factor

This session is designed to train teachers in the technique of Joy Factor. Finding joy in the work of learning is a key driver not just of a happy classroom, but a high achieving one as well. Joy Factor can be energetic or low-key and may be used with individual students as well as groups both large and small.

Through analysis of master teachers' techniques and practice, participants in the session will:

- Analyse 5 types of Joy Factor
- Design and practice the execution of a Joy Factor moment to use in the classroom immediately
- Analyse and avoid potential pitfalls of Joy Factor implementation

### Least Invasive Intervention

The best teachers keep instruction centre stage and maintain strong relationships with students by correcting non-productive behaviour consistently and with finesse. This session equips teachers with a scaled toolkit of Least Invasive Interventions designed to address a variety of behaviours that threaten to derail a lesson.



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Participants will study key principles of these techniques that lead to success, including: the importance of communicating solutions to students when correcting, maintaining emotional constancy in the course of delivering corrections, maximizing students' privacy, and keeping the thread of instruction intact.

Through analysis of master teachers' techniques and practice, participants in the session will develop understanding and strengthen skills with:

- Delivering consistent and effective Nonverbal Interventions
- Effectively delivering verbal corrections, both Public Group Corrections and Anonymous Individual Corrections, for when teachers have to correct publicly
- Using Whisper Corrections to maintains as much student privacy as possible

#### **Private Individual Correction**

This session is designed to strengthen teachers' capacity to deliver consequences and praise with skill, confidence, and finesse. By effectively using Private Individual Corrections (PIC) and Private Individual Precise Praise (PIPP), teachers build positive relationships with students, ensure students meet expectations, and foster a positive classroom culture.

Through analysis of master teachers' techniques and deep practice, participants in the session will develop understanding and strengthen skills with:

- Four core principles for effective delivery of Private Individual Corrections
- De-escalating highly emotional students
- Whisper corrections to build trust while sustaining instructional momentum
- Private Individual Precise Praise

**For more information on the TLAC Plug n Play Masterclasses, and to request a proposal/quote please contact QELi on 0456 203 538 or [info@qeli.qld.edu.au](mailto:info@qeli.qld.edu.au).**

Uncommon  
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## ABOUT QELi

QELi is an innovative not-for-profit institute committed to delivering excellence in leadership by supporting education leaders from government and non-government sectors, across Australia and internationally, to establish a strong vision, improve student outcomes and lead change in their school context and wider school communities. We support educators at every level – from teachers to principals and system leaders – and corporate services and school support staff to develop leadership capabilities, maximise their potential and reach their leadership goals.

