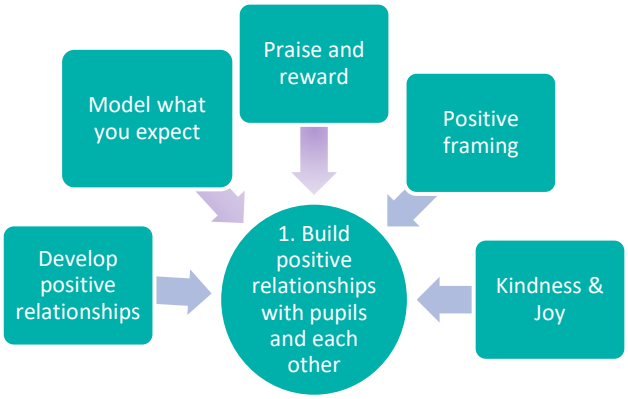
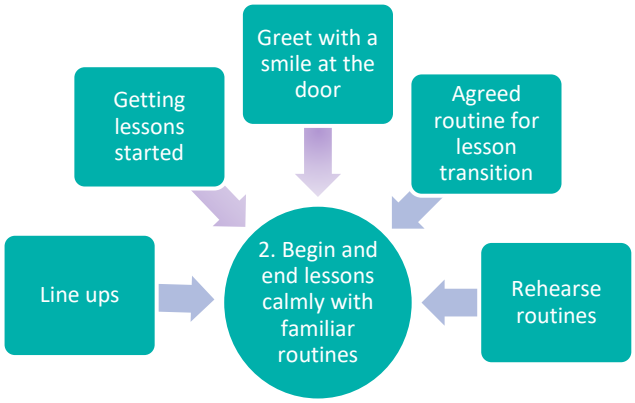
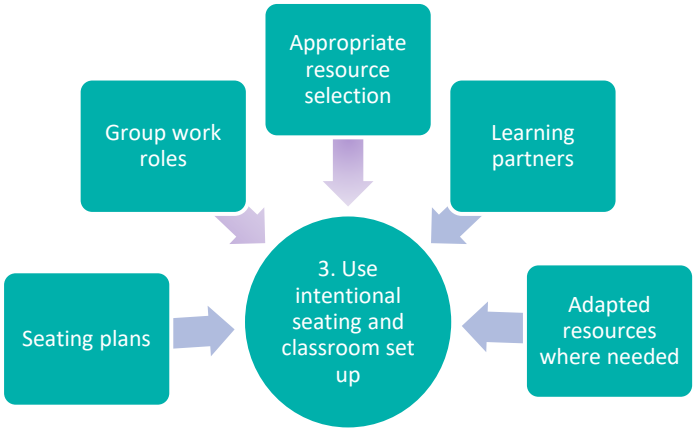
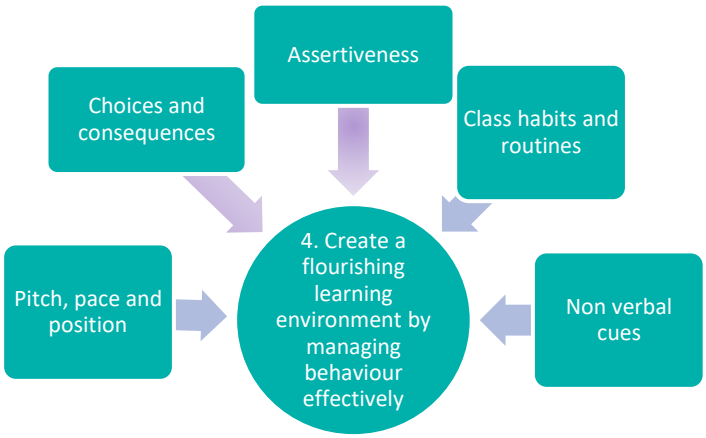
Avanti Teacher Habits Techniques and Resources

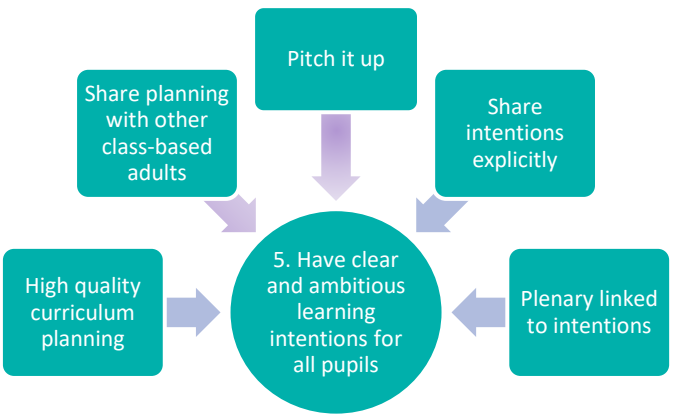
Foundational Habits: Creating Conditions

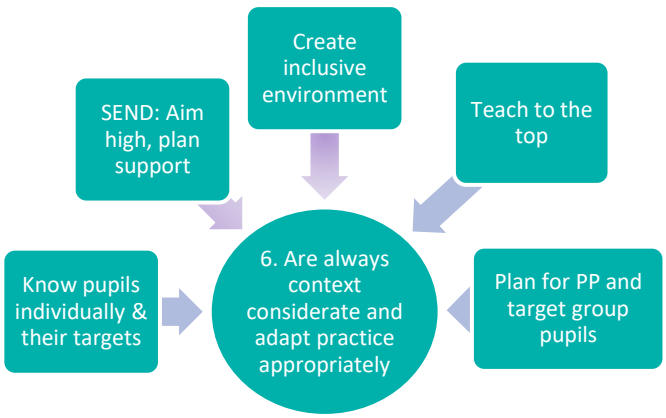




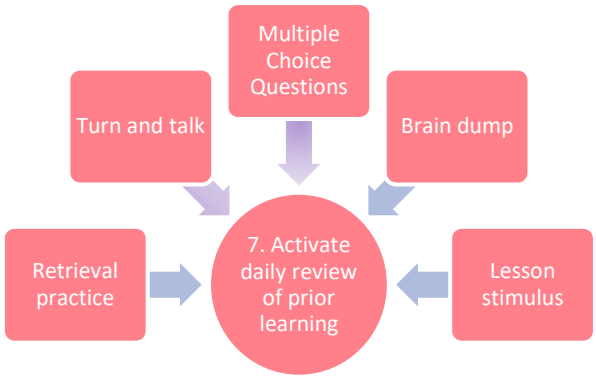


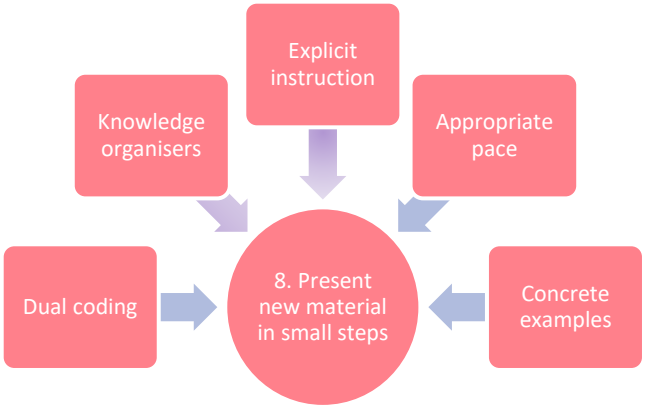


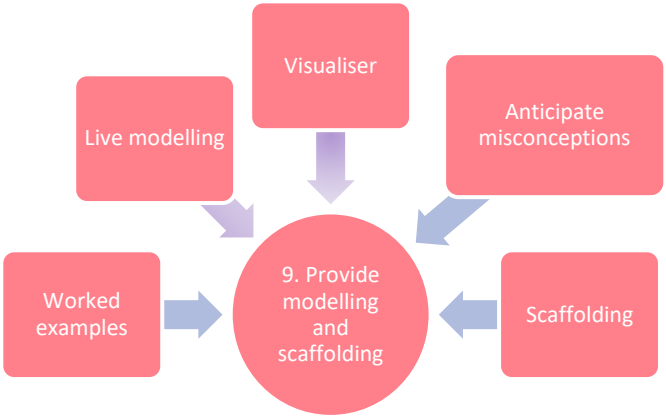


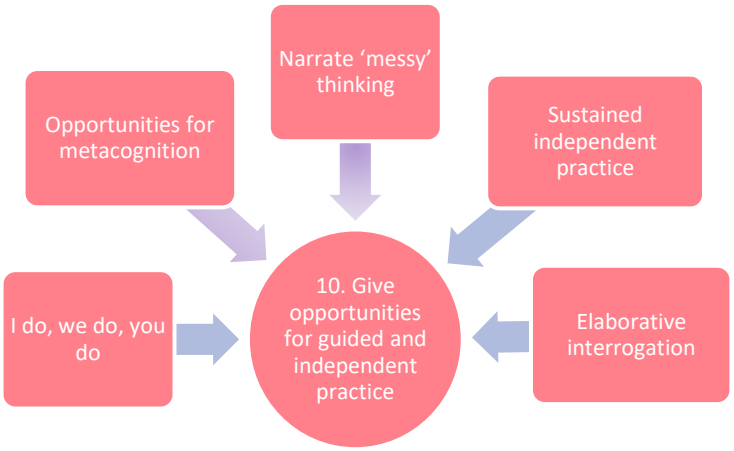


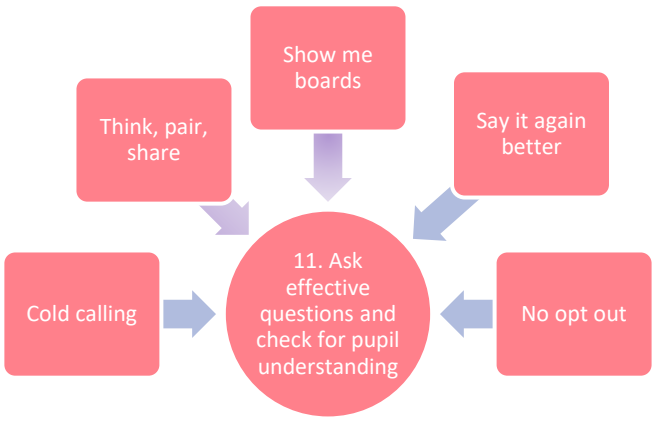
Foundational Habits: Teacher Strategies

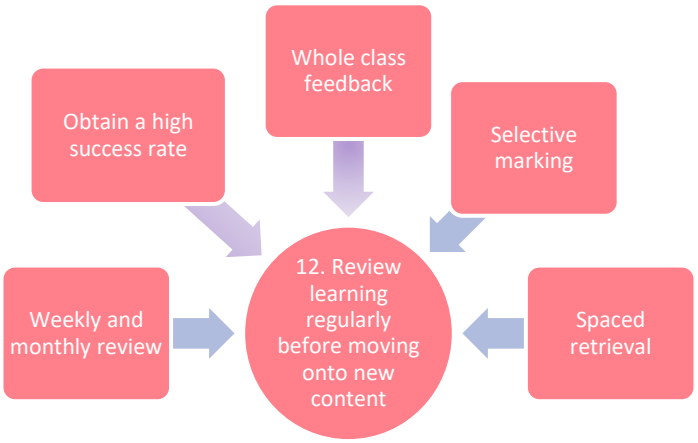












Foundational Habits		
Habit	**Teacher Strategies**	**Evidence base / Reference**
1. Build positive relationships with pupils and each other	Develop positive relationships	➢ Walkthrus 1: Positive Relationships p36
	Model what you expect	➢ Walkthrus 3: Modelling Mindsets p50
	Praise and reward	➢ 'Precise Praise' Teach Like a Champion 2.0 Technique 59 p433
	Positive framing	➢ Walkthrus 1: Positive Framing p42 'Positive Framing' Teach Like a Champion 2.0 Technique 58 p426
	Kindness and Joy	➢ An Avanti Way approach 'Joy Factor' Teach Like a Champion 2.0 Technique 62 p442
2. Begin and end lessons calmly with familiar routines	Lineups	➢ Dixons Open Source Leading large-scale change – YouTube
	Getting lessons started	➢ 'Do Now' Teach Like a Champion 2.0 Technique 20, p161 WalkThrus 2: Getting Lessons Started p38
	Greet with a smile at the door	➢ Agreed Avanti Way routine – may be adapted at school level
	Agreed routine for lesson transition	➢ Agreed Avanti Way routine – may be adapted at school level WalkThrus 3: Ending lessons: The last 10 minutes p52
	Rehearse routines	➢ WalkThrus 1: Rehearse Routines p44
3. Use intentional seating and classroom set up	Seating plans	➢ Agreed Avanti Way routine – may be adapted at school level Walkthrus 3: Seating Plans p44
	Group work roles	➢ Agreed Avanti Way routine –may be adapted at school level
	Appropriate resource selection	➢ Agreed Avanti Way routine – may be adapted at school level WalkThrus 2: Textbooks and Workbooks p72
	Learning partners	➢ Agreed Avanti Way routine – may be adapted at school level
	Adapted resources where needed	➢ Agreed Avanti Way routine – may be adapted at school level

4. Create a flourishing learning environment by managing behaviour effectively	Pitch, pace and position	➢ 'Every Minute Matters' Teach Like a Champion 2.0 Technique 31, p224 ➢ 'Radar/Be seen looking' Teach Like a Champion 2.0 Technique 51, p387 ➢ WalkThrus 3: Front Loading Behaviour Management p42
	Choices and consequences	➢ WalkThrus 1: Choices & Consequences p46
	Assertiveness	➢ WalkThrus 2: Assertiveness p36
	Class habits and routines	➢ Teach Like a Champion 2.0 Technique 42, p316 (Habits of Discussion) ➢ WalkThrus 1: Establish your Expectations p38
	Non verbal cues	➢ WalkThrus 1: Signal, Pause, Insist p40 ➢ 'Least Invasive Intervention' Teach Like a Champion 2.0 Technique 53, p395

5. Have clear and ambitious learning intentions for all pupils	Share planning with other class-based adults	➢ Agreed Avanti Way routine – may be adapted at school level ➢ WalkThrus 3: Teaching Assistants: Working in Tandem p140
	High quality curriculum planning	➢ WalkThrus 1: Designing a Knowledge Rich Curriculum p50 ➢ 'Begin with the End' Teach Like a Champion 2.0 Technique 16, p132
	Pitch it up	➢ WalkThrus 1: Pitch It Up p58
	Share intentions explicitly	➢ WalkThrus 2: Learning Objectives vs Tasks p64 ➢ Agreed Avanti Way routine – may be adapted at school level
	Plenary linked to intentions	➢ Agreed Avanti Way routine – may be adapted at school level

6. Are always context considerate and adapt practice appropriately	Know pupils individually and their targets	➢ Agreed Avanti Way routine – may be adapted at school level ➢ WalkThrus2: Addressing Cognitive Difficulties p90
	SEND: Aim high, plan support	➢ WalkThrus 2: SEND: Aim high, plan support p70
	Create inclusive environment	➢ EEF Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)
	Teach to the top	➢ WalkThrus 2: Teach to the Top p68
	Plan for PP and target group pupils	➢ Agreed Avanti Way routine – may be adapted at school level

Pedagogical Habits		
Habit	**Teacher Strategies**	**Evidence base / Reference**
7. Activate daily review of prior learning	Retrieval practice	➢ Quick View: Impact Video – Retrieval Practice (vimeo.com) Sumeracki & Weinstein, 2018, Optimising-Learning-Using-Retrieval-Practice.pdf (chartered.college) ➢ Dixons Open Source Retrieval practice – YouTube ➢ WalkThrus 3: A Repertoire of Retrieval Routines p128 ➢ Retrieval Practice eBook (hubspotusercontent-na1.net) Kate Jones & Evidence Based Education, 2023 Ebook ➢ Kate Jones' Webinar – Retrieval techniques for A Level
	Turn and talk	➢ Teach Like a Champion 2.0 Technique 39, p324 ➢ Blog: TLAC 3.0: Using Turn & Talk to Make Your Classroom 'Crackle to Life' | Teach Like a Champion ➢ Dixons Open Source Turn and talk – YouTube
	Multiple choice questions	➢ WalkThrus 2: Multiple Choice Questions p118
	Brain dump	➢ Blog: Brain Dump: A small strategy with a big impact – Retrieval Practice
	Lesson stimulus	➢ Selecting an inspiring resource to prompt high level thinking and connection to prior/future learning ➢ WalkThrus 1: Big Picture, Small Picture p74
8. Present new material in small steps	Dual coding	➢ WalkThrus 1: Dual Coding p70 ➢ WalkThrus 2: Dual Coding: Diagrams p86 ➢ Caviglioli O (2019) Dual Coding with Teachers. Woodbridge: John Catt Educational. ➢ Clark JM and Paivio A (1991) Dual coding theory and education. Educational Psychology Review 3(3): 149–210.
	Knowledge organisers	➢ WalkThrus 1: Using a Knowledge Organiser p116

		➢ Chartered College Article: Organising knowledge: The purpose and pedagogy of knowledge organisers : My College (chartered.college) ➢ Dixons Open Source Knowledge organisers in a primary classroom - YouTube
	Explicit instruction	➢ WalkThrus 3: Giving an Explanation p82 ➢ Podcast (Paul Kirschner) Direct instruction with professor Paul Kischner – Tes Podagogy – Podcast – Podtail
	Appropriate pace	➢ WalkThrus 1: Feedback that Moves Forward p104
	Concrete examples	➢ WalkThrus 1: Concrete Examples p124

9. Provide modelling and scaffolding	Worked examples	➢ WalkThrus 1: Worked Examples & Backward Fading p68
	Live modelling	➢ WalkThrus 1: Live Modelling p78
	Visualiser use	➢ Blog The Power Of Visualisers – TeacherToolkit
	Anticipate misconceptions	➢ WalkThrus 1: Head-On Misconceptions p86
	Scaffolding	➢ WalkThrus 1: Scaffolding p80

10. Give opportunities for guided and independent practice	I do, we do, you do	➢ WalkThrus 3: Modelling Handover: I do, we do, you do p100 Dixons Open Source I do, we do, you do – YouTube
	Opportunities for metacognition	➢ WalkThrus 1: Metacognitive Talk p82
	Narrate 'messy' thinking	➢ WalkThrus 1: Live Modelling p78 Step 2
	Sustained independent practice	➢ WalkThrus 1: Independent Practice p128 ➢ WalkThrus 3: Sustained Independent Practice p138
	Elaborative interrogation	➢ Walkthrus 1: Elaborative interrogation p114

11. Ask effective questions and check for pupil understanding	Cold calling	➢ WalkThrus 1: Cold Calling p90 'Cold Call' Teach Like a Champion 2.0 Technique 33, p249
	Think, pair, share	➢ WalkThrus 1: Think, Pair, Share p92
	Show me boards	➢ WalkThrus 1: Show-Me Boards p94
	Say it again better	➢ WalkThrus 1: Say It Again Better p98
	No opt out	➢ 'No Opt Out' Teach Like a Champion 2.0 Technique 11, p90

12. Review learning regularly before	Weekly and monthly review	➢ WalkThrus 1: Weekly & Monthly Review p122 Sherrington, 2019, Rosenshine's Principles in Action

moving on to new content	Obtain a high success rate	➢ WalkThrus 1: Check For Understanding p96 Sherrington, 2019, Rosenshine's Principles in Action
	Whole class feedback	➢ WalkThrus 1: Whole-Class Feedback p108
	Selective marking	➢ WalkThrus 2: Selective Marking p108 ➢ 'Yellow box marking' Yellow Box Methodology – TeacherToolkit
	Spaced retrieval	➢ WalkThrus 1: Quizzing p112 ➢ Ebbinghaus Forgetting Curve Ebbinghaus Forgetting Curve (Definition + Examples) (practicalpie.com) ➢ Kate Jones: Reminders versus retrieval practice – Evidence Based Education

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