

Unleash Learning - Observation Checklist

PREPARATION AND SET-UP Effective preparation and set-up creates the conditions where everyone is lifting the weights throughout the session.	
Lifting the Weights - Rather than doing all the talking, the teacher used strategies to ensure learners were lifting the weights throughout the entire session (writing, speaking, questioning, reading to each other, summarising, drawing, moving etc.)	
Teacher set himself or herself up for success. <ul style="list-style-type: none"> • Room is pro-actively set-up for success. • Technology is ready prior to student arrival. • All handouts/materials are ready. • Room is strategically organised prior to students' arrival. • Room is clean and inviting. • There is a clear visible seating plan. • An inspiring learning space has been created. • All students have teacher selected assigned seats. 	
The walls of the classroom are strategically utilised for learning to be unleashed <ul style="list-style-type: none"> • Key concepts and ideas are on the walls. • Handouts, visuals, and other learning materials are strategically placed around the room. 	
Students are surrounded by diverse images , materials and resources represent a diverse range of people and communities (race, language, gender, etc.)	
Teacher got more by using less. Rather than overwhelm learners with information the teacher worked to cut back the information (ex. Walls of the classroom, PowerPoint slides, Handouts, etc.)	
Teacher uses a wireless remote	
Visual images are used strategically <ul style="list-style-type: none"> • Procedural Pictures: are used for students to know the expected procedures. • Learning Images: Rather than text saturated PowerPoint slides and handouts, visual representations are used to represent key learning concepts. 	
Instructions are chunked: Rather than all instructions being given at once, teacher strategically chunked instructions to support all learners lifting the weights.	
Lesson is broken into 3 distinctive parts - To help all learners make meaning of the session, the teacher broke up the lesson into 3 distinct parts.	
An agenda was used - The teacher used an agenda on whiteboard, PowerPoint or other visible place.	
Directions were made visible – rather than verbally providing instructions to students, the teacher made the majority of his or her directions visible on PowerPoint, Whiteboard, Keynote, or other visual device.	
Make it about them - The lesson helps learners make links between content and their own lives.	

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START OF SESSION	
Effective opening of any lesson creates the conditions to set all learners up for success, maximise time and helps to ensure learning is unleashed for everyone the moment the session begins.	
Students Set Up For Success - Teacher showed students a list of materials they needed (on a PowerPoint, on the whiteboard or overhead) and had all students take out materials before the lesson began.	
Teacher used strategies to build community and/or lower the filter to create safety and success at the start of the lesson.	
All students had assigned partners from the start of the lesson.	
Teacher used strategies to activate prior knowledge . <ul style="list-style-type: none"> • All students wrote first • Teacher asked a compelling opening question • Students engaged in short discussion • Etc 	

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MIDDLE OF SESSION	
In the middle of the lesson is when all learners are lifting the weights in strategic ways. The following are ways to see how students are lifting the weights during the middle of the session. *It isn't expected that all strategies would be used.	
Partners read to each other – instead of the teacher or student reading out loud to the group, partners read text to each other (PowerPoint Slides, short stories, articles, etc.)	
All students took notes during discussions, film, guest speaker, main ideas, or other parts of the lesson ensuring all students are lifting the weights.	
All students were lifting the weights (writing, speaking, discussing, reading, moving, explaining, teaching) in the middle of the lesson.	
Students drew as they read to capture their thinking and visualisation of their reading.	
Speaking to learn: Teacher used strategies to get all students speaking key concepts, ideas, content specific vocabulary etc. (partners, as a group, in small groups, etc.)	
Teacher used strategies to support students teaching content to each other.	
Teacher used strategies to ensure all students were speaking rather than just a few (partners speaking with each other, table group discussions, standing in a circle, etc.)	
Shared power – rather than the same few students lifting the weights (large group discussions, small group discussion, etc.) the students are equally speaking in the session <ul style="list-style-type: none"> • Students speaking as much as the teacher. • Both men and women are equally participating. • Equal participation with learners from different backgrounds (race, gender, languages, nationality, abilities, faith, etc.) 	
Checked for understanding – The teacher used strategies to provide time for learners to	

<p>check their own understanding of the session</p> <ul style="list-style-type: none"> • Partners discussing main points. • Putting items in their own words. • Reviewing what has taken place. • Etc. 	
<p>“Riding the wave” – The teacher used strategies to keep the pace of learning moving in a way that ensured everyone was lifting the weights throughout the session.</p>	
<p>The teacher provided opportunities for students to think about their own thinking. Students were given time to think about their own thinking by writing, speaking, discussing themselves as learners – Example – How does reading to a partner impact you as a learner?</p>	
<p>Teacher used strategies to get all students to verbally repeat main ideas, concepts, and themes of the session.</p>	
<p>Movement – The teacher used strategies to get all learners to move throughout the lesson Examples – standing, using a walk and talk, standing with partners, standing in a circle.</p>	
<p>The teacher spends time focussing on what is working well within the classroom, used encouraging statements and gave examples of “the best of the best” to increase additional levels of success.</p>	
<p>Teacher used a circle – to get all students lifting the weights, the teacher got the students either sitting or standing in a circle sometime during the session.</p>	
<p>Circled back – The teacher provided opportunities for the students to lift the weights during the session by reviewing key ideas, content and learning from past or current sessions.</p>	

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CLOSING OF SESSION	
<p>The ending of a session is a critical time for the learning process. It is the time for all learners to make meaning of the session and hopefully leaves your learners wanting more.</p>	
<p>All students wrote last</p> <ul style="list-style-type: none"> • All students wrote a summary of their notes to explain key learning and shared those notes out loud to a partner or in a large group. • Students used sentence starters and shared their responses with each other. • Etc. 	
<p>Created powerful closings</p> <p>Teacher created a powerful closing to help support meaning-making of the lesson and/or a sense of inspiration and celebration to what took place.</p> <ul style="list-style-type: none"> • Students discussed the agenda with each other. • Students stood in a circle and shared notes and main ideas. • Students read a poem, story or another piece of inspiring text that captures the essence of the lesson. • Music was used at the end of the lesson. • Etc. 	

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