	Pedagogy Mode	What does it look like?	Teacher Role/s	Student Role/s	*Best Practice* into *Next Practice* Research
C R I T I C A	**Masterclass:** Always Student Centred* but Teacher Facilitated Learning *"Without taking away from the important role played by the teacher, it is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does" (Shuell) CAMPFIRE	• Co-constructed ritual and routine for Masterclass to operate effectively. • Teacher facilitated signature pedagogy drawn from: - Pedagogy 101 - Teacher Repertoire - Tools from the LLV Toolshed - Best practice research • Students are offered the necessary tools and environment to drive their intrinsic desire to learn for all modes (Masterclass, Pop Up Lesson and Deep Work) • Involves the explicit teaching of skills, dispositions, capabilities, content, EQ • Is differentiated based on student capacity, wellbeing and knowledge, understanding & skill level • Doesn't need to involve all kids (at the same time) • Has clearly established ritual and routine that students feel safe within in order to then take risks with their learning. • May include 'modelling' of exemplar process, product and/or practice • Be fun, dynamic and celebrate failure +. • Expert scaffolding & differentiation	★ Co-construct meaningful learning experiences ★ Consult relevant syllabus documentation to ensure content is necessary, relevant and real world ★ Prioritise skills, dispositions and capabilities to ensure students learn content through these. ★ Establish clear Canvas outline for students to refer back to for reinforcement and consolidation ★ When co-teaching, know *who* is responsible for *what*. ★ To question deeply ★ To focus on building relationships to ensure that the learners feel safe to then take risks with their learning.	❖ Engage deeply in the content, dispositions, capabilities and skills ❖ To demonstrate curiosity and grit for the learning experiences offered and showcase a willingness to take risks within a safe space. ❖ To trust the educator in the room. ❖ To demonstrate emotional intelligence when working with their educators and peers. ❖ To push beyond what is comfortable ❖ Maintain high expectations of self and engage with work in a deep rigorous way ❖ Incomplete work must be completed in own time Critical Reflection: ❖ Why and how am I learning? ❖ How will I transfer what I have learnt to my scaffolded deep work? ❖ How can I be a more focused, efficient and collaborative learner right now? ❖ What other self-regulation techniques can I use to ensure both I and my peers learn to the best of our abilities?	➔ Applied Learning - Design Based Thinking - PBL - 4CTL - LLV 'I Block' Axis - VTR ➔ Project Zero Culture Forces ➔ Quaglia: Student Voice and Choice ➔ Self-Regulation ➔ Ryan & Decci: Self-Determinism ➔ Dweck: Growth Mindset ➔ Fisher: Pedagogy and Space

L R E F L E C T I O N	Pedagogical Mode	What does it look like?	Teacher Role/s	Student Role/s	*Best Practice* into *Next Practice* Research
	Pop Up Workshop: Identified Differentiated Learning Need - Could be predicted and planned for ahead of time - Could be spontaneous - Could be with a select group of students - Could be compulsory for the whole group to cycle through 	• Co-constructed ritual and routine for Pop Up Workshop to operate effectively - usually occurs when students are in **Deep Work** • Teacher facilitated pedagogy that responds to student need/s, in the moment. It could be one or a number of students. • Length of Time of a Pop Up Lesson is determined by the best pedagogical strategy to allow active learning and clarity in understanding • Unplanned but could be foreseen based on teacher knowledge and learning adjustments and needs. • Usually for a select group of students. • May include modelling of exemplar process, product and/or practice. • Expert scaffolding and differentiation • Could be for extending and/or supporting learners.	★ Foresee potential pop-up lessons ★ Facilitate pop-up lessons that use pedagogy different to that offered in the Masterclass to reinforce, consolidate and/or extend ★ To facilitate the learning of particular students and/or respond to student need and include others who want to join ★ To question deeply ★ To help provide structure to 'deep work' time	→ To feel confident to ask for additional support, deeper extension or further consolidation for content, capabilities, dispositions and/or well-being. → To identify his/her/their needs to progress through learning → To listen to what is on offer when "Pop Ups" arise and to make the best decision to join or stay in deep learning. Critical Reflection: ❖ What is working well? Why? ❖ What do I need additional support in? How? ❖ How can I use emotional intelligence to approach a peer or educator for consolidation and/or extension?	→ Just In Time Teaching → Williams: Pedagogy of Responsiveness → Self-Regulation

	Pedagogical Mode	What does it look like?	Teacher Role/s	Student Role/s	*Best Practice* into *Next Practice* Research
	Deep Work: Independent or Collaborative Student Directed Learning which is structured to achieve goals.	- Co-constructed ritual and routine for Deep Work to operate effectively (playing within the Innovative Learning Environment). - Students engage in their own learning (individual or collaborative) to build/make or progress in their personally designed or teacher generated entry level Evidence of Learning Tasks or learning experiences - Students progress through check-points related to KLA/IDU connected to rigorous rubrics (teacher and/or student designed). - Deep(er) Learning to construct, deconstruct and reconstruct knowledge, understanding and skills across a number of domains. - Learners focus on MAKING/DOING!	★ Traffic Light Cup System ★ Check-in one-on-one with students ★ Real-time Reporting within the classroom context to apply and discuss rigorous feedback ★ To question deeply ★ Learning Together - if an IDU! ★ To facilitate the Visible Plan for a structured approach - learning intention, success criteria, exit ticket ★ To notice student need for a Pop Up.	➔ To establish clear goals and reflect in and after learning to both progress and consolidate ➔ To set-up an environment conducive to effective learning and meeting said goals ➔ To have the confidence to ask for guidance when required ➔ To have high expectations of themselves Critical Reflection: Update E-Portfolio on Canvas ➔ Consolidating their knowledge, understanding and skills through teacher and/or facilitated provocative questions or personal critical reflection	➔ Pellegrino & Hilton: Deep Learning ➔ Newport: Deep Work (Insights only) ➔ Csikszentmihalyi: Flow ➔ Clear: Atomic Habits (Insights only) ➔ Self-Regulation

Pedagogical Mode	What does it look like?	Teacher Role/s	Student Role/s	*Best Practice* into *Next Practice* Research
Student Leadership/ Teaching Experience: CAMPFIRE WATERHOLE	• Students leading/teaching other students to demonstrate 'Mastery' • Provides opportunities for students to lead, teach and to support other students.	➔ To identify students who might benefit from this opportunity ➔ To upskill students to be successful teachers of learning (could be completed in a Masterclass or Pop Up Session) ➔ To assess students' capacity to demonstrate 'Mastery'	Student Leader: ➔ Co-construct meaningful learning experiences ➔ Listen to teacher and peer feedback ➔ Drive and expect high expectations from themselves and peers Student Active Participant: ➔ Engage deeply in the content, dispositions, capabilities and skills ➔ To demonstrate curiosity and grit for the learning experiences offered and showcase a willingness to take risks within a safe space. ➔ To trust the educator in the room. ➔ To demonstrate emotional intelligence when working with their educators and peers. ➔ To push beyond what is comfortable ➔ Maintain high expectations of self and engage with work in a deep rigorous way	➔ S. Harding Self Regulation ➔ Hattie's 8 Mindframes ➔ Quaglia: Student Voice and Choice