



The Third Teacher at Hilliard State School Agreed Practices Model



What is a Third Teacher?

The Third Teacher is the classroom-learning environment. At Hilliard SS, it is the classroom walls, most specifically the LEARNING WALLS and BUMP IT UP WALLS.

What is the purpose of "The Third Teacher"?

The Third Teacher is a place to record and build on learning for a unit of work. It serves as a prompt or scaffold for students to EMPOWER them to access learning content. This promotes a safe learning culture in the classroom to build students' growth and achievement.

The Third Teacher helps students to answer the 5 Guiding Questions for Students:

What are you learning? Why?

How are you going?

How do you know?

How can you improve?

Where do you go for help?

What features comprise the THIRD TEACHER?

	Deconstructed Learning Intentions	Co-constructed Success Criteria	Co-created anchor charts	Co-developed learning walls	Co-designed "Bump-It-Up Walls"	Collaboratively annotated student work using strong and weak examples
AT HILLIARD SS WE DO THIS BY:	<p>We deconstruct the Learning Intentions (LI) of the Unit by:</p> <ul style="list-style-type: none"> Deriving the Learning Intentions from the Australian Curriculum Allowing children to define the LI by "What am I learning?" Deconstructing the words in our LI with our students, putting prompts on visible anchor charts that show how we have deconstructed the word, to make the vocabulary of learning in kid friendly language Learning Intentions are displayed on the classroom wall and can also be accessed digitally on the iPad (ie. Showbie, Book Creator, Photos). 	<p>We co-construct the Success Criteria (SC) for the Unit by:</p> <ul style="list-style-type: none"> Co-constructing the SC from the deconstructed LI. Students analysing examples of strong and weak work examples to define what is done to improve Brainstorming a list of success criteria in kid-friendly language Unpacking the marking guide (GTMJ) in kid friendly language Posting SC on the learning wall and updating it as the unit progresses Success Criteria are to be displayed on the classroom wall and can also be accessed digitally on the iPad (ie. Showbie, Book Creator, Photos). 	<p>We use anchor charts by:</p> <ul style="list-style-type: none"> Using classroom charts to prompt our students to remember their learning, their work and the processes they've explored Making the charts visible in the classroom and co-constructed by teachers and students to provide clarity. Anchor are be displayed on the classroom wall and digitally can also be accessed on the iPad (ie. Showbie, Book Creator, Photos). 	<p>We co-develop Learning Walls with 'big thinking' signposts along the way by:</p> <ul style="list-style-type: none"> Placing signposts on the learning wall which relate to the big idea or essential questions of the unit Signpost can include anchor charts or wonderings. "Big Thinking Signposts" are displayed on the classroom wall and digitally and can also be accessed on the iPad (ie. Showbie, Book Creator, Photos). 	<p>We co-design bump it up walls by:</p> <ul style="list-style-type: none"> Providing visual scaffolding of expected practices that allow students to improve their work by comparing it to exemplars and following explicit steps to achieve it. Using Bump-it-up walls to explicitly show what low level work (E) might look like compared to what D, C (expected), B and A work looks like. Collaboratively discuss ways to improve work. Bump it up Walls are displayed on the classroom wall and can also be accessed digitally on the iPad (ie. Showbie, Book Creator, Photos). 	<p>We collaboratively annotate student work using strong and weak examples:</p> <ul style="list-style-type: none"> Student work/exemplars are displayed on the classroom wall and can also be accessed digitally on the iPad (ie. Showbie, Book Creator, Photos). Assessment Task Sheet is displayed next to the exemplar.