Focus on select techniques that everyone at your school will put into practice.

We know that you're already starting to think about priorities for the upcoming school year. An example of successful prioritizing comes from Jillian Robinson, head of teaching and learning at Nanago State School in Queensland, Australia.

Jillian created a handy placemat that outlines all of the Teach Like a Champion 2.0 techniques. Included on the placemat are short descriptions to help teachers remember, organize, and implement the techniques in their classroom.

Highlighted on the placemat, you can see the "Nanago Nine," the techniques that Nanago State School chose to focus on for one year. During that year, all teachers implemented these nine techniques in their classrooms.

The key to success here is focus. Picking a few that everyone at your school will do and implementing those techniques is a good start.

To learn more about the insights Nanago School gained from the "Nanago Nine," visit: http://teachlikeachampion.com/blog/nanango-nine-insights-training-australia/
### Teach Like a Champion 2.0 - The 62 Techniques Placemat

#### Part One – Checking for Understanding

<table>
<thead>
<tr>
<th>Technique</th>
<th>Description</th>
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<tbody>
<tr>
<td>Technique 1: Reject Self Report</td>
<td>Replace functionally rhetorical questions with more objective forms of impromptu assessment.</td>
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<tr>
<td>Technique 7: Plan for Error</td>
<td>Increase the likelihood that you’ll recognise and respond to errors by planning for common mistakes in advance.</td>
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<tr>
<td>Technique 11: No Opt Out</td>
<td>Turn “I don’t know” into a success by helping students who won’t try or can’t succeed practice getting it right (and being accountable for trying).</td>
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<td>Technique 12: Right is Right</td>
<td>When you respond to answers in class, hold out for answers that are ’all-the-way right’ or all the way to your standards of rigour.</td>
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<td>Technique 13: Stretch It</td>
<td>Reward ‘right’ answers with harder questions.</td>
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<td>Technique 14: Format Matters</td>
<td>Help your students practice responding in a format that communicates the worthiness of their ideas.</td>
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<td>Technique 16: Begin With The End</td>
<td>Progress from unit planning to lesson planning. Define the objective, decide how you’ll assess it, and then choose appropriate lesson activities.</td>
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<tr>
<td>Technique 20: Do Now</td>
<td>Use a short warm-up activity that students can complete without instruction or direction from you to start class every day. This lets the learning start even before you begin teaching.</td>
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</table>

#### Technique 2: Targeted Questioning

Ask a quick series of carefully chosen, open-ended questions directed at a strategic sample of the class and executed in a short time period.

### Technique 8: Culture of Error

Create an environment where your students feel safe making and discussing mistakes, so you can spend less time hunting for errors and more time fixing them.

#### Technique 12: Right is Right

When you respond to answers in class, hold out for answers that are ‘all-the-way right’ or all the way to your standards of rigour.

#### Technique 13: Stretch It

Reward ‘right’ answers with harder questions.

#### Technique 18: Post It

Display your lesson objectives where everyone can see it and identify your purpose.

#### Technique 22: Board = Paper

Model and shape how students should see it and identify your purposes.

#### Technique 23: Control the Game

Establish a productive pace in your classroom. Create ‘fast’ or ‘slow’ moments in a lesson by shifting activity types or formats.

#### Technique 3: Standardise the Format

Streamline observations by designing materials and space so that you’re looking in the same consistent place every time for the data you need.

#### Technique 9: Excavate Error

Dig into errors, studying them efficiently and effectively, to better understand where students struggle and how you can best address those points.

#### Technique 17: 4 Ms

Measure: time, means, motivation, matter.

#### Technique 24: Circulate

Move strategically around the room and other mileposts are perceived clearly by making beginnings and endings of activities visible and crisp.

#### Technique 4: Tracking, Not Watching

Be intentional about how you scan your classroom. Decide specifically what you’re looking for and remain disciplined about it in the face of distractions.

#### Technique 10: Own and Track

Have students correct or revise their own work, fostering an environment of accountability for the correct answer.

#### Technique 19: Double Plan

As you plan a lesson, plan what your students will be doing at each point in class.

#### Technique 25: At Bats

Because succeeding once or twice at a skill won’t bring mastery, give your students lots of practice mastering knowledge and skills.

#### Technique 5: Show Me

Flip the classroom dynamic in which the teacher gleams data from a passive group of students. Have students actively show evidence of their understanding.

#### Technique 6: Affirmative Checking

Insert specific points into your lesson when students must get confirmation that their work is correct, productive, or sufficiently rigorous before moving on to the next stage.

#### Technique 15: Without Apology

Embrace – rather than apologise for – rigorous content, academic challenge, and the hard work necessary to scholarship.

#### Technique 21: Name the Steps

Break down complex tasks into simple steps that form a path for student mastery.

#### Technique 26: Exit Ticket

End each class with an explicit assessment of your objective that you can use to evaluate your (and your students’) success.

#### Technique 27: Change the Pace

Establish a productive pace in your classroom. Create ‘fast’ or ‘slow’ moments in a lesson by shifting activity types or formats.

#### Technique 28: Brighten Lines

Ensure that change in activities and other mileposts are perceived clearly by making beginnings and endings of activities visible and crisp.

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#### Technique 30: Work the Clock

Measure time-your greatest resource as a teacher-intentionally, strategically, and often visibly to shape both your and your students’ experience in the classroom.

#### Technique 8: Culture of Error

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#### Technique 31: Every Minute Matters

Respect students’ time by spending every minute productively.

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<th>Building Ratio Through Discussion</th>
<th>Systems and Routines</th>
<th>High Behavioural Expectations</th>
<th>Building Character and Trust</th>
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<td><strong>Technique 32: Wait Time</strong></td>
<td><strong>Technique 37: Everybody Writes</strong></td>
<td><strong>Technique 42: Habits of Discussion</strong></td>
<td><strong>Technique 45: Threshold</strong></td>
<td><strong>Technique 51: Radar/Be Seen Looking</strong></td>
<td><strong>Technique 58: Positive Framing</strong></td>
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<td>Allow students time to think before answering. If they aren’t productive with that time, narrate them toward being more productive.</td>
<td>Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss.</td>
<td>Make your discussions more productive and enjoyable by normalising a set of ground rules or ‘habits’ that allow discussion to be more efficiently cohesive and connected.</td>
<td>Meet your students at the door, setting expectations before they enter the classroom.</td>
<td>Prevent non-productive behaviour by developing your ability to see it when it happens and by subtly reminding students that you are looking.</td>
<td>Guide students to do better work while motivating and inspiring them by using positive tone to deliver constructive feedback.</td>
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<td><strong>Technique 33: Cold Call</strong></td>
<td><strong>Technique 38: The Art of the Sentence</strong></td>
<td><strong>Technique 43: Turn and Talk</strong></td>
<td><strong>Technique 47: STAR/SLANT</strong></td>
<td><strong>Technique 52: Make Compliance Visible</strong></td>
<td><strong>Technique 59: Precise Praise</strong></td>
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<td>Call on students regardless of whether they’ve raised their hands.</td>
<td>Ask students to synthesise a complex idea in a single, well-crafted sentence. The discipline of having to make one sentence do all the work pushes students to use new syntactical forms.</td>
<td>Encourage students to better formulate their thoughts by including short, contained pair discussions but make sure to design them for maximum efficiency and accountability.</td>
<td>Teach students key baseline behaviours for learning, such as sitting up in class and tracking the speaker, by using a memorable acronym such as STAR or SLANT.</td>
<td>Design an efficient routine for students to enter the classroom and begin class.</td>
<td>Make your positive reinforcement strategic. Differentiate between acknowledgement and praise.</td>
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<td><strong>Technique 34: Call and Response</strong></td>
<td><strong>Technique 39: Show Call</strong></td>
<td><strong>Technique 44: Batch Process</strong></td>
<td><strong>Technique 48: Engineer Efficiency</strong></td>
<td><strong>Technique 54: Firm Calm Finesse</strong></td>
<td><strong>Technique 60: Warm/Strict</strong></td>
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<td>Ask your class to answer questions in unison from time to time to build energetic, positive engagement.</td>
<td>Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising student writing-regardless of who volunteers to share.</td>
<td>Give more ownerships and autonomy to students by allowing for student discussion without teacher mediation, for short periods of time or for longer, more formal sequences.</td>
<td>Teach students the simplest and fastest procedure for executing key classroom tasks, then practise so that it becomes a routine.</td>
<td>Take steps to get compliance without conflict by establishing an environment of purpose and respect and by maintaining your own poise.</td>
<td>Be both warm and strict at the same time to send a message of high expectations, caring, and respect.</td>
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<td><strong>Technique 35: Break it Down</strong></td>
<td><strong>Technique 40: Build Stamina</strong></td>
<td><strong>Technique 49: Strategic Investment - From Procedure to Routine</strong></td>
<td><strong>Technique 55: Art of the Consequence</strong></td>
<td><strong>Technique 61: Emotional Constancy</strong></td>
<td><strong>Technique 62: Joy Factor</strong></td>
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<td>When a student makes an error, provide just enough help to allow her to ‘solve’ as much of the original problem as she can.</td>
<td>Gradually increase writing time to develop in your students the habit of writing productively, and the ability to do it for sustained periods of time.</td>
<td>Turn procedures into routines by rehearsing and reinforcing until excellence becomes habitual. Routines such as procedures for entering the classroom requires clear expectations, consistency, and most important, patience. Even so, it’s almost always worth it.</td>
<td>Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent and depersonalised. It also helps to make a bounce-back statement, showing students that they can quickly get back in the game.</td>
<td>Manage your emotions to consistently promote student learning and achievement.</td>
<td>Celebrate the work of learning as you go.</td>
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<td><strong>Technique 36: Pepper</strong></td>
<td><strong>Technique 41: Front the Writing</strong></td>
<td><strong>Technique 46: Strong Start</strong></td>
<td><strong>Technique 56: Strong Voice</strong></td>
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<td><strong>Technique 57: Least Invasive Intervention</strong></td>
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<td>Use Pepper as a fast-paced, vocal review to build energy and actively engage your class.</td>
<td>Arrange lessons so that writing comes earlier in the process to ensure that students think rigorously in writing.</td>
<td>Design and establish an efficient routine for students to enter the classroom and begin class.</td>
<td>Affirm your authority through intentional verbal and non-verbal habits, especially at moments when you need control.</td>
<td>Maximise teaching time and minimise ‘drama’ by using the subtest and least invasive tactic possible to correct off-task students.</td>
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