Supports for Student-Centred Learning, Teaching and Assessment in Home Economics

Assessment stations - students move around a series of testing stations.

Anticipation Exercise - used to connect new information to prior knowledge about a topic, teaching students to make, anticipate, and verify predictions.

Discussion and debate to create a more dialogical classroom.

Dotmocracy - students work together through group voting to make informed decisions, to prioritise and reach consensus.

Graphic organisers to record and organise information.

Jigsaw - students form a home team and are set a home team problem. They break up into "expert groups" and gain expert knowledge and return to the home team to respond to the problem.

Media profile - use pictures or headlines from newspapers or magazines to illustrate the public perception/profile of a particular aspect of the subject area.

Patchwork Texts - students write a number of small pieces of work, which they later 'stitch' together in a reflective commentary.

Placemat - page divided in 4, groups write and share ideas and can swap around.

Peer Feedback Strategy TAG: T= Tell me something you like, A= Ask a question, G= Give me a suggestion for improvement.

Student voice - listening to and involving young people in decision making about matters that affect them in school.

Self-reflection moments for students on what and how they learned.

Venn Diagram - students graphically display the similarities and differences between two items or themes.

Book Creator - digital book-making tool.

Blue Sky Thinking - compels students to provide a limitless variety of ideas.

Exit/entrance slips - written student responses to questions teachers pose at the end or start of a class.

Homework choice and options.
Hands down for answers and hands up for questions.

Kahoot! quizzes as a formative assessment tool.

KWL - What I Know? What I Want to know? What I have Learned, can support students taking greater ownership of their learning.

Names - using name cards and picking from a hat when looking for student response.

Question bank- students are assessed on their ability to produce a certain number of questions on a topic.

Question quadrant – to support the use of closed and open-ended questions.

Think Pair Share - students think about a given topic, develop individual ideas, and share ideas with a peer.

Through the Lens - students interpret, summarise, compare, and contrast information using different forms of representation, generating new knowledge by adapting, designing and representing information digitally.

Thinking Hats - a role-playing model that serves as a team-based problem-solving and brainstorming technique that can be used to explore problems and solutions and uncover ideas.

WALT (we are learning to), WILF (what I'm looking for), to support student engagement in the learning.

Comment - only marking to help students consider their progress and support formative feedback.

Formative Feedback - to help students think about where they are in their learning, where they need to go and the next steps to get there.

Four Corners - ask students to make a decision about a problem or question by moving to one of the four corners of the classroom, each of which is labelled with a different response.

Incorrect Answer Discussion - an exemplar of work is given to the students and the students are asked to improve and develop it.

iMovie - digital movie making tool.

Learning log - to capture the flow and progress of students' learning.

Oral communication – students can orally share their learning to their peers in small groups or to the full class group.

Ranking Ladder - students place items on rungs of a ladder in order from least to most important.

Randomisers - enables a "no hands up" approach with students chosen at random when student participation is required in a safe, respectful learning environment.

Upcycling - conversion of waste materials to something useful or valuable.

X-ray - what is the skeleton of the idea or topic, what are the bones? Use with a fishbone template to record key points and make connections.

YouTube videos- to illustrate or bring to life an idea or an example of something central to the learning.

Zebra Crossing - White questions are lower order questions, and the black questions are higher order questions.

Note:This list is not exhaustive

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Supporting the Professional Learning of School Leaders and Teachers