The Art and Science of Teaching (ASoT)
Our Pedagogical Framework

Lesson Segments Involving Routines

Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?
1. Providing Clear Learning Goals and Success Criteria.
2. Tracking Student Progress.
3. Celebrating Success.

Design Question 6: What will I do to establish and maintain classroom rules and procedures?
4. Establishing Classroom Routines.
5. Organising the Physical Layout of the Classroom.

Lesson Segments Addressing Content

Design Question 2: What will I do to help students effectively interact with the new knowledge?
6. Identifying Critical Information.
7. Organising Students to interact with New Knowledge.
8. Previewing New Content.
9. Chunking Content into Digestible Bites.
10. Processing of New Information.
11. Elaborating on New Information.
12. Recording and Representing Knowledge.

Design Question 3: What will I do to help students practice and deepen their understanding of new knowledge?
14. Reviewing Content.
15. Organising Students to Practice and Deepen their Knowledge.
17. Examining Similarities and Differences.
18. Examining Errors in Reasoning.
20. Revising Knowledge.

Design Question 4: What will I do to help students generate and test hypothesis about new knowledge?
21. Organising Students for Cognitively Complex Tasks.
22. Engaging Students in Cognitively Complex Tasks involving Hypothesis Generation and Testing.
23. Providing Resources and Guidance.

Design Question 5: What will I do to engage students?
24. Noticing when Students are Not Engaged.
25. Using Academic Games.
29. Demonstrating Intensity and Enthusiasm.
31. Providing Opportunities for Students to Talk about Themselves.
32. Presenting Unusual or Intriguing information

Design Question 7: What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?
33. Demonstrating 'With-it-ness'.

Design Question 8: What will I do to establish and maintain effective relationships with students?
36. Understanding Students' Interests and Background.
37. Using Verbal and Non-verbal Behaviours that indicate Affection for Students.
38. Displaying Objectivity and Control.

Design Question 9: What will I do to communicate high expectations for all students?
39. Demonstrating Value and Respect for Low Expectancy Students.
40. Asking Questions of Low Expectancy Students.
41. Probing Incorrect Answers with Low Expectancy Students.

Instructional Elements (Action Steps) are numbered