

TLAG

NON-NEGOTIABLES



For TLAG to be successful, there must be 100% fidelity to its implementation in order to effectively codify teaching and learning, establish a shared language, and optimise cognitive load. This creates space for teachers and students to create, and innovate.

This checklist outlines the non-negotiables every school must implement to ensure aligned professional development and consistent, high-quality teaching across all subjects, phases, and curricula.

TLAG CODIFICATION

- All staff use the **correct terminology** and **icons** as outlined in the Teach Like a GEM Playbook
 - ✔ Learning Outcomes & To Know (substantive knowledge)
 - ✘ Learning Intentions & Success Criteria
- All staff use the **Learn Like a GEM PowerPoint template**
 - ✔ 100% of staff use the branded Learn Like a GEM PowerPoint
 - ✘ Staff using TLAG slides but altering titles or icons, or using lesson slides from before the TLAG
- The **6 GEMS Essentials techniques** are incorporated into **every lesson**
 - ✔ Do Now, Learning Outcomes, To Know, I-We-You Do, Affirmative Checking, Exit Tickets in each lesson
 - ✘ Staff selectively use GEMS Essentials techniques or skip them based on preference
- GEMS Talk and GEMS Culture Techniques** are **habitually fused** in all lessons
 - ✔ Techniques like Turn and Talk, Show Me, Stretch It, and Teacher Radar are used consistently
 - ✘ Techniques are used only occasionally or during drop-ins
- TLAG Techniques clearly displayed in all classrooms**
 - ✔ TLAG techniques are visible and referenced to support learning
 - ✘ TLAG techniques are not displayed or are displayed as decoration

DROP-INS

- Coaches conduct **weekly drop-ins** with a focus on the **micro-steps and granular steps** from the GGW
 - ✔ Drop-ins aligned with Practice Clinics and focused micro-steps
 - ✘ Drop-ins are sporadic or not aligned with the focus of Practice Clinics
- Drop-in **feedback focuses on the micro-steps and granular steps** from the Global Goal for the Week
 - ✔ Feedback highlights a specific step
 - ✘ Feedback is broad or unrelated to the GGW
- Drop-in feedback **recaps and celebrates** effective teaching and provides **one tentative suggestion**
 - ✔ Uses 'It was effective when...' and 'One thing to consider might be...'
 - ✘ Feedback is evaluative or directive 'You need to do xxx next time' or 'Next time, make sure you ...'
- 'Suggest a Step'** is used, when appropriate, to guide progress towards **technique mastery**
 - ✔ A specific granular step is intentionally selected from Teach Like a GEM library on Steplab
 - ✘ Coaches skip, misuse, or force the 'Suggest a Step' feature when it is not appropriate
- Shoutouts** are given only for truly exceptional practice
 - ✔ Shoutouts highlight mastery of micro-steps linked with the Global Goal for the Week
 - ✘ Shoutouts are too broad, do not reference the GGW, or include suggested next steps

GLOBAL GOAL FOR THE WEEK (GGW)

- The whole school focuses on the **same technique** (Global Goal for the Week)
 - ✔ GGW communicated and embedded across all lessons and drop-ins
 - ✘ Departments focusing on different techniques or teachers not aware of the Global Goal for the Week
- Commit to the **Global Goal for the Week timeline**
 - ✔ Following the Global Goal for the Week in sequence and on time to align whole-school focus
 - ✘ Timeline is ignored or techniques introduced out of sync
- Start with the GEMS Essentials** and move through the **6 techniques in sequential order**
 - ✔ Do Now → Learning Outcomes → To Know → I-We-You Do → Affirmative Checking → Exit Tickets
 - ✘ Techniques skipped or rearranged

PRACTICE CLINICS & PROFESSIONAL DEVELOPMENT

- Practice clinics are **scheduled weekly**
 - ✔ Practice clinics are scheduled in school calendar with protected time
 - ✘ Run irregularly or replaced with other PD
- See It, Name It, Do It** model is followed in every practice clinic
 - ✔ 100% of practice clinics include a model (see it), codification (name it), and rehearsal (do it)
 - ✘ Practice clinics are delivered as discussions or presentations without deliberate practice
- All staff attend and actively participate** in practice clinics
 - ✔ All teachers, middle and senior leaders and principal attend and participate in the practice clinic
 - ✘ Only coaches or select staff attend or participate in rehearsal tasks

INSTRUCTIONAL COACHING

- All ML and SL **complete** the Coaching Skills Builder (CSB) **before conducting 1:1 coaching or drop-ins**
 - ✔ CSB completed prior to any coaching conversations or drop-in feedback is given
 - ✘ 1:1 Coaching or drop-ins begins before CSB training is complete
- Coaches **practise coaching** (one coach practises coaching with another coach) before supporting colleagues
 - ✔ Coaches rehearse coaching with one another
 - ✘ 1:1 coaching used school-wide before it is expected or before coaches are ready
- Coaches actively **follow up** with coachees to **support and guide** them towards technique mastery
 - ✔ Coach checks in to ensure progress towards the agreed next step from the previous coaching session
 - ✘ No follow-up after feedback is given; coachee is left to implement alone