

ALARMing NEWS!!!

Issue # 1 Week 11 2020

ALARM Team

What is ALARM?

ALARM stands for *A learning and responding matrix*.

ALARM aims to:

- Decode and demystify the language of the HSC
- Explore the connectedness (the different levels of thinking required) between the range of HSC courses experienced by students.

The ALARM Matrix

The ALARM structured thinking framework follows the following levels of thinking/understanding:

- Name & Describe
- Describe
- Explain
- Analyse
- Critically Analyse
- Evaluate
- Critically Evaluate
- Conceptualise & Appreciate

This matrix is an organisational structure system to assist students in learning and responding

TECHNOLOGY

Due to our ever changing landscape and the need for ALL staff to teach students through digital platforms, some tips have been included in this newsletter. You can still upload ALARM scaffolds and activities through your digital platform of choice. You should also log into the ALARM google classroom for regular updated resources throughout Term 2. Please see the ALARM google classroom code



'Finally!! An alarm that doesn't involve covid19'!!!!

Welcome to our first edition of ALARMing News!!!

A new chapter in education has recently commenced. There is a huge learning curve that students, parents and school staff will be attempting to navigate together. Due to our ever-changing situations **The ALARM** team have decided to create **ALARMing NEWS**, a newsletter to provide staff with information about the benefits of embedding **ALARM** in your teaching and learning. Obviously our worlds have changed massively and we all feel extremely overwhelmed with having to go 'online'!!! Our students are feeling this anxiety as well. **ALARMing News** will bring you some reminders, hints and tips on what the ALARM matrix stands for, ways you can embed ALARM in online learning, ALARM verb definitions and some examples of literacy strategies that are working at both Wyndham and other high schools. Here's to an exciting, challenging, eye-opening, career developing time of online learning for both the teacher & students!

GOOGLE CLASSROOM

Please join the new ALARM@Wyndham for Students to access information and assistance in understanding verbs associated with HSC questioning.

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ALARM



ALARM – 7 Step Strategy for Success

(Graphic from Kotara High school)

Kotara High School have been using the seven step strategy for success adapted from Max Woods ALARM matrix. The 7 step strategy of success uses questions to scaffold students understanding of a topic. This strategy looks at the following:

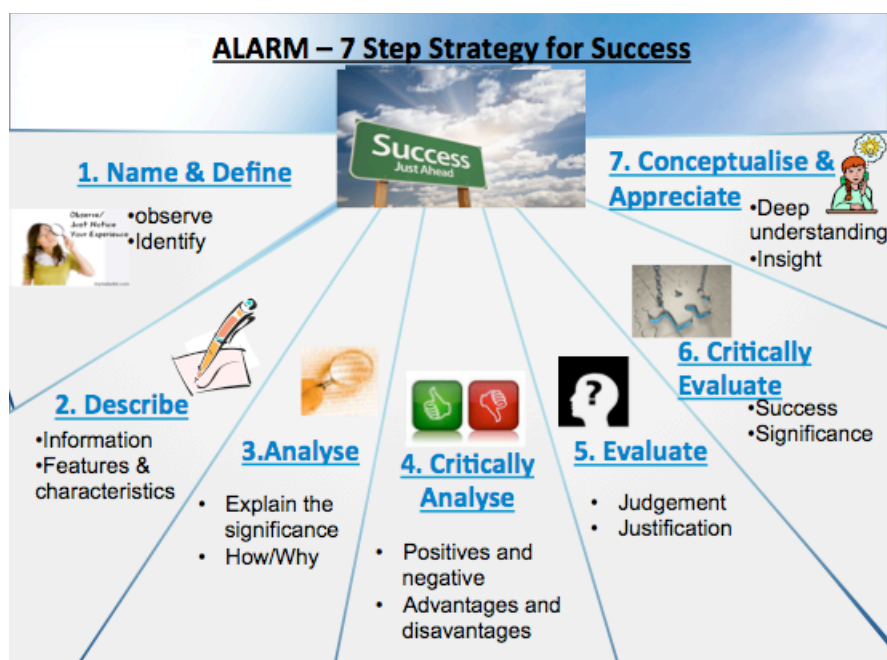
- The importance of asking the right kind of productive questions is as important as answering them
- Reflect and analyse when making decisions and solving problems
- Self-direction includes self-awareness and self-regulation

Self regulation is one of the most powerful influences on learning. It is our ability to take control over our attention, the direction of our thoughts and behaviours.

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One of the hardest part of our jobs is to get the students to focus attention, control distractions, be organized, remember the content and be creative, not to mention then getting them to express ideas and thinking on paper.

Through following the ALARM matrix and/or the 7 steps strategy of success we are assisting our students in understanding the language that will be threading through all KLA's HSC exam questions. Through embedding this language in our lessons we are setting our students up to be more successful in assessment and the HSC.



CRITICALLY EVALUATE: This establishes the priority of significance and judgment about the relative components/ features in the topic concept

OTHER WORDS IT MAY LOOK LIKE: Critically evaluate, assess, justify

CONCEPTUALISE & APPRECIATE: This establishes a deep understanding & meaning of the topic or concept. It establishes the responder's opinion about the topic and why the learner/ responder has this meaning & deep understanding of significance in the topic or concept.

OTHERWORDS IT MAY LOOK LIKE: Interpret, meaning, synthesise, appreciate, significance

ALARM Verbs

NAME AND DEFINE: the component parts that shapes the topic's meaning and purpose. Elements of study or consideration in order to communicate and understand the material content that shapes its meaning and purpose. Here we learn or are asked to separate the topic into its component parts or areas of consideration, to identify or label EACH part and then tell the definition of EACH part or even the whole topic/process itself. In other words questions could be asked about what is the whole process. What are its parts, its steps and stages, within, the process itself?

OTHER WORDS/WAYS IT MAY LOOK: Identify, name, state, list...

DESCRIBE: What are the features/characteristics? Use examples.

OUTLINE: General overview; briefly indicate the main features of

OTHER WORDS/WAYS IT MAY LOOK:

Demonstrate - show by example

Distinguish – recognise or note/indicate as being distinct or different from to note the differences between

Extract – choose relevant and/or appropriate details

Outline – sketch in general terms; indicate the main features of

Classify – arrange or include in classes/categories

EXPLAIN: Relate cause and effect; make the relationships between things evident; provide why and/or how, what is the purpose/function? What is its impact or effect?

OTHER WORDS/WAYS IT MAY LOOK LIKE: Apply, Explain, Account, What/How, Explain the significance, what is the purpose/function? What is its impact or effect? Relate cause/effect, why and/or how?

ANALYSE: Identify components and the relationship among them, draw out and relate implications. How and/or why the intentions are carried out, how did it achieve its purpose and/or impact/effect? What is the relationship between the various components?

OTHER WORDS IT MAY LOOK LIKE: Analyse, Examine, Interpret, Synthesise, Predict, How/Why

CRITICALLY ANALYSE: Explains the how and why of the positives/advantages and negatives/disadvantages of this effect. How and why is it beneficial? (This is often completed in conjunction with analysis).

OTHERWORDS IT MAY LOOK LIKE: Compare, contrast, discuss, recommend

EVALUATE: To what extent is each component part successful, useful, and achieve its purpose?

To what extent is the impact/effect effective or valuable? To what extent has it carried out its function or purpose? Is it successful, in relation to set criteria? By how much do the positives outweigh the negatives or vice versa?

OTHER WORDS IT MAY LOOK LIKE: construct, deduce, extrapolate, investigate, and propose



Log into the **ALARM@Wyndham** student google classroom. There are lots of scaffolds/templates uploaded that are generic and can be used across most subject areas. If you have a writing task or just want them to recall certain terms in the

syllabus, look at these templates and see if you can alter/ change /rework to suit your subject area. They range from Name & Define all the way through to Evaluate.



GOOGLE CLASSROOM

ONLINE TIPS

Example activities you could do in your weekly study could include:

- Name & Define specific dot points
- Group share a google doc with your peers naming, describing and interpreting areas of your syllabus.
- Look at past HSC papers and use scaffolds in the google classroom outlining how to structure your responses.

Don't forget to log into the NEW **ALARM@WYNDHAM** student google classroom.

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