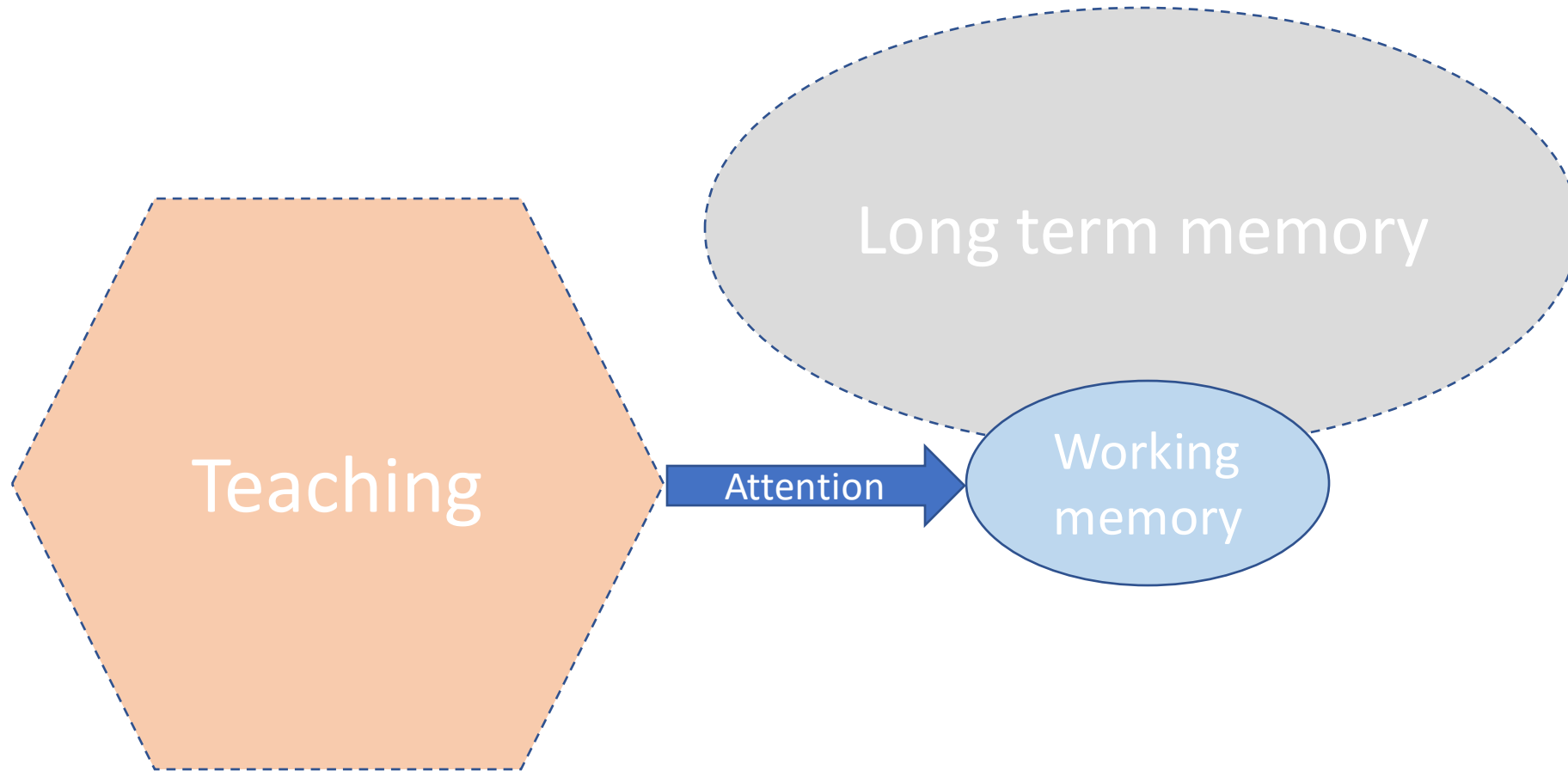
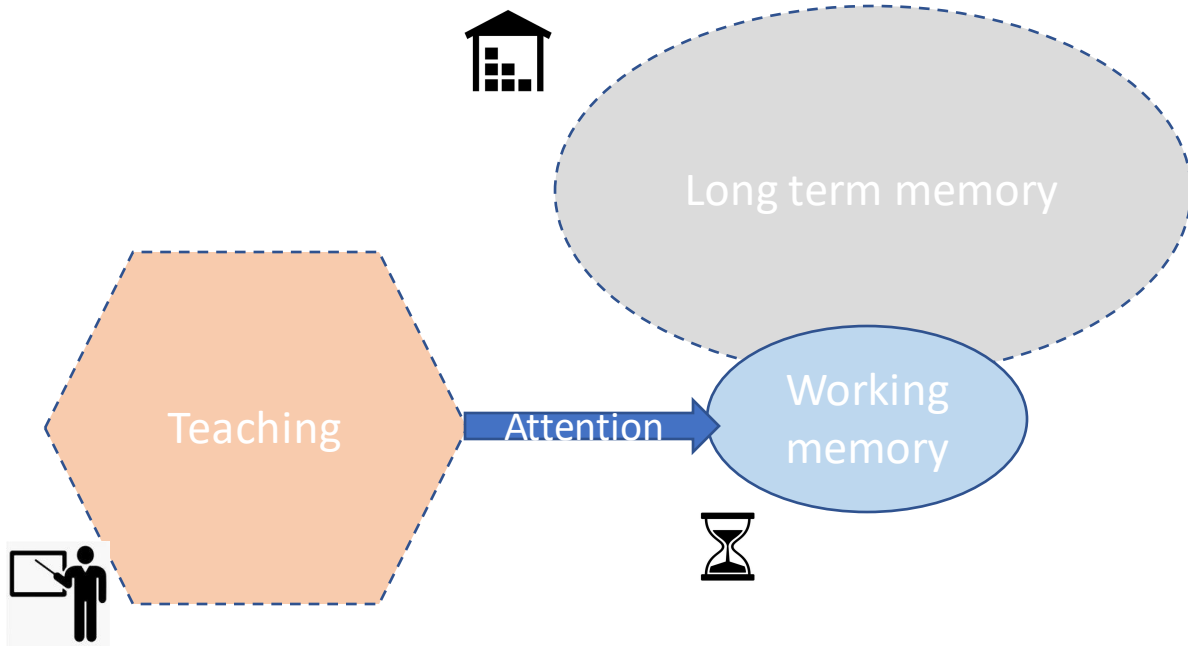


Why is attention so crucial?



Why is attention so crucial?



Carefully planned knowledge and skills from each of your subjects



Working memory is a bottleneck so needs frequent recap and practice



Schema building in long term memory leads to durable learning

Teaching Habits

1. Recap	Recap, retrieval and recall free up working memory space and build secure schemas . Systematically planned. Recap supports the curriculum.
2. Model	Expert explanations and modelling are necessary for learners to be guided through concepts, especially novice learners.
3. Practise	Practise is crucial to reduce forgetting and prevent cognitive overload.

Thinking hard

Recap, model, practise

We must also allow time to allow students to think harder

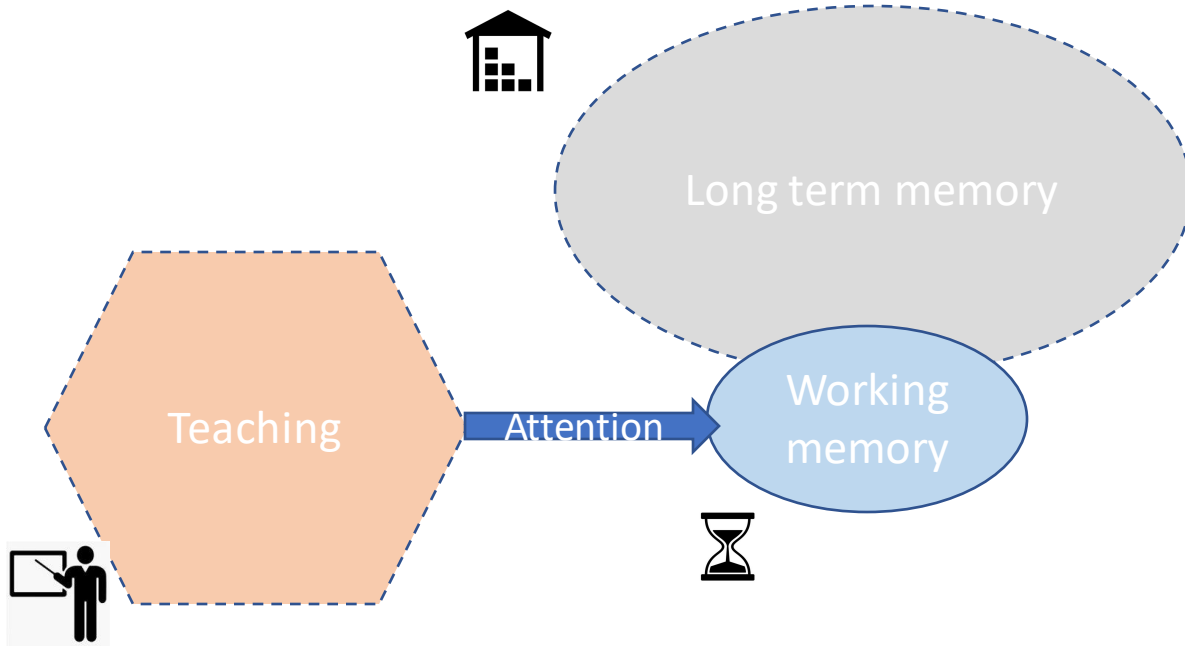
Turn and talk can help.

It also allows for participation from everyone.

Turn and Talk – a structured approach to talk in the classroom.

- 1. Set up turn and talk partners for that lesson – ideally paired but no more than three.**
- 2. Give students an opportunity to jot down their first thoughts – this increases the likelihood of them having something to talk about.**
- 3. Students physically turn and face their partners for the turn and talk.**
- 4. Stop at the ‘crest of the wave’**
- 5. ‘Track the speaker’ during feedback.**
- 6. Stamp it! Create a written summary of the key findings/learning**

Why is attention so crucial?



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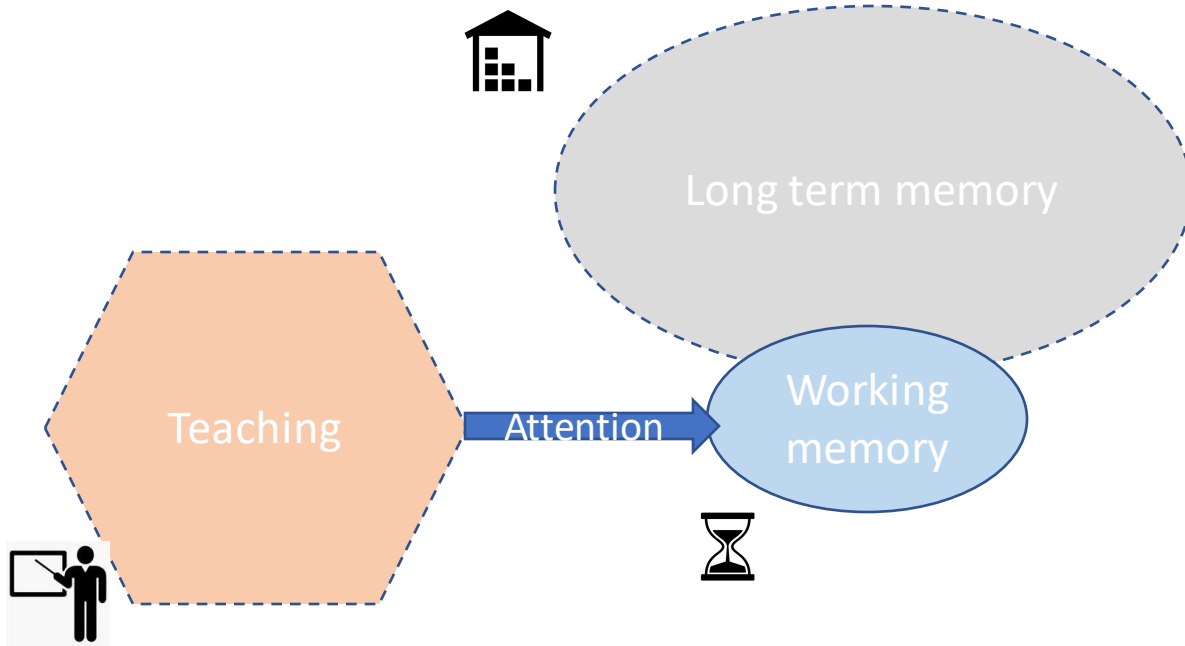
Describe the ways in which your subject implements each stage of the learning process in the previous diagram

You may wish to consider:

2
mins!

- How you go about curriculum planning and deciding the sequence
- How you ensure high levels of attentiveness
- How you structure your recap curriculum and ensure frequent recap
- How you know that students are building long term, durable schemas
- What challenges there are and how you are solving them

Why is attention so crucial?



Carefully planned knowledge and skills from each of your subjects



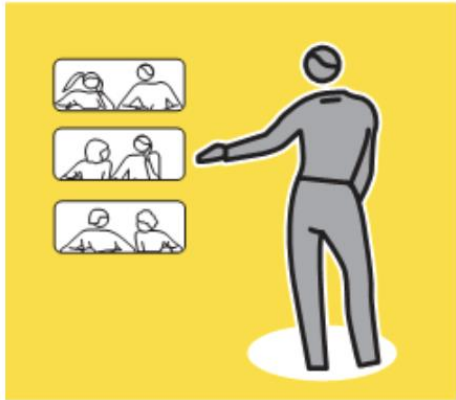
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Schema building in long term memory leads to durable learning

THINK, PAIR, SHARE

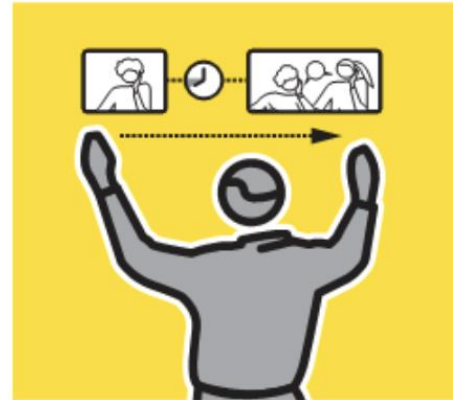
1 2 3 4 5



ESTABLISH TALK PARTNERS FOR EVERY STUDENT



SET THE QUESTION WITH A GOAL AND A TIMEFRAME



BUILD IN THINKING TIME



CIRCULATE TO LISTEN AS PAIRS ARE TALKING



USE COLD CALL TO SAMPLE PAIRS' RESPONSES

Checking for understanding

