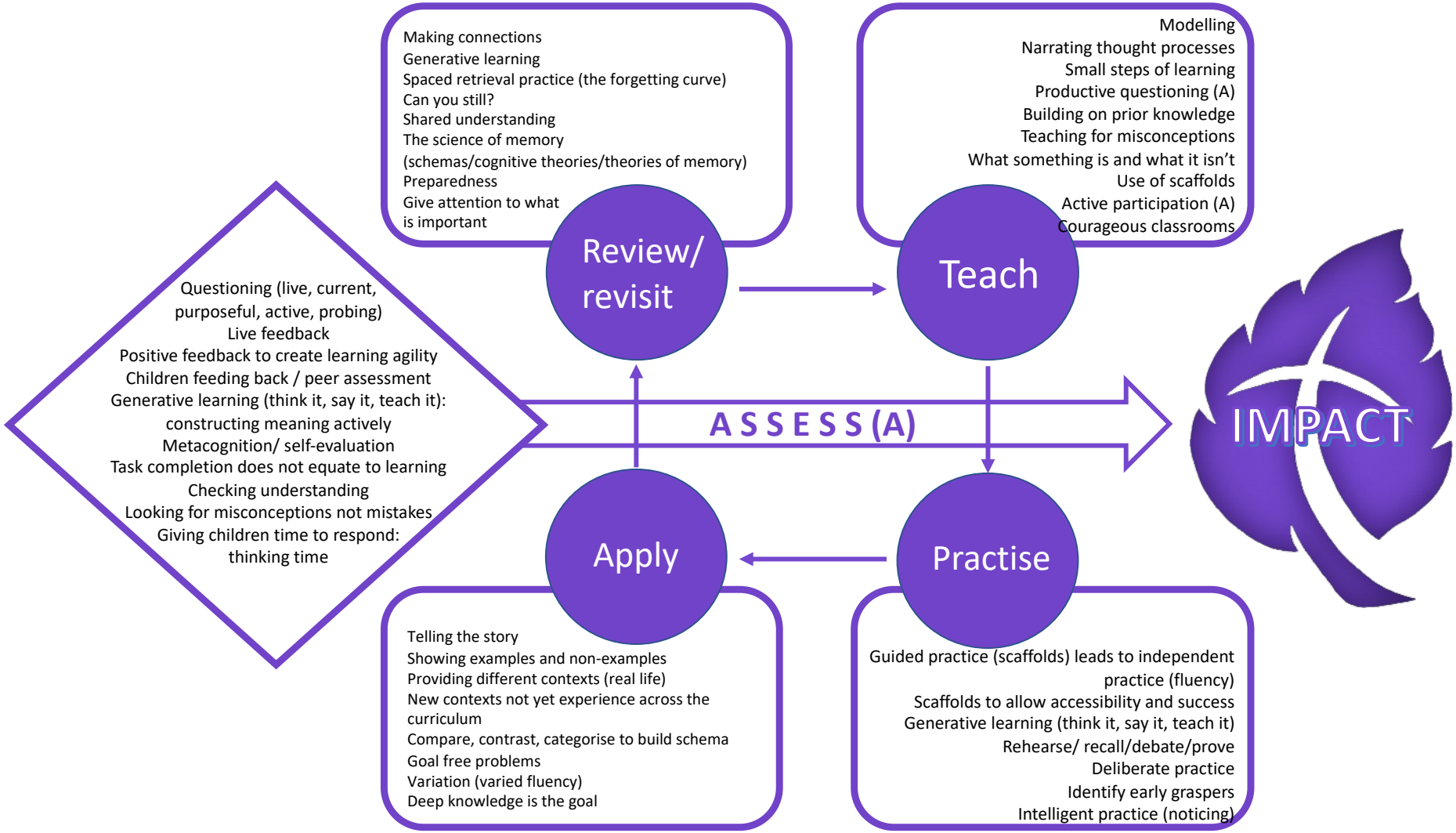
Making connections
Generative learning
Spaced retrieval practice (the forgetting curve)
Can you still?
Shared understanding
The science of memory
(schemas/cognitive theories/theories of memory)
Preparedness
Give attention to what is important
Review/ revisit
Modelling
Narrating thought processes
Small steps of learning
Productive questioning (A)
Building on prior knowledge
Teaching for misconceptions
What something is and what it isn't
Use of scaffolds
Active participation (A)
Courageous classrooms
Teach
Questioning (live, current, purposeful, active, probing)
Live feedback
Positive feedback to create learning agility
Children feeding back / peer assessment
Generative learning (think it, say it, teach it): constructing meaning actively
Metacognition/ self-evaluation
Task completion does not equate to learning
Checking understanding
Looking for misconceptions not mistakes
Giving children time to respond: thinking time
ASSESS(A)
IMPACT
Apply
Practise
Telling the story
Showing examples and non-examples
Providing different contexts (real life)
New contexts not yet experience across the curriculum
Compare, contrast, categorise to build schema
Goal free problems
Variation (varied fluency)
Deep knowledge is the goal
Guided practice (scaffolds) leads to independent practice (fluency)
Scaffolds to allow accessibility and success
Generative learning (think it, say it, teach it)
Rehearse/ recall/debate/prove
Deliberate practice
Identify early graspers
Intelligent practice (noticing)