

Tools and Strategies to Promote Cognitive Engagement



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My Session Goal

Best workshop you have ever attended.

Tr. Kim Zeidler-Watters, Ed.D.

What I do in my job:

I push educators out of their comfort zone in order to influence their classroom practice.

Appointment Partners

Task:

1. On a sheet of paper write
 - 2:00 p.m.
 - 3:00 p.m.
 - 4:00 p.m.
 - 5:00 p.m.

2. Next, stand up and walk away from your table and find 4 different people in the room who will be your appointment partners for this session.

Make sure you can find your appointment partners when needed.

3. Introduce yourself and share your one sentence about what you do in your job.

Individually, think about

I am learning to

1. Create learning experiences that support and promote authentic engagement.
2. Create learning experiences that support and promote active student engagement.

If you were observing another teacher and had to document evidence that this was occurring. What would you be looking for as evidence that authentic and active student engagement was happening?

Triad Share

Meet in a group of 3. First person shares a look for from their list. The next person shares a different look for. Continue going around until all look fors that are different have been shared.

During the sharing add additional notes to your list.

Task:

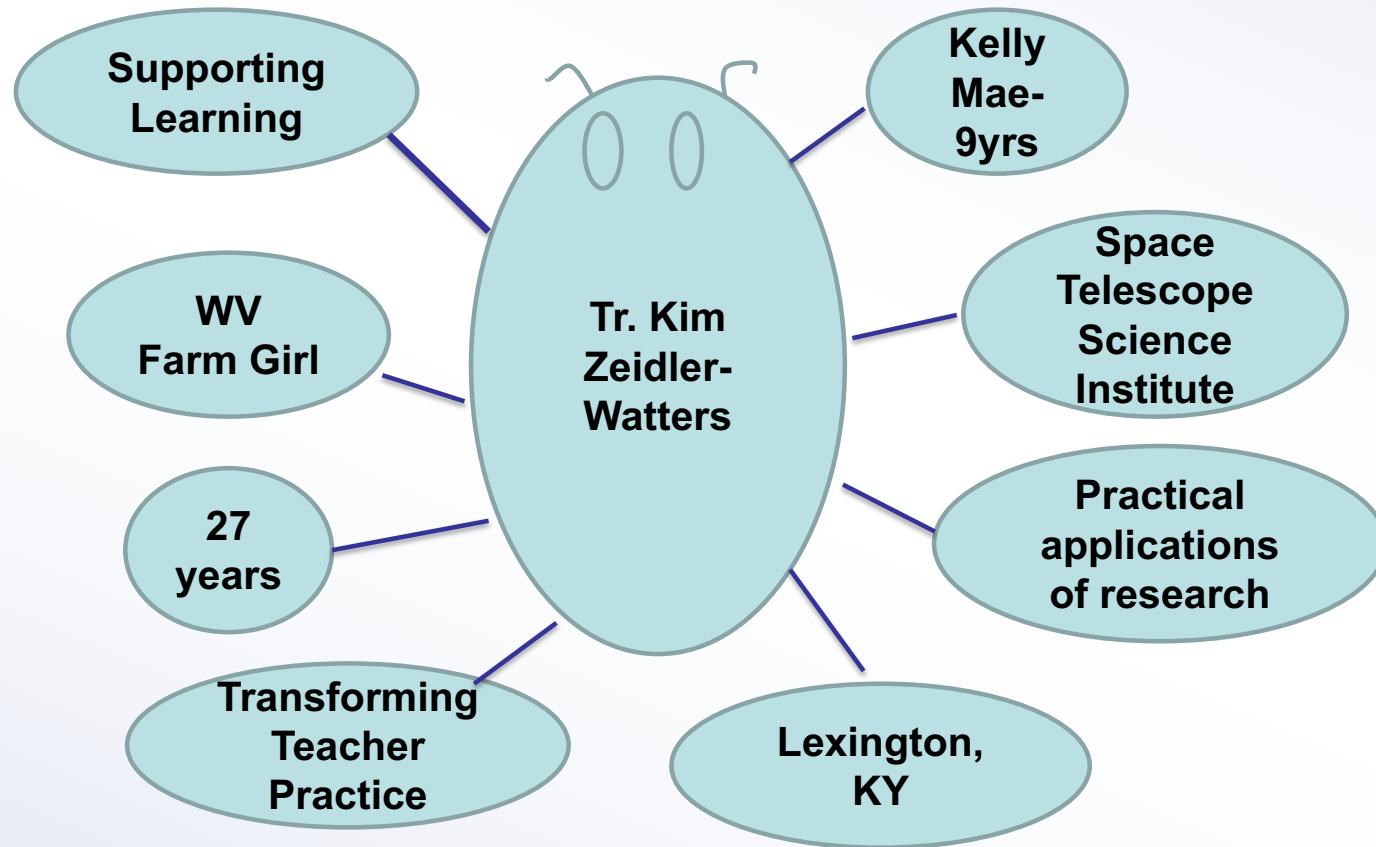
1. Write your name on a sheet of paper.
2. Fold up the paper and put it in the designated container.

**No hands up
unless you
have a
question!**

RIDDLE

What is one of the first words that everyone learns but is different for everyone?

Spider: as a way to get to know one another



Question:

How many of you would be interested in experiencing a tool that can increase students' attention by 10% and thus impact learning significantly?

Research Study by Stanford Univ.

College students listened to a lecture with headsets on at the same time a PET SCAN was done.

At the end of the presentation students had to write what they remembered.

Question: What was the one thing they did to improve blood flow and retention?

What's in a name

Research has demonstrated that when we use a person's name while teaching, we increase both attention and retention.

Cheers Sitcom

Where everyone knows your name...

<https://www.youtube.com/watch?v=h-mi0r0LpXo>

No Attention



No Engagement



No Learning!

Role of the Teacher:

1. Raise Attention
2. Engagement
3. Promote Thought

Question: How many of you have at least 5 other things competing for your time?

You have 8 seconds to engage and get attention

3 C's

Competent

Confident

Care

Use of names is critical.

STOP: How long have I been going on?

Reflective Pause

Notes: What have you gotten so far?

5 Reasons to Make Notes-

1. Improve memory- take notes in class then for home recopy the notes.
2. Improve comprehension
3. Improve writing
4. Make better decisions
5. Help you summarize

Would you share this with students? Why or why not?

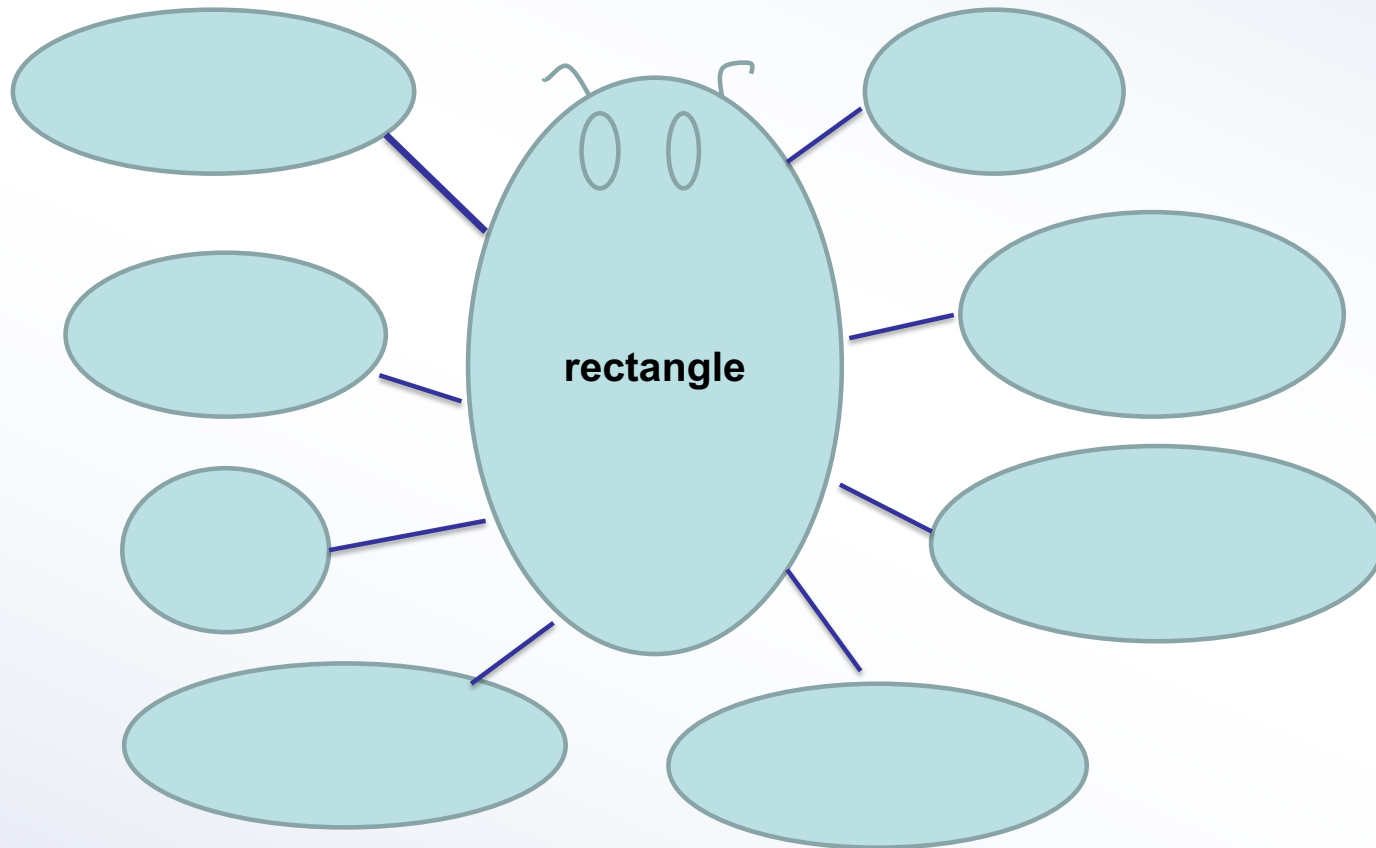
Stand up; hand up; pair up. Once paired lower your hands.

If students and teachers know 5 reasons they are more willing to engage because they see the purpose.

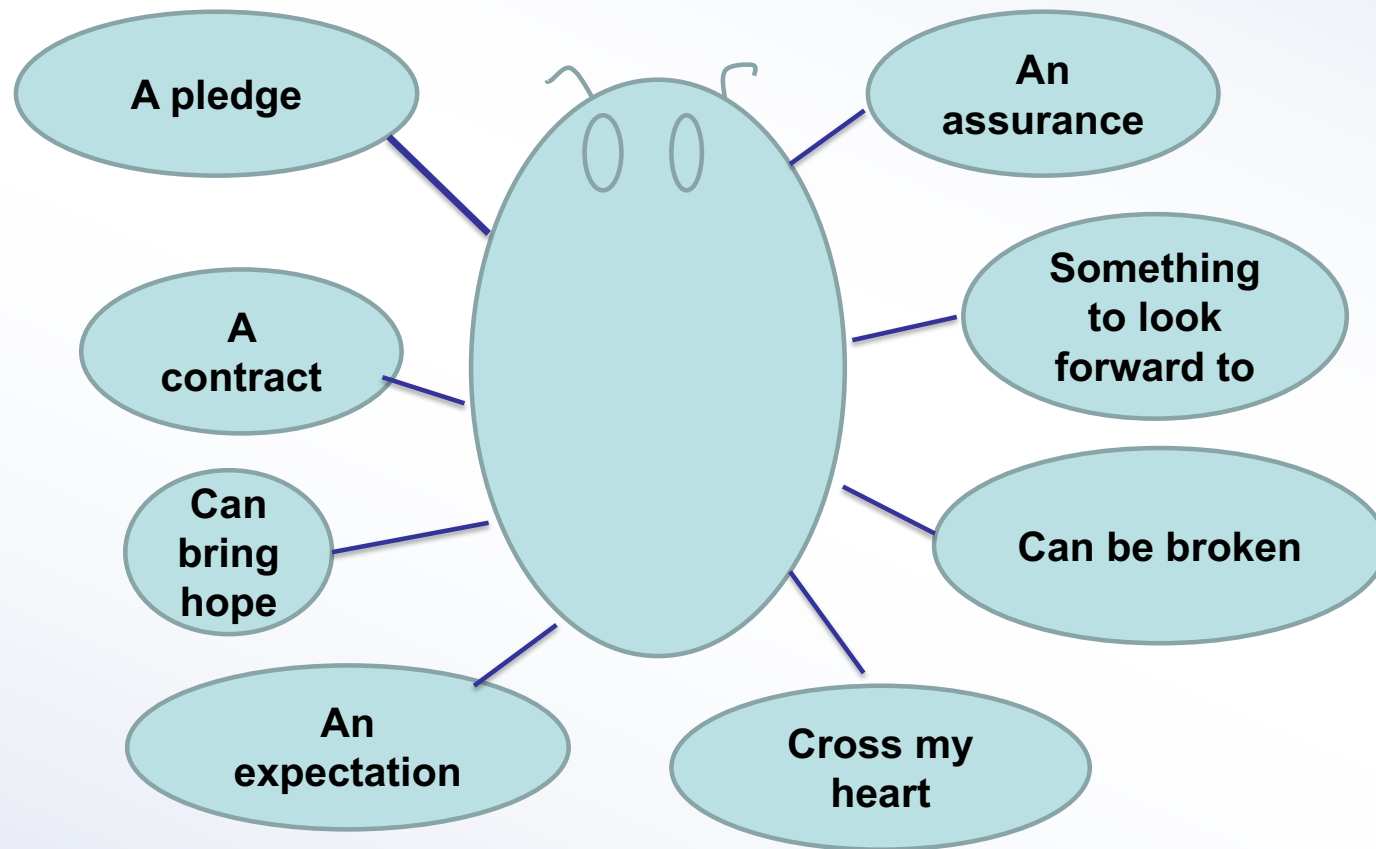
Goal of a strategy

When it is in the heart and mind of STUDENTS to accomplish learning.

Spider Deductive Use



Inductive Use of a Spider



What would you put on your spider?

Strategy: Give one, get one

Stand up and find your first clock partner.

Give one of your ideas, get one from your partner.

Tools and Strategies for Cognitive Engagement

<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none">• Practices and Strategies to support learning.• Know for what purpose you will use the strategy.	<p style="text-align: center;">Habits of Mind</p> <ul style="list-style-type: none">• Have a go!• Exhibit positive interdependence and individual accountability
<p style="text-align: center;">Understanding</p> <ul style="list-style-type: none">• Improving practice takes “know-how”—both knowledge of what works and practical strategies to implement the knowledge	<p style="text-align: center;">Skills/Be Able To Do</p> <ul style="list-style-type: none">• How to use strategies to support student learning.• Practice strategies so we experience as a learner and get to think about how they will apply to my classroom or school.

What is it that we need to know and be able to do:

What will I be able to do when I've finished this lesson?

Utilize the practice and strategies to promote thinking and cognitive engagement of all students.

What do I need to learn so I can hit this target?

- Student Hat: Experience strategies as a learner
- Teacher Hat: Describe how you would use the practice or strategy and for what purpose in your classroom.

What will I do to show that I understand the target?

Develop a personal action plan to apply the formative assessment process and strategies to support learning.

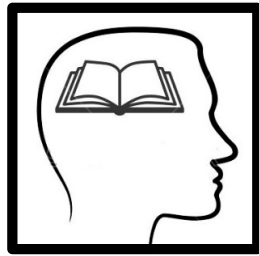
Guiding Questions

How do we know students are engaged?

What strategies are we using to learn about student engagement?

How can I apply the strategies to my classroom and for what purpose?

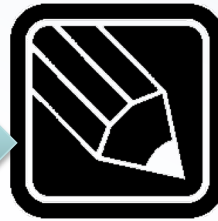
What are the next steps in supporting the sharing of this work at my school?



We Know
Research-Based
Practice



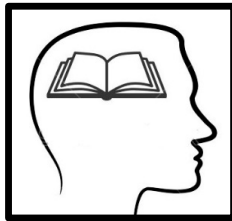
The Challenge
But...



The Solution
Tools



The Evidence
Looks like...



The Research-Based Practice

Practices and Strategies

Effective Teaching

- An effective teacher has a tremendously positive effect on students – even more than class size, race, or socio-economic status.
- Teacher who are considered excellent engage their students actively and cognitively but also emotionally.
In order for this to happen what must be in place?
- Effective teachers have a repertoire of strategies on-hand for to support learning and keep students engaged including: learning culture, vocabulary, reflection, practice, talk, and feedback.

Group Norms

- Engage fully
- Speak honestly
- Contribute your ideas productively
- Keep student success in mind
- Use the rule of 2 feet
- Please remember electronic device etiquette



It's about you! It has to be!

The quality of classroom practice that a child encounters has unmatched potential with respect to influencing student learning and achievement. What teachers are doing in classes with students on a daily basis has the greatest potential to influence the academic outcome for students. The more challenged students are in social capital terms, the more true this is.

(Katz & Dack, (2013)

Effective Teaching

- An effective teacher has a tremendously positive effect on students – even more than class size, race, or socio-economic status.
- The teacher who are considered excellent teachers engage their students actively and cognitively but also emotionally.
- Effective teachers have a repertoire of strategies on-hand for reflection, practice and feedback.

Formative Assessment is...

- ❖ An effective learning culture including talk in the classroom
- ❖ Frequently gauging current understanding and adjust instruction to meet student learning needs
- ❖ Involving pupils in planning
- ❖ Talk partners and classroom discussion
- ❖ Effective questioning

- ❖ Sharing learning objectives as learning targets at the appropriate time
- ❖ Co-constructed success criteria when appropriate with the students
- ❖ Analyzing excellent and not excellent examples
- ❖ Immediate feedback: peer and teacher
- ❖ Constant self-review and improvement driven

**Effective Teaching and Student Learning
Cognitive Engagement**

**Effective
questioning
Talk and
Discourse**

**Self-peer-teacher
feedback**

Planning

**Capturing interest
Learning targets
Success criteria
Excellence**

**A learning culture
self-belief
meta-cognition**

The evidence base for formative assessment

- Fuchs & Fuchs (1986)
- Natriello (1987)
- Crooks (1988)
- Bangert-Drowns, et al. (1991)
- Dempster (1991, 1992)
- Elshout-Mohr (1994)
- Kluger & DeNisi (1996)
- Black & Wiliam (1998)
- Nyquist (2003)
- Brookhart (2004)
- Allal & Lopez (2005)
- Köller (2005)
- Brookhart (2007)
- Wiliam (2007)
- Hattie & Timperley (2007)
- Shute (2008)
- Kingston & Nash (2011, 2015)

Unpacking formative assessment

	Where the learner is going	Where the learner is now	How to close the gap
Teacher	Clarifying sharing and understanding learning intentions	Engage effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activate students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Unpacking formative assessment

	Where the learner is going	Where the learner is now	How to close the gap
Teacher	<p>Using evidence of achievement to adapt what happens in classrooms to meet learner needs</p>		
Peer			
Learner			

Assessment for Learning

What skills would a classroom teacher need to have to effectively engineer a classroom focused on assessment for learning?

Effective learning environments

A prevalent, mistaken, view

- Teachers create learning
- The teacher's job is to do the learning for the learner

A not so prevalent, not quite so mistaken, but equally dangerous view

- Only learners can create learning
- The teacher's job is to "facilitate" learning

A difficult to negotiate, middle path

- **Teaching as the engineering of effective learning environments**

Key features:

- **Create student engagement (pedagogies of engagement)**
- **Well-regulated (pedagogies of contingency)**
- **Develop disciplinary habits of mind (pedagogies of formation)**

An educational positioning system

A good teacher:

- Establishes where the students are in their learning
- Identifies the learning destination
- Carefully plans a route
- Begins the learning journey
- Makes regular checks on progress along the way
- Makes adjustments to the course as conditions dictate based on data

A simple choice

- Keep searching for new ideas about what might and might not work, or
- Focus on making sure that what we already know will help students learn more is being done in our classrooms

Principle #1

All learners need self-belief and the ability to reflect on how they learn for that learning to be successful.

The test of successful education is not the amount of knowledge that pupils take away from school, but their appetite to know and their capacity to learn.

Sir Richard Livingstone, 1941

Motivation is the most important factor in determining whether you succeed in the long run – not only the desire to achieve, but also the love of learning, the love of challenge and the ability to thrive on obstacles.

Carol Dweck, 2005

TODAY is . . .



A GREAT DAY TO BE WRONG!!!!!!!

What do you think?

Handout 1: Thinking about my thinking...



- There are 9 statements.
- Read each one and indicate if you agree or disagree
- Using the markers take your data and add it to our group data chart.

Laying the Foundations for Learning

1. How can I apply what I am learning to improve my classroom culture?

- Growth mindset
- Praise language
- Learning Powers

2. If I don't use effective strategies for talk in my classroom then what?

- Talk partners
- Popsicle sticks
- Elbow partners
- Stand up, hands up, pair up- Give one, get one
- Clock partners



Growth mindset and learning culture

- What do I know about the link between growth mindset and learning culture?
- Why is growth mindset important to me to know about? How does it relate to my students and to my job as a teacher? Why am I hear today?
- What do I hope to learn?

This time, on your continuum arrow, arrange these individuals from **least** clever to **most** clever.



- J. K. Rowling
- Albert Einstein
- Taylor Swift
- LeBron James
- Donald Trump
- Walt Disney



Video Clip: Example in Action



Jen Bullard

Dunholme St. Chad C.E. Primary School

Lincoln

Discussing 'intelligence'



Fixed Mindset	Growth Mindset
 <p data-bbox="555 395 855 504">Intelligence is static.</p> <p data-bbox="580 592 831 700">I must look clever!</p>	<p data-bbox="1115 395 1415 504">Intelligence is Expandable.</p>  <p data-bbox="1115 592 1435 700">I want to learn more!</p>
Avoids challenges	Embraces challenges
Gives up easily	Persists in the face of setbacks
Sees effort as pointless	Sees effort as the way
Ignores useful criticism	Learns from criticism
Likely to plateau early and achieve less than full potential	Reaches ever higher levels of achievement.

Carol Dweck

Fixed verses Growth Sort

Using the t-chart sort the statements as growth or fixed.

See handout pages 2-3

Task: First Lessons on the School Year: Your Brain Can Grow

Read pages 7-8 in your handout online

Note ideas that are new to you.

- “A few modern philosophers...assert that an individual’s intelligence is a fixed quantity, a quantity which cannot be increased. We must protest and react against this brutal pessimism...With practice, training, and above all, method, we manage to increase our attention, our memory, our judgment and literally to become more intelligent than we were before.”

- Alfred Binet, inventor of the IQ test

A Growth Mindset

Establishes current mindsets

Introduce fixed and growth mindsets and related facts (see handouts)

Live and breathe a growth mindset....

Praise Language

Messages children hear

“You learned that so quickly!
You’re so clever!”

Child hears...

“If I don’t learn something quickly,
I’m not clever!”

Research

Praising students' intelligence gives them a short burst of pride, followed by a long string of negative consequences.

See page 10 of the handout: The Effects of Praise (first paragraph)

Task:

Read the section titled Proper Praise

Handout page 23

Praise achievement (**process and effort**) not ability

Our language tells children what we believe and what we value

Well done – you're learning to...

Good – it's making you think – that's how your brain is growing!

Every time you practice, you're making connections in your brain stronger

You're good at things you like because you work at them.

Praise achievement (process and effort) not ability

Our language tells children what we believe and what we value

Let's look at what you've achieved.

If you could already do it, you wouldn't be learning anything.

Your skills have really improved.

You can use this mistake. Think about why it didn't work and learn from it.

Encouragement and Feedback that encourages learning to move forward

1. Skims the pages in the handout.

Handout page 5 and 14-15

Teacher-Student Relationship

All about what your students think you think of them.

Strategy: Watch a class for a ½ hour

Observe and record-

Body Language Tone of Voice Words Used



TIME

INPUT

PRACTICE

EFFORT

‘I can’t do it...yet!’

I don't know...YET!

Idea: Create banner and place above white board.

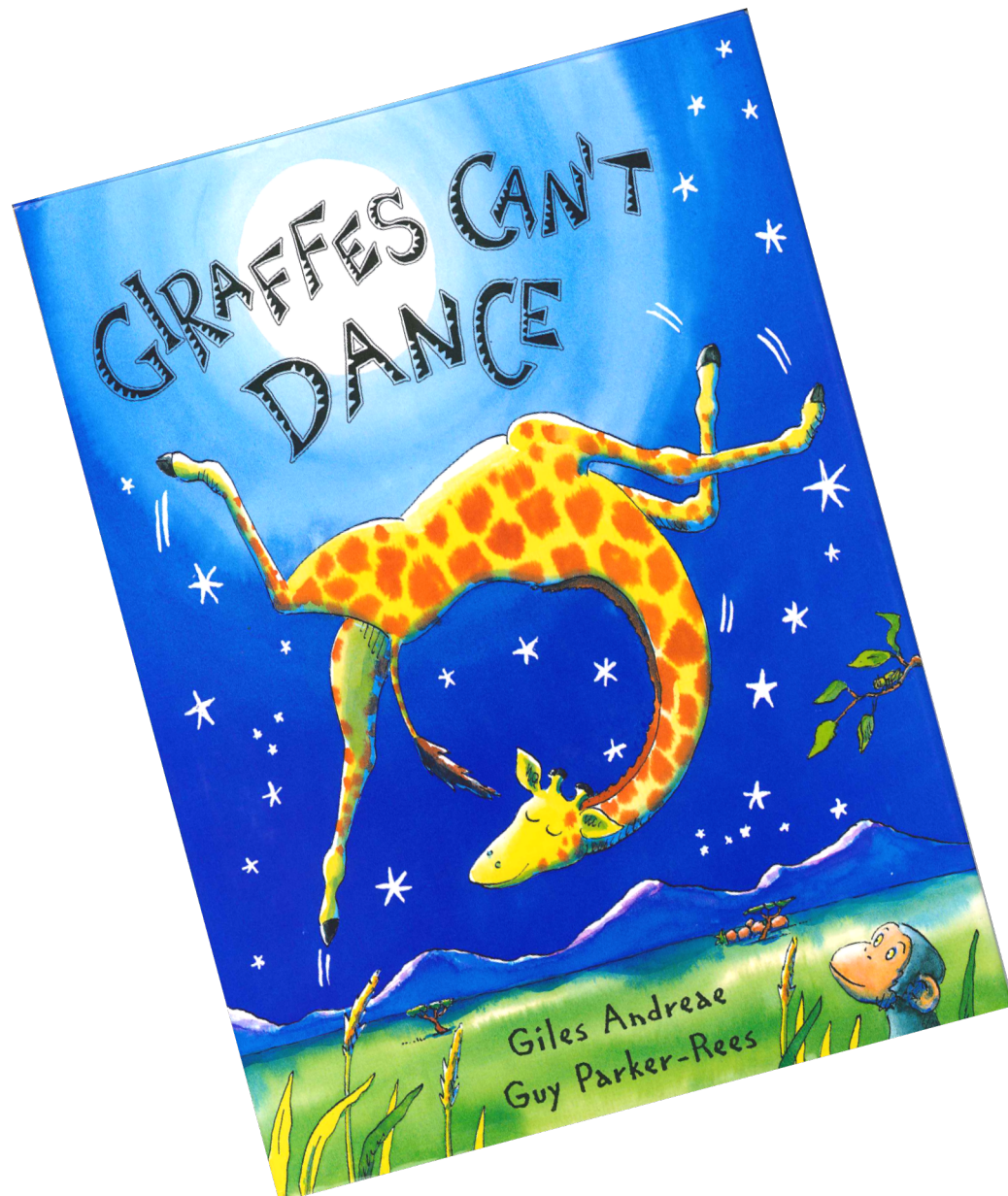
A growth mindset classroom needs:

- ❖ No comparative rewards
- ❖ Praise focused on achievement & effort
- ❖ Mixed ability so we learn from each other
- ❖ Teachers who like me (Teacher-student relationship)
- ❖ To know I can 'grow' my brain

Mindset



- Go back to your 9 statements where you indicated if you agreed or disagreed. Page 1 of your handout.
- Would you change any of your responses based on what you have learned so far.
- What about your fixed and growth mindset sort?



How do you think Gerald felt?

What should Gerald do?

Gerald can't dance.
How does he feel?

Sad

Unhappy

Shocked

Feed-up

Worried

Lonely

left out

Cross

Angry

Jealous

embarrassed

Video Clip: Example in Action

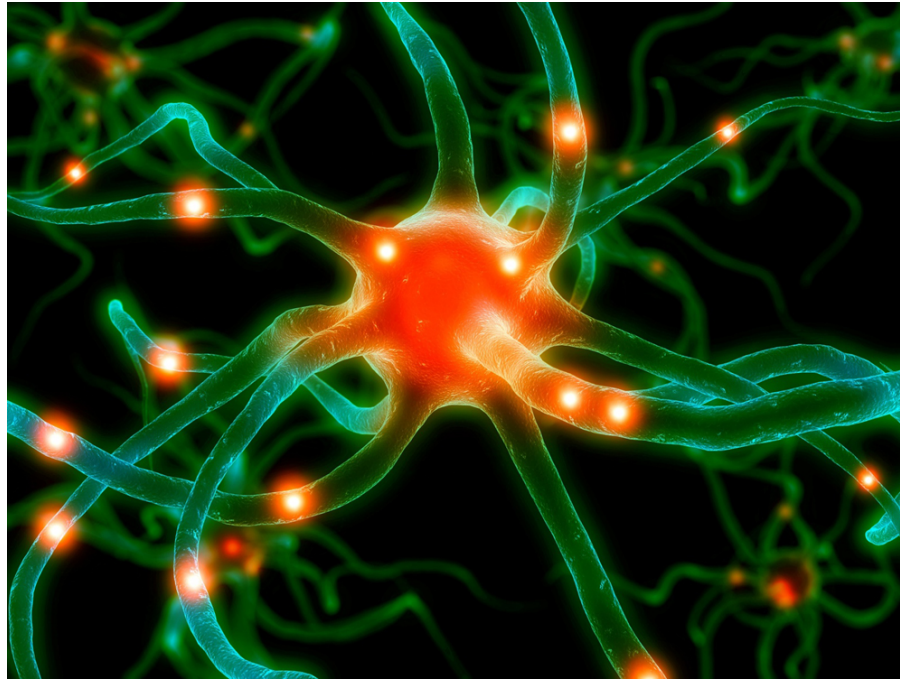
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Dunholme St. Chad C.E. Primary School

Lincoln

Growth Mindset

Are your neurons firing?



I am using my
perseverance muscle

Example of what to do when I get stuck.



Learners need to gain insight into how to Grow your own brain

Can't do	You can! What helped you?
Cook	Adult support
Make tea	Helpful brother
Handstands	Practice; watched experts
Story writing	Reading books & practice
Trampolining	Helpful friends & practice
Read	Practice starting with easy books
Run	Watching experts
Times tables	Practice
magic	Helpful friend
School life	Teacher support and other student support
Handwriting	My teacher & practice
Art	Copying artists

The REAL Truth about ‘smart’ and ‘dumb’”

If a baby can't talk...what is the response for why not?

But some people will call a person dumb if they can't solve a math problem or spell a word right, or read fast---even though all things are learned with practice.

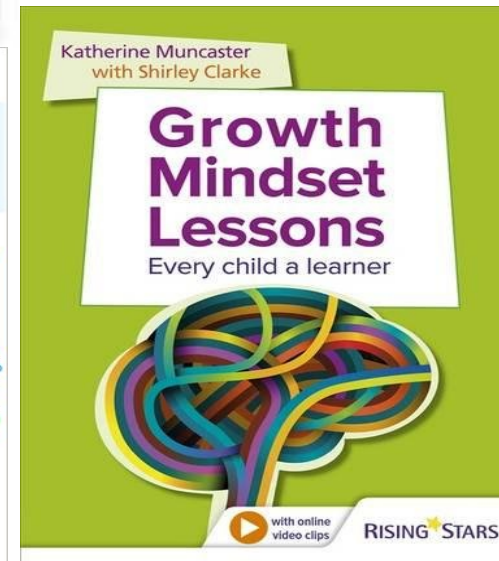
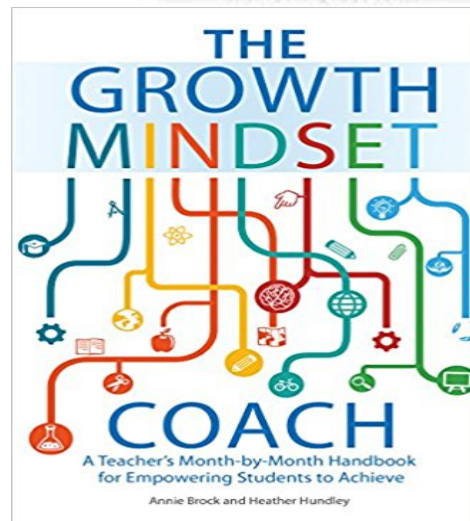
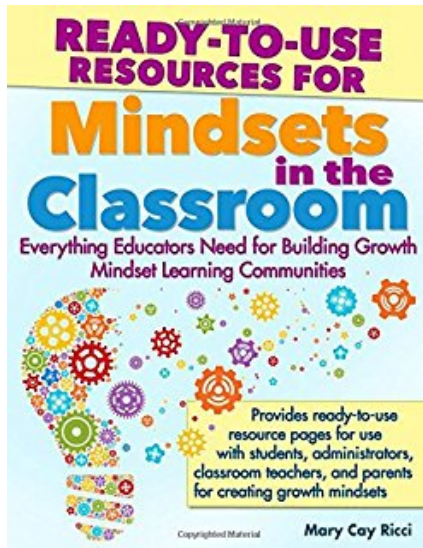
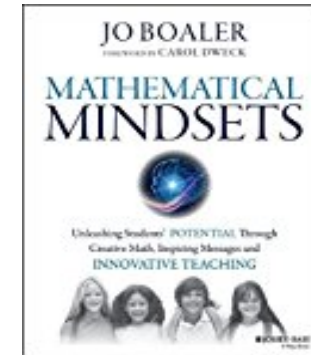
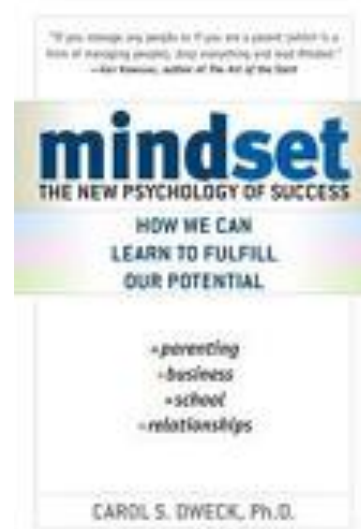
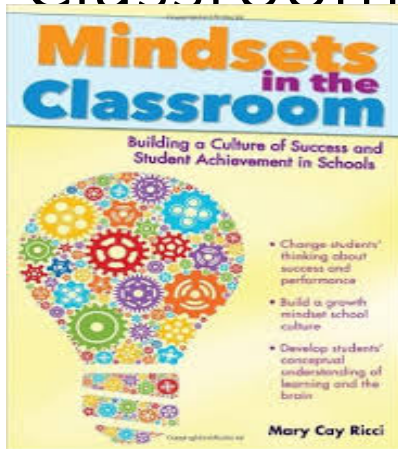
All learners need to have empathy for the fact that learning takes practice if you are to get really good at something and not all learning happens at the same time for everyone.

Fruyer Model as a key vocabulary strategy

Growth mindset

Handout page 16

Mindsets in the Classroom



Laying the Foundations our focus for today

1. How can I apply what I am learning to improve my classroom culture?

- Growth mindset
- Learning Powers
- Praise language

2. If I don't use effective strategies for talk in my classroom then what?

- Talk partners



Learning Powers and learning culture

- What do I know about the link between learning powers and learning culture?
- Why are learning powers important to me to know about? How does it relate to my students and to my job as a teacher? Why am I hear today?
- What do I hope to learn?

Learning Powers

We need to work with students on what the learning powers actually look and feel like so it doesn't just remain an abstract concept for them.

Breaking down the learning

Costa's 'Habits of Mind'

Claxton's 'Learning Muscles'

Quigley's 'Secrets of Success'

"One of the core functions of twenty-first century education is learning to learn in preparation for a lifetime of change."

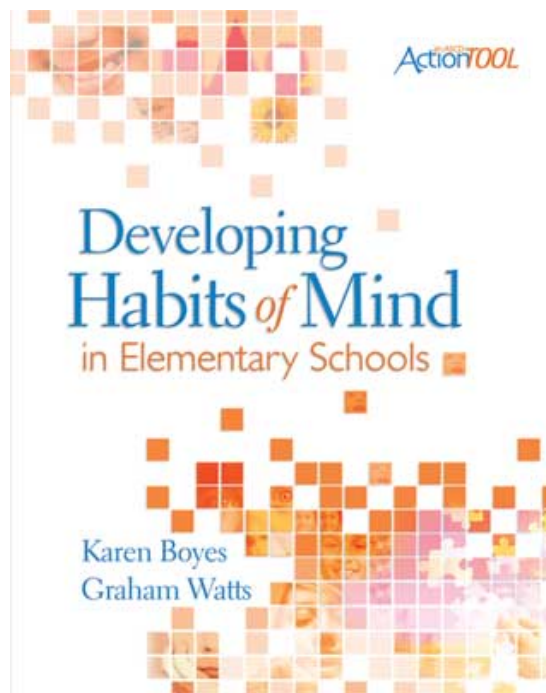
David Miliband 2003

Habits of Mind

(dispositions which lead to learning)

- Persisting
- Listening with Understanding and Empathy
- Thinking about Thinking
- Questioning and Posing Problems
- Thinking and Communicating with Clarity and Precision
- Creating, Imagining, and Innovating
- Taking Responsible Risks
- Thinking Interdependently
- Managing Impulsivity
- Thinking Flexibly
- Striving for Accuracy and Precision
- Applying Past Knowledge to New Situations
- Gathering Data Through All Senses
- Responding to Wonderment and Awe
- Finding Humor
- Learning Continuously

Resources



Claxton's learning powers

❖ Resilience

❖ Resourcefulness

❖ Reflections

❖ Reciprocity

The Four Rs of Learning Power

Resilience

Absorption
Managing distractions
Noticing
Perseverance

Resourcefulness

Questioning
Making links
Imagining
Reasoning
Capitalizing

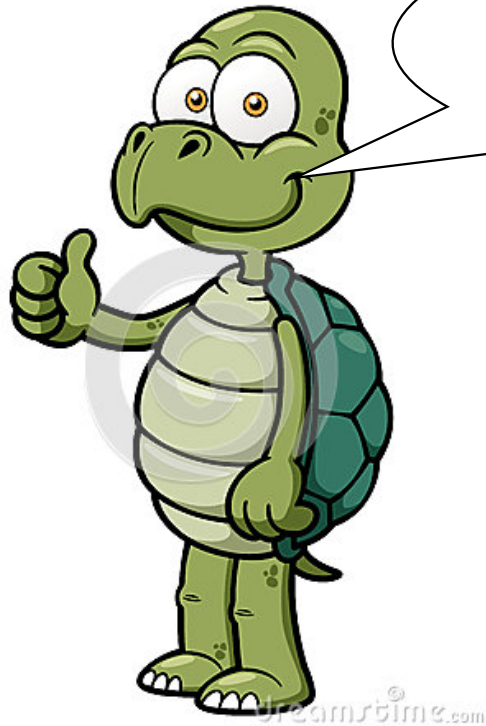
Reflectiveness

Planning
Revising
Distilling
Meta-learning

Reciprocity

Interdependence
Collaboration
Empathy and Listening
Imitation

Resilience



Hello, I'm Tough Tortoise. I don't give up and I like to be challenged!

I get absorbed in my learning.

I don't give up when my learning is hard.

I concentrate really well and I notice everything.

Tough Tortoise is a sticker.

Successful Learning Muscles

Concentrate!	Don't give up!
Be Cooperative	Be Curious!
Have a go!	Use your Imagination!
Keep Improving	Enjoy learning!

Successful Learning...Learning Muscles **(see handout)**

Concentrate	Manage Distractions Get lost in the task Do one thing at a time Break things down Plan and think it through Draw diagrams, jot down thoughts or things which help you think
Don't give up	Work hard Practice lots Keep going Try new strategies Ask for help Start again Take a brain break

Successful Learning...

Be Cooperative	<ul style="list-style-type: none">Listen to othersSay when you don't understandBe kind when you disagreeExplain things to help othersBe tolerant
Be Curious	<ul style="list-style-type: none">Ask questionsNotice thingsLook for patterns and connectionsThink of possible reasonsResearchAsk "What if..."
Have a go	<ul style="list-style-type: none">Have a growth mindsetDon't worry if it goes wrongLearn from mistakesBe excited to try new things

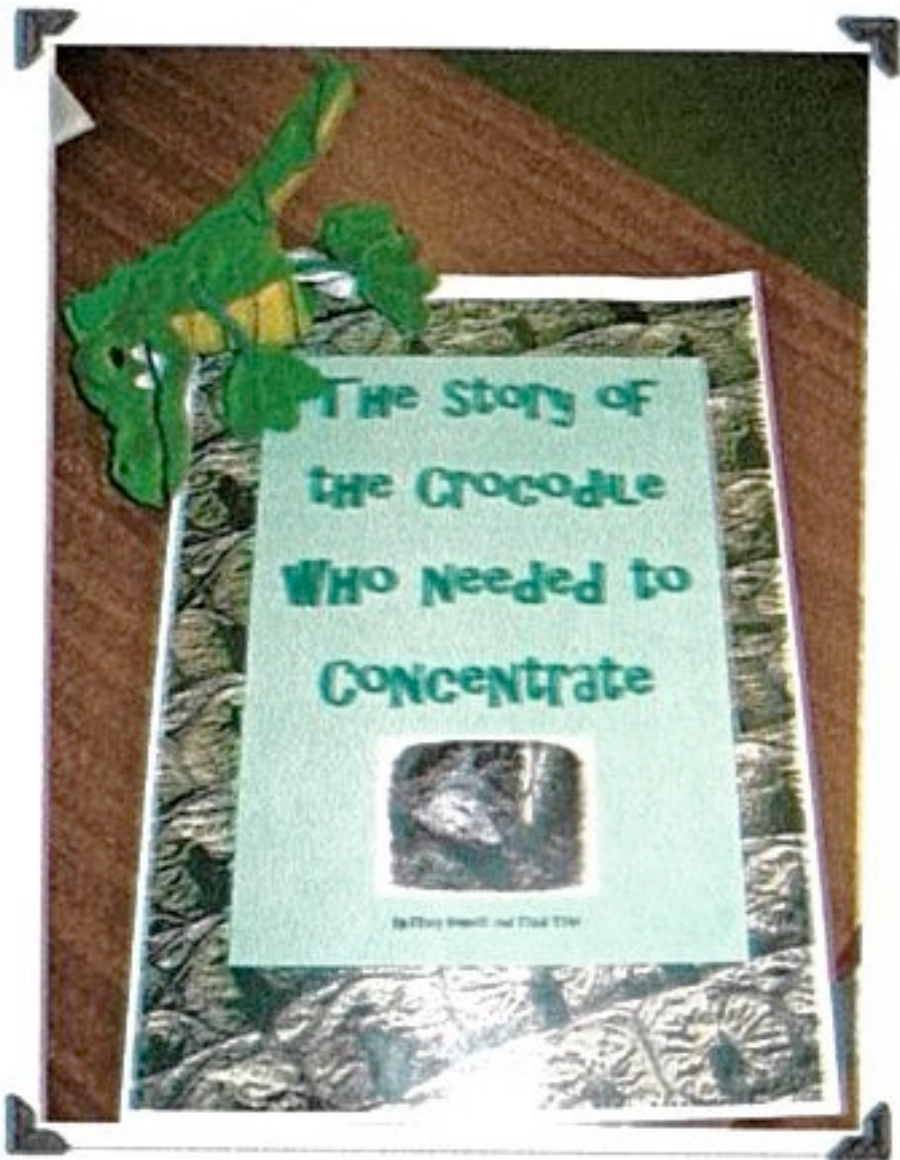
Successful Learning...

Use your imagination	Be creative Let your imagination go Think up new ideas and questions
Keep improving	Keep reviewing your work Identify your best bits Improve one thing first Don't compare yourself to others, only yourself! Take small steps
Enjoy learning	Feel proud of your achievements Feel your neurons connecting! Imagine your intelligence growing by the minute! Use what you have learnt in real life Know you can do it if you have input and you practice

Have a go: Hamed the Hedgehog (see handout)



One lunchtime, Hamed the hedgehog was talking to his friends who all played musical instruments. Hamed felt very envious because he wanted to play an instrument too. He borrowed a violin, but it only sounded squeaky when he tried to play, making Hamed feel very sad. He tried playing the flute, but no sounds came out at all! This made Hamed feel very upset and he went to sit in he corner... 'How many times have you played with a football?' 'Every day since I was really little,' replied Hamed. He began to realize that you only get really good at something if you practice it lots of times. He ran home and asked his mother if he could start having trumpet lessons!



The Story of
the Crocodile
Who Needed to
Concentrate



By Terry Pratchett and David Thiel

Split Screen Lessons: Purpose make it transparent to the learner what the intended learning is.

Learning Targets

We are learning to...

- Arrange objects into at least three groups and justify why the objects were placed in each group.

(Lesson level learning targets are shared at the appropriate time during the learning but before the end of class. A target or target(s) may be the focus of instruction for few days or more... until sufficient practice opportunities have been provided that allow you to gather formative data about who is getting it and who is not and tailor instruction to close the gap. Students should also be able to self assess or have access to data and information to show what they are getting and what they are still practicing. Some learning targets need success criteria to make sense to students if not they remain fuzzy. Example: I am learning to summarize. This target is student friendly but we need to come up with the attributes that are needed for a high quality summary. This can be done in partnership with the students. Ex. Students read good summaries and not so good summaries and create the success criteria for what makes a good summary.)

Learning Powers

We will use these Learning Powers...

- Like Doris,
- Imagine what it will look like
- Use lots of different resources

- Like Krishna,
- Make plans
- Change plans
- Talk about ideas with others

Hearing Growth Mindset in Action: Captain Sully

- While watching the video, consider the following questions and write your responses on paper:
 - Provide examples of how Captain Sully used the Learning Powers and Growth Mindset.
 - What implications do the learning powers and Growth Mindset have on education?
 - <http://www.youtube.com/watch?v=rZ5HnyEQg7M>

Reflecting on learning (Metacognition): Ask your students....

How did you do that?

How else could you have done that?

What was hard about doing that?

What could you do when you were stuck on that?

How could you help someone else do that?

What would have made that easier for you?

How could I have taught that better?

How could you make that harder for yourself?

Transferring learning skills

Ask students...

Where else could you use that?

What else might that be good for?

What learning muscles do you use in your _____ football training/gymnastics, etc. that might be helpful here?

Can you imagine yourself using that at home?

How do you think the wolf/J.K. Rowling/Wayne Rooney might use that learning muscle?

LEARNING CULTURE

Growth Mindset
Embrace challenge
Persist when faced with
difficulties
Strive to learn from
failure. Start learning again
often

We grow our
creativity by making
new connections

Our Brain is a
muscle that
needs exercise

Successful Learning

Don't give up
Remember
Persistence
Try your best
Don't give up
Don't give up
Don't give up

Be curious
Ask questions
Be curious
Be curious
Be curious
Be curious
Be curious
Be curious

Have a go
Don't worry if it's
wrong
Have a go
Have a go
Have a go
Have a go
Have a go
Have a go

Co-operate
Work with others
Share ideas
Listen to others
Help others
Work together
Work together
Work together

Enjoy learning
Learn for fun
Learn for fun
Learn for fun
Learn for fun
Learn for fun
Learn for fun
Learn for fun

Keep improving
Keep learning
Keep learning
Keep learning
Keep learning
Keep learning
Keep learning
Keep learning

Use your imagination
Use your imagination
Use your imagination
Use your imagination
Use your imagination
Use your imagination
Use your imagination
Use your imagination

Concentrate
Focus on the task
Focus on the task
Focus on the task
Focus on the task
Focus on the task
Focus on the task
Focus on the task

We learn by
practising and
applying skills

I like learning
new things and
learn from my
mistakes

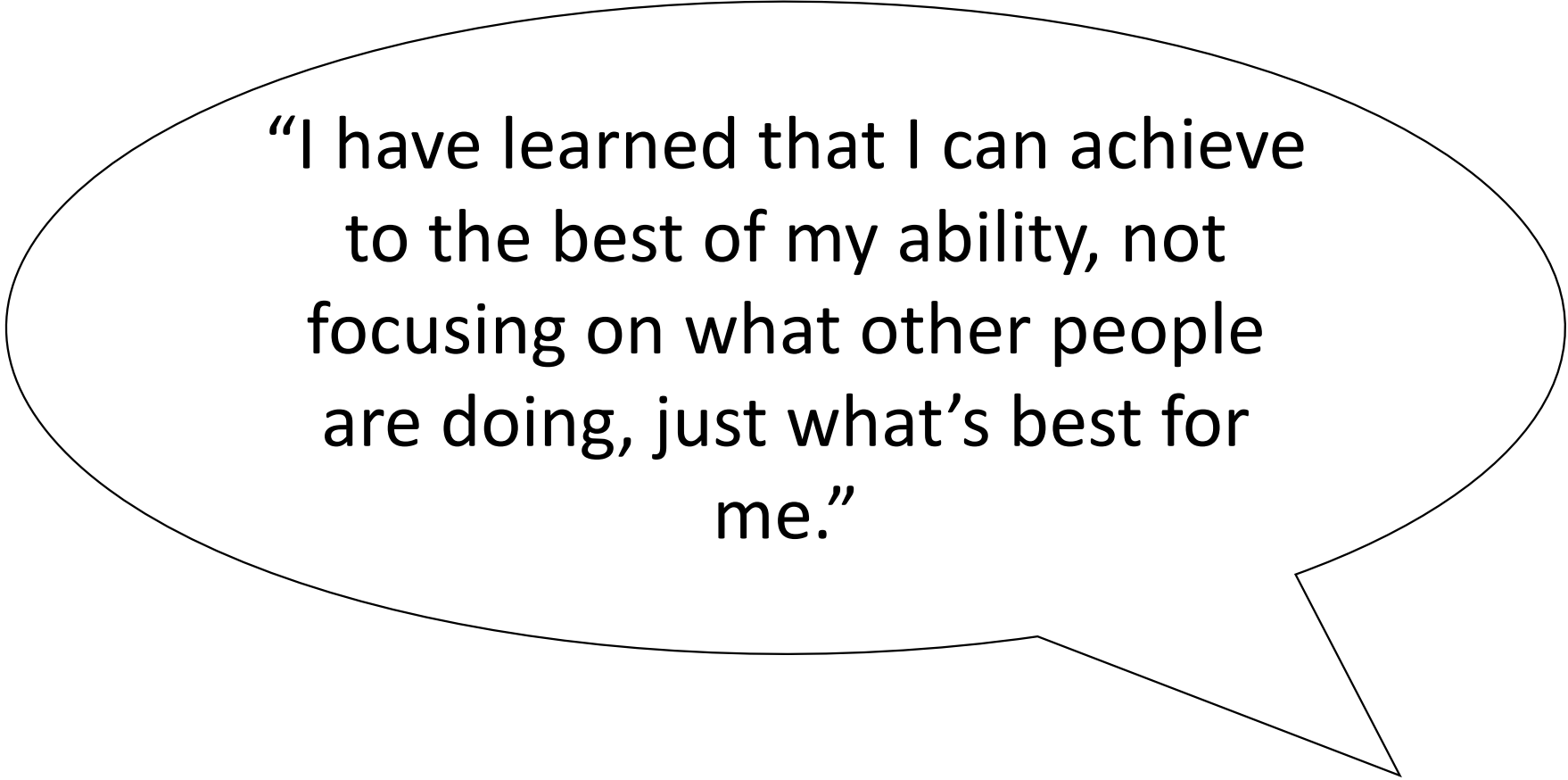
Benon

My name is Manah
By Manah

11th April

I think the Brain has grown a lot
since September, because I've cracked
my times tables!

★ Manah



“I have learned that I can achieve to the best of my ability, not focusing on what other people are doing, just what’s best for me.”

Giorgia, Y6



- “I know most of you can’t spell your name. You don’t know the alphabet, you don’t know how to read, you don’t know homonyms or how to syllabicate. I promise you that you will. None of you has ever failed. School may have failed you. Well, goodbye to failure, children. Welcome to success. You will read books in here and understand what you read. You will write everyday...But you must help me to help you. If you don’t give anything, don’t expect anything. Success is not coming to you, you must come to it.”
 - Marva Collins

Reflection

1. What did I hear today?
2. How did this relate to what I thought about growth mindset before today? What was confirmatory? What was surprising?
3. Learning is about a change in the way I think. What did I learn today about growth mindset?
4. What will I do next based on what I learned today?

Clock Partner to debrief on growth mindset

Laying the Foundations our focus for today

1. How can I apply what I am learning to improve my classroom culture?

- Growth mindset
- Praise language
- Learning Powers

2. If I don't use effective strategies for talk in my classroom then what?

- Talk partners
- Popsicle sticks
- Numbers on back of chairs
- Random top hat generator
- No hands up unless you have a question.
- I don't know yet...



Talk and learning culture

- What do I know about the link between talk and learning culture?
- Why is talk important to me to know about? How does it relate to my students and to my job as a teacher? Why am I hear today?
- What do I hope to learn?

Learning Target

I am learning to identify the elements necessary for effective learning.

We are learning to explain and describe effective talk in the classroom and implications for student learning.

What kind of talk moves or strategies do you currently use in your classroom. Share with your talk partner.

Talk

Classroom practice of accountable talk in which every student is accountable for his or her thinking.

Research: Why Talk Matters . . .

- ❑ Classroom Discussion is ranked 7th in John Hattie's list of influences on learning, with an effect size of 0.82.
- ❑ Talk partners allow not only time to think after a question is asked, but a chance to articulate their thinking. – *Shirley Clarke, Outstanding Formative Assessment*

<http://pimser.eku.edu/>



Laying the Foundations

- The learning culture

- **Talk partners**

The route to mixed ability

Classroom discussion: Effect size 0.82

Hattie, J. 2009

'We need to be activating learners as instructional resources for one another.'

William, D. 2011



Elements of Productive Talk

- A belief students can do it
- Well-established ground rules
- Clear academic purpose
- Deep understanding of the academic content
- A framing question and follow-up questions
- An appropriate talk format
- A set of strategic “talk moves”

- *from Talk Science Primer by Sarah Michaels & Cathy O'Connor*



Talk Moves: Teach your students to use these moves as well so they learn to ask better question.

“Can you say more about that?”

“So, let me see if I’ve got what you’re saying. Are you saying . . . ?”

“Why do you think that?”

“What’s your evidence?”



I don't know...YET!

Idea: Create banner and place above white board.

Talk Partners

- Random- right in front of the students
- Students create success Criteria in partnership with the teacher: What makes a good talk partner. Post in room for reference.
- Changed usually at the end of each week
- Self and peer assessment against the success criteria.

Note: If a student can't work effectively as a talk partner after you have reminded them of the success criteria then they become your talk partner.

WHY

- People at any age need to pause and process what they are learning.
- They need to think about the concepts,
jot their thoughts down,
compare understandings with peers,
and ask questions.

Learning is a Social Experience

What do you need to do to learn new concepts?

**No hands up
unless you
have a
question!**

High Cost of Disengagement

Train teachers to call only on students who raise their hands and to build on correct responses to maintain a brisk classroom pace. This would enhance the self-confidence of already proficient students and minimize class participation and engagement among those who enter with lower proficiency.

- Kim Marshall, “A How-to Plan for Widening the Gap”

Our talking tree rules.



1. Look at your partner

2. Listen carefully

3. Do not interrupt

4. Do not fiddle

By Sumayah



Face your talk partner

Talk about the work

Help to explain things

Take it in turns to speak

Share ideas

Listen to each other

Look at each other

**Talk/Learning Partner
success criteria**

How to be a great partner!

- 1) No moaning or sulking!
- 2) Sit close together and face each other
- 3) Speak clearly, don't cover your mouth
- 4) Look at your partner when they speak
- 5) Speak slowly
- 6) Let both people have a turn
- 7) Ask questions
- 8) Think about the question
- 9) Don't laugh at any answers
- 10) Remember getting things wrong can help us learn

Our Learning Partners Success Criteria

I am beginning to take it in turns with my partner and not interrupt them.

I am beginning to leave other learning partners alone.

I am beginning to listen to my partners advice and use it in my learning.

I am beginning to take a shared responsibility for our learning.

I am beginning to help my partner by offering suggestions.

I am beginning to share my ideas with my partner

I am beginning to look at my partner when they are talking to me.

I am beginning to understand that my partner might not agree with me.

Video Clip: Example in Action

Introduction by Shirley Clarke

Helen 5 yr olds: Literacy analyzing text

Alice 6 yr olds: evaluation of talk partners and end of week change of partners

Natasha 10 yr olds: changing partners and use of snowballing technique

Jen and Katie talk about the impact of talk partners

To Matthew


Thanks for being a great talk partner!

I really enjoyed learning with you because ...

You made me more happy
to share my ideas to
the class!!



from William.



Did your learning partner share their ideas clearly? When?

Was your learning partner a good listener? When?

Tell your partner what they need to work on for next week.

Tell your learning partner a time when they helped you this week.

Tell your learning partner what you learned about/from this week.

Tell your learning partner how you have felt working with them this week. Explain why.

W
and

On your own, you will know
(how to do it).

Is
gs

s
for

I like working with talk-partners
because if you don't understand
something, they can explain it to
you. So, when you get 'lolly-sticked',
you will have something to say.

e
s

ers because

Everybody has their s

the opport

tion

I like lolly-sticks and it's all about luck really. If we got to choose, I wouldn't choose a girl and I would be with the same talk-partner all of the time. I like it because you make new friends even if it *is* a girl!

Y5 boy

“Two talk partners were working on 5x questions that they had generated. One boy noticed that his partner had made some mistakes so pointed out that he thought she might have missed one of the success criteria. He then talked her through the process, which enabled her to complete the task and he also noticed a mistake of his own during the process.”

Teacher of 6-year-olds

“We took on talk partner as a project with 9 pupils, 4 of which were verbal. Non-verbal and verbal were paired together. Staff were cynical but we persuaded them that it would be a long process and talk partners now happen every day. Initially, staff were doing most of the talking, but students now have more confidence to talk.

Some students who have never spoken have initiated talk and participated in conversation for the very first time.”

Two teachers in a Special School

A simple choice

Keep searching for new ideas about what might and might not work, or

Focus on making sure that we are using what we already know help students learn more and that this is being done in our classrooms.

Tools and Strategies for Cognitive Engagement

<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none">• Practices and Strategies to support learning.• Know for what purpose you will use the strategy.	<p style="text-align: center;">Habits of Mind</p> <ul style="list-style-type: none">• Have a go!• Exhibit positive interdependence and individual accountability
<p style="text-align: center;">Understanding</p> <ul style="list-style-type: none">• Improving practice takes “know-how”—both knowledge of what works and practical strategies to implement the knowledge	<p style="text-align: center;">Skills/Be Able To Do</p> <ul style="list-style-type: none">• How to use strategies to support student learning.• Practice strategies so we experience as a learner and get to think about how they will apply to my classroom or school.