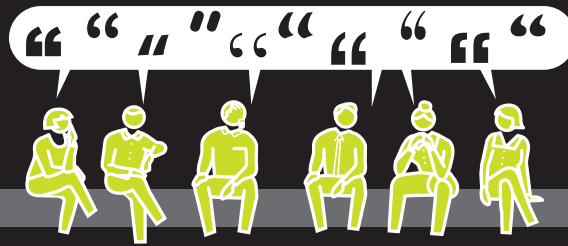




Tom Sherrington

Clusters stimulate discussion around both the *why* and *how* of teaching. They help reveal teachers' reasoning behind their practice.



## TOM SAYS

*It's sometimes hard to separate the techniques.*

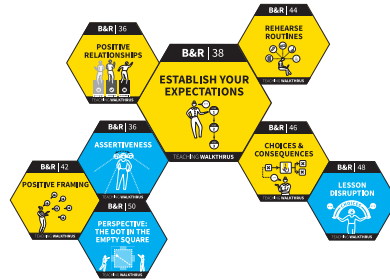
*Clusters reflect the flow of a real lesson.*

*Don't assume there is a common understanding of a technique. Continually return to the source — the WalkThru book.*

*Or, click the hexagon icon to take you to that particular WalkThru homepage — where you can see the slide deck and an introductory video.*

*Instead of agonising over which WalkThru to select, zoom out to get a larger perspective. Think about and create a cluster.*

## BEHAVIOUR CLUSTER

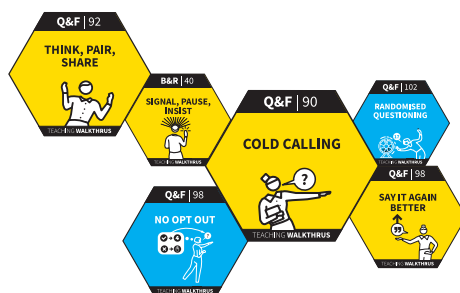


**Establish Your Expectations** | The core of this cluster overlaps with, and depends upon, other WalkThrus. Success is aided by the teacher's ability to stand, speak and move with sufficient **Assertiveness**.

To ensure this strikes the right tone, attention should be paid to the classroom atmosphere created by a focus on **Positive Relationships**. And in order to avoid negative emotional responses to challenging situations, **Perspective: The Dot In The Empty Square**, helps self regulation, along with the closely related **Positive Framing**.

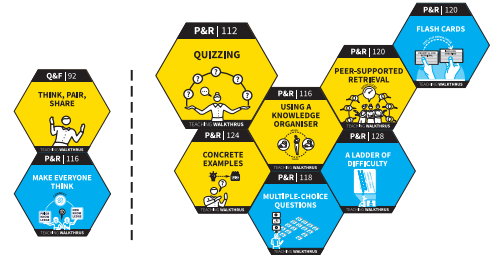
One sure way to avoid difficult situations is to **Rehearse Routines** where norms and processes are established. But when breakdowns do happen, **Choices & Consequences**, with **Lesson Disruption** offer solutions for better student choices.

## QUESTIONING CLUSTER



**Cold Calling** | Much more than a simple rapid-fire of questions, this technique has cognitive participation as its central aim. **Randomised Questioning** is a related WalkThru that acts as measure to counter

## RETRIEVAL CLUSTER



**Quizzing** | For this key retrieval strategy to be optimal, it is reliant on, and augmented by, a number of other WalkThrus to ensure all students are involved and thinking. A preparatory mini-cluster of **Think, Pair, Share** and **Make Everyone Think**, sets the tone for this to happen.

**Using A Knowledge Organiser** should not be used as only a post-teaching test. When it is part of the learning process, students learn how to use a KO for self and **Peer-Supported Retrieval**. Asking for **Concrete Examples** demands deeper understanding from students than retrieval alone.

Additional variation in quizzing comes with **Multiple-Choice Questions**, **A Ladder Of Difficulty** and **Flash Cards**. In the latter, beware of wasted time and errors in student-created flash cards.

any possible bias in avoiding particular students.

**Think, Pair, Share** helps students prepare to respond fruitfully to the questions. **Signal, Pause, Insist** gives teachers a behavioural strategy to avoid any student reluctance, while **No Opt Out** establishes classroom norms of participation, addressing student shyness in a friendly but insistent manner.

Lastly, but very importantly, **Say It Again Better** supports students to move beyond short, shallow answers. This developmental approach helps students *step up*.