Tom Sherrington

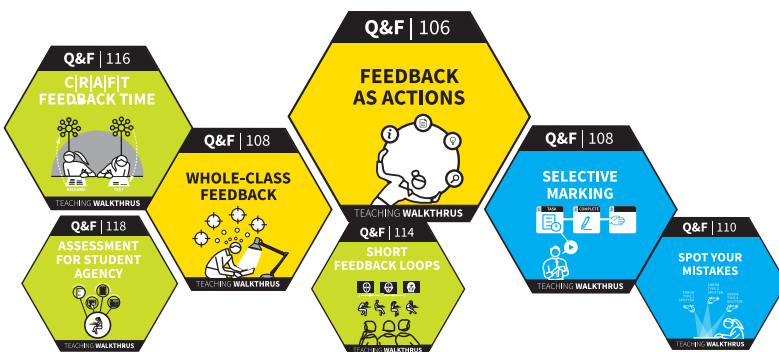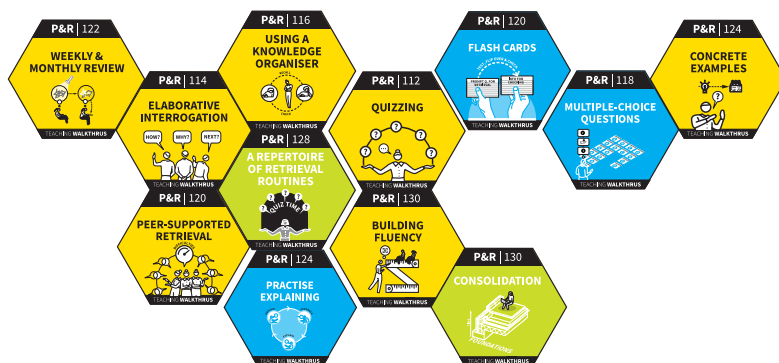Clusters **make thinking about teaching visible and collaborative on a shared sketchpad**

A CLASS DISCUSSION CLUSTER

You wouldn't necessarily introduce clusters of this complexity to teachers. But leaders would want to know the thinking behind the links. On the left, for example, we see the goals that lead to Class Discussion being so important. And on the right, we see the supporting strategies that enable higher quality and fuller participation in the discussion. If you trace a line from the centre to the border, you can fill in the logic of why the outer WalkThrus support the success of the one on their left.

- P&R | 116 — MAKE EVERYONE THINK
- Q&F | 108 — CLASS DISCUSSION
- Q&F | 96 — CHECK FOR UNDERSTANDING
- Q&F | 92 — THINK, PAIR, SHARE
- Q&F | 104 — COLD CALL VARIATIONS
- Q&F | 112 — SCAFFOLD VERBAL RESPONSES
- Q&F | 106 — STRATEGIES TO CHECK FOR UNDERSTANDING
- Q&F | 90 — COLD CALLING
- Q&F | 98 — NO OPT OUT
- Q&F | 98 — SAY IT AGAIN BETTER
- Q&F | 100 — PROBING QUESTIONS
- Q&F | 102 — PROCESS QUESTIONS
- Q&F | 100 — HANDS UP FOR ASKING QUESTIONS OR IDEAS

A FEEDBACK CLUSTER

The type of focus here is obvious: Feedback As Actions. Its size heralds its central role. On its left, we see the contexts which drive the purpose for an action-oriented approach to feedback. Whole-Class Feedback, for example, identifies patterns of misconceptions or errors in a class whose corrections lay in students taking action — practising the correct procedures. Alongside this logic, there may well be a need for some Short Feedback Loops wherein a teacher intervenes by modellling and monitoring the consolidation of the learning.

- Q&F | 116 — C|R|A|F|T FEEDBACK TIME
- Q&F | 106 — FEEDBACK AS ACTIONS
- Q&F | 108 — WHOLE-CLASS FEEDBACK
- Q&F | 108 — SELECTIVE MARKING
- Q&F | 118 — ASSESSMENT FOR STUDENT AGENCY
- Q&F | 114 — SHORT FEEDBACK LOOPS
- Q&F | 110 — SPOT YOUR MISTAKES

A RETRIEVAL PRACTICE CLUSTER

The A Repertoire of Retrieval Routines offers teachers the flexibility to adapt to the changing rates and directions of learning. Correspondingly, we see arrayed around the centre, the most closely related WalkThrus. Any series of linked strategies reveal their reasoning. Quizzing, for example, helps Building Fluency which, in turn, needs a later Consolidation.

- P&R | 122 — WEEKLY & MONTHLY REVIEW
- P&R | 116 — USING A KNOWLEDGE ORGANISER
- P&R | 120 — FLASH CARDS
- P&R | 124 — CONCRETE EXAMPLES
- P&R | 114 — ELABORATIVE INTERROGATION
- P&R | 112 — QUIZZING
- P&R | 118 — MULTIPLE-CHOICE QUESTIONS
- P&R | 128 — A REPERTOIRE OF RETRIEVAL ROUTINES
- P&R | 120 — PEER-SUPPORTED RETRIEVAL
- P&R | 130 — BUILDING FLUENCY
- P&R | 124 — PRACTISE EXPLAINING
- P&R | 130 — CONSOLIDATION

You may want to present part of such a cluster to your staff for them to make the link from one hexagon to its neighbour.