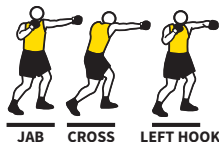


Oliver Caviglioli

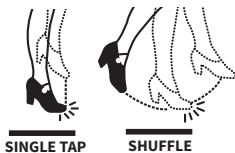
SIDE LINES

BOXERS



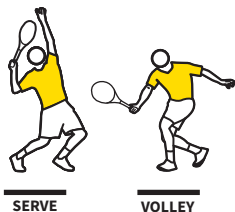
Very soon after learning a particular punch, boxers are taught to put two together into a combination, one followed immediately after the other. So their teachers have the end purpose in mind from the very start: fluent movement.

TAP DANCERS

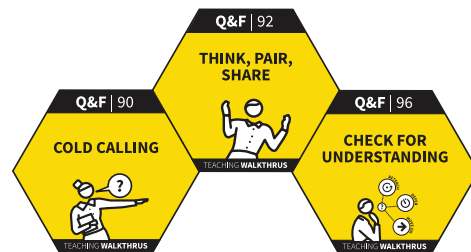
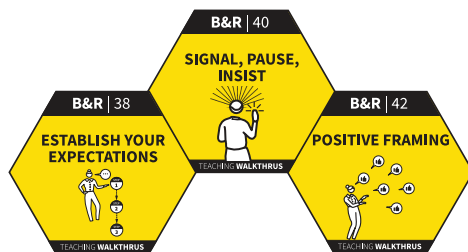


In tap dancing, combinations are called amalgamations. Again, as with boxing, dancers are soon taught to combine their newly-learned steps into sequences.

TENNIS PLAYERS



The serve and volley stroke combination is a classic. And one young players are taught early on. Gradually, players learn to change and vary their combinations for different tactical purposes. That requires a repertoire of different fusions of strokes.



RESEARCH'S UNINTENDED LEGACY

The adoption of an evidence-informed approach to teaching might well have had an unacknowledged and unintended consequence — an atomised approach to thinking about teaching techniques.

Rightly so, researchers operate within a scientific model of measuring single phenomena, managing that by isolating and discounting any variables. In this way, they are confident they are indeed measuring what they had intended to



measure. Their reports, quite naturally, contain the self-same single focus.

It's here that problems can arise. Teacher readers, without realising it, adopt this viewpoint of the individual technique. It's problematic as away from the laboratory — in the classroom — effective teaching requires the fluent sequencing of several methods, one after the other. Very rarely will a single technique suffice. The cluster approach is a practical remedy to this misconception.

THE WALKTHRU CLUSTER-BUILDER

Subscribers to the WalkThrus PD Pack, have access to the full multi-media Cluster Builder with both WalkThru volumes 1 and 2 included.

As we use a google site, all you have to do is copy the slides and from there, you can, on a blank slide, paste in whichever WalkThru hexagon to create your own

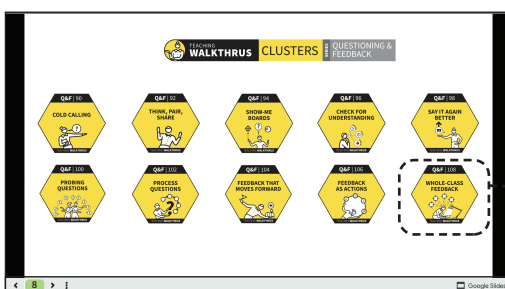
REASONING THE CLUSTER FORMATION

Selecting and sequencing the WalkThrus takes careful thought. Expressing the reasoning behind the decisions is a valuable activity as part of a coaching conversation. As support, we have introduced the If > Then > So that structure, here exemplified with the above Questioning cluster.

COLD CALLING | If you want every student to think about your questions, **then** use Cold Calling as a default **so that** every time you ask a question everyone thinks about the ideas onformulates a response.

THINK PAIR SHARE | If you want all students to explore their understanding **then** use Think Pair Share, **so that** they have a structured, focused discussion, helping them to think and rehearse verbal responses.

CHECK FOR UNDERSTANDING | If you want to gauge the extent of understanding in the class, **then** use Check for Understanding **so that** you gather a sample of responses to give you an idea of the range and depth of what students have understood.



clusters. You can mix up yellow (vol 1) and blue (vol 2) hexagons.

Each hexagon contains the multimedia links to the ADAPT sheets, questions, presentation slides and videos — all bespoke to each individual hexagon. They travel with the hexagon however and where ever you use them.

