



Tom Sherrington

Slide deck | Workbook | ADAPT sheet | Cluster Builder

with

Book | Kindle | Website | Laptop | Tablet | Phone

**TOM SAYS**

*The WalkThrus are how you deliver Rosenshine's Principles.*

*The details of the WalkThrus help you lift them off the page.*

*I always start with how people learn and what problems we face as teachers.*

*No one wants to hear they're not doing it well.*

*Show the Learning Model and ask teachers: what does it tell you about learning?*

*It's best to give teachers access to all the online resources as preparation for a meeting where we agree our priorities.*

**PREPARING FOR BEFORE & AFTER THE LAUNCH EVENT****BEFORE THE LAUNCH EVENT**

There might well be an anxiety of overwhelming staff with the full content of the WalkThrus online resources or the three volumes of books. But to not give them all full access is a mistake. Navigating the WalkThrus will ensure that initial conversations will be informed and lead to an authentic sense of ownership

**START THE EVENT WITH THEORY**

Far from being dry and abstract, the WalkThrus in the Why? section rapidly engage teachers in discussion about their own teaching.

Also, by introducing the Learning Model, based on Daniel Willingham's simple memory model, you will surface teachers' own *theories of action* — the reasons behind their pedagogical decisions. This immediately forges a connection to their practice and ensures relevance.

**INTRODUCE A WALKTHRU**

By now — having set the most fruitful context for learning — introduce a WalkThru. Which one you might ask? This is an opportunity to establish an important point: the choice of WalkThru is based upon what the teacher thinks their students need.

It's critical at this moment to dissolve a possible misconception that one should go through the WalkThrus one by one, volume by volume. A ticklist approach. This is the very opposite of the method we propose. Fewer WalkThrus, based on your classroom situation, is immensely more beneficial than a superficial survey of a great many more. As we have come to realise for students, so it is for teachers: repeated practice and feedback are essential for deep, lasting learning.

**CONNECT TO ROSENSHINE**

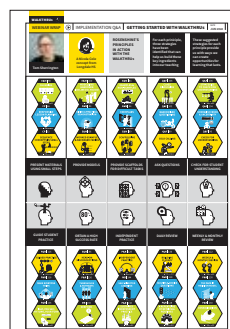
To reinforce the relevance of the selected WalkThrus, introduce the mapping of techniques to Rosenshine's principles. See a brilliant example of this from a school, on the next page.

**BRING IN THE CLUSTER BUILDER**

To further connect to the realities of the classroom, the Cluster Builder validates teachers' experience that techniques are best thought of when seen as being part of a sequenced group. In the Cluster Builder slide deck we have two seminal clusters: one for establishing the basics of good classroom management, and the other for checking for students' understanding by linking three WalkThrus.

**SET UP THE NEXT ACTIVITIES & EVENT**

Take advantage of the momentum — and sustain it — by scheduling some events to follow. Whether whole-school or team CPD, or individual instructional coaching, success often depends on a simple act of logistics: putting the dates into the school calendar. Positive sentiments feel nice at the time, but progress depends on commitment. And that appears in agreed dates in everyone's diaries.

**ROSENSHINE POSTER**

On the reverse, you'll see a version of Nicola Cole's brilliant poster on the WalkThrus and Rosenshine's principles.

To read Tom's blog post on this topic, go to: <https://teacherhead.com/2022/05/25/walkthrus-x-rosenshine-into-the-details/>

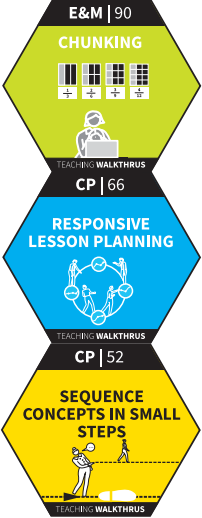
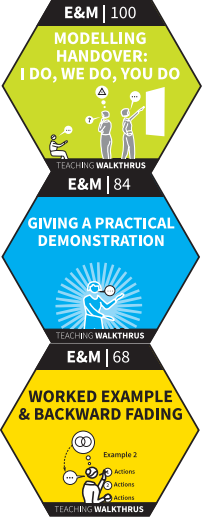
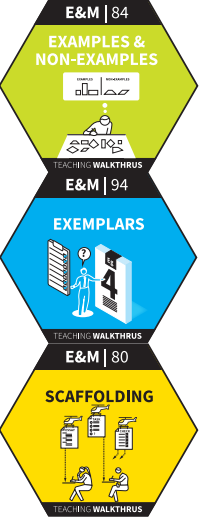














Nicola Cole from Longdendale HS created the map, here graphically redesigned

**ROSENSHINE'S PRINCIPLES IN ACTION WITH THE WALKTHRUS**

For each principle, three strategies have been identified that can help us build these key ingredients into our teaching

These suggested strategies for each principle provide us with ways we can create opportunities for learning that lasts.

				
PRESENT MATERIALS USING SMALL STEPS	PROVIDE MODELS	PROVIDE SCAFFOLDS FOR DIFFICULT TASKS	ASK QUESTIONS	CHECK FOR STUDENT UNDERSTANDING
				
				
GUIDE STUDENT PRACTICE	OBTAIN A HIGH SUCCESS RATE	INDEPENDENT PRACTICE	DAILY REVIEW	WEEKLY & MONTHLY REVIEW
