



Routines

Routines

Supporting and Scaffolding Learning and Thinking



Learning is a consequence of thinking. Coaching and providing feedback propels learning forward and creates momentum.



Source: Creating Cultures of Thinking - Ron Ritchhart
Infographic © SpectrumEducation 2018

More than activities

- Help direct Teacher's attention to the issue of thinking
- Provide specific practices to see results almost immediately
- Make students' thinking visible
- Encourage action and discussion around thinking
- Connects with other cultural forces

Evaluating Thinking Routines

Questions to ask:

- Did it help us to dig deeply?
- Did it facilitate our understanding?
- How might we adjust it for next time?

Planning Questions

*What kind of thinking do I want my students to do?
How can I best scaffold their thinking?*

Establishing Routines

Just as managing routines - requires practice and consistency.

Instructional Routines
Method of delivery, questioning.

Interactional Routines
Contact between Teacher-Student
Student-Student (not always having to come through the T or hands up).

Thinking Routines
Power is the cognitive strategies becoming patterns for student behaviour.

Your Picture of an Effective Classroom

Connect/Extend/Challenge

- **Connect:** What connections did you see or hear between your description of an effective classroom and the brief description of the 8 Cultural Forces?
- **Extend:** What extended your thinking?
- **Challenge:** What challenged your thinking?

Instead of "read this passage to understand", use Connect-Extend-Challenge

Raise questions and challenges that need further exploration

Identify how their understanding has been extended by reading

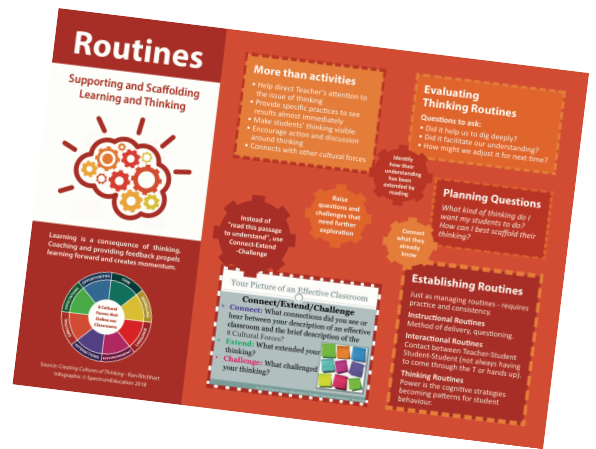
Connect what they already know

List some of the management strategies you have used effectively...

- ❖ Meet and greet at the outdoor – start and end day with a karakia
- ❖ Visual timeline
- ❖ Repetition of routines
- ❖ Student voice when creating classroom rules
- ❖ Rules everywhere visually school wide
- ❖ Restorative practice
- ❖ Thinking spot/space
- ❖ Same school expectations
- ❖ Key competencies
- ❖ Daily class/school routines
- ❖ Consistent expectation
- ❖ End the day with a song/karakia/circle
- ❖ Reflection- give 1-3 thing you've learned today
- ❖ Self-reflecting- peer reflection
- ❖ Mixed ability group/choosing own group- expectation + responsibility
- ❖ Establish routines (e.g. toilet) and expectations (early)
- ❖ Questioning and Justification- open ended questions(no wrong answer)
- ❖ Head, heart, feet strategy (Buddy)
- ❖ Seating arrangement, positive reinforcement
- ❖ Visual timetable-task board-choice
- ❖ Reinforcing school cultural and school values
- ❖ Mindful breathing
- ❖ Yoga + music
- ❖ 3 claps
- ❖ Comments in books- positive
- ❖ Stop talking---look
- ❖ Class captains
- ❖ PB4L-expectation consistency-positive praise
- ❖ Sign Language- for lining up standing sitting
- ❖ Class Dojo
- ❖ Dance/fitness –physical activity/brain breaks

Routines

- ❖ Student choice in the classroom-building up 'trust' between teachers and students
- ❖ Shared expectations with co-constructed input
- ❖ First... Then...
- ❖ Noise Monitor
- ❖ Gotcha! Voucher- draw in assembly + choose prize (sausages, popcorn etc.)
- ❖ USSR(Uninterrupted Sustained Silent Reading)
- ❖ Bus stop (colored stickers to sort)
- ❖ 'Kahoots'
- ❖ Re voice Instructions/ others opinion to show/what they've learned
- ❖ No hands up
- ❖ Prompts posters/Daily 5/ Daily 3/ Café
- ❖ Warm ups-literacy
- ❖ Grabbing their attention- using stimulus e.g. whistle, song lyrics
- ❖ Explicit teaching of routines
- ❖ Traffic lights- visual
- ❖ Reward chart
- ❖ See Saw App
- ❖ Sensory tools
- ❖ Auditory prompts
- ❖ Self-check- students ownership
- ❖ Students marking their own work
- ❖ Positive reinforcement
- ❖ Chants –set up with children
- ❖ Visual display-expectation routines-class treaty-timetable-groupings
- ❖ PB 4L
- ❖ Restorative conversation
- ❖ Check list co-constructed
- ❖ Process for learning help
- ❖ Non-verbal cues
- ❖ Cover all areas of curriculum so kids have exposure to different things and ideas and experiences

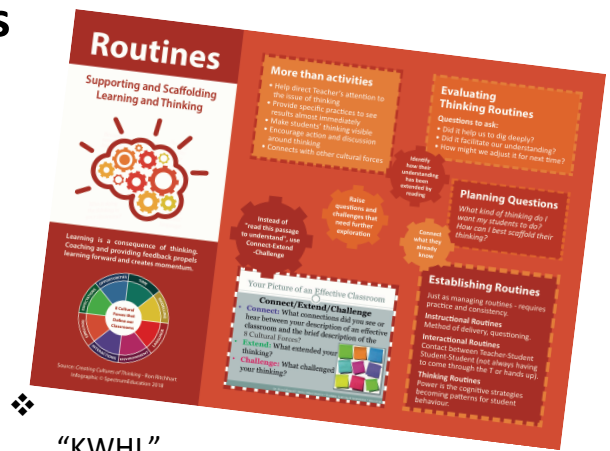


- ❖ Explicitly teach routines so kids know what to do
- ❖ Models expectations + language
- ❖ Teach them to have a conversation
- ❖ Count in
- ❖ Song/ tune/ jingle/ chants
- ❖ Pointing to a picture or body part
- ❖ Tambourine
- ❖ Countdown
- ❖ Music-song(known)
- ❖ Magic word
- ❖ Rules are made with class(co construct) go over them all the time
- ❖ Consistency
- ❖ Parent/teacher relationships
- ❖ Conferencing
- ❖ Tap into prior knowledge
- ❖ Buddy sharing: think ,pair ,share
- ❖ Scheduled reflection time
- ❖ Questioning to scaffold
- ❖ Plan your questions
- ❖ Turn and talk
- ❖ Co-constructing
- ❖ Question matrix
- ❖ Visual time table
- ❖ Structured questions
- ❖ Having a go to get their ideas out-praise
- ❖ Growth mindset – we all get it wrong
- ❖ Teach problem solving-as a whole class explicit teaching as
- ❖ Problem solver or as a teachable moment

Routines

What are some of the thinking routines you have used or experience?

- ❖ Questioning and listening
- ❖ Think, pair, share
- ❖ Thinking Hats
- ❖ Brainstorm/question
- ❖ Brain break- physical activity or food break
- ❖ Graphic organizers – ‘Cause and Effect’, ‘Cognitive and Mindfulness’, ‘Habits of Mind’
- ❖ Inquiry process
- ❖ Reflective process
- ❖ Talk aloud – sharing thinking out loud
- ❖ Thinking keys
- ❖ Talk moves
- ❖ Music/listening to calming music
- ❖ Talk aloud- model teacher thinking
- ❖ Go Noodle
- ❖ 4 Levels of Understanding
- ❖ Go back and Think again
- ❖ Self-reflection
- ❖ Assessment/Achievement against learning goal
- ❖ Thinking Tools-Build the fruits
- ❖ Three Two One (Metaphor and Simile)
- ❖ Now I know
- ❖ Wait time-30 sec
- ❖ Think to themselves
- ❖ Everyone is responsible for thinking- go around room for ideas
- ❖ Post it notes- feel safe to share ideas
- ❖ Red/green laminated square-handout to children with red side facing up. When they've thought of an answer turn to green side (ready to share)
- ❖ Brainstorming



- ❖ “KWHL”
- ❖ Solo Taxonomy
- ❖ Kagan techniques
- ❖ Reciprocal Learning
- ❖ 3, 2, 1s – (think read wonder)
- ❖ Co-constructing- set criteria
- ❖ Key competencies- PMI
- ❖ Venn Diagrams
- ❖ Active Learning Activities
- ❖ Front/pre loading
- ❖ W.A.G.S.-Wonder- Ask- Gather Info – Share
- ❖ See think and wonder
- ❖ Claim support and question
- ❖ PMI
- ❖ KWL
- ❖ Ask 3 before me
- ❖ Levels of understanding
- ❖ Feedback station wondering wall
- ❖ Processing time
- ❖ Music stimulations
- ❖ Study ladders
- ❖ Spiral of inquiry
- ❖ Thinking skills frame work
- ❖ Question stems
- ❖ Connect-extend-challenge
- ❖ Rubrics
- ❖ Four corners
- ❖ Fish bowls
- ❖ Prompts card
- ❖ Reflections- written and spoken
- ❖ Bus tour

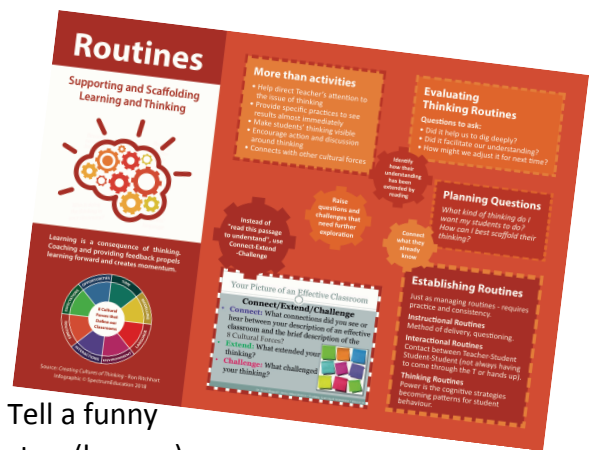
Routines

Discuss and record effective routines to start and conclude a class or lesson.

- ❖ Teacher showing example of what we want to achieve in the lesson
- ❖ Whole group questioning/ Prior knowledge –recap knowledge from a previous lesson
- ❖ Reflection
- ❖ Read a story
- ❖ Discuss learning intention
- ❖ S.C. Revisit- revise- Did we achieve them
- ❖ Revisit L.I. - Did we achieve?
- ❖ Personal reflection- Personal Goals- Did we achieve? What can we do differently?
- ❖ Feedback-Feed forward
- ❖ Modelling L.I
- ❖ Linking to other areas- prior knowledge, plenary
- ❖ Listen to music
- ❖ Quote
- ❖ Learning intentions
- ❖ Reflection on books
- ❖ Pair and share 2 things you know
- ❖ Feedback from student to teacher on how they brought the lessons well
- ❖ Children don't enter room (after break) without knowing what to do
- ❖ Daily five- children name up before class
- ❖ Read 2 books when they arrive (before school start)
- ❖ Prayer
- ❖ Luto- Karakia- Mihi –Hariru
- ❖ Whiteboard labels- can be ticked off as 'completed'
- ❖ KWI-Chart- Post it
- ❖ Do now
- ❖ Warm up games- i.e. number knowledge in Math
- ❖ Curious questions to ignite discussion – students add to the question board regularly
- ❖ Punctuality
- ❖ Environment-clear expectations
- ❖ Familiarity- autonomy
- ❖ Silent reading-sense of calm to start reading blocks
- ❖ Use music as a signal to 'refocus'
- ❖ Plenary-question cube
- ❖ Group roles
- ❖ Doughnut
- ❖ Fruit salads
- ❖ Timers
- ❖ Bells
- ❖ Karakia
- ❖ Spider webs-connections, participations etc.
- ❖ Morning news
- ❖ Brain gym activities
- ❖ Photos/videos to share or print out to display
- ❖ Kinesthetic
- ❖ Brain teasers/challenge
- ❖ Basic facts
- ❖ Traffic lights
- ❖ Tidy up music/music signals
- ❖ Rewards
- ❖ Lady bug-report-show evidence on persons learning
- ❖ Belonging, safety, responsibility
- ❖ Thumb reflection
- ❖ Question box
- ❖ Have a process of learning
- ❖ Motivation- ice breaker
- ❖ Daily rituals
- ❖ Lesson structure- reflection
- ❖ Inquire and question prior knowledge

Routines

- ❖ Meet and greet- high school
- ❖ Give the purpose
- ❖ Start learning as soon as you enter class
- ❖ Reflection at the end of the day
- ❖ Exercise
- ❖ Meditation
- ❖ Kanikani/jump jam
- ❖ Tai chi
- ❖ Take out book before play
- ❖ Silent drawing after lunch calms children down
- ❖ Set expectations
- ❖ End of day/lesson/reflection
- ❖ Affirmation
- ❖ Circle time
- ❖ Brain gym
- ❖ Popcorn(sharing ideas)
- ❖ Start with the fun game
- ❖ Quiet time
- ❖ Outcomes/ L.I.
- ❖ Exit tickets
- ❖ Focus children/WLP program/ approach
- ❖ Being specific on L.I's
- ❖ Teacher standing back and children sharing
- ❖ Demonstrating how they have used feedback
- ❖ Start/recap "remember when..."
- ❖ Circle time
- ❖ Modelling books
- ❖ Song
- ❖ Share 1 positive thing
- ❖ Compliments
- ❖ So what have you learned?
- ❖ Joke
- ❖ Something fun
- ❖ Drama ;role play
- ❖ Doughnut
- ❖ Review synopsis
- ❖ Story to introduce/reflect



- ❖ Tell a funny story(human)
- ❖ Exit tickets
- ❖ Questions for next lesson
- ❖ Questions to start
- ❖ Questions/reflection
- ❖ Motivating start
- ❖ Reflection
- ❖ Object to introduce
- ❖ Keyhole picture :partial disclosure
- ❖ Think aloud ;modeling
- ❖ Reflections-what's change in my thinking
- ❖ Think ,pair ,share ,compare
- ❖ Turn and talk
- ❖ Think 'crews'
- ❖ Who's the expert the child/student
- ❖ Consultant
- ❖ Sharing time at conclusion celebrating
- ❖ Revisit previous learning a knowledge
- ❖ Instant recognition of learning authors chair
- ❖ Consistency of routine so activity is recognized
- ❖ Gems
- ❖ Is it just a 'tight' process?
- ❖ Flexibility, fluency, music to tidy up
- ❖ Building independence
- ❖ Greeting and care willing students school way philosophy
- ❖