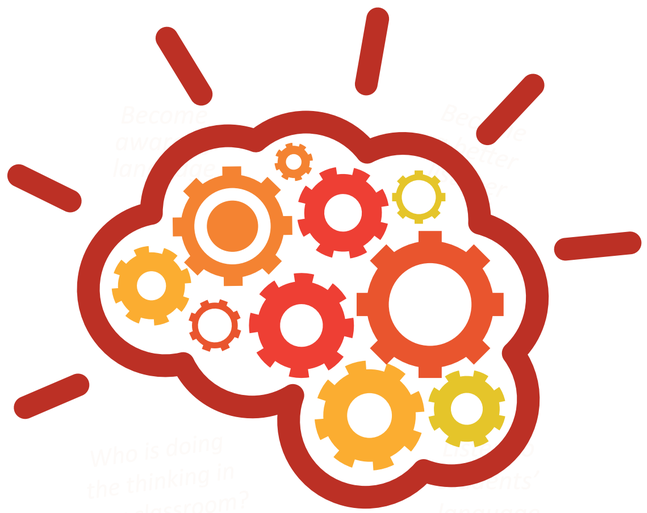
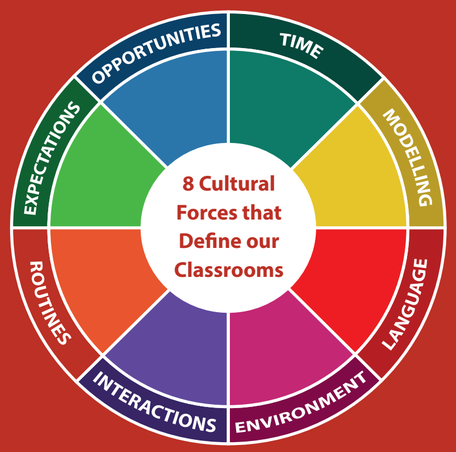
Routines

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?

Identify how their understanding has been extended by reading

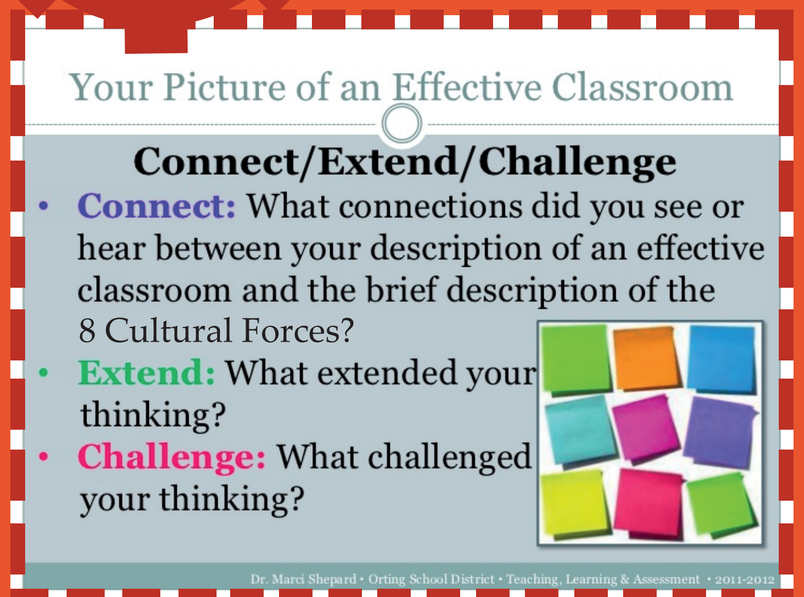
Raise questions and challenges that need further exploration

Connect what they already know

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

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.