Routines and Language Sessions

These have been summarised to give an overview of reading referred to and key messages

Why are routines important?

"If you teach desirable behaviours through predictable routines, this can reduce 'thinking' memory and thus high expectations become the norm" (Clear, 2018, Blakemore, 2018)

"Eventually, when these are mastered, your focus can be then on building relationships, not on reinforcing rules" (Grossman, 2009)
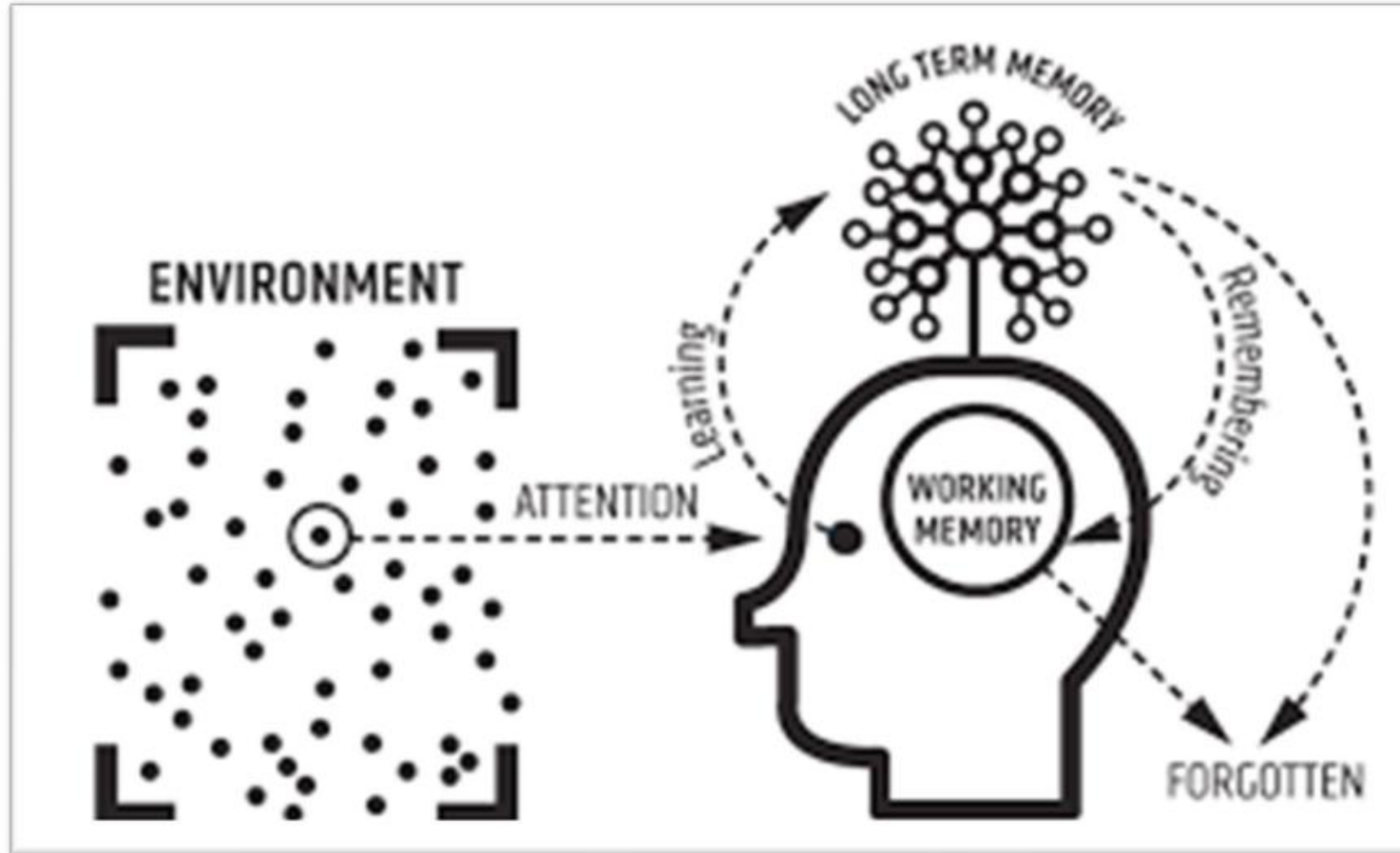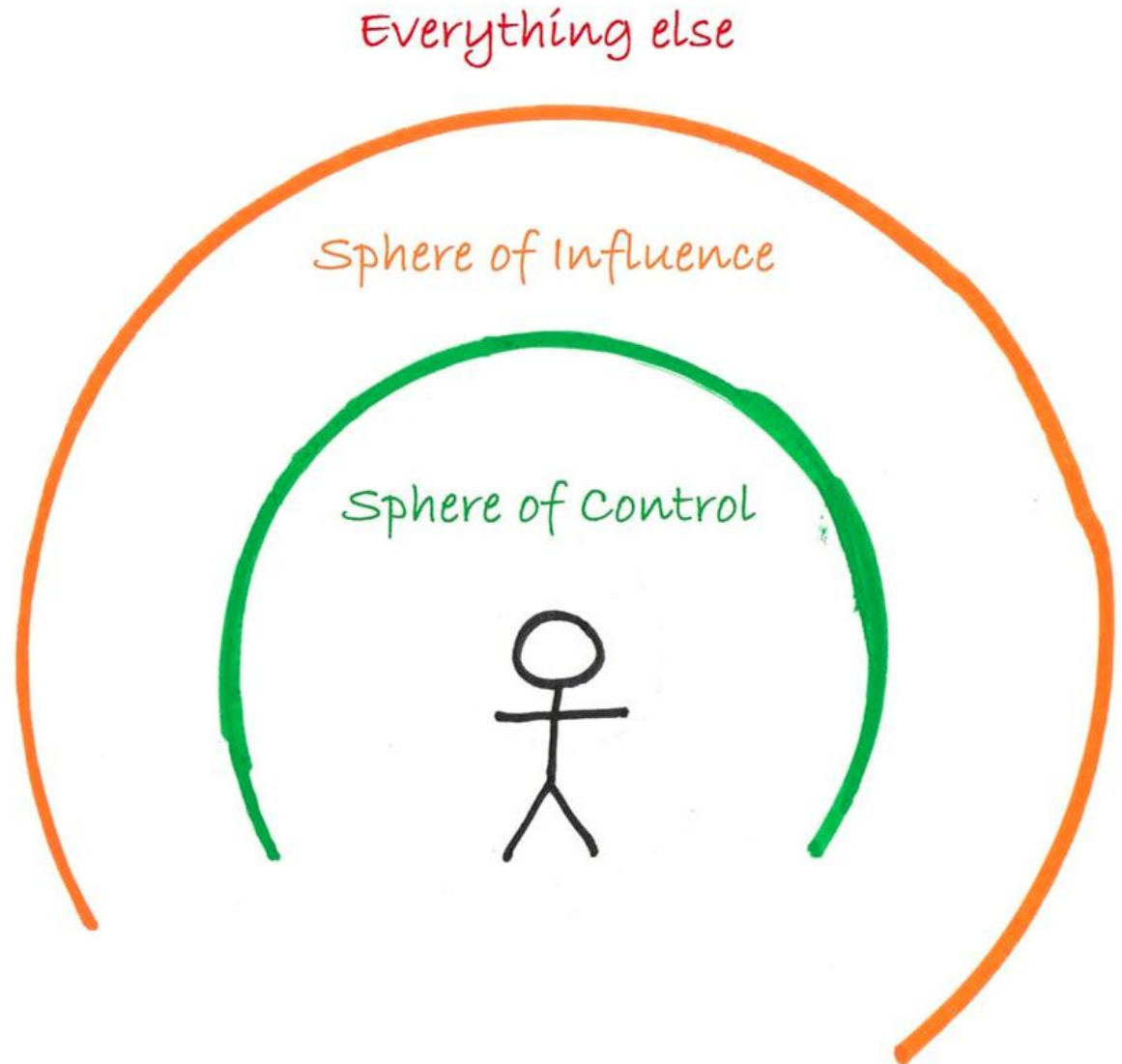
Distribution of attention

Content

Process

Not a routine

Process

Content
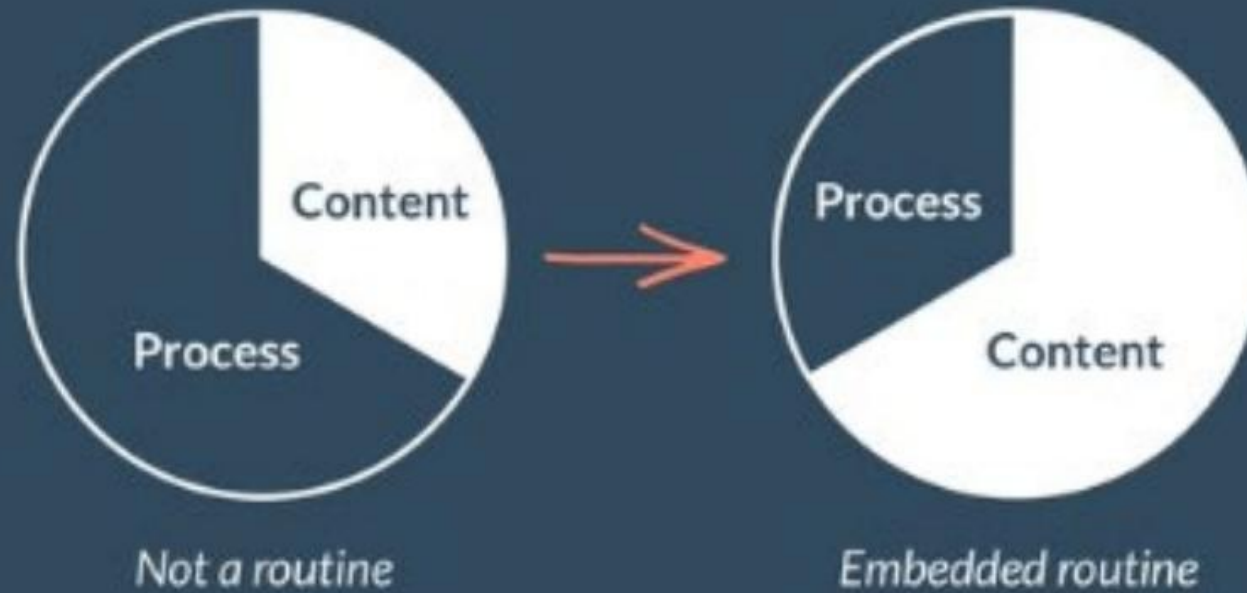
Embedded routine

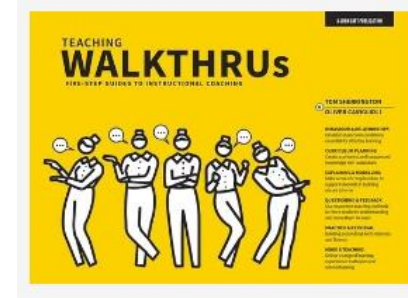# Routines lessen cognitive load

Willingham, *Memory Model*

Why are routines important?

You might not be able to fix every issue in your school (yet!) but you can make sure the students in front of you get the very best.

Everything else

Sphere of Influence

Sphere of Control

Tom Sherrington
Teaching Walkthrus

"I've often felt that it is helpful to link behaviour management techniques to learning routines so that the **behaviour routines have an explicit purpose** and, at the same time, the **learning routines have a structure and some rigour to them**."

If you can get **everyone listening whenever you want** and involve **everyone in productive purposeful talk whenever you want**, you've got some basic foundations for great lessons pretty much nailed.

Tom Sherrington
Teaching Walkthrus

B&R | 40
SIGNAL, PAUSE, INSIST
TEACHING WALKTHRUS
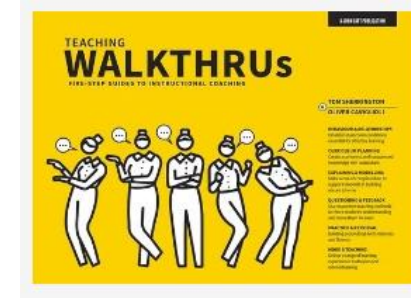
It took me a long time to realise how powerful this could be – the simplicity of a well-understood, rehearsed signal for attention.

The **signal** needs to be taught and rehearsed explicitly. It can be a school-wide thing or one of your own. Save your voice, use a signal.

The **pause** is key. You need to give take-up time; it's a simple fact of human communication; you can't just switch-off an intense discussion like a robot. Also the pause is time to scan and regain eye contact.

Insist is ideally non-verbal: You just wait, making eye contact. You mean everyone and you will not proceed until everyone is listening. It might also involve a reinforcement. James…, Buchra… you should be looking and listening now, thanks -insisting everyone is with you but also managing expectations so that, next time, James and Buchra don't require that extra prompt.

Why is your use of language important?

Language is an omnipresent medium for humans to establish contact with other people, to exchange with them, to present something and to be able to process information at all. While in conversations between friends there is usually an equal relationship, this is not the case in educational institutions such as schools. Here, the teacher is the guiding person who shapes the lessons, especially with the help of his or her language, and guides the pupils with the aim of triggering learning processes. The content aspects - the subject matter to be taught - but also the formal aspects - such as the style of language - are important. In addition, there are inevitably vocal variables, e.g. the pace of speech, as well as non-linguistic elements, e.g. gestures.

On the Importance of Teacher Language in the Classroom, 2012
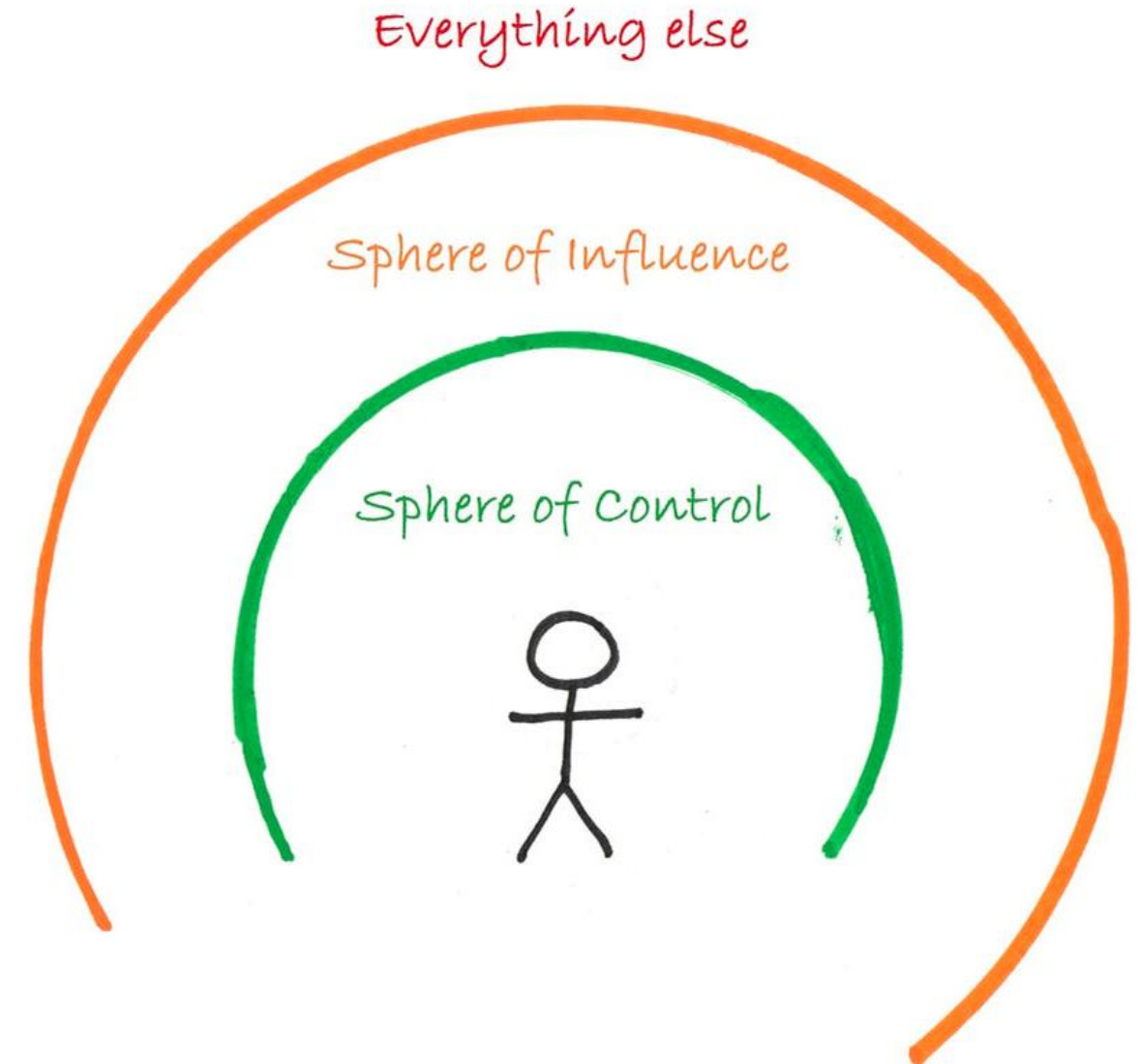
What does "good language" look like?

- *Keep your language **short** and **simple**.*

- *Make sure you have the children's **full attention**.*

- ***Emphasise information-carrying words*** *(for instance, 'I want you to **line up** at the **door**').*

- ***Vocabulary*** *used is **already known** by the pupils.*

- ***Repeat, Rephrase, Recheck.***

- *Reduce **background** noise.*

RESTATE: Working in pairs and **keeping these behaviours** in mind, take it in turns to **describe** and **explain** each of *Cutlip & Center's 7 Cs*.

Colin Millar MBE, 5 Aug 2022

Practical Exercises

In these sessions beginning teachers then rehearsed:

- Letting pupils in at the door
- Scripting their language as pupils entered the room
- Using non-verbal gestures to remind pupils of expectations
- Scripting how they might respond to pupils who do not comply with routines.