

Ch	Main points/techniques	Do this
1. Themes	1. Cognitive architecture development = building LTM, managing WM 2. Habits accelerate learning by freeing WM 3. Students learn about what they attend to 4. Motivation is social 5. Teaching well is relationship building	
2. Lesson Preparation	<ul style="list-style-type: none"> <li>Planning = deciding what, preparation = deciding how ...using these techniques:</li> </ul> <p>1. Exemplar Planning: write out your answers to your questions, helps you notice what is wrong/why it's wrong and change their thinking 2. Plan for Error: ask 'what will they get wrong/misunderstand', how to help in advance/during, avoid curse of the expert 3. Delivery Moves: plan for all students interacting with lots of questions/retrieval practice 4. Double Plan: means plan not just what you are doing but also what the students are doing. Booklets have everything in one place, promote pace, clear adaptable road map 5. Knowledge organizers: KOs have vocab + knowledge structured appropriately to enable students to engage fully</p>	
3. Check for understanding (CfU)	<p>6. Replace self-report: students are poor judges of their understanding 7. Retrieval practice: plan spaced recall/apply multiple examples of learned material/skills after a period of forgetting 8. Standardize the format: keep style e.g. booklets the same for ease of data collection 9. Active observation: write down what you see – you won't remember their progress 10. Show me: use methods where all students present at the same time that you can assess at a glance 11. Affirmative checking: either you check, or they check that they are ready to move on 12. Culture of error: 'I taught it but did you learn it' checks work if Ss are safe to make mistakes – work hard using your response to wrong AND right answers 13. Show call: finding and studying mistakes with openness and fascination is gold, but ask permission to share, student examples are better than using a rubric 14. Own and track: If you aren't really clear about correct answers Ss can go away confused (some studies show incorrect examples support negative knowledge)</p>	
4. Academic Ethos	<p>15. No Opt Out: your words and tone indicate what you expect, which is all engage – sometimes make it super simple to get opt in 16. Right Is Right: you are the arbiter of 'right' – use it wisely and accurately, get a range of 'nearly there' phrases, and streamline 17. Stretch It: make the reward for 'right' = harder questions, make a culture that embraces that because of the insight it gives you 18. Format Matters: in teaching English, in science it means precision in language and phrasing – they won't know unless you tell them 19. Without Apology: don't apologise for the difficulty or extent, don't say it's boring, make challenge fun</p>	
5. Lesson Structures	<p>20. Do Now: starting quickly with a quality task sets them up to expect pace and rigour, go over quickly, reinforce that they are doing well 21. Take the Steps: always remember the 'curse of knowledge', you're an expert, they're novices and learn differently 22. Board = Paper: note-taking is a skill that must be taught, progressively build habits 23. Accountable Independent Reading: sustained, focussed independent reading of challenging material is one of the most useful activities 24. FASE Reading: Fluency, Accountable, Social, Expressive in reading aloud 25. Circulate: there's a plane that starts at the first row of desks 26. Exit Ticket: are quick, yield data, are predictable, can be Do Nows</p>	
6. Pacing	<p>27. Change the Pace: aim for 'flow' not speed, continuously monitor, don't change too quickly or be too novel 28. Brighten the Lines: clearly indicate the start and stop points of activities for added pace 29. All Hands: make hands up the norm by varying reasons for doing it. 30. Work the Clock: time is the greatest resource – measure it 31. Every Minute Matters: use every minute for learning- prep questions for gaps</p>	

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7. Building Ratio Through Questioning	<p>There are 5 purposes for questions: discovery/ application/ CfU/ retrieval practice/ perception-based.</p> <p>We want high Thinking Ratio AND high Participation Ratio.</p> <p><u>32. Phrasing Fundamentals</u>: Ss won't answer if it's too obvious, <b>don't bait</b> then <b>switch</b> the question</p> <p><u>33. Wait time</u>: <b>wait time increases thinking</b> – tell them that, narrate what they can think about then <b>stop talking</b></p> <p><u>34. Cold Call</u>: helps build an <b>inclusive, rigorous happy classroom</b> with voice equity, accountability, CfU, pacing, but care with hands down all the time</p> <p><u>35. Call and Response</u>: getting everyone to say things together gives a chance to <b>practice</b>, increases <b>energy</b>/enthusiasm, enhances <b>cohesion</b></p> <p><u>36. Means of Participation</u>: be <b>super</b> explicit about <b>what participation you want</b>/frontload instructions e.g. without shouting out/on your mini whiteboard</p> <p><u>37. Break It Down</u>: after a wrong/insufficient answer <b>give smallest viable hint</b> being careful not to reduce rigour by breaking it down too much</p>	
8. Building Ratio Through Writing	<p><u>38. Everybody Writes</u>: <b>formative</b> (not summative) writing prompts throughout class, <b>finding out</b>, so 'what are some...' not 'what are the..', <u>39. Silent Solo</u>: changing how they write changes how they think, make it an <b>expectation</b>, explain how <b>silence</b> improves focus</p> <p><u>40. Front the Writing</u>: it's usually at the end, but <b>inject writing earlier</b> so they've had time to think, and can better revise thinking</p> <p><u>41. Art of the Sentence</u>: <b>developmental writing</b> and syntactic control through deliberate practice</p> <p><u>42. Regular Revision</u>: <b>revise at the level of sentence</b> to shorten feedback loop, more precision in language</p>	
9. Building Ratio Through	<p><u>43. Turn and Talk</u>: <b>boosts participation/thinking</b>, less threatening, you can listen in, but pitfalls: misinformation, off topic, not listening well</p> <p><u>44. Habits of Discussion</u>: a <b>good discussion</b> features useful comments that relate/connect ideas, <b>not natural</b> must be taught</p> <p><u>45. Batch Process</u>: establishing short sequences to have peer-to-peer discussions</p> <p><u>46. Disciplined Discussion</u>: needs <b>topic</b> and <b>shared model</b> of what it means to discuss something, <b>manage the meta</b> by feedback/modelling</p>	
10. Procedures and Routines	<p><u>47. Threshold and Strong Start</u>: <b>routines</b> (what they do automatically) can be academic, cultural, procedural, <b>all save time</b></p> <p><u>48. Habits of Attention</u>: what we <b>attend</b> to is what we <b>learn</b>, SLANT/STAR helps with distraction</p> <p><u>49. Engineer Efficiency</u>: well-designed (simple, planned, quick) <b>procedures save time</b>, hack attention, focus on the important</p> <p><u>50. Routine Building</u>: <b>rollout, outline, model/describe, practice, praise, reboot</b> when necessary (and it may be many times)</p> <p><u>51. Do It Again</u>: regular intervention to <b>maintain proficiency</b>, sets standard of <b>excellence</b>, promotes culture, reusable, ends with success</p>	
11. High Behavioral Expectations	<p><u>52. What to Do</u>: directions need to be <b>specific, concrete, sequential, observable</b>, as <b>concise</b> as possible</p> <p><u>53. Radar and Be Seen Looking</u>: looking shows you <b>care</b></p> <p><u>54. Make Expectations Visible</u>: make sure you can <b>quickly observe</b> if they've done it</p> <p><u>55. Least Invasive Intervention</u>: non-verbal interventions, positive group correction, anonymous individual correction, private individual correction, lightning-quick public correction, consequence</p> <p><u>56. Firm, Calm Finesse</u>: <b>Rules</b>: catch it early, value purpose over power, 'thank you' is the strongest phrase, use universal language, bright face, use your confirmation glance</p> <p><u>57. Art of the Consequence</u>: a <b>just, fair, manageable consequence</b> is an act of <b>caring</b>, should be incremental, quick, consistent, as private as possible, depersonalised that maintain pace, get back on track</p> <p><u>58. Strong Voice</u>: <b>people respond to</b> tone, expression, body language as well as words for a strong presence so shift your register, show both shoulders/stand still, use economy of language, quiet presence, self-interrupt, time and place</p>	
12. Building Student Motivation and Trust	<p><u>59. Positive Framing</u>: <b>Rules</b>: assume the best, live in the now, plausible anonymity, narrate the positive and build momentum, challenge, talk expectations and aspirations</p> <p><u>60. Precise Praise</u>: reinforce <b>actions not traits</b>, offer objective-aligned praise, <b>differentiate</b> acknowledgement from praise, <b>modulate</b> and vary your delivery</p> <p><u>61. Warm/Strict</u>: make decisions based on <b>long-term commitment</b> to Ss <b>growth</b> not popularity</p> <p><u>62. Emotional Consistency</u>: <b>keep your emotions in check</b> – if emotional walk slow, criticize behavior not people, don't globalize, take your relationship out of it</p> <p><u>63. Joy Factor</u>: serve up <b>joy with passion, enthusiasm, humour</b>, joy = success after hard work or awe and wonder or as a result of flow</p>	