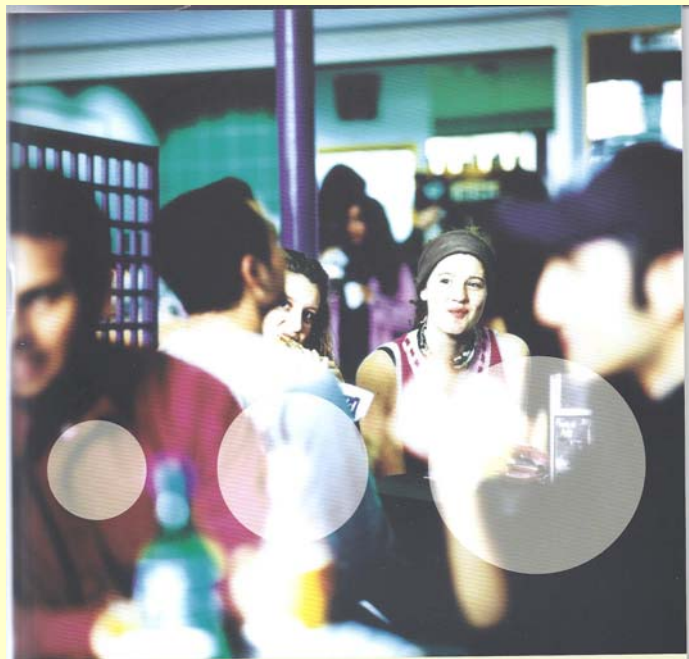
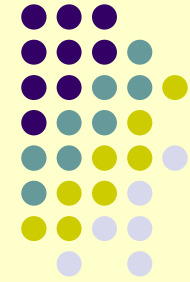


Stickability, Learning Journeys and Working Memory

David Crabtree

22.11.13

The Journey so far



AchieveAbility

AchieveAbility Interventions:

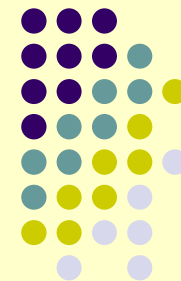
A Framework for Whole Class Learning drawn from SpLD Work

Devised by David Crabtree on behalf of AchieveAbility



AchieveAbility

Framework for whole institutional
inclusive teaching practice



This work comes out of

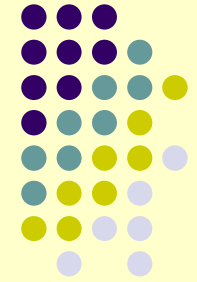


Current work

- Harris Academy
 - Crystal Palace
 - Beckenham
 - Bromley

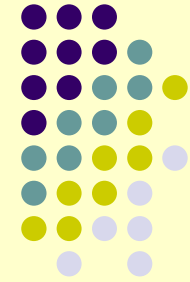
<http://www.interventionsforliteracy.org.uk/assets/Case-Studies/Read/Crabtree.pdf>

Why is Working Memory important for teachers?



- Learning transfer
- On-task
- For learning

So we are looking at



A training programme
for:

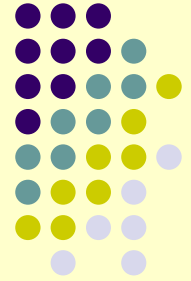
- Classroom teachers
- LSA

- School managers

Mainly

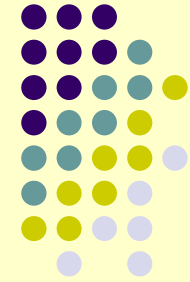
- Secondary
- and post-16

Why now?

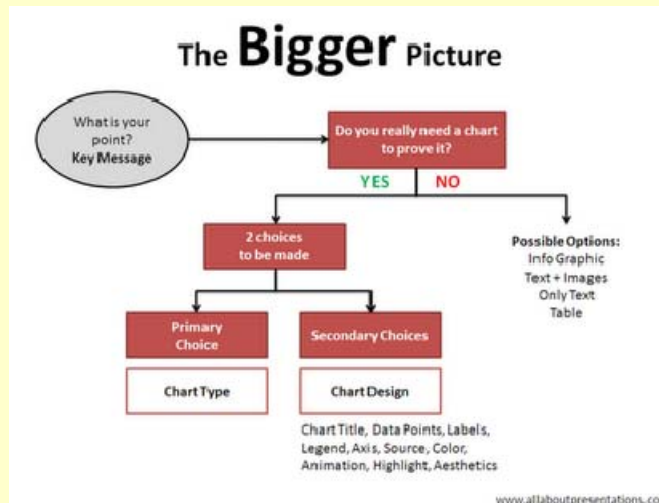
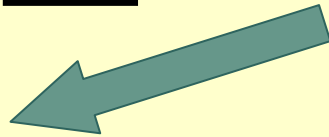
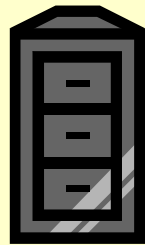


A teacher:

- must demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching (Part 1 Sect 2)
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these (Part 1 Sect 5)

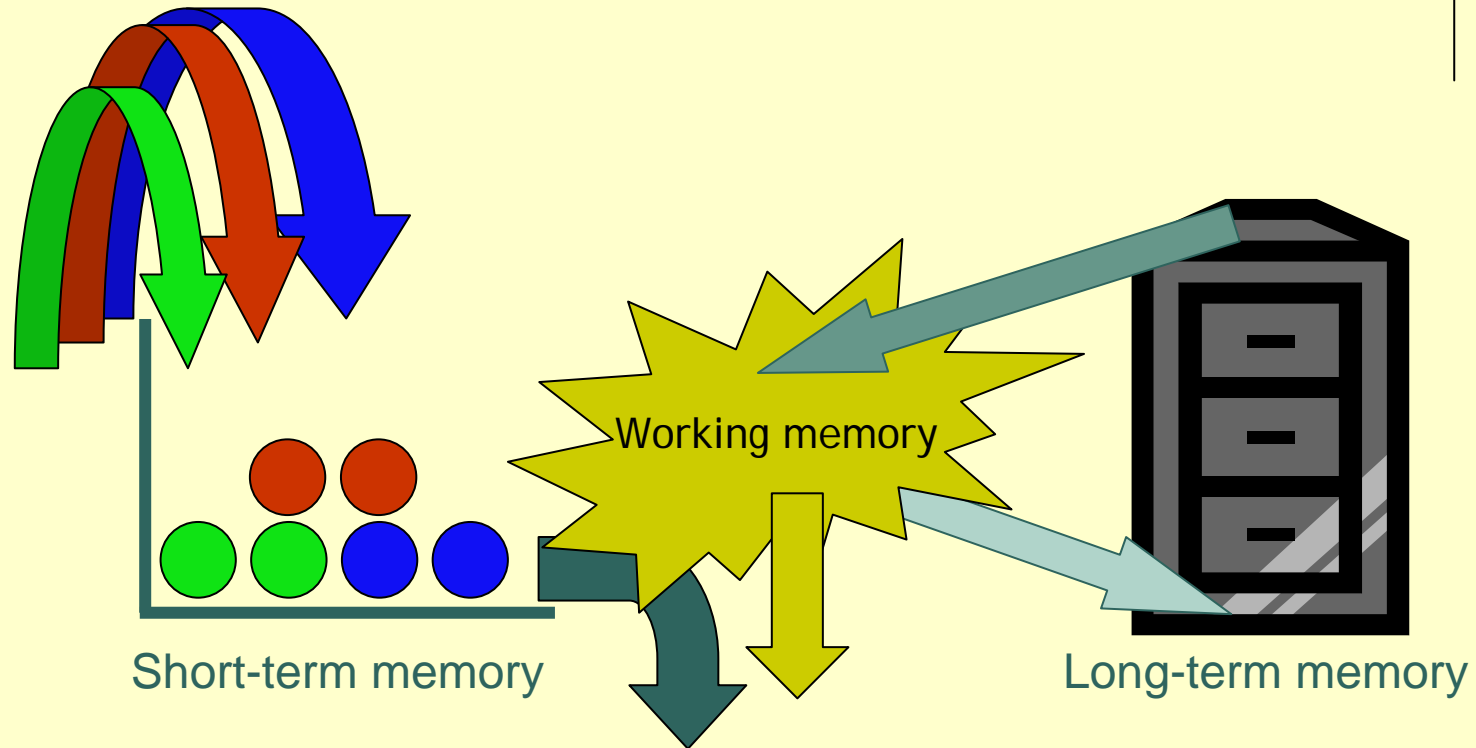
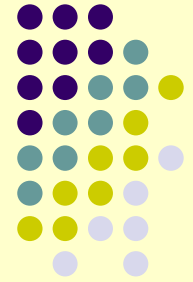


To be effectively learned

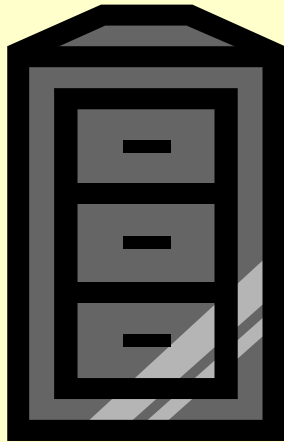
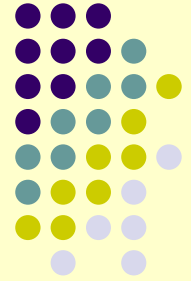


- The correct thing placed in long term memory
- Enabled to be retrieved successfully
- and link to other relevant information

Stickability = Successful transfer for WM to LTM



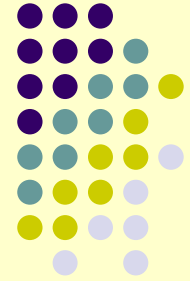
Stickability = Long term memory



Long-term memory

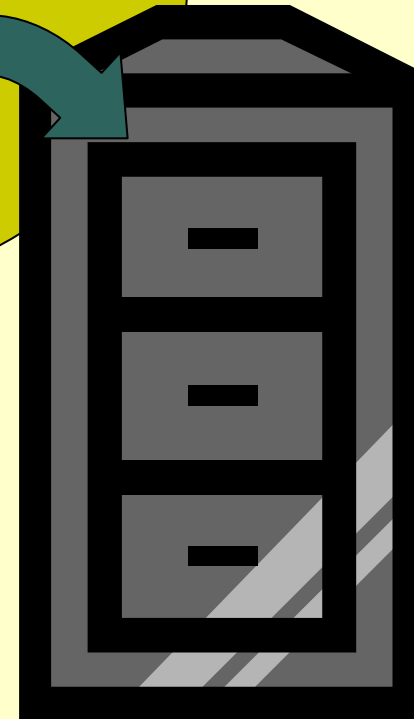
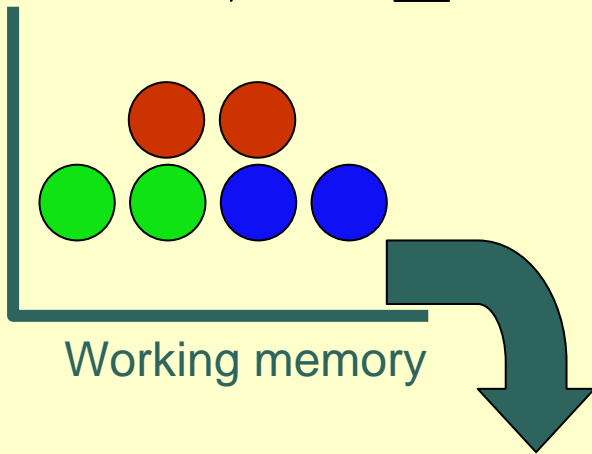
- Already known
- Analogy
- Metaphor

- Synapse
- Links



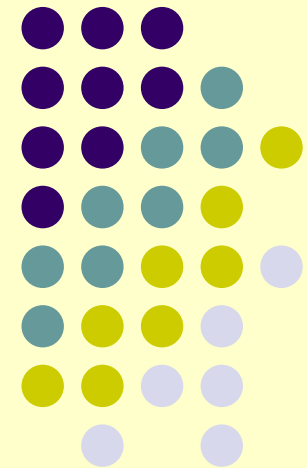
A pupil completes a task correctly - but how do you know whether

or



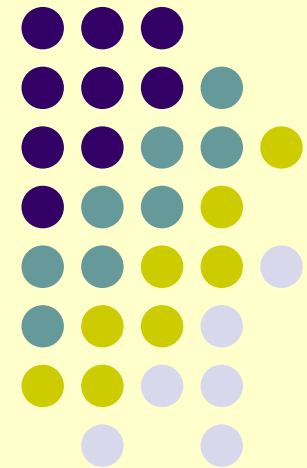
Catastrophic Loss

In one ear out of the other

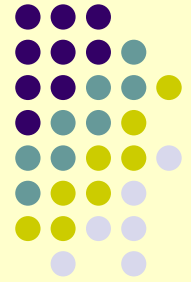


Working with teachers to make the stickable items stick?

1. on-task
2. In long term memory



In long term memory



Link to what is already in LTM:

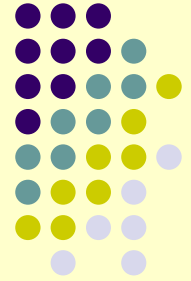
- Analogy
- Metaphor

- Narrative / story

Links to what can be visualised

- Image
- Picture

Eureka



- Synapse
- Self realisation
- Light bulb moment
- Link to what is already known
- Importance of metaphor /simile, narrative, peer explanation

7. Build in Multisensory Processing and Stickability Strategies



6. Assess for learning at the end of every step

SUCCESS

4. Create *light bulb* moments which make use of pupils own self-realisation

3. Identify the main elements for Stickability?
Build in Stickability

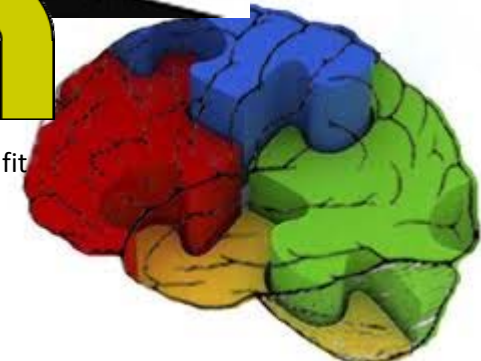
5. Teach only one thing at a time

2. Each lesson as a Learning Journey

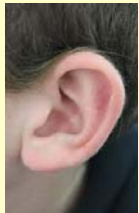
It has a beginning and end with a step-by-step focus on pupil learning, planned interventions and the provision of targeted differentiation.

1. Learning Route Map

Puts learning into context. Allows learners to see direction, relevance, progress and revise. They can look back as well as look forwards to see how things fit together.



USE OF MULTI SENSORY PROCESSING



Auditory

- Verbal explanations
- Participating in classroom discussions
- Learning from other learners
- Creating analogies or stories
- Music
- Memories
- Rhymes



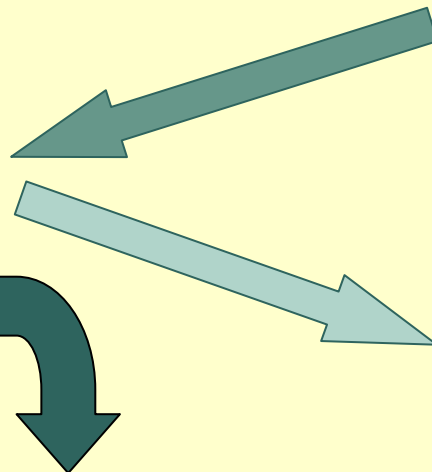
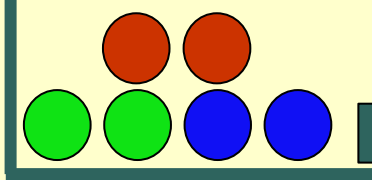
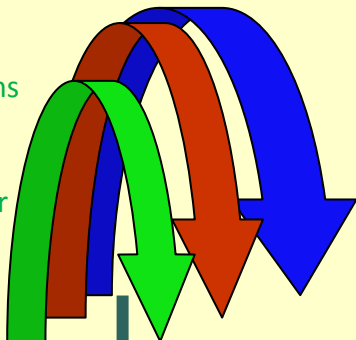
Visual

- Pictures
- Diagrams
- Charts
- Maps
- Illustrations
- DVDs
- Photographs
- Mind maps
- Colour
- Teacher's body language

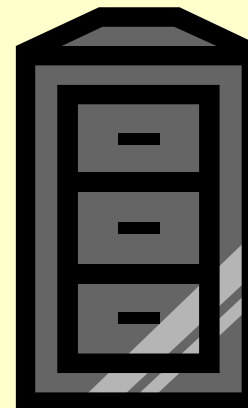


Kinaesthetic

- Hands on activity
- Creating
- Experiencing
- Exploring
- Movement
- Acting out
- Handling objects
- Colours to identify key points
- Breaks
- Typing text

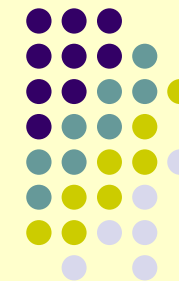


Relevant disposal and lack of clutter

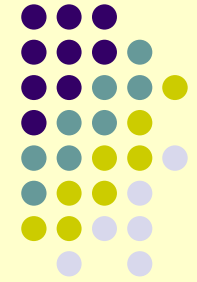


Stickability

- Metaphor
- Analogy
- Humour
- Pictures
- Colour
- Kinaesthetic activity
- Own experiences
- Matching activities
- Games
- Music
- Mnemonics
- Patterns
- Giving the big picture
- Mind maps
- Drama
- Modelling
- Acting out
- Realia



What does the training programme look like?



- Training for teachers and LSAs
 - Discussions with Senior Management Team
 - Curriculum teams develop learning journeys
 - Learning walks
 - Pupil achievement
- Baseline assessment
- Learning gain
- Focus on the lower achievers