

The Magenta Principles: Some notes from the Workshops.

- Our job is to get the students to think and talk. "Say that again"
- Pole bridging - describing aloud what is happening - Powerful strategy:

(used by driving instructors "You are approaching a roundabout, talk me through it") (used by educators "I am writing this sentence starting with a capital letter")

- We need to know what they understand. ASK.
- Make subtle changes Not "That is right" but "Is that right?" and why?
- LISTEN and WATCH
- SEATING PLANS - brightest in odd #s - Odds discuss with odds = equal ability conversation. Odds to evens - mixed ability conversation. EASY & EFFECTIVE.
- Improving teaching and learning. HOW? By improving Professional Development.
- WHAT ARE STUDENTS REQUIRED TO DO WITH THE INFORMATION?
- Reduce / Change / Arrange / Connect / Assemble / Sequence / Replace / Add
- DID IT GET THEM THINKING? DID IT GET THEM TALKING?
- FACILITATION Vs INSTRUCTION - Facilitation makes "GOOD" "GREAT"

1. Mike organised us into groups. Everyone a number. Odd beside and even. Odd is important and anyone who had not been in or who would not have done anything must be odd.

Then the odd numbers begin with the question and listen carefully to the answer.

Q Odds - What have you done (with the Magenta Principles) since day one? A Evens - I.....

Then odds move clockwise to the next even.

Q Evens - What have you done (with the Magenta Principles) since day one? A Odds I..... and the person I was speaking with earlier did....

Four rounds is optimum. [This works with all subjects]

Ideas that came up.. Diamond Nine, Give one get one, Speed dating, Similarities / Differences (Hitler - Churchill), Sequencing - Quotes cut up, MFL Nouns, Verbs, Connectives, Adjectives get them to make sentences using them. Future Quotes, Act the word, Weather - in JC Science, Geography - use this in MFL. TEFL ideas on: busyteacher.org, timber stacking with pencils and rubbers, towels to explain folding in Geography,

2. What happens in the last ten minutes of my class? Summary / Reflect / ???

How about students engage in the above - share what they have learned - as above, wouldn't that be exciting and the teacher would KNOW whether learning had taken place.

How about swopping with a colleague and letting them take the last fifteen minutes of your class (and vice versa). This ensures facilitation not instruction

3. "I don't mind working hard. I do mind wasting my time"

Further and Deeper

Exploit the potential

What do we want students to do? LEARN. Think Magenta - THINK & TALK

4. The QUALITY of QUESTIONING

"What is the best question you asked this week"?

"What was the best wrong answer you heard this week"?

5. NAPD want teachers to share ideas. HOW?

6. Assemble - Example - brown envelope clues for six students, they cannot show but they can tell. Grid 3x3 to be filled in. Nobody gets all the information but everyone gets some. Forces them to talk and listen and pay attention to detail.

Use it in combination with diamond or heart of the matter leads to the sandwich technique - and arranging. Finding more information for example all the ones go to this corner where you will find more information on x. All the twos go to that corner...y etc.

"Get them thinking. Get them talking."

Assemble / Sequence / Reduce / Add / Arrange / Connect / Sequence / Change

7. What is the difference between a good teacher and a great teacher?

Book by: Erich Jensen "Super Teaching"

A good teacher connects with 80% of the class.

A great teacher connects with 80% of the class, but who is in that 80% varies. Variety is key. Don't fall into the trap of just using a few of the ideas in number six. Maybe roll a die and select the strategy to be used. Talk to colleagues to get ideas. Plan collaboratively. Get ideas from others.

WHAT IS INSTRUCTION? WHAT IS FACILITATION?

We watched a video. Huge divergence in opinion. This leads to a potential problem.

We want lessons to be memorable, that pupils "get it", learning **MUST** take place.

Facilitation is **KEY**. **HOWEVER**, Instruction is also essential. Vary it.

Most schools just play lip service.

Task - more tasks = more variety **BUT** will not see a significant improvement. Need to progress to facilitation.

Example from a class on "The Romans".

Think about what facilitation looks like.

Who is talking? Active? Engagement? Clarity? Clear learning outcome? Questions - closed or open?

Best teachers move back and forth between instruction and facilitation. Most teachers are stuck somewhere on the spectrum. Where are we? Try it out. Pick a class and decide to focus on instruction. The next time focus on facilitation. Which comes more naturally. Often we think we are facilitating but we are instructing.

What could I do when a student asks a question? Bounce it back, Make a suggestion...

COULD is a better word than should or must.

We would like to lessons to be "exciting" "innovative" where students are "fully engaged" as opposed to fully occupied. Engaged assumes they are thinking, talking, being stretched. "frequently spellbound"

Sometimes we need to give the picture, sometimes we need to give the dots and to let them join them themselves (some need more dots than others) [Republic example]

What are we asking them to do with the information? Is learning taking place?

Example [mime of rock] - were we showing dramatic skills or accuracy?

Facilitation is the difference. Challenge them. Give clear instruction.

[Bomb] example - Clarification question would have been appropriate. Replace "tell me about that without using the word "bomb" would have shown they understood and led to more significant learning.

Final Tips:

Choose two classes. Say what I am going to do. Write it down. Be crystal clear about the first step. Do in immediately - don't wait until next week.

Filming is great. Check policy first. Follow protocol.

Speed dating

Assemble 3x3 and more ambitious one

Instruction / Facilitation

Wrap up each other's class - we must facilitate by default.

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"My core job is Teaching and Learning"

Improvement - Try ideas out. If they don't work "Tweak" them. If they do SHARE them.

$L = U + M$ Learning = Understanding + Memory

Yes we want them to understand - They need to "get it". We also need them to do well in exams so they need to "Remember it"

Memory plays a massive role Dominic O'Brien "Learn to Learn" excellent book.

Key to memory = Connections, visualisations, repetition and IMAGINATION

We remember the unusual the novel - Swan example

Key to memory = Knowing where you put the info (otherwise just looking blindly around)

Visualising is good. Students can visualise whatever they like but be careful what they say aloud (need to be reminded of this - not gory, disgusting, rude..)

Exercise with numbers as "pegs" to aid memory. Good to teach to students.

If I had a 60 second class what would I do? KEY POINT

Look at Adverts. Best ones come first and probably repeated last. WHY? People remember the start and end. The middle is not memorable.

SO...When does our main teaching take place? Do we waste the start and end?

How about a few starts and ends - would that increase learning?

Learning intentions - Yes we need to have them. If we ask students "Do you know what we are doing today?" Do they?

Do they know WHAT? WHY? And WHERE THIS CLASS FITS IN.. (The bigger picture)

Simplify

** Inspectorate having a Magenta workshop next Wednesday 3 April **

Has the school a daily registration period? No? Create one! 10 minute review increases recall. Recall is important.

*Use Journals

*Use Left Page ...Right Page idea....Left side for summary / mind map / reflection - whatever. It is their revision aid. Good to share. Easy to see quickly if they "Get it" If not look at the right side. [I like this idea]

Using fixed pegs: is a system where you link a number with a picture. Mine were.

1 = Needle 2 = Coat Hanger 3 = Pregnant Lady 4 = Nose 5 = Hook 6 = Soup Ladle 7 = Bow of ship - Titanic
8 = Race Track 9 = Basketball Hoop 10 = Plate with knife.

To remember 11=20 stick with same pegs but in colour

To remember 21-30 put them in blocks of ice

Recall is important. Review increases recall by 400%

Strategic Review - Strategic Timing: (At intervals during a class) 1. Who is doing the talking? 2. How quickly are they doing it? 3. What are students required to do with the information?

Experiment - Tweak - Tell & Share

Teacher / Student Talk is usually 80/20 Optimal is 20 / 80

Unrealistic to expect an 80 / 20 teacher to move to a 20 / 80.

70 / 30 is a step in the right direction - that is a tweak

Roman Room System for aiding memory is also useful to teach the students.

Revise in the room in which they will sit the exam. Is that a possibility?