



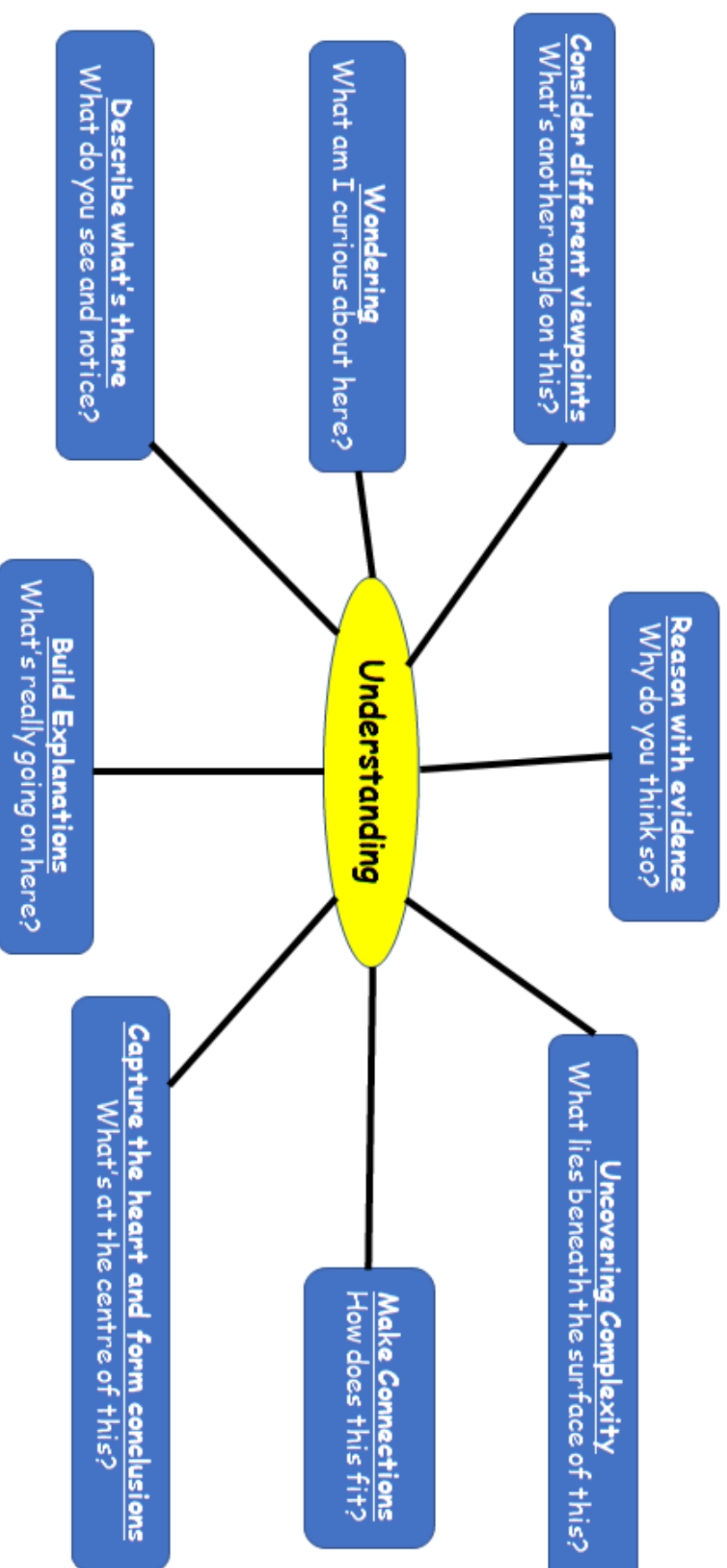
GIRVAN
ACADEMY



MTV Routines

Suggestions for applications

Kinds of Thinking to be Developed



Reason with evidence

Why do you think so?

- Micro Lab protocol
- What Makes You Say That?
- Tug Of War
- Claim - Support - Question
- Stop, Look, Listen
- +1
- My Favourite No
- Now... Then... Later
- Hot Spots

These routines are focused on supporting the pupil's development in being able to justify their ideas with supporting evidence.

Through repeated usage, the pupil will produce/contribute answers and ideas while providing supportive evidence derived from the specific task.

These routines should also develop the pupil's confidence through the repetitive nature of the task: they build on prior learning which boosts their confidence and awareness in their own ability with this specific skill.

Uncovering Complexity

What lies beneath the surface of
this?

- Zoom In
- Compass Points
- Explanation Game
- Micro Lab Protocol
- Claim - Support - Question
- The 4Gs
- Red Light, Yellow Light
- IF
- My Favourite No
- Beauty And Truth
- Peel The Fruit Map
- Creativity Hunt
- Layers

These routines are focused on supporting the pupil's analysis skills and being able to identify the true focus of an issue.

Through repeated usage, the pupil will be able to look past their initial opinions to understand what the true focus of an idea should be. They should also provide supportive evidence derived from the specific task to support this opinion.

These routines should also develop the pupil's confidence through the repetitive nature of the task: they build on prior learning which boosts their confidence and awareness in their own ability with this specific skill.

Make Connections

How does this fit?

- 3-2-1 Bridge
- Generate - Sort - Connect - Elaborate
- Connect, Extend, Challenge
- The 4C's
- Does It Fit
- If
- The 3 Whys
- Unveiled Stories
- Creativity hunt
- Layers

These routines are focused on supporting the pupil's analysis skills and being able to identify the different parts and aspects of an idea and how they are interlinked

Through repeated usage, the pupil will be able to identify all the various parts/sections/issues related to the idea focus. They should also providing supporting evidence/reasons to support why they think the sections are interrelated.

These routines should also develop the pupil's confidence through the repetitive nature of the task: they build on prior learning which boosts their confidence and awareness in their own ability with this specific skill.

Capture the heart and form conclusions

What's at the centre of this?

- Headlines
- Colour, Symbol, Image
- The Explanation Game
- The 4C's
- Micro Lab Protocol
- Sentence, Phrase, Word
- Peel the Fruit Map
- Hot Spots
- +1
- Beauty And Truth
- Reporter's Notebook
- Creativity Hunt

These routines are focused on supporting the pupil's analysis skills, allowing them to identify the real issue/idea/point/goal at the heart of the task.

Through repeated usage, the pupil will be able to identify the core focus at the centre of their work and be able to support why this one focus is key to all the other issues related to this focus.

These routines should also develop the pupil's confidence through the repetitive nature of the task: they build on prior learning which boosts their confidence and awareness in their own ability with this specific skill.

Build Explanations

What's really going on here?

- See - Think - Wonder
- Chalk Talk
- Explanation Game
- Compass Points
- Headlines
- Micro Lab Protocol
- What Makes You Say That?
- Step Inside
- Claim - Support - Question
- Creativity Hunt
- Time To Share
- IF
- ESPI
- Reporter's Notebook

These routines are focused on supporting the pupil's analysis skills, allowing them to break down and clearly explain the various issues that are present in their current piece of work.

Through repeated usage, the pupil will be able to clearly identify all the various parts/sections/issues related to the idea focus. They should also providing clear supporting evidence/reasons to support that their idea is present in the lesson stimulus.

These routines should also develop the pupil's confidence through the repetitive nature of the task: they build on prior learning which boosts their confidence and awareness in their own ability with this specific skill.

Describe what's there

What do you see and notice?

- See - Think - Wonder
- Zoom In
- The Explanation Game
- Colour, Symbol, Image
- Micro Lab protocol
- Sentence - Phrase - Word
- Layers
- Stop...Look...Listen
- Unveiled Stories
- Reporters Notebook
- Hot Spots

These routines are focused on supporting the pupil's identification skills and being able to describe all the various aspects on any given focus.

Through repeated usage, the pupil will be able to break down the various sections of an issue and describe them in increasing detail.

These routines should also develop the pupil's confidence through the repetitive nature of the task: they build on prior learning which boosts their confidence and awareness in their own ability with this specific skill.

Wondering

What am I curious about here?

- See - Think - Wonder
- Zoom In
- Think - Puzzle - Explore
- Connect, Extend, Challenge
- The 4 C's
- I Used To Think, Now I Think
- Here Now/Here Then
- Hot Spots
- Creative Questions
- Options Explosion
- The 3 Ways
- ESPI
- Question Shorts
- Question Starts

These routines are focused on supporting the pupil's question skills, giving them the confidence to ask and create focused questions related to the stimulus.

Through repeated usage, routines provide the pupils the opportunity to develop their questioning skills, allowing them to realise what types of questions work best and what questions they should be asking of teachers, issues, resources to give them the best information to help in their own understanding of the issues and subject at hand.

These routines should also develop the pupil's confidence through the repetitive nature of the task: they build on prior learning which boosts their confidence and awareness in their own ability with this specific skill.

Consider different viewpoints

What's another angle on this?

- Circle Of View Points
- Step Inside
- Tug Of War
- Here Now/There Then
- Now...Then...Later
- The 3 Whys
- IF
- ESPI
- Time To Share
- Think, pair, Share
- Beauty And truth
- Truth For Who?
- Unveiling Stories

These routines are focused on supporting the pupil's evaluation skills, allowing them to look at any issue through the perspective of someone else

Through repeated usage, the pupil will be able to understand that most issues have a variety of viewpoints in relation to "right" and "wrong". They'll be able to identify the supporting arguments from various viewpoints and be able to evaluate viewpoints with strong supporting evidence to those with weak evidence – supporting these evaluations with suitable reasonings.

These routines should also develop the pupil's confidence through the repetitive nature of the task: they build on prior learning which boosts their confidence and awareness in their own ability with this specific skill.