Building Germane Load
12th June 2019

JK

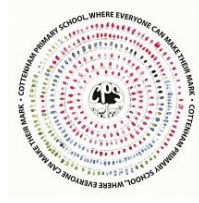## *How to ensure less is more...*

Back to basics…

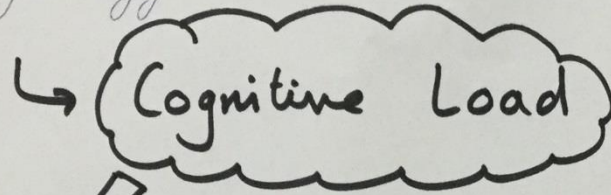
What is learning?

The Three Steps to Learning...

1. Encoding: What goes in at point of delivery

2. Consolidation: Storing in the LTM…

3. Retrieval: Getting it back out again…

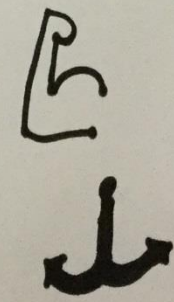# What theories and influences shape our curriculum design?

Cognitive psychology   principles of Knowledge Rich Curriculum

↳ (Cognitive Load)

And why

(i) <u>Intrinsic</u> load → "KISS" → What mu<u>s</u>t be taught...

(ii) <u>Extraneous</u> load → "Remove the white noise"

(iii) <u>Germane</u> load → Architecture

80/20

TLAC   Scaffolds   Relationships

text/visuals
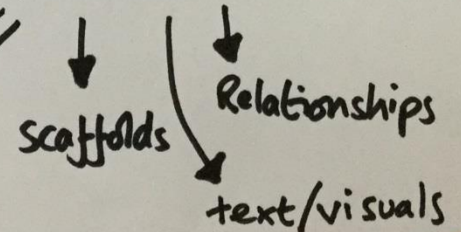
Cognitive Load

Consists of three types of load:

1. Intrinsic Load: How hard is this?

2. Extraneous Load: What really matters?

3. Germane Load: Construction of schema

To Promote Effective Learning for All

1. Manage the Intrinsic Load

2. Optimize the Extraneous Load

3. Promote the Germane Load *("It's what we do here")*

1. Intrinsic Load

Take a longitudinal view of the learning journey for one module this term, and ask ***What needs to be taught? Why does it need to be taught? What do the children already know?***

Ask the same questions for the next lesson you are teaching in this module.

Review and redefine (if necessary) the learning objective for this lesson.

2. Extrinsic Load

Based on the learning objective, what must stay and what needs to go?

Consider the adaptations necessary to ensure that all children are receiving their curriculum entitlement

Include the learning environment (position of scaffolds; location of resources; seating plans; impact of adults)

3. Germane Load (i)

How exactly are you going to use the systems and structures at CPS to promote learning?

1. Upfront tactics:

- *Framing*
- *Quizzes (1-5 whiteboards; MCQs; True or False? Blanked statements; Just a Minute; Can you still…? What was the year?)*
- *Dual-coding (including the 'Knowledge Picture Books')*
- *Use of knowledge Organiser (think: dual coding…)*
- *Choral responses*
- *Judicious use of great text*
- *Washing lines*
- *Video/Music*
- *Choral responses*

3. Germane Load (ii)

2. Longer term:

- *Build up to causality and connections*
- *How to plug any knowledge gaps*
- *The role of the English curriculum across the curriculum…*

Steal, improve and share