

# Time

## Learning to be its master rather than its victim

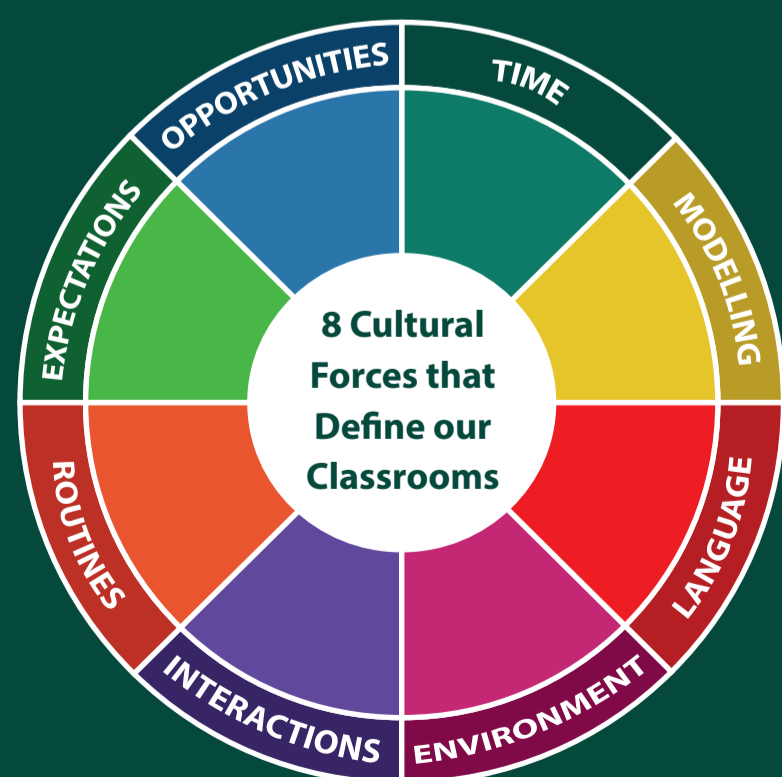


Become aware of language

Become a better listener

Who is the thinking? Who is the students' language?

Learning is a consequence of Thinking. Coaching and providing feedback propels learning forward and creates momentum.



### Recognizing time as a statement of your values

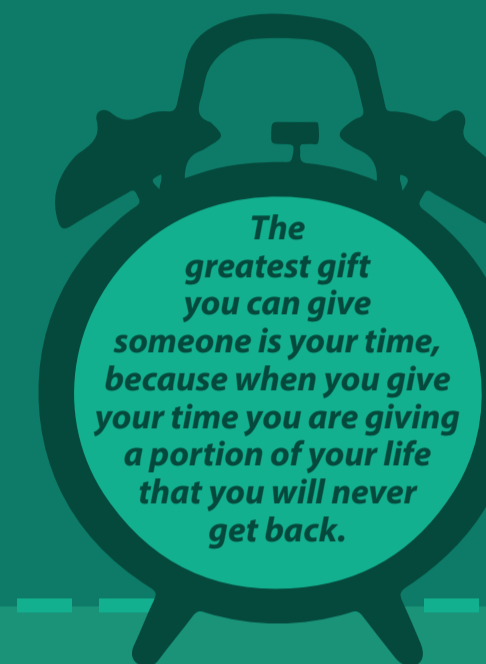
Give time to talk and small group discussions.

*Time is not measured by clocks but by Moments.*

### Investing Time to make time

Multitasking: divided attention has severe effect on memory. Take time to teach students to be more independent, set goals, take greater risks and learn to self-assess.

**WE ALL MAKE TIME FOR WHAT WE FEEL IS IMPORTANT IN OUR LIVES.**



### Give Thinking Time

Provide wait time and think time

### Rethink Time

- Flipped learning
- Blended learning
- Genius hour
- Slow learning
- Fedex days
- Block scheduling

*"Time has a wonderful way to show us what really matters."*

*- Margaret Peters*

Conduct an audit on your time

Conduct 'engaged time' audit on students

Practice increasing wait time

### Managing Energy, not Time

How do I spend my energy? Moaning and complaining or excited and looking for opportunities?

### Learning to prioritise and always prioritise learning

8 minutes time for Teacher talk - never go beyond this

- minimise disruptions
- reduce transition time
- establish routines
- facilitate active student responses
- focus on explicit goals
- providing feedback
- encouraging independence

"How will I use my class time to maximize learning?"

**Put the BIG rocks in first.**