

# Noticing - Take it steady!

Think about how and when you might:

## Stop/avoid:

- Rushing
- Chasing subject coverage at the expense of real understanding
- Glossing over intricacies
- Telling students what to notice
- Thinking that seeing and noticing are the same thing

## Experiment with:

- Noticing using all the senses
- Using Noticing as springboard into Questioning, Making Links, Imagining and Reasoning.

## Start/do more of:

- Encouraging talk about detail
- Rewarding detail in student responses/written work
- Praising precision and accuracy
- Using images as a springboard to attentive noticing
- Building in wait time before taking student answers
- Allowing time for contemplation

## Start slowly:

- Deliberately obscuring detail and allowing students to uncover it
- Saying 'So ?'
- Building common noticing routines across all subjects
- Remaining quiet to encourage students to develop their answers in greater depth