

Introducing new knowledge to pupils

Once you have considered what pupils need to know in order to access the topic, you can start to consider how to introduce new information to your pupils in a way that will support their learning. In this session you will explore how to break complex tasks down into small steps and how to provide graphical representation with a verbal explanation.

These two strategies may then be drawn upon in your next **two** mentor interactions, which is explained in more detail at the end of this session. However, your self-directed study next week will focus on using worked and partially completed examples.

Breaking complex tasks down into small steps

The most effective way to introduce new ideas is to break complex material into smaller steps and teach these steps one-by-one.

This can be considered at a topic level, whereby the teacher breaks down the different knowledge and skills required, teaches them discreetly across the topic or unit, then brings them together once pupils are proficient at each. This will be explored as part of Module 6 – How to design a coherent curriculum. However, for the purpose of this module, we are going to consider it from the perspective of a single explanation. This refers to breaking down complex ideas or tasks into smaller steps. This supports the amount of information being handled by the working memory as it reduces the number of ‘slots’ you are filling with new information to process. It also supports you as the teacher to assess pupils’ understanding after each step. If pupils have not understood, you can reteach or modify the explanation as required.