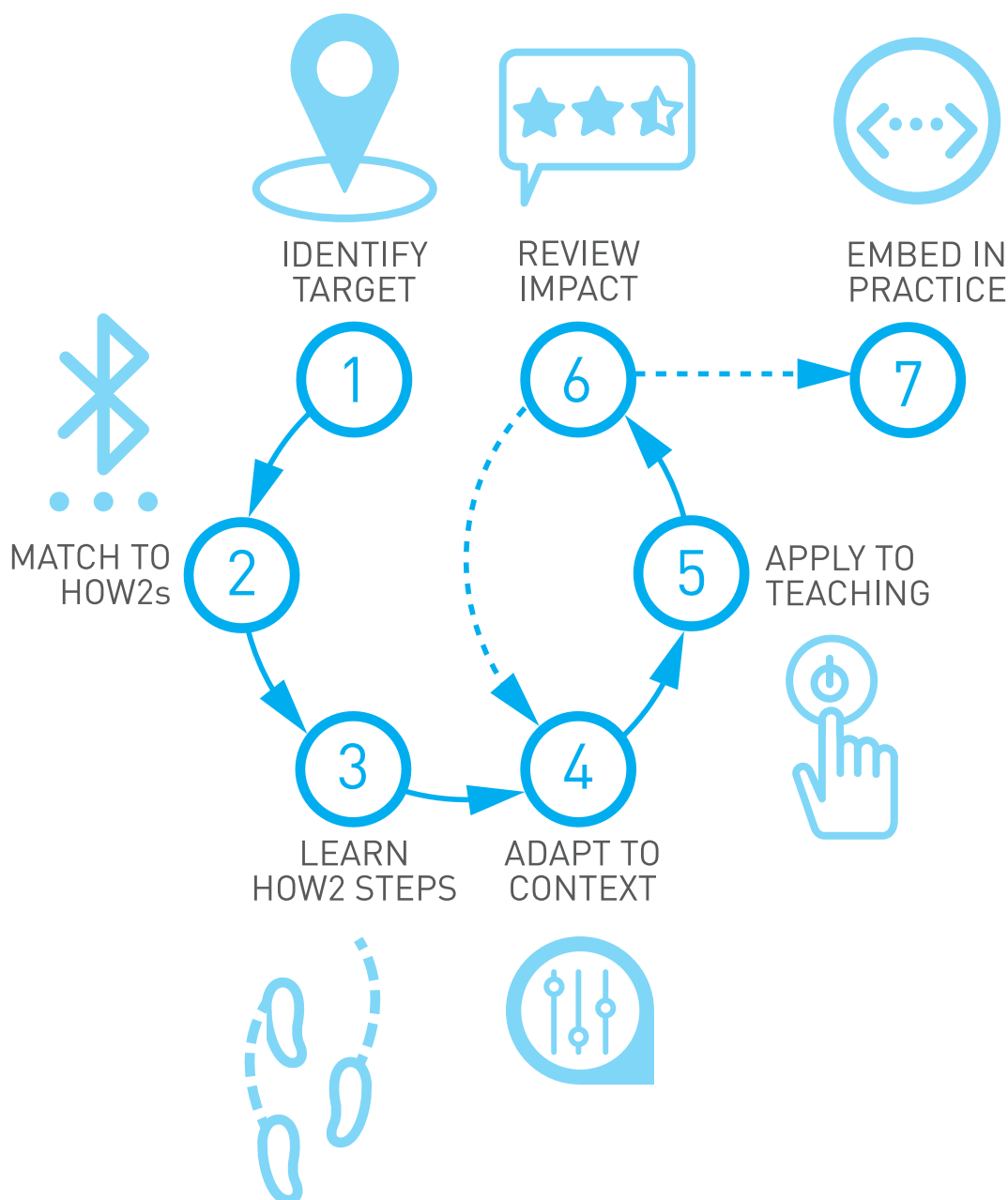


# The HOW2 Process: An Overview

HOW2

**HOW2s are not rigid templates designed for unthinking execution.** Rather, they are models that may need a degree of adaptation to fit different classroom situations.

The HOW2 Process guides you through a series of decisions and actions.



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# The HOW2 Process:

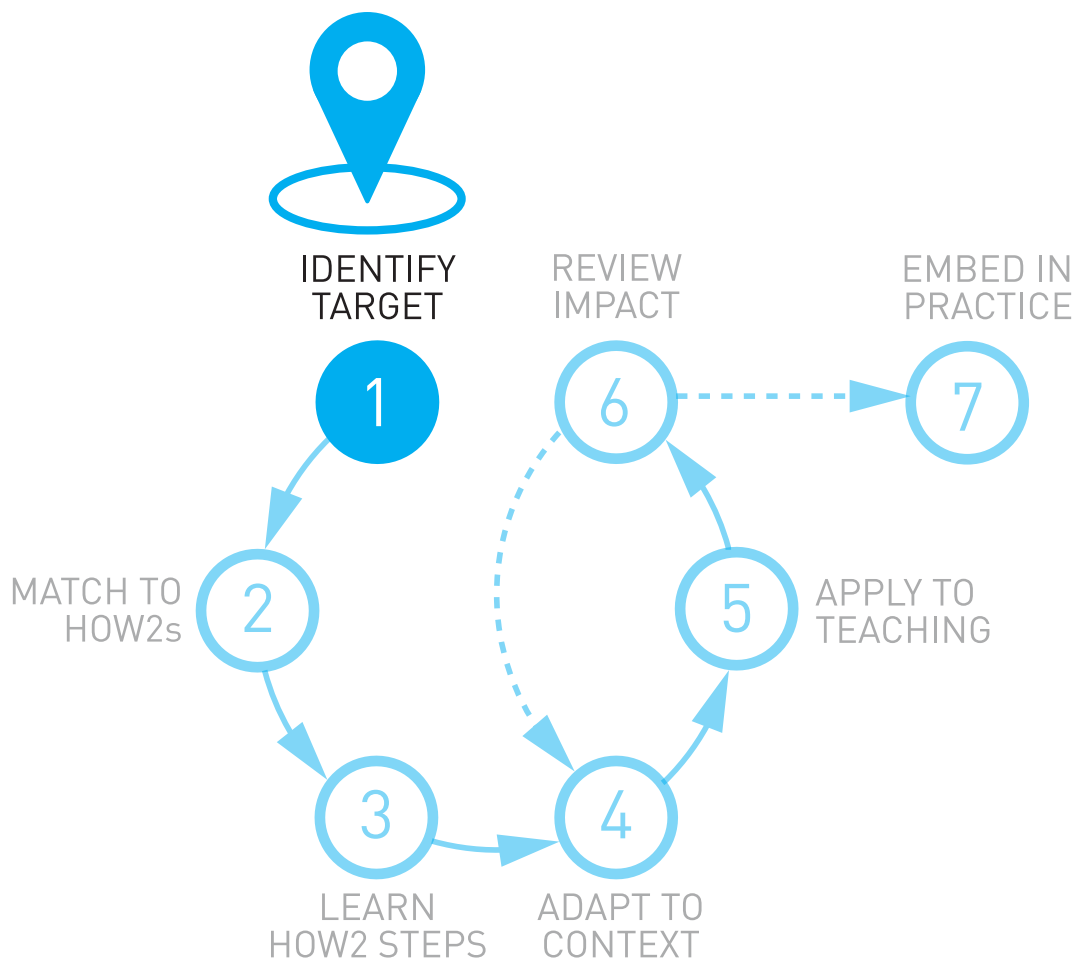
## Stage 1 Identify Target

HOW2

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### What am I trying to achieve in terms of student learning?

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Consider which aspect of learning is your main focus:

- **Orient:** learners prepare for their learning by directing their attention towards it
- **Encounter:** learners face, and start to address, the new content to be learned
- **Organise:** learners make sense of the new information by manipulating it in various formats
- **Practice:** learners elaborate and absorb the new knowledge and skills through repetition

- **Feedback:** learners improve and don't reinforce mistakes
- **Recall:** learners place newly learned content into long-term memory.

Consider the source of the target:

- **Directed:** does it come from lesson observation, department plans, or performance management?
- **Personal:** have you decided to work on weaknesses, strengths, or an area of interest?

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# The HOW2 Process:

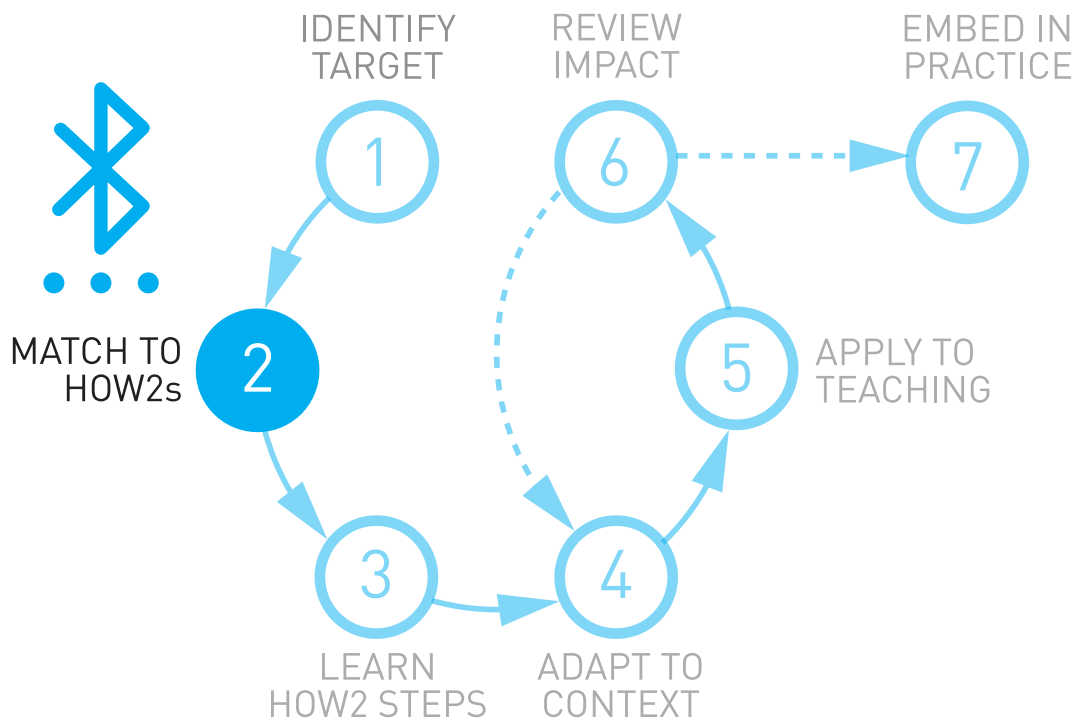
## Stage 2 Match to HOW2s

HOW2

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### What needs to fit?

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#### Consider aligning these aspects:

- *Purpose*: does the HOW2 help address the target?
- *Complexity*: is the HOW2 within your competency and comfort range?
- *Familiarity*: have you used a similar HOW2 before?

If you are unsure, consider getting support from a colleague listed in the Skills Exchange. You can choose a colleague who is at one of these three stages with the particular HOW2 you have chosen:

- *Considering It*: maybe start working on the same HOW2 together?
- *Working On It*: or get support from someone in the middle of mastering the HOW2
- *Embedded It*: or maybe get support from someone who is now using the HOW2 as part of their everyday repertoire of techniques.

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# The HOW2 Process:

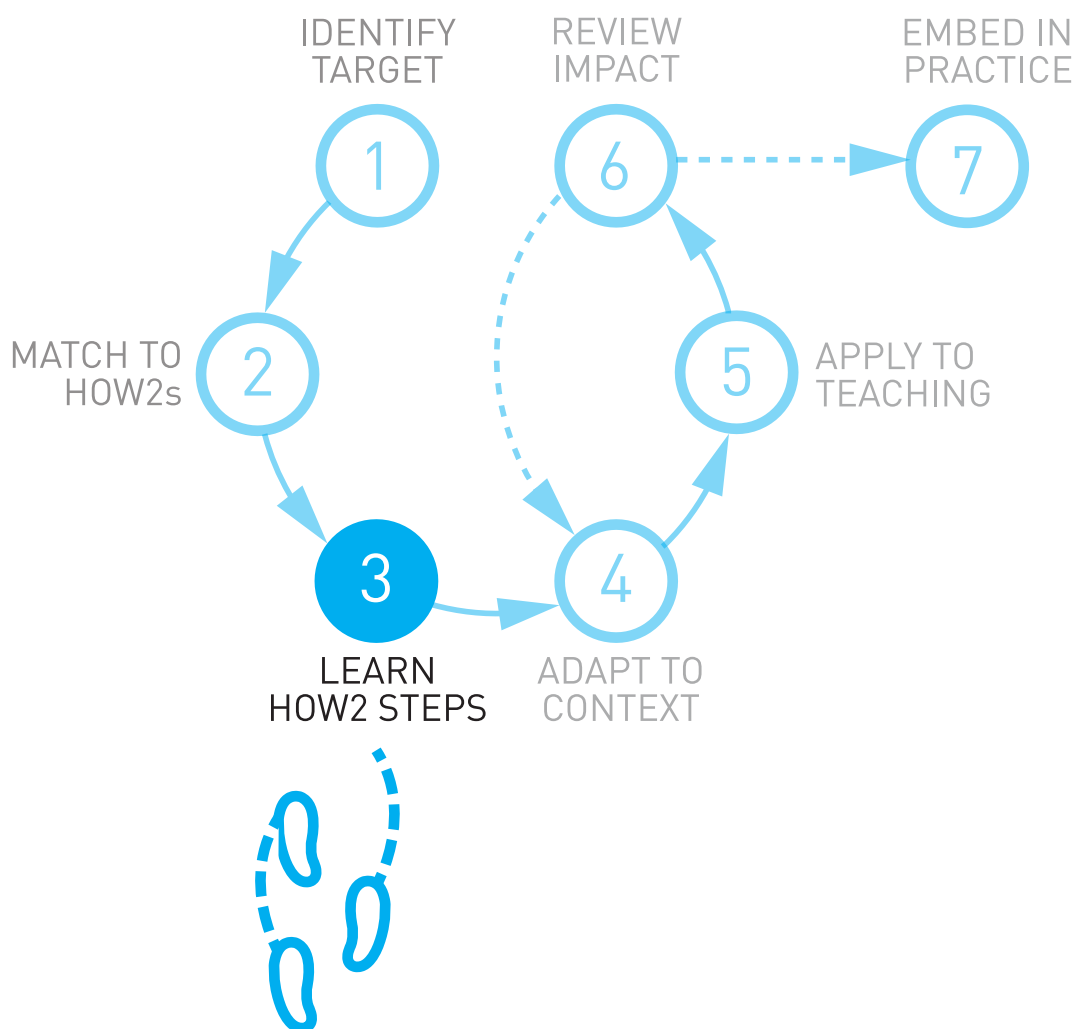
## Stage 3 Learn HOW2s Steps

HOW2

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### Will it work as it is?

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#### Consider any potential problems:

- **Age:** are your learners sufficiently developed for the demands of the chosen HOW2?
- **Experience:** do your learners know how to work cooperatively and independently?
- **Skills:** can your learners read, take notes, explain and present their ideas to peers?
- **Knowledge:** do your learners know enough content to engage with the activities?
- **Culture:** does the class have a sufficient level of trust, sociability and diligence?
- **Logistics:** are there any time or space constraints?

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# The HOW2 Process:

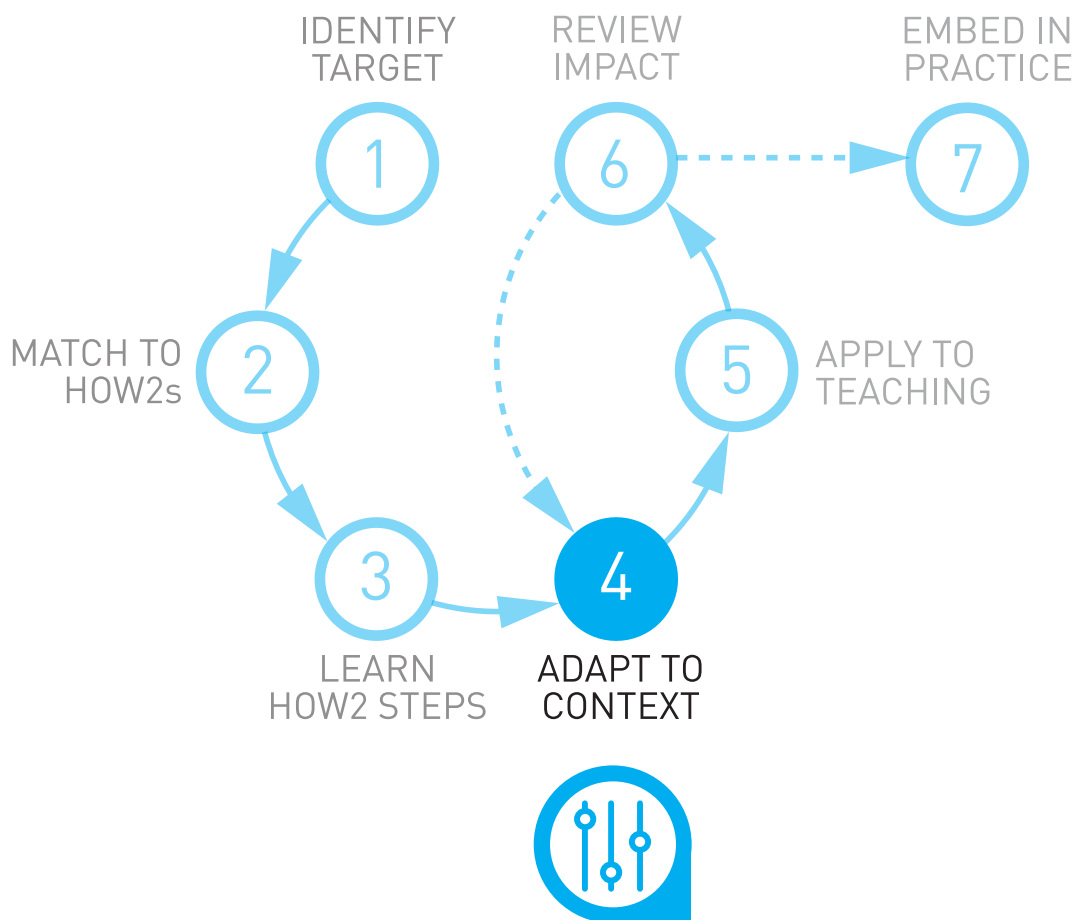
## Stage 4 Adapt to Context

HOW2

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### What can I tweak?

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#### Consider these possible solutions:

- **Prepare:** do you need to teach your learners any necessary skills?
- **Simplify:** would reducing the number of stages reduce complexity?
- **Elaborate:** would adding to the number of steps provide necessary scaffolding?
- **Modify:** would changing the order of the steps or detail within a step supports its introduction?
- **Redesign:** do you need to alter the constraints of either time or space?
- **Rethink:** would it be better to start with a simpler HOW2 as a build-up?
- **Involve:** would walking through the HOW2 with your learners help in adapting it to their needs?

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# The HOW2 Process:

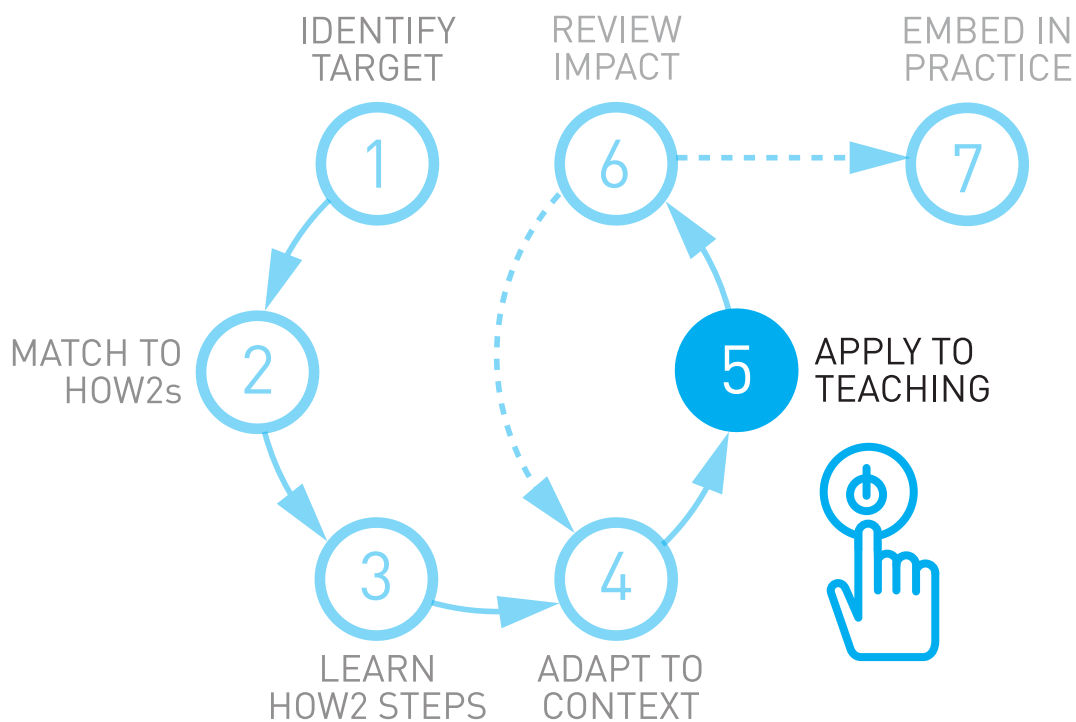
## Stage 5 Apply to Teaching

HOW2

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### What supports me?

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#### Consider these factors and options:

- **Introduction:** would showing the HOW2 to your learners at the start help them to understand what is required of them?
- **Collaboration:** would asking your learners to identify any pitfalls when introducing the HOW2 be more likely to create a sense of partnership?
- **Notes:** are you planning to capture your plans and progress with the notes tool for later review and sharing with colleagues?
- **Evidence:** would videoing your lesson help your learning?
- **Persistence:** are you aware that new habits take time to become established?
- **Practice:** are you aware that it takes repetition before new skills become fluent?
- **Errors:** are you comfortable with the idea of errors being part of the learning process?

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# The HOW2 Process:

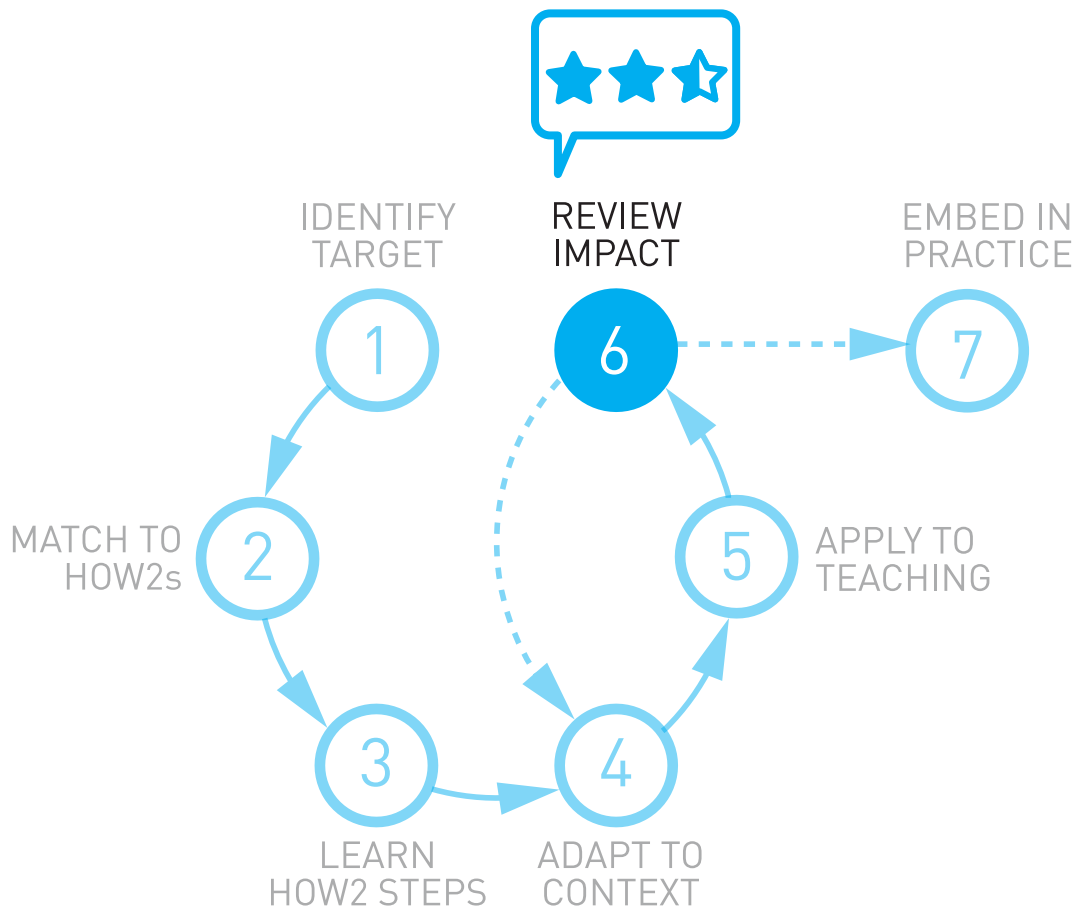
## Stage 6 Review Impact

HOW2

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### Did it work?

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#### Consider a variety of evidence:

- **Video:** what does the video reveal?
- **Observation:** what did an observer notice?
- **Behaviours:** did you follow your plan? Did you make any changes?
- **Learners:** how would you evaluate their engagement and learning?
- **Feedback:** what did your learners think of the HOW2 trial?
- **Evaluation:** do you need to fine-tune your HOW2 plans and re-trial, or embed the HOW2 into your regular practice and move onto a new HOW2?

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# The HOW2 Process:

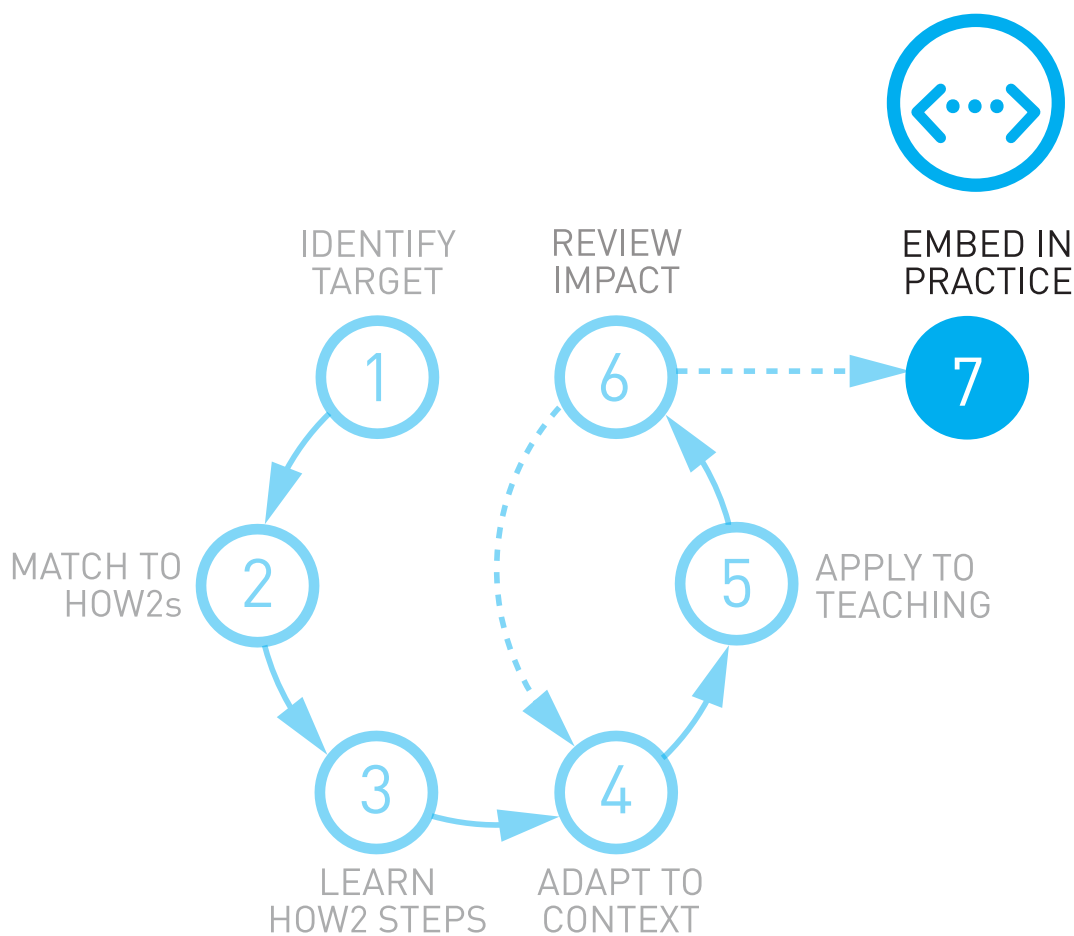
## Stage 7 Embed in Practice

HOW2

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### How can I share?

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#### Consider these approaches:

- **Volunteer:** change your status for that HOW2 as *Embedded It* on the Skills Exchange and wait for colleagues to contact you

- **Capture:** use the notes tool to capture how you went about your plans and share it with colleagues
- **Comment:** cooperate with your colleagues by commenting, and making suggestions, on their plans in their notes