

# EXAMPLES OF BEST PRACTICE

## *Building a culture of evidence-informed practice*

By focusing on the "best bets" of "what works" we can make the most of our time with the students and provide them with the best opportunities possible.

### FOCUS FOR AUTUMN 1: SEQUENCING CONCEPTS AND MODELLING

**'Rosenshine suggests that more effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts into small steps'**

#### MODELLING IN HISTORY: ( I DO, WE DO, YOU DO )

**Model Paragraph**

One significant factor that caused continuity in the ideas on the cause of disease was the role of key individuals like Hippocrates and Galen. Initially, Hippocrates developed the theory of the four humours, that the body was made up of four different humours (blood, black bile, yellow bile and phlegm) which caused illness when they were imbalanced. For example, a cold could be blamed on too much phlegm. This idea was developed further by Galen, who came up with the theory of opposites as a method to treat the illness. These ideas still endured in the middle ages as they made sense; people were rational and could see the physical effects of an imbalanced humour. Therefore the ideas of Galen and Hippocrates were accepted as the explanation behind causation of disease.

**Miss Heaton:** "Firstly I present students with a model paragraph, which is colour coded (point, evidence, explanation.) We then work through the essay assistance worksheet together which I have attached. This is all knowledge that they have learnt in the previous lesson. We then categorise and explain that this is where the evidence comes from. Next, we work through an answer together on the board and they complete the essay builder worksheet, colour coding their work. I then ask them to write the third paragraph independently."

#### **( I DO, WE DO, YOU DO )**

**I do, we do, you do** is an incredibly helpful modelling strategy for reducing cognitive load and allowing students to follow clear steps that teachers have made explicit. It functions to de-mystify the whole process. (See Pocket Pedagogy Session 1 for a reminder of strategy)

#### MODELLING IN ENGLISH: ( I DO, WE DO, YOU DO ) & USING A VISUALISER

##### Miss Wilson:

"Prior to this year, in English I largely presented students with prepared models. However, recently I've embedded modelling into my practice by using I do, we do, you do and live modelling the writing process. Within the lesson, we collaboratively created a response together. I did this through cold calling students asking for contributions to the response. For me, I find using the visualiser really helpful for both making it clear what to include in their writing and for behaviour management, ensuring all students follow along."

From a feminist perspective, Shakespeare's presentation of Lady Macbeth's change is problematic because she rejects the stereotypes of the Jacobean society. In the early sections of the play, Shakespeare supported female empowerment through the construct of Lady Macbeth, though to defy the restrictions placed on women in the time period, she is presented as a dominant and manipulative character; however her desire for power causes her to experience peripetia and ultimately results in her downfall.

In Lady Macbeth's initial soliloquy in Act 1, scene 5, Shakespeare conveys Lady Macbeth as a powerful, ambitious and defies the mould of Jacobean women by using imperatives. In act 1 scene 5, Lady Macbeth feels trapped with Jacobean society's views and she asks the evil spirits to 'unsex me here'. Here she is seeking help from the supernatural by commanding the removal of her female characteristics which are associated with kindness and compassion. She wants them to be replaced with the male characteristics of dominance and aggression to give her the courage to kill King Duncan and ultimately commit regicide. Furthermore, Lady Macbeth explores this idea further on in her soliloquy when she asks for her breast 'milk' to be replaced with 'gall'. Milk is linked to nurturing, kindness and is a substance associated with motherhood, consequently Lady Macbeth wants it to be replaced with 'gall' a vile substance which connotes death and evilness. Lady Macbeth thinks that by erasing herself of her femininity will give her the power and courage she requires to carry out her threat to kill King Duncan.