

POCKET PEDAGOGY 1

Modelling/ Worked Examples

INTRODUCTION

Modelling thought processes, high quality examples and approaches to problems is an essential part of classroom practice.

Rosenshine tells us that more effective teachers spend more time guiding student practice. If we ask students to work independently without ensuring they have acquired and built up the relevant knowledge, their progress will be limited.

By using worked examples and modelling, teachers are able to demonstrate how students can apply the knowledge they have worked hard to store in their long term memories through retrieval practice.

TOP TIPS:

- 1.If you feel uncertain about live modelling, ask someone to rehearse with you. Just like our students we need to practise in order to improve.
- 2.Use mistakes as a learning opportunity for students when modelling. If you change your mind about a word choice or get something wrong, acknowledge it and explain why this happened or utilise questioning to ask students to explain.
- 3.Support students with meta-cognition by asking them to talk through how they are going to approach a question before doing it independently. Challenge students to justify their responses.
- 4.Do not allow lack of time to pressure you into rushing worked examples and modelling. Students cannot move from seeing one example straight into independent work.

Reflection:

- How much time are you dedicating to modelling in your lessons?
- How effectively are students working when they reach a level of independence?

KEY APPROACHES/ STRATEGIES:

I, We, You

I- Teacher models steps to students, narrating their choices and process. Make the implicit, explicit.

We- Teachers and students co-construct a further example of work collaboratively.

You- Students work independently through the steps they have encountered in the first two stages.

Live Modelling

This involves the teacher modelling their thoughts, choices and approach to a question, problem or task. A great support for meta-cognition. Allows students to see micro-decisions.

De-constructing high-quality examples

Whilst teacher-led modelling in steps helps to manage cognitive load for students, there can be a place for pre-prepared examples and it does allow you to ensure that the work you present contains everything you want it to.

Use of the Visualiser

The visualiser is one of the most supportive tools you have at your disposal. It can be used to support all the key strategies we've looked at. Top tip: present student work under the visualiser and get them to narrate their process.