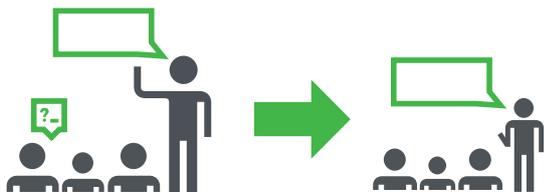


TWHF Core Principles of Teaching & Learning



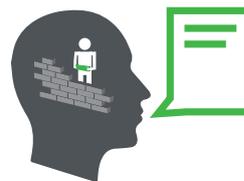
Why should we model?

To learn how to do something, pupils need to watch and listen to experts as they guide them through the process, step by step, before they make an attempt themselves.



Show them what to do

Task modelling occurs when the teacher demonstrates a task pupils will be expected to do on their own. This strategy is used so that pupils can first observe what is expected of them, and so that they are secure in engaging in a new task or activity.



Show them how to think

Meta-cognitive modelling demonstrates how to think in lessons. The teacher verbalises their thinking by demonstrating how the new idea/concept links to prior knowledge.

Key KPI's

- Consider pupils' prior knowledge and experiences. Model aloud your thinking to explain links between an idea they have seen before and the one you are about to introduce.
- Maintain the pace of the lesson by using modelling for short chunks of time.
- Remember to task pupils with some sort of activity during modelling to elicit feedback on where they are in their understanding.
- Provide multiple examples and demonstrate the process (teacher or pupils) whenever necessary as new skills are only acquired through repeated practice.
- When modelling, always aim high as it is through modelling that the benchmark for excellence is set.



Give them some support

When using modelling as a scaffolding technique, teachers must consider pupil's position in the learning process. Previously worked examples can be used to heavily support the process for children who are slow to grasp a new concept or just be an aid memoir to those who are ready to deepen their understanding.



Give them opportunities to model to each other

An effective way to use modelling is to ask pupils to model a performance, task or a thought processes to their peers. In pupil-centred modelling, pupils who have mastered specific concepts or ideas are asked to demonstrate this to others. This type of modelling makes the class less "teacher-centred", which provides a more supportive learning environment.