



This Week's L&P Programme

Tuesday 13th March

2.45-3.00pm

BRIEFING

Deep Announcements

Lead: Principal

3:00-3.15pm

L&P

Sharing Best Practice

Modeling

Lead: DL

3:15-4:45

Standardisation

Lead: HODs

THIS WEEK'S LEARNING WALK FOCUS:

Questioning

Modeling in the Classroom

Model Live



Modeling how to answer a question on the board or in a student's book is the most common method that teachers use. Not only does it enable teachers to get across subject-specific academic language, but can also unearth the complex thought processes behind questions. It can sometimes feel like a messy, stop-start affair but it's an immensely powerful tool.

Take a nuanced approach and pre-empt the setbacks and emotional anxieties a task or problem might lead to. Guide students through strategies that overcome these as you model, using phrases such as: "When I first looked at this problem I didn't know where to start- and then it hit me that I should..." and: "It's OK to feel frustrated at this point; I often do".

Show empathy



Use multiple exemplars

The quality of an example is hard to judge in isolation, so comparing excellent and poor examples can help students to identify the reason for success. Multiple exemplars are also important to ensure that you don't stunt creativity in subjects that call for divergent responses.



Punctuate with questions

The most effective modeling often goes hand in hand with quick-fire questioning. Two types of enquiry are particularly important: the descriptive question ("What am I doing?") and the explanatory question (Why am I doing it?). For example, a PE teacher when modeling how to throw a javelin will be asking probing questions such as: "What are my fingers doing as I grip it?" and then, "Why am I gripping it this way?"



Don't overdo it!

Beware that modeling doesn't lead to a dependency culture. Sometime models should be removed to allow students to think and make mistakes for themselves!