

ECT Mentor session

Module 3: Developing quality pedagogy

Week 2: Implementing effective modelling

Session Elements



discussion with
mentor



rehearsal



analyse
artefacts



reflection

Learning Intentions for this session

Your ECT will learn how to:

- 4a. use **modelling, explanations** and **scaffolds**, acknowledging that novices need more structure early in a domain
- 4b. enable critical thinking and problem-solving by first teaching the necessary foundational **content knowledge**
- 4c. **remove scaffolding** only when pupils are achieving a high degree of success in applying previously taught material
- 4d. provide sufficient opportunity for pupils to consolidate and **practise** applying new knowledge and skills
- 4e. **break tasks down** into constituent components when first setting up independent practice (e.g., using tasks that scaffold pupils through meta-cognitive and procedural processes)

Introduction

In their self-directed study session earlier this week, your mentee extended their knowledge of how effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. They considered how modelling helps pupils understand new processes and ideas and how scaffolds and worked examples can help pupils apply new ideas. They also considered how pupil success is underpinned by having frequent opportunities to practise and the gradual removal of scaffolds as their

expertise increases. Your mentee reflected on their needs analysis from Mentor session 1, identified which of these ideas might have the biggest impact on their current practice and created a lesson plan for use in their teaching in the forthcoming week.

The learning outcomes from their self-directed study were to learn that:

- 4.1 effective teaching can transform pupils' knowledge, capabilities and beliefs about learning
- 4.3 modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible
- 4.4 guides, scaffolds and worked examples can help pupils apply new ideas but should be gradually removed as pupil expertise increases
- 3.10 every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines

And they learned how to develop pupils' literacy, by:

3s. Teaching different forms of writing by modelling planning, drafting and editing

In this session, you will help your mentee build on this activity, focusing in more detail on its practical implications. You will assist them in refining activities and approaches to be tried in the classroom: start by helping them to explore their current practice and clarifying the ways in which the research might help to develop their impact on pupil success. Key goals for the session include helping them to understand a) why modelling helps pupils to understand ideas; b) why scaffolds and worked examples (and their gradual removal) are central to building pupils' confidence and expertise; and c) how to use a balanced mixture of these techniques to help pupils succeed as direct support is gradually removed.

Research and Practice Summary

Modelling and Scaffolding for structured writing in a Pupil Referral Unit

Helen wants her small group of Key Stage 3 pupils to write some paragraphs on 'What does it mean to be British?' She knows that her pupils have a range of learning needs, they are largely disinclined to work independently and they are prone to give up before a task is finished.

How might Helen scaffold her pupils' learning, while also building their

independence, so that they are able to write their paragraphs on British Values?

Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning, and pupils learn by observing. It describes the process of learning or acquiring new information, skills or behaviour through observation, rather than through direct experience or trial-and-error efforts. Modelling involves using a new method or concept as part of the instruction process so that pupils can hear or see what you intend them to do. It helps them to understand more clearly how to solve a problem or construct a sentence, for example, by seeing it being done. It also enables them to practise more effectively, and, therefore, encode and consolidate the new learning in the long-term memory. Examples of modelling include written, visual or video guides, scaffolding, and worked examples.

For Helen, what would it be useful for her to model for her pupils, and when should she do it?

Worked examples involve pupils studying the solved 'problem', rather than solving the problem themselves. They are highly effective because they reduce cognitive load, allowing pupils to focus on one step of a problem at a time without 'getting lost' in the problem. The aim is for the pupils to gain as close an understanding as possible of what their teacher sees as a high-quality model.



To help you use worked examples to aid your pupils' progress, you should:

- provide your pupils with a question or problem, alongside a detailed explanation of the solution (e.g., showing them one you made earlier or what a good one looks like)
- guide them through the process of following the worked example (e.g., highlighting the criteria that made it successful and how you achieved them)
- this provides the pupils with a guide for how to solve other, similar problems

Would you recommend that Helen use a worked example for her class. Why? Why not?

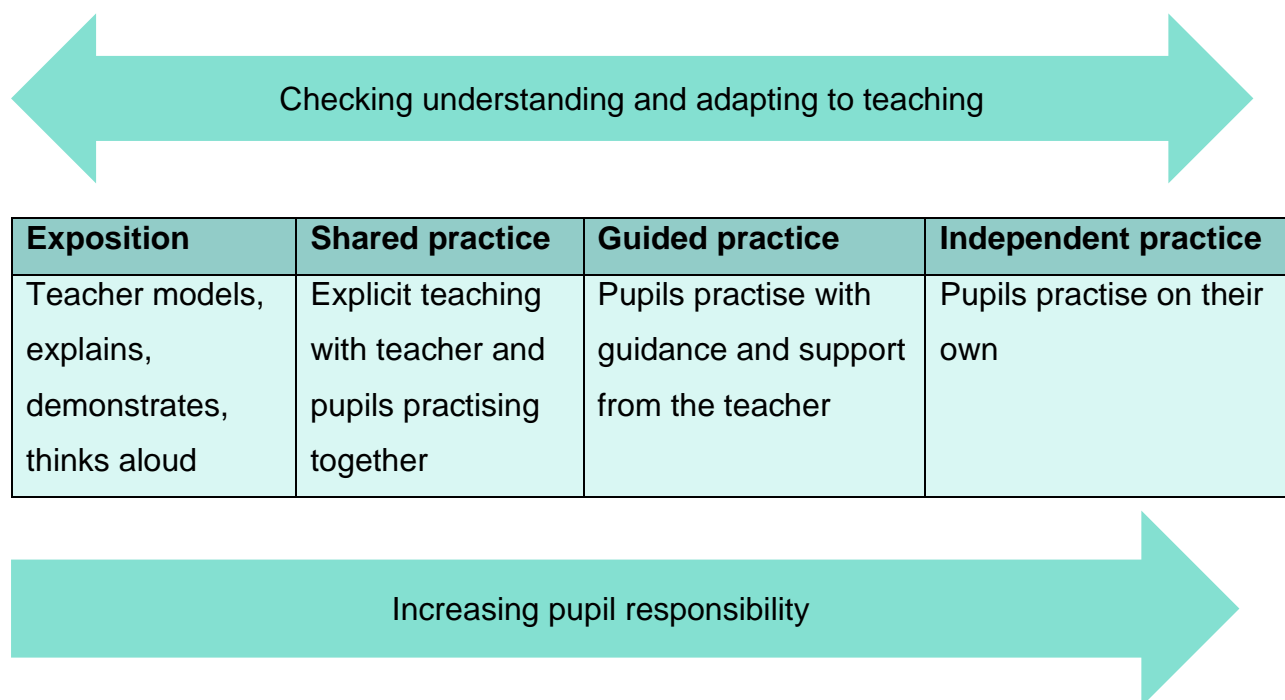
Scaffolding refers to a variety of instructional techniques used to move pupils progressively toward stronger understanding and, ultimately, toward greater independence in their learning. It describes a system of prompts or supports that pupils can use at the beginning of a learning cycle, which are gradually withdrawn as they become more confident.



To help your pupils make better progress through scaffolding, you should:

- avoid overwhelming their working memory (e.g., by breaking new content down and reframing questions)
- gradually reduce the amount of scaffolding that is given as they become more confident*
- give opportunities to repeat (rehearse), as this will build confidence and independence (you can allow them to practise with and without the scaffolds)

*A model of how to gradually withdraw prompts and support is shown here:



It is useful to recognise that, although many language skills are generic, they may also be specific to individual subjects. This becomes increasingly important as pupils get older and experience a wider set of **subject-specific literacy** demands, the academic language and conventions of different subjects. For example, pupils in one subject (say, science) may read a text purely for information, whereas in history or

English they might need to be aware of the author's interpretation.

To help your pupils understand the discipline-specific aspects of literacy in your subject, you should:

- ask yourself what is unique about your discipline, in terms of reading, writing, speaking or listening – for example, does 'writing a report' mean the same thing to you as it does to a teacher of another discipline?
- with colleagues, compile lists of words or phrases which are used atypically in your discipline, or which are foundational to your discipline (good quality textbooks are good places to look)

Extensive **practice** is also important, and gradually reducing the amount of support and scaffolding that is given will enable pupils to become more confident and independent. It can also allow pupils to master and build up individual aspects of learning without having to do everything at once.

What did Helen do? In her own words

I use scaffolding techniques a lot, especially if I want a considered piece of writing completed. With one group, I was looking at British Values: 'What does it mean to be British?' My aim was to achieve a few paragraphs on this. My group was not particularly keen on writing. I needed them to build up their ideas slowly before elaborating; otherwise, it was quite possible I would get a refusal by some to do the work. We started off with a 'hook', a muddled cartoon picture showing lots of 'British' things. Pupils had to find and name as many as they could – my pupils love a bit of challenge and competition, so this type of activity often goes down well. Once completed the pupils were given blank cards to identify any possible groupings and write them down e.g. food, then add actual examples. All the time this was going on my aim was to question the pupils about their understanding of the topics we were looking at. Once the pupils had the information they had obtained, I revealed to them that I am Irish. I showed them (in different colours) one sentence I had already written about 'What it means to be Irish', one sentence about how I could personally relate to this topic and one sentence about what it showed about Ireland. All my pupils were ready then to write their own sentences. I could see them looking at the board at my sentences, trying to work out what they would need to change. Some pupils stopped there, but one pupil who had been vocal in discussion added her own

introduction and (with my prompting) a conclusion paragraph. This activity reflected a growing understanding of the topic, plus a move towards more independent learning by one pupil.

Helen was aware that, before her pupils could write, they would need help with generating ideas to write about. This is where she used the muddled cartoon and the blank cards, which helped her pupils to gather ideas into categories – which would then become paragraphs. This was her main scaffolding technique: it suggested the structure that her pupils should follow, but allowed them freedom to select independently. She then modelled with a worked example, one which was different – but sufficiently similar – to the final product she wanted from the class. One of her pupils was able to move to the next stage without any explicit modelling.

Mentor Meeting Activities

Throughout the session, try to refer explicitly to the Learning Intentions, and encourage your mentee to record key points in their Learning Log. Tailor your use of the Theory to Practice activities below in response to the Review and Plan section of this session.

Review and Plan 5 mins

Clarify the Learning Intentions for this session with your mentee.

At the start of this module, you looked at all of the learn how to statements for Standard 4 and conducted a module audit with your mentee: in some areas they will already be confident and skilled; in others they will want more practice and support from you and others. Look back at this audit now and use it to help decide how you and your mentee will make the most productive use of the suggested Theory to Practice activities below.

Theory to Practice 40 mins



1. Analyse artefact

Jointly work through your mentee's lesson plan from their last self-directed session.

To support your analysis of their lesson plan, these might be useful questions:

- Which of the strategies (modelling, worked examples, scaffolding) have you used in your lesson plan? How do you think this will help increase pupil confidence and success?
- Have you managed to balance these strategies with other parts of your lesson, such as the consolidation of foundational knowledge?
- Have you allowed time for independent practice? How has this practice been organised?
- How have you assessed the pupils so you know when they are ready to work without the scaffold?
- Are these strategies appropriate for the age/stage of the pupils and for where they are in the overall curriculum?

- Is the balance right, or are they trying to do too much or too little?



2. Discussion with mentor

Modelling and scaffolding – doing them well, knowing when to introduce them and gradually remove them – are skills that it can take a long time to perfect. Your mentee might be experiencing barriers, which they may express like this:

'I don't know enough about the topic to model it well for my pupils.'

'I can't get this class to listen for long enough to model to them effectively.'

What the mentor said – Ellie, NQT induction coordinator, East London primary school trust

'My NQTs are often much better than they think they are, but they can lack confidence. I tell them that experience will help them to improve as teachers, but there are things they can do straight away. Primary teachers, understandably, worry about subject knowledge. I tell them to speak to colleagues working in the same phase and subject, to use textbooks or resources that other teachers have created and, if possible, plan alongside them. Less-experienced teachers sometimes rush their explanations and their modelling – they think the pupils won't behave if they are 'droning on'. They are right! I tell them to practise in front of a friend or a mirror. They don't need to entertain the pupils; they just need to talk to them clearly.'

Invite your mentee to use any of the strategies suggested by Ellie.



3. Rehearsal

Using the lesson plan produced in your mentee's self-study session, support your mentee to rehearse their use of scaffolding and modelling. Play the part of a pupil in the lesson which has been planned, allowing the mentee to model the task and give you the chance to practise. Use your knowledge and experience to ask the sort of questions pupils might ask in this scenario.

To support this rehearsal, it might be helpful to consider the 'gradual release of responsibility' model as a useful structure to implement these ideas. A key concept here is recognising that one of the core skills of an effective teacher is identifying when to remove support in order to achieve success.

Gradual Release of Responsibility	Suggested activities
I do	Teacher models an example, clearly demonstrating and explaining the process.
We do	Recreate the model as a class – perhaps with a partial scaffold and pupils fill in the missing steps.
You do (pairs)	Pupils practise by recreating the model in pairs (again with a partial scaffold) or work through new examples with some scaffolding. When looking at new problems, they should frequently be referring back to the 'expert' model.
You do (individually)	Pupils to work through examples on their own.



4. Reflection

In their self-study session, your mentee also completed this self-evaluation of how adept they are at knowing how and when to gradually withdraw scaffolding.

Activity	😊 😐 😞	Examples and notes
Exposition		
Shared practice		
Guided practice		
Independent practice		

Now that your mentee has shared and analysed their lesson plan with you – and rehearsed how they might use scaffolding and modelling in their lesson – ask them to now repeat this exercise. Talk through any changes in their answers.

Next Steps 5 mins

Agree with your mentee how they will now put their strategies from this week's session(s) into practice. Help your mentee to clarify:

1. the action(s) they will take and how these action(s) are expected to contribute to improving pupil learning
2. what success will 'look like' in relation to these action(s)
3. how they will evaluate their success in taking these action(s)

Note the date of your next mentor meeting, when you will check on your mentee's progress.