

LIVE MODELLING

1-2-3-4-5



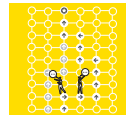
MODEL EACH STAGE STEP BY STEP



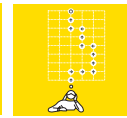
MODEL HOW YOU ORGANISE MESSY THINKING



REVIEW THE SUCCESS OR QUALITY OF YOUR OWN WORK



MODEL ALTERNATIVES AND FURTHER EXAMPLES



SET TASKS TO EMULATE THE MODEL



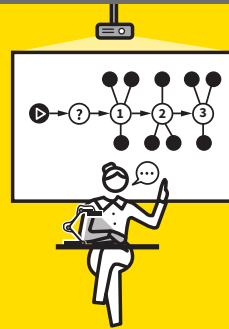
- For effective instructional teaching, teachers need to walk through a learning process themselves, highlighting key procedures and the thinking that underpins them.
- The metacognitive aspect is important, making implicit decision-making explicit.
- Provide examples of completed work that can serve as scaffolds for students.

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WU: Tom S suggests live modelling doesn't happen as much as it should. How often do you personally model the work you want students to produce by doing examples yourself?

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MODEL EACH STAGE STEP BY STEP

Talk through the preliminary thinking; narrate how you think through the problem: What is being asked? What information do we already have?

Undertake the task yourself, talking through each step one action at a time.

Use a visualiser or other method to ensure all students see what is being done.



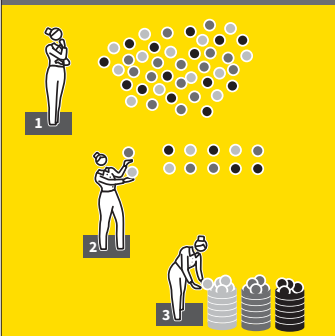
EXPLAINING & MODELLING AID/AIP/T

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If visualisers are available, model one being used for modelling in the training. Practise talking through an example, thinking aloud, so you model this well in the session. Stress that 'students should be listening, not copying'.

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MODEL HOW YOU ORGANISE MESSY THINKING

Part of the modelling narrative should include your decision-making process. How do you decide what to do next?

Model how: you float possible ideas before selecting one; you edit or improve your work; you put an array of ideas into a logical sequence.



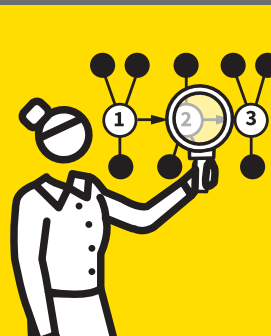
EXPLAINING & MODELLING AID/AIP/T

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A common example is writing an essay, moving from a list of ideas, then organising into paragraphs.

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REVIEW THE SUCCESS OR QUALITY OF YOUR OWN WORK

Stand back from your example to review it and check for understanding of each step.

Evaluate whether your model is correct, complete or meets the success criteria.

Make this explicit: Have I done it well? Am I correct? Discuss ways it could be improved.



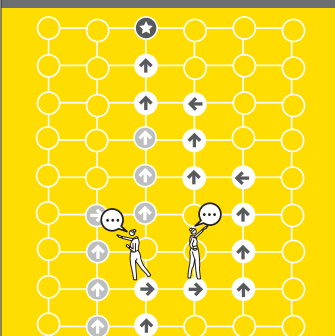
EXPLAINING & MODELLING AID/AIP/T

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This is the vital step. Students should not merely copy down a finished model. They need to understand what you did and why.

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MODEL ALTERNATIVES AND FURTHER EXAMPLES

It is important not to confine students' thinking by basing their responses on just one example.

Model multiple alternatives, highlighting how they each meet the success criteria or provide valid alternative routes to success.

One example is rarely sufficient.



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RP: Refer to Ron Berger's Ethic of Excellence walkthru, p. 30. Multiple examples and models are important to create a wider sense of what is possible, rather than carbon copies.

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SET TASKS TO EMULATE THE MODEL

Modelling is just the beginning of the process; it is important that students now try to put the ideas that have been modelled into practice themselves.

Initially Guided Practice will be important.

Then students should move towards Independent Practice.



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Students must practise after the modelling. Refer to Austin's Butterfly video – watch it if you haven't yet. We can't say Austin has learned anything until he has had a chance to practise independently.