Five Ways to Secure Progress Through Modelling

It would be inexcusable for a driving instructor to hand her client the keys and expect them to *figure it out*. Why should it be different in teaching?

Successful modelling is essential to help secure student progress. The challenge is bridging the gap between showing students how to do something and the students being able to do it themselves. Modelling is context-specific, but there are some general principles that you can adopt to secure student progress.

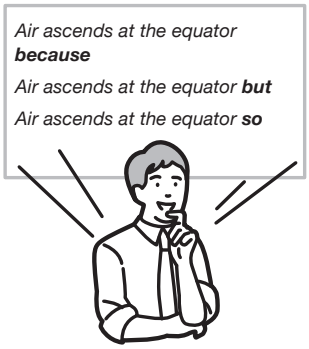
1. **SHOW THE WHOLE PROCESS – NORMALLY, THEN SLOWLY**
2. **BREAK DOWN INTO PRACTISABLE STEPS**
3. **NARRATE YOUR THINKING; CHECK FOR THEIR UNDERSTANDING**
4. **USE MULTIPLE EXAMPLES WITH BACKWARD FADING**
5. **RUN MULTIPLE, SHORT WE DO/YOU DO LOOPS**

1 SHOW THE WHOLE PROCESS – NORMALLY, THEN SLOWLY.

Whatever you are modelling, it helps to show it in its entirety — at full speed — before showing it slowed down. Providing worked examples shows students what to aim for, but breaking it and slowing it down shows them how to get there.

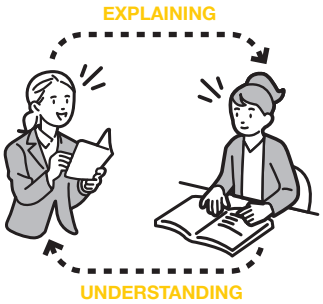
2 BREAK DOWN INTO PRACTISABLE STEPS.

A whole task will always have individual steps that you can model. Identify each step, model them and provide opportunities for students to practice them. In writing, this will be sentence and paragraph types as students build towards finished essays.



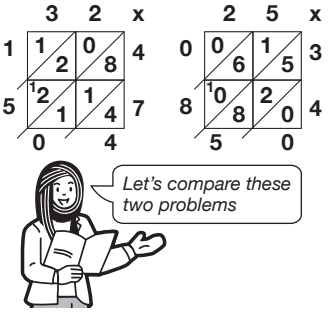
3 NARRATE YOUR THINKING; CHECK FOR THEIR UNDERSTANDING.

Metacognitive talk — narrating your thinking — is a vital part of modelling. But it doesn't matter how good your explanation is if you don't check students' understanding. Narrate your thinking as you show each step. Model, narrate, check for understanding and repeat.



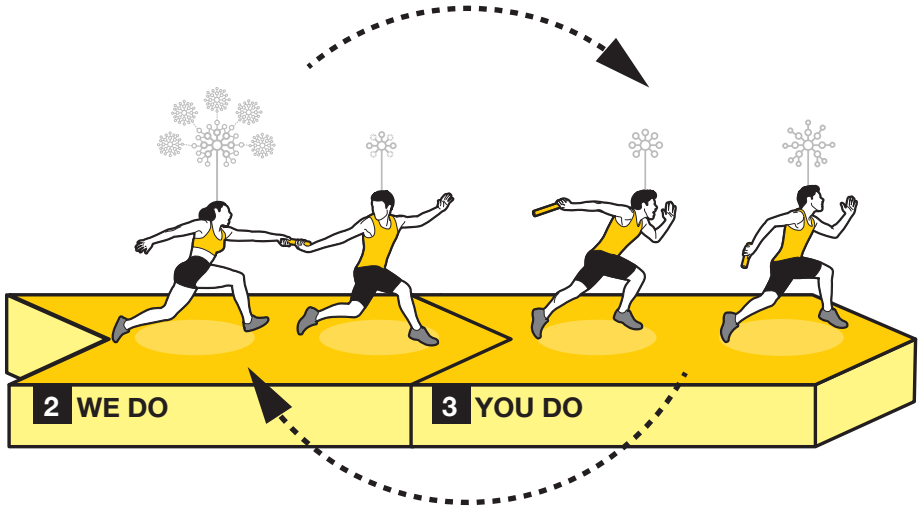
4 USE MULTIPLE EXAMPLES WITH BACKWARD FADING

Showing multiple examples reveals the required steps; for example, modelling two similar math problems side-by-side shows how the method works. After modelling the two methods, provide partially worked examples that gradually become less completed.



5 RUN MULTIPLE, SHORT WE DO/YOU DO LOOPS

The I do, We do, You do principle offers structure to the modelling process. The trouble is that the teacher can't know if her students will be successful on their own until they give it a go. But unlike a baton exchange, where competitors only get one shot, you can repeatedly re-run the We do, You do phases of instructional modelling. Work on a task with your students using backwards fading, and then let students try it solo. Re-run the We do phase for those that aren't successful before handing the baton over again for the You do part.



#8 of series. Created by: **TOM SHERRINGTON & DAVID GOODWIN** | @teacherhead | @MrGoodwin23 | www.teacherhead.com | www.organiseideas.com