

# Paradigm Trust Pedagogy Newsletter #11

23rd November 2018

Dear colleagues,

By now I think we are all very familiar with the name Rosenshine and with his ten principles of instruction. They are becoming central to our professional development across the Trust and are present on our learning walk feedback forms as well as forming the central focus of our pedagogy handbooks. This is brilliant and serves to help us in our mission 'to teach the right things efficiently'.

Tom Sherrington has reflected on the principles and in this [blog](#) he presents a new perspective by sorting the principles into four groups; reviewing material; questioning; sequencing concepts and modelling; stages of practice. See below for this in poster form.

With familiarity can come complacency and it's important that we continue to reflect on how we use the principles in our classrooms. Alex Quigley explores Rosenshine's principles in this [extract](#) from his book 'The Confident Teacher'. He explains the risk of seeing them as a common sense part of teaching without reflecting deeply on what we actually do as teachers.

Here's Rosenshine's original [article](#) if you want to read or re-read it.

Kind regards,

Naomi Shenton  
Ipswich Academy

Barak Rosenshine's

# PRINCIPLES OF INSTRUCTION



A thematic interpretation for teachers by Tom Sherrington @teacherhead

VISUALISED BY

**OLI  
CAV**

Oliver Caviglioli @olicav



## REVIEWING MATERIAL

### 1 Daily review



Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

### 10 Weekly and monthly review



## QUESTIONING

### 3 Ask questions



The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

### 6 Check for student understanding



## SEQUENCING CONCEPTS & MODELLING

### 2 Present new material using small steps



Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

### 4 Provide models



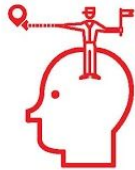
### 8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

## STAGES OF PRACTICE

### 5 Guide student practice



Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback. High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

### 7 Obtain a high success rate



### 9 Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic."