

Paradigm Trust Pedagogy Newsletter #24

April 26th 2019

Dear Colleagues,

This week I wanted to revisit one of Rosenshine's Principles of Instruction: *providing models*.

Rosenshine reminds us that modelling is an important and effective form of cognitive support:

'Students need cognitive support to help them learn to solve problems. Worked examples allows students to focus on the specific steps to solve problems and thus reduce the cognitive load on their working memory'

Without careful modelling, many pupils have little conception of what the final learning outcome should look like, and they struggle to understand the small steps they need to master to achieve success. Ultimately, modelling brings greater clarity.

We know we should be modelling as often as we can – but what is the best form of modelling, and how do we improve our own?

[I do – we do – you do](#) is a powerful strategy with which most of us are familiar across the Trust. It's great to see this becoming embedded in our classrooms.

[In this article](#) Tom Sherrington argues the power of teacher modelling lies in finding a good balance with student practice – ***"Model, practice, review; model, practice, review...that's the cycle that's needed"***. I hope you find it useful.

Regards,
Fran Goodship