

# 10 Methods to Scaffold Learning

Supporting teachers, worldwide.



## @TeacherToolkit

Classroom Ideas, Teacher Training & School Resources

## 10 Methods to Scaffold Learning

Make teaching more precise and explicit.

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**1** **1**  
Show what a similar piece of work looks like, and how it is created, step by step.



**2** **1**  
Talk it through, not only the things you decide to do, but also the things that you don't.



**3** **1**  
Speak your thoughts. It is the very thoughts that our students cannot hear or see that they need to understand.



**4** **1**  
Make mistakes! One of the hardest skills is editing, especially when you're not wise or good enough.



**5** **1**  
Show students what to do when they don't know what to do.



**6** **1**  
Don't use up all your modelling tips at the start of the lesson.



**7** **1**  
A visualiser is your friend and a piece of work can be the next top model.



**8** **1**  
Never make assumptions about what students already know.



**9** **1**  
Model the learning in many ways — as imaginatively as possible.



**10** **1**  
Have at the forefront of your mind your end-goal.



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# 10 Modelling Tips To Reduce Disadvantage

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1. Show what a good piece of work looks like, and how it is created, step by step, piece by piece. Demonstrate the whole process of creation, whether that is the perfect cartwheel, a neatly crafted butt-joint or a well-written argument.
2. Talk it through, and not only the things you decide to do, but also the things that you don't. The class need to hear you say, 'I know it can't be 17 because the answer's final digit is 0' or 'I need to say "sat" but I want it to show that I'm grumpy. I'll use "slouched."
3. Speak your thoughts. It is the very thoughts that our students cannot hear or see that they need to understand the most – those times of doubt and uncertainty when you question your knowledge base; the conundrums of which method would be best or which style of recording is most suitable; or those penny-dropping moments when the connections between ideas finally make sense.
4. Make mistakes! One of the hardest skills in the world is editing, especially when you're not yet wise or good enough. Work needs to be modelled. Students need to see that crossing out and making mistakes are part of the learning process and nothing to panic about.
5. Show students what to do when you don't know what to do. Model 'just drawing a line' when you are not sure of the word to put and don't want to waste ten minutes' thinking time. Demonstrate 'just having a go' at a problem when you don't know where to start.

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6. Don't use up all of your modelling tips at the beginning of a lesson. It can be equally (and sometimes more) valuable to stop the class after an initial experiment to address any common misconceptions found, or at the end of the lesson to build success criteria together and challenge thinking.
7. In a classroom climate built on trust and a belief that with good practice you can get better, a visualiser is your friend and a piece of work can be the next top model.
8. Never make assumptions about what the students already know and understand. Never. The most basic things also need modelling – from letter formation and counting slowly to 'what does good listening look like?'
9. Model the learning in many ways – as imaginatively as possible. It is important that your modelling acts as a creative catalyst and not as an inhibitor, especially for the most inspired in your classroom. They need to see possibilities, not one solution.
10. Have at the forefront of your mind your goal – and within this should be the independent application of whatever it is you are teaching! Some students will be ready to run and make it entirely their own after one tiny exposure. Some may need a little guided work, some may need a confidence boost and some may need the same skill modelled in different contexts many, many times before those connections are forged. Only you will know what works for your students more than any other. A secure overview is essential.

# Download the Sketchnote

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Idea 6

visual summary

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Mind The Gaps!

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ROSS MORRISON MCGILL

SNAPSHOT

Re-teaching is a necessary part of any scheme of work if there is an important element of the module, topic or lesson that students just haven't grasped. Don't worry! It happens to all teachers,

but the important thing is to spot the 'gap' in your students' learning through marking and assessment and then go back and address it again.

Hermann Ebbinghaus

The forgetting curve

In 1885, Ebbinghaus published his research that showed that if no attempt is made to retain information, it will be subject to the now-famous forgetting curve.

FIRST LEARNED

REVIEWED

Focused marking

This is all about narrowing down the focus to just one or two specific criteria that the teacher judges to be key components of the students' learning.

CRITERIA

By narrowing down the focus in this way, the teacher is better able to spot the gaps in both individual students' and whole-class learning. Correspondingly, only these criteria are in the teacher's markbook, rather than the title or the grade of the pieces of work.

Closing the gap

To close the gap and avoid students missing out important steps, modelling and direct instruction can be highly effective.

There are many ways to achieve this. Here are ten methods to scaffold student learning by making your teaching more precise and explicit.

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10

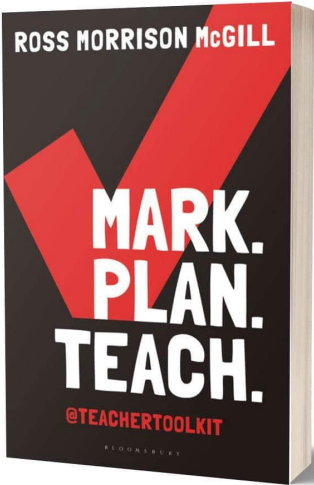
Have at the forefront of your mind your end-goal.

Designed by Ross Morrison McGill

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# Find out more in...

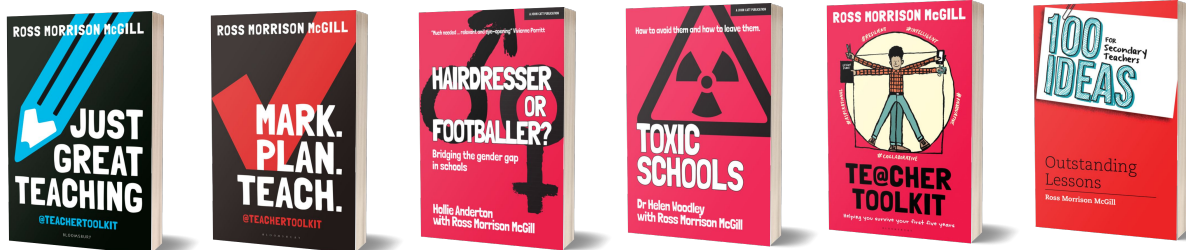
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This direct, explicit form of teaching isn't a one-size-fits-all approach. Rather, it is about providing the right level of scaffold, support and inspiration for your students.

When done correctly, it can allow you enough time to re-teach the aspects of the curriculum that your students are struggling to master.

Learn more: [Amzn.to/2CveAsW](https://amzn.to/2CveAsW)



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