Single Page Summary: Modelling			From: Practice Perfect – Lemov Woolway Yezzi
	The process	**Focus on …**	**Be wary of …**
Model *and* Describe	• Modelling helps students replicate. • Describing helps students understand. • Use together so learners can flexibility apply what they have been taught.	• First describe, then model. • Describe by breaking into small chunks. • A clear description leaves little to chance. • Model to create an exemplar to talk through.	• Novices learners need more than just the model to achieve a high success rate. • A description alone leaves space for a lot to go wrong. • Ensure both are completed TOGETHER.
Call Your Shots	• Before you model, what it clear to the learner what they need to be looking for.	• The specific parts of the model that exemplify the learning goal. • Provide multiple examples and non-examples, that exemplify the part of the model you are teaching and why they are successful/not successful.	• Leaving the parameters of model open to the students; do not ask open questions such as "what can we learn from this model?" instead ask "how does this model demonstrate x, y or z?"
Make Models Believable	• Model in a context similar to the situation that student will need to model in. • Live modelling is more believable that pre-recorded modelling.	• Ensure the model is authentic and therefore believable. • Demonstrate how the model works in the examination context.	• Avoid flawless models that may seem out of reach to pupils. • Students unwilling to try and therefore they cannot understand how a model can work.
Supermodelling	• Model not only what you are teaching, but future skills that you wish your learners to be able to apply	• Modelling overall expectations of the learner, even if you have "Called Your Shot". • Having a consistent positive tone and high energy through your entire deliver. • Ask for feedback not only on the focus of the modelling, but on how you conducted the delivery	• Only performing to high standard when modelling the specific focus. • Forgetting about previous models; always ensure all models that should be in play are in play
Walk This Way	• Learners imitate a model exactly as it is shown to them.	• Ensuring novices (often all learners at the start of a unit) directly imitate a model	• Learners misapplying a model by "giving it their own spin" • Learners analysing the model correctly but getting the application wrong
Skinny Parts	• Model complex skills a single step at a time and repeat if necessary. • Repeat until mastery is achieved.	• Breaking knowledge and skills down into the individual steps that make them up.	• Assuming any prior knowledge of learners and therefore skipping required steps of the model.
Model the Path	• Model the process as well as the product	• Learners understanding why steps are sequenced in the order they are.	• Focussing only on the end result, negating the steps it took to get there.
Get Ready for Your Close-up	• Use video to capture models that can be analysed, used, and reused.	• Controlling the message to provide a very strong model	• Dilute the key aspect of the model by over analysing the video.