

Scaffolds to support success for all students

What is scaffolding?

- Scaffolding is ...specific help that enables the learner to achieve a task which would not be possible without support...(Hammond 2001)
- It should be available to students but students need not rely on it.
- It can be removed when students have internalised the skills and can work independently.

Why use scaffolding?

- It makes learning accessible to all students.
- It supports deep knowledge as it helps make connections with prior learning.
- It increases the likelihood for students to meet instructional objectives.
- It motivates students by making learning goals achievable.
- It clarifies expectations of a task.
- It probes student understanding.
- It breaks tasks into manageable pieces.

Types of scaffolding

Designed in scaffolding

Planning, selection and sequencing of tasks in teaching programs to account for differing levels of ability.
This type of scaffolding is essential in creating a learning context where point of need scaffolding becomes possible.

Contingent / point of need scaffolding

Making the most of a **teachable moment**. It usually involves **talk** and is provided at the point of need as the lesson unfolds.
Without designed in scaffolding, contingent scaffolding can be hit & miss.

References

- Duffy P (2005) Designing learning for diverse classrooms
Hammond, J (2001) Scaffolding Learning & Teaching in Language & Literacy Education
Hammond J & Gibbons P (2005) Putting Scaffolding to Work : The contribution of scaffolding in articulating ESL education
Ritchhart R Church M Morrison K (2011) Making Thinking Visible
William D & Leahy S (2015) Embedding Formative Assessment
English Learners, Academic Literacy and Thinking (TELL reading) – Planning for a High –Challenge, High – Support Classroom
Faculty Development & Instructional Design Centre () Instructional Scaffolding to Improve Learning

Formative assessment: point of need decisions about learning & feedback

Grouping of students:
Assigned roles, think pair share

Stories Stories relate complex and abstract material to situations more familiar with students: Recite stories to inspire and motivate learners, analogies

Prompts -physical or verbal cue to aid in recall of prior or assumed knowledge. Self evaluation, prompts & cues, question cards, questions stems, cue cards, word banks, what if questions, cloze

Re-capping and metacomment/ Extended IRF sequences
Paraphrasing student language to include target vocabulary or improve accuracy - appropriating, recasting, Talk moves

Think aloud Teacher explicitly describes his/her thinking while demonstrating an activity

Linking to prior experiences -
Discussing how new learning relates to personal experiences/ previous lesson topics KWL chart, brain storm, text-self, text-text, text-world

To scaffold the learning

Explanations More detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal explanation of how a process works.

Advance organisers -Tools used to introduce new content and tasks -venn diagrams, flow charts organizational chart outlines, mnemonics, statements; rubrics. Writing templates

Scaffolded Instruction: Lesson sequence - from demonstration/group construction towards independent practice

Modelled – guided – independent lesson

Concept and mind maps - show relationships: Partially or completed maps for students to complete; students create maps based on their current knowledge of the task or concept. **Making Thinking Visible** routines.

Examples/demonstration
Samples, specimens, illustrations, problems: real objects; illustrative problems used to represent something, worked examples, the environment in the classroom, excursions & shared experiences, student or teacher demonstrates

Manipulatives and models-
Hands on resources
MAB base 10 blocks, counters, anatomical models, making a model or diorama

Visual scaffolds – methods of highlighting visual info
Gestures, diagrams -charts and graphs, word clines, writing structure templates
Visuals – labelled pictures