

## MODEL OF TEACHING AND LEARNING

A model of teaching that considers the nature of the learning process that could be applied to intervention with students who have oral language difficulties is that developed by Collins, Brown & Newman (1989). This model has six principles of instruction, three which are the responsibility of the Teacher and three that are the responsibility of the student. The principles are as follows:

|                               |                      |  |
|-------------------------------|----------------------|--|
| Responsibility of the Teacher | Modelling            | Teacher models the actual task and how it is to be completed   |
|                               | Coaching             | The teacher guides, prompts and provides feedback as the student engages in the task. This support is required on an ongoing basis.  |
|                               | Scaffolding & Fading | The teacher provides some cues to assist the student to recall how to complete the task. These cues occur less often and are faded out as the student is able to increasingly complete the task independently. |
|                               |                      |  |
| Responsibility of the Student | Articulation         | Student explains what they have learned (ie. knowledge / process strategy) and when they can use what they have learned.   |
|                               | Reflection           | Students reflect on what they have learned focusing on identifying what they know now that that they did not know before.  |
|                               | Exploration          | Students are encouraged to consider how they can use what they have learned (ie. knowledge / process strategy) in new tasks and contexts.  |

Some students (i.e. Passive Learners) have the knowledge of a variety of skills needed for reading, however, they can't apply the knowledge while text reading. These students may score below the 25<sup>th</sup> %ile in Accuracy and/or Comprehension, but score above the cut off score in most/all of the ERIK test items. These passive students need to be taught to independently use strategies, while reading text, by using the student component of the Collins et, al. (1989) Model of Teaching and Learning.

Collins, A., Brown, J. S. & Newman, S.E. (1989) Cognitive apprenticeship: teaching the crafts of reading, writing and mathematics. In L.B. Resnik (ed.) *Knowing, learning and instruction: Essays in honour of Robert Glaser*. Lawrence Erlbaum, Hillsdale, NJ.