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TOM SAYS

Strong instructional teaching is the bedrock of this whole other dimension.

It's not helpful to pit these two modes against each other. They're mutually reinforcing.

Some things you have to feel — like ice. You can't just tell them.

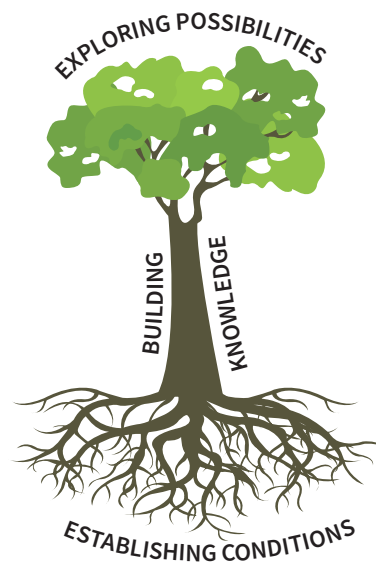
Weave real experiences into the curriculum.

We need to be excited. It's the subject plus the teacher who brings their passion and personality to the lesson.

It's not just the technical process of breaking knowledge down and conveying it.

ORIGINS OF THE TERM **MODE B**

In his 2017 book, *The Learning Rainforest*, Tom coined the term *Mode B teaching* to indicate what is possible beyond, yet intertwined with, the more instructional teaching of Mode A. He suggests a rough 20/80 percentage ratio to represent time commitments. Below is a summary of the model to be read from the bottom to the top.



Providing opportunities for hands-on, authentic learning experiences.

Using online tools and other resources to support students as independent learners

Giving speech activities a high profile and celebrating excellence in all its forms

Using effective instruction methods

Using effective formative assessment and feedback methods

Teaching for memory

Fostering the attitudes and habits needed as a basis for students to achieve excellence

Establishing effective behaviour routines

Designing a curriculum

**TRIVIUM 21C WALKTHRU**
WHY? | VOL 2 | P.30

Rhetoric — or oracy skills as we know it today — is a central part of the Trivium. A commitment to oracy must be matched by action in your curriculum planning.

**OPEN RESPONSE TASKS WALKTHRU**
MB | VOL 1 | P.140

Success depends on the creation, and effective communication of, a question that captures the imagination and stirs a sense of exploration among students.

**MUSEUM/GALLERY VISITS WALKTHRU**
MB | VOL 2 | P.146

Maximise the benefits by: One, informing students beforehand so they appreciate what they see. Two, having a focus and limits to the visit to avoid overload.

**COLLABORATIVE LEARNING WALKTHRU**
MB | VOL 1 | P.134

To avoid the frequent mistakes of group work, roles, standards and their modelling is essential. Students need to know that this is not a soft option.

**ORACY: INSTRUCTIONAL INPUTS WALKTHRU**
MB | VOL 1 | P.146

If students are to succeed in presenting part of the curriculum to their peers, they need the opportunity to rehearse their lines and how to ask them questions.

**ONLINE CLASS FORUM WALKTHRU**
MB | VOL 2 | P.148

A powerful opportunity for students to share what they've discovered on their own. This helps cultivate a real sense of student ownership of their learning.