



EXPLICIT TEACHING 2020

Current research evidence strongly supports the view that students learn best when instruction and delivery is teacher-led and provides students with the opportunity to rehearse and connect to prior knowledge effectively and efficiently. One of the best tools available to educators in order to achieve this is **Explicit Teaching** – A structured, systematic, direct and engaging methodology for teaching academic skills.

It provides a series of supports and scaffolds, first through the careful selection and sequencing of content, followed by the breaking down of content into manageable chunks based on students' cognitive capabilities and prior knowledge.

Throughout this process students are provided with clear expectations and modelling of each component skill with timely and targeted feedback, alongside frequent and supported practice. Thus, **Explicit Teaching** allows students to experience ongoing success.

Several independent research studies have found consistent evidence that **Explicit Teaching** is an effective instructional practice and has a positive impact on the academic achievement of all students, especially those who struggle with learning

At KDHS we utilise the “**I do, We do, You do**” method in conjunction with a **Warm Up** activity and a **Review** to check for understanding.

EXPLICIT TEACHING MODEL

COMPONENT	WHY
<i>Learning Intention and Success Criteria</i>	Outlines the focus and levels of achievement against the learning intention
<i>Review and Drill</i>	Activates prior knowledge (develops automaticity)
<i>I Do</i>	'Expert' models/delivers correct process, content, skills etc.
<i>We Do</i>	Guided practice, time to provide correction and feedback.
<i>You Do</i>	Independent practice, time for targeted intervention/extension if needed.
<i>Review</i>	Time to check purpose, goal and critical content.



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At KDHS we plan, teach and assess utilising the WA Curriculum. We cover content, skills and understandings in our daily Literacy and Numeracy lessons to accommodate expected Achievement Standards. The pedagogy delivery at KDHS encompasses a balance of Explicit Teaching, Cooperative and Play Based Learning.

We acknowledge the need to develop in our students; the skills to work in groups to inquire, to process information and to confront and resolve authentic issues, problems and task demands. Instructional strategies increase the chances students are actively and meaningfully involved in complex forms of thinking and communicating. To ensure teachers can respond effectively to the needs of our learners, we ensure the following principles are adhered to when designing our lessons.

Explicit Teaching

At KDHS we believe that every child can learn and that every child matters every day. We aim to move student knowledge from short term to long term memory with a high degree of automaticity

16 Elements of Explicit Teaching:

1. Focus instruction on critical content
2. Sequence skills logically
3. Break down complex skills into smaller 'chunks'
4. Purposely design organised lessons
5. Begin lessons with a clear statement of lesson's goals and expectations
6. Review prior skills and knowledge
7. Provide step by step demonstration
8. Use clear and concise language including metalanguage and terms
9. Provide clear examples
10. Provide guided and supported practice opportunities
11. Expect a high level of student response and interaction
12. Monitor student performance closely
13. Provide immediate affirmative and corrective feedback
14. Deliver the lesson at a brisk pace (avoid Time Wasting Activities TWA's)
15. Help students organise knowledge (make connections to prior knowledge)
16. Provide distributed and cumulative practice (multiple practice attempts develop automaticity)



Although these stages must be done in this sequence, teachers may not necessarily follow every step every time, for example, an initial lesson may just contain the Warm Up, Lesson Introduction and I Do. The following lesson may repeat this but add the We Do. At times, some lessons require moving back and forth between the I Do and We Do several times before moving on to the You Do.

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Learning Intention and Success Criteria	All lessons begin with clear Learning Intention and Success Criteria to outline to the students the content focus of the lesson and how teachers and students can recognise levels of achievement against the learning intention.	
Review and Drill	<p>Preparation/Warm Up (Activating prior knowledge)</p> <ol style="list-style-type: none"> 1. Review and Drill - Strategies to commit to long term memory. 2. Revise or make connections to previous related work. <p>Develop Automaticity</p>	
I Do	<p>Teacher introduces skill or concept</p> <p>I Do - You Listen</p> <ol style="list-style-type: none"> 1. Define skills to be taught 2. Demonstrate / model skills 3. Clearly explain step by step - think aloud strategy <p>I Do - You Help (teacher still has control)</p> <ol style="list-style-type: none"> 4. Demonstrate again with students help (question for understanding) <p>Always check for understanding (CFU) to verify student learning</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CHECK FOR UNDERSTANDING - (Plough Back)</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">At this point teachers must review purpose, goal and critical content - students should be able to articulate what they learnt' or purpose of lesson, chant back steps or answer questions.</p>
We Do-I Help	<p>Guided Practice</p> <ol style="list-style-type: none"> 1. Work through class examples step by step. Students provided with prompts/scaffolds. Prompts may include explicit instructions, use of anchor chart or other visual prompt, questions, directions, clues or reminders. 2. Students should be given several opportunities to practice and experience success. 3. Teacher provides feedback and <i>checks for understanding</i>. 4. Closure (80% - 100% of students must demonstrate understanding before moving on). <p>Correction and Feedback</p>	
You Do-Independently	<p>Independent Practice</p> <ol style="list-style-type: none"> 1. Students perform skill/strategy that was modelled - individual activities that every child should be able to do independently. 2. Teacher marks work, constantly CFU and provides individual feedback. 3. Plough back/revise if necessary 4. In class intervention - Teacher works with the small group while other students complete IP 5. Opportunity for extension. 6. Nature of activity will depend on where learning is up to, cooperative learning activities may come in to play here. 7. Closure. 	