

At Spencer Park Primary School we believe that student learning is at its best when there is a positive learning environment and when teachers use the explicit teaching model.

What is the Explicit Teaching model?

The Explicit Teaching model is a structured approach of revising existing skills and delivering new skills and knowledge to our students in a manner that increases the likelihood of these skills/ knowledge being retained. The *Explicit Teaching* lesson structure consists of:

- Warm-Up (getting our brains working)
- Lesson Introduction (connected to real-life examples)
- I Do (teacher-centred)
- We Do (student- and teacher-centred)
- You Do (student-centred)
- Plough Back (student and teacher) (revising learnt material)

Well-thought-out, direct, engaging and success orientated: these are the principles that underpin the Explicit Teaching Model. The model advocates an explicit approach, focussing on step-by-step instruction in all key learning areas. It is based on the belief that explicit instruction is necessary when teaching content that students would not otherwise discover for themselves. For example, without explicit instruction, how would a child discover the sounds associated with letters, the order of operations in algebra, or the elements in a scientific investigation?

Lesson outline:

- Students begin each lesson with a **Warm-Up** that focuses on moving their knowledge from short- to long-term memory through targetted revision based on previous learning.
- Lessons then move into an **I Do** instruction phase. During this phase, the teacher clearly explains and models the ideas being taught.
- Next, the **We Do** phase provides guided practice when students work with the teacher to apply the newly-taught skills.
- The **You Do** phase is reached when the teacher is sure the key ideas of the lesson are understood. It provides students with an opportunity to practice skills independently.
- The final step of the lesson, called a **Plough Back**, provides a chance to review and reflect upon critical content, evaluate student success and give feedback.



How does Explicit Teaching look in Early Childhood Education?

There are lots of different teaching styles and some students like some teaching approaches more than others. Generally, teaching approaches are either *Teacher Directed* (direct instruction/very formal) or *Student Directed* (inquiry based learning/cooperative learning). Explicit Teaching provides elements of both these styles in that it teaches skills and knowledge very directly and it also provides students with an opportunity to apply their new skills and knowledge in a variety of ways, particularly during their play.



Is Explicit Teaching the same as Direct Instruction?

No! Direct Instruction is a scripted approach to learning where teachers and students have set scripts of what to say. However, Explicit Instruction is a structured format of teaching that gives the teacher the flexibility to change and modify the learning program, and an opportunity for students to independently practise and rehearse their new skills.

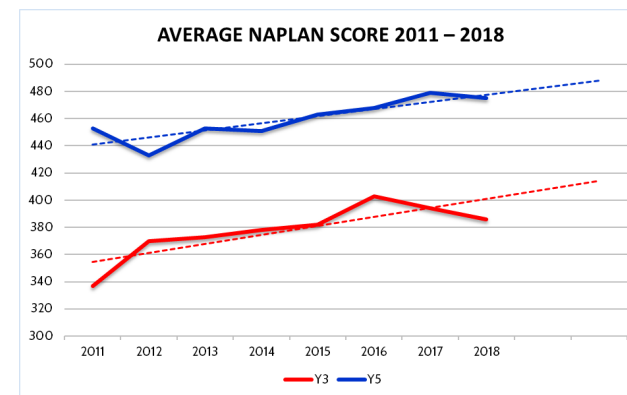
Is Explicit Teaching the same as Rote Learning?

No! The biggest myth is that Explicit Teaching is rote learning, when, in fact, it is as opposite to rote learning as you can get.

Traditionally, teachers have done the I Do component of a lesson really well and then jumped straight to the You Do component. Explicit Teaching incorporates the I Do, We Do, You Do model of instruction with Warm Ups.

Explicit Teachers spend time warming up key skills *daily* and then delivering lessons that not only comprise an I Do and You Do, but also a **We Do that provides students with a guided practice, an opportunity to work with a new skill and to practice, question and clarify.**

What are the Results?



The continued implementation of Explicit Teaching approach has ensured that students at Spencer Park Primary School are performing well above those at like schools. This is a consistent trend, as can be shown by our NAPLAN data.

What is a positive learning environment?

We believe the key elements to guarantee student buy-in and success are:

- Strong relationships and a care for kids.
- Positive tone.
- Quality feedback to students.
- High expectations.

STRONG RELATIONSHIPS

- Students **feel liked** by their teacher.
- Students are **safe, have trust, respect and feel valued**.
- Students have **work at their level**.
- Students **have friends** at school.
- Parents **feel welcome** and informed.
- **Speech is positive** and focussed on the great things happening.
- There is **active participation and involvement** in our school community.
- **Cultural diversity** is embraced.
- Teachers set **consistent, clear classroom expectations/routines**.
- Staff **greet students and parents**. Teachers are in the classroom with doors open from 8:30am. (8:45am in Pre Primary)
- Staff **model respect, courtesy, manners and honesty**.
- Staff **model enthusiasm and resilience**.

QUALITY FEEDBACK FOR STUDENTS

- Effective **feedback requires daily relationships**.
- Feedback is **intentionally validating**.
- Feedback is **constructive, honest** and always starts with a **positive**.
- **Clear expectations** are provided prior to lessons.
- **Meaningful, written and verbal statements** are provided to students about what to do next to **guide improvement**.

HIGH EXPECTATIONS AND EXCELLENT CLASSROOM PRACTICE

- **Every day matters** – attendance 90%.
- Students and staff are **on time** and **well-prepared**.
- **We demand the best** from every student and believe all students can be **high achievers**.
- **Share expected standards and targets** with parents.
- **Expect and demand excellent behaviour**.
- **Enforce school/classroom routines and practices**.
- **Ensure a supportive environment and differentiate for individual needs**.
- **Excellent handwriting and presentation**.



What do our Parents Think?

What I like about Explicit Learning is how structured it is and how it really promotes the students to retain the new information and skills they are learning.

- Eileen Wheeler



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Explicit Teaching

