Deconstructing the Explicit Teaching sequence

Explicit Instruction underpins the structure of lessons at Grand Avenue State School, ensuring that lessons reflect an effective, evidence-based learning process. Importantly, however, Explicit Teaching is more than a sequence or formula. Explicit Teaching must be built on a foundation of key beliefs about learning and a deep understanding that each part of the Explicit Teaching sequence is critical to successful student learning.

**Learning Goals**

At the start of lessons, the teacher clearly communicates the specific learning goals. The goals should be:

- verbal, written or displayed so that they can be referred to throughout the lesson.
- practical, realistic, challenging and measurable.
- a subset of the overarching learning goals of the unit of work.

Students should have a clear understanding of what they are learning, why it is relevant and when they will apply it.

**Warm Up**

- “Warm Up” is designed to verify students’ understanding of pre-requisite skills and to help move knowledge from short-term to long-term memory and develop automaticity in critical pre-requisite and foundational skills and knowledge.
- Review pre-requisite skills and knowledge, through engaging activities that allow students to practise these skills and the teacher to verify every student’s ability to perform them.

**I Do**

- The “I Do” phase is focussed on direct teaching of new knowledge or skills.
- Sequence knowledge and skills logically and present new material in small steps, breaking down complex skills and strategies into smaller instructional units.
- Model new procedures and provide examples and non-examples. Model skills by providing step-by-step demonstrations and clarify decision-making processes by thinking aloud.
- Use clear and precise language and avoid digressions.

**We Do**

- In the “We Do” phase, the teacher supports students in guided practice to confirm students’ understanding and develop proficiency and automaticity in the independent use of the skill.
- Use observation, frequent questioning, and corrective feedback to ensure that all students understand and can apply the new knowledge or skills.
- Work with differentiated groups of students to facilitate collaborative practice, providing more interactive instruction, additional modelling and support where required.

**You Do**

- In the “You Do” phase, students engage in independent and collaborative practice to further consolidate skills, apply them in new contexts and relate them to previously acquired skills.
- Regulate the difficulty of practice opportunities to promote success and build confidence.
- Differentiate practice by providing varying levels of scaffolding and the complexity of tasks to targeted groups of students.
- Structure activities that link skills to prior learning and apply them in a range of situations.