



Explicit Teaching

Effective teachers use explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills. In explicit teaching practice, teachers show students what to do and how to do it, and create opportunities in lessons for students to demonstrate understanding and apply the learning.

Strategy overview

Hattie (2009) found an effect size of 0.59 for direct instruction.

What is it?

When teachers adopt explicit teaching practices they clearly show students what to do and how to do it. Students are not left to construct this information for themselves. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. In addition, the teacher checks for understanding, and at the end of each lesson revisits what the lesson has covered and ties it all together (Hattie, 2009).

How effective is it?

Explicit teaching is effective in accelerating student performance. The aim is to teach generalisations beyond rote learning, and to sequence learning. In explicit teaching practice, teachers constantly monitor students' progress towards challenging goals. The effects of explicit teaching are similar for students in all school settings. It also has the highest effect size for reading



High Impact Teaching Strategies (HITS)



Explicit Teaching

among students at every year level. It supports both low-level word-attack and high-level comprehension.

Considerations

Explicit teaching is systematic and sequential. It directly supports guided practice using a series of steps. First, teachers are explicit about the learning goals and the success criteria. Teachers then demonstrate how to achieve them by modelling and providing examples. The final step is to provide students with opportunities to practice and to demonstrate their grasp of new learning. A high level of teacher-student interaction characterises explicit teaching. Teachers actively support students to achieve success as they move through the learning process. Teacher feedback is critical. Teachers closely monitor student understanding and target further individual support when it is needed.



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Personal reflection on my teaching practice

Reflective practice provides a means for teachers to improve their practice to effectively meet the learning needs of their students. Brookfield succinctly describes the advantages of reflective practice to teachers as:

- It helps teachers to take informed actions that can be justified and explained to others and that can be used to guide further action.
- It allows teachers to adjust and respond to issues.
- It helps teachers to become aware of their underlying beliefs and assumptions about learning and teaching.
- It helps teachers promote a positive learning environment.
- It allows teachers to consciously develop a repertoire of relevant and context specific strategies and techniques.

It helps teachers locate their teaching in the broader institutional, social and political context and to appreciate that many factors influence student learning



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This strategy is demonstrated when the teacher:

- explains what students need to know and be able to do by the end of the lesson or unit

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- uses worked examples to show students how to do something

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- allows students sufficient time to practice what they have learned

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- guides student practice by monitoring their work and providing help when it is needed

Personal reflection on my teaching practice...





- reinforces the main points at the end of the lesson.

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This strategy is not demonstrated when the teacher:

- is didactic, using teacher-centred, uninterrupted monologue with few opportunities for students to be active in the learning

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- restricts class discussions and student input is discouraged

Personal reflection on my teaching practice...

- responds judgmentally to students' attempts at problem solving activities rather than treating each attempt as an opportunity for further learning.

Personal reflection on my teaching practice...





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This strategy is demonstrated when students:

- understand the learning goals and success criteria

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- have access to multiple examples before undertaking the learning task

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- master the new knowledge and skills before moving on

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- receive feedback as needed.

Personal reflection on my teaching practice...



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Explicit Teaching

Continuity of practice

Teachers know what students should know and be able to do by the end of the lesson. Teachers explain new knowledge and skills.

Teachers plan learning activities that enable students to demonstrate their understanding.

Teachers make the learning intentions clear before students undertake the learning task.

Teachers explain new knowledge and skills, and model how to apply them in practice.

Teachers plan learning activities and assessment tasks that enable students to practise their skills and demonstrate their understanding.

Teachers clearly explain the learning intentions and success criteria before students undertake the learning task.

Teachers provide worked examples and assess student understanding before students independently practice their skills and demonstrate their understanding.

Teachers monitor individual students and provide feedback.

Students can articulate the learning intentions and success criteria.

Teachers provide worked examples and opportunities for guided practice. They check for understanding before students engage in independent practice.

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Explicit Teaching

Teachers closely monitor individual students' progress and offer targeted feedback as needed.

Teachers conclude the lesson by reinforcing the main points to consolidate the learning, and to support students to apply their learning in new contexts.

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