

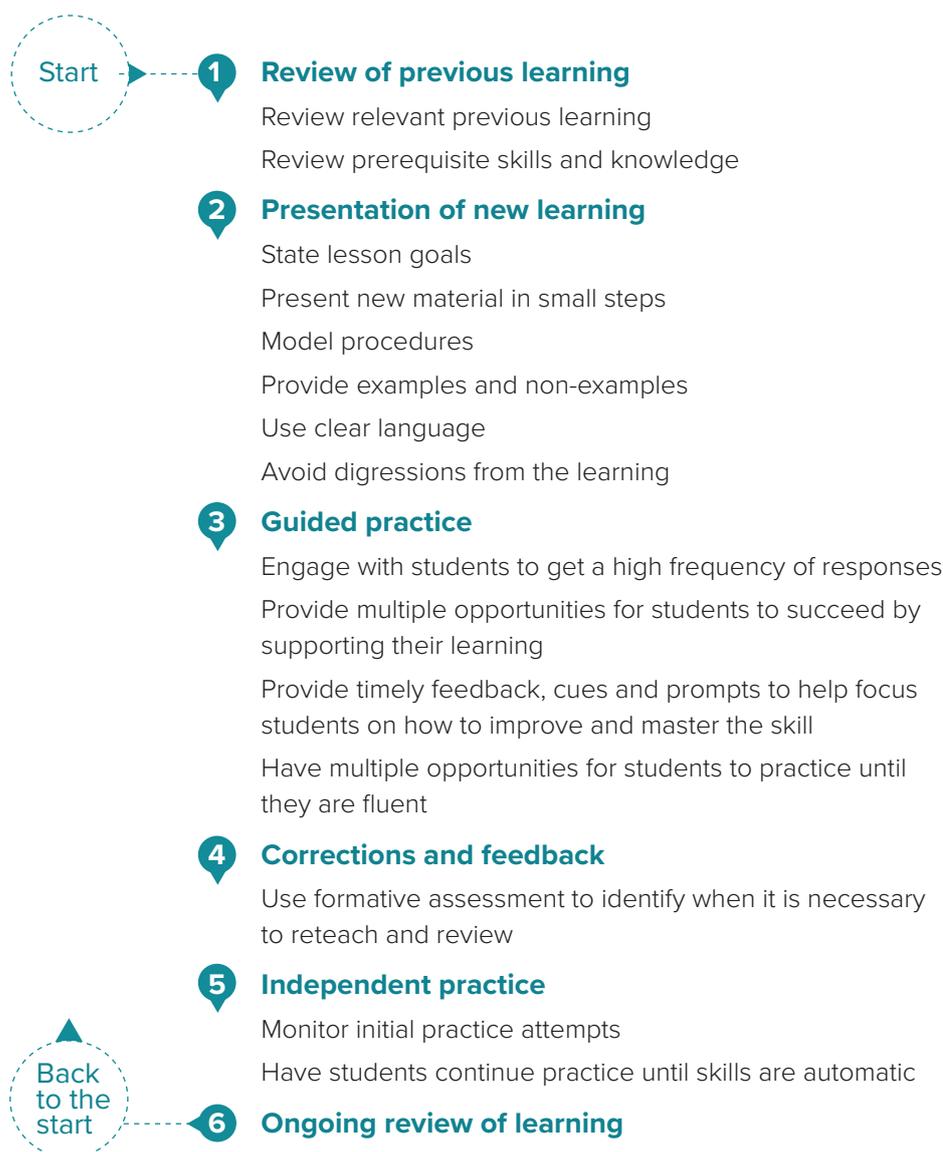
Using the practice

Explicit instruction

Planning for explicit instruction

Archer and Hughes (2011) provide a useful planning guide with their 6 teaching functions of explicit instruction. By cycling through this planning process, you can deliberately embed explicit instruction in your lesson processes.

To plan explicit instruction activities and supports as referenced by Archer and Hughes, it may also be helpful to work backwards from where you want your students to be at the end of the learning session to see how you can slowly remove scaffolds and supports to enable student mastery.



Using modelling

Modelling is when you demonstrate the steps that students need to take to successfully complete a task. By doing this, you lessen the effort on their working memory and help students learn skills to develop independence.

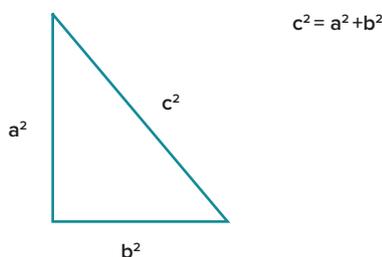
Modelling can be done in many ways.

- When you are introducing a new concept or skill to your students, you can engage in a **'think-aloud'** where you narrate your process for approaching the task and explain the steps you are taking. You can then use this narration to guide students as they work through a similar problem or task. This then gives them the guided practice they need before undertaking a problem on their own.
- Provide students with **worked examples** that guide students through the step-by-step process for the skill or problem-solving process.
 - If you are looking at a mathematics or science problem, provide them with an example that shows how to go through each of the steps, like the example below about the Pythagorean theorem.
 - If you are teaching writing, provide an example text from the same genre that displays all the features you will be teaching (this is also known as a 'mentor text'). This helps students understand the structural and language features they need to develop.

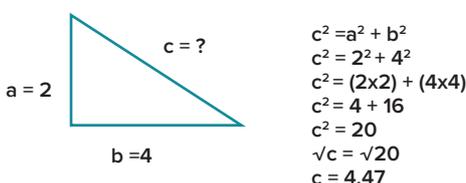
For example, if you are teaching the structure of argumentative writing, have multiple short examples of texts on display. You could then do a 'think aloud' as you annotate the texts, showing students how to find the structural features, before working with them to annotate their own texts.

- Scaffolding** can be developed using a backwards by design approach, where you create an exemplar task, and then slowly take away detail so that students can practise filling in gaps or prompts. A well-scaffolded learning sequence supports students to slowly gain independent mastery of the skill or problem-solving process.
- Use graphic organisers** to help students organise their thoughts in different learning processes – for example, comparing and contrasting, sequencing events, determining cause an effect, mind mapping and brainstorming.
- Questioning** can give students guidance and cues to practise what comes next. For example, instead of just asking a student to give an answer, also ask them to explain how they got to their answer. This will help them step out their thinking process and will allow you to reinforce the correct steps to take to solve a problem or discover an answer.

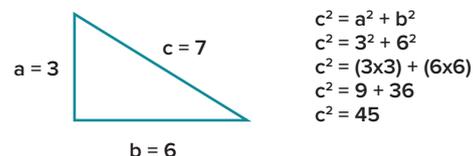
A reminder of the Pythagorean theorem



Let's look at an example of how to find the length of C



Lots of my students last year would get stuck at the following point and tell me that the answer was 45, but we know this isn't right. Show me how to finish this problem.



How would you help a student who cannot remember how to expand brackets? Finish solving the equation for them.

