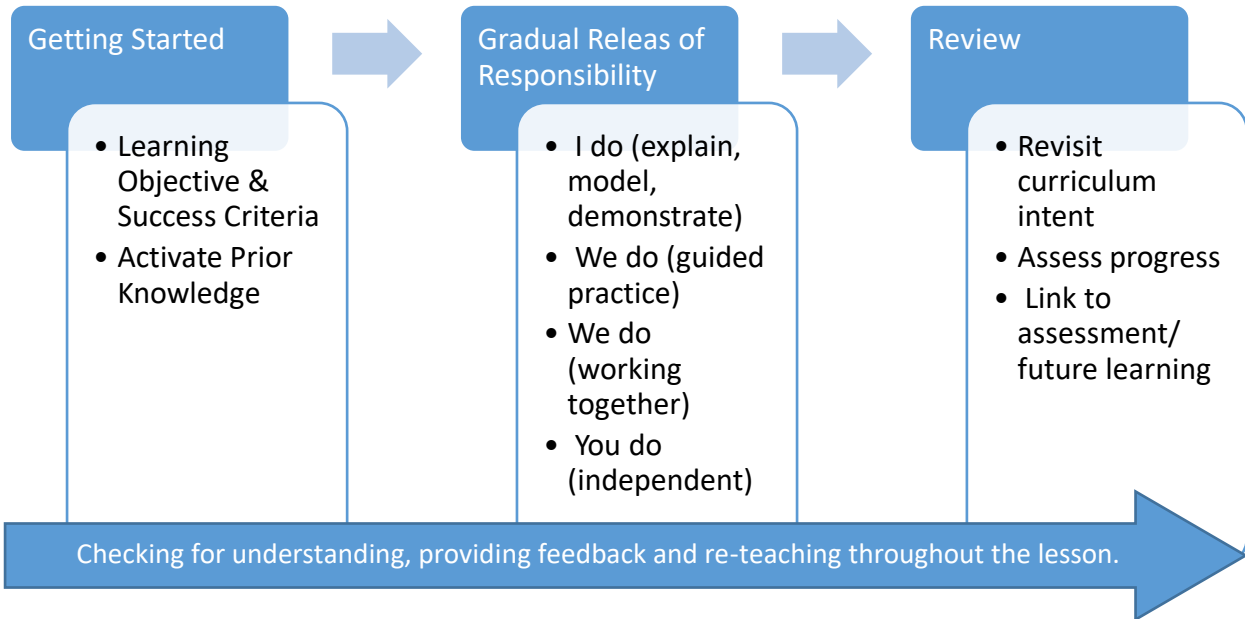# Explicit Instruction

"As educators, we all have the same goal: to help our students make the maximum possible academic gains in a positive, respectful environment that promotes their success and nurtures their desire to learn. One of the greatest tools available to us in this pursuit is explicit instruction—instruction that is systematic, direct, engaging, and success oriented."

Anita Archer & Charles Hughes

Lesson Overview

Getting Started

- Learning Objective & Success Criteria
- Activate Prior Knowledge

Gradual Releas of Responsibility

- I do (explain, model, demonstrate)
- We do (guided practice)
- We do (working together)
- You do (independent)

Review

- Revisit curriculum intent
- Assess progress
- Link to assessment/ future learning

Checking for understanding, providing feedback and re-teaching throughout the lesson.

Non-Negotiables	Negotiables
Use and explain the language provided in the framework to provide consistency for students.	Teachers may invite students to explain the various phases of the lesson and the routines/expectations of each one.
Learning objectives and success criteria are posted and evident in student workbooks every lesson.	Learning objectives and success criteria may be adapted to suit the needs of individual learners.
Each lesson begins with a strategy to activate student prior learning.	Flexibility in the type of strategy used to begin each lesson (see framework for ideas).
When new concepts/skills are introduced teachers use the gradual release (I DO, WE DO, YOU DO) approach. (This means teachers need to break down tasks into manageable chunks to teach and build upon).	Depending on the nature of the task or the stage of the unit being taught, teachers may choose to alter the order. Teachers adjust and modify learning activities to enable all students to access the curriculum at an appropriate level.
Before releasing responsibility, teachers check for understanding and use this to guide their choice to continue or reteach. (This also means that if using an inquiry approach/collaborative approach, students must be explicitly taught the necessary knowledge/skills to complete the task successfully.)	Teachers may choose to re-teach to the whole class OR re-teach a group of students while the remaining students move onto more independent work. Teachers may extend on essential concepts and skills by choosing inquiry or collaborative tasks which encourage students to apply/transfer their knowledge and understanding.
Frequent, timely and formative feedback is provided to students to encourage mastery of tasks.	Teachers may use a variety of strategies to check for understanding and provide feedback (see framework for ideas).
Each lesson ends with a review of the lesson to bring together the lesson concepts/skills and revisit the learning objectives and success criteria.	Flexibility in the type of strategy used to end each lesson (see framework for ideas).
Teachers select strategies that maximise student engagement.	Teachers may select strategies that suit the nature of the class and activity eg. Swift pacing of lessons and time prompts or calling on non-volunteers.