



Explicit Instruction at Clermont State High School

Clermont State High School is an Explicit Instruction school, with our major pedagogy being explicit instruction/teaching. New content and concepts are taught using the EI model. Although these phases are to be done in sequence, teachers may not necessarily follow every step every time. For example, an initial lesson may just contain the Lesson Introduction, Warm Up and I Do. The following lesson may do this again, adding the We Do. At times, lessons will require moving back and forth between the I Do and We Do several times before moving onto the You Do. Teachers are tasked with making these pedagogical decisions based on the content, their experience, and their students' understanding.

<p>LESSON INTRO Purpose & Goal</p>	<p>State purpose and goal of lesson "The purpose of this lesson is to... By the end of this lesson you will be able to..." Discuss relevance [4 Ws – What? Why? When? Where?] WALT and WILF</p>
<p>WARM UP Activating prior knowledge</p>	<p>Review prerequisite skills/knowledge Revise or make connections to previous related work Quick and focussed, a few examples or CFU</p>
<p>I DO Explicit teaching & modelling of concept/skill</p>	<p>Define concept/skill to be taught Explicitly model skill/strategy being taught, demonstrating and describing verbalising thought processes using concise 'think-alouds' An anchor chart is often invaluable here Break down into clearly defined steps Often more than one demonstration is needed Revise, reinforce and CFU</p>
<p>WE DO Guided Practice</p>	<p>Question students throughout, rehearsing critical content and steps to CFU Students provided with prompts/scaffolds as they all work through the same example/s. Prompts may include explicit instructions, use of anchor chart or other visual prompts, questions, directions, clues or reminders Several opportunities should be given for students to practice skill/strategy and experience success Scaffolds gradually withdrawn [gradual release model] to develop student independence Constant CFU throughout to ensure every student has understood the skill/concept</p>
<p>YOU DO Independent Practice</p>	<p>Students perform skill/strategy that was modelled - individual activities that every student should be able to do independently Teacher constantly CFU and providing individual feedback Differentiation evident - work given at their level – teachers differentiate by providing scaffolding or working 1-on-1 or in a small group, while providing others harder examples or extension</p>
<p>REVIEW Ploughing Back</p>	<p>Review purpose, goal and critical content – students should be able to articulate 'what they learnt' or purpose of lesson, chant back steps or answer questions CFU Ensure every child understands skill/concept</p>
<p>End of lesson</p>	
<p>CFU [Checking for Understanding] and Feedback</p>	<p>CFU needs to occur throughout every step of the EI lesson. Strategies include: Choral response Partner response Individual response [ask question first, then choose student, give thinking time] Walk around, look around, talk around [observation of all responses with communication to students, affirming correct responses, correcting any errors, and encouraging effort] Show Me Boards (SMB), response cards or actions Providing immediate affirmative and corrective feedback is crucial. Feedback should be specific and timely and may include: Echo – affirmation Elaborate – reinforce and paraphrase Explain - reteach Goal of feedback is to close the gap between student's current responses and the desired response. Corrections to be positive, constructive and encouraging.</p>