

Meringandan State School
Igniting Learning – Shaping the BEST future together.

Explicit Teaching: Great Teachers

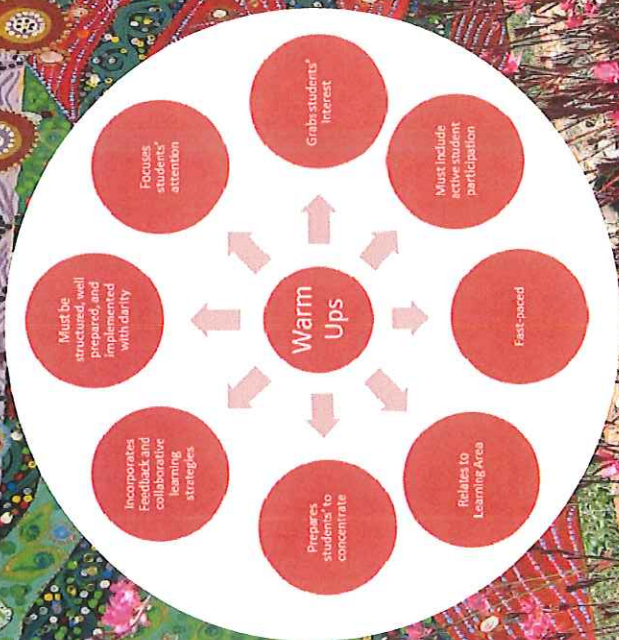
Pedagogical Principles:

Student centred
High expectations
Aligned practices
Purposeful Learning
Effective Relationships

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Warm ups include the following elements:



Explicit Teaching:

This year teachers have begun to incorporate explicit teaching models within classrooms in an effort to continue to support students to achieve their BEST.

Our school has embraced explicit instruction. It has formal and informal coaching processes for all teachers where specific feedback is provided to enhance teacher effectiveness.

Through evidence based research, of renowned educator Anita Archer, lessons now incorporate an explicit learning goal and lesson "warm up". This enables students to prepare themselves for the lesson and ensures there is a clear focus. The focus of each lesson is delivered through the:

- WALT – What We Are Learning Today
- WILF – What I'm Looking For
- TIB – This Is Because

To further support students understanding, learning experiences are further scaffolded to include three levels, the 'I DO', 'WE DO' and 'YOU DO' stages of learning. This slow release of responsibility enables students to develop their learning through stages of supported and independent engagement and activities.



Warm Ups:

Warm ups are an important aspect of an Explicit Teaching Lesson and their implementation is informed by Archer and Hughes (2011) 16 elements, effective classroom management routines of explicit teaching and whole school behaviour management strategies.

The elements are designed to focus students' attention by gaining their interest and are a key strategy in moving knowledge from students' short term memory to long term memory.

Warm ups are undertaken at the beginning of a lesson and must be well prepared, implemented with clarity and at a fast pace to ensure active student participation. The use of ICTs supports engagement, variety and sharing of resources.

The duration of a warm up will vary depending on the content and year level however 5-15 minutes would be generally appropriate.

Through the use of collaborative learning strategies, they enable teachers to:

- practise or apply subject or generic skills on a little-and-often basis;
- build knowledge, understanding and skills over a series of lessons.
- mobilise what students already know for the benefit of others,
- connect with prior learning.

