### Explicit Teaching Pedagogical Framework

**Anticipatory Set / Warm-Up**
Focus attention / Involve ALL students / Some enjoyment / All experience success / Links to PREVIOUS work / Rote learning of knowledge & skills to be automatic

<table>
<thead>
<tr>
<th>I Do ....</th>
<th>We Do ....</th>
<th>You Do ....</th>
<th>Lesson Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Teacher Does)</strong></td>
<td><strong>(Teacher and students ‘do’ together)</strong></td>
<td><strong>(Students ‘do’ independently)</strong></td>
<td><strong>Teacher reviews the lesson, repeating Objectives, Rationale, critical elements, definitions, skills and processes.</strong></td>
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</tbody>
</table>

**Objectives**
Tell the students the lesson objectives - Preferably **1 only**, but Maximum of 3.

**Rationale**
Explain to the students WHY they need to learn this – Current or future relevance to them as an individual.

**Your Job Will Be....**
Clear explanation of the requirements of the students for the lesson. (Max 3) Have subsequent YJWBs if necessary.

**Input**
Teacher explanation of new information / content /skills / processes being taught.

**Modelling**
Teacher DEMONSTRATION of new skill – Think out loud through the process Provide an exemplar sample of completed task.

**Checking for Understanding**
Questioning of the class to confirm understanding Eg Short quiz / student demo / oral questioning

**Guided Practice**
Teacher and students work through example/s TOGETHER Teacher and students all writing / discussing / doing.

**Independent Practice**
Students complete the task / process / skill without teacher guidance. Explicit feedback to student on level of success.

**Lesson Closure**
Teacher reviews the lesson, repeating Objectives, Rationale, critical elements, definitions, skills and processes.

### Prime Time
When is the Best Learning Time.....
within the week?
within a day?
within a session / lesson?

- **1st seen and heard** tends to be best remembered
- **Last seen and heard** is second best remembered
- **Hardest to remember is just past the middle** so inject this part with variety/movement/meaning Change mode – Auditory / Visual / Kinaesthetic
- **Understanding / meaning increases and aids retention**

### Explicit Feedback to Students
- Promote Goal Setting
- Clear expectations / criteria at the start
- Relate feedback to set criteria / exemplar
- Give credit for correct / good / positive
- Specific ways to improve the standard of work
- Give oral and written feedback as appropriate
Pre-Observation Conference

A contract is entered into by the teacher and the coach.

The teacher controls the situation and makes two choices.
1. WHAT will be observed? - Specific lesson and elements within
2. What TYPE of feedback? – A, AB, AC, or AD
   then

Agree upon the lesson time/place.
Agree upon a feedback time and place which will be uninterrupted and quiet. – Perhaps over a coffee!

Post-Observation Feedback Conference

The feedback ALWAYS begins with two questions to the teacher...
1. What did you like about the lesson?
2. Is there anything you would do differently if you taught the lesson at another time?

The feedback is
A) Positive
   B) The identification of WHAT was effective.
   C) The identification of WHY it was effective.

End with two more questions to the teacher:
1. As a result of this feedback is there anything that you now better understand about your teaching?
2. What should we move on to next?

Feedback Types

Type A:
- All positive – no critical comments
- Always given first.
- Builds trust
- Identifies what teacher is doing that provides students with opportunities to be successful.

Type AB:
- Positives plus generate alternative teaching practices.
- Identify a successful aspect of the lesson & discuss why then...
- Discuss alternative strategies that would be equally successful. (The teacher must think of the first alternative)

During Observation

1. Jot down specific examples and actual words used by the teacher.
2. No value judgements just factual statements of what the teacher did / said.
3. Relate each example to the agreed learning principle/s.
4. Include non-verbals.

NO SURPRISES!

Feedback Types

Type AC:
- Provides an opportunity for the teacher to air a concern, receive feedback and generate alternatives.
- Area of concern may be identified at Pre-conference or at the end of the lesson. (The teacher’s choice)
- The two questions are asked & a major strength was identified. Type A feedback given to identify what was effective & why.
- Discussion of generation of alternatives in the area of concern.

Type AD:
- The observer identifies and labels less effective teacher behaviours and, with the teacher, develops alternative strategies.
- Type AD MUST follow Feedback Types A, AB & AC