

# Explicit Teaching

## in English 7-12



**Explicit teaching works for all students.** It aligns with how the brain processes, stores and retrieves information. Organising content, teaching strategies and activities into learning sequences chunks the learning and optimises the use of working memory. Breaking content into manageable steps and consolidating through regular practise enables students to develop knowledge, understanding and skills gradually. Find out more and explore the English samples online via the QR code.

### What does explicit teaching look like in our curriculum support?

- Knowledge and skill development are mapped through scope and sequences.
- Backward design in programs and assessments support understanding and knowledge transfer.
- Programs are organised into phases and sequences through conceptual programming questions. Student-facing activities and resources present new information in manageable chunks.

#### Chunking and sequencing learning



#### Connecting learning



- Learning intentions are sample syllabus-aligned and focus on knowledge, understanding and skills.
- Structures guide exploration and co-construction so students understand why the learning matters.

- Programs and resources build on prior learning and increase in complexity.
- Assessment structures build knowledge and skill and connect to 'real world' contexts.

#### Sharing learning intentions



#### Sharing success criteria

- Resources and activities use modelled, guided and independent structures.
- Teacher notes that identify ways to differentiate.
- Structures to support student self-efficacy include contingent and designed-in scaffolding.

- Success criteria that is syllabus-aligned and focused on how students can demonstrate their knowledge, understanding and skills.
- Worked examples and steps to success support student achievement in assessments.

#### Gradual release of responsibility



#### Using effective feedback



- Planned and embedded opportunities to check for understanding include hinge questions, quick writes and discussion prompts.
- Strategic learning checkpoints (core formative tasks) to guide understanding of student needs.

#### Checking for understanding



#### Using effective questioning



- Embedded questions and discussion structures connect and extend learning.
- Question move learning forward and support participation, reflection and sharing guiding questions and conceptual programming questions to support planning for teaching and evaluation.

