Explicit Teaching Definition and Components

"When teachers adopt explicit teaching practices, they ensure students know what to do and why. The teacher plans the learning intentions and success criteria, makes them apparent to students and ensures they are modelled. By the end of the learning sequence, student understanding is validated and planned mathematical connections are established."

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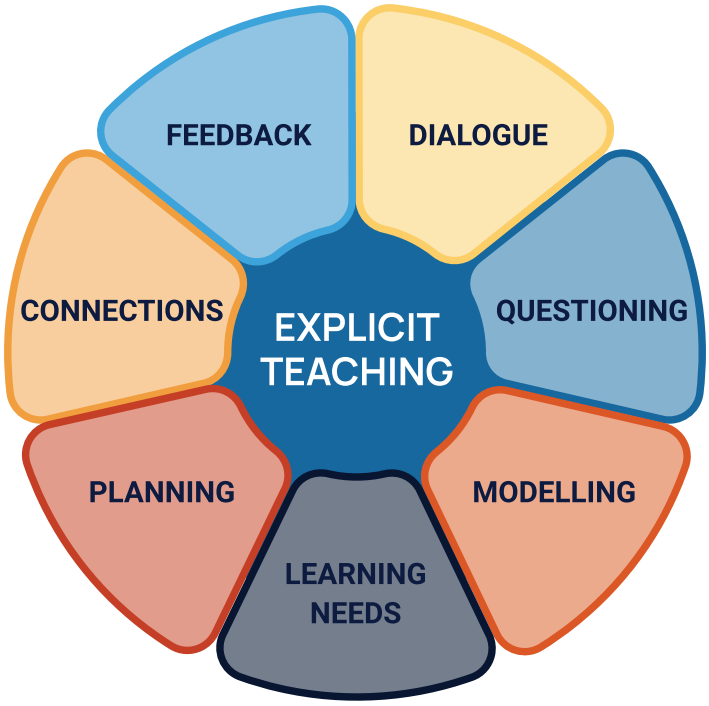
Consideration of all students' learning needs is given when planning.

Teachers understand their students and how they learn. Additionally, they understand the mathematics they expect their students to learn. These deep understandings allow teachers to effectively engage students in meaningful learning which keeps the students in their zone of proximal development.



Explicit connections among related mathematical topics and to applications.

Teachers need to explicitly draw students' attention back to key mathematical ideas that underpin the learning intentions and success criteria of a lesson. Teachers need to build on student responses and synthesise, emphasise, and record key ideas using concrete, visual and abstract examples.

Explicit modelling of reasoning and processes behind actions.

Teachers provide students with clear and concise descriptions and demonstrations of key ideas, strategies, and skills. They think aloud processes and use clear language to help students build an understanding of what is being learned and how it is being learned.

Purposeful planning that identifies learning outcomes and success criteria.

Purposeful planning ensures lessons are organised and focussed. By structuring lessons against learning outcomes and success criteria, we allow lessons to stay on topic, be well sequenced, and even give room for organised digression.

Teacher and student questioning that targets explicit concepts and processes.

Teachers pose various types of well-constructed questions in different ways. Questions can be open-ended, clarifying, scaffolding, probing, leading, etc. Different types of questions have different purposes.

Classroom dialogue focused on making mathematical ideas explicit.

Facilitating discourse among students positions them as authors of ideas, who explain and defend their approaches. It ensures progress toward mathematical goals by making explicit connections to approaches and reasoning.

Feedback is specific and clearly actionable.

Monitoring students' responses to questions and tasks helps teachers provide timely feedback to students and allows the teacher to reflect on and adjust their instruction and practice.
The feedback provided to students should explicitly inform them about their strengths and understandings, or their errors and misunderstandings on a particular topic. Feedback should be used to close any gaps between a student's current understanding and the desired understanding of a lesson (i.e., the success criteria).