Survey Question	**15. I know what I am supposed to do in this class.**

Australian Professional Standard	Professional Knowledge Domain Standard 3: Know the content and how to teach it Focus areas: • 3.1 Establish challenging learning goals • 3.2 Plan, structure and sequence learning programs • 4.2 Manage classroom activities
What does this sound like in the classroom?	"When I walk into the classroom, I know what's going to be happening that day. When this teacher gives instructions, I know what I'm meant to be doing…. I feel more in control."
Why is this important?	Far too often, students are feeling that they are left without guidance as to what they are meant to be doing this minute, this lesson, or this term. This can be due poor direction or instructions, insufficient planning and consideration and sequencing of content, or the many complex factors that each student brings into the classroom. Explicit instruction is characterised by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved (Archer & Hughes, 2011). Educational researchers have identified a range of instructional behaviours and elements characteristic of an explicit approach to teaching. Their 16-step approach is listed below under 'Strategies'. A key aspect of maintenance is feedback, as it is what happens after instruction. The meta-analyses relating to feedback show a very high impact, but it is also among the most variable of effects as feedback can take many forms. (Hattie & Timperley, 2007). There may be additional physical challenges to consider, such as Auditory Processing issues. Listening depends on understanding what people say. Students with normal hearing often mishear; students with normal intelligence often misunderstand (NAL, 2015). An understanding of Auditory Processing issues and development improves teaching and learning for all students, and the strategies used to assist these students in the classroom work well for all students, as listed under the section "What three things can I do in my classroom tomorrow?".

The clear, sequential nature of strategies for explicit instruction are listed below (Archer & Hughes, 2011):

1. **Focus instruction on critical content.** Teach skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future and match the students' instructional needs.
2. **Sequence skills logically.**
3. **Break down complex skills and strategies into smaller instructional units.** Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory.
4. **Design organised and focused lessons**. Make sure lessons are organised and focused, in order to make optimal use of instructional time.
5. **Begin lessons with a clear statement of the lesson's goals and your expectations**. Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.
6. **Review prior skills and knowledge before beginning instruction**. Provide a review of relevant information.
7. **Provide step-by-step demonstrations**. Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill.
8. **Use clear and concise language.** The complexity of your speech (e.g., vocabulary, sentence structure) should depend on students' receptive vocabulary, to reduce possible confusion.
9. **Provide an adequate range of examples and non-examples**. In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples
10. **Provide guided and supported practice**. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance
11. **Require frequent responses**. Having the students respond frequently (i.e., oral responses, written responses, or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding, and keeps students active and attentive.
12. **Monitor student performance closely.** Carefully watch and listen to students' responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors.
13. **Provide immediate affirmative and corrective feedback.** Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.
14. **Deliver the lesson at a brisk pace.** Deliver instruction at an appropriate pace to optimise instructional time, the amount of

content that can be presented, and on-task behaviour
15. **Help students organise knowledge.** Well-organised and connected information makes it easier for students to retrieve information and facilitate its integration with new material.
16. **Provide distributed and cumulative practice**.

What three things can I try in my classroom tomorrow?	There are some excellent quick fixes for those students who struggle with hearing instructions properly, in order to know what they're 'supposed' to do: 1. **Better talking.** Plan what you are going to say; gain attention before starting; establish the topic, outline; summarise at intervals; speak in short sentences and pause after each direction; gauge understanding of students. 2. **Less talking.** Devise and use more non-verbal methods and supports; establish and use routines; aim to say things once: if you must repeat then shorten it; allow - and use - time for children to comply; cut out padding: e.g., "You need to listen now because I'm going to give you some instructions… "; and ask direct questions – without extra words. 3. **Less noise.** Insist on quiet conditions for teacher talk, discussion, and reading; notice and deal with sources of noise (both inside and outside); be close to the listeners and stand still when talking.
What opportunities are there for collaboration with my colleagues?	If you are game for a classroom walk-through, you could try asking a colleague to spend some time observing in your classroom to check whether or not students "know what they are supposed to do". Can they describe the task that they are working on? More importantly, can they provide a clear and accurate description of what they are learning by doing "what they are supposed to do"?
Where can I find out more?	Videos: • Explicit Instruction: Active Participation Instruction – 2nd Grade • Teaching Australian Curriculum English – Explicit Instruction • Teaching Horizons – Teaching students with processing disorders Referenced articles, books and other great reads: • Archer, A and Hughes, C. (2011) Chapter 1: Exploring the Foundations of Explicit Instruction. • Hattie, J. (2009) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge. • Fisher, D. & Frey, N. (2014) Checking for Understanding: Formative Assessment Techniques for Your Classroom. 2nd edition. ASCD. • Florez, M. and Sammons, P. (2013) Assessment for Learning: Efforts and Impact. Oxford University Department of Education. • National Acoustic Laboratories (2015). Central Auditory Processing Disorder. Accessed 2 November 2015. • Rosenshine, B. (2010) Principles of Instruction. International Academy of Education, UNESCO. Geneva: International Bureau of Education. Accessed July 2015. • Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, Spring 2012.