

Knowledge shared = Knowledge²



Chit Chat Discussion Sheet

Anita Archer – Explicit Instruction

Welcome to the Chit Chat between Carla McNeil of Learning MATTERS and Dr Anita Archer. During this Chit Chat, Carla and Dr Anita Archer discuss Explicit Instruction and what best practice looks like..

We encourage you to listen to the Chit Chat (51 minutes) with your colleagues, team and/or staff, and consider the following questions and discussion points along the way. We hope this helps to cause some robust conversations, build shared understandings and offers an opportunity for reflection.

You may wish to use the strategy of **READ** (*this discussion doc*) → **LISTEN** (*listen to the Chit Chat*) → **CHAT** (*with your colleagues*), sharing your thoughts, learnings and reflections.

- What is Explicit Instruction?
- What are the categories we should consider when teaching explicitly?
- Just one _____ does not lead to learning.
- What does Dr Archer state is one of the most critical factors?
- What does Checking for Understanding mean and why is this important?
- What might you need to consider when planning and teaching your lessons to ensure that all students do make increased progress?
- Explain what I Do, We Do, You Do means.
- When giving opportunities for students to respond what sort of responses are best and why?
- For whom and when is Explicit Teaching necessary for?
- What should we consider in relation to practise and the opportunities we provide for practise?
- What don't we have any reported incidents of children dying from?
- What are the benefits of practising learning overtime?
- Explicit instruction is effective, efficient and it is _____ .



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Learning MATTERS

We hope you found the Chit Chat thought-provoking and a good opportunity to reflect on your practice. Perhaps you have begun your journey into Structured Literacy and the Science of Reading and there was a lot of affirmation, or perhaps this is your starting point. Either way, you are on your way. We wish you all the best as you too work to make a greater evidence-based shift in your setting.

- Do you have more to learn? What will you do now? What do you think are the next steps for your school?
 - Build more knowledge?
 - Improve teaching practice?
 - Consider resourcing?
 - Build consistency across classrooms?

