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## Discussion Guide: Instructional routines and scripting of lessons – Friend or Foe?

**Purpose:** To help staff reflect on the role of instructional routines and scripting in implementing *Te Mātaiaho* and explicit instruction.

### Warm up:

1. What was your first reaction to the word “script” in teaching?
2. Has that reaction shifted after reading the blog?

**Understanding the why:** *Te Mātaiaho* (p.21) describes explicit teaching as structured, sequenced, modelled, and practised.

3. How do instructional routines and scripting help us achieve this?
4. What risks are there if we do not use them?

### Practice in our school:

5. Where are routines and scripts already supporting us well?
6. Where do we see variation between classrooms that could be strengthened with more consistency?
7. What are the biggest challenges for us in adopting or maintaining fidelity to scripts?

**The benefits:** The blog outlined four benefits: reducing cognitive load, ensuring fidelity, freeing teachers to focus on students, and creating consistency.

8. Which of these resonates most with you?
9. Are there other benefits we have seen in our own context?

### Action:

10. What is one small step you could take in your next lesson to lean into a routine or a script more fully?
11. As a team, what would it look like to build greater consistency within and across classrooms?

**Closing prompt for leaders:** Friend or Foe? After our discussion today, where do we stand as a team, and what will we commit to next?



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