Parkhurst State School
Explicit Instruction Action Plan

‘I Do’ (Mine - I need someone to show me)
‘We Do’ (Ours - I’m ready to work with someone)
‘You Do’ (Yours - I’ll have a go by myself)

‘Every child has a good day everyday.’

‘Every child matters everyday.’

Warm Up

I Do

We Do

You Do

Plough Back

Reflection

WALT
We are learning to

What I’m looking for

This is because
Term 2 2012
- Explicit Instruction set as consistent regional pedagogy for all schools
- Teaching in CQR placemat distributed
- Staff awareness raising of Regional Explicit Instruction agenda
- Leadership Team developed their capacity and knowledge of Explicit Instruction
- Schoolwide Book Work and Display Guidelines revisited

Term 1 2013
- Explicit Instruction Lesson Sequence and Micro Skills sheet developed, distributed and used to ascertain baseline data regarding individual and collective confidence and frequency of application regarding sixteen Explicit Instruction micro skills
- ‘Teaching in CQR’ Template personalised Parkhurst State School context, gathering staff ideas, communicating and distributing
- Individual Teacher self reflection of sixteen micro skills of Explicit Instruction facilitated with baseline data collated and visually recorded for later comparison and celebration.
- Time provided for staff to collaborate to make links between sixteen elements and lesson sequence phases as per poster.
- Structured staff meetings facilitated with a variety of ‘hands on’ activities to link terms to definitions and describe in own words.
- Optional professional learning sessions facilitated with a key focus on specific elements (eg; Warm Ups)
- HoC to align curriculum concepts and skills from NAPLAN item analysis to Term One C2C curriculum units to inform specific areas for schoolwide Explicit Instruction.
- Staff to observe vignettes to identify sixteen micro skills
- Explicit Instruction resources distributed to all staff for classroom display and learning journal reference
- OnePortal Explicit Instruction Resource Depository developed to house materials and resources
- HoC/Principal attend next Explicit Instruction Network Meeting
- Display Guidelines distributed to all staff
- Principal/HoC revisit Bookwork Standards Guidelines with staff
- Teachers encourage to identify key areas of Explicit Instruction as focus areas for modelled lessons by Principal/HoC and other key staff

Term 2 2013
- All staff self reflect their explicit teaching capacity and frequency using reflection tool
- All staff participate in collegial coaching, receiving feedback on negotiated lessons and specific elements
- Staff continue to access ‘Archer and Hughes’ text to respond to and track professional reading in terms of key elements, reflections, self assessments and future actions on site specific template
- Continue NAPLAN Test preparation using Explicit Instruction as key pedagogy
- Facilitation of professional learning sessions around regional ‘givens’ of displays, bookwork standards and expectations

Term 3 2013
- All staff self reflect their explicit teaching capacity and frequency using reflection tool
- All staff continue to participate in collegial coaching, receiving feedback on specific elements of Explicit Instruction Framework
- Staff continue to respond to professional reading in terms of key elements, reflections, self assessments and future actions
- Staff participate in professional conversations to discuss individual and group progress towards embedding Explicit Instruction framework
- Continue facilitation of Wednesday professional learning sessions

Term 4 2012
- Leadership Team met to develop key strategies
- Principal and HoC designed and delivered modelled lessons for all staff, encompassing all sixteen micro skills
- Second Network Meeting attended by Principal and HoC
- Administration Team met to outline future implementation and monitoring timeline

Term 4 2013
- Staff engage in Teacher:Teacher collegial observations for identified micro skills, providing focused feedback
- All staff complete a self reflection regarding explicit instruction frequency and capacity
- Explicit Instruction embedded and refined in all learning spaces