

BROADBEACH STATE SCHOOL –

TARGETED TEACHING PEDAGOGY



Broadbeach's pedagogy is **Targeted Teaching**. It is based on the work of Dr Anita Archer, Dr Charles Hughes, Siegfried Engelmann, P.D Pearson and M.C Gallagher, John Hollingsworth and Dr Silvia Ybarra. The model includes aspects of both Explicit and Direct Instruction. The model also encompasses Pearson and Gallagher's *Gradual Release of Responsibility model (1983)* and has been identified as the most effective way to structure a lesson to facilitate teaching and learning. It is the mandated pedagogy at Broadbeach State School and all teachers are expected to **deliver their lessons using this pedagogy**.

'Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students' (Archer et. al. 2011)

All lessons delivered across the school are expected to be implemented using the Targeted Teaching Pedagogy. The lesson structure consists of a warm up, a purposeful introduction, concept/skill being taught through the structure of I DO, WE DO and YOU DO and finally review. Checking for Understanding is a crucial element of Targeted Teaching and it occurs within every phase of the lesson. Equally crucial to this model is understanding the curriculum intent, decision based pre-assessment and the meaningful use of technology.

So what does this mean?

- It means teaching that is **systematic** whereby complex tasks are broken into smaller more obtainable instruction units and there are frequent opportunities for guided and supportive practice evident (WE DO phase).
- It is teaching that is **relentless** which that no time is wasted and that teaching and learning is occurring every minute of every day!
- Lessons should be brisk and interactive. It is teaching that is **engaging** which is what this document is predominantly about – getting students engaged throughout the lesson, particularly during I DO, WE DO, YOU DO, Checking for Understanding and review stages using purposeful and engaging strategies.

TARGETED TEACHING BREAK DOWN

The following elements of Explicit Instruction must be considered before, during and after each Targeted Teaching lesson;

1. **Focus instruction on critical content.** Teach skills, strategies and vocabulary terms, concepts and rules that will empower students in the future and match the students' instructional needs.
2. **Sequence skills logically.** Consider several curricular variables, such as teaching easier skills before harder skills, teaching high frequency skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.
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. Once mastered, units are synthesized (ie, practiced as a whole).
4. **Design organised and focused lessons.** Make sure lessons are organised and focused, in order to make optimal use of instructional time. Organised lessons are on topic, well sequenced, and contain no irrelevant digressions.
5. **Begin lessons with a clear statement of the lesson's goals and your expectations.** Tell learners quickly what is it to be learned and why it is important (WALT – We are Learning To and WILF – What I'm Looking For. 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. Verify that students have the pre-requisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.
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. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.
8. **Use clear and concise language.** Use consistent and unambiguous wording and terminology. The complexity of your speech (eg: 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. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not under use it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.
10. **Provide guided and supported practice.** In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.

11. **Require frequent responses.** Plan for a high level of student – teacher interaction via the use of questioning. Having the students respond frequently (ie, 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’ response, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.
13. **Provide immediate, affirmative and corrective feedback.** Follow up students’ responses as quickly as you can. Immediate feedback to students about the accuracy of their responses will help ensure high rates of success and reduces the likelihood of practising 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. Use a rate of presentation that is brisk but includes a reasonable amount of time for students’ thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can’t keep up.
15. **Help students organise knowledge.** Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent and explicit. Well – organised and connected information makes it easier for students to receive information and facilitate its integration with new material.
16. **Provide distributed and cumulative practice.** Disturbed (vs. massed) practise refers to multiple opportunities to practice a skill over time. Cumulative practice is a method of providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practices attempts, in order to address issues of retention as well as automaticity.

6 CRITICAL ELEMENTS OF TARGETED TEACHING

- **Optimal use of instructional time** – students engaged and on task at all times
- **High levels of success at all stages**
- **Focused on critical content** matched to students’ instructional needs
- **Sequenced logically** – breakdown complex skills and strategies into smaller steps
- **Supported practice**
- **Timely feedback** – immediate and affirmative

