



# Explicit

Making conscious for both learner and educator the relationships between the learning purpose and processes employed and the skills and understanding these processes support.

When teachers are explicit about the learning processes and skills that young learners need to use during classroom activities, their expectations and intended outcomes become clearer. The Explicit characteristic may be used to support learning in each of the age-appropriate pedagogies' approaches. These include play-based learning, event-based learning, direct teaching/instruction, inquiry learning and the project approach.

The characteristic of Explicit may include the following practices and strategies:

- thinking aloud so that young learners can hear the processes involved in your thinking. For example, 'When I'm not sure how to write a word, I think about what that word looks like in my mind. Then I ask myself what's the first sound I can hear, the last sound I can hear and what's in the middle? When I've written the word down, I ask myself 'Does it look right?'
- establishing predictable and purposeful routines and transitions so that young learners are confident about what to expect as part of the daily routine
- explaining expectations explicitly with young learners, for example, negotiating the rules for dramatic play
- modelling new skills that may be required to complete learning tasks
- providing 'just in time' feedback that allows young learners the thinking time necessary to generate a response to a problem or to complete an activity
- ensuring that feedback is specific and supportive
- ensuring that young learners are aware of the resources that they can use to solve a problem — whether accessing materials, using specific language to seek or request help, or knowing how to use visual cues to help, such as using a word wall.

## Teacher self-reflection

- Is my talk responsive to the learning requirements of the young learners and does it extend the learning?
- Is the curriculum content focus maintained throughout the lesson?
- How is the learning visible to the young learners?
- How am I supporting learning conversations between young learners?
- What evidence do I have to show that young learners understand the focus of the lesson and what I'm looking for?
- What opportunities do young learners have to reflect on their learning?

*'Explicit teaching recognises the importance of helping children identify what they are expected to do and why, rather than assuming that all children can work out the connections for themselves.'*<sup>1</sup>

<sup>1</sup> Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2012). *Programming and planning in Early Childhood Settings*, (5th Edition) p. 349. Cengage Learning Pty Limited



