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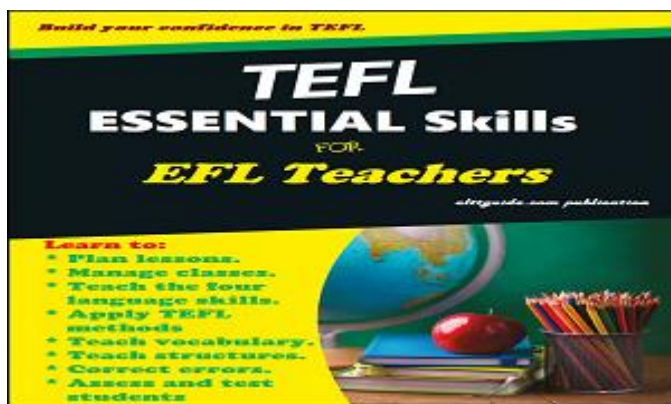
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Principles of Instruction

Effective classroom instruction has been summarised into a set of Principles of Instruction. Use this list as a form of self-assessment or as a development plan.

Think about how many of these you use regularly or are fluent in the use of.

- ✓ Begin lessons with a short review of prior learning.
- ✓ Present new material in small steps, with student practice after each step.



- ✓ Ask a large number of questions, checking the responses of all students.
- ✓ Provide models for problem solving/worked examples.
- ✓ Guide students' practice, particularly with new material.

- ✓ Check for students' understanding.
- ✓ Ensure high success rates from instruction so your learners see instruction as successful.
- ✓ Provide scaffolding for difficult tasks.
- ✓ Require/monitor independent practice.
- ✓ Engage students in a weekly and monthly review.



Example

Primary/K – Grade 6 Example

The teacher starts by modelling how to write the letter “a”, presenting the procedures, rules and guidelines for writing it.

The start and finish points are clearly marked and then the teacher allows enough time and enough practice for all students to write the letter “a”.

The teacher walks round the room and takes a mental note of the success levels and challenges, and guides where necessary.

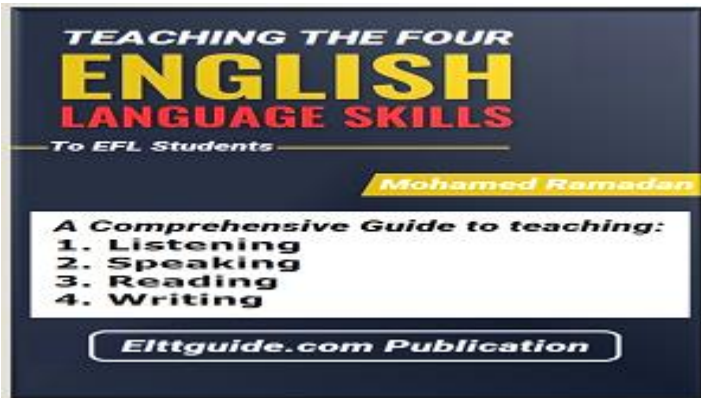
The teacher waits until the competency levels for writing “a” are high for all students before the teacher and students attempt writing “b”.

Effective Planning



Effective language teaching is underpinned by the decisions teachers make about their choice of materials, the activities they select and the teaching methods they use with their students.

Expert teachers demonstrate the ability to plan effective lessons and design effective tasks.



Benefits of lesson planning:

- Teachers develop the ability to select, structure and organise lesson content.
- It provides a framework for lessons so teachers control how class time is used.

- It provides a sense of security and helps to determine the sequence and timing of activities.
- Teachers think through and reconsider the teaching process.
- It provides a record of what has been taught.

Recommendations:

- Teachers should consider students' long-term and short-term learning needs, resulting in a clear plan of action in terms of how to meet those needs.
- It is important to align aims, procedural steps and evaluation. Teachers may find this difficult, particularly when they are new to teaching.
- Teachers should focus on learning needs associated with outcomes.

Example

- A teacher notices his Grade 1 class is not yet fluent in naming the numbers 1 to 10. Knowing how important this will be for future learning he plans this lesson.
- The lesson starts (5 mins) with a circle gathering where the teacher introduces the topic and shows number flashcards (1–10) for students to repeat and engage with.
- Then number recognition is practised (10 mins) by displaying the flashcards on the whiteboard and having students identify and point to the correct number when called upon.

- Following this (10 mins), students are given counting objects and are instructed to count them aloud. They take turns sharing their counts with the class, helping them to develop counting skills.
- Students receive worksheets with dotted outlines of numbers 1–10 and are guided to trace and attempt writing the numbers themselves (5 mins).
- The lesson concludes with a review and discussion, reinforcing learning through questions and emphasizing the importance of numbers in daily life.
- To evaluate the success of the lesson the teacher observes and assesses students' participation, number recognition skills, counting accuracy, and ability to write numbers neatly on worksheets.

Sharing This Newsletter

Suggestions for how to distribute this newsletter

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When sending your email, make sure to put your list of email addresses in the BCC field so that everyone getting the email doesn't see all of the other email addresses in your list.

2. Distribute it over your social media.

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