Dr Lorraine Hammond

Lorraine is an academic from Edith Cowan University, a Board Member of SPELD WA and Vice President of Learning Difficulties Australia. Lorraine is currently conducting research on Explicit Instruction in WA and NSW and regularly sits at the back of teachers' classrooms to provide coaching in this approach. As the Chief Investigator of the Federal Government's Flexible Delivery of Literacy to Remote Primary Schools project, Lorraine is a recognised expert in the area of Explicit and Direct Instruction.

Lorraine is an engaging presenter who enjoys working with teachers. She is a School Board member for three high performing schools in WA and teaches courses in Instructional Design and Explicit and Direct Instruction.

The Programme

Currently, many schools across Australia are taking up an instruction-centred approach called Explicit Teaching. Some of these high performing schools have been featured in the media and in reports (http://grattan.edu.au/report/turning-around-schools-it-can-be-done/) because they add value to student learning and in some instances 'out-perform' their post code.

Along with its second cousin, Direct Instruction, Explicit Instruction is characterized by teacher-led instruction that is highly structured and provides multiple opportunities for guided practice. In their recent review of the Australian Curriculum Donnelly and Wiltshire (2014) highlighted that "the imbalance towards constructivism is especially concerning given the weight of research arguing that explicit teaching, while not suitable for all occasions, is a more effective approach in terms of outcomes and use of resources and time (p. 246). Over 40 years of research demonstrates the efficacy of Explicit/Direct Instruction (MUSEC Briefing, Wheldall, Stephenson & Carter, 2014) with Hattie’s (2009) meta-analysis of 304 studies on direct instruction (non-scripted, explicit instruction) reporting an effect size of 0.59. Elements of explicit instruction report higher ES such as Feedback 0.73 and Teacher Clarity 0.75.

Given every teacher in Australia would maintain that some aspect of their instruction is 'explicit' the term is open to interpretation.

The purpose of this session is to clarify what Explicit Instruction is and is not. By providing an overview of the theory behind the Explicit Teaching Model participants will be able to identify the essential elements of an Explicit Teaching lesson. Explicit Instruction is a ‘Tier 1’ Response to Intervention and participants will view videos of early years and primary school teachers demonstrating Explicit Teaching as a measure to prevent literacy based learning difficulties. Videos will also illustrate the difference between a 'warm up' and a formal lesson. A sample lesson will be provided in this practical workshop for participants to try in their classroom.