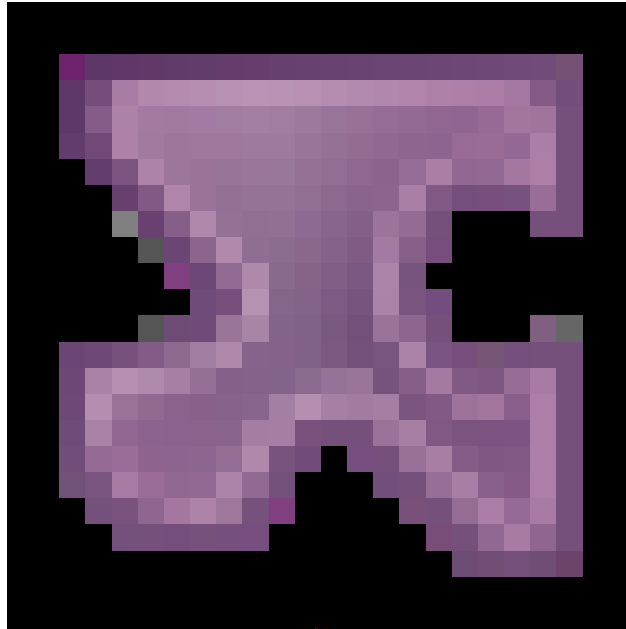


Effective classroom practice is made up of many components - it's partly what makes teaching so challenging. There are many components to consider at any given time during a lesson and they are all inextricably linked and intertwined.

Listen to Claire Stoneman, educational writer and former Deputy Head, talk about the features of effective classroom practice and consider the questions below. You can record your response using the [notes tab](#) (or your own notebook):

- Why is effective classroom practice challenging, and how can you develop yours?
- Why is curriculum knowledge at the heart of effective teaching?



Direct Link: [What makes classroom practice effective? - Claire Stoneman](#)

Transcript: [What makes classroom practice effective? - Claire Stoneman](#)

[\(this link opens in a new window/tab\)](#)

As Claire Stoneman mentions, teaching is intellectually challenging and complex. However, effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. Therefore, it is important that you are reflective and continually seek to develop and enhance your teaching.

When teaching, there are key principles of instruction that you can follow to ensure your lessons have the greatest possible impact on pupils' learning.

Principles of instruction

'You haven't taught if pupils haven't learnt.'

Siegfried "Zig" Engelmann

This is one of Zig Engelmann's more famous quotations which highlights that the goal of teaching is to support pupils to learn and build their mental models over time. Research shows that quality of

instruction is one of the most significant factors in facilitating this (Coe, 2014). Instruction includes many elements of classroom practice such as reviewing previous learning, progressively introducing new learning using modelling and scaffolds, questioning and assessing learning, and providing pupils with adequate practise time to securely embed learning.

As instruction is made up of so many components that happen interchangeably throughout teaching, it can be very challenging to do well. In addition, as you will have explored in module two, the mind does not enjoy 'effortful thinking'. Therefore, you must consider strategies to navigate the relatively small capacity of the working memory to avoid working memory overload. Consequently, it is vital that your instruction is structured to support pupils to understand and learn new material.

Many of the features included throughout this module stem from the enlightening, research-informed work of Barak Rosenshine's 'Principles of Instruction'. He explored the research base for features of good teaching and outlined ten principles that form part of effective instruction. If you are unfamiliar with this research, it would be worth finding time to read through his '[Principles of Instruction](#)' as it underpins good teaching practice and much of the content within this module.

The features of effective teaching that this module aims to explore are:

- Review of previous learning
- Teaching information and modelling processes in small steps, allowing for practise after each step
- Checking for understanding at every stage of learning
- Scaffolding practise to enable learners to gradually become more independent as they begin to build and strengthen their mental models.

These elements are part of an iterative process that should be continuous throughout instruction in response to the pupils' learning.

This module will support you to structure your teaching in a way that will enhance pupil learning. The components of classroom practice that you will explore have been broken down into sections. You can explore each feature separately, but it is important to note they are not a checklist to be included in every lesson in a specific order. They are interdependent and should be used interchangeably throughout a lesson where appropriate. Sometimes certain features may not be present at all during a lesson. This will depend on the learning focus you have set and the sequence of lessons that it is placed within.