

Explicit Teaching Self-reflection Rubric: This rubric supports self-assessment and professional reflection to guide PDP goal setting				
Fous on the learning	<p>I explain the LI and SC in student friendly language</p> <ul style="list-style-type: none"> Teaching & Learning Instructional Model and Framework Prior knowledge Authentic learning examples Worked examples Refer to success criteria Teach key vocabulary Set the pace of the lesson Check for understanding Use key verbs for LI & "I can" for SC 	<p>I model, revisit and co-create the success criteria</p> <ul style="list-style-type: none"> Consider cognitive load Re-explain new learning T&L Instructional Model and Framework Monitor student progress Scaffold and model new learning and vocabulary 	<p>I activate prior knowledge through quick retrieval checks</p> <ul style="list-style-type: none"> Assess student readiness Consider cognitive load Plan and provide additional scaffolds T&L Instructional Model and Framework Termly/weekly planning Predictable structures routines Use differentiated guided questioning Pre-assessment tasks 	<p>I use targeted instruction and extend learning</p> <ul style="list-style-type: none"> Termly/weekly planning (task complexity, variation in activity, real-world application) Responsive teaching strategies (modelled improvements) Use advance organisers Check for understanding throughout the lesson/explicit teaching Differentiated groups Clear LI & SC Differentiated starting points and questioning
Explicit explanation and modelling	<p>I explain learning in an engaging, authentic way and provide students with opportunities to respond</p> <ul style="list-style-type: none"> Termly/weekly planning Real-world, authentic examples Responsive teaching Differentiated student responses T&L Model and Framework Timely feedback Tier 1 strategies and adjustments 	<p>I narrate my thinking (think aloud) and modelling step-by-step processes</p> <ul style="list-style-type: none"> Worked examples Step by step demonstrations Clear LI/SC Revisit new learning T&L Model and Framework Weekly planning Opportunity for independent practice Student friendly language 	<p>I use examples and non-examples to help students understand and connect concepts to the real world</p> <ul style="list-style-type: none"> Termly/weekly planning Real-world, authentic examples Responsive teaching Differentiated student responses T&L Model and Framework Tier 1 strategies and adjustments 	
Scaffold Practice	<p>I anticipate misconceptions and plan scaffolds to model, guide and extend student learning</p> <ul style="list-style-type: none"> Explain LI/SC Worked examples Termly/weekly planning (graphic organisers, visuals...) Tier 1 Playbook (scaffolding instruction) T&L Model and Framework Reduce visual/verbal distractions 	<p>I provide additional scaffolds during the lesson to respond to students' needs</p> <ul style="list-style-type: none"> Tier 1 Playbook (scaffolding instruction) T&L Model and Framework Use formative assessment strategies Differentiation Toolkit Responsive teaching strategies (I do, we do, you do) 	<p>I monitor students learning and slowly reduce or remove scaffolds</p> <ul style="list-style-type: none"> Respond to student progress Gradually remove supports Build independence T&L Model and Framework Assessment Schedule Use formative assessment strategies Responsive teaching strategies (I do, we do, you do) Weekly planning Adjust, scale, complexity & content 	
Monitor Progress	<p>I frequently check for understanding and adjust teaching</p> <ul style="list-style-type: none"> Remove scaffolds to build proficiency/ independence Monitor progress Responsive teaching strategies (mini-whiteboards, cold calling, exit tickets...) Use formative assessment strategies Assessment Schedule 	<p>I provide timely feedback to guide next steps in learning</p> <ul style="list-style-type: none"> Clarify learning task (LI/ SC) Student friendly differentiated response to learning Processing time to enact on feedback Termly/weekly planning Use formative assessment strategies Feedback (Student-Teacher) 	<p>I use formative assessment to identify needs and adjust teaching</p> <ul style="list-style-type: none"> Additional support Termly/weekly planning Assessment Schedule Responsive teaching strategies 	<p>I identify students requiring extension and further challenge with their learning</p> <ul style="list-style-type: none"> Additional support Termly/weekly planning Assessment Schedule Responsive teaching strategies Use formative assessment strategies