

# What does explicit instruction look like

## EDITORIAL

By AIDEN HALPIN

IN an explicit instruction classroom, the students are met with positive messages that they are valued, respected, and they will succeed. This is displayed on the walls through inspirational posters and messages.

It is reinforced by the social and emotional learning program, "You Can Do It", that each student participates in each week. It also appears in the lesson warm-ups where students are encouraged to respond together to ensure that everyone keeps on task.

High expectations from teachers set the benchmark for all students. The students feel supported in this learning environment because of the holistic approach.

Students are finding it a lot easier to understand when the instructions are explicit and the complex skills and strategies are broken down into smaller units.

The students enjoy the step-by-step demonstrations that model the skills and explain the decision-making process that is needed to complete the task.

By thinking aloud as they perform, the skills allow the students to communicate their learning

and have any misconceptions or gaps in their knowledge identified and corrected immediately.

For the teachers, it means that they will teach students the skills and strategies that are needed to help improve their education.

They will take the students through learning each skill step by step in a timed and controlled manner, starting with the easier skills first and then increasing to the harder skills as the students' knowledge develops.

Each lesson begins with a clear statement of the lesson's goals and the teacher's expectations that these will be met. The students enjoy this challenge and look forward to moving to the next level in their learning.

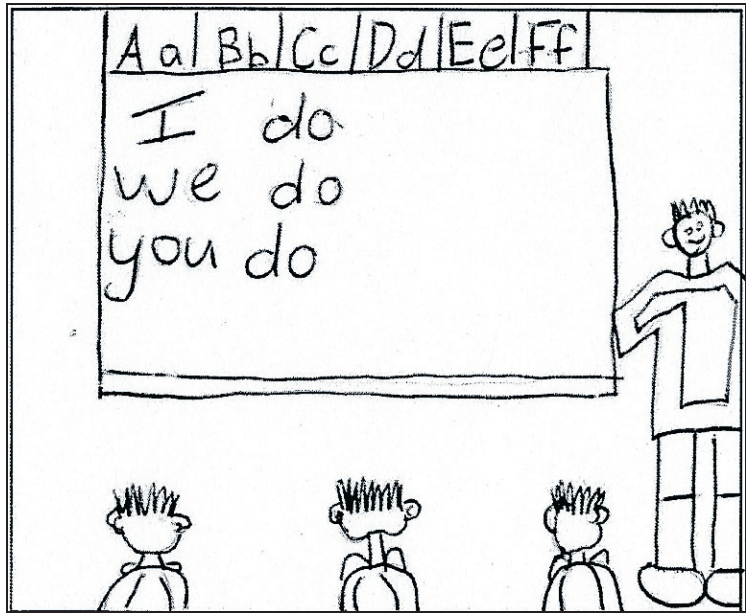
What does this mean for the students and their learning?

This type of learning by explicit instruction helps students to organise their knowledge and apply this in the world in which they live. This is a valuable key to unlocking each student's potential and increases their success in life.

The students are finding this new way of learning fun and exciting.

Overall, the new changes have been met with enthusiasm by staff and students.

Everyone can see the benefits of following John Fleming's explicit teaching method to improve ways of learning.



Cartoon: Tyler Bowie



STARS: Barnsley junior soccer team were successful for a second year.

## Sports teams earn big wins

By JAZMINE STOIMENOFF

AS part of the Primary School Sports Association, Barnsley Public School students had the opportunity to participate in soccer or netball games played against other primary schools in the region.

The Barnsley Public School junior soccer team played nine games with seven wins. They scored a mighty 31 goals and conceded only four. For the second year running they were undefeated minor premiers.

The Barnsley Public School senior soccer team won five of their games and lost four. They scored 20 goals and conceded 18.

The finals were held on September 6 at Federal Park. Both junior

and senior soccer teams qualified for the day.

The juniors won the cup, while the seniors played well but were unsuccessful in the finals.

Coach Mr Morris commented that the students played well throughout the competition and displayed true sportsmanship qualities, making their fellow students and teachers proud.

The score for the Barnsley Public School junior netball team in their first game on Finals Day was 11 goals to 14, while the senior team missed out on a chance at the cup by a fraction with 20 goals to 22.

Overall, and in challenging weather conditions, the junior netball team came third and the senior team finished in fourth place.

## Clever kids to shine on our screens

By KAYLEB BENNETT

AS part of the Gifted and Talented program at Barnsley Public School, 17 students were selected to appear on the Channel Seven TV show *It's Academic*.

The students travelled to Fox Studios on July 24 for a full day of recording.

Mrs Calligeros, assistant principal, was persistent in securing this opportunity for the students to showcase their academic ability.

Despite the very early start, the students were keen to show their knowledge.

Those students selected were Tom, Reece, Ambriel, Aiden, Holly, Joshua, Sienna, Kayleb, Matthew, Lexie, Daniel, Jazmine, James, Pheobe, Haley, Chloe and Teneal.

The students from years 5 and 6 were put into teams according to their areas of expertise and they practised weekly for months.

This was a great academic and team-building challenge.

The students competed against Mount Druitt and Preston Public Schools.

The shows will go to air early next year.

Students performed extremely well and made the school very proud.

The students all had a fantastic time and were quite excited to be appearing on a television program.

## School embraces indigenous celebrations

By JACQUES BERT

ON NAIDOC Day all students at Barnsley Public School participated in indigenous activities.

The day started with a Welcome to Country ceremony followed by Aboriginal Dreamtime stories.

Then, a class was asked to put their mark on the Aboriginal murals. Miss Robertson displayed her art expertise in designing a colourful mural on the library wall. Local indigenous artist Mr Skuthorpe helped the students paint

traditional designs.

Students from West Wallsend High School came to help with the activities. Pupils were able to try a variety of indigenous activities such as learning to play the didgeridoo and throwing a boomerang. They tasted Jonny cakes and kangaroo meat.

The entire school created a Harmony Hand Garden. Each student decorated a hand and placed it in the garden. When all the hands were displayed together it looked amazing.



ART: Barnsley students contribute to a traditional indigenous mural as part of Naidoc Day.

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