

# THE PRINCIPLES OF INSTRUCTION

## TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

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### VOCABULARY



Daily review of vocabulary leads to seeing words as a unit, making their identification automatic. This makes more space available in working memory to address comprehension. The same applies to maths skills.

### START OF LESSON



The most effective teachers start their lessons with a 5 to 8 minutes review of the previous lesson's content. As needed, they also provide additional practice until the students' recall is automatic.

### OVERLEARNING



Teachers ensure their students have a firm grasp of the skills and concepts needed for their homework, by reviewing, practising, peer assessing and discussing errors until the overlearning has been achieved.

### NEW MATERIAL



If the new material of a lesson is to be learned, then the knowledge and concepts of previous lessons need to be easily recalled. Failure to do so will overload working memory when encountering new material.

### 01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

### SUBSEQUENT LESSONS



Daily review is particularly important for teaching material that will be used in following lessons. Examples might include sight words, grammar, maths facts, computation and factoring, plus chemical equations.

### AUTOMATICITY



In the focus on preparedness for learning new material, teachers might like to consider which words, procedures, facts and concepts need to be automatic. These items will need to be reviewed as preparation.

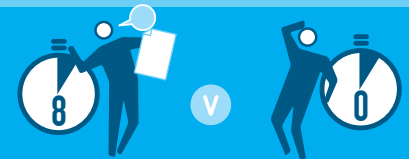
### REVIEW CONTENT



Teachers might like to review

- correction of homework
- review of homeworks facts and skills
- students' errors and difficulties
- material that needs overlearning for automaticity.

### MATHS STUDY



In a primary school maths study, teachers who spent 8 minutes a day on review were more successful than those who did not. Teachers reviewed homework, errors and problems, and key skills that needed overlearning.