Teaching practices
Clarity of instruction

In the latest cycle of the OECD's Teaching and Learning International Survey (TALIS 2018), participants were asked about their use of a range of teaching practices. Below are the percentages of teachers* who said they 'frequently' or 'always' use the following practices associated with clarity of instruction.

- Explain what I expect students to learn: 90%
- Explain how new and old topics are related: 84%
- Set goals at the beginning of instruction: 81%
- Refer to a problem from everyday life or work to demonstrate why new knowledge is useful: 74%
- Present a summary of recently learned content: 74%
- Let students practise similar skills until I know that every student has understood the subject matter: 68%

* Lower secondary teachers, average across the OECD