

Department of Education

Curriculum & Pedagogical Think Tank

Beachside Network – Bayside Peninsula Area South East Victoria Region

Acknowledgement of Country



Beachside Network | BPA | SEVR

Port Melbourne to Mentone

32 schools

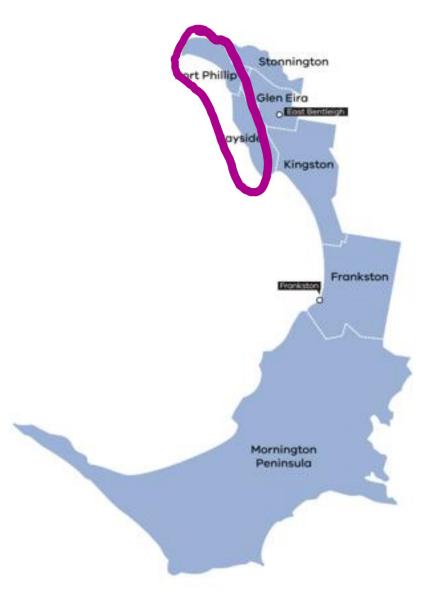
9 secondary schools

1 x single sex
 2 x select entry
 2 x multi-campus

20 primary schools

3 special schools

19,000 students



Beachside Network Panel

St Kilda Primary



College



Excellence in Every Classroom | Networks as a Key Driver

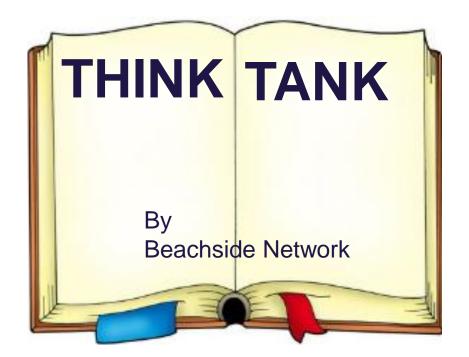


excellence in teaching and learning

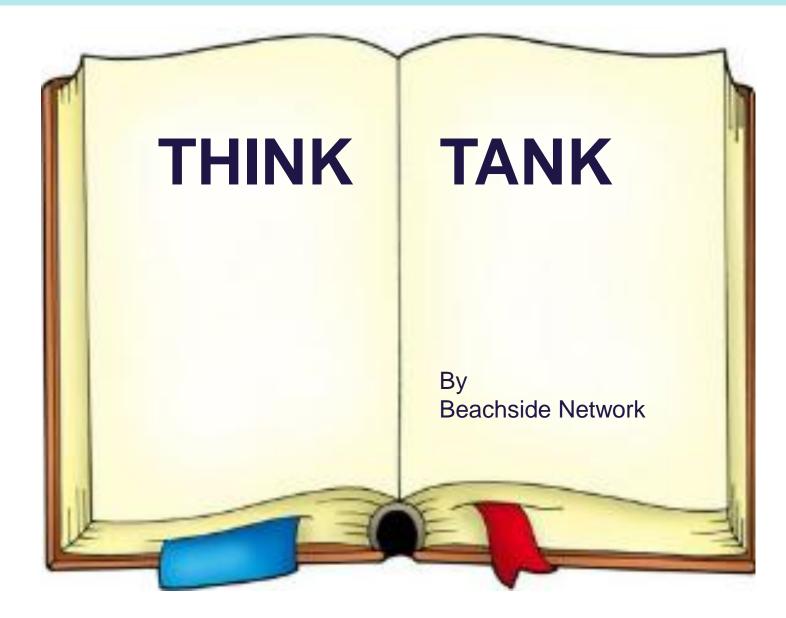




Leading Networks through influence rather than authority Developing our collective knowledge base



A story ...



Superficiality to Collective Efficacy

Focus on quality and specificity

Dependency

Top-down. Specificity and evidence -informed approaches. Not sufficiently context based. No ownership. Low trust.

Negative climate

Collective Efficacy

High trust. Ownership. Evidence-informed. Clear focus on student outcomes. Challenging conversations. Collaborative autonomy. Collective accountability.

Positive climate

Victimhood

Top down. Focus on big data and on structures and protocols. Low trust. Vague on strategies to improve outcomes.

Superficiality

Mainly bottom up. Friendly and collaborative. Weak on focussed activity to make a difference to outcomes. Lacks challenge.

Vague and unfocussed

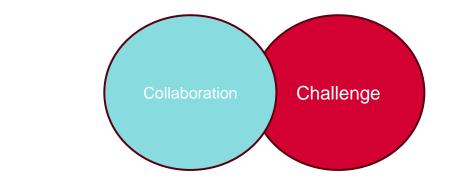
(DRAFT) WISE Network Development Roadmap

Draft 1.0. October 2024 - Feedback and suggestions for refinement encouraged

Element		BLISH groundwork		ILD inable systems		PLIFY ative improvement
Components	1. Productive Relationships	2. Strategic Focus	3. Learning Architecture	4. Learning Processes	5. Collaborative Improvement Approaches	6. Collective Accountability
Strategies			Actively build and sus	tain relational trust		
	la. Actively strengthen personal connections and knowledge of each other's schools	2a. Uncover and define a unifying common purpose and shared values	3a. Define the core components of your network learning approach	4a. Showcase effective local practices and elevate internal experts	5a. Define the network collaborative improvement structures (e.g.CoPs) and processes (e.g. CCPS).	6a. Instil practices and norms for effective peer challenge and feedback
	1b. Encourage members to provide practical help to each other	2b. Jointly craft a compelling and motivating vision	3b. Design an annual learning rhythm and plan	4b. Analyse network and school data sets to track progress and define problems	5b. Train facilitators within the network, to lead collaborative processes and activate dispositions (ALEF)	6b. Proactively partner and align with Area and Region
	1c. Actively enhance psychological safety	2c. Promote alignment and coherence among school, network, regional and state improvement directions	3c. Harness digital platforms and tools to enhance engagement and efficiency	4c. Engage with robust research evidence to build knowledge and guide decision-making	5c. Organise and actively facilitate collaborative improvement approaches	6c. Orchestrate and lead cross-school peer review processes
	ld. Surface and address uncomfortable issues	2d. Determine core priorities collaboratively, and align activities and resources	3d. Actively open up network opportunities to engage with leaders at all levels	4d. Draw on credible external expertise and ensure inputs are tailored to your strategic focus	5d. Continually evaluate and refine approaches to enhance effectiveness	6d. Establish and cultivate intentional school-school capability building partnerships
	le. Onboard new members and nurture their sense of connection and belonging	2e. Ensure continuity through network leadership team succession planning	3e. Seek and respond to feedback from members	4e. Embed protocols for raising and addressing problems of practice	5e. Share improvement lessons, evidence- informed practices and tested approaches back into the network	6e. Strengthen other networks by mentoring, inviting collaboration and generously sharing your best resources

2025 Beachside Network Goal And Key Foci

Strategy



Focus:

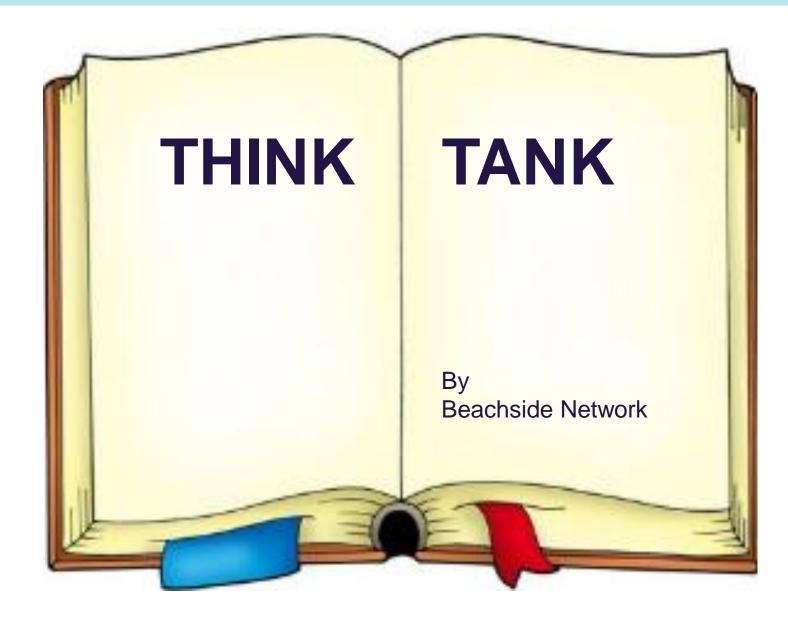
Goal:

To amplify collaborative improvement and collective accountability by organising and actively facilitating collaborative improvement approaches and instilling practices and norms for effective peer challenge and feedback.

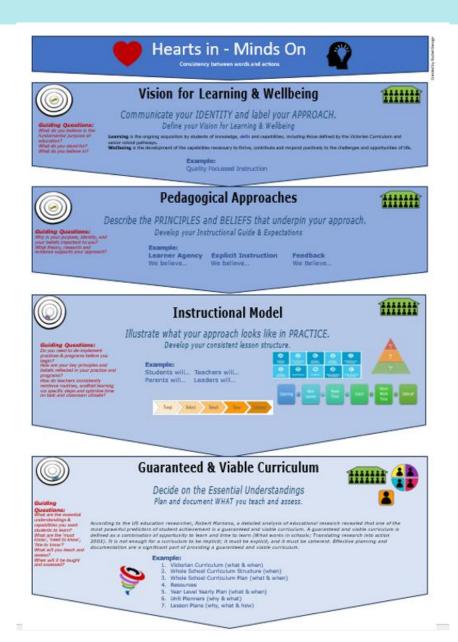
Strategies:

- Think Tank
- School Improvement Triads
- Professional Learning Sessions with Bruce Armstrong
- Beachside Network Conference

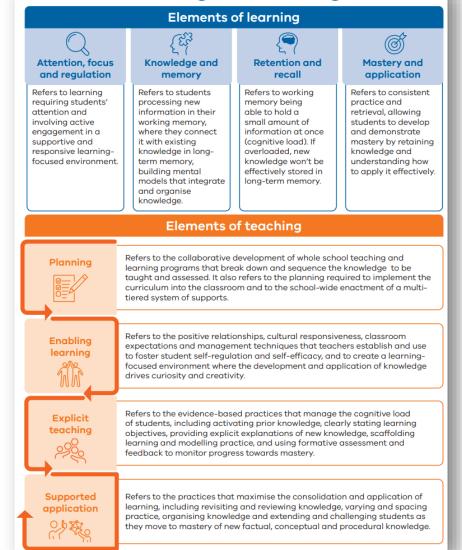
Back to the Story ...



Key Documents



Victorian Teaching and Learning Model 2.0





Day 1 – Friday 18 October

TIME	AGENDA	ARTIFACTS & RESOURCES
8.45am	Arrival and Connection Reconnect with colleagues	Personal device, pens and paper
	Settle in	Think Tank Google Drive
9.00am	Welcome & Open Acknowledgement of Country Acknowledging those who have supported the planning/resources for this w/shop Purpose & Outline for the 2 days ahead	
9.10am	Session 1: Building our Knowledge Base Part 1 Introduction – Reading Unpacking and Connecting the VTLM 2.0 Whole group activity – VTLM 2.0 (teaching vs learning) Table Activity – Connecting VTLM 2.0 to Roshenshine's Principles, HITS and Maths Curriculum 2.0	DE Guidance 3 key points VTLM Table activity folders
10.10am	Session 2: Building our Knowledge Base Part 2 Introducing two key documents to support common understanding	Explicit Teaching Model DI vs di vs EDI Connect, Extend & Challenge
11.00am	Morning Tea	
11.30am	Session 3: VTLM 2.0 Big Ideas Identifying the key concepts/big ideas that underpin the VTLM 2.0 Table Activity	Big Idea cards and display posters
12.30pm	Session 4: Professional Learning Explore research on delivering effective professional learning	Strategies that enhance Schools Readiness for Change Evidence-informed Approach to Implementation AERO EEF Effective Professional Learning Enables & Barriers Survey
1.15pm	Lunch	Lindon's a barrie's Survey
2.00pm	Session 5: The Collaborative Task Ahead Formation of working teams Introduction of the PL Planner template and expectations	Walk PL Planner – blank PL Planner – worked example
2.45pm	Session 6: Collaborative Planning Part 1 Building professional learning series based on 'big ideas'.	Resource Kit
3.45pm	Session 7: Reflection What have we achieved today? Where to from here on Monday?	
4.00pm	Close	

Day 2 – Monday 21 October

ARTIFACTS & RESOURCES TIME AGENDA 8.45am Arrival 9.00am Welcome to Day 2 Acknowledgement of Country Recap & Reflection on Day 1 Resource Kit 9.15am Session 8: Collaborative Planning Part 2 Reconvene working team and continue planning. Feedback template 10.30am Session 9: Peer Review Part 1 Time to share and seek feedback on initial plans 11.00am Morning Tea Feedback template 11.30am Session 10: Peer Review Part 2 Time to share and seek feedback on initial plans 12.00am Session 11: Collaborative Planning Part 3 Resource Kit Feedback template Respond to feedback and continue planning. 1.00pm Lunch Session 12: Sequencing the PL Units 2.00pm Time to bring it all together and try to develop a map. 3.00pm Session 13: Finalising Plans Resource Kit Feedback template Finalise plans ready for quality assurance process. 3.30pm Session 14: Wrap It Up Where to from here? Greatest learning? 4.00pm Close

DAY TWO

The Task

- 1. Form a working group
- 2. Consider the key resources/readings
- 3. Select a 'big idea'
- 4. Research & prepare
- 5. Have a go! Start designing
- 6. Peer feedback
- 7. Quality assurance
- 8. Publish & distribute



Common Planner

Schools Professional Learning Planner: VTLM 2.0

BIG IDEA: Efficient & Effective Teaching Practice - Rosenshine's Principles of Instruction

Pre-requisite Knowledge:	Knowledge:
Before commencing this unit, Teacher should know:	By the end of this unit teachers will know:
 Basic knowledge of how people learn and acquire information (learning science) 	 The research (story) behind Roshenshine's Principles
 Knowledge builds on knowledge (schema) 	 The 10 principles of instructions – what, why and how
 Some information of Cognitive Load Theory (CLT) 	 Sherrington's 4 strands
	 What effective teachers do in the classroom
Pre-Readings: Rosenshine Principles of Instruction	 How to make good decisions in planning and the classroom
	 School expectations – how Rosenshine's principles influence our pedagogical
	approach and instructional model.
BREAKING DOWN & SEQUENCING CONTENT:	
1. Overview of the research and basic introduction to Sherrington's 4 strands the why what and how principles 4 what and how strands the why why what and how str	5. Reviewing 6. Proctise 7. Flow of 8. Material principes (lesson structure)
Vocabulary:	Resources & Readings:
Cognitive science Daily Review chunks	Rosenshine Principles of Instruction
Cognitive Load Theory (CLT) knowledge modelling	Tom Sherrington's division of Rosenshine's Principles

Rosenshine's principles	strands the why what and how	Modelling		
Vocabulary:				Resources & Reading
Cognitive science	Daily Re	view o	hunks	Rosenshine Principles
Cognitive Load Theory	(CLT) knowled	lge r	nodelling	Tom Sherrington's div
Active engagement	practise	ł	igh success rate	Rosenshine Infographi

Instructional Model VTLM 2.0

formative assessment

memory

concrete

success

chunks	Rosenshine Principles of Instruction
modelling	Tom Sherrington's division of Rosenshine's Principles
high success rate	Rosenshine Infographic
scaffold	Sherrington reserachED presentation video
worked examples	
abstract	

WALKTHRUS

ASSESSMENT:

Process guestions

Schema

Curriculum

Check for Understanding (CFU)

Gradual release of responsibility __good bets'

Formative Summative		Summative	ŀ
٠	Self-assessment (pre-test)	Learning Walk - all teachers will demonstrate their understanding of the principles in practice.	
٠	Check for Understanding /Questioning	Planning documents - will provide evidence of the principles in action	
٠	Exit Tickets	Instruction Model and accompanying Playbook - will articulate and illustrate updated school	
٠	Cold Calling	expectations and how these directly relate to Rosenshine's principles.	
٠	Quiz	Self-Assessment (pre and post-test)	
٠	Review		ŀ

Session	Weekly &	Weekly & Learning I DO WE DO			YOU DO	Resources	
Focus: Monthly Review		Objectives APK	Explicit Exploration Modelled Practice Questioning - CFU	Guided Practice Scaffolded Learning Rehearsing - Seedback	Independent Practice Reflection	Follow up in classroom/team meetings Monitoring and praviding feedback	
L introduction Part 1		By the end of the session, teachers will be able to recall the 10 principles and explain the research- base.	 Find the 10 Principles in our ourner 	e 10 principles irms and challenges your current practice.	in Action.	SELF ASSESSMENT Teachers film a lesson and complete a self-assessment against the 10 principles. Identify their strengths and an area(x) for improvement.	Pre-Reading Boserabil Principles of Instruction C E C Protocol Instruction Model Book – Rosenshine Principles in Action PowerPoint of Session
2. Introduction Part 2	Where does Research come financy Timetine's Tell your neighbour 3he story'. What are the 10 principles? Why are we studying these principles?	By the end of the session, beachers will be oble to recall the 4 strands end the principles that sit within each strand.	Teachers read Sherrington's blog Gather teachers' questions – KWL Agazw principles and strands. Find the 10 Principles in our currer Provide model/worked example of		PEER ASSESSMENT Witch a peer teach and identify what they do that is effective (in relation to the principles), Provide honest, positive feedback.	Tom Sherrington's ble division of Rosenshine Principles Sherrington (operacil) presentation video KWL, Protocol Plus, Minus Interesting protocol PowerPoint of session	
3. Sequencing Concepts & Modefling Part 1	Test key vocabulary. Witte them in a sentence. Trave & Folse Quiz Why are we studying this?	By the end of the session, beachers will have a shared understanding and common language of 'sequencing and modelling' – what and why.	materials using small steps, 4. pro in the classroom and what resear Provide model (video) of presentin learning. Teachers provide feedba Practice – In teams, teachers are models and scaffolds that could b	ng new materials using small steps, providing tck – What do you notice? What do you think? given a concept to collaboratively break into	INSTRUCTIONAL MODELLING Teachers observe instructional coach issegencing concept and modelling'.	Instructional cooch vie Notice, Think, Wonder protocol PowerPoint of Session Concept scenario cord Reflection templote BioRctoco, – explainin Modelling	
4. Sequencing Concepts & Modelling Part 2	Quiz - what are the 10 principles Jigsow principles and strands. VTLM 2.0 and principles - where and how?	By the end of the session, teachers will have a shared understanding and common language of 'sequencing and modelling' – how	moterials using small steps, 4, pro how to deliver k) Questioning/CPU Provide another worked example documents. Practice – in triads -rehearse one is the observer (provides feedback	edinition of Sequencing Concepts & Modelling wide models, B. provide scattolds for difficult – illustration of practice (vides) and correspo person is the teacher, one person is the stude of Has this resulted in changes to your pract	tasks (how to plan and nding planning ent, and the other person	INSTRUCTIONAL COACHING Coach observes freicher "sequencing concept and modelling".	PowerPoint of Session Bijdboug, - explaining Modelling Cold calling sticks Video (Bustration of practice) and worked example lesson plan/u planner. Concept scenario cord bit Ticket
5.			•				
6.			•				

Resource Kit

School operations

Paley Outlines Hestartes

Victorian Teaching and

Learning Model 2.0

Explicit Teaching Model

What? - Explains what it is.

Breaking down and sequencing

Deliberate whole school class

expectations and management

techniques to create a learning

Spoced retrieval is the active practice

of recolling previous learning at a

point in time ofter the initial lesson.

focused environment.

contraint into small churks.

Name it!

Enabling

Review

wine.

Planning (for teachers)

A 4 4 4

Other nomes for this are special

and the state and

retrieved, fact fluency, or daily

An Explicit Teaching Model - The what, how and why of it.

How? - How it looks in the classroom.

Daep knowledge of the curriculum

(sequence)

Etherty/ong cyclel

Review of cohort dono

Sequence key knowledge (scope and

Assessment - formative and summative

Whole school curriculum prohitecture (IDVC)

Learning routines: whiteboards, cold calling

classroom, moving from floor to desks, 'do-

Classroom setup: Secting plon, clear teaching

visual/clutter), desk setup tarientotion to the

A short, fest paced session (10-15 minutes)

No new learning – but presented in a soriety

tum and talk partners, A-8 partners

Transition routines: Line up to enter

basis, moving oround the school

konducable (remove unnecessory

Whole class instruction

Whole class instruction

Routines are essential

Recall previously laught content

fronti

of ways

Feedback

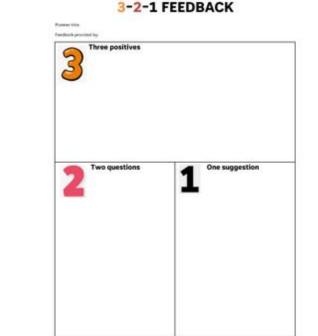
(Inclusion)

Transit Transi

4. Policia

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Adding to a



VTLM 2.0 & Guidance

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Effective PD

A. BUILD KNOWLEDGE

Managing cognitive load

- Wave presenting new information as part of professional development, careful thought should be applied to nanogeng the cognitive liait of participants. The could involve: removing less selevant portlant,
- Neurong-only on the most relevant content; sonying their presentation via the use of multiple assumption, emprisoning strategies such as issue coding....the continuation of verbal and visual instruction

- Revisiting prior learning PD a more leavy to be effective effect designers much provide provide to be programme.
- guid participants on information provided in galet sessions.
- use fasts that require teachers to draw on part learning
- This emerges from research relating to retrieval practice, which theoritaes that recalling entermation makes it more likely that the teamer will retain what has been (page).

C. DEVELOP TEACHING TECHNIQUES

Instruction

PC programmes that recorporate risks and constituted guided instruction or how to enact specific technologies are more likely to prestrively impact pupil attainment. This should be underpended by evidence in our from historic sources. Social support

Social support Social support and a common surgicage, outcare, and knowingle expanding the problems they tack in the capacitors and are often alies to provide encoding or informational association that supports a travelers in provincy their projectors. This could be obtained area as where of memoria, e.g. coaching, require meetings to decreas progress, and feacibility or pairs or shade. Modelling

Provide an observable sample of performance, either directly in person or indirectly (via film or potamo), for a tracker to refer do not indirectly in social performance of anal effective practice looks like, or having it involved (y un incord potentioner). Monitorion and feedback

Promotion registrice receivables, and the called and present can have a positive engaged on performance. This should be clearly differentiated from high-states tesson consinuations letted to approval targets. Rehearcai

Prompt practice and rehwarnal of a technique, at least prior in a content subside of the classmoon, may support toochers to enhance their ainte and embed new hobits.

B. MOTIVATE STAFF

Setting and agreeing on goals When conscious, specific and sufficient poak are set during professional development, it is more likely that pactice will change and performance will reprove floats often work test when the behaviour change a equicity described. For example, if the aim is to moreve matacoptive increadeds, a subtaily pacetite and matrix test increases are interactively interacting to increade a packet notating of your firsting, through demonstrating and describing your through processes using a visualities.

Presenting information from a credible source Contracting instrumentation of Information, the new likely bacteria and is change their practice in response. Useful relevant fold instruments, the new likely bacteria and is change their practice in response. Useful relevant fold instruments, new likely bacteria may installe. Statistical as anyophicine with useful instruments and instruments. Naturing a permittenet discustor and enter to advocate for a change advocate for a change.

- using an expert teacher to promote a particular practice

Providing affirmation and reinforcement after propress Providing affirmation and initrocement after a teactor tea made an effort to after their practice, or shown programs in performing a new add, can imprive teacher's individent in act upon performance investigement. This should come after the change like lown attempted (other than before)

D. EMBED PRACTICE Providing prompts and cars

Prompting context specific repetition

Providing prompts and coam To ensure that teachers continue to after and reprove their practice, PO may provide a series of prompts and case that nucley and minimal teachers to carry out owher teachers.

Yompting action planning Prompting according to a parenting, According to entry a short a traction plane now they will perform a technique, and their plan should include details around the context, finquency, duration, and intensity of elem they will indie use of the fact-fraque-fican include tecord planets, where technicity in any attitute to use a socretique terriered in TV or a specific

Encouraging monitoring PD risk to more effective II is supports lauchers to monitor and record Peer can performance. For missions, lauchers court do provided with reflective partness where they record their actions beautifs a specific goat and reflect on the maximum of them

Prompt such as to remain and repetitive televisions in the same content as I would usually be detended ---- in a countrion. Repeating the same action in the countrion, at least texts, can support the embedding of practice.

Resources - If you're

reading this, you're on the right

ALRO - Knowledge is

cambrol to teaming

Sedoement hashing

Indexid furnitive

Cognitive Load Theory +

shiplanis laren

Assessment |

CLT - Loveld

ALSO CHEMICAR

minsigement-

administer chardup

PCML Platamets.pd

which the state

ALSO Practice guide

Encouraging a perse of

belanging and connecter

funertables 10 principles

Action Sherificture

indresects extended

LEF Porknet setriesed Pr

Amenability Information

AERO Tried and Tested -

Spacing and retrieval practica

Robertstole's principles, in

in secondary schools

(acheseorchada.red A Model for Great Teaching Evidence Broad Estabution

CESE

AFRO Six things shout how

AERO - How students learn

(autheutrouted.ou)

monopersent procluse guide

- Planning for climitation

Schools Prof	essional L	Learning	Planner: 1	VTLM 2.0

Why? - The evidence that

Organising and sequencing content

attach new knowledge to, deepening

wavides scheimes for studients to

If students are in a predictable

environment, they feel sofe-and

supported. This enables optimal

learning and reduces extraheaus load.

voviding opportunities for review and

practice helps students retain and

ecall what they learn, improving

transfer to long-term memory.

upports this instruction.

their understanding

BIG IDEA: Efficient & Effective Teaching Practice - Reconstructs Pro	signed at metraction	PLANNE						
For requisite Second algo: Below community this unit, Neccher shauit inner • Texte innerheige of true people team and acquire information (merring science)	Knowledge: By the set of this unit teachery will arrow • The research (story) Individ <u>Rythersberg</u> , Principles	11	Manafity & Manafity Manafity	111	100 Suddi Lynnofer Makhar Faalas Banlang - Di	Million Andrewson		TOLEN Internet Concentration
Xnowinsign builts in scientings (Schemal) Some internation of Cognitive Load Preserve (SLIT) Pre-Readings: Kommunication Processes of Instruction		1 et augustan hat s		E recent to be and a second to the data is used for displaying the basis of the second to the second to be the second to be a second to be a second to be a second to be a second to be a second to be a second to be a second to be the second to be a second to be a to be a second to be a second to be a to be a second to be a second to be a to be a second to be a second to be a to be a second to be a second to be a to be a second to be a second to be a to be a second to be a second to be a to be a second to be a second to be a second to be a to be a second to be a second to be a second to be a to be a second to be a second to be a second to be a to be a second to be a second to be a second to be a to be a second to be a second to be a second to be a to be a second to be a second to be a second to be a to be a second to be a second to be a second to be a to be a second to be a second to be a second to be a to be a second to be a second to be a second to be a to be a second to be a second to be a second to be a to be a second to be a second to be a second to be a to be a second to be a second to be a second to be a to be a second to be a second to be a second to be a to be a second to be a second to be a second to be a second to be a to be a second to be a second to be a second to be a second to be a to be a second to be a to be a second to	Automatic statute Automatics Automatics Automatics Automatics Automatics Automatics Automatics			No. 7 Constants Sectors Reveloped and appendix of the sectors of generation of the sectors of the sector of the sectors of the sector of the sectors of the feature of the sectors of the feature of the sectors of the sector feature of the sectors of the sectors of the feature of the sectors of the sectors of the sectors of the feature of the sectors of the sectors of the sectors of the feature of the sectors of the sectors of the sectors of the feature of the sectors of the sectors of the sectors of the feature of the sectors of the sectors of the sectors of the feature of the sectors of the sectors of the sectors of the feature of the sectors of the sectors of the sectors of the feature of the sectors of the sectors of the sectors of the feature of the sectors of the sectors of the sectors of the feature of the sectors of the sectors of the sectors of the feature of the sectors of the sectors of the sectors of the sectors of the feature of the sectors
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ABBERGEMENT		1		manual par	deservation .			
Permative	Executive supports and	1				nered technologies engliste	preser i su degi	

Template & Worked Example

Leading with Purpose:

Strengthening Teaching and Learning through Collaboration and Evidence-informed Implementation

Intentions:

To deepen our collective understanding of the VTLM 2.0, with explicit teaching at its core.

Y To collaboratively design an implementation plan, which includes a comprehensive professional learning scope and sequence that can be adopted and/or adapted by schools across the Beachside Network.

VTLM 2.0 Professional Learning Suite

- 1. History / Evidence of Explicit Teaching
- 2. Cognitive Load Theory
- 3. Rosenshine's Principles of Instruction
- 4. Engagement Norms
- 5. Retrieval Practice

Schools Professional Learning Planner: VTLM 2.0

Pre-requisite Know	ledge:			Knowledge:				
Before commencing	this unit, Teacher sho	uld know:		By the end of this ur	nit teachers will know:			
-	e of how people learn o		on (learning science)	The research (st	tory) behind Rosenshin	e's Principles		
-	ls on knowledge (sche		,		s of instructions – wha			
-	on of Cognitive Load T			 Sherrington's 4 		c, why and now		
 Some information 	in or cognitive Loud I	leory (CLT)		5	eachers do in the class			
Pre-Readinas: Roser	shine Principles of Ins	truction		5	ood decisions in plannin	5		
rie Reddings. <u>Roser</u>		<u>cructori</u>		 School expectat 	ions – how Rosenshine	s principles influence	our pedagogical	
				approach and in	structional model.			
BREAKING DOWN 8	SEQUENCING CONT	ENT:						
 Overview of the 	2. Overview of	3. Sequencing	4. Questioning	5. Reviewing	6. Practise	7. Flow of		
research and basic	Sherrington's 4	Concepts and	-	Material		Rosenshine's		
introduction to	strands the why	Modelling				principles (lesson		
Rosenshine's	what and how					structure)		
principles								
Vocabulary:	•	•	•	Resources & Readi	ngs:	•	Ton Storington	
Cognitive science	Daily Revi	244	chunks	Rosenshine Principles of Instruction PRINCIPLES IN ACTION				
Cognitive Load Theory			modelling				10.0	
Active engagement	practise		high success rate	Tom Sherrington's division of Rosenshine's Principles				
Check for Understandin	g (CFU) formative	assessment memory	scaffold	Rosenshine Infographic				
Schema	concrete		worked examples	resensitive integral	<u>And</u>			
Curriculum	success		abstract	Sherrington researchED presentation video				
Process questions	forgetting		Instructional Model VTLM 2.0	Sherrington researchED presentation video WALKTHRUS				
Gradual release of resp	onsibility ' <u>good</u> bets		VILMIZ.0					
ASSESSMENT:				0				
 Self-assessment (pre- 	test)			Summative	s will demonstrate their underst	tanding of the principles in prac	tice	
 Self-assessment (pre- Check for Understandi 				~	provide evidence of the principle	÷	e Partes	
 Exit Tickets 				Instruction Model and accord	mpanying Playbook – will articu		ool expectations and how	
 Cold Calling 				these directly relate to Rose				
				Self-Assessment (pre an	d post-test)			
 Quiz Review 								

PLANNER: Session Focus: Weekly & Learning I DO WE DO YOU DO Resources Monthly Objectives Explicit Explanation **Guided Practice** Follow up in classroom/team Independent Modelled Practice Practice meetings Review APK Scaffolded Learning Questioning - CFU Rehearsing - feedback Reflection Monitoring and providing feedback 1. By the end of the Discuss pre-reading using Connect, Extend, Challenge Protocol. SELF ASSESSMENT Pre-Reading Rosenshine Introduction session, teachers will Principles of Instruction Provide explicit explanation of the 10 principles Teachers film a lesson and be able to recall the C E C Protocol complete a self-assessment ٠ Questioning/CFU Instruction Model 10 principles and against the 10 principles. Identify ٠ Pair Share - something that confirms and challenges your current practice. explain the researchtheir strengths and an area(s) for Book – Rosenshine • Find the 10 Principles in our current VTLM 2.0. base. improvement. Principles in Action • Provide each teacher with a personal copy of the book Rosenshine's Principles in Action. PowerPoint of Session 1 Tom Sherrington's blog 1.1 By the end of the PEER ASSESSMENT Where does Provide explicit explanation /summary of Sherrington's 39-minute researchED presentation Introduction Rosenshine's session, teachers will Watch a peer teach and identify division of Rosenshine's • Teachers read Sherrington's blog be able to recall the 4 Principles research come what they do that is effective (in . Gather teachers' questions - KWL protocol Sherrington reserachED from? strands and the relation to the principles). Provide • Jigsaw principles and strands. Timeline? Tell your honest, positive feedback. presentation video principles that sit ٠ Find the 10 Principles in our current Instruction Model - Plus Minus Interesting Protocol neighbour the within each strand. KWL Protocol • Provide a model/worked example of an effective lesson - what makes it effective? story'. Plus, Minus Interesting . Practice - in teams plan an effective lesson, incorporating the principles /strands, swap and provide What are the 10 protocol feedback PowerPoint of session 2 principles? Why are we studying these principles? 2. Select from the By the end of the Provide explicit explanation and definition of Sequencing Concepts & Modelling 2. presenting new INSTRUCTIONAL MODELLING Instructional coach video ٠ Sequencing following tasks: session, teachers will Teachers observe instructional Notice, Think, Wonder materials using small steps, 4. provide models, 8. provide scaffolds for difficult tasks (what it looks like Concepts & Test key have a shared coach 'Sequencing concepts and protocol in the classroom and what research underpins it). Modelling understanding and PowerPoint of Session 3 vocabulary from modelling'. • Provide a model (video) of presenting new materials using small steps, providing models and common language of Concept scenario cards the previous scaffolding learning. Teachers provide feedback - What do you notice? What do you think? What do session -'sequencing and Reflection template vou wonder? Write them in a modelling' – what Walktbrus – explaining & Practice - In teams, teachers are given a concept to collaboratively break into small steps, discuss • sentence. and why. Modelling models and scaffolds that could be used. Share. True & False Quiz: • Reflection - consider the lessons taught this week - how did you go in relation to this strand? Why are we • Where does it appear in the VTLM 2.0? studying this? 2.1. Ouiz – what are By the end of the Provide explicit explanation and definition of Strand 1: Sequencing Concepts & Modelling INSTRUCTIONAL PowerPoint of Session 4 Sequencing the 10 principles? session, teachers will COACHING/LEARNING Walktbrus - explaining & presenting new materials using small steps, 4. Provide models, 8. provide scaffolds for difficult tasks Modelling have a shared WALK/PEER OBSERVATION Concepts & Jigsaw activity -(how to plan and how to deliver it)

Provide another worked example - illustration of practice (video) and corresponding planning

Practice - in triads -rehearse one person is the teacher, one person is the student, and the other person

Coach observes the teacher

Ensure there are clear actions, and

clear agreements about when the

'Sequencing concepts and

next observation will be.

modelling'.

Cold calling sticks

planner.

Exit Ticket

Video (illustration of

practice) and worked

example lesson plan/unit

Concept scenario cards

Modelling

principles and

VTLM 2.0 and

principles - where

strands.

and how?

understanding and

'sequencing and

modelling'

common language of

٠

•

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Questioning/CFU

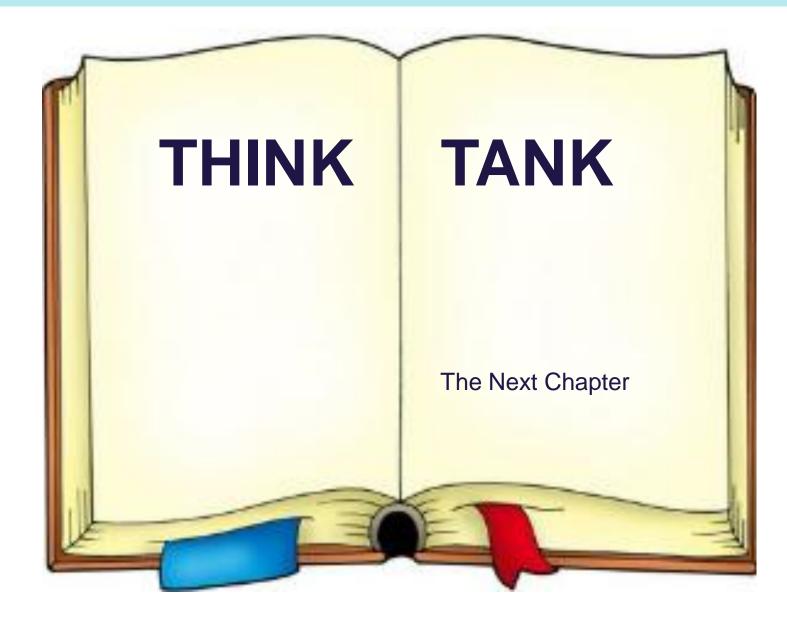
is the observer (provides feedback). Swap roles.

documents.

Table Discussion



What's Next ...





Beachside Network Panel

Chris Borcek Assistant Principal Anna-Marie Yelland A/Principal

Deb Kirk Assistant Principal Madeleine Campbell Assistant Principal









Rachel George SEIL

VTLM 2.0 Professional Learning Suite



- 1. History / Evidence of Explicit Teaching
- 2. Cognitive Load Theory
- 3. Rosenshine's Principles of Instruction
- 4. Engagement Norms
- 5. Retrieval Practice