



Curriculum & Pedagogical Think Tank

Beachside Network – Bayside Peninsula Area
South East Victoria Region

Acknowledgement of Country

NATIONAL RECONCILIATION WEEK 2025

Bridging Now to Next

27 MAY – 3 JUNE

#NRW2025 | RECONCILIATION.ORG.AU



Beachside Network | BPA | SEVR

Port Melbourne to Mentone

32 schools

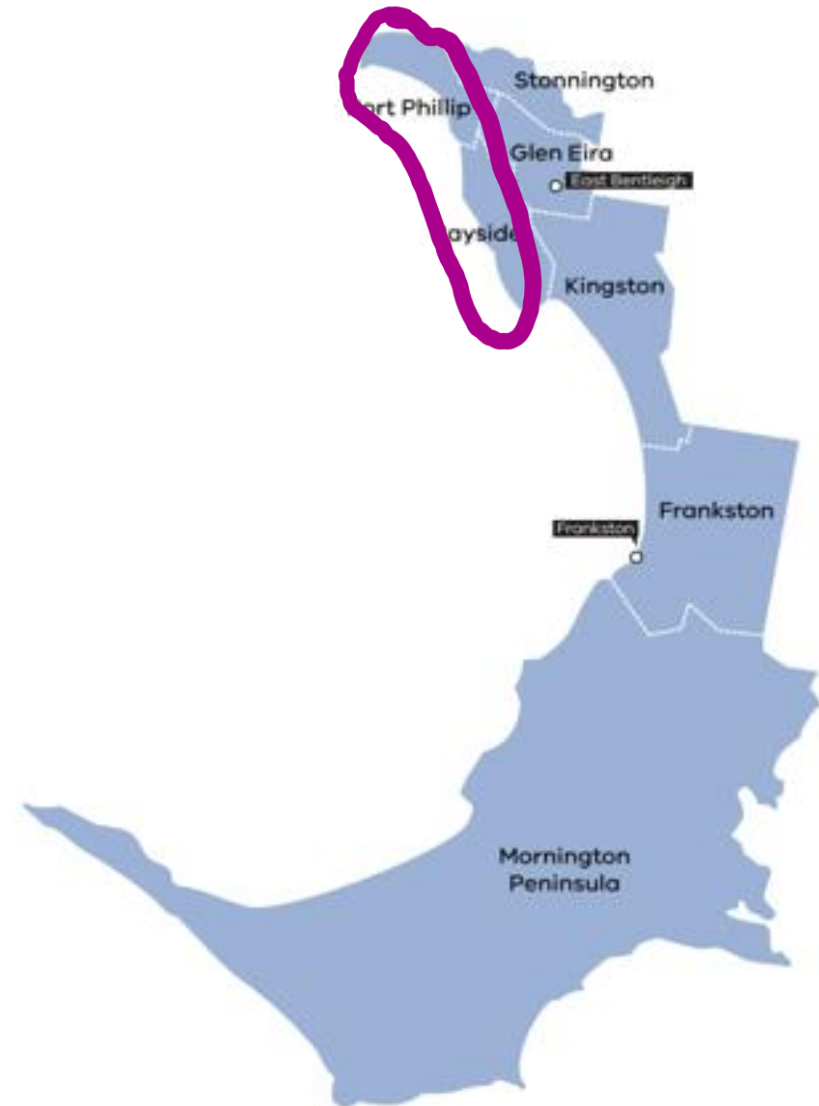
9 secondary schools

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

20 primary schools

3 special schools

19,000 students



Beachside Network Panel

Chris Borcek

Assistant Principal

Anna-Marie Yelland

A/Principal

Deb Kirk

Assistant Principal

Madeleine Campbell

Assistant Principal



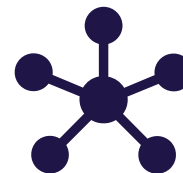
Rachel George

SEIL

Excellence in Every Classroom | Networks as a Key Driver



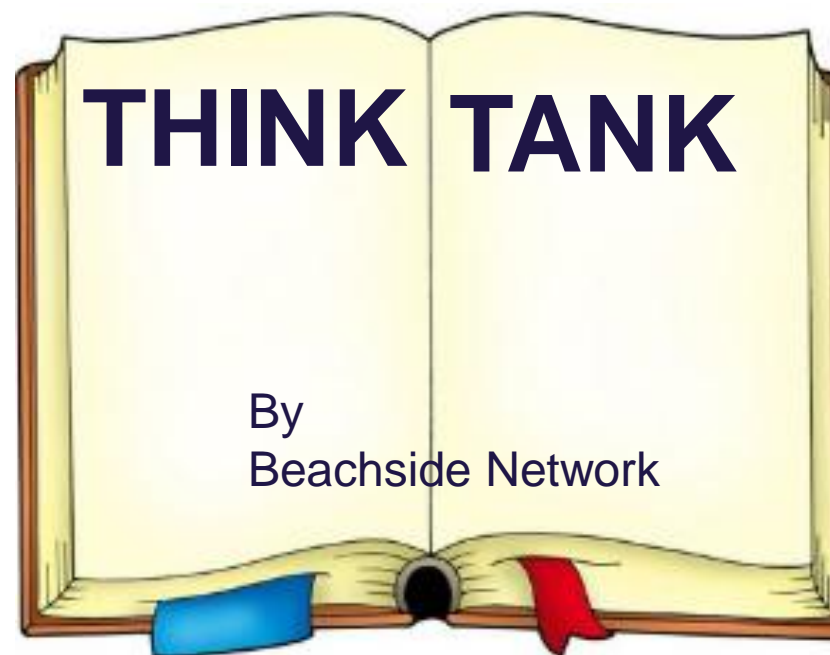
excellence in
teaching and
learning



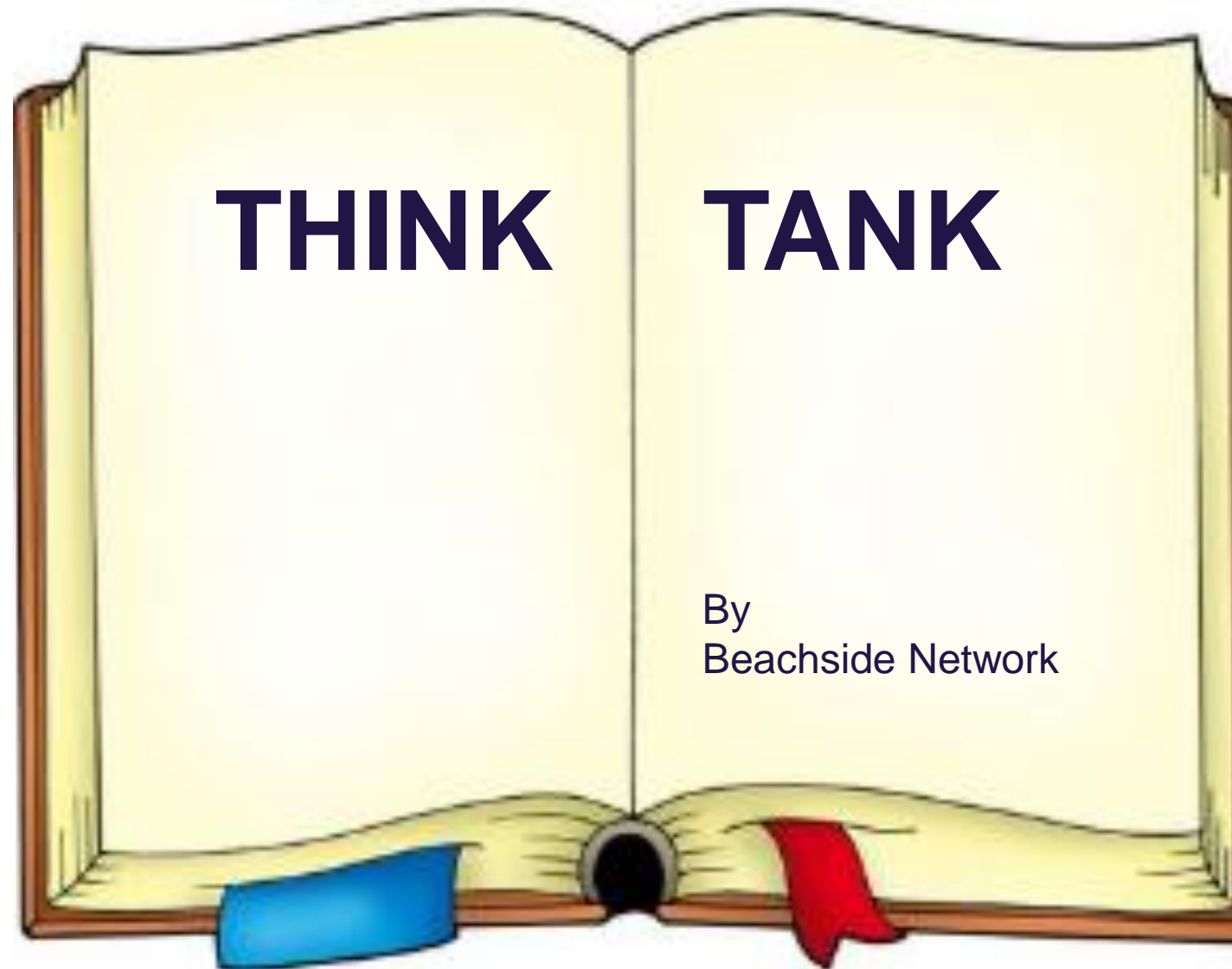
Leading Networks through
influence rather than
authority



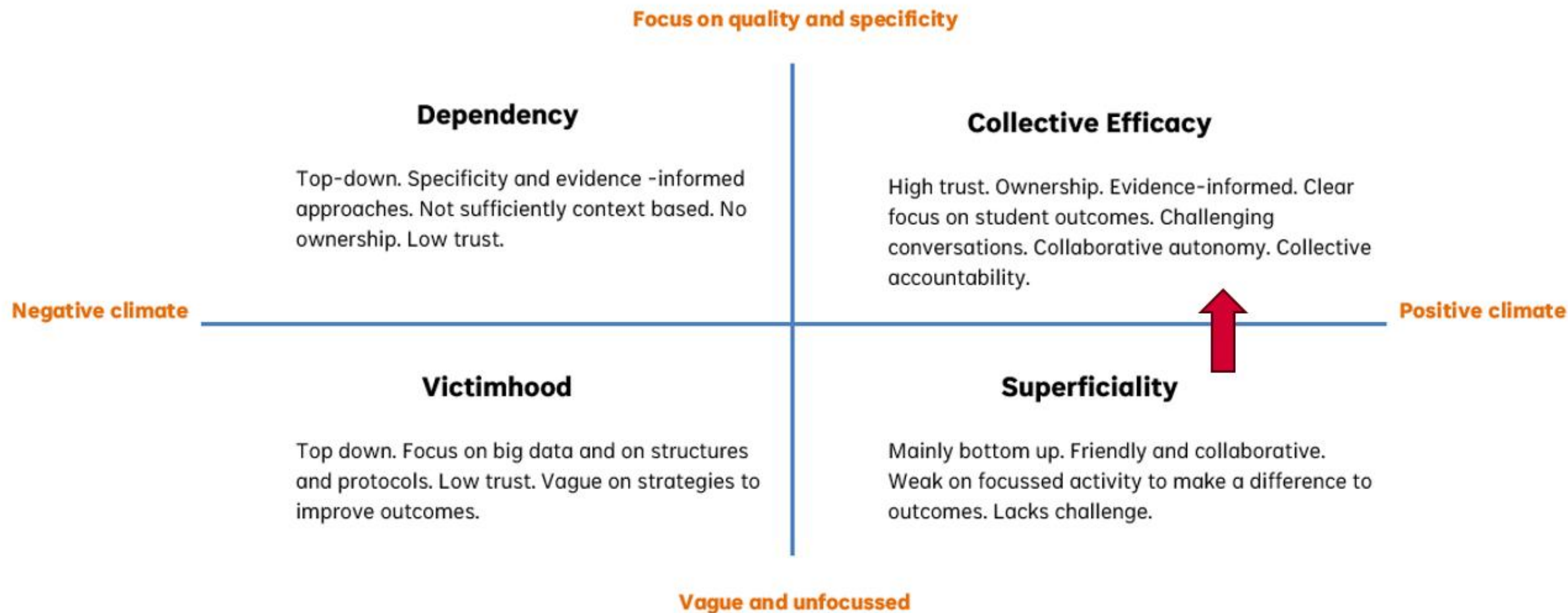
Developing our collective
knowledge base



A story ...



Superficiality to Collective Efficacy



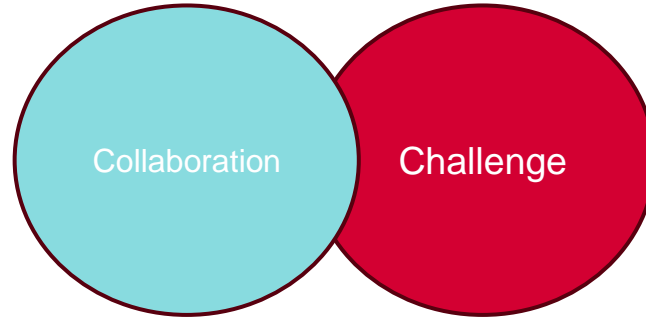
(DRAFT) WISE Network Development Roadmap

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

	1e. 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
	1d. 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
	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
	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
	1a. 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
Strategies	----- Actively build and sustain relational trust -----					
Components	1. Productive Relationships	2. Strategic Focus	3. Learning Architecture	4. Learning Processes	5. Collaborative Improvement Approaches	6. Collective Accountability
Element	ESTABLISH Lay enabling groundwork		BUILD Develop sustainable systems		AMPLIFY Empower collaborative improvement	

2025 Beachside Network Goal And Key Foci

Strategy



Focus:

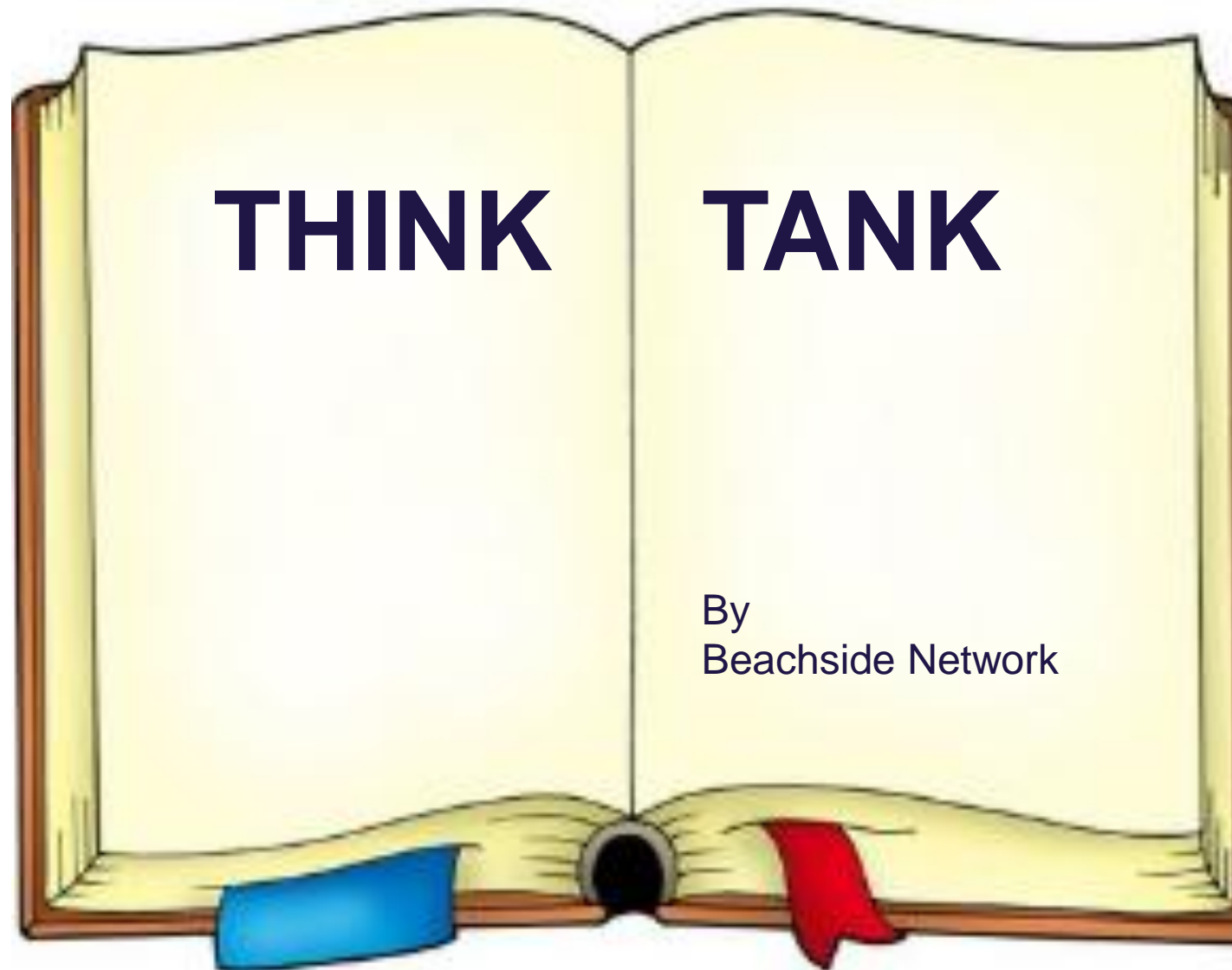
Goal:

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.

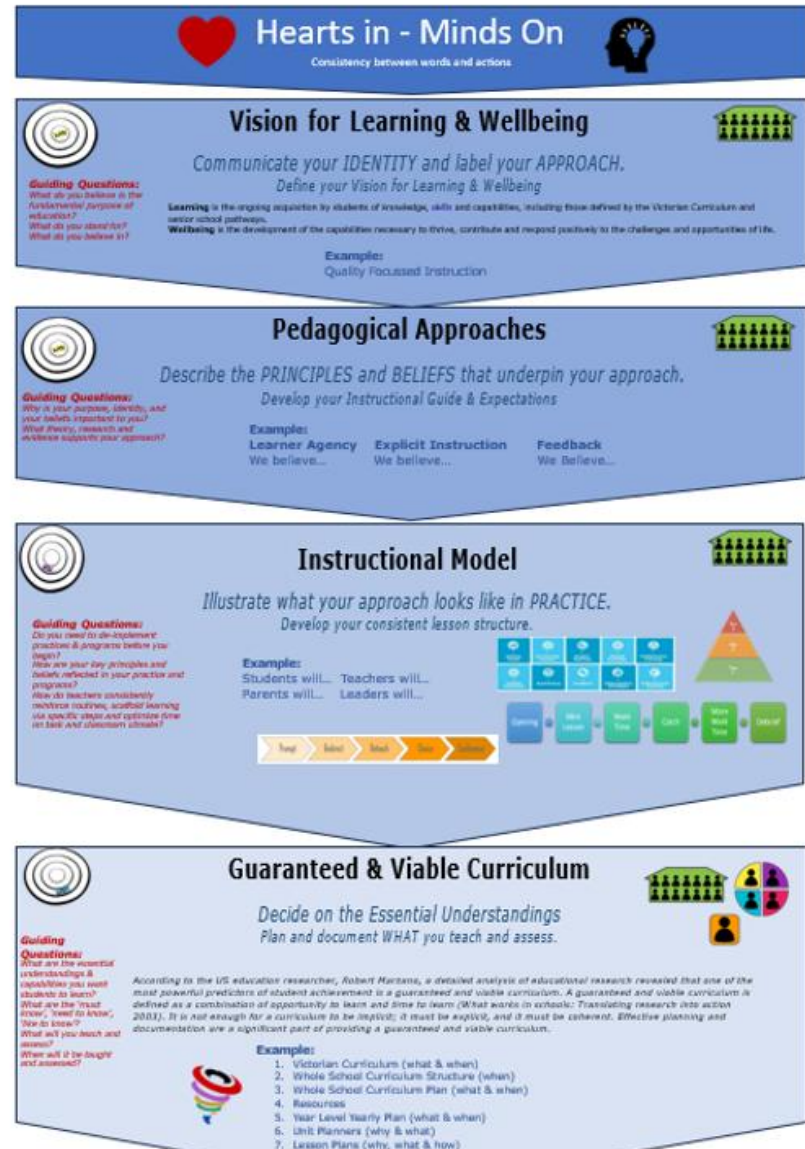
Strategies:

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

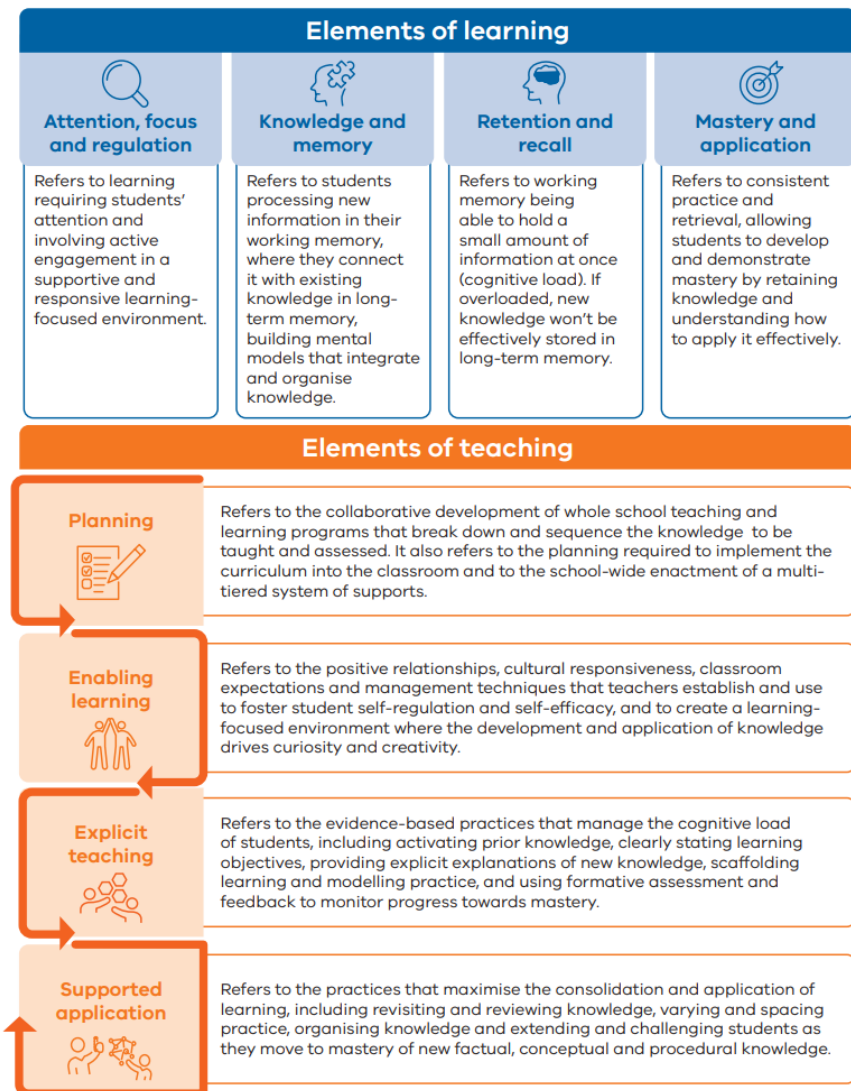
Back to the Story ...



Key Documents



Victorian Teaching and Learning Model 2.0



DAY ONE

Day 1 – Friday 18 October

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

DAY TWO

Day 2 – Monday 21 October

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



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: <i>Before commencing this unit, Teacher should know:</i> <ul style="list-style-type: none"> Basic knowledge of how people learn and acquire information (learning science) Knowledge builds on knowledge (schema) Some information of Cognitive Load Theory (CLT) Pre-Readings: Rosenhine Principles of Instruction	Knowledge: <i>By the end of this unit teachers will know:</i> <ul style="list-style-type: none"> The research (story) behind Rosenhine's Principles The 10 principles of instructions – what, why and how Sherrington's 4 strands What effective teachers do in the classroom How to make good decisions in planning and the classroom School expectations – how Rosenshine's principles influence our pedagogical approach and instructional model.
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BREAKING DOWN & SEQUENCING CONTENT:

1.	2.	3.	4.	5.	6.	7.	8.
Overview of the research and basic introduction to Rosenshine's principles	Overview of Sherrington's 4 strands the why what and how	Sequencing Concepts and Modelling	Questioning	Reviewing Material	Practise	Flow of Rosenshine's principles (lesson structure)	
Vocabulary: Cognitive science Cognitive Load Theory (CLT) Active engagement Check for Understanding (CFU) Schema Curriculum Process questions Gradual release of responsibility <u>‘good bets’</u>				Resources & Readings: Rosenhine Principles of Instruction Tom Sherrington's division of Rosenshine's Principles Rosenhine Infographic Sherrington researchED presentation video			
Daily Review knowledge <u>practise</u> formative assessment memory concrete success <u>‘good bets’</u>				chunks modelling high success rate scaffold worked examples abstract Instructional Model VTLM 2.0  			

ASSESSMENT:

Formative <ul style="list-style-type: none"> Self-assessment (pre-test) Check for Understanding /Questioning Exit Tickets Cold Calling Quiz Review 	Summative Learning Walk – all teachers will demonstrate their understanding of the principles in practice. Planning documents – will provide evidence of the principles in action Instruction Model and accompanying Playbook – will articulate and illustrate updated school expectations and how these directly relate to Rosenshine's principles. Self-Assessment (pre and post-test)
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PLANNER:

Session Focus:	Weekly & Monthly Review	Learning Objectives APK	I DO	WE DO	YOU DO	Resources
			Explicit Explanation Modelled Practice Questioning - CFU	Guided Practice Scaffolded Learning Rehearsing - feedback	Independent Practice Reflection	
1. Introduction Part 1		By the end of the session, teachers will be able to recall the 10 principles and explain the research-base.	<ul style="list-style-type: none"> Discuss pre-reading using Connect, Extend, Challenge Protocol. Provide explicit explanation of the 10 principles Questioning/CFU Pair Share – something that confirms and challenges your current practice. Find the 10 Principles in our current VTLM 2.0. Provide each teacher with a personal copy of the book Rosenshine's Principles in Action. 		SELF ASSESSMENT Teachers film a lesson and complete a self-assessment against the 10 principles. Identify their strengths and an area(s) for improvement.	Pre-Reading Rosenhine Principles of Instruction C E C Protocol Instruction Model Book – Rosenshine Principles in Action PowerPoint of Session 1
2. Introduction Part 2	Where does Rosenshine's research come from? Timeline? Tell your neighbour the story. What are the 10 principles? Why are we studying these principles?	By the end of the session, teachers will be able to recall the 4 strands and the principles that sit within each strand.	<ul style="list-style-type: none"> Provide explicit explanation/summary of Sherrington's 30-minute researchED presentation Teachers read Sherrington's blog Gather teachers' questions – KWL protocol Jigsaw principles and strands. Find the 10 Principles in our current Instruction Model – Plus Minus Interesting Protocol Provide model/worked example of an effective lesson – what makes it effective? Practice – in teams plan an effective lesson, incorporating the principles /strands, swap and provide feedback 		PEER ASSESSMENT Watch a peer teach and identify what they do that is effective (in relation to the principles). Provide honest, positive feedback.	Tom Sherrington's blog division of Rosenshine's Principles Sherrington researchED presentation video KWL Protocol Plus, Minus Interesting protocol PowerPoint of session 2
3. Sequencing Concepts & Modelling Part 1	Test key vocabulary. Write them in a sentence. True & False Quiz Why are we studying this?	By the end of the session, teachers will have a shared understanding and common language of 'sequencing and modelling' – what and why.	<ul style="list-style-type: none"> Provide explicit explanation and definition of Sequencing Concepts & Modelling 2, presenting new materials using small steps, 4, provide models, 8, provide scaffolds for difficult tasks (what it looks like in the classroom and what research underpins it). Provide model (video) of presenting new materials using small steps, providing models and scaffolding learning. Teachers provide feedback – What do you notice? What do you think? What do you wonder? Practice – in teams, teachers are given a concept to collaboratively break into small steps, discuss models and scaffolds that could be used. Share. Reflection – consider the lessons taught this week – how did you go in relation to this strand? 		INSTRUCTIONAL MODELLING Teachers observe instructional coach 'sequencing concept and modelling'.	Instructional coach video Notice, Think, Wonder protocol PowerPoint of Session 3 Concept scenario cards Reflection template Walkthru – explaining & Modelling
4. Sequencing Concepts & Modelling Part 2	Quiz – what are the 10 principles Jigsaw 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	<ul style="list-style-type: none"> Provide explicit explanation and definition of Sequencing Concepts & Modelling 2, presenting new materials using small steps, 4, provide models, 8, provide scaffolds for difficult tasks (how to plan and how to deliver it) Questioning/CFU Provide another worked example – illustration of practice (video) and corresponding planning documents. Practice – in triads -rehearse one person is the teacher, one person is the student, and the other person is the observer (provides feedback). Swap roles. Exit ticket – What have you learned? Has this resulted in changes to your practice? if so, what? 		INSTRUCTIONAL COACHING Coach observes teacher 'sequencing concept and modelling'.	PowerPoint of Session 4 Walkthru – explaining & Modelling Cold calling sticks Video (Illustration of practice) and worked example lesson plan/unit planner. Concept scenario cards Exit Ticket
5.						
6.						



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.
- ✓ 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

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

Pre-requisite Knowledge:

Before commencing this unit, Teacher should know:

- Basic knowledge of how people learn and acquire information (learning science)
- Knowledge builds on knowledge (schema)
- Some information of Cognitive Load Theory (CLT)

Pre-Readings: [Rosenshine Principles of Instruction](#)

Knowledge:

By the end of this unit teachers will know:

- The research (story) behind Rosenshine's Principles
- The 10 principles of instructions – what, why and how
- Sherrington's 4 strands
- What effective teachers do in the classroom
- 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 Rosenshine's principles	2. Overview of Sherrington's 4 strands the why what and how	3. Sequencing Concepts and Modelling	4. Questioning	5. Reviewing Material	6. Practise	7. Flow of Rosenshine's principles (lesson structure)	
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Vocabulary:

Cognitive science
Cognitive Load Theory (CLT)
Active engagement
Check for Understanding (CFU)
Schema
Curriculum
Process questions
Gradual release of responsibility

Daily Review
knowledge
practise
formative assessment memory
concrete
success
forgetting curve
'good bets'

chunks
modelling
high success rate
scaffold
worked examples
abstract
Instructional Model
VTLM 2.0

Resources & Readings:

[Rosenshine Principles of Instruction](#)

[Tom Sherrington's division of Rosenshine's Principles](#)

[Rosenshine Infographic](#)

[Sherrington researchED presentation video](#)



ASSESSMENT:

Formative

- Self-assessment (pre-test)
- Check for Understanding /Questioning
- Exit Tickets
- Cold Calling
- Quiz
- Review

Summative

Learning Walk – all teachers will demonstrate their understanding of the principles in practice.

Planning documents – will provide evidence of the principles in action

Instruction Model and accompanying Playbook – will articulate and illustrate updated school expectations and how these directly relate to Rosenshine's principles.

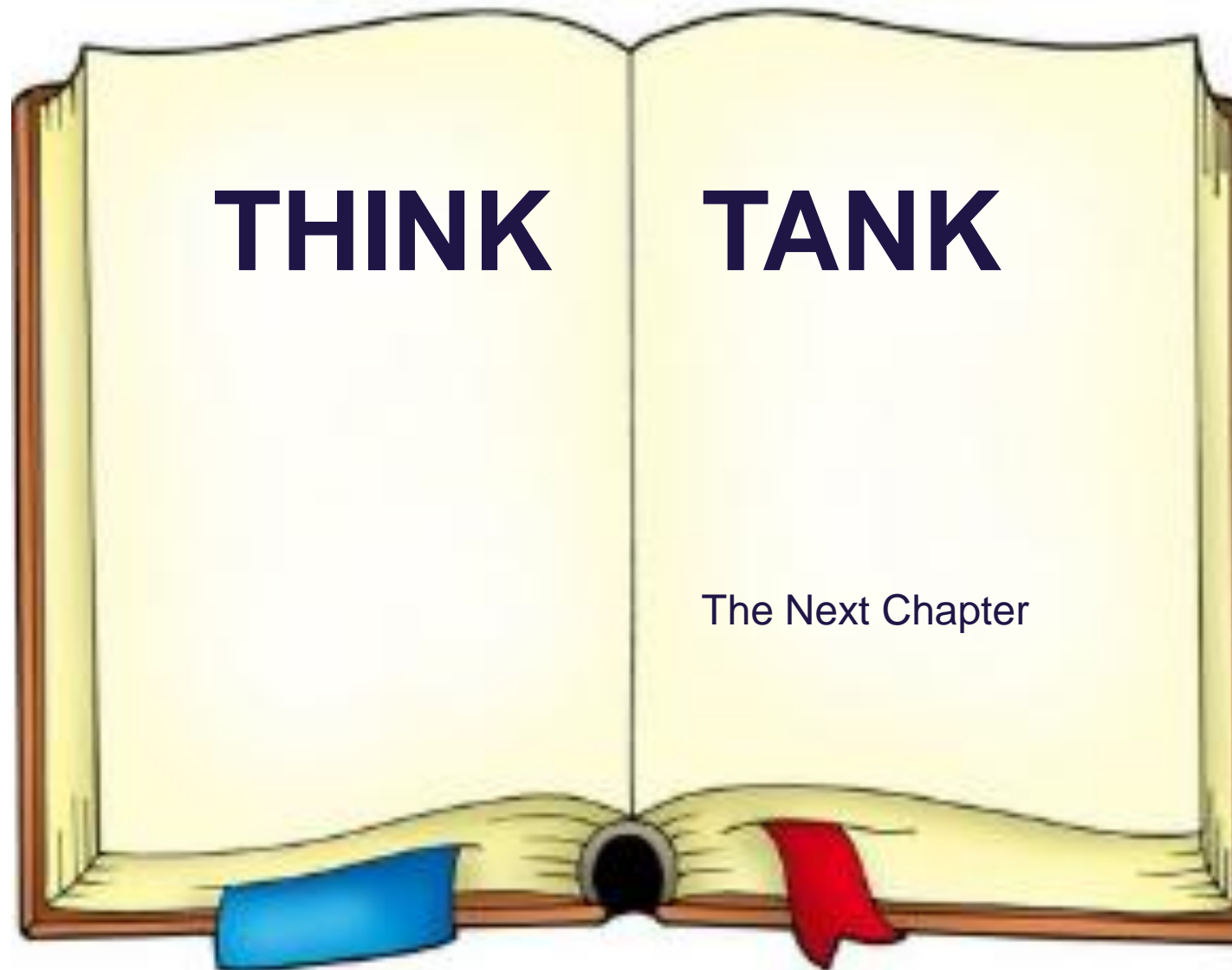
Self-Assessment (pre and post-test)

PLANNER:							
Session Focus:	Weekly & Monthly Review	Learning Objectives APK	I DO	WE DO	YOU DO		Resources
			Explicit Explanation Modelled Practice Questioning - CFU	Guided Practice Scaffolded Learning Rehearsing - feedback	Independent Practice Reflection	Follow up in classroom/team meetings Monitoring and providing feedback	
1. Introduction		By the end of the session, teachers will be able to recall the 10 principles and explain the research-base.	<ul style="list-style-type: none">Discuss pre-reading using Connect, Extend, Challenge Protocol.Provide explicit explanation of the 10 principlesQuestioning/CFUPair Share – something that confirms and challenges your current practice.Find the 10 Principles in our current VTLM 2.0.Provide each teacher with a personal copy of the book Rosenshine's Principles in Action.			SELF ASSESSMENT Teachers film a lesson and complete a self-assessment against the 10 principles. Identify their strengths and an area(s) for improvement.	Pre-Reading Rosenhine Principles of Instruction C E C Protocol Instruction Model Book – Rosenshine Principles in Action PowerPoint of Session 1
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2. Sequencing Concepts & Modelling	Select from the following tasks: Test key vocabulary from the previous session - Write them in a sentence. True & False Quiz : Why are we studying this?	By the end of the session, teachers will have a shared understanding and common language of 'sequencing and modelling' – what and why.	<ul style="list-style-type: none">Provide explicit explanation and definition of Sequencing Concepts & Modelling 2. presenting new materials using small steps, 4. provide models, 8. provide scaffolds for difficult tasks (what it looks like in the classroom and what research underpins it).Provide a model (video) of presenting new materials using small steps, providing models and scaffolding learning. Teachers provide feedback – What do you notice? What do you think? What do you wonder?Practice – In teams, teachers are given a concept to collaboratively break into small steps, discuss models and scaffolds that could be used. Share.Reflection – consider the lessons taught this week – how did you go in relation to this strand?Where does it appear in the VTLM 2.0?			INSTRUCTIONAL MODELLING Teachers observe instructional coach 'Sequencing concepts and modelling'.	Instructional coach video Notice, Think, Wonder protocol PowerPoint of Session 3 Concept scenario cards Reflection template Walkthrus – explaining & Modelling
2.1. Sequencing Concepts & Modelling	Quiz – what are the 10 principles? Jigsaw activity - 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'	<ul style="list-style-type: none">Provide explicit explanation and definition of Strand 1: Sequencing Concepts & Modelling 2. presenting new materials using small steps, 4. Provide models, 8. provide scaffolds for difficult tasks (how to plan and how to deliver it)Questioning/CFUProvide another worked example – illustration of practice (video) and corresponding planning documents.Practice – in triads -rehearse one person is the teacher, one person is the student, and the other person is the observer (provides feedback). Swap roles.			INSTRUCTIONAL COACHING/LEARNING WALK/PEER OBSERVATION Coach observes the teacher 'Sequencing concepts and modelling'. Ensure there are clear actions, and clear agreements about when the next observation will be.	PowerPoint of Session 4 Walkthrus – explaining & Modelling Cold calling sticks Video (illustration of practice) and worked example lesson plan/unit planner. Concept scenario cards Exit Ticket

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
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