

Templestowe Heights Primary School

- Inner East
- 550 students

Principal: Rhys Coulson

Learning Specialist: Jeanette Breen



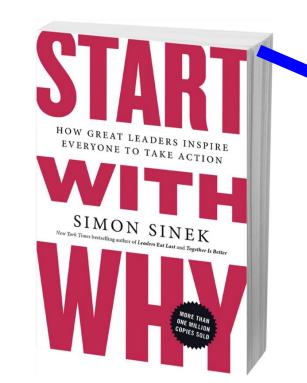


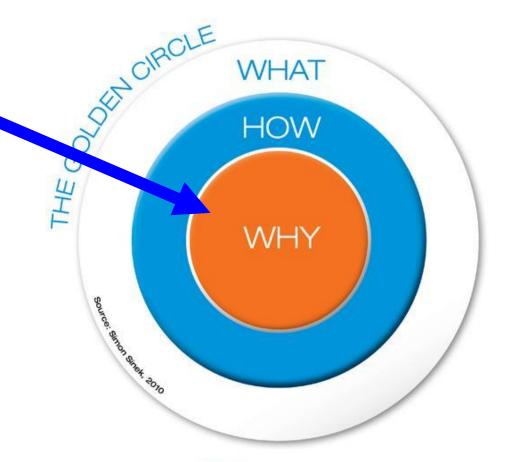


Tzedakah (tsuh-dah-kah)

Hebrew word meaning philanthropy and charity. It symbolises an ethical obligation to do what is just and right. It is a form of social justice where donors benefit from giving as much, or more, than their recipients.









Vision: School of Choice for the local community











Personal Journey



Mischievous Bee

- Noticed 3 high performing schools bucking the trend
- Discovered Rosenshine's Principles
- Trialled synthetic phonics in Foundation (videoed decodable versus 3-cue reading)

	2021 Year 1
Struggling (<19/40)	24%
Developing (20- 27/40)	21%
Fluent (>28/40)	55%





Sheryl Sandberg - COO of Meta Platforms

Raises her children:

- Severely limits their screen time
- Never posts images
- Doesn't allow access social media
- Don't own mobile phone







"Silicon Valley is awash in wooden Montessori toys and shrouded in total screen bans. Parents at work talk about how they don't allow their teens to have mobile phones, which only underscores how well these executives understand the real damage their product inflicts on young minds."



How happy are you with your school's current teaching and learning approach?











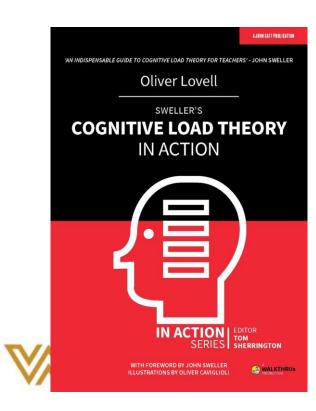




Need to be **Lead Learner**

Believe in your product

- Have an understanding of Cognitive Load Theory
- Don't subcontract the knowledge



Move the Goalposts

We have to move away from the **emotional discourse**, shifting from a philosophical view of how students learn to the science of how we learn.





Cognitive Load Theory Becomes...

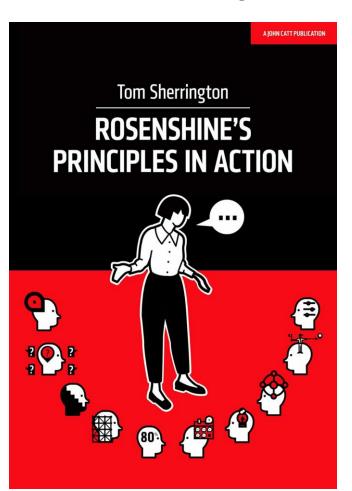


- 1. How much new information presented in a lesson?
- 2. How often to retrieve previous learning?
- 3. How do we want to minimise distractions in a classroom?
- 4. How do we maintain attention during lessons?
- 5. How do we set up the physical environment?
- 6. How do we minimise off task behaviour?





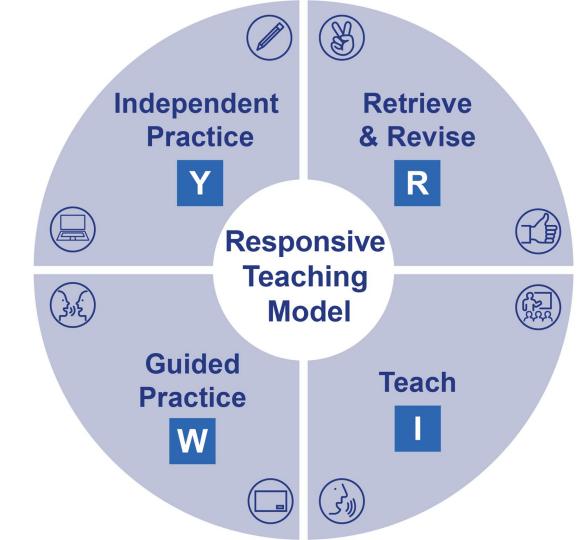
The THPS ingredients of an effective lesson



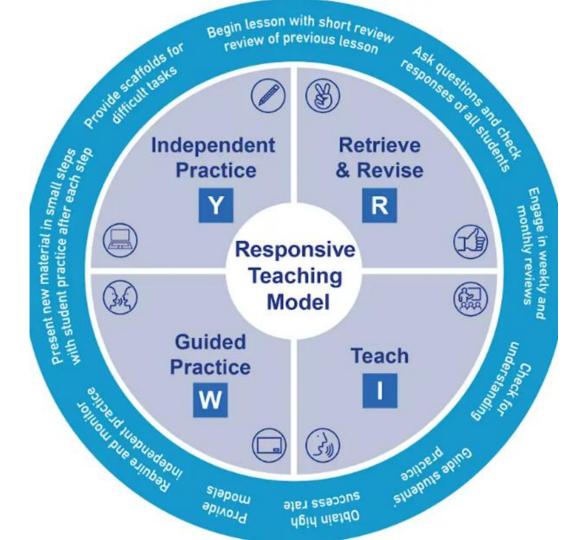
- 1. Begin lesson with short review of previous lesson.
- 2. Present new material in small steps with practice at each step.
- 3. Ask questions and check for understanding.
- 4. Provide models.
- 5. Guide students' practice.
- 6. Obtain high success rate.
- Provide scaffolds for difficult tasks.
- 8. Require and monitor independent practice.
- 9. Engage in weekly & monthly reviews.



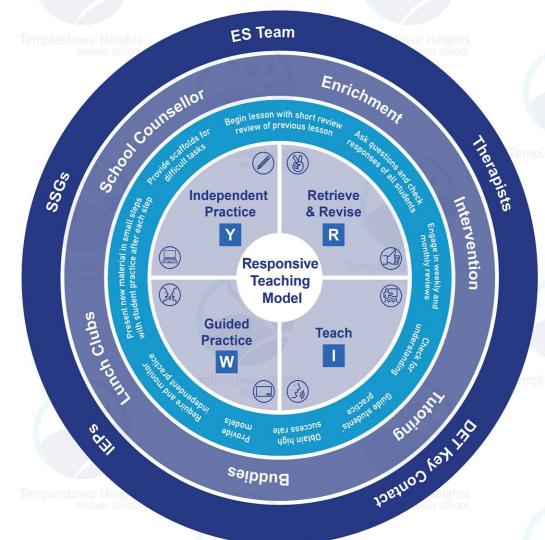
Whole Class Instruction



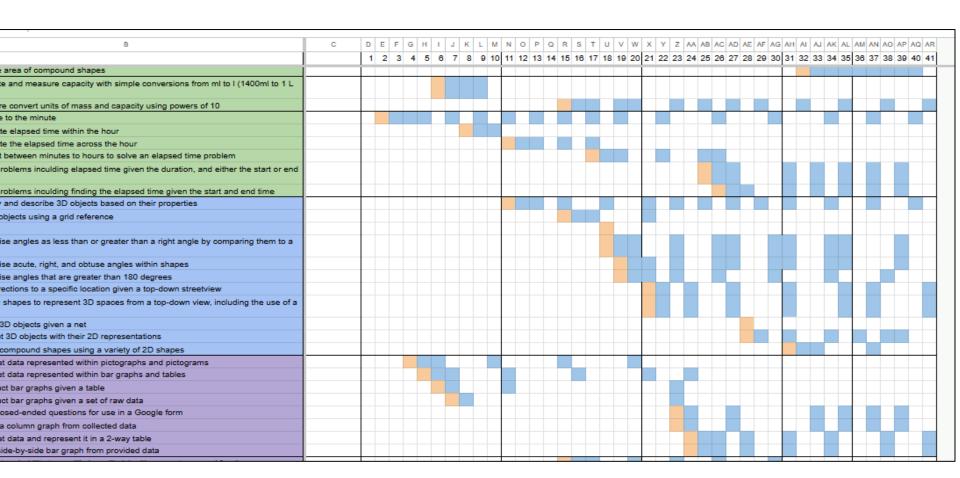
Tier 1 Curriculum



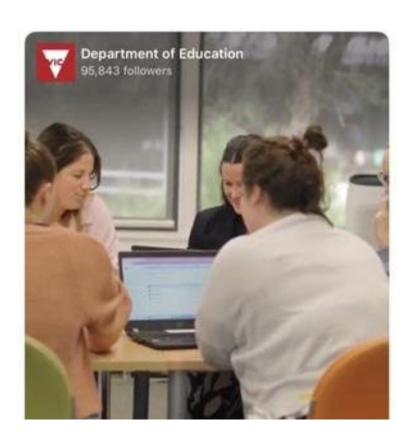
Tiered Response



Understand Interleaved and Spaced Practice



Learning Specialists Support Planning



- First year of implementation their role was ONLY
- Coached teams & individuals
- Planning & delivery of curriculum



Access Free Networks and Resources











Synthetic Phonics.com













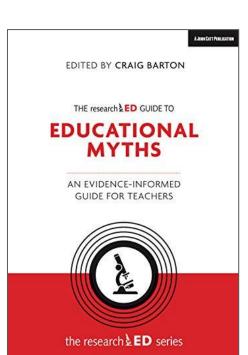
Victorian Lesson Plans

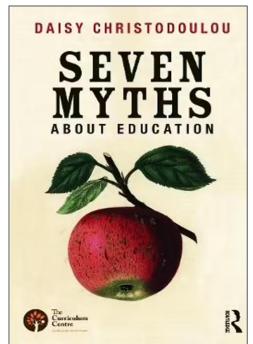
Explore Victorian Curriculum 2.0 and VTLM 2.0 aligned lesson plans. Designed by teachers for teachers, plans can be downloaded and tailored for your students.

But what about...

Redefine:

- Differentiation
- Learner Agency
- Wellbeing







Don't get too excited!

Build a solid tier 1 curriculum first

 Something to hang your hat on (that the data demonstrates a quick win or shift)...once that happened, change was embraced

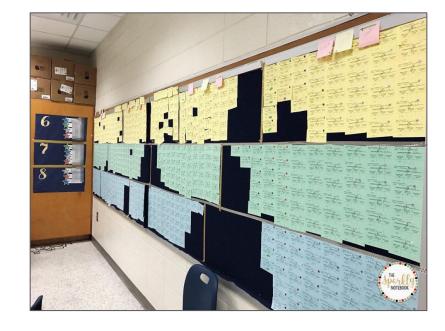




Input has to = output











Build Relationships!



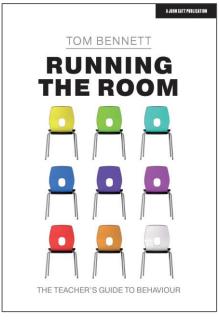
Tom Bennett OBE 🤡 @tombennett71 · Oct 15, 2019

If you believe good classroom culture is based on relationships then you're right, but if you think those relationships aren't achieved by structure, routines and consistency then you're probably wrong.



Tom Bennett OBE 🤡 @tombennett71 · Nov 17, 2022

One of the most pointless behaviour tips you can give: 'build a relationship with your class.' Not because it's not true, but because it tells a trainee nothing about what to *do*. Often they vanish down a rabbit hole of trying to amuse or please the class. Chaos ensues

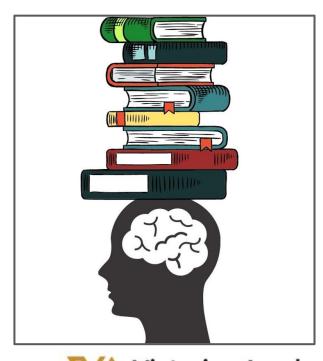




Reduce Teacher Cognitive Load

Take things away,
 prioritise time

 Sometimes teachers just want to be told





Staff Induction

- SOLAR Lab online certificate (La Trobe University)
- Instructional Playbook
- Team-teaching lessons
- Modelling lessons
- Coaching for lesson planning



SOLAR LAB Science of Language and Reading Lab





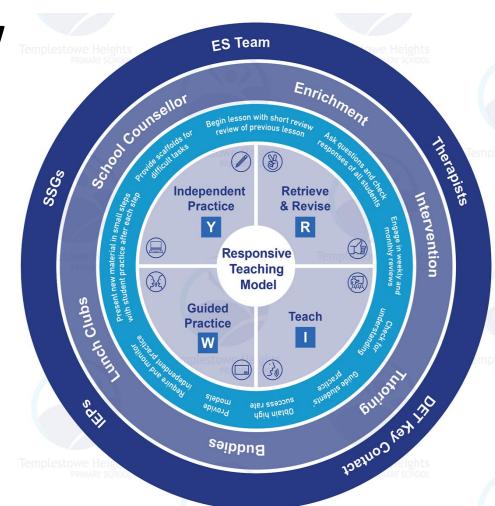




Start Small & Go Slow

 Introduce and trial one thing first (i.e. Phonics, daily maths reviews)

 Don't get caught up in trying to to respond to everything



Have a Mantra

We are in the memory business, we want our students to remember what we teach them.

Dylan Wiliam

Attention is the currency of learning.

Doug Lemov & Steve Capp



Emotional Discourse

- Quiet classrooms are disengaging & boring
- Differentiate to every child's point of <u>need</u>
- Lessons need to be exciting & <u>fun</u>
- Children learn better if they have a <u>relationship</u> with their teacher

- Children need to have a <u>love</u>
 of reading and learn best
 when they <u>choose</u> the books
 they <u>want</u> to read
- Children learn best as a social construct
- Children learn best when they write about their interests



Teaching for how students learn: A model of learning and teaching



Teaching practices that are aligned with how students learn are the most effective in improving education outcomes for all. There is strong evidence about the processes that occur during learning. These processes explain why some teaching practices are more effective than others. AERO has developed a model that identifies the most effective and efficient teaching practices aligned with how students learn.



How students learn

Attention and focus

Students are actively engaged when learning

- · Sensing, thinking and memory
- Readiness for learning
- Self-regulationSafety and belonging

Knowledge and memory

Learning is a change in long-term memory

- Novice learners
- · The developing brain
- · Working and long-term memory
- Consolidation

Retention and recall

Students process limited amounts of new information

- · Cognitive load
- · Recall and retention
- · Additional learning needs

Mastery and application

Students develop and demonstrate mastery of their learning

- · Application of knowledge
- · Mental models
- · Problem solving, critical and creative thinking
- · Generative learning



Enabling

Foster the conditions of a learning-focused environment

- Rules and routines
- Respectful interactions
- · Self-regulated learning
- Cultural safety
- Family engagement

Planning

Develop a teaching and learning plan for the knowledge students will acquire

- Define knowledge
 Chunk content
- Chunk content
 Sequence instruction
- Plan to assess

Instruction

Manage the cognitive load of learning tasks

- · Explain learning objectives
- Teach explicitly
- Scaffold practice
- Monitor progress
- · Support tiered interventions

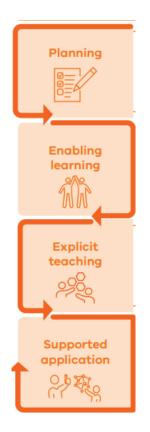
Gradual release

Maximise retention, consolidation and application of learning

- Revisit and review
- Vary practice
- Organise knowledge
- Extend and challenge

How the VTLM can guide and support application for teaching and learning.

- Best bets
- Casting the widest net
- Inclusivity
- Knowledge & skills progress together







What is the definition of learning?

What is the role of a teacher?

Learning is a change in long term memo

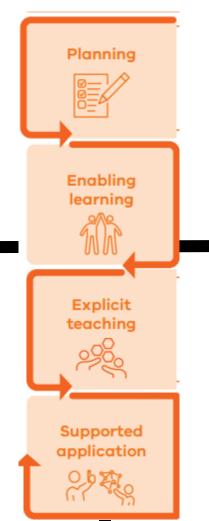
To cause learning.





Planning

Collaboratively develop quality curriculum materials



Enabling learning

 Positive classrooms (Behaviour Curriculum)

Explicit teaching

 Explicit explanation and modelling

Supported Application

- Vary practice



What we used to think.....

Literacy as discrete skills

- Reading
- Writing
- Spelling
- Speaking & Listening
- Inquiry

Explicit teaching

What we think now!

Subjects taught for knowledge sake with diverse rich content

- Geography
- History
- Literature
- Science
- Designed around what every literate Australian should know
- Building from year to year



What do we mean by curriculum?

Recommended Curriculum:

 Suggested by scholars, professional organisations (ACARA)

Written Curriculum:

- State documents

Taught Curriculum:

- What teachers deliver every day

Supported Curriculum:

- Resources that enact it

Assessed Curriculum:

- Performance measures

Hidden Curriculum:

 Unintended - includes physical environment, school procedures, timetabling

Learned Curriculum:

Bottom-line what students
 ACTUALLY learn



Making decisions about Curriculum

Deliberate and planned.

Critical decisions about content decided in advance.

Abstract statements made concrete.

Knowledge that our children are entitled toCaveat:

- Knowledge cannot empower if it is forgotten
- Vertical links key concepts encountered again in subsequent subjects across years
- Horizontal links between subjects in a year
- Diagonal links join concepts across years
 and subjects
 Victorian Academy

Curriculum Mapping

Core Curriculum - Remembered

- The parts that can be captured and committed to memory
- Oral retrieval
- concepts, facts

This is like a summary of a novel

Hinterland Curriculum -Support

- The contexts
- The interplay
- The narrative around the main core
- Background knowledge

This is like the act of reading a novel



Maths and Literacy

- 1. Vertical
- 2. Horizontal
- 3. Diagonal

What is to be built on from year to year?

What is to be learned across each year?

What transfers across subjects and topics?



Literature & Core Knowledge

- Fiction/nonfiction Text types
- Topic Specific
- Read an entire book as a whole class
- Create sequences of background knowledge

History Themes:

Technology

Settlement

Geography Themes:

Cities

Rivers



Scope and Sequence Example - Phonics across terms



Foundation											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1		s, a, t, m	s, a, t, m	p, i, f, n	p, i, f, n	o, c, d, r	o, c, d, r	h, e, g, l	h, e, g, l		
						l, a	the, my	is, are	do, to		
Term 2	k, u, b, j	k, u, b, j	short vowels	w, ck	II, ff, ss	th, th	sh, qu	ee, z, zz	ch, v	х, у	wh, ng
	HW review	he, she	me, we, be	his, her	has, as	HW review	was, were	you, of	they, have	what, where	HW review
Term 3	REVIEW +tch	-ai + CVCC	/ay/ as in stay, -s as suffix	/ea/ as in heat	-ing as a suffix	/oa/ as in boat	/ow/ as in glow	/igh/ (night), /y/ (why)	/oo/ and /oo/	REVIEW	
	HW review	no, go, so	all, tall, call	put, look	for, out	HW review	because	people	come, some	could, should, would	HW review
Term 4	REVIEW	a_e	e_e, u_e	i_e	o_e	long vowel review	oi, oy	ow, ou (as in cow and cloud)	REVIEW	REVIEW	



Scope and Sequence Example - Literature across a ye

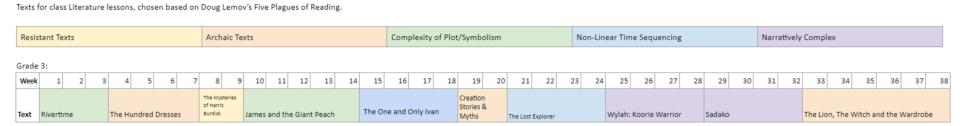


The 5 Plagues of Reading

THPS Literature Map

'The hidden barriers that make texts challenging.'

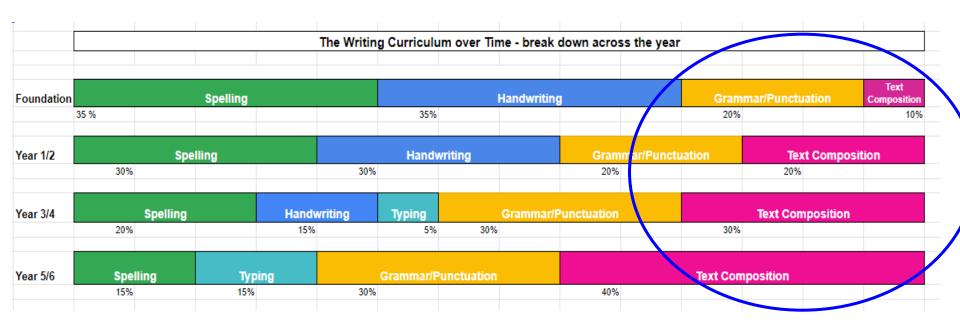
- 1. Map quality literature across the school year.
- 2. Put text in the hands of the students.
- 3. Build breadth & depth







Scope and Sequence Example - Writing across a school journey



Planning

 Collaboratively develop quality curriculum materials

Planning Enabling learning **Explicit** teaching Supported application

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Teachers are born

Teachers are made

If this is true:

- Only some people have the right personality
- Only some people will be experts
- Teaching infiltrates your whole being

If this is true:

- Anyone could bring themselves to the role with the right scaffolding
- Everyone can grow, improve and become expert
- Teaching is your professional choice in your working life



Factors that influence learning:

Factors we CANNOT influence:

- Upbringing
- Home culture
- Personality
- Values/expectations
- Peers
- Media

Factors we CAN influence:

- Interpretation of curriculum
- Models/Examples/

Demonstrations

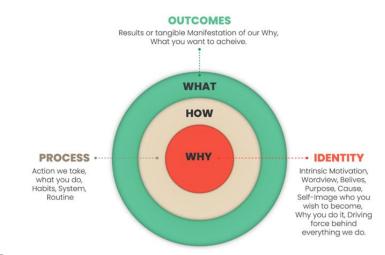
- Subject teaching
- Distraction/Attention
- Clear expectations
- Taught behaviours
- Routines/Norms

of Teaching and Leadership

What is the purpose of our behaviour curriculum?

Make explicit:

- → Physical environment Limit extraneous load
- → Desks in rows
- → Reduce distraction on the walls
- → Teach what to do; not just what not to do.



Outcome =

- Calm spaces
- Minimal distractions



What is the purpose of our behaviour curriculum?

Make explicit:

- → Introduce school procedures
- → Lining up
- → Role order
- → Response to undesired behaviour whole school



- Reduced incidents
- Whole school norms

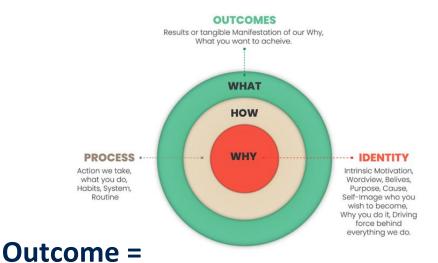


What is the purpose of our behaviour curriculum?

Make explicit:

→ The visibility of our habits and conduct

- → Visual scaffolds
- → Attention signals
- → Teach teachers how to set the weather in their rooms



- Enthusiastic physical presence
- Securing attention ready for learning Victorian Academy

Engagement Norms

Caveat:



Whiteboard response

All students respond to the teacher's question, showing

their responses at the same



Non-volunteers

The teacher asks a question, gives wait time, then calls on individual students to respond.



Pair share

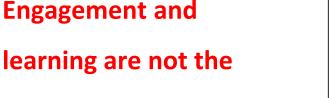
time.

Students discuss with the person next to them.



Choral response

Students respond orally all together.





Thumbs up, thumbs down Students indicate whether

they agree or disagree with a statement, or whether something is an example or non-example.



Independent work

Students respond to a prompt in their exercise book or booklet.



difficult to define and



Concrete materials

Students respond to a prompt using concrete materials.



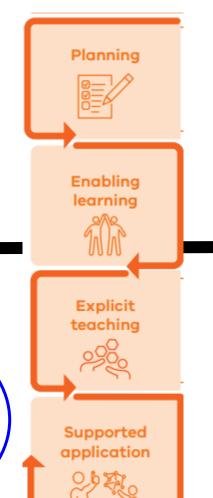
Fingers

Students indicate what they think is correct from numbered options.

see.

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Collaboratively develop quality curriculum materials



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Supported Application

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Practice 1: Fully explain what students need to learn.

Breaking information into chunks.

Whole class instruction Vs
Deciding high, medium, low

Practice 2: Demonstrate and model what students need to learn

Model with worked examples.

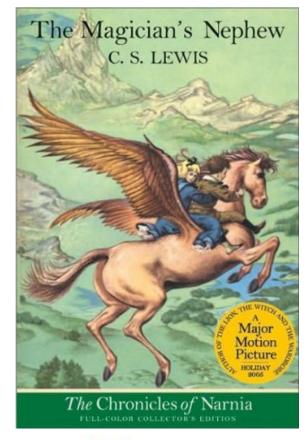
Principles of instruction Vs Choose your own adventure



Lesson example

In designing the lessons we consider:

- Reviewing prior learning
- Vocabulary that will be encountered
- Difficult pronunciation
- Fluency skills
- Responding to punctuation
- Inferencing





Literature - Vocabulary - breaking down information

W

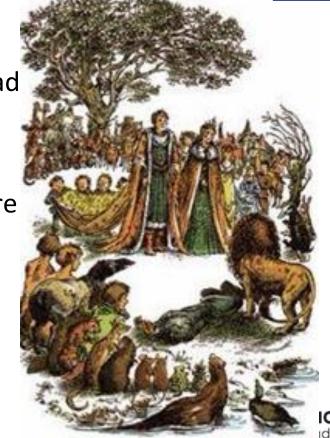
'Their faces had a new expression, especially the King's. All the sharpness and cunning and quarrelsomeness which he had picked up as a London cabby seemed to have been washed away, and the courage and kindness which he had always had were easier to see.'

Sharpness - on the edge, reacting quickly

Cunning - crafty and tricky

Quarrelsomeness - quick to argue or

disagree



Literature - Writing - Modelled example





Summary Paragraph:

TS: Digory finds the garden without too much trouble.

SD1 - first problem (the witch is there)

SD2 - second problem (She reveals the power of the apple to heal his mother)

SD3 - Digory's choice (give it to his mother or to Aslan as he promised)

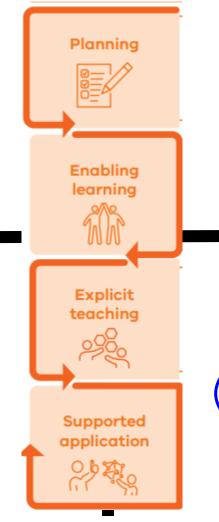
CS - The choice he must make will affect Narnia Victorian Academy of Teaching and Leadership

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Practice 1: Use a variety of tasks and question

For recall, to demonstrate understanding, connect knowledge or synthesise topics.

Practice 2: Space and alternate practice.

Using assessment to decide when and how often material should be practised.



Example: Core Knowledge - Using questions



What have they done well?

What is something they could edit?

Chickens make eggs for us to eat. We can breed more chikens. Chikens are a useful recource, but they use lots of land and water. They motly live on farms, but can live in diffrent areers to.



Example: Writing Skills - Using Assessment to determine

X Automark*

Start test

2024-2025 | Y4 | Class



Question 6 Only one of the following sentences is correct. Select it.

Option Text

- A He scowled.
- B The silent crowd.
- C The silent and unhappy crowd.
- D Scowled at the screen.
- E The silent crowd scowled at the camera and.

70.4% of your class selected the correct answer **A**.

The most common wrong answer was **C** with **5** pupil(s) choosing it. These are:

First Name	Last Name	Score
Willow	MOYNIHAN	6
Amelia	WINNEY	8
Alexander	LEE	10
Amelie	SMITH	8
Archie	BROWN	6



Reaching Mastery...

More teacher instruction is needed to develop learners.







itermediate Exper



In conclusion: Modern teaching

- Some teaching practice looks effective
- In reality making things worse
- Experimental evidence versus philosophy
- The spectacle of teaching has been privileged over the mystery of learning
- The 'showman' approach students are busy but are they learning?







Thank you!



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