



THORNBURY
HIGH SCHOOL

Implementing explicit teaching

Who we are



Lars Andersson

Principal



Ryan Millar

Assistant Principal



Diana Walder

Head of Professional Learning

Learning intention

To understand how to implement explicit teaching



ENGAGE

Success criteria

I can **explain** what explicit teaching is

I can **explain** the key drivers of improved teaching practice

I can **evaluate** our impact on learning

2024 School Review and new SSP



Strengths:

Calm and orderly learning environment

Effective routines for climate and culture



2024 School Review and new SSP



Challenges:

Lack of consistency in
teaching and learning

Variation in learning
outcomes for students



Explicit teaching



Learning intentions and success criteria

Modelling: chunking, worked examples and think alouds

Checking for understanding

An example

We will learn about the **structure, rhythm and verse** of an Elizabethan
(or Shakespearean) sonnet



1. Structure of a sonnet

A sonnet consists of three quatrains (four-line stanzas) and a couplet.

Check for understanding (45 seconds)



On your mini-whiteboard, write the first three words of the couplet in this sonnet

2. Rhyming in a sonnet

ABAB CDCD EFEF GG



Check for understanding (45 seconds)



On your mini-whiteboard, write the two rhyming E words from this sonnet

3. Verse in a sonnet

A sonnet uses **iambic pentameter**:

one line = five pairs of syllables in which the second syllable is emphasised



Rough WINDS do SHAKE the DARling BUDS of MAY

Check for understanding (60 seconds)



On your mini-whiteboard, identify the emphasised syllables in the first line of the couplet (starting 'So LONG as')

We have learnt about the **structure, rhythm**
and verse of a sonnet



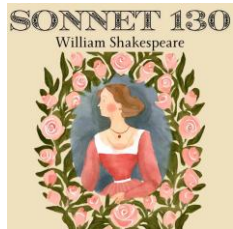
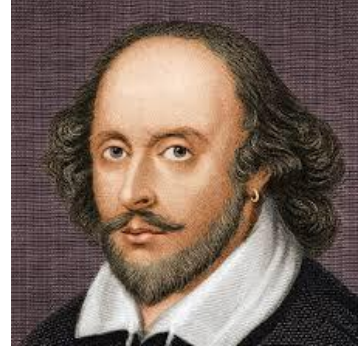
'Unchunked' example

Shakespearean sonnets include the following unique features:

- Structure: three quatrains (four-line stanzas) followed by a couplet
- Rhyming: ABAB CDCD EFEF GG rhyming pattern
- Verse: iambic pentameter (five pairs of syllables, each one including an unstressed and a stressed syllable)

Read the sonnet you have been provided with and analyse the features mentioned above.

- Make sure you collaborate with another student
- Ask me if you have any questions.
- Your analysis should be completed in the next 10 minutes.



Quick debrief with a colleague



What is different about this form of teaching?

THINK

PAIR

SHARE

Professional learning for all teachers

- Internal
- Evidence-based
- Regular
- Comprehensive
- Differentiated



PLCs for all teachers



- Architecture: 4 week intensive focus
- Expectations of teachers:
 - Teachers select from a predetermined menu
 - Compulsory drops in & Learning walks

G4	12- May	13- May	14- May	15- May	16- May
			Y9 City School		
	Finance 5pm (online)	PL: Learning Model (Model)	Leadership Masterclass 3.30pm School Council 6:30pm (online)	VIT mentors & mentees	
B5	19- May	20- May	21- May	22- May	23- May
	T&L Team	KLA Meeting	Leadership meeting	PLC Team	
G6	26- May	27- May	28- May	29- May	30- May
			Learning walks		
		PL: Learning Model (Model)		PLC Team	
B7	2- Jun	3- Jun	4- Jun	5- Jun	6- Jun
			Learning walks		
		KLA Meeting		VCE Teachers meeting	
G8	9- Jun	10- Jun	11- Jun	12- Jun	13- Jun
	Monarch's Birthday Public Holiday no Classes	Heads of year Curriculum Committee	Leadership Masterclass 3.30pm Community connections 6pm	PLC Team	

Weeks 5-8.
This is
where
teachers
implement
measure &
“drop in”

FOCUS	ROUTINES & STRATEGIES	TOOLS TO MONITOR PROGRESS & MEASURE IMPACT
Intent for learning	Step 1: Writing Learning Intentions	<ul style="list-style-type: none"> <p>In Term 1 our observational focus on drop ins and video recording of lessons</p> <p><i>Video recording of lessons</i></p> <ul style="list-style-type: none"> Introduction of video to record lesson elements and reflect on effectiveness of practice. Smartphone tripods are available from all the LTs. An article on Learning from recording video of your own classroom effective use of video in class <p><i>Drop ins</i></p> <ul style="list-style-type: none"> Drop in protocols and reflections - this document outlines <u>THS'</u> rationale for an approach to drop ins; and provides a template which can guide the process before, during & after drop ins occur.
	Step 2: Writing Success Criteria that unpack the Learning Intention	
	Step 3: Engaging students with Learning Intentions and Success Criteria	
Do Now.	Step 1: Effective Do Now Routines	
	<ul style="list-style-type: none"> Making routines explicit. 	
	Step 2: Do Now's: What's the purpose	
	<ul style="list-style-type: none"> An effective retrieval task An effective engagement activity 	
	Step 3: Engaging & thinking	
	<ul style="list-style-type: none"> A deep thinking task Responsive teaching (what do I do next)? 	

Teachers combine a learning intent strategy with a presentation strategy to increase impact.

Instructional coaching

Directive or 'pure' coaching depending on the needs of the coachee

Ongoing training of the coaches

All principals coach

Use of video



Thinking with a colleague



What are the benefits of connecting **PLCs** and **instructional coaching** to the internal **professional learning** program?

THINK PAIR SHARE

Evaluating our impact



Leadership Learning Walks

- Norms and protocols co-constructed with teaching staff
- Unannounced and regular

Evaluating our impact



Survey results

What do you SEE in this data?

What do you THINK about this data?

What does it make you WONDER?

Evaluating our impact



Focus groups

Separate focus groups for each year level.

Open-ended questions about teaching and learning practice, referencing our THS Learning Model and survey results.

'We get more out of turn and talk activities, working on something on mini whiteboards in pairs, or time to think through think, write, pair shares that lead into class discussions.'

- Year 11 student

Table talk

How does this resonate with your local context and your implementation of explicit teaching?



Review of the SC



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Q & A



REVIEW

Reflections and close



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