



LEADING INSTRUCTIONAL EXCELLENCE FOR SCHOOL IMPROVEMENT

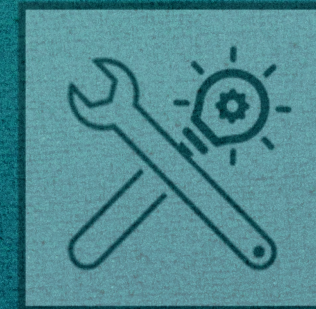
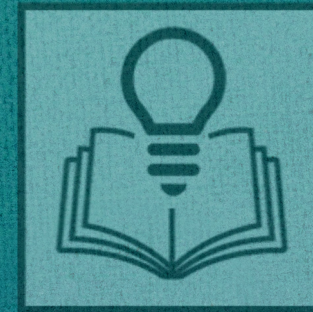
INNER GIPPSLAND AREA

8 AUGUST 2023



DR NATHANIEL SWAIN
TEACHER, INSTRUCTIONAL COACH,
SENIOR LECTURER

WHAT MAKES EXCELLENT INSTRUCTION?

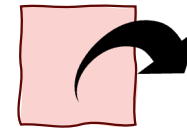


EXCELLENT INSTRUCTION

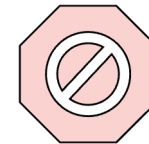
ENGAGING
ENTERTAINING



INCLUSIVE
EXCLUSIVE



RESPONSIVE
DISMISSIVE



ROSENSHINE'S PRINCIPLES



Sherrington's Strands for Rosenshine	Rosenhine's 10 Principles (Grouped into strands)
Sequencing concepts and modelling	RP2 Small steps and practice RP4 Provide models RP8 Provide scaffolds

EXCELLENT INSTRUCTION

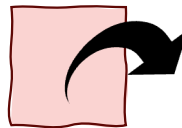
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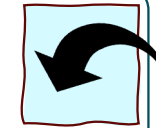
→ Engaging not entertaining



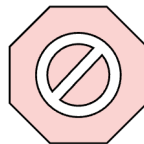
INCLUSIVE
EXCLUSIVE



→ Inclusive not exclusive



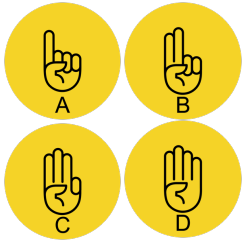
RESPONSIVE
DISMISSIVE



→ Responsive not dismissive



LEARNING AND ENGAGEMENT ICONS – WARM UP



Multiple
Choice



Vote



Pair Share



Pick a Stick/Cold Call



Whiteboards



In Your Workbook



REVIEW



ACTIVATING
PRIOR
KNOWLEDGE



CONCEPT/SKILL
DEVELOPMENT



RELEVANCE

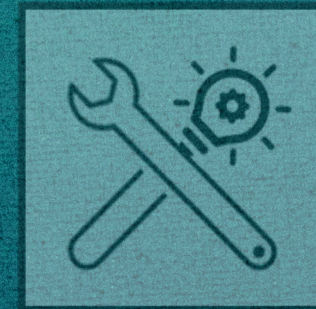
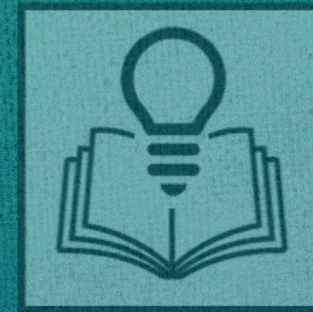


Read-Aloud



Choral Read

HUMAN COGNITIVE ARCHITECTURE



SIMPLE MODEL OF MEMORY

**INFORMATION PROCESSING MODEL
(DAN WILLINGHAM)**

- **WORKING MEMORY BOTTLE NECK**

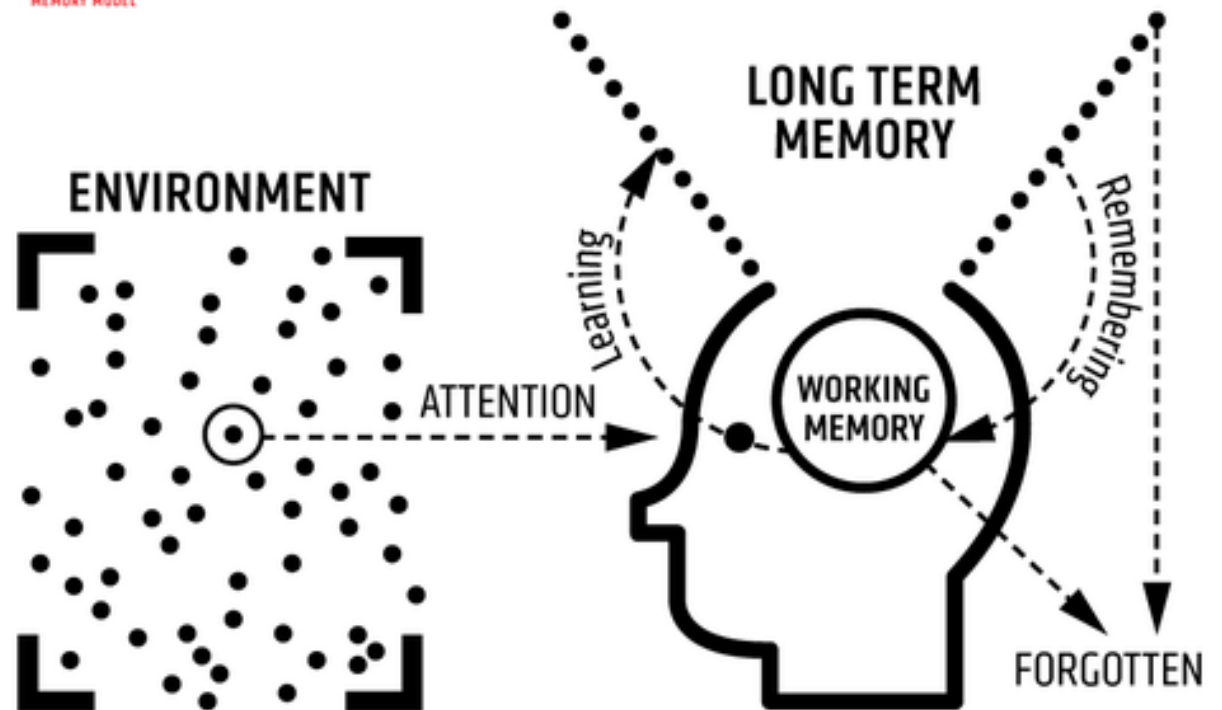
SIMPLE MODEL OF MEMORY

INFORMATION PROCESSING MODEL (DAN WILLINGHAM)

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COGNITIVE LOAD THEORY (E.G. SWELLER)

OLICAV
OLIVER CAPINGALLI
@olicav
olicav.com
WILLINGHAM'S SIMPLE
MEMORY MODEL



LETTER MEMORY

GAME



LETTER MEMORY GAME

ABMWQ

LDNB

NCNNN

BCNYC

LETTER MEMORY GAME

LETTER MEMORY GAME

A BMW QLD NBN

CNN NBC NYC

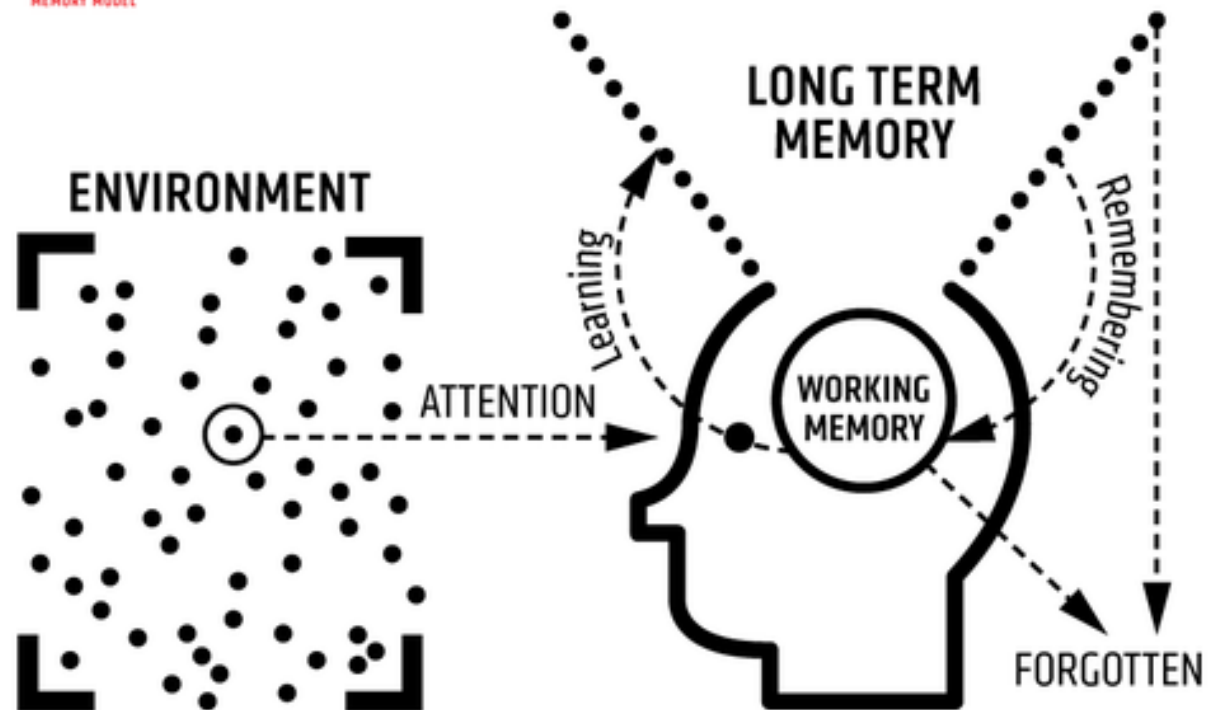
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OLICAV
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@olicav
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WILLINGHAM'S SIMPLE
MEMORY MODEL



MULTICHOICE WHITEBOARD



Working memory most resembles _____.



A. A toolbox with many different tools



B. A workspace that is constantly being cleared



C. A tape recorder you can play back anytime



D. A series of photographs you can look at over and over



*Working memory most resembles _____
because ____.*

MULTICHOICE WHITEBOARD



Working memory most resembles ____.



~~A. A toolbox with many different tools~~



B. A workspace that is constantly being cleared



~~C. A tape recorder you can play back anytime~~



~~D. A series of photographs you can look at over and over~~



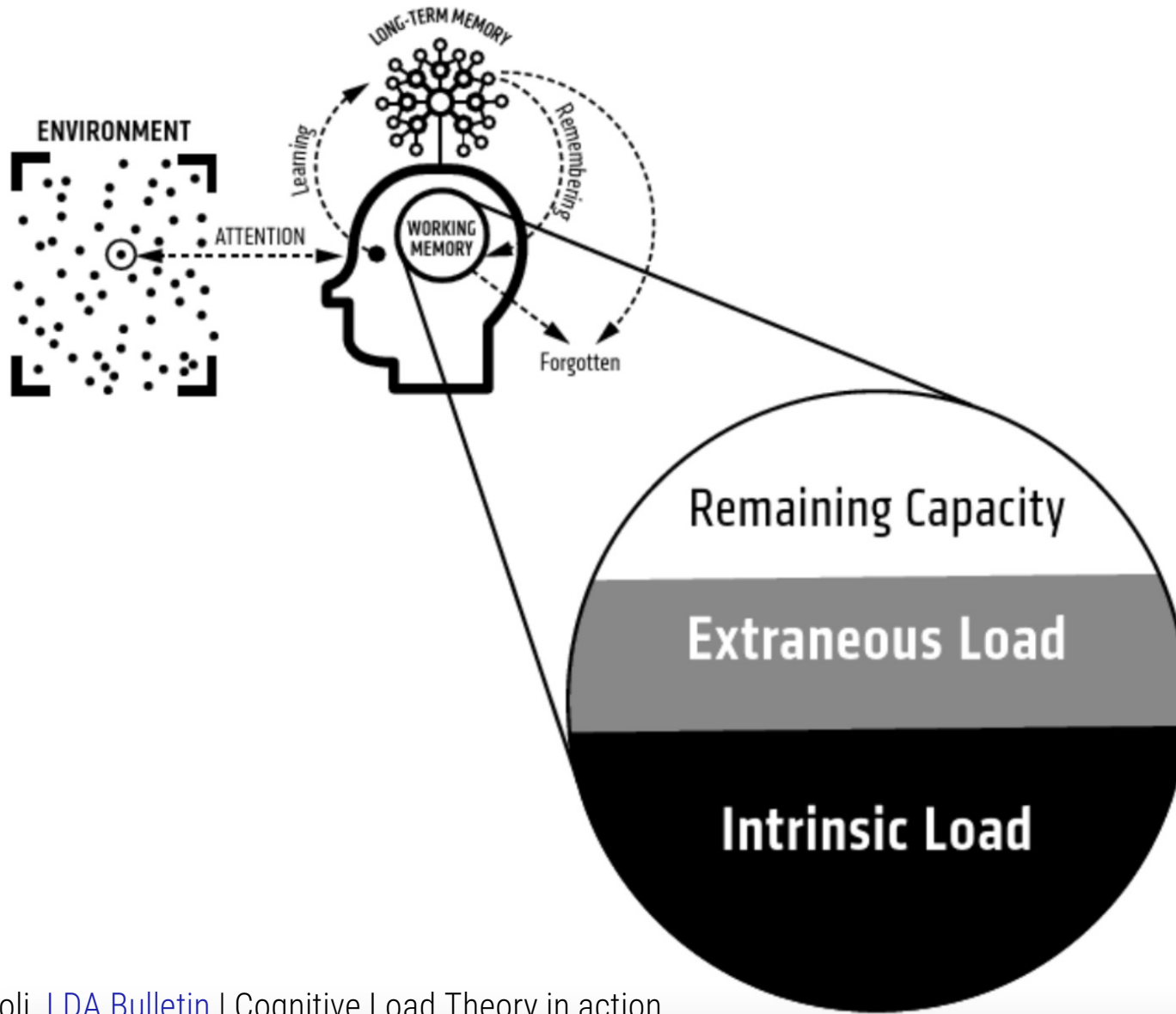
Working memory most resembles a **workspace that is constantly being cleared** because you can use what is there very briefly but if you change tasks, it will be gone.



COGNITIVE LOAD THEORY

*“I've come to the conclusion that Sweller's **cognitive load theory** is the **single most important thing** for teachers to know” (William, 2017)*

“Cognitive load theory is a series of **instructional recommendations**, built upon knowledge of **how humans learn.**”
(Lovell, 2020).



Oliver Caviglioli. [LDA Bulletin](#) | Cognitive Load Theory in action.

THE FUNDAMENTAL RECOMMENDATION OF CLT IS TO ...

OPTIMIZE INTRINSIC LOAD

AND DECREASE EXTRANEEOUS LOAD

SOURCES OF EXTRANEOUS LOAD

LOVELL, 2020



In pairs, take 2 minutes to brainstorm possible sources of extraneous load in the classroom.



One source of extraneous load is _____ because _____.

Extraneous load can include:

- **redundant information (text, pictures, sounds, videos),**
- **noise,**
- **visual distractions, and**
- **anything else that takes working memory resources away from core learning.**



Clue 1 Addition and Subtraction Snakes



Zach's first clue to crack the code lies in the reptile enclosure. The snakes have some addition and subtraction calculations for you to work out.

$7 + 16 =$

23

$24 - 8 =$

16

$30 - 13 =$

17

$12 + 9 =$

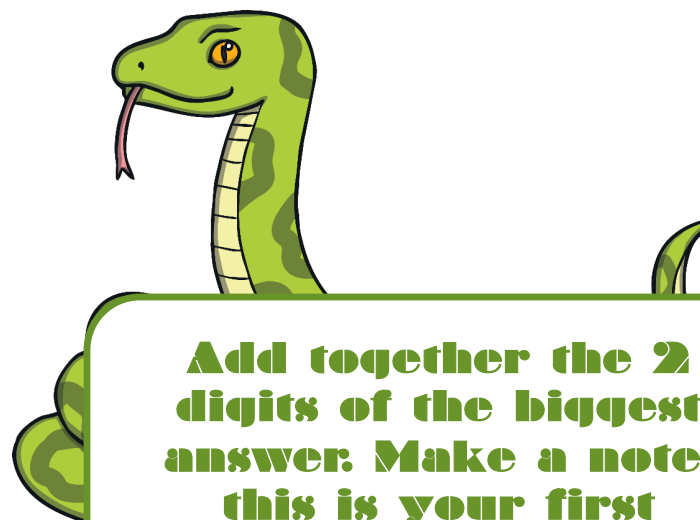
21

$21 + 12 =$

33

$35 - 17 =$

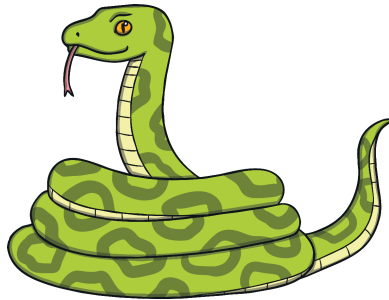
18



Add together the 2 digits of the biggest answer. Make a note, this is your first number code.



ADDITION AND SUBTRACTION



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23

$24 - 8 =$

16

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17

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21

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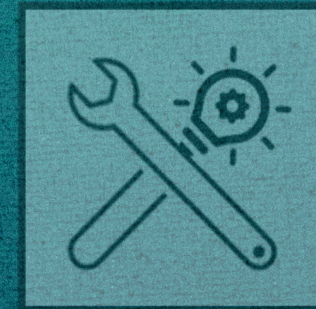
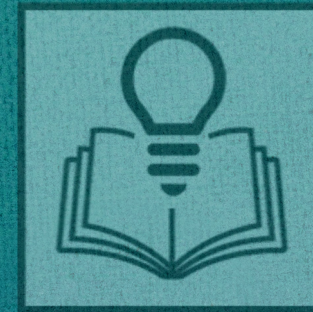
33

$35 - 17 =$

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ENGAGING

NOT ENTERTAINING



EXCELLENT INSTRUCTION

ENGAGING
ENTERTAINING



→ Engaging not entertaining



SECTIONS IN EACH OF THESE THREE

WHAT WE WANT IT TO BE (KEY IDEAS)

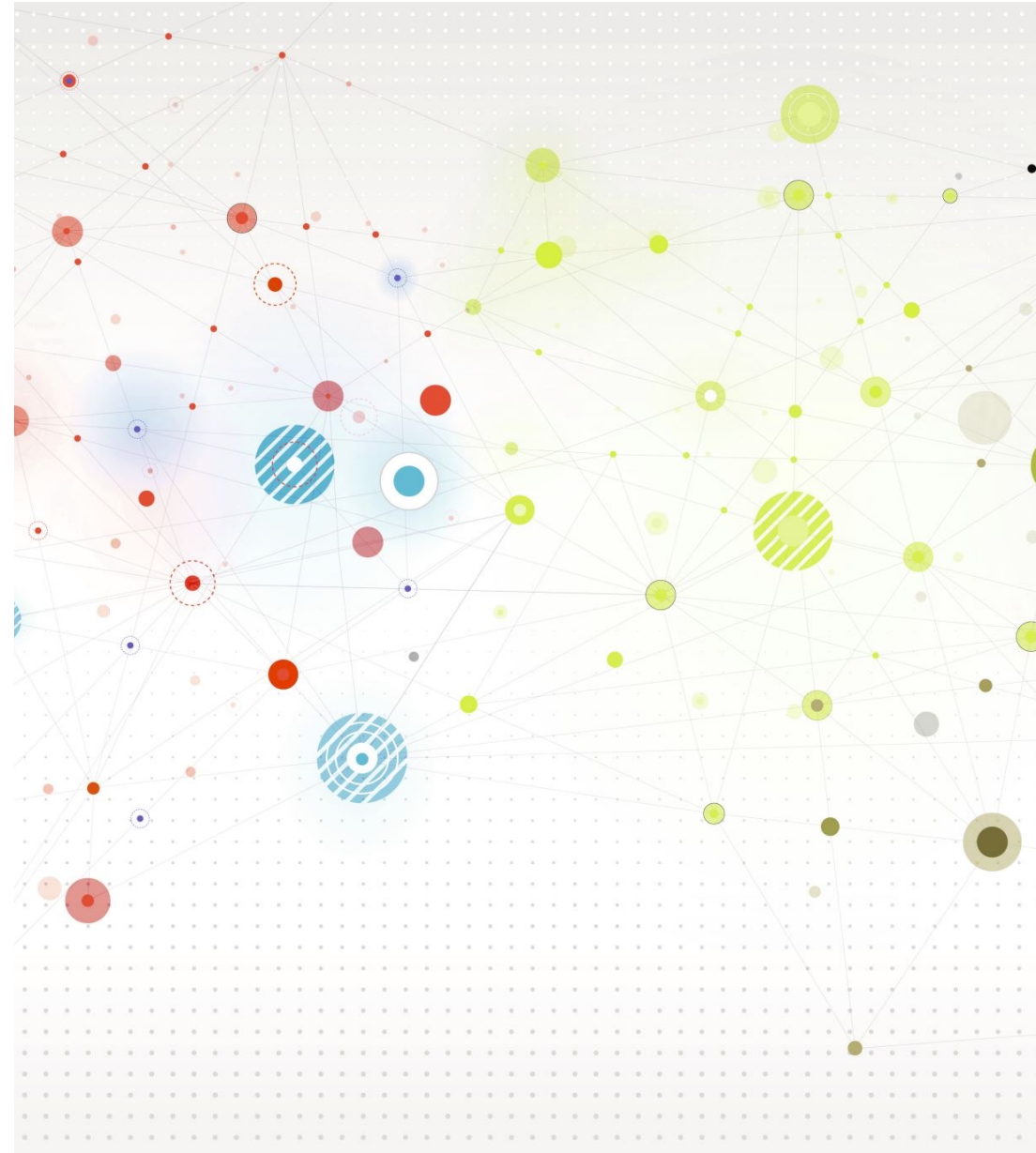
WHAT IT ENDS UP BEING (REPLACEMENT WORD),

AND EXAMPLE SCENARIOS X 2

TAKE PEOPLE THROUGH HOW TO DO IT WELL, AND USE EDI (NOT NAMED) TO DO IT

- WITH DEMO LESSON

REMINDER OF WHY IT'S A PART OF EXCELLENT INSTRUCTION



ENGAGEMENT NORMS

DataWORKS Student

ENGAGEMENT NORMS

- **Pronounce With Me**
- **Track With Me**
- **Read With Me**
- **Gesture With Me**
- **Pair-Share**
A→B, B→A
- **Attention Signal**
Eyes Front, Back Straight
- **Whiteboards**
Chin-it
- **Complete Sentences**
Public Voice, Academic Vocabulary

**EXPLICIT DOESN'T
MEAN BORING!**





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UNIVERSITY**

STUDENT EXAMPLE!



The Scandinavian weather and terrain (high mountains, dense forests, many waterways, and natural harbors) made it difficult to travel by land for the Vikings. Beginning in the late 700s CE and until the 1000s CE, the Vikings launched a series of raids against the rest of Europe. No town, castle, or monastery in the way of the Vikings was safe from burning and looting.

In this chapter they are going to learn how the Vikings used the resources they had at hand, including forests and natural **waterways**, to become one of the greatest **seafaring** cultures of their time. We will learn just how important ships were to the Vikings' success.



Teacher and students read together.



Apart from invading, what were the Vikings known for?



Apart from invading, the Vikings were known for __, __, and __.

Vocabulary

waterways, n. rivers, lakes, fjords.

seafaring, adj. regularly travelling by sea

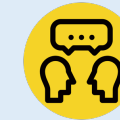


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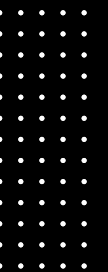
Teacher and students read together.

TODAY'S LEARNING GOAL

I will describe how ships were important to the Viking way of life.

Video

- Watch the video
- Write notes on your whiteboards, to discuss as a class



A Young Boy's Dream

Ivar did not want to leave his homeland, but he longed to sail on one of these great ships. He had listened to the stories of the old sailors. He already knew how to find his way by using the sun and the stars as guides. And he knew what to do if his ship ever got lost at sea: The Vikings had noticed that birds at sea usually flew toward land. So, they took caged birds with them on their ocean voyages. If they became lost, the sailors simply released the birds—and followed them to safety. 🗣️

Ivar imagined what it would be like to sail on a long journey. He knew that at the beginning of the voyage, the ship sailed close to the coastline and beached on land for the evening. The sailors would light campfires and hang big cooking pots over them.

When the ship sailed into the open ocean, the voyage would become more difficult. The sea might be dotted with icebergs. The waves could be fierce. While at sea, there were no cabins on Viking ships to protect the sailors from bad weather. The sailors would be cold and wet most of the time. But when the ship was **moored**, or at anchor, a tent-like awning could be used to provide shelter.



Teacher read-aloud



Why did Vikings carry birds on their ocean voyages?



The Viking carried birds on their ocean voyages so that ____.



Viking ships were sleek and fast, but while at sea they offered little protection to the people on board.

Vocabulary

moored, v. secured in place using chains, ropes, or an anchor



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Vocabulary

moored, v. secured in place using chains, ropes, or an anchor



Viking ships were sleek and fast, but while at sea they offered little protection to the people on board.

 Why were ships important to the Viking way of life?

Check-in,
before
independent
practice

Your task today:



Independent Reading (10-15 mins)
**This is when you provide additional
small group work**

Read the text provided to you.

As you are reading, follow the Reading Comprehension Process:

- ask myself, does it make sense?
- resolve any unknown vocabulary and write it down

At the end of each paragraph, answer the questions to show your understanding.



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STUDENT EXAMPLE COMPLETE

SHOULDN'T LEARNING ALWAYS BE FUN???

- **Many schools push the priority that learning should always be fun.**
 - Critical View: Not all learning is *always* fun
 - Lemov (2020) : But joy is there!
- **Teacher's role: maximise opportunities for success and building a culture that values hard work, persistence, and error**
- **Help students to feel valued, successful and that they belong**
- **When things get hard for students ... Avoid this trap!**
 - Don't be pressured to lower the bar.
 - Instead - do the work to get your students experiencing success and a sense of trust and being valued. (add supports, break it down, build it back up)



STUDENT EXAMPLE!

Credit to DoE Employee – David Morkunas

UNITS OF TIME

years in a
millenium

1000

COMPASS DIRECTIONS



Northeast

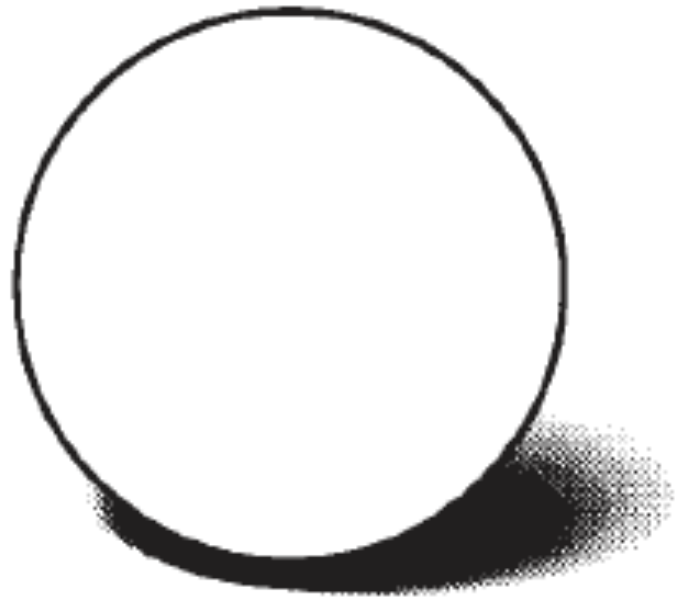
NE

UNITS OF MEASUREMENT

KB

kilobytes

3D SOLIDS



sphere

UNITS OF TIME

days in
October 31

UNITS OF TIME

days in
September 30

SKIP COUNTING BY 9s

M

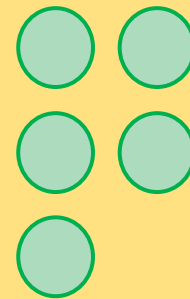
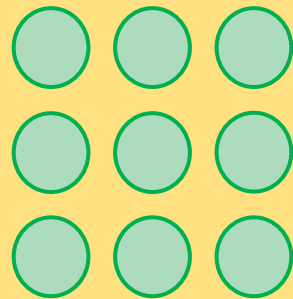
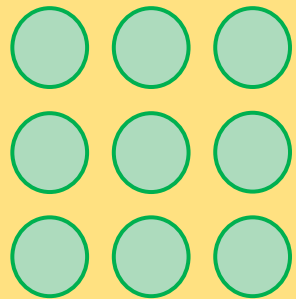
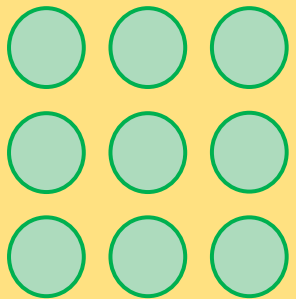
Let's skip count
forwards by 9s,
starting from 9.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

SUBITISING

M

How many objects are there?



Half the collection.

Double the collection.

Divide by 8.

MULTIPLICATION FACTS – x9

W

$1 \times 9 = 9$

$3 \times 9 = 27$

$6 \times 9 = 54$

$10 \times 9 = 90$

$7 \times 9 = 63$

$8 \times 9 = 72$

$2 \times 9 = 18$

$5 \times 9 = 45$

$9 \times 9 = 81$

$4 \times 9 = 36$

$18 \times 9 = 162$

$5 \times 90 = 450$

$60 \times 90 = 5,400$

$385 \times 9 = 3,465$

$66 \times 39 = 2,574$

$139 \times 9 = 1,251$

VERTICAL ADDITION WITH RENAMING

E

With renaming:

Always start with the place furthest to the right.

~~“1 hundred add 3 hundreds equals 4 hundreds.”~~
~~“6 ones add 6 ones equals 12 ones.”~~
~~“4 hundreds add 3 hundreds equals 7 hundreds.”~~
~~“6 tens add 4 tens equals 10 tens.”~~

“Rename as 1 hundred, 0 tens.”

Write the ~~tens~~ in the ~~tens~~ column.

Write the ~~hundreds~~ in the ~~hundreds~~ column.

Move to the ~~tens~~.

The answer is 702.

$$\begin{array}{r} 11 \\ 356 \\ + 346 \\ \hline 702 \end{array}$$

VERTICAL ADDITION WITH RENAMING

A green square containing a white letter 'W'.

Write the following questions on your whiteboard vertically and solve.
Make sure you say the algorithm softly to yourself while you work.

$$\begin{array}{r} 11 \\ \text{a) } 367 \\ + 384 \\ \hline 751 \end{array}$$

$$\begin{array}{r} 11 \\ \text{b) } 268 \\ + 435 \\ \hline 703 \end{array}$$

$$\begin{array}{r} 22 \\ \text{c) } 467 \\ 588 \\ + 268 \\ \hline 1323 \end{array}$$

$$\begin{array}{r} 111 \\ \text{d) } 8.466 \\ + 3.894 \\ \hline 12.360 \end{array}$$



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STUDENT EXAMPLE COMPLETE!

EXCELLENT INSTRUCTION

ENGAGING
~~ENTERTAINING~~

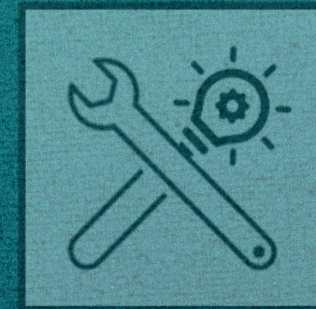
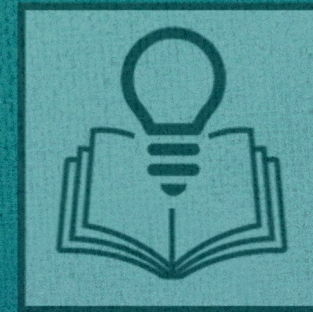


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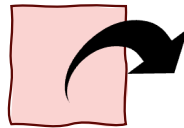
INCLUSIVE

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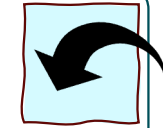


EXCELLENT INSTRUCTION

INCLUSIVE
EXCLUSIVE



→ Inclusive not exclusive



CFU

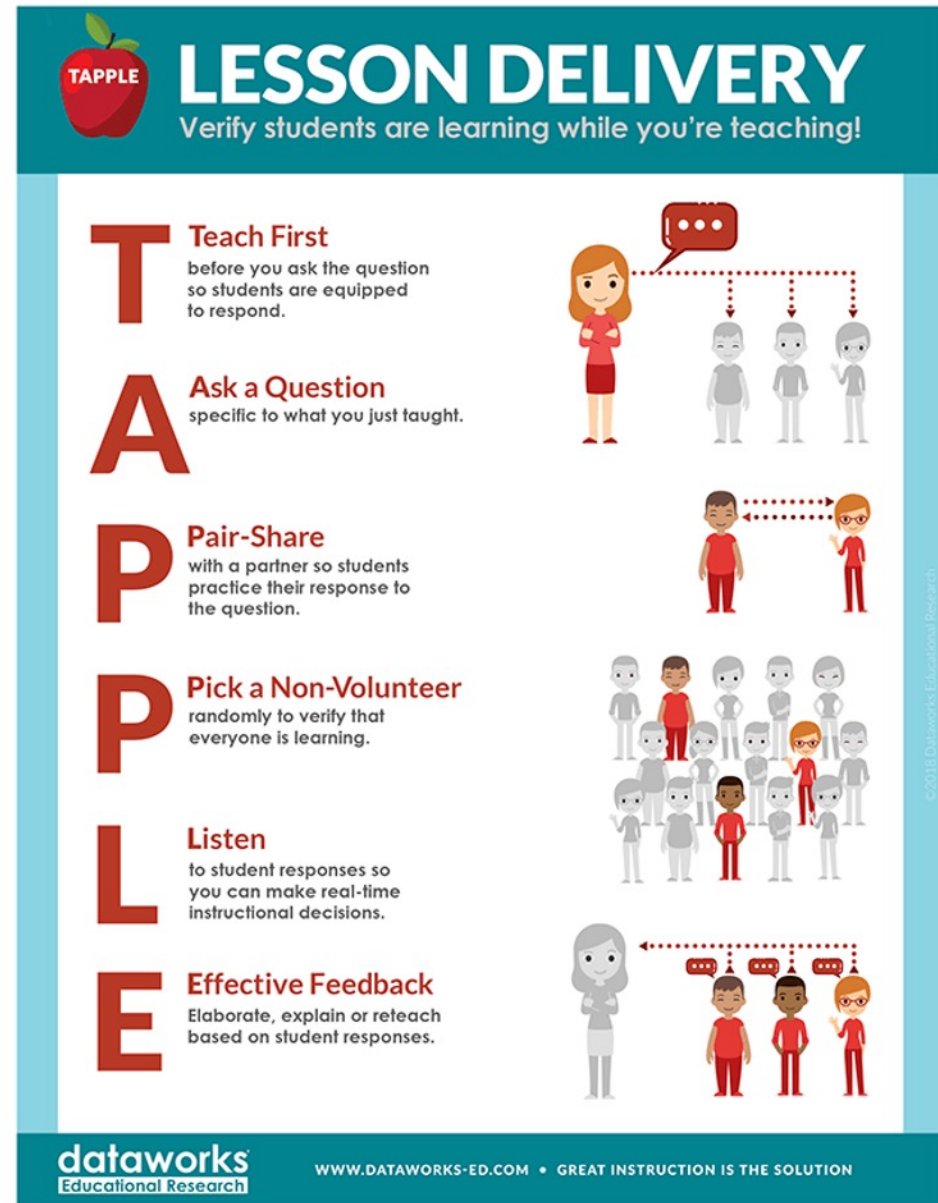
(Hollingsworth and Ybarra, 2018)



Checking for understanding is the teacher continually verifying that students are learning what is being taught while it is being taught.

TAPPLE POSTER (ONE WAY TO CFU)

(Hollingsworth and Ybarra, 2018)



TAPPLE **LESSON DELIVERY**
Verify students are learning while you're teaching!

T **Teach First**
before you ask the question so students are equipped to respond.

A **Ask a Question**
specific to what you just taught.

P **Pair-Share**
with a partner so students practice their response to the question.

P **Pick a Non-Volunteer**
randomly to verify that everyone is learning.

L **Listen**
to student responses so you can make real-time instructional decisions.

E **Effective Feedback**
Elaborate, explain or reteach based on student responses.

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The poster features six rows of text and illustrations. Each row corresponds to a letter in the acronym TAPPLE. The illustrations show a teacher interacting with students in various ways: teaching first, asking a question, pair-sharing, picking a non-volunteer, listening, and providing effective feedback. The background is a light blue gradient with a dark blue header and footer.



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STUDENT EXAMPLES!

LESSON DELIVERY
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E **Effective Feedback**
elaborate, explain or rephrase based on student responses.

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Animals need some key things in order to survive: water, food and shelter. In places where lots of animals are found, plants are often in abundance. This is because some animals need plants for food.

The areas around rivers often have many plants because there is water available for them to thrive. Trees often grow there too and provide shelter for animals. The river itself is a source of water for animals. Furthermore, many animals live in rivers, like fish. Because of these factors, rivers often support lots of wildlife.



Teacher read-aloud



Why might an animal choose to live near a river?



An animal might choose to live near a river because _____.



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Teacher read-aloud



Why might an animal choose to live near a river?



An animal might choose to live near a river because there is available water and food around rivers. Trees often grow there too, which provides shelter.



The Congo River, a wide river in the middle of Africa, has many small waterfalls and islands. These features, along with the danger of **rapids**, make travelling on some sections of the river impossible. 🗨️

In 1897, gold was discovered in Klondike, Canada. Excited travellers quickly built simple boats and travelled down the Yukon River to reach its meeting with Klondike River. Little did they know that the Yukon has several small waterfalls. Of the 800 boats that travelled the river, 150 were wrecked. Sadly, ten people drowned on the journey, confirming that the power of rivers must be respected.



Teacher and students read together.



Why would rapids make it dangerous to travel on the Congo River?



Rapids would make it dangerous to travel on the Congo River because ____.

Vocabulary

rapids, n. a place on a river there the water moves swiftly and violently



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Teacher and students read together.



Why would rapids make it dangerous to travel on the Congo River?



Rapids would make it dangerous to travel on the Congo River because **the water in them makes it difficult to control boats** (because the water runs quickly and violently).

Vocabulary

rapids, n. a place on a river there the water moves swiftly and violently

WHERE IS INQUIRY LEARNING?

“Students should inquire from a place of knowledge”

- Whole class, explicit instruction levels the playing field.



read2Learn
n



There is a tributary going to the river. →

The rocks are to show people's houses. →

Irrigation of crops next to the river →

There is fish in the ocean →



Success!
Ryan

Well done!



← The source of the river is at the base of the mountain.

← traps and bushes along the river.

← There is a bridge. There is a boat made from leaves next to the bridge.

← People here somewhere. Why do people settle close to rivers?

← river going in to the ocean.

← The mouth of the river where the river goes out to the ocean.



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STUDENT EXAMPLES COMPLETE!

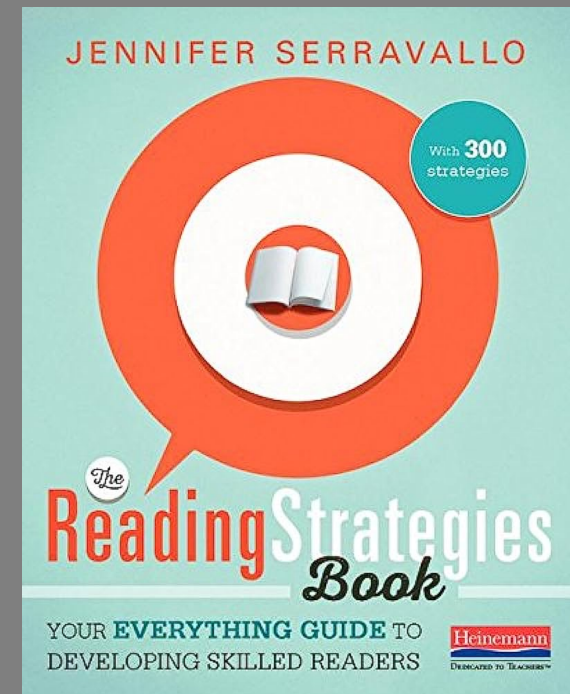
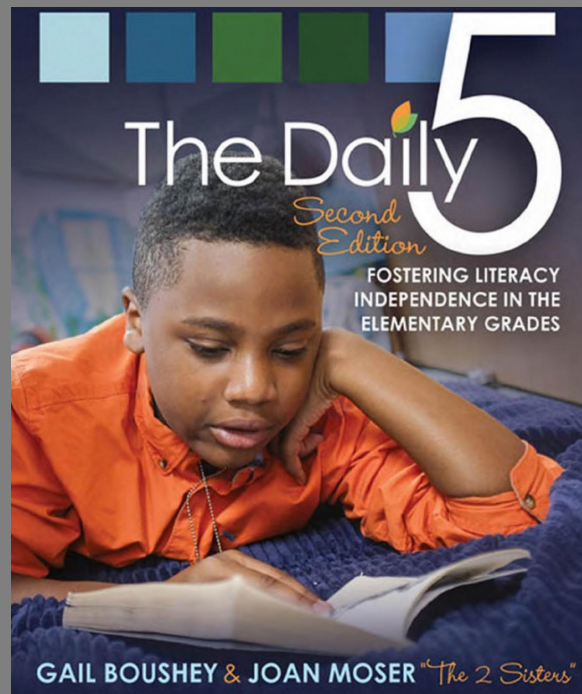
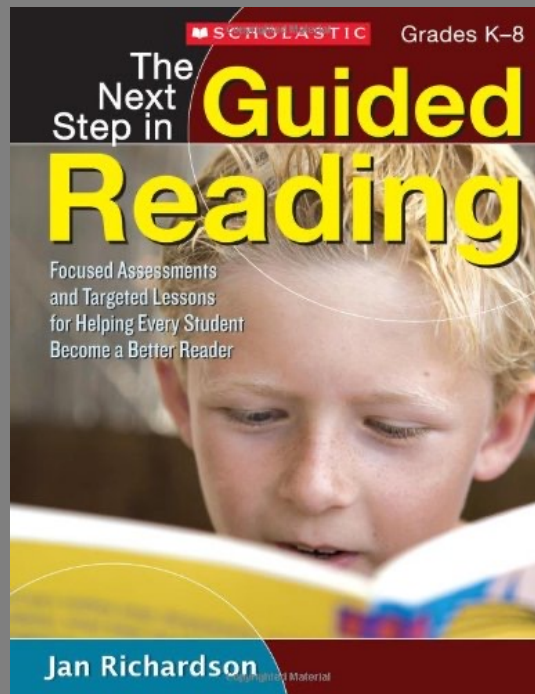
Aren't small groups best practice??



read2Learn
n



THREE PROMINENT PROFESSIONAL TEXTS



RICHARDSON (2009, P. 67)

“

It is true that whole-group reading instruction takes less time to prepare and deliver than guided reading instruction, but efficiency does not equate to effectiveness.

They must also provide differentiated small-group instruction that targets those specific needs ... it is just not possible to meet every student's needs with a single lesson.

BOUSHEY, G., & MOSER, J. (2014, P. 74)

“

The average number of years our children are in age parallels the average number of minutes they can maintain attention during direct instruction- whole group, small group, or one-on-one as measured by PET scans. (p. 28)

[quoting conversation with Kenneth Wesson]

PROBLEMATIC IDEA

Students learn best in differentiated guided groups.

GUIDED READING

GUIDED READING

GUIDED READING

Applies to workshop model for writing, and independent maths problem solving tasks as the instruction

WHAT WE KNOW FROM RESEARCH

- Whole class explicit instruction is very effective



WHAT MAKES IT PROBLEMATIC?

- Small amount of instruction only
- Missing time with the teacher!
- Lower ability groups miss out on the challenging curriculum

ADDRESSING THE IDEA with TEACHERS

- You don't need work individually to monitor progress or differentiate support
- Whole class = more time with teacher
- Adaptive, responsive teaching

What about differentiation?

How do you differentiate without small group instruction?

=====

Differentiation as → built in support + extension

Differentiation as different exit points





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STUDENT EXAMPLE!



Decoding- use our reading tools

sigh

high

right

light

night

tight

sight

bright

fright

slight

1. Sound it
(Keep our voice on)
2. Blend it

Spelling Demonstration- use our spelling tools



Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The lines are empty, intended for writing practice.

1. Say it
2. Sound it
3. Sound and Write it
4. Read it



Spelling- use our spelling tools

high

tight

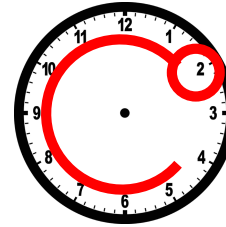
sigh

bright

fright

1. Say it
2. Sound it
3. Sound and Write it
4. Read it

Clockface (2)- lower case



d a c o s

Let's play in the rain.

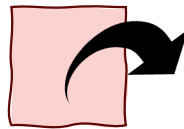


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STUDENT EXAMPLE COMPLETE!

EXCELLENT INSTRUCTION

INCLUSIVE
~~EXCLUSIVE~~

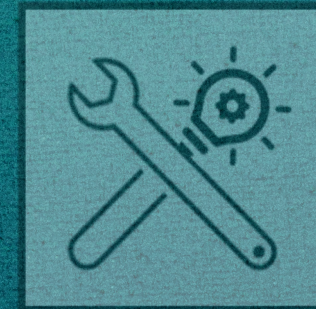
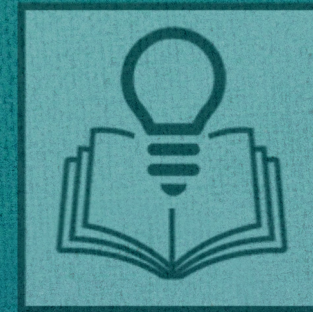


→ Inclusive not exclusive



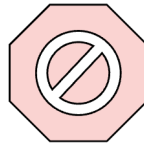
RESPONSIVE

NOT DISMISSIVE



EXCELLENT INSTRUCTION

RESPONSIVE
DISMISSIVE



→ **Responsive not dismissive**



TO RESPOND TO STUDENT NEEDS SHOULD WE:

(A) CATER TO STUDENT **INTEREST**, OR (B) BUILD STUDENT **FOCUS AND CAPABILITY** ?

Both teachers below face a common challenge: their students are not enthusiastic about or confident with writing. However, they each try a different approach to address this issue.

TEACHER A - ANASTASIJA

Anastasija noticing the lack of interest in writing, decides to tap into their students' passion for Marvel Heroes. Believing that incorporating their interests will make writing more enjoyable and meaningful, Teacher A enthusiastically shares their plan with the class.

Despite Anastasija's initial enthusiasm and efforts to engage the students with writing through Marvel Heroes, the outcomes were not as expected.

The students did write some piecemeal pieces about their favourite heroes, but the writing tasks lacked depth, structure, and meaningful learning experiences. As the days passed, it became evident that the students were not growing as writers, and their motivation for writing remained stagnant.

TEACHER B - KIARA

Kiara, understanding the struggle her students faced with writing, decides to take a gradual and supportive approach to build their writing skills.

"Students, I know that writing can be challenging and overwhelming at times, but don't worry; we'll figure it out together step by step! We'll start by focusing on one aspect at a time, and once we feel confident in that aspect, we'll add more elements to our writing. Remember, each of you is capable of learning, and we'll celebrate every success along the way!"

As the weeks passed, Kiara's step-by-step approach and individualised support proved to be transformative, as the students' writing skills flourished, and their newfound confidence and motivation for writing shone through in the imaginative stories they crafted.



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STUDENT EXAMPLE!

Week 5

Introduction to Appositives

Ask discussion question
Briefly note examples of ways
of adding detail

APK



This is Melbourne. Melbourne is a place and so it is a Noun.

We can describe further it by using different noun phrases.

For example:

a coastal city
the capital of Victoria
a famous Australian city
the world's most liveable city



Teacher reads aloud



Canberra is the name of another place. What other noun phrases could we use to describe it?



Some noun phrases we could use to describe Canberra are:



Teacher and students read together.

TODAY'S LEARNING GOAL

I will add appositives
to basic sentences.



Appositives



Teacher and students read together.

What is an appositive?

An appositive is a noun phrase that can be included after a noun, to provide more information.

An example of a simple sentence could be: **Kaleb drove the truck.**

More information about the noun, **Kaleb**, could be:

The dedicated postman. Both the word **Kaleb** and the noun phrase **the dedicated postman** are talking about the same thing.

This would look like this: **Kaleb, the dedicated postman, drove the truck.**

We have created a sentence that includes an appositive!



Can you think of a noun phrase to describe the dog in this sentence?

The dog chased the ball.



Examples may be:

The dog, **a slobbering beast**, chased the ball.

The dog, **a cute poodle**, chased the ball.

The dog, **an excited furball**, chased the ball.

Model Left
Read example
Students complete

GUIDED PRACTICE

Notetaking



Teacher Models Left Example,
Students Complete Right Example

La Trobe University is my place of work.

La Trobe University, a centre for innovative research and teaching, is my place of work.

Melbourne is the home of the AFL.



Melbourne, the capital of Victoria, is the home of the AFL.

STEPS

1. Read the whole sentence.
2. Identify the head noun.
3. Think of a noun phrase the you could use as an appositive.
4. Write the appositive in and bracket it with commas.

Your task today



Add an appositive to the following sentences and underline it.

1. Soccer is played across the globe.
2. Sydney is a tourist hub.

STEPS

1. Read the whole sentence.
2. Identify the head noun.
3. Think of a noun phrase the you could use as an appositive.
4. Write the appositive in and bracket it with commas.



Full Sentences



Capital Letters



Punctuation

SUCCESS ?

- Can explain what an appositive does?
- Can identify an appositive?
- Can add appositives after nouns in sentences?



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STUDENT EXAMPLE COMPLETE!

HIGH EXPECTATIONS

TLAC TECHNIQUE 61 WARM/STRICT

What if I don't like the word 'strict'?

The "Warm" Aspect:

1. Building positive relationships with students
2. Demonstrating care, empathy, and respect
3. Creating a supportive and welcoming classroom environment

The "Strict" Aspect:

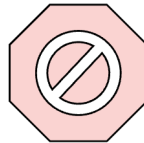
1. Setting clear expectations and boundaries
2. Establishing consistent rules and consequences
3. Providing a structured and disciplined learning environment

Combining Warmth and High Expectations:

1. Believing in students' potential and capabilities
2. Supporting student growth and achievement
3. Creating a conducive learning environment for academic and social success

EXCELLENT INSTRUCTION

RESPONSIVE
~~DISMISSIVE~~



→ Responsive, not dismissive



EXCELLENT INSTRUCTION

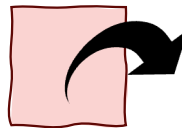
ENGAGING
ENTERTAINING



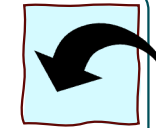
→ Engaging, not entertaining



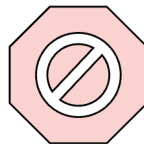
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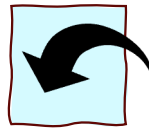
EXCELLENT INSTRUCTION

ENGAGING



→ **Engaging**, not entertaining

INCLUSIVE



→ **Inclusive**, not exclusive

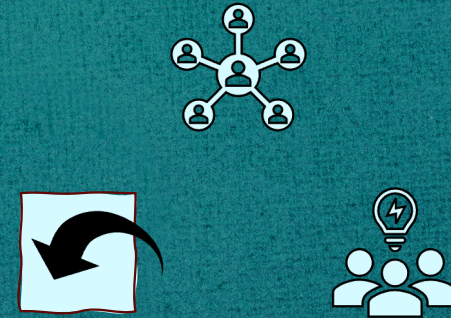
RESPONSIVE



→ **Responsive**, not dismissive

4 E IMPLEMENTATION MODEL

SIMON BREAKSPEAR



HOW DO WE LEAD FOR INSTRUCTIONAL EXCELLENCE?

4 E IMPLEMENTATION

STAGE **1** EXPLORING

STAGE **2** EXPERIMENTING

STAGE **3** EXPANDING

STAGE **4** EMBEDDING

SIMON BREAKSPEAR

REFLECTION AND NEXT STEPS

- What resonated with you?
- What challenged you?
- What opportunities are there?
- What barriers can you foresee?





SOLAR LAB
Science of Language
and Reading Lab



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SENIOR LECTURER – LEARNING SCIENCES AND
LEARNER ENGAGEMENT



Cognitorium

ACCESS SLIDES, STAY IN TOUCH





LEADING INSTRUCTIONAL EXCELLENCE FOR SCHOOL IMPROVEMENT

INNER GIPPSLAND AREA

8 AUGUST 2023



DR NATHANIEL SWAIN
TEACHER, INSTRUCTIONAL COACH,
SENIOR LECTURER



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THANK YOU

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