



# BRINGING INSTRUCTIONAL EXCELLENCE INTO YOUR CLASSROOM:

## Implementing INCLUSIVE + RESPONSIVE Literacy Practices

LATROBE VALLEY  
INCLUSIVE PRACTICE CONFERENCE

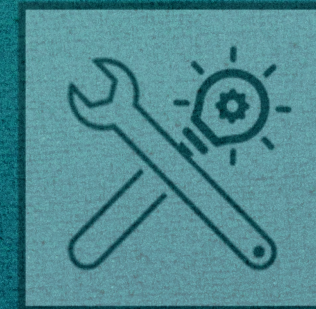
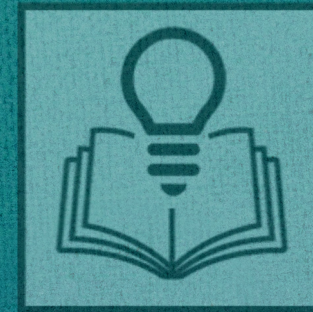
7 SEP 2023



**DR NATHANIEL SWAIN**

TEACHER, INSTRUCTIONAL COACH,  
SENIOR LECTURER

# WHAT MAKES EXCELLENT INSTRUCTION?





# **EXCELLENT INSTRUCTION**

**ENGAGING**

**INCLUSIVE**

**RESPONSIVE**

# ROSENSHINE'S PRINCIPLES



| Sherrington's Strands for Rosenshine     | Rosenhine's 10 Principles (Grouped into strands)                            |
|--|---|
| <b>Sequencing concepts and modelling</b> | RP2 Small steps and practice<br>RP4 Provide models<br>RP8 Provide scaffolds |

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| <b>Sequencing concepts and modelling</b> | RP2 Small steps and practice<br>RP4 Provide models<br>RP8 Provide scaffolds                      |
| <b>Questioning</b>                       | RP3 Ask Questions and Check Responses<br>RP6 Check for Understanding (CFU)                       |
| <b>Reviewing Material</b>                | RP1 Daily Review<br>RP10 Weekly and monthly review.  |
| <b>Stages of practice</b>                | RP5 Guide student practice<br>RP7 Obtain a high success rate<br>RP9 Monitor independent practice |

# EXCELLENT INSTRUCTION

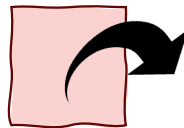
**ENGAGING**  
ENTERTAINING



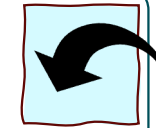
→ Engaging not entertaining



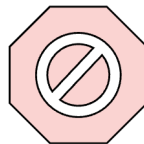
**INCLUSIVE**  
EXCLUSIVE



→ Inclusive not exclusive



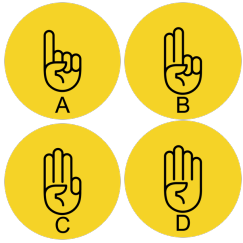
**RESPONSIVE**  
DISMISSIVE



→ Responsive not dismissive



# LEARNING AND ENGAGEMENT ICONS – WARM UP



Multiple  
Choice



Vote



Pair Share



Pick a Stick/Cold Call



Whiteboards



In Your Workbook



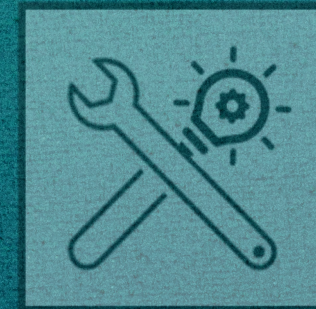
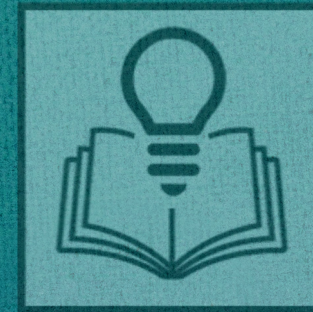
Read-Aloud



Choral Read



# HUMAN COGNITIVE ARCHITECTURE



# **SIMPLE MODEL OF MEMORY**

**INFORMATION PROCESSING MODEL  
(DAN WILLINGHAM)**

- **WORKING MEMORY BOTTLE NECK**

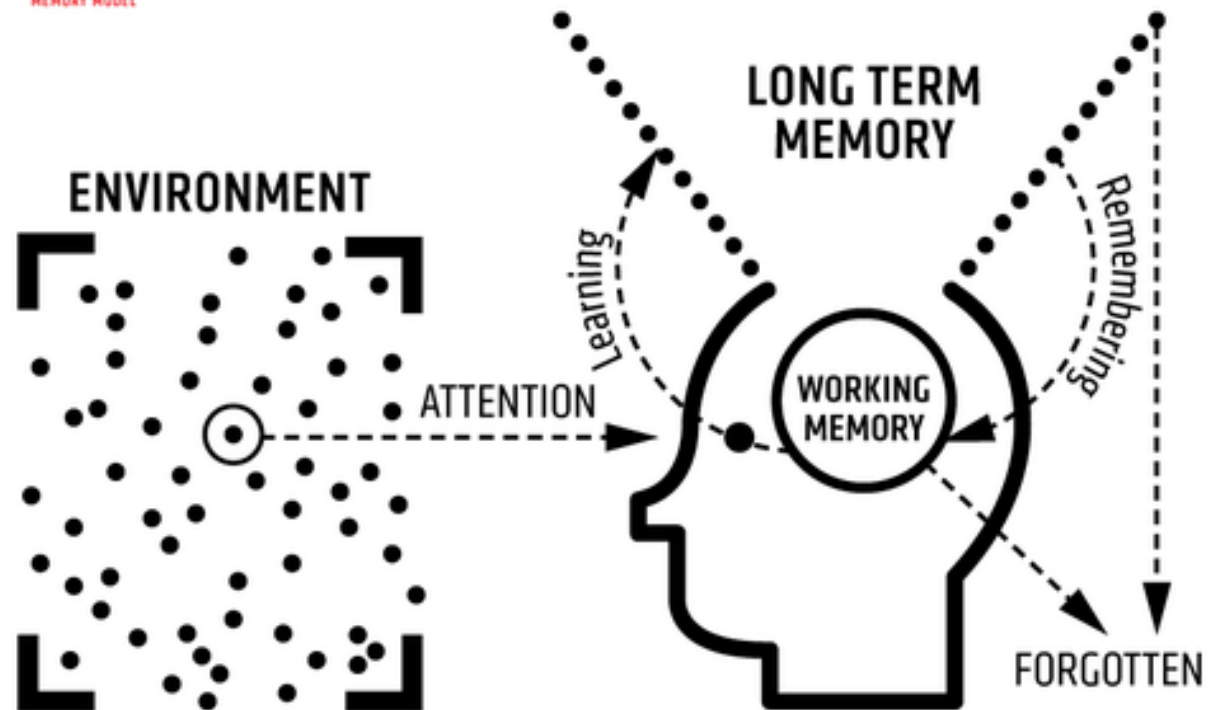
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## INFORMATION PROCESSING MODEL (DAN WILLINGHAM)

- WORKING MEMORY BOTTLE NECK

## COGNITIVE LOAD THEORY (E.G. SWELLER)

**OLICAV**  
OLIVER CARINGALL  
@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

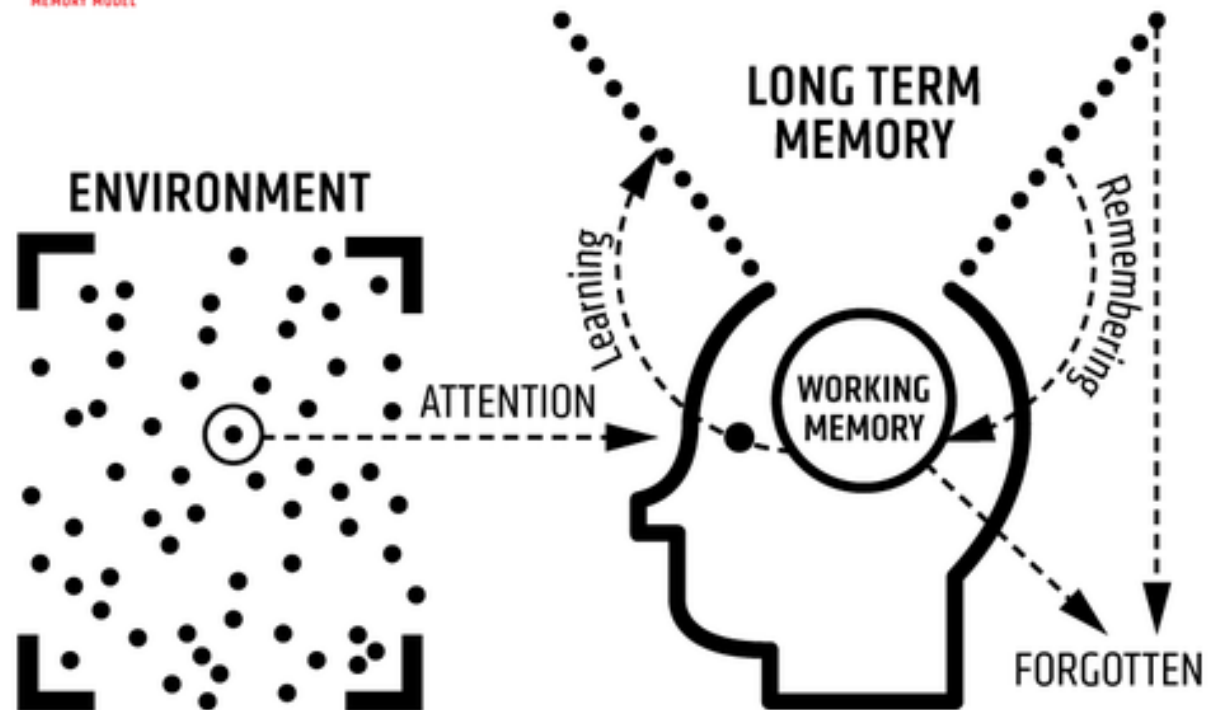
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# MULTICHOICE WHITEBOARD



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~~



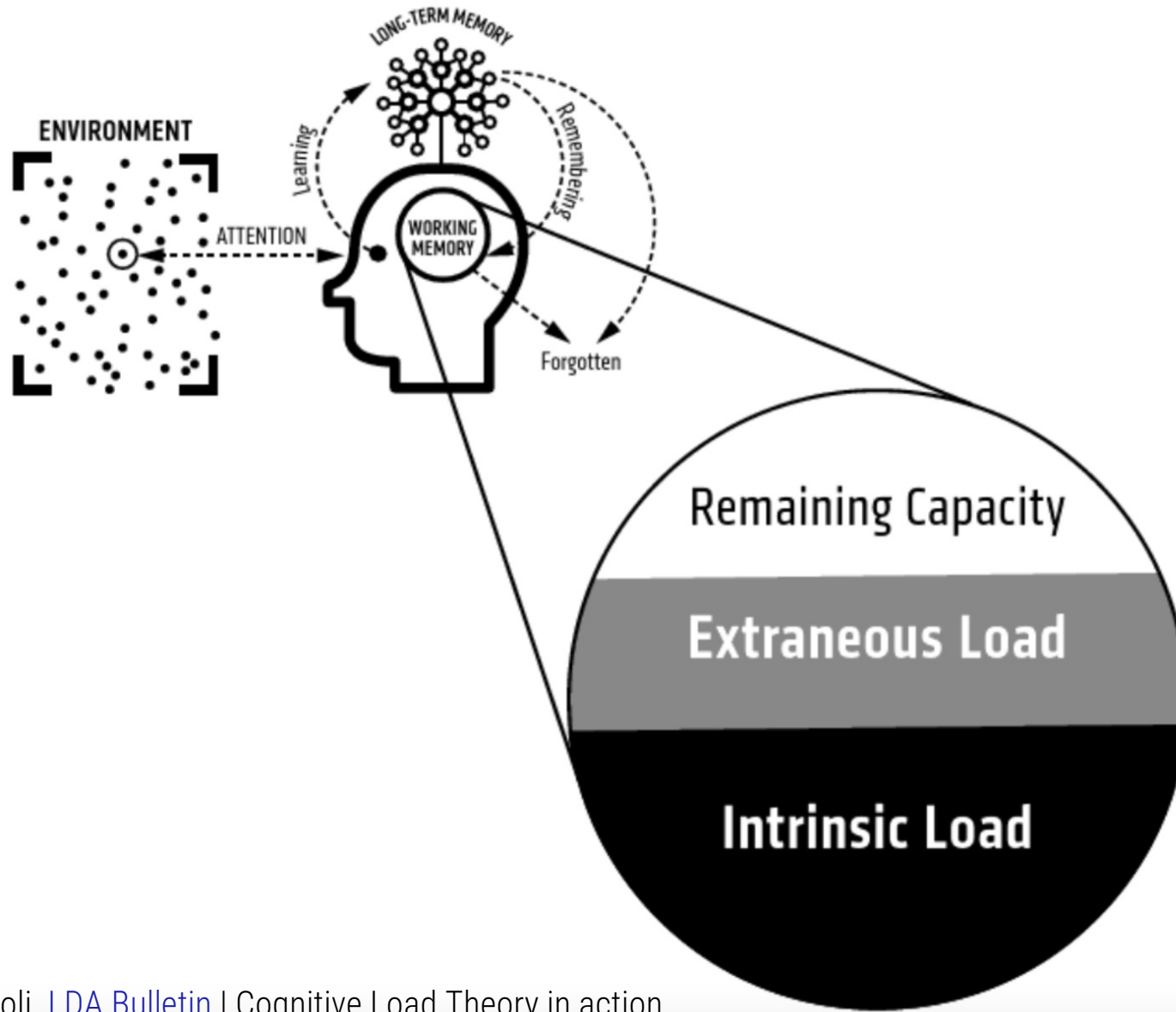
Working memory most resembles a **workspace that is constantly being cleared** because you can use what is there very briefly but if you change tasks, it will be gone.



## 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.

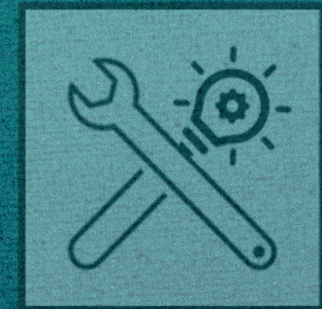
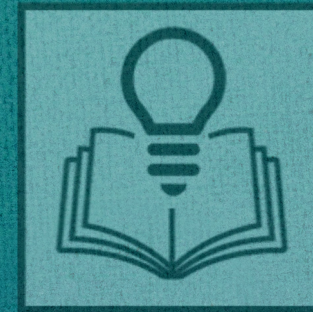
THE FUNDAMENTAL RECOMMENDATION OF CLT IS TO ...

**OPTIMIZE INTRINSIC LOAD**

**AND DECREASE EXTRANEEOUS LOAD**

# ENGAGING

NOT ENTERTAINING



# EXCELLENT INSTRUCTION

**ENGAGING**  
**ENTERTAINING**



→ Engaging not entertaining





# CLUE 1 ADDITION AND SUBTRACTION



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

$12 + 9 =$

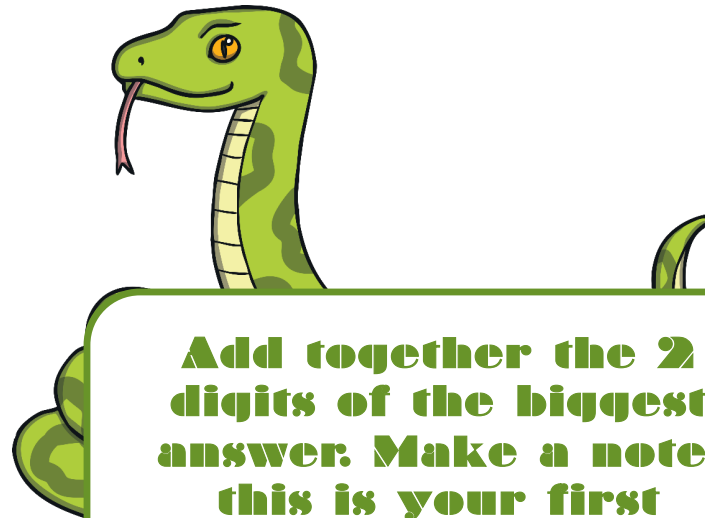
21

$21 + 12 =$

33

$35 - 17 =$

18

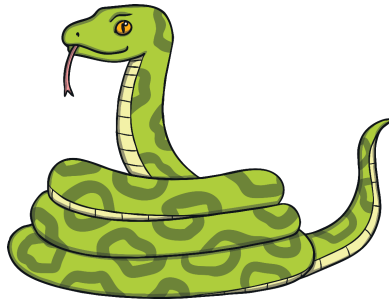


**Add together the 2 digits of the biggest answer. Make a note, this is your first number code.**





## ADDITION AND SUBTRACTION



$7 + 16 =$

23

$24 - 8 =$

16

$30 - 13 =$

17

$12 + 9 =$

21

$21 + 12 =$

33

$35 - 17 =$

18

# 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

## 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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Why did Vikings carry birds on their ocean voyages?



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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





Teacher and students read together.

TODAY'S LEARNING GOAL

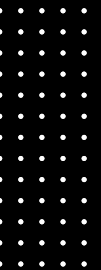
I will describe how ships were important to the Viking way of life.



# Video



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



# 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.

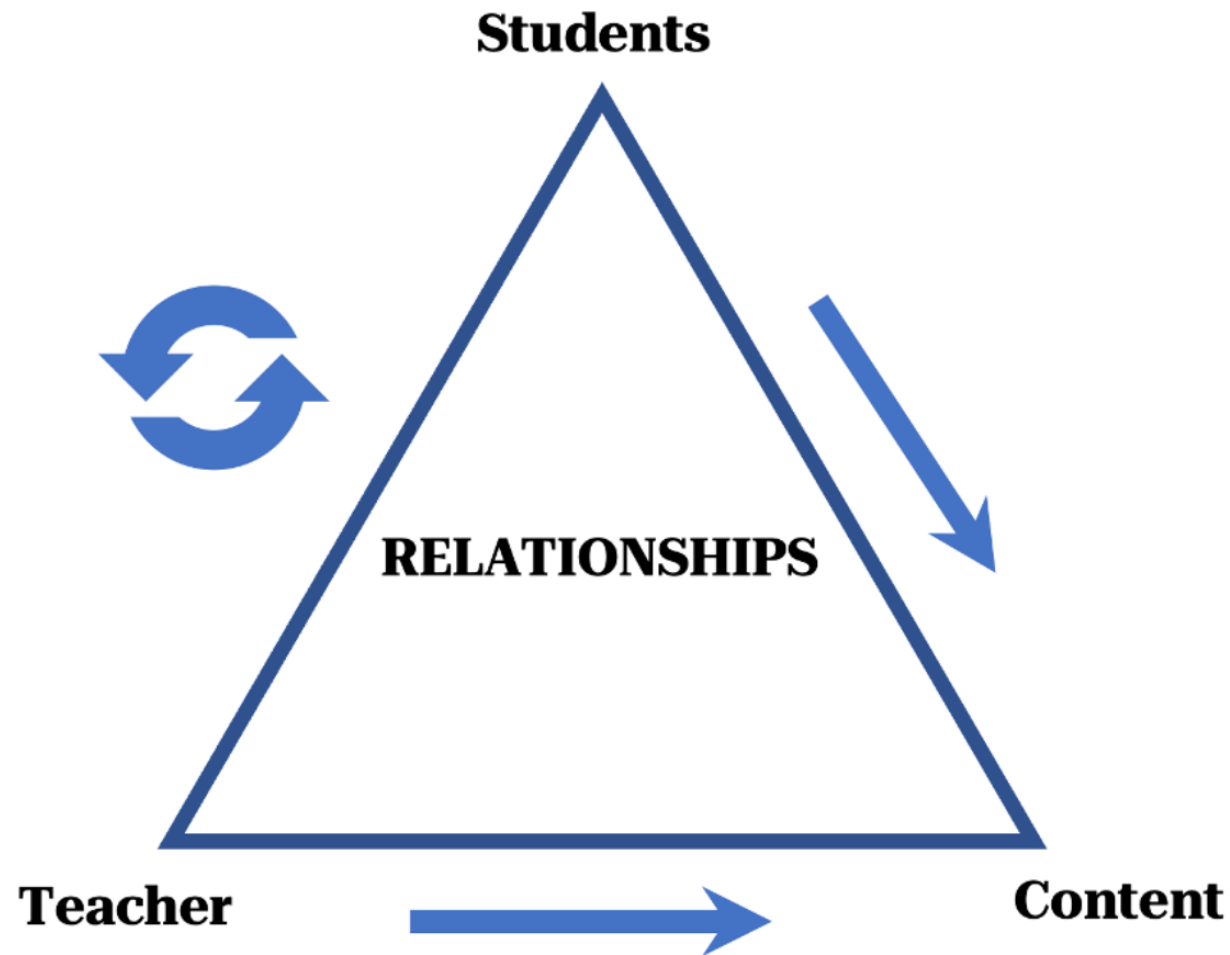


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# **STUDENT EXAMPLE COMPLETE**

# 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)



Adeyemi Stenbridge's Triangle

The [Adeyemi Stenbridge Triangle](#) highlights the interconnected relationships between students, teachers, and content in the learning process.

# EXCELLENT INSTRUCTION

**ENGAGING**  
~~ENTERTAINING~~

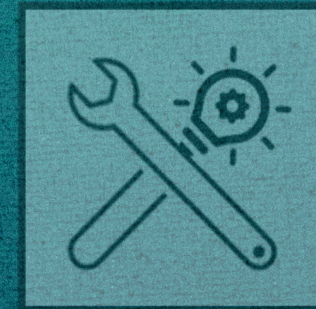
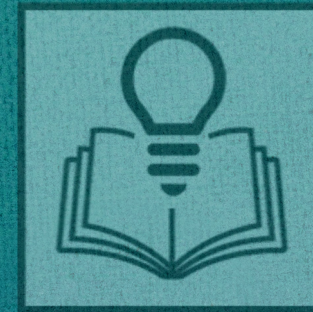


→ Engaging not entertaining



# INCLUSIVE

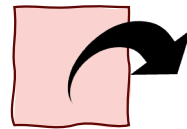
NOT EXCLUSIVE



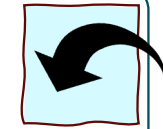


# EXCELLENT INSTRUCTION

**INCLUSIVE**  
**EXCLUSIVE**



→ Inclusive not exclusive



## CFU

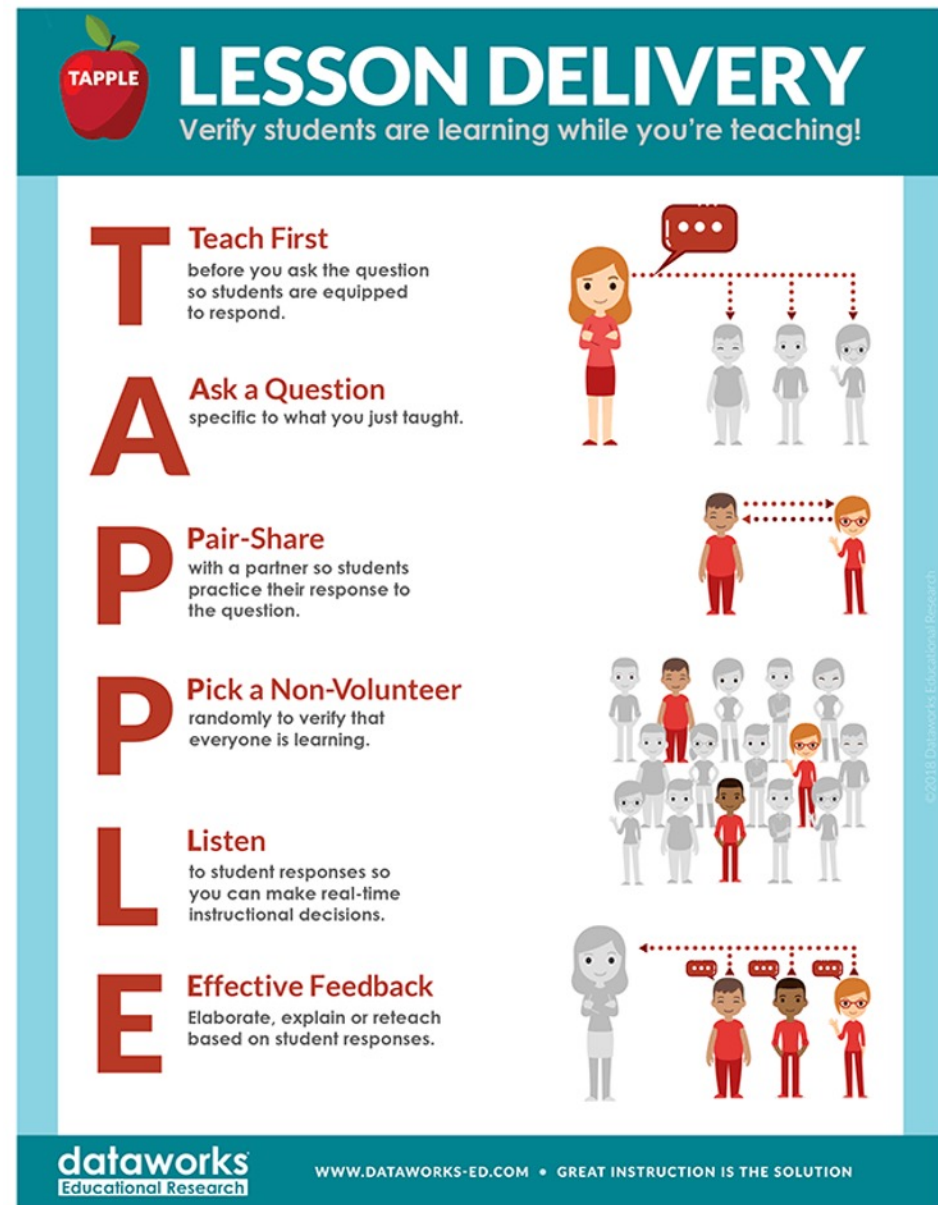
*(Hollingsworth and Ybarra, 2018)*



**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 teal color with a white border.



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# STUDENT EXAMPLES!

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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.

← There are sand bushes along the river.

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

← 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!**

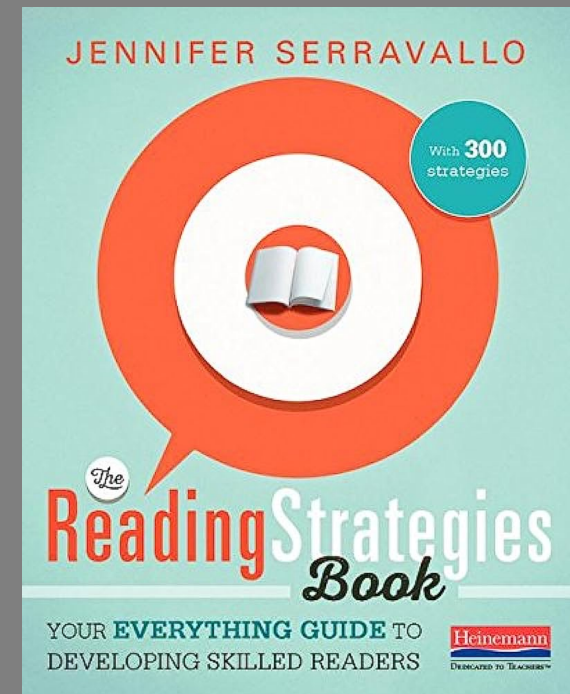
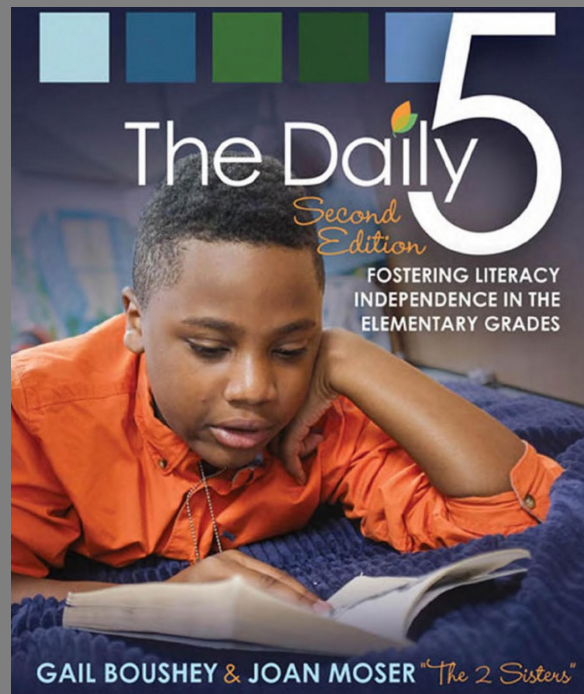
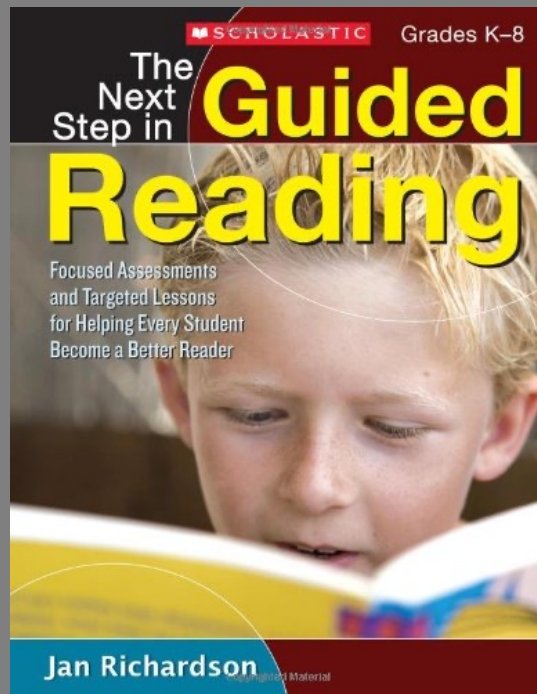
# Aren't small groups best practice??



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 a spelling demonstration.

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



# Spelling- use our spelling tools

high

tight

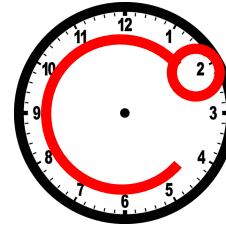
sigh

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.



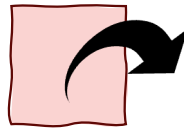
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**STUDENT EXAMPLE COMPLETE!**

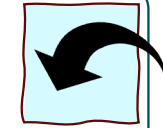


# EXCELLENT INSTRUCTION

**INCLUSIVE**  
~~EXCLUSIVE~~

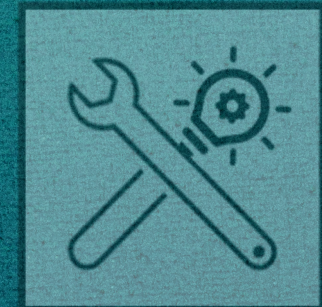
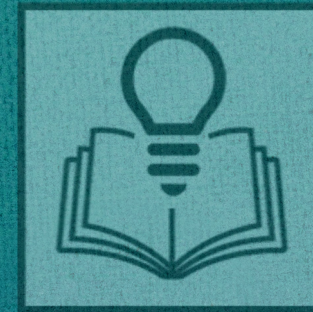


→ Inclusive not exclusive



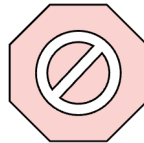
# RESPONSIVE

## 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** ?

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*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:

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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:

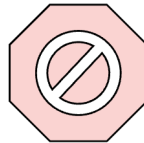
1. Setting clear expectations and boundaries
2. Establishing consistent rules and consequences
3. Providing a structured and disciplined learning environment

### 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

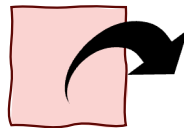
**ENGAGING**  
ENTERTAINING



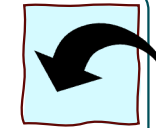
→ Engaging, not entertaining



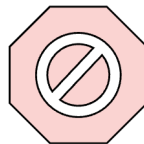
**INCLUSIVE**  
EXCLUSIVE



→ Inclusive, not exclusive



**RESPONSIVE**  
DISMISSIVE



→ Responsive, not dismissive





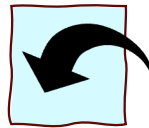
# EXCELLENT INSTRUCTION

**ENGAGING**



→ **Engaging**, not entertaining

**INCLUSIVE**



→ **Inclusive**, not exclusive

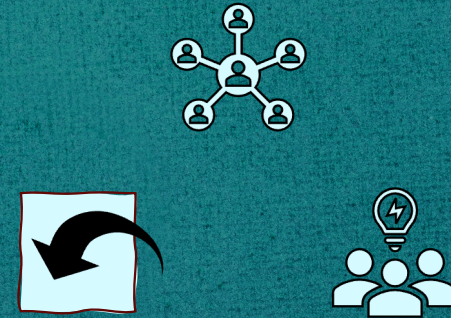
**RESPONSIVE**



→ **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,  
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**THANK YOU**

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