



# INSTRUCTIONAL EXCELLENCE

THE ANTIDOTE TO DISMISSIVE  
TEACHING PRACTICE

**SHARING BEST PRACTICE**

7 OCTOBER 2023



**DR NATHANIEL SWAIN**  
TEACHER, INSTRUCTIONAL COACH,  
SENIOR LECTURER



**Sharing Best Practice**  
**BALLARAT**  
**7th October 2023**

---



# WHAT MAKES EXCELLENT INSTRUCTION?

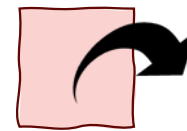


# EXCELLENT INSTRUCTION

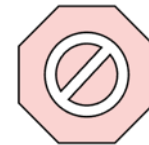
**ENGAGING**  
ENTERTAINING



**INCLUSIVE**  
EXCLUSIVE



**RESPONSIVE**  
DISMISSIVE





# ROSENSHINE'S PRINCIPLES



Sherrington's Strands for Rosenshine	Rosenshine's 10 Principles (Grouped into strands)
<b>Sequencing concepts and modelling</b>	RP2 Small steps and practice RP4 Provide models RP8 Provide scaffolds
<b>Questioning</b>	RP3 Ask Questions and Check Responses RP6 Check for Understanding (CFU)
<b>Reviewing Material</b>	RP1 Daily Review RP10 Weekly and monthly review.
<b>Stages of practice</b>	RP5 Guide student practice RP7 Obtain a high success rate RP9 Monitor independent practice

# EXCELLENT INSTRUCTION

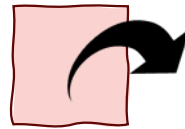
**ENGAGING**  
ENTERTAINING



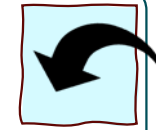
→ Engaging through teaching



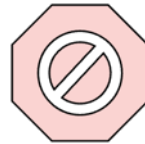
**INCLUSIVE**  
EXCLUSIVE



→ Inclusive: differentiation by support



**RESPONSIVE**  
DISMISSIVE

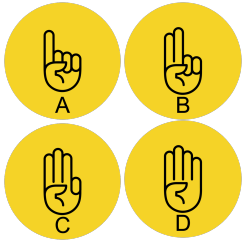


→ Responsive with the long-term in mind

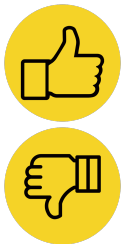




# LEARNING AND ENGAGEMENT ICONS – WARM UP



Multiple  
Choice



Vote



Pair Share



Pick a Stick/Cold Call



Whiteboards



In Your Workbook



Read-Aloud



Choral Read

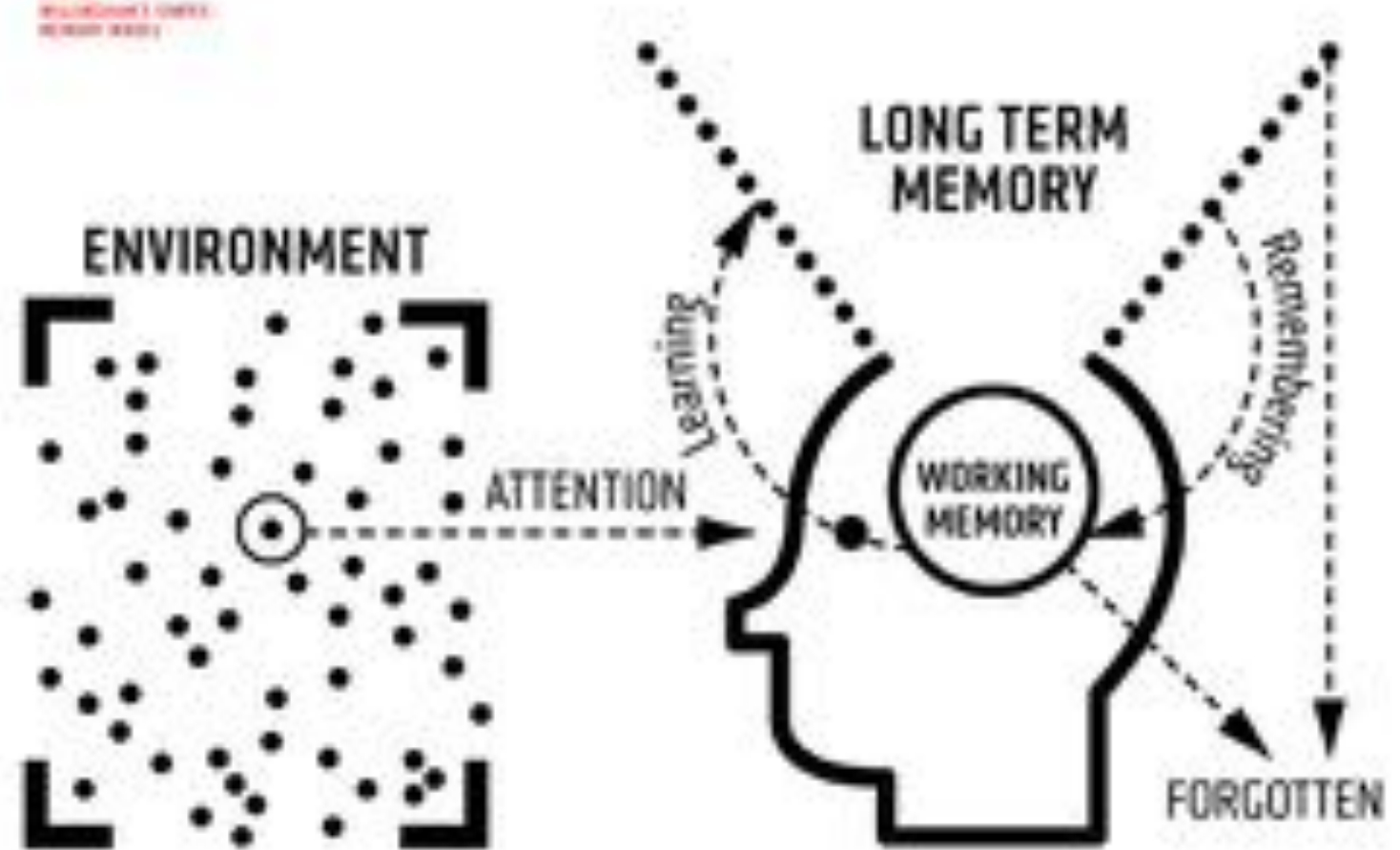
# HUMAN COGNITIVE ARCHITECTURE



# SIMPLE MODEL OF MEMORY

## INFORMATION PROCESSING MODEL (DAN WILLINGHAM)

- WORKING MEMORY BOTTLE NECK



# 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



~~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~~

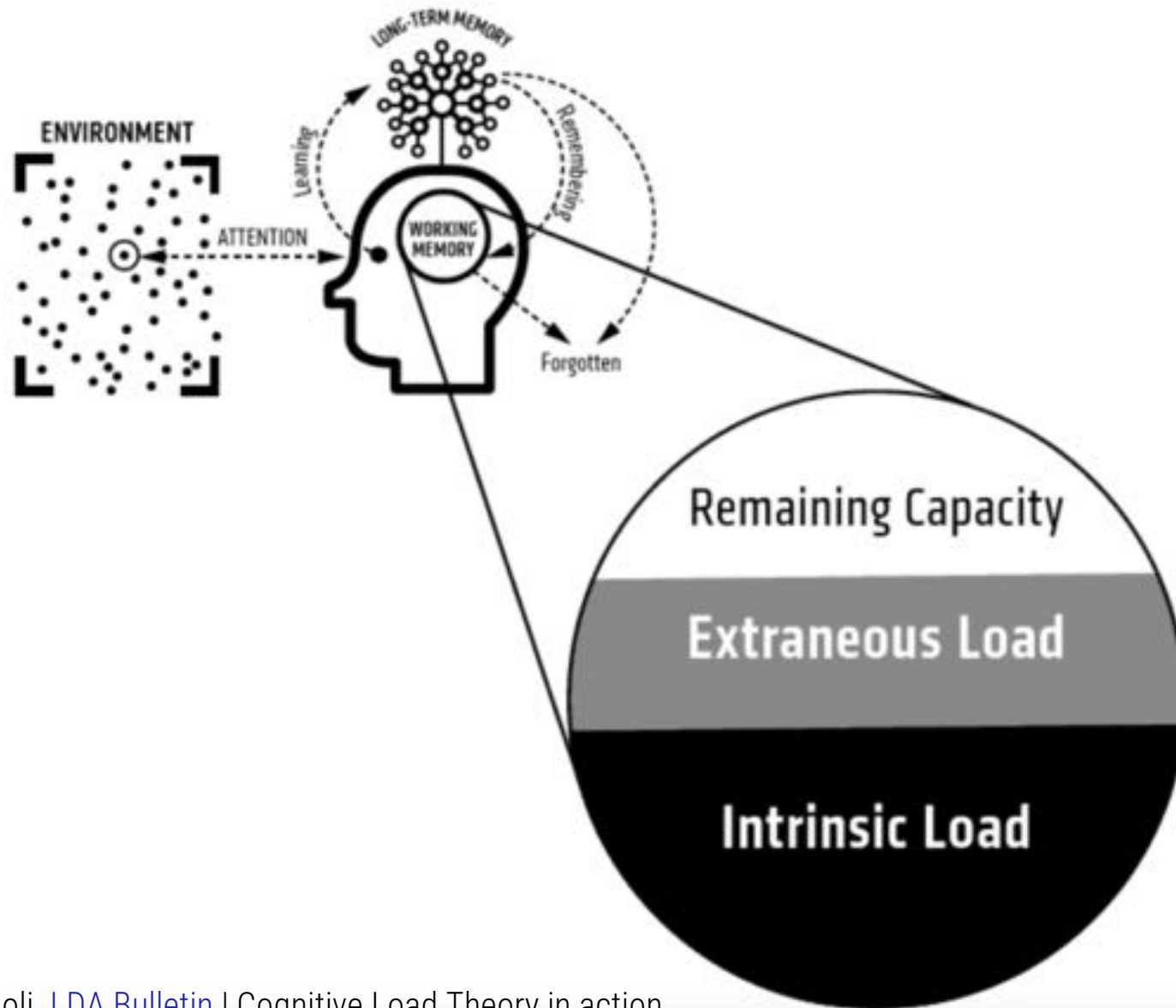


Working memory most resembles a **workspace that is constantly being cleared** because you can use what is there very briefly but if you change tasks, it will be gone.



## COGNITIVE LOAD THEORY

“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 MINIMISE 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, anecdotes!)**
- **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

$12 + 9 =$

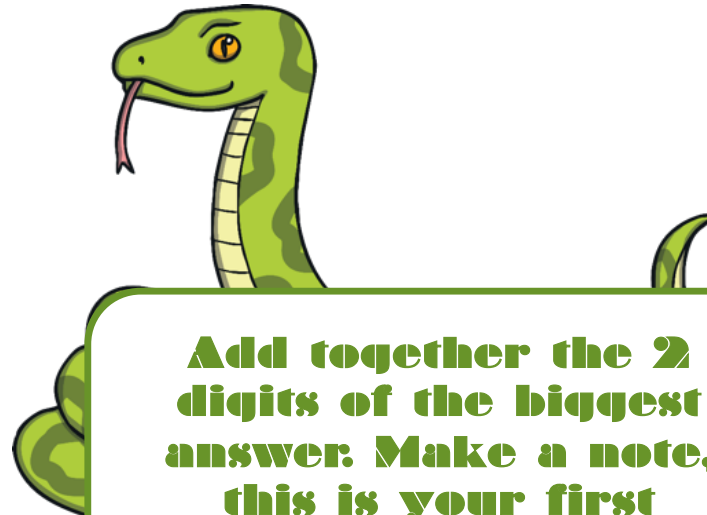
21

$21 + 12 =$

33

$35 - 17 =$

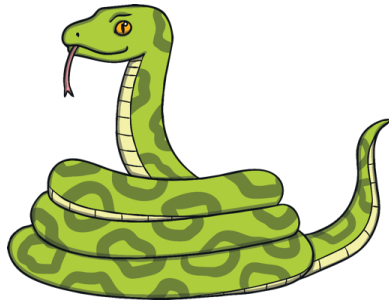
18



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



## ADDITION AND SUBTRACTION



$7 + 16 =$

23

$24 - 8 =$

16

$30 - 13 =$

17

$12 + 9 =$

21

$21 + 12 =$

33

$35 - 17 =$

18

# ENGAGING

NOT ENTERTAINING



# EXCELLENT INSTRUCTION



→ Engaging through teaching



# ENGAGEMENT NORMS

## 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



Teacher and students read together.

TODAY'S LEARNING GOAL

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



## 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.



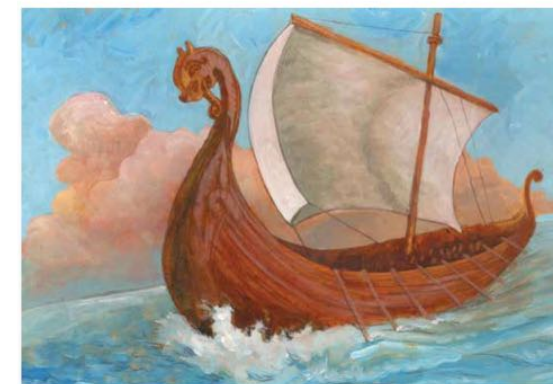
Teacher read-aloud



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

## 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.



Teacher read-aloud



Why did Vikings carry birds on their ocean voyages?



The Viking carried birds on their ocean voyages so that they could follow them back to land.



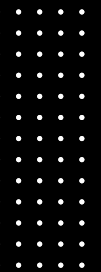
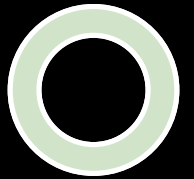
Viking ships were sleek and fast, but while at sea they offered little protection to the people on board.

### Vocabulary

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

# Video

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





**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-LED  
DOESN'T MEAN  
BORING!**





# STUDENT EXAMPLE!

Credit to the indomitable David Morkunas

# WHERE IS INQUIRY LEARNING?

**“Students should inquire from a place of knowledge”**

- Whole class, explicit instruction levels the playing field.

There is a feeder going to the river.

The rocks are to show people's houses.

Irrigation of crops next to the river

There is fish in the stream



Well done!



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

wood and brush along the river

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 when the river goes out to the sea



## SHOULDN'T LEARNING ALWAYS BE FUN ???

- **Critical View:**  
**Not all learning is always fun**
  - Lemov (2020) : But joy is there!
- **Maximise opportunities for success**
- **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:**
  - Don't be pressured to lower the bar.
  - **LIFT THE SUPPORT!**

# EXCELLENT INSTRUCTION

**ENGAGING**  
~~ENTERTAINING~~



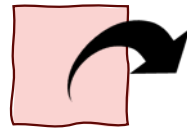
# INCLUSIVE

NOT EXCLUSIVE

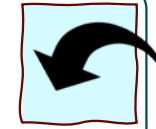


# EXCELLENT INSTRUCTION

**INCLUSIVE**  
**EXCLUSIVE**



→ **Inclusive: differentiation by support**





**HOW DO WE KNOW  
WE'RE GETTING IT  
RIGHT??**

# CFU

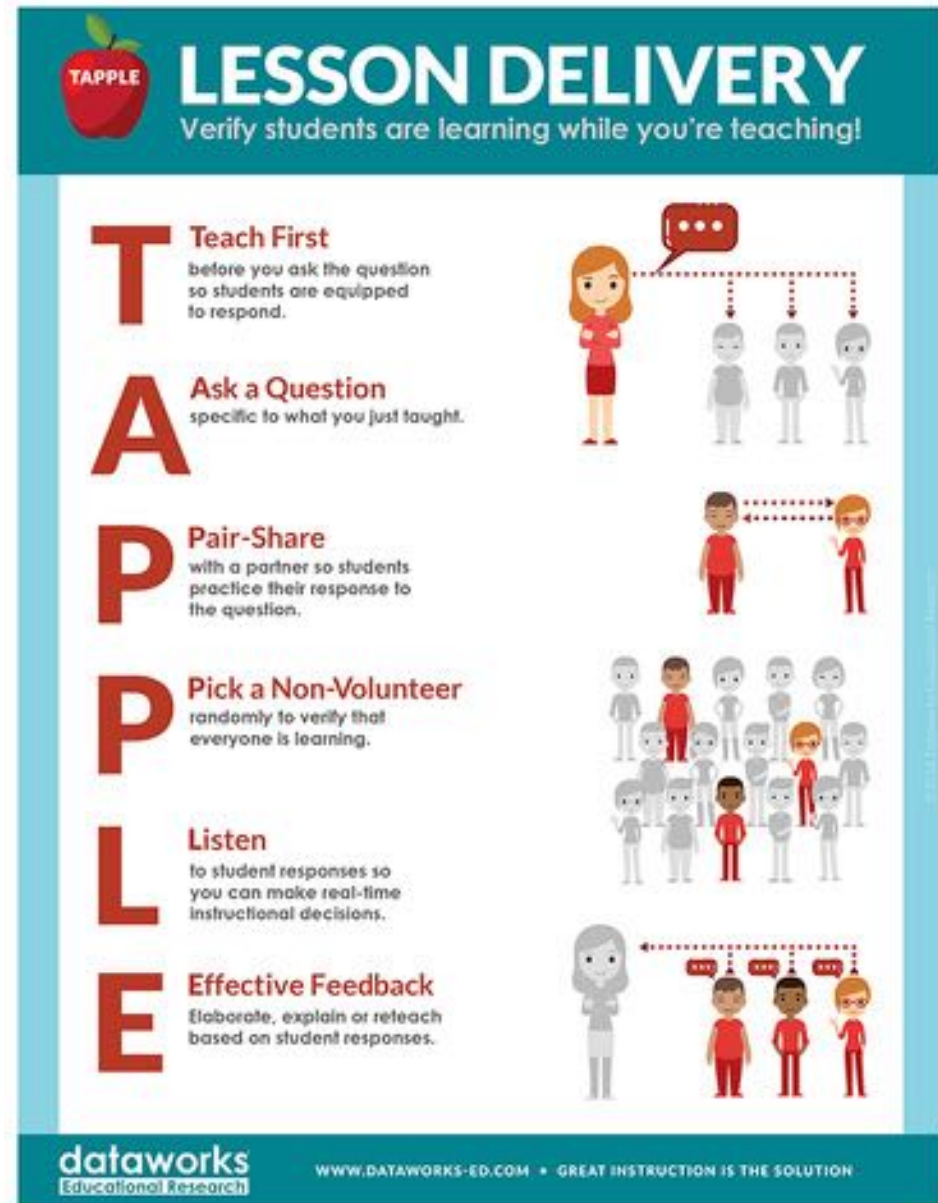
*(Hollingsworth and Ybarra, 2018)*



**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.

**dataworks**  
Educational Research

WWW.DATAWORKS-ED.COM • GREAT INSTRUCTION IS THE SOLUTION

The poster features six instructional strategies, each with a large letter and a brief description. To the right of each strategy is an illustration: a teacher addressing three students for 'Teach First'; a teacher asking a question of three students for 'Ask a Question'; two students talking for 'Pair-Share'; a teacher pointing to a student in a group for 'Pick a Non-Volunteer'; a teacher listening to a student for 'Listen'; and a teacher providing feedback to three students for 'Effective Feedback'. The background is a light blue gradient with a teal header and footer.

# CFU CHARACTERISTICS

**DON'T FORGET LEMOV'S:**

- Culture of Error!
- Replace Self Report

**TEACH FIRST!**

**SPECIFIC QUESTION**

**NO OPINIONS**

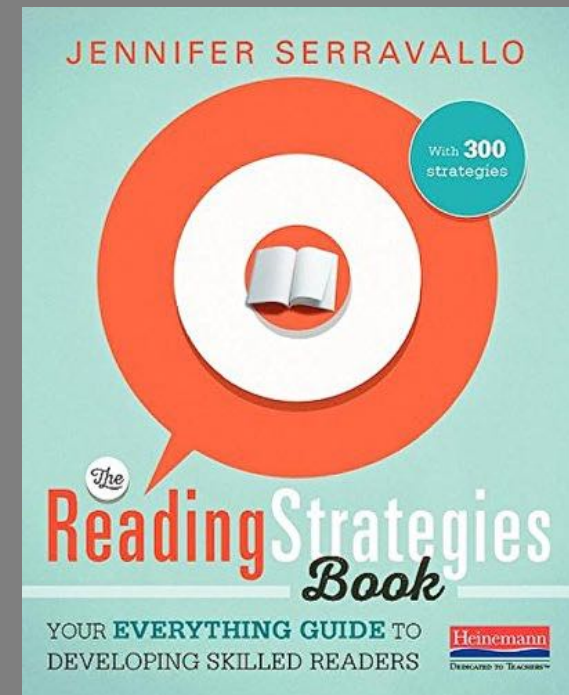
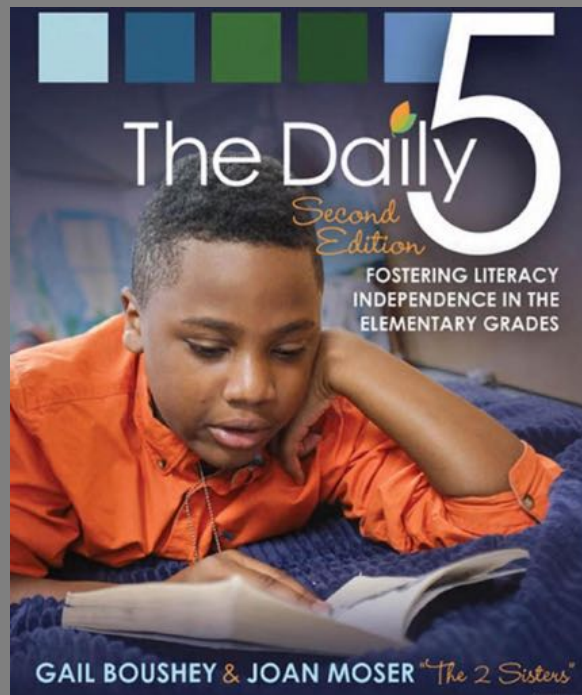
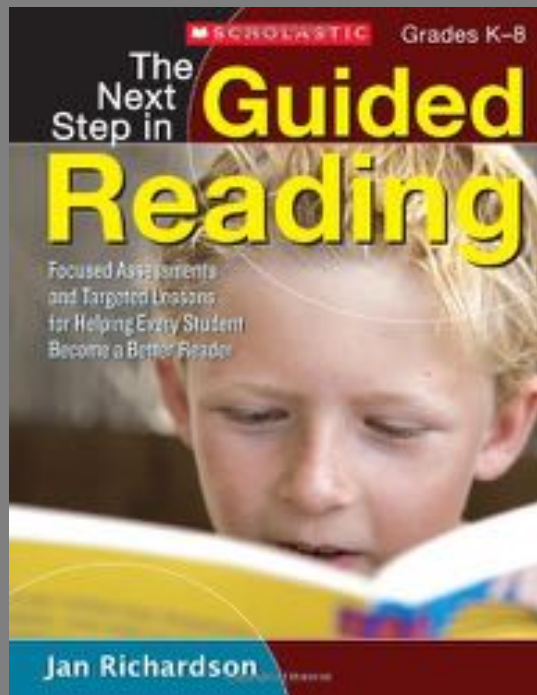
**NOT JUST RECALL – ALSO AIM FOR UNDERSTANDING,  
APPLICATION, RELATION TO KNOWN IDEAS,  
COMPARING/CONTRASTING, ANALYSING.**





**Aren't small groups  
best practice??**

# THREE PROMINENT PROFESSIONAL TEXTS



RICHARDSON (2009, P. 67)

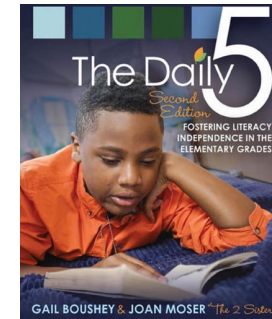


“

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]

**VERY 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

## POINTS OF CONTENTION

- Guided reading = Cornerstone, meet individual needs
- Whole class = ignores individuality ?
- Pseudoscience: Do kids really tune out after 5-10 minutes

## WHAT MAKES IT PROBLEMATIC?

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

## HOW DO WE MOVE ON?

- You don't need work individually to monitor progress or differentiate support
- Whole class = more time with teacher
- Checking for understanding
- 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**





**LA TROBE  
UNIVERSITY**

# **STUDENT EXAMPLE!**

Phormes.com





# 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 consisting of a solid top line, a dashed middle line, and a solid bottom line.

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

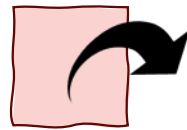


**LA TROBE  
UNIVERSITY**

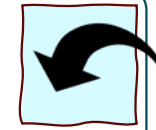
**STUDENT EXAMPLE COMPLETE!**

# EXCELLENT INSTRUCTION

**INCLUSIVE**  
~~EXCLUSIVE~~



→ **Inclusive: differentiation by support**



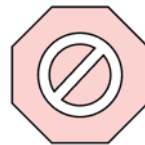
# RESPONSIVE

## NOT DISMISSIVE



# EXCELLENT INSTRUCTION

**RESPONSIVE**  
DISMISSIVE



→ **Responsive** with the long-term in mind



# TO RESPOND TO STUDENT NEEDS SHOULD WE:

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

---

*In both of these classes, students are not enthusiastic about or confident with writing.*

**TEACHER A -  
ANASTASIJA**

**TEACHER B -  
KIARA**



# 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.



**LA TROBE  
UNIVERSITY**

# **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. Let's add one for this sentence:

**Kaleb drove the truck.**

To add more information, I could think of a phrase about Kaleb:

**the dedicated postman**

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 tell us more about 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.**

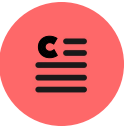
1. Soccer is played across the globe.
2. Sydney is a tourist hub.

## 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





**LA TROBE  
UNIVERSITY**

**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:

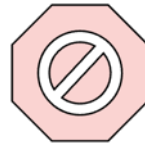
1. Setting clear expectations and boundaries
2. Establishing consistent rules and consequences
3. Providing a structured and disciplined learning environment

### 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** with the long-term in mind

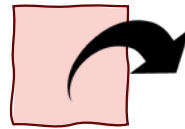


# EXCELLENT INSTRUCTION

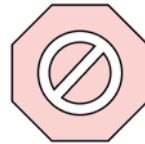
**ENGAGING**  
ENTERTAINING



**INCLUSIVE**  
EXCLUSIVE



**RESPONSIVE**  
DISMISSIVE



**We have been taught  
to think that great  
teaching is ...**

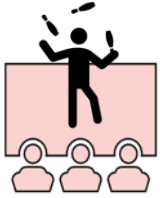
HOOK

MINI LESSON

DIFFERENTIATED GROUPS

OPT OUT  
OPTION

REFLECTION

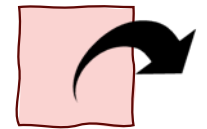


**HOOK**



MINI LESSON

DIFFERENTIATED GROUPS



**OPT OUT  
OPTION**

REFLECTION



HOOK

MINI LESSON

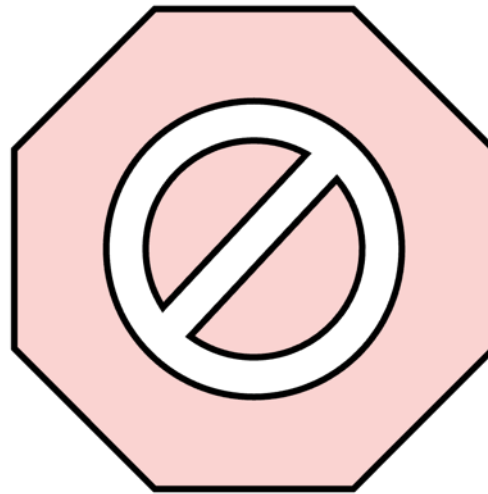
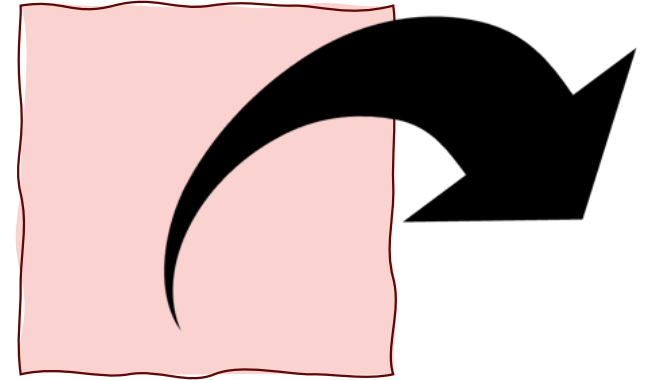
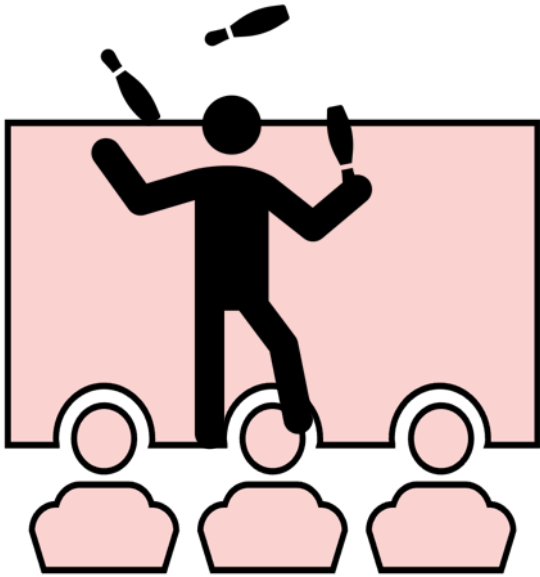
DIFFERENTIATED GROUPS

OPT OUT  
OPTION

REFLECTION



*Minimally guided exploration  
and investigation*



# EXCELLENT INSTRUCTION

**ENGAGING**



→ **Engaging** through teaching

**INCLUSIVE**



→ **Inclusive**: differentiation by support

**RESPONSIVE**



→ **Responsive** with the long-term in mind

**CALL TO ACTION**



SOLAR LAB  
Science of Language  
and Reading Lab



# DR NATHANIEL SWAIN

@NathanielRSwain

SENIOR LECTURER – LEARNING SCIENCES AND  
LEARNER ENGAGEMENT



Cognitorium

# ACCESS SLIDES, STAY IN TOUCH



# INSTRUCTIONAL EXCELLENCE

THE ANTIDOTE TO DISMISSIVE  
TEACHING PRACTICE

**SHARING BEST PRACTICE**

7 OCTOBER 2023



**DR NATHANIEL SWAIN**  
TEACHER, INSTRUCTIONAL COACH,  
SENIOR LECTURER

---

## Connect with us



**@SharingBestPrac**



**Sharing Best Practice**

**<https://www.sharingbestpractice.org/>**

---