

# Embedding Explicit Direct Instruction Rosenshine's Principles



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9am GMT

**MIDDLE  
LEADERS'  
FORUM**

 **THINK FORWARD  
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# Thank you to our Sponsor




Think Forward Educators is proudly sponsored by Catholic Education, Archdiocese of Canberra and Goulburn Catalyst's project.


Catalyst is a Science of Learning evidence-based educational project that's working directly in their 56 schools across the ACT and parts of NSW.

Catalyst is strategic approach to bringing the science of reading, and the science of learning, to life in more than a thousand classrooms. It's drawing on both local and international expertise, to realise the bold vision of transforming students' lives through learning by developing excellent teachers and Leaders.

If you'd like to find out more about opportunities at the Catalyst project, and Catholic Education in Canberra, including the professional development and the way that they are engaging Australian and world leaders in evidence-based education, and even to explore employment opportunities, just click on the Catalyst logo.

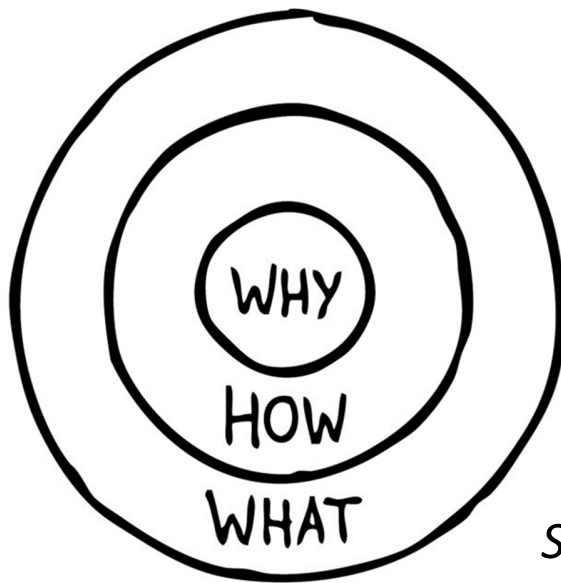


Embedding Explicit Teaching  
*Laying the Foundations*



We all want to know how to embed explicit teaching in our practice...

First we need to look at the *Why*



*Simon Sinek*



01

## Evidence

(and places you can access evidence)

- Cog Load Theory
- Reading Brain: Prof Stanislas Dehaene
- SoLaR Labs
- Reading Pledge
- Reading Rope/Simple view of Reading
- Sold a Story podcast
- RSiS facebook page

02

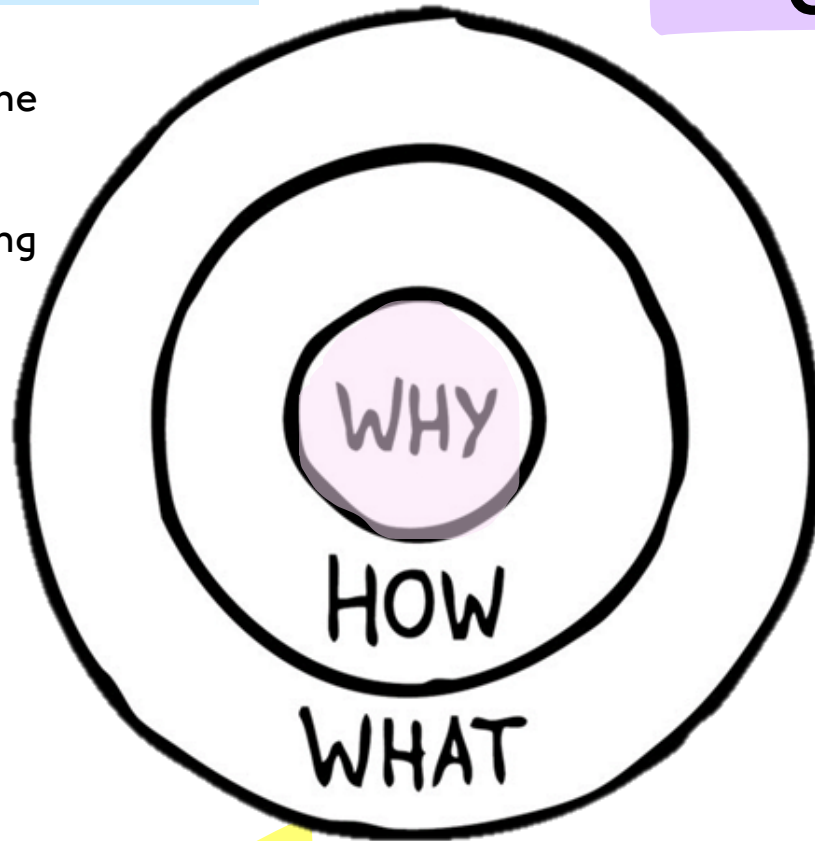
## Data

03

Our professional duty of care

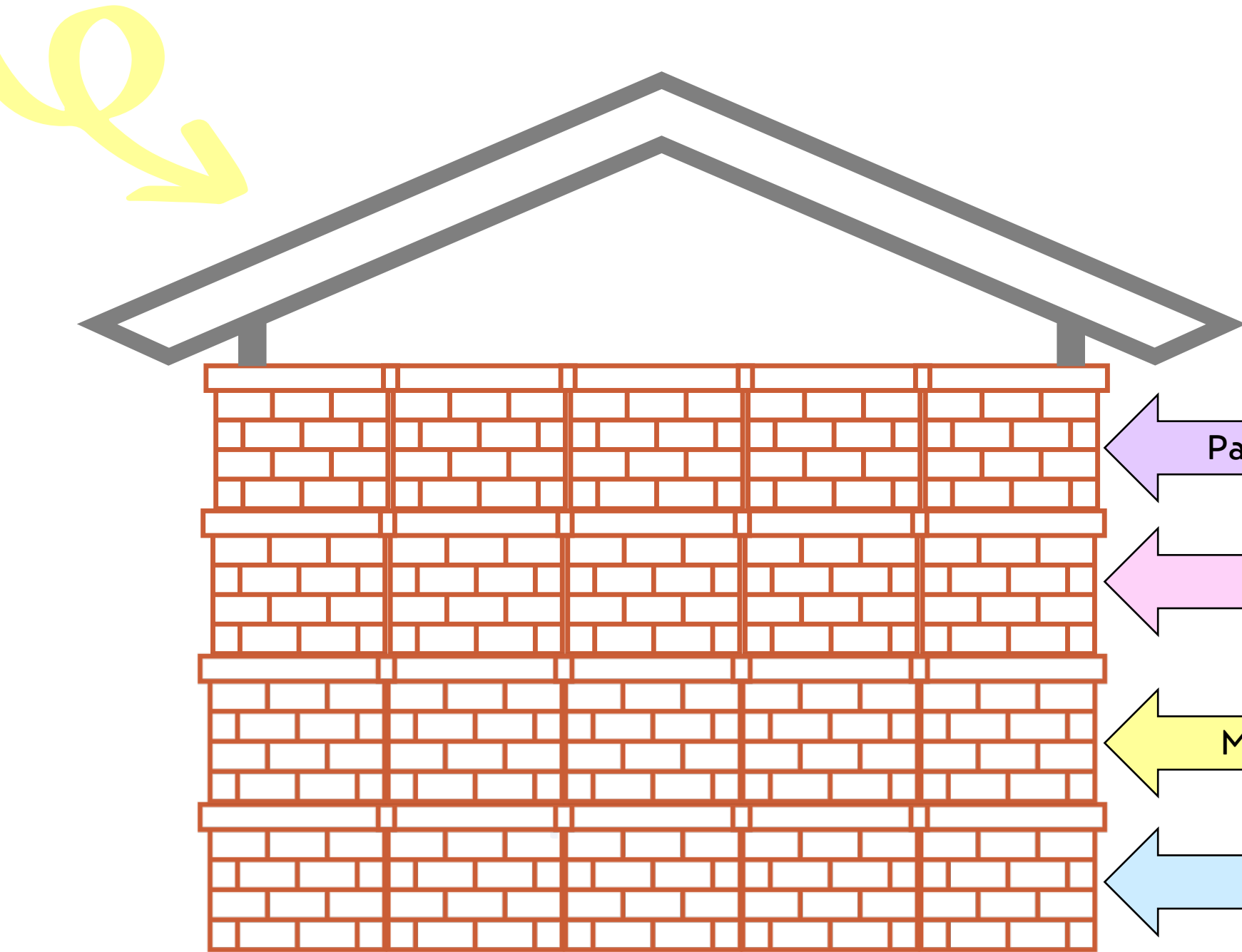
04

For the students



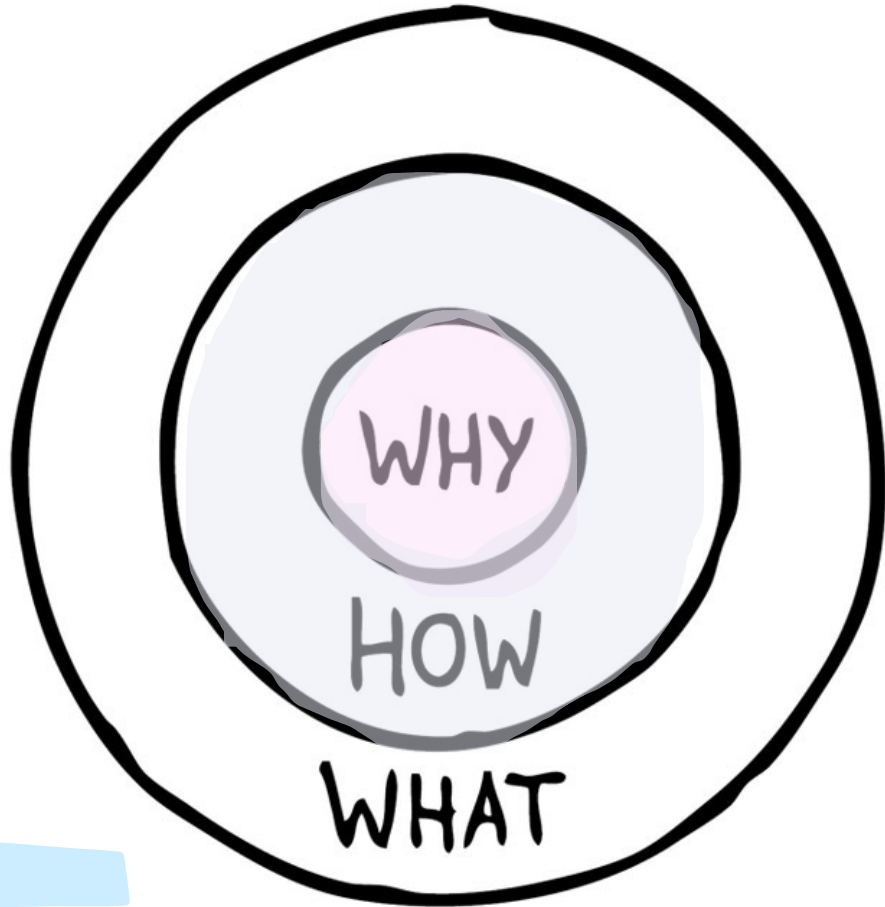
*When we know better we do better*

Who do we  
share our why  
with?



**Plan**

**Communicate**



**Budget**

**Communicate**

# Evidence-based Reading Instruction - Review and Implementation Plan

**Why?**

Proposed Stages	When	Who	How/What	Progress		
				Completed	Working On	To be done



Explicit Teaching and instructional routines

Resources and collaboration

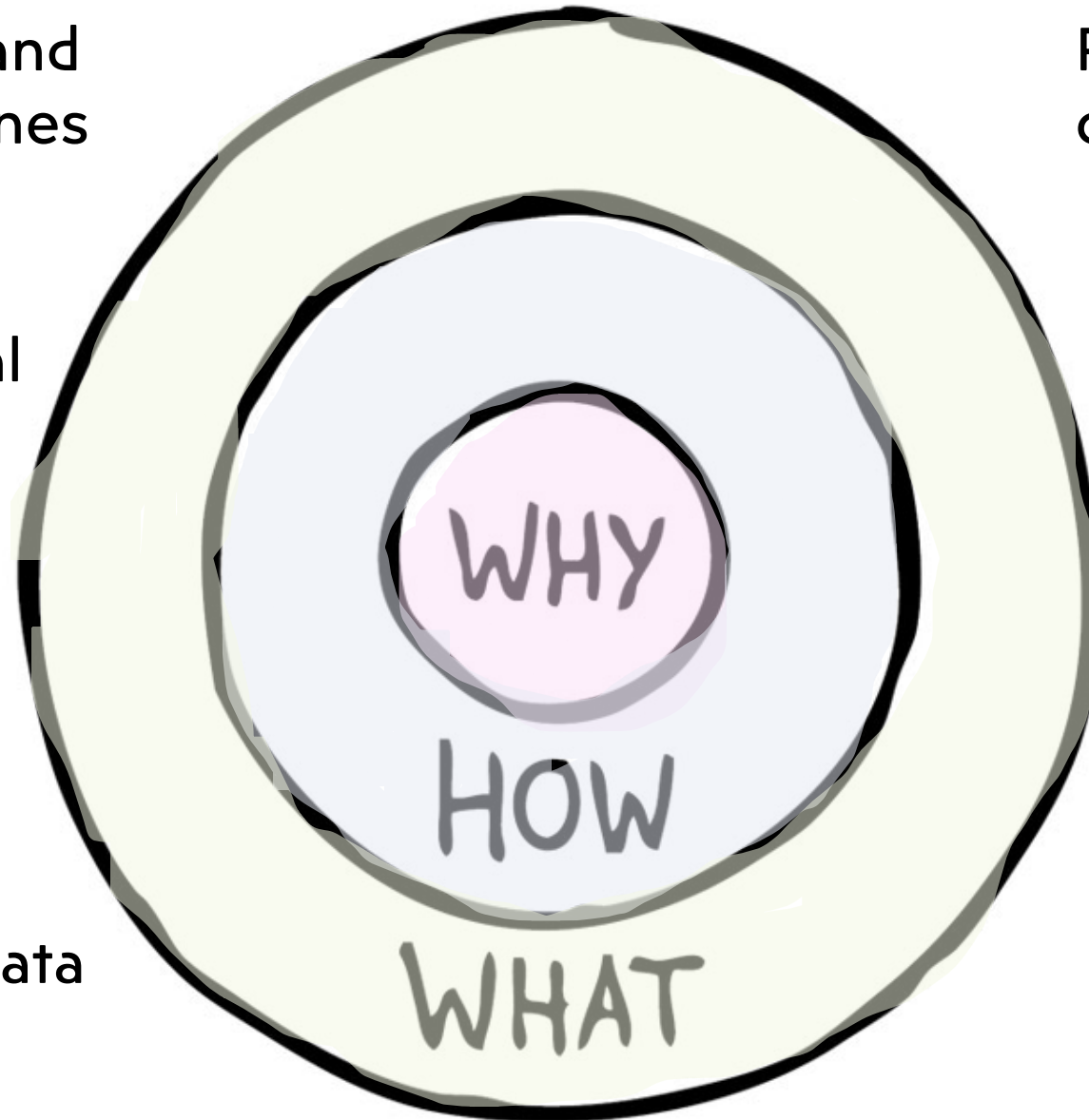
Teacher Professional Learning

Learning Enrichment, RTI

Scopes and Sequences

Assessment and data to drive learning

Re-educating Parents



# Coaching

Create implementation plan, share with leadership and DOTL.  
*Jan 2021.*

Review and replace reading assessments in F-1 to make them evidence aligned. (LLLL, Dibels, Y1 Phonics Check)

Create spending proposal - Research and purchase decodable readers of different skill level to replace predictable texts.

Implement Heggerty phonemic awareness oral program daily (10 mins) from EL-1, train staff and purchase materials.

Create plan for 'Teaching Sprints' so teams can read, share and implement SOR research findings. (Didn't launch until T3 2022).

F-1 team investigate and reformulate Literacy block and systematic phonics sequence to align with SOR research and Scarborough's Reading Rope.

LoL presented to JS staff – Dibels Assessments. Teachers trialled Dibels with 5 children.  
*October 2021*

Professional Research teams began first Teaching Sprint at working meeting. Implementation phase followed.  
*August 2021.*

LoL presented to JS staff – SOR Research to Practice. Launched Teaching Sprint Professional Research Teams.  
*July 2021*

LoL presented to JS staff – SOR, Big 6, Reading Rope, Response to Intervention model (Rti).  
*June 2021*

Leadership Team completed Latrobe Uni SoLaR Labs course.  
*Feb-March 2021*

Communicate 2021 changes to families

Professional Research teams presented back to all staff the outcomes of their Teaching Sprints  
*October 2021.*

Assessment schedule redeveloped for 2022 to reflect all evidence based assessments in Literacy.  
*Dec 2021.*

Creation of TGC Reading-Spelling; and Sentence-Level Syntax Scope and Sequences; and Instructional Routines in Literacy Guides.  
*Jan 2022*

Launched Scope and Sequence, and Instructional Routines with teachers. All Year Levels now SOR aligned.  
*Jan 2022*

MultiLit Reading Intervention was fine tuned to ensure assessments caught the right children and they weren't missing Tier 1 core instruction time.  
*Jan 2022*

All teachers assessing reading using Dibels. Purchased Dibels Data Management System and teachers using data to inform reading instruction.  
*Feb 2022*

Uniform SOL instructional slide deck model created and TEAMS file saving protocols refined to ensure lessons are aligned and saved in banks for future years.  
*Jan 2023*

Presented to staff around using Dibels Data to inform grouping for skills based reading instructional time.  
*June 2022*

Staff attended Dylan William PL on effective Feedback routines  
*May 2022*

Copies of TWR purchased for all teachers to use alongside Syntax Scope and Sequence.  
*April 2022*

Teaching teams presented their redeveloped SOR literacy blocks, and slide decks to all staff.  
*April 2022.*

LoL presented to staff about selecting readers in a SOR way.  
*Feb 2022*

Knowledge Comprehension Model under development.  
*Jan 2023*

Cubed and MOTiF assessments being trialled across F-3  
*2023*

Reorganising the old 'Levelled' library into Knowledge Buckets begins  
*Feb 2023*

Saving all free lesson slide decks into banks for teams to access and adapt  
*Feb 2023*

# Stepping through our path....

# Final Thoughts

- ☛ Implementation Dip - Honour it!
- ☛ Use data collection to monitor progress and share success
- ☛ Clear is Kind

