



Operational Detail



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Introduction

Magnify Sandhurst is an ambitious, evidence informed and wide-ranging new program to be implemented across Catholic Education Sandhurst Limited (CESL) schools. The driving goal of Magnify Sandhurst is to provide impactful interventions for all leaders, teachers and schools so that their students will attain learner growth at least equivalent to their peers in other jurisdictions, but most especially relative to the Victorian State averages.

Magnify Sandhurst is conceived as a four-year program (2024-2027) that will be further nuanced and developed as data and feedback become available. The following key programs and initiatives form the basis of the first phase:

Catholic Mission and Formation

Acknowledging that our staff are becoming increasingly diverse in their understanding of, and exposure to, quality spiritual and Religious Education formation, CESL will reform the use of its resources to focus more specifically on differentiated formation opportunities, and a significant investment in resourcing of the teaching of the Source of Life curriculum.

The Neuroscience of Learning

Each year researchers understand and reveal more about the way the human brain learns and develops. We must be responsive to this. CESL commits to prioritising regular evidence-based professional learning for all of its staff, so that they might better understand and be responsive to the needs of the students they teach and support.

Leading Improved Literacy Outcomes

Literacy is recognised as one of the most basic building blocks of learner growth. Australia, and Victoria in particular, have been slow to respond to the evidence of how literacy is best taught and embedded across the curriculum. CESL is committed to evidence-informed practice and will implement a system wide Structured Literacy Approach in line with the recommendations of the Grattan Report 'The Reading Guarantee'.

Embedding Low Variance, Knowledge-rich Curriculum

Planning knowledge-rich curriculum, learner activities and assessments is a repeatable process that is an inefficient use of teachers' time. Providing low-variance curriculum to CESL teachers ensures that the relevant curriculum is addressed, that activities and assessments are meaningful and quality assured, and that teachers can free valuable head-space and heart-space to respond to individual student needs. We have partnered with OCHRE Education to implement a quality low-variance curriculum across a variety of learning areas.

Assuring Positive Learning Environments

The best curriculum in the world will not be impactful unless our classrooms and schools are calm, ordered and safe. CESL has prioritised the development and implementation of a common, evidence-informed Behaviour Curriculum throughout our learning centres. This will very soon be complemented by a common, evidence-informed wellbeing program.

Instructional Coaching

Many schools have attempted various forms of instructional coaching and professional learning communities. Together, we will embed a new instructional coaching program that provides sequential and differentiated support to teachers at their point of need, and allows schools to share expertise and achievements throughout our Sandhurst ecosystem.

Magnify Sandhurst initiatives in these areas represent a multi-million dollar investment in learning and teaching in Sandhurst. We will not do this alone. Several expert organisations and partners will work with us over the coming four years to realise our goals. They will also help us to assess and build on our plans for 'where to next'.



Catholic Mission and Formation

Commitment to Sandhurst Catholic Education:

Acknowledging that our staff are becoming increasingly diverse in their understanding of, and exposure to, quality spiritual and Religious Education formation, CESL will reform the use of its resources to focus more specifically on differentiated formation opportunities and a significant investment in the resourcing of the teaching of the Source of Life curriculum.

KEY ACTIONS

- **Blessed Broken and Shared Program:** A differentiated professional learning program available to all staff in Sandhurst. Launched in 2024, the program will grow to further support staff spiritual formation and professional learning, inclusive of opportunities to attain 'Accreditation to Teach in a Catholic School'.
- **Low-variance Source of Life Curriculum:** Acknowledging that our teachers have varied experience and expertise in the content and pedagogy of the Source of Life, CESL is developing low-variance teaching units inclusive of teacher scripts, prescribed resources and common assessments. Professional Learning will also be provided for those teaching this important curriculum. Principals will be able to endorse the 'gradual release' of those teachers they know have high capability in this area.
- **Staff Spirituality:** To allow for high quality provision of Professional Learning and spiritual retreat opportunities, in 2025 CESL will trial a 'whole of Diocese' Staff Spirituality Day, replacing the equivalent days held across schools. This concentration of our resourcing will allow for greater breadth and depth of presenters being sourced for the 'Blessed, Broken and Shared' program.

The Neuroscience of Learning

Each year researchers understand and reveal more about the way the human brain learns and develops. We must be responsive to this. CESL commits to prioritising regular evidence-based Professional Learning for all staff, so that they might better understand and be responsive to the needs of the students they teach and support.



To ensure a significant 'leap forward' in our organisation's understanding of the neuroscience of learning we have partnered with Dr Jared Cooney Horvath from **Learning Made Easy Global**.

We are extremely pleased to announce that Jared and his team will conduct a simultaneous three-day professional learning workshop with all Sandhurst staff in **April 2025**. At the workshops, every staff member will consider how they contribute to building a 'brain-friendly school', undertake an evaluation of how they can make their current work more 'brain-friendly' (for students, for themselves and for their peers), and consider how their daily practices can, and should immediately change, and what improvements should be undertaken at a school level.

Jared's work with us is foundational to understanding each of the other components of Magnify Sandhurst, and grew from our learning that prioritising this important baseline professional development much earlier in our improvement journey would expedite the impact of every other facet of the program.

Welcome video from Dr Jared Cooney Horvath

Jared's expertise in neuroscience, especially the intersection of Psychology, Education, and Neuroscience (the PEN Principles) will be central to Magnify Sandhurst. His work with us will include:

- **Learning Hardware:** Exploring the foundational aspects of learning, including the underlying mechanisms of human learning, including how we are all naturally wired to learn.

- **Processes of Learning:** Addressing challenges in transferring knowledge, understanding the learning trajectory from surface to deep learning, and fostering creativity.
- **Learning Software:** Examining memory and attention, and strategies to maximise these for effective learning.

Following our three-day workshop, Jared will work with our school and system leaders to determine how best to embed and deepen this work in an ongoing manner over the coming three years.

Leading Improved Literacy Outcomes

Literacy is recognised as one of the most essential building blocks of learner growth. CESL is committed to evidence informed practice, and will implement a system-wide Structured Literacy Approach in line with the recommendations of the Grattan Report 'The Reading Guarantee'



We are thrilled to announce a unique and very significant partnership with **MultiLit**, who are a renowned organisation with over 30 years of expertise in enhancing reading skills through explicit instruction in the *Five Keys to Reading*. This collaboration will establish a consistent and effective approach to literacy instruction and interventions across our schools from F-10.

Some CESL schools (both primary and secondary) already utilise elements of the MultiLit suite. This partnership will ensure all schools have complete access to the teaching resources, interventions, assessments and training provided by MultiLit from F-10 and therefore that from Catholic Education Sandhurst Limited Office (CESLO), we can actively lead, support and promote excellence in teacher literacy practice and interventions.

Our learnings from other school systems provide us with significant confidence that a consolidated and singular approach to literacy throughout the Diocese, using Tier 1-3 interventions with fidelity, will bring considerable learner uplift as well as a more confident, well-resourced and capable workforce.

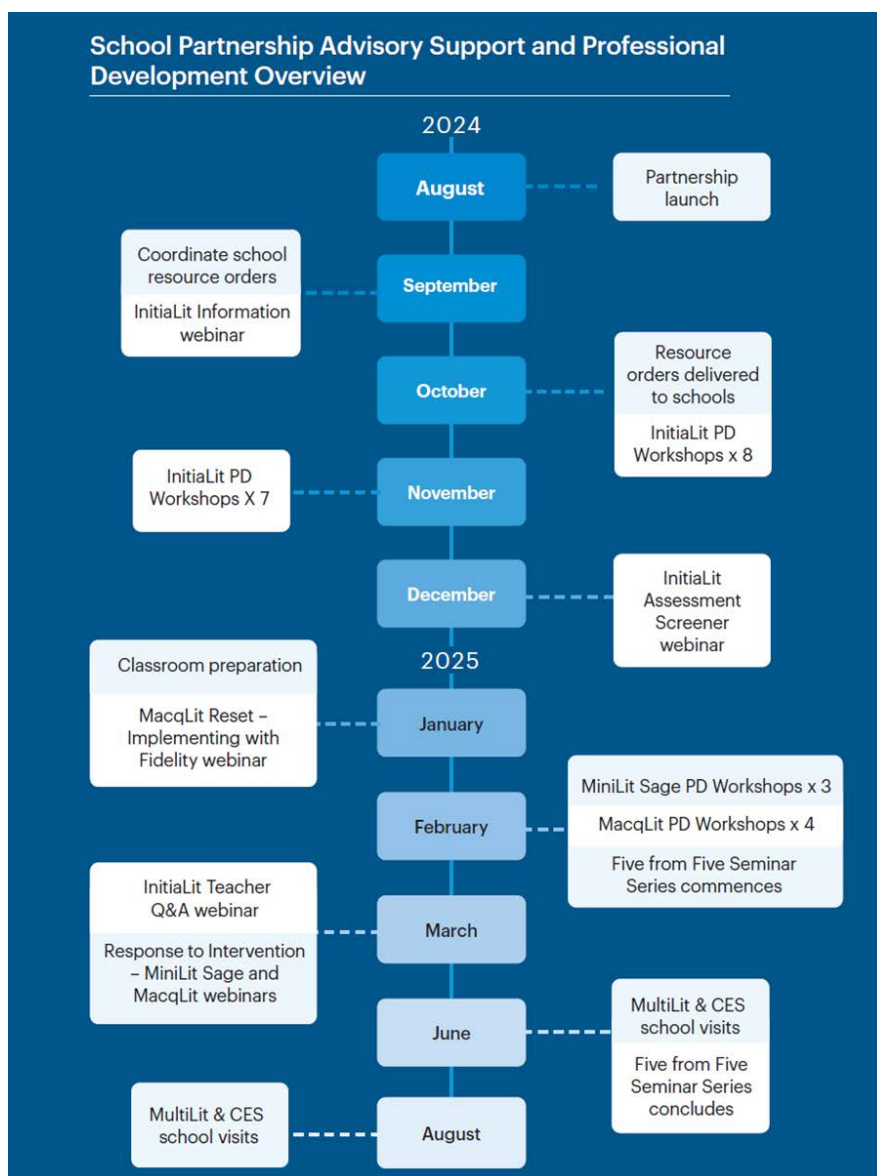
Schools will be expected to commence the training to implement the MultiLit curriculum and tools in Term 4.

Welcome video from MultiLit

Partnership Guides

- **MultiLit:** A comprehensive guide to unpacking the MultiLit partnership, that includes training and delivery dates for your staff can be found in the MultiLit Partnership Overview document.
- **InitialLit (F-2) Program:** Detailed information about the InitialLit Program can be found in the InitialLit Information Pack.

The following chart provides a high-level view of the activities and training schedule for CESL staff over the next 12 months:



Writing F-2:

InitialLit includes aspects of writing in their program, yet, we know that it needs further development. CESL is already in discussions to collaborate to create a robust, evidence-based program ready for implementation in 2026. In the interim, schools should continue to use their current F-2 Writing Program to ensure this important learning is included in their two-hour literacy block.

Next Steps:

- Refer to MultiLit Information Pack to be distributed on Monday September 2.
- Book F-2 Staff into InitialLit Training in Term 4. Bookings open on OPL – Week 9.
- Confirm Kit requirements in response to CESLO request in Week 9-10.

Embedding Low Variance, Knowledge-rich Curriculum

Planning knowledge-rich curriculum, learner activities and assessments is a repeatable process that is an inefficient use of teachers' time. Providing low-variance curriculum to CESL teachers ensures that the relevant curriculum is addressed, that activities and assessments are meaningful and quality assured, and that teachers can free valuable head-space and heart-space to respond to individual student needs. We have partnered with OCHRE Education to implement a quality low-variance curriculum across a variety of learning areas.



CESL is extremely proud to join many other high-performance school systems in partnering with **OCHRE**, a national non-profit organisation committed to enhancing student outcomes through high-quality, evidence-based curriculum resources.

Key Partnership Details:

- **OCHRE's** Online Library: CESL schools will have full access to all OCHRE low-variance, knowledge-rich curriculum resources currently available and those in development through a dedicated CESL portal. CESL and OCHRE will support schools and teachers to use these resources with fidelity.
- **Curriculum Development:** OCHRE's materials are designed to provide consistent, high-quality content that aligns with our educational goals and supports effective teaching practices. OCHRE is partnering with CESL teachers and leaders to continue to build Victorian curriculum courses in Literacy, Numeracy and Science. Other Learning Areas will follow.

Welcome video from OCHRE

Current State:

OCHRE resources are already in use in some CESL schools. OCHRE is ready to make available the following low-variance curriculum to Sandhurst schools for use in 2025:

- Numeracy/Maths: F-8
- Literacy/English: 3-6 (Grammar only at F-10)
- Science: 5-6.

Recent research indicates that using these resources can save teachers an average of 3.3 hours per week.

Future State:

Over the next three years, our partnership with **OCHRE** will expand to include:

- 9-10 Mathematics
- F-10 English
- F-10 Science
- Partnerships in other Learning Areas to follow.

As part of this exciting partnership, OCHRE will employ more than 100 CESL school staff as expert curriculum writers.

Next Steps:

- Friday 22 November 2024: Principal Leaders' Day (Shepparton). 2 per school (Principal & assigned Curriculum person)
- 3 x 45 minute webinar meetings for staff (3.45 pm - 4.30 pm)
 - * Familiarisation session (14/10) - Yr 3 - Yr 8 Maths & Yr 3-6 English Teachers
 - * English Curriculum (21/10) - Yr 3-6 English Teachers
 - * Maths Curriculum (28/10) - Yr 3 - Year 8 Maths Teachers

All sessions will be recorded for school use at times suiting their meeting schedule if live participation can't occur.



Materials to be made available through the Catholic Education Sandhurst and Ochre Education partnership

All materials are mapped to the Victorian Curriculum Version 2.0

	Maths		English		Science	
	Available through Ochre offer	To be developed by Ochre/CES	Available through Ochre offer	To be developed by Ochre/CES	Available through Ochre offer	To be developed by Ochre/CES
Primary						
Years P-2	✓ <i>Developed with MACS</i>		<i>Not yet confirmed</i>			✓
Years 3-4	✓ <i>Developed with MACS</i>		✓ <i>Developed with MACS and CECG</i>			✓
Years 5-6	✓ <i>Developed with MACS</i>		✓ <i>Developed with MACS and CECG</i>		✓ <i>Developed with philanthropic support</i>	
All years	The Grammar Project					
Secondary						
Years 7-8	✓ <i>Developed with the NCEC</i>			✓		✓
Year 9-10		✓ <i>Developed with the NCEC - note year 10 project not yet confirmed</i>		✓		✓



Creating Positive Learning Environments

The best curriculum in the world will not be impactful unless our classrooms and schools are calm, ordered and safe. CESL has prioritised the development and implementation of a common, evidence-informed Behaviour Curriculum throughout our learning centres. This will very soon be complemented by a common, evidence-informed wellbeing program.



knowledge society

Initially, our steering committee thought that Behaviour Curriculum could be left until the third or even fourth year of Magnify Sandhurst. As we interacted with other organisations, however, we came to appreciate that resourcing this area earlier in the program would assist our teachers to do their job better and with less stress!

To that end, we have entered into a bespoke arrangement with **Knowledge Society** to develop a comprehensive CESL Behaviour Curriculum that is responsive to our system's needs. Knowledge Society centre their work on the research and experience of Dr Tim McDonald, who will work with us over the coming three years. This initiative will focus on:

- Defining 'The Sandhurst Way': Establishing a clear framework for creating positive learning environments *and* managing student behaviour that is responsive to our CESL culture, and which can be implemented in a way that makes sense for each individual school community.
- Professional Learning Mechanism: Implementing consistent and high-quality training for teachers and leaders to ensure effective behavior management practices, and a consistent approach to creating positive learning environments, so that our students and staff can experience consistency across our schools.
- Evidence-Based Practices: Applying research-supported teaching strategies across all schools to enhance behavior management and learning environments.

Welcome video from Knowledge Society – Elena Douglas and Tim McDonald

Next Steps:

- Thursday 21 November, 2024: Principal Leaders Day (Shepparton) 2 per school (Principal and assigned Behaviour Curriculum person).

Working with Knowledge Society, all CESL School and System Leaders will develop 'system norms' for implementation of our Behaviour Curriculum across 2025 and 2026.

- Following the 21 November session school-level activities will include:
 - Meetings of Knowledge Society with School Leadership Teams
 - Whole School Staff Professional Learning Days
 - First implementation steps, including classroom visits
- In the first instance, priority for roll-out will be given to our secondary Colleges and specialist settings, however, there will be opportunity for some primary schools to join the first stage.

The detailed schedule for the implementation of the Sandhurst Behaviour Curriculum, including individual school Professional Learning Days, will be communicated early in Term 4, 2024.

A Word about Student Wellbeing Curriculum

Over the coming six months, CESL staff will work with Principals to begin building a system approach to a coherent Tier 1 Student Wellbeing Curriculum and the appropriate Tier 2 and 3 interventions. As with the Behaviour Curriculum, we intend to resource and support this from CESL so that every school has access to the best program that we can collectively provide. In the interim, the 'Wellbeing Curriculum and Support Team' will work with you in much the same way as they have up until this point. We are conscious that we haven't yet provided clear advice on how to best use the Mental Health in Primary Schools (MHIPS) funding provided by the State Government, and hope this will form part of the new strategy.



Instructional Coaching Program

Many schools have attempted various forms of instructional coaching and professional learning communities. Together, we will embed a new instructional coaching program that provides sequential and differentiated support to teachers at their point of need and allows schools to share expertise and achievements throughout our Sandhurst ecosystem.



Coaching teachers to help them to improve their practice and impact is one of the most challenging leadership responsibilities, and is a significant investment for any school. In recent years the study of neuroscience of learning has provided game-changing insight into how best practice is supported and achieved. CESL will leverage the learning of dozens of high-performing schools systems, including many who oversee rural learning communities where student achievement has undergone considerable improvement, and partner with **Steplab** to develop the *Magnify Sandhurst Instructional Coaching Program*. In doing so, we will be supported by prominent Australian educational leader, Ollie Lovell.

Across 2025 we will work with Ollie and the team at **Steplab** to build an instructional coaching program that fits comfortably with our Magnify Sandhurst goals. Steplab will 'train the trainer' and support us over three years to grow best-practice fidelity to the pedagogy and skill-set of our teachers. While there will be trials in 2025, we will not begin the full roll-out of the Instructional Coaching program until 2026.

- **Alignment:** Ensuring consistent, evidence-informed teaching practices across all Sandhurst schools.
- **Empowerment:** Providing teachers and leaders with the skills and tools necessary for differentiated ongoing improvement and professional growth.
- **Oversight:** Offering real-time monitoring of teacher progress and personalised support to enhance their effectiveness.

Welcome video from Steplab: Pt 1 – Ollie Lovell | Pt 2 – Josh Goodridge

The Three Levels of Change:

The Magnify Sandhurst Instructional Coaching Program will include the following key components:

- 1. Steplab Content:** A comprehensive suite of resources designed for systematic improvement, including detailed steps, model videos, success criteria, and insight modules to support effective teaching practices.
- 2. Coaching Scaffolds:** Research-based templates and frameworks tailored for both novice and experienced coaches, providing structured support for effective coaching and development.
- 3. In-built Training:** Accessible downloadable materials and an online course for independent learning, designed to complement and enhance direct coaching training.

This approach integrates high-impact coaching practices into our Professional Learning framework, ensuring a consistent level of instructional coaching and support for every teacher that is guided by research-based and evidence-informed practices.

Assessment, Measurement and Intervention

The consistent collection and analysis of data are fundamental to creating an effective and impactful educational system. Fidelity and practice enables evidence-based decision-making, so that schools and the system can:

- **Evaluate Student Growth and Achievement:** Monitor progress and address disparities to tailor teaching and learning strategies effectively.
- **Foster Accountability and Transparency:** Guide curriculum refinement and strategic planning.
- **Adapt and Innovate:** Schools can respond to evolving educational needs and create a more equitable learning environment.
- **Shape Policies and Interventions:** Develop policies and interventions that support holistic student development based on robust data analysis.

Next Steps:

- **Assessment Timeline:** A detailed CESL Assessment Schedule and associated support resources will be released early in Term 4. This Assessment Schedule will be prescriptive and include mandated assessments (e.g. PAT-R and PAT-M Adaptive) and narrower 'testing windows' for assessments to be completed. In addition to the current tools in use, compulsory assessments such as a Year 1 Phonics Screener and DIBELS will be introduced, whilst some other assessments will be removed. This new CESL Assessment Schedule will eliminate the need for schools to determine 'below the line' assessments – saving both time and resources.
- **Support for Staff:** We will develop comprehensive support materials to help staff understand and utilise the data captured in the new schedule effectively.

This data-informed approach will enable us to celebrate achievements and address areas needing improvement, ensuring that all students receive the support they need to succeed.

Implementation Overview

	2024	2025				
	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1
Learning Sciences		PLANNING	LME GLOBAL - JARED COONEY HORVARTH			
Source of Life		RELIGIOUS EDUCATION LESSONS: F-12				
Literacy	TRAINING	INITIALIT: F-2				
	TRAINING	5 FROM 5 READING INSTRUCTION PL: 3-6				
		THE ACADEMY FOR THE SCIENCE OF INSTRUCTION IN READING AND SPELLING - EARLY ADOPTER COURSE (40ppl)		THE ACADEMY FOR THE SCIENCE OF INSTRUCTION IN READING AND SPELLING (60ppl)		
	TRAINING	ENGLISH LESSONS - OCHRE: 3-6				
		MINILIT TRAINING	MACQLIT RESET - IMPLEMENTING WITH FIDELITY			
		MACQLIT TRAINING				
Numeracy			TRAINING	MATHS LESSONS - OCHRE: F-2		
	TRAINING	MATHS LESSONS - OCHRE: 3-6				
					TRAINING	
Science					TRAINING	
Behaviour Curriculum	PLANNING	KNOWLEDGE SOCIETY: 7-12				
	PLANNING	TRAINING	KNOWLEDGE SOCIETY: F-6			
Instructional Coaching	PLANNING AT CESL IN CONSULTATION WITH SCHOOLS			STEPLAB TRAINING WITH OLLIE LOVELL (Pt 1)		STEPLAB PLATFORM STEPLAB TRAINING WI

2026			2027			
Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
CONSOLIDATION					REVIEW	
CONSOLIDATION					REVIEW	
CONSOLIDATION					REVIEW	
5 FROM 5 READING INSTRUCTION PL: PRIMARY REPEAT					REVIEW	
CONSOLIDATION					REVIEW	
ENGLISH LESSONS - OCHRE: 7-10			CONSOLIDATION			
CONSOLIDATION					REVIEW	
CONSOLIDATION					REVIEW	
MATHS LESSONS - OCHRE: Yr 9			CONSOLIDATION			
TRAINING			MATHS LESSONS - OCHRE: Yr 10			
SCIENCE LESSONS - OCHRE: 5-8			CONSOLIDATION			
TRAINING			SCIENCE LESSONS - OCHRE: F-4 9-10			
CONSOLIDATION					REVIEW	
CONSOLIDATION						
M - COACHING AND UTILISING THE MAGNIFY PLAYBOOK IN SCHOOLS WITH OLLIE LOVELL (Pt 2)			CONSOLIDATION			



Where to from here?

The following information will be provided to schools over the coming month to support you to communicate with your school community. This list will be updated as the needs of schools are better understood.

Item	Date	Detail	Audience
Magnify Launch Video	2/9	Whole staff video message from the Executive Director	All Staff
Launch Presentation and Booklet materials	2/9	Electronic version of the booklet information PDF and PowerPoint including partner introduction video clips.	Principals for Staff
Principal Support Script	2/9	Talking points for Principals to use at their discretion with staff.	All Staff
Staff Resources	2/9	Multilit and InitialLit Pack OCHRE Resource Information	All Staff
Magnify Parent Letter	2/9	Parent letter regarding Magnify Sandhurst and 2025 Whole School Closure days	Principals
Actions/Calendar List	9/9	A schedule of requirements/ checklist for schools including items requiring immediate action i.e., booking staff training sessions etc.	Principals and School Leaders
Planning Considerations	9/9	A list of considerations for school leaders	Principals and School Leaders
Questions Update and Response	9/9	A written response to Questions received on 29 August	Principals
Literacy Partnership Information for Staff	16/9	Multilit Recording for Schools – 30 minute recording for all staff to be shown in Term 4, 2024 Staff Meeting	All Staff
2025 Assessment and Intervention Supports	7/10	System Assessment Schedule	All Staff

De-implementation

As we introduce the various elements of Magnify Sandhurst, it will be important to reconsider your current school programs and operations so as to avoid overwhelming staff. The following is a guide to beginning this work and your School Improvement Leader (currently Principal Consultant) will work with you to further support your leadership in this area:

- **Curriculum Programs:** Review and phase out any curriculum programs that overlap with or are redundant due to the new curriculum resources from OCHRE and MultiLit.
- **Legacy Professional Development Initiatives:** Discontinue or replace Professional Development programs that are not aligned with the new training models and coaching frameworks introduced by Steplab and Knowledge Society.
- **Redundant Assessment Tools:** Eliminate assessment tools or schedules that are inconsistent with the updated CESL Assessment and Intervention Framework to reduce duplication and confusion.
- **Non-essential Administrative Procedures:** Streamline or remove administrative tasks that are no longer necessary due to the implementation of new systems and resources.
- **Duplicative Behaviour Management Programs:** Phase out older behaviour management strategies that conflict with or duplicate the new CESL Behaviour Curriculum.
- **Outdated Technology or Platforms:** Decommission technology or software platforms that are being replaced or integrated into the new systems introduced by Magnify Sandhurst.

To support this work it might be good to ask your senior leaders to familiarise themselves with this book, [Making Room for Impact: A De-implementation Guide for Educators](#), the key-learnings of which are summarised in the podcast: [ERRR #087. Arran Hamilton and Dylan Wiliam on Making Room for Impact \(De-implementation\)](#).

Next Steps:

- **Assessment and Planning:** Conduct a thorough review of current programs and practices to identify items for removal.
- **Communication:** Inform all stakeholders of the changes and provide support for transitioning away from outdated programs.
- **Implementation:** Consider a phased plan for de-implementation to ensure a smooth transition without disrupting ongoing activities.

Each school's de-implementation process will be different, but a considered approach will help ensure that the Magnify Sandhurst initiatives can be effectively integrated into your school without causing unnecessary strain on staff. The following de-implementation list should be considered when planning for 2025:

Not accepted and to be removed	Require consultation with CESL Team	Accepted, yet require monitoring as Magnify progresses
Reading Recovery	External consultancy in Pedagogy, Learning and Behaviour curriculum	Grade 5&6 explicit spelling approaches (i.e., Spelling Mastery)
Levelled Readers (e.g., PM - but keep the books as they can still be used as take home readers)	Writing programs requiring additional resourcing from outside the school staff	
Fountas & Pinnell assessments		
Purchase of new data management platforms		

Questions and Feedback

The Magnify Sandhurst feedback form link will remain open. You can also email magnify@ceosand.catholic.edu.au with any queries, feedback or requests.

ARTICLES

Organisational Structure

Spreading success: Why Australia should trial multi-school organisations – Grattan Institute

Collective Efficacy Tracking Tool – ACER and the Menzies Foundation

Other Systems

MACS Vision for Instruction – Melbourne Archdiocese Catholic Schools

Impact of Catalyst – Canberra Goulburn

Pedagogy

What is the Science of Learning? – The Centre for Independent Studies

The Science of Learning – Deans for Impact Deans for Impact

Rosenshine's Principles of Instruction – Barak Rosenshine

Teaching for how students learn: A model of learning and teaching – Australian Education Research Organisation

Cognitive Load Theory in Practice NSW Dept Ed.

What is Expert Teaching? – Peps McCrea, Institute for Teaching

The power of a school-defined repertoire of core techniques – Tom Sherrington – 'teacherhead'

High Impact Teaching Strategies (HITS) – Victorian Department of Education

Victorian Teaching and Learning Model 2.0 – Victorian Department of Education
Gradual release of responsibility (nsw.gov.au)

Distributed Practice

MARGE – A whole brain learning approach for students and Teachers – Arthur Shimamura Ph.D

Teaching Behaviour: How Classroom Conduct Can Unlock Better Learning – The Centre for Independent Studies



Recommended Resources

ARTICLES

Literacy

The reading guarantee: How to give every child the best chance of success - Grattan Institute

NCEC-Discussion-Paper-Cognitive-Foundations.pdf - National Catholic Education Commission

Ending the Reading Wars: Reading Acquisition From Novice to Expert - Castles, Rastle and Nation – SAGE Journals

Numeracy

The Science of Mathematics and How to Apply It - The Centre for Independent Studies

Managing Cognitive Load in Mathematics University of Wollongong

Concrete-Representation-Abstract in Maths Mathematical Hub

Assessment

The Science of Mathematics and How to Apply It - The Centre for Independent Studies

Managing Cognitive Load in Mathematics University of Wollongong

Concrete-Representation-Abstract in Maths Mathematical Hub

BOOKS

Cognitive Psychology: Science of Learning

Kirschner P & Hendrick, C, 2020, *How Learning Happens: Seminal Works in Educational Psychology and What they mean in practice*. Routledge.

Willingham, D. T. 2009, *Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom*. Jossey-Bass/Wiley.

Nuthall G 2007, *The Hidden Lives of Learners*, NZCER Publishing.

Cooney Horvath, J, 2019, *Stop Talking Start Influencing*. Exisle Publishing.

BOOKS

Pedagogy

Martin, HR 2024, *How do we learn? A Scientific approach to learning and teaching* (evidence-based education), Jossey-Bass.

Sherrington, T & Caviglioli, O, 2020, *Teaching Walkthrus- Five Steps to Instructional Coaching*, John Catt Publishing.

Lemov, D, 2015 *Teach Like a Champion 2.0*, Jossey - Bass.

Lovell, O 2022, *Tools for Teachers*, John Catt Publishing.

Literacy

Seidenberg, M 2017, *Language at the speed of sight: How we read, why so many can't & what can be done about it*, Basic Books.

Such, C. 2021, *The Art and Science of Teaching Primary Reading*, Sage Publications.

Assessment

William D & Leahy, S 2015, *Embedding Formative Assessment: Practical Techniques for F-12 Classrooms*, Hawker Brownlow.

Data

Bernhardt, V 2013, *Data Analysis for Continuous School Improvement*. Routledge.

Sharatt & Fullan 2023, *Putting Faces on the data- What great leaders & teachers do!* Corwin Publishing.

Fisk, S 2022, *Using & Analysing Data in Australian Schools*. Hawker Brownlow.

Fisk, S 2021, *Leading data-Informed Change in Schools*. Hawker Brownlow.



Recommended Resources

PODCASTS and WEBSITES

Organisational Structure

[Education Research Reading Room](#) – Grattan, Multi School Organisation – Ollie Lovell

Other Systems

[Catalyst](#) – Canberra Goulburn

Pedagogy

[Education Research Reading Room](#) – Ollie Lovell

[PEN Principles](#) – Jared Cooney Hovarth

[Dan Willingham - Science and Education](#)

Literacy

[Sold a Story](#) – Emily Hanford

Numeracy

[Mr Barton Podcast](#) – Chris Barton

Assessment

[Behaviour Curriculum with Dr Tim McDonald](#) – Knowledge for Teachers Podcast

Pedagogy

Refers to the theory and practice of teaching and education, including the methods and strategies educators use to facilitate learning. In Australia, pedagogy incorporates approaches aligned with the Australian Curriculum and AERO guidelines.

Instruction

The process of teaching is designed to help students acquire knowledge, skills, or competencies. It involves structured presentation and activities aimed at achieving specific educational outcomes.

Instructional Model

A framework used to design, implement, and evaluate teaching and learning activities. The Magnify Sandhurst Instructional model will be further developed and displayed in Steplab. It will align with AERO guidelines to ensure effective teaching strategies and consistent educational practices.

Explicit Teaching

An instructional approach where the teacher clearly outlines what students need to learn and how they will learn it. This method ensures foundational skills and knowledge are acquired through clear, step-by-step instruction.

Instructional Coaching

A Professional Development approach where a trained coach works individually with teachers to enhance their instructional practices. This method is used to improve teaching quality and student outcomes through targeted feedback and support.

Meta-Cognition

The awareness and understanding of one's own thought processes. Meta-cognition strategies help students develop self-regulation and reflective learning practices.

Low-Variance Curriculum

An educational approach with consistent and predictable content and instructional methods. This type of curriculum in Australia is designed to provide a stable learning environment with clear scope and sequence.



Glossary

Retrieval

The process of recalling information from memory to reinforce learning. In classrooms, retrieval practices are used to enhance long-term retention and understanding of content.

Structured Literacy

A systematic approach to teaching reading that emphasises the explicit relationship between sounds and letters. This method is aligned with AERO guidelines to support foundational literacy skills.

Systematic Synthetic Phonics

A method of teaching reading that focuses on systematic instruction of letter-sound relationships and blending. This approach is endorsed by AERO to improve reading proficiency.

Phonological Awareness

The skill of recognising and manipulating sound structures in spoken language, crucial for reading and spelling development. InitialLit strategies include phonological awareness as a key component of early literacy instruction.

Phonics

A method for teaching reading by correlating letters with their sounds. Phonics instruction is integrated into literacy programs to support word decoding and reading fluency.

Behaviour Curriculum

A structured approach to managing and teaching student behavior. This curriculum includes strategies to promote positive behavior and is implemented in Sandhurst schools to create conducive learning environments.

Knowledge Rich Curriculum

An educational framework that emphasises the acquisition of substantive knowledge across subjects. In Australia, this approach is supported by AERO to ensure deep, meaningful learning and understanding.

NOTES:

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