

Coaching and explicit teaching in the Kingston network

Chelsea PS – Taylor Irish
Chelsea Heights PS – Steve Capp
Steph Murphy – EIL (previously AERO)

Impact of change

Chelsea Heights

From this →



School name
Chelsea Heights Primary Sc..

Year level
 Year 3
 Year 5

Domain
 Reading
 Writing
 Spelling
 Numeracy
 Grammar and Punctuation

NAPLAN - Students by bands ⓘ

Top 2 band students in 2022 (%) ⓘ

For students in Year 3, Numeracy

25%

Your school

40%

Similar schools

48%

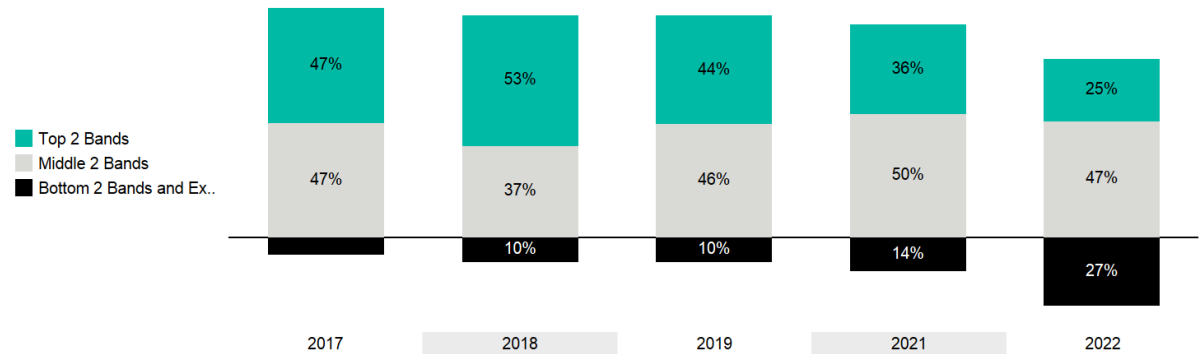
Network

39%

State

Students by band over last 5 years (%) ⓘ

For students in Year 3, Numeracy



Additional Links

[Further Support](#)

Videos

[Dashboard overview](#)

Reports

[SIP Naplan Band Detail](#)

Data breakdown (5 years) ⓘ

For students in Year 3, Numeracy

	2017	2018	2019	2021	2022
Mean scale score	423.8	434.1	420.3	401.6	379.4
Participation rate (%)	90%	91%	97%	97%	91%
Number of students	48	56	74	68	56
Maintaining Top 2 Bands % *					

* Maintaining Top 2 Bands % is only displayed for year 5, 7 and 9

Impact of change

Chelsea Heights

From this →



School name
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Domain
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Additional Links

[Further Support](#)

Videos

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Reports

[SIP Naplan Band Detail](#)

NAPLAN - Students by bands ⓘ

Top 2 band students in 2022 (%) ⓘ

For students in Year 5, Numeracy

10%
Your school

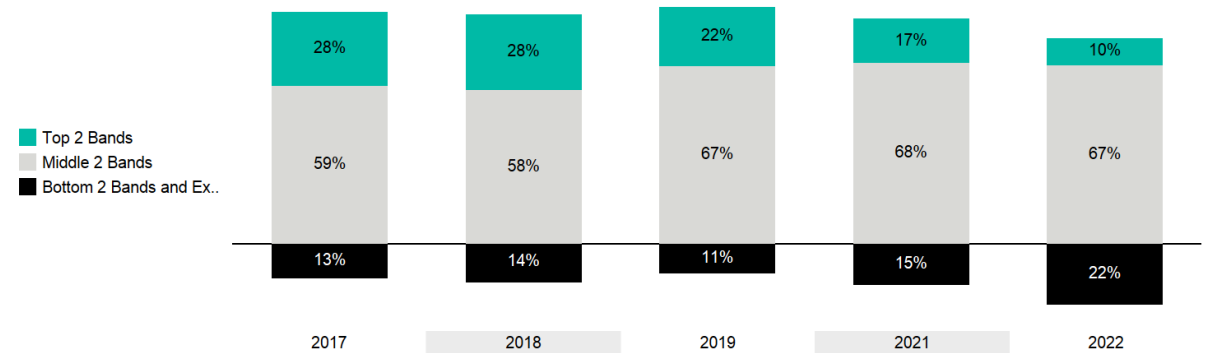
25%
Similar schools

30%
Network

27%
State

Students by band over last 5 years (%) ⓘ

For students in Year 5, Numeracy



Data breakdown (5 years) ⓘ

For students in Year 5, Numeracy

	2017	2018	2019	2021	2022
Mean scale score	503.5	495.7	486.2	486.4	465.3
Participation rate (%)	96%	93%	96%	96%	92%
Number of students	56	61	47	55	63
Maintaining Top 2 Bands % *	62%	75%	47%	32%	

* Maintaining Top 2 Bands % is only displayed for year 5, 7 and 9

Impact of change

Chelsea Heights

To this →



School name
Chelsea Heights Primary Sc..

Year level
 Year 3
 Year 5

Domain
 Reading
 Writing
 Spelling
 Numeracy
 Grammar and Punctuation

Links

[NAPLAN reporting and proficiency level information \(ACARA\)](#)

[Further Support](#)

NAPLAN - Students by Proficiency Levels ⓘ

Exceeding or Strong students in 2024 (%) ⓘ

For students in Year 3, Numeracy

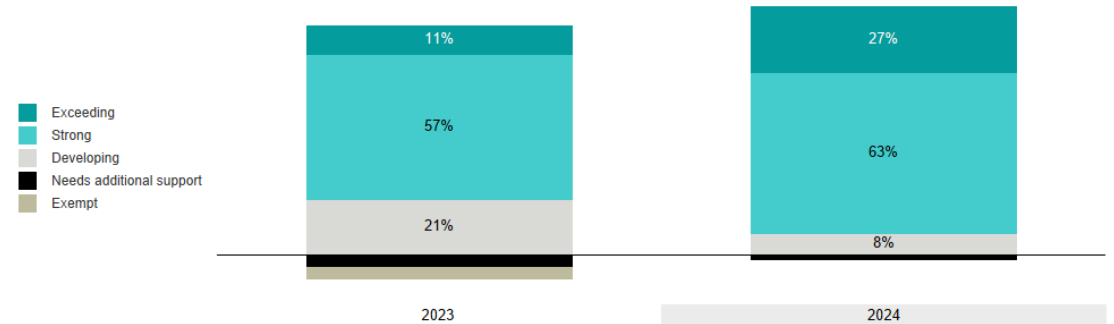
90%
Your school

71%
Similar schools

79%
Network

Students by proficiency level (%) ⓘ

For students in Year 3, Numeracy



Data breakdown ⓘ

For students in Year 3, Numeracy

	2023	2024
Mean scale score	417.3	455.6
State mean score	N/A	N/A
Participation Rate	95%	98%
Student Count	64	50

Impact of change

Chelsea Heights

To this →



NAPLAN - Relative Growth (interim) ⓘ



School Name
Chelsea Heights Primary Sc..

High growth students in 2024 (%) ⓘ

For students in Year 5, Numeracy

68%
Your school

21%
Similar schools

34%
Network

24%
State

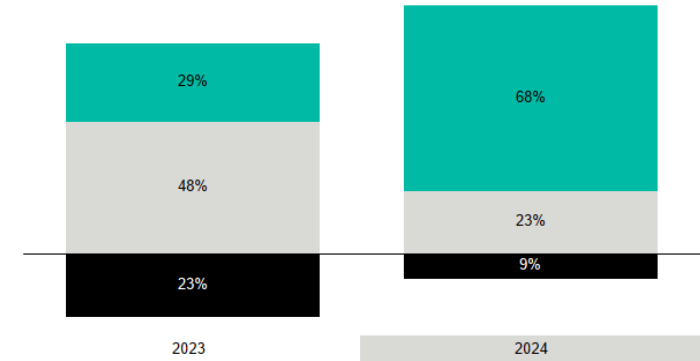
Year Level
 Year 5

Domain
 Reading
 Numeracy

Students by growth category (%) ⓘ

For students in Year 5, Numeracy

■ High Growth
■ Medium Growth
■ Low Growth



Additional Links

[Further Support](#)

Student location 2 years prior (2024) ⓘ

For students in Year 5, Numeracy

	Low Growth	Medium Growth	High Growth
Same school	10%	24%	66%
Different school	0%	0%	100%

Impact of change

Chelsea

From this →

NAPLAN - Students by bands ⓘ

Top 2 band students in 2022 (%) ⓘ

For students in Year 3, Numeracy

28%
Your school

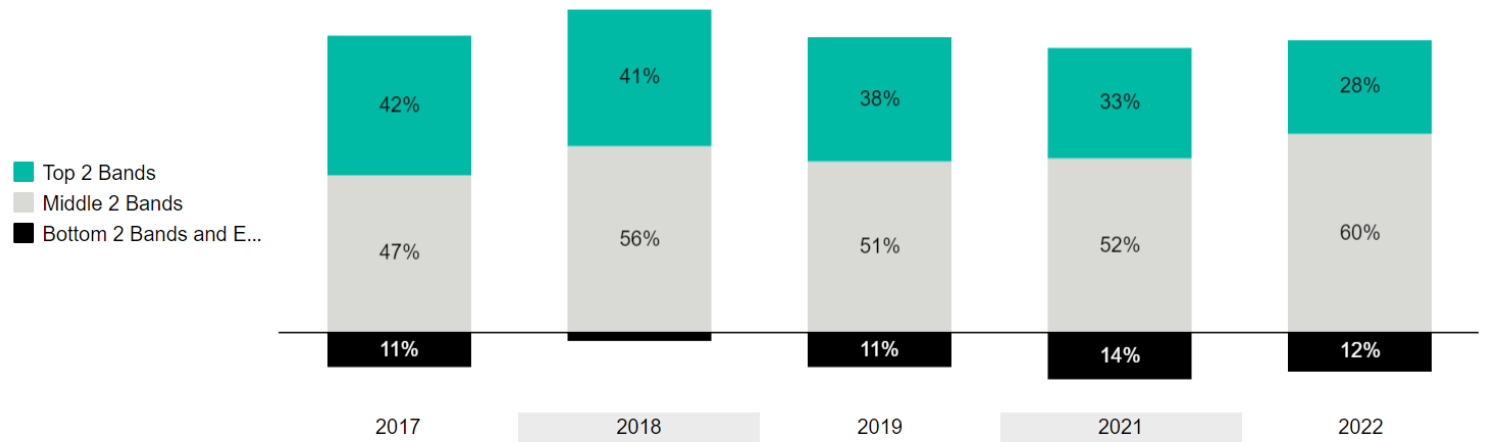
43%
Similar schools

48%
Network

39%
State

Students by band over last 5 years (%) ⓘ

For students in Year 3, Numeracy



Impact of change

Chelsea

To this →

NAPLAN - Students by Proficiency Levels ⓘ

Exceeding or Strong students in 2024 (%) ⓘ

For students in Year 3, Numeracy

89%

Your school

73%

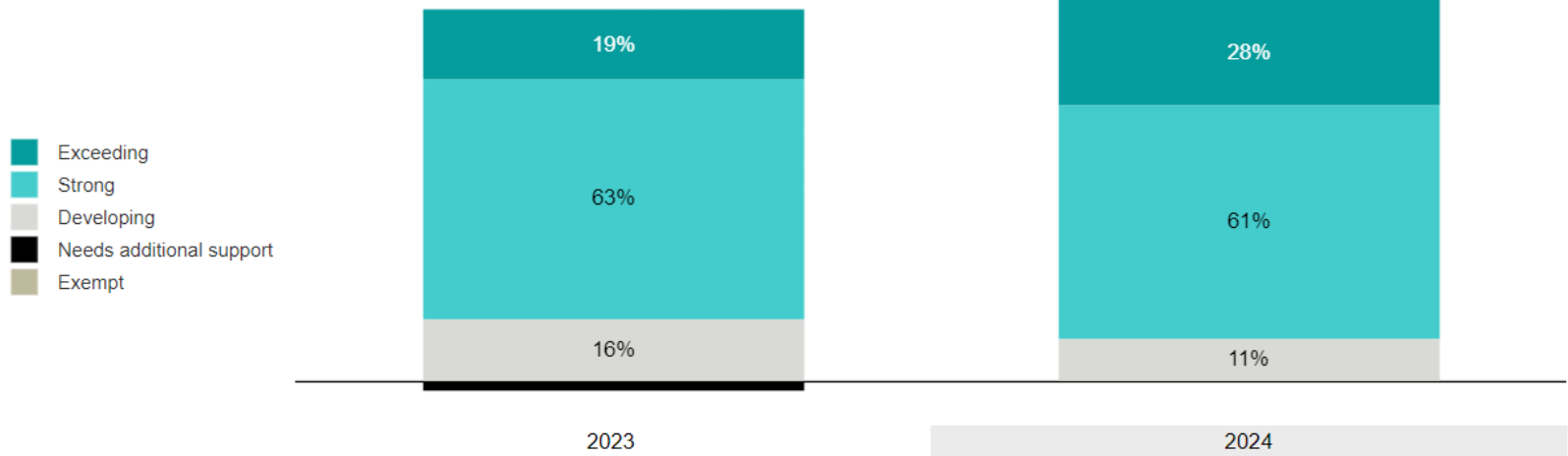
Similar schools

79%

Network

Students by proficiency level (%) ⓘ

For students in Year 3, Numeracy



Prompt

What do you notice?

What do you wonder?

Learning intention

By the end of this session, we will:

- > Understand coaching as an implementation strategy
- > Identify elements of practice focused coaching
- > Consider if this is applicable within your own school

Context

Learning Partner Project – AERO

- > Chelsea Heights in 2023 and Chelsea in 2024 were involved in the learning partner project with AERO
- > The learning partner project aimed to learn more about **implementation** of evidence-based practice
- > Project spanned 4 states and 14 schools in total with a focus on explicit instruction
- > Future publications from AERO are coming with learnings from this project as well as implementation advice for schools

Who is AERO?

Australian Education Research Organisation

- > Vision: excellence and equity in educational outcomes for all children and young people through the effective use of evidence
- > Three key areas of work for AERO:
 1. Generate high quality evidence
 2. Present high-quality evidence that is relevant and accessible
 3. Encourage the adoption and implementation of evidence in practice and policy

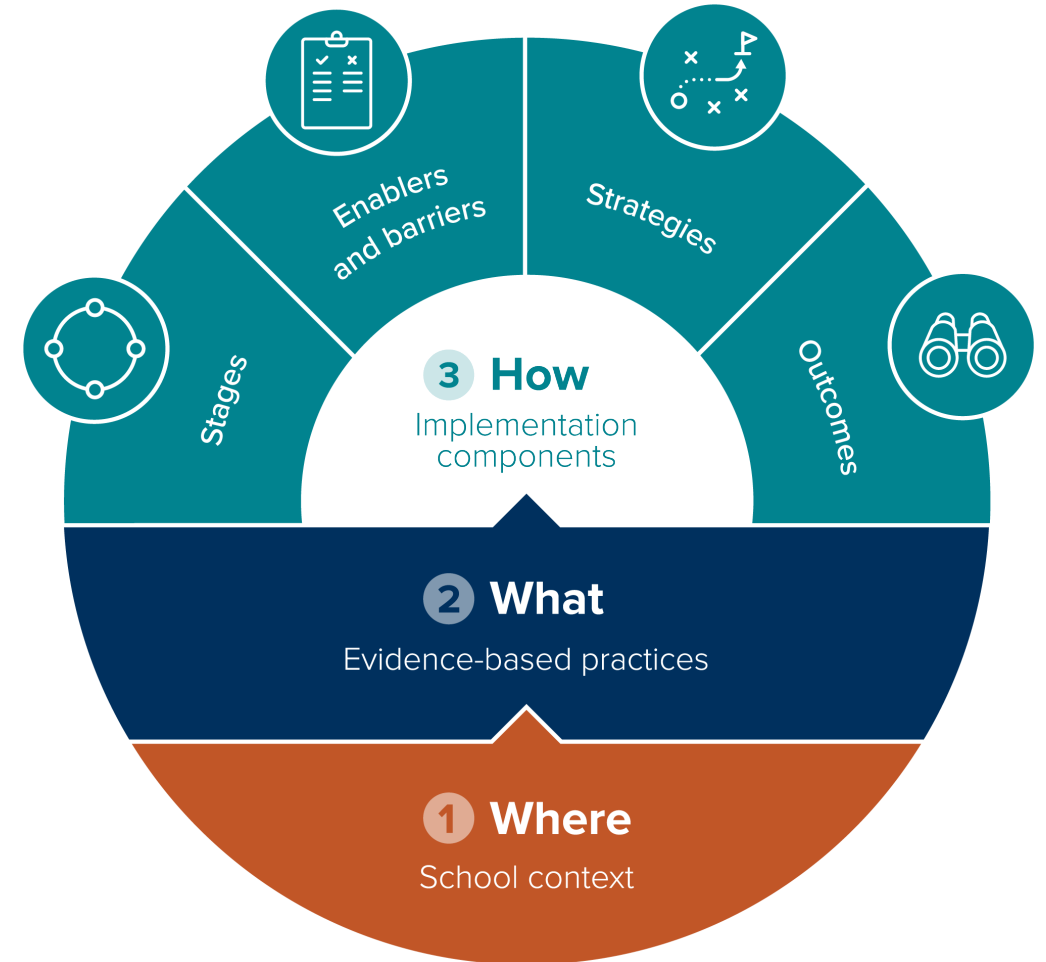
Want to know more: <https://www.edresearch.edu.au/>



An evidence informed approach to implementation

Learning partner project model

- > Where? – what does your school need?
- > What? – which evidence-based practice will address these needs. *This was decided prior to the project with the focus being on explicit instruction.*
- > How? – how will we implement and shift practice?



Where: What does your school need?

Chelsea Heights (2023)

Transform in Mathematics 5-year decline

Gateway to evidence informed vision

Maths Anxiety - Student Confidence

Support engagement/behaviour

Build teacher capacity in teaching numeracy

Chelsea (2024)

2019 – new principal (Taylor) and began moving the school to an explicit approach

COVID – momentum stopped

Leadership structures

Middle leadership development

What: Explicit instruction

Clarify

- > Cognitive load theory
- > How students learn best – AERO evidence summary
- > Learning and teaching model – AERO
- > Mathematics focus

Codify

- > Key practices in each part of the lesson
- > Break down professional learning and coaching into chunks
- > Know what you want to see from teachers and from students

What: Explicit instruction

Clarify



Teaching that aligns
with how students learn

Enabling

Foster the conditions of a learning-focused environment

- Rules and routines
- Respectful interactions
- Self-regulated learning
- Cultural safety
- Family engagement

Planning

Develop a teaching and learning plan for the knowledge students will acquire

- Define knowledge
- Chunk content
- Sequence instruction
- Plan to assess

Instruction

Manage the cognitive load of learning tasks

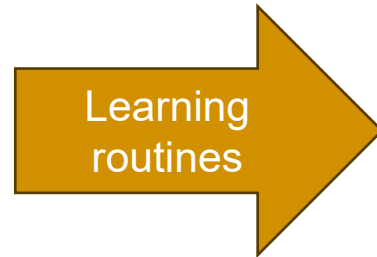
- Explain learning objectives
- Teach explicitly
- Scaffold practice
- Monitor progress
- Support tiered interventions

Gradual release

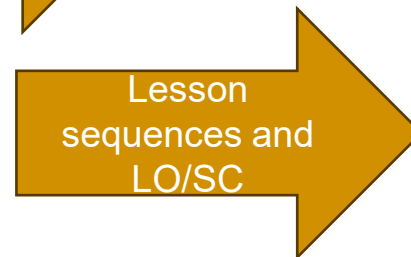
Maximise retention, consolidation and application of learning

- Revisit and review
- Vary practice
- Organise knowledge
- Extend and challenge

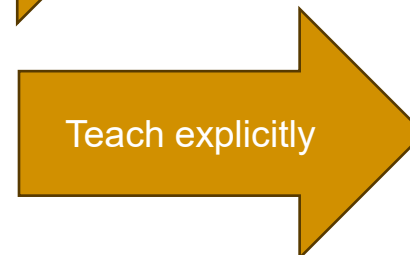
Codify



Whiteboards
Partner talk
Cold call



Lesson planning
Setting LO and SC
Making SC visual



Modelled examples
Teacher think aloud



Scaffolded practice
Independent practice
Corrective feedback

Pause point

Think / Pair / Share

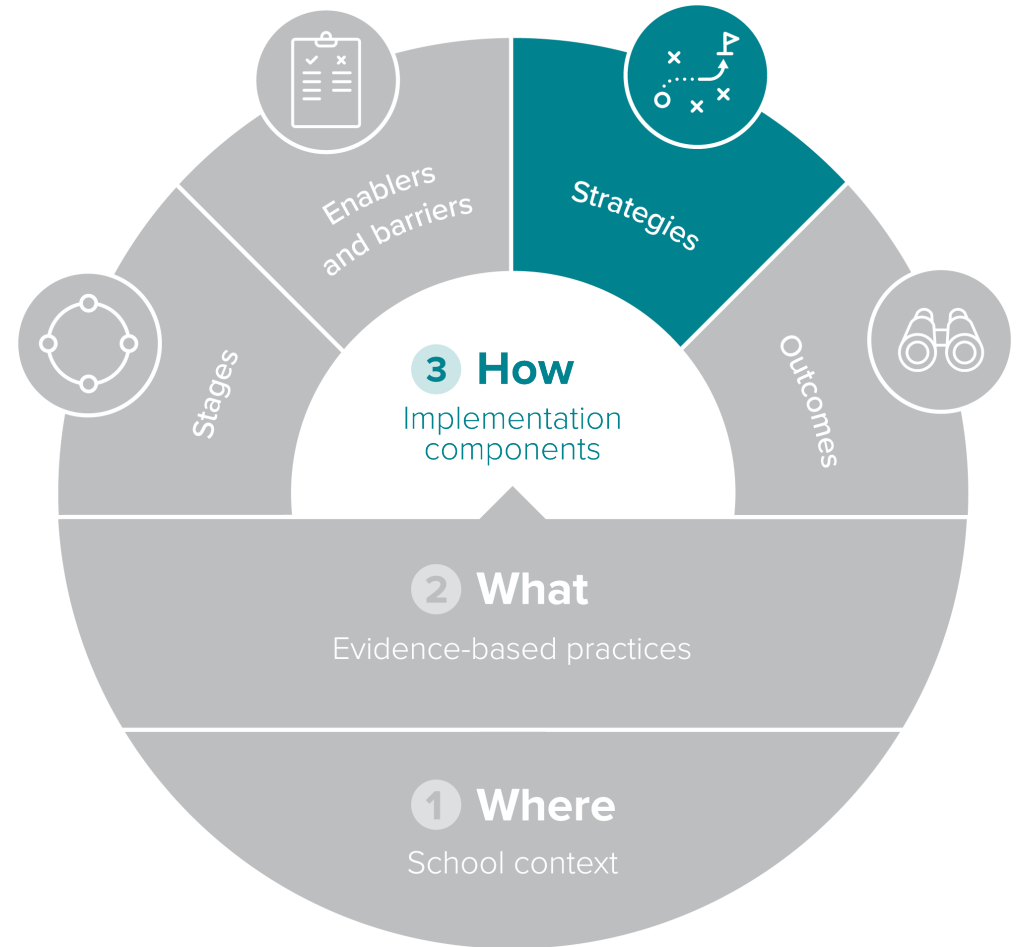
- What is your current problem of practice?
- Are you able to codify what needs to improve in terms of teacher behaviour?

How: Strategies

What will we do?

This includes:

- > Implementation planning – AIP
- > Building staff buy in
- > Professional learning
- > **Modelling and coaching**
- > **Leadership meetings and support**
- > Reflective professional learning
- > **Engagement with other schools**



Modelling and coaching

Effective coaching is:



Individualised



Time protected



Content specific



Focused on discrete skills



Paired with professional learning

Impact:

- Large positive effects on instructional practice
- Positive effect on student outcomes
- Content specific coaching more impactful than generalised coaching

Practice focused approach



Pause point:

Turn and talk:

- Do you have a coaching model?
- Which parts of practice focused coaching are included? Is something missing?

What: Explicit instruction

Clarify



Teaching that aligns
with how students learn

Enabling

Foster the conditions of a learning-focused environment

- Rules and routines
- Respectful interactions
- Self-regulated learning
- Cultural safety
- Family engagement

Planning

Develop a teaching and learning plan for the knowledge students will acquire

- Define knowledge
- Chunk content
- Sequence instruction
- Plan to assess

Instruction

Manage the cognitive load of learning tasks

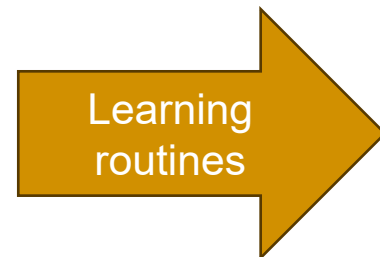
- Explain learning objectives
- Teach explicitly
- Scaffold practice
- Monitor progress
- Support tiered interventions

Gradual release

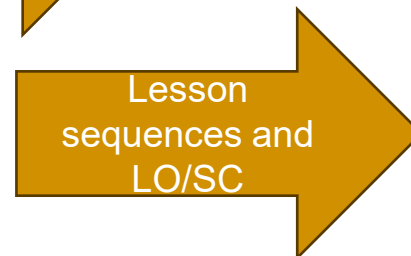
Maximise retention, consolidation and application of learning

- Revisit and review
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- Organise knowledge
- Extend and challenge

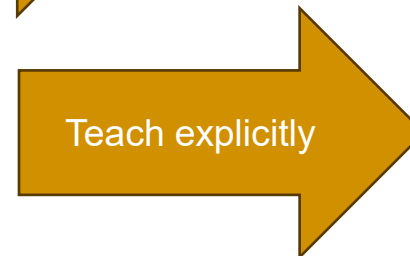
Codify



Whiteboards
Partner talk
Cold call



Lesson planning
Setting LO and SC
Making SC visual



Modelled examples
Teacher think aloud



Scaffolded practice
Independent practice
Corrective feedback

Coaching as part of your PL package

Term 2	PL	Coaching
Week 1	Professional learning – discrete skill e.g. Learning routines	Preparation of timetable for coaching and template. Book CRT to modelling weeks Pre-observations of new staff etc.
Week 2-3	Professional learning – discrete skill - Reading and rehearsal	Modelling Week 2 – F-2 classes (CRT required) Week 3 – 3-6 classes (CRT required)
Week 4-5		Coaching and feedback Week 4 – F-2 classes Week 5 – 3-6 classes
Week 5	Reflective professional learning – Celebration, improvements, shared goal and individual goal setting	1:1 coaching based on point of need

Sample timetable

Time	Teacher	Focus	Modelling Coaching + feedback Follow up
9-10am	Matt	Learning routines – whiteboards and partner talk	Modelling
10-11am	Bree	Learning routines – whiteboards and partner talk	Modelling
11:30-12:30pm	Sarah	Learning routines – whiteboards and partner talk	Modelling
12:30-1:30pm	Grayson	Learning routines – whiteboards and partner talk	Modelling
2:30-3:30pm	HOLD	Planning: <ul style="list-style-type: none">- Coaching timetable- PL slides- Book follow up observations	

Leveraging your learning specialist



Monday	Tuesday	Wednesday	Thursday	Friday
11:30-1:30 Maths lesson Observations available	11:30-1:30 Maths lesson Observations available			11:30-1:30 Maths lesson Observations available

Supportive tools

Observation templates

- Write down what you want to see!
- Front load – teachers use it on modelled lesson before being observed with the template
- Each discrete skill has its own coaching template

Establishing learning routines

Effective classroom environments and positive learning routines allow students to prioritise thinking about what they are learning and ensure they are engaged and successful learners (AERO, 2023).

Teacher name:

Date:

Learning routine	Tally	Comments
Whiteboard routines – chin it/park it/wipe it/ hover it		
Turn and talk partners (A/B pairs)		
Cold call		
Other		

Goal:

Next steps:

Examples

Learning objectives and success criteria - planning

Effective teaching starts with a clear goal (learning objective) and a well thought out scaffold (success criteria), to ensure students know what they are learning and understand how they will get there (AERO 2022).

Teacher name:

Date:

Planning learning sequences

Key practices	Tally	Comments
Unit maps and scopes and sequences reflect lesson sequence		
Lessons are broken down into teachable chunks		
Learning objectives state <u>the what</u> students will learn and why*		
Success criteria show how students will achieve the learning objective (steps for success)		
Learning objectives and success criteria are written in student friendly language.		
Other		

Goal:

Next steps:

New learning and worked examples

Effective teaching involves fully explaining and demonstrating what students need to learn (AERO, 2022).

Teacher name:

Date:

Key practices	Tally	Comments
New learning is well sequenced from simple to complex		
Connects to prior knowledge		
New vocabulary is unpacked		
Teacher independently models worked examples		
Other		

Goal:

Next steps:

Guided practice

Effective teaching provides students time to review and practise what they have learned under guidance so they are prepared to apply their learning independently (Rosenshine, 2012).

Teacher name:

Date:

Key practices	Tally	Comments
Links to success criteria		
Guided practice tasks replicate worked examples		
Teacher checks for understanding using learning routines (whiteboard, cold call, student think aloud)		
Teacher offers corrective feedback		
Teacher uses an 80/20 rule to identify if they can move on to independent practice		
Other		

Goal:

Next steps:

If you cannot codify your teaching model, you cannot expect improvement.

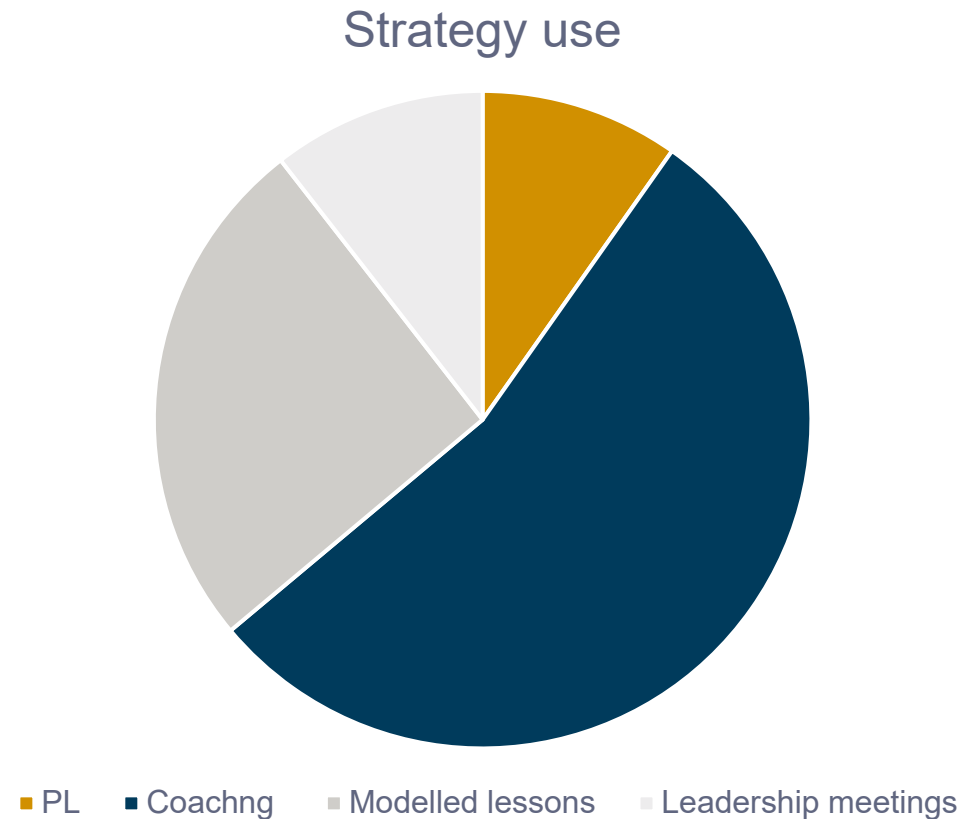
Snapshot of time on strategies

Chelsea Primary School

12 weeks

- 6.5 hrs of PL
- 36 hours of coaching
- 17 hours of modelled lessons
- 7 hours of leadership meetings

Student survey of improvement:
90% of students supported new maths
structure.



Leadership support

Structure

- Leadership time, being part of the process and implementation is critical
- Setting the structures in place for this learning to happen.
- Mapped out 2024 - lock in key dates
- Working closely alongside the coach as much as possible

Specialist

- Who was the right person for the role
- What attributes did they need to have?
- Teaching and coaching timeframe
- Coaching - who are the early adopters, how do we plan to utilise their skillset

Leadership support

Timetable

- Managing the timetable
- Ensuring that the daily operations still run with minor disruptions
- The coaching becomes embedded into the timetable
- Don't cancel or reschedule, honour the scheduled classroom visit

Investment

- Being strategic with your funding and resourcing
- Honour the time to the coaches and the teachers
- Resourcing, setting the classroom landscape
- Leadership time and input being part of the process and implementation is critical

Working together as a network

Communities of Practice - Numeracy

- Data informed approach to improvement in numeracy outcomes
- Examining the evidence E4L - develop instructional leadership
- Classroom Observations - once a term
- Implementation Science - get specific - e.g. reviews, bar model
- Improvement cycles

Impact

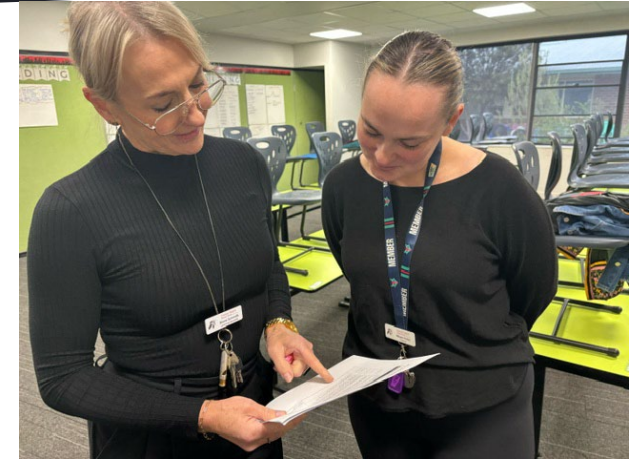
Chelsea Heights Primary School

Impact:

- Structure around coaching.
- The observation paperwork supports coaching conversations.
- Goal setting with the teacher - aligns to school goals.

Result:

- Teachers have clear goals
- Teacher buy in to improvement
- Goals are personal, achievable and allow for growth to be celebrated
- Student achievement shows practice improvement



Whole school impact:

- Can codify to the core elements of explicit teaching
- Norms are set on classroom set up, planning systems, learning protocols
- Establishing coaching cycles aligned to PL
- Teachers know where their area of improvement and growth is
- Identification of champions for sustained improvement.

Impact

Cheslea Primary School

Term 2 focus:

Discrete skill: LO and SC

Modelled by expert: Steph & Matt modelled

Follow up conversations: What did we see? Is the modelling helping?

Rehearsal: Time to demonstrate skills in a safe space

Teacher Observations: Observations of LO and SC

Specific Feedback: Celebration of success

Specific Goals: Clear, concise and achievable

Impact

- Responsive teaching
- Consistent whole-school practice
- Teaching excellence

Leading this work in your school

Steps you can take:

- Clear Vision and Goals - data
- Identify signs of success
- Visibility and Engagement - PD - teach
- Spotlight on the positive changes - celebrate
- Empower the changes makers/remove barriers
- Keep building and telling the story



Questions



Reflection

What are you walking
away with today?

Thank you