# Workshop 3 – Planning for learning

## Facilitator guide

It is recommended that facilitators review the ‘Explicit teaching in NSW public schools’ statement prior to leading the workshop. It is also recommended schools engage with [workshops 1 and 2](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/leading-explicit-teaching). Facilitators should consider the most suitable approach to engage the whole school, to develop a shared understanding of explicit teaching.

### Purpose

This workshop is designed to deepen thinking on the enabling factors ‘Know the content and how to teach it’, ‘High expectations’ and ‘Safe, inclusive learning environments’.

### Outcomes

By the end of the workshop, participants will:

* consider how a deep understanding of the content supports effective explicit teaching
* determine how evidence related to high expectations relates to explicit teaching
* share understanding of approaches to building a safe, inclusive learning environment.

### Timing

The workshop is designed for a 45-minute session. This timing is suggested and the facilitator will make decisions about timing based on the school context. This workshop has 3 key enabling factors and may be considered for use with more extended sessions with focus on each enabling factor.

### Resources

Prepare copies of the reading material below for each group to access during the session.

* Australian Institute for Teaching and Educational Leadership (AITSL) (2023) [Addendum: Accreditation of initial teacher education programs in Australia: Standards and Procedures (PDF 495 KB)](https://www.aitsl.edu.au/docs/default-source/national-policy-framework/addendum-to-accreditation-standards-and-procedures.pdf).​

### Facilitating the workshop

The Workshop 3 – Planning for learning PowerPoint presentation contains prompts for discussion and reflection. The [discussion and reflection questions](#_Reflection_questions) are included in this guide. The facilitator may choose which questions are most appropriate for their context and the time available for discussion. This workshop can be completed across more than one session.

### Suggested structure

1. Present **Section 1 – Planning for learning** of the Workshop 3 PowerPoint presentation. Slide 5 contains a prompt to connect this workshop to Workshop 2 [3 minutes].
2. Present **Section 2 – Know the content and how to teach it** of the Workshop 3 PowerPoint presentation. Introduce Activity 1 detailed on slide 9 [2 minutes].
3. Complete Activity 1 – Effective Pedagogical Practices [10 minutes].
4. Present **Section 3 – Enabling factors: High expectations** of the Workshop 3 PowerPoint presentation [4 minutes].
5. Introduce Activity – 2 High expectations. Play the video on slide 14 [3:19] then facilitate a discussion [5–10 mins].
6. Present **Section 4 – Safe, inclusive learning environments** of the Workshop 3 PowerPoint presentation [3 minutes].
7. Complete Activity 3 – Safe, inclusive learning environments using the speaking notes and facilitator prompts to guide discussion [10 minutes].
8. Use slides 19–20 to conclude the workshop.

### Discussion questions

The discussion questions in this guide include reflection questions embedded in the Workshop 3 PowerPoint presentation and questions for extended discussion.

### Activity 1 – Effective pedagogical practices – discussion questions (slide 8)

After reading pages 7 to 9 of ‘Addendum: Accreditation of initial teacher education programs in Australia: Standards and Procedures', Core Content 2 consider:

* How does a deep understanding of the content enable teachers to teach explicitly? [5 minutes for staff discussion].

Suggested discussion points:

* Learning intentions and success criteria align to syllabus outcomes and are clearly communicated to students.
* Intentional decisions are made about chunking and sequencing of content to connect to and build on prior learning.
* Design effective questions to elicit deep understanding of content and development of skills.
* Model application of skills, knowledge and understanding.
* Create and respond to checks for understanding to ensure future learning responds to student needs.

### Activity 2 – how learning happens – discussion questions (slide 13)

Facilitate a discussion with teachers using the prompt below [5 minutes]:

* How the research observations of high and low expectation classrooms that Professor Rubie-Davies describes relate to explicit teaching?

Suggested discussion points:

* **Teaching statements:** Prof Rubie-Davies mentions high expectation teachers ask lots of questions to check for understanding and make statements that link learning to prior knowledge. These are both strategies that are evident in explicit teaching.
* **Feedback based on goals:** Prof Rubie-Davies mentions that high expectation teachers give clear feedback on student learning based on the clear learning goals they had set with students. These are both strategies that are evident in explicit teaching.
* **Questioning and responding:** Prof Rubie-Davies mentions that high expectation teachers provide high level questions for all students, but if students do not know the answer, they either rephrase or provide prompts (a form of scaffolding) to help all students answer successfully. Explicit teaching involves the use of questioning to check for understanding and scaffolding to support all students’ understanding and success.
* **Positive behaviour management:** Prof Rubie-Davies mentions that the behaviour management strategies high expectation teachers use are positive and preventative. A positive, warm learning environment contributes to students being ready to learn and more time can be spent on teaching and learning.
* **Procedural statements:** Prof Rubie-Davies mentions that the classroom observations took place later in the year and that high expectation teachers had well established routines that meant they did not have to state them as often as low expectation teachers. Establishing classroom routines early in the year contributes to a positive learning environment where more time can be spent on teaching and learning.

### Activity 3 – Safe, inclusive learning environments

Facilitate a discussion with teachers using the prompts below [5 minutes]:

1. **Which approaches support all students to seek help with their learning?**

Suggested discussion points:

* Fostering a positive learning environment and culture.
* Using a range of options, both overt and covert. These could include the use of hand signals in a whole class check for understanding, individual routines or systems and active monitoring of students working.
* Scripting is an evidence-based practice for students on the autism spectrum (Hume et al., 2021). Consider how you could use scripting in your class as a universal support to help all students answer questions and ask for help. A script is a written, audio, or visual cue that supports students to communicate with others.

1. **What is a new approach you could implement to enable a culture of safe participation in learning for your students?**

**Possible discussion points include:**

* Trialling one of the suggested approaches within a team, Stage or across several classes and evaluating the impact.
* Choosing one activity in the school that could be refined by using a school-wide routine, for example, entering classrooms. Discuss the agreed features of the new routine and decide on how it can be trialled and its effectiveness evaluated.

Additional discussion prompts:

1. **How can routines in your context enhance students' feeling of safe participation in learning? Possible discussion points include:**

* Routines become automatic, so students are less self-conscious of using them.
* They provide a common approach for all students to access confidently.
* Routines provide students with a predictable response or reaction from the teacher.

1. **Positive behaviour management impacts on the safety and inclusivity of students' learning. How could this be enhanced or sustained in your content?**

**Possible discussion points include:**

* Develop or refine the school-wide approach, so that students are provided with predictable expectations, support and consequences.
* Ensure that existing positive behaviour management systems are still fit for purpose, and being implemented consistently by all teachers.
* Analyse available data about the effectiveness of the existing positive behaviour management approaches.
* Consider surveying students and teachers about the current positive behaviour management approaches.

## More information

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[Explicit teaching webpage](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching)

## Evaluation

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[Explicit teaching facilitator feedback survey](https://forms.microsoft.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kTGUUChLUCVJnZOoOoMPdkhUQTdNN0dSVEVZSURaUURTWkMzNkFKSEtEUS4u)

If you have questions about the guide, please email [ContactCurriculumReform@det.nsw.edu.au](mailto:ContactCurriculumReform@det.nsw.edu.au).

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