



Our Lady of Good Counsel School

Instructional Playbook

“The OLGC Way”

*Achieving excellence in teaching and learning through clarity, consistency
and collaboration.*

School Vision

Our Lady of Good Counsel Primary School, a leading faith community inspiring learners to shape tomorrow

Our Strategic Intent

We embrace a culture of continuous improvement, regularly reviewing our strategies and learning from our experiences to adapt to evolving educational needs.

School Values

Responsibility – Safety– Respect – Courage

Foreword

This instructional playbook was developed throughout 2025 by the staff of Our Lady of Good Counsel, Deepdene. Staff engaged in professional reading, examined current research and best practice, and participated in rich dialogue to develop shared belief statements. Once these statements were agreed upon, staff collaboratively identified the implications for classroom practice and documented the agreed approaches.

This document serves as a guiding reference for all OLGC staff. It outlines our shared understanding of effective teaching and learning and provides a consistent framework for instructional practice across the school.

The instructional playbook is a living document. It will continue to be reviewed and refined as new research emerges, our classrooms evolve, and our collective understanding of the science of learning deepens.

This first edition captures our pedagogical approach to teaching and learning at OLGC. As we continue our professional learning journey, we will expand this playbook to further articulate how we meet the needs of all students and strengthen our approaches to leadership, professional growth and feedback.

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Why an Instructional Playbook

An instructional playbook provides a framework that enhances teaching effectiveness and fosters a culture of continuous learning within a school.

Consistency and Clarity in Instruction

An instructional playbook outlines shared strategies, procedures, and pedagogical practices for all teachers. This consistency:

- Ensures alignment with curriculum goals and school standards, reducing variability in student learning experiences.
- Promotes clear communication through a shared language and expectations among staff (Fisher & Frey, 2014).

Professional Development and Teacher Support

A playbook serves as both a training tool and a reference:

- Ongoing learning: It supports evidence-based practices (e.g., Gradual Release of Responsibility: “I Do, We Do, You Do”) to scaffold learning effectively (Fisher & Frey, 2014).
- Coaching resource: Coaches use it to translate research into practice, deepening their own expertise and supporting teachers in implementation (Knight, Hoffman, Harris, & Thomas, 2021).
- Empowerment: Clear yet flexible guidelines build teacher confidence and enable innovation within a coherent framework (Knight, 2021).

Enhanced Student Engagement and Learning Outcomes

Incorporating high-impact instructional strategies leads to better student results:

- Structured environments help students focus and reduce cognitive load, improving engagement and concentration (Hattie, 2009).
- Scaffolded learning over time builds student independence and deeper mastery (Fisher & Frey, 2014).

Facilitates Data-Informed Decision Making

A playbook can include formative assessment and feedback protocols:

- Consistent assessment: Helps gather reliable data on student learning.
- Data-driven refinement: Instruction is improved through ongoing feedback loops (Hattie, 2009; Kraft, Blazar, & Hogan, 2018).

Encourages Collaboration and Shared Best Practices

The development process promotes collective ownership:

- Shared investment: Teachers involved in creation feel responsible for the outcomes.
- Collective wisdom: Tapping into faculty expertise enriches the playbook with diverse, classroom-proven strategies (Fisher & Frey, 2014; Knight et al., 2021).

Fisher, D., & Frey, N. (2014). Better learning through structured teaching: A framework for the gradual release of responsibility (2nd ed.). ASCD.

Knight, J., Hoffman, A., Harris, M., & Thomas, S. (2021). The instructional playbook: The missing link for translating research into practice. Corwin.

Kraft, M. A., Blazar, D., & Hogan, D. (2018). Review of Educational Research, 88

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.

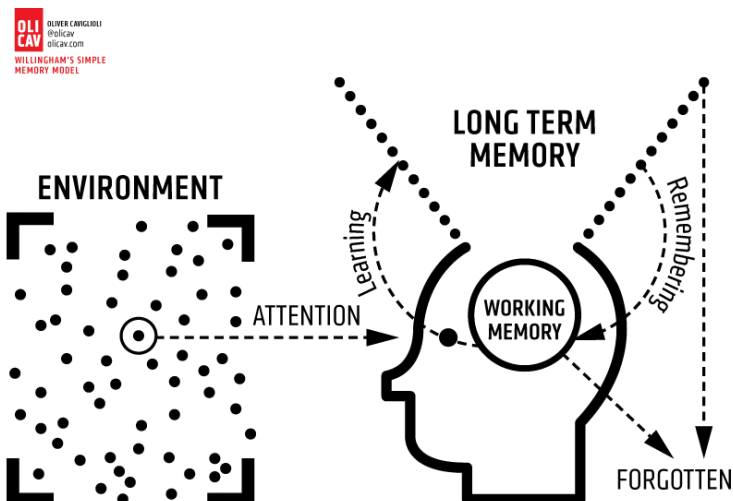
Cognitive Load

At OLGC we believe

That all students learn best when teaching is designed with an understanding of how the mind processes and stores information. Cognitive Load Theory (CLT) provides a clear framework for recognising the limits of working memory and the conditions that enable learning to be transferred into long-term memory (Sweller, 1988; Sweller, Ayres, & Kalyuga, 2011).

We believe that:

- Intrinsic load, the inherent complexity of content, should be carefully managed by sequencing learning from simple to complex and building on prior knowledge (Sweller et al., 2011).
- Extraneous load, created by distractions or poorly designed instruction, must be minimised by presenting information clearly, avoiding redundancy, and reducing split attention (Chandler & Sweller, 1991).
- Germane load, the mental effort that contributes to schema building, should be fostered through strategies such as worked examples, scaffolding, and opportunities for practice and reflection (Paas, Renkl, & Sweller, 2003).
- These principles have clear implications for teaching. Learning should be presented in structured, manageable steps; visual and verbal information should be integrated; and instruction must be adapted to learner expertise, recognising that novices and advanced students require different approaches (Mayer & Moreno, 2003; Kalyuga et al., 2003).



We implement

Curriculum and Lesson Design

- Sequence from simple to complex
- Activate prior knowledge
- Chunk learning

Instructional Practices

- Model thinking aloud
- Gradual release of responsibility model
- Minimise split attention
- Reduce distractions

Classroom Environment

- Streamline visual spaces
- Routines for focus
- Thought out classroom furniture and seating plans

Assessment and Feedback

- Low-stakes practice
- Provide worked examples
- Encourage reflection

Teacher Professional Learning

- Science of Learning professional development
- Lesson studies and peer observations
- Shared language

Chandler, P., & Sweller, J. (1991). *Cognition and Instruction*, 8

Kalyuga, S., Ayres, P., Chandler, P., & Sweller, J. (2003). *Cognition and Instruction*, 8

Mayer, R. E., & Moreno, R. (2003). *Educational Psychologist*, 38

Paas, F., Renkl, A., & Sweller, J. (2003). *Educational Psychologist*, 38

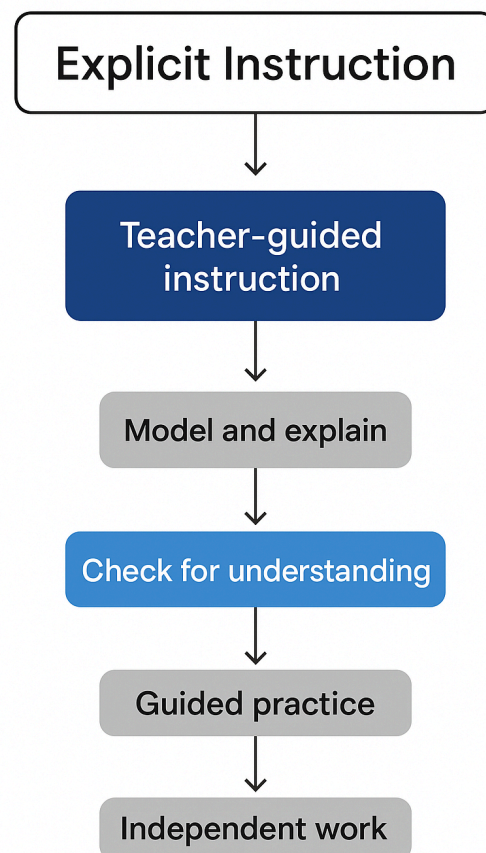
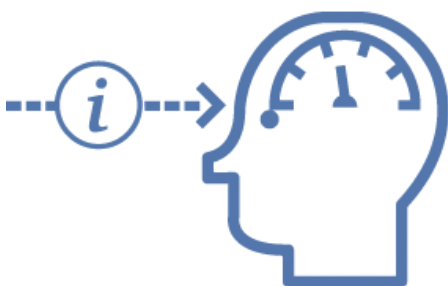
Sweller, J. (1988). *Cognitive Science*, 12

Sweller, J., Ayres, P., & Kalyuga, S. (2011). *Cognitive load theory*. Springer.

Explicit Instruction

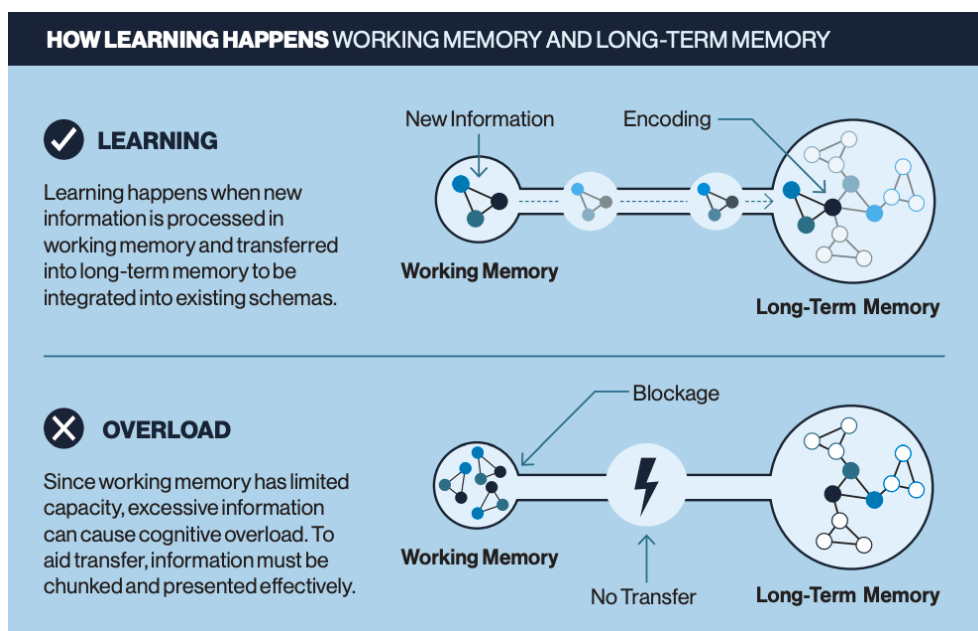
At OLGC we believe

High-performing teachers design lessons that begin with teacher-guided instruction and gradually shift responsibility onto the learner. Teachers fully explain the concepts and skills students are required to learn, ensuring the knowledge is explicitly presented and taught (Rosenshine, 2012). Each step is modelled and broken down into smaller learning outcomes, so students clearly see what is expected of them (Rosenshine, 2012). Furthermore, teachers employ think-aloud strategies to demonstrate approaches to solving problems, offering insight into expert thinking processes (Rosenshine & Sherrington, 2020; Fisher & Frey, 2008).



We implement

A consistent learning sequence based on explicit instruction. Lessons begin with clear modelling, guided practice supports understanding, and independent tasks consolidate learning. Through regular professional dialogue and observation, staff continually refine how they explain, model, and check for understanding to maximise student success.



Fisher, D., & Frey, N. (2008). Better learning through structured teaching: A framework for the gradual release of responsibility. Association for Supervision and Curriculum Development (ASCD).

Rosenshine, B. (2012). American Educator, 36

Rosenshine, B., & Sherrington, T. (2020). Rosenshine's principles in action. John Catt Educational.

Student Attention and Classroom Design

At OLGC we believe

A key principle of Cognitive Load Theory is the distinction between the three types of cognitive load: intrinsic, extraneous and germane. Intrinsic load relates to the inherent complexity of the material, extraneous load refers to how information is presented, and germane load concerns the cognitive resources devoted to schema construction (Sweller, van Merriënboer, & Paas, 2019). Of these, extraneous load is the most sensitive to instructional design and environmental conditions, including visual and auditory distractions in the classroom.

Attention, defined as the selective allocation of processing resources (Anderson, 2010), plays a critical role in managing cognitive load. Recent studies have examined how distractions, both visual and social, can increase extraneous cognitive load, thereby reducing capacity for learning. (Mayer and Fiorella , 2022; Skulmowski and Rey, 2020) .

The physical layout and decoration of classrooms are increasingly recognised as mediators of attention and cognitive load (Fisher, Godwin & Seltman, 2014). Additionally, the seating arrangements in a classroom play a pivotal role in student engagement and on-task behaviour, especially during direct instruction (Fernandes, Huanh & Rinaldo, 2011; Zang et al., 2022).



We implement

Classroom environments should be purposefully designed to minimise extraneous cognitive load. This involves reducing visual clutter, employing flexible seating arrangements aligned with learning goals, and using instructional cues to guide student attention. Importantly, teachers should understand how classroom design interacts with the principles of Cognitive Load Theory (CLT) to support more effective teaching and learning.

Key implementations include, but are not limited to:

- Arranging student desks in rows or a horseshoe configuration to support visibility and focus during instruction.
- Assigning designated “turn and talk” partners, either in pairs or in quadrant-based formats such as the “pair square” (see image below (Swain, 2022))
- Positioning group anchor charts by subject in locations away from the explicit teaching area; so that accessing the “third teacher” becomes a natural part of independent learning without becoming a distraction during direct instruction.
- Placing decorative elements such as birthday charts and administrative displays away from the explicit teaching zone.
- Being mindful of the volume and relevance of visual stimuli displayed throughout the classroom.



Anderson, J. R. (2010). *Cognitive psychology and its implications* (7th ed.). Worth Publishers

Fernandes, A. C., Huang, J., & Rinaldo, V. J. (2011). *International Journal of Teaching and Learning in Higher Education*, 23

Fisher, A. V., Godwin, K. E., & Seltman, H. (2014). *Psychological Science*, 25

Mayer, R. E., & Fiorella, L. (2022). *Learning as a generative activity: Eight learning strategies that promote understanding* (2nd ed.). Cambridge University Press.

Skulmowski, A., & Rey, G. D. (2020). *Computers & Education*, 148

Swain, K. (2022). *Primary Education Review*, 48

Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2019). *Educational Psychology Review*, 31

Zang, Y., Lu, Z., Xie, J., & He, W. (2022). *Frontiers in Psychology*, 13

Gradual Release of Responsibility Model

At OLGC we believe

Students learn most effectively when teaching moves from explicit instruction to guided practice and then to independent application. The Gradual Release of Responsibility (GRR) model supports this process, allowing teachers to model and scaffold learning, gradually transferring responsibility to students as they develop confidence, skills, and understanding. By using this approach, we foster independence, critical thinking, and lifelong learning in every student (Pearson & Gallagher, 1983; Fisher & Frey, 2013).

Our school wide pedagogy of effective teaching model is based on

- Explicit instruction and high impact teaching strategies
- Dairy reviews and retrieval practice
- Quality feedback to and from students
- Data informed decisions

A teaching block is expected to follow the structure

We implement

Daily review/retrieval	<p>Review previously learned skills and knowledge</p> <ul style="list-style-type: none"> • Fast paced, well planned • Spaced and interleaved retrieval practices • Revise previously taught material • Is not a lesson or a warmup to the lesson
Introduction	<p>Introduce the skill, strategy or concept</p> <ul style="list-style-type: none"> • Outline lesson learning intention • Present success criteria • Activate prior knowledge
I do	<p>Teacher modelling</p> <ul style="list-style-type: none"> • Present new material in small steps using clear, consistent & concise language • Model the steps and procedures (thinking aloud) • Provide examples and non-examples
We do	<p>Collaborative, guided practice</p> <ul style="list-style-type: none"> • Guide students as they practice, require high frequency responses and check for understanding regularly • Provide timely and explicit feedback, cues and prompts • Students practice until they are fluent to ensure high rates of success • If students are not achieving fluency, return to 'I do' and re-teach
You do	<p>Independent work</p> <ul style="list-style-type: none"> • Individual work at point of need • Teacher circulates the room and monitors or engages in small group teaching • Students continue to practice until skills are automatic • Check and corrects students work
Review	<p>Closure, review</p> <ul style="list-style-type: none"> • As a class review the key concepts and consolidate understandings • Check learning intention was met

Note: Whilst this is the expected lesson structure, not all lessons will smoothly follow the 'I do, We do, You do', structure and you may move through the 'I do' and 'We do' multiple times before completing the 'You do'. It is important that students are achieving success before completing independent practice.

Daily Review / Retrieval

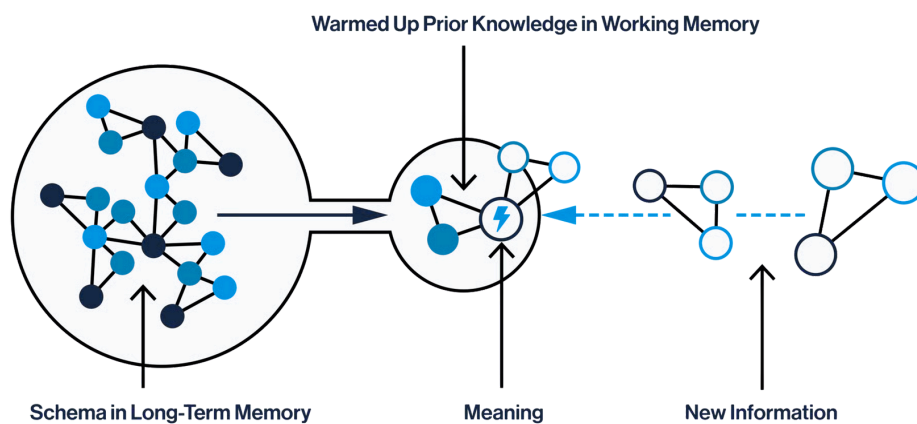
At OLGC we believe

Retrieval practice at the start of a lesson is a short and sharp activity, typically lasting no more than 5–10 minutes. It is not a teaching opportunity nor a time to introduce new information; rather, it focuses on retrieving already acquired knowledge and revising previously taught concepts. This process helps consolidate learning, encode information into long-term memory, and check for student understanding (Agarwal, Bain, & Chamberlain, 2021). Retrieval can be spaced over time and structured using interleaved or blocked approaches, both of which are well-supported by cognitive science research (Pan, 2021; Rohrer, 2012; Zaromb & Roediger, 2023). Spaced retrieval, in particular, strengthens memory by promoting long-term retention through repeated exposure across intervals (Australian Education Research Organisation, 2022). Interleaving different topics during retrieval has also been shown to enhance problem-solving and application of knowledge (Rohrer, 2012). Ultimately, retrieval practice serves to inform teaching by highlighting areas that may need clarification or reinforcement (Education Endowment Foundation, n.d.).



We implement

A range of strategies to support effective retrieval practice that actively engages all learners and creates a psychologically safe classroom environment. Tools such as whiteboards and slide decks allow students to visibly demonstrate their understanding, while the use of gestures and choral responses fosters participation and energy. We incorporate a mix of question styles, both familiar and varied, to reinforce learning and increase automaticity in varied contexts. Students are expected to fully participate, responding actively and confidently in a setting where mistakes are viewed as part of the learning process. Teachers remain present and animated, observing student responses in real-time to gauge understanding and adjust instruction accordingly. This approach not only enhances memory retention but also builds a supportive classroom culture where every learner feels safe to engage and contribute.



Agarwal, P. K., Bain, P. M., & Chamberlain, R. W. (2021). *Powerful teaching: Unleash the science of learning*. Jossey-Bass.

Australian Education Research Organisation. (2022). *Spaced practice: Applying the science of learning in the classroom*. Australian Education Research Organisation

Education Endowment Foundation. (n.d.). *Improving learning through retrieval practice*.

Pan, S. C. (2021). *Policy Insights from the Behavioral and Brain Sciences*, 8

Rohrer, D. (2012). *Educational Psychology Review*, 24

Zaromb, F. M., & Roediger, H. L. (2023). *Memory*, 31

Intellectual Preparation

At OLGC we believe

Intellectual preparation is a deliberate process that enables teachers to engage deeply with instructional materials, refine their understanding of content, and anticipate student needs. This guide outlines the key components of intellectual preparation, highlights its benefits, and provides supporting research to strengthen teaching practices.

Intellectual preparation involves more than lesson planning. It is a strategic process that includes immersing oneself in the subject matter, identifying learning goals, anticipating student questions and misconceptions, and designing instructional strategies that promote effective learning (Kentucky Department of Education, n.d.).

Key Components

1. **Content Mastery:** Teachers should develop a thorough understanding of the material they teach. Mastery of content allows educators to communicate concepts clearly and respond to diverse student questions with confidence (Fisher & Frey, 2021).
2. **Anticipating Student Responses:** Effective teachers anticipate common misconceptions and prepare responses to potential questions. This foresight enables proactive adjustments during instruction (Lemov, 2021).
3. **Strategic Planning:** Educators create lesson plans that include clear objectives, differentiated instruction, formative assessments, and opportunities for student engagement and feedback (Sweller, Ayres, & Kalyuga, 2011).
4. **Collaborative Reflection:** Working with colleagues to review and refine instructional plans fosters continuous professional growth and improves lesson effectiveness (Darling-Hammond et al., 2017).

Benefits of Intellectual Preparation

- **Enhanced Student Engagement:** Lessons that are thoughtfully prepared capture students' interest and facilitate active learning (Fishtank Learning, n.d.).
- **Improved Learning Outcomes:** Anticipating needs and scaffolding instruction leads to deeper student understanding and knowledge retention.
- **Professional Growth:** Intellectual preparation cultivates reflective practice and encourages ongoing learning and development among teachers.

We implement

Teachers are allocated four hours of structured planning time each week (pro rata for part-time staff) to plan collaboratively within their year levels. A portion of this time is dedicated to facilitated planning with members of the leadership team, allowing for rich dialogue and professional discourse about lessons and units. These sessions support teachers in designing high-quality, engaging units that are responsive to their students' needs.

During planning, teachers focus on deepening their understanding of the content, anticipating potential misconceptions, and preparing for common student questions. Planning documentation includes sections for reflection on completed units and adjustments made to improve curriculum access for all learners.

Slide decks developed by the OCHRE Education Resources are used as a foundation for lesson design. When using these slide decks and resources teachers will copy or download these decks and adapt them to suit their classroom context. Adaptations may include hiding or deleting slides, rearranging content, or modifying information to better align with their students' needs.

To demonstrate intellectual preparation and prior engagement with the learning materials, teachers are expected to record notes in the presenter notes section of any slide that has been adapted. These notes serve as evidence of thoughtful planning and purposeful use of the OCHRE slide decks.

Darling-Hammond, L., Hyler, M. E., Gardner, M., & Espinoza, D. (2017). *Effective teacher professional development*. Learning Policy Institute

Fisher, D., & Frey, N. (2021). *Better learning through structured teaching: A framework for the gradual release of responsibility* (3rd ed.). Association for Supervision and Curriculum Development

Fishtank Learning. (n.d.). *Intellectual preparation protocol*.

Kentucky Department of Education. (n.d.). *Intellectual preparation for teachers: Guidance and resources*.

Lemov, D. (2021). *Teach like a champion 3.0: 63 techniques that put students on the path to college*. Jossey-Bass.

Sweller, J., Ayres, P., & Kalyuga, S. (2011). *Cognitive load theory*. Springer.

Religious Education

At OLGC we believe

That Religious Education is central to our identity as a Catholic school and underpins the holistic development of every child. Based in the Gospel of Jesus Christ, our teaching invites students to encounter God's love, grow in faith, and live as witnesses of the Good News in their daily lives (Catholic Bishops of Australia, 2005; MACS, n.d.-a).

We believe that Religious Education should nurture deep understanding of Scripture, Tradition, and the Catholic faith, while encouraging students to reflect, question, and respond in ways that shape both their hearts and minds. Informed by Catholic Social Teaching, we help students recognise their dignity and the dignity of others, commit to justice and peace, and act with compassion and service in their local and global communities (Pontifical Council for Justice and Peace, 2004; MACS, 2022).

Through prayer, liturgy, engagement with the Sacraments, and structured Religious Education programs aligned with MACS curriculum guidance, students are formed as disciples who are inspired to bring the Gospel into action (Australian Catholic Bishops Conference, 2019; MACS, n.d.-b). At OLGC, Religious Education is not only a subject to be learned but a life to be lived in faith, hope, and love.

We implement

Opportunities for students to encounter God's love, grow in faith, and live as witnesses of the Good News in their daily lives. Each Wednesday morning, the whole school attends Mass, and we celebrate school events through a Catholic lens, ensuring that the values of Scripture and Tradition are reflected in our community.

All assemblies begin with a presentation of the Gospel, helping students connect Scripture to their everyday actions and interactions. Our structured Religious Education programs, aligned with MACS curriculum guidance, support students to develop a deep understanding of Catholic faith, Scripture, and Tradition, while encouraging reflection, questioning, and response. Through prayer, liturgy, engagement with the Sacraments, and explicit teaching of Catholic Social Teaching, students are guided to recognise the dignity of self and others, commit to justice and peace, and act with compassion and service in their local and global communities.

Australian Catholic Bishops Conference. (2019). Horizons of hope: Vision for Catholic education in Australia. Australian Catholic Bishops Conference.

Catholic Bishops of Australia. (2005). To live in Christ Jesus: Principles for Catholic religious education in schools. Catholic Education Commission of Victoria.

Melbourne Archdiocese Catholic Schools. (n.d.-a). Religious Education.

Melbourne Archdiocese Catholic Schools. (n.d.-b). Accreditation to teach and to teach

Pontifical Council for Justice and Peace. (2004). Compendium of the social doctrine of the Church. Libreria Editrice Vaticana.

Literacy P - 2

At OLGC we believe

Strong early literacy foundations are built through systematic, explicit, and purposeful teaching of reading, writing, and language. At OLGC, this is enacted through the implementation of a systematic synthetic phonics (SSP) approach that is delivered with high fidelity, daily explicit instruction, and embedded opportunities for cumulative practice. This program is enacted alongside multisensory structured language (MSL) practices and The Writing Revolution (TWR) framework to ensure all students develop the essential components of early literacy.

We believe that:

- Systematic and explicit phonics instruction, introduced in a deliberate progression from simple to complex, is essential to developing accurate decoding and encoding. Extensive evidence confirms that systematic and explicit phonics significantly improves word reading, spelling, and comprehension (Ehri, 2022; Johnston & Watson, 2005; National Reading Panel, 2000). The Little Learners Love Literacy sequence is delivered with high fidelity to ensure consistency and strong foundations across classrooms.
- Decodable texts aligned with taught grapheme–phoneme correspondences provide structured opportunities for children to apply learning in connected text, strengthening accuracy, fluency, and orthographic mapping (Cheatham & Allor, 2012; Mesmer, 2010). These texts are used consistently to support early reading development and consolidate phonics knowledge.
- Daily review and cumulative practice strengthen retrieval, support automaticity, and embed knowledge into long-term memory, reducing cognitive load for young learners (Sherrington, 2019).
- Multisensory Structured Language (MSL) strategies, including visual, auditory, kinesthetic and tactile modalities, are used in conjunction with direct and explicit instruction, not as a replacement. These approaches enhance phonemic awareness, decoding, spelling and engagement, particularly for learners who benefit from additional sensory pathways (Birsh & Carreker, 2018).

Literacy P - 2

At OLGC we believe

- Explicit sentence-level writing instruction, guided by The Writing Revolution principles, ensures students develop clear and coherent written communication. Writing is taught through explicit instruction in sentence construction, vocabulary, grammar and text structure embedded within authentic content learning (Hochman & Wexler, 2017).
- High-fidelity implementation and instructional consistency across classrooms ensure all learners receive strong, equitable foundational literacy instruction. Evidence shows that when systematic teaching and MSL techniques are delivered alongside explicit instruction, literacy outcomes improve and the need for intervention is reduced (Castles et al., 2018; Johnston & Watson, 2005).

We implement

A structured, evidence-based approach to the teaching of reading, spelling, and writing, grounded in systematic synthetic phonics, explicit instruction, and multisensory structured language principles.

We teach the Little Learners Love Literacy (LLLL) program from Foundation, providing daily, explicit instruction in grapheme–phoneme correspondences, blending and segmenting, and spelling patterns. The program is delivered sequentially and with high fidelity, ensuring each new concept builds on prior knowledge and that students develop automatic decoding and encoding skills.

To support the transfer of phonics knowledge into meaningful reading, students engage with decodable texts aligned directly with the taught sequence. This approach provides students with immediate opportunities to practise and consolidate their learning, building fluency, confidence, and comprehension. Daily cumulative review and practice further support retention and automaticity.

Our literacy program also includes novel studies and rich writing experiences based on high-quality picture story books. These lessons extend vocabulary, strengthen sentence and paragraph writing, and deepen students' understanding of text structures and author's craft. Sentence-level instruction, informed by The Writing Revolution approach, ensures explicit teaching of grammar, vocabulary, and written cohesion.

Each day, students participate in a two-hour literacy block that integrates reading, spelling, and writing instruction. Lessons are carefully sequenced to include phonics and spelling instruction, guided and independent reading, and explicit teaching of writing conventions. Multisensory Structured Language techniques — including visual, auditory, kinesthetic and tactile experiences — are embedded alongside direct instruction to strengthen phonemic awareness, spelling, and memory.

We maintain high-fidelity implementation, ongoing assessment, and consistent instructional routines across classrooms to ensure every student receives strong, equitable foundational literacy instruction.

Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of basic language skills* (4th ed.). Paul H. Brookes Publishing.

Castles, A., Rastle, K., & Nation, K. (2018). *Psychological Science in the Public Interest*, 19

Cheatham, J. P., & Allor, J. H. (2012). *Reading and Writing*, 25

Ehri, L. C. (2022). *Scientific Studies of Reading*, 26

Johnston, R. S., & Watson, J. E. (2005). *The effects of synthetic phonics teaching on reading and spelling attainment: A seven year longitudinal study*. Scottish Executive Education Department.

Mesmer, H. A. E. (2010). *Reading & Writing Quarterly*, 26

National Reading Panel. (2000) *National Institute of Child Health and Human Development*

Sherrington, T. (2019). *Rosenshine's principles in action*. John Catt Educational.

Literacy 3 - 6

At OLGC we believe

That teaching literacy through shared novel studies is a powerful way to integrate reading, spelling, vocabulary, grammar, and writing in meaningful and connected ways. We implement this approach alongside explicit sentence- and text-level instruction, ensuring that writing is taught deliberately and systematically through structured practice embedded in content learning.

We believe that:

- Daily Review of previously taught content is essential to strengthen memory, consolidate learning, and support long-term transfer. Research highlights that consistent retrieval and cumulative practice significantly improve retention and literacy outcomes (Graham and Hebert, 2011). Each day begins with purposeful review activities that reinforce vocabulary, spelling patterns, grammar, and writing strategies through short, focused tasks aligned with our novel study and writing instruction.
- Vocabulary and spelling are best developed when teachers explicitly introduce and revisit high-utility words from the text. This includes explicit teaching of the contextualised use of prefixes, suffixes, and morphology, with spelling reinforced through cumulative practice, retrieval, and purposeful application in writing. Approaches grounded in morphological awareness support both spelling accuracy and vocabulary development (Hebert et al., 2018). Students engage in sentence-building and contextualised writing tasks to deepen word understanding and usage,
- Grammar and sentence-level writing should be taught explicitly and practised in context, using mentor sentences from the novel study and structured writing activities such as sentence expansion, sentence combining, and note-to-sentence routines. Evidence suggests that contextualised grammar instruction and structured sentence-combining approaches significantly improve writing fluency and control (Myhill et al., 2013; Saddler and Graham, 2005). We ensure students master sentence-level skills before applying them to extended writing.
- Text-level writing is strengthened when students write frequently about what they read, using clear structures and explicit scaffolds for summaries, analytical paragraphs, and extended essays. Structured approaches ensure students can plan, organise, draft, and revise effectively, improving both writing and reading comprehension (Graham and Hebert, 2011). Writing tasks are deliberately connected to the novel to build deeper comprehension, academic language, and knowledge.

We implement

A systematic approach to literacy through shared novel studies, designed to integrate reading, spelling, vocabulary, grammar, and writing in meaningful, connected ways. Our program follows the OCHRE suggested reading spine and is sequenced to build background knowledge, academic vocabulary, and cumulative understanding over time. Texts are intentionally selected so students build on prior knowledge while engaging deeply with rich, high-quality literature.

Through these novel studies, students are explicitly taught key vocabulary, including word etymology, and develop word-building skills through systematic study of prefixes, suffixes, and base words. Daily review routines, including spaced retrieval and interleaving, reinforce vocabulary, spelling patterns, grammar, and writing strategies, strengthening memory and supporting long-term learning.

Students focus on sentence-level writing. Mentor sentences from the text and structured sentence-combining and sentence-expanding activities help students craft precise, grammatically accurate, and varied sentences. Mastery at the sentence level is followed by structured paragraph and text-level writing tasks in which students plan, draft, and revise summaries, analyses, and extended responses. Writing is explicitly taught and closely tied to reading, enabling students to apply new vocabulary, spelling knowledge, and grammar structures in purposeful, authentic contexts.

Teachers deliver instruction with high fidelity to evidence-aligned practices and ensure learning builds cumulatively through explicit modelling, guided practice, and independent application. This integrated approach ensures that literacy development is systematic, contextualised, and grounded in research, supporting every learner to grow in confidence, accuracy, and fluency.

Graham, S., & Hebert, M. (2011). *Writing to read: Evidence for how writing can improve reading*. Alliance for Excellent Education.

Hebert, M., Bohaty, J. J., Nelson, J. R., & Brown, J. (2018). *Journal of Educational Psychology*, 110

Myhill, D., Jones, S., Lines, H., & Watson, A. (2013). *Literacy*, 47

Saddler, B., & Graham, S. (2005). *Journal of Educational Psychology*, 97

Numeracy

At OLGC we believe

That all students are entitled to learn mathematics through approaches grounded in the science of learning and supported by high-quality evidence. Research demonstrates that working memory is limited, and therefore mathematical concepts are best taught through explicit, well-structured instruction in small steps, supported by worked examples, guided practice, and opportunities for independent application (Sweller, van Merriënboer, & Paas, 2019). We believe that learning is consolidated when students are provided with regular opportunities to revisit and retrieve prior knowledge through cumulative review, spaced practice, and formative assessment (Agarwal & Bain, 2019).

We implement

A coherent, knowledge-rich curriculum that builds conceptual understanding and mathematical fluency over time (Ochre Education, 2022). Our approach is informed by research showing that explicit instruction, responsive feedback, and structured practice are among the highest-impact teaching strategies for improving student outcomes (Rosenshine, 2012; Australian Education Research Organisation [AERO], 2022). Staff follow the yearly overview and scope and sequence of lessons outlined in the OCHRE resources., ensuring multiple opportunities for students to engage with mathematical concepts across each year.

Agarwal, P. K., & Bain, P. M. (2019). *Powerful teaching: Unleash the science of learning*. Jossey-Bass.

Australian Education Research Organisation. (2022). *Explicit instruction practice guide*.

Ochre Education. (2022). *Curriculum principles*

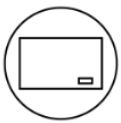
Rosenshine, B. (2012). *American Educator*, 36

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Symbols for Learning and Engagement

At OLGC we believe

These icons are adapted from the OCHRE Education Resources and are used on slide decks to support the implementation of the "I Do, We Do, You Do" instructional model. The use of these visual symbols helps students clearly identify and engage with each phase of the explicit teaching process, supporting comprehension and consistent classroom routines (NSW Department of Education, 2020; Fisher & Frey, 2014; Hattie, 2009).



Whiteboard response

All students respond to the teacher's question, showing their responses at the same time.



Pair share

Students discuss with the person next to them.



Non-volunteers

The teacher asks a question, gives wait time, then calls on individual students to respond.



Choral response

Students respond orally all together.



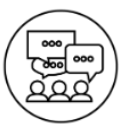
Independent work

Students respond to a prompt in their exercise book or booklet.



Thumbs up, thumbs down

Students indicate whether they agree or disagree with a statement, or whether something is an example or not.



Class discussion

Students discuss as a class and share ideas



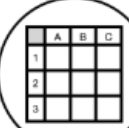
Show fingers

Students indicate using their fingers which is the correct answer. Ideal for multiple choice



Concrete materials

Teacher might choose to illustrate this teaching point using concrete materials.



Spreadsheet

Students will need access to spreadsheet software to perform the task on this slide.



Calculator

Students will need a calculator to perform the task on this slide.

Engagement Icons

Engagement icons are explicitly taught and integrated into instructional teaching. These icons provide students and teachers with prompts that scaffold learning, promote engagement and collaboration, and support the gradual release of responsibility (Fisher & Frey, 2014; Shveta Miller, 2022). As a result, students become more actively involved in their learning, responding to lesson content on average once per minute (AI for Teachers, 2023; InclusionED, 2020).



The I do phase involves the explanation - indicates where a teacher would be explaining and modelling a concept.



At the expected level for the lesson; all students should be able to do these questions.



Moving from I do to We do involves guided practice - moving from teacher-led instruction to student-led practice.



A small increase in difficulty from the expected level, eg larger numbers or a more complex calculation.



Check for Understanding - Formative instruction questions, posed to check whether students have understood and to inform next instructional steps.



Extension - increased difficulty; suitable for a small number of students.



You do - Practice - indicates places where students will attempt questions independently.



Support - support materials, such as additional templates or questions with fewer steps.

Calls to Attention

At OLGC we believe

Using consistent, explicitly taught attention signals in classrooms supports students to focus quickly when instruction begins, maximises teaching time, and promotes equitable access to learning for all students by reducing time lost to redirection.

Non Verbal

Bell (tapped once)

Staff taps counter bell once.

Students expected to turn in silence and face the teacher.

Copying of teacher action/s

Staff begins a sequence of actions e.g. hand in the air, tapping parts of body.

Students are expected to notice and copy teacher's actions.

Verbal

Focus + clap

Staff says in a calm voice "focus", followed by a number.

Students then respond with a clap to match the number said.

e.g. "focus two" - students clap twice.

Waterfall

Staff says "waterfall".

Students respond with "shhhhhhhhh".

Bada Bing - Bada Boom

Staff says "bada bing".

Students respond with "bada boom".



This Instructional Playbook outlines the pedagogical approach known as “*The OLGC Way*”. It sets clear expectations for the teaching and learning practices that guide our classrooms and ensures consistency in how we support student learning.

Grounded in current research and best practice, the playbook establishes shared language, common routines and aligned instructional approaches across our school.