



LEADERS' GUIDE TO THE TEACHERS' COMPANIONS



LEARN AND
THRIVE

RECEPTION TO YEAR 12



Government
of South Australia
Department for Education

Learning and teaching together – empowering South Australian learners

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Access the digital companions



Download the complete digital [primary years](#) and [secondary years](#) Teachers' Companions.

Acknowledgement of Country

We acknowledge that the work undertaken to develop this leaders' guide took place on the traditional lands of South Australia's First Peoples and we respect their spiritual relationship with their country.

In delivering public education in South Australia, we acknowledge the importance of understanding Aboriginal knowledge, languages, cultures and voices which provide critical contributions and value across our workplaces, classrooms, partnerships and communities.

Your leaders' guide to the companions

Welcome reception to year 12 leaders!

Thousands of teachers across South Australia are engaging with the [primary years](#) (PY) and [secondary years](#) (SY) Teachers' Companions. The companions contain valuable resources to support educators to build familiarity with [Our strategy for public education](#) (Department for Education 2023), connect with research-informed teaching and learning strategies and engage in collaborative and reflective practices.

This guide supports leaders in using both companions with educators by providing resources, tools and processes that:

- facilitate collaborative dialogue
- encourage 'going deeper' with thinking
- help to tailor content to their school's context.



Exclusive to this R–12 guide

In recognition of the unique strength of R–12 schools and the vast range of expertise and experience that staff bring, **Section 5** of this guide includes processes designed to facilitate learning with and from each other across levels of schooling.

Features of this guide

The primary and secondary years companion resources featured in this guide can be explored in any order based on your school's priorities and readiness, and used in any collaborative setting, including whole staff and smaller teams. **Although some resources are exclusive to the primary or secondary years companions, all material in this guide is relevant to learners of all ages.**

An accompanying [slide deck](#) provides details about each process and is ready to use with staff. Slides are labelled with section numbers rather than slide numbers, allowing flexibility to tailor the information to your context (eg add, remove, rearrange, adapt). All videos referenced in this guide are embedded or linked within the slides and can also be accessed within the primary and secondary years companions via QR codes.

SECTION 1 | Weekly pedagogic prompts

You may like to use the weekly pedagogic prompts in the primary years companion as a structure for learning with your staff. You will notice that most of the pedagogic prompts are developed across a 3-week phase. Section 1 of the slide deck includes one slide for each phase of the pedagogic prompts. These slides highlight the pedagogic focus of the phase and could be used in various ways, including in staff meetings, for display in the staffroom, or providing digitally to staff to invite sharing of what is happening in their classroom.

SECTIONS 2 to 9

To provide a structure for learning with your staff that supports 'going deeper with thinking', sections 2 to 12 of this guide and the accompanying slide deck are arranged by theme:

- **sections 2 and 3** support leaders to work with pages 6 to 29 of the companions which are associated with [Our strategy for public education](#)
- **sections 4 to 11** provide leaders with resources to support their pedagogic leadership. These sections group together resources and processes to enable leaders to deliver bite-sized or longer professional learning sessions that explore impactful pedagogical approaches
- **section 12** supports leaders to establish a regular pattern of teacher reflection.

The companions at a glance

Primary years

Following is a quick guide to the primary years Teachers' Companion content, including an overview of the weekly pedagogic prompts and end of term reflections in the planner pages (pp 36–135) across the year.

Our learners	
The voices of our learners	The aspirations of my learners
The choices we have made as a system	Our strategy for public education

Unpacking our strategy for public education	
Deepening our understanding of the areas of impact	Identifying actions to activate the areas of impact
Our ways of working – our guiding principles	Engaging with the SA Curriculum
Building coherence for our learners – the arc of education across the levels of schooling	Have you heard about EdChat?

Weekly pedagogic prompts and end of term reflection				
WEEK	TERM 1	TERM 2	TERM 3	TERM 4
0	Building a strong learning culture			
1		Wait time	Noticing dispositions	Creating a culture of critique
2				
3	Check-in and act Exit slips, floorbooks or oral representations			
4				
5				
6	The Learning Pit	Creating safety for challenge	Check-in and act Question shells	Partners in learning
7				
8				
9	Austin’s butterfly	Curiosity Notice and wonder	Cognitive engagement Growth mindsets	
10				
11				
End of term reflection	Teachers as learners – being the best at getting better			

Research to practice resources	
Key mathematics resources	Key English resources
Success criteria	
Feedback for learning	
Metacognition and self-regulated learning	

Share your practice

Used the processes contained in this guide?
Adapted them or created different ways of
engaging? **We'd love to hear how!**



Secondary years

Following is a quick guide to the secondary years Teachers' Companion content, including a list of the learning design strategies that can support a collaborative approach to the incremental enhancement of learning design.

Our learners	
The voices of our learners	The aspirations of my learners
The choices we have made as a system	Our strategy for public education

Unpacking our strategy for public education	
Deepening our understanding of the areas of impact	Identifying actions to activate the areas of impact
Our ways of working – our guiding principles	Engaging with the SA Curriculum
Building coherence for our learners – the arc of education across the levels of schooling	Have you heard about EdChat?

Collaborative planning resources	
Collaboration with colleagues	
Learning design strategy 1: Metacognition and self-regulation – creating think alouds	Learning design strategy 2: Metacognition and self-regulation – scaffolding for planning, monitoring and evaluating
Learning design strategy 3: Success criteria – planning for students to understand what success looks like	Learning design strategy 4: Feedback – peer feedback and self-assessment
Learning design strategy 5: Checking for understanding – engineering effective discussions to elicit evidence of understanding	Learning design strategy 6: Hooking students into the learning – designing for engagement in challenging learning

Research to practice resources	
Feedback for learning	Metacognition and self-regulated learning

NOTE: You will need to make the relevant primary or secondary years companion pages available for each activity and process within this guide. The relevant companion(s) are noted at the beginning of each section at the top of the page.

Learning with and from each other

This is the first year we have created a leaders' guide to complement the primary and secondary years companions, so we would love to receive your feedback to inform our thinking for the future. Please let us know what works and how we could improve the resource [here](#).

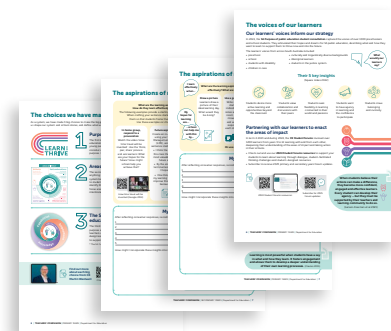


SECTION 2 | Our learners

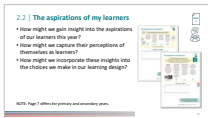
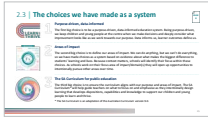
Overview

Our purpose for public education in South Australia is our guiding compass, and it started with our learners' voices. The resources in this section promote dialogue about surfacing learner aspirations to inform the choices we make as educators.

Choose the processes that meet the needs of your context.



Facilitator information

PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
2.1 The voices of our SA learners Engage staff with the 5 key insights from the SA purpose of public education student consultation (Square Holes 2022) and make connections to learners in your context.	LEADERSHIP LENS How might your staff engage with the 5 key insights? What implications do they have for your 2025 priorities?  Go to the section 2.1 slides. Provide staff time to discuss the 5 key insights and record their thinking in response to the questions on the slides.	10 minutes minimum  Refer to companion page 6
2.2 The aspirations of my learners Provide an opportunity for staff to plan ways to surface learner aspirations and reflect on how they might be incorporated into learning design.	Go to the section 2.2 slide. Provide staff time in small groups to discuss how they might gain insight into learner aspirations and perceptions, using the questions on the slides as a guide. CLOSING THE LOOP Encourage staff to use page 7 of their companion as support for surfacing insights with learners in their class. Consider how you might plan for staff to revisit the insights they have recorded at a later date. 	15 minutes minimum  Refer to companion page 7 – note, this page differs for primary and secondary years
2.3 The choices we have made as a system Support staff to build a shared understanding of our system choices and make connections to the choices you have made in your school.	Go to the section 2.3 slides. - As a group, watch the videos featuring CE Martin Westwell speaking about the 3 big choices we have made as a system (Department for Education 2024; 2024a; 2024b). - Use the prompts on the slides to facilitate a discussion around the 3 big system choices and what it might mean for learners in your context. Listen for and address any misconceptions that arise in the discussions. For example, staff may need reassurance that strong literacy and numeracy development is still important for students and remains a system priority.	10 minutes minimum  Refer to companion page 8 Videos: Choice 1: Purpose-driven, data-informed (0:55) Choice 2: Areas of impact (1:55) Choice 3: SA Curriculum for public education (1:03) 

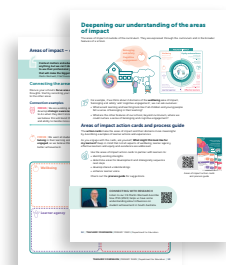
SECTION 3 | Unpacking our strategy for public education

Deepening our understanding of the areas of impact

Overview

The areas of impact sit outside of the curriculum. They are interrelated and expressed through the curriculum and in the broader features of a school. **Choose the processes that meet the needs of your context.**

Just getting started with the strategy?
Check out the [CE Dialogues facilitator guide](#).



Facilitator information

PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
3.1 Deepening our understanding of the areas of impact Make the areas of impact and their domains more meaningful through examples of learner actions and experiences.	Go to the section 3.1 slide. - Provide staff with a set of the areas of impact action cards – all cards or just those relevant to your focus area of impact/domain(s). - Provide time for individuals or small groups to reflect on the actions described on the cards and consider existing strengths and areas for growth. - Prompt individuals or small groups to also consider the partners in learning prompt on the slides. You might also like to check out the process guide for suggestions of processes to support the discussion, including partnering with learners.	30 minutes minimum Refer to companion page 12 Areas of impact action cards and process guide
3.2 Areas of impact – our school's choices Increase familiarity with your school's focus area of impact/domain(s) and identify connections.	Go to the section 3.2 slides. - Provide staff 5 minutes to activate and share their thinking about the areas of impact or domains through the photo challenge. Use the example to stimulate thinking if necessary. - Distribute page 13 to each staff member (A4 hard copy, digital copy or direct staff to their companion) and provide time to individually identify and record connections between your school's area of impact/domain(s) and others. - Then, distribute page 13 to small groups (A3 hard copy, digital copy or direct staff to their companion) and provide time to discuss and develop a shared understanding of the connections.	30 minutes minimum Distribute companion page 13

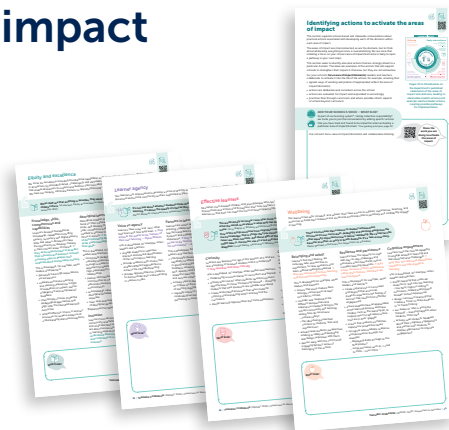


School context notes

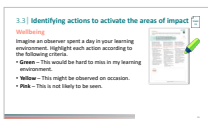
Identifying actions to activate the areas of impact

Overview

Pages 14 to 19 of the companions elaborate on the department's published statements on the areas of impact and domains. These elaborations describe observable student actions and examples of leader and teacher actions. The process below is designed to support teams of educators to identify specific actions that might further activate your focus area of impact/domain(s). **Slides have been provided for each area of impact – delete or hide those you are not using. You might extend the thinking by repeating the process for multiple areas of impact.**



Facilitator information

PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
3.3 Identifying actions to activate the areas of impact Highlight how your focus area of impact/domain(s) are already activated in your school.	Go to the section 3.3 slides. - Distribute the page(s) relevant to your focus area of impact (pages 14 to 19) to each staff member (A4 hard copy, digital copy or direct staff to their companion). - Using the process outlined on the slides, facilitate individuals and then small groups, to consider the extent to which your focus area of impact is already being enacted in their practice and at your school. CLOSING THE LOOP Consider how you might provide an opportunity for groups to share their progress towards the identified next steps. 	30 minutes minimum  Distribute companion pages 14 to 19 (relevant to your context) Companion digital pages: <u>Wellbeing</u> <u>Effective learners</u> <u>Learner agency</u> <u>Equity and excellence</u>



School context notes

Our ways of working – our guiding principles

Overview

Our guiding principles describe our ways of working and drive culture across our system.

The process in this section can be used within different team structures, including leadership teams, whole staff, PLCs and learning area/year level teams.



Facilitator information



PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
3.4 Our ways of working Engage staff with our guiding principles and contextualise them through collaborative meaning making.	LEADERSHIP LENS How might you introduce and develop an understanding of our guiding principles? What structures and processes might need to be adapted to support these ways of working? How might you model our guiding principles in your leadership practices? Go to the section 3.4 slide. - Distribute page 22 to small groups (A3 hard copy, digital copy or direct staff to their companion). - Ask staff to discuss and record what our guiding principles mean for the ways they work together. Prompt thinking using the guiding questions on the slide if required. CLOSING THE LOOP Coming to a shared understanding of the ways of working and adjusting habitual ways of working might take some time. Consider how you might return to this work with staff later to discuss progress.	30 minutes minimum Distribute companion page 22



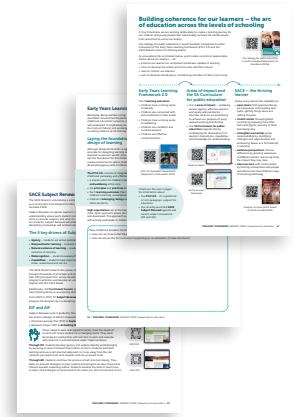
School context notes

Building coherence for our learners – the arc of education across the levels of schooling

Overview

Surfacing and strengthening connections between the [Early Years Learning Framework \(EYLF 2.0\)](#) (AGDE 2022), our [SA Curriculum for public education](#) (Department for Education 2024f) and the [South Australian Certificate of Education \(SACE 2024\)](#) supports continuity of learning for our children and young people. Our purpose and areas of impact provide a lens through which educators can engage with these curricula with an appreciative stance, and facilitates learning from the strengths of other levels of schooling.

Facilitator information



PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
3.5 Building coherence for our learners Support staff to surface the emergent connections between the levels of schooling and consider the implications for their practice.	Go to the section 3.5 slides. - Support a brief brainstorm using the prompt provided on the opening slide. - Distribute pages 27 to 29 to each staff member (A4 hard copy, digital copy or direct staff to their companion) and a copy of the area of impact action cards relevant to your school's focus area of impact/domain(s). - Provide 10 minutes of individual reading time. Add one routine In small groups, staff generate a list of important connections between the levels of schooling and build on each other's ideas by passing their pages in rotation every 1 to 2 minutes. Adapted from Project Zero's +1 Routine (President and Fellows of Harvard College and Project Zero 2019) CLOSING THE LOOP Consider providing opportunity at a later date for staff to meet again with their group to share what they have learned from their follow-up. 	45 minutes minimum 3.5 Building coherence for our learners Distribute companion pages 27 to 29 Areas of impact action cards and process guide



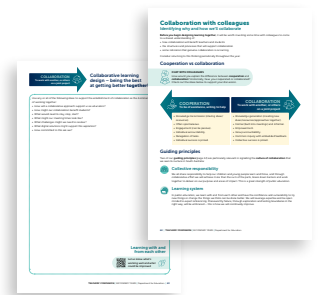
School context notes

SECTION 4 | Culture of collaboration

Overview

Being the best at getting better together! This is not just a catch phrase – it is the essence of our guiding principles of ‘collective responsibility’ and ‘learning system’.

Facilitator information

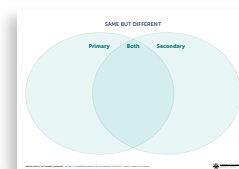


PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
4.1 Collaboration with colleagues Support staff to plan to enhance collaboration as a way of working.	LEADERSHIP LENS Consider how you might use the idea of ‘being the best at getting better’ as the foundation for this conversation, valuing the aspects of cooperation and collaboration that already exist and acknowledging that there can be practical challenges at times. This session begins the next steps to collectively strive for meaningful collaboration. Go to the section 4.1 slides. • Provide staff 2 to 3 minutes to discuss their existing ways of working together. • As a group, view the video of Ron Berger and Gwyn ap Harri (Department for Education 2024d) discussing collaboration. • Distribute page 63 to small groups (A3 hard copy, digital copy or direct staff to their companion) and ask staff to share their thinking about progressing collaboration in their teams. • Provide opportunity for staff to record their individual takeaways. CLOSING THE LOOP What actions could you take to support increased collaboration? Reflecting on the thinking that emerged during this session, are there any changes to structures and processes that might support collaboration further? What indicators of genuine collaboration might you notice?	30 minutes minimum Refer to secondary years companion pages 62 to 63 Distribute secondary years companion page 63 Video: Educators as collaborators (2:28)



School context notes

SECTION 5 | Collaboration across levels of schooling



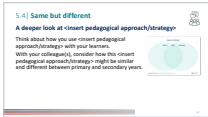
Overview

These processes are designed to be used with educators across levels of schooling in a collaborative setting. They can be used to 'go deeper' with any of the learning strategies featured in the Teachers' Companions and support teachers to make connections between their different contexts and promote collaborative meaning making. **The processes below are outlined generally in the slides. Ensure you edit the slides to focus on the specific pedagogical approach or strategy you are exploring with your staff.**

Facilitator information

PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
5.1 Lenses for dialogue Encourage staff to view the pedagogical approach or strategy from another perspective. Promote collaborative meaning making and perspective taking.	- Select the pedagogical approach or strategy you wish to promote dialogue about (eg feedback, metacognition and self-regulation, etc). - Go to the section 5.1 slides (edit the slides in advance to suit your learning strategy focus). - Ask staff to form pairs (or small groups) that include at least 1 primary years educator and 1 secondary years educator. - Use the slides to guide the 'Lenses for dialogue' process through the stages of 'see', 'choose and share a lens', 'probe' and 'reflect'. Adapted from Project Zero's Lenses for dialogue (President and Fellows of Harvard College and Project Zero 2019b)	20 minutes minimum
5.2 Generate-sort-connect-elaborate Create shared understanding around your chosen pedagogical approach or strategy and identify the connections between different contexts or year levels. Prompt reflection around how the surfaced ideas might influence or inform future actions.	- Select the pedagogical approach or strategy you wish to promote dialogue about (eg feedback, metacognition and self-regulation, etc). - Go to the section 5.2 slides (edit the slides in advance to suit your learning strategy focus). - Ask staff to form pairs (or small groups) that include at least 1 primary years educator and 1 secondary years educator. - Use the slides to guide the 'Generate-sort-connect-elaborate' process through the stages of 'generate', 'sort', 'connect' and 'elaborate'. Adapted from Project Zero's Generate-Sort-Connect-Elaborate (President and Fellows of Harvard College and Project Zero 2019a)	25 minutes minimum
5.3 Microlabs Encourage staff to share their use of a pedagogical approach or strategy and consider what they might learn from educators working in a different level of schooling.	- Select the pedagogical approach or strategy you wish to promote dialogue about (eg feedback, metacognition and self-regulation, etc). - Go to the section 5.3 slides (edit the slides in advance to suit your learning strategy focus). - Ask staff to form pairs (or small groups) that include at least 1 primary years educator and 1 secondary years educator. - Use the slides to guide the process through the 3 rounds of questions. Adapted from National School Reform Faculty's Microlab (National School Reform Faculty 2024)	20 minutes minimum

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PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
5.4 Same but different Support staff to think deeply about the similarities and differences between pedagogical approaches or strategies across the levels of schooling.	• Select the pedagogical approach or strategy you wish to promote dialogue about (eg feedback, metacognition and self-regulation, etc). • Go to the section 5.4 slides (edit the slides in advance to suit your learning strategy focus). • Ask staff to form pairs (or small groups) that include at least 1 primary years educator and 1 secondary years educator. • Distribute the 'Same but different' handout to each pair (A3 hard copy or digital copy) and provide time for them to discuss and record the similarities and differences in their use of the strategy. • Ask educators to conduct a gallery walk of the completed 'Same but different' handouts, while considering the prompt on the slide.	20 minutes minimum  Distribute the Same but different handout

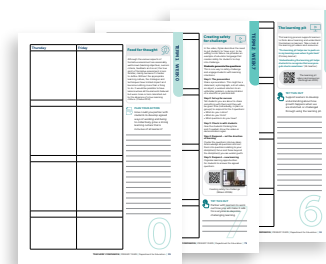


School context notes

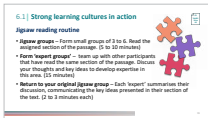
SECTION 6 | Building a strong learning culture

Overview

At several points in the companion, educators are prompted to reflect on how they might be intentional in their practice to establish and maintain a strong learning culture. **Three of the prompts relating to developing a strong learning culture are unpacked in this section. You might choose to unpack each prompt when they occur in the weekly planner section of the companion. Alternatively, you might choose to unpack all 3 prompts early in the year and refresh/revisit the thinking when each appears in the weekly planner.**



Facilitator information

PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
6.1 Strong learning cultures in action Engage staff with key readings around building a strong learning culture and make connections to your context.	Go to the section 6.1 slides. - Select a text from the recommended reading list below (or choose your own). - Follow the jigsaw reading routine on the slide to engage staff with the key messages in the text. - Facilitate a reflection using the prompting questions provided on the slide. Recommended reading Berger R (2006) Fostering an ethic of excellence, The fourth and fifth Rs: Respect and responsibility, 12:1, T Lickona and M Seales (eds), Centre for the 4th and 5th Rs, School of Education, Cortland: NY Building Learning Power (n.d.) Creating learning friendly classroom cultures Lusky E (2018) Shaping reality with the language of thinking, <i>Creative Teaching & Learning</i>, 8.2 and 8.3, 38–44	30 minutes minimum  Refer to primary years companion pages 39 to 43
6.2 The Learning Pit Engage staff in discussion and individual reflection around developing effective learner dispositions.	LEADERSHIP LENS Collective Teacher Efficacy (CTE) is critical to achieving equity of outcomes for students – effect size 1.57 (Hattie 2023). How might we build teacher efficacy to ensure <i>all</i> students are challenged to reach high standards?  Go to the section 6.2 slides. - As a group, watch the video 'The Learning Pit' (Nottingham 2015). - Use the questions on the slides to facilitate individual reflection, followed by a collaborative discussion. Going deeper – use the reflection questions on the slides to unpack the shared personal learning experiences further.	20 minutes minimum  Refer to primary years companion pages 51 to 55 Video: The Learning Pit (7:45) 

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Facilitator information

PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
6.3 Creating safety for challenge Support staff to reflect on learner experiences and invite them to consider the implications.	Go to the section 6.3 slides. • Invite staff to reflect on a moment when they felt challenged in their learning. Prompt thinking with the questions provided on the slides. • Facilitate a group discussion about safety for challenge, guided by the reflection questions on the slides. • Watch the short video 'Creating safety for challenge' featuring Dylan Wiliam (2019b). • Invite staff to think about how they might create safety for challenge in an upcoming learning experience, using the prompts on the slides to support their thinking.	25 minutes minimum  Refer to primary years companion pages 79 to 83 Video: Creating safety for challenge (0:55) 



School context notes

SECTION 7 | Metacognition and self-regulated learning

Overview

Metacognition and self-regulation are essential skills for developing independent learners. An intentional focus on metacognition and self-regulation can be highly impactful for all learners, particularly for disadvantaged learners (EEF 2021a). Use the following processes to analyse the existing and dominant practices in your context, and plan for actionable moves to develop evidence-informed strategies further. **Choose the processes that meet the needs of your context.**

Facilitator information

PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
7.1 Productive struggle Encourage reflection about learner experiences during moments of cognitive struggle. Highlight the importance of productive struggle and the implications this has for educators.	Go to the section 7.1 slides. - As a group, watch the video of CE Martin Westwell using the Stroop test (Department for Education 2024g) – encourage everyone to have a go. - Facilitate sharing of how staff felt as they grappled with the Stroop test. - As a group, watch the video of Dylan Wiliam (2019d) describing the positive impact of productive struggle on learning. - Distribute page 154 (PY) or 118 (SY) to small groups (A3 hard copy, digital copy or direct staff to their companion). Invite staff to explore the questions and record their thinking. - Use the final slide in section 7.1 to prompt staff to identify specific actions they might take to ensure that all learners experience productive struggle.	25 minutes minimum  Distribute either: - primary years companion page 154, or - secondary years companion page 118. Videos: Stroop test (4:58) Productive struggle (1:40) 
7.2 EEF Metacognition and self-regulated learning Engage staff with the Education Endowment Foundation's summary of recommendations around metacognition and self-regulation (EEF 2021). Facilitate professional discussion around current practice and next steps.	Go to the section 7.2 slides. - Distribute page 156 (PY) or 120 (SY) to small groups (A3 hard copy, digital copy or direct staff to their companion). Provide time for reading the EEF's metacognition and self-regulated learning recommendations (2021). - Ask groups to identify each recommended action as embedded, progressing, emerging, or not yet introduced within their school. - Distribute page 157 (PY) or 121 (SY) to each group (A3 hard copy, digital copy or direct staff to their companion). - Ask groups to use the prompts and space on the page to discuss and record their thinking about specific actions that might have a meaningful impact on their learners. CLOSING THE LOOP Consider how you might revisit the proposed actions throughout the coming weeks or months. How have they gone? What impact have they made? 	35 minutes minimum  Distribute either: - primary years companion pages 156 and 157, or - secondary years companion pages 120 and 121.

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PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
7.3 Creating think alouds Facilitate exploration of the effective use of think alouds to support the development of metacognition and self-regulation.	Go to the section 7.3 slides. - As a group, view the video of Kristina Smekens (Smekens Education Solutions Inc 2019) modelling a think aloud process. - Ask staff to form pairs and discuss a time where they learned through another person engaging in a think aloud. - Distribute page 65 to each staff member (A4 hard copy, digital copy or direct staff to their companion). Remaining in pairs, provide time for staff to discuss and record their thinking in response to the questions on the page. - Distribute page 66 to each pair (A3 hard copy, digital copy or direct staff to their companion). Provide time for staff to discuss and plan for their 'step in' or 'next step' for think alouds. CLOSING THE LOOP The secondary years companion includes 6 copies of a template (pages 66 to 71) to support staff in developing think alouds. Practising a new pedagogy is key to embedding it in practice. How might you ensure that staff have multiple opportunities to collaboratively plan for, trial and reflect on this strategy? 	30 minutes minimum  Refer to secondary years companion pages 64 to 66 Distribute secondary years companion pages 65 and 66 Video: Go beyond a model – reveal a think aloud  (2:09)

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School context notes

PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
7.4 Scaffolding for planning, monitoring and evaluating Provide an opportunity for staff to explore an example of a task, which demonstrates effective scaffolding. Provide an opportunity for staff to design a learning prompt, which includes the application of metacognitive scaffolds.	Go to the section 7.4 slides. - Distribute page 120 to each staff member (A4 hard copy, digital copy or direct staff to their companion). Provide time for reading. - Ask staff to explore the Dan Meyer (2012) 'Popcorn picker' online task page, keeping the EEF (2021) recommendations in mind. Then ask them to discuss (in small groups) what they noticed. - Distribute page 73 (A4 hard copy, digital copy or direct staff to their companion). Provide time for staff (as individuals or pairs) to consider and respond to the questions. - Distribute page 74 (A4 hard copy, digital copy or direct staff to their companion) and allow time for staff to plan a series of question prompts they could use to support metacognition in an upcoming learning experience. CLOSING THE LOOP The secondary years companion includes 6 copies of a template (pages 74 to 79) to support staff in developing students' capabilities to plan, monitor and evaluate. Practising a new pedagogy is key to embedding it in practice. How might you ensure that staff have multiple opportunities to collaboratively plan for, trial and reflect on this strategy? 	30 minutes minimum  Refer to secondary years companion pages 72 to 74 and 120 Distribute secondary years companion pages 73, 74 and 120 Online resource: Dan Meyer Popcorn picker task page
7.5 Check-in and act: Learning logs Build a shared understanding of the value of learning logs as a strategy to: - promote metacognition - surface learner insights.	Go to the section 7.5 slides. - Using the prompts and scaffolds on the slides, ask staff to co-design a post-lesson learning log prompt with a partner or small group. Partners in learning – facilitate a discussion about how staff can partner with learners through learning logs.	20 minutes minimum  Refer to primary years companion pages 73 to 77



School context notes

SECTION 8 | Success criteria

Overview

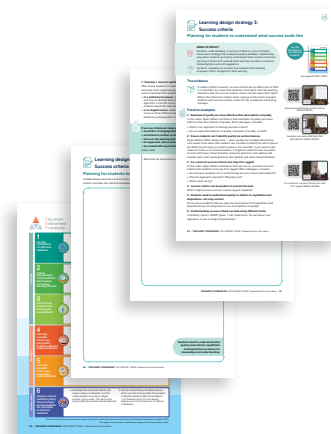
When students genuinely understand what success looks like, they can better monitor and evaluate their learning – as evidenced by Hattie’s (2023) research finding an effect size of 0.64 for success criteria. Dylan Wiliam (2019c) emphasises that examples of quality are more powerful than descriptions of quality, and co-construction of success criteria must be carefully managed to be effective. The following processes build a shared understanding of success criteria and a collective repertoire of practical strategies. **Success criteria is learning design strategy 3 in the secondary companion.**

Facilitator information

PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
8.1 Planning for students to understand what success looks like Explore the role of success criteria as a foundation for effective feedback and consider the implications for practice.	Go to the section 8.1 slides. - Distribute page 116 to each staff member (A4 hard copy, digital copy or direct staff to their companion). Provide 10 minutes reading time. - Using the slides, follow the jigsaw routine to engage staff with the key messages from the videos (Wiliam 2019; 2019a; 2019d). - Distribute page 81 to each staff member (A4 hard copy, digital copy or direct staff to their companion) and provide time for reflection using the prompts on the page. CLOSING THE LOOP The secondary years companion includes 6 copies of a template (pages 82 to 87) to support staff in planning for students to understand what success looks like. Practising a new pedagogy is key to embedding it in practice. How might you ensure that staff have multiple opportunities to collaboratively plan for, trial and reflect on this strategy? 	30 minutes minimum  Refer to secondary years companion pages 80 to 82 and 116 Distribute secondary years companion pages 81 and 116 Videos: Co-construct success criteria, but only if it’s rigged! (1:11) Examples are more effective than descriptions (1:27) Sharing and clarifying success criteria (4:56) 



School context notes



SECTION 9 | Feedback

Overview

John Hattie (2023) emphasises the powerful influence of feedback on student achievement (effect size 0.53), but it must be effective and specific to be beneficial. Effective feedback provides specific information on how to improve, and tends to focus on the task and strategies related to self-regulation and the subject at hand (EEF 2021a). Additionally, Ron Berger (2003) emphasises the trust and safety required for honest and constructive critique to take place.

Feedback is learning design strategy 4 in the secondary companion.

Facilitator information

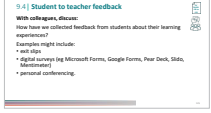
PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
9.1 Austin's butterfly: Peer critique Provide staff with an opportunity to practice implementing the peer critique principles using a short writing improvement task.	LEADERSHIP LENS This process suggests practicing peer critique with staff. Consider how you might create safe conditions for this challenging learning. Go to the section 9.1 slides. - As a group, watch the video 'Austin's butterfly' (EL Education 2012) to establish the 3 principles of feedback ('be kind, be specific and be helpful'). - Follow the steps on the section 9.1 slides to facilitate a demonstration of peer critique. Facilitate a discussion of the connections between Austin's butterfly and the areas of impact/domains. You might like to use the areas of impact domain cards as support.	35 minutes minimum Refer to primary years companion pages 57 and 59 Video: Austin's butterfly (6:32) Areas of impact domain cards
9.2 The many connections to feedback Support staff to make connections between feedback and your focus area of impact/domain(s) and plan for next steps.	Go to the section 9.2 slides. - Distribute page 89 and the guided notetaking handout to each staff member (A4 hard copy or digital copy) for notetaking during the video. - As a group, view the video of Ron Berger and Gwyn ap Harri discussing a culture of critique (Department for Education 2024c). Encourage use of the guided notetaking scaffold while viewing and facilitate reflection and discussion of the 'next steps' in developing a culture of critique. - Continue using the slides to facilitate thinking about and discussing the connections between a culture of critique and your focus area of impact/domain(s).	30 minutes minimum Refer to secondary years companion pages 88 to 89 Distribute secondary years companion page 89 and the guided notetaking handout Video: Culture of critique (8:57)

CLOSING THE LOOP

The secondary years companion includes 6 copies of a template (pages 90 to 95) to support staff in planning for peer and self-assessment. Practising a new pedagogy is key to embedding it in practice. How might you ensure that staff have multiple opportunities to collaboratively plan for, trial and reflect on this strategy?



Continued on page 20

PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
9.3 EEF Teacher feedback to improve student learning Engage staff with the Education Endowment Foundation's summary of recommendations (EEF 2021b) around feedback for learning. Facilitate professional discussion around current practice and next steps.	Go to the section 9.3 slides. - Distribute pages 152 and 153 (PY) or pages 116 and 117 (SY) to small groups (A3 hard copy, digital copy or direct staff to their companion). - Facilitate reflection and planning of next steps using the prompts on the slides. CLOSING THE LOOP Consider how you might revisit the proposed actions throughout the coming weeks or months. What impact are staff seeing? What are students saying? What adjustments might be made? 	25 minutes minimum  Distribute either: - primary years companion pages 152 and 153, or - secondary years companion pages 116 and 117.
9.4 Student to teacher feedback Support staff to design a system for collecting and responding to student feedback.	Go to the section 9.4 slides. - Use the questions on the slides to surface existing examples of student to teacher feedback in your context. - Invite staff to set a short-term goal to collect insights from students about their learning experience. Ask staff to record the questions they might ask to elicit these insights. CLOSING THE LOOP Consider how you might revisit the proposed actions throughout the coming weeks or months. How have they gone? What impact have they made? 	20 minutes minimum  Refer to primary years companion pages 129 to 133

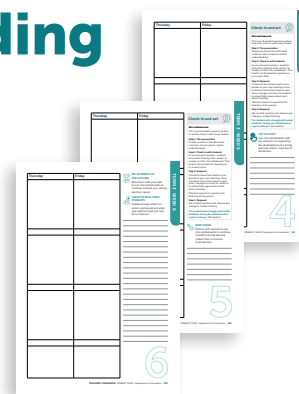


School context notes

SECTION 10 | Checking for understanding

Overview

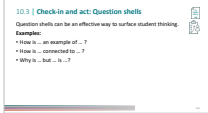
The materials in this section remind us of the critical role of anticipating and identifying what the student brings to the learning, and explores some practical strategies to 'check for understanding'. Connecting new information to familiar concepts helps reduce the cognitive load on students, making it easier for them to process and understand new material. The ability to surface evidence of student understanding in real time is a valuable skill that enables responsive teaching. **Start with process 10.1 to introduce this concept. The subsequent processes can be used independently and in any order.**



Facilitator information

PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
10.1 Introducing all student response systems Support staff to evaluate the dominant all student response systems in your context and explore practical ideas for improvement.	LEADERSHIP LENS What is the dominant response system used in your context? How might you move away from the traditional 'hands up' call and response system? What other all student response systems might be introduced/improved to check for understanding in real-time?  Go to the section 10.1 slides. - As a group, watch the video featuring Dylan Wiliam (2019) modelling one possible all student response process. - Use the questions on the section 10.1 slides to surface current examples of all student response systems being used in your context (examples might include: ABCD cards, mini whiteboards, digital response systems, four corners). - Continue the collaborative discussion, using the prompts to help uncover growth opportunities and generate future actions.	15 minutes minimum  Video: All student response systems (1:41) 
10.2 Check-in and act: Mini whiteboards Model using mini whiteboards to 'check for understanding' in relation to professional learning you are exploring as a team.	Go to the section 10.2 slides. - The mini whiteboard routines can be used to build familiarity with the areas of impact/domains. Use the existing slides or edit the blank templates to make your own. Mini whiteboard routine 1: Which area of impact does it belong to? Mini whiteboard routine 2: Which one doesn't belong? Reflection: Use the questions on the slides to facilitate discussion around all student response systems.	15 minutes minimum  Refer to primary years companion pages 99 to 103

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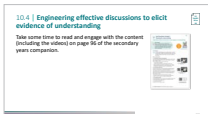
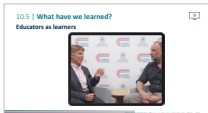
PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
10.3 Check-in and act: Question shells Demonstrate using question shells to design low-floor, high-ceiling thinking prompts.	Go to the section 10.3 slides. - You might use question shells to open further dialogue around your focus area of impact/domain(s). Use the existing slides or edit the blank slides to create your own. - Ask staff to write their own statements about your focus area of impact/domain(s) using the given question shells. - Invite staff to reflect upon and engage in professional discussion with their colleagues in response to the reflection questions on the slides before reporting back their thinking to the group.	15 minutes minimum  Refer to primary years companion pages 105 to 109

Planning and reflecting on a mini cycle of inquiry into checking for understanding

Use secondary companion

This two-part process requires educators to try out their practice before engaging in part two.

Facilitator information

PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
10.4 Engineering effective discussions to elicit evidence of understanding Provide an opportunity for staff to plan a mini cycle of inquiry into checking for understanding.	Go to the section 10.4 slides. - Distribute page 96 to each staff member (A4 hard copy, digital copy or direct staff to their companion) and prompt them to read and view the content. Consider doing this ahead of time to provide more time for the discussion below. - Facilitate the planning of a mini cycle of inquiry using the prompts on the slides. - Distribute page 98 to each staff member (A3 hard copy, digital copy or direct staff to their companion). Provide time for individuals or small groups to plan their 'small step'. CLOSING THE LOOP The secondary years companion includes 6 copies of a template (pages 98 to 103) to support staff in planning to engineer effective discussions to elicit evidence of understanding. Practising a new pedagogy is key to embedding it in practice. How might you ensure that staff have multiple opportunities to collaboratively plan for, trial and reflect on this strategy? 	2 x 45 minutes minimum  Refer to secondary years companion pages 96 to 98 Distribute secondary years companion pages 96 and 98  Video: Educators as learners (2.55) 
10.5 What have we learned? Support staff to evaluate the impact of actions taken during the mini cycle of inquiry.	Go to the section 10.5 slides. - As a group, view the video of Ron Berger and Gwyn ap Harri (Department for Education 2024e) discussing educators as learners. - Provide time for individuals or groups to reflect on the questions in the slides.	

SECTION 11 | Hooking students into the learning

Overview

Student engagement in challenging learning is fundamental to achievement, but creating genuine cognitive and emotional engagement requires more than just making learning 'fun'. As Ron Berger (2003) emphasises, students engage deeply when work matters to them and has authentic purpose. Leading teachers to develop effective hooks requires balancing academic rigour with real world relevance, while maintaining high expectations for all learners. **Hooking students into the learning is learning design strategy 6 in the secondary companion.**



Facilitator information

PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
11.1 Designing for engagement in challenging learning Provide an opportunity for staff to plan for a step into designing learning hooks.	Go to the section 11.1 slides. - Use the slides to guide staff to engage with and discuss the 'Innovation playlist' (What School Could Be 2024). Consider asking staff to choose and view a video prior to the session. - As a group, view the video of Dylan Wiliam (2019d) speaking about hooking students into the learning. Facilitate small group discussion about how the videos might inspire the design of 'learning hooks'. - Distribute page 106 to small groups (A3 hard copy, digital copy or direct staff to their companion). Provide time for small groups to use the template to plan for hooking students into the learning. CLOSING THE LOOP The secondary years companion includes 6 copies of a template (pages 106 to 111) to support staff in designing for engagement in challenging learning. Practising a new pedagogy is key to embedding it in practice. How might you ensure that staff have multiple opportunities to collaboratively plan for, trial and reflect on this strategy? 	30 minutes minimum  Refer to secondary years companion pages 104 to 106 Distribute secondary years companion page 106 Online resource: The innovation playlist Video: Hook students into the learning (1:20) 



School context notes

SECTION 12 | Teachers as learners

Overview

Leading collaborative reflection requires careful attention to both creating safety for professional vulnerability and maintaining focus on evidence of impact on student learning. Term reflections are an opportunity to celebrate successes, learn from 'praiseworthy failures' and plan the next steps in your improvement journey.



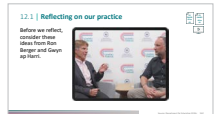
LEADERSHIP LENS

Before working with your educators, you might consider:

- How are we creating conditions where teachers feel safe to be vulnerable about their practice and open to learning from each other?
- What evidence are we collecting that shows our collaborative learning is making a difference for our students?
- How do we ensure our reflection processes lead to meaningful changes in practice rather than just sharing what worked or didn't?
- What structures and processes might we embed to make collaborative reflection a routine part of our improvement journey?



Facilitator information

PURPOSE	ACTIVITY AND FACILITATOR NOTES	DURATION, MATERIALS AND COMPANION PAGES
12.1 Reflecting on our practice Provide staff with an opportunity to reflect on their personal and collective learning throughout the term.	Go to the section 12.1 slides. • As a group, view the video of Ron Berger and Gwyn ap Harri (Department for Education 2024e) discussing teachers as learners. After viewing, take a moment to make connections to your school priorities or agreed ways of working. • Distribute page 62 (PY) or page 40 (SY) to each staff member (A4 hard copy, digital copy or direct staff to their companion). Provide time for staff to engage in individual reflection. • Distribute page 63 (PY) or page 41 (SY) to small groups (A3 hard copy, digital copy or direct staff to their companion). Encourage small group collaborative discussions using the guiding questions on the page. CLOSING THE LOOP Are there any patterns emerging out of the reflections? How might you support staff to follow up on their reflections and proposed actions? 	30 minutes minimum  Distribute either: • primary years companion page 62 and 63, or • secondary years companion pages 40 and 41. Video: Educators as learners (2.55) 



School context notes

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