



JCT CONSULTANT
EDUCATION



Catch Them All: A Call to Action

Jessica Colleu Terradas CF

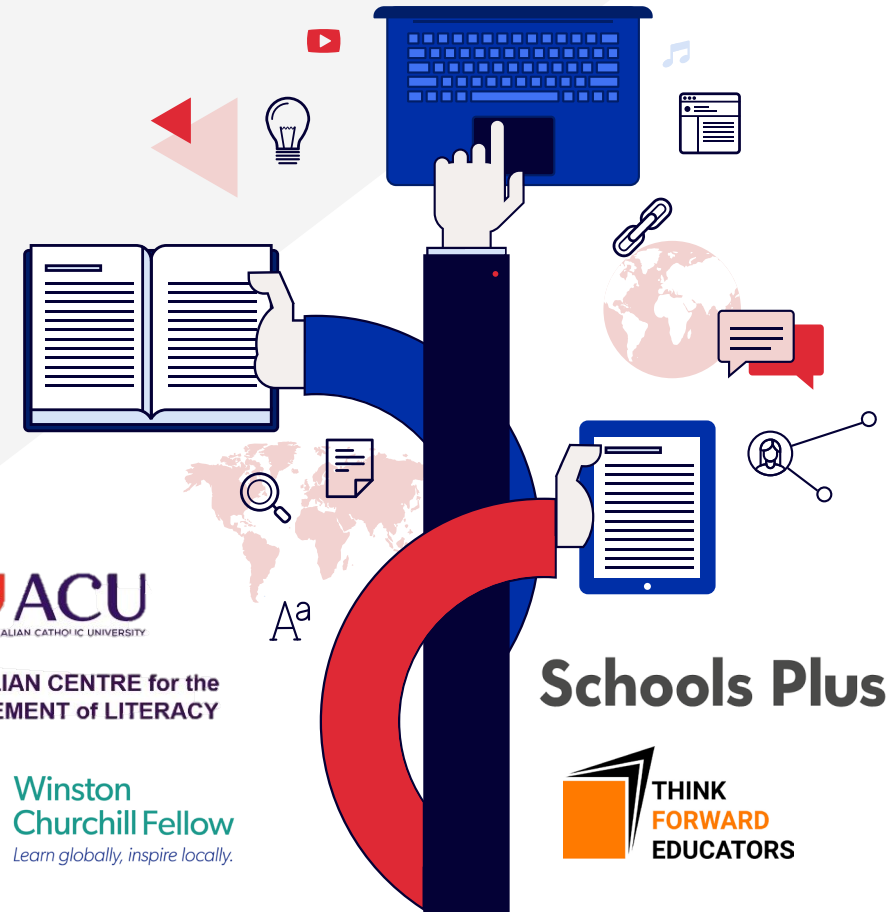
Senior Officer Teaching and Learning Literacy and Instructional Coach. Catholic Education of Canberra & Goulburn.

PhD candidate, Australian Center for the Advancement of Literacy (ACU, Sydney)

2020 Churchill Fellow

2019 Teaching Fellow – Schools Plus Australia

Jessica.colleuterradas@cg.catholic.edu.au



AUSTRALIAN CENTRE for the
ADVANCEMENT of LITERACY

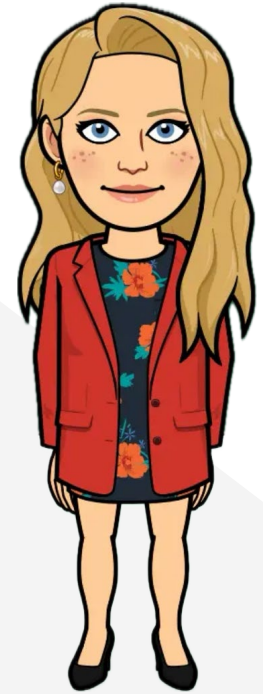


Schools Plus



My background

- Born in Reunion Island, raised in France
- Secondary teacher trained (UWA)
 - Special education, LOTE & EAL/D
- Classroom teacher, and instructional coach
- Schools serving low-SES and at-risk cohorts
- Leadership positions in WA, SA, NSW & ACT
- PhD candidate with Prof. Anne Castles, Prof Rauno Parrila and Dr. Danielle Colenbrander
- Churchill Fellow & Teaching Fellow



Today's outline:

Ohio

Oregon

Morocco



Belgium

France

England

My Churchill Fellowship Experience

2020 Dorothy and Brian Wilson Churchill Fellowship
Awarded by The Winston Churchill Memorial Trust



To identify effective language and literacy screening and intervention practices for at-risk students

Report by Jessica Colleu Terradas

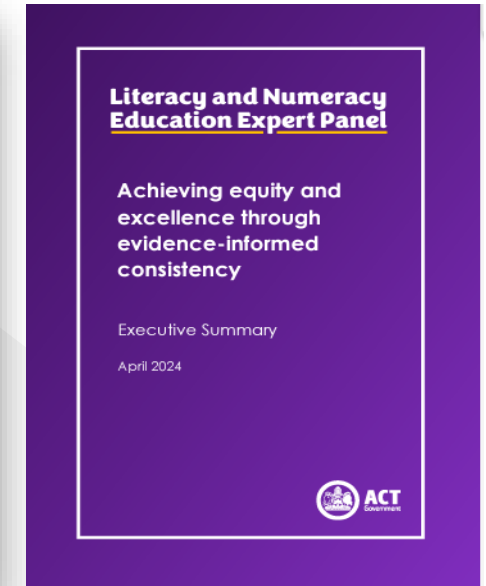
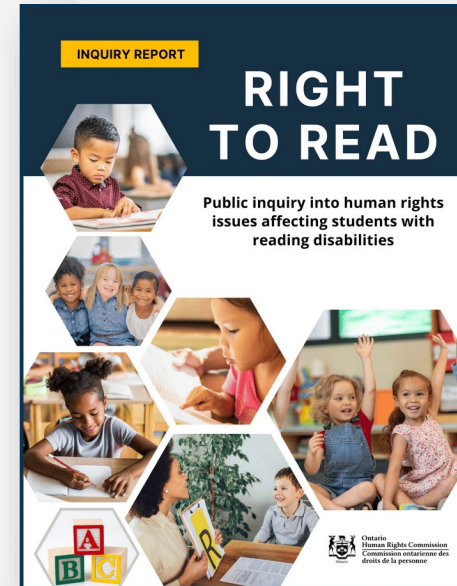
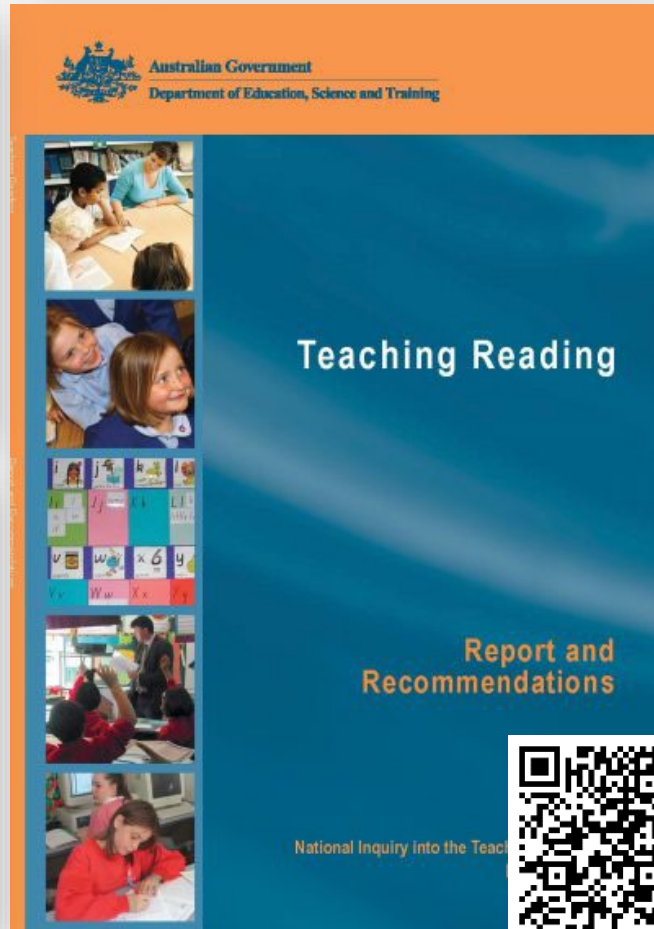
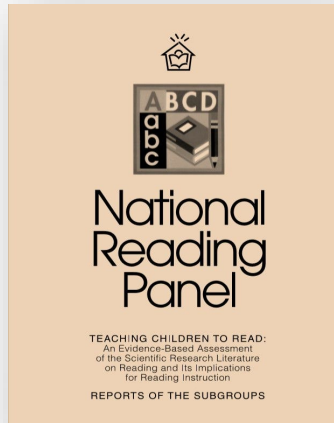


Winston Churchill Trust
Learn globally, inspire locally.

Download my report:
<https://www.churchilltrust.com.au/fellow/jessica-colleu-terradas-wa-2020/>



Research-informed reports



Download [here](#)

Download [here](#)

‘Twenty years overdue’: ACT public schools shift to evidence-based instruction

By Sarah Duggan
Published May 8, 2024

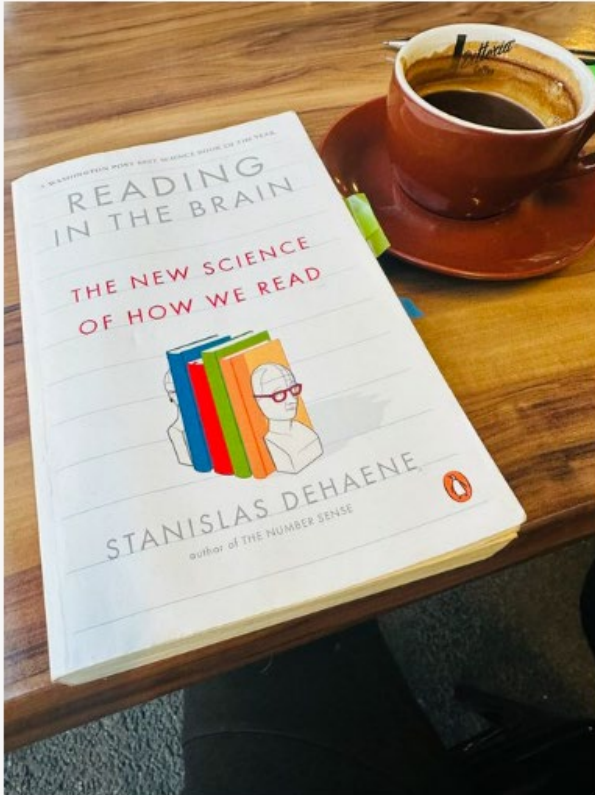


Ben Carroll @BenCarrollMP · Sep 23

Finished this morning @StanDehaene's "Reading in the Brain."

A compelling case that all children regardless of their socioeconomic background will benefit from phonics-based decoding skills in foundation years....

[Show more](#)



5

2

39

2.5K

Share

*“Cognitive psychology directly **refutes** any notion of teaching via “global” or “**whole language**” method. I have to stress this point forcefully because pedagogical strategies of this kind were once very popular and have not lost their appeal for some teachers.”*

Page 219.



READY FOR TAKE OFF...



Signposts

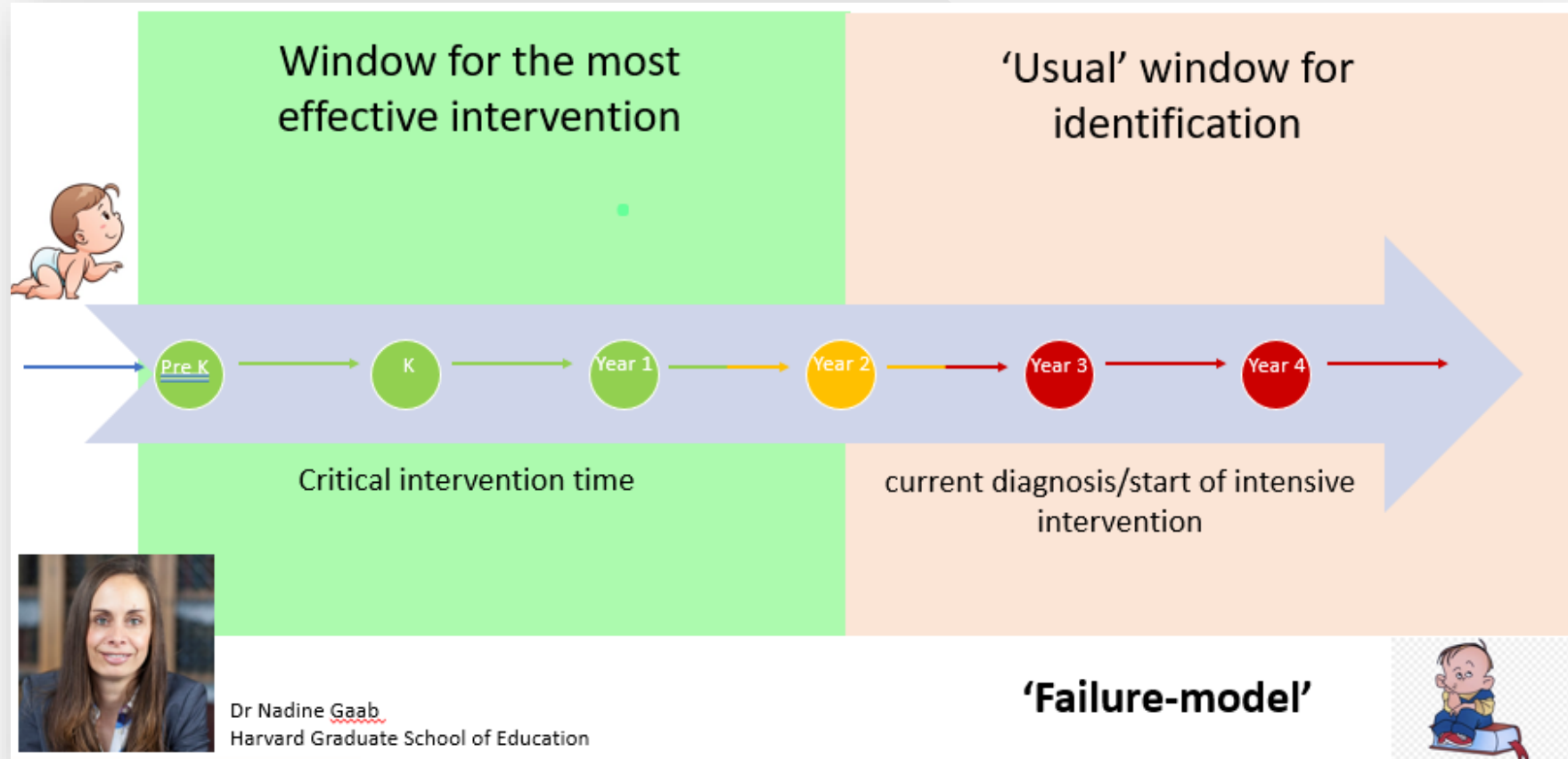
1. Universal screening
2. Multi-Tiered System of Support
3. Explicit instruction
4. Considerations



1. Universal screening



The Dyslexia Paradox



Universal screening in France

- **2018** : the Scientific Council of National Education (CSEN)
- **23+** multidisciplinary researchers
- Led by **Prof. Stanislas Dehaene**
- **2018–19**: EvalAide Program
 - Based on a response to intervention



Jean-Michel Blanquer, former Education Minister, Professor Stanislas Dehaene, (Director of the CSEN) and members of the CSEN

The EvalAide program

- Detect student's academic growth at a granular level (predictive value)

BoY Year 1	MoY Year 1	BoY Year 2
---------------	---------------	---------------

- And later in Year 6, with two measures: Oral Reading Fluency and 'lexical decision'



DES REPÈRES POUR LA REUSSITE AU CP

QUI ? tous les élèves de CP

QUAND ? en septembre puis fin janvier

POURQUOI ? recueillir aux enseignants de mieux répondre aux besoins des élèves

COMMENT ? sur un cahier d'exercices adapté pour les élèves en difficulté (à compléter)

2 périodes de passation au cours de l'année scolaire

En septembre	Fin janvier
Des repères de début de CP	Un point d'étape mi-CP
FRANÇAIS <ul style="list-style-type: none"> Reconnaitre ses sons Comprendre ses mots, ses phrases, ses textes à l'écrit Identifier ses lettres et reconnaître 	FRANÇAIS <ul style="list-style-type: none"> Reconnaitre ses sons Comprendre ses phrases à l'écrit et à l'écrit Écrire ses syllabes, ses mots Lire à voix haute
MATHÉMATIQUES <ul style="list-style-type: none"> Connaître et utiliser les nombres jusqu'à 10 Calculer ses nombres Classer ses problèmes 	MATHÉMATIQUES <ul style="list-style-type: none"> Connaître les nombres jusqu'à 20 Calculer en ligne Classer ses problèmes

Correction
Le professeur aide ses élèves dans leurs exercices. La correction est automatisée.

Réussite
Le professeur dispose des clés adéquates pour chaque élève. Les résultats de votre enfant vous sont communiqués.

Accompagnement
Le professeur assure son accompagnement :
- Travail en petit groupe ou avec l'ensemble de la classe
- pendant la classe ou en dehors
* avec l'aide des parents

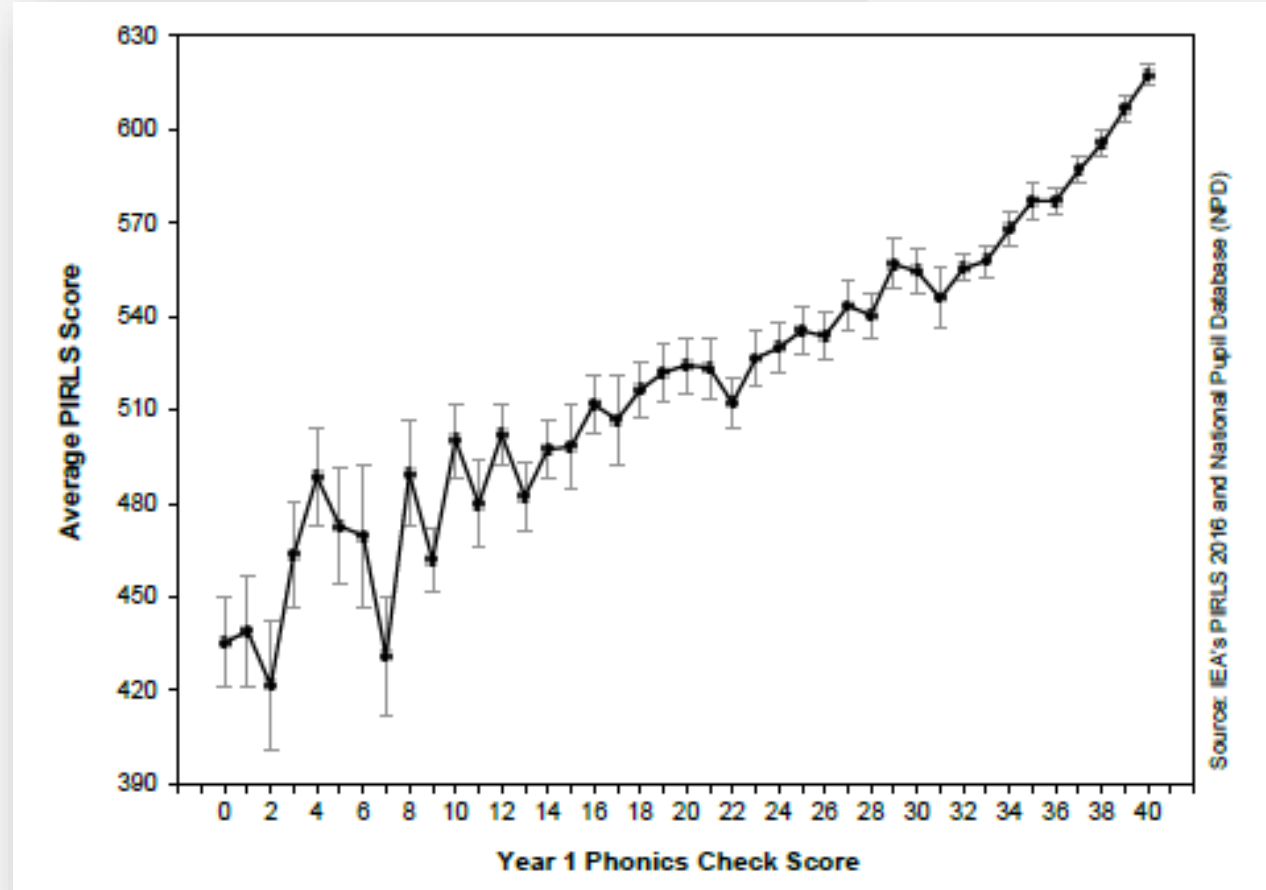
Compétences attendues
Acquises !
LIRE
ÉCRIRE
COMPTER

The benefits

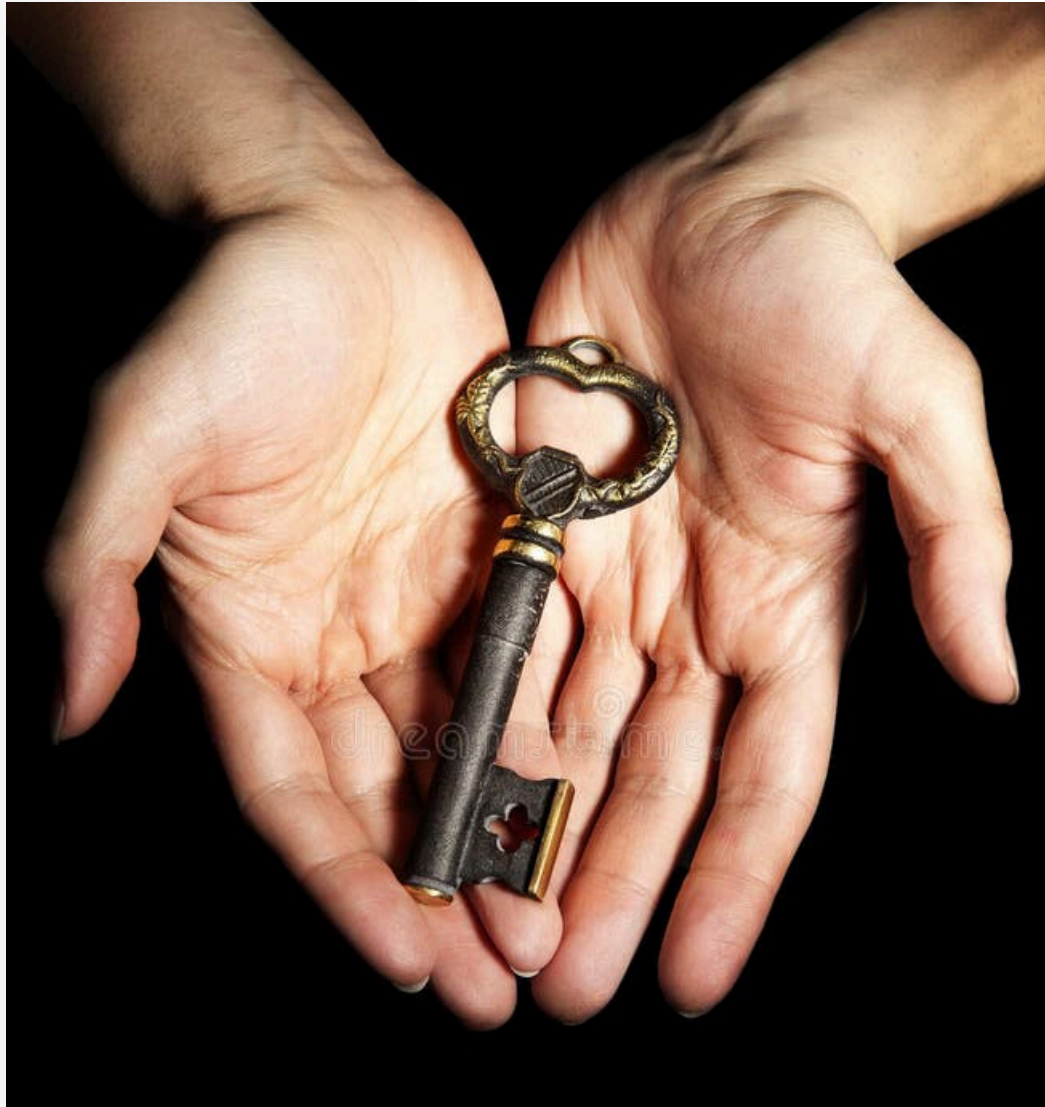
1. **Scope of assessment**
2. **Timed**
3. **Strategic administration window**
4. **Longitudinal characteristics**
5. **Provision of a quick data report** for teachers *and* parents



Performance of England's pupils in PIRLS by their score in the Year 1 Phonics Check

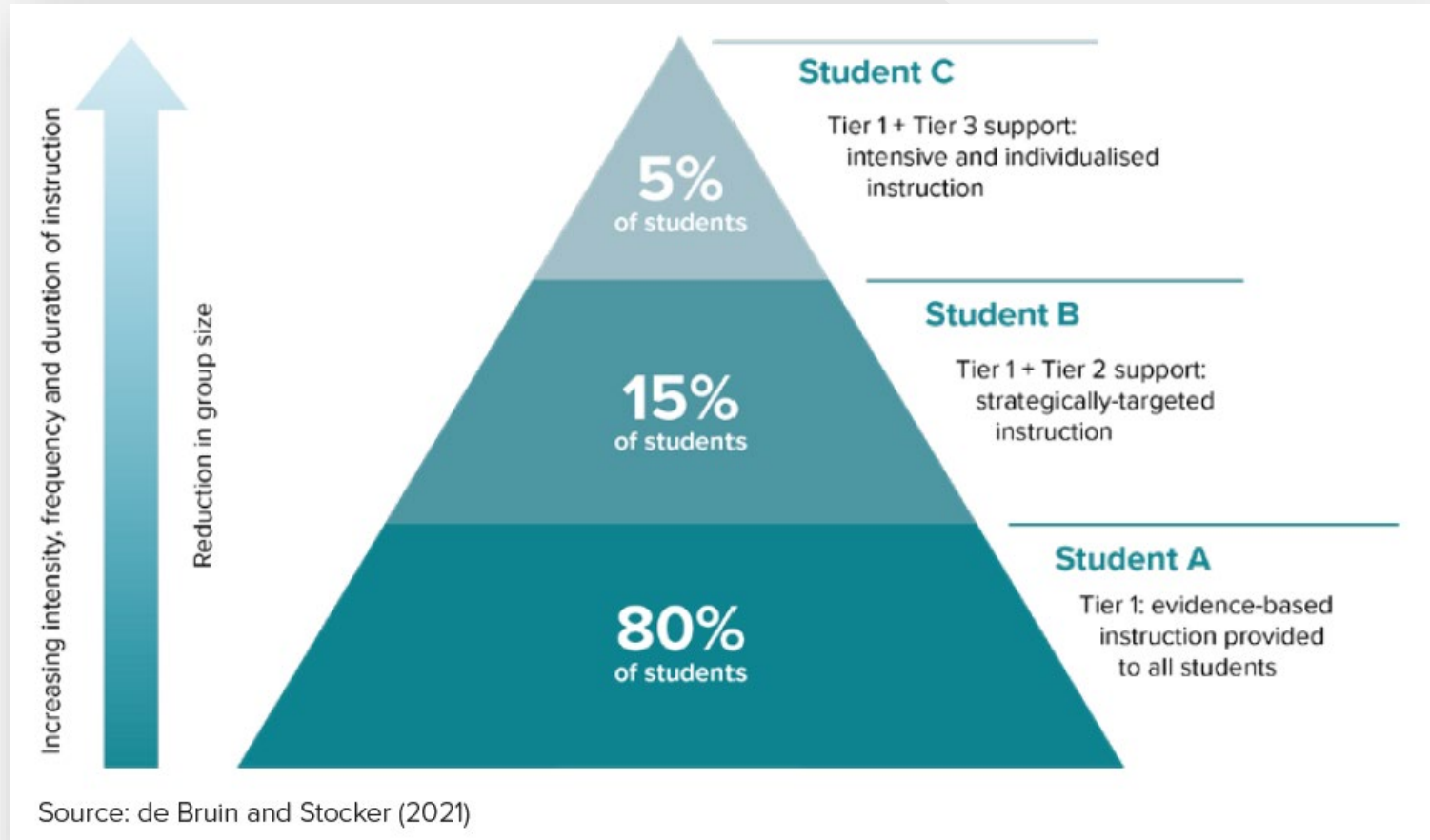


(McGrane et al., 2016:64)

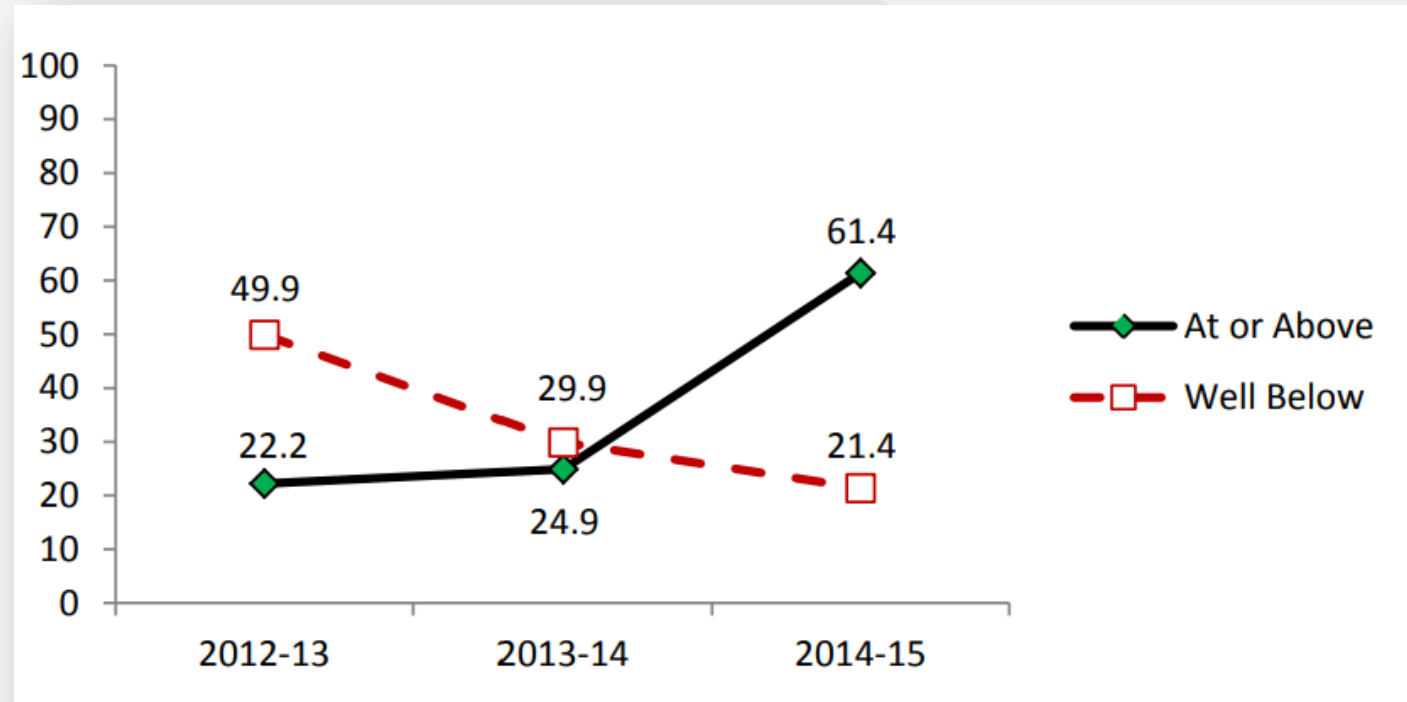


2. Multi-Tiered System of Support

Tiered instruction and support



Ohio Department of Education (US) initiative started in 2012-2015



Cohort A student participated in the pilot in K, 1, and 2.

Percentage of students 'At or Above' benchmark and 'Well Below' benchmark at the end of each school year over the course of the Three-Year Dyslexia Pilot Project

Oregon Department of Education (US) MTSS implementation coaches



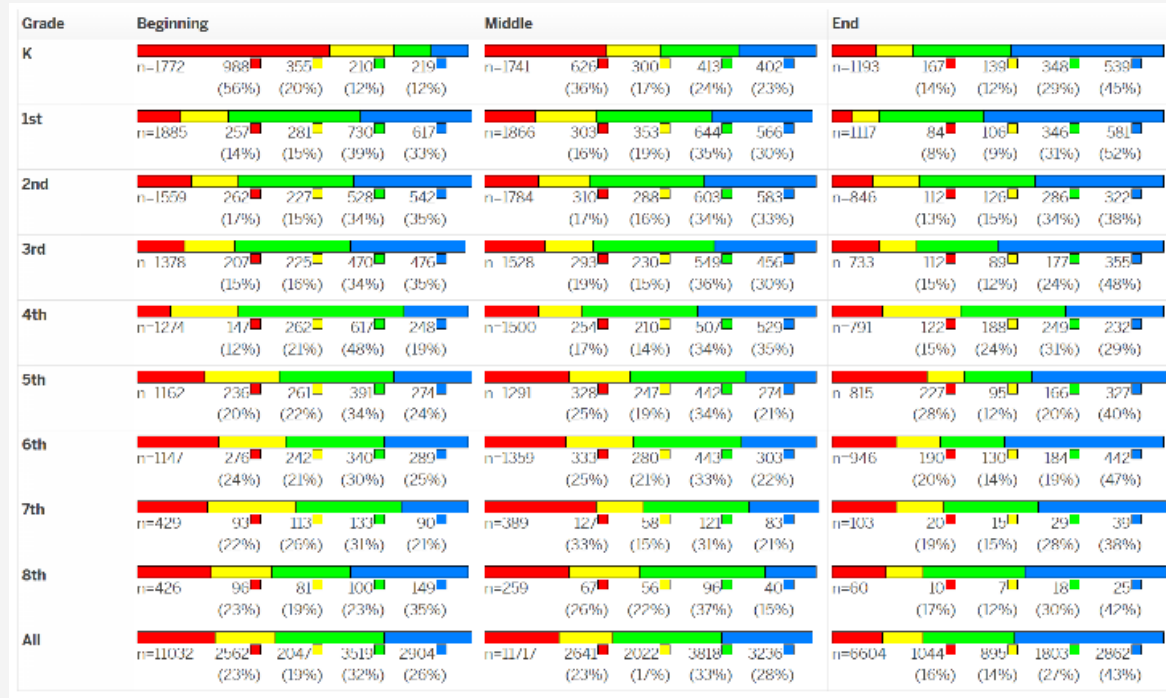
The ORTIi Team, including Beth, Lisa and Nick, and the school Principal, Jessica Swindle, and the Literacy Coordinator, Joyce Haner, at the Metzger School Primary School



Oregon Response
to Instruction and
Intervention

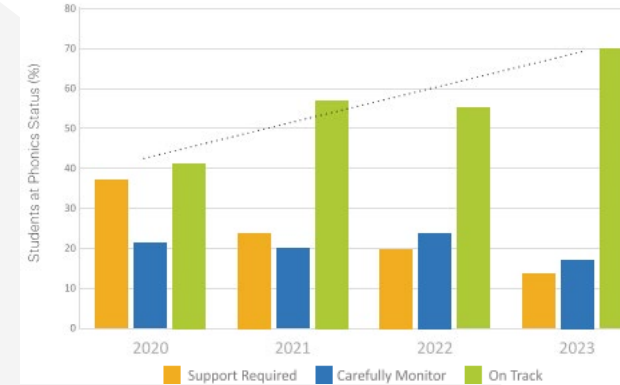
Positive Shift in Student Achievement Emerging

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

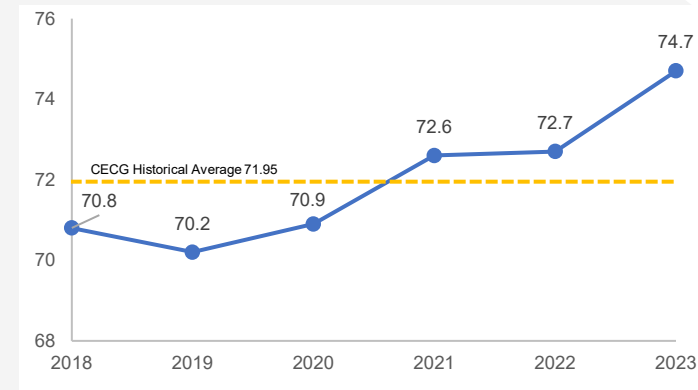


13,000+ students engaged in DIBELS Testing

Phonics Screening Check Results 2020 to 2023



Average ATAR, Aggregate of All 9 ACT and NSW Colleges



Catholic Education Canberra Goulburn



96% primary schools implementing K-2 evidence-based literacy programs



13,435 students engaged in DIBELS Testing




Yrs 3-6 curriculum implemented including Novel Studies each term



100% of schools providing evidence-based literacy intervention

3. The choice of instruction matters

Explicit instruction is essential for students who struggle to learn to read



HHS Public Access
 Author manuscript
Read Leag J. Author manuscript; available in PMC 2022 April 12.

Published in final edited form as:
Read Leag J. 2021 ; 2(2): 4–11.

Explicit Instruction as the Essential Tool for Executing the Science of Reading

Sharon Vaughn,
 Manuel J. Justiz Endowed Chair in Education and the Executive Director of The Meadows Center for Preventing Educational Risk

Jack Fletcher
 Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Psychology at the University of Houston

Abstract

Every decade it seems that we have a new version of debates about how to teach reading. Recently, the issues have focused on the science of reading and how teachers can ensure that they are using it to provide informed and effective instruction for their students (Castles et al., 2018). You may be wondering, as are many educators, “What is the science of reading, and how do I know using it in my instruction?”

To address this question, it is important to understand that the science of reading is based on cumulative, evolving evidence which is derived from numerous studies that use the scientific process of inquiry and use scientific methods of investigation. In this sense, science in education is like science in other fields, such as physics, chemistry, and the natural sciences (Shavelson & Towne, 2002). As defined in Shavelson and Towne (p.52

*“The science of reading has established that **explicit instruction** is associated with beneficial outcomes for students and may be the **secret sauce of instructional success**” (Vaughn & Fletcher, 2021)*

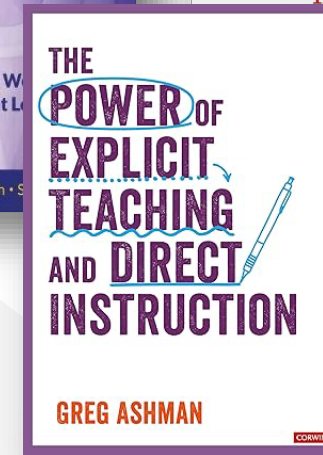
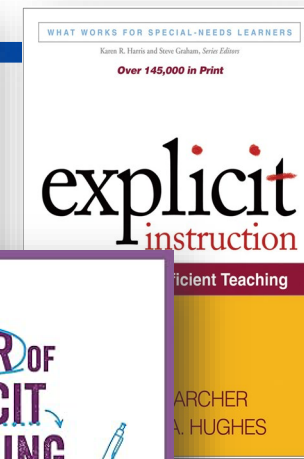
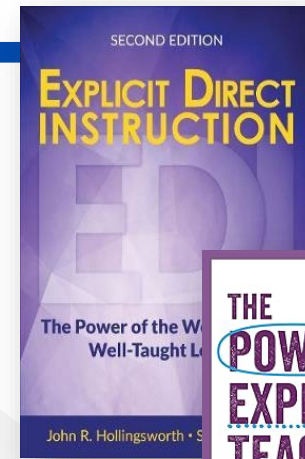


Dr Sharon Vaughn

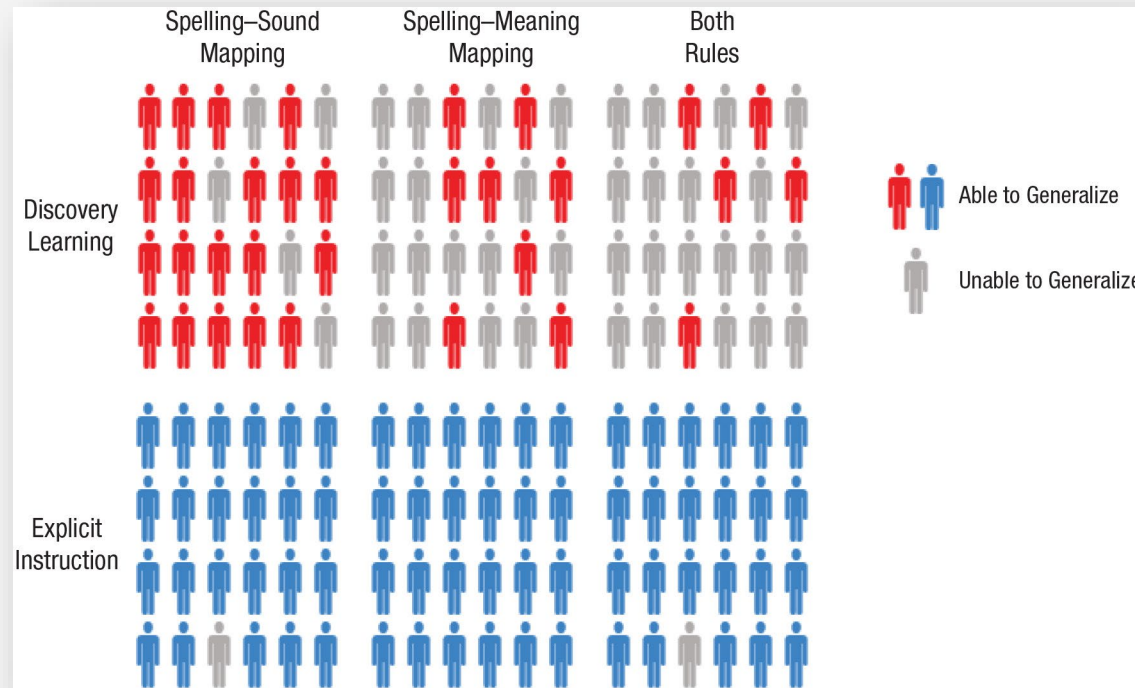


Explicit instruction

- **Clear Learning Goals**
 - Define what students need to learn.
- **Step-by-Step Teaching**
 - Break down complex skills into manageable steps.
- **Modeling**
 - Demonstrate the skill or concept clearly.
- **Guided Practice**
 - Provide opportunities for students to practice with teacher support.
- **Feedback**
 - Offer immediate and specific feedback to correct errors and reinforce learning.
- **Independent Practice**
 - Allow students to practice independently to consolidate skills.
- **Assessment**
 - Regularly assess student understanding and progress.



Explicit instruction improves learning outcomes



Overall performance by participants after 18 hours of training, including the discovery learning led group (in red) and the explicit instruction group (in blue)





Psychological Science
 Volume 32, Issue 4, April 2021, Pages 471-484
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<https://doi.org/10.1177/0956797620968790>



Psychological Science in the Public Eye - Research Article



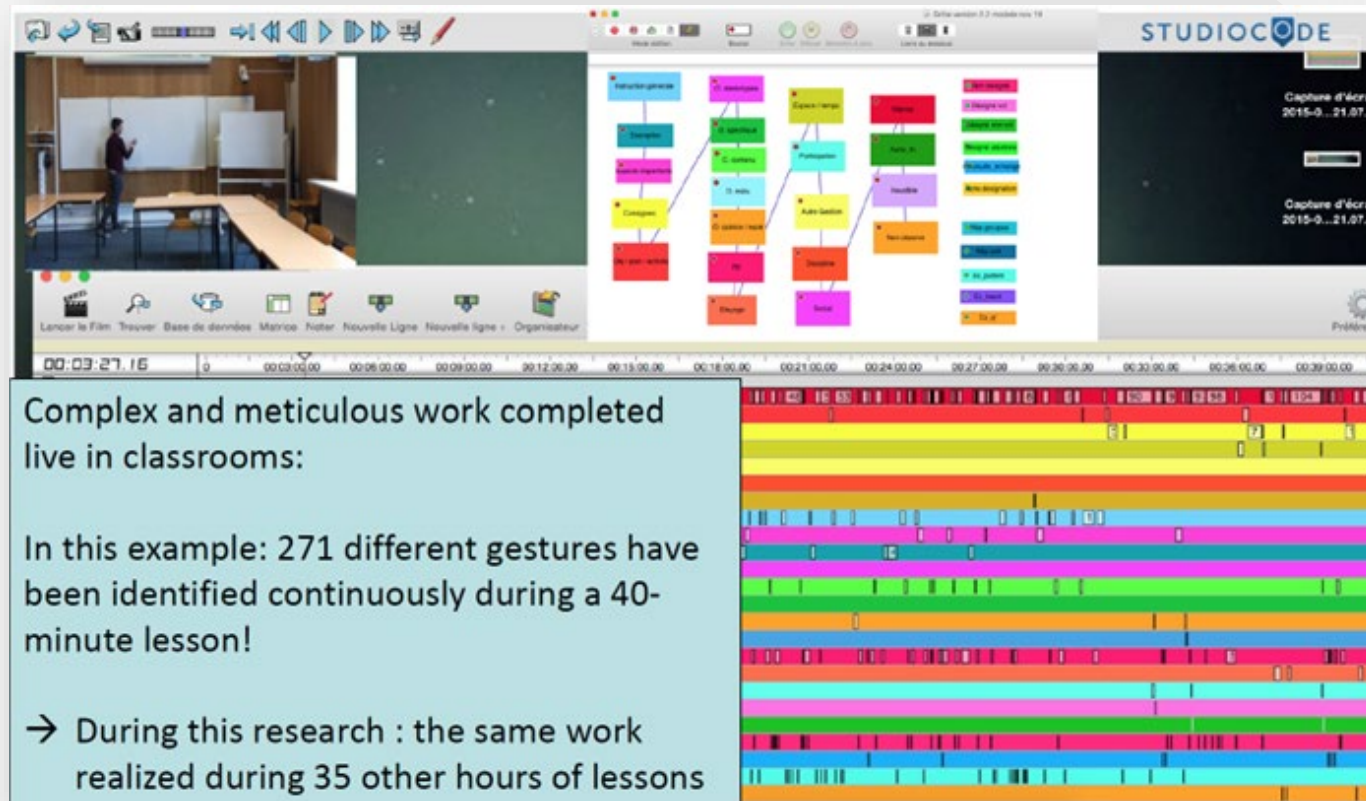
The Dramatic Impact of Explicit Instruction on Learning to Read in a New Writing System

Kathleen Rastle ¹, Clare Lally ¹, Matthew H. Davis ², and J. S. H. Taylor ³



Scan to access the reading

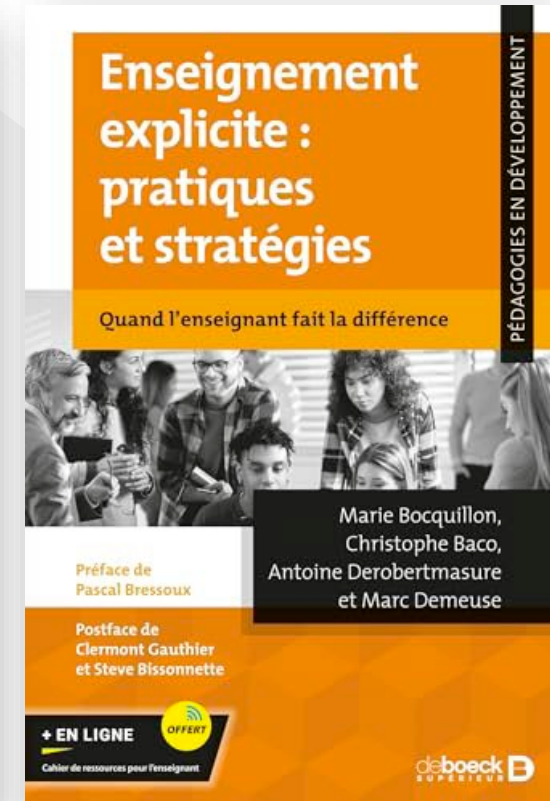
Belgium (Mons Uni)



Complex and meticulous work completed live in classrooms:

In this example: 271 different gestures have been identified continuously during a 40-minute lesson!

→ During this research : the same work realized during 35 other hours of lessons



Publications in English: <https://www.enseignementexplicite.be/WP/wordpress/index.php/publication-in-english/>

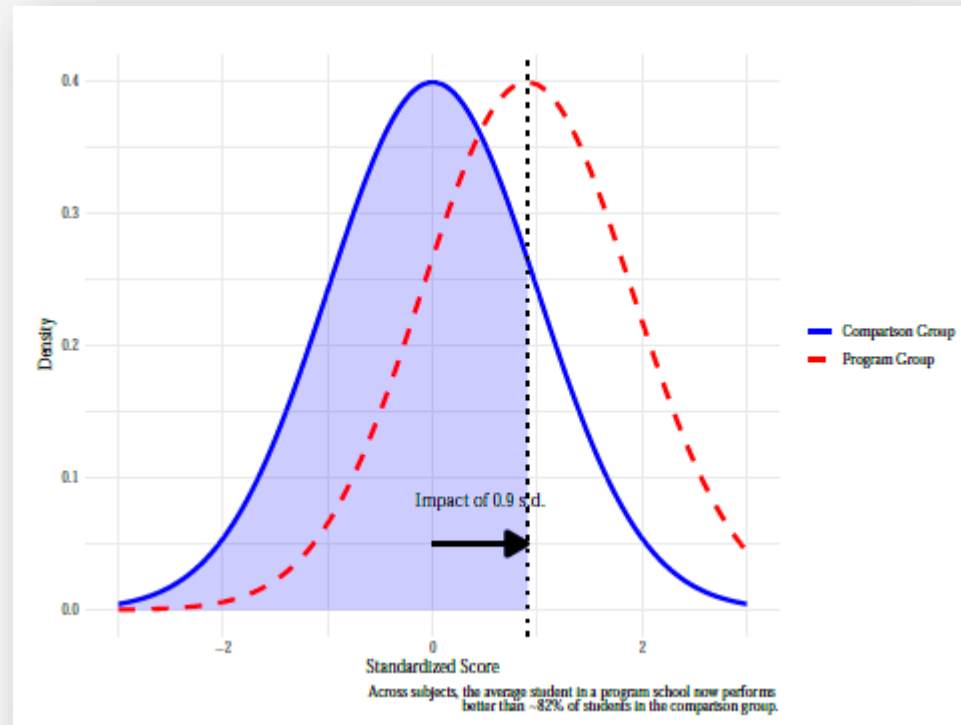
Explicit Instruction in Morocco

- National Education Ministry:
 - The Pioneer School Program 2022–26
- Pilot in 626 schools, 2023–24
- Two “great buys” :
 1. By student learning needs (RtI approach)
 2. Structured pedagogy (scripted lesson plans)



One-year evaluation 2023-34

- Results: 0.9 SD (in one year)



AU ROYAUME

Le projet des “Écoles Pionnières” dévoile ses premiers résultats encourageants

Une étude récente révèle que l'élève moyen dans une école pionnière marocaine performe désormais mieux qu'environ 82% des élèves de la catégorie des pays comparables. Le programme a permis une évolution de l'apprentissage à travers différents domaines, notamment la lecture et plusieurs disciplines de mathématiques.











Publié le 24 septembre 2024 à 16h32
 Mis à jour le 24 septembre 2024 à 17h07
 Par Lavieeco avec MAP



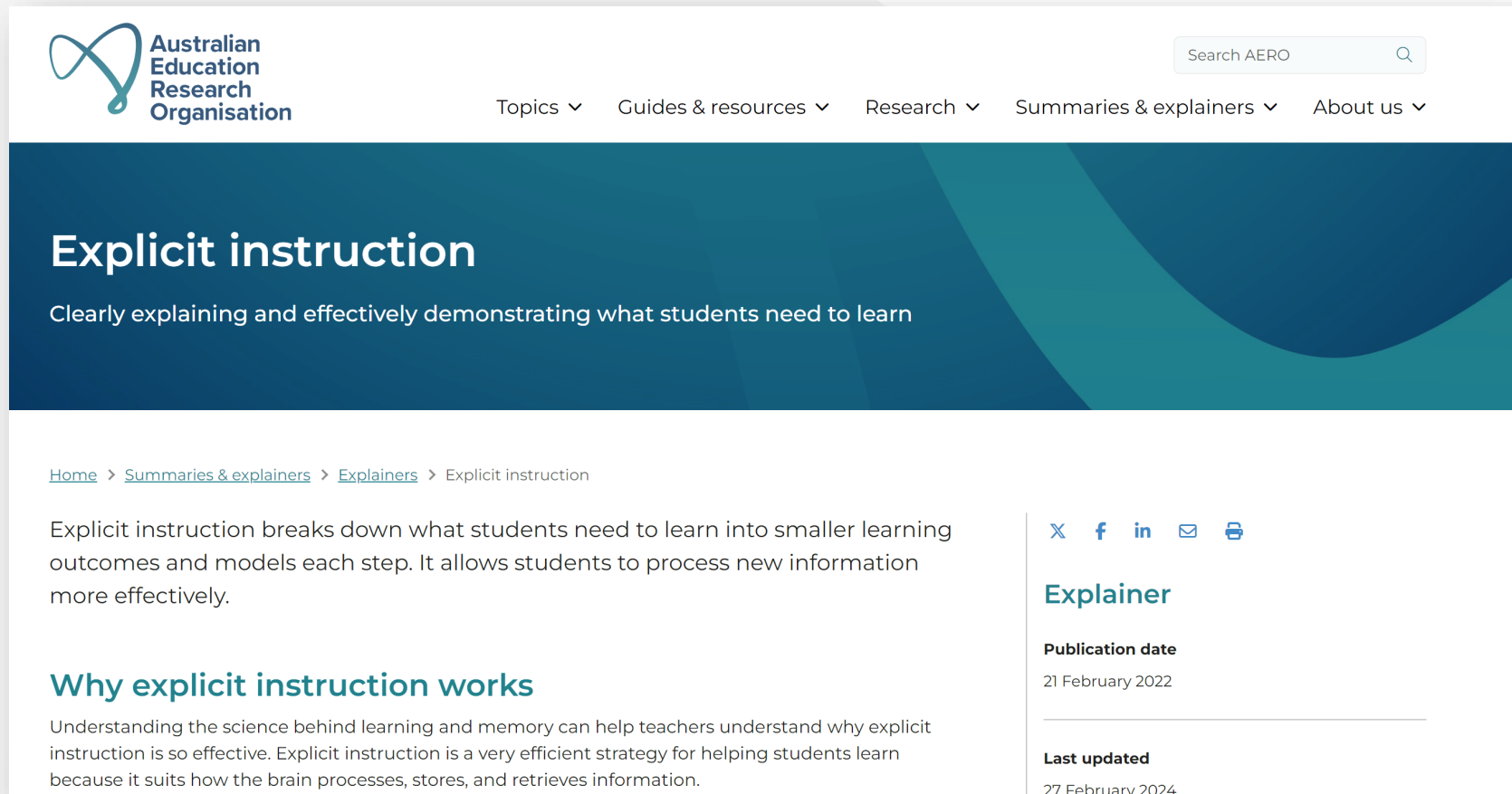
What Works Best – Research Update (NSW)

- Tell Them From me

Year	Months of learning				
	0	1	2	3	4
Year 7					
Year 9					
Year 7 to Year 9					

 Student A experiences explicit teaching
 Student B does not experience explicit teaching

Useful resources (AERO)



Australian Education Research Organisation

Search AERO

Topics ▾ Guides & resources ▾ Research ▾ Summaries & explainers ▾ About us ▾

Explicit instruction

Clearly explaining and effectively demonstrating what students need to learn

[Home](#) > [Summaries & explainers](#) > [Explainers](#) > Explicit instruction

Explicit instruction breaks down what students need to learn into smaller learning outcomes and models each step. It allows students to process new information more effectively.

Why explicit instruction works

Understanding the science behind learning and memory can help teachers understand why explicit instruction is so effective. Explicit instruction is a very efficient strategy for helping students learn because it suits how the brain processes, stores, and retrieves information.

✕ f in ✉ 🖨

explainer

Publication date
21 February 2022

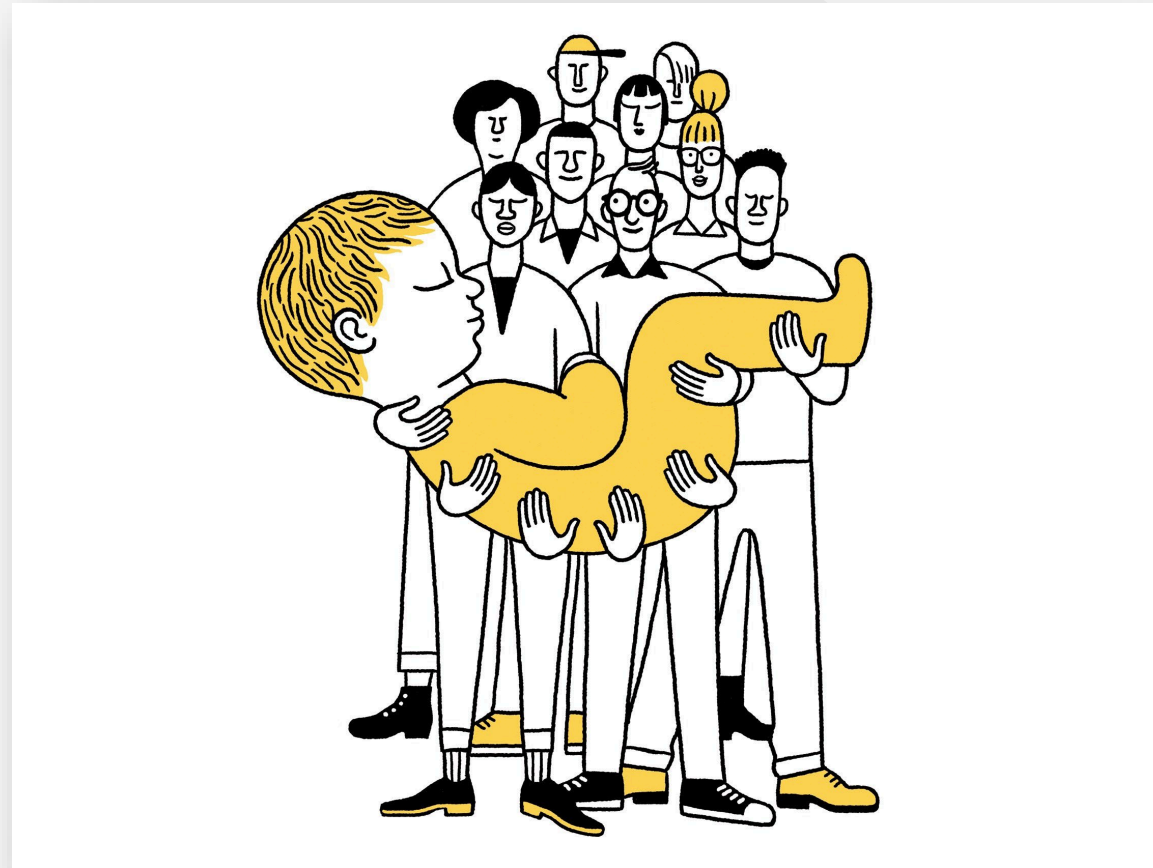
Last updated
27 February 2024

<https://www.edresearch.edu.au/summaries-explainers/explainers/explicit-instruction>

4. Considerations for preventing reading failures nationwide



“It takes a village to raise a child.”



Establish an ecosystem

1. Initial Teacher Training
- 2. Professional Learning Opportunities**
3. School-based partnerships with universities
4. Parent and community involvement

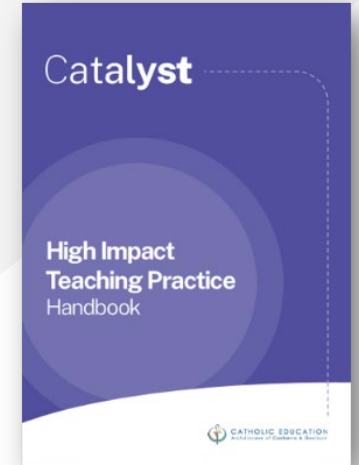
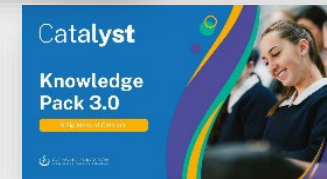
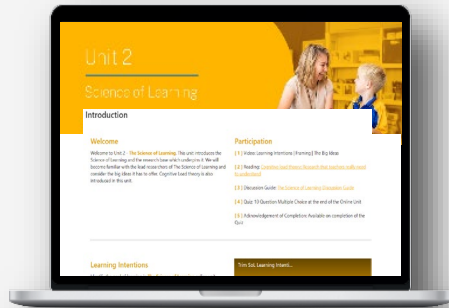
3 days of Intensive PL in the holiday, 55 teachers



St Holy Family Primary School (ACT)



High-Impact Teaching Practice



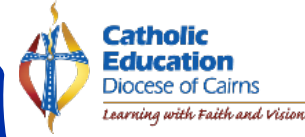
14 online professional learning sessions developed with **100%** of schools engaged

1100+ Teachers trained in High-Impact Teaching Practice

3 Knowledge Packs developed and provided to schools

HITP Handbook created

Welcoming visitors to observe & learn about Catalyst





Momentum for evidence-based practice is building across the country

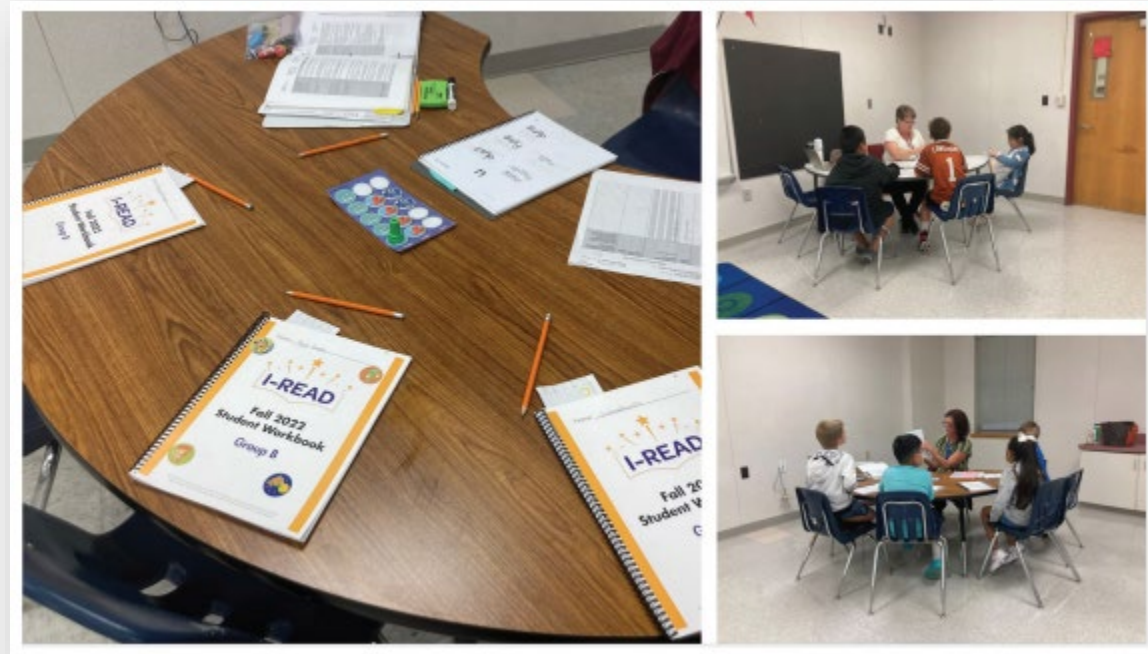


Establish an ecosystem

1. Initial Teacher Training
2. Professional Learning Opportunities
- 3. School-based partnerships with universities**
4. Parent and community involvement

The I-Ready project

- a collaboration between the MEADOW Center for Preventing Educational Risk and five primary schools (Austin, Texas)



Observation of small group interventions using I-READY materials at Clear Fork Elementary School

“When you’re working on something that’s so critical to a life – to a child’s life – belief systems don’t cut it. Evidence cuts it.”

– Dr Reid Lyon. September 28, 2023

Experimental studies – my PhD

1
I can't spell!

11
V Thank you
I Love your
accent and
you very pretty



Word structure and spelling in high schools

Jessica Colleu Terradas
(Confirmation of Candidature)



AUSTRALIAN CENTRE for the
ADVANCEMENT of LITERACY

All Points to Teaching (APPT)

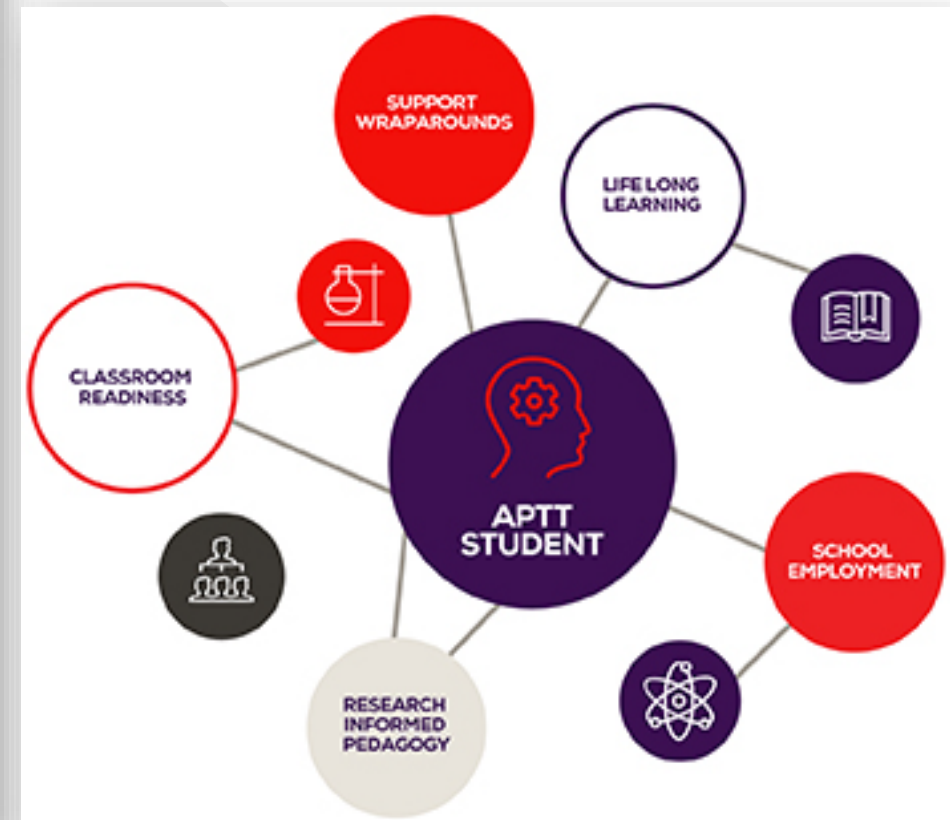

Search by keyword, course..

Empowering minds, transforming lives

All Points to Teaching (APTT) is an employment-based pathway to teaching program where students will be granted a fully funded scholarship to complete a Bachelor of Education (Secondary), Bachelor of Education (Secondary and Special Education), or a Master of Teaching (Secondary) while simultaneously working in schools across New South Wales and Queensland.

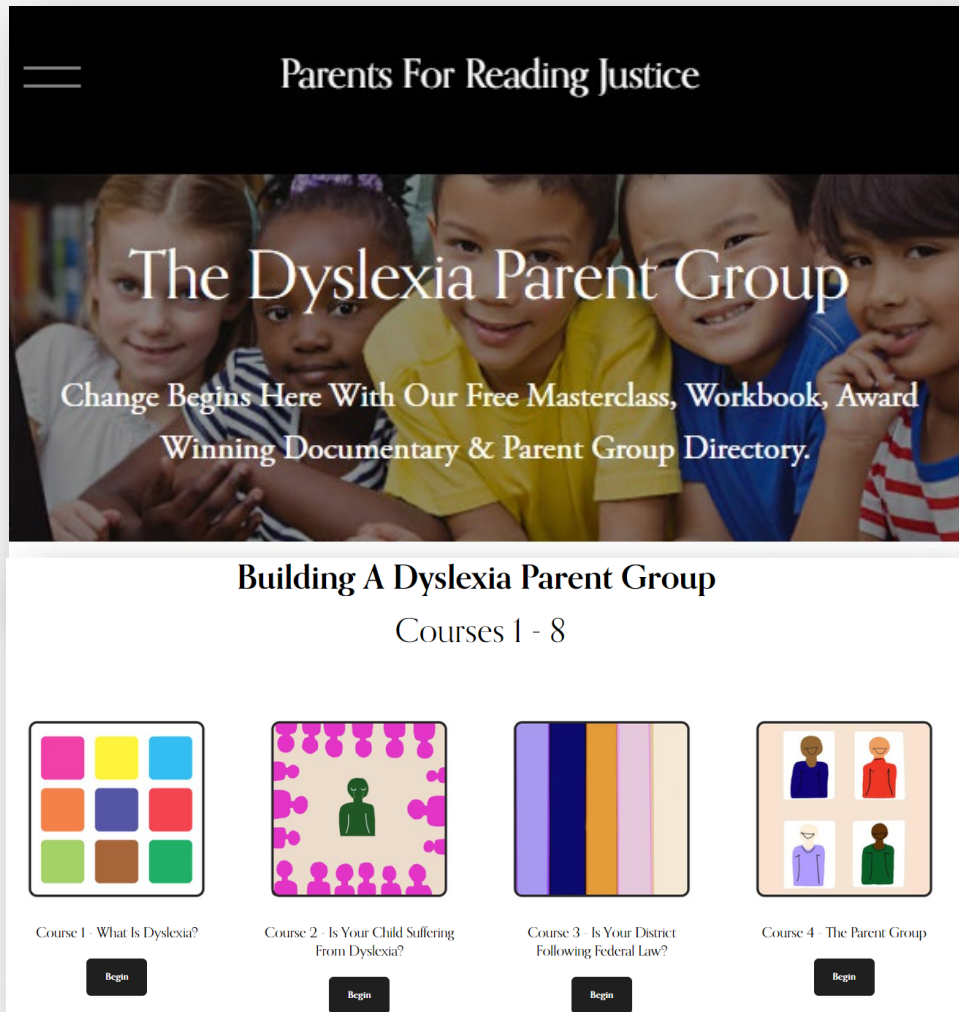
- Brisbane
- Rockhampton
- Townsville
- Forbes/Bathurst
- Paramatta
- Lake Macquarie
- Canberra/Goulburn

[Register your interest](#)



Establish an ecosystem

1. Initial Teacher Training
2. Professional Learning Opportunities
3. School-based partnerships with universities
- 4. Parent and community involvement**



Parents For Reading Justice

The Dyslexia Parent Group

Change Begins Here With Our Free Masterclass, Workbook, Award Winning Documentary & Parent Group Directory.

Building A Dyslexia Parent Group

Courses 1 - 8

- Course 1 - What Is Dyslexia?
- Course 2 - Is Your Child Suffering From Dyslexia?
- Course 3 - Is Your District Following Federal Law?
- Course 4 - The Parent Group

Parents for Reading Justice



Brett Tingley



Mike McGovern

Raising awareness : Parent Advocacy Group

Full Movie: <https://www.youtube.com/watch?v=oJ7xa6meD2Q>



Summary



1. Universal screening
 2. Multi-tiered system of support model
 3. More explicit instruction
 4. Build an ecosystem of partners
- Catch them all (before they fall)
 - It's never too late!
 - Measures the gains not the gaps

Landing..



You have arrived! Thank you