

Catalyst

Knowledge Pack 2.0

Recommended readings for teachers



Welcome to the Catalyst Knowledge Pack 2.0

This curated suite of articles, podcasts and webinars will help you to continue to understand the research that underpins **Catalyst**.

As a system, we continue to build our knowledge and learn together to transform students' lives through learning.

For more information on **Catalyst**, visit the website www.catalyst.cg.catholic.edu.au, or contact

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Leading school improvement

How do high achieving schools help teachers measure the efficacy of their teaching strategies?

Answered by Kane et al. in an in-depth discussion of the Measures of Effective Teaching (MET) project's random assignment study of teaching effectiveness measures.

 [View PDF](#)

 90min

What do overperforming Australian schools have in common?

This study investigated Australia's top-performing disadvantaged schools, with the aim of finding any common policies and practices that have led to their success.

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 30min



Embedding High Impact Teaching Practice



 [Listen to Podcast](#)

 2 hours 15 min

What are the ideas central to Explicit Direct Instruction, and instruction more broadly?

Answered by John Hollingsworth, inventor of Explicit Direct Instruction and president and co-founder of DataWORKS Educational Research.

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 30 min

How can we provide robust vocabulary instruction?

A practical guide by Beck and McKeown for all year levels.

 [View PDF](#)

 50 min

How do we overcome variability through collaborative expertise?

John Hattie discusses ways everyone can work collectively to improve student achievement: the teachers, the school leaders and the other adults in our schools.

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 40 min

What are the foundations of explicit instruction?

Answered by Anita L. Archer and Charles A. Hughes in their book *Explicit Instruction: Effective and Efficient Teaching*.

Knowledge Rich Curriculum

What is a knowledge rich curriculum?

Answered by Tom Sherrington

 [Read blog](#)

 15 min

Why does knowledge matter in curriculum design?

Answered by E.D. Hirsch in the prologue to his celebrated book *Why Knowledge Matters*.

 [View PDF](#)

 30 min

What happens when you move away from a knowledge rich curriculum?

E.D. Hirsch explains the consequences of educational policy changes that favour a skill-based, individualised approach to curriculum using case studies from France and the USA.

 [View PDF](#)

 45 min

What should a well-crafted curriculum achieve?

Natalie Wexler discusses the importance of building knowledge over time, through a knowledge rich and well sequenced curriculum.

 [Read blog](#)

 20 min

The role of background knowledge in reading comprehension: A critical review

A critical review by Reid Smith, Dr. Lorraine Hammond, Dr. Pamela Snow and Tanya Serry to determine the influence background knowledge has on the reading comprehension of primary school-aged children.

 [View PDF](#)

 35 min





Low Variation Curriculum

High Performing Primary Schools: What do they have in common?

Bill Loudon identifies low variation curriculum, aligned to an explicit teaching instructional framework, as one of the core characteristics of high performing primary schools.

 [View PDF](#)

 60 min

Building a coherent curriculum

Reid Smith is the Head of Curriculum, Assessment and Instruction at Ballarat Clarendon College, a school that has improved their approach to curriculum over the past 20 years. This blog shares the content of the webinar on Clarendon's improvement journey toward building a coherent curriculum. To access the webinar you can join Think Forward Educators.

 [Watch webinar](#)

 90 min

Why is curriculum central to school improvement?

Answered by Claire Sealy, Neil Almond and Ruth Ashbee, authors of ResearchED guide to curriculum. Together they dive into the curriculum debates, unpick why curriculum is essential to school improvement and examine what curriculum coherence really is.

 [Listen to Podcast](#)

 35 min

Reading Intervention

What is the most effective approach to reading intervention?

Answered in the Primary Reading Pledge, a plan developed by Five from Five, AusSPELD and Learning Difficulties Australia to have all children reading by the end of Primary School.

 [View PDF](#)

 30 min

Response to Intervention in Secondary Schools: Is It on Your Radar Screen?

The purpose of this article is to provide an orientation to RTI in secondary settings, rather than a detailed description of RTI. The RTI process is a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. What could the RTI process look like in your school?

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 30 min



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