

READING 2020: WHOLE SCHOOL ALIGNMENT TO EFFECTIVE PRACTICES IN READING: minimum requirements

Goal: Increase the number of student meeting SEA and increase high band status in reading across R-7.

Challenge of Practice: If we develop and strengthen the teaching of reading by incorporating a greater focus on comprehension alongside the other elements of the BIG 6, we will achieve increased achievement in reading.

TARGET: For students enrolled in 2019 in Year 3 who achieved in the higher bands in NAPLAN reading, retain their higher achievement in year 4 PAT R.

Success Criteria: Students demonstrate the ability to navigate, read and view a variety of texts with a range of features including illustrations and graphic representations.

Students interpret information and make inferences to expand topic knowledge using comprehension strategies, compare texts on similar topics and begin to analyse different perspectives in texts.

DfE Literacy Guidebooks: Determine where you are at in implementing these evidence informed practices.					
	Build Foundation	Shift Gear	Stretch	Maintain Momentum	Inspire
READING	<p>Establish a reading program Teachers explicitly teach the Big Six Components of Reading, including a strong program of synthetic phonics. Teachers prioritise a daily, timetabled reading program to integrate the big six components of reading across the year levels.</p>	<p>Strengthen and tailor the reading program through differentiation Teachers develop individual reading goals for students based on decoding, fluency and comprehension.</p>	<p>Design whole-school approaches to improvements in reading instruction Teachers design reading instruction that explicitly teaches all elements of reading comprehension that effective readers use.</p>	<p>Deepen expertise in the close reading of texts using comprehension strategies Teachers strengthen the design of the reading program through embedded activities that build comprehension and incorporate dialogic teaching strategies around literature and factual texts.</p>	<p>Foster critical and metacognitive awareness in reading for the construction of knowledge Teachers enable students to monitor their own extensive responses to rich literature and factual texts, orally, in journals, and through writing tasks.</p>
ORAL LANGUAGE	<p>Establish a foundation of oral language for learning Teachers intentionally plan for oral language development, scaffolding the language required to access the curriculum.</p>	<p>Strengthen approaches to oral language for learning Teachers use specific strategies to extend student talk, incorporating learning area vocabulary. Teach students to collaborate as a means to develop oral language.</p>	<p>Design whole-school approaches to inform oral language development Teachers collaborate to ensure classroom interactions effectively engage students in talk about learning.</p>	<p>Deepen expert interactions to build learning area knowledge and understanding Teachers intentionally select strategies that enable students to provide extended responses and ask questions of each other</p>	<p>Foster a deep understanding of how the different types of talk and interaction develop learning area knowledge Shared 'metatalk' (a metalanguage for talk and interaction) is used to identify and extend the purposes for oral language across the whole-school.</p>

ELEMENTS	ACTIONS	RESOURCES AND RESPONSIBILITIES	Professional learning Requirements?	Cold Warm Hot
<p>1.Data informed planning <i>(How does the school support deep analysis of individual learner data?)</i></p> <p>1.1 Leaders and teachers analyse the 2019 data sources for mapping</p>	<p>1. Leaders analyse 2019 data from the Improvement Dashboard and present to staff.</p> <p>2. Teachers utilise data sets to triangulate data (NAPLAN, PAT, RR) and know where students are placed i.e. below SEA and below HB etc.</p>	<p>Leader's meet to analyse data and know where students are placed. Teachers through PLC work.</p>	<p>-Data literacy PD provided to staff to understand and analyse processes that inform teacher practice, support interventions and enable goal setting.</p>	
<p>2. Tracking and Monitoring growth and achievement <i>(How do educators track, monitor and review the growth and achievement of every learner?)</i></p> <p>2.1 Teachers follow the assessment schedule</p> <p>2.2 Teachers articulate how each learner is progressing and can explain the impact of their actions (strategies and plans)</p>	<p>1. Teachers utilise data to identify teaching points: using RR, minimum 2/term RR for students under L30, PAT R, NAPLAN, A-E, 44 Phoneme, PASM, anecdotal-conferencing, hearing reading, formative: close, comprehension tasks etc.</p> <p>2. Teachers meet regularly to case manage and review effectiveness of strategies.</p> <p>3. Teachers discuss formative assessment strategies used and review practices based on sharing and feedback.</p> <p>4. Student reading goals are data informed and identified through conferencing</p> <p>5. Teachers provide ongoing feedback to students regarding their progress and growth points</p> <p>6. Students are actively involved in evaluating their progress</p>	<p>DECD Standard of Educational Achievement (SEA)</p> <p>PAT resource centre</p>	<p>-PD in various tests and procedures</p> <p>-MVPS Assessment Schedule)</p> <p>-Conferencing and goal setting</p> <p>-Case management process</p> <p>-Running Records PD</p> <p>-Formative assessment strategies</p>	

3. High Quality classroom practice
(Collective 'commitment to action' towards raising the achievement of all learners in literacy)

3.1. Teachers use the agreed practices, which are consistently articulated and applied across all classes.

3.2 Teachers assess their competency in the use of effective practices and include in action planning.

3.3 Teachers collaborate through the PLC to align, plan, extend and implement evidence based practices

1. Dedicated time is given to explicit daily teaching of reading.
2. Teachers know the reading curriculum:
 - Use the MVPS scope and sequence
 - AC achievement standards, content descriptors
 - Include task opportunities in all elements of the Big 6
 - Literacy progressions and literacy capabilities
 - CAFÉ
3. Teachers use the LDAM framework to plan units; 2/term in English (reading and writing)
4. Practices are:
 - Intentional and responsive: e.g. intervention with strategies below SEA, above HB
 - Differentiated: appropriately levelled tasks
 - Scaffolded: unpacking
 - Explicit: direct instruction
 - Sequential: developmental
5. Teachers use the guidebooks to identify evidence based practices (map across 5 domains in reading)
6. Teachers embed the following practices:
 - EDI learning cycle (I do, We Do, You Do Together, You Do)
 - Learning intentions and success criteria
 - Individual conferencing to identify reading goals (using the CAFÉ framework)
 - Practise of strategies during (guided) reading and reading conferences
 - Use of texts at instructional level (best fit books and browse)

Timetables reflect this.
 MVPS S&S
 Big 6 articles
 Literacy progression booklet
 CAFÉ checklist

DfE literacy Guidebooks

EDI framework
 Big Books, various text types, children's work samples, I Chants, Anchor Charts
 Every class to have a CAFÉ wall
 Instructional texts available in classrooms

- PD in:
- EDI cycle
 - CAFÉ
 - Guided Reading approaches
 - Best Fit books
 - Big6
 - Literacy Progressions
 - MVPS scope and sequence
 - Comprehension strategies
 - LDAM
 -

<p><i>(Building teacher capacity for raising literacy achievement of learners?)</i></p> <p>3.4 A comprehensive and regularly reviewed set of capacity building strategies -including feedback is applied and directly impacts on planning and practice.</p> <p>3.5 Best practice is amplified</p> <p>3.6 Teachers use the PLC to reflect on practice and engage with new learning</p>	<p>1. The following structures are in place to support teacher growth:</p> <ul style="list-style-type: none"> • PLCs (team collaboration and inquiry) • coaching (observation and feedback) • strategic partner planning & reflection • workshops • Staff meeting showcasing • online PD • S&V networks • discussion circles • teachers sharing, showcasing, leading and facilitating • ongoing quality instructional leadership • School wide PD program (targeting staff needs) 	<p>Staff meeting schedule reflects PD needs</p> <p>PLC included in schedule</p> <p>Coaching support scheduled</p> <p>Process in place for amplifying best practice</p>	<p>-Team collaboration through PLCs. How?</p> <p>-Peer observation and feedback</p> <p>-Classroom walk throughs</p> <p>-Instructional leadership</p>	
<p><i>(Performance development processes ensure quality practice is evident for every learner?)</i></p>	<p>1. Classroom walk throughs happen regularly by leaders</p> <p>2. There is a formal process of observation and documented feedback (2 X/year) for all teachers that directly connects teacher practice to growth for all learners.</p> <p>3. Teachers align PDP goals and actions to site plan priorities and set SMART goals aligned to SIP: (reading, writing, number, PLC)</p> <p>4. Teachers are supported through a cycle of improvement by coaches: includes: data analysis, goal setting, implementation, observation, reflection, feedback</p>	<p>-Leaders identify purpose of walk throughs</p> <p>-DECD formal classroom observation proforma</p> <p>-MVPS example</p> <p>-Teachers identify a problem of practice</p>	<p>-DECD Formal Classroom Observation</p> <p>-Coaching cycle (Lead Learn)</p>	

<p>4. Applying evidence based, learning interventions</p> <p><i>(There is a set of documented, reviewed and evaluated intervention strategies. All identified learners receive the support to maximise achievement.)</i></p>	<ol style="list-style-type: none"> 1. Data informed intervention programs are implemented across the school (targeted, purposeful and time limited) 2. Teachers identify students below SEA and just below HB and have intervention plans in place. Interventions are documented by teachers. 3. Records are kept by SSO and progress shared regularly with teachers. 4. Setting SMARTA goals in One Plans 5. Set up responsive support strategies e.g. mentoring programs and learning buddies 6. Case Management procedures are in place in PLC discussions to share and extend intervention strategies. 	<p>3 wave model</p>	<p>-3 wave model -Setting SMARTA goals</p>	
<p>5. Engaging families as partners in literacy</p>	<ol style="list-style-type: none"> 1. A home reading program is in place for all students and a journal provided for tracking reading. Expect students to practise their reading 4 times/week. 2. Communication through See Saw, open night, Acquaintance , reports, parent workshops 	<p>Home reading journal for every student Consistency in the use of SeeSaw.</p>	<p>-PD for parents aligned to site plan</p>	