

ENFIELD PS TERM 1 2024

- Creating a Path Instructional Rounds Network





PLAN FOR THE TWO DAYS

Learning Intentions

Broaden and deepen your understanding of teaching and learning writing

through the lens of the NSW English syllabus K-10 and evidence-based practice and research.



Success Criteria

Through your readings, deep discussion and collaboratively developed “charts / posters / visuals” you will:

- Identify, describe, redefine and justify key elements in the instructional core that are present in a supportive classroom writing environment.
- Demonstrate connections you have made between the readings, discussion, your prior knowledge about the teaching and learning of writing and your thinking when interpreting EPS’s observation data.
- Think deeply about ‘writing’, asking questions of yourself and others to reveal, clarify, challenge, expand, challenge and refine the thinking of yourself and other network members.
- Plan an action related to *creating written texts* that you will take following the round and give reason for your choice.

Real writing is not just a language exercise.

It's a thoughtful expression and exploration!

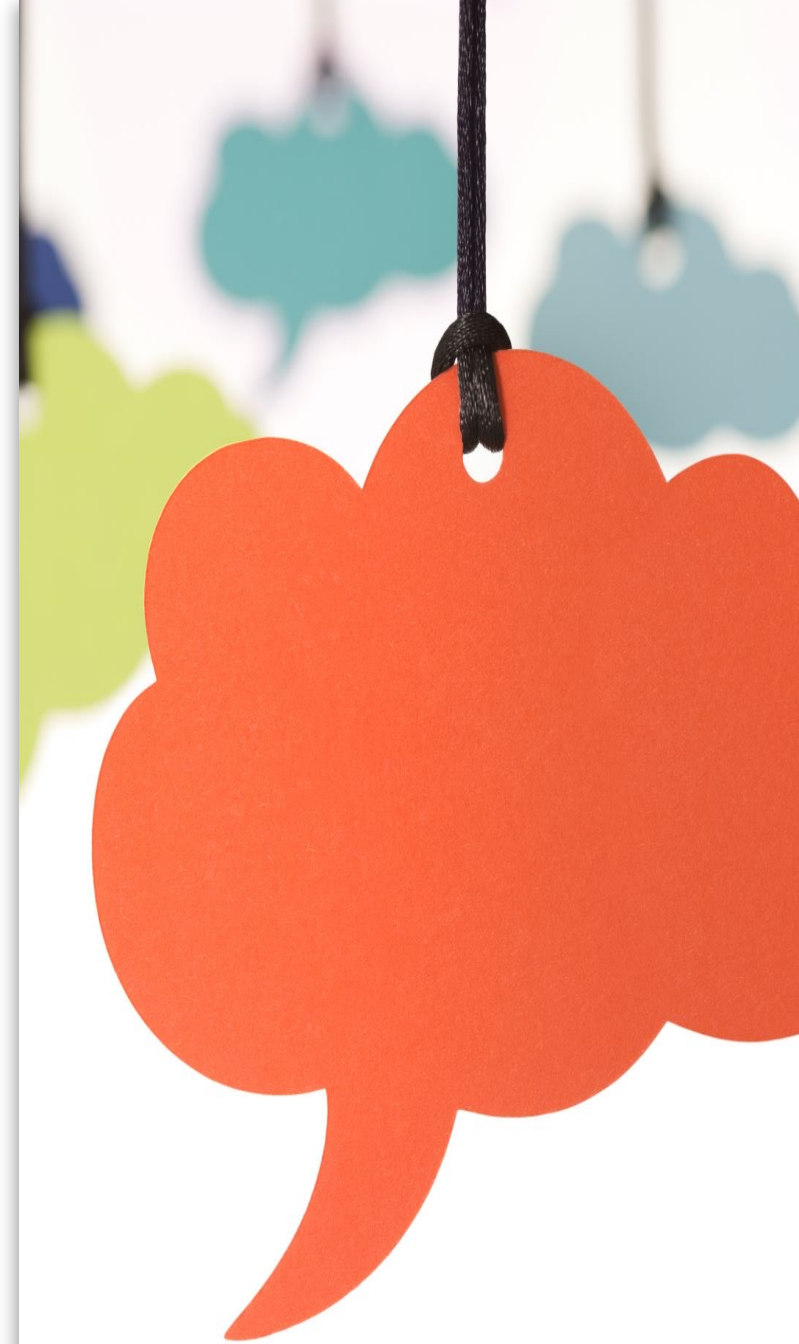
It's a process of deep thinking.

Reflection:

Purpose: Explore, deepen and communicate your thinking about the teaching of writing.

Audience: You and members of the network

What strong beliefs do you currently hold about the teaching and learning of writing?



- Most parents understand the importance of reading to young children but are not always aware of the importance of encouraging drawing and writing before children begin school.
- Writing may therefore not be encouraged by parents even if they are read to their children.



Enfield's Problem of Practice



Are we creating a supportive classroom environment for writing at Enfield PS.

- *Are the writing tasks challenging, thoughtful, authentic and purposeful?*
- *How is formative assessment and explicit timely feedback being used to improve student writing.*
- *Do students know what they are learning and why it is important?*

Writing Guides:

Highly effective classroom environments are ones where:

- teachers are enthusiastic about writing, and foster this enthusiasm in their students
- students are taught the metalanguage of writing so that a common language is shared across the classroom and they can attribute their success in writing to the knowledge, skills and processes they are being taught
- writing instruction is ‘high challenge, high support’ to encourage students to work towards goals to improve their writing
- writing tasks are thoughtful, authentic and purposeful
- support is provided to scaffold student success, encouraging self-motivation and regulation
- instruction is differentiated so that it is appropriate to the interests and needs of students
- students’ writing is celebrated and shared with others
- classroom routines promote frequent opportunities for positive interactions between students when writing across all curriculum areas
- students are taught to be reflective and evaluative of their own and others’ writing.



**BACKGROUND TO
THE PROBLEM OF
PRACTICE**



Writing

- Compared to the literature on reading, the writing literature is modest, and the quality of the research is variable.
- There is a lack of high-quality and large-scale research in the Australian context.



- Source : Writing and writing instruction An overview of the literature (2022 Australian Educational Resource Organisation)

Writing is:

- Writing is complex and it does not develop naturally, so significant amounts of instruction and practice are essential.
- Writing about what we read boosts understanding.
- Writing about what we learn helps us understand and remember.
- Writing improves reading and reading improves writing.



Reading :

- Reading instruction improves overall writing performance, writing quality, amount written and spelling.
- Phonological awareness and phonics instruction positively influence spelling and overall writing performance and
- Reading comprehension instruction improves overall writing performance.



- Source : Writing and writing instruction An overview of the literature (2022 Australian Educational Resource Organisation)

Reading :

- Increasing the amount of time students spend interacting with text (directly or via a model) improves overall writing performance, writing quality and spelling (Graham et al. 2018a).



- Source : Writing and writing instruction An overview of the literature (2022 Australian Educational Resource Organisation)

How does this align with your experience? Do you agree or disagree? Why might this be so?

- Success in literacy is essential for success at school and in life generally but the important role of writing in literacy is often overlooked.
- Reading tends to be the focus of many schools and teachers and is still the most talked about in the press and has more research devoted to it than writing. (Huot & Perry 2019)
- Writing appears to be harder for teachers to teach and is often neglected (Turbill & Bean 2006)





How well equipped do
you feel to teach writing?

What has made you that way?

Writing development: What does a decade of NAPLAN data reveal?

- No improvement in the writing abilities of students in Years 3 and 5, and a moderate decline in the writing abilities of students in Years 7 and 9 over the last 10 years (McGaw et al. 2020).
- Approximately 30% of Year 7 students and 40% of Year 9 students, score at or below the national minimum benchmark on the National Assessment Program – Literacy and Numeracy (NAPLAN).

Writing development: What does a decade of NAPLAN data reveal?

- Aboriginal or Torres Strait Islander, some EAL/D, regional, rural, or remote area students, and/or experience socioeconomic disadvantage tend to perform lower having approximately 60% of students scoring at or below the minimum benchmark

(Australian Curriculum Assessment and Reporting Authority [ACARA] 2019).

- Gap between the outcomes of boys and girls is equivalent to a two-year gap by Year 9

Number of students in the highest 2 score points across many writing criteria has declined in Yr 5,7,and 9.

- One reason often offered is poor practice associated with so-called ‘teaching to the test’.
- The allegation is that NAPLAN has incentivised some teachers to adopt ‘robotic posturing of genre’ and this has reduced the level of attention directed to the extension of high achieving students.
- The unintended consequence has been that more skilled writers are scaffolded ‘into’ writing rather than challenged to write beyond the scaffold.
- The NAPLAN Review (McGaw et al. 2020:86) highlighted that the writing test does not support students to produce excellent writing, in its current form’, suggesting that ‘the test has the effect of suppressing the quality of the writing students could demonstrate at the high-end of performance in favour of attempts to deliver writing to fit “the formula”’.
- Education ministers have requested that ACARA trial modifications to the NAPLAN writing assessment to improve its validity.

While we often refer to writing as a single ability

- It is a complex task with many distinguishable elements, processes and stages (Graham et al. 2019).
- Skilled writing requires proficient handwriting, spelling and typing skills, and the use of traditional and digital writing tools.
- It also requires complex and varied sentence construction including advanced knowledge of grammar and punctuation.
- Skilled writers also require deep understanding of audience, purpose and genre, rich content (topic) and vocabulary knowledge, and
- The ability to plan, draft, evaluate, revise, edit and publish text, from paragraphs to compositions (Graham et al. 2019).

Reading

- Ideas that resonate with you from the reading.
- FINAL WORD PROTOCOL
- 5 key ideas from the reading that are important to the instructional core in relation to Enfield's PoP.

Let's write our *final insights*

- The most important idea we discussed was
.....
- One way I plan to apply this information is
.....
- I wonder



LET'S
WRITE!

Headline

- 1. If you were to write a headline and a sub headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?



SOUTH HAVEN

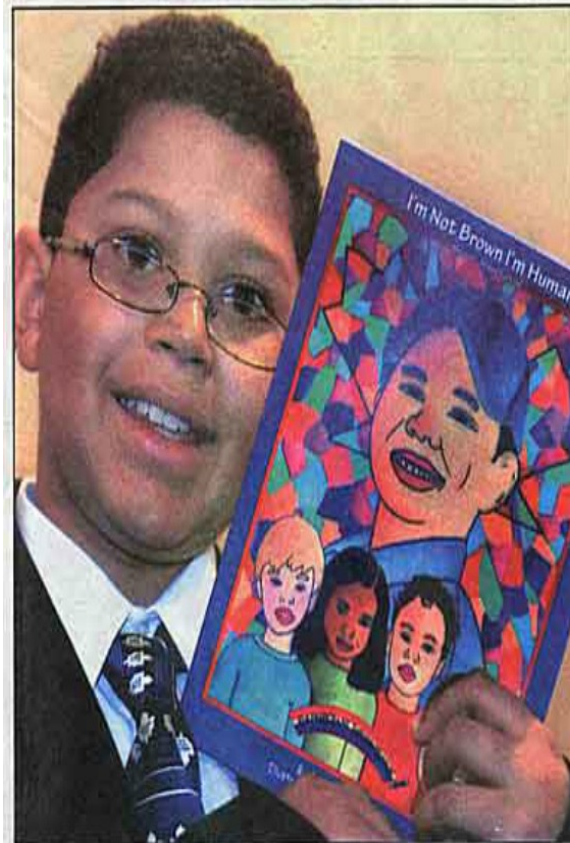
City unsure why the sewer smells

By KRISTIN HAY
H-P Correspondent

SOUTH HAVEN — The tests have been inconclusive in trying to locate the source of a mysterious odor that has been detected in several downtown South Haven businesses.

Stickland said he will discuss the strategy of putting a non-toxic smoke into the sewer to detect the path of the offensive gas emanating from basement drains.

"Somebody is putting something into the sewer that is creating the odor," Stickland said in an interview after the council meet-



Grade 5 student James Valitchka's new book, *I'm Not Brown I'm Human*, details how children can learn to overcome racism. This is the 11-year-old Toronto boy's sixth book.

A good heart is colour-blind

11-year-old author teaches how to overcome racism

MICHELE HENRY
Toronto Sun

James Valitchka is no stranger to the soul-piercing sting of racist remarks.

One of only two black kids attending an affluent elementary school in a predominantly white Ottawa neighbourhood, the 11-year-old was often teased, beaten up and belittled because of his skin colour.

"I had to leave that school," said the pre-teen, who moved to Toronto with his mother last year. "It made me feel really bad about myself."

Sensing there were other kids grappling with the same stresses, the Grade 5 student put pen to paper and wrote his sixth book, which is titled

I'm Not Brown I'm Human

and details how children can learn to overcome racism. Released in a limited number of local bookstores this week, the young author waved it proudly about the Dominion ballroom at the Sheraton Centre yesterday during the Toronto kickoff of Black History Month in Canada.

'Just bullying'

"Racism is just bullying because of skin colour," he said.

Rosemary Sadler, president of the Ontario Black History Society, addressed the crowd yesterday and told local politicians and community members alike that celebrating black history and culture is paramount to defeating hatred.

"Where we see so much negativity we lose sight of the

contribution that people of African origin have made since the very beginning of this country," she said. "To have Black History Month in Toronto right now is of critical importance because it's one of the pro-active things to address some of the issues that affect us all right now, such as gun violence."

Among the books by black authors and illustrations by black artists that filled the entrance to the ballroom, was a demonstration of the Black History Canada website.

Developed by HistoricaBlackHistoryCanada.ca was launched at the event and is a resource for teachers seeking information about black history in Canada.

michele.henry@tor.sunpub.com

How might your headline differ
from what you would have said
yesterday?

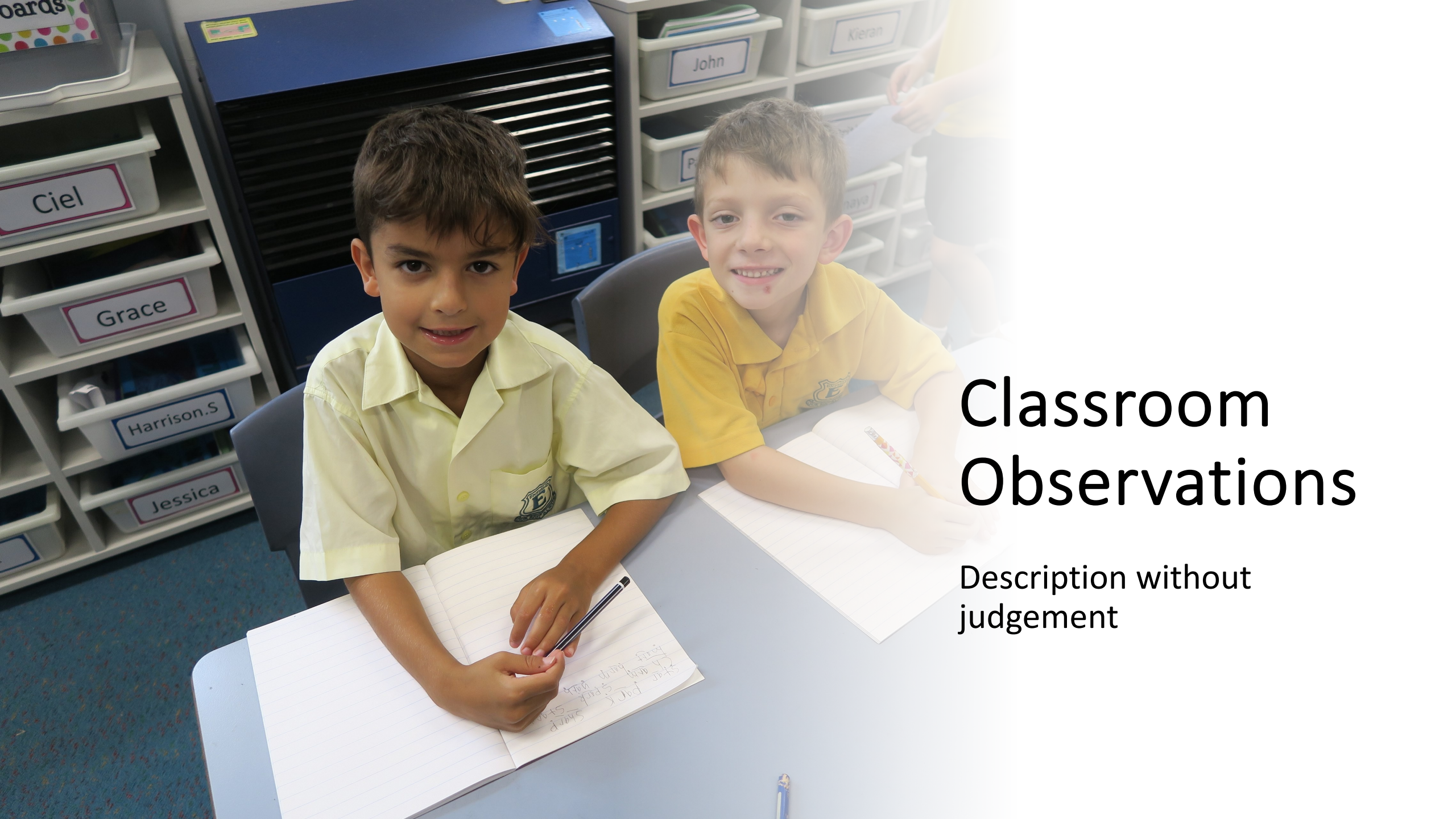
SCHOOL TEAMS

Creating Written Texts –Teaching Advice

Creating Written Texts –Teaching Advice

- E. What excites you about *creating written texts*?
- N. What do you need to know more about ?
- W. What is worrying you?
- S. What are the next steps for action?





Classroom Observations

Description without judgement

Learning to See: Learning to Unjudge

- What are the students doing and saying?
- What is the teacher doing and saying?
- What is the task?

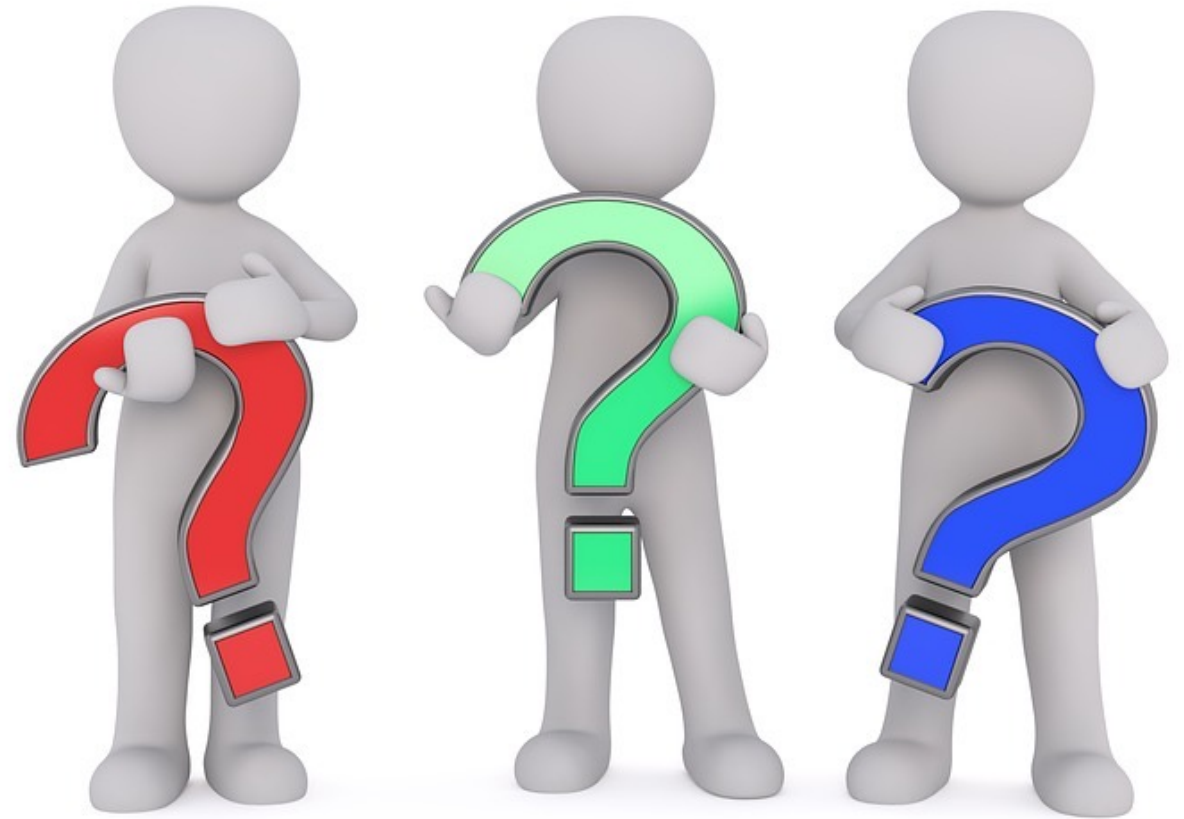




Protocols for classroom visits

- The teacher does not stop to introduce you
- Allow the teacher to continue without interruption
- Observers don't speak to each other
- Observations are guided by the problem of practice
- On departure we say thank you but make no other comment
- We move away from the classroom before talking

STUDENT QUESTIONS



Student Questions

What are you learning in writing today?

Why is this learning important?

What do you need to do to improve your writing?

What do you do if you get stuck in your writing?

Each observer asks only one student.



CELEBRATION WALL

WHAT MADE YOU GO WOW!

Detailed and Specific

**Learning, Teaching, Environment,
Relationships, Routines, Scaffolds, Tasks.**

**WHAT ONE CHANGE DOES THE
GROUP BELIEVE MAY HAVE MADE
THE LESSON MORE EFFECTIVE?**



Predictions Answer the Question:

“If you were a student at this school and you did everything you were expected to do, what would you know and be able to do (in light of the patterns observed)?”



Questions that might help focus difficult work

- What is it we want our students to know & be able to do?
- What do we want our teachers to know & be able to do to sustain effective learning environments for students?
- What do leaders need to know and be able to do to create optimum conditions for teaching and learning?
- In what ways can we ensure teachers and leaders develop the skills they need to be consistently effective?

What are
you
wondering
after today?



Next Rounds



Week 8 Term 2

Monday 17 and Tuesday 18 June



Old Guilford PS