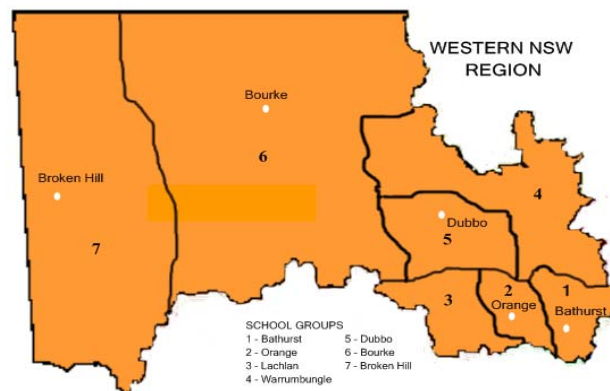


Reading to Learn in Western NSW Region: Flamingo days are pink

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Literacy concerns in Western NSW Region

Literacy assessment results over time have revealed:

- too many schools with high numbers in the lower bands
- too many schools with low numbers in the high achievement bands
- too many schools with low or erratic growth rates
- too many students experiencing failure - disengaged and unmotivated
- too many teachers not knowing how to explicitly teach reading and writing across the curriculum K-12

To address these issues, we needed to change the way teachers delivered the mainstream curriculum at classroom level so we engaged all students successfully in the education process – not try to change our students!

Paradigm shifts

- Bottom up approach  top down approach
- Teaching skills in isolation  teaching skills in context
- Assessment to gather data  using assessment data to develop effective teaching focus areas to address challenges
- Cultural deficit  cultural abundance

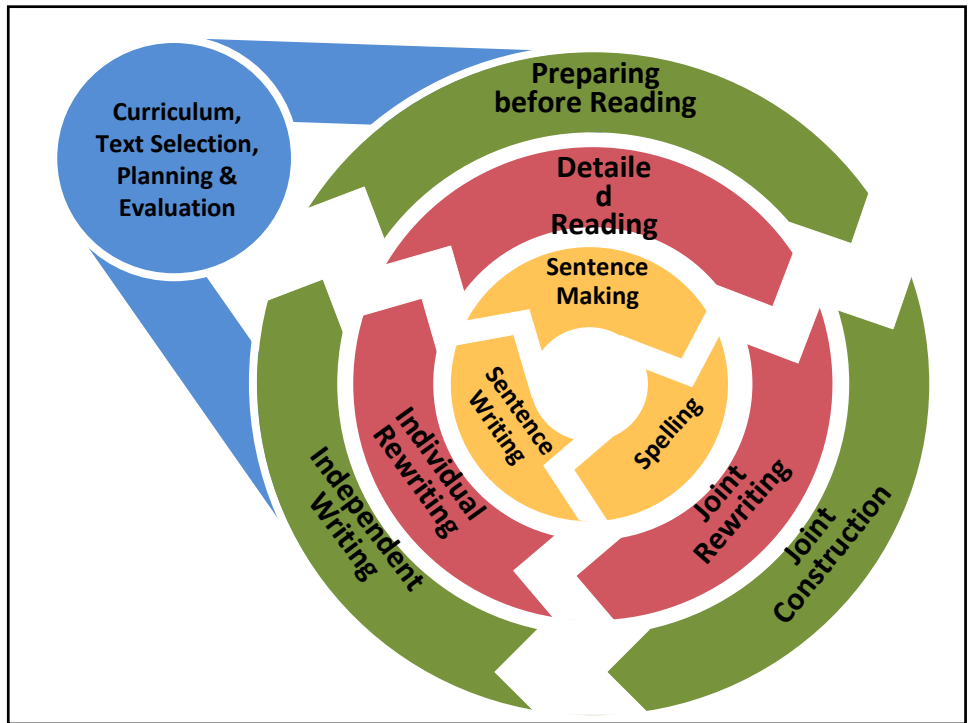
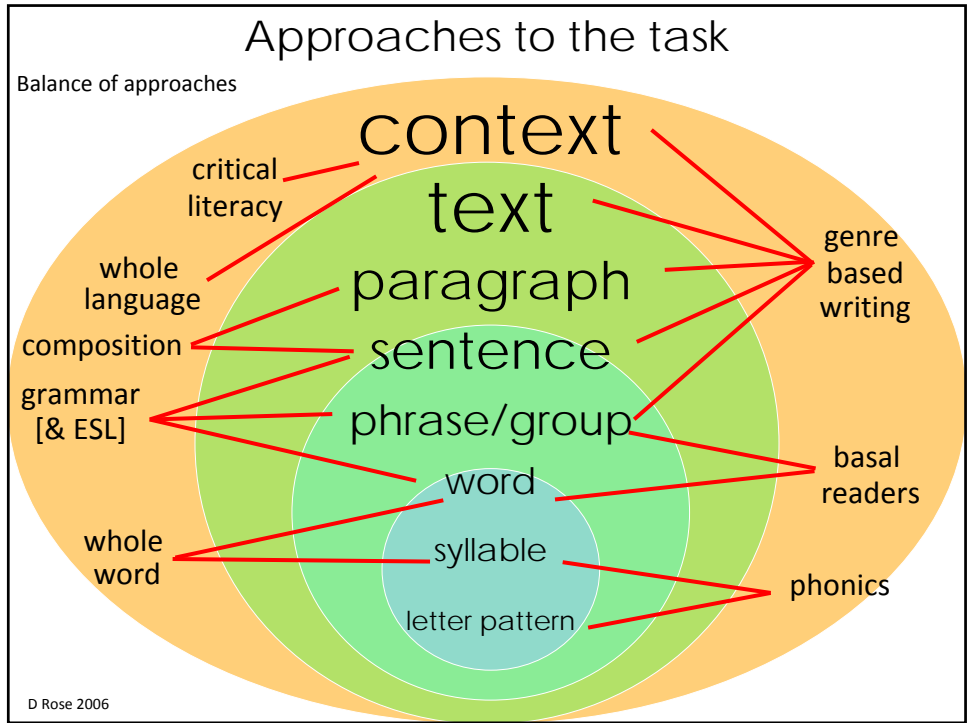
Shifting paradigms with *Reading to Learn*

- It involves whole class explicit teaching (as opposed to ability grouping- i.e. teaching skills not abilities)
- It uses quality stage appropriate texts (as opposed to levelled texts)
- It involves a top down approach (as opposed to bottom up)
- Teaches reading, writing, talking and listening, including spelling, grammar, text types, comprehension, vocabulary in context (as opposed to skills in isolation)
- Makes us more accountable - if students are not achieving something is wrong with the teaching (as opposed to something is wrong with the kids)
- Allows us to keep meaningful work samples and records of achievement - not just marks – evidence based research
- Changes traditional classroom discourse from IRF questioning to inclusive interaction cycle, starting with statements and gradually handing over to students

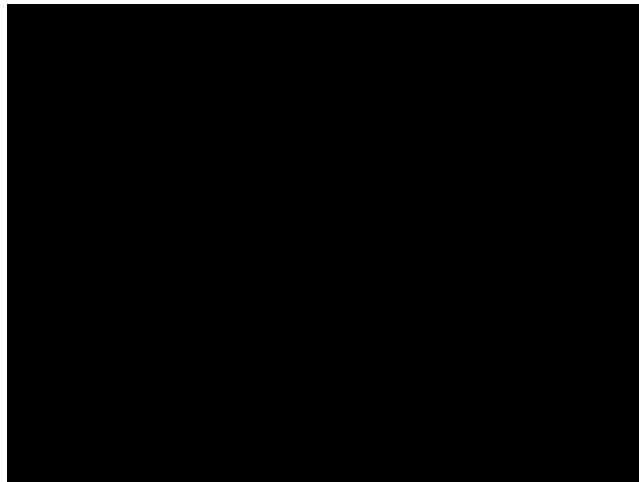
Reading to Learn is:

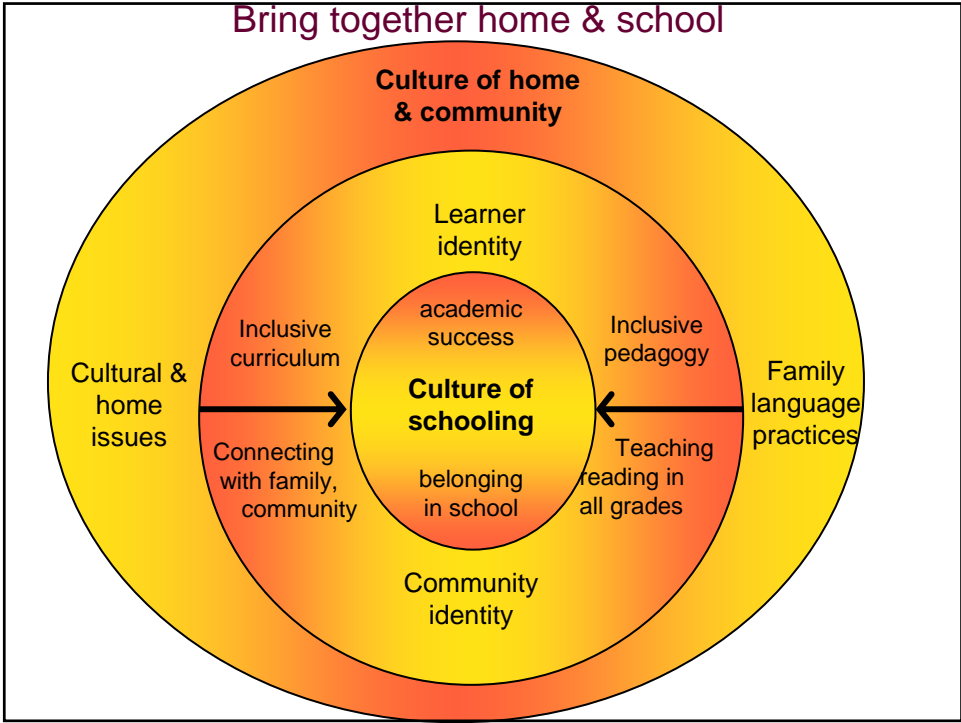
- A methodology that provides teachers with the knowledge and strategies to be explicit and systematic in their literacy teaching in a balanced and integrated way
- A methodology that has the same theoretical base as the English K- 6 syllabus (Halliday - functional linguistics and Vygotsky – modelled and guided instruction)
- A methodology that provides teachers with strategies for teaching all students in every class to read and write texts at stage and age appropriate levels across the curriculum K-12

Every teacher in every classroom K-12 can address the literacy demands of their KLA using *Reading to Learn* strategies



In-class Tutor, parent and community engagement with *Reading to Learn*





Student Writing 1 Student Writing 2 Student Writing 3

Student Writing 4 Student Writing 5



Year 8 Indigenous student

Pre writing sample

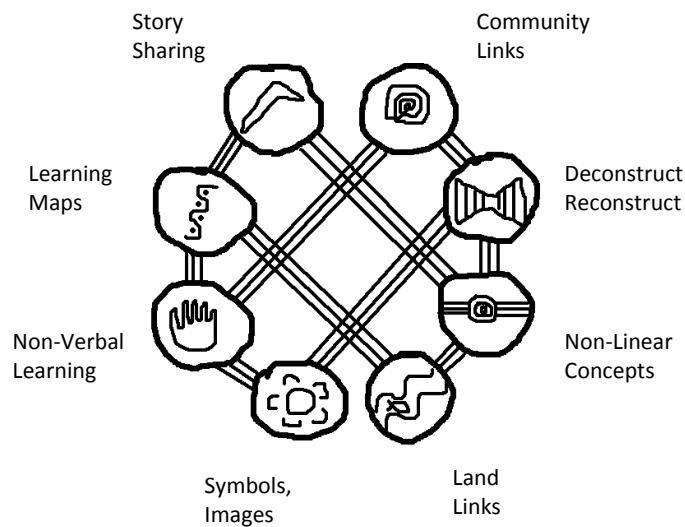
d... the best man in
people laugh
very cheeky & like a
want to
you can be loud and quiet
I am short temperd
don't like at all
good at making plans

Same Indigenous student
Post writing sample (after 1 term)

Shirl Smith

Shirl Smith was also know as Mum Shirl. Mum Shirl was famous for helping people who were needy, and prisoners. Her education was difficult because of her illness (epilepsy). Her schooling failed because she couldn't go to school. Back then times were difficult for aboriginal people. They took away your children. It was hard to trust anybody after it. Mum Shirl helped people become happy and comfortable. She fought for others. She helped others get on with their lives.

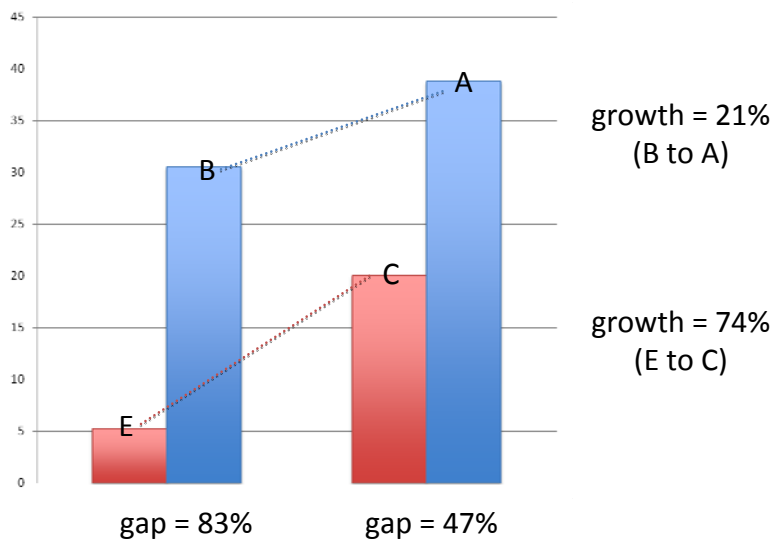
Eight Learning Strategies Identified at the Interface of
Aboriginal Knowledges, Quality Teaching and *Reading to Learn*



READING TO LEARN Averaged student results 2008 program

- 2008 program trained teachers in around 90 schools in NSW regions
- Western, New England, North Coast, South Coast
- Some teachers began in Term 1, others in Term 3
- Results of writing assessments show growth over 2-3 terms of implementation
- Growth was assessed on writing, using criteria similar to NAPLAN
- Teachers selected target students in top, middle and lower ranges in their classes, and analysed their writing samples
- Results were averaged across schools, for Stages 1, 2, 3, 4
- Correlated with A-E grade scales
- Average growth was 1-2 grades

2008 NSW results: top and bottom student cohorts averaged across all classes, stages 1-5



Discussion

- Growth was over 2-3 terms of the 2008 training program.
- In Stage 1, students starting at a C level accelerated to an average B level (this average also includes many who attained A level). Students who began at a D level also attained an average B level. Students who began at an E level attained an average C level.
- In Stage 2, growth rates were similar across each student group, but many students in the top group accelerated significantly more into the A grade range.
- In Stage 3, growth rates are again similar, but more students who started in the C and B ranges accelerated significantly higher into the B and A grade ranges. Again all students in E and D ranges attained benchmark levels.
- In Stage 4, fewer target students started at a B level. Students starting at E and D ranges achieved an average C range. Those starting at an average C range achieved in the B range.

Contact

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