

RIGOUR & ROUTINE

Classroom and Curriculum

Setting Up Your Classroom

Gowrie Street Primary School Instructional Model



Version 1 9/12/2019

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicious of Child Abuse

1 RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to **Action 2**.

- If a child is at immediate risk of harm you **must** ensure their safety by:
- separating alleged victims and others involved
 - administering first aid
 - calling **000** for urgent medical and/or police assistance to respond to immediate health or safety concerns
 - identifying a contact person at the school for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

2 REPORTING TO AUTHORITIES / REFERRING TO SERVICES

As soon as immediate health and safety concerns are addressed you **must** report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

Q: Where does the source of suspected abuse come from?

WITHIN THE SCHOOL

VICTORIA POLICE
You **must** report all instances of suspected child abuse involving a school staff member, contractor, volunteer or visitor to Victoria Police.

You **must also** report internally to:

- GOVERNMENT SCHOOLS**
 - School principal and/or leadership team
 - Employee Conduct Branch
 - DET Security Services Unit
- CATHOLIC SCHOOLS**
 - School principal and/or leadership team
 - Diocesan education office.
- INDEPENDENT SCHOOLS**
 - School principal and/or school chairperson
 - Commission for Children and Young People on 1300 782 978.

All allegations of reportable conduct **must** be reported as soon as possible to:

- GOVERNMENT SCHOOLS**
 - Employee Conduct Branch
- CATHOLIC SCHOOLS**
 - Diocesan education office
- INDEPENDENT SCHOOLS**
 - Commission for Children and Young People on 1300 782 978.

WITHIN THE FAMILY OR COMMUNITY

DHHS CHILD PROTECTION

You **must** report to DHHS Child Protection if a child is considered to be:

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

VICTORIA POLICE

You **must also** report all instances of suspected sexual abuse (including grooming) to Victoria Police.

You **must also** report internally to:

- GOVERNMENT SCHOOLS**
 - School principal and/or leadership team
 - DET Security Services Unit.
- CATHOLIC SCHOOLS**
 - School principal and/or leadership team
 - Diocesan education office.
- INDEPENDENT SCHOOLS**
 - School principal and/or chairperson.

YOU MUST TAKE ACTION

- You **must** act, by following the Four Critical Actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief** that a child has, or is at risk of being abused.

* A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

- As a school staff member, you play a **critical role** in protecting children in your care.
- It is strongly recommended that you use the **Responding to Suspected Child Abuse template** to keep a clear and comprehensive notes, even if you make a decision not to report.

3 CONTACTING PARENTS/CARERS

Your principal **must** consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- not to contact** the parents/carer (eg. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor, and does not wish for their parent/carer to be contacted)
- to contact** the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion)
- how to communicate** with all relevant parties with consideration for their safety.

4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for children impacted by abuse. This should include the development of a **Student Support Plan** in consultation with wellbeing professionals. This is an essential part of your duty of care requirements. Strategies may include development of a safety plan, direct support and referral to wellbeing professionals and support.

You **must** follow the **Four Critical Actions** every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

OTHER CONCERNS

For suspected student sexual assault, please follow the **Four Critical Actions: Student Sexual Offending**.

- If you believe that a child is not subject to abuse, but you still hold **significant concerns** for their wellbeing you **must** still act. This may include making a referral or seeking advice from:
- Child FIRST/The Orange Door (in circumstances where the family are open to receiving support)
 - DHHS Child Protection
 - Victoria Police.

CONTACT

DHHS CHILD PROTECTION

- AREA**
- North Division **1300 664 9777**
 - South Division **1300 655 795**
 - East Division **1300 360 391**
 - West Division (Metro) **1300 664 9777**

AFTER HOURS

After hours, weekends, public holidays **13 12 78**.

CHILD FIRST

<https://services.dhhs.vic.gov.au/referral-and-support-teams>

ORANGE DOOR

<https://www.vic.gov.au/familyviolence/the-orange-door.html>

VICTORIA POLICE

000 or your local police station **DET SECURITY SERVICES UNIT**
(03) 9589 6266

STUDENT INCIDENT AND RECOVERY UNIT

(03) 9651 3622

EMPLOYEE CONDUCT BRANCH

(03) 9637 2595

DIOCESAN OFFICE

Melbourne (03) 9267 0228
Ballarat (03) 5337 7185
Sale (03) 5622 6600
Sandhurst (03) 5443 2377

INDEPENDENT SCHOOLS

VICTORIA
(03) 9825 7200

THE LOOKOUT

The LOOKOUT has a service directory, information, and evidence based guidance to help you respond to family violence. <http://www.lookout.org.au>

Family violence victim/s survivors can be referred to **1800 Respect** for counselling, information and a referral service: **1800 737 732**.

PROTECT

THE EDUCATION STATE

VICTORIA
Education and Training

CECV
Child Education Community of Victoria Inc

DEPARTMENT OF EDUCATION AND TRAINING

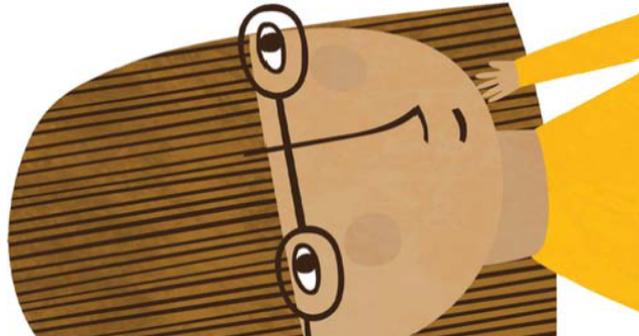


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Classroom Setup Checklist

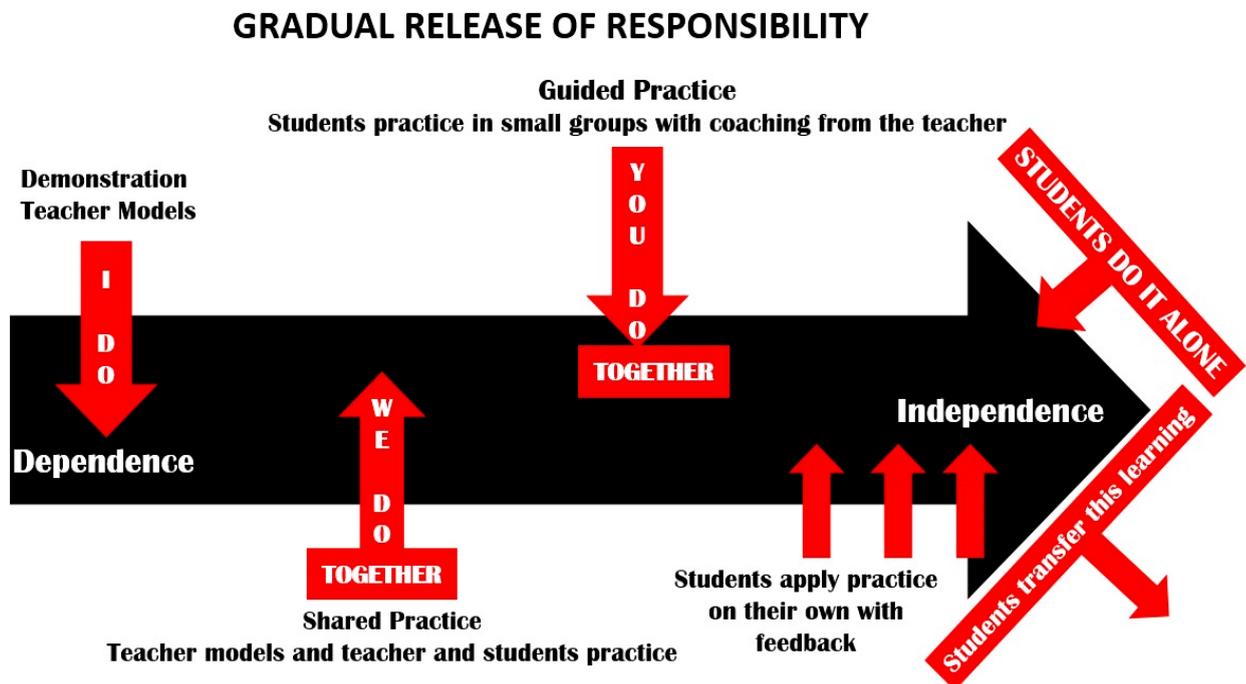
At the beginning of the year we are not only setting up our students to be ready for the learning but also our classrooms. We must ensure that regardless of classroom, students are given the same opportunities to succeed: part of this means having a classroom that is organised, inviting, safe and helpful. The room is a statement of 'what matters'. The below checklist should be used and followed to ensure classrooms are set up similarly from Foundation to Grade 5/6.

The following must be visible in your classroom by the end of the first 10 days for students. For more information about classroom systems see Appendix 1

What needs to be set up and visible?	Tick if complete
Visual Schedule(s)	
Displays for student goals	
Designated space for Learning Intention and Success Criteria that can be seen by all students for the entirety of the lesson	
Anchor Charts clearly explaining classroom expectations, routines and procedures as well as consequences for undesired behaviours that have been co-created by students	
Gowrie Street Values/ Matrix	
Book boxes containing reading materials that has been selected by student in tandem with the teacher-See Independent Reading checklist Appendix 2	
Established classroom library with a range of texts, (ability and genre)	

The Instructional Model

Our instructional model for teaching has been established to ensure all teachers across the school have a clear understanding of the key principles of our day-to-day teaching practice. It demonstrates what is expected from every teacher, in every classroom, in every lesson. All lessons at Gowrie Street are based on the *Gradual Release Of Responsibility* Model. We believe that this model supports and mentors students into becoming capable, independent thinkers and learners when handling tasks and concepts in which they have yet to develop expertise.





Gowrie St P.S. School Components of A Lesson



Connection

Teach

Active Engagement

Link

Independent Work

Reflection

Connection



Teachers will:
 -Activate prior knowledge about previous teaching.
 -Motivate and prepare students for learning.
 -Contextualise the learning intention into the students' ongoing work and explain what success looks like
 -Establish cognitive clarity.
 -Instruct students what they will need to look for, or listen to, in the next phase.

Teach



This is the heart of the mini lesson . Teachers will;
 -Provide direct, explicit instruction through one of several possible methods.
 -Demonstrate the teaching point in a way that provides a competent model
 Students will:
 -Actively watch and listen

Active Engagement



Now pass the baton to the students offering them a chance to try out the strategy taught. Students will:
 -Practice the strategy as a whole class
 -Apply the strategy with teacher support and rehearse for when they'll do it on their own later
 -Talk with a partner about what new understandings they have and how they will apply this.
 Teachers will:
 -Coach a few of the students during this time
 -Expect and accept student approximations offering feedback
 -Assess students during this time in order to determine future conferences, mid-workshop catches, reflection time, and small groups.

Link



The final phase is to link the mini lesson to the ongoing work of students by restating the learning intention and how to be successful
 Teachers will:
 -Contextualize the teaching point into the larger picture of what students will be doing
 -Set up some system of accountability
 Students will:
 -Transfer the teaching point to independent work
 -Understand and be able to articulate how this learning applies to them and their progress
 -Feel confident to apply the teaching point into their own work

Independent Work Time



This part of the lesson is protected time where students have the opportunity to practice the skills and work with the concepts taught in the mini lesson phase.
 Teachers will:
 -Explicitly teach expectations of this time to support students to achieve success
 -Ensure all students are aware of the learning intention, what success will look like and that there is a model of what they are expected to do in order to be successful
 -Confer with individuals or work in small groups to support or extend students within the whole class focus or another focus as determined by assessment of student need
 Students will:
 -Work independently or with peers in a way that supports practise of skills or concepts modelled during the mini lesson and/or individual goals
 -Participate in confernces individually with the teacher or work in a small group
 -Be able to say in their own words what they need to do in order to be successful in the lesson

Reflection



The final part of every lesson is a reflection of the learning. This may occur in any number of ways but it MUST include a way for students to once again engage with the sucess criteria and to think about/discuss/write about the extent to which they undertook the learning intended
 Teachers will:
 -Enable and support reflection including using prompts for thinking or discussion
 -Explicitly teach methods for reflection as well as expectations for thsi part of a lesson
 Students will:
 -Reflect on their learning in every lesson
 -Be able to explain how they know whether or not they have been successful

CONDITIONS THAT MUST EXIST FOR LESSONS TO HAVE THE HIGHEST POSSIBLE IMPACT

1. EXPLICITLY TAUGHT, PREDICTABLE AND CONSISTENT CLASSROOM ROUTINES

2. ESTABLISHMENT OF THE CLASSROOM AS A COMMUNITY OF LEARNERS WHERE RELATIONSHIPS ARE KEY

3. REPETITION- THINK 2-3 TIMES IN ORDER FOR DEEP LEARNING TO OCCUR

Literacy

Reader's Workshop

Routines and Rituals: Building a Community of Independent Readers

Reader's workshop allows students to engage in authentic reading experiences. It is an effective way to differentiate instruction. A Reader's Workshop model provides a framework for independent reading and the teaching of skills and strategies by allowing students time to engage in the same kinds of authentic reading experiences that all readers enjoy.

Students:

- explore different genres, authors and texts
- select books to read
- ask questions
- make connections (to their own experiences, to other texts, and to bigger issues in the world)
- respond to what they have read in a variety of ways
- talk about the books they are reading within a community of readers
- give and receive recommendations about favourite books

During Reader's Workshop, teachers provide a model for students as they explicitly teach the kind of thinking readers do. Students practice these strategies with the texts they choose to read. Workshops include time for teaching, selecting and reading books, writing about books, and sharing ideas about books with partners or in group discussions.

How does Reader's Workshop support differentiation?

The model encourages:

Flexibility	<ul style="list-style-type: none">● There are opportunities for students to read with the whole class, in small groups and individually.● Students may be at different places in their development as readers at any given time.● Mini-lessons can be differentiated to meet students' reading needs.● There are options for using technology to support and/or extend learning
Choice	Students make choices about : <ul style="list-style-type: none">● how they will plan their reading time● what they will read (books, magazines, graphic novels etc.)● where and with whom they will read
Student Engagement	<ul style="list-style-type: none">● All students can participate because they are able to choose reading material that matches their interests and readability level.● Activities are challenging enough to move students forward in their learning and yet remain suited to their abilities.● Activities are student centered and are designed to guide them to become independent, lifelong lovers of reading

<p>Shared Responsibility</p>	<ul style="list-style-type: none"> ● Students develop an understanding of what good readers do. ● They reflect on their reading and monitor their own progress. ● They receive feedback from peers and teacher and give feedback to others. ● They set objectives and timelines for their reading.
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<p>Mini-Lessons</p>	<p>The skills that students need in order to come to their own understandings are taught and modelled. This is the time when we can make the kind of thinking that good readers do visible to our students.</p> <p>In the mini-lessons teachers :</p> <ul style="list-style-type: none"> ● introduce new genres ● model ways to interact with text ● teach or review particular reading strategies ● ‘think aloud’ letting students into the mind of a reader who is thinking as they read
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<p>Reading Aloud</p>	<p>Reading aloud to students of all ages is the single most effective strategy for introducing students of all ages to a variety of authors and genres in the classroom and for building the knowledge required for success.</p> <p>Reading aloud to students:</p> <ul style="list-style-type: none"> ● fosters enthusiasm for books ● stimulates their imaginations and emotions ● allows them to hear the rich language of books beyond their reading ability ● exposes them to a range of texts ● provides opportunities for them to discover how different genres are read differently ● enriches vocabularies ● makes difficult text understandable ● provides a common reading experience for discussion
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<p>Independent Reading</p>	<p>Independent reading time gives teachers an opportunity to observe and listen in on group discussions, work with small groups on particular needs or enrichment, conference with individual students, etc.</p> <p>Independent reading may include time for students :</p> <ul style="list-style-type: none"> ● to read self-selected texts ● to respond to what they are reading ● to participate in small groups ● confer with their teacher using 4 M’s Model (see Appendix Four) ● to practice a skill or strategy taught during the mini-lesson
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<p>Sharing</p>	<p>Reader’s Workshop culminates with a whole group debriefing or sharing. During this time students may be asked to process particular strategies they were using. Teachers may point out examples of good thinking heard during small group conversations. Students will be taught how and encouraged to reflect on the success criteria of the lesson in order to make decisions on their own growth.</p>
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	<p>Through this process students :</p> <ul style="list-style-type: none">● develop an understanding of what good readers do● reflect on their reading and monitor their own progress● recognize how their own thinking about their reading deepens understanding● set objectives for their reading.
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Reading workshops are structured in predictable, consistent ways so that the infrastructure of any one workshop is almost the same throughout the year and throughout a child’s school experience at Gowrie Street. One means of developing a community of independent readers is to implement routines and rituals that are consistent within and across grade levels.

All classes will spend the first few weeks of the year establishing the routines and rituals for their workshops. They will then revisit/update these throughout the year based on observational data collected by the teacher about areas of strength and areas that need to be enhanced or built upon. Many of these routines and rituals go across curricular areas so they will be addressed and taught throughout the school day and not just during the reading workshop. This shift in focus allows more mini lessons to be devoted to supporting students in cycling through the reading process and acquiring a toolbox of reading strategies.

Please see the following ‘placemat’ for more information. Please see Appendix Two for a checklist of lessons that need to be taught on the Routines and Rituals for Reader’s Workshops



Reader's Workshop

In Every Classroom



Rationale

The reading workshop is a deliberately designed, simple and predictable environment that values time spent reading with a purpose. Readers progress where they have time, a purpose, a wide variety of texts to choose from, read within areas of interest and are provided with guidance from an expert reader (teacher). The workshop provides the structure and predictable routines that supports readers to have growth and allows the teacher to focus on the complex work of observing each students' progress and teaching to their needs. While students spend time reading with a focus: either a whole class focus or an individual goal, teachers spend this time guiding small groups and conferring with individuals

Evidence

Teachers will:



Plan:

- Each component of the reading lesson, connection, teach, active engagement, link, independent work time and reflection



- Explicitly model the skills and thinking process depending on the learning intention through the use of rich texts, anchor charts and THINK ALOUDS



- Have their own Reader's Notebook and use this to demonstrate ways in which students can reflect on their reading



- Plan for student to student interaction to discuss and reflect upon their reading, enabling this in most lessons



- Plan and run small groups to support student progress



- Have a reading life and share this with their students



- Confer with every student at least three times a term using the Gowrie Street 4M model and conduct a Fountas and Pinnell reading assessment every five weeks after establishing a routine for this in term 1

Students will:



In their own words explain:

- The purpose, roles and routine of each part of the workshop
- The link between the LI and themselves as a reader
- The purpose of the anchor chart, mentor text, the think aloud and conferring
- How to use their Reader's Notebook to keep track of their thinking
- Their goal, how to practice it and how it will help them as a reader



Be observed to:

- Have strategies to maintain 30- 40 minutes of independent reading time- years 1-6
- Follow routines and procedures of the workshop
- Discuss their reading with their peers
- Confer with their teacher and work in small groups with the teacher
- Use their reader's notebook to record their thinking

Classroom Environment

- Classroom Library is neat and tidy. Books are sorted by genre and by categories chosen by students. Students will be responsible for keeping the library neat
- Book boxes are accessible and are kept neat and tidy.
- Anchor charts co-created by students to support workshop routines and procedures as well as reading strategies.
- Readers notebooks are neat and accessible to students
- The teacher has a relationship with students and knows their reading interests and strengths

- There will be a place to display read alouds that the teacher has read to the class
- Student goals will be accessible to students at all time
- The classroom is a community of readers where reading is valued, where reading is thinking and discussion encouraged.
- Noise levels are conducive to learning and the teacher has a way to indicate where levels need adjusting
- Routines are seamless, students know where to sit, where resources are in the room and how they they need to transition

Writing

The goal of writing at Gowrie Street is to help our students become confident, independent writers. We strive to support students in their development to become writers who:

- see writing as a positive and powerful means of communicating ideas, thoughts, experiences and information to others
- use writing to clarify their thinking and make sense of their world
- are aware of their audience and purpose for writing and producing texts
- are developing skills and strategies for producing texts that meet the needs and expectations of their audience

At Gowrie Street we teach our students the writing process. Although no two writers' processes are exactly the same, all writers use some kind of process to organise their thinking and move their writing from idea to draft to finished text.

The stages of the writing process are a framework to help students become better writers by providing them with a model for writing that they can adapt over time and make their own. It is important to remember that the stages of the process are not linear and writers will often move back and forth between stages during the writing process.

Some things to keep in mind:

- Reading and writing are closely linked.
- Students need to be writing as often as possible.
- Not every piece of writing a student produces will become a finished piece.
- It is important to find ways to publish students' work so that they have real purposes and audiences for their writing, e.g. on a class blog or website, in a school newspaper, in a class anthology, or as a student-made book.

Prewriting	<p>Prewriting is the incubation stage, where writers are thinking about their ideas for writing. It covers just about everything a writer does before beginning to write.</p> <p>Find an Idea:</p> <ul style="list-style-type: none">● draw inspiration from personal experiences, memories, interests, books read and listened to, movies, events, photographs, etc.● keep a writer's notebook● use writing prompts, photographs, etc. to get started <p>Build on that Idea:</p> <ul style="list-style-type: none">● brainstorm individually or with others● try a quick write or free writing. <p>Plan and Organise:</p> <ul style="list-style-type: none">● consider the purpose of the piece, the intended audience and what the reader needs to know about the subject● choose a text type that will work for the given purpose and intended audience● try some graphic organizers, e.g. sketching, webbing, storyboarding, etc., to connect and organize ideas.
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<p>Drafting</p>	<p>During the drafting stage the writer begins to put ideas down on paper without worrying too much about spelling and writing conventions.</p> <p>Students should have the chance to:</p> <ul style="list-style-type: none"> ● write as often as possible ● include illustrations and drawings if necessary
<p>Getting Feedback</p>	<p>Writers need feedback throughout the writing process.</p> <p>Teachers can:</p> <ul style="list-style-type: none"> ● try to get around to as many students as possible for a quick process conferences during writing time ● encourage students to share pieces of writing with peers ● teach students how to give and receive feedback appropriate to their age.
<p>Revision</p>	<p>The purpose of revision is to clarify and shape the content of the writing and its meaning in order to meet the needs of the intended audience.</p> <p>Writers should keep their audience in mind as they make decisions about how and what to revise.</p> <p>There are 4 main ways to revise a text</p> <ol style="list-style-type: none"> 1. Add information and/or details. Have I given my readers enough information? Is anything missing? 2. Rearrange parts of the text. Does the writing flow? Is this the best way to organize it? 3. Remove parts in the writing that don't quite fit. Have I given too much information or provided too many details? 4. Replace any parts of the writing that need to be rewritten, or replaced. Is the piece clear and interesting? Who can I ask to give me a second opinion? <p>It should be noted that in junior years, revision generally involves adding a little more detail to help the reader better understand the text, or using different words and descriptions to make the writing more interesting or precise.</p>

<p>Editing</p>	<p>Editing is the final stage before a text is published. Editing is different from revision. It involves scanning the surface features of a text, such as language usage, grammatical conventions, spelling and syntax, to check for clarity and correctness. Once a student has completed a final text edit, it is helpful to have a reading partner read it back to them.</p> <p>Editing means noticing and correcting:</p> <ul style="list-style-type: none"> ● words ● spelling ● punctuation ● grammar ● verb tense ● visual presentation <p>Editing requirements should be developmentally appropriate based on the age of the students and individual needs.</p>
<p>Sharing/Publishing</p>	<p>All students should have the opportunity to have some of their writing published for others to read and appreciate. Having an authentic audience beyond the teacher provides a real purpose for the writing.</p> <p>Publication ideas include:</p> <ul style="list-style-type: none"> ● class anthology ● bulletin board ● letters to the editor ● school/class newsletter or website ● hand-made books

Writers Workshop

Writer's Workshop is an approach to writing in which students take on the role of working authors and spend most of their time engaged in the act of writing. They write as often as possible for real purposes about things that matter to them. When students are being asked to take on the role of real writers, they need to understand the importance of the reading/writing connection. The reading/writing connection is the fundamental core of Writer's Workshop. In order to write, you have to read. When students are engaged in writing their own texts, they begin to read as writers looking to discover how other authors craft their texts. How can I make my reader care? What literary techniques will make my writing more interesting? How can I show rather than tell? What makes a piece of non-fiction come alive? When young writers think about ways to improve their own writing as they are reading published authors, they are learning to become better writers. All new units of writing begin with an 'immersion' phase where students spend time with mentor text in order to really understand good writing before 'having a go' at writing texts like those seen during the immersion phase.

Writer's Workshop follows a predictable framework which includes the following components.

Mini-lessons	<p>Short (5-10 minutes) teaching times that take place at the start of Writer's Workshop. The mini-lesson usually deals with a specific aspect of writing or Writer's Workshop related to the needs of the students. Mini-lessons usually fall into the following categories:</p> <ul style="list-style-type: none"> ● procedures for Writer's Workshop ● qualities of good writing, e.g. vivid mental images, voice, focus ● strategies and processes that writers need to develop a piece of writing through all stages of the writing process. ● structures and features of texts
Independent Writing	<p>This follows the mini-lesson and provides an extended period of time for students to write.</p> <ul style="list-style-type: none"> ● Students are encouraged to choose their own topics and text types for a variety of authentic purposes. ● Students use the writing process moving back and forth through different stages of the process at their own pace. It is not unusual to find some students drafting ideas in a writer's notebook while others are publishing a finished piece.
Conferencing	<p>This is done during independent writing.</p> <ul style="list-style-type: none"> ● Students seek feedback from peers. It is important to teach students how to peer conference so that it will be a positive and effective part of Writer's Workshop. ● Teachers find ways to conference with individual students or small groups. Sometimes this takes the form of a quick process conference giving students short, sharp teaching in an area they can use immediately to make improvements. Other times the conference is a more in-depth look at a piece of writing, in a product conference where the teacher can take time to look with a student at their process, strengths of their work and piece specific feedback.
Reflection	<ul style="list-style-type: none"> ● It is an essential part of Writer's Workshop. ● The act of sharing adds encouragement and motivation to keep writing. ● Students have opportunities to share a piece of writing, talk about strategies they found helpful, or read an idea for writing from their writer's notebook ● During sharing the students help each other make their writing better. They get feedback that provides ideas for revision and begin to understand the importance of considering their reader or audience to their writing.

Writer's Notebook

An important component of the Writing Workshop approach is the Writer's Notebook which creates a place for students (and writers) to save their words—in the form of a memory, a reflection, a list, a rambling of thoughts, a sketch, or even a scrap of print taped on the page. The notebook serves as a means to encourage young writers to value writing, where 'seeds' for a longer writing project require revisiting and rereading to locate 'a phrase, a paragraph, a page' which might be expanded and developed.

The generation of ideas is only the beginning. It is the teacher's role to support the extension and elaboration of the 'seeds' which might become a more detailed plan, a draft or a published text.

While not all ideas will be seen through to a 'final' copy, it is the role of the teacher to monitor students' writing to ensure experiences which progress their writing through the various processes of writing, and across a range of text types, are provided each term and across the school year.

Some key points about the Writer's Notebook

1. A writer's notebook is a tool students use to record the things they notice, observe, and think about. Each recording is called an 'entry'. The entries can be any of a variety of ideas. The most common are:

- memories
- observations of the things happening around them
- descriptions of people and places important in their lives
- opinions
- wonderings
- wishes
- family stories, hobbies and other passions.

Children write best about the things that are important to them and what they are interested in. It is writing that comes from what they know and what they have experienced.

2. A writer's notebook houses ideas that writers can return to in order to grow ideas, restructure, rethink, revise, connect ideas and ultimately choose from a variety of entries to publish for an audience. It supports the work of publishing.

3. Notebook writing encourages a writer to take to the 'long view'. What might start off as a small undeveloped idea has the potential to be developed into something fully formed.

4. Students need daily sustained periods of time to write. The writer's notebook helps give direction to those sustained times for writing, especially early in the year when establishing a classroom community that will support students' writing throughout the year.

5. Assessing how the students are using the notebook might include:

- reading the recent entries in your students' notebooks
- asking students to put post-it notes on the entries they would like you to read— give some criteria to the students for example, chose an entry you love, an entry where you tried something new, an entry that shows your best writing
- conferring with students and asking them to talk about the entries they have included over the last week.

Please see the following 'placemat' for more information. Please see Appendix Three for a checklist of lessons that need to be taught on the Routines and Rituals for Writer's Workshops



Writer's Workshop

In Every Classroom



Rationale

A Writing workshop creates ways for writers to work as writers in a community. The writing workshop is designed to offer a simple and predictable learning environment. Children must be given 'the luxury of time' to become deeply invested in their writing, and draft, revise and publish their written pieces at a pace that honours and recognises the creative process.

Evidence

Teachers will:



- Plan:
- Each component of the writing lesson (connection, teach, active engagement, link, independent work time and reflection)



- Explicitly model the skills and thinking process dependant on the learning intention through the use of mentor texts, anchor charts and modelled writing



- Have their own Writers's Notebook and use this to demonstate ways in which students can use it to build their writing lives



- Plan for student to student interaction to discuss their writing, enabling this in most lessons



- Plan and run small groups to support student progress



- Have a writing life and share this with their students



- Conduct process conferences at least three times a term with every student and have at least one product conference. Conference notes will be discussed in 5 weekly cycles in teacher teams. Goals should be made using the 6+1 Traits continuums

Students will:



In their own words explain:

- The purpose, roles and routine of each part of the workshop
- The link between the LI and themselves as a writer
- The purpose of the anchor chart, mentor text, the modelled writing and conferring
- How to use their Writer's Notebook as a place to write about small things, a place to practice strategies taught in class, a place to experiment and take risks, a place to set goals and work to meet them
- Their goal, how to practice it and how it will help them as a writer.



Be observed to:

- Have strategies to maintain 30- 40 minutes of writing time- years 1-6
- Follow routines and procedures of the workshop
- Discuss their writing with their peers
- Confer with their teacher and work in small groups with the teacher
- Use their writer's notebook to experiment and collect ideas for pieces to be explored in the future

Classroom Environment

- Anchor charts co-created by students to support workshop routines and procedures as well as charting noticings from immersion, text structure explorations, the writing process.
- Writers notebooks are treated as tools to support learning and should be treated as this
- Writers notebooks should be individualised by students
- The teacher has a relationship with students and knows their writing interests and strengths

- There will be a place to display current mentor texts
- Student goals will be accesible to students at all times
- The classroom is a community of writers where writing is valued, experimentation and risk taking is encouraged.
- Noise levels are condusive to learning and the teacher has a way to indicate where levels need adjusting
- Students are encouraged to and know how to work with each other to discuss their writing, give and recieve peer feedback and share their work.

Numeracy

At Gowrie Street it is expected that numeracy is taught every day. This means that an explicit lesson will be taught and that students will practice the skills taught in this lesson every day.

Maths Model of instruction

Fluency:

Fluency is a 10 minute activity in the lesson where the student completes an activity based around their fluency goal. This fluency goal is taken from the last question that they got correct during their NFA/MOI testing. Therefore being something that the students should be able to do.

It is expected that this is set up prior to the lesson beginning.

Mini Lesson:

The mini lesson for numeracy follows the 4 components of the Gowrie Street Lesson.

Teachers will have a learning intention and success criteria which they explain to their students and refer to across the lesson.

It is expected that the teacher models explicitly each move a child will make to practice the skill and then outlines the expectation for their work output during the lesson. Expectations will be differentiated to the student. If a student does not meet their work output goal due to refusal or because they have chosen not to do the practice, then the student is to complete this task during their own time.

Independent/Group Task:

Students complete the task that was introduced to them in the mini lesson. This task relates to the learning intention and success criteria that was explained by the teacher prior to the student starting their task. Each step of the task is modelled

Reflection:

Students talk with a numeracy buddy/partner about the work that was completed. Teachers refer back to the learning intention and success criteria and the students reflect as to whether they were successful in the lesson. Students will also need to acknowledge if they have met their work output goal in this lesson.



Numeracy

In Every Classroom



Rationale

At Gowrie Street our aim is to develop students who have a positive, inquiry relationship with mathematics, approaching maths with curiosity, courage, confidence & intuition. We believe mathematics tasks should be challenging, involve more than one method or area of mathematics, and that often, but not always, represent real world problems and applications. Our students will know that maths will help them in their lives, that they can all think mathematically and that they all have a positive maths mindset.

Evidence

Teachers will:



- Plan each component of the lesson (Fluency, connection, teach, maths talk, link, independent work time and reflection)



- Explicitly model the skills, thinking process and real life connection dependant on the learning intention through the use of worked examples, anchor charts and demonstrations



- Scaffold students to discuss their thinking with their peers and justify their thinking to each other



- Have a positive mindset when it comes to maths and share this with their students



- Plan for their classes based on data collected through the use of pre/post tests, NFA/MOI and observation of student thinking



- Explicitly teach the expectations of the mathematics classroom including expectations of book work, maths talk, amount of work required to achieve success and the use of maths resources.

Students will:



In their own words explain:

- The purpose, roles and routine of each part of the numeracy lesson including how to complete their fluency task
- The link between the LI, their lives and themselves as mathematicians
- The purpose of the anchor chart, the worked example and the maths talk
- How to use their workbooks and resources appropriately
- Their goal, how to practice it and how it will help them in other aspects of maths



Be observed to:

- Be confident and independent in completing their fluency tasks including self checking
- Use the models made by the teacher or other supports such as anchor charts to support their learning
- Talk with peers about their thinking, processes and work and be able to justify their decisions using maths language
- Use resources appropriately to model their thinking and support their problem solving

Classroom Environment

- Anchor charts co-created with students to support routine and procedures as well as charting maths language and concepts
- Workbooks are treated as tools to support thinking and expectations for their use is taught
- Fluency is supported with explicit lessons on its purpose, how to self check and the 3 times check
- The teacher has a relationship with students and knows each child as a mathematical thinker and can work with their strengths
- There will be a place to store resources that is accessible
- Student goals are displayed on NFA continuums
- The classroom is a positive community of mathematicians where risk taking and mistakes are seen as positive to growth
- Routines and procedures are evident as students seamlessly move through the space
- Students are encouraged to and know how to work with others to discuss and model their thinking

Positive Behaviour Support

School- Wide Positive Behaviour Support (SWPBS) is a school-wide process for developing and explicitly teaching appropriate and positive behaviours. Students are explicitly taught how to demonstrate the desired behaviours through lessons each week.

In 2020, our school will redevelop our values from the 'Caring' values of: Care for Yourself, Care for your Learning, Care for Others, Care for Your School. These new values have been made in collaboration between the Gowrie Street School Council, Teachers and the broader school community; they were established as part of our work on the 'Gowrie Street Student', a framework of traits we want all students who attend our school to have.

The Gowrie Street Primary School values are:



Determination
Excellence
Empathy
Pride

Purpose:

SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

When SWPBS is implemented well, teacher and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- Increased respectful and positive behaviour
- Increased time focused on instruction
- Improved social-emotional wellbeing
- Positive and respectful relationships among students and staff
- Increased adoption of evidence-based instructional practices
- A predictable learning environment with improved perceptions of safety and increased attendance.



School-Wide Positive Behaviour Supports in Every Classroom



Rationale

School-Wide Positive Behaviour Supports (SWPBS) is a school framework for developing and explicitly teaching appropriate and positive behaviours. All teachers use the classroom systems handbook to work towards consistent practice across the school.

Our positive acknowledgement system of 'Caring Cards' is to be used by all staff, in an effort to reinforce desired behaviours.

Evidence

Teachers will:



- Collaboratively plan a Unit of lessons based on current behaviour targets, (as determined by SWPBS/Wellbeing team).



- Explicitly teach desired behaviours, following lesson planning at least once per week.



- Develop class routines and protocols for behaviours, such as attention signals (a way to transition the entire groups' attention to the Teacher or another speaker).



- Praise and recognise desired behaviours 6 times for every corrective comment. (6:1 feedback).
- Consistently hand out caring cards to students for desired behaviours, have a set time each week for exchanging cards for stickers.



- Consistently record incident data using COMPASS



- Use the 'Classroom Systems' booklet to regularly review and reflect on their practices.

Students will:



In their own words:

- Explain the school values, what they mean and what they look like.
- Explain how demonstrating the correct behaviours make them a better learner.
- Share what the current SWPBS focus is, and describe what this behaviour would look like or sound like.



- Actively collect, exchange and 'spend' caring cards as part of universal SWPBS acknowledgement system.



- With adult support, use a bank of strategies to support their own self-regulation.

Classroom Environment

- The classroom setting is organised in a manner that promotes learning and independence.
- The scheduling of instruction occurs in a manner that optimises student learning.
- Teaching activities are planned and implemented in ways that optimise student learning.
- Classrooms actively respond to behaviours of concern by establishing expectations, encouraging expected behaviour and actively responding to challenging behaviours.

- Students are actively supervised within all facets of their time at school.
- Support trauma-informed practice by creating a safe, predictable environment and supporting student regulation.
- Work alongside ES by sharing work programs, modify student learning tasks and support students engaging in learning.
- Ensure learning for students is at their point of need, through adaptation, reflection on practice and differentiation.

Appendix

Appendix One- Classroom Systems Checklist

Teacher:	
Class:	

Date	Focus Areas	Comments

RELATIONSHIPS/Knowing My Students

	I have formed strong relationships with the students in my class, evidenced by:	No	Partial	Yes
1	I know each students' interests.			
2	I know each students' strengths.			
3	I know the texts my students like reading.			
4	I know what motivates each of my students.			
5	I know the living situation for each of my students.			
6	I have regular conversations with each student about things other than school work.			
7	The consistent tone of the classroom is positive and warm (smiling, laughing, pleasant tones of voice, use of the students name).			
8	I know which students have IEPs and BSPs in my class			

Students who require significant additional support with their learning or behaviour:

Student	IEP?	BSP?	Comments

Comments:

Section A-PHYSICAL SETTING

Australian Professional Standards for Teachers: 4.2.2, 4.3.2, 4.4.2, 7.2.2. Quality Teaching elements: Significance – Cultural Knowledge, Connectedness

Section A Physical setting	The physical classroom setting is organised in a manner that promotes learning and independence, as evidenced by:	No	Partial	Yes
A1	Are the walls, floors, and furniture clean and in good repair?			
A2	Is the furniture adjusted to the proper size for the students?			
A3	Are school-wide expectations, routines and procedures displayed and accessible in a manner that all could read or understand either as text or visuals?			
A4	Is the room free of clutter, (clutter is unnecessary items/ rESurces not currently in use)?			
A5	Are all materials organised and easily accessible?			
A6	Do students have adequate spaces and clean for personal storage?			
A7	Has furniture been placed to allow ease of access?			
A8	Do instructional areas of the classroom have clear, visual boundaries for students?			

Comments:

Section B- SCHEDULING

Australian Professional Standards for Teachers: 1.3.2, 3.2.2, 3.5.2, 4.2.2, 4.3.2

Quality Teaching elements: Quality Learning Environment - Engagement, Explicit quality criteria, Student direction.

Section B Scheduling	The scheduling of instruction occurs in a manner that optimises student learning, as evidenced by:	No	Partial	Yes
B1	Is the schedule of daily/ lesson activities displayed and reviewed regularly?			
B2	Are transitions and non-instructional activities displayed and regularly reviewed?			
B3	Is there a method for displaying changes to the schedule?			
B4	Is there an anchor chart displayed, showing different components of workshop model?			
B5	Does each student spend most of his/her time engaged in active learning activities, with little or no unstructured downtime?			

Comments:

Section C- INSTRUCTIONAL PLANNING AND DELIVERY

Australian Professional Standards For Teachers: 1.2.2, 1.3.2, 4.2.2, 5.2.2, 5.5.2, 6.1.2, 7.3.2. Quality Teaching elements: Quality Learning Environment – Social support, Student’s self-regulation, Engagement; Significance – Connectedness, Inclusivity, Background Knowledge; Intellectual Quality – Deep understanding.

Section C Instructional Planning and Delivery	Teaching activities are planned and implemented in ways that optimise student learning, as evidenced by:	No	Partial	Yes
C1	Are learning intention and success criteria displayed and referred to for every lesson?			
C2	Are student goals developed based on students’ assessments?			
C3	Are tasks differentiated to cater for student learning needs and interest areas?			
C4	Are timelines adequate for the tasks planned?			
C5	Are task directions clear, brief and being paired with visual scaffolds?			
C6	Are the components of the workshop model being paced appropriately?			
C7	Are non-punitive provisions made for students who need more time?			
C8	Are student checks for understanding conducted frequently?			
C9	Is specific academic feedback provided during independent work time?			
C10	Are modifications and choice incorporated into expected learning tasks as required? Eg: duration of activity, order of completion, materials used, whom they work with, where they work, what they do once task is complete.			

Comments:

Section D- CLASSROOM DISCIPLINE PLAN

- Classroom Expectations
- Encouraging Expected Behaviour
- Responding to Challenging Behaviour

Australian Professional Standards For Teachers: 4.1.2, 4.2.2, 4.3.2, 4.4.2, 5.2.2. Quality Teaching elements: Quality Learning Environment – Social support; Significance – Inclusivity

Section D, Classroom Discipline Plan	Plan demonstrates responsiveness to problem behaviours, as evidenced by:	No	Partial	Yes
D1	Are classroom rules positively stated and prominently displayed based on the SWPBS Matrix?			
D2	Is the number of rules limited to no more than 6 (related to SWPBS matrix)?			
D3	Are the rules written in words that all can read and /or illustrated with graphics or icons?			
D4	Are 'caring cards' used to acknowledge behaviours from the SWPBS matrix?			
D5	Is specific behavioural acknowledgement provided (identify relevant value and associated behaviour)? Is it provided at a rate of six positives to every one corrective statement?			
D6	Are 'caring cards' exchanged for items/activities from the shop catalogue?			
D7	Is data on student performance monitored regularly in class folder?			
D8	Are the classroom shop catalogues displayed and accessible within the classroom?			
D9	Are there clear consequences for minor behaviours in the classroom?			

D10	Are the consequences pre-planned and displayed?			
D11	Are the consequences for rule violation explained and reviewed regularly?			
D12	Are the consequences delivered in a calm, matter of fact manner?			
D13	Are the students reminded of their choices in a calm, positive manner prior to escalation in behaviour?			
D14	Are de-escalation strategies and supports implemented to support students who demonstrate dysregulation in their behaviours?			
D15	Are consequences delivered consistently and in a timely manner?			
D16	Is the 'Keeping Kids Learning' process being used to respond to major behaviour and are relevant staff being notified in a timely, thorough manner?			
D17	When responding to behaviours, I: <ul style="list-style-type: none"> • I position myself level to the student • I position myself diagonal to the student (rather than straight in front) • I provide take up time (rather than standing and waiting, repeating) • I provide a choice between two options 			
D18	When responding to behaviours of a heightened/dysregulated student, I: <ul style="list-style-type: none"> • Maintain appropriate/safe distance • Provide a clear instruction and repeat it 5 times • Prioritise redirection and de-escalation (leaving consequences, discussions about behaviour to later) • When calm, I talk with students about their behaviour and the consequences 			

D19	When students return to my classroom after time out or a more serious incident: <ul style="list-style-type: none">• I reassure the student about the relationship and that they are starting fresh• I provide direct support to the student to help them reintegrate and engage in the learning			

Comments:

Section E – ACTIVE SUPERVISION

Section E	I engage in active supervision, as demonstrated by:	No	Partial	Yes
E1	I know the rules and expectations for the environment and can state them.			
E2	I have actively participated in teaching the rules and expectations for the environment.			
E3	I move continuously, purposefully and throughout the environment to be supervised.			
E4	I am organised and prepared for lessons, therefore remaining in the classroom.			
E5	I maintain close proximity with students throughout the environment.			
E6	I actively scan the environment.			
E7	I initiate frequent and varied contact with students.			
E8	I handle minor rule violations quickly and consistently with an instructional focus.			
E9	I provide corrections quickly and consistently with an instructional focus.			
E10	I am calm, controlled and professional when providing corrections.			
E11	I acknowledge student cooperation following a correction.			

Section F – TRAUMA-INFORMED PRACTICE

1. How are we supporting students through creating a safe, predictable environment?
2. How are we supporting student regulation and engagement through what we do?

Section F	My practice is trauma-informed, as demonstrated by:	No	Partial	Yes
F1	Is there a daily visual schedule accessible to all students?			
F2	Is there a 'safe space' within the classroom setting that students can retreat to during times of stress?			
F3	Is there access to sensory calming resources such as weighted lap toys, tactile sensory toys, calming visual sensory toys etc.?			
F4	Self-care – am I maintaining a regulated state so as not to trigger students?			
F5	Are students checked in with EVERY morning?			
F6	Are visual scaffolds and additional instructions provided to assist students in identifying and managing their own emotions?			
F7	Are there a range of strategies being use to reinforce behavioural expectations e.g. classroom visual, verbal reinforcement			

Comments:

Section G – OTHER IMPORTANT CONSIDERATIONS

Teacher & ES Roles

Section G	In my classroom:	No	Partial	Yes
G1	Is it primarily the teacher's role to respond to behaviours using both classroom systems and Keeping Kids Learning?			
G2	Do I provide ES with the planning and a run down of the learning for that day/week?			
G3	Do I work with ES to modify the learning for individual students?			
G4	Is it primarily the ES's role to support students to engage in the learning?			
G5	Are these learning modifications of learning planned and documented?			
G6	Do ESs participate in the mini-lesson by observing, modelling expected behaviours or supporting students to engage?			
G7	Do ESs participate in the independent work time by re-delivering the mini-lesson or supporting students to complete the task?			
G8	Do ESs participate in the reflection by supporting students to engage either in pairs or whole group?			

Comments:

Home Connection and Communications

Section G	In my classroom:	No	Partial	Yes
G9	If a student is consistently having behaviour challenges in my classroom, are their family aware?			
G10	I make multiple efforts to contact families – seeing them at pick up or drop off, calling or texting, sending notes home?			
G11	Are families aware of positive work students are doing within the classroom (e.g. seeing a parent at drop off about a positive lesson, phone call or message about a specific task the student performed well)?			

Comments:

Connections to the AITSL Standards

Standard	Graduate	Proficient	Highly Accomplished
1.1 Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.
4.1 Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.
4.3 Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.
4.4 Maintain student safety	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.

Appendix Two-

Checklist for the Implementation of Independent Reading

Implementation of Independent Reading (IR)	Achieved	In Progress	To be achieved by
SELECTION OF TEXTS FOR INDEPENDENT READING			
Students pre-select multiple texts so the Independent Reading session begins immediately.			
Students at each year level know how to choose 'just right' texts for Independent Reading - texts they can read with 95%+ accuracy and understand.			
Students are involved in decisions about which books, magazines ... are more difficult than others and why they are. For example, they know to choose texts that they have some knowledge of the topic, characters in a series, genre, text features, and so on.			
Beginning or developing readers read several texts during Independent Reading to develop their stamina.			
All students can select and read texts with 95%+ accuracy and understand what they are reading.			
Students have multiple 'texts' in their book bag or box (or easily accessible) that they are interested in reading at any one period of time, for example, older students may have a novel, newspapers, magazines, an article, a letter, emails, digital texts of interest, etc.			
Students select a balance between fiction and factual texts. Students understand the difference between fiction and non-fiction.			
Students may also have some 'easy' and 'challenging' reading materials, but they should know that's what it is and why they wish to read it, or attempt to read it.			

CHARACTERISTICS OF READING DURING INDEPENDENT READING SESSIONS

Independent reading occurs daily for sustained periods of time. Students need sustained periods of engagement with texts to grow to love reading, to choose reading for learning and pleasure, and to develop stamina. All teachers will aim for 30-40 minutes of sustained reading.

During independent reading, reading is quiet but this does not mean students may not read aloud, especially if they wish to read to a buddy or friend. They may also wish to share part of their reading with someone. Noise level expectations made explicit

During independent reading students are able to comment about what they are reading

ROLE OF THE TEACHER DURING INDEPENDENT READING SESSIONS

Teachers plan for which students to confer with daily to find out about their reading interests, range of reading, competence in reading (comprehension, decoding, fluency), ability to read for a variety of purposes, to choose appropriate texts, and their ability to sustain their reading.

Teachers will know what they wish to observe during conferences and how to use appropriate measures to find out about essential aspects of reading, such as the reading process, comprehension, decoding, fluency, interests, range of reading and knowledge about various genres; and for beginning readers additional information such as about concepts of print, using picture clues, noticing repeated language patterns and knowledge of the alphabet

<p>Teacher use the 4Ms model when conferring with readers.</p>			
<p>Data collected during reading conferences about students' strengths, needs and goals is recorded in a way that is useful for the student to keep and to be referred to in future conferences, such as in a notebook kept with each student's reading materials, and also in a way that will quickly give the teacher a picture of the class, group and individual needs</p>			
<p>From the time students begin to read they are asked to state, in their own words, their strengths and goals and they are able to do this because their teachers discuss these with them during conferences when have provided feedback to students about their reading.</p>			
<p>Teachers use the data collected during reading conferences to inform future teaching, and to guide planning about who to meet with and how often to meet with each student.</p> <p>Teachers continually monitor each student's independent reading to make sure each student is making appropriate progress and plans intervention when such progress is not occurring</p>			
<p>INDEPENDENT READING – LINKS WITH MINI LESSON, SMALL GROUPS and REFLECTION</p> <p>What is learned about students in Independent Reading informs what is taught in mini lessons and any other group work. This is based on teachers understanding appropriate content and expectations for students to reach expected standards and will be collaboratively planned in teams following the Gowrie Street Scope and Sequence for Reading. This teaching includes the literacy work in all curriculum areas where students are expected to read.</p>			
<p>MINI LESSONS</p>			
<p>During Independent Reading sessions students 'practise' what has been taught in the mini lesson for some part of the reading session.</p>			

Teachers understand the Gradual Release of Responsibility model and therefore plan their reading block so that there is a strong link between the work teachers do with students during whole class and small group times and the independent work students do during Independent Reading.			
Mini Lessons are taught as planned and have been adapted to meet the needs of learners in the classroom, show evidence of preparation and use of resources and supports appropriate to the needs of the class.			
SMALL GROUPS			
Small reading groups (flexible groups) are formed based on students' needs identified during reading conferences and the extent to which students meet success criteria of mini lessons (checklist in unit plans)			
REFLECTION			
At the end of independent reading teachers ask students to reflect on what they practised/learned as readers. Teachers will have identified students who have grasped the learning for the day or who have had an insight that might support other readers.			
Students are given time to reflect on the success criteria attached to the lesson and can explain to what extent they have been successful. Ways of doing this have been explicitly taught			
PURPOSEFUL READING EXPERIENCES THAT SUPPORT IMPROVEMENT IN INDEPENDENT READING			
Any individual, paired or group work in the should be planned to help students to become independent readers.			
Purposeful reading experiences include: <ul style="list-style-type: none"> • Reading-along with a fluent expressive reader (at an appropriate pace), following a copy of the text. • Listening to a fluent expressive reader • Rereading class or group shared reading material, including class-made books • Reading to a partner • Being involved in reading for an audience, such as reading aloud to a group and performing a readers' theatre scrip • Reading and rereading class and/or collections of poems rhymes and songs 			

<ul style="list-style-type: none">• Reading or rereading print displayed in the classroom• Being involved with a small reading group• Reading instructions to make something or do something• Researching information as part of a topic inquiry• Reading something that has been introduced as a read-aloud or rereading something that has been read aloud by the teacher or others• Being involved in Book Club or Literacy Circle discussion• Preparing notes to be used in a Book Club discussion (these notes may have been made on post-its while reading the book).			
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Appendix Three-

Checklist for Routines and Rituals

Routines and Ritual	Taught	Needs Re-teaching
Opening Routines <ul style="list-style-type: none"> • Meeting area/ Room arrangement • Signal for students to meet for session • What to bring to meeting area • How the room is arranged/ Where things are kept 		
Components of a lesson <ul style="list-style-type: none"> • Student expectations as they participate in a mini lesson • Active engagement guidelines • How students sit during a mini lesson and share • How students will use the mini lesson 		
Transitions <ul style="list-style-type: none"> • Expectation to “go off” and get started working • Dismissal options • How and when movement is constrained or not constrained 		
Independent work time <ul style="list-style-type: none"> • Assigned work spots • Getting started – reread work from previous day • Where certain activities take place in the room (e.g., where to meet with another writer to listen to his/her work) • Students work initially without teacher guidance and/or conference • Conversations in work time: productive talk, silent writing time & whole-class intervals for partnership talks • Signal for noise volume • Mid-Workshop Teaching Point • Small flexible groups • How to behave in small group meeting • Teacher conferences including students role in conferring • Productivity – early in the year, later in the year (expectations) • Consequences for low productivity or no work done • What to do if you need assistance – Example: “Three before me” (Students must ask three students before asking the teacher) • What to do when one activity is completed • What to do when we think we are done • How to store drafts/past work/finished pieces 		
Reflection <ul style="list-style-type: none"> • Signal to meet • Reflection session at meeting area • Self- Assessment against success criteria 		
Working with a partner <ul style="list-style-type: none"> • Turning and Talking – discussing something with a partner per teacher’s guidance • Compliments can be helpful when they are specific • Constructive suggestions – people can be sensitive about their work, so it’s best to ask questions or give suggestions in a gentle way • One helpful way to listen (or read) a partner’s work is to see if everything is clear and makes sense • How partners can help us when we are stuck • Effective questions to ask partners 		

<ul style="list-style-type: none">• If your partner has a suggestion, it may be worth trying (value the input/role of partnerships)• Appropriate times to meet with your partner, where to meet with your partner, why to meet with your partner		
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Handy-guide:

Conferring For Reading using the 4Ms

3 STEPS OF MINING	Step 1: Set a Purpose	Step 2: Observe	Step 3: Ask process-oriented questions
	How is this reader distinguishing main ideas from supporting details?	Look at notes and notice if they are organised in ways that show main ideas and details – e.g. main ideas in a box and details bulleted underneath.	What are some of the main ideas in this article? Can you show how you figured it out?
	How is this reader using knowledge of genre to read a text?	Look for the reader to locate specific parts of the text when describing how genre influenced the reading.	What genre is this text? Can you show how the genre's characteristics influence how you read it?
	How is this reader comparing characters across texts?	Look for notes on characters, possible charts or visuals, and also how the reader looks back and references different parts of the books.	How is this character similar to and different from the character in other book you recently read? Can you show how you compare them?

OBSERVING THE READER	Area of Observation	What I may look for:
	Visible behaviours	<ul style="list-style-type: none"> - Pointing to words - Tracking with a finger or object - Sub-vocalising - Stopping frequently to look away from the text - Stopping to close eyes - Stopping to talk to someone else - Looking at charts or visuals in the classroom - How long it takes them to read a page
	Reacting to the text	<ul style="list-style-type: none"> - Making faces that show emotion - Talking back to a character or author - Jotting reactions on sticky notes in the book
	Writing about reading	<ul style="list-style-type: none"> - Are they stopping to write? - What are they writing? - How are they writing? - How long does it take them to write?

MINING: REFLECTION CHART

Step:	What it is:	What it is not:
Set a purpose	Deciding on a clear focus before beginning to mine.	Assessing whatever the day's lesson might have been or having no focus at all.
Observe the reader	Taking time to see what the reader is doing and becoming curious about the reader.	Looking for something to fix or change.
Ask process-oriented questions	Having a discussion that helps uncover how a student reads and allows the reader to show you what they do.	Quizzing the student on the content of the book or the day's lesson.
Listen	Being open to what the reader has to teach you about his own process and mindset.	Correcting and fixing any mistakes you hear.
Collect	Documenting what I just did and learned about the reader.	Forming judgements and fitting readers into a checkbox.

MIRRORING: Non-fixed language to choose to *mirror*

I describe: (not label)	<ul style="list-style-type: none"> - "I noticed..." - "I observed..." - "First you... then you..."
I confirm what I already know: (not absolute statements)	<ul style="list-style-type: none"> - "You love reading fantasies..." - "This reminds me of when..."
I acknowledge ambiguity: (not rewarding or reprimanding)	<ul style="list-style-type: none"> - "Perhaps..." - "Maybe..." - "Could it be...?"
I ask questions about what I observe: (not make accusations)	<ul style="list-style-type: none"> - "How's it going?" - "What might you need some support with?" - "What is getting in the way of...?" - "What do you need?"

MODELLING

Modelling IS:	Modelling is NOT:
<input checked="" type="checkbox"/> Breaking down a skill in steps. <input checked="" type="checkbox"/> Show how to do something. <input checked="" type="checkbox"/> Thinking aloud as you do the work yourself. <input checked="" type="checkbox"/> Showing	<input checked="" type="checkbox"/> Telling students what to do. <input checked="" type="checkbox"/> Asking for help from the students. <input checked="" type="checkbox"/> Telling what you would do. <input checked="" type="checkbox"/> Asking questions.

ELEMENT OF LISTENING	Focus for Admiring	Guiding Questions:	What I listen for:
	Asset Lens	What is this reader already doing or approximating?	<ul style="list-style-type: none"> - The reader's explanation about what he reads and how he reads. - What this reader can already do independently. - The choices this reader makes on his own.
	Mindset	What type of mindset is shaping this reader's experience right now?	<ul style="list-style-type: none"> - If and how this reader labels himself. - How this reader talks about struggle and challenges. - How this reader talks about goals and growth.
	Process	What, why, and how is this student reading? What is this reader's process right now?	<ul style="list-style-type: none"> - The steps this reader takes in the reading process. - The reader's purpose for reading and how it impacts the way they read. - The strategies the reader chooses to use and when they choose them.

MENTORING

Mentoring IS:	Mentoring is NOT:
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Guided practise through each step of a process.<input checked="" type="checkbox"/> Prompting students with a reminder of a strategy they can try.<input checked="" type="checkbox"/> Non-verbal signals or reminders.<input checked="" type="checkbox"/> Telling.	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Correcting miscues or errors.<input checked="" type="checkbox"/> Asking questions with a 'right answer'.<input checked="" type="checkbox"/> Asking leading questions.<input checked="" type="checkbox"/> Using overly general directions.

A GUIDE TO READING CONFERRING, USING THE 4-M MODEL

ROLE	ACTIONS	FOCUS
<h2 style="color: green; font-size: 2em;">MINER</h2>	<p style="color: green; text-decoration: underline;">Uncover what readers do and think –</p> <ol style="list-style-type: none"> 1. Set a purpose. What am I looking for? (each ‘mining’ purpose is informed by the unit of study, curriculum and point of need) 2. Observe the reader. Look for visible behaviours, traits and reactions that may help you form questions about their reading. 3. Ask process-oriented questions. <ul style="list-style-type: none"> • <i>What are you thinking about and working on in your reading today?</i> • <i>Can you show me what you are working on?</i> • <i>What is going well for you as a reader at the moment?</i> 4. Listen. <ul style="list-style-type: none"> • Listen carefully to what your student is saying. • Bring an admiring lens to what you need to listen for (what the student can do/is doing, instead of what they cannot do/are not doing). • Listen to uncover what mindset the student is currently working in (fixed or growth). • Keep reading process at the forefront when listening to responses, rather than judgement. 5. Collect. Take notes about what you have uncovered with your student. 	<h2 style="color: green; font-size: 2em;">ASSESSMENT</h2>
<h2 style="color: orange; font-size: 2em;">MIRROR</h2>	<p style="color: orange; text-decoration: underline;">Reflect what you see readers doing –</p> <ol style="list-style-type: none"> 1. Be specific. Ensure feedback is specific to what the reader is doing, but also that it is applicable to other texts and experiences. 2. Name what is. A mirror can only reflect what is there, so using the admiring lens, focus on what the reader <i>is doing</i> and name it. 3. Focus on the process. Avoid focusing on the end result, ‘fixing things’ or using fixed mindset compliments (<i>you are a great reader</i>). Focusing on the process acknowledges the hard parts and normalises the need for work and effort. <u>Growth compliment examples:</u> <i>“You stuck with that tricky work and kept working until you figured it out.”</i> <i>“When you got confused about who was talking, you stopped to envision the</i> 	<h2 style="color: orange; font-size: 2em;">FEEDBACK</h2>

	<p style="text-align: right;"><i>characters and that help you figure it out."</i></p> <p>4. Make sure it can transfer. Enable your feedback to be transferrable to other reading experiences (when might the reader do this again?)</p> <p>5. Take yourself out of it. Avoid inserting yourself into the feedback (teacher judgement). Instead of: <i>"I like how you previewed the page before you started reading..."</i> rather, "I like how <u>You</u> previewed the page before you started reading..."</p>	
MO		DEMONSTRATION
MENTOR	<p style="text-align: center;"><u>Guide readers to try something new –</u></p> <ol style="list-style-type: none"> 1. Name one-step at a time. Break down a strategy into each step and tell the reader what they could do one step at a time – guide the reader through the processes from beginning to end. 2. Telling, not questioning. When guiding the reader through the steps of a strategy tell them directly what to do and what actions to take. 3. Focus on what to do. Prompt readers to focus on what to do, rather than what <i>not</i> to do. 4. Keep prompts clear. Keep prompts short, clear and direct, so that students may repeat those same steps to themselves when needed. 5. Do a bit less over time. Gradually release more responsibility to the reader in order for them to start remembering the steps and begin developing ownership of their use of strategies. 	GUIDED PRACTISE & COACHING

“Conferring with students is our most crucial writing workshop role.”
—Carl Anderson

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PRODUCT CONFERENCE

- Consumes approximately 15+ minutes.
- Occurs in preparation for final-draft publishing.
- Addresses numerous areas to improve.
- Requires a one-on-one between the teacher & writer.
- Typically held at a separate/isolated place.
- Occurs infrequently.

PROCESS CONFERENCE

- Consumes approximately 2-5 minutes.
- Occurs during any stage in the writing process.
- Addresses a single area of improvement.
- Occurs within a small group (i.e., teacher and writers).
- Held at the students' desks.
- Occurs daily/regularly.