

Documenting evidence

This is a sample of one teacher's evidence.

It is important to note that evidence may vary significantly from this particular sample due to the context of each school and the practice of each individual teacher.

In this particular sample

- fictitious names have been used
- descriptor 4.5 has been addressed by the mentor witnessing this aspect of practice
- standard 6, and in particular descriptor 6.4, has been addressed by the teacher's participation in this process
- supporting documents such as assessment and work samples were included as evidence but have not been reproduced here.

**Evidence of Professional
Practice for Full
Registration**

Inquiry -

*How do I differentiate my
program to cater for
student diversity?*

Table of Contents

Establishing Content and Context for Student Learning

The students	3
Content for the program of learning	3
Context of student learning - range of learning levels	8
Context of student learning - factors affecting learning	8
Prior learning of the students based on evidence	
Learning outcomes for the program of learning	10
What will be done for students with additional needs or students needing support	11

Question for Inquiry and Professional Learning

How do I differentiate my program to cater for student diversity?	12
Observing the practice of others	12
Talking to colleagues	15
Other professional learning	17
Action plan	18

Implementing the Action Plan 32

Evaluating the Effectiveness of Practice

Assessing the learning of students	37
Areas of practice not evidenced	38
Reflection	40

ESTABLISHING CONTENT AND CONTEXT FOR STUDENT LEARNING

The Students

The school is a co-educational Catholic primary school. There are 180 students over 8 composite grades, including two Prep/1 classes, two 1/2 classes, two 3/4 classes and two 5/6 classes. We have a high number of special needs students throughout the school, but they concentrate in the Junior School. We have many students who are on the Autism Spectrum but we also have students who have Severe Language Disorder, Motor Dyspraxia, Attention Deficit Hyperactivity Disorder, Anxiety disorders, students with a low IQ and behavioral issues. Each Junior class has a Learning Support Officer (LSO) until lunchtime and there is one LSO shared between the grades for the 50 minutes at the end of the day. There is one LSO that works in the Senior school at different times throughout the week.

All four Junior grades have Year One students in them so the teachers work collaboratively and know all the students well. Prep/1 has 7 prep boys, 9 prep girls, 4 year one girls and 4 year one boys. The parents in my class are very involved and I have a parent helper for the Literacy block each morning, with 8 parents rotating over a ten day fortnight. There are a large number of students with special needs in my Prep/1, including 3 students on the Autism Spectrum, one student with a Severe Language Disorder and one student with Motor Dyspraxia.

descriptors
3.7, 7.4

Content for the program of learning

The content for our literacy term planner is directed by the AusVELS outcomes for the Foundation level. Our whole class instruction also includes the content for level 1 Literacy outcomes and this can be used to extend the more able Prep students, as well as support some of the Year Ones who need support in some of the more basic literacy concepts. I have included both the AusVELS Scope and Sequence, as well as my weekly reading rotations, where the activities for each student are detailed and it is clear how the curriculum remains current and differentiated.

descriptors
2.2, 2.3

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

Context of student learning - range of learning levels

Within the class we have three students on the Autism Spectrum, one student with Motor Dyspraxia and one student with Severe Language Disorder. The text levels range from level 0 to level 28. There are varied interests within the class and a mix of personalities and learning styles. For my inquiry, I have chosen 3 students to focus on, with varying ability levels when it comes to reading.

At the beginning of my Inquiry Unit, A is on text level 0, C is on text level 4 and B is on text level 8. I have chosen these three students to work with because they represent the spread of abilities within my class as well as a range of personalities and learning styles. A, C and B represent the bottom, middle and top reading groups within my Prep students.

descriptors 1.3, 1.5

Within the learning program over the week, I try to include a mix of traditional 'pen and paper' type activities because there are a number of students who respond to the structure and predictability of standard reading and writing activities at their desk. I also include tactile activities and activities that require physical movement for the students who learn best by 'doing'. The classroom is a print rich environment so the students have a point of reference when writing and because there are many students who respond well to visual reminders. We use a lot of visual cues and visual incentives (smiley faces) to encourage students to behave well and work hard.

descriptors 1.2, 1.5, 3.4, 4.1

I believe in making sure all students experience success in their learning and praise them publicly, not just for levels of achievement but for working hard. Our whole school expectation is to do your 'Personal Best' and we talk a lot in our class about how you don't need to do as well as the person next to you, but you do have to try as hard as you can. I believe it is important to build the students' self esteem as well as their academic learning and to allow them to celebrate their individual achievements, without comparison to other students.

Context of student learning - factors affecting learning

B is on text level 8. She is a motivated student who is confident and well supported at home with her reading and her writing. Her parents chose to give her a 'bonus year' and she started her Prep

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

year at age 6. B is very astute and makes text to text, text to self and text to world connections. She is capable of predicting while reading and discusses what she reads articulately. She enjoys reading. B enjoys the traditional pen to paper activities in her school day and asked at the start of the year if I could stand up the front of the classroom and talk while the students sit at their desk and write. B articulates learning strategies she uses and takes her learning from one context and uses it in another. She is confident and happy to take risks. She is a thoughtful learner.

C is on text level 4. C is a motivated student who reads and writes for enjoyment in her own time. She began her Prep year at the age of 5 and will turn 6 in October. C is a keen learner who enjoys reading, but is not always confident. She participates in all group sessions, to the point where I sometimes need to ask her to put down her hand and let someone else have a go, but when she is unsure about something she can find it hard to have a go. C needs to be comfortable in the situation before she will let go and put herself on the line.

A is on text level 0. He is on the Autism Spectrum and battles many challenges throughout the day. A has many sensory needs that have to be met before he can focus on a task and does not enjoy reading or doing things that require him to sit still. He has a very supportive mother who works with him at home on his reading but he is still moving slowly. A still struggles with basic 1-1 correspondence, though he is improving. He also has trouble differentiating between letters and numbers.

descriptor 1.6, 5.4

Prior learning of students based on evidence

B In her February test, B was on text level 0 and in June she was on text level 3. B is now instructional on level 8 text. She can sound out words, knows a number of high frequency words and uses the picture to help her decode the text. B does not always use visual information and needs to learn to listen for meaning when she is reading.

descriptors 5.1, 5.4

C In her February test, C was on text level 0 and in June she was on text level 1. C is now easy on level 4 text but hard on level 5. She has a good bank of high frequency words and generally remembers a new word once she has read it eg puddle. She relies on knowing the text and does not try different strategies, such as using the

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

picture or using prior knowledge to gain meaning. C is not very confident when reading and needs lots of encouragement and praise.

A In his February test, A was on text level 0 and has not moved from this level. A knows most of the letters in his name and some sounds. He can follow the pattern of a book and use the picture for clues but cannot match words 1-1 eg I am running was read as I am playing on the playground.

Learning outcomes for the program of learning

B

At the end of the four week program, I would like to see B re-read text when something doesn't sound right. It is important that she understands that words make meaning and that when something doesn't sound right, it usually isn't right. B is quite good at cross checking but sometimes relies on what she thinks will come next rather than using visual information eg. 'around' instead of 'away' and 'with' instead of 'after'. I would like her to be using the visual information to assist her when reading the text rather than pattern or meaning on its own.

Specific outcome: an increase in text level to level 10 and re-reading for meaning.

C needs some more strategies for decoding text and to utilize all of the information she has, not just the visual text. Using the picture, prior knowledge and the visual information in text will help her to make meaning.

descriptor 3.3

Specific outcome: an increase in text level to level 5 and to see her using information from the picture and prior knowledge to decode text.

A needs to learn 1-1 correspondence and to match initial visual sounds with what he sees in the picture.

Specific Outcome: an increase in text level to level 1 and the ability to match spoken words with print.

descriptor 3.1

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

What will be done for ...	
students who need developing beyond the learning outcomes	<ul style="list-style-type: none"> • Differentiated curriculum, as indicated in weekly work program. descriptor 1.5 • Working with grade ones in mixed ability group work. descriptors 1.1, 4.2 • Encouraging the students to expand their vocabulary beyond what is expected, using words from their writing. descriptor 2.5 • Encouraging students to read to the class from a text practised at home. • Explicitly set high expectations for these students. • Focused teaching groups. • Constantly reflect on learning outcomes for these students.
Students who need support to meet the learning outcomes	<ul style="list-style-type: none"> • Working with more able students in mixed ability group work. • Working outside the classroom with a Learning Support Officer, in an environment that is quiet. • Individualised learning program. • Strategies to manage behavior prior to learning so that learning can take place eg: movement breaks descriptor 4.2 • Safe break out space for when the classroom becomes too overwhelming - helps students with additional needs to feel safe. descriptor 4.4

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

	<ul style="list-style-type: none">• Teaching at the point of need, rather than following the curriculum of the rest of the class.• Ensuring success and celebrating success at each level, no matter how small.• Regular meetings with the Literacy team (classroom teacher, Student Services Leader, Literacy Leader and parents) to ensure progress. descriptor 6.3• Encouraging students to read to the class from a text practised at home.
--	--

QUESTION FOR INQUIRY AND PROFESSIONAL LEARNING

How do I differentiate my program to cater for student diversity?

This relates to the improved learning of all the students in my class by effectively focusing on differentiating the curriculum. Differentiation is important so that students receive support where they need it and move onto the next stage of their learning, whatever that stage might be. Specifically, the three students I have selected will have an increase in text level and an increase in confidence in themselves as learners.

Observing the practice of others

descriptor 6.2, 6.3

DATE: Tuesday July 17th, 2012

TEACHERS INVOLVED: AC observing LS

WHAT WAS OBSERVED?

The focus of my observation was how a teacher of 34 years and a literacy coordinator background differentiated her literacy groups. Students in level 1 are focusing on information text this term and L presented her information on the Olympic Rings both orally and visually. She utilized ICT to show pictures of the Olympic rings and spoke to the moving imagery with information that she knew and information that she was reading off the web. She drew attention to where she was getting her information and gave the students a chance to interpret that information.

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

There are many students with special needs in this class and it was interesting to see how L worked in conjunction with her Learning Support Officer to address the needs of those children and make them feel heard with minimal disruption to the rest of the class. Her behavior management techniques are positive wherever she can manage it, with gentle reminders of how to behave when needed.

WHAT DID YOU LEARN?

I learnt the importance of including more than one way to represent information - visually, orally and interactively. This engaged the students and allowed them to take in the information in more than one form.

L is particularly good at asking questions that get the students thinking without giving them the answer on a plate, but includes explicit teaching where necessary. This is something I need to find a balance in.

HOW DOES THIS HELP YOU ADDRESS YOUR QUESTION FOR INQUIRY?

My question for the inquiry is centered around finding out how three particular students will learn best and I will need to try different methods with them to get them reading at an appropriate level. L's lessons reinforced the need to address different styles of learning within each lesson. It also taught me the value of explicit teaching during literacy skills as well as letting the students have a go at finding their own answer. Many of L's students were disruptive or have diagnosed conditions so it was good for me to see how she manages their behavior within whole class learning.

Talking to colleagues

DATE: July 17th, 2012

TEACHERS INVOLVED: AC and MS (Principal)

WHAT WAS DISCUSSED? The value of language experience for children struggling with their reading.

WHAT DID YOU LEARN? M has been teaching for many years and she

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

asked why I thought I had 4 students still not on text. I was unsure and M suggested using more language experience. I have used language experience in the classroom but I am concerned that I have not used it enough. M detailed the way to use a subject related to the specific student and to write in their own language so that they understand that what is written in the story they have dictated and experienced, giving the written word personal meaning.

HOW DOES THIS HELP YOU ADDRESS YOUR QUESTION FOR INQUIRY?

This is central to my inquiry as it is based around catering for individual students. Language experience will help T to grasp the understanding that each word has a meaning and it does not just sit there on the page with no purpose.

descriptor 6.2

Talking to colleagues

DATE: July 17th, 2012

TEACHERS INVOLVED: AC and KM (Curriculum Leader, Students Services and a former Reading Recovery teacher)

WHAT WAS DISCUSSED?

As leader of Student Services, I spoke to K specifically about A who is on the Autism Spectrum and is not progressing with his reading.

WHAT DID YOU LEARN?

K spoke to me at length about how A learned, what were his specific learning difficulties and how we might tackle these. A has many sensory issues. So I learnt some ways to utilize 'doing' in his literacy - magnetic letters, building blocks to make letters, play dough to make words.

HOW DOES THIS HELP YOU ADDRESS YOUR QUESTION FOR INQUIRY?

This conversation helped me to focus on how I would tackle A's academic and behavioural issues. It also gave me some practical ideas to try. Cutting out letters, playing with leggo and blocks also addresses some of A's needs in fine motor skills.

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

Talking to colleagues

DATE: Tuesday August 14th, 2012.

TEACHERS INVOLVED: AC and KM

WHAT WAS DISCUSSED?

K and I met to review our plan for A's literacy needs.

WHAT DID YOU LEARN?

K highlighted the value of consolidating on previous work. She commented that often we move students from one thing to another without consolidating their knowledge and that it would be beneficial for A to work on one thing for the week, with one specific focus. Based on his reading in the classroom, I know that he does not recognize the word 'look'.

HOW DOES THIS HELP YOU ADDRESS YOUR QUESTION FOR INQUIRY?

This helps me focus A's first week of work. Based around the sentence 'Look at the book.' A will work on his 1-1 correspondence while learning the word look.

Other professional learning and how it helps you address your question for inquiry

From my observations and conversations, I have learnt that catering for diversity is essential because teaching to 'the whole' will only reach a small number of students. We use the whole/small/whole approach in literacy at so that we can include focus teaching groups, as well as different activities to cater for different learning styles and individual needs. This is not a stagnant process, but groups and activities need to be flexible and able to move with the students when their needs move.

Questioning is a skill that I have always found challenging and I have learnt some good ways of questioning at the zone of proximal development, rather than one general question for the whole class.

descriptor 6.1, 6.2

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

I have combined these skills with the following professional reading:

First Steps book focusing on Guided Reading.

Hornsby, David. "A Closer Look at Guided Reading."

Shared Reading article provided by my mentor.

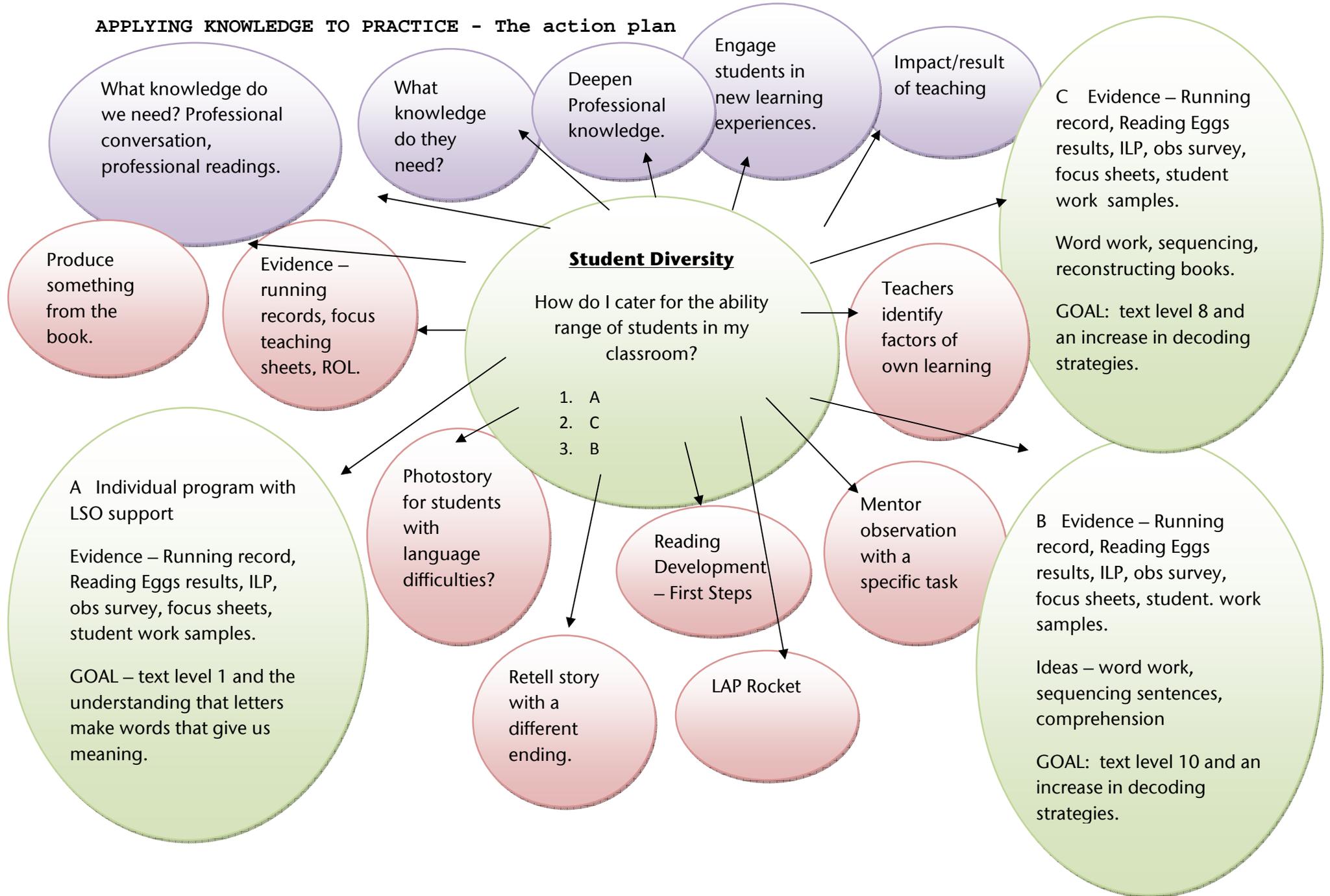
Scope and Sequence for English - AusVELS

PLT on taking a running record.

PLT on analyzing the information from a running record and using this in the classroom.

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

APPLYING KNOWLEDGE TO PRACTICE - The action plan



EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

TERM: 3		READING WORKSHOP				WEEK:6 Aug 20 - 24
WHOLE CLASS LESSON	<p>SHARED READING: Focus letter - u. I noticed that many students confuse the sounds of the letter I and the letter u. For this reason, we will have a focus on this sound.</p> <p>FOCUS: Information text - table of contents, types of pictures, gathering facts from information.</p>					
			NO BEARS		Goodnight Mice	
GROUP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
<p>Preps</p> <p>Level 3</p> <p>Ben</p> <p>Ash</p> <p>Kim</p> <p>Lily</p>	<p>Phonetics - focus on U. Which pictures begin with U?</p> <p>Early Finishers - Make an umbrella.</p>	<p>Focus word - said.</p> <p>Decorate, spell, cut up and put back together.</p> <p>This group consistently show hesitation when reading said.</p>	FIRE ED	<p>High Frequency Word Search - I, can, went, to, the.</p>	<p>Alphabet / sounds activity. Ordering the alphabet puzzle.</p>	
<p>Preps</p> <p>A</p> <p>Focus sentence - Look in the book.</p> <p>HFW Look, in, the.</p>	<p>Focus word - look. Match words using magnetic whiteboard. Put words on top of sentence.</p> <p>Early Finish - make 'look' from playdough.</p>	<p>Paste sentence on top of scribed sentence</p> <p>Early Finish - make look with playdough and magnetic letters.</p>	FIRE ED	<p>Sequence the sentence.</p> <p>Write the sentence using a guide.</p> <p>Early Finish - make look with playdough and magnetic</p>	<p>Make new sentences - change the ending.</p> <p>Look at the cat, dog, pig.</p> <p>Make a book for a reader.</p> <p>At the end of this week, A could not consistently identify the word look so we will continue to work on this.</p>	

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

				letters.	descriptor 5.1
<u>Preps</u> Ethan, C, Larry, Jim, Amanda,	'Word search - look, come, here, said	Focus word - shouted. Decorate, spell, cut out letters and resequence letters to form the word. Talk about breaking up word - sh-out-ed.	FIRE ED	15mins on what do you know about U? Open ended - include pictures and words where you can.	Onset and rime - at words. How many words can you make from at? If I know how to spell at, I know how to spell...
B , Mary	Word search - with, look, here, said, that, this. Both students need to focus on th words.	Early finishers - find shouted in a book. Focus on comparison between said and shouted.		15mins - HFW matching ICT game. B and M set 3 decodable, others set 2. http://www.iboard.co.uk/iwb/Blast-Off-High-Frequency-Version-211	B and M can be encouraged to use blends as well as single sounds.
<u>Grade 1</u> Justin, Mark, John, Tom	Word families - ay words. Look through books to find ay words.	ay word search.	FIRE ED	Information text - comprehension questions on an information text about fire engines.	Explore fire website - www.hantsfire.gov.uk/kids/play

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

<p>Grade 1</p> <p>Grace, Mary,</p>	<p>Graphic organizer -who, what, where. Focus on comprehension.</p>	<p>Continue from Monday - Graphic organizer -who, what, where. Focus on comprehension.</p>	<p>FIRE ED</p>	<p>Explore fire website - www.hantsfire.gov.uk/kids/play</p>	<p>Information text - comprehension questions on an information text about the MFB and the CFA.</p>
<p>Whole Class Reflection Time</p> <p>Example of how future work programs may look. Based on reflection with mentor.</p>	<p>Kim - what sound does U make? What might start with U?</p> <p>T - can you show us how to make the word look?</p> <p>B - how did you find the words in the word search? What sound does th make?</p> <p>Grace - what are the important parts of a story?</p> <p>Justin - what sound does ay make? Can you tell me an ay word?</p>	<p>Lily- can you make said for us out of magnetic letters? How would I say something?</p> <p>C - can you make shouted for us out of magnetic letters? How would I shout something?</p> <p>Mark - what was a tricky ay word?</p> <p>Mary - What are the important parts of a story?</p>		<p>Ben - can you show us how to make the word can out of magnetic letters?</p> <p>Mary - Can you show us how to play a set of matching words on the IWB?</p> <p>Ruby - what's something you learnt about fire engines?</p>	<p>Sarah - can you name me 3 words that end in at?</p> <p>Alan - Can you show us how you finished your alphabet puzzle?</p> <p>Bob - Can you show us something new that you learnt on the webpage? Use IWB.</p> <p>Mary and Grace - what is one different between the MFB and the CFA?</p>
<p>Computers</p> <p>Rewards CG - A, Rob.</p>	<p>Jim, Lily, Kim, C, Sarah</p>	<p>Ash, NaToma, John, Bonnie</p>	<p>Alex H, Amanda, Ben, Mary</p> <p>Justin</p>	<p>Grace, Mary, Craig</p>	<p>Justin, Mark, Peter, Ruby.</p> <p>(borrow computers from other class for Lily, John and Tom)</p>

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

Focused Reading Notes Week 6

A - Focus was 1-1 correspondence. A gets confused between letters and words. When asked if there was a word he recognized (we had spent some time working on 'look', he responded with, "H". He also commented that, " a t is not a word because it has a t in it."

B - Focus was exclamation marks - identifying and reading with expression. B could identify exclamation marks without being told and read well with expression. She had trouble with the word down.

C - C's focus was cross checking. Using more than one strategy to decode, which she still needs prompting to do. She looks up at the person reading with her when she gets stuck on a word. We will continue to use different strategies to decode text.

descriptors

1.5,3.2,3.3,3.5

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

TERM: 3		READING WORKSHOP			WEEK:7 Aug 27-31	
WHOLE CLASS	SHARED READING: Focus letter - X What's Wrong with Rex? Lvl 9 - Reading Eggs. Other options - Lvl 16 - Pixie Pop Lvl 17 gilbert galaxy					
LESSON	FOCUS: Prediction.					
GROUP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
<u>Preps</u> Level 3 Ben Ash Kim Lily	Focus word - little. Make little books using the word 'little' Eg. Here is the little train. Glue sentences into book and match picture	(Sarah) Focus word - come. Book with sentences where come is missing. Students must glue in 'come'.	Sequence sentence from book "What's for Dinner"? EF - Text to self connection. - I ask Mum and Dad, what's for dinner.	Alpha bags. Put in order. Can you match the initial sound to the picture?	FIRE ED	

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

<p>Preps</p> <p>A Focus word - am.</p> <p>At the end of this week, A could sound, identify and make the word am.</p>	<p>Am book.</p> <p>Magnetic letters moving from right to left, mixing up, sounds, make with playdough.</p> <p>Focus - sounds / letters make words.</p>	<p>Am book.</p> <p>Magnetic letters moving from right to left, mixing up, sounds, make with playdough.</p> <p>Focus - sounds / letters make words.</p>	<p>Am book.</p> <p>Magnetic letters moving from right to left, mixing up, sounds, make with playdough.</p> <p>Focus - sounds / letters make words.</p>	<p>Am book.</p> <p>Magnetic letters moving from right to left, mixing up, sounds, make with playdough.</p> <p>Focus - sounds / letters make words.</p>	<p>FIRE ED</p>
<p>Preps</p> <p>B Ethan, Mary, C, Larry, Jim, Sarah, Amanda,</p>	<p>th' words - make th words with magnetic letters.</p> <p>This activity is open-ended so both C and B completed the same task. Consolidating learning from previous week.</p>	<p>Focus word - down.</p> <p>Student write sentences using the word down.</p> <p>Most students in this group hesitated on the word 'down' in guided reading groups.</p>	<p>Ing endings - word hammers. Open ended. Students can complete as many as they can in the time given. Students who know words that end in ing can use those rather than relying on word hammers.</p>	<p>Lvl 4 readers - Match the sentence to the picture, taken from their guided reading book.</p> <p>B and Mary - PL word hunt. PI words were the focus of their guided reading group.</p>	<p>FIRE ED</p>
<p>Grade 1</p> <p>Justin, Mark, Peter, Ruby, Lily, John, Tom</p>	<p>Cloze activity on fire ed.</p>	<p>Beginnings and endings about opportunity.</p>	<p>Comic strip - retell a story at your level.</p>	<p>Acrostic Poem - Opportunity</p>	<p>FIRE ED</p>

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

<p>Grade 1</p> <p>Grace, Madison,</p>	<p>Comic strip - retell a story - lvl 14.</p>	<p>They're, their, there. Put into sentences. Find in books</p>	<p>Comprehension - story solids. Count the number of faces on the net and retell the events of the story.</p>	<p>Acrostic Poem - Opportunity</p>	<p>FIRE ED</p>
<p>Computers</p> <p>Rewards CG - A, Russell.</p>	<p>Jim, Jai, Kim C, C, Sarah</p>	<p>Alex B, Tom, John, B</p>	<p>Alex H, Amanda, Ben, Mary, Justin</p>	<p>Lily, Ethan, Kim, Larry.</p>	<p>Madison, Peter, Ruby, Mark, John</p>

Focused Reading Notes Week 7

A - Focus was 1-1 correspondence. While he has improved slightly, A still needs consolidation with learning the difference between letters and words. Continues to need letter recognition and sound knowledge. Will continue with strategies like magnetic letters, repetition, building letters etc.

B - Focus was pl words. B read well and there were no tricky words. She found and articulated pl words well. Will continue to work on blends with B rather than just single sounds.

C - Focus was exclamation marks. C identified the exclamation marks and read with expression but needed some encouragement. Self corrected when she said fish instead of fat. Got stuck on tail and could not identify any strategies beyond sounding out so this will continue to be our focus.

descriptor

3.6

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

TERM: 3		READING WORKSHOP			WEEK:8 Sept 3-7	
WHOLE CLASS LESSON	SHARED READING: Pongo the Pirate FOCUS: ENDINGS - ED, S, ING.					
GROUP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Preps Level 3 Kim C Lily, Ben Ash,	FOLIO PIECE - RESPOND TO A CULTURAL STORY. This will be a folio piece. Today will be about scaffolding their ability to do the task before they are assessed.	Lvl 3 book response - focus word safe.	IEU STRIKE	Er endings. Word sort - which words end in er?	Write a sentence using the word 'said'.	
Preps A, - focus word at. A still needs to consolidate the word look. We will use personal interests - eg: look at sonic to		Book - look at. Scramble the letters of look and paste in order. Playdough, magnetic letters		Book - look at. Magnetic letters moving from right to left, mixing up, sounds, make with playdough. Focus - sounds / letters make words.	Book - look at. Magnetic letters moving from right to left, mixing up, sounds, make with playdough. Focus - sounds / letters make words.	

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

<p>engage him and use the word look while focusing on the word at.</p>					
<p><u>Preps</u> , Ethan, Larry, Jim, Sarah, Amanda, <u>B, C, Mary</u></p>		<p>Ed endings - word hammers. Open ended - more advanced students can use known words as well as hammers.</p>		<p>Reading Eggs</p>	<p>Write a sentence using the word 'shouted'. Expectations for the more advanced students will be higher.</p>
<p><u>Grade 1</u> Justin, Mark, Peter, Ruby, Lily, John, Tom</p>		<p>Retell a story at your level with a different ending.</p>		<p>Acrostic Poem - Opportunity</p>	<p>Beginnings and endings about opportunity.</p>
<p><u>Grade 1</u> Grace, Madison,</p>		<p>Retell a story at your level with a different ending.</p>		<p>Acrostic Poem - Opportunity</p>	<p>Beginnings and endings about opportunity.</p>

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

<p><u>Computers - Reading</u> <u>Eggs</u> Rewards CG - A, Russell.</p>		<p>Ethan Larry Jim Sarah, Madison</p>		<p>Kim Amanda B C Mary Peter</p>	<p>Tom Ruby Mark Justin John</p>
---	--	---	--	--	--

Focused Reading Notes Week 8

A - Focus was 1-1 correspondence and recognition of letters. T could identify t, s, o, and n but not a, b, c, d, or y.

B - Focus was ed endings. Identified ed endings without prompting. Very good at bringing learning from one area (shared reading) and applying it in a new context.

C - Focus was ed endings. She identified these without prompting. C needs to be mindful of punctuation when she reads full stops.

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

TERM: 3		READING WORKSHOP			WEEK:9 Sept 10-14	
WHOLE CLASS LESSON	SHARED READING: There's a Dinosaur in My Garden. FOCUS: Vowels / Vowel sounds - long and short.					
GROUP	MONDAY ING ENDINGS	TUESDAY ING ENDING	WEDNESDAY	THURSDAY	FRIDAY	
<u>Preps</u> Level 3 Ben Ash Kim Lily	Alpha bags - match the letters to the sounds. Focus - identifying letter names and sounds.	FOLIO PIECE - RESPOND TO A CULTURAL STORY.	Level 4 response. Read Big Chimp and Little Chimp. Cloze exercise. Helper to read with lvl 3 students.	Big Chimp response - write a new ending for the story. What happens when Big Chimp find Little Chimp? Parent Helper	Teddy Bears Picnic.	
<u>Preps</u> T Focus word - is.	FOCUS WORD - IS Book - Tis....., Paste letters of is on top of word. MAGNETIC LETTERS	FOLIO PIECE - RESPOND TO A CULTURAL STORY.	Book - is Scramble the letters of is and paste in order. Playdough, magnetic letters	Book - is Scramble the letters of is and paste in order. Playdough, magnetic letters	Grade Ones will be working in the Computer Lab n.	

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

<p><u>Preps</u></p> <p>Ethan, Larry, Jim, Sarah, Amanda,</p> <p><u>B, C, Mary</u></p>	<p>Word hammers - which words can have s on the end?</p> <p>Open ended - more advanced students can write down words of their own as well as on word hammers.</p>	<p>FOLIO PIECE - RESPOND TO A CULTURAL STORY.</p>	<p>Vowels - long and short. Restructure poem, focus on identifying short vowel sounds.</p> <p>For more advanced students - focus on short and long vowel sounds.</p>	<p>Retell the ending of Pongo The Pirate.</p> <p>This activity is open ended and will be completed by both Preps and Year Ones. I will be looking for a range of abilities within the work displayed.</p>	
<p><u>Grade 1</u></p> <p>Justin, Mark, Peter, Ruby, Lily, John, Tom</p>	<p>There, Their, They're.</p> <p>Find these in books. Record the sentence so we can talk about the meaning of each one.</p>	<p>FOLIO PIECE - RESPOND TO A CULTURAL STORY.</p>	<p>Vowels - long and short. Restructure poem, sorting long and short vowel sounds.</p>		
<p><u>Grade 1</u></p> <p>Grace, Madison,</p>	<p>There, Their, They're.</p> <p>Find these in books. Record the sentence so we can talk about the meaning of each one.</p>	<p>FOLIO PIECE - RESPOND TO A CULTURAL STORY.</p>	<p>Vowels - long and short. Restructure poem, sorting long and short vowel sounds.</p>		

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

<p>Computers - Reading Eggs</p> <p>Rewards CG - A, Russell.</p>	<p>Kim C</p> <p>Jai</p> <p>Ben</p> <p>Alex B</p>	<p>Ethan</p> <p>Larry</p> <p>Jim</p> <p>Sarah,</p>	<p>Amanda</p> <p>B</p> <p>C</p> <p>Mary</p>	<p>Kim</p>	
---	--	--	--	------------	--

Focused Reading Notes Week 9

A - l-1 and sounds. T could identify names and sounds of I and s. Working with the sentence Mum is painting, he recognized 2 letters in is and 3 words on the page. Knew am and is but needs more work on look.

B - Focus was talking marks. B identified long vowel sound in Maeve (work from shared reading) and commented when she got stuck, "I can easily break this." She read with expression when there were talking marks and could verbalise their use.

C - Focus was talking marks. She understood the meaning and could identify them but needs more work on reading with expression.

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

IMPLEMENTING THE ACTION PLAN

LESSON 1

Mentor/experienced colleague visits - date: Tuesday August 21st, 2012

Signature (mentor/experienced colleague): CD

Summary of discussion and actions arising:

Our lesson on Tuesday began with a session utilising the IWB and focusing on sorting pictures based on their initial sounds. Our focus for this letter was the letter U. The students enjoy using technology and I find this an effective way to engage them in a lesson.

After working on the IWB, we moved onto shared reading. We have been using the text 'The Ugly Duckling' and the focus this morning was on recalling the parts of the story that we had already read. Who were the characters? What had happened? What were our predictions from yesterday?

My teaching focus was on capital letters starting the sentence and full stops ending a sentence. To cater for student diversity, I aimed specific questions at students where I knew they had a need. Some questions examples were - Can you find the start of the sentence? What marks the start of a sentence? What marks the end of a sentence? What does a full stop tell us to do? There are 4 lines of text on the page but how many sentences are there? I find utilising different questions and aiming them at different levels helps to keep the students engaged.

descriptor 3.3, 4.1

Following the shared reading session, students broke into small groups for differentiated independent learning activities. These students were given work they were able to complete successfully and were supported by our Learning Support Officer.

The focus of the guided reading was reading and speaking with/using exclamation marks. I catered for each individual by asking the students to take turns reading aloud to me and reading silently. I explicitly taught how to read with an exclamation mark and where we might use an exclamation mark in our writing and in our own speech and modeled how to do this while reading.

Throughout the lesson, B was able to read using expression in her voice when using exclamation marks.

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

After the lesson, my mentor and I discussed different aspects of the lesson including student engagement and my questioning of boys compared to my questioning of girls. She pointed out that I asked 8 girls questions and only 1 boy. This is not something I was aware of and will keep this in mind for future lessons. She also commented on the placement of the boys and girls in the class when we are in our 'listening spots' on the floor.

LESSON 2

Mentor/experienced colleague visits - date: Monday August 26th, 2012.

Signature (mentor/experienced colleague): CD

Summary of discussion and actions arising:

Our lesson began with Shared Reading of a big book on the IWB with a focus on prediction. I find it beneficial to utilize big books on the Reading Eggs website because they have different series with the same characters which are good to make text to text connections with. Using the IWB engages the students and they can anticipate the comprehension questions at the end, so they know what is expected of them. Following my mentor's observation that my questions are targeted at girls not boys, I made sure to include an even number of questions to boys and girls. The strategy for predicting was seen as a positive and engaging one for the students by my mentor. My questioning was open ended to cater for different levels of ability within the class

descriptor 1.5

I have asked the students to give a thumb up and thumb down sign when agreeing or disagreeing, which allows everyone to participate and helps with the flow of the reading. This way, we could quickly check in on whether or not our predictions at the start of the book were correct without interrupting the flow of the story.

Following Shared Reading, the students began work on their independent activities and my mentor and I took a Guided Reading session with A. We worked on a level 1 book, with the focus on 1-1 correspondence. During the previous week, we had a meeting with A's mother, our Student Services Leader and my mentor, who is also Literacy Leader. A has not made the connection that letters go together in groups to form words.

descriptor 5.5

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

Our Guided Reading session focused on 1-1 correspondence and the formation of the word 'am', which was in the book. A began the session reading well and did not need encouragement to begin reading, but once he passed a couple of pages, he got tired and began making up his own words.

During this reading session, I catered for diversity by differentiating independent tasks (see work program) and by working with A at his own personal point of need.

After reflecting on this lesson, I will focus on the alphabet with A and orienting the book before we read together. We will also focus on oral language so that he can accurately hear the sounds he is making when he speaks. A needs to work on conversation with adults and to talk more so that he can articulate words and individual sounds. My mentor and I noticed that he struggles in this area and that he couldn't articulate the word 'am' correctly. This will be an area that we focus on in our next lesson. Students on the Autism Spectrum often need extra support with oral language and conversation skills.

descriptor 5.4

A needs time to develop his thoughts so that he can articulate them, so I need to be aware of this and give him this time, rather than jumping in too quickly with prompts.

LESSON 3

Mentor/experienced colleague visits - date: Tuesday September 4th, 2012.

Signature (mentor/experienced colleague): CD

Summary of discussion and actions arising:

Our lesson followed the same process as the previous two lessons. It is important for students to know what to expect from a lesson so that they can feel competent and participate successfully. Our Shared Reading focus was on ed endings so I introduced the topic by brainstorming words that end in ed before we read. I did this to introduce the topic to the Preps and the Year 1's reading at lower levels and to engage the Year 1's who are reading at level 27 and above.

After orienting the text and talking about a pirate and the

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

features of a fictional pirate, I asked the students to give a thumb up sign when they heard an ed endings. I have recently utilized the thumbs up sign in the classroom to reduce the amount of interruptions from the students while still allowing them to participate. I made sure to take note of which students heard the ed endings, which students could not hear them and which students were keeping an eye on when the students known as the good readers were putting up their thumbs. My mentor commented that the orientation of the book was effective.

After Shared Reading the students completed their independent activities with varying results. The worksheet that I had for my low group of Preps was a response to a book we'd read together in Guided Reading the day before focusing on the word 'safe'. On reflection, this worksheet was too wordy and crowded and confused these students. It presented four scenarios where the students had to illustrate what made them safe, but in hindsight, I would have chosen one scenario that they were familiar with and included an open ended option like who keeps you safe? This would still make the text to self connections I was hoping for and be more manageable for the students.

The Year One students were asked to rewrite the ending to a story. I like to allow the students some choice in their work so I let them choose the book they rewrote but this activity did not go as I had planned. I will repeat this activity next week but have them all rewrite the ending of one story and I will model this more than I did during today's lesson. My mentor suggested that while it was a good activity, it might have been more effective to use the big book we had worked on so that their learning had already been scaffolded by using a familiar story.

The third independent group worked on the ed word ending, making word endings with word hammers. They had to pull through a tab that had the ed, s and ing ending and write words that could have an ed ending. This activity was successful and most students were able to identify which words could have an ed ending and still make sense and which words could not.

My Guided Reading group, which included both C and B, focus on ed engings in the text. Both C and B opened up the book without prompting and showed me words with ed endings, indicating that they had made connections from our Shared Reading session.

My mentor observed the Guided Reading session and commented that

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

my orientation of the text, as well as a small visualization exercise designed to make text to self connections was a good technique. All the students in my group were able to identify the ed endings. I took note that although we have had a previous focus on exclamation marks, none of the girls read with expression when there was an exclamation mark so these will be a focus in future lessons.

LESSON 4

Mentor/experienced colleague visits - date: Monday September 10th, 2012

Signature (mentor/experienced colleague): CD

Summary of discussion and actions arising: Our Shared Reading this morning began with a tuning in session of vowel sounds - long and short. This was a short 5 minute brainstorm to review the concept for the Year One students and introduce the concept of the short vowel sound to the Preps. My intended outcome was for the Year One and more capable Preps to be able to identify the two sounds and for the rest of the Preps to be introduced to the idea that vowels can make different sounds.

The big book on Dinosaurs had been read before so we went over some of our earlier discoveries - that it was a fiction book but that it contained a glossary in the back to help us learn about the different dinosaurs. I asked the Preps to listen out for the short vowel sound and the Year One students to listen out for the long vowel sound. After the reading, I asked one Prep and one Year One to identify the two sounds.

My mentor is very knowledgeable when it comes to dinosaurs and lead the class on an impromptu discussion about dinosaurs, fossils, crocodiles and different dinosaurs in Australia. All the students were very engaged so we ran with it. I realized that oral language and discussions can be the experience of the topic for some students.

After our talk on dinosaurs I had most of the Preps and all of the Year One students sequencing a short verse that identified short and long vowels. The more able Year Ones sequenced it word by word, the Year Ones who needed more support sequenced it line by line and the Preps had only the passage about short vowels and they had to complete a cloze activity with a word for each vowel.

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

If they finished early, which most of them did, they completed a cloze activity with long vowel sounds. They were all able to identify the short vowel sound, but most needed help with the long vowel sound, which was acceptable because my learning outcome was only that they should be introduced to the idea of vowels making different sounds.

My focus teaching group read a story with me about Big Chimp and Little Chimp. They then completed a cloze activity with the word 'big' and we talked about how the 'i' makes a short sound.

My Guided Reading group was with B and C, with a focus on talking marks, identifying and discussing their meaning. B identified these straight away, could articulate their meaning and use them when reading. She is quick to make connections and use her learning from one situation to another. B articulated how she would break words apart as well as how she would identify long and short vowel sounds in words. She even commented on the long vowel sound in her sister's name.

C was hesitant at the start of the session and could identify talking marks but needed to have a discussion about how they're used before she could articulate their meaning. She did not use them in her reading, but I think this is because she was not feeling confident. She did not refer back to her learning from the Guided Reading session.

I think this lesson ran well, because all groups were doing an activity based on the Shared Reading focus. I think that sometimes I try and plan too many disjointed independent activities, which take time to explain (this has also been observed by my mentor) and can disrupt the flow of the learning. All students doing differentiated activities on long and/or short vowel sounds meant the lesson ran more smoothly and the students were able to put into practice what we had focused on in our shared reading session.

On reflection, this activity would have worked well if I had taught it on a Monday and the Preps who need more support could focus on one vowel sound per day rather than five at once. To check for their learning, my mentor recommended that I check for their understanding of vowel sounds in a follow up Guided Reading session.

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

EVALUATING THE EFFECTIVENESS OF PRACTICE

Assessing the learning of students

The format of this inquiry project helped me to consciously analyse what I know, and what I need to learn to help my students to improve their learning outcomes. It also helped me focus on their prior knowledge and what they needed specifically to improve, rather than basing my work program on what they should know. You can see by the examples of student work included, that all three students have increased their knowledge and skills when it comes to reading.

descriptors 5.1,5.3, 5.4

A

A has moved from substituting 3 or 4 words for one word in his reading (I am running became I am playing on the playground) to substituting one word for one word that carries on the meaning of the story. The little doll is on the table became the little girl is on the table. The little plane is on the table became the little aeroplane is on the table. This informs me that he is beginning to understand that each word on the page means one spoken word. He is also making logical mistakes that preserve the meaning of the text. A can now identify the words look, is and am.

Specific Outcome: an increase in text level to level 1 and the ability to match spoken words 1-1 with print.

C

C has increased her text level significantly. She is decoding at an instructional level on level 11 and beginning to use multiple strategies to decode text. C has gained confidence in her reading and still responded well to lots of reassurance and praise when reading. Through visualization aimed to encourage self to text connections and conversation orienting texts she is now more able to hook into her prior knowledge to help while reading. C has a wider range of strategies to call on when reading, including breaking a word, using blends rather than single sounds and has learnt a few strategies, such as 'super e'.

Specific outcome: an increase in text level to level 5 and to see her using information from the picture as well as prior knowledge

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

to decode text.

B

B has also increased her text level by a significant amount. She is instructional on level 12 and has developed more strategies to call on when decoding text. I think one of B's biggest strengths is her ability to articulate her learning and to use this knowledge in a variety of situations. She takes in the learning from our Shared Reading and remembers concepts discussed, even concepts aimed at the Year Ones, and uses this in her focused reading groups. B has begun to reread when something doesn't sound quite right, however when she has been reading for a little while and starts to get tired she stops using visual information and substitutes for what could be there, rather than the actual text. I will continue to work on rereading with B in our focused reading groups.

Specific outcome: an increase in text level to level 10 and re-reading for meaning.

The whole/small/whole approach helped me to differentiate by allowing the three students to complete different tasks while still feeling a part of the whole class. The flexibility of the independent groups allowed me to begin with C working in one group of students and then move on to work in the same group as B. Each student was able to experience success and gain confidence in their own learning because they were working at their own level and not competing with other students.

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

EVALUATING EFFECTIVENESS OF PROFESSIONAL PRACTICE - Reflection

This inquiry process helped me to understand and improve my teaching practice in a number of ways. It has helped me to focus on why we do whole/small/whole and how we can better utilise Shared and Guided Reading time. Most importantly, I think it has helped me to learn how to use the information I gain from one Guided Reading session to help me plan the next Guided Reading session so that I am supporting students at their zone of proximal development. Using the Timperley model to improve my knowledge of where I go next has helped me to investigate my own teaching practice and professional learning needs so as to better improve student learning outcomes.

While reflecting on the first lesson, my mentor encouraged me to use more targeted questions, making sure I was aware of both the gender imbalance of my questioning as well as catering for different ability levels in my classroom. From this experience, I am now more inclusive of all students in the class and I plan my questioning to target my focus.

descriptor 1.1, 1.3

My Shared Reading sessions are now more focused and utilize the time to teach explicit reading skills, rather than broad literacy concepts. The independent activities that follow are now more streamlined and relevant to the focus of the Shared Reading. They are also differentiated and cater for individual needs of the students.

Often, our Shared Reading will use a big book on the Interactive Whiteboard, which I find engages the students and caters for visual learners. There is often an interactive element to the book that encourages the students to participate in the reading. I find this helps with behaviour management because all the students can see the text, are engaged and this promotes positive behaviours while they wait for their turn on the IWB.

descriptor 4.3

My focused reading groups include more open questions, more experience with oral language, some visualization techniques to make text to self connections and put the story into some context.

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

Students are given the opportunity to use concrete materials like magnetic letters to consolidate word knowledge learned in the book. Students are also encouraged to form an opinion about the book, including favourite parts of the story and prediction. I also follow up Guided Reading sessions with an activity that relates to the text, as this develops deeper thinking in the students. It also makes their work relevant to their own life experiences

While reflecting on this inquiry, my mentor and I spoke about reflecting at the end of a lesson and how important it is to the whole/part/whole strategy to gather at the end and verbalise our learning, not the activity, but the learning. Currently, I keep a list of people who have shared their learning and call on new students. In the future, I will include another line in my work program so that I can plan questions and students for specific reflection to better focus the learning involved with a lesson. In this way, I can also better accommodate the different levels of ability within the class by targeting specific concepts and specific students.

descriptor 5.2

To continue to support the learning of my students and cater for diversity in my classroom, I will continue to work with my colleagues to make sure that my teaching practice remains focused and that I continue to use best practice methods in the classroom. I will continue to reflect on my lesson planning and teaching, both on my own and with my team. I will continue with my professional learning,

Prior to this inquiry process, I don't think my scaffolding of student learning was explicit enough or consolidated throughout the first two terms. Following this, I will now be more aware of the benefits of explicit teaching, catering for different styles of learning, catering for diversity and a more sequential work plan.

As these students have made great progress in their reading, I will continue to use these strategies for teaching with the rest of the class. Going into 2013, I will be more confident and conscious of the benefits of explicit teaching and a more

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

consistent and relevant work program.

To further develop my practice in teaching Literacy, I would like to undertake formal Professional Learning which would refine my pedagogical understandings in the areas of Oral Language and the structuring of Shared and Guided Reading time. I would also like to utilise more ICT and more varied literacies, such as plays and visual literacies.

descriptor 6.1