

WELCOME

Today's webinar will start at 4.30pm AEST

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TEACHING AND LEARNING SHOWCASE

Loving Literacy for Lifelong Learning

WITH ALEX WHARTON
AND DONNA HARVEY





ACKNOWLEDGEMENT OF COUNTRY

- We acknowledge the Traditional Custodians of the land on which we work, live and meet today, and pay our respect to Elders past, present and emerging.

ABOUT SCHOOLS PLUS

\$26M

RAISED FOR SCHOOLS

300,000

STUDENTS SUPPORTED

1000

SCHOOLS SUPPORTED

- > We empower schools with funding, coaching and knowledge sharing opportunities to bring about lasting change.
- > Commonwealth Bank Teaching Awards.

TEACHING AND LEARNING SHOWCASE

- **31 May:** Engaging community and developing STEM in Regional areas with Anna Ritzema
- **8 June:** Authentic STEM Learning Through Community Partnerships with Wendy Bode & Rebecca Godfrey
- **20 June:** Collaborative learning – How community and student voice can influence student agency and teacher practice with Hayley Dureau & Jessica Chesterfield



Visit: schoolsplus.org.au/knowledge_hub/

WELCOME

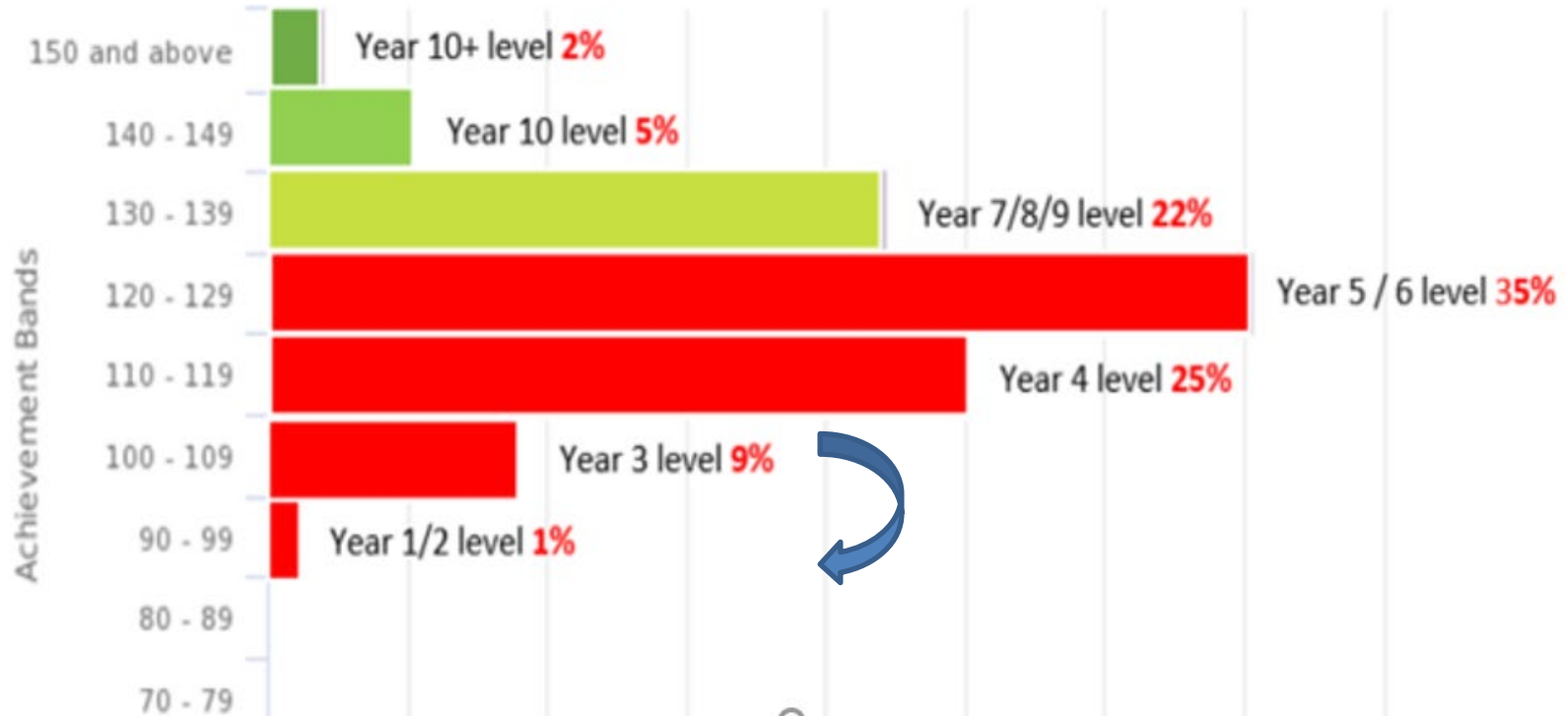
- > Welcome and Introduction
- > Presentation
- > Q&A



PRESENTATION

USING DATA TO SET GOALS

PAT R READING BANDS

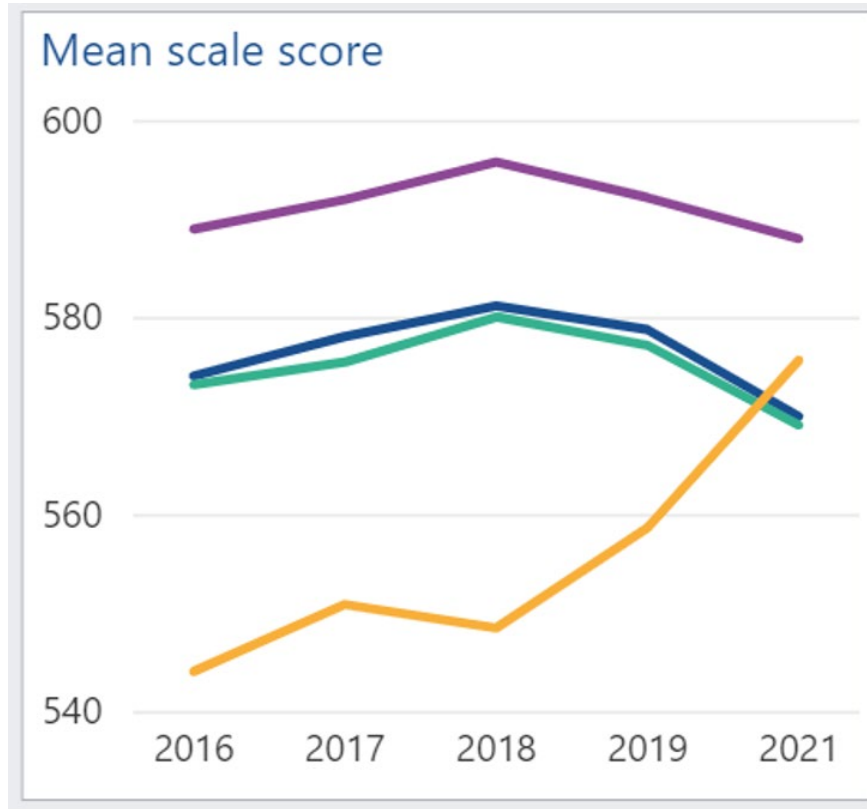


Effect size gain (relative to the nation)

Effect size gain (new methodology)							
Year levels	Strand	2015-2017		2016-2018		2017-2019	
		This school	Qld state schools	This school	Qld state schools	This school	Qld state schools
03-05	R		0.05		0.02		-0.01
03-05	W		-0.02		-0.03		0.01
03-05	S		0.10		0.05		-0.02
03-05	G&P		-0.02		-0.02		-0.02
03-05	N		0.02		-0.03		0.01
05-07	R		-0.06		-0.10		-0.06
05-07	W		-0.10		-0.13		-0.03
05-07	S		0.04		0.02		-0.01
05-07	G&P		-0.06		-0.11		-0.04
05-07	N		-0.04		-0.09		-0.12
07-09	R	0.09	-0.05	0.08	-0.05	0.27	-0.04
07-09	W	0.22	-0.12	-0.10	-0.11	0.46	-0.06
07-09	S	0.23	-0.01	0.25	0.02	0.26	0.02
07-09	G&P	0.32	0.06	0.15	0.03	0.34	0.03
07-09	N	0.04	-0.03	0.15	-0.03	0.38	0.00



Effect size gain: How much the school/state has gained in performance against the nation expressed in standard deviation units. **Positive numbers** indicate that the school/state has gained more than the nation. **Negative numbers** indicate that the school/state has gained less than the nation. Based on the whole cohort enrolled at the school for each test occasion.



Line graph legend



**Will not adjust for Students with disability and Gender*

**99%-100% Queensland
Certificate of Education
attainment 2016-2021**

ENGAGEMENT STRATEGIES DOING THE RIGHT WORK

- ☐ Reading in every English lesson every day for 20 minutes (7-9)
- ☐ Read the right way for each class e.g. modelled, guided, shared and independent
- ☐ Reciprocal teaching – predicting, summarising, questioning and clarifying
- ☐ Three Level Guide – literal, interpretive, inferential



Modelled Reading
Think Aloud



Set Reading Goals
Provide Feedback



Work Collaboratively
Shared Reading
Guided Reading



READING STRATEGIES at Beenleigh High

PREDICTING - Hypothesise what the text is about or what the author will discuss next

CLARIFYING - Make sense of difficult vocabulary and concepts

QUESTIONING - Question what you read (refer over)

SUMMARISING - Find the main idea, and put the text into your own words

VISUALISING - Visualise a picture in your mind about what is happening in the text

LITERAL

REMEMBER
UNDERSTAND

Locate, recall, connect
on the lines.

Who, what, when,
where, why, how is?

COMPREHENSION



INTERPRETIVE

ANALYSE
EVALUATE

Interpret, infer between
the lines.

Who, what, when,
where, why, how would?

COMPREHENSION



INFERENTIAL

APPLY
CREATE

Generalise,
hypothesise
beyond the lines.

Who, what, when,
where, why, how might?

COMPREHENSION

DOING THE WORK RIGHT

NORMALISATION OF READING

- Students tell us what books to buy
- Embrace contentious topics – invoke emotion
- Read alouds – dynamic expression
- Think alouds – predicting, summarising, questioning and clarifying
- Teachers actively talking about and modelling their enjoyment of reading
- Select texts with adaptations, some students struggle to visualise different worlds without external prompts

● **“Our English teachers’ passion for reading has rubbed off on us”**
(year 11 focus group)





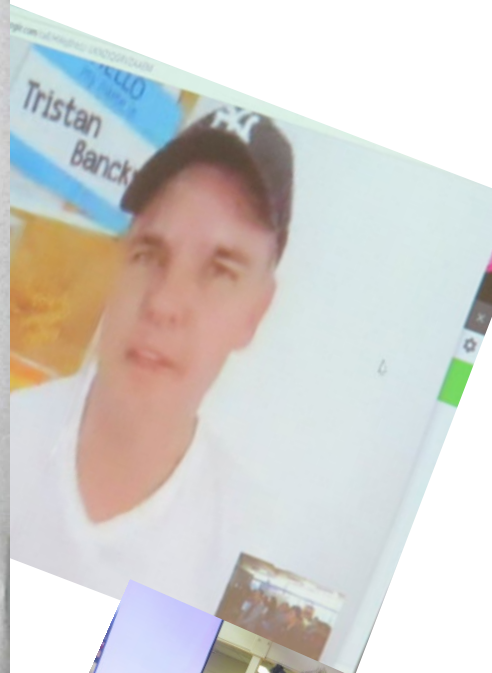
Jack's book a great yarn



JACK Dawson didn't like reading much, but teachers at Beenleigh State High sparked his passion – so much so, he's written his own.

With help from the school's librarian, he became an avid reader, and in Year 10 decided to write his own anime book.

The plot and character development came easy to him, but he needed help with the artwork so advertised through the school daily notices.



READING CONFERENCING

- ☐ Pace, fluency and comprehension
- ☐ Reading goal set
- ☐ Conference results recorded on OneSchool Literacy Continuum



SHORT TERM DATA CYCLES

READING CONFERENCE: POSSIBLE STRENGTHS AND GOALS

Diane Snowball 2016

Student: _____

Text	Reading Process	Fluency	Word Solving	Comprehension	Vocabulary
<ul style="list-style-type: none"> Book/Magazine /Digital 	<ul style="list-style-type: none"> Using picture clues 	<ul style="list-style-type: none"> Appropriate phrasing, intonation, expression 	<ul style="list-style-type: none"> Automatically recognises and reads high frequency words 	<ul style="list-style-type: none"> Predicting - Using prior knowledge of personal experiences, of world events, of prior text experiences 	<ul style="list-style-type: none"> Noticing interesting vocab
<ul style="list-style-type: none"> Just right/Easy /Challenging 	<ul style="list-style-type: none"> Using meaning cues Using structure of sentence cues 	<ul style="list-style-type: none"> Suitable rate Self-monitors Fluency 	<ul style="list-style-type: none"> Automatically recognises and reads a body of less common words 	<ul style="list-style-type: none"> - Confirming or changing throughout the reading of text - Finding evidence as support for prediction or changes 	<ul style="list-style-type: none"> Self-monitoring meaning
<ul style="list-style-type: none"> Fiction – Fantasy Sci Fi Realistic Historical Folk Tale Myth Legend Fable 	<ul style="list-style-type: none"> Using visual cues in words Predicting and confirming Cross-checking with cues (make sense? look right? sound right?) 	<ul style="list-style-type: none"> Rereads to improve phrasing, intonation, expression Adjusts rate to suit purpose (e.g., skimming, scanning, reading for deep understanding of complex ideas) 	<ul style="list-style-type: none"> Uses strategies to attempt unknown words - knowledge of onset/rime structure - recognises a common spelling pattern - uses beginning sounds - uses ending sounds - rereads text - skips a word but returns to it - uses context to help - uses knowledge of base word, adding prefix/suffix 	<ul style="list-style-type: none"> Visualising - Able to form a picture of what is being read, including being able to see, feel, smell the situation - Able to create visual representation of content Questioning what is occurring - Clarifying meaning - Questioning bias - Wondering Thinking aloud - Inferring – knowing how to combine personal background knowledge with what author writes to infer 	<ul style="list-style-type: none"> Using pictures, diagrams, etc. as clues Using context clues Using word parts (derivatives, prefixes, suffixes) Uses resources (thesaurus, dictionary, people, online, glossary) Selecting vocabulary to learn Being aware of vocab necessary for meaning and which vocab knowledge may not be necessary to retain meaning
<ul style="list-style-type: none"> Factual - Report Instructions Explanation Argument Recount Mixture 	<ul style="list-style-type: none"> Self-correcting Metacognition -can describe strategies as a reader 	<ul style="list-style-type: none"> Uses punctuation marks to guide phrasing and expression Uses context to guide expression, especially when reading dialogue 			
<ul style="list-style-type: none"> Variety Reads various genres Reads various authors Reads various topics Reads series Seeks recommendations 	<ul style="list-style-type: none"> Self-monitoring – is aware of text needing to make sense and what to do when it doesn't, which 				

LITERACY CONTINUUM

LITERACY CONTINUUM	Cluster															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Reading texts																
Comprehension																
Vocabulary knowledge																
Aspects of writing																
Aspects of speaking																
Phonics																
Phonemic awareness																
Concepts about print																
	Prep				1	2	3	4	5	6	7	8	9	10		
	Year Level															

Critical aspects	End of Year 7	End of Year 8	End of Year 9	End of Year 10
Reading texts	<ul style="list-style-type: none"> Reads for sustained periods (15–20 minutes) and sustains understanding in longer texts over time, e.g. reading short novels. Adjusts reading rate appropriate to subject content and purpose. Applies letter-sound and syllable knowledge to decode unfamiliar words. Searches and selects texts to help them meet requirements or task. Uses reading strategies to select a range of complex texts to read and understand. Applies and develops decoding and comprehension strategies in subject contexts. Applies and develops fluent and expressive reading skills in subject contexts. 	<ul style="list-style-type: none"> Reads a wide range of increasingly complex subject texts for sustained periods. Searches and selects texts to help them meet requirements or task. Understands the purpose of texts and how they are constructed. 	<ul style="list-style-type: none"> Independently selects and reads in subject contexts and range of complex texts. Strategically navigates texts to suit speed and efficiency. 	<ul style="list-style-type: none"> Strategically navigates or selects texts to read for complex tasks.
Comprehension	<ul style="list-style-type: none"> Applies comprehension strategies and skills including predicting, monitoring, questioning, summarising, identifying and explaining main ideas. Understands and explains texts in subject contexts. Applies and develops comprehension skills in subject contexts. Applies and develops comprehension skills in subject contexts. Applies and develops comprehension skills in subject contexts. 	<ul style="list-style-type: none"> Consolidates and increasing experience of comprehension strategies. Draws on relevant personal and textual experiences and knowledge to make meaning of texts. Applies and develops comprehension skills in subject contexts. Applies and develops comprehension skills in subject contexts. Applies and develops comprehension skills in subject contexts. 	<ul style="list-style-type: none"> Recognises, articulates and reflects on effectiveness of strategies used to comprehend texts. Applies and develops comprehension skills in subject contexts. Applies and develops comprehension skills in subject contexts. Applies and develops comprehension skills in subject contexts. 	<ul style="list-style-type: none"> Applies and develops comprehension skills in subject contexts. Applies and develops comprehension skills in subject contexts. Applies and develops comprehension skills in subject contexts.
Vocabulary knowledge	<ul style="list-style-type: none"> Applies knowledge of word meanings and word origins to understand the meaning of new words. Applies knowledge of word meanings and word origins to understand the meaning of new words. Applies knowledge of word meanings and word origins to understand the meaning of new words. 	<ul style="list-style-type: none"> Applies knowledge of word meanings and word origins to understand the meaning of new words. Applies knowledge of word meanings and word origins to understand the meaning of new words. Applies knowledge of word meanings and word origins to understand the meaning of new words. 	<ul style="list-style-type: none"> Applies knowledge of word meanings and word origins to understand the meaning of new words. Applies knowledge of word meanings and word origins to understand the meaning of new words. Applies knowledge of word meanings and word origins to understand the meaning of new words. 	<ul style="list-style-type: none"> Applies knowledge of word meanings and word origins to understand the meaning of new words. Applies knowledge of word meanings and word origins to understand the meaning of new words. Applies knowledge of word meanings and word origins to understand the meaning of new words.
Aspects of writing	<ul style="list-style-type: none"> Understands and explains texts for imaginative, informative and persuasive purposes. Understands and explains texts for imaginative, informative and persuasive purposes. Understands and explains texts for imaginative, informative and persuasive purposes. 	<ul style="list-style-type: none"> Understands and explains texts for imaginative, informative and persuasive purposes. Understands and explains texts for imaginative, informative and persuasive purposes. Understands and explains texts for imaginative, informative and persuasive purposes. 	<ul style="list-style-type: none"> Understands and explains texts for imaginative, informative and persuasive purposes. Understands and explains texts for imaginative, informative and persuasive purposes. Understands and explains texts for imaginative, informative and persuasive purposes. 	<ul style="list-style-type: none"> Understands and explains texts for imaginative, informative and persuasive purposes. Understands and explains texts for imaginative, informative and persuasive purposes. Understands and explains texts for imaginative, informative and persuasive purposes.

Critical aspects

<div>Aspects of speaking</div> <div>Students using oral language to communicate effectively in a range of contexts and situations, including the classroom and beyond, using the appropriate register, including the use of language to negotiate and influence others.</div> <div>Students using oral language to communicate effectively in a range of contexts and situations, including the classroom and beyond, using the appropriate register, including the use of language to negotiate and influence others.</div> <div>Students using oral language to communicate effectively in a range of contexts and situations, including the classroom and beyond, using the appropriate register, including the use of language to negotiate and influence others.</div> <div>Students using oral language to communicate effectively in a range of contexts and situations, including the classroom and beyond, using the appropriate register, including the use of language to negotiate and influence others.</div> <div>Students 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Qualitative Data on Conferencing

TEACHER COMMENTS	STUDENT COMMENTS
Conferencing allows me to track changes in student ability, whether they improve or not and whether their ability to read varies significantly across different book types or different reading criteria. For instance, students who read fluently might not always comprehend what they are reading and direct conferencing allows me to pick up on this and differentiate teaching.	Reading conferencing is to see where you are at with your reading and to help you improve your reading. My goal has been to emphasise my reading and to give emotion to the characters. I have slowed my reading down to where I am happy and understanding what I am reading.
Conferencing has made me more tuned in to the students reading and my own modelling of reading.	My reading has improved because I now like reading and I read a lot more.
One to one intervention has helped with student confidence in reading aloud and the pin pointing of areas of strength and weakness. Students read aloud to the class every day when asked. You can see the conferencing tips and teaching at work.	My reading has improved because I can now read books with harder words. Through conferencing my goal was to read more fluently. I think I have gotten better at reading.
It allows students to set reading goals and work on improving them over time. There has been an improvement in reading ability.	My reading has improved, particularly fluency, expression and stamina to read longer books.

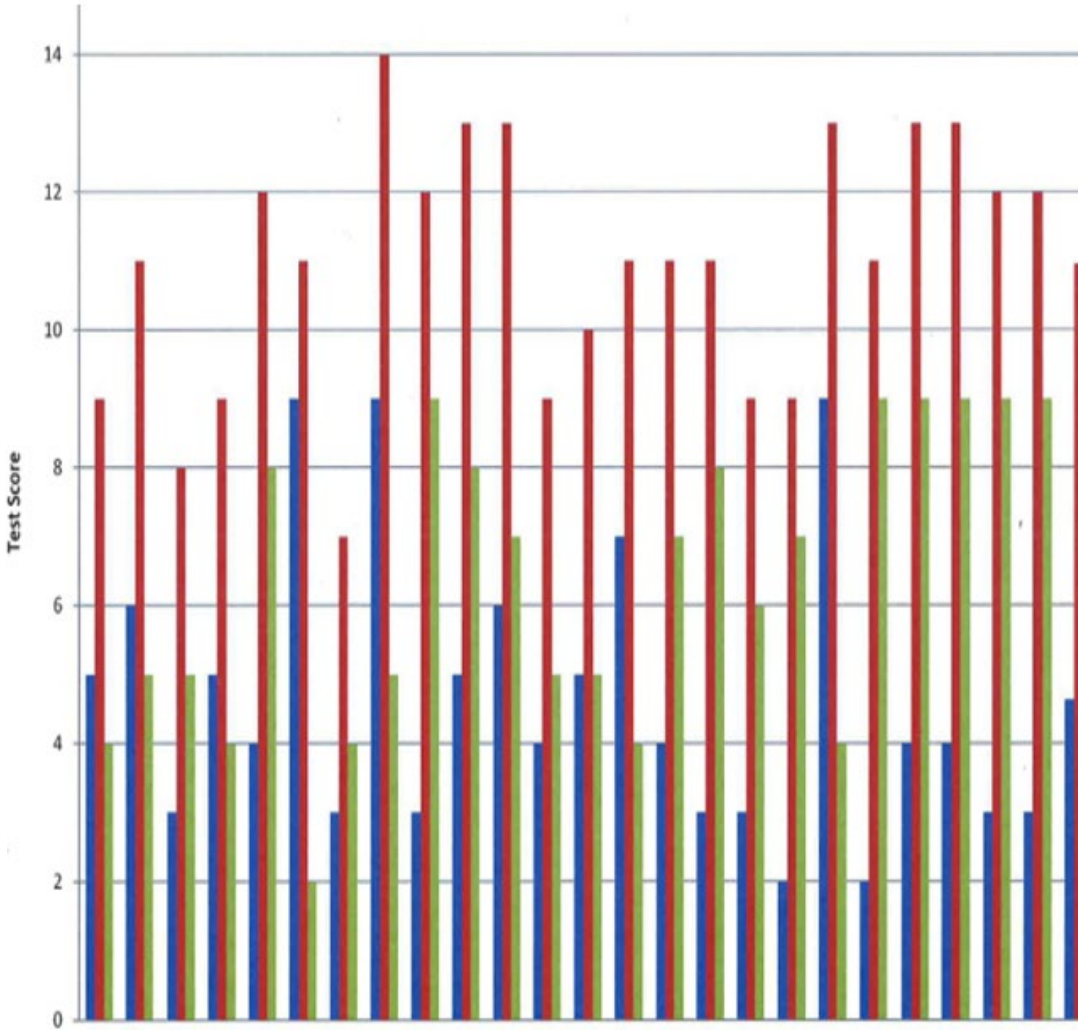
PRE AND POST TESTING

Know thy impact

Hattie Effect Size Calculator to determine a student's zone of proximal development

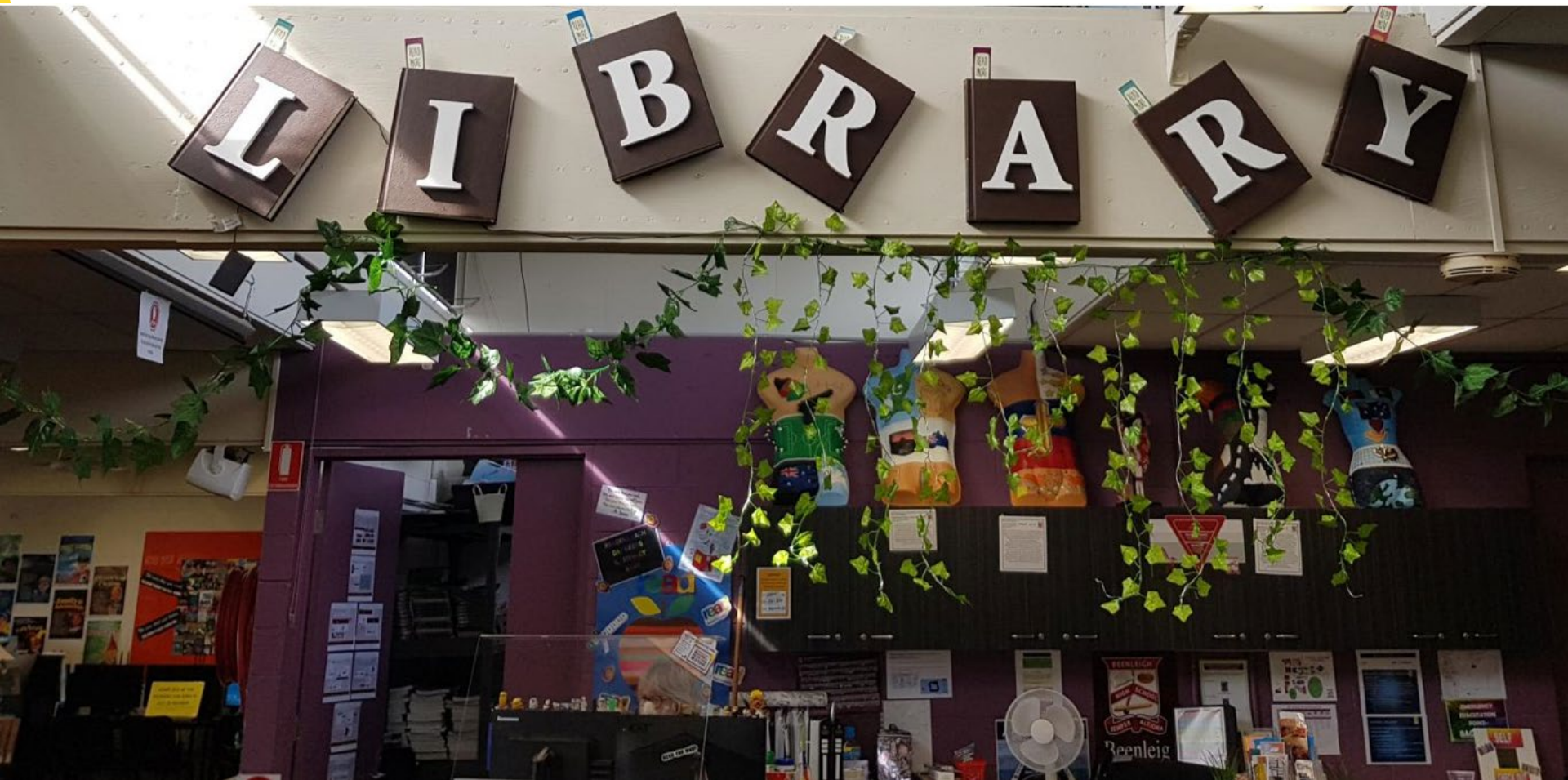
English Teachers interviewed each semester to provide support

EFFECT SIZE		3.10
0.6	Small	Glass et al.(1981) state the the average effect size for student performance/achievement in tests, without specific intervention, over a unit is 1.
1	Average	
1.5	High	



CAPTIVATING ACTIVITIES TO ENGAGE STUDENTS IN A LIFELONG LOVE OF LITERACY BEYOND THE CLASSROOM







MAKING LITERACY EVERYONE'S BUSINESS

The reading approach is successful in driving student outcomes due to the collective depth of understanding of staff in reading strategies to effect student outcomes.

- All English staff developed to highly accomplished/lead teachers in reciprocal teaching, three level guide and conferencing

- They became Success Coaches in upskilling all teachers in metalanguage around reading strategies (modelled reading, think alouds)

- Teacher Champions and lesson observation

- Quality assured through learning walks, focus groups and English teacher interviews



HARNESSING THE POWER OF PARENTS AND COMMUNITY

Your year 7 student recently sat a PAT R (reading comprehension) test. They received the score of 110 which means they are reading at a year 3 level. This is below the expected level. However, Beenleigh State High School's reading program is excellent and our team of English teachers will continue to work with your student to improve their reading ability. It is our hope that your student reads at home every day and that you have a chat with them regarding this result – they should have had a conference with their teacher about their result and what they can do to ensure further progress, including reading more frequently, engaging in class reading and trying their hardest on the PAT R test.

Feel free to email me if you have any questions or concerns



8:17

4G

7plus



s b

To You

8:12 pm

...

Hi

I have spoken to Zachary , and he informs me he hate's English and wants to be moved.

Zachary is a quiet kid he suffers from anxiety and that's ok for him not to participate in class, I don't want my child to be pushed into something he is not comfortable with .

I personally don't see the importance in English myself , he is trying his best and let him continue at his own pace.

Samantha 😊

LEARNER PROFILE

John Citizen 9A

Beenleigh State High School
Generated: 30/6/2021 by TrackEd



Roll Class 9A Gender M
Exit Year 2024 ATSI N
Academic Coach
Absences last yr 0 this yr 7
Behaviour last yr 0 this yr 0
Pimpama

Results	Class ID	Staff ID	YEAR 7				YEAR 8				YEAR 9				Latest	
			1	2	3	4	1	2	3	4	1	2	3	4	Beh	Eff
	MAE091A	HUSSSH					B	B	A	B	B	C			VG	S
	EAC091A	ROBIVA	B	A	B	B	A	B	A	A	B	C			VG	S
	FME091A	TOWELA									B	B			EX	EX
	HUA091B	HURIRO					A	A	B	B	A	C			S	S
	SAC091B	KARUUM					A	A	A	A	B	B			VG	S
	VPE091A	MSY									A	A			EX	EX
	MAT072A	MILEKA	A	B	B	B										
	SCI072A	SEHIEM	B	A	A	A										
	HUM072A	PATIMI	A	A	A	A										
	HPE072A	WILSJO	B	A	B	B	A	A								
	JAP072A	NYBEPE	A	C	A	B	B	A								
	ITD072H	TOWNPE				B										
	AGS072C	WHITJO				B										
	MUS071B	TREVCH			A											
	BSN071A	CHEAOD	A													
	RLA082A	GIRITY														
			GPA	4.57	4.57	4.43	4.29	4.57	4.71	4.17	4.33	4.33	3.67		4.17	3.67



Student / Parent Goals	Where do we want to be?	How do we get there?
<ul style="list-style-type: none"> Attendance: Have an attendance of at least 95% Achieve at least 4 As I will prioritise school work over/inner-school Meet deadlines 	<ul style="list-style-type: none"> Above 90% attendance At least 4 As 	<ul style="list-style-type: none"> Put in effort Don't leave things till the last minute Meet deadlines Complete homework

My goal for Term 3:

By the end of Term 3, I want to improve my Numerics, English, Math result.

(✓ tick the area(s) you will strive to improve)

☒ Achievement

☒ Effort

☐ Behaviour

☐ Attendance

Strategies to achieve my goal:

For each area that applies to your goal, write 1-2 specific strategies. You may use the comment bank from the Spotlight to help you.

Achievement

I will prioritise my school work both in and outside of school

I will take responsibility to ensure my assessment is completed, on time

Effort

I will complete homework and start/finish assessments by the deadline

I will catch up on missed work, when away from school

Behaviour

Attendance

Student Sign: John

Date: 16th July, 2021





Type: Learning

Level: Foundational

Time: Months

Library Badge

Issued by [Beenleigh State High School](#)

Earners of the Library Badge contributed to their literacy skills by being an active member of school library. The following criteria has been met:

Skills

Achievement

Library Etiquette

Responsibility

Earning Criteria

- Checked out and read at least two books per term
- Held meaningful discussions around the books they have read
- Participated actively within the library events that happen throughout the year
- Wrote a book review that has been able to assist other students when enquiring about the book



Type: Learning

Level: Foundational

Time: Months

Gold PAT R Badge

Issued by [Beenleigh State High School](#)

Earners of the Gold PAT R reward have demonstrated that they are reading well above the expected level for their grade.

Skills

Comprehending By Inferring

Comprehending By Interpreting

Comprehending Literally

Earning Criteria

- Participated in two PAT R test over the course of a year and were reading well above the expected level on both occasions.
- Showed effort and persistence in PAT R tests.
- Participated in classroom reading activities.

Junior Reading Badge

Issued by [Beenleigh State High School](#)

Earners of the Junior Reading Badge demonstrate their ability to read and comprehend a variety of texts from a range of genres. The following criteria has been met:

Skills

Education

Literacy

Writing

Earning Criteria

- Read at least one book per term and completed a reading log
- Enthusiastically engaged with the school's reading program
- Submitted a book recommendation to the school's library



**PADDOCK
TO
PLATE**

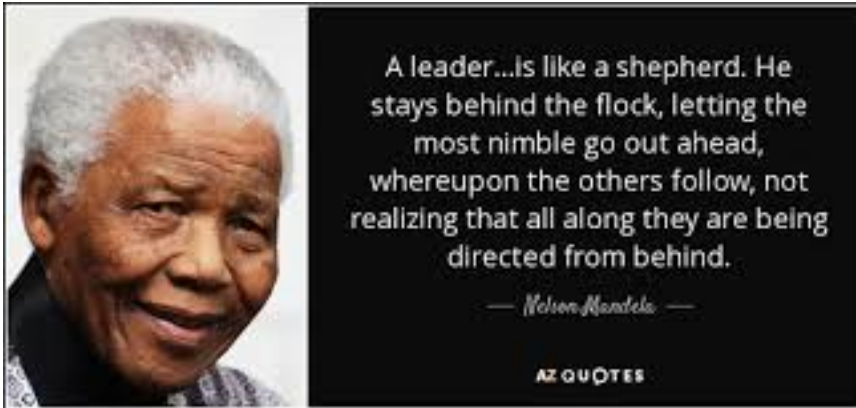




LEADING FROM BEHIND

Admin's role is to

- ☐ influence
- ☐ facilitate
- ☐ support
- ☐ celebrate success



THIS IS ME



agwharton@gmail.com



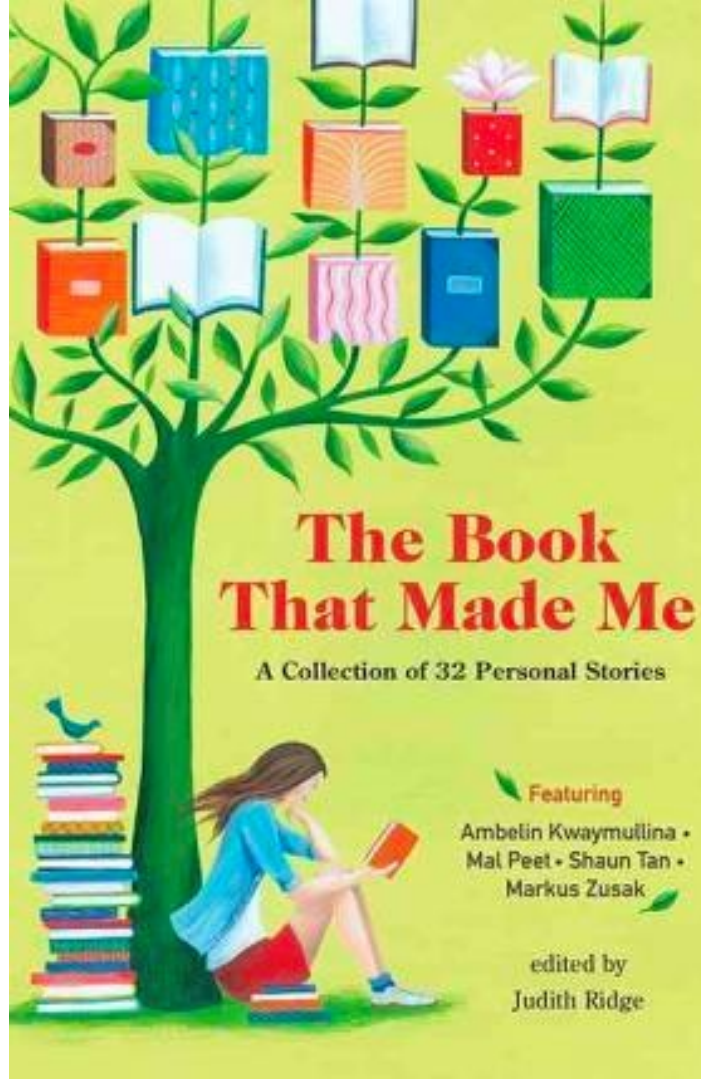
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BOOKS ARE...



GRANT SNIDER (AFTER RUDINE SIMS BISHOP)

<https://2.bp.blogspot.com/-G62J750qnlw/WzO4Pdn6knI/AAAAAAAAOXQ/RiXBReytqMAohBe5SaEMp0SPySoaaN8eQCLcBGAs/s1600/BooksAre-web.jpg>





PETE SANDERSON

@LessonToolbox

Follow

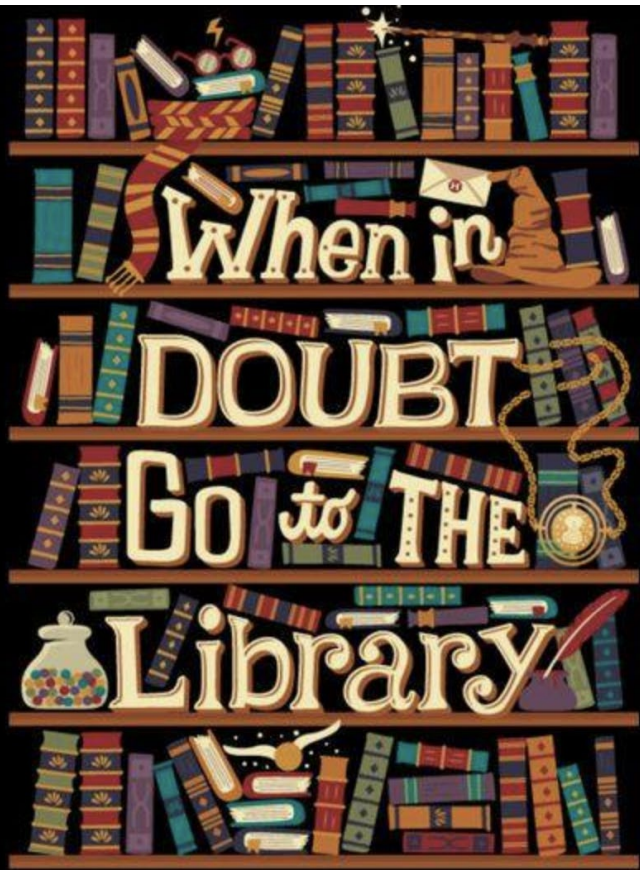


Great idea! Read Wall - displays reviews of pupil's favourite books via [@ccmwicklow](#)

#literacy #ukedchat #aussieED



5:12 AM - 2 Jun 2018















Holiday Reading

We all love a good story. Think about a novel you have enjoyed that has deep three dimensional characters, an imaginative setting, all captured in the craft of writing in which the author brings another world to life.

The upcoming two week break presents a wonderful opportunity for students and their families to spend some of their leisure time **reading**. **Reading** is something that can be done on a plane, in the car, on the beach, in the park, anywhere.

It might be that your son or daughter is **reading** the text set for English next term. As well as this, the Children's Book Council of Australia last week released their [Short List of 2017](#) books for older and younger readers, with some exciting new release texts for students to enjoy.

We know the benefits of **reading** are endless, so why not pick up a book you have not read before or would like to read again these **holidays**? You never know where it could take you!

Alex Wharton

English **Learning** Leader



Typology Tech @typologytech · Oct 13





Bowral High School @BowralHS · Aug 20

Who's reading which books and literature among our staff at @BowralHS?

Check out these cool door signs featured across the school to model wide reading, literacy and of course #BookWeek to our students! How many of these titles have you read? @learnPSNSW @EduTweetOz #bookweek2018





I ♥ YEAR 7 ENGLISH

The study of English is the gatekeeper to worlds of endless imagination, possibility and discovery!

Term 1: 'To read or not to read?' *Just Macbeth* by Andy Griffiths (Play)

Term 2: 'Up close and personal' *Boy* by Roald Dahl (Autobiography)

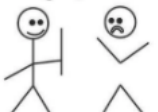
Term 3: 'Who gives a stupp!' *Trash* by Andy Mulligan (Novel)

Term 3/4: 'A whisper, a shout, thoughts turned inside out' by various composers (Poetry, Short Films, Animation)



PARENTS AS PARTNERS

I've got your back!

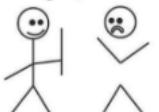


Some ways that parents can partner with their child's English teacher include:

- Modelling and encouraging a love of wide reading and writing at home
- Sharing with your child your favourite aspects of the subject English
- Engage with the texts your child is studying (reading and discussing it together)
- Refer to the Year 7 2017 Assessment Schedule (parent portal) and offer support when completing assessments
- Keep the lines of communication open

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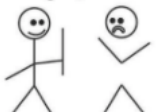


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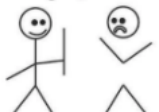


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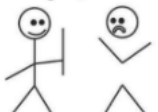


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STUDENTS



- 1. Learn Student Interests** - If you take time to learn about student interests this can help guide targeted reading texts and suggestions.
- 2. Libraries and Librarians** - These are very powerful support networks to connect students and support them on a reading journey.
- 3. Age and Stage Appropriate** - Carefully thinking through texts that are both age and stage appropriate for students is half the battle in engaging readers. Let's make our choices wisely, depending on school/student context and circumstance.
- 4. Poster on Classroom/Staffroom Door** - Laminate an A4 piece of paper with the teacher's name, photo, and 'What I'm currently reading', then using a whiteboard maker, update as often as needed.
- 5. The Book That Made Me** - read excerpts of *The Book That Made Me* (edited by Judith Ridge, 2016) and have students write their own reflections on books that made them.
- 6. Reading Journal** - Keeping a reading journal/log/reflection about the impact that different texts have on an individual can become a rich source of wider reflective writing as well as conveying a sense of reading achievement.
- 7. Community Libraries** - Involve students in the setting up of a 'community library' somewhere on campus.
- 8. School Assemblies/House Meetings** - Have staff or students present on books that they are reading/have read and the impact that it has had on them. They may like to read excerpts or refer to them in speeches/presentations.
- 9. Bookmarks** - Websites like Canva enable the creation/design of high quality and aesthetically pleasing bookmarks (which could also list techniques or characters of a text). Who doesn't love a beautiful bookmark!
- 10. Posters/Displays** - Involve students in the creation of book displays, have them set up a display for wide reading suggestions based around a unit covered in class.
- 11. Literature Circles** - Be mindful that not everyone comes to reading with the same circumstances/ability/experience/accessibility so consider to what extent each learner might be different when you're considering a culture of reading with students.
- 12. The Power Audio** - YouTube, Libravox, iTunes are all examples where free audiobooks can be obtained, students may like to have the audio being read to them as they follow along in the book.
- 13. Encourage Discussion** - Seeking to implement teaching practises that encourage class and individual discussion means that as students explore different answers and perspectives, and are critically reflecting on wider assumptions in their own learning context.
- 14. Choice and Voice** - When designing a unit of work, why must all students study the same text? If doing a unit on 'Overcoming Adversity' for example, consider looking at autobiographies of individuals who have overcome adversity, and have six to ten texts on this topic that students can choose from, based on interest and ability.
- 15. The Benefits are endless!** - How often are we discussing with our students the benefits of reading widely? Do we intentionally take time to be aware of, and point out the difference that reading has on us, and seeking to share this with the young people in our care.
- 16. What Are You Reading** - If there is set time in a lesson/school day for wide reading, why not lead by example and show students that you too find this time to be very valuable.

- 17. Faculty Kindles** - Is there space in a budget to purchase a set of Kindles/iPads, why not use this to load up some texts of interest or allow students to use these platforms for their own exploration and reading selection?
- 18. Like the film?** - Why not take some time to make connections with great literature choices, "If you liked this film or series on Netflix, you would love this novel..."
- 19. Blind Date With a Book** - Why not have students choose a book for wide reading, based on the ideas, rather than the covers/aesthetics. Bring some excitement into reading choices by covering a book in blank paper and identifying some generic features of the text.
- 20. Graffiti Wall** - As students are reading, have a space in the classroom where they can 'graffiti' favourite quotes, ideas, moments in the text.
- 21. Positive Attitude** - If research increasingly highlight how negative attitudes towards reading constrain reading experiences of our young people, what are we doing to make every moment the best one? How are we upholding positive attitudes to reading?
- 22. Let them talk!** - Students who are reluctant readers need to have successful reading experiences. Using literature circles with mixed-ability grouping, can provide students with the support they need to focus on the 'big ideas' in the story, as well as on the words and structure of the texts.
- 23. Writer In Residence** - Allowing students to meet authors and have shared experiences regarding the positive nature of engaging with writers can be a significant factor in the student reading experience.
- 24. Booked Up** - Based on a UK program where Year 7 students are able to choose from 12 different titles and are given this book for free to read.
- 25. Do Something Different** - YouTube log fire, make hot chocolate and provide marshmallows, establish a log cabin atmosphere where a desire to read is presented.
- 26. Read Aloud** - Research would suggest few things that students love more than when a teacher reads to them. Take time to do this and make it meaningful! For some of our students, this may be the only exposure to someone reading to them.
- 27. Rooted in Reading** - A longitudinal reading program where students read texts and then record a short review in their reading 'passport' which they can reference later on.
- 28. Variety** - Providing variety in a wide reading selection would support a greater opportunity for students to go beyond their traditional reading choices.
- 29. Mentor Readers** - Just as we have mentor texts to model for writing, we should encourage students to find mentor readers to inspire them and encourage them in their reading journey.
- 30. Books Navigate Life** - John Steinbeck reflected that books are the best friends you can have, they inform you, entertain you, and don't talk back. Let's share with our young people that books are essential in navigating life!
- 31. Foster A Community** - Why not consider running a co-curricular activity like a book club/literature lovers group to foster a community of peers who love reading!
- 32. Read Wall** - As a way of celebrating the amount/variety of reading that students do each year, print off the cover of the books that students have read and stick them to the wall as a way of visually mapping the breadth and depth of texts being read.
- 33. Classroom Collection** - Is there a space and place in your classroom where students can collect/borrow texts to read?





Q & A

THANK YOU

- > Visit the Knowledge Sharing Hub to access the recording and resources shared in today's session:
www.schoolsplus.org.au/knowledge_hub/
- > Let us know how we can best share knowledge amongst our community of schools – short survey



Schools Plus

HELPING STUDENTS SUCCEED



THANK YOU