

Taking Writing Further: Engaging, Empowering & Extending Young Writers

Event Overview:

Diocesan, state and school level Writing data shows a severe reduction in the percentage of students achieving and sustaining “at or above standard” (particularly “above standard”) as they progress through school.

The three “Taking Writing Further” modules aim to:

1. **Improve student Writing outcomes.**
2. **Increase the instructional competence of writing teachers.**

Based firmly in current research, this spaced-practice Professional Learning opportunity aims to build clarity for leaders and teachers of English in:

- Deconstructing, analysing and reconstructing mentor texts across a range of genres, in order to uncover and emulate the authors’ craft.
- Making informed decisions around social purpose, text-type and genre.
- Explicitly linking Reading and Writing.
- Supporting vulnerable writers, engaging capable writers and extending talented writers through quality, differentiated teaching practices.
- Enacting the principles of Visible Learning to bring rigour and engagement to the Writing classroom.
- **The presentation of this PL will be arranged in line with these principles of Teacher Clarity:**

<i>Clarity of Organisation</i>	Writing lessons and activities link to learning intentions and success criteria and connect explicitly to Speaking & Listening and Reading & Viewing.
<i>Clarity of Explanation</i>	Information presented to young writers is relevant, accurate, engaging and easily understood.
<i>Clarity of Examples and Guided Practice</i>	All Writing lessons support all students to move gradually to independence. (<i>I do; We do; You do</i>)
<i>Clarity of Assessment</i>	Teachers seek out and respond strategically to the feedback received from students through their verbal and written work.
Effect size for Teacher Clarity = 0.75	

Adapted from “Impact: Teaching Literacy in the Visible Learning Classroom” (Fisher, Frey & Hattie, 2017)

How will the program be structured?

The program will be facilitated by CEOB staff and structured around three Professional Learning Modules spaced throughout the year.

Modules will be 90 minute sessions after school via video conference or (preferably) facilitated at the school. Schools could opt for a closure day completing several/all modules in one day. Schools may combine as a network for these sessions.

Between session tasks: professional reading, recording of a classroom session or PLT based on the learning from the module, use of data to inform teaching, online discussions etc.

Who can participate?

- Teacher Teams (e.g. Units or PLTs *inclusive of the Literacy Leader*)
- Whole Staff Groups.

This PL would be particularly helpful for teachers or teams who have already completed 'Fundamentals of Best Practice in Writing' and wish to build on this learning.

What is expected of participants?

- Commit to completing all three modules.
- Be prepared to trial new ways of working and to reflect upon practice.
- Engage with 'between session' tasks.
- Support other teachers with embedding new knowledge into their planning, teaching and assessment.

What is expected of the Principal?

- Ensure participants are aware of all requirements and committed to the process.
- Align this learning with the school's School Improvement/Annual Action Plan and/or the participants' Professional Learning Plans.
- Meet regularly with participants to discuss and support this learning and measure its impact on student outcomes.

What you can expect from the CEOB:

CEOB staff will:

- Facilitate engaging and challenging Professional Learning that has rigour and integrity.
- Ensure strong and complementary connections to other related Diocesan Professional Development such as OLSEL, Reading and Writing Fundamentals and the work of Misty Adoniou.
- Manage the costs associated with the provision of this initiative, however schools will be asked to contribute the regular professional learning fee that is used to cover venue costs and catering as deemed necessary.

Registration:

Registration will be available [online](#) early in the 2019 school year. Registration implies that participants have the full support, as outlined, of their school principal.

Endorsement:

Leigh Mitchell