

EFFECTIVE AND EXPECTED PRACTICES



FOCUS

Identify, monitor and respond to each student's literacy progress using a set of assessment practices and tools to inform learning and teaching

ESTABLISH

Plan, teach and assess from the approved curriculum to develop each student's knowledge, understanding and skills to comprehend and compose a range of texts for a range of purposes

ACTIVATE

Explicitly teach the literacy demands of each learning area and of class and school routines through ongoing targeted cycles of contextual learning and teaching

RESPOND

Provide opportunities for teacher, self and peer feedback that is ongoing, progressive and moves learning forward

EVALUATE

Establish practices and processes that identify and evaluate the impact of teaching on student progress and achievement



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Measure and monitor individual progress in Literacy in an ongoing manner using the BCE Literacy monitoring tools

- P-2: reading readiness (CAP, SLK) and reading (PM)
- Y3-10: reading (PAT-R) and writing (BCE writing analysis)
- Frequent focussed observation for students not progressing, i.e. running records, writing analysis

Identify progress, prior achievement and experiences of each learner and plan to build on these when introducing new learning

Draw data from assessment techniques to gain a complete picture of a student's progress and achievement:

- formative assessment practices (including the use of summative assessment)
- teacher and student co-constructed folios to demonstrate learning in relation to the Achievement standards
- anecdotal records from regular observations

Analyse and use data (Individually and collectively) to inform and identify aspects of the curriculum to directly support student needs

Engage in frequent opportunities to collaboratively moderate student work

Engage regularly with the High yield strategies (Data walls, Review and Response and Learning walks and talks) at a school, cohort and class level to identify patterns and respond through targeted instructional strategies



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Plan directly from the Australian Curriculum: English and explicitly interrelate the strands of language, literature and literacy when teaching English for –

ESTABLISH

- **a minimum of 1.5 hours per day (P-2)**
- **a minimum 1 hour per day (Y3-6)**
- **a minimum 3 hours per week (7-10)**

Use the approved curriculum to plan for the development of knowledge, understanding and skills in all learning area contexts

Identify and make visible the curriculum Learning intentions from the Achievement standard, co-construct Success criteria guided by the Content descriptions and set related learning goals

Use the context-text model of language when planning, to identify aspects of literacy (comprehending and composing) that when focussed on will enhance student achievement in learning areas

Identify and plan for the use of specific Gradual release of responsibility strategies that intentionally activate literacy learning (comprehending and composing) in the context of learning areas

Plan for the explicit teaching of Comprehending (listening, viewing, reading) and Composing (speaking, writing, creating) in all learning areas



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Explicitly teach using the context-text model of language to support students to comprehend and compose learning area texts

Activate learning through the use of a repertoire of Gradual release of responsibility strategies to support students to comprehend and compose learning area texts

Use the five contexts for learning and development to teach multiple ways of knowing and interacting and to provide multiple opportunities for practice (P-2)

ACTIVATE

Explicitly teach contextual, semantic, syntactic and graphophonic knowledge in context to develop each child's ability to comprehend and compose meaningfully (P-2)

Use whole-part-whole to organise the classroom to support explicit and differentiated teaching that moves each student's learning forward

Explicitly teach Comprehending (listening, viewing, reading) and Composing (speaking, writing, creating) in all learning areas

Recognise and activate student voice to co-construct learning opportunities through goal setting, questioning, feedback and dialogue



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Use the instructional loop on a daily basis that links Learning intentions, Success criteria and Feedback

Plan for and implement a range of techniques and tools that provide effective feedback that is relevant, timely and specific

Teach explicitly how to seek, receive, give and act on feedback

Seek, receive, give and act on feedback

Provide feedback at the levels of task, process, self-regulation and self

RESPOND

Check in regularly using the five questions to gather progress data (What are you learning? How are you going? How do you know? How can you improve? What do you do when you get stuck?)



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Set student goals regularly and monitor progress toward them

Use the Mind frames of teachers/leaders as a reflective tool

Use the High yield strategies recurrently at a school, cohort and class level to gather and analyse progress and achievement

Utilise regular cycles of data analysis based on a range of evidence including: student achievement data, student progress data, student beliefs survey data, student voice and peer observation and feedback

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