



Welcome to Oakhill Drive PS

Acknowledgement of Country



Instructional Rounds @ ODPS

POP: Are our reading lessons worthwhile & is there evidence of teachers using effective comprehension instruction?



Virtual observations
in real time



17 & 18 March 2022



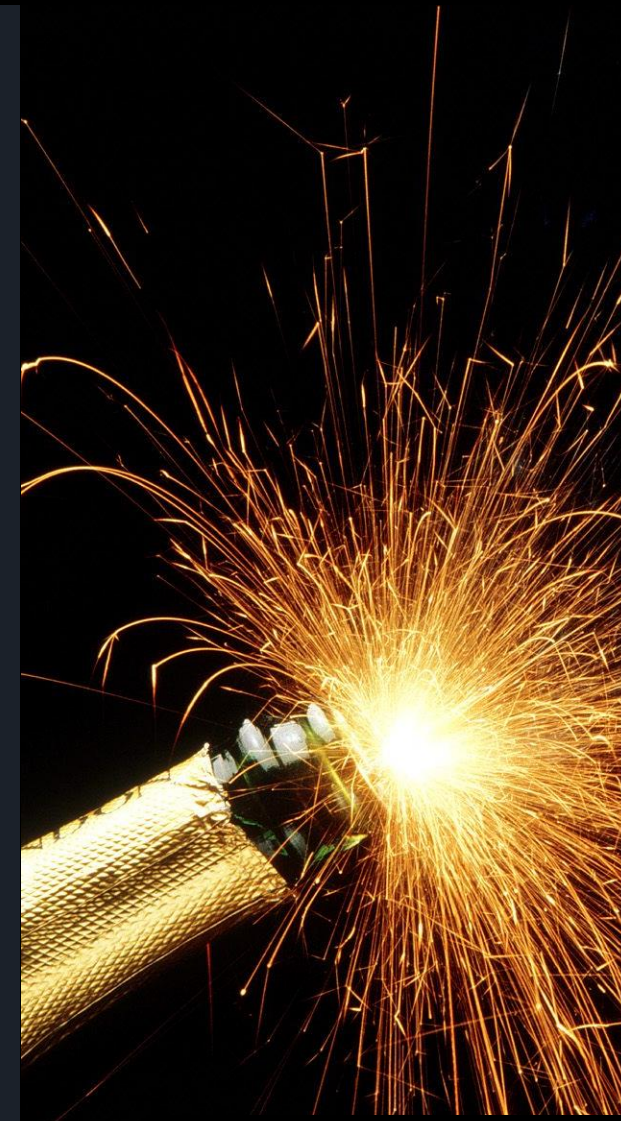
11 Classes

COPS INSTRUCTIONAL ROUNDS 2022 – CELEBRATIONS!

connections to prior learning evident
Excitement from students sharing their thinking
Learning Intentions matched the task
Visible learning spaces enable discussion
Charts in room support learning
Learning goal for lesson very clear
Student to student talk
Effective modelling of a think aloud
Students excited & engaged in learning
Effective teacher to student questioning
Questioning moved student learning forward
Effective use of learning partners
Lessons included: Modelled, Guided & Independent learning
Randomisers used appropriately
Clarity of learning expectations
Positive interactions between learners
Metalanguage used extensively
Visual prompts accessible for rich vocabulary
Think time provided used impactfully
Rich texts used
Desks configured to enable students to talk

Celebrations

- Shared selected IR data
- Targeted teacher to share what they did to achieve this in writers' festival style –targeted question
- We acknowledged that all classes observed did 'something' really well – this teacher can be a 'go to'
- Very positive feedback from staff



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Supporting all staff

Exec Team	APs	APCI	LaST & other expert teachers
P/DP/APCI plan learning & deliver to Exec team first to build capacity	APs deliver learning in 'Spirals' weeks Work shoulder to shoulder Beginning Teacher support	Mainly 3-6 Expert in class support using GRR to build teacher capacity	K-2 Model, provide resources For teaching synthetic phonics program





Our Beliefs in
**TEACHING
READING**
for ALL students K-6



Reading is both an **ART
FORM** & a **SCIENCE**

Learning to read does not occur through osmosis or immersion but an environment full of rich, quality texts & the opportunity to explore, play & think about language & texts is vital.

Connection & Engagement

Meaning is enhanced when we understand context, content & vocabulary. We need to support students' background knowledge & frontload vocabulary.

Learning TO Read:
Instruction must be **EXPLICIT
& SYSTEMATIC**

Time must be invested to explicitly teach & practice fundamental reading skills - Oral language, Phonemic Awareness, Phonics & Vocabulary - to ensure deep understanding, & skills to decode & encode.

Reading TO Learn:
COMPREHENSION is the goal

Understanding how words work (phonics, etymology, morphology, syllabification, homophones etc), together with a repertoire of comprehension strategies, allows text to be understood.
Fluency (speed, expression, intonation) enables meaning to be extracted

Variety of **TEXTS**

Language, punctuation & the use of symbols evolves with time.
Different text types (oral, digital, visual, factual) are designed to be read in different ways.
Understanding the audience & author's intent promotes deeper understanding.

TIME is required to become a **PROFICIENT** reader

Students need to be provided opportunities to read & to be read to **EVERY DAY**.
Eyes on text for 90 minutes daily for students K-6.

ODPS vision – evolving this year as we learn

How would it impact student learning if every teacher expertly used think alouds to model reading strategies?

Collective efficacy

- P/DP/APCI front load executive learning
- APs lead cross Stage pods in K-6 learning
- APs lead Stage teams
- Teachers model think alouds
- APCI team teaching/modelling
- LaST & other expert teacher modelling



How can we deepen student thinking and give them the skills to think critically?

Think Alouds

- Term 2 focus
- Used IR readings
- Modelling
- Practicing/Reflecting
- Built into PDPs
- Stage developed questions
- Teacher created thinking stems
- Eg when teaching Author's perspective

- Term 3
- Teachers modelling think alouds for staff in PL; great teacher buy in seeing their peers



Do we have deep understanding of comprehension?

Big Six

- Realised teachers didn't have full understanding of components of teaching reading that would contribute to skills in inferential comprehension
- Didn't want to teach in isolation
- Gaps in students in Years 2-6
- Key for new syllabus
- Students now showing evidence that they are making more meaning of words to understand in context



What kinds of thinking do we want our students to develop?

Backwards Mapping


- 3-5 weekly sequences of learning
- Learning trajectories developed based on big conceptual ideas
- Focus on the learning (LI) not the doing
- PETTA school membership
- Significant shift – a big cognitive load for teachers
- Implementation of developing understanding of explicit teaching (short sharp & effective), clarity of LISC and task

How can we use assessment & data collection to drive improvements in teaching & learning?

Assessment schedule reviewed

- Formative assessment continues to be key!
- Develop teacher skills to teach to needs
- Preliminary data shows gaps being plugged in phonics knowledge
- Assessment tasks developed collaboratively
- DoE tasks trialled (snapshots & fluency) Stage specific, some pre and post
- Teachers triangulated data
 - Understanding texts thread from literacy progressions
 - EAL/D progressions
 - NCCD data
 - A-E report data





What's next?

- Vocabulary – Tiers, Understanding and using it!
- Goal – comprehension
- Across KLAs
- Promotes reading non fiction, authentic texts
- Use think alouds across the KLAs
- Shift responsibility to students to use the think alouds
- Students questioning skills



Our dilemma...

- “I don’t have time to teach all of that!”
- “Love the learning but I can’t fit it in”
- “How can I fit in time for reading for enjoyment?”
- “How do I support diverse learners?”
- “In the K-2 syllabus implementation “Structured Literacy” – how do I do that?”

- How can we support teachers to structure lessons in an effective, meaningful, integrated (?), sequential and sustainable way?