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│  Brighton Primary and CDE 2016      │
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│  WORLD CLASS LEARNERS               │
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│  DEVELOPING EXPERT LEARNERS         │
│  TfEL Domain 3                      │
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│ Early Years Learning Framework   │   │ Australian Curriculum   │
│ Dispositions   │   │ General Capabilities   │
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LITERACY +
Communication, comprehension, learner agency, fluency

CURRICULUM	**INQUIRY PEDAGOGY**	**ASSESSMENT**
EARLY YEARS LITERACY INDICATORS	BACKWARDS PLANNING	DIAGNOSTIC
AUSTRALIAN CURRICULUM – LITERACY CONTINUUM ENGLISH		STANDARDISED

CONTINUITY OF LEARNING

Literacy Plus

Literacy Plus aims to gain higher achievement, engagement, intellectual stretch, resilience and a growth mind set for every learner in literacy – for all to be powerful learners of literacy.

- Track, monitor and respond to every learner's growth.
- Have a literacy improvement cycle
- Enact change in pedagogical practice
- Identify and enact clear intervention processes

Inquiry pedagogy

English Proficiencies

- Educator workshops
- Leader workshop
- Professional learning projects R-7: Writing and Reading Mentors
- PLC sharing of learning
- Pedagogical coaching

Educator Accountability

- Implementation of pedagogy
- Data collection and analysis
- Reflective journals
- PLC sharing
- Research based and driven

Effective Pedagogies	Guided Practice / Mini Lessons	Learner Agency	Intellectual Stretch
Effective pedagogies will allow each student to access the curriculum in a way that enables students to: • Learn in their zone of proximal development with challenge and rigour • Develop productive dispositions to learning • Become self- motivated learners of English • Learn in teachable moments from authentic real world experiences orally, visually and in print • Celebrate successful learning and engage in literacy experiences with persistence and excitement	Educators and students will use data and feedback to identify authentic strategies to engage in multiple interdisciplinary literacy experiences. Guided practice and mini lessons (will be used by students to develop conceptual and critical understandings of literacy as a tool for communication and problem solving and to develop and apply abstract understandings as users of English. Explicit teaching of strategies and literary devices with a focus on thinking aloud about how to successfully engage with multimodal texts.	Opportunities for students to experience themselves as active, self-directed agents who can, individually and in collaboration with others, formulate personally meaningful learning goals, work out strategies to achieve them, engage the world to pursue them, construct understandings, and communicate the newly developed understandings to others." This approach supports students to: • Identify and achieve personal learning goals • Direct and own their learning by asking questions including: -What do I need to learn? -How will I learn it? -What will I use to develop my understanding? -How does this apply to other situations and experiences?	Critical and creative thinking, problem solving and reflection will be used to ensure student thinking is made visible and students are able to demonstrate learning and understanding in a range of ways. Questioning by both educators and students will drive an inquiry and investigation approach. Questions may include • What do you notice? Why? • What strategy did you use? Is there another way? Which is more efficient? Why? • What do you think? How do you know? • Can you explain your thinking?
Differentiation	Events and Forums	Data Collection Timeline	Professional Learning Teams
Effective teaching is designing learning so that all learners learn what they are entitled to through • Making connections to student experiences • Scaffolding learners with support • Providing a range of multimodal textsensuring a multi-sensory approach • Varying group sizes and participants • Providing time to explore, observe and practise • Direct explicit instruction • Guided practice • Appropriate adjustments for NEP and ILP students	Students have opportunities to demonstrate their agency in a range of ways including: • Book Week • Premier's Reading Challenge • Write a Book in a Day • Writers' Week Awards • Poet in Residence • Newsletters to use and create texts for real life purposes • Oral presentations at Assembly and year level Expos • Class and school events • Kitchen garden	• Screen of Phonological Awareness: SPA (Reception) Term 1 • Concepts of print (Reception) Term 4 • Soundations (R-2) Term 1 • Running Records (R-7) Once a term minimum • South Australian Spelling Test (years 1-7) Term 1 • Words Their Way (Years 5-7) • Pat R (Years 3-7) Term 3	Professional Learning teams are established in each year level and all teachers are expected to actively participate and share learning. The focus of PLT's is on reflective practice to improve student learning outcomes using the Dufours Critical questions as a guide for dialogue and sharing. Through this approach teams are expected to • Collect, share and analyse data • Develop consistent pedagogical practices and language • Design learning that ensures continuity and consistency of learning for students and is reflective of the Australian Curriculum and the EYLF • Observe and provide reflective feedback on practice to colleagues