

**Te Kāreti Tamatāne o Te Whanganui-a-Tara**

# **The WC Language of Literacy**

**Tuesday 28th March  
Session 2**

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# The Coll Way for Literacy

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**STRATEGY ONE:**  
Knowing our learners

**STRATEGY TWO:**  
Professional Development

**STRATEGY THREE:**  
The WC Language of Literacy

**STRATEGY FOUR:**  
Intervention Programmes

# What are the links to the Literacy standards

## US32405 - Write texts to communicate ideas and information

**Outcome 1.4:** Write texts that **demonstrate sufficient technical accuracy** to communicate meaning, **without intrusive errors** in spelling, punctuation and grammar

*An error should only occur when a student is attempting more complex structures*

**Outcome 2.1:** Construct a variety of **complete sentences**

*This includes being able to correctly use a range of sentence types*

**Outcome 2.2:** **Punctuate correctly** to support meaning

*Many candidates are currently not using capital letters and full stops at the beginning and end of sentences*

**Outcome 2.3:** Use **grammatical conventions** within sentences and paragraphs with sufficient technical accuracy to communicate meaning

*Including consistent tense use, subject verb agreement, appropriate word forms and pronoun reference*

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# What is the 'WC Language of Literacy'

- **Supports our young people in achieving these outcomes**
- A **consistent approach** to the teaching of the '**nuts and bolts**' of literacy skills, focused on three key moments in the classroom:
  - Before writing
  - Immediately after writing
  - In the feedback phase of writing
- A set of **minimum expectations** to be used in **all classes**, across **all subject areas**, at **all year levels**

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# Why the 'WC Language of Literacy'

As educators, our mission in the classroom is that our young people **learn**.

Where **learning** can be defined by two main outcomes:

- **Long term retention** of knowledge, skills or understanding
- **The ability to transfer** what has been retained to different contexts and situations

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# Why the 'WC Language of Literacy'

In regards spelling, punctuation and grammar, our young people have **not yet learned** because:

- They *may* have long term retention of the skills, but
- We know, both anecdotally and through assessment, that largely they are not independently transferring these skills to different contexts and situations

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# So, **how** do we do it?

Developing these literacy skills requires us to teach both the **cognitive** and **metacognitive** processes attached to literacy skills.

## **Cognitive:**

The skills and strategies

E.g. Knowing when and how to use a full stop accurately

vs.

## **Metacognitively:**

The ability to control and monitor the cognitive knowledge

E.g. Self-regulating when to use the full stops

Bruer, J. (1993) *Schools for Thought: a science of learning the classroom*, Cambridge, Mass.: Massachusetts Institute of Technology

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# Cognition vs. Metacognition - an analogy

## Cognition:

- Knowing how to turn the oven on
- Having the skill of using a vegetable peeler
- Understanding how to follow steps in a recipe book for making gravy
- Knowing how long the meat takes to cook
- Having the knife skills to cut the meat
- ... and more



## Metacognition:

Being able to control, monitor and regulate each of the knowledge and skills in relation to each other.

Being able to move from each of the pieces of cognitive knowledge being individual and separate, to being able to apply them all in the same context.

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# Why the 'WC Language of Literacy'

We need to create conditions where we are developing the metacognitive ability in our students to **'know when'** to use the skills they already have.

Biggs, J. and Moore P. (1993) *The Process of Learning*, Australia, Prentice Hall.

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# Why the 'WC Language of Literacy'

Dillon & Sternberg state that 'the use of 'self regulatory strategies' is inherent in the process of producing 'knowledge informing' texts.

Or in other words, **in order to write well you must be able to control, monitor and self-regulate.**

Dillon, R. and R. Sternberg. (1986) *Cognition and Instruction*: Academic Press Inc.

Helen Nicholls states that 'learners need explicit instruction about writing processes, and 'instructional cues' to develop cognitive processes .

Or in other words, **in order for students to develop the self-regulatory skills required for writing, we must teach the skills through explicit instruction.**

Nicholls, H. (2003) *Cultivating 'The Seventh Sense'* - metacognitive strategising in a New Zealand secondary classroom.

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# Why the 'WC Language of Literacy'

## How do we achieve this?

Through **rituals and routines** that are common in **every lesson**, in **every subject**, at **every year level, everyday**.

In this way we will support students to **automate** the **self-regulatory** process.

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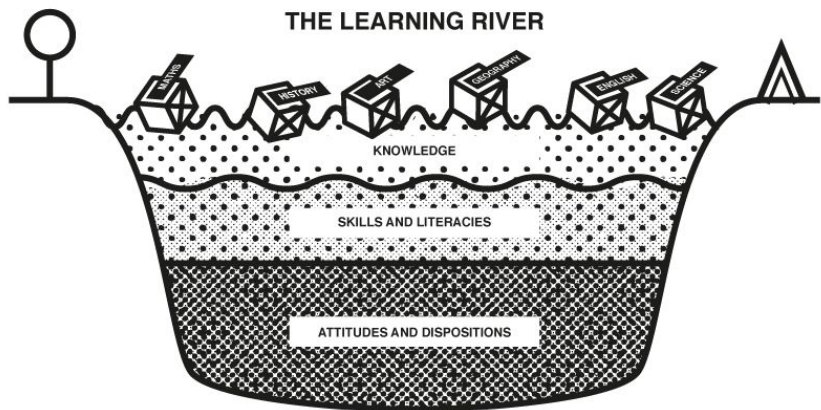
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# Why a minimum expectation?



‘Small details of the way classrooms and schools operate cumulatively impact the development of critical attitudes and habits of mind. Every lesson, every day... for good or for ill.’

Or in other words, **if we are *only* talking about literacy four times across the school week, why are we surprised when the students decide literacy skills are only important some of the time?**

Claxton, G. (2018) The Learning Power Approach: Teaching Learners to Teach Themselves.

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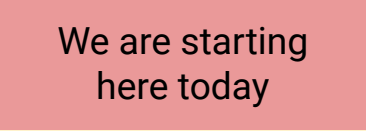
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# So... what actually *is* the Language of Literacy

- A **consistent approach** to the teaching of the 'nuts and bolts' of literacy skills, focused on the three key moments in the classroom:
    - Before writing
    - Immediately after writing
    - In the feedback phase of writing
  - A set of **minimum expectations** to be used in **all classes**, across **all subject areas**, and **all year levels**
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# Immediately post-writing: The 'Lit3'



- After **all substantial** writing tasks, the class will collectively **STOP** for a 'Lit3'
- Where a presentation is being used, teachers will display the **Lit3** badge

## What is the Lit3?

Students will spend **3 minutes** proofreading their work for the big three: **capital letters, full stops and commas**

## What constitutes **substantial**?

An amount of writing which would be of paragraph in length (6 lines or more), or collectively add up to a paragraph in length, or more

## What is the point if they can't find the **errors** in capital letters, full stops and commas?

You will see this when you are giving feedback, and this will form the basis of your starter in your next lesson - **regardless of subject**

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# Feedback: Top10 feedback and use of literacy codes

When giving feedback on written work, **the first ten lines of a longer piece, or half of a shorter piece (you can use professional judgement!), will be marked using literacy codes** that are consistent across the school.

This includes work that is short question and answer that is being marked.

These codes are placed **in the margin, or in a comment at the end of a line in a doc.**

## **When work is returned:**

*The teacher will...*

- Use a literacy focused starter addressing the main spelling, punctuation or grammar error of the class
- Display the literacy codes on the board and explain what they mean

*The students will...*

- Correct their literacy mistakes before moving on to actioning their other feedback

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# Feedback: What are the literacy codes?

sp	Spelling error
p	Punctuation error
,	Comma error
.	Full stop error
^	Missed word
C	Capital letter

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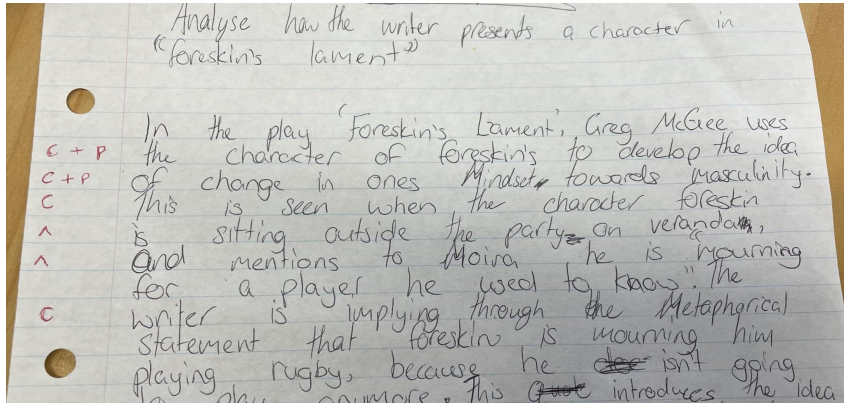
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# Top10 feedback - what does this look like?

- Always place in the margin rather than circling the issue. This forces the student to *think* about where the mistake is before they correct it. This will also highlight if they need further teaching.
- It is tempting to point out all of the mistakes, but for some of our young people this could be very overwhelming. **Stick to the Top10!**
- More than one on one line? Just use the + symbol.
- But you know there are other errors that don't fit in the codes? Use your judgement here. Russell Bishop states that '**Feedback is best when it is located in the zone of proximal development - between what the learner already knows and what is aimed to be understood**'

Bishop, R. (2019) Teaching to the North-East: Relationship-based learning in practice.



"Analyse how the writer presents a character in Foreskins Lament"

In the play 'Foreskins Lament', Greg McGece uses the character of Larry to develop the idea of belonging and togetherness. This is seen when Larry and Foreskin are having a chat about the team in the changing rooms. Larry says "Most of the time we end up sodden in some corner bar" This highlights the ideas of Belonging and togetherness because the quote shows where Larry would be if it wasn't for him being in this team. In particular, the use of the words 'Sodden Bar' gets the audience thinking about a negative space that Larry could be in. A sodden bar represents a dark, dim place with a grim mood. But Larry is not in this place right now as he is giving his all to fit into the team just so he can feel some belonging after his breakup with his wife years ago. He has finally found some light with the rugby team. Additionally, Further up in the play when Larry is inviting "The lads" round to his place for a rugby party he says "Oh yes, wives and girlfriends too, I think. Unless you'd rather.... This quote highlights the idea of Belonging and togetherness further as Larry is too embarrassed

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# How are we going to support you?

- Crash Course Carousel
- Teaching Hacks
- Learning Walks
- Resources for literacy focused starters
- Time to make the adaptations

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# FAQ

How will I get through all of my content if I need to do this as well?

How will the students know what the literacy codes and the 'Lit3' mean?

How can students correct their mistakes if they don't know how to?

How can I teach them if I don't know it myself?

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# What do we need from you?

## Next, you have time in your Learning Areas to:

- Discuss what this will look like across each year level in your subject
- Adapt your lessons going forward
- Please check your tutorial allocation and rooming (Ctrl+F)

11.10-12.30	The WC Language of Literacy: Implementation time <i>In Learning Areas</i>	Languages LC1 Social Science 402 HPE G5 Science S9 Careers and Transition P5 English 202/3 Arts F1 Maths T1 Technology Māori
12.30-1.30	Lunch	
1.30-3.00	Punctuation and Grammar Tutorials 1.30 - 1.50: Session One 1.55 - 2.10: Session Two 2.15 - 2.35: Session Three 2.40 - 3.00: Session Four	Various Tower Block
3.00-3.15	Reflection time <i>Google Form</i>	In Learning Area

## Then:

- Start implementing the minimum expectations as soon as possible, our young people need us to do this!
  - Lit3
  - Top10 literacy feedback
  - Literacy Codes

**‘When students can monitor and self-regulate their learning (*Lit3*), they can use feedback more effectively (*Top10/Literacy codes*) to reduce discrepancies between where they are in their learning and the desired outcomes or successes of their learning’**

Hattie, J. (2012). *Visible learning for teachers: Maximising impact on learning*. London, UK: Routledge

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# Karakia

*E oha ki runga  
E oha ki raro  
Āna*

*"I greet those things from above  
I greet those things from below  
Yes I do"*

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